


## Masterclass Part II:

### 50+ Hyper-Engaging Strategies for Face-to-Face (FTF), Blended, and Online Learning: Low Risk, Low Cost, Low Time

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## January 16, 2019


### Survey: Online, Blended Dominate Today's Learning Environments

Rhea Kelly, Campus Technology  
*Campus Technology's 2018 Teaching with Technology Survey*  
<https://campustechnology.com/articles/2019/01/16/survey-online-blended-dominate-todays-learning-environments.aspx?m=2>

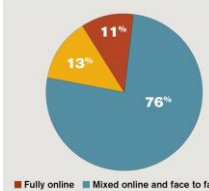
*Teaching with Technology Survey*  
Survey: Online, Blended Dominate Today's Learning Environments

In our latest Teaching with Technology Survey, the vast majority of faculty members said they teach in either a fully online or blended format.

By Rhea Kelly 01/16/19



**TEACHING ENVIRONMENTS**



■ Fully online ■ Mixed online and face to face  
■ Exclusively face-to-face

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## January 16, 2019


### Survey: Online, Blended Dominate Today's Learning Environments

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*Campus Technology's 2018 Teaching with Technology Survey*  
<https://campustechnology.com/articles/2019/01/16/survey-online-blended-dominate-todays-learning-environments.aspx?m=2>

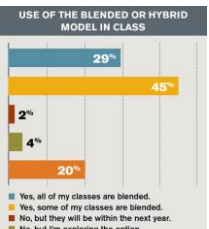
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By Rhea Kelly 01/16/19



**USE OF THE BLENDED OR HYBRID MODEL IN CLASS**



■ Yes, all of my classes are blended.  
■ Yes, some of my classes are blended.  
■ No, but they will be within the next year.  
■ No, but I'm exploring the option.  
■ No, none of my classes are blended.

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## February 3, 2020

### Who Needs Blended and Online Learning?




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## February 3, 2020

### Coronavirus, Fox News

<http://www.foxnews.com/health/surroundings/article/2020/02/03/coronavirus-cases-fox-news-back-memoir-fox-foxnews-says>



STUDENTS KEPT HOME OVER VIRUS CONCERNS




World's biggest work-from-home test: Coronavirus changes how employees work



WE DAD TRYING TO BRING WIFE, KIDS HOME FROM CHINA

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## August 22, 2019

### Blended Students

#### At Indiana U., video platform blends traditional and distance education

Betsy Foresman, edscoop  
<https://edscoop.com/indiana-university-video-conferencing-technology/>



6

**December 13, 2016**  
**Cyber Basic Officer Leader Course**  
<https://www.ausa.org/articles/how-grow-capable-cyber-officer>



7

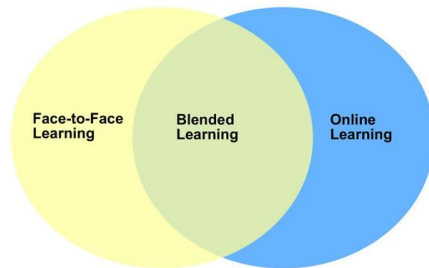
**Learning is More Blended...**

1. Definitions of blended learning
2. Myths of blended learning
3. Models of blended learning
4. Examples of blended learning



8

**Answer: Blended Learning**

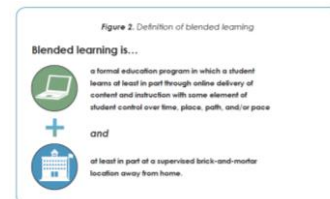


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**Classifying K-12 Blended Learning**  
 Heather Staker and Michael B. Horn, May 2012

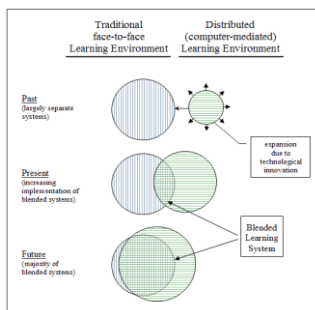
<http://www.projectred.org/uploads/The-Rise-of-K-12-Blended-Learning.pdf>

"Blended learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home *and at least in part* through online delivery with some element of student control over time, place, path, and/or pace."



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**Historical Emergence of Blended (Graham, 2006)**



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**Myth: People will know what I am saying when I say "blended learning."**

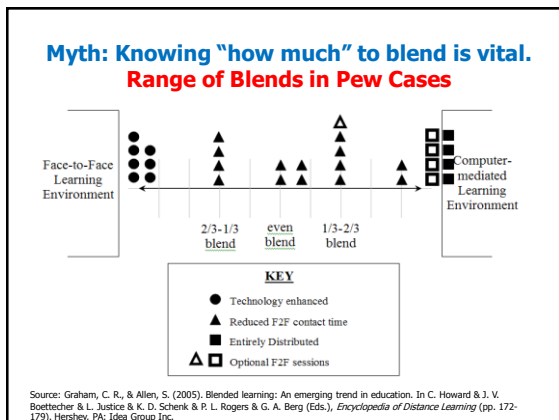
**Myth: Blended is the same as "hybrid."**

**The Sloan Consortium**

Proportion of content delivered online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used - content is delivered in writing or orally.
1 to 29%	Web facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Might use Blackboard or WebCT to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that is a blend of the online and face-to-face course. Substantial proportion of the content is delivered online, typically uses online discussions, typically has some face-to-face meetings.
80+%	Online	A course where the vast bulk of the content is delivered online. Typically has no face-to-face meetings.



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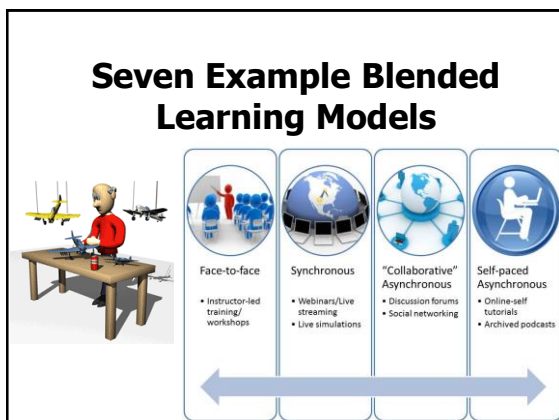


13

### Examples of Blended Learning

- Put assessments/reviews online
- Online discussions
- Online labs
- **Put reference materials on Web**
- **Deliver pre-work online**
- Provide office hours online
- Use mentoring/coaching tool
- **Access experts live online**

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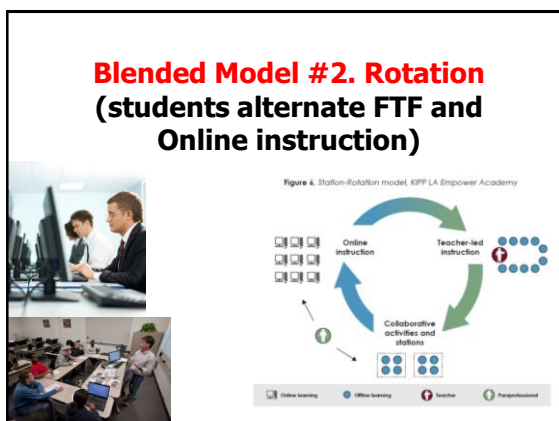
15

### Blended Model #1.

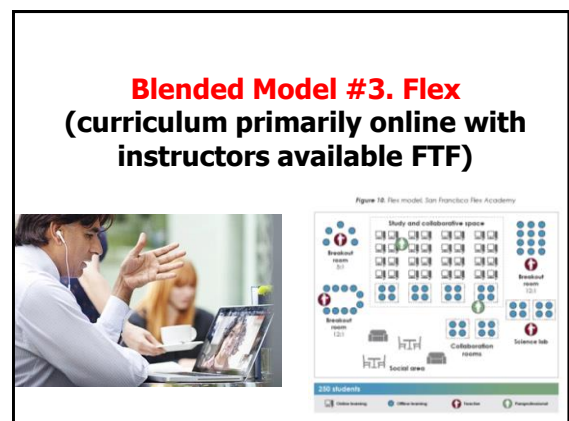
#### Face-to-Face Primary

(online is for remediation of supplement)

16



17



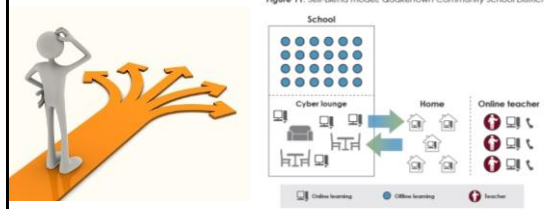
18

### Blended Model #3. Online Lab (lab or field experience component of course is online)



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### Blended Model #4. Self-Blend (students decide on which courses they take online or which portion of the course is online)



20

### Blended Model #5. Bookend (first and last part of the course is online and middle portion is FTF)



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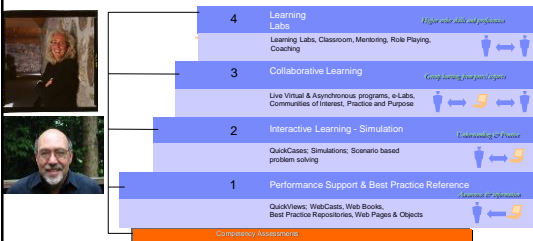
### Blended Model #6. Anchor (start with FTF or what students are familiar with and then move to online; or the opposite and start online and move to F2F)



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### Blended Learning Model #7: Gradual Human (F2F) Approach

The IBM Four Tier Learning Model. Blending Learning for Business Impact  
– IBM's case for learning success. *Nancy Lewis, VP, & Peter Orton, IBM*



23

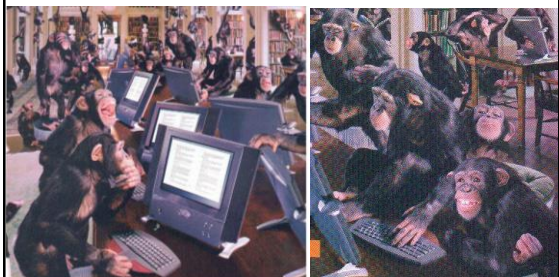
### Captain's Career Course Virtual Tactical Operations Center (VTOC)



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## 17 Blended Learning Examples



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## Blended Solution #1. Medical Images and Multimedia e.g., Pixabay

<https://pixabay.com/images/search/nurse/>



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## Blended Solution #1 Continued. Rich Multimedia Elements Biodigital

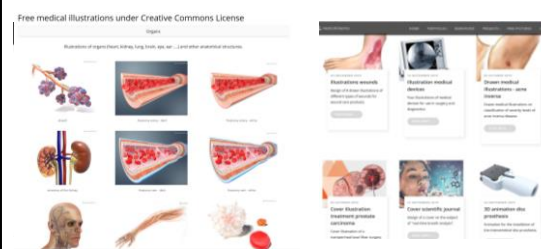
<https://www.biodigital.com/>



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## Blended Solution #2. Medical Graphics in Creative Commons

<http://www.medicalgraphics.de/en/free-pictures.html>



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## Blended Solution #3. Medical Graphics in Wikicommons

<http://www.medicalgraphics.de/en/free-pictures.html>



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## Blended Solution #4. Reading from Open Access Journals (e.g., DOAJ—Directory of Open Access Journals)

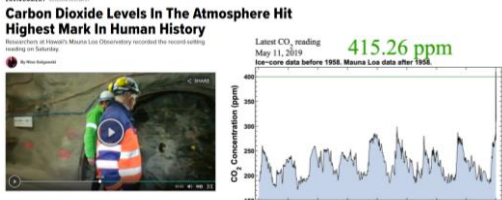
<https://doaj.org/>



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**May 13, 2019**  
**Blended Solution #5.**  
**Something in the News**  
**Carbon Dioxide Levels In The Atmosphere Hit Highest Mark In Human History**  
 Nina Golkowski, The Huffington Post  
[https://www.huffpost.com/entry/co2-levels-hit-new-high\\_n\\_5cd9802ae4b0c388e584eb09](https://www.huffpost.com/entry/co2-levels-hit-new-high_n_5cd9802ae4b0c388e584eb09)

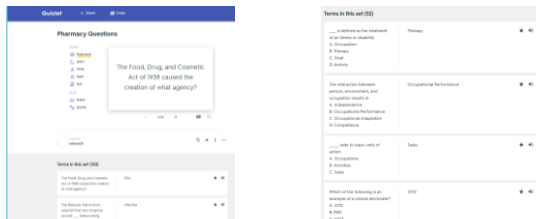
**Carbon Dioxide Levels In The Atmosphere Hit Highest Mark In Human History**  
 Researchers at Hawaii's Mauna Loa Observatory recorded the second hottest reading on Saturday.



Latest CO<sub>2</sub> reading  
 May 11, 2019  
 415.26 ppm  
 Ice-core data before 1958, Mauna Loa data after 1958


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**Blended Solution #6.**  
**Online Practice Tests and Interactive Flash Cards (e.g., Pharmacy, OT, etc.)**  
<http://quizlet.com/>



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**Blended Solution #7.**  
**Video Tutorials, Demonstrations, and How-To's (videos, tutorials, etc.)**  
 (Jing, GoView, Screenr, Overstream, Screencast-o-Matic; [http://tec-variety.com/TEC-Variety\\_links-examples-resources.pdf](http://tec-variety.com/TEC-Variety_links-examples-resources.pdf))



**NURSING CARE PLAN TUTORIAL (LIVE DEMO)**

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**Blended Solution #8.**  
**Short Video Anchors**  
 (e.g., TubeChop of V-PORTAL: Video Primers in an Online Repository of e-Teaching and Learning)  
 Curt Bonk: <http://www.tubechop.com/watch/378752>



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**Blended Solution #9.**  
**Online Role Play or Debate**  
 (e.g., documentary production)



**The Clinical Assessment of Substance Use Disorders**

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**Blended Solution #10.**  
**Flipping the Classroom**  
<https://www.youtube.com/watch?v=7DwaTK0Q0E>



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**Blended Solution #12.**  
Virtual Labs and Training Simulators  
(e.g., Virtually Inspired, Drexel University)  
<https://virtuallyinspired.org/>

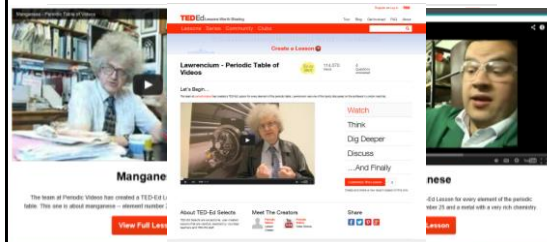


### Blended Solution #13.

**Medical Simulation training with Videos**  
(e.g., Medical simulation training at Fort Jackson)



**Blended Solution #14.**  
**Videos with Test Questions (e.g., TEDEd)**  
 (Lessons about every single element on the periodic table)



**January 26, 2016 (Zoom)**  
**Blended Solution #15.**  
**Weekly Guest Expert Chats**  
R511 Chat with Mike Molenda, IU



**July 11, 2018**

**Blended Solution #16.**

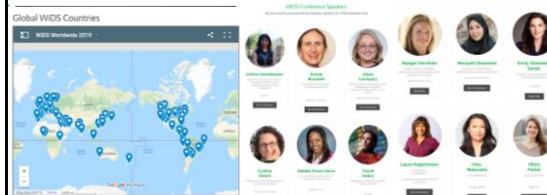
**Streaming Live Events**

**Open Data Science Conference (ODSC)**

**Women In Data Science, Stanford University**

<https://odsc.org/conference/learn-2018-live.com>

<https://www.widscience.org/speakers-466253.html>



Page 7

### Blended Solution #17.

#### Virtual Reality in the Anatomy Lab (e.g., TEDEd)

[https://www.youtube.com/watch?time\\_continue=64&v=7VES1hTDHQ&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=64&v=7VES1hTDHQ&feature=emb_logo)

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### 50+ Engaging Collaborative and Active Learning Ideas (note ideas that **will work** (+), **might work** (?), and **will not work** (cross off))

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### 1. Ice Breaker: Goals and Expectations Charts (L = Cost, L = Risk, M = Time)

- What do you expect from this class, lesson, workshop, etc., what are your goals, what could you contribute?
- Write short and long terms goals down on goal cards and post to discussion forum.
- Write 4-5 expectations for this session.
- Expectations Flip Chart (or online forum):
- Debrief.

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### 2. Online Café Question Exchange

- Have students leave you or their classmates questions online.
- Answer as many as you can.
- Peer to peer café for exchanging resources and sharing information.

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### 3. Just in Time Teaching (online warm-up activities)

- Assign a problem before class.
- Evaluate solutions.
- Change class based on results.

47

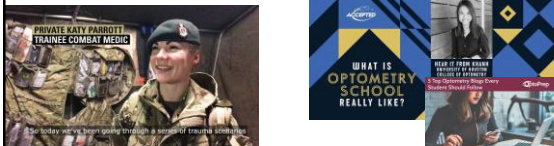
### 4. Internship, Practicum, Job, Workplace Internship, and Field Reflections

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## 5. Reuse Online Discussion and Blog Transcripts

- Have students bring in their online discussions or to class.
- Look for key concepts embedded in the transcripts.
- Share or have competitions.



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## 6. Structured Controversy Task



- Assign 2 to pro side and 2 to con side
- Read, research, and produce different materials
- Hold debate (present conflicting positions)
- Argue strengths and weaknesses
- Switch sides and continue debate
- Come to compromise



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## 7. 321

- 3 = Takeaways
- 2 = Things you knew already
- 1 = Question you have



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## 8. 333

- 3 = Good things
- 3 = Bad things
- 3 = Questions



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## 9. Pruning the Tree (i.e., 20 questions)



- Have a recently learned concept or answer in your head.
- Students can only ask yes/no types of questions.
- If guess and wrong they are out and can no longer guess.
- The winner guesses correctly.



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## 10. One minute papers or muddiest point papers (L = Cost, M = Risk, M = Time)

- Have students write for 3-5 minutes what was the most difficult concept from a class, presentation, or chapter. What could the instructor clarify better.
- Send to the instructor via email or online forum.
- Optional: Share with a peer before sharing with instructor or a class.



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## 11. Reflection Papers: Job Application and Trend Papers (3-4 page)

- Have students write papers about emerging trends in the field.
- Have them select topics from a list or suggest topics. Give sample papers.
- Perhaps have them present their trend and job applications papers to class.



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## 12. Value Lines

- Pose question or issue
- Students mark down their feelings or votes
- Share votes and rationale with class
- Recast votes



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## 13. Best 3 Activity (Thiagi, personal conversation, 2003)

- After a lecture, have students decide on the best 3 ideas that they heard (perhaps comparing to a handout).
- Work with another who has 3 as well and decide on best 3 (or 4).
- Those pairs work with another dyad and decide on best 3 (or 4).
- Report back to class.



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## 14. PMI (Plus, Minus, Interesting) (L = Cost, L = Risk, M = Time)

- After completing a lecture, unit, video, expert presentation, etc. ask students what where the pluses, minuses, and interesting aspects of that activity.

What's good +	What's bad -	What's interesting ?



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## 15. K-W-L or K-W-H-L (L = Cost, L/M = Risk, M = Time)

At the end of a unit, student presentation, videotape, expert presentation, etc., have student write down:

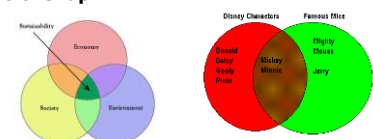
- What did you know?
- What do you want to know?
- What did you learn?
- H = How will we learn it?



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## 16. Venn Diagram

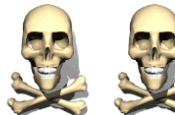
1. Draw two or more circles with overlapping parts to represent different topics, theories, or concepts.
2. Name features, components, principles, or ideas that make each concept or topic unique and put in parts that do not overlap.
3. Name overlapping features, principles, or ideas that link each concept or topic and put in parts that do overlap.



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## 17. Two Heads vs. One (Thiagi, 1988)

- Everyone posts a 100 word summary of an article.
- Students pair up and produce a better 100 word summary.
- Their 3 summaries are read and rated by other groups.
- Groups rank them for 1 for best, 2 for 2<sup>nd</sup> best, and 3 for third.
- Pass back to original team.



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## 18. Online Resource Library (ORL) or Library Day

Do Medical Schools Still Need Books?

In many medical schools, new or renovated libraries have been built. Libraries are closed or the

by [Cynthia K. Brown](#) · 10/10/11



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## 19. Nominate Quotes (e.g., Hippocrates)

- Students can explore online quotes (Wikiquote).
- Suggest best ones.
- Respond to other suggestions.



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## 20. Just Suppose and What If? (L = Cost, L = Risk, M = Time)

- Imagine a situation or scenario and reflect on the consequences.
- "Healthcare was free in the United States."



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## 21. Wet Ink or Freewriting (L = Cost, M = Risk, M = Time)

Writing without reflecting or lifting your pen for a set period of time.

- Just imagine: imagine you have created a highly active teaching situation...What do you see? Can students wonder, question, speculate, take risks, active listening??? How is creativity fostered here? Describe environment. Physically, mentally, emotionally, etc...



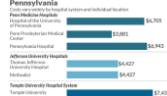
65

## 22. Reverse Brainstorming (L = Cost, L = Risk, M = Time)



- Generating ideas to solve the reverse of a particular problem, issue, or concern.
- More is better and the wilder the better.
- Hitchhiking or piggybacking as well as combining ideas is encouraged. However, there is no evaluation of ideas allowed.
- For example, How can we decrease the use of active learning ideas in college settings?

Costs for a full abdomen MRI in Philadelphia, Pennsylvania



Costs Included in Your Health Care Estimate



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### 23. Online Scholar Debate Panel or Symposium

- Instead of role play, form online debate panels or symposia on particular topics.
- Set the time for each debate or open it up for an entire week.
- Or bring in expert guests for the debate or panel.



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### 24. Online Role Play Personalities

- List possible roles or personalities (e.g., coach, questioner, optimist, devil's advocate, etc.)
- Sign up for different role every week (or for 5-6 key roles during semester)
- Perform within roles—try to refer to different personalities



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### 25. Six Hats (Role Play)

(De Bono, 1985; Karen Belfer, 2001, Ed Media)

- **White Hat:** Data, facts, figures, info (neutral)
- **Red Hat:** Feelings, emotions, intuition, rage...
- **Yellow Hat:** Positive, sunshine, optimistic
- **Black Hat:** Logical, negative, judgmental, gloomy
- **Green Hat:** New ideas, creativity, growth
- **Blue Hat:** Controls thinking process & organization



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**Poll: Almost Half-Way...  
Please Share the Best Two  
Ideas so Far  
(Think: which can you use?)**



70

### 26. Numbered Heads Together

<https://www.youtube.com/watch?v=0uCA1aA3Jw> (Video: 0:27)

Which Dwarf are you today?

<https://www.playbuzz.com/rebecca16/which-of-the-7-dwarfs-are-you>

- Assign a task and divide into groups (perhaps 4-6/group and count off 1-4).
- Perhaps assign group names or hold competition between them.
- Discuss problem or issue assigned.
- Instructor calls on groups & numbers.

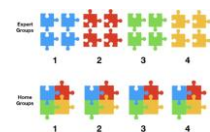
(Online Option: assign numbers and ask certain one to do different things.)



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### 27. Jigsaw

- Form home/base groups of 4-6 students.
- Student move to expert groups in forums.
- Share knowledge in expert groups and help each other master the material.
- Come back to base group to share or teach teammates.
- Students present ideas FTF or in a **synchronous webinar** or are individually tested; there are no group grades.



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## 28. Phillips 66 (Buzz Groups)

- Assign topic (e.g., review readings for this week).
- Students work in groups of 6 for 6 minutes on a particular problem.
- After 6 minutes, stop discussion.
- Share with class.



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## 29. Human Graph



- **Class lines up: (1-5)**
- 1 = Strongly agree,
- 3 = neutral,
- 5 = strongly disagree
- e.g., this workshop is great!
- In a videoconference or synchronous session, have students line up on a scale (e.g., 1 is low and 5 is high) on camera according to how they feel about something (e.g., topic, the book, class).



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## 30. Different Strokes (Thiagi, 1988)

- Have students create a summary of the readings: 1 page, 2 page, 10 question, an outline, a visual, a list of key points, a flowchart, a mind map, a slogan, a bumper sticker.
- Share and compare.
- Discuss.

**QUESTION  
TECHNOLOGY**



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## 31. One Visual Exercises

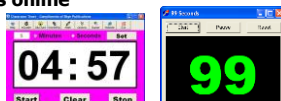
- Tell students to bring in one visual representing their outside readings.
- Have students become the instructors using that visual.



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## 32. 99 Second Quotes and Set Time Presentations (L = Cost, M = Risk, M = Time)

- Everyone brings in a quote that they like from the readings
- You get 99 seconds to share it and explain why you choose it in a sync chat
- Options
  - Discussion wrapped around each quote
  - Link or debate quotes online



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## 33. Cool Resource Provider (Bonk, 2004)

- Have students sign up to be a cool resource provider once during the semester.
- Have them find additional paper, people, electronic resources, etc.
- Share and explain what found with class.



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### 34. Just-In-Time Syllabus

(Raman, Shackelford, & Sosin)  
<http://ecedweb.unomaha.edu/jits.htm>

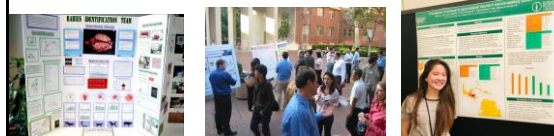
Syllabus is created as a "shell" which is thematically organized and contains print, video, and web references as well as assignments. (Goals = critical thinking, collab, develop interests)  
 e.g., To teach or expand the discussion of supply or elasticity, an instructor might add new links in the Just-in-Time Syllabus to breaking news about rising gasoline prices.



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### 35. Poster Sessions and Gallery Tours

- Have students create something--flowchart, timeline, taxonomy, concept map.
- Have half of the students present for 15-20 minutes and then reverse roles.
- Post these in the course management system.
- Discuss, rate, evaluate, etc.



80

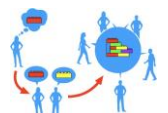
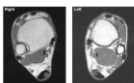
### 36. Critical Friend, Think-Pair-Share, or Turn To Your Partner and Share

May 9, 2018

A Review of Innovative Teaching Methods  
 Academic Radiology

<https://med.nyu.edu/departments-institutes/innovations-medical-education/>

- Pose a question, issue, activity, etc.
  - Students reflect or write on it.
  - Then they share views with assigned partner and share with class.
- Students are given the history of a 56-year-old healthy woman with atraumatic bilateral ankle pain and bilatera; Achilles tendon pain.



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### 37. Planted Questions (Active Learning, Silberman)

- Choose questions that will help guide my lesson and write them out on note cards sequentially with a cue on them.
- Prior to the lesson pass the cards and explain to the students who you gave cards to about the cues.
- Then during the implementation of the lesson perform cues to get students to ask questions which guide lesson.
- Debrief at end.



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### 38. Index Match Cards (Active Learning, Silberman)

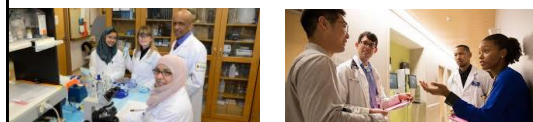
- Make an equal amount of note cards, half with questions and the other half with the answers to the questions.
- Mix up and give each student a card.
- The exercise is to find your match.
- After they find their match, go around the class and go through questions and answers.



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### 39. One Stray-Three Stay

- Give a task to small groups of students.
- Assign one person as spy or pirate to see the answers of other students (one stray-three stay method) and share with group.



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### 46. Issue Cards and Discussion Questions (L = Cost, L = Risk, M = Time)

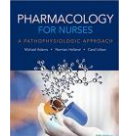
- Everyone brings in question and issue cards on the articles or readings.
- Partner off and create a list and then collect question cards, and,
- Pass out to different groups to solve.



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### 47. Online Book Reviews

- Have students read different books online and post reviews on forum or to Amazon or send to the author.
- Give each other feedback.



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### 48. Rapid Data Collection

- Before, during, or after a lecture, assign students to go outside for 15-20 minutes to collect data on certain questions.
- Give handout.
- Come back to class to discuss.
- Perhaps assign to teams with competitions.



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### 49. Peer Feedback and Reviews of Student Galleries, Exhibits, and Other Products

- Have students review and evaluate each other's work in an online gallery, exhibit hall, and website.



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### 50. Stand and Share



1. Present a question.
2. When know the answer, stand up to indicate to the instructor that you have an answer.
3. Wait until all are standing.
4. Call on one at a time.
5. When you give an answer or hear you answer given, you can sit down (unless you have an additional answer).



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### Poll: Three Words from this Session...?

e.g., "I am happy!" and...  
"minions are happy!"



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## Questions and Comments?

**Note: Bonk papers and talks at:**  
<http://www.publicationshare.com/>  
<http://www.trainingshare.com/>

