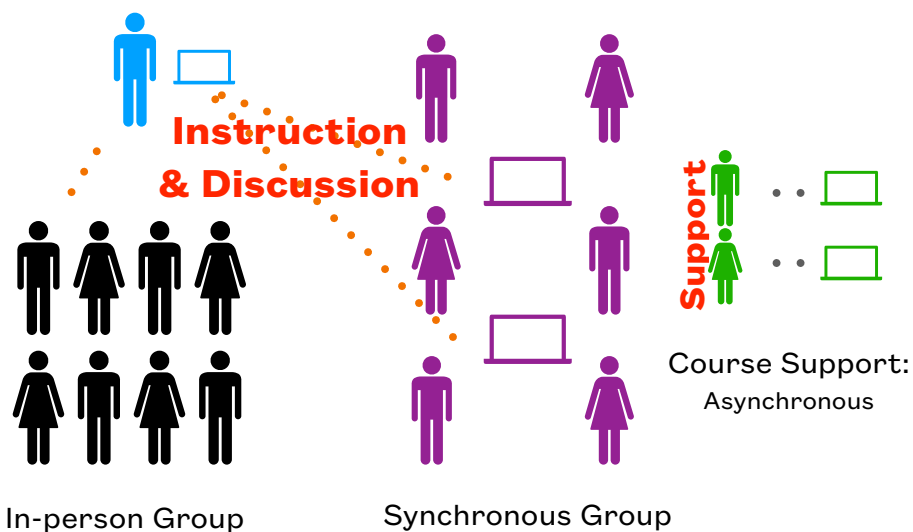


Model: Blended Synchronous

Simulcast Lecture



Seat Time: 1/3 of class in-person, remaining 2/3 of class online

Delivery: Simultaneous delivery of course content and activities to *in-person* and *synchronous groups*. Simulcast through video teleconferencing (VTC). Supports include homework, discussions, quizzes, assignments, etc. that are housed in the LMS (Canvas).

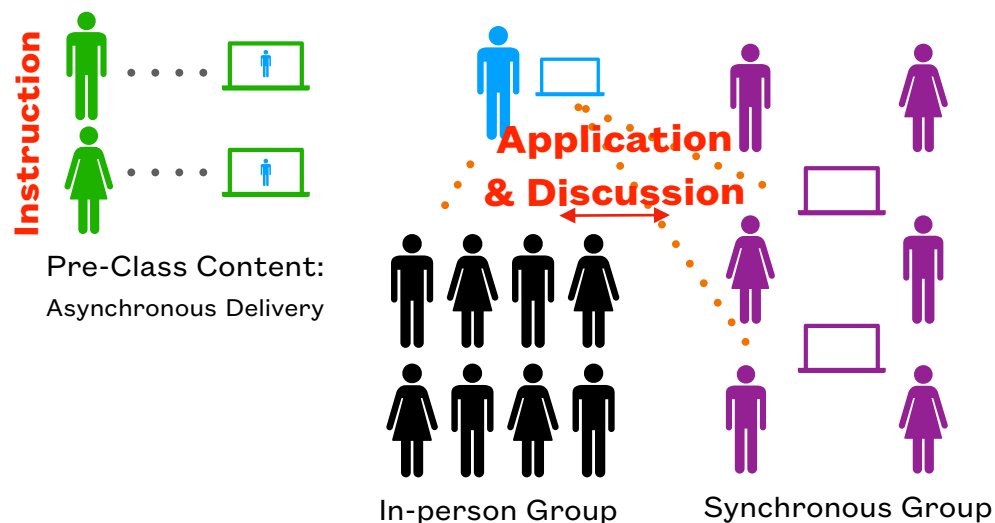
Engagement: Should be simultaneous meaning faculty are interacting and engaging with both in-person and online group at the same time.

Teaching Changes: Faculty will need to prepare to focus on online group as much as in-person group in order to provide an equitable classroom experience. Faculty should think about classroom management and communicate the plan to students. This requires constantly managing the online class space while managing the F2F class space. It is recommended all students, including in-person students, are logged into Zoom to maximize engagement between the two groups. A GTA would be helpful in this model.

Pros: Less up-front class preparation, closer to traditional teaching styles

Cons: Difficult to manage in-person and online space simultaneously, difficult to provide interactive components and engagement with online group, may have audio/visual issues for online group

Flipped Classroom



Seat Time: 1/3 of class in-person, remaining 2/3 of class online

Delivery: Asynchronous delivery of pre-class content (videos, readings, podcasts, etc.) then simultaneous delivery of interactive/application activities to *in-person* and *synchronous groups*.










Engagement: Simultaneous activities with both groups (example: groups work together on activity through Zoom; can have teams of in-person and online students in breakout room). Faculty can interact with both groups to check on application & knowledge comprehension.

Teaching Changes: Prepare pre-class content prior to synchronous class sessions by organizing weekly content in LMS such as pre-recorded lectures, readings (journal articles, blogs), podcasts, external videos/podcasts. For synchronous sessions, prepare interactive and authentic activities such as problem-solving, concept mapping, case analysis, simulations, writing, designing, etc.

Pros: Most interactive and engaging class experience with authentic application of course content, provides optimal learning interactions (learner: learner, instructor & interface), easy to shift directly to fully online, builds digital course content, most equitable delivery format

Cons: Requires preparation & organization of pre-class content, must connect pre-class content to synchronous activities

Model: Blended Synchronous

What Instructor Sees			
Student Group	Section 1	Section 2	Section 3
Group A			
Group B			
Group C			
Group D (Students who request to attend online only)	