

BLENDLED LEARNING

MAKALAH

**Dipresentasikan pada mata kuliah
Tekhnologi Informasi (IT)
Dalam Pendidikan Agama Islam**

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KATA PENGANTAR

Puji serta syukur ke hadirat Allah swt. karena atas karunia-Nya makalah ini dapat diselesaikan dengan baik. Shalawat dan salam selalu tercurah kepada Nabi Muhammad saw. Kami ucapkan terima kasih kepada dosen TI yang dibina oleh Dr. Ahmad Juhaidi, M.Pd atas arahan dan bimbingan yang telah di berikan. Selain itu, kepada semua pihak yang turut membantu.

Makalah ini berisi penjelasan mengenai cara pembelajaran yang memadukan berbagai pendekatan mulai dari pendekatan konvensional hingga pendekatan media dan teknologi. Dalam penulisannya, kami menyadari terdapat kekurangan. Kami berharap kritik dan saran yang membangun sehingga dapat memperbaiki segala kekurangan. Semoga makalah ini dapat memberi manfaat.

Banjarmasin, Maret 2015

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BAB I

PENDAHULUAN

A. Latar Belakang

Pada era teknologi saat ini, hampir semua aktivitas manusia membutuhkan bantuan perangkat canggih yang dapat dengan mudah membantu aktivitasnya. Hal ini tentu mengisyaratkan kepada para pendidik maupun calon pendidik agar mampu menerapkan cara belajar dengan pemanfaatan teknologi yang mutakhir. Artinya, pendidik atau calon pendidik harus bisa dan paham akan teknologi agar dapat menjalankan tugasnya dengan baik sesuai dengan kurikulum yang berlaku. Oleh karena itu, makalah ini menyajikan bagaimana menggunakan dan mengintegrasikan teknologi dalam pembelajaran melalui konsep *Blended Learning*. Pembahasan lebih jauh mengenai *Blended Learning*, akan dibahas dalam bab II pada makalah ini.

B. Rumusan Masalah

1. Apa Pengertian Blended Learning?
2. Apa Model Blended Learning?
3. Apa Karakteristik Blended Learning?
4. Apa saja Kelebihan dan Kekurangan Blended Learning?

C. Tujuan

1. Dapat mengetahui pengertian Blended Learning
2. Mengetahui dan memahami model Blended Learning
3. Mengetahui dan memahami karakteristik Blended Learning
4. Mengetahui Apa saja kelebihan dan kekurangan Blended Learning

BAB II

BLENDED LEARNING

A. Pengertian Blended Learning

Blended Learning berasal dari dua kata yaitu *Blended* dan *Learning*. Blended artinya campuran/gabungan/kombinasi, sedangkan laring artinya belajar/pembelajaran. Garrison dan Vaughan (2008) mendefinisikan yang dikutip oleh Francine S.Glazer, “*Blended learning* adalah proses pembelajaran campuran tatap muka dengan online, sehingga menjadi pengalaman belajar yang unik”¹

Menurut Josh Bersin, “*Blended learning* merupakan pembelajaran secara tradisional yang dilengkapi media elektronik/media teknologi”.² Sedangkan menurut Catlin R.Tucker, “*Blended learning* merupakan satu kesatuan yang kohesif (berpadu/melekat), maksudnya adalah memadukan atau menggabungkan pembelajaran tradisional tatap muka dengan komponen online”.³

Selanjutnya menurut Kaye Thorne dan David Mackey, *Blended learning* merupakan pembelajaran campuran yang memanfaatkan teknologi multimedia, cd-rom, kelas virtual, voice-mail, e-mail, video streaming, dan sebagainya.⁴

Dari definisi tersebut maka *Blended Learning* dapat diartikan sebagai suatu pembelajaran yang menggabungkan atau mengombinasikan pembelajaran tatap muka (face to face) dengan media TIK, seperti komputer (online maupun offline), multimedia, kelas virtual, internet dan sebagainya.

¹ Francine S.Glazer, *Blended Learning*, (Virginia: Stylus Publishing, 2012), h.1.

² Josh Bersin, *The Blended Learning Book: Best Practices, Proven Methodologies, and Lessons Learned*, (San Francisco: John Wiley & Sons, 2004), h.xv.

³ Catlin R.Tucker, *Blended Learning in Grades 4–12*,(London: Corwin Press, 2012), h.11.

⁴ Kaye Thorne and David Mackey, *Everything You Ever Needed to Know About Training*, (London: Kogan Page Publishers, 2007), h.113.

B. Model Blended Learning

Dalam *Blended Learning* secara umum terdapat 6 model, yaitu:⁵

1. Face-to-Face Driver

Melibatkan siswa tidak hanya sekedar tatap muka di ruang kelas atau laboratorium, melainkan melibatkan siswa dalam kegiatan di luar kelas dengan mengintegrasikan teknologi web secara online.

2. Rotation

Mengintegrasikan pembelajaran online sambil bertatap muka di dalam kelas dengan pengawasan guru atau pendidik.

3. Flex

Memanfaatkan media internet dalam penyampaian pembelajaran kepada peserta. Dalam hal ini peserta dapat membentuk kelompok diskusi.

4. Online Lap

Pembelajaran yang berlangsung di dalam ruang laboratorium komputer dengan semua materi pembelajaran disediakan secara softcopy, di mana para peserta berinteraksi dengan guru secara online. Dalam hal ini guru dibantu oleh pengawas agar disiplin dalam belajar tetap terjaga.

5. Self Blend

Dalam hal ini peserta mengikuti kursus online, hal ini sebagai pelengkap kelas tradisional yang dilakukan tidak mesti di dalam ruang kelas akan tetapi bisa di luar kelas.

6. Online Driver

Merupakan pembelajaran secara online, di mana dalam hal ini seorang guru bisa mengupload materi pembelajaran di internet, sehingga peserta dapat mendownload/mengunduhnya dari jarak jauh agar peserta bisa belajar mandiri di luar kelas dan dilanjutkan dengan tatap muka berdasarkan waktu yang telah disepakati.

⁵ Catlin R. Tucker, *Op.Cit.*, h.13-14. Lihat juga Heather Staker and Michael B. Horn, *Classifying K-12 Blended learning*, Inno Sight Institut, May 2012, h.8-15.

C. Karakteristik Blended Learning

Pembelajaran berbasis *blended learning* dimulai sejak ditemukan komputer, walaupun sebelum itu juga sudah terjadi adanya kombinasi (*blended*). Terjadinya pembelajaran, awalnya karena adanya tatap muka dan interaksi antara pengajar dan pelajar, setelah ditemukan mesin cetak maka guru memanfaatkan media cetak. Pada saat ditemukan media audio visual, sumber belajar dalam pembelajaran menggabungkan antara pengajar, media cetak, dan audio visual. Namun *blended learning* muncul setelah berkembangnya teknologi informasi sehingga sumber dapat diakses oleh pembelajar secara *offline* maupun *online*. Saat ini, pembelajaran berbasis *blended learning* dilakukan dengan menggabungkan pembelajaran tatap muka, teknologi cetak, teknologi audio, teknologi audio visual, teknologi komputer, dan teknologi *m-learning* (*mobile learning*).

Dalam *blended learning* terdapat enam unsur yang harus ada, yaitu: (1) tatap muka (2) belajar mandiri, (3) aplikasi, (4) tutorial, (5) kerjasama, dan (6) evaluasi.⁶

1. Tatap Muka

Pembelajaran tatap muka sudah dilakukan sebelum ditemukannya teknologi cetak, audio visual, dan komputer, pengajar sebagai sumber belajar utama.

2. Belajar Mandiri

Dalam pembelajaran berbasis *Blended Learning*, akan banyak sumber belajar yang harus diakses oleh peserta didik, karena sumber-sumber tersebut tidak hanya terbatas pada sumber belajar yang dimiliki pengajar atau perpustakaan lembaga pendidikannya saja, melainkan sumber-sumber belajar yang ada di perpustakaan seluruh dunia.

3. Aplikasi

Aplikasi dalam pembelajaran berbasis *blended learning* dapat dilakukan melalui pembelajaran berbasis masalah, pelajar akan secara aktif

⁶ http://id.wikibooks.org/wiki/Pembelajaran_Berbasis_Blended_Learning, diakses tanggal 17 Maret 2015 pukul 19.35.

mendefinisikan masalah, mencari berbagai alternatif pemecahan, dan melacak konsep, prinsip, dan prosedur yang dibutuhkan untuk memecahkan masalah tersebut.

4. Tutorial

Pada tutorial, peserta didik yang aktif untuk menyampaikan masalah yang dihadapi, seorang pengajar akan berperan sebagai tutor yang membimbing. Meskipun aplikasi teknologi dapat meningkatkan keterlibatan pelajar dalam belajar, peran pengajar masih diperlukan sebagai tutor.

5. Kerjasama

Keterampilan kolaborasi harus menjadi bagian penting dalam pembelajaran berbasis *Blended Learning*. Hal ini tentu berbeda dengan pembelajaran tatap muka konvensional yang semua peserta didik belajar di dalam kelas yang sama di bawah kontrol pengajar. Sedangkan dalam pembelajaran berbasis blended, maka peserta didik bekerja secara mandiri dan berkolaborasi

6. Evaluasi

Evaluasi pembelajaran berbasis *blended learning* tentunya akan sangat berbeda dibanding dengan evaluasi pembelajaran tatap muka. Evaluasi harus didasarkan pada proses dan hasil yang dapat dilakukan melalui penilaian evaluasi kinerja belajar pelajar berdasarkan portofolio. Demikian pula penilaian perlu melibatkan bukan hanya otoritas pengajar, namun perlu ada penilaian diri oleh pelajar, maupun penilai pelajar lain.

D. Kelebihan dan Kekurangan Blended Learning

Kelebihan model ini adalah: (1) Hemat waktu, (2) Hemat biaya, (3) Pembelajaran lebih efektif dan efisien, (4) Peserta mudah dalam mengakses materi pembelajaran, (5) Peserta didik leluasa untuk mempelajari materi pelajaran secara mandiri, (6) Memanfaatkan materi-materi yang tersedia secara online, (7) Peserta didik dapat melakukan diskusi dengan guru

atau peserta didik lain di luar jam tatap muka, (8) Pengajar tidak terlalu banyak menghabiskan tenaga untuk mengajar, (9) Menambahkan materi pengayaan melalui fasilitas internet, (10) Memperluas jangkauan pembelajaran/pelatihan, (11) Hasil yang optimal serta meningkatkan daya tarik pembelajaran, dan lain sebagainya.

Adapun kekurangannya: (1) Sulit diterapkan apabila sarana dan prasarana tidak mendukung, (2) Tidak meratanya fasilitas yang dimiliki peserta, (3) Akses internet yang tidak merata di setiap tempat, dan sebagainya.

BAB III

PENUTUP

A. Simpulan

Blended learning dapat diartikan sebagai proses pembelajaran yang memanfaatkan berbagai macam pendekatan. Pendekatan yang dilakukan dapat memanfaatkan berbagai macam media dan teknologi.

Dalam *Blended Learning* secara umum terdapat 6 model, yaitu: Face-to-Face Driver, Rotation, Flex, Online Lap, Self Blend dan Online Driver.

Unsur-Unsur pembelajaran berbasis *blended learning* mengkombinasikan antara tatap muka dan *e-learning* yang memiliki 6 (enam) unsur, yaitu: (a) tatap muka (b) belajar mandiri, (c) aplikasi, (d) tutorial, (e) kerjasama, dan (f) evaluasi.

Kelebihan model ini adalah: Hemat waktu, Hemat biaya, #pembelajaran lebih efektif dan efisien, dan sebagainya. Dalam hal ini strategi dapat calon pendidik lakukan untuk mengantisipasi tuntutan pembelajaran di masa yang akan datang menggunakan *Blended Learning*.

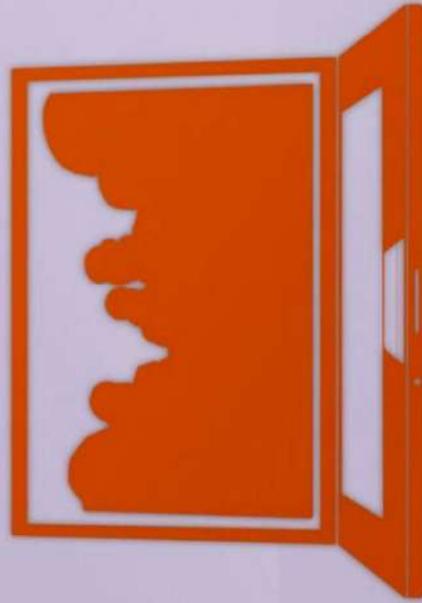
B. Saran

Pendidik atau calon pendidik hendaknya memiliki kemampuan teknologi yang mumpuni agar proses pembelajaran menggunakan program *Blended Learning* dapat berjalan dengan baik dan berfungsi sebagaimana mestinya.

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blended learning



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Across the Academy*

edited by
francine s. glazer

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Introduction

Francine S. Glaze

Today's college students lead blended lives. In fact, if we loosely define the term *blended* to mean "partially virtual, partially tangible," then we can safely say all our lives have steadily become more and more blended. We access our news online, we pay bills online, we communicate through e-mail and social networks. People with Internet access go first to the web for information. We access the world via smartphones; why not access education the way too?

At its simplest, blended learning courses are those in which a significant amount of seat time, that is, time spent in the classroom, is replaced with online activities that involve students in meeting course objectives. Because a nonprofit organization whose mission is to promote the intelligent use of information technology in higher education, classifies courses based on the amount of time spent in each modality (Allen, Seaman, & Garrett, 2007). According to its classification scheme, blended courses have between 30% and 79% of activities online, face-to-face courses can include up to 29% of online activities, and fully online courses can include up to 20% of face-to-face activities.

Garrison and Vaughan (2008) define blended learning as "the thoughtful fusion of face-to-face and online learning experiences . . . such that the strengths of each are blended into a unique learning experience. . . . Blended learning is a fundamental redesign that transforms the structure of, an approach to, teaching and learning" (p. 5).

The unique characteristic of blended learning is that a significant portion of the activities occur in two areas: in person and online. Various other pedagogies—lecture, problem-based learning, Just-in-Time Teaching, cooperative learning, and others—can then be superimposed on the blended framework. The challenge of blended learning is to link, or blend, what happens in each medium so that face-to-face and online activities reinforce each other to create a single, unified, course.

A large body of literature, often categorized as the *no significant difference* literature, is often cited in support of the contention that there is no discernible benefit in the learning outcomes of students taught online compared to students taught in a face-to-face environment. In fact, careful meta-analyses of this literature reveal an important difference: Online learning, and in particular blended learning, can result in significantly better student learning compared to learning in the conventional classroom.

A meta-analysis conducted by the U.S. Department of Education (2009) winnowed down over 1,000 empirical studies to 51 that used a rigorous research design to measure student learning outcomes in both environments and provided sufficient information to allow calculation of an effect size. The finding was that students in fully online and blended courses tend to perform better than students in face-to-face courses, with students in blended courses performing significantly better. Another finding of the study was that the more time students spent on task, the greater the differential in student performance. These findings are attributable in part to active learning strategies, which include opportunities for reflection and interaction with peers, and in part to the enriched content that characterizes well-designed online and blended courses.

However, a significant caveat is in order: The studies in this meta-analysis do not demonstrate that online learning is superior regardless of how it is implemented. The combination of elements in the treatment conditions produced the observed benefits. In many of the studies showing an advantage for online learning, the online and classroom conditions differed in terms of time spent, curriculum, and pedagogy. The successful courses included additional learning time. Online and blended learning, lacking the time constraints imposed by face-to-face courses, are much more conducive to the expansion of learning time (U.S. Department of Education [2009] p. xvii). The successful courses also included more interactive materials (learning objects) and additional opportunities for collaboration.

In another meta-analysis of the literature, Zhao, Lei, Yan, Lai, and Tan (2005) identified three types of interactions—instructor and students, students and their peers, and students and content—as essential elements in determining the efficacy of a course's design. They further stated that courses with synchronous and asynchronous components—for example, blended courses—report more positive outcomes than courses that are entirely synchronous or entirely asynchronous. When the design of the various studies is teased apart, it's possible to group subsets that identify specific variables. Three components of online learning stand out as contributing to more effective learning: discourse, via discussion boards, blogs, or other media; reflection, either public or private; and writing to learn strategies.

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THE BLENDED LEARNING BOOK

Best Practices, Proven Methodologies, and Lessons Learned

Josh Bersin

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Defining Blended Learning

The term “blended learning” has become such a buzzword—so that it has taken on many meanings. For the purposes of this book, we will use the following definition:

Blended learning is the combination of different training “media” (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term “blended” means that traditional instructor-led training is being supplemented with other electronic formats. In the context of this book, blended learning programs use many different forms of e-learning, perhaps complemented with instructor-led training and other live formats.

In the early days of Internet-based training (only a few years ago), people rushed to put as much content as possible onto the web. Reality has set in. Web-based training alone is not appropriate or sufficient for all problems. In some cases it is a breakthrough, extending the reach of training to people never before able to attend a class. In other cases it costs thousands of dollars and sits on the virtual “shelf.” The goal of blended learning is to synthesize

¹WhatWorks in e-learning is a trademark of Bersin & Associates.

training media into an integrated mix—one you can tailor to create a high impact, efficient, and exciting training program.

The e-Learning Evolution: From Novelty to Reality

e-Learning has become a very big business. According to the latest statistics from International Data Corporation, in 2003 the e-learning market reached more than \$15 billion in products and services. Corporations report that more than 16 percent of all corporate training is now conducted through technology (*Training Magazine Industry Survey*, November, 2003). Hundreds of universities and for-profit educational institutions offer web-based offerings that supplement, complement, or replace traditional classroom offerings.

As this growth occurs, however, a realization is taking place. The big savings in travel and instructor costs are largely over. It is no longer enough to “put our content on the web” to save money and reach more people. Corporations are flooded with electronic content. Many workers complain that they do not have the time to take hours and hours of online training. In e-learning there is no coffee, no donuts, and no fellow student to chat with while you get away from work.

According to a recent study we completed with more than 1,200 training managers, the biggest challenge companies still face is “getting learners to take online courses” (Bersin & Associates study, Summer 2003).² Over and over again companies build or

²Study conducted through online survey to more than 8,000 corporate training professionals in June of 2003, 1,214 respondents. The two biggest challenges companies face are (1) “It takes too long to build courses” and (2) “Getting learners to take courses.”

Does anyone remember Webvan? For a few brief years, many of us in Silicon Valley actually believed that all shopping was going to be done online. Just as we now know that not all shopping is done on the web, we also know that “not all learning will be done on the web.”

Training organizations now have many different delivery options, each of which provides a different experience. Sometimes instructor-led training is the most effective approach. The art of e-learning is not the content itself, but building the best mix to optimize the problem at hand. The power is in the “blend.”

Blended Learning

in Grades 4–12



Catlin R. Tucker
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monitoring students' progress. These facilitators are not trained in the subject area and are present only to monitor behavior and deal with computer issues. Currently, there are "7,000 students in Miami-Dade County Public Schools enrolled in a program in which core subjects are taken in classrooms with no teacher" (Herrera, 2011, para. 3). These learning labs are one example of how school districts are using technology to deal with class size mandates. However, many teachers resist this move toward online learning because they feel it devalues the role of the teacher as an integral part of the learning process.

Teachers can, however, play an active role in deciding how and to what extent computers, technology, and online education platforms integrate with their current curriculum. It is my belief that the teachers who embrace rather than resist technology can have an influential voice in deciding how it is blended into the educational setting as this trend continues.

Blended learning provides teachers and students with flexibility. Teachers can design lessons that weave the best of traditional instruction with the unique benefits of an online component to achieve optimal learning outcomes for all students. This frees teachers from the perpetual race against the bell. Instead of jamming huge amounts of curriculum into one class period, teachers can complement their in-class instruction with an online component to make work done at home more meaningful. Lessons can begin in class and continue online and vice versa. The trick for the instructor is to weave these two instructional mediums together. The topic of weaving will be discussed further in Chapter 3.

The blended learning model is malleable, allowing individual instructors to shape how it complements their curriculum. Teachers can tailor this model of instruction to best meet their students' diverse needs. For example, students who often feel anxious or shy about speaking in front of peers can benefit from asynchronous—occurring at different times—online discussions, activities, and group work. This provides time for students to consider a question or topic, articulate a response, and read the responses posted by their peers. For many students this gives them an equal voice in discussions without feeling the pressure to speak in front of the entire class in real time.

Many schools have found that providing students with information online—especially now that digital texts and resources are more readily available—and then using face-to-face interactions to discuss that information and work in collaborative groups to apply the information is a better use of class time.

2

Blended Learning

What Is Blended Learning?

The term *blended learning* is shrouded in mystery because it refers to a relatively new approach to instruction that has been implemented in a variety of ways in a myriad of educational settings.

Blended learning weaves various instructional mediums into a cohesive whole. This broad, amorphous term refers to the spectrum of teaching modes that combine traditional face-to-face instruction with an online component. This integrated approach to teaching has been borne of both necessity and increased access to technology.

The necessity for a better solution to the growing education crisis in the United States is leading many educators and institutions to this hybrid style of instruction. Growing class sizes, dwindling resources, and increasing pressure to teach to high-stakes standardized exams are causing many teachers to feel overwhelmed and disillusioned with the teaching profession. The demand placed on teachers to do more with less has led many to embrace this new model of instruction.

Many school districts faced with drastic budget cuts have implemented this hybrid model to service more students while saving money on maintaining brick-and-mortar schools that are expensive to run 5 days a week, 10 months a year.

In Florida, e-learning labs are emerging that rely on computers to teach curriculum in a lab with only a facilitator or paraprofessional

The online component of a blended learning model can support a wide range of student-driven projects and assignments that are often neglected in traditional classrooms due to time constraints and a general lack of student focus. Involvement in a project can take place asynchronously online, allowing students to participate in a time and space that is convenient and comfortable for them.

The second factor leading to this trend in education is the proliferation of technology in our society and the mastery of this technology by students. Even teachers with limited technology in their classrooms can harness and leverage the mobile technology brought into the classroom by their students to create a blended learning environment.

In the *2011 CDW-G 21st Century Classroom Report*, a survey found that 86% of students said they use technology more outside of the classroom than in class and 94% of students said they use technology to study or work on class assignments at home (CDW, 2011). These numbers sharply contrast with the 46% of faculty who said they regularly assign homework that requires the use of technology. According to this survey conducted in May 2011, the vast majority of students are using technology at home for academic purposes; however, students are electing to use much of this technology on their own. Students recognize the value of technology to succeed in school, and the majority have access, which means teachers can use that access to the design homework that extends beyond traditional pen-and-paper assignments to engage a growing number of technologically savvy students.

As budgets shrink and workloads increase, blended learning offers teachers the opportunity to break the traditional mold and create a hybrid learning environment that fosters collaboration, provides much-needed flexibility, and prioritizes student-centered instruction.

Six Common Blended Learning Models Currently in Use

In *The Rise of K–12 Blended Learning*, Michael B. Horn and Heather Staker (n.d.) discuss the six most common blended learning models currently in use. Here is a brief description of them:

1. *Face-to-Face Driver*. The teacher still delivers the majority of curriculum. The online learning element is used on a “case-by-case basis to supplement or remediate, often in the back of the

classroom or in a technology lab” (p. 4). This model is quickly evolving beyond remediation to allow teachers to integrate Web 2.0 technology to more fully engage students in online discussions, activities, and projects beyond the physical classroom.

2. *Rotation*. As the name suggests, this model rotates on a fixed schedule between learning online and learning in the classroom. This blends self-paced work online with face-to-face instruction. In this model, the “face-to-face teacher usually oversees the online work” (p. 4).
3. *Flex*. This model relies on “an online platform that delivers most of the curricula” (p. 4). Tutorial sessions or small-group instruction with teachers can be incorporated to allow time for students to access instructors, but the majority of work is done virtually. This model is used in “many dropout-recovery and credit-recovery blended programs” (p. 4).
4. *Online Lab*. Learning takes place on a school campus in a computer lab. Online teachers deliver curriculum via an online learning platform. These computer labs are monitored by paraprofessionals who are not trained in the subject area, but rather are present to deal with discipline or technology issues. Many students taking an online lab class will “also take traditional courses and have typical block schedules” (p. 5).
5. *Self-Blend*. This model “encompasses any time students choose to take one or more courses online to supplement their traditional school’s catalog” (p. 6). The online learning element is always completely remote, not in an on-campus lab. Students decide on the combination of traditional classes and online classes in this model.
6. *Online Driver*. Both the online learning platform and the traditional teacher deliver content. The majority of work is done remotely, but face-to-face meetings with an instructor are incorporated as either an optional or required element depending on the program.

Emerging Blended Learning Model: Teacher-Designed Blend

This book focuses on an emerging variation of the Face-to-Face model that I call the Teacher-Designed Blend, which still values the

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Personal Digital Assistant (PDA)

This refers to a hand-held computer that, using WAP (Wireless Application Protocol) technology, has the potential to provide mobile access to e-learning content. This is becoming much more commonplace in industry. In addition, PSPs (PlayStation Portables) are available.

Definition of blended learning

Blended learning is the most logical and natural evolution of our learning agenda. It can be supported and enhanced by using the wisdom and one-to-one contact of personal coaches. It is a mix of:

- multimedia technology;
- CD-ROM;
- virtual classrooms;
- voice-mail, e-mail, conference calls;
- online text animation, video streaming;
- 'blogging', where 'articles' are published online with the facility for readers to comment and also for company 'experts' to present a point of view;
- podcasting – either sound only, or sound and video (where the technology permits); sound can be used as an 'update medium' for people who have attended a course and need a short update when something has changed.

These are combined with traditional forms of classroom training and one-to-one coaching.

Why is blended learning important?

The real importance and significance of blended learning lies in its potential. If we forget the title and focus on the process, blending learning represents a real opportunity to create learning experiences that can provide the right learning at the right time and in the right place for each and every individual, not just at work, but in schools, universities and even at home. It can be truly universal, crossing global boundaries and bringing groups of learners together through different cultures and time zones. In this context blended learning could become one of the most significant developments of the 21st century.

So who needs to be involved and when?

This very much depends on the business and its internal structure. As a first step, it is really important to understand and think through the implications of embarking on a process of blended learning before figuring out the who and when. What are the immediate needs? What are the must-haves? Who will benefit in the organization and how will the organization as a whole benefit?

The following represent some key steps:

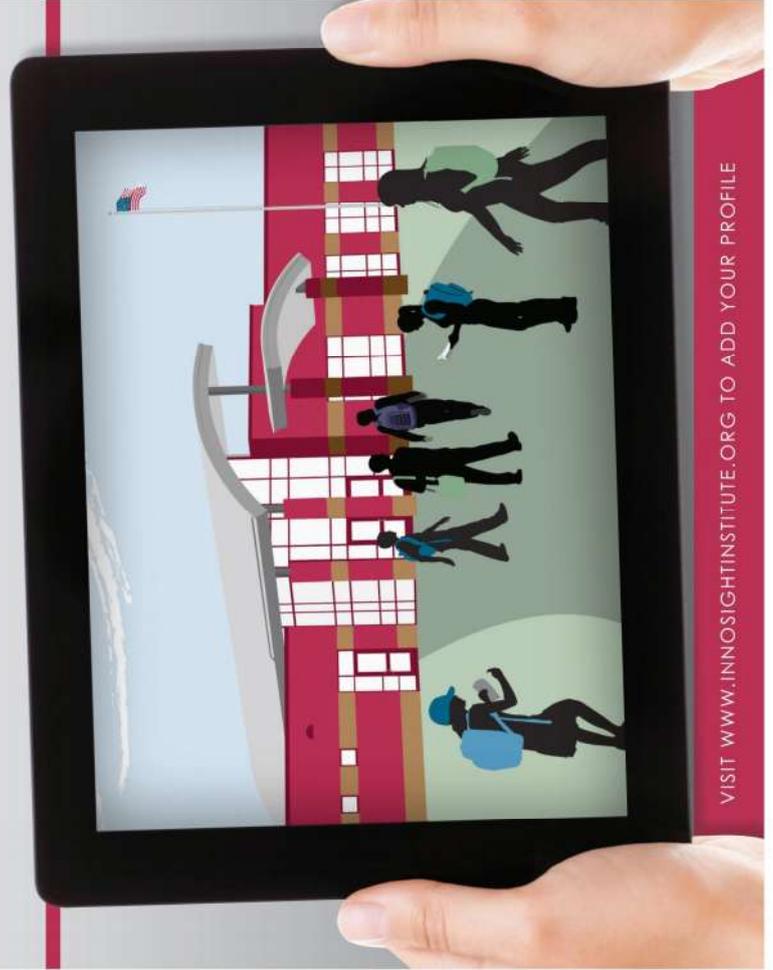
1. Strategic-level discussion paper. One of the major considerations in creating blended learning solutions is the ability to enable different parts of the business to talk to each other, for example the IT department and the training/learning and development department. In its initial stages of development it will be really helpful for these departments to be in communication so that they are able to work together to create a discussion paper to outline the potential to the executive. Initial discussions with suppliers can also help in positioning the internal business benefits or benchmarking in the context of either your business sector or the wider global community. It is also important to look at the costing of the proposal within the context of the other business priorities. Working with suppliers about the proposed phasing of the costs can also be helpful. One vital component that is often missing is the presentation of the ROI potential or cost savings within the business case.
2. Sponsorship from the IT Director and L&D Director or equivalent commitment and buy-in from the executive. As highlighted above, if the potential has been carefully outlined with all the business advantages it will be easier for the executive to commit to the development of blended solutions. Do not underestimate the need to build the case for the executive, who will be making the decision on new software and/or hardware purchases. E-learning is neither cheap nor easy, so the business case needs to be made on the ROI as a result of initiating a blended programme, or the cost savings from switching from one form of training medium to another.
3. Internal champion/coordinator appointed. As well as the higher-level support, blended learning needs an internal champion or coordinator who will be responsible for the day-to-day integration of online learning and traditional learning. This person, or team, needs to be not just familiar with the learning processes but also able to paint a persuasive picture of the possibilities and to be able to coordinate the different ways of learning into tailored learning solutions.



CLASSIFYING K-12 BLENDED LEARNING

By Heather Staker and Michael B. Horn

May 2012



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About the authors



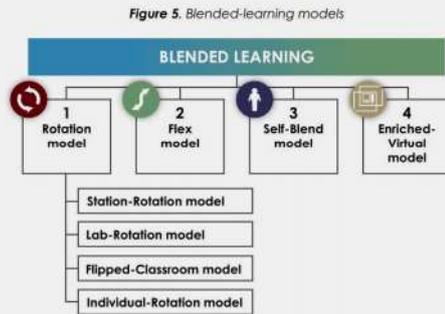
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FOUR MODELS OF BLENDED LEARNING

The diagram in **Figure 5** depicts four models of blended learning that categorize the majority of blended-learning programs emerging across the K–12 sector today. See **Appendix A** for the rationale behind eliminating two of the six models from our previous report, titled “The rise of K–12 blended learning.”



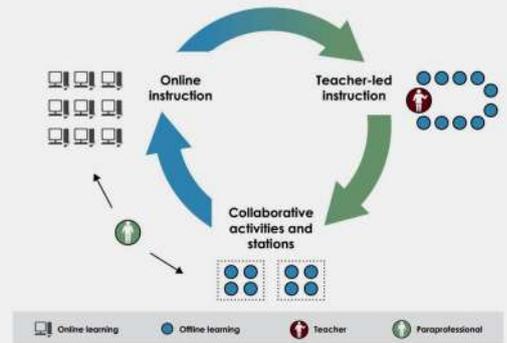
The following are definitions of the models and sub-models from **Figure 5**, as well as an example of each model.

1. **Rotation model** – a program in which within a given course or subject (e.g., math), students rotate on a fixed schedule or at the teacher’s discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments.
 - a. **Station Rotation** – a Rotation-model implementation in which within a given course or subject (e.g., math), students rotate on a fixed schedule or at the teacher’s discretion among classroom-based learning modalities. The rotation includes at least one station for online learning. Other stations might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. Some implementations involve the entire class

alternating among activities together, whereas others divide the class into small-group or one-by-one rotations. The Station-Rotation model differs from the Individual-Rotation model because students rotate through all of the stations, not only those on their custom schedules.

Example: The KIPP LA Empower Academy equips each kindergarten classroom with 15 computers. Throughout the day the teacher rotates students among online learning, small-group instruction, and individual assignments.⁸ **Figure 6** depicts one of KIPP Empower Academy’s station rotations (the rotations differ somewhat based on subject; this figure illustrates one example).

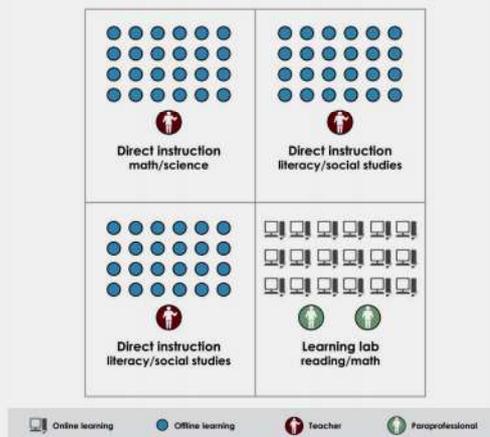
Figure 6. Station-Rotation model, KIPP LA Empower Academy



- b. **Lab Rotation** – a Rotation-model implementation in which within a given course or subject (e.g., math), students rotate on a fixed schedule or at the teacher’s discretion among locations on the brick-and-mortar campus. At least one of these spaces is a learning lab for predominantly online learning, while the additional classroom(s) house other learning modalities. The Lab-Rotation model differs from the Station-Rotation model because students rotate among locations on the campus instead of staying in one classroom for the blended course or subject.

Example: At Rocketship Education, students rotate out of their classrooms to a learning lab for two hours each day to further their instruction in math and reading through online learning.⁹ **Figure 7** illustrates this rotation.

Figure 7. Lab-Rotation model, Rocketship Education

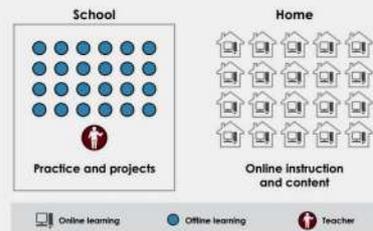


- c. **Flipped Classroom** – a Rotation-model implementation in which within a given course or subject (e.g., math), students rotate on a fixed schedule between face-to-face teacher-guided practice (or projects) on campus during the standard school day and online delivery of content and instruction of the same subject from a remote location (often home) after school. The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night. The Flipped-Classroom model accords with the idea that blended learning includes some element of student control over time, place, path, and/or pace because the model allows students to choose the location where they receive content

and instruction online and to control the pace at which they move through the online elements.

Example: At Stillwater Area Public Schools along the St. Croix River in Minnesota, students in grades 4–6 math classes use Internet-connected devices after school at the location of their choice to watch 10- to 15-minute asynchronous instruction videos and complete comprehension questions on Moodle. At school they practice and apply their learning with a face-to-face teacher.¹⁰ **Figure 8** illustrates a Flipped-Classroom rotation.

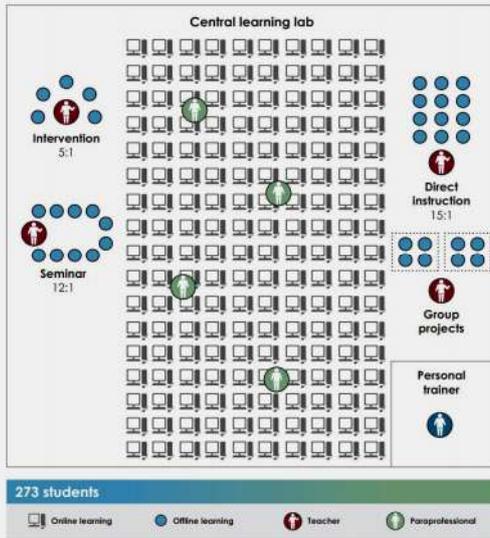
Figure 8. Flipped-Classroom model, Stillwater Area Public Schools



- d. **Individual Rotation** – a Rotation-model implementation in which within a given course or subject (e.g., math), students rotate on an individually customized, fixed schedule among learning modalities, at least one of which is online learning. An algorithm or teacher(s) sets individual student schedules. The Individual-Rotation model differs from the other Rotation models because students do not necessarily rotate to each available station or modality.

Example: Carpe Diem Collegiate High School and Middle School assigns each student a specific schedule that rotates them between online learning in the learning center and offline learning. Each rotation lasts 35 minutes.¹¹ **Figure 9** illustrates the Carpe Diem model.

Figure 9. Individual-Rotation model, Carpe Diem Collegiate High School and Middle School

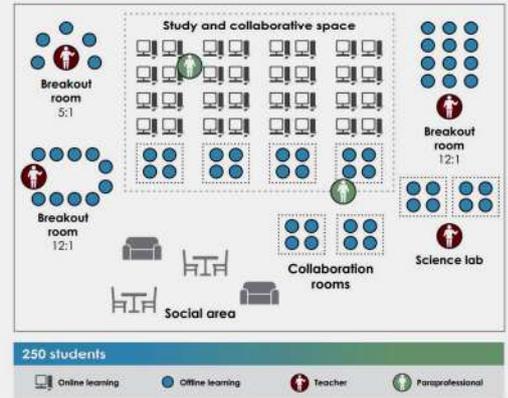


2. **Flex model** – a program in which content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. Some implementations have substantial face-to-face support, while others have minimal support. For example, some flex models may have face-to-face certified teachers who supplement the online learning on a daily basis, whereas others may provide little face-to-

face enrichment. Still others may have different staffing combinations. These variations are useful modifiers to describe a particular Flex model.

Example: At San Francisco Flex Academy, the online-learning provider K12, Inc. delivers the curriculum and instruction, while face-to-face teachers use a data dashboard to offer targeted interventions and supplementation throughout the day for core courses. The teachers-of-record for the core courses are the face-to-face teachers. (Many of the elective courses have online K12, Inc. teachers who serve as the teachers-of-record instead of the face-to-face teachers. These elective courses are part of the Self-Blend model, which the next section of this paper discusses.)¹² Figure 10 illustrates the San Francisco Flex Academy model.

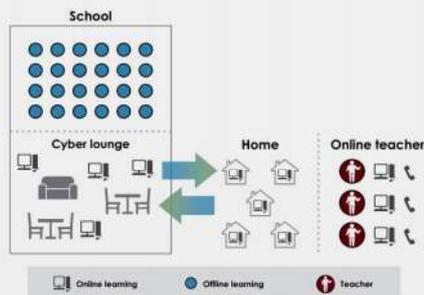
Figure 10. Flex model, San Francisco Flex Academy



3. **Self-Blend model** – describes a scenario in which students choose to take one or more courses entirely online to supplement their traditional courses and the teacher-of-record is the online teacher. Students may take the online courses either on the brick-and-mortar campus or off-site. This differs from full-time online learning and the Enriched-Virtual model (see the next definition) because it is not a whole-school experience. Students self-blend some individual online courses and take other courses at a brick-and-mortar campus with face-to-face teachers.

Example: Quakertown Community School District (QCSD) in Pennsylvania offers students in grades 6–12 the option of taking one or more online courses. All students complete a cyber orientation course prior to enrollment. Courses are asynchronous and students can work on them any time during the day. QCSD has created “cyber lounges” where students can work on their online courses at school, but they are also free to complete the courses remotely if they prefer. The teachers-of-record for the courses are the online teachers, most of whom also teach face-to-face courses for QCSD.¹³ Figure 11 illustrates the QCSD model.

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



4. **Enriched-Virtual model** – a whole-school experience in which within each course (e.g., math), students divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Many Enriched-Virtual programs began as full-time online schools and then developed blended programs to provide students with brick-and-mortar school experiences. The Enriched-Virtual model differs from the Flipped Classroom because in Enriched-Virtual programs, students seldom attend the brick-and-mortar campus every weekday. It differs from the Self-Blend model because it is a whole-school experience, not a course-by-course model.

Example: At the Albuquerque eCADEMY, students in grades 8–12 meet face-to-face with teachers for their first course meeting at a brick-and mortar location. They can complete the rest of their coursework remotely, if they prefer, as long as they maintain at least a “C” grade point average in the program.¹⁴ Figure 12 illustrates eCADEMY’s Enriched-Virtual model.

Figure 12. Enriched-Virtual model, Albuquerque eCADEMY

