

## Blended Synchronous Learning – How To Do It

The Blended Synchronous Learning Design Framework presented in Table 14 below is based upon findings from the seven blended synchronous learning case studies, which includes student, teacher and researcher observations.

**Table 14: The Blended Synchronous Learning Design Framework**

<b>Presage</b>	<i>Pedagogy</i> <ul style="list-style-type: none"> <li>• Clearly define learning outcomes</li> <li>• Design for active learning</li> <li>• Determine whether to group remote with face-to-face students</li> <li>• Utilise general design principles</li> </ul>	<i>Technology</i> <ul style="list-style-type: none"> <li>• Match technologies to lesson requirements (see MRSTCF in Chapter 4)</li> <li>• Setup and test the technology in advance</li> </ul>	<i>Logistic/setup</i> <ul style="list-style-type: none"> <li>• Be highly organised in advance</li> <li>• Solicit the right institutional support</li> <li>• Prepare students</li> <li>• Prepare self</li> <li>• Establish a learning community</li> </ul>
<b>Process</b>	<i>Pedagogy</i> <ul style="list-style-type: none"> <li>• Encourage regular student contribution</li> <li>• Distribute attention between remote and face-to-face students</li> <li>• Identify the focus of learning and discussion</li> <li>• Avoid duplication of explanations</li> <li>• Circulate amongst groups</li> <li>• Draw upon existing pedagogical knowledge</li> <li>• Be flexible, adaptive and composed</li> </ul>	<i>Technology</i> <ul style="list-style-type: none"> <li>• Know how to use (and troubleshoot) the technologies</li> <li>• Appropriately utilise audio-visual modalities</li> <li>• Ensure students have correct permissions</li> <li>• Advise students how to use the technology</li> <li>• Use tablet devices to facilitate visual input if required</li> </ul>	<i>Logistic/setup</i> <ul style="list-style-type: none"> <li>• Start lessons 10 mins early for technology testing</li> <li>• Apply tactics to work with text chat contributions</li> <li>• Login to a second computer (to see student view)</li> <li>• Seek teaching assistance where possible and desirable</li> </ul>
<b>Product (Outcomes)</b>	<ul style="list-style-type: none"> <li>• More active learning (remote and face-to-face)</li> <li>• Enhanced sense of community (through co-presence)</li> <li>• More flexible access to learning</li> </ul> <p style="text-align: center;">LEADS TO</p> <ul style="list-style-type: none"> <li>• Increased student satisfaction</li> </ul>		

Rather than being prescriptive, the Framework aims to summarise the practices from the case studies that appeared to make a positive contribution to the student experience.

Page 165 from a free book, *Blended Synchronous Learning: A Handbook for Educators* by Matt Bower, Barney Dalgarno, Gregor Kennedy, Mark J. W. Lee, and Jacqueline Kenney. Go to [blendsync.org](http://blendsync.org) for more information.

Additional strategies:

Provide orientation to technologies.

Ensure interactions are designed with intent.

Call on students by name.

Determine groups ahead of time and keep groups for duration of the class.

Assign student to monitor chat.

Require F2F students to log in.

Additional strategies taken from:

Conklin, Sheri Lyn, "Students Perceptions of Interactions in a Blended Synchronous Learning Environment: A Case Study" (2017). *Boise State University Theses and Dissertations*. 1246.  
<https://doi.org/10.18122/B23M3W>

And more...

Apply techniques for blended breakout room activities.

Use chat to get answers from every student by name.

Use white board to get anonymous responses from each student.

Use polling.

Use a welcome slide – note about checking mic and camera, items to have available, pre-work to begin.