Blended Learning:
Models, Cases, Stories, and Examples
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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: 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."

Blended Learning Rationale

- Bl. link to nontraditional and distance learning.
  - Make learning available to learners in a variety of delivery formats (Bonk & Graham, 2006).
  - Make learning adaptable to myriad styles or preferences (Bonk & Zhang, in press).
  - Opportunities for authentic and self-directed learning avenues that have been espoused by nontraditional and distance learning experts for decades (Knowles, 1984; Winklemeyer, 1981).
  - Emerging technologies offer the options and opportunities that adult learners need (Capella, 2006).
  - Instruction must interest learners intrinsically, assist learners in self-development, address learning preferences or styles, & exploit resources of respective institutions or organizations (Bonk et al, 2007).

Why Blended?

- Fully e-learning has limitations (e.g., lack social interaction).
- Millions of learners around the planet are actually learning in this fashion of blended learning each day (Bonk & Graham, 2006).
- BL a top ten emerging trend in industry (ASTD, 2003).
- Conceivable that 80-90 percent of college and corporate training classes will be blended (Kim, Bonk, & Zeng, 2005).

Why not blended?

- Time to develop materials, deliver instructions, and enhance interactions.
- Instructors/trainers unwilling to change--skeptical of the effectiveness, fear of using the technology, peers can see them, and fear of lack of control.
- The barriers of institutional culture.
- Insufficient support from management.
- Learners need more self discipline and motivation.
- No one universal model of BL.
Blended Learning Defined and Explained

Blended Learning Definitions

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)

![Diagram: Blended Learning Design: Five Key Ingredients]

**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.)

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![Table: Blended Learning Models By Purnima Valiathan (2002), Learning Circuits, ASTD (Skill-Driven BL Plan)]

**Blended Learning Models**

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

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

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**Types of Delivery Technology (Option Six, 2006)**

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

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**What's Available to Blend? (Option Six, 2006)**

<table>
<thead>
<tr>
<th>Locus of Control:</th>
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</table>
| Instructor-led
| Facilitated
| Self-Paced |

<table>
<thead>
<tr>
<th>Delivery Technology:</th>
</tr>
</thead>
</table>
| Web-Based
| CD-ROM
| Video/Audio Conference
| Print
| Videotape
| Simulation
| Classroom |

<table>
<thead>
<tr>
<th>Delivery Timing:</th>
</tr>
</thead>
</table>
| Synchronous
| Asynchronous |

<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
</tr>
</thead>
</table>
| Didactic Learning
| Problem Based Learning |

<table>
<thead>
<tr>
<th>Performance Support Strategies</th>
</tr>
</thead>
</table>
| Communities of Practice
| OJT
| Mentors
| Performance Labs
| Job Aids |
Analysis & Design Considerations, (Option Six, 2006)
How can target audience characteristics flavor the blend?

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>What If...</th>
<th>Possible Blends:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>large</td>
<td>self-paced; WBT; asynchronous; communities</td>
</tr>
<tr>
<td>Location</td>
<td>centralized</td>
<td>IIL; classroom; synchronous; mentors</td>
</tr>
<tr>
<td>Accessibility to Training</td>
<td>poor</td>
<td>facilitated; OJT</td>
</tr>
<tr>
<td>Skill Level</td>
<td>diverse</td>
<td>self-paced</td>
</tr>
<tr>
<td>Motivation</td>
<td>high</td>
<td>self-paced; asynchronous; performance labs</td>
</tr>
</tbody>
</table>

#399.5 - Updates on Learning, Business & Technology.
57,716 Readers - http://www.masic.com - The MASTIE 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.

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

Who is demanding fully online and blended learning?

Why Blend and Advantages and Disadvantages of BL...

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. Introverts 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

Corporate Training Blended (2003 study)

Korea most likely to have a strategic plan at 85% and UK was 79%; China least likely at 71% (USA 72%) and Taiwan (71%) slightly above

3-4 Skills Most Taught Through Blended (Bonk, Kim, et al., 2007)
- UK: Computer Apps, Job, Communication/Teamwork, Personal Devel Skills
- US: Computer Apps, Job, New Hire Orientation, Leadership
- Korea: Job Related, Leadership, New Hire Orientation, Basic Skills
- Taiwan: Job Related, New Hire Orientation, Communication/Teamwork Skills
- China: Communication/Teamwork, Basic Skills, Customer Service, Sales/Marketing
3-4 Skills Least Taught Through Blended
(Bonk, Kim, et al., 2007)
- UK: Ethics, New Hire Orient, Basic Skills, Exec Ed
- US: Basic Skills, Sales/Marketing, Programming, Product Specific, Professional
- Korea: Product Specific, Diversity, Customer Product Training, Compliance
- Taiwan: Diversity, Exec Education, Programming, Leadership, Product Specific, Business Practices
- China: Computer Systems/Programming, New Hire Orientation, Leadership, Product Specific

Frameworks and Models of Blended Learning...

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

Harvey Singh (2006)

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

(Graham, 2006)
A Blended Model: Corporate

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

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 Ignor, 2006)

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

Table 1: What Helps Go to the Blend

Models of Blending

Blending occurs at the following four levels:

- Activity Level
- Course Level
- Program Level
- Organizational Level

Instructor stakeholders
Administrator stakeholders

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

1. Performance support
- Voice help systems
- Audit trails
- Online knowledge databases
- Environment
- Instructional support tools
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


The OUM

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

<table>
<thead>
<tr>
<th>Live instructor-led</th>
<th>Self-paced learning</th>
<th>Tools for learning communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional classroom</td>
<td>Instructor-led classroom via e-mail</td>
<td>Chat</td>
</tr>
<tr>
<td>Online engagement</td>
<td>Online or computer-based training (CBT)</td>
<td>Instant messaging (IM)</td>
</tr>
<tr>
<td>Virtual online classroom</td>
<td>Self-study guides, manuals, texts</td>
<td>Newsgroups and forums</td>
</tr>
<tr>
<td>Live video via satellite or videoconferencing</td>
<td>Online resources and databases</td>
<td>Collaboration</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-study prep</td>
<td>In classroom</td>
<td>Virtual class</td>
<td>e-Learning</td>
<td>Virtual class</td>
<td>In classroom</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Attribute Emphasized in Training</th>
<th>Correlation with Financial Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in leadership competencies</td>
<td>.24**</td>
</tr>
<tr>
<td>Improvement in individual job behavior</td>
<td>.36**</td>
</tr>
<tr>
<td>Increase in job performance</td>
<td>.20**</td>
</tr>
<tr>
<td>Increase in customer satisfaction</td>
<td>.19**</td>
</tr>
<tr>
<td>Improvement in managing multiple behaviors</td>
<td>.20**</td>
</tr>
<tr>
<td>Better decision making</td>
<td>.20**</td>
</tr>
<tr>
<td>Increased staff morale</td>
<td>.20**</td>
</tr>
<tr>
<td>Increase in knowledge about leadership</td>
<td>.20**</td>
</tr>
<tr>
<td>Increased confidence in own abilities</td>
<td>.20**</td>
</tr>
<tr>
<td>Reducing the need for external support</td>
<td>.20**</td>
</tr>
</tbody>
</table>

Current Learning Elements
An Learning Ecology from Sun Microsystems (Wenger & Ferguson, 2006)

<table>
<thead>
<tr>
<th>Current Learning Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom (Instructional) content</td>
</tr>
<tr>
<td>Self-paced web content</td>
</tr>
<tr>
<td>Self-study guides</td>
</tr>
<tr>
<td>Certification</td>
</tr>
<tr>
<td>Practice tests</td>
</tr>
<tr>
<td>Remote labs</td>
</tr>
<tr>
<td>eMonitoring</td>
</tr>
<tr>
<td>Asynchronous discussion forums</td>
</tr>
<tr>
<td>Documentation</td>
</tr>
<tr>
<td>Procedural job aids</td>
</tr>
<tr>
<td>Guided lab activities</td>
</tr>
<tr>
<td>Learning management system</td>
</tr>
<tr>
<td>Transfer of information – recorded audio and slide presentations</td>
</tr>
<tr>
<td>Webcasts</td>
</tr>
<tr>
<td>Video</td>
</tr>
<tr>
<td>Performance Support</td>
</tr>
</tbody>
</table>
Transforming Blends
(Kirby & Kirby, Oliver, Harrington, & Reeves, HOIUS, 2006)

- Corporate/Military Training
  - Workplace learning (integrating learning into workflow)
  - Performance support and knowledge management using mobile technologies
  - Mixed-reality environments combining the virtual and real
  Reality-Reality Training Continuum

Example of levels of mixed reality that allow a blending of the real and virtual worlds.

Best BL Model 99 Second Stretch Break!!!

Part II: 13 Fully Online and Blended Learning Problems and 43 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.

Problem Situation #2:
Learner Absenteeism

- Learners miss class due to work situation. Learners miss class to attend a conference or event or a personal problem arises. Or students asks to watch the class a second time.

Blended Solution #1-10.
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.
Blended Solution #11. Video Streamed Lectures and Expert Commenting

Blended Solution #12. Webcast Lectures (slides synched)

Blended Solution #13-15. Training Magazine Award Winners, December 2007
14. Cingular Wireless Best Sales Training Program: IBM developed Web-based pre-work, one day classroom sessions, and management follow-up; includes PowerPoint, job aids, virtual classroom, streaming videos.
15. JPMorgan Chase Best Global Training Program for risk professionals: share knowledge—4 online modules followed by 7 hour class session includes PowerPoint, video, guests, interactive breakouts.

Problem Situation #3: Facilities and Time
- Limited facilities or rooms for teaching. Or learners cannot make it to class every week or are working full time.

Blended Solution #14. Divide Online and Class Experiences: English Classes
- Online
- Freshman English at BYU: Students are required to meet F2F once a week instead of three times a week. Online modules provide writing instruction and teaching assistants use online and F2F contact to provide feedback and guidance on writing (Waddoups et al., 2003).

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 learners to explore.
Blended Solution #15: Warm-ups Online Just-In-Time-Teaching (JITT)
http://webphysics.kupui.edu/jitt/jitt.html

Blended Solution #16.
CPA Exam Review and Web Videos in Accounting

- Texas A&M University-Corpus Christi combines CPA courseware with bi-monthly class meetings to prep for CPA Exam. (study text, proficiency questions, electronic flashcards and practice exams, scheduled assignments, goals, online grading, progress reports, tailored discussion groups, and personalized assistance from leading professors at the nation's top accounting schools.)

Blended Solution #17. Course Portal (e.g., self study in anatomy)

Blended Solution #18. Online Resource Libraries

Blended Solution #19. Referenceware and Terminology Exercises Online (puzzles, games, etc.)

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 #20.
Survey Research and Market Analysis
(e.g., WebSurveyor, Zoomerang, SurveyShare,
SurveyKey)

Problem Situation #6:
Preparedness for the Profession

- Learners need to be better prepared for their professions when they graduate. Or want to better apprentice students into their chosen profession. Want to provide opportunities to work with practitioners, experts, mentors, and coaches in authentic learning environment.

programs are all Blended Learning, a combination of
e-Learning; mentor assisted learning;
Practical Assignments (On the Job)
and Peer Review quality written paper

Blended Solution #22. Business Class
Simulated Boardroom Chat
eCollege Wales, Univ. of Glamorgan

Blended Solution #23. Apprenticeship:
Electronic Guests & Mentoring
(Cornell Univesity Online, Arts and Sciences)

Blended Solution #24. Expert Mentoring Online
in Art and Design (COFA Online, Omnium Project, Creative Waves—online graphics and photomedia project)
Blended Solution #25.
Reuse Chat Transcripts

Blended Solution #26.
Video Observations (e.g., Virtual Psychiatric Interview, Trinity College, Dublin)

Problem Situation #7:
Collaborative Skill Deficit
• Learners 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 #27.
Sharing in Virtual Teams
(e.g., Cross-Class Collab (Indiana Univ and Open U of...)

Blended Solution #29.
Team Meetings in Skype
Problem Situation #8: Learner Reflections and Connections

- Learners are not connecting content. They are just turning pages and going through the motions. Minimal student reflection is seen.

Blended Solution #30. Learner-Self Interactions and Reflections

Blended Solution #31. Workplace and Field Reflections

1. Instructor provides reflection or prompt for job related or field observations
2. Reflect on job setting or observe in field
3. Record notes on Web and reflect on concepts from chapter
4. Respond to peers
5. Instructor summarizes posts

Problem Situation #9: Learning Community

- There is a preference for creating an online learning community in order to increase learning and retention in the program. Such a community might be in a single class or across a series of classes.

Blended Solution #32. Hands-on Online Simulations (e.g., Financial Accounting; from the University of Calgary)

Blended Solution #33. Peer Critique in Breeze (Table of Benefits of Peer Critique; Park & Bonk, in press)

- Providing immediate feedback
- Increasing interactions among participants
- Encouraging to exchange multiple perspectives
- Enhancing dynamic interactions
- Promoting passive to become active
- Strengthening social presence allowing to exchange of emotional supports
- Apply skills just learned
- Exchange constructive feedback on each other's projects
Blended Solution #34. Community of Practice: Online Professional Development

Problem Situation #10: Need to Visualize Content
• Content is highly visual in nature and difficult to simply discuss in class. Or learners have a preference for visual learning.

Blended Solution #35. Interactive Online Stories & Flash Animation Cases

Blended Solution #36. 3-D Visualization & Laboratory Software

Blended Solution #37. Anchored Instruction: News Content Videos (CTGV, 1990?)

Blended Solution #38. Concept Mapping Tools
• And at the Harvard-MIT (MA) Division of Health Sciences and Technology, MindManager is helping make complex learning content more manageable. Dava Newman, professor of aeronautics, astronautics, and engineering systems, is using the program to deliver interactive lectures, incorporate student questions and feedback in real time, and provide an enhanced learning environment.
Problem Situation #11: Need for Hands-On Learning

- To learn the material requires that learners try it out in a lab or real-world situation. Or learners prefer hands-on learning activities.

Blended Solution #39. Educational Simulations (HEALING GAMES: Computer simulations don't have to be violent — they can give peace a chance, Scott Duke Harris May 21, 2006, San Fran Chronicle; and Medical Traumas from TD Magazine, August 2006)

Blended Solution #40. Real World Problems (PBL online): Real-time Cases

Supercharging the case method, making it more realistic and engaging

Blended Solution #41. Romantic Poetry Project

Romantic Poetry Project

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 #43.
Basic Acoustics of Musical Instruments

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 #44.
Instructor Presentation in Synchronous Sessions

Implications and Challenges for Blended Learning
1. Faculty and students are more mobile.
2. Students more choices.
3. Student expectations rise.
6. Courses increasingly modular.
7. Less predefined schedules.
8. When teaching less clear; when learning less clear.

Blended Works: Here’s Proof
Jeff Barbian, September 2002, Online Learning

"The question is not if we should blend...rather the question is what are the ingredients."
- Per Marc Rosenberg, E-Learning: Strategies for Delivering Knowledge in the Digital Age

This talk covered...
1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Implications and challenges for blended learning
Questions???

Sample HOBLe chapters at:
http://www.publicationshare.com/

Archived talks at:
http://www.trainingshare.com/