

The Current Development of Blended Learning in Workplace Learning in Taiwan

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Purpose of the Study

- To explore the current status of blended learning in Taiwan and to probe into the benefits and obstacles of utilizing blended learning.

Precursors to this Study

- "Online training in the Online World" (2001-2002)
- "Surveying the future of workplace e-learning: *The rise of blending, interactivity, and authentic learning*" (2003-2004)
- "The Survey of Current and Future Status of Blended Learning: An International Study" (2005-2006)

Precursors to this Study

"Online Training in the Online World" (2001-2002)

"Surveying the future of workplace e-learning: *The rise of blending, interactivity, and authentic learning*" (2003-2004)

"The Future of Blended Learning in Corporate and Other Training Settings: An International Study" (2005-2006)

2005-2006 Study: Introduction

- The growing importance of blended learning in workplace learning internationally (Bonk & Graham, 2006; Rossett & Frazee, 2006)
- Confusions about blended learning exists (eLearning Guild, 2003)
 - What does blended learning really mean?
 - What are optimal blends?
 - How blended learning should be evaluated?

Research Questions

- How is blended learning being practiced today in workplace learning settings in Taiwan?
- How is blended learning perceived in Taiwan?
- What are benefits and obstacles of utilizing blended learning?

Methods: Overview

- This survey is a part of a longitudinal study of the future of e-learning in corporate training and higher education settings in 2003 and 2004 (Kim & Bonk, forthcoming; Kim, Bonk, & Zeng, 2005).
- Other countries surveyed included Korea, China, the UK, and the United States.

Methods: The Survey Instrument

- 38 multiple-choice questions regarding:
 - Respondents' demographic information
 - Questions about the current status of blended learning in respondents' organization
 - Questions about future predictions of blended learning
- Online survey using "SurveyShare" (www.surveymshare.com)

Methods: The Survey Instrument

- Message was sent out electronically (i.e., e-mail, forum posts) to invite target groups to the online survey site.
- Respondents took the online survey in traditional Chinese and their responses were anonymous.

Tool Used was SurveyShare

The screenshot shows the SurveyShare.com homepage. At the top, it says "SurveyShare.com" and "Empowering the Online World". Below the navigation bar, there is a main content area with a heading "SurveyShare.com" and a sub-heading "Empowering the Online World". The main text describes the service: "SurveyShare addresses the power of the web and email to help you collect and organize information into usable data for your business, academic or personal needs." It lists features such as "Survey Features and Pricing Information", "SurveyShare.com is a free service", "SurveyShare.com is a free service", and "SurveyShare.com is a free service". There are also links for "Create New Survey", "Survey From Item Bank", and "Survey From Blank Slate".

Created Unique Surveys in Four Languages

The screenshot shows the "Create New Survey" page on SurveyShare.com. The page has a heading "Create New Survey" and a sub-heading "There are four ways to create a new survey:". Below this, there are four numbered steps: 1. "You can create your survey from one of our completely created templates", 2. "You can create your survey from a blank slate", 3. "You can create your survey from one of our past surveys", and 4. "You can create your survey from one of our past surveys". There are also four icons representing different survey creation methods: "SurveyShare Templates", "Survey From Blank Slate", "Survey From One Of Your Past Surveys", and "Survey From Item Bank".

Methods: Survey Respondents

- Target:
 - Training/HRD (human resource development) professionals who belonged to professional organizations, discussion forums, or listservs on HRD, e-learning, or blended learning.

Methods: Survey Respondents

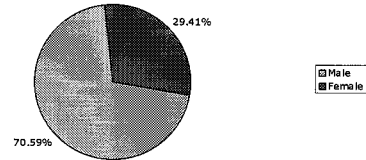
- Respondents: (N = 112)

- Employed in various types of organization (e.g., government, business, not-for-profit) and in a vast array of industries (e.g. information technology, industrial or manufacturing, and education).

Items	Percentage
Training or Human Resources Support Staff	18.35
Instructional Designer or Content Developer	13.76
Other	11.01
E-learning Manager or Director	9.17
Salesperson Marketing Manager or Communications	7.34
Training Manager or Director	7.34
Trainer or Instructor	6.42
Consultant or Learning Technology Advisor	3.67
Performance Manager or Technologist	3.67
Tool Developer or Programmer	3.67

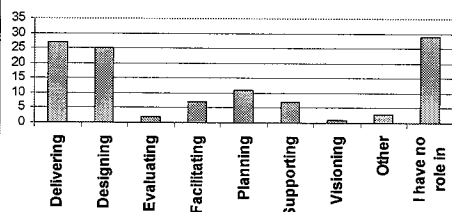
Gender of Respondents

Gender of Participants



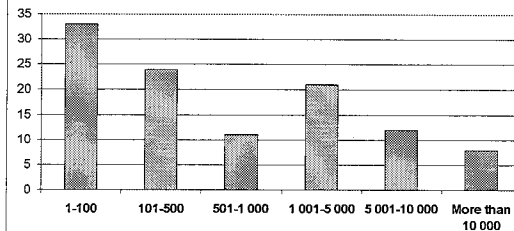
Respondent Role in BL

What is your role in blended learning in your organization?

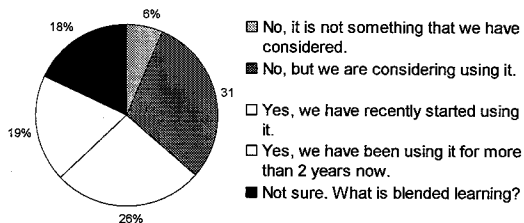


Number of Employees in Organization

How many employees are in your organization?



Are you using blended?

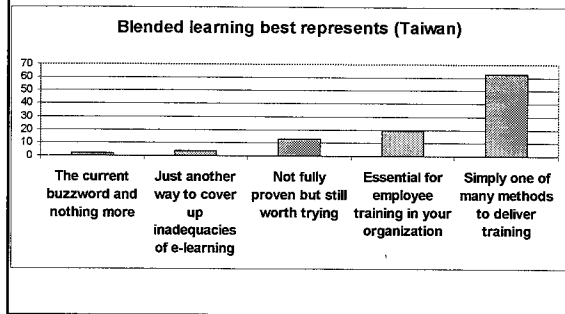


•45% is far lower than UK (73%), US (75%), and Korea (63%) (Bonk, Kim, Zeng, Son, Teng, & Oh, 2006)

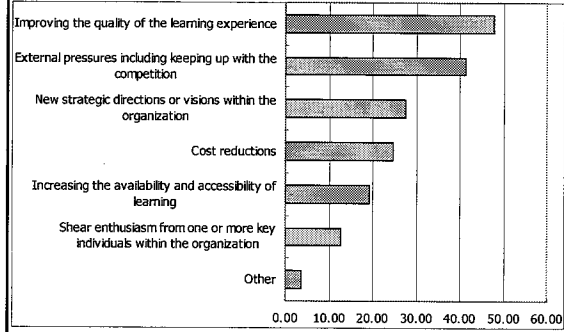
What percentage of the training in your organization is currently devoted to blended learning?

- 22 percent not doing any blended
- 32 percent doing 1-10 percent blended; 12 percent 11-10 percent.
- Only about 1 in 10 do more than 40 percent of training in BL format

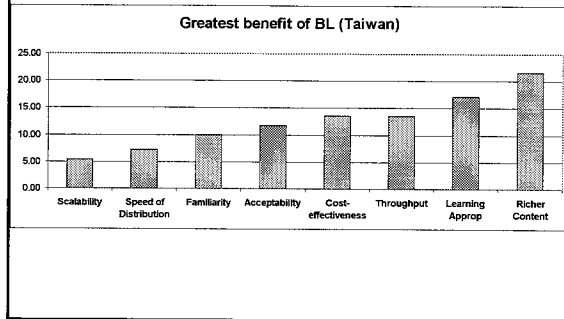
BL Best Represents What?



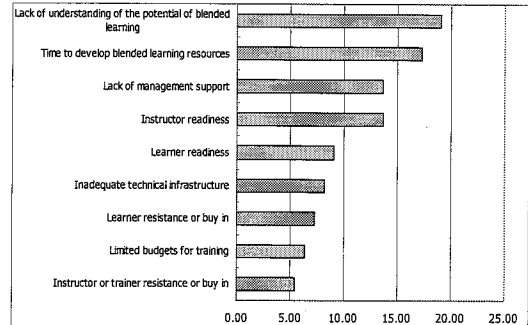
Key Drivers of Blended



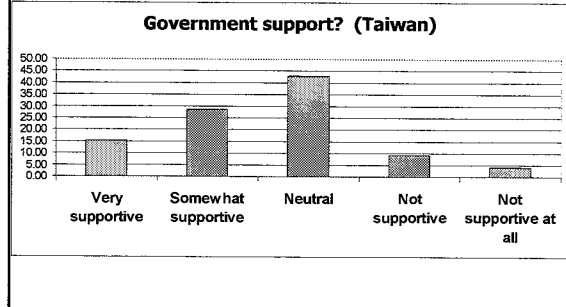
Greatest Benefit of Blended



Greatest Obstacles to Blended



Government Supportive of BL as seen in policies, reports, strategic plans, etc.?



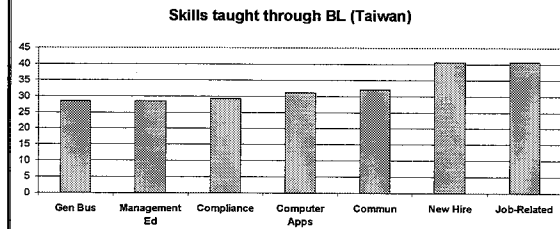
Instructional Components

Items	Percentage
Instructor-led training	39.81
Custom e-learning content	37.04
Online testing	36.11
Workplace-related assignments	34.26
Workbooks and other print material	33.33
Online self-paced materials	32.41
Asynchronous conferencing or threaded discussion forums	30.56
Canned/off-the-self content	26.85
Online coaching and mentoring	25.93
Synchronous conferencing virtual classroom or collaboration software	24.07
Collaborative learning and virtual teaming	16.67
Online simulations and games	16.67
Chats and instant messaging	12.96
Other	4.63

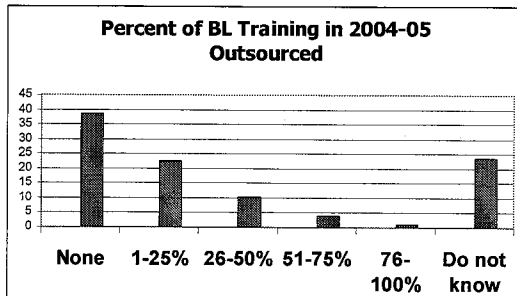
Skill areas taught through blended learning

Items	Percentage
Job-Related Skills	40.57
New Hire Orientation	40.57
Communication Skills / Teamwork	32.08
Computer Application/Software Skills	31.13
Mandatory and Compliance training	29.25
General Business Skills	28.30
Management Education/Development)	28.30
Basic Skills	23.58
Personal Development Skills	18.87
Customer Service Skills	17.92
Ethics	16.98
Product Specific Information	16.98
Sales/Marketing Skills	16.04

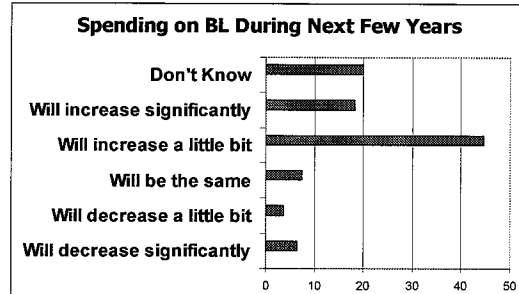
Skill areas taught through blended learning



Outsourcing of BL Training



Projected Spending on BL



Strategic Planning for Training and Development

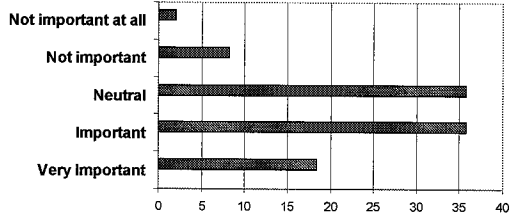


If have a Strategic Plan...

- 60 percent share with employees
- 24 percent put on website for anyone to download
- 37 percent say it is working; another 27 percent say it is not working
- 70 percent say it addresses online learning
- 47 percent say it addresses BL; 37 percent say it does not
- 32 percent say organization has a specific model or framework for BL; 48 percent say no

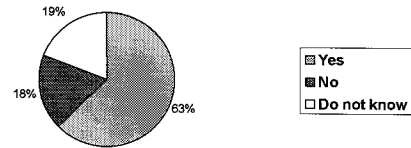
Importance of BL to Future Strategic Planning

How important is BL for strategic planning for T&D for next few years?



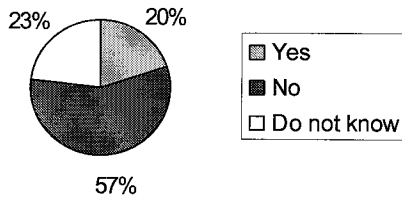
Advice and Consulting Needed on Blended

Does organization need strategic advice regarding BL?

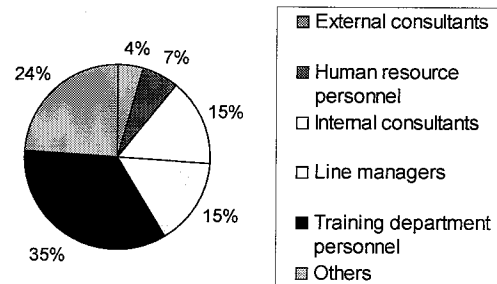


69 percent need advice on BL design, development, implementation, or evaluation. This would be lucrative area for consulting!

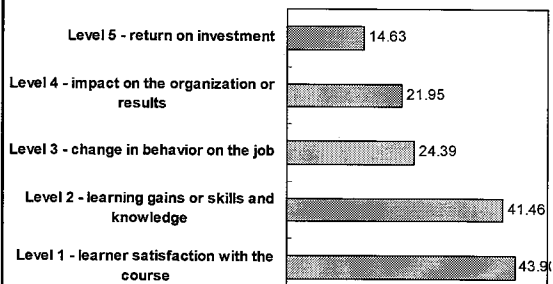
Does your organization evaluate the quality of blended learning courses?



Who is the primary evaluator?

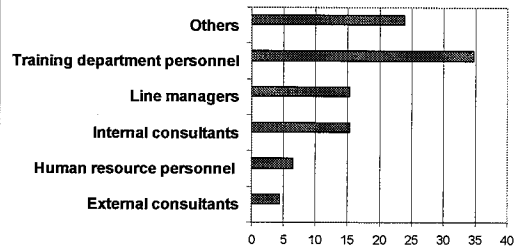


What levels does your organization evaluate blended learning?



Who Evaluates BL?

Primary Evaluators of BL Courses



Evaluate Quality

- The percent of organizations evaluating the quality of blended learning in Taiwan is significantly lower than other countries.
- The percentage of respondents in the other three countries who indicated that they evaluated blended learning was over 60 percent (Bonk, Kim, Zeng, Son, Teng, & Oh, 2006).

Conclusions

- Although e-learning has been widely promoted in workplace learning in Taiwan, there are still considerable opportunities to develop blended learning initiatives.
- Only 15 percent of respondent indicated that Taiwanese government was highly supportive of blended learning as seen in specific policies.

Conclusions (cont.)

- Researchers and practitioners in Taiwan have to be aware of the challenge in small and medium-sized enterprises.
- Blended learning may provide more training opportunities for such organizations, since it offers more flexible applications than either fully online or traditional face-to-face instruction.

References

- Bonk, C. J., & Graham, C. R. (Eds.) (2006). *The handbook of blended learning: Global perspectives, local designs*. San Francisco, CA: Pfeiffer Publishing.
- eLearning Guild. (2003). *The blended learning best practices survey*. Santa Rosa, CA: The eLearning Guild.
- Rossett, A., & Frazee, R. V. (2006). *Blended learning opportunities*. New York, NY. American Management Association.