

# Rethinking time and space

Blending learning

By Karin Brown

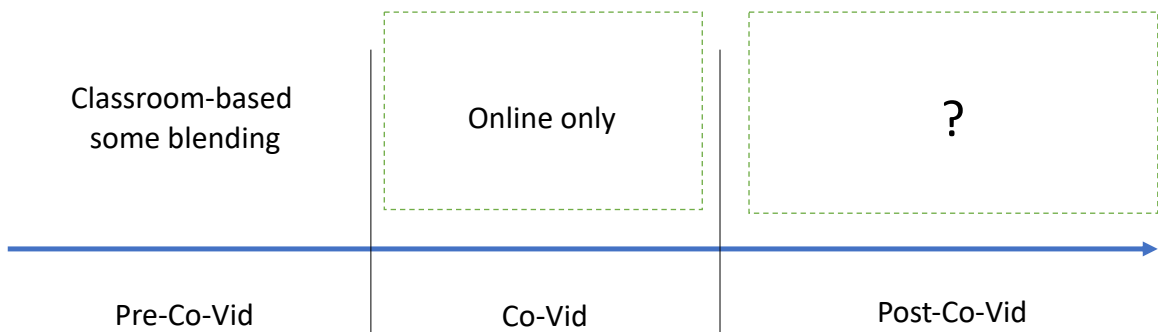
[Karin.brown@let.ethz.ch](mailto:Karin.brown@let.ethz.ch)

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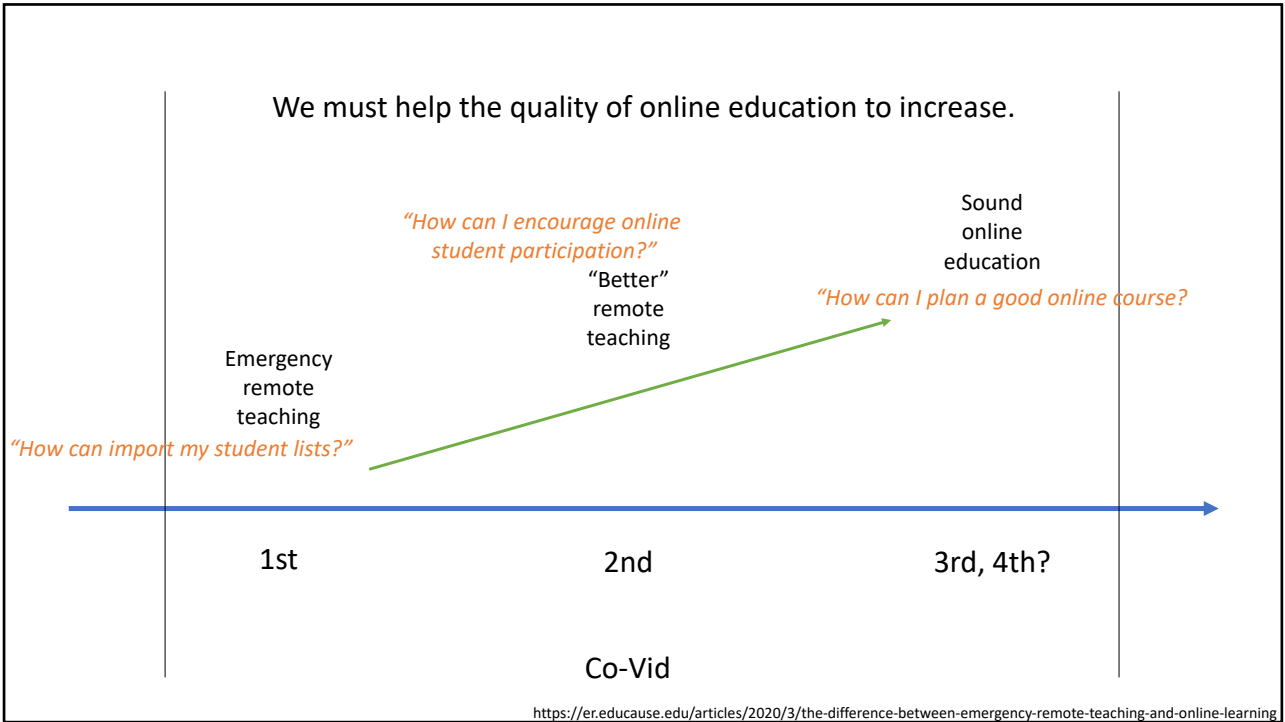
Classroom-based  
some blending

Online only

?



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# 1. Facilitate exchange among teaching staff

**Refresh Teaching – Lehre erfrischend anders**  
Event series hosted by Educational Development and Technology (LET) at ETH

HOME   VIRTUAL HS 2020   VIRTUAL FS 2020   2019 – EVENTS   ARCHIV 2015 – 2018

**Online whiteboards for effective collaboration – different tools in practice**

Whiteboards are an integral part of teaching. However, the use of online whiteboards only recently was pushed into spotlight. Several technical solutions compete for the market and with the sudden move to online teaching settings, many different applications have emerged. Each solutions caters to different teaching scenarios. In this Refresh Teaching event, we will hear from ETH faculty about several application scenarios and settings.

4

## 2. Offer professional development

The screenshot shows a Moodle course page for 'Introduction to online teaching'. It features a header banner with an illustration of a person working on a laptop. Below the banner is a 'Welcome to this course!' message and a 'Start survey' button. An 'Announcements' section contains a message about the forum. A grid of 14 activity tiles is displayed, including 'Introduction', 'How does this course work?', 'What are your pressing questions?', '1. Planning your online course', '2. Building an atmosphere conducive to learning', '3. How can I improve my online lectures?', '4. Active engagement with course material', '5. What are my students learning?', '6. Advanced tips for Moodle', '7. How to assess performance online', '8. Optimise group work and online presentations', '9. Best ways to use videos', 'Other questions', 'Workshop preparation', and 'Final reflection task'. The 'Final reflection task' tile is highlighted with a green border.

5

## 3. Engage in evidence-gathering / reflection

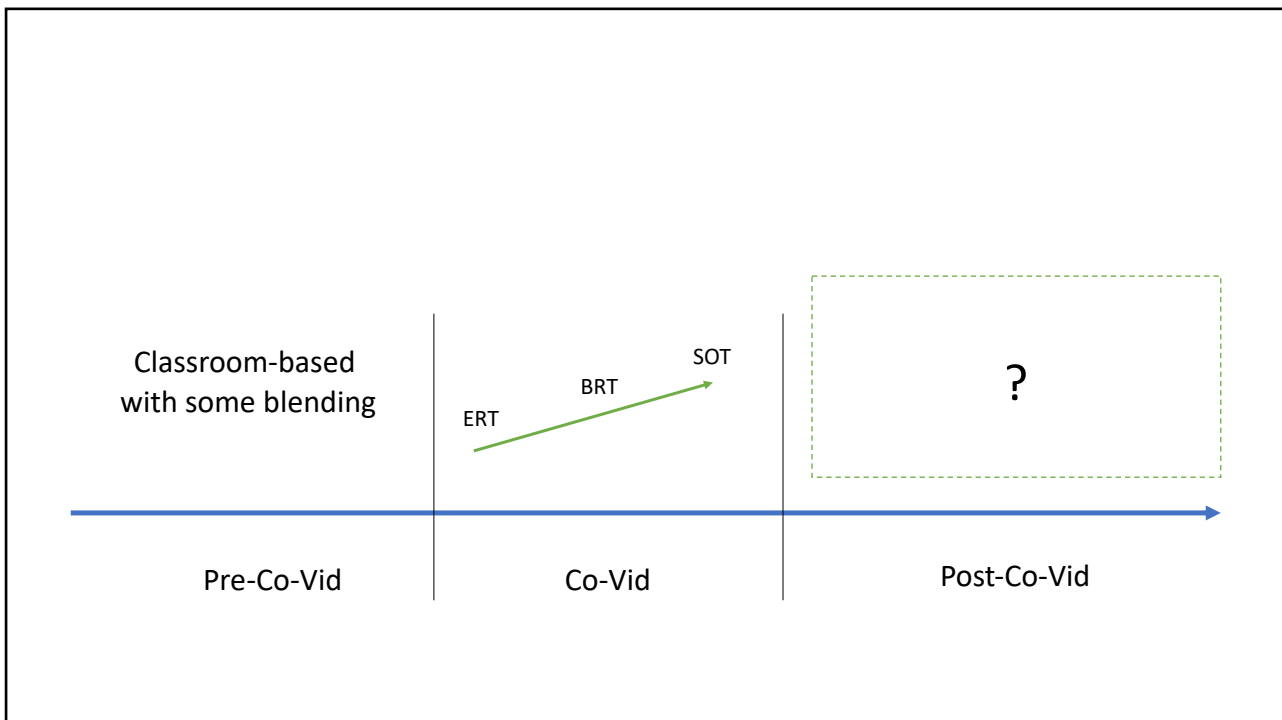
This screenshot is identical to the one above, showing the same Moodle course page. However, a green rectangular box is drawn around the 'Final reflection task' tile in the activity grid. To the right of this box, the text 'Teaching staff AND Educational developers!' is written in a bold, black font.

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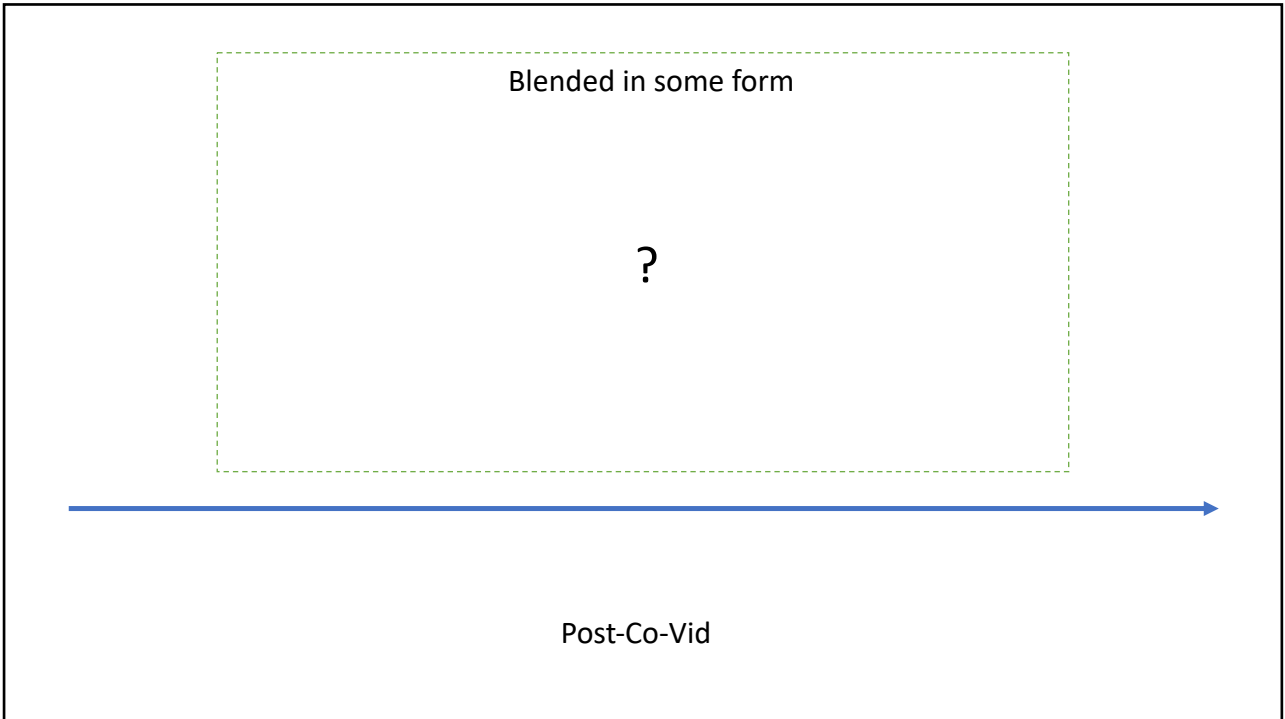
## One approach to evidence-gathering

1. How did you teach in a classroom context?
2. How did you teach in an online context?
3. How **do you plan to teach** blended post-covid? **Why?**

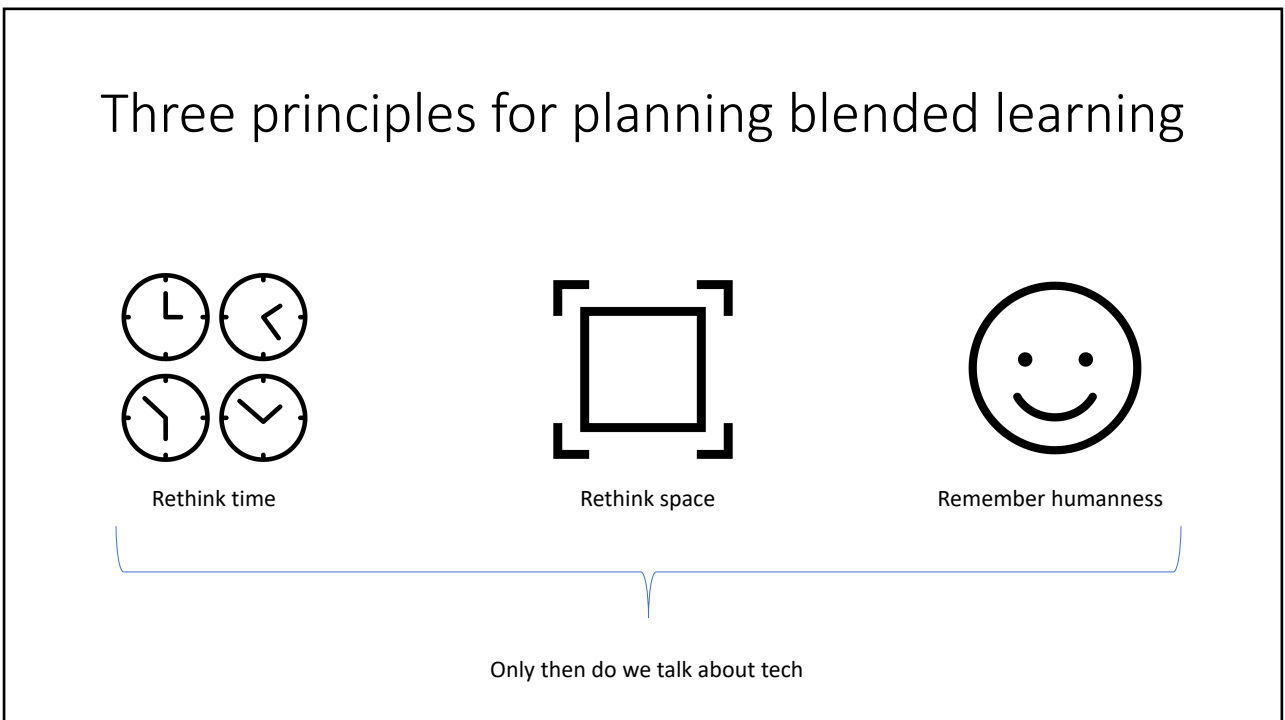
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### Blended course blueprint

**About the course**  
*Instructor(s) ratio, department, learning objectives*

**About the students**  
*Type, year, prior knowledge, number, other*

**Modality**

Blended | Fully online

**Online communication**

Asynchronous | Synchronous

**Engagement strategy** (one only)

Between students and students

Between students and content

Between students and instructors

**Pacing**

Independent (mastery-based) | Cohort (fixed-pace)

**Role of instructors**

Active instruction | Passive support

**Didactic concept**

Input-based (expository)

Practice-based (exercises)

Collaborative (group work)

Experimental (simulations)

**Students' role**

Listen, read and take notes

Complete exercises, answer questions

Collaborate, work in groups

Complete experiments (explore simulations)

**Feedback**

Self-reflection with criteria

Peers

Instructors

Automatic (quizzes, code)

**Assessments**

Feedback

Unlocks new content

Graded performance

Bonus

Based on "Learning online. What research tells us about whether, when and how", by Barbara Means, Marianne Bakia and Robert Murphy.