Blended learning: The Right Mix

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**International Landscape**

- **Canada**: K-12 distance education in all 13 provinces and territories
- **Russia**: Large scale tablet implementation
- **Turkey**: 15 million students online in next 3 years
- **India**: Universal Access for K-12 education in 10 years
- **U.S.**: 1.5 million K-12 students online 2010
- **Mexico**: Digitizing system of K-12 courses
China: 600,000 students online in 200 schools

Australia: National curriculum resources and materials online

Singapore: 100% of Secondary schools use online learning

South Korea: all texts digital 2015

Hong Kong: HKEdCity repository

Thailand: 900,000 tablets for primary students

Australia: National curriculum resources and materials online
The Horizon Report: 2012 - 2017

Number one trend for K-12 schooling: the shift in education paradigms to include online learning, hybrid learning and collaborative models.

Number 4 challenge: Institutional barriers to moving forward in a constructive way with emerging technologies.
Pathfinders

• Mobilists
• Online learners
• Digital content producers

If technology is used in personal life, it will more readily make its way into the classroom

Project Tomorrow (2012)
Blended learning: What is it?

Any time a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path and/or pace.

(Horn & Staker, 2011)
Continuum of online learning

Innosite Institute, 2012
Rotation Model

• Learning over different modalities (at least one is online)
• Teaching occurs at one station
• Variety of learning experiences to achieve the same objective
  • Station-rotation
  • Lab-rotation
  • Flipped-classroom
  • Individual-rotation
Flex Model

• Online delivery in classroom

• Face-to-face support (individually or group)

• Content primarily on computer

• Student determined pace
Self-blend model

• Students take one or more courses entirely online as part of school schedule
• DP courses online
• Lab-based, home-based
• Combination
Enriched-virtual model

• Full school experience online
• Students ‘sometimes’ enter the school building
• Mostly remote student-teacher/ student-student interaction
Why do it?

Primary Advantages

Teaching

Learning

Logistical
Teaching advantages

• Student-centred/personalized instruction
• Access to online resources, cases, experts
• Opportunities for online interaction
• International and intercultural experiences
• Participation of all learners – no passive consumers
Learning Advantages

• Time and opportunity for multiple review of content
• Stolen moments for learning
• *Just in time* access to teachers and peers
• Technology-enhanced information literacy skills
• New ways to collaborate/develop International mindedness
Logistical advantages

• Experience of online learning
• Student micromanagement
  – Any time, any place
  – Personalized (self-scheduled) pace
• Organization and time-management
• High quality reusable content and materials
Blended environments

Examples of practice
Flipped classrooms

New concepts and materials outside of school

Class time preserved for discussions, collaborations with classmates, problem solving, and experimentation.
Lectures go mobile

• U Tube/Vodcasts
  – Jing, Screencast-o-Matic, Camtasia, iPad Apps.

• Open Educational Resources
  – KhanAcademy, Edmodo, School Tube

• Teacher-created Resources
  – Fisch Flip
  – Bergman and Sams
Strategic/situational blends

- *Not enough hours* solutions (Hoover High School, TOK)
- Differentiation - accommodating learner needs
- Mobilize teaching and learning
- Cooperative teaching and learning
- *If we build it…*(BYOT)
Hybrid schedules

• Hybrid language learning traditional class time 2 -3 days per week used for e-learning and self-directed activities
  – ACCESS project, Alabama USA interactive video conferencing

• Diploma Programme courses online – expand course offerings to students in IB World Schools
  – Pamoja Education, Ltd.
Global collaborations

Rethinking one teacher, one classroom

West Africa e-twinning: Transcending boundaries and cultures

10 schools: France, Senegal and Togo

• Cooperative production of resources by teachers
• Collaborative opportunities for students across time zones
Teachers Matter

New opportunities, not alternatives to...

‘No successful, sustainable and scalable digital learning exists without teachers’ (Keeping Pace, 2011)
Considerations

• Why blend? What do we hope to achieve?
  – More than putting your classroom online
  – Seamless integration of F2F/Online

• What resources do we have and do we need?
  – Research supports that blended learning requires more teaching and planning time
  – Strategies to help students effectively process online content
If we build it…

BYOT: Bring your own technology

Will ownership of the learning process increase if students use a device of their own choosing?
Cultural Shift

**Breaking ranks**

A digital conversion can only be accomplished if the culture allows it – no long-term significant change can occur without creating a culture to sustain that change (NASSP)