In Blended Courses, What Should Students Do Online?

Presented by:
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**Presenter Bio:**

Ivan A. Shibley, Jr. (Ike), Ph.D., is associate professor of chemistry at Penn State Berks, a small four-year college within the Penn State system. He has won both local and university-wide awards for his teaching including the Eisenhower Award presented to a tenured Penn State faculty member who exhibits excellent teaching as well as mentoring other teachers.

Timothy D. Wilson, Ph.D., is an assistant professor at the University of Western Ontario in the Schulich School of Medicine and Dentistry. In the Department of Anatomy and Cell Biology, Tim is part of a teaching team of gross anatomists who provide anatomical training to allied health sciences students in Kinesiology, Physiotherapy, and Occupational Therapy in addition to the Medical and Dental students at the school.

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Department of Education Report (May 2009)

Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies

5 Major Findings

1. Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.
2. Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.
3. When learners online spent more time on task than F2F students greater benefit accrued.
4. Most variations in online learning did not affect student learning outcomes.
5. The effectiveness of online learning appears quite broad across different content and learners.

Bloom’s Taxonomy

Online

Evaluation
Synthesis
Analysis
Application
Understanding
Knowledge

F2F
What should students do online?

Online Low Level Information
Class Guides

• A class guide provides one-stop shopping for the student: dates, topics, learning goals, assignments, activities, and any links.
• Class guides can be organized by class period, by week, or by topic.

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Chapter Topic and In-class Activities</th>
<th>Action Items to be completed BEFORE CLASS</th>
<th>Action Items to be completed AFTER CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Chemical Kinetics READ: Chapter 14.5 - 14.6</td>
<td>COMPLETE: Chapter 14, Questions 53, 55, 71, 73, and 75</td>
<td>COMPLETE: Chapter 14 Quiz (Quiz is available from 8/23 until 5:00 PM until 9/16 at 11:59 PM)</td>
</tr>
<tr>
<td>Session 2</td>
<td>Chemical Equilibrium READ: Chapter 15.1 - 15.3</td>
<td>COMPLETE: Chapter 15, Questions 13, 15, 19, 27, and 29</td>
<td>COMPLETE review for Exam 1 (9/21)</td>
</tr>
</tbody>
</table>

What should students do online?
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Online Low Level Information
Class Guides

What should students do face-to-face?
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- Think engagement
- Clickers
- Small groups
- Discussions
- Student presentations

What should students do face-to-face?

- Think of activities that you cannot accomplish online (like alpaca!)
- Help students prepare for F2F via online activities

What about online after face-to-face?
What about online after f-2-f?

- Students need to rehearse information
- Awarding points indicates that you think an activity is worth their time

What about online after f-2-f?

- Create activities that facilitate deliberate practice
- Create projects that extend student knowledge from before & during class (higher order thinking)

What courses should be blended?

- Almost any course theoretically
- Courses with factual knowledge and/or problem-solving seem easiest to convert
What courses *might* not work as blended?

- Small discussion seminars
- Many laboratory courses
- Physical education courses
- Some lower-level courses (prep courses)

**Conclusion**

- Online content works best for lower- and higher-order cognitive skills
- In-class works for application and analysis (think engagement)
- Courses that are primarily application and analysis may be challenging to blend

**Thank you!**

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We’d like to hear from you!

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