
MCCWDTA

Blended Learning Overview

November 6, 2013

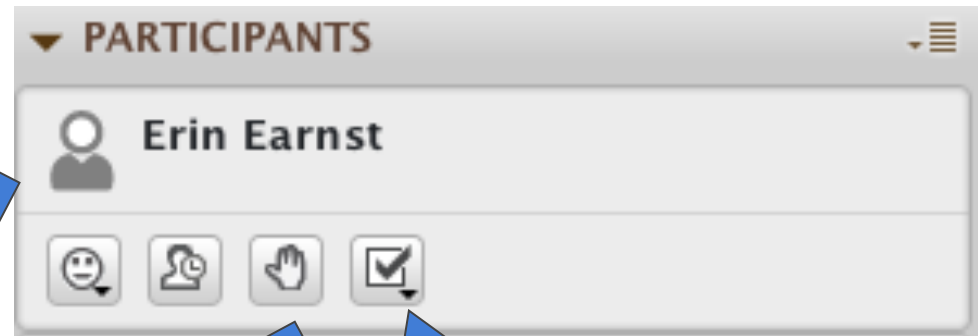
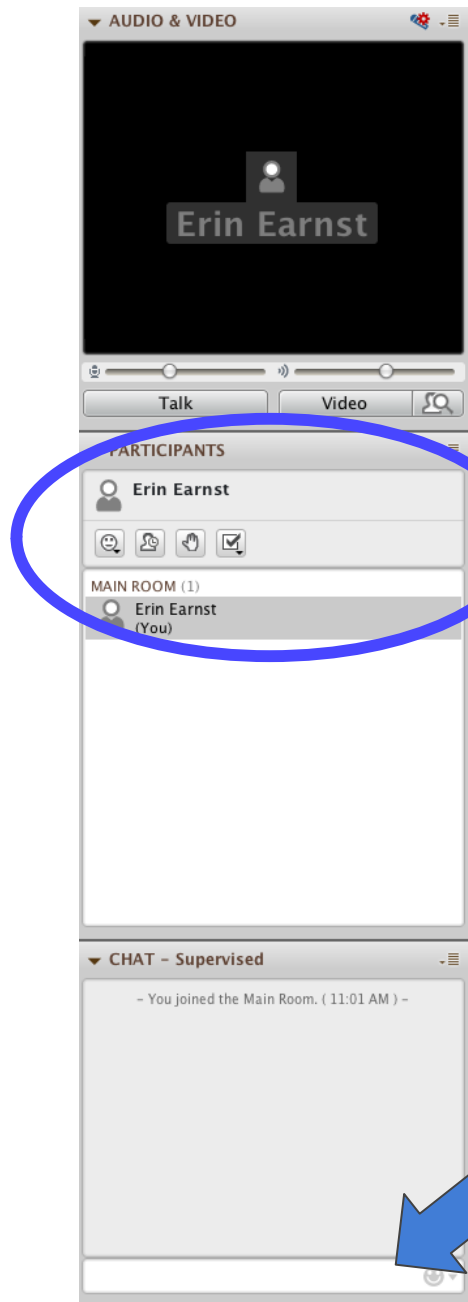


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Webinar Tips

- For better audio, close other applications (like Skype) that use bandwidth.
- Test your audio under Tools/Audio/Audio Setup Wizard.
- Use the chat box to ask questions and share comments.
- Webinar is being recorded and link to recording and slides will be shared with MCCWDTA community

Using Collaborate Tools



Raise Hand:
To request microphone

Respond to Poll

Chat Box

Today's Goals

- Discuss models of blended learning and how they may address the needs of specific MA Community College courses/programs
- Explore opportunity for MA Community College faculty to participate in optional online training for blended learning



Poll: I have taught in an online/blended
format

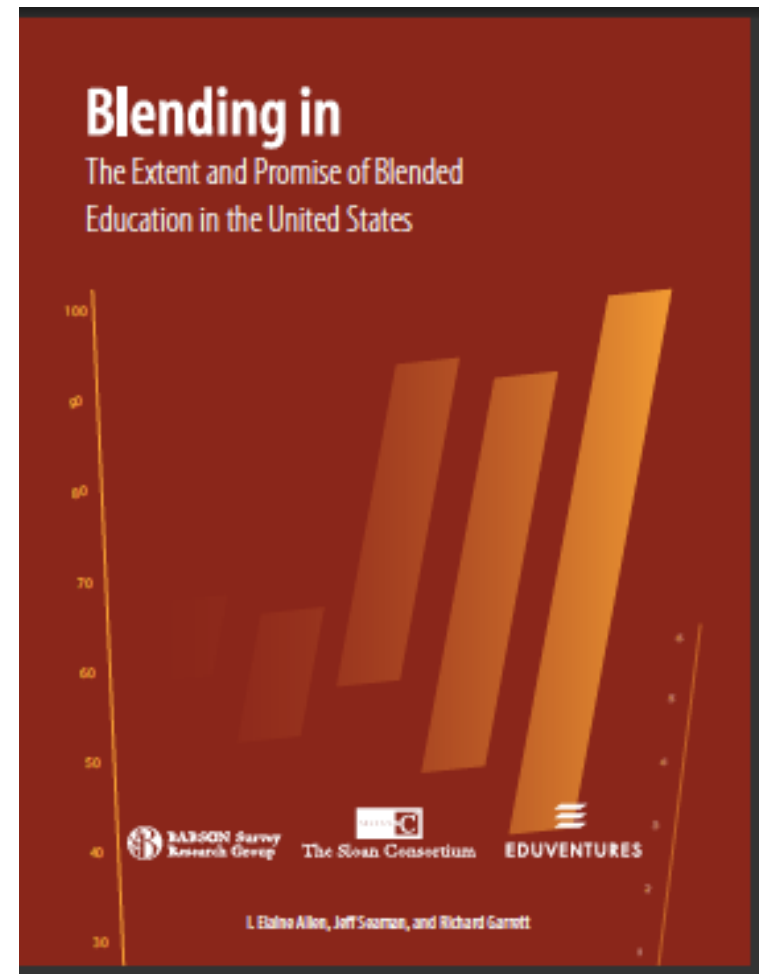
Yes/No

Discussion: Share examples

What is Blended Learning?

Blended course offerings
“combine the elements
of an online course with
those of face-to-face
instruction”

-Sloan Consortium, *Blending In, The
Extent and Promise of Blended Education
in the United States*

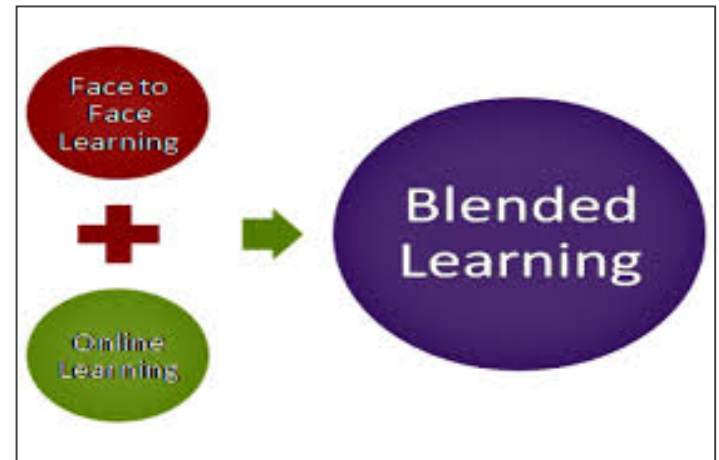


What is Blended Learning – Part 2

“A formal education program in which a student learns at least in part through **Online learning**, with some element of **student control over time, place, path and/or pace** at least in part in a

Supervised brick-and-mortar location away from home (such as school). The modalities along each students learning path within a course or subject **are connected to provide an integrated Learning experience.**”

-Michael Horn, Christensen Institute for Disruptive Innovation



Blended Learning Opportunities

- **Learner Engagement:** Compelling student experience combining digital and personal, with greater accessibility for varying learning needs and age groups.
- **Pedagogy:** Innovative practices incorporating a diverse use of tools, exercises, and modes of content-presentation to drive collaboration and learning.
- **Outcomes:** More data through observation and analysis of student and faculty engagement across both face-to-face and online learning environments.



-Eduventures report on Sloan Conference on Blended Learning

www.eduventures.com/2013/07/trend-to-blend-thoughts-from-the-sloan-c-blended-learning-conference-2013/

Blended Learning Tools, Uses, Approaches

- Media including video, interactive games or other media available on the Internet or created by instructor/colleagues, enables:
 - *Independent and exploratory learning activities*
- Web 2.0 Tools, enables:
 - *Personalized learning and paths*
 - *Increased student/ student and student/ teacher interaction*
- Course management system discussions and tools, enables:
 - *Extended classroom discussions*
 - *Course resources available anytime/ anyplace*
- Other?



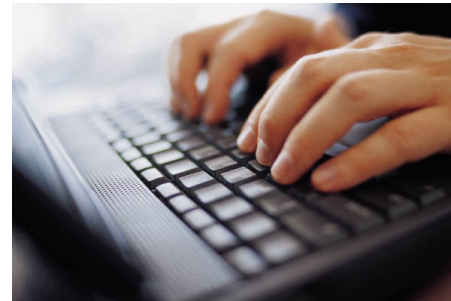
Challenges

- Changing instructor role!
- Technology – students and instructors need consistent access to devices and Internet
- Time to plan and design
- Other?



Steps and Approach

- Start small!
- Engage in professional development to address:
 - Shifts in pedagogy
 - Shifts in tools
 - Shifts in curriculum
 - Shifts in assessment
- Take time to rethink and experiment
- Explore varied technologies and approaches



Overview to EDC Blended Learning Online Training

- 7 week fully online course (plus 1 week orientation)
- Incorporates and provides training on example tools that may be used in blended learning
- Learning community model -learning and collaborating with colleagues across a campus and the state during times that work for your schedule
- Opportunity to adapt a lesson or course for blended learning



EDC Blended Learning Online Session Elements



Session Goals



Readings & Videos



Activities



Facilitated Discussions



Final Project



Additional Resources

Examples from the Course



Introduction to Teaching Students in Blended Courses

During this session, you will learn the benefits of blended learning and the instructional shifts that need to take place when moving to a blended learning classroom. During this session, you will review the continuum of instructional time provided by blended learning and make preliminary plans for how you can make the most effective use of the expanded time and space. You will also complete Part I of the Planning Template for Teaching Students in a Blended Environment.



Goals

By the end of this session, you will:

- Be able to identify the benefits of blended learning
- Identify instructional shifts that need to take place in a blended learning environment
- Become aware of the instructional continuum of blended learning to be able to fully use the available instructional time



Readings

 [Advantages of Blended Learning](#), iLearn

This reading concisely outlines the benefits of blended learning.

 [What is Your Main Purpose for Blending?](#), Andrew Coulson

This reading discusses five factors for blended learning that revolve around the learner-centered perspective of instructional interaction between the student, teacher and digital content. These five factors provide opportunities for personalized instruction, one of the benefits of blended learning.

Next Steps

- Proposed online training start date: January 8
- Stay tuned for registration information!
- Share information with colleagues



Questions?

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EdTech Leaders Online <http://edtechleaders.org>

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