

## Blended Learning & Performance



Allison Rossett

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Let's help her by:

- defining blending
- focusing on benefits
- touring options
- admitting to challenges
- helping you consider it





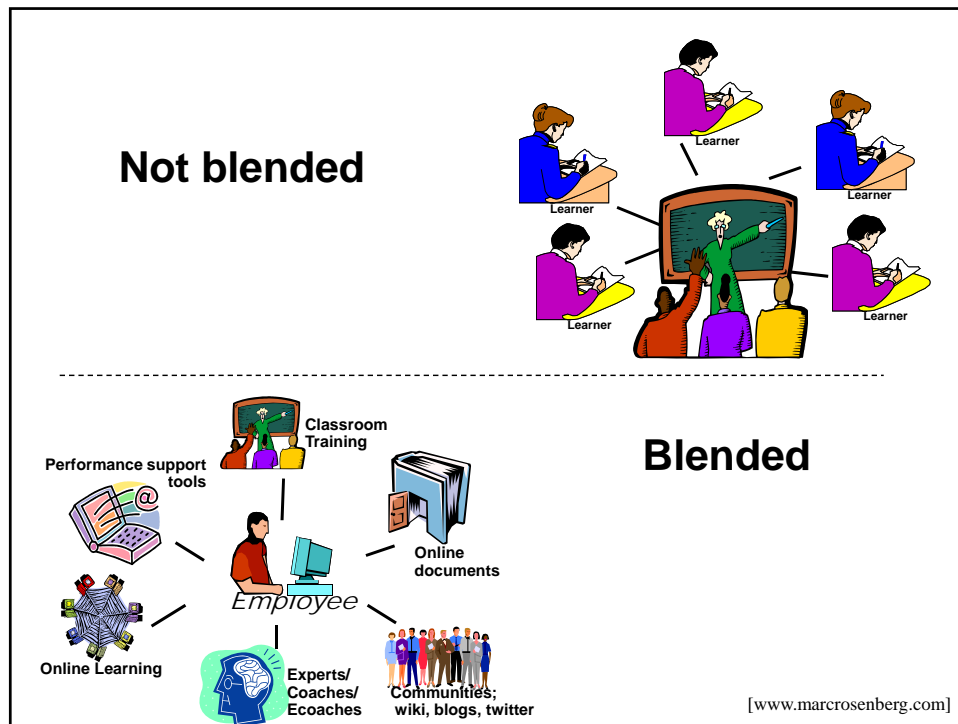
**Blended learning (BL) integrates *seemingly opposite* approaches, such as face-to-face *and* online experiences, digital resources *and* collegial networks, and directed paths *and* individual choices.**

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### **When Henrietta's colleagues experience a blend, they might be....**

- Engaged with scenario-based e-learning modules,
- Reviewing a white paper online, just before class,
- Taking a class with an instructor and peers,
- Gabbing over breakfast with colleagues,
- Online, in a structured discussion board, posting questions, reviewing responses,
- Reading a manual,
- Using an online assessment to figure out what is known and isn't; and
- Signing up for wiki or twitter to find out what's up

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## Why blend?

- **Peter Dean:** Several options, in addition to classroom training, increased learning.
- **DeLacey and Leonard:** Students not only learned more when online sessions were added to traditional courses—student interaction and satisfaction increased as well.
- **Thomson/NETg:** Speedier performance on real world tasks by people who learned through a blended strategy—faster than those studying through e-learning alone.
- **Balance Learning:** Sparrow (2004) reported that ASTD and Balance Learning found blended learning was ranked “as the most effective and cost-efficient form of training” by more than two-thirds of respondents.

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<p>They can query experts in scheduled synchronous meetings. If they can't make a class or meeting, they can access the archives later, as needed.</p> <p>When questions come up, they can turn to repurposed materials or post their questions online.</p> <p>They can turn to worked examples to review how an expert might handle a challenge, task or issue.</p> <p>They can listen to podcasts that provide updates and in some cases, offer CEUs for participating</p>	<p>But OUR people ... How would it benefit them?</p> <p>© 2010 Allison Rossett</p>
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<h2 style="text-align: center;">Blending makes strategic sense</h2> <ol style="list-style-type: none"> <li>1. We want education, information and support to go beyond the classroom, to where it is needed, when needed.</li> <li>2. We want to create assets that strengthen both the individual <i>and</i> the organization.</li> <li>3. We want to expect and then enable activity, self-reliance, and continuous growth and performance</li> <li>4. We want to use technology to converge the task and the resources.</li> </ol> <p style="text-align: right;"><b>Do you agree?</b></p> <p style="text-align: center;"><small>© 2010 Allison Rossett</small></p>
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Often, they attend class— and read documents, materials.

With blends, that happens and MORE...

More just-in-time lessons, coaching, reference materials, and community -- all in the context of work

More engagement with staff, peers, instructors

More guidance-- from a system that defines paths, and helps individuals get where they need to go



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I blend.  
Podcasts, videos,  
audios, transcripts.  
A ten week  
e-class on spirituality.

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## Options for blended programs

### Live face-to-face

- Instructor-led classes
- Meetings/demonstrations
- Coaching/Mentoring
- On-the-job (OTJ) training

### Virtual collaboration/ synchronous

- Live e-learning classes
- E-coaching

### Virtual collaboration/ asynchronous

- Email, listservs
- Online bulletin boards
- Archived sessions, classes
- Online communities
- Podcasts
- Blogs, wikis
- Microblogging (twitter)

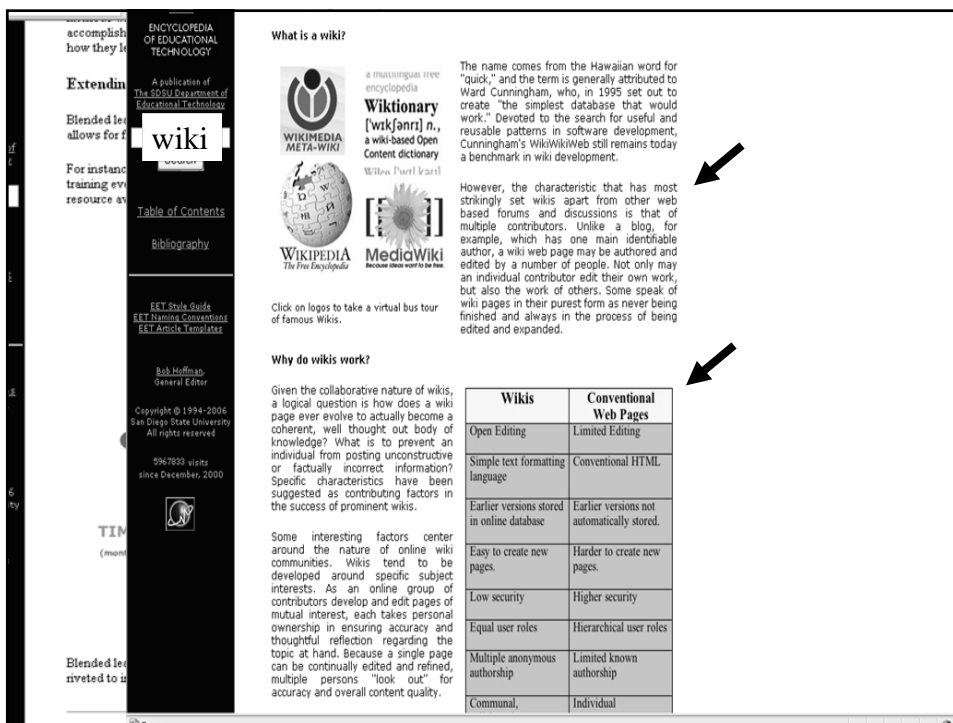
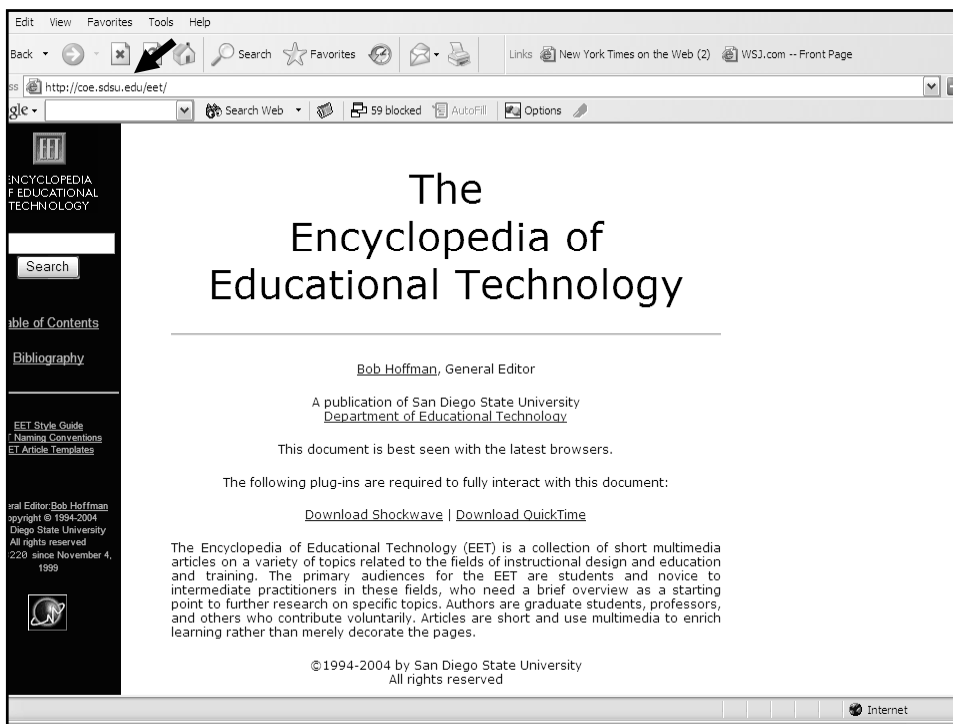
### Self-paced learning

- Online modules
- Podcasts
- Blogs, wikis
- Online resource links
- Simulations
- E-learning scenarios
- Online self-assessments
- Books, articles

### Performance support

- Job aids
- Online knowledge bases
- Performance support tools
- Documentation
- Captology

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What might blending  
look like?

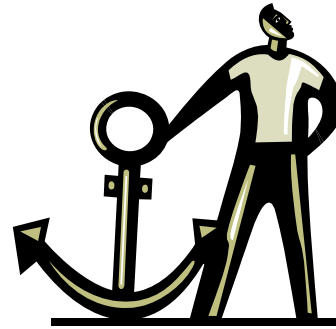
## Blending forms

1. Anchor blend
2. Bookend blend
3. Field blend

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## 1. Anchor blend

- Commences with an anchoring event, most often a classroom experience, then moves to varied assets and strategies
- Uses the anchor event to orient individuals to the topic and to this new way of learning
- Establishes a bond between participants and instructor(s)
- Introduces new expectations and roles– for independence and continuous learning and reference



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## Anchor blend example

- Insurance adjustors go to a half-day class in order to learn to use software for estimation.
- In class, an instructor demonstrates the software, shows benefits, provides practices, and introduces four e-coaches who will be available for phone and online coaching.
- In class, they also learn to use the HELP system within the software, are paired with a peer buddy, and taught to use the system web site.

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## 2. Bookend blend



- Clear, prescriptive guidance system
- There is a substantial and “meaty” experience in the middle, which is often a class, but not always
- Bookend experiences direct, contextualize and extend learning

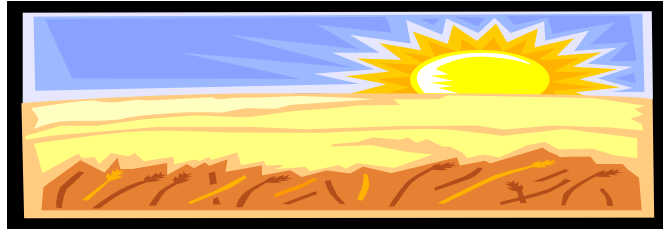
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## Bookend example

- A manufacturing organization is eager to improve safety at its plants
- The company begins by distributing a short article and online assessment tool to help individuals assess themselves and teams regarding safety where they work
- Employees then attend a class that focuses on the results of these online safety assessments
- Three to four weeks later, the instructor and sponsors meet online with attendees. What changes have you implemented? What questions do you have? What resistance are you encountering? How can we help?

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### 3. Field blend



- Individuals are provided with learning, information and support resources plus a guidance system to keep them on track.
- Given direction and choices, they are expected to pick and choose what they need as they proceed about their tasks.
- Success is based on independent learning and exercising curiosity repeatedly over time and place. (!)

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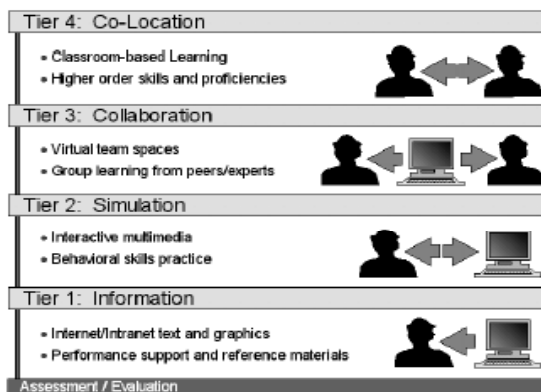
### Field Blend

Grad students have trouble, great trouble, completing their theses in a format that complies with university rules, regulations and standards. A consortium of academic institutions creates templates, guidelines, and podcasts to help them get it done right. They use the assets to answer questions about form and quality– as questions arise.

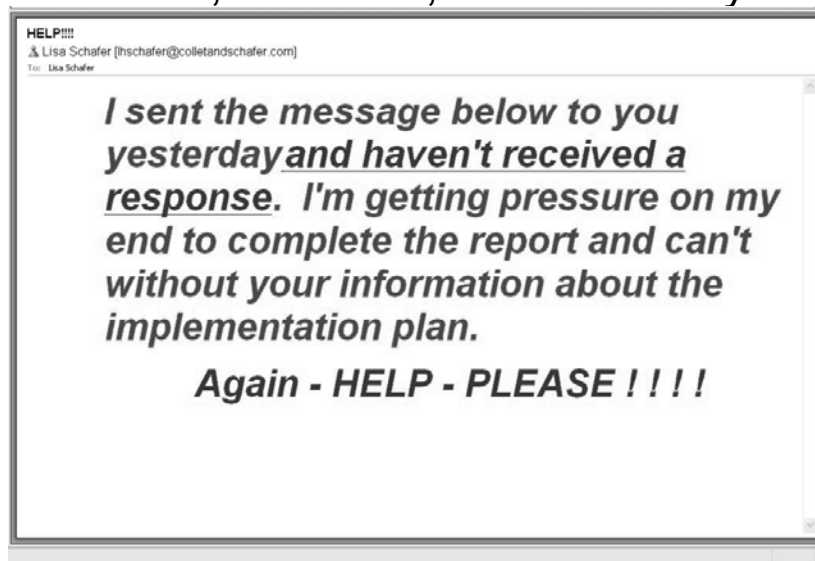


## Anchor, bookend or field? Why?

### IBM 4-Tier Learning Model

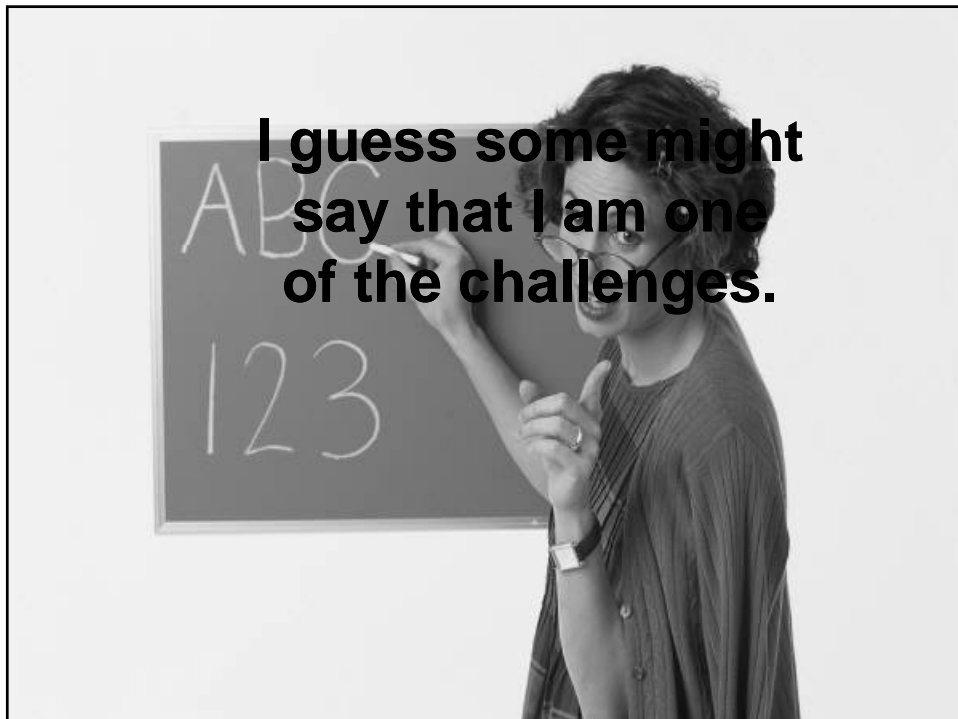


## Email Etiquette— What would you build? Anchor, Bookend, or Field? Why?



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**Ask A Professor (AAP)**  
is a Department of Defense resource for asking acquisition and logistics questions concerning policies and practices.

Before submitting your question, please go to the subject area list to review those questions that have been previously asked and answered.

Also, search the entire AAP library by doing an Advanced Search, and selecting the AAP Library.



**persistence**, n. the continuance of an effect after its cause is removed

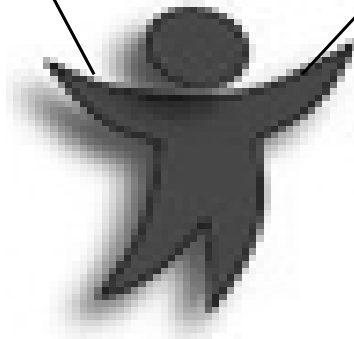
*“An important finding in the education literature is that many students given control over their own learning choose to terminate the experience before mastering the training task.”*

U. of Iowa's Ken Brown

## The persistent person

Sees the value

Feels confident



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## Supported or thwarted by technology?





Incentives. Incentives  
often stand in the way.

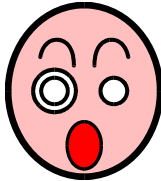
**Have you seen this?**

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## Blending will go awry *for me* because...



1. Of technology limitations
2. Executives don't want it
3. I don't know when to use it
4. I don't know how to do it
5. Supervisors will resist it
6. Our people do not know how to work independently and persistently
7. I can only do one thing, not so many.
8. It is too hard to produce assets/systems
9. It's nice, *maybe some time*, but not our priority now

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## Free blending resources

Rossett, A., Douglis, F. & Frazee, R. V. (July, 2003).  
Strategies for building blended learning.

*Learning Circuits*,

<http://www.learningcircuits.org/2003/jul2003/rossett.htm>

Rossett, A. & Frazee, R.V. (2006).

*Blended learning opportunities*.

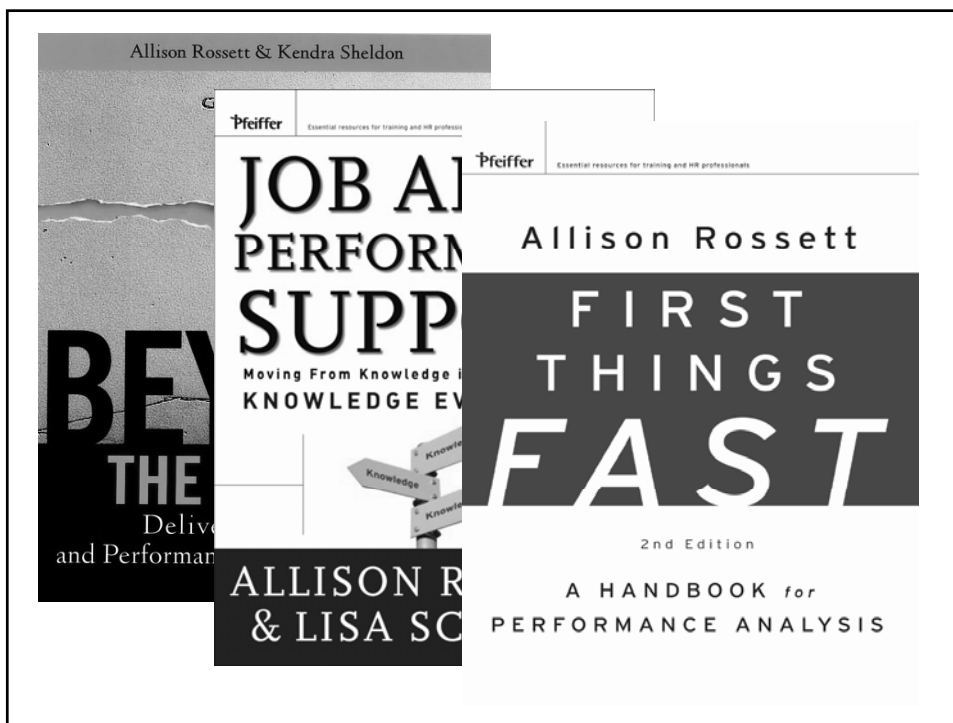
American Management Association white paper

<http://www.amanet.org/blended/>

Rossett, A. (September, 2006). How blending changes  
what we do. *Learning Circuits*.

<http://www.learningcircuits.org/2006/September/rossett.htm>

Resource	URL
Allison Rossett & Rebecca Frazee's white paper about blended learning	<a href="http://www.amanet.org/blended/pdf/WhitePaper_BlendLearn.pdf">http://www.amanet.org/blended/pdf/WhitePaper_BlendLearn.pdf</a>
SDSU EDTEC graduate programs, on campus and online	<a href="http://edweb.sdsu.edu/">http://edweb.sdsu.edu/</a> <a href="http://edweb.sdsu.edu/Edtec/distance/">http://edweb.sdsu.edu/Edtec/distance/</a>
Allison Rossett & Lisa Schafer's 2007 book about job aids and performance support	<a href="http://www.colletandschafer.com/perfsupp/index.html">http://www.colletandschafer.com/perfsupp/index.html</a>
Allison Rossett's books: Beyond the Podium; First Things Fast, 2 <sup>nd</sup> edition (2009)	<a href="http://www.pfeiffer.com/go/BTP;">http://www.pfeiffer.com/go/BTP;</a> <a href="http://www.jbp.com/rossett.html">http://www.jbp.com/rossett.html</a> and <a href="http://www.pfeiffer.com">http://www.pfeiffer.com</a>



## Resources

Bonk, C. J., & Graham, C. R. (Eds.). (2005). *The Handbook of Blended Learning: Global Perspectives, Local Designs*. SF: Pfeiffer.

Clarey, J. (2007). The real story: blended learning. Brandon Hall Research. <http://www.brandon-hall.com/publications/blendedlearning/blendedlearning.shtml> \$595

Dean, P., Stahl, M., Sylwester, D., & Pear, J. (2001). Effectiveness of Combined Delivery Modalities for Distance Learning and Resident Learning. *Quarterly Review Of Distance Education*, 2(3), 247-254.

DeLacey, B. J., & Leonard, D. A. (2002). Case study on technology and distance in education at the Harvard Business School. *Educational Technology and Society*, 5(2), 13-28.

E-learning Portfolio (2003). [online resource]. Rossett, A., Frazee, R. & Douglis, F. A collection of e-learning and blended learning examples. <http://edweb.sdsu.edu/people/ARossett/eportfolio/eportfolio.asp>

Fogg, B.J. (2003). *Persuasive technology*. SF: Morgan Kaufman.

Phillips, J. & Burektt, H. (2007-2008). The business value of elearning. Elearning! [http://www.elearning.b2bmediaco.com/issues/winter08/winter08\\_BusinessCaseforE-learning.html](http://www.elearning.b2bmediaco.com/issues/winter08/winter08_BusinessCaseforE-learning.html)

Rossett, A. & Frazee, R. V. (2006). Blended learning opportunities. American Management Association white paper. <http://www.amanet.org/blended/>

The next generation of corporate learning: achieving the right blend. (2003). Thomson and NETg. <http://www.netg.com/NewsAndEvents/PressReleases/view.asp?PressID=75#top>

Sparrow, S. (2004). Blended is Better. By: Sparrow, Stephanie. *T+D*, Nov2004, Vol. 58 Issue 11, p52.



Dr. Allison Rossett, long time professor of Professor of Educational Technology at San Diego State University, is in the Training magazine Hall of Fame, CLO Advisory Board, and Elearning Guild's Board too. Rossett has authored six books, including a brand new edition of her classic, *First Things Fast: a handbook for performance analysis*. Allison writes about and consults on learning, technology and results. You can reach Allison at [arossett@cox.net](mailto:arossett@cox.net)

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