## Course Background
- TMD 103G - Textiles, Fashion, and Sustainability
- Basic concepts of textiles, fashion supply chain and their sustainability (environmental, economic and ethical).
- 80-100 students
- Freshmen and Sophomore
- Predominantly lecture based with online assignments, quizzes, exams and in-class activities
- In-class activities (40%), Exams (33%), Online assignments (20%), Online pop-quizzes (7%)
- Part of URI’s General Education program and designed to be a “Grand Challenge” course

## Course Changes
- Redefined the learning objectives based on Andragogical principles
  - “Describe broad concepts of sustainability” vs. “Describe why sustainability is important and apply textile sustainability to your discipline”
- Balanced direct instruction and guided inquiry
  - Effective learning activities were designed by mapping against specific objective and specific platform
- Organized the course to reflect a flow and process
  - LMS was organized giving clear instructions
- Promoted metacognitive awareness
  - More self-assessments were designed
- Facilitate students’ engagement
- Accommodate diverse types of learners

## Results
- Blending is more than offering resources using two platforms
- Designing a blended course can take time but enables true student-centered learning
- Students should be made aware of a blended course while they register
- Students need to be explained about differences between traditional and blended formats
- Blending doesn’t stop at course design and continuous check-ins during semester are important for student success