

## WHAT IS BLENDED LEARNING?



Part of the time students learn in their traditional brick and mortar building



Part of the time students learn away from school while choosing their own path, pace, or place.



Traditional forms of blended learning include flipped learning, and station rotation models. These concepts can help us plan as we establish a blended learning model with in-school social distancing restrictions. Learn more about traditional blended learning models by [clicking here](#).

## BLENDED LEARNING WITH SOCIAL DISTANCING

We can adapt these ideas and models to accommodate social distancing to help keep everyone safe while still applying best practices.



## At School

While at school students should participate in **higher cognitive load activities** or participate in activities that cannot be replicated at home due to the amount of support or guidance needed. In a social distancing situation, many of these activities may require adaptations or use of technology to complete.

- Discussion
- Exercises
- Higher order thinking questions
- Application of ideas or concepts
- Lab Exercises
- Collaborative activities

During this time teachers should verbally interact with students or monitor live technology based activities to assess their understanding, reteach/ correct as necessary, conference with students, and provide activities that **require their support**. The teacher can guide, correct, and monitor for accurate application of concepts.



## At home

While at home or away from school, students should participate in **lower cognitive load** activities, ones that can be completed **without the help of a teacher**.

- Reading and annotating text
- Watching videos
- Answering comprehension or other lower level questions
- Watching or listening to direct instruction videos/ presentations.
- Practicing flash cards
- Practicing procedural skills

Students can finish up activities started in school, but teachers should be careful not to have students complete tasks for which they may need guidance. Teachers can provide students with video recorded lessons, text, or online videos to help. If students do not complete activities prior to in class time, they should be asked to complete them prior to moving on to the in class activities. While this has some management challenges, preloading activities into Schoology will be able to help support this.



**QUESTIONS TO CONSIDER/  
SUGGESTIONS FOR USING  
TECHNOLOGY**

How can we help organize students to succeed in a blended learning environment?

- Use course updates to post daily reminders
- Use Schoology assignment lists to track progress
- Use Schoology Calendar to add items to the Schoology calendar
- Use checklist in Word documents or One Note Notebooks



**ORGANIZE**

How can we organize and host videos so that students can access at any time?

- Use Schoology to organize, label and catalog videos by dates/ subjects so that students can go back and re-watch.
- Record in Screencast-o-matic or PowerPoint and upload into Edpuzzle to ask comprehension questions about your direct instruction.

How can we monitor and assess student understanding of video direct instruction?

- Use Edpuzzle to ask follow-up questions.
- Create assessments with videos embedded
- Create documents with embedded videos
- Create discussion boards with video components
- Have students answer prompts in Flipgrid



**ASSESS**

How can we have students collaborate without sitting together?

- Collaborative Word Documents and PowerPoints
- Interactive Whiteboard groups (Windows 10 apps)
- Group discussion boards in Schoology
- OneNote collaboration space
- Schoology Conferences Breakout Rooms
- Webex Training Breakout Rooms
- Teams Calls



**COLLABORATE**