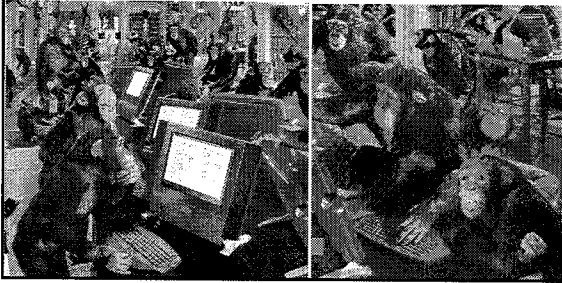


Blended Learning Part II: 13 Blended Learning Problems and 13 Solutions



Problem Situation #1: Brief FTF Experiences

- **Face-to-face (FTF) experiences are brief, one-week journeys. Need to need to build self-confidence, create social supports, teams, camaraderie, etc.**

Solution #1+. Sample Activities for Brief Meetings

1. **Assign web buddies, email pals, critical friends based on interests, confidence, location, etc.**
2. **Ice breakers—paired introductions, corners.**
3. **Test technology in a lab.**
4. **Have everyone create a blog on the experience.**
5. **Brainstorm how might use technology in program.**

Problem Situation #2: Student Absenteeism

- **Students miss class to attend a conference or event or a personal problem arises. Or students asks to watch the class a second time.**

Solution #2. Video Streamed Lectures and Expert Commenting



Problem Situation #3: Facilities and Time

- **Limited facilities or rooms for teaching. Or students cannot make it to class every week or are working full time.**

Solution #3.

Divide Online and Class Experiences: English Classes Online

Graham, Ure, & Allen (2003, July). Blended Learning Environments
A Literature Review and Proposed Research Agenda

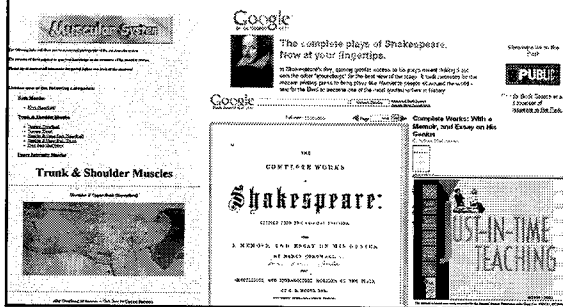
- Freshman English at BYU: Students are required to meet F2F once a week instead of three times a week. Online modules provide writing instruction and teaching assistants use online and F2F contact to provide feedback and guidance on writing (Waddoups et al., 2003).



Problem Situation #4: Web Supplemental Activities

- Fail to finish class discussion or other activity in time. Or desire to integrate the Web more in your face-to-face instruction or outside of class. Want to provide course resources and activities for students to explore.

Solution #4. Instructor Portal: e.g., self study in anatomy

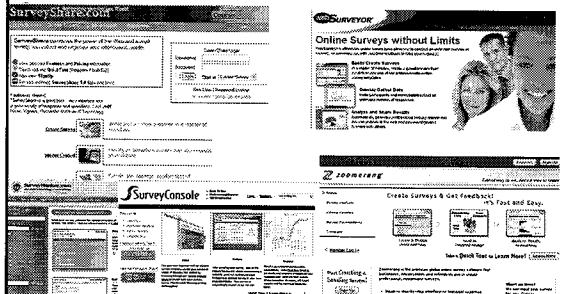


Problem Situation #5: Student Learning Control

- Want to give students more control and ownership over their own learning. Want to foster student generative learning or being authors of their own knowledge.

Solution #5.

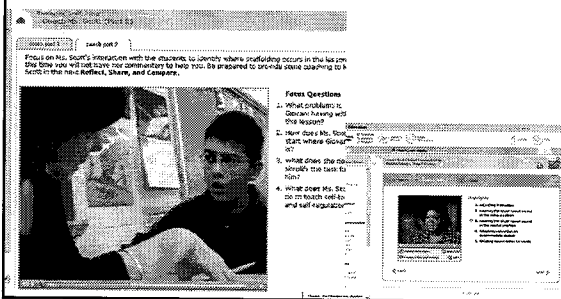
Survey Research and Market Analysis (e.g., WebSurveyor, Zoomerang, SurveyShare, SurveyKey)



Problem Situation #6: Preparedness for the Profession

- Students are not prepared for their professions when they graduate. Or want to better apprentice students into their chosen profession. What to provide opportunities to work with practitioners, experts, mentors, and coaches in authentic learning environment.

**Solution #6.
E-Reading First Ohio (video-based
scaffolding from expert instructors)**

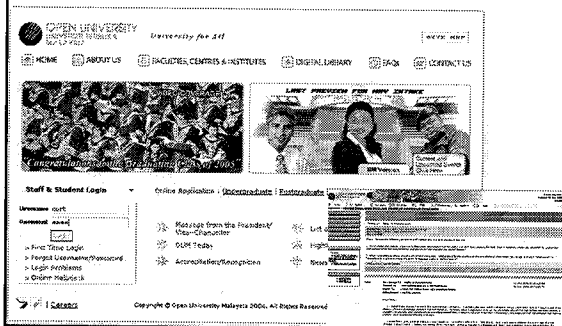


**Problem Situation #7:
Collaborative Skill Deficit**

- Students need collaboration and teamwork skills. Want to build virtual teaming skills in class activities or work with learners in other locales or situations.



**Solution #7. Cross-Class Collab
(Indiana Univ and Open U of Malaysia)**



**Problem Situation #8:
Student Reflections and Connections**

- Students are not connecting content. They are just turning pages and going through the motions. Minimal student reflection is seen.

**Blended Solution #8.
Workplace and Field
Reflections**

1. Instructor provides reflection or prompt for job related or field observations
2. Reflect on job setting or observe in field
3. Record notes on Web and reflect on concepts from chapter
4. Respond to peers
5. Instructor summarizes posts

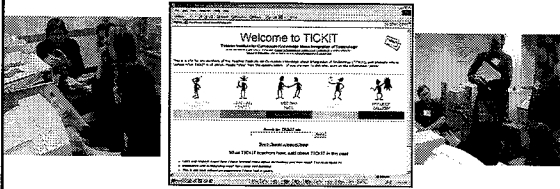


**Problem Situation #9:
Learning Community**

- There is a preference for creating an online learning community in order to increase student learning and retention in the program. Such a community might be in a single class or across a series of classes.

Blended Solution #9: Teacher Professional Development in Technology Integration (the TICKIT Program)

(Bonk, Ehman, & Yamagata-Lynch, in press, AACE Journal)
<http://www.iub.edu/~tickit>



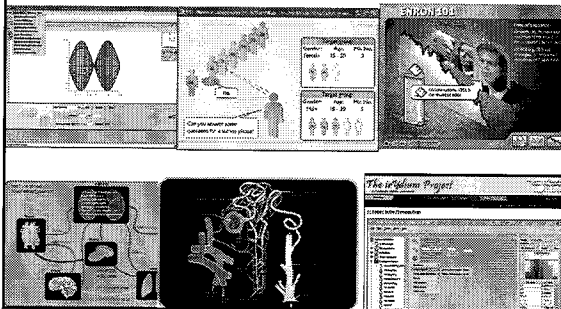
TICKIT: Teacher Institute for Curriculum Knowledge about Integration of Technology

Problem Situation #10: Need to Visualize Content

- Content is highly visual in nature and difficult to simply discuss in class. Or students have a preference for visual learning.



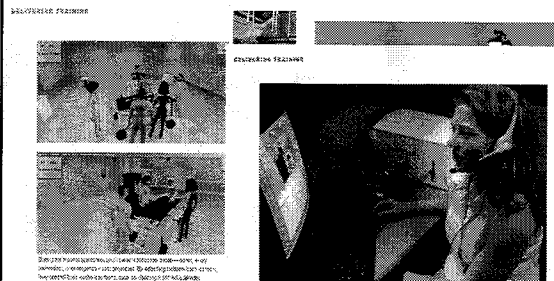
Blended Solution #10. 3-D Visualization & Concept Mapping Software



Problem Situation #11: Need for Hands-On Learning

- To learn the material requires that students try it out in a lab or real-world situation. Or students prefer hands-on learning activities.

Solution #11. Educational Simulations (HEALING GAMES: Computer simulations don't have to be violent -- they can give peace a chance, Scott Duke Harris May 21, 2006, San Fran Chronicle; and Medical Traumas from TD Magazine, August 2006)



Problem Situation #12: Preference for Auditory Learning

- The content is heavily verbal or words. Or students have a preference to listen to a lecture or hear an instructor deliver a lecture.

Solution #12. Basic Acoustics of Musical Instruments

Physics and music have been closely related for thousands of years. This site presents, in multimedia-friendly format, some of our research work in music acoustics, or the science of music generally. Navigate around our site using the links that you will find. There are sections on various kinds of musical instruments and on research in many areas. There is a simple introduction suitable for first-year students, as well as sections for our research. The 'Links' section gives a simple introduction to general topics in acoustics (vocal cords, hearing and so on).

Excellence in Acoustics

Our Acoustics Laboratory and its staff have won a number of awards, from the acoustic excellence of Australia, France, USA and from other institutions and computers.

Ability change with age and playing - an interim report on a long term study of the effects of playing on the vocal tract of human singers.

Form hearing responses using the interactive web server.

Get hearing by programs - an interesting effect of the extremely high range of the ear.

Randomly asking questions about music acoustics.

Listen to brass acoustics. This web page, with plenty of illustrations and sound files, others in the 'The acoustics of brass', currently including saxophones, clarinet and

Problem Situation #13: Lack of Instructor Presence

- Students need to see or hear from the instructor. They need a sense that the instructor is supporting their learning. They prefer face-to-face but are willing to try online.

Solution #13. Instructor Presentation in Synchronous Sessions (Breeze, Elluminate, WebEx, etc.)

10 Predictions for Blended Learning

- From: Bonk, C. J., & Kim, K. J. (in press). **Future directions of blended learning in higher education and workplace learning settings.** To appear in C. J. Bonk & C. R. Graham (Eds.). *Handbook of blended learning: Global Perspectives, local designs.* San Francisco, CA: Pfeiffer Publishing.

Implications and Challenges for Blended Learning

1. Faculty and students are more mobile.
2. Students more choices.
3. Greater self-determined learning.
4. Courses increasingly modular.
5. Less predefined schedules.
6. When teaching less clear; when learning less clear.

Being e-Learning

Experience. The Difference.

Questions???

The Handbook of Blended Learning Global Perspectives Local Designs
Curtis J. Bonk
Charles E. Graham

Sample HOBLE chapters at:
[http://www.publicationsshare.com/](http://www.publicationshare.com/)

Archived talks at:
<http://www.trainingshare.com/>