Who Needs Blended and Online Learning?

Those where there are diseases and outbreaks...

Blended Learning A to Z: Myths, Models, and Moments of Magic
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What I will discuss...
1. Definitions of blended learning
2. Myths of blended learning
3. Models of blended learning
4. Examples of blended learning

Answer: Blended Learning

Myth #1: If you read 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
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


“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.”

Historical Emergence of Blended Learning (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

<table>
<thead>
<tr>
<th>Proportion of content delivered online</th>
<th>Type of Course</th>
<th>Typical Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>Traditional</td>
<td>Course with no online technology used - content is delivered in a classroom or orally</td>
</tr>
<tr>
<td>1 to 29%</td>
<td>Web facilitated</td>
<td>Course which uses web-based technology to facilitate what is normally a face-to-face course. Might use Blackboard or WebCT to post the syllabus and assignments, for example.</td>
</tr>
<tr>
<td>30 to 79%</td>
<td>Blended/Hybrid</td>
<td>Course that is a blend of the online and face-to-face courses. Sustained proportion of the course is delivered online, typically uses online discussions, typically has some face-to-face meetings</td>
</tr>
<tr>
<td>80%</td>
<td>Online</td>
<td>A course where the vast bulk of the content is delivered online. Typically has no face-to-face meetings</td>
</tr>
</tbody>
</table>

Myth #6: Knowing “how much” to blend is vital.

Range of Blends in Pew Cases

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
- 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:

- Activity Level
- Course Level
- Dept/Program Level
- District/Institutional Level

Instructor stakeholders
Administrator stakeholders

Myth #10: There is a best model of blended.

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

7 Blended Learning Models

- Face-to-face
  - Instructor-led training/ workshops
- Synchronous
  - Webinars/Live streaming
  - Live presentations
- "Collaborative" Asynchronous
  - Discussion forums
  - Social networking
- Self-paced Asynchronous
  - Online self
  - Technical
  - Archived podcasts

Source: American Management Association, AMA at Work
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)

Blended Model #6. Bookend
(first and last part of the course is online and middle portion is FTF; AMA Special Report, Blended Learning Opportunities, Alison Rossett (2006))
Part II: 21 Blended Learning Examples

Blended Model #7. Anchor
(start with FTF or what students are familiar with and then move to online)

Blended Solution #1.
Scenario and Case-based Learning
(Franklin University, cost and forensic accounting course)
http://video.franklin.edu/Franklin/acct/managerialAccounting/cost-behavior/cost.html
http://video.franklin.edu/Franklin/acct/common/fraudScenario02.html
http://www.youtube.com/watch?v=cJmosLSUgQ8&list=TLzymmALKW1TI

Blended Solution #2.
Concept Animations

Blended Solution #3.
Concept Demonstrations

Blended Solution #4.
Online Labs and Simulations
http://www.biheartinstitute.org/patient-resources.php
Blended Solution #5. Interactive Simulations

http://phet.colorado.edu/en/simulation/energy-skate-park

Blended Solution #6. Reading from Open Access Journals (e.g., PLOS)

http://www.plos.org/
http://www.plosbiology.org/
http://www.plosgenetics.org/

Blended Solution #7. Online Practice Tests

http://quizlet.com/

Blended Solution #9. Screencasts and Tutorials (Jing, GoView, Screenr)

Create Screencasts!

Blended Solution #10. Explore Online Resources (Commonwealth of Learning, March 2013)


ONLINE COURSE DEVELOPMENT FOR TEACHER EDUCATION IN JAMAICA

Workshop on OER use and re-use for teacher educators in Jamaica

Blended Solution #11. Comparison and Contrast Maps (e.g., New USDA climate zone map reflects northward warming trends, By Janice Lloyd, USA TODAY, January 26, 2012)


New USDA climate zone map reflects northward warming trends
**Blended Solution #12.**
*Online Database Activities*  
(e.g., WolframAlpha)  

**Blended Solution #13.**
*Online Anatomy and Biology*  

**Blended Solution #14.**
*Online Reflection Activities*  
(Big Questions Online (BQO)), January 8, 2013  
(e.g., Do We Have Souls?)  
[https://www.bigquestionsonline.com/content/do-we-have-souls](https://www.bigquestionsonline.com/content/do-we-have-souls)

**Blended Solution #15.**
*Survey Research and Market Analysis*  
(e.g., SurveyShare, Zoomerang, SurveyMonkey)

**Blended Solution #16.**
*Student Collaborative Knowledge Building and Sharing*  
(e.g., Popplet: [http://popplet.com/](http://popplet.com/))

**Blended Solution #17.**
*Educational Videos: TED-Ed*  
[http://education.ted.com/](http://education.ted.com/)
Blended Solution #18.
Human Embryology Animations
(Valerie O’Loughlin, Indiana University)

Blended Solution #19.
Expert Videoconferencing

Blended Solution #20.
Concept Mapping and Timeline Tools
(VUE, Bubbl.us, Cmap, Freemind, Gliffy, Mindmeister, or Mindomo)

Blended Solution #21.
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. 8 Models of blended learning
4. 21 Examples of blended learning

Any Questions?

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