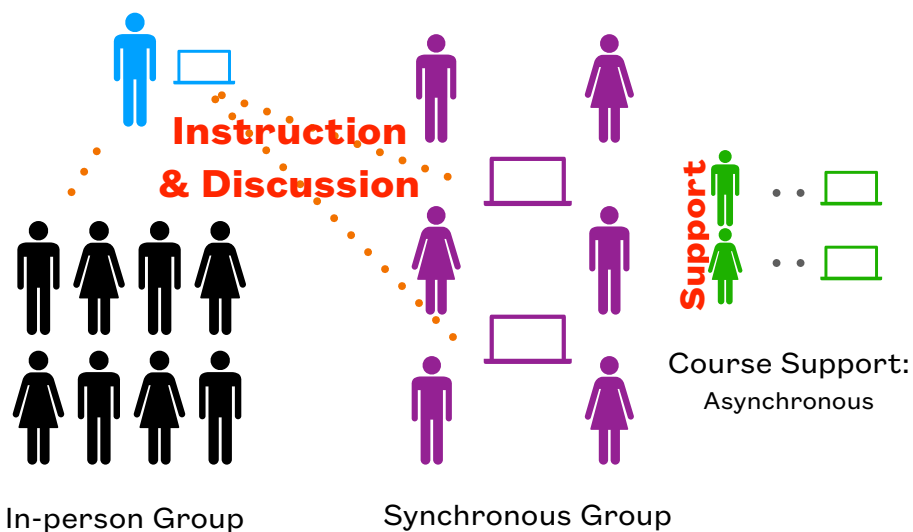


Model: Blended Synchronous

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).

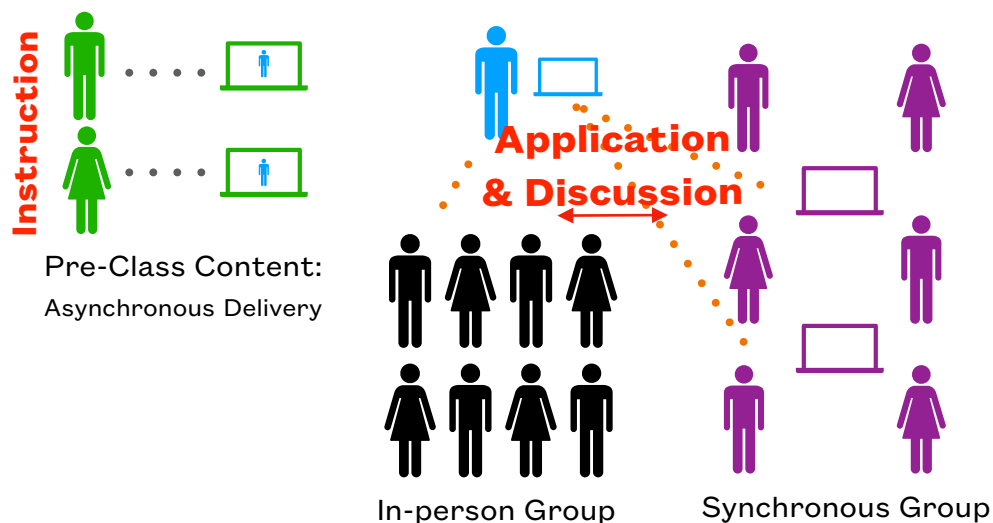
Engagement: Should be simultaneous meaning faculty are interacting and engaging with both in-person and online group at the same time.

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.

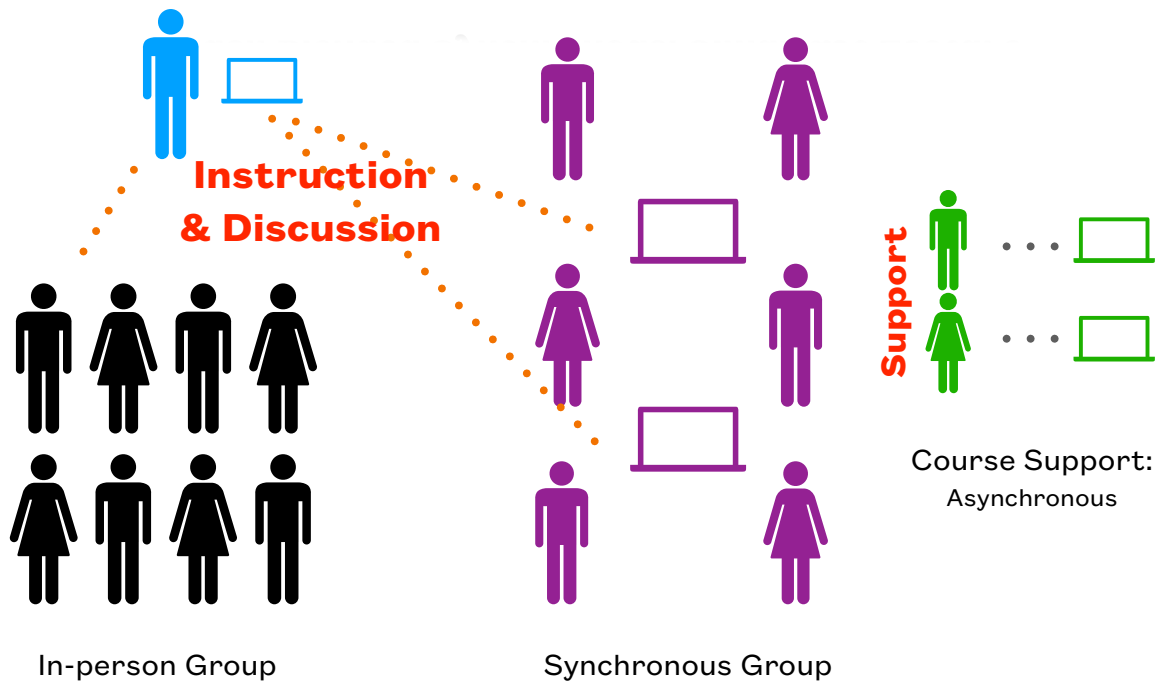
Pros: Most interactive and engaging class experience with authentic application of course content, provides optimal learning interactions (learner: learner, instructor & interface), easy to shift directly to fully online, builds digital course content, most equitable delivery format

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)			

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).

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

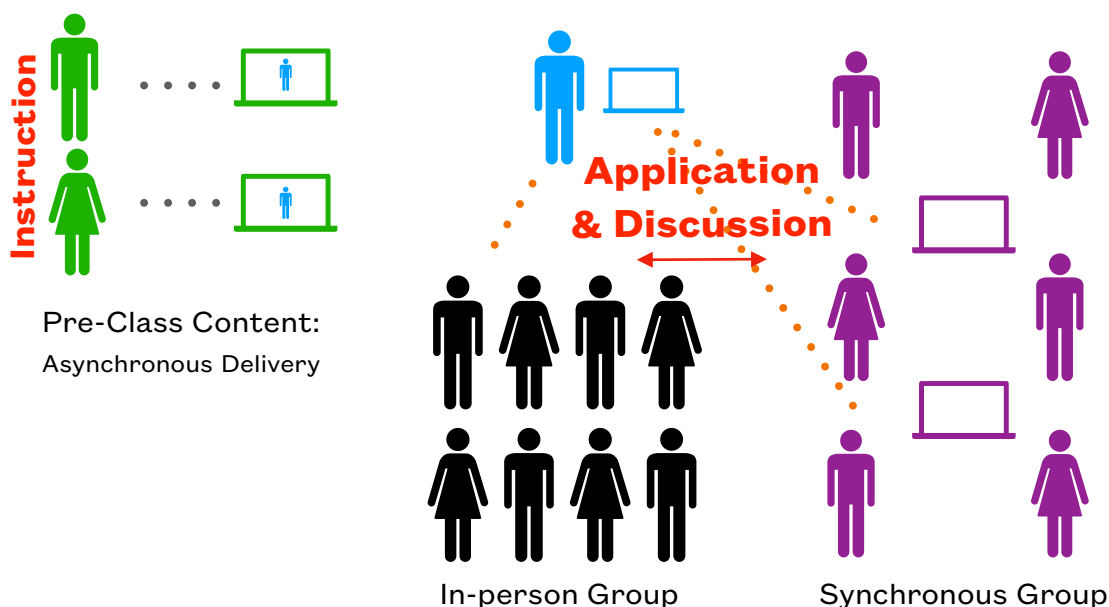
Teaching Changes: Faculty will need to prepare to focus on online group as much as in-person group in order to provide an equitable classroom experience. Faculty should think about classroom management and communicate the plan to students. This requires constantly managing the online class space while 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

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

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.

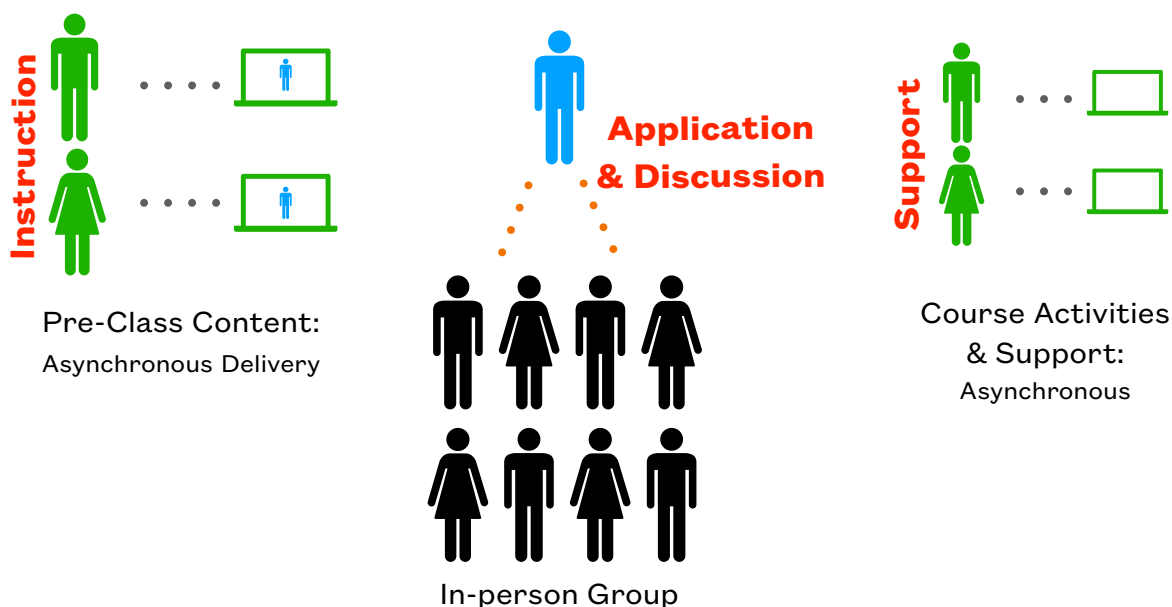
Teaching Changes: Prepare pre-class content prior to synchronous class sessions by organizing weekly content in LMS such as pre-recorded lectures, readings (journal articles, blogs), podcasts, external videos/podcasts. For synchronous sessions, prepare interactive and authentic activities such as problem-solving,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

Model: Blended Synchronous: Flipped Classroom - Modified



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

Delivery: Asynchronous delivery of pre-class content (videos, readings, podcasts, etc.) then in-person delivery of interactive/application activities to 1/3 of students each class period. Remaining 2/3 complete online activities when it's not their day to meet in-person.

Engagement: Interactive application activities with in-person groups. Faculty can interact with in-person groups to check on application & knowledge comprehension.

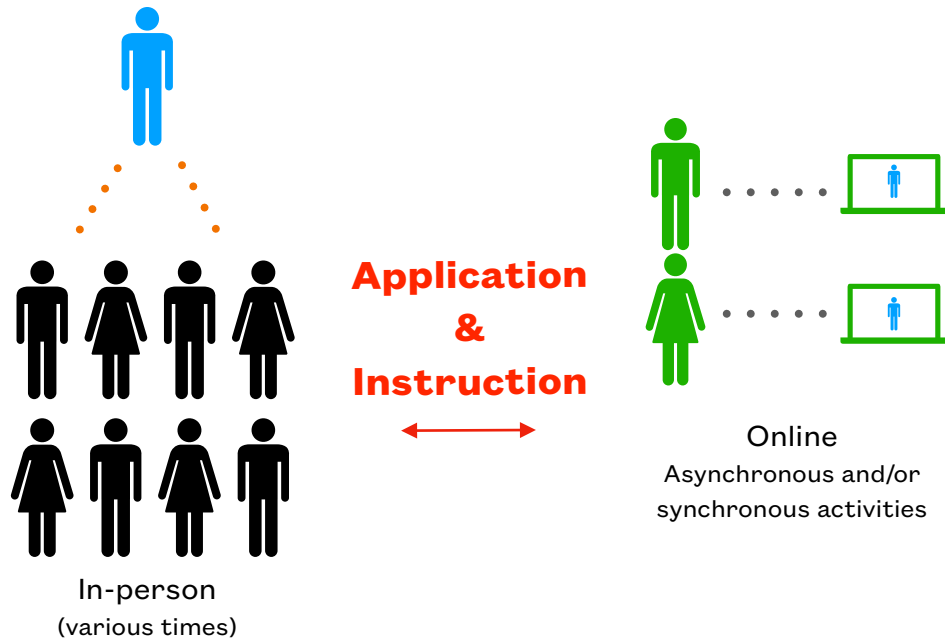
Teaching Changes: Prepare pre-class content prior to synchronous class sessions by organizing weekly content in LMS such as pre-recorded lectures, readings (journal articles, blogs), podcasts, external videos/podcasts. For in-person sessions, prepare interactive and authentic activities such as problem-solving,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

Model: Special Circumstance



Special Circumstance: Courses that only meet at various times, such as three times a month or once a month (ex: some graduate courses, senior thesis/research, or creative inquiry courses).

Seat Time: Can be in-person and/or online



Delivery: Allows for innovations around in-person class sessions that may include rotating group meetings, use of teaching assistants to support in-person components, and/or research/lab experiences. All sessions need to use social distancing guidelines. Online delivery for course activities as needed. Can be asynchronous and/or synchronous delivery of course content and activities. Online-only engagement needs to be available for students.

Engagement: Fully engaged with innovative in-class sessions. Asynchronous engagement through written text such as flexible discussion or social reading platforms. Synchronous engagement through Zoom (incorporate polling and break-out rooms for more interactive components). Faculty interacts with all students at same time, in the same medium.

Teaching Changes: No changes for in-person meetings. Focus on core concepts of the course through preparation of class content that is organized in weekly modules in LMS. Share content through multiple modalities (i.e. readings, video, podcasts, etc.). Focus on student-centered teaching methods and authentic assessments. For synchronous sessions, prepare interactive and authentic activities such as problem-solving, concept mapping, case analysis, simulations, writing, designing, etc.

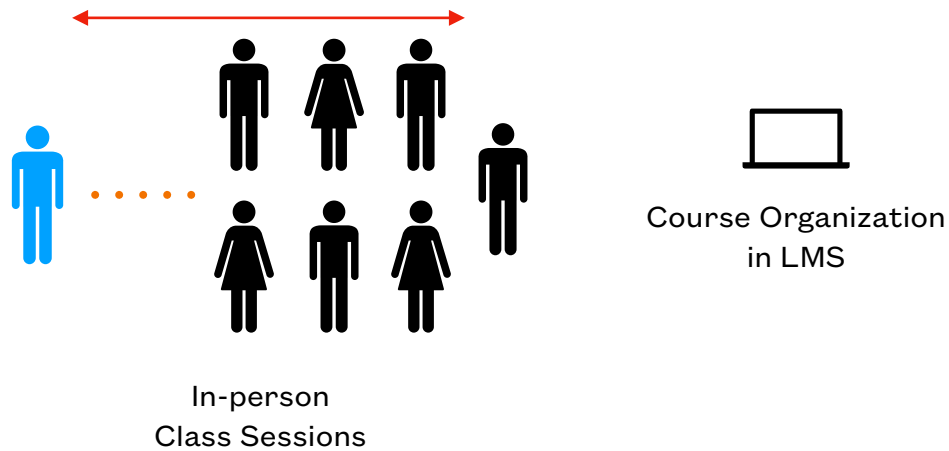
Pros: Interactive and engaging class experience with authentic application of course content, provides optimal learning interactions (learner: learner, instructor & interface), easy to shift directly to fully online, equitable delivery format

Cons: Requires preparation & organization of online content & activities, must connect in-person content to online activities

What Instructor Sees	
Student Group	All Sections
All Students	
All Students	

Model: Fully In-person

Instruction & Application



Seat Time: All class activities are in-person


Delivery: In traditional classroom, with some content & course organization online in LMS

Engagement: Fully engaged with in-class lecture, discussion, and activities

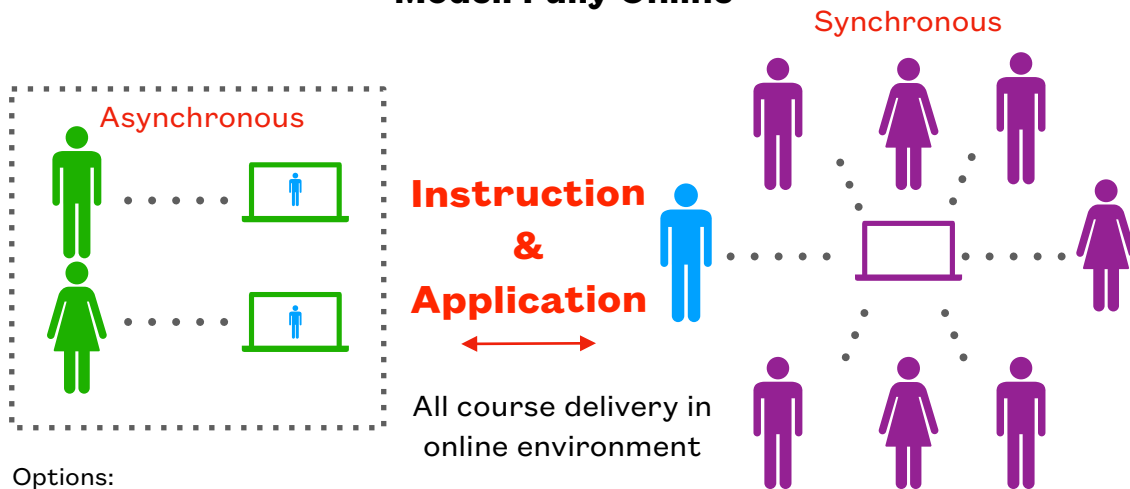
Teaching Changes: No teaching changes required

Pros: Equitable format for all students, least preparation (i.e. can use previous course format and design), incorporates learner- to -instructor and -learner interactions (can provide learner-interface with innovative technology in F2F classroom or through LMS with assignments/assessments), provides interactive and authentic in-class activities.

Cons: Not prepared in the event all instruction moves online

What Instructor Sees	
Student Group	All Sections
All Students	

Model: Fully Online



Options:

- All asynchronous
- Combination of asynchronous and synchronous sessions
 - Synchronous sessions can be for lecture or *Flipped Model* with pre-content delivered asynchronously and synchronous sessions for activities)

Seat Time: All class activities are online

Delivery: Can be fully asynchronous delivery or a combination of asynchronous and synchronous sessions. Can mimic the flipped model by having pre-class content (videos, readings, podcasts, etc.) then simultaneous delivery of interactive/application activities in synchronous sessions.

Engagement: Asynchronous engagement through written text such as flexible discussion or social reading platforms. Synchronous engagement through Zoom (incorporate polling and break-out rooms for more interactive components). Faculty interacts with all students at same time, in the same medium for equitable experience.

Teaching Changes: Focus on core concepts of the course through preparation of class content that is organized in weekly modules in LMS. Share content through multiple modalities (i.e. readings, video, podcasts, etc.). Focus on student-centered teaching methods and authentic assessments. For synchronous sessions, prepare interactive and authentic activities such as problem-solving, concept mapping, case analysis, simulations, writing, designing, etc.

Pros: Outside of fully in-person or flipped, most equitable format, already prepared in the event all instruction moves online (no course interruptions), for synchronous sessions - incorporate interactive and engaging class experience with authentic application of course content, incorporates all learning interactions (learner: learner, instructor & interface), builds digital course content

Cons: Requires preparation & organization of course content, must be intentional in course design — purposefully incorporating all learning interactions

What Instructor Sees	
Student Group	All Sections
All Students	