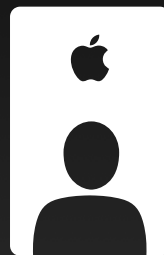# Blended Learning
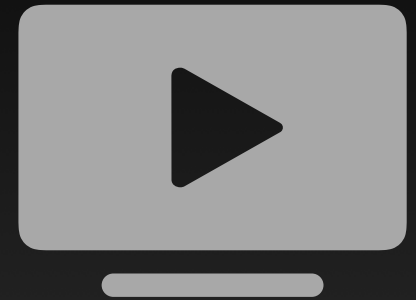
Sheila Dillon-Leitch

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Facilitating Online

We invite you to:

- turn on your video!
- mute your microphones
- check the chat panel for access to links
- try posting to the chat to say hello!

"There is an important distinction between using technology to do conventional things better and using technology to do better things."

Fishman and Dede, 2014

Goals

Discussing research on blending learning for best practices

Exploring how to establish blended environments

Creating activities that are accessible

Discussion

Feel free to:
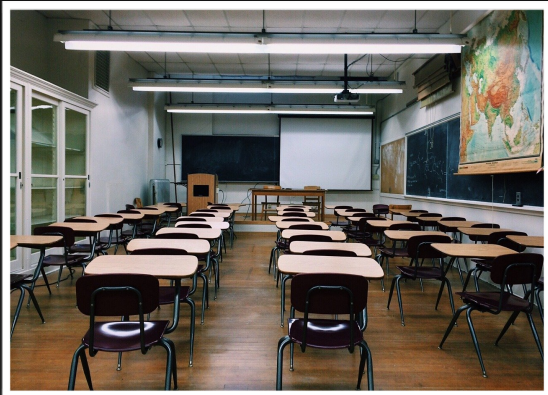• raise a hand

• add to the chat

• unmute to speak

What does <u>blended learning</u> mean to you?

Blended Learning

Blended Learning

100% In Class

100% Online

Figure 2. *Definition of blended learning*

Blended learning is…

a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace
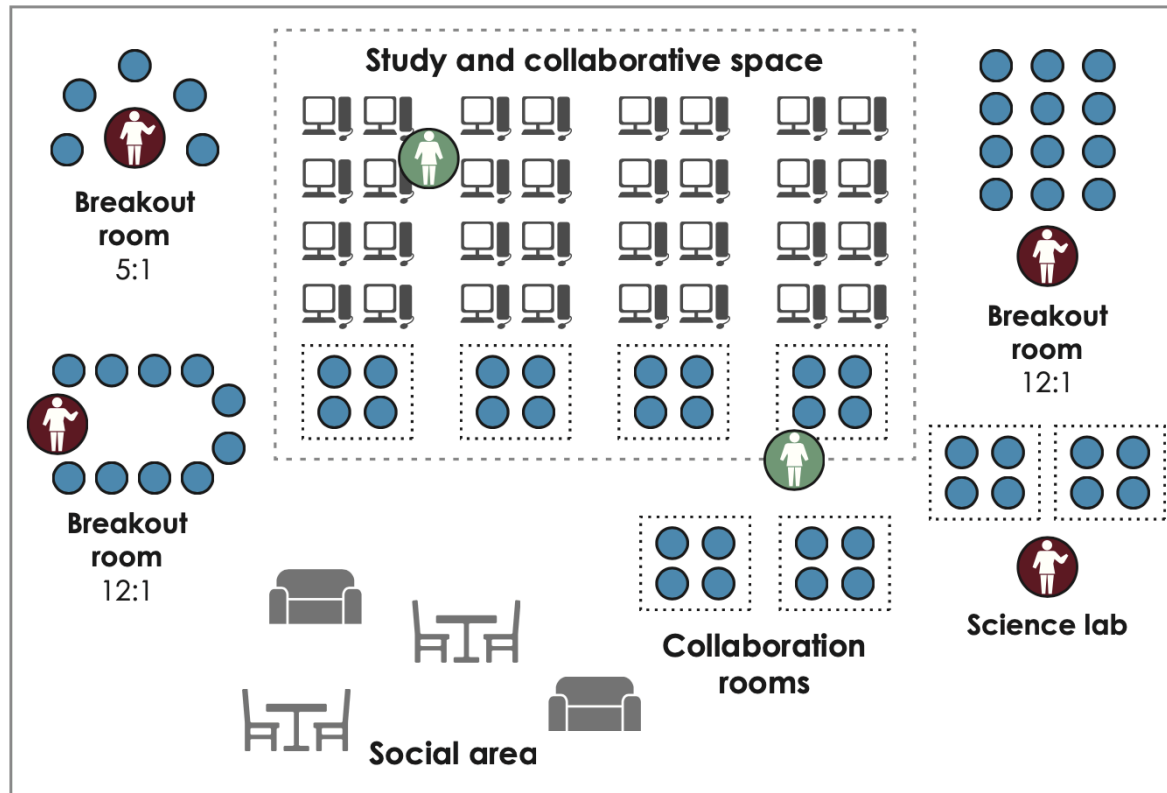
and

at least in part at a supervised brick-and-mortar location away from home.

https://files.eric.ed.gov/fulltext/ED535180.pdf

Figure 10. Flex model, San Francisco Flex Academy

https://files.eric.ed.gov/fulltext/ED535180.pdf

Student Perception

Liked:
- timely feedback
- organized resources
- choice
- flexibility
- decreased social pressure
- ability to learn at own pace

Disliked:
- new expectations
- unsure how to succeed
- feeling overwhelmed

Consider:
- student surveys
- 1:1 check-ins about environment as well as learning

Heafner, T. L., Hartshorne, R., & Thripp, R. (Eds.). (2019). *Handbook of Research on Emerging Practices and Methods for K-12 Online and Blended Learning.* IGI Global. http://doi:10.4018/978-1-5225-8009-6

Blended Environments

How do I prepare my students?

What aspects should be consistent?

Synchronous or Asynchronous

	Synchronous	**Asynchronous**
Instructional Flexibility	Little flexibility; students have to be online at the same time	More flexible; students can communicate on their own time
Instructional Benefits	Students receive immediate feedback from instructor and classmates; conversations move faster and can be more productive	Allows students time to generate thoughtful responses; encourages participation from shier students
Instructional Limitations	Conversations move too fast for some students; most effective when using microphones and webcams, which can be cost prohibitive	Involves considerable reading and writing skill; students have the option of selectively reading classmates' posts

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Preparation to Move Online

- Developmentally appropriate
- Available in multiple formats
- Applications to students' own lives
- Authentic tasks
- Adolescents need to discuss ideas & content with each other

Heafner, T. L., Hartshorne, R., & Thripp, R. (Eds.). (2019). *Handbook of Research on Emerging Practices and Methods for K-12 Online and Blended Learning.* IGI Global. http://doi:10.4018/978-1-5225-8009-6

Consistency

- Easy to find expectations & files
- Explore accessibility as a class
- Model accessibility (ex. CC)
- Review adaptations & modifications
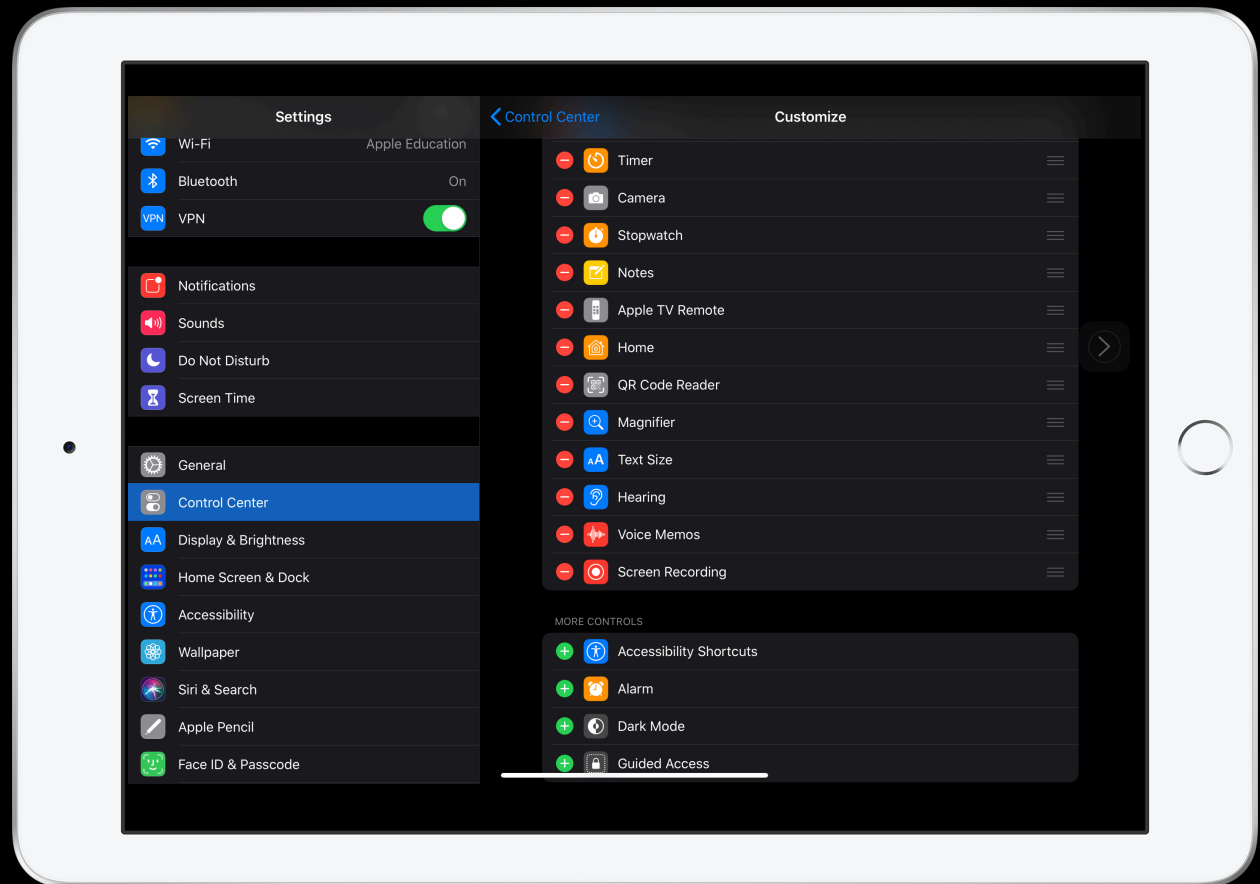- Include parents & guardians

Blended Activities

What kinds of activities will work in both environments?

How can I build in accessibility?

enable screen recording

Task Goals

- Familiarize with different media
- Practice skills early
- Encourage sharing
- Build in cycle of feedback
- Integrate into larger projects

Virtual Support

APL_Canada@apple.com

Education Hotline

1800-800-2775

option 3

1:1 coaching with an educator

1:1 coaching with an educator

French and English

English

Up to a 30 minutes

Up to a 30 minutes

Available for parents, students, and educators.

Available for parents, students, and educators.

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