Blended Learning Situations, Solutions, and Several Stunning Surprises

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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?)

Who is demanding fully online and blended learning?

Campus Technology, February 2010, Expectations Rising

Expectations Rising
The importance students place on campus technology is on the increase, according to a recent study.

Students: How important is it that your college offers the following?
- Internet access
- Library
- Classroom technology
- Study areas
- Physical fitness
- Campus center
- Housing services
- Financial aid services
- Counseling services
- Career planning services
- Health services
- Support services

Percentage of students saying technology is "very important".
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."
The Sloan Consortium

<table>
<thead>
<tr>
<th>Proportion of in-class</th>
<th>Type of Course</th>
<th>Typical Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Full Online</td>
<td>Complete self-paced technology with little to no instructor involvement.</td>
</tr>
<tr>
<td>60-100%</td>
<td>Both/Online</td>
<td>Course where much work is done online, but occasional in-person meetings are held.</td>
</tr>
<tr>
<td>40-60%</td>
<td>Both/Hybrid</td>
<td>Course that is primarily online but includes some face-to-face meetings.</td>
</tr>
<tr>
<td>0-40%</td>
<td>In-Class</td>
<td>All face-to-face with no online components.</td>
</tr>
</tbody>
</table>

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)

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

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

Student Satisfaction in Canada for Blended Learning (Owston, Garrison, & Cook 2006)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>take another &amp; course?</td>
<td>70%</td>
<td>10%</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

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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

Instructor stakeholders

Administrator stakeholders
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
(blend same for all participants)
Kelley Direct Online MBA (IU)

4. The Open U Malaysia
(from Abtar Kaur)
- Started August 2001: approx. 800 students
- Total students (2003): approx. 33,000
- Total students (2010): over 85,000
- Total full-time academic staff: 60
- Total part-time academic staff (tutors): approx 3,000
- 33 Learning Centres (7 Regional Centres)
- Pedagogical approach: Blended Learning

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 one best model of blended.
AMA Special Report, Effectively Implementing a Blended Learning Approach
(Steven Shaw & Nicholas Igneri, 2006)
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)

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

Framework for organizational development through training
Assess, Learn, and Apply
(Copyright Microsoft, Zhoa & Mosher, 2006; Handbook of Blended Learning)

Specific Learning Elements
An Learning Ecology from Sun Microsystems
(Wenger & Ferguson, 2006)

Myth #10: The Benefits of blended learning are easy to justify and document.

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 Fully Online and Blended Learning Problems and 33 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 in YouTube and iTunes (e.g., Berkeley)
Blended Solution #3.
Assign Online Shared Video
(SciVee, Research Channel, doFlick, UC)

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 #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 multimedia class at Beijing Normal University (BNU)

Blended Solution #5.
Streaming Class Video for Remote Students (e.g., Tegrity, Univ of Central Florida)

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.

Blended Solution #6.
Using Open Access Journals (e.g., PLOS, JIOL, IRRODL)
Blended Solution #7.
Khan Academy (videos on math, bio, trig, chemistry, money and banking, economics, statistics, etc.; http://www.khanacademy.org)

Blended Solution #8.
Online Portal Explorations

Blended Solution #9.
Virtual Worlds/Reality/MMOG
(e.g., Second Life, There.com, Kaevea, etc. Harvard Law School, Charles & Rebecca Nessom)

Blended Solution #10. Space Portals
(e.g., A New Portrait of the Universe, With Free Admission for Colleges Large and Small, By Ben Torres, Chronicle of HE, Feb 7, 2010)

Blended Solution #11. Open Ed Resources & OpenCourseWare (e.g., MIT OpenCourseWare)

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.

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.
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.

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.
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.

Blended Solution #22: Shared Online Video Demonstrations (e.g., MonkeySee)

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.
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

Questions and Comments

Note: Bonk papers and talks at:
http://www.publicationshare.com/
http://www.trainingshare.com/