

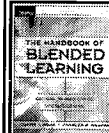
Blended Learning: Models, Cases, Stories, and Examples

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<http://SurveyShare.com>



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



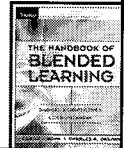
Blended Learning: Two Parts

1. Models and Frameworks
2. Cases, Stories, and Examples



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



Poll #2. What are you???

- A. Trainer, instructor
- B. Instructional designer or developer
- C. Supervisor, administrator
- D. E-Learning staff
- E. Human Resources
- G. Marketing
- H. Other

Poll #3: Burning Blended Learning Q's

(Pick any that interest you)

- A. What does blended learning mean?
- B. What is typically being blended?
- C. How much to blend?
- D. Why blend (advantages and disadvantages)?
- E. Where is this all headed?

Whose Learning Is It, Anyway?

Learning & Training Innovations, Clay & Mindrum, July/August, 2003, p.33

"E-learning proponents promised just-in-time, just-for-me, anytime, anywhere, 24X7, interactive, streaming, real-time, asynchronous, pervasive, motivational, emotional, collaborative, multimedia, blended, adaptive, personalized, intuitive, rich, engaging, strategic, empowering, scalable, consistent, efficient, and cost-effective learning."



Learning in Cafes and Pubs

USA Today, October 5, 2006



YouTube co-founders Chad Hurley, left, and Steven Chen get creative with a camera and laptop in March.



George Siemens
(Sept 30, 2002, eLearnspace.org)
Instructional Design in E-Learning

"In general, ID theory needs to move in the direction of flexibility and learner-empowerment if it is to allow ID to keep up with technological and institutional changes...."

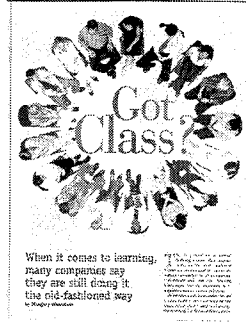


Emergence of Blended Learning Systems in a Corporate Context

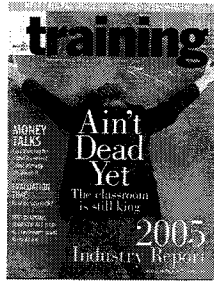
The American Society for Training and Development (ASTD) identified BL as one of the top ten trends identified in the knowledge delivery industry

Cited by Rooney, J. E. (2003). Blending learning opportunities to enhance educational programming and meetings. *Association Management*, 55(5), 26-32.

December 2005, Training Magazine



When it comes to learning, many companies say they are still doing it the old-fashioned way



training
Ain't Dead Yet
The classroom is still king
2005 Industry Report

Business Intelligence

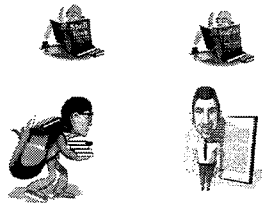
A Look at Learning Delivery: Understanding the Blend

By Susan K.



As the industry continues to evolve, the focus is on understanding the blend of learning delivery. This article explores the various models and how they can be effectively implemented in a business context.

Blended Learning Defined and Explained



The Sloan Consortium (2003). Sizing the Opportunity: The Quality and Extent of Online Education in the U.S., 2002 and 2003

http://www.sloan-c.org/resources/sizing_opportunity.pdf

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 20%	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 70%	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.

Blended Learning Definitions

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

The three most commonly cited definitions include:

1. BL = combining instructional modalities (or delivery media)
2. BL = combining instructional methods
3. BL = combining online and F2F instruction

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)

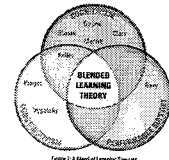
2. Blending Instructional Methods

- “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)

2. Blending Instructional Methods

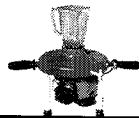
- “Blended learning is the use of two or more distinct methods of training.” (Rossett, 2002, p. 59-60)
- “[Blended learning is] training delivered by a combination of methods.” (House, 2002)

Jared Carman (2002);
blended learning design



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)



Common Blended Ingredients

Jared Carman (2002), KnowledgeNet, Blended learning design

1. Live Events (face-to-face) or synchronous online (live events get attention)
2. Self-paced learning and reflection (own time)
3. Collaboration and teamwork (peer-to-peer and peer-to-mentor)
4. Assessment and evaluation (test out)
5. Performance on the job and associated performance support (job aids, PDAs, etc.)

BLENDED LEARNING DESIGN: FIVE KEY INGREDIENTS

Jared M. Carman
Director, Product Development
KnowledgeNet

October 2002

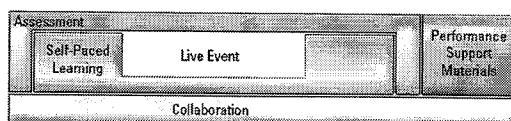


Figure 2.5 Ingredients for Blended Learning

Blended Learning Models

By Purnima Valiathan (2002), Learning Circuits, ASTD
(Skill-Driven BL Plan)

	Technology-based techniques	Non-technology based techniques
Announcement	LMS, email push	Flyer, mail, phone
Overview session	Email, Webinar	traditional classroom
Self-paced learning	Web-based tutorial, e-books, EPSS, simulations	Articles, books, job-aids, on-the-job, training
Query resolution	Email, FAQ, instant messenger	face-to-face meeting
Demonstration	Web meeting, simulations	traditional classroom
Practice	simulation	workbook assignment
Feedback	email	face-to-face meeting, print report
Closing session	Email, Webinar	traditional classroom
Certification	Web-based test	print test

Types of Delivery Technology (Option Six)

The type of media can include but is not limited to:

- Online or Web-Based Delivery
- CD-ROM
- Video/Audio Conference
- Analog or Digital Video including Pod Casts
- Live or Virtual Simulations
- Classroom (ILT)
- Communities of Practice
- OJT or Mentoring
- Performance Labs
- Job Aids

What's Available to Blend?

Locus of Control:

- Instructor-led
- Facilitated
- Self-Paced

Delivery Technology:

- Web-Based
- CD-ROM
- Video/Audio Conference
- Print
- Videotape
- Simulation
- Classroom

Delivery Timing:

- Synchronous
- Asynchronous

Instructional Strategies:

- Didactic Learning
- Problem Based Learning

Performance Support Strategies

- Communities of Practice
- OJT
- Mentors
- Performance Labs
- Job Aids

Analysis & Design Considerations

How can target audience characteristics flavor the blend?

Characteristic:	What if...	Possible Blends:
Size	large	self-paced; WBT; asynchronous; communities
Location	centralized	ILT; classroom; synchronous; mentors
Accessibility to Training	poor	facilitated; OJT
Skill Level	diverse	self-paced
Motivation	high	self-paced; asynchronous; performance labs

Who is demanding fully online and blended learning?



Learning TRENDS by Elliott Masie - September 5, 2006.
#399.5 - Updates on Learning, Business & Technology.
52,716 Readers - <http://www.masie.com> - The MASIE Center

Average Percentage of Learning Delivery Methods
(240 organizations in learning Masie consortium):

- 46% Classroom.
- 27% e-Learning.
- 19% Blended.
- 10% Other Methods.

Classroom Delivery is used for
Leadership/Supervision; Sales/Customer Service;
Orientation/OnBoarding.

E-Learning Delivery is used for HR Compliance;
Safety; IT Systems/Software.

More than 70 Million Adults Want to Head Back to School

August 22, 2006, Yahoo News
Report: "Degrees of Opportunity" from Capella University

- Degrees of Opportunity, a new national study of the attitudes of adult Americans toward continuing their education, indicates that more than half of American adults age 25 to 60 would like to pursue additional education -- the equivalent of more than 70 million adult Americans.

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 employee population or courses
- Classes with working students
- Students spread over a distance
- Classes with certification or standards
- 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
4. Personalized access to a range of materials
5. Accommodate more learning styles
6. Connect different nationalities and cultures
7. Reduction in physical class or space needs, commuting, parking
8. Increased opportunities for human interaction, communication, & contact among students
9. Introvers participate more
10. Cost effective, time, satisfaction

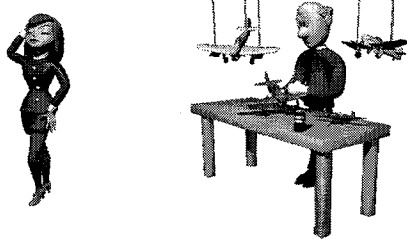


Fully Online and Blended Learning Disadvantages

1. Procrastination (trouble managing time and requirements)
2. Problems with technology at the beginning (instructor tries too much)
3. Can be overwhelming or too novel
4. Poor integration or planning
5. Resistance to change
6. Faculty skepticism, increase workload, and reduced productivity



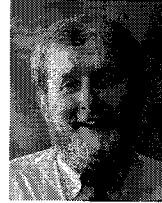
Frameworks and Models of Blended Learning...



Dimensions of Blended Learning (Jay Cross, Foreword, 2006)

FIGURE E.1. DIMENSIONS OF THE BLENDED LEARNING STEW.

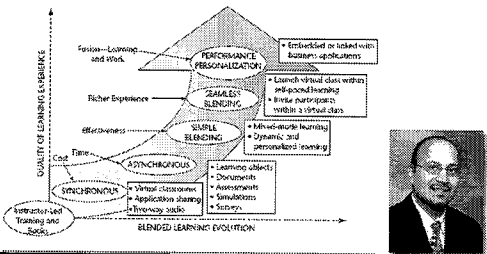
Fleeting know-how	[-+-----+]	Lasting knowledge
Individual	[-+-----+]	Community
Generic	[-+-----+]	Proprietary
Training	[-+-----+]	Knowledge sharing
Text	[-+-----+]	Visual
Self-directed	[-+-----+]	Guided navigation
Content focus	[-+-----+]	Experience focus
Exploring	[-+-----+]	Participating
Push	[-+-----+]	Pull
Personalized	[-+-----+]	One-size-fits-all
Skills	[-+-----+]	Values
Information	[-+-----+]	Transformation
Formal	[-+-----+]	Informal



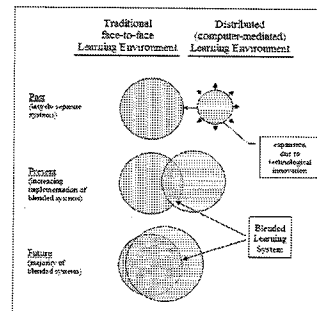
Harvey Singh (2006)

Blending Learning and Work 477

FIGURE 34.1. PAST, PRESENT, AND FUTURE OF BLENDED LEARNING.



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



	Traditional F2F	Computer-mediated
Space	Live (physical F2F)	Virtual (distributed)
Time	Live Synchronous (very short lag time)	Asynchronous (long lag time)
Fidelity	High (rich all senses)	Low (text only)
Humanness	High Human No Machine	No Human High Machine

(Graham, 2006)

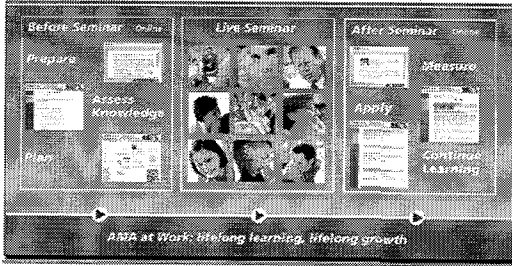
AMA Special Report, Blended Learning Opportunities

Alison Rossett (2006)

1. Anchor Blend: Start FTF, then online
2. Bookend Blend: Three part: e.g., online preassessments, then FTF, and then online post assessments
3. Field Blend: Assets, resources, and choices including perhaps FTF



AMA Special Report, Effectively Implementing a Blended Learning Approach
(Steven Shaw & Nicholas Igneri, 2006)



Source: American Management Association, AMA at Work

AMA Special Report, Blended Learning Opportunities
Alison Rossett (2006)



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/asynchronous <ul style="list-style-type: none"> Live e-learning classes E-mentoring, e-coaching Instant messaging, SMS 	Virtual collaboration/asynchronous <ul style="list-style-type: none"> Email Online communities and discussion boards Listserve Blog, 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 Peer job aids Online knowledge databases Documentation Performance support tools

Adapted from Rossett, Drueff, & Patten, 2003, July

A Blended Model: Corporate

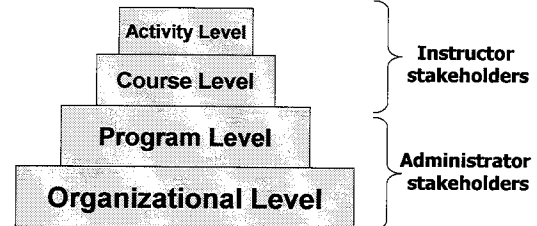


Soren Kaplan, Ph.D.
Managing Director, iCoHere, Strategies for Collaborative Learning

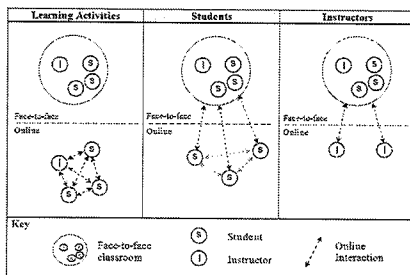
Models of Blending



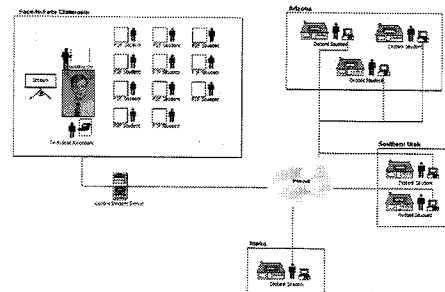
Blending occurs at the following four levels:



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)



3. Program-level blending (Prescriptive or Choice)

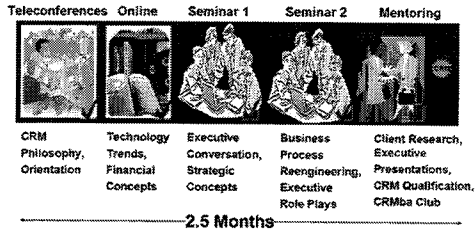
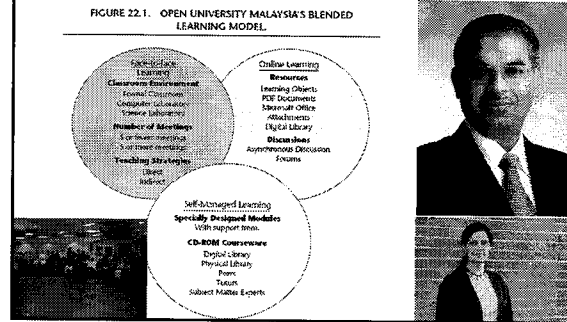


Figure 1: Avaya's ESSBa program schedule



4. Institutional-level Blending (Abtar Kaur & Ansary Ahmed, 2006, Open U Malaysia)

FIGURE 22.1. OPEN UNIVERSITY MALAYSIA'S BLENDED LEARNING MODEL



4. Institutional-level Blending (Brian Linquist, 2006)

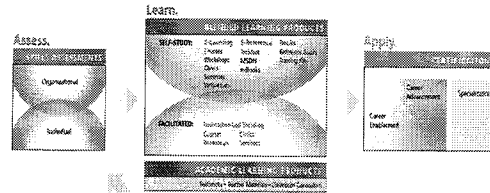
Example 2: University of Phoenix

- 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)



Framework for organizational development through training Assess, Learn, and Apply (Copyright Microsoft, Ziob & Mosher, in press; Handbook of Blended Learning)

Microsoft Products and Services for Lifelong Learning



4. Blended Learning Form Factors (copyright Microsoft, Ziob & Mosher, 2006; Handbook of Blended Learning Environments)

Live instructor-led	Self-paced learning	Tools for learning communities
<ul style="list-style-type: none"> • Traditional classroom • Onsite engagement • Virtual online classroom • Live video via satellite or videoconferencing • Online coaching/mentoring 	<ul style="list-style-type: none"> • Instructor-led classroom via e-mail • Online or computer-based training (CBT) • Self-study guides, manuals, texts • Online resources and databases 	<ul style="list-style-type: none"> • Chat • Instant messaging (IM) • Newsgroups and forums • Collaboration

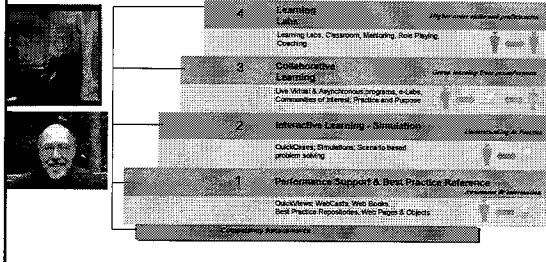


Blended Learning Scenario (copyright Microsoft, Ziob & Mosher, 2006; Handbook of Blended Learning Environments)

Pre Class	Day 1	Day 2	Day 3	Day 4	Day 5	Post Class
Self-study prep	In classroom	Virtual class	e-Learning	Virtual class	In classroom	Community newsgroups



4. The IBM Four Tier Learning Model (2006)
Blending Learning for Business Impact – IBM's
case for learning success, 2006 Handbook of Blended
Learning, Nancy Lewis, VP, & Peter Orton, IBM



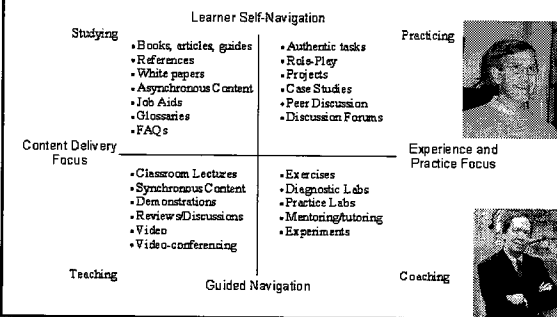
The IBM Four Tier Learning Model (2006)
Blending Learning for Business Impact – IBM's
case for learning success, 2006 Handbook of Blended
Learning, Nancy Lewis, VP, & Peter Orton, IBM

TABLE 5.1. IMPROVED BEHAVIOR EFFECT ON THE BUSINESS.

Attribute Emphasized in Training	Correlation with Financial Indicators
Increase in leadership competencies	.34***
Improvement in managerial style behaviors	.31***
Increase emphasis on aspects surrounding organizational climate	.27**
Increase in coaching behaviors	.32***
Improvement in managing telling behaviors	.29**
Better diagnosing and managing resistance to change	.24*
Gains from case study approach adopted in program	.35***
Increase in knowledge about leadership	.22*
Improved efficacy (confidence in managerial ability)	.26**
Reduction in perceived barriers to behavior change	.19*

*p < .1; **p < .05; ***p < .01; ****p < .001

4. Specific Learning Elements
An Learning Ecology from Sun Microsystems
(Wenger & Ferguson, 2006)



Current Learning Elements
An Learning Ecology from Sun Microsystems

- Current Learning Elements**
- Classroom (instructional) content
 - Self-paced web content
 - Self-study guides
 - Certification
 - Practice tests
 - Remote labs
 - eMentoring
 - Asynchronous discussion forums
 - Documentation
 - Procedural job aids
 - Guided lab activities
 - Learning management system
 - Transfer of Information – recorded audio and slide presentations
 - Webcasts
 - Video
 - Performance Support

Present and Future State of
Online and Blended Learning

Longitudinal Study on the Practice of
Online and Blended Learning

