EVIDENCE OF IMPACT IN BLENDED LEARNING

USDLA 2018
Presentation

Abstract: As the Director of Blended and Distance Learning, I have visited schools/districts in Nebraska implementing blended strategies. From classroom observations and conversations with students, I am both encouraged and confident about the impact of blended learning. I will share evidence collected and the impact of Nebraska's blended learning pilot.

Description: Nebraska's BlendEd Pilot began in March of 2016. Twenty-five schools/districts representing locations from all corners of the state were engaged in the 2-year pilot. Regional service agency, Educational Service Unit (ESU), staff provided support, training and coaching for the school and its teachers. ESU coaches observed the blended teachers (lighthouse teachers) in the pilot along with myself. The compiled result of those observations in addition to the perception data collected articulate the positive impact of implementing blended learning.

I will be sharing data as well as the process of the Pilot. In preparation for a second cohort, ESU staff reflected on the process. This reflection resulted in little change in the pilot design. The second cohort will begin in March, 2018.

In addition to the results, I will share the details of the coaching and support strategies provided by each ESU.

BLENDED
LEARNING
ONLINE
STUDENTS
TIME
RESOURCES
DEVELOPMENT
EDUCATION
E-LEARNING
FACE-TO-FACE
CLASSROOM
STUDENT
TEACHERS
INSTRUCTION
RESEARCH
SKILLS
COURSES
PROGRAMS
MODELS
INTERACTION
COURSE
TEACHER
SCHOOL
DIFFERENT
LEARNERS
TRADITIONAL
ENVIRONMENTS
ACCESS
ACTIVITIES
NEEDS
TECHNOLOGY
CONTENT

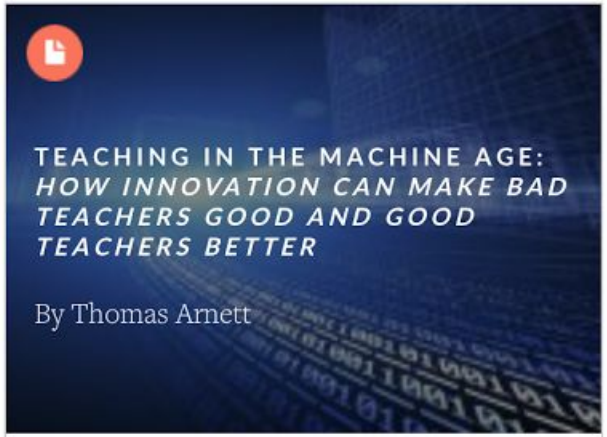
Topics

- DISRUPTIVE INNOVATION
- ECONOMIC GROWTH
- GLOBAL PROSPERITY
- HEALTHCARE
- HIGHER EDUCATION
- INTERDEPENDENCE & MODULARITY
- JOBS TO BE DONE
- K-12 EDUCATION
  - Competency-Based Learning
  - Course Access
  - Data & Assessment

POSTS PUBLICATIONS VIDEOS PODCAST BOOKS

FILTER BY AUTHOR

Found 10 Results



December 2016

Innovations that commoditize teacher expertise provide school leaders with new options for addressing three challenging circumstances facing schools today.

CONTINUE READING

August 2016

This white paper offers six change management strategies practitioners recommend for piloting and scaling innovative instructional models across traditional systems.

CONTINUE READING

October 2015

In early 2015, we teamed up with the Ohio Blended Learning Network and The Learning Accelerator to conduct a statewide survey for the purpose of providing an overview of the blended-learning environment in Ohio. This pap

CONTINUE READING

Blended Learning

What is blended learning?

Blended learning is not the same as technology-rich instruction. It goes beyond one-to-one computers and high-tech gadgets. Blended learning involves leveraging the Internet to afford each student a more personalized learning experience, including increased student control over the time, place, path, and/or pace of learning.

The definition of blended learning is 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;
- +
- and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.

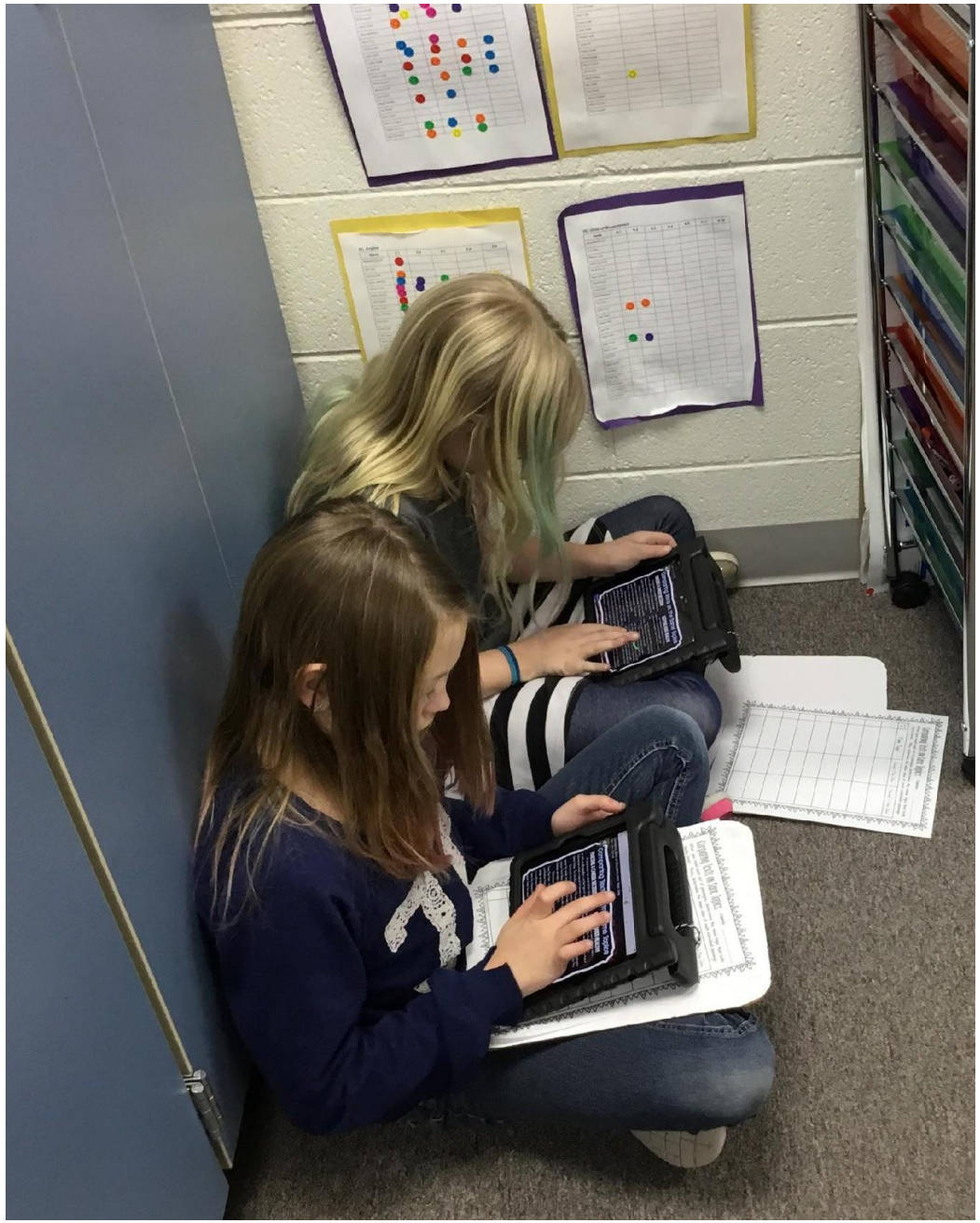
What is Blended Learning?

BlendEd

Blended learning is an educational model that combines traditional face-to-face/distance classroom methods with online delivery and participation; and an element of student control over time, place, path, and pace. Additional resources and information about the BlendEd Pilot are found here.

BlendEd—a statewide initiative with these components:
* Learning Object Repository (LOR)
* Learning Management System (LMS)
* Federated Directory System (single sign-on)
* Statewide Professional Development System (PD)
* Evaluation Components

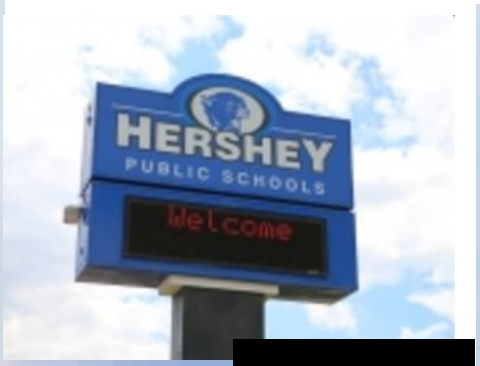
The ***BlendED*** initiative works in harmony with the other two statewide projects, ADVISER Dashboard and Teacher Principal Evaluations, and all are supported by the Educational Service Units, Nebraska Department of Education, and school administrators statewide.



Blended learning is an educational model that combines traditional face-to-face/distance classroom methods with online delivery and participation; and an element of student control over time, place, path and pace.

BlendEd

Home of the Huskies


HERSHEY
PUBLIC SCHOOLS
Welcome

BUFFETT
Magnet
MIDDLE SCHOOL

ROCK COUNTY
PUBLIC SCHOOLS
March 24
Track @ Ainsworth
2:00

ASHLAND-GREENWOOD
ELEMENTARY SCHOOL
DAKTRONICS

BAYARD
JR./SR HIGH

ELM CREEK
PUBLIC SCHOOLS
Love BLUE. Live GOLD!

WOOD
RIVER
Rural Schools
7:30
Winter Concert

MITCHELL TIGERS
HOME OF THE
TIGERS

BANCROFT
ROSALIE
COMMUNITY SCHOOLS

Broken Bow
PUBLIC SCHOOLS

HIGHLANDER
INSTITUTE
Leveling the Field for All Learners

It's Personal!

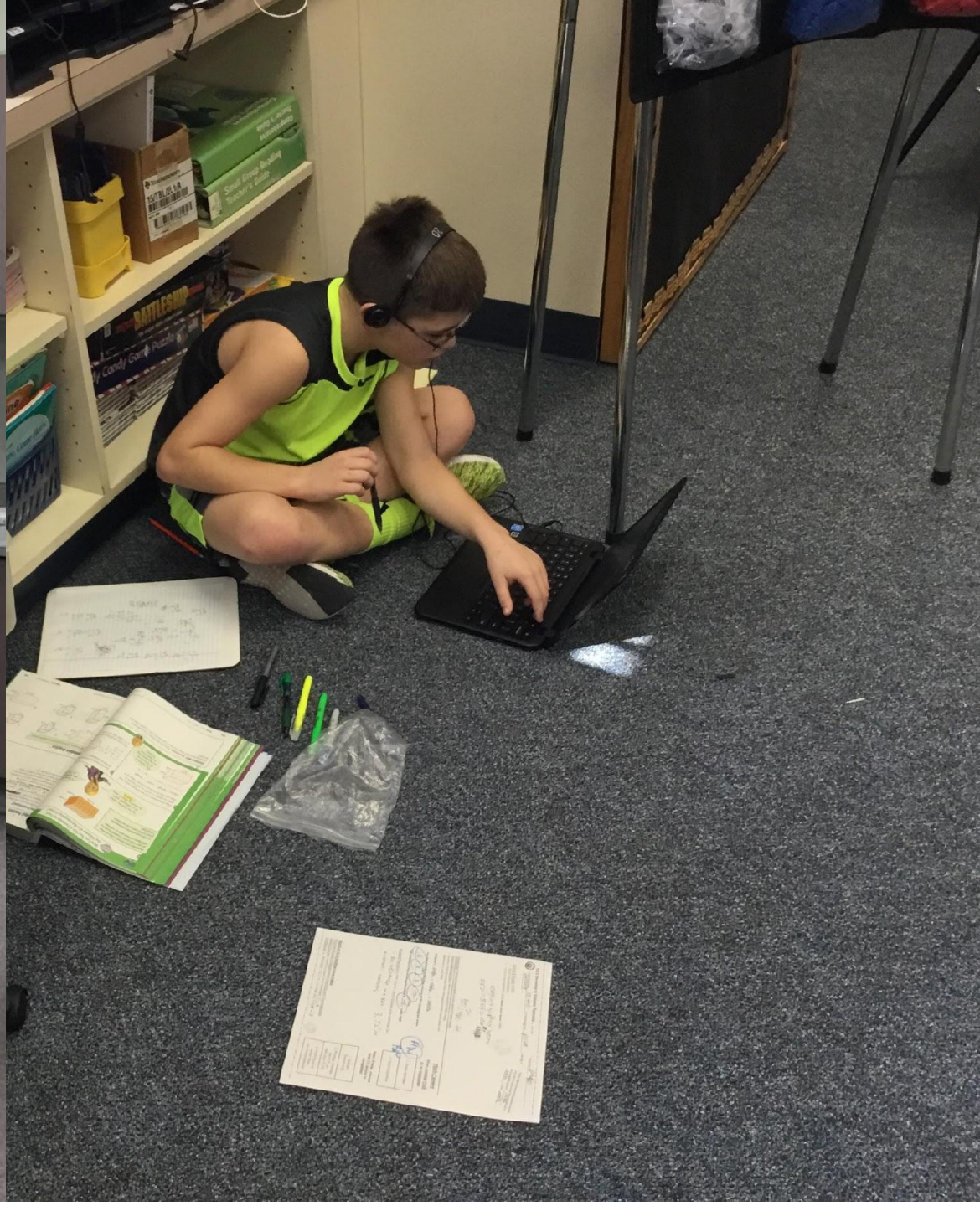
BlendEd

NEBRASKA esu Coordinating Council

NCSA Nebraska Council of School Administrators

Nebraska's BlendEd Initiative

BlendEd is an educational model that combines traditional classroom methods with digital instruction and monitoring tools, offering a wealth of resources and platforms for students to enhance and demonstrate learning. Blended learning empowers students with control over time, place, path, and pace of instruction, fostering a classroom driven by students, making it more individualized, relevant, and engaging.


BATTLESHIP

(Ss were not in T station)

Ss Interacting w/ other Ss

Watched video + then answered discussion?

Use Everyday Math

Transition - okay - took 1+ min.

Uses Symboloo as a Portal

Ss ask T ?'s at T station that are relevant

T gives encouragement
T demonstrates problems as Ss practice
T can see what Ss are recording + correct if needed

S says, "Like working w T in small group
can get ?'s answered
· Also when Ss are not understanding
T can help that group
"Like using Canvas - helps to submit assignments"

Free (customize 5 likes

Kastanek - Jen (LA - Journalism/Creative

no red ink.com for grammer 10th - independent
(bell ringer 10-15 mins have a dignostic to start
can assign lessons - can see responses
- If more than 2 tries - lesson pops up
- Ss love practice (no complaints yet

taking data to determine gaps

DEAR - after Bell Ringer

Nick paraphrased - ask what want to do next.
Could explain - asked What ?'s.

Book Read - 4 choices - come together in groups of
1 S/Book - - discuss character between each
and compare + contrast
using quizzes, study guides + literary
guides on canvas to go at own pace.

Right Source - writing/grammer etc. Writing curriculum

check w/ mickey if can get an acct.
- has a game, videos

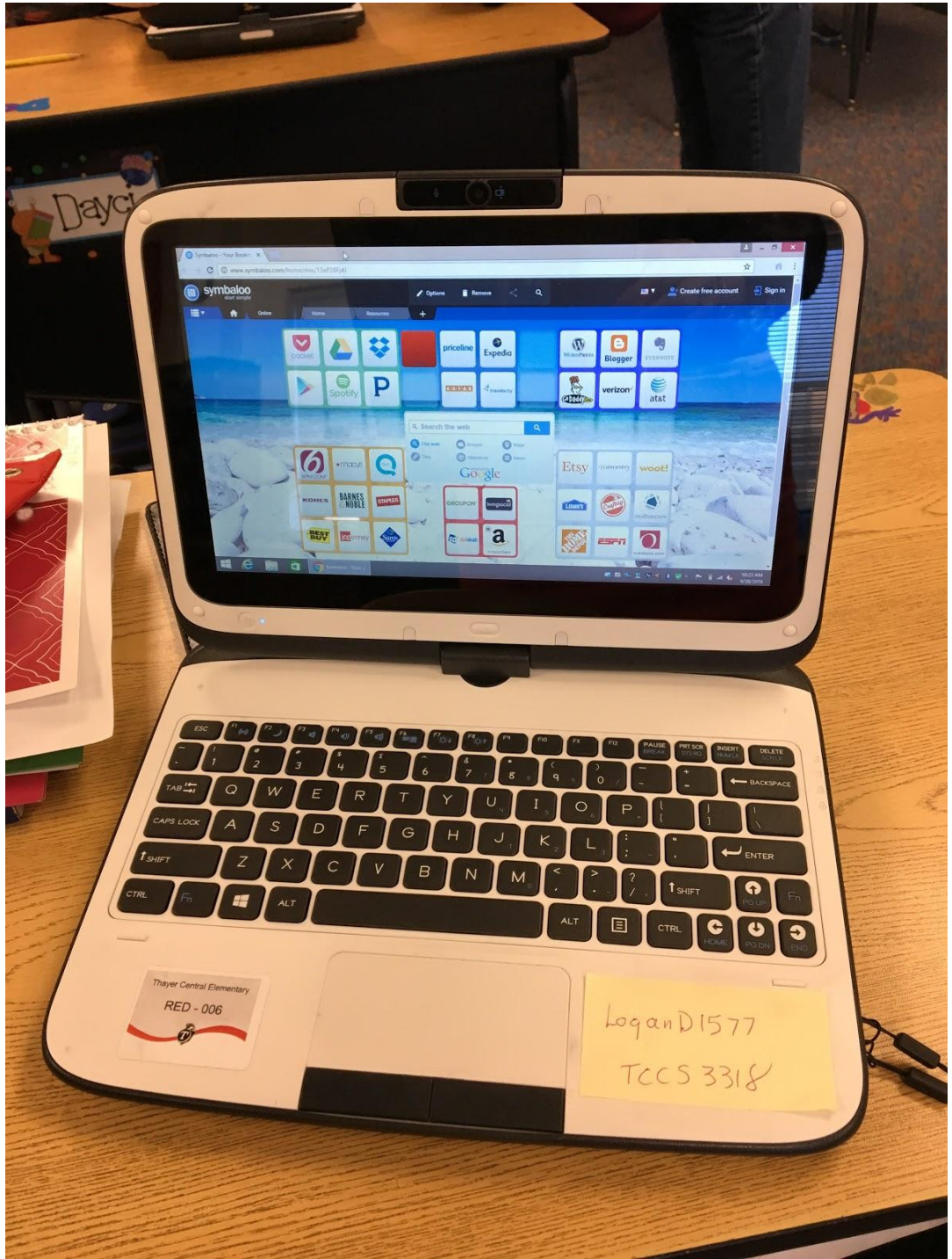
use as ation

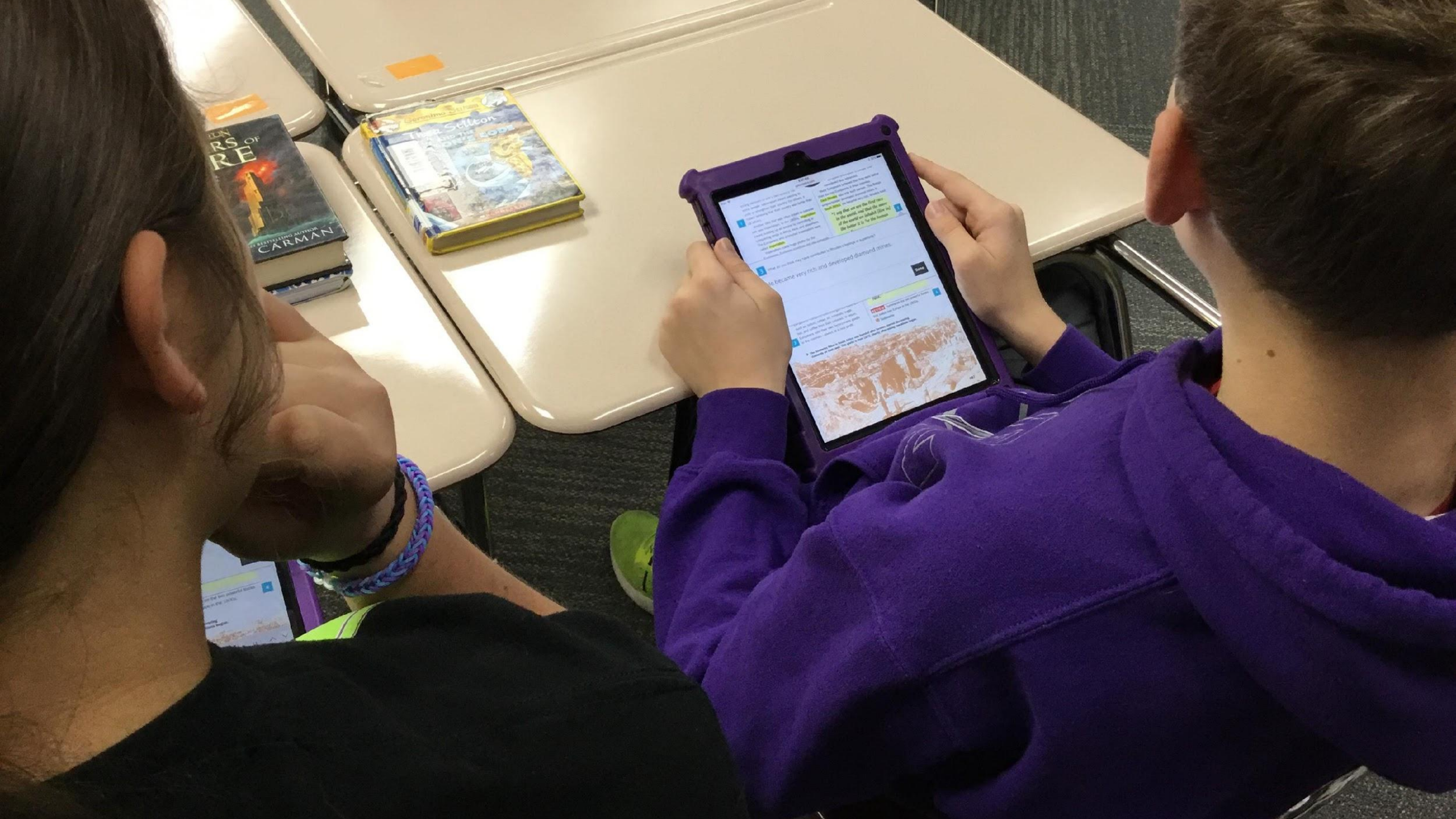
Nebraska BlendEd

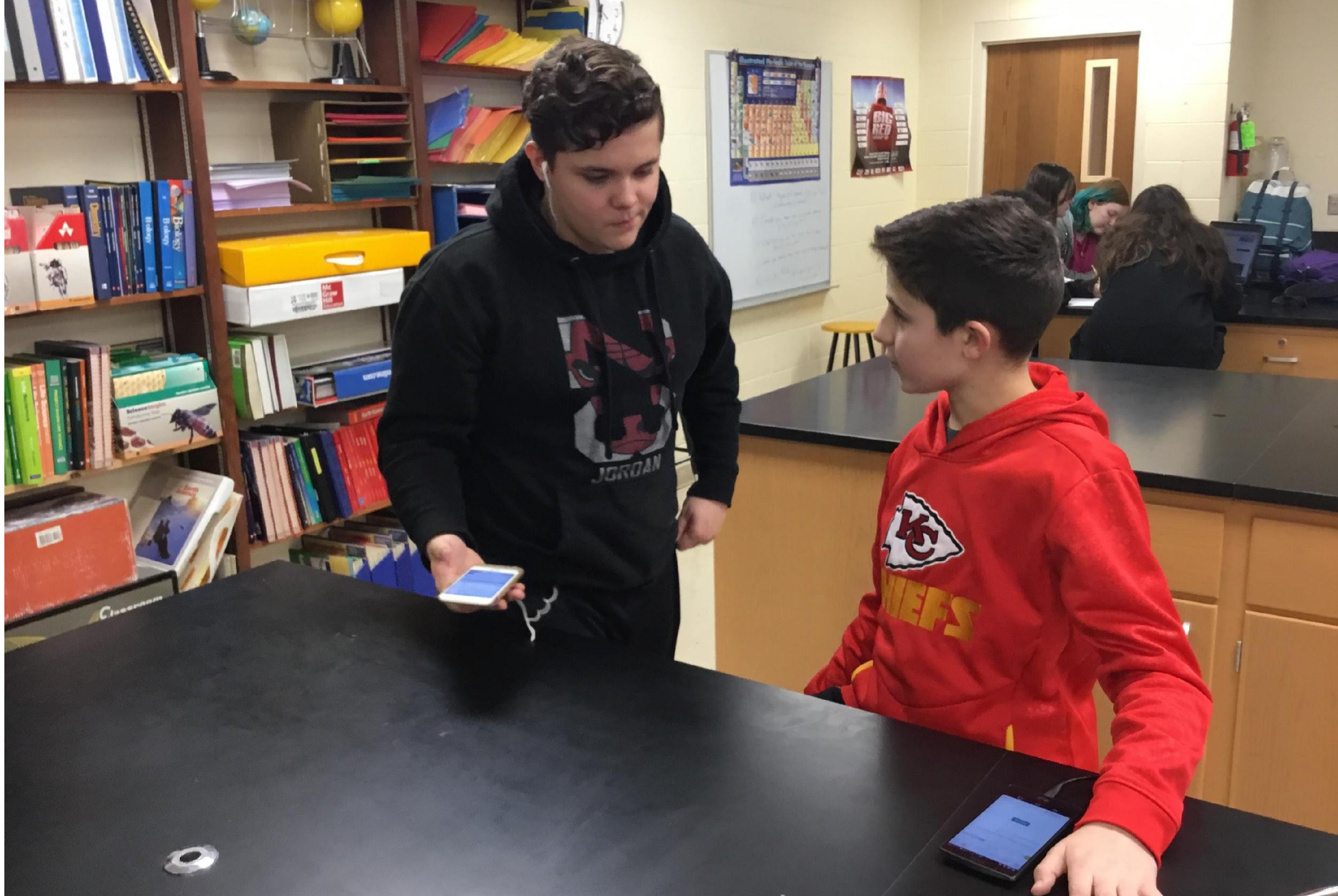
Classroom Observation

Domain	Benchmark	Not yet	Little Evidence	Some Evidence	Fully Integrated
1. Teacher-Student Interaction	The teacher provides immediate and specific feedback to individual students to improve their understanding.	Feedback is **absent.**	Formative assessments are used as feedback **rarely** so that students can guide their learning. Instruction and grouping is **sometimes** altered based on the formative data.	Formative assessments are **sometimes** used as feedback so that students can guide their learning. Instruction and grouping is **altered** based on the formative data.	Formative assessments are used as feedback **daily** so that students can guide their learning. Instruction and grouping is **altered** based on the formative data.

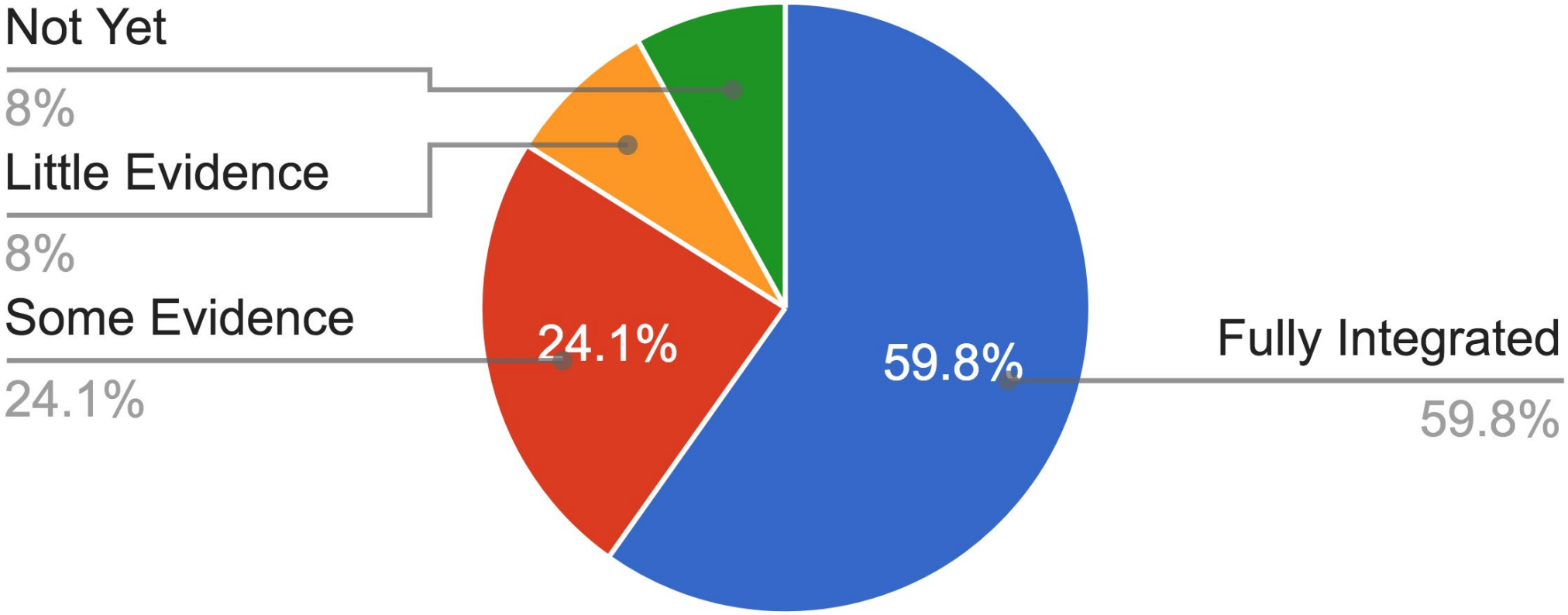
Use of Technology


symbaloo
Thayer Central Elementary
RED - 006
LoganD1577
TCCS3318

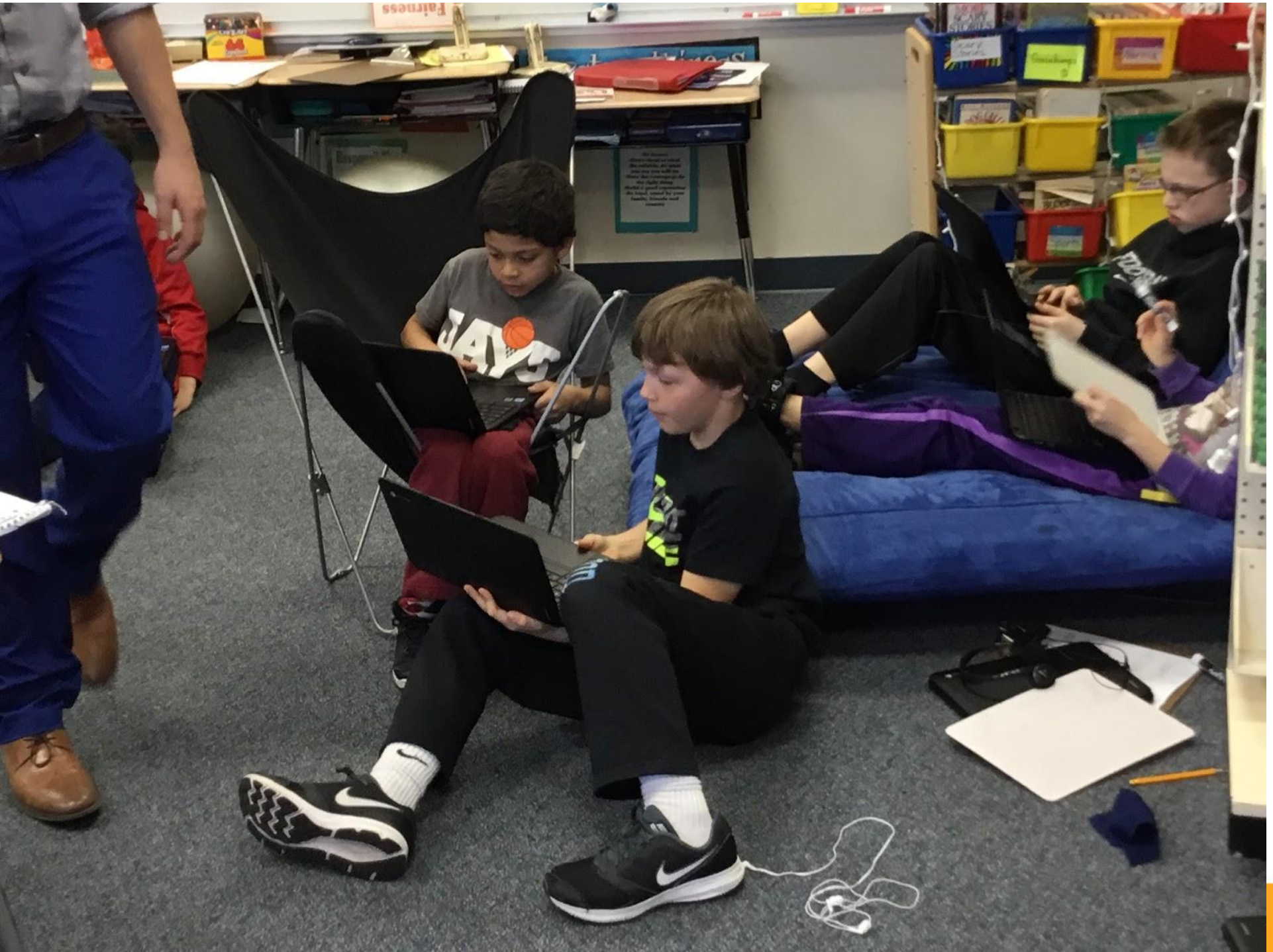

CARMAN


JORDAN
KC
CHIEFS

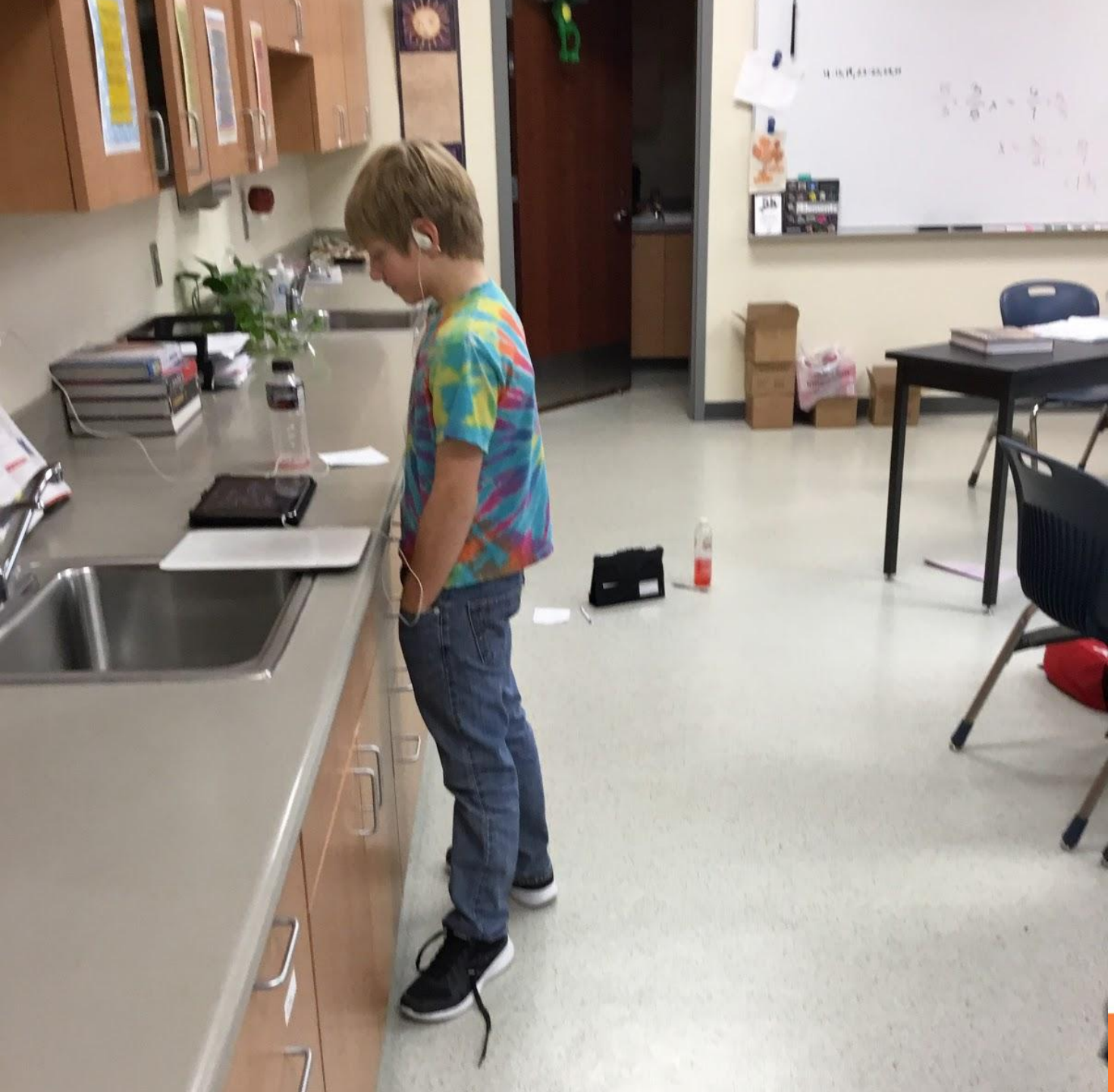
Student to Screen Interactions [Technology is used to facilitate the learning objectives / ou…



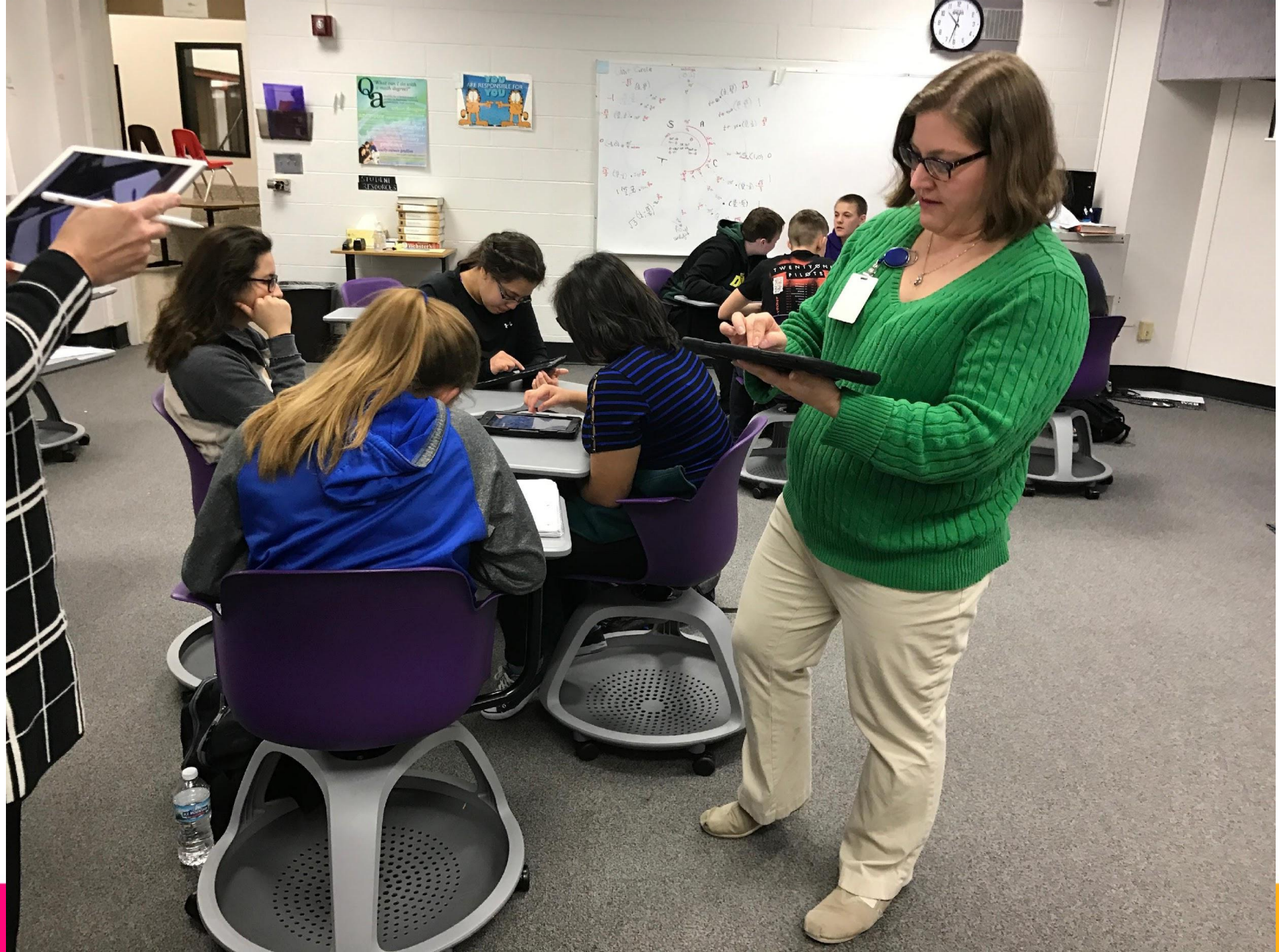
Classroom Culture and Flexibility

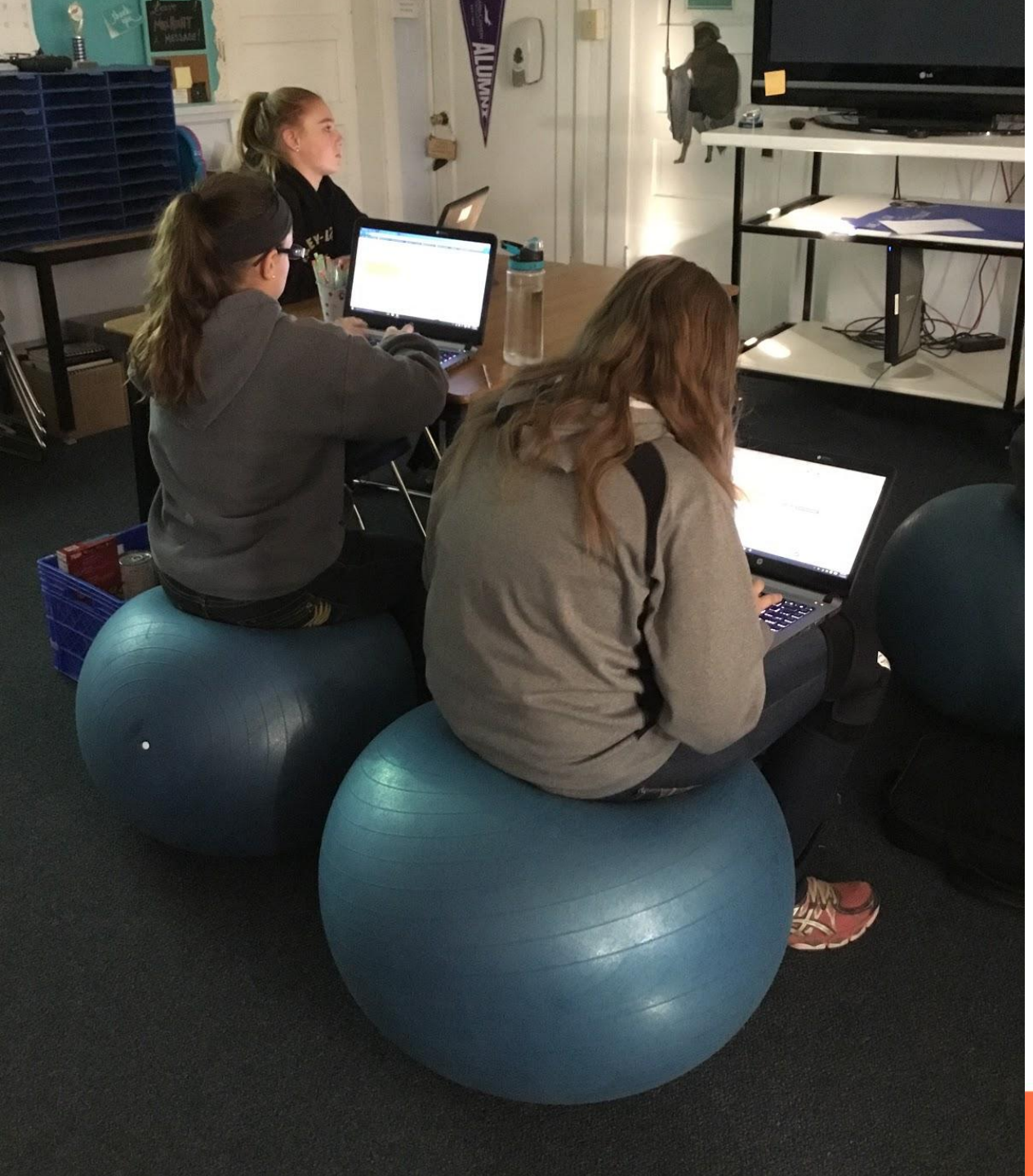


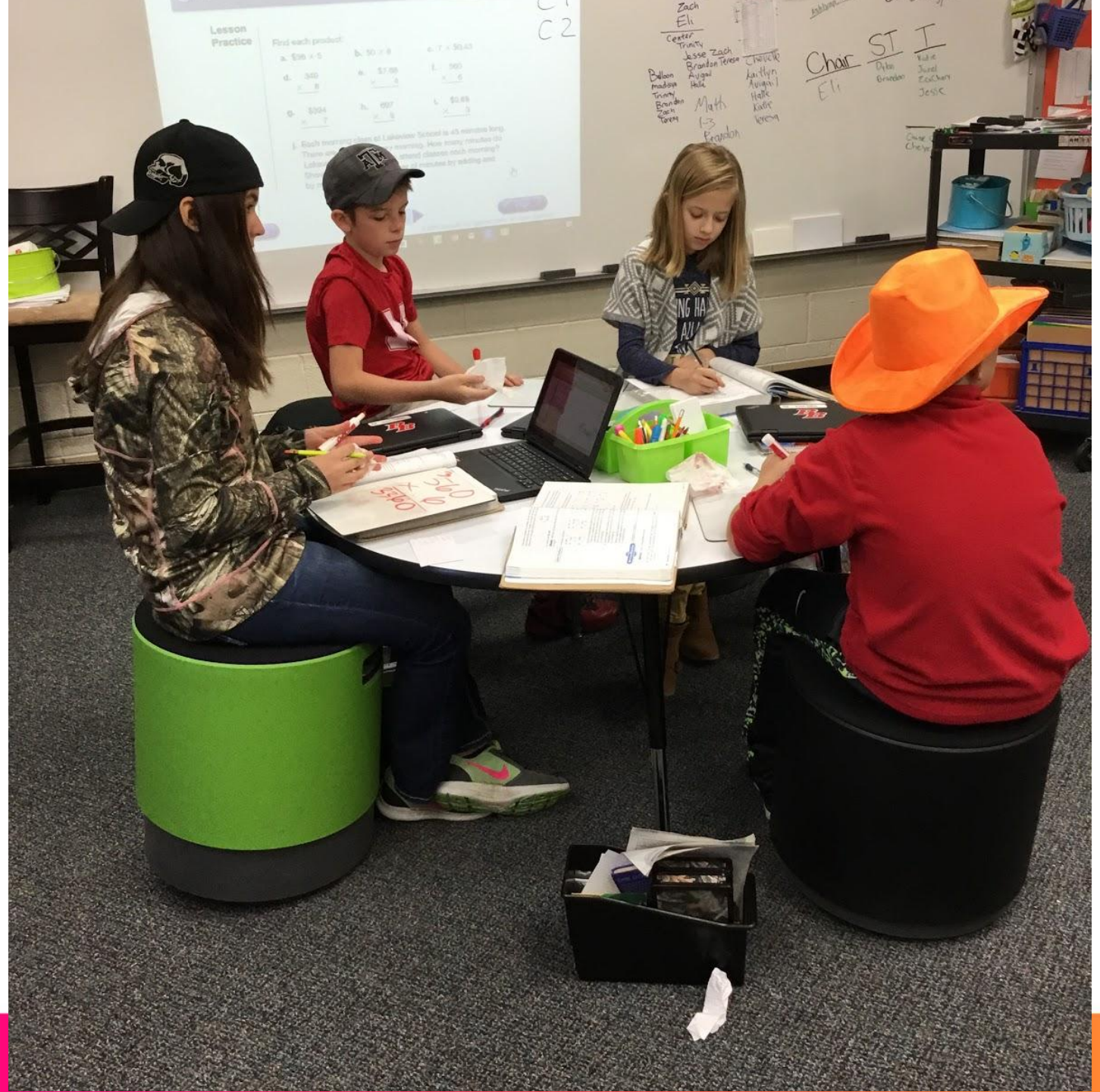
% responsible for
our experiences."
- Louise Hay
TO CLIMB
A TREE,
IT WILL LIVE
ITS WHOLE
LIFE



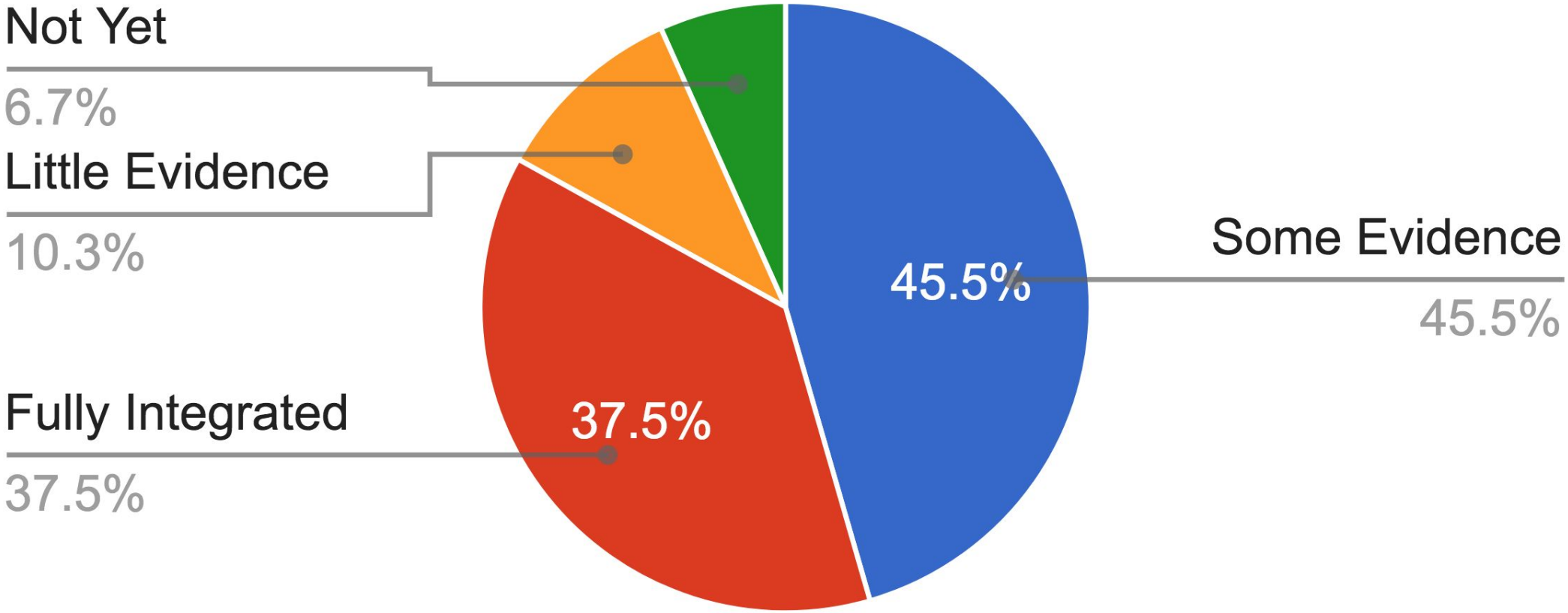
12m 03s
STANFORD


Qa
YOU ARE RESPONSIBLE FOR YOU
STUDENT RESOURCES

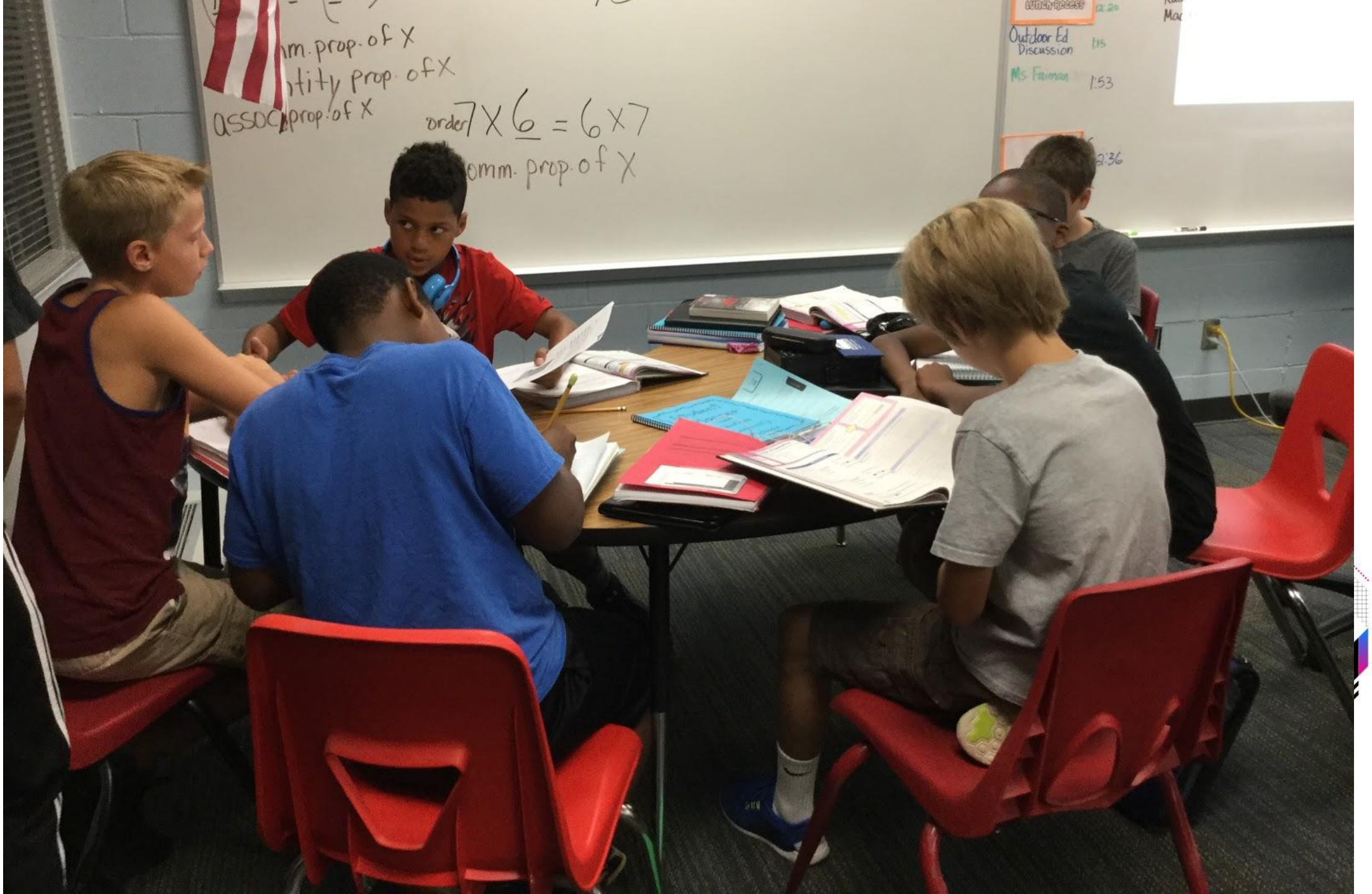

ALUMNI


Lesson Practice
Find each product:
Chair
Eli
ST
I

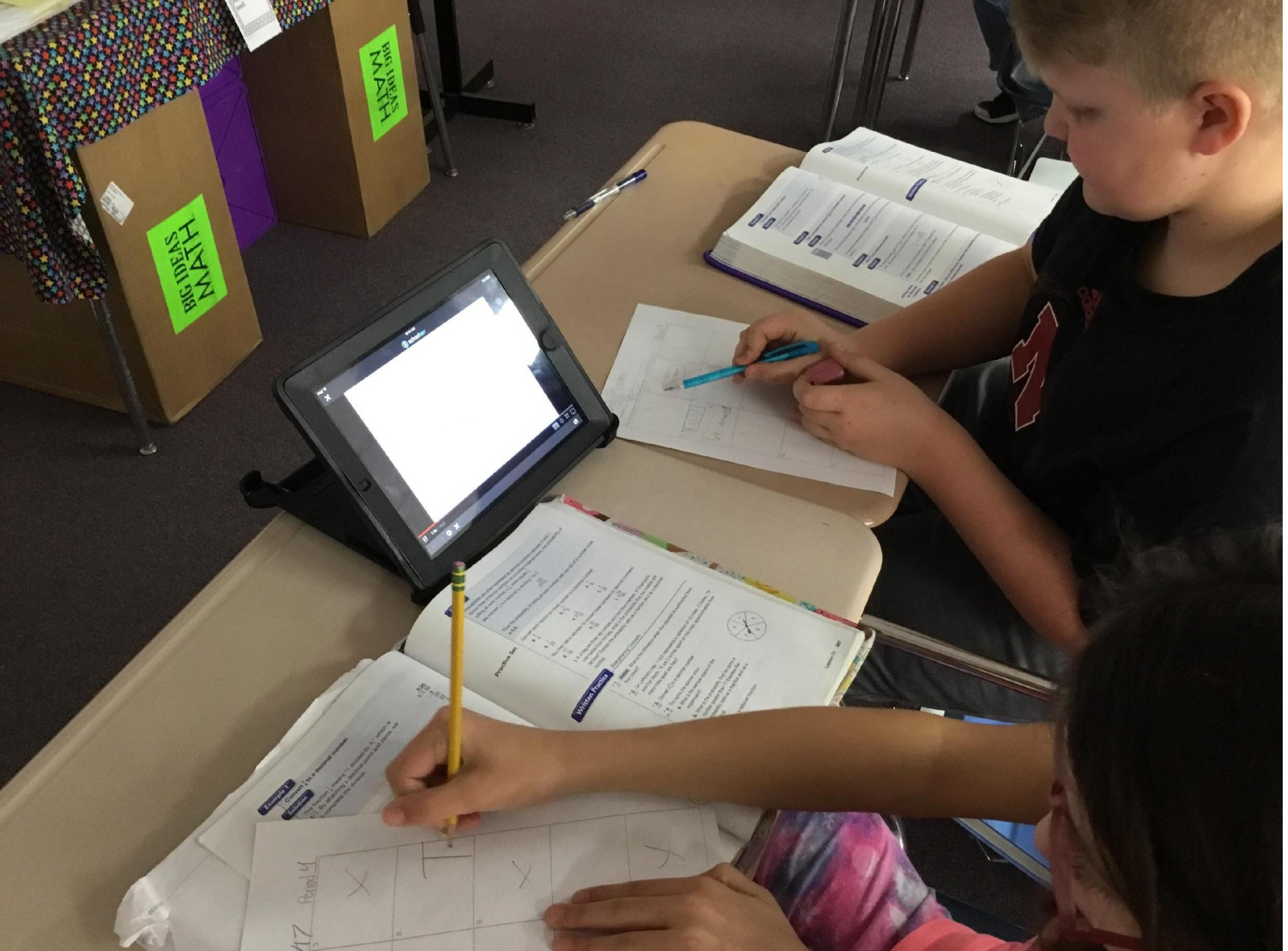
Classroom Culture [Classroom space is designed and used creatively for multipurpo…



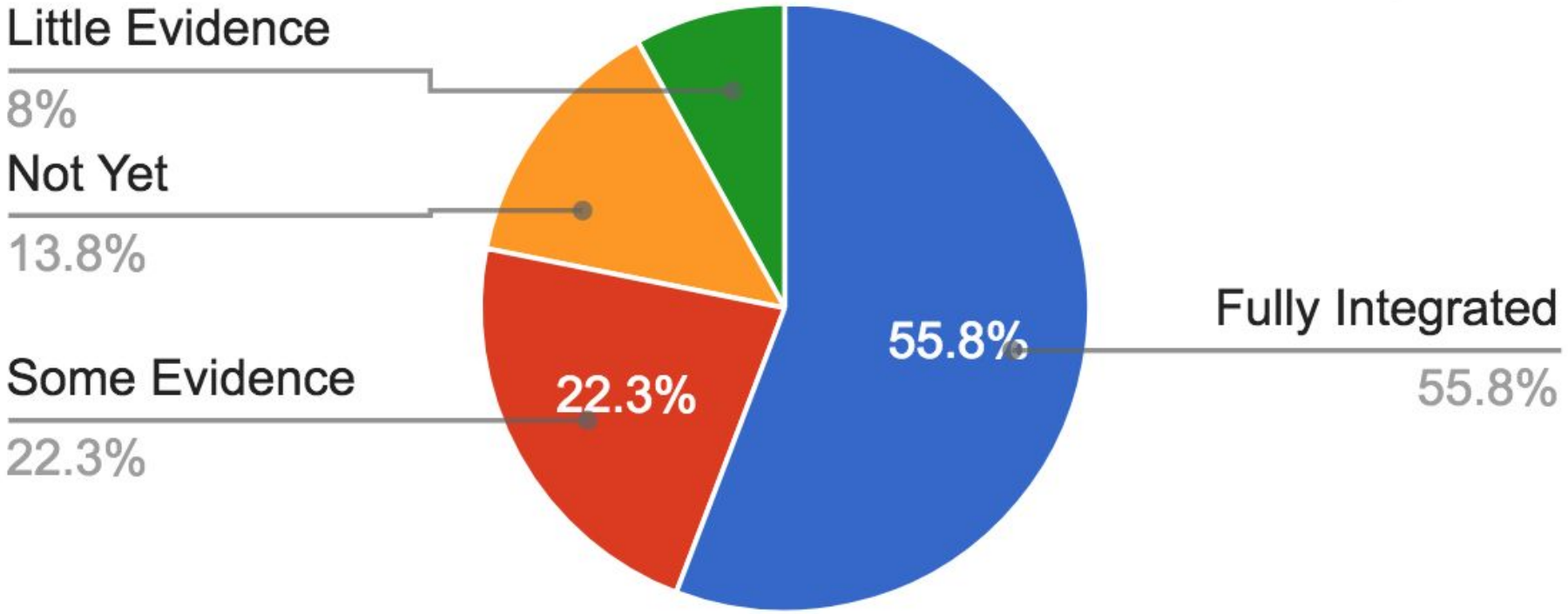
Collaboration and Small Groups


mm. prop. of X
tity prop. of X
assoc prop. of X
order 7 X 6 = 6 X 7
omm. prop. of X
Outdoor Ed
Discussion
1:15
Ms. Freeman
1:53

“I JUST LOVE HOW I CAN WORK WITH A SMALLER NUMBER OF STUDENTS IN MY ROTATIONS. I KNOW WHO IS RESPONDING AND WHO IS NOT.


BIG IDEAS MATH
BIG IDEAS MATH
Practice Set
Written Practice

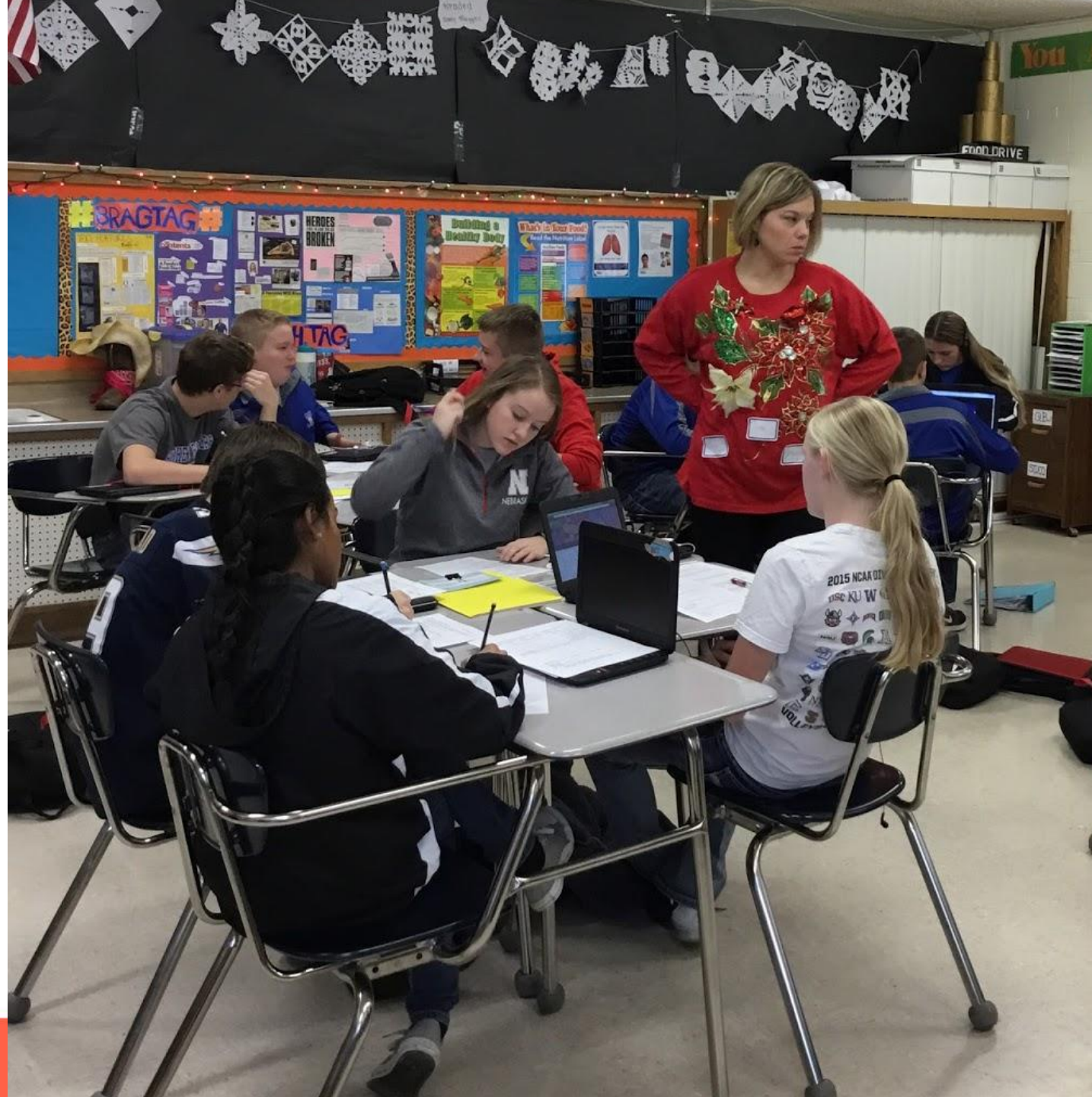
Instruction [The teacher spends the majority of the observed instructional time working w…



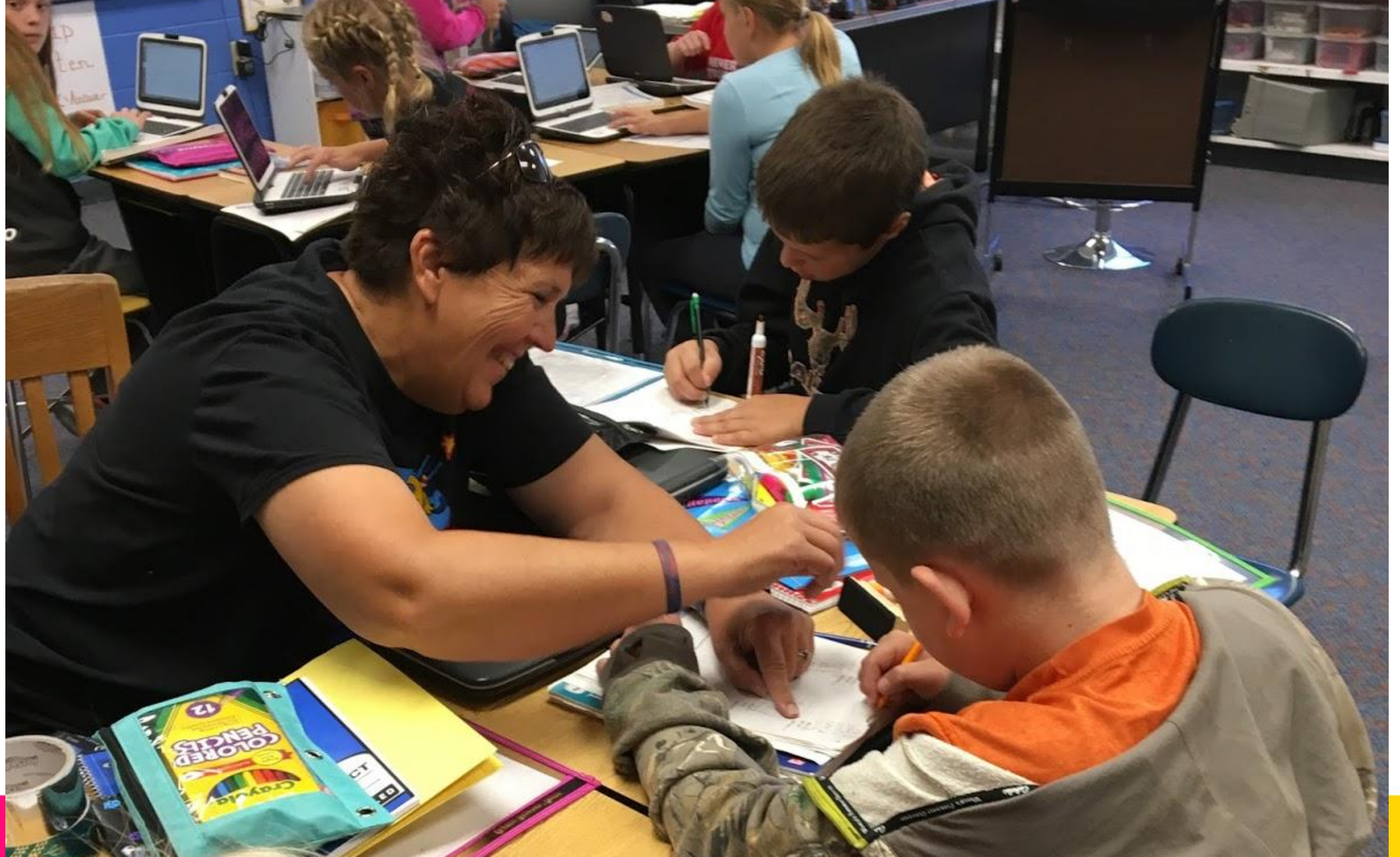
Impact of Teaching and Learning

“I AM SO EXCITED AGAIN ABOUT TEACHING. I LOVE BLENDED LEARNING.”

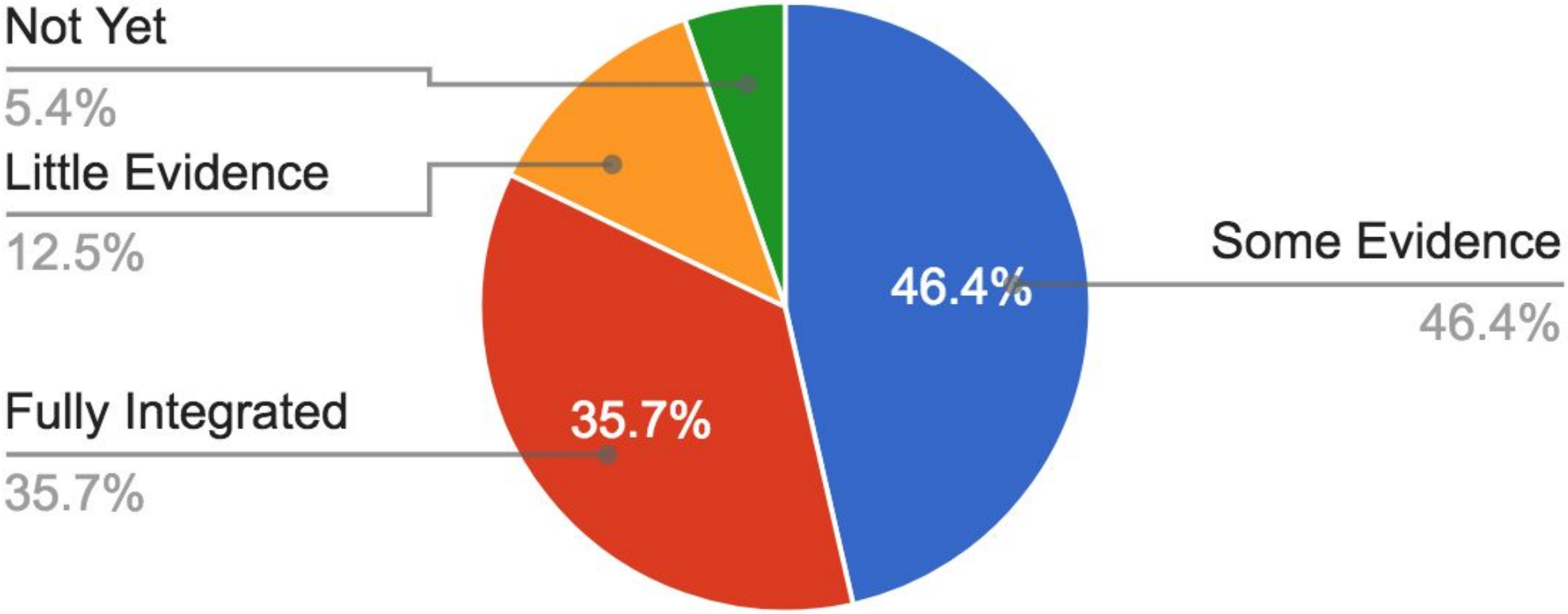
“THIS IS VERY HARD. IT TAKES A GREAT DEAL TO PLAN. HOWEVER, STUDENTS ARE VERY ENGAGED, AND THIS IS VALUABLE.”



UNIVERSITY OF NEBRASKA-KEARNEY
LOPE
OLLEYBALL


COLORED PENCILS
Crayola

Teacher to Student Interactions [The teacher provides immediate and specific feedback t…



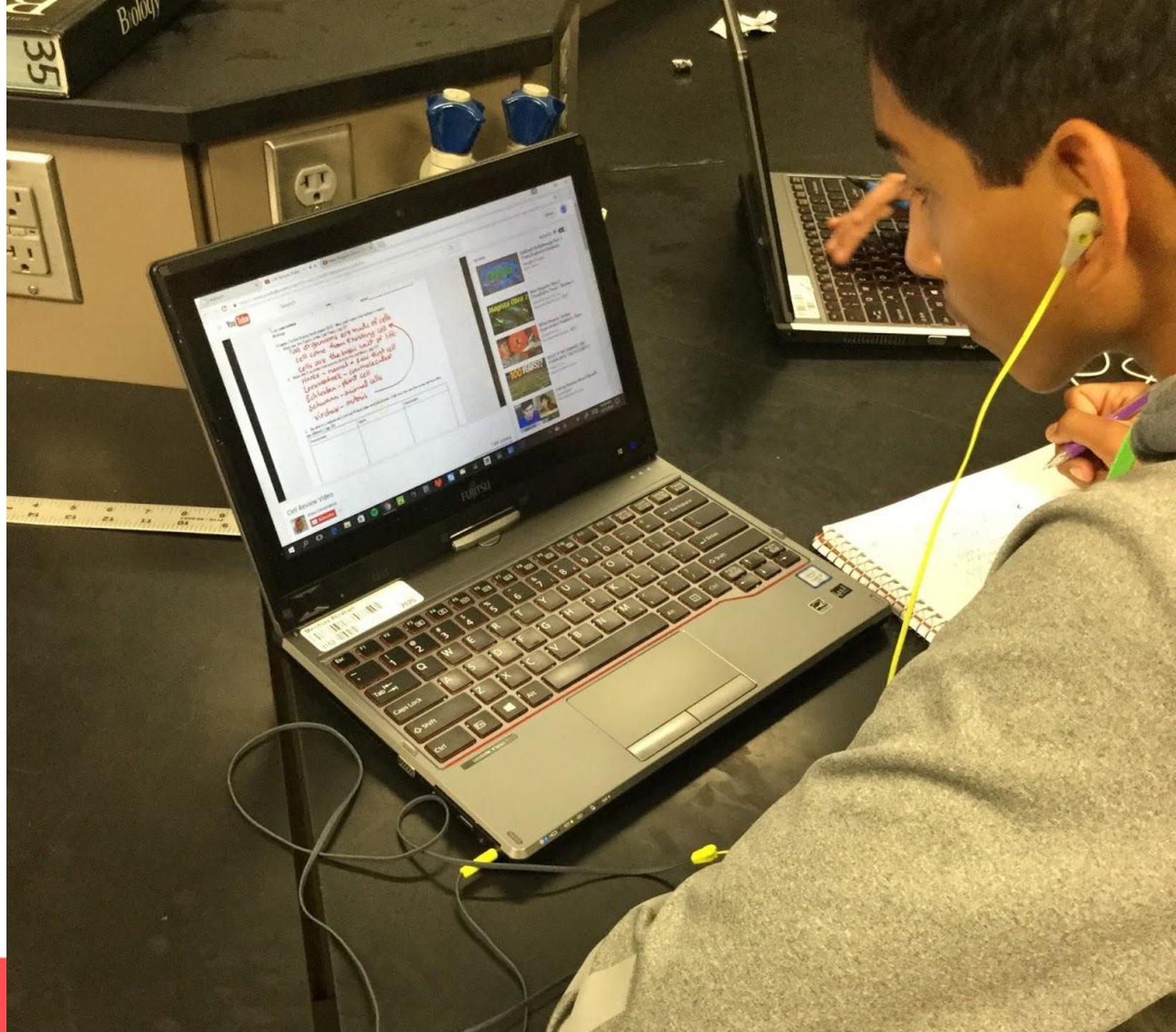
Differentiated and Self-Paced Learning

“I AM ALLOWED TO ADVANCE AT MY OWN PACE. I CAN THEN ASK THE QUESTIONS I HAVE, INSTEAD OF QUESTIONS FROM OTHER STUDENTS THAT I ALREADY KNOW THE ANSWER TO.”

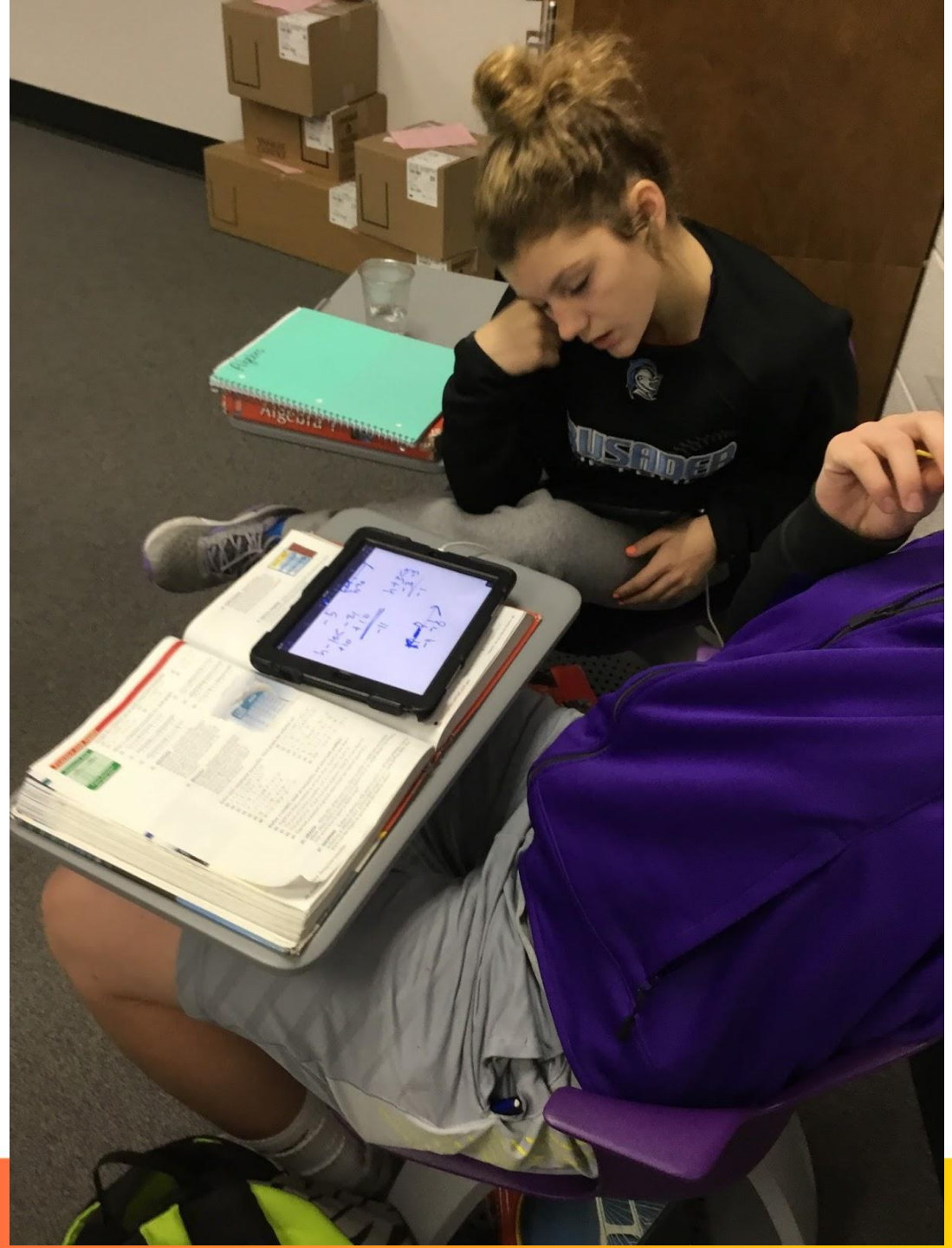
“I FEEL THAT WE ARE COVERING MORE CONTENT. I AM MEETING THE NEEDS OF THE UPPER LEVEL STUDENTS. IF A STUDENT WANTS TO JUST BREEZE THROUGH, THAT JUST DOESN’T HAPPEN.”

“I LIKE DIRECT INSTRUCTION. BUT WITH ROTATIONS, I CAN REACH THE STUDENT AT THEIR PACE, AND AT THEIR LEVEL.”

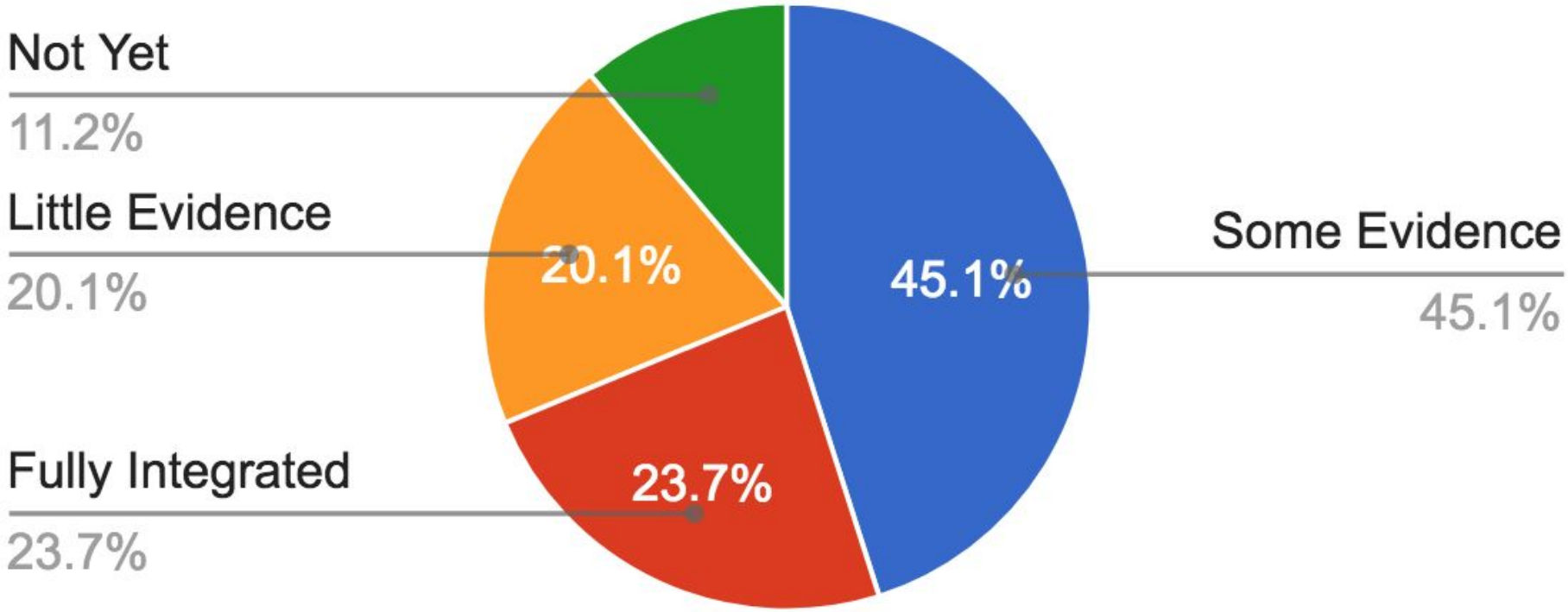
“I LIKE TO GO AT MY OWN PACE. I CAN TAKE CONTROL OF MY OWN LEARNING.



“I LIKE THIS STYLE OF LEARNING. IT’S MORE CASUAL, BUT I AM STILL LEARNING WHAT I NEED TO LEARN.”



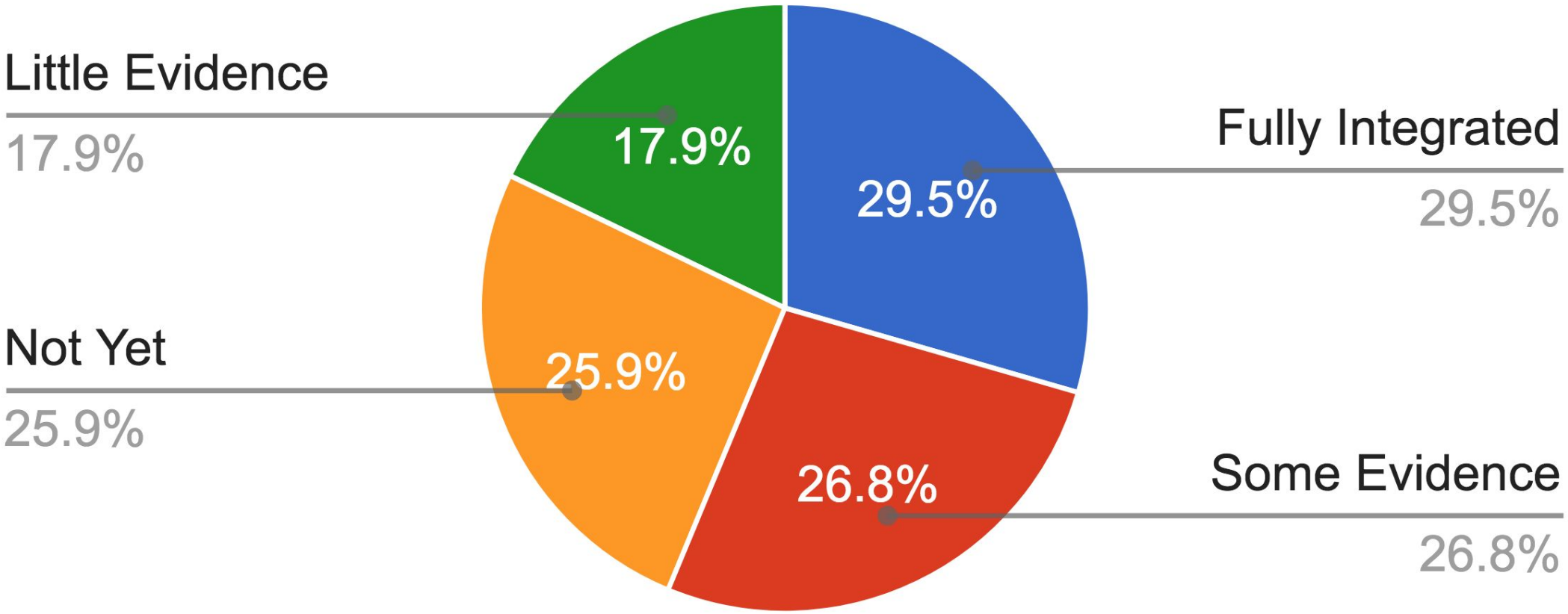
Instruction [The modality, or type, of instruction is differentiated based on studen…



4 Cs of 21st Century Learning

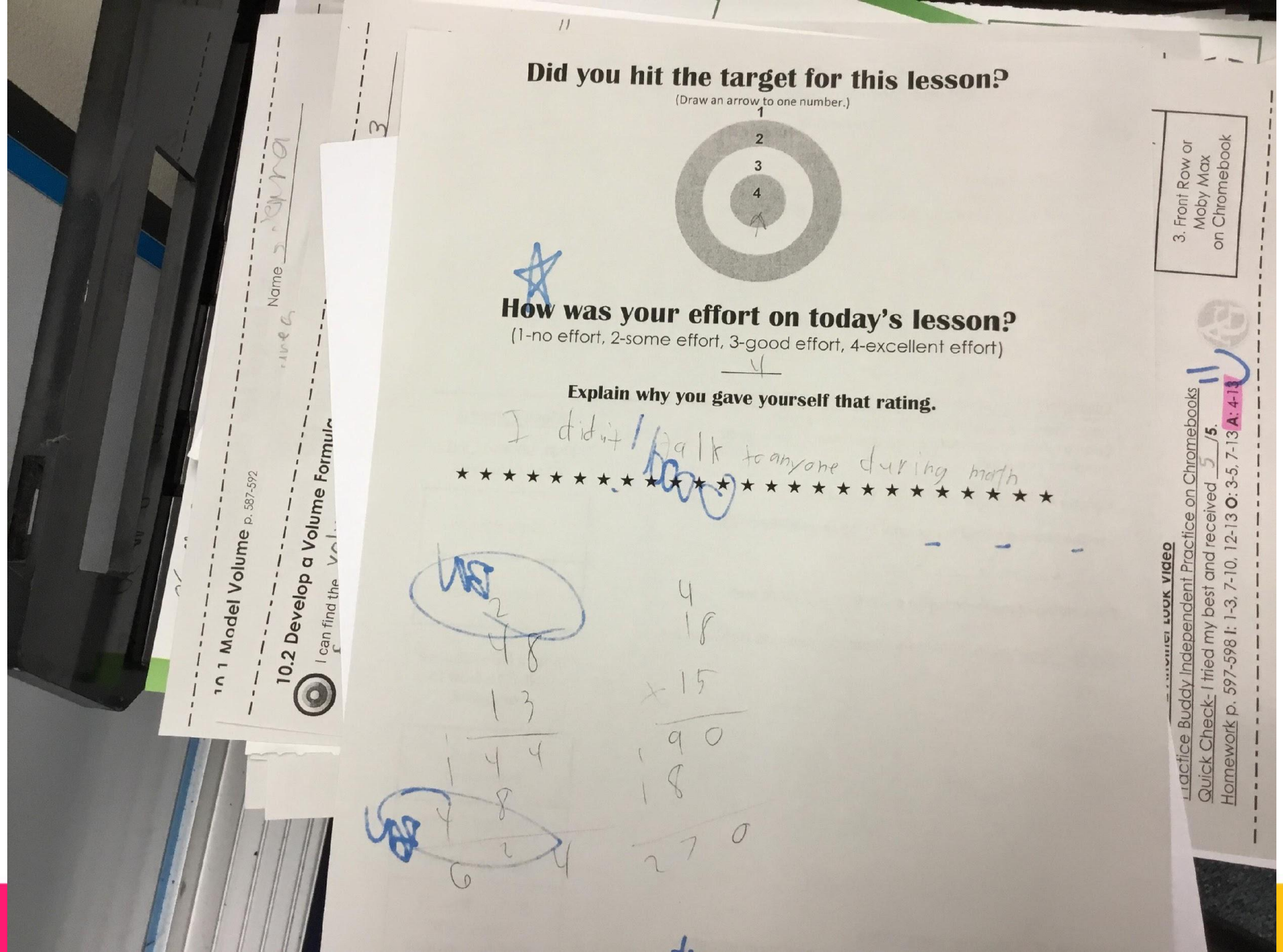
ork Profiles
inspire
blizzard
technique
hexagons
crystals

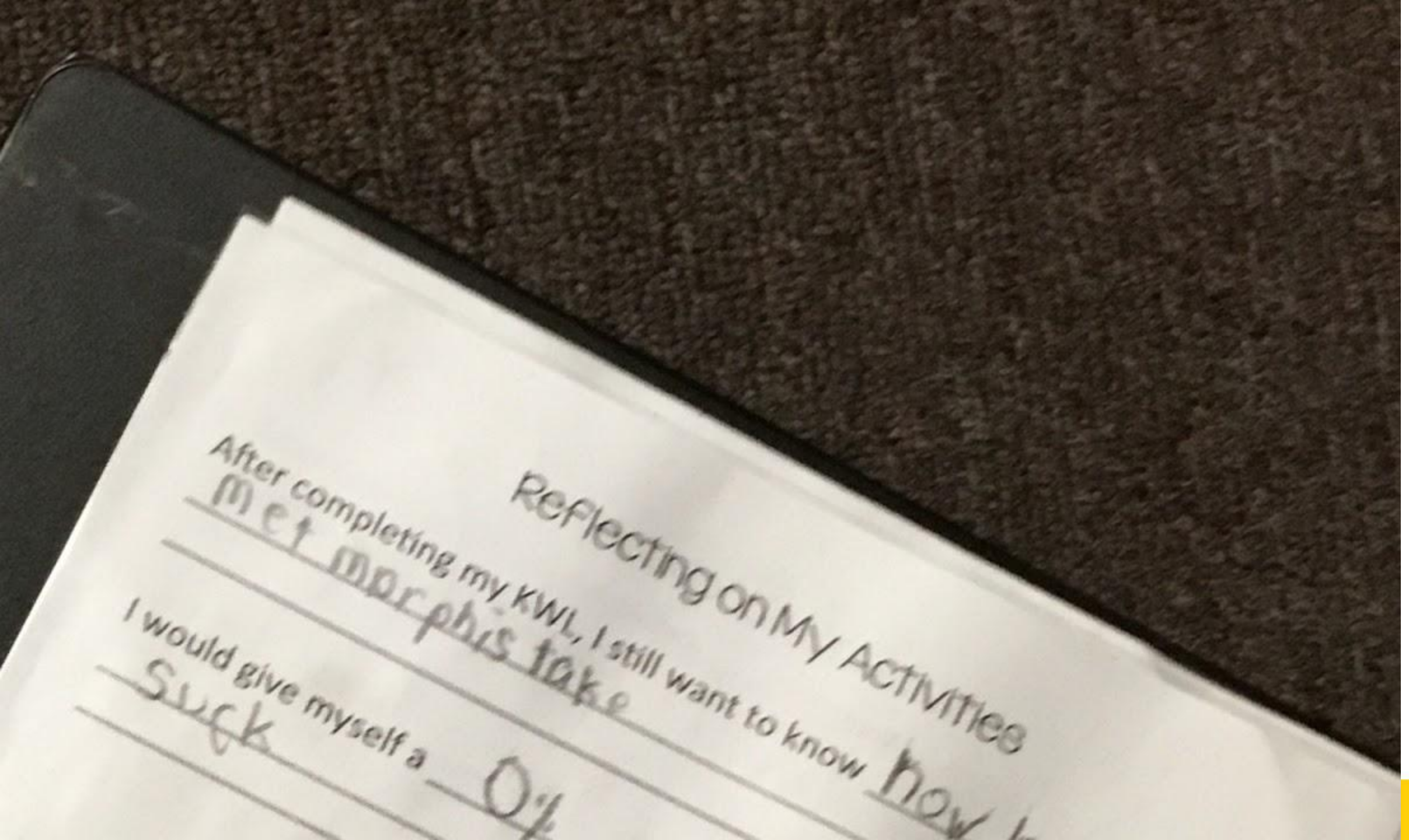
Student Learning Experience [Students create (solutions, knowledge products, tools, reso…

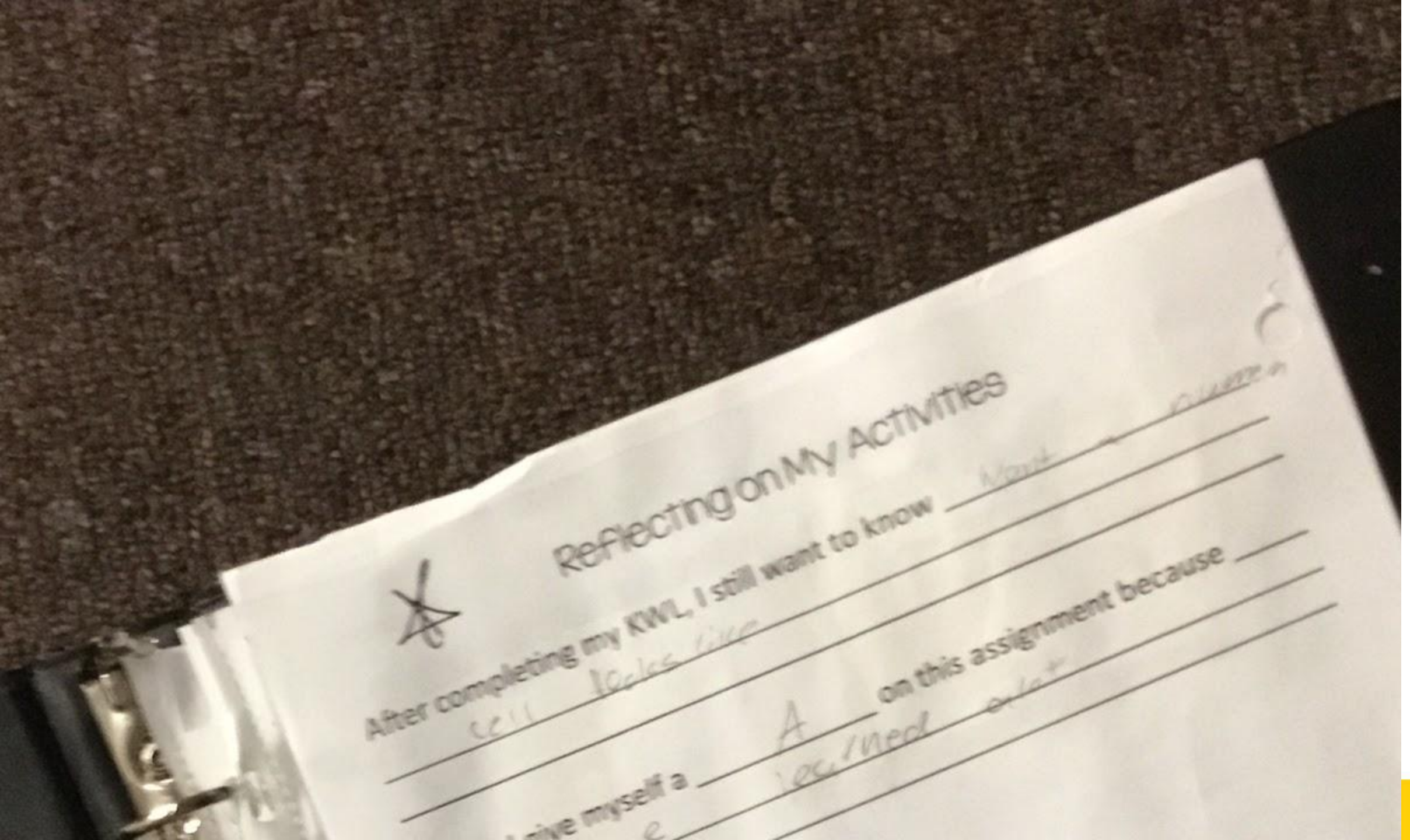


Voice and Choice

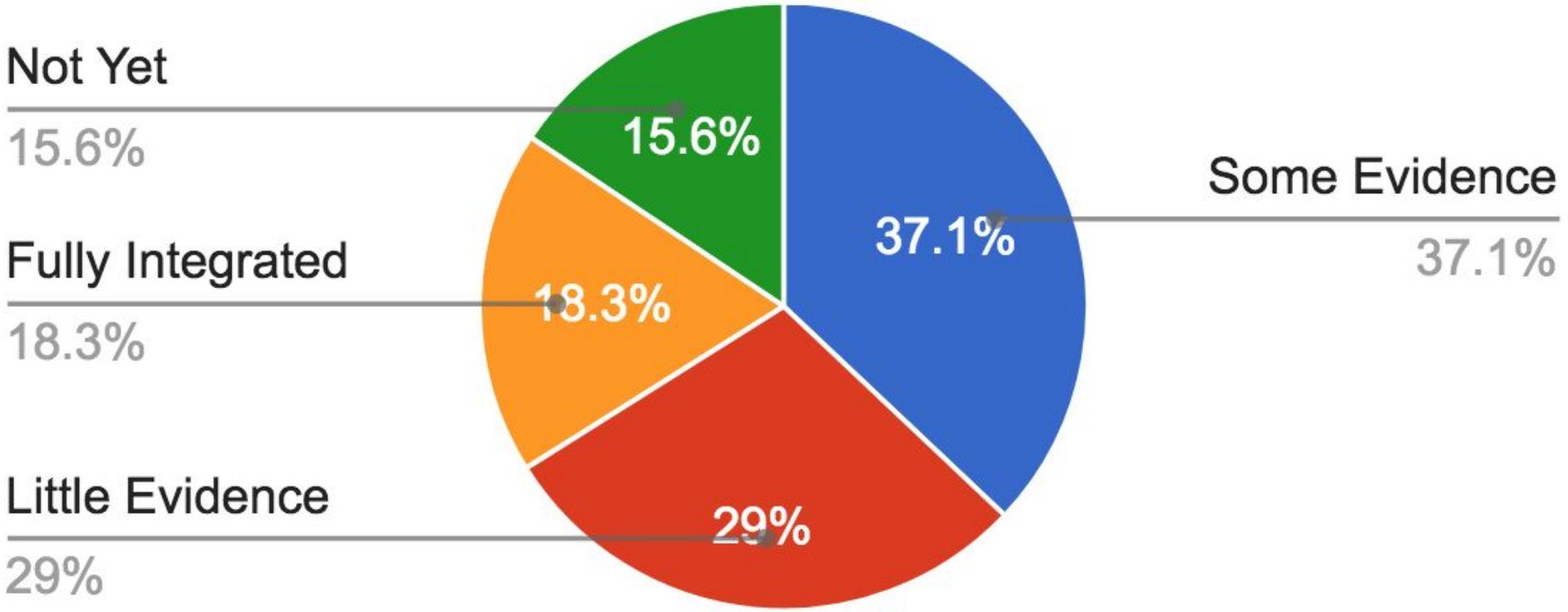
STKE


Did you hit the target for this lesson?
(Draw an arrow to one number.)
1
2
3
4
How was your effort on today's lesson?
(1-no effort, 2-some effort, 3-good effort, 4-excellent effort)
4
Explain why you gave yourself that rating.
I didn't talk to anyone during math
10.1 Model Volume p. 587-592
10.2 Develop a Volume Formula
I can find the
Name
3. Front Row or Moby Max on Chromebook
Practice Buddy Independent Practice on Chromebooks
Quick Check- I tried my best and received ___/5.
Homework p. 597-598 I: 1-3, 7-10, 12-13 O: 3-5, 7-13 A: 4-13

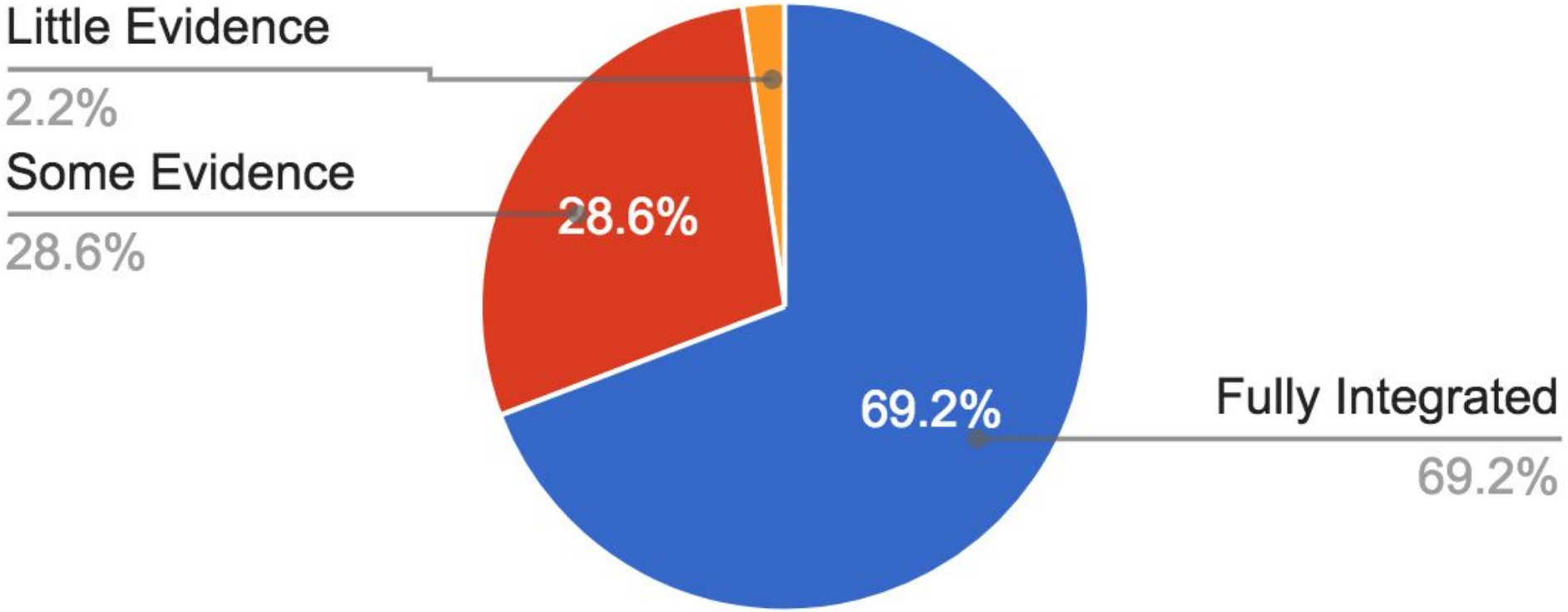

Reflecting on My Activities
After completing my KWL, I still want to know how
met morphis take
I would give myself a Ok
Suck


Reflecting on My Activities
After completing my KWL, I still want to know
I give myself a
on this assignment because

Student Learning Experience [Students have a voice and choice in the classroom.]



Student Learning Experience [Students are actively engaged with the content for the ma…



Cohort 2

2018-2020

16 new schools/districts

5 continuing from Cohort 1

BETH KABES

BKABES@ESUCC.ORG
@BKABES
@NEBLENDED

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