Blending to learn, learning to blend

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YORK UNIVERSITÉ UNIVERSITY IRLT

My focus today…

1. What is blended learning?

2. Why should it interest you?

3. How you can get started?

1. What is blended learning?

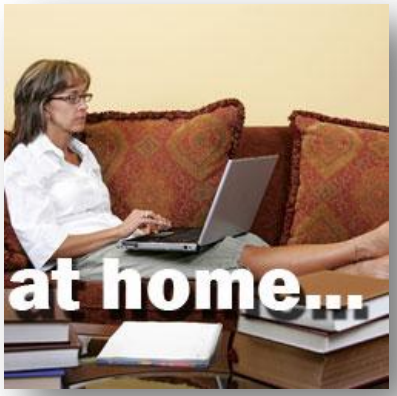
Basic definition

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. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

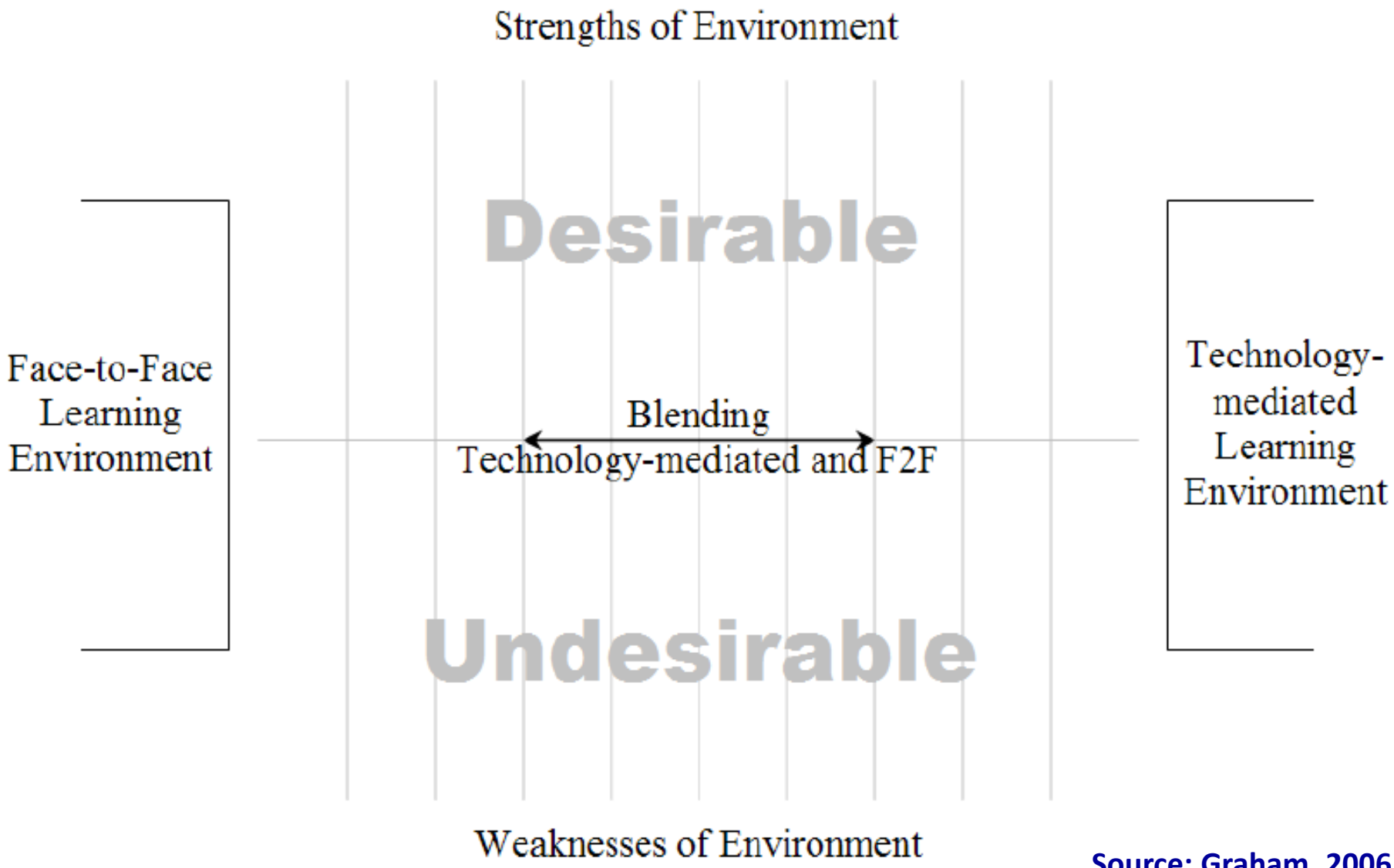
Source: Sloan-C report Blending-In

“Best of both worlds” def’n.

Blended learning is an approach to course design that brings together the best of both face-to-face and online learning.

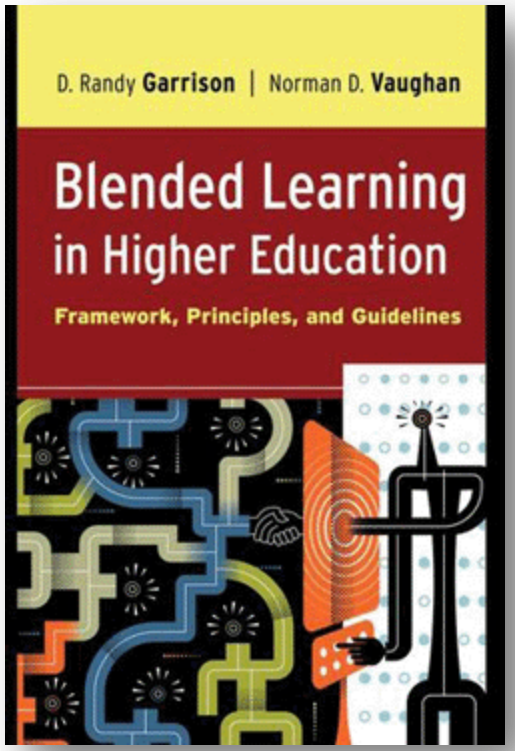


Takes best advantage of both worlds



Source: Graham, 2006

“Enhancing learning” def’n.

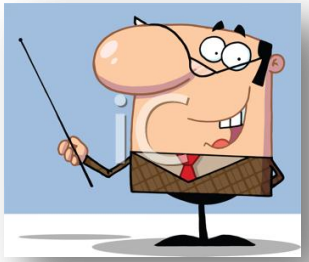


The thoughtful fusion of face-to-face and online learning experiences…so that face-to-face oral communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience.

(Garrison & Vaughan, 2008)

2. Why should blended learning interest you?

Student perspective



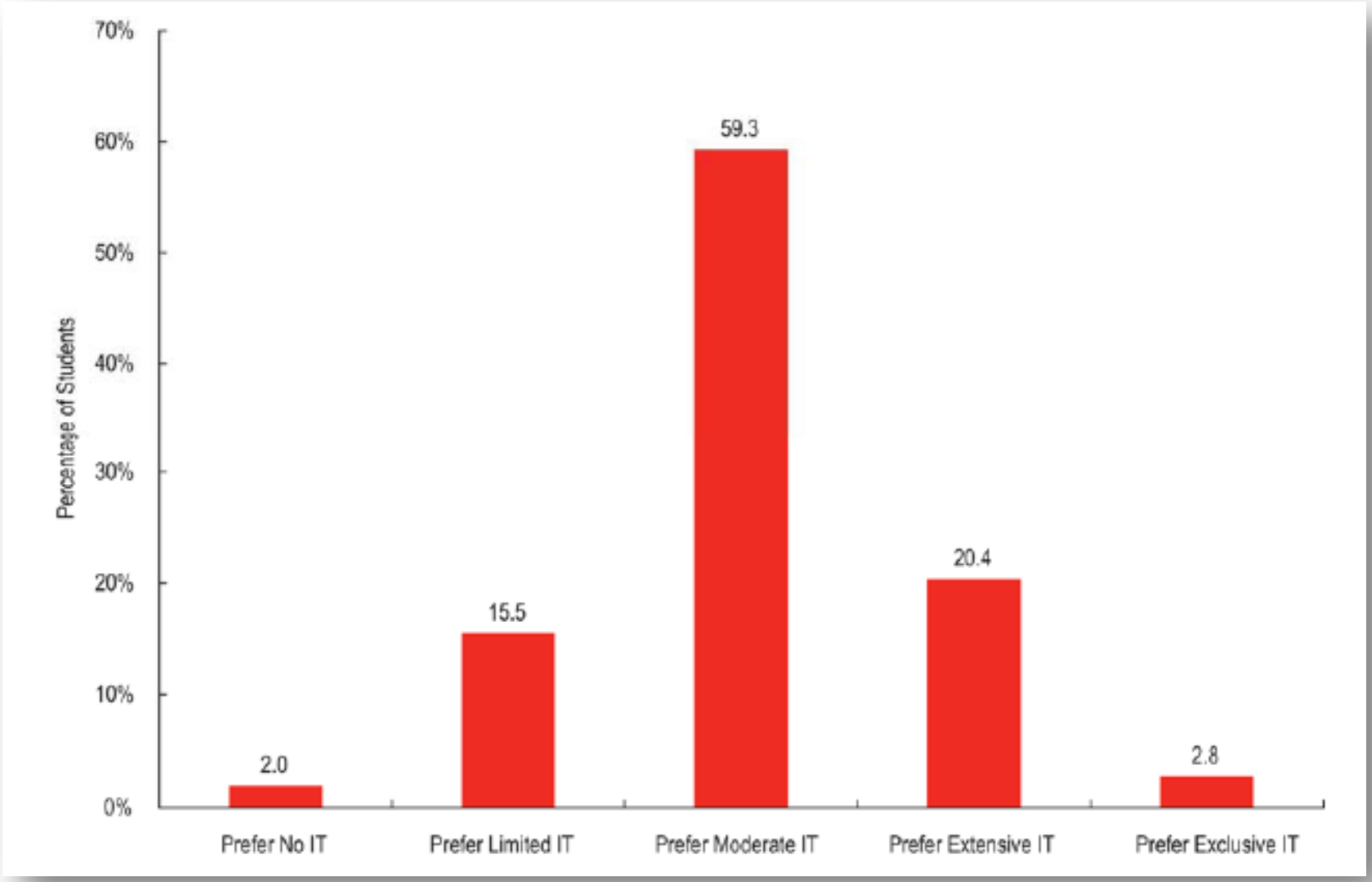
Faculty perspective

Institutional perspective

Student Perspective: Blended learning clearly improves accessibility

Allows for flexibility in students' study, work, and life balance

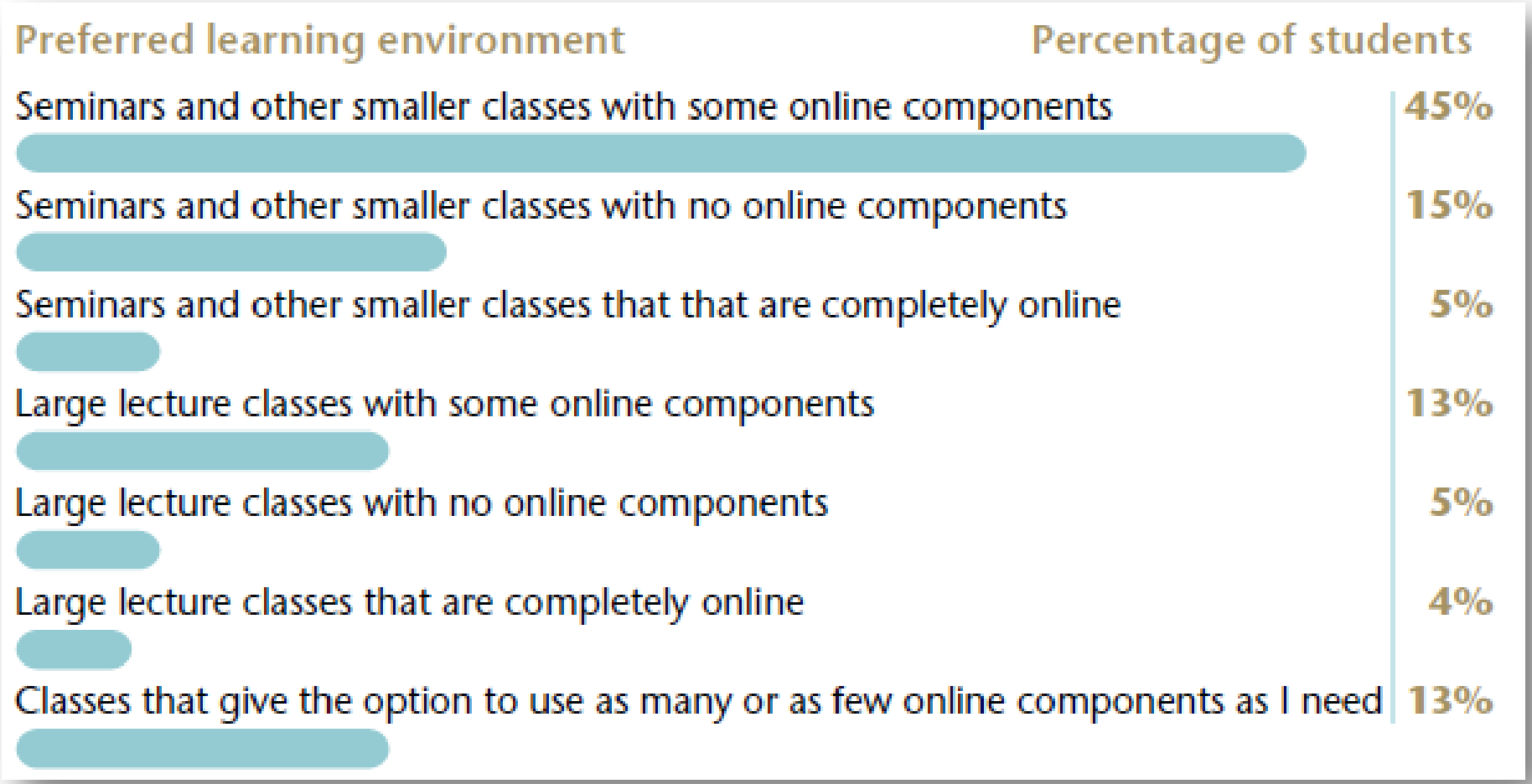
Students don't want "all tech, all the time"



ECAR 2007 survey n= 27,675

They prefer blending…

52% in doctoral



ECAR 2011 survey (n=3000)

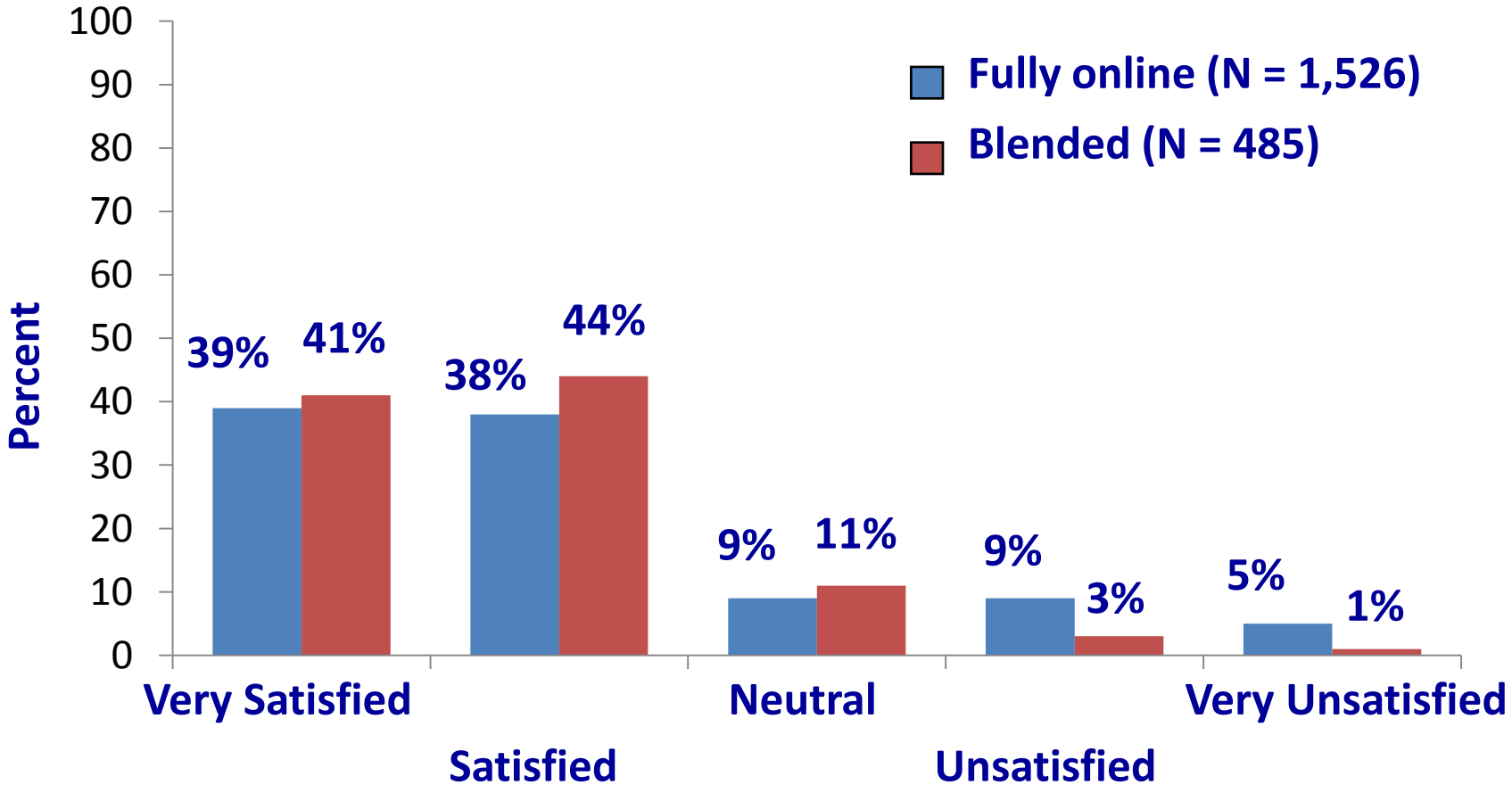
Students indicated strong satisfaction in my survey of Canadian 8 universities (n=2,714)

"Overall, I am quite satisfied with this [blended] course" – average 70% (range 65-100%)

COHERE.ca
CANADA'S COLLABORATION FOR ONLINE HIGHER EDUCATION AND RESEARCH

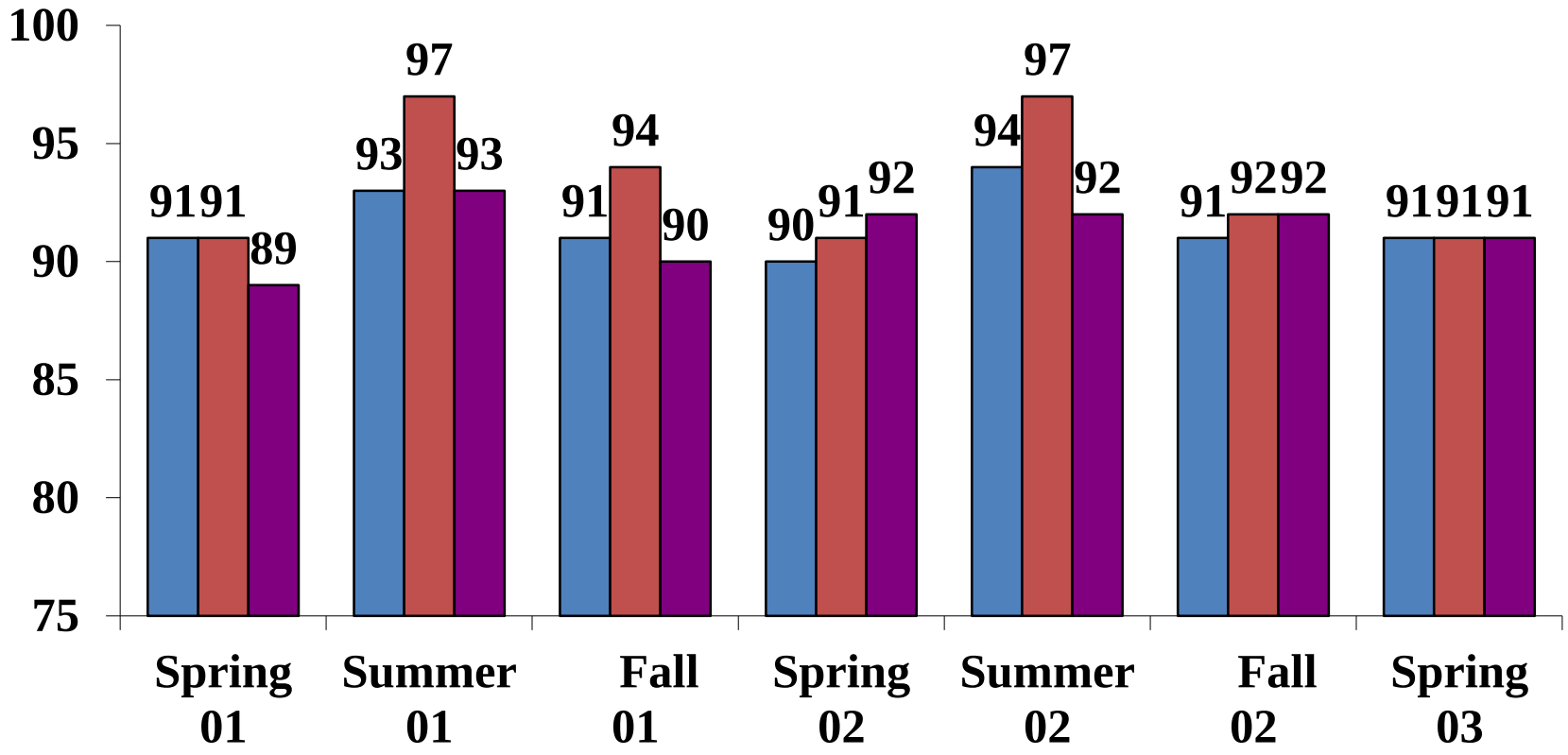
http://irlt.yorku.ca/reports.html

Students more satisfied with blended than fully online courses



Dziuban & Moskal, Univ. of Central Florida (n.d.)

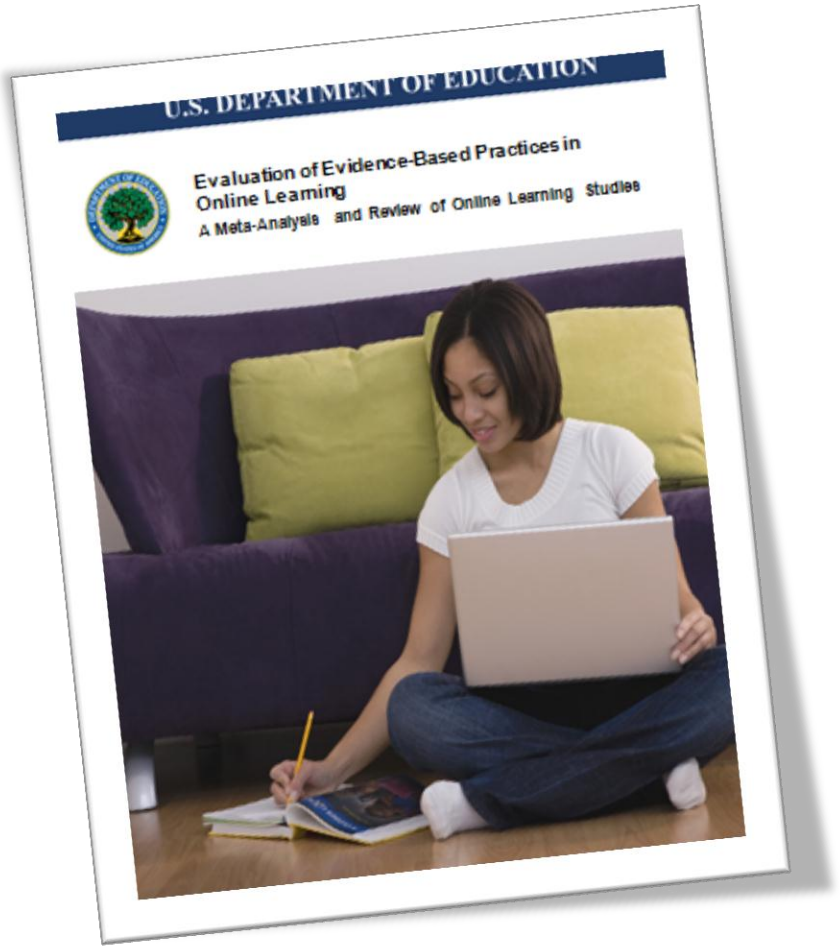
BUT, what about improving learning?



Total N= 139,444 students

Dziuban & Moskal, Univ. of Central Florida (n.d.)

Further evidence…



"Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction."

(51 studies, effect size = +0.24)

A student's perspective…

Challenges for students

- Transition – from a passive to an active learning approach
- Study and time management skills
- Expecting that fewer classes equates to less work
- Accepting responsibility for completing individual & team activities

Faculty perspective on blended…

High satisfaction

Get to know students better

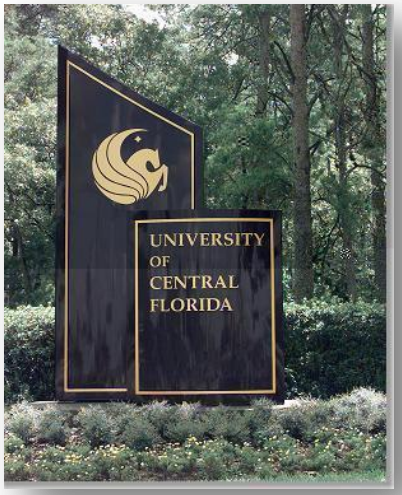
Adds flexibility to your schedule

Challenges for faculty

- Workload issues
- Resistance to change-why bother?
- Managing with scarce support for course redesign
- Developing new skills and learning to use new technology

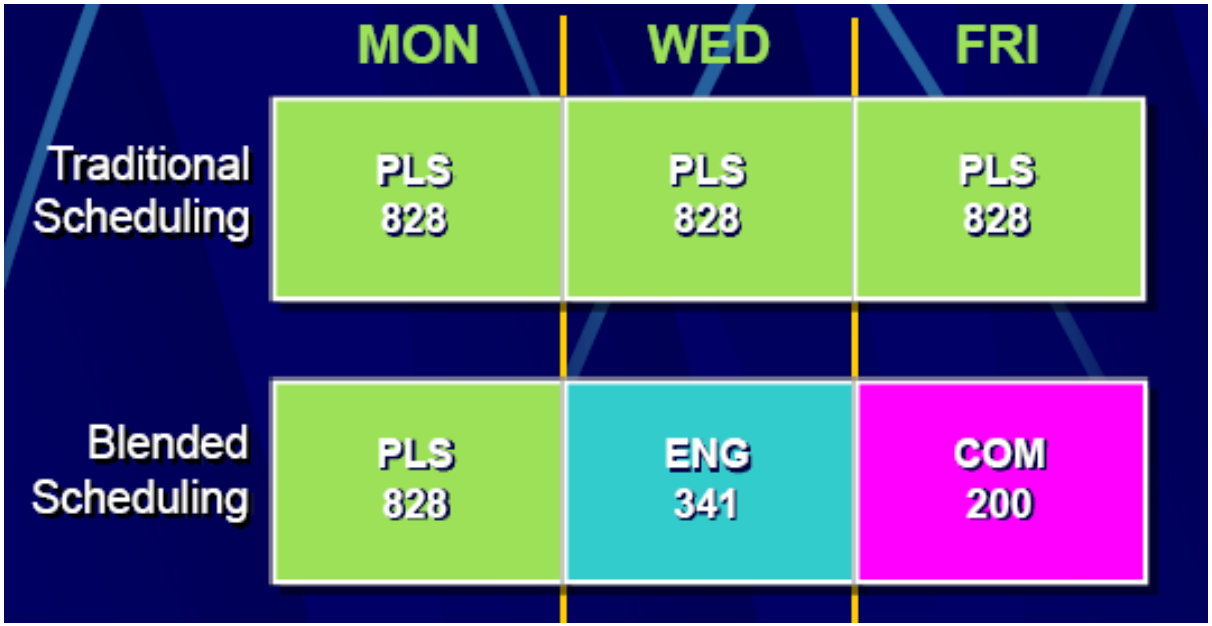
Institutional perspective…cost avoidance

Online and blended courses allowed UCF to avoid more than $7 million in construction costs $277,000 in annual operating costs (Hartman, 2007)



Our calculations show that 100 new courses will yield about $12 million in income and cost $1.5 million → ROI 8:1

Improved classroom utilization



Ideally, you should be able to recover all of the unused classroom space, but UCF experience suggests about 50 to 67% increase is actually realized

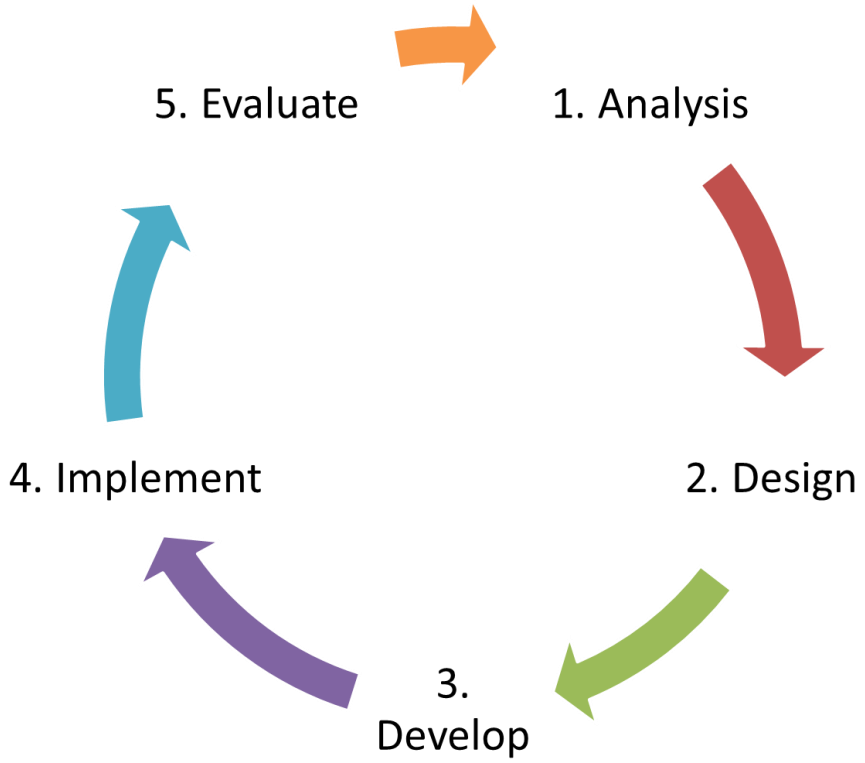
(Hartman, 2007)

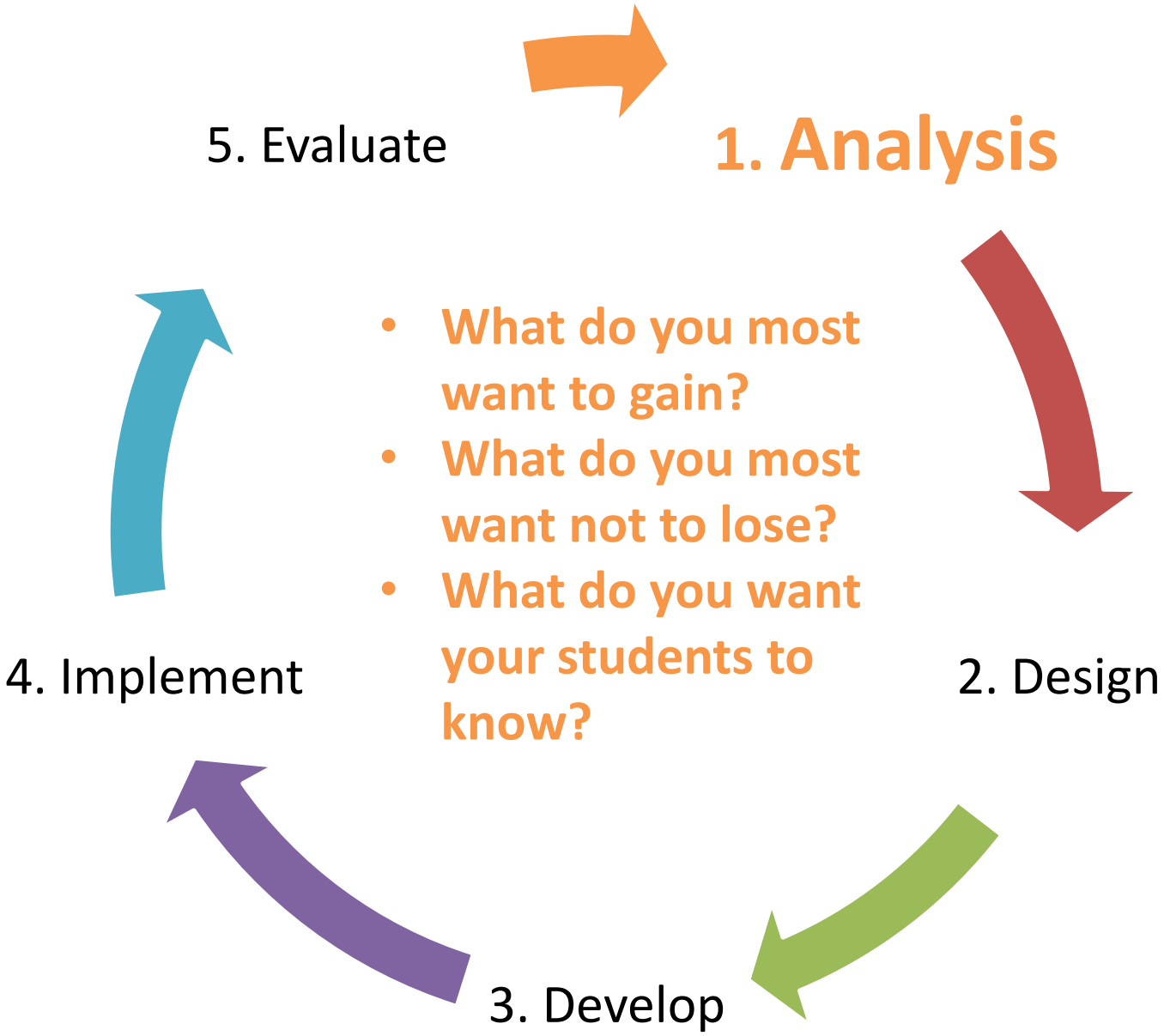
Challenges for the institution

- Is blended learning consistent with vision?
- Is there an action plan?
- Incentives in place?
- Academic recognition in place?
- Is it sustainable?

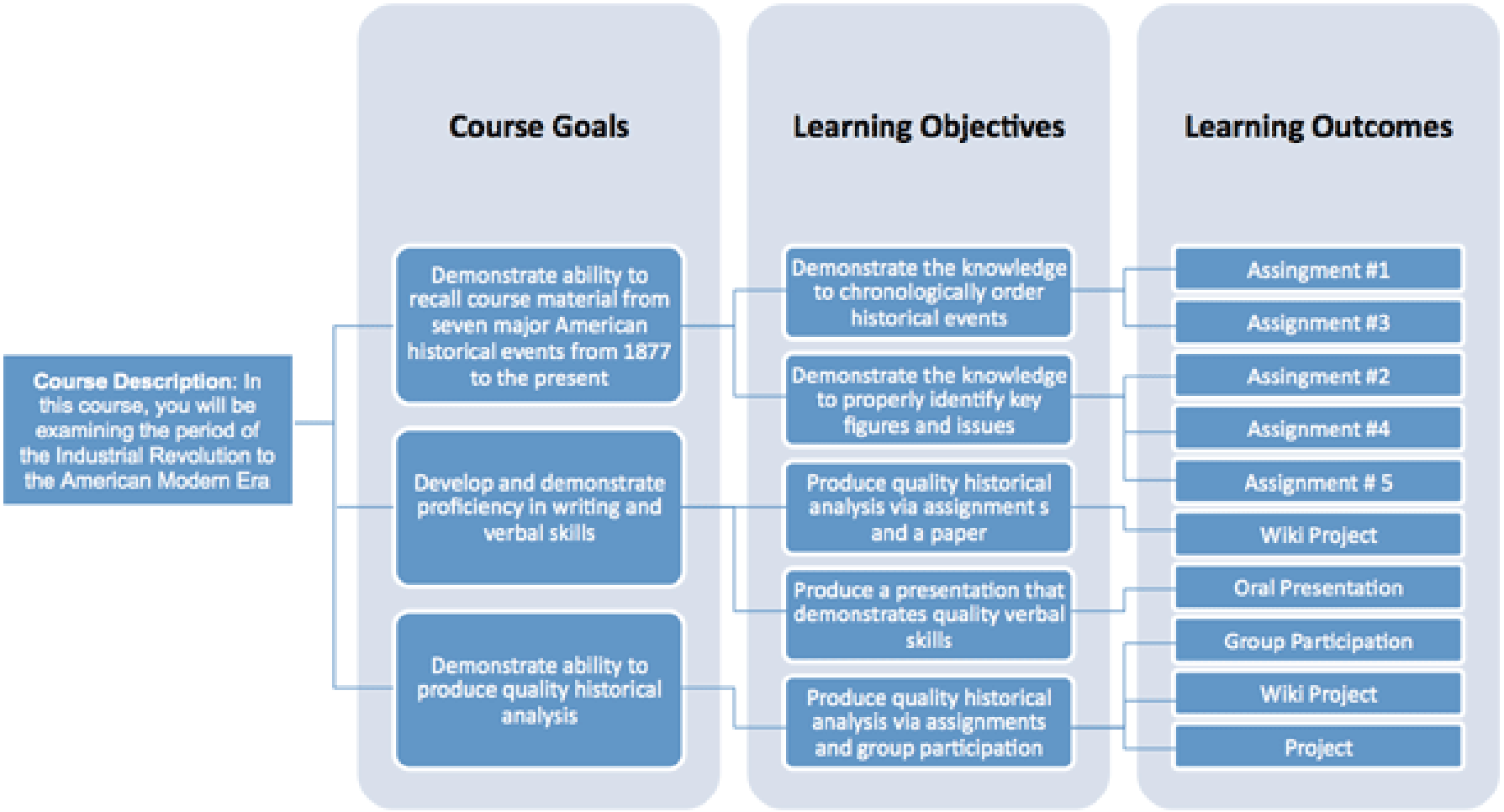
3. Getting started with blended learning

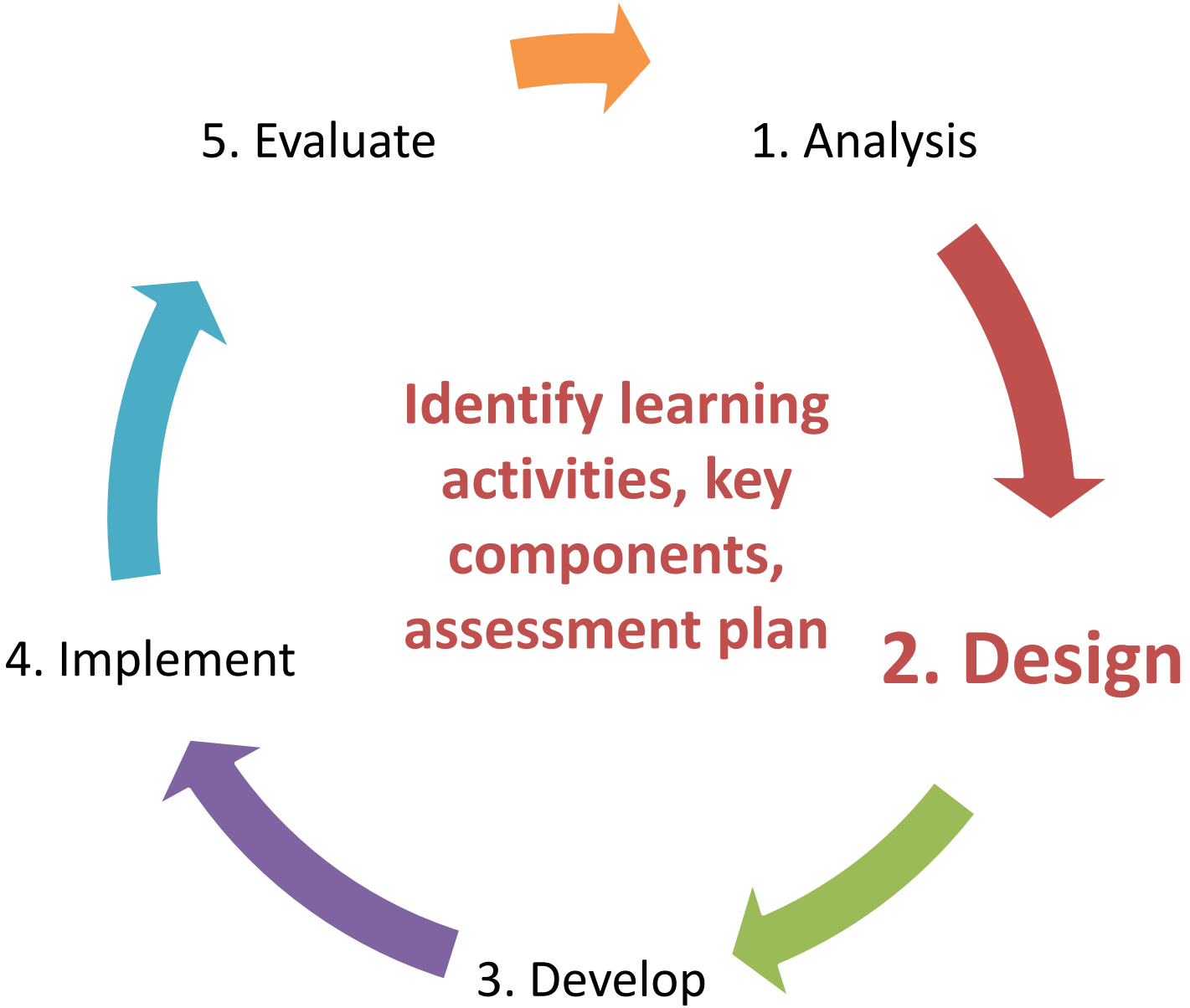
ADDIE Model Adapted for Blended Learning



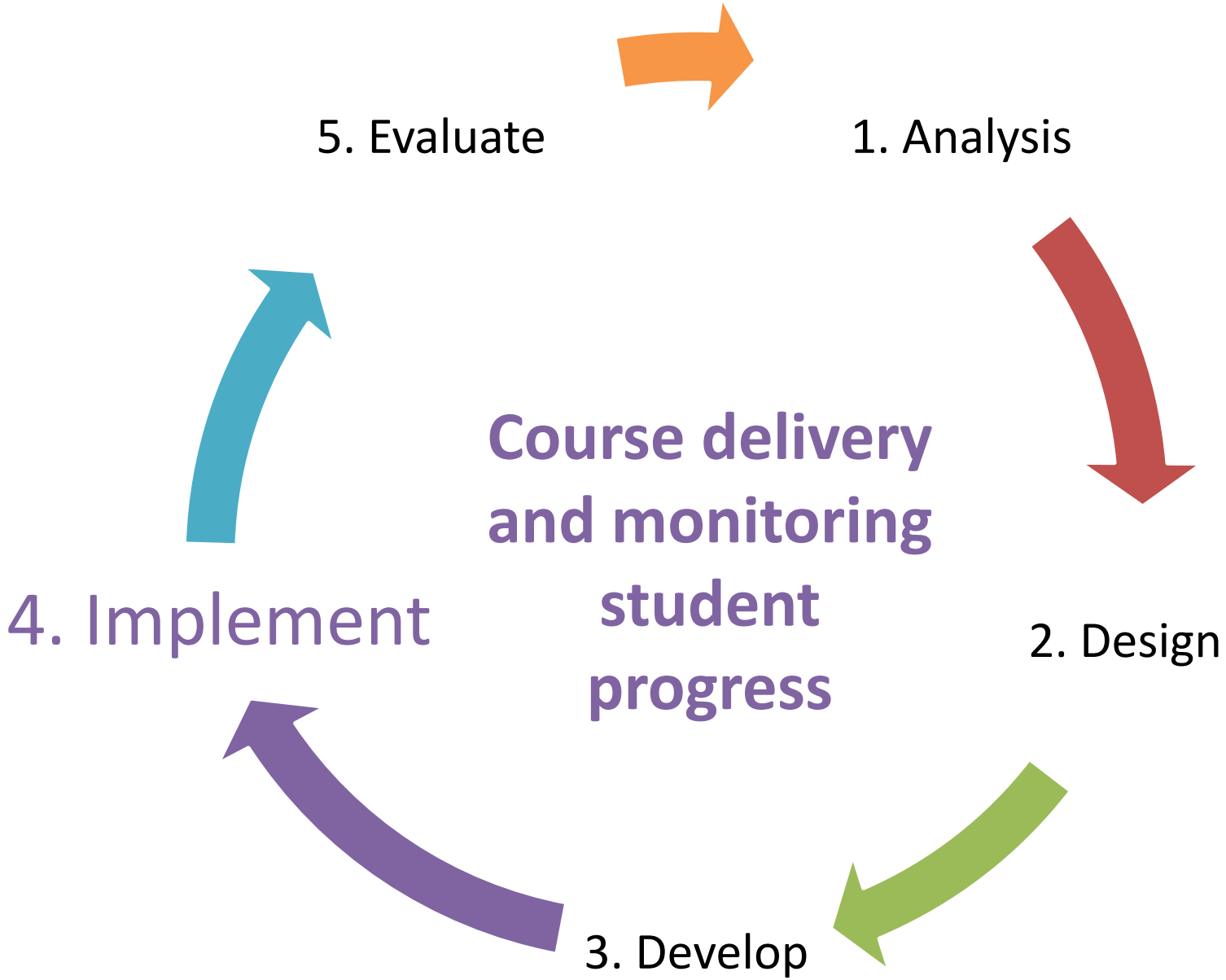

5. Evaluate
1. Analysis
What do you most want to gain?
What do you most want not to lose?
What do you want your students to know?
2. Design
3. Develop
4. Implement

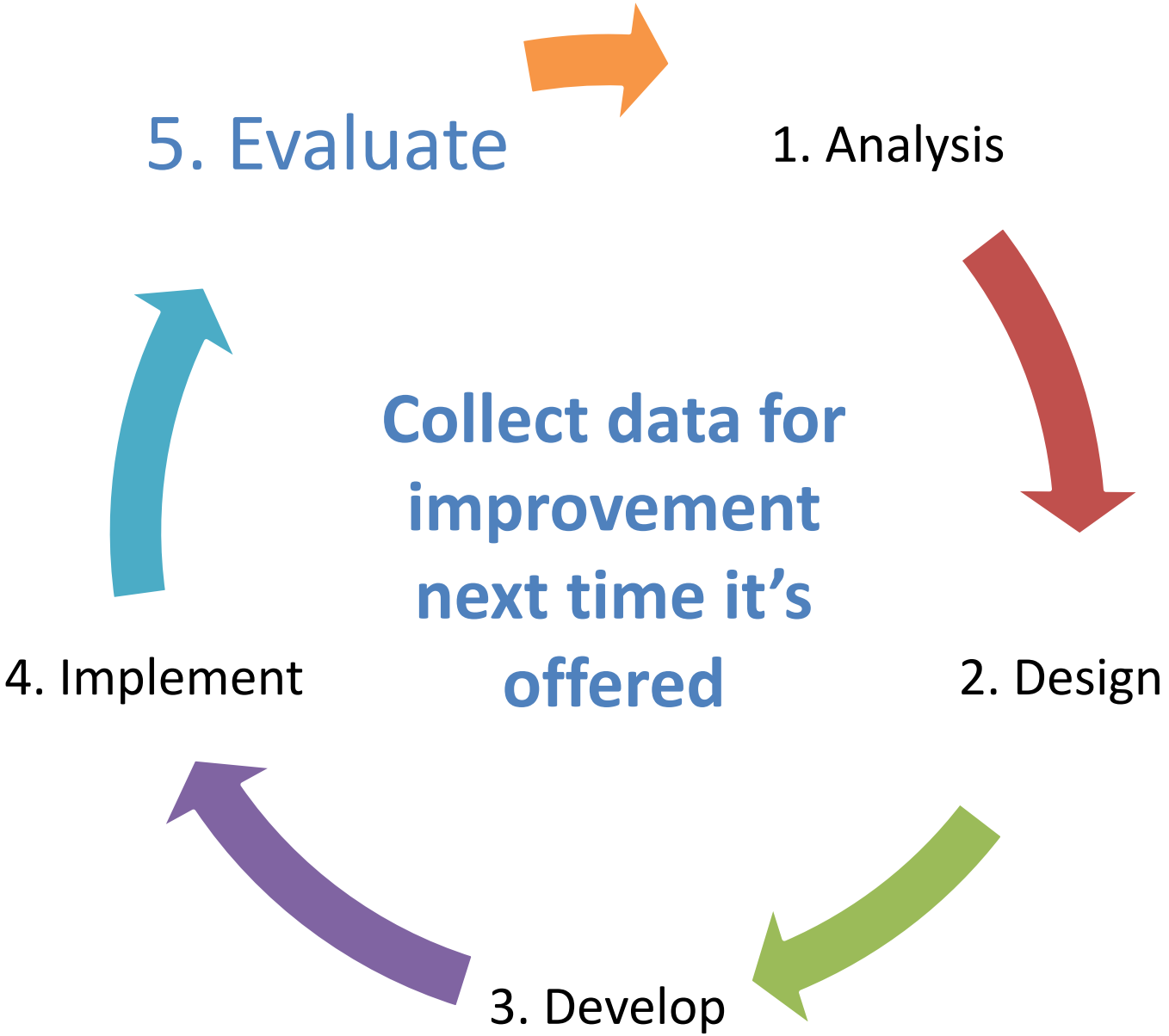
Analysis of learning outcomes




5. Evaluate
1. Analysis
Identify learning activities, key components, assessment plan
2. Design
4. Implement
3. Develop

5. Evaluate
1. Analysis
Create learning activities, content, assessment plan
4. Implement
2. Design
3. Develop


5. Evaluate
1. Analysis
Course delivery and monitoring student progress
2. Design
4. Implement
3. Develop


5. Evaluate
1. Analysis
Collect data for improvement next time it's offered
2. Design
4. Implement
3. Develop

REMEMBER: It's not about the technology!

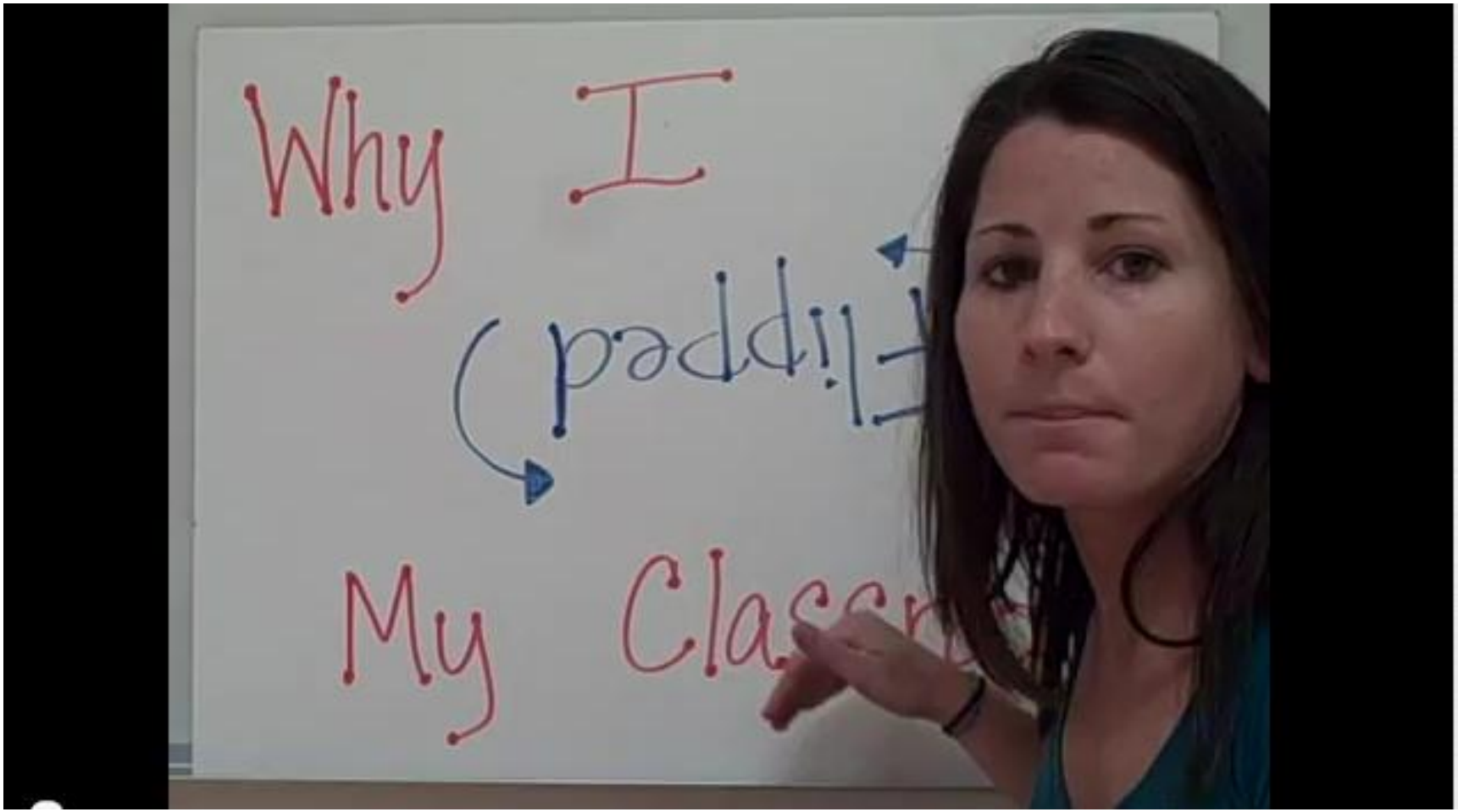
It's about how you'll best meet your course objectives

Examples of models – my courses

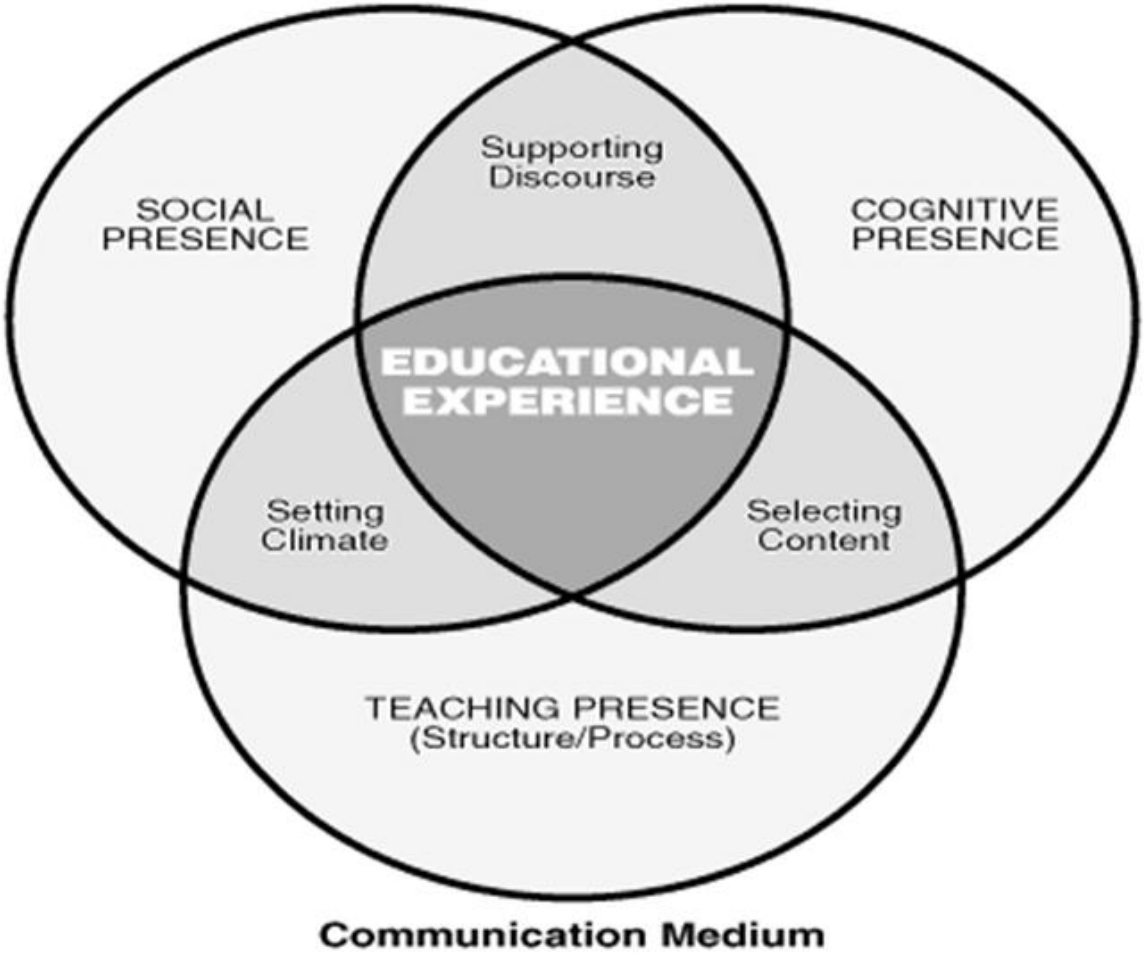
- **Pre-service educational technology course**
  – 2 classes F2F, 1 class learning teams (weekly substitution)

- **Graduate technology issues course**
  – first month F2F, 2 months synchronous video (end loaded)

Other models:
Flipping the classroom! Katie Gimbar

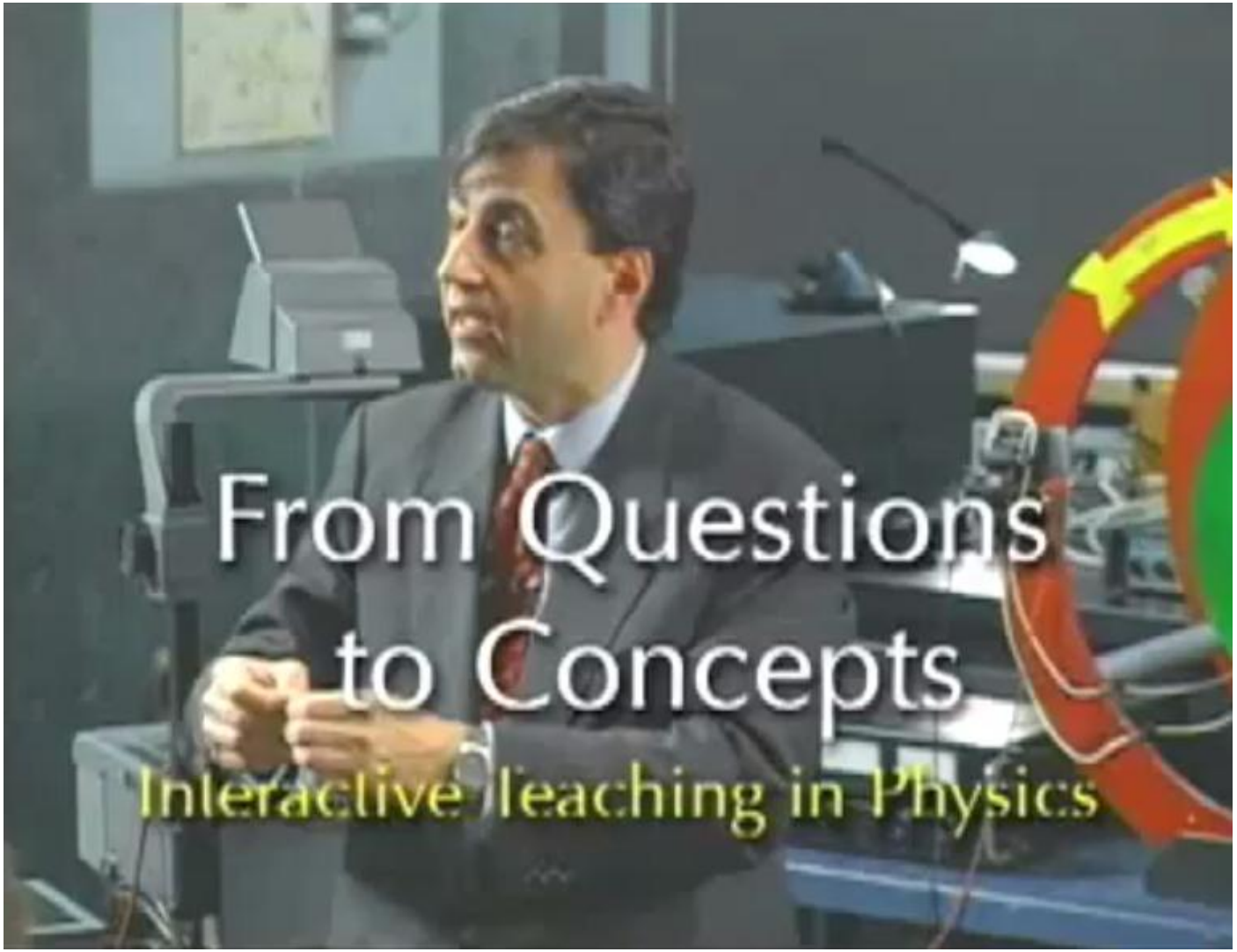


Community of Inquiry Model



Garrison & Vaughan, 2008

Just in time teaching – Dr Eric Mazur (Harvard U)



Blended Online Learning Design (BOLD)

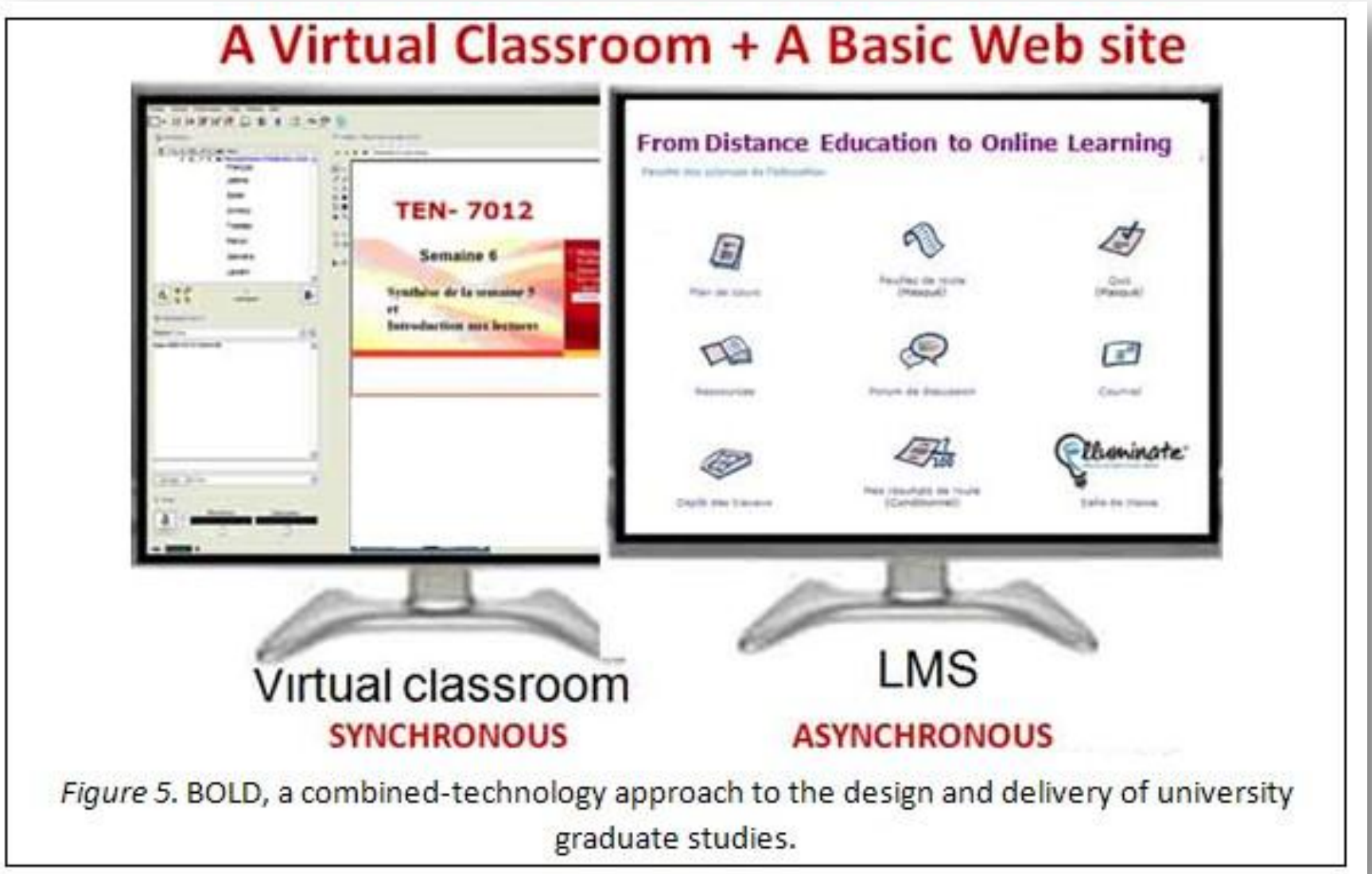


Figure 5. BOLD, a combined-technology approach to the design and delivery of university graduate studies.

http://www.irrodl.org/index.php/irrodl/article/view/916/1739

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http://future-campus.org

In summary

Blended learning can improve accessibility, boost learning, and contain costs

Students and faculty like the approach

Are you willing to try blended learning?

Questions/comments?