

Introduction to Blended Learning

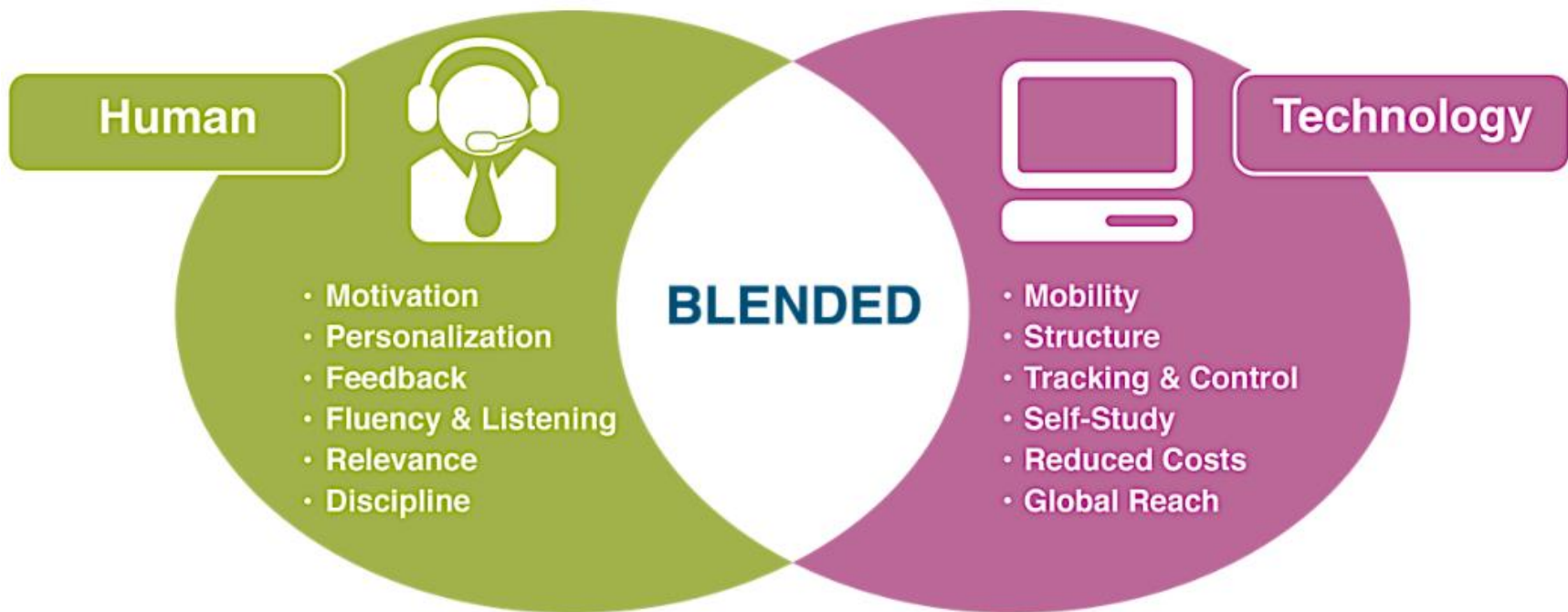
UTMLead, UTM

What is Blended Learning?

- **Blended learning** is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. (wikipedia)
- Dziuban, Hartman, and Moskal (2004) describe blended learning as a “pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment.”

WHY IS BLENDED LEARNING IMPORTANT? WHY MAKE THE CHANGE?

Why Make the Change





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Pembelajaran Dalam Talian Secara Global

Masa depan pembelajaran dalam talian bagi sistem pendidikan tinggi Malaysia adalah berpaksikan kepada piawaian kualiti global, peningkatan akses serta ekuiti yang memastikan kumpulan yang kurang berpeluang dapat memanfaatkannya. Bagi mencapai matlamat ini, Kementerian berhasrat untuk menjadikan pembelajaran dalam talian dan “blended learning” sebagai asas kepada kurikulum, dengan memberi galakan agresif ke atas Massive Open Online Courses (MOOCs).



Malaysia
Education
Blueprint
2015-2025
(HIGHER EDUCATION)

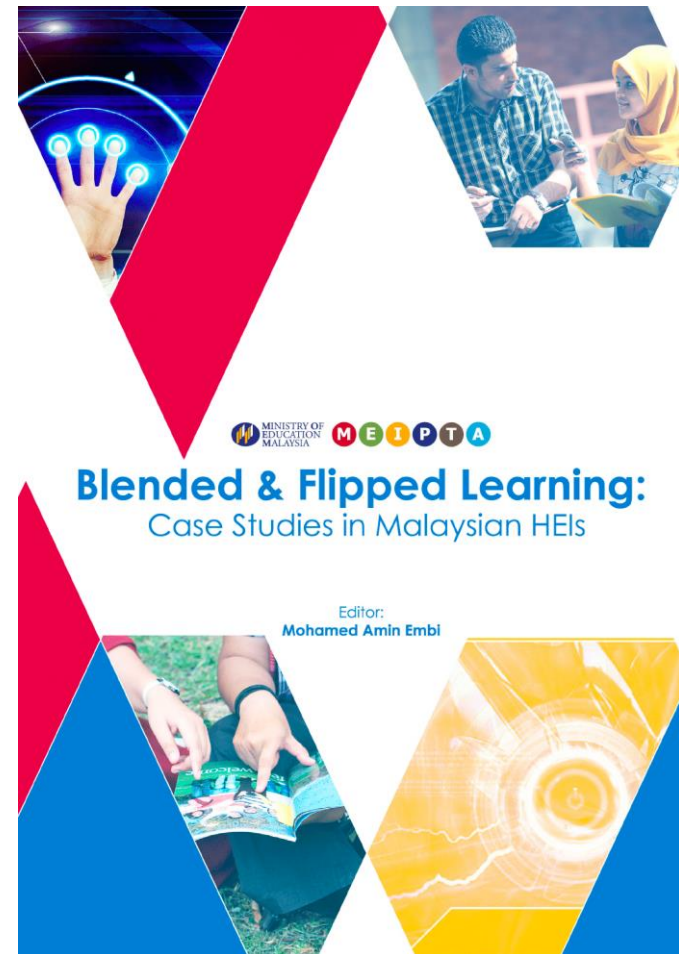
Menjadikan pembelajaran dalam talian sebagai komponen integral bagi pendidikan tinggi, dengan **70% daripada kursus menggunakan “blended learning” menjelang 2025**

Current research findings about blended learning

Blended & Flipped Learning:
Case Studies in Malaysia
HEIs (2014)

<http://bit.ly/1ilaYxa>

- Collaborative learning
- Authentic learning Via schoology
- Issue % F2F needed Increase engagement
- Motivation
- Etc.



what blended learning
“looks like” in a classroom:
Blended Learning Models

ROTATION MODEL

- **Station Rotation** – One station is online, other stations could be full class, group projects, one-on-one reteach etc. Student rotate to all the stations
- **Lab Rotation** – student learn predominantly online while doing other learning activities in the classroom
- **Individual Rotation** – student rotates based on a fixed individualized schedule, not necessarily to an available station
- **Flipped Classroom** – students rotates on a fixed schedule F2F and Online

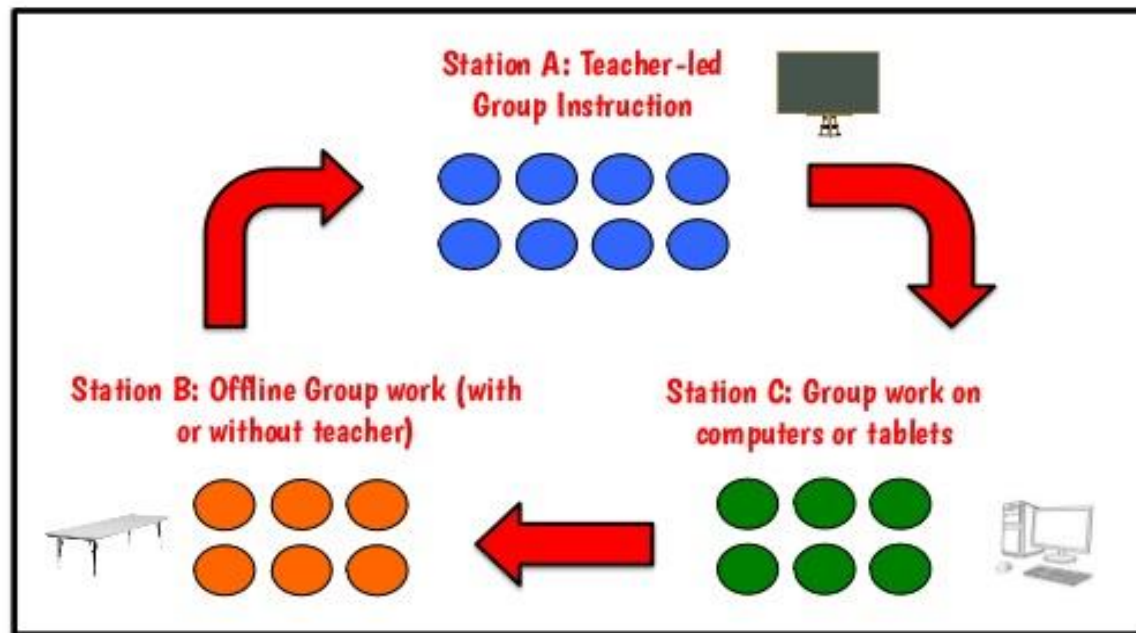
- **Flex** – students flexibly move among modalities and teacher is on-side – student agency!

- **A-La Carte** – “self-blend” student takes 1/2 courses online with an online teacher but still has traditional courses onsite

- **Online Driver** – teacher delivers all curricula online. Require F2F check-ins, sometimes

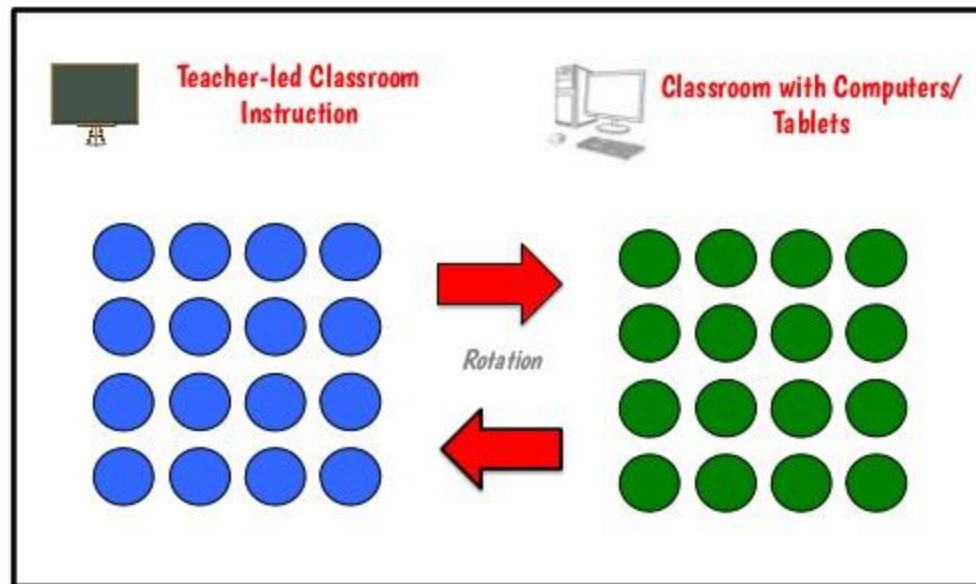
- **F2F Driver** – teacher delivers all curricula F2F. Assign case studies online (in lab/ back of classroom).

1) Station Rotation

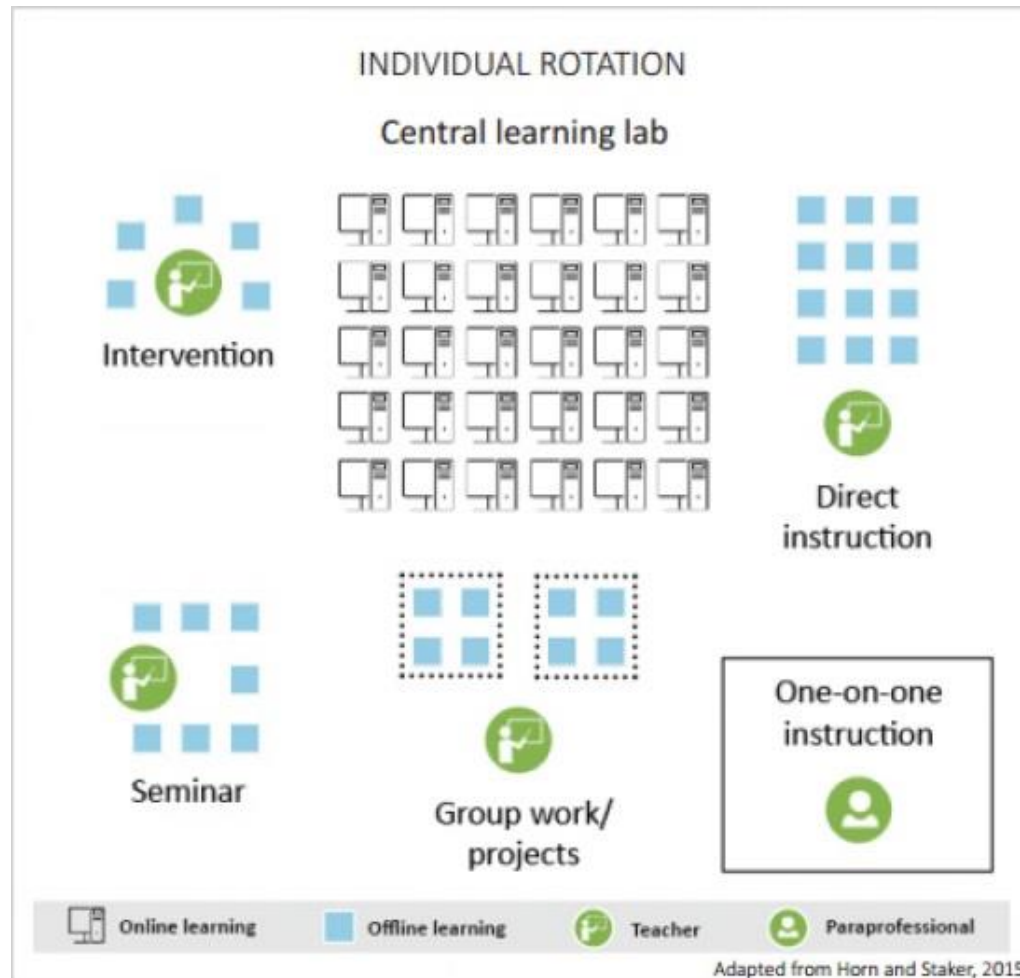


Within a given course or subject, with at least one station for online learning, students rotate on a fixed schedule or at the teacher's discretion among classroom-based learning modalities. Other stations might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. Some implementations involve the entire class alternating among activities together, whereas others divide the class into small-group or one-by-one rotations.

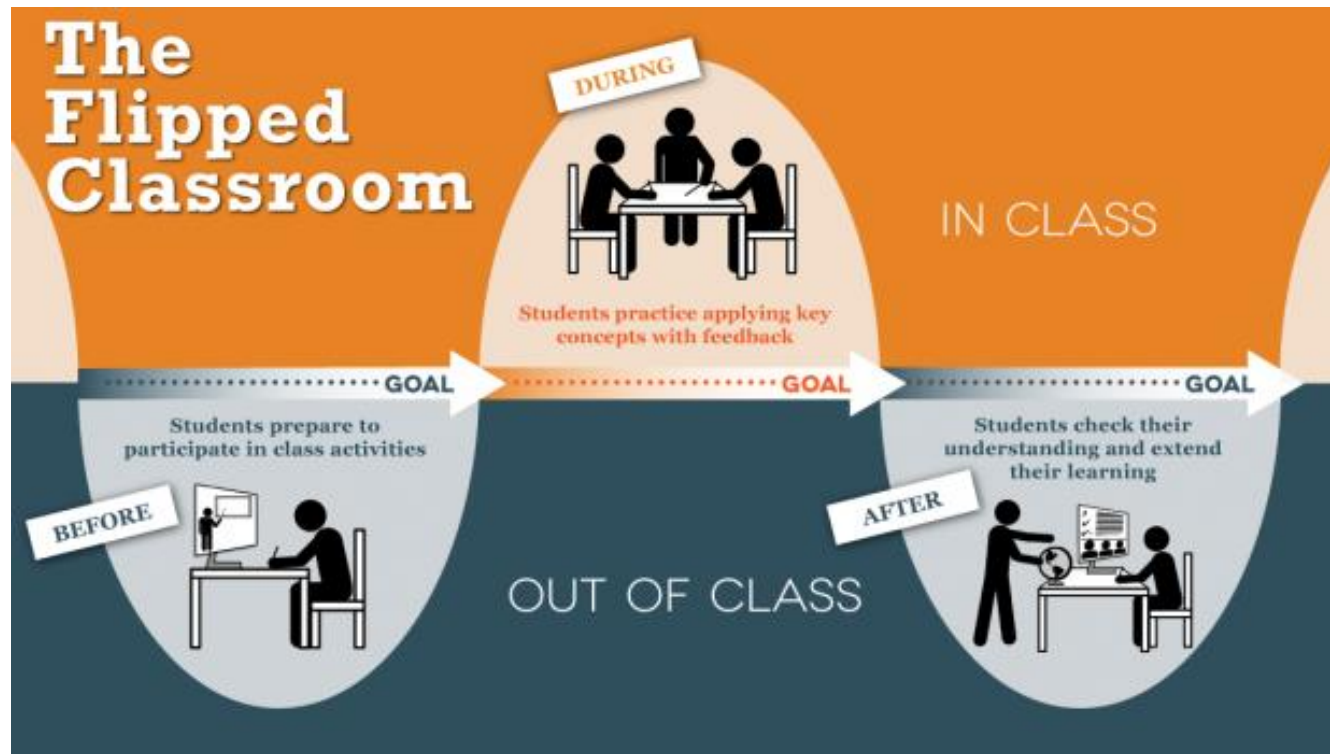
2) Lab Rotation



Within a given course or subject, students rotate on a fixed schedule or at the teacher's discretion among locations on the brick-and-mortar campus. At least one is a learning lab for online learning, and the other(s) are classroom(s) for other learning modalities. The Lab Rotation model differs from the Station Rotation model, because students rotate among locations on the campus instead of staying in one classroom for the blended course or subject.

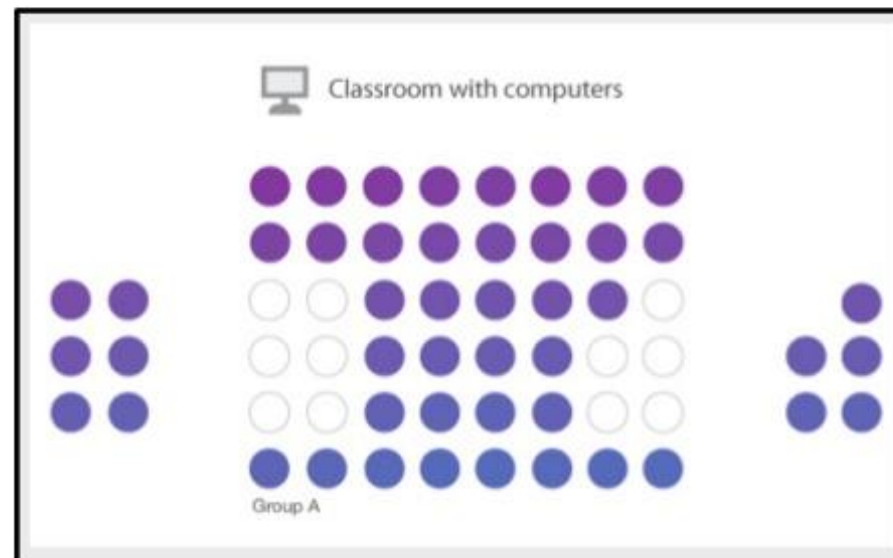


Within a given course or subject (e.g., math), students rotate on an individually customized, fixed schedule among learning modalities, at least one of which is online learning. An algorithm or teacher sets individual student schedules. This model differs from the other Rotation models because students do not necessarily rotate to each available station or modality.



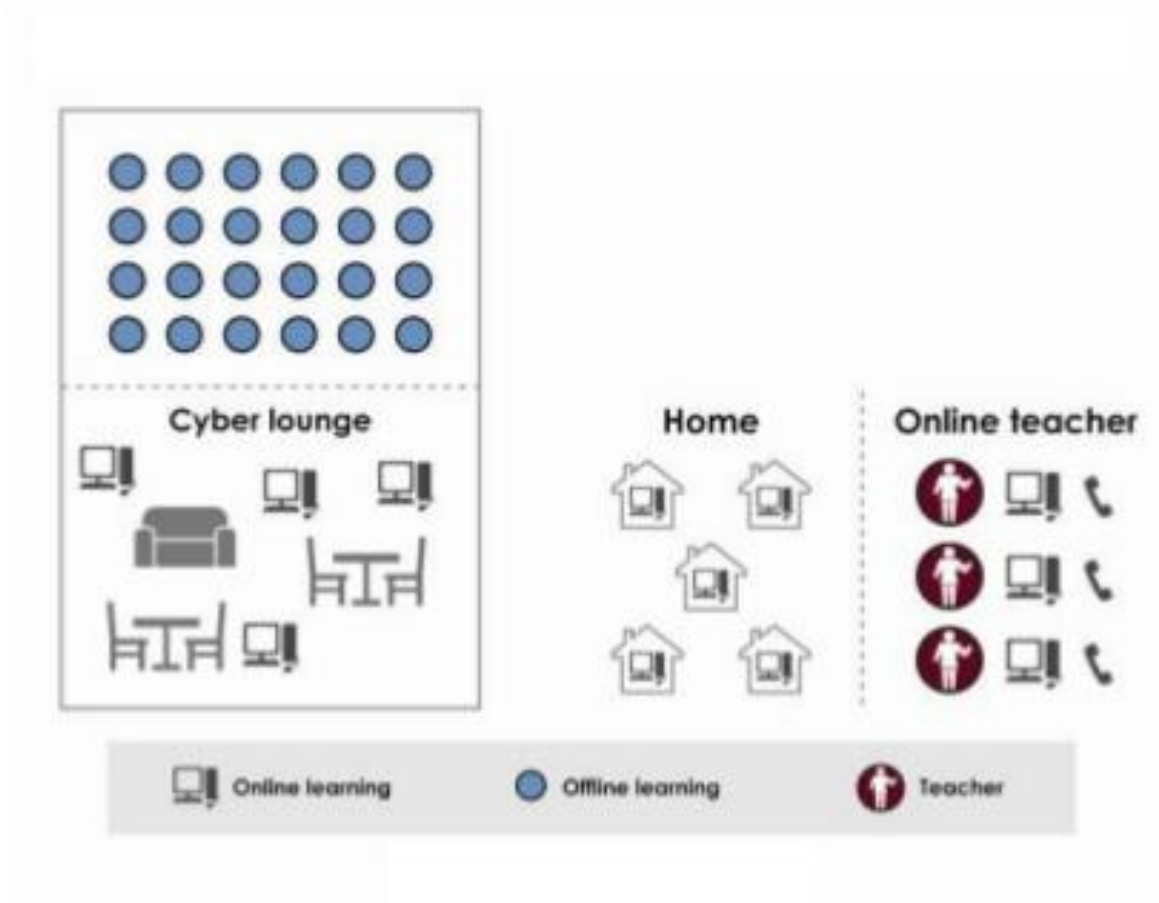
The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are only doing homework practice online at night. The Flipped Classroom model includes some element of student control over time, place, path, and/or pace because the model allows students to choose the location where they receive content and instruction online.

4) The Flex Model



The **flex model** delivers most content online, but in a traditional school setting. Teachers guide students through learning and provided one-on-one or small group help when needed. This model provides great opportunities for individualization in terms of pace and content.

Self-blend or A La Carte model



It involves only online instruction, but the training may take place in a physical classroom or lab, may supplement the instruction that the learner will receive in a classroom environment.

“Online Driver” Blended Model

The "online driver" model, where the courses are primarily online and physical facilities are used only for extracurricular activities, required check-ins, or similar functions.



“Face to Face Driver” Blended Model

- The "face-to-face driver" model, in which a teacher in a traditional classroom instructional setting employs online learning for remediation or supplemental instruction;



This is an example of which type of blended learning?

When walking in to the Faculty of Architecture, you notice:

- about 100 students moving around a large open room.
- They all have laptops and seem to be clustered in different areas of the room.
- It looks chaotic, but when you ask students about what they are doing, they explain to you that they are working on ergonomic design at their own pace.
- They each have a set of activities to complete.
- When they are stuck, they ask each other for help and when they are really stuck, they ask an adult in the room.

In Faculty of Science, students have 60 minute periods.

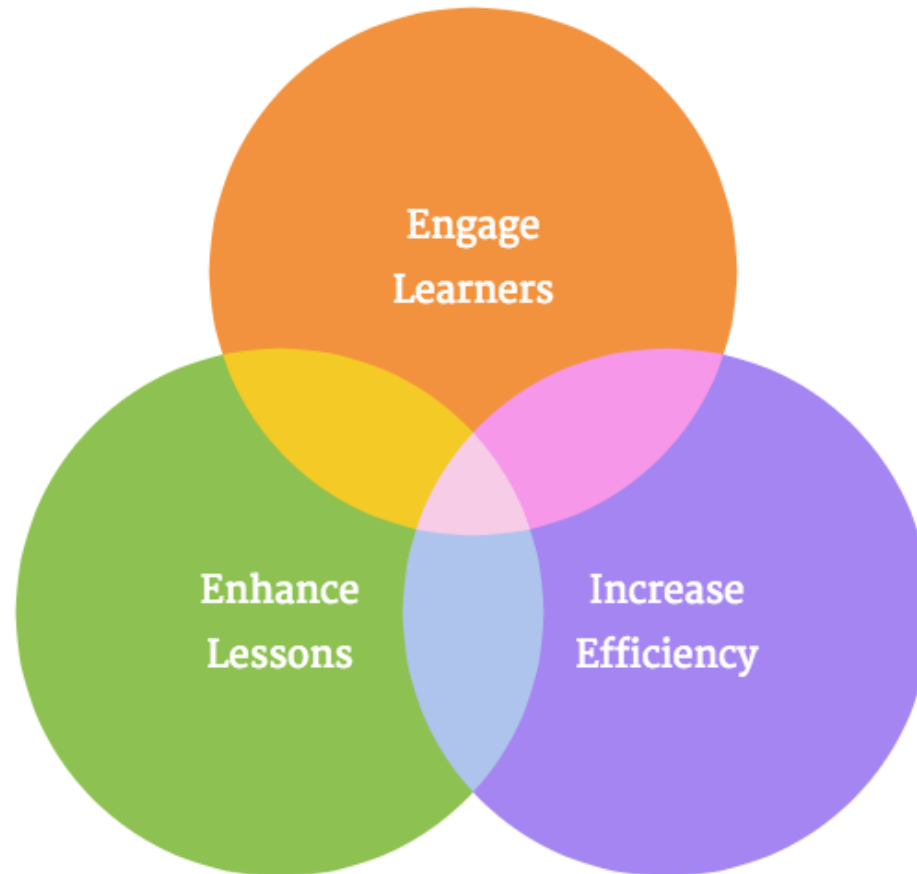
- Students spend one period in a subject in an online learning lab for concept introduction and
- then one period in a subject with a live teacher to delve deeper and apply the concepts.

Blended Learning Benefit

Blended learning combines face-to-face instruction and the smart use of advanced digital learning technologies to deliver multiple benefits:

- **Greater personalization** – Enables both advanced and at-risk students to learn at their own level/pace. Simultaneously.
- **Anytime, anywhere learning** – Online instruction, mobile technology, in either a classroom/lab setting or access from remote locations (home computer), both during or outside of scheduled classroom periods.
- **Boosts engagement and confidence** – Develops independent learning skills and determination of place and pace build confidence.
- **Improves teaching conditions** – New tools equip teachers with useful data to help shape appropriate interventions and learning pathways. Personalized learning technology that creates autonomous learning time for students opens up time for teachers to work with individual students and small groups.

So... how can we start?



Build your course/class based on the Three E's—engage learners, enhance lessons, and increase efficiency. Adapt and Adopt...

Blended Learning areas of activity

