Blended Learning

*Tradition and Innovation...*
Adapted from the following resources:

- Clayton Christensen Institute for Disruptive Innovation
- Linder, *Blended Course Design*, 2017
- iNACOL Blended Learning Teacher Competency Framework
- Barrington Community Unit School District 220
- Huntley Community School District 158-Huntley High School, CNN article
- Oregon State University-Hybrid Course Design
- University of Central Florida-Blended Learning Toolkit
- University of Wisconsin Milwaukee-Hybrid Course Information
- University of Waterloo-Centre for Teaching Excellence
Advanced Writing
Vicki Billimack, Prairie Ridge High School
This evening we will...

- Understand the definition of blended learning
- Understand some of the benefits of blended learning
- Understand three different models of blended learning
- Update our progress for next year’s implementation and beyond
D155 Blended Learning Implementation

- Develop Common Understanding: Feb-Mar 2018
- Planning & Course Design: Apr-Aug 2018
- Research Best Practices & Models: Mar-Apr 2018
- Implement & Learn: 18-19 School Year
- Evaluate & Improve: Spring 2019

Community High School District 155
inspire...empower...nurture
What is Blended Learning?

Develop a Common Understanding

- 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 at a supervised brick-and-mortar location
  - using a pathway within a course that provides an integrated learning experience
What is Blended Learning?

Develop a Common Understanding

- Blended learning is not layering technology across an existing curriculum.
- Blended learning requires a thoughtful redesign of an established course to fully incorporate online learning and resources.
Why Blended Learning?

Develop a Common Understanding

- Provides teachers with greater opportunities to provide personalized support and feedback to students during the teaching and learning process.
- Prepares students for the type of learning experiences they will encounter in their post-secondary endeavors.
- Provides students flexibility and choice for certain aspects of their coursework.
- Increases motivation and engagement, especially for struggling and high achieving students.
- Requires students to exercise organizational strategies as they take control of their learning activities.
D155 Blended Learning Implementation

Develop Common Understanding
• Feb-Mar 2018

Planning & Course Design
• Apr-Aug 2018

Research Best Practices & Models
• Mar-Apr 2018

Implement & Learn
• 18-19 School Year

Evaluate & Improve
• Spring 2019

Community High School District 155
inspire . . . empower . . . nurture
Learning from others...

Research Best Practices & Models

Community High School District 155
inspire...empower...nurture
Blended Learning Models

Research Best Practices & Models

- We will initially begin with the following blended learning models:
  - Flipped Classroom
  - Station Rotation
  - Flex Model
Flipped Classroom Model

- Students participate in remote online learning followed by face-to-face, teacher guided practice and application
Station Rotation Model

- Students rotate in small groups to designated learning stations within the classroom
  - Teacher guided instruction
  - Collaborative activity
  - Online learning
Flex Model

- Teachers create customized learning experiences using both online and face-to-face learning
- The weekly schedule is flexible and allows for students to work on some coursework remote from the teacher and the classroom
Multiple Models

- Teachers can design lessons that include any combination of blended learning models

Community High School District 155
inspire . . . empower . . . nurture
Why Blended Learning?

- Provides teachers with greater opportunities to provide personalized support and feedback to students during the teaching and learning process.
- Prepares students for the type of learning experiences they will encounter in their post-secondary endeavors.
- Provides students flexibility and choice for certain aspects of their coursework.
- Increases motivation and engagement, especially for struggling and high achieving students.
- Requires students to exercise organizational strategies as they take control of their learning activities.

Flipped Classroom
Station Rotation
Flex

Community High School District 155
inspire...empower...nurture
D155 Blended Learning Implementation

Develop Common Understanding
• Feb-Mar 2018

Planning & Course Design
• Apr-Aug 2018

Evaluate & Improve
• Spring 2019

Research Best Practices & Models
• Mar-Apr 2018

Implement & Learn
• 18-19 School Year

Community High School District 155
inspire . . . empower . . . nurture
Blended Learning in District 155

Planning & Course Design

- Identify blended courses being offered next year
  - Advanced Writing (PR)
  - Creative Writing (CLC)
  - AP Psychology (CG)
  - Art & Design II (CLS)

- Support the course design process
  - Providing time for teacher collaboration
  - Providing blended learning resources from both secondary and post-secondary resources
  - Developing a structure and common academic language to guide the implementation process
  - Preparing additional local site visits
Blended Learning in District 155

Planning & Course Design

- District and building leadership…
  - Develop uniform communication with families of blended students
  - Review existing operational procedures and policies to support implementation
  - Identify data to be collected and analyzed

- Technology
  - Evaluate existing technology as it relates to blended courses
D155 Blended Learning Implementation

Develop Common Understanding
• Feb-Mar 2018

Planning & Course Design
• Apr-Aug 2018

Evaluate & Improve
• Spring 2019

Research Best Practices & Models
• Mar-Apr 2018

Implement & Learn
• 18-19 School Year

Community High School District 155
inspire . . . empower . . . nurture
Blended Learning in District 155

Implement & Learn

- During implementation next year...
  - Continue to provide coaching, collaboration and professional development opportunities for teachers
  - Update operational procedures and policies, as needed
  - Analyze feedback and course data

- Technology
  - Evaluate the effectiveness of existing tools as related to blended courses
    - Google Apps for Education
    - Supplemental “Learning Management System”?  
    - Data collection
Innovation is a process, not an event.

Horn & Staker

<table>
<thead>
<tr>
<th>Values</th>
<th>Vision</th>
<th>Skills</th>
<th>Incentives</th>
<th>Resources</th>
<th>Action Plan</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>Skills</td>
<td>Incentives</td>
<td>Resources</td>
<td>Action Plan</td>
<td>Violation</td>
<td></td>
</tr>
<tr>
<td>Values</td>
<td>Vision</td>
<td>Skills</td>
<td>Incentives</td>
<td>Resources</td>
<td>Action Plan</td>
<td>Confusion</td>
</tr>
<tr>
<td>Values</td>
<td>Vision</td>
<td>Skills</td>
<td>Incentives</td>
<td>Resources</td>
<td>Action Plan</td>
<td>Anxiety</td>
</tr>
<tr>
<td>Values</td>
<td>Vision</td>
<td>Skills</td>
<td>Incentives</td>
<td>Resources</td>
<td>Action Plan</td>
<td>Gradual Change</td>
</tr>
<tr>
<td>Values</td>
<td>Vision</td>
<td>Skills</td>
<td>Incentives</td>
<td>Resources</td>
<td>Action Plan</td>
<td>Frustration</td>
</tr>
<tr>
<td>Values</td>
<td>Vision</td>
<td>Skills</td>
<td>Incentives</td>
<td>Resources</td>
<td></td>
<td>False Starts</td>
</tr>
</tbody>
</table>

Community High School District 155

inspire... empower... nurture
I loved this and believe it should definitely keep being offered to students.
This class was super helpful for me to get to know myself as a writer. It helped me with time management, as well.
I love the blended format because it allows me to have work days where I can talk to my peers and ask questions about my essays.
This is one of my favorite classes and I like how it prepares me for college.
● It gave my son a valuable opportunity to demonstrate academic responsibility that he will need in college.
● My daughter got a lot out of her one-on-one consultations and I think she did use her work time productively. She, or course, loved Vicki!