Blended Learning A to Z:
Myths, Models, and Moments of Magic

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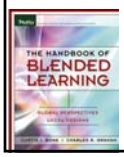
Blended Learning Defined and Explained

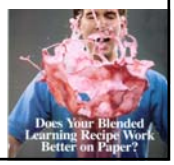
What I will discuss...

1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Two online frameworks of mine



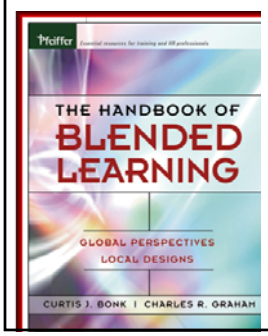
Myth #1: If you read the enough research you will be able to know the impact of blended learning.

1. Improved Pedagogy
   - More interactive instead of transmissive
   - Authentic, real world, etc.
2. Increased Access/Flexibility
3. Increased Cost Effectiveness



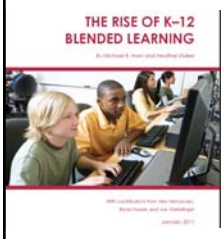
Recent Reports on Blended

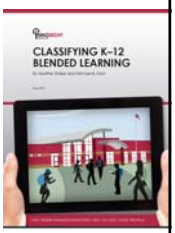
http://www.dtic.mil/cgi-bin/GetTRDoc?Location=U2&doc=GetTRDoc.pdf&AD=ADA495731



Classifying K-12 Blended Learning,
Heather Staker and Michael B. Horn, Innosight Institute, May 2012

http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/05/Classifying-K-12-blended-learning2.pdf





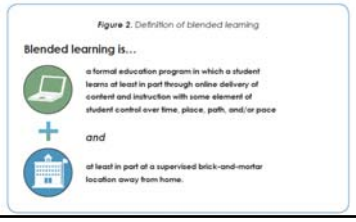
Myths #2: Blended learning is easy to define.
Myth #3: Blended learning is hard to define.
Blending Online and F2F Instruction

"Blended learning refers to events that combine aspects of online and face-to-face instruction" (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)

Classifying K-12 Blended Learning, Heather Staker and Michael B. Horn, May 2012

http://www.projectred.org/uploads/The-Rise-of-K-12-Blended-Learning.pdf

"Blended learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home *and at least in* part through online delivery with some element of student control over time, place, path, and/or pace."



Classifying K-12 Blended Learning, Heather Staker and Michael B. Horn, May 2012

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One critical part of the definition of blended learning is that it involves "some element of student control of time, place, path, and/or pace." Digital Learning Now! describes each dimension:

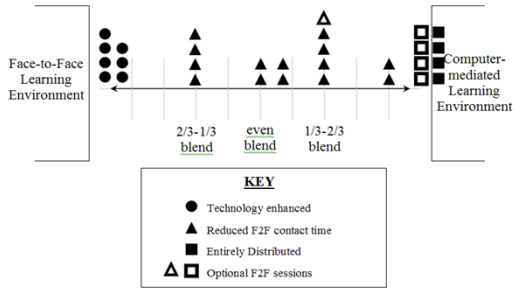
- **Time**: Learning is no longer restricted to the school day or the school year.
- **Place**: Learning is no longer restricted to the walls of the classroom.
- **Path**: Learning is no longer restricted to the pedagogy used by the teacher. Interactive and adaptive software allows students to learn [in a method that is customized to their needs].
- **Pace**: Learning is no longer restricted to the pace of an entire classroom of students.

Source: "Roadmap for Reform," http://digitallearningnow.com/wp-content/uploads/2011/10/Roadmap-for-Reform-.pdf

Myth #4: People will know what I am saying when I say "blended learning."
Myth #5: Blended is the same as "hybrid."
The Sloan Consortium

Proportion of content delivered online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used - content is delivered in writing or orally.
1 to 29%	Web facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Might use Blackboard or WebCT to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that is a blend of the online and face-to-face course. Substantial proportion of the content is delivered online, typically uses online discussions, typically has some face-to-face meetings
80+%	Online	A course where the vast bulk of the content is delivered online. Typically has no face-to-face meetings.

Myth #6: Knowing "how much" to blend is vital.
Range of Blends in Pew Cases



Source: Graham, C. R., & Allen, S. (2005). Blended learning: An emerging trend in education. In C. Howard & J. V. Boettecher & L. Justice & K. D. Schenk & P. L. Rogers & G. A. Berg (Eds.), *Encyclopedia of Distance Learning* (pp. 172-179). Hershey, PA: Idea Group Inc.

Myth #7: Blended learning works everywhere.
Where is Blended Beneficial?

- **Intro Classes (Spanish, psych, algebra, biology)**
- **AP Classes**
- **Classes with low success rates**
- **Classes with students working part-time**
- **Required classes**
- **Students are rural or spread over a distance**
- **Classes with certification or standardization**
- **Classes with new requirements or standards**
- **Writing intensive classes, theory classes, etc.**
- **Lab classes?**

Examples of Blended Learning

- Put assessments/reviews online
- Online discussions
- Online labs
- Put reference materials on Web
- Deliver pre-work online
- Provide office hours online
- Use mentoring/coaching tool
- Access experts live online

Myth #8: People learn more in face-to-face settings than blended or fully online ones.

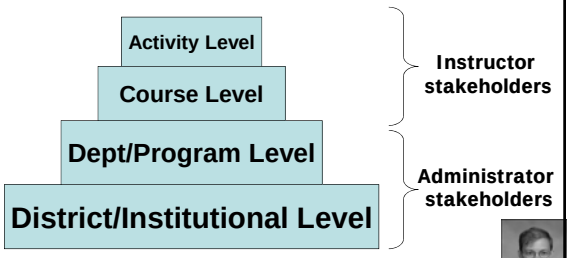
Fully Online and Blended Learning Advantages

1. Increased Learning (better papers, higher scores)
2. More effective pedagogy and interaction
3. Course access at one's convenience and flexible completion (e.g., multiple ways to meet course objectives)
4. Reduction in physical class or space needs, commuting, parking, etc.
5. Increased opportunities for human interaction, communication, & contact among students
6. Introverts participate more

Myth #9: Instructors can have a logical discussion with administrators about blended learning.

Models of Blending

Blending occurs at the following four levels:



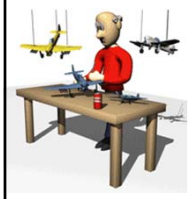
Myth #10: There is a best model of blended.

AMA Special Report, Effectively Implementing a Blended Learning Approach

(Steven Shaw & Nicholas Igneri, 2006)

Source: American Management Association, AMA at Work

10 Blended Models



Blended Model #1. Face-to-Face Primary

(online is for remediation of supplement)

Blended Model #2. Rotation
(students alternate FTF and Online instruction)

Blended Model #3. Flex
(curriculum primarily online with instructors available FTF)

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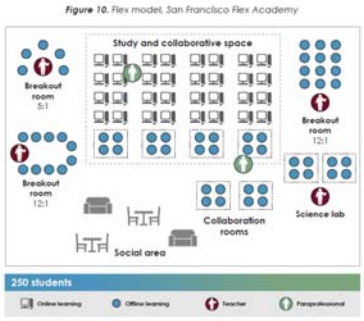


Blended Model #4. Online Lab
(lab or field experience component of course is online)

Blended Model #5. Self-Blend
(students decide on which courses they take online or which portion of the course is online)

Blended Model #6. Online Driver (now: "Enriched Virtual Model")
(courses primarily online and physical facilities used to supplement or as needed)

Blended Model #7. Bookend

(first and last part of the course is online and middle portion is online; AMA Special Report, Blended Learning Opportunities Alison Rossett (2006))

Blended Model #8. Anchor

(start with FTF or what students are familiar with and then move to online)

Blended Model #9. Field

(combine FTF and online as needed…mix and match)

Table 1. What Might Go in the Blend

Live face-to-face (formal) • Instructor-led classroom (F2F) • Workshops • Coaching, mentoring • On-the-job (OT) training • Work-based problems	**Live face-to-face (informal)** • Collegial relationships • Work teams • Apprenticeships
Virtual collaboration/synchronous • Live e-learning classes • E-coaching, e-mentoring • Instant messaging, SMS	**Virtual collaboration/asynchronous** • Email • Online communities and discussion boards • Listservs • Blogs, wikis, podcasts
Self-paced learning (print, CD/DVD, electronic, wireless) • Online modules • Online resource links • Simulations and scenarios • Assessments and self-assessments • Workbooks, readings	**Performance support** • Online help systems • Print job aids • Online knowledge databases • Documentation • Performance support tools

Adapted from (Rossett, Douglis, & Frazee, 2003, July)

Blended Model #10. Degrees of Humanness

(rely on computer-based feedback and interaction at first and switch to human feedback later on)

Part II: 13 Fully Online and Blended Learning Problems and 13 Solutions

Problem Situation #1: Brief FTF Experiences

- **Face-to-face (FTF) experiences are brief, one-week journeys. Need to need to build self-confidence, create social supports, teams, camaraderie, etc.**

Ok, Million Dollar Question: What can you do in 1 week?

Blended Solution #1+. Sample Activities for Brief Meetings

1. Assign web buddies, email pals, critical friends based on interests, confidence, location, etc.
2. Ice breakers—paired introductions, corners.
3. Solve case in team competitions with awards.
4. Test technology in a lab.
5. Assign teams and exchange info for small teams using text messaging.
6. Library (digital and physical) scavenger hunt.
7. Do a podcast documenting the meeting.
8. Have everyone create a blog on the experience.
9. Open an e-portfolio for each student
10. Brainstorm how might use technology in program.

Problem Situation #2: Student Absenteeism

- Students miss class to attend a conference or event or a personal problem arises. Or students asks to watch the class a second time.



Blended Solution #2. Post Courses in YouTube and iTunes (e.g., Berkeley)

Problem Situation #3: Facilities and Time

- Limited facilities or rooms for teaching. Or students cannot make it to class every week or are working full time.



Blended Solution #3. Webcast Lectures and Videostream for Remote Students (Tegrity, Echo360, Mediasite, etc.)

sonicfoundry

Problem Situation #4: Web Supplemental Activities

- Fail to finish class discussion or other activity in time. Or desire to integrate the Web more in your face-to-face instruction or outside of class. Want to provide course resources and activities for students to explore.



Blended Solution #4. Online Portals of Rich Data

e.g., United Nations Opens World Digital Library & Turning the Pages from the British Library



Problem Situation #5: Student Learning Control

- Want to give students more control and ownership over their own learning. Want to foster student generative learning or being authors of their own knowledge.



Blended Solution #5. Wikibook or Wikipedia Editing or Critiques

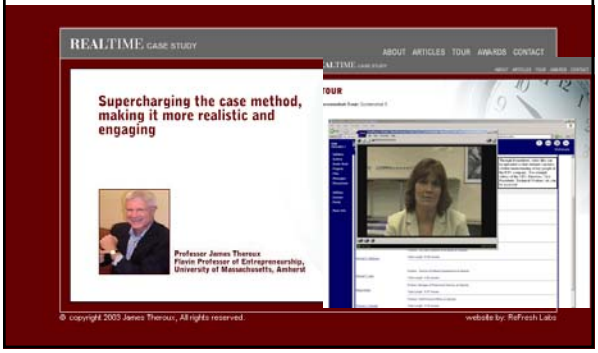
- Ask students to critique a wikibook or page from Wikipedia

Problem Situation #6: Preparedness for the Profession

- Students are not prepared for their professions when they graduate. Or want to better apprentice students into their chosen profession. What to provide opportunities to work with practitioners, experts, mentors, and coaches in authentic learning environment.



Blended Solution #6. Real World Problems (PBL online): Real-time Cases



Problem Situation #7: Collaborative Skill Deficit

- Students need collaboration and teamwork skills. Want to build virtual teaming skills in class activities or work with learners in other locales or situations.



Blended Solution #7. Online Role Play (Tulane University, Exercise for Renewable Energy, Freeman Sch. of Business, roles include power traders, electric utility analyst, independent power producers & utility dispatchers)



Problem Situation #8: Student Reflections and Connections

- Students are not connecting content. They are just turning pages and going through the motions. Minimal student reflection is seen.

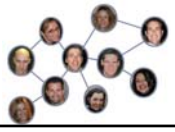



Blended Solution #8. Guests Using Synchronous and Asynchronous Events (e.g., Breeze + Video + Online Forum + Online Papers)



Problem Situation #9: Learning Community

- There is a preference for creating an online learning community in order to increase student learning and retention in the program. Such a community might be in a single class or across a series of classes.




Blended Solution #9. Cross-Institutional Wikibook Project (e.g., IU and the University of Houston)





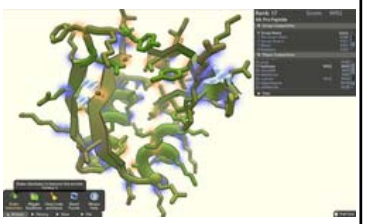

Problem Situation #10: Need to Visualize Content

- Content is highly visual in nature and difficult to simply discuss in class. Or students have a preference for visual learning.



Blended Solution #10. Videos and Simulations (e.g., Foldit; puzzles that explain the shape that proteins fold into; the results can have huge impacts on scientific discoveries needed for Alzheimer's, AIDS, Cancer, etc.) http://fold.it/portal/

http://www.youtube.com/watch?v=swEc_sUVz5I (visual excerpt from interview below: 1.23 minutes)
http://www.youtube.com/watch?v=EZ1XuOgknuE&feature=fvw (Stanford Project interview: 5 minutes)

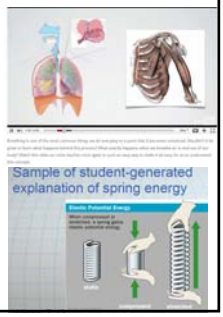
Problem Situation #11: Need for Hands-On Learning

- To learn the material requires that students try it out in a lab or real-world situation. Or students prefer hands-on learning activities.




Blended Solution #11. Interactive Biology and Physics Simulations and Labs

http://phet.colorado.edu/en/simulation/energy-skate-park



Problem Situation #12: Preference for Auditory Learning

- The content is heavily verbal or words. Or students have a preference to listen to a lecture or hear an instructor deliver a lecture.



Blended Solution #12. Podcast Shows

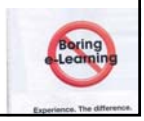
Problem Situation #13: Lack of Instructor Presence

- Students need to see or hear from the instructor. They need a sense that the instructor is supporting their learning. They prefer face-to-face but are willing to try online.

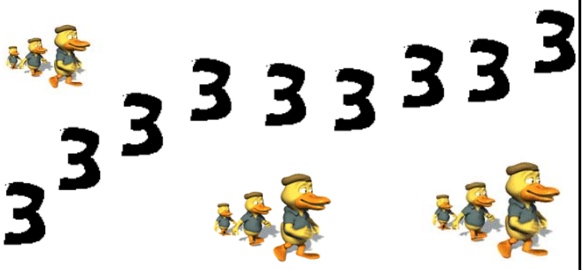
Blended Solution #13.
Archive Synchronous Sessions

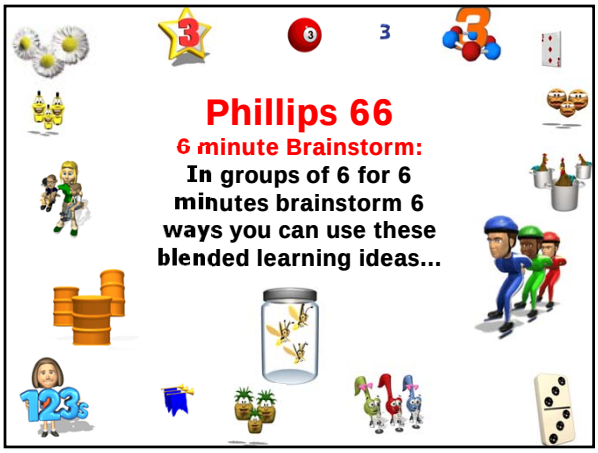
Again, this talk covered…

1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Predictions for blended learning
6. Challenges for blended learning



Stop and Share (on stickies?):
Three Words or Ideas learned from this section on blended!





Phillips 66
6 minute Brainstorm:
In groups of 6 for 6 minutes brainstorm 6 ways you can use these blended learning ideas…

Questions and Comments

Note: Bonk papers and talks at:
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http://www.trainingshare.com/