

Masterclass Part 5 (Not Used): Blended Learning

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The Sloan Consortium

Proportion of content delivered online	Type of Course	Typical Description
0%	Traditional	Course with an 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 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)



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



AMA Special Report, Effectively Implementing a Blended Learning Approach (Steven Shaw & Nicholas Ignieri, 2006)



Source: American Management Association, AMA at Work

Part II: 13 Fully Online and Blended Learning Problems and 21 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.

Droppped Class Sessions for 2013A					
Session	Section	Days	Time	Location	Drop Date
08-10	001	08/05/09	09:00	001	08/05/09
08-10	001	08/05/09	09:00	001	08/05/09
08-10	001	08/05/09	09:00	001	08/05/09
08-10	001	08/05/09	09:00	001	08/05/09
08-10	001	08/05/09	09:00	001	08/05/09
08-10	001	08/05/09	09:00	001	08/05/09
08-10	001	08/05/09	09:00	001	08/05/09
08-10	001	08/05/09	09:00	001	08/05/09
08-10	001	08/05/09	09:00	001	08/05/09
08-10	001	08/05/09	09:00	001	08/05/09



Blended Solution #2. Post Courses in YouTube and iTunes (e.g., Berkeley)



Blended Solution #6. Open Ed Resources & OpenCourseWare (e.g., MIT OpenCourseWare)

The image shows a collage of educational resources. On the left, there's a list of courses categorized by department. In the center, a video player shows a lecture. On the right, there's a screenshot of the MIT OpenCourseWare website interface.

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 #7. Wikibook or Wikipedia Editing or Critiques

- Ask students to critique a wikibook or page from Wikipedia

The image shows a screenshot of a Wikibook page. The page title is 'Wikibook: Introduction to WWW'. The content includes a table of contents and introductory text about the book's purpose and structure.

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 #8. Online Professional Development (e.g., STARLINK, www.starlinktraining.org)

The image shows a screenshot of the STARLINK training platform. It features a grid of video feeds showing participants in a virtual meeting. One participant is identified as James E. Burrell, DVM, Director, Veterinary Technology, Pennsylvania Community College. Another is Deepa Sidambe, Professor of Chemistry, William Green School of Education.

Blended Solution #19 Real World Problems (PBL online): Real-time Cases

REALTIME CASE STUDY


ABOUT ARTICLES TOUR AWARDS CONTACT

Supercharging the case method, making it more realistic and engaging


The image shows a screenshot of a Real-time Case Study interface. It includes a title 'Supercharging the case method, making it more realistic and engaging', a small photo of Professor Aron Tharrett, and a video feed of a participant. The interface also has navigation links like 'ABOUT ARTICLES TOUR AWARDS CONTACT'.

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 #10. Working In Virtual Teams (e.g., Collanos, Groove, SharePoint, Google Docs)




Blended Solution #11. 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 #12. Watch or Listen to Online Conferences




Blended Solution #13. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)

showcases

Department: Psychiatry
Academics: Prof. Michael Gil, Dr. Brian Fitzmaurice, Katie Armstrong

Psychiatric Interviews
THE TUTORIAL



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



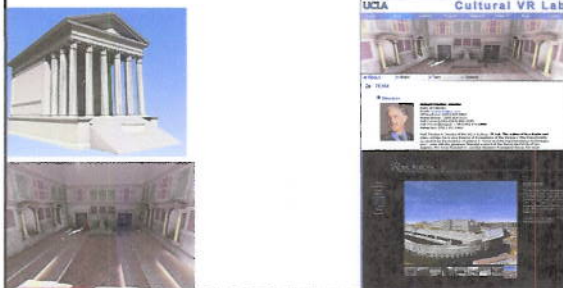
Blended Solution #16. Virtual Tours and Timelines (i.e., HyperHistory; <http://simile.mit.edu/timeline/>)



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



Blended Solution #18. Educational Simulations



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 #19. Basic Acoustics of Musical Instruments (University of New South Wales)



Blended Solution #20. Self-Paced Language Programs: Listen (JapanesePod, SpanishPod, Arabic online) Online Language Learning: Practice (ECpod, Mixer, Livemocha, KanTalk,)



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 #21. Archive Synchronous Session



Questions and Comments

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

