Blended Learning: The Key to Personalized, Scalable Instruction

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AGENDA:

- Introductions
- Blended learning implementation
- Student-Centered Learning
- Digital Literacy: A Blended, Competency Based Approach
Digital Literacy

knowledge, skills, and behaviors used in a broad range of digital devices such as smartphones, tablets, laptops and desktop PCs, all of which are seen as network rather than computing devices.

https://en.wikipedia.org/wiki/Digital_literacy
Digital Natives

They were all born after 1980, when social digital technologies, such as Usenet and bulletin board systems, came online. They all have access to networked digital technologies. And they all have the skills to use those technologies.

Blended Learning

A formal education program in which a student learns:

- at least in part through **online learning**, with some element of student control over time, place, path, and/or pace
- at least in part in a **supervised brick-and-mortar location** away from home
- the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.

http://www.christenseninstitute.org/blended-learning/
Competency-Based Learning

- Students **advance upon mastery**.
- Competencies include **explicit, measurable, transferable learning objectives** that empower students.
- **Assessment is meaningful** and a positive learning experience for students.
- Students receive **timely, differentiated support** based on their individual learning needs.
- Learning outcomes emphasize competencies that include **application and creation of knowledge**, along with the development of important skills and dispositions.

The Learning Map

How can I improve my community through writing?

F2F

<table>
<thead>
<tr>
<th>Hook/Entry Activity</th>
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</thead>
<tbody>
<tr>
<td>Compare Fictional Towns</td>
</tr>
<tr>
<td>Point/Counterpoint Lesson</td>
</tr>
<tr>
<td>Journal/OneNote</td>
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Online

|
| Compile research & identify area of need. |
| With a partner, choose a need to address. |
| Analyze texts as a large group/small groups. |
| Mentor Texts |
| Video: Organization of argumentative writing. |
| Deconstruct an argumentative piece. |

Adaptive Learning

My Access for LA skills and 6+1 traits lessons. (guided or self-paced when needed)

Rubric

✅ ✅ ✅ ✅ ✅ ✅

Standards:

- W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (DOK 3/4)
- W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (DOK 3/4)
- L.9-10.2 - Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.

Continuum: Digital Age Literacy

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Bloom’s Taxonomy
(revised by Lorin Anderson)

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering
Variables

- **Time**
  - When learning happens

- **Place**
  - Where learning happens

- **Path**
  - The learning journey

- **Pace**
  - How fast or slow students progress
EXTREME MAKEOVER: BLENDED/FLIPPED EDITION.

Redesign your teaching from content to delivery to assessing. Create opportunities for learning that weren’t there before.

#BEC1BLENDFLIP

Professional learning

3-days Face-To-Face
5 week online course

= 3 graduate/ recertification credit hours
e-curriculum resources
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Student-Centered Learning

Who?

What?

How?
DO WORK THAT MATTERS

Source: Robert Larson
Phil Lacey
Director of Instructional Technology
Niles Township HSD 219
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+Phil Lacey
The Challenges

How to build and implement at no cost

- How to develop content
- How to deliver content
  - No FTE increase
  - Who would progress monitor students
  - How to ensure adequate coverage
- How not to “steal” time/period from a Dept or student’s schedule
The Guts

Leverage the LMS (Moodle)

- LTI Content Linking
- Unit Lessons
- Formative & Summative Assessments
- Activity Completion
- Badging
- Reports