

Blended Learning: Situations and Solutions

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This the talk will cover:

1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Future direction of blended learning



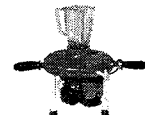
Chris Dede, Campus Technology, June 2006:
Changing the Gold Standard for Instruction

- "Face-to-face may be best for most faculty...However, we know that many students who are silent in classroom discussions find their voice and participate actively in different flavors of mediated interaction."



Blended Learning Defined: Blending Online and F2F Instruction

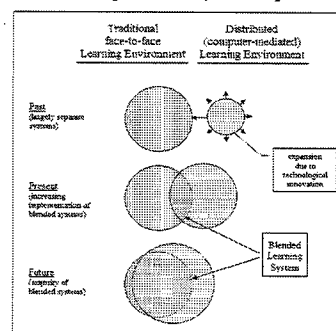
"Blended learning refers to events that combine aspects of online and face-to-face instruction" (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)



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

- **Traditional: 0% online technology**
– (all content in writing or orally)
- **Web facilitated: 1 to 29% online**
– (Web syllabus or tasks supplemental)
- **Blended/Hybrid: 30-79% of content is delivered online & some FTF meetings**
- **Online: 80+% of content is online**

Historical Emergence of BL (Graham, 2006)



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



Ok, Million Dollar Question: Where is blended learning beneficial?



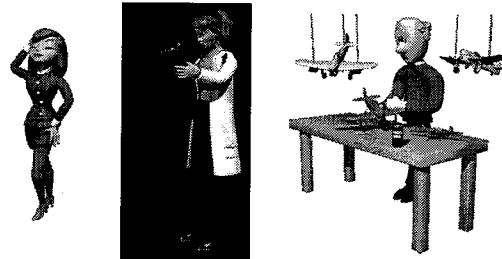
Where is Blended Beneficial?

<http://www.center.rpi.edu/PewGrant/ProjDesc.html>

- Large Classes
- Classes with working students
- Class with many reference/supplemental materials
- Need to put prework or assessment online
- Students spread over a distance
- Classes with certification
- Classes with need for standardization
- New requirements for a profession
- Writing intensive classes
- Need to access to experts online
- Theory classes

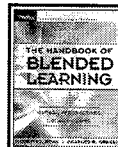


Frameworks and Models of Blended Learning...

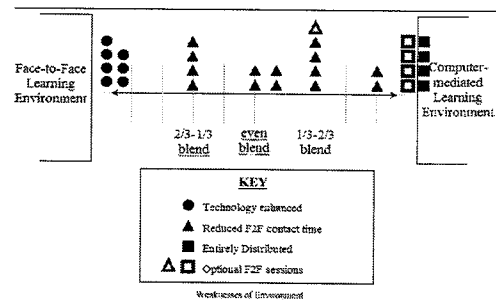


Handbook of Blended Learning (HOBLe)

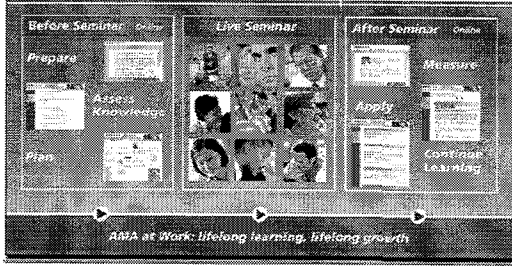
- University of Phoenix, Capella University, JIU, National University
- Microsoft, IBM, Sun, Cisco, Macromedia, Oracle, WebCT
- The World Bank, the DOD in USA
- In Canada: York University and the University of Calgary
- Other universities in Japan, Korea, Malaysia, Singapore, China, NZ, South Africa, Israel, Mexico, Australia, Wales, England, USA



Working Definition (Graham, 2006, HOBLe Chapter 1, Blended Learning Systems)



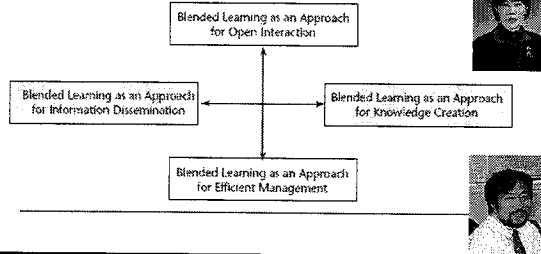
AMA Special Report, Blended Learning Opportunities
 Alison Rossett (2006)



Source: American Management Association, AMA at Work

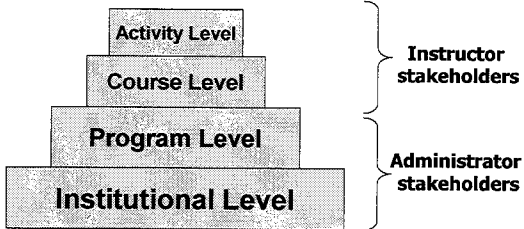
Insung Jung & Katsuaki Suzuki, Blended Learning in Japan, 2006

FIGURE 19.1. A FRAMEWORK FOR ANALYSIS OF INSTRUCTIONAL APPROACHES TO BLENDED LEARNING.

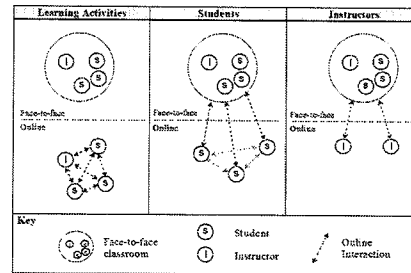


Models of Blending

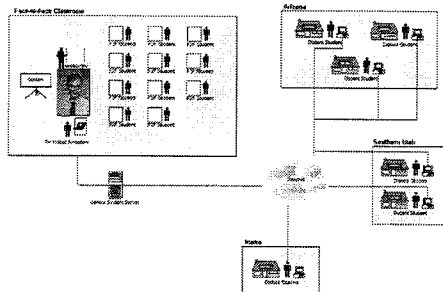
Blending occurs at the following four levels:



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

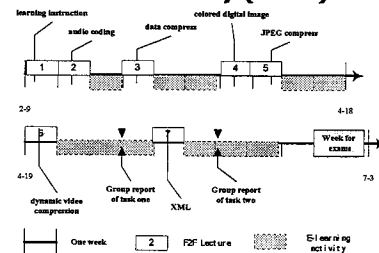


2. Course-Level Blend: Using CMS to blend distance and F2F learners
 (Rogers, Graham, et al., 2003)



2. Course-level blends: Beijing Normal University (2006)

Alternating F2F and e-learning activities in a multimedia technology course in China.



See: Huang Ronghui, H. & Yueliang Z. (2006). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.), *Handbook of blended learning: Global perspectives, local designs*. San Francisco, CA: Pfeiffer Publishing.

3. Program-level blending

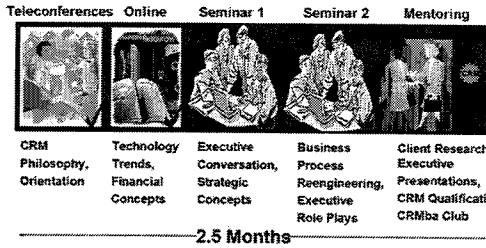
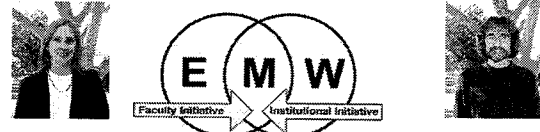


Figure 1: Avaya's ESSBa program schedule

4. Institutional-level Blending

Example 1: University of Central Florida

- E courses are technology enhanced courses
- M courses are blended courses with reduced seat time
- W courses are web courses (completely online)



See: Dziban, C., Hartman, J., Juge, F., Moskal, P., & Sorg, S. (2006). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.), *Handbook of blended learning: Global perspectives, local designs*. San Francisco, CA: Pfeiffer Publishing.

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

- Started August 2001 : approx. 800 students
- Total students (2005): approx. 33,000
- 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



4. Institutional-level Blending (Brian Linqvist, 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)

Blended Learning Scenario (copyright Microsoft, Ziob & Mosher, 2006; Handbook of Blended Learning Environments)

Pre Class	Day 1	Day 2	Day 3	Day 4	Day 5	Post Class
Self-study prep	In classroom	Virtual class	e-Learning	Virtual class	In classroom	Community newsgroups

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

