



Blended Learning Deconstructed

Christina M. Cavage
Savannah College of Art and
Design

"I use the blackboard and a textbook to teach and distribute photocopies of any additional exercises. It worked for me, so why wouldn't it work for my students?"



Phillip Lismore, *Essential Teacher*, 2007.

Blended Learning Deconstructed

- Have we had the same shared experiences as our students?
- Do we share the expectations of the world and a classroom with our students?



Blended Learning Deconstructed

- **Blended lives . . .**
 - Communicate with friends and family online
 - Consume online
 - Read the newspaper online
 - Pay bills online

Access the world online



So is this really surprising . . .

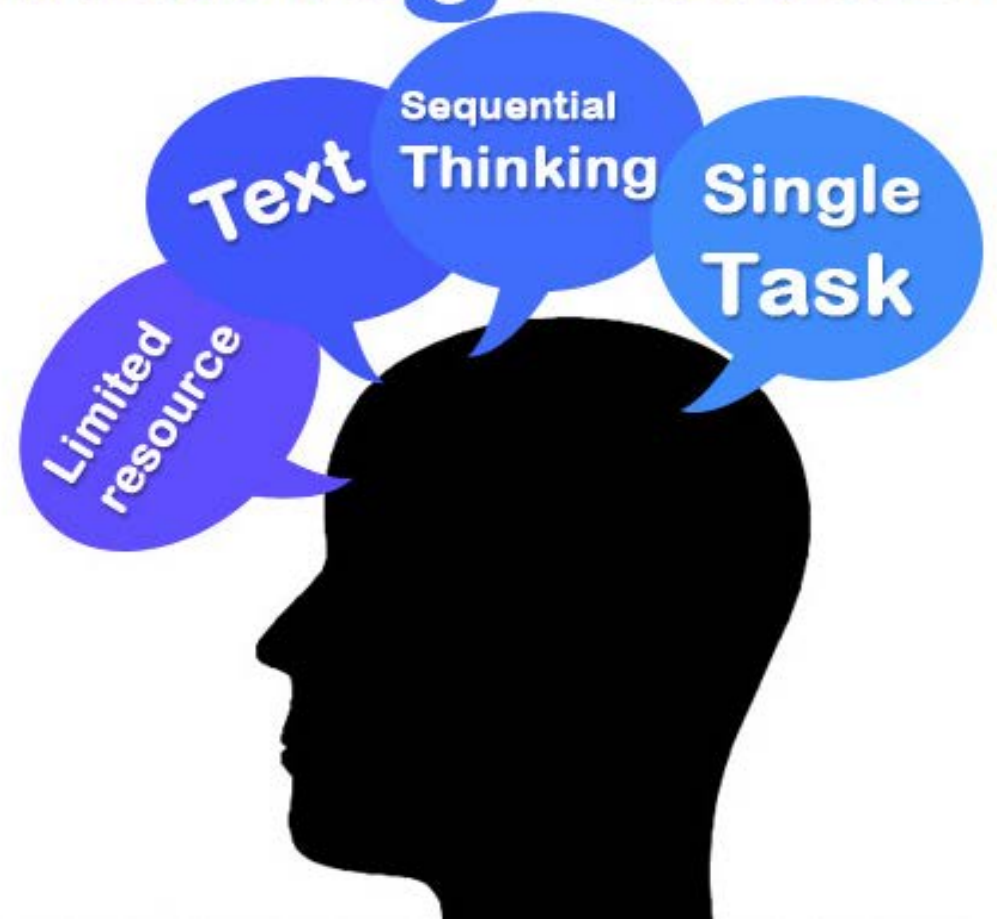
“It worked for me, so why wouldn't it work for my students?”



Phillip Lismore, *Essential Teacher*, 2007.

Digital Native

Digital Immigrants



Which language do you speak?

Digital Natives (1980)

- Have always had digital tools
- Use these tools “as extensions of their bodies and minds”
- Quick to adapt/share
- Thrive in poly-focal environment
- Prefer multi-dimensional & multi-modality approaches

Digital Immigrants

- Have a certain “accent”
- Question technology
- Take time to process, evaluate and share
- Prefer mono-focal environment
- Have learned through a one dimensional approach

So if we are teaching for digital immigrants, and our students are digital natives . . .

Aren't we using a different language than our students in the classroom?



Blended Learning Deconstructed

Shift Happens . . .

- A **teaching** and learning paradigm shift
 - 94% of college students reported that learning on the computer was easier.
 - 88% preferred digital content over a text.
 - 90% like using computer to learn
- According to 2015 Pearson Study, "The vast majority of college students agree that tablets will transform the way college students learn in the future (83%)."
- "College students are more likely this year than last to feel that tablets make learning more fun (79%) and help students perform better in class (68%). Both of these measures are up significantly from last year ."

Blended Learning Deconstructed

- Not our ELLs, right?
 - In my own ESL classes . . .
 - 100% of students felt they learned more when using a computer
 - 84% have created web content
 - 85% have used their cell phone to check grades
 - 0% have a landline
- 81% of Hispanic Adult ESL learners had access to a cell phone in 2015 (Pew Study)



Blended Learning Deconstructed

PEDAGOGICAL SHIFT + DIGITAL WORLD



THROUGH A BLENDED LEARNING APPROACH



What really is blended learning?

- As defined by Garrison and Vaughan . . .

“The thoughtful fusion of face-to-face and online learning experiences.”



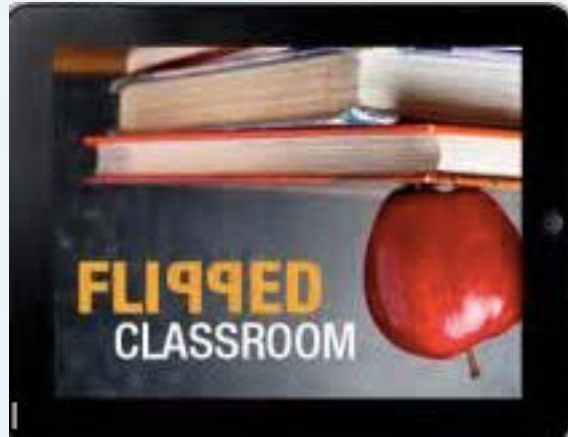
Blended Learning Deconstructed

Other terms . . .

- Brick and Click
- Tailored learning
- Web-enhanced
- Flipped classroom



Blending and FLIPping



- According to Bergmann and Sams, *"The classroom needs to go back to be a social, cooperative learning environment. We can use today's tools to lecture, watch, interactively read, and even collaborate. Ultimately, students become more responsible for their own learning."*
- Isn't this what we attempt to do in most ESL classes? So, how is this new?

Blended Learning Deconstructed

- It's about extending learning . . .

Extending the Classroom

- Not just to use technology, but use our insights in language acquisition, and learning theories.



Blended Learning Deconstructed

What does this mean for ESL? How can our students benefit?



What do we know about language learning?

- Language is interrelated and meaningful whole
- Language is an integrated process
- Time exposed to the target language is critical
- The classroom atmosphere affects learning
- Learners need to take an active role
- The more motivating the content is, the more the student will engage.
- The more a student is engaged in content, the more a student will learn.

Blended Learning Deconstructed

What does this really translate to?



Blended Learning Deconstructed

When blended learning is effectively employed:

1. Increased interaction, engagement and time with content lead to greater **learning gains**.

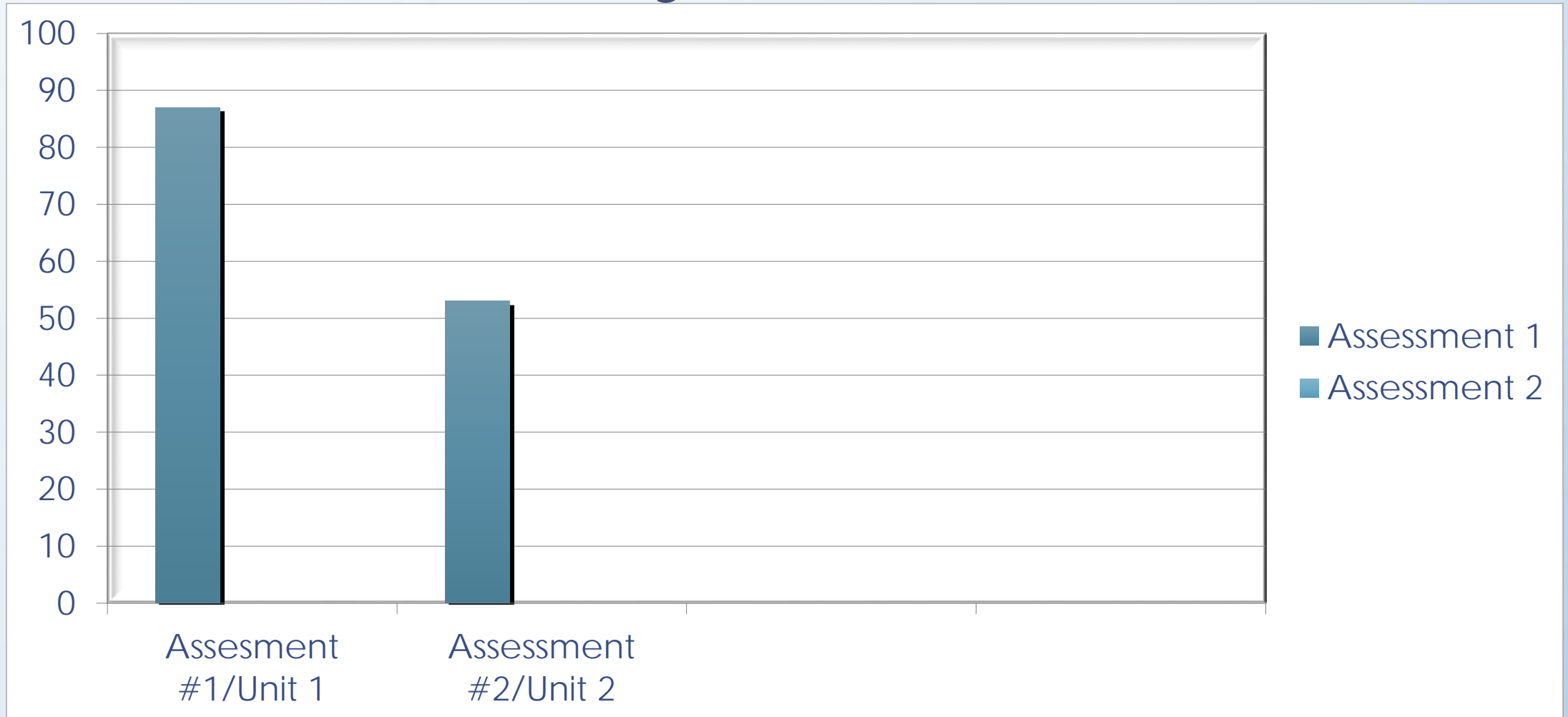


Blended Learning Deconstructed

- Study published by CATESOL, 2016 indicated that ESL/ESFL students in a FLIPped classroom achieved SLOs at higher rates than those not in a flipped classroom, and reported a greater comfort with content.
- Department of Education 2009 study found that students in a blended learning course performed significantly better than those in an online or face-to-face course.



Classroom Study



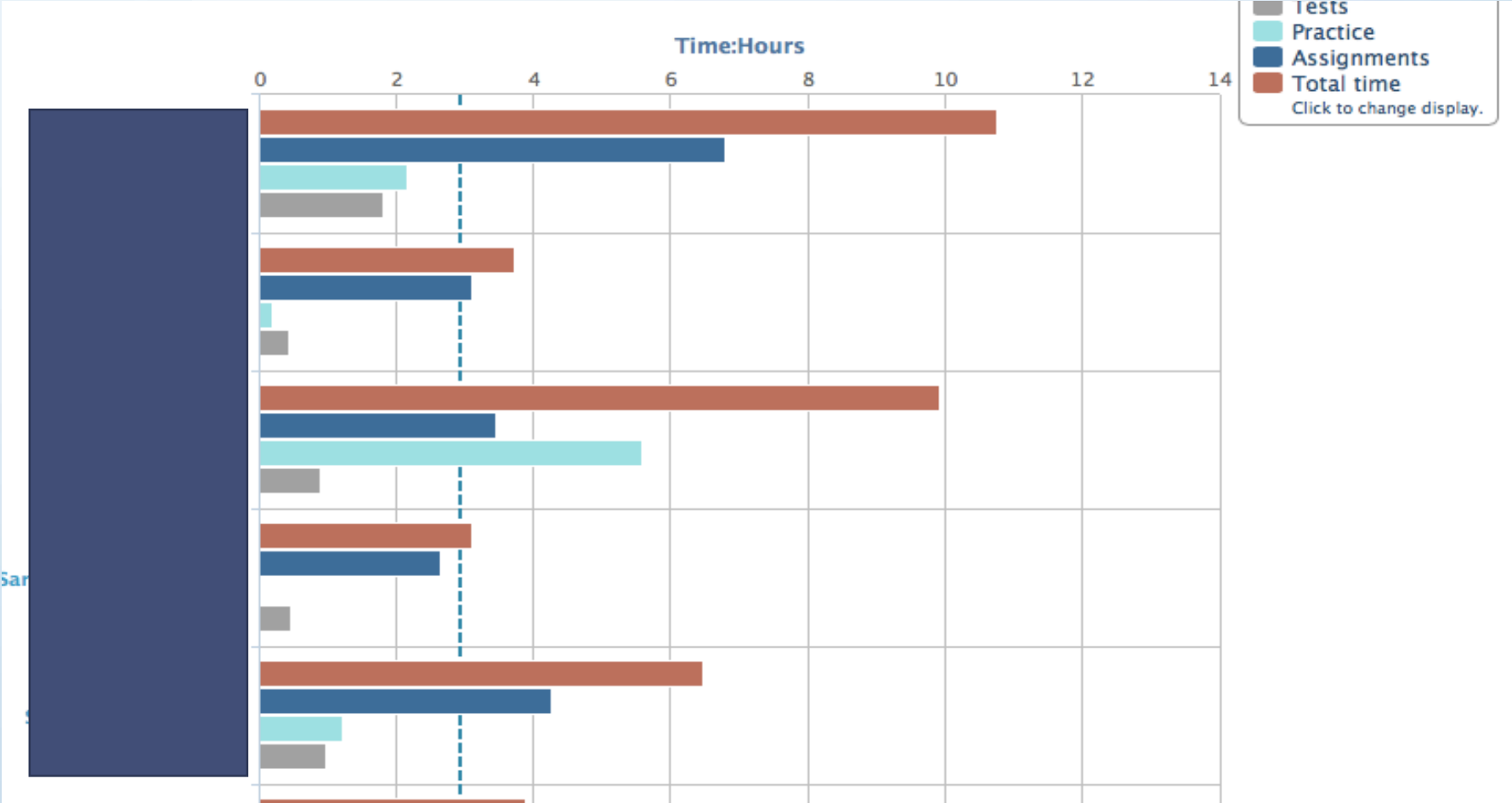
Blended Learning Deconstructed

When blended learning is effectively employed:

2. Students are more active learners.



More Active Learners



Blended Learning Deconstructed

When blended learning is effectively employed:

3. It supports what we know about language learning.



Language Learning

Language is an *integrated process*

Time exposed to the target language is critical

Learners need to take *an active role*

The more *motivating the content* is, the *more the student will engage*.

The more a student is *engaged in content*, the *more a student will learn*.

We are looking for candidates with¹ good writing skills,
² knowledge of the industry, and³ who have two years of
related experience.

CC || ▶ 1 / 3

Blended Learning Deconstructed

When blended learning is effectively employed:

4. Creates time and allows for better use of class time.



“Time plus energy equals learning.”

Student Performance		Teacher Score				
Student Name	Username	Score	Progress	Time in course	Last Accessed	Gr
		93 %	17 %	19:34:07	07 May, 2017 17:22	0 %

Maximize Class Time

Students better prepared
More class time spent collaborating

Grammar Focus 1

Grammar Plus 1, Activity 1

Watch the video. Then match the conversations. Click on the items to make a match.

00:00 00:02 01:22

1 A: Maya is too tired to walk another block.

1 B: How can you make it more challenging?

2 A: My workout routine isn't difficult.

2 B: Right. It needs to be simplified.

Blended Learning Deconstructed

When blended learning is effectively employed:

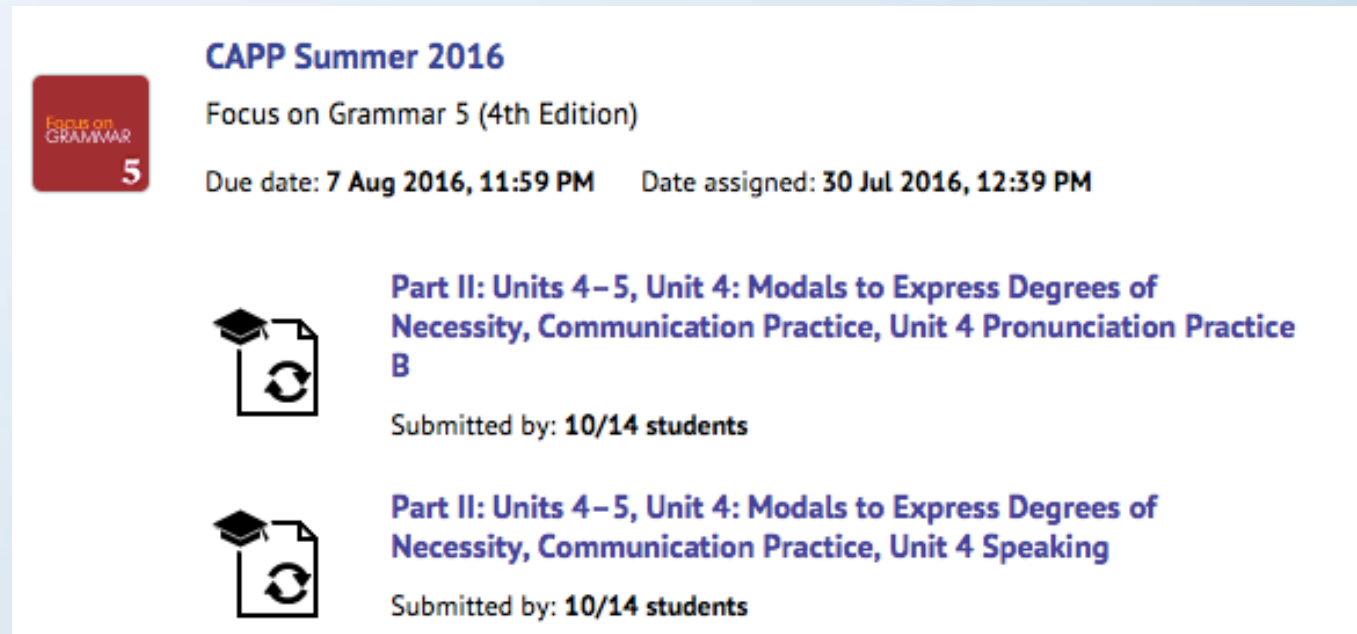
5. Gives every student a voice.




Blended Learning Deconstructed


When blended learning is effectively employed:


6. Helps learners to organize their knowledge/become more autonomous.



CAPP Summer 2016
Focus on Grammar 5 (4th Edition)
Due date: 7 Aug 2016, 11:59 PM Date assigned: 30 Jul 2016, 12:39 PM

 **5**

 **Part II: Units 4–5, Unit 4: Modals to Express Degrees of Necessity, Communication Practice, Unit 4 Pronunciation Practice B**
Submitted by: 10/14 students

 **Part II: Units 4–5, Unit 4: Modals to Express Degrees of Necessity, Communication Practice, Unit 4 Speaking**
Submitted by: 10/14 students

Blended Learning Deconstructed

When blended learning is effectively employed:

7. Appeals to a wide variety of learning styles and takes a multi-modal approach to teaching.

Chapter 13

Sounding Natural

In speech, people often link the final consonant sounds of *would* and *could* with *you*, creating the sound /dʒu/.

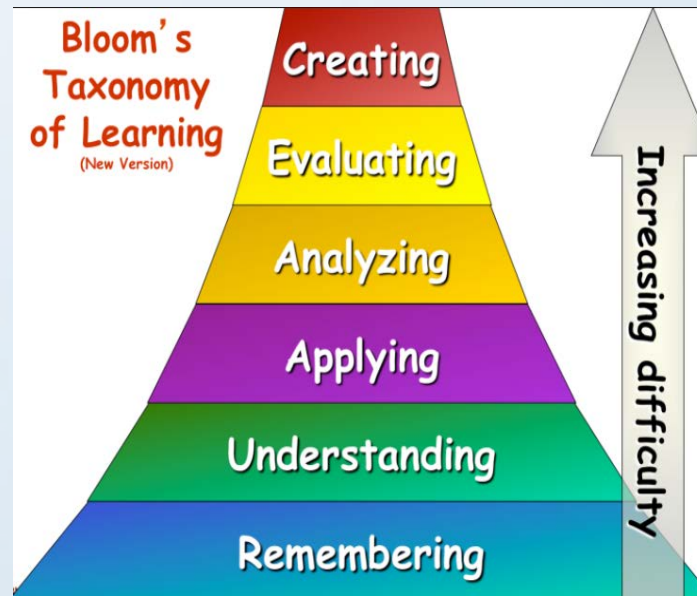
Listen to the sentences. Then record your voice. If you need to start over, press Record again. Then press Playback to listen and compare.

1	<input type="button" value="▶ Listen"/>	Could you give me a hand with this table?	<input type="button" value="● Record"/>	<input type="button" value="▶ Playback"/>
2	<input type="button" value="▶ Listen"/>	Would you mind coming over later?	<input type="button" value="● Record"/>	<input type="button" value="▶ Playback"/>
3	<input type="button" value="▶ Listen"/>	Would you please walk me to my car?	<input type="button" value="● Record"/>	<input type="button" value="▶ Playback"/>
4	<input type="button" value="▶ Listen"/>	Could you tell the teacher I have to miss class today?	<input type="button" value="● Record"/>	<input type="button" value="▶ Playback"/>
5	<input type="button" value="▶ Listen"/>	Could you please remember to lock up when you leave?	<input type="button" value="● Record"/>	<input type="button" value="▶ Playback"/>
6	<input type="button" value="▶ Listen"/>	Would you please not play your drums before 8:00 a.m.?	<input type="button" value="● Record"/>	<input type="button" value="▶ Playback"/>

Blended Learning Deconstructed

Blended learning is effectively employed:

8. Moves remembering, understanding out of the classroom, and analyzing, evaluating, creating back into the classroom.



Bloom's Taxonomy

What can (and should) be done outside the classroom?
Topics that may require students to engage with more than once, but require less creating, analyzing, synthesizing

Grammar Plus 2, Activity 1

Watch the video. Then match the comparisons with the meanings.



SPEAKING SKILL

ASKING FOR AND EXPRESSING OPINIONS

To keep a conversation going (and to make it interesting), it is important to share ideas. To do this, express your opinion, ask for other people's opinions, and share other people's opinions.



Read and listen to the conversation. Notice the language used to express opinions.

Example

SUNG LEE: Look at that guy. **What do you think** he's doing?

AHMED: **It looks like** he's running forward and then backward in the race.

ELI: **I'm not sure.** See how slowly he's going? He can't be running.

AHMED: **You're right.** He is pretty slow. **I think** he's probably going to win.

To Ask for an Opinion

Use *What do you think (about) . . . ?* to ask for a general opinion.

Use *Do you think (that . . .) / Do you agree (with) . . . ?* to ask about specific points.

What do you think about the new movie?

Do you think extremely dangerous?
Do you agree (with) the new policy?

To Express an Opinion

Use *I think* to sound stronger and more certain.

Use *I'm pretty sure* or *It seems like* to sound less certain and / or more polite.

I think Bridgit won the race.

I'm pretty sure Bridgit will win.
It seems like Bridgit is the best runner.

To Agree

To agree with someone use:

I think . . .

I think Ron is the best runner.

Express Opinions

Think about the question below. Write some notes. Record and submit your answer. Speak for 1-2 minutes.

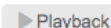
If this activity was not assigned by your teacher, it will not be graded. You can still do this activity for practice.



Is it difficult to understand and use euphemisms in English? Why or why not? Give an example to explain your opinion.



Record



Playback

Blended Learning Deconstructed

Layering a course . . .

According to Chatfield, there are two ways to layer.

Front loading (content prior to F2F)

Back loading (F2F exposes students to content, collaboration done online)



Layer: Back Loading

- Back loading

- In class...

- Pre-speaking or pre-writing work
- Vocabulary work
- Group discussions

- In the digital environment

The screenshot shows a digital learning interface for Chapter 13, titled "Sounding Natural". The interface is displayed on a tablet-like device. At the top, it says "Chapter 13" and "Sounding Natural". Below this, there is a paragraph of text: "In speech, people often link the final consonant sounds of *would* and *could* with *you*, creating the sound /dʒu/. Listen to the sentences. Then record your voice. If you need to start over, press Record again. Then press Playback to listen and compare." Below the text, there are six numbered items, each with a "Listen" button, a sentence, a "Record" button, and a "Playback" button. The sentences are: 1. "Could you give me a hand with this table?", 2. "Would you mind coming over later?", 3. "Would you please walk me to my car?", 4. "Could you tell the teacher I have to miss class today?", 5. "Could you please remember to lock up when you leave?", and 6. "Would you please not play your drums before 8:00 a.m.?"

Front Loading

At home:

Art Deception and Detection: Real or Fake?

Paul Peter Biro is an art detective. Biro can tell if a painting is real or fake. He can also determine the artist of the painting. How does he do this? He looks carefully at the brushstrokes to see if the painting is a forgery. Biro is also an expert at art restoration and restores damaged paintings.

When Biro authenticates or restores a work of art, he spends a lot of time cleaning it. He also uses high-tech instruments to help see beneath the layers of dirt or paint. When he is cleaning a painting or a drawing, he often finds the artist's fingerprint.

The year is 1998. A collector buys a chalk and ink drawing called *Young Girl in Profile in Renaissance Dress*. The collector takes it to many experts to determine its real value. When Biro examines it, he discovers a thumbprint on the drawing. Biro believes the thumbprint belongs to Leonardo da Vinci.

After this discovery, Paul Peter Biro learns more about fingerprinting and understands how fingerprints should look. He compares the thumbprint on this drawing to a fingerprint he finds on one of Leonardo's earlier paintings. They match! The art world now believes this is one of the greatest discoveries of the century: Leonardo

da Vinci's drawing of *La Bella Principessa*. The headlines in the newspapers read: "Art Expert Cracks da Vinci Code." But the question remains for many experts: is it real? Did Paul Peter Biro really discover a previously unknown work of Leonardo? Or, is Biro deceiving the art world?

Flash forward to the year 2009: David Grann, a reporter from the *New Yorker* magazine, interviews Biro at his home. During the interview, Biro shows Grann a close-up of Leonardo's thumbprint on his computer. In Grann's opinion, it just looks like a smudge. It is hard to believe it is a thumbprint.

Grann grows suspicious. Biro demonstrates his scientific methods and process for Grann. But in Grann's mind, the evidence just doesn't add up. In different interviews, Grann asks Biro questions and begins to catch him in lies. The lies raise doubts about the authenticity of Paul Peter Biro's work. As Grann investigates Biro's past experience in art detection, he proves that Biro is a fraud. Biro tried to lead everyone to believe that *La Bella Principessa* and other works of art are authentic. Biro's art detection is really art deception.

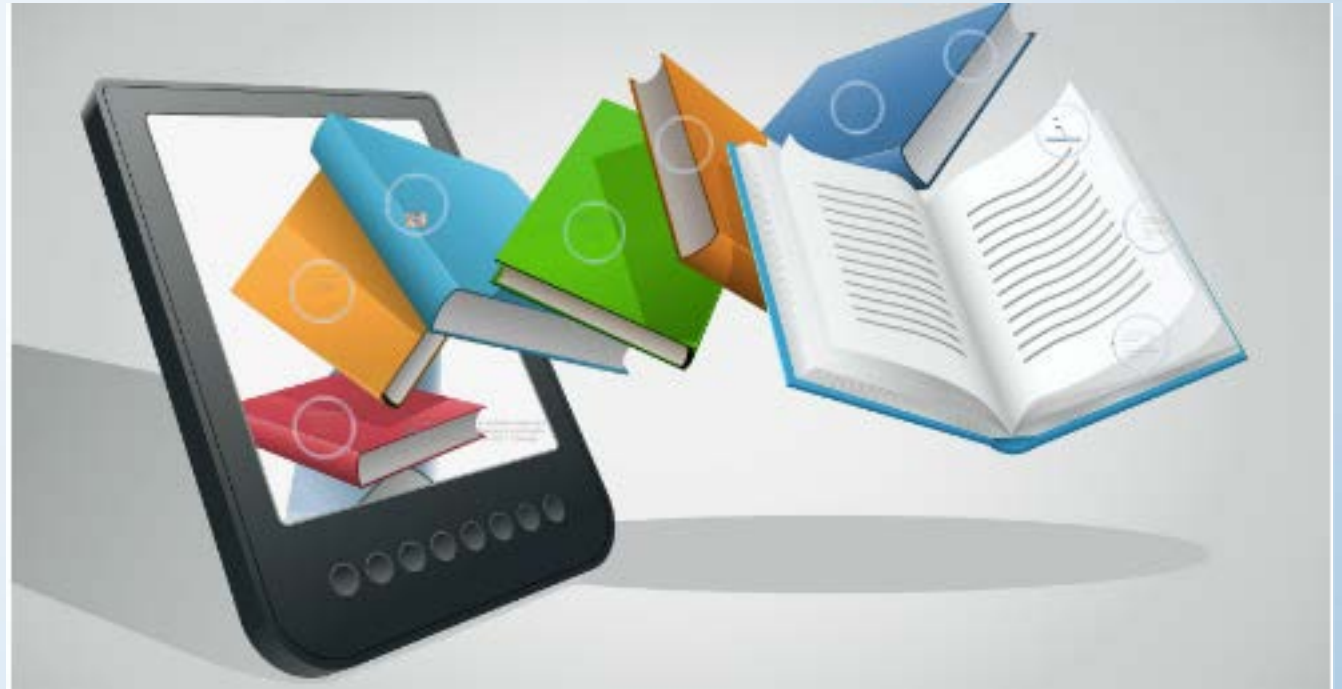


- In class...
- Post-Reading Activities

- Group activity/project
- Extend the reading
- Identify grammar structures and their functions

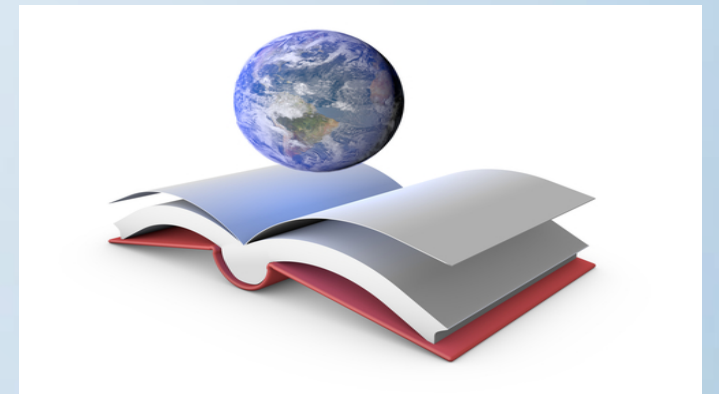
Blended Learning Deconstructed

- Advantages for teachers:
 - * *Bridge experiences/expectations*
 - * *Stay more informed*
 - * *Be better informed*
 - * *Offers flexibility*
 - * *Allows us to go back to a social, cooperative language classroom*



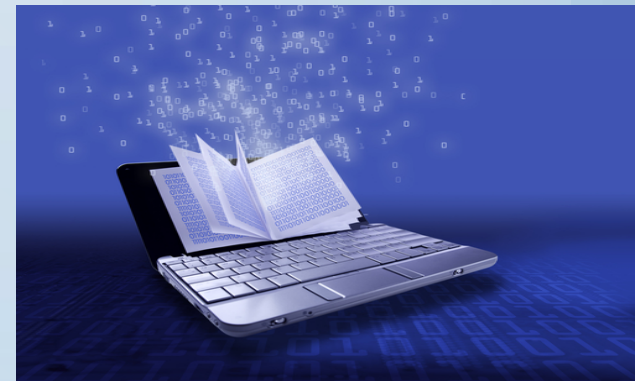
Blended Learning Deconstructed

- * ESL Professionals using a blended learning environment . . .
 - * Augment their teaching
 - * Customize course to meet curricular needs
 - * Are better and more informed of student success and mastery
 - * Have a “portfolio” of student work, evidence for mastery of student learning outcomes



Blended Learning Deconstructed

- Blending social nature of classroom with web-based tool (Learning Management System)
 - Reinforces course content
 - Engages students
 - Increases access time to course content
 - Appeals to a wide variety of learning styles and modalities
 - Tailors learning to individual needs
 - Connects digital natives




Blended Learning Deconstructed

- More interaction with content + unlimited access to content + greater autonomy= ***Greater Learner Gains***



UNIT 7



Relationships

OUTCOMES
After completing this unit, I will be able to use these grammar points.

CHAPTER 13
Grammar Focus 1
Enough and too
Grammar Focus 2
Permission: Modals and expressions
Grammar Focus 3
Requests: Modals and expressions

CHAPTER 14
Grammar Focus 1
Reflexive and reciprocal pronouns
Grammar Focus 2
Unreal conditionals

MyEnglishLab
▶ What do you know?

What do you know?

Part 1

Match the statements with the explanations. Click on the items to make a match.

1 Justin didn't finish quickly enough.	He took too much time.
2 Mario's not too interested in exercise.	He prefers reading.
3 Adele is often too shy to talk to strangers.	She doesn't make new friends easily.
4 Marla is too friendly.	She didn't need that much.
5 The tour guide gave Stacy too much information.	She overwhelms strangers sometimes.

Part 2

Drag and drop the words in the correct order to make sentences.

1 you to drink something may bring I

May I bring you something to drink ?

MyEnglishLab

▶ What do you know?

How can you infuse some of these tools into your courses?

Think about layering . . .creating interdependence

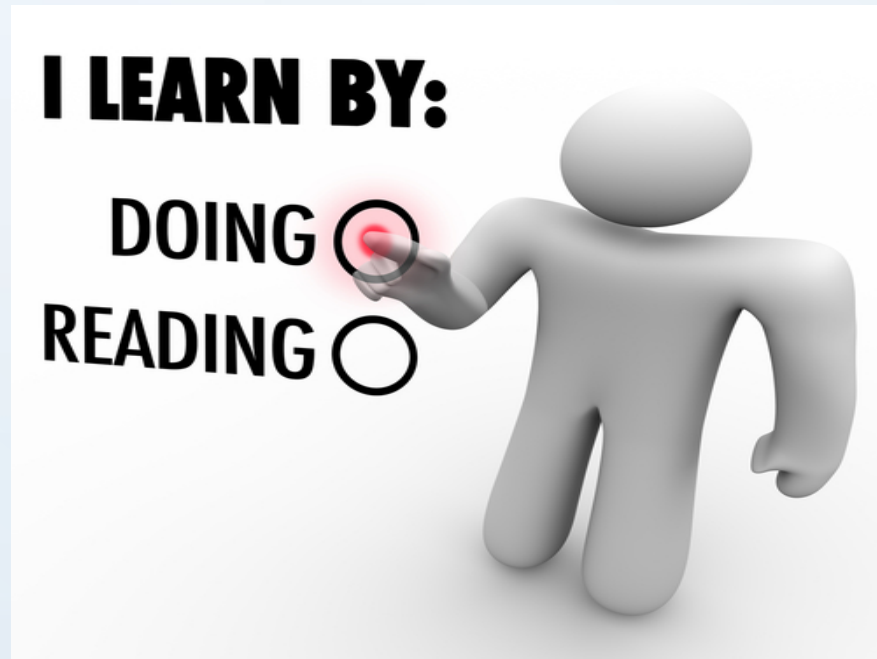
Blended Learning Deconstructed

Most importantly . . .Take baby steps . . .it takes time . . .

You are learning a new 'language'



Blended Learning Deconstructed



I hear and I forget

I see and I remember

I do and I understand

Confucius

Blended Learning Deconstructed

