I’m Dr. Katie Linder and you’re listening to an audio extra for my new book *The Blended Course Design Workbook: A Practical Guide*, available now from Stylus. To learn more about the book and access additional bonus resources, visit the book’s website at bcdworkbook.com.

In this audio extra I wanted to tell you a little about how *The Blended Course Design Workbook* came to be.

Around 2012, I was directed a faculty development unit at Suffolk University in Boston and we got a new president. And along with this new president came a hybrid initiative. It was something that he felt very strongly about and it was eventually decided that we were going to transition 20 percent of the undergraduate courses into a hybrid model. And hybrid is just another work for blended, they’re often used interchangeably.

And I was approached by the president about helping to provide training for our faculty about how to do this course design process. And at the time, the Center for Teaching and Learning had a Course Design Institute that was very successful and faculty really enjoyed it and they liked the structure that it offered to them. And so we decided to use that as a base and build a program that was more focused on the technology components and the technology integration that come along with blended course design, but that also didn’t lose the course design components and the real focus on student learning.

So what ended up growing out of that was a six-week program for faculty and that program was really focused on simulating what a blended course was like. So faculty met face-to-face once a week and we did a morning session that was focused on course design and an afternoon session that was focused on technology training and really hands on working with different tools. And then, in between those face-to-face sessions, the faculty engaged in online activities to try to show them what it would be like for their students.

And you can actually see the structure for this program on the book’s website at bcdworkbook,com, it’s under the faculty development resources, and there’s an at-a-glance schedule, so you can see a little bit about what it looked like.

And as we were developing this program, as you can imagine, there were lots of worksheets and information gathering and we did a lot of research to figure out what were other people doing and what was the literature saying was working for blended.

And I knew that other faculty developers were probably doing the same thing, and probably still are, and trying to pull together the right resources to assist their faculty. And as we were gathering all these things, I thought, there’s got to be a way that we can turn this into a resource so everyone else doesn’t have to recreate the wheel about how to help faculty create blended courses.

And that was when the idea of *The Blended Course Design Workbook* was really born. I really wanted to create a resource that other people could use on their own, if they wanted, but also in faculty development programming. And so what that means is that the majority of the book was pilot tested with faculty who were designing blended courses, and the faculty really liked the program, they liked the structure that it offered and it allowed us to tweak and change various things that we had created into what eventually came in to be in this book.

And the book was really designed with faculty and student experiences always at the center, but also with a faculty development perspective of what administrators might also need to support faculty in the course design process. So, for example, at the end of each chapter, there’s questions to guide faculty, but there’s also questions for administrators to be thinking about what do they need to be considering if they’re developing blended courses and programs.

My hope is that all readers who find this book see that it is a useful and practical guide for their course design process or their course re-design process. It was really meant to be something that could be a step-by-step walk through and help people to feel supported and that they had the resources they need to really design a course that would allow them to teach their students in a blended environment with confidence.

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You can also learn more about me at my professional website: katielinder.work.