



Instructional Activities Menu

Instructional Activity	Face-to-Face / Synchronous	Online / Asynchronous
Lecture	Faculty-led instruction; instructor may pose questions for student response, use classroom response software (TopHat) to aggregate student responses.	Pre-recorded short-form (<10 minute) lectures, Focused micro-lectures (60 second), Combined short-form lecture, and focused text alongside reflection writing and asynchronous discussion (Staged release via Bb Learning Module)
Group Discussion	Divide students into groups to discuss a prompt or case study; instructor supervises / redirects discussion as needed; group representatives share discussion summaries or conclusions with class at end of activity.	Enroll online students into Bb Group (or Groups, depending on number); online students are given prompt / case study, strict guidelines for satisfactory participation (dates for posts & responses, quality of post, etc); faculty supervises / redirects discussion; each student briefly summarizes overall conversation and submits as Bb Assignment.
Group Work / Presentation	If students are expected to submit a group project of any kind, they should have a Bb Group set. A Bb Assignment should be created as a submission and / or activity space for providing a progress update; enable Bb Assignment setting "Allow class conversations" to create a space where group participants can work synchronously via Bb Collaborate Conversation or asynchronously (including file sharing) via Bb Messages. Distinguish and enroll groups in advance based on whether students prefer to meet / present F2F or online.	
Student Presentation (no class feedback)	Students (individuals or in groups) present F2F in class time. If they so wish, faculty can record presentations (cell phone camera will suffice)	Students record presentations using Bb Collaborate, O365 PowerPoint (desktop), or other tool of their choice and upload finished work to share with class via O365 Stream group or with faculty via Bb Assignment.

	and post presentations for online students via O365 Stream group.	
Student Presentation (class feedback)	See above. Online participants may be invited to provide feedback via O365 Stream comments. If intent is to have more conversational feedback, create a discussion board and start threads with links to O365 Stream video.	See above. Feedback from class may be provided via O365 Stream comments. If intent is to have more conversational feedback, create Bb Discussion and start threads with links to O365 Stream video.
Peer Review	Students are paired or grouped in class and share printed work with their peers, who review and provide feedback; students may be grouped and provide work in advance via Bb Discussion forum.	Students are put in small Bb Group Discussion and share written work and provide feedback via Bb Discussion or Bb Messages; faculty may also create Bb Collaborate sessions to allow students to meet synchronously.
Debate	Divide students into groups in class or online; assign a topic or case and position in class or in advance. Students are given a window of time to research the topic and formulate arguments; students then engage in faculty-moderated debate.	Divide students into Bb Groups; topic or case and positions may be assigned, or students may self-select via Bb Group Self-Enroll. Students are given a window of time to research the topic and formulate arguments; students then engage in asynchronous debate via Bb Discussion board according to pre-established posting rules.
Think-Pair-Share	After a concept is taught, students are paired, discuss the concept, and develop a question or a short summary to share with class.	After students work through a concept module, students are put into small Bb Groups; students discuss concept via Bb Discussion or Bb Messages; questions / short summaries may be submitted to class-wide Bb Discussion for all to view or submitted to faculty via Bb Assignment.
Role-Play	Students grouped or paired, provided with a scenario, and role-play (model) proper behavior	Students are given a scenario and describe how they would respond to the given situation, either in Bb

	<p>in response to the scenario, either separately or for the class; if played out separately, pair or group representatives provide feedback to class about the activity – difficulties in addressing the scenario, what worked well and what didn't, etc.</p>	<p>Group Discussion, where peer feedback can be provided, or directly to faculty via Bb Assignment. If discussion option is used, consider employing the "Post first" Bb Discussion setting to hide student posts from peers until they have responded to the prompt.</p>
<p>Brainstorming</p>	<p>Students are given a set window of time to free-write thoughts on a given topic or problem. Highlights of the activity may be saved for future work (e.g., thesis development) and / or shared with class (to identify trends, creative solutions, etc).</p>	<p>Students are given a window of time to free-write on a given topic or problem. Students may use whatever means they prefer to complete this activity (free mind-mapping software like http://wisemapping.com is good for this type of activity), write in a text file, or fill the text area in a Bb Assignment. Highlights can be shared to class via Bb Discussion. If Bb Discussion option is used, consider employing "Post first."</p>
<p>Jigsaw Learning</p>	<p>Before class, students are placed in groups and given a topic; online, student groups coordinate which portion of the material each student will learn before class; at class, students teach the rest of the group what they learned.</p>	<p>Instructor selects provides a list of specific topics. Online students are required to select a topic; learn about it, and materials to teaching content to class (narrated O365 PowerPoint (desktop), text module with images, etc.); student work may be shared with class via Bb Discussion (again, consider "Post first") or submitted to faculty via Bb Assignment.</p>
<p>Seminar style student-led teaching</p>	<p>Before teaching class, students are placed in Bb Groups for a given topic (topic-based Bb Groups with Self-Enroll may be used to let students choose their topic); students collaborate online or F2F to develop teaching materials; students teach a F2F class on the topic.</p>	<p>Students are placed in Bb Groups for a given topic (topic-based Bb Groups with Self-Enroll may be used to let students choose their topic); students collaborate online to develop appropriate teaching materials (narrated O365 PowerPoint (desktop), text module with images, etc); student work may be shared with class via Bb Discussion or submitted to faculty via Bb Assignment; if work is collected via Assignment, faculty may post content to class using Bb Document tools.</p>

Written Exams	Students respond to essay-based exams in faculty proctored classroom environment.	Students take online exam proctored with LockDown Browser and Monitor.
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Terms

Bb – Blackboard

O365 – Office 365

O365 Powerpoint (desktop) – Version of Office 365 PowerPoint that is locally installed and run on personal computer, *not the browser-based version*