

# *Blending to learn, learning to blend*



**Ron Owston**

Dean, York U Faculty of Education

Mohawk College, May 1, 2014



# My focus today...



**1. What is blended learning?**

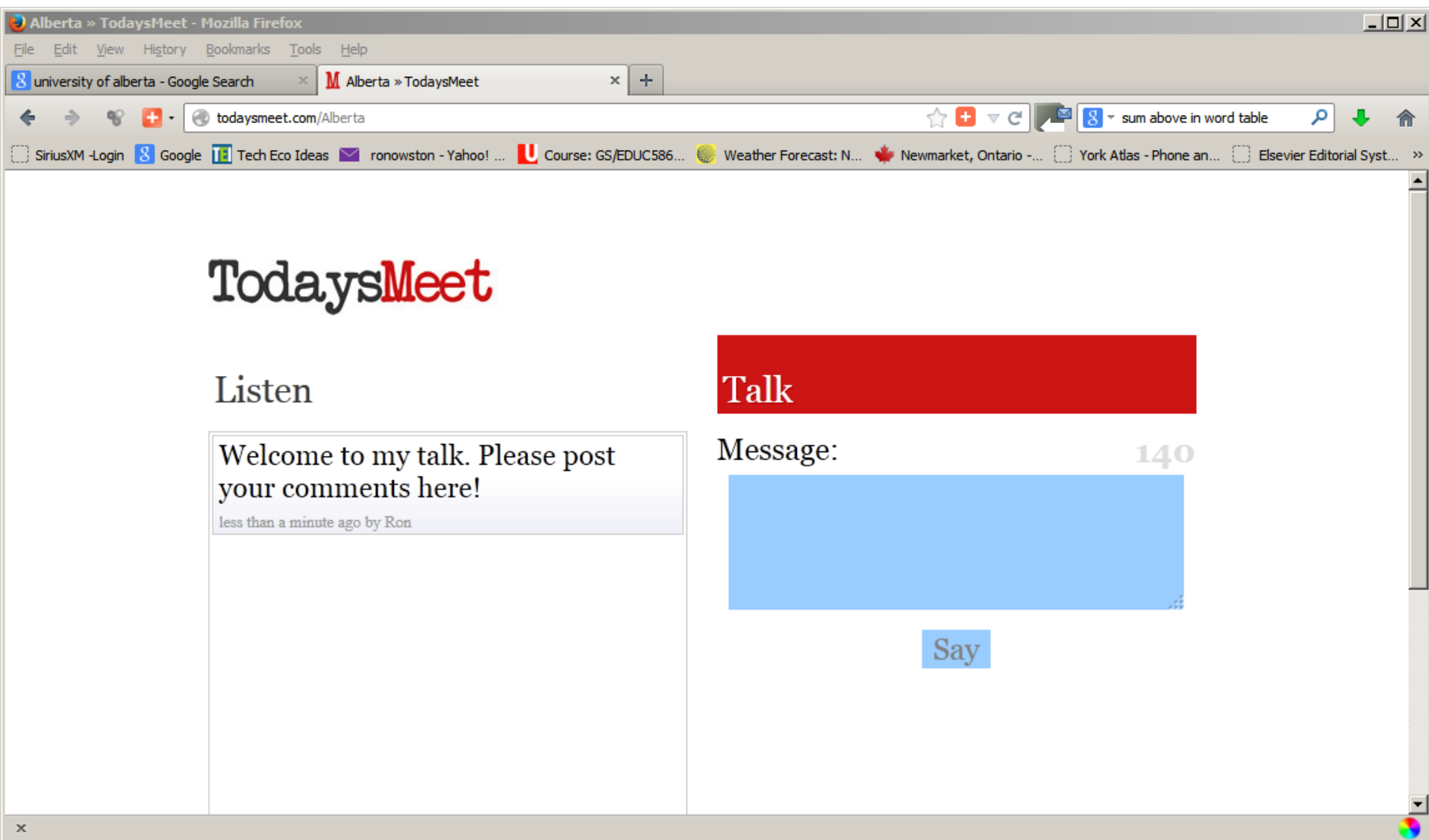


**2. Why should it interest you?**



**3. What do blended courses look like?**

**<http://todaysmeet.com/Mohawk>**



# 1. So what is blended learning?




Type in a complete question below:

## 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.

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# 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

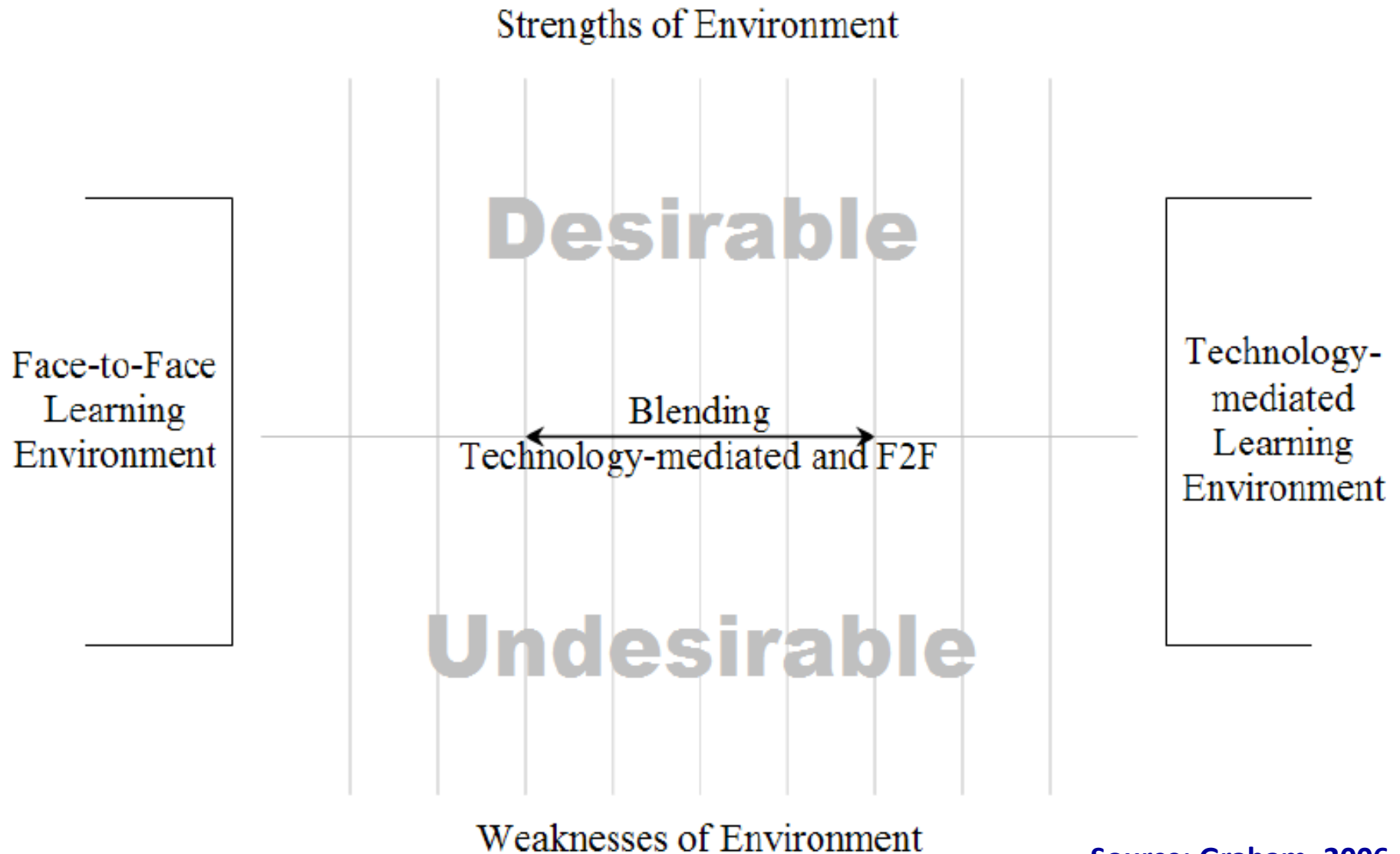
# “Best of both worlds” def’n.



**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**





# Blended learning - the ultimate Canadian compromise, eh!



## 2. Why should blended learning interest you?



**Student perspective**



**Faculty perspective**



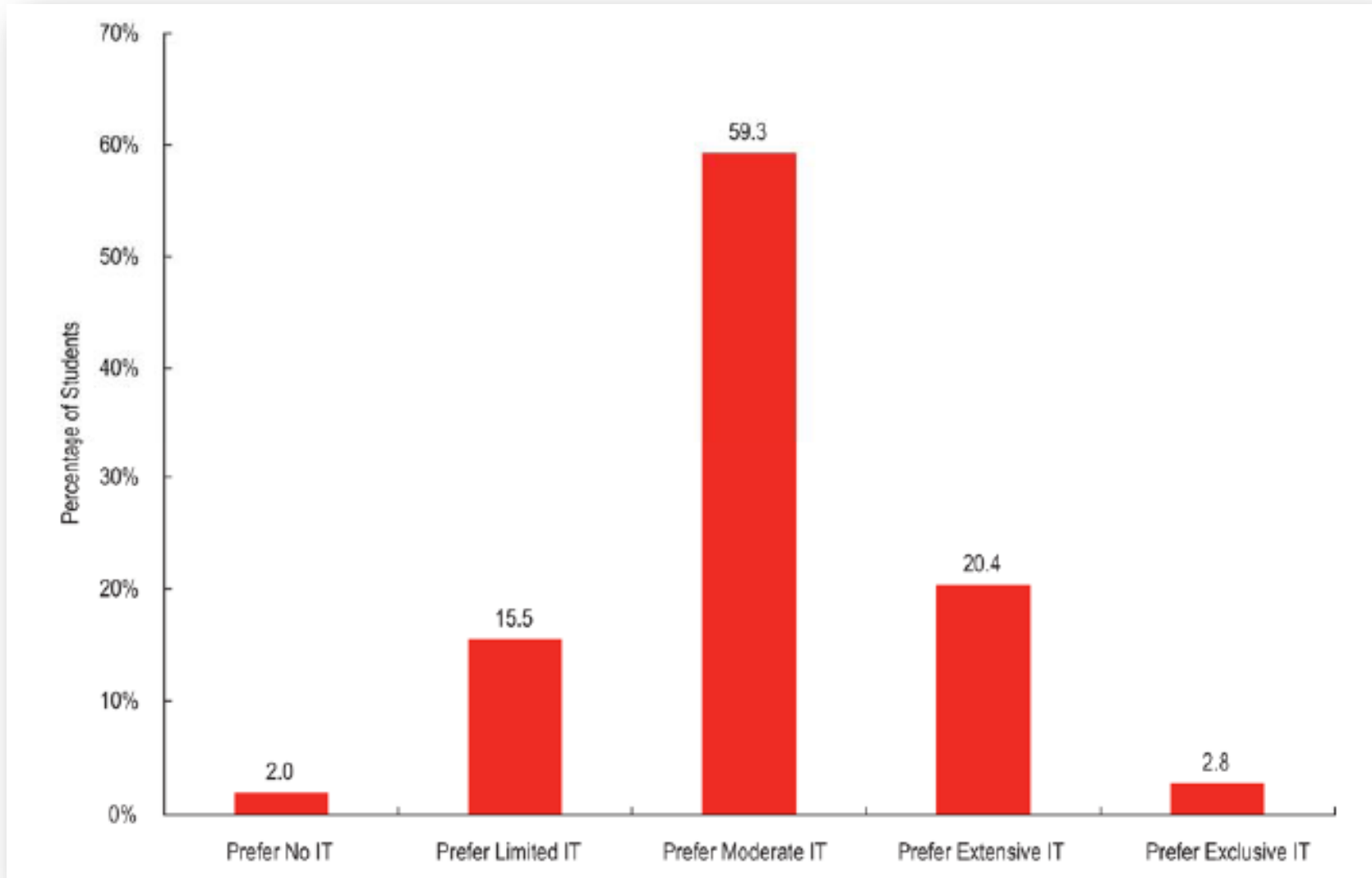
**Institutional perspective**

# Student Perspective: Blended learning clearly improves accessibility

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

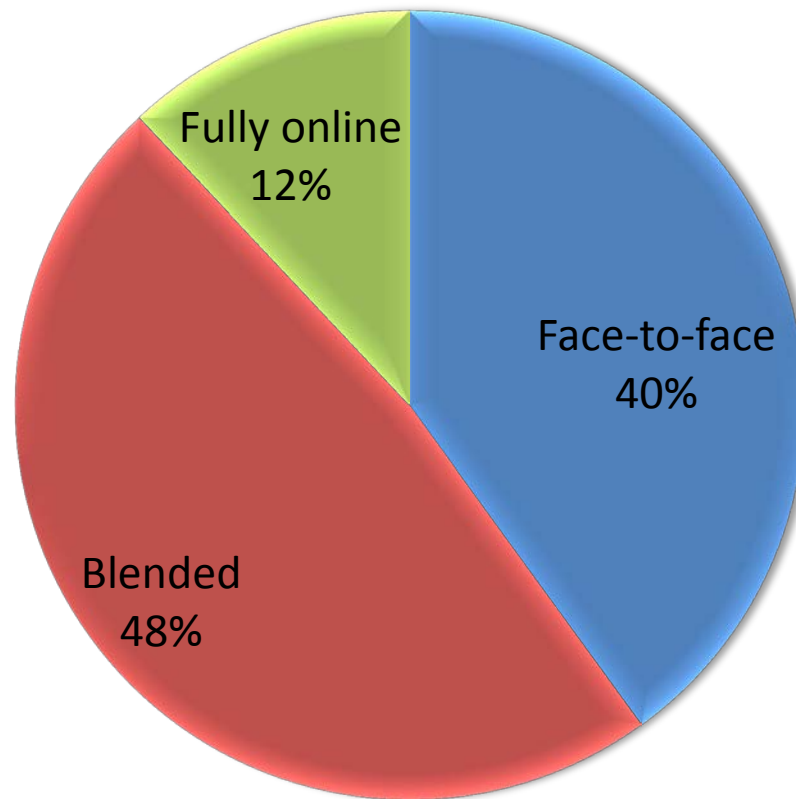


# Students don't want “all tech, all the time”



**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)

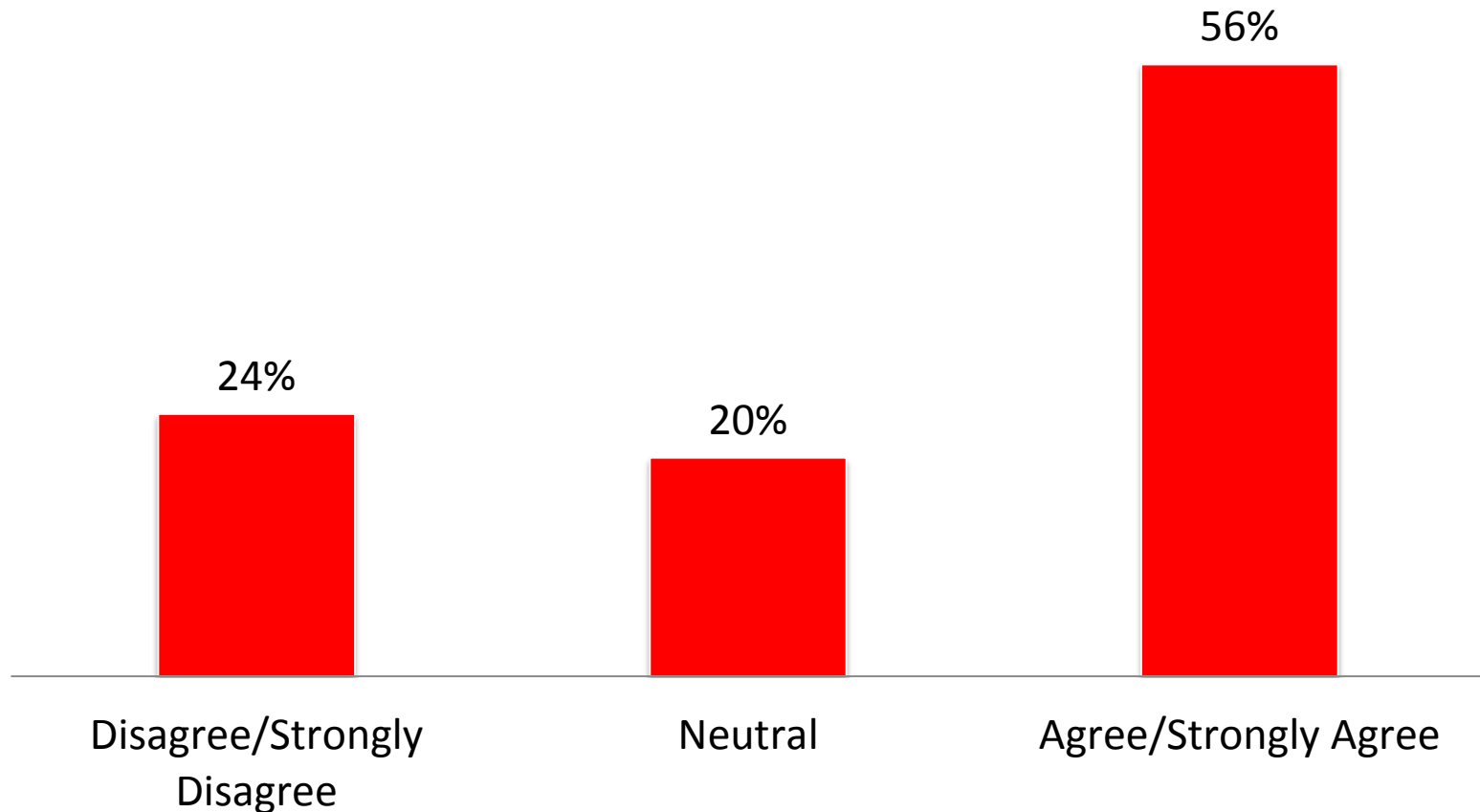
**“Overall, I am quite satisfied with this [blended] course” – average 70% (range 65-100%)**



**COHERE.ca**

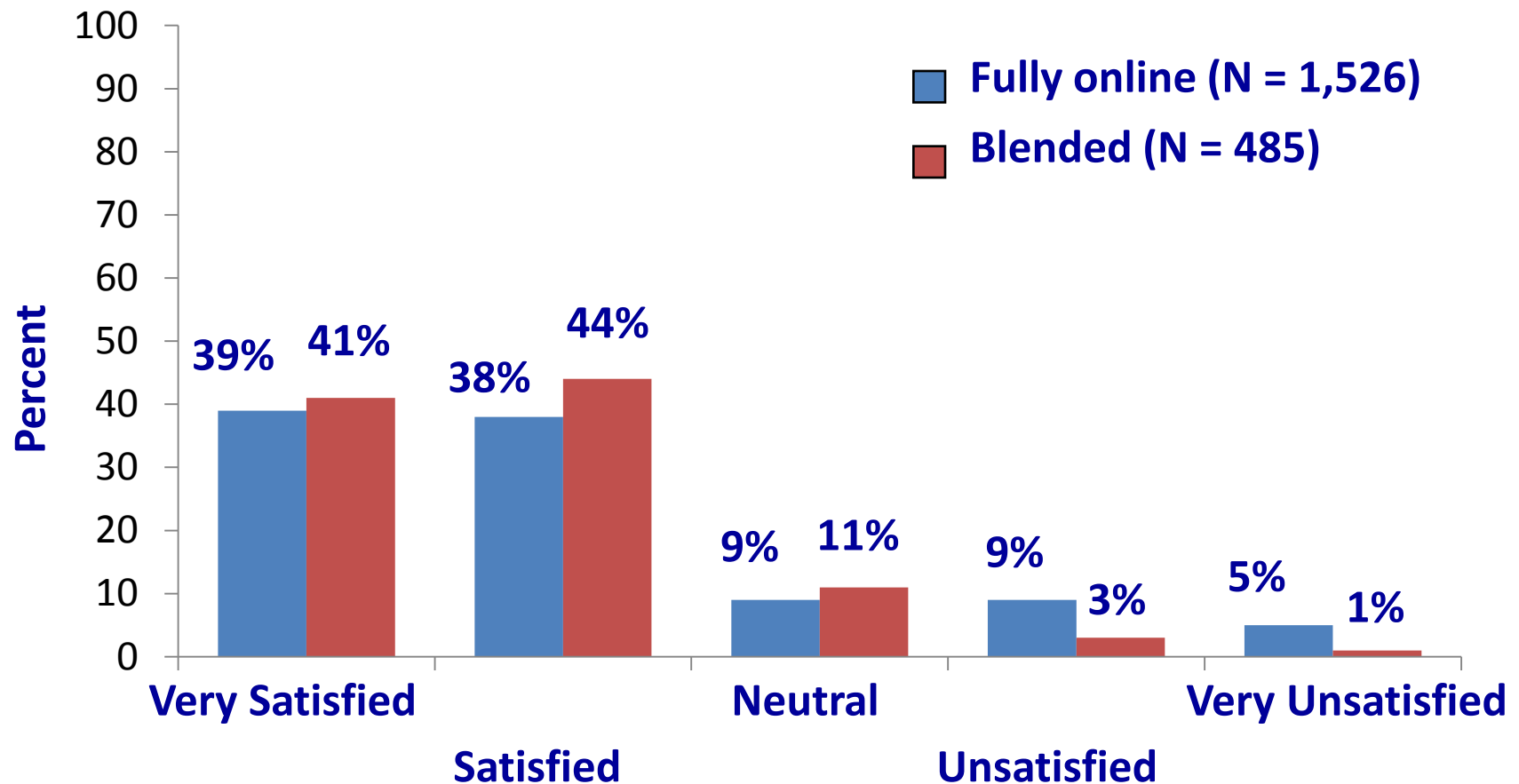
CANADA'S COLLABORATION FOR ONLINE HIGHER EDUCATION AND RESEARCH

# **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

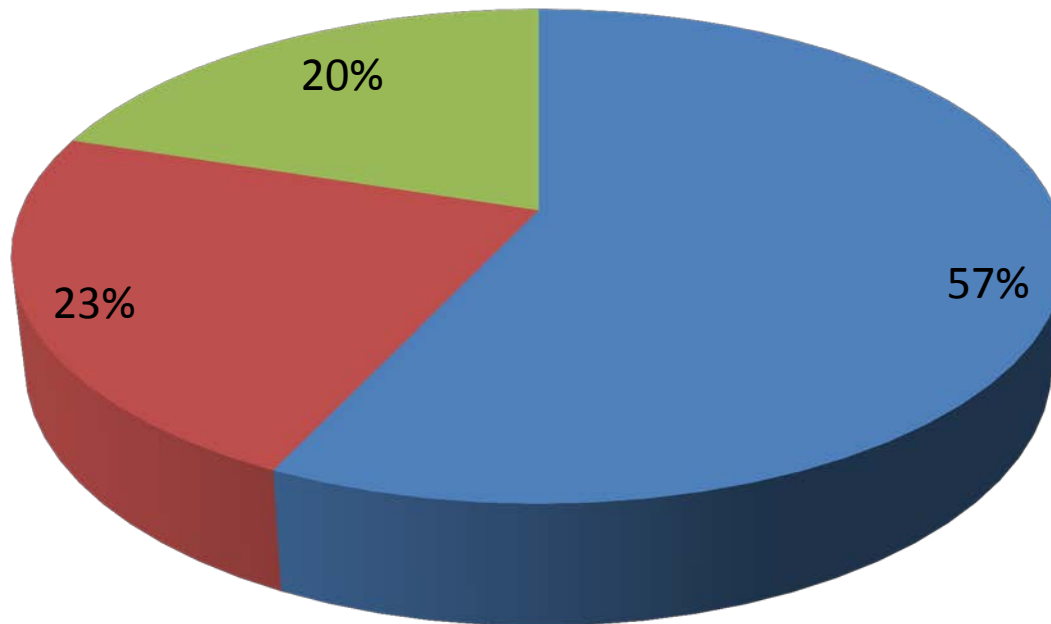




# Taking this course increased my interest in the material [York U]

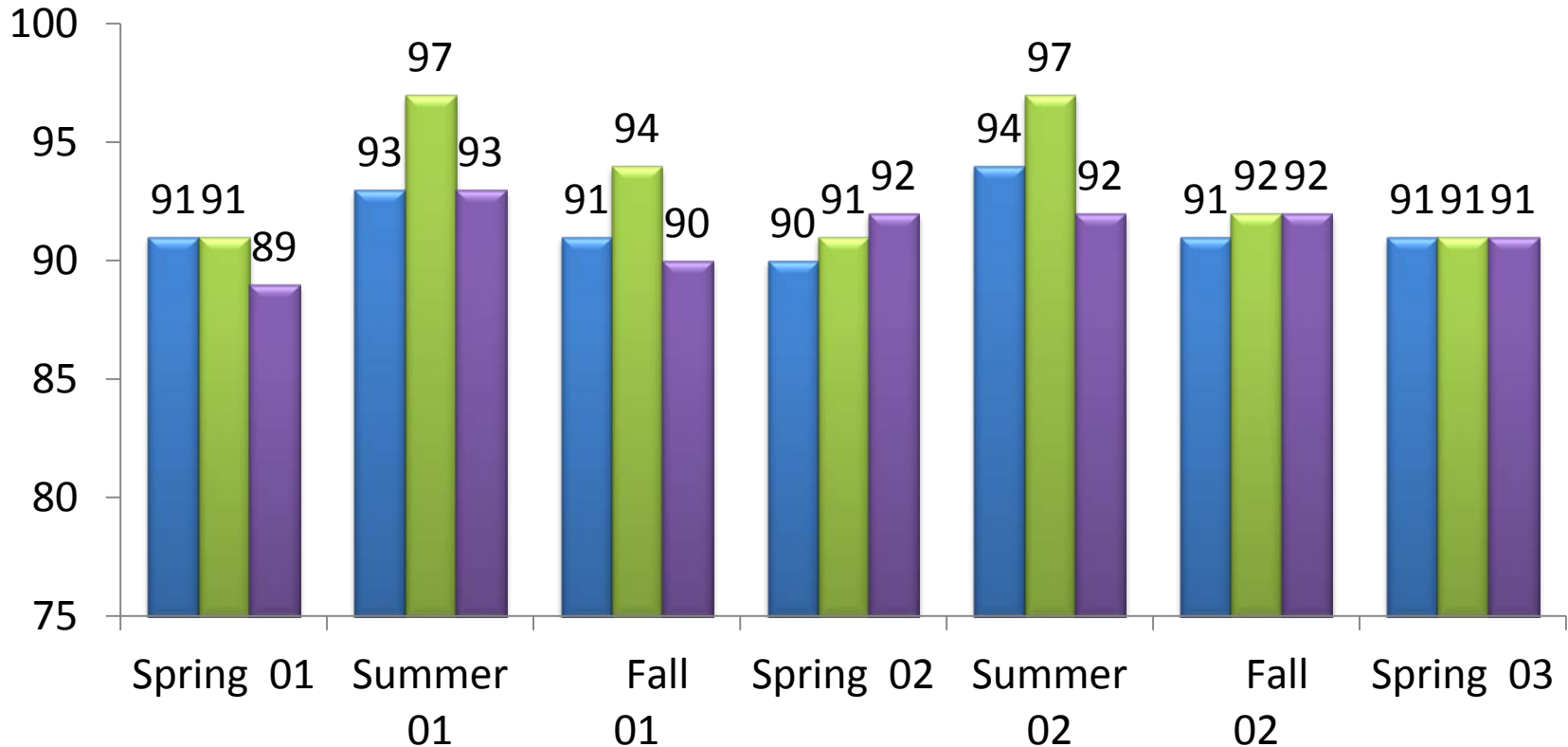
%

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

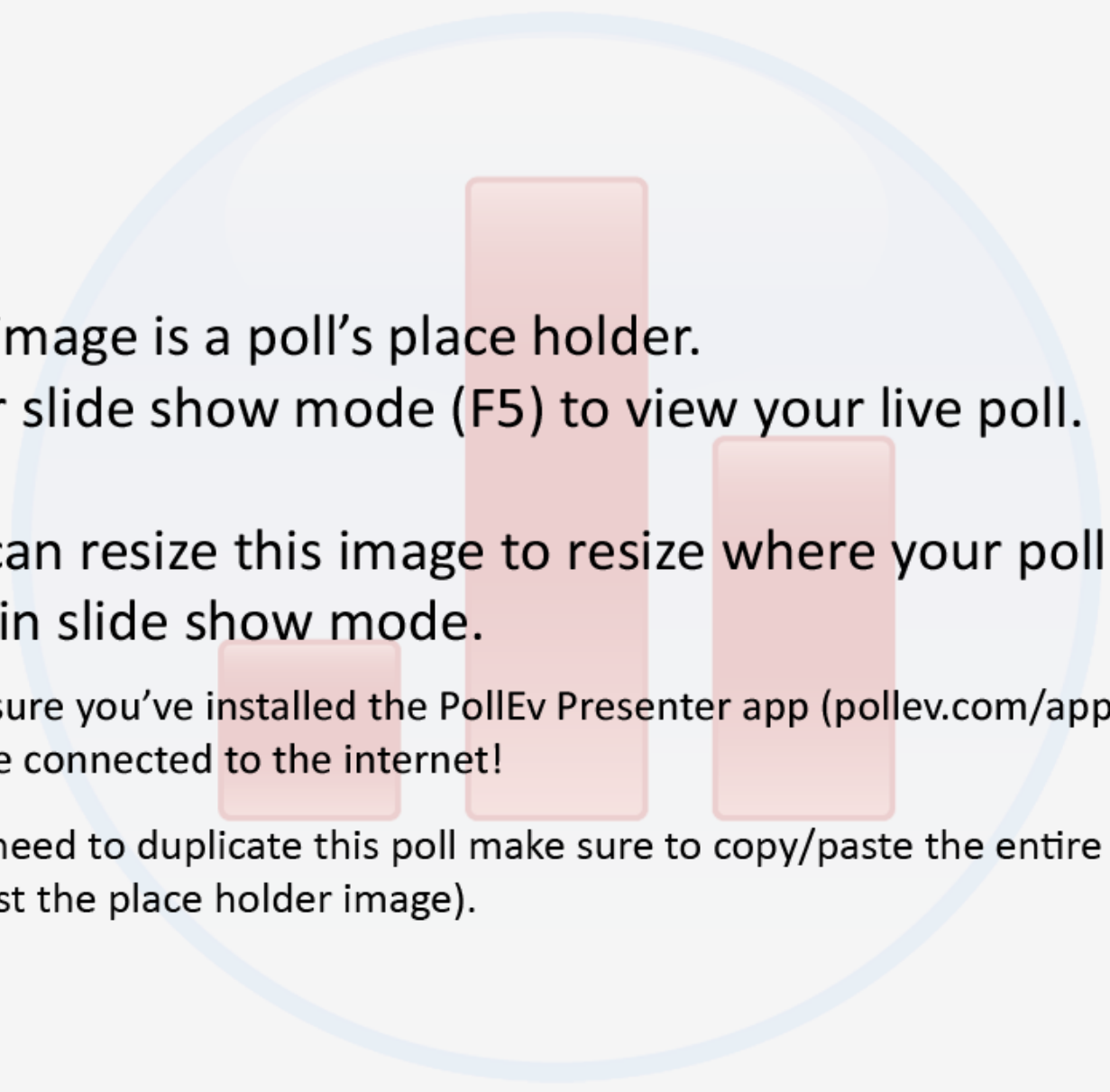


N = 2121  
34 courses

## BUT, what about improving learning?



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



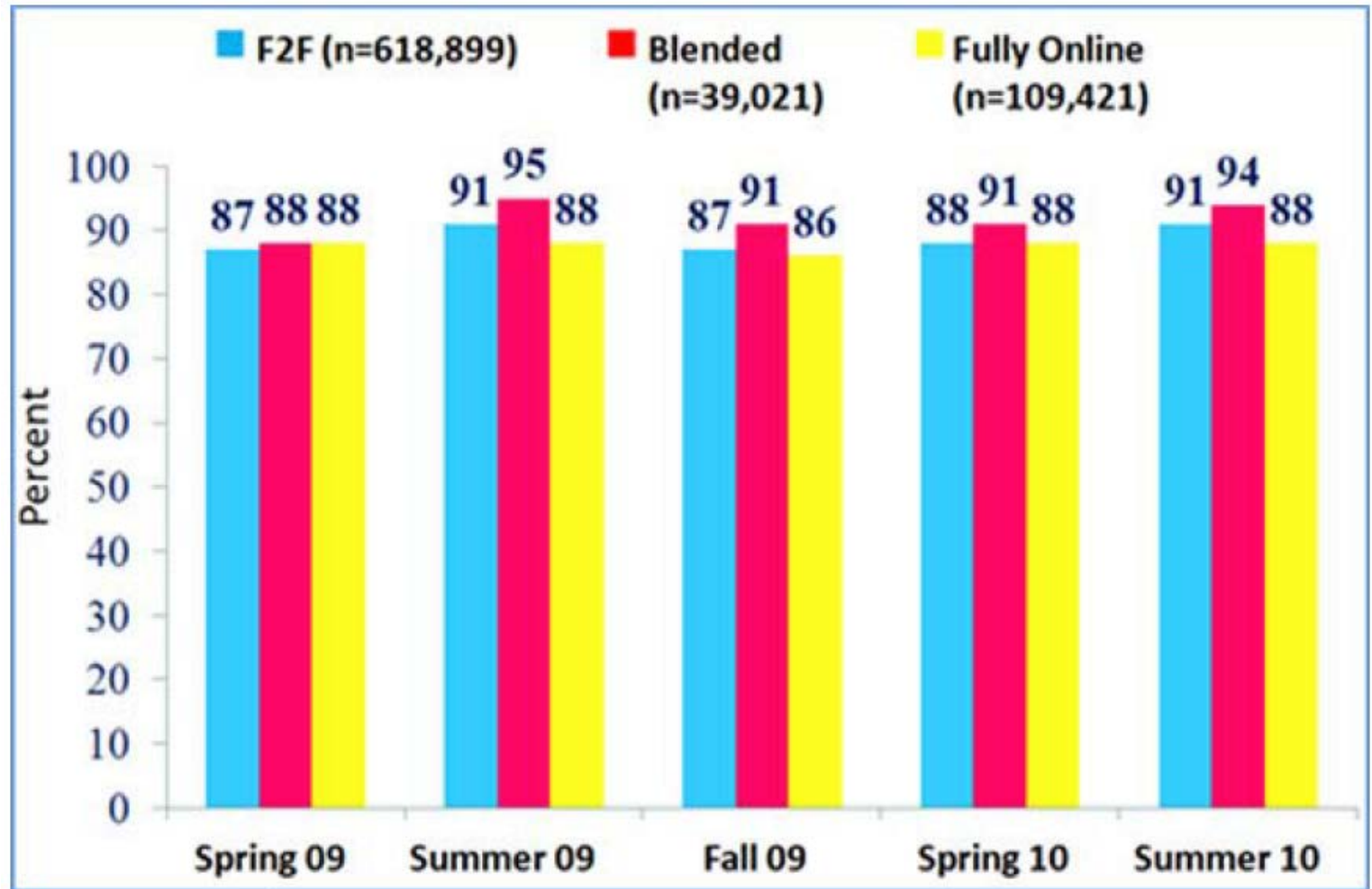
This image is a poll's place holder.  
Enter slide show mode (F5) to view your live poll.

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](https://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...

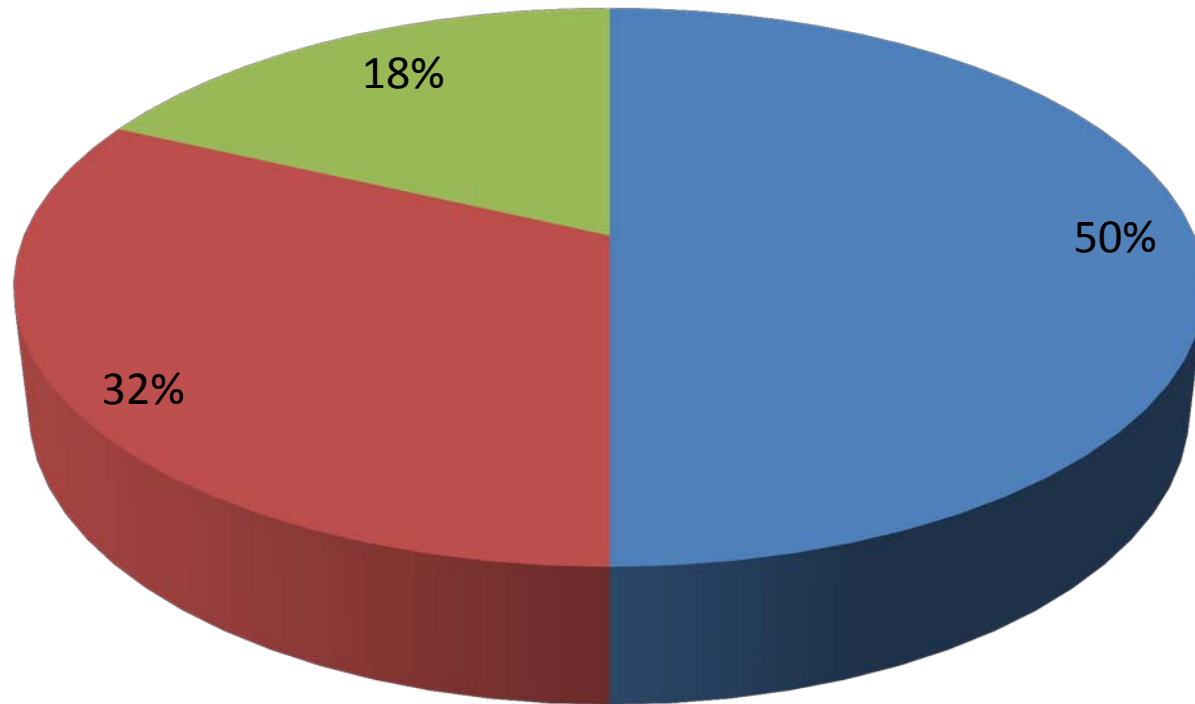


**“Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.”**

**(51 studies, effect size = +0.24)**

# 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

|                        | MON     | WED     | FRI     |
|------------------------|---------|---------|---------|
| Traditional Scheduling | PLS 828 | PLS 828 | PLS 828 |
| Blended Scheduling     | PLS 828 | ENG 341 | COM 200 |

The diagram illustrates a comparison between traditional and blended classroom scheduling. The traditional model shows a single course (PLS 828) occupying the same time slot across three days (Monday, Wednesday, and Friday). The blended model shows the same time slot being utilized by three different courses (PLS 828, ENG 341, and COM 200) on the same days, thereby increasing classroom utilization. A faint, mirrored version of the table is visible in the background.

(Hartman, 2007)

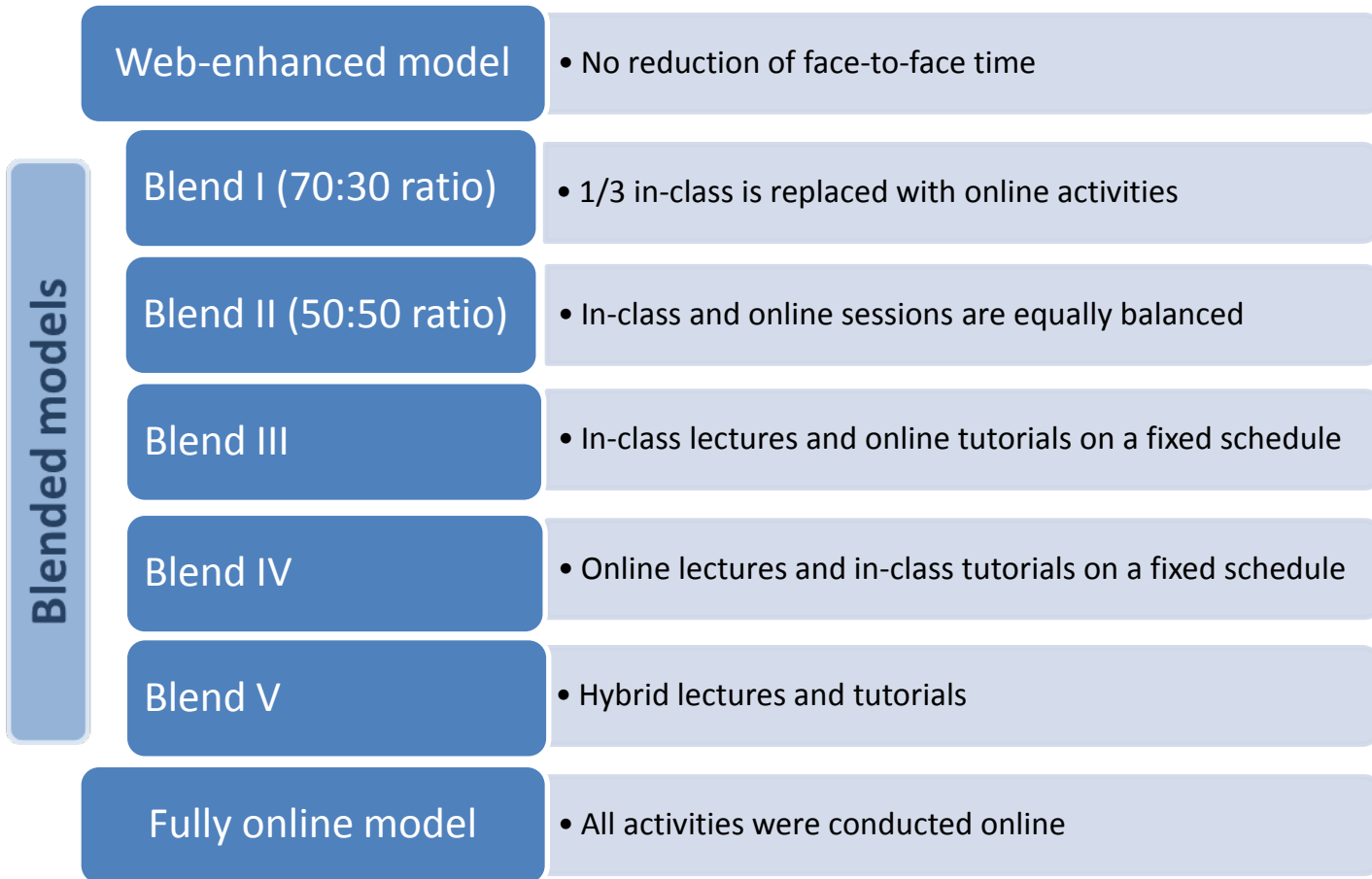
# Challenges for the institution



- 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?





# My undergrad course

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

The screenshot shows a Moodle course interface. At the top is a red header bar with the Moodle logo, the text 'Moodle@York 2011-12', a user profile for 'Ronald D Owston' with a 'Logout' link, and navigation links for 'My Profile', 'My Blog', and 'Messages'. Below the header, the course title '-ED/EDUC3770 A - Teaching and Learning with Digital Technology (2011-2012)' is displayed. A navigation bar includes 'My courses' and 'Course home', a 'Switch role to...' dropdown, and a 'Turn editing on' button. The main content area is divided into three sections. On the left is a 'Calendar' widget showing a calendar for November 2013, with the 24th highlighted. Below the calendar is an 'Events Key' with icons for 'Global', 'Course', 'Group', and 'User'. The central section is titled 'Teaching and Learning with Digital Technology' and contains a welcome message: 'Welcome to EDUC3770! Always read the course announcements when you login. Moodle works best with Firefox'. Below this is a 'General course information' section with a list of links: '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', and 'ePortfolio reflection questions'. On the right is a 'Learning Group Discussions' widget showing a list of discussion groups, each with a group icon and the text 'Group 1' through 'Group 7'.

**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  
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  
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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 RESOURCE S

#### 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. At the top is a red banner with the Moodle logo and the text "Moodle @ York University". Below the banner is a navigation bar with four buttons: "Home" (with a house icon), "My Courses", "Student Resources", and "Instructor Resources". The "My Courses" button is highlighted. Below the navigation bar, the course title "FA/VISA1900 A - Art in the City (Fall 2012-2013)" is displayed. A breadcrumb trail shows the path: "MY COURSES > 2012-2013 > FACULTY OF FINE ARTS 2012 > FALL > FA/VISA1900 A - ART IN THE CITY (FALL 2012-2013)". The main content area has a heading "Welcome to Art in the City" followed by two paragraphs of text and a bolded note.

**Moodle @ York University**

[Home](#) **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 ...**

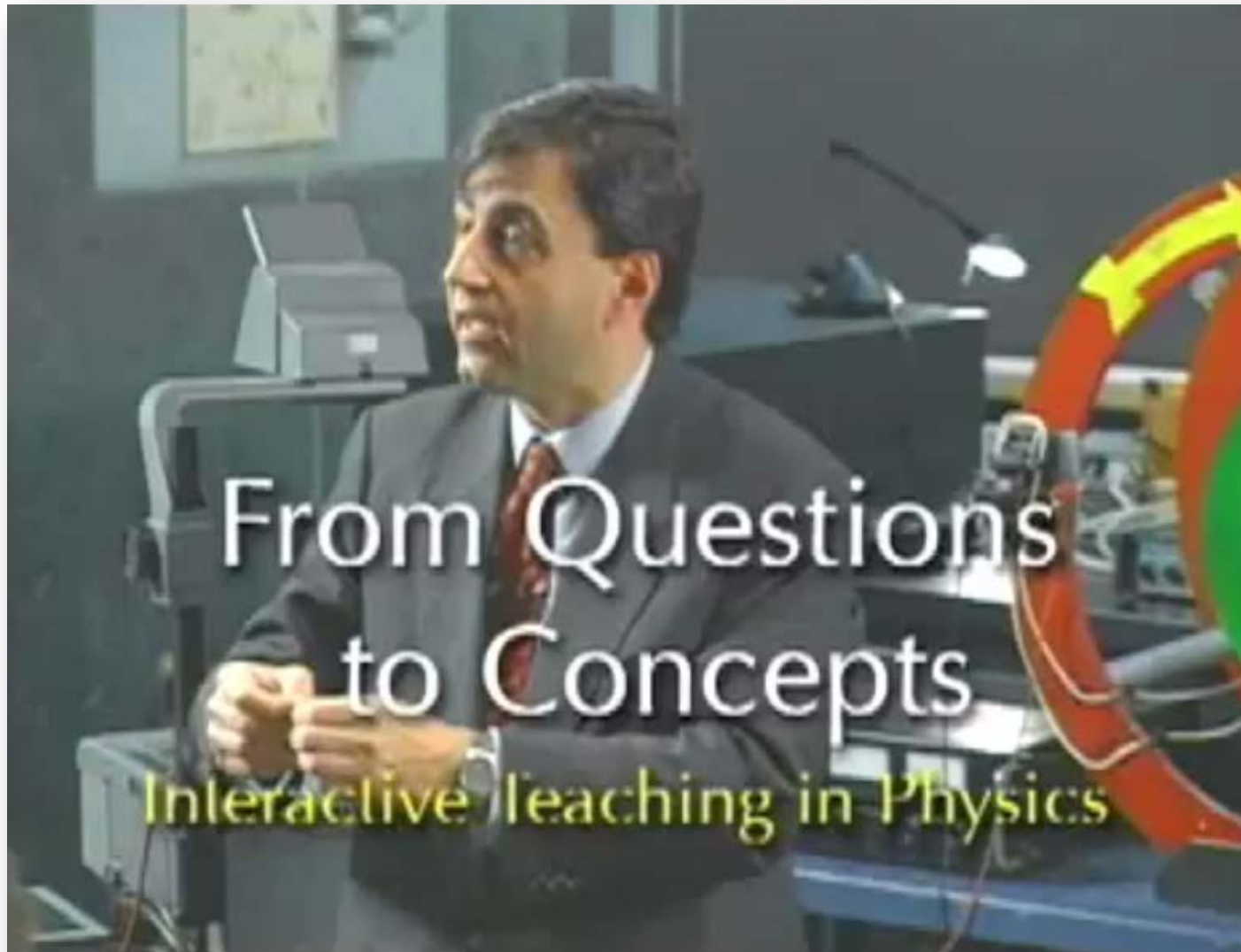
**[rowston@edu.yorku.ca](mailto:rowston@edu.yorku.ca)**

**@RonOwston**

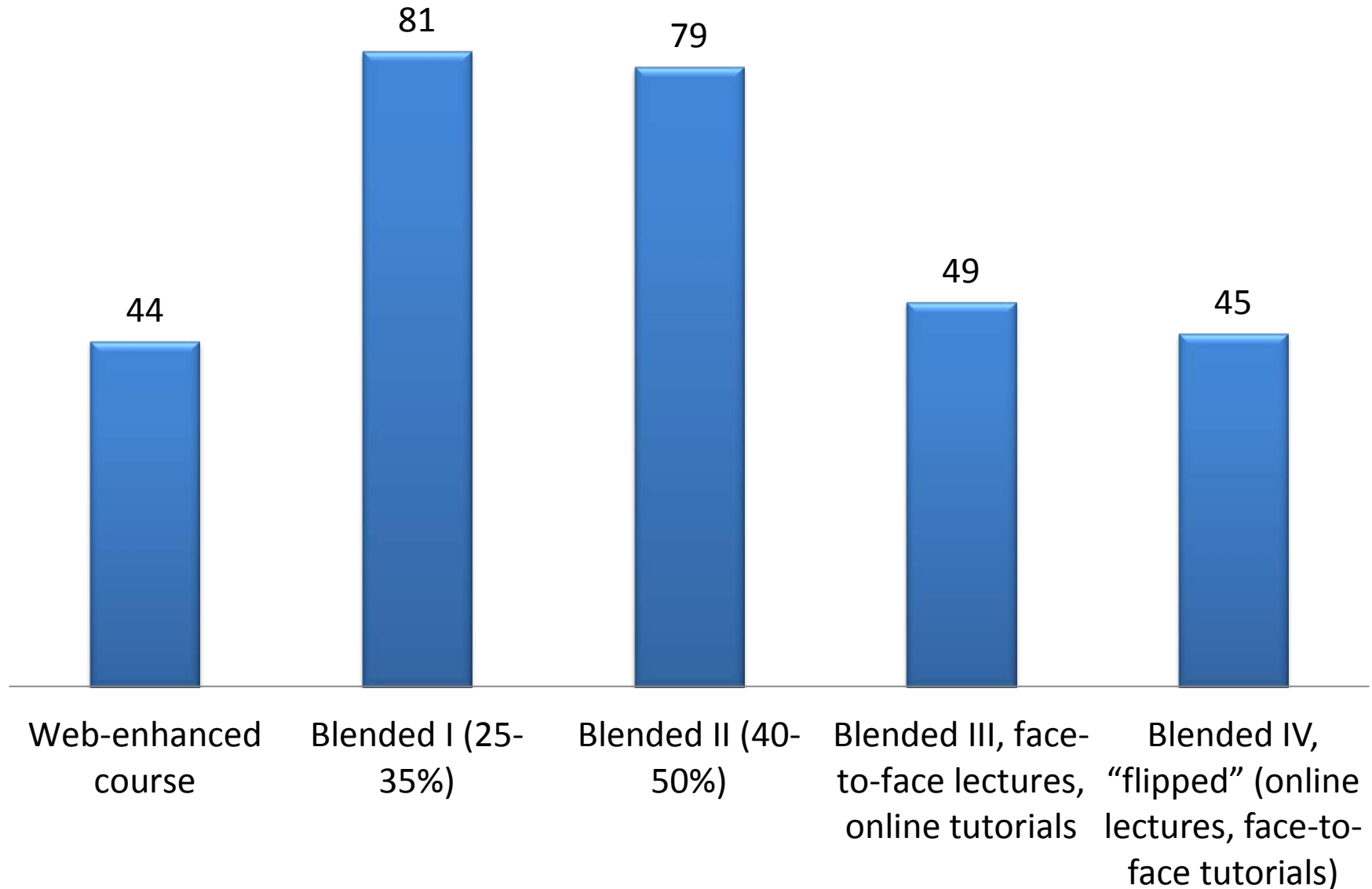
**[http://www.yorku.ca/rowston/Mohawk.p  
df](http://www.yorku.ca/rowston/Mohawk.pdf)**



# 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

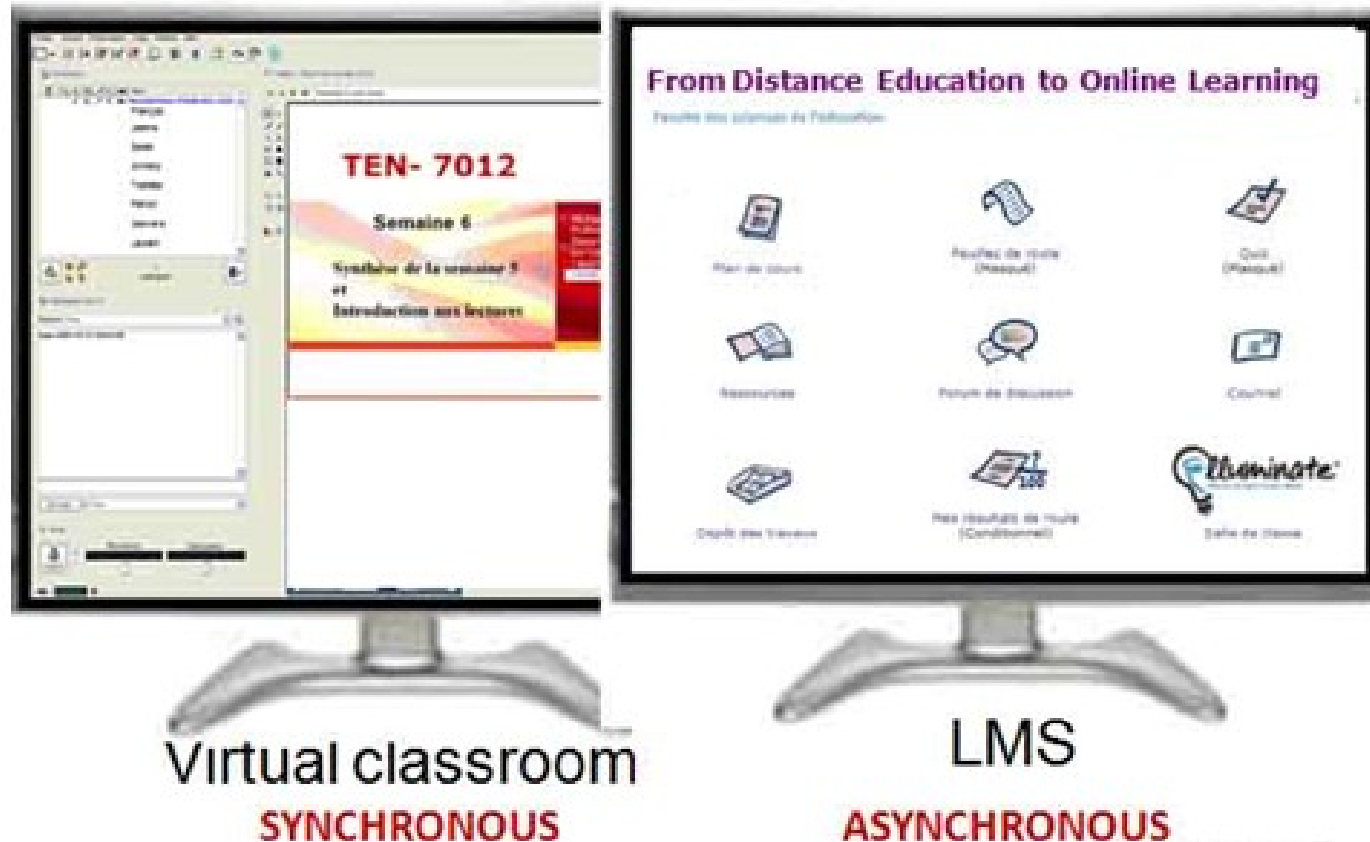


Figure 5. BOLD, a combined-technology approach to the design and delivery of university graduate studies.



# I am satisfied with this course

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

