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BLENDED LEARNING INSTRUCTIONAL DESIGN: A MODERN APPROACH
### Jennifer Hofmann

"We now accept the fact that learning is a lifelong process and the most pressing task is to teach people how to learn."

Peter Drucker

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Download the whitepaper:
http://info.insynctraining.com/atd-blended-learning-instructional-design-a-modern-approach
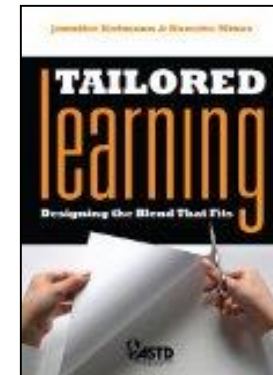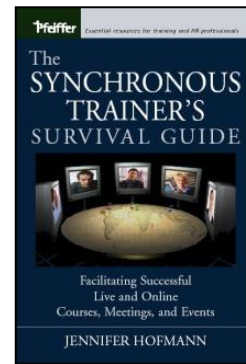
So, What is Blended Learning?

What it *should* mean is:
Using the best delivery methodology(ies) available for a specific objective, including online, classroom-based instruction, electronic performance support, paper-based, and formalized or informal on-the-job solutions.

Components of Blended Program

- **Self-paced programs**
  - Learning portals
  - Websites
  - e-Learning
- **Moderated discussions**
  - Social media
  - Discussion boards
  - Email
- **Real time events**
  - Traditional classrooms
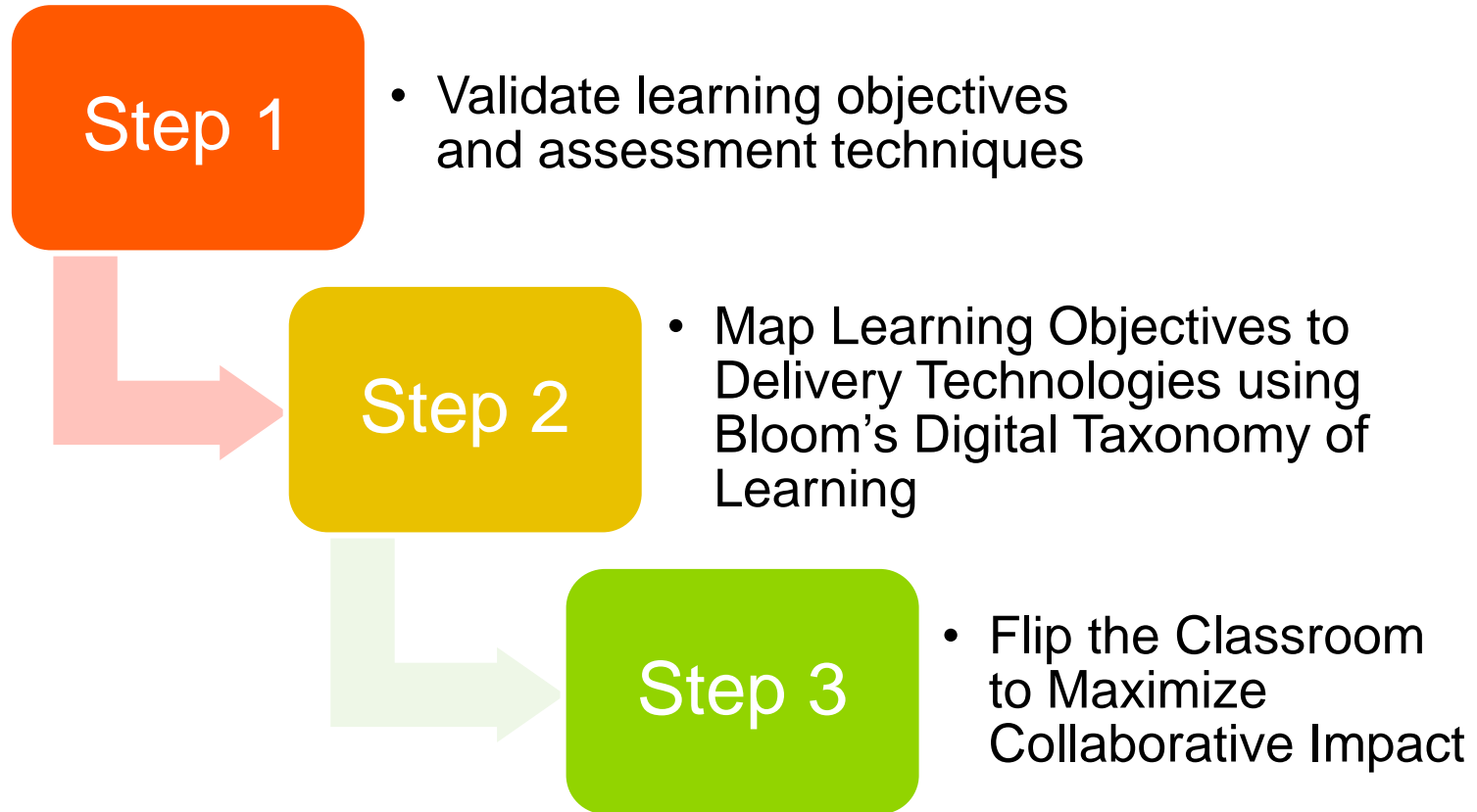 - Videoconferencing
  - Virtual classrooms

Technology

- **One Size Fits All?**

Whole or Part?

How are you going to create a blend?

Step 1

- Validate learning objectives and assessment techniques

Step 2

- Map Learning Objectives to Delivery Technologies using Bloom's Digital Taxonomy of Learning

Step 3

- Flip the Classroom to Maximize Collaborative Impact

Validate Learning Objectives and Assessment Techniques

- Instructional Goal
  - Mission statement of the course

- Performance Objectives
  - What learners will be able to do at the end of training

- Assessment Techniques
  - If you can assess it online, you can teach it online

Step 1

Map Learning Objectives to Delivery Technologies

High Order Thinking Skills

Lower Order Thinking Skills

Step 2
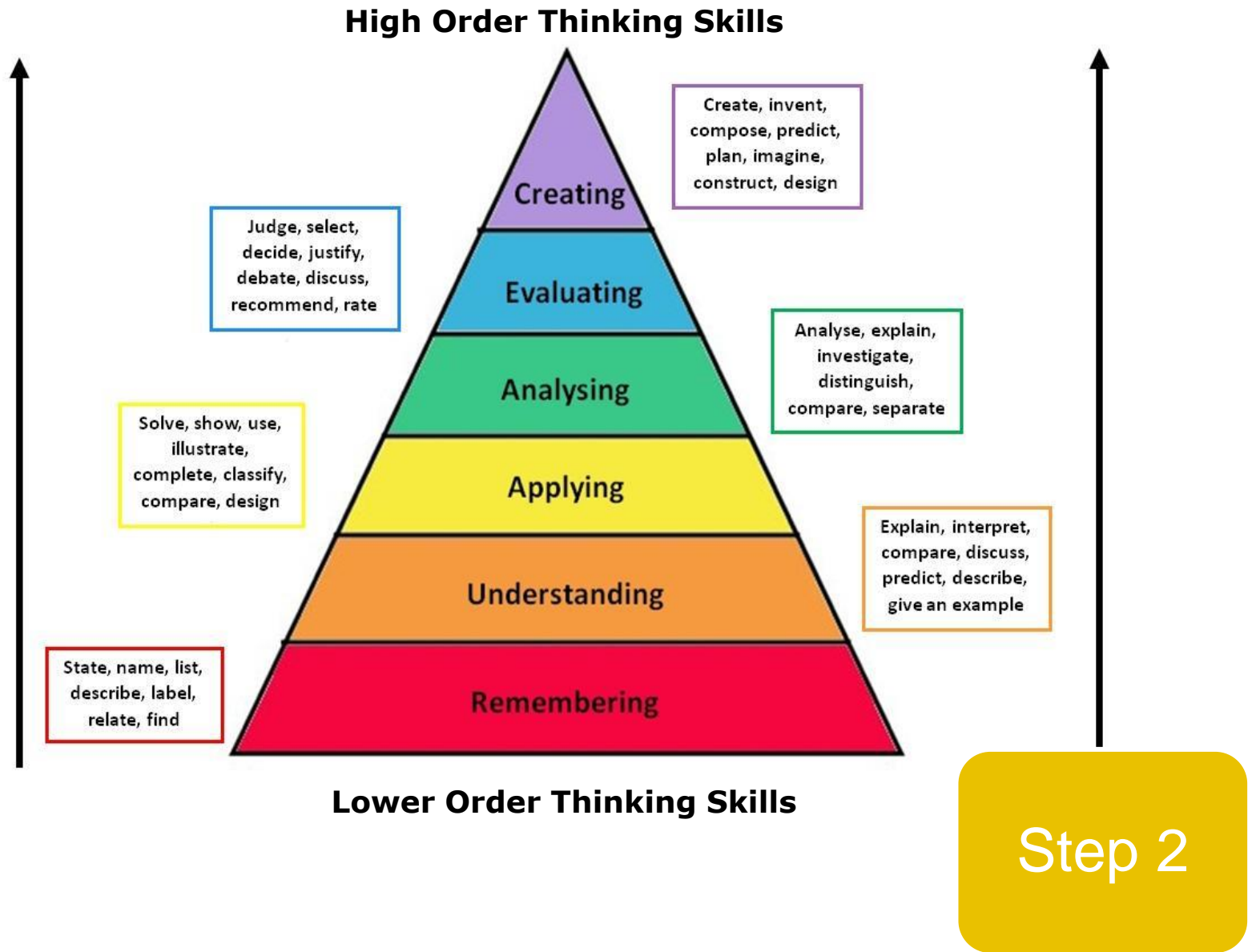
REMEMBERING

- **Level of learning where we become familiar with concepts that we can recognize when they are being used in another context**

UNDERSTANDING

- **Level of learning in which the learner can not only recall knowledge but can explain it in context to someone else**

APPLYING

- **Level of learning in which learners are starting to practice tasks, apply new skills, and correct mistakes**

ANALYZING

- Level that starts to help us make cognitive decisions

EVALUATING

- Making judgments based on criteria and standards through checking and critiquing

CREATING

- Putting the elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning or producing

Four Step Process

Identify instructional goal and performance **objectives**

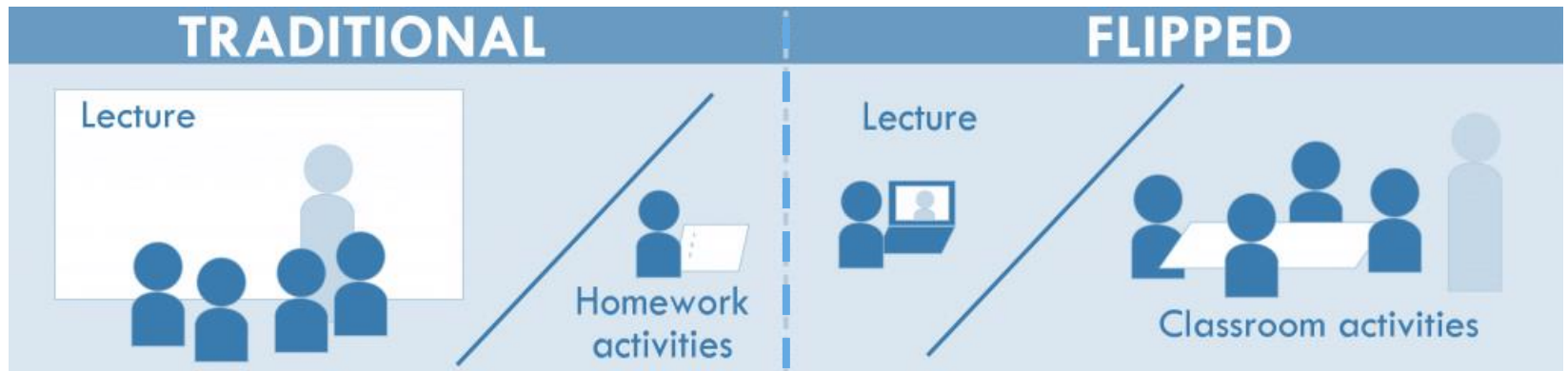Determine potential **assessment** needs/techniques

Determine if **collaboration** would improve the learning outcomes

Determine authentic training **technique**

Flip the Classroom

- Use classroom time to lecture
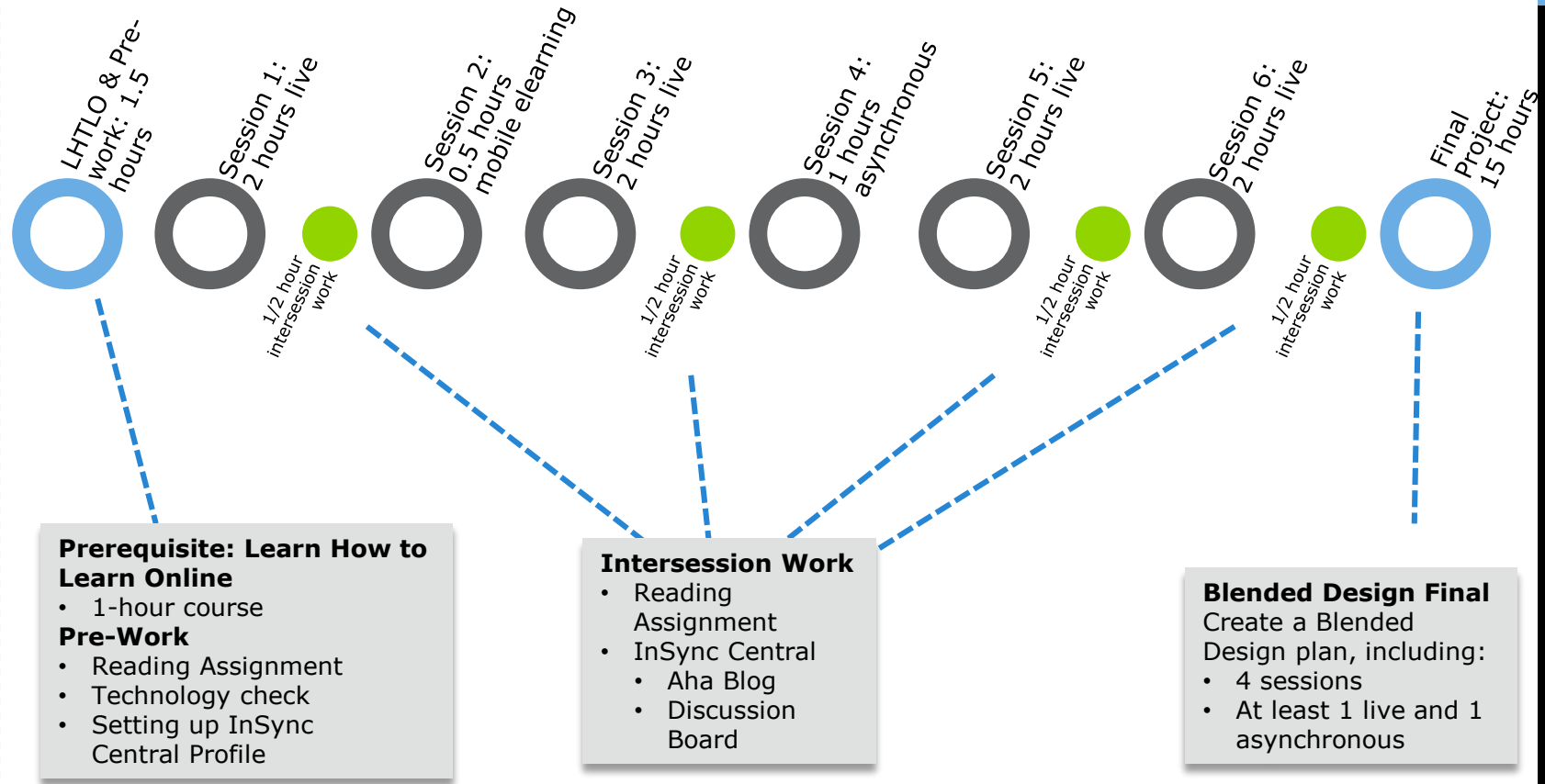- Provide knowledge
- Limited practice time
- Leaves learner "hanging"

TRADITIONAL

Lecture

Homework activities

FLIPPED

Lecture

Classroom activities

- Use classroom time to practice
- Embed the knowledge
- Limited lecture

Step 3

Publish Requirements & Set Expectations

LHTLO & Pre-work: 1.5 hours

Session 1: 2 hours live

1/2 hour intersession work

Session 2: 0.5 hours mobile elearning

Session 3: 2 hours live

1/2 hour intersession work

Session 4: 1 hours asynchronous

Session 5: 2 hours live

1/2 hour intersession work

Session 6: 2 hours live

1/2 hour intersession work

Final Project: 15 hours

Prerequisite: Learn How to Learn Online
- 1-hour course

Pre-Work
- Reading Assignment
- Technology check
- Setting up InSync Central Profile

Intersession Work
- Reading Assignment
- InSync Central
  - Aha Blog
  - Discussion Board

Blended Design Final
Create a Blended Design plan, including:
- 4 sessions
- At least 1 live and 1 asynchronous

Flipped Classroom & Collaboration

- How does the flipped classroom enhance collaboration?
  - Time in the classroom for student to work together
  - Facilitator guides group discussions and activities
  - More time to apply skills and knowledge

Benefits of the Flipped Classroom

- Gives facilitators more time to spend helping participants
- INCREASES interaction
- INCREASES personalized contact time
- Creates a collaborative learning environment
- Absent participants don't get left behind
- Content is permanently archived and available

Technological Challenges

1. Ensuring your participants can be successful using the technology

2. Resisting the urge to use technology simply because it is available
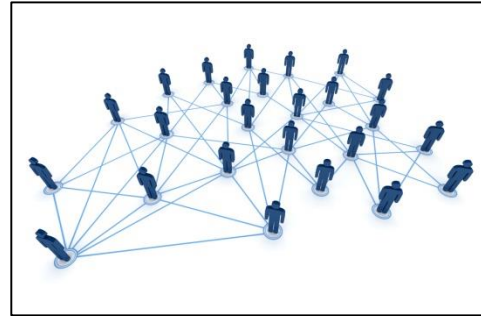
Organizational Challenges

3. Overcoming the idea that blended learning is not as effective as traditional f2f learning

4. Redefining the role of the facilitator

5. Managing and monitoring participant progress

Instructional Challenges

6. Looking at HOW to Teach, not just WHAT to teach

7. Matching the best delivery medium to the performance objective

8. Keeping online offerings interactive rather than just "talking at" participants

9. Ensuring participant commitment and follow through with "non-live" elements

10. Ensuring all the elements of the blend are coordinated

Blended Programs

It's all about creating the perfect mix!!

Questions? Comments?

More Information…

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