

**Blended PT Education:
Yes or No?**
Subtitle: Yes, of course.

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Overview

- Historical perspective
- Modern definition of blended (aka hybrid) learning
- Benefits of blending to learners, educators, and institutions
- Blended learning outcomes
- Consumer perspectives

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Disruptive educational technologies

(Ladson, 2002; Norberg, 2017; Petroski, 2011; Terzian, 2019. Images: pencils.com; Flickr SimpleCommons/wh48r; public domain)

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History of blending

- 1400-1500s: printing press & mass production of books
- 1840s: Sir Isaac Pitman's correspondence course
- 1900-1950: Media technologies
- 1950-1999: Computers & mobile devices

(Norberg, 2017; Terzian, 2019)

(Image: public domain, <https://commons.wikimedia.org/w/index.php?curid=160060>, Blog:bl.uk, Wikipedia Alexander Schaefer, Flickr: Joe Haupt)

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What Blended Learning Is.

- Modern media, modes of communication, use of time & space (Norberg, 2017; Heavens, 2012)
- "Thoughtful fusion of online and face-to-face" (Graham & Traugh, 2008)
- Desirable blends (Graham et al., 2013; Garrison et al., 2010)
- Ratios vary; 30-79% online (Alvar et al., 2014; Heavens, 2013)
- Time >> Place (Drahan et al., 2019; Norberg, 2017)
- Teacher as Facilitator not Orator
- Design & delivery on framing learning (Heavens, 2013)

(image: Jessie Fox, WhatCreations, etsy.com)

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CAUTION

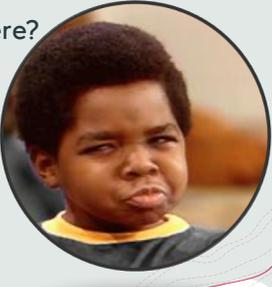
WHAT BLENDED LEARNING IS NOT

- Any parallels to the current COVID-instigated Emergency Remote teaching should be avoided" (Hodges et al., 2020)
- Emergency Remote Teaching
 - Reactive - Not Prospective
 - Thrown together
 - Education of last resort
- Direct contradiction to quality blended learning

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What are we debating here?

- Disbelief that learning can happen without proximity to a teacher
- Dichotomize the complex realm of teaching and learning
 - Books: good or bad?
 - Blackboards: good or bad?
- Every tool has a time and place; the tool should fit the task



(Image: <https://opmeaning.com/english/disbelief/>)

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Online and Computer Technologies

- + A vehicle for learning
- + Major Potential: Freedom
- + Free from time constraints
- + Free from location constraints
- + (Norberg, 2017)



(Image: pixabay.com)

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Benefits to Learning

- + Autonomy (Norberg, 2017)
- + Time and schedule
- + Flexibility (grad exit surveys, NSU HDPT)
- + Reflection (Chang, 2019)
- + Active learning online (Hrastinski, 2019)
- + Active learning face-to-face
- + Access to teachers (lived experience)



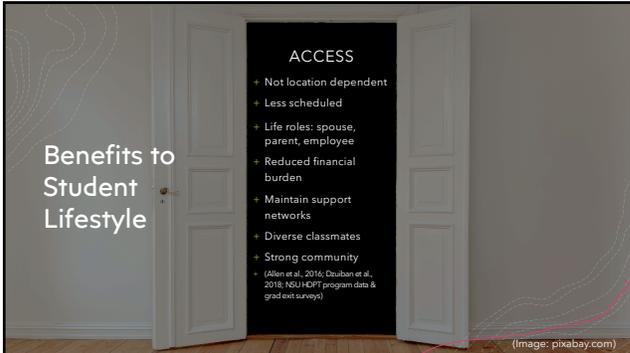
(Image: pixabay.com)

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Benefits to Student Lifestyle

ACCESS

- + Not location dependent
- + Less scheduled
- + Life roles: spouse, parent, employee
- + Reduced financial burden
- + Maintain support networks
- + Diverse classmates
- + Strong community
- + (Allen et al., 2016; Dzuban et al., 2018; NSU HDPT program data & grad exit surveys)



(Image: pixabay.com)

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Benefits to Teachers/Instruction

- + Improved effectiveness
- + More tools available
- + Efficient face-to-face time
- + Workload flexibility
- + Location flexibility
- + (Graham & Dzuban, 2008; Lived experience)

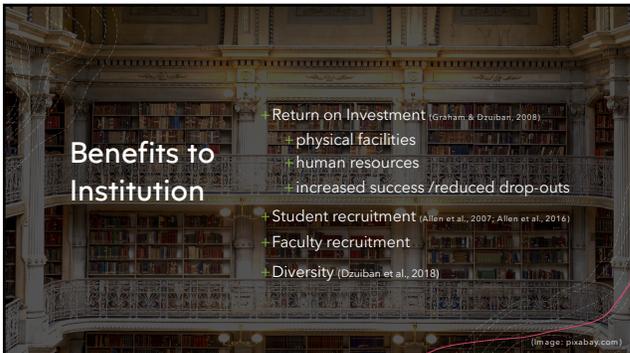


(Image: giphy.com)

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Benefits to Institution

- + Return on Investment (Graham & Dzuban, 2008)
 - + physical facilities
 - + human resources
 - + increased success /reduced drop-outs
- + Student recruitment (Allen et al., 2007; Allen et al., 2016)
- + Faculty recruitment
- + Diversity (Dzuban et al., 2018)



(Image: pixabay.com)

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Blending works

- + 5 Meta-Analyses (Dzuiban et al., 2018)
- + Small-moderate effect size in favor of BL
- + Blends not equivalent
- + Metas: Zhao et al. 2005; Sitzmann et al. 2006; Bernard et al. 2009; Means et al. 2010, 2013; Bernard et al. 2014
- + Student success and satisfaction (Dzuiban et al., 2018)
- + Admins on learning outcomes:
 - + 57% "same", 36% "superior to" F2F (Allen et al., 2014)



(Image: foodiecrush.com)

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Consumer Perspectives

- + **NEW NORMAL** (Allen et al., 2007; Dzuiban et al., 2018)
- + "like paper, books, electricity" (Allen et al., 2007; Graham & Dzuiban, 2008)
- + 32% preference for blended among learners (Allen et al., 2007)
- + Not a distinguishing characteristic (Allen et al., 2007)
- + Factors of educational quality (Allen et al., 2007; Dzuiban et al., 2018)



(Image: pixabay.com)

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Future of Blending: Shaken or Stirred?

- + Focus on what is best in blended
- + Best practices
- + Models & theories (Graham et al., 2013; Dzuiban et al., 2018)
- + Supports needed for success (Dzuiban et al., 2018)



(Image: looper.com)

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"The simple elegance of the blended learning concept can also be a weakness, however, if the focus is entirely on the mode of instruction rather than the holistic nature of the learning experience."

- Graham & Dzuiban, 2008



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