






Blended Learning Situations, Solutions, and Several Stunning Surprises

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<http://SurveyShare.com>




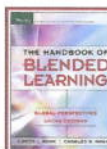
What I will discuss...

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

Part 1. Handbook of Blended Learning (HOBLe)





- University of Phoenix, Capella University, JIU, National University
- Microsoft, IBM, Sun, Cisco, Macromedia, Oracle, WebCT
- The World Bank, the DOD in USA
- In Canada: York University and the University of Calgary
- Other universities in Japan, Korea, Malaysia, Singapore, China, NZ, South Africa, Israel, Mexico, Australia, Wales, England, USA


Blended Learning: Two Parts

1. Models and Frameworks
2. Problems and Solutions (i.e., examples)

(When do blends make sense?)

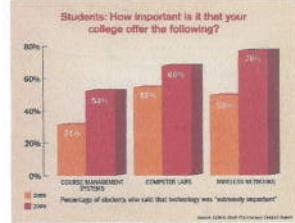
Who is demanding fully online and blended learning?



Campus Technology, February 2010, Expectations Rising

Expectations Rising
 The importance students place on campus technology is on the increase, according to a recent study.

Students: How important is it that your college offer the following?



Service	Percentage of students who said that technology was "absolutely important"
Course Management Systems	51%
Computer Labs	55%
Wireless Networks	63%
Other	58%


From 60 per cent three years earlier to 76 percent in 2009. In other words, most technology offers to pay attention to the study used to technology, or concerned to use in 2009. According to the study, 60% of students who said that technology was "absolutely important" in 2006-07, rising to 76% in 2009-10.

Campus Technology, February 2010, David Rath, Winning them Over

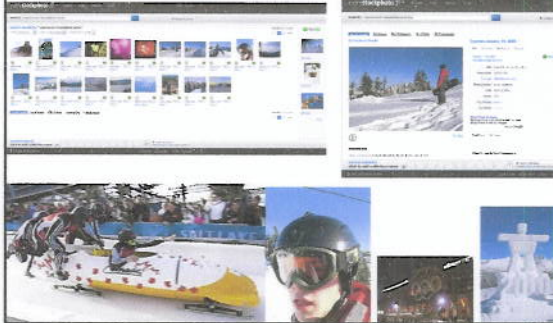
Resources
 Copyrights, Automated copyright search: www.autoip.com
 Creative Commons: creativecommons.org
 FairUse: www.fairuse.com
 Gnutella: www.gnutella.com
 Last.fm: www.last.fm
 Moderator: www.moderator.com
 Creative Commons: creativecommons.org
 Legality Campus: www.legality.com
 University of Massachusetts Lowell: www.umass.edu
 University of Wisconsin Madison: www.wisc.edu
 Warner of students on lecture capture: www.warner.com
 Webinars: www.webinars.com
 Webinars Research paper on "The New Paradigm for Lecture Capture Software in Higher Education": www.researchgate.net/publication/5011111

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SEATTLE PACIFIC UNIVERSITY Faculty of Technology Services Team offers a resource for faculty to use Creative Commons licensing, which allows one user to legally share with another for the public, for high school and college. Their presentation will be shared on their website, but to be able to use it, you'll need to be logged in as a user of the system. It's a good idea to use Creative Commons resources, to be able to be logged in as a user of the system.


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Everystockphoto.com (courses on the Winter Olympics, photography, motivation, geography, Canadian culture, meteorology, physics, etc.)
<http://everystockphoto.com/photo.php?imageId=571578>

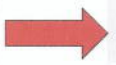


Blended Learning Defined and Explained

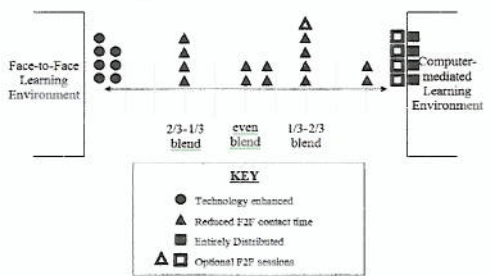


Myth #1: People will know what I am saying when I say "blended learning."
Myth #2: Blended is the same as "hybrid."
The Sloan Consortium

Proportion of content delivered online	Type of Course	Typical Description
0%	Traditional	Course with an 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 #3: Knowing "how much" to blend is vital.
Range of Blends in Pew Cases




KEY
 ● Technology enhanced
 ▲ Reduced F2F contact time
 ■ Entirely Distributed
 ▲ Optional F2F sessions

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

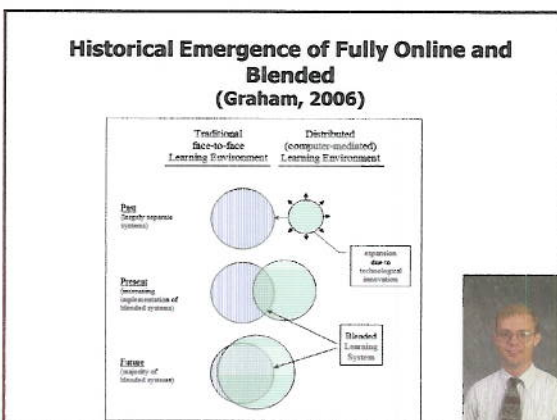
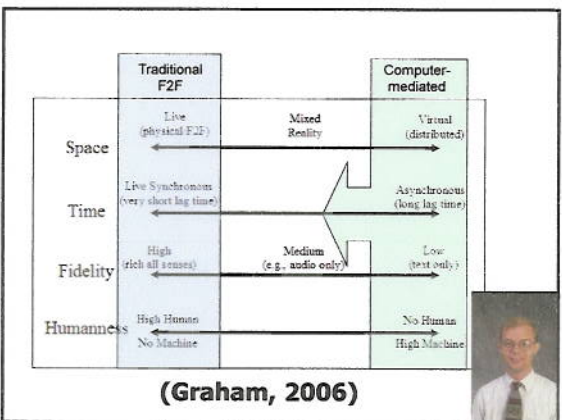
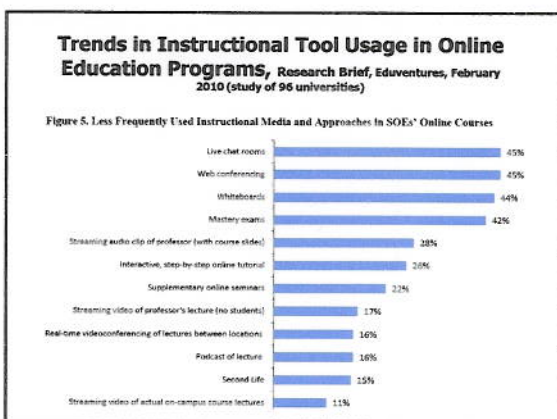
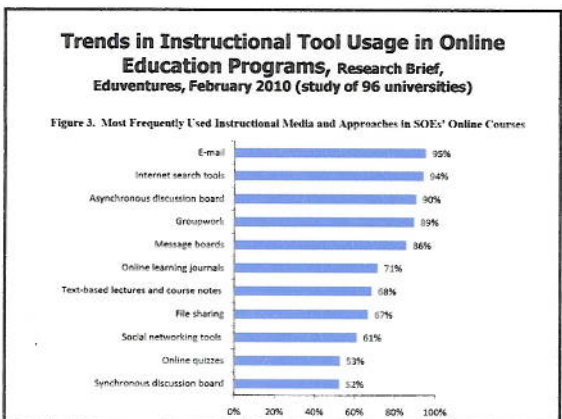
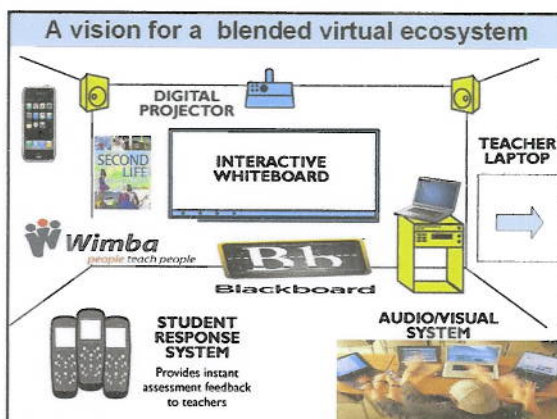
Myths #4: Blended learning is easy to define.
Myth #5: Blended learning is hard to define.
Blending Online and F2F Instruction

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



Trying to Define it is a Trap!!!

A Rebel From Another Galaxy, March 14, 2010
By Andrea Fuller



Myth #6: Blended learning works everywhere.
Where is Blended Beneficial?

- Large Classes (spanish, intro psych, algebra, elementary statistics, biology)
- Classes with working students
- Students spread over a distance
- Classes with certification
- Classes with need for standardization
- New requirements for a profession
- Writing intensive classes
- Theory classes



Examples of Blended Learning, Margaret Driscoll, e-Learning, March 2002

- Put assessments/reviews online
- Follow-up in community of practice
- Put reference materials on Web
- Deliver pre-work online
- Provide office hours online
- Use mentoring/coaching tool
- Access experts live online
- Use e-mail and instant messaging

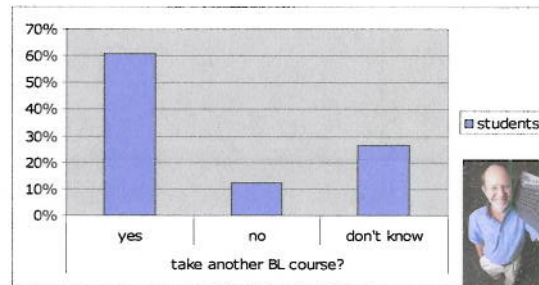


Fully Online and Blended Learning Advantages

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
5. Increased opportunities for human interaction, communication, & contact among students
6. Introverts participate more



Student Satisfaction in Canada for Blended Learning (Owston, Garrison, & Cook 2006)



Myth #7: People learn more in face-to-face settings than blended or fully online ones.

Fully Online and Blended Learning Advantages

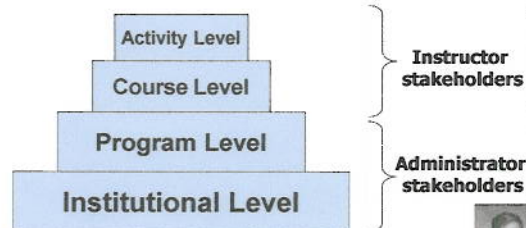
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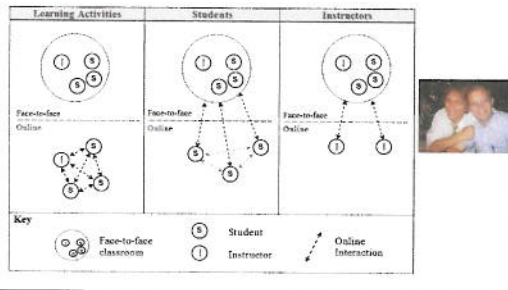
Myth #8: Faculty can have a logical discussion with administrators about blended learning.

Models of Blending

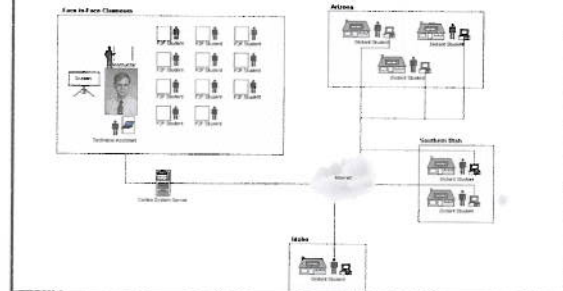
Blending occurs at the following four levels:



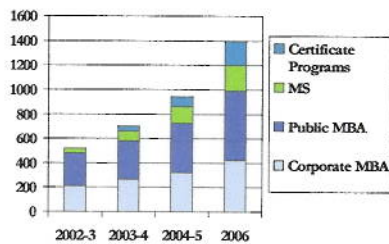
1. Activity- and Course-Level Blends
Blended learning systems: Definitions and directions
(Osguthorpe & Graham, 2003)



2. Course-Level Blend: Using CMS to blend distance and F2F learners
(Rogers, Graham, et al., 2003)

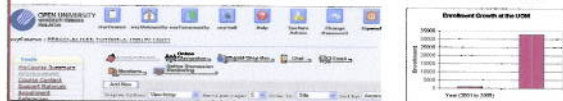


3. Program-level blending
(blend same for all participants)
Kelley Direct Online MBA (IU)



4. The Open U Malaysia
(from Abtar Kaur)

- Started August 2001 : approx. 800 students
- Total students (2005): approx. 33,000
- Total students (2010): over 85,000
- Total full-time academic staff : 60
- Total part-time academic staff (tutors): approx 3,000
- 33 Learning Centres (7 Regional Centres)
- Pedagogical approach: Blended Learning



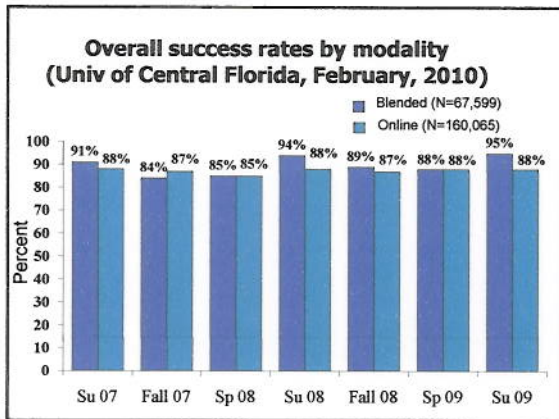
Categories of Blends

A. Enabling Blends	Enabling blends primarily focus on addressing issues of access and convenience; provide similar learning experiences.
B. Enhancing Blends	Enhancing blends allow for incremental changes to the pedagogy; additional or supplementary online resources.
C. Transforming Blends	Transforming blends are blends that allow for a radical transformation of the pedagogy and learner construction of knowledge.

Myth #9: There is one best model of blended.
AMA Special Report, Effectively Implementing a Blended Learning Approach
(Steven Shaw & Nicholas Igreri, 2006)

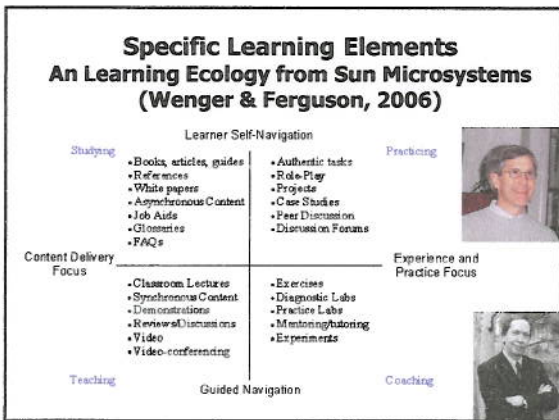
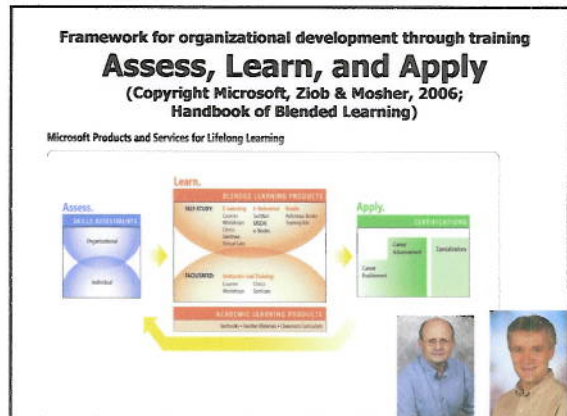
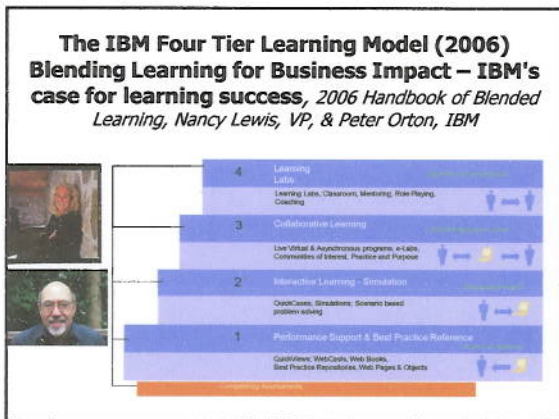


Source: American Management Association, AMA at Work.



Institutional-level Blending (Brian Linnquist, University of Phoenix)

- Completely online courses
- Residential F2F courses
- Blended Courses
 - *Local Model* = 5 week courses with first and last week F2F
 - *Distance Model* = 5 week courses with half first and half last week F2F (the last meeting of one course is coordinated to be back-to-back with the first meeting of the next 5 week course)



- ### Myth #10: The Benefits of blended learning are easy to justify and document.
- 1. Improved Pedagogy**
 - Interactive vs. Transmissive environments
 - Authenticity integration into work
 - 2. Increased Access/Flexibility**
 - Reduced seat time courses – UCF M courses
 - 3. Increased Cost Effectiveness**
 - Corporate: ROI – IBM 47:1, Avaya, Microsoft
 - Higher Ed: PEW Grants

Part II: 13 Fully Online and Blended Learning Problems and 33 Solutions



Problem Situation #1: Brief FTF Experiences

- Face-to-face (FTF) experiences are brief, one-week journeys. 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.

Section	Course	Section	Section	Section	Section
0001	01	0001	0001	0001	0001
0002	02	0002	0002	0002	0002
0003	03	0003	0003	0003	0003
0004	04	0004	0004	0004	0004
0005	05	0005	0005	0005	0005
0006	06	0006	0006	0006	0006
0007	07	0007	0007	0007	0007
0008	08	0008	0008	0008	0008
0009	09	0009	0009	0009	0009
0010	10	0010	0010	0010	0010



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



Blended Solution #3. Assign Online Shared Video (SciVee, Research Channel, doFlick, UC)

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 #4. Alternating F2F and Online Classes

- Freshman English at BYU: Students are required to meet F2F once a week instead of three times a week. Same in a multimedia class at Beijing Normal University (BNU)

Blended Solution #5. Streaming Class Video for Remote Students (e.g., Tegrity, Univ of Central Florida)

University of Central Florida Rapidly Deploys Tegrity Campus 2.0

Within a single semester, more than 2,300 UCF students and 80 faculty members were using Tegrity Campus 2.0, making classes available to every student in the college, anytime.


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.

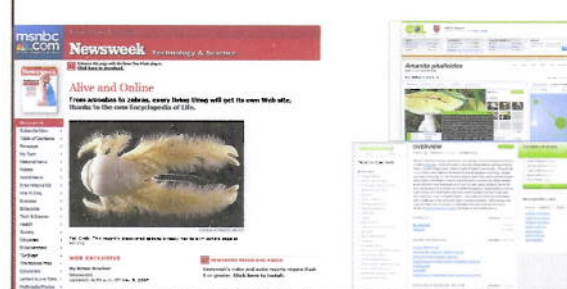
Blended Solution #6. Using Open Access Journals (e.g., PLOS, JIOL, IRRODL)

The International Review of Research in Open and Distance Learning
A refereed journal to advance research, theory and best practice in open and distance learning worldwide.

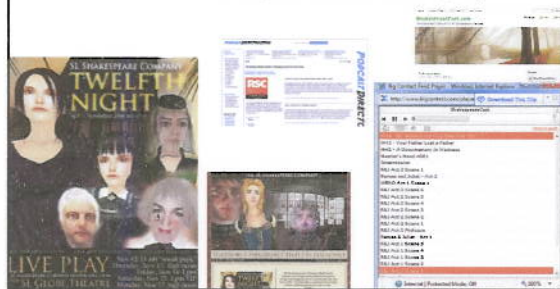
Blended Solution #7.
Khan Academy (videos on math, bio, trig, chemistry, money and banking, economics, statistics, etc.; <http://www.khanacademy.org/>)



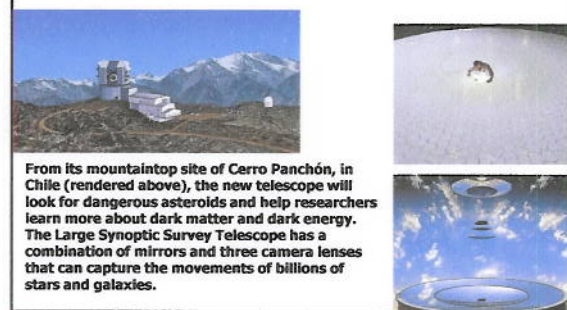
Blended Solution #8.
Online Portal Explorations



Blended Solution #9.
Virtual Worlds/Reality/MMOG
 (e.g., Second Life, There.com, Kaneva, etc.)
 Harvard Law School, Charles & Rebecca Nesson)




Blended Solution #10. Space Portals
 (e.g., A New Motion Picture of the Universe, With Free Admission for Colleges Large and Small, By Ben Terris, Chronicle of HE, Feb 7, 2010)



From its mountaintop site of Cerro Panchón, in Chile (rendered above), the new telescope will look for dangerous asteroids and help researchers learn more about dark matter and dark energy. The Large Synoptic Survey Telescope has a combination of mirrors and three camera lenses that can capture the movements of billions of stars and galaxies.

Blended Solution #11. Open Ed Resources & OpenCourseWare (e.g., MIT OpenCourseWare)



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 #12. Student Developed Wikibooks (e.g., Web 2.0 and Emerging Learning Technologies (The WELT))

The screenshot shows a Wikibooks page with a title bar, a main content area with text and images, and a table of contents on the right side. The page is titled 'Web 2.0 and Emerging Learning Technologies (The WELT)'.

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 #13. Online Professional Development (e.g., STARLINK, www.starlinktraining.org)

The screenshot shows a video conference interface with four participants in a grid layout. The participants are identified as James E. Hurrell, DVM and Deepa Golambe. The interface includes video feeds, names, and titles of the participants.

Blended Solution #14. Professional Videos (e.g., University Puts Researchers on YouTube to Stir Commercial Interest, Jill Laster, Chronicle of HE, Feb 5, 2010)

http://chronicle.com/blogPost/University-Puts-Researchers-on-YouTube-to-Stir-Commercial-Interest-Jill-Laster-02/21094/?id=at&utm_source=at&utm_medium=en

The screenshot shows a YouTube video player with a red flower graphic. The video is titled 'University Puts Researchers on YouTube to Stir Commercial Interest'.

Blended Solution #15. Real World Problems (PBL online): Real-time Cases

The screenshot shows a website titled 'REALTIME case study' featuring a video of Professor James Thomas and a text box about supercharging the case method. The text box says 'Supercharging the case method, making it more realistic and engaging'.

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.

The diagram shows a central 'skype' node connected to various social media and communication icons, including a globe, a person, and a speech bubble.

**Blended Solution #16.
Working In Virtual Teams
(e.g., Collanos, Groove, SharePoint, Google Docs)**

**Blended Solution #17. Cross-Class Collab
(Indiana University and Open U of Malaysia; Univ of Illinois Tourism class)**

**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 #18. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)

Blended Solution #19. Watch or Listen to Online Conferences

**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 #20. Create an Online Community in Ning, Google Groups, or Yahoo Groups.

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 #21. Simulations and Virtual Worlds Online (e.g., OpenSimulator)
http://opensimulator.org/wiki/Main_Page

Blended Solution #22: Shared Online Video Demonstrations (e.g., Monkey See)

Blended Solution #23. Virtual Tours and Timelines (i.e., HyperHistory; <http://simile.mit.edu/timeline/>)

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 #24. Video Production

This slide features a collage of YouTube video thumbnails and a snippet of a reflection paper. The reflection paper, titled "Call YouTube Video Creation: Reflection Paper" by Isaac Kormanik, discusses the author's experience with video production. One of the video thumbnails shows a person in a green shirt, and another shows a person in a red shirt. A third thumbnail shows a group of people outdoors.

Blended Solution #25. Explore Virtual Worlds and Online Representations (UCLA's CVRLab, University of Virginia)

This slide displays screenshots from virtual worlds and online representations. On the left, there is a 3D architectural rendering of a classical building with columns. On the right, there are screenshots from the UCLA Cultural VR Lab, showing a virtual interior space and a virtual representation of a building.

Blended Solution #26. Educational Simulations (Medical Traumas from TD Magazine, August 2006)

This slide shows screenshots of educational simulations. The main image depicts two people in a virtual environment, one wearing a headset. Below this are smaller images showing a virtual medical simulation interface and a person using a headset in a real-world setting.

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 #27. Basic Acoustics of Musical Instruments 2005 MERLOT Classics Award

This slide shows a screenshot of a MERLOT course page titled "Basic Acoustics of Musical Instruments". The page includes text, images of musical instruments, and a graph. Below the screenshot is a photograph of a smiling woman.

Blended Solution #28: Free Podcast Shows; Language Learning (ChinesePod—learn Mandarin)

This slide displays screenshots of podcast shows and language learning resources. The main image shows a podcast interface with the names "Ken Carroll" and "Jenny Zhu" visible. Other screenshots show various podcast and language learning content.

Blended Solution #29. Self-Paced Language Programs: JapanesePod, Arabic online, etc.

The image shows a screenshot of the JapanesePod website interface, which includes a navigation menu, a list of lessons, and a search bar. In the foreground, a young man is seated at a desk, looking at a computer monitor that displays the same website. A blue play button icon is overlaid on the bottom right of the image.

Blended Solution #30. Indexing Sounds in Cities with Google Maps

The image displays a Google Maps interface with several red location pins scattered across a city map. Each pin is accompanied by a small information box. In the top right corner, there is a video inset showing a man speaking. The overall layout suggests a data visualization or interactive mapping tool.

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 #31. Instructor Presentation in Synchronous Sessions (Breeze/Adobe Connect Pro, Elluminate, WebEx, Dim Dim)

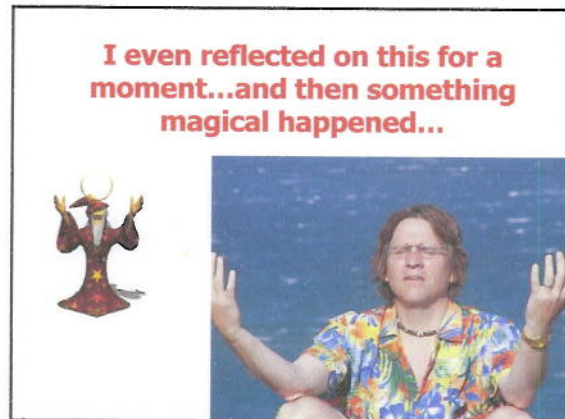
The image shows a screenshot of a synchronous session interface. It features a central video window showing an instructor, surrounded by various control panels and content areas. A blue play button icon is centered in the middle of the image.

Blended Solution #32. Archive Synchronous Session

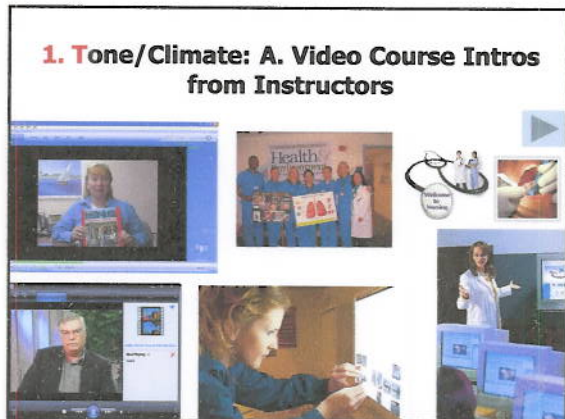
The image displays a screenshot of an archived synchronous session. The main content area shows a presentation slide with the title "Free and Open Source and Open Access Revolutionaries" and the name "Curtis J. Bank, Professor, Indiana University". The slide also includes a list of social media handles and a website URL. On the left side, there is a vertical strip of small video thumbnails.

Blended Solution #33: Teaching with Twitter

The image shows a collage related to teaching with Twitter. It includes the Twitter logo, a smartphone displaying a Twitter feed, a screenshot of a Twitter profile for "Thomas Mulvaney", and a newspaper article snippet with a photo of a man.



- The TEC-VARIETY Model for Online Motivation and Retention**
- 1. Tone/Climate: Psych Safety, Comfort, Belonging**
 - 2. Encouragement, Feedback: Responsive, Supports**
 - 3. Curiosity: Fun, Fantasy, Control**
 - ...
 - 4. Variety: Novelty, Intrigue, Unknowns**
 - 5. Autonomy: Choice: Flexibility, Opportunities**
 - 6. Relevance: Meaningful, Authentic, Interesting**
 - 7. Interactive: Collaborative, Team-Based, Community**
 - 8. Engagement: Effort, Involvement, Excitement**
 - 9. Tension: Challenge, Dissonance, Controversy**
 - 10. Yields Products: Goal Driven, Products, Success, Ownership**



2. Encouragement, Feedback, etc.:
A. Online Self-Testing (e.g., self study in vocabulary, anatomy, chemistry, dissection, etc.)

Upper Extremity Muscles

Which of the following are ANTONYMS for the word MAXIMUM?

- clear, undetectable, formidable, and light
- non-plenty, multi purpose
- retain, withhold, keep, hold
- make happy, clear, assure, please
- smaller, least, minimum, better

2. Encouragement, Feedback, etc.:
B. Tutorials with Screen Capture (e.g., Jing, Screenr)

Jing

Upload a picture of your screen, Record video of screen action, Share instantly over the web (via email).

screenr

Instant screenshots for Twitter

3. Curiosity, Fun:

A. Online News (Giant jellyfish, Tiny T. rex, and Ardi)

Japanese fishermen brace for giant jellyfish

First U.S. man since 1982 wins NYC race

Australia: Boat sinks with 39 on board

4. Variety, Novelty:

A. Expert Chats

Jean Penneycook
Ross Island, Antarctica

5. Autonomy, Choice:

A. Famous Person Web Explorations, Searches, Twitter Tracking, and Interviews (e.g., Thomas Friedman, NY Times reporter)

THOMAS L. FRIEDMAN

Intro: What is the Flat World?

5. Autonomy, Choice:

B. Explore Online Museums, Zoos, Library Exhibits

BODY WORLDS

Houston, TX

6. Relevance, Meaningfulness:

A. Online Simulations and Demonstrations (e.g., self study in anatomy or chemistry, virtual autopsy, dissection, etc.)

The Virtual Autopsy

6. Relevance, Meaningfulness:

B. 60 Second Recap, Jenny Sawyer

<http://www.60secondrecap.com/>

Actress to students: Lend me your earbuds!
English major, 24, rambunctiously recaps the classics in 60-second Web videos; By Greg Toppo; USA TODAY, September 2009

3: the plot, part 1

7. Interactive, Collaborative:
A. Online Language Learning
 (Skype with Mixxer, Livemocha, Friends Abroad)

8. Engagement, Effort:
A. Synchronous Learning

Dr. Lee posts his discussion materials on the web.
 Participants discuss the case asynchronously.

Multimodal Interactions

8. Engagement, Effort:
B. Synchronous and Asynchronous Events
 (e.g., Breeze + Video + Online Forum + Online Papers)

9. Tension, Challenge, etc.:
A. Ethical Medical Debates

Students to protest human body exhibit

Maggie Ybarra
 Issue date: 2008 Section: News

10. Yields Products, Goals:
A. Video Blogs

Addressing Diverse Learners with R2D2

The R2D2 Model

Empowering Online Learning

100+ Activities for Reading, Reflecting, Displaying & Doing

The R2D2 Method

1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)

1. Auditory or Verbal Learners

- Auditory and verbal learners prefer words, spoken or written explanations.

Read 1a. Podcasting Medical Lectures (School of Dentistry, Univ of Michigan)

Read 1b. Wiki Steps on How to do Something: Wikihow

<http://www.wikihow.com/>

2. Reflective and Observational Learners

- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives

Reflect 2a. Watch, Listen to, and Reflect on Online Conferences

A collage of images related to online health care conferences. It includes a YouTube video player showing a presentation slide titled 'Future of Health Care - part 1 of 3' by 'Practices Over globalchange.com'. Other elements include a 'Trust You' logo, a 'Future of Health Care - part 1 of 3' slide, and various social media-style interface elements.

Reflect 2b. Expert and Domain Specific Blogs (Health Blogs)

A collage of health-related blog posts and articles. It features a 'THIS IS IT' article with a person jumping, a 'Biomedical Sciences Blog' interface, and other text-based content with images. A '3.75' rating is visible at the bottom.

3. Visual Learners

- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.

A circular diagram with four quadrants labeled 'Displaying', 'Doing', 'Thinking', and 'Feeling'. To the right is a 'Death Star' diagram showing a cross-section of the planet with a central structure. Below that is a photograph of an astronaut in a space helmet.

Display 3a. Shared Online Videos for Anchoring or Ending Instruction (find anchoring event in YouTube, CNN, BBC, TeacherTube, CurrentTV)

A collage of video thumbnails and social media posts. It includes a video of a man speaking, a CNN.com page, and other educational content. A small anchor icon is in the top right corner.

Display 3b. Videos of the Periodic Table

A grid of video thumbnails related to the periodic table. It shows various elements, experiments, and educational content. One thumbnail is titled 'THE PERIODIC TABLE OF VIDEOS'.

Display 3c. Concept Mapping and Timeline Tools (VUE, Bubbl.us, Cmap, Freemind, Glify, Mindmeister, or Mindomo)

A screenshot of the 'bubbl.us' collaborative online mind mapping tool interface. It shows a central node with several branches, and the tool's navigation and editing options.

4. Tactile/Kinesthetic Learners

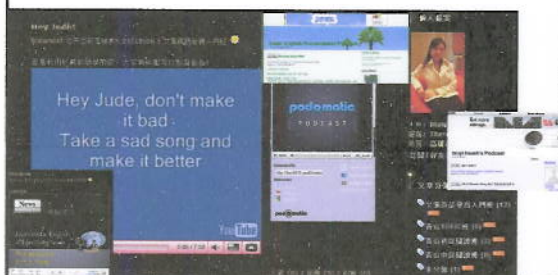
- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.



Do 4a. Syllabus, Glossary, etc. in wiki: Students sign up for tasks (Ron Owston, York University)



Do 4b. Podcasts for students of pronunciation class (e.g., Tzu-Su Chen, Taiwan)



Trends, Implications, and Challenges for Blended Learning

1. Faculty and students are more mobile.
2. Students more choices.
3. Student expectations rise.
4. Greater self-determined learning.
5. More corporate university partnerships.
6. Courses increasingly modular.
7. Less predefined schedules.
8. When teaching less clear; when learning less clear.



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



Questions and Comments

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

