

**Blended Learning:  
Situations and Solutions**



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**This part of 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
6. Challenges for blended learning



**Poll #1. Have you taught, taken, or designed a blended learning course?**

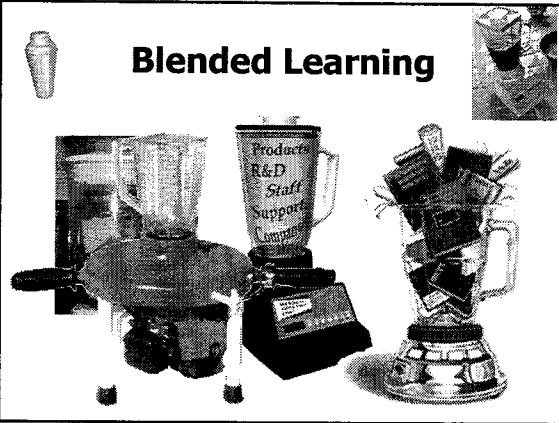
**A = yes**

**B = no**

**C = not sure, I am here to find out what blended means**



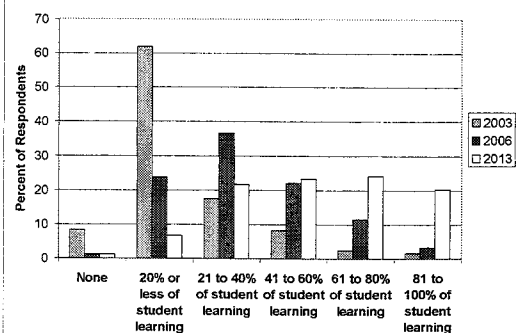
**Blended Learning**



**Poll #2. What are you???**

- A. Professor, trainer, instructor, lecturer
- B. Director or staff in a learning center, instructional designer, etc.
- C. Policy maker, government official
- D. Administrator, Dean, President, etc.
- E. Graduate student
- F. Corporate trainer, corporate director
- G. Other

Percent of Student Learning that is Blended



## Emergence of Blended Learning Systems in Higher Ed

In 2002 the President of Pennsylvania State University said that the convergence between online and residential instruction was "the single-greatest unrecognized trend in higher education today."

Young, J. R. (2002, March 22). 'Hybrid' teaching seeks to end the divide between traditional and online instruction. *Chronicle of Higher Education*, pp. A33.

## Blended Learning Definitions

Graham, Ure, & Allen (2003, July). *Blended Learning Environments: A Literature Review and Proposed Research Agenda*

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)

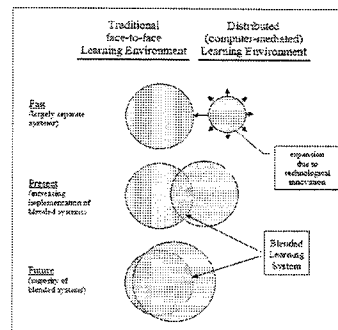
### 2. Blending Instructional Methods

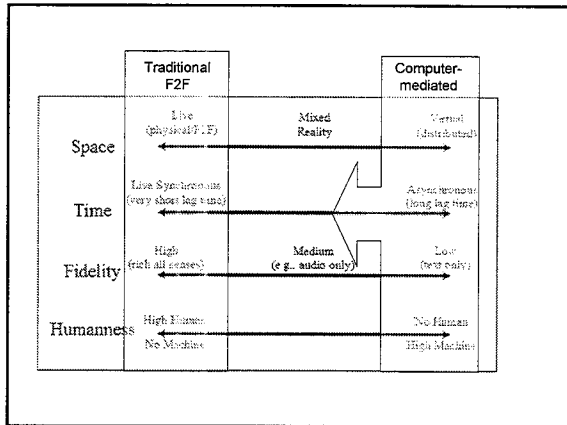
- "Blended learning: to combine various pedagogical approaches (e.g., constructivism, behaviorism, cognitivism) to produce an optimal learning outcome with or without instructional technology." (Driscoll, 2002, p. 54)

### 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)

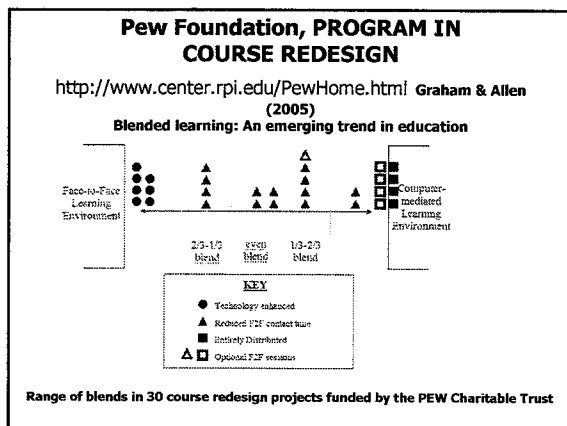
## Historical Emergence of BL





## Why Blend? 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



## What are the advantages (and disadvantages) of blended learning?



## 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



## Hybrid Classes: Maximizing Resources and Student Learning

[http://courses.durhamtech.edu/tlc/www/html/Special\\_Feature/hybridclasses.htm](http://courses.durhamtech.edu/tlc/www/html/Special_Feature/hybridclasses.htm)

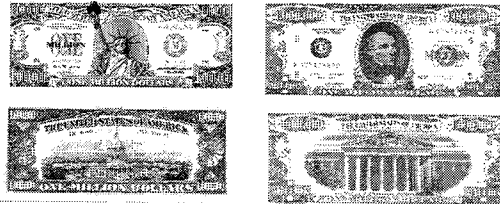
- Approximates real world/collaboration
- Students learned more, wrote better papers, performed better on exams, produced higher quality projects
- Students engaged in doing, rather than just experiencing or reading
- Students can review prerecorded lectures and access course notes/materials
- Presents materials in range of formats
- Lower withdrawal rates

### **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. Good ideas but lack of time, money, & support



### **Ok, Million Dollar Question: Where is blended learning beneficial?**



### **Where is Blended Beneficial?**

<http://www.center.rpi.edu/PewGrant/ProjDesc.html>

- Large Classes (spanish, intro psych, algebra, elementary statistics, biology)
- Classes with certification
- Classes with need for standardization
- New requirements for a profession
- Writing intensive classes



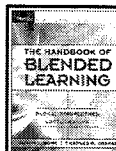
### **Examples of Blended Learning, Margaret Driscoll, e-Learning, March 2002**

- 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



### **Upcoming 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



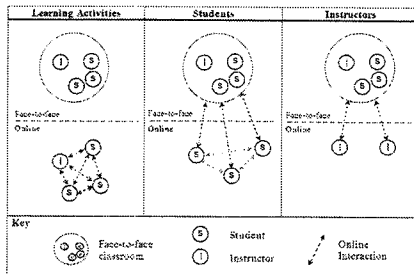
### **Models of Blending**

**Blending occurs at the following four levels:**

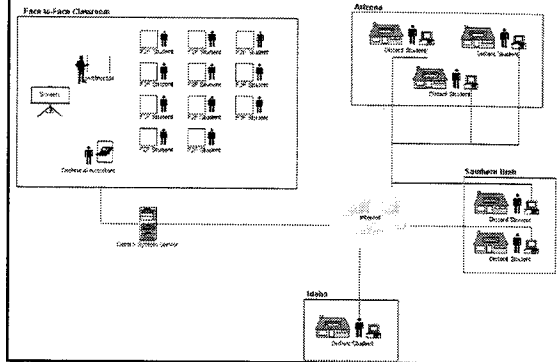
1. The **activity** level (e.g., start debate in class and complete it online)
2. The **course** level
3. The **program** level
4. The **institutional** level

## 1. Activity- and Course-Level Blends

Blended learning systems: Definitions and directions  
(Osguthorpe & Graham, 2003)



## 2. Course-Level Blend: Using CMS



## 2. Course-level Blends

Jagannathan, S. (in press).

- Alternating F2F and e-learning activities in World Bank course.

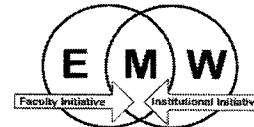
Session 1    Session 2    Session 3    Session 4

Background readings & lecture Print or Web	Small group discussion Facilitation/online	Apply models to real case Print, PDF or-discussions	Self-paced work to reinforce learning Web, CD-ROM, print
+ Via Videoconferencing			
Topic 1 Introduce analytical model	Topic 2 Comments on group work, new concepts	Topic 3 Groups present, instructor clarifies & summarizes	Topic 4 Links from self-paced to analytical model

## 4. Institutional-level Blending

Example 1: University of Central Florida

- E courses are technology enhanced courses
- M courses are blended courses with reduced seat time
- W courses are web courses (completely online)



See: Cobble, C., Hartman, J., Page, F., Moskau, P., & Sarg, S. (in press). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.), Handbook of blended learning: Global perspectives, local design. San Francisco, CA: Pfeiffer Publishing.

## 4. Institutional-level Blending

(Brian Linquist, in press)

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)

## Blended Learning Form Factors

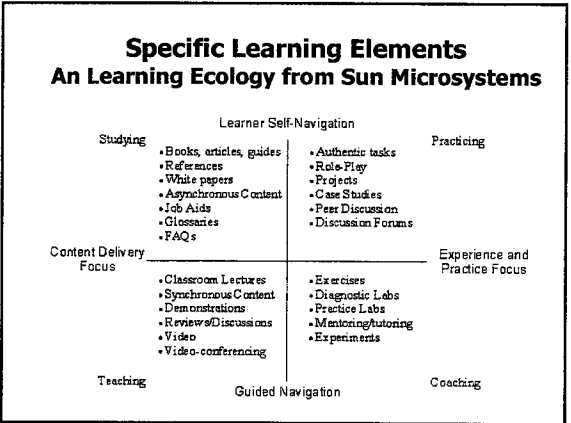
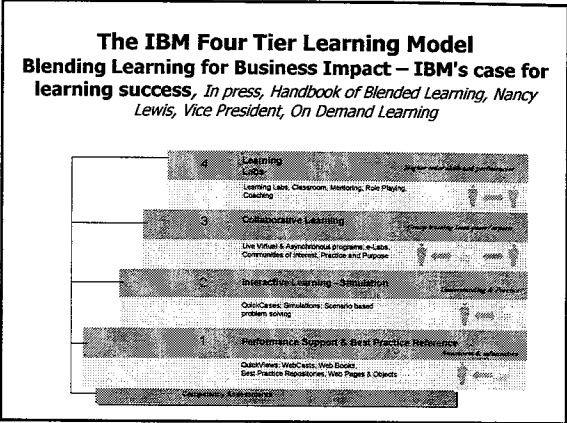
(copyright Microsoft, Ziob & Mosher, in press;  
Handbook of Blended Learning Environments

Live instructor-led	Self-paced learning	Tools for learning communities
<ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• Onsite engagement</li> <li>• Virtual online classroom</li> <li>• Live video via satellite or videoconferencing</li> <li>• Online coaching/mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor-led classroom via e-mail</li> <li>• Online or computer-based training (CBT)</li> <li>• Self-study guides, manuals, texts</li> <li>• Online resources and databases</li> </ul>	<ul style="list-style-type: none"> <li>• Chat</li> <li>• Instant messaging (IM)</li> <li>• Newsgroups and forums</li> <li>• Collaboration</li> </ul>

## Blended Learning Scenario

(copyright Microsoft, Ziob & Mosher, in press;  
Handbook of Blended Learning Environments)

Pre Class	Day 1	Day 2	Day 3	Day 4	Day 5	Post Class
Self-study prep	In classroom	Virtual class	e-Learning	Virtual class	In classroom	Community newsgroups



### Categories of Blends

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

