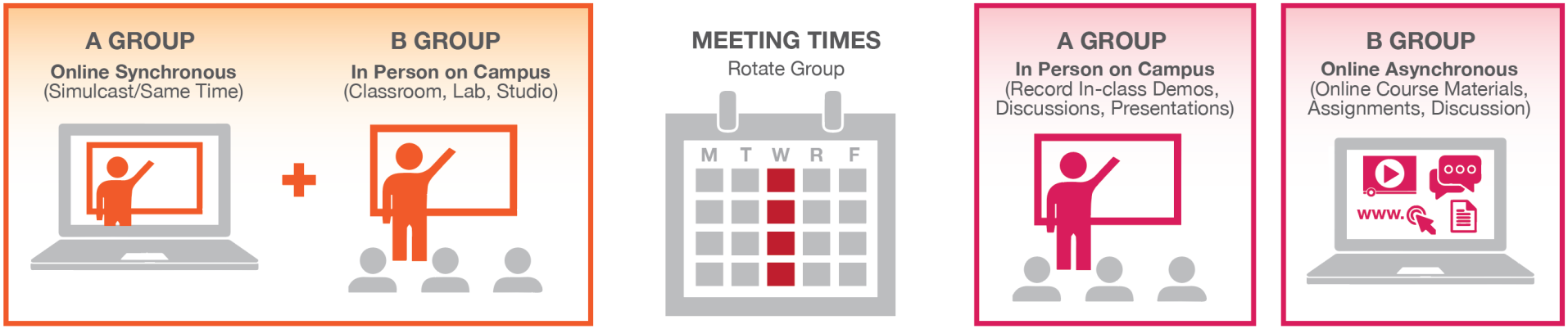
RIT Blended “AB” Model Glossary and Guidance

1 Class Day/Week: Alternating Weeks (AW)



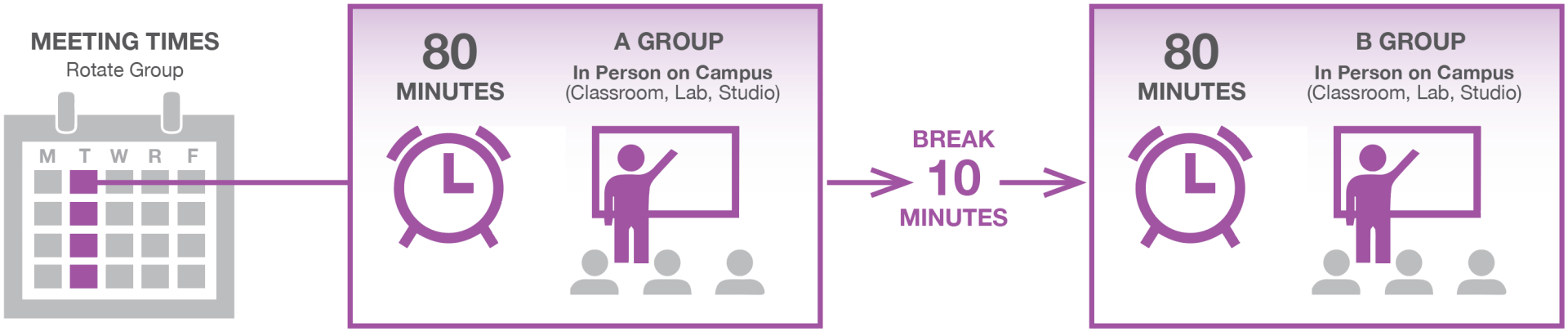
Synchronous Example: Wednesday Class

OR

Asynchronous Example: Wednesday Class

Option	Online Component	Description
Alternating Weeks (AW-S)	Synchronous	In-class portion is broken into 2 groups. Each in-person component meets with 50% of the total enrollment. Students assigned to meet in-person will come to the class every other week. Students who are not meeting in person are joining the class online at the assigned class time.
Alternating Weeks (AW-A)	Asynchronous	In-class is broken into 2 groups. Each in-person component meets with 50% of the total enrollment. Students assigned to meet in-person will come to the class every other week. Students who are not meeting in person are engaging completing tasks/ assignments online asynchronously.

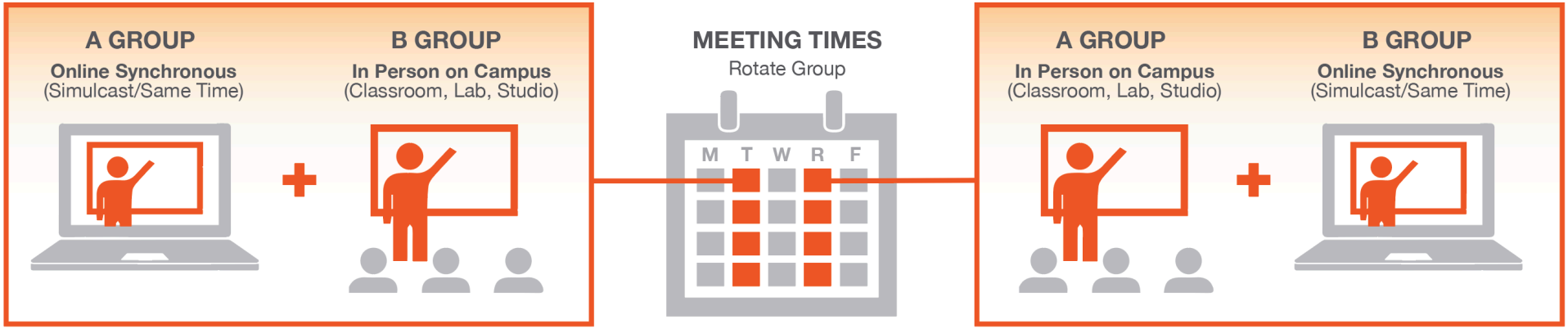
1 Class Day/Week: Split Class Period



3-hour Class Example: Meets 1 Day Per Week

Option	Online Component	Description
Split Class Period (SPC)	Asynchronous	Limited to those classes that meet for 3 hours/1 day per week. Class is broken into 2 groups. Group A meets in-person for 80 minutes. At the end of 80 minutes, the class dismisses, breaks for 10 minutes and then Group B will meet in-person for 80 minutes. Both Group A and B will have assigned class times within the assigned time block.

2 Class Days/Week: AB Split Synchronous (AB-S)

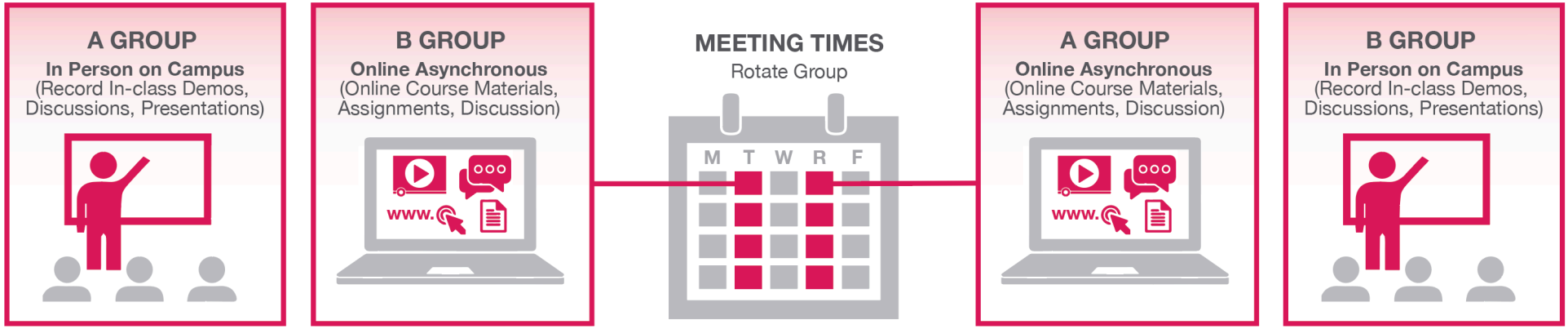


Tuesday Class Example

Thursday Class Example

Option	Online Component	Description
AB Split (AB-S)	Synchronous	In-class is broken into 2 groups. Each in-person component meets in person with 50% of the total enrollment. Students who are not meeting in-person are joining the class online at the assigned class time.

2 Class Days/Week: AB Split Asynchronous (AB-A)

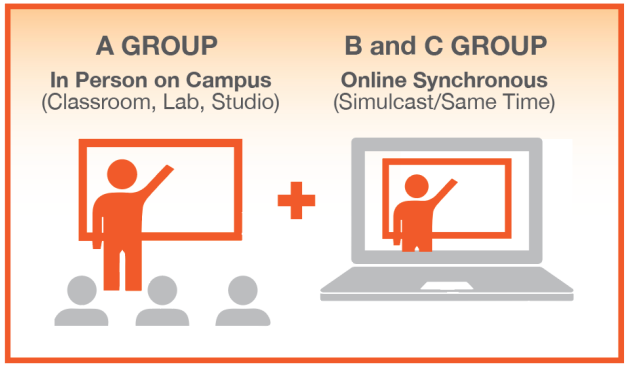


Tuesday Class Example

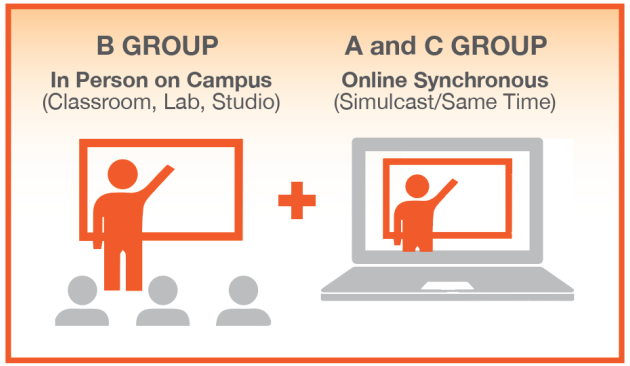
Thursday Class Example

Option	Online Component	Description
AB Split (AB-A)	Asynchronous	Class is broken into 2 groups. Each in-person component meets in person with 50% of the total enrollment. Students who are not meeting in person are engaging completing tasks/assignments online asynchronously.

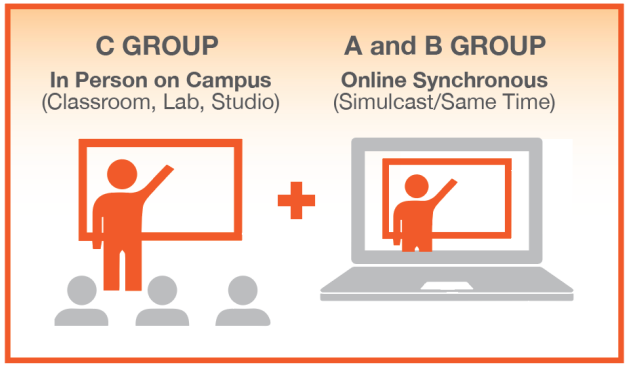
3 Class Days/Week: ABC Split Synchronous (ABC-S)



Monday Class Example



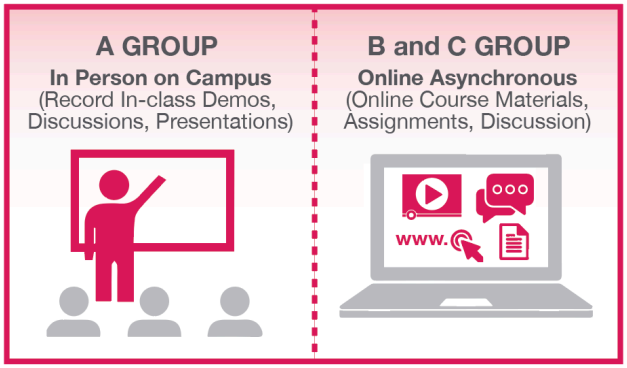
Wednesday Class Example



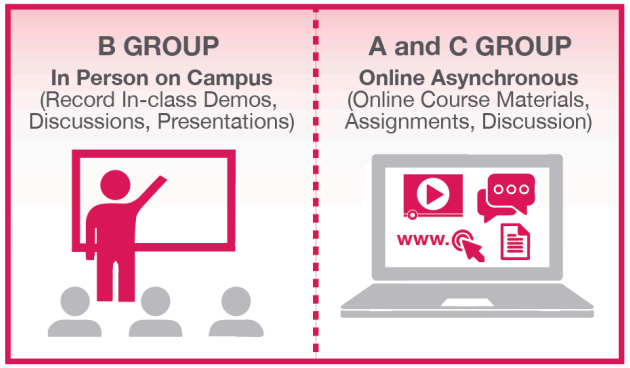
Friday Class Example

Option	Online Component	Description
ABC Split (ABC-S)	Synchronous	In-class portion is broken into 3 groups. Each in-person component meets in-person with 1/3 of the total enrollment. Students who are not meeting in-person are joining the class online at the assigned class time.

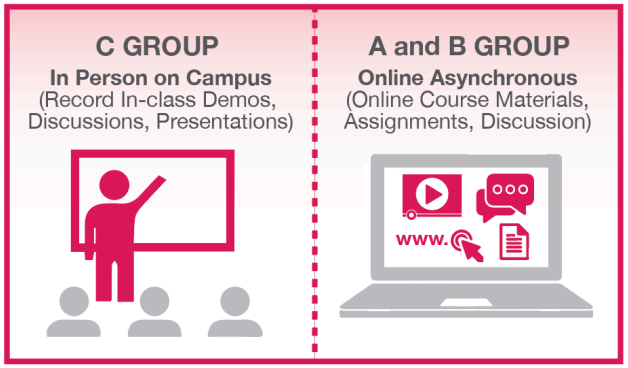
3 Class Days/Week: ABC Split Asynchronous (ABC-A)



Monday Class Example



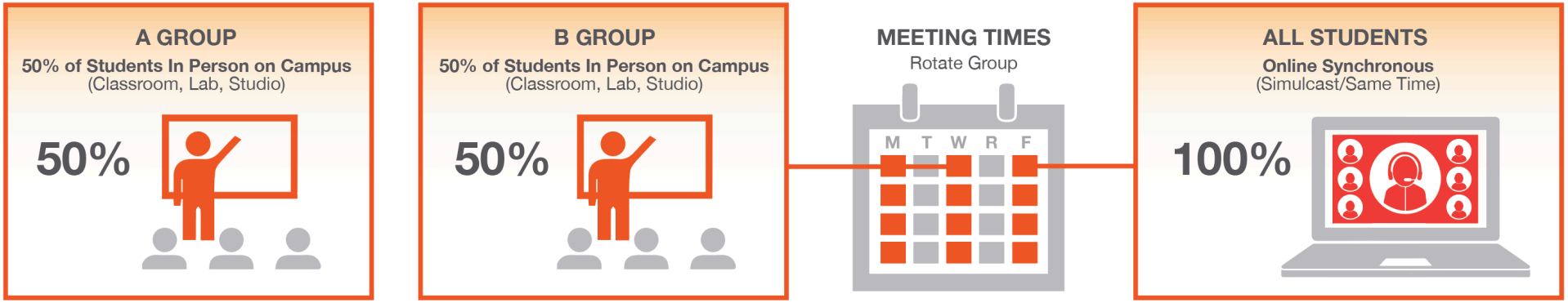
Wednesday Class Example



Friday Class Example

Option	Online Component	Description
ABC Split (ABC-A)	Asynchronous	In-class portion is broken into 3 groups. Each in-person component meets in-person with 1/3 of the total enrollment assigned to each workshop. Students who are not meeting in person are engaging completing tasks/assignments online asynchronously.

3 Class Days/Week: ABOS Split Synchronous (ABO-S)



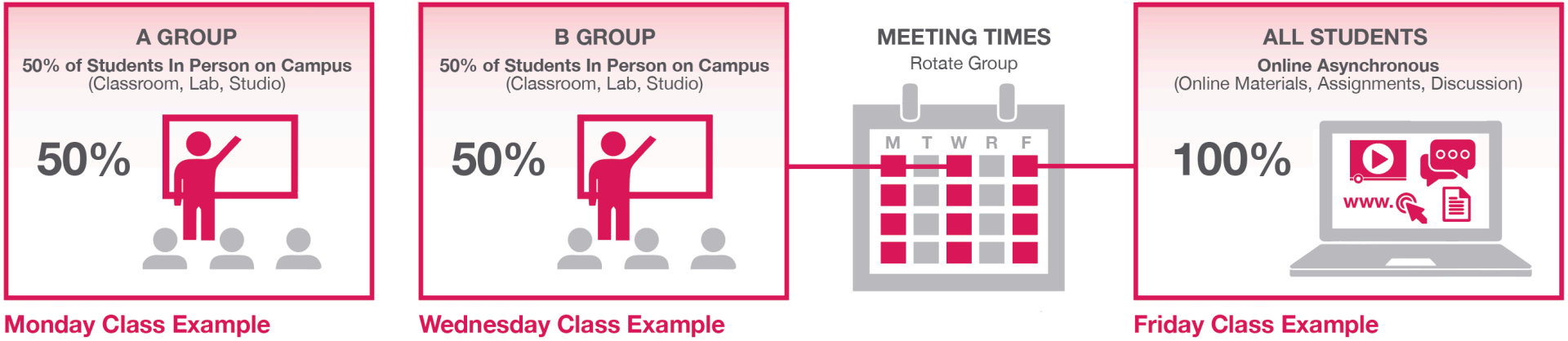
Monday Class Example

Wednesday Class Example

Friday Class Example

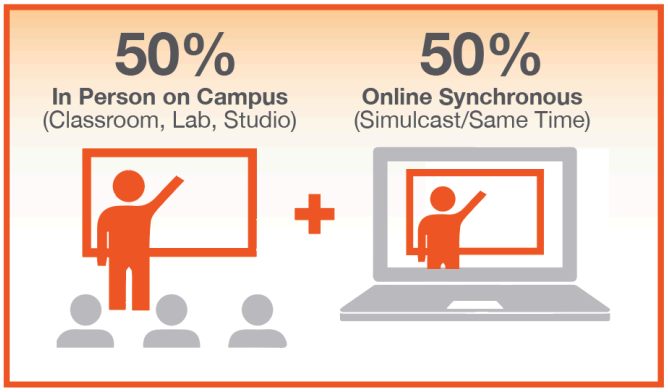
Option	Online Component	Description
ABOS Split (ABO-S)	Synchronous	In-class portion is broken in to 2 groups. 50% of students are assigned to Monday in-person component, 50% of students are assigned to Wednesday in-person component. All students meet online during the assigned class time on Friday for synchronous online learning.

3 Class Days/Week: ABOA Split Asynchronous (ABO-A)

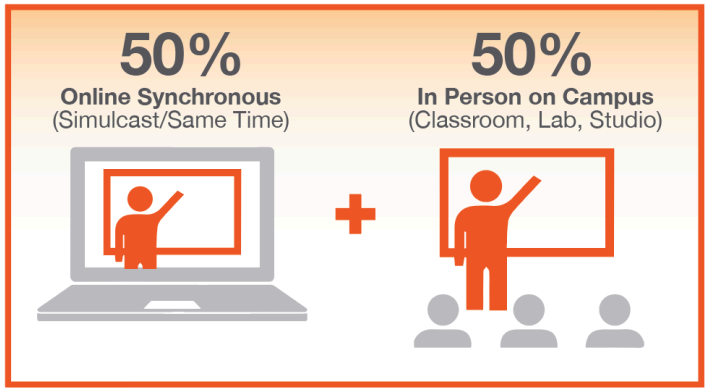


Option	Online Component	Description
ABOA Split (ABO-A)	Asynchronous	In-class portion is broken in to 2 groups. 50% of students are assigned to Monday in-person component, 50% of students are assigned to Wednesday in-person component. The time on Friday that students would traditionally be in class is removed and all enrolled students engage/complete tasks assignments online asynchronously.

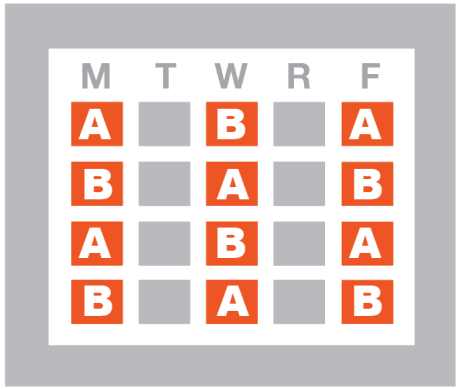
3 Class Days/Week: ABAS Split Synchronous (ABA-S)



A Group



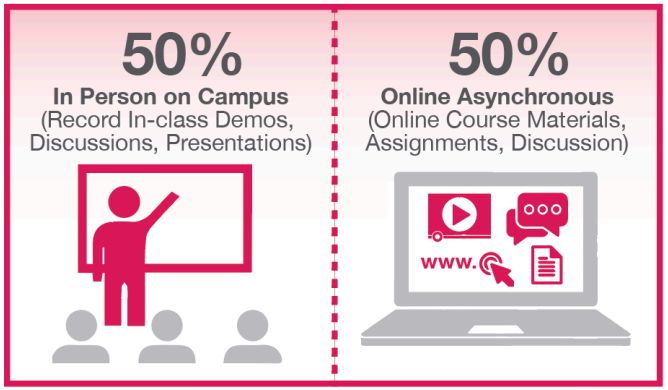
B Group



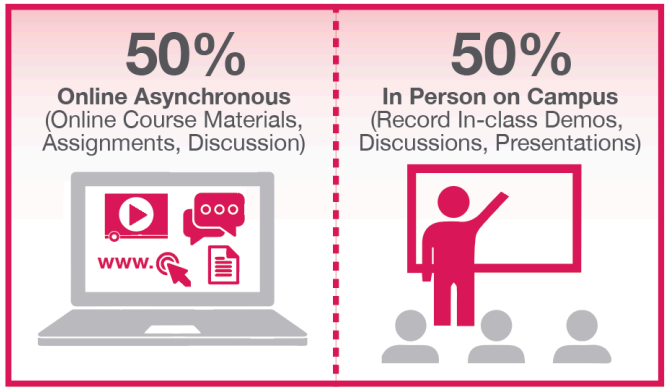
Meeting Times: Rotate A/B Groups

Option	Online Component	Description
ABAS Split (ABA-S)	Synchronous	In-class portion is broken into 2 groups. 50% of students are assigned to group A and 50% to group B. According to an assigned schedule, group A and group B will rotate every other class session in-person, while the remainder of the class joins the class online for synchronous online learning.

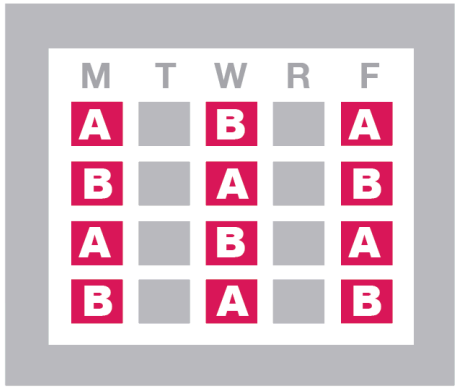
3 Class Days/Week: ABAA Split Asynchronous (ABA-A)



A Group



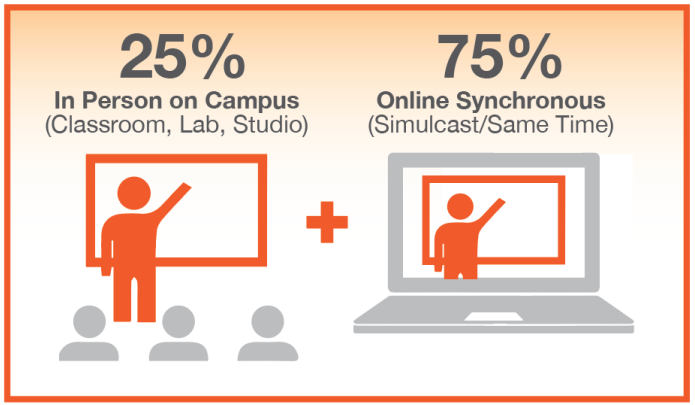
B Group



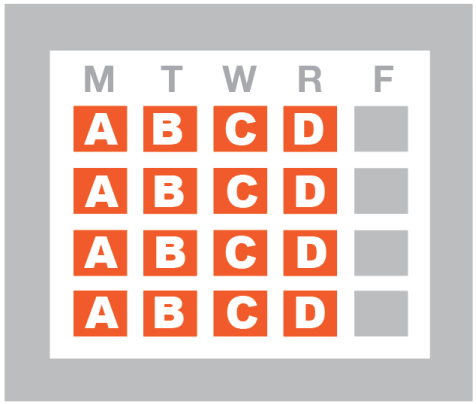
Meeting Times: Rotate A/B Groups

Option	Online Component	Description
ABAA Split (ABA-A)	Asynchronous	In-class portion is broken into 2 groups. 50% of students are assigned to group A and 50% to group B. According to an assigned schedule, group A and group B will rotate every other class session in-person, while the remainder of the class objectives will be met using asynchronous online learning.

4 Class Days/Week: ABCD Split Synchronous (ABCD-S)



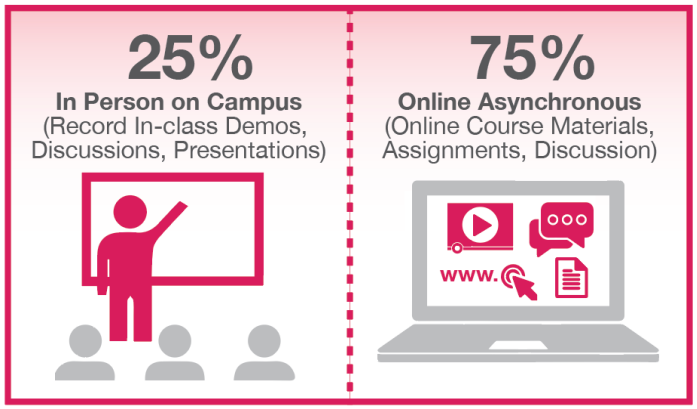
A, B, C, D Class Example



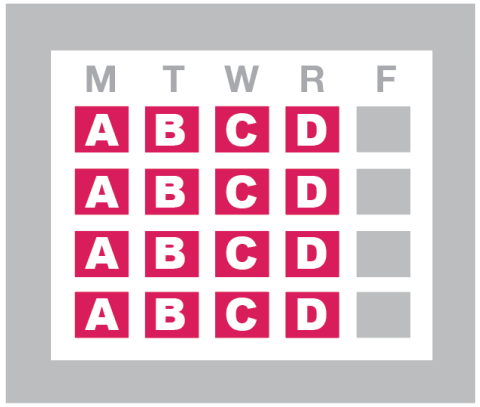
Meeting Times: Rotate Groups

Option	Online Component	Description
ABCD Split (ABCD-S)	Synchronous	In-class portion is broken into 4 groups. Each in-person component meets in-person with 1/4 of the total enrollment. Students who are not meeting in-person are joining the class online at the assigned class time.

4 Class Days/Week: ABCD Split Asynchronous (ABCD-A)



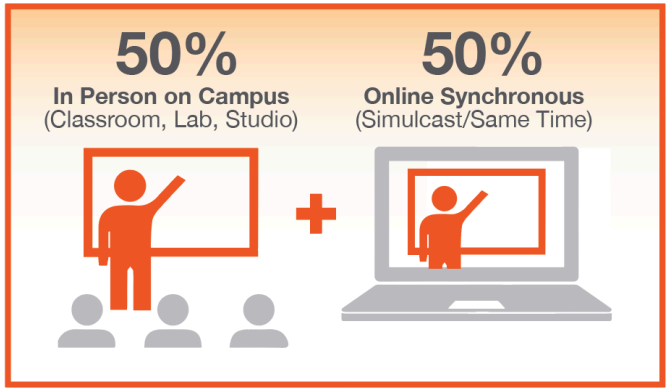
A, B, C, D Class Example



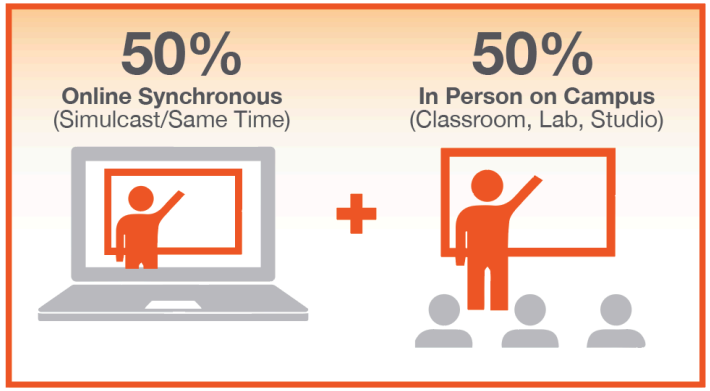
Meeting Times: Rotate Groups

Option	Online Component	Description
ABCD Split (ABCD-A)	Asynchronous	In-class portion is broken into 4 groups. Each in-person component meets in-person with 1/4 of the total enrollment assigned to each workshop. Students who are not meeting in-person are engaging completing tasks/assignments online asynchronously.

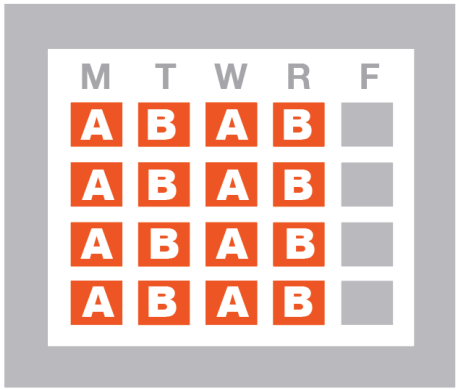
4 Class Days/Week: ABAS Split Synchronous (ABA-S)



A Group



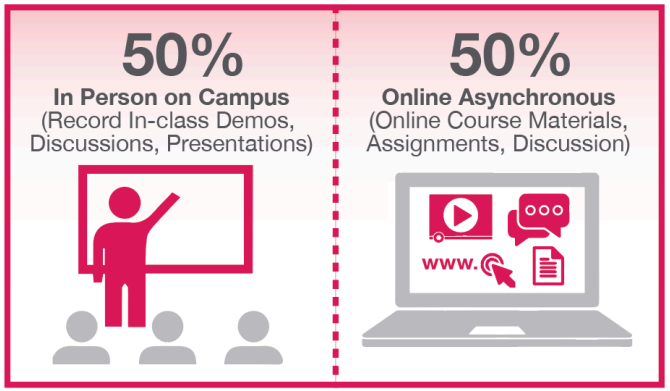
B Group



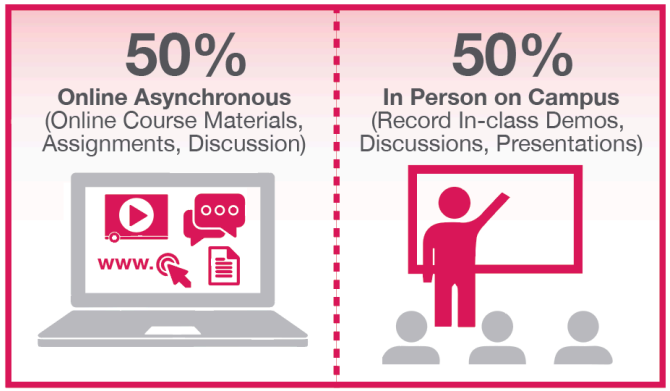
Meeting Times: Rotate A/B Groups

Option	Online Component	Description
ABAS Split (ABA-S)	Synchronous	In-class portion is broken into 2 groups. 50% of students are assigned to group A and 50% to group B. According to an assigned schedule, group A and group B will rotate every other class session in-person, while the remainder of the class joins the class online for synchronous online learning.

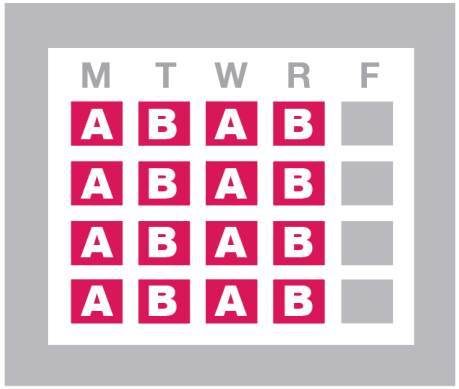
4 Class Days/Week: ABAA Split Asynchronous (ABA-A)



A Group



B Group



Meeting Times: Rotate A/B Groups

Option	Online Component	Description
ABAA Split (ABA-A)	Asynchronous	In-class portion is broken into 2 groups. 50% of students are assigned to group A and 50% to group B. According to an assigned schedule, group A and group B will rotate every other class session in-person, while the remainder of the class objectives will be met using asynchronous online learning.

Guiding Principles:

1. **Safety first** – Course requirements should be deliberately designed to minimize the amount of close physical interactions to those that are absolutely necessary to achieve the course goals and student learning objectives.

2. State the purpose and objectives of the course early and refer to them during the course to reassure students of the connection between the lessons and the course goals.

3. Provide sources of technical support and how students can access them, i.e. post contact information for ILI and myCourses information on syllabus and through email.

4. Maintain expectations of rigor that match those of an in-person experience.

5. Provide regular and continuous feedback to students that is readily accessible, i.e. shorter, more numerous assessment exercises are more valuable that larger more frequent assessments.

6. Know your student's backgrounds well enough to design an experience consistent with their needs.

7. Develop an organized and consistent look and feel for your course material. Using consistent layouts, fonts and hierarchies in distributed learning material will help students.

8. Build evaluation of student learning into your course so that you can refine your techniques.

9. Design and use "reusable learning objects" (recorded lessons/modules & exercises) so that (1) they can be used over and over without reconstruction and (2) are modular so can build on one another throughout a course to achieve increasingly complete learning outcomes.

10. Facilitate "time on task" learning. Know the amount of time is will take for assignments and be deliberate about adhering to reasonable and expected amounts of weekly time students should spend with course material.

11. The "perfect" can be the enemy of the "good." Keep this in mind to avoid "over-designing" content delivery prior to its use in class. Launching new material and techniques can be valuable even if it requires some adjustments, and in-class feedback can be just the thing to improve learning design.

12. Engage in "inclusive learning" by:
    a. Inviting students to contribute to online rules.
    b. Use several ways for students to contribute
    c. Start by "breaking the ice" with a startup question or discussion to bring the group's attention into focus.
    d. Be deliberate about ending your online sessions by inviting suggestions, or comments on what was not clear during the session.
    e. Use breakout rooms for special activities.
    f. Provide material for asynchronous learning.

Sources:

1. Alexander, L. K., Horney, J. A., Markiewicz, M., & MacDonald, P. D. (2010). 10 Guiding principles of a comprehensive Internet-based public health preparedness training and education program. *Public health reports (Washington, D.C. : 1974)*, *125 Suppl 5*(Suppl 5), 51–60. https://doi.org/10.1177/00333549101250S508

2. https://www.chronicle.com/article/8-Ways-to-Be-More-Inclusive-in/248460

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4. https://www.turnitin.com/blog/what-now-core-principles-to-enhance-unexpected-remote-learning

5. Chickering A. W. and Z. Gamson. 1987. Seven Principles for Good Practice in Undergraduate Education. *AAHE Bulletin*, p3-7 Mar 1987. https://eric.ed.gov/?id=ED282491

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