

Blended Learning From a Different Lens

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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 will be able to:

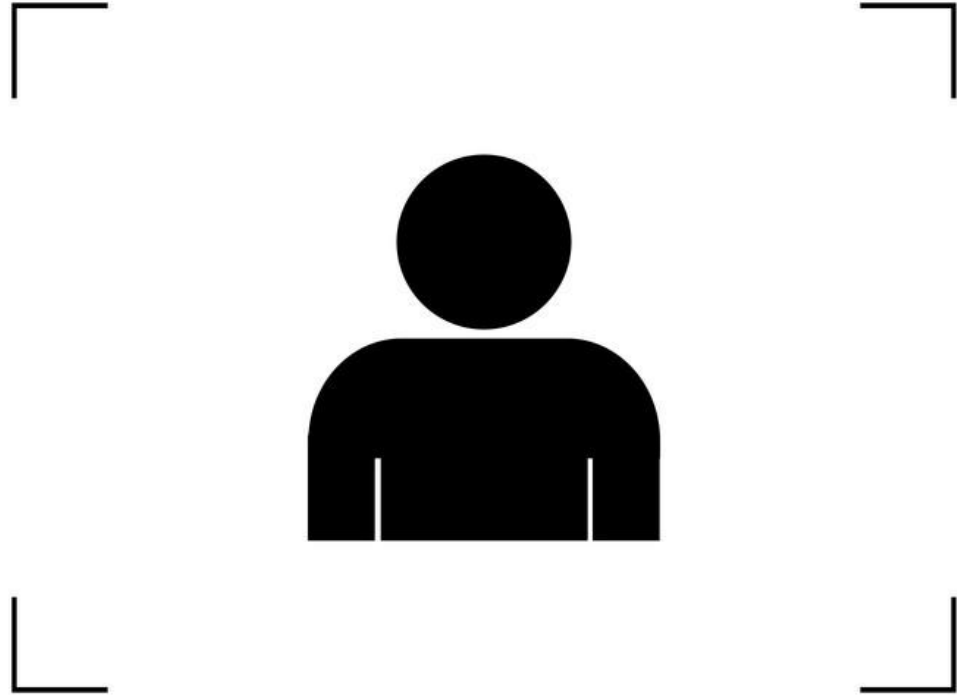
- **Make** an informed decision about an online blended learning format for your course;
- **Identify** elements of your course that will be facilitated in real-time (synchronous) and developed online (asynchronous);
- **Thoughtfully integrate** both aspects of an online blended learning format to support 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”.

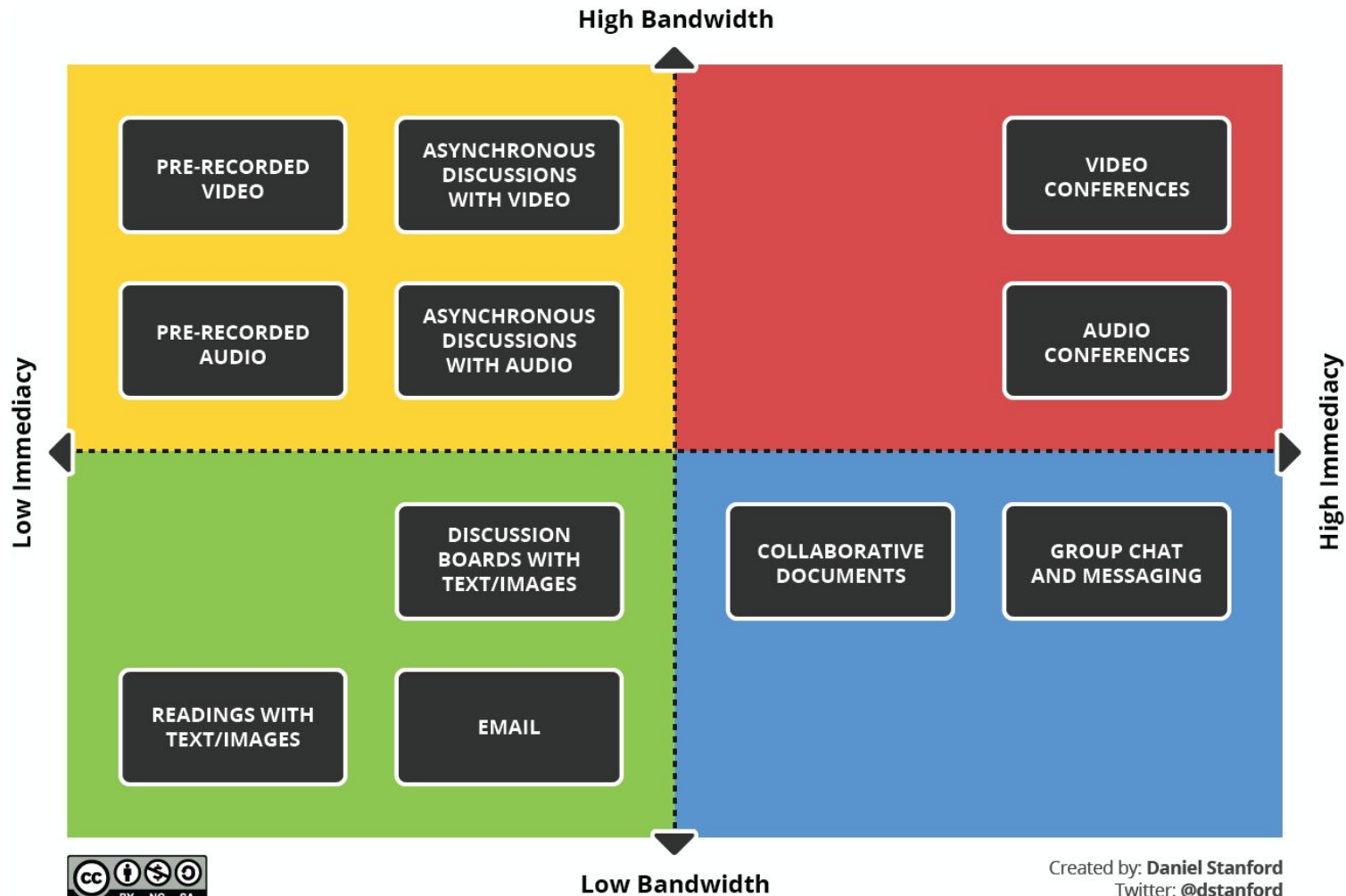
(Garrison, D. R., & Vaughan, N. (2008). Blended learning in higher education. San Francisco, CA: Jossey-Bass.)

Blended Learning through a Different Lens





Synchronous vs Asynchronous



Created by: Daniel Stanford
Twitter: @dstanford

Brainstorm Activity: Think about your course, and identify what works best... (2-3 min)

Asynchronously



Synchronously



Are best used: When, Why, How?

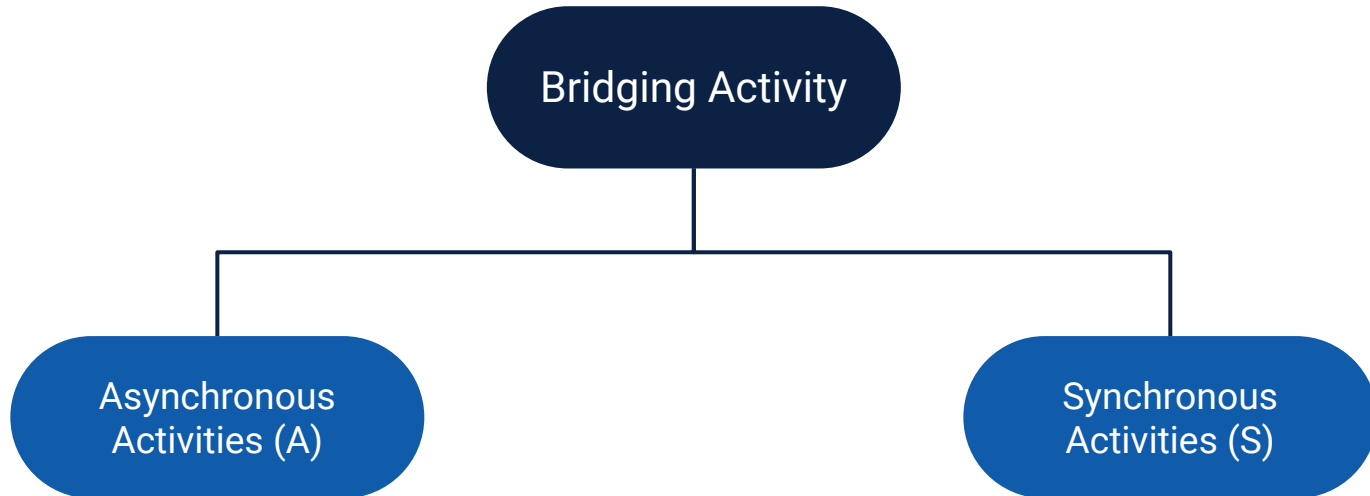
	Asynchronous	Synchronous
When?	<ul style="list-style-type: none">- Reflecting on complex issues or content that students can learn on their own- When synchronous meetings cannot be scheduled	<ul style="list-style-type: none">- Discussing less complex issues- Getting acquainted- Planning tasks
Why?	<ul style="list-style-type: none">- Student have more time to reflect, can control their own learning (self-regulated learning).- More independence and flexibility in managing their time	<ul style="list-style-type: none">- Maintain “physical presence”- Students become more committed and motivated because of quick response expected.- When immediate feedback is required (e.g. activities, assessment)
How?	<ul style="list-style-type: none">- Various tools available within Canvas (Discussions, Groups, Modules, Assignments, Quizzes, Kaltura, LOCR)	<ul style="list-style-type: none">- Video conferencing tools (Collaborate Ultra, Zoom)

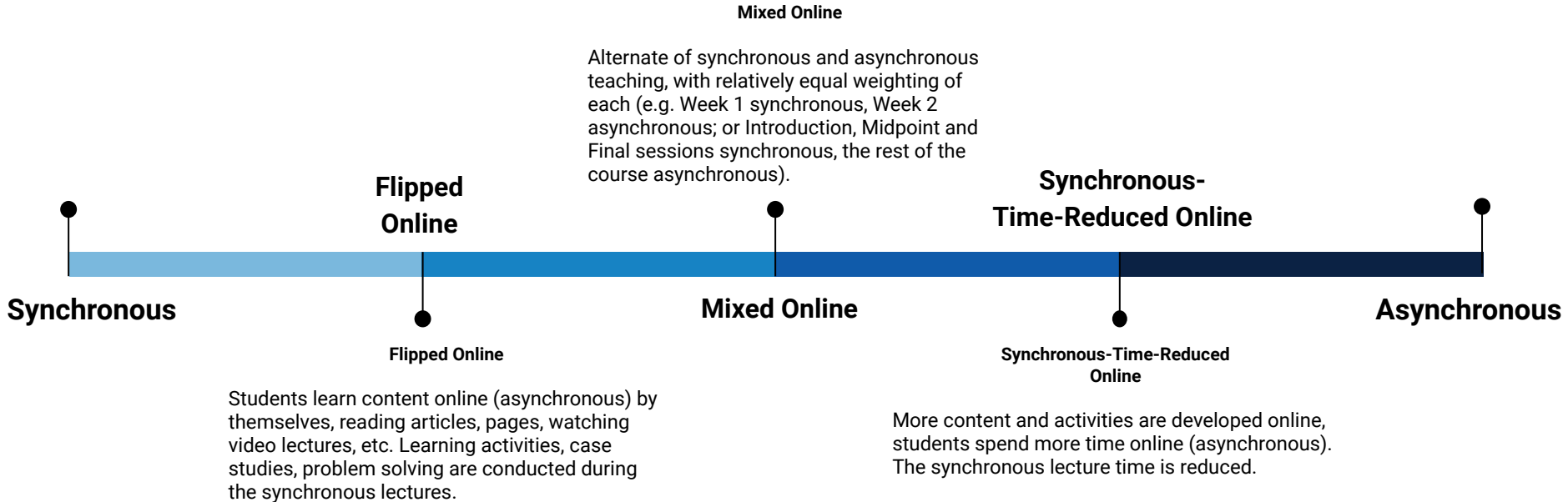
Our Approach: Bridging



Activity: Bridging (using Padlet)

Think about your course, and identify the things that can be done using both modalities (Bridge).





Key Considerations: Managing the Anxieties of Remote Teaching and Learning



Key Considerations

Asynchronous

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

Synchronous

- Maintain “Teacher/Social presence”
- Pace: everything goes slower in real-time
- Engage students (e.g. chat, breakout groups, polls, raise hand)
- Monitor student questions
- Assess student readiness

Questions?

Coming Next and Resources

- Inclusive Teaching @ UBC: <https://inclusiveteaching.ctlt.ubc.ca>
- Edubytes - Effective Online Teaching Practices:
ctlt.ubc.ca/2020/03/26/effective-online-teaching-practices/
- Resource wiki page: <https://institute.ctlt.ubc.ca>

