

## Pedagogical Strategies for Blended Learning (July, 2011)

The following is a draft of research findings of more than 50 'best practices' for blended course. This is not a complete or referenced list. Contact Patricia McGee ([patricia.mcgee@utsa.edu](mailto:patricia.mcgee@utsa.edu)) for further information.

### Effective Blended Courses integrate and rely on active learning, such as:

- Archived webinars
- Art Projects
- Article Critiques
- Audio recordings by students
- Blog
- Brainstorming
- Case Briefs
- Case studies
- Class talk
- Concept Mapping
- Debates
- Design Projects
- Document analysis
- E-portfolio
- Essays
- Fieldwork
- Gaming
- Group Problem Solving
- Group Reports
- Instant Messaging
- Interactive Web Activities
- Listen, read, write, reflect
- Online Group Collaboration
- Peer Review
- Podcasting
- Professional development sessions online or in class
- Simulations
- Problem-solving exercises
- Self-testing exercises
- Simulations
- Synchronous discussions
- Skype™
- Tutorials
- Web design
- Wiki

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- Virtual tours

**Face-to-Face instructional recommendations include:**

Formal Strategies:

- Breakfast with colleagues
- Coaching/Mentoring
- Focus primarily on discussion
- Use active learning
- Group Work
- Listen, read, write, reflect
- Modified lecture -keep lecture to a minimum (10-15 minutes, mini lectures)
- On the job training
- Problem-solving exercises
- Participation in seminars/workshops
- Simulations, case studies, role playing
- Workshops/hands-on labs

Informal Strategies:

- Collegial connections
- Role modeling
- Work teams

**Online instructional strategies include:**

- Collaborative/integrated learning
- Independent/Self learning
- Application of theory to personal experience

Asynchronous activities:

- Email/Discussions
- E-Mentoring
- Listservs
- Online communities
- Online bulletin boards
- Peer review of work

Synchronous activities:

- Live e-learning classes
- Observations
- Webinars