**Designing Blended Learning**

**End-of-Module Quiz Questions**

The following questions are compiled from the end-of-module quiz questions of the Elements course, Designing Blended Learning.

**Module 1**

**Module 1 Question 1**

1. How can blended learning be described? Select the best answer and Submit.

* Students learn in part through online delivery and in part at a supervised brick-and-mortar location away from home.
* Students have some element of control over time, place, path, or pace.
* What students learn online informs what they learn face-to-face and vice versa.
* All of the above.

**Feedback**

Correct! With blended learning, students learn in part through online delivery and in part in a brick-and-mortar location away from home. Students have some element of control over time, place, path, or pace. What students learn online informs what they learn face-to-face and vice versa.

The correct answer is now shown. With blended learning, students learn in part through online delivery and in part in a brick-and-mortar location away from home. Students have some element of control over time, place, path, or pace. What students learn online informs what they learn face-to-face and vice versa.

**Module 1 Question 2**

1. Which of the following examples are blended learning? Select all that apply and Submit.

* A kindergarten class has 15 computers. They are learning how to read. The students rotate through the computers for online reading exercises. The other stations are small-group instruction and individual assignments. Outside of class, students can practice the online reading exercises.
* Students in a German language class take an online class because German is not offered at their school. They take the class during school-time from school and have opportunities for small group work and discussions with an exchange student who comes in a couple of times a week to the school. They use software at home to develop their language skills.
* In a high school algebra class, the teacher creates videos and other materials that students access online outside of school via a moodle\* site. Classroom work is devoted to answering questions, applying concepts, and working on collaborative projects.
* A student’s family moves to Europe, and the family decides to have their son enroll in an online high school to complete his high school education while they are living in Europe. The student takes all of his classes online.

**Feedback**

Correct! The kindergarten class, German language class, and high school algebra class are all examples of blended learning. The student getting his high school diploma is an example of online learning.

Not quite. The correct answer is now shown. The kindergarten class, German language class, and high school algebra class are all examples of blended learning. The student getting his high school diploma is an example of online learning.

**Module 1 Question 3**

1. What are some benefits of blended learning? Select the best answer and Submit**.**

* Improved academic performance.
* Personalized educational experience.
* Enhanced student engagement.
* Increased number of course completions.

**Feedback**

Correct! Research has shown that blended learning improves academic performance, personalizes the educational experience, and enhances student engagement. However, research has not shown that courses are completed at a higher rate.

Not quite. The correct answer is now shown. Research has shown that blended learning improves academic performance, personalizes the educational experience, and enhances student engagement. However, research has not shown that courses are completed at a higher rate.

**Module 1 Question 4**

1. A textbook-based class can be a blended learning environment

True

False

**Feedback**

Correct! Any classroom situation can become a blended learning environment. Blended learning combines classroom learning with enhanced online learning possibilities. While blended learning can mean a blended classroom, it can also mean a blended lesson or unit.

Not quite. The correct answer is now shown. Any classroom situation can become a blended learning environment. Blended learning combines classroom learning with enhanced online learning possibilities. While blended learning can mean a blended classroom, it can also mean a blended lesson or unit.

**Module 1 Question 5**

1. A science teacher’s classroom is “mostly face-to-face” on the blended learning continuum, but she does incorporate some online resources periodically. She would like to move up the blended learning continuum towards “an even mix” by including more online components that extend her class beyond the classroom and the school day. She’s teaching a unit on aerodynamics, using kites. Choose the best suggestions for the science teacher and Submit**.**

* Assign students online videos that show kite simulations.
* Set up an online discussion where students can post questions about kite design.
* Go on a field trip to a park with several kits and practice flying them, collecting data on kite performance. Back at school, students enter the data on a collaborative document that can be accessed from home.
* Have students create their own kites based on flight principles they discovered. They can rotate through a computer station that has 3-D modeling software.

**Feedback**

Correct! All of the suggestions could be part of blended learning.

Not quite. The correct answer is now shown. All of the suggestions could be part of blended learning.

**Module 2**

**Module 2 Question 1**

1. Select and drag the considerations to the appropriate section of the Blended Learning Framework and Submit.

|  |  |
| --- | --- |
| **Consideration** | **Blended Learning Framework** |
| A rural high school does not have enough students interested in advanced math to offer a course, but a teacher offers a blended trigonometry class for just a few students. | Purpose |
| Middle school students learn about their local economy by comparing information about their community with similar descriptions written by students in different countries. | Content |
| A teacher in an urban high school checks to see if his students can contribute to an online discussion on *Romeo and Juliet* using computers at their local public library. | Technology |
| A third-grade teacher makes a video showing how to multiply two numbers that end in zero. Students watch it online and then do problems with a small group the next day in class. | Instructional Strategies |

**Feedback**

Correct! The flexibility in offering courses is a purpose consideration, and teaching topics that work well with compiling information from different areas is a consideration of content. Investigating technology that is available for students who do not have home access is important, and choosing when to use online videos and face-to-face interactions involves considering instructional strategies.

Not quite. The correct answer is now shown. The flexibility in offering courses is a purpose consideration, and teaching topics that work well with compiling information from different areas is a consideration of content. Investigating technology that is available for students who do not have home access is important, and choosing when to use online videos and face-to-face interactions involves considering instructional strategies.

**Module 2 Question 2**

1. Which information about content should you consider when designing blended learning? Select the best answers and Submit.

* The range of student ability and interest in the topic
* Availability of in-school experts who can work with students on specific concepts
* The kinds of topic-specific resources available for students’ use
* How confident students are in the topic

**Feedback**

Correct! You should consider the range of student ability and interest along with student confidence in the subject. Access to different content-specific resources is also a consideration. The availability of in-school experts is not critical since online communication can bring experts from far away to your students.

Not quite. The correct answers are now shown. You should consider the range of student ability and interest along with student confidence in the subject. Access to different content-specific resources is also a consideration. The availability of in-school experts is not critical since online communication can bring experts from far away to your students.

**Module 2 Question 3**

1. Match the instructional activity with the appropriate learning objective and Submit**.**

|  |  |
| --- | --- |
| **Learning Objective** | **Instructional Activity** |
| Compute and perform simple multiplication and division of fractions, and apply these procedures to solving problems | Watch a teacher demonstration and practice with an online quiz, followed by a partner activity |
| Generate ideas for usage of native rocks locally | Face-to-face brainstorming session |
| Analyze the relationships among the main and supporting characters of *Romeo and Juliet* and how their interactions affect the plot | Online collaborative mapping activity |

**Feedback**

Correct!. Students can learn to multiply and divide fractions by watching a video of a teacher demonstration, practicing with an online quiz, and working on some problems with a partner. A face-to-face discussion is good for generating ideas about using native rocks, and an online collaborative mapping activity is good for showing relationships in literature.

Not quite. The correct answer is now shown. Students can learn to multiply and divide fractions by watching a video of a teacher demonstration, practicing with an online quiz, and working on some problems with a partner. A face-to-face discussion is good for generating ideas about using native rocks, and an online collaborative mapping activity is good for showing relationships in literature.

**Module 2 Question 4**

1. Which of the following are advantages of asynchronous online communication? Select the best answers and Submit.

* It supports the give-and-take of conversation and negotiation of meaning without the time lag.
* Students can take their time to read and think about what others have said and what they are going to say.
* It leaves a record that can be used for assessment and reflection.
* It allows for understanding subtle nuances of intent and interpretation.

**Feedback**

Correct! Asynchronous online communication allows students to take more time to express their thoughts, and leaves a record that can be used by teachers and students for assessment. This type of communication does not work well when a task requires the give-and-take of synchronous conversation or for understanding subtle nuances of communication.

Not quite. The correct answers are now shown. Asynchronous online communication allows students to take more time to express their thoughts, and leaves a record that can be used by teachers and students for assessment. This type of communication does not work well when a task requires the give-and-take of synchronous conversation or for understanding subtle nuances of communication.

**Module 2 Question 5**

1. Which of the following statements reflect good practice in designing blended learning experiences? Choose all that apply, and Submit**.**

* Whenever possible, engage students with online learning.
* Use face-to-face experiences to support and enhance online experiences.
* Carefully consider the level of technology availability when planning blended experiences.
* Face-to-face activities generally engage more students in deep thinking than online activities.

**Feedback**

Correct! The effectiveness of online experiences depends on several factors. They are not always preferable to face-to-face activities. Face-to-face activities are best used to blend with and support online experiences. The type and degree of available technology, including bandwidth, informs the kinds of online activities teachers can design. Both face-to-face and online activities can engage students in deep thinking, depending on the task and the context.

Not quite. The correct answer is now shown. The effectiveness of online experiences depends on several factors. They are not always preferable to face-to-face activities. Face-to-face activities are best used to blend with and support online experiences. The type and degree of available technology, including bandwidth, informs the kinds of online activities teachers can design. Both face-to-face and online activities can engage students in deep thinking, depending on the task and the context.

**Module 3**

**Module 3 Question 1**

1. Match each online platform tool to a scenario in which it would be used and Submit.

|  |  |
| --- | --- |
| **Online Platform Tool** | **Blended Learning Scenario** |
| Threaded Discussion Forum | A high school history teacher wants to continue an engaging class discussion that occurred earlier in the day. He posts a question online and his students respond to one another, continuing the conversation virtually. |
| Privacy Settings | A middle school teacher wants to protect her students’ identities by ensuring that only enrolled students are allowed to access course content and participate in the online discussion. |
| Calendar | An elementary school principal creates an online platform to schedule parent/teacher conferences, post upcoming events, and send reminders about important dates. |
| Assignment Dropbox | A group of high school students are collaborating on a project. They each access the document from home, complete their section, add peer feedback comments, and then upload the saved document back to the online platform. |
| Course Resources | A group of middle school teachers are collaborating on a multidisciplinary project. Each teacher locates online resources relevant to their subject and then publishes the links on the online platform. |

**Feedback**

Correct! You have a good understanding of how online platform tools can support learning in a blended environment. Threaded discussion forums are useful for online communication between a group of students. Privacy settings should be used to safeguard student identities and prevent unwanted visitors. Online calendars are a useful tool for organizing and managing a blended learning course. To promote collaboration, a file dropbox or course resource tool allows user groups to share collaborative documents, website links, and other resource files.

Not quite. The correct answer is now shown. Threaded discussion forums are useful for online communication between a group of students. Privacy settings should be used to safeguard student identities and prevent unwanted visitors. Online calendars are a useful tool for organizing and managing a blended learning course. To promote collaboration, a file dropbox or course resource tool allows user groups to share collaborative documents, website links, and other resource files.

**Module 3 Question 2**

1. Sort the curriculum presentation tools into their respective categories and Submit**.**

|  |  |
| --- | --- |
| **Curriculum Presentation Tools** | **Category** |
| Videocast | Asynchronous Tools |
| Podcast |
| Screencast |
| Narrated Slideshow |
| Annotated Photograph |
| Audio Conferencing | Synchronous Tools |
| Video Conferencing |
| Webcast |
| Screensharing |
| Whiteboarding |

**Feedback**

Correct! Asynchronous tools are both time and location independent, providing students with flexibility to access learning materials on demand. Asynchronous tools are useful for presenting static lesson content and establishing common shared background knowledge prior to a class discussion. In contrast, synchronous tools enable real-time communication and simultaneous interactions. Synchronous tools have the advantage of being able to engage students instantly and respond to questions immediately.

Not quite. The correct answer is now shown. Asynchronous tools are both time and location independent, providing students with flexibility to access learning materials on demand. Asynchronous tools are useful for presenting static lesson content and establishing common shared background knowledge prior to a class discussion. In contrast, synchronous tools enable real-time communication and simultaneous interactions. Synchronous tools have the advantage of being able to engage students instantly and respond to questions immediately.

**Module 3 Question 3**

1. A teacher notices that some of his students are falling behind in learning the course material. He wants to support his struggling students by making his instruction accessible online, where students can review the content as often as needed. He also wants to share online resources that his students can access for additional support materials at their own learning pace. Which of the following curriculum presentation tools would be the most beneficial to meet the teacher’s goals and objectives? Select all that apply and Submit.

* Videocast
* Simulation
* Webcast
* Narrated Slideshow
* Whiteboarding
* Bookmarking Site

**Feedback**

Correct! When choosing technology tools to deliver instruction in a blended environment, it is essential to think critically about the goals and objectives of each learning situation. Asynchronous tools, such as videocasts, simulations, narrated slideshows and bookmarking sites, are accessible on demand. Students can review the content at their own learning pace as often as needed. Webcasts and whiteboarding require live interaction, and students are not able to pause and review content as needed.

Not quite. When choosing technology tools to deliver instruction in a blended environment, it is essential to think critically about the goals and objectives of each learning situation. Asynchronous tools, such as videocasts, simulations, narrated slideshows and bookmarking sites, are accessible on demand. Students can review the content at their own learning pace as often as needed. Webcasts and whiteboarding require live interaction, and students are not able to pause and review content as needed.

**Module 3 Question 4**

1. Which of the following statements are *not* true about collaboration and social media in a blended learning environment? Select all that apply and Submit.

* Using social networks in a blended learning classroom increases the incidence of cyber bullying.
* Collaborative interactions often disclose opposing viewpoints and observations, thereby encouraging students to reconsider and possibly defend their conclusions.
* Collaborative learning and social media encourages students to take charge of their own learning.
* In a collaborative learning project, each group member is responsible for completing their own separate task.
* Social media tools require students to purchase specific software for their mobile devices.

**Feedback**

Correct! In a collaborative learning environment, the success of the group project is dependent upon the collective knowledge of students as a group, not separate individual tasks. Often, this collective knowledge is the result of diverse interpretations and opinions. In terms of social media integration, appropriate safeguards and student accountability can prevent cyber bullying while simultaneously taking advantage of the many opportunities social networks bring to blended learning. Social media tools do encourage students to take ownership of their learning, but they do not require students to purchase software for their mobile devices.

Not quite. The correct answer is now shown. In a collaborative learning environment, the success of the group project is dependent upon the collective knowledge of students as a group, not separate individual tasks. Often, this collective knowledge is the result of diverse interpretations and opinions. In terms of social media integration, appropriate safeguards and student accountability can prevent cyber bullying while simultaneously taking advantage of the many opportunities social networks bring to blended learning. Social media tools do encourage students to take ownership of their learning, but they do not require students to purchase software for their mobile devices.

**Module 3 Question 5**

1. Which of the following may provide support and resources for blended learning?

Select all that apply and Submit.

* Education conferences
* Online peer communities
* Research journals
* Professional education associations
* Education blogs

**Feedback**

Correct! A network of support surrounding a teacher increases the likelihood of success with blended learning. Support resources come in many forms, including professional education associations and conferences, online peer communities, blogs, and research journals.

Not quite. The correct answer is now shown. A network of support surrounding a teacher increases the likelihood of success with blended learning. Support resources come in many forms, including professional education associations and conferences, online peer communities, blogs, and research journals.

**Module 4**

**Module 4 Question 1**

1. E-Portfolios are an excellent way for students in blended classrooms to document and reflect on their learning. Choose the items that would be appropriate for inclusion in an e-Portfolio. Choose all that apply and Submit**.**

* Photograph of a whiteboard diagram of planning a Web site on polygons in architecture
* Video of a scene from *Romeo and Juliet*
* Unit exam
* Saved chat conversation with a guest speaker

**Feedback**

Correct! All of these items could be used in an e-Portfolio if they are accompanied by reflections that explain how they show learning.

Not quite. The correct answer is now shown. All of these items could be used in an e-Portfolio if they are accompanied by reflections that explain how they show learning.

**Module 4 Question 2**

1. Drag each assessment to the purpose it meets and Submit**.**

|  |  |
| --- | --- |
| **Assessment** | **Purpose** |
| Individual Know-Wonder-Learn-How chart at the beginning of a unit on the water cycle | Gauging Student Needs |
| Project plan checklist for planning a video on *Romeo and Juliet* | Encouraging Self-Direction and Collaboration |
| Ungraded online quiz on parallel lines | Checking Understanding |
| Journal entry setting goals for future units | Encouraging Metacognition |

**Feedback**

Correct! A K-W-L-H chart helps a teacher gauge student needs, while a project plan checklist encourages self-direction and collaboration. An ungraded online quiz helps students and teachers check understanding, and a journal entry encourages metacognition.

Not quite. The correct answer is now shown. A K-W-L-H chart helps a teacher gauge student needs, while a project plan checklist encourages self-direction and collaboration. An ungraded online quiz helps students and teachers check understanding, and a journal entry encourages metacognition.

**Module 4 Question 3**

1. Select the all the statements that describe effective assessment in all classrooms, including a blended environment. Choose all that apply and Submit**.**

* Students should participate in assessment.
* Assessment should take place throughout the learning cycle.
* Student learning should be assessed in different ways with different tools.
* In a blended environment, assessment is integrated into instruction.
* Summative assessment has the greatest impact on student learning.

**Feedback**

Not quite. The correct answer is now shown. Effective assessment should be ongoing with different methods, include students in the process, and be integrated into instruction. Formative assessment is critical to student learning and has a greater impact than summative assessment.

Correct! Effective assessment should be ongoing with different methods, include students in the process, and be integrated into instruction. Formative assessment is critical to student learning and has a greater impact than summative assessment.

**Module 4 Question 4**

1. Select the statements that best describe the advantages of using rubrics to assess projects. Choose all that apply and Submit**.**

* With a rubric, a teacher can precisely assess factual knowledge.
* Rubrics can assess different facets of complex projects.
* Rubrics can be used to assess both processes and content knowledge.
* Rubrics can be used for both formative and summative assessment.

**Feedback**

Correct! Rubrics can be used to assess different facets of complex projects and both processes and content knowledge. Students can use project rubrics to self-assess and give peer feedback. Rubrics do not work well for assessing specific content knowledge.

Not quite. The correct answer is now shown. Rubrics can be used to assess different facets of complex projects and both processes and content knowledge. Students can use project rubrics to self-assess and give peer feedback. Rubrics do not work well for assessing specific content knowledge.

**Module 4 Question 5**

1. Select the strategies a teacher can use to minimize cheating on an online exam. Choose all that apply and Submit**.**

* Set time limits for taking the test.
* Use different versions of a test.
* Design questions that aim at higher-order understanding.
* Randomize test items.
* Insist that students not use their textbooks while taking a test.

**Feedback**

Correct! Setting time limits, using different test versions, and randomizing test items can limit cheating. In actuality, teachers must recognize that students may use the textbook or other resources while taking online tests.

Not quite. The correct answer is now shown. Setting time limits, using different test versions, and randomizing test items can limit cheating. In actuality, teachers must recognize that students may use the textbook or other resources while taking online tests.

**Module 5**

**Module 5 Question 1**

1. Match each blended learning implementation consideration to the corresponding description and Submit.

|  |  |
| --- | --- |
| **Implementation Consideration** | **Description** |
| Standardized, reliable, and valid measures should be employed to determine the success of blended learning implementation. | Skills Training |
| Deficiencies in communication, learning, study, and technology abilities can pose a risk to blended learning implementation. | Support |
| When implementing blended learning, measures should be taken to help both students and their parents transition into newly defined roles. | Feedback |
| When student opinions are valued as important contributions to blended learning implementation, the likelihood of success increases. | Technology |
| Limitations regarding access, bandwidth, firewalls, connection speeds, and network reliability should be accounted for when implementing blended learning. | Pedagogy |
| Although technology is a key component of implementing blended learning, the medium itself may be less important than the underlying instructional design. | Human Factors |
| Individual differences, learning styles, opinions, and personal characteristics of a group of students will significantly affect blended learning implementation. | Skills Training |

**Feedback**

Correct! When implementing a blended learning environment, there are several considerations that will increase the likelihood of success. These considerations include program evaluation, skills training, parent and student support, student feedback, technology assessment, strong pedagogy, and human factors.

Not quite. The correct answer is now shown. When implementing a blended learning environment, there are several considerations that will increase the likelihood of success. These considerations include program evaluation, skills training, parent and student support, student feedback, technology assessment, strong pedagogy, and human factors.

**Module 5 Question 2**

1. A teacher introduces an online discussion forum to his blended learning classroom. After a few weeks, he is disappointed by the lack of engagement or learning in the discussion. Which of the following strategies would be beneficial in helping the teacher facilitate motivation and learning through online discussion? Select all that apply and Submit.

* Increase involvement and aim to become the center of the discussion
* Question students about their understanding or ask them to clarify and expand on certain ideas
* Introduce unique perspectives on the topic to motivate divergent thinking and discussion
* Refrain from providing feedback to students if they are already on the right track
* Allow students to choose discussion topics
* Provide opportunities for authentic content and task-orientated discussions
* Refrain from providing direct instruction or correcting misconceptions

**Feedback**

Correct! To facilitate an online discussion, teachers can use questioning and unique perspectives to help students clarify their ideas and increase their knowledge of the topic. Additionally, allowing students to choose their discussion topics and providing authentic task-oriented discussions can increase student engagement.

Not quite. The correct answer is now shown. To increase student engagement, emphasize student-to-student interactions and deliver positive feedback for students who are on the right track. Providing direct instruction and correcting misconceptions can increase learning gains through online discussion.

**Module 5 Question 3**

1. Match each blended learning tool to a scenario in which it could be used for classroom management and Submit.

|  |  |
| --- | --- |
| **Blended Learning Tool** | **Classroom Management Scenario** |
| Learning Management System | A teacher tracks how often his students access the course resources and monitors how long they spend in the discussion forum. He compares this data to recent assessment scores to determine if they are correlated. |
| Blog | Each week, student groups post their current work for peer and teacher review. Students also respond online to discussion questions posed by the teacher, allowing her to track learning gains and correct any misconceptions. |
| Wiki | Groups of students contribute their ideas online and post the results of their scientific inquiry investigations. The teacher updates their work with constructive feedback while tracking group progress and assessing learning gains. |
| Project Management Application | A teacher creates task lists specifically tailored to each group’s collaborative project. As students mark off their completed items, she tracks their group progress and monitors their completion of learning objectives. |
| Online Calendar | Student groups schedule and plan collaborative meetings for an upcoming class project. The teacher monitors their progress and attends some of the meetings. |

**Feedback**

Correct! Advanced technology tools, such as learning management systems and project management applications, can monitor student progress and hold students accountable for their time spent learning. Other tools, such as blogs, wikis, and online calendars, are useful tools for managing collaborative student groups in a blended learning environment.

Not quite. The correct answer is now shown. Advanced technology tools, such as learning management systems and project management applications, can monitor student progress and hold students accountable for their time spent learning. Other tools, such as blogs, wikis, and online calendars, are useful tools for managing collaborative student groups in a blended learning environment.

**Module 5 Question 4**

1. Several weeks after implementing blended learning in her classroom, a teacher wants to evaluate the effectiveness of her blended learning design. Which of the following components should be included in her evaluation?Select all that apply and Submit.

* Learning outcomes
* Motivation levels
* Clarity of goals and content
* Student interaction
* Quantity of advanced technologies
* Access to resources
* Standardized test scores
* Evidence of metacognition

Feedback

Correct!While technology is an important component of blended learning, the underlying pedagogy should drive the instructional design rather than accrual of advanced technology tools. Standardized test scores are not likely to provide a useful evaluation of blended learning design.

Not quite. The correct answer is now shown. While technology is an important component of blended learning, the underlying pedagogy should drive the instructional design rather than accrual of advanced technology tools. Standardized test scores are not likely to provide a useful evaluation of blended learning design.

**Module** **5 Question 5**

1. Prior to beginning a blended learning unit, a teacher wants to ensure that his students always demonstrate safe and ethical behavior online. Which of the following are useful ways he can address issues of Internet safety and academic integrity? Select all that apply and Submit.

* Teach specific strategies on avoiding plagiarism and the proper use of online citations
* Require that students only be allowed to access preapproved sites
* Instruct students to never post personal information online
* Require students to read and sign an agreement to the school’s academic integrity policy as it relates to online learning
* Teach effective search strategies
* Disable bookmarking and Internet site sharing tools

**Feedback**

Correct!The Internet provides a wealth of information and learning opportunities for students. Teaching specific strategies for safe and ethical online behavior is more effective than limiting website access. Similarly, trusting students to use bookmarking and site sharing tools appropriately is an important part of self-regulating online behavior.

Not quite. The correct answer is now shown. The Internet provides a wealth of information and learning opportunities for students. Teaching specific strategies for safe and ethical online behavior is more effective than limiting website access. Similarly, trusting students to use bookmarking and site sharing tools appropriately is an important part of self-regulating online behavior.