Blended Learning
Models and Lessons from the Field

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What is disruptive innovation?
Disruption in computing

DEC

Apple
Online learning’s beginnings
Online learning is gaining adoption

Substitution calculation indicates online learning is growing disruptively

50% of all high school courses online by 2019 in some form or fashion
In some form or fashion: Blended learning
The rise of K-12 blended learning

Definition of blended learning

A formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path and/or pace. At least in part in a supervised brick-and-mortar location away from home (such as school). The modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.
Blended Learning is not...
Blended learning is about changing instruction not cramming hardware or even just using computers in classrooms in the same instructional model as always
Emerging blended-learning models

1. Rotation model
   - Station Rotation
   - Lab Rotation
   - Flipped Classroom
   - Individual Rotation

2. Flex model

3. A La Carte model

4. Enriched Virtual model
Station Rotation Model
Station Rotation Model
Why Station Rotation?

- Serving younger students
- Increasing small group instruction
- Breaking up class time in new ways
Lab Rotation Model

- Direct instruction math/science
- Direct instruction literacy/social studies
- Direct instruction literacy/social studies
- Learning lab reading/math
Why Lab Rotation?

- Using teachers and paraprofessionals more efficiently
- Using lab space more efficiently
- Shifting scheduling
Flipped Classroom Model

School

Practice and projects

Home

Online instruction and content

Online learning

Offline learning

Teacher

@christenseninst
Why Flipped Classroom?

• Teams of teachers reaching different students
• Need to use in class time for targeted help
• Allow students to consume lectures at their own pace
Individual Rotation Model
Carpe Diem
Why Individual Rotation?

• Tailoring each day to different needs in your classroom and school
• Increasing independent learning experiences
• Optimizing the balance of online and offline for each student
Flex Model

Breakout room 5:1

Breakout room 12:1

Study and collaborative space

Collaboration rooms

Science lab

Social area
Why Flex?

• Serving students at widely different levels
• Affording students more choice (sometimes)
• Optimizing for mastery over seat time
A La Carte Model
Why A La Carte?

• Offering courses you otherwise can’t
• Scheduling conflicts
• Allowing some teachers to be online instructors
Enriched Virtual model

Home

Online instruction and content

School

Face-to-face supplementation

Online learning

Offline learning

Teacher
Flexible Learning Pathways

Pick your path and learn through...

COURSES
PROJECTS
EXPERIENCES
TEAMS
COLLEGE
Why Enriched Virtual?

- Creating collaborative team opportunities for online students
- Providing tutoring help face to face
- Expanding extended learning opportunities in the community
When you choose a blended learning model, it should not be for the sake of going blended. It should be about rethinking delivery to solve a specific problem.
Choose a SMART rallying cry

Organize the team

Design the student experience

Design the teaching experience

Choose the model(s)

Choose a SMART rallying cry

Shape the culture

Test and learn

Identify and prioritize assumptions

Adjust!

Adjust!

Content

Technology

Facilities
Some models are sustaining; others are disruptive
How do I get started?
Solve problems, achieve goals, seize opportunities

Core problems
• Provide high school teachers more time to give individual feedback on writing assignments
• Boost academic reading results

➔ Station rotation, Lab Rotation, Flipped Classroom

Nonconsumption problems
• Lack specific subject-matter teachers
• Help students recover units & credits to stay on track for on-time graduation

➔ A la carte, Flex, Individual Rotation
## Who should lead blended learning design?

<table>
<thead>
<tr>
<th>Sample project</th>
<th>Team Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flip a classroom</td>
<td>Functional</td>
</tr>
<tr>
<td>Teachers want students to rotate to a lab 3x/week</td>
<td>Lightweight</td>
</tr>
<tr>
<td>Rethink bell schedules, teacher roles to boost reading scores</td>
<td>Heavyweight</td>
</tr>
<tr>
<td>Dropout recovery</td>
<td>Autonomous</td>
</tr>
</tbody>
</table>
Put teachers on your design teams

“If this were a district sponsored plan, the teachers would have abandoned ship by the end of October. But the teachers were proud of their plan.” – District Superintendent

“I have put lots of time and energy into the [teachers] who are buying into the change, then they share it out... They become the leaders of your change.” - Principal
Do you have team members with instructional and technology expertise?
How do I motivate students?

Student jobs to be done:
1. Experience success & make progress
2. Have fun with friends
A day in the life of a Summit student

Sample schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30</td>
<td>Begin to arrive; work on personalized learning plan</td>
</tr>
<tr>
<td>8:25</td>
<td>Schools start with project time (math &amp; science)</td>
</tr>
<tr>
<td>10:20</td>
<td>Break</td>
</tr>
<tr>
<td>10:35</td>
<td>Personalized Learning Time</td>
</tr>
<tr>
<td>11:35</td>
<td>PE or sustained reading time (using Curriculet)</td>
</tr>
<tr>
<td>12:35</td>
<td>Lunch &amp; recess outside</td>
</tr>
<tr>
<td>1:20</td>
<td>Project time (English &amp; history)</td>
</tr>
<tr>
<td>3:15</td>
<td>School ends; can stay &amp; work on personalized learning plan</td>
</tr>
</tbody>
</table>

Note: On Fridays, the student spends most of the day on her personalized learning plan & has a one-on-one check-in with her mentor.
What’s the best use of face-to-face time?

Mentor
Facilitator
Tutor
Evaluator
Counselor
Integrating motivators into innovations

Some of the tactics from the field

- Extend reach of great teachers
- Specialization
- Team teaching
- Awards for achievement
- Grant authority
What software should I use?

1. Existing inventory
2. Full-time or supplemental—how many hours?
3. Price
4. Student experience
5. Adaptability or assignability
6. Data integration and access
7. Efficacy
8. Flexibility
9. Compatibility
10. Alignment
11. Provisioning
12. Single Sign-on
Be wary of the costs of poor or absent data integration
How do I know what works?
What does the research say?

Qualitative
✓ Blended Learning Universe
✓ Edsurge
✓ Blendmylearning.org
✓ Keeping Pace
✓ Next Generation Learning Challenge (Educause)

Quantitative
✓ RAND - Carnegie Learning Cognitive Tutor
✓ Columbia Teachers College - Teach to One
✓ Chingos et al. – Florida Virtual School
Sort and evaluate software by use case

In your classrooms: Can we start to identify successful use cases rather than features, functions, and average student outcomes data?

What software works best for....
✓ Homework help
✓ Drill and kill
✓ Assessment
✓ Challenge problems
✓ Projects
Our Blended Learning Universe (BLU)

www.blendedlearning.org

- School Directory of 300+ blended schools
- Resources for designing blended programs
- Research
Add your program today!

http://www.blendedlearning.org/directory/register/
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Can we ensure that we keep students at the center?
Get in touch!

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