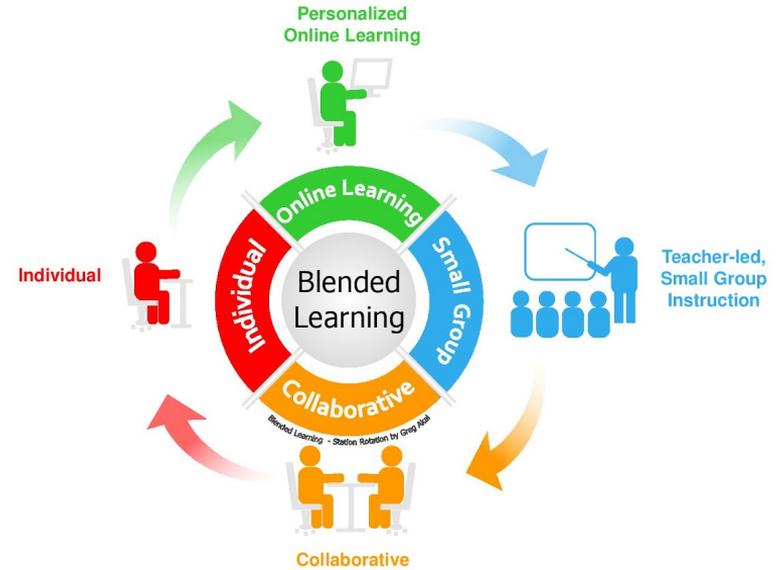


Teaching & Learning Models

Definitions & Effective Practices



Digital Learning Innovations,
a unit of CETL

Online Learning

What does it mean?

For the instructor:

A form of distance education in which a course or program is intentionally designed in advance to be delivered fully online [synchronously](#) or [asynchronously](#). Faculty use pedagogical strategies for instruction, student engagement, and assessment that are specific to learning in a virtual environment.

For the student:

An online course allows students to interact with instructors and peers in a virtual environment. Online learning generally provides considerable freedom, allowing students to sometimes choose when and ***always choose where*** they'll participate in class activities.



Asynchronous Learning: Autonomous Learning

What does it mean?

For the instructor:

Asynchronous learning happens when the instructor and students do not interact in real time. The instructor provides [online learning](#) via fully developed course content and facilitation utilizing D2L. This learning does not include required live synchronous online meeting dates and times.

For the student:

Asynchronous learning happens on your schedule. The instructor will provide materials for reading, lectures for viewing, assignments, and exams within an D2L. You will complete assignments within the provided time frame.



Synchronous Learning: Same Time not the Same Place

What does it mean?

For the instructor:

Synchronous learning in an online environment involves regularly scheduled virtual sessions with [asynchronous course](#) components in D2L. Students and the instructor interact in a specific virtual environment, at a specific time, as specified in advance in Owl Express.

For the student:

Synchronous learning includes virtual meetings where everyone logs in at the same time, and also includes all the characteristics of an asynchronous course. The meetings can be used to facilitate lectures, group discussions, and presentations.



Hybrid Learning: Online and Face-to-Face

What does it mean?

For the instructor:

Hybrid learning is where part of the instruction takes place in an online course and part remains in scheduled face-to-face instruction. The class substitutes some regularly scheduled class meetings with planned online course content delivery.

For the student:

Most of your learning will take place asynchronously online, but there will be a regularly scheduled in-person class session.

Scenario 1 – Class offered 2 days a week

If a course is offered 2 days a week, like M/W, then class time is offered 50% asynchronous online and 50% face-to-face. Groups can be created where Group A meets face-to-face one day and Group B meets on the other.

Scenario 2 – Class offered 3 days a week

If a course is offered 3 days a week, like M/W/F, you would use the 66/33% Model. One of the three days is set aside for face-to-face meeting while the other two are online.

Special Note for Social Distancing:

Dividing the class into groups so each group comes on a different day can help with social distancing. While one group meets face-to-face, the other group(s) will be working through the available asynchronous content using the LMS and other approved technology at KSU.

Hybrid Learning Examples/Types

Hybrid Hands-On

Structured asynchronous learning in the D2L and will also bring students to a classroom for hands-on studios and lab activities with social distancing measures in place.



For successful implementation of these methods, in-person activities **must be scheduled in advance** for the entire semester and included in the syllabus.

This is especially important if the class will be split into different groups for social distancing measures.

Hybrid Touch Points

Structured asynchronous learning in the D2L and will bring students to the classroom several times during the semester for meaningful in-person experiences.



Hybrid Synchronous: In-Person + Synchronous Live

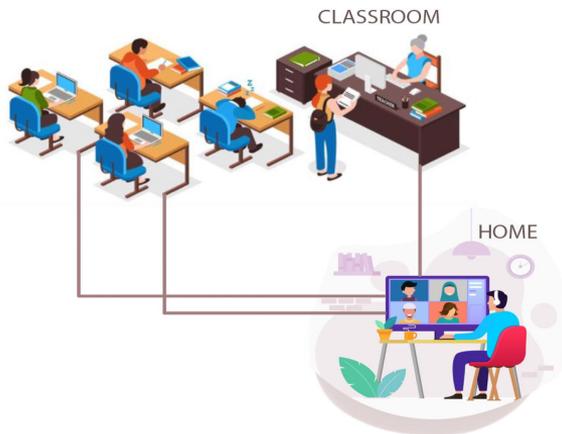
What does it mean?

For the instructor:

Structured asynchronous learning is delivered through the D2L, coupled with synchronous meetings via approved technology, during live face-to-face meetings. Learning is designed to actively engage in-person students with others joining via live synchronous technology.

For the student:

Structured asynchronous learning will take place via the D2L, but there will be regularly scheduled in-person meetings coupled with synchronous live meetings. Your instructor will decide when you will be in-person and when you will be joining the synchronous live meetings.



Special Note for Social Distancing:

Dividing the class into groups so each group comes on a different day can help with social distancing. While one group meets face-to-face, the other group(s) join(s) live synchronous session via approved technology.

HyFlex Learning: Let Your Students Choose

What does it mean?

For the instructor:

HyFlex (hybrid + flexibility) course design provides a [hybrid](#) format for face-to-face and [online](#) students and adds a **flexible participation policy for students**.

Students may choose to attend face-to-face class sessions or complete course learning activities [asynchronously](#). All face-to-face sessions are recorded and uploaded to the online asynchronous environment. Instructors can even offer a [synchronous](#) connection to students who need to miss the face-to-face classroom if technology allows.

Special Note for Social Distancing:

If grouping is used for social distancing, students will need to adhere to their specifically scheduled in-person days if or when they choose to come to campus.

For the student:

Flexibility is the key component to this model. You are free to choose how you would like to interact with the class materials as they will be fully provided in-person and asynchronously online. The choice can be made daily, weekly, or even by subject.



Remote Instruction: Occasional Meeting

What does it mean?

For the instructor:

Providing limited or one-time-only course instruction via approved technology. Differs from [online](#) & [hybrid](#) learning because it does not require the instructor to have course content predeveloped and available in the D2L .

For the student:

The course content would not be offered [asynchronously](#). It will be at the instructor's discretion to offer remote instruction on a case-by-case basis.



Flipped Learning: Learn Online, Apply in Class

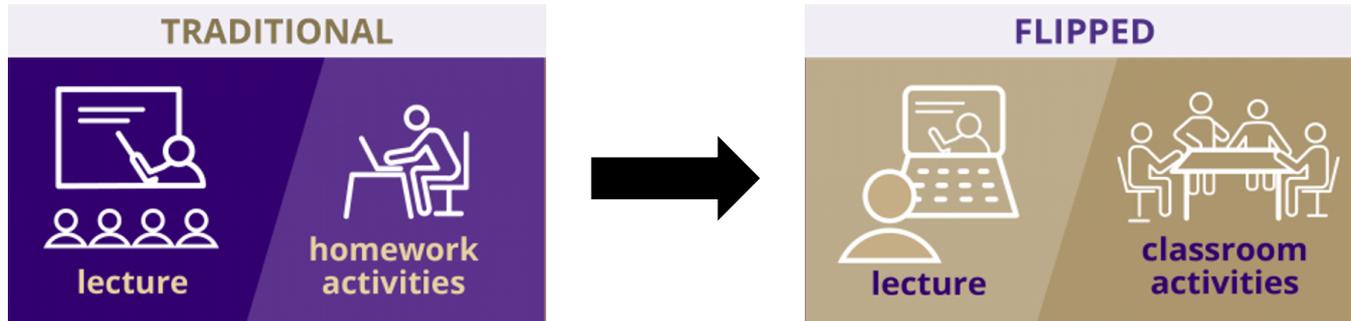
What does it mean?

For the instructor:

The Flipped Classroom model flips the traditional relationship between class time and homework. Students learn at home via the [asynchronous](#) online course and instructors use class time for instructor-guided practice or application. This model enables instructors to use class time for more than delivering traditional lectures.

For the student:

A student will need to engage with the lectures and coursework asynchronously online before entering the face-to-face classroom. They will bring their questions about their online learning to the instructor for more personalized help and class time is used for projects and hands-on practice.



Resources

Online Learning

Barker, L. (2020, April 15). *Remote teaching vs. online learning in higher education today*. Retrieved from <https://www.grantham.edu/blog/remote-teaching-vs-online-learning-in-higher-education-today/>

Mathes, J. (2020, April 13). *A defining moment for online learning*. Retrieved from <https://onlinelearningconsortium.org/a-defining-moment-for-online-learning/>

Sener, J. (2015, July 7). *Updated e-learning definitions*. Retrieved from <https://onlinelearningconsortium.org/updated-e-learning-definitions-2/>

Asynchronous

Great Schools Partnership. (n.d.). *Asynchronous learning*. Retrieved from <https://www.edglossary.org/asynchronous-learning/>

Heick, T. (2020, April 16). The definition of asynchronous learning. Retrieved from <https://www.teachthought.com/technology/the-definition-of-asynchronous-learning/>

TBS Staff. (2018, January 31). Synchronous learning vs. asynchronous learning in online education. Retrieved from <https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/>

Resources, Cont.

Synchronous

Great Schools Partnership. (n.d.). *Synchronous learning*. Retrieved from <https://www.edglossary.org/synchronous-learning/>

Pan, C. C. & Sullivan, M. (2005). Promoting synchronous interaction in an elearning environment. *T.H.E. Journal*, 33(2). 27-30.

TBS Staff. (2018, January 31). Synchronous learning vs. asynchronous learning in online education. Retrieved from <https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/>

Technology-Enhanced

Dunn, T. & Kennedy, M. (2019). Technology enhanced learning in higher education; motivations, engagement and academic achievement. *Computers & Education*, 137(104). 113. doi: 10.1016/j.compedu.2019.04.004

Kirkwood, A. & Price, L. (2012). Technology-enhanced learning and teaching in higher education: What is 'enhanced' and how do we know? A critical literature review. *Learning, Media and Technology*, 39(1). 6-36.

Petty, B. (2018, October 4). *5 technology tools that enhance student learning*. Retrieved from <https://www.teachervision.com/teaching-strategies/5-technology-tools-that-enhance-student-learning>

Resources, Cont.

Remote Instruction

Greene, J. (2020, March 17). *Keep calm and keep teaching*. Retrieved from <https://www.insidehighered.com/advice/2020/03/17/shifting-unexpectedly-remote-instruction-requires-many-human-solutions-tech>

Keep Teaching: UC Davis. (n.d.). *Remote instruction vs online learning*. Retrieved from <https://keepteaching.ucdavis.edu/teach/planning-remote-instruction/remote-instruction-vs-online-learning>

Training Industry. (n.d.). *Remote Training*. Retrieved from <https://trainingindustry.com/glossary/remote-learning/>

Hybrid

Coswatte, S. (2014, September 18). Updated e-learning definitions. Retrieved from https://onlinelearningconsortium.org/updated-e-learning-definitions/?gclid=Cj0KCQjw0Mb3BRCaARIsAPSNgpUzKqX6MrUZWAuZID4mudf76Nm5tWcU5xYhLmo5kaDzDiLtivB0HzAaAkf4EALw_wcB

Martyn, M. (2003). The hybrid online model: Good practice. *Educause Quarterly*, 1. 18-23.

Mossavar-Rahmani, F. & Larson-Daugherty, C. (2007). Supporting the hybrid learning model: A new proposition. *MERLOT Journal of Online Learning and Teaching*, 3(1). 1-12.

Resources, Cont.

HyFlex

Beatty, B. J. (2019). *Hybrid-flexible course design*. EdTech Books. Retrieved from https://edtechbooks.org/hyflex/teaching_hyflex

Bevacqua, J. & Colasante, M. (2019). No lines: Observations from a pilot project to reimagine, design and implement a flexible student-centred approach to study mode selection. *Journal of University Teaching & Learning Practice*, 16(2). Retrieved from <https://ro.uow.edu.au/jutlp/vol16/iss1/2>

Educause Learning Initiative. (2010). *7 things you should know about the hyflex course model* [PDF]. Retrieved from <https://library.educause.edu/-/media/files/library/2010/11/eli7066-pdf.pdf>

Maloney, E. J. (2020, May 10). *Fall scenario #13: A hyflex model*. Retrieved from <https://www.insidehighered.com/blogs/learning-innovation/fall-scenario-13-hyflex-model>

Flipped

Blended Learning Universe. (n.d.). *Blended learning models*. Retrieved from <https://www.blendedlearning.org/models/>

Pappas, C. (2016, February 25). *Blended learning vs flipped learning: Can you tell the difference?* Retrieved from <https://elearningindustry.com/blended-learning-vs-flipped-learning-can-tell-difference>

TeachThought Staff. (n.d.). *The definition of blended learning*. Retrieved from <https://www.teachthought.com/learning/the-definition-of-blended-learning/>

Tucker, B. (2012). The flipped classroom. *Education next*, 12(1), 82-83