

Blended Model 4 • High-Flipped with Parallel In-Class + In-Lieu-of-Class Pathways

Description

- Instructor teaches the course in hybrid format. Major course components are divided into three categories:
- **High-Flipped:** Most *content* is presented asynchronously online for all students (e.g. lectures, readings) + activities for engagement & accountability (e.g. quizzes, reflections, etc.). This work is due before any class meeting (flipped) but it includes more material/activity than is typical in a residential course (that's that *high* part).
- **In-class:** With the instructor present and facilitating, students in the **In-class** modality engage in learning activities that build on the flipped content (e.g. discussion, problem solving, labs, etc.)
- **In-lieu-of-class:** Students in the **In-lieu-of-class** modality engage online (asynchronous or possibly synchronous) in equivalent learning activities that build on the flipped content (e.g. discussion, problem solving, labs, etc.). The instructor is not present but will prompt the activities and provide feedback.
- Due to space limitations, students are assigned to days when they will attend **in-class**. On other days, they participate in asynchronous **in-lieu-of-class** work.
- Course and content *progresses* between each class day (e.g. Thursday's **In-class** meeting with Group B is not a repeat of Tuesday's **In-class** meeting with Group A). The common flipped material helps facilitate this curricular progression.

Schedule Example

- Two groups of students
 - Group A – **in-class** on Tuesday
 - Group B – **in-lieu-of-class** on Thursday
 - Group B - **in-class** on Thursday
 - Group A – **in-lieu-of-class** on Thursday

Considerations

- This course requires additional work (compared to fully f2f delivery) in the form of:
 - Preparation of flipped content
 - Preparation of **in-lieu-of-class** activities and feedback
- Greatest additional effort
- Responding to student's work may be different in each modality
- Reduced time f2f for experiential activities (may affect some highly-experiential disciplines more)
- Potential for inequitable learning environment exists if remote students feel that their experience is not of equal quality to the in-class experience—but all students will have both experiencing in alternating fashion.
- Complexity of tracking *who needs to be where when*, especially for students.

Technology for Online

- Instructor creates async content and activities in Moodle and provides feedback online.
- Depending on the amount of video or high-resolution images, this version could require students to have good internet access and laptop

Technology for In Class

- Instructor creates content and activities designed for in-person classes.