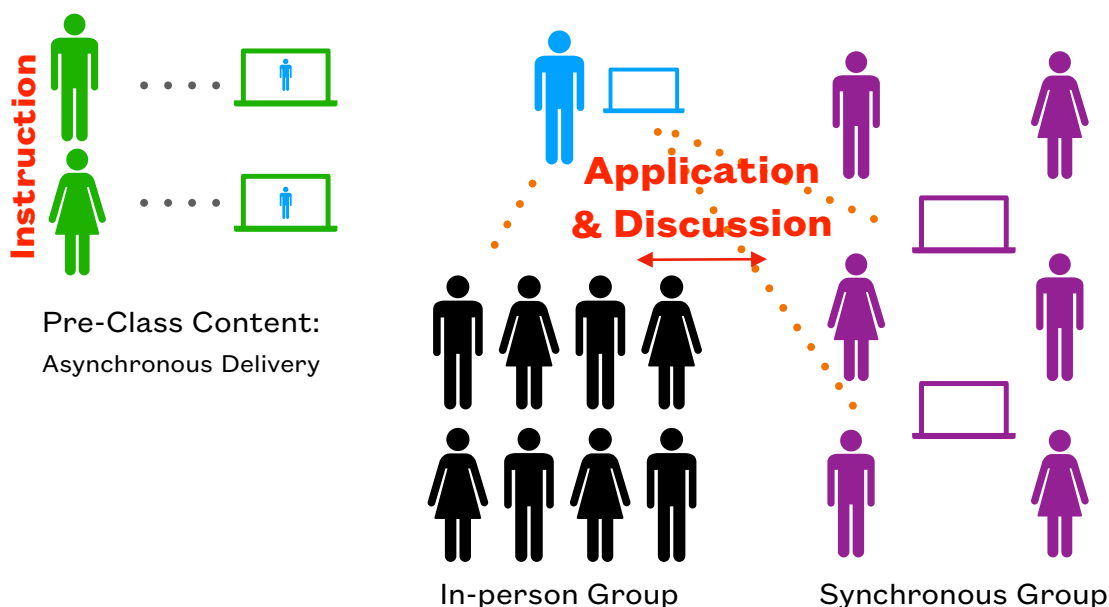


Model: Blended Synchronous: Flipped Classroom



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

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)			