

# Blended Learning From a Different Focus

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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.)

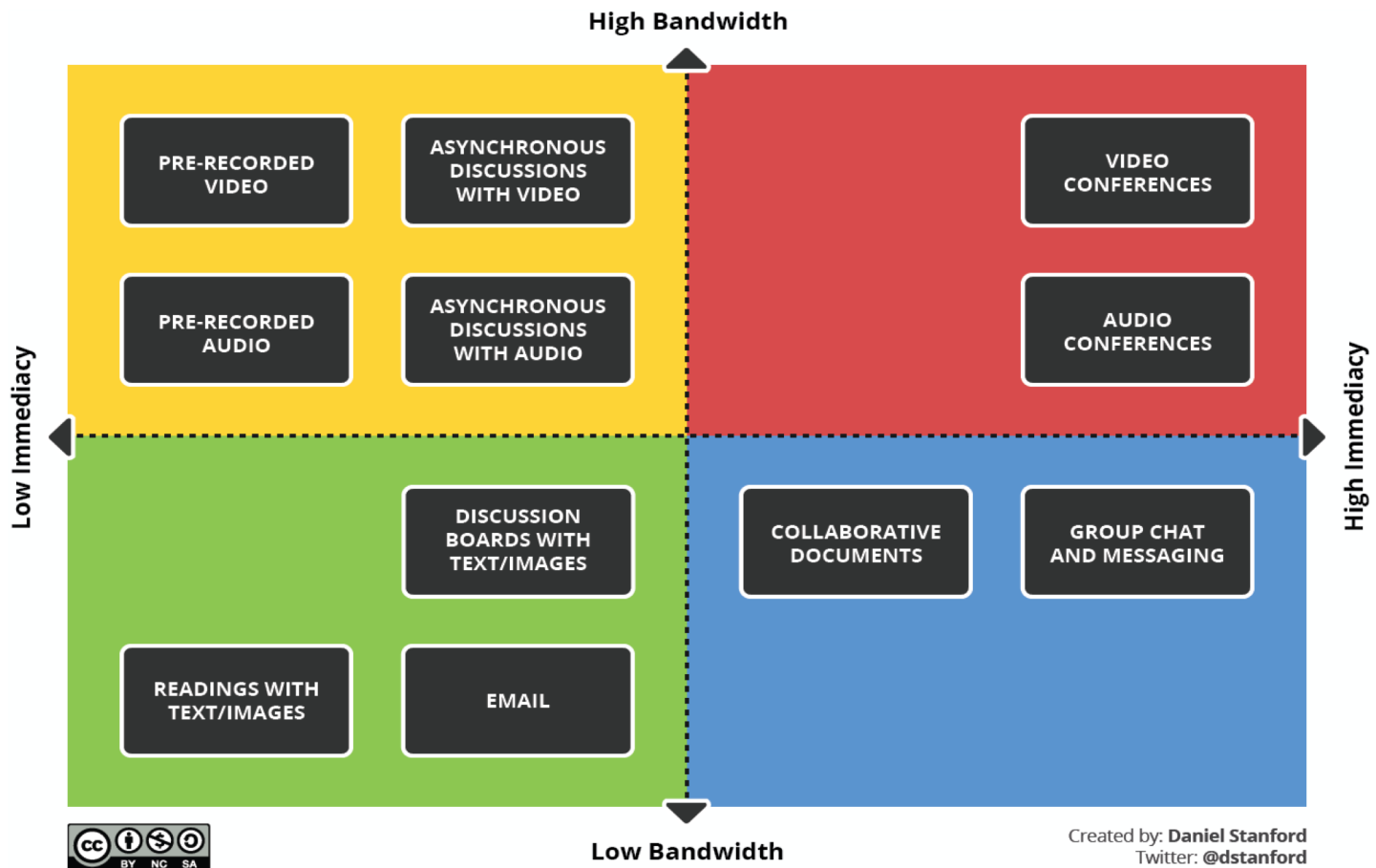


# Blended Learning through a Different Lens





# Synchronous vs Asynchronous



Source: <https://www.iddblog.org/videoconferencing-alternatives-how-low-bandwidth-teaching-will-save-us-all/>

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

# Our Approach: Bridging



# Activity: Bridging (using Padlet)

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

<https://padlet.com/manueldias30/cuyr3lx6b6se8jgp>

# Online Blended Learning Formats

## Mixed Format

Alternance of synchronous and asynchronous teaching (e.g. Week 1 synchronous, Week 2 asynchronous, etc.; or Introduction, Midpoint and Final sessions synchronous, the rest of the course asynchronous).

## Time-reduced Synchronous Teaching

More content and activities are developed online, students spend more time online (asynchronous). The synchronous lecture time is reduced.

## Flipped Online Learning

Students learn content online (asynchronous) by themselves, reading articles, pages, watching video lectures, etc. Learning activities, case studies, problem solving are conducted during the synchronous lectures.



# Key Considerations: Managing the Anxieties of Remote Teaching and Learning



# Key Considerations

## Asynchronous

- 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

- Blended Learning in a Changing Environment course (May 11-15 2020):  
<https://events.cilt.ubc.ca/events/blended-learning-in-a-changing-environment/>
- Inclusive Teaching @ UBC: <https://inclusiveteaching.cilt.ubc.ca>
- Edubytes - Effective Online Teaching Practices: [cilt.ubc.ca/2020/03/26/effective-online-teaching-practices/](https://cilt.ubc.ca/2020/03/26/effective-online-teaching-practices/)
- Resource wiki page: [https://wiki.ubc.ca/Documentation:CTLT\\_programs/CTLT\\_Institute/2020-Remote-Teaching-Institute](https://wiki.ubc.ca/Documentation:CTLT_programs/CTLT_Institute/2020-Remote-Teaching-Institute)

