

Blended Learning: Supporting Successful Student Learning Experiences



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PRESENTATION TO COLORADO EDUCATIONAL
SUCCESS TASK FORCE (S.B. 11-111)

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COLORADO ONLINE LEARNING

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LANDSCAPE OF K-12 ONLINE LEARNING IN COLORADO

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CATEGORY	FT/PT	FUNDING	OVERSIGHT	STUDENT REACH	EXAMPLE
Single-District (23 in CO)	FT/PT	District Funds	District	Within District	Buena Vista Online Academy
Multi-District (22 in CO)	FT /PT	PPOR	Charter or District	Statewide	COVA (charter-Adams 12) Jeffco 21 st Century Virtual Academy (district)
State Provider (1 in CO)	Supplemental	State Appropriation and Course Fee	State Legislature (per annual report) Mountain BOCES (per annual RFP)	Statewide	COL

DEFINING BLENDED LEARNING

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- ... combines the best elements of online and face-to-face education
- ... combines online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners
- ... a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment ... not a ratio of delivery modalities
- ... represents a shift in instructional strategy

While some call this method of teaching “blended,” others call it “hybrid,” and others don’t bother naming it – they’re just **implementing an approach that is helping students!**

CONTINUUM FOR ONLINE LEARNING

online presence in K-12
remains in its infancy
- approx 10 years -

Fully Online

- Fully online curriculum with all learning done online and at a distance – no face-to-face component

• Fully online curriculum with options for face-to-face instruction, but not required

Blended Learning

- Mostly or fully online curriculum with select days required in classroom or computer lab
- Mostly or fully online curriculum in computer lab or classroom where students meet each day
- Classroom instruction with significant, required online components that extend learning beyond the classroom and beyond the school day

• Classroom instruction integrating online resources but limited or no requirements for online work

Traditional Face-to-Face

- Traditional face-to-face setting with few or no online resources or communication

RICH INSTRUCTION IN THE 21st CENTURY

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- Teacher-led courses....highly qualified teachers
 - teacher as facilitator/guide rather than purveyor of information
- Multimedia, engaging content
 - 21st century skills development
 - web 2.0 tools
 - consistent content evolution
- Synchronous & asynchronous components
 - synchronous = communication & collaboration
 - asynchronous = differentiated content & instruction methodologies
- Rich student experience (active & interactive learning)
 - thoughtful student reflection
 - student responsibility for learning
- Constructive, timely teacher feedback
- Data-driven instructional decision making & planning
 - frequent assessment (formal/informal, summative & formative)
 - teachers & students collaborate to individualize content/instruction in real time
- Bridge gaps – intervention, remediation, acceleration
- Effective student preparation for a future that will be increasingly grounded in information & services
 - gather info – analyze data – think critically – react to knowledge



Combines 2 delivery models (synchronous & asynchronous)

Teacher as facilitator/guide

Strong student-teacher interaction

Strong student-student collaboration

Active & interactive student-content interaction

Consistent, rich data regarding student learning – used to manipulate instruction/content in real time

Cost savings – extend building walls & expand school days

Provides something different from the norm to effectively meet student learning needs

SIGNIFICANT COMPONENTS OF BLENDED LEARNING

**FACE-TO-FACE
INSTRUCTION**



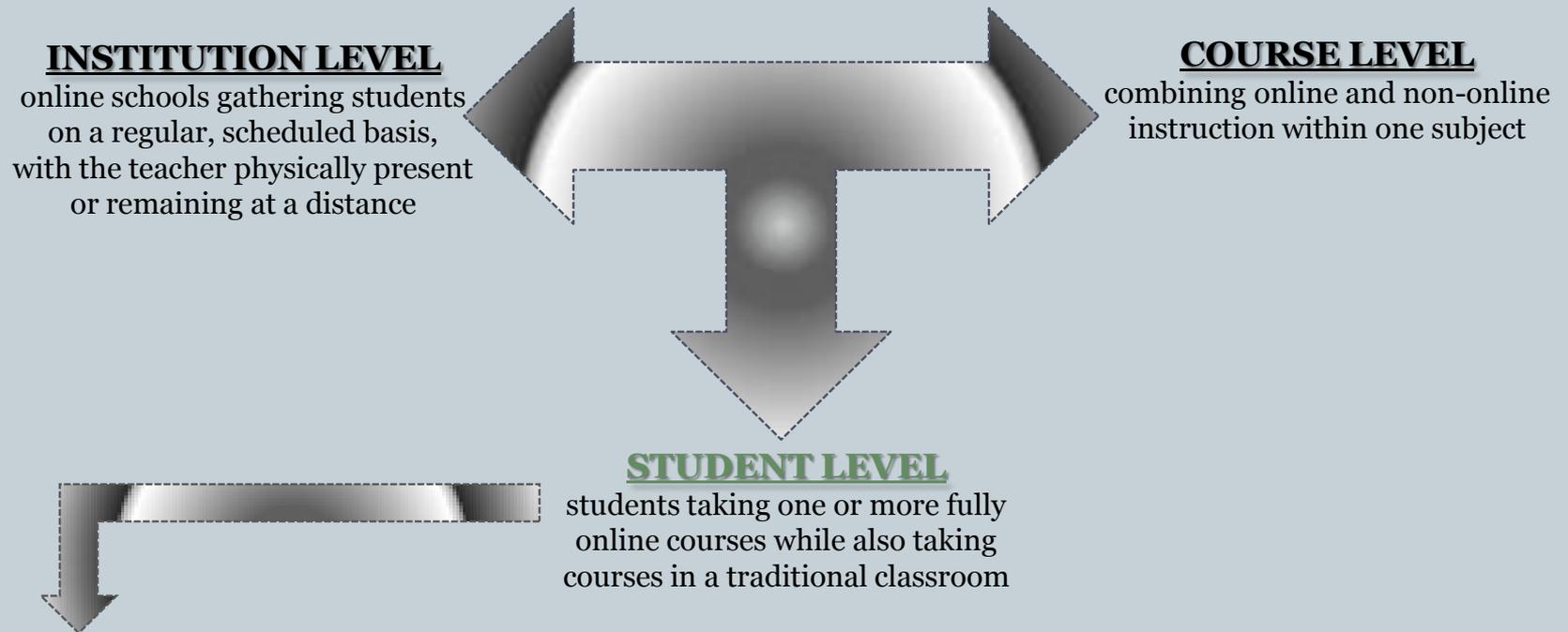
**ONLINE
INSTRUCTION**

**RICH 21ST CENTURY
INSTRUCTION**

**BLENDED
LEARNING**

ANOTHER WAY TO VIEW BLENDED LEARNING

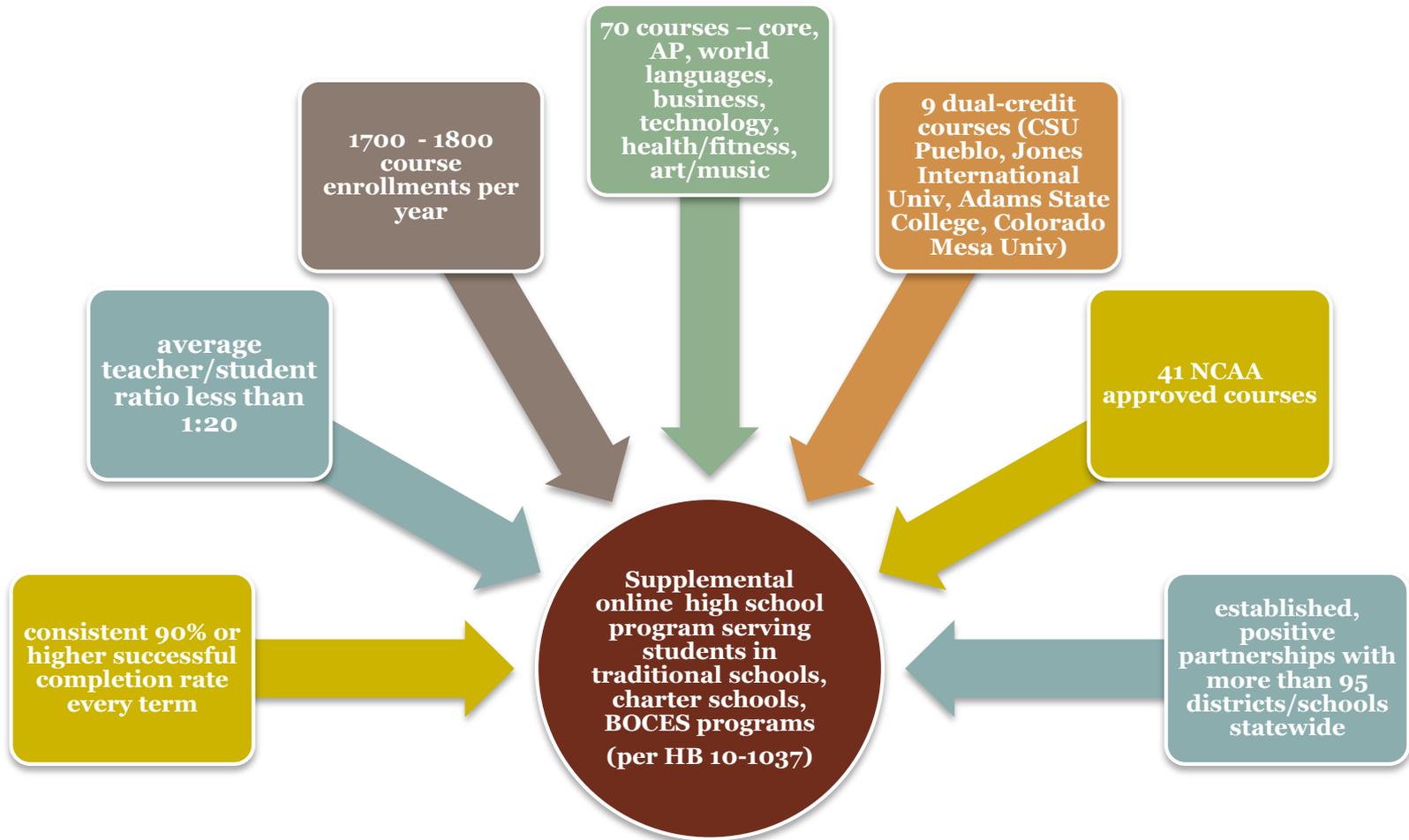
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this approach “applies to most of the state-led supplemental online programs such as . . . Colorado Online Learning . . .”

COLORADO ONLINE LEARNING

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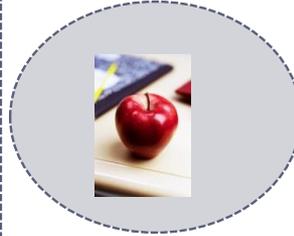


COLORADO ONLINE LEARNING



STUDENT SUPPORT

- Site coordinator
- COL Student Services Director
- Experienced online teachers
- COL Director of Curriculum & Instruction
- COL Technology Director
- LMS Tech Support (24/7)



DEDICATED TEACHERS

- Colorado certified
- Highly qualified
- 93% hold master's degree or doctorate
- Master teachers with multiple years of experience successfully teaching online



LIVING CURRICULUM

- Continuous Quality Improvement (CQI)
- Data-driven instruction & content modification
- RTI support systems



ENGAGING STUDENTS

- Multiple levels of support (site coordinator, teachers, COL admin, technology)
- Rich, relevant, evolving content
- Differentiated content & instruction to meet individual learning needs

A MODEL FOR SUCCESS SINCE 1998

Heather Staker – author of Innosight Institute’s

The Rise of K-12 Blended Learning - Profiles of Emerging Models

quotes Professor Clayton M. Christenson of Harvard Business School:

“Disruptive innovations fundamentally transform a sector by replacing expensive complicated and inaccessible products or services with much less expensive, simpler, and more convenient alternatives.”

Staker follows up the quote by concluding in the report that:

“... online learning has the potential to be a disruptive force that will transform the factory-like monolithic structure that has dominated America’s schools into a new model that is student-centric, highly personalized for each learner, and more productive.”

**IMPLEMENTING
ONLINE &
BLENDED
LEARNING
EFFECTIVELY IN
COLORADO**

ONLINE COURSES

- **Online courses should:**
 - be high quality & engaging
 - include synchronous & asynchronous
 - be reviewed/revised regularly via an established quality monitoring process
 - incorporate Response to Intervention (RtI) framework including:
 - ✦ short-cycle assessment
 - ✦ utilization of data for intervention & instructional decisions

**IMPLEMENTING
ONLINE &
BLENDED
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EFFECTIVELY IN
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ONLINE TEACHERS

- **Online teachers should:**
 - be committed, high quality
 - complete strong online training in teacher preparation programs
 - participate in professional development related to:
 - ✦ Continuous Quality Improvement (CQI)
 - ✦ Response to Intervention (RtI)
 - ✦ effective use of synchronous tools & discussion threads
 - ✦ community & sharing best practices
 - hold Colorado online certification

**IMPLEMENTING
ONLINE &
BLENDED
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- **An online program should:**
 - generate positive partnerships rather than create competition
 - employ use of an effective learning management system (LMS) for:
 - ✦ content development & delivery
 - ✦ record keeping
 - ✦ data management
 - utilize data for instructional decisions & student learning
 - incorporate frequent student progress monitoring – keeping students consistently on pace
 - maintain effective student-teacher ratios
 - partner with a strong, consistent internet service
 - ✦ EagleNET Project
 - ✦ increased in-district technology support
 - ✦ more robust external resources & support

QUESTIONS ??

RESOURCES

- iNACOL
 - “Promising Practices – Blended Learning: The Convergence of Online and Face-to-Face Education”
 - “Lessons Learned from Virtual Schools: Experiences & Recommendations from the Field”
- Evergreen Education Group
 - “Keeping Pace with K-12 Online Learning: An Annual Review of Policy and Practice”
- Innosight Institute
 - “The Rise of K-12 Blended Learning – Profiles of Emerging Models”
- Colorado Legacy Foundation
 - ELO Commission Report – September 2011