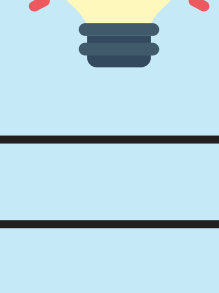


Online and blended learning 101

What can you do to prepare for the uncertainties of face-to-face learning in the foreseeable future?

Before answering this question, you need to understand the learning continuum.



Face-to-face learning

Learning that occurs with learner and teacher in the same physical space

Online learning

Learning that is occurring over the internet, and there is no face-to-face interaction between teacher and learner

Everything in between is blended learning:

Face-to-face learning

Learning that occurs with learner and teacher in the same physical space

Blended learning

Any combination of face-to-face learning and online learning

Online learning

Learning that is occurring over the internet, and there is no face-to-face interaction between teacher and learner

This is the learning continuum!

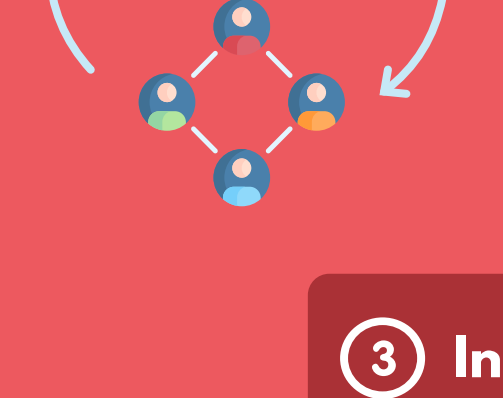
Blended learning models

There are seven blended learning models. Below is a short description of each model. To see helpful visuals of each model, go to:

www.blendedlearning.org/models

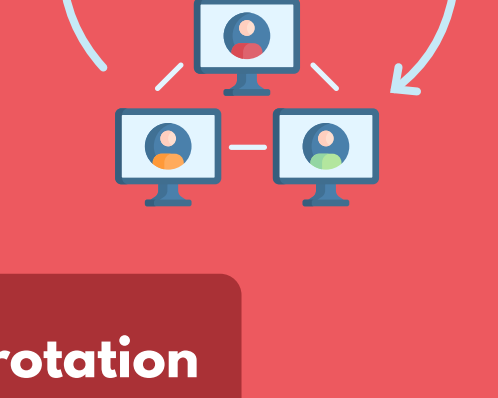
1 Station rotation

Learners rotate through stations with at least one station focusing on an online learning component. The focus is mostly on the face-to-face time.



2 Lab rotation

Similar to the station rotation, learners rotate through stations, but the online learning component is completed in a lab location.



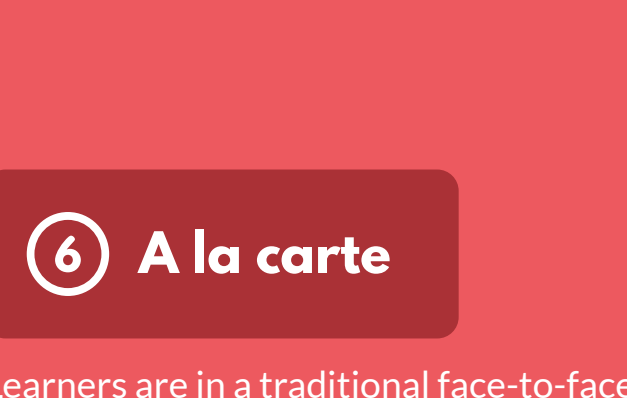
3 Individual rotation

Learners rotate through stations but on individualized schedules, rather than in groups.



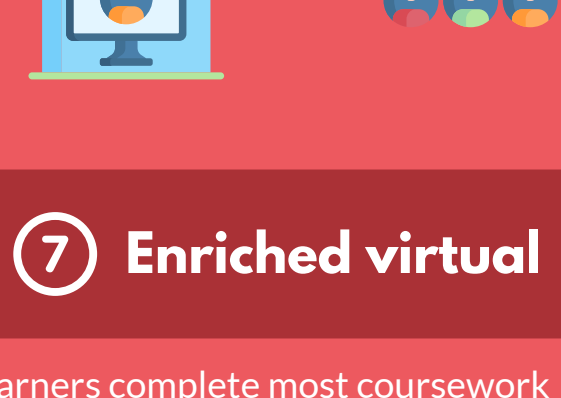
4 Flipped classroom

Learners gain content knowledge via online coursework and lectures (usually at home), and face-to-face time is used for teacher-guided projects. Focus is equally on the online component and face-to-face time.



5 Flex

Learners move among learning activities according to their specific needs. Learners have a high level of control over their learning, and the focus is on the online component.



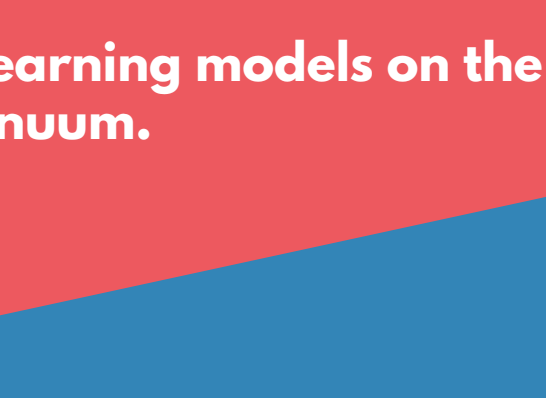
6 A la carte

Learners are in a traditional face-to-face learning environment but may take fully online courses in addition to their face-to-face courses. The online focus depends on how many online courses the learner is completing.



7 Enriched virtual

Learners complete most coursework online outside of a brick and mortar school building but also have supplemental face-to-face learning sessions with a teacher. The focus is on online learning.



Now, let's put these blended learning models on the learning continuum.

Face-to-face learning

Learning that occurs with learner and teacher in the same physical space

Blended learning

Any combination of face-to-face learning and online learning



Online learning

Learning that is occurring over the internet, and there is no face-to-face interaction between teacher and learner

So, back to our question!

Q What can you do to prepare for the uncertainties of face-to-face learning in the foreseeable future?

A Focus on the blended models that have a heavier focus on online learning!

The flex, enriched virtual, and a la carte models could all be used to model a COVID-world way of learning.

Let's break down the online learning component of blended learning. (You are used to the face-to-face part!)

There are two components to online learning:

Synchronous

Learning in real-time, together



Asynchronous

Learning at different times



Synchronous

Examples:

- Video calls
- Collaborative small group work in video break out rooms

Asynchronous

Examples:

- Lessons
- Content
- Feedback
- Assessments
- Collaboration via digital tools

How can Hāpara help?

Highlights

- Guide synchronous, small group work
- Send encouraging messages or updates during synchronous learning with the send message feature
- Share websites during synchronous learning for all learners to view or to aid in research
- Use unique activity in activity viewer to ensure learners are on track during synchronous learning time
- Utilize Snaps for synchronous learning follow-ups
- Use the groups feature to track synchronous small group work progress
- Use the groups feature to help track learning progress for specific learner groups (such as learners with IEPs either synchronously or asynchronously)

Teacher Dashboard

- Provide just-in-time feedback for asynchronous work
- Quickly and easily see what each student is working on in an asynchronous environment (regardless of pace)
- Use the groups feature to track online-only learners
- Use the groups feature to help track learning progress for specific learner groups (such as English language learners) either synchronously or asynchronously

Digital Backpack

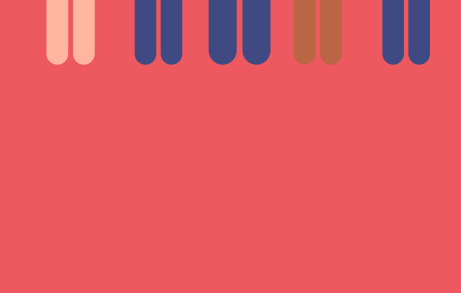
- Simplify the learner experience with one-click access on any device, including mobile phones
- Share high-quality licensed and open-source educational resources, digital textbooks, literature, units of study and more
- Provide a greater range of differentiated content for students to focus on learning in the way that best suits them
- Give learners the digital reading tools they need tailored to their K-12 reading level
- Create a personalized learning experience that helps students engage in a way that meets their needs
- Assign digital resources to Student Dashboard Digital Backpack, Hāpara workspace and Google Classroom

Student Dashboard

- Teach learners executive functioning skills in order to manage asynchronous learning tasks
- Curate asynchronous and synchronous learning tasks for all Google Classrooms and Workspaces in one location
- Curate Google Classroom announcements in one location
- Show emails solely from the teacher

Workspace

- Create asynchronous lessons that contain learning goals, content, assessments, collaboration and feedback all in one place
- Curate resources for synchronous learning sessions in one place
- Utilize groups to easily differentiate asynchronous or synchronous learning
- Create asynchronous collaborative activities



Hāpara enables educators to support learners on a progressive evolution toward autonomy and student agency.

Visit www.hāpara.com to learn more.

