LAMBDA SOLUTIONS

A Presentation For:

Blended Learning Breakthrough

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Your Hosts

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We Reduce the Cost of Learning

Open Source Talent and Learning Management Systems

Reliable and Secure Cloud Hosting

Responsive and Proven Expertise

Totara & Moodle are 80% more cost effective

→

Managed cloud hosting reduces your IT operating costs by more than 40%

→

Over 12 years of experience and 600 customer implementations

Your in Good Company

Challenges Facing Organizations

- Meeting the needs of different learning styles
- Budget constraints: technology, content production, delivery, human resources
- Scalability: across the organization & budget
- Quality of content
- Consistency in delivery
- Time constraints on learners, facilitators & SMEs
- Keeping up with content updates
- Learner participation

Topics

1. Limitations of the traditional "brick and mortar" mode of learning
2. Andragogy
3. Student Centered Approach
4. Blended learning
   o Definition
   o Activities
   o Models
   o Basic principles
   o Blended Learning Sample
   o Tools

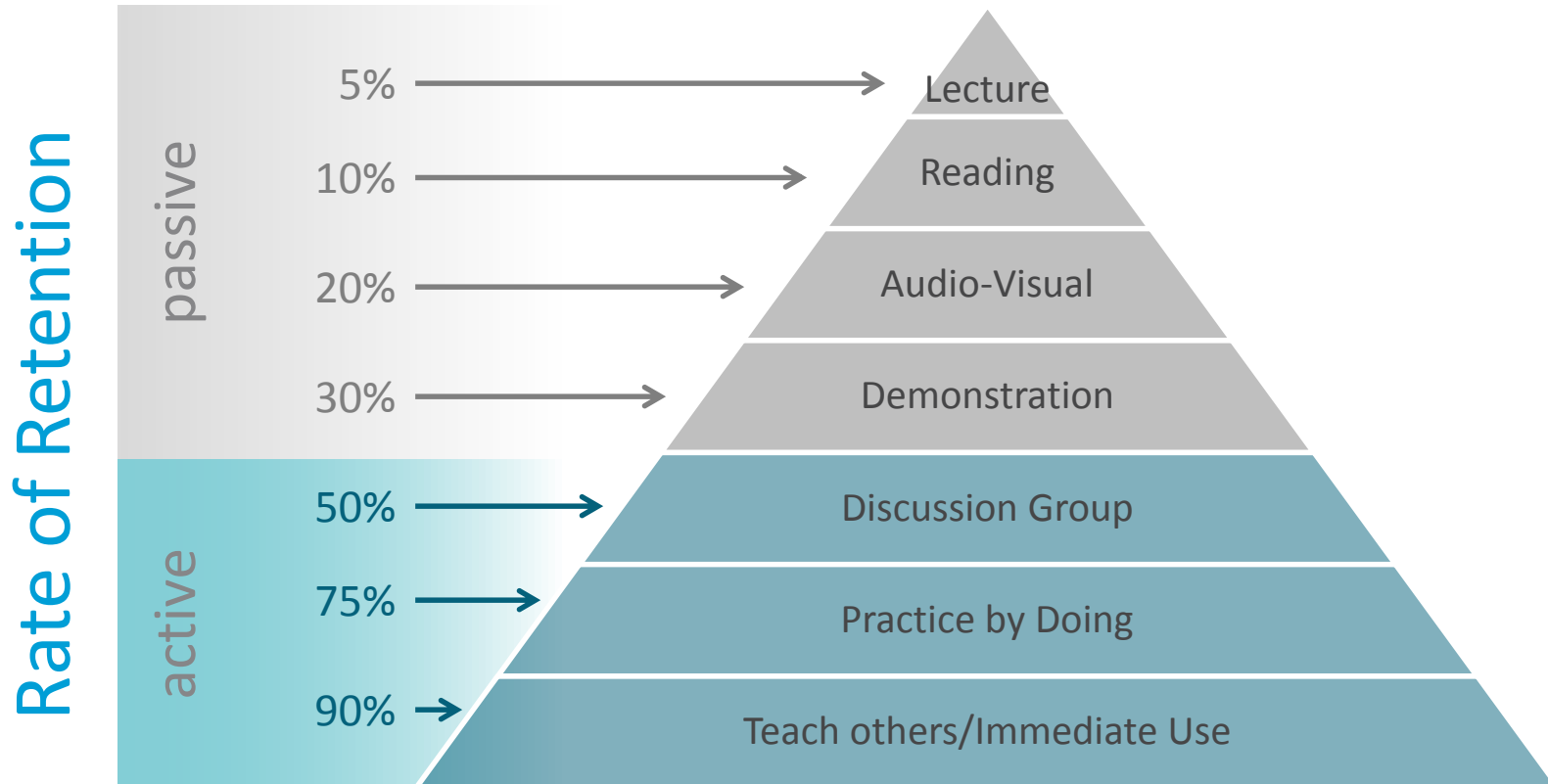# Traditional "Brick and Mortar" Mode of Instruction & Learning...

- Encourages passive learning
- Does not support differences in learning styles
- Does not foster problem-solving, critical thinking & higher order learning skills

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Pedagogy

Learner
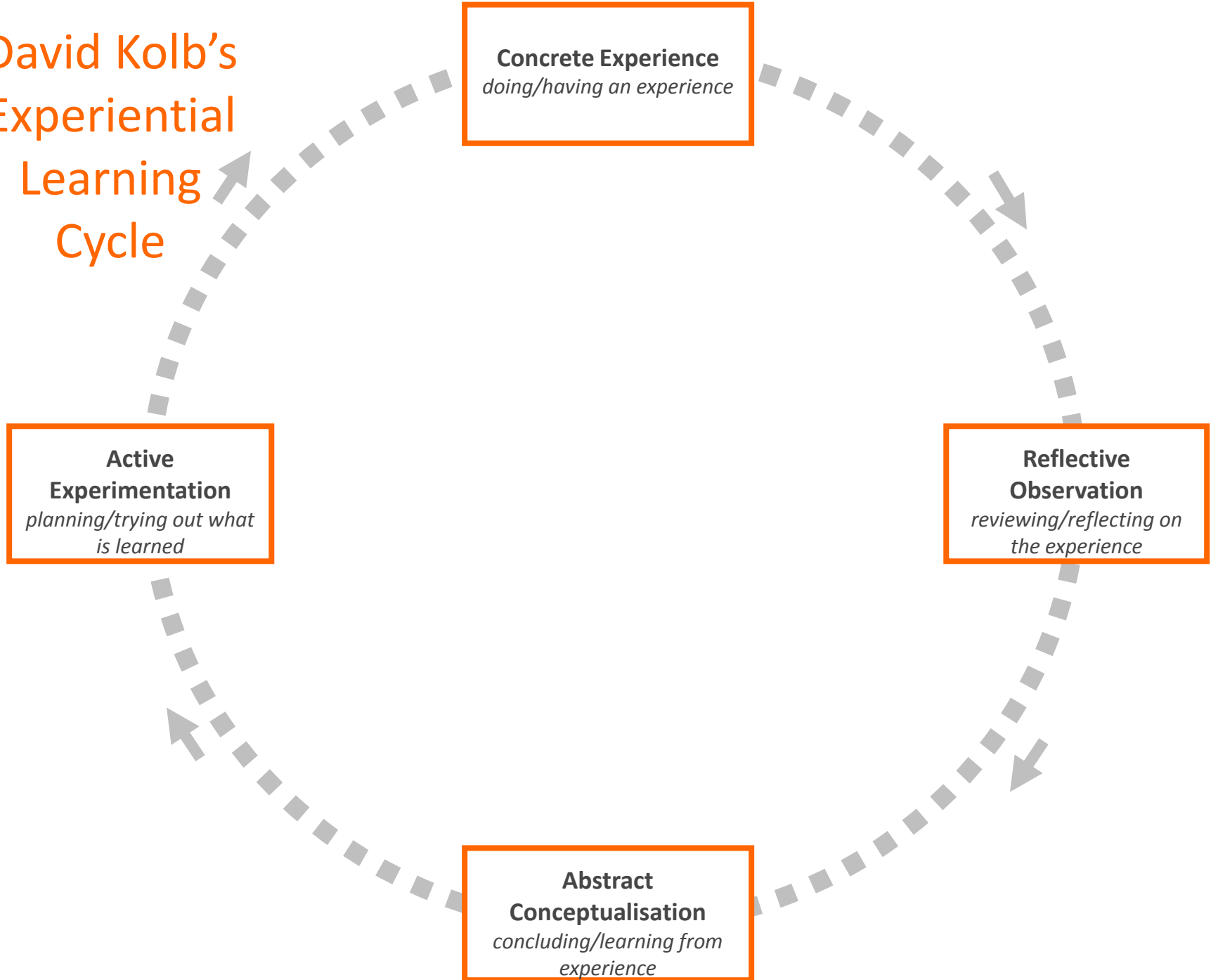Learner
Content
Learner
Learner
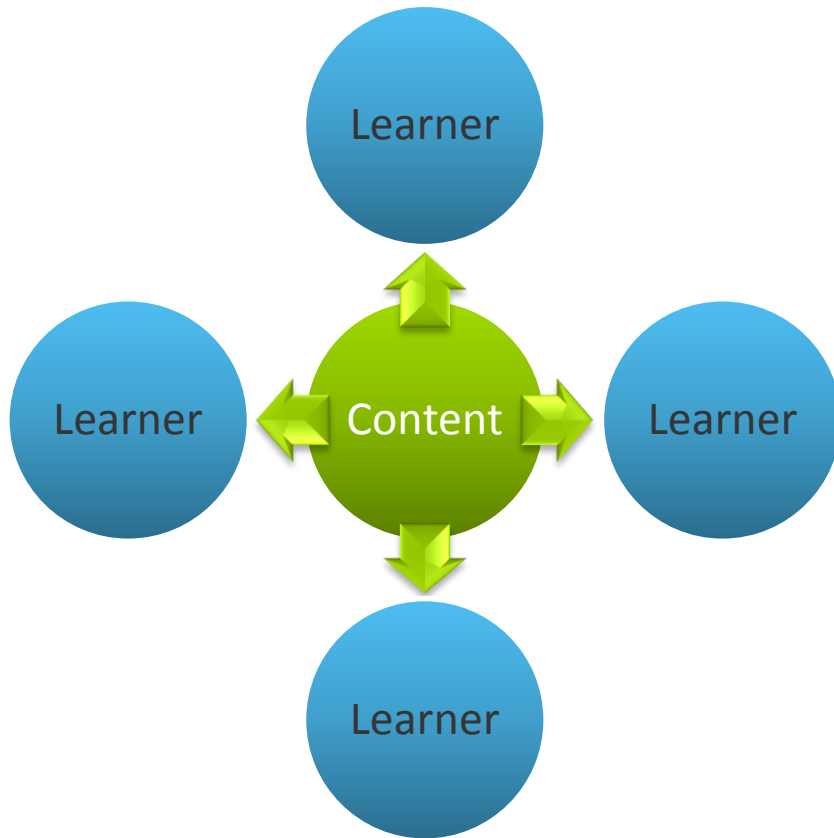
- Methods and practices used in teaching, especially of children
- Teacher directed approach - teacher controls learning
- Learners dependent on teacher's understanding and approach
- Content is based on rigid curricula

Encourages Passive Learning

Rate of Retention

passive
- 5% → Lecture
- 10% → Reading
- 20% → Audio-Visual
- 30% → Demonstration

active
- 50% → Discussion Group
- 75% → Practice by Doing
- 90% → Teach others/Immediate Use

David Sousa's LEARNING PYRAMID
*Adapted from National Training Laboratories. Bethel, Maine

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David Kolb's Experiential Learning Cycle

Concrete Experience
doing/having an experience

Reflective Observation
reviewing/reflecting on the experience

Abstract Conceptualisation
concluding/learning from experience

Active Experimentation
planning/trying out what is learned

Learning Styles

Concrete Experience
doing/having an experience

- "Hands-on" and concrete
- Wants to do
- Discovery method
- Sets objectives/schedules
- Asks questions fearlessly
- Challenges theories
- Adaptable
- Receive information from others
- Gut feeling rather than logic

- Real life experience and discussion
- Imaginative
- More than one possible solution
- Brainstorming and group work
- Observe rather than do
- Alternatives
- Background information

Accommodating
(feel & do)
CE/AE

Diverging
(feel & watch)
CE/RO

Perception Continuum
how we think about things

Processing
how we

Continuum
do things

Active Experimentation
planning/trying out what is learned

Reflective Observation
reviewing/reflecting on the experience

Converging
(think & do)
AC/AE

Assimilating
(think & watch)
AC/RO

- "Hands-on" and theory
- Analogies
- Specific problems
- Tests hypothesis
- Best answer
- Works alone
- Problem solving
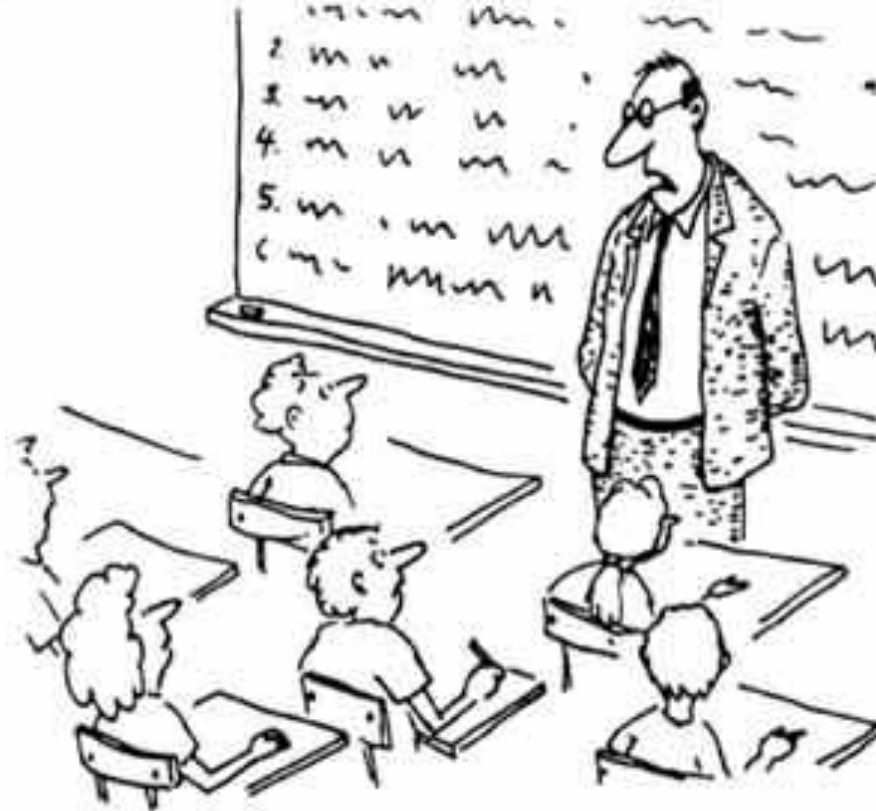- Technical over interpersonal

- Theories and facts
- Theoretical models and graphs
- Talk about rationale rather than do
- Lectures
- Numbers
- Defines problems
- Logical Formats

**Abstract Conceptualisation**
concluding/learning from experience

Does not Support Critical Thinking

"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"
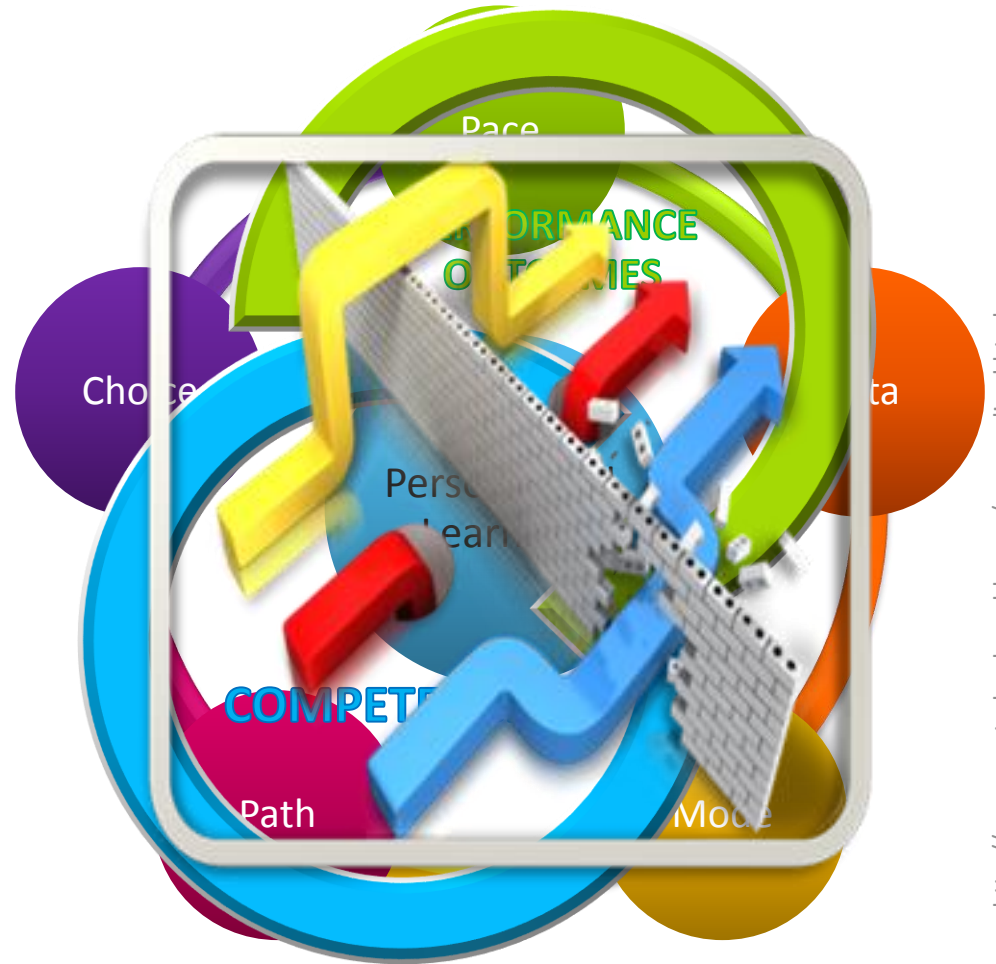
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Andragogy

- Methods and practices used in teaching adults

- Self-directed, independent, and collaborative
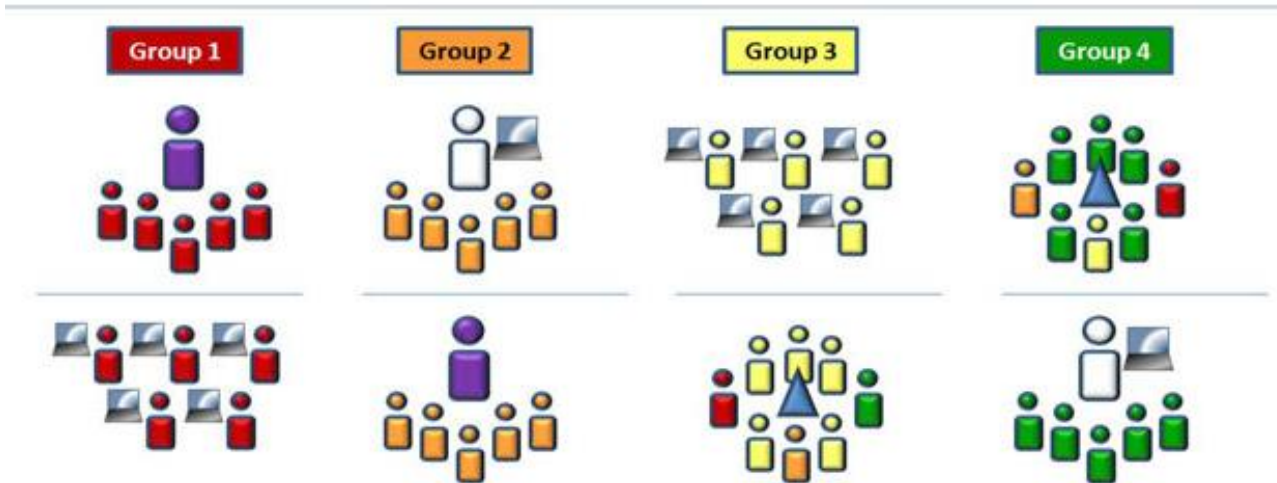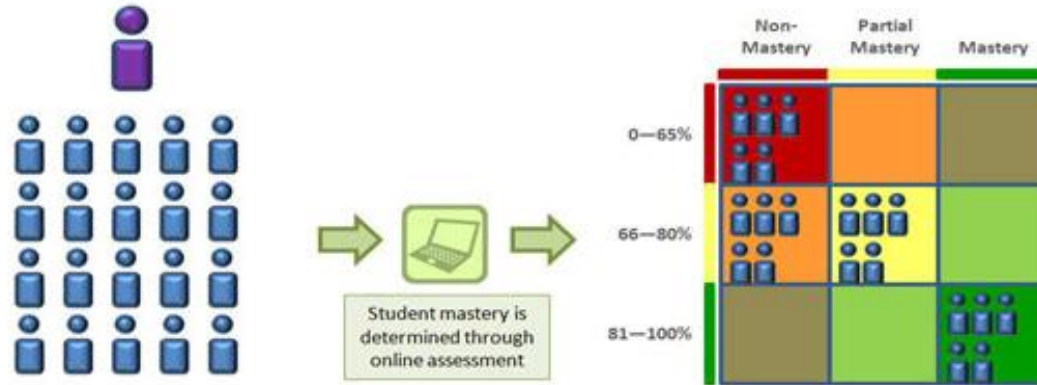
- Teacher are facilitators, change-agent or consultants
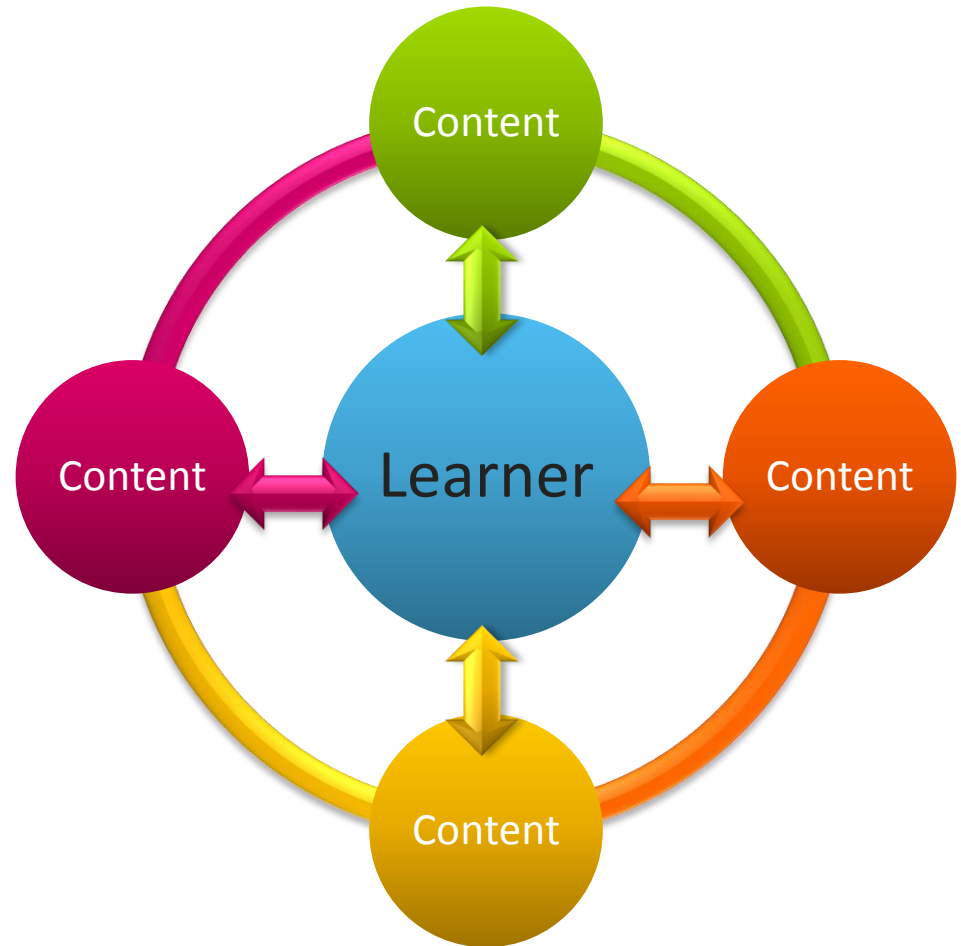
Student-Centered Approach

- Learner-centered approach is a combination of:
  - o personalized learning (PL)
  - o competency-based learning (CBL)
- PL: Instruction is paced to individual learning needs, preferences & interests
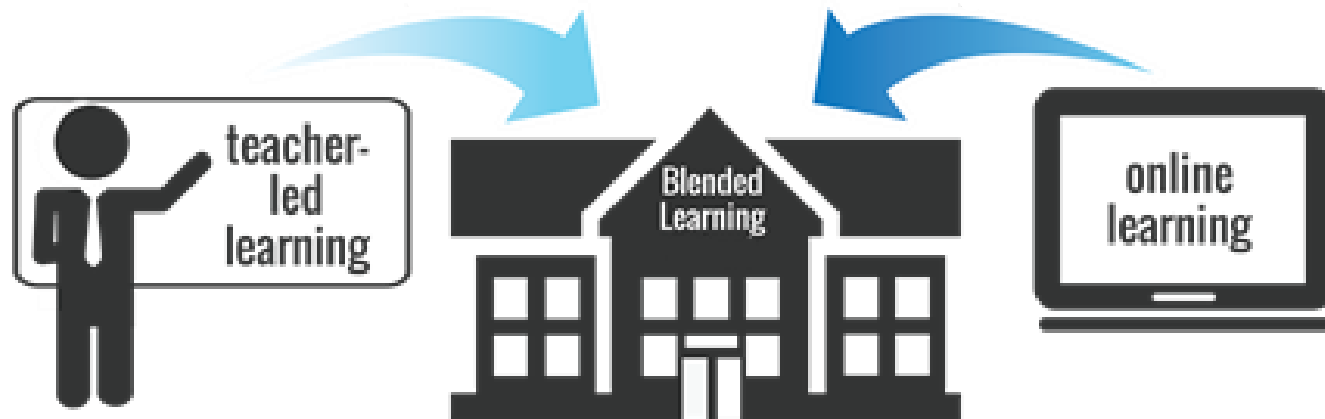- CBL: Focused on mastery of desired outcomes into competencies

http://e-worxnotschool.weebly.com/personalised.html

Student-Centered Approach

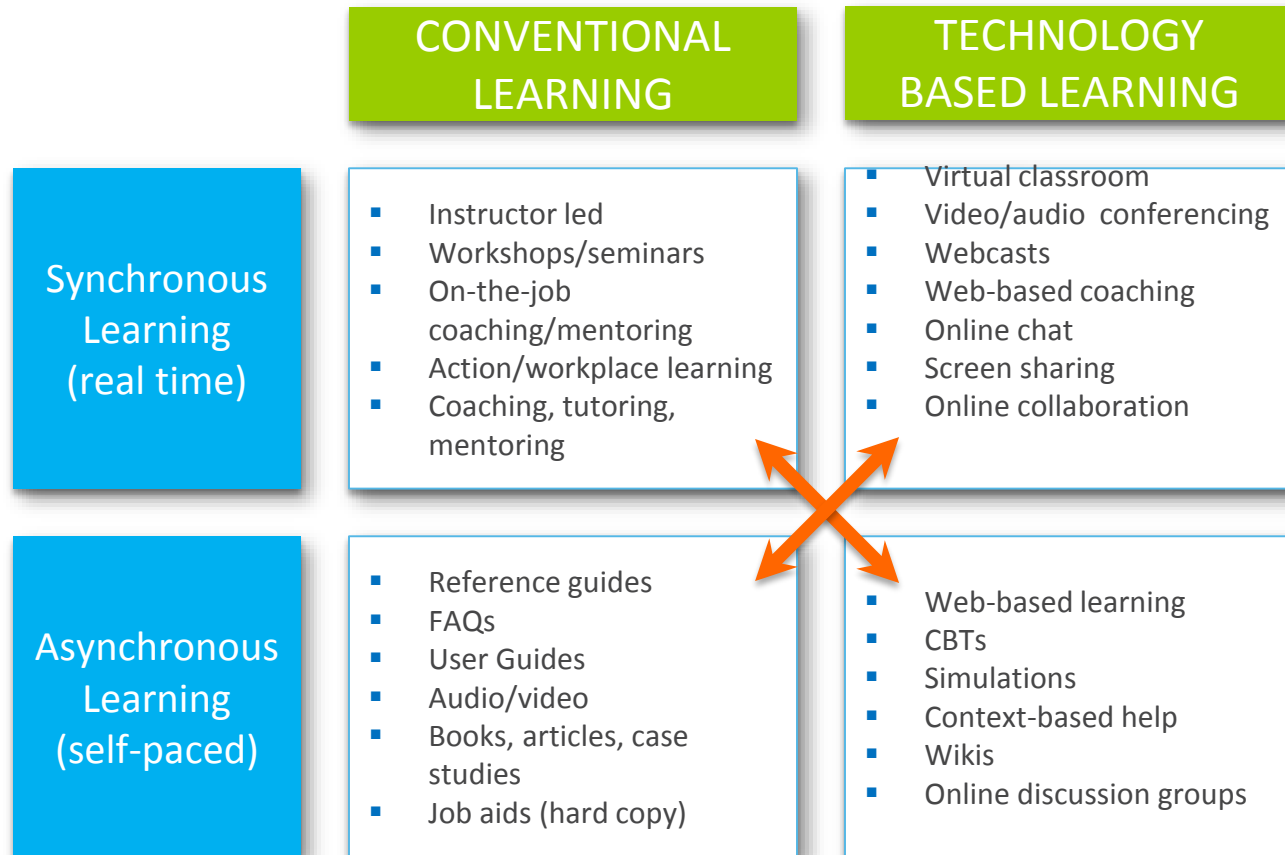LAMBDA SOLUTIONS

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Blended Learning Defined

Blended learning refers to any time a learner learns, at least in part, at a brick and mortar facility and through online delivery with learner control over time, place, path or pace.
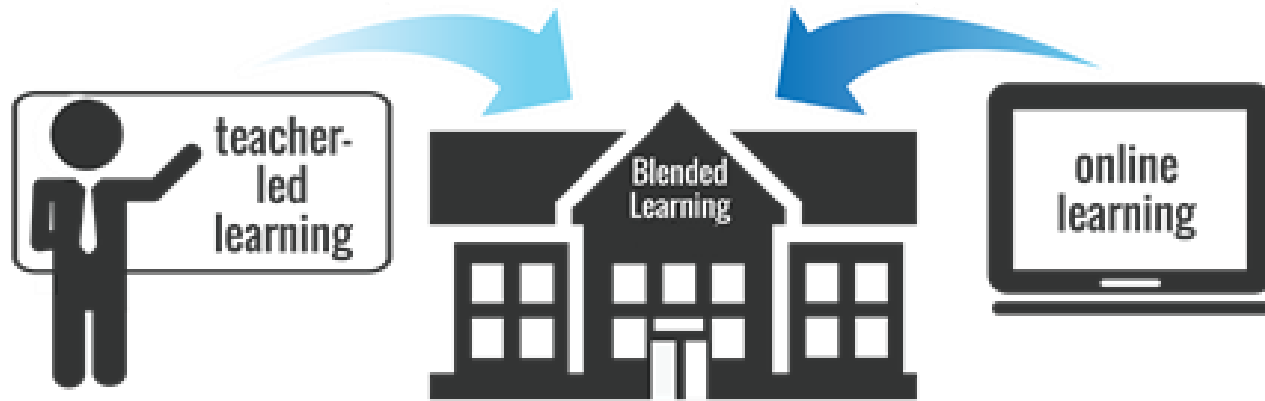
Blended Learning Defined

	CONVENTIONAL LEARNING	TECHNOLOGY BASED LEARNING
Synchronous Learning (real time)	- Instructor led - Workshops/seminars - On-the-job coaching/mentoring - Action/workplace learning - Coaching, tutoring, mentoring	- Virtual classroom - Video/audio conferencing - Webcasts - Web-based coaching - Online chat - Screen sharing - Online collaboration
Asynchronous Learning (self-paced)	- Reference guides - FAQs - User Guides - Audio/video - Books, articles, case studies - Job aids (hard copy)	- Web-based learning - CBTs - Simulations - Context-based help - Wikis - Online discussion groups

Blended Learning Activities

LIVE
(synchronous)

ON DEMAND
(asynchronous)

Face2Face	Live Online	Coaching	Collaboration & Community	Multimedia	Web-based Learning	Performance Support
•Classroom •Demonstrations •Field Work •Lab	•Web Casts •Virtual Classroom •Webinar •Chat •Conference	•Mentoring •Tutoring	•Portal •Blog •Wiki •Threaded Discussion	•Video streaming •Podcasts •Distance learning •CD/DVD	•Internet •Self-paced tutorials •Simulations •Games	•Job aids •Online Help •Online References •Mobile learning resources

Blended Learning Models
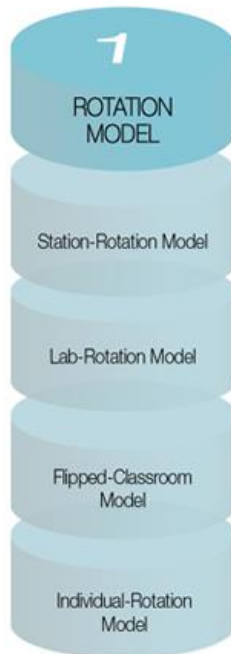
Defining Blended Learning Models

ROTATION—Within a given course or subject, students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning.

FLEX—Content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher of record is on site.

SELF-BLEND—Students choose to take one or more courses entirely online to supplement their traditional courses; the teacher of record is the online teacher.

ENRICHED VIRTUAL—A whole-school experience in which, within each course, students divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction.

SOURCE: Innosight Institute

Blended Learning an Old Discipline

Blended Learning aims at orchestrating an effective composition of learning experiences.

Instructional design has a long history of "blending" classroom work with homework, field trips, labs, reading assignments, and audio-visual media. However, what is new in this era of "blended learning" are the powerful modes of online synchronous and asynchronous activities, and technology-based instructional methods which can now be added to the mix.

Richard Otto, Cognitive Design Solutions

Basic Principles When "Blending"

- **Articulate** objectives and learning **outcomes**
- For each outcome, think about **which mode is better suited**: f2f, self-paced, lab work, online discussion, video, audio, etc.
- **Align** the synchronous and asynchronous learning components **and sequence** them for maximum impact
- **Determine assessment methods** used for activity
- Ensure that your course activities **respect diverse talents, backgrounds and different ways of learning** and promote active learning
- **Provide opportunities for regular feedback** about learner performance
- **Communicate the value that the learning offers** to motivate your learners
- Provide support and **define method of communication**

https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/developing-online-learning-activities

Sample Blended Learning Course

Hello and Welcome

...and to verbalize in a concrete fashion. On one ...personal experience with it. On the other hand, ...t as to its broader implications.

...onfusion as to what is included or excluded from ...ts and different streams of thought have been ...riations and combinations of inappropriate and ... confused about the difference between workplace ...imination. Further complicating matters is that ...bullying-related vocabulary incorrectly or ...ifferent phenomena.

...ation of synchronous and asynchronous social ... is the learner engaged more and driving his/her ...fferent learners have different learning styles, a

...iew topics covered and ask questions from an

...betencies.
...sary, discussions around topics, etc
...dge

Case Study: Workplace Violence Discussion

Flash Point – Recognizing and Preventing Violence in the Workplace

Flash Point - Recognizing and Preventing Violence in the W...

Orientation

Getting to know each other.

Glossary of Workplace Bullying Terms

Research Activity

Research on strategies that you can employ to prevent workplace violence. Identify at least five points that you can implement in your workplace and explain how.

Workplace Violence Role Play Session

Sign-up for an available upcoming session

Aurora,
Guinness Tower,
1055 W Hastings Street
23 April 2015, 9:00 AM - 12:00 PM (time zone: America/Toronto)

Options:
Sign-up

Aurora,
Guinness Tower,
1055 W Hastings Street
23 April 2015, 4:00 PM - 7:00 PM (time zone: America/Toronto)

Options:
Sign-up

View all sessions
Declare interest

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Active Learning Activity Samples

Glossary of Workplace Bullying Terms

Search [_____] ☑ Search full text

Add a new entry

| Browse by alphabet | Browse by category | Browse by date | Browse by Author |

Browse the glossary using this index

Special | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | ALL

D

Discrimination

In the workplace sense, "discrimination" refers making a distinction against a person based on the group, class or category to which that person belongs, rather than on his or her actual merit. Discrimination can take place on the basis of sex, race, religion, physical or mental disability, sexual orientation, age, and so forth.

This term is usually placed outside the definition of "workplace bullying" because the aggressor's actions are based on categorical prejudice rather than personal conflict between individuals. Also, victims of discrimination are usually able to seek remedy or intervention through anti-discrimination or equal opportunity laws, whereas these statutes only rarely protect victims of bullying.

⊘ ✖ ✏

▶ Comments (0)

M

Mobbing

Originally used to describe animal behavior, the term "mobbing" was reinvented in the early 1980s to also refer to a certain type of group behavior in the workplace. Mobbing is best described as group bullying, or a "collective campaign by co-workers to exclude, punish, and humiliate a targeted worker." A person in a position of power or social influence usually initiates the

Active Learning Activity Samples

Case Study: Workplace Violence Discussion

Workplace Violence Industrial (clip)

What would you do?

There are required fields in this form marked *.

Your new discussion topic

Subject*

Jim's response

Message*

I would try to talk to him so see if there is something I can do to help him. I would empathize with him and put myself in his shoes. However, if there is any push back, I will politely back off.

Active Learning Activity Samples

Research Activity

Research on strategies that you can employ to prevent workplace violence. Identify at least five points that you can implement in your workplace and explain how.

Grading summary

Participants	0
Submitted	0
Needs grading	0
Due date	Tuesday, 28 April 2015, 12:00 AM
Time remaining	6 days 1 hour

View/grade all submissions

Submission status

Submission status	No attempt
Grading status	Not graded
Due date	Tuesday, 28 April 2015, 12:00 AM
Time remaining	6 days 1 hour

Add submission

Active Learning Activity Samples

All sessions in Workplace Violence Role Play Session

Role-play is an appropriate instructional strategy for this particular training topic, for the following reasons:

- Bullying in the workplace education needs to promote learning in both the affective and cognitive domains, which role-play accomplishes.
- The learning goal for this training is to impart the knowledge, skill, and ability required to effectively approach a bullying situation in ... trolled environment and

Workplace Violence Role Play Session

Session date/time
23 April 2015, 9:00 AM - 12:00 PM America/Toronto

Capacity
10

Duration
3 hours

Room
Aurora,
Guinness Tower,
1055 W Hastings Street

| Attendees | Wait-list | Cancellations | Take attendance | Message users |

Attendees

Name	Time Signed Up	Cost	Discount code	Attendance	Attendee's note
lambda admin	21 April 2015, 10:40 PM	0		Booked	

	Options
...king open	✏ 🗗 ❌ Attendees Sign-up
...king open	✏ 🗗 ❌ Attendees Sign-up

Tools
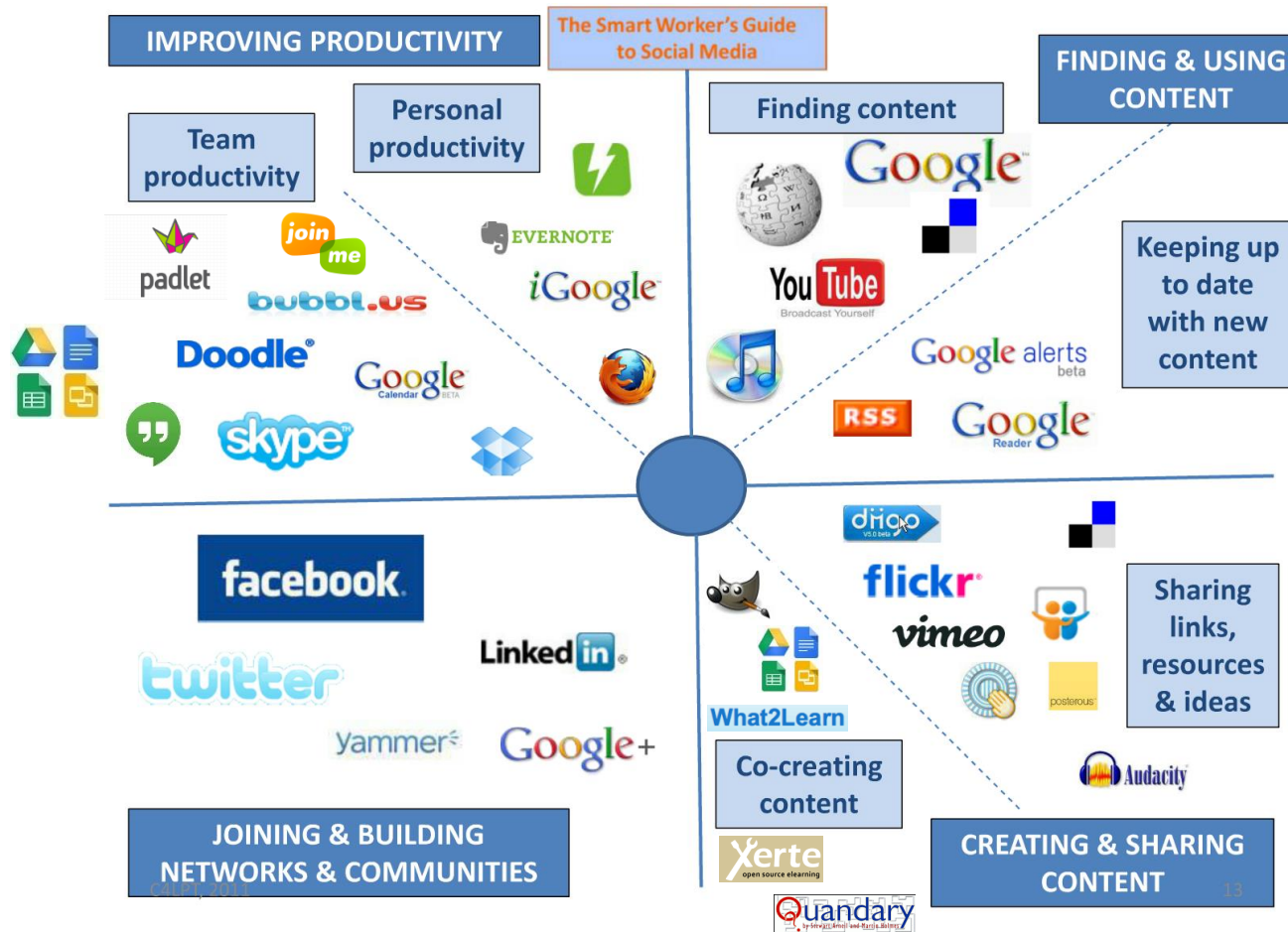
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