OLTD 511 Blended Learning

Reflection and Evidence #2

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 Assessing Blended Learning Programs presentation can be accessed here: https://express.adobe.com/page/AdhJrh379NExn/.

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

I learned that the definition of blended learning (BL) evolved over time:

- Graham (2004) explain blended learning as a combination of instruction from two historically separate models of teaching and learning: traditional F2F (face-to-face)

learning systems and distributed learning systems, with an emphasis on the central role that computer-based technologies in blended learning.

- Garrison & Kanuka (2004, p. 96) define it as the thoughtful integration of classroom face-to-face learning experiences with online learning experiences. As the definitions have evolved so has the thinking, with the inclusion of social and educational components.

- Horn & Staker (2014) define it and added an element of student control into their definition, *any formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace.*

- Martin-Garcia (2020, p. 143) describes BL as a highly complex communication process that promotes a series of interactions that incorporate technological resources into face-to-face and non-face-to-face moments, which integrates social and educational components.

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, I incorporate BL through the use of technology, social media platforms, and intentional instructional design. I work with adult learners, I know that mastery of skills takes time, and requires a facilitator to be masterful with the pace and timing of activities. Often, I will suggest readings and reflections (as homework) to be done asynchronously, as this helps with the continuations of the mastery of skills or behavioural change and supports those participants offline.

Hrastinski's concepts (2019) that I incorporate are:

- Inclusive conceptualization: by intentional inclusion. I would argue that trainers/facilitators should be considering an inclusive approach in their curriculum design.

- Quality conceptualization: by integrating online with F2F. Again, I would argue that virtual training has proven to be successful by combining synchronous and asynchronous activities through intentional design.

- Synchronous conceptualization: by the teaching and learning in real-time. I believe that this is appropriate in some circumstances, but not all. Adult learners are perfectly willing and capable of asynchronous activities.

- Digital Classroom conceptualization: by using multimedia tools and technologies in the classroom. I do not have enough experience with this to visualize it. I have used hardcopy combined with online materials in my practice.

Resources:

Christensen Institute (2021). Blended Learning Definitions and Models.

https://www.christenseninstitute.org/blended-learning-definitions-and-models/.

Farmer, H. M. (2020). 6 Models for Blended Synchronous and Asynchronous Online Course Delivery. https://diesch.instructure.com/courses/171/files/6800?module_item_id=2875

Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. Internet and Higher Education, 7, 95–105. https://doi.org/10.1016/j.iheduc.2004.02.001.

Graham, C. R. (2006). Blended learning systems. The handbook of blended learning: Global perspectives, local designs, 1, 3-21. http://media.kenanaonline.com/files/0036/36463/BLENDED%20LEARNING%20SYSTEMS.pdfHorn,

M. B., & Staker, H. Blended: Using Disruptive Innovation to Improve Schools, John Wiley & Sons, Incorporated, 2014. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/viu/detail.action?docID=1818250.

Martín-García, A. V. (Ed.). (2020). Blended learning: Convergence between technology and pedagogy.

Springer International Publishing AG.

https://ebookcentral.proquest.com/lib/viu/reader.action?docID=700321.

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

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