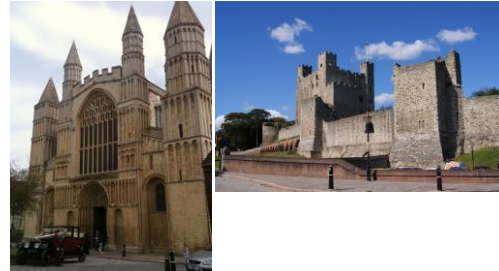


Making a success of Blended Learning

Pete Sharma
October 2016



Rochester, UK



Director

EAP Lecturer

ELT Author



Webinar aim

To provide a practical guide to enable practitioners to deliver a blended learning business English course

f2f + online web-based

Consultant



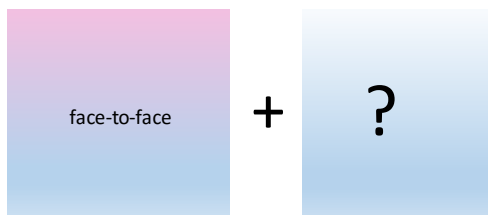
Teacher Trainer



Book Reviewer



What do you blend?

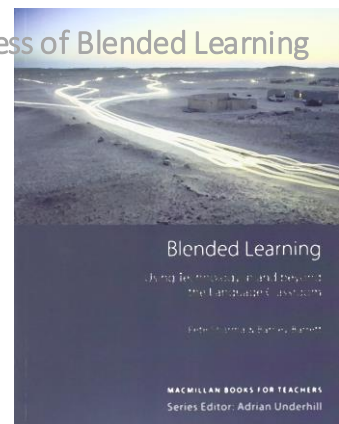


Making a success of Blended Learning

What?

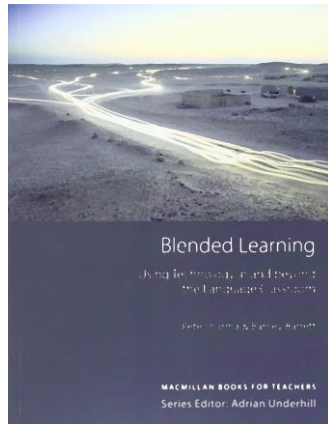
Why?

How?



What?

Roots
Research
Definitions
Dimensions
Models



Roots

“To mix or combine **instructional technology** with actual **job tasks** in order to create a harmonious effect of learning and working.”



Margaret Driscoll (2002)

Higher Education

“the term has been in use for more than 15 years (2006) but (...) its meaning has been constantly changing during this period”

(Sharpe, Benfield, Roberts and Francis)

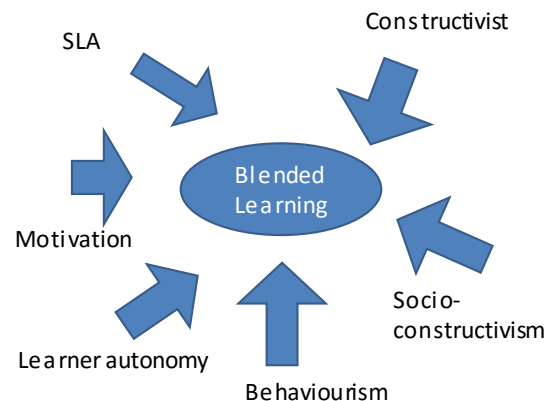
ELT

What the research says

A note of caution
Qualitative vs quantitative

“**Qualitative** inquiry is advocated ... classrooms are far too complex to control all the **variables** required in experimental types of research”

Allright and Bailey (1991)



Research on Blended Learning

Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies **U.S. Department of Education**

Means B., Toyama, Y., Murphy R., Bakia, M. and Jones, K. (2010)

BL group vs non-BL group – ‘no significant difference’

Case Study summary – AVO Bell

Evaluation: the same final test was given to the blended learning groups and entirely face-to-face groups at the same level. Results indicated that more progress was made by the blended learning groups.

Routledge Handbook of Language Learning and Technology



Laureate and CUP combined research

- **Evaluation:** Students felt a positive impact on the face to face learning, with classes becoming “more dynamic and enjoyable”.
- **Insight:** it is sometimes difficult to unravel the clear benefits of BL from the marketing and sales spin which are embedded in the research project.
- “There is of course no single perfect blend – the concept is grounded on the notion of **flexibility**” (Lamping)

Key concepts in ELT



(1) a combination of **face-to-face** & **online** teaching

f2f + **distance learning** (DL) Frenko 2005

f2f + **e-learning** Smith & Baber 2005



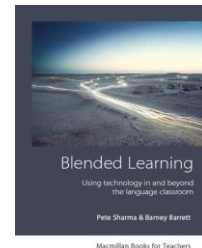
(2) a combination of **methodologies**

(3) a combination of different **technologies**

Real world plus 'in-world'

Blended Learning refers to a language course which combines a F2F (face-to-face) classroom component with an **appropriate** use of technology

(Sharma / Barrett)



Dimensions

Broad – “nothing new”

Nearly all teaching is blended with technologies in some way (Masie: 2006)

vs **Narrow** – restrictive?

Connotation + / -

Cultural differences 15h + 15h = 30h (France)

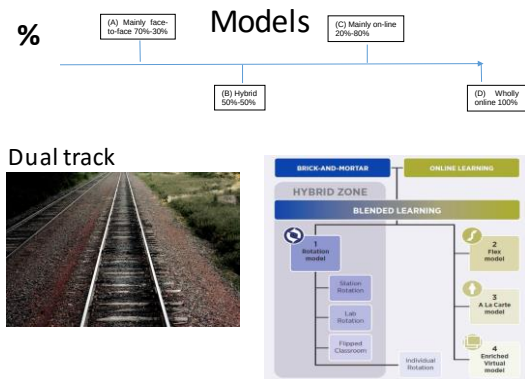
subverted – diluted - disruptive

BL is a transitory phenomenon that may (...) disappear soon, simply to be replaced by ‘learning’

(Gruba and Hinkelman)

2012





The flipped classroom



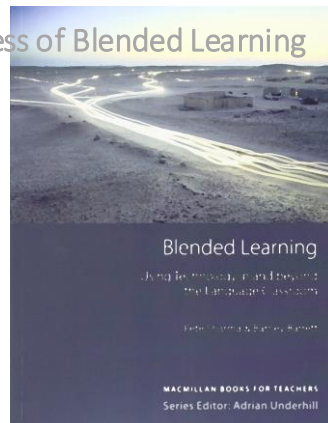
'Flipping' involves moving the 'input', usually given in class, outside the classroom.

Making a success of Blended Learning

What?

Why?

How?



Why?

Cost

- Yes - cost savings possible
- No - cost savings highly unlikely
- Not sure

Why?

External drivers

Government policy / school decision

Include advantages of on-line

Reach

Convenience – study anytime / anywhere

Pace – own speed

Extends f2f experience

Why?

Teacher vs student perspective

• **Teacher:** differentiation

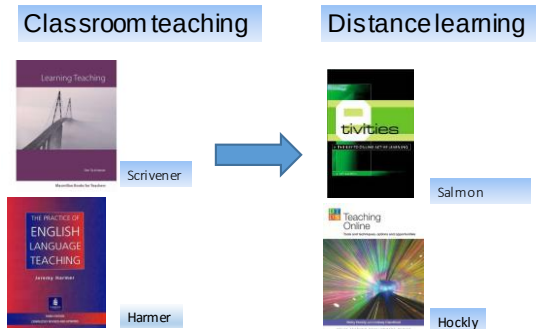
• **Student:** expectations

Encourage learner autonomy

'Better learning outcomes'

[pedagogy] hard to define and demonstrate - test results?

Challenges



Time valuable:
need to sit & look at a screen

Netiquette
Signalling turn-taking
Robustness of the technology

Communication includes
facial expression & gesture

Learners can move around
in role-plays

Extended activities possible



Challenges

"The BL course failed to satisfy a nyone's learning style."

"the course was a **mish-mash** of different components, but with no underlying unifying philosophy"

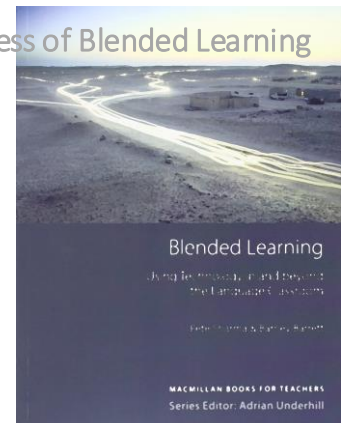
"My s students see the on-line work as optional"

Making a success of Blended Learning

What?

Why?

How?



Blended Learning

Four conditions for success:

Appropriacy

Complementarity

Attitude

+ Training (Sharma 2013)

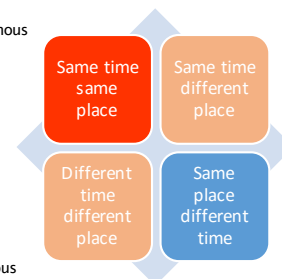
Discussion

Appropriacy

Synchronous

Asynchronous

Critical thinking



Complementarity



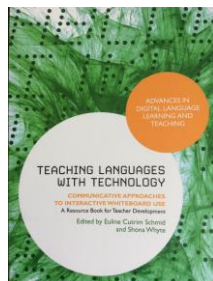
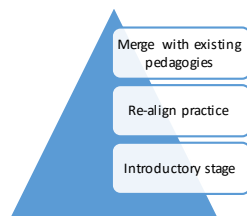
- Integration
- Clear, **two-way link** between class work and structured self study
- Pedagogically-principled teaching and learning materials from the 'same-stable'



Attitude

Stracke's study (2007) of a BL environment reconfirms the teacher as a 'key factor to enhance successful Blended Learning'

Training



A checklist for successfully implementing Blended Learning

Stage one - context First, decide your reasons for blending: e.g. increased access & flexibility / improved pedagogy / motivation / autonomy / collaboration / market reach / student expectations.	Why?
Stage two - systems design Two modes generally make considerations are 'face to face' and 'technology'. Decide on the lead mode. Make decisions on: - timing: the optimal length of sessions; how the modes complement each other. Priority is important to appear in as many learning styles as possible. Which platform will you use?	
Stage three - training Supporting the learners and teachers. What training will need to be organised?	
Stage four - evaluating the blend Decide which aspects of the blend to evaluate e.g. the choice of software, the balance of time spent on each mode, teacher and student attitude, and exploring the effects on student achievement.	

Based on: Whitelock, C. and Timmonson, B. (eds) (2013) *Blended Learning in English Language Teaching: Course Design and Implementation* London: British Council

Step one: context

- Decide: what are the **reasons** for blending?
- List: what are the **limiting factors**?



Step two: Course design

- What are you going to blend?
 - Modes – **f2f + technology**
- How will the modes be arranged in the timetable?
- What is the optimal **length of time** for each session?
- How many **sessions** will the timetable include?
- How much **choice** will the learners be given in the blend?
 - Modes – **f2f + technology + self study**



Step two: Course design

- How will the modes **complement** each other?
- What **methodology** will the blend employ?
- **Where** will the course take place?
- How do I design for a suite of courses?

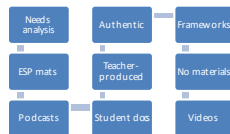


The course book conundrum

My students receive a course book



My students don't receive a course book



Digital Materials



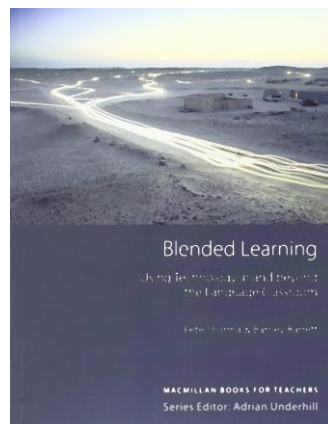
CD-ROM
DVD-ROM
eWorkbook
E-book



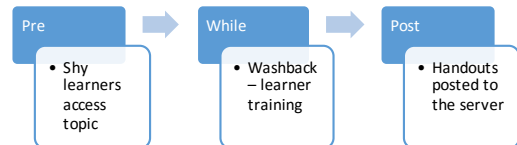
Published digital materials

Virtual Learning Environments

1. Publisher LMS
2. VLEs
3. Social
4. Authoring
5. Virtual classrooms
6. Other platforms



Courses supported by VLE



Repository – quiz – timed access – communication tools – wiki – assignments etc.

A VLE typically consists of a CMS (Content Management System) and an LMS (Learning Management System). The CMS is the bank of learning materials on the VLE, from individual questions through to complete courses for learners. The LMS keeps a record of the learners who are enrolled on courses, their scores and their progress.

[1] Publisher LMS



Other products.....

ROAD TO IELTS

IELTS preparation and practice



Company-produced digital materials

Walled-garden effect

[2] VLEs



"The platform is free to download. It's **open source**, which means the code is freely available to developers. Like other platforms, I can upload text, audio, images and video, even the interactive exercises"

Customised



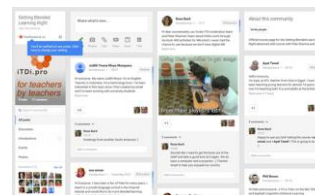
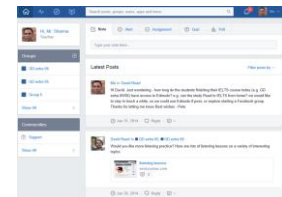
Mobile LMS

Newer platforms



e-learningwmb

[3] Social



[4] Authoring



english360

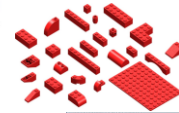
english360



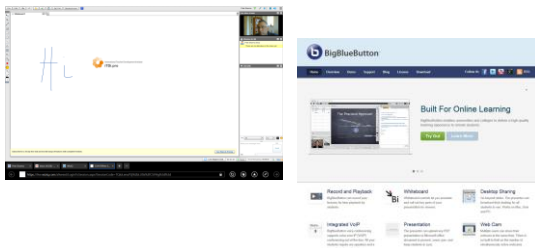
Digital assets
Learning Object (LO) – re-usable
tagging

Three sources

- Publishers
- Authentic
- Teacher-produced



[5] Teaching platforms – WizIQ



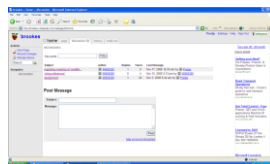
On-line teaching



[6] Other platforms - Blog

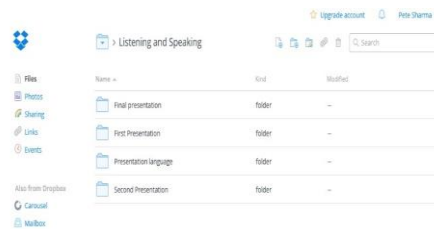


Post feedback from discussion classes



Wiki

Dropbox



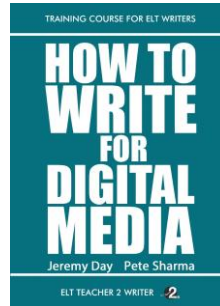
Storage tool

Massive Open Online Course



SPOC – small, personal online course

Creating your own digital materials

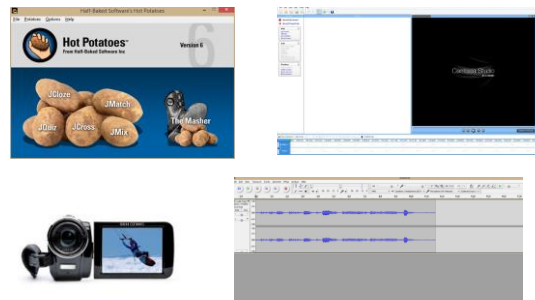


- [1] Categorise
- [2] Gap-fill
- [3] Matching
- [4] Multiple choice
- [5] Re-ordering
- [6] Labelling

Factors to consider as a writer

- **Feedback** on students' answers
right vs wrong / invitation to re-try? / a clue / etc.
- **Pitfalls** – predicting what users will input
type in = NIGHTmare
- **Crisp** vs **fuzzy** areas of language
 - Simple past vs present perfect
 - I did it vs I've done it?

Flipping: how to produce the input?



Step three: Learners and teachers / tutors

- **Who** will be involved in the design process?
- What will the **interactional patterns** be?
- What will the learners and teachers / tutors **roles** be?



Step three: Learners and teachers / tutors

- What **level of autonomy** will be expected from learners?
- How will **learners** be **supported** in the transition to a blended approach?
- How will the **teachers** be **supported** in the transition to a blended approach?



Step four:
Evaluating and developing the blend

- How will the blend be **evaluated**?
- How will the blend **evolve**?
- Sustainability



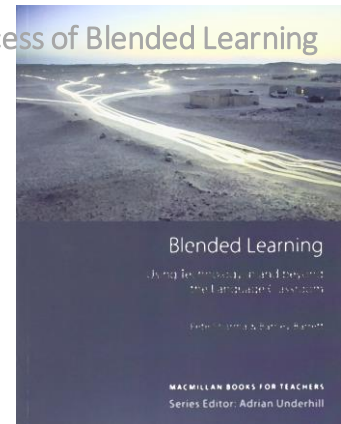
Making a success of Blended Learning

What?

Why?

How?

Questions



What to do now?

1) Self-study course

2) Online tutor-led course



www.psa.eu.com

Consultancy—Linguaid and PSA

Contact: Andrew Wickham

Making a success of Blended Learning

Thanks

Pete Sharma
October 2016



Frida Kahlo & Diego Rivera