What is the Recipe for “Blended Learning” in Wisconsin School Districts?

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Blended Learning Recipe

• Who’s cooking? Where’s the kitchen?
  • Wisconsin Digital Learning Collaborative (Chief Chef)
    • Wisconsin Virtual School, Wisconsin eSchool Network, and Wisconsin Department of Public Instruction (Sou Chefs)

• First Ingredients
  • Learn the Definition of Blended Learning
  • Learn the Models: What does it look like in classrooms?
  • Prep the kitchen (infrastructure)

• Second Ingredients
  • What School Districts (chefs) & Teachers/Leaders (Sou Chefs) are asking for?
  • Resource Developed and Shared
  • Future Ingredients
Meet Your Chef and Sou Chefs: The Power of ALL of US in ONE Place

http://dpi.wi.gov/imt/digital-learning/collaborative
Projected Growth of Blended Learning
Tom Vander Ark, Open Ed Solutions, *Leading the Shift to Personal Digital Learning*

![Graph showing projected growth of blended learning and supplement learning](image-url)
Online learning is blending into school

**Online learning**, with student control over time, place, path and/or pace

+ Supervised **brick-and-mortar location** away from home

+ Modalities are connected to create an **integrated learning experience**

Source: Blended (San Francisco: Wiley, 2016)
Blended learning is not...
Technology rich or blended learning?

1. Marco uses software to work at his own pace, then does a hands-on project.
2. James's class works together on Excel to graph functions.
3. Angel rotates in class between online and small-group instruction.
4. Robert's math playlist for the day is different from Kendra's.
5. Sonya takes notes on her tablet while her teacher introduces the lesson.
6. Ms. Smith uses engaging videos to liven up her lectures.
Models of K–12 blended learning

Source: Blended (San Francisco: Wiley, 2016)
Station Rotation
Models of K–12 blended learning

Source: Blended (San Francisco: Wiley, 2016)
Flex Model

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:25</td>
<td>Project time (math and science)</td>
</tr>
<tr>
<td>10:20</td>
<td>Break</td>
</tr>
<tr>
<td>10:35</td>
<td>Core Skills</td>
</tr>
<tr>
<td>11:35</td>
<td>PE or sustained reading time</td>
</tr>
<tr>
<td>12:35</td>
<td>Lunch and recess outside</td>
</tr>
<tr>
<td>1:20</td>
<td>Project time (English and history)</td>
</tr>
<tr>
<td>3:15</td>
<td>End of day; students can stay to</td>
</tr>
<tr>
<td></td>
<td>work on personalized learning plans</td>
</tr>
</tbody>
</table>

Note: On Fridays, students spend most of the day in Core Skills and meeting 1-on-1 with their mentors

The Learning Cycle

Sources: Acton Academy and Summit Public Schools
Models of K–12 blended learning

Source: Blended (San Francisco: Wiley, 2016)
First Ingredients & Prep the Kitchen

• Online & Blended Resources
  • Experience, knowledge, and reputation
  • Online courses, digital content access for blended delivery, technology
• Policy and procedure assistance
• Learning Management System (LMS)
• Student Information System (SIS)
• Professional Development (Teachers and District Liaisons)
• Online and Blended Student Support
Second Ingredients

• What School Districts (chefs) & Teachers/Leaders (Sou Chefs) are asking for?
• Resource Developed and Shared
• Future Ingredients
Specific Ingredients to Consider

Meeting Standards, RtI, and BL Together
- Specific groups of students – how can BL help?
- Younger students and RtI, can BL help?
- Involve elementary and middle school students in BL?
- Need models, examples, and pilots

Opportunities for Networking
- Monthly webinar
- Fall, Winter, and Spring F2F meetings
- PLCs for content teachers

Online and Blended Student Orientation or Readiness for Students

Technology Support
- What support can be shared?
- Help Desk?
- 24/7 Homework Help?
- Others?
Specific Ingredients to Consider

- **Teacher Professional Learning Needs**
  - Knowledge and research on BL
  - Communication strategies
  - Awareness for stakeholders
  - Familiarity of the tools and models
  - [Online/Blended Training Opportunities (WDLC)](#), i.e. Teaching Strategies I and II (6-week online foundational course for online/blended learning (6-week online series for administrators))
  - Onsite training

- **School Leaders Learning about the Delivery of PD and Support**
  - Messaging for different audiences
  - Laws, funding, policy, and student handbook
  - Assistance in fostering commitment and culture
  - Bring a “plan” to the table
  - Allocate resources differently
  - Teacher “schedule” – what does it look like?
Cooking Up New Initiatives

• WDLC Priorities for 2017-18:

• Professional development for teachers, administrators, board members, other stakeholders
  • Planning, Implementing & Evaluating your Digital Initiatives- online/blended course in development

• Opportunities for networking and sharing what’s going on in your schools (OL and BL models, policy issues, professional learning options etc.)

• Expanding awareness of WDLC and building an organization for online and blended learning networking in Wisconsin

• Offering another Blended Live event in April 2018
Cookbooks

Student Centered Learning is not a single tool/solution it is a pedagogy requiring many tools in the tool belt to meet the many needs of unique learners.
Mobilizing: Start with the Rallying Cry

What problem are you trying to solve?

Develop Your SMART Goal: Heather Staker and Birdville ISD
Mobilizing: Organize to Innovate

How did you organize the right team to lead the project?
Designing: Motivate Students

What do students like about blended learning? What are they finding as challenges?
Challenges: Student Voice

What did you like the least about using digital (online) content as part of your coursework?

• “It was with work.”
• “I can't focus as much with digital content than I can with pencil and paper.”
• “Turning in assignments are confusing.”
• “I disliked that I never got class time to work with my teacher on things and that I had to learn everything on my own with no instruction.”
• “I think that my course work was fun to do this year because I got to help some of my classmates when they ask for help this whole year. My teachers help and I help my classmates too. I kinda pass it on by helping them when needed.”
Successes: Student Voice

“What did you like the best about using digital (online) content as part of your coursework?”

• “I found it useful in some ways, but it was no different than paper work.”

• “What I liked best about using online content was that it was self-paced, so I could work ahead or if I missed a day I wouldn't have to worry about trying to make up the in-class lesson.”

• “What I liked most about online classes are that you can work on classes when you want and there is a reasonable due date on the assignments.”

• “I can work at my own pace and I can learn my own way within the courses.”

• “What I liked is that, it had lessons for you to look back on to find the answers.”
Designing: Elevate Teaching

How have you gained or how will you plan to get teacher “buy-in”?

Examples: professional learning, training (choice of place and pace), webinar/presentations, mentors/coaches, team planning time, support/resources, motivational strategies
Designing: Design the Virtual & Physical Setup

Did you decide to build your own online content? Use an outside provider? Combine multiple providers?
Designing: Design the Virtual & Physical Setup

What level of modularity of operating systems (Apple, Windows, Chromebooks, etc.) have you chosen? And why?
Designing: Design the Virtual & Physical Setup

Any changes to the physical space (furniture and location) in your blended learning models?
Student Voice

If you were to design a blended learning space where you and your classmates could receive:
1) direct instruction from a teacher,
2) work in small groups,
3) work independently both offline and using digital content,
4) and have some station activities you rotated through on your own or in groups,
what would that space look like or how would it look different than your classroom space you use now?
Student Voice: Physical Space

• “It would look different because usually we are spread out the room and there would be different opinions of the problems and maybe even learn more.”

• “It would look like a classroom with teachers.”

• “It would probably be like an actual class that you go to physically but you are able to have the instructor teach you on certain days or you can go at your own pacing within the classroom.”

• “It would look different because we would actually be getting help with the things we need when we need it. It would also help students learn more both together and on their own.”

• “Teachers and students would be more interactive.”
Designing: Choose the Model

What model(s) have you chosen or are currently implementing to match your problem and goals?
Models of K–12 blended learning

Source: Blended (San Francisco: Wiley, 2016)
Implementing: Create the Culture

How is your school finding a way of working together toward common goals?
Implementing: Discover Your Way to Success

In conclusion...where are you now as far as finding what’s working and what’s not?
Challenges: Teacher Voice
What did you find the most challenging about implementing digital content in a blended format with your students?

• “Making sure students accessed the information. Many want to skip the information and go straight to a project, thinking they don't need to have the information.”

• “There should be more videos for the math lessons. Students struggled to learn the material independently, so truly flipping a classroom using just the WVS material isn't really a possibility.”

• “Sometime we had trouble getting the programs to load. Technology problem.”

• “Navigating through it at first was confusing.”
Successes: Teacher Voice
What did you find easiest about implementing digital content in a blended format with your students?

• “The amount of curriculum I had available through my own work, as well as accessing the online information about my class content.”

• “The ease with which students could access the information I wanted them to. Also the format follows a typical book style format - I could set up chapters/ units, etc.”

• “Was nice because always had lesson plans available. Could always allow them to work independently if necessary.”

• “I liked that all the curriculum was housed in one place.”
Why Blend Your Classroom?
A Classroom Shift

• **Student-centered** instruction.
• More **interaction** than traditional classrooms.
• Customize **individualized instruction effectively**.
• Integrates **formative and summative assessment effectively**.
• Shift in **instructional strategy**.
Why Blend Your Classroom?

**Structured Classroom Instruction:**

Opportunities and spaces for teachers to work with *small groups* of students to address learning goals (*individualization*), enhance or extend the curriculum (*rigor*), or spend time analyzing student data (*monitoring*).
Why Blend Your Classroom?

Differentiated Experiences:

**ROTATION MODEL EXAMPLE**

- **Small Group** Instruction
- **Independent** Practice
  - Literacy
  - Reading/Writing
- **Collaboration** Practice
  - Listening/Speaking
  - Project-Based Learning
- **Online** Self-Paced Curriculum
Why Blend Your Classroom?

Personalized Learning:

Adaptive and assignable online curriculum individualizes instructional pathways aligned to academic goals

My pace
My path
My education
Why Blend Your Classroom?

Digital Literacy:

Reinforcement and application of technology Skills to meet the needs of the Global Workforce.
Why Blend Your Classroom?

Data to inform instruction:

Small group stations and technology provide **multiple data points** to measure student growth.
Math

- Students in a rural high school have the opportunity to take courses not offered at their high school by enrolling in blended courses. In this trigonometry course, students "attend" courses in the computer lab twice a week where they participate online synchronously with other rural high school classrooms. Students also spend time working asynchronously outside of class—getting personal help from the teacher during videoconference office hours or by e-mail, and engaging in online exercises posted by the instructor. Students submit work to the online teacher, and the teacher responds with feedback. The math teacher at the school provides additional face-to-face support as needed, working with students in small groups and one-on-one.

Science

- During an astronomy unit, students take a field trip to a local planetarium and become interested in the constellations. The teacher posts NASA* videos on topics of interest and assigns students different videos to watch asynchronously outside of class. While watching the videos, students take notes and record impressions. Back in school, students participate in a jigsaw (glossary term) discussion where they share knowledge with each other and discuss important concepts from the videos they watched.

Social Studies

- In this middle school social studies class, students are studying ancient civilizations' contributions to our world today. The teacher decides to have students gain background knowledge outside of class time. She bookmarks Web sites for students to research and sets up a discussion board where students participate in an online discussion focused on the origin of democracy. Back in class, students work in small groups on a project where they develop their own civilizations. Project work continues outside of class time by using online collaboration tools.

Spanish

- Students in this Spanish class are all at different levels. To meet the needs of all the language learners, students are divided into small conversation groups where they rotate through discussions with their teacher. Since class time is focused on developing conversational skills, at home, students do self-paced grammar and vocabulary exercises that the teacher posts online and organizes for each level.
Math
• High school students take a self-paced asynchronous online calculus course in the school computer lab where they can get help from a teacher’s assistant as needed. Students submit assignments online. The online teacher hosts office hours where students can get assistance via Web conferencing. The course also has a discussion board where students can post questions. Many of the lessons include links to supplementary videos for additional instruction. Students also work on an extended project that applies the math to an authentic problem.

Social Studies
• Students take a self-paced international studies class using an online curriculum. Each student has an internship with a community organization, which they go to once a week. Students share their experiences on a class blog, and develop geographically specific projects throughout the year as well as a culminating end-of-year project. The class includes face-to-face meetings where each student meets with the teacher as well as a small group where they share their progress on their projects and get feedback from group members. They also have monthly internationally relevant field trips.

Physics
• In this advanced physics class, students meet twice a week in a face-to-face setting with a teacher to do labs, answer questions, and address any issues with the content. Otherwise, the students take the self-paced class on their own time, participate in asynchronous online discussions, complete virtual labs, and submit work online.

English
• Most students in this English class have part-time jobs and have the opportunity to take a blended English class that fits their schedule. Students are assigned different novels based on their reading level, English language fluency, and interests. They meet face-to-face every other week for reading groups to discuss the books. Otherwise, they read outside of class, reflect on their reading using blogs, and respond to teacher prompts on discussion boards.
More Face-to-Face

Everett Middle School is a large middle school that does not have many resources. They do, however, have some computers in every classroom. Teachers are finding that students are not engaged in class and have low test scores. They have decided to use more technology to improve student engagement.

Explore how technology is used to improve student engagement.

Sixth Grade Class

The sixth grade science teacher, Mr. Wells, has some classroom computers. Since he does not teach in a science lab and his classes are 40 minutes, he decided to incorporate technology in lieu of hands-on experiments. Students are learning about electricity and use a virtual lab to build circuits with resistors, light bulbs, batteries, and switches, and they are learning to take measurements with laboratory equipment, such as ammeters and voltmeters.

After the lab, they share their reasoning to explain the measurements and relationships in circuits, and discuss basic electricity relationships in series and parallel circuits. Mr. Wells also brings in a “grab bag” of items, and students determine the conductivity of common objects.

Language Arts Class

In this language arts class, students are struggling with their writing and many students do not complete their assignments. Their teacher, Ms. Spitz, has decided to try a blended approach.

Ms. Spitz uses writer’s workshop where students work in small groups to give peer feedback on writing in class, but since some students do not complete the assignments, the groups are often unsuccessful. She decides to set up a blog for students to post their work and give feedback to others. She notices that students who had not written much previously are writing more and giving feedback to their peers. They write on the blogs during class and from home.
Dessert Anyone?
(Time for Sharing, Questions, or Comments)