

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

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## Too often fully online learning may not be reputable...

Buyer Beware! Don't Be Fooled by  
 Online-Only CPR or First Aid  
 Certification Scams.



Certification of OSHA training requirements for basic first aid and cardiopulmonary resuscitation  
<http://www.osha-slc.gov/OSHA-309-10-2013.pdf>  
 OSHA-309-10-2013

## Problems of fully online?

**What to Avoid When Shopping Online for Training**  
 Common buzzwords and phrases to look for:

- Online CPR cards, download instantly
- Download your certification card right after finishing your course
- No hands-on skills required
- 100% online
- Immediate certificate or wallet card
- Have your card be certified today
- Nationally validated, nationally recognized = *there is no nationally accrediting or governing body for emergency care training*
- Full refund if not accepted

## Who needs blended Learning?

**Going the Distance**

Campus leaders are deciding whether to centralize or decentralize distance education operations, with some even choosing both.

*By Richard Milrod*

**A** DISTANCE EDUCATION PROGRAM needs college and administrative attention. It's a focus in a centralized office or in a decentralized department but not on their own?

Some universities are making a shift from such as Texas A&M University's recent move to centralize its program management and place it in the Office of Distance Education to its college-based offices. There are also distance learning or other divisions in department programs that manage the possible online course development and support.

A third type of approach blends the strength with some colleges and universities creating fully online services, such as technology support or self-credential, but other aspects—such as faculty development—come under the fold of traditional. In general, should we see this all change in the practice of universities, leaving little to be made for them, other than, and whether chosen.



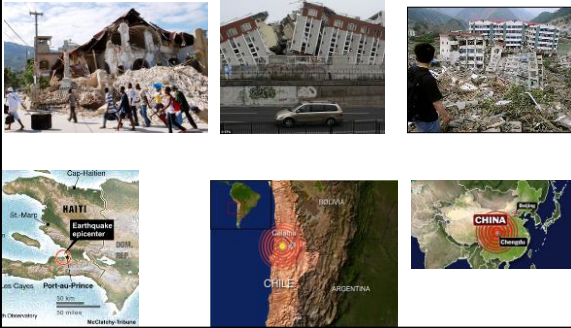
Those where there  
 are diseases and  
 outbreaks...



## Those in hurricanes (e.g., Katrina, Ike, etc.)!

©2008 AccuWeather.com

## Those in earthquakes (e.g., Chile, China, Haiti)...



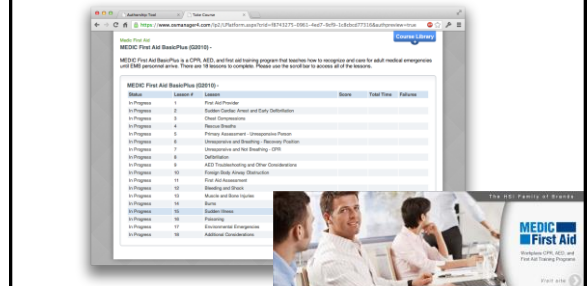
## Blending Online Is the Solution!



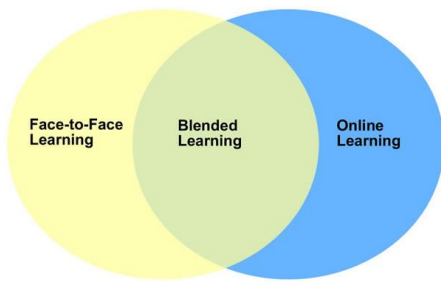
## Question: How to Meet Core Knowledge Objectives?



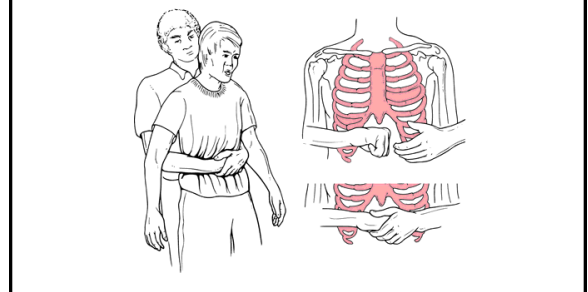
## How to Meet Core Knowledge Objectives?



## Answer: Blended Learning



## e.g., Online Demonstrations



## Anchored Instruction (with video demonstration),

October 6-12, 2013 Is Fire Prevention Week, ASHI, Kristine Rice, October 9, 2013

<http://www.hsi.com/Blog/bid/102423/October-6-12-2013-Is-Fire-Prevention-Week>

Dealing with Burn Injuries



## What I will discuss...

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



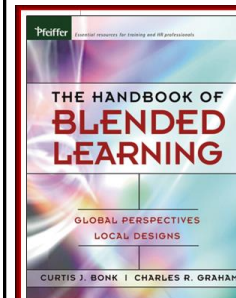
**Myth #1: If you read the enough research you will be able to know the impact of blended learning.**


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>




  
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 Pimental  
Northrup Grumman Corporation  
Amanda N. Gesselman  
Columbia State University  
Columbian Research Fellows Program  
March 2009  
Approved for public release; distribution is unlimited.


## Is K-12 Blended Learning Disruptive

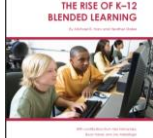
Heather Staker and Michael B. Horn,  
Innosight Institute, May 2013

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

**About the authors**

 **MICHAEL B. HORN** is an Associate and Executive Director of Education at Innosight Institute, a non-profit think tank devoted to applying the lessons of disruptive innovation to problems in the social sector. His learning expertise earned Horn one of the 500 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. Her professional experience comes from Harvard College and various roles at IBM, with a focus on innovation, from Harvard Business School. She has experience as a strategic consultant for McKinsey & Company and as a member of the California State Board of Education.



## 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**

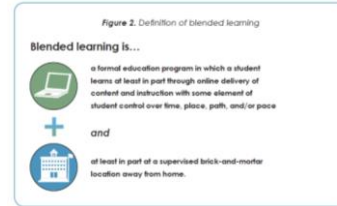
**"Blended learning refers to events that combine aspects of online and face-to-face instruction" (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)**



**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."**



**Classifying K-12 Blended Learning**  
 Heather Staker and Michael B. Horn, May 2012

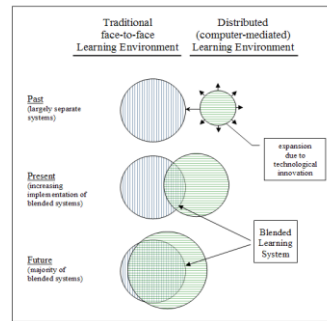
<http://www.projectred.org/uploads/The-Rise-of-K-12-Blended-Learning.pdf>

One critical part of the definition of blended learning is that it involves "some element of student control of time, place, path, and/or pace." Digital Learning Now! describes each dimension:

- **Time:** Learning is no longer restricted to the school day or the school year.
- **Place:** Learning is no longer restricted to the walls of the classroom.
- **Path:** Learning is no longer restricted to the pedagogy used by the teacher. Interactive and adaptive software allows students to learn [in a method that is customized to their needs].
- **Pace:** Learning is no longer restricted to the pace of an entire classroom of students.

Source: "Roadmap for Reform," <http://digitalearningnow.com/wp-content/uploads/2011/10/Roadmap-for-Reform.pdf>

**Historical Emergence of Blended (Graham, 2006)**

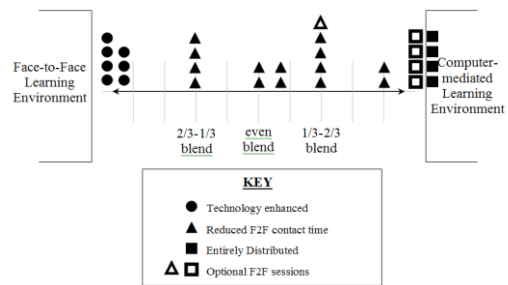


**Myth #4: People will know what I am saying when I say "blended learning."**  
**Myth #5: Blended is the same as "hybrid."**  
**The Sloan Consortium**

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?

**Examples of Blended Learning**

- Put assessments/reviews online
- Online discussions
- Online labs
- Put reference materials on Web
- Deliver pre-work online
- Provide office hours online
- Use mentoring/coaching tool
- Access experts live online



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

**Fully Online and Blended Learning Advantages**

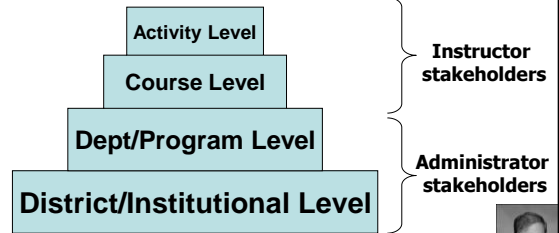
1. Increased Learning (better papers, higher scores)
2. More effective pedagogy and interaction
3. Course access at one's convenience and flexible completion (e.g., multiple ways to meet course objectives)
4. Reduction in physical class or space needs, commuting, parking, etc.
5. Increased opportunities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

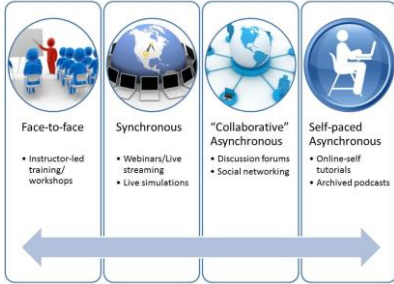


Source: American Management Association, AMA at Work.

**10 Blended Learning Models**

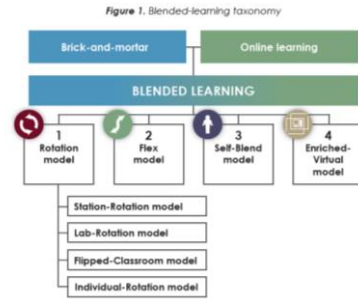


# 10 Blended Learning Models

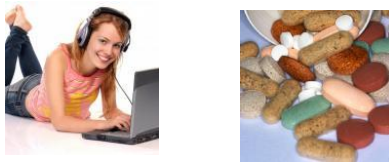


## Classifying K-12 Blended Learning

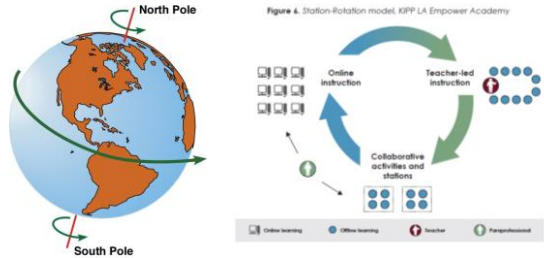
Heather Staker and Michael B. Horn, May 2012  
<http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/05/Classifying-K-12-blended-learning2.pdf>



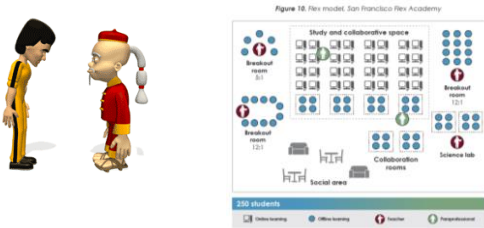
### Blended Model #1. Face-to-Face Primary (online is for remediation of supplement)



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



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



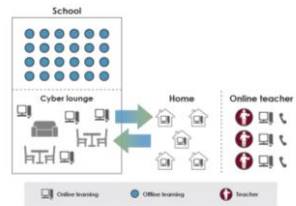
### Blended Model #4. Online Lab (lab or field experience component of course is online)



### Blended Model #5. Self-Blend (students decide on which courses they take online or which portion of the course is online)

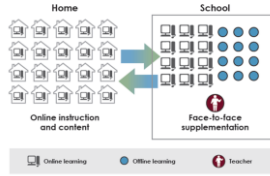


Figure 11. Self-Blend model. Quakertown Community School District



### Blended Model #6. Online Driver (now: "Enriched Virtual Model") (courses primarily online and physical facilities used to supplement or as needed)

Figure 12. Enriched-Virtual model. Albuquerque eCADEMY



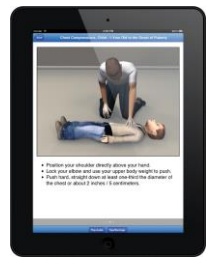
### Blended Model #7. Bookend (first and last part of the course is online and middle portion is FTF; AMA Special Report, Blended Learning Opportunities, Alison Rossett (2006))



### Blended Model #8. Anchor (start with FTF or what students are familiar with and then move to online)



### The Blended Learning First Aid CPR Model



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

Table 1. What Might Go in the Blend

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

Adapted from (Rossett, Douglas, & Frazer, 2003, July)

## Blended Learning Approach (Electricians)

**Blended Learning**  
This unique approach includes instructor-led hands-on training, lectures, eLearning and web based evaluation and instruction.

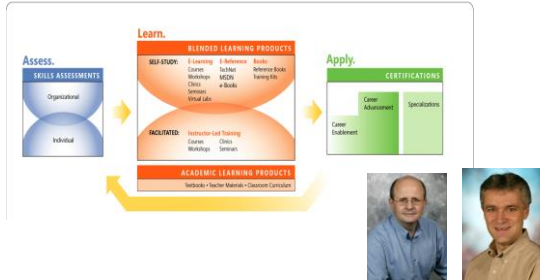
[LEARN MORE ABOUT BLENDED LEARNING](#)

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

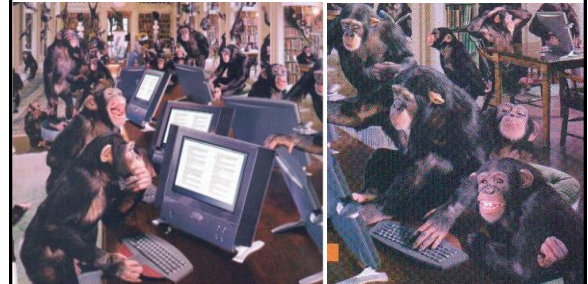
4	Learning Labs	<i>Higher order skills and performance</i>
	Learning Labs, Classroom, Mentoring, Role Playing, Coaching	
3	Collaborative Learning	<i>Group learning, live peer support</i>
	Live Virtual & Asynchronous programs, e-Labs, Communities of Interest, Practices and Purpose	
2	Interactive Learning - Simulation	<i>Engaging &amp; Practice</i>
	QuickCases, Simulations; Scenario-based problem solving	
1	Performance Support & Best Practice Reference	<i>Reference &amp; guidance</i>
	QuickViews, WebCasts, Web Books, Best Practice Repositories, Web Pages & Objects	
	Competency Assessments	

## Framework for organizational development through training Assess, Learn, and Apply (Copyright Microsoft, Ziob & Mosher, 2006; Handbook of Blended Learning)

Microsoft Products and Services for Lifelong Learning



## Part II: 15 Blended Learning Examples



## First Aid Courses: FTF, Blended, or Fully Online?

**New Blended Learning Programs**

[Learn More](#)

**Take a Family First Aid and CPR Online Course**

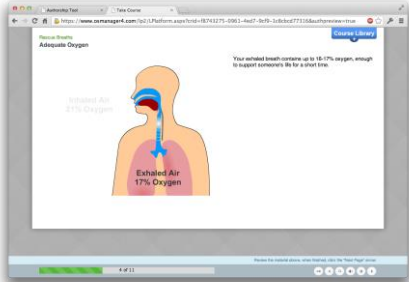
[Enroll Now](#)

## Blended Solution #1. Scenario and Case-based Learning

A screenshot of a web browser displaying a scenario-based learning interface. It features a man in a blue shirt, a mobile device, and a 'Course Library' button.



## Blended Solution #2. Concept Animations



## Blended Solution #3. Concept Demonstrations



Each abdominal thrust attempts to clear the victim's airway of the foreign object by forcing air out through the windpipe.



## Blended Solution #3. Concept Demonstrations (continued)...

CPR revised guidelines: Think C-A-B

**COMPRESSIONS**  
Push at least 2 inches on adult breastbone, 100 times per minute to move oxygenated blood to vital organs



**AIRWAY**  
Open the airway and check for breathing or blockage; watch for rise of chest and listen for air movement



**BREATHING**  
Tilt chin back for the unobstructed passing of air; give two breaths and resume chest compressions



NOTE: Those untrained in CPR can simply do chest compressions until help arrives.

## Blended Solution #4. Images of Terms and Concepts



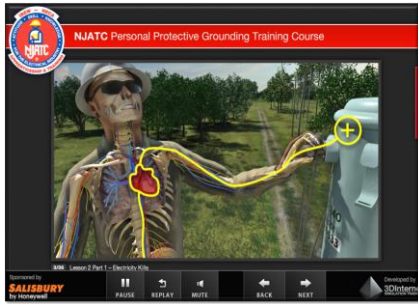
## Blended Solution #5. Online Practice Tests and Quizzes



## Blended Solution #6. Anchor Concepts in Shared Online Video

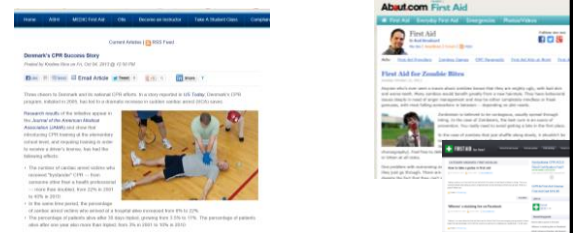


## Blended Solution #7. Virtual Safety Training



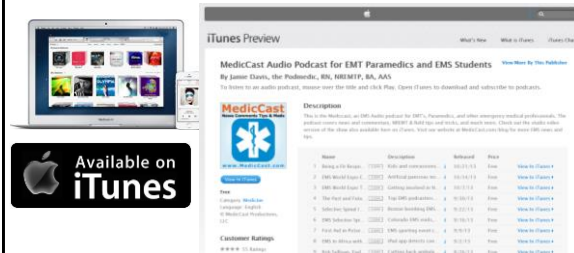
## Blended Solution #8. Electronics News Blog Readings and Reflections

<http://www.hsi.com/blog>  
<http://firstaid.about.com/b/>

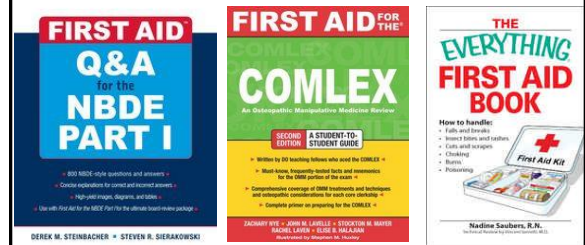


## Blended Solution #9. Podcast Show Reflections

<http://www.firstaidshow.com/>  
<https://itunes.apple.com/us/podcast/itq-instructor-training-first/id386403709>



## Blended Solution #10. E-books (First Aid)

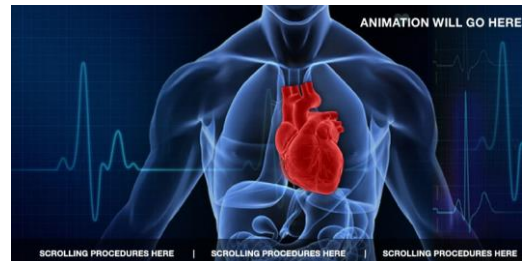


## Blended Solution #11. Online Role Play or Debate

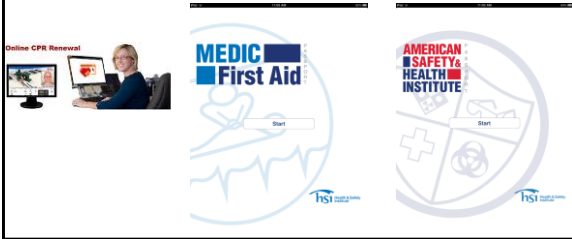


## Blended Solution #12. Online Labs and Simulations

<http://www.biheartinstitute.org/patient-resources.php>



## Blended Solution #13. Online Professional Development (e.g., CPR renewal)



## Blended Solution #14. Expert Videoconferencing



## Blended Solution #15. Mobile Apps for the CPR Training

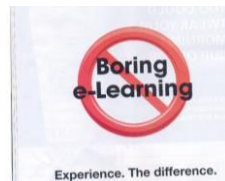


## Blended Solution #15. Mobile Apps for the other training and resources



## Again, this talk covered...

1. 1 Definition of blended learning
2. 10 Myths of blended learning
3. 10 Models of blended learning
4. 15 Examples of blended learning



## Any Questions?



Slides at: [TrainingShare.com](http://TrainingShare.com)  
 Papers: [PublicationShare.com](http://PublicationShare.com)  
 Book: <http://worldisopen.com/>  
 Email: [curt@worldisopen.com](mailto:curt@worldisopen.com)

