

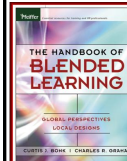
Blended Learning A to Z: Myths, Models, and Moments of Magic

Curt Bonk, Professor, Indiana University
 cjbonk@indiana.edu
<http://mypage.iu.edu/~cjbonk>



What I will discuss...

1. Definitions of blended learning
2. Myths of blended learning
3. Models of blended learning
4. Examples of blended learning



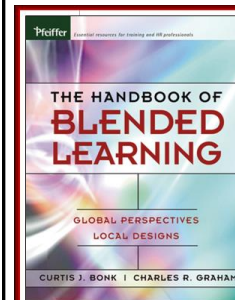
Myth #1: If you read the enough research you will be able to know the impact of blended learning.

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



Recent Reports on Blended

The Handbook of Blended Learning: Global Perspectives, Local Designs (Bonk & Graham)
<http://www.dtic.mil/cgi-bin/GetTRDoc?Location=U2&doc=GetTRDoc.pdf&AD=ADA495731>
<http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA495731>

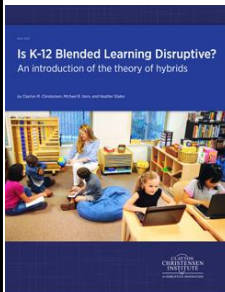


U.S. Army Research Institute for the Behavioral and Social Sciences
 Research Report 1993
 Training Digital Skills in Distributed Classroom Environments: A Blended Learning Approach
 Jennifer S. Tucker
 U.S. Army Research Institute
 David H. McGinnis, Bruce C. Leinhardt, Christopher B. Strawa, and Andy Perna
 Northrup Grumman Corporation
 Amanda N. Gesselman
 Columbia State University
 Consortium Research Fellows Program
 March 2009
Approved for public release; distribution is unlimited.

Is K-12 Blended Learning Disruptive

Heather Staker and Michael B. Horn,
 Innosight Institute, May 2013

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



About the authors

MICHAEL B. HORN is co-founder and Executive Director of Education of Innosight Institute, a non-profit think tank devoted to applying the theories of disruptive innovation to problems in the social sector. His pioneering research earned Horn one of the 100 most important people in the creation and advancement of the use of technology in education.

HEATHER CLAYTON STAKER is a Senior Research Fellow for the Education Practice at Innosight Institute. Staker graduated magna cum laude from Harvard College and earned an MBA with distinction from Harvard Business School. She has experience as a strategy consultant for McKinsey & Company and as a member of the California State Board of Education.

THE RISE OF K-12 BLENDED LEARNING

August 12, 2013 & July 26, 2013

Blended Learning Improves Test Scores, Information Week

<http://www.youtube.com/watch?v=C08wqj5t5w>
<http://www.informationweek.com/2013/07/26/blended-learning-improves-test-scores/>

eSCHOOL NEWS
 Exchange News for Today's K-12 Educator

Home | Digital Issues | Publications | Educator Resource Center

August 12th, 2013

Study: Blended learning improves test scores

ALGEBRA
 DISTANCE Study Confirms Algebra Learning Doubles

FACULTY FOCUSAlert
 Faculty Focus on Blended Learning

July 26, 2013

Designing Blended Courses the ADDIE Way

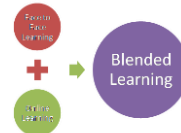
When you are designing blended courses, you need to use the ADDIE model. This model is a process for designing instruction that is based on the ADDIE model. The ADDIE model is a process for designing instruction that is based on the ADDIE model. The ADDIE model is a process for designing instruction that is based on the ADDIE model.

Blended Learning Defined and Explained



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

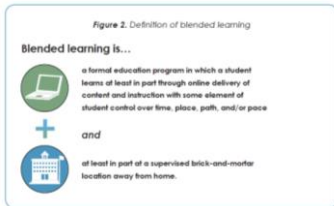
“Blended learning refers to events that combine aspects of online and face-to-face instruction” (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)



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.”



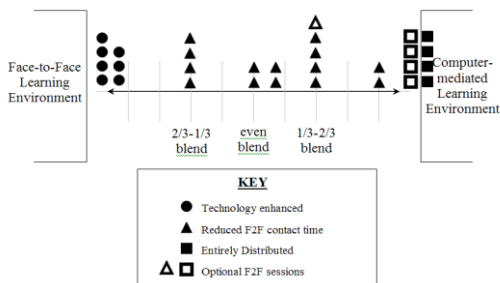
Myth #4: People will know what I am saying when I say “blended learning.”
Myth #5: Blended is the same as “hybrid.”
The Sloan Consortium

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. 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.

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?

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

Fully Online and Blended Learning Advantages

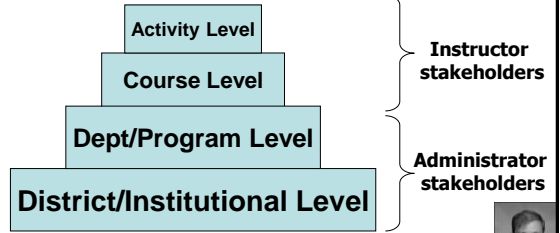
1. Increased Learning (better papers, higher scores)
2. More effective pedagogy and interaction
3. Course access at one's convenience and flexible completion (e.g., multiple ways to meet course objectives)
4. Reduction in physical class or space needs, commuting, parking, etc.
5. Increased opportunities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



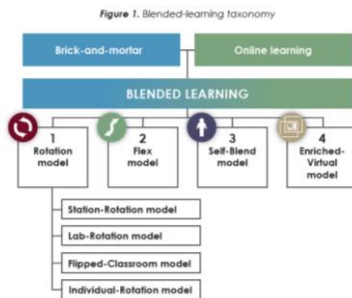
Source: American Management Association, AMA at Work

10 Blended Learning Models



Classifying K-12 Blended Learning

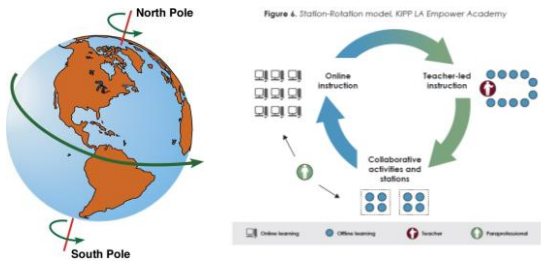
Heather Staker and Michael B. Horn, May 2012
<http://www.illustrativemathematics.org/illustrativemathematics.org/content/uploads/2012/05/Classifying-K-12-blended-learning2.pdf>



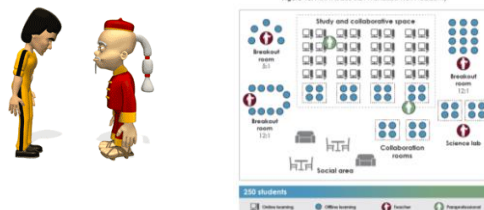
Blended Model #1.
Face-to-Face Primary
 (online is for remediation of supplement)



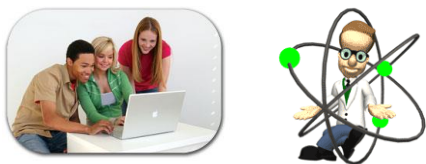
Blended Model #2. Rotation (students alternate FTF and Online instruction)



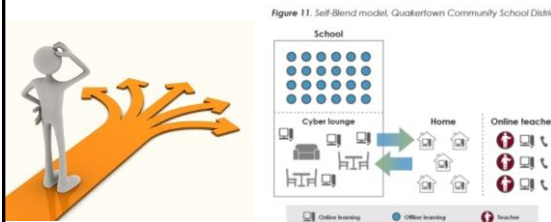
Blended Model #3. Flex (curriculum primarily online with instructors available FTF)



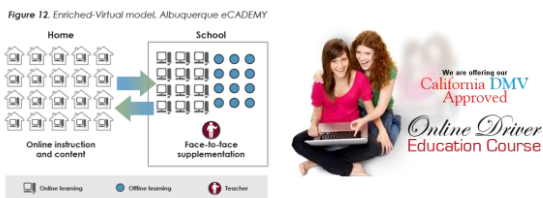
Blended Model #4. Online Lab (lab or field experience component of course is online)



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 FTF; 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)



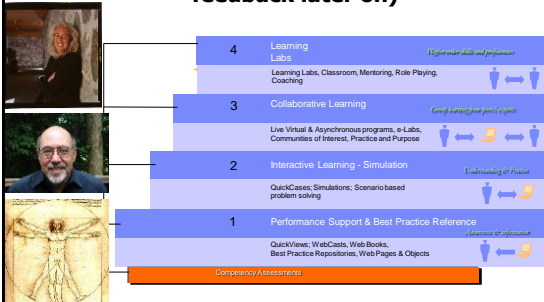
Blended Model #9. Field (combine FTF and online as needed...mix and match)

Table 1. What Might Go in the Blend

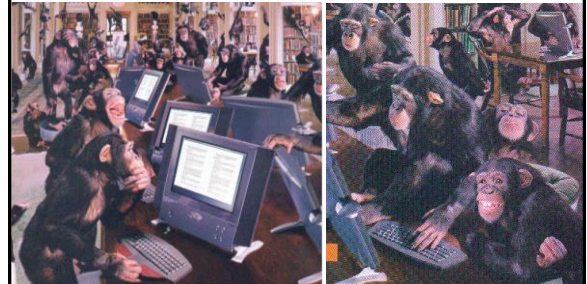
	Live face-to-face (formal) <ul style="list-style-type: none"> Instructor-led classroom (F2F) Workshops Coaching, mentoring On-the-job (OTJ) training Work-based problems 	Live face-to-face (informal) <ul style="list-style-type: none"> Collegial relationships Work teams Apprenticeships
	Virtual collaboration/synchronous <ul style="list-style-type: none"> Live e-learning classes E-coaching, e-mentoring Instant messaging, SMS 	Virtual collaboration/asynchronous <ul style="list-style-type: none"> Email Online communities and discussion boards Listserve Blogs, wikis, podcasts
Self-paced learning (print, CD/DVD, electronic, wireless) <ul style="list-style-type: none"> Online modules Online resource links Simulations and scenarios Assessments and self-assessments Workbooks, readings 	Performance support <ul style="list-style-type: none"> Online help systems Print job aids Online knowledge databases Documentation Performance support tools 	

Adapted from Russell, Douglas, & Frazer, 2003, July

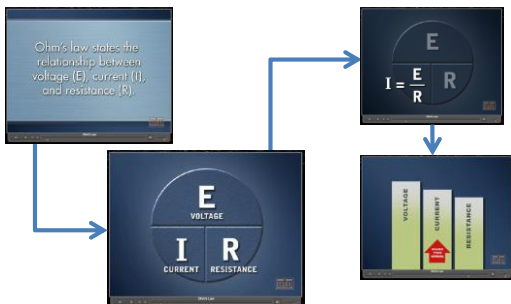
Blended Model #10. Degrees of Humanness (rely on computer-based feedback and interaction at first and switch to human feedback later on)



Part II: Some Blended Learning Solutions



Blended Solution #1. Short Video Animations and Reflections (e.g., Ohm's Law)

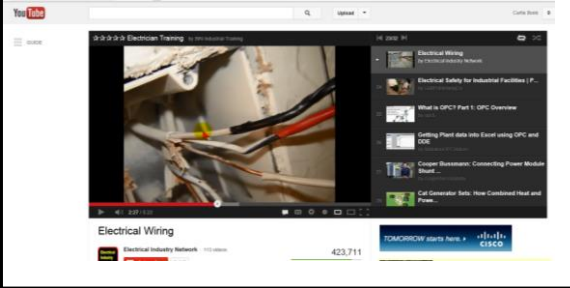


Blended Solution #2. Online Role Play or Debate

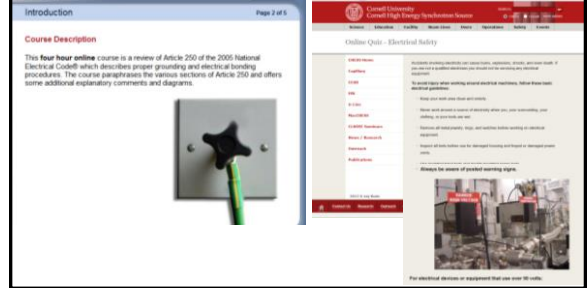
(Tulane University, Exercise for Renewable Energy, Freeman Sch. of Business, roles include power traders, electric utility analyst, independent power producers & utility dispatchers)



Blended Solution #3. Anchor Course Concepts and Activities in Brief Shared Online Videos



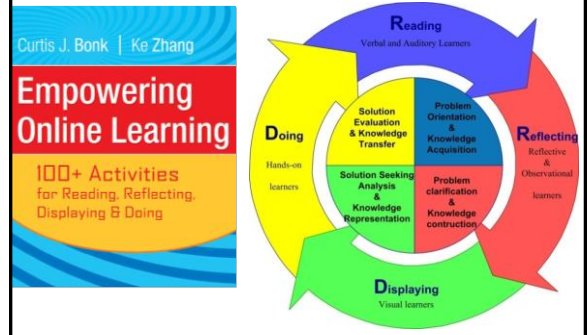
Blended Solution #4. Online Practice Tests and Quizzes



How can technology address diverse learner needs?



Framework #1: The R2D2 Model



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. Collect and Listen to Interactive Stories

(e.g., Meograph: <http://www.meograph.com/>)



Read 1b. Follow on Twitter

<https://twitter.com/USArmy>
<https://twitter.com/electricians>



2. Reflective and Observational Learners

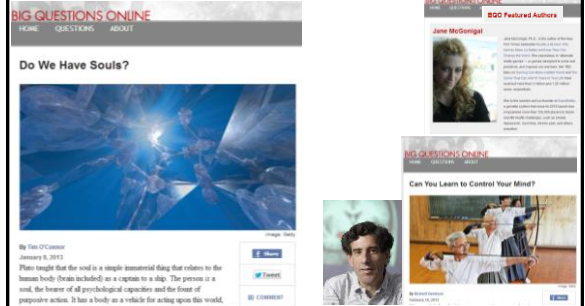
- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives



Reflect 2a. Big Issue Reflections

(Big Questions Online (BQO)), January 8, 2013
 (e.g., Do We Have Souls?)

<https://www.bigquestionsonline.com/content/do-we-have-souls>



Reflect 2b.

Reflect on Virtual Timelines
 (Dipity, xtimeline, Simile, etc.)

<http://www.usatoday.com/tech/news/story/2011-09-22/steve-jobs-dies/50672498/1>
<http://www.usatoday.com/news/destinations/story/2011-08-25/Martin-Luther-King-3-Memorial-in-Washington-A-close-look/51336470/1?top=34news>
<http://www.usatoday.com/story/life/movies/2013/04/10/harrison-ford-jackie-robinson/2001783/>



3. Visual Learners

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

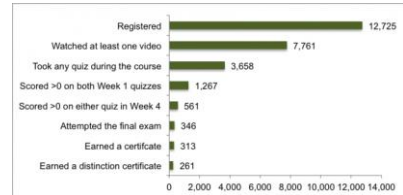


Sleepy U?



February 24, 2013 Big (MOOC) Data, Inside Higher Education, Dayna Catropa

<http://www.insidehighered.com/blogs/stratgedy/big-mooc-data>



Motivation Research Highlights (Jere Brophy, Michigan State University)

1. **Supportive**, appropriate **challenge**, **meaningful**, moderation/optimal.
2. Teach **goal** setting and self-reinforcement.
3. Offer **rewards** for good/improved performance.
4. **Novelty**, **variety**, **choice**, adaptable to interests.
5. Game-like, **fun**, fantasy, curiosity, suspense, active.
6. Higher levels, divergence, dissonance, **peer interaction**.
7. Allow to create finished **products**.
8. Provide immediate **feedback**, advance organizers.
9. Show intensity, **enthusiasm**, interest, minimize anxiety.
10. Make content **personal**, concrete, familiar.



Ok, Million Dollar Question: What words come to mind when I say that I want to motivate learners?



Framework #2: TEC-VARIETY 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

Examples of TEC-VARIETY



1. Tone/Climate: Social Ice Breakers

A. 8 nouns (adjectives, verbs)

- List of nouns: (e.g., pirate, computer, traveler, roadrunner, wind, bookworm, musician, mentor, etc.)
<http://www.momswhothink.com/reading/list-of-nouns.html>
- List of adjectives: (e.g., lazy, powerful, shy, bored, exotic, cooperative, sloppy, rebel, etc.)
<http://www.momswhothink.com/reading/list-of-adjectives.html>
- List of verbs: (e.g., coordinate, entertain, amuse, push, unite, beg, dream, publicize, etc.)
<http://www.momswhothink.com/reading/list-of-verbs.html>



1. Tone/Climate: B. Video Course Intros

<http://www.youtube.com/watch?v=jWOUygSnKLO>



2. Encouragement, Feedback, etc.: A. Voice Feedback

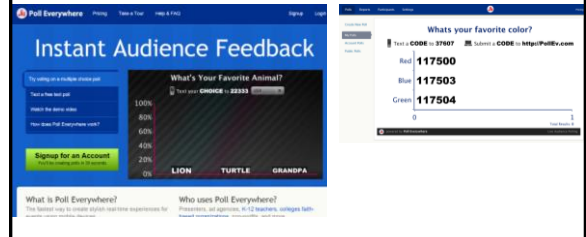
Vocaroo; <http://vocaroo.com/>
<http://vocaroo.com/i/s1CApQETIRtz> (St. Xavier)



2. Encouragement, Feedback, etc.: B. Blog and Website Polling

(e.g., Poll Everywhere, BlogPolls, BlogPoll, MicroPoll)

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



3. Curiosity, Fun, Fantasy, Control: A. Online Database Activities

(e.g., WolframAlpha)

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



3. Curiosity, Fun: B. Something in the News

(e.g., Fauja Singh, 101, finishes last race, February 24, 2013)

http://espn.go.com/sports/ endurance/story/_/id/8979487/fauja-singh-101-caps-career-10k-hong-kong



9. Tension, Challenge, etc.:
A. Decision-Making Scenarios
 (e.g., Articulate Storyline)

http://articulate.demos.s3.amazonaws.com/broken_co-worker/story.html



10. Yields Products, Goals:
A. Final Product Video Summaries

Piercarlo Abate: <http://www.youtube.com/watch?v=-TURzH0BaU>
 Gagnam: <http://www.youtube.com/watch?v=7Q429lqxZaU&feature=youtu.be>
 Miguel Lara (Web 2.0 FREEDOM): <http://www.youtube.com/watch?v=8cmCFW9lW8>



Commitments:
Stop and Share:
 Which principle(s) of TEC-VARIETY will you use?

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products



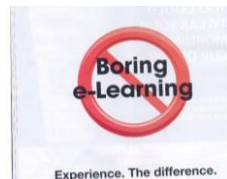
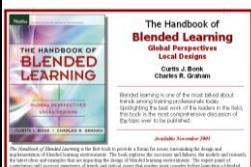
Poll #3:
Do you feel "MOTIVATED" to try any of this out?

A. Yes, R2D2
B. Yes, TEC-VARIETY
C. Yes, both
D. Neither



Again, this talk covered...

1. 1 Definition of blended learning
2. 10 Myths of blended learning
3. 10 Models of blended learning
4. 5 Examples of blended learning



Any Questions?
Try the R2D2 Model!
Try TEC-VARIETY too...



Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: <http://worldisopen.com/>
Email: curt@worldisopen.com

