BLENDED LEARNING

Integrating Multiple Technologies for Customized Instruction and Assessment

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INTRODUCTION

Blended learning is as an educational program in which a student learns, at least in part, through the online delivery of content and instruction with some element of student control over time, place, path and/or pace. While a student still attends a supervised "brick-and-mortar" location away from home, face-to-face classroom methods are combined with computer-mediated activities to provide an integrated learning experience.

While some schools adopt a specific blending learning model for all of their students, this option can be prohibitive from both a cost perspective and a lack of human resources. However, even a single teacher can implement blended learning in their classroom, and in fact, could be doing so already without even identifying it as such.

With no shortage of educational technology and mobile learning tools, integrating technology into curriculum shouldn't be a daunting task. In fact, adopting a blended learning model that drives higher student performance can be accomplished with tools that you and your students likely are using outside of the classroom, such as email, online file storage, blogs, video and discussion boards.

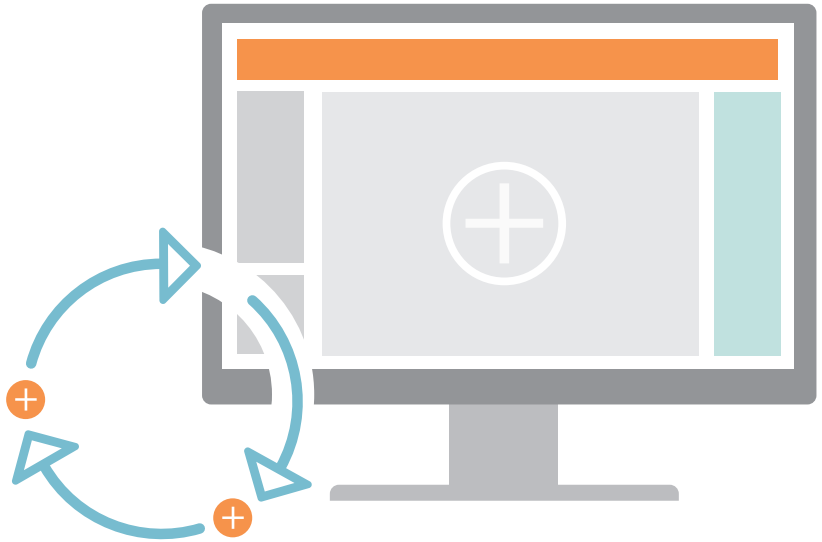
Educators still are encouraged to continue to increase students' technology skills even if they have mastered "the basics." Students are excited to learn in a whole new way. Share in this excitement. Don't let another semester pass without taking the opportunity to create a higher level of technology integration in the classroom.

This eBook explains the various types of blended learning models being used in real classrooms throughout the country. While the specific needs of a district, school or classroom will vary, each can utilize different technologies that exist today to aid in the instruction and delivery of a successful blended learning model. The majority of the strategies will be familiar, as many are best practices used in differentiating instruction at any level, with technology supplementing or replacing stations or activities.

CLASSROOM ROTATION

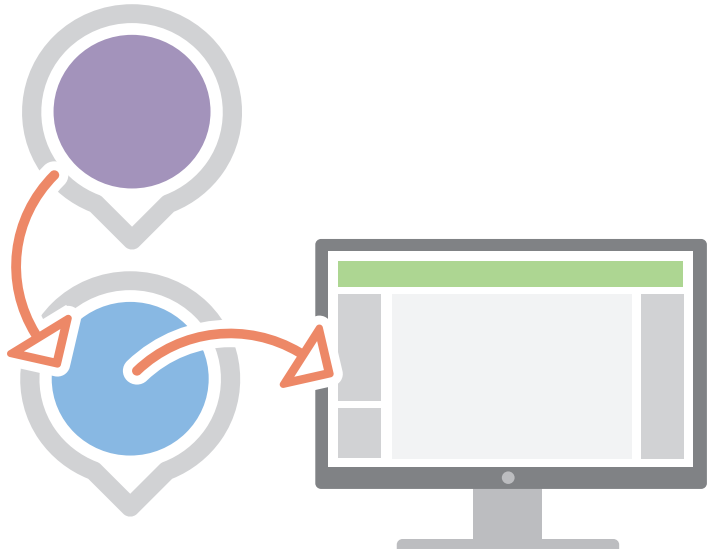
A rotation-model implementation in which, within a given course or subject, students rotate on a fixed schedule or at the teacher's discretion among classroom-based learning modalities.

The rotation includes at least one station for online learning. Other stations might include activities, such as small group or full-class instruction, group projects, individual tutoring and pencil-and-paper assignments.



Key components:

- Focuses on a specific course or subject.
- Conducted on either a fixed schedule or at teacher discretion.
- Often includes all students.



LAB ROTATION

A rotation-model implementation in which, within a given course or subject, students rotate on a fixed schedule or at the teacher's discretion among locations at a brick-and-mortar campus. At least one of these spaces is a learning lab for predominantly online learning, while the additional classroom(s) house other learning modalities.

The Lab Rotation model differs from Classroom Rotation because students rotate among locations on the campus instead of staying in one classroom for the blended course or subject.

Key components:

+ Focuses on a specific course or subject.
+ Conducted on either a fixed schedule or at teacher discretion.
+ Takes place at different locations within a school campus.

INDIVIDUAL ROTATION

Within a given course or subject, students rotate on an individually customized, fixed schedule among learning modalities, at least one of which is online learning. An algorithm or teacher(s) sets individual student schedules. The Individual Rotation model differs from the other rotation models because students do not necessarily rotate to each available station or modality.

Key components:

+ Takes place within a course or subject.
+ Individually customized fixed schedule set by an algorithm or a teacher.

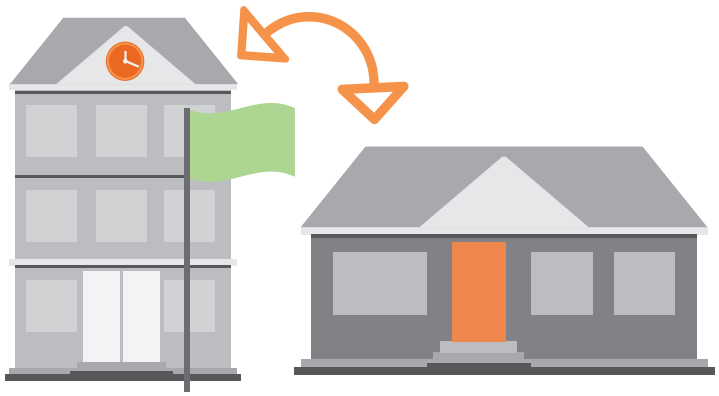
FLIPPED CLASSROOM

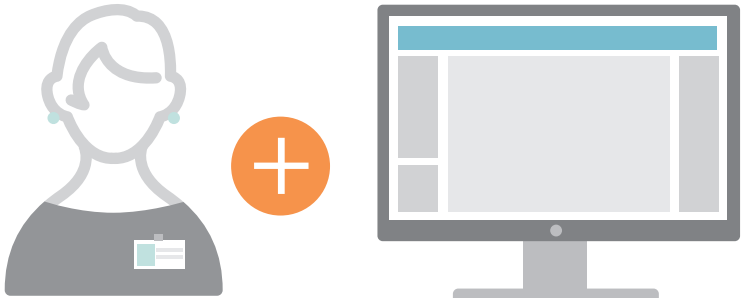
Within a given course or subject (e.g., math), students rotate on a fixed schedule between face-to-face teacher-guided practice (or projects) on campus during the standard school day and online delivery of content and instruction of the same subject from a remote location (often home) after school.

The primary delivery of content and instruction is online, frequently with video, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night.

Key components:

- Focuses on a specific course or subject.
- Conducted on a fixed schedule.
- Takes place through remote online content/ classroom guided practice or projects.





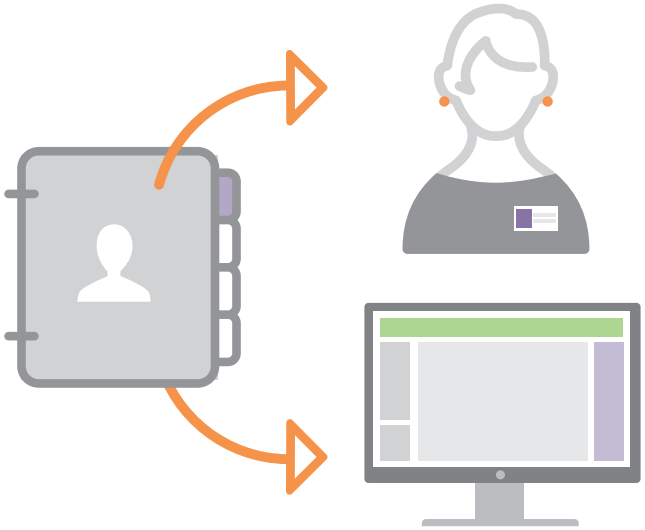
FLEX MODEL

Content and instruction are delivered primarily via the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site.

The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities, such as small-group instruction, group projects and individual tutoring. Some implementations have substantial face-to-face support, while others have minimal support.

Key components:

- Takes place online, but in school.
- Face-to-face support as needed through small group instruction, project and individual tutoring.
- Data-driven for targeted interventions/supplements.



SELF-BLEND MODEL

Self-Blend describes a scenario in which students choose to take one or more courses entirely online to supplement their traditional courses. The teacher-of-record is the online teacher.

Students can take the online courses either at the brick-and-mortar school or off-site. This differs from full-time online learning and the Enriched Virtual model because it is not a whole-school experience. Students self-blend some individual online courses and take other courses at a brick-and-mortar school with face-to-face teachers.

Key components:

+ Includes multiple courses/subjects.
+ Students select from traditional and online.
+ Online course is often supplemental or credit recovery.

ENRICHED VIRTUAL

An Enriched Virtual model provides a whole-school experience in which, within each course, students divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction.

Many Enriched Virtual blended learning programs began as full-time online schools and then develop to provide students with brick-and-mortar school experiences. The Enriched Virtual model differs from the Flipped Classroom because in a Enriched Virtual model, students seldom attend the brick-and-mortar school every weekday. This model also differs from the Self-Blend model because it is a whole-school experience, not a course-by-course program.

Key components:

+ Whole school experience.
+ Primarily remote online courses.
+ Flexible schedule for limited in-school experiences.

TURNING ON THE BLENDER

An overwhelming amount of options.

App Store (iOS)*

- **Total Active Apps: 1,570,489**
  (currently available for download)
- **Education Category: 121,145 active**

Google Play (Android)*

- **Total Active Apps: 1,248,174**
  (currently available for download)
- **Education Category: 90,267**

GETTING STARTED

With the variety of programs available, every teacher can implement at least some blended learning model and enjoy the benefits of increased student engagement and personalized learning. You've likely got multiple technology tools, websites and videos you can use, but the key to success is planning. What are your objectives for using technology? Don't get distracted by "too much stuff."

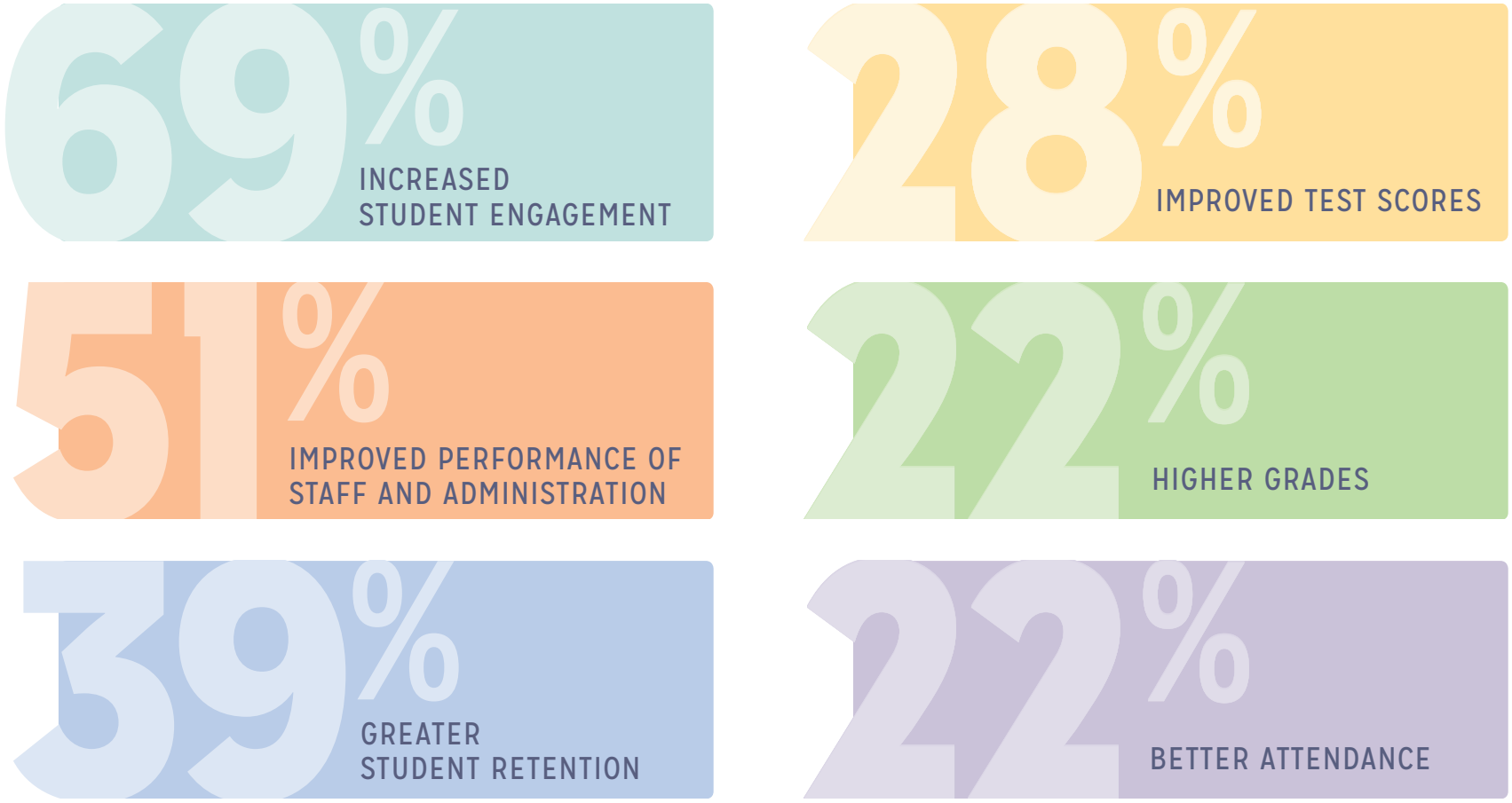
Here's a list of suggestions to get you started when developing the right blended learning program for your school.

1. **Start small.** Choose one unit or subject in one class.
2. **Be selective.** Choose a model that is doable and one that you can manage.
3. **Plan** for different modalities and ability levels.
4. **Solicit help** for small groups or individuals.
5. **Train.** Students need to understand processes and expectations.
6. **Execute.** Do it!
7. **Evaluate** results, challenges and student and parent response.

*As of June 10, 2014

BLENDED LEARNING BY THE NUMBERS

Why Invest in Blended Learning?



Source: Center for Digital Education

USING GAGGLE'S COLLABORATION TOOLS TO AID IN BLENDED LEARNING

Assignments

Posting Assignments makes it easy to provide content, such as links, documents and videos, along with instructions to students. Since Assignments can be for the entire class or for specific groups, supporting multiple activities for different modalities and levels is simple and discreet.

Teachers can add a co-teacher to their class to let them access and manage specific Assignments. Collecting Assignments electronically lets teachers use Mark It Up!, which provides an intuitive and simple way to page through and review student submissions with options for annotations like comments, highlighting and a free-form drawing tool.

Blogs

Created around any subject or unit, Blog posts give students writing practice with an authentic audience. Making Blog writing part of a rotation model also ensures students without home Internet access get the chance to post. Blogs are an effective tool for promoting higher-order thinking, and can be used for responses to videos or other content in a flipped model. A class Blog also can be a good way to get student and even parent feedback in evaluating blended learning activities.

Calendars

Teachers can keep due dates and rotation schedules on a class Calendar for easy organization.

Class Pages

A natural location for organizing blended learning, Class Pages can be used to post popular links to websites and content, while the class Social Wall can provide information and instructions for stations or outside assignments. Students can ask clarifying questions with responses visible to everyone, saving teachers the time of answering the same question multiple times. Students can also collaborate and assist each other at any time.

Discussion Boards

Use thought provoking questions or statements as a starting point or a culminating activity for a unit. Teachers can easily differentiate for different learning groups and modalities by creating private boards for each group. Post topics for each rotation station to check for understanding and stimulate conversation between students. Discussion Boards are also a great way to solicit help from specialists, volunteers or even special guests, as they can moderate and participate in a discussion without having to physically be in the classroom at a designated time.

GaggleTube

Filtered YouTube, known as GaggleTube, can provide a way for students to view safe video in a blended learning rotation model, or outside of school for a flipped classroom. Students can create their own video projects and upload them to GaggleTube for teacher review and sharing. Students can also search GaggleTube for video that supports their research or for other projects.

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