OLTD 511 Blended Learning

Reflection and Evidence #1

OLTD Program Learning Outcome:

To integrate current learning theories, models, and pedagogies relative to online learning.

OLTD 511 – Course Objective

Students will investigate learning theories and their implications for online delivery. Instructional design models will be explored and the suitability and merits of each will be applied to specific learning contexts. Content design, presentation, development of learning activities, and authentic assessment practices will be applied to online course design.

Assignment Learning Outcomes:

- Demonstrate understanding of common terms, definitions and models related to Blended Learning.
- Engage in reflection of your readings, practice, and learnings throughout the course

Evidence: Assessing Blending Learning Programs

The evidence that I chose to demonstrate one of my learnings from is the presentation that I developed to assess what blended learning. The presentation can be accessed here:

https://spark.adobe.com/page/AvywohZkp1JMB/

What did you learn/experience by creating the evidence file relative to the specific OLTD Program Outcome.

I learned that there are several ways to define blended learning (BL). The one that resonates with me the most is Hrastinski's (2019) descriptions of blended learning as an *umbrella term*, as it is

used to describe ways of combining instructional methods, pedagogical approaches, and technologies. I also learned about the various delivery models for BL such as:

1. Rotation: Station rotation, lab rotation, flipped classroom, and individual rotation

2. Flex

3. A La Carte

4. Enriched Virtual.

Next, I learned that 30-79% describes a truly blended (hybrid) model, a course that blends online and face-to-face delivery. A substantial proportion of the content of the course is delivered online, it typically uses online discussions, and typically has some face-to-face meetings (Allen & Seaman, 2007).

What does the OLTD Program Outcome mean to you as an online educator/facilitator? Why is it important/meaningful to your practice?

In my practice, it is important that I have flexibility when designing and delivering the various programs that I teach or facilitate. In designing programs, I use BL as one of my lenses to create intentional learner-centered programs.

I recently developed a model for a new program to be implemented in a non-profit organization, I used several of the BL modalities in the design of the program plan as this approach will allow the organization to reach as many people as possible without compromising the integrity of the process. Horn & Staker's (2017) definition of modalities is "to use different mediums and formats in which a student learns— whether the learning occurs online, offline, in a project, through direct instruction, and so forth."

One of the workshops, that I designed, was using a Flipped Classroom delivery model, to incorporate learning online, through readings and introspect, and face-to-face (F2F) through facilitated discussions, small group activities, large group interactions and brainstorming, and direct instruction

through presentations. I developed a workshop to communicate the Synod process and plans for the clergy and parish leaders.

The workshop was designed using the [Universal Design for Learning](#) approach, as it factors in time, place, path and pace through pre-work, F2F activities, and follow-up. There are three key principles to engaging participants using UDL for BL; engagement, representation, and action & expression. By offering the workshop through a BL approach, it will help to reduce the barriers to learning through intentional consideration of; accessibility to information, clear communications, structure, and guidelines; choice of engagement, connection, and small group work (Takacs, et. al., 2020).

Resources:

Allen, I. E., & Seaman, J. (2010). Class Differences: Online Education in the United States. Sloan

Consortium. https://files.eric.ed.gov/fulltext/ED529952.pdf

Horn, M. B., & Staker, H. (2017). The blended workbook: Learning to design the schools of our

future. John Wiley & Sons, Incorporated.

https://ebookcentral.proquest.com/lib/viu/reader.action?docID=4931559.

Hrastinski, S. What Do We Mean by Blended Learning?. TechTrends 63, 564–569

(2019). https://doi.org/10.1007/s11528-019-00375-5

Takacs, S., Zhang, J., Lee, H. (2020). Universal Design for Learning: Strategies for

Blended and Online Learning. Centre for Teaching, Learning, and Innovation. Justice Institute

of British Columbia. file:///C:/Users/Clare/Downloads/Universal-Design-for-

Learning_Strategies-for-Blended-and-Online-Learning.pdf.