


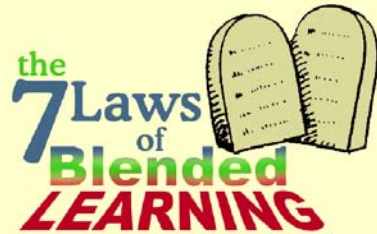
the  
**7** Laws  
of  
**Blended**  
**LEARNING**



**Dick Carlson, Instructional Designer**

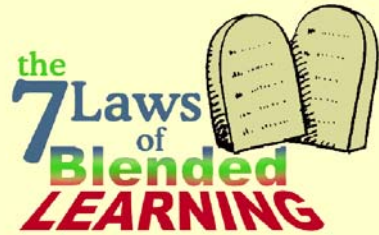
Microsoft Corporation

April 15, 2003



## Who/What/How?

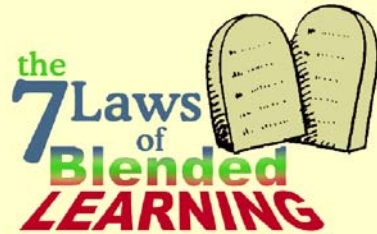
- **Who am I?**
  - Instructional designer
  - Technical trainer
  - Facilitator
- **What are we covering today?**
  - Designing and facilitating blended learning
- **How will this work?**
  - Modeling the process – variety of choices, learning options
  - Peer-to-peer learning



## Discussion Question

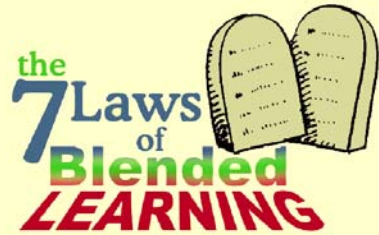


- **Who are you?**
  - Classroom trainer
  - IT Manager
  - HR Manager
  - Consultant
  - Training Designer
  - Vendor/Supplier
  - Only the Shadow knows...



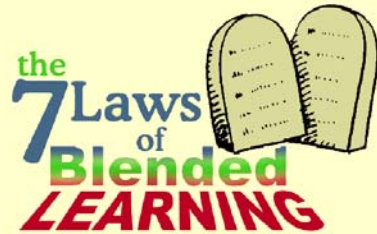
## Definitions

- **Blended Learning**
  - **Blended learning is the combination of the best from instructor-led, distance and classroom delivery, and self-paced with various digital and print form factors to achieve flexible, cost-effective training that can reach the widest audience geographically and in terms of learning and lifestyles. Essentially, blended learning combines facilitated training with e-Learning tools (everything from video streaming over the Web to e-mail) to ensure maximum effectiveness.**



## Discussion Question

- **Is your organization using blended learning?**
  - Yes
  - No
  - Don't know



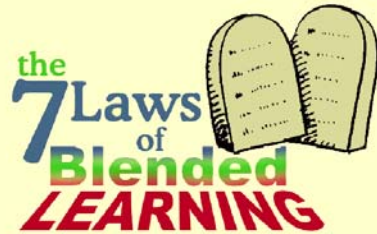
## Is Your Organization Using Blended Learning?

Of the 192 people who responded to the Blended Learning Best Practices Survey from the eLearning Guild in March, 2003 – 85% were using blended learning.

Is your organization using Blended Learning for the creation of and/or delivery of educational content?



[Source: "The Blended Learning Best Practices Survey," eLearning Guild, March 2003.](#)



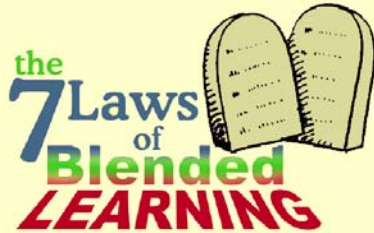
## Why Use Blended Learning?

**“In a study by Thomson Learning, blended delivery showed a 30 percent increase in accuracy of performance over eLearning alone. In addition, the blended group completed real-world tasks 41 percent faster than the eLearning group, demonstrating how the labs and contextual-based examples enhanced the learners understanding.”<sup>1</sup>**

**“Adding customized eLearning leads to a 60 percent faster learning curve, compared to instructor-led training alone. The average content retention rate for an instructor-led class is only 58 percent, while the more intensive blended experience enhances the retention rate by 25 to 60 percent.”<sup>2</sup>**

*[1] Source: Thomson Job Impact Study conducted in collaboration with Lockheed-Martin; NCR Corp.; Utah State University; University of Limerick, Ireland; Anoka-Ramsey Community College, Minnesota; Executive Service Corps of Chicago; and KnowledgePool*

*[2] Source WR Hambrecht & Co.*



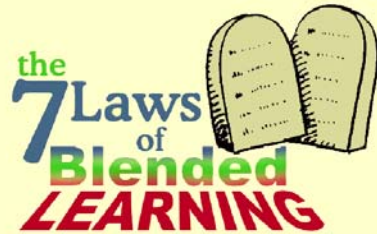
## Does Blended Learning Really Work?

*Continental Airlines developed on-line courses to help train 1,500 new reservations agents. The on-line courses gave agents the skills to handle frequent flier calls, allowing agents to train in realistic call scenarios using a simulation of the airline's reservation system.*

**“Thanks to the on-line courses, Continental went from a 28-hour instructor-led course to a more effective 18-hour course consisting of 16 hours of on-line learning and simulation coupled with two hours of mentor-based training. Inevitably, the company found that those agents trained with blended learning outperformed those trained through the all-instructor-led course. We tracked information to find that their agents were retaining more information after coming out of computer-based training, versus instructor-led.”**

[Source: The Training Game](#)

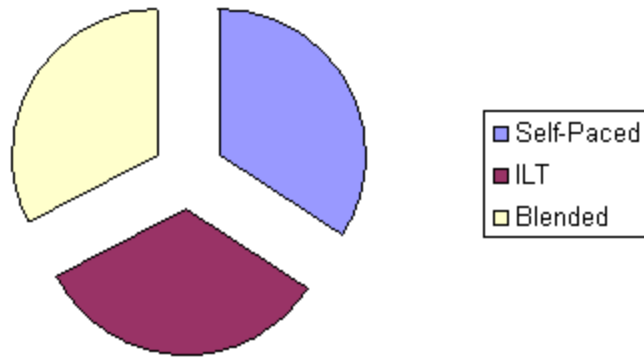




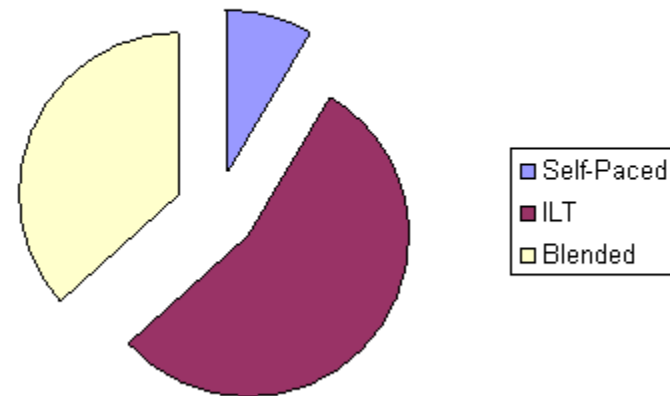
## Who's Using Blended Learning?

“Of the 1488 organizations responding who provide training on Computer Systems and Applications, 25% are technology-based (self-paced), 24% are traditional (ILT), and 51% are blended. For Technical Training 9% are technology-based (self-paced), 54% are traditional (ILT), and 37% are blended.”

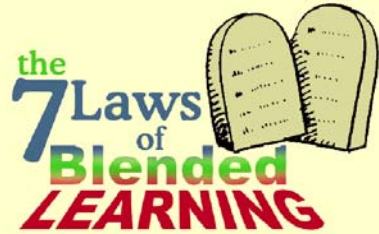
Training on Computer Systems and Applications



Technical Training



Source: “2002 Industry Report,” *Training Magazine*, October 2002.

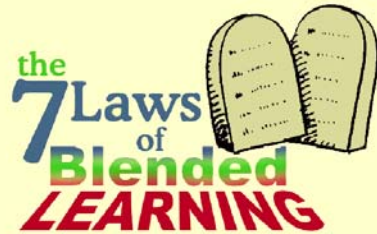


## Discussion Question



What activities could be included in blended learning? (List at least five.)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



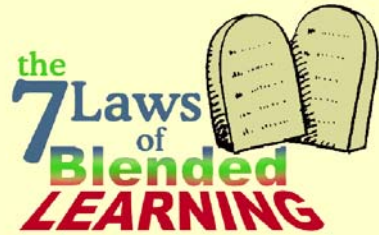
## Possible Components of Blended Learning

Chat-room  
Threaded discussion  
Virtual classroom  
Email  
Listserv  
Peer review  
Web-based peer community  
Instant message  
Video presentations  
Video recording of learners  
Audio (cassettes, CDs)  
Self-paced content  
Interactive Web-based Training

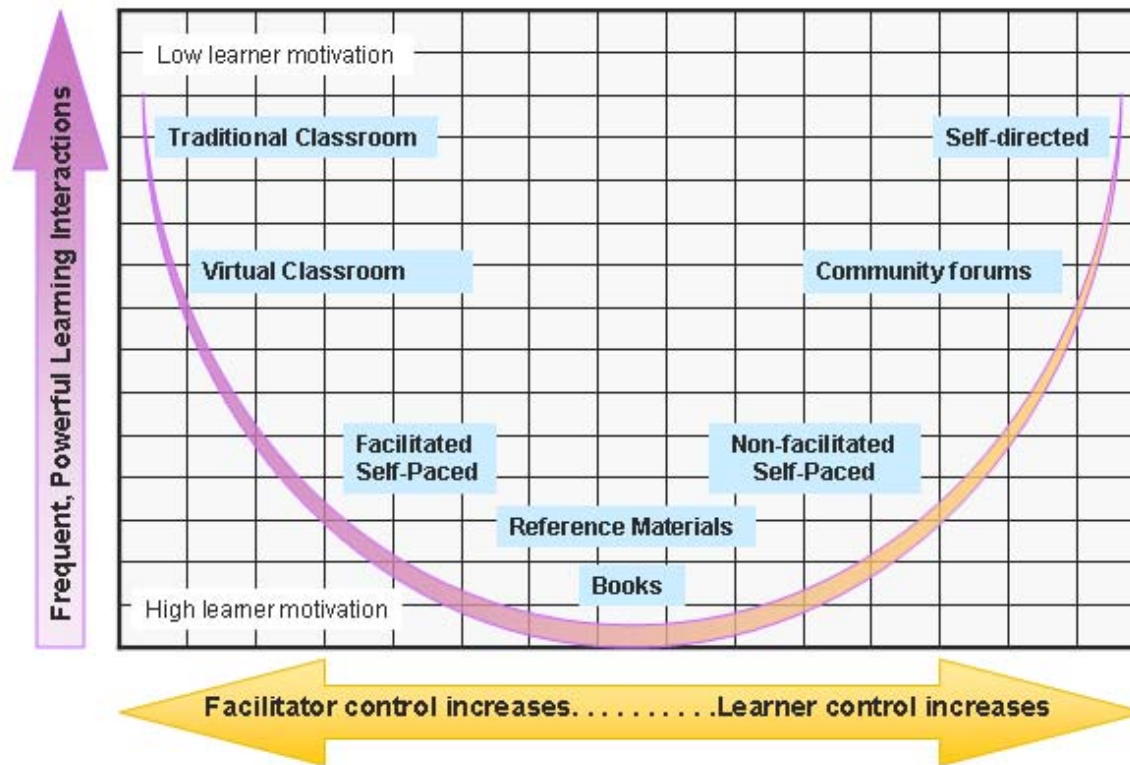
On-line pre-course work  
Distance Learning  
Classroom Instruction  
Knowledge Management System  
Print-based workbooks  
Print-based job aids  
On-line references  
On-line job aids  
On-line testing  
In-person mentoring  
On-the-job-training  
Collaboration software  
On-line mentoring

Closed Circuit TV courses or course modules  
Interactive Computer-based Training (CD-ROM)  
Special programs at trade schools, community colleges, or universities  
Internships that guarantee employment upon completion

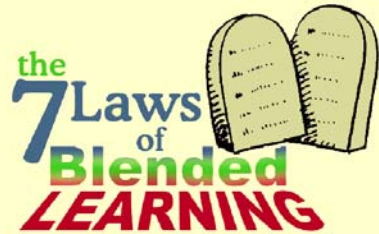
Source: [www.elearningguild.com](http://www.elearningguild.com)



# Blended Learning Content Model



*Source: Microsoft Training & Certification*

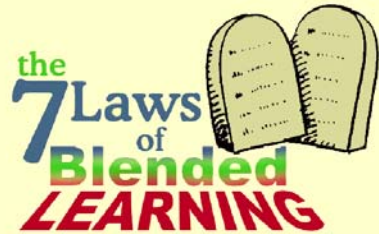


## Discussion Question



How have you personally learned a new skill in the last six months  
(check all that apply):

- In-person class
- Online reading
- E-learning
- Peer-to-peer
- Reading
- Doing it

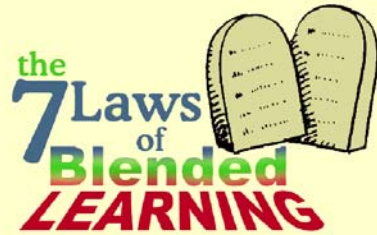


## Quotable: Frank J. Troha



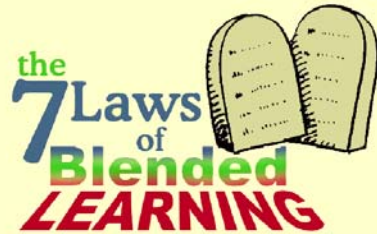
**“Whether you and your staff have experience designing e-learning or blended learning, it’s critical that you at least attempt to define the major aspects of your project before consulting with any outside service providers.”**

*Source: [Bulletproof Instructional Design: A Model for Blended Learning](#)*



## **Law #1: Blend Your Learning With The Learner In Mind**

- **Start your planning with a clear description of your learner**
- **Offer the learner options on how to consume the content**
- **Give opportunities for frequent feedback and reflection**
- **Remember that learners learn at different speeds**



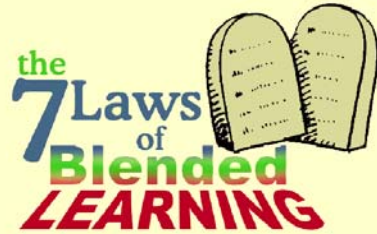
## Discussion Question



How much support is required for “non-classroom” components of blended learning:

- Less than traditional classroom
- About the same
- More than traditional classroom
- More than I can afford...





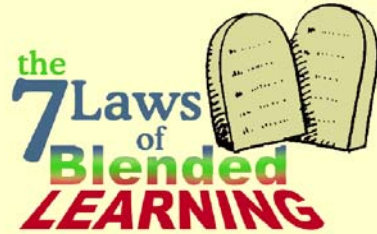
## Quotable: Jennifer Hoffman



**“Perhaps the biggest lesson learned by the entire team was that re-creating learning online and determining the right blend isn't easy or to be taken lightly.**

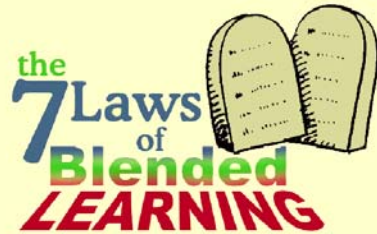
**“To create interactions that meet the same standards as traditional programs, invest the time to research the audience and the technology tools. Most imperative, bring together the right team, either internal or external, and be willing to fail a few times in order to get the right blend.”**

**[Source: Blended Learning Case Study](#)**



## **Law #2: Provide Support For Your Blended Components**

- **Provide support and resources for all aspects of your blended learning solution**
- **Encourage peer-to-peer support and learning**
- **Capture common support questions for FAQ and future course design**
- **Support learners as they search for their own answers, and construct their own models**

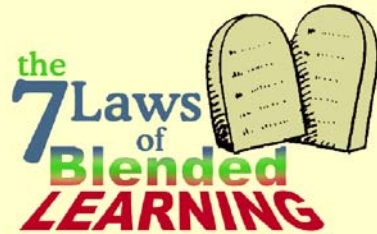


## Discussion Question



**How will your learners react to having more control, more choices, less direction and more confusion?**

- They'll love it – our learners look forward to the chance to fail.
- They'll hate it – nobody likes to look bad or feel dumb.
- I don't know – we've never changed anything in our classes.

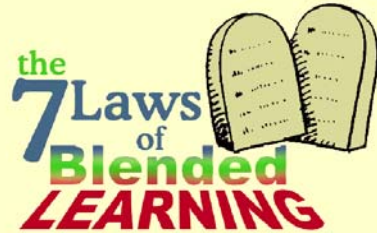


## Quotable: Allison Rossett



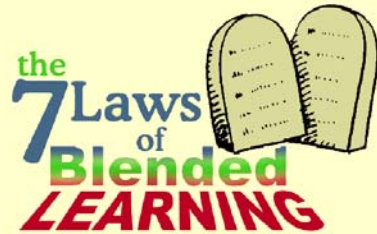
**“It seems that the ‘anytime, anywhere’ nature of asynchronous e-learning may be viewed by the student as ‘not now, maybe later’.”**

*Source: Beyond the Podium : Delivering Training and Performance to a Digital World*



## **Law #3: Embrace the Fear Of New Things**

- **Understand that learners (and facilitators) will be uncomfortable at first**
- **Provide discussion areas for course tools and techniques, as well as for content**
- **Allow learners to experiment, but give guidance as needed**
- **Move in baby steps to integrate new methods**
- **Don't forsake what you know about learning**

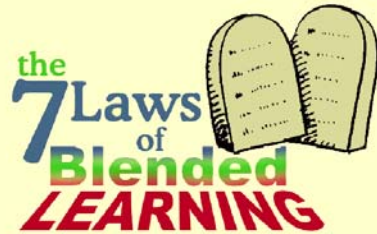


## Discussion Question



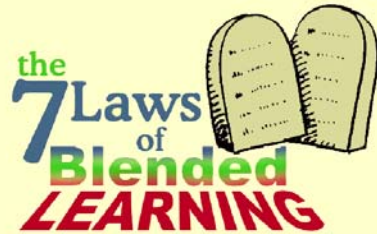
**How will your instructors react to having less control, less choices, less control over the direction of the course and more confusion?**

- They'll love it – our instructors look forward to the chance to fail.
- They'll hate it – nobody likes to look bad or feel dumb.
- I don't know – we've never changed anything in our classes.



## **Law #4: Support Your Instructors As They Become Facilitators**

- **It's not easy to move from “sage on the stage” to “guide at the side” – take small steps**
- **Let facilitators start as learners**
- **Give points for saying “I don't know”**
- **Make sure you involve facilitators in all aspects of the blended solution**
- **Realize that some just won't make it**



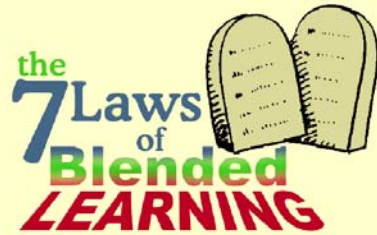
## Discussion Question



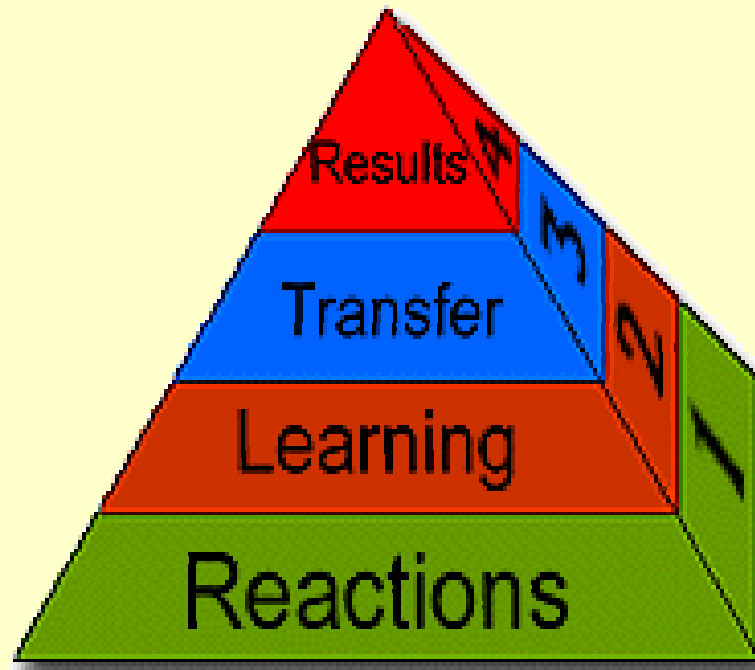
**How will you know if your blended learning product is successful?**

- We'll ask the students if they liked the class
- We'll use our existing assessment strategy – things like multiple-choice questions and true/false
- We'll monitor students' job performance for six months, and see if they have applied these new skills to their job
- We'll measure job performance before and after the training to see if it results in improved performance
- We'll measure how many learners completed every single part of the learning product

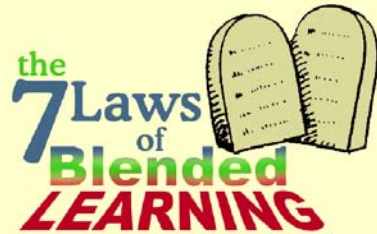




## Kirkpatrick's Four Levels of Evaluation

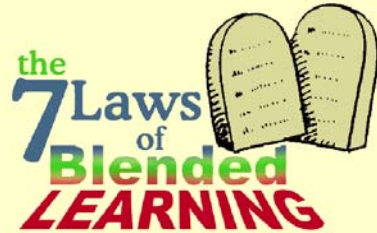


Source: <http://coe.sdsu.edu/eet/Articles/k4levels/index.htm>



## **Law #5: Include Assessment In The Blend**

- **Use assessment to let learners opt out of sections they don't need**
- **Use assessment for remediation and to increase learning**
- **Failure is learning, too**

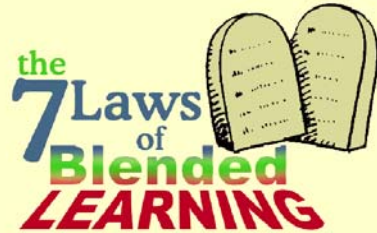


## Discussion Question

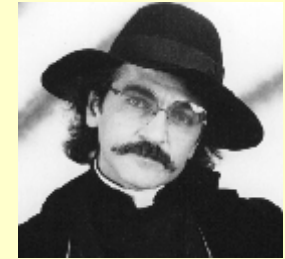


What does your ideal blended learning environment look like (check all that apply)?

- Learners make choices about how to learn
- Instructors have become facilitators
- Support is available 24/7
- Students take only the learning they want
- There is peer-to-peer sharing happening
- Learners can “test-out” of sections they are skilled in
- We see a clear connection between learning and improved job performance



## Quotable: Father Guido Sarducci

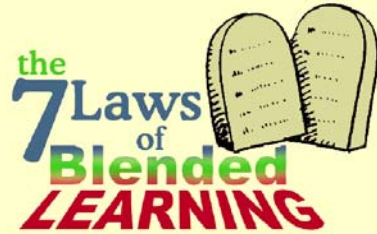


**"It doesn't matter where you go to school; it's all just memorization. I want to start the five minute university. In it you learn what the average college grad remembers five years after graduating. Twenty bucks.**

**"You can take any language. I'll teach you 'how are you, I'm fine' in Spanish or Italian, cause in five years that's all you remember. You don't have to waste your time with history, vocabulary. Economics: supply and demand -- that's it.**

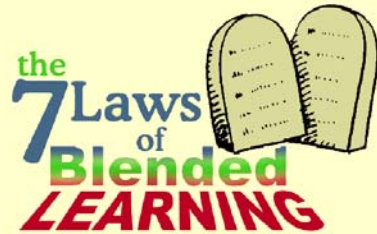
**"Next will be the law school. You know - 'You got another minute?'"**

[Source: The Five-Minute University](#)

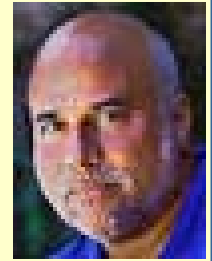


## **Law #6: Don't Try To Replicate The Classroom**

- **If all you've got is a hammer, everything looks like a nail**
- **Emphasize discovery and peer-to-peer learning opportunities**
- **Allow for different levels of skill, engagement and motivation**
- **Let the learners choose the mechanism for learning**



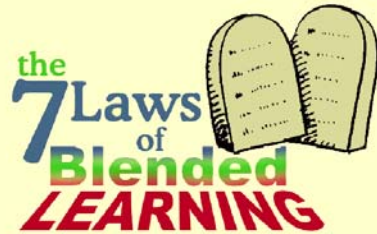
## Quotable: Roger Schank



**“Computer simulations work so well because they enable users to fail in private.”**

**A failure-based system is designed to prepare people to deal with situations where things don't go according to plan. Learners experience exceptions to the rules and practice by failing.**

***Source: Designing World-Class e-Learning***

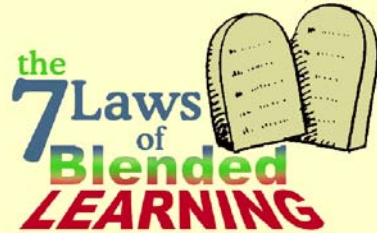


## Discussion Question



**How will you know that your blended learning product is complete?**

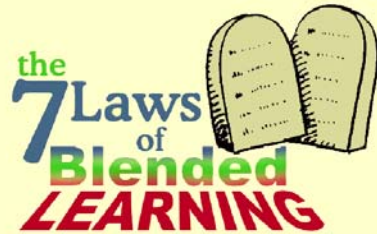
- When we have all possible types of learning available to everyone
- When we no longer need instructors or facilitators
- When students never fail
- When there's nothing left to learn



## **Law #7: Don't Plan To “Finish” Your Blended Design**

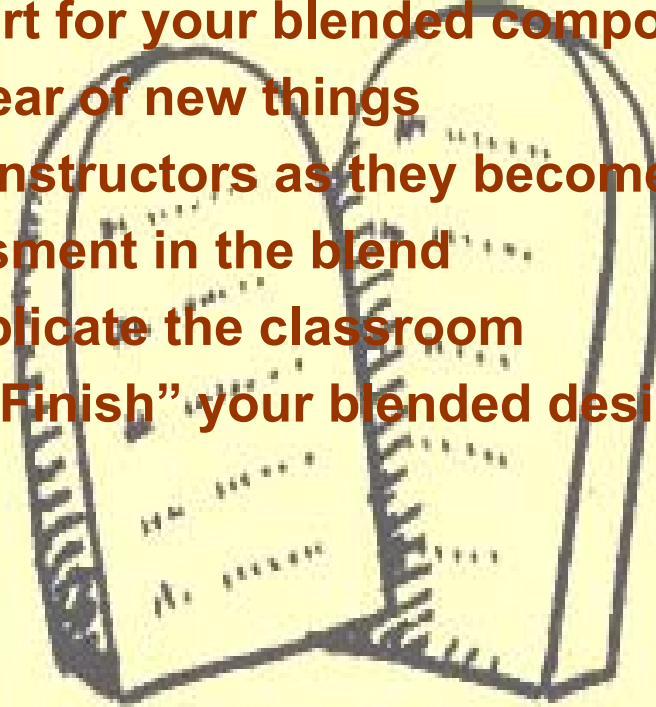
- **A blended learning plan is never done**
- **Create, Test, Review, Revise**
- **Build a repository of knowledge, best practices, and resources to share**
- **Start a community of learners that continues after the formal class ends**
- **Use successful learners as facilitators**






## The Seven Laws

- Blend your learning with the learner in mind
- Provide support for your blended components
- Embrace the fear of new things
- Support your instructors as they become facilitators
- Include assessment in the blend
- Don't try to replicate the classroom
- Don't plan to "Finish" your blended design



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**Dick Carlson, Instructional Designer**

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