Examining Blended and Online Learning in the 6-12 Setting

— Keisha Dubuclet —
About CDL

Founded in 1992, the Center for Development and Learning (CDL) is a results-driven 501(c)(3) nonprofit organization. CDL’s mission is to improve the life chances of all children, especially those at high risk, by increasing school success. We believe that all children, regardless of how they look, where they come from, or how they learn, can and will achieve school success when provided with highly effective teachers and positive, supportive learning environments.

CDL’s services fall into three silos:

1. Evidence-based professional development for teachers, principals, teacher leaders, related specialists, paraprofessionals, parents and caregivers
2. Direct services to students
3. Public engagement of stakeholders at all levels

CDL’s professional learning services comprise approximately 85% of our work. For over 18 years, we have been a trusted source of specialized professional learning services for educators. CDL’s professional learning is designed, facilitated, evaluated and adjusted to meet the needs of the learners. In collaboration with school and district leaders and teachers, we examine student and teacher data and build professional learning in response to student and teacher performance. We evaluate progress frequently and adjust accordingly.

We have special expertise in literacy, building collaborative capacity, leadership and talent management, high-yield teaching strategies and tactics, differentiated instruction, and learner-specific instruction. Call us – we are ready to serve you.

About the Presenter

Keisha Dubuclet

Keisha Dubuclet, Ph.D., is CDL’s director of public engagement. Keisha has worked in a variety of educational settings. In her previous role, Keisha oversaw the Urban League Parent Information Center. She has also taught adult basic education and computer literacy courses in the nonprofit sector for five years, and worked as an instructional designer and corporate trainer at a Fortune 500 company for four years. Additionally, Keisha has served as an adjunct professor in the College of Education at Louisiana State University, the University of Phoenix, and Drexel University. As an advocate for adult literacy, she also served as a board member of the YMCA Educational Services (YES!) adult literacy program. Keisha attended Xavier University of Louisiana and graduated in 1999 with a Bachelor of Science degree in Biology Pre-med summa cum laude and valedictorian of her graduating class. After teaching adult basic education classes to housing project residents in New Orleans, Keisha decided to pursue her master’s degree in adult education, which she earned in 2002 from the University of Southern Mississippi. In 2003, she entered the doctoral program in Educational, Leadership and Research at Louisiana State University where she graduated summa cum laude with her Doctorate degree.
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Prepared for Plain Talk About Reading
February 9, 2015

Keisha Dubuclet
Public Engagement Director
The Center for Development and Learning
www.cdl.org

Write down the strategies you use with your students

- Lecture
- Group projects
- Tests
- Projects
- Presentations
- Exit tickets
- Whole class discussion
- Small group discussion
- Videos
- Written reports
- Oral reports
- Demonstrations
- Collaborative Conversations

Objectives
At the end of this session, you will have gained an understanding of:

- Components of online learning
- Types of online learning configurations
- How to use online learning tools
- Effective practices for teaching online
- Challenges in online learning and factors for further consideration

Online vs. Blended Learning

<table>
<thead>
<tr>
<th>Online</th>
<th>Blended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main communication between teacher and student happens via the Internet (web-based)</td>
<td>A portion of traditional face-to-face instruction is replaced by web-based learning (hybrid)</td>
</tr>
<tr>
<td>Students and teachers are separated by space/geography 100%</td>
<td>Students and teachers are separated by space/geography a portion of the time ~ 30-70%</td>
</tr>
</tbody>
</table>

Online Learning

- Class may meet face-to-face rarely
- Students may be in close proximity
- Communication can be synchronous or asynchronous
- Communication can also take place via telephone or VoIP
- Student assessments may or may not be online
- Mainly takes place within a Learning or Content Management System (LMS or CMS)

Blended Learning

- Class meet face-to-face often
- Very flexible in how its used
- Communication may or may not take place online
- Student assessments may or may not be conducted online, but usually are not
- May or may not take place within a Learning or Content Management System (LMS or CMS)
### Core Characteristics

- Instructor-led
- Student-centered
- Reflect the same rigor as face-to-face class
- Maximize participation flexibility while providing structure
- Fully utilize the online environment to account for different learning styles, foster collaboration, a learning community, and critical thinking
- Communication, communication, communication

### Other Terms

- Distance education - when students and instructors are in different geographical locations and instruction occurs via electronic device, such as satellite, computer or mobile phone.
- E-learning - short for electronic learning, this is an umbrella term that refers to all forms of education that occur on a digital medium. May or may not include distance education or the Internet, but typically is. Used reciprocally with online learning.
- Web-based learning - all types of instruction in which learning material is presented via the Internet. May or may not include distance education. Used reciprocally with online learning.
- Self-paced learning - instruction that allows a person to control the flow of learning. May or may not be technology-based.
- Virtual classroom - a digital classroom learning environment that takes place over the Internet rather than a physical classroom.

### Why Online Learning

**Increased access to:**
- classes for students living in remote/rural areas
- classes that aren’t offered at a student’s school
- courses for college or AP credit

**Increased options for:**
- students with disabilities
- homeschooled students
- overage students
- students whose education has been interrupted

### Components of Online Learning

1. **Student-Technology Interaction**
2. **Student-Teacher Interaction**
3. **Student-Student Interaction**
4. **Student-Content Interaction**

### Other Terms

- Asynchronous - when learners participate in an online learning course at different times and/or at their own pace.
- Synchronous - when learners participate in an online learning course at the same time (real time) but in different locations.
- Content management systems – a computer application that serves as a central repository for content often for websites.
- Learning management system (LMS) - administration, development, documentation, tracking, reporting and delivery of electronic courses or training programs.
  - Course Management System (CMS)
  - Learning content management system (LCMS)
- SCORM - Sharable Content Object Reference Model
Components of Online Learning

**Social presence** - ability to establish personal and purposeful relationships.

**Cognitive presence** - exploration, construction, and confirmation of understanding through collaboration and reflection in a community of inquiry.

**Teacher presence** - design, facilitation, and direction of cognitive and social processes for meaningful and educational learning outcomes.

Community of Inquiry

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>CATEGORY</th>
<th>INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Presence</td>
<td>Effective Expression</td>
<td>Emotions</td>
</tr>
<tr>
<td>Cognitive Presence</td>
<td>Open Communication</td>
<td>Risk-free Expression</td>
</tr>
<tr>
<td></td>
<td>Group Cohesion</td>
<td>Encourage Collaboration</td>
</tr>
<tr>
<td></td>
<td>Triggering Event</td>
<td>Sense of Puzzlement/Discourse</td>
</tr>
<tr>
<td></td>
<td>Exploration</td>
<td>Information Exchange</td>
</tr>
<tr>
<td></td>
<td>Integration</td>
<td>Connecting Ideas</td>
</tr>
<tr>
<td></td>
<td>Resolution</td>
<td>Apply New Ideas</td>
</tr>
<tr>
<td>Teaching Presence</td>
<td>Design &amp; Organization</td>
<td>Setting Curriculum</td>
</tr>
<tr>
<td></td>
<td>Facilitating Discourse</td>
<td>Sharing Personal Medium</td>
</tr>
<tr>
<td></td>
<td>Direct Instruction</td>
<td>Focusing Discussion</td>
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</tbody>
</table>


Uses of Online Learning

The Center for Development and Learning
Uses of Online Learning

Flipped Classroom
- Form of blended learning
- Students receive content online
- Class time is used for deep discussions, debates, more personalized instruction, and problem solving
- Students do lower levels of cognitive work (knowledge and comprehension) outside class and focus on higher forms of cognitive work (application, analysis, synthesis, evaluation) in class
- Students can learn at their own pace
- Teacher can make more productive use of class time

Online Learning Tools

<table>
<thead>
<tr>
<th>Online</th>
<th>Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polls</td>
<td>Check-in, exit ticket, bell ringer</td>
</tr>
<tr>
<td>Surveys</td>
<td>Check-in, formative evaluation</td>
</tr>
<tr>
<td>Quizzes/tests</td>
<td>Quiz, test, exit ticket, bell ringer</td>
</tr>
<tr>
<td>Glossary</td>
<td>Glossary</td>
</tr>
<tr>
<td>Discussion forums</td>
<td>Large/small group, debate, role play</td>
</tr>
<tr>
<td>Groups</td>
<td>Group projects, differentiation, CC</td>
</tr>
<tr>
<td>Wikis</td>
<td>Group projects/assignments</td>
</tr>
<tr>
<td>Blogs</td>
<td>Peer feedback, gallery walk, debate</td>
</tr>
<tr>
<td>Journals</td>
<td>Reflection, monitor writing skills, document lab results</td>
</tr>
</tbody>
</table>
Online Learning Tools

Online
- Whiteboard
- Videos
- Audio
- Document upload
- Assignment feedback
- Grading
- Performance monitoring
- Announcements

Traditional
- Virtual classroom, demonstration
- Lecture, demonstration, movie
- Read aloud, detailed explanation
- Submit assignments
- Assignment feedback
- Grading
- Gradebook
- Announcements

Determining Credibility

- Standards
  - National Education Technology Standards for Administrators
  - International Society for Technology in Education
- Certified teachers
- Experience
- Accredited
- State approval or license
- Other approvals (e.g. BBB)
- Cost
- Amount of student support

Characteristics of an Effective Online Teacher

- Content Knowledge
- Technology Skills
- Patience
- Accessibility
- Adaptability
- Supportive
- Participatory

Best Practices

- Foster critical thinking
  - Design assignments and discussions that generate high level thinking
  - Point out different perspectives or conflicting positions
- Provide a variety of opportunities for problem solving, collaboration, and reflection
- Create a supportive learning community
  - Create a balance of student-teacher, student-student, and student-content
  - Establish rapport and trust
  - Reduce feelings of isolation

Best Practices

- Actively monitor student participation and progress
  - Encourage those who don’t participate or lag behind, providing personal outreach
- Provide clear on-going expectations
  - Deadlines, rubrics, grading guidelines, discussion guidelines, examples, rules of engagement, group role descriptions, timelines, schedules, time on task, etc.
- Provide timely, quality, and appropriate feedback
  - Meaningful feedback with specific comments and suggestions for improvement
  - Post weekly announcements, return grades within 1 week, and respond to email within 24 hours
Best Practices

- Use a variety of communication strategies
  - Synchronous chat, phone, web conference, virtual classroom
  - Asynchronous email, discussion, announcements, audio, video
- Conduct course assessments
  - Mid-course and end-of-course survey or check-ins
- Increase social presence
  - Pictures, bios, class introductions, casual conversations, emoticons, team building activities, web conferencing, regular opportunities to engage in dialogue and collaboration

Challenges

- Access to the necessary hardware, software, and Internet connection (digital divide)
- Requires increased student responsibility, self-directedness, and time-management skills
- Lots of parent communication
- Fluent typing skills are needed
- Increased risk for cheating
- Some challenges for those with language/reading difficulties
- Misperception that online learning is easy
- Risk of predatory for-profit schools

Factors for Further Consideration

- Technology infrastructure
- Comprehensive and systematic approach development, delivery, management, and evaluation of online courses to ensure alignment with high academic standards and assessments
- Funding sources

Factors for Further Consideration

- Teacher preparation
  - Pre-service education
  - In-service professional development
  - On-going support
- Interstate certification
- Compensation
- Employment policies

Factors for Further Consideration

- Parent involvement
- Student enrollment
- Student rights and responsibilities

Resources

Blackboard Tool Guide
https://www.ipfw.edu/du/duAsset/d14daa0a-24d6-4a51-9df5- d928453322ae.pdf

Flipped Classrooms Resources and Techniques

Moodle Tool Guide

National Education Association Guide to Teaching Online Courses
http://www.nea.org/assets/docs/onlineteachguide.pdf

National Education Association Guide to Online High School Courses
http://www.nea.org/assets/docs/onlinecourses.pdf