

# Blended and Online Instructional Practices

## Face-to-Face Vs. Blended Vs. Online

Learning can be **dynamic** in all modalities of instruction. Utilizing different modalities promotes flexibility but also introduces some limitations, so the **benefits of each modality** must be considered.



	Face-to-Face Learning	Blended Learning	Online Learning
	Face-to-face learning utilizes a variety of traditional methods suitable for <b>synchronous</b> learning in the <b>same location</b> .	Blended learning enables students to learn with a <b>mixture of face-to-face and online methods</b> .	Online learning utilizes <b>web-based and technology enhanced</b> methods to be completed from <b>any location</b> .
<b>PRESENTATION</b>	<p><b>Strategy 1:</b> Have a guest speaker (in-person or online) share their experiences addressing global issues, such as food insecurity. Have students compile a list of thoughtful questions for the interview.</p> <p><b>Strategy 2:</b> Conduct a review of instructional content. Then, provide students with a variety of supplies to apply their knowledge, such as creating a circuit.</p>	<p><b>Strategy 1:</b> Present students with a case study on unethical decisions made by organizations and businesses. Allow students to dissect the decisions and the risks involved.</p> <p><b>Strategy 2:</b> In pairs, have students complete a lab experiment that prepares the students for a take-home experiment or lab reflection.</p>	<p><b>Strategy 1:</b> Provide a recorded reading of a piece of literature. Have students utilize a graphic organizer to classify main themes or literary elements.</p> <p><b>Strategy 2:</b> Allow students to use digital tools to categorize important information, such as labeling the mitochondria or categorizing diseases.</p>
<b>COOPERATIVE LEARNING</b>	<p><b>Strategy 1:</b> Have students work together to develop a community service plan that would help contribute to a global issue, such as food insecurity.</p> <p><b>Strategy 2:</b> Have students complete whiteboard races solving algebra and chemistry equations.</p>	<p><b>Strategy 1:</b> Have students role play literary characters, perform mock trials, or conduct a mock interview for career development.</p> <p><b>Strategy 2:</b> Have students take on expert roles for course topics to demonstrate their understanding and provide peer-learning.</p>	<p><b>Strategy 1:</b> Have students rank how they feel about an issue and then create mixed groups for them to discuss the issue for a more enlightening conversation.</p> <p><b>Strategy 2:</b> Assign roles to students or allow them to select a set of roles to complete a group task (ex. leader, representative, and reflector).</p>
<b>ASSESSMENT</b>	<p><b>Strategy 1:</b> Provide students with an assessment rubric for their project that addresses global issues. Have students complete milestones for their project (ex. proposal).</p> <p><b>Strategy 2:</b> Have students complete a report on the impact historical events had on vulnerable populations (ex. the 2007 recession).</p>	<p><b>Strategy 1:</b> Have students watch a documentary relevant to the topic. Have students facilitate relevant discussions on the topic while integrating supportive evidence.</p> <p><b>Strategy 2:</b> Have students watch a video on culinary arts faux pas. Have students reflect on the culinary mishaps and the potential health risks.</p>	<p><b>Strategy 1:</b> Provide students with a prompt and have them use a digital tool to record themselves responding in the trained language (ex. English, French, or Spanish).</p> <p><b>Strategy 2:</b> Have students proofread and correct paragraphs for punctuation, spelling, and verb tense.</p>



*In what ways could you strengthen the **direct instruction**, **cooperative learning**, and **assessment** in your face-to-face, blended, and online teaching?*

### References:

- Anselmo L., Kelly P., Yu L., & Bair H. (n.d.). *Collaborative Activities for Online Learning*. <https://taylorinstitute.ucalgary.ca/resources/collaborative-activities-for-online-learning>.
- The Learning Accelerator. (n.d.). *What are the design factors that drive quality in K-12 remote learning?* <https://practices.learningaccelerator.org/problem-of-practice/what-are-the-design-factors-that-drive-quality-in-k-12-remote-learning>
- Vairagkar S. (2021, October 13). *6 Ways to Help K-12 Students Perform Virtual Experiments Remotely*. <https://www.hurix.com/help-k-12-students-perform-virtual-experiments-remotely/>