

Blended Learning (Handout)

Presentation Overview: Blended (hybrid) learning is sometimes seen as the transition point between face-to-face (F2F) and purely online learning. This approach combines both F2F learning activities with online ones in a creative, rich-learning mix. See how blended learning strategies may enhance learning, student collaboration, course accessibility, learner convenience, informational security, student retention, classroom community building and rich learner assessment. See how to build multi-use resources. Bring course syllabi to set up blending strategies and sequences for your own course(s).

Strengths in F2F Learning

Professor Presence

- More flexible leadership and guidance, particularly for complex learning
- Ability to live-debrief
- Live assessment of learning for the group and individuals

Locale

- Locale for learning (lab, field site, and others)

Live Interactivity

- Learner presences
- Flexibility in activities
- Serendipity and *ex tempore* interactions and collaborations
- Live learner interactivity, live synergies
- Co-creation of projects, collaboration with direct use of materials

Legalities

- Accessibility accommodations (possible)
- Informational security / control (non-publication, retraction)
- More flexibility in using copyrighted materials under “fair use”
- Substitutable if missed by students (if captured by video, audio, or in screen capture forms)

Strengths in Online Learning

Time-Space Flexibility

- Asynchronous convenience
- Synchronous convenience

Distance Flexibility

- Global and local education

Recordability and Repeatability

- Digital learning “trails” and data-mining potential, recordable

- Digital archival
- Pre-made materials such as simulations and digital learning objects
- Scalable, lower cost re: time / travel / facilities

Pedagogical Flexibility

- Scaffolding of contents for novices, scaffolding for experts
- Open-source contents for reusability by other instructors

Legalities

- Accessibility mitigations



Potential Blended Benefits...for Students

- **Enhanced learning:** Live instructor presence, technological enhancements
- **Support for student collaboration:** Real-time real-space interactivity and asynchronous online interactions, synchronous online interactions
- **Course accessibility:** Live signing in live courses, transcription of audio and video, labeling of images with alt text online
- **Learner convenience:** Time flexibility without full-term scheduling, asynchronicity (non-real-time learning), the repeatability of some automated learning, and the ease of accessing course materials
- **Rich learner assessment:** Automated assessments, live instructor-led assessments, peer assessments live or via the online classroom

Potential Blended Benefits...for Professors

- **Student retention:** Enhanced instructor and learner presence and humanization, real-time trouble-shooting of learning issues, closer human connections with co-learners
- **Classroom community building:** Live real-space interactivity, cooperative behaviors, technologically-enhanced collaboration and interchanges and communications
- **Informational security:** Manual control over contents in live classrooms, streaming only of video contents in the online classroom
- **Multi-use / Dual use resources:** Course contents may often be used in both contexts (F2F and online)

Some Tips on Building Blended Learning

Considering Learner Needs

- Proper setup of learner orientations and expectations
- Real-time accessibility, technological accessibility
- Individual “customized” attention whenever possible
- Learner decision-making regarding the learning, scheduling, and assessments—in an “emergent curriculum”

Project Documentation

- Capture both the F2F and online pedagogical strategies in case others inherit the blended / hybrid course.

Multi-Use / Dual-Use Content Resources

- **Multi-use Resources:** Different resources may be used both online and in F2F settings. This also may mean that building for both uses may be helpful, or something may built initially for one use may be used in an unplanned way.
- **Considerations for Multi-use:** Intellectual property / copyright releases (beyond “fair use”), digitization of the contents, 508 accessibility for online learning, and mediated collaboration

| In-Class | Online |
|--|--|
| <ul style="list-style-type: none"> • Slideshows and presentation materials • Videos of demonstrations or labs, fieldwork, and lectures • Assignments • Assessments • Handouts • Role plays and simulations • Case studies ... | <ul style="list-style-type: none"> • Slideshows and presentation materials • Videos • Digitized lectures • Assignments • Assessments • Electronic handouts • Role plays and simulations • Case studies ... |

Some Research on the Efficacy of Blended Learning

- <http://campustechnology.com/articles/67634/> (“a wash”)
- <http://www.lifescied.org/cgi/reprint/7/2/234> (“a gain in learning,” CBE—Life Sciences Education / Studio Format in an Introductory Undergraduate Biology course at K-State)

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