Blended Learning A to Z: Myths, Models, and Moments of Magic

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What I will discuss...
1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Implications for blended learning

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

Blended Learning: Two Parts
1. Models and Frameworks
2. Problems and Solutions (i.e., examples)
   (When do blends make sense?)

Snowmegeddon, DC winter of 2010

Those where there are diseases and outbreaks...
Blended Learning Defined and Explained

Myth #1: People will know what I am saying when I say “blended learning.”
Myth #2: Blended is the same as “hybrid.”

Myth #3: Knowing “how much” to blend is vital.
Range of Blends in Pew Cases

Myths #4: Blended learning is easy to define.
Myth #5: Blended learning is hard to define.

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 Fully Online and Blended
(Graham, 2006)
Myth #6: Blended learning works everywhere. Where is Blended Beneficial?
- 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

Myth #7: People learn more in face-to-face settings than blended or fully online ones. 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

Myth #8: Faculty can have a logical discussion with administrators about blended learning. Models of Blending
Blending occurs at the following four levels:
- Activity Level
- Course Level
- Program Level
- Institutional Level

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

2. Course-Level Blend: Using CMS to blend distance and F2F learners
   (Rogers, Graham, et al., 2003)
3. Program-level blending (blend same for all participants) 
Kelley Direct Online MBA (IU)

Categories of Blends

A. Enabling Blends
Enabling blends primarily focus on addressing issues of access and convenience; provide similar learning experiences.

B. Enhancing Blends
Enhancing blends allow for incremental changes to the pedagogy; additional or supplementary online resources.

C. Transforming Blends
Transforming blends are blends that allow for a radical transformation of the pedagogy and learner construction of knowledge.

Myth #9: There is a best model of blended. 
AMA Special Report, Effectively Implementing a Blended Learning Approach (Steven Shaw & Nicholas Ignemi, 2006)

4. Institutional-level Blending 
(Brian Linquist, 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)

Myth #10: If you read the enough research you will be able to know the impact of blended learning.

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
Part II: 13 Teaching Problems and 25 Blended Learning 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.

Ok, Million Dollar Question:
What can you do in 1 week?

Blended 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.

Blended Solution #2. Post Courses or Course Components in OnCourse, YouTube, or iTunes (e.g., Berkeley)
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.

Blended Solution #3.
Stream or Webcast Lectures (Tegrity, Echo360, Mediasite, etc.)

Blended Solution #4.
Alternating FTF and Online Classes
- Freshman English at BYU: Students are required to meet F2F once a week instead of three times a week. Same in a multimedia class at Beijing Normal University (BNU)

Problem Situation #4:
Web Supplemental Activities
- Fall 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.

Blended Solution #5. Supplemental Lectures (e.g., Academic Earth)
Free online video courses from leading universities.

Blended Solution #6. Supplemental Shared Online videos (e.g., YouTube)
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.

Blended Solution #12. Online Professional Development (e.g., STARLINK, www.starlinktraining.org)

Blended Solution #13. Real World Problems (PBL online): Real-time Cases

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.

Blended Solution #14. Working In Virtual Teams (e.g., Collanos, SharePoint, Google Docs)

Blended Solution #15. Online Role Play (Tulane University, Exercise for Renewable Energy, Freeman Sch. of Business, roles include power traders, electric utility analyt, independent power producers & utility dispatchers)
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.

Blended Solution #16. Expert Video Reflections and Scaffolds online (forensic accounting, psychiatry, counseling, etc.)

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.

Blended Solution #17. Watch or Listen to Online Conferences

Blended Solution #18. Create an Online Community (e.g., in Ning, Google Groups, or Yahoo Groups)

Blended Solution #19. Accessing mobile Experts (e.g., online happiness network)
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.

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.

Blended Solution #21. Scenario Learning (Option 6, Bloomington, IN)

Blended Solution #22. Educational Simulations

Blended Solution #23. Online Experiments (e.g., psychology)
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.

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.

Trends, 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.

Again, this talk covered...

1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Predictions for blended learning
6. Challenges for blended learning
How many ideas did you get from this talk?
1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2... just 2!
4. Do I hear 3? 3!!!
5. 4-5.
6. 5-10.

We are not motivating students with the technologies that they love.

I even reflected on this for a moment... and then something magical happened...

The TEC-VARIETY Model for Online Motivation and Retention
1. Tone/Climate: Psych Safety, Comfort, Belonging
2. Encouragement, Feedback: Responsive, Supports
3. Curiosity: Fun, Fantasy, Control
4. Variety: Novelty, Intrigue, Unknowns
5. Autonomy: Choice: Flexibility, Opportunities
6. Relevance: Meaningful, Authentic, Interesting
7. Interactive: Collaborative, Team-Based, Community
8. Engagement: Effort, Involvement, Excitement
9. Tension: Challenge, Dissonance, Controversy
10. Yields Products: Goal Driven, Products, Success, Ownership

1. Tone/Climate: A Video Course Intros
(examples from Northern Virginia Community College and Indiana University RD online MBA program)
http://www.youtube.com/watch?v=SOYm7D01G1a

2. Encouragement, Feedback, etc.: A Online Self-Testing (e.g., self study in vocabulary, anatomy, chemistry, dissection, etc.)

Upper Extremity Nerves

- Motor for the muscles of the antebrachium: radial, median, ulnar nerve
- Sense: touch, pressure, position
- Tendons:
- Motor:
- Sensory: skin, fascia, bones

2. Encouragement, Feedback, etc.:
   b. Tutorials with Screen Capture
      (e.g., Jing, Screenr)

3. Curiosity, Fun: A. Online Games
   (e.g., public health; the POD game
    Points-of-Dispensing (PODs))

4. Variety, Novelty:
   A. Expert Chats
   1. Agree to a weekly chat time.
   2. Bring in expert for discussion or post
      discussion topics or issues.
   3. Summarize or debrief on chat
      discussion.

5. Autonomy, Choice: A. Online Literature
   Search (e.g., Google Jockeys)
   (links to text, soundtracks, video clips, etc.)

5. Autonomy, Choice: B. Explore
   supplemental Health Resources (portals,
   repositories, & repositories)
6. Relevance, Meaningfulness:
A. Online Simulations and Demonstrations
(e.g., self study in anatomy or chemistry, virtual autopsy, dissection, etc.)

6. Relevance, Meaningfulness:
B. Shared Online Video (e.g., TED; technology, entertainment and design)

6. Relevance, Meaningfulness:
C. Virtual Tours and Timelines
(I.e., HyperHistory; http://simile.mit.edu/timeline/)

7. Interactive, Collaborative:
A. Collaborative Documents (Google Docs) and Bookmarking (Diigo, Delicious)

7. Interactive, Collaborative:
B. Google Docs, Ning, Google Groups, MSN Groups, Yahoo Groups, Diigo, etc.

8. Engagement, Effort:
A. Synchronous Learning
8. Engagement, Effort:
B. Synchronous and Asynchronous Events
(e.g., Breeze + Video + Online Forum + Online Papers)

8. Engagement, Effort:
C. Flash, 3-D Visualization, & Laboratory Software

9. Tension, Challenge, etc.:
A. Ethical Medical Debates
Students to protest human body exhibit

9. Tension, Challenge, etc.:
B. Electronic Guests & Mentoring
(Simon Fraser University News:

10. Yields Products, Goals:
A. Student YouTube Products
http://www.youtube.com/watch?v=xUwGryPsySg
http://www.youtube.com/watch?v=cl-l_y44F9_6
http://www.youtube.com/watch?v=Qc1xexpb4P0
TEC-VARIETY Model for Online Motivation and Retention
- Tone/Climate
- Encouragement, Feedback
- Curiosity
- Variety
- Autonomy
- Relevance
- Interactive
- Engagement
- Tension
- Yields Products

Poll #1: How many ideas did you get so far?
1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.

The R2D2 Method
1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)

1. Auditory or Verbal Learners
- Auditory and verbal learners prefer words, spoken or written explanations.

Read 1a. Publishing in Open Access Journals (e.g., PLOS)
Read 1b. Course Announcements (e.g., Teaching with Twitter)

Read 1c. Podcast Show Reflections
- Students listen to a podcast.
- Reflect on what they learned in an online forum.
- Students comment on each other's post.

Read 1d. Podcast Research Reviews

2. Reflective and Observational Learners
- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives.

Reflect 2a. Analyze Online Cases (problems, solutions, etc.)

Reflect 2b. Workplace and Field Reflections
1. Instructor provides reflection or prompt for job related or field observations
2. If a large section class, divide into teams
3. Reflect on job setting or observe in field
4. Record notes on Web and reflect on concepts from chapter
5. Respond to peers
6. Instructor summarizes posts
Reflect 2c. Free OpenCourseWare of Open Educational Resources (e.g., watch or Listen to Online Courses or Programs on Disaster Preparedness and other areas)

3. Visual Learners
- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.

Display 3a. Pubcasts! (videos of scientific papers and science)
NSF, the Public Library of Science, and the San Diego Supercomputer Center created a YouTube for scientists to help demystify important research papers. See SciVee

Display 3b. Anchored Instruction Discussions (YouTube, CNN, BBC, TeacherTube, CurrentTV)

Display 3c. World Trends and Indices (e.g. Worldmapper)

Display 3d. Medical Animations and Videos (find anchoring event: YouTube, CNN, BBC, TeacherTube, CurrentTV)
Display 3e. Videos of the Periodic Table

Display 3f. Human Embryology Animations (Valerie O’Loughlin, Indiana University)

Display 3g. Map Mash-ups

Display 3h. Vodcast for Medical Training

4. Tactile/Kinesthetic Learners
- Tactile/kinesthetic senses can be engaged in the learning process through role play, dramatization, group work, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.

Do 4a. Syllabus, Glossary, etc. in wiki:
Students sign up for tasks (Ron Owston, York University)
**Do 4b. Medical Community Wikis**

![Image of AskDrWiki](image1)

**Do 4c. Survey Research and Market Analysis**

(e.g., Mister Poll, MicroPoll, Zoomerang, SurveyShare)

![Image of Survey Research](image2)

**Do 4d. Medical Simulations in YouTube and Second Life**

![Image of Medical Simulations](image3)

**Poll: How many ideas did you get from the second part of this talk?**

a. None—you are an idiot.
b. 1 (and it is a lonely #).
c. 2 (it can be as bad as one).
d. 3-5

e. 6-10
f. Higher than I can count!

**Questions and Comments**

Note: Bonk papers and talks at:

**99 Seconds Stop and Share: Top Three Things you can use!**

![Image of 99 Seconds](image4)