

Blending to learn, learning to blend



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Dean, York U Faculty of Education

Mohawk College, May 1, 2014

My focus today...



1. What is blended learning?



2. Why should it interest you?



3. What do blended courses look like?

<http://todaysmeet.com/Mohawk>

Alberta » TodaysMeet - Mozilla Firefox

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TodaysMeet

Listen

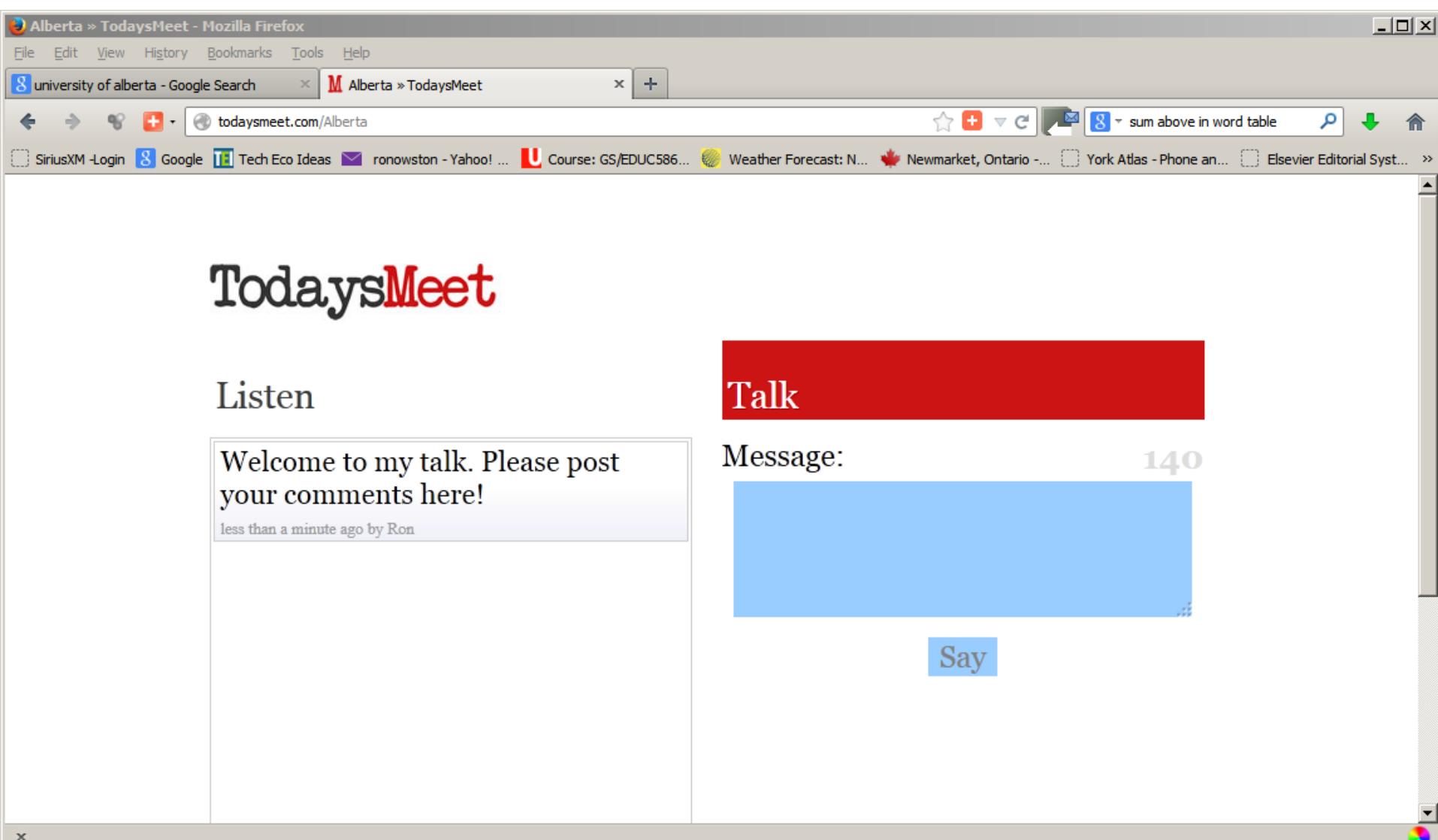
Welcome to my talk. Please post your comments here!

less than a minute ago by Ron

Talk

Message: 140

Say



1. So what is blended learning?



Type in a complete question below:

what is blended learning?

Submit

Top 10

Need Help?

Ask Mohawk did not find an exact response. Try re-phrasing your question (one word entries will not receive a response); if that doesn't help, you can submit it and our support staff will respond or re-direct it to the appropriate office.

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

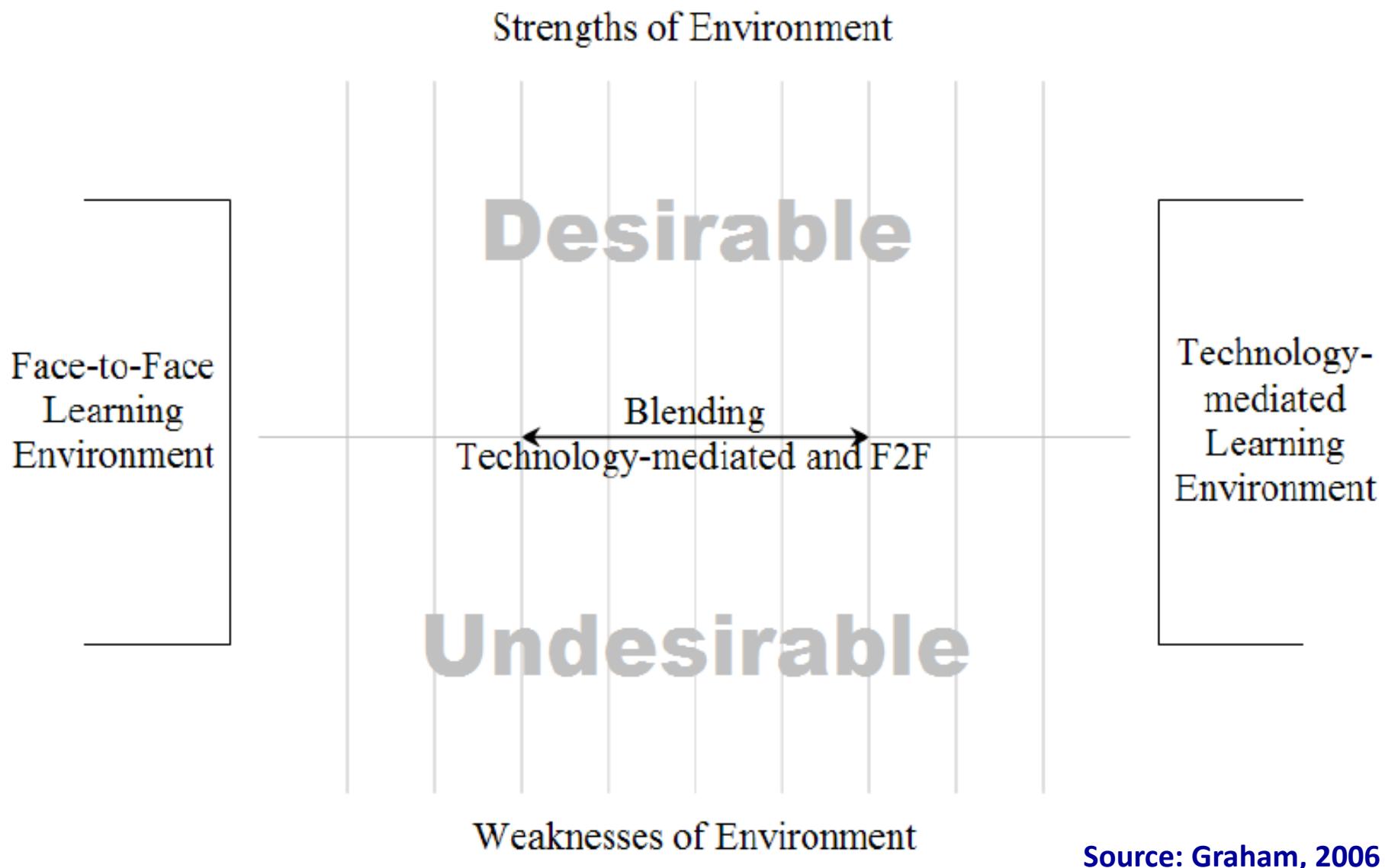
“Best of both worlds” def’n.



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



Designing for Blended Learning

Face-to-face

- spontaneous
- ephemeral
- peer influence
- passion
- subjective

Online

- reflective
- permanent
- < intimidating
- reason
- > rigor

integrate
complement



Adapted from Norm Vaughan

Blended learning - the ultimate Canadian compromise, eh!



2. Why should blended learning interest you?



Student perspective



Faculty perspective



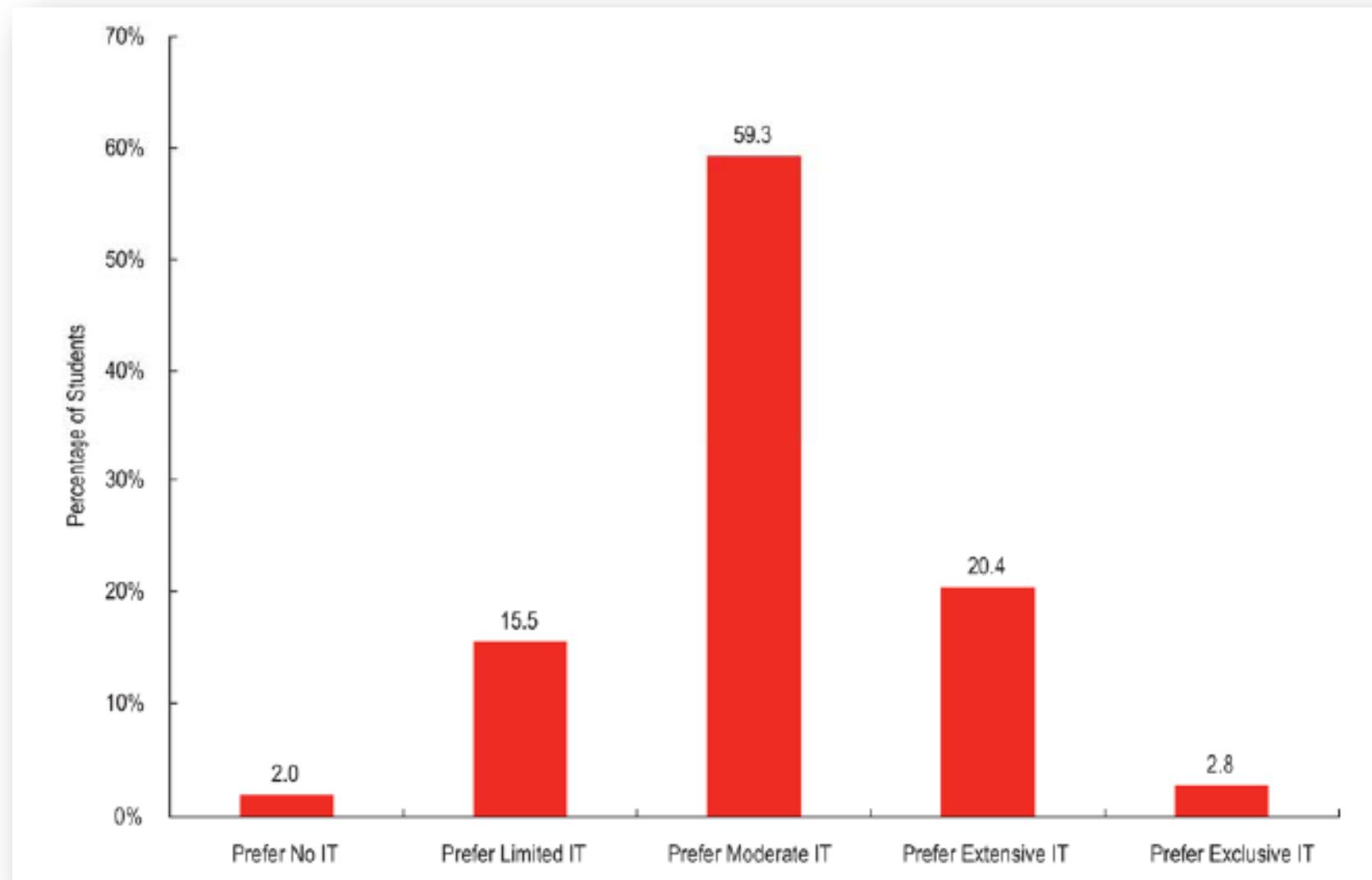
Institutional perspective

Student Perspective: Blended learning clearly improves accessibility

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

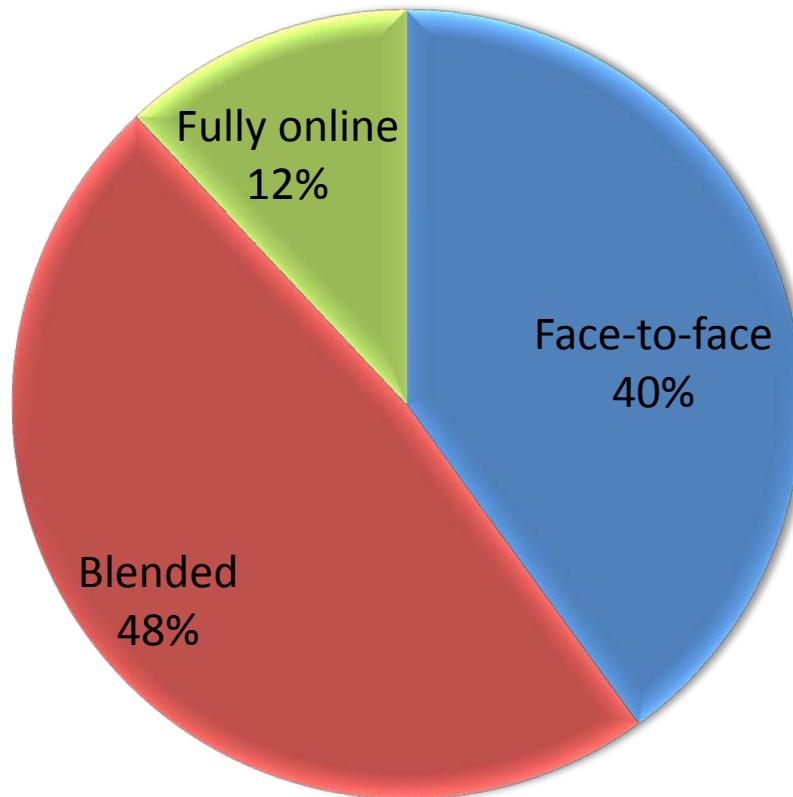


Students don't want “all tech, all the time”



ECAR 2007 survey n= 27,675

Preference for blended course format at York University



N = 2121
34 courses

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

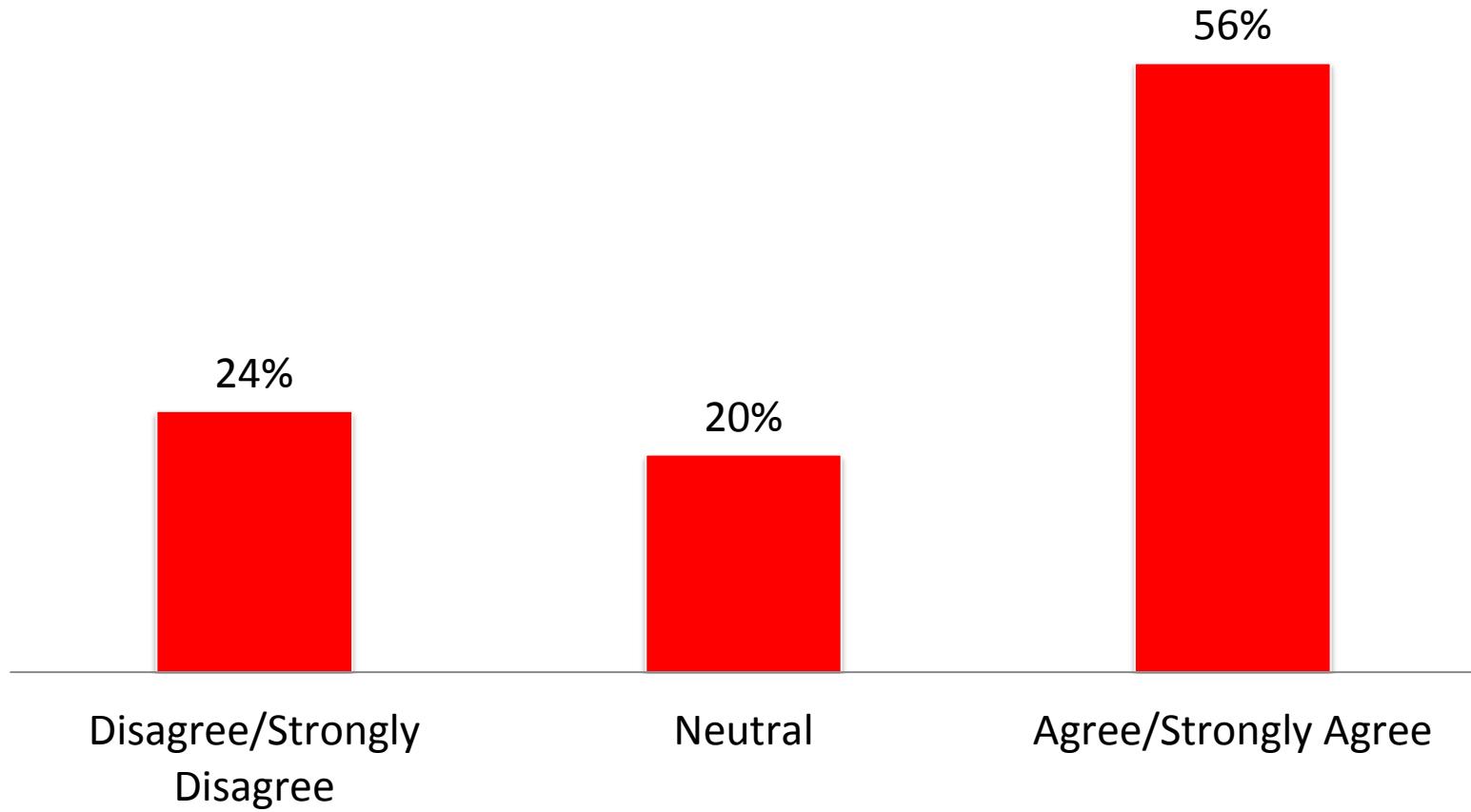
“Overall, I am quite satisfied with this [blended] course” – average 70% (range 65-100%)



COHERE.ca

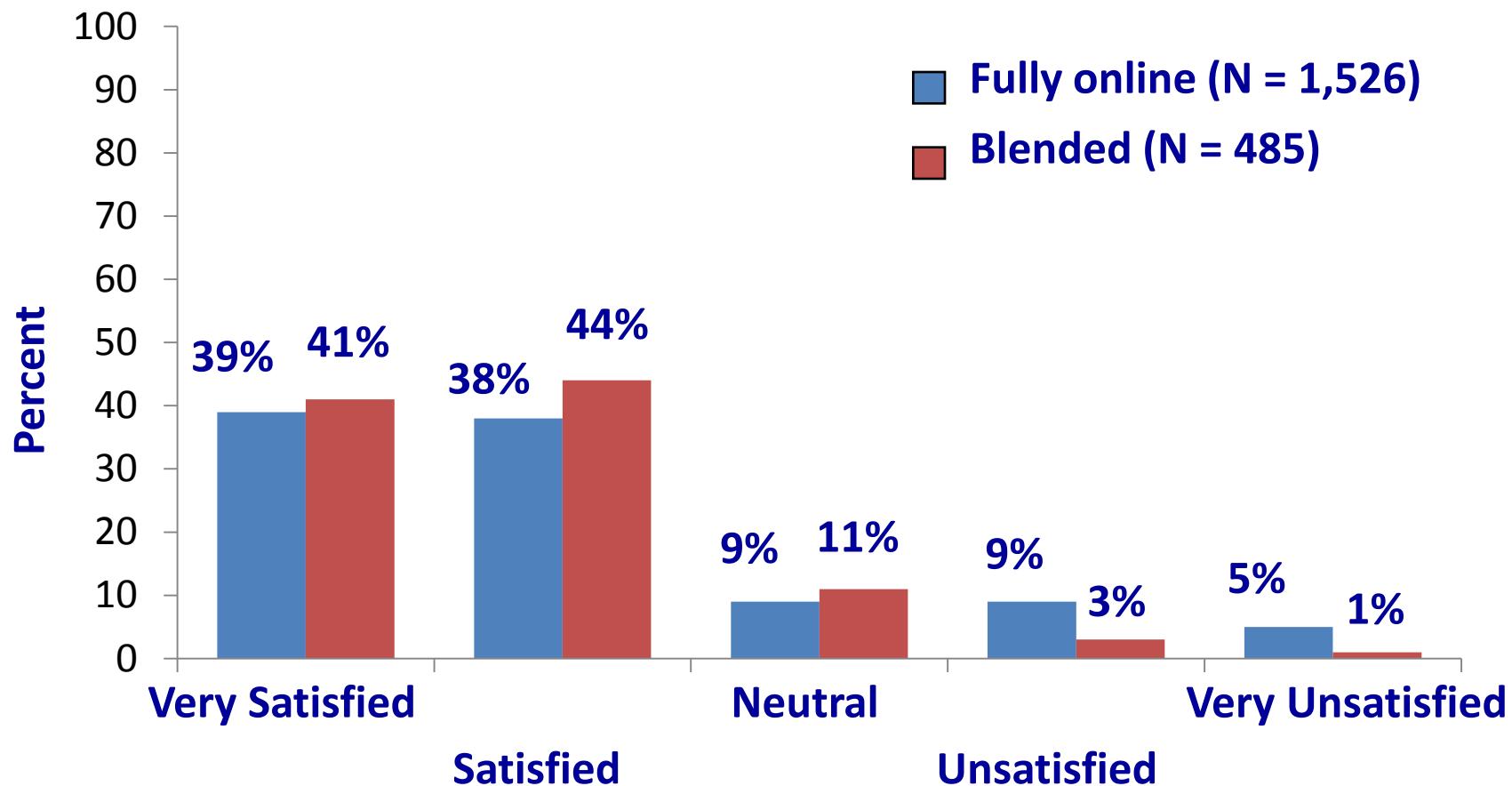
CANADA'S COLLABORATION FOR ONLINE HIGHER EDUCATION AND RESEARCH

I would take another course in the future that has both online and face-to-face components [at York U]



N = 2121
34 courses

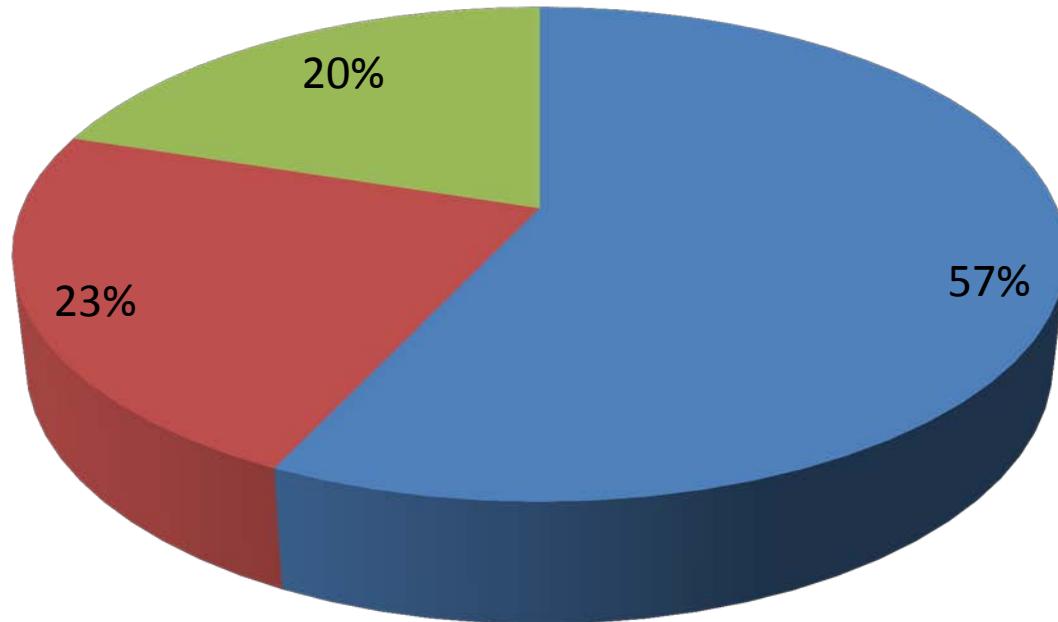
Students more satisfied with blended than fully online courses



Taking this course increased my interest in the material [York U]

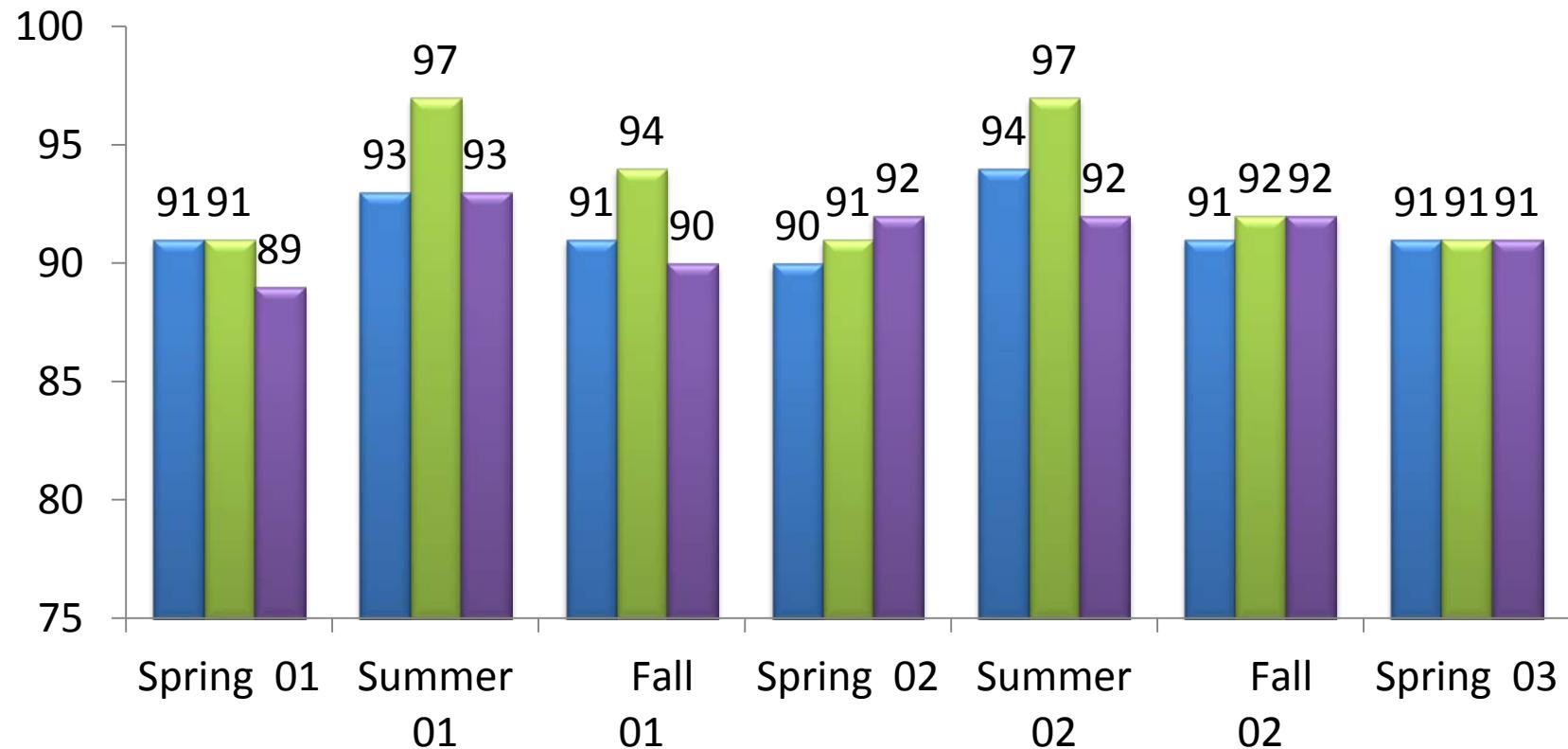
%

- Strongly Agree/Agree
- Neutral
- Strongly Disagree/Disagree



N = 2121
34 courses

BUT, what about improving learning?



% getting grades above C (N= 139,444 students)
Dziuban & Moskal, Univ. of Central Florida (n.d.)

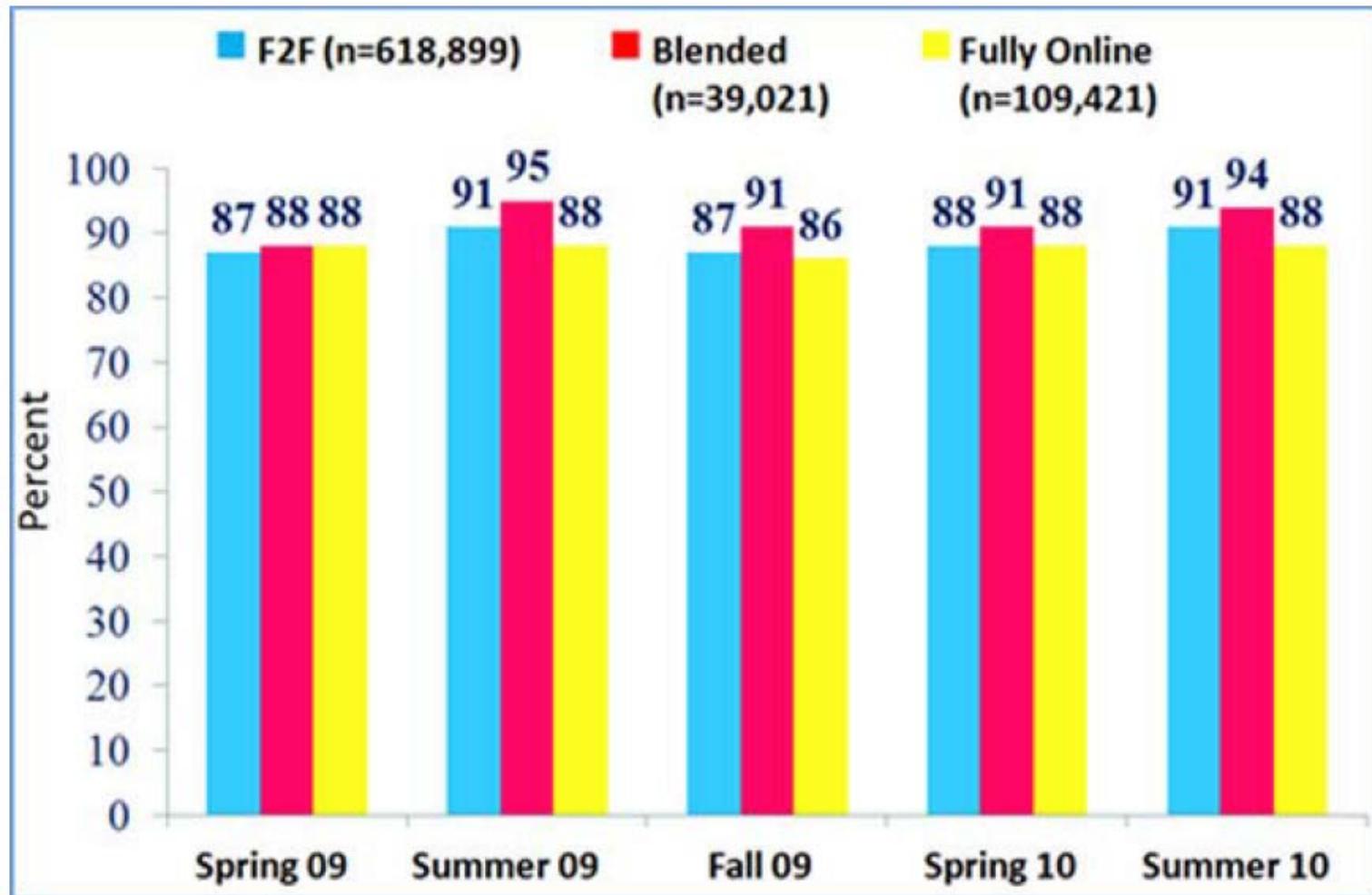
This image is a poll's place holder.
Enter slide show mode (F5) to view your live poll.

You can resize this image to resize where your poll will load in slide show mode.

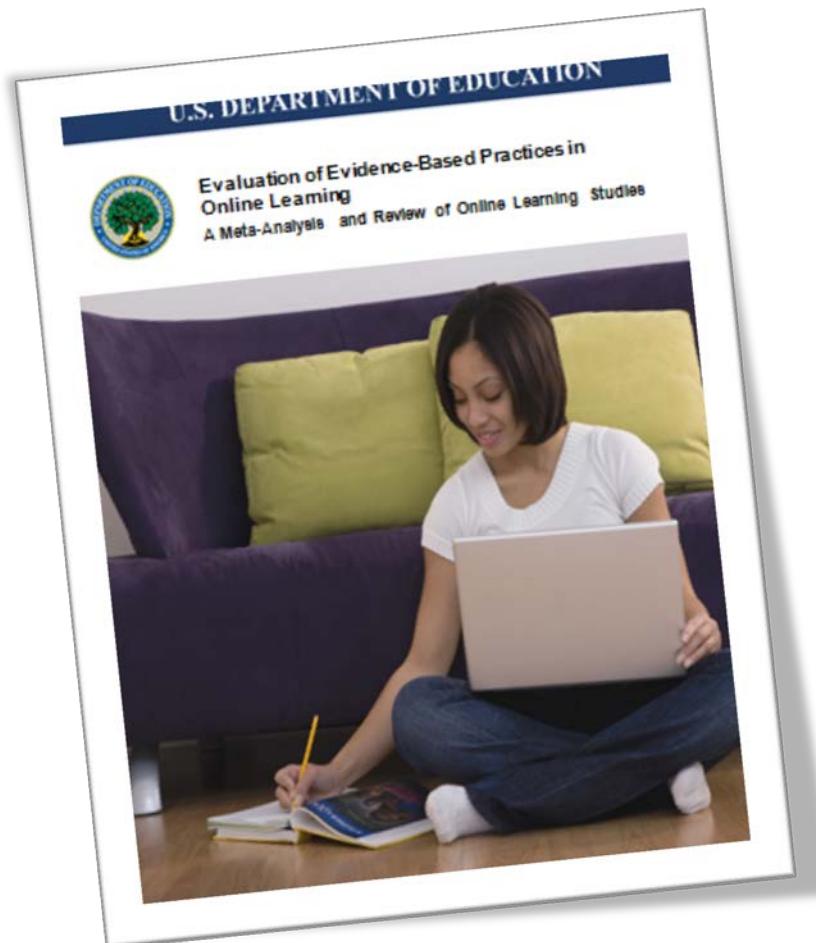
Make sure you've installed the PollEv Presenter app (pollev.com/app) and are connected to the internet!

If you need to duplicate this poll make sure to copy/paste the entire slide (not just the place holder image).

Same pattern continues at UCF...



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.”

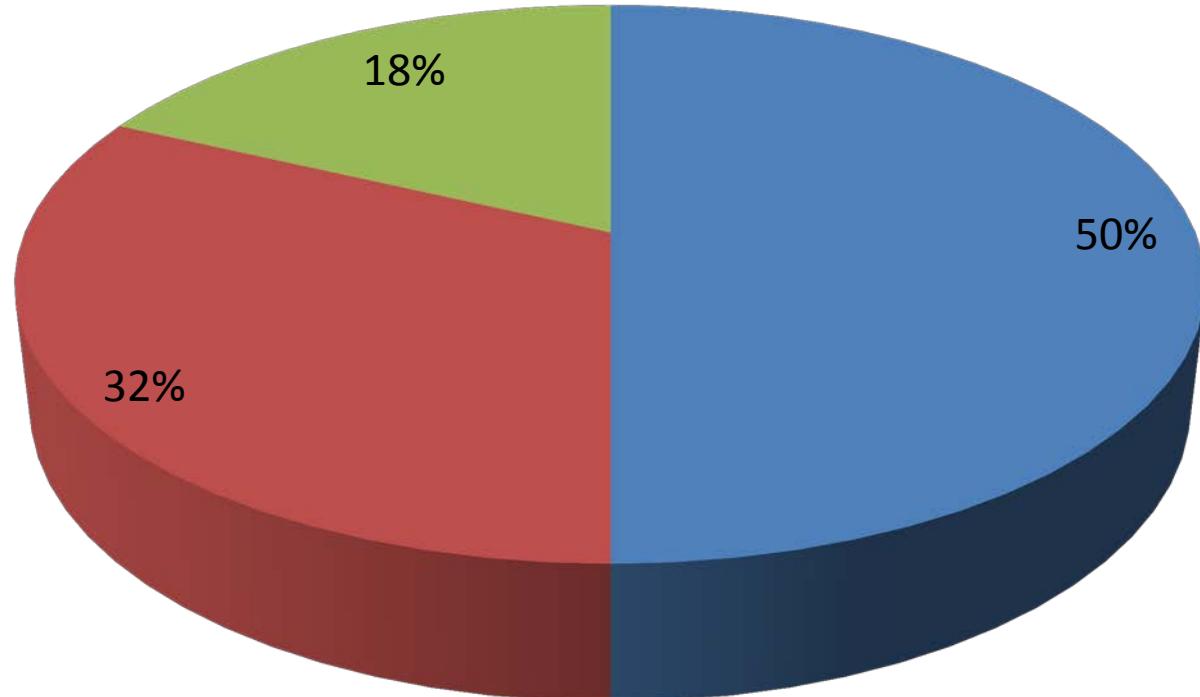
(51 studies, effect size = +0.24)

US DoE, 2009

Improved my understanding of key concepts

[York U]

■ Strongly Agree/Agree ■ Neutral ■ Strongly Disagree/Disagree



N = 2121
34 courses

A student's perspective...



A student's perspective...



- Instant feedback
- Shared understanding of content
- Flexible
- Online flowed into classroom
- Any time, anywhere

Challenges for students



- **Transition – from a passive to an active learning approach**
- **Study and time management skills, esp. low achievers**
- **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

Rethink teaching -
learning relationship

Prof. Karen Teeley – Simmons College (Boston)



Challenges for faculty



- **Workload/tenure issues**
- **Resistance to change-why bother?**
- **Time consuming initially**
- **Managing with scarce support for course redesign**
- **Learning to use new technologies**

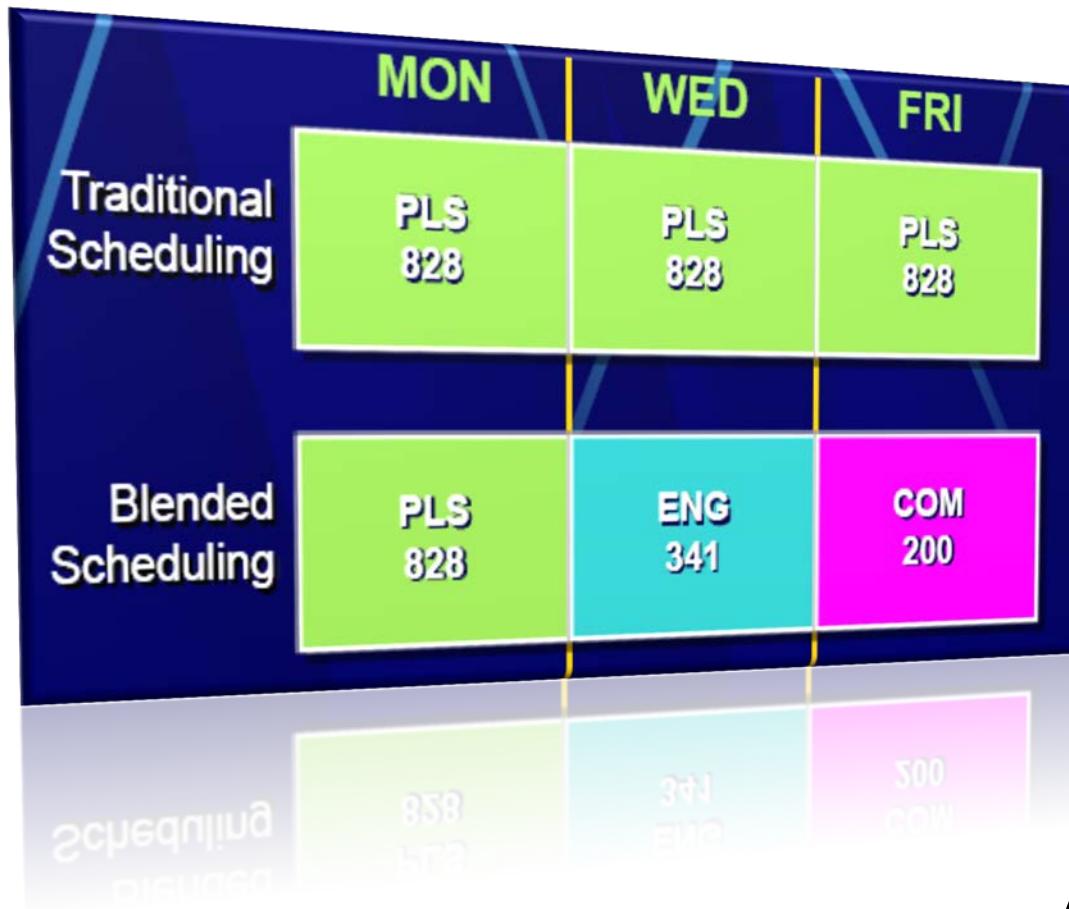
Institutional perspective...cost avoidance

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
(<http://irlt.yorku.ca>)**

Improved classroom utilization



(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. What do blended courses look like?

Blended models	
Web-enhanced model	<ul style="list-style-type: none">• No reduction of face-to-face time
Blend I (70:30 ratio)	<ul style="list-style-type: none">• 1/3 in-class is replaced with online activities
Blend II (50:50 ratio)	<ul style="list-style-type: none">• In-class and online sessions are equally balanced
Blend III	<ul style="list-style-type: none">• In-class lectures and online tutorials on a fixed schedule
Blend IV	<ul style="list-style-type: none">• Online lectures and in-class tutorials on a fixed schedule
Blend V	<ul style="list-style-type: none">• Hybrid lectures and tutorials
Fully online model	<ul style="list-style-type: none">• All activities were conducted online

My undergrad course

2 classes F2F, 1 class learning teams (weekly substitution)

Moodle@York 2011-12

Ronald D Owston

Logout

My Profile My Blog Messages

-ED/EDUC3770 A - Teaching and Learning with Digital Technology (2011-2012)

My courses Course home

Switch role to... Turn editing on

Calendar

November 2013

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Events Key

- Global
- Course
- Group
- User

Teaching and Learning with Digital Technology

Welcome to EDUC3770! Always read the course announcements when you login.
Moodle works best with Firefox

General course information

- Syllabus 2012
- Course Announcements
- Coffee house
- Course Q&A
- Requirements for weekly online activity
- ISTE standards for teachers
- Link to Google Sites for portfolio
- Background reading on e-portfolios
- ePortfolio evaluation criteria
- ePortfolio reflection questions

Learning Group Discussions

- Group 1
- Group 1
- Group 2
- Group 2
- Group 3
- Group 3
- Group 4
- Group 4
- Group 5
- Group 5
- Group 6
- Group 6
- Group 7
- Group 7

My graduate course

First month F2F, 2 mo. synchronous video (end loaded)

GS/EDUC5860 A - Issues in Digital Technology in Education (2012-2013)

Home My Courses Student Resources Instructor Resources

My courses ▶ 2012-2013 ▶ Faculty of Education 2012 ▶ Summer ▶ GS/EDUC5860 A - Issues in Digital Technology in Ed... Turn editing on

Issues in Digital Technology in Education

Welcome to EDUC5860! Always read the course announcements when you login.
Moodle works best with Firefox

 Course Announcements
 Syllabus
 Resource sharing
 Link to Adobe Connect <http://connect.yorku.ca/EDUC5860>

Conference call number for online classes is (416) 650-8154. If you are first it keeps ringing until someone else joins.

 Project topic ideas
 Submit your final project link (assignment 2) here

ACTIVITIES

Assignments
Forums
Resources
Wikis

LIBRARY RESOURCES

Research help by chat

- Ask a Librarian

Subject guides

- Education

Best online resources

Introductory Art History

Online lectures, face-to-face tutorials



The screenshot shows the Moodle @ York University interface. The top navigation bar includes a 'Home' icon, 'My Courses' (selected), 'Student Resources', and 'Instructor Resources'. The main course title is 'FA/VISA1900 A - Art in the City (Fall 2012-2013)'. The breadcrumb navigation shows: MY COURSES > 2012-2013 > FACULTY OF FINE ARTS 2012 > FALL > FA/VISA1900 A - ART IN THE CITY (FALL 2012-2013). The course description 'Welcome to Art in the City' is followed by a detailed text about the course focus on urban art practices and its study of local art exhibitions, public installations, historical sites, and art events. It also describes the learning methods, including weekly readings, webcast lectures, online films, and podcast walking tours. A note at the bottom states: '** very important note: visiting art events, institutions and architecture in Toronto is essential to this course; it cannot be completed successfully without regular access to the city throughout the term.'

in Moodle @ York University

My Courses Student Resources Instructor Resources

FA/VISA1900 A - Art in the City (Fall 2012-2013)

MY COURSES > 2012-2013 > FACULTY OF FINE ARTS 2012 > FALL > FA/VISA1900 A - ART IN THE CITY (FALL 2012-2013)

Welcome to Art in the City

Art in the City provides a primarily web-based introduction to art issues, practices and research for non-visual-arts majors. The focus is on urban art practices and the course considers Toronto as a microcosm of the art world through careful study of local art exhibitions, public installations, historical sites, and art events. Themes include the role of artist-run centres, museums, public art projects, architecture, arts festivals, and guerrilla art practices in the complex and multicultural art scene.

Students will be introduced to contemporary art practices and research methods through weekly readings, webcast lectures, online films, and podcast walking tours. Learning will be supported in the classroom through weekly tutorials, discussion, and web-based discussion in Moodle.

**** very important note: visiting art events, institutions and architecture in Toronto is essential to this course; it cannot be completed successfully without regular access to the city throughout the term.**

In summary...

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

Students and faculty like the approach

Are you willing to try blended learning?



Questions/comments?

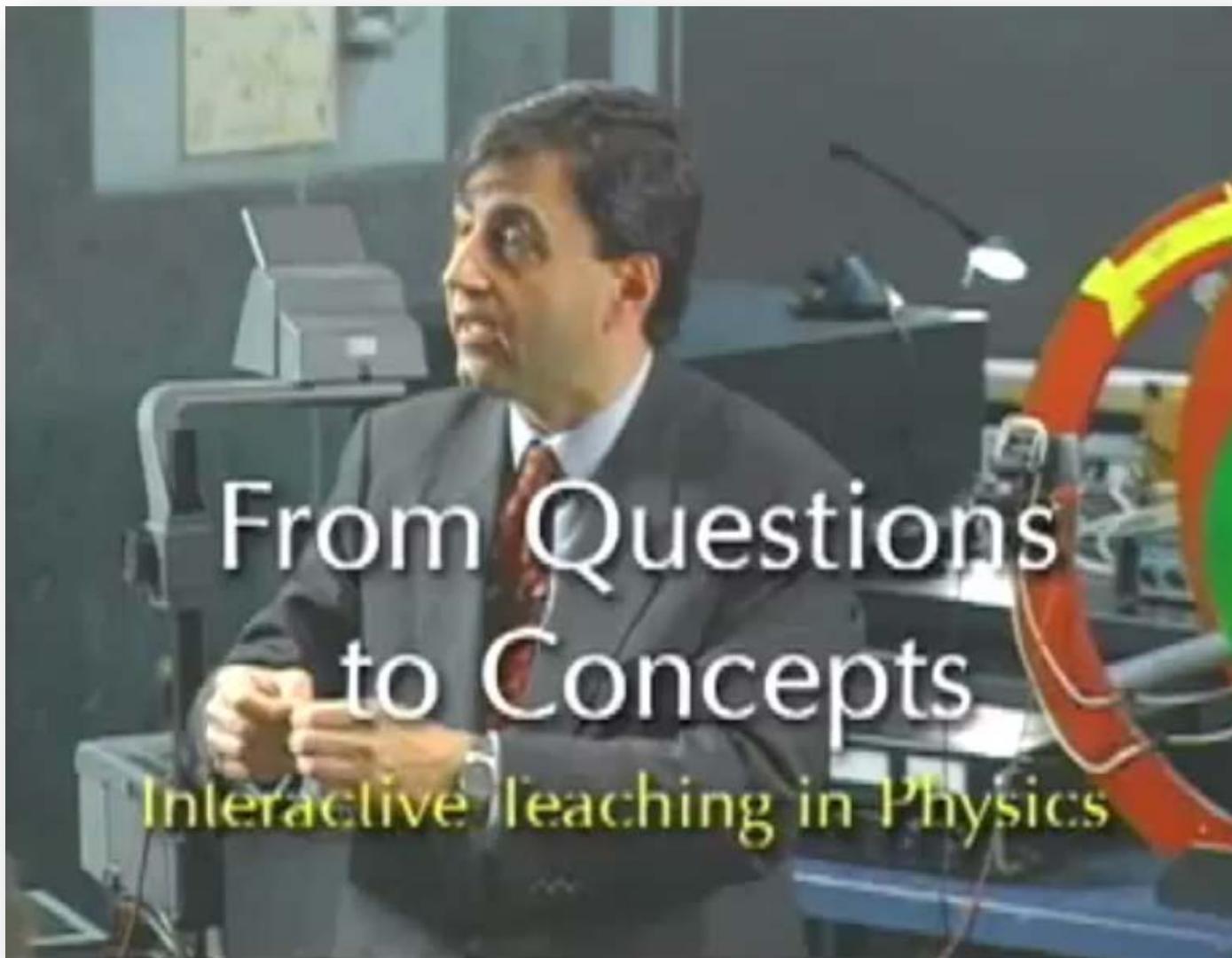
Follow up ...

rowston@edu.yorku.ca

@RonOwston

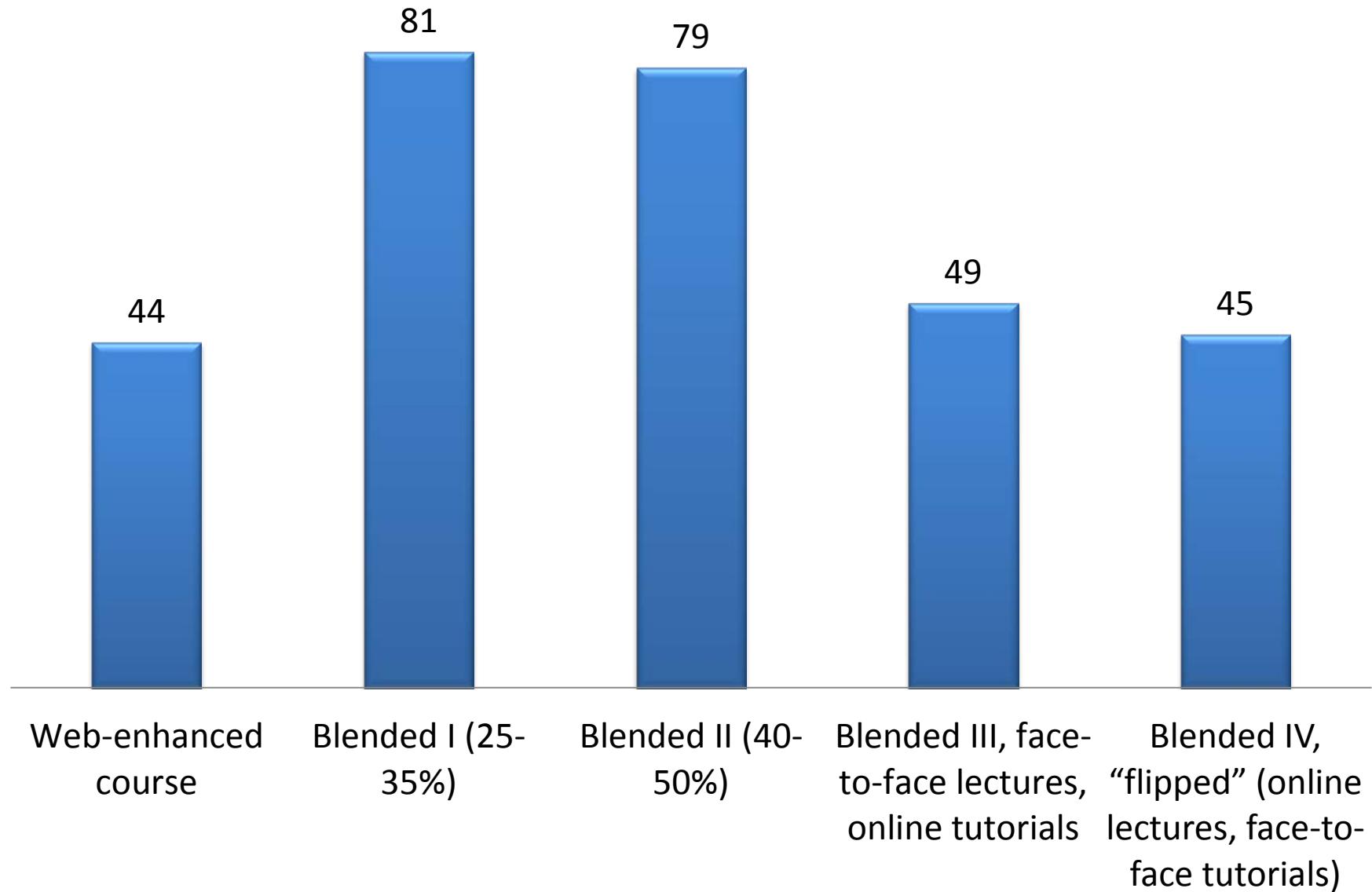
<http://www.yorku.ca/rowston/Mohawk.pdf>

Flipped classroom – Dr Eric Mazur (Harvard U)



This course improved my understanding of key concepts

% A/SA for each blend (n = 1,495)



Blended Online Learning Design (BOLD)

A Virtual Classroom + A Basic Web site

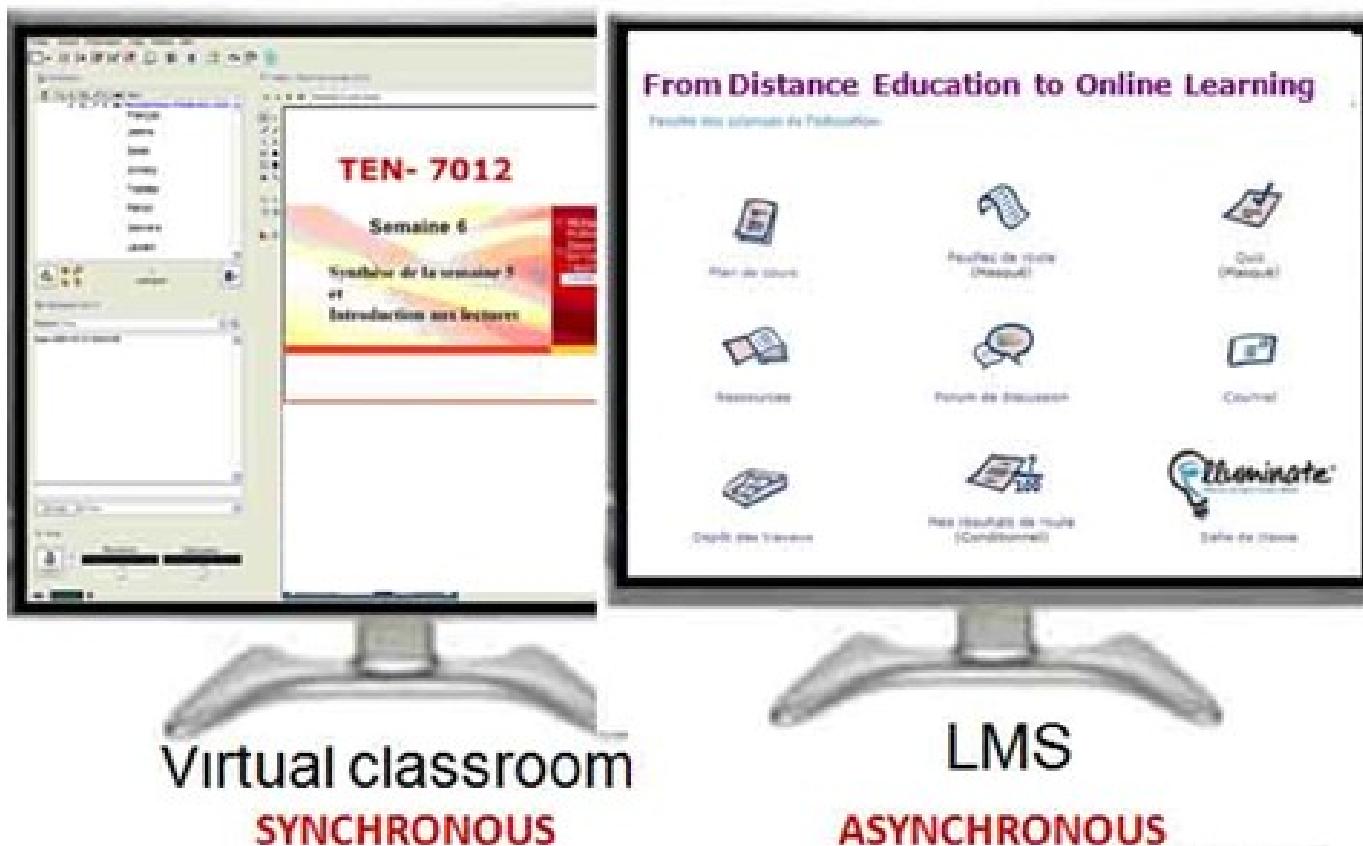


Figure 5. BOLD, a combined-technology approach to the design and delivery of university graduate studies.

I am satisfied with this course

% agreeing / strongly agreeing for each blend n=1500 at York U

