

Models of Blended Learning



COMMONWEALTH *of* LEARNING

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COMMONWEALTH *of* LEARNING



To help Commonwealth governments and institutions use technologies to improve and expand access to education and training



**ECONOMIC
EMPOWERMENT**



**SOCIAL
INCLUSION**



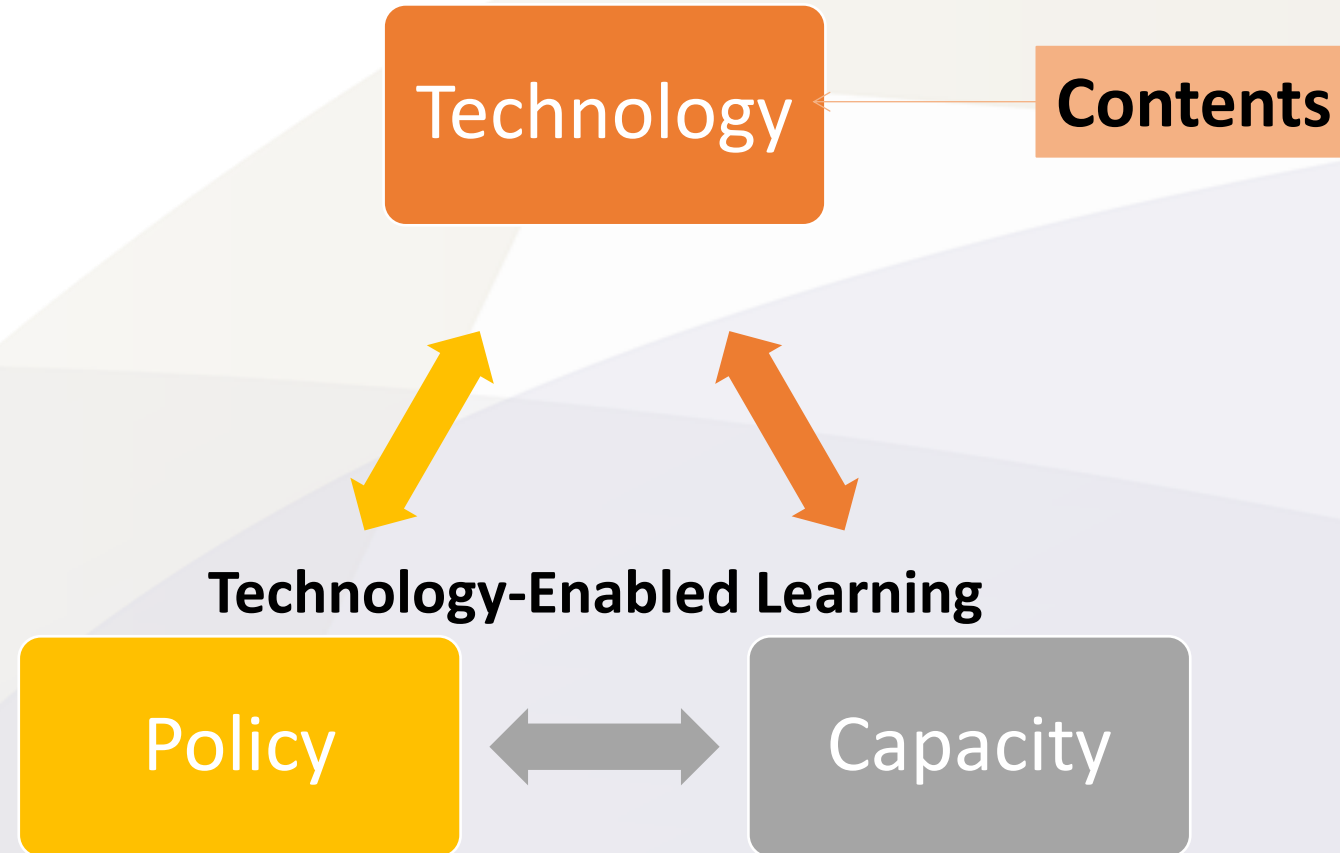
**ENVIRONMENTAL
CONSERVATION**



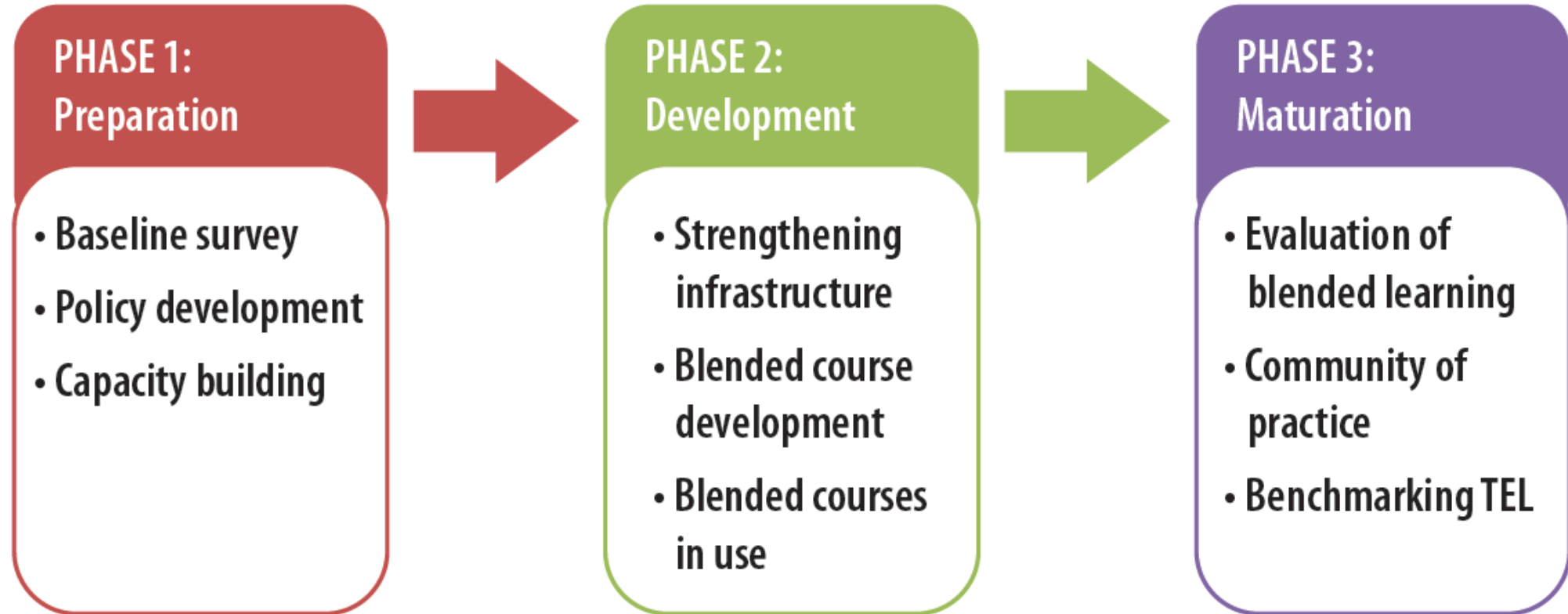
learning for sustainable development



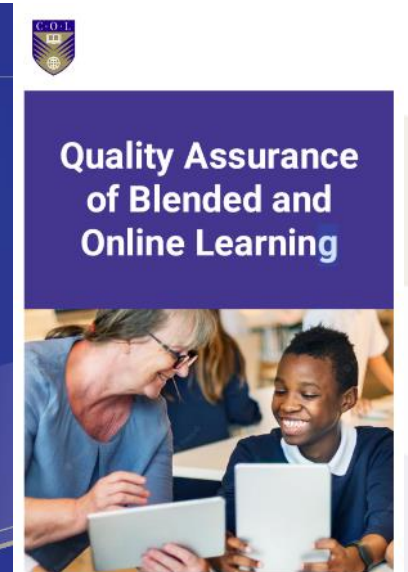
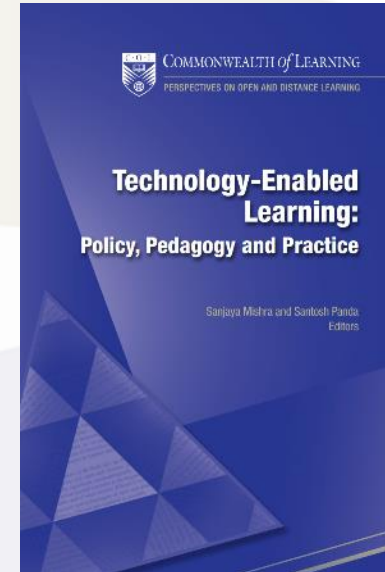
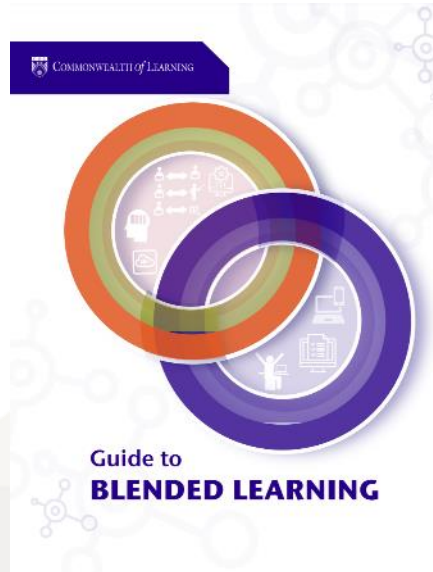
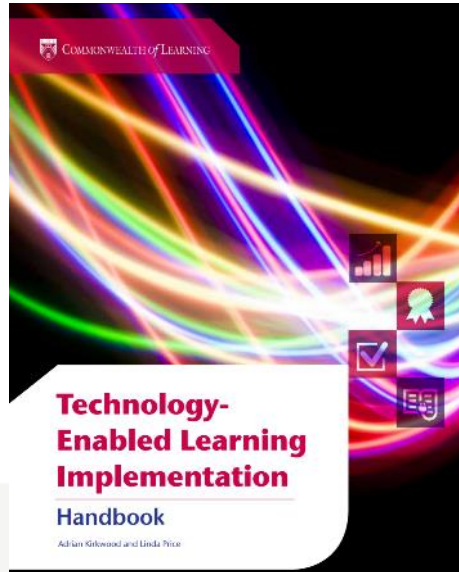
Promoting Blended Learning: COL model



Implementation of Blended Learning



COL Resources on Blended Learning



<https://oasis.col.org/home>



Blended Learning Defined

the thoughtful fusion of
face-to-face and online
learning experiences

Source: Garrison, D., & Vaughan, N. (2008). *Blended learning in higher education*. San Francisco, CA: Jossey-Bass.

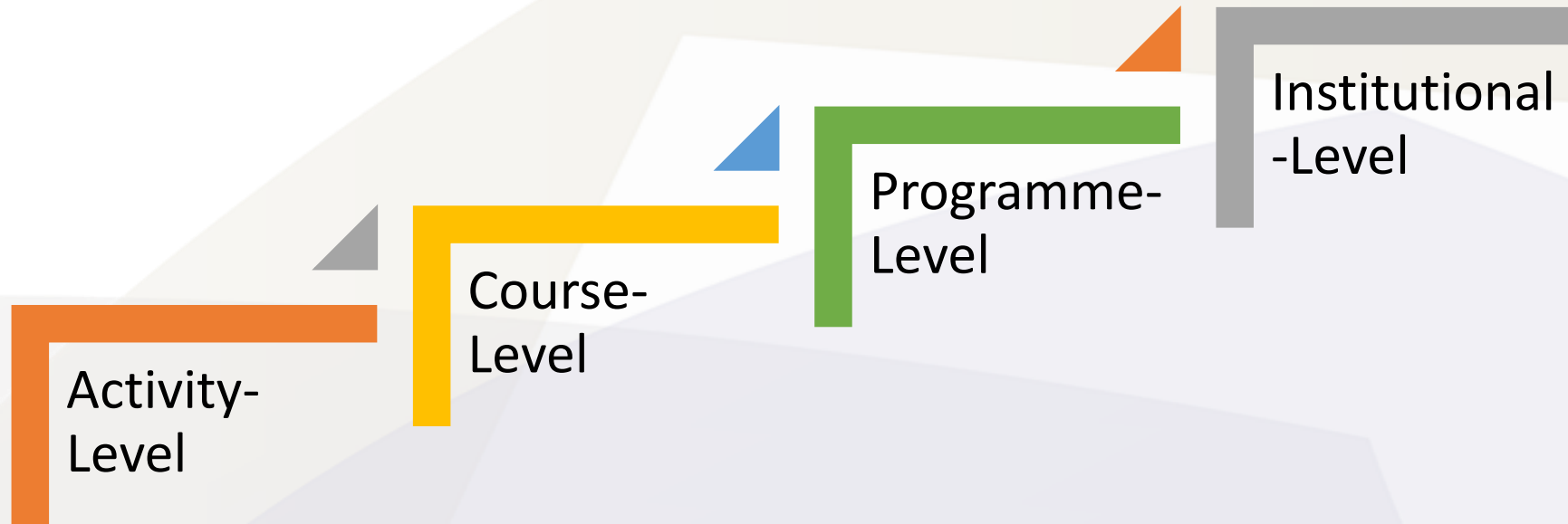


What are being blended?

- Combining instructional modalities (or delivery media)
- Combining instructional methods
- Combining online and face-to-face instruction



Levels of Blending



How much of blending?

<i>Proportion of Content Delivered Online</i>	<i>Type of Course</i>	<i>Typical Description</i>
0%	Traditional	Course where no online technology used — content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.
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 a reduced number of 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: Allen, & Seaman (2014). *Grade Change: Tracking Online Education in the United States*, Babson Survey Research Group and Quahog Research Group. Retrieved from <https://www.onlinelearningsurvey.com/reports/gradechange.pdf>



Example

Components of the blended course

Proportions	Components
Online Components (50%)	Reading materials, resources Forum discussions Sample links
F2F Components (50%)	Traditional lectures Group Work (cooperative learning tasks) Group discussions Expert seminars

Source: Gedik, N., Kiraz, E., & Ozden, M. Y. (2013). Design of a blended learning environment: Considerations and implementation issues. *Australasian Journal of Educational Technology*. 29(1), 1-19



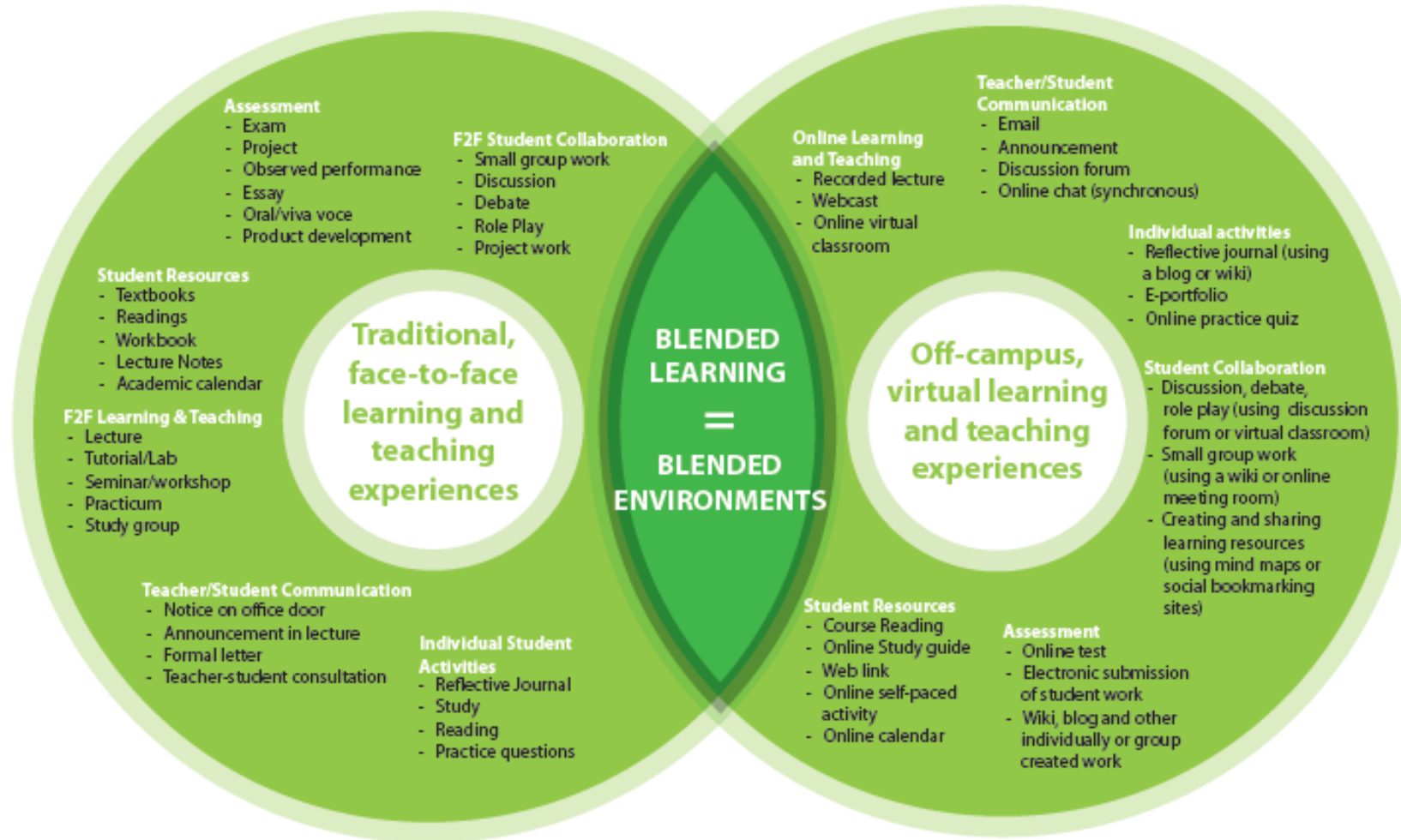
Blended Learning is...

$$BL = F2F + LMS$$

Source: Fadde, & Vu (2014). Blended Online Learning: Benefits, Challenges and Misconceptions, In Patrick R. Lowenthal, Cindy S. York, and Jennifer C. Richardson, Eds. *Online Learning: Common Misconceptions, Benefits and Challenges* (p.33-48). New York: Nova Science Publishers



Blended Learning Environment

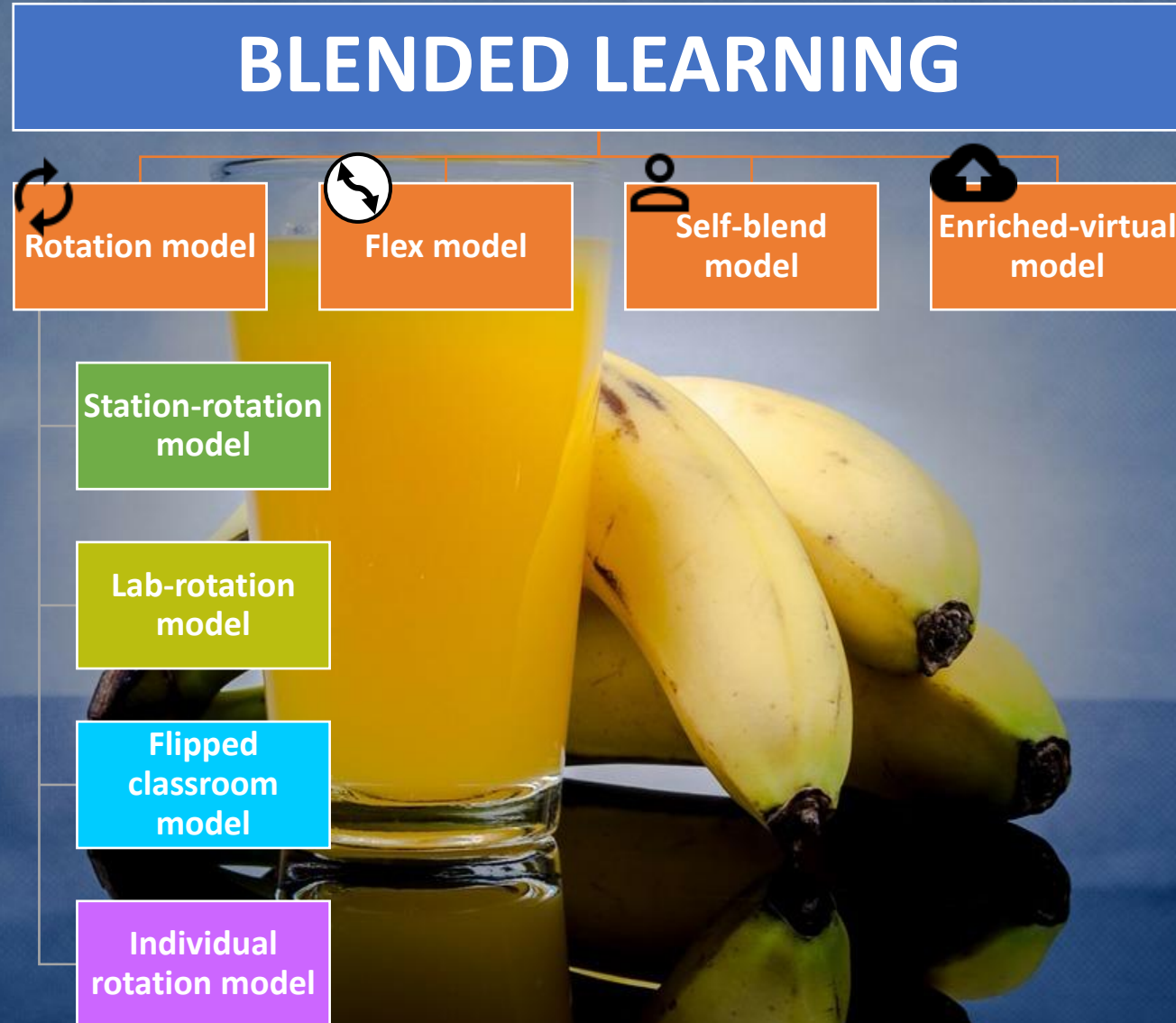


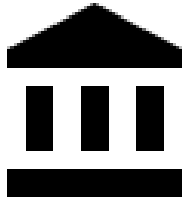
Why blended learning?

- Broaden the spaces and opportunities available for learning;
- Support course management activities (e.g., communication, assessment submission, marking and feedback);
- Support the provision of information and resources to students;
- Engage and motivate students through interactivity and collaboration.



Taxonomy of Blended Learning





Institutional success factors

- Aligned to organisational needs rather than using a generic approach
- Organisational readiness, sufficient technical resources, motivated faculty
- Freedom to adopt different models of blended learning
- Blended learning should be introduced as a scholarly and transformative redesign process
- Carrying out regular evaluations and sharing the results

Source: Stacey, E. & Gerbic, P. (2008). Success factors for blended learning. In *Hello! Where are you in the landscape of educational technology? Proceedings ascilite Melbourne 2008*. Retrieved from <http://www.ascilite.org.au/conferences/melbourne08/procs/stacey.pdf>





Teachers

- Continuing professional development for teachers with sufficient time for development
- Ongoing pedagogical and technical support
- Dealing with teachers' fears of loss of control, and general uneasiness about the impact of online learning on classroom
- The impact on teachers' workloads must be taken into account
- Use creation of shareable and reusable digital resources in an effort to ensure that blended learning is sustainable

Source: Stacey, E. & Gerbic, P. (2008). Success factors for blended learning. In *Hello! Where are you in the landscape of educational technology? Proceedings ascilite Melbourne 2008*. Retrieved from <http://www.ascilite.org.au/conferences/melbourne08/procs/stacey.pdf>





Students

- Students' readiness for blending learning
- Increased self-regulation in learning and time management skills
- Consistent and transparent communication around the new expectations to use technology in teaching and learning
- Clarity on assessment

Source: Stacey, E. & Gerbic, P. (2008). Success factors for blended learning. In *Hello! Where are you in the landscape of educational technology? Proceedings ascilite Melbourne 2008*. Retrieved from <http://www.ascilite.org.au/conferences/melbourne08/procs/stacey.pdf>





Pedagogic Considerations

- Combination of the virtual and physical environments should be made on the basis of subject need and learning outcomes
- Utilise the strengths of the different media and add value to the learning activities
- The central role of the face-to-face environment along with activities for before, during and after class needs to be designed
- Make the blend relevant to the learners need

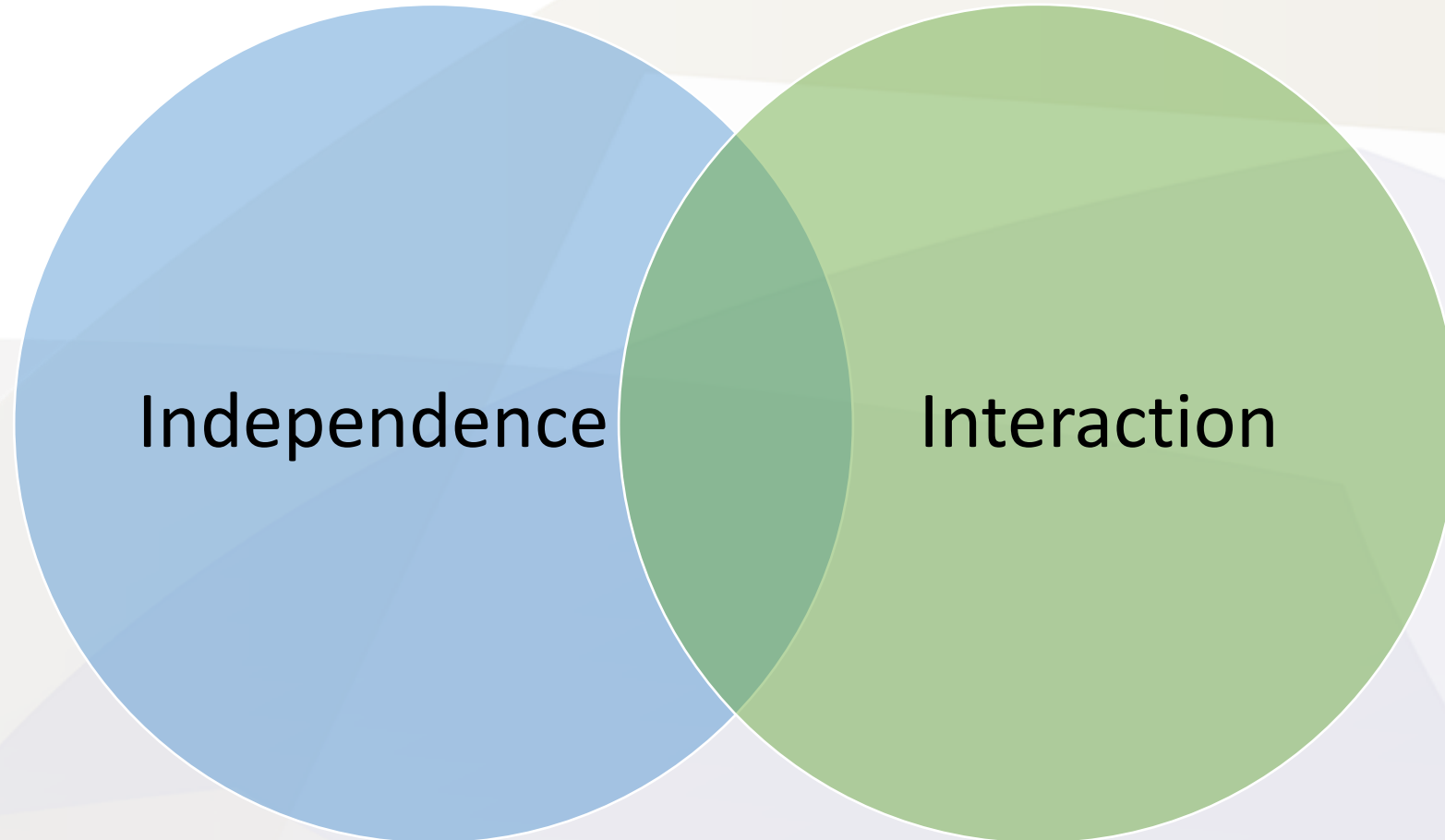
Source: Stacey, E. & Gerbic, P. (2008). Success factors for blended learning. In *Hello! Where are you in the landscape of educational technology? Proceedings ascilite Melbourne 2008*.

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Teaching by [Nick Youngson](#) CC BY-SA 3.0 Alpha Stock Images



Getting the Blend Right



A course is a course...

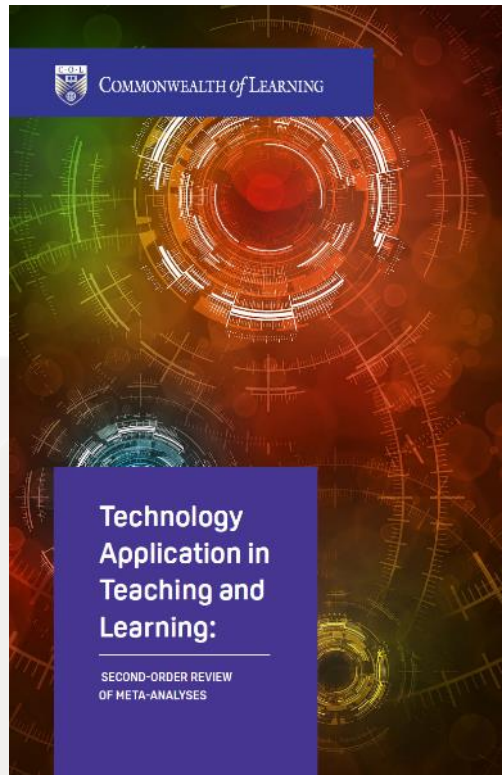
The strongest predictor of success is in previous academic performance (Dziuban, 2011). Historically, students who have done well in courses do well in any mode; a course is a course.

Source: Dziuban, C., & Moskal, P. (2011). A course is a course is a course: Factor invariance in student evaluation of online, blended and face-to-face learning environments, *Internet and Higher Education*, 14, 236–241

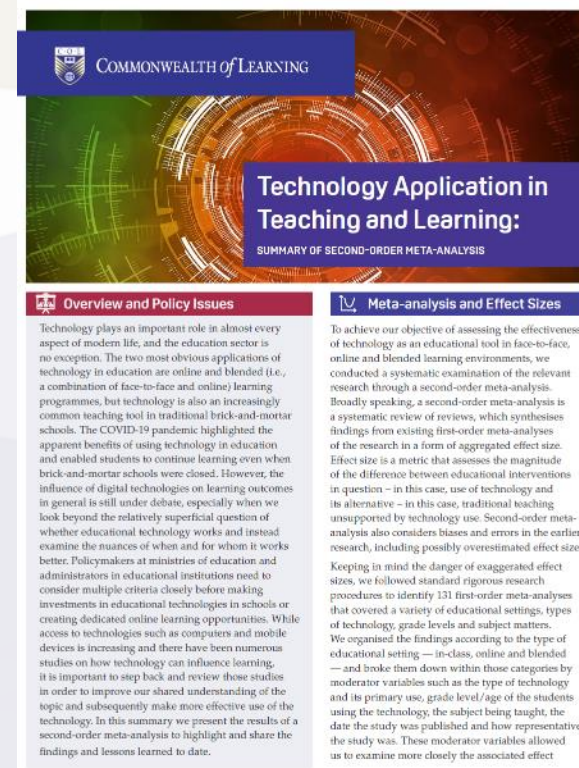


Want to know more?

Main report



Summary



Download at: <https://doi.org/10.56059/11599/4069>





Thank you

