Introduction to Blended Learning

UT ONLINE

THE UNIVERSITY OF TOLEDO

Sylvia Suh, PhD
Instructional Designer

September 16th, 2016

Session Outline

UT ONLINE
THE UNIVERSITY OF TOLEDO

- 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

UT ONLINE
THE UNIVERSITY OF TOLEDO

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?

UT ONLINE
THE UNIVERSITY OF TOLEDO

- “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).

UT's Definition

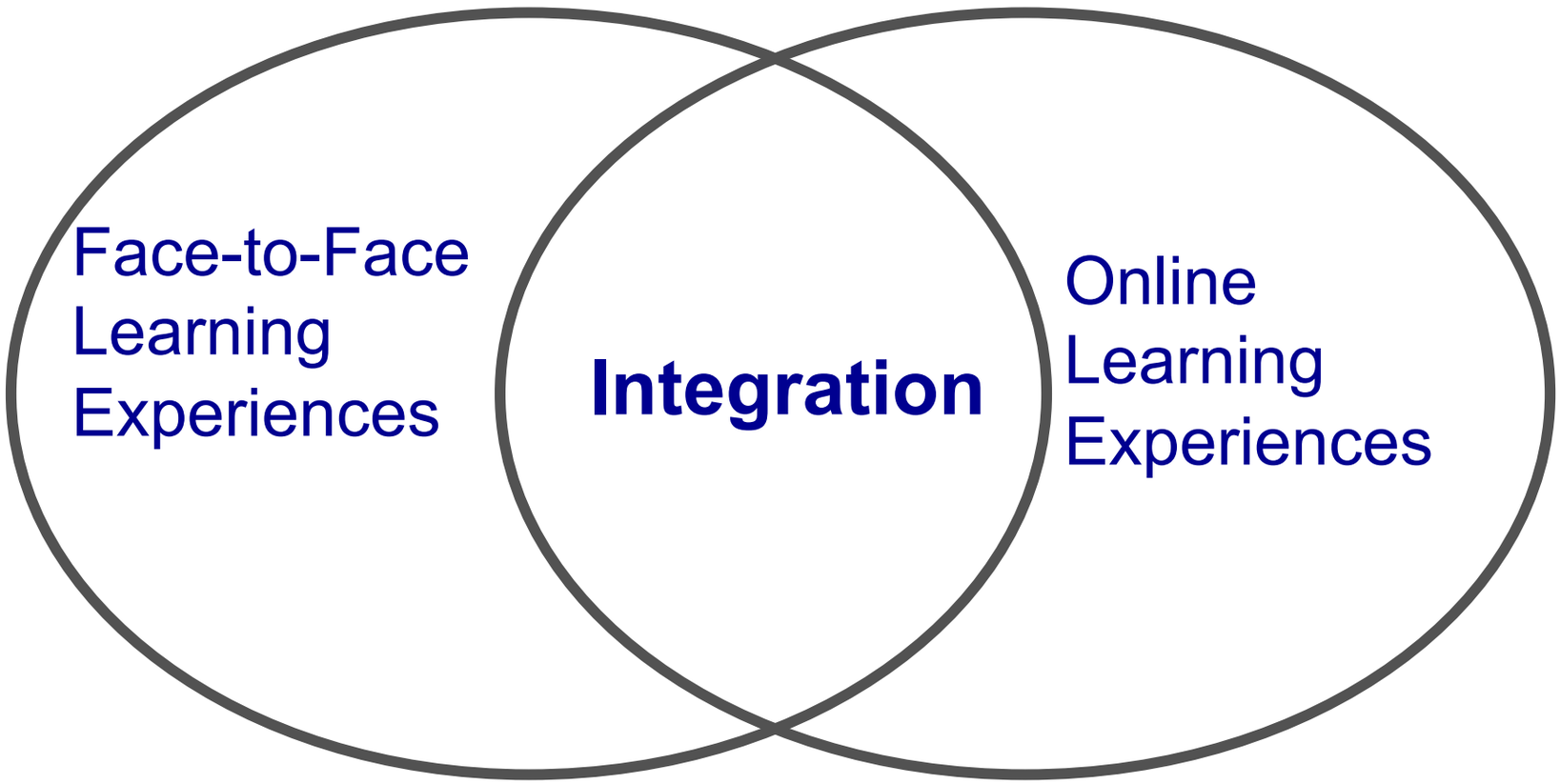
UT ONLINE
THE UNIVERSITY OF TOLEDO

- **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

UT ONLINE
THE UNIVERSITY OF TOLEDO



Vaughan, N. (2010). Designing for a blended community of inquiry. In *Blended learning in Finland*. Retreived from http://www.helsinki.fi/valtiotieteellinen/julkaisut/blended_learning_Finland.pdf

Why Implement Blended Learning

UT ONLINE
THE UNIVERSITY OF TOLEDO

- 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

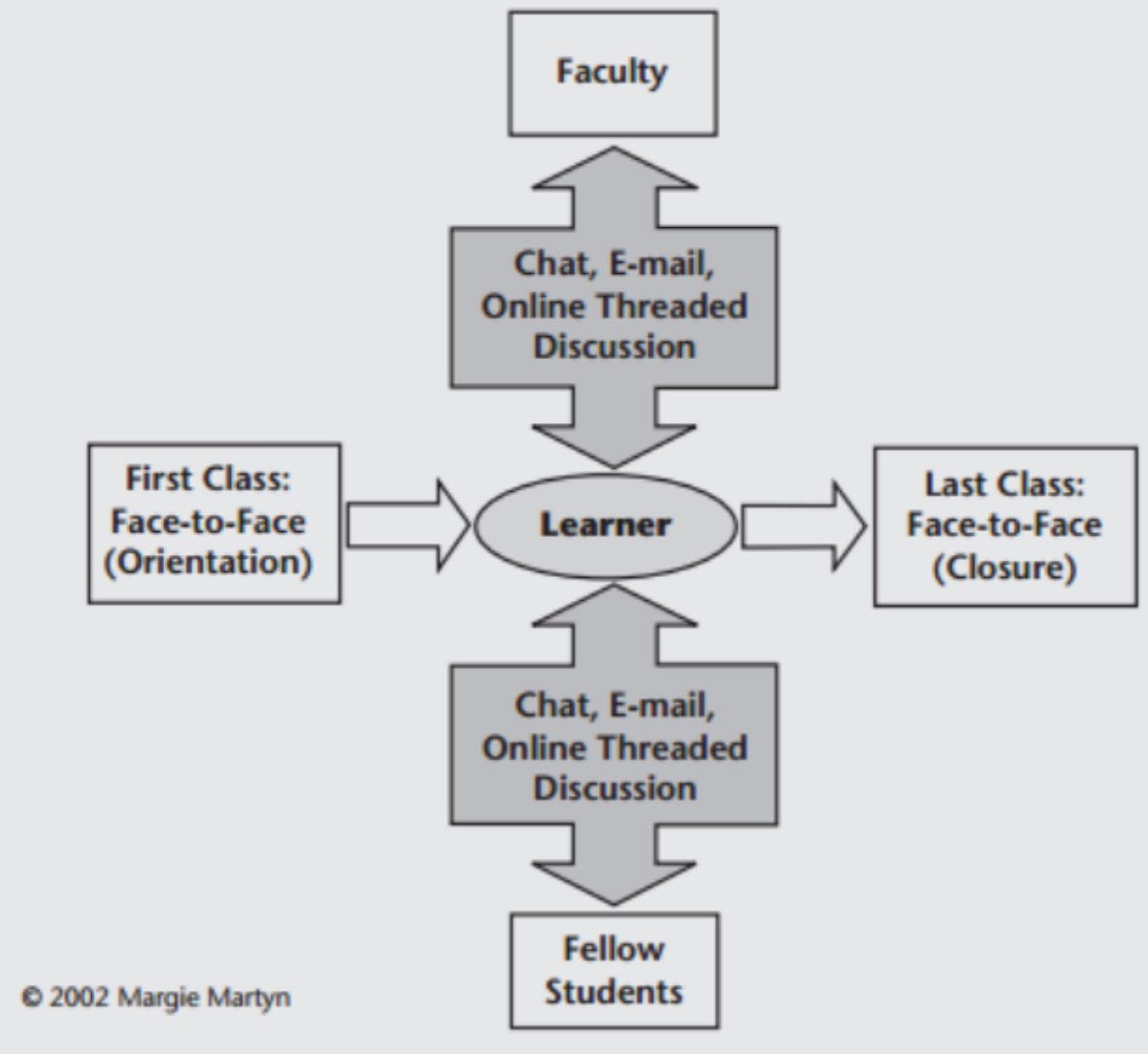
UT ONLINE
THE UNIVERSITY OF TOLEDO

Hybrid Online Model

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

Figure 1

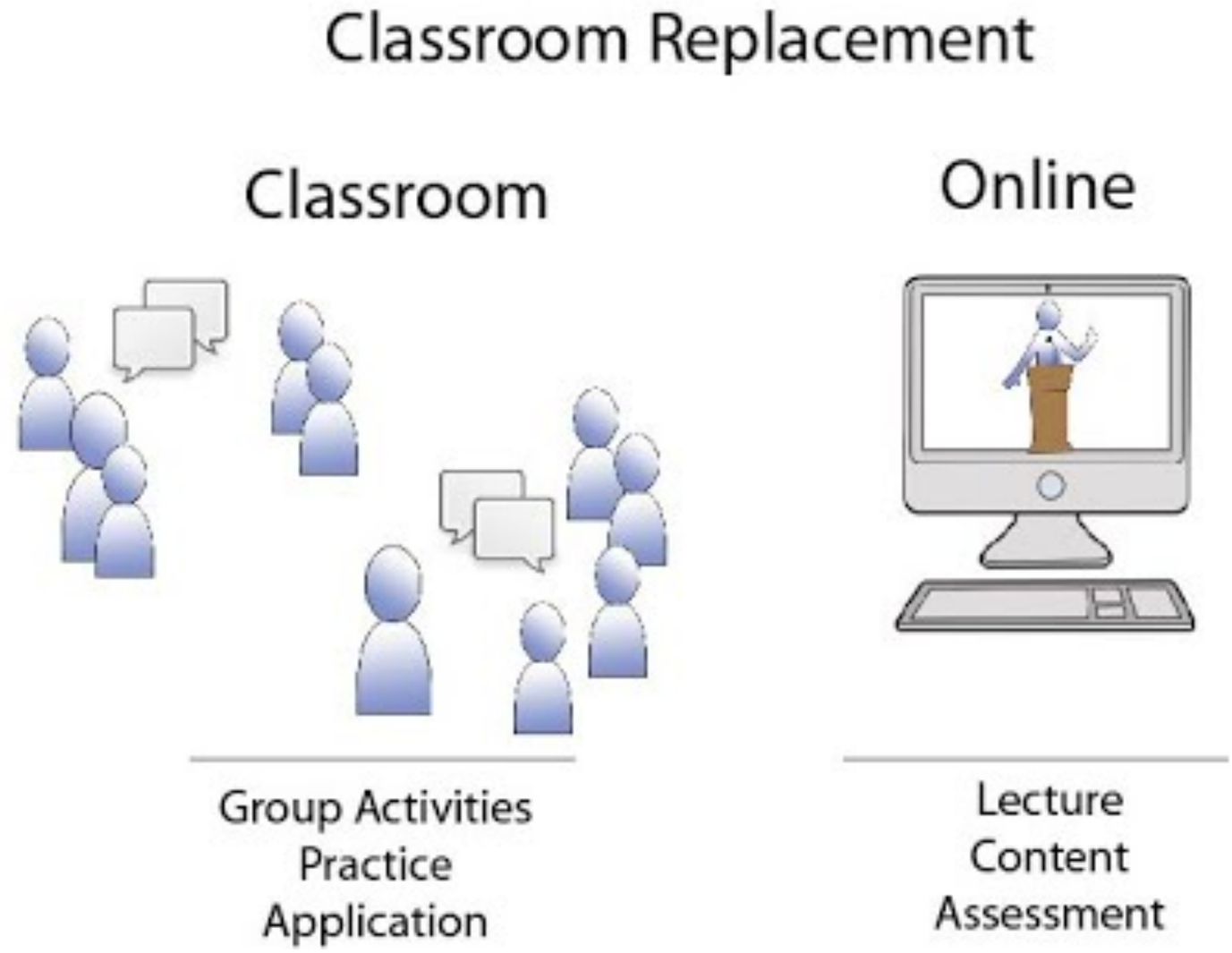
The Hybrid Online Model



Classroom Replacement

UT ONLINE
THE UNIVERSITY OF TOLEDO

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

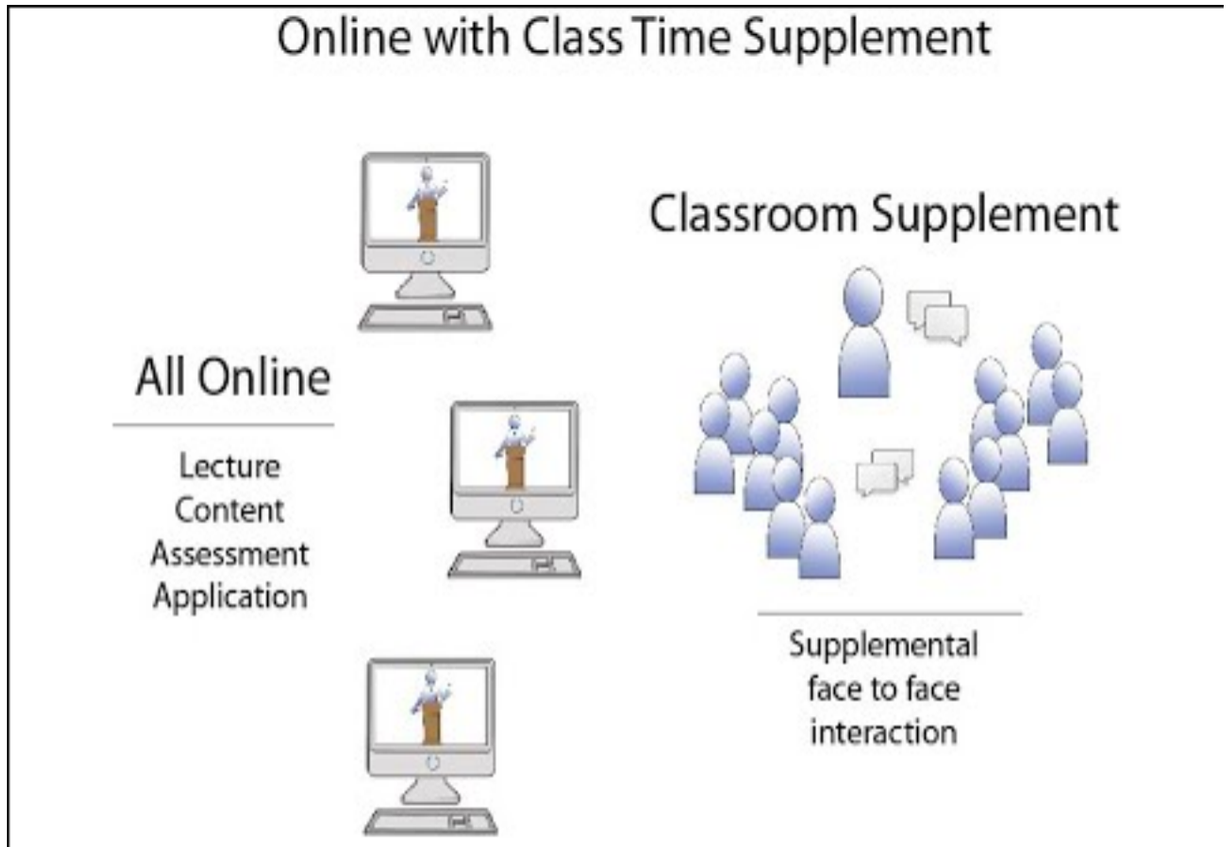


Classroom time is replaced by an online component that does not have to be completed on campus.

Online with class time supplement

UT ONLINE
THE UNIVERSITY OF TOLEDO

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



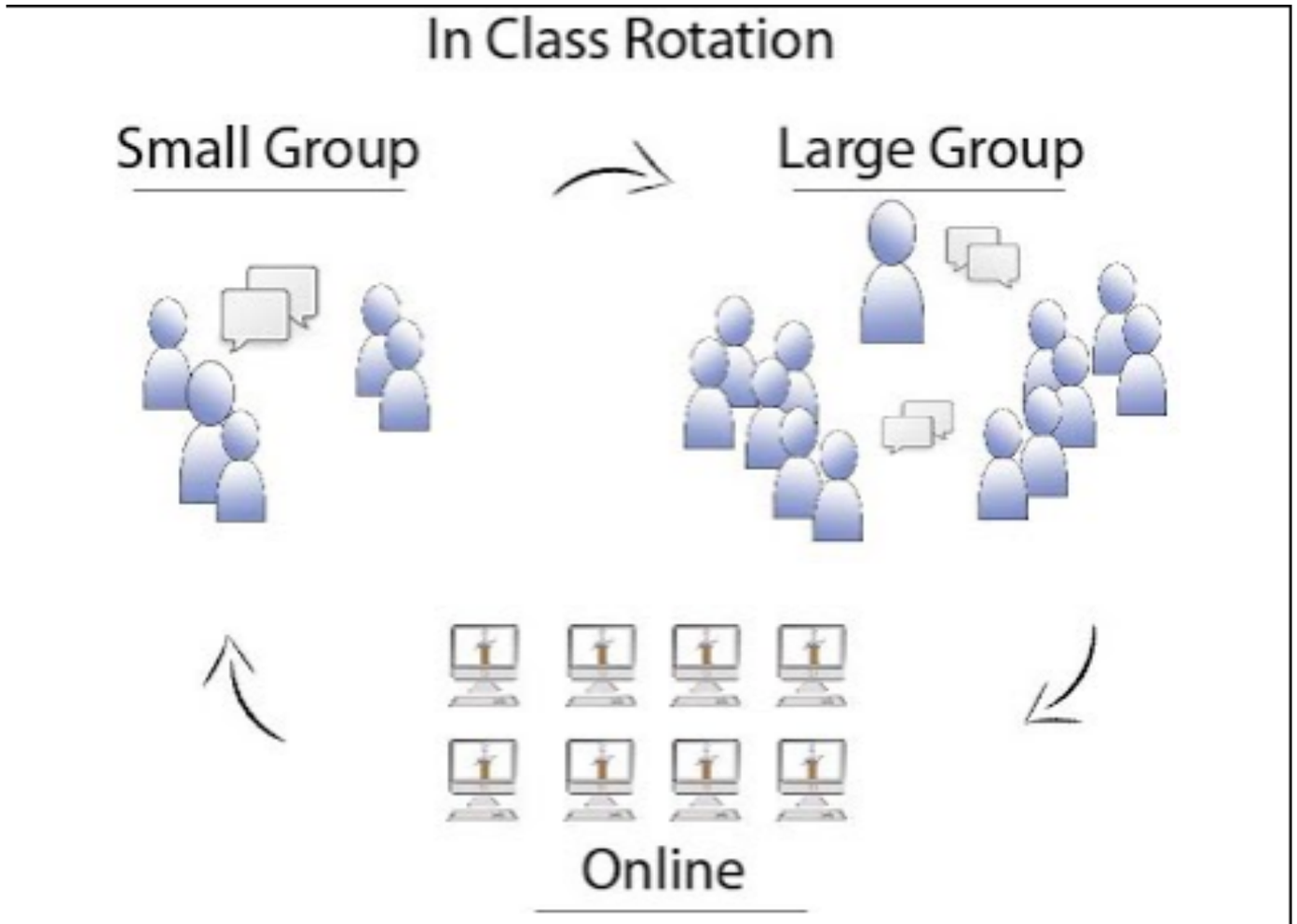
The course is mostly online with face-to-face meetings scheduled by the instructor. These classroom meetings may take place at any time throughout the course and may be optional or required depending on the instructor's preference.

In Class Rotation

UT ONLINE
THE UNIVERSITY OF TOLEDO

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.

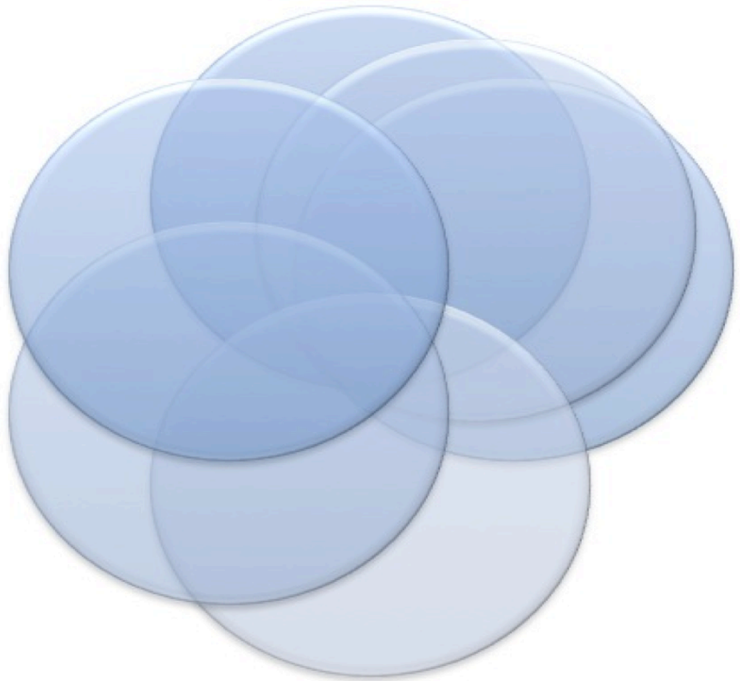
Many Ways to Blend

UT ONLINE
THE UNIVERSITY OF TOLEDO

Blended Learning Continuum

Fully online curriculum with options for face-to-face instruction.

Classroom instruction that includes online resources with limited or no requirements for students to be online.



Mostly or fully online curriculum with some time in either the classroom or the computer lab.

Classroom instruction with substantial required online components that extend beyond the classroom and/or the school day.

Mostly or fully online curriculum with students meeting daily in the classroom or computer lab.

Blended is Better

UT ONLINE
THE UNIVERSITY OF TOLEDO

Reflection Point

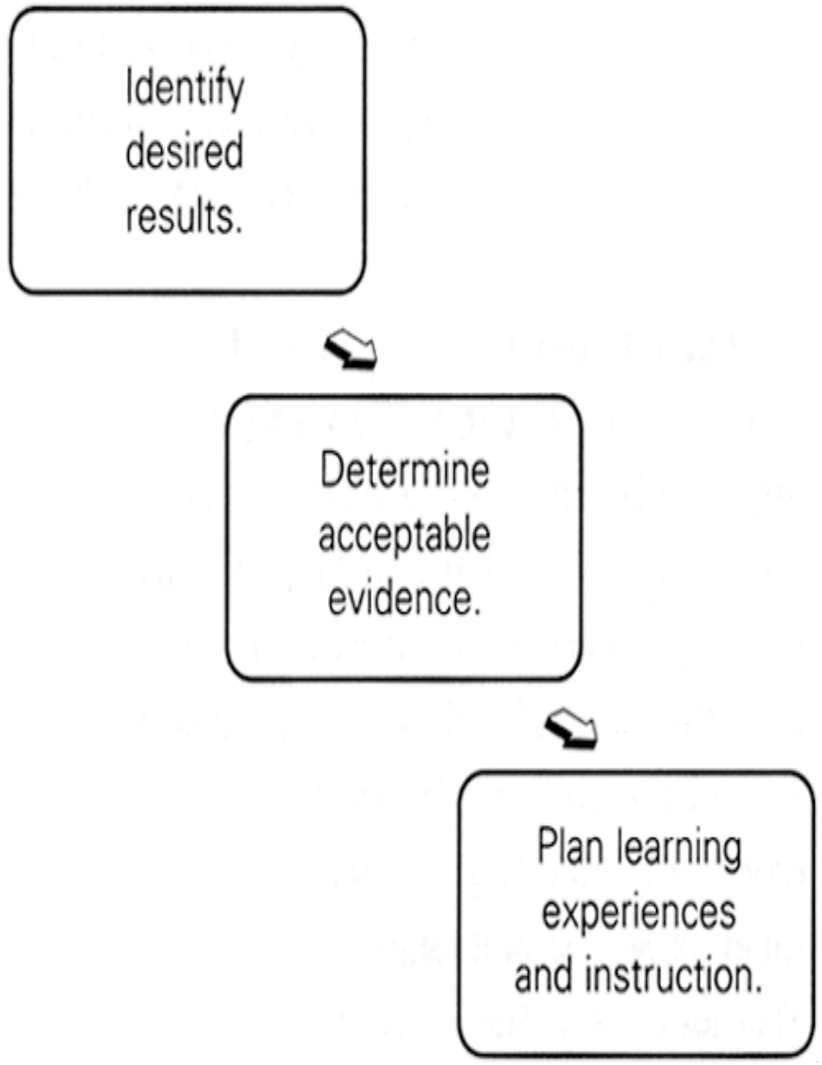
UT ONLINE
THE UNIVERSITY OF TOLEDO

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

UT ONLINE
THE UNIVERSITY OF TOLEDO

- **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

UT ONLINE
THE UNIVERSITY OF TOLEDO

- List the standards you wish to teach
- Unpack the standard(s)
- Determine the Essential Questions
- Determine the Topical Questions
- Determine the Key Understandings

Unpacking the Standard

UT ONLINE
THE UNIVERSITY OF TOLEDO

- 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?

UT ONLINE
THE UNIVERSITY OF TOLEDO

- 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 use you use Algebra (insert any other subject here) after high school?
  - How des music influence culture?
  - How can putting personal information on you're 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?

UT ONLINE
THE UNIVERSITY OF TOLEDO

- 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

UT ONLINE
THE UNIVERSITY OF TOLEDO

- Performance Tasks and Projects
- Traditional Evidence
  - Informal Checks/Observations
  - Quizzes and Tests
  - Homework
  - Reflections
  - Self-assessment

Step 3: Plan Learning Experiences and Instruction

UT ONLINE
THE UNIVERSITY OF TOLEDO

- 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?

UT ONLINE
THE UNIVERSITY OF TOLEDO

- Online quizzes and tests
- Differentiation
- Portfolios
- Rubrics

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

Planning for Learning

UT ONLINE
THE UNIVERSITY OF TOLEDO

- Plan engaging lessons that will:
  - Accomplish learning
  - Result in good performance on assessments
  - Be engaging and effective

UT ONLINE
THE UNIVERSITY OF TOLEDO

You might need an

INSTRUCTIONAL DESIGNER IF...

Considerations When Using Blended Learning

UT ONLINE
THE UNIVERSITY OF TOLEDO

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

UT ONLINE
THE UNIVERSITY OF TOLEDO

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

UT ONLINE
THE UNIVERSITY OF TOLEDO

- 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

UT ONLINE
THE UNIVERSITY OF TOLEDO

Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun
IN CLASS		Mini lecture & Group discussions		*Do we need to meet in class?*			
ON WEB	Quiz 1 Opens			Group Wiki activities/Online discussions	Readings for next week. Quiz 1 closes at 11:59pm		

Some Blended Learning Tools and Resources

UT ONLINE
THE UNIVERSITY OF TOLEDO

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

UT ONLINE
THE UNIVERSITY OF TOLEDO

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

UT ONLINE
THE UNIVERSITY OF TOLEDO

- 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

UT ONLINE
THE UNIVERSITY OF TOLEDO

- 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**

QUALITY MATTERS
PROGRAM
QM

In Conclusion

UT ONLINE
THE UNIVERSITY OF TOLEDO

- 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.

UT ONLINE
THE UNIVERSITY OF TOLEDO

QR Code to Slide Share Presentation

References

- https://blended.online.ucf.edu/model-courses/
- Bonk, C.J., & Graham, C.R. (2005). *The Handbook of Blended Learning: Global Perspectives, Local Designs.* San Francisco, CA:Pfeiffer Publishing.
- Cavenaugh, C. (2009). Getting students more learning time online: distance Education in Support of Expanded Learning Time. http://www.americanprogress.org/issues/2009/05/distance_learning.html
- Cornell University Center for Teaching Excellence. Retrieved at https://www.cte.cornell.edu/teaching-ideas/teaching-with-technology/blended-learning.html
- Garrison, D.R., & Kanuka, H.(2004) Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2), 95–105.
- King, S. E., & Arnold, K. C. (2012). Blended learning environments in higher education: A case study of how professors make it happen. *Mid-Western Educational Researcher*, *25*(1-2), 44-59.
- Quality Matters, Higher Education Rubric, 2014
- Vaughan, N. (2010). Designing for a blended community of inquiry. In *Blended learning in Finland*. Retrieved from http://www.helsinki.fi/valtiotieteellinen/julkaisut/blended_learning_Findland.pdf