

# Blended Learning Techniques (5)

## Define Your Teaching Philosophy First

The melding of the face-to-face and online environments in blended learning offers a unique set of opportunities and challenges in the course design process. Although many factors intervene in successfully building your blended course, defining your teaching, and learning philosophy at first lays a solid foundation for the development of a quality course. Knowing where you stand on what constitutes teaching and learning will help you envision the protocols and strategies throughout the life of a course from its creation to its delivery ([BlendKit](#), 2017).

## A Typical Blended Hour Example

### SCENARIO

In a course that uses weekly quizzing on material, the student logs on to FanshaweOnline and completes a quiz designed to take 15 minutes and logs off.

### REFLECTION

Has the student had the opportunity to reflect on the learning or engage with peers and the instructor? The student can complete a quiz on FOL as one type of classroom assessment/activity, but the remaining time can be complimented by additional materials for instruction and/or engagement to total a teaching lesson.

### SUGGESTION

**Effective use of the blended hour:** In the above example, a student could complete a short reading or watch a short video online (20 min.), take a review quiz (15 min.), and then participate in a collaborative discussion by a critiquing or commenting using the discussion tool in FOL. The instructor can then review class postings at the next F2F meeting.

## One Way to Approach a Blended TCH

When planning what to do each week in your blended class, try and think of each week as series of interconnected phases then define your teaching topic and focus. Here's a weekly sample unit:

- 1. **BEFORE the face-to-face session:** Plan an "**anchoring event**" on the topic that provides entry points for connecting new information with the recall of prior, related learning.  
**Anchoring Event:** explore how communication channels effect the process of message tailoring  
**Blended Activity Online:** An online reading and a discussion post or quiz.
2. **DURING the Face-to-face session:** Lecture then create a "**triggering event**" that students must consider/do when they leave class.  
**Trigger event:** assign a workplace scenario where students have to discuss appropriate tone and audience and complete a draft work-related message.
3. **AFTER the face-to-face session:** Plan an activity in FOL that relates to the trigger event.  
**Blended Activity:** post the draft message for peer feedback and participation online.
- 4. **Repeat for the next face-to-face session:** create a "**bridging event**" by providing a context for what was done outside of class (online) and link back to a new anchoring event.