Blended Learning Situations, Solutions, and Several Stunning Surprises

Curt Bonk, Professor, Indiana University
President, SurveyShare, Inc.
cjb@mypace.indiana.edu
http://mypace.indiana.edu/~cjb
http://SurveyShare.com

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

Ten Technology Trends During Past Year

1. Blackboard Buying and Suing

E-Learning Gets its DAY in COURT

When it comes to online learning, Blackboard is one of the few players that is truly taking the lead. The company has announced a series of partnerships and acquisitions that are helping to shape the future of e-learning.

2. Open Source Courseware

The project aims to build peer-to-peer communications

Open Source Courseware

3. Accessible Technology

Negroponte says the new laptop is designed to be kid-friendly

15/11 GMT

Negroponte says new laptop is designed to be kid-friendly

The CMI: Taking technology to the developing world
A revolution in a laptop
By Greg Norman
Sunday 13 August 2006, 13:49
Makka Time, 13:49 GMT


5. Social Networking Software


The creators of the website flickr, Caterina Fake and Stewart Butterfield

6. Growth of Online Learning in Secondary Schools

Defense Acquisition University Shaping a Culture of Career-Long Learning
The Seattle Times, September 11, 2006, Jordan Cruz, 14, had no interest in going to a big high school. The Insight School of Washington, the state's first fully online high school, will allow him to work in the way he likes best: independently...from the comforts of home via the Internet.

7. Online Scholarship and Online Books

8. Digital Storytelling and Movie Making

9. The Emergence of Video (e.g., video blogging)

YouTube Emerges...1.65 billion dollars later
10. Podcasting and Vodcasting
(e.g., Podcast Alley, Chris McIntyre...)

Blended Learning:
Two Parts
1. Models and Frameworks
2. Problems and Solutions
   (i.e., 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. What are you???
A. Tutor, professor, trainer, instructor, lecturer, adjunct, visiting scholar
B. Director or staff in a learning center, instructional designer, etc.
C. Policy maker, government official
D. Administrator, Dean, President, etc.
E. Graduate student, informal learner
G. Other

Poll #3: 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?
Chris Dede, Campus Technology, June 2006: Changing the Gold Standard for Instruction

- “There is a widespread misconception that, for everyone, face-to-face is the “gold standard” in education, and that any kind of mediated interaction is second best. But we know from research, that’s not true.”

Blended Learning Defined and Explained


<table>
<thead>
<tr>
<th>Percentage</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>Traditional</td>
<td>Course with no online technology involvement (e.g., rote instruction, videos, etc.)</td>
</tr>
<tr>
<td>11%</td>
<td>Web-Facilitated</td>
<td>Course with web-based technology embedded that is used to enhance learning (e.g., WebCT to post homework)</td>
</tr>
<tr>
<td>54%</td>
<td>Blended Hybrid</td>
<td>Course has a blend of the online and face-to-face components. Students can choose between online and face-to-face components, typically through online discussion, typically in small or medium-sized classes.</td>
</tr>
<tr>
<td>14%</td>
<td>Online</td>
<td>Course where all course content is delivered online. Typically face-to-face delivery in the final meetings.</td>
</tr>
<tr>
<td>8%</td>
<td>Face-to-Face</td>
<td>Course where all course content is delivered face-to-face. Typical delivery involves lectures and small group discussions.</td>
</tr>
</tbody>
</table>

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)

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Learning TRENDS by Elliott Masie - September 5, 2006. 1,399.5 - Updates on Learning, Business & Technology. 52,716 Readers - http://www.masie.com - The MASIE 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.

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Future Directions of Blended Learning
(Bonk, Kim, & Zeng, 2006, Chapter 39)

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3-4 Skills Most Taught 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
3-4 Skills Least Taught 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

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More than 70 Million Adults Want to Head Back to School

More than 70 Million Adults Want to Head Back to School

- Degrees of Opportunity, a new national study of the attitudes of adult Americans toward continuing their education, indicates that more than half of American adults age 25 to 60 would like to pursue additional education -- the equivalent of more than 70 million adult Americans.

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Why Blend and Advantages and Disadvantages of BL...

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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

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Where is Blended Beneficial?

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

- 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

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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 (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

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**Enriching Student Experience Through BL**

(Bob Albrecht, ECAR, June 6, 2006, Educause)

1. Address diverse learners (low stakes quizzes)
2. Student satisfaction (more choice)
3. Reduced costs (online scoring or grading)
4. Increase capacity in facilities (e.g., UCF)
5. Convenience
6. Pedagogy

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**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

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**Student Satisfaction in Canada for Blended Learning**

(Owston, Garrison, & Cook 2006)

- 70%
- 60%
- 50%
- 40%
- 30%
- 20%
- 10%
- 0%

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
<th>don't know</th>
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<tbody>
<tr>
<td>I take another BL course?</td>
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<td></td>
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</tr>
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**Frameworks and Models of Blended Learning...**

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**Dimensions of Blended Learning**

(Jay Cross, Foreword, 2006)

**Table:**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Blended Learning</th>
<th>Face-to-Face</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Strategic</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Process</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Practice</td>
<td>-</td>
<td>+</td>
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<td>Environment</td>
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</tr>
<tr>
<td>Format</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Structure</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Delivery</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Enquiry</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Communication</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

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**Figure E.1: Dimensions of the Blended Learning Model**

- Blended learning
- Face-to-face learning
- Online learning
- Learning environment
- Strategic orientation
- Process and practice
- Environment and context
- Format and structure
- Delivery and communication
Harvey Singh (2006)

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

- **Traditional**
  - Face-to-face (FF)
  - Live instruction
  - High fidelity
  - No distance
  - High presence

- **Computer-mediated**
  - Virtual (remote)
  - Mixed modes
  - Low fidelity
  - High distance
  - No presence

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

1. Anchor Blend: Start FTF, then online
2. Bookend Blend: Three parts: 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 Ignier, 2006)

**AMA Special Report, Blended Learning Opportunities**

| Source: American Management Association, AMA at Work | Table 1: What Night Go In the Blood |

- **Virtual collaboration/synchronization**
  - Videoconferencing
  - Video streaming
  - Screen sharing
  - Whiteboard

- **Performance support**
  - Interactive case studies
  - Knowledge databases
  - Virtual experts
  - Performance support tools
Working Definition
(Graham, 2006, HOBE Learning Systems)

Definition: Blended learning systems combine face-to-face instruction with computer-mediated instruction.

Range of Blends in Pew Cases

Insung Jung & Katsuaki Suzuki,
Blended Learning in Japan, 2006

- Open Interaction: create small group debate, assign online facilitators & wrappers
- Knowledge Creation: inviting external experts, combine async & sync
- Information Distribution: posting materials to review or read
- Efficient Management: allow electronic submission; list of standard feedback

Models of Blending

Blending occurs at the following four levels:

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

2. Course-Level Blend: Using CMS to blend distance and F2F learners (Rogers, Graham, et al., 2003)

Alternating F2F and e-learning activities in a multimedia technology course in China.


3. Program-level blending

Figure 1: Avaya’s ESSBa program schedule

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)

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 (last meeting of one course is coordinated to be back-to-back with the first meeting of the next 5 week course)

4. Blended Learning Form Factors
(copyright Microsoft, Ziob & 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>Oracle 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</td>
<td>Online resources and databases</td>
<td>Collaboration</td>
</tr>
<tr>
<td>or videoconferencing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online coaching/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mentoring</td>
<td></td>
<td></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)

Learner Self-Navigation
- Brava, articles, guides
- Reference
- White papers
- ApprSales Content
- Job Aids
- Glossaries
- FAQs

Practice
- Authentic tasks
- Projects
- Case Studies
- Peer Discussions
- Discourse Forums

Content Delivery Focus
- Classroom Lectures
- Demonstration/Content
- Chat chatrooms
- Resources/Discussions
- Videos
- Video conferencing

Experience and Practice Focus
- Exercises
- Diagnostic Labs
- Practice Labs
- Bridging/Connecting
- Experiences

Teaching
- Guided Navigation
- Coaching
### A. Enabling Blends

- Many of the for-profit institutions like Capella, Jones International University, and University of Phoenix have models that focus on making educational opportunities available to those who don’t have access due to time and location constraints.
- National University has a teacher preparation program geared towards access and flexibility.
- Many international education and training programs are also focused on providing access (e.g., World Bank, Mexico’s Red Escolar program, etc.)

### B. Enhancing Blends

- 12,000 Enrolled Students
- Since 2004 More than 50% of Candidates Enrolling as Online rather than On-site
  - They will take a majority of classes online
- Each Candidate Takes 7 Credential Classes
- Each Class Contains 2 Field-based Exp.
- 500 Classes/Yr. & 20 Students/Class = 20,000 Field-based Experiences/Year

### B. Enhancing Blends

- University of Waikato, New Zealand
  - Model for enhancing F2F courses includes:
    - Fully online - students can complete qualifications without coming onto the campus
    - Mostly online - there is a mix of online and some on-campus work in the qualification
    - Somewhat online - there is an online component for on-campus students
    - Supported online - courses are taught in the traditional lecture/tutorial mode, supported by material provided through the online learning or relevant university schools’ document management systems

### C. Transforming Blends

- Kirkley & Kirkley, Oliver, Harrington, & Reeves

- Example of levels of mixed reality that allow a blending of the real and virtual worlds.
What can we say about blended learning then???

- It is everywhere!!!!!!
- Resistance is futile!!!!!!

Future learning systems may not be differentiated as much based on whether they blend but rather by how they blend.

- (paraphrase from Ross and Gage, WebCT)

Best BL Model Presentations and a Break!!!

Part II: 13 Fully Online and Blended Learning Problems and 37 Solutions

Problem Situation #1: Brief FTF Experiences
- Face-to-face (FTF) experiences are brief, one-week journeys. Need to need to build self-confidence, create social supports, teams, camaraderie, etc.
Ok, Million Dollar Question: What can you do in 1 week?

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.

Solution #2. Video Streamed Lectures and Expert Commenting

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.

Solution #3. Terminology Exercises Online (puzzles, games, etc.)

Your Score is: 1299
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.

Content Use (Tel Aviv University)
Nachmias, Ram, & Mioduser, 2006

Solution #4: Instructor Portal:

Solution #5: Warm-ups Online
Just-In-Time-Teaching (JITT)
http://webphysics.iupui.edu/jitt/jitt.html

Solution #6: Online Practice Tests (e.g., Calm Chemistry)

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.
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.

Solution #9. Video Observations (e.g., Virtual Psychiatric Interview, Trinity College, Dublin)

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.
Solution #11. Cross-Class Collab
(Indiana Univ and Open U of Malaysia)

Solution #12. Online Groups...

Solution #13.
Team Meetings in Skype

Solution #14. Numbered Heads Together
a. Assign a task and divide into groups (perhaps 4-6/group).
b. Perhaps assign group names across class or perhaps some competition between them.
c. Count off from 1 to 4.
d. Discuss problem or issue assigned.
e. Instructor calls on groups & numbers.
a. e.g., in a research methods class, one person reads intro, another the method, another the findings, discussion, implications, 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.

Solution #15.
Learner-Self Interactions and Reflections

18
Solution #16. Library Day
(Bonk, 1999)
• Have students spend a day in the library or online finding and summarizing a set number of articles.
• Have them bring to class or post abstracts to an online forum.
• Share in small groups interested in similar topics.
• Perhaps give each student 1-2 minutes to describe what found in a chat.

Solution #17. Apprenticeship:
Electronic Guests & Mentoring
(Simon Fraser University News:
• He has also found the competition’s mentor program, in which contestants are matched with industry experts, to be invaluable.

The mentors to his team are now intimately involved with

Solution #18. Online Simulation: Financial Accounting: (University of Calgary)

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.

Solution #19. Community of Learners:
Medical and Business Cases Online (cases community)

Solution #20. 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 students have a preference for visual learning.

Ancient Rome Virtually

"Today he (Dr. Bernard Frischer) can present virtual-reality projects wherever he goes -- classrooms, museums, conferences, or workshops -- as long as he has access to a screen and a digital projector. On this morning of his art-history course, he treats his students and interested guests to a tour of Rome as it looked in the time before and after Julius Caesar."

(July 22, 2005, Chronicle)
Solution #25. Concept Mapping

Solution #26. Exploration and Demonstration: Virtual Fieldtrip and Tours

Solution #27. Virtual Timelines

Solution #28. Virtual Reality/Worlds First Course in a Virtual World (Second Life)

Solution #29. Simulations

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.

U.N. Food Force, called the first humanitarian game, simulates problems of getting supplies to wartime refugees.

Terrorist reality to treat war attacks.
Solution #30. Allen Interactions
http://sales.allen.com/client/Bonk/Bonk_Web_Links.htm

Solution #31. Educational Simulations, Scenarios, and Manipulations

Solution #32. Real World Problems (PBL online): Real-time Cases

Solution #33. Video Scenario Learning (Option 6, Arjuna Multimedia, Bloomington, IN)

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.

Solution #34. Art and History Exhibits
Solution #37. Peer Critique in Breeze
(Table of Benefits of Peer Critique; Park & Bonk, in review)

- 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

Poll #4. Which blended learning strategy might like to try?
A. Post assessments and reviews online
B. Follow-up activities in a community of practice
C. Put reference materials on the web
D. Use online mentors, experts, and coaches
E. Rely on instant messaging and chat
Poll #5. What blended ideas do you think work or have you tried?
A. Online simulations, games, demos, and hands-on activities
B. Online surveys, polls, research, and authentic data collection
C. Extensive Web explorations (student selected and reported)
D. Extensive Web support materials (papers, discussion forums, test examples)
E. Alternative class and face-to-face meetings and activities

10 Predictions for Blended Learning


Blended Learning Trend #1.
Mobile Blended Learning

• Increasing use of mobile and handheld will create rich and exciting new avenues for blended learning.

Greater Visualization, Individualization, and Hands-on Learning

• Blended learning environments will increasingly become individualized; in particular, emphasizing visual and hands-on activities.

Blended Learning Trend #3.
Self-Determined Blended Learning

• Blended learning will foster greater student responsibility for learning. Decisions about the type and format of blended learning will be made by students instead of instructors or instructional designers. Learners will be designing their own programs and degrees.

Increased Connectedness, Community, and Collaboration

• Blended learning will open new avenues for collaboration, community building, and global connectedness. It will become used as a tool for global understanding and appreciation.
Blended Learning Trend #5.  
Increased Authenticity and On-Demand Learning

- Blended learning will focus on authenticity and real world experiences to supplement, extend, enhance, and replace formal learning. As this occurs, blended learning will fuel advancements in the creation and use of online case-learning, scenarios, simulations and role play, and problem-based learning.

Linking Work and Learning

- As blended learning proliferates, the lines between workplace learning and formal learning will increasingly blur. Higher education degrees will have credits from the workplace and even credit for work performed.

Blended Learning Trend #7.  
Changed Calendaring

- The calendar system or time scheduling of learning will be less appropriate and predefinable.

Blended Learning Trend #8.  
Blended Learning Course Designations

- Courses and programs will be increasingly designated as blended learning paths or options.

Changed Instructor Roles

- The role of an instructor or trainer in a blended environment will shift to one of mentor, coach, and counselor.

The Emergence of Blended Learning Specialists

- There will emerge specialist teaching certificates, degree programs, and resources or portals related to blended learning courses and programs.
Poll #6. Which of these 5 predictions do you agree with the most?

A. Increased self-determined web learning
B. Increased connectedness, community, and collaboration
C. Increased authenticity and on-demand learning
D. Blended learning course designations
E. The emergence of blended learning specialists

Poll #7. Which of these 5 predictions do you agree with the most?

A. Increasing use of mobile blended learning
B. Greater visualization, individualization, and hands-on learning
C. Greater linking of workplace and formal learning
D. Changed calendaring
E. Changed instructor roles

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.

A Challenge for the Future

- Our challenge is to learn how to design effective blended learning systems
  - For a wide variety of contexts (tech impoverished to tech rich)
  - For a wide variety of learners
  - With a broad range of constraints

Enriching Student Experience Through BL
(Bob Albrecht, ECAR, June 6, 2006, Educause)

"Blended learning, a more pedagogically oriented innovation with many of the advantages of online learning, could well become a standard practice favored by both faculty and students. Institutional support, however, will determine how quickly it spreads and whether it achieves its promise of improving student learning."
The End...Remember

Sorry...it really is the end!!!

It's Over...
Poll: OK, then, who wants more???
A. Yes
B. No
C. Not sure

Time for a BL Competition???

Sample HO8Le chapters at:
http://www.publicationshare.com/
Archived talks at:
http://www.trainingshare.com/