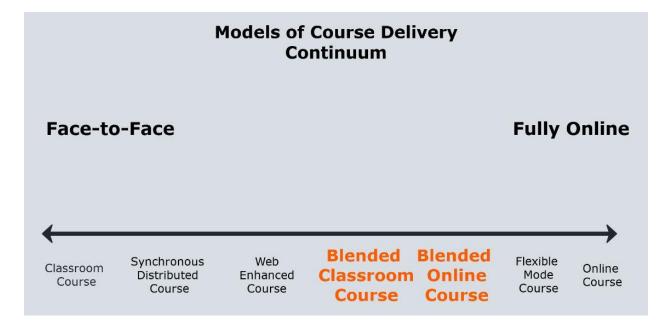


Models of Course Delivery: Blended Learning Course

Blended Learning, also called **Hybrid Learning**, is when course activities occur in both traditional classroom settings and in online formats. There are two types of Blended Learning scenarios that we will discuss: A **Blended Classroom Course** and a **Blended Online Course**.



A Blended Classroom Course is when online activity is mixed with in-person classroom instruction. The online work may replace a significant percentage, but not all of the required face-to-face activities, which may reduce the amount of time students spend in the traditional classroom setting.

Some institutions use Blended Classroom Courses with traditional on-campus students to improve efficiency or lower the density in classroom spaces. For example, replacing 50% of classroom experiences with online experiences would allow an institution to schedule a second course in the same room, or would allow half the students to attend the first class session of the week, and the other half the next. Similar to a flipped classroom model, the online activities should support and enhance the work that occurs in the face-to-face environment.

When thinking about creating a Blended Classroom Course, you consider what you want students to know and be able to do by the end of the semester and determine the assessments and learning activities that will allow students to practice and demonstrate mastery of these desired outcomes. Then you ask which activities can be facilitated with technology and which lend themselves to face-to-face instruction.



- Perhaps online activities and assignments prepare students for face-to-face sessions.
 Students review content online—through readings, videos, quizzes, etc.—and then come to class prepared to discuss, debate, or apply.
- Maybe online student work informs the lecture. Students attempt a task or answer a question online which you use as the springboard for instruction. <u>Just-in-Time-Teaching</u> (<u>JiTT</u>) is an example of this sort of work that is commonly used in the sciences.
- Another option involves students beginning a task in class, and then finishing on their own. For example, students begin solving a lengthy problem in the face-to-face class with instructor support, then finish the problem on their own time and upload the solution to the Learning Management System.

A Blended Online Course is the mirror image of a Blended Classroom Course. Most of the course activity is completed online, with a small number of required face-to-face instructional activities such as lectures, discussions, labs, or other in-person learning activities.

This type of course reimagines traditional education roles and provides different opportunities for learning as the majority of work is completed online. In this model, students often have a greater degree of autonomy in the process of learning and there is typically more flexibility for learners as they control pacing, location, and time devoted to learning. Instructors serve to facilitate students' learning, and the time students spend with you face-to-face is generally well-thought-out and includes instruction that could not easily take place online.

A Blended Online Course merges the benefits of online learning with those of a traditional face-to-face class. However, when planning for your Blended Online Course, it is important to consider the course goals to determine the specifics of the face-to-face requirement, as it sets geographic limitations on students' access to the course.

This type of course also requires that students complete the majority of the work independently. Much like a fully online course, this requires that an instructor be clear and organized on the Learning Management System. Most instructors include a clear course overview as well as guidelines for each week or unit of study.

If you would like support as you restructure your course to function as *Blended Classroom Course* or a *Blended Online Course*, please let us know.

Reference: