Blended Learning

Bainbridge Island School District

Elementary Programs & Innovations Committee

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Disruptive Innovation

- Disruptive innovation or sustaining innovation
- Disruptive innovation can bring accessibility, affordability and customization to replace standardized, expensive and complicated systems
- Can improve and transform the existing system

Fill a Void

- Begin by filling a need
- Offer something for which there is no current or viable alternative
- Identify groups that are underserved or not served
- Transformative in nature for the benefit of all

Online Learning as a Disruptive Innovation

- Opportunity created by technology
- Technology can provide:
  - Access to information anywhere, anytime
  - Personalized learning opportunities
  - Timely feedback on assessment to monitor and adjust learning and instruction process
- Quality of curriculum is evolving and improving

Blended Learning

Blended learning is . . .

- A formal education program in which a student learns at least in part through **online delivery** of content and instruction with some element of student control over:
- time,
- place,
- path, and/or
- pace . . .

and

- at least in part at a supervised brick-and-mortar location away from home (i.e. schoolhouse).

Advantages for Students

- Help each student master content and skills
- Master basic skills through technology
- Control over time, place, path and/or pace
- Flexibility and convenience
- Timely feedback on progress
- Flexible grouping based on personalized learning
- Increased time with teachers on critical thinking, application, collaboration and communication

Advantages for Teaching Staff

- Maximize instructional (face-to-face) time with students
- Timely feedback on student progress through technology
- Feedback used to create flexible groupings based on personalized learning needs
- Focus on advanced skills and application of basic content and skills during class time
- Optimize planning time

Advantages for School Districts

- Supports district vision and mission for all students to be prepared for college, career and life
- Increased options for meeting learning needs of all students
- Maximize use of technology resources & investments
- Streamline operational costs

4 Models of Blended Learning

- Rotation model
- Flex model
- Self-blend model
- Enriched-virtual model

Rotation Model

- Students rotate through centers on a schedule that includes some content delivered online and some content delivered by teaching staff
- Growing in popularity
- 4 Types:
  - Station rotation (within classroom)
  - Lab rotation (within the campus)
  - Flipped classroom (basic content learned off-site)
  - Individual rotation (schedule developed for individual students)
- National Examples: KIPP LA, Rocketship, Carpe Diem

Flex Model

- Students pursue individualized learning; content and instruction are primarily online
- Limited content and delivery provided by school staff
- Fluid, individually customized schedule
- Teacher of record is on-site
- National Examples
  - Florida Virtual School: iPrep Academy
  - Acton Academy
  - Grand Rapids Public Schools

Self-Blend Model

- Popular at high school and college levels
- Students take at least one course online to supplement traditional courses
- Teacher of record is the online teacher.
- Course by course model, not a “whole school” experience
- Can be affected by state education policies for K-12
- Examples:
  - Florida Virtual School: Elearning Centers
  - Jesuit Virtual Learning Academy
  - Kentucky Department of Education: KVHS

Enriched Virtual Model

- Full time virtual school, provides whole school experience
- Each course has a formal online learning component for content and instruction
- Students mainly learn off-site; limited time on-site
- Can be difficult for students to self-pace
- Not proving to be a successful model for at-risk students

- National Examples
  - EPGY Online High School
  - Riverside Virtual School
  - eCADEMY

Technology to Support Learning

Management Systems

- Learning Management System(s)
- Assessments to chart progress along the way
- Recordkeeping system integrated with student learning systems to chart student progress

Technology to Support Learning

- **Content**
  - High quality online formal curriculum programs aligned to Common Core Standards
  - Student feedback for students and teachers as students learn
  - Immersive technologies to maximize the learning experience (3-D content, content presented with a strong visual component, etc.)
  - Game-based learning
- **Computing Devices**
  - Improved student to device ratios
  - Mobile devices
  - Tablets
  - Computer labs (could be mobile labs)

Technology to Support Learning

- **Integration**
  - Method to integrate the systems of the content providers (single log-on)
  - Systems to integrate curriculum data, assessment data and demographic data
  - Adaptive technology applications to connect student assessment data to Common Core Standards that generate lessons specific to the learner

Technology to Support Learning

- **Communication**
  - Facilitate communication
  - Virtual meeting places
  - Collaboration options
  - Sharing of information
- **Access and affordability**
  - Access to devices to meet learning needs
  - Anywhere, anytime access to information and assistance
  - Affordable, high-quality curriculum materials

BISD Support Systems

Examples

- Skyward/Educator Access
- NWEA Measures of Academic Progress (MAP)
- Homeroom Data Dashboard
- Google Apps for Education
- Moodle
- BISD Website
- Edmodo
- SMART Technologies
- Computer labs, laptops and mobile carts, tablets
- Wireless access and increased network infrastructure

Resources

- Blended Learning Toolkit: http://blended.online.ucf.edu/about/toolkit-elements/
- Innosight Institute: http://www.innosightinstitute.org/
- “Infomercial" from Knewton: http://www.knewton.com/blended-learning/
- Clayton M. Christensen and Michael B. Horn