

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

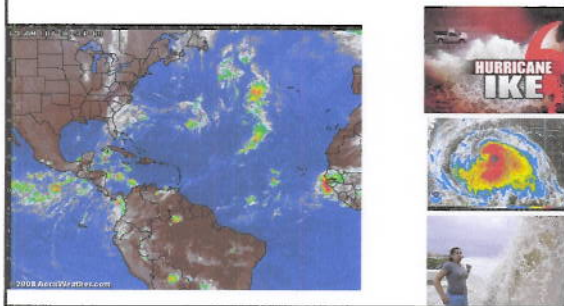
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President, SurveyShare, Inc.
cjbok@indiana.edu
<http://mypage.iu.edu/~cjbok/>
<http://SurveyShare.com>



Who is demanding fully online and blended learning?



Those in hurricanes!



Those in earthquakes!

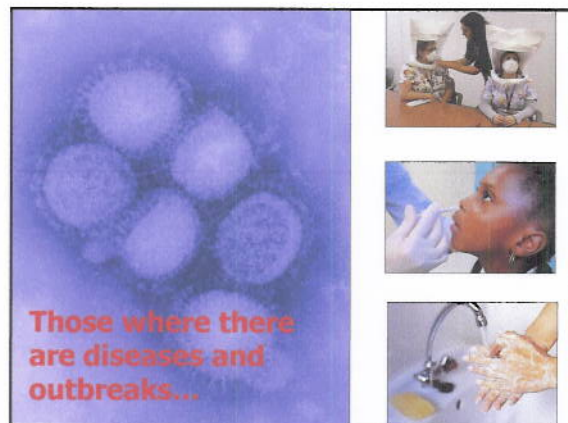
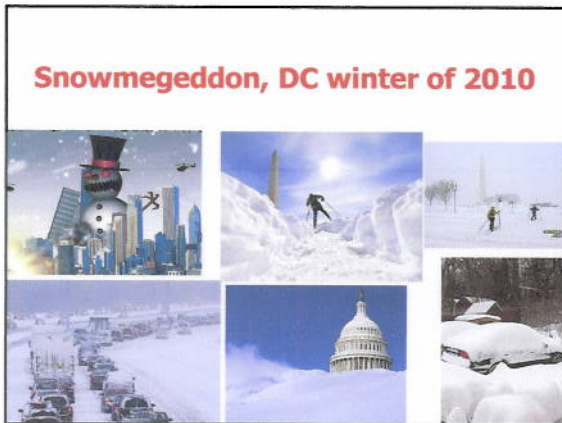


Those affect by volcanos...



Those in blizzards and ice storms...





Campus Technology, February 2010, Expectations Rising

Expectations Rising

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

Technology	Percentage of students who use that technology as 'technically important'
COURSE MANAGEMENT SYSTEMS	31%
COMPUTER LABS	52%
WIRELESS NETWORKS	76%

from 30 per cent in 2008 to 76 per cent in 2009. In addition, more than 80 per cent of students in study report if technology is unavailable in 2009, their academic success would be negatively impacted.

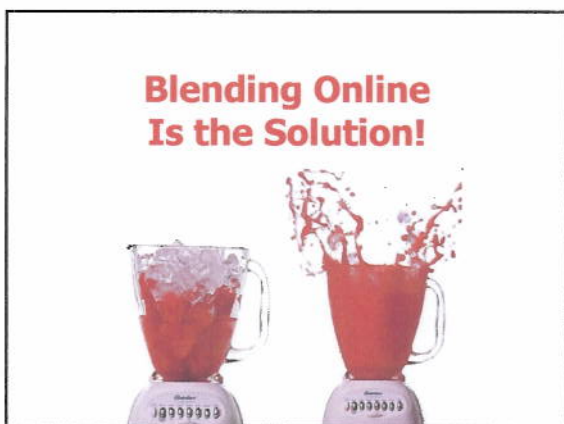
Campus Technology, February 2010, David Rath, Winning them Over

Resources

- Creative Commons:** www.creativecommons.org
- EdTech2010:** www.edtech2010.com
- Garner:** www.gartner.com
- Learning:** www.learning.com
- Mediasite:** www.mediasite.com
- Canvas LMS:** www.canvaslms.com
- Udacity:** www.udacity.com
- University of Massachusetts Lowell:** www.uml.edu
- University of Wisconsin-Madison:** www.wisc.edu

SHARING CONTENT

SEATTLE PACIFIC UNIVERSITY's Center of Innovation Technology Services David Rath encourages his faculty to use Creative Commons licensing, which allows him to share his work with others without the need for copyright. Rath has created a number of Creative Commons licensed content, including a number of videos, which he has shared with his colleagues. Rath has also created a number of Creative Commons licensed content, including a number of videos, which he has shared with his colleagues.



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

- Models and Frameworks
- Problems and Solutions (i.e., examples)

(When do blends make sense?)

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

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

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)

Trying to Define it is a Trap!!!

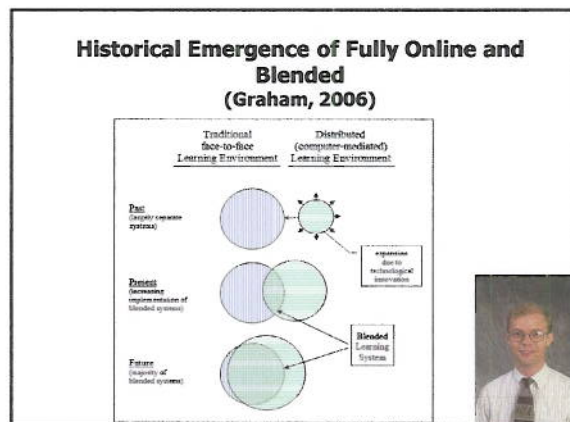
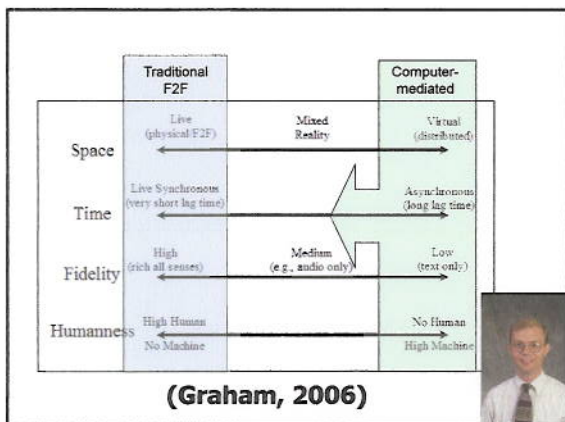
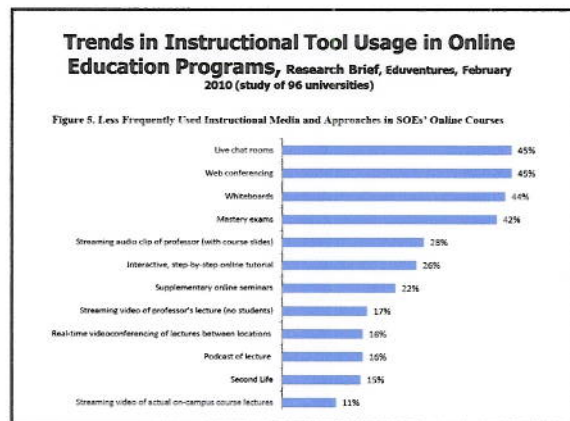
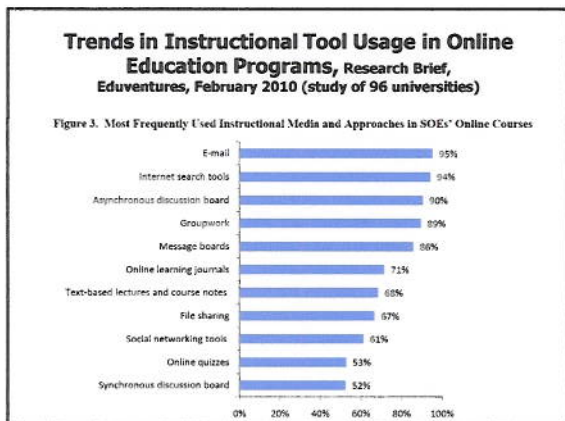
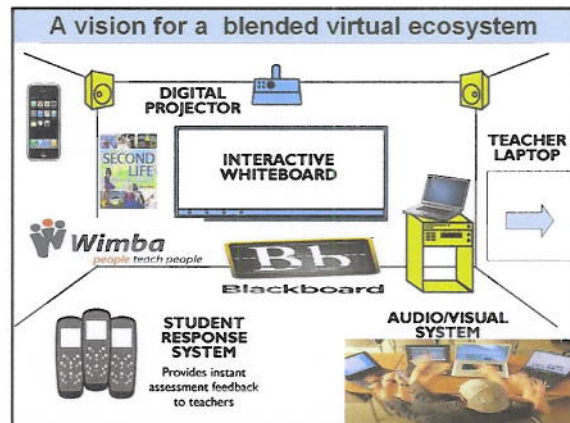
A Rebel From Another Galaxy, March 14, 2010
By Andrea Fuller

THE CHRONICLE
of Higher Education

Athletics

A Rebel From Another Galaxy

When the University of Missouri announced that it had named its new administrative building as the "Rebel From Another Galaxy" building, it was a move that was both surprising and amusing. The name is a play on the Star Wars character Yoda, who is known for his wisdom and his ability to see the bigger picture. The building is a state-of-the-art facility that will house the university's administrative offices. The name is a nod to the university's long history of excellence and its commitment to providing a world-class education. The building is a testament to the university's vision and its dedication to its students and faculty. The name is a perfect fit for the building and the university. It is a name that will stand the test of time. It is a name that will inspire and motivate. It is a name that will be remembered. It is a name that is a trap.



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

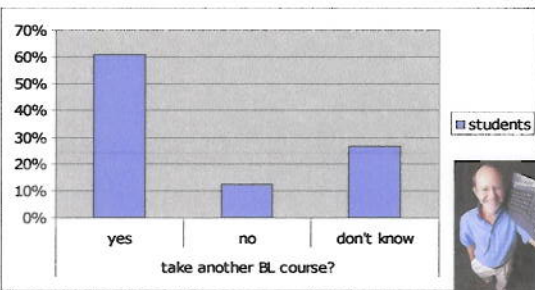


Examples of Blended Learning, Margaret Driscoll, e-Learning, March 2002

- 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



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



Myth #7: 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
5. Increased opportunities for human interaction, communication, & contact among students
6. Introverts participate more

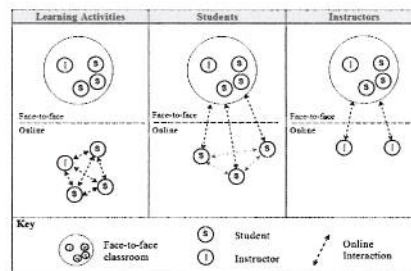


Myth #8: Faculty can have a logical discussion with administrators about blended learning.

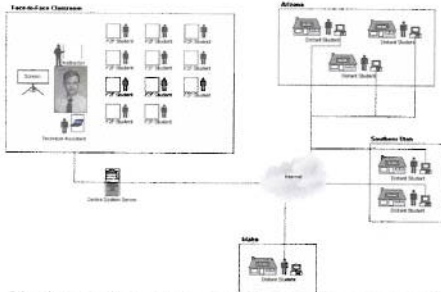
Models of Blending
 Blending occurs at the following four levels:



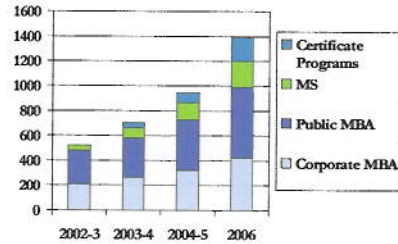
1. Activity- and Course-Level Blends
 Blended learning systems: Definitions and directions
 (Osguthorpe & Graham, 2003)



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 (2005): 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 a best model of blended. AMA Special Report, Effectively Implementing a Blended Learning Approach (Steven Shaw & Nicholas Ignieri, 2006)



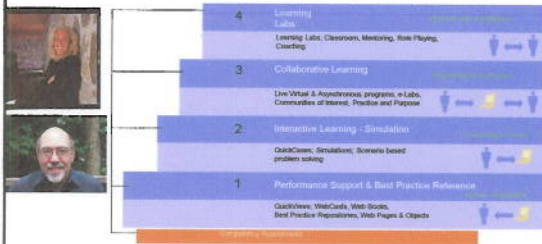
Source: American Management Association, AMA at Work

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)



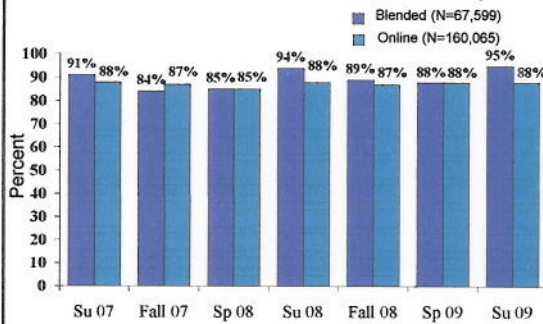
The IBM Four Tier Learning Model (2006)
Blending Learning for Business Impact – IBM's
case for learning success, 2006 Handbook of Blended Learning, Nancy Lewis, VP, & Peter Orton, IBM



Myth #10: If you read the enough research you will be able to know the impact of blended learning.

- 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

Overall success rates by modality
(Univ of Central Florida, February, 2010)



Part II: 13 Fully Online and Blended Learning Problems and 32 Solutions



Problem Situation #1:
Brief FTF Experiences

- Face-to-face (FTF) experiences are brief, one-week journeys. Need to 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)

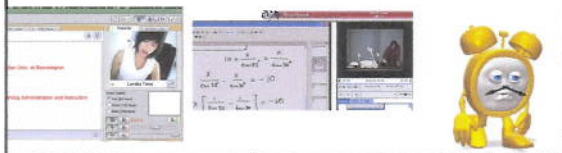


**Blended Solution #3.
Webcast Lectures
(Tegrity, Echo360, Mediasite, etc.)**

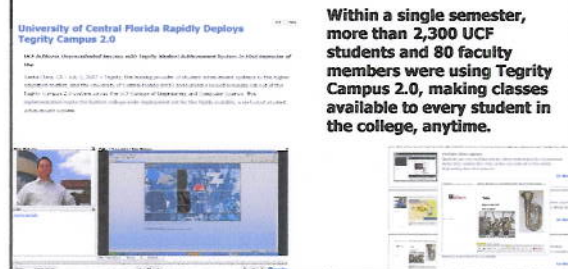


**Problem Situation #3:
Facilities and Time**

- Limited facilities or rooms for teaching. Or students cannot make it to class every week or are working full time.



**Blended Solution #4.
Streaming Class Video for Remote Students (e.g., Tegrity, Univ of Central Florida)**



Blended Solution #5. 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 a multimedia class at Beijing Normal University (BNU)

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.

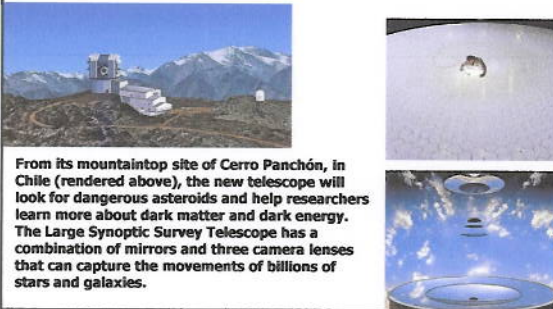
Blended Solution #6. Using Open Access Journals (e.g., PLOS, JIOL, IRRODL)

Blended Solution #7. Online Portal Explorations

Blended Solution #8. Everystockphoto.com (courses on the Winter Olympics, photography, motivation, geography, Canadian culture, meteorology, physics, etc.)

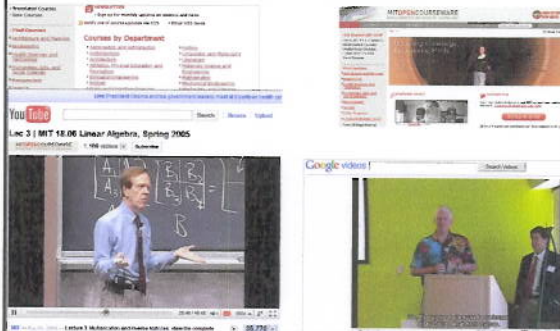
Blended Solution #9. Khan Academy (videos on math, bio, trig, chemistry, money and banking, economics, statistics, etc.; <http://www.khanacademy.org/>)

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




From its mountaintop site of Cerro Panchón, in Chile (rendered above), the new telescope will look for dangerous asteroids and help researchers learn more about dark matter and dark energy. The Large Synoptic Survey Telescope has a combination of mirrors and three camera lenses that can capture the movements of billions of stars and galaxies.

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

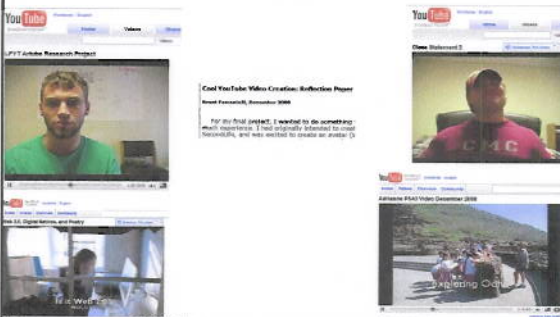


Problem Situation #5: Student Learning Control

- 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.




Blended Solution #12. Video Production




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.



Blended Solution #13. Online Professional Development (e.g., STARLINK, www.starlinktraining.org)



Blended Solution #14. 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 #15. Working In Virtual Teams (e.g., Collanos, Groove, SharePoint, Google Docs)

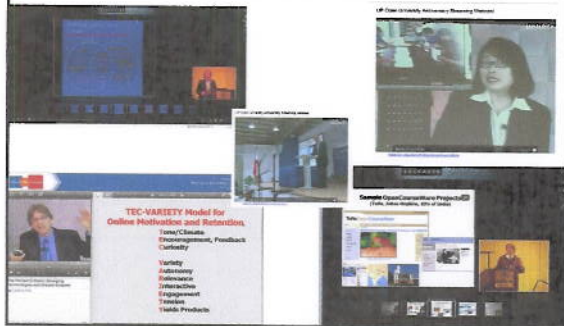
Blended Solution #16. Cross-Class Collab (Indiana University and Open U of Malaysia; Univ of Illinois Tourism class)

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 #17. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)

Blended Solution #18. Watch or Listen to Online Conferences



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.



Blended Solution #19. Create an Online Community in Ning, Google Groups, or Yahoo Groups.



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 #20. Simulations and Virtual Worlds Online (e.g., OpenSimulator)
http://opensimulator.org/wiki/Main_Page



Blended Solution #21: Shared Online Video Demonstrations (e.g., Monkey See)



Blended Solution #22. 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.

Blended Solution #23. Explore Virtual Worlds and Online Representations
 (UCLAs CVRLab, University of Virginia)

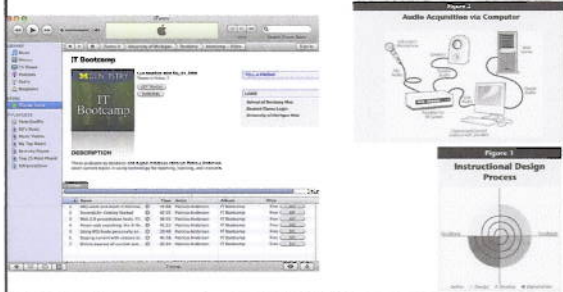
Blended Solution #24. Educational Simulations

Blended Solution #25. Podcasts for students of pronunciation class
 (e.g., Tzu-Su Chen, Taiwan)

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.

Blended Solution #26. Podcasting Medical Lectures (School of Dentistry, University of Michigan)



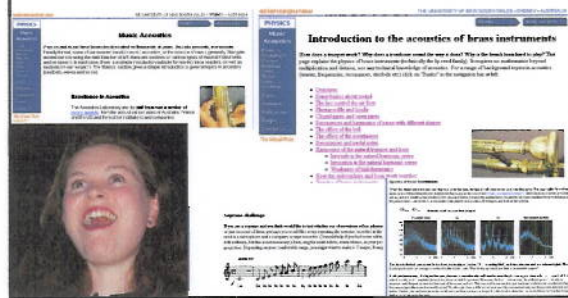
Blended Solution #27: Free Podcast Shows; Language Learning (ChinesePod—learn Mandarin)



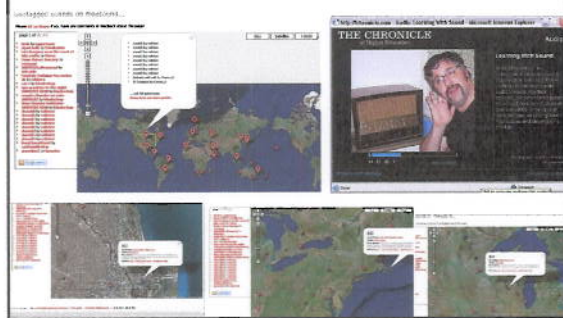
Blended Solution #28. Self-Paced Language Programs: JapanesePod, Arabic online, etc.



Blended Solution #29. Podcasts, Audio Portals, etc. (e.g., Basic Acoustics of Musical Instruments; University of New South Wales)



Blended Solution #30. Indexing Sounds in Cities with Google Maps



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.



Blended Solution #31. Archive Synchronous Session

Blended Solution #32: Teaching with Twitter

Trends, Implications, and Challenges for Blended Learning

1. Faculty and students are more mobile.
2. Students more choices.
3. Student expectations rise.
4. Greater self-determined learning.
5. More corporate university partnerships.
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

How many ideas did you get from this talk?

1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.
7. More than 10.

Questions and Comments

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