

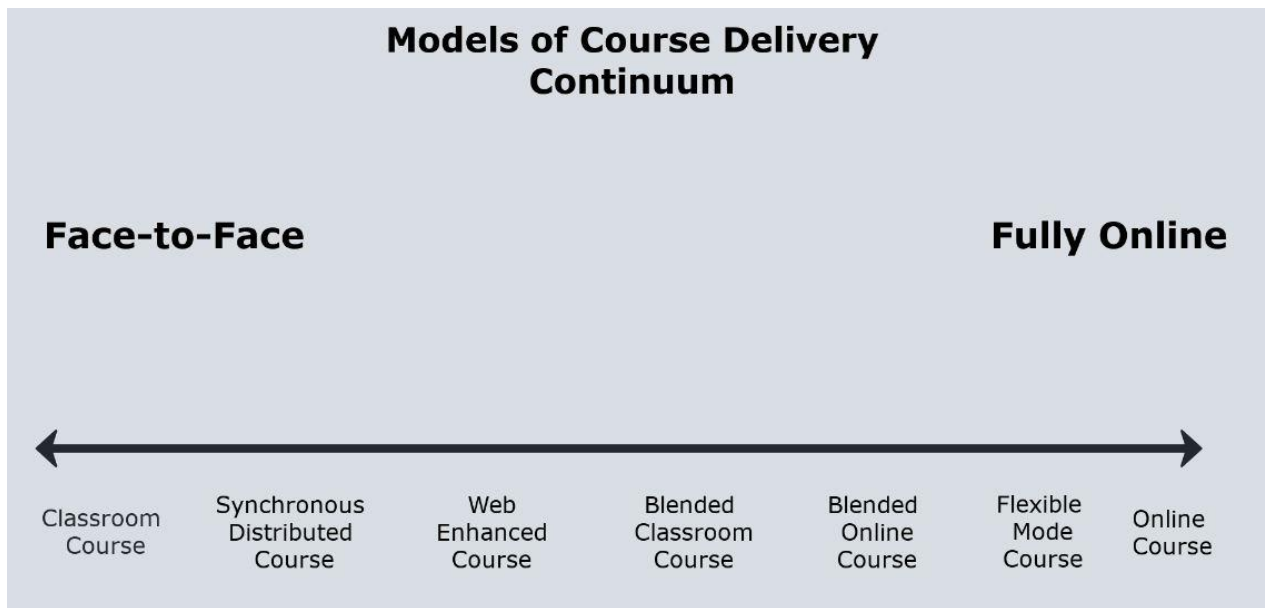


Models of Course Delivery: Overview

ITLE supports instructors in their dedication to provide quality learning experiences for all students, whether they occur in physical classroom spaces, online, or through a blend of the two approaches. We encourage instructors to select an approach that best meets their course and program goals, as well as the individual needs of their students.

There are many terms used to describe the various models of course delivery, and it is not an uncommon occurrence for people to attribute different meanings to the same language. For this reason, we want to recognize the updated definitions provided by the *Online Learning Consortium*, in hopes that it will help ground our conversations about the different models as well as help you make an informed choice regarding the approach that will best suit your needs.

The methods that we will briefly describe for you fall along a continuum, with approaches that prioritize face-to-face experiences positioned at one end and approaches that take place fully online at the other.





A *Classroom Course* is when course activity is organized around scheduled class meetings.

This type of course needs little explanation—it's our most traditional form of teaching and learning. A traditional classroom course is typically organized around regularly scheduled class meetings with some degree of required student attendance. While face-to-face courses may utilize technological tools and resources, they are anchored in the idea that the bulk of teaching occurs in physical classroom spaces. Student learning in this model may include attending lectures and/or laboratory sessions, participating in group activities, field work, or internships.

In a *Synchronous Distributed Course*, web-based technologies are used to extend classroom lectures and other activities to students at remote sites in real time.

Courses using this model use synchronous technologies, which occur in real time—to broadcast classes to students who are typically in off-campus locations. Examples of this occur in colleges across our institution as live classes are streamed to reach learners in remote locations, or at one of our other learning institutions, such as OSU Tulsa or Oklahoma City.

In a *Web-Enhanced Course*, online course work complements in-person class sessions without reducing the number of required class meetings.

Web-enhanced courses are similar to courses following the traditional classroom teaching model, but offer additional online learning experiences. These experiences enhance classroom activities, and may replace up to 20 percent of what is considered traditional classroom work. Web-enhanced courses require well-developed materials on the learning management system, which place them further along the continuum toward blended or hybrid learning.

***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* 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.



- **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 experiences.**

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.

***Flexible Mode Courses* are those that offer multiple delivery modes so that students can choose which model best meets their unique needs.**

Often referred to as the HyFlex model, flexible mode courses offer the greatest amount of student choice. First implemented at San Francisco State University, this model offers both classroom and online options for all or most learning activities, giving students the flexibility to choose when and where they attend to the course requirements, often on a weekly basis.

***Online Courses* are completed entirely online, with no required face-to-face sessions, and no requirements for any other on-campus activity.**

Online courses have no geographical limitations. They are designed so that students can complete all aspects of the course away from campus. These courses require well-developed materials that are accessible in the learning management system, as well as clear and consistent communication from the instructor. There are varying degrees of technological expectations associated with online courses, which should be clearly communicated to students before the course begins.

Each of the models of delivery that we have described for you will be discussed in more detail in separate videos that follow. We will also offer suggestions for implementation and information regarding support from ITLE.

We know that working out the specific details of whichever model you choose can be a challenging process. We encourage you to contact us if we can offer further guidance.

Reference:

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