

Blended Learning Situations, Solutions, and Several Stunning Surprises

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NEWS & EVENTS

PROGRAMS & MAJORS

VIRTUAL TOUR

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. 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

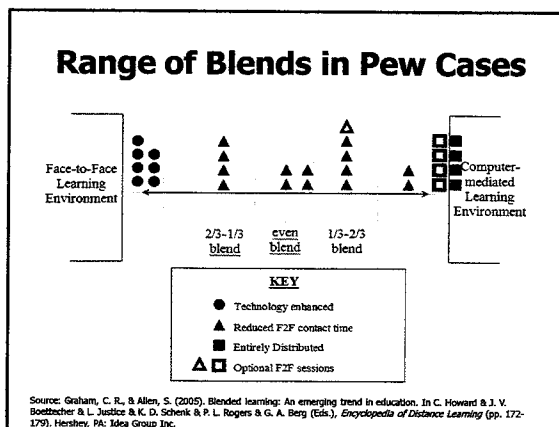
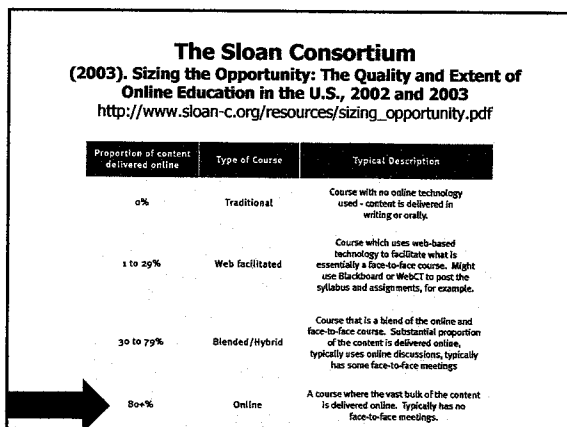
Poll #1. Have you taught, taken, or designed a blended learning course?

A = yes

B = no

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

Blended Learning Defined and Explained



Allen, I. E., Seaman, J., & Garrett, R. (2007). Blending in: The extent and promise of blended education in the United States. The Sloan Consortium (Sloan-C). Retrieved July 4, 2007, from http://www.eduventures.com/PDF/Blending_In.pdf

PENETRATION RATES - FALL 2003

	Online	Blended
Business	42.7%	47.9%
Computer and Information Sciences	35.1%	41.5%
Education	24.9%	36.5%
Health Professions and Related Sciences	21.4%	43.5%
Liberal Arts and Sciences, General Studies, Humanities	40.2%	47.8%
Psychology	23.6%	27.1%
Social Sciences and History	28.4%	31.6%
All Other Programs	36.2%	40.1%

1. Blending Delivery Media

- “Blended learning means the combination of a wide range of learning media (instructor led, web based courseware, simulations, job aids, webinars, documents) into a total training program designed to solve a specific business problem.” (Bersin & Associates, 2003, p. 3)

2. Blending Instructional Methods

- “Blended learning: to combine various pedagogical approaches (e.g., constructivism, behaviorism, cognitivism) to produce an optimal learning outcome with or without instructional technology.” (Driscoll, 2002, p. 54)

3. 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?



Why Blend and Advantages and Disadvantages of BL...



Why Teaching Fully Online or Blended? Three Key Reasons

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

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

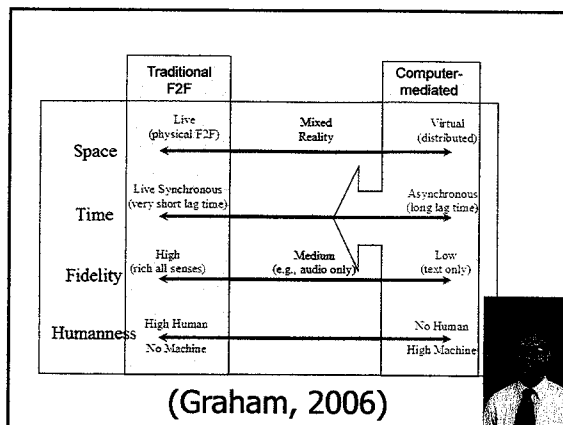
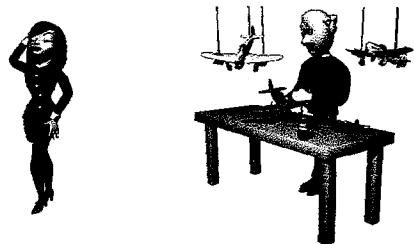


Fully Online and Blended Learning Advantages

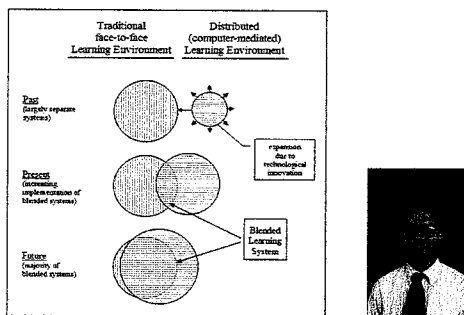
1. Increased Learning (better papers, higher scores)
2. More effective pedagogy and interaction
3. Course access at one's convenience and flexible completion (e.g., multiple ways to meet course objectives)
4. Reduction in physical class or space needs, commuting, parking
5. Increased opportunities for human interaction, communication, & contact among students
6. Intverts participate more



Frameworks and Models of Blended Learning...

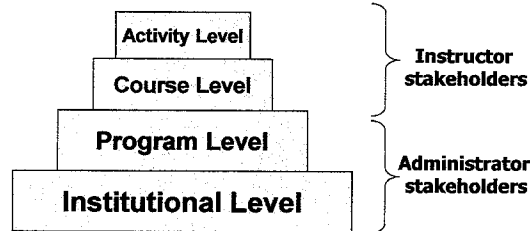


Historical Emergence of Fully Online and Blended (Graham, 2006)



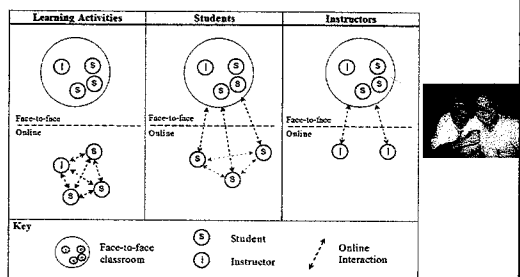
Models of Blending

Blending occurs at the following four levels:

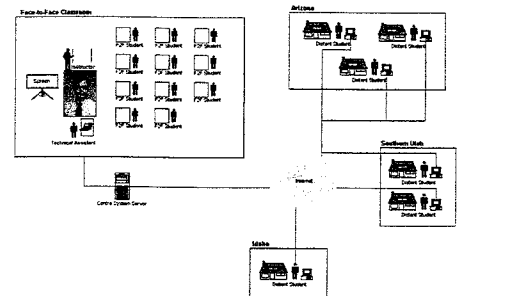


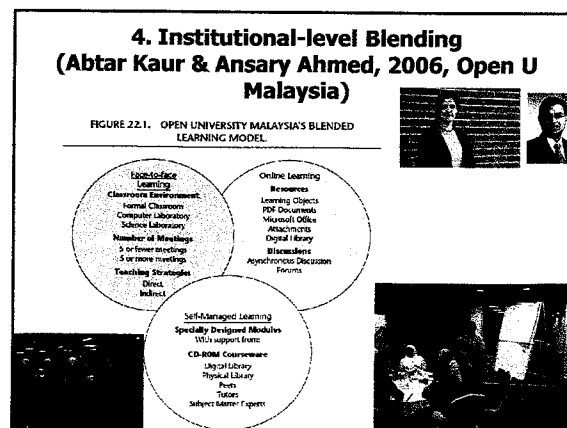
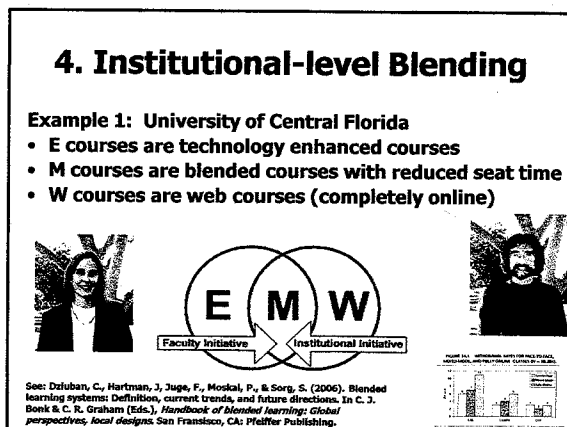
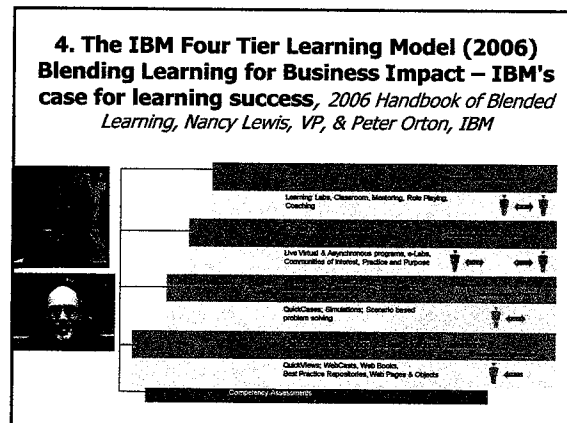
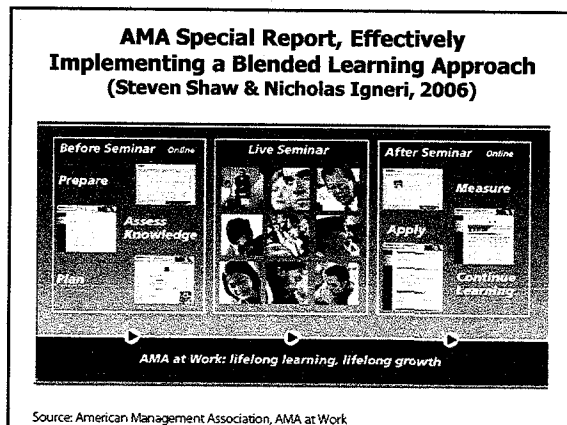
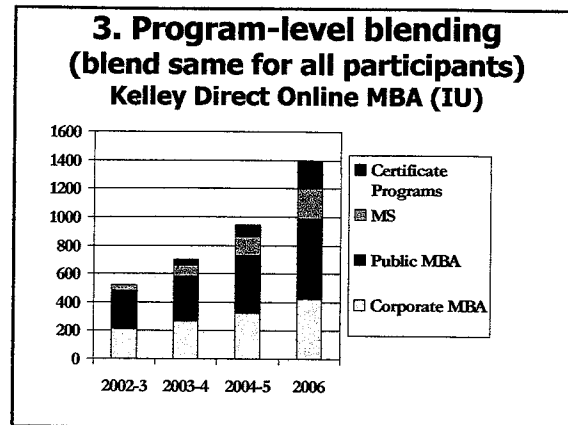
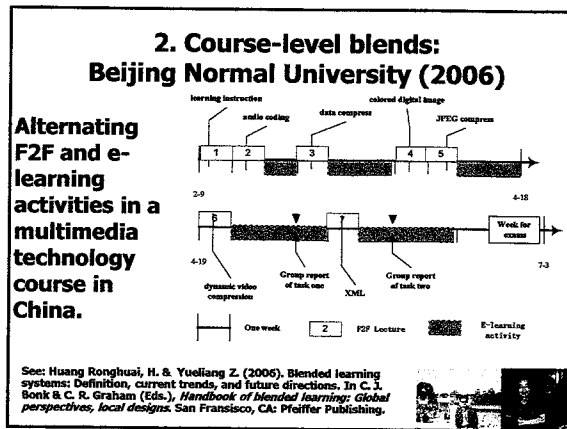
1. Activity- and Course-Level Blends

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)





The OUM

(Abtar Kaur, 2008, Ed Media)

- Started August 2001 : approx. 800 students
- Total students (2008): approx. 65,000
- Total full-time academic staff : 73 (less than 30 associate or full professors)
- Total part-time academic staff (tutors) : approx 3,000
- 33 Learning Centres (7 Regional Centres)
- Pedagogical approach : Blended Learning

4. Institutional-level Blending

(Brian Linquist, 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)

Updated: June 25, 2005, 8:12 PM ET

Shaq joins University of Phoenix grad

Associated Press

INGLEWOOD, Calif. -- Shaquille O'Neal returned to the Forum on Saturday, not for an NBA game, but to pick up his MBA.

The man who once called himself the Big Aristotle was the tallest and most famous of the 2,200 University of Phoenix graduates at the arena. But O'Neal said he was simply getting ready for the real world.

Shaquille O'Neal
Center
Miami Heat

Profile

2004-2005 SEASON STATISTICS

GM	PPG	RPG	APG	FG%	FT%
73	22.9	10.4	2.7	50.1	48.1

"It's just something to have on my resume [for] when I go back into reality," the 7-foot-1 Miami Heat

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%	13,768	53%	15,774	60%
In A Majority Online	763	3%	5,713	21%	7,012	26%	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	

B. Enhancing Blends (University of Glamorgan in Wales)

Continuum of e-Learning


Basic ICT usage	E-enhanced	E-focused	E-intensive
Eg PowerPoint presentations	Access to online resources, use of Bb for announcements, Moodle based student communication	Discussion boards, online assessments, tests, interaction, learning materials	Whole modules taught on-line and integrated with





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

Real World




Augmented Vision


Augmented Reality


Augmented Virtuality




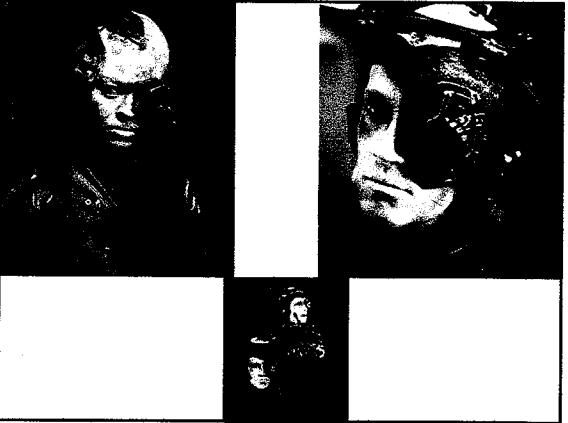
Virtual Reality


Mixed Reality





What can we say about blended learning then???

- **It is everywhere!!!!!!!**
- **Resistance is futile!!!!!!!**

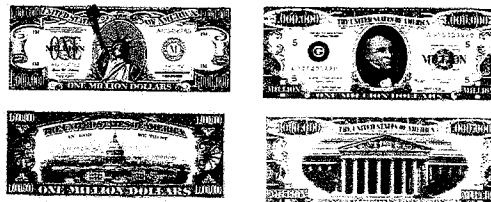
Part II: 13 Fully Online and Blended Learning Problems and 42 Solutions



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?



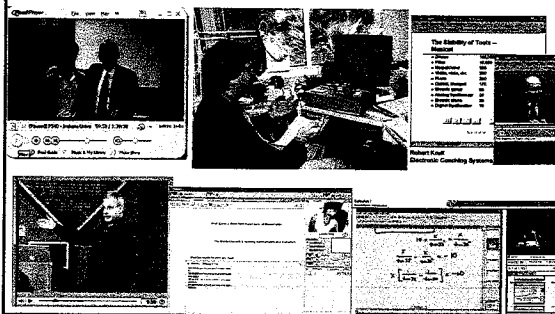
Blended Solution #1+. Sample Activities for Brief Meetings

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.

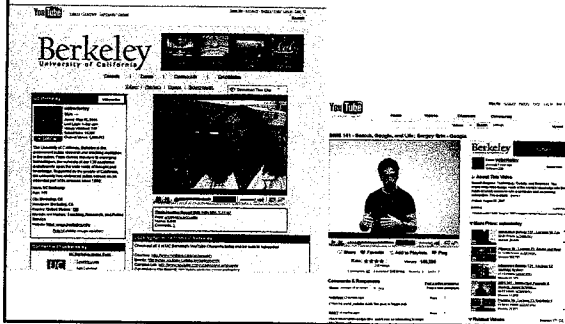
Problem Situation #2: Student Absenteeism

- Students miss class to attend a conference or event or a personal problem arises. Or students asks to watch the class a second time.

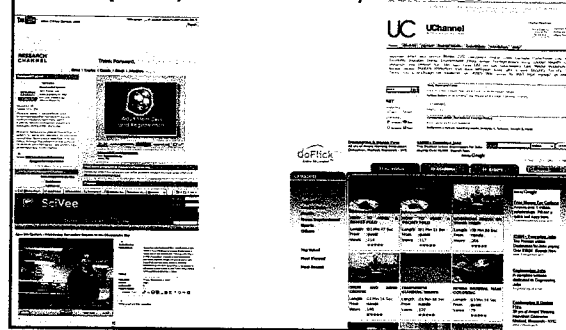
Blended Solution #2. Video Streamed and Webcast Lectures



Blended Solution #3. Post Courses in YouTube and iTunes (e.g., Berkeley)



Blended Solution #4. 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 #5.

Divide Online and Class Experiences: English Classes Online

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

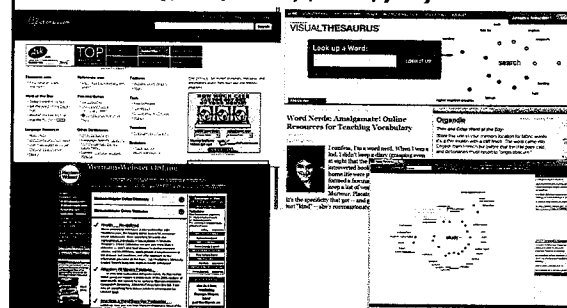
- Freshman English at BYU: Students are required to meet F2F once a week instead of three times a week. Online modules provide writing instruction and teaching assistants use online and F2F contact to provide feedback and guidance on writing (Waddoups et al., 2003).



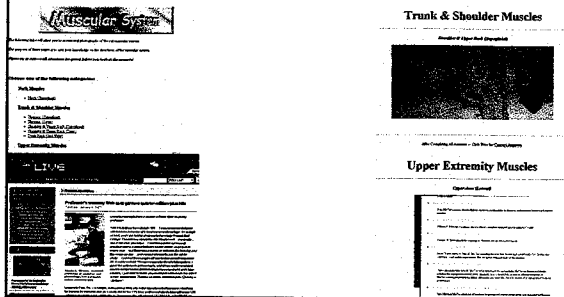
Problem Situation #4: Web Supplemental Activities

- 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.

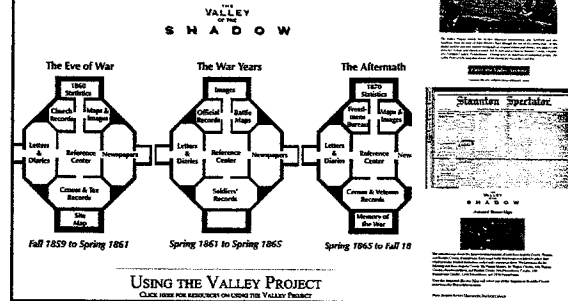
Blended Solution #6. Online Referenceware (e.g., Websters, Visual Thesaurus)
<http://www.visualthesaurus.com/>
 (\$2.95/month; \$19.95/year)



Blended Solution #7. Online Testing Center: e.g., self study in anatomy



Blended Solution #8. Online Course Portal: e.g., courses on the Civil War



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

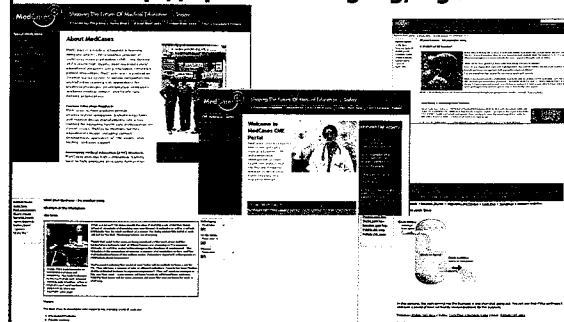
"Just the word 'podcast' scares a lot of teachers away," Ms. Schrock said. "There are a lot of misconceptions."
 "All you need is a computer, access to the Internet and a microphone that you can buy at Toys 'R' Us," Mr. Warlick said. "I listen to podcasts on my computer." (NY Times, Jan 25, 2006)



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



Blended Solution #11. Real World Problems (PBL online): Real-time Cases

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

Blended Solution #13. Educational Simulations (Intel IT Manager Game)

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 #14. Collaborative Searching

Microsoft SearchTogether (Beta)

Blended Solution #15. Sharing in Virtual Teams (e.g., Collanos, Groove, SharePoint)

Blended Solution #16. Wikibooks (Web 2.0 and Emerging Learning Technologies (The WELT))

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

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- 5. Global and International Education and Instruction
- 6. Overcoming the Digital Divide in e-Learning (1.4): The Global Text Project?

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- 9. Instructional Design: Designing Instructional Technology
- 10. Emerging and Emerging Web 2.0 and Emerging Learning Technologies
- 11. Instructional Design and the Assessment of the Web 2.0 and Emerging Learning Technologies
- 12. Pedagogical Development and Constructing Purposes and Administrative Approaches

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- 13. Introduction to Web 2.0
- 14. Social Media
- 15. Web 2.0 and Emerging Learning Technologies
- 16. Web 2.0 and Emerging Learning Technologies
- 17. Web 2.0 and Emerging Learning Technologies

Fall 2007: Web 2.0 and Emerging Learning Technologies (The WELT)

http://en.wikibooks.org/wiki/Web_2.0_and_Emerging_Learning_Technologies

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

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1. Determining the Digital Divide (e.g., One Laptop Per Child, The Global Text Project)

1.1 Projects to Promote Technology Use in the U.S. and Other Countries

1.2 Introduction

1.3 Definitions of the digital divide

1.4 The digital divide redefined

1.5 The digital divide in the global context

1.6 Overcoming the digital divide

1.6.1 The Global Text Project and <http://www.go2text.org/summit>

1.6.2 One Laptop Per Child program <http://laptop.org/index.html>

1.6.3 UNESCO Global Initiative on Technology, Science, and Cultural Organization

1.6.4 SEAMEO (The Southeast Asian Ministers of Education Organization)

1.7 References

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

news bureau

Global news bureau as a regional news organization

Global news bureau as a regional news organization

Global news bureau as a regional news organization

Blended Solution #18. Language Lessons, Team Meetings, etc., in Skype

Skype interface showing a video call in progress.

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 #19. Reflection on Online Contents: The Carlyle Letters Exploring Victorian World Through Letters and The Diary of Samuel Pepys, John Evelyn

Website content featuring historical letters and diaries.

Blended Solution #20. The Complete Works of Charles Darwin

The Complete Works of Charles Darwin Online
 Contributors
 Table of Contents

Blended Solution #21. Learner-Self Interactions and Reflections

Review Questions - Encapsulation
 Congratulations! You have completed the module.
 The following review questions assess your understanding of the following concepts:
 Question: What is inheritance?
 Answer: Inheritance is an object-oriented mechanism that derives a new class from an existing class.

Blended Solution #22. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)

Psychiatric Interviews
 Government Scaffolding
 Interviewees

Blended Solution #23. Blogs with Critical Friends (e.g., <http://travelinedman.blogspot.com/>)

TRAVELINEDMAN
 Blog posts with text and images.

Blended Solution #24. 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 #25. Online Simulation: Financial Accounting; (University of Calgary)

Lyrux Interactive Financial Accounting
 INCORRECT X

