

Go Blended:

Design a Blended Learning
Programme for Your Institution

Jake Rosch



Session
outcomes:

Phase 1

Conduct a diagnostic assessment using a Blended Learning framework to address organisational needs.

Phase 2

Create impactful professional development that will lead to embedded practices.

Phase 3

Plan to get key stakeholders on board to make you plan actionable.

Name _____

ELABORATE AND CLARIFY CONTINUUM

What is your opinion on...

permanently relocating to live in the south of France when your office is in Belgium.

You must live close to the office.

You can live wherever you want.

Question Starters

Can you elaborate on...? (Tell more!)

What do you mean by...? (I don't understand why you said _____.)

Can you tell me more about...?

Do you have an example?

Can you clarify the part about...? (I don't understand something you just said.)

What makes you think that?

How/Why is that important?

Phase 1: Conduct a diagnostic assessment using a Blended Learning framework to address organisational needs.



It's probably blended learning if...

- ☑ Students have a choice of difficulty in the activity they complete
- ☑ There is communication between students and teachers outside of class time using digital tools
- ☑ There is group work and interaction during the lesson
- ☑ Technology tools are used to collect data on student progress and inform personalised instruction
- ☑ Students can test themselves at any time with auto-correcting quizzes
- ☑ There are different activities happening simultaneously during a lesson
- ☑ Students don't have to ask a teacher to advance with learning
- ☑ Station rotation, flipped classroom or other BL model is employed
- ☑ Teachers can work with small groups or individual students

It's probably **NOT** blended learning if...

- ☐ Students waiting for their peers to finish a task
- ☐ All students working at the same task (no choice)
- ☐ All students working at the same level (no differentiation)
- ☐ Students who fail a task moving on to the next without extra intervention/support (data does not inform instruction)
- ☐ The teacher is delivering all the content in front of the class (PowerPoint, video, sample problems)
- ☐ Copying from the board

Draw It

BLEND ED LEARNING FRAMEWORK

Blended Learning refers to student learning that takes place both at school and through online delivery with student control over 1) time, 2) place, 3) path, and/or 4) pace.

[Christensen Institute](#)

This framework is designed to guide best practice in Blended Learning. Teachers/departments should use the BL levels to guide the planning of lessons and teaching units as required.

Level 1: Effective

It is our goal to support all teachers to have the technology tools and skills to achieve Level 1 for all criteria over the course of a unit.

Level 2: Highly Effective

Working at Level 2 will lead to personalised instruction with student control over time, place, path and pace of learning.

Level 3: Leading

Teachers working at Level 3 should share their practices with a wider audience in order to impact more students. This could include the department, section, school and/or wider community.

For ease of understanding, the framework is arranged by topic and criteria:

Topic	Criteria
Resources	Availability of course resources
	Types of resources
	Availability of interactive online activities
Lesson design and activities	Lesson design for online and face-to-face learning
	Objectives and differentiation
	Implementation of technology tools
	Online interaction
Feedback and assessment	Feedback to support learning
	Design of assessment tasks
	Self-assessment and progress data
	Peer assessment aligned to course standards

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 Adapted from: A blended learning framework for curriculum design and professional development (Negin Mirriahi*, Dennis Alonzo and Bob Fox) School of Education & Learning and Teaching Unit, University of New South Wales, Sydney, Australia (Received 5 May 2015; final version received 27 September 2015)

Where are you on the framework?

Level 1: Effective

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Draw It

The ‘home-base’ is the BL framework

Topic	Criteria
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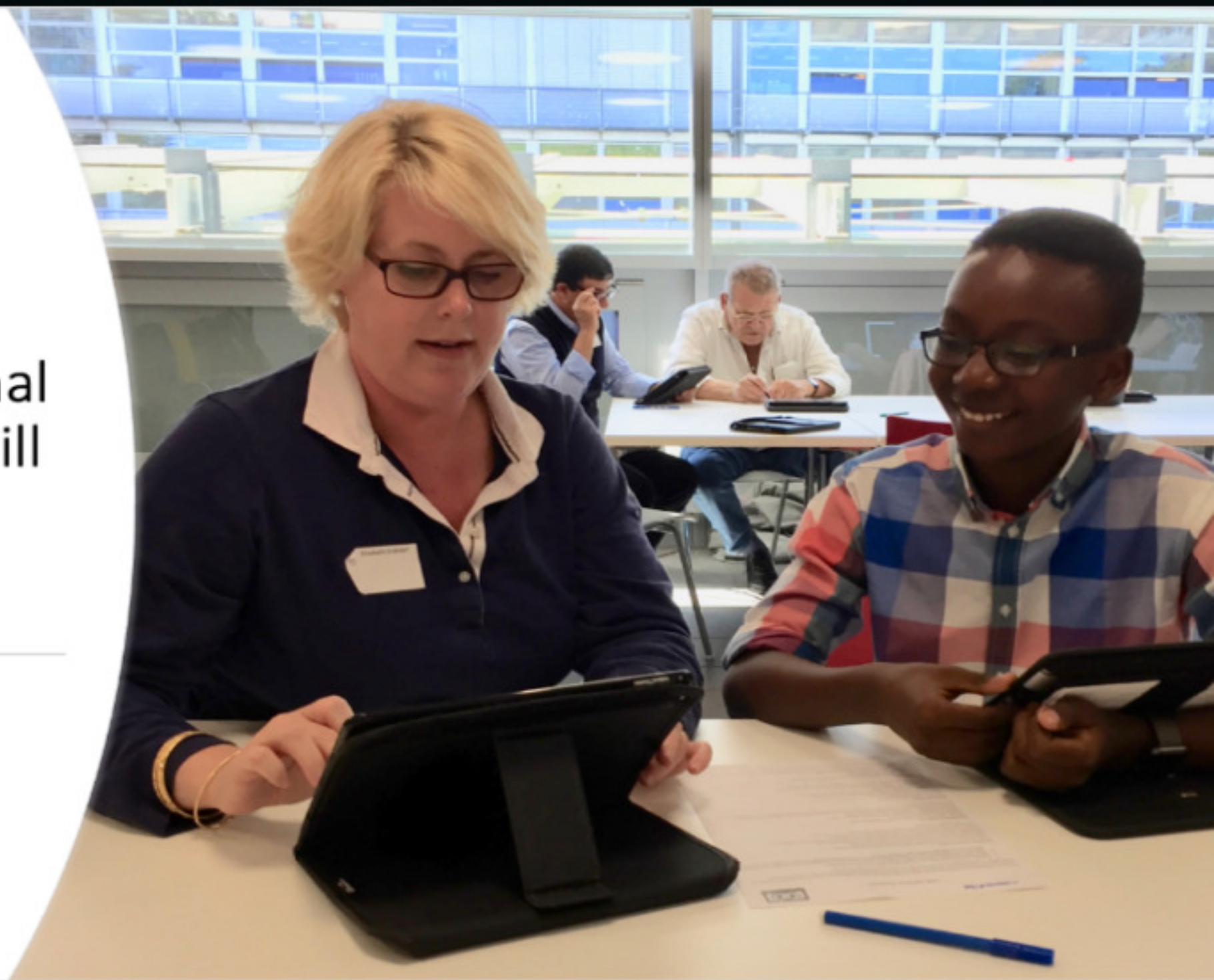
Poll

What is your priority? Choose the topic that you feel your institution needs to prioritise most.

- ☐ Resources
- ☐ Lesson design and activities
- ☐ Feedback and assessment

Phase 2: Create impactful professional development that will lead to embedded practices.

l professional
d to embedded



People don't read. People don't listen.

Once you take that into account you can teach something.



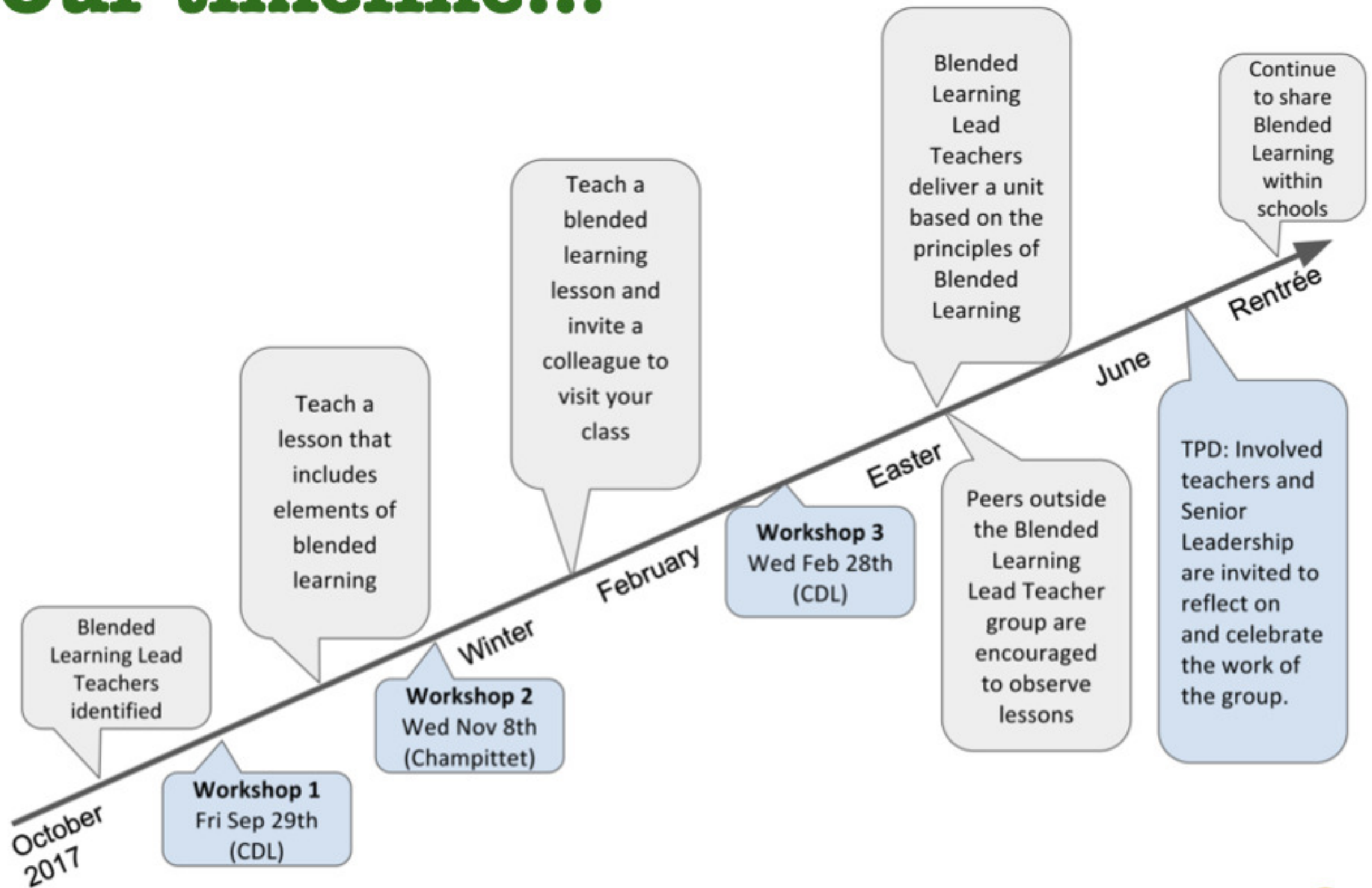
How do we get to blended learning?

Professional Learning Results

	Outcomes (% of participants)		
Training Components	Content understanding	Skill demonstration	Classroom application
Theory Presented	10%	5%	0%
Demonstration	30%	20%	0%
Practice and low-risk feedback	60%	60%	5%
Collegial support / coaching	95%	95%	95%

Joyce & Showers (2002)

Our timeline...

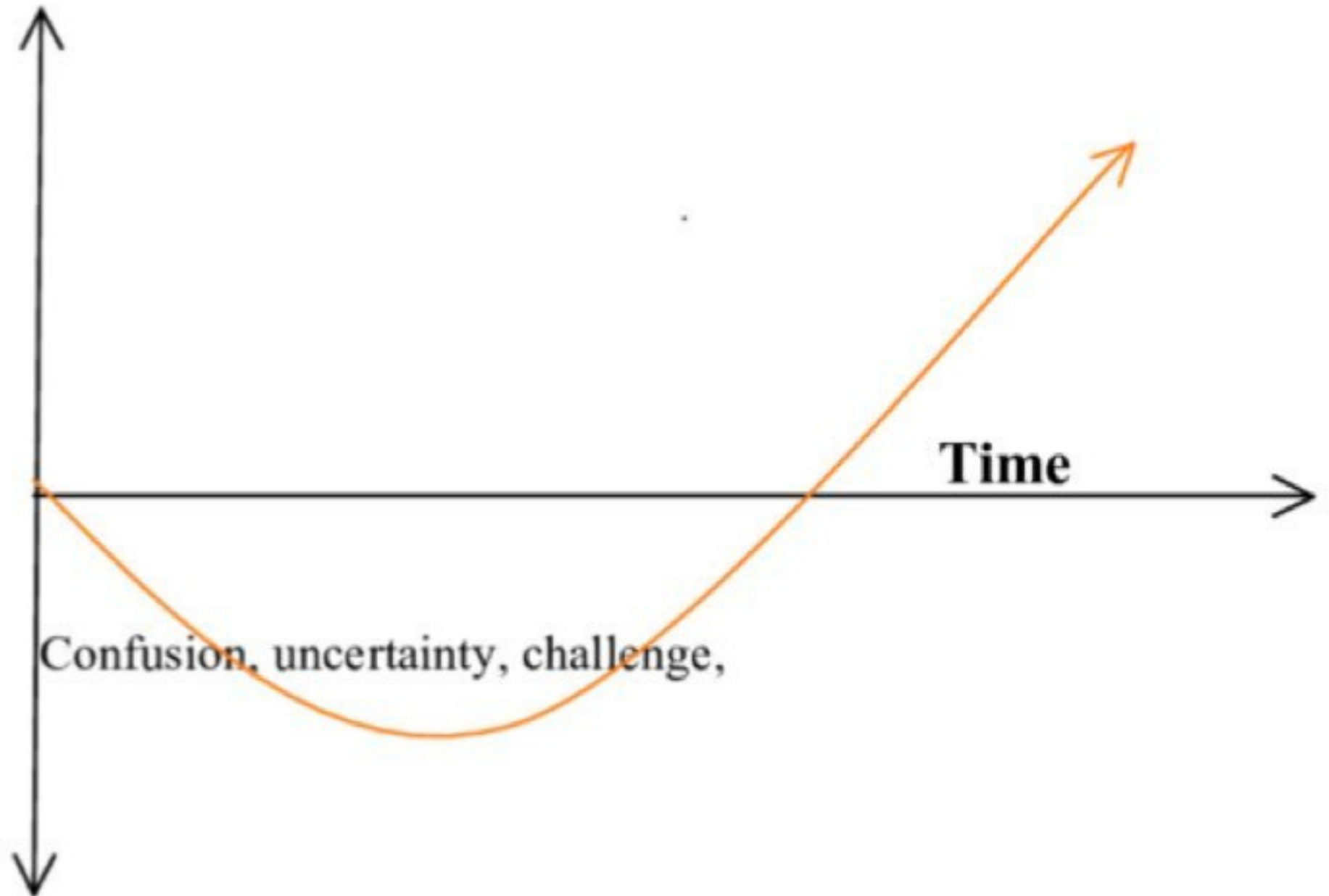


Be relentlessly optimistic

Perception

Learning as positive

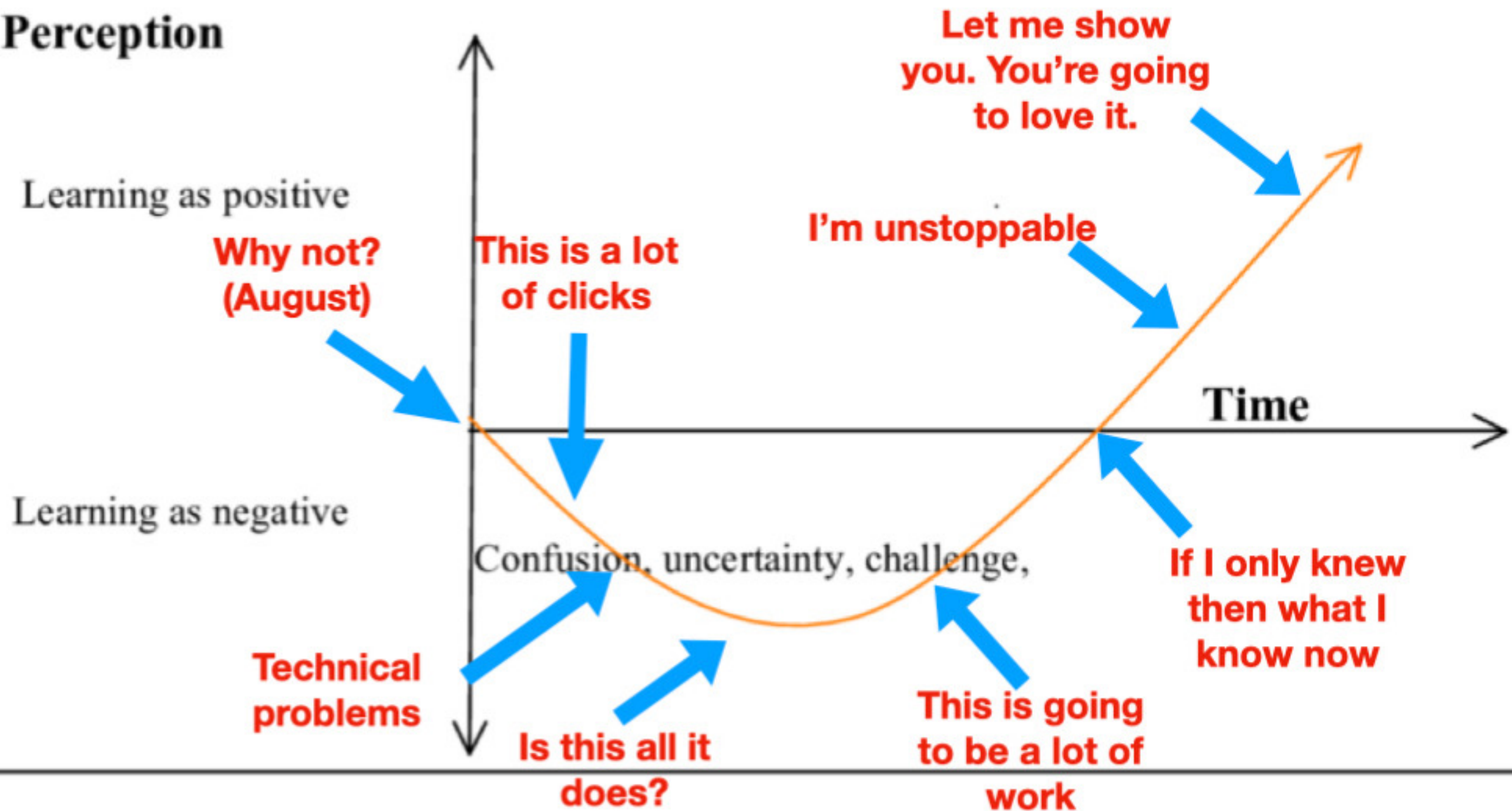
Learning as negative



Model of Learning Curve Showing the "Implementation Dip"

The stages of implementation of anything

Perception



Some tips to get people on board.

- Don't be in a hurry all the time.
- Make people apply.
- Tell them why you are choosing/asking them.
- Be friends first.
- You can look like a hero for 10 euros!

- Phase 3: Plan to get key stakeholders on board to make your plan actionable.



Name this?



Technical skill development
➤ How will we offer continuous staff skill development?

Training sessions, departmental time, helpdesk



Teacher buy-in and implementation.
➤ How will leadership drive this?

Invest in an edtech toolbox, get classroom cover for selected teachers.



Leadership's role in managing change
➤ What do we want to do to make that happen?

Train teachers in blended learning and share best practice. .

Clarity of mission/focus:
➤ What do we want to accomplish?

Teachers utilise blended learning models. In particular station rotation and individual playlists.

Blended Learning Leader(s)

High Practice/
High Technology



Low Practice/
High Technology



High Practice/
Low Technology



Low Practice/
Low Technology



Blended Learning Leader(s)

Low Practice/
Low Technology



High Practice/
Low Technology



High Practice/
High Technology



Low Practice/
High Technology





What do you want to create?

What does impactful professional development look like at your institution?

Collaborate Board

What do you want to create?

Open Ended Question

Time to name names! Who will lead your blended learning initiative?

Please enter your answer here.

Open Ended Question

Please add your email if you would like your answers.

Please enter your answer here.

Names _____

WHAT DID WE LEARN TODAY?

Directions

1. Discuss today's lesson with your partner and jot down some important points from the day.
2. Come to a consensus on the 3 most important things you learned. **(Circle them!)**
3. Rank your 3 agreed upon ideas from most important to least important.

Conversation Starters

We can say...
What can we agree upon?
The main idea seems to be...
How does this sound?
Would you consider _____ to be a key point?
What key ideas can we take away?
How can we bring all of this together?

Today we learned about...

Most Important Ideas

1.

2.

3.

Names _____

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Most Important Ideas

1.

2.

3.