

Instructor: Dr. BENADDA Abdelouahid

Level: Master 2 / Language and Communication

Module: E-Leaning

Blended Learning Overview

- **Course Scope:** An extension to the general topic of e-learning "how people learn at distance" (this course is an overview of definition of blended learning. It explores how blended learning benefits students and examines a variety of blended learning approaches.)
- **Course Learning Objectives**
At the conclusion of this course, you should be able to:
 - Learn about blended learning and how it benefits students.
 - Identify the range of blended learning implementation models
 - Develop a plan to implement blended learning in your classroom.
 - Examine methods for using online platforms to foster student communication and learning in a digital environment.
 - Explore and select online resources and digital tools for blended learning.

Guiding Questions to the Course

1. What is e learning?
2. What do you know about the evolution and the history of e learning?
3. When did e learning start?
4. Who coined the term eLearning?
5. Can you list the different types of eLearning?

➤ Course Content



Blended learning Defined

Hybrid or blended learning refers to a combination of face-to-face learning, including but not confined to lectures, and online learning (Garrison & Kanuka, 2004)¹.

¹ Garrison, D. R. & Kanuka, H. (2004). Blended learning: uncovering its transformational potential in higher education. *The Internet and Higher Education*, 7(2), 95-105.

- **Oxford Dictionary Definition of Blended Learning:** a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.
- Norm Friesen² suggests that, in its current form, blended learning "designates the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students".

Related terms

The terms "*blended learning*", "*hybrid learning*", "*technology-mediated instruction*", "*web-enhanced instruction*", and "*mixed-mode instruction*" are often used interchangeably in research literature.

Models of blended learning

There are distinct blended learning models suggested by some researchers. These models include:

- i. **Face-to-face driver** – where the teacher drives the instruction and augments with digital tools.[20]
- ii. **Rotation** – students cycle through a schedule of independent online study and face-to-face classroom time
- iii. **Flex** – Most of the curriculum is delivered via a digital platform and teachers are available for face-to-face consultation and support.
- iv. **Labs** – The entire curriculum is delivered via a digital platform but in a consistent physical location. Students usually take traditional classes in this model as well.
- v. **Self-blend** – Students choose to augment their traditional learning with online course work.
- vi. **Online driver** – Students complete an entire course through an online platform with possible teacher check-ins. All curriculum and teaching is delivered via a digital platform and face-to-face meetings are scheduled or made available if necessary.

² Friesen, N (2012). "Report: Defining Blended Learning" Available at: (https://www.normfriesen.info/papers/Defining_Blended_Learning_NF.pdf)

What are elements that can make blended and online learning successful?

Online education can not only match, but also surpass traditional face-to-face learning (Means et al., 2010³). Here are some of the potential benefits of online education:

- **Learner-Centered Education:**

A learner-centered approach elicits students to bring their background, needs, and interests to the online classroom. The instructor acts as facilitator, “*students are given more control and responsibility around how they learn, including the opportunity to teach one another through collaboration and personal interactions*” (Palloff & Pratt, 2013).

- **Collaborative & Interactive Learning:**

There are a variety of ways for students to collaborate online, including synchronous and asynchronous discussions and small group assignments. “*students have the opportunity to compose thoughtful responses and have their voices heard, as well as respond to one another in a manner not usually afforded by face-to-face instruction*” (Kassop, 2003)⁴.

- **Increased Flexibility:**

Online learning offers more flexibility because students can control when and where they learn.

³ Means, B., Toyama, Y., Murphy, R., Bakia, M., and Jones, K. (2010). [Evaluation of Evidence- Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies](#). US Department of Education. Office of Planning, Evaluation, and Policy Development. Policy and Program Studies Service. ED-04-CO-0040

⁴ Kassop, M. (2003). [Ten ways online education matches, or surpasses, face-to-face Learning](http://technologysource.org/article/ten_ways_online_education_matches_or_surpasses_facetoface_learning/). http://technologysource.org/article/ten_ways_online_education_matches_or_surpasses_facetoface_learning/



- **Immediate Feedback:**

Online learners have greater access to instructors via email and are able to have questions answered by their peers in a timely fashion on discussion boards. In addition, online tests and quizzes can be constructed with automatic grading capability that provides timely feedback (Kassop, 2003)

- **Abundant interactive Content:**

The Internet provides an profusion of interactive and multimodal materials that can be used to increase learners' engagement including videos, podcasts, screencasts, video conferencing, and presentation software.

Additional Improvement Resources

-  Go through 'diverse learners.' <https://cft.vanderbilt.edu/teaching-guides/pedagogical/learning-styles-preferences/>
-  Click on <http://vanderbilt.edu/bold/content-delivery/> to learn about specific ways to deliver multimodal content online, including through videos, podcasts, screencasts, video conferencing, and presentation software.