

**Blending Online and In-person Teaching,
Bringing a Huge Impact on Learning Experience!**

Blended Teaching Guide

**Office of Academic Affairs, National Taiwan University
Center for Teaching and Learning Development/Digital Learning Center
September 2021**

Presentation Outline

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- 03 How do teachers implement blended teaching?
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What is blended teaching?

Blended teaching:

Blended teaching is a combination of **“Online Learning”** and **“Face-to-face Courses”**, with **integrating the advantages of both learning modes as** its main goal. This approach increases students' participation in learning activities and interaction between students and teachers through instructional design, thereby enhancing the learning effectiveness. (For more information, please refer to the [website of Digital Learning Center](#))

Why do we need blended teaching?

Three advantages of blended teaching:

- Enhance pedagogy to deliver better teaching outcomes
- Increase the flexibility and accessibility of teaching
- In the long run, teachers can get twice the result with half the effort.

How do these advantages stem from?

- Learners acquire basic knowledge by watching the videos at their desirable time and speed.
- Teaching activities such as interactions, discussions, and practical works are conducted to deepen the knowledge application during in-person classes.
- Instructors can use the videos repeatedly and extensively:
 - To reduce the burden of repeating the same lecture every year
 - To deliver knowledge to more learners in a simpler way

Why do we need blended teaching?

What NTU students say? (Extracted from the NTU COOL teaching platform survey results)

- “In-person classes are sometimes taught too fast, so we have to choose between taking notes and understanding the lectures, but it becomes much more convenient with videos available to view.”
- “Some courses are so informative that it is impossible to absorb them all in just a in-person class. However, with videos available online, we get to watch them repeatedly, which makes learning more effective.”
- “Some of the resources are not necessary to be explained during in-person class; those time should be utilized by teachers instead, and we can read the rest on our own after class.”
- “A moderate amount of online teaching can make up for the lack of time in in-person classes (i.e., presenting some of the content online for students to learn on our own). Teachers often try to keep up with teaching schedule in the time-limited in-person classes, which is not only hard for teachers, but also for students.”
- “Online teaching proves that the transfer of knowledge does not necessarily have to take place in a classroom. There are more meaningful things to do in school instead, such as discussing, interacting and learning with each other, working on experiments and projects, and so on. So I’m all for the idea of pre-class preparation using online resources, or online learning, while in-person classes cover what online courses can’t.”

How do teachers implement blended teaching?

Blended teaching can be categorized into the 3 modes:

- **Enabling Blends:**

Allowing all students to have the opportunity to learn, **e.g., Record the in-person classes and release the videos on teaching platform** for students to make up the missed classes, watch them repeatedly, and review them after class, thereby reducing their achievement gaps.

- **Enhancing Blends:**

Design online interactive learning activities as an extension of in-person classes, providing advanced learning resources and deepening practices for students.

- **Transforming Blends:**

Redesign the teaching method by recording part of knowledge-based lectures or sharing the online texts to be read together, allowing students to complete the basic learning online before class. During the in-person classes, learning activities which are highly interactive and deepen knowledge application are conducted.

Due to the possibility of switching between in-person/online teaching modes at any time during the **epidemic**, and for **teachers who are trying blended teaching for the first time**, it is recommended to start with **“Enabling Blends - Recording the In-person Classes”!**

Not only can the recorded course videos be used as a after class review for students during the semester, but this practice is also a preparation for the Transforming Blends!

Recording while conducting an in-person class (Most recommended!)

Recommended Methods	Digital Learning Center Resources	NTU COOL Application
<p>Method 1 Record the slides and sounds of lectures using a recording software and voice pickup device, and upload them to the NTU COOL teaching platform after class.</p>	<p style="text-align: center;"> How to record a course video Lecture Recording System Inquiry on borrowing photography equipment </p>	<p style="text-align: center;"> Interactive video tutorial feature How to upload a video Online interaction with video comments </p>
<p>Method 2 Make good use of the Lecture Recording System in Multi-Purpose Classroom Building to record the blackboard-writing and the slides of lectures, and the videos will be uploaded to the NTU COOL teaching platform automatically after class.</p>		
<p>Method 3 Record the in-person classes using a mobile phone, DV or other video recording equipment, and upload them to the NTU COOL teaching platform after class.</p>		

Pre-recorded videos

<p>Pre-record course videos using recording software on your computer or at the DIY Studio in the Digital Learning Center, and upload them to NTU COOL for students to view.</p>	<p style="text-align: center;"> How to record a lecture video DIY Studio </p>	<p style="text-align: center;"> Interactive video tutorial feature How to upload a video Online interaction with video comments </p>
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Transforming Blends--Learning Online Before In-person Classes

Text-based transforming blends - Online guided reading

Recommended methods	Digital Learning Center Resources	NTU COOL Application
<p>If your course requires students to read the text beforehand and discuss the text content during class. It is recommended that you try blended teaching with online guided reading, which will help students to read more smoothly and accurately before class, and increase the participation and depth of class discussions.</p> <p>Method 1 Guided reading via recorded videos: For example, in a 10-minute video, include text background information, reading highlights, and questions for extended reflections after reading the texts.</p> <p>Method 2 Guided reading via NTU COOL's Symphony, the text note feature: Teachers can directly add the reading highlight notes or the topics to be discussed in class to the text.</p>	<p>How to record a course video DIY Studio Inquiry on borrowing photography equipment Inquiry on the usage of NTU COOL</p>	<p>Interactive video tutorial feature How to upload a video Online interaction with video comments</p> <p>Interactive text tutorial feature How to use Symphony</p>

Video-based transforming blends -- Recorded course videos

<p>If your course mostly covers a fixed content. It is recommended to record the lectures covering basic knowledge as videos and request students to watch them before class; in-person classes mostly cover practical examples, problem solving, discussions, exercises, and other activities to deepen learning.</p> <p>Tip: You don't have to record all the course videos in one semester, nor do you have to pre-record every single video. Instead, you can record them while conducting the in-person classes, so you will be able to gather quality course videos gradually year by year.</p>	<p>How to record a course video DIY Studio</p>	<p>Interactive video tutorial feature How to upload a video Online interaction with video comments Understand students' learning progress with online quizzes</p>
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Gentle Reminder for Blended Teaching

- Students need clearer guidance from teachers when they engage in online learning than in in-person classes.
- At the beginning of the semester, teachers should make the course instruction method and learning requirements clear for students.
- One of the advantages of blended teaching is that it allows for greater flexibility in both teaching and learning. The Office of Academic Affairs is fully supportive of any reduction in in-person class time due to the blended teaching course design, with the goal of achieving the best teaching performance.
- There is a variety of blended teaching modes available, thus teachers are welcome to discuss and map out their ideas about instructional design with the Digital Learning Center of the Office of Academic Affairs.