**Intel® Teach Elements**

**Designing Blended Learning**

**Supplemental Quiz Questions**

The following questions and answers are provided in addition to the check-for-understanding and end-of-module quizzes. Quiz questions can be used at the end of each Module for additional practice and self-assessment or at the end of the course to show course completion and understanding.

Notes:

* Incorrect answers in red.
* Screen number associated with each new question appears in green.

**Module 1: Blended Learning Overview**

1. BL\_m1\_l1\_a1\_01

Which of the following are reasons for incorporating blended learning into your teaching practice?

Select all that apply and click **Submit**

1. Blended learning supports differentiated instruction
2. Today’s students are digital natives and have expectations about using technology
3. Blended learning combines teachers working directly with students and students working together as peers
4. None of the above

**Feedback**

**Correct!** These are all reasons for incorporating blended learning into your lessons.

**Not quite.** The correct answer is now shown.These are all good reasons for incorporating blended learning in your lessons.

2. BL\_m1\_l1\_a2\_02

Identify each of the following as examples of either Synchronous or Asynchronous learning.

Drag each of the following into the correct column and click **Submit**

|  |  |
| --- | --- |
| **Synchronous** | **Asynchronous** |
| * A teacher leading a science lab demonstration in class * A class of students discussing online during a scheduled meeting time with their teacher * Students and teacher work together online and then students present work the next day in class | * A student listening to a podcast * A student gets an email from his teacher in response to a question * Students are assigned to teams to develop a project together outside of class time. |

**Feedback**

**Correct!** Synchronous and Asynchronous activities can each take place online, face-to-face, or using a combination of both types of learning environments.

**Not quite.** The correct answer is now shown.Synchronous and Asynchronous activities can each take place online, face-to-face, or using a combination of both types of learning environments.

3. BL\_m1\_l2\_a1\_03

Identify each of the following as Blended (B), Online (O) or Face to Face (F):

|  |  |
| --- | --- |
| A teacher takes her class to the science museum and afterward small groups give presentations on what they learned | F |
| A teacher posts a podcast and after listening, students prepare a speech for the next day in class | B |
| Students perform a chemistry experiment in the school lab and later that week post their results online for teacher review | B |
| Students watch videos at home and then participate with their teacher in an online discussion | O |
| Students build and present in-class art projects and then each person submits a blog reviewing the “gallery opening” | B |

**Feedback**

**Correct!** Finding a balance of face-to-face and online activities is the key to blended learning. Blended learning fits a range of implementation models. Because of its elasticity, there is not one best model.

**Not quite.** The correct answer is now shown.Finding a balance of face-to-face and online activities is the key to blended learning. Blended learning fits a range of implementation models. Because of its elasticity, there is not one best model.

**Module 2: A Blended Learning Framework**

1. BL\_M2\_L1\_A1\_01

Which of the following are considerations in the Framework for Blended Learning Design?

Select all the apply and click **Submit**

1. Meeting Content Standards
2. Adequate Flexibility
3. Teaching Licensure
4. Integrating Learning Activities
5. Technology Access

**Feedback**

**Correct!** In addition to theconsiderations in all classroom lesson planning, blended learning design requires careful consideration of several factors, including meeting content standards, integration of learning activities, and access to technology.

**Not quite.** The correct answer is now shown. In addition to theconsiderations in all classroom lesson planning, blended learning design requires careful consideration of several factors, including meeting content standards, integration of learning activities, and access to technology.

2. BL\_M2\_L1\_A2\_01

Pair each of the following examples with the purpose for blended learning: Differentiation (D), Engagement (E), Flexibility (F) or New Technology (T).

Select the correct letter for each one and click **Submit**.

|  |  |
| --- | --- |
| Plainfield ESD purchases tablets for at-home assignments. | T |
| A language arts teacher with a large number of second-language learners provides recordings of in-class lectures and posts a full written transcript of the lecture. | D |
| A science teacher asks students to find examples of film clips that feature “Junk Science” or factually impossible events. | E |
| An arts magnet school has lots of students who miss class during holiday performances and focus on podcasts and online discussions in December. | F |
| A speech teacher gives the same assignment to four groups of students but assigns each to use a different technology to achieve it, and then report on what worked and what did not. | T |
| A history teacher asks his students to write “tweets” for General Sherman based on his memoirs. | E |
| An algebra teacher assigns students to find popular music videos and rewrite the words into phrases that will help them memorize the quadratic formula. | E |
| In Pleasantville, most student schedules are full of sports, after-school clubs, jobs and farm chores, limiting their ability to participate in after school tutoring or extra study hall time. The school launches evening “online office hours” from 7-9 each night. | F |

**Feedback**

**Correct!** Most educators implement blended learning for a combination of reasons. Your purposes will have an impact on how you design blended learning in your classroom.

**Not quite.** The correct answer is now shown.Most educators implement blended learning for a combination of reasons. Your purposes will have an impact on how you design blended learning in your classroom.

3. BL\_M2\_L3\_A2\_01

What are the challenges of synchronous communication?

Select all that apply and then click **Submit**

* Students may be hesitant to participate
* Finding a universally workable time outside of class
* Monitoring individual students’ work in real time
* Handling technical issues for one student delays all
* Some students may not have technology access

**Feedback**

**Correct!** While there can be challenges to synchronous learning, there are great advantages to the immediacy and shared experience—whether face-to-face or online.

**Not quite.** The correct answer is now shown.While there can be challenges to synchronous learning, there are great advantages to the immediacy and shared experience—whether face-to-face or online.

**Module 3: Tools and Resources for Blended Learning**

1. BL\_m3\_l1\_a3\_01

Which are the four skill categories necessary for an educator working with students in an Learning Management System (LMS)?

Select four and click **Submit**.

1. Active Learning
2. Social
3. Pedagogical
4. Resilient
5. Managerial
6. Constructivist
7. Technical

**Feedback**

**Correct!** When using a learning management system, the role of the teacher is more complex than the traditional classroom role. Developing and using an online platform to support in-class instruction requires specific sets of skills to be successful in this new paradigm of learning and teaching.

**Not quite.** The correct answer is now shown.When using a learning management system, the role of the teacher is more complex than the traditional classroom role. Developing and using an online platform to support in-class instruction requires specific sets of skills to be successful in this new paradigm of learning and teaching.

2. BL\_m3\_l2\_a2\_01

Match the terms with the correct definition for each of the online learning tools.

Drag and drop, and then click **Submit**.

|  |  |
| --- | --- |
| Screencast | A digital recording of a user’s activity, often containing audio narration or captions, created or supported through specific screencast software. |
| Learning Management System | An online platform that enables the delivery of materials, resources, tools, and activities to students |
| Blog | An online journal that allows the owner to post text and media and allows readers to comment. |
| Threaded Discussion | A series of text messages pertaining to one topic or question, resulting in an online discussion. |
| Wiki | A kind of software that allows users to create and edit web page content, without requiring HTML or other special computer skills. |
| Narrated slide show | A presentation using a series of images that may contain text and/or graphics. Each slide is accompanied by annotated information explaining the content in more detail. |

**Feedback**

**Correct!** Online tools can be useful for presenting lesson content and establishing common shared background knowledge prior to a face-to-face interaction.

**Not quite.** The correct answer is now shown.Online tools can be useful for presenting lesson content and establishing common shared background knowledge prior to a face-to-face interaction.

**Module 4: Assessment and Blended Learning**

1. BL\_M4\_L1\_A2\_01

Which of the following statements are true?

Select all that apply and click **Submit.**

1. Evidence is conclusive that formative assessment has a more positive impact on student learning than summative assessment.
2. Assessing student learning throughout a unit allows teachers to make adjustments in instruction and student interactions
3. Formative assessment gives students less control and puts more responsibility for learning on the teacher.
4. While formative assessment improves the learning of all students, studies show that low achievers who need the extra help benefit the most

**Feedback**

**Correct!** Formative assessment supports student learning and achievement in many ways.

**Not quite.** The correct answer is now shown.Formative assessment supports student learning and achievement in many ways.

2. BL\_M4\_L2\_A2\_02

Match the metacognition steps with the student thinking.

Drag and drop the answers and then click **Submit**.

|  |  |
| --- | --- |
| Self-questioning to verify comprehension of content or process | “My teacher told us that while we watch the video, we should think about how different scientists define global warming. Did I get more than one definition? Did I miss any?” |
| Rethinking a process to ensure a task is completed correctly and efficiently | “Our group decided to put the events on a timeline but now they all are in a big group. I wonder if we should use a map to organize instead?” |
| Planning and selecting specific learning strategies | “I listened to the podcast first last time and then I was too bored to read the textbook very well, and I didn’t do very well on the test. Maybe I’ll try reading first this time” |
| Monitoring learning progress | “We have to learn all the new vocabulary in this Spanish unit. Everyone else is on Chapter 3 already and I’m only on Chapter 1. I think I need to get some help” |
| Correcting errors | “Now that I’ve seen what the other groups are doing, I think our bridge needs more cross-bracing to stand up” |

**Feedback**

**Correct!**  Metacognition, or thinking about thinking, is the foundation for improving thinking and learning processes. To focus on improving their learning processes, students must be aware of how they think, and understand that thinking processes can be modified and improved through effort.

**Not quite.** The correct answer is now shown.Metacognition, or thinking about thinking, is the foundation for improving thinking and learning processes. To focus on improving their learning processes, students must be aware of how they think, and understand that thinking processes can be modified and improved through effort.

**Module 5: Blended Learning Implementation**

1. BL\_m5\_l1\_a1\_02

Match the examples with the related Instructional Design Principle.

Drag and drop the answers and then click **Submit**.

|  |  |
| --- | --- |
| Learning is enhanced when learners are engaged in solving real-world problems. | An accounting teacher has her class use budgeting software to make and follow their own budgets for a month |
| Learning is enhanced when existing knowledge is activated as a foundation for new knowledge. | A history teacher has students review an interactive timeline on the social impact of Reconstruction and Jim Crow laws before beginning a unit on the Civil Rights movement in the 20th Century |
| Learning is enhanced when new skills and processes are demonstrated to the learner. | A 5th grade teacher builds a mind map on the chalkboard, then also shows how to do it in a wiki-based software before assigning his students to make their own mind maps. |
| Learning is enhanced when new knowledge is applied by the learner. | Students complete an online unit on small engines and then are asked to construct a 3D model of a motorcycle engine from a kit. |
| Learning is enhanced when new knowledge is integrated into the learner’s world. | While working on a unit on nutrition, students keep a journal of their school lunches for a week, and assess their own calorie and fat intake. |

**Feedback**

**Correct!** Just as in face-to-face learning, best pedagogical practices are more critical than the delivery medium. In blended learning, technology should support and enhance, rather than replace, teacher roles and well-designed instruction.

**Not quite. The correct answer is now shown.** Just as in face-to-face learning, best pedagogical practices are more critical than the delivery medium. In blended learning, technology should support and enhance, rather than replace, teacher roles and well-designed instruction.