Blended Learning – Why Not??

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This presentation addresses the conference theme of “Best Practices for Promoting Engaged Student Learning” through the “Distance Learning/Blended Learning” strand.
Blended Learning – Why Not??

Presentation Objectives:

• Define and describe Blended Learning
• List the benefits of the blended learning modality
• List the challenges of the blended learning modality
• Outline a few models and applications
• Discuss the topic: Why not use the blended learning modality?
Blended Learning – Why Not??

Participants Survey

• How many are in-class faculty only?
• How many teach online only?
• How many teach both in-class and online?
• Any blended/hybrid teachers?
Definition/description of Blended Learning:
Blended (a.k.a. hybrid) Learning is a teaching and learning modality that uses a course delivery combination of in-class and online (distance learning) course delivery.

A simple example:

- **In-class**: 2 class meetings scheduled per week. Fully in-class.
- **Blended**: 1 class meeting scheduled per week and online course work & study. 50/50 split in-class/online.
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**Benefits - Blending Learning**

- Flexibility in course delivery and student engagement, both in type and ratio.
- Increased pedagogical creativity
- Opportunities for more personalized teaching and learning
- Increased options for communications and collaboration
- Teaching and Learning expands to “anytime” but teachers and students can still benefit from their face-time.
Challenges - Blending Learning

• Technology: Faculty and student proficiency (familiarity, literacy, etc.)

• Teacher role change, becomes more a facilitator, coach, and learning designer

• New paradigm for teaching and instructional delivery

• Content overload, over-delivery, avoidance of teaching a “course and a half”

• Instructor time preparing for a blended class
Blended Learning – Why Not??

Blending Learning (Teaching) – Testimonials

Faculty
Blended Learning – Why Not??

Blending Learning (Teaching) – Testimonials

Student
Blended Learning (Teaching) – Models and Application:

- **Blended face-to-face class**: this model is based in the classroom, although a significant amount of classroom time has been replaced by online; i.e., reading, quizzes, or other assessments are done online, away from class. This model allows students and faculty to share more high-value instructional time because class time is used for higher-order learning activities, like discussions and group projects.

- **Blended online class**: this class model is the inverse of the blended face-to-face class. The class is mostly conducted online, but there are some required in-person activities, such as lectures or labs.

- **Flipped Classroom**: this model reverses the traditional class structure of listening to a lecture in class and completing homework activities at home. Students in flipped classes watch a short lecture video online and come into the classroom to complete activities, such as group work, projects, or other exercises.
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Questions for Discussion:

• Why haven’t you considered using the Blended Learning modality in teaching your course?
• Now knowing more about the modality, would consider using it?
• If not, what are your reservations?
• Your questions and comments about the Blended/Hybrid modality...
Thank you for attending!

These presentation slides are available on the conference web site. If you have any further questions or need additional information, please feel free to contact me at:

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Presentation Resources


Edgenuity (2014, January 10). Going beyond the classroom walls [Video file]. Retrieved from [https://www.youtube.com/watch?v=YDcJNC_flDU&list=PLkJSk_owkiosfY_CfMwsxHhWYcnoYU6Slv&index=3](https://www.youtube.com/watch?v=YDcJNC_flDU&list=PLkJSk_owkiosfY_CfMwsxHhWYcnoYU6Slv&index=3)