### Blended Learning: Benefits, Challenges, Preparation Tips and Good-to-Know Theories

“Blended Learning is a coherent design approach that openly assesses and integrates the strengths of face-to-face and online learning to address worthwhile educational goals” *(Garrison & Vaughan, 2008, pp. x)*

At Victoria University, Blended Learning is supported by the suite of tools available in VU Collaborate.

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| • Enables learners to be “together and apart—and to be connected to a community of learners anytime and anywhere, without being time, place or situation bound” *(Garrison & Kanuka, 2004, pp 96)* | • Requires a complete redesign of the learning experience with the best of both f2f & online. | • Read up on Blended Learning.  
  o A good place to start would be from the Recommended Reading listed on the reverse of this page.  
  o Consider how you may use Community of Inquiry framework proposed by Garrison & Vaughan.  
  • Look at examples – (e.g. see Garrison & Vaughan, ch. 5) and talk to colleagues about what they've been doing  
  • Join the discussions about blended learning  
  - Reflect on your unit and identify areas where VU Collaborate tools can be used, for example, to:  
    - Support learners by providing the ability to review content online  
    - Encourage more interaction in class and out of class (e.g. Discussions, online chat, Campus Pack Wiki)  
    - Promote critical reflection (Campus-Pack Blog/Journal)  
    - Communicate with students off campus (E.g. WebEx Virtual Classrooms)  
    • Seek the advice of TELDs and get PD | Vygotsky’s Zone of Proximal Development (ZPD) *(cited in McLeod [2012])*  
Consider the use of ZPD in redesigning learning. ZPD is the difference between what a student can learn on his or her own and what a student can learn with the help of significant others. ZPD illustrates how “learning increases through collaborative experiences with both instructors and peers.” *(Whiteside, 2015, pp 56)*  

SAMR Framework *(PuenteRuda, 2013)*:  
• **Substitution**: Technology replaces existing tasks (E.g. 45 minute on-line lecture)  
• **Augmentation**: Technology improves existing tasks  
• **Modification**: Technology involves significant redesign of existing tasks  
• **Redefinition**: Technology has allowed for the creation of new tasks previously inconceivable.

The SAMR Framework argues that it is possible for blending to result in new learning outcomes.

The Pedagogy Wheel *(Carrington, 2013)* Refer to [http://tinyurl.com/posterV4](http://tinyurl.com/posterV4) see the connection between learning outcomes, SAMR and Bloom’s Cognitive Domains.
Recommended Reading


References