

Blended Learning From a Different Lens

Jocelyn Micallef, Isabeau Iqbal & Manuel Dias



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Recommended Citation: Centre for Teaching, Learning & Technology, UBC. (2020). Blended learning from a different lens. Retrieved from: https://wiki.ubc.ca/Documentation:Online_Teaching_Program/Module_1



THE UNIVERSITY OF BRITISH COLUMBIA

What is one thing you would like to leave with today? (1 minute)

Please share your response in the chat.

Learning Objectives

By the end of this session, you should be able to:

- **Make** an informed decision about an online blended learning format for your course;
- **Identify** elements of your course that will be facilitated in real-time (synchronous) and developed online (asynchronous);
- **Critically think** about how the synchronous and asynchronous elements of your course can support student engagement and active learning.

What is Blended Learning?

Blended learning is the use of traditional classroom teaching methods together with the use of online learning for the same students studying the same content in the same course. It is a “thoughtful fusion of face-to-face and online learning experiences”.

Garrison, D. R., & Vaughan, N. (2008). Blended learning in higher education. San Francisco, CA: Jossey-Bass.

Blended Learning From a Different Lens



Key Considerations: Managing the Anxieties of Remote Teaching and Learning





Synchronous vs Asynchronous

Think about this online version of your course.
What might work best...

Asynchronously



Synchronously



Are best used: **When?**

	Asynchronous	Synchronous
When?	<ul style="list-style-type: none">- Reflecting on complex issues or content that students can learn on their own.- When synchronous meetings cannot be scheduled.	<ul style="list-style-type: none">- Discussing less complex issues.- Getting acquainted.- Planning tasks.

Are best used: **Why?**

Asynchronous

Why?

- Student have the opportunity to control their own learning (self-regulated learning).
- More independence and flexibility in managing their time.

Synchronous

- Maintain “physical presence”
- Students become more committed and motivated because of quick response expected.
- When immediate feedback is required (e.g. activities, assessment).

Are best used: **How?**

	Asynchronous	Synchronous
How?	- Various tools available within Canvas (Discussions, Groups, Modules, Assignments, Quizzes, Kaltura, LOCR)	- Video conferencing tools (Collaborate Ultra, Zoom)

Our Approach: Bridging



Bridging

Asynchronous
Activities (A)

Synchronous
Activities (S)

Example #1

Case study done in class -->

Asynchronous: students read material on their own

Synchronous: clarification of issues, “lecture” delving deeper into key challenges

Synchronous: breakout discussion groups

Asynchronous: group work to “solve” the problem

Example #2

Lab assignment in person -->

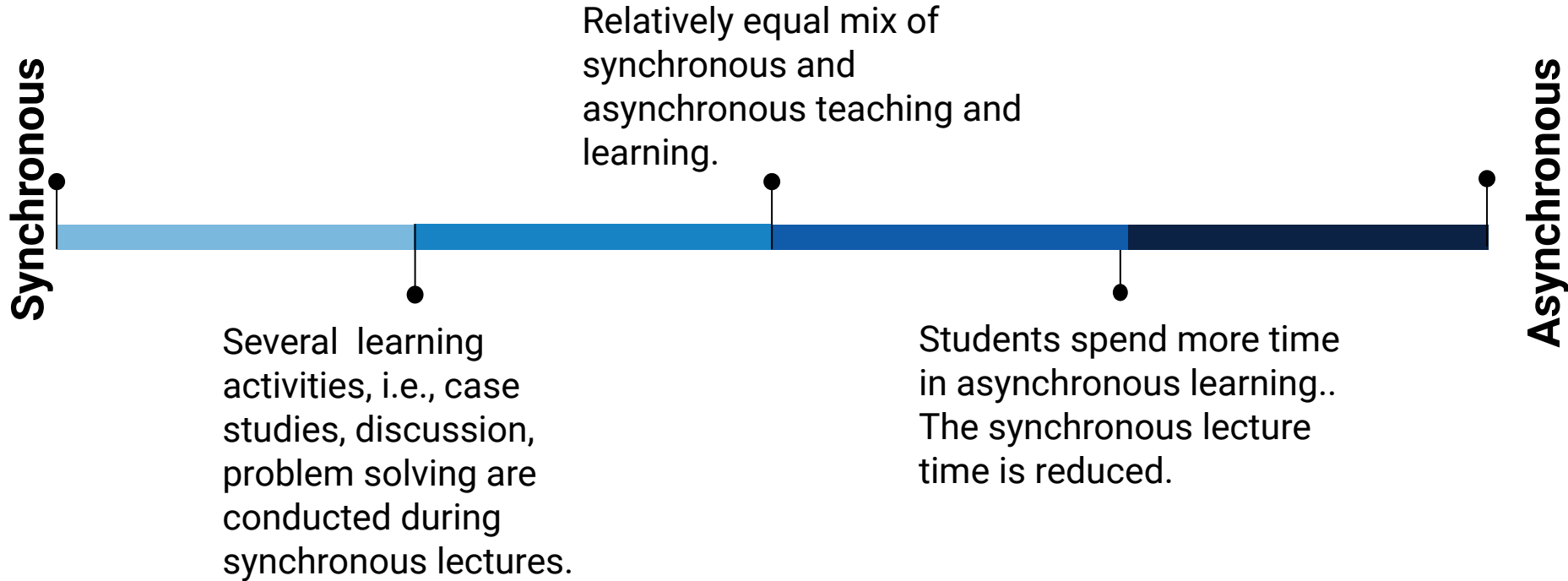
Asynchronous: data provided online, student read ahead

Synchronous: demonstration

Asynchronous: short video clips with support materials

Asynchronous: students work in pairs to complete lab assignment

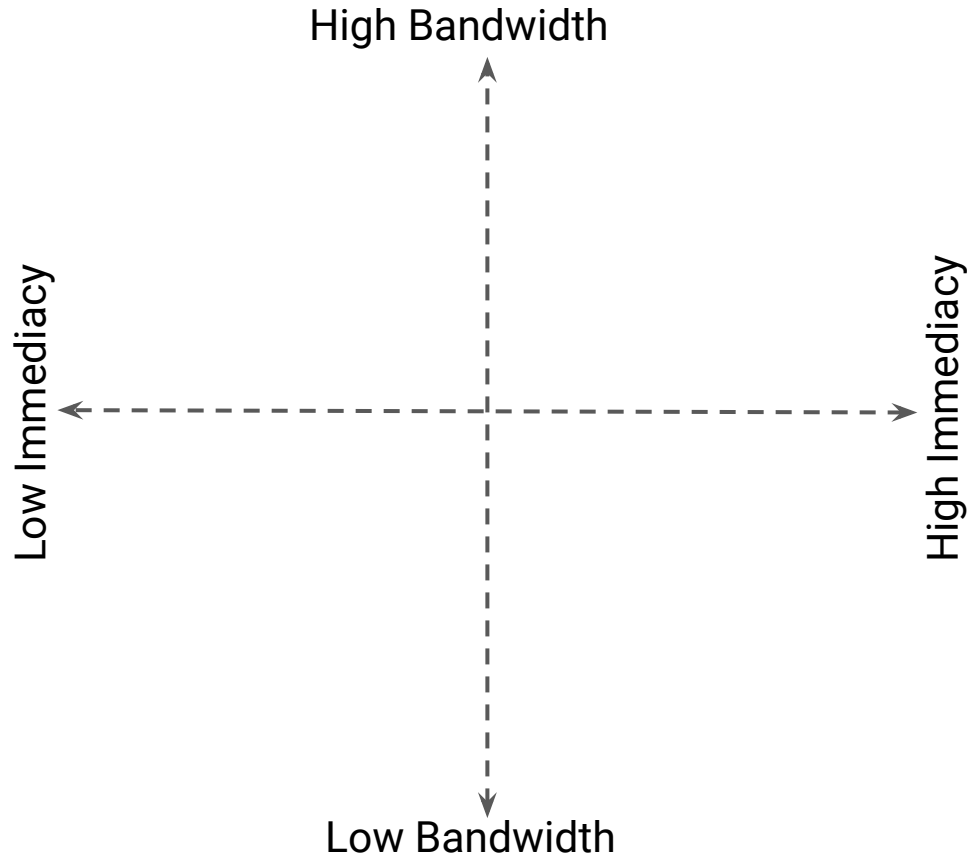
Where do you fit on this spectrum?



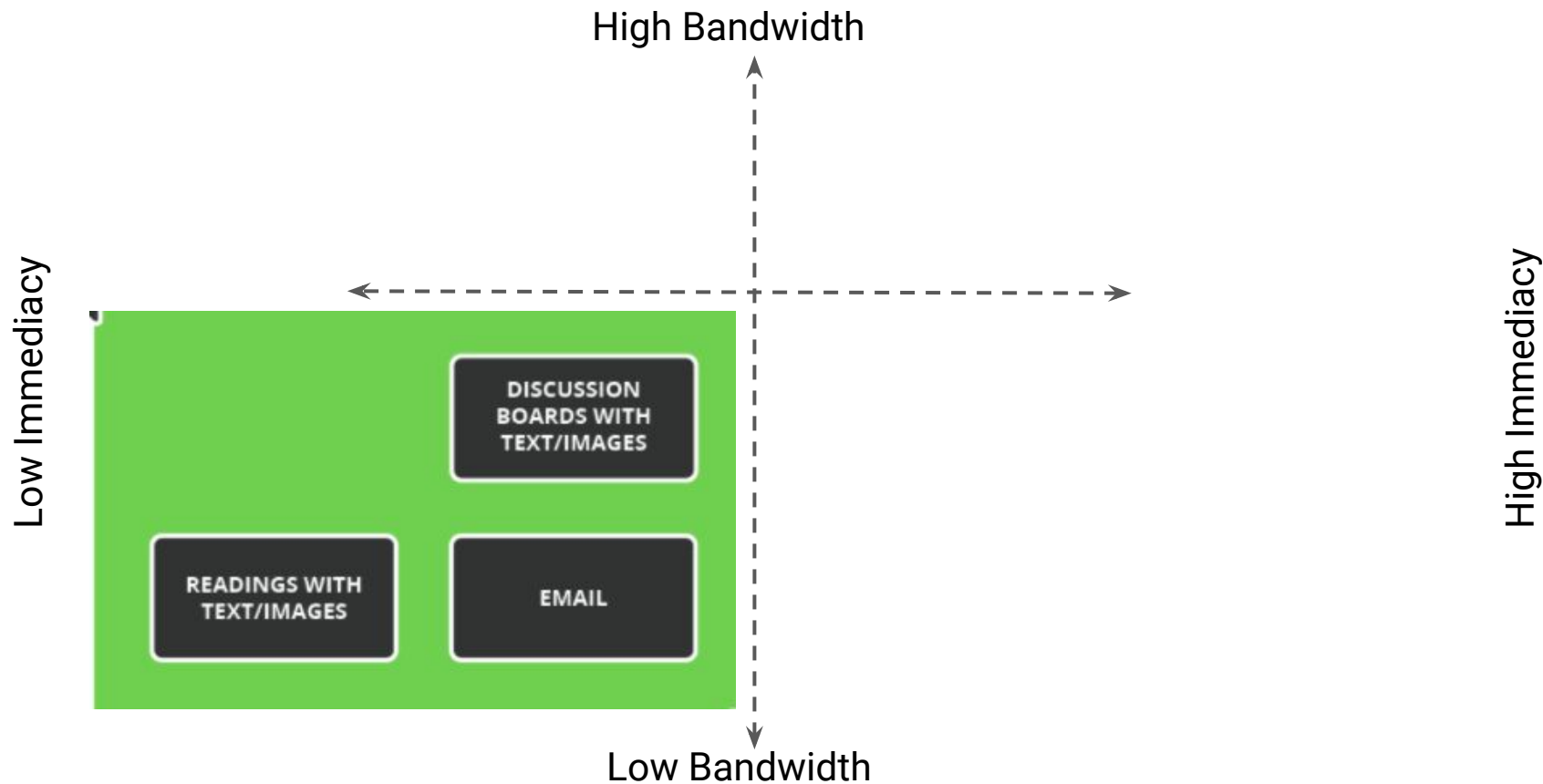
Key Considerations

- Maintain “Teacher/Social presence”
- Self-regulated learning
- Students work at their own pace or in the moment
- Control on learning
- Timing
- Feedback
- Assess student readiness
- Build a community

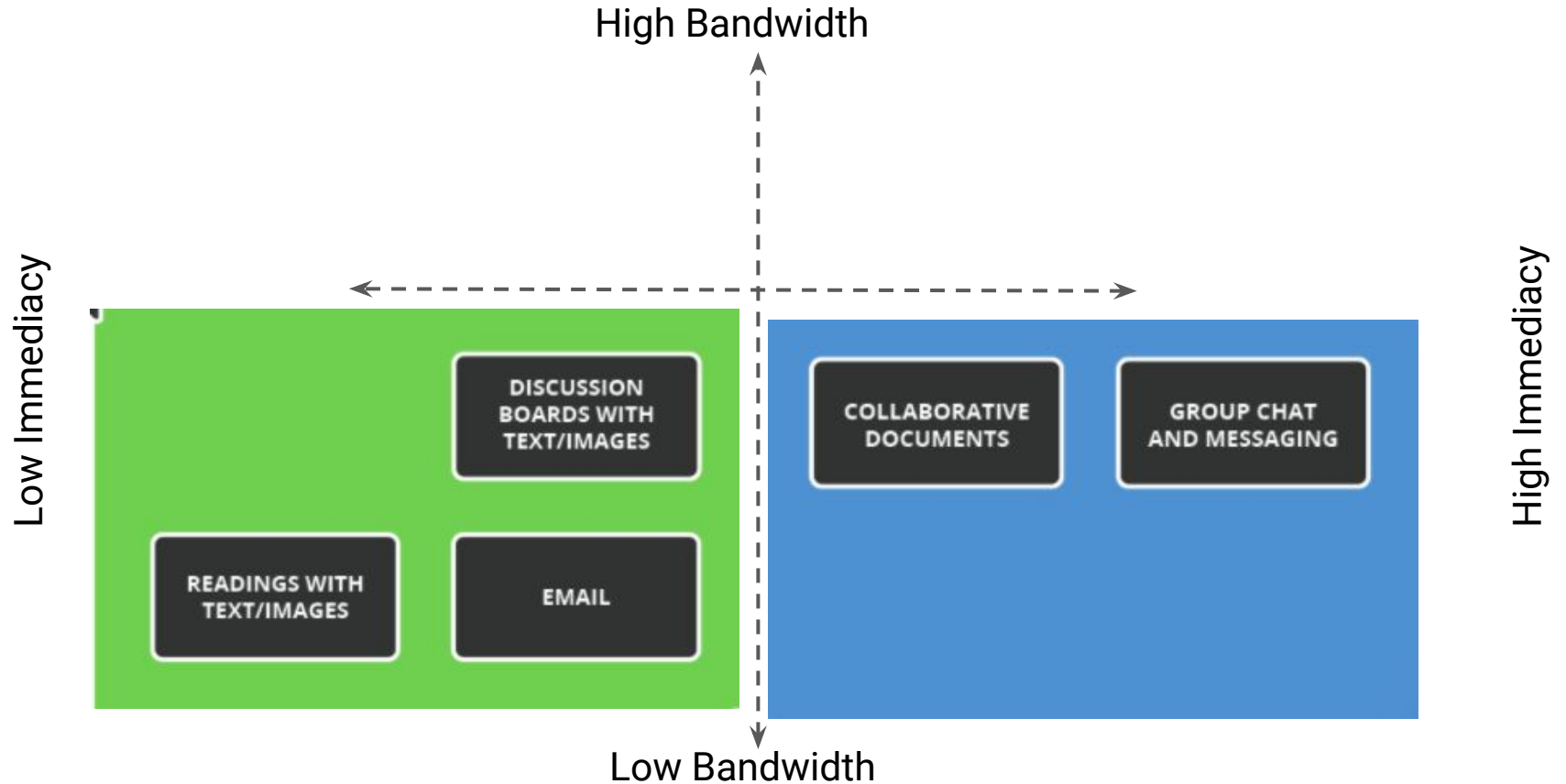
The Bandwidth Immediacy Matrix



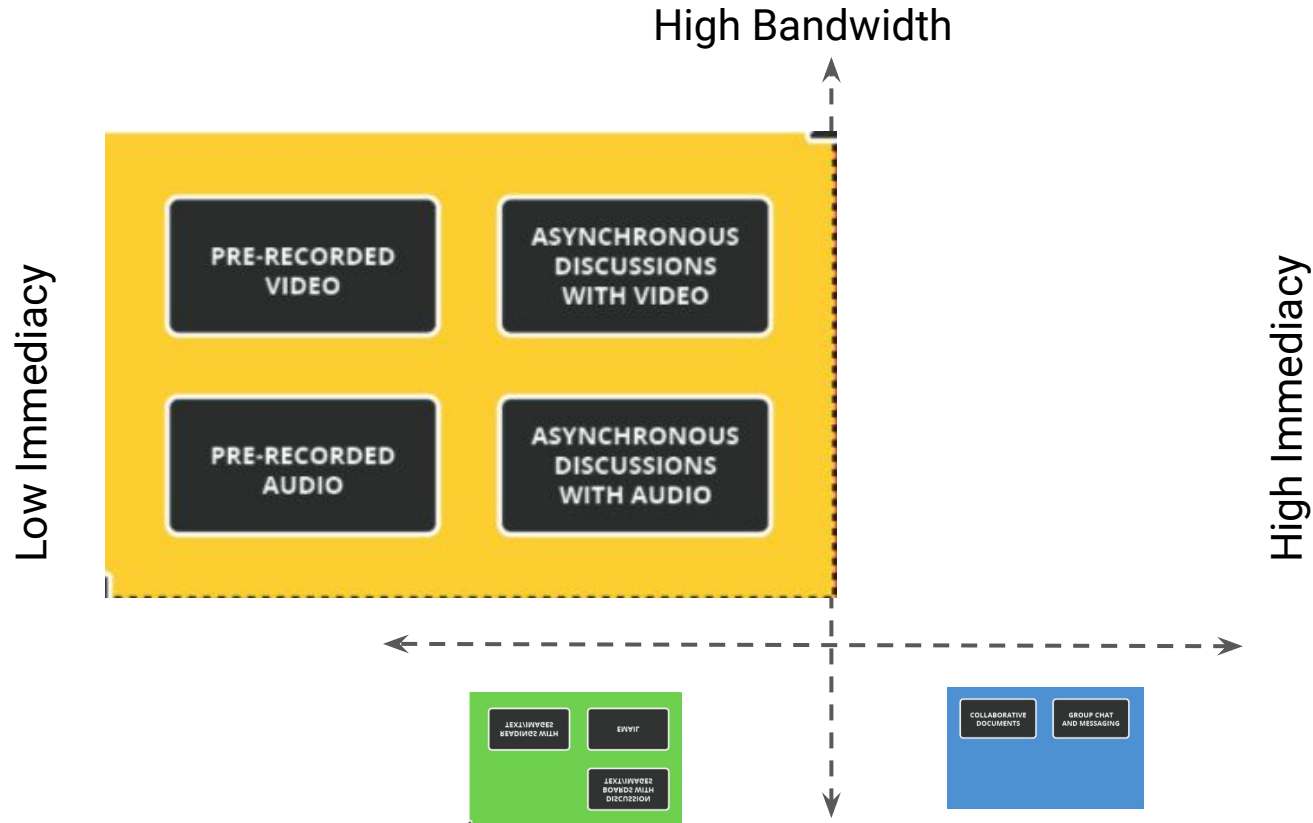
The Bandwidth Immediacy Matrix



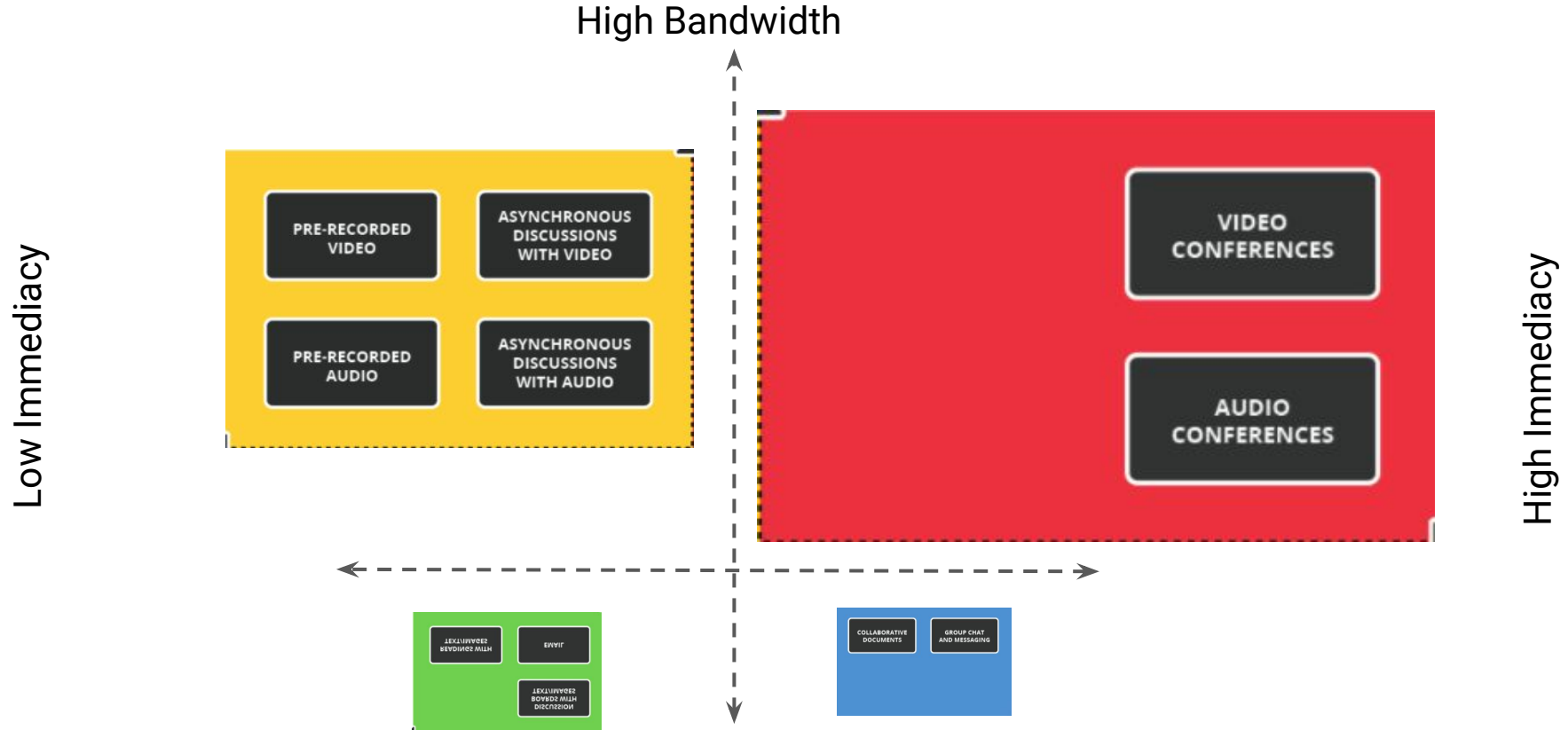
The Bandwidth Immediacy Matrix

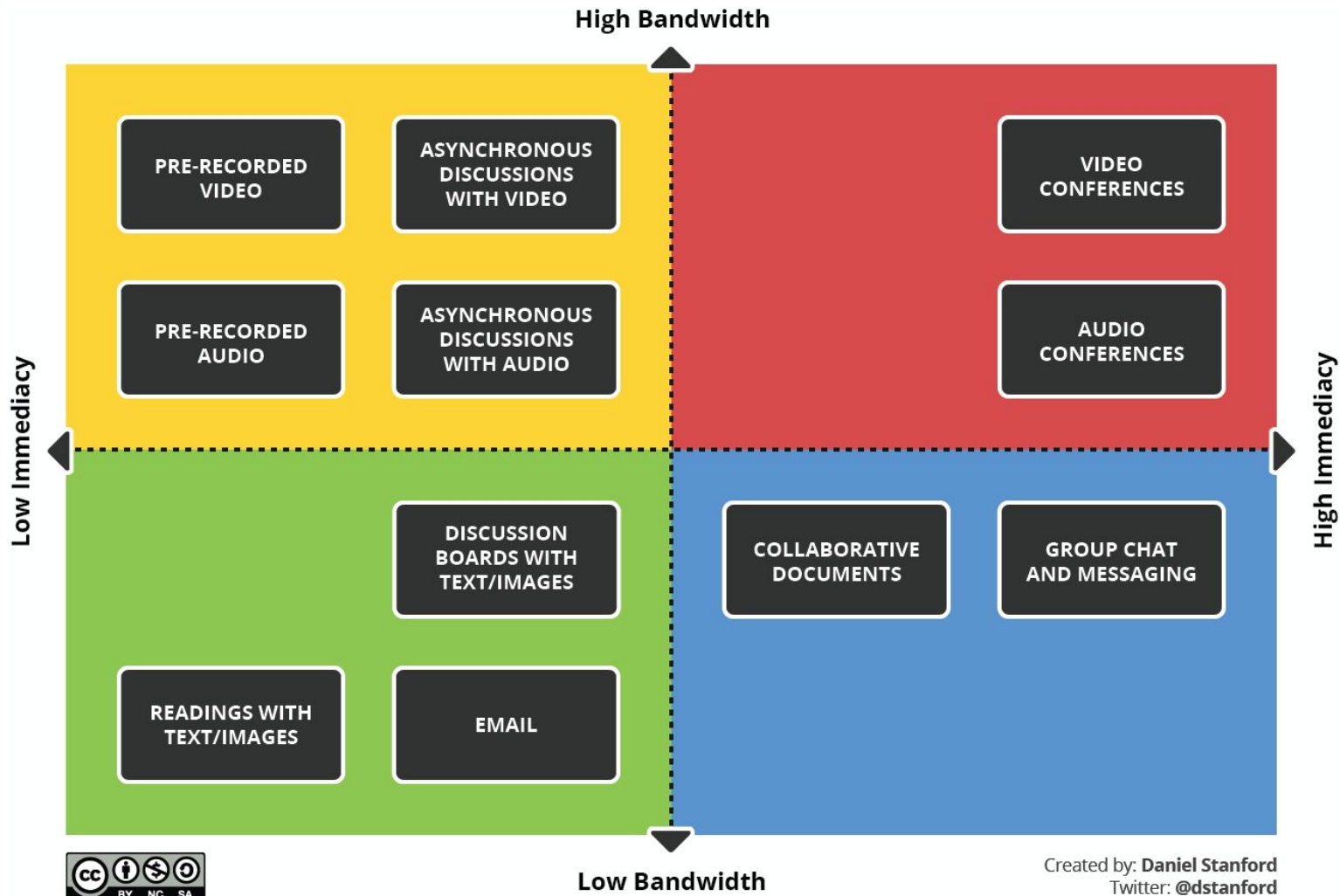


The Bandwidth Immediacy Matrix



The Bandwidth Immediacy Matrix





Created by: Daniel Stanford
Twitter: @dstanford

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Resources

- [Keep Teaching](#)
- [Edubytes - Effective Online Teaching Practices](#)
- [Resource Wiki page](#)
- [Online Teaching Program](#)

