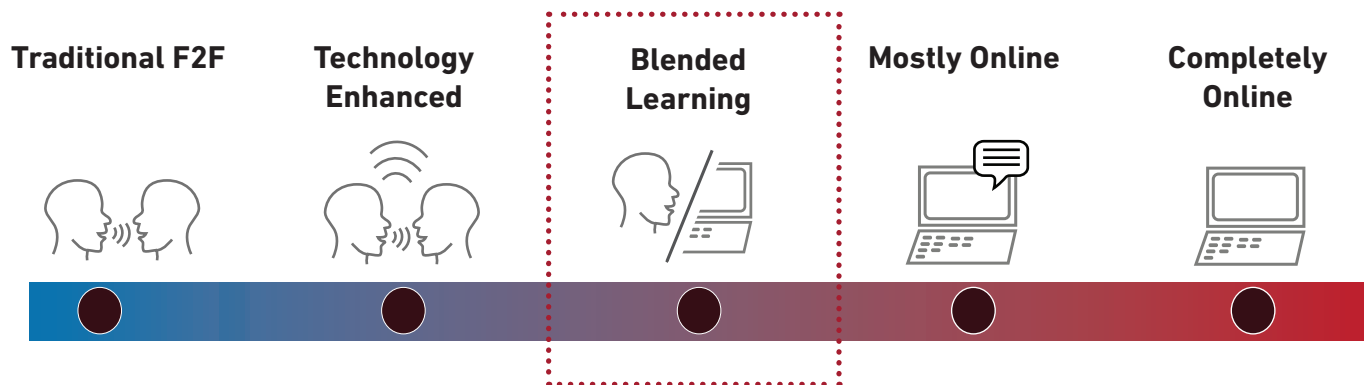# Blended Learning at SFU

What is Blended Learning?

Blended learning involves ....
The thoughtful integration of the face-to-face and online modalities, where activities and assessments are designed for meaningful student learning, taking into account the overall coherence of the learning experience.

(Vaughan, Cleveland-Innes & Garrison, 2013)

(Picciano, 2006)

Traditional F2F	Technology Enhanced	Blended Learning	Mostly Online	Completely Online

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At the course level, blended learning refers to some combination of in-person sessions and asynchronous online learning. There are a variety of pedagogical approaches to blended learning, resulting in different course components occurring online based on what is most suitable for each particular blended offering.

A high-quality learning experience is achieved by ensuring the in-person and online components are complimentary and well-integrated, which makes use of the best of both modalities (Garrison, Vaughn, & Cleveland-Innes, 2016). And, including a balance of **learner-learner (L/L)**, **learner-content (L/C)**, and **learner-teacher (L/T) interaction** is key (Anderson, 2016).

How can we use online and F2F components effectively in blended learning?

F2F
- Expand concepts
- Develop knowledge & skills
- Resolve discussions
- Share feedback
- Correct misconceptions
- Initiate team projects

Online
- Introduce concepts
- Explore research
- Share ideas
- Extend discourse
- Check comprehension
- Manage logistics
- Collaborate with team

Approaches

Pre-session/F2F/Post-session

Pre-Class Activities

- Instructional media
- Comprehension checks
- Prior knowledge discussion
- Diagnostic assessment

Synchronous Activities

- Pre-session debrief
- Case study
- Group discussion
- Role play
- Presentation
- Debate
- Formative assessment

After-class Activities

- Hands-on application
- Peer review
- Comprehension check
- Reflection

Overview

In this blended rotation, asynchronous pre-session activities are used to promote learner-content and learner-learner interaction, combined with targeted facilitation providing learner-teacher interaction. In-person sessions allow for a debrief and resolution of pre-session activities, and preparation for post-session activities dedicated to sharing hands-on work such as assignment/project components for peer review.

Considerations

Dividing the weeks or modules into three phases can impact flexibility due to shorter time windows for activity completion. Even though two thirds of learning activities are allocated to asynchronous engagement, it is a highly structured rotation with frequent due dates.
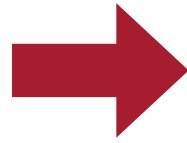
Recommended Tools

Flipgrid (L/L), H5P (L/C, L/T), Canvas discussion forums for peer review (L/L, L/C, L/T), Canvas assignments & peer review tool (L/L, L/C, L/T)

Types of Interaction
Learner-Content (L/C), Learner-Learner (L/L), and Learner-Teacher (L/T)

Team-Based Learning (F2F/Post-session)

Synchronous Activities	**After-class Activities**
• Organize teams • Establish team charter • Identify roles & responsibility • Individual Readiness Assurance Test • Group Readiness Assurance Test • Plan deliverables • Assign action items	• Hands-on application • Peer review • Comprehension check • Reflection

Overview

Courses that use Team-Based Learning, whether for project work or group problem-solving activities, are well-suited for a blended rotation where in-person sessions kick-start the week/module and virtual team collaboration follows as the asynchronous component.

Considerations (project-based)

For team-based project work, in-person sessions can be dedicated to establishing a team charter, clarifying roles and responsibilities, and delegating action items. The asynchronous component is then dedicated to virtual collaboration through sharing feedback on teammates' project components, summarizing progress updates in the class discussion forum, and revising or finalizing project elements into a cohesive work.

Recommended Tools

Office 365 shared documents (L/L, L/T), Canvas discussion forum (L/L, L/C, L/T), Canvas assignments (L/C, L/T).

Considerations (problem-based)

For team-based learning involving group problem-solving, in-person sessions kick-start the week/module with the Individual Readiness Assurance Test and Group Readiness Assurance Test or any other preparatory activities (Levine & Hudes, 2021). The asynchronous component is then dedicated to application of key concepts. Reflection activities may follow.
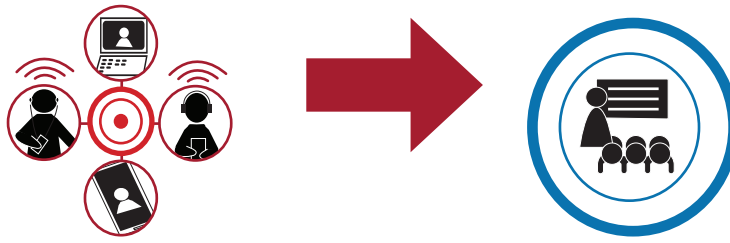
Recommended Tools

Office 365 shared documents (L/L, L/C), Flipgrid video reflections (L/L, L/C, L/T), Canvas discussion forum reflection (L/L, L/C, L/T).

Types of Interaction
Learner-Content (L/C), Learner-Learner (L/L), and Learner-Teacher (L/T)

Flipped Classroom (Pre-session/F2F)

Pre-class Activities	Synchronous Activities
• Instructional media • Comprehension checks • Prior knowledge discussion • Diagnostic assessment	• Pre-session debrief • Case study • Group discussion or debate • Role play • Presentation • Formative assessment • Peer review

Overview

The Flipped Classroom model leverages technology by making instructional materials available in a digital format for learners to access and engage in advance of in-person sessions, which frees up class time for active learning tasks such as group discussions or other methods of guided application of course concepts (O'Flaherty & Phillips, 2015).

Considerations

While there are some benefits to adapting this approach for a blended learning course, there are also challenges with the potential for asynchronous activities to not include any learner-learner interaction and with the susceptibility to adding on layers of extra online components resulting in a workload equivalent to a course and a half (Garrison, 2016; Cleveland-Innes, 2018).

Recommended Tools

H5P (L/C, L/T), Flipgrid video discussions and Canvas discussion forum (L/L, L/C)

Types of Interaction
Learner-Content (L/C), Learner-Learner (L/L), and Learner-Teacher (L/T)

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