Blended Learning: Situations, Solutions, and Several Stunning Surprises

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President, SurveyShare, Inc.
cjbonk@indiana.edu
http://mypage.iu.edu/~cjbonk/
http://SurveyShare.com
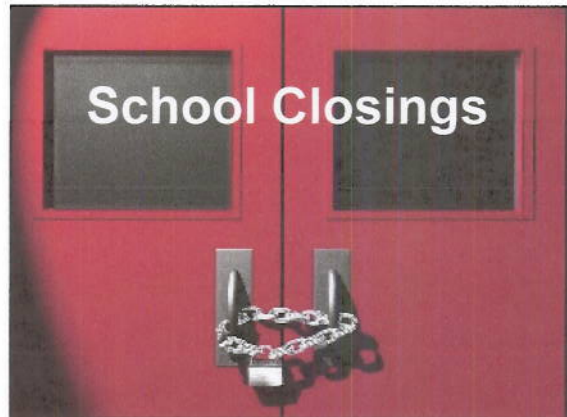

What I will discuss...

1. Reasons for Blended Learning
2. Definitions of blended learning
3. Advantages and disadvantages
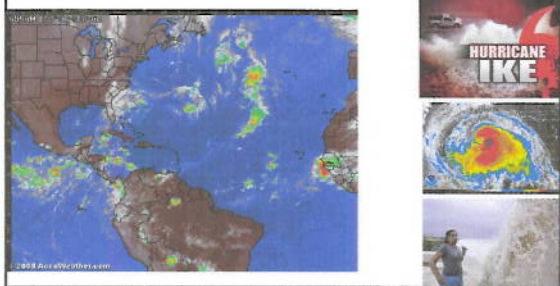4. Examples of blended learning
5. Implications for blended learning
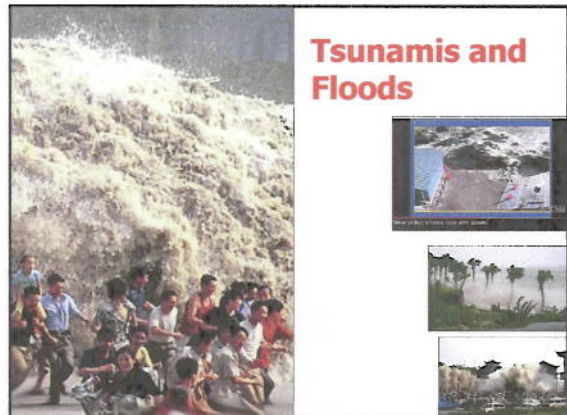

Who is demanding blended learning?

School Closings

Hurricanes!

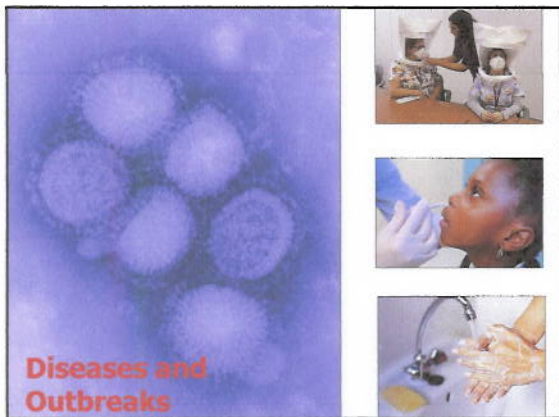**Tsunamis and Floods**

Earthquakes

Volcanos

Blizzards and Ice Storms

Snowmegeddon, DC winter of 2010

Diseases and Outbreaks

SARS in Hong Kong

CDC's H1N1 (Swine Flu) Toll: 4,000 Dead by Nov. 13, 2009

Reflection: Which of these have you experienced?

1. SARS
2. Earthquake
3. Tsunami
4. Winter Blizzard or Ice Storm
5. Major Flood
6. Hurricane, Typhoon, or Serious Tropical Storm
7. Swine Flu, Asian Flu, or Similar
8. Tornado
9. Near death weather-related situation
10. Other (not listed above)

How Schools and Parents Can Prepare for events like the Swine Flu?

Answer: Blended Learning and Continuous Learning

Steps to Prepare for Outbreaks and Disasters

- Work on a crisis plan
- Use online resources
- Evaluate the telecommunications infrastructure
- Make sure teachers are prepared

What can you do?

- Post syllabus and content online
- E-books and other resources
- Fully online courses

(EdWeek.org)

What can you do?

- Phone conferencing (e.g., Skype, Google Talk, VOIP)
- Web conferencing
- Learning management systems to track progress

(EdWeek.org)

What can you do?

- Videotape master teachers
- Learning packets to be sent home
- Check out laptops to younger students
- Phone hotline for homework

(EdWeek.org)

What can you do?

- Interactive study guides online
- Online grading and assignment-posting programs
- Online resources, textbooks, instructional websites, online databases, and Google Docs

(EdWeek.org)

What can you do?

- Post assignments
- Develop plan for file or assignment uploading and downloading as well as a system for feedback

(EdWeek.org)

What can you do?

- Develop plan for hard copies of assignments for students lacking computer access

(EdWeek.org)

What Can You Do?

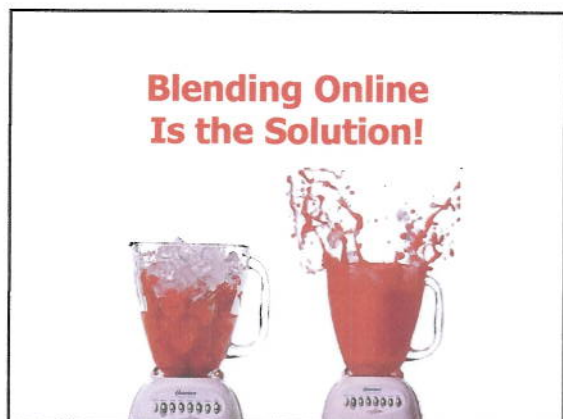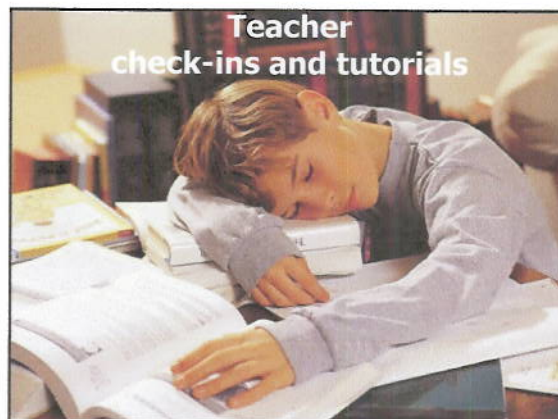- **Middle School:** add Twitter for district messages.

(EdWeek.org)

What Can You Do?

- **High School:** add laptops to take home, Blackboard to teach online.

Blackboard

(EdWeek.org)

Recorded class meetings

Teacher check-ins and tutorials

Blending Online Is the Solution!

Blended Learning: Two Parts
1. Models and Frameworks
2. Problems and Solutions (i.e., examples)

Part I. Blended Learning Defined and Explained

**The Sloan Consortium Definition of Blended**

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.

Blending Online 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)

Trying to Define it is a Trap!!!
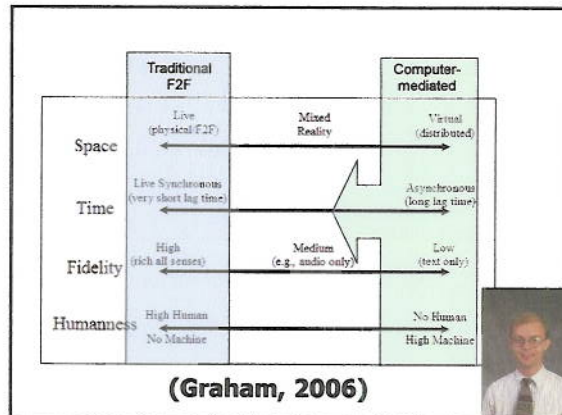A Rebel From Another Galaxy, March 14, 2010
By Andrea Fuller
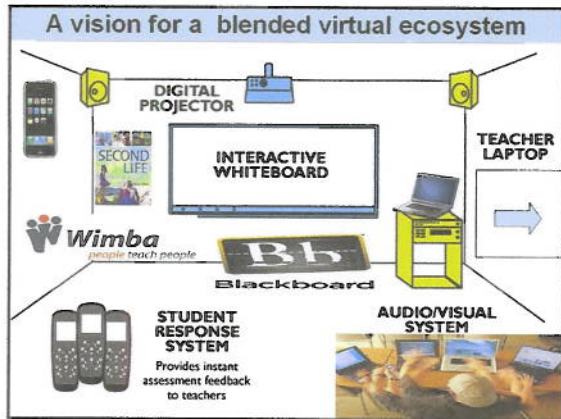
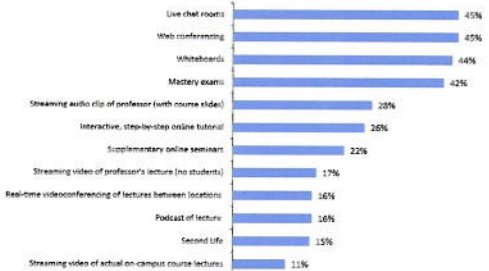### A vision for a blended virtual ecosystem

Trends in Instructional Tool Usage in Online Education Programs, Research Brief, Eduventures, February 2010 (study of 96 universities)

Figure 3. Most Frequently Used Instructional Media and Approaches in SOEs' Online Courses

Tool	%
E-mail	95%
Internet search tools	94%
Asynchronous discussion board	90%
Groupwork	89%
Message boards	86%
Online learning journals	71%
Text-based lectures and course notes	68%
File sharing	67%
Social networking tools	61%
Online quizzes	53%
Synchronous discussion board	52%

Trends in Instructional Tool Usage in Online Education Programs, Research Brief, Eduventures, February 2010 (study of 96 universities)

Figure 5. Less Frequently Used Instructional Media and Approaches in SOEs' Online Courses

Tool	%
Live chat rooms	45%
Web conferencing	45%
Whiteboards	44%
Mastery exams	42%
Streaming audio clip of professor (with course slides)	28%
Interactive, step-by-step online tutorial	26%
Supplementary online seminars	22%
Streaming video of professor's lecture (no students)	17%
Real-time videoconferencing of lectures between locations	16%
Podcast of lecture	16%
Second Life	15%
Streaming video of actual on-campus course lectures	11%

(Graham, 2006)

Historical Emergence of Fully Online and Blended (Graham, 2006)

There is no one model of blended.
AMA Special Report, Effectively Implementing a Blended Learning Approach
(Steven Shaw & Nicholas Igneri, 2006)

Source: American Management Association, AMA at Work

Where is Blended Beneficial?

- During catastrophic events.
- Rural areas, students spread over a distance.
- Pregnant, bullied, gifted, sick, etc.
- Course areas lacking certified teachers.
- Students with extracurricular activities.
- Large size classes (spanish, psych, algebra, elementary statistics, biology).
- Classes with a work related experience.
- Classes with need for standardization.
- Writing intensive and theory classes.

Examples of Blended Learning, Margaret Driscoll, e-Learning

- 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

Part II: 13 Fully Online and Blended Learning Problems and 39 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 an event or a personal problem arises. Or students asks to watch the class a second time.

Blended Solution #2. Public TV
e.g.,Mongolia teachers addressing H1N1
(Otgo Okhidoi, Nov 10, 2009)

Blended Solution #3. Webinars
(Elluminate, Dimdim, WebEx, Adobe Connect Pro)

Problem Situation #3: Facilities and Time

- Limited facilities or rooms for teaching. Or students cannot make it to class every day due to physical problems or work.

Blended Solution #4.
Class Site (e.g., Microsoft Office Live, Google Sites)
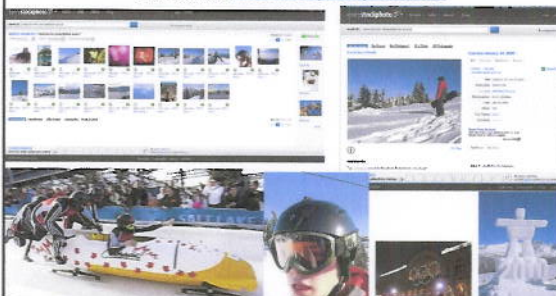
Problem Situation #4: Web Supplemental Activities

- 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 #5.
Everystockphoto.com (courses on the Winter Olympics, photography, motivation, geography, Canadian culture, meteorology, physics, etc.) http://everystockphoto.com/

Blended Solution #6.
Department of Education free lesson plans
http://www.free.ed.gov/

Blended Solution #7.
Free Lessons from Smithsonian Education
http://www.smithsonianeducation.org/educators/

Blended Solution #8.
Khan Academy (videos on math, bio, trig, chemistry, money and banking, economics, statistics, etc.; http://www.khanacademy.org/)

Blended Solution #9.
Online Portal Explorations

Blended Solution #10. Tour a Museum (e.g., British Museum, Smithsonian, Louvre)

Blended Solution #11. Tour the U.S. Capital

Blended Solution #12. Virtual Archaeology
(e.g., ARCHAVE from Brown Univeristy)

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 #13. Student Developed Wikibooks (Wikibooks Junior)

Problem Situation #6:
Preparedness for the Real World

- 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 #14. Edutopia (PBL lessons)

Blended Solution #15. Students Produce YouTube Videos

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 #16.
Wiki Collaboration Site
(e.g., Wikispaces)

Blended Solution #17.
Working In Virtual Teams
(e.g., Yahoo Groups, Collanos, SharePoint, Google Docs)

Blended Solution #18.
Paired Article Critiques in a Blog

Article	Student Critique	Student Peer Review
Arbaugh, J.B. (2007). *Does the Community of Inquiry Framework Predict Outcomes in Online MBA Courses?*	Stephen Moses	Lorraine Ryan
	Carolyn Parsellos	Karen Leppard
	Lin Yu	Flora Lin
	Alex Brierley	Lori Atkinson
Meyer, K.A. (2003). Face-to-Face versus Threaded Discussions: The Role of Time and Higher-Order Thinking	Lorraine Ryan	Paul Anderson
	Harjit Dhanial	Yvonne Toney
	Neera Arora	Carolyn Parsellos
	Karen Leppard	Lin Yu
	Francisca Wilkinson	Alex Brierley
Shen, P., Li, C.S. and Pickett, A. (2006). A study of teaching presence and student sense	Heather Burnett	Stefan Raspovich
	David Wilson	Neera Arora

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 #19.
Student Blogging

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 #20. 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 #21.
TeacherTube

Blended Solution #22.
Shared Online Video (WatchKnow)

Blended Solution #23. Explore
Series (Annenberg)

Blended Solution #24.
Shared Online Video (Monkeysee)

Blended Solution #25.
Visual Resources
(e.g., Periodic Table of Visualization; Visual Thesaurus)

A PERIODIC TABLE OF VISUALIZATION METHODS

Blended Solution #26. World Trends and Indices (e.g. Worldmapper)

Blended Solution #27. Explore Virtual Worlds and Online Representations (UCLAs CVRLab, University of Virginia)

Blended Solution #28. Timeline Tools (e.g., SMILILE from MIT, Learning Tools from UBC)

Blended Solution #29. Flash, 3-D Visualization, & Laboratory Software

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 #30. Wikibook and Wikipedia Editing

Blended Solution #31. Using Online Video (e.g., YouTube) to Memorize Sonnets and Poems

Blended Solution #32.
Self-Paced Language Programs: Listen
(JapanesePod, SpanishPod, Arabic online)
Online Language Learning: Practice
(ECpod, Mixxer, Livemocha, KanTalk,)

Blended Solution #33.
Educational Simulations
(Medical Traumas from TD Magazine, August 2006)
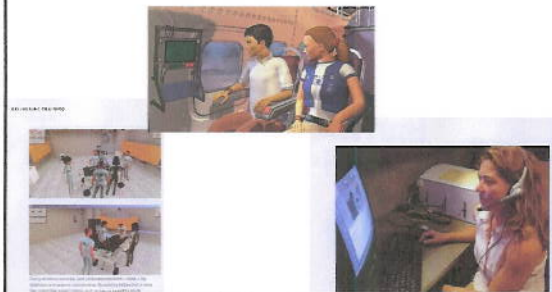
Problem Situation #12:
Preference for Auditory Learning

- **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 #34.
Basic Acoustics of Musical Instruments
2005 MERLOT Classics Award

Blended Solution #35:
Free Podcast Shows; Language Learning
(ChinesePod—learn Mandarin)

Ken Carroll

Jenny Zhu

Blended Solution #36. Indexing Sounds in Cities with Google Maps

Blended Solution #37. Podcasts of Famous Literature
(e.g., Shakespeare)

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 #38. Archive Synchronous Session

Blended Solution #39. Teaching with Twitter

Sugato Chakravarty, a professor of consumer sciences and retailing at Purdue University, has welcomed Twitter into the lecture hall, even though the service lets students engage in back-channel discussions. The questions submitted via Hotseat for the professor and guest speakers are projected for all the students to see.

Trends, Implications, and Challenges for Blended Learning

1. Teachers and students are more mobile.
2. Students more choices.
3. Student expectations rise.
4. Greater self-determined learning.
5. More cross-school partnerships.
6. Courses increasingly modular.
7. Less predefined schedules.
8. When teaching less clear; when learning less clear.

Again, this talk covered...

1. Reasons for blended
2. Definitions of blended learning
3. Advantages and disadvantages
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/