#STUDENTLEARNINGMATTERS

Enhancing Content Delivery to Increase Learning and Retention

BLENDED LEARNING TECHNOLOGY

BLENDED LEARNING ENVIRONMENTS ARE FACE-TO-FACE COURSES WHICH ARE ALSO STREAMED REMOTELY, ALLOWING FOR FLEXIBILITY IN COURSE PARTICIPATION.

Ask Yourself...Are you searching for technology that will help you to enhance engagement and increase retention in your blended learning course? Try some of the examples below.

Google sheets is a tool in Google docs that creates a space for all groups (F2F or Zoom) to record responses to prompts, questions, etc. With Google sheets, you (and your students) can see responses in real time to aid in discussion, correct misconceptions, etc.

Intentional Tech & the Community of Inquiry Framework ☆ 🗁 ☁

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	A	B	C
1	Instructions: Each group should demonstrate their discussion on a different row below.		
2			
3	Group Members (optional)	1. Ideas of fostering COGNITIVE presence?	2. Ideas for fostering SOCIAL presence?
4			
5	Room 6	course/activity design: sorting activity, like #birdclass, social annotation (perusall).	
6	Room 23	annotated bibliography to ensure students ge	websites, podcasts, video
7	Room 13 -	Using Perusall	podcasts, Perusall, blogs
8	Jenny, Victoria, Andrew	authentic audience	
9	Group 1	social annotation	authentic audience - student demonstrates knowledge, rely on own strengths
10	Group 29	breakout rooms, poling	discussions and peer response, Tik Toc

Google Forms

Google Forms (Also part of the Google Suite) allows you to create a questionnaire to gather information from your students. This can be used for taking attendance, Getting to know your students, etc.

Getting to Know You

Form description

What is your legal name? *

Short answer text

What name do you want to be called? *

Short answer text

Why are you a SPMT major? *

Long answer text

What are you hoping to learn in this course? *

Long answer text

Research Topic

Form description

What is your name? *

Short answer text

What is your research topic? *

Short answer text

ENVISION BLENDED LEARNING MORE AS AN ONLINE COURSE WITH A LIVE LECTURE COMPONENT RATHER THAN AS A FACE-TO-FACE COURSE WITH ONLINE STUFF.

TAKE ADVANTAGE OF WHAT THE LMS HAS TO OFFER AND OFFLOAD EVERYTHING THAT CAN BE DONE OUTSIDE OF CLASS. YOU ARE THE EXPERT, THE STUDENTS ARE COMING TO LEARN FROM YOU. SAVE THE STUFF THEY CAN LEARN AND DO ON THEIR OWN FOR OUTSIDE THE CLASSROOM.

LEARNING MANAGEMENT SYSTEM

Module	Asynchronous (Before Class)	F2F	Synchronous
Paragraph Elements (1 day per type – Intro, Body, Conc)	Students review examples of strong introductory, body, and conclusion paragraphs (Journal entry).		
	Review WRITE rubric (Journal entry).		
		Instructor facilitated: As a class (F2F and Zoom) look at two examples of introductory paragraphs and evaluate them based upon the WRITE rubric. Ask for show of hands to complete rubric together (call by name or ask for someone from Zoom/F2F) Poll everywhere or Kahoot for review - discuss	
		Divide into groups and complete a group eval Google doc of another example (work together or individually and share).	Put students in Zoom breakout groups to complete a group eval Google doc of another example.

Remember communication is important. Communicate to your students the purpose of these blended learning activities and help them understand their value for learning and retention.