

Blended Learning

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*“We, as a species, are
blended learners.”*

Elliot Masie

“In the end we can never be given knowledge by others; we can only be stimulated. We must develop our own knowledge.”

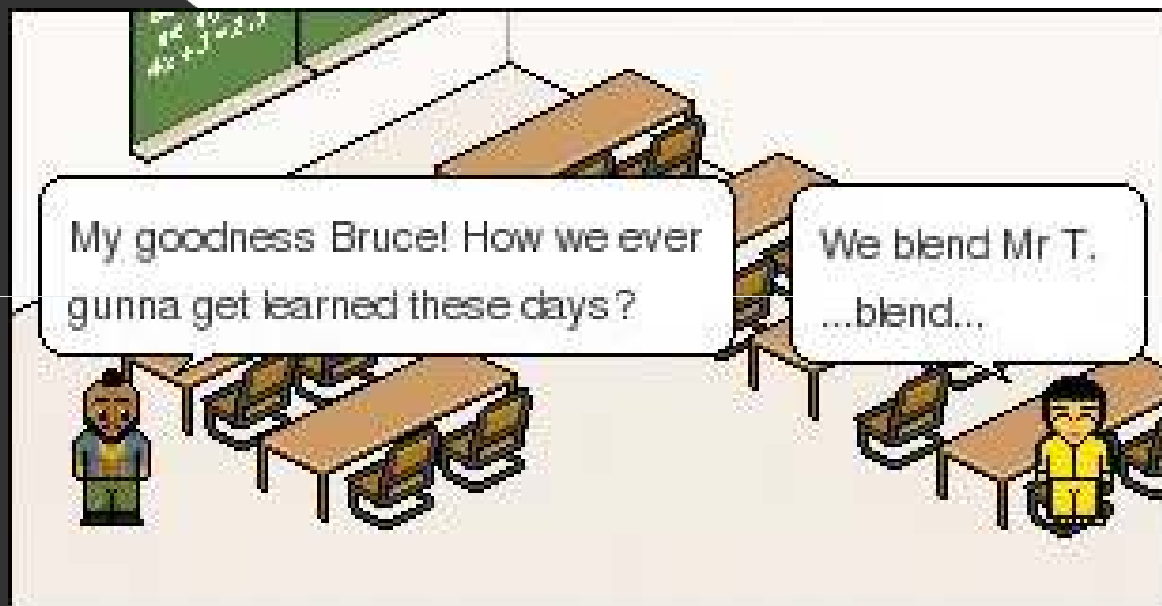


*Charles T. Tart
Professor of Psychology*



Part I

Blended Learning: An Overview



<http://blendedlearning.wikispaces.com/>

Definition

- What is blended learning?
 - > Activity 1



A podcast on blended learning

*Blend with the End in Mind:
Best Practices for Developing and Sustaining Blended
Learning Initiatives*

[Total Running Time: 10:29 | Size: 9.83 MB]



Definition

Blended learning is



Blended Learning Models

4 Pieces of the Blended Learning Model

Web-Based Delivery

Web pages are "pushed" to the learner. They contain base information and procedures.

Face-to-face Processing

Information given via the Web is processed and built into knowledge.

Creating Deliverables

These new understandings are used to make deliverables that are on the Web, e.g., assignments, assessments and communications.

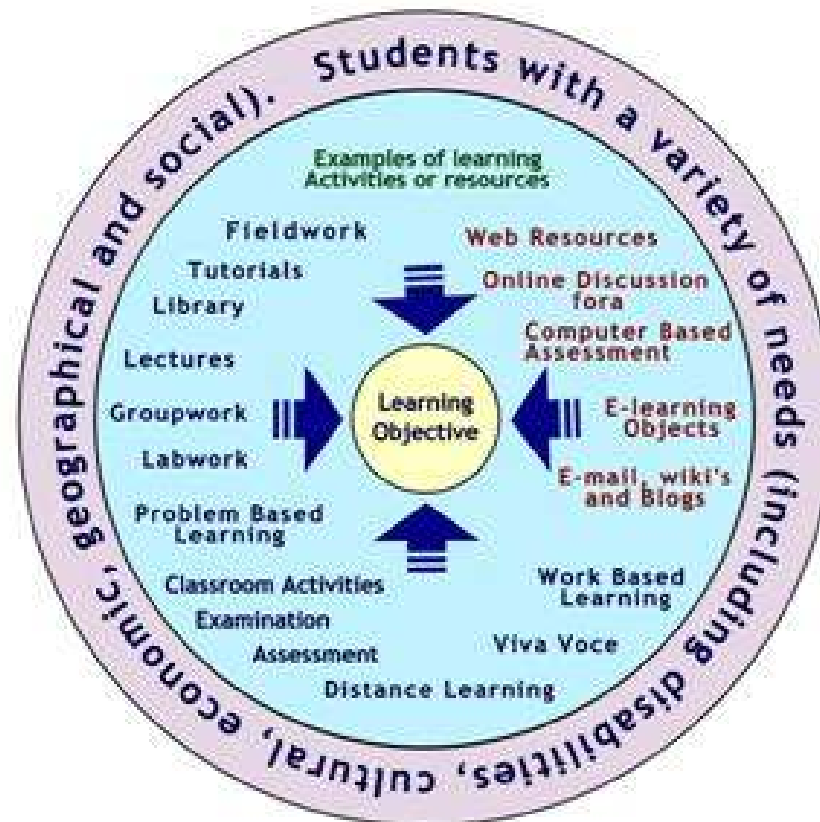
Collaborative Extension of Learning

Learners are grouped in "work-alike" groups to meet periodically after face-to-face sessions. This extends learning, shares new learning and gives feedback on improving the process.

www.thejournal.com/articles/16107

Blended Learning Models

UK Web Focus
University of Bath



www.ukoln.ac.uk/web-focus/papers/w4a-2005/html/

Blended Learning Models

Badrul Khan's Octagonal Framework

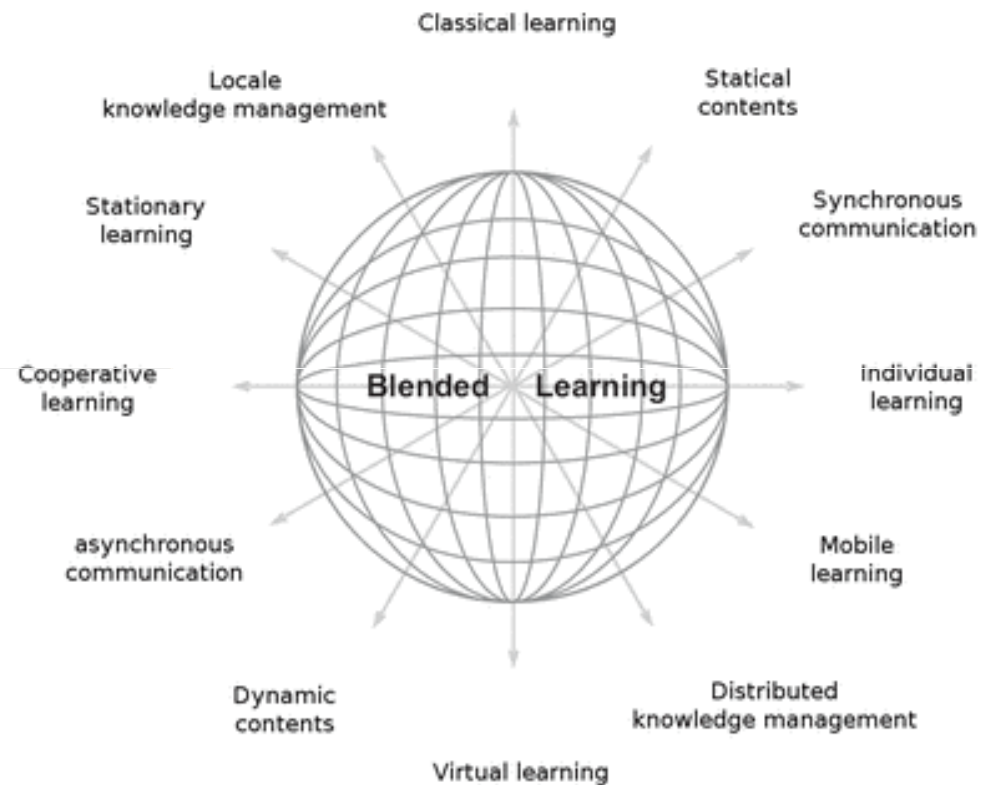


<http://agulfvu.com/agvu-about.htm>

Blended Learning Models

At the RWTH Aachen University

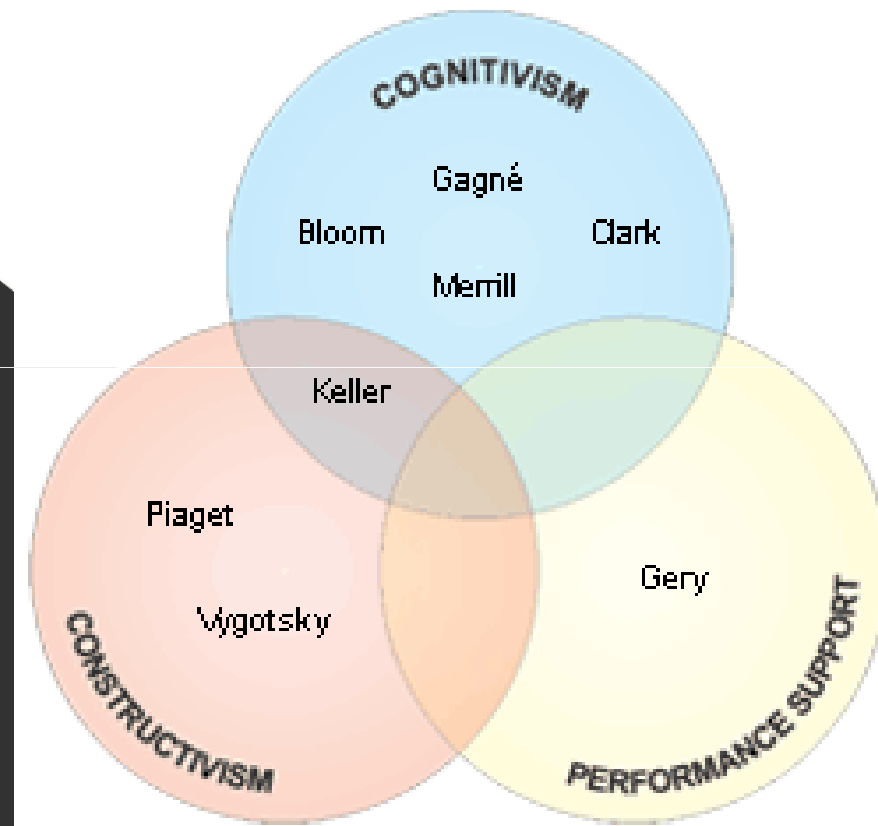
**Blended learning =
classical learning +
media based learning**



www.elag.rwth-aachen.de/

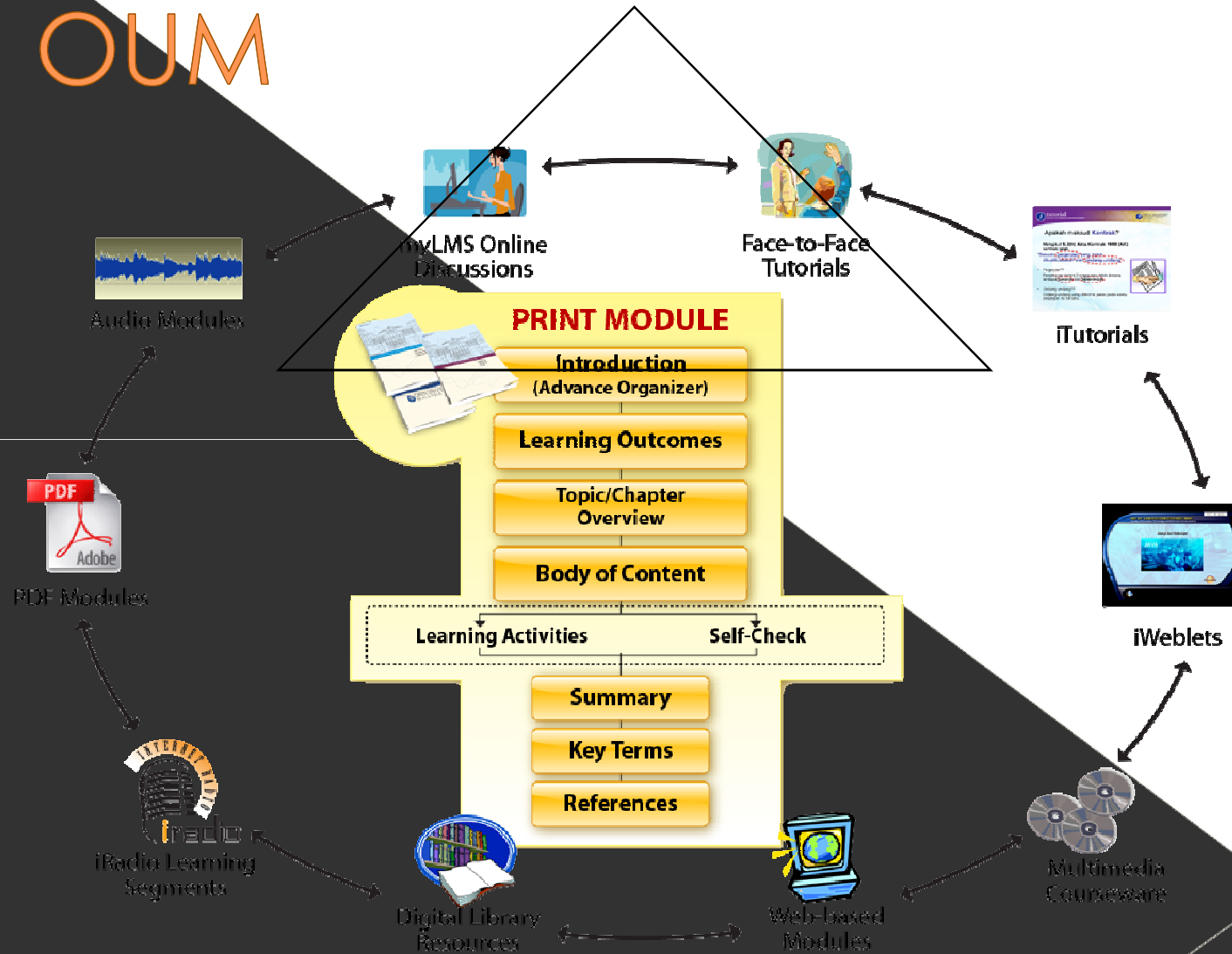
Blended Learning Models

Blended Learning Theories



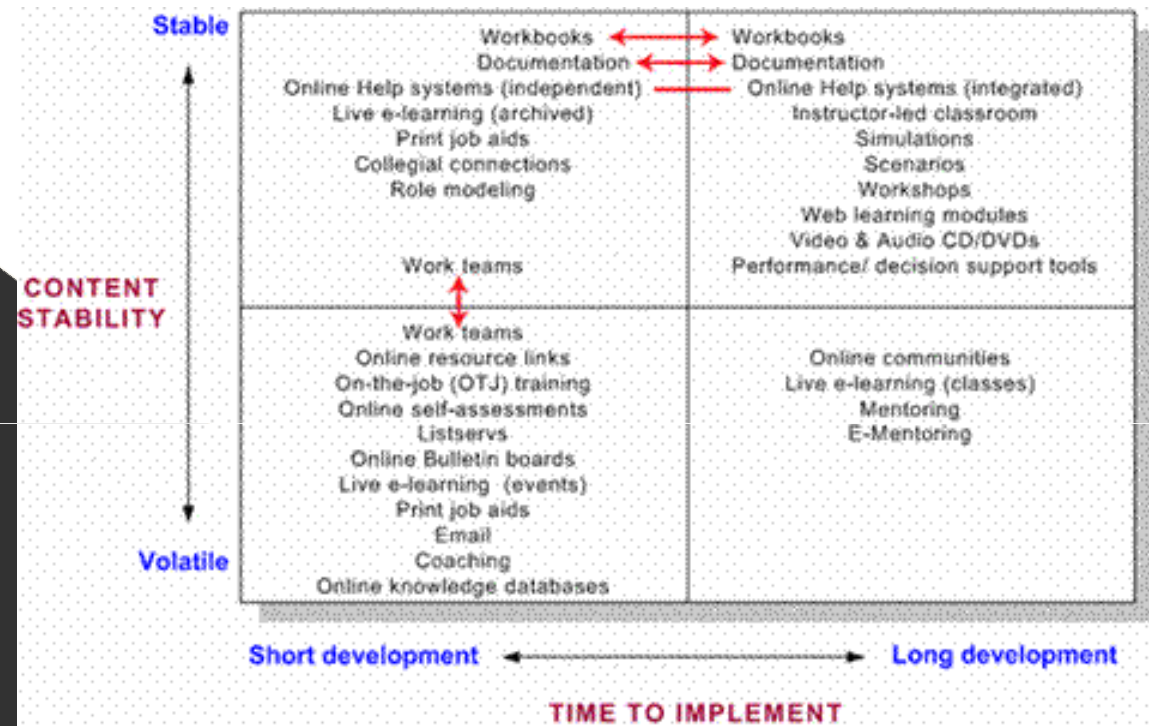
www.agilantlearning.com/instructionaldesign.html

The Pedagogical Blend at OUM



Blended Learning Models

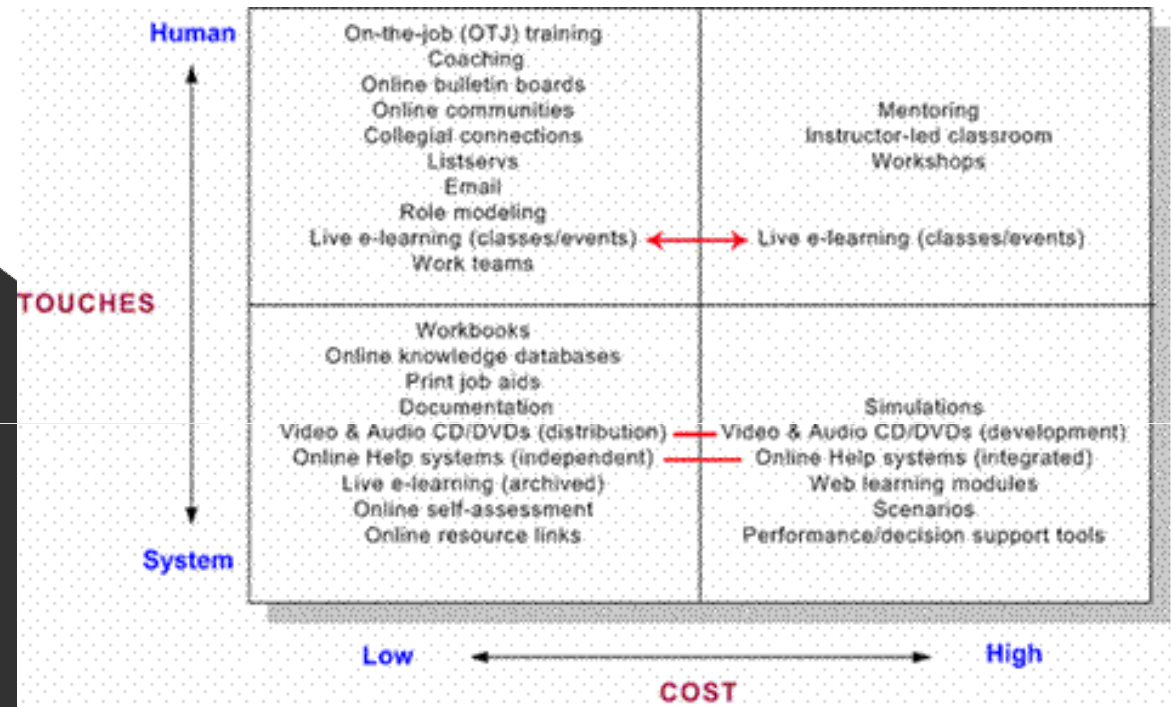
“Content Stability” vs
“Implementation”



www.learningcircuits.org/2003/jul2003/rossett.htm

Blended Learning Models

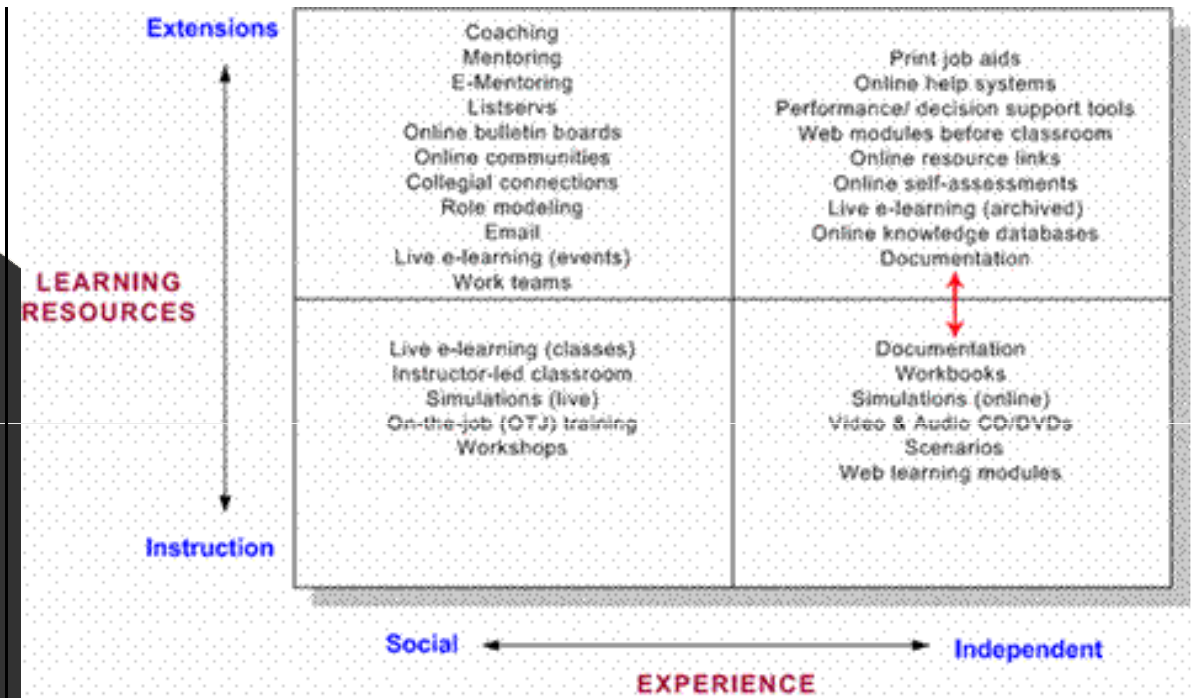
“Touch” vs “Cost”



www.learningcircuits.org/2003/jul2003/rossett.htm

Blended Learning Models

“Resources” vs
“Experience”

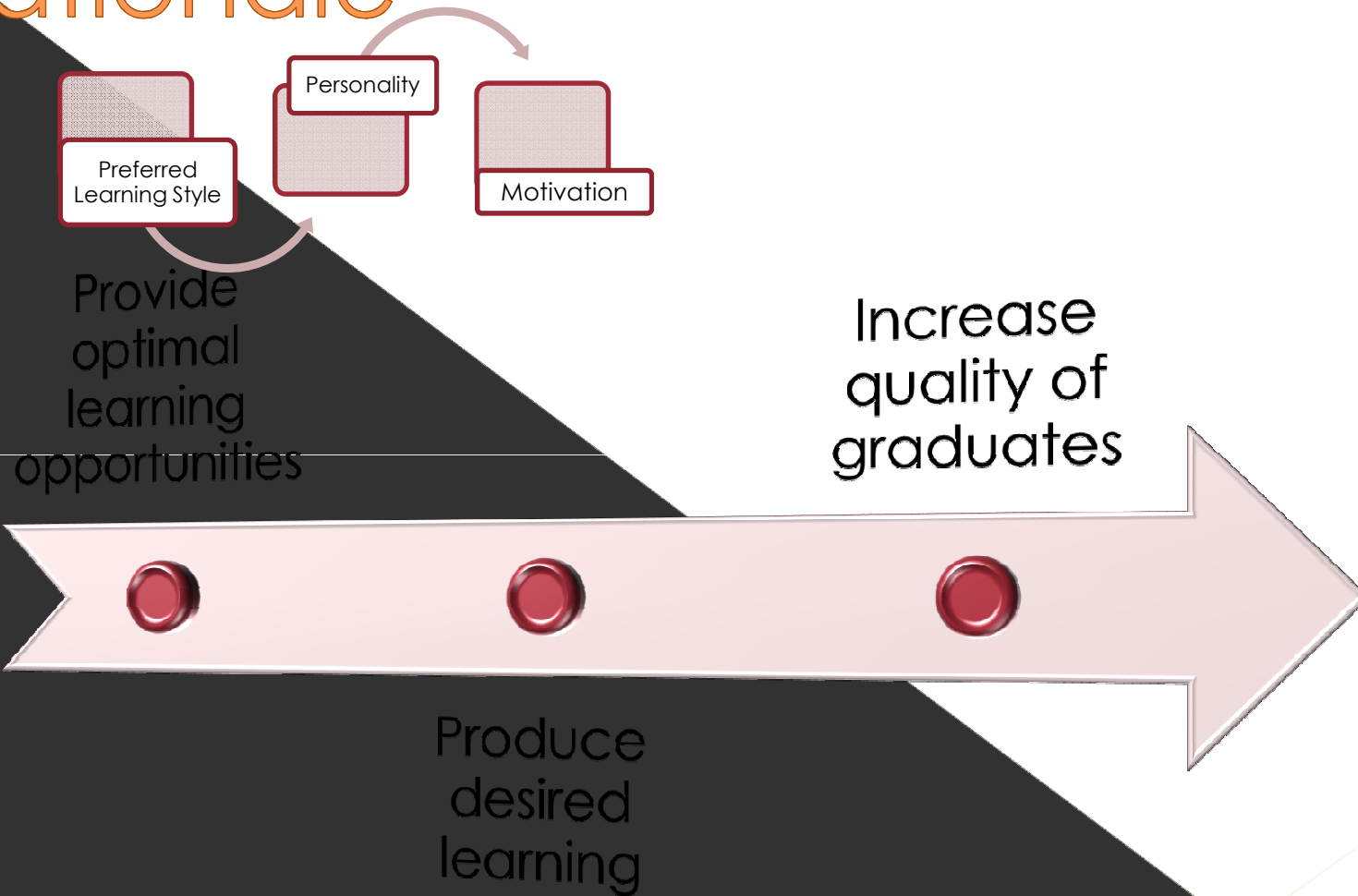


www.learningcircuits.org/2003/jul2003/rossett.htm

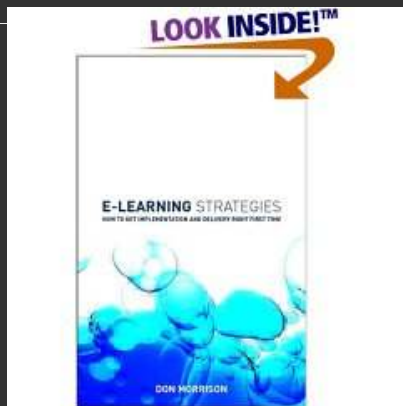


<http://blendedlearning.wikispaces.com/What+is+Blended+Learning>

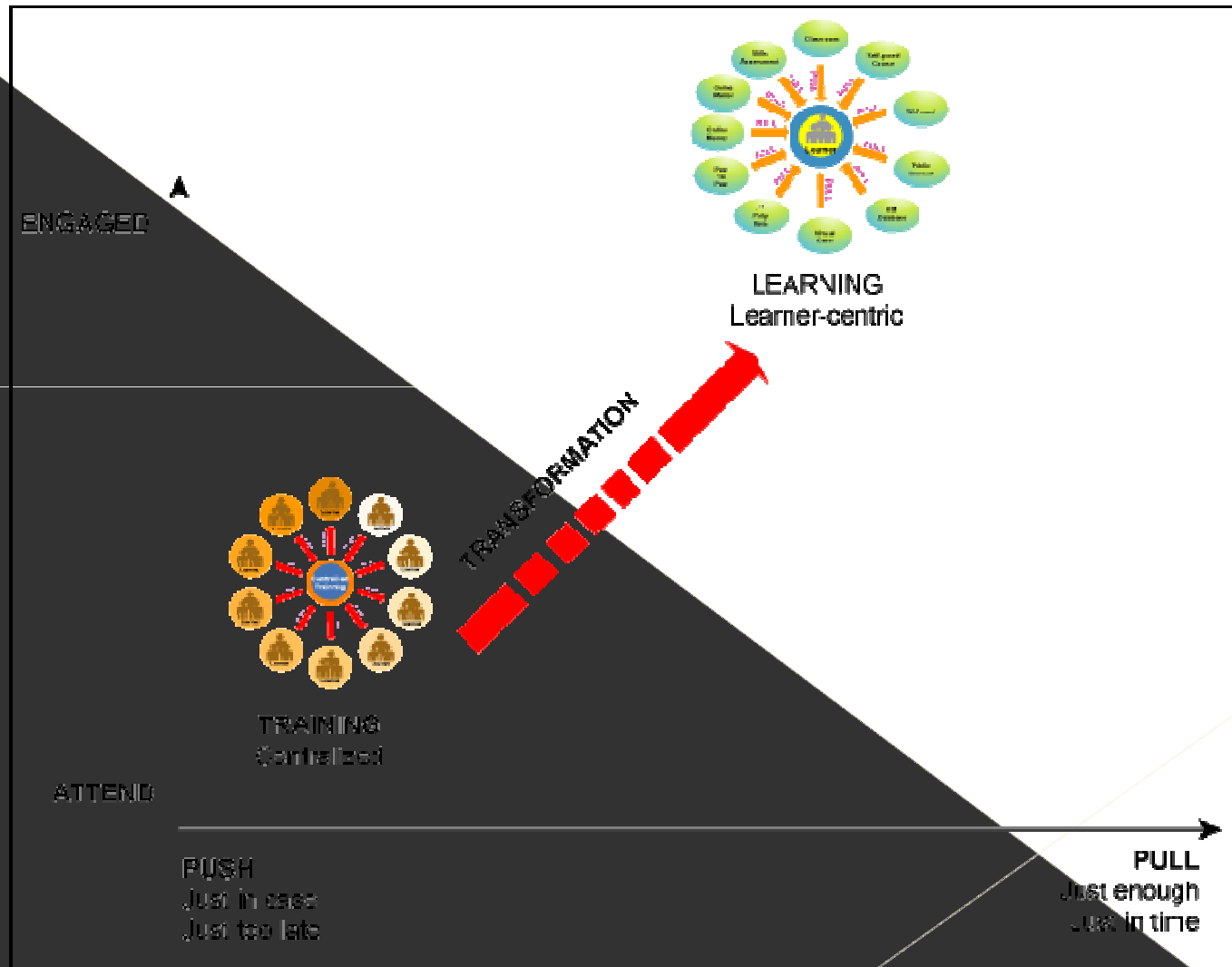
Rationale



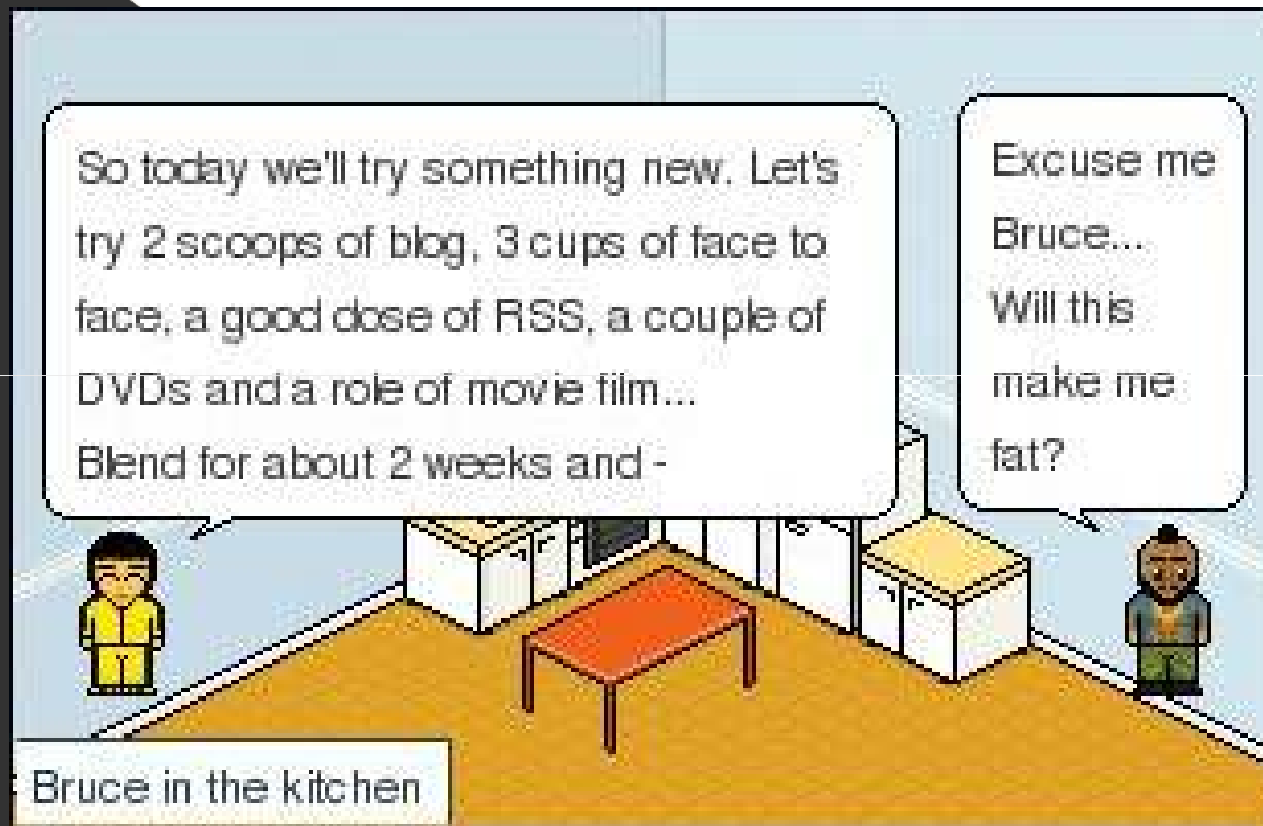
Today's learning must transform learning From Push to Pull



Adapted from:
Morrison(2003). *E-Learning strategies: How to get implementation and delivery right the first time*. Hoboken, NJ: John Wiley

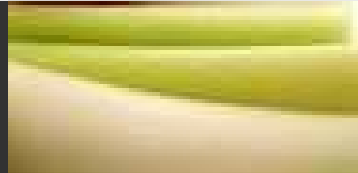


What is a good blend?



<http://blendedlearning.wikispaces.com/Setting+up+for+blended+learning>

Which represents a good blend?



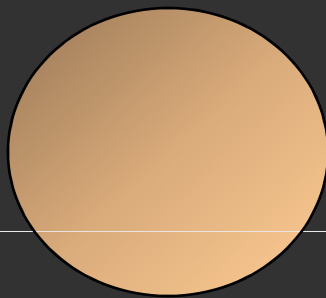
How do we blend?



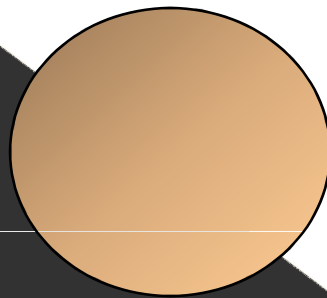
Four levels of blend

- Level 1 – Component
- Level 2 – Integrated
- Level 3 – Collaborative
- Level 4 – Expansive

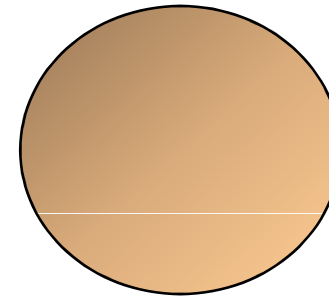
Level 1 - Component



+



+



Component 1

Component 2

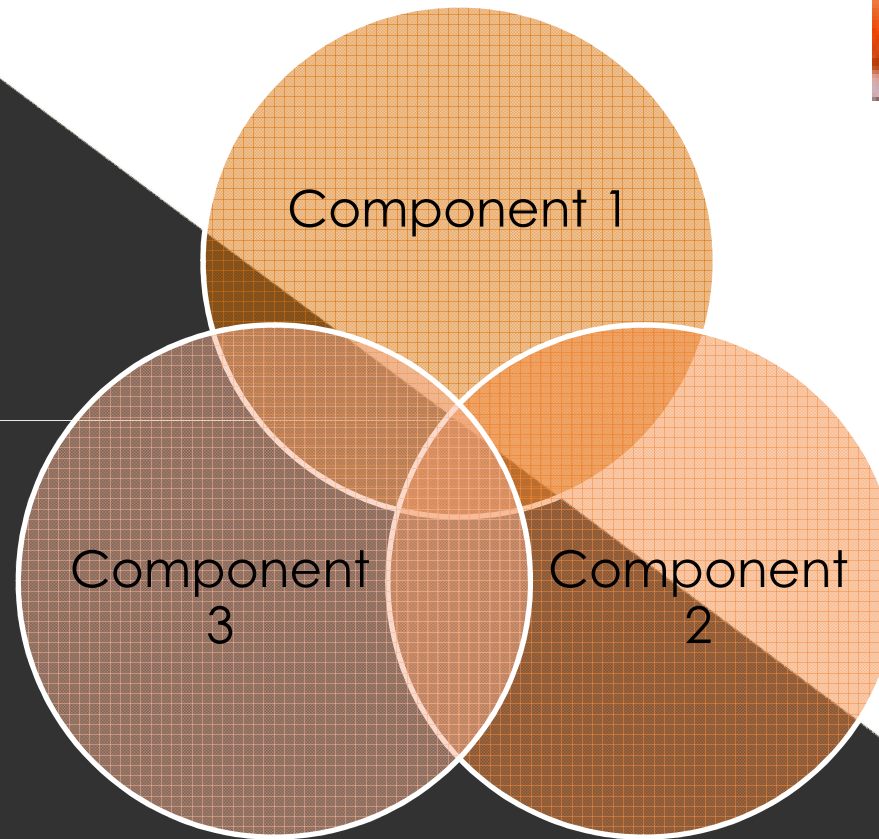
Component 3

Separate delivery channels strung together to make a simple blend.

Each can function effectively on their own if the others did not exist.

Suitable for experienced learners who prefer to choose when and what to choose.

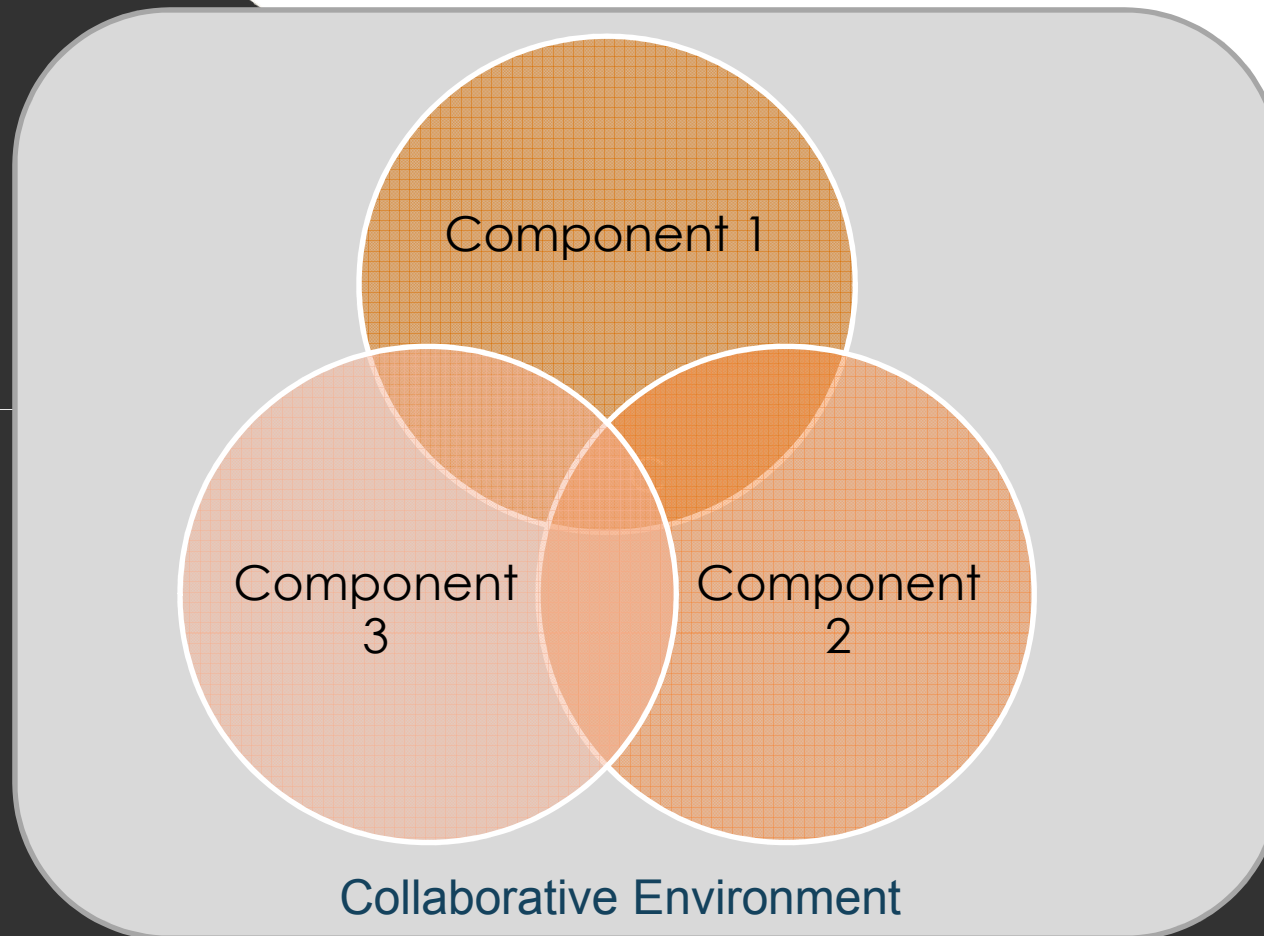
Level 2 – Integrated



Each component is designed with others in mind.

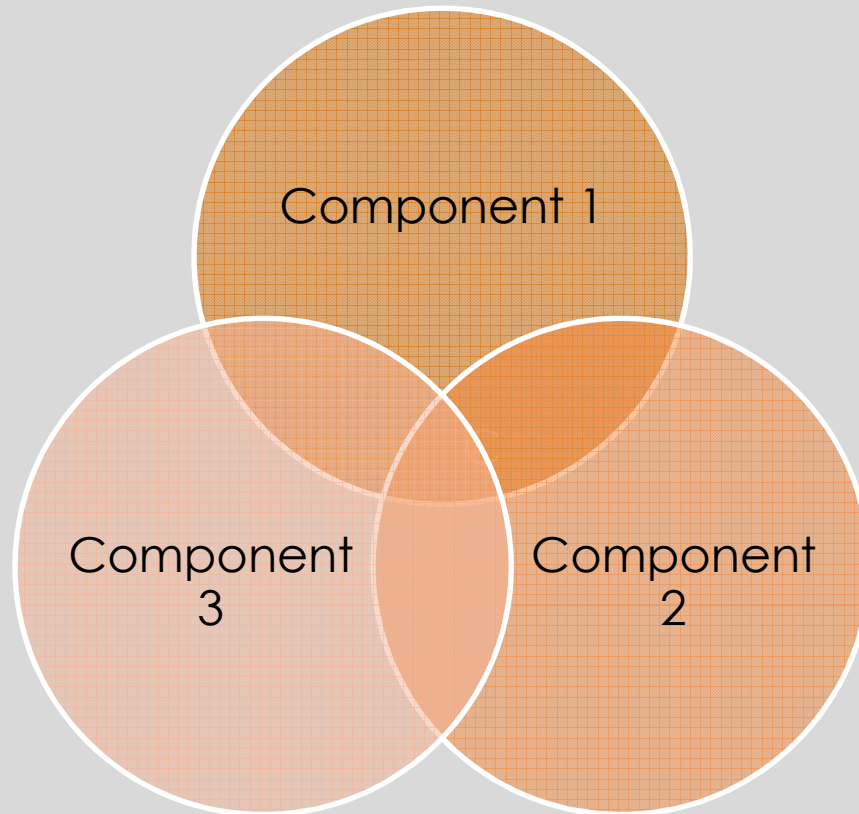
There is cohesion and unity among the components.

Level 3 - Collaborative



Further cohesion among the components and learners by providing f2f or electronic tutoring, coaching or mentoring and/or collaborative facilities.

Level 4 - Expansive



Collaborative Environment



Beyond
traditional
techniques

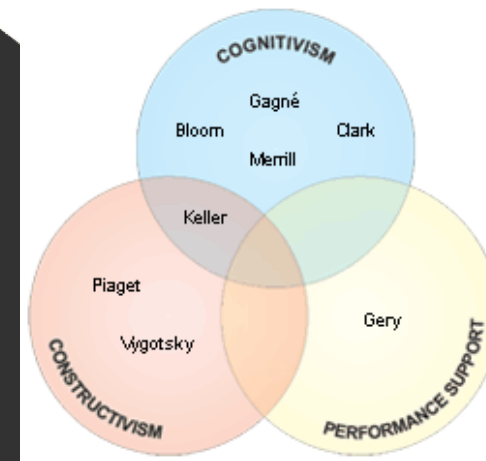
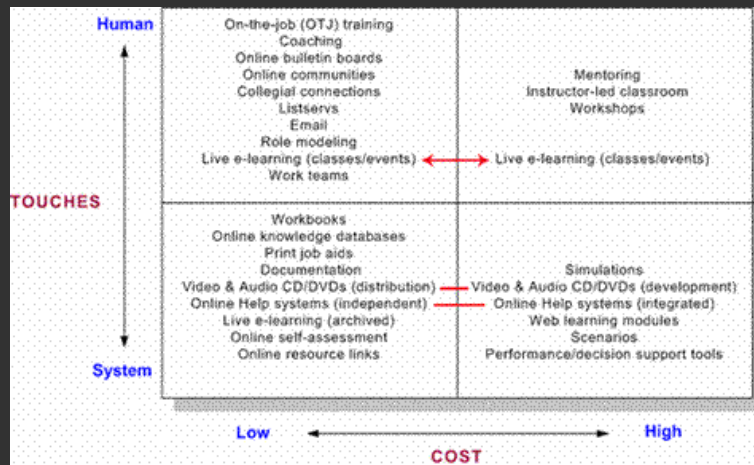
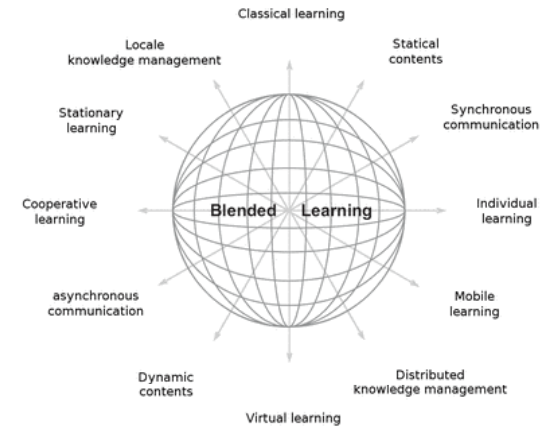
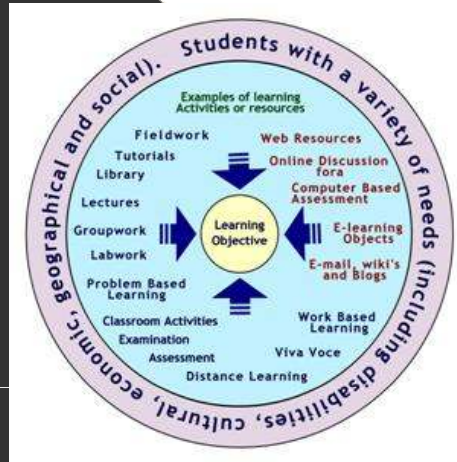
Learning goes beyond the boundaries of the predictable components of formal learning into the workplace, use of offline print resources, use of electronic media, the web and m-learning.



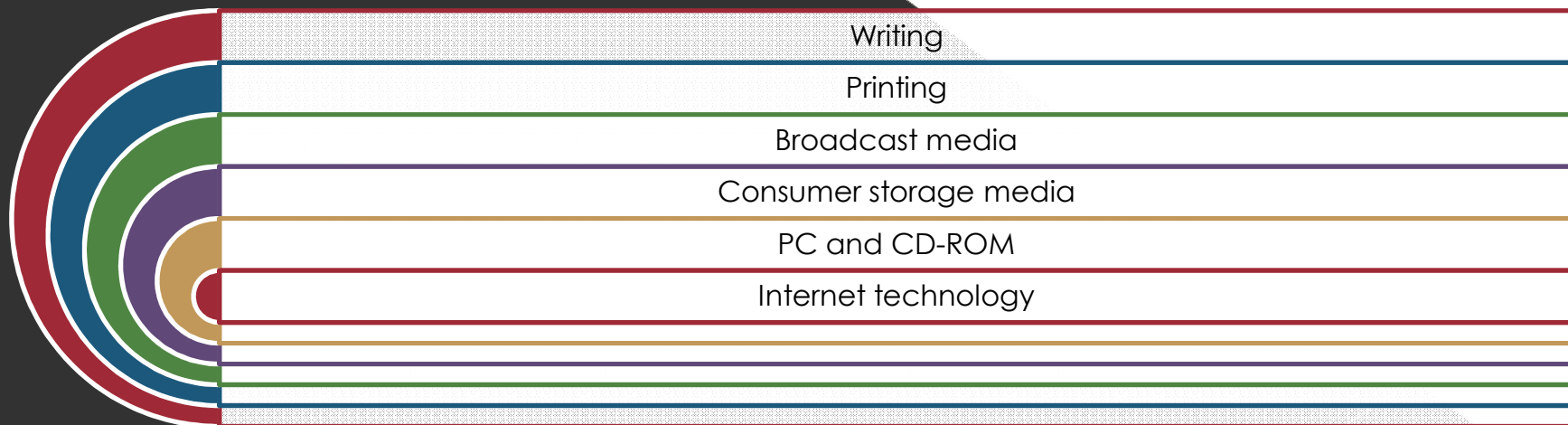
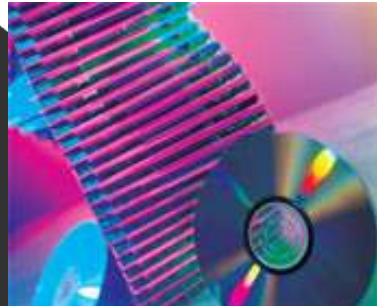
Part II

Designing a blended learning
environment

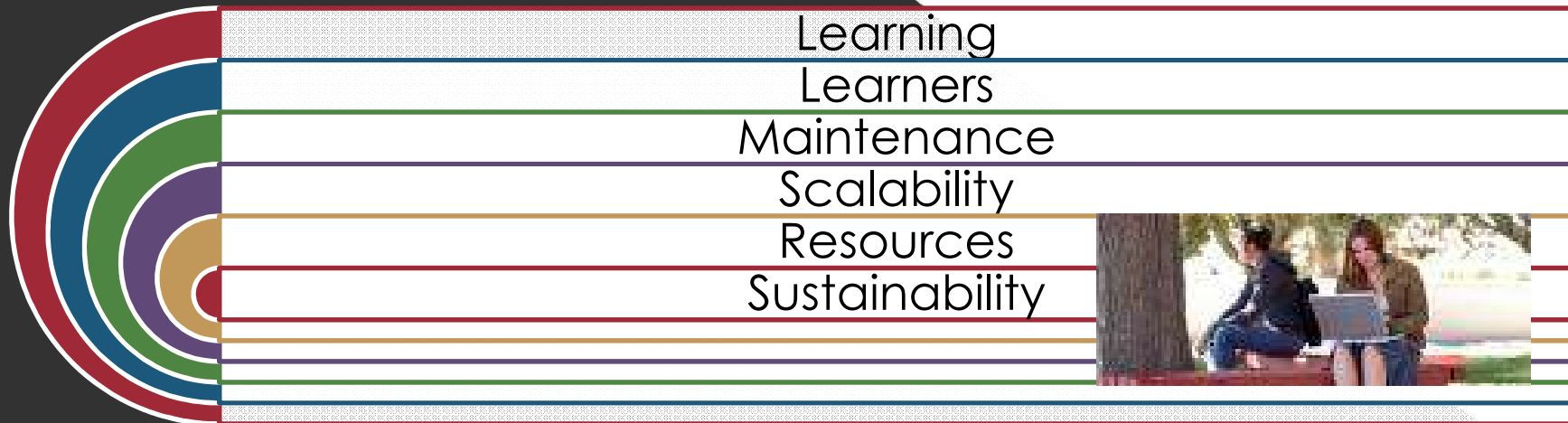
Remember the models?



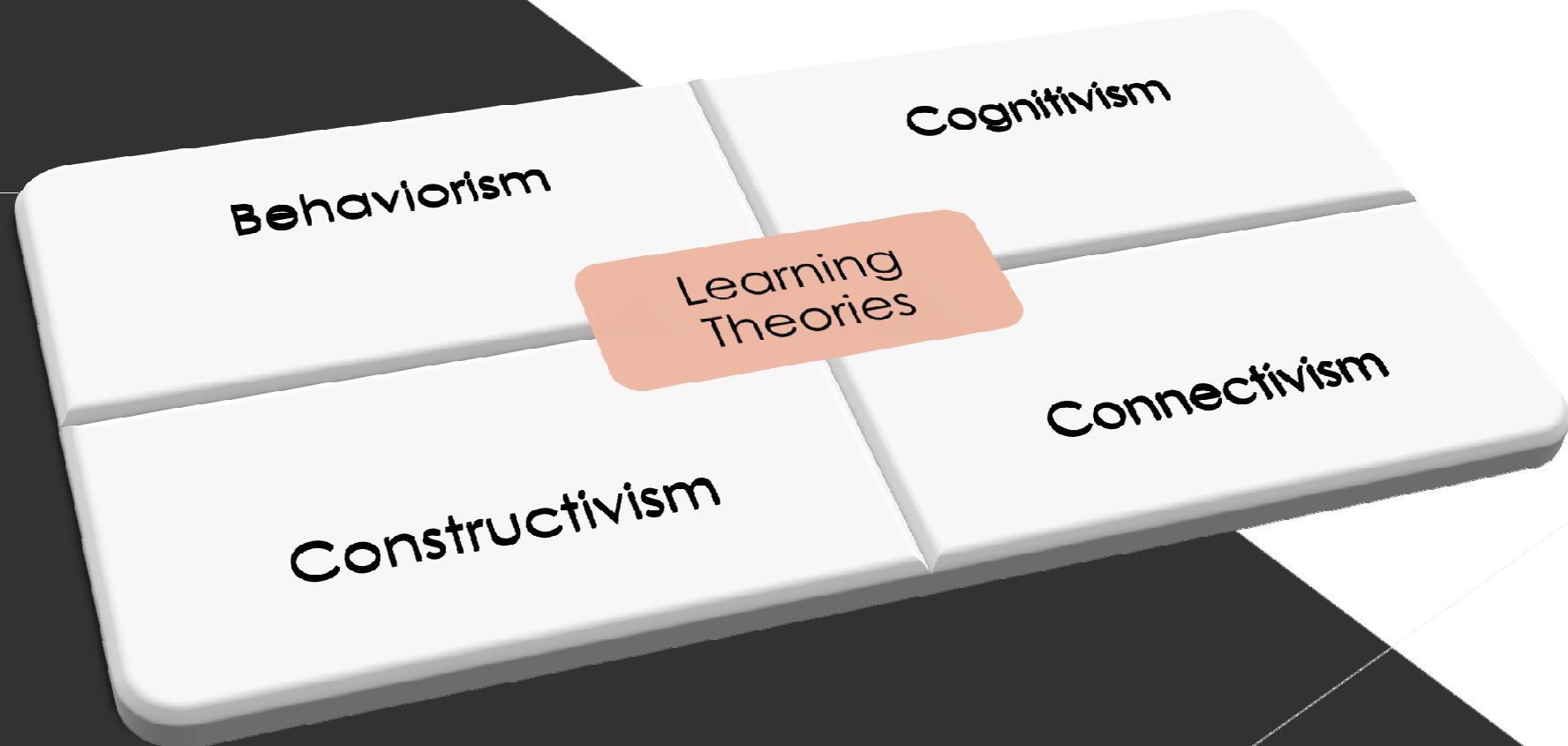
The models have incorporated old and new media (Clark, 2003)



The models have considered six important factors (Clark, 2003)



Learning factors (based on learning theories)



Learning factors (Five key ingredients)

(Carman, 2002)

Live Events

- Synchronous and instructor-led

Self-paced learning

- Individually based at own speed and in own time

Collaboration

- Environments supporting communication and discussion

Assessment

- A measure of learning transfer

Performance Support Materials

- On-the-job reference materials that enhance learning retention and transfer

Learning factors (desired content and learning outcomes)

Knowledge

Aspirational
learning

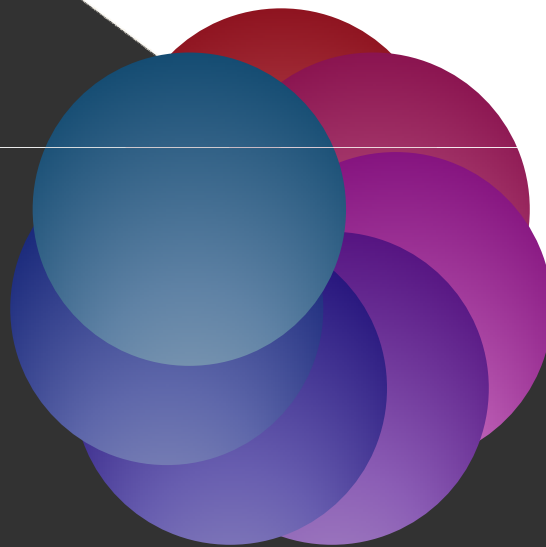
Procedural
skills

Attitudes

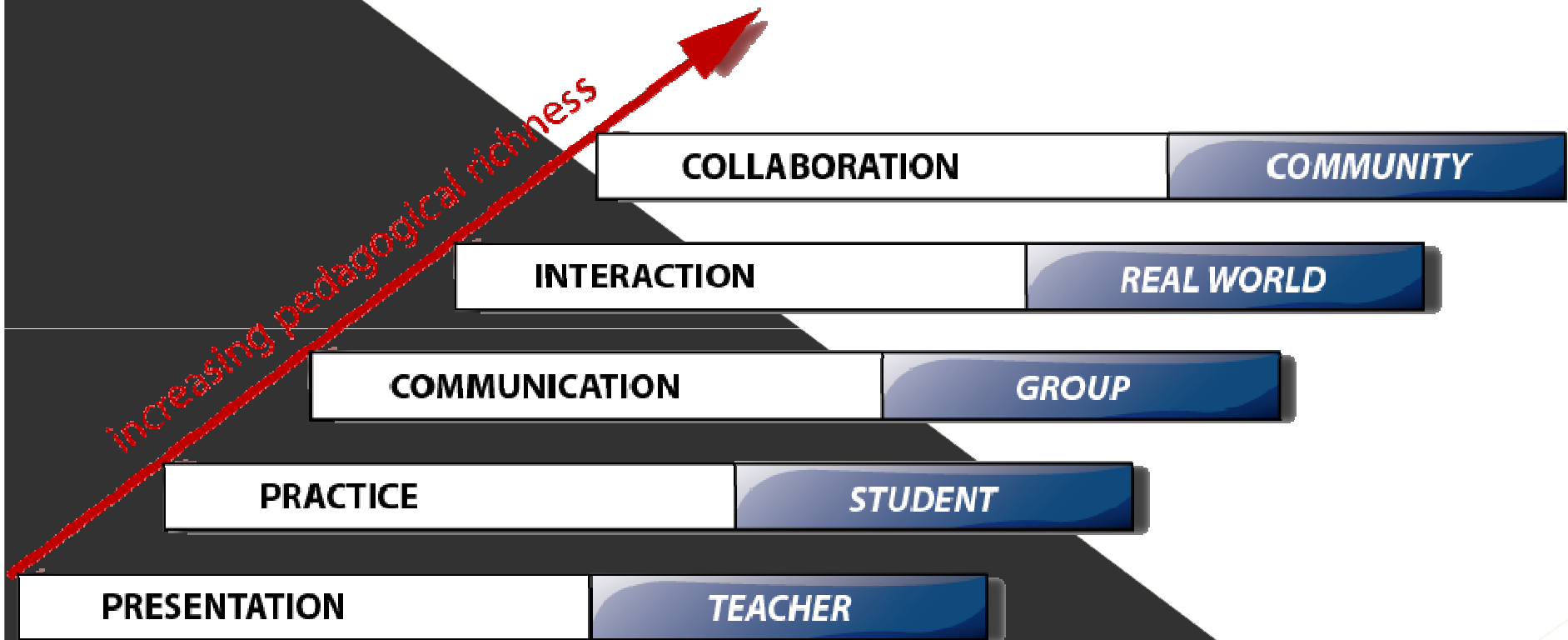
Mental skills

Psychomotor
skills

Interpersonal
skills



Learning Factors (Pedagogical Richness)



Learner factors (Learning Style - VARK)

Visual

Aural

Read/wRite

Kinesthetic

Maintenance factors

Related to
resource and
budget

- Distributable print and electronic media require low maintenance/easiest to maintain
- Classroom, online e-learning content and e-tutoring are somewhere in the middle
- Face-to-face learning, online collaborative learning and m-learning require high maintenance

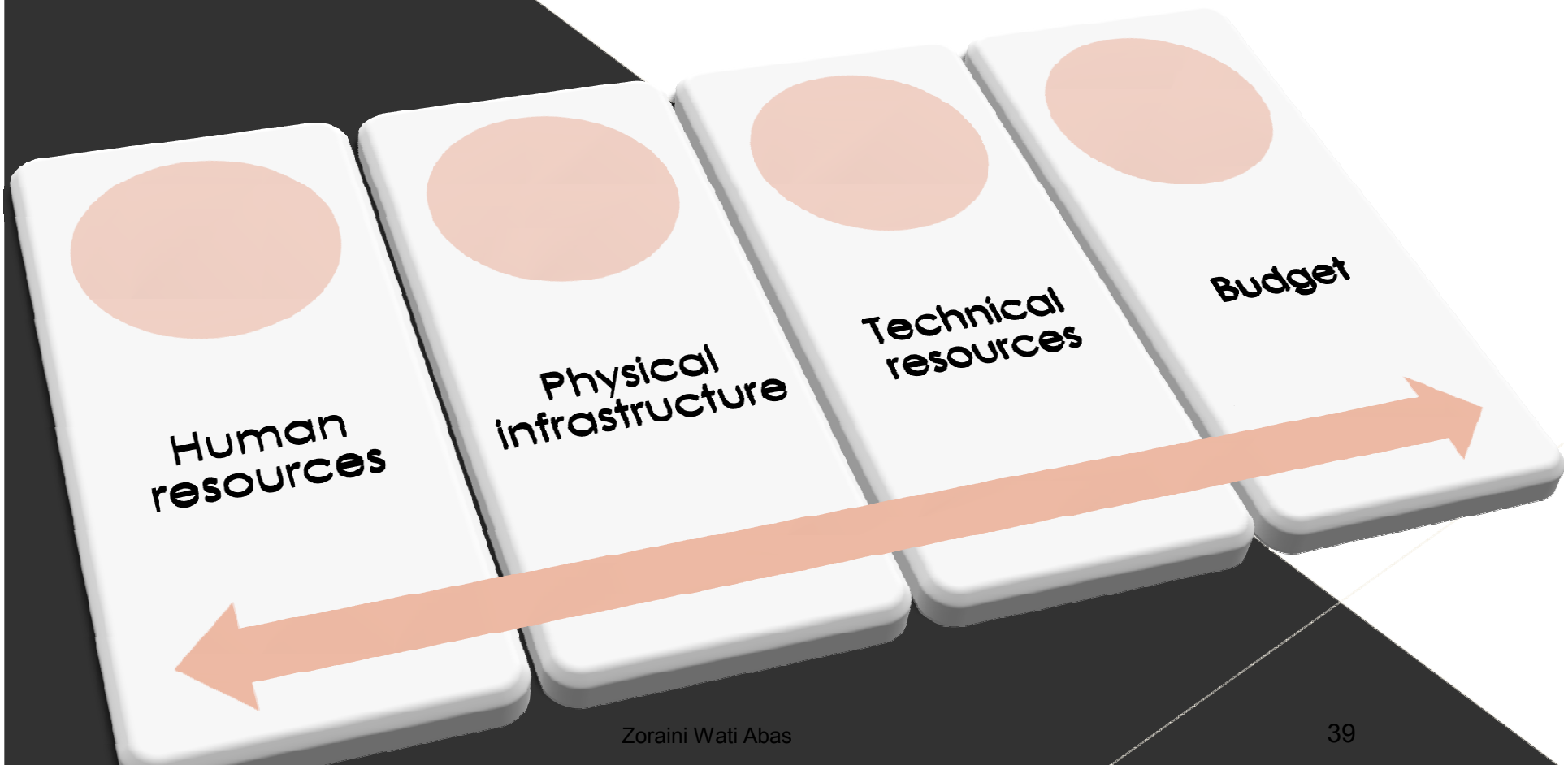
Scalability factors

Smallest number
of learners

Largest number
of learners



Resource factors



Sustainability for long-term success

Cultural resistance
(legacy, history,
social context and
institutional values)

- Openness to change
- Supporting learners on an ongoing basis through continuous support
- Good change management
- Introduction of new learning culture
- Ability of the blend to support an ongoing learning culture

Designing a blended learning environment

Select a course and determine the learning outcomes

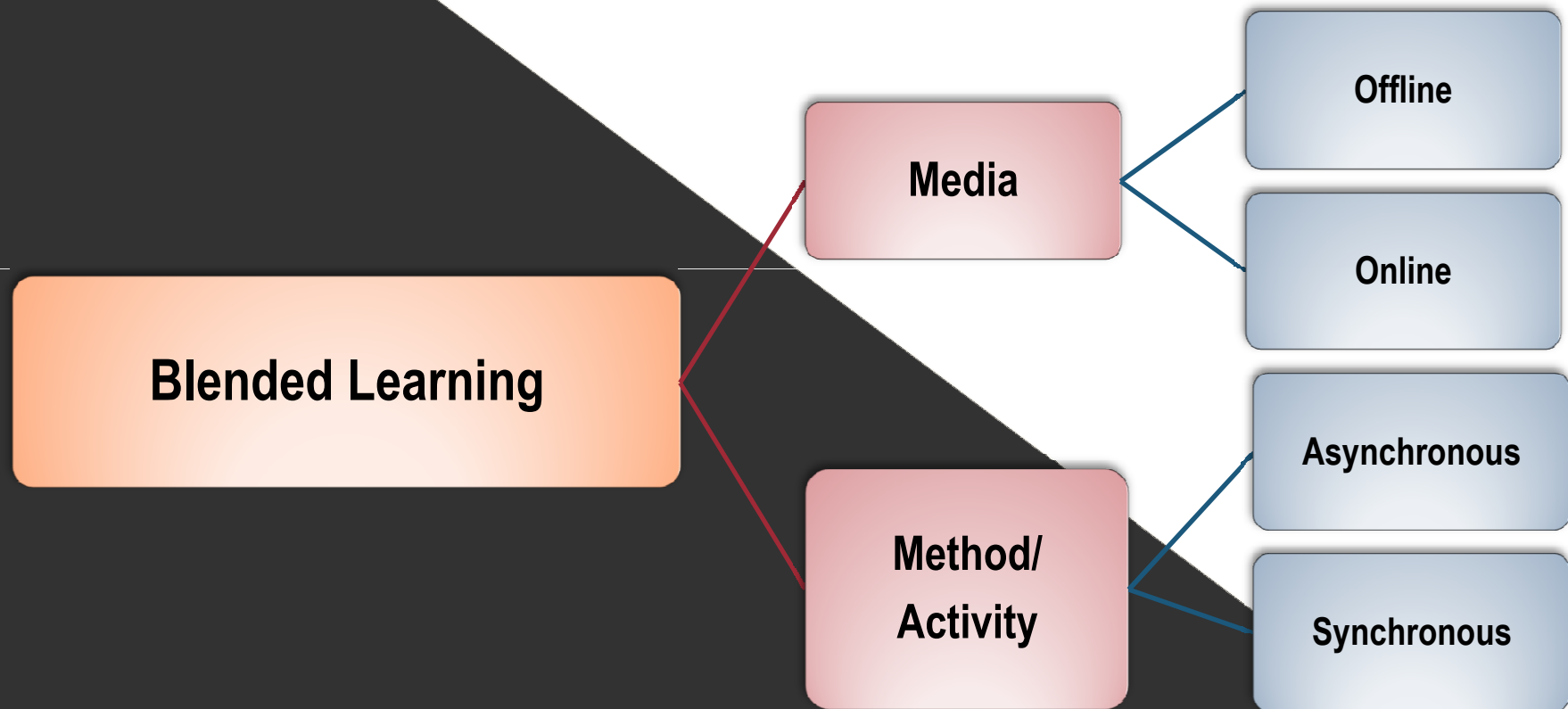
Visualise what are to be achieved by learners or assessed for transfer of learning

Think how best to provide the "instruction" or learning experience. Consider who your students are and the resources that can be made easily available.

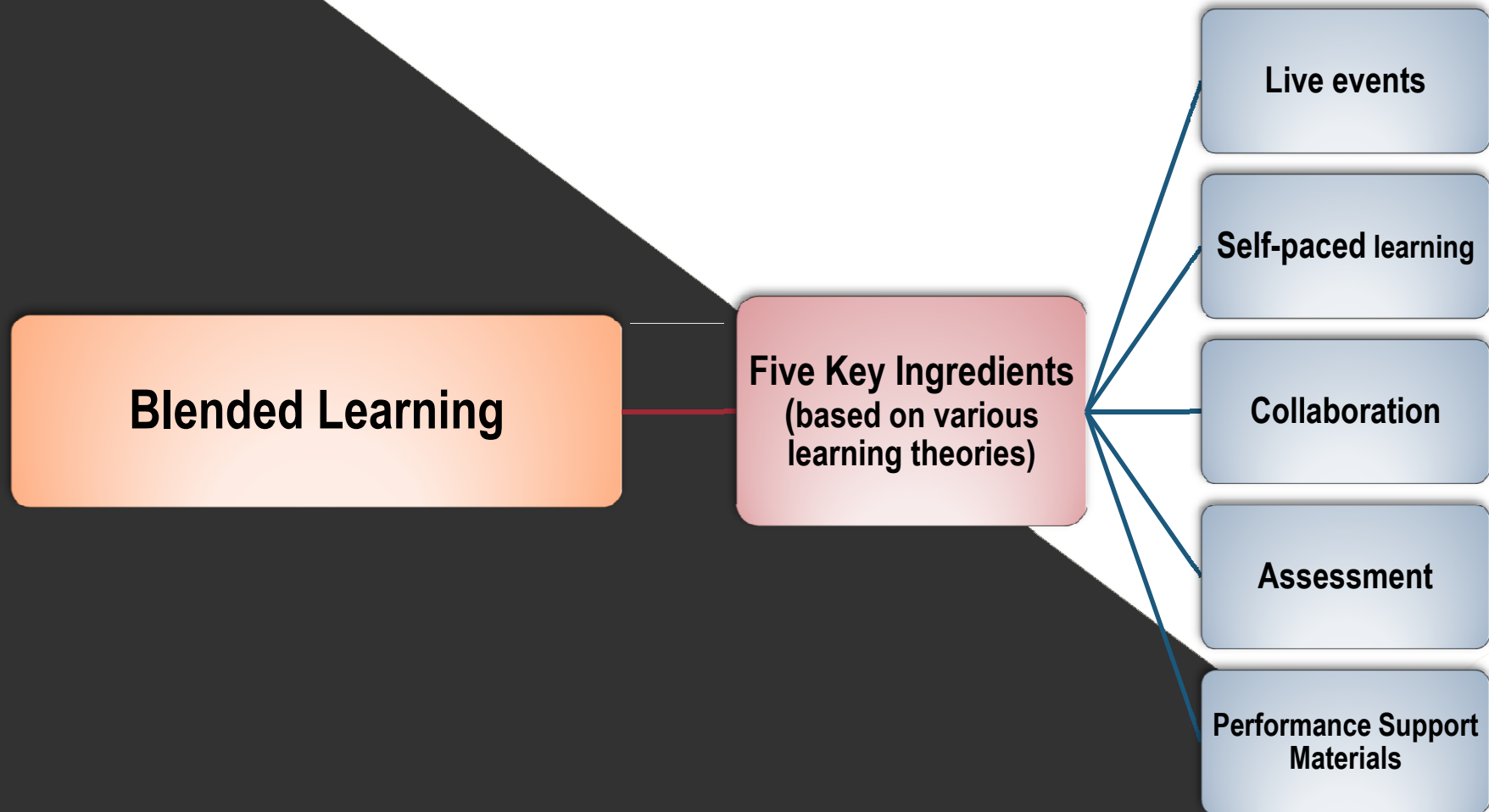
Design the learning experience. Make it meaningful, worthwhile and fun.

Evaluate and modify the learning experience where necessary

Ingredients for the blend



Ingredients for the blend

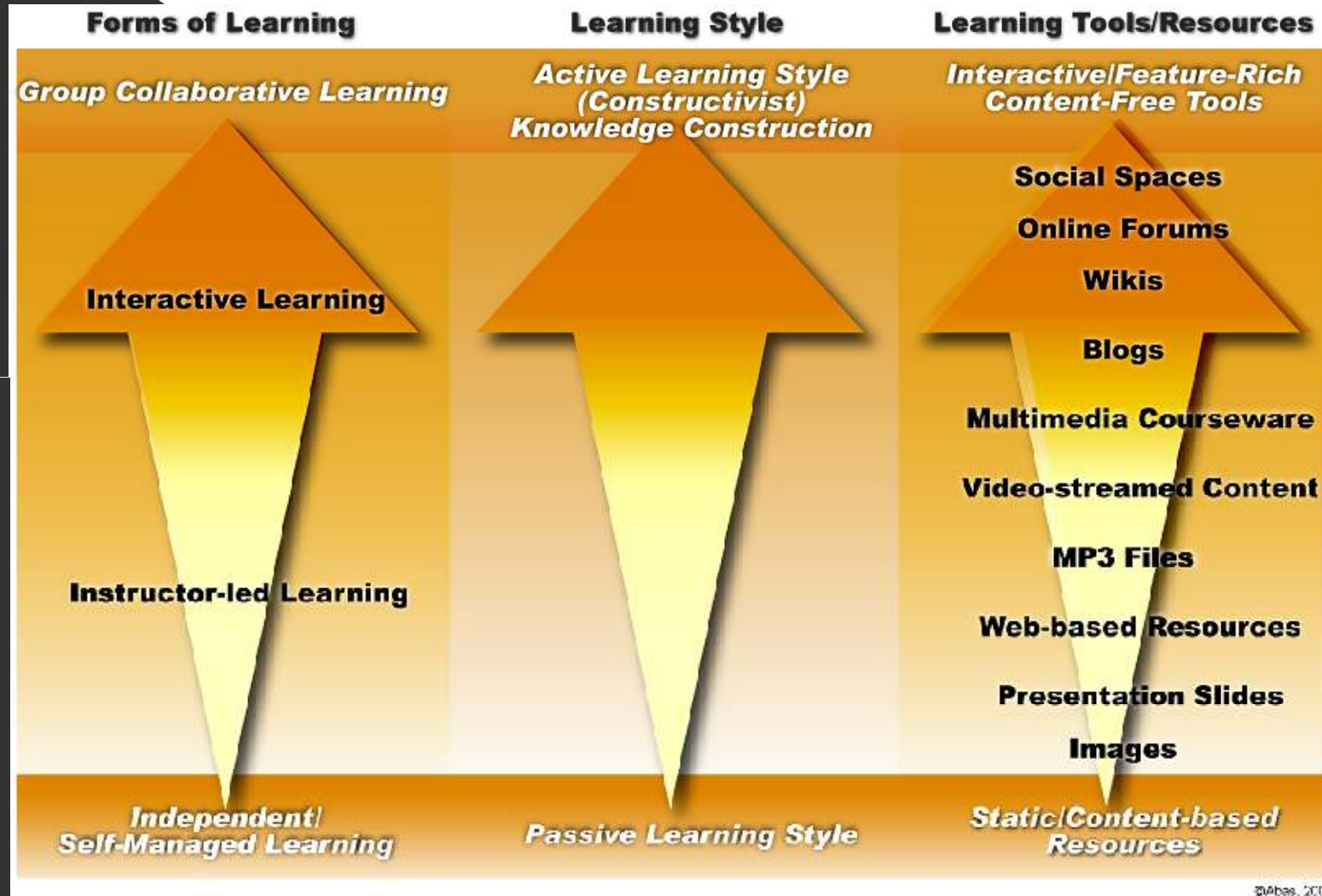


Activity

Develop a blended learning methodology for a selected topic in a course of your choice. Specify the following:

- Learning Outcomes
- Learning Activities/Media

Learning Matrix (Form, Style, Tool)



THE END • THANK YOU



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