

The Future of Blended Learning in corporate and Other Training Settings in Korea

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Purpose of Overall Research Initiative

(Bonk, Kim, Zeng, Tang, Son, Oh, & Cheng, 2006)

To explore current state and future trends in blended learning in workplace settings on a global scale (see Bonk & Graham, 2006; Rossett & Frazee, 2006)



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Research Part of a Series of Studies

1. "Online training in the Online World" (2001-2002)
2. "Surveying the future of workplace e-learning: *The rise of blending, interactivity, and authentic learning*" (2003-2004)
3. "The Survey of Current and Future Status of Blended Learning: An International Study" (2005-2006)



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Precursors to this Study

"Online Training in the Online World" (2001-2002)

"Surveying the future of workplace e-learning: *The rise of blending, interactivity, and authentic learning*" (2003-2004)

"The Future of Blended Learning in Corporate and Other Training Settings: An International Study" (2005-2006)

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Purpose of Study

- ⌘ To explore the current and future trends of blended learning in Korea corporations

Definition of Blended learning

Combination of face-to-face training and online learning



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Introduction

- ⌘ Strong support from government given on corporate e-learning in Korea
- ⌘ Increasing interests of blended learning in Korean corporations (e.g. leadership programs from major corporations)
- ⌘ Potential of blended learning recognized, but minimal known about the resulting learning differences among different learning models
- ⌘ Guidance on the effective and efficient methods for delivering blended learning needed

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Research Questions

- ⌘ Where is blended learning actually headed?
 - ☑ How blended learning is being perceived and practiced in the current workplace learning settings in Korea?
 - ☑ How is blended learning expected to be perceived and practiced in the next few years in Korea?



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Methods: Online Survey Instrument

- ⌘ 31 multiple-choice questions regarding:
 - ☑ Respondents' demographic
 - ☑ The current status of blended learning in respondents' organization
 - ☑ The future predictions of blended learning

⌘ Online survey using "SurveyShare"
(www.surveymshare.com)



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Methods: Online Survey Instrument

- ⌘ Message was sent out electronically (i.e., e-mail, forum posts) to invite target groups to the online survey.
- ⌘ Respondents took the online survey (anonymous).
- ⌘ Survey was conducted from November 2005 to March 2006.



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Tool Used was SurveyShare

The screenshot shows the SurveyShare.com homepage. It features a navigation menu at the top with options like 'Home', 'About Us', 'Contact Us', 'Privacy Policy', 'Terms of Service', 'FAQ', 'Help', 'Feedback', 'Member Log In', and 'Sign Up'. The main content area includes a 'Sign Up Now' button and a 'Sign Up' form with fields for 'Name', 'Email', and 'Password'. Below the form, there are several sections: 'The advantages' (Write and distribute a survey in minutes), 'Survey options' (Access and edit your surveys, and view their results immediately), and 'Address Book' (Import the email addresses of your respondents into your Address Book).

Created Unique Surveys in Four Languages

The screenshot shows the 'Create New Survey' page on SurveyShare.com. It includes a list of instructions for creating a survey: 1. You can create up to 100 surveys at once. 2. You can create up to 100 surveys at once. 3. You can create up to 100 surveys at once. 4. You can create up to 100 surveys at once. Below the instructions, there are four options for creating a survey: 'SurveyShare Templates', 'Survey From Blank Slate', 'Survey From One Of Your Past Surveys', and 'Survey From Store Book'. Each option has a corresponding icon and a brief description.

Sample Survey: English Version

The screenshot shows a sample survey titled 'The Future of Blended Learning in Corporate and Other Training Settings (Page 1 of 4)'. The survey is in English and is titled '(Please use only)'. The survey content includes a paragraph of text and a section titled '1. Demographic Information'. The demographic information section includes the following questions: 1. What is your primary level of education? (Please select one), 2. What is your primary level of experience? (Please select one), 3. What is your primary level of education? (Please select one), 4. What is your primary level of experience? (Please select one).

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Methods: Survey Respondents

☞ Target Group:

- ☑ Training/HRD (human resource development)/e-learning specialists who belong to professional organizations, online communities or listservs on HRD, e-learning, or blended learning.



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Methods: Survey Respondents

☞ Respondents: (N = 136)

- ☑ Employed in various types of organization (e.g., government, business, not-for-profit)



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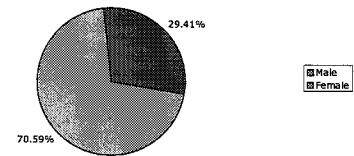
Findings – Demographics

- ☞ Location: mostly in Korea (97.8%)
- ☞ Gender: M (71%), F (29%)
- ☞ The primary industries of organizations: education, industrial/manufacturing and information technology.
- ☞ The size of the organizations: various, 1-100 (37%) to more than 10,000 (14%) employees
- ☞ Job titles/roles: Instructional designer, consultant, HR manager, Training manager, etc.

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Demographics: Gender

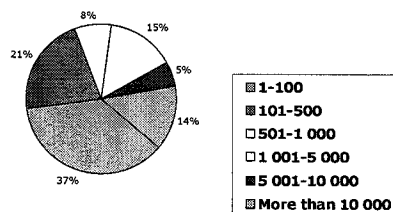
Gender of Participants



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Demographics: Size of Organization

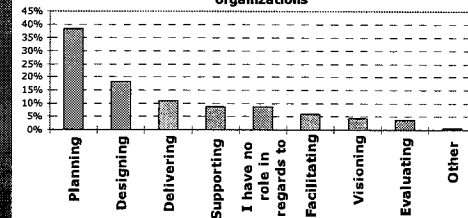
How many employees are in your organization?



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Their primary role in blended learning

Participants' primary role concerning blended learning in their organizations



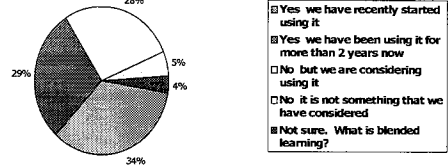
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Some Overall Findings – The current status of BL in Korea

- ⌘ Implementation status: 63.2% currently used BL, 28% considered to use in the near future
- ⌘ The most frequent delivery approach: instructor-led training, custom e-learning approach, canned/off-the-shelf content, online coaching and mentoring, and workplace-related assignments
- ⌘ Areas of content: job-related skills, leadership, new hire orientation, foreign language, and business skills

Are you using blended?

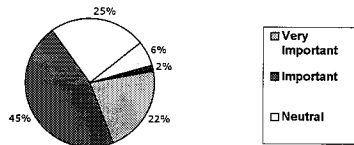
Is your organization using blended learning as part of its employee training?



- Yes we have recently started using it
- Yes we have been using it for more than 2 years now
- No but we are considering using it
- No it is not something that we have considered
- Not sure. What is blended learning?

How important is BL to organization?

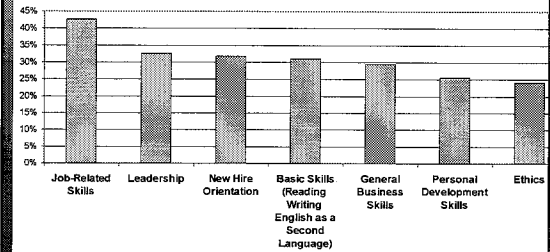
How important is blended learning for the strategic planning for training and development in your organization for the next few years?



- Very Important
- Important
- Neutral

Skills that teach through blended?

Which skill areas are currently taught by your organization through blended learning?



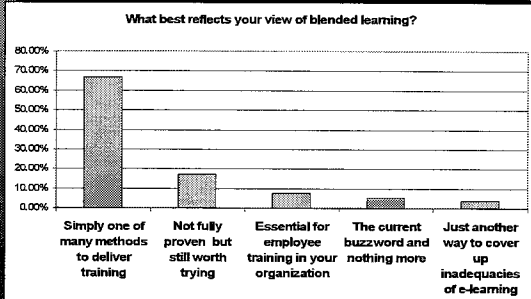
Sneak Look at International Data: 3-4 Skills Through Blended

- ⌘ UK: Computer Applica, Job, Communication, Personal Devel Skills
- ⌘ US: Computer Applica, Job, New Hire Orientation, Leadership
- =====
- ⌘ Korea: Job Related, Leadership, New Hire Orientation, Basic Skills
- ⌘ Taiwan: Job Related, New Hire Orientation, Communication Skills

Sneak Look at International Data: 3-4 Skills Through Blended

- ⌘ UK: Ethics, New Hire Orient, Basic Skills, Exec Ed
- ⌘ US: Basic Skills, Sales/Marketing, Programming, Product Specific, Professional
- =====
- ⌘ Korea: Product Specific, Diversity, Customer Product Training, Compliance
- ⌘ Taiwan: Diversity, Exec Education, Programming, Leadership, Product Specific, Business Practices

View of blended?



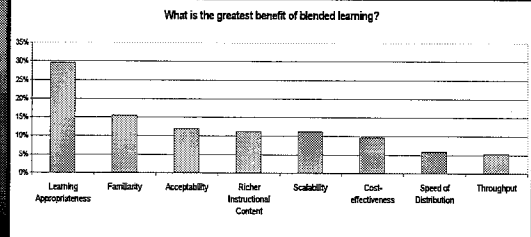
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Overall Findings – The current status of BL in Korea

- ⌘ Overall planning on BL: Have a strategic planning for T & D (85%), share it internally (67%), and address blended learning (35%)
- ⌘ Quality: Evaluation on the quality of BL courses (60%)
- ⌘ Proportion of BL in training: less than 30% of the entire training (over 80% of respondents)
- ⌘ Training expenditure: less than 25% of the entire training budget (2004 & 2005)

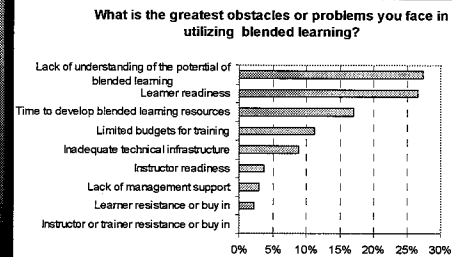
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Greatest Benefit of blended learning: Why do blended?



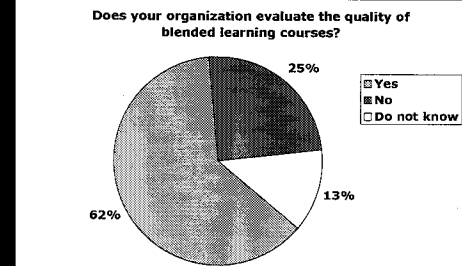
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Obstacles/problems related to BL



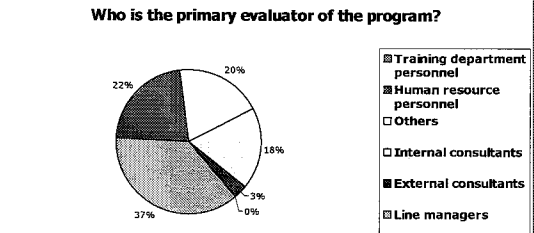
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Does organization evaluate blended learning?



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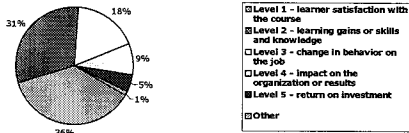
Who evaluates blended learning?



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How evaluate blended learning?

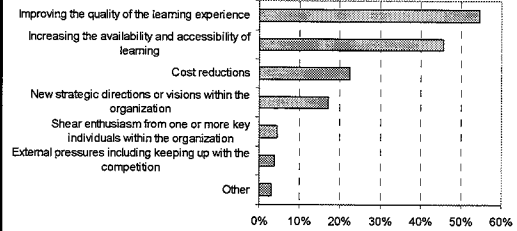
At what levels does your organization evaluate blended learning?(check all that apply)



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Key drivers for BL

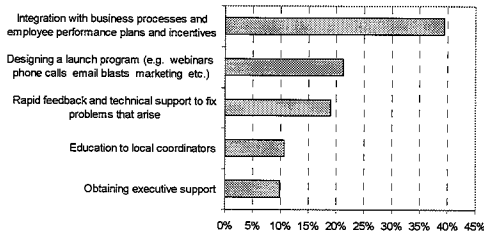
What are the key drivers for blended learning?



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Most important issue in launching a BL program

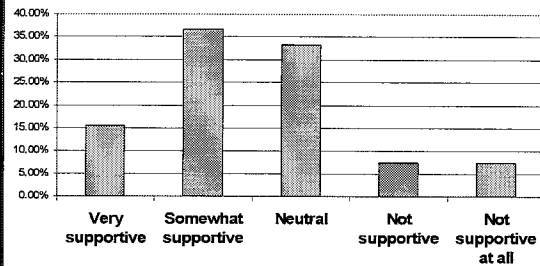
What is the most important issue in launching a blended learning program?



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Is the Government of Your Country Supportive of BL?

Government Supportive (Korea)



Findings – The future trend of BL in Korea

83.6% BL in organizations: to be increased either in a little bit or significantly during the next few years (83.6%)

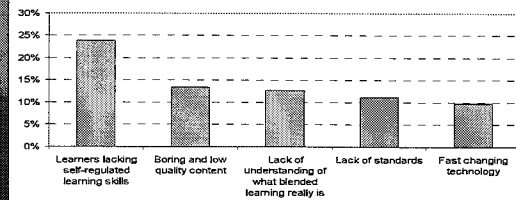
5 of the most significant issues/problems in BL

Rank	Issues/Problems
1	Learners lacking self-regulated learning skills (23.9%)
2	Boring or low quality content (13.4%)
3	Lack of understanding of what BL really is (12.7%)
4	Lack of standards (11.2%)
5	Fast changing technology (9.7%)

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The factors that will promote BL: Five of the most significant issues/problems in BL

Most significant issue or problem(Korea)

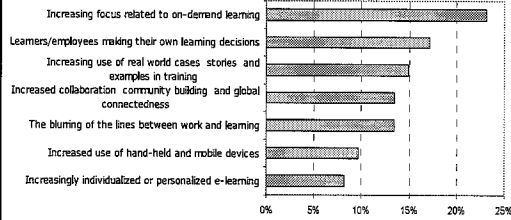


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The factors that will promote BL

The factors that will promote blended learning the most



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Findings – The future trend of BL in Korea

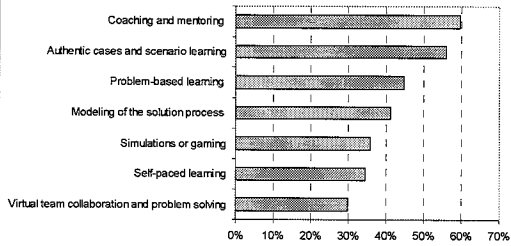
Instructional approaches/strategies to be widely used in BL

Rank	Instructional Approaches/strategies	Responses (%)
1	Coaching and mentoring	59.7%
2	Authentic cases and scenario learning	55.9%
3	Problem-based learning	44.8%
4	Modeling of the solution process	41.0%
5	Simulations or gaming	35.8%
6	Self-paced learning	34.3%
7	Virtual team collaboration and problem solving	29.9%
8	Discussion	17.2%
9	Guided learning	14.9%
10	Debates and role play	12.7%
11	Lecturing and instructor-directed activities	11.9%
12	Exploration and discovery	11.2%
13	Socratic questioning	2.9%

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Instructional approaches/strategies to be widely used in BL

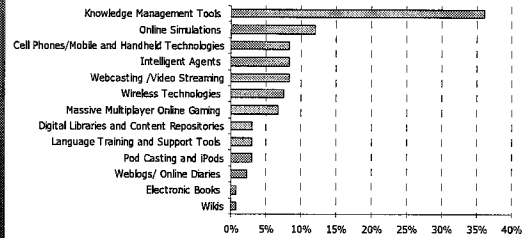
Which strategies will become more widely used in BL(Korea)?



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The emerging technologies impacting the delivery of BL

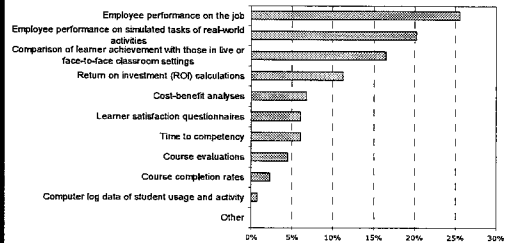
The emerging technologies impacting the delivery of blended learning



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Predictions on evaluation methods for BL

How will the quality of BL be most effectively measured during the coming decade?



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Conclusions/Implications

1. Increasing popularity and importance of BL in Korean corporations
2. Instructional Strategies/emerging technologies impacting the delivery of BL in coming years
3. Barriers/obstacles/issues to implement BL : Need more thorough understanding on BL
4. Guidance on how to implement BL in their organizations: Design, delivery, and evaluation
5. Current/future issues practitioners face around: direction for future researchers

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Questions and Comments?

