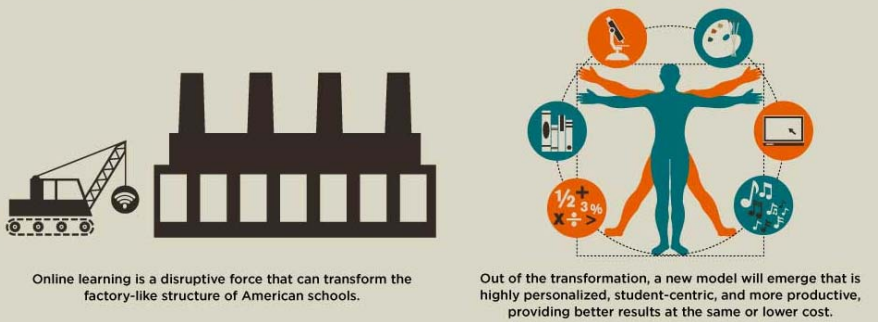


GETTING CONNECTED

Connecting Schools and Students:
Online Learning Options

Disrupting Innovation

Century-Old, Industrial-Age Factory Model to Personalized Education for All



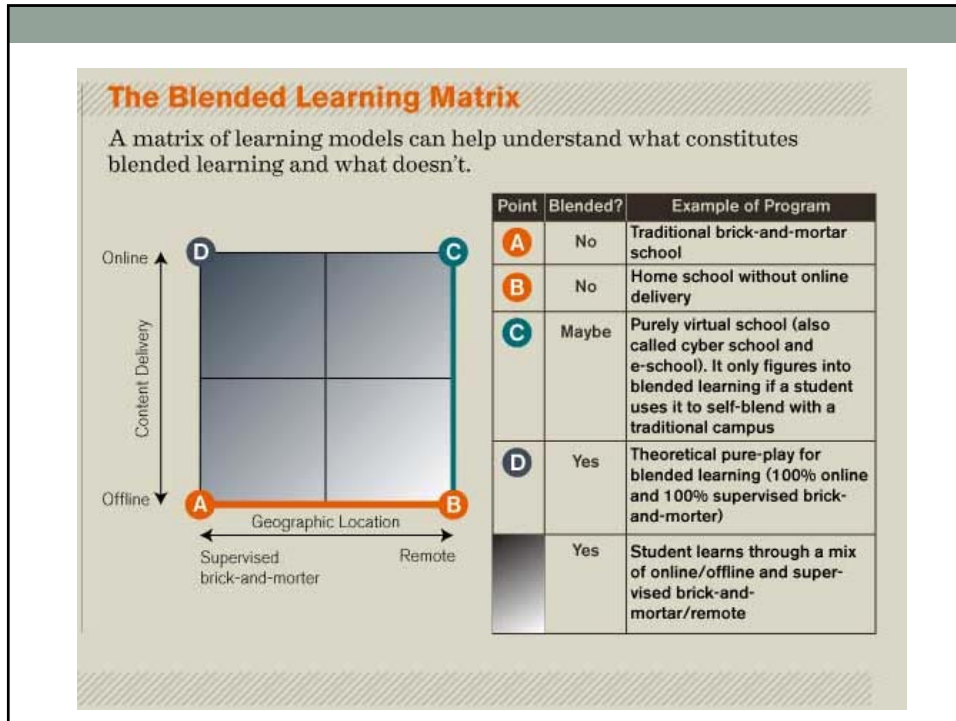
BLENDED LEARNING

Defining Blended Learning

Blended learning refers to any time a student learns, at least in part, at a brick-and-mortar facility and through online delivery with student control over time, place, path, or pace.




For example, a student experiencing blended learning takes classes in a traditional school building with a designated instructor and also takes some courses online remotely.




Blending Learning Models


Blended learning can be grouped into six distinct models that vary by teacher roles, physical space, delivery methods, and scheduling. However, as new versions of blended learning are developed, the relationships between these models will evolve. Presented below is a preliminary classification of the blended learning models currently in use.




Face-to-Face Driver
Face-to-face teachers deliver most of the curriculum. A physical teacher employs online learning in a technology lab or the back of the classroom to supplement.




Online Lab
An online platform delivers the entire course, but in a brick-and-mortar location. Often, students who participate in an online lab program also take traditional courses.




Rotation
Within a given course, students rotate on a fixed schedule between self-paced online learning and sitting in a classroom with a face-to-face teacher.



Self-Blend
Students choose to take remote online courses to supplement their school's traditional curriculum. This model of blended learning is extremely popular among high school students.



Flex
An online platform delivers most of the curriculum. Teachers provide on-site, as-needed support through in-person tutoring or small group sessions.



Online Driver
An online platform and teacher deliver all the curriculum. Students work remotely, and face-to-face check-ins are either available or mandatory.

FLIPPED CLASSROOMS

THE INVERSION

The Traditional Classroom

Teacher's Role: Sage on the Stage



The Flipped Classroom

Teacher's Role: Guide on the Side



HOW IT WORKED



- Teachers created three videos a week.
- Students watched the 5- to 7-minute videos at home, or in school if they didn't have Internet access at home.
- Class time was spent doing labs or interactive activities to illustrate concepts.



Students receive instant feedback.
Teachers have more time to help students and explain difficult concepts.



Students don't get as frustrated.
Before, many students wouldn't complete homework if they got frustrated with it. Working on problems in class minimizes this problem.



Teachers revisit concepts students don't understand. After students watch lessons, they write down any questions they have. Teachers review those questions with students individually.



Teachers support students in class.
Students who might not have technology or parents to help them outside of school now have teachers guiding them in class.

"It's about changing instructional models so the students can receive more instructional support in the classroom from the experts that Clintondale has on staff."

— Bruce Umpstead, Michigan Office of Education Technology & Data Coordination

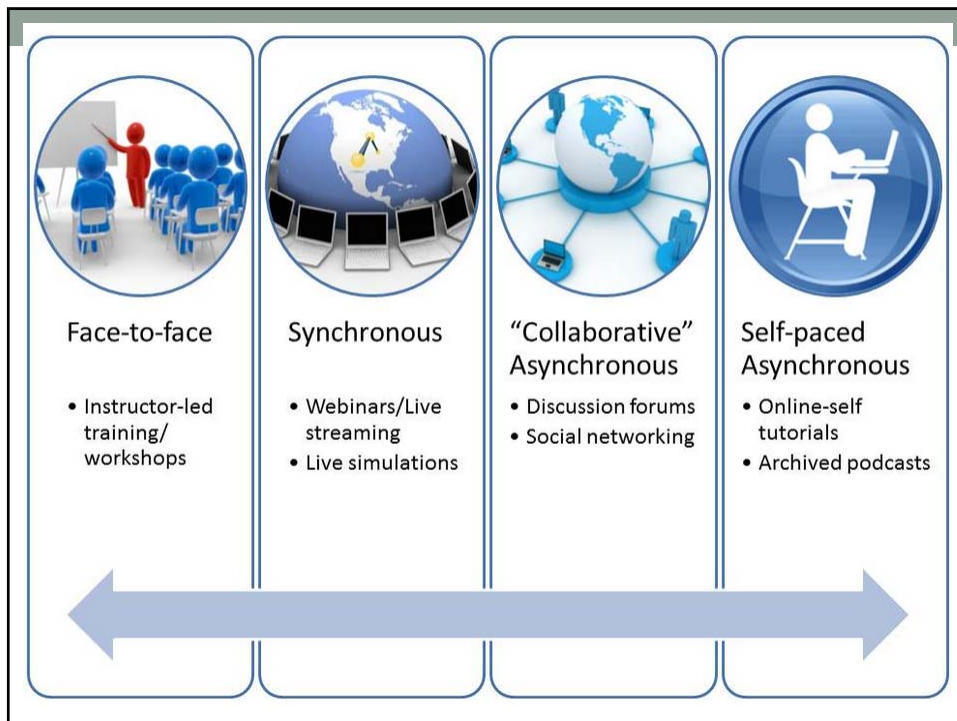
PREVALENCE OF ONLINE VIDEO

The availability of online video and increasing student access to technology has paved the way for flipped classroom models.

Adults Who Have Viewed an Online Educational Video



SO WHAT?



Resources

- [Forms of Instruction Image](#)
- [Blended Learning Infographic](#)
- [Six Models of Blended Learning](#)
- [Flipped Classroom Infographic](#)