


Blended Learning Situations, Solutions, and Several Stunning Surprises

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This the talk will cover:



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



Blended Learning: Two Parts

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

(When do blends make sense?)

Poll #1. Have you taught, taken, or designed a blended learning course?

A = yes


B = no

C = not sure, I am here to find out what blended means

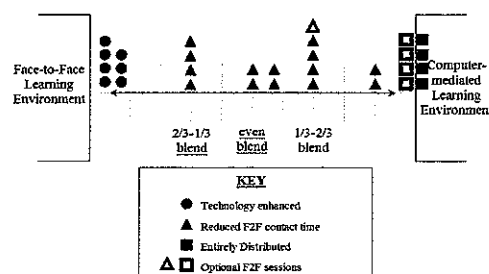


The Sloan Consortium
 (2003). *Sizing the Opportunity: The Quality and Extent of Online Education in the U.S., 2002 and 2003*
http://www.sloan-c.org/resources/sizing_opportunity.pdf

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.



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. Boettcher & L. Justice & K. D. Schonk & P. L. Rogers & G. A. Berg (Eds.), *Encyclopedia of Distance Learning* (pp. 172-179). Hershey, PA: Idea Group Inc.

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)



Who is demanding fully online and blended learning?



Where is Blended Beneficial?

<http://www.center.rpi.edu/PewGrant/ProjDesc.html>

- 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

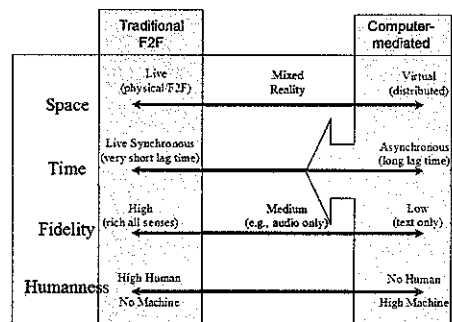
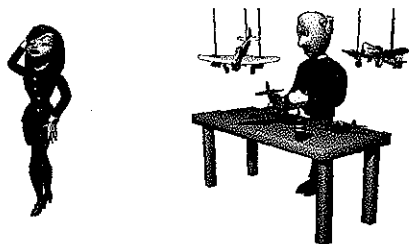


Examples of Blended Learning, Margaret Driscoll, e-Learning, March 2002

- 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



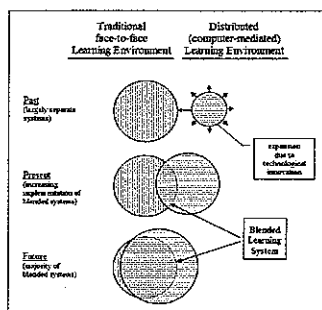
Frameworks and Models of Blended Learning...



(Graham, 2006)

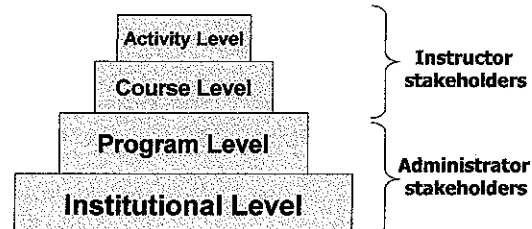


Historical Emergence of Fully Online and Blended (Graham, 2006)

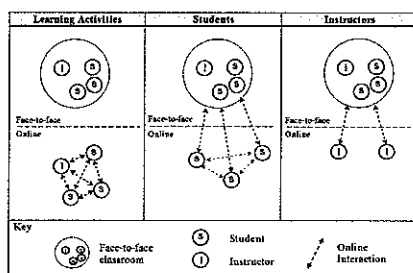


Models of Blending

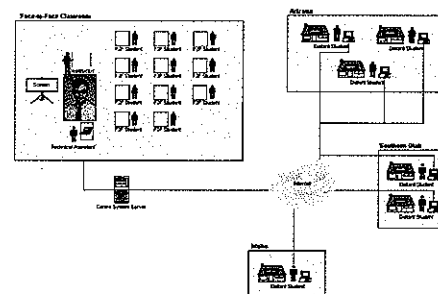
Blending occurs at the following four levels:



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

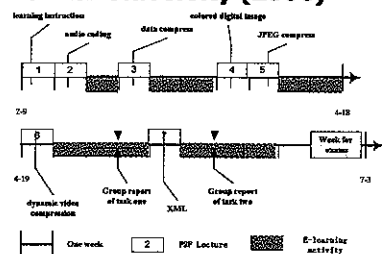


2. Course-Level Blend: Using CMS to blend distance and F2F learners (Rogers, Graham, et al., 2003)



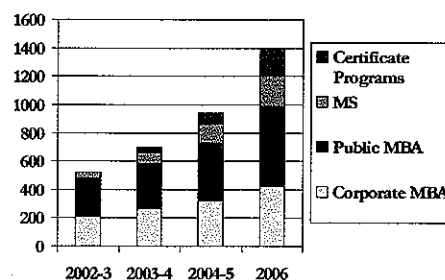
2. Course-level blends: Beijing Normal University (2006)

Alternating F2F and e-learning activities in a multimedia technology course in China.

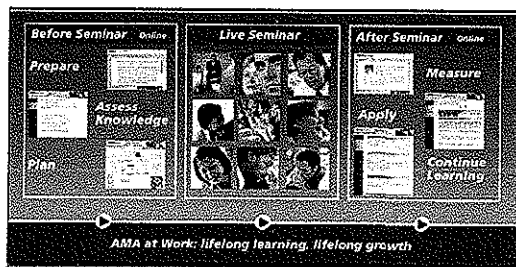


See: Huang Ronghui, H. & Yuellang Z. (2006). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.), *Handbook of blended learning: Global perspectives, local designs*. San Francisco, CA: Pfeiffer Publishing.

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



AMA Special Report, Effectively Implementing a Blended Learning Approach (Steven Shaw & Nicholas Igneri, 2006)



Source: American Management Association, AMA at Work

4. Institutional-level Blending

Example 1: University of Central Florida

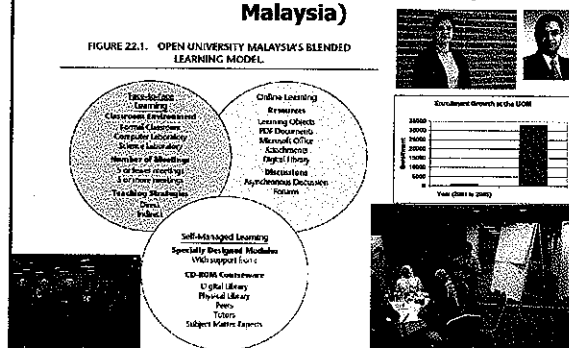
- E courses are technology enhanced courses
- M courses are blended courses with reduced seat time
- W courses are web courses (completely online)



See: Dziuban, C., Hartman, J., Jupp, F., Moskal, P., & Serg, S. (2006). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.), *Handbook of blended learning: Global perspectives, local designs*. San Francisco, CA: Pfeiffer Publishing.

4. Institutional-level Blending (Abtar Kaur & Ansary Ahmed, 2006, Open U Malaysia)

FIGURE 22.1. OPEN UNIVERSITY MALAYSIA'S BLENDED LEARNING MODEL



4. Institutional-level Blending (Brian Linqvist, 2006)

Example 2: 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)

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.

A. Enabling Blends National University Department of Teacher Education (Reynolds & Greiner, 2006)

- 12,000 Enrolled Students
- Since 2004 More than 50% of Candidates Enrolling as Online rather than On-site
 - They will take a majority of classes online
- Each Candidate Takes 7 Credential Classes
- Each Class Contains 2 Field-based Exp.
- 500 Classes/Yr. & 20 Students/Class =
- 20,000 Field-based Experiences/Year

Year / Students Enrolled In Online Classes	FY 2000		FY 2002		FY 2003		FY 2005		FY 2006	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
In At Least One Online	4,692	18%	8,574	31%	11,033	41%	13,766	53%	15,774	60%
In A Majority Online	763	3%	5,713	21%	7,012	28%	9,107	35%	11,203	43%
In All Online	332	1%	1,747	6%	2,602	10%	4,217	16%	5,645	22%
None	21,661	80%	19,015	59%	16,044	59%	12,225	47%	10,394	40%
Total Active Students	25,436		27,589		27,077		25,993		26,138	

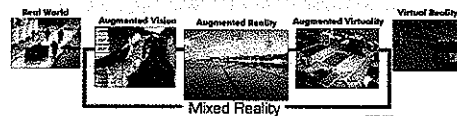
C. Transforming Blends

(Kirkley & Kirkley; HOBLE, 2006)

- **Corporate/Military Training**

- Workplace learning (integrating learning into workflow)
- Mixed-reality environments combining the virtual and real

Reality-Virtuality Training Continuum



What can we say about blended learning then???

- **It is everywhere!!!!!!!**

- **Resistance is futile!!!!!!!**



Part II: 13 Fully Online and Blended Learning Problems and 40 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?



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. Video Streamed and Webcast Lectures



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.

Divide Online and Class Experiences: English Classes Online

Graham, Ure, & Allen (2003, July). Blended Learning Environments:
A Literature Review and Proposed Research Agenda

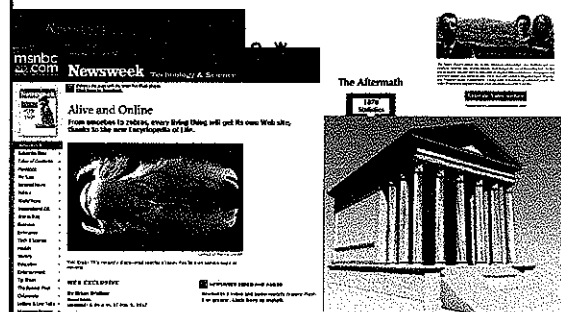
- Freshman English at BYU: Students are required to meet F2F once a week instead of three times a week. Online modules provide writing instruction and teaching assistants use online and F2F contact to provide feedback and guidance on writing (Waddoups et al., 2003).



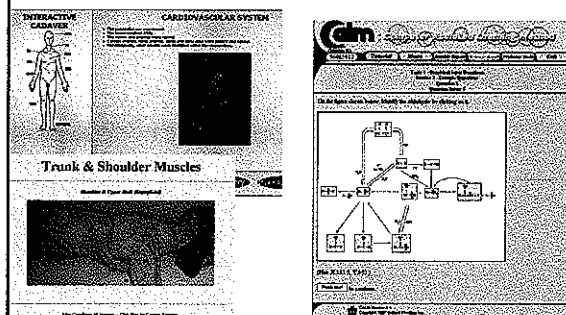
Problem Situation #4: Web Supplemental Activities

- 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 & Resources (Civil Rights Digital Library and Amistad, history, science, literature, etc.)



Blended Solution #5. Online Cases(e.g., self study in anatomy or chemistry, virtual autopsy, dissection, etc.)



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 #6: Student Podcast (in schools—kids have power!)

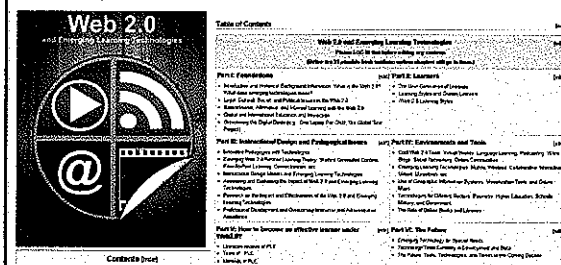
"Just the word 'podcast' scares a lot of teachers away," Ms. Schrock said. "There are a lot of misconceptions."

"All you need is a computer, access to the Internet and a microphone that you can buy at Toys 'R' Us," Mr. Warlick said. "I listen to podcasts on my computer." (NY Times, Jan 25, 2006)



Blended Solution #7. Wikibooks (Web 2.0 and Emerging Learning Technologies (The WELT))

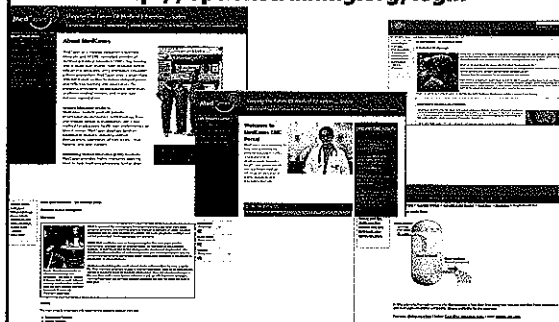
Web 2.0 and Emerging Learning Technologies
From Wikibooks, the open-content textbooks collection



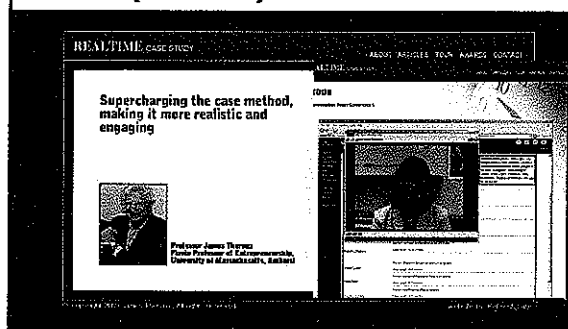
Problem Situation #6: Preparedness for the Profession

- 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.

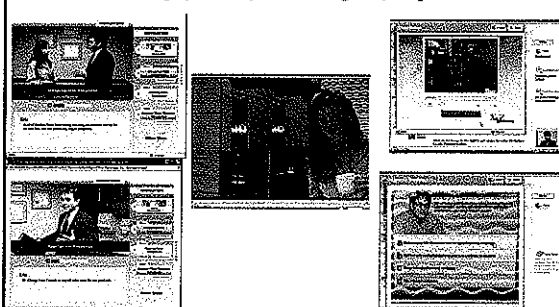
Blended Solution #8. Community of Learners: Medical and Business Cases Online (cases community) <http://optionstraining.org/login>



Blended Solution #9. Real World Problems (PBL online): Real-time Cases

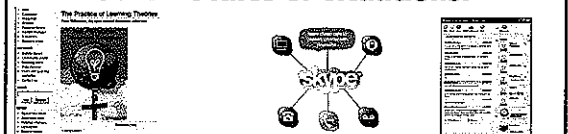


Blended Solution #10. Video Scenario Learning (Option 6, Bloomington, IN)

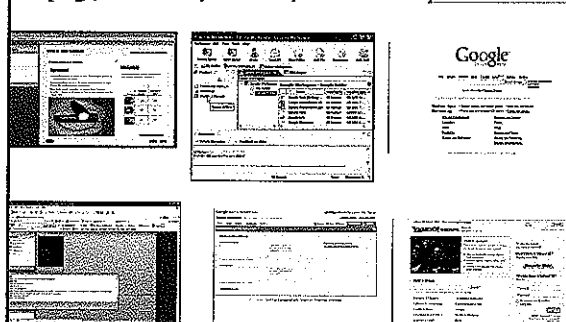


Problem Situation #7: Collaborative Skill Deficit

- 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 #11. Sharing in Virtual Teams (e.g., Collanos, Groove, SharePoint)

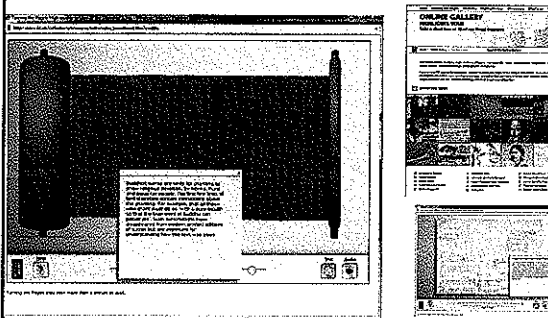


Blended Solution #17.
Workplace and Field Reflections

1. Instructor provides reflection or prompt for job related or field observations
2. Reflect on job setting or observe in field
3. Record notes on Web and reflect on concepts from chapter
4. Respond to peers
5. Instructor summarizes posts

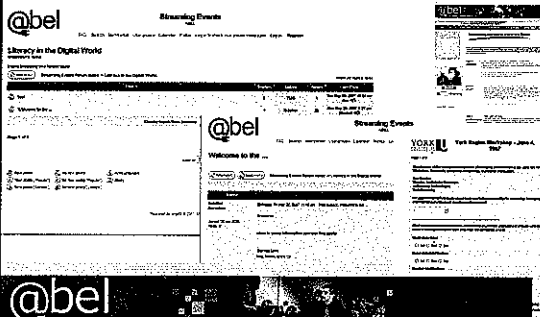
Blended Solution #18.
(e.g., Turning The Pages, British Library)



Problem Situation #9:
Learning Community



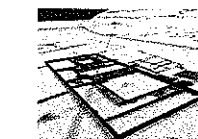
- There is a preference for creating an online learning community in order to increase student learning and retention in the program. Such a community might be in a single class or across a series of classes.

Blended Solution #19. Asynchronous Discussion of Weekly Topics

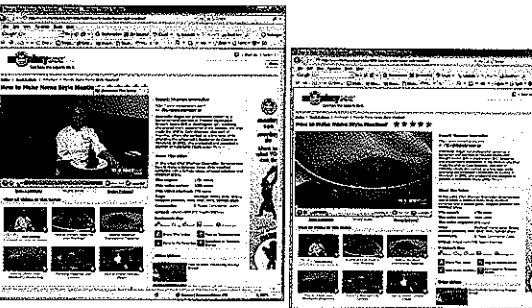


Problem Situation #10:
Need to Visualize Content

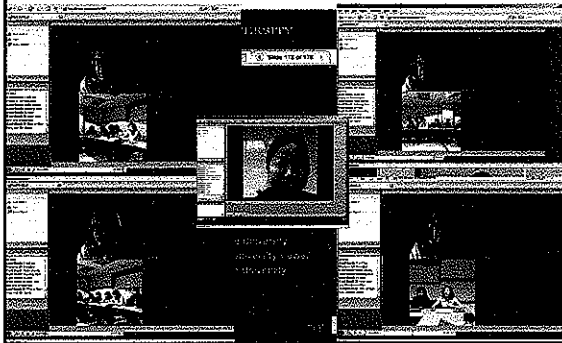
- Content is highly visual in nature and difficult to simply discuss in class. Or students have a preference for visual learning.

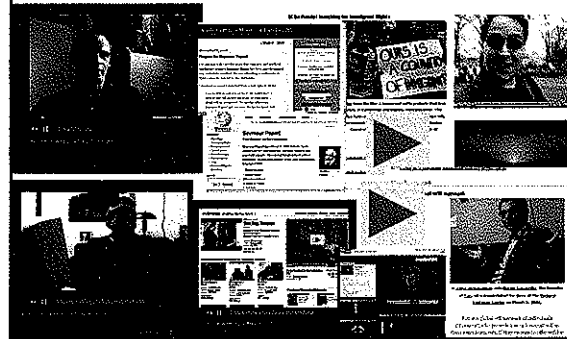
Blended Solution #20: Shared Online Video Demonstrations (e.g., Monkey See)



**Blended Solution #27. Breeze plus
Online Videos plus Discussion Forums**



**Blended Solution #28. Vlogging (Video Blogging)
e.g., Andy Calvin's Waste of Bandwidth
Michael L. Wesch, Kansas State, The Machine is Using Us**



**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 #29. Educational Simulations
(Medical Traumas from TD Magazine, August 2006)**

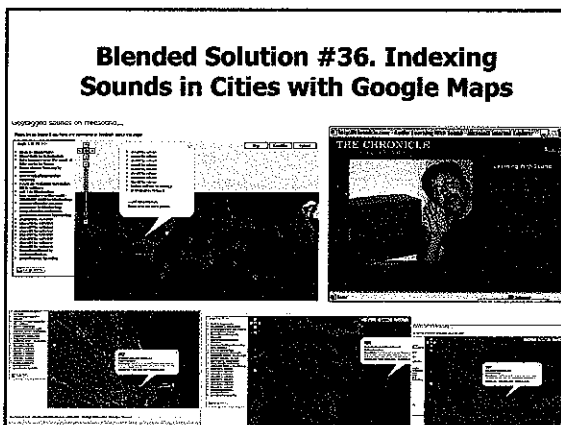
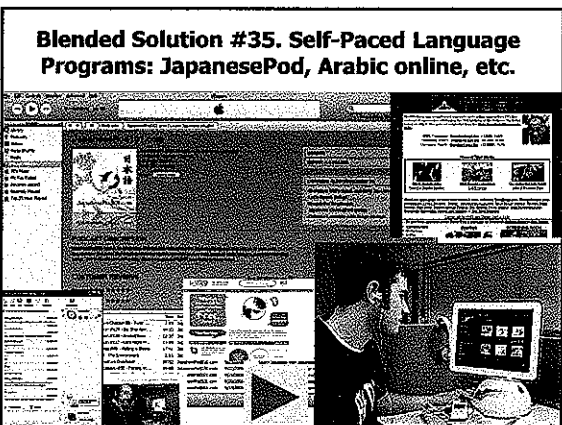
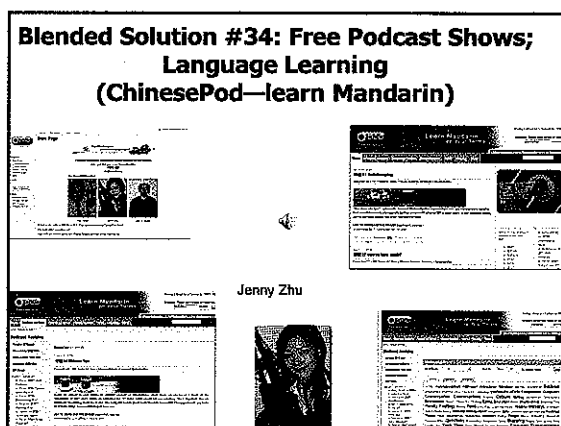
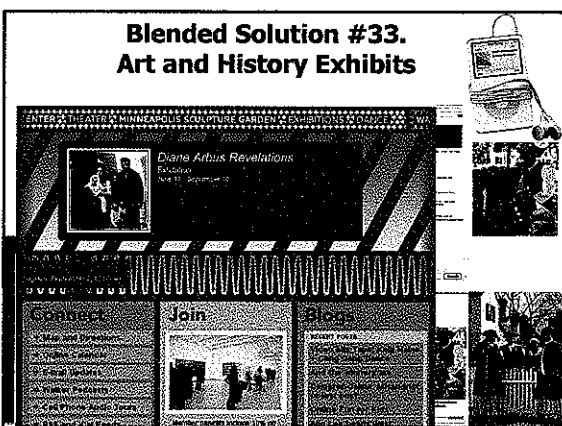
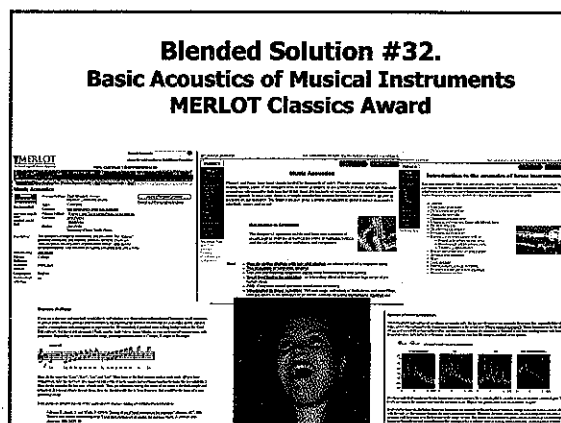
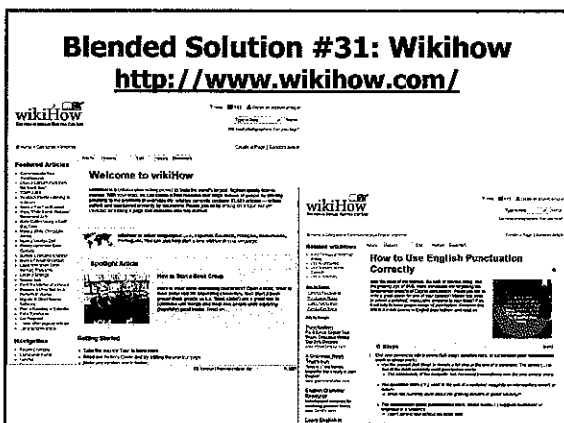


**Blended Solution #30.
Cascaded Scenario, Virtual Crime Scene
Arjuna Multimedia, Bloomington, IN)**



**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.



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 #37: Teaching with Twitter



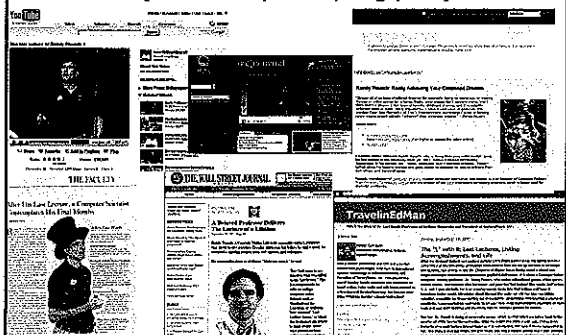
Blended Solution #38. Instructor Presentation in Synchronous Sessions (Breeze, Elluminate, WebEx, etc.)



Blended Solution #39. Video Course Intros (examples from Northern Virginia Community College and Indiana University KD (online MBA) program)



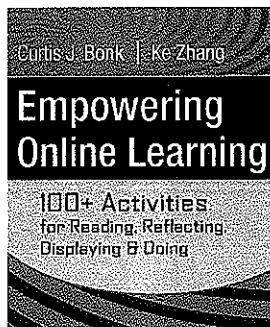
40. Archive Last Lectures (Randy Pausch, Carnegie Mellon University) (online news, videos, blogs, etc.)



Implications and Challenges for Blended Learning

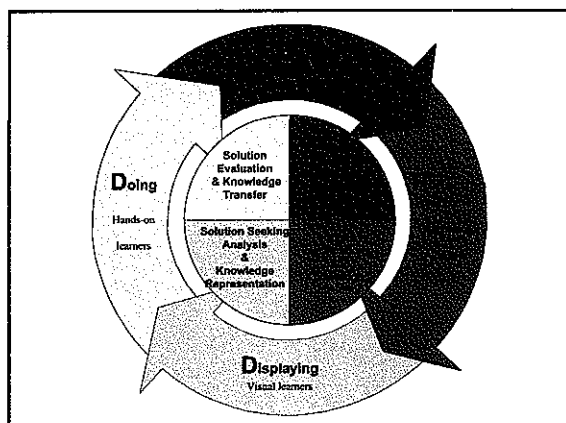
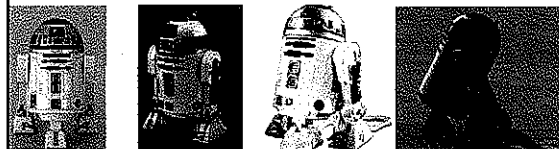
1. Faculty and students are more mobile.
2. Students more choices.
3. Student expectations rise.
4. Greater self-determined learning.
5. More corporate university partnerships.
6. Courses increasingly modular.
7. Less predefined schedules.
8. When teaching less clear; when learning less clear.

Two Other Book Projects



The R2D2 Method

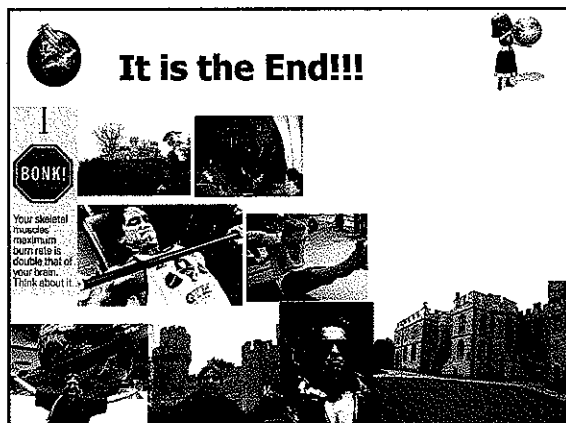
1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)



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

It is the End!!!



Questions and Comments

Sample papers at:
<http://www.publicationshare.com/>
 Archived talks at:
<http://www.trainingshare.com/>

