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## The Future of Blended Learning and the Emerging Competencies of HRD Professionals in Taiwan

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## Purpose of the Study

- Explore the future direction of blended learning in workplace in Taiwan.
- Probe into emerging competencies of HRD professionals.

## Precursors to this Study

"Online Training in the Online World"  
(2001-2002)

"Surveying the future of workplace e-learning: *The rise of blending, interactivity, and authentic learning*"  
(2003-2004)

"The Future of Blended Learning in Corporate and Other Training Settings: An International Study"  
(2005-2006)

## Why Blended?

- Fully e-learning has limitations (e.g., lack social interaction).
- Millions of learners around the planet are actually learning in this fashion of blended learning each day (Bonk & Graham, 2006).
- BL a top ten emerging trend in industry (ASTD, 2003).
- Conceivable that 80-90 percent of college and corporate training classes will be blended (Kim, Bonk, & Zeng, 2005).

## Why not blended?

- Time to develop materials, deliver instructions, and enhance interactions
- Instructors/trainers unwilling to change--skeptical of the effectiveness, fear of using the technology, peers can see them, and fear of lack of control.
- The barriers of institutional culture
- Insufficient support from management
- Learners need more self discipline and motivation
- No one universal model of BL

## Blending Learning Defined

- "Blended learning refers to events that combine aspects of online and face-to-face instruction"  
(Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)



## Research Questions

- What is the most significant issue or problem with blended learning that must be addressed during the next few years?
- What instructional strategies that will become more widely used in blended learning during the coming decade?
- Which emerging technologies will most greatly impact the delivery of blended learning during the next few years?
- What are the emerging competencies of HRD professionals for adopting blended learning model?

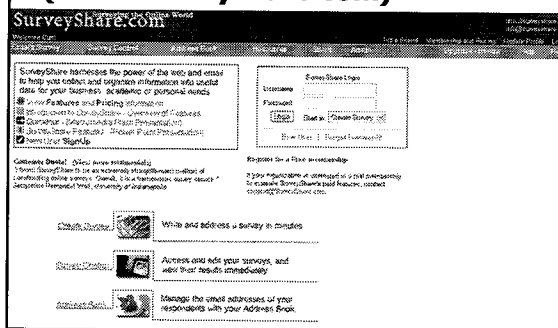
## Methods: Overview

- This survey is a part of a longitudinal study of the future of e-learning in corporate training and higher education settings in 2003 and 2004 (Kim & Bonk, 2006; Kim, Bonk, & Zeng, 2005).
- Other countries surveyed included Korea, China, the UK, and the United States.

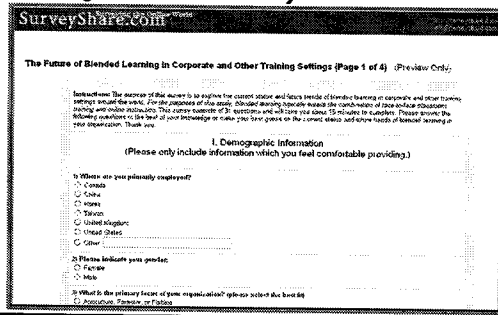
## Methods: The Survey Instrument

- 29 multiple-choice questions regarding:
  - Respondents' demographic information
  - Questions about the current status of blended learning in respondents' organization
  - Questions about future predictions of blended learning

## Tool Used was SurveyShare (www.surveymonkey.com)



## Take Survey (Created Unique Surveys in Four Languages, including Traditional Chinese)



## Methods: The Survey Instrument

- Message was sent out electronically (i.e., e-mail, forum posts) to invite target groups to the online survey site.
- Respondents took the online survey in traditional Chinese and their responses were anonymous.

## Methods: Survey Respondents

### ■ Target

- Training/HRD (human resource development) professionals who belonged to professional organizations, discussion forums, or listservs on HRD, e-learning, or blended learning.

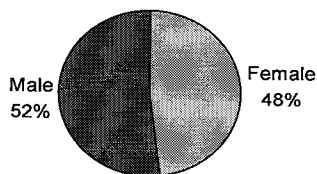
## Methods: Survey Respondents

### ■ Respondents: (N = 112)

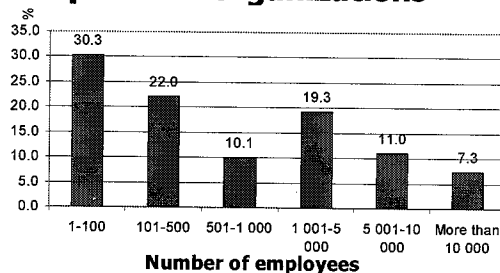
- Employed in various types of organization (e.g., government, business, not-for-profit), and in a vast array of industries (e.g. information technology, industrial or manufacturing, and education).

Items	Percentage
Training or Human Resources Support Staff	18.35
Instructional Designer or Content Developer	13.76
Other	11.01
E-learning Manager or Director	9.17
Salesperson Marketing Manager or Communications	7.34
Training Manager or Director	7.34
Trainer or Instructor	6.42
Consultant or Learning Technology Advisor	3.67
Performance Manager or Technologist	3.67
Tool Developer or Programmer	3.67

## Gender of Respondents

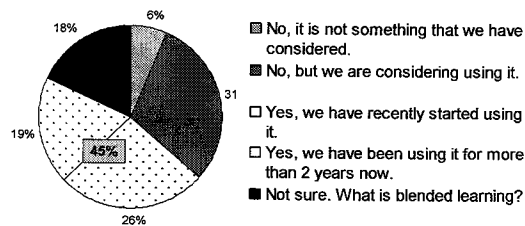


## Number of Employees in Respondent Organizations



## Current State of Blended Learning

### Are you using blended?



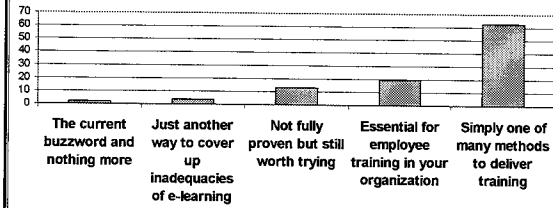
37% in China (26% just started and 11% for more than 2 years) and 45% in Taiwan using BL is far lower than US (75%), UK (73%), and Korea (63%)

## What percentage of the training in your organization is currently devoted to blended learning?

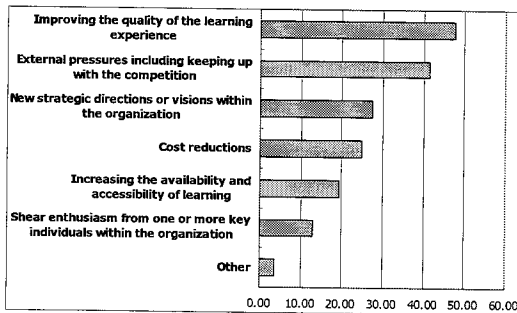
- 22 percent not doing any blended
- 32 percent doing 1-10 percent blended; 12 percent 11-10 percent.
- Only about 1 in 10 do more than 40 percent of training in BL format

## BL Best Represents What?

Blended learning best represents (Taiwan)



## Key Drivers of Blended



## Instructional Components

Items	Percentage
Instructor-led training	39.81
Custom e-learning content	37.04
Online testing	36.11
Workplace-related assignments	34.26
Workbooks and other print material	33.33
Online self-paced materials	32.41
Asynchronous conferencing or threaded discussion forums	30.56
Canned/off-the-self content	26.85
Online coaching and mentoring	25.93
Synchronous conferencing virtual classroom or collaboration software	24.07
Collaborative learning and virtual teaming	16.67
Online simulations and games	16.67
Chats and instant messaging	12.96

## Skill areas taught through blended learning in Taiwan

Items	Percentage
Job-Related Skills	40.57
New Hire Orientation	40.57
Communication Skills / Teamwork	32.08
Computer Application/Software Skills	31.13
Mandatory and Compliance training	29.25
General Business Skills	28.30
Management Education/Development)	28.30
Basic Skills	23.58
Personal Development Skills	18.87
Customer Service Skills	17.92
Ethics	16.98
Product Specific Information	16.98
Sales/Marketing Skills	16.04

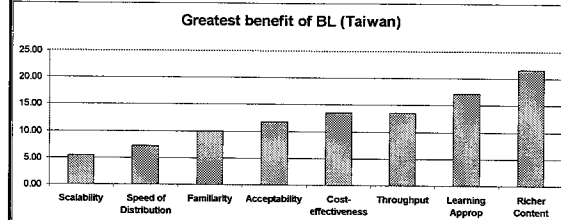
## 3-4 Skills Most Taught Through Blended

- **US:** Computer Applics, Job, New Hire Orientation, Leadership
  - **UK:** Computer Applics, Job, Communication/Teamwork, Personal Devel Skills
- =====
- **Korea:** Job Related, Leadership, New Hire Orientation, Basic Skills
  - **Taiwan:** Job Related, New Hire Orientation, Communication/Teamwork Skills
  - **China:** Communication/Teamwork, Basic Skills, Customer Service, Sales/Marketing

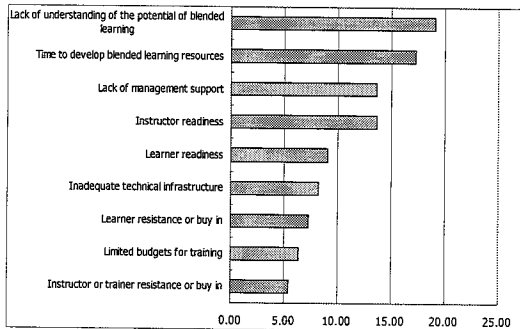
### 3-4 Skills Least Taught Through Blended

- **US:** Basic Skills, Sales/Marketing, Programming, Product Specific, Professional
- **UK:** Ethics, New Hire Orient, Basic Skills, Exec Ed
- =====
- **Korea:** Product Specific, Diversity, Customer Product Training, Compliance
- **Taiwan:** Diversity, Exec Education, Programming, Leadership, Product Specific, Business Practices
- **China:** Computer Systems/Programming, New Hire Orientation, Leadership, Product Specific

### Greatest Benefits of Blended

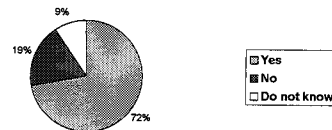


### Greatest Obstacles to Blended



### Strategic Planning for Training and Development

Organization have a strategic plan for training and development?



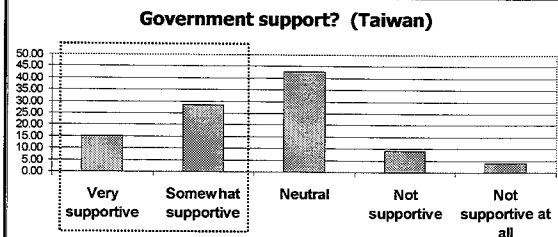
**Korea most likely to have a strategic plan at 85% and UK was 79%; China least likely at 71%; USA (72%) and Taiwan (71%) slightly above**

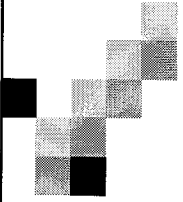
### If have a Strategic Plan...

- 60 percent share with employees
- 24 percent put on website for anyone to download
- 37 percent say it is working; another 27 percent say it is not working
- 70 percent say it addresses online learning
- 47 percent say it addresses BL; 37 percent say it does not
- 32 percent say organization has a specific model or framework for BL; 48 percent say no

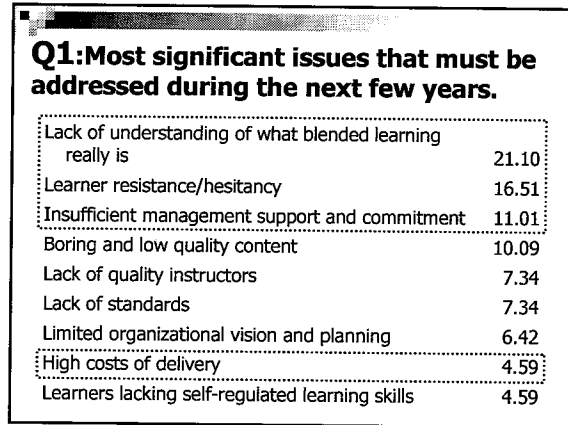
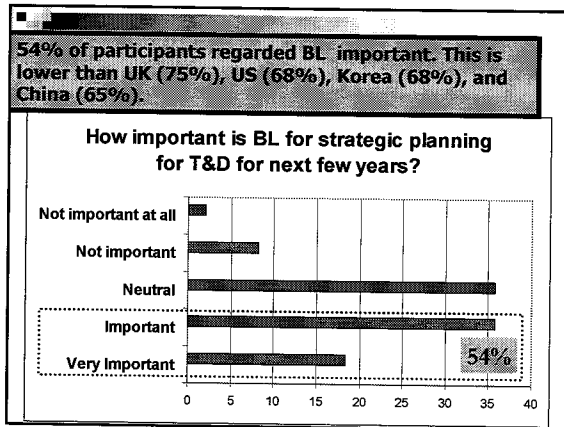
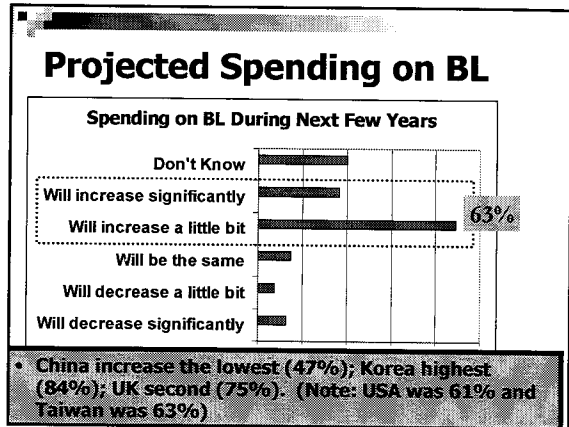
**Taiwan (44%), US (45%), and China (46%) governments were the least supportive. UK most supportive (62%), while Korea was 2<sup>nd</sup> (52%).**

**Government supportive of BL as seen in policies, reports, strategic plans, etc.?**



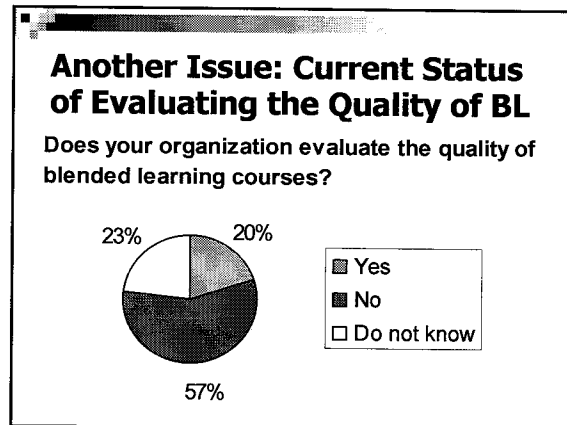


## Future Projections of Blended Learning

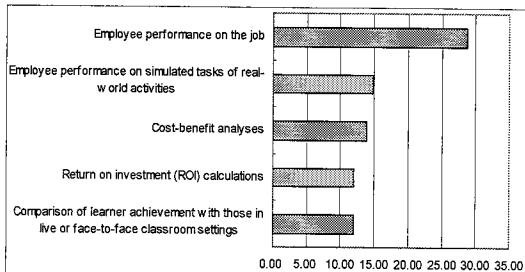


### What people said about the future issues?

- "Compared to fully online and face-to-face courses, learners in blended learning settings are required to have both time and accessible physical space. So, blended learning actually requires more learners' time and efforts."
- "Many organizations prefer either fully online courses or face-to-face courses, since they think blended learning is more costly than other two types. ..."
- "...because of the high cost of blended learning, it is difficult to convince management to adopt blended learning."



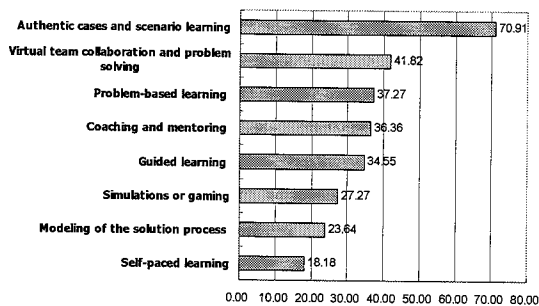
**How will the quality of BL be most effectively measured during the coming decade?**



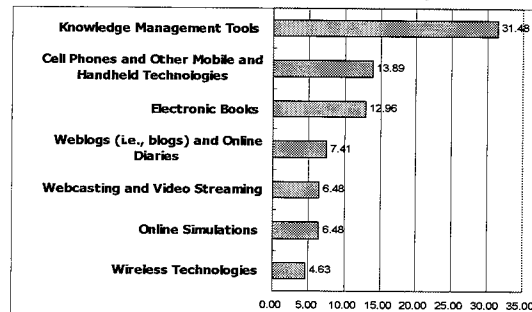
**What would you like the most in a blended learning portal?**

Blended learning advice, live blended learning consulting, and the ability to list blended learning needs	30.84
Examples and success stories of blended learning	14.02
Access to books, magazines, newsletters, etc.	11.21
Expert presentations, webinars, and chats	8.41
A community forum, chats, blogs, and discussion related to blended learning	7.48
Technology and tools for blended learning	7.48
Video streamed presentations and demonstrations related to blended learning	6.54
Web resources related to blended learning	6.54

**Q2: Which instructional strategies will become more widely used?**



**Q3: Which emerging technologies will most greatly impact the delivery of BL?**



**Q4: What are the *emerging competencies* for adopting blended learning model?**

- Competencies are discussed based on the ASTD's model of management and distribution competencies for learning technologies.
- These competencies are focused on blended learning and situated for the development of blended learning in Taiwan.

**1. Understanding of BL**

- General Knowledge: Definitions, Impacts, and Models
- Advanced Knowledge, how to...:
  - select effective learning technologies
  - select adequate instructional strategies
  - assure the meaningful integration of all blended learning components
- Also, professionals need to be sensitive to new technologies, envision possible applications, and employ the technologies creatively in practice.

## 2. Evaluation of BL

- **Instructional strategies evaluation:** Effect of instructional strategies on learners, effect of combinations of instructional strategies on learners, and cost analysis of instructional strategies
- **Blended learning components evaluation:** Effect of components on learners, effect of the combination of components on learners, and cost analysis of components
- **Technology evaluation:** Effect of component technologies on learners, effect of the combination of component technologies on learners, and cost analysis of technology

## 3. Benchmarking

- **Building successful examples may facilitate these professionals to see what types of training practices work and how they were successfully implemented and to establish a training strategy and set priorities for training practices.**
- **HRD professionals should be able to...**
  - Seek best practices for how to combine instructional strategies in face-to-face and online environments.
  - Collect all kinds of resources
  - Create a purposeful benchmarking approach.

## 4. Change Management Skills

- "...helps people adapt to the changes brought on by new technologies and helps them to see the value and benefits of new technologies (Sanders, 2001, p2)."
- **Four steps to implement change:**
  - overcoming resistance to change
  - managing the transition to the new practice
  - shaping political dynamics
  - using training to understand new tasks.

## Conclusions

- Although e-learning has been widely promoted in workplace learning in Taiwan, there are still considerable opportunities to develop blended learning initiatives.
- Many Taiwanese organizations, especially small and medium-sized enterprises, maintained a wait and see posture.
- HRD professionals were skeptical about the effectiveness of BL.

## Conclusions (cont.)

- Researchers and practitioners in Taiwan have to be aware of the challenge in small and medium-sized enterprises.
- Blended learning may provide more training opportunities for such organizations, since it offers more flexible applications than either fully online or traditional face-to-face instruction.

## Limitations and Future Research

- The data may not fully represent the situation in Taiwan.
  - Survey was opt in
  - Sample size only 112
- Future research will focus on comparisons of different cultures, different industry types, and different organizational sizes.



# Questions and Comments

<http://www.trainingshare.com>

