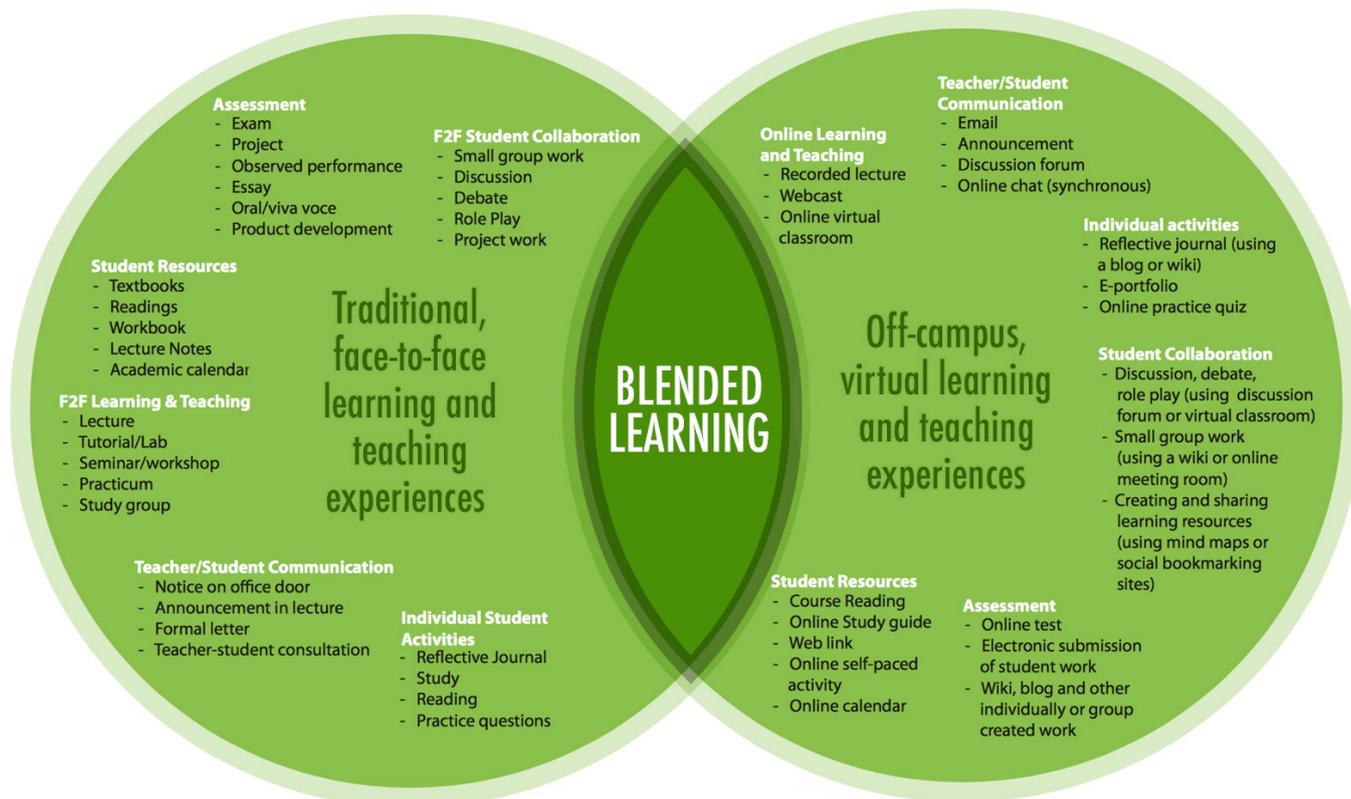


Blended Learning

WHAT IS IT?

Blended learning is a model that combines the effectiveness and socialisation opportunities of the classroom, with the technology-enhanced active learning possibilities of the online environment (Dziuban, Hartman, & Moskal, 2004). The balance between face-to-face elements and online activities varies depending on the purpose and outcomes to be achieved, and is guided by pedagogical design principles (Partridge, Ponting, & McCay, 2011).



(Adapted from Bath and Bourke, 2010)

WHY USE IT?

The University of Florida Blended Learning Toolkit cites research into the benefits of blended learning, where studies show that students:

- arrive in class better prepared
- write more effective and longer papers
- earn higher scores on exams
- create higher quality projects
- engage in deeper and more meaningful discussions of course content
- demonstrate a better understanding and deeper exploration of concepts
- succeed at an equal or higher rate than students in traditional courses
- show more involvement beyond mere listening.

HOW TO DO IT?

The cornerstone of blended learning is clear pedagogical design. You can start with simple technologies and gradually adapt your teaching and courses into a blended mode over time. There need to be clear links between in-class and out-of-class activities and a clear purpose for the use of digital content (see [UQ Student Strategy White Paper](#)[↗]). When planning blended learning, it is important to be aware of certain design principles. The [Blackboard Exemplary Course Rubric Program](#)[↗] is a useful guide to self-evaluate your blended learning practice over four key areas:

- **Course Design:** relates to the structure of the course, learning outcomes/objectives, organisation of content, and pedagogical strategies.
- **Interaction and Collaboration:** relates to the communication between and among learners and instructors, synchronously or asynchronously. Collaboration refers to student groups working together toward a shared result.
- **Assessment:** relates to measuring or evaluating progress towards learning outcomes, and providing feedback to students and coordinator.
- **Learner Support:** relates to support resources made available to students including a variety of student services.

Blended learning templates can assist at a granular level of planning to ensure logical flow of in- and out-of-course activities, and alignment between learning outcomes (objectives), activities, and assessment.

Resources

- [Blended Learning Toolkit](#)[↗] - University of Central Florida
- [Planning and Designing a Blended or Online Course](#)[↗] - University of NSW
- [Getting Started with Blended Learning](#)[↗] - Debra Bath & John Bourke (2010), Griffith University

FURTHER RESOURCES

- [Blended Learning Frameworks and Toolkits](#)[↗] - Higher Education Academy
- [Designing Exemplary Online Courses in Blackboard](#)[↗] - Jason Rhode, Ph.D
- [Blended Learning: Defining Models and Examining Conditions to Support Implementation](#)[↗] - Philadelphia Education Research Consortium

REFERENCES

- Dziuban, C. D., Hartman, J. L., & Moskal, P. D. (2004). Blended learning. Educause Center for Applied Research, 2004(7), 1-12. Retrieved from <https://net.educause.edu/ir/library/pdf/ERB0407.pdf>[↗]
- Partridge, H., Ponting, D., & McCay, M. (2011). Good practice report: Blended learning (Research Report). Retrieved from the Australian Learning and Teaching Council website: <http://eprints.qut.edu.au/47566/1/47566.pdf>[↗]