**Definition and Rationale**

**Blended/Hybrid Learning**

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**Objectives**

- By the end of this session, you will be able to:
  - Define 'Blended/Hybrid' Learning
  - List at least three rationales for adopting Blended/hybrid learning in a higher education setting

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**Definition**

- Represent a combination of F2F and online learning activities where the online activities replace actual “seat-time” in the classroom. It is the blend that makes each course unique, thus, blended courses can take on different attributes.
**Definition**

- **Blended Learning:**
  - the **thoughtful** fusion of face-to-face and online learning experiences. That basic principle is that face-to-face oral communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purpose.


**UNIVERSITY Working Definition of Online Courses for Procedural Purposes**

- A credit online course has at least **80 percent** of its instructional activities conducted through the Internet, and satisfies the guidelines for online courses in the *Academic Policies and Procedures Manual* (Section III. 21-22).

  Northern Illinois University (2003)

**The key assumptions of a blended learning design are:**

- Thoughtful integration of face-to-face and online learning
- Fundamentally rethinking the course design to optimize student engagement
- Restructuring and replacing traditional class contact hours

REPORT ON THE REVIEW OF ONLINE AND BLENDED LEARNING, 2009

Blended Areas
http://www Innovationportal cm /components/mk1iss/onlinelearning.png

Blended Learning and Knowledge Solutions

Collaborative Enquiry
http://www.tobblenett.eu/blog/files/theories.png

Carmen, 2002
• Social Presence
  – Open Communication
  – Group Cohesion
  – Affective/Personal

• Cognitive Presence
  – Triggering Event
  – Exploration
  – Integration
  – Resolution

• Teaching Presence
  – Design & Organization
  – Facilitation of Discourse
  – Direct Instruction
Rationale for Blended Learning

- Students taking more responsibility

Rationale for Blended Learning

- New teaching opportunities
- Student engagement

Rationale for Blended Learning

- Increased student learning
- New pedagogical approaches

Rationale for Blended Learning

- Documenting the process as well as the product of learning

NIU - BGS Degree - FAQ

Why are blended online courses better?

- National research shows that online students complete their courses at a higher rate and earn better grades in a blended format.

- NIU's experience confirms that face-to-face class meetings build strong and lasting online learning communities.

- Many courses use face-to-face meeting dates for student presentations or field trips to museums and live performances.
NIU - BGS Degree - FAQ

Why are blended online courses better?

• Courses prepare professionals for today’s workplace, which calls for combining efficient meetings with effective electronic communication.

• The liberal arts tradition values individual and interpersonal learning.

• The BGS online degree emphasizes both styles of learning.

http://www.niuonline.niu.edu/orientation.html

Critical Choices

• Critical Choices is a comprehensive online program that will provide participants with essential workplace skills. The Critical Choices Project uses a “blended” learning model that combines the advantages of any-time-anywhere access afforded by an online course with face-to-face counseling. Research indicates this blended model is essential to ensuring high completion rates.


Threats to the Program

• Competition from other schools who have more diverse programming opportunities and resources for students (e.g., on line courses, blended programs)

Challenges to Blended Learning

• Rethinking Course Design
• Adopting a New Approach to Teaching

Challenges to Blended Learning

• Managing the Dual Learning Environment
• Preparing Students

http://www.starstore.com/acatalog/challenge-poster-l.jpg
Comments

Promoting Active Learning Through Blended Courses

- A blended/hybrid course is one which uses a blend of face-to-face as well as online teaching and learning activities. Successful teaching of blended courses requires rethinking and redesigning face-to-face courses, creating new learning activities, and integrating online and face-to-face components effectively.

Principles of Effective Online Course Design

- Whether teaching 100% online, using a blended approach and Blackboard for virtual discussions, or using some format in between, knowing how to effectively design courses for online learning is central to sound pedagogy.

POLS 414 Law, Politics & Baseball

- This blended environment is an attempt to take advantage of the learning flexibility, convenience, and geographical freedom that an on-line course offers while reserving high-energy, interactive, face-to-face time where most appropriate.

Faculty Development, UWM

- To help faculty make the transition to hybrid or blended teaching, institutions are creating faculty development programs to guide faculty as they redesign their courses and get ready to teach courses that are partially online and partially face-to-face.

References

- Learning Technology Center, Hybrid Courses, 2009
- Report on the Review of Online and Blended Learning, 2009