

### Strategies for Interaction in a Blended Course

**Discussions<sup>1</sup>** - There is evidence that instructors should not participate or only participate in supportive role if interaction and critical thinking is to be facilitated.

	Description	Group	Synchronous	Asynchronous	Classroom	Online
<b>Fishbowl Technique</b>	One group of students (the fish) participates in an online discussion that is visible to all the students in the course, while other students in the class are assigned to read the posts and communicate privately with their assigned students. The students on the outside may provide suggestions, raise issues and later report the correspondence to the professor as evidence of their involvement.	Small		√		√
<b>Students as Facilitators</b>	Students are assigned a week and a reading and are required to provide resources (e.g., study guide), assessment items (e.g. worksheet or quiz questions), and/or to summarize salient points at the end of the week.	Large/ Individual		√		√
<b>Debate</b>	Students are given topic, teams are assigned to pro/com perspective. Following a debate format. Classroom Debate: out of class preparation; team discussions to flesh out main points and evidence. Online Debate: Classroom organizing meeting, debate occurs as live event or discussion.	Small	√	√	√	√
<b>Student generated questions</b>	Teams write questions and exchange with other who are responsible for answering in discussion	Small	√		√	
<b>Reading discussions</b>	Discussion questions focus on applied course content allowing students to relate to personal experience/understanding.	Large/ Individual		√		√
<b>Reciprocal Teaching</b>	Students read and discuss chapter. <i>Option A</i> : each student is assigned different questions. <i>Option B</i> : One student is assigned <i>Questioner</i> role and a second student is assigned <i>Clarifier</i> roles.	Small		√		√
<b>Research/ Current Events</b>	Discussion foci is connecting course content to published research or current events. Weekly vote on best post.	Large/ Individual		√		√

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<sup>1</sup> Elaborated from [http://findarticles.com/p/articles/mi\\_m0FCR/is\\_3\\_44/ai\\_n55503883/?tag=mantle\\_skin;content](http://findarticles.com/p/articles/mi_m0FCR/is_3_44/ai_n55503883/?tag=mantle_skin;content)

### Working in Groups Examples

	Description	In class	Out of class
<b>Jigsaw</b>	Each student within a cooperative learning group performs a well-defined expert role associated with course learning objectives. (For example, Group 1 consists of one expert from each type, students 1, 2, 3, and 4.) Two group formations are followed. The first part is within expert groups, with everyone who has the same role (from all groups) meet to clarify the key expectations of that role, and if necessary to learn new skills. The second part takes each of the experts and applies them to their instructional groups. This two-step process assures that experts have clarified their roles and developed appropriate skills before they teach the other members of their cooperative learning group. <a href="http://www.youtube.com/watch?v=bM6QaKcwIV4">http://www.youtube.com/watch?v=bM6QaKcwIV4</a>	√ Brainstorm √ Get Organized √ Present	Research, edit, produce, compile, etc.
<b>Challenges, Games</b>	One team creates, another solves, for example crossword puzzle, jeopardy quiz, virtual world adventure, text novel mystery, etc.	Opt.	Create, exchange, submit
<b>Learning Teams</b>	Students are grouped according to a pre-determined set of parameters, e.g. expertise, interests, specializations, etc. Teams may work together in a variety of ways: (a) study groups (b) cooperative assignments (c) peer reviewers (d) discussion moderators (e) activity partners, etc.	√ Form team √ Team meetings	Interact, share, review

### Presenting and Processing Content

		Group	Synchronous	Asynchronous	Classroom	Online
<b>Integrate Lecture Pauses (Gannon, 2004)</b>	Instructor pauses every 15-20 minutes allowing students to discuss and edit or re-organize notes	Small	√		√	
<b>Video Lectures</b>	Available with annotation, associated discussions, and/or study guides		√	√		√
<b>Role Play/Simulations</b>	After reading learners apply concepts to hypothetical situations	Small or large	√	√	√	√
<b>Narrated Slideshows</b>	Place a question about the content on approximately every fifth slide so students are prompted to think about what they should be learning. Answers can be embedded or completed as a part of an assignment	Individual		√		√