

Module material

Project: Flip Ed Up

Module 2. Blended Learning

Submodule 1: Background

Responsible partner: HeurekaNet

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2.1.4.7 Script LESSON 7 "How to blend one-on-one check-ins"

[As before, you can first consider whether you want to conduct your one-to-one check-in synchronously - which you may prefer because it is closer to a face-to-face meeting on site - or asynchronously.]

For synchronous one-to-one check-ins, you can recall what you already know about video conferencing systems such as Zoom, Teams or Meet from the previous sections. Before choosing a system, you should consider what features you need during the one-to-one check-in. For example, screen sharing can be very useful if you want to review a document, drawing or image with the learner. You may even want to use a shared whiteboard during the one-to-one check-in for brainstorming or drawing. If you don't need these kinds of features, you can use your smartphone's video calling app - FaceTime or WhatsApp, for example. And - not to forget - the good old (audio) phone call can also do the job.

For asynchronous one-to-one check-ins, as with synchronous check-ins, you can first consider what features you need for the check-in. Will you or the learner be sharing documents, drawings, pictures, videos or other materials to be considered? If so, what kind of material? How can it be shared? What kind of response or reaction is expected? And how can this response be shared? Blended learning offers the possibility to use different tools in a flexible way.

An example: One of your learners wants you to give him feedback and suggestions on a text he has written. He sends you an email with a link to share the document with you via Google Docs. In Google Docs, you revise the text and add some comments. However, instead of just revising and commenting, you also give video feedback, for example with Loom, where you - in more detail - go through the text, share your thoughts and give feedback and suggestions. Your revision and comments are automatically saved in Google Docs and can be viewed by learners. In addition, you share the link to the video feedback by email or as another comment in Google Docs. The learner can now not only see the revision and comments you have written, but also see and hear you talking to him as you go through his text.

Tip: Most learners benefit from the type of video feedback mentioned in the example above because they hear more of your personality and understand the tone of your suggestions better. The encouragement is clearer and seems more conversational. Also, you may give more thorough feedback because you can clarify things that would be difficult to convey in a written text.

