Blended Learning

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iNACOL Vision

"The ultimate power of blended and online learning lies in their potential to transform the education system and enable higher levels of learning through competency-based approaches."

Objectives for this session:

- learn about blended models K-14
- identify features of the learning management system
- questions to ask, things to look for
- setting up a blended school program
- examples of vendors for blended models

Number One Issue

"There is no clearly-defined international understanding of online learning."

Tweet to: #COSAblend

Darrow's 6 Elements of Implementation

1. Leadership
2. Professional Development
3. Teaching
4. Operations
5. Content
6. Technology

Needs Drive Implementation

credit recovery

intervention

advanced learning

electives

special needs and situations

Models Handout

- iNACOL: Tech, People, Assessment and Online Content
- Design Principles
    - Personalization
    - Student Centeredness
    - Inclusion
    - Mastery model
    - Technology enhanced
    - Sustainable and Affordable at Scale
    - Innovate Educator Role
    - Competency based

Student Factors First

Student-Centered Instruction			
ATTENDANCE REQUIREMENTS	Students are required to attend a physical classroom 5 days a week	Students attend a physical classroom less than 5 days a week and work online at other times	Students have flexible physical classroom and/or location attendance requirements.
STUDENT LEARNER'S ROLE	Student is primarily the recipient of teacher provided instruction. Teacher sets day-to-day pace.		Student takes active role in learning with reliance on digital content, resources and tools. Student has more control of own pace.
INDIVIDUALIZATION OF INSTRUCTION	All students expected to complete same instructional pathway	Students engage with digital content to customize their instructional pathway	Students engage with digital content and have multiple pathways that are competency-based and not tied to a fixed school calendar.

Evaluating Content Factors

Characteristics of Instructional Models		Less Online Instruction	More Online Instruction		Mostly Online Instruction
	INSTRUCTIONAL MATERIAL LEVEL	Learning Object	Unit/Lesson	Single Course	Entire Curriculum
	INSTRUCTIONAL RESOURCES	Course **minimally uses digital content**, resources, and tools to supplement instruction	Digital content, resources, and tools **expand and enhance** the curriculum and content		Use of digital resources and tools **are integral to** content, curriculum and instruction
	ASSESSMENT	Whole-class assessments, used primarily in the classroom, during the school day as the primary means of feedback	A combination of traditional and online assessments are used inside and outside the classroom		Greater amount of digital, real-time data and feedback allow for individualized instruction
	COMMUNICATION (Student / Teacher & Student / Student)	Occurs primarily synchronously and in the physical classroom	Is a mixture of synchronous & asynchronous and may be in the physical classroom or online		Occurs primarily asynchronously and online or from a distance

Evaluating School Factors

School Considerations			
INSTRUCTIONAL SUPPORT MODELS	"Direct student learning" through traditional teacher roles and staffing models	"Facilitate student learning" through a team approach with a significant reliance on technology-based tools and content	"Coordinate student learning" through the expanded use of technology-based tools and content, as well as the effective use of outside experts and/or community resources
INSTRUCTION SCHEDULE AND LOCATION	Fixed daily schedule, instruction primarily in physical classroom	Mixed schedule of online and physical instruction	Highly flexible schedule, with instruction is possible 24x7. Learning centers support instruction.
ACCESS TO ACADEMIC STUDENT SUPPORT	Support is school-based, and provided primarily by the teacher during the class period.		Support structures (e.g. online tutoring, home mentors, and technical support services) in place 24x7, in addition to teacher support.
TECHNOLOGICAL INFRASTRUCTURE	School or classroom based with students using shared classroom computer resources. Access to infrastructure ends with class period.	Available across school campus with students checking out computers from a lab or bringing their own. Access to infrastructure is during school hours.	Available on and off campus with students using their own device. Access to infrastructure is 24x7.

LMS

[Moodle](#)

[Canvas](#)

[Blackboard](#)

[D2L](#)

Examples

- [Hippocampus](#) or [OER Commons](#)
- [iTunes University](#)
- [Khan Academy](#)
- [Blendedschools.Net](#)
- [Odysseyware](#)
- [FLVS Global School](#)
- [Wowzers Math](#)
- [AWE](#)
- [Metta](#)
- [iReady](#)
- [Imagine Learning](#)
- [Plato - Edmentum](#)

Going "Google"

- Cost is right
- Single Sign On
- Can be bridged to SIS
- 1 Million Apps, many devices
- Can load private content via web
- VMware for teachers to use legacy Windows apps.
- Drive, Apps, You Tube Edu
- No advertising, no use of data

Summary

- Blended Learning is a wide-ranging and complex learning opportunity

- Designing an online program requires educators who have experience learning virtually

- Considerable research and methodical evaluation are key to student success

References (add links)

- iNACOL resources
  - New Learning Models Vision (Oct.2013
  - Online and Blended Learning: A survey of policy and practice of K-12 schools around the world (2009)
  - A Roadmap for Implementation of Blended Learning at the School Level (Oct. 2013)
  - Transforming K-12 Rural Education through Blended Learning (2013)
- INTEL Teach Elements: Blended Learning Toolkit (2012)
- Rob Darrow's Blog: [California Dreamin'](): #Blendedlearning Implementation
- Don's Blog: http://blendeducation.org