The Four Pillars of Blended Learning

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18th Annual Sloan-C International Conference on Online Learning
October 10-12, 2012
The Four Pillars of Blended Learning
The Promise of Blended Learning

- Mixing X% online and Y% face-to-face learning?
- Bringing together the best from traditional on-campus and distance education models (why?)
- To create an environment that helps students to achieve learning objectives by choosing a path that best fits their learning preferences and life/work circumstances.
Structure
Course materials, well defined activities, schedules, etc.

Moore’s TD Theory
Maintain optimal “transactional distance” using both structure (LMS-supported) and dialog (both async and sync communications).

Dialog
f2f sessions, online discussions, video collaboration

The answer is an area and depends on student’s independent learning ability.
1. Structure

Structure is a critical component of blended learning. By choosing a blended course format students are essentially asking for help in balancing their educational objectives with commitments outside of the university campus. An advance course management system, together with a well-designed network of student and faculty support services, bring a solid structure into the learning process and becomes a critical factor in achieving systematic progress and high performance levels. The system provides a single point of access to organized course materials, learning activities, calendar, communication tools, grade information, etc.
2. Collaboration

Ubiquitous, time and space transcending access to course materials and activities create an “always-on” atmosphere, strengthens the learning community, and enables students to define their personal blend of in person and online attendance and self-study while maintaining academic rigor and discipline. We see that even students who are strong self-learners appreciate the opportunities to meet in person with faculty and classmates and establish strong and lasting relationships. Multimodal delivery allows all students to become part of communities built around their academic and professional interests.
3. Self-Study

All courses include built-in independent learning elements, supported by asynchronous communications through recorded lectures and seminars, pre-recorded tutorials, and just-in-time faculty commentary, for example, an analysis of latest course-related events or student performance feedback.
"I specifically took this class because of the format. I knew I was going to have an unpredictable schedule this spring."

"The blended format is great and is so convenient for working professionals. Please keep offering blended format courses."

"Everything is perfect for me now in this class."

"Overall great format and would recommend the course in its blended format to others."

"Its the best of both, having the ability to have a fully functional online course and get to meet the professor."

For me, this material is not intuitive and I would prefer to take this class in a face to face environment.

"Well it definitely solved the time constraint problem for me after doing full time job. I like the blended session but at the same time I wish it could have had 2 more classroom sessions."

"I enjoyed the ability to meet the instructor in person. I think that forms a better relationship between student and instructor."

"I like the fact that the course is spread out and was able to take time in my busy schedule. Also the interaction with the instructor was a tremendous help."

"Overall great format and would recommend the course in its blended format to others."

"The blended format is great and is so convenient for working professionals. Please keep offering blended format courses."
Information Age Realities

**Education**

Teach how to learn to fish

Fish

Teach how to fish

**Workplace**

Practical skills and business competencies are more important than ever
The Student Perspective

Blended Learning
Academic Foundation
Business Competencies
Practical Skills
Accessibility

∑ (what students need to succeed)
Fusion of academic knowledge, practical skills and workplace competencies is one of the design objectives that increases student engagement and helps them to faster realize educational benefits through career advancement, new employment opportunities and increased personal satisfaction. The latest virtualization technologies create opportunities to bring more case studies and real-world scenarios into educational process, and practicing “see the whole picture” concepts to overcome the risks of developing a fragmented vision due to sequential module-based teaching.
Embracing Technological Innovations

✓ **Structure**: organized content & activities (CMS/ID)
✓ **Dialog**: Keep students engaged, maintain a learning energy conduit, transcend distance and time with “eLive Classroom” – a combination of synchronous and asynchronous capabilities:

1. Video collaboration (distance)
2. Classroom and personal multimedia recording (time)
3. Virtual laboratories for real practical learning (tech)
Operating Principles

✓ Promote *self-reliance*: provide intuitive, appliance-like ubiquitous solutions; give faculty *greater control* and *ongoing access* to course content and communications.

✓ Keep *costs* down: students helping students, well-defined internal processes, open source, optimized technical architecture, leverage existing services, disciplined research and “greenhouse” adoption.

✓ Support technologies with services: protect faculty and students from struggling with emerging technologies.
The Four Pillars of Blended Learning

Questions and Answers
SUPPLEMENTAL MATERIAL
The King is Dead. Long Live the King!

- Online banking and “blended” banks?
- What is “flexibility”?
- Our “blended” future

Blended Bank of America
Getting It Done: Instruments for Building an Effective Blended Program

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Video Collaboration Options
Video Collaboration Options

Risk and Business Continuity
(BU Graduate Program)

Mark Carroll, Program Coordinator
Boston University Metropolitan College

Risk Management

- Risk Identification
- Risk Assessment
- Risk Response
- Risk Monitoring

Examples of Risk Mitigation Strategies

1. Insurance
2. Contingency Planning
3. Risk Transfer
4. Risk Reduction

Equation:

\[ \binom{n}{k} \cdot \frac{1}{n^k} \]
Exceeding Comparability:

1 - Empower Faculty

- We work with faculty to enhance the variety of teaching approaches
- Assist with program design for multi-modal delivery
- Provide tools and assistance for developing rich multimedia content
- Manage course logistics
- Create a sense of community for you and your students
Exceeding Comparability:

2 - Broaden the Audience

✓ We help you to increase student quality and diversity by breaking traditional *residency barriers* and meeting the highest *student expectations*:

✓ Flexibility and choice (accommodate different lifestyles and personal preferences)

✓ Updated facilities and support for new communication patterns (welcome “digital natives”)

✓ Focus on developing practical skills and workplace competencies to supplement academic knowledge and ensure long-term student success.
MET identified blended learning as a strategic priority for future growth in order to protect and enhance our enrollments, and to create a practical option to extend our reach and pursue specific opportunities, both regional and international.

**eLive:**
- Represents a pre-determined balance of some classroom and **continuous** online education
- Improves the quality of teaching through **ongoing** engagement and interaction
- Promotes *student success* by focusing on active learning that is immediately applicable to professional skills and everyday life.
Recording and Delivery

• Full/partial lectures recorded in real time:
  – In a classroom setting
  – Online lectures and meetings
• Tutorials, homework reviews, etc. recorded offline
• Automation of encoding/publishing is a key
• Choice of technologies and cost controls (see next slide)
Complex tools require longer and/or multiple training sessions. At the same, skills will be lost if not routinely used.
Innovation and Adoption Strategies
(The Dichotomy of Passion)

Strategy 1: Reduce learning curve by focusing on essential functionality (80%)
Strategy 2: Reduce learning curve by extending service levels (SLA)
Blended Design and Delivery

• **Examine and discuss** best pedagogical practices for blending face-to-face and online learning

• **Discover** how you can help your students rewind, relive, and reconnect with the classroom experience

• **Discover** how to maintain community and continuity outside of the classroom
Mixing it Up

• Analyze Course Objectives
  – Break down into learning objects
• Determine the Best Delivery Approach
  – Online, in the classroom, or both
• Build the Course
  – Logical grouping of material
  – Consider delivery method
Considerations

• Missed Class
• English Proficiency Challenges
• Prerequisite Material
• Challenging Topics
• Advanced Content
• Cross-course Content
• Faculty Time Constraints
• Office hours, One-on-One Time
• Collaborative Work
Lecture Capture with Echo360

1. Audio Capture
2. Video Capture
3. Screen Capture
What students see while rewinding their lectures

- Video Output
- Closed Caption Playback
- DVD-like Controls
- Scene-based Navigation
- Student-selected Layouts
- Full-motion Lecture Visuals
Synchronous Sessions

• One-to-many; facilitated
  – Online Lectures
  – Office Hours
  – Small Group Activities
  – Student Presentations

• Tools:
  – MET-Meet
  – Wimba Live Classroom
Asynchronous Sessions

• One-to-many
  – Online lectures
  – Tutorials
  – Student Presentations

• Tools:
  – Echo360
  – Camtasia Relay
  – Camtasia
Solutions

- Missed Class
- English Proficiency Challenges
- Prerequisite Material
- Challenging Topics
- Advanced Content
- Cross-course Content
- Faculty Time Constraints
- Office hours, One-on-One Time
- Collaborative Work

- Echo360
- Camtasia
- Echo360, Camtasia
- MET-Meet, Live Classroom
- Echo360, Camtasia, MET-Meet, Live Classroom
- MET-Meet
Summary

• Blended learning takes advantage of online technologies, but simple use of online technologies does not make a course blended.

• Blended learning describes instruction in terms of outcomes – and not the number of hours a student spends each week in classes, labs and seminars.

• Blended programs assume a commitment to maintain course structure throughout the program.