

Blended Instruction Pilot

What is meant by blended instruction?

Blended instruction is a term for the delivery of instruction based on the integration of face-based instruction and computer-based instruction. In blended instruction, a significant amount of student learning is achieved through online instruction, resulting in changes to course structure and how/where students allocate their time in mastery of the course content. Blended instruction can be an important vehicle to begin to exploit the potential of technology to improve the quality of instruction, to increase access, to increase the amount of learning, and to maintain or reduce costs.

Why bother? What are the values of blended instruction?

From the student perspective, the value includes:

- More active learning; more time engaging with the content
- Greater diversity of learning activities to match a range of learning styles
- Improved quality and quantity of interaction with faculty and students
- Improved opportunity to link learning across course boundaries and join academic communities
- Increased skill in using electronic tools and resources and in developing independent learning skills
- Greater flexibility in use of time and resources
- Increased access to supplementary learning resources to ensure adequate preparation for course prerequisites (either formal or not)

From the faculty perspective, the value includes:

- More time to spend with students individually and in smaller groups
- Less time spent on basic concepts required to create and maintain a level playing field for all students
- Greater opportunity to use their expertise and research in instruction

- Greater potential for using face-based sessions for learning experiences which are critical to the course purpose and content
- Greater opportunity to respond to a diversity of student needs and capabilities
- Improved quality of interaction with students
- Increased effectiveness in using electronic tools and resources

From the institutional perspective, the value includes:

- Greater student and faculty satisfaction
- Improved ratio of small to large classes
- Reduced failure/repeat rates in gateway courses; improved retention in major; improved time to degree
- Improved integration of students from diverse academic backgrounds into the academic community
- Improved potential to shift the academic focus to learning, community, and research and away from seat time and courses
- Increased flexibility in defining and scheduling courses
- Improved usage of limited resources, such as classrooms and parking
- A return on the IT investment