Online + Face-to-Face:
Succeeding with Blended Learning

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Agenda

- What is blended learning?
- What are the benefits?
- Why does it make sense?
  - ➢ Meet the iGeneration
- Blended learning solutions
- Continuum of implementation models
- Case Study: Santa Clara County

2

What is Blended Learning?

"The definitions vary. A student engaged in blended learning might be enrolled in school full time, taking one course online a semester during a free period or from home. Or he could be in school three days a week and work from home two days a week. However, some used "blended" to refer to courses that incorporate online learning tools and techniques inside a traditional setting.

"Hybrid" is sometimes used synonymously with "blended" but other times refers to learning that takes place online but in a brick-and-mortar building. "

Moving Online: K-12 Distance Learning Market Forecast 2010, Simba Information

"Regardless of the exact definition of blended learning, a growing number of online schools and programs are combining online teaching and face-to-face instruction in some way. The blending may be at the course level, combining both online and non-online instruction within one subject. The blending may be at the institutional level, for example online schools gathering their students on a regular, scheduled basis, with the teacher physically present or remaining at a distance. Finally, some students are taking one or more fully online courses and attending a traditional classroom for one or more face-to-face courses, another type of blended model. "

Blended Learning: The Convergence of Online and Face-to-Face Education by John Watson, published by the North American Council for Online Learning (NACOL), 2009

"In recent experimental and quasi-experimental studies contrasting blends of online and face-to-face instruction with conventional face-to-face classes, blended instruction has been more effective, providing a rationale for the effort required to design and implement blended approaches."

Evaluation of Evidence-Based Practices in Online Learning, U.S. Department of Education, 2009

3

What is Blended Learning?

"The blended approach combines the best elements of online and face-to-face learning. It is likely to emerge as the predominant model of the future – and to become far more common than either one alone."

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4

Benefits of Blended Learning

Blended environments combine the best elements of online learning with the best elements of face-to-face learning. While the implementation models vary, the benefits are clear.

Blended Learning	=	Online Learning	+	Face-to-Face
		• **Individualized** – self-paced content built for all kinds of learners • **Flexibility** - allows for alternative schedules, use of computer labs, access from home • **Engaging** - multimedia components in content including videos, virtual labs, avatars • **One-on-one support** – from state-certified teachers through email, phone or online collaboration tools		• **Group instruction –** opportunity for labs, lectures and/or small group projects • **Positive environment** with mentoring, socialization and other support services • Opportunity for one-on-one or small group **remediation and enrichment support**

Why does "Blended" learning make sense?

Good for students – the "iGeneration:"

- Offers true differentiated learning and supports student achievement for everyone from struggling learners to advanced students, in a medium they embrace
- Enables students to learn at their own pace
- Offers state-certified curriculum with small group instruction and 1:1 support from experienced teachers
- Provides flexible scheduling options

Good for schools and institutions:

- Delivers equity of access
- Expands educational opportunities regardless of resources, space or budget
- Benefits all schools and districts, especially small, rural and urban schools

Meet the iGeneration

Who are these people?

- Born in the mid-1990s
- Uber-connected: have never known a world without the Internet or on-demand content
- Accustomed to immediate feedback and customization
- "i" stands for "individualized" – music, TV shows, etc. are customized for them

What are they saying?

50% prefer to engage with their sense
– to "see" and "do" rather than just listen – in order to learn

42% experience boredom

55% say bullying is a problem

48% are distracted by other kids

88% want more electives, online classes and flexible schedules

Only **18%** get the help and attention they need from teachers all the time

33% have to ask for challenges if doing well

7

Product Offerings from K¹² and Aventa

	Full-Time Blended Learning Programs	Online Courses	Credit Recovery
Meeting Pressing Challenges...	• Retaining/Attracting Students to District • Special Populations • Dropout Recovery	• Catalog Expansion • Advanced Learners • Overcrowded Classrooms • Flexible Scheduling	• At-Risk Students • Adjudicated Youth
Product Features	• Turn-key solution • Educational program consulting • Broad suite of integrated services • Your teachers or ours • Fully hosted	• 220+ K-12 courses • Advanced Placement courses • World Languages • Robust reporting • Your teachers or ours • Your LMS or ours	• ELL support • Diagnostic testing • Adaptive release • Robust reporting • Your teachers or ours

8

4

Continuum of Implementation Models

FULLY ONLINE

Examples of K[12] and Aventa Partners:

Description				
Fully online curriculum with all learning done online and at a distance and no face-to-face component	East Valley	Gresham Barlow	21st Century Cyber Charter	Ohio Virtual Academy
Fully online curriculum with options for face-to-face instruction, but not required	Agora Cyber Charter School	California Virtual Academies	Arizona Virtual Academy	
Mostly or fully online curriculum with select days required in classroom or computer lab	Graham Digital	Hoosier Academies	Chicago Virtual Charter School	Bend La Pine / Hawaii Tech. Academy
Mostly or fully online curriculum in computer lab or classroom where students meet every day	San Francisco Flex Academy	Chicago Public Schools	YCCS Virtual High School	Evergreen School District
Classroom instruction with significant, required online components that extend learning beyond the classroom and beyond the school day	NYC Blended Learning Pilot			
Classroom instruction integrating online resources, but limited or no requirements for students to be online				
Traditional face-to-face setting with few or no online resources or communication				

TRADITIONAL FACE-TO-FACE

Source: *Blended Learning: The Convergence of Online and Face-to-Face Education*, iNacol, Blended Learning Continuum

9

Online Learning Case Study:
Multiple Blended Learning Models at Santa Clara County, Region V

The Blended Environment

Educational Challenge	Solution	Results
• Provide opportunities and access to all students in diverse school settings • Deliver standards-based, quality learning experiences to students in their home district • Transform school culture and perceptions around online and blended learning to 21st century learning	• Launched regional O.zone e.class project • Provide district planning and implementation support • Utilize Aventa Learning content, hosting, training and instructors • Collaborate with districts to develop customized implementation of online and blended learning options	• Over 1500 students served • Over 150 teachers & mentors trained • 9 counties in new CA consortium • COE Liaison professional learning community established • District re-culturing for 21st century learning • Providing opportunities and options that support, not supplant, strategic plan • New districts starting weekly

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Original Credit

Educational Challenge	Solution	Results
• Class size and scheduling conflicts • Small numbers of students need course • Reduced course offerings due to budget • Transfer students needing a course not offered at new school • Highly Qualified teacher shortage • Home/Hospital students • Advanced math at middle school • Language at middle school	• Mentor facilitates lab setting to provide differentiated instruction and accommodate diverse course needs • Student cohorts meet F2F • Spanish, Geometry, Math 6 • Independent study model • Utilize Aventa teachers in partnership with Mentor	• Teachers can facilitate several levels of courses at the same time • Flexible schedules to meet student needs • Engaging local teachers in delivering 21st century learning options • Schools can deliver and scale AP, Core, Foundations and Electives courses for 1 student to an entire school

11

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Credit Recovery

Educational Challenge	Solution	Results
• High drop out rates • Low graduation rates • Court schools • Credit deficient • Classroom management • Attendance • Migratory student population	• Summer School • School Breaks • Expanded course catalog • Flexible course start and end times • Students work on multiple courses • After school programs • Seamless transition between schools • Students learn with "dignity"	• 300 students completed CR courses during summer school after schools cancelled summer offerings • Decreased classroom management issues • Students re-engage • Students choose pace • Every child has access to a high quality, flexible learning option that meets his or her needs

12

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13