OLC Accelerate 2021

Blended Learning Summit - Part 3: Planning For Your Blended Learning Future
Our Presenters

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The session is 45-minutes and will feature:

(~5 minutes) **Introduction** and Background

(~10 minutes)
Courses and Programs
   Promise of the Blend
   Re/defining the Blended

(~10 minutes)
Institutions
   Blended institution of higher education (BIHE) model

(~15 minutes) **Q&A**
Introduction
Every Learner Everywhere Network
“Blended learning is our future.”

(Joosten, Barth, Harness, & Weber, 2013, p. 96)
Download | https://www.everylearnerereverywhere.org/
Promise of the Blend

"Not all blended learning is equal. Although the different definitions of blended would make you think that it is just about putting some of the course activities online... the secret is in the blend."
(Joosten, 2015)

**KEY IDEAS**

1. Blended learning allows for strategic integration — an amalgamation of face-to-face and online interactions — using a range of technologies, instructional approaches, and pedagogical practices.

2. The strategic thinking needed in blending a course through instructional design allows faculty and instructors to carefully align the learning objectives with the instructional modality and technologies that are most effective for students.

3. This strategic integration allows for greater quality than a random mix and match of activities.
Re/defining the Blend

"Blended learning is instruction that blends technological, temporal, spatial, and pedagogical dimensions to create actualized learning."

KEY IDEAS

1. Blended learning is an umbrella term that requires some ambiguity.

2. Blended courses are a blend of onsite and online, with flexibility in consideration of when and where, with a move towards student-centered, active learning pedagogies.

3. Blended programming is when academic programs are designed to strengthen a college or university connection to its core constituencies.
Figure D. Four-dialectical model of blended learning.
The four dialecticals of blended learning

Each learning experience has a place on these four dialecticals:

1. **Technological.** This dialectical illustrates the learness or richness of the technology or media characteristics used in the course (see Daft & Lengel, 1986, Joosten, 2020). Some faculty and instructors may use more lean technologies in their courses such as text-based or oral communication (e.g., face-to-face, textbooks). Others may use more rich technologies such as recorded video (e.g., YouTube) or live meeting tools (e.g., Zoom, Microsoft Teams, Blackboard Collaborate Ultra, Cisco Webex).

2. **Temporal.** The temporal dialectical is reflective as to whether the students meeting in real time (synchronous) or working independently over time (asynchronous). Students may be meeting in real time onsite (e.g., for a lab or group work) or online using a web meeting tool (e.g., Zoom). Or, students may be working independently outside of class (e.g., online threaded discussions or quizzes) allowing more flexibility in when and where they complete their learning activities. During the emergency response to the pandemic, some referred to this model of blended that focuses on the temporal aspect as “synchronous learning,” or using a blend of synchronous and asynchronous learning (Martin, Polly, & Ritzhaupt, 2020).

3. **Spatial.** This dialectical provides flexibility by allowing students to learn together or independently from each other providing greater access for students being able to move in time and space. Spatial and temporal dimensions of social processes are often tied together and are essential components in understanding and structuring human behavior (see Giddens, 1984) including teaching and learning.

4. **Pedagogical.** This is the most critical of dialecticals when examining the relationship to learning. As Picciano describes (2009), the course could be driven by pedagogy and not the technology. While often faculty and instructors are looking for solutions to supplement their instruction, it is the changing in the instruction and teaching itself to integrate more active learning pedagogies or ways of teaching that can positively influence student success. Each dimension can be approached with some degree of nuance based on the faculty or instructors’ lived experience before and during the global pandemic informing their planning for the future of perfecting their blend for their course, their students, and their program. It often takes several semesters for educators to find the sweet spot of the blend that has the greatest positive relationship to student outcomes.
Reconceptualizing the Blend

“...When faculty begin thinking strategically about how they teach and what they want their students to demonstrate, a pedagogical shift occurs.”

KEY IDEAS

1. Designing courses to meaningfully integrate the different environments and temporal cadence (online and onsite, live and overtime) while incorporating an active learning approach can improve student outcomes in blended and hybrid courses.

2. Faculty must become guides for students and their engagement by intentionally and strategically using a variety of modalities to scaffold learning.

3. By designing and scaffolding blended courses effectively, faculty can avoid the common pitfall of course-and-a-half syndrome, which occurs when the online portion of a course is tacked on, creating busywork for students.
ESSENTIAL ELEMENTS OF BLENDED LEARNING

- Consider student-centered, active learning pedagogies
- Focus on integration of the environments
- Scaffold the students’ experience throughout the course
FIGURE 1. The pedagogical shift from instructor-led to student-centered.
Figure J. Closing the loop — the two environments inform each other and activities are meaningfully tied into each other.
“Scaffolding through design, organization, and learner support are critical in learning at a distance and online.”
Promise of the blend
Scaling to the program level
- Course
- Program
- Institution
**Figure H.** Visualization of a blended program.
Promise of the blend

Scaling to the Institutional level

- Course
- Program
- Institution
Strategic leadership

- Systems Thinking
- Institutional Modeling
Institutional Model

WHAT? Scale blended to the institutional-level by implementing the Blended Institution of Higher Education (BIHE) model

Systems Thinking

HOW? Scale blended to the institutional-level by implementing the blended institutional model of higher education.
Previous IHE Assumptions:
1. Students are in abundance.
2. Students pay tuition.
3. Institutions primary source of revenue is tuition.
4. Institutions report completion and graduation rates.
Students and their $ are an abundant input

Students are the nucleus of this system
Institutional Model

WHAT? Scale blended to the institutional-level by implementing the Blended Institution of Higher Education (BIHE) model

Systems Thinking

HOW? Scale blended to the institutional-level by implementing the blended institutional model of higher education.
Q&A

Post Your Questions to the Chat!