

# Blended Learning: Fundamentals of the Planning Process

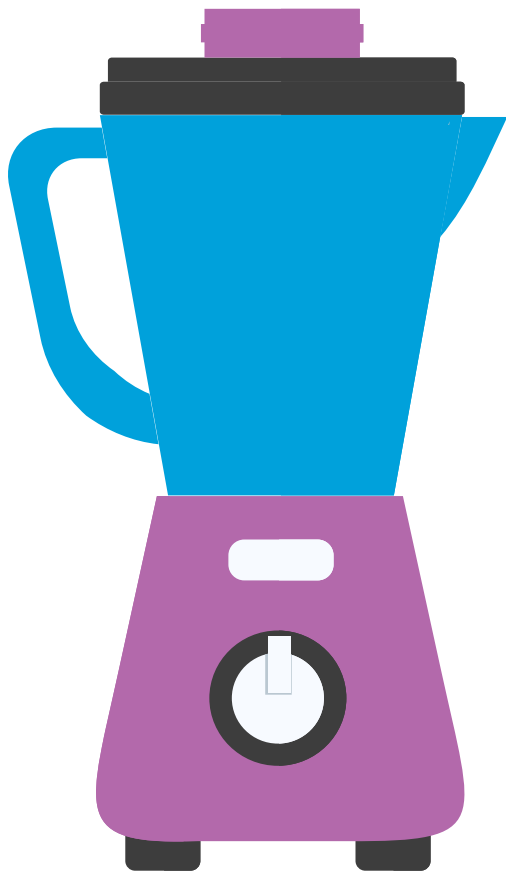


## A Workbook from Edmentum

This workbook has been developed to help you review the type of blended learning program you are looking to offer, identify your teachers, and build out a plan for a successful program.

# Your Partner in Blended Learning

At its core, blended learning models are designed to help schools implement technology into the learning environment and personalize learning experiences to each student.



## Blended Learning Defined

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 experience.

Watch this [video](#) from Silicon Schools and The Christensen Institute to learn what blended learning is, what blended learning is not, and the components of a high-quality blended learning program.

## Blended Learning Models

The majority of Blended Learning programs resemble one of four models:

-  1. Rotation  2. Flex  3. A La Carte  4. Enriched Virtual

## Planning Stages

1. Choosing your project   2. Building your plan   3. Supporting your stakeholders



# Rotation Model

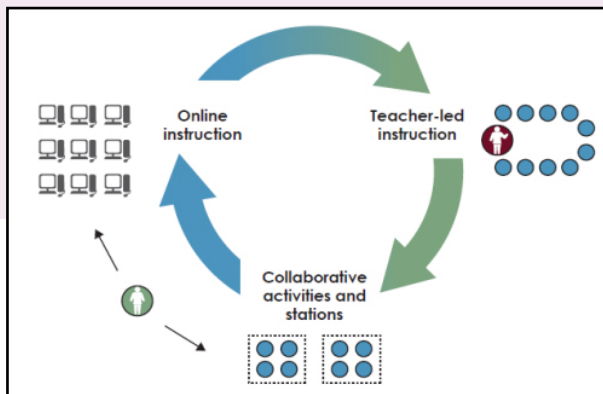
A **Rotation Model** is a course or subject in which students rotate on a fixed schedule or at the teacher’s discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. The students learn mostly on the brick-and-mortar campus, except for any homework assignments. This model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

## Station Rotation

In station rotation, students rotate through all stations within a classroom or group of classrooms.

**Benefits:** Easy to implement, can be implemented within a classroom, no need to modify set schedules, only requires access to a small number of computers or mobile devices, doesn’t require a large amount of space

**Considerations:** Classroom management for efficient station switching, works best when longer blocks of time are available

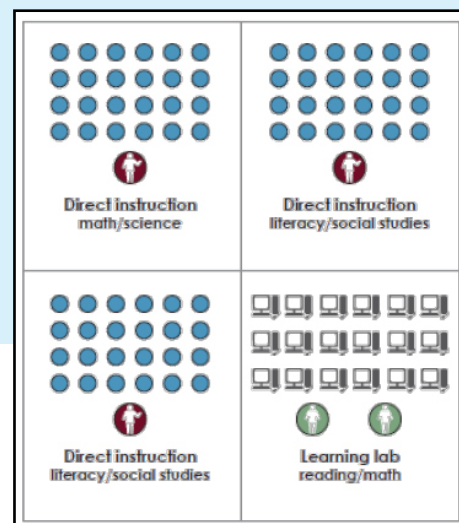


## Lab Rotation

In lab rotation, students rotate to a computer lab for online learning.

**Benefits:** Works great when no classroom devices are available, all students can access online learning at the same time, instructors can easily pull students for 1:1 instruction

**Considerations:** Computer lab time needs to be scheduled, access may not be available every day

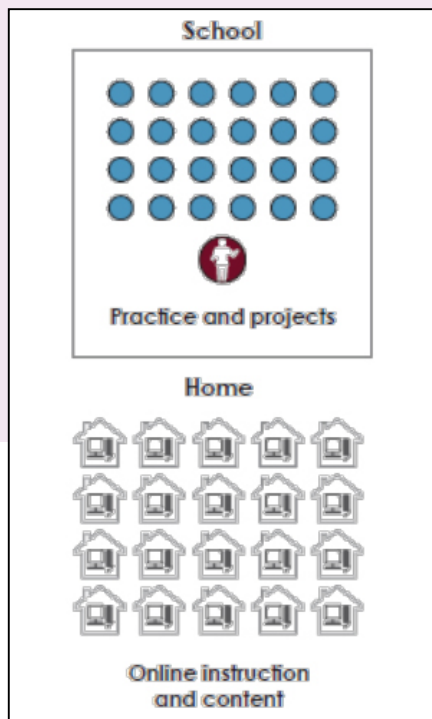


## Flipped Classroom

In a flipped classroom learners participate in online learning off-site in place of traditional homework and then attend the brick-and-mortar school for face-to-face, teacher-guided practice or projects. The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night.

**Benefits:** Easy to implement, can be implemented on a class-by-class basis, no need to modify set schedules, doesn't require major modifications to classroom layout, makes great use of 1:1 technology

**Considerations:** Learners need access to devices and internet at home, learners must be held accountable for completing lessons at home

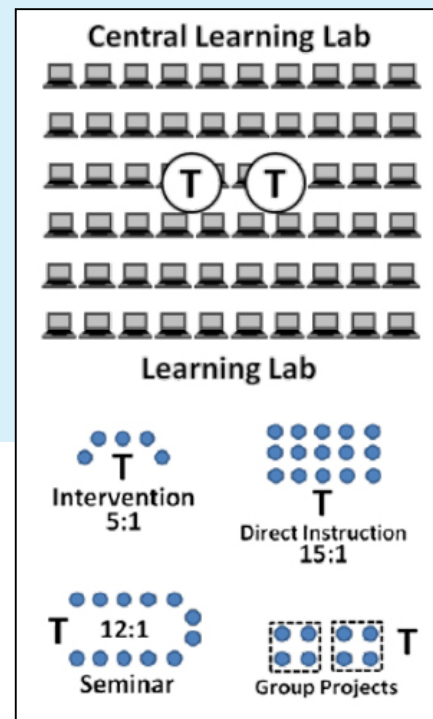


## Individual Rotation

In individual rotation each student has an individualized playlist and does not necessarily rotate to each available station or modality. An algorithm or teacher(s) sets individual student schedules.

**Benefits:** Provides a fully personalized learning experience, makes great use of 1:1 technology, excellent for team teaching, great for implementing across an entire grade level or school

**Considerations:** Often requires space and schedule modifications, works best when longer blocks of time are available, works best when multiple instructors are available, works best in 1:1 technology settings

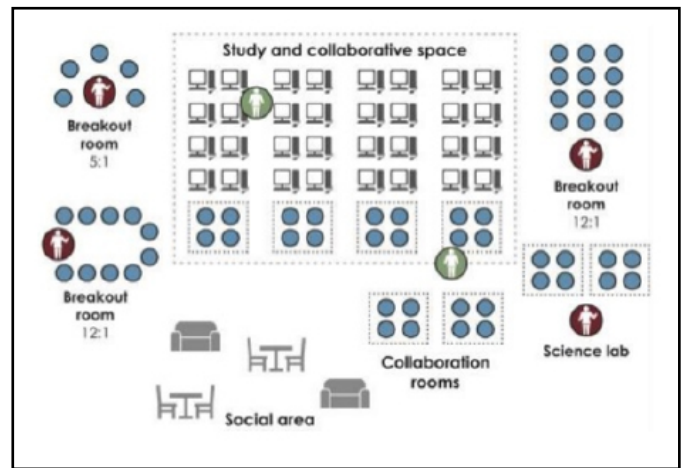


## Flex Model

In the **flex model**, online learning is the backbone of student learning, even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities. Students learn mostly on the brick-and-mortar campus, and instructors provide face-to-face support on a flexible as-needed basis through small-group instruction, group projects, and individual tutoring.

**Benefits:** Provides a fully personalized learning experience, makes great use of 1:1 technology, excellent for team teaching, great for implementing across an entire grade level or school

**Considerations:** Often requires space and schedule modifications, works best when longer blocks of time are available, multiple instructors are available, and in 1:1 technology settings, learners must be responsible to take ownership over their learning.



### Implementation Examples

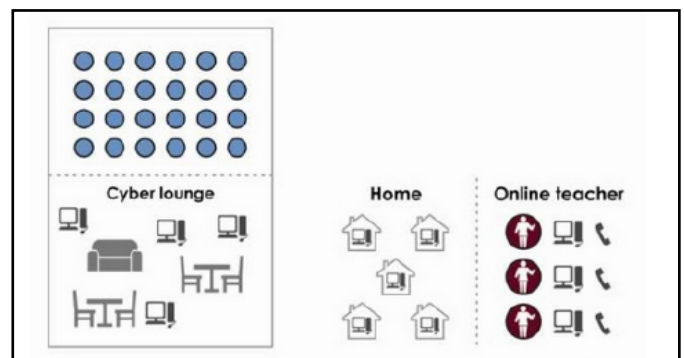
- Students study an online tutorial independently in a private study classroom
- Teacher meets with each student to discuss his or her progress
- Students take mastery tests on their individual devices

## A La Carte Model

In the **a la carte model** learners take one or more courses completely online while also taking some courses face-to-face at their brick and mortar campus or learning center. The teacher of record is the online teacher, and students can complete coursework at the brick-and-mortar campus or off-site.

**Benefits:** Can be implemented on a student-by-student basis, easy-to-implement, doesn't require schoolwide implementation

**Considerations:** Learners must learn to successfully complete coursework in a completely virtual environment



### Implementation Examples

- Students work on electives from their homes
- Students complete their core courses in a traditional classroom
- Students and teachers communicate in person and through email and online activities

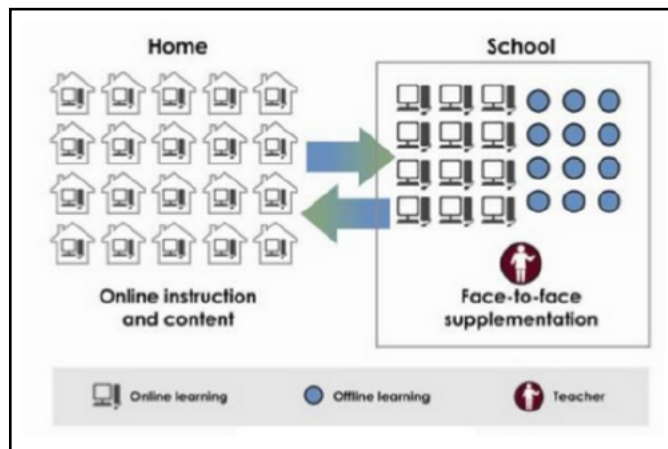


## Enriched Virtual Model

In the **enriched virtual model**, online learning is the backbone of student learning, and it mostly occurs in a remote location, away from the brick-and-mortar school. In this model, learners have required face-to-face sessions, but these sessions are usually not every school day. The online teacher and the face-to-face teacher are usually the same.

**Benefits:** Learners are able to complete most coursework on their own schedules but still allows for face-to-face support, instructors can teach more students than in a standard brick-and-mortar setting, great for utilizing one instructor to teach at multiple campuses

**Considerations:** Often requires schedule modifications, complete shift from the traditional school setting, learners need access to devices and internet at home



### Implementation Examples

- Students meet as a class to kick off a course
- Students complete the rest of the lessons from their homes
- Students have the opportunity to work in a classroom if they choose or need assistance

## Questions To Ask

When considering which blended learning model makes the most sense for a specific situation, the answers to the following questions will guide you.

- What are the goals of the program?
- Can the schedule and space be modified?
- What technology is available?
- Will the students have access to technology/internet at home?
- Is online learning going to be the backbone of student learning or a supplement?
- Will the program be implemented across an entire school/district or on a class-by-class or student-by-student basis?

## Additional Blended Learning Resources

Blended Learning is not an all or nothing program. Many schools begin implementing models in smaller segments or pilot programs, perhaps with a group of teachers, grade, school location, etc. This workbook can be used to review a pilot program or full district implementation.

- [Free online courses to teach educators about Blended Learning and how to implement it](#)
- [Blended Learning Universe provides a large amount of blended learning resources for educators](#)

# Critical Elements for Implementation Success

When deciding to go forward with a blended learning implementation, it is best to consider what elements are needed for your success, both in the school as well as in your online curriculum partner. Depending on your specific needs and blended learning model, you may have different elements of importance.

Edmentum is happy to partner with you and walk through your needs to create a well-rounded solution. You can also use this list as a guide for reviewing other online curriculum vendors.

## School Based Elements

- School or district buy-in
- Professional development
- Program vision and model
- Flexibility
- Hardware
- Infrastructure
- Change adaptability for teachers
- Space (and flexibility with space)

## Your Planning Team may involve:

- Administrators
- Teacher groups
- PTA
- Technology directors
- CTE directors
- Finance directors
- Special education directors
- Alternative education directors
- Department leads
- Interventionists
- Virtual program directors

## Online Curriculum Elements

- Assessments (formative, interim, and summative)
- Progress data
- Teacher resources for whole or small group instruction
- Learning path based on assessment data to individualize instruction
- Content that can be assigned to students
- Grouping tools
- Interactive and engaging
- Teacher Management
- Standards based content – standards map is critical
- Student data available to all stakeholders
- High quality instruction and courses, since it may augment first time instruction
- Directives to project-based learning
- Support for time management
- SIS/LMS Integration capabilities
- Communication platform (asynchronous and synchronous)

# Which Blended Learning Model is Right for Me?

## What each model means to me.

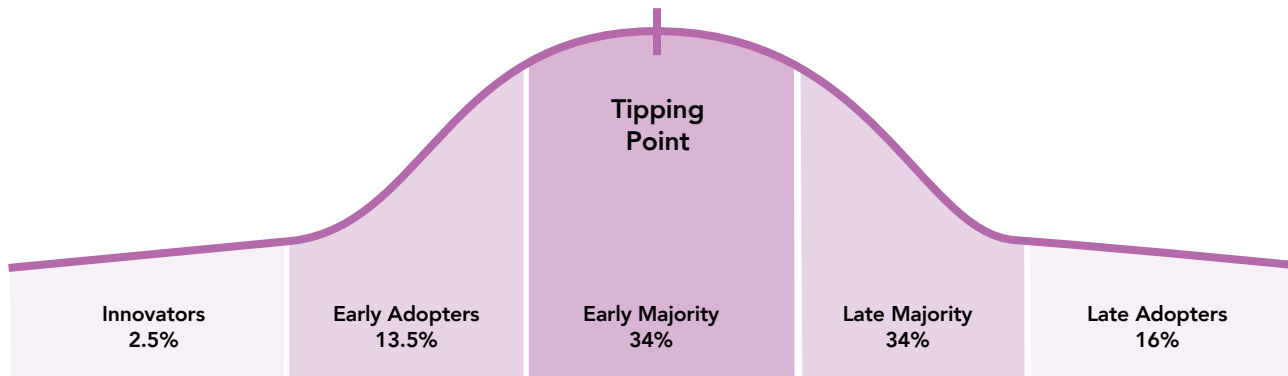
| Station Rotation | Lab Rotation | Flipped Classroom | Flex | A La Carte | Enriched Virtual |
|------------------|--------------|-------------------|------|------------|------------------|
|                  |              |                   |      |            |                  |

## Which model will work in my school?

| Model             | Technology Resources                                  | Software Resources            | School Culture                        | For me                   |
|-------------------|---|-------------------------------|---------------------------------------|--------------------------|
| Station Rotation  | Computers < students but always available             | Teacher web presence required | Group differentiation possible        | <input type="checkbox"/> |
| Lab Rotation      | Computers >= students but limited availability        | Teacher web presence required | Shared computers are easily scheduled | <input type="checkbox"/> |
| Flipped Classroom | Computers available outside the school                | Teacher web presence required | Students complete homework            | <input type="checkbox"/> |
| Flex              | 1:1 student to computer count                         | LMS Required                  | School wide experimentation accepted  | <input type="checkbox"/> |
| A La Carte        | Enough computers to support some full online learning | LMS Required                  | Independent learning possible         | <input type="checkbox"/> |
| Enriched Virtual  | 1:1 student to computer count                         | LMS Required                  | Independent learning possible         | <input type="checkbox"/> |



# Identify Your Early Adopters



From the book *Diffusion of Innovations* by Everett Rogers

## What type of teachers do we have at my school?

| Type           | Description  | Teacher Names |
|----------------|--|---------------|
| Innovators     | <ul style="list-style-type: none"> <li>Willing to take risks</li> <li>Willing to "try anything"</li> <li>Very social</li> </ul>  |               |
| Early Adopters | <ul style="list-style-type: none"> <li>High degree of opinion leadership</li> <li>High social status</li> <li>Socially forward</li> <li>More discreet in adoption choices</li> </ul> |               |
| Early Majority | <ul style="list-style-type: none"> <li>Adopt an innovation after a varying degree of time and success</li> </ul>   |               |
| Late Majority  | <ul style="list-style-type: none"> <li>Adopt an innovation after the average participant</li> <li>Skeptical about an innovation</li> </ul>   |               |
| Late Adopters  | <ul style="list-style-type: none"> <li>Last to adopt an innovation</li> <li>Aversion to change-agents</li> <li>Focused on "traditions" for sake of traditions</li> </ul>             |               |

# Pre-Implementation Planning

Use this sheet to capture your pre-planning information. You will want to have considered all of the items on this list before moving into the official timeline on page 11.

## What does your program look like?

Pilot Start Date:

End of Pilot date:

Full Rollout Date:

Leadership Team *(list names of stakeholders)*

Innovative Teachers *(list names of stakeholders)*

Your Educational Goal

Target Metrics *(target and timeframe)*

Blended Learning Model *(Name of model)*

Benchmark used to evaluate success *(Assessment or other instrument to measure progress)*

Digital curriculum provider *(Curriculum provider)*

Technology platform *(Delivery platform)*

Technology/hardware assessment *(# machines, type, ratio needed, is funding needed?)*

Existing technology infrastructure concerns *(Any infrastructure upgrades needed)*

# Build Your Blended Learning Project Timeline.

| Activity  | Approximate Start Date |
|---|------------------------|
| <b>Program Planning and Leadership Team Building</b><br>Choose goal, targets, model, pilot scope and evaluation benchmark |                        |
| <b>Curriculum and Technology Planning</b><br>Choose digital curriculum identify new technology needed                     |                        |
| <b>Leadership Training</b><br>Training leaders on evaluation rubric and teacher expectations                              |                        |
| <b>Staff Onboarding</b><br>Initial introduction to pilot  |                        |
| <b>Community Outreach 1</b><br>Marketing and meeting to pilot parents on purpose and goals of the program                 |                        |
| <b>Install and Configure Digital Curriculum and Technology</b><br>Initial setup of software, load users and courseware    |                        |
| <b>Staff Training 1</b><br>Train staff on pedagogical change and school environment change                                |                        |
| <b>Staff Training 2</b><br>Train staff on assignment, student monitoring, data gather                                     |                        |
| <b>Pilot Project Begins</b><br>Student orientation. Initial learner days. Baseline benchmark                              |                        |
| <b>Mid Pilot Benchmark</b>  |                        |
| <b>Mid Pilot Review</b><br>Meet with stakeholders to cover benchmark, successes and failures                              |                        |
| <b>Community Outreach 2</b>   |                        |
| <b>Policy Building</b><br>Provide time for stakeholders to discuss project and building unified policies.                 |                        |
| <b>End of Pilot Benchmark</b>   |                        |
| <b>End of Pilot Review</b>  |                        |
| <b>Build Staff Development Plan</b>   |                        |
| <b>Build Final Policies</b>   |                        |
| <b>Community Outreach 3</b>   |                        |
| <b>Begin full rollout</b>   |                        |

# Your blended learning partner

Edmentum is founded in innovation and committed to being a trusted partner to create successful student outcomes everywhere learning occurs. We can give you the resources—and the expertise—to leverage the power of effective learning solutions.

## 1. Program Needs Analysis

Review blended learning strategies and best practices

## 2. Program Design & Planning

Build a customized implementation plan based on your program's goals

## 3. Implementation & Onboarding

Tailor onboarding process to meet the specific needs of your educators

## 4. Professional Development

Continuous support focused on preparing and sustaining a blended classroom

[www.edmentum.com/resources](http://www.edmentum.com/resources)

We also provide a variety of resources on our website that can help you implement your solution.



### Success Stories

Discover the success that schools and districts achieve in partnering with Edmentum.



### Blog

Explore how technology is changing education.



### Videos

Visit our video library, and view clips of industry thought leaders, customer testimonials, and product overviews.



### Whitepapers and Efficacy

Dig through the data behind why our products work and how to use them more effectively.



### Webinars

Hear how online education is redefining the 21st century classroom.



### Workshops

Take advantage of these free customer resources to learn how to get started and better utilize our products to implement a world-class program.

Contact us today for more information.  
[www.edmentum.com](http://www.edmentum.com) – 800.447.5286



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