Snowmageddon, DC winter of 2010

Blending Online
Is the Solution!

What I will discuss...
1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Implications for blended learning

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?)
Blended Learning Defined and Explained

Myth #1: People will know what I am saying when I say "blended learning."
Myth #2: Blended is the same as "hybrid."

The Sloan Consortium

<table>
<thead>
<tr>
<th>Proportion of course delivered online</th>
<th>Type of Course</th>
<th>Overview Description</th>
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<tbody>
<tr>
<td>0% Traditional</td>
<td></td>
<td>Class is all online technology based, contact is minimal, writing is only.</td>
</tr>
<tr>
<td>1 to 25% Web-facilitated</td>
<td></td>
<td>Course with web-based technology to facilitate what is traditionally face-to-face course. High online presence.</td>
</tr>
<tr>
<td>25 to 74% Blended</td>
<td></td>
<td>Course that is a mix of online and face-to-face instruction. Course can be delivered online, supplemented with face-to-face sessions, typically.</td>
</tr>
<tr>
<td>75% Online</td>
<td></td>
<td>A course where the vast bulk of the course content is delivered online, supplemented with face-to-face sessions.</td>
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Myth #3: Knowing "how much" to blend is vital.
Range of Blends in Pew Cases

Myths #4: Blended learning is easy to define.
Myth #5: 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)

Blended Learning (Graham, 2006)

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

Myth #7: 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
5. Increased opportunities for human interaction, communication, & contact among students
6. Introverts participate more

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

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

2. Course-Level Blend: Using CMS to blend distance and F2F learners (Rogers, Graham, et al., 2003)
3. Program-level blending (blend same for all participants)
Kelley Direct Online MBA (IU)

Categories of Blends

<table>
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<tr>
<th>A. Enabling Blends</th>
<th>Enabling blends primarily focus on addressing issues of access and convenience; provide similar learning experiences.</th>
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<td>B. Enhancing Blends</td>
<td>Enhancing blends allow for incremental changes to the pedagogy; additional or supplementary online resources.</td>
</tr>
<tr>
<td>C. Transforming Blends</td>
<td>Transforming blends are blends that allow for a radical transformation of the pedagogy and learner construction of knowledge.</td>
</tr>
</tbody>
</table>

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

Myth #9: Blended learning in higher education is vastly different from the corporate world.
The IBM Four Tier Learning Model. Blending Learning for Business Impact – IBM’s case for learning success. Nancy Lewis, VP, & Peter Orton, IBM

4. Institutional-level Blending
(Brian Linquist, 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)

4. The Open U Malaysia
(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
Myth #10: If you read the enough research you will be able to know the impact of blended learning.
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

Part II: 13 Fully Online and Blended Learning Problems and 35 Solutions

Problem Situation #1: Brief FTF Experiences
- Face-to-face (FTF) experiences are brief, one-week journeys. Need to build self-confidence, create social supports, teams, camaraderie, etc.

Ok, Million Dollar Question: What can you do in 1 week?

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.
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 #3. Webcast Lectures and Videostream for Remote Students (Tegrity, Echo360, Mediasite, etc.)

Blended Solution #4. Alternating FTF and Online Classes
• Freshman English at BYU: Students are required to meet FTF once a week instead of three times a week. Same in a multimedia class at Beijing Normal University (BNU)

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 #5. Online Self-Testing (e.g., self study in accounting, vocabulary, anatomy, chemistry, dissection, etc.)
Blended Solution #6. Online Portal Explorations


Blended Solution #8. Open Source Photography (e.g., Flickr, Everystockphoto.com; courses on Winter Olympics, photography, motivation, geography, culture, meteorology, physics, etc)

Blended Solution #9. Open Ed Resources & OpenCourseWare (e.g., MIT OpenCourseWare)

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.

Blended Solution #10. Wikibook or Wikipedia Editing or Critiques
• Ask students to critique a wikibook or page from Wikipedia
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 #11. Online Professional Development (e.g., STARLINK, www.starlinktraining.org)

Blended Solution #12. Bridges to World of Expert and Practitioners (e.g., Watch or Listen to Online Conferences, Expert blogs, chats, interviews)

Blended Solution #13. Real World Problems (PBL online): Real-time Cases

Supercharging the case method, making it more realistic and engaging.

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 #14. Working In Virtual Teams (e.g., Collanos, Groove, SharePoint, Google Docs)
Blended Solution #15. Mock Tour Packages (e.g., Univ of Illinois and Korea Tourism classes)

Blended Solution #16. Online Role Play (Tulane University, Exercise for Renewable Energy, Freeman Sch. of Business, roles include power traders, electric utility analyst, independent power producers & utility dispatchers)

Blended Solution #17. Global Game Jams, Electronic Computer War Games, etc.

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)

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.
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 #22: Shared Online Video Demonstrations (e.g., MonkeySee)
Blended Solution #24. Foldit

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 #25. Online Accounting Lessons (e.g., Lurux; https://lurux.luxy.co)

Blended Solution #26. Explore Virtual Worlds and Online Representations (UCLAs CVRLab, University of Virginia)

Blended Solution #27. Educational Simulations

Blended Solution #28. Online Psychology Experiments
Blended Solution #29. Videos for clinical education (Sungkyunkwan University School of Medicine, www.mededu.or.kr)

Blended Solution #30. Virtual Microscopes (Sungkyunkwan University School of Medicine, www.mededu.or.kr)

Blended Solution #31. Virtual Quizzes (www.mededu.or.kr)

Blended Solution #32. Podcasting Medical Lectures (School of Dentistry, University of Michigan)

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 #33. Online Language Learning and Conversations (e.g., PalTalk, I-Talk, Palabia, Babbel)
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.

Trends, Implications, and Challenges for Blended Learning

1. Faculty and students are more mobile.
2. Students have more choices.
3. Student expectations rise.
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/