Blended Model 1 • High-Flipped with Alternating In-Class + In-Lieu-of-Class

Description

• Instructor teaches the course in hybrid format. Major course components are divided into three categories:

- **High-Flipped:** Most *content* is presented asynchronously online for all students (e.g. lectures, readings, demos). Content is combined with asynchronous online activities for engagement & accountability (e.g. quizzes, reflections, prompts, etc.). This work is due before any class meeting (flipped) but it includes more material/activity than is typical in a residential course (that's that *high* part).

- **In-class**: With the instructor present and facilitating, students in the **in-class** modality engage in learning activities that build on the flipped content (e.g. discussion, problem solving, labs, etc.)

- **In-lieu-of-class:** Students in the **In-lieu-of-class** modality engage online (asynchronous or possibly synchronous) in equivalent learning activities that build on the flipped content (e.g. discussion, problem solving, practice sets, etc.). The instructor is not present but will prompt the activities and provide feedback.

• Due to space limitations, students are assigned to days when they will attend **in-class**. On other days, they participate in asynchronous **in-lieu-of-class** work.

• **In-lieu-of-class** groups *could* meet synchronously online during scheduled class time—but without the instructor.

• Course and content *progresses* between each class day (e.g. Thursday's **In-class** meeting with Group B is not a repeat of Tuesday's **In-class** meeting with Group A). The common flipped material helps facilitate this curricular progression.

Considerations

• This course requires additional work (compared to fully f2f delivery) in the form of:

- Preparation of flipped content
- Preparation of **in-lieu-of-class** activities and completion of feedback

• Responding to student's work may be different in each modality.

• Reduced time f2f for experiential activities (may affect some highly-experiential disciplines more)

• Potential for inequitable learning environment exists if remote students feel that their experience is not of equal quality to the in-class experience—but all students will have both experiences each week in alternating fashion.

• Complexity of tracking *who needs to be where when*, especially for students.

• Be mindful of quantity of material that is flipped, since students will be getting more of this in all their classes.

• If available, peer instructors (via tutoring and/or academic work crew models) may be helpful, especially if they can support groups during in-lieu-of-class mode.

• The difference between Model #1 & #2 largely hinges on whether your course needs students in both groups to do *exactly the same* **in-class** work.

Technology for Online

- Instructor creates async content and activities in Moodle and provides feedback online.
  - Material captioned for ADA as necessary
- Depending on your pedagogy, you may also want/need to record:
  - In-class f2f sessions to be available asynchronously online
  - Online synchronous sessions to be available asynchronously online
- Depending on the amount of video or high-resolution images, this version could require students to have good internet access and laptop—but minimally all students need laptop or tablet.

Schedule Example

- Two groups of students
- **MONDAY:**
  - Group A – **in-class**
  - Group B – **in-lieu-of-class** activities

- **WEDNESDAY:**
  - Group B - **in-class**
  - Group A – **in-lieu-of-class** activities

Technology for In-Class

- Instructor creates content and activities designed for in-person classes.
- Wide-angle classroom AV capture available

Blended Model 2 • Asynchronous Online + Rotating Tutorial Sessions

Description

• A majority of the course is conducted asynchronously through Moodle. Major course components are designed as follows:

- **Content:** Most *content* is presented asynchronously online for all students (e.g. lectures, readings, demos).
- **Accountability/Motivation:** Content is combined with asynchronous online activities for engagement & accountability (e.g. quizzes, reflections, prompts, etc.).
- **Active Learning**: Students engage in online learning activities that build on the content (e.g. discussion forums, individual or group problem solving, projects, etc.). The instructor creates the activities and provides feedback

• Due to space limitations, students are assigned to days when they will attend **in-class**.

• Instructor uses each scheduled class time to meet with this smaller group of students. Each student is able to meet with the faculty member at least once per week.

• Each small group session (tutorial) replicates the same materials or activities, so all students get access to the same instruction when it's their turn to attend.

• **In-lieu-of-class** groups continue to complete asynchronous online components of the course that occupy them when it's not their day to meet.

• Additional provisions will need to be made for this contact with fully remote students.

Considerations

• This model requires redesigning the course to work as a primarily online course.

• Students would attend ½ to 1/3 of a usual semester's in-person class sessions (thus the conception of these times as *tutorials*)

• The replication of material in each scheduled class day may slow the progression of the course and limit overall content.

• This course does require additional work when there are fully remote students who cannot attend any of the tutorials. An open office hour may allow for tutoring of these students.

• Additional responding to student's work will be required for online components.

• Reduced time f2f for experiential activities (may affect some highly-experiential disciplines more)

• The model may fit more for classes with frequent group discussion or ongoing group/individual projects.

• Potential for inequitable learning environment exists if remote students feel that their experience is not of equal quality to the in-class experience—but all students will have instructor contact each week in alternating fashion.

• Complexity of tracking *who needs to be where when*, especially for students.

• If available, peer instructors (via tutoring and/or academic work crew models) may be helpful, especially if they can support groups during in-lieu-of-class mode.

Schedule Example

- Two groups of students
  MONDAY:
  - Group A – **in-class tutorial**
  - Group B – **in-lieu-of-class** activities

  WEDNESDAY:
  - Group B - **in-class tutorial** [same as Mon]
  - Group A – **in-lieu-of-class** activities

- Provision for a **Group C**
  - Remote tutorial with instructor at alternate time

Technology for Online

- Instructor creates async content and activities in Moodle and provides feedback online.
  - Material captioned for ADA as necessary
- Depending on the amount of video or high-resolution images, this version could require students to have good internet access and laptop—but minimally all students need laptop or tablet.
- Depending on your pedagogy, you may also want/need to record in-class sessions to be available asynchronously online.

Technology for In-Class

- Instructor creates activities designed for in-person classes.
- Wide-angle classroom AV capture available

Blended Model 3 • Parallel In-Class + Online Pathways

Description

• Instructor teaches the course as if it were in two sections: one in-person and one online.

• For each major course component — lecture, discussion, demos, problem-solving activities, homework, lab, performance — the component is delivered both in-person (**in class**) and online asynchronously. The instructor does not need to involve remote students in the in-person classroom sessions.

• Due to space limitations, students are assigned to days when they will attend **in-class**. On other days, they participate in *fully* equivalent asynchronous **in-lieu-of-class** work.

• **In-lieu-of-class** groups *could* meet synchronously online during scheduled class time—but without the instructor.

• Even though most students are alternating between **in-class** and remote **in-lieu-of-class**, the two pathways are fully built out and operate in parallel. Thus, a student could shift into and remain in the online track as needed—such as if they need to move into quarantine.

Considerations

• This design requires additional work (compared to solely f2f delivery) in the form of:

- Preparation of two versions of content and activities for each class section
- Delivery of in-class
- Feedback on **in-lieu-of-class** activities

• Responding to student's work may be different in each modality.

• Potential for inequitable learning environment exists if remote students feel that their experience is not of equal quality to the in-class experience—but most students will have both experiences each week in alternating fashion.

• The existence of a fully parallel online pathway allows for fully remote and quarantined students.

• Complexity of tracking *who needs to be where when*, especially for students.

• If available, peer instructors (via tutoring and/or academic work crew models) may be helpful, especially if they can support groups during in-lieu-of-class mode.

Schedule Example

- Two groups of students

TUESDAY: Topic X
   o Group A – **in-class:** Discussion on Topic X
   o Group B – **in-lieu-of-class:** Online discussion of Topic X

THURSDAY: Topic Y
   o Group B – **in-class** Activity/Lab on Topic Y
   o Group B – **in-lieu-of-class:** Online activity of Topic Y

Technology for Online

- Instructor creates async content and activities in Moodle and provides feedback online.
   o Material captioned for ADA as necessary
- Depending on your pedagogy, you may also want/need to record:
   o In-class f2f sessions to be available asynchronously online
   o Online synchronous sessions to be available asynchronously online
- Depending on the amount of video or high-resolution images, this version could require students to have good internet access and laptop—but minimally all students need laptop or tablet.

Technology for In-Class

- Instructor creates content and activities designed for in-person classes.
- Wide-angle classroom AV capture available