Blended Learning in Higher Education
D. Randy Garrison and Norm Vaughan

D. Randy Garrison
University of Calgary

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Blended Learning Described

- Blended learning is the organic integration of thoughtfully selected and complementary face-to-face and online approaches and technologies.

- Blended learning is seen as an opportunity to fundamentally redesign how we approach teaching and learning in ways that higher education institutions may benefit from increased effectiveness, convenience and efficiency.

(Garrison & Vaughan, 2008)
Community of Inquiry Framework

**Social Presence**
The ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities.

**Cognitive Presence**
The extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry.

**Teaching Presence**
The design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.
# CoI Categories/Indicators

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>CATEGORIES</th>
<th>INDICATORS (examples only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Presence</td>
<td>Open Communication</td>
<td>Learning climate/risk-free expression</td>
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<td>Group Cohesion</td>
<td>Group identity/collaboration</td>
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<td>Personal/Affective</td>
<td>Self projection/expressing emotions</td>
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<tr>
<td>Cognitive Presence</td>
<td>Triggering Event</td>
<td>Sense of puzzlement</td>
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<td></td>
<td>Exploration</td>
<td>Information exchange</td>
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<td>Integration</td>
<td>Connecting ideas</td>
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<td>Resolution</td>
<td>Applying new ideas</td>
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<tr>
<td>Teaching Presence</td>
<td>Design &amp; Organization</td>
<td>Setting curriculum &amp; methods</td>
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<td></td>
<td>Facilitating Discourse</td>
<td>Shaping constructive exchange</td>
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<td>Direct Instruction</td>
<td>Focusing and resolving issues</td>
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BL Scenarios

- **Scenario 1** - Large enrolment classes.
  - Reduce lectures; replace with online activities and project work

- **Scenario 2** - Small to medium sized undergraduate courses
  - Sustain engagement through discussion forums

- **Scenario 3** - Professional and continuing education courses
  - Scheduling flexibility; share professional experiences
## Facilitating BL Activities

<table>
<thead>
<tr>
<th>Information Acquisition (Exploratory)</th>
<th>Knowledge Construction (Confirmatory)</th>
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<tbody>
<tr>
<td>Face-to-face (Synchronous)</td>
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<tr>
<td>Listening/Viewing</td>
<td>Talking</td>
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<td>Online (Asynchronous)</td>
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<td>Reading</td>
<td>Writing</td>
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Garrison & Archer (2000)
Principles & Strategies

Teaching Presence

- Design
  - social presence
  - cognitive presence

- Facilitation
  - social presence
  - cognitive presence

- Direction
  - social presence
  - cognitive presence

- Assessment
7 Principles

- Design for open communication & trust
- Design for critical reflection & discourse
- Create and sustain community and collaboration
- Support purposeful enquiry
- Encourage students to accept responsibility
- Ensure that inquiry moves to resolution
- Ensure assessment is congruent with intended learning outcomes
SUMMARY

- **Design**
  - plan for social and cognitive presence

- **Facilitation**
  - establish social and cognitive presence

- **Direct Instruction**
  - sustain progressive development of social and cognitive presence
We are at a tipping point (educational epidemic) of a significant transformation.

Three forces have converged – technology, financial constraints and quality concerns.

BL is emerging as the organizing concept in transforming T&L.