BOLD

Blended Online Learning Design: Shaken not Stirred

Mike

Norm
Session Overview

• Context
• Blended Online Learning
• Pilot Study
• BOLD Research Network
Where we work

Mike
Norm

newest

oldest

http://hawaii.hawaii.edu/math/Courses/Math100/Chapter3/TimeZonesUSA.png
Subject

Blended Online Learning Design: Shaken not Stirred
THE ACADEMY: Definitely Shaken
THE ACADEMY:
Definitely Shaken
THE ACADEMY: Definitely Shaken
Daniel on meeting needs “we’d need to build a new university every WEEK…”
Daniel on meeting needs
“we’d need to build a
new university every
WEEK…”

Rosovsky on 2010 “no room for 100
million students, anywhere, on any campus”
But are faculty ‘stirred’ (to action)?
Or is it Business-as-usual?
Sammons & Ruth (2007)

• Where are regular (full-time) faculty in Online Learning?

• OL is “mostly an adjunct phenomenon”.
Why previous attempts at ‘stirring faculty’ have not worked

• **Distance Education**: traditionally low degree of faculty buy-in; never went ‘mainstream’;

• **Online Learning** (24/7, anywhere, anytime version): **even lower faculty buy-in** due to time- and effort-consuming front-end design requirements and low motivation re delivery;

• **Blended Learning**: **does not even address the needs** of the off-campus/out-of-province, out-of-country **students**.
So... what DO we do?
2nd Generation Online Learning


BOLD

Blended Online Learning Design E-learning intégral

English > Français >

www.bold-research.org
Based on... (+ a lot of others)

Garrison & Vaughan, 2008  
Jossey-Bass

Power, 2009  
Athabasca University
# A Blended Online Learning Design

<table>
<thead>
<tr>
<th>ONLINE DESIGN &amp; DELIVERY</th>
<th>ON-CAMPUS DESIGN &amp; DELIVERY</th>
</tr>
</thead>
</table>

- **Faculty** = faculty-led instruction

**Traditional Higher Education**

- "Faculty" = faculty-led instruction

---

Power, 2008
A Blended Online Learning Design

“Faculty” = faculty-led instruction  “System” = system-managed instruction

Power, 2008
A Blended Online Learning Design

ON-CAMPUS DESIGN & DELIVERY  ONLINE DESIGN & DELIVERY

ASYNCHRONOUS SYSTEM
ASYNCHRONOUS FACULTY

Online Learning

Blended Learning

Traditional Higher Education

“Faculty”= faculty-led instruction  “System”= system-managed instruction

Power, 2008
A Blended Online Learning Design

- **ON-CAMPUS DESIGN & DELIVERY**
- **ONLINE DESIGN & DELIVERY**

- **Asynchronous System**
- **Synchronous System**

- **Faculty**

- **Online Learning**

- **Blended ONLINE Learning**

- **Traditional Higher Education**

“Faculty” = faculty-led instruction

“System” = system-managed instruction

Power, 2008
A Blended Online Learning Design

...is the simultaneous and complimentary integration and implementation of an asynchronous -mode learning environment (i.e. a course management system, or CMS) and a synchronous desktop conferencing environment” (i.e. a virtual classroom).

Power, 2008; inspired by Garrison & Vaughan, 2008
A Virtual Classroom + A Basic Web site

Virtual classroom
SYNCHRONOUS

LMS
ASYNCHRONOUS

TEN-7019
From Distance Education to Online Learning

Faculté des sciences de l’éducation
Thomas Michael Power, professeur

- Plan de cours
- Feuilles de route (Masqué)
- Quiz (Masqué)
- Ressources
- Forum de discussion
- Courriel
- Dépôt des travaux
- Mes résultats de route (Conditionnel)
- Salle de classe

Mystery guest
A Virtual Classroom

Virtual classroom

SYNCHRONOUS

Invited speaker
A Virtual Classroom

Virtual classroom
A Basic Web Site

- Syllabus
- Study Guide
- Quiz
- Resources
- Forum
- Email
- Deposit
- My Results
- Virtual Classroom
A typical BOLD graduate seminar
Quiz on past readings, new weekly readings, online research, writing personal questions
(Quiz on past readings, new weekly readings, online research, writing personal questions)
Reviewing readings, debating questions, writing team questions.
Synthesis of weekly readings, Team questions, Introduction to upcoming readings
Weekly Work

Group Work Synch

Group Work Synch or Async

Teamwork Synch Async

Individual Work

1. Participant Participant Participant Participant Participant Participant

2. Member 1 Team X

3. Professor

Member 2 Team X
Question

Have you ever given or taken a blended online learning-designed course (BOLD)?

A. Yes, I have TAUGHT a BOLD course!
B. No, I’ve never TAUGHT a BOLD course.
C. Yes, I have TAKEN a BOLD course!
D. No, I’ve never TAKEN a BOLD course.
Overview – Pilot Study

• Distance-based *graduate* courses/programs at
  – **University X** and
  – **University Y**

• Sample: Student, Faculty, Administration and Instructional Designer perspectives

• Winter 2009 semester
2 Universities, 2 Patterns

BL

F2F

OL

OL + SYNC

SYNC

SYNC

sync

sync
2 Universities, 2 Patterns

BL

F2F
OL

OL
SYNC

OL

DE-25

F2F

COMPLETE
REPLICATION

Y

ASYNCH

OL

BOLD
SYNCH

ASYNCH
University X: Online Graduate Courses/Programs

Faculty of Nursing
• Courses

Faculty of Social Work
• Master’s Program

Faculty of Education
• Master’s and Doctoral Programs
Graduate Division of Educational Research

<table>
<thead>
<tr>
<th>Programs</th>
<th>Delivery Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis-based</td>
<td></td>
</tr>
<tr>
<td>Doctor of Philosophy (PhD)</td>
<td>On-Campus</td>
</tr>
<tr>
<td>Doctor of Education (EdD)</td>
<td>Online</td>
</tr>
<tr>
<td>Master of Arts (MA)</td>
<td>On-Campus</td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
<td>On-Campus</td>
</tr>
<tr>
<td>Course-based</td>
<td></td>
</tr>
<tr>
<td>Master of Education (MEd)</td>
<td>On-Campus</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Online</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Online</td>
</tr>
</tbody>
</table>
Currently, more students enrolled in online programs (~600 students)

Core faculty teach both campus and online

All online courses have asynchronous and synchronous components
Learning Management System

University X

April 14, 2009 - April 21, 2009

Wed, Mar 05, 2008 -- Course Redesign Prototype Project Assessment and Final Course Grades

Hi Everyone,

I just finished reviewing and assessing your course/program redesign prototype project papers. WOW, I was VERY impressed with the thought and effort that you put into this assignment and I am really hoping that you will stay in touch with me regarding the piloting and implementation results of your course/program redesigns!!

I have uploaded my assessment feedback for this assignment to the My Grades section of the Blackboard site (Tools menu item - My Grades).

Be sure to email me if you have any questions or concerns about my assessment comments and/or your marks for the course.

Also, I know that this is a VERY busy time of year but it would be great if you could take a few moments to complete the anonymous End of the Semester survey (for me) in our Blackboard site - just 3 very straightforward questions (located in the Course Information section - End of Semester Survey - first link).
Synchronous Communication System

Check-In

- Redesign Project Proposal
- Online Discussion Forum
  - Professional Development
  - Evaluation
- Evaluation Plans for your Redesign Project?
Distance Education and Online Learning at University Y

- 369 courses offered
- 167 under development
- 30 programs
- 75% undergraduate, 25% graduate
- Approx. 26,000 students enrolled (04/09)
Distance Education Programs - UY

Enrolments at ULaval

Source: www.clifad.qc.ca
Distance-Based Graduate Courses/Programs - UY

Faculty of Business Administration
• 2 MBA programs + 3 graduate diplomas
• 3 other graduate short programs (9-15 cr.)

Faculty of Education &
Faculty of Social Sciences (BOLD)
• 1 short program (15 cr.)
• Individual courses
Types of DE & OL at UY

- Unpaced (individual)
- Paced (cohort)
- Synch
- Asynch

Types of DE & OL at UY

- Unpaced (individual)
  - A. Independent Learning (Tele-courses)
- Paced (cohort)
  - Synch
  - Asynch

© M. Power 2009
Types of DE & OL at UY

- Paced (cohort)
- Unpaced (individual)
- Synch
- Asynch

A. Independent Learning (Tele-courses)
B. Forum-based courses

© M. Power 2009
Types of DE & OL at UY

- Paced (cohort)
- Unpaced (individual)
- Synch
- Asynch

A. Independent Learning (Tele-courses)
B. Forum-based courses
C. Virtual Classroom
Types of DE & OL at UY

Unpaced (individual)

Synch

D. Expert conversations

Paced (cohort)

Asynch

A. Independent Learning (Tele-courses)

B. Forum-based courses

C. Virtual Classroom

© M. Power 2009
Types of DE & OL at UY

- Paced (cohort)
  - D. Expert conversations
  - C. Virtual Classroom
- Unpaced (individual)
  - A. Independent Learning (Tele-courses)
  - B. Forum-based courses

Synch
Paced (cohort)
Asynch

© M. Power 2009
Types of DE & OL at UY

Unpaced (individual)

A. Independent Learning (Tele-courses)
B. Forum-based courses

Paced (cohort)

C. Virtual Classroom
D. Expert conversations

© M. Power 2009
Types of DE & OL at UY

Unpaced (individual)

A. Independent Learning (Tele-courses)
B. Forum-based courses
C. Virtual Classroom
D. Expert conversations

Paced (cohort)

50%

PROPORTIONS
Question

Which type of **Distance Education** or **Online Learning** is most prevalent at your university/college?

A. Independent Learning (Tele-courses)
B. Forum-based courses
C. Virtual Classroom + Basic website
D. Expert “conversations”
X & Y Pilot Study Questions

1. *Advantages and disadvantages? On campus vs. Online?*
2. *Training and support required? BOLD-based format?*
<table>
<thead>
<tr>
<th></th>
<th>STUDENTS</th>
<th>FACULTY</th>
<th>ADMIN</th>
<th>IDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>University X</td>
<td>18</td>
<td>03</td>
<td>03</td>
<td>04</td>
</tr>
<tr>
<td>University Y</td>
<td>14</td>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
</tbody>
</table>
UX - STUDENTS

• “(BOLD) allows multiple forms of communication and interaction between peers and professors”.

• “I can participate in graduate courses from the comfort of my home without the hassle and stress of commuting to campus”.

• “Responsibility is evenly distributed between teachers and students”.
• “It [BOLD] works for my family circumstances: even if I’m busy in class, I’m home... no parking fees, no driving, no wasting time driving to university, same quality instruction...”

• “I choose where I want to study, so I create my own comfortable, physical environment”.
UY- STUDENTS

• ...instruction ...same quality as on campus in F2F or even better,... same group reflection process, more opportunity for conversation, easier to have guest speakers, lots of ‘space’ for personal expression, .. saves me time, no driving, fewer expenses, don’t have to get dressed up or prepare a lunch... ”
• “I’m not ‘trapped’ in a classroom”.
• “Mixing the communication technologies create very interesting learning spaces”.
• “Students and faculty are physically separated but psychologically connected and engaged”.
• “It’s easier to integrate external subject matter experts”.
“At first, I wondered if the system would work reliably. It did. No glitches at all”.

“I needed some tech support to get going but by week 4, I was on my own. I knew what I had to do and how to do it”.

(Full Professor) “This was one of the most enjoyable courses I have ever given. I don’t intend to go back into the classroom”.

There is no difference (on campus, online)”.
“What I like is that I’m in my office and I have everything I need. If I need to consult a book, an article, there it is. If I need a slide or a figure, I just snapshot it. It sure beats lugging my computer and materials halfway across campus (to give a course)”.

“I had to attend a conference in France during the term. Normally, I’d have lost a class or two. This time, I taught from my hotel room”.
UX - ADMIN

• “There is revenue generation potential through expanded access to graduate courses”.

• “...equity of access... same courses are offered with same core faculty...”.

• “...continuous professional development, spanning time and distance...”.
“Reaching students wherever they are, especially at the graduate level...”

“We can offer specialty courses which currently have low enrolment levels”.

“Some students may find it limiting... there may be scheduling issues...”;

“...it’s still too early to say.. We’re still experimenting with it [the virtual classroom]”.

UX - IDs

• “There is the potential to create a more active learning environment for all students”.

• “It’s important for ESL students as they can re-read the discussion forum postings or re-play a synchronous online discussion”.

• “It’s easier and more efficient to monitor individual student participation”.
• “...we’re able to reach out to students who would normally not come on campus...”
• “We’re able to do more in a virtual class than in a regular classroom because courses are better designed”.
• “Lower attrition in a synchronous classroom course than in an asynchronous course...”
• “Better for the student... can listen to the course”
• “I’m worried about lower levels of design...”
Question

So what do we do NOW?

A. Pretend none of this happened.
Question

So what do we do NOW?

A. Pretend none of this happened.
B. Dig a very deep hole and crawl in.
Question

So what do we do NOW?
A. Pretend none of this happened.
B. Dig a very deep hole and crawl in.
C. Go for an extended cruise to Somalia.
Question

So what do we do NOW?

A. Pretend none of this happened.
B. Dig a very deep hole and crawl in.
C. Go for an extended cruise to Somalia.
D. Consider trying BOLD...
BOLD Research and Researchers

Instructional Design & Technology

Distance Education/Online Learning/Blended Learning

FACULTY DEVELOPMENT

GRADUATE STUDIES

ARE YOU A BOLD RESEARCHER?
Thank you!

Mike & Norm

michael.power@fse.ulaval.ca  nvaughan@mtroyal.ca

www.bold-research.org