

## HOW TO IMPLEMENT BLENDED LEARNING A Simulated Workshop Experience

### NOTES AND RESOURCES

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- I. This session builds on other workshops and training events, especially *Ways to Visualize Your Course*. Be sure to look at the resources at the **D2L Faculty Help** tab in your D2L home page.
- II. Workshop Outcomes. Let's acknowledge at the outset that teaching both local (socially-distanced) and remote students is not going to be easy at first. It will require some adjustment to your teaching and to your class materials. Challenges with the technology and your own technique are inevitable. However, it **can** be done and done well. See it as an opportunity to grow as a professor—as a gentle nudge toward creativity and innovation.
- III. Our focus today is on what we do in the classroom and the experiences of both local and remote students. However, there are implication for instructions activities outside of class as well.
- IV. Why This Matters
  - a. You have something to offer the students—in person.
  - b. We have a responsibility to give those who can't be physically present the best possible educational experience.
  - c. Integration of remote students into your physical classroom is the *value-added* component that makes ORU enrollment this fall worthwhile. Otherwise, a well-designed online course might be more engaging and effective.
- V. The Situation
  - a. Classroom with social distancing in effect, limited seating
  - b. Limited space for instructor movement (floor marked with red tape)
  - c. Students present + students remote + students remote/asynchronous. Therefore
    - i. Attend to those in class
    - ii. Attend to those remote
    - iii. Plan and provide for students who are not participating in the class live.
      1. Be sure they can access class recordings
      2. Move more learning activities outside of class time
      3. Communicate directly with them, give opportunity to ask questions.
  - d. Technology—one computer, one webcam, in-class presentation system.
- VI. Engaging Remote Students. The goal is to have one, fully integrated class.

- a. Establish “virtual” expectations
  - i. visible to the entire class. Be in dress code
  - ii. mute mic, not camera
  - iii. neutral, static background with good lighting, etc.
- b. Test audio of virtual students
- c. Greet them individually and as a group.
- d. Assign a local student to be a virtual advocate for that class. Log on to the class meeting, chat, watch for raised hands, speak up for, relay questions, report technical glitches.
- e. Anchor all handouts/resources in D2L prior to class.

VII. Instructional Activities

- a. Lecture/Presentation
  - i. Do
    - 1. Stay within the field of the webcam
    - 2. Balance your disposition (dynamic & natural)
    - 3. Share content using D2L or Zoom/share screen
  - ii. Don't
    - 1. Turn away from the webcam
    - 2. Use the whiteboard for content
- b. Lecture/Presentation with questions (instructor to students interaction)
  - i. Do
    - 1. Use active questioning techniques
    - 2. Engage specific virtual and local students
    - 3. Repeat the question so everyone hears
  - ii. Don't
    - 1. Ignore one group
    - 2. Use every pupil response...“Any questions”?
- c. Large group discussion (instructor and student to student interaction)
  - i. Do
    - 1. Use good practice—allow students to respond to students, encourage involvement, affirm contributions.
    - 2. Facilitate virtual students engaging with local students.
  - ii. Don't
    - 1. Be in a hurry.
    - 2. Ignore virtual learners.
- d. Small group learning activities
  - i. Most challenging learning method for a blended format.
  - ii. Maintain integration of the entire class.
  - iii. Leverage D2L tools—chat, groups, forums, etc.
  - iv. Other apps—OneNote, Google Docs, Teams, Padlet, Flipgrid, etc.
    - 1. These overcome distance and time and provide students an opportunity to work together virtually
    - 2. Information provided in handout

- e. Overall: Methods from lecture to small groups
  - i. Keep students engaged over space, time, and platform
    - 1. Longer delivery time
    - 2. Technology
    - 3. Practice and patience
    - 4. Consistently use the same thing
    - 5. Book: *Permission to Feel* by Marc Brackett

VIII. Over and Above the Call of Duty--hardware

- a. Consider bringing your own tabletop tripod and attach the webcam so you can more easily turn it toward the class for discussion. A kitchen turntable makes even easier.
- b. Use a second device—laptop, ipad, or phone—with the camera pointed toward the classroom. Join your own meeting. Mute the audio. Remote students can choose whether to focus on you or on the classroom.

**Additional Resources**

*D2L*

- Lecture/Reading – Learning Strategy (What the Teacher Does)
  - Upload Files Before Class
- Large Group Discussions - Formative Assessments (What We Do Together)
  - Verbal Discussion integrating virtual students
  - Quizzes
  - Surveys
  - Chat
    - [https://documentation.brightspace.com/EN/le/chat/learner/chat\\_intro\\_1.htm](https://documentation.brightspace.com/EN/le/chat/learner/chat_intro_1.htm)
- Small Group Discussions – Learning Activities (What the Student Does)
  - Groups
    - <https://bit.ly/2CESmbC>
  - Discussion Forums/Topics and Assign Students to a Forum (Group)
    - [https://www.youtube.com/watch?v=JJy\\_ZYTQt2I&feature=youtu.be](https://www.youtube.com/watch?v=JJy_ZYTQt2I&feature=youtu.be)

*Other Tools*

- OneNote: <https://education.microsoft.com/en-us/learningPath/b6e3b5f2>
- Google Docs: [https://edu.google.com/teacher-center/products/docs/?modal\\_active=none](https://edu.google.com/teacher-center/products/docs/?modal_active=none)
- Microsoft Teams for the Classroom: <https://microsoftteams.eventbuilder.com/event/11287>
- Kahoot: <https://kahoot.com/schools/ways-to-play/>
- Quizlet: <https://www.youtube.com/watch?v=9beLtmUhaDA>
- Padlet, Flipgrid, Zoom, etc.
- 30 Virtual Tools to Enhance Learning: <https://www.weareteachers.com/virtual-learning-platforms/>