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

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

Range of Blends in Pew Cases

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)

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)
1. Activity- and Course-Level Blends
Blended learning systems: Definitions and directions (Osuthorpe & 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)
Beijing Normal University (2006)
Kelley Direct Online MBA (IU)

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

Models of Blending
Blending occurs at the following four levels:
- Activity Level
- Course Level
- Program Level
- Institutional Level

Instructor stakeholders
Administrator stakeholders

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)

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
What can we say about blended learning then???

• It is everywhere!!!!!!!

• Resistance is futile!!!!!!!

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?
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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

• 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 #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))
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., Collins, Groove, SharePoint)
Blended Solution #12. Cross-Class Collab
(Indiana University and Open U of Malaysia; Univ of Illinois Tourism class)

Blended Solution #13. Flat Schools and Flat Classroom Projects!!! (Ning, videoconferencing, online discussions, blogs, wikis, etc.)

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 #14. Learner-Self Interactions and Reflections

Blended Solution #15. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)

Blended Solution #16. Blogs with Critical Friends (e.g., http://travelinedman.blogspot.com/)
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

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.

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. Visual Resources (e.g., Periodic Table of Visualization; Visual Thesaurus

Blended Solution #22. Videos of the Periodic Table

Blended Solution #23. Flash, 3-D Visualization, & Laboratory Software

Blended Solution #24. Anchored Instruction: Assign a YouTube Videos to Watch and Reflect on

Blended Solution #25. Michelle Selinger, ALT-C Keynote, September 2007, Univ of Nottingham (live presentation, Q&A, chat, etc.)

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

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

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.
Blended Solution #31: Wikihow
http://www.wikihow.com/

Blended Solution #32.
Basic Acoustics of Musical Instruments
MERLOT Classics Award

Blended Solution #33.
Art and History Exhibits

Blended Solution #34: Free Podcast Shows;
Language Learning
(ChinesePod—learn Mandarin)

Blended Solution #35. Self-Paced Language Programs: JapanesePod, Arabic online, etc.

Blended Solution #36. Indexing Sounds in Cities with Google Maps
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.
6. Courses increasingly modular.
7. Less predefined schedules.
8. When teaching less clear, when learning less clear.
Two Other Book Projects

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)

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

Questions and Comments

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

It is the End!!!