Introduction to Blended Learning

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**Session Outline**

- What is blended learning?
- Blended learning models.
- Design strategies for a blended course.
- Best Practices for blended course delivery.
- Resources for blended course development.
Learning Objectives

Upon completion of this session, you should be able to;

1. Define blended learning
2. Recall different blended learning models and approaches
3. Summarize strategies used for blended course design
4. Describe best practices for blended course delivery
5. Locate resources to assist with blended course development
What is Blended Learning?

❖ “The thoughtful integration of classroom face-to-face learning experiences with online learning experiences” (Garrison & Kanuka, 2004).

❖ Blended learning or ‘hybrid learning,’ is learning that combines the best of online learning and face-to-face instruction for the purpose of enhancing learning (Cornell University).
Blended (BL) course: A course taught with both face-to-face components and online activities that utilize the best of both approaches to enhance student learning.

- **Seat time** must be reduced so that online pedagogy can be seamlessly integrated into blended courses.
- Make full use of mediated classrooms (such as Echo360 rooms)

Courses with at least 50% reduction of seat time and 50% of its contents and activities being conducted outside the classroom.
Blended Learning

Face-to-Face Learning Experiences

Integration

Online Learning Experiences

Why Implement Blended Learning

- Meeting **different needs and learning styles**
- Provide more **flexibility** with regard to when and where students choose to learn
- **Transform how learning occurs** by engaging students in the active construction of knowledge through dynamic interactions (Bonk & Graham, 2005).
- Both instructors and students have the opportunity to **develop their technology skills**.
- Students prefer courses that have some **online components** (ECAR, 2012).
- **enhance learning** by allowing the use of pedagogical strategies that are not possible without learning technologies
- Facilitates a **community of inquiry**
Blended Learning Models

Hybrid Online Model

- First Class F2F (Orientation)
- Email
- Chat
- Online Quizzes
- Asynchronous Discussion
- Last Class F2F (Final Exam)
Classroom Replacement

Flipped Classroom (Staker & Horn, 2012), Replacement (Twigg, 2003)

Classroom Replacement

Classroom

- Group Activities
- Practice
- Application

Online

- Lecture
- Content
- Assessment

Classroom time is replaced by an online component that does not have to be completed on campus.
Online with class time supplement

Enriched Virtual *(Staker & Horn, 2012)*
Fully Online *(Twigg, 2003)*
Anchor Blend *(Rosset & Frazee, 2006)*
Bookend Blend *(Rosset & Frazee, 2006)*

The course is mostly online with face-to-face meetings scheduled by the instructor. These classroom meetings may take place at any time throughout the course and may be optional or required depending on the instructor’s preference.
In Class Rotation

Station Rotation *(Staker & Horn, 2012)*
Lab Rotation *(Staker & Horn, 2012)*
Individualized Rotation *(Staker & Horn, 2012)*

Online Instructions
Teacher-Led instructions
Collaborative activities and stations

Students rotate between stations in class. Each station will be structured around a different activity, at least one of which will be online.
Many Ways to Blend

Blended Learning Continuum

- Fully online curriculum with options for face-to-face instruction.
- Mostly or fully online curriculum with some time in either the classroom or the computer lab.
- Mostly or fully online curriculum with students meeting daily in the classroom or computer lab.
- Classroom instruction that includes online resources with limited or no requirements for students to be online.
- Classroom instruction with substantial required online components that extend beyond the classroom and/or the school day.
Blended is Better

Just because they work separately doesn’t mean they aren’t better together
1. Which Blended Model works for your course?
2. What are some potential benefits and challenges of using a blended model *for an existing course / for a new course*?
3. What are some activities that might work best face to face or online?
Blended Design Strategy

- Backwards Design
- Step 1: Identify the Desired Results
- Step 2: Determine Acceptable Evidence
- Step 3: Plan Learning Experiences and Instruction
STEP 1: Identifying the Desired Results

- List the standards you wish to teach
- Unpack the standard(s)
- Determine the Essential Questions
- Determine the Topical Questions
- Determine the Key Understandings
Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses, and formulate and implement acceptable treatment modalities.
What is an Essential Question?

- Ask yourself- If the textbook supplies the answers, what are the questions?
- Examples of Essential Questions:
  - How does learning about the past affect the future?
  - How will you use Algebra (insert any other subject here) after high school?
  - How does music influence culture?
  - How can putting personal information on your My Space page affect your future?
  - What is healthful eating? What causes poor eating habits?
  - How do individuals develop values and beliefs?
  - Why is technology important to the students in our classrooms?
  - What would happen if we didn’t have punctuation marks?
What is a Topical Question?

❖ What exactly do I want my students to know about this topic?
❖ Can be answered by uncovering the content
❖ Can be answered as a result of in-depth inquiry into a single topic
❖ Can be answered in 1-2 sentences
Step 2 - Determine Acceptable Evidence

- Performance Tasks and Projects
- Traditional Evidence
  - Informal Checks/Observations
  - Quizzes and Tests
- Homework
- Reflections
- Self-assessment
Step 3: Plan Learning Experiences and Instruction

- What kinds of evidence do we need?
- 2. What specific characteristics in student responses, products, or performance should we examine?
- 3. Does the proposed evidence enable us to infer a student’s knowledge, skill, or understanding?
How Can Technology Help in Planning Assessments?

- Online quizzes and tests
- Differentiation
- Portfolios
- Rubrics

How will these assessments be converted to data to answer questions about student learning?
Planning for Learning

- Plan engaging lessons that will:
  - Accomplish learning
  - Result in good performance on assessments
  - Be engaging and effective
You might need an **INSTRUCTIONAL DESIGNER** if...
Considerations When Using Blended Learning

1. **Connect** the online and face-to-face learning activities for the purpose of deeper learning.

2. Be aware of the **amount of time** it takes students to complete course activities.

3. Online learning can require more **independent learning**.

4. Students may initially be pushed out of their learning **comfort zone**.

5. Student ability to use **technology** may vary.
Best Practices in Blended Learning

1. Provide opportunities for **interactive and collaborative learning**.
2. Have a **strong command of the subject matter** and also have the ability to **design and present activities in an online format**.
3. Provide both **digital and print texts** because some students have difficulty reading digital texts.
4. **Post video lectures**, which can help bridge the gap between faculty and students when not meeting face-to-face.
5. **Assessment needs to be adapted** to fit e-learning expectations.
6. Create a learning environment that integrates **social, cognitive, and teaching elements** in a way that will precipitate and sustain critical reflection and discourse.
Examples

❖ Students prepare small group projects online, post them to discussion forums for debate and revision, then present them in the face-to-face class for final discussion and assessment.

❖ An instructor places lectures online using voiceover PowerPoint or streaming media for students to review, then subsequently in class students use these preliminary online materials to engage in face-to-face small group activities and discussions.
### Example Weekly Activities

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Readings for next week. Quiz 1 closes at 11:59pm.
Some Blended Learning Tools and Resources

Tools

❖ **Kahoot** is game based
❖ **Otus**, track student progress
❖ **Blended Learning Toolkit**, UCF
❖ **Screencast-O-matic**
❖ **http://ed.ted.com/** TED Ed
❖ **http://www.metta.io/**
❖ Wikispaces
❖ Google sites and other Apps for education
Resources

Faculty Resource Center

Course Development Planning Checklist

Blended Learning ToolKit

Email: utlv@utoledo.edu

Blackboard Tech Support

Please call 419.530.8835 or 866.886.5336, toll free or chat live.
Video Examples of Blended Learning Models

- Arizona State University Video 1 (improving pacing and interaction)
- Brown University (improving community)
- IE University video 1 (improving interest, community, and diversity)
- Khan Academy - flipped classrooms (improving pacing and personalization)
- Ohio State Chemistry - flipped classroom
- Law School Video 1 (improving motivation and authenticity)
- Ohio State University (this is more a video on an initiative similar to the BLI)
- Atlantic article on flipped classes in Higher Education
Quality Matters

- Collegial Peer Review process providing feedback for quality of online and blended courses
- Based on national standards of best practice, research findings, and instructional design principles
- Scoring Rubric (8 Standards)
  - Course Overview and Introduction
  - Learning Objectives
  - Assessment and Measurement
  - Instructional Materials
  - Course Activities and Learner Interaction
  - Course Technology
  - Learner Support
  - Accessibility and Usability
In Conclusion

- Blended teaching is not just a matter of transferring a portion of your traditional course to the Web. Instead, it involves developing challenging and engaging online learning activities that complement your face-to-face activities.

- **Course design, Communication,** and **Motivation** are three important factors that affect the success of blended learning courses.
QR Code to Slide Share Presentation
References

- https://blended.online.ucf.edu/model-courses/


- Quality Matters, Higher Education Rubric, 2014