

Chapter 8: Taking Blended Learning to the Next Level— Reflect and Discuss

I encourage you to pause here to reflect on or discuss the following questions. If you are reading this book on your own, you can reflect on these questions in a blog post, publish your thoughts on your favorite social media platform, or capture your thoughts in a journal or notebook. If you are reading this book as part of a book club or book study, use the following questions to facilitate vibrant in-person or online discussions.

1. How often do you collect formative assessment data? Which formative assessment strategies do you typically use to assess prior knowledge, check for understanding, and encourage a reflective practice? How do you typically use the data you collect in your design work?
2. What form does differentiation tend to take in your lessons? In what ways do you differentiate how students access content, make meaning, or demonstrate their learning? Is there an area you would like to focus on developing? How? Have you used specific differentiation strategies that have been particularly useful or effective?

3. Review table 8.1 (page 186) about balancing elements in a blended lesson and identify areas you know you need to work on. Why is this aspect of the lesson typically out of balance? What pressures are at work causing this imbalance? How might you use blended learning models to try to create more balance in this area? What skills might you need to help students develop to bring these elements into balance?
4. Review table 8.1 (page 186) about balancing elements in a blended lesson and identify an area you feel you do a good job balancing. Why do you think you can keep these elements in balance? What beliefs about learning made keeping these elements in balance a priority for you?