


Blended Learning Jazz: Spontaneous, Improvisational, and Smooth

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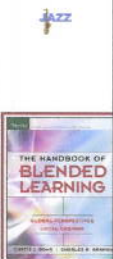
Blended Learning:

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



Blended Learning: Two Parts

1. Models and Frameworks
2. Problems and Solutions (i.e., examples)

(When do blends make sense?)



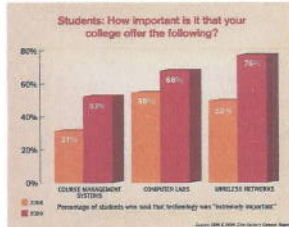
Who is demanding fully online and blended learning?



Campus Technology, February 2010, Expectations Rising

Expectations Rising

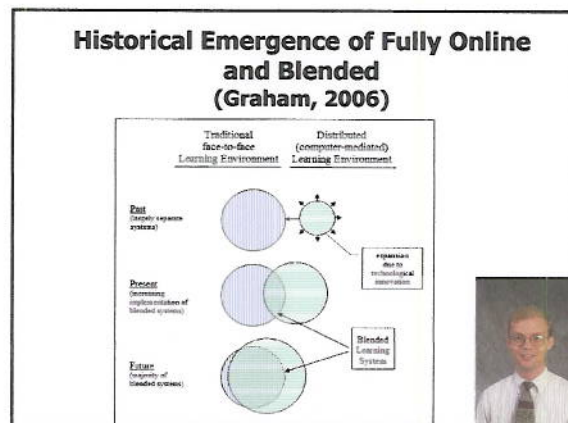
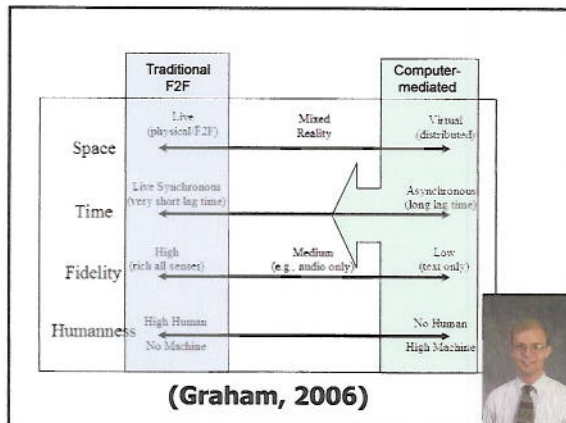
The importance students place on campus technology is on the increase, according to a recent study.



Students: How important is it that your college offer the following?


Technology Category	Percentage of Students (2009)
COURSE MANAGEMENT SYSTEMS	33%
COMPUTER LABS	58%
WIRELESS NETWORKS	70%

From 50 asks there is net to 70 percent 2009. In addition, survey report technology is often to give shape 81% of students in study took a technology + course in 2009. According to the study, and it will be considered a mark in use over the last 4-70 percent to compare with technology very important 2009-09-10





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


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



Myth #7: People learn more in face-to-face settings.
Fully Online and Blended Learning Advantages

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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
 Program Level
 Institutional Level

Instructor stakeholders
 Administrator stakeholders

1. Activity- and Course-Level Blends
 Blended learning systems: Definitions and directions
 (Osguthorpe & Graham, 2003)

Learning Activities
 Students
 Instructors

Face-to-face
 Online

Key
 Face-to-face classroom
 Student
 Instructor
 Online Interaction

2. Course-Level Blend: Using CMS to blend distance and F2F learners
 (Rogers, Graham, et al., 2003)

Face-to-Face Classrooms
 CMS
 Distance Learners
 Mobile

3. Program-level blending
 (blend same for all participants)
 Kelley Direct Online MBA (IU)

Year	Certificate Programs	MS	Public MBA	Corporate MBA
2002-3	100	0	100	0
2003-4	150	0	150	0
2004-5	200	0	200	0
2006	250	100	250	0

Myth #9: There is one best model of blended.
AMA Special Report, Effectively Implementing a Blended Learning Approach
 (Steven Shaw & Nicholas Igneri, 2006)

Before Seminar
 Live Seminar
 After Seminar

Prepare
 Assess Knowledge
 Plan
 Measure
 Apply
 Continue Learning

AMA at Work: lifelong learning. lifelong growth

Source: American Management Association, AMA at Work

Myth #10: Blended learning has exploded at the University of Phoenix.
Institutional-level Blending (Brian Linnquist, 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)

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 diagram illustrates the IBM Four Tier Learning Model as a four-tiered structure. From bottom to top, the tiers are:

- 4 Learning Labs:** Learning Labs, Classroom Mentoring, Role Playing, Coaching.
- 3 Collaborative Learning:** Live Virtual & Asynchronous programs, e-Labs, Communities of Interest, Practice and Purpose.
- 2 Interactive Learning - Simulative:** Guided Cases, Simulations, Scenario based problem solving.
- 1 Performance Support & Best Practice Reference:** QuickNotes, WebCasts, Web Tools, Best Practice Repositories, Web Pages & Objects.

The OUM
 (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

The slide includes a screenshot of the OUM website and a bar chart titled "Enrollment Growth at the OUM" showing a steady increase in student numbers from 2001 to 2009.

Part II: 13 Fully Online and Blended Learning Problems and 33 Solutions

The image shows a group of people, likely students, sitting at desks with computers in a classroom or computer lab environment.

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?

The image shows a large, oversized one-billion-dollar bill with two small figures standing in front of it, illustrating the scale of the question.

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.

Streamed Class Sessions for 20/201

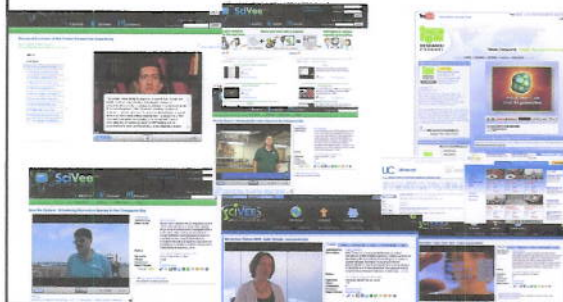
Session	Topic	Date	Time	URL
001.01	Introduction	02/20/10	10:00 AM	http://www.berkeley.edu/~math100/
001.02	Calculus	02/22/10	10:00 AM	http://www.berkeley.edu/~math100/
001.03	Calculus	02/24/10	10:00 AM	http://www.berkeley.edu/~math100/
001.04	Calculus	02/26/10	10:00 AM	http://www.berkeley.edu/~math100/
001.05	Calculus	02/28/10	10:00 AM	http://www.berkeley.edu/~math100/
001.06	Calculus	03/02/10	10:00 AM	http://www.berkeley.edu/~math100/
001.07	Calculus	03/04/10	10:00 AM	http://www.berkeley.edu/~math100/
001.08	Calculus	03/06/10	10:00 AM	http://www.berkeley.edu/~math100/
001.09	Calculus	03/08/10	10:00 AM	http://www.berkeley.edu/~math100/
001.10	Calculus	03/10/10	10:00 AM	http://www.berkeley.edu/~math100/



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

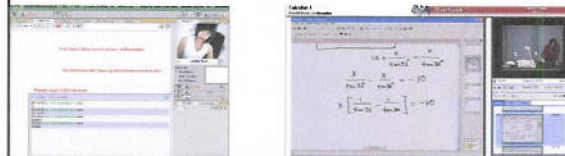


Blended Solution #3. Assign Online Shared Video (SciVee, Research Channel, doFlick, UC)



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 #4. Alternating FTF and Online Classes

- Freshman English at BYU: Students are required to meet F2F once a week instead of three times a week. Same in a multimedia class at Beijing Normal University (BNU)

Blended Solution #5. Streaming Class Video for Remote Students (e.g., Tegrity, Univ of Central Florida)

University of Central Florida Rapidly Deploys Tegrity Campus 2.0

UCF achieves streamlined lecture and faculty stream archiving process to total audience of 2,300.

Within a single semester, more than 2,300 UCF students and 80 faculty members were using Tegrity Campus 2.0, making classes available to every student in the college, anytime.



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. Publishing in Open Access Journals (e.g., PLOS, JIOL, IRRODL)



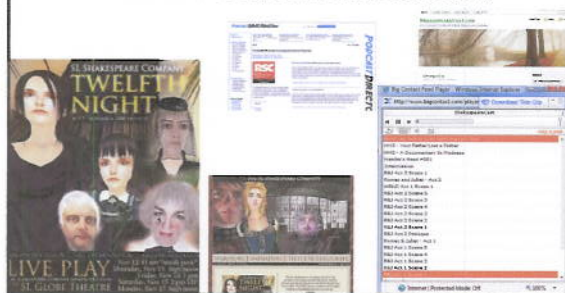
Blended Solution #7. Khan Academy (videos on math, bio, trig, chemistry, money and banking, economics, statistics, etc.; <http://www.khanacademy.org/>)



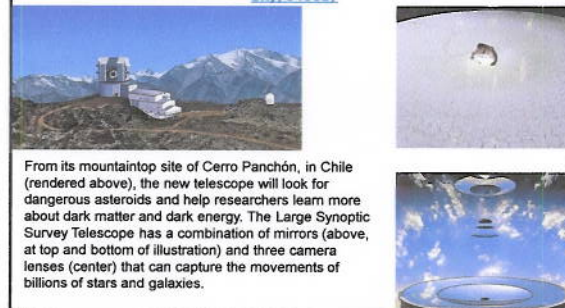
Blended Solution #8. Online Portal Explorations



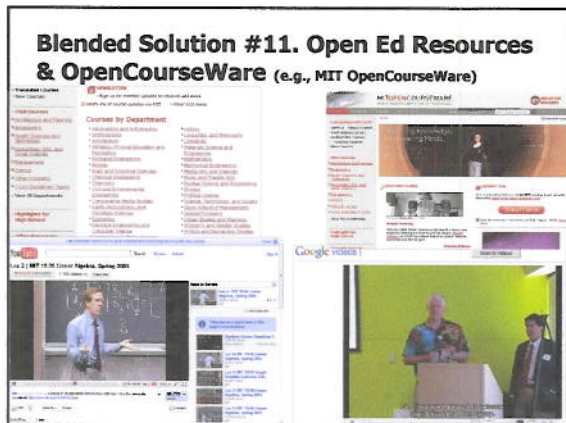
Blended Solution #9. Virtual Worlds/Reality/MMOG (e.g., Second Life, There.com, Kaneva, etc. Harvard Law School, Charles & Rebecca Nesson)



Blended Solution #10. Space Portals (e.g., A New Motion Picture of the Universe, With Free Admission for Colleges Large and Small, By Ben Terris, Chronicle of HE, Feb 7, 2010) <http://www.chroniclearners.com/article/A-Motion-Picture-of-the-Sky/64003/>

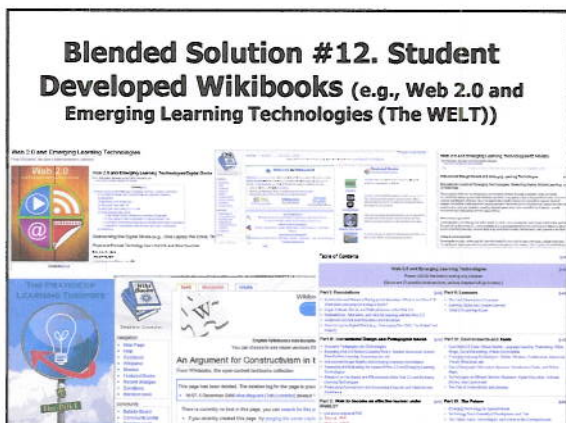


From its mountaintop site of Cerro Panchón, in Chile (rendered above), the new telescope will look for dangerous asteroids and help researchers learn more about dark matter and dark energy. The Large Synoptic Survey Telescope has a combination of mirrors (above, at top and bottom of illustration) and three camera lenses (center) that can capture the movements of billions of stars and galaxies.



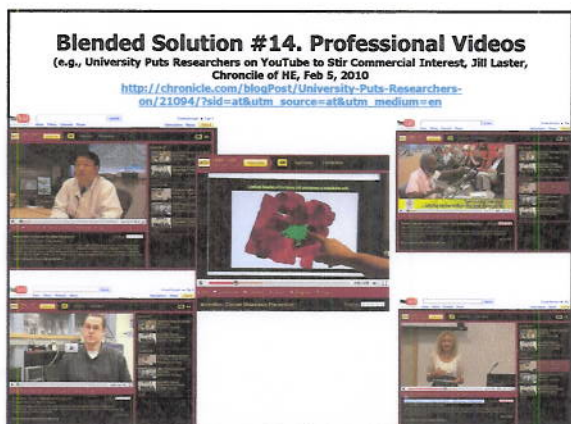
Problem Situation #5: Student Learning Control

- 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.



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

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

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

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

Blended Solution #19. Watch or Listen to Online Conferences

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 #20. Create an Online Community in Ning, Google Groups, or Yahoo Groups.

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 #21. Simulations and Virtual Worlds Online (e.g., OpenSimulator http://opensimulator.org/wiki/Main_Page)

Blended Solution #22: Shared Online Video Demonstrations (e.g., Monkey See)

**Blended Solution #23.
Virtual Tours and Timelines**
(i.e., HyperHistory; <http://simile.mit.edu/timeline/>)

The image shows four screenshots from the HyperHistory project. Top left: 'VIRGINIA TOUR OF OXFORD' with a list of historical sites. Top right: 'Gates through the' with a portrait of a man and a timeline. Bottom left: A 3D virtual tour interface with a map and various icons. Bottom right: 'JRR Tolkien's Oxford' with a detailed timeline and a map of Oxford.

**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 #24.
Video Production**

1. Have students create an online video.
2. Share it.
3. Write reflection paper.

The image shows a collage of video production projects. It includes a student's reflection paper titled 'I Had You Take Video Creation: Reflection Paper' dated November 2008. There are also several video thumbnails, including one titled 'Admire P540 Video December 2008' and another titled 'Exploring Ode'. A small portrait of a student is also visible in the top right corner.

Blended Solution #25. Explore Virtual Worlds and Online Representations
(UCLAs CVRLab, University of Virginia)

The image displays various virtual environments and online representations. It includes a 3D model of a classical building facade, a screenshot of the 'UCLA Cultural VR Lab' website, a 3D map of a landscape, and several other virtual scenes and interface elements.

**Blended Solution #26.
Educational Simulations**
(Medical Traumas from TD Magazine, August 2006)

The image shows three screenshots of educational simulations. The top screenshot shows two students in a virtual environment, one appearing to be in a medical or emergency setting. The bottom left screenshot shows a virtual simulation of a medical procedure or trauma. The bottom right screenshot shows a student wearing a headset and interacting with a computer screen, likely in a virtual simulation.

**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 #27.
Basic Acoustics of Musical Instruments
2005 MERLOT Classics Award**

This image shows a screenshot of a MERLOT course page titled 'Basic Acoustics of Musical Instruments'. The page contains text, images, and a small video player. A photograph of a woman is overlaid on the bottom right of the screenshot.

**Blended Solution #28:
Free Podcast Shows; Language Learning
(ChinesePod—learn Mandarin)**

This image shows a screenshot of the ChinesePod website. The names 'Ken Carroll' and 'Jenny Zhu' are written over the screenshot. A play button icon is centered on the page.

**Blended Solution #29.
Self-Paced Language Programs:
JapanesePod, Arabic online, etc.**

This image shows a screenshot of the JapanesePod.com website. A photograph of a man sitting at a computer is overlaid on the bottom right of the screenshot.

**Blended Solution #30. Indexing
Sounds in Cities with Google Maps**

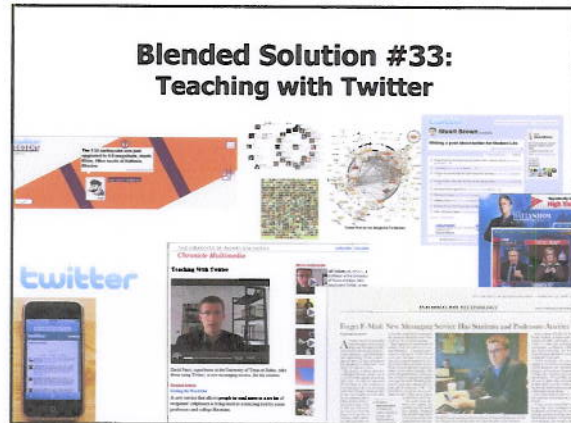
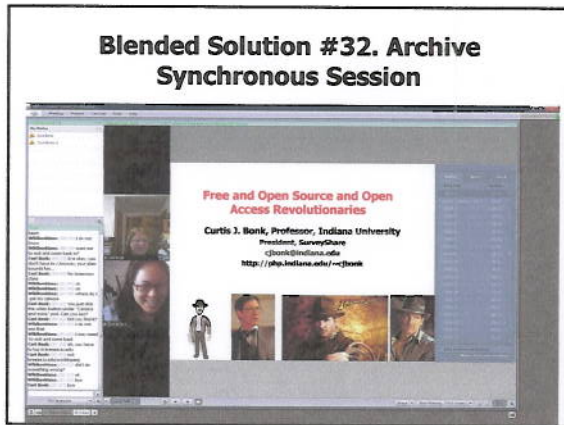
This image shows a screenshot of Google Maps with several sound indexing overlays. A photograph of a man is overlaid on the right side of the map.

**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 #31. Instructor
Presentation in Synchronous Sessions
(Breeze/Adobe Connect Pro, Elluminate, WebEx, Dim Dim)**

This image shows a screenshot of a synchronous session interface, likely from a platform like WebEx or Adobe Connect. A large play button icon is centered on the page.



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

Questions and Comments

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