

# Making the Difference:

Creating a Blended Setting to Educate Every Student

Bob Tozier, Pittsburgh, PA



# Educational Theory Applied to Technology





# Blended Learning

- Online learning has mainly been doing the same thing in class, online
- Synchronous | asynchronous discussions
- Peer-to-peer learning exercises
- Online learning enhances traditional face-to-face learning



Until recently, online learning has mainly been a traditional lecture format adapted for the web. But newer, social and multimedia technologies are allowing online tools to evolve to offer more active and interactive lessons. No longer is online learning just reading a module and answering questions — it can now include synchronous or asynchronous discussions and peer-to-peer learning exercises. As a result, online learning is becoming a more useful tool to enhance traditional face-to-face learning.



# Gagne's Conditions of Learning Theory

- "The focus of the theory is on intellectual skills" (Kearsley, 1994a)
- Gagne linked learning outcomes with instructional designs



- 1. Gain attention.** Present a problem or a new situation. Use an "interest device" that grabs the learner's attention. This can be thought of as a *teaser* -- the short segment shown in a TV show right before the opening credits that is designed to keep you watching and listening). The ideal is to grab the learners' attention so that they will watch and listen, while you present the learning point. You can use such devices as:
  - Storytelling
  - Demonstrations
  - Presenting a problem to be solved
  - Doing something the wrong way (the instruction would then show how to do it the right way)
  - Why it is important
- 2. Inform learner of Objective.** This allows the learner's to organize their thoughts and around what they are about to see, hear, and/ or do. There is a saying in the training filed to 1) tell them what you're going to tell them, 2) tell them, and 3) tell them what you told them. This [cues](#) them and then provides a review which has proven to be effective. e.g. describe the goal of a lesson, state what the learners will be able to accomplish and how they will be able to use the knowledge.
- 3. Stimulate recall of prior knowledge.** This allows the learners to build on their previous knowledge or skills. Although we are capable of having our "creative" minutes, it is much easier to build on what we already know. e.g. remind the learners of prior knowledge relevant to the current lesson, provide the learners with a framework that helps learning and remembering.
- 4. Present the material.** Chunk the information to avoid [memory](#) overload. Blend the information to aid in information recall. This is directly related to Skinner's "sequenced learning events." This allows learners to receive feedback on individualized tasks, thereby correcting isolated problems rather than having little idea of where the root of the learning challenge lies. [Bloom's Taxonomy](#) and [Learning Strategies](#) can be used to help sequence the lesson by helping you chunk them into levels of difficulty.
- 5. Provide guidance for learning.** This is not the presentation of content, but are instructions on how to learn. This is normally simpler and easier than the subject matter or content. It uses a different channel or media to avoid mixing it with the subject matter. The rate of learning increases because learners are less likely to lose time or become frustrated by basing performance on incorrect facts or poorly understood concepts.
- 6. Elicit performance.** [Practice](#) by letting the learner do something with the newly acquired behavior, skills, or knowledge
- 7. Provide feedback.** Show correctness of the learner's response, analyze learner's behavior. This can be a test, quiz, or verbal comments. The [feedback](#) needs to be specific, not, "you are doing a good job" Tell them "why" they are doing a good job or provide specific guidance.
- 8. Assess performance.** Test to determine if the lesson has been learned. Can also give general progress information
- 9. Enhance retention and transfer.** Inform the learner about similar problem situations, provide additional practice, put the learner in a [transfer situation](#), review the lesson.



# Gagne's Nine Instructional Events

- Gaining attention (Reception)
- Informing learners of the objective (Expectancy)
- Stimulating recall of prior learning (Retrieval)
- Presenting the stimulus (Selective Perception)
- Providing learning guidance (Semantic Encoding)
- Eliciting performance (Responding)
- Providing feedback (Reinforcement)
- Assessing performance (Retrieval)
- Enhancing retention and transfer (Generalization)

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# Bruner's Constructivist Theory

- Instruction must be concerned with the experiences and contexts that make the student willing and able to learn (Readiness).
- Instruction must be structured so that it can be easily grasped by the student (Spiral Organization).
- Instruction should be designed to facilitate extrapolation and/or fill in the gaps (Going beyond the information given).

Good interactive strategies enhance the cognitive, social, and emotional climate. Listed below are four activities that are based on constructivism methods.

## 1. Small Group Activities

In traditional classroom training, small group exercises involves the more conventional notion of cooperation, in that learners work in small groups on an assigned project or problem under the guidance of the trainer who monitors the groups, making sure the learners are staying on task and are coming up with the correct answers (if there is a right or a best answer). This is known as *cooperative learning*. *Collaborative learning* is a more radical departure. It involves learners working together in small groups to develop their own answer through interaction and reaching consensus, not necessarily a known answer. Monitoring the groups or correcting "wrong" impressions is not the role of the trainer since there is no authority on what the answer should be.

One small group method is "Numbered Heads Together" developed by Spencer Kagan. This method divides the learners in groups of three to six. Each group is assigned a team number and each group member is assigned a number. When the trainer poses a question, group members get together, examine the possibilities, and *construct* an answer. The trainer then picks a number by drawing a card or rolling a die. The number selected designates the spokesperson for each table group. A second number designates the table group that will respond first.

Group learning activities cause learners to integrate experiences, knowledge, and beliefs and at the same time, knowledge and beliefs are formed within each learner. While the group activity allows them to gain a new experience.

## 2. Learner Developed Instruction

Constructivist learning theory also places importance on the learner's point of view. Make a point of including participant requests in the design process. Although it requires extra work, the payback in engagement and learning is well worth the effort. This is because the learners bring some form of prior knowledge to presentations. These conceptions (and misconceptions) should become part of the design process for the experience you are trying to create. A mind map is a good method for helping a learner to present her current theories.

## 3. Metacognition and Reflection

[Metacognition](#) allows the learner to plan, set time lines, allocate resources. Also, metacognition also refers to the ability to reflect on one's own performance. Reflection allows the learners the opportunity to develop, assess, and organize their thoughts.

## 4. Other Activities

- Ask open-ended questions
- Identify situations where the learners' perceptions vary
- [Brainstorm](#) possible alternatives
- Have the learners:



# Carroll's Minimalist Theory

- "Minimize the extent to which instructional materials obstruct learning and focus the design on activities that support learner-directed activity and accomplishment" (Kearsley 1994d).





# Carroll's Minimalist Theory

- Keep important information at the top of the page.
- Keep frames simple and be consistent in design of text, graphics and sound to limit cognitive overload.
- Keep pages short so learners don't have to scroll.



# Vygotsky's Theory of Social Cognitive Development

"Social interaction plays a fundamental role in the development of cognition"



- Instruction is most efficient when students engage in activities within a supportive learning environment and when they receive appropriate guidance that is mediated by tools



# Vygotsky's Theory of Social Cognitive Development

- Simplify navigation
- Create effective menus
- Include indices and search capabilities
- Clearly identify content with appropriate headings and titles
- Place most important information on the top-left



# Critical Need for Efficient Learning

- Our own physiology inhibits learning
- Educators need to build learning environments to accommodate all students
- All technological interactions should augment traditional learning



One of the bottlenecks to efficient learning is our own physiology ñ the way our brains are wired severely limits our capacity to learn.

It is precisely this limitation that educators must overcome through informed design of learning environments, curricula, instruction, assessments, and resources.

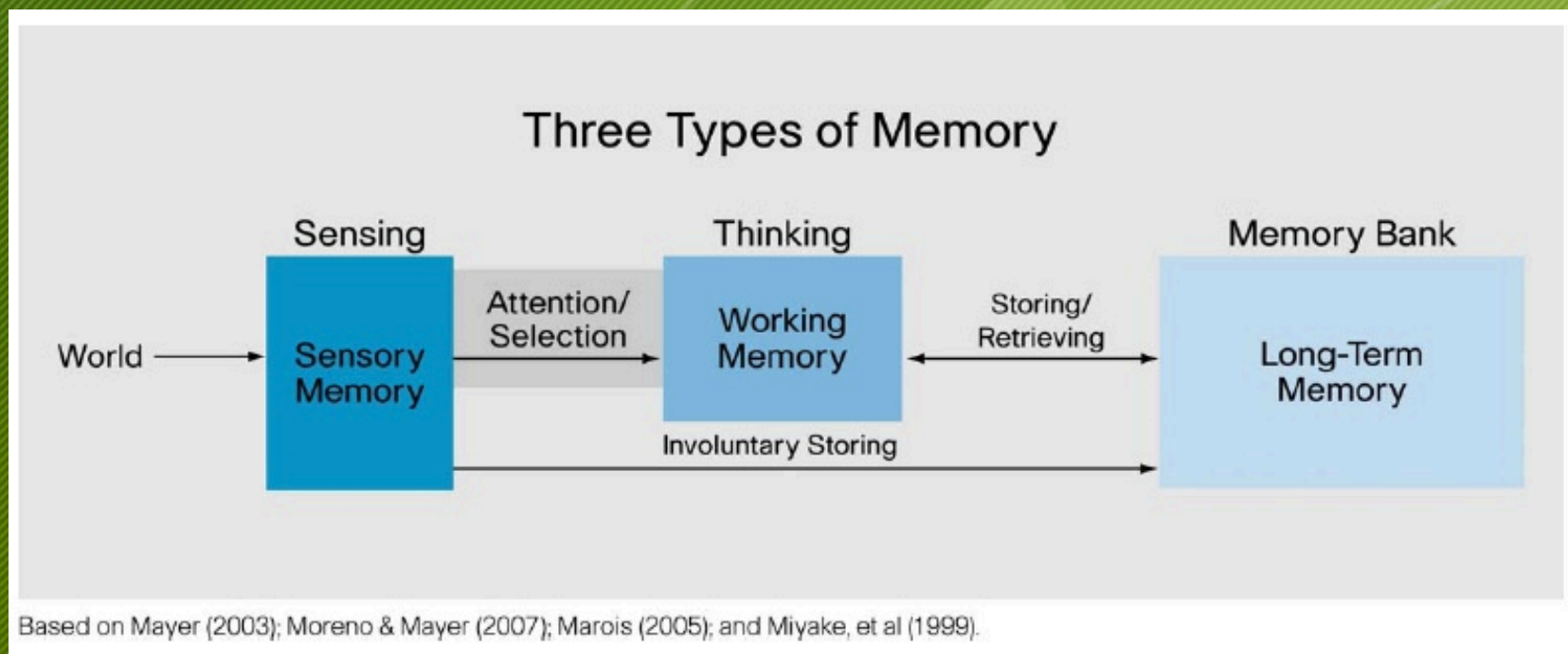
As they design lessons, create learning environments, and interact with students, they are seeking augmentations that accommodate for these human limitations.

This is analogous to the design of machines (such as cars, tractors, elevators, robotic factories, can openers, stairs, etc.) used to accommodate for our severe physical strength and endurance limitations – only now we are augmenting intellectual capacity rather than physical capacity.



# Critical Need for Efficient Learning

- The Human Brain
- Multitasking



**Working memory:** Working memory is where thinking gets done.

This represents one of the severe limitations of human thinking processes, for short-term memory is thought to be limited to approximately four objects that can be simultaneously stored in visual/spatial memory and approximately seven objects that can be simultaneously stored in verbal short-term memory.

**Sensory memory:** Experiencing any aspect of the world through the human senses causes involuntary storage of sensory memory traces in long-term memory as episodic knowledge.

It is only when the person pays attention to elements of sensory memory that those experiences get introduced into working memory.

**Long-term memory:** The short-term memory acts in parallel with the long-term memory.

Long-term memory in humans is estimated to store up to the equivalence of 50,000 times the text in the U.S. Library of Congress.



# Critical Need for Efficient Learning

- How do people learn?
  - ...By engaging student preconceptions
  - ...By deep understanding
  - ...By student-developed metacognitive strategies



A 2001 publication from the National Academy of Sciences, *How People Learn*

Student learning is greatly enhanced when each student's prior knowledge is made visible. Learning is optimized when students can see where new concepts build on prior knowledge.

Students learn more when the concepts are personally meaningful to them. Students must also make sense of the topic through organization of those ideas into a framework of understanding. This framework requires to students learn topics in ways that are relevant and meaningful to them. Basically, we are talking about authentic learning in classrooms.

Metacognitive students approach problems by automatically trying to predict outcomes, explaining ideas to themselves, noting and learning from failures, and activating prior knowledge.



# Increase Learning Through:

- Presenting words and pictures, not words alone
- Presenting corresponding words and pictures simultaneously, not successively
- Excluding extraneous words, pictures, and sounds



Ginns, P. (2005). Meta-analysis of the modality effect. *Learning and Instruction*. Vol. 15, pp. 313-331. Institute for Teaching and Learning, University of Sydney, Australia.



# Increase Learning Through:

- Animation and narration, not animation and on-screen text
- Single modality representation of information, not more than one modality
- Increasing direct manipulation of the learning materials (movement and pacing) to augment transfer of complex materials

Ginns, P. (2005). Meta-analysis of the modality effect. *Learning and Instruction*. Vol. 15, pp. 313-331. Institute for Teaching and Learning, University of Sydney, Australia.



# R2D2

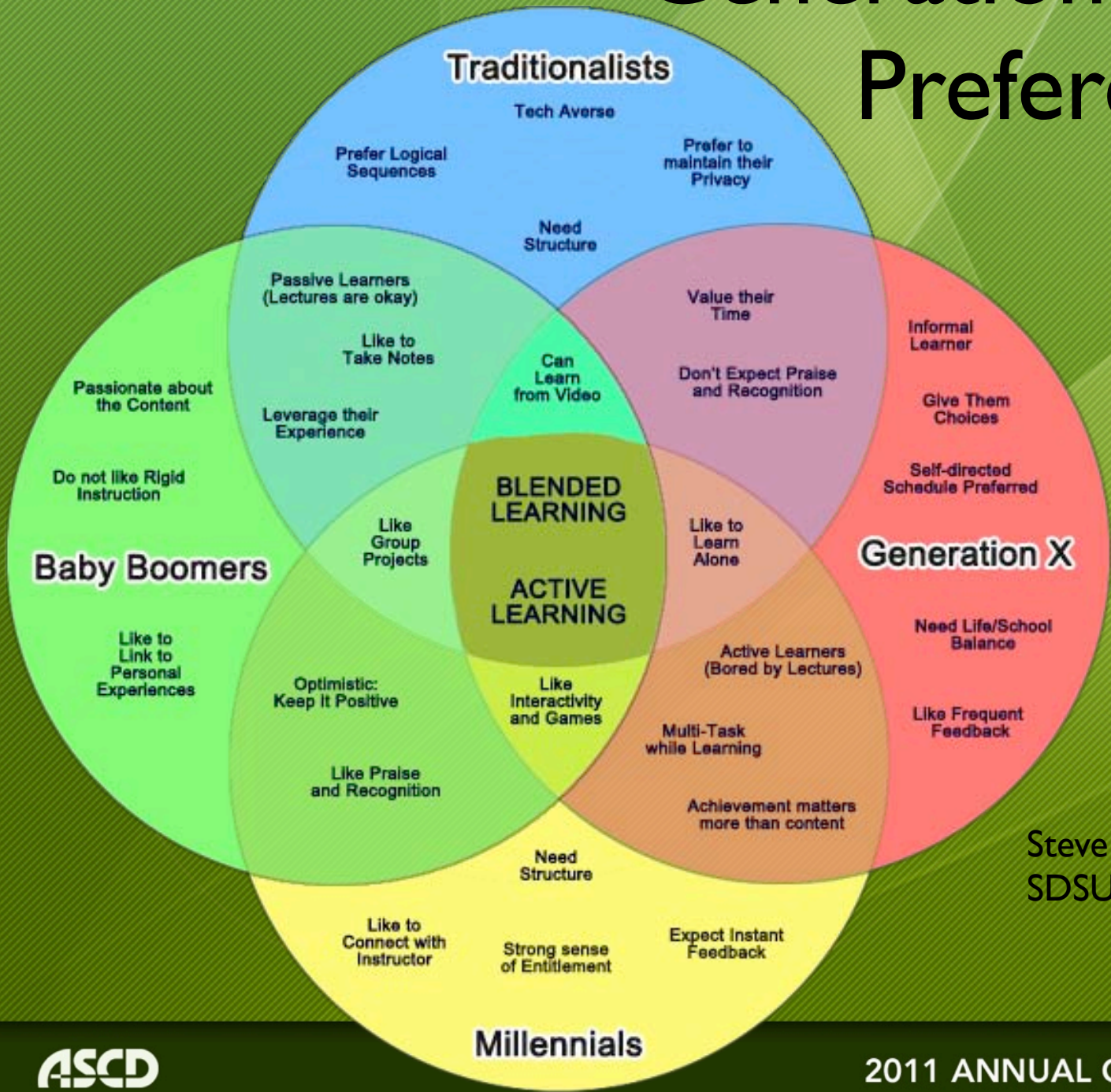
- Curtis J. Bonk, Ph.D.
- Professor of Instructional Systems Technology at Indiana University.
- Read - Reflect - Display - Do



- Read
  - The web contains countless resources for reading, researching, and listening. You can have your students discover and read online articles
  - Students also might listen to podcasts that relate to course content
- Reflect
  - Students can blog or write about the concepts or ideas that they learned from their reading or listening activities
- Display
  - This involves pictures and videos
- Do
  - The internet provides many paths to try out course content
  - create class projects
  - produce their own podcasts
- Without models, frameworks, and guidelines, instructors utilizing the web for learning will continue to be overwhelmed, frustrated, and perhaps feel that they are doomed.



# Generational Learning Preferences



Steve Corbett, Graduate Student  
SDSU Educational Technology



# E-Learning

- Learning-centered environment
- Provides a wide variety of authentic assessment opportunities
- Grounded in existing knowledge





# Evidence-Based Practices in Online Learning

- A Meta-Analysis and Review of Online Learning Studies (2009)
- Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction or purely online instruction.



# Evidence-Based Practices in Online Learning

"This new report reinforces that effective teachers need to incorporate digital content into everyday classes and consider open-source learning management systems, which have proven cost effective in school districts and colleges nationwide," said U.S. Secretary of Education Arne Duncan



# Learning Communities

- Participants in online communities have a shared sense of belonging, trust, expectation of learning, and commitment to participate and to contribute to the community



Wilson, B. (2001). *Sense of community as a valued outcome for electronic courses, cohorts, and programs*. Retrieved April 26, 2004, from <http://carbon.cudenver.edu/~bwilson/SenseOfCommunity.html>



# iYo Soy Artista!

A Case Study



Navigation

- Home
- About
- How Does it Work?
- Artista Community
- Music Education
- Visual Art
- Question Press
- Blog
- Wiki
- Ben Kinsley
- TeacherPages
- Newsletter
- Bobby-O
- Contact
- Admin

I am an Artist  
**Yosoyartista**

iYo Soy Paul from North Allegheny! Please see my latest work on <http://bit.ly/IU6kE7> 7 hours ago

iYo Soy Joe from North Allegheny! Please see my latest work on <http://bit.ly/dSVYuC> yesterday

iYo Soy Kevin from North Allegheny! Please see my latest work on <http://bit.ly/gUwDmg> yesterday

iYo Soy Kaitlin from North Allegheny! Please see my latest work on <http://bit.ly/dESrGC>

 Join the conversation

Follow Yo Soy Artista on [Tumblr](#)

## iYo Soy!

www.YoSoyArtista.net



Artist: Hannah Gerbe  
School: North Allegheny

[More from this artist](#)

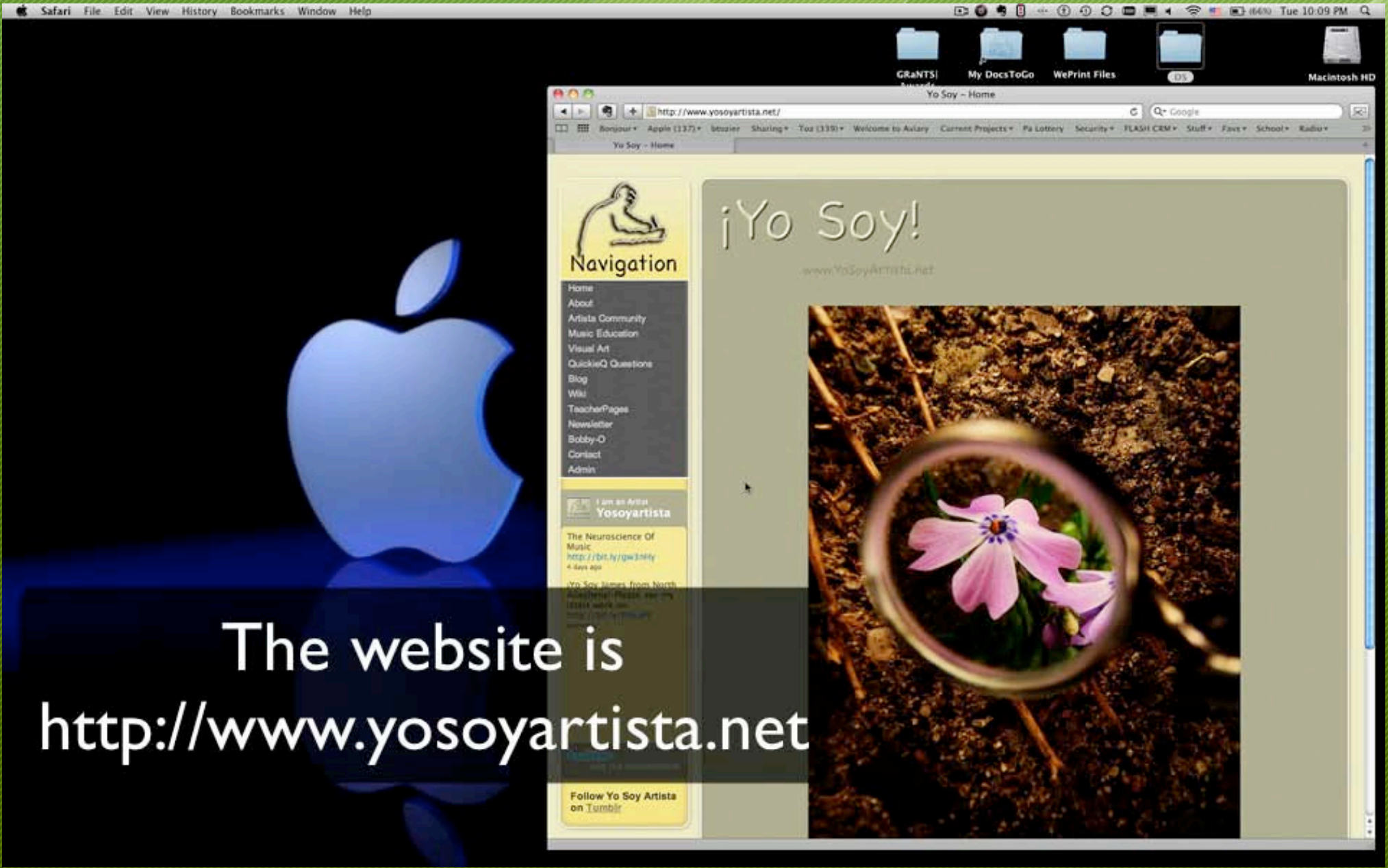
Notes:  
Make a wish.



# Learning (Monitored) Community

- Students have the ability to post their work and thoughts
- All publicly displayed pages are filtered by the System Administrator
- System includes instruction, blog, journal space, display space, peer/teacher comment ability, and more....
- Let's take a quick tour







# Learning Community

- A Variety of Activities
  - Post Original Works
    - Pictures / Sound
    - Videos / Animation
    - Writings
  - Post Comments





**Carly Luitgaarden 2/14/11**



SHARE

**Artist:** Carly Luitgaarden  
**School:** North Allegheny  
[More from this artist](#)

**Notes:**  
This picture started out with a picture of myself holding index cards, I then added other pictures. I specifically chose the pictures I did because they are pictures I

# Safe Posting



Welcome  
Bob Tozier

[Logout](#)

## Post a Comment

...available to registered  
users...

[-Help-](#)

[-Help-](#)

# Post Comments



**Compose Your Comment:**

From: Bob Tozier


**B** *I* U | | | |

I enjoy this work because...

Path:

If this is for an assignment and want your teacher to see your comments, choose that name here:

Carly Luitgaarden 2/14/11



# Compose Your Comment



www.YoSoyArtista.net

## Thanks for posting your comment.

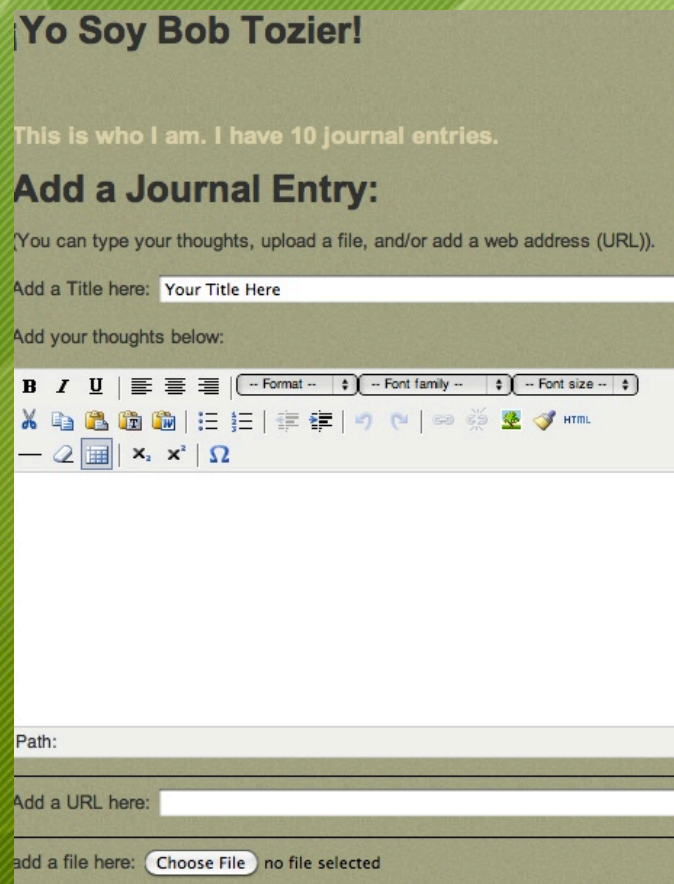
We'll take a quick look at it, and once that happens you will get an email confirming that it is on display.

# Moderation



# Journals

- Allow students the ability to:
  - Develop original ideas
  - Write a critical analysis of formal / expressive features of a work.
- Can be sent to a teacher as an assignment
- Can be part of a portfolio



The screenshot shows a web interface for creating a journal entry. At the top, it says "Yo Soy Bob Tozier!". Below that, it states "This is who I am. I have 10 Journal entries." and "Add a Journal Entry:". A note in parentheses says "(You can type your thoughts, upload a file, and/or add a web address (URL)).". There is a text input field labeled "Add a Title here:" with the placeholder text "Your Title Here". Below this is a large text area labeled "Add your thoughts below:". A rich text editor toolbar is visible, containing icons for bold, italic, underline, bulleted list, numbered list, link, unlink, insert image, insert video, insert audio, insert code, and HTML. Below the text area is a "Path:" label followed by a text input field. Below that is an "Add a URL here:" label followed by a text input field. At the bottom, there is a file upload section with the label "Add a file here:", a "Choose File" button, and the text "no file selected".



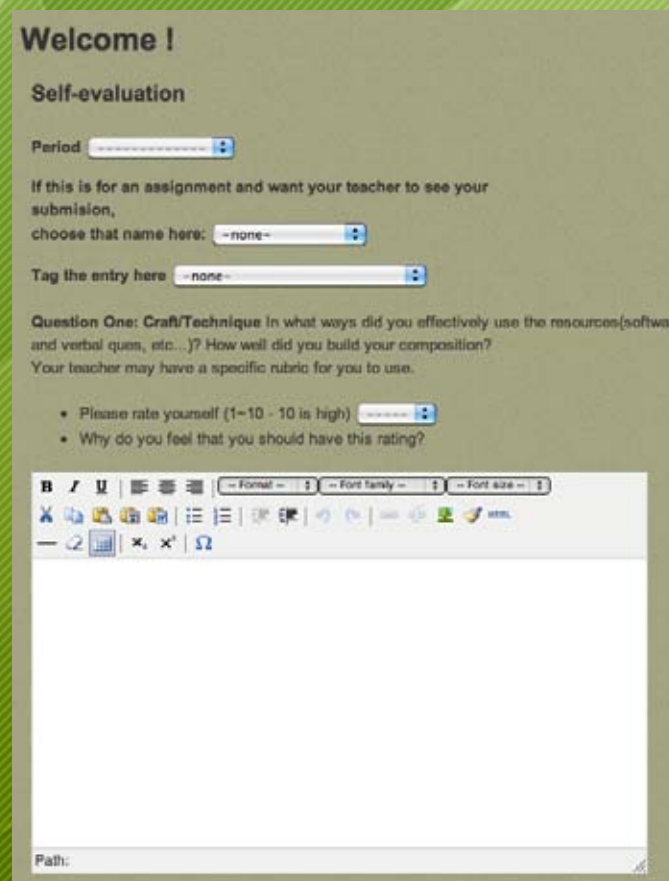


Journals done electronically allow students to work at their own pace. Strong writers can have their entries publicly displayed.



# Self-Reflection

- Allow students the ability to reflect upon:
  - Craftsmanship; the effective use of media tools, software, and work process
  - Design and composition; the effective arrangement of visual and sound elements
  - Original expression; unique, personal development of a theme or vision
- Can be sent to a teacher as an assignment



The screenshot shows a web-based self-evaluation form. At the top, it says "Welcome !" followed by "Self-evaluation". There is a "Period" dropdown menu. Below that, a text box asks the user to choose a name for their submission if it's for an assignment, with a dropdown menu showing "--none--". Another dropdown menu for "Tag the entry here" also shows "--none--". A "Question One" section asks about the effective use of resources and building a composition, with a note that teachers may have a specific rubric. Below the question are two bullet points: "Please rate yourself (1-10 - 10 is high)" and "Why do you feel that you should have this rating?". The form includes a rich text editor with a toolbar containing icons for bold, italic, underline, bulleted list, numbered list, link, unlink, and text color. The editor area is currently blank. At the bottom left of the form, there is a "Path:" label.





Electronic reflections allow students the chance to verbally tell their strengths and weaknesses. Teachers have the ability to comment to the student through the reflection.



# Blog

- At ¡Yo Soy! - Blogs are moderated
- Blogs are :
  - Highly motivating to students, especially those who otherwise might not become participants in classrooms
  - Excellent opportunities for students to read and write.
  - Effective forums for collaboration and discussion.
  - Powerful tools to enable scaffolded learning or mentoring to occur





# WIKI

- At ¡Yo Soy! - The WIKI is moderated
- WIKI's:
  - Foster richer communication than synchronous communication  
(Mabrito, 2006 cited in Orech, 2007)
  - Pool strengths of many
  - Online collaborative writing produces higher quality writing than face-to-face collaboration  
(Passig and Schwartz, 2007 cited in Orech, 2007)





# Favorites

- ¡Yo Soy! has the ability to create favorites

My Favorites			
	Category	Format	Title   Notes
	animation	animation	<a href="#">Birds</a> great use of the trace bitmap function. I love how it slowly evolves
	Classical	audio	<a href="#">The Swan</a> classical(audio)live This is a beautiful performance!
	Rock	audio	<a href="#">Lindy Pre v4</a> Great example of how versatile GarageBand is.
	Photography	image	<a href="#">Stacks</a> good use of the drawing tools in Photoshop
	Photography	image	<a href="#">Moon</a>
	Photomontage	image	<a href="#">The Pinned Individual</a>
	Classical	audio	<a href="#">locatla first fugue in d minor</a> great variation
	animation	animation	<a href="#">Box animation</a>
			<a href="#">Photoshop Montage 2</a>



# Mentors

- Teachers and professionals can provide constructive feedback to students
- These comments are private and do not show up in a portfolio

This is who I am. I have 10 mentor comments.



#### Mentor Comments.

Mentor Comment by: [Beth Leckey](#)  
artwork title: Zelznick's Animation  
dated: March 24, 2009

Mentor Comment by: [Krista Tozier](#)  
artwork title: 2nd Animation  
dated: March 24, 2009

Mentor Comment by: [Thomas Mooney](#)  
artwork title: Crossfire!  
dated: March 26, 2009

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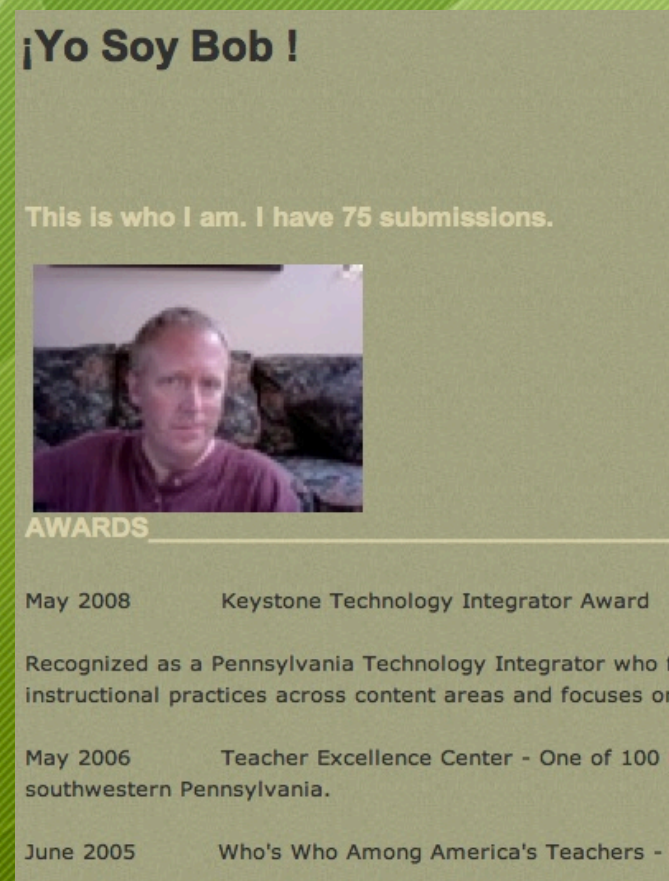
Mentor Comment by: [Krista Tozier](#)  
artwork title: Suite for Guitar  
dated: March 26, 2009

Mentor Comment by: [Beth Leckey](#)  
artwork title: Weather Channel Jazz  
dated: April 2, 2009



# Portfolio

- The site automatically creates a portfolio for each member that includes:
  - Uploads (pictures, sound, video, animation)
  - Writings
  - Journals
  - Favorites





# 4C's

- Certain skills and competencies, such as critical thinking, communication, collaboration, and creativity, are vital for student success in life
- Teachers can survey their students

## The 4C's...

We are focused on providing a quality educational experience to our students as you prepare for the next step in your lives (e.g., college, technical school, work force, or military). We believe that certain skills and competencies, such as critical thinking, communication, collaboration, and creativity, are vital for your continued success. Please take a few minutes to thoughtfully respond to this voluntary survey. Your anonymous feedback will be used to help us continue to improve our program.

The following scale will be used for each statement:

5 - Strongly Agree  
4 - Agree  
3 - Neutral  
2 - Disagree  
1 - Strongly Disagree

## The Survey

1. I see connections between seemingly unrelated ideas.

☐ 01- Strongly Disagree ☐ 02- Disagree ☐ 03- Neutral ☐ 04- Agree ☐ 05- Strongly Agree

2. I am able to independently produce results that are fresh, unique, original, and well developed.

☐ 01- Strongly Disagree ☐ 02- Disagree ☐ 03- Neutral ☐ 04- Agree ☐ 05- Strongly Agree

3. I am intrigued by and tremendously interested in a specific subject area and continuously explore aspects of that area independently (e.g., art or science).

☐ 01- Strongly Disagree ☐ 02- Disagree ☐ 03- Neutral ☐ 04- Agree ☐ 05- Strongly Agree



# 4C's

Data is automatically compiled

## Creativity

### Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Ratings	1	2	3	4	5
Number Responding	126	501	988	1694	780
Total number of response: <b>106</b> across 39 questions Average: <b>3.57233</b> Total % of 4: <b>41.4282 %</b> Total % of 5: <b>19.0756 %</b> Total % of 4 & 5: <b>60.5038 %</b>					



# 4C's

Data is automatically compiled

## Classroom

### Opportunities for 21st Century Skills

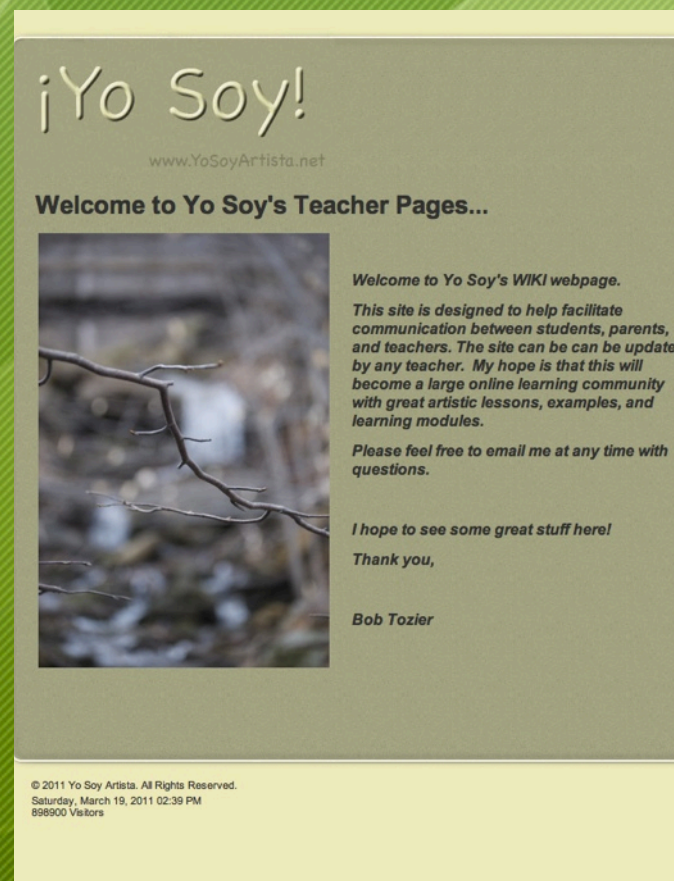
1. Core Subjects and 21st Century Themes
2. Learning and Innovation Skills
  - Creativity and Innovation
  - Critical Thinking and Problem Solving
  - Communication and Collaboration
3. Information, Media and Technology Skills
  - Information Literacy
  - Media Literacy
  - ICT Literacy
4. Life and Career Skills

Ratings	1	2	3	4	5
Number Responding	158	403	633	260	117
Total number of response: <b>106</b> across 27 questions Average: <b>3.48393</b> Total % of 4: <b>16.55 %</b> Total % of 5: <b>7.44749 %</b> Total % of 4 & 5: <b>23.9975 %</b>					



# Teacher Section

- ¡Yo Soy! can provide easy, content-managed pages for teachers
- Teachers can build pages without knowing how to code HTML





# Visual Art

- ¡Yo Soy! has complete online programs and materials in:
  - Multimedia Arts
  - Photography

## Computer Multimedia Arts

### MULTIMEDIA

In this course the students design and create original media rich **web sites** and computer **interactive multimedia presentations** that include **animation**, **digital video**, photography, graphics, sound and MIDI music. Students will learn to use digital cameras, scan and **edit photographs**. They will shoot and edit digital video. Students create animation and dynamic web content. Students learn sound recording, **sound editing**, and design and compose MIDI music.

In the independent final project, students are encouraged to work to their interests and strengths, emphasizing a particular subject or artistic discipline. Projects have included digital art or music portfolios, web site development, online exhibits, learning games, multimedia stage performances, and interactive presentations on a variety of topics.

The course emphasizes conception and planning, solving design challenges, personal artistic expression and communication through new media technology. The course provides a foundation for careers in the growing field of web and multimedia design. The course is taught by art and music faculty. More course information and student work is online at <http://www.yosoyartista.net/na/academics/art/multimedia>.

Here are some of our goals:

- We will conceive, plan and create original multimedia artworks that express an idea, feeling or point of view, individually or as a member of a creative team.
- We will use new media and traditional media in a craftsman like way that explores the boundaries of the media.
- We will shape the elements of sight and sound; time, space, color, light and texture, timbre, pitch and volume to express our ideas and to create interest, memorability, and beauty.
- We will view and listen to a wide array of work by artists, composers, filmmakers and other media artists, including student work, to analyze, critique and understand the work and the context in which it was made.

**Photoshop Montage**

**Sound Design**

**Digital Video**

**Animation**

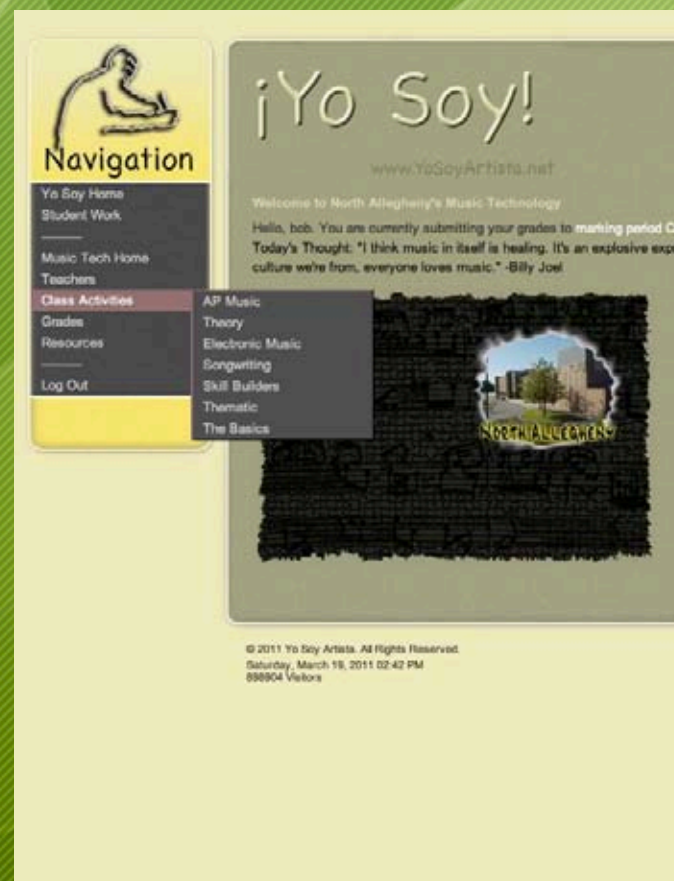
**Multimedia Project**

- ¡YoSoy!
- [Artista Home](#)
- [Class Overview](#)
- [Warhol: Art of Play](#)
- [Diversity](#)



# Music Ed

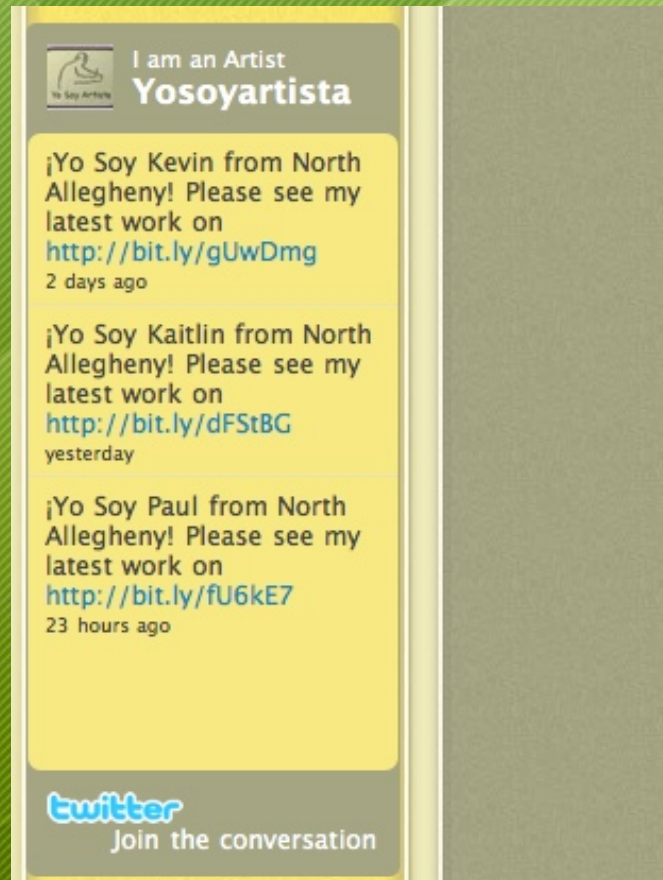
- ¡Yo Soy! has complete online programs and materials in:
- Music Theory/AP Music
- Ear Training/Skill Builders
- Each assignment is automatically graded





# Tweet

- All successfully posted original works are “Tweeted”
- @Yosoyartista





# Texting

- ¡Yo Soy Artista! has the ability to send text messages to you
- All successfully uploaded original works are texted

**Text Notification**  
Sign-Up

Enter your phone number and choose your carrier. I will text you every time that this page is updated (standard rates apply)

First Name:

Last Name:

Phone Number: (    )    -

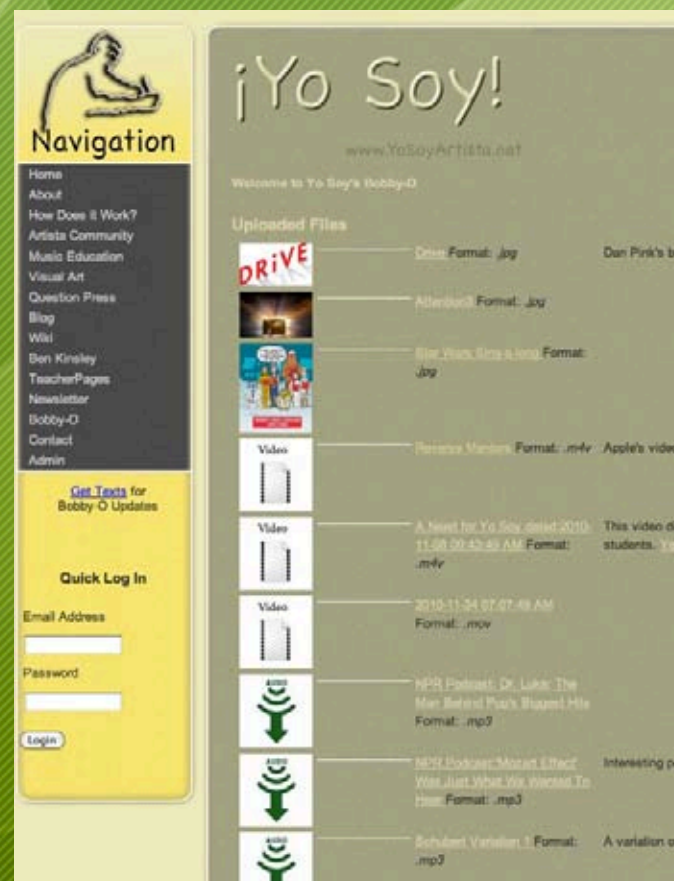
Please choose your carrier here:

© 2011 Yo Soy Artista. All Rights Reserved.  
Saturday, March 19, 2011 02:46 PM  
398918 Visitors



# Bobby-O

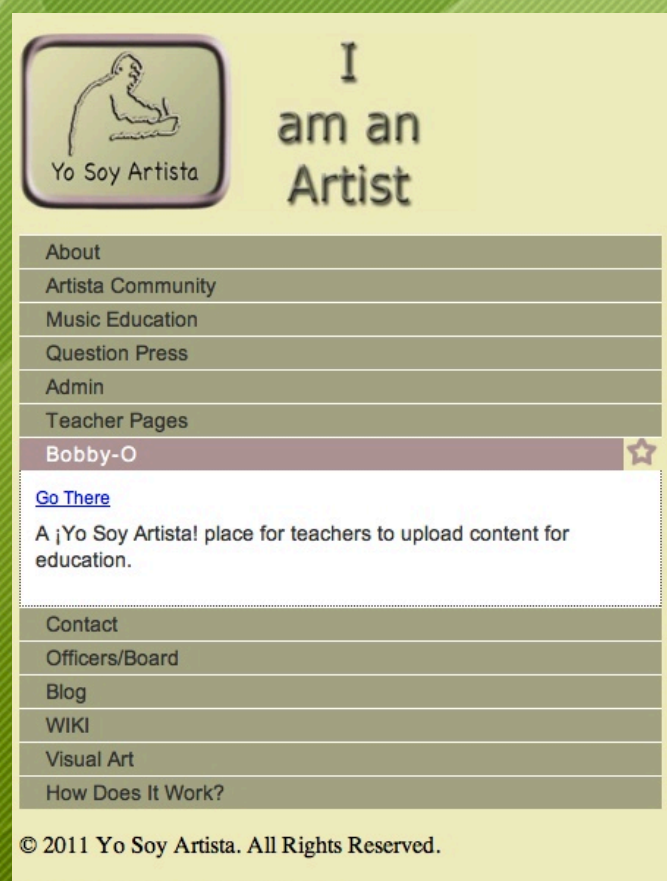
- Do you remember Drop.io?
- Bobby-O is a “simple” version of that
- Teachers can simply upload files to share with the community





# Mobile

- ¡Yo Soy Artista! is also built for:
  - iPad
  - iPhone
  - iPod







## Navigation

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## I am an Artist Yosoyartista

iYo Soy Paul from North Allegheny! Please see my latest work on <http://bit.ly/fU6kE7> yesterday

iYo Soy Paul from North Allegheny! Please see my latest work on <http://bit.ly/fU6kE7>

# iYo Soy!

[www.YoSoyArtista.net](http://www.YoSoyArtista.net)



SHARE

Artist: Uros Markovic  
School: North Allegheny

Notes:  
:)



# Making the Difference:

Creating a Blended Setting to Educate Every Student

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**BOLD ACTIONS**  
FOR COMPLEX CHALLENGES