



# How can blended learning improve the quality of teaching and learning.

## Integrating an Online Language Learning Solution in the Classroom

# What is Blended Learning?

Blended Learning Integrates:

face-to-face  
teaching



with

computer  
components



in order to provide a coherent learning  
experience for students



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**“We can be pretty certain that the trend toward blended learning systems will increase. It may even become so ubiquitous that we will eventually drop the word *blended* and just call it learning”**

The Handbook of Blended Learning: Global Perspective, Local Designs by Curtis J. Bonk & Charles R. Graham (2006)



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# Why Blend?

Three main reasons:

1. Improved Pedagogy
2. Increased access and flexibility
3. Increased cost effectiveness

# More reasons to Blend

- Learning is more individualized
- Heterogeneous classes can be taught more effectively
- Students with specific learning problems may be helped
- Students' attitude toward learning is improved. Studies have shown increased student engagement through Blended Learning.
- The computer affords option of keeping student records
- The computer provides unlimited exposure to the target language
- The computer gives immediate feedback
- Multimedia courseware affords a multisensory experience
- The computer saves labor for teachers and students
- The computer can play different interactive roles
- The Internet enhances research and communication skills



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# Guidelines for blended learning



Face-to-face  
pre-computer



On the  
computer



Face-to-face  
post computer

## PREPARATION

**Do activities to warm students up before they do the computer task**

## EXPOSURE

**Give students activities to help them focus on the computer task**

## CONSOLIDATION

**Do activities to follow up on work done on the computer**

# Challenges to effective Implementation

- The degree of integration between the two learning environments
- A lack of training for teachers regarding additional responsibilities within the expanded role of the teacher and effective integration of the two learning environments
- A low level of computer and Internet literacy, among teachers or students
- Inadequate access to computers and the Internet
- Insufficient infrastructure
- A lack of operational and administrative support for scheduling classroom and lab sessions

# Case Study

## Universidad Autónoma de Chihuahua (Mexico)



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# Context



**Active Since:** 2011

**Number of Teachers:** 135

**Number of Students:** 10,500 active students

**Background:** Decision to move from a purely face-to-face model to an integrated blended model

**Model:** 4 hours F2F + 3 hours EDO

# Objectives

## General Objectives

Evaluate the user-friendliness and effectiveness of the integrated solution

Evaluate user-friendliness and effectiveness of the EDO platform

Evaluate Students' usage of the platform

Evaluate teachers' usage of the platform

Evaluate teachers and students overall level of satisfaction with the course

Evaluate teachers and students overall level of motivation

## Learning Objectives

Develop Students' Language Skills

To develop Students' Ability to Learn in Self Access

# Integration textbook and Platform

## World of English 1 / English Discoveries Online

World English 1		English Discoveries Online Content			The correlation between the EDO component and the World English lesson
Units & Topics		Level	Component	Summary	
Unit 3: Going Places					
<i>Lesson A Goal 1: Identify Possessions</i>					
Grammar	Possession	Basic 1	Grammar – Possessive Pronouns	Students practice using Possessive Pronouns.	In this EDO component additional practice in Possessive Pronouns is provided.
<i>Lesson B Goal 2: Ask for and Give Personal Travel Information</i>					
Listening	Travel Information	Basic 1	Listening – Adventure	Students listen to someone asking for information about a bus ride.	This EDO component reflects the unit theme and language functions. Students practice asking for information and discussing going places.
<i>Lesson C Goal 3: Give Travel Advice</i>					
Grammar	Should for Advice	Basic 3	Grammar – Should Modals	Students listen to <i>should</i> being used and complete comprehension questions.	This EDO component allows students to reinforce their understanding of using <i>should</i> for advice.
<i>Lesson D Goal 4: Share Special Travel Tips with Others</i>					
Reading	Smart Traveler	Basic 1	Reading – More Women are Travelling.	Students read about women who are traveling more around the world.	This EDO component reflects the lesson's text type and has students respond to various questions types.
<i>Suggested Community Site Activities</i>					
Magazine	"Cockpit Confusion" May 2010	Read the article at "Basic" level and answer the comprehension questions.			This magazine article corresponds to the unit's theme.
Forum	"Do you think there will be less accidents if pilots improve their English?"	Based on the article that you have read, answer this question in 2-3 sentences. If you have learnt new words in the magazine, use them in your response.			In the Forum students practice using new vocabulary from the whole unit while practicing their writing skills.



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# EDO Teacher management System

Home Help User:admin admin Exit 

Registration Curriculum Reports Settings Communication Resources Assessment Services

**Registration**  Training Manager Supervisor Classes Teachers Students

**Curriculum**  Assign Packages Assign Courses View All Courses Course Builder Study Planner Authoring Tool Course Sequence

**Reports**  Placement Test Reports Course Reports Community Site Reports Supervisor Reports

**Settings**  Look And Feel Video Community Language Home Page Features Media Path

**Communication**  Inbox Compose Sent Items My Forums Assign Forums Moderate Forums

**Resources**  Guidelines Lesson Plans Worksheets Explore Texts Word Lists FAQ's Links Presentations Scope and Sequences Alignment Table

**Assessment**  Outcomes

**Services** 



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# Pre Course

A needs analysis incorporating local culture/resources/goals/  
management/assessment criteria/learning content/course model

Customized teacher training, including practical class simulations

Flexible technical delivery (online/intranet/USB/smartphones/tablets)

Customized, systematic integration of the learning platform with the  
classroom curriculum

Implementation guidelines and role definitions

Engaging interactive learning content, incorporating real-life context



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# Course Phase

Ongoing integrated assessment of both learning environments

An automated management system for teachers/administrators

Automated performance tracking tools

A practical integration guide for teachers

Personalized online learning paths for students

Automated tools for identifying at-risk students

Classroom observation of teachers

Ongoing teacher support via synchronous and asynchronous tools

Project management



# Post-Course

Integrated, customized end-of-year assessment

Analysis of student- and teacher-performance data

Online surveys from teachers and students

Focus groups

Model modification (if necessary)



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# Results

Student progress increased by over 20% in 2nd semester

UACH English coordinators were pleased  
with students' overall online practice test results (87.7 percent average)

Student login in 2nd semester 92%

University to expand implementation of blended model in 2013-14 to  
15,000 students

*"EDOs blended learning methodology has revolutionized our university's  
English-language courses in terms of learning effectiveness."*

**Rosario Salas Beall, International Relations Coordinator, UACH**



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