Integrating Blended Learning into the Classroom

November 20, 2014
Workshop Outline

- Blended Learning - what is it?
- Benefits
- Models
- Support
- Case Studies @ FAS
  - featuring Professor Mark Siegal (CAS, Biology)
Blended Learning

What is it and why use it?
What is Blended Learning?

HYBRID | FLIPPPED CLASSROOM | INVERTED INSTRUCTION | MIXED-MODE

Some portion of course content is delivered online

Mix of face-to-face instruction and web-based online learning
What is Blended Learning?

Same course, same content, **different delivery**

F2F time is structured differently, incorporating more active learning and student engagement
Bloom’s Taxonomy

Low order cognitive skills

Knowledge | Remembering

Understanding

Analysis

Application

Synthesis

Evaluation

Higher order cognitive skills
Traditional Learning

All higher order thinking and learning is left to students to do on their own, outside the classroom.
Blended Learning

Students continue to evaluate and synthesize information after class, both online and face to face.

BEFORE CLASS, ONLINE

Students analysis and apply concepts during class time, in face to face setting.
# The Student Experience

<table>
<thead>
<tr>
<th></th>
<th>TRANSFER</th>
<th>ASSIMILATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE</strong></td>
<td>Students read material before class - hopefully!</td>
<td>Students listen to lecture.</td>
</tr>
<tr>
<td><strong>DURING “Seat time”</strong></td>
<td>Students prepare to participate in class - watch video, complete module, etc.</td>
<td>Students actively engage with content through discussion and projects, with feedback.</td>
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<tr>
<td><strong>AFTER</strong></td>
<td>Students complete homework and wait for feedback.</td>
<td>Students check understanding and extend learning to more complex tasks.</td>
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## TRADITIONAL

Students read material before class - hopefully!

Students listen to lecture.

Students complete homework and wait for feedback.

## BLENDED

Students prepare to participate in class - watch video, complete module, etc.

Students actively engage with content through discussion and projects, with feedback.

Students check understanding and extend learning to more complex tasks.
So what does a blended learning classroom look like?
Remember...

“Flipping the attention away from the teacher and toward the learner… and leveraging educational tools to enhance the learning environment.”

-Bergmann + Sams (2012)

APPROACH versus content
PRACTICE and PROCESS over lecture
Benefits
for Students and Instructors
Benefits for Students

- Students learn more effectively → deeper understanding of content and how to apply it
- Increased student engagement → passive receptacle to active constructor of knowledge
- Multiple entry points to content
- Social interaction and peer-to-peer learning
- Continuous feedback loop
- Self-paced
- 21st century skill building
Benefits for Instructors

- Improve student learning outcomes
- Engage in more meaningful, interactive in-class activities
- Experiment without huge time expense
- Collaborate on and share resources
- Incorporate variety of online and in-class teaching strategies - Example: PBL
- Good for differentiation + non-traditional learners
Models of Blended Learning at FAS
Key Components

1. Live events
2. Online content
3. Collaboration
4. Assessment
5. Support materials
Blended Learning Models

- **Partially Flipped Model**
  - Some portion of lecture or section of course is replaced with online instruction

- **Fully Flipped Model**
  - Lecture is delivered entirely through online delivery methods
Why flipping?

- Maintain instructor contact time & expert role
- Active learning opportunities
- Different instructor - student dynamic

Blended Learning Models

Enhanced Face to Face Model
Supplement traditional curriculum with online content

Linked Course Model
Face to face with synchronous online instruction of paired global sites

Remote Flex Model
Online instruction connecting students across sites w/ synchronous & asynchronous communication
Support @ NYU

Who can help you with your blended learning needs?
Blended Learning Studio

- ITS + Libraries
- Work with instructional designers to create short (3-7 mins) and engaging instructional video modules
- Streamlined process
- Limited editing and post-production work

https://wp.nyu.edu/it-instructionalmodules/
Institutional Resources

Guidelines for Video in Teaching and Learning

Producing Video @ NYU

How-to: Screen Capture using NYU Stream

Digital Studio, 5th floor, Bobst: Contact form
Examples of Blended Learning Consultations & open office hours in blended and online course development

Future workshop: Leveraging Web Publishing for the Classroom | Dec 4, 12:30-2:00pm | Great Room
Steps and Strategies

How to begin implementing blended learning in your course
1. Identify where the blended or flipped model makes most sense for your course
2. Design and develop learning objects and assessments to match desired learning outcomes
3. Implement new delivery methods while engaging students during class with application activities
4. Extend learning beyond class through individual and collaborative practice
5. Evaluate and reiterate
Find Blendable Moments

- Look for confusion
- Look for fundamentals
- Look for boredom - yours as well as students!

Operational over Conceptual Knowledge
Active & Engaged!

Think about in-class activities that will keep encourage high order cognitive skills:

- discussion
- clicker questions
- group work and project based learning
- presentations
- workshops
- think/pair/share
- case studies and role-playing
- games
Assessment

- Frequent assessment is closely connected to student success in blended model
- Directly addresses issues of accountability
- Think about incorporating self and peer evaluation
Expect Challenges

● Requires extensive planning, effort, and time
● Careful integration of in-class and online elements
● Re-defining of instructor role in classroom
● Student reluctance - “Teacher doesn’t teach!”