

If Blended Learning Offers So Many Advantages, Why Are So Few Institutions Adopting It?



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My focus today...



1. What is blended learning?



2. Why should it interest you?




3. Scaling up blended learning

1. So what is blended learning?

- A. The course syllabus is online
- B. The instructor uses PowerPoint in lectures
- C. Class meets less often and has online activities
- D. All of the above
- E. None of the above

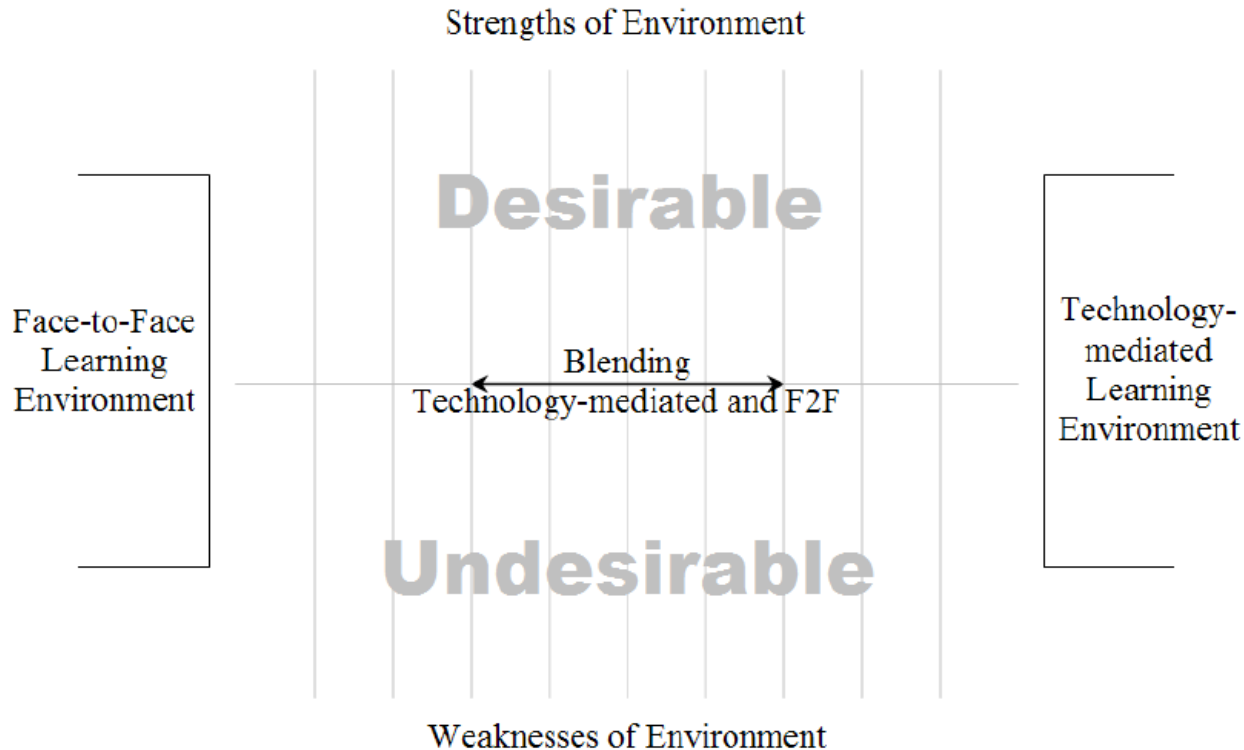


Basic definition...

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used — content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example.
 30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Source: Sloan-C report Blending-In

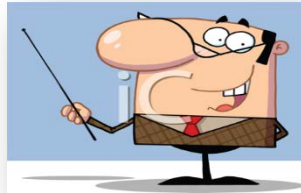
Takes best advantage of both worlds



2. Why should blended learning interest you?



Student perspective



Faculty perspective

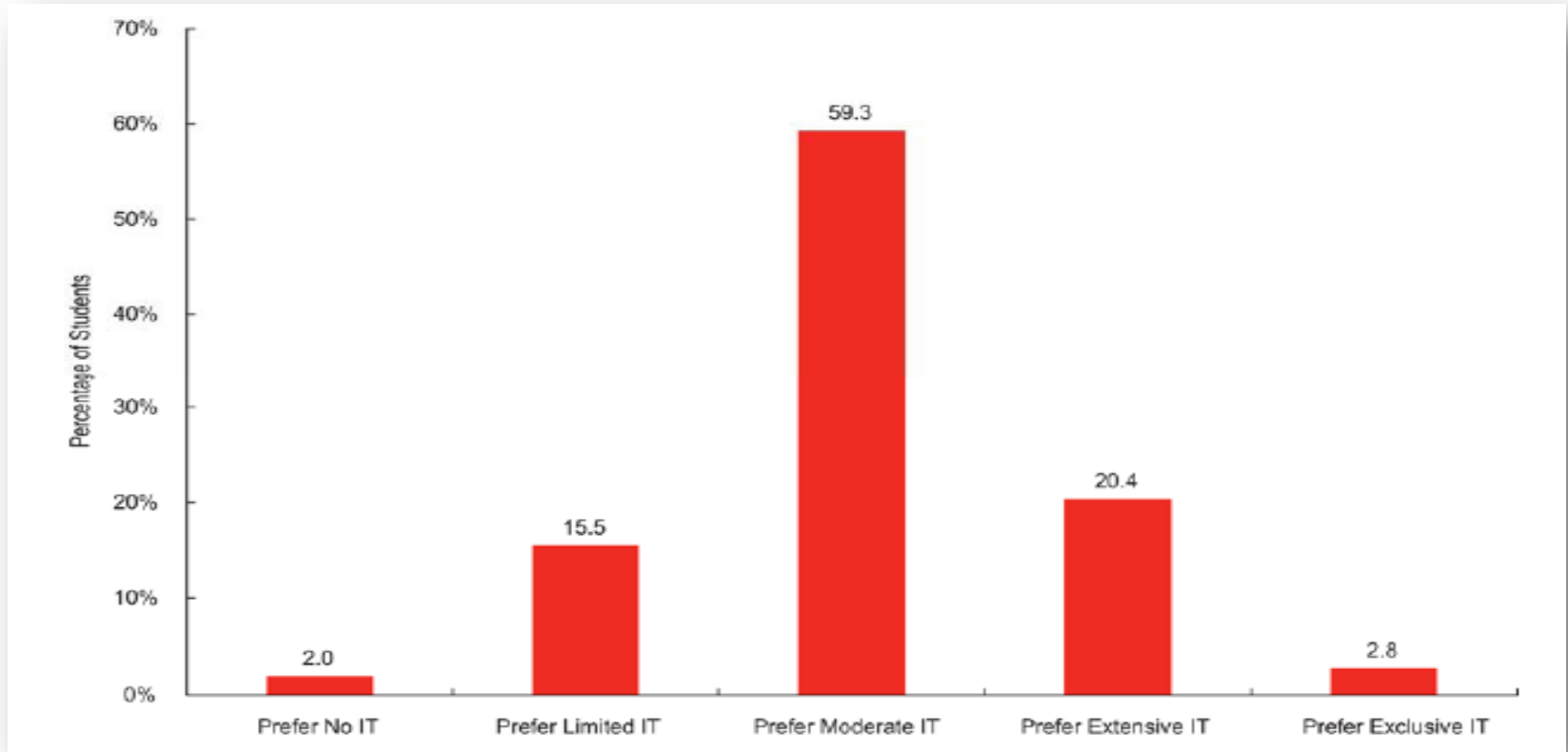
Institutional perspective

Student Perspective: Blended learning clearly improves accessibility

Allows for flexibility in students' study, work, and life balance

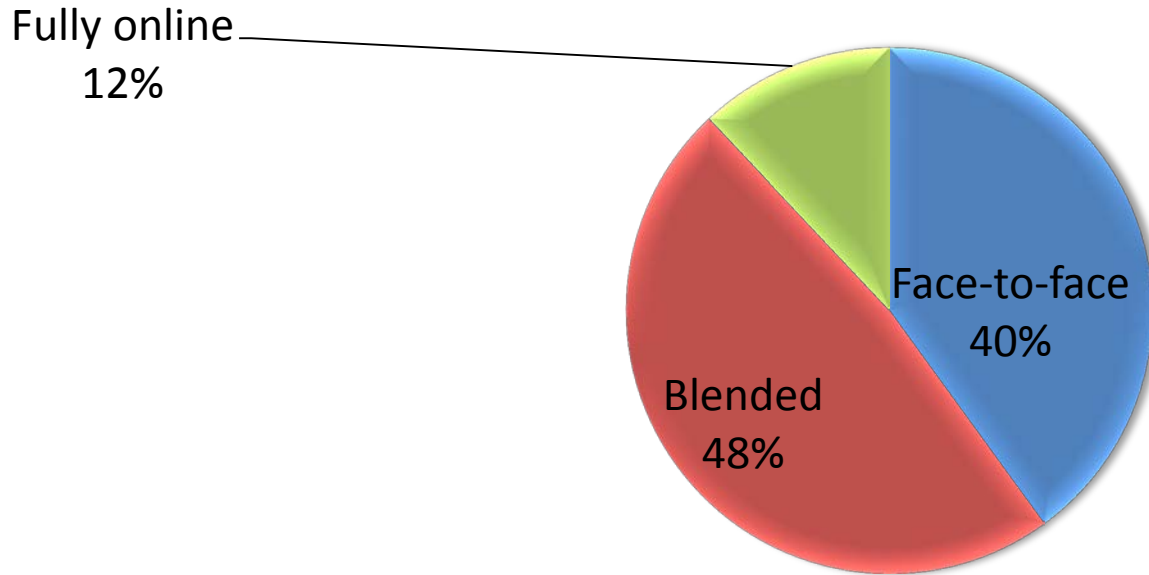


Students don't want "all tech, all the time"



ECAR 2007 survey n= 27,675

Preference for blended course format at York University



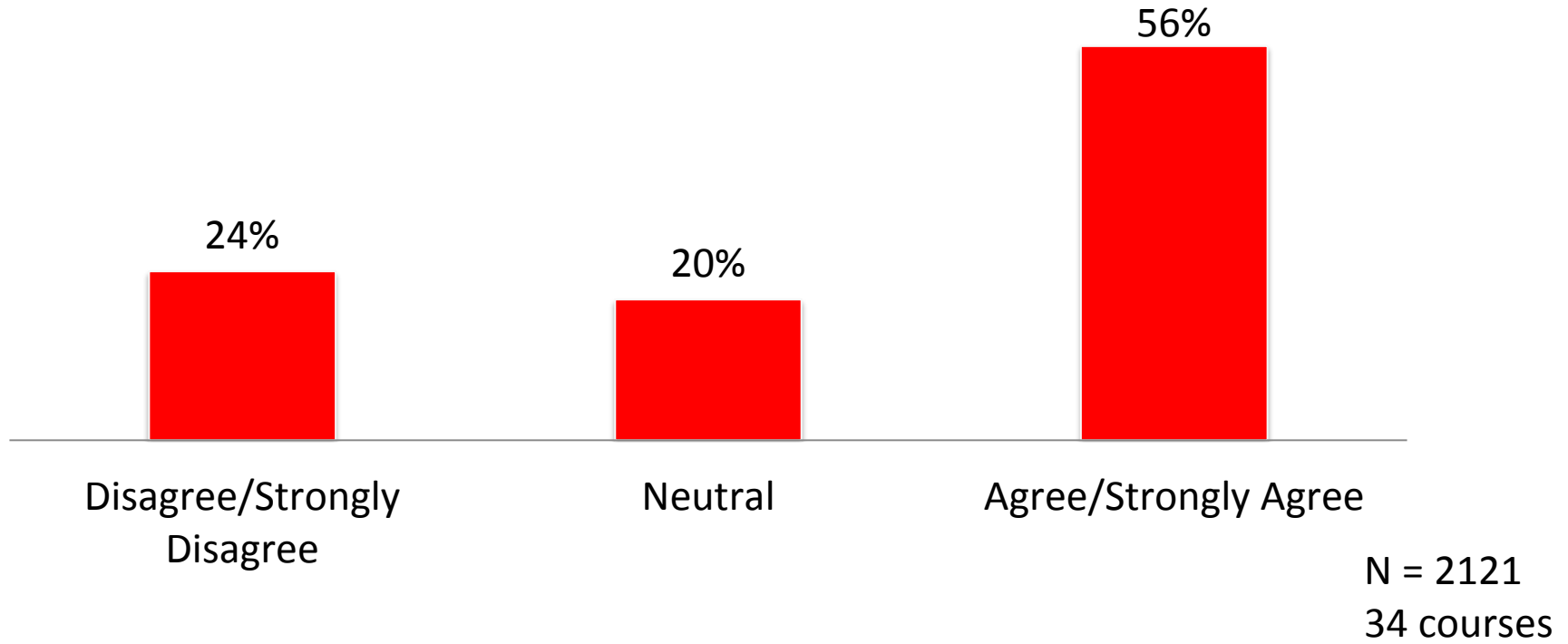
N = 2121
34 courses

Students indicated strong satisfaction in my survey of Canadian 8 universities (n=2,714)

“Overall, I am quite satisfied with this [blended] course” – average 70% (range 65-100%)

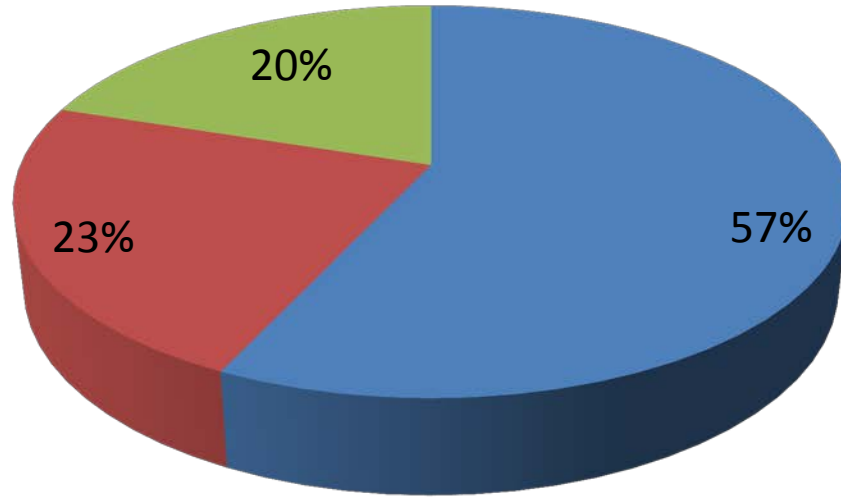


I would take another course in the future that has both online and face-to-face components [at York U]



Taking this course increased my interest in the material [York U]

■ Strongly Agree/Agree ■ Neutral ■ Strongly Disagree/Disagree



N = 2121
34 courses

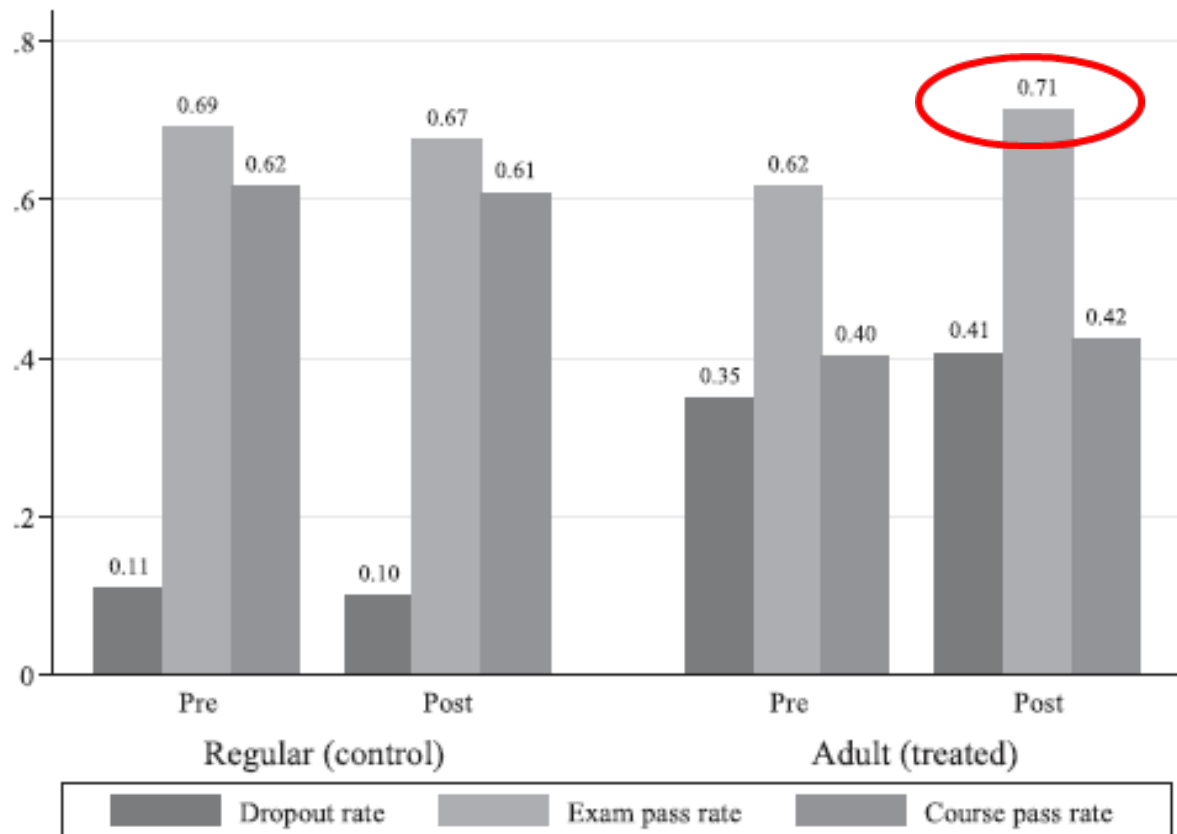
BUT, what about improving learning/retention?

Success and withdrawal rates (Moskal et al. 2013)

Success by modality		
Modality	n	Success (%)
Blended	69,436	90.8
Fully online	188,776	88.3
Face-to-face	839,028	87.7
Lecture capture	16,354	83.9
Blended lecture capture	45,213	84.7

Withdrawal by modality		
Modality	n	Withdrawal (%)
Lecture capture	18,037	5.3
Fully online	188,916	4.3
Face-to-face	933,846	3.1
Blended lecture capture	55,665	3.0
Blended	70,045	2.8

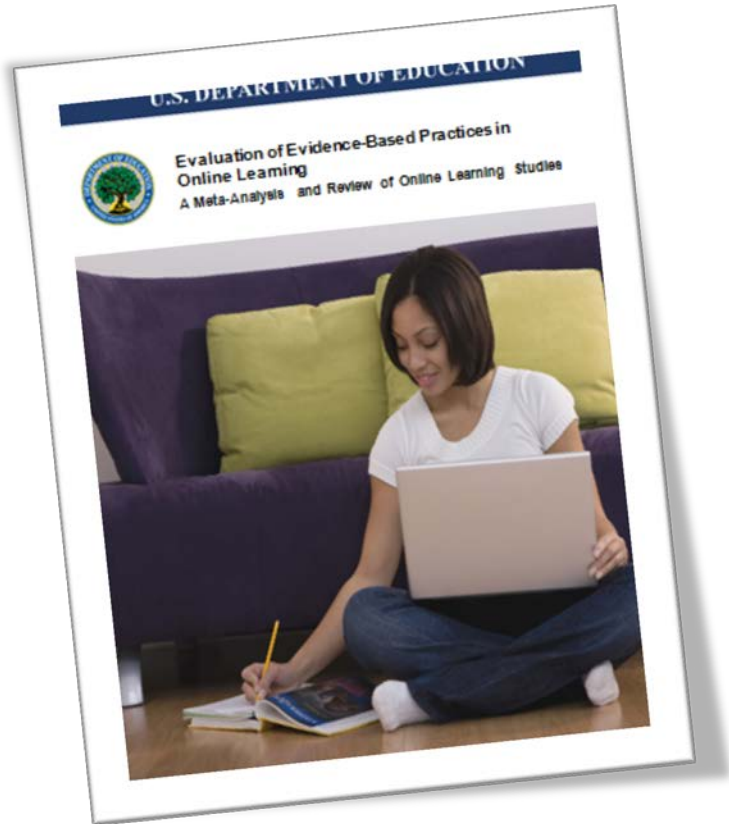
1883 economics and business students at KU Lueven – 30 courses



Note: 7458 (Pre) and 7833 (Post) observations in the control group; 760 (Pre) and 1,317 (Post) in the treated.

Fig. 1. Course persistence and performance of regular and adult learners.

Further evidence...



“Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.”

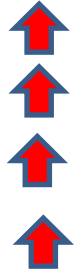
(51 studies, effect size = +0.24)

US DoE, 2009

Findings on student learning

n = 2094

Survey Questions	Year I	Year II	Year III
Q2 (increased interest in subject)	n/a	3.16	3.28
Q20 (improved understanding of concepts)	2.99	3.21	3.35
Q21 (developed better communication skills)	n/a	2.60	2.76
Q22 (more opportunities to reflect)	n/a	2.89	3.11



A student's perspective...



Faculty perspective on blended...

High satisfaction

Get to know
students better



Adds flexibility to
your schedule

Reinvigorates teaching

Institutional perspective...cost avoidance

Online and blended courses allowed UCF to avoid more than \$7 million in construction costs \$277,000 in annual operating costs (Hartman, 2007)



Our calculations show that 100 new courses will yield about \$12 million in income and cost \$1.5 million → ROI 8:1
(<http://irlt.yorku.ca>)

Improved classroom utilization

	MON	WED	FRI
Traditional Scheduling	PLS 828	PLS 828	PLS 828
Blended Scheduling	PLS 828	ENG 341	COM 200

The image shows a comparison of classroom utilization between traditional and blended scheduling. The traditional model shows a single course (PLS 828) occupying a classroom on three separate days (Monday, Wednesday, and Friday). The blended model shows a single classroom being used for three different courses (PLS 828, ENG 341, and COM 200) on the same three days, respectively. This demonstrates how blended scheduling can increase the number of courses and students that can be accommodated in the same physical space.

(Hartman, 2007)

So why is blended learning not scaling so well?



Challenges for students



- **Transition – from a passive to an active learning approach**
- **Study and time management skills, esp. low achievers**
- **Expecting that fewer F2F classes equates to less work**
- **Accepting responsibility for completing individual & team activities**

Challenges for faculty



- **Workload/tenure issues**
- **Resistance to change-why bother?**
- **Time consuming initially**
- **Managing with scarce support for course redesign**
- **Learning to use new technologies**


Other issues for faculty

Clear indication/evidence that students would benefit	Most important
Release time to design/redesign my courses	
Confidence that the technology would work the way I planned	
A better understanding of the types of technologies that are relevant to teaching and learning	
Direct assistance from IT staff to support the technology I choose to implement	
Direct assistance from an instructional design expert to design/redesign my courses	

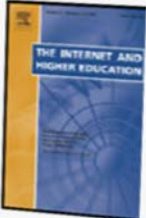
Challenges for the institution

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Contents lists available at [SciVerse ScienceDirect](#)



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THE INTERNET AND HIGHER EDUCATION

Blended learning policy and implementation: Introduction to the special issue

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ABSTRACT

There is a need for research investigating why blended learning, despite its many inherent advantages, h

Three phases of implementation



Graham et al.

Awareness/exploration



Adoption/early implementation



Mature implementation/growth

Importance of alignment

Alignment of
institutional, faculty,
and student goals
essential



Moskal et al.

Engagement of leaders



**Transformational
change is predicated on
engaged leadership**

Garrison & et al.

Need for supportive culture

**Bottom-up change cannot occur
without supportive senior
administration and institutional
culture that values pedagogical
experimentation**



**Katerina Carbonell
et al.**

Leading from the middle:

Andy Hargreaves

“Effective change is not only led from the top, it is led from many places, including the middle.”



My own perspectives

- **Business case for elearning**
- **Incentive plans, locally, university-wide and provincial**
- **Institutional planning at York**



In summary...

Blended learning can lead to greater student satisfaction and learning

BUT

Institutional support/commitment essential to scale

What can you do to help scale up blended learning?



Questions/comments?

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<http://ronowston.ca>

Presentation at

<http://www.yorku.ca/rowston/Aarhus.pdf>