


Blended Learning: Mixing the Real and the Virtual



BLENDED LEARNING: Mixing the Real and the Virtual

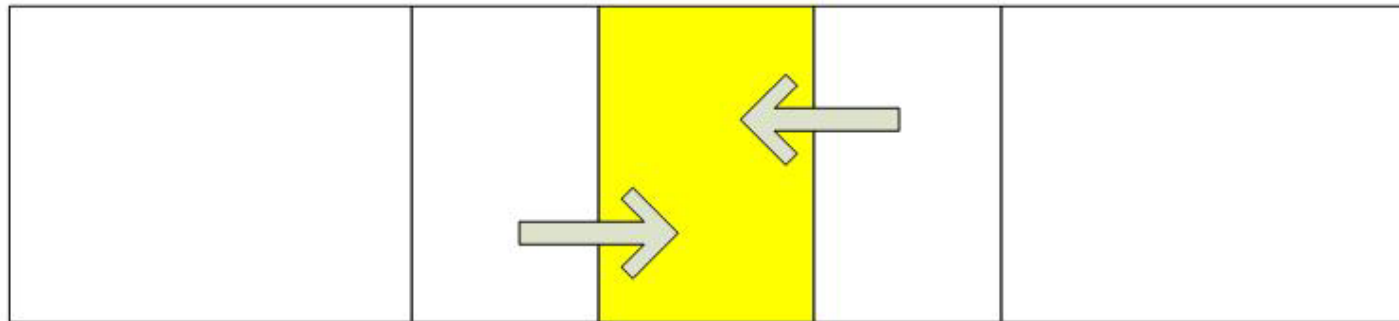
Instructional Design Technology Roundtable
Shalin Hai-Jew
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DEFINITION

- A combination of face-to-face (F2F) and online learning for a course
- Synchronous and asynchronous learning
- Real-time, real-space (in-classroom) *and* virtual (online)
- Unique sequencing  but integrated
- May involve uses of mobile devices in ambient space (virtual-enhanced reality)

F2F to Online Learning Continuum

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**Traditional
Face-to-Face
Learning**

**Integration of
Techno:**

- Computer Labs
- WWW & Internet

**Blended
Learning**

**Virtual Enhanced and
Real-Space Learning**

Online Learning

- Ubi-Learning
- Ambient Learning
- Mobile Learning
- Context-Aware
Real-Space



Issues in Designing Blended Learning

- Optimal learning value (for learning styles)
- Strengths in F2F / strengths in online learning
- Accessibility
- Convenience for learners / learner options
- Instructor teaching styles
- Learner retention through rich learning and scheduling flexibility

Strengths in F2F Learning

PROFESSOR PRESENCE

LOCALE

LIVE INTERACTIVITY

LEGALITIES



Strengths in Online Learning

TIME-SPACE FLEXIBILITY

DISTANCE FLEXIBILITY

RECORDABILITY AND

REPEATABILITY

PEDAGOGICAL FLEXIBILITY

LEGALITIES





HOW TO BUILD BLENDED LEARNING?



The Role of a “Blended” Instructor

- Traditional leader, presenter
- Facilitator, discussion leader
- Event designer
- Online course designer
- Virtual Learning Environment (VLE) designer



Live Instructional Planning

- Overall learning trajectory
- **Value-added use of synchronous time and space** (learning activities and locations)
- **Value-added for extemporaneous interactions** and collaborations



Virtual Learning Environment Design

- Recordkeeping, delivery and archival of course documents
- Use of proper technologies
- Designed interactivity between learners and instructors
- A sense of a community of learning (with “telepresent” people)



Overall “Blended” Considerations

- Coherent and clear pattern / structure in the hybrid course, bringing together the learning for an aligned learning experience (not a piecemeal one, not a zigzag)
- A predominant approach (either F2F or online as dominant, usually)
- A feedback loop from learners to improve the course / training
- A cohesive learning community both F2F and online

General Steps in Blended Design

1. Look at the **required learning contents** for a training or a sequence of trainings.
2. Divide the learning up in the optimal way to **maximize the strengths** of online learning and the strengths of F2F learning. Have a clear pedagogical rationale for design choices.
3. Ensure that the learner experience is **coherent and aligned**. Provide plenty of support.
4. Make sure the instruction fits the **instructional mode**. Work to the strengths of the teaching situation.



Teaching Blended

- Higher coordination of learners between the technological and the physical
- Less face-to-face time but more virtual time
- Less discrete course time segments but more of a continual interactivity



Research on the Efficacy of Blended Learning

- <http://campustechnology.com/articles/67634/> (“a wash”)
- <http://www.lifescied.org/cgi/reprint/7/2/234> (CBE—Life Sciences Education / Studio Format in an Introductory Undergraduate Biology course at K-State)
- (Thanks to Dr. David A. Rintoul for these references.)

Conclusion

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