

Sample Approaches: Promoting Active Learning within Bimodal Classes

Strategy	Virtual	Face-to-Face
Think-Pair-Share	Use breakout meeting rooms in online video conferencing platforms to simulate small group discussions. Separate students into breakout rooms with two people. Then, move two students into a breakout room with two other students, forming a group of four. Then, bring everyone back together.	Divide the class into pairs or ask students to choose a partner. Allow time for sharing- either from a distance or using digital tools. When sharing with class, consider instruction about how to project voices so all classmates hear.
Small Group Discussion	Use breakout meeting rooms in online video conferencing platforms to simulate small group discussions. Students may also use collaborative document tools (e.g., Google Docs) to record thoughts. Give group assignments and workshop formats for small teams to hold online brainstorm meetings and create things or solve problems together using collaboration tools between live sessions.	Set up small groups of 3-5 students. Pose a question. Could also use a google doc to help with communication. Could make breakouts a little longer and send groups out of class for easier socially distanced discussion elsewhere on campus with set return time. Give students roles like recorder (maybe write group's report in Google Docs /on handheld white board, or reporter (give oral report). Make sure to remind students to project their voices when giving an oral report so that all classmates hear.
Bimodal Adaptation for Group Work	1) Use breakout rooms to group online students into small groups of 2-5 students in Zoom. 2) Group F2F students in similar size groups. Ask at least one student from each group to join Zoom. 3) Assign each online and F2F group a task (reading, topic to research, controversial debate issue, authentic challenge from the field of study) and let them get to work on it. 4) After some time to discuss in their small groups, pair a group of F2F students with an online group and ask them to share their progress on the task. 5) Ask the groups to present (with participation from at least one online and one F2F student). *If muting audio in the classroom so online students can discuss, be sure to monitor chat. **DTEN essentially joins class as a participant. It can be moved to each breakout room as a way for you to "rotate" around the digital space.	
Outlines and Slides that Need Work	Create a set of class notes with blanks for important information. Encourage students to fill in the blanks during the class session. Or structure the slides to have incorrect information. Then,	Create a set of class notes with blanks for important information. Encourage students to fill in the blanks during the class session. Or structure the slides to have incorrect information. Then, students will need to read the slides and

	students will need to read the slides and fix them.	fix them.
Bimodal Adaptation for Outlines and Slides that Need Work	1. Create a set of class notes with blanks for important information or with incorrect information. 2. Post one set of slides to D2L for F2F students and share one set of slides in Zoom chat. 3. Offer a competition between F2F and online students to see which team can find all the errors/omissions in the slides first. *If muting audio in the classroom so online students can discuss, be sure to monitor chat.	
Posters and Gallery Walk	Use shared spaces for small groups to record ideas using collaborative tools such as Padlet and Google docs/slides/draw/ Jamboard , and then view those with the whole class.	Place poster boards around the room. Assign each table a poster and ask them to gather around that poster and record a response to it. Treat each poster as a station, and use station rotation until all groups have visited each poster. This activity encourages movement, individual response, and can serve as an assessment of students opinions or understanding (depending on the questions).
Bimodal Adaptation for Gallery Walk	1. Ask all students to share their ideas on a source using collaborative tools such as Padlet and Google docs/slides/ draw/ Jamboard. 2. Debrief those with the whole class - highlighting a few for students to explain their thoughts on their contribution. 3. Continue to highlight contributions until a couple of students from each modality have shared.	
Bimodal Adaptation for Fishbowl	Ask students to record themselves completing a task using Screencastify (Chrome Extension). Then, play the video for the class and have students submit notes using Padlet, Google docs, or Jamboard - or just provide feedback as a group. *Add Chrome Extension - Students may need to pin the extension to find it later. Clicking the puzzle piece in the upper right corner of Chrome will help them pin the extension. See image here. **Screencastify Overview Video	
Bimodal Adaptations of Collaborative Activities with Opportunities for Peer Feedback	Pro/con list 1. Use Google Docs to create two versions of a pro/con list for a topic. 2. Assign one to online students, assign the other to F2F students. 3. After 10 minutes, swap the pro/con lists and students to weigh in the other list. 4. Come together and solicit feedback from all, ensuring that you hear from a mix of online and F2F students	

	Concept map - Swap for Feedback 1. Use Jamboard to create two slides, each with a different concept map. 2. Assign F2F students to one map and online students to the other. 3. Students can use post-its or images to build the concept map. 4. After 10-15 minutes, ask students to switch to the other map and provide feedback. 5. Come together and solicit feedback from all, ensuring that you hear from a mix of online and F2F students Concept Map - Station Rotation 1. Create several concept maps in Jamboard. 2. Create several breakout rooms online and several small tables of F2F students. 3. Assign each breakout room and F2F table a different Jamboard Slide 4. After about 10 minutes, have groups rotate to a different Jamboard Slide. 5. Come together and solicit feedback from all, ensuring that you hear from a mix of online and F2F students Collaborative Summaries - Ask students to summarize an article, piece of research, news article, video, etc. 1. Ask each student to jot down some notes of what they know about the topic. 2. Place students in groups and breakout rooms to engage with the article/video and ask them to summarize as a group. 3. Each group should record their summary in a Word or Google Doc. 4. Come back together and share a new document where the entire class can build a "best-of" summary. a. Begin by asking each group to copy+paste their summary into the new doc. b. Solicit feedback from students and combine/edit the summaries into one cohesive summary. *If the article/media is short, this could be done repeatedly, or as a station rotation.
--	--

*Online and Face-to-Face (F2F) activities adapted from "Teaching Tools: Active Learning while Physically Distancing" (licensed under Creative Commons).

Additional Resources, Readings, and References

- [Active Learning for Online Teaching](#)
- [Getting Started with Active Learning Guide](#)
- [Can Active Learning Co-Exist with Physically Distanced Classrooms?](#)
- [Three Strategies for Teaching Writing Remotely During the Pandemic](#)
- [Delivering Remote Education in Place of Seated Education: What & How](#)