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The QUICK GUIDE to

# SIMULTANEOUS, HYBRID, & BLENDED LEARNING

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# Thank you

## FOR YOUR INTEREST IN CORWIN

This complimentary excerpt will help you create the procedures and organizational structures to ensure learning takes place for both your synchronous learners and your face-to-face students.

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# DEVELOP AND TEACH ORGANIZATIONAL AND PROCEDURAL ROUTINES

Another key component in initiating simultaneous learning involves the procedures and organizational structures needed to ensure learning takes place for both your synchronous learners and your face-to-face students. Although the environment may be different, many of the same organizational requirements remain the same. Provide a level of consistency with all digital resources. Have students access learning material in the same location. A one-stop-shop digital learning space minimizes confusion on where assignments and classroom resources are located.

1. **Provide weekly and monthly schedules so families and students can organize resources.** Chances are good that there is more than one school-age child in the household. Juggling the online schedules of multiple children can be challenging for even the most organized caregivers. Posting these schedules allows families and students to organize their time.

   - Build weekly and monthly schedules and show students where to find them on your LMS.

   - There may be protocols already developed by your district for designing your website, which is helpful to families as they don't need to learn how four different teachers organize in four idiosyncratic ways.

2. **Furnish a daily schedule at the beginning of the class meeting.** Learning intentions and success criteria are crucial for learning, and we must share what we discussed in Chapter 1 at each class meeting. Providing a schedule for the class meeting assists students in self-regulation of their cognitive and attentional resources.

   - The schedule should list the major learning events of the day in chronological order and may also include times.

   - The consistent use of a posted schedule establishes a predictable learning environment and assists learners in pacing their rate of work.

   - A daily schedule is particularly useful for students who have difficulty transitioning from one task to another and especially for younger children.

   - Posted daily schedules are an excellent support for some students with disabilities who may require more structure.

   - Students who are new to English can benefit from schedules that are paired with pictures.

3. **Use a staggered starting time for Roomies and Zoomies.**

   - If the school day begins at 8:15 a.m., let Roomies arrive at school, gather their materials for the day, and prepare their learning space for the day.

   - Conduct an abbreviated morning meeting with them to check in with them and get them started on their opening learning experience or task.

   - Then start the day with the Zoomies. For example, this may be at 8:30 a.m.

   - Conduct an abbreviated morning meeting with them to check in with them and get them started on their opening learning experience or task.

   - Then engage both Roomies and Zoomies in a joint morning meeting and their simultaneous learning day.

4. **Teach students the signals you will use.** Teachers need a signal to gain the attention of students at the beginning of class, when students are engaged in dialogue with peers, or when transitioning from one activity to another.

   - The signals should be taught daily at the start of simultaneous learning and reinforced frequently until students respond quickly and consistently.

   - The use of a signal to gain attention promotes student engagement by minimizing the amount of lost instructional time.

     This fourth point deserves further attention. A study of first-grade classrooms found that teachers who spent time orienting students to the next activity required less time for the transition, and the students in these classrooms spent more time in child-directed learning activities such as collaborative learning than those in classrooms that did not use transition techniques (Cameron et al., 2005).

   - Smooth transitions minimize the behavioral difficulties that can arise.

   - Students with behavioral disabilities are especially vulnerable to loosely managed transitions. In many cases, they are blamed for the problem behavior, without consideration for the lack of environmental signals that could have prevented the difficulty from arising in the first place.

   - Students who are new to English are also vulnerable to a lack of signals. When directions are only provided verbally and are not paired with audible or gestural signals, they may miss the language-based directions and be unfairly viewed as being noncompliant.

   - Use an online elapsed timer display when setting up tasks students will be completing in real time. This further signals to students how to best use their remaining time to complete independent work such as reflective writing.

- Many distance learning platforms feature elapsed timers for small group breakout rooms. Make sure students are aware of these features so that they can monitor their use of time in peer-to-peer small group learning.

5. **Create procedures for how students will gather materials and resources.** Few things are more frustrating than trying to figure out where to find materials for learning.
   - Clearly label digital folders by date and topic so that students can easily locate them.
   - Ask Roomies and Zoomies to access digital resources so that they are looking at and using the same materials and resources.

6. **Create procedures for how students will submit assignments**. Over the course of the school year, students will turn in a large number of assignments. Invariably, some of these documents will lack important information such as a name or date. Grading is further complicated when the topic of the assignment is unclear. With the advent of digital resources, the naming of documents holds similar problems. It is difficult to process and locate a hundred assignments that are all unhelpfully named "Math Assignment."
   - Teach students a system for heading their assignments at the beginning of the year to make recordkeeping easier.
   - Be sure to instruct them on properly naming the file so that you (and they) can locate it quickly. The title of the document should contain the student's last name, the name of the course, and a one- or two-word description.

*Simultaneous learning* is the combination of distance learning and face-to-face learning in the same learning experience. The implementation of simultaneous learning must not result in an additive approach to designing and implementing rigorous and engaging experiences that move learning forward. Thus, establishing norms, procedures, and processes for this type of learning environment provides the structures that allow us to extract and implement what works best from both distance learning and face-to-face learning environments. What this now allows us to do is focus more on creating rigorous and engaging learning experiences and tasks—the focus of the next chapter.