Benefits and Strategies in Implementing Blended Learning in Tertiary Institutes
I. To review the benefits of blended learning
II. To describe the strategies used in blended learning
WHAT
Definitions of blended learning

WHERE
Scope of review

WHY
Benefits of blended learning

HOW
Strategies to implement blended learning
Blended learning is the integration of classroom face-to-face learning experiences with online learning experiences. It is complex because there exist “the challenge of virtually limitless design possibilities and applicability to many contexts.”

(Garrison and Kanuka, 2004)

Blended learning is the combination of computer-mediated instruction with face-to-face instruction.

(Graham, 2006)

Graham proposes discarding other definitions of blended learning that focused on the combination of instructional methods or the combination of instructional modalities because these combinations are too broad and encompasses virtually all learning systems.
Definitions of Blended Learning

- A combination of face-to-face learning and online learning modes

- Blending is achieved through
  - Classroom instruction with online instruction
  - Online instruction with access to a coach or faculty member
  - Simulations with structured courses

- The terms "blended," "hybrid," and "mixed-mode" are used interchangeably in current research and literature.

Blended learning involves a complex structure, which consists of the advantageous components of traditional (face-to-face) and online learning.
Patterns of Blended Learning

/ What

BLENDED LEARNING- BENEFITS AND STRATEGIES

5 DEC 2014
Search for peer-reviewed articles from September 2004 to September 2014 from databases:

1. Academic Search Premier
2. Art Source
3. Business Source Premier
4. Computer Source
5. eBook Collection (EBSCOhost)
6. Education Research Complete
7. ERIC
8. Library, Information Science & Technology Abstract
9. MAS Ultra- School Edition
10. Professional Development Collection
11. PsycARTICLES

Keywords were “blended learning”, “tertiary”, “strategies” and “benefits”
## Why

Benefits of blended learning

<table>
<thead>
<tr>
<th>Beneficiary</th>
<th>Benefits</th>
<th>Sources</th>
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<tbody>
<tr>
<td>The Learner</td>
<td>Passing rate increased 20%</td>
<td>Lopez-Perez et al (2011)</td>
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<td></td>
<td>Drop out rates in exams decreased 9%</td>
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<td></td>
<td>Improved in exam by mean score of 10 points above control group</td>
<td>Tsai (2010)</td>
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<td></td>
<td>Less negative attitude towards the course</td>
<td>George-Palilonis and Filak (2009)</td>
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<td></td>
<td>Less negative to own performance and instructor’s approach</td>
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<td>The Institution</td>
<td>Economic benefits: increased ROI, enrolment growth, enhanced reputation and competitive edge</td>
<td>Niemiec and Otte (2010)</td>
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<td>Faculty</td>
<td>Pedagogical richness and the flexibility of instruction</td>
<td>(Osguthorpe &amp; Graham, 2003; Graham, 2006)</td>
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Benefits of blended learning

- Student-centred learning
- Active learning
- Student engagement
- Flexible learning
- Collaborative learning
- Interaction with peers and resources
- Learning conversations
- Build seamless learning community
- Learner satisfaction
- Equity
- Autonomy
Of 13 variations of online learning, blended learning and collaborative/instructor-led were the only statistically significant influences on effectiveness.

Means et al (2010)

Meta-analysis of effectiveness of BL in higher education found that in terms of achievement outcomes, BL conditions exceed Classroom Instruction (CI) by about one third of a standard deviation.

Bernard et al (2014)

Study of exam results over four years of nearly 1000 students found that BL has reduced dropout rates and improved exam scores. Passing rates increased from 40% to over 60%. Drop-out rate of students taking exams reduced by 9%.

Lopez-Perez et al (2011)
“Among the number of Web 2.0 tools, the educational field is still searching for frameworks for thinking about how to design learning experiences using Web 2.0 technologies”


The integration of technology into teaching and learning is a key challenge and this is an essential challenge to overcome before BL can be implemented successfully.
<table>
<thead>
<tr>
<th>Source</th>
<th>Strategies in Implementing Blended Learning</th>
<th>Level</th>
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<tbody>
<tr>
<td>Applebee, Ellis &amp; Sheely (2004)</td>
<td>Focuses on <em>organisation efforts to implement ICT</em>. Faculty ICT representatives reporting direct to the dean of each faculty, 3 days training programs for staff, informal activities like lunchtime sharing.</td>
<td>Institutional-process</td>
</tr>
<tr>
<td>Skelton (2008)</td>
<td>Uses <em>WEBLEI as instrument</em> to measure interaction, access, response and results. Study stresses that an 'optimal blended learning environment should include a teaching presence, attendance and assessment of participation, online assessment, internet features and opportunities for student interaction.' (pg 92).</td>
<td>Institutional-framework</td>
</tr>
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<td>Source</td>
<td>Strategies in Implementing Blended Learning</td>
<td>Level</td>
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<td>Alayyar, Fisser &amp; Voogt (2012)</td>
<td>Uses control group and TPACK framework to design an online support learning environment by focusing on human and online support. Teachers are placed in Design Teams. DT teams in BL learned about ICT tools and became less dependent on instructor.</td>
<td>Faculty-Framework</td>
</tr>
<tr>
<td>Alammary, Sheard &amp; Carbone (2014)</td>
<td>Classifies the different design approaches for BL based on the different definitions of BL. Three approaches of high-impact to low-impact according to potential changes to student learning and teaching program. Examine each in turn with their associated benefits and challenges.</td>
<td>Faculty-design approaches</td>
</tr>
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<td>Gómez &amp; Duart (2012)</td>
<td>Uses student survey, student interviews, lecture interviews and a subject design and planning observation guide. Looks at BL using the framework of Vygotsky and Engestrom activity system. Looks at how it is carried out in F-F, distance and individual and group to achieve the learning outcomes.</td>
<td>Faculty-Vygotsky &amp; Engestrom activity system</td>
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<tr>
<td>Source</td>
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<td>El-Mowafy, Kuhn &amp; Snow (2013)</td>
<td>Looks at classroom learning, online and mobile learning in context of surveying education. Uses six steps- analysing existing course, benchmarking, survey of stakeholders, develop new/changed course, feedback and refinement, and approval and implementation. Uses simulation, rubrics, videos, e-tools in surveying course.</td>
<td>Classroom- process</td>
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<td>Keegan (2011)</td>
<td>Uses transformative pedagogical strategies using critical reflection (feedback), reflective discourse (evaluation), and action (learning and teaching quality). It uses this as the framework in the re-design of the course to infuse elements of reflecting, working together with others and converting these learning to action. Reflective journals and individual digital portfolio and publication project are key deliverables for learners.</td>
<td>Classroom-framework</td>
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Conclusion

• Benefits of higher passing rates and retention rates with economic benefits for institutions implementing BL.
  • The improvement in grades and reduction in drop-out rates will be crucial to persuading more learning professionals to embrace blended learning.
• Wide range of strategies at different levels:
  • Institutional: John Kotter’s Change management to WEBLEI
  • Faculty- TPACK framework to Alammary et al (2014) design approach
  • Classroom- Activity theory to blended learning models
Implications

• Instructors
  • Design BL environment for courses at individual level, school level
  • Models of blended learning, guiding principles and pedagogical models of blended learning to adopt, evaluation framework
  • Instructional strategies, concept of blended learning designs, selection of tools, assessment for and of learning, design decision-making

• Learners
  • Readiness of learners (e.g. for collaboration) for effective blended learning
  • Self-efficacy, emotion, motivation and satisfaction

• Institutions
  • Overall coordinated plan for current and subsequent years to meet the diverse designs of blended learning by instructors and schools
  • Resource utilization, technical demands and manpower consideration for schools


ASH, K. (2012). Blended learning choices. Education Week, 32(9), S4-S5.


Hodgson, P. (2010) ‘Enhancing student learning through blending varied learning and assessment experiences’, In E. Ng (Ed.), *Comparative Blended learning Practices and Environments*, pp. 50-69, Hershey, PA


References


References


Sources

- Images (google search for images “labeled for reuse”)
  - http://byu.academia.edu/CharlesR.Graham
  - From clip art in MS office
• Comments and Questions?
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