Masterclass Part 4:
Blended Learning A to Z:
Myths, Models, and Moments of Magic

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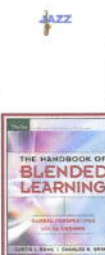

Blending Online Is the Solution!

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

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?)

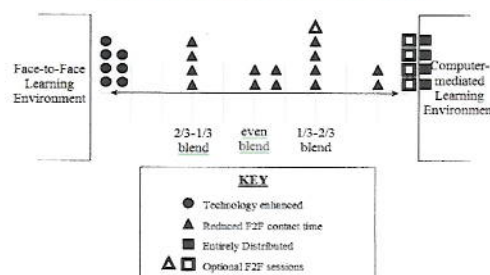## Blended Learning Defined and Explained

Slide 1

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 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.

Slide 2

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.

Slide 3

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)

Slide 4

We Support the Job 24/7!

DAU provides learning and job support assets needed to "Fill the Gaps" supporting learning "On the Job"
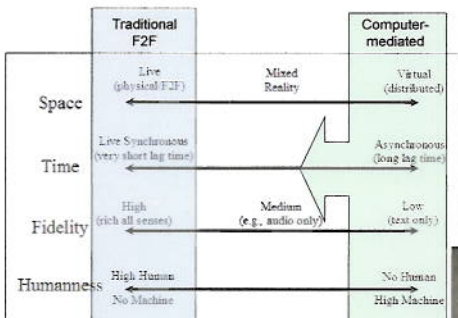

Slide 5

DAU Description of Blended Learning

"We blend classroom and on-line by requiring the use of on-line knowledge assets to complete the classroom course. We also blend on-line pre-requisite courses prior to classroom follow-on courses."

Christopher R. Hardy, Ph.D.
Director, Global Learning and Technology Center (May 9, 2011)

Slide 6

(Graham, 2006)

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

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

Myth #7: 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
5. Increased opportunities for human interaction, communication, & contact among students
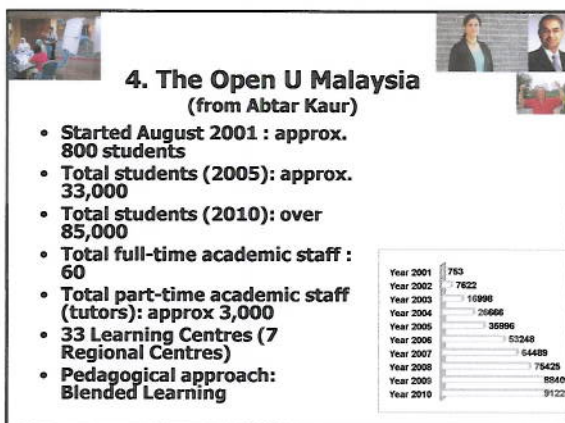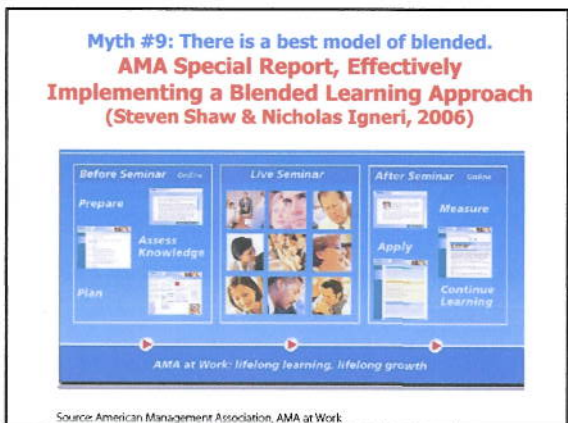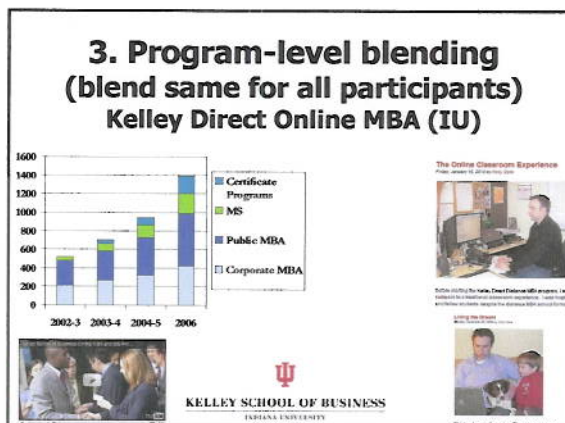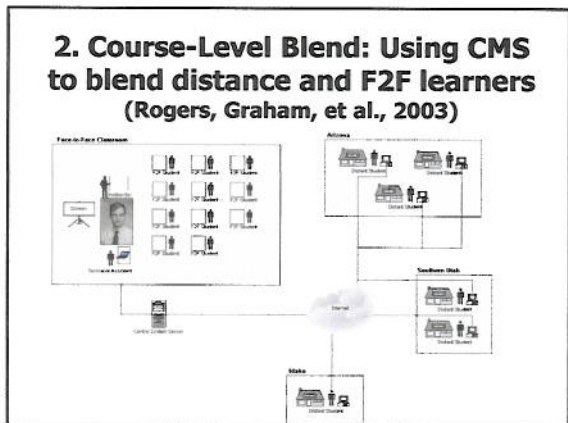6. Introverts participate more

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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:**

- Activity Level
- Course Level — Instructor stakeholders
- Program Level
- Institutional Level — Administrator stakeholders

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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)

Myth #9: 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

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

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4. Institutional-level Blending
(Brian Linquist, 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)
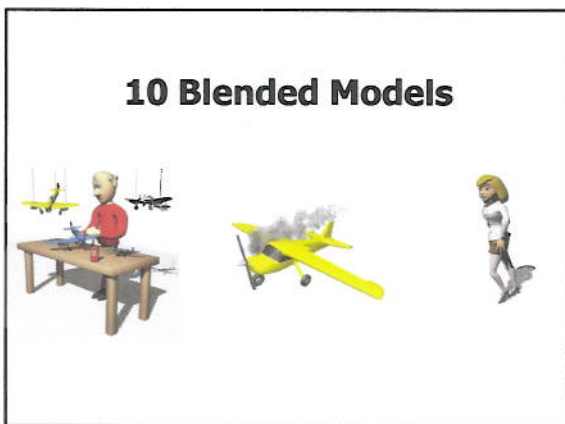
10 Blended Models

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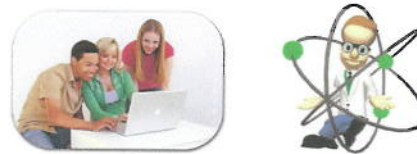(online is for remediation of supplement)

Blended Model #2. Rotation
(students alternate FTF and Oline 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
(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 online; 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)

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

Recent Reports on Blended
http://www.projectred.org/uploads/The-Rise-of-K-12-Blended-Learning.pdf

THE RISE OF K–12 BLENDED LEARNING

Myth #10: If you read the enough research you will be able to know the impact of blended learning.

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 21 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?

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.
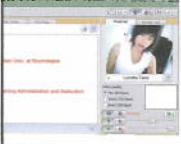

Blended Solution #2. Post Courses in YouTube and iTunes (e.g., Berkeley)

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. Webcast Lectures ands Videostream for Remote Students (Tegrity, Echo360, Mediasite, etc.)

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. Podcast Shows

Blended Solution #5. 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.

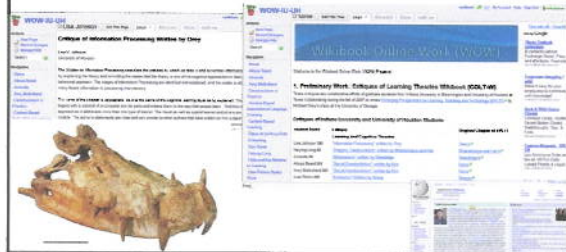**Blended Solution #6.** Wikibook or Wikipedia Editing or Critiques

- Ask students to critique a wikibook or page from Wikipedia

Blended Solution #7. Syllabus, Glossary, etc. in wiki: Students sign up for tasks (Ron Owston, York University)
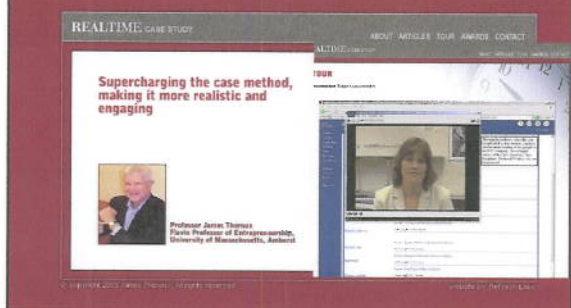
Problem Situation #6: Preparedness for the Profession

- 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. Real World Problems (PBL online): Real-time Cases

Blended Solution #9. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)

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

Blended Solution #11.
Working In Virtual Teams
(e.g., Collanos, Groove, SharePoint, Google Docs)

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 #12. Scenario Learning (Option 6, Bloomington, IN)

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 #13. Cross-Institutional Wikibook Project
(e.g., IU and the University of Houston)

Blended Solution #14. Guests Using Synchronous and Asynchronous Events (e.g., Breeze + Video + Online Forum + Online Papers)

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 #15. Explore Virtual Worlds and Online Representations (UCLAs CVRLab, University of Virginia)

Blended Solution #16. Videos and Simulations (e.g., Foldit; puzzles that explain the shape that proteins fold into; the results can have huge impacts on scientific discoveries needed for Alzheimer's, AIDS, Cancer, etc.) http://fold.it/portal/
http://www.youtube.com/watch?v=ewEc_eUVz5I (visual excerpt from interview below: 1.23 minutes)
http://www.youtube.com/watch?v=EZ1XuOqlenuE&feature=fvw (Stanford Project interview: 5 minutes)

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 #17. Educational Simulations

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 #18. Listen and Reflect on Book Author Podcasts

Blended Solution #19.
Basic Acoustics of Musical Instruments
(University of New South Wales)

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 #20. A. Video Course Intros (examples from Northern Virginia Community College and Indiana University KD (online MBA) program) Yun Yun Chow, Open U Malaysia, Making Art Lessons Come Alive with Web 2.0
http://www.youtube.com/watch?v=BQ9rqJD1GXo

Blended Solution #21.
Archive Synchronous Sessions
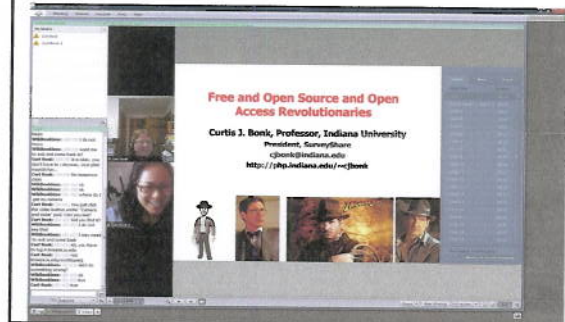
Trends, Implications, and Challenges for Blended Learning

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
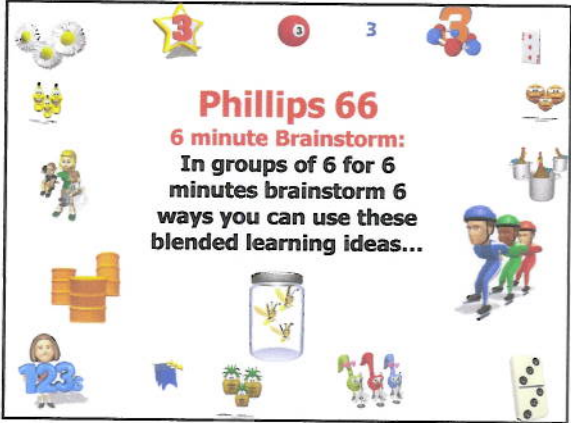5. Predictions for blended learning
6. Challenges for blended learning

Boring e-Learning

Experience. The difference.

Poll #1: How many ideas did you get?

1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.
7. More than 10.

TOP 10

Phillips 66

6 minute Brainstorm:
In groups of 6 for 6 minutes brainstorm 6 ways you can use these blended learning ideas...

Stand and Share Ideas

- Will Work: _____
- Might Work: _____
- No Way: _____

Questions and Comments

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

THE HANDBOOK OF BLENDED LEARNING

The Handbook of Blended Learning
Global Perspectives Local Designs
Curtis J. Bonk
Charles R. Graham