

**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/wh01r; 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://openmeaning.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)



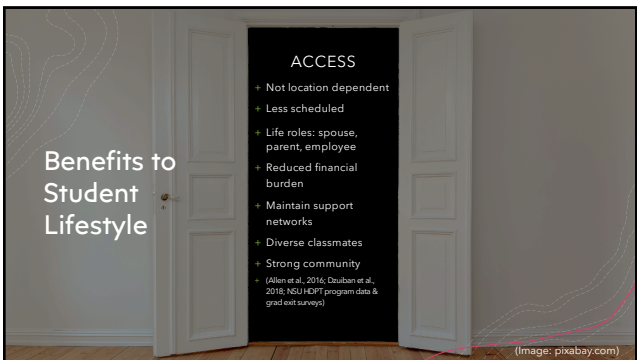
(Image: pixabay.com)

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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; Dzuiban et al., 2018; NSU HDPT program data & grad exit surveys)

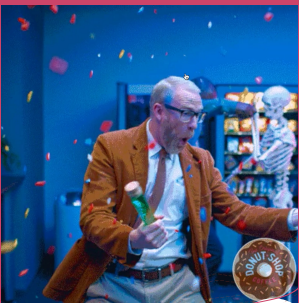


(Image: pixabay.com)

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### Benefits to Teachers/Instruction

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

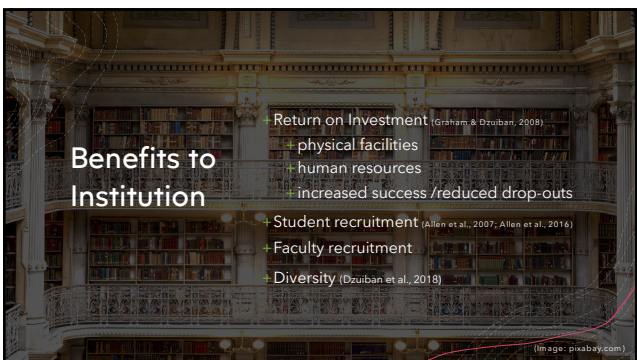


(Image: giphy.com)

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### Benefits to Institution

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