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)
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 47:3, Avaya, Microsoft
   - Higher Ed: PEW Grants

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

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
Frameworks and Models of Blended Learning...

Models of Blending
Blending occurs at the following four levels:

- Activity Level
- Course Level
- Program Level
- Institutional Level

![Diagram of models of blending]

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)

3. Program-level blending

![Graph showing program-level blending]

Historical Emergence of Fully Online and Blended
(Graham, 2006)
4. Institutional-level Blending
(Abtar Kaur & Ansary Ahmed, 2006, Open U Malaysia)

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)

Categories of Blends

<table>
<thead>
<tr>
<th>A. Enabling Blends</th>
<th>Enabling blends primarily focus on addressing issues of access and convenience; provide similar learning experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<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>

A. Enabling Blend National University
Department of Teacher Education
(Reynolds & Greiner, 2006)

- 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 = 10,000 Field-based Experiences/Year

B. Enhancing Blends
(Univ Waikato, New Zealand, 2006)

End of Part 1: Resistance to Blended Learning is Futile!