The Future of Blended Learning in corporate and Other Training Settings in Korea

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Purpose of Overall Research Initiative
(Bonk, Kim, Zein, Tang, Son, Oh, & Cheng, 2006)

To explore current state and future trends in blended learning in workplace settings on a global scale (see Bonk & Graham, 2006; Rossett & Frazee, 2006)

Research Part of a Series of Studies

1. "Online training in the Online World" (2001-2002)

Precursors to this Study


Purpose of Study

To explore the current and future trends of blended learning in Korea corporations

Definition of Blended learning

Combination of face-to-face training and online learning

Introduction

1. Strong support from government given on corporate e-learning in Korea
2. Increasing interests of blended learning in Korean corporations (e.g. leadership programs from major corporations)
3. Potential of blended learning recognized, but minimal known about the resulting learning differences among different learning models
4. Guidance on the effective and efficient methods for delivering blended learning needed
Research Questions

- Where is blended learning actually headed?
  - How blended learning is being perceived and practiced in the current workplace learning settings in Korea?
  - How is blended learning expected to be perceived and practiced in the next few years in Korea?

Methods: Online Survey Instrument

- 31 multiple-choice questions regarding:
  - Respondents' demographic
  - The current status of blended learning in respondents' organization
  - The future predictions of blended learning

- Online survey using "SurveyShare" (www.surveymonkey.com)

Methods: Online Survey Instrument

- Message was sent out electronically (i.e., e-mail, forum posts) to invite target groups to the online survey.
- Respondents took the online survey (anonymous).
- Survey was conducted from November 2005 to March 2006.

Tool Used was SurveyShare

Sample Survey: English Version

SurveyShare.com
Methods: Survey Respondents

**Target Group:**
- Training/HRD (human resource development)/e-learning specialists who belong to professional organizations, online communities or listservs on HRD, e-learning, or blended learning.

**Respondents:** ($N = 136$)
- Employed in various types of organization (e.g., government, business, not-for-profit)

Findings – Demographics

- Location: mostly in Korea (97.8%)
- Gender: M (71%), F (29%)
- The primary industries of organizations: education, industrial/manufacturing and information technology.
- The size of the organizations: various, 1-100 (37%) to more than 10,000 (14%) employees
- Job titles/roles: Instructional designer, consultant, HR manager, Training manager, etc.

Demographics: Gender

- Gender of Participants
- 24.4% Male
- 75.6% Female

Demographics: Size of Organization

How many employees are in your organization?

- 1-100
- 101-500
- 501-1,000
- 1,001-5,000
- 5,001-10,000
- More than 10,000

Their primary role in blended learning

- Participants' primary role concerning blended learning in their organizations
- Planning
- Designing
- Delivering
- Supporting
- I have no role in the process of the learning
- Facilitating
- Assessing
- Evaluating
- Other
Some Overall Findings – The current status of BL in Korea

- Implementation status: 63.2% currently used BL, 28% considered to use in the near future
- The most frequent delivery approach: instructor-led training, custom e-learning approach, canned/off-the-shelf content, online coaching and mentoring, and workplace-related assignments
- Areas of content: job-related skills, leadership, new hire orientation, foreign language, and business skills

Are you using blended?

- Is your organization using blended learning as part of its employee training?
  - Yes: we have recently started using it
  - Yes: we have been using it for more than 1 year now
  - No: but we are considering using it
  - No: it is not something that we have considered
  - Not sure, what is blended learning?

How important is BL to organization?

How important is blended learning for the strategic planning for training and development in your organization for the next few years?

- Very Important
- Important
- Neutral

Skills that teach through blended?

- Which skill areas are currently taught by your organization through blended learning?

Sneak Look at International Data: 3-4 Skills Through Blended

- UK: Computer Apps, Job, Communication, 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 Skills

Sneak Look at International Data: 3-4 Skills Through Blended

- 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
View of blended?

What best reflects your view of blended learning?

- Simply one of many methods to deliver training
- Not fully proven but still worth trying
- Essential for employee training in your organization
- The current buzzword and nothing more
- Just another way to cover up inadequacies of e-learning

Overall Findings – The current status of BL in Korea

- Overall planning on BL: Have a strategic planning for T&D (85%), share it internally (67%), and address blended learning (25%)
- Quality: Evaluation on the quality of BL courses (60%)
- Proportion of BL in training: less than 30% of the entire training (over 80% of respondents)
- Training expenditure: less than 25% of the entire training budget (2004 & 2005)

Greatest Benefit of blended learning: Why do blended?

What is the greatest benefit of blended learning?

- Learning
- Accessibility
- Flexibility
- Quality
- Instructor
- Cost
- Speed
- Number
- Ongoing

Obstacles/problems related to BL

What is the greatest obstacles or problems you face in utilizing blended learning?

- Lack of understanding of the potential of blended learning
- Learner readiness
- Time to develop blended learning resources
- Limited budget for training
- Inadequate technical infrastructure
- Instructor readiness
- Instructor's resistance or buy-in
- Learner's resistance or buy-in
- Instructor or learner resistance or buy-in

Does organization evaluate blended learning?

Does your organization evaluate the quality of blended learning courses?

- Yes: 25%
- No: 62%
- Do not know: 13%

Who evaluates blended learning?

Who is the primary evaluator of the program?

- Training department personnel: 31%
- Human resource personnel: 22%
- Internal consultants: 18%
- External consultants: 18%
- Others: 6%
- Line managers: 1%
How evaluate blended learning?

At what levels does your organization evaluate blended learning? (check all that apply)

- Learning outcomes: 21%
- Content design: 9%
- Technology integration: 7%
- Learner satisfaction: 5%
- Business results: 3%
- Cost reduction: 2%
- Other: 1%

Key drivers for BL

What are the key drivers for blended learning?

- Improving the quality of the learning experience
- Increasing the availability and accessibility of learning
- Cost reductions
- New strategic directions or values within the organization
- Share enthusiasm from one or more key individual within the organization
- External pressures including keeping up with the competition
- Other: 1%

Most important issue in launching a BL program

What is the most important issue in launching a blended learning program?

- Integrating with business processes and employee performance plans and incentives: 39%
- Designing a launch program (e.g., workshops, power tools, email brief, marketing etc.): 35%
- Rapid feedback and technical support to fix problems that arise: 23%
- Education to local coordinators: 12%
- Obtaining executive support: 6%

Is the Government of Your Country Supportive of BL?

Government Supportive (Korea)

- Very supportive: 40%
- Somewhat supportive: 30%
- Neutral: 20%
- Not supportive: 10%
- Not supportive at all: 0%

Findings – The future trend of BL in Korea

- BL in organizations: to be increased either in a little bit or significantly during the next few years (32.6%)
- Five of the most significant issues/problems in BL
  1. Learners lacking self-regulated learning skills (23.9%)
  2. Boring or low-quality content (13.4%)
  3. Lack of understanding of what BL really is (12.7%)
  4. Lack of standards (11.2%)
  5. Fast changing technology (9.7%)

The factors that will promote BL: Five of the most significant issues/problems in BL

- Learners lacking self-regulated learning skills: 30%
- Boring or low-quality content: 25%
- Lack of understanding of what BL really is: 20%
- Lack of standards: 15%
- Fast changing technology: 10%
The factors that will promote BL

The factors that will promote blended learning the most

- Increasingly task related or on-demand learning
- Learner/employee relating their own learning decisions
- Increasing use of real-world cases, stories, and scenarios in training
- Increased collaboration, community building, and global networking
- The blurring of the lines between work and learning
- Increased use of hand-held and mobile devices
- Increasingly individualized or personalized e-learning

Findings – The future trend of BL in Korea

Instructional approaches/strategies to be widely used in BL

- Coaching and mentoring
- Authentic cases and scenario learning
- Problem-based learning
- Meeting of the solution process
- Simulations or gaming
- Self-paced learning
- Virtual team collaboration and problem solving

The emerging technologies impacting the delivery of BL

- ReveiDy Management Task
- Colleagues/Mobile and Handheld Technologies
- Intelligent Agents
- Webcasting (Video Streaming)
- Virtual Reality
- Digital Libraries and Content Repositories
- Language Training and Support Tools
- Role Playing and Flash Games
- Weblogs and Online Senses
- Electronic Books

Predictions on evaluation methods for BL

How will the quality of BL be most effectively measured during the coming decade?

- Employee performance on the job
- Student perceptions of blended learning
- Comparison of learning achievement with baseline or instructor-determined criteria
- Return on investment (ROI) calculations
- Goal-referent analysis
- Learner satisfaction surveys
- Time to implementation
- Creative evaluation
- Employer feedback

Conclusions/Implications

1. Increasing popularity and importance of BL in Korean corporations
2. Instructional Strategies/emerging technologies impacting the delivery of BL in coming years
3. Barriers/obstacles/issues to implement BL: Need more thorough understanding on BL
4. Guidance on how to implement BL in their organizations: Design, delivery, and evaluation
5. Current/future issues practitioners face around: direction for future researchers
Questions and Comments?