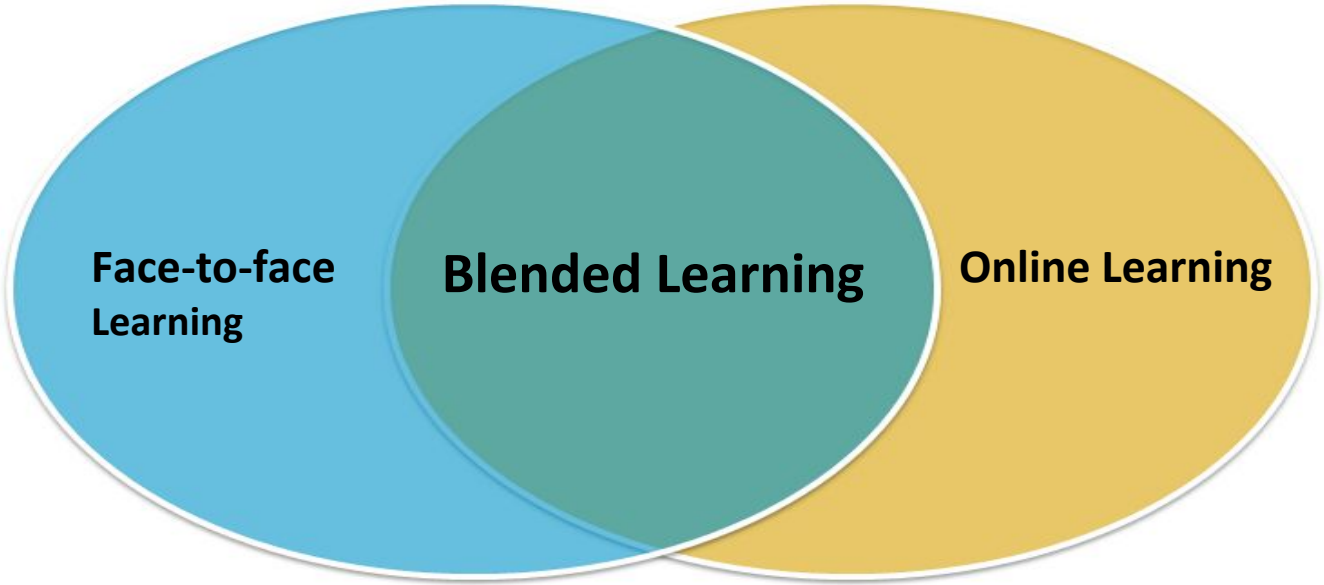
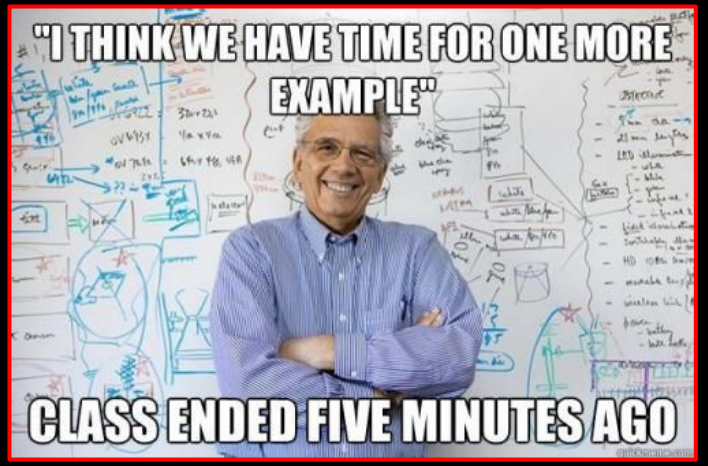
Designing Blended Learning Experiences



John McCormick | Director of eLearning Design


"I THINK WE HAVE TIME FOR ONE MORE EXAMPLE"
CLASS ENDED FIVE MINUTES AGO

Purpose

Use the online environment to:

- Enhance a face-to-face course
- Solve instructional challenges caused by missed classes
- Design blended course (Redesign “Weekend Courses”?)

Agenda

1. What is blended learning? (5-10)
2. Why blend? (5)
3. What are useful ways to think about blending? (5)
4. Examples of blending learning activities. (5-10)
5. Examples of technology tool use (15)

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6. (2 Activities) Practice blending: Case Study/Your courses (60)

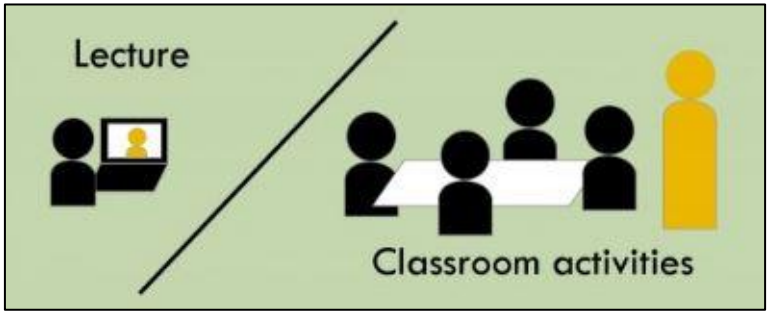
Blending: Initial Questions

- What do you wish you had more time for in class?
- What are your students most challenged by?
- What would help students be better prepared for in-class learning activities?

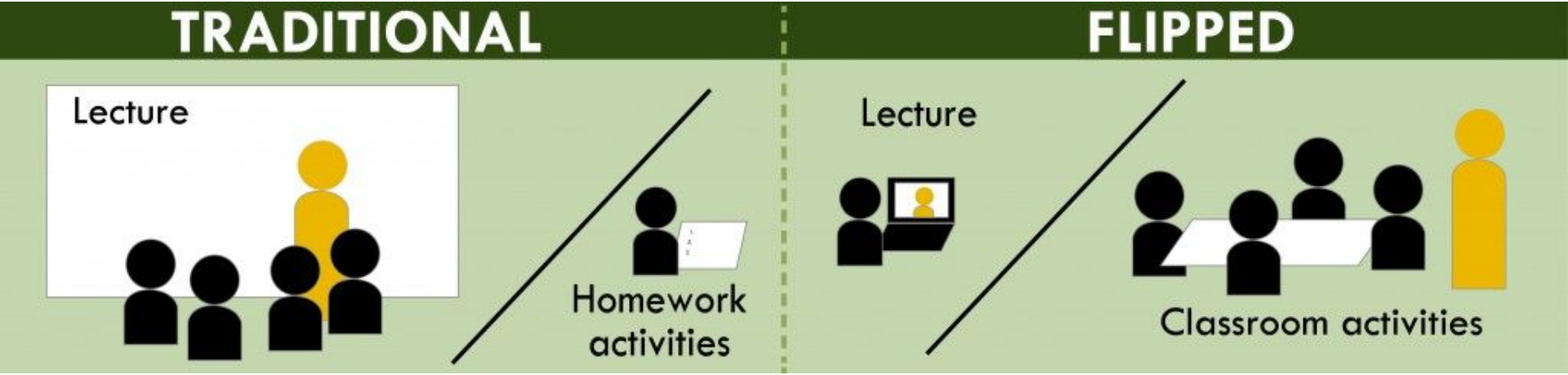
1: Defining Blended Learning

Conceptual Framework

Flipped Classroom → Blended Learning



Conceptual Framework: Flipped Classroom



Flipped Classroom explained

Image source:
http://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/flipping-the-classroom/

Flipped Classroom - Origins

1990

Eric Mazur- Harvard Physics professor

Moved from lecture-based to active learning during class time

Twilight of the Lecture

The trend toward "active learning" may overthrow the style of teaching that has ruled universities for 600 years.

by CRAIG LAMBERT

MARCH-APRIL 2012

Image Source: http://harvardmagazine.com/2012/03/twilight-of-the-lecture

Blended Learning/Hybrid Learning

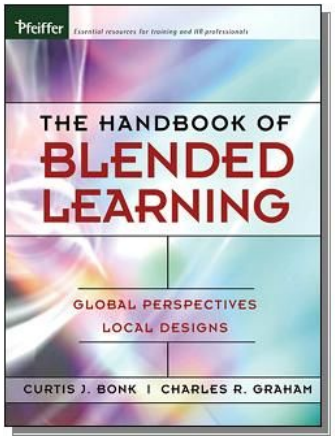
“Blended learning is the thoughtful fusion of face-to-face and online learning experiences “

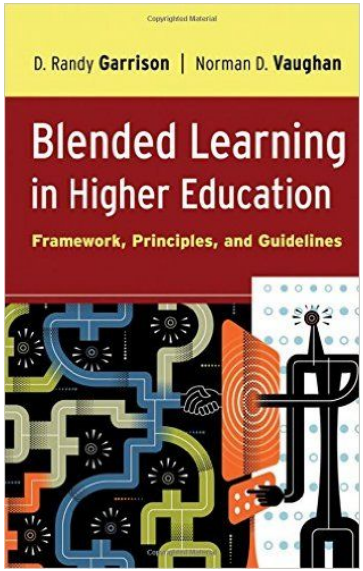
- Garrison and Vaughn,
  Blended Learning in Higher Education, 2007.

Image source: http://ayehu.com/

Origins of Blended Learning in higher education

- Garrison and Vaughn (1999 - Present)
- First Handbook of Blended Learning (2006)





Community of Inquiry

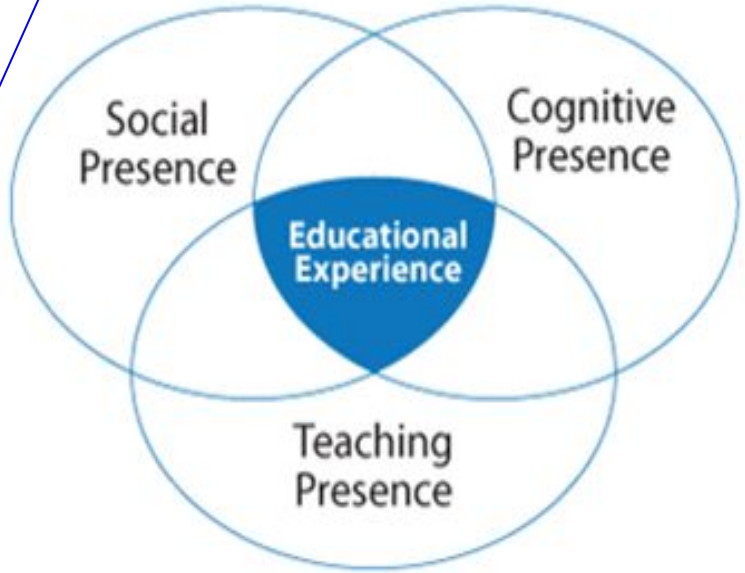


Image Source:
http://tti.montclair.edu/instructionaldesign/community-of-inquiry/

blended

face-to-face | classroom aids | flipped | hybrid | fully online (distance)

no technology (delivery) all technology

http://www.tonybates.ca/2015/02/21/10-key-takeaways-about-differences-between-classroom-blended-online-and-open-learning/

2. Reasons to blend

- expand pedagogical opportunities to foster participation, active learning, and metacognition
- support reflective learning
- balance participation of students with varying learning and communication styles
- help students gain skills in communicating effectively in multiple modes
- Improve sharing of work/accountability/communication

Research: 2009 Meta-analysis (online, blended, face-to-face)

- Of 3 modes, blended learning best enhanced curriculum
- Students who had part or entire course online achieved superior learning outcomes ($g+= .25$, $p < .001$)
- Contrasts of face-to-face and blended had large positive effective sizes in learning outcomes in favor of blended courses ($g+ = .35$, $p < .001$)
- Controlling for time on task, course with any online component still had better learning outcomes ($g+ = .19$, $p < .001$)

Means et al., 2009

More Research: 96 BL Studies (2014 Meta-analysis)

Modest but significant added benefit of blended learning:

"In terms of percentile difference, students at the median of the control condition (i.e., no BL) would be expected to be 13.0 % higher in achievement had they experienced the BL conditions." (p. 115). Their average effect size was in line with Means et al.'s (2009) at g+= 0.334 (k=117).

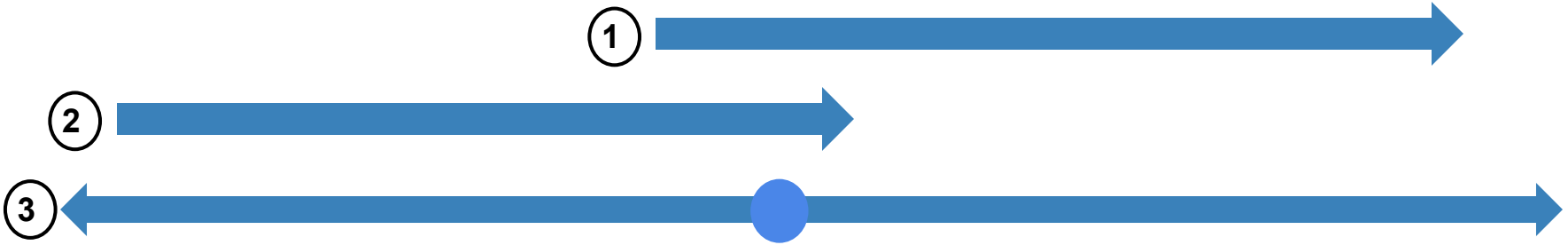
Bernard et al. (2014)

3: Heuristics: Ways to think about blending

"...approach to problem solving, learning, or discovery that employs a practical method not guaranteed to be optimal or perfect, but sufficient for the immediate goals..."

Face-to-face time as bridge

Online time **Face-to-Face time** **Online time**



Before- During- After

Before	F2F	After
• Quizzes • Discussions • Prep readings/ activities	• Refocus class time • Important/ difficult topics • Discussions • Case studies • Application activities	• Extend discussion • Reflection • Synthesis • Remediation • Collaborative work

Overarching Questions: enhancing face-to-face courses

- What do I wish I had more class time for?
- What is the most efficient use of face-to-face time?
- What do students struggle with?
- What knowledge and skills would be supported best by interactive/collaborative face-to-face learning experiences?

Guiding Questions: Learning Activities

1. Can non-interactive portions of learning activity(ies) be moved online?
2. Can any learning activities use both environments in an integrated way?
3. What in-class learning might be enhanced through online reflection?
4. Can the online environment facilitate sharing or peer review of work?
5. Can online activities help students be better prepared for, more engaged with, or more collaborative during in-class learning activities?

4. Blended Learning Examples

Blended Example 1: Discussion

Face-to-face version:

1. Instructor writes guiding questions on the board for reviewing key concepts in the readings.
2. Students work in small groups to discuss. (instructor walks around the room, checking progress, probing, etc.)
3. Each group is asked to report out to the class/Instructor facilitates whole-class discussion, synthesizing ideas, themes, etc.

Blended Example 1: Blended Discussion

Online:

1. Students respond to question prompt posted by instructor.
2. Students respond to classmates' initial posts.
3. Instructor monitors and then reviews online discussion, looking for issues to deepen discussion with follow-up questions or other in-class activity (unresolved issues, disagreements, areas to deepen or extend discussion, etc.)

Face-to-face:

4. Using online discussion as a springboard, continue discussion in small groups and/or whole-class OR begin related learning activity (perhaps an exercise applying ideas discussed online)

1. **Blended Discussion**

Potential Benefits:

- Improve subsequent face-to-face discussion/interaction
- Balance strengths of varying student learning preferences
- Reflection time can enhance discourse
- Reticent students less so in discussions that begin online
- Even participation more easily achieved
- Recorded- can be used as artifact in classroom/reflective work
- Class time savings

Challenges:

- Designing effective discussion prompts
- Managing two environments

Blended Example 2: Blended Presentation

Face-to-face version:

1. Students select idea for presentation w/approval of instructor.
2. Students create presentation.
3. Each student delivers individual presentation (15-20 mins.)
4. Class and instructor asks questions/discuss in a Q and A session (10-15 mins.)

Blended Example 2: Blended Presentation

Blended version:

1. (Online) Student create narrated presentation using VoiceThread or CaptureSpace Lite.
2. (Online) Classmates select 3 presentations and post questions for presenter to answer. Instructor may post questions to selected presentations.
3. (F2F) Presenter comes to class prepared to answer the online questions and subsequent live follow-up questions from audience.

2. Blended Presentation

Potential Benefits:

- Time to reflect can improve questions and answers, deepening discourse around presentation
- Significant class time savings
- Recorded presentation allows practice of a new skillset
- Artifact can be used in student portfolio

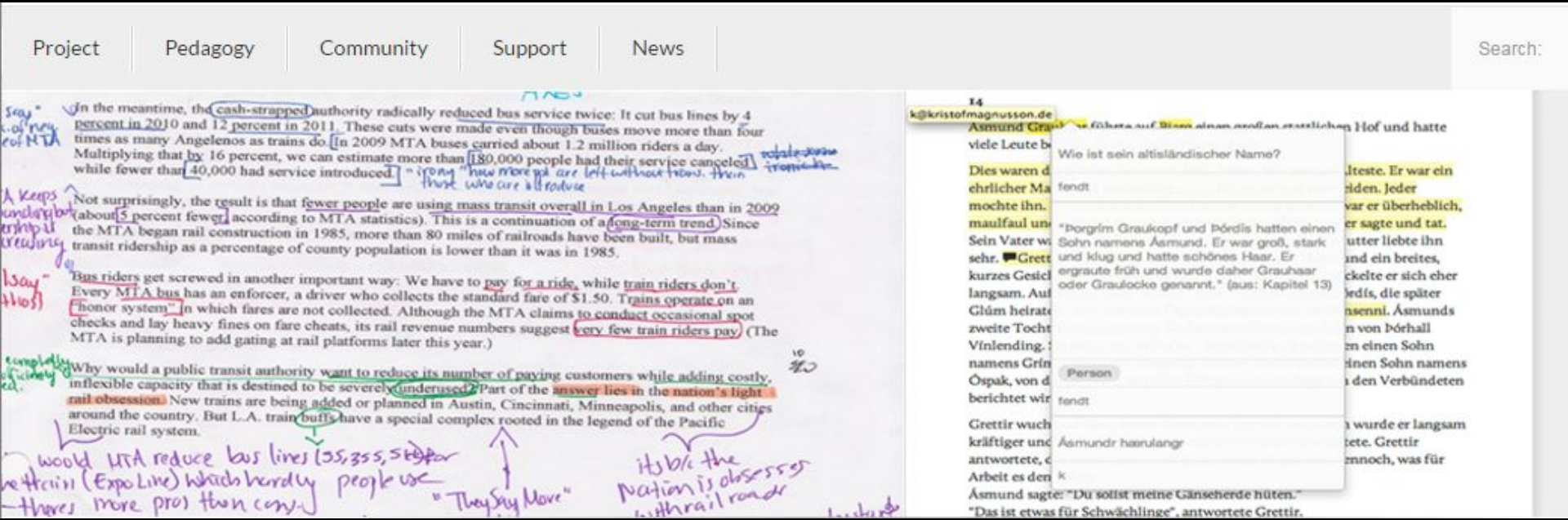
Challenges:

- Students need to use a (potentially) new tool
- Recorded presentation is a different skillset

Blended Example 3: Collaborative Annotation

- No analog to face-to-face classroom
- Collaborative knowledge-building/sharing experience.
- Broad range of pedagogical uses.
- Based on continuous sharing of notes taken within the reading environment.

Transformation: Collaborative Annotation



Transformation: Collaborative Annotation

Students annotate in groups of three, with specific annotation tasks for each group. By focusing each group on a specific task, they ***collaboratively built a set of annotations that covered a number of categories of textual analysis.***

- “very helpful to be able to see other people’s annotations and ideas to further progress my own thoughts and understanding of the reading”
- students “took away from this how individualized annotations approaches can be when students are working on their own. So ultimately they will leave this class and be writing papers for other classes, and they will have so much more insight in how other people annotate that they can adapt into their own.”

3. Collaborative Annotation

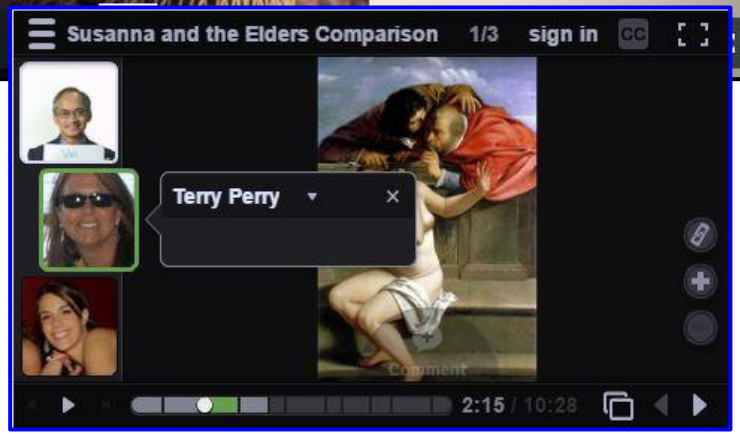
Potential Benefits:

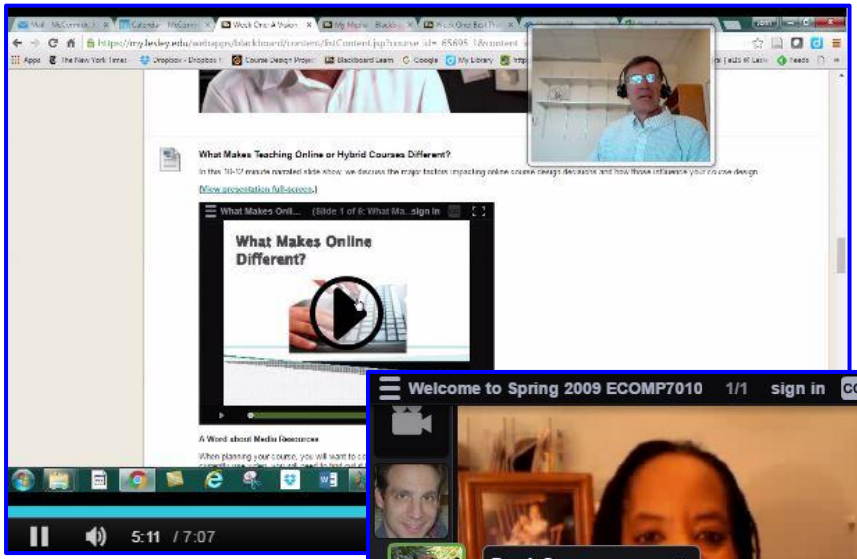
- Allows a level of knowledge-building and sharing impossible (?) in face-to-face environments.
- One learning environment- The reading is the learning environment rather than two separate environments (individual note-taking + discussion).
- Could replace some discussions.
- Students encouraged to metacognate, learning from other learners' annotation methods and thinking (Makes their thinking "visible")

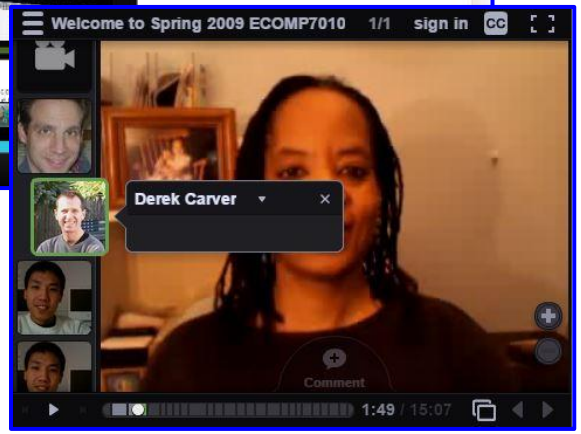
Challenges:

- FERPA- potential privacy concerns
- Learning activity carefully designed to fit tool capabilities

5: Technology tools in context







6A: (Activity) Case: Transforming a group project

1. Review case in groups of 4-5
2. Outline the learning activity (take notes):
   a. Steps in the learning activity (what are the students/instructor doing?)
   b. Time between steps and location of student work (online or face-to-face)
   c. Technologies you considered
   d. Challenges and reasoning behind choices
3. One group member share out notes from step #2. Please attempt to address Professor Asgaard's questions.

6B: (Activity) Identify Opportunities for Blending

In groups of 3-5, Identify/discuss how you might use online environment to enhance your course(s)

Protocol:

1. Using handout, consider opportunities to blend.
2. Whomever has an idea, immediately share it, however **undeveloped** it may be. (Not everyone has to have an idea.)
3. Discuss for 15-20 minutes.
4. Share out with whole room.