Masterclass Part 5 (Not Used):
Blended Learning
Curt Bonk, Professor, Indiana University
cbonk@indiana.edu
http://mypage.iu.edu/~cbonk/
http://SurveyShare.com

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)

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

The Sloan Consortium

<table>
<thead>
<tr>
<th>Properties of content delivered</th>
<th>Mode of course</th>
<th>Blended Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% Traditional</td>
<td></td>
<td>Contains all content and no face-to-face interaction.</td>
</tr>
<tr>
<td>10 to 25% Web facilitated</td>
<td></td>
<td>Contains more web-based technology to facilitate what is considered a face-to-face course. Includes non-face-to-face activities and assignments, for example.</td>
</tr>
<tr>
<td>26 to 74% Blended/interactive</td>
<td></td>
<td>Contains more web-based technology to facilitate what is considered a face-to-face course. Includes non-face-to-face activities and assignments, typically for completion of the course.</td>
</tr>
<tr>
<td>75% or More Online</td>
<td></td>
<td>Contains more web-based technology to facilitate what is considered a face-to-face course. Includes non-face-to-face activities and assignments, typically for completion of the course.</td>
</tr>
</tbody>
</table>

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

AMA Special Report, Effectively Implementing a Blended Learning Approach
(Steven Shaw & Nicholas Ignieri, 2006)

Source: American Management Association. AMA at Work
Part II: 13 Fully Online and Blended Learning Problems and 21 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)
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. Streaming Class Video for Remote Students (e.g., Tegrity, Univ of Central Florida)
Within a single semester, more than 2,300 UCF students and 80 faculty members were using Tegrity Campus 2.0, making classes available to every student in the college, anytime.

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.

Campus Technology, February 2010, David Raths, Winning them Over

Blended Solution #4. Online Photo Portals; e.g., Everystockphoto.com (courses on the Winter Olympics, photography, motivation, geography, Canadian culture, meteorology, physics, etc.)

Blended Solution #5. Khan Academy (videos on math, bio, trig, chemistry, money and banking, economics, statistics, etc.; http://www.khanacademy.org/)
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 #19 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 #10. Working In Virtual Teams
(e.g., Collanos, Groove, SharePoint, Google Docs)

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 #12. Watch or Listen to Online Conferences

Blended Solution #13. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)
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 #16. Virtual Tours and Timelines (i.e., HyperHistory; http://simile.mit.edu/timeline/)

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.
Questions and Comments

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