

Blended Learning

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Does technology belong in your classroom?

purpose /ˈpərpəs/:

the reason why something is done or used.

"...alerts learners to important information and garners their attention while helping teachers decide how to best use their instructional time."

-Fisher & Frey 2011

Do you define a purpose for tech in your classroom?

Today's purpose

- Explore the definition and strategies of Blended Learning
- Review supporting teaching framework
- Explore various apps through a pedagogical lens

What does blended learning mean to you?

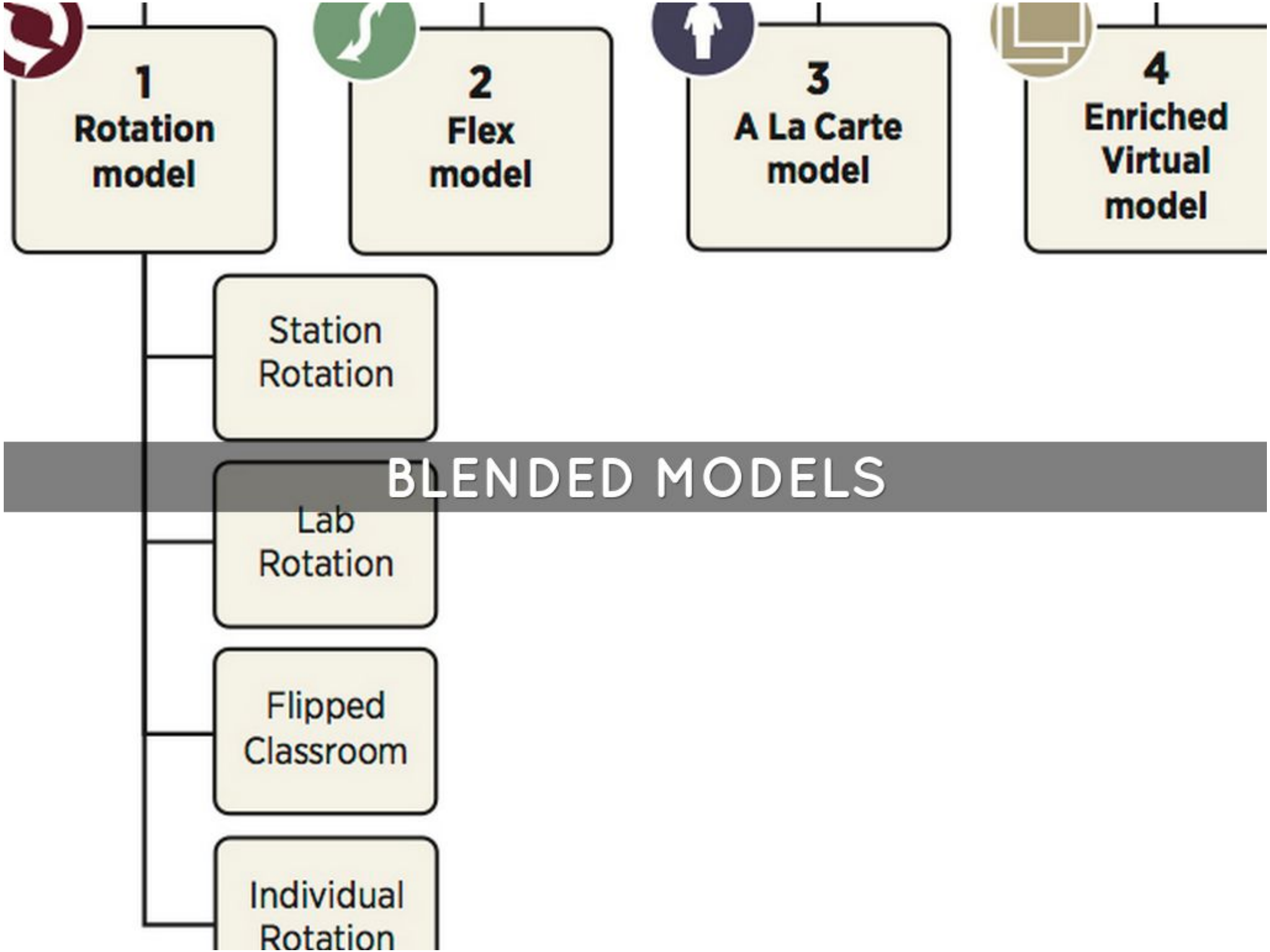
Figure 2. *Definition of blended learning*

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.


1
Rotation model
2
Flex model
3
A La Carte model
4
Enriched Virtual model
Station Rotation
Lab Rotation
Flipped Classroom
Individual Rotation
BLENDED MODELS

ROTATION MODEL

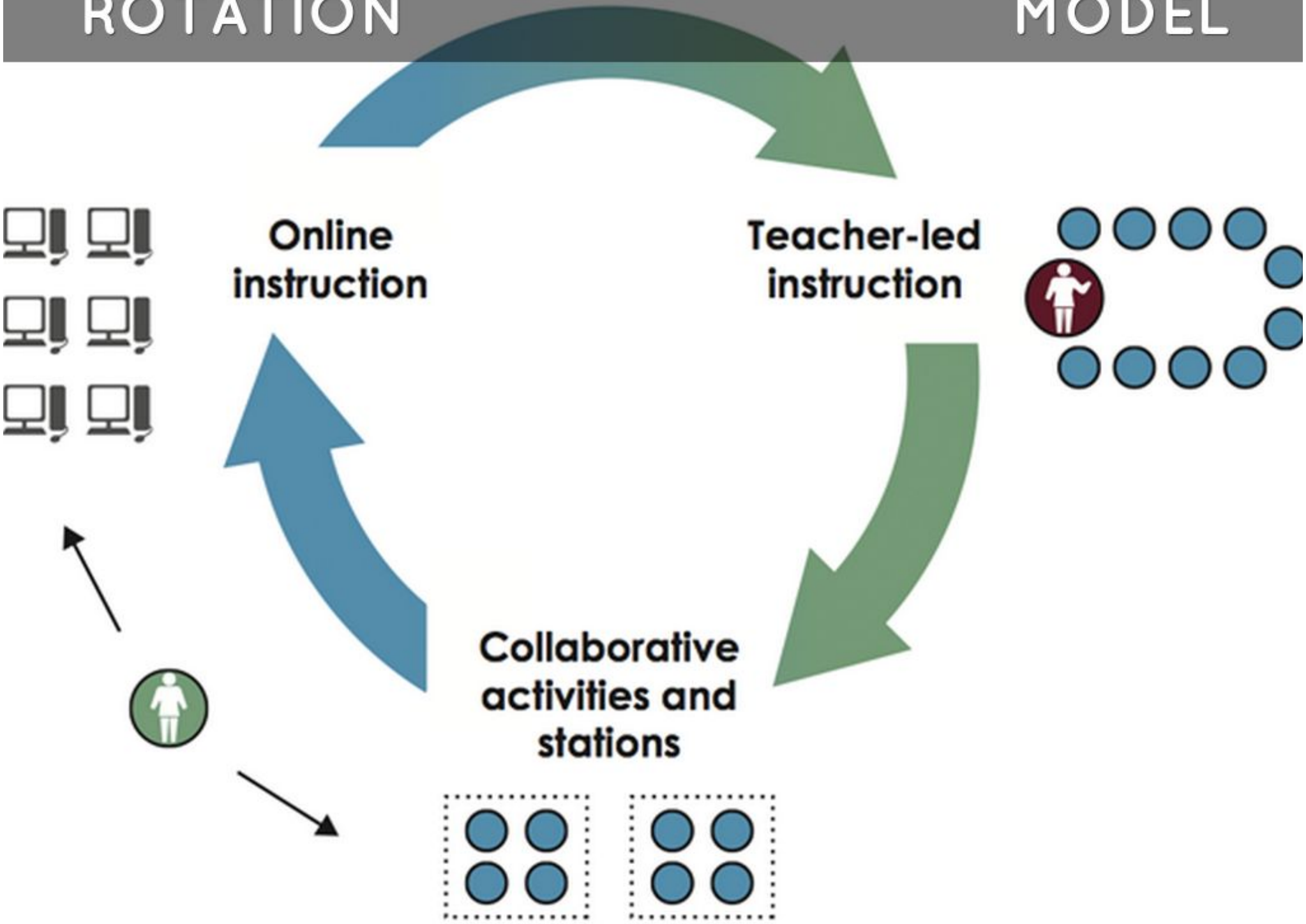
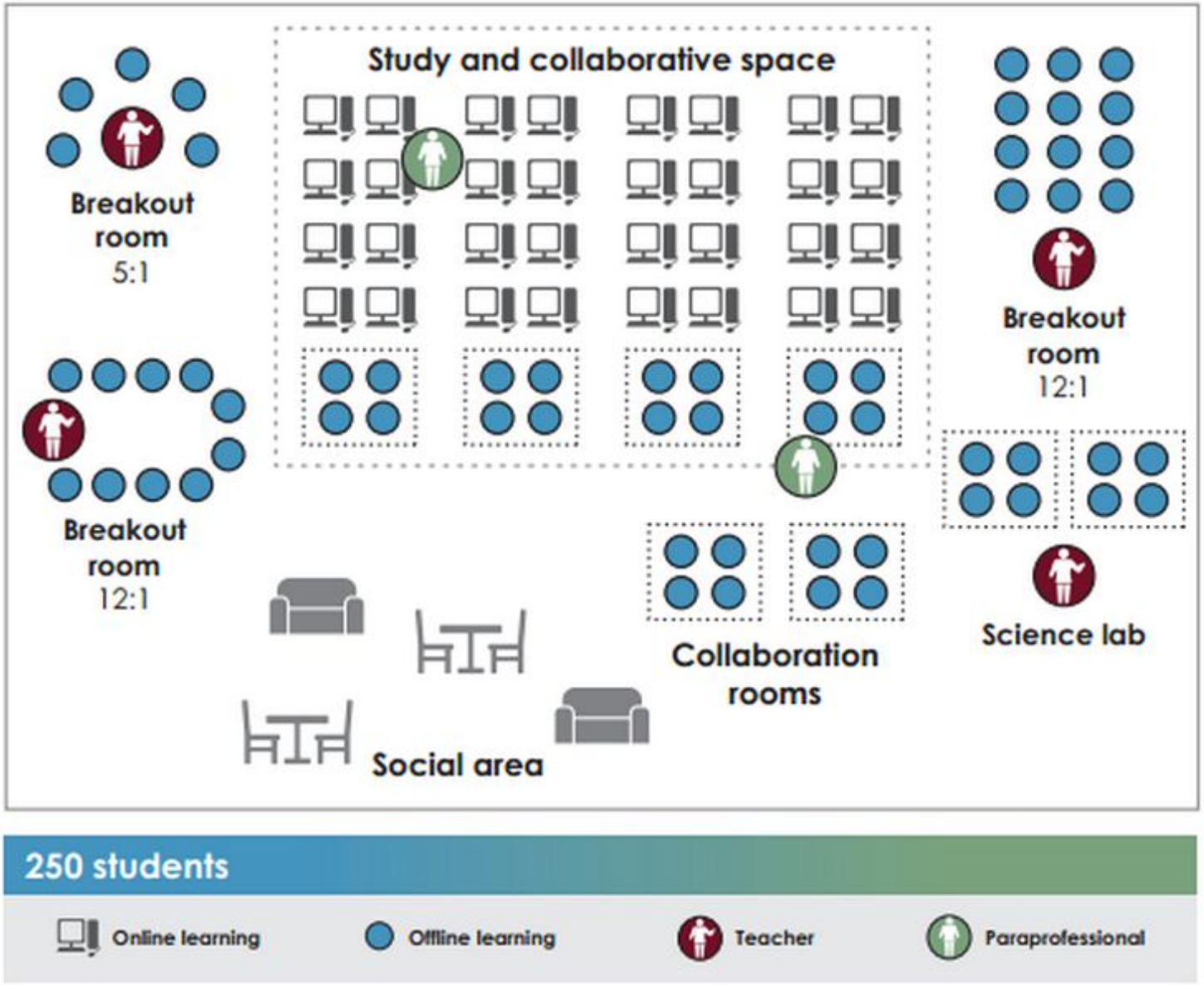
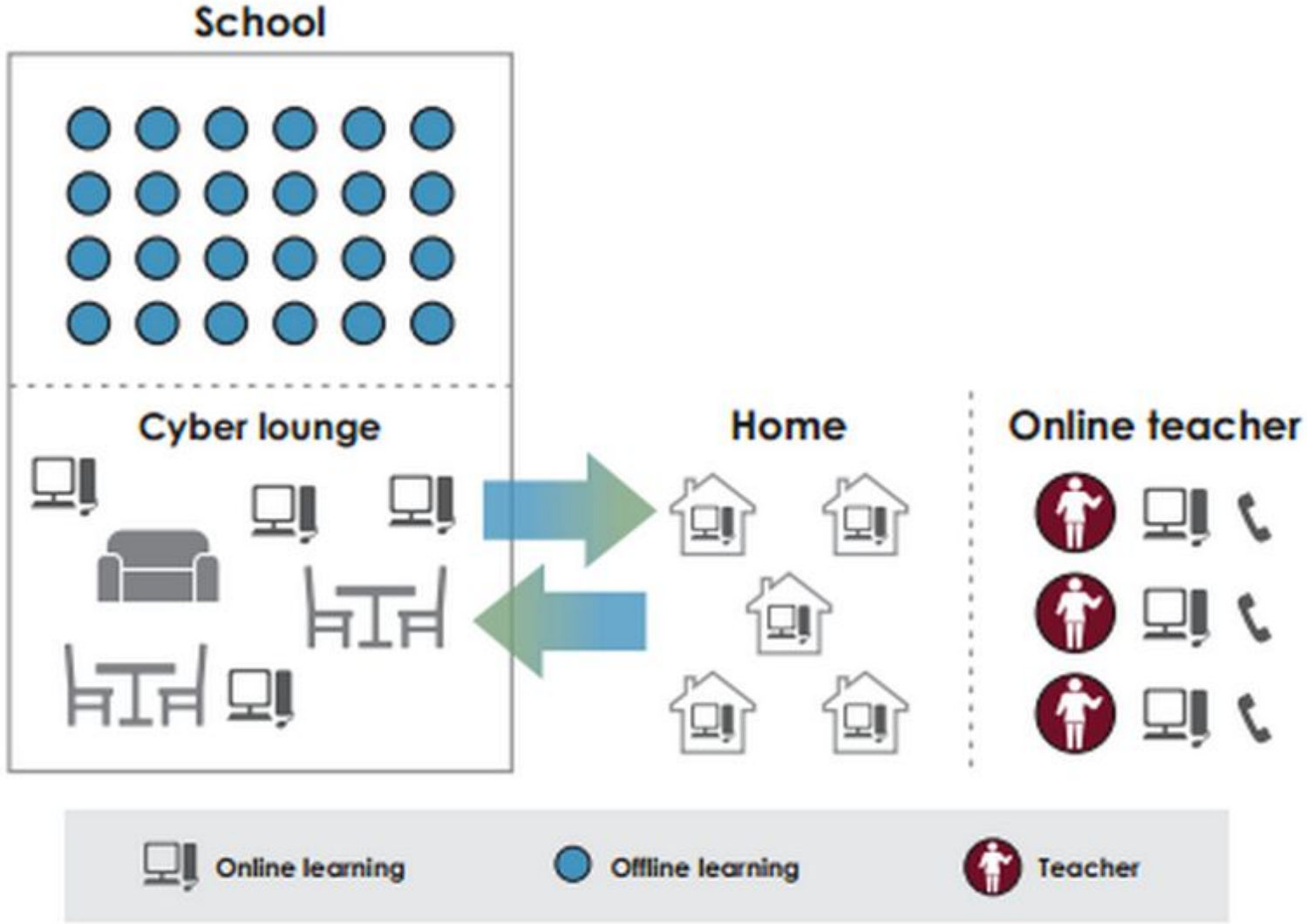


Figure 10. *Flex model, San Francisco Flex Academy*



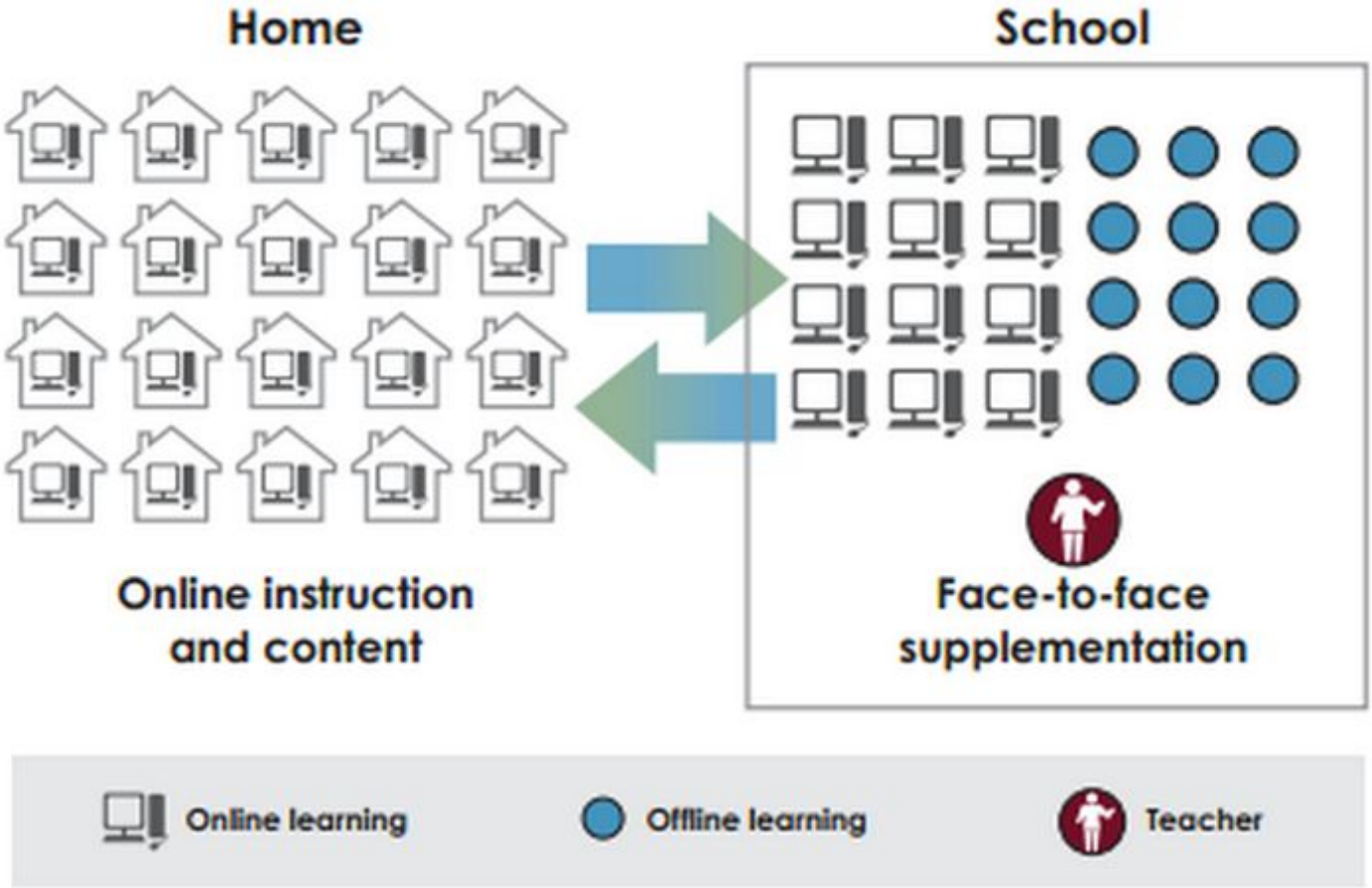
FLEX MODEL

Figure 11. *Self-Blend model, Quakertown Community School District*



A LA CARTE MODEL

***Figure 12**. Enriched-Virtual model, Albuquerque eCADEMY*



ENRICHED VIRTUAL MODEL

LEARNING MANAGEMENT PLATFORMS


From consumers to
contributors


Function
over
tool

From Nouns to Verbs

Searching
- Google
- Yahoo
- Lycos

Listening
- podcasts
- iTunes
- RSS feeds

Producing
- Garage Band
- iMovie
- Streaming media

Storing
- MP3 players
- Flash drives
- Servers
- CD/DVD

Communicating
- Text messaging
- Twitter
- Digg
- Video conferencing

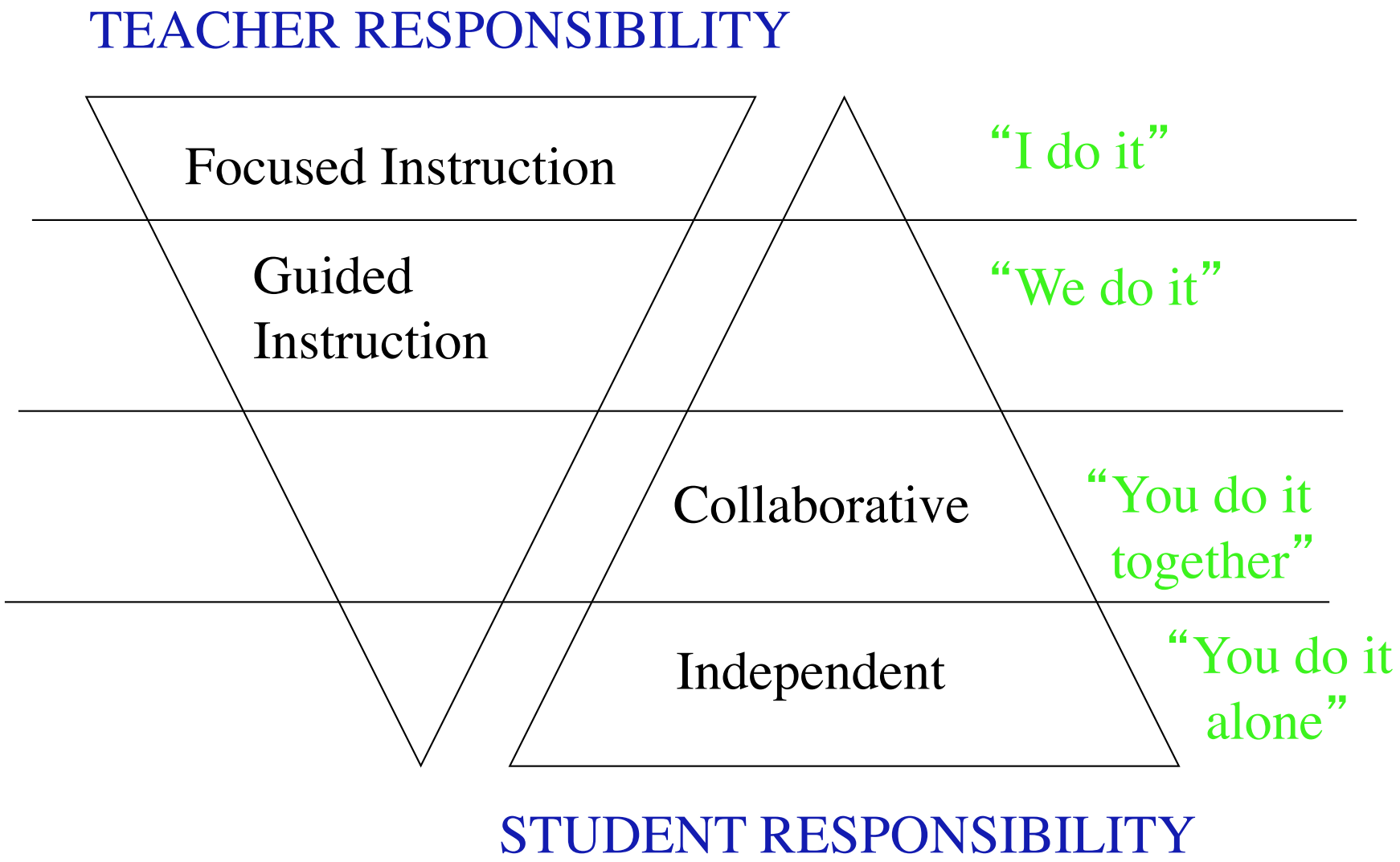
Presenting
- PowerPoint
- Keynote
- Wimba
- VoiceThread

Sharing
- YouTube
- Blogs and Vlogs
- Flickr

Networking
- MySpace
- Facebook
- Ning

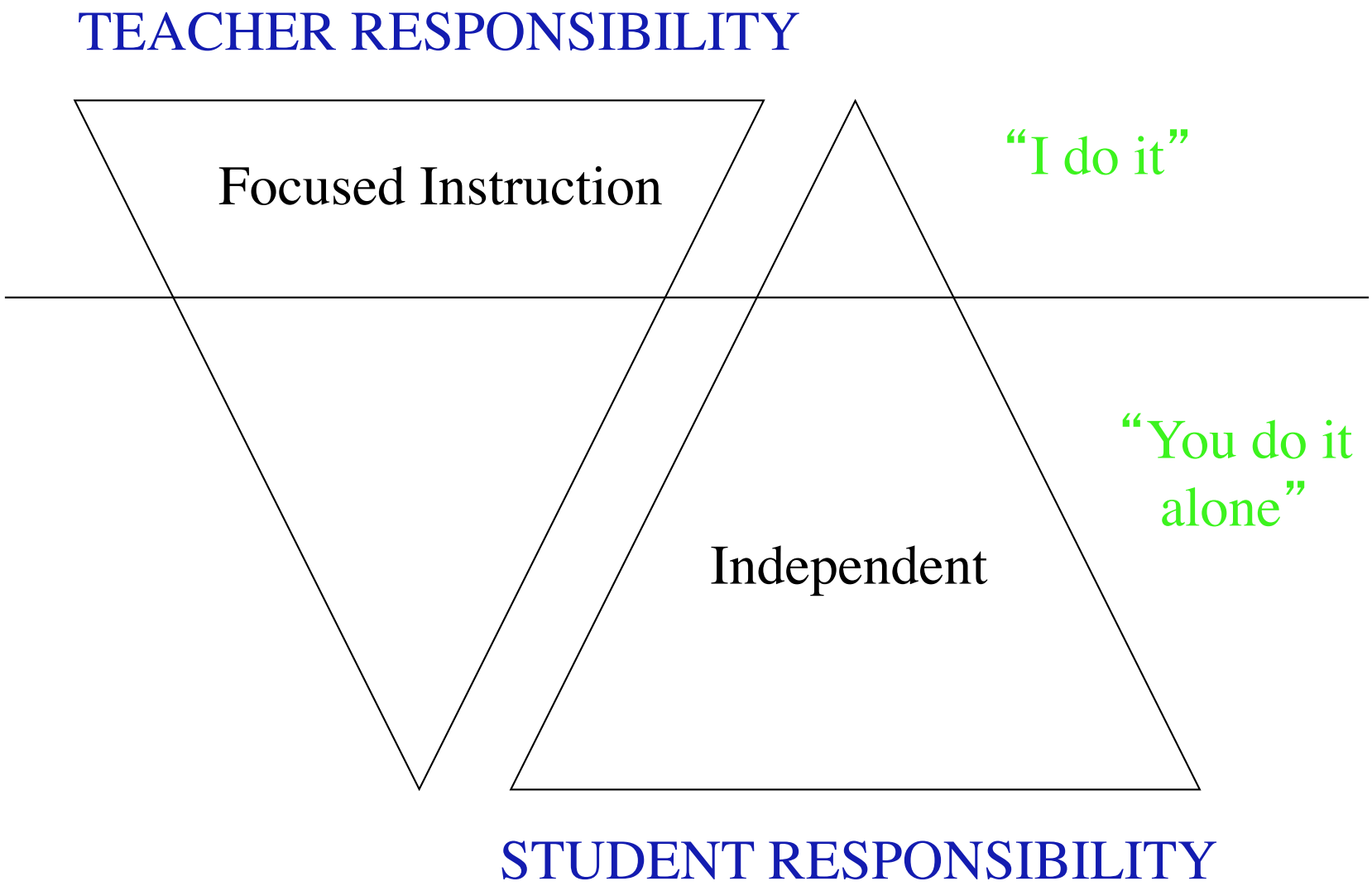
Collaborating
- Wikis
- Google Docs
- Creative Commons


Sourcing
CHOICE WORDS
Pedagogy at the CORE!
Begin with instructional strategies.



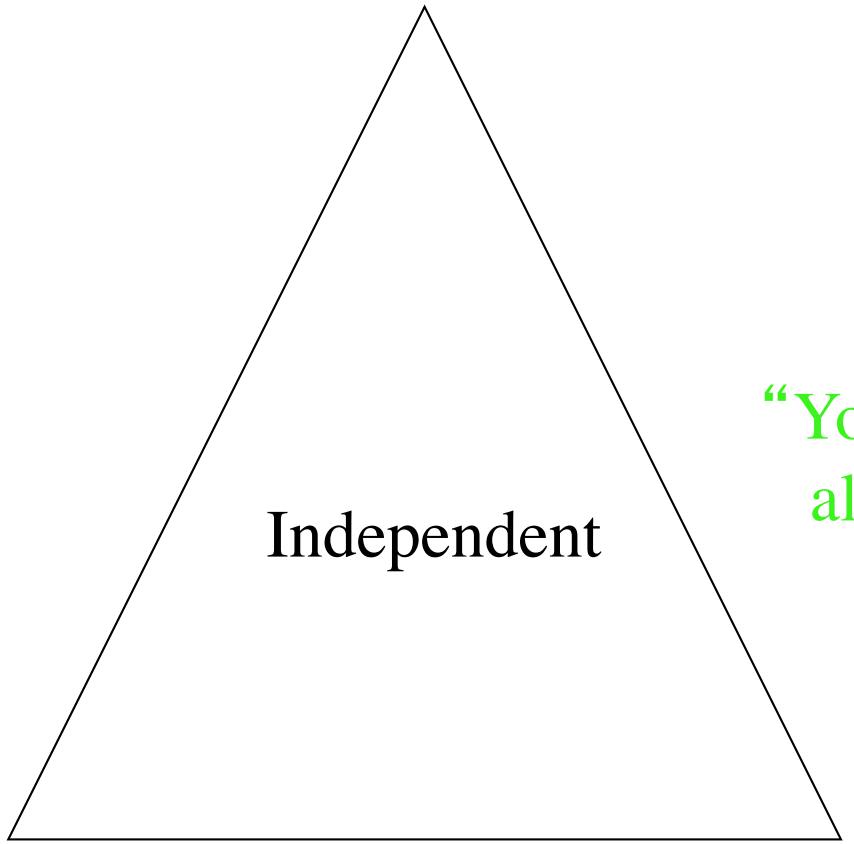
A Structure for Instruction that Works

In some classrooms …



In some classrooms …

TEACHER RESPONSIBILITY

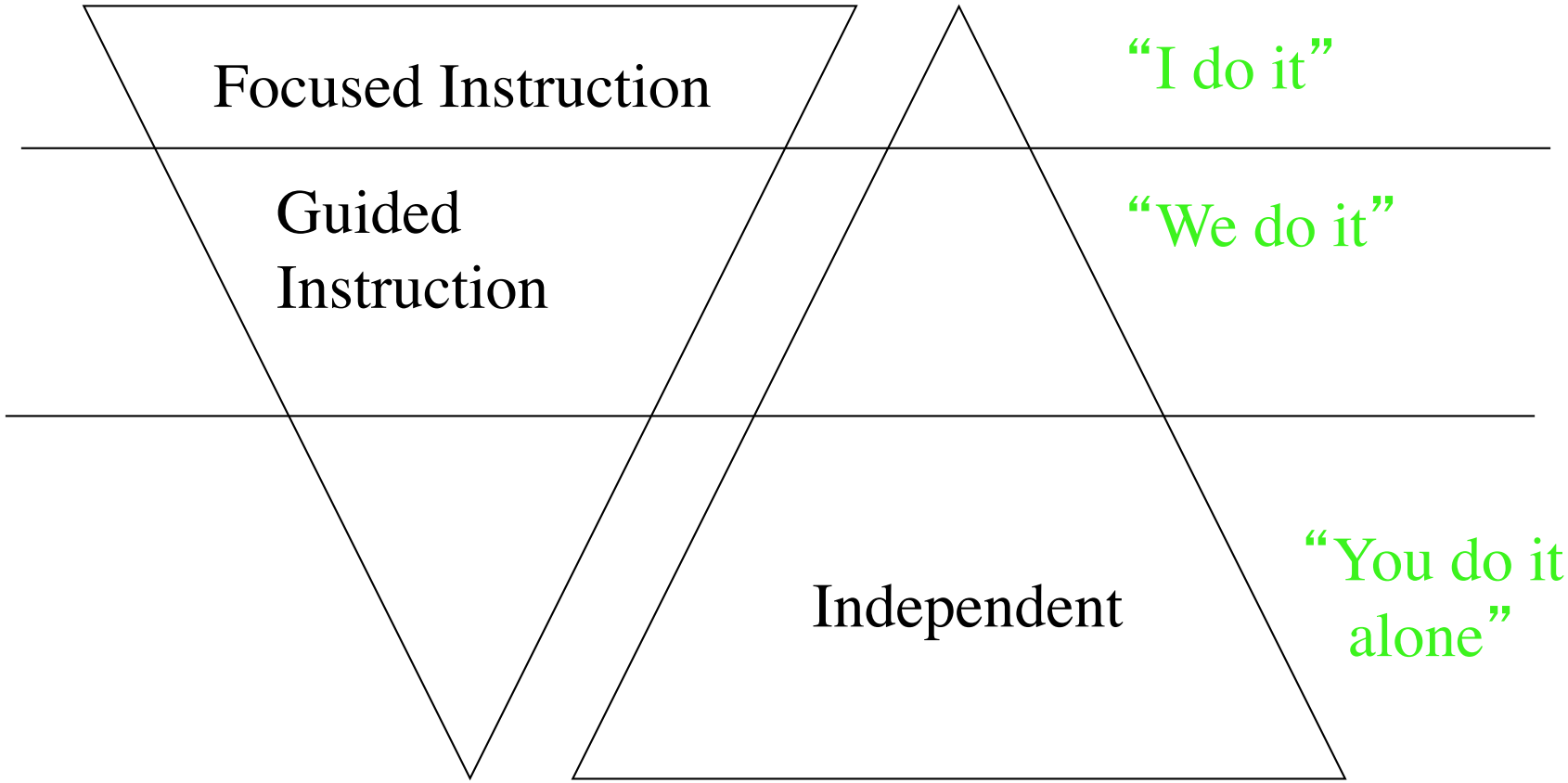


"You do it alone"

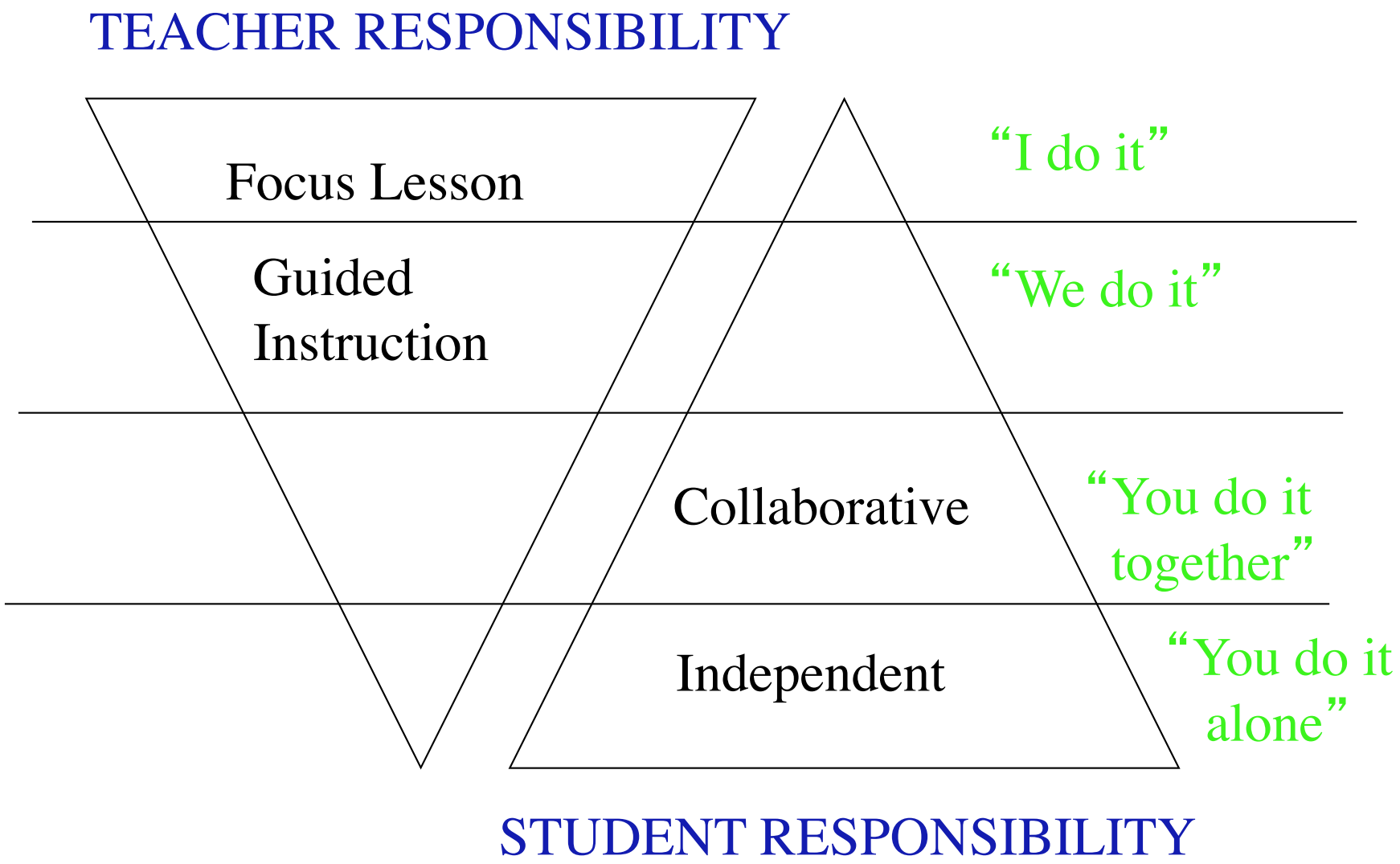
STUDENT RESPONSIBILITY

And in some classrooms …

TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY



A Structure for Instruction that Works


Focus lesson "I do it"


Guided instruction "We do it"


Collaborative learning "You do it together"


Independent learning "You do it alone"

Start with a plan

A Checklist for Lesson Planning with Tablets

Focused Instruction: Establishing Purpose *Inform students of the learning target and provide them with the goals they will measure their progress against.*	
☐ What is the **content purpose** for the lesson? (e.g., *to identify the reasons for constructing the Intercontinental Railroad*)	
☐ What is the **language purpose** for the lesson? (e.g., *to use textual evidence from historical documents to support the reasons identified*)	
☐ What is the **social purpose** of the lesson? (e.g., *to collaborate with peers to locate and compile evidence*)	
☐ How will I establish purpose for students? (e.g., *face-to-face explanation, screencast on LMS module, written header in a shared document*)	

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Student Task(s) for the Lesson *Collaborative and independent student tasks that give students the opportunity to put content knowledge into play and generate evidence of learning.*	
☐ What **collaborative tasks** (CT) will students complete?	
(CT) What digital and print-based information do students need to **find**? (e.g., *via online search, WebQuest*)	
(CT) What digital and print-based information do students need to **use**? (e.g., *notes taken, annotations, course readings, video or audio recordings*)	
(CT) What digital and print-based information do students need to **create**? (e.g., *digital story, presentation, written content*)	
(CT) What digital and print-based information do students need to **share**? (e.g., *blog posts, discussion board comments, video conference*)	
☐ What **independent tasks** (IT) will students complete?	

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(IT) What digital and print-based information do students need to **use**? (e.g., *notes taken, annotations, course readings, video or audio recordings*)	
(IT) What digital and print-based information do students need to **create**? (e.g., *digital story, presentation, written content*)	
(IT) What digital and print-based information do students need to **share**? (e.g., *blog posts, discussion board comments, video conference*)	
☐ Tablet/student ratio requirements (e.g., *1:1, 1:4*)	
☐ What apps will students require to complete the task?	

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Focused Instruction: Modeling and Thinking Aloud *Present lesson content, using modeling to demonstrate processes or skills. Think aloud to give learners insight into how an expert understands the content or the process.*	
☐ What skills, strategies, and content do I need to model for students?	
☐ How will I deliver this modeling?	☐ Face-to-face ☐ Digitally
☐ If modeling will be delivered digitally, what tools are needed?	☐ Screencast ☐ Video demonstration ☐ Audio recording ☐ Other ( )

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Guided Instruction *As learners apply the lesson's skills, strategies, or processes, ask questions and provide prompts and cues to redirect them toward understanding.*	
☐ What are the key **questions** I will pose to students?	
☐ What **prompts** can I use to facilitate cognitive or metacognitive work?	☐ Background knowledge ☐ Process or procedure ☐ Reflective ☐ Heuristic
☐ What **cues** will I need to shift students' attention when they are not able to answer?	☐ Visual ☐ Gestural ☐ Positional ☐ Environmental ☐ Verbal ☐ Physical
☐ Will these questions, prompts, and cues be delivered face-to-face or digitally?	☐ Face-to-face ☐ Digitally (e.g., polling devices)
☐ Will these questions, prompts, and cues be embedded into digital content? If so, how?	☐ In digital text ☐ Through video annotation ☐ Study link to digital notes (e.g., Evernote Peek) ☐ Other ( )

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Collaborative Learning *Groups of learners work together via face-to-face and digital interaction to apply skills, strategies, and knowledge and gain a deeper understanding of the material.*	
☐ What is the rationale for the construction of the group?	☐ Homogeneous ☐ Heterogeneous ☐ Student interest ☐ Student choice
☐ What workspace will students use?	☐ Physical space ☐ Interactive whiteboard ☐ Collaborative document ☐ Audio file ☐ Video file ☐ Presentation file ☐ Other ( )
☐ In what ways can students witness one another's thinking in real time? (e.g., *face-to-face, synchronously*)	
☐ If asynchronous, in what ways can students utilize evidence of others' thinking to forward their own understanding?	
☐ How will students engage in meaningful discussion using academic language, not just low-level exchanges of information?	

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Independent Learning *Students extend and expand understanding of what has been taught, both skills and habits of mind (metacognition and self-regulation).*	
☐ What is the **purpose** of the independent learning task?	☐ Application ☐ Fluency building ☐ Spiral review ☐ Extension
☐ How will students receive **feedback**?	☐ Face-to-face ☐ Written ☐ Digitally
☐ How will I ensure the feedback is **timely**?	
☐ How will I ensure the feedback is **understandable**?	
☐ How will I ensure the feedback is **specific**?	

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Formative Assessment to Inform Future Instruction *Throughout the learning cycle, use various formative assessment tools to check for understanding; make instruction adjustments based on students' performance.*	
☐ How will I collect student performance data to check for understanding?	☐ Oral language ☐ Written language ☐ Performance or project ☐ Quiz or test

☐ How will I analyze the data for patterns and common errors?	
☐ What apps do I need for data collection and analysis?	☐ Course dashboard ☐ Learning management system ☐ Test analyzer application ☐ Test scanner ☐ Adaptive diagnostic assessment ☐ Online markup tool ☐ Online spreadsheet ☐ Other ( ) ☐ Other ( )
☐ How will I share the assessment results with students?	☐ Face-to-face conference ☐ Online conference ☐ Online grade book ☐ Performance summary

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Focus lesson tools

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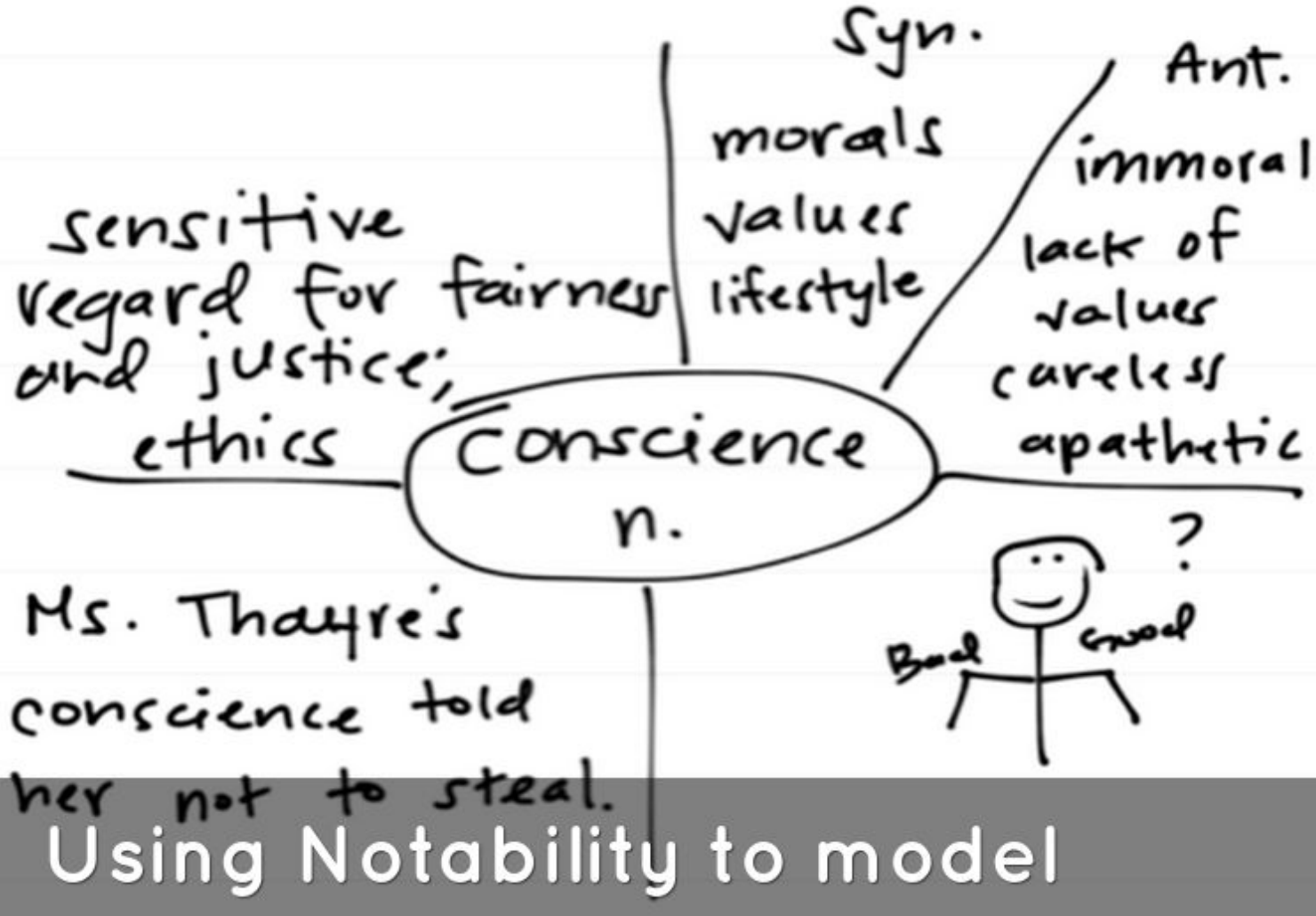
"know, understand"



Using Notability to model

Guided instruction tools

Collaborative learning tools

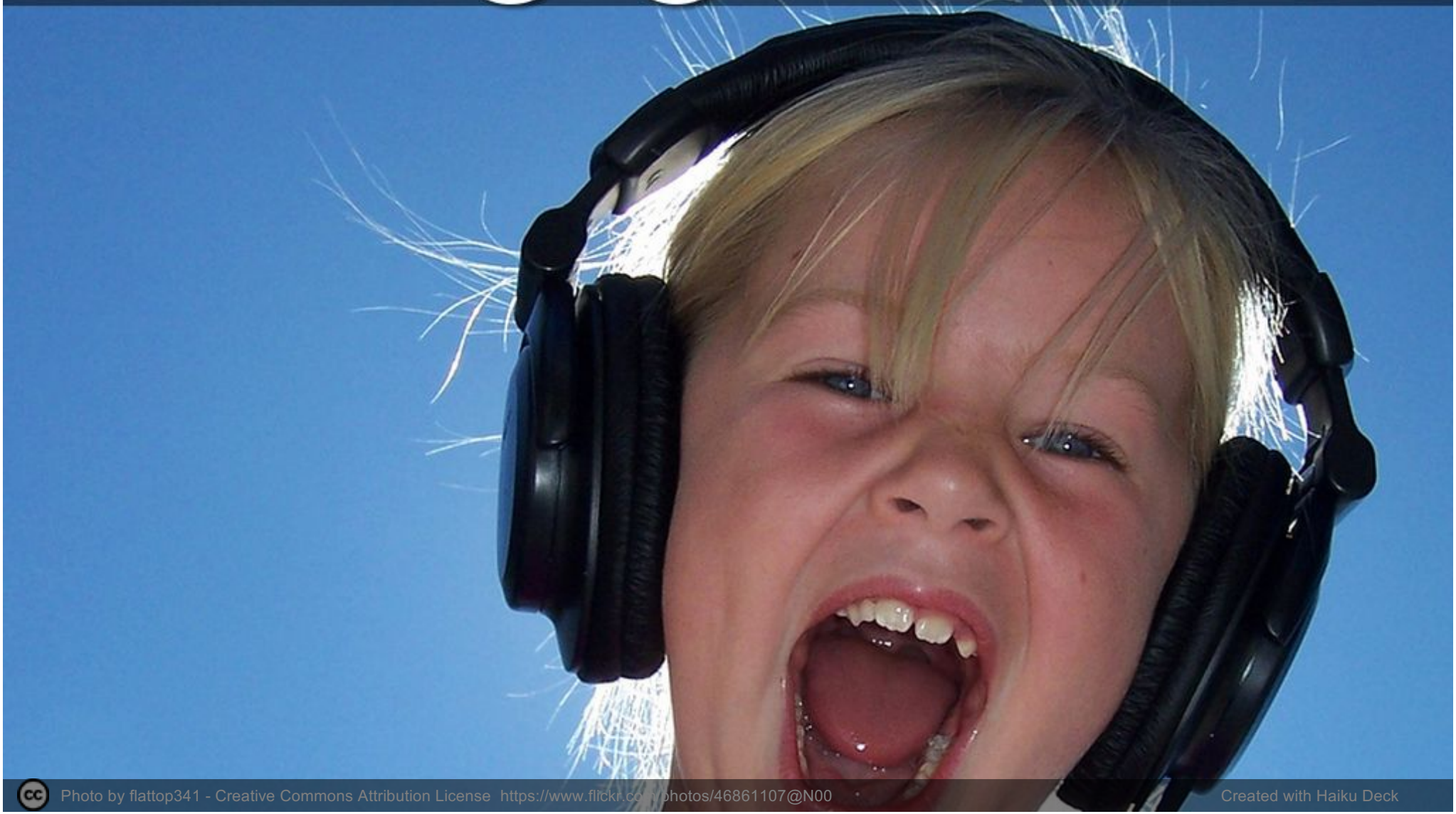
Independent learning tools

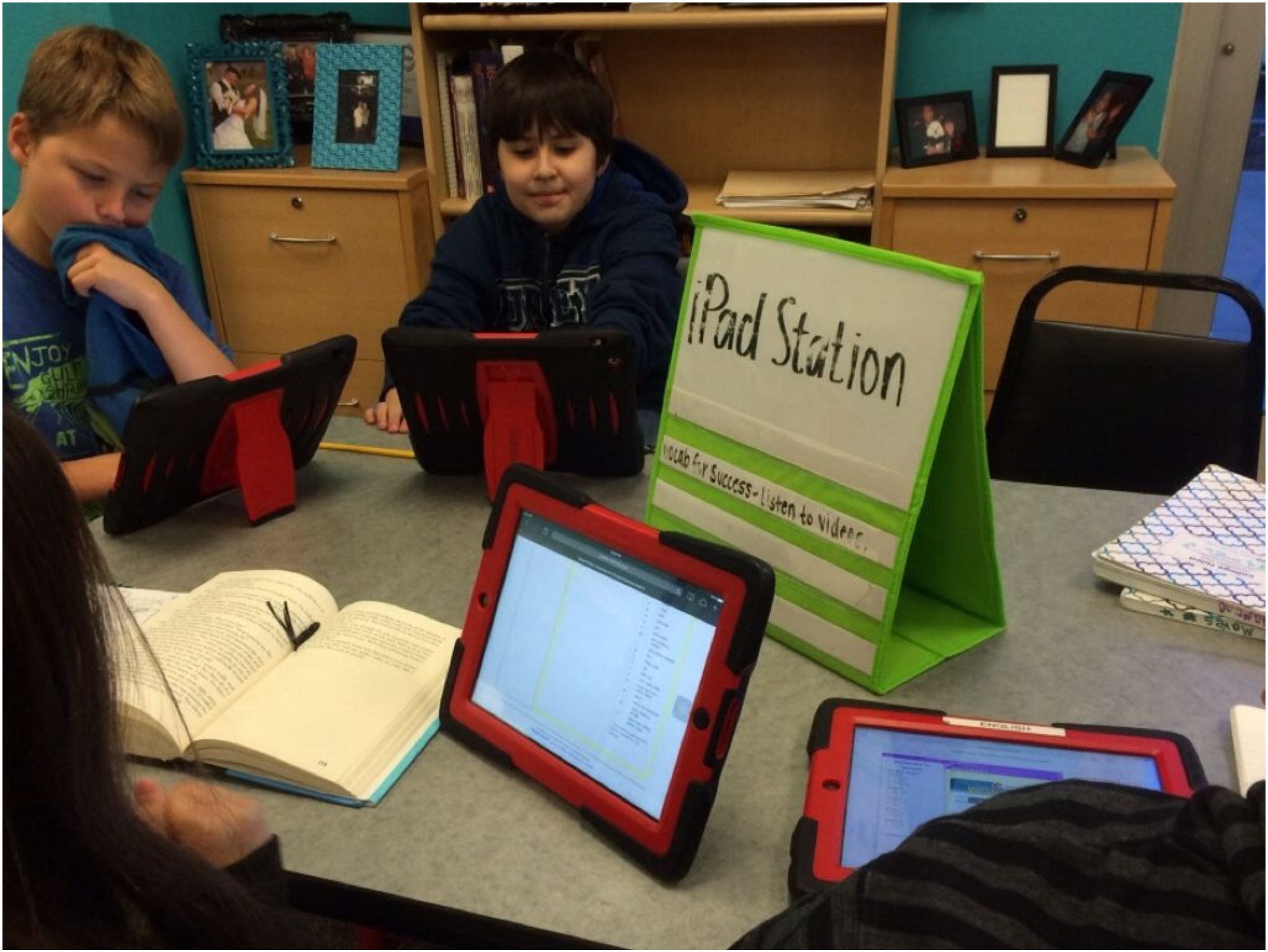
How would you use these tools?

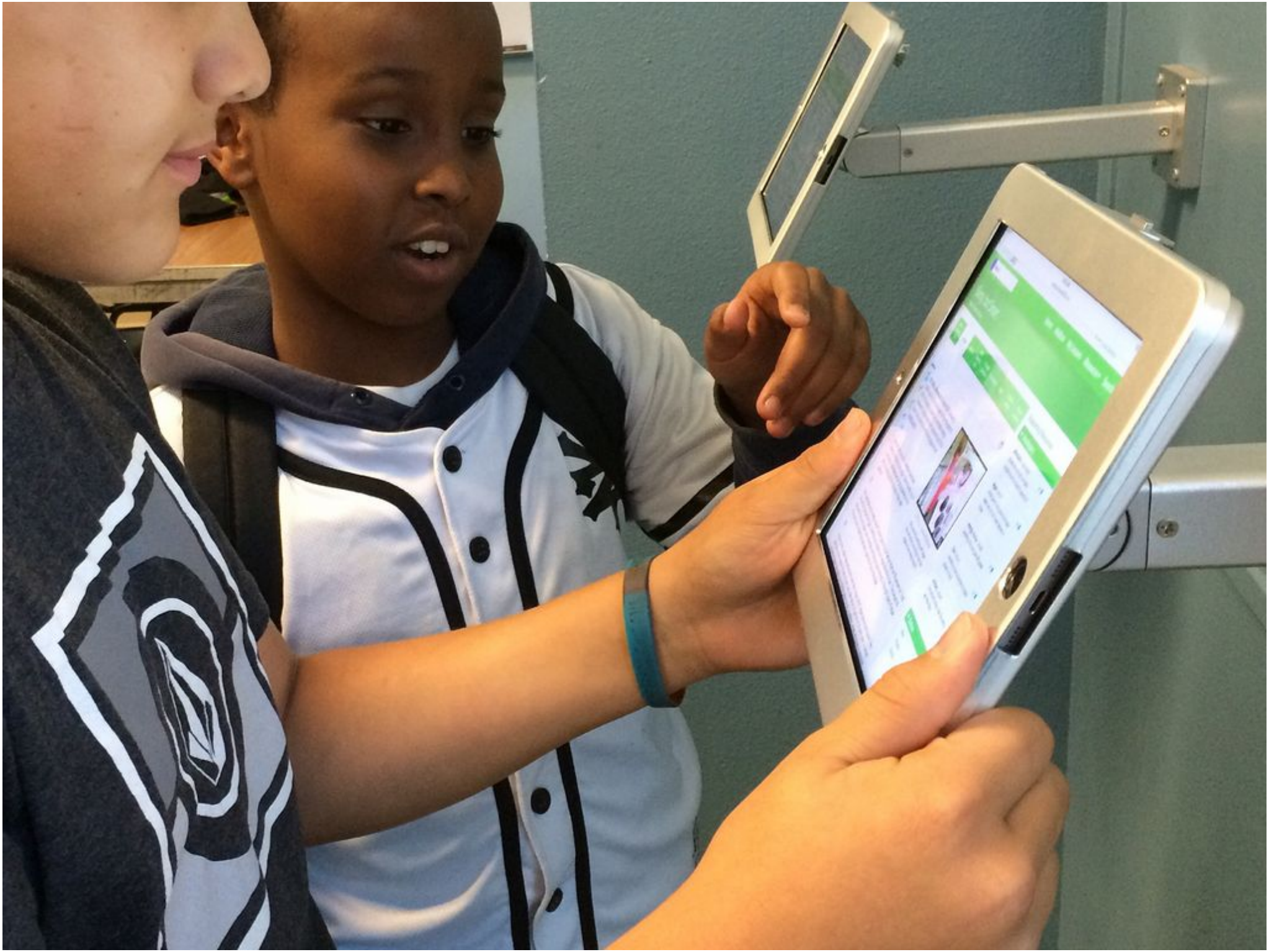
Responsible use

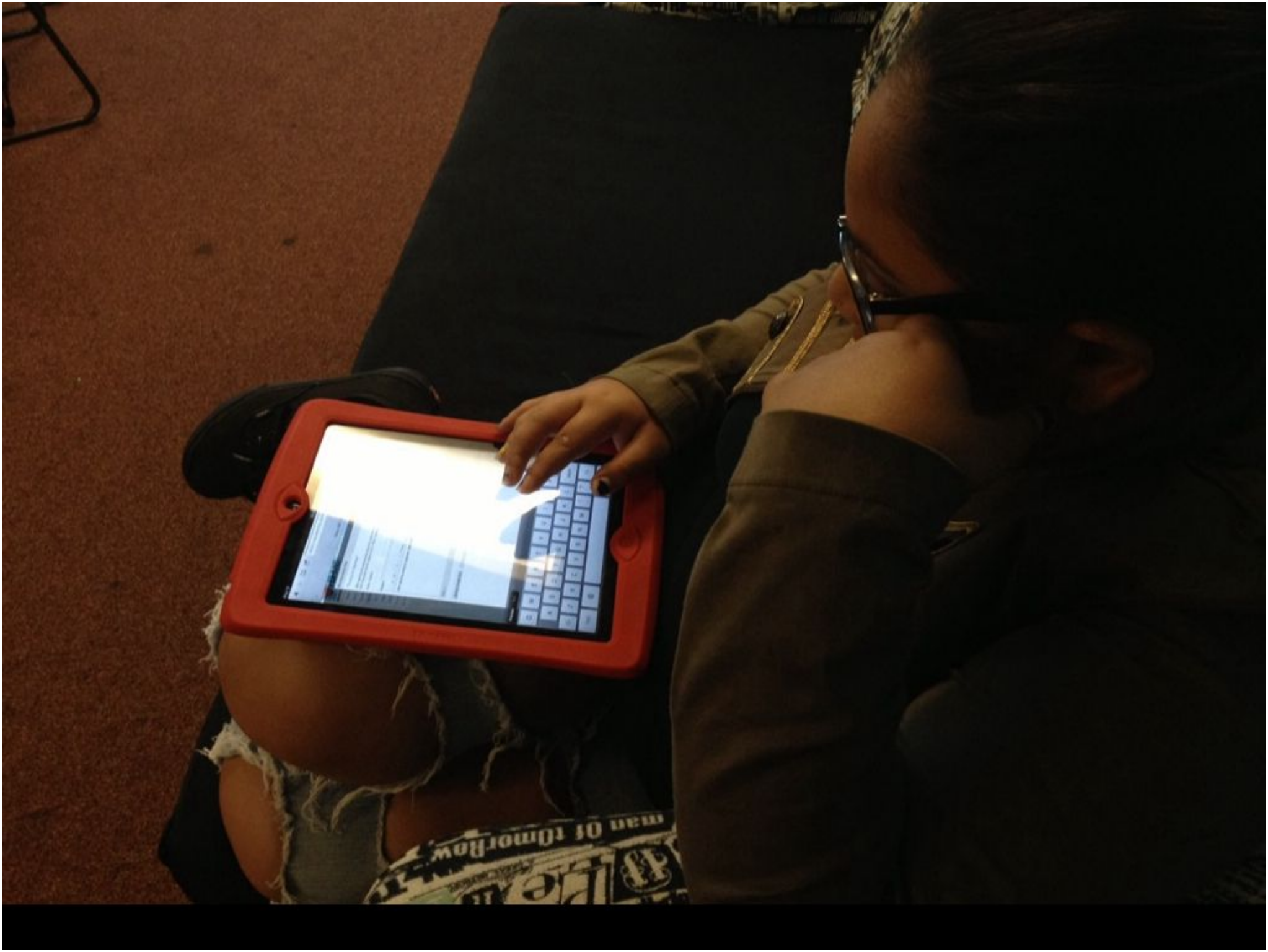
Access

Plugged in

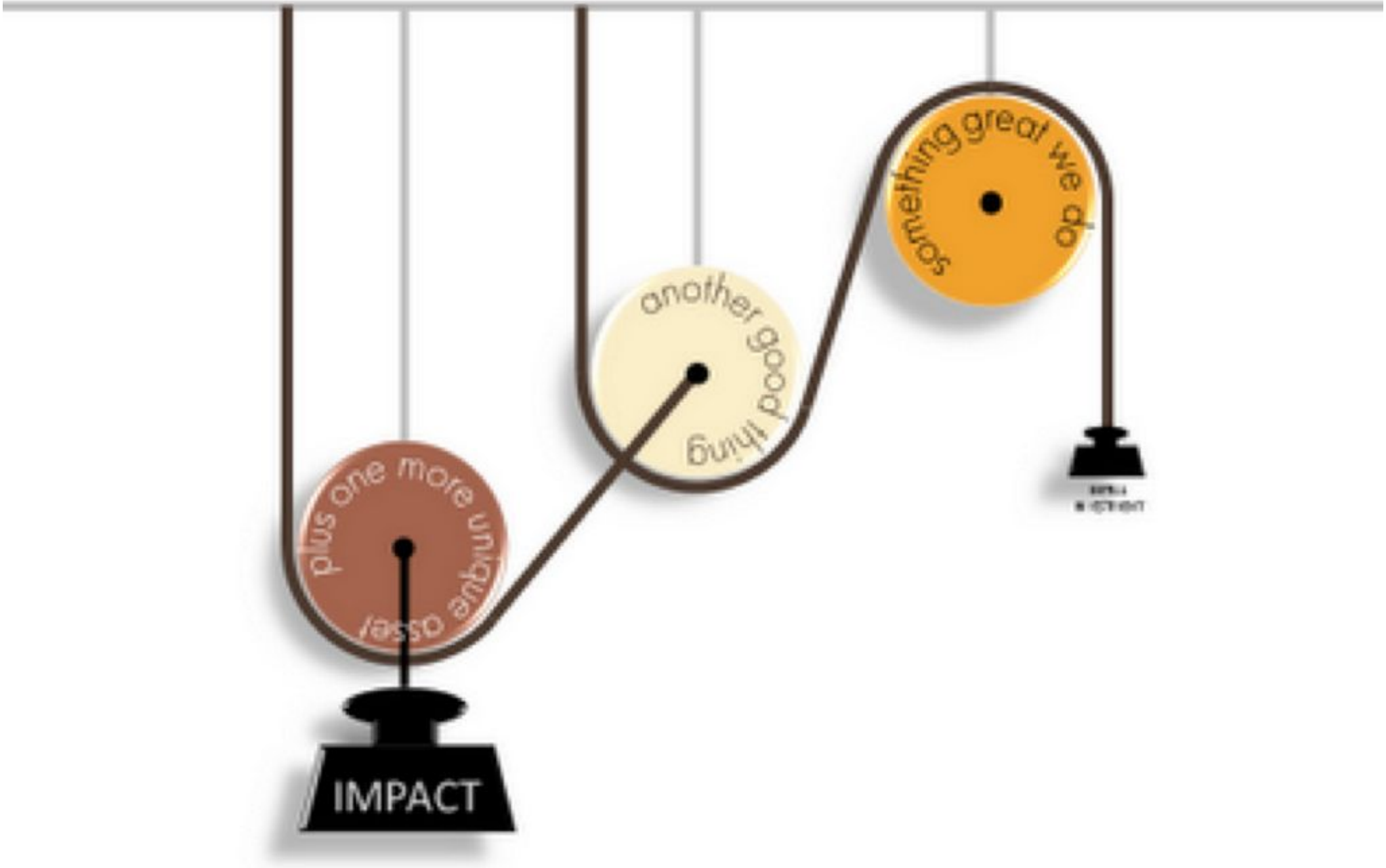



iPad Station
Vocab for Success- Listen to Videos.



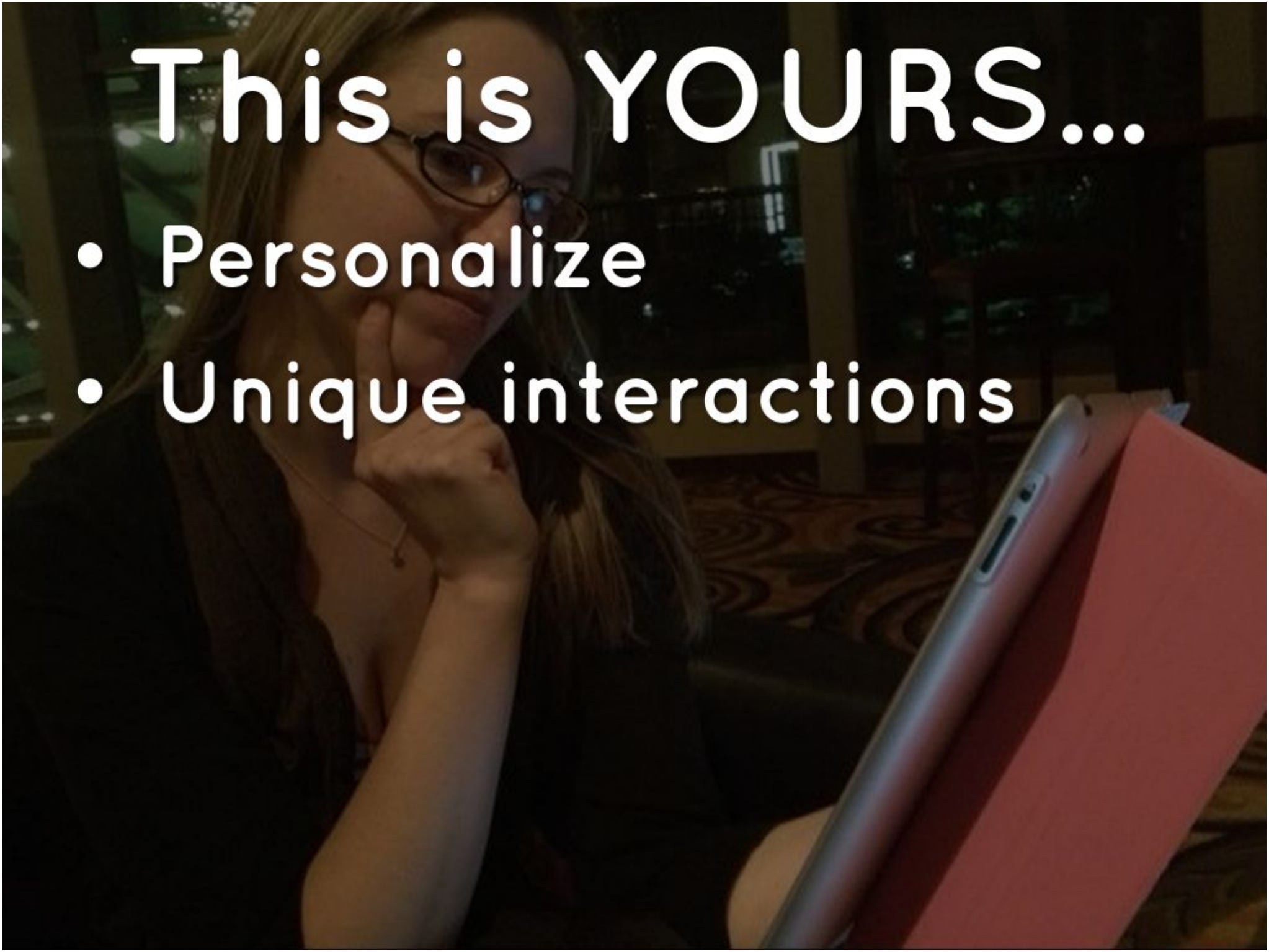


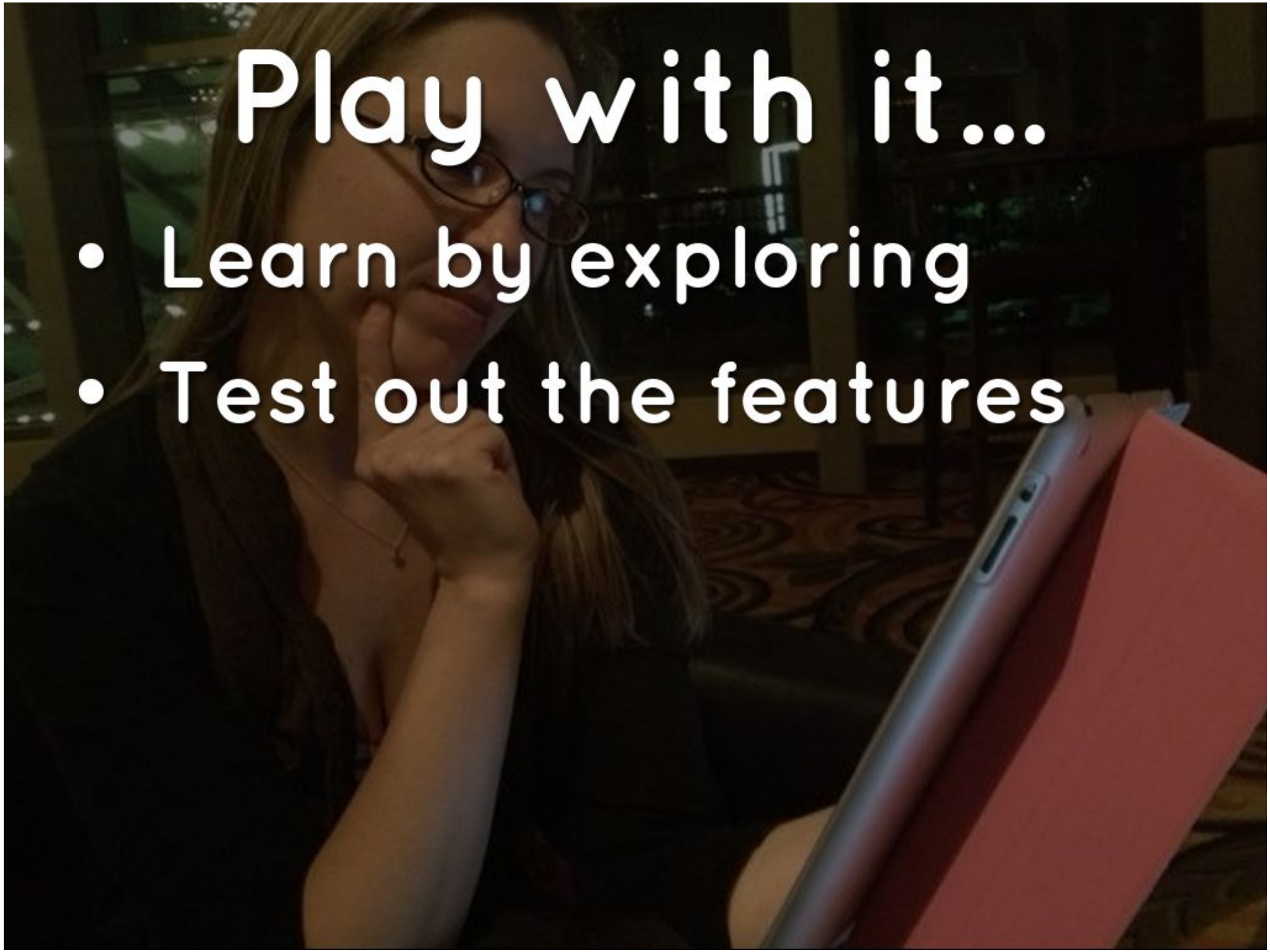
Leverage, leverage, leverage



Student voice


Start together


This is YOURS...
• Personalize
• Unique interactions


Play with it...
• Learn by exploring
• Test out the features

Use it...

- Put in into action in classroom
- Try a short activity


Learn TOGETHER...
• Share experiences
• Learn new strategies

Start with a purpose

Start with a plan

“Students exhibit more leadership, cooperation and trust in each small group station.”

“Students feel more successful.”

“The finished product is always a work in progress.”