Cooperative Learning Transitional Pedagogies	
Traditional Face to Face	***Flipped or Online BB Asynchronous Opportunity***
Cooperative Learning and Group Activities	Cooperative learning or group work can include a number of activities that require communications and interactions with structured learner groups. Assignments may include experimentation, report writing, presentations, arguments such as debates discussed below, case studies and potentially group papers. There are several opportunities within a CMS that instructors can structure to increase out of class cooperative group communication. Many synchronous and asynchronous tools such as Wikis, blogs, synchronous pages, group pages and discussion boards exist that foster sub groups and teams to interact outside the traditional face to face classroom facilitating higher levels of interaction. Groups can use these online tools to plan and develop assignments and can allow instructors a better opportunity to monitor (formative evaluation) group progress without actively facilitating or interfering with this independent learning pedagogy. This coupled with traditional classroom interaction blends a stronger interactive learning opportunity.
Debate	The value of a classroom debate (a cooperative learning tool) is positive. Flipping or blending this within the online CMS can enhance the value. Using synchronous or asynchronous options such as audio or video conferencing, each teams' position statement and rebuttal can structured to focus each teams position. Using the text-based discussion board there can be a balance to the arguments and assist with a focused argument. The use of a debated with clearly established guidelines and rules within the flipped model can take a potentially controversial topic and enhance the debate as a strong cooperative learning activity.
Case Study	Flipping a Case study to online (asynchronous) can be structured utilizing a text-based or video narrative with an organization for learners to explore the scenarios. A review of the cases and the key points can be designed by having students respond to predetermined questions that will guide them to the goals and desired outcomes. Review of the concepts can take place in the face to face setting or can be accomplished using a synchronous or asynchronous discussion format through Blogs, Wikis, Journals or Discussion Boards.
Discussion Boards	Discussions within a face to face classroom can be superficial as some students may not be willing to participate so as not to be embarrassed. Many times there is not sufficient time for a face to face discussion to delve deep enough as students do have the time to process and provide the depth of analysis that is desired. By incorporating an online asynchronous discussion board, students can achieve the desired outcomes of a classroom discussion (such as organizing, clarifying, analyzing, and synthesizing, hypothesizing, and summarizing learning concepts) as students take the time to develop a cogent response. Students have increased time to develop a well thought out response that incorporates readings and presented content and allows them to analyze, synthesize and evaluate along Bloom's higher order thinking. Additionally an online discussion thread allows all to participate and can actually increase the interaction with multiple threads discussing different perspectives. This becomes more of a one on one opportunity for the instructor to work with individual students in a text based environment and allows a depth of explanation and the opportunity for the instructor to facilitate students delving deeper using a Socratic approach to questioning and exploring content and application.
Journal	Reflective journals can be used that flip metacognitive writing activities in which students reflect on their learning through web-based blogs that are available through BB. These are effective tools for writing reflective journal or experiential learning entries as students can enhance their commentaries with images, photographs, links to other Websites, audio, and video.
Journal Club	Journal Club, which has been used in many disciplines allows students to search and review a research based journal article utilizing a pre-established set of review criteria that students can share through a BB Blog/Discussion Board/Wiki or journal allowing comments and interaction with a pre-designated group of students.
Learner Group Presentations	Similar to flipping instructor presentations, participants can deliver their presentations by posting video, audio, text, or narrated PowerPoint presentations. Students can post their presentations on a Wiki, blog, discussion board or a variety of options similar to the instructor. This can allow more students to view and the instructor to provide feedback. This can be in conjunction with a face to face presentation where a video is posted for review. This can be posted as individual students sharing their presentations with a group for interaction or can be established as a group developed presentation.
Jigsaw	In the traditional class, jig sawing is where each student in a team is assigned a portion of a page of text or an article to investigate and learn. Each student reads and studies his/her section, and has the opportunity to collaborate with students assigned the same areas and then return to their group to take turns teaching their section to the others in their assigned group. This can also be established using many different tools through BB group pages and through establishing real time breakout rooms through BB Collaborate Ultra more closely related to real time interactions. It can also be set up through offline student interactions through some form of asynchronous tool such as a discussion board, blog or through Google docs. This asynchronous design may take more time and require greater instructor driven

	structures.
Entry/Exit Tickets	Entry & Exit tickets are short prompts that provide instructors with a quick student diagnostic. These exercises can be [conducted as individual or small group activities] collected on 3"x5" cards, small pieces of paper, or online through a survey (in a Blog, Wiki, Journal through a Discussion Board) in a course management system. Entry tickets focus student attention on the day's topic or ask students to recall background knowledge relevant to the day's lesson: e.g., "Based on the readings for class today, what is your understanding of _____?" Exit tickets collect feedback on students' understanding at the end of a class and provide the students with an opportunity for a small group to reflect on what they have learned. They can be helpful in prompting the students to begin to synthesize and integrate the information gained during a class period. For example, a muddiest point prompt: "What was the muddiest point in today's class?" or "What questions do you still have about today's lecture?". Advantages of entrance and exit tickets include: participation of each student, prompts for students to focus on key concepts and ideas, [opportunities for small group reflection], a high return of information for the amount of time invested, important feedback for the instructor that can be useful to guide teaching decisions (e.g., course pacing, quick clarification of small misunderstandings, identification of student interests and questions).
Think-Pair-Share	Think-Pair-Share, utilized in the traditional f2f settings, is a highly flexible active learning strategy that allows students to interact and learn and process in small groups rather than individually. When an instructor asks a group question, only a few learners participate and respond. Think-Pair-Share allows all students to participate and process the question and answer. Students, first write their own response to the group question, then they are paired up with another student or small group of students where they share their responses and discuss, then they can share with the entire class with the instructor providing feedback. Students are much more likely to engage and think about the question when the dialogue is reduced to pairs. This same educational value can be accomplished through an asynchronous online environment. Think-Pair-Share can be used by structuring the interaction between the pairs. The instructor pre-arranges students in pairs (for frequent use throughout the course). The exchange between the paired members can be accomplished through a number of digital interactive tools such as Blogs, Wikis, Discussion Boards, Journals, and email. Instructors can establish group pages through BB that will allow interaction between groups of students, the entire class and the instructor. Think-Pair-Share can be accomplished in small groups of three which are ideal for processing higher order thinking allowing students to reach a complex, higher level of learning through focused interactions with others.