Blended Learning: Definitions, Models, and Ideas

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Blended Learning: Two Parts
1. Definitions, Models, and Frameworks
2. Problems and Solutions

The Sloan Consortium
(2003). Sizing the Opportunity: The Quality and Extent of Online Education in the U.S., 2002 and 2003
http://www.sloan-c.org/resources/sizing_opportunity.pdf

| 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.

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1. Blending Delivery Media

- "Blended learning means the combination of a wide range of learning media (instructor led, web based courseware, simulations, job aids, webinars, documents) into a total training program designed to solve a specific business problem." (Bersin & Associates, 2003, p. 3)

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2. Blending Instructional Methods

- "Blended learning: to combine various pedagogical approaches (e.g., constructivism, behaviorism, cognitivism) to produce an optimal learning outcome with or without instructional technology." (Driscoll, 2002, p. 54)

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3. 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)
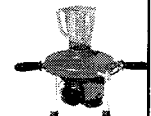
Who is demanding fully online and blended learning?
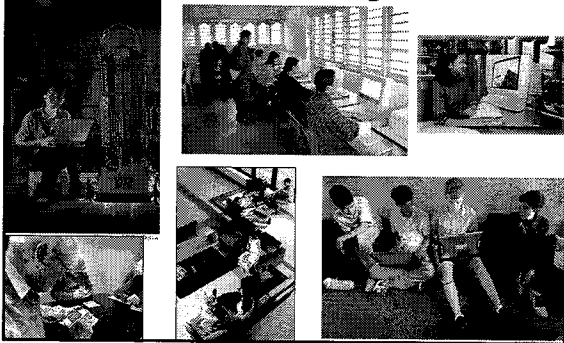
Why Blend and Advantages and Disadvantages of BL...

Why Teaching Fully Online or Blended? Three Key Reasons

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

Where is Blended Beneficial?
http://www.center.rpi.edu/PewGrant/ProjDesc.html

- **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**
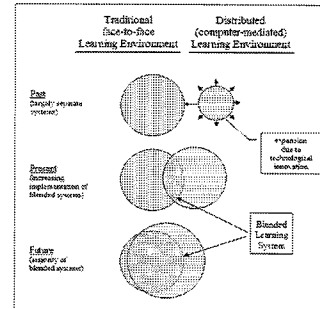
Fully Online and Blended Learning Advantages

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
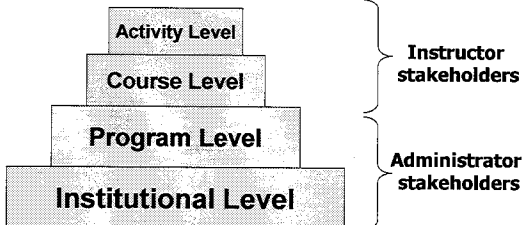
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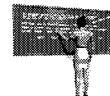
Frameworks and Models of Blended Learning...
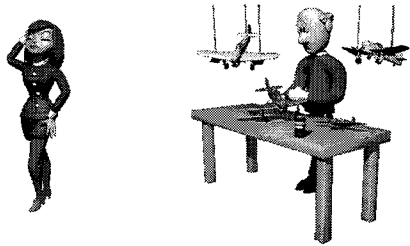
## Historical Emergence of Fully Online and Blended
(Graham, 2006)

Models of Blending

Blending occurs at the following four levels:

- Activity Level
- Course Level
- Program Level
- Institutional Level

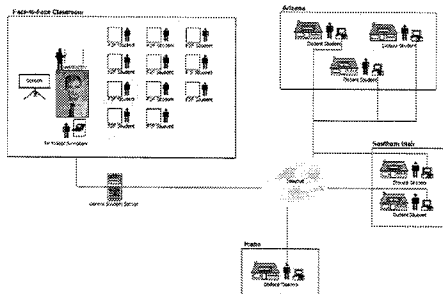Instructor stakeholders

Administrator stakeholders

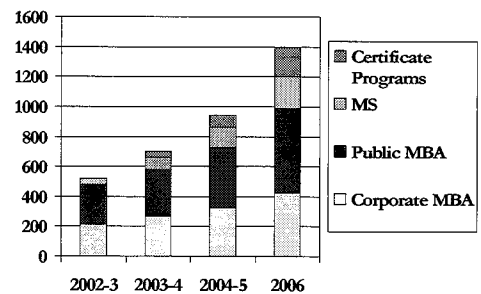## 1. Activity- and Course-Level Blends
Blended learning systems: Definitions and directions
(Osguthorpe & Graham, 2003)

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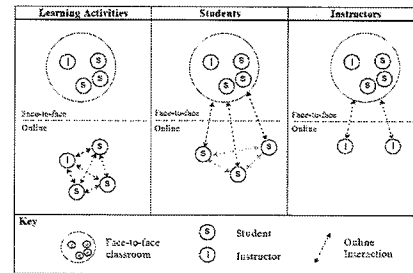
2. Course-Level Blend: Using CMS to blend distance and F2F learners
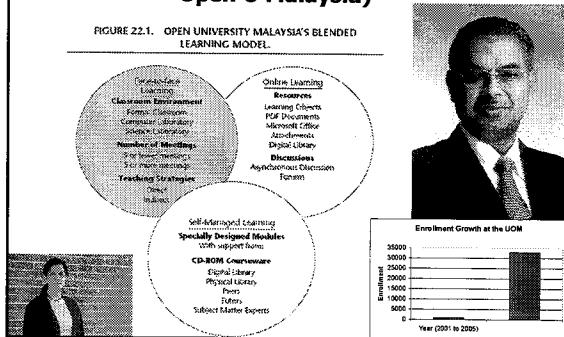### (Rogers, Graham, et al., 2003)

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3. Program-level blending

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4. Institutional-level Blending
(Abtar Kaur & Ansary Ahmed, 2006, Open U Malaysia)

FIGURE 22.1. OPEN UNIVERSITY MALAYSIA'S BLENDED LEARNING MODEL.

4. Institutional-level Blending
(Brian Linquist, 2006)

Example 2: 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)
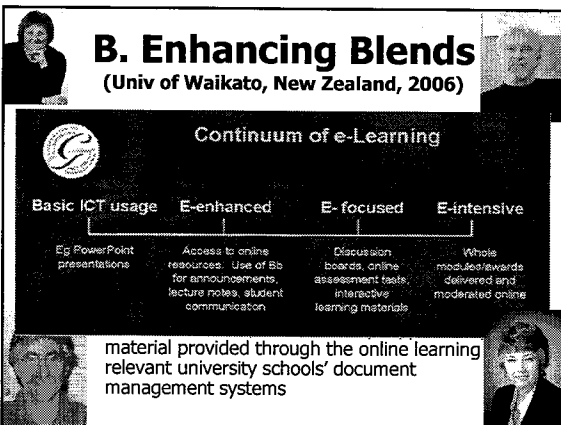
Categories of Blends

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.

A. Enabling Blend National University Department of Teacher Education
(Reynolds & Greiner, 2006)

- 12,000 Enrolled Students
- Since 2004 More than 50% of Candidates Enrolling as Online rather than On-site
  - They will take a majority of classes online
- Each Candidate Takes 7 Credential Classes
- Each Class Contains 2 Field-based Exp.
- 500 Classes/Yr. & 20 Students/Class =
- 20,000 Field-based Experiences/Year

B. Enhancing Blends
(Univ of Waikato, New Zealand, 2006)

Continuum of e-Learning

Basic ICT usage | E-enhanced | E-focused | E-intensive

Eg PowerPoint presentations | Access to online resources. Use of Bb for announcements, lecture notes, student communication | Discussion boards, online assessment tasks, interactive learning materials | Whole modules/awards delivered and moderated online

material provided through the online learning relevant university schools' document management systems

End of Part 1: Resistance to Blended Learning is Futile!

4