### Learning: Face-to-Face and Online

<table>
<thead>
<tr>
<th>Face-to-Face</th>
<th>Online</th>
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<tbody>
<tr>
<td><strong>Student introductions and ice breaker activities</strong></td>
<td><strong>Student introductions via</strong> a Blackboard (Blackboard) discussion board, blog, Personal Learning Space; <strong>Ice breaker activity</strong> in a LiveOnline session or a chat in Blackboard; <strong>Student create introductions</strong> using a social media tool of their preference (optional)</td>
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<td><strong>Student informal interaction and self-support</strong></td>
<td><strong>Email class interactions.</strong> Students exchange emails with classmates through Blackboard. <strong>Discussion forum.</strong> Provide an open discussion area for students to communicate without the constraints of an assignment. (Blackboard discussion board, Blackboard chat, LiveOnline meeting) <strong>Online social networks.</strong> Students may create their own support circle through social networking and other online tools (Facebook, MySpace, Skype, Twitter, OpenStudy.com)</td>
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<td><strong>Lectures and presentations by guest speakers and panels of experts</strong></td>
<td><strong>Synchronous online lectures:</strong> <strong>Web conferencing.</strong> Presentations via LiveOnline, Adobe Connect, Skype -- accompanied by a live chat or voice questions from the audience <strong>Asynchronous online lectures:</strong> <strong>PowerPoint presentation</strong> with text-based notes <strong>PowerPoint slideshow</strong> with voice narration <strong>Video and audio podcasts</strong> <strong>Instructional screencast</strong> (records everything on your computer screen) <strong>Video recordings</strong> <strong>Creative Commons-licensed online lectures.</strong> Lectures and presentations by distinguished scholars, innovators, and experts (YouTubeEDU, Open Culture, AcademicEarth.org, TED.com) AND followed up by <strong>a discussion forum</strong> in Blackboard available for 2-3 days to answer questions from students <strong>synchronous chat</strong> session in Blackboard or LiveOnline</td>
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| Case studies and problem-based activities | - **A group case study set up in a discussion board.** Students get the scenario and questions and then post a report or responses on a Blackboard discussion board.  
- **A self-paced case study** (may be created with a Blackboard test tool or a third-party software, such as web-based Quandry or e-learning authoring software Adobe Captivate). |
| Class discussions and debates | - **Discussion forum.** Hold structured discussion activities (Blackboard discussion board)  
- **Blog.** Have students post their reflections on the course topics (Blackboard course blog) |
| Readings | - **Electronic course materials** (posted on Blackboard)  
- **E-books**  
- **Links to online resources:**  
  - UT databases  
  - Course Reserves  
- **Information websites** |
| Independent study | - **Self-paced tutorials.** Have students complete self-paced web-based tutorials.  
- **Online exercises:** quizzes, questions, drill-and-practice  
- **Web resources** |
| Individual written papers | - **Individual online assignment.** Require students to create an electronic document and submit it online (Blackboard Assignment tool, Blackboard SafeAssign tool, email)  
- **Online journal.** Require students to keep an online private journal of their learning experiences and reflect on topics (blog) |
| Individual Projects | - **An electronic product** developed by a student (e.g., a web page or a website, a multimedia piece, a report on the project, a spreadsheet) shared through e-mail, discussion board and other communication tools, submitted through the Blackboard assignment link to instructor, or uploaded to a web server. |
| Group work | - **Group collaborative assignments.** Have student groups collaboratively create a paper or presentation and present to the class. (Blackboard group discussion board, chat, wiki, blog, email; LiveOnline break-out rooms)  
- **Group discussions.** Have student groups discuss a topic (Blackboard discussion board, LiveOnline break-out rooms)  
- **Group reflections.** Have students post their reflections in a group blog (Blackboard blog) |
| Instructor feedback and support | • **Group presentations.** (Blackboard discussion board or blog, iTunesU, LiveOnline)  

• **Q&A forum.** Have a forum where students can ask and answer each other and instructor’s questions (Blackboard discussion board)  

• **Virtual office hours** (LiveOnline, Blackboard chat)  

• **Exam review sessions** (LiveOnline, video recordings)  

• **Individual feedback through electronic means.** (Comments feature in MS Word, Blackboard Grade Center, Email)  

| Field trip | • **Online exploration.** Provide assignments for students to visit related websites and/or perform research online.  

• **Field trip.** Provide opportunities for students to visit events and places and require to report experiences to the class (Blackboard discussion board, blog, LiveOnline).  

| Student individual and group presentations | • **Discussion forum.** Students may upload their PowerPoint presentations for the class to discuss (Blackboard discussion forum, blog)  

• **Live online presentation.** Students may present and answer questions in real time online (LiveOnline session)