



- 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. [Just-in-Time-Teaching \(JITT\)](#) 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:

Mayadas, F., Miller, G.E., & Sener, J. (2015, July, 7). [Updated e-learning definitions](#). *OLC Insights*.