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

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The Blended Learning Electrician

BLENDED LEARNING
This unique approach includes instructor-led hands-on training, lectures, eLearning and web based evaluation and instruction.

LEARN MORE ABOUT BLENDED LEARNING

Online Labs for the Blended Learning Electrician

Electrical Program

Online PD for the Blended Learning Electrician

Mobile Apps for the Blended Electrician

NJATC Blended Learning LMS Homepage

List of "My Courses"

DC Theory Course
(Lesson Menu)

DC Theory – Lesson 9
(Series Circuits)

Reports Menu
(Training Director,
Instructor, Student)

Detailed reports
(e.g., Session Summary)

What I will discuss...

1. **Definitions of blended learning**
2. **Myths of blended learning**
3. **Models of blended learning**
4. **Examples of blended learning**

Myth #1: If you read the enough research you will be able to know the impact of blended learning.

1. **Improved Pedagogy**
   - **More interactive instead of transmissive**
   - **Authentic, real world, etc.**
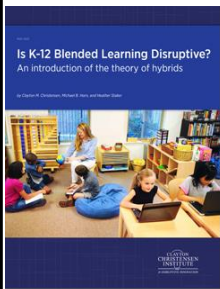2. **Increased Access/Flexibility**
3. **Increased Cost Effectiveness**

Recent Reports on Blended

The Handbook of Blended Learning:
Global Perspectives, Local Designs (Bonk & Graham)
http://www.dtic.mil/cgi-bin/GetTRDoc?Location=U2&doc=GetTRDoc.pdf&AD=ADA495731
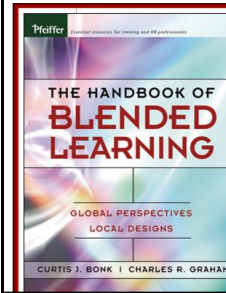
Is K-12 Blended Learning Disruptive

Heather Staker and Michael B. Horn,
Innosight Institute, May 2013
http://www.projectred.org/uploads/The-Rise-of-K-12-Blended-Learning.pdf

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Ten Strategies to Improve Blended Course Design

Faculty Focus, July 26, 2013, Ike Shibley
http://www.facultyfocus.com/white-papers/ten-strategies-to-improve-blended-course-design/?campaign=FF130726&utm_source=cheetah&utm_medium=email&utm_campaign=2013.07.26%20-%20Faculty%20Focus%20Alert

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ADDIE: The Classic [early 1970's]
ADDIE: *Analysis, Design, Development,*
Implementation, **and** *Evaluation*
Online Learning Insights, May 28, 2013
http://onlinelearninginsights.wordpress.com/2013/05/28/start-here-instructional-design-models-for-online-courses/?mkt_tok=3RkMMJWWfF9wsRoiuajHZKXonjHpfsX56e4uXqWg%28uM1%2F0ER3fOvrPUfGjI4ET8pmI%2BSLDwEYGJlvSSgFQ7LMMbRm0LgMWBU%3D
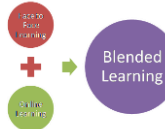

Blended Learning Defined and Explained

Myths #2: Blended learning is easy to define.
Myth #3: 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)

Classifying K-12 Blended Learning
Heather Staker and Michael B. Horn, May 2012
http://www.projectred.org/uploads/The-Rise-of-K-12-Blended-Learning.pdf

"Blended learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home *and at least in* part through online delivery with some element of student control over time, place, path, and/or pace."
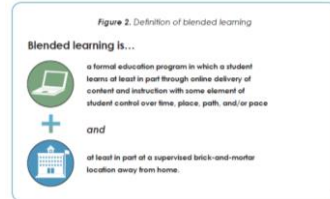
Figure 2. Definition of blended learning

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http://www.projectred.org/uploads/The-Rise-of-K-12-Blended-Learning.pdf

One critical part of the definition of blended learning is that it involves "some element of student control of time, place, path, and/or pace." Digital Learning Now! describes each dimension:

- **Time:** Learning is no longer restricted to the school day or the school year.
- **Place:** Learning is no longer restricted to the walls of the classroom.
- **Path:** Learning is no longer restricted to the pedagogy used by the teacher. Interactive and adaptive software allows students to learn [in a method that is customized to their needs].
- **Pace:** Learning is no longer restricted to the pace of an entire classroom of students.

Source: "Roadmap for Reform,"
http://digitallearningnow.com/wp-content/uploads/2011/10/Roadmap-for-Reform-.pdf

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Historical Emergence of Blended
(Graham, 2006)
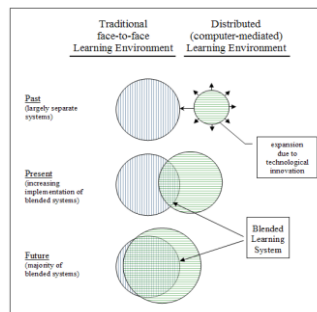
**Myth #4: People will know what I am saying when I say "blended learning."**
Myth #5: Blended is the same as "hybrid."
The Sloan Consortium

Proportion of content delivered online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used - content is delivered in writing or orally.
1 to 29%	Web facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Might use Blackboard or WebCT to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that is a blend of the online and face-to-face course. Substantial proportion of the content is delivered online, typically uses online discussions, typically has some face-to-face meetings
80+%	Online	A course where the vast bulk of the content is delivered online. Typically has no face-to-face meetings.

Myth #6: Knowing "how much" to blend is vital.
Range of Blends in Pew Cases
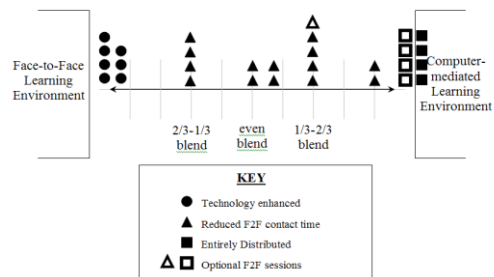
KEY
● Technology enhanced
▲ Reduced F2F contact time
■ Entirely Distributed
△ □ Optional F2F sessions

Source: Graham, C. R., & Allen, S. (2005). Blended learning: An emerging trend in education. In C. Howard & J. V. Boettecher & L. Justice & K. D. Schenk & P. L. Rogers & G. A. Berg (Eds.), *Encyclopedia of Distance Learning* (pp. 172-179). Hershey, PA: Idea Group Inc.

Myth #7: Blended learning works everywhere.
Where is Blended Beneficial?

- **Intro Classes (Spanish, psych, algebra, biology)**
- **AP Classes**
- **Classes with low success rates**
- **Classes with students working part-time**
- **Required classes**
- **Students are rural or spread over a distance**
- **Classes with certification or standardization**
- **Classes with new requirements or standards**
- **Writing intensive classes, theory classes, etc.**
- **Lab classes?**

Examples of Blended Learning

- **Put assessments/reviews online**
- **Online discussions**
- **Online labs**
- **Put reference materials on Web**
- **Deliver pre-work online**
- **Provide office hours online**
- **Use mentoring/coaching tool**
- **Access experts live online**

Myth #8: People learn more in face-to-face settings than blended or fully online ones.
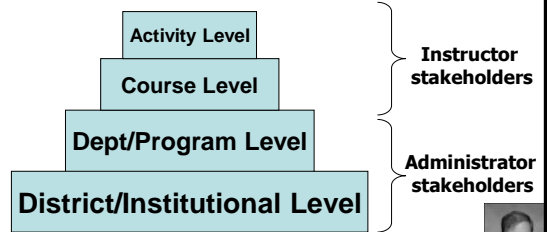**Fully Online and Blended Learning Advantages**

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, etc.**
5. **Increased opportunities for human interaction, communication, & contact among students**
6. **Introverts participate more**

Myth #9: Instructors can have a logical discussion with administrators about blended learning.
Models of Blending
Blending occurs at the following four levels:

Activity Level	
Course Level	Instructor stakeholders
Dept/Program Level	
District/Institutional Level	Administrator stakeholders

Myth #10: There is a best model of blended.
AMA Special Report, Effectively Implementing a Blended Learning Approach
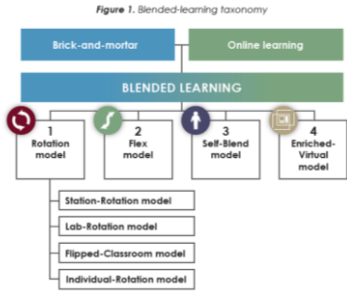**(Steven Shaw & Nicholas Igneri, 2006)**

Source: American Management Association, AMA at Work

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10 Blended Learning Models

Classifying K-12 Blended Learning
Heather Staker and Michael B. Horn, May 2012
http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/05/Classifying-K-12-blended-learning2.pdf

Figure 1. Blended-learning taxonomy

Blended Model #1.
Face-to-Face Primary
(online is for remediation of supplement)

Blended Model #2. Rotation
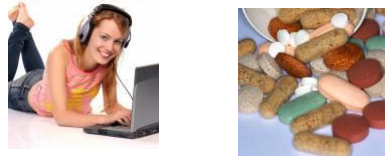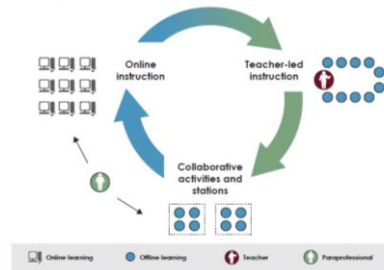**(students alternate FTF and Online instruction)**

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http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/05/Classifying-K-12-blended-learning2.pdf

Figure 6. Station-Rotation model, KIPP LA Empower Academy
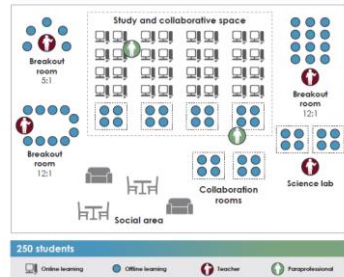
Blended Model #3. Flex
(curriculum primarily online with instructors available FTF)

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http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/05/Classifying-K-12-blended-learning2.pdf

Figure 10. Flex model, San Francisco Flex Academy

Blended Model #4. Online Lab
(lab or field experience component of course is online)

Blended Model #5. Self-Blend
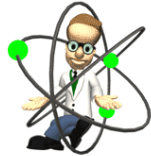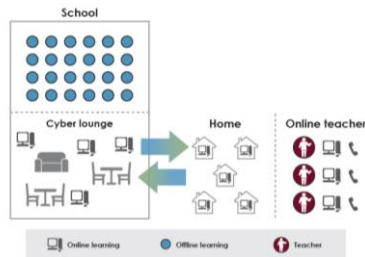**(students decide on which courses they take online or which portion of the course is online)**


Classifying K-12 Blended Learning
Heather Staker and Michael B. Horn, May 2012
http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/05/Classifying-K-12-blended-learning2.pdf

Figure 11. Self-Blend model, Quakertown Community School District

Blended Model #6. Online Driver (now: "Enriched Virtual Model")
(courses primarily online and physical facilities used to supplement or as needed)
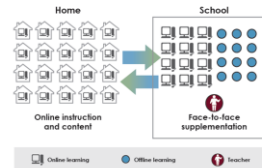
Blended Model #7. Bookend
(first and last part of the course is online and middle portion is online; AMA Special Report, Blended Learning Opportunities, Alison Rossett (2006))

Blended Model #8. Anchor
(start with FTF or what students are familiar with and then move to online)

Slide 1

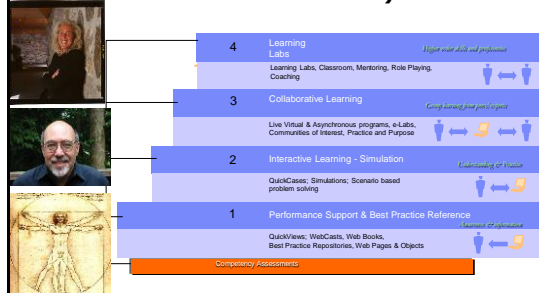**Blended Model #9. Field
(combine FTF and online as needed…mix and match)**

Table 1. What Might Go in the Blend

Live face-to-face (formal)	Live face-to-face (informal)
• Instructor-led classroom (F2F) • Workshops • Coaching, mentoring • On-the-job (OTJ) training • Work-based problems	• Collegial relationships • Work teams • Apprenticeships
Virtual collaboration/synchronous	**Virtual collaboration/asynchronous**
• Live e-learning classes • E-coaching, e-mentoring • Instant messaging, SMS	• Email • Online communities and discussion boards • Listservs • Blogs, wikis, podcasts
Self-paced learning (print, CD/DVD, electronic, wireless)	**Performance support**
• Online modules • Online resource links • Simulations and scenarios • Assessments and self-assessments • Workbooks, readings	• Online help systems • Print job aids • Online knowledge databases • Documentation • Performance support tools

Adapted from (Rossett, Douglis, & Frazee, 2003, July)

Slide 2

**Blended Model #10. Degrees of Humanness
(rely on computer-based feedback and interaction at first and switch to human feedback later on)**

| 4	Learning Labs	*Higher order skills and proficiences*
	Learning Labs, Classroom, Mentoring, Role Playing, Coaching	
3	Collaborative Learning	*Group learning from peer's expert*
	Live Virtual & Asynchronous programs, e-Labs, Communities of Interest, Practice and Purpose	
2	Interactive Learning - Simulation	*Understanding & Practice*
	QuickCases; Simulations; Scenario based problem solving	
1	Performance Support & Best Practice Reference	*Content Dissemination*
	QuickViews; WebCasts, Web Books, Best Practice Repositories, Web Pages & Objects	

Competency Assessments

Slide 3

Framework for organizational development through training

Assess, Learn, and Apply

(Copyright Microsoft, Ziob & Mosher, 2006;
Handbook of Blended Learning)

Microsoft Products and Services for Lifelong Learning

Slide 4

**Part II:
10 Blended Learning Solutions**

Slide 5

EMPOWER
YOUR CLASSROOM
BLENDED · LEARNING
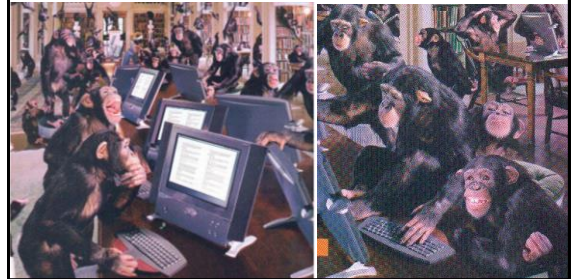
The Blended Learning platform or Learning Management System (LMS) is the next level of learning and engages the student in the classroom:
- Dynamic simulations
- Virtual safety scenarios
- Effective interactive exercises
- **Real-world scenarios**
- Instant assessment feedback (e.g., student time in system, other class stats)

Slide 6

EMPOWER
YOUR CLASSROOM
BLENDED · LEARNING
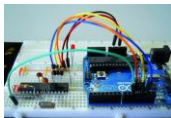
The Blended Learning platform is efficient and empowers the instructors by creating a more effective learning experience:
- All homework questions, electronic media, and student activity is managed by this system
- Flexible in allowing the instructor to tailor the class according to the student's needs
- Reduces homework review time
- Increase time to utilize labs and other non-homework activities
- Active learning environment for the apprentices
- **Utilize online simulators where expensive equipment in not available or as precursors to physical labs is now achievable.**

Blended Solution #1.
Short Video Animations and Reflections
(e.g., Ohm's Law)

Blended Solution #2.
In-depth Immersive Activities
(e.g., Test and Measurement Academy)

Blended Solution #3.
Virtual Safety Training

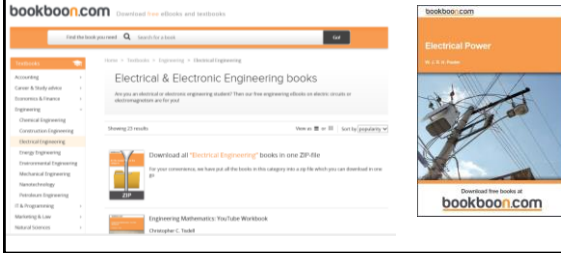

Blended Solution #4.
General Information Animations

Blended Solution #5.
Electronics News Blog Readings
and Reflections
http://www.electronics-lab.com/blog/

Blended Solution #6.
Podcast Show Reflections
http://www.podbean.com/podcast-detail?pid=28181

Blended Solution #7.
Free E-books
(e.g., BookBoon.com)
http://bookboon.com/en/electrical-electronic-engineering-ebooks
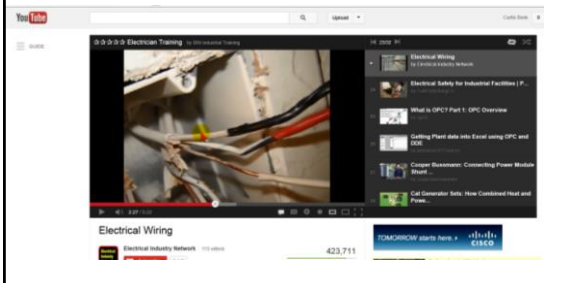

**Blended Solution #8.**
Online Role Play or Debate
(Tulane University, Exercise for Renewable Energy, Freeman Sch.
of Business, roles include power traders, electric utility analyst,
independent power producers & utility dispatchers)

Blended Solution #9.
Anchor Course Concepts and Activities
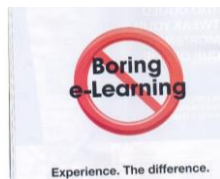**in Brief Shared Online Videos**

Blended Solution #10.
Online Practice Tests and Quizzes
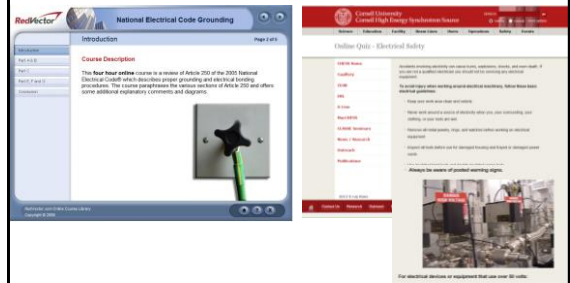
Again, this talk covered...

1. 1 Definition of blended learning
2. 10 Myths of blended learning
3. 10 Models of blended learning
4. 10 Examples of blended learning

Any Questions?

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