

Teaching Blended Courses (2)

Blended Learning Recommendations

Blended learning is a mode of delivery whereby teaching contact hours (commonly known as TCH) include both face-to-face meetings and online components, which are mediated through the College's Learning Management System (*FanshaweOnline*). For a course to be *blended* at Fanshawe, a minimum of one **teacher contact hour** (TCH) per week of the course delivery is online.

KEY DEFINITION

Blending Learning

A term often used interchangeably with "hybrid learning." Blended is a model of course design that combines traditional, face-to-face (F2F) class time with online and out-of-class course work. Blended courses typically deliver some content online and may provide opportunities for online discussions, team projects, and activities.

How to Approach a Blended TCH

For courses delivered in a blended format, you can approach the use of the blended hour of instruction in the same way you would for a TCH in a physical classroom, whether synchronously or asynchronously:

- Blended delivery can be achieved using a combination of pedagogically sound methods each week that is **comparable to F2F instruction** each week.
- A blended hour should not be *routinely or repetitively* thought of as solely completing course assignments online.
- Activities should reinforce, continue, and/or bridge the learning taking place in the F2F classroom hour(s).

Scaffolding and Combining

The use of [scaffolding techniques](#) to leverage the potential of the virtual environment and to promote student engagement and content mastery should be the focus of the blended hour. **As its name suggests, blended courses should strive to seamlessly integrate the online and in-person components of a course.** A pre-planned supplemental syllabus indicating the uses of the blended hour should be provided to students *before* the first virtual hour occurs.

A **combination** of formative and summative activities can be used to enhance the blended hour, including, but not limited to the following:

- Formative and summative quizzes/surveys with feedback
- Short readings in digital format with commentary
- Threaded discussion forums
- Progressive activities which lead to final team project
- Peer critiquing and small group activities
- Scenarios or case-studies with short reflection.
- Lecture capture, audio, video, or other rich media
- Synchronous chats and web conferencing
- Reflection journals
- Course blogs, wikis or other web-based learning tools
- Virtual research and retrieval of course-related information

KEY TERMS

Formative assessments occur during the learning process. It can provide information about a student's strengths and weaknesses. It can also be used to assess progress on a project.

Summative assessments provide information about a student's current state of knowledge or to determine a student's progress towards an agreed upon set of standards.