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| TITLE | Module 4: Implementing the Flipped Classroom Approach and Collaborative Learning  Unit 4.3: Blended Learning in Action: Integrating Online and In-Person Components |
| KEYWORDS (META TAG) | Blended Learning, Online Learning, In-Person Learning, Educational Technology, Energizers, Active Learning, Teaching Strategies |
| LANGUAGE | English |
| OBJECTIVES / GOALS / LEARNING OUTCOMES | * Understand the Role of Energizers * Identify Effective Modalities for Various Content * Apply Multimedia Tools in Teaching * Facilitate Self-Paced Online Learning * Design Application-Oriented Activities |
| CONTENTS IN BRIEF | * Definition and Importance of Blended Learning * Strategies for Integrating Online and Offline Learning * Role of Technology in Blended Learning * Case Studies of Successful Blended Learning Implementation * Challenges and Solutions in Blended Learning |
| GLOSSARY ENTRIES | * **Blended Learning**: is an approach to education that combines online educational materials and opportunities for interaction online with physical place-based classroom methods. * **Synchronous Learning**: refers to instructors and students gathering at the same time and (virtual or physical) place and interacting in “real-time” * **Asynchronous Learning**: refers to students accessing materials at their own pace and interacting with each other over longer periods. * **Energizer**s: are short activities in the middle of a lesson or class that re-focus student attention, stimulate cognitive activity, or restore momentum. * **Collaborative Learning**: is a situation in which two or more people learn or attempt to learn something together. * **Infographics**: graphic visual representations of information, data, or knowledge intended to present information quickly and clearly * **Interactive Learning**: a more hands-on, real-world process of relaying information in classrooms * **Formative assessment**: refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps * **Summative assessment**: evaluates student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program |
| BIBLIOGRAPHY AND FURTHER REFERENCES | 1. Boelens, R., De Wever, B., & Voet, M. (2017). "Four key challenges to the design of blended learning: A systematic literature review” 2. Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010). "Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies." U.S. Department of Education. 3. Vaghela, Chintan. (2019). Blended Learning: A Transformative Potential for Higher Education. 4. Capone, R. (2022). Blended Learning and Student-centered Active Learning Environment: a Case Study with STEM Undergraduate Students. Can. J. Sci. Math. Techn. Educ. 5. Horn, M. B., & Staker, H. (2014). "Blended: Using Disruptive Innovation to Improve Schools." Jossey-Bass. 6. Halverson, L.R., & Graham, C.R. (2019). Learner engagement in blended learning environments: A conceptual framework. |
| RELATED MATERIAL AND REFERENCE LINK (I.E. YOUTUBE VIDEOS) | What is blended learning: <https://www.youtube.com/watch?v=-bwhR1ZKGRE>  Teacher Tips | Engaging Instructional Videos: <https://www.youtube.com/watch?v=mjA6uVB1-TA>  Interactive simulations: <https://phet.colorado.edu/>  What is an infographic? Examples, templates & design tips: <https://tinyurl.com/ycxmj848>  What is self-paced learning: <https://www.digitallearninginstitute.com/blog/what-is-self-paced-learning-definition-benefits-and-tips>  The Shift from Engaging Students to Empowering Learners: <https://www.youtube.com/watch?v=BYBJQ5rIFjA>  Make real world connections to course material: <https://ablconnect.harvard.edu/make-real-world-connections-course-material>  How to inspire creativity in the classroom:  <https://drexel.edu/soe/resources/teacher-resources/inspire-creativity-in-the-classroom/>  Collaborative learning and thinking in simulation centers: <https://fastercapital.com/topics/collaborative-learning-and-teamwork-in-simulation-centers.html>  Applying Math Skills to a Real-World Problem:  <https://www.youtube.com/watch?v=hxufdpcfpJY>  Overcoming Blended Learning Obstacles: Proven Strategies <https://www.youtube.com/watch?v=M0u6JjP_UJs>  Case Studies:  Implementing the Flipped Classroom in Cambridge Science Teaching [**https://www.cctl.cam.ac.uk/newsletter/case-study-flipped-classroom**](https://www.cctl.cam.ac.uk/newsletter/case-study-flipped-classroom)  A Case Study of Teachers’ Experiences of Blended Teaching and Learning by Diane Cunningham[**https://files.eric.ed.gov/fulltext/EJ1301080.pdf**](https://files.eric.ed.gov/fulltext/EJ1301080.pdf)  Anytime Anywhere, Blended Learning using Live Streaming at Deakin University[**https://er.educause.edu/articles/2015/7/anytime-and-anywhere-a-case-study-for-blended-learning**](https://er.educause.edu/articles/2015/7/anytime-and-anywhere-a-case-study-for-blended-learning) |
| RELATED PPT | <https://docs.google.com/presentation/d/1alj50AXPtrEPO02fmZbCax2ICwl7NaRo/edit#sli> |