

“When blended learning is well understood and implemented, higher education will be transformed in a way not seen since the expansion of higher education in the late 1940s.”

-- Randy Garrison & Norm Vaughan, 2008



Blending with Purpose

All media are selective.

They facilitate, emphasize, amplify,
enhance particular kinds of experience.

They privilege particular ways of knowing.

AFFORDANCES

All media are selective.

They inhibit, restrict, limit, exclude particular kinds of experience.

They marginalize particular ways of knowing.

CONSTRAINTS

FACE-TO-FACE

AFFORDANCES	CONSTRAINTS
spontaneous	ephemeral
authoritative, teacher-centered	voices may be lost
rich context	time & space constrained, more open to bias
hands-on activities, learning skills	less reflective
temporal scope & sequence	no individual detours

ONLINE (www)

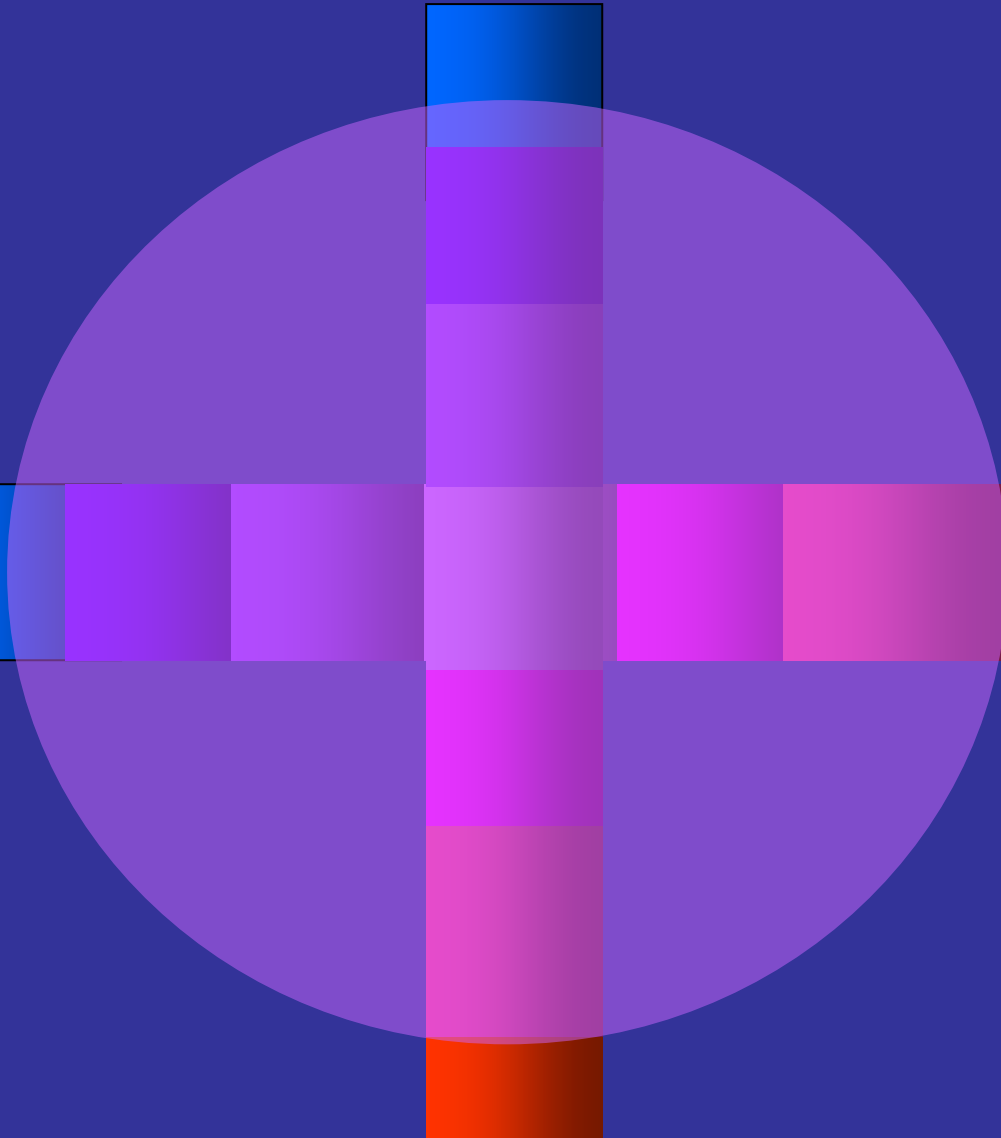
AFFORDANCES	CONSTRAINTS
reflective, mindful, cognitively oriented	hard for skills learning, negotiation
permanent	less spontaneous
polyvocal	less authoritative
non-linear	hard to direct, navigate
access anytime, anywhere	disembodied

Minimal Technology/Media

Conventional
Face to Face
Classroom

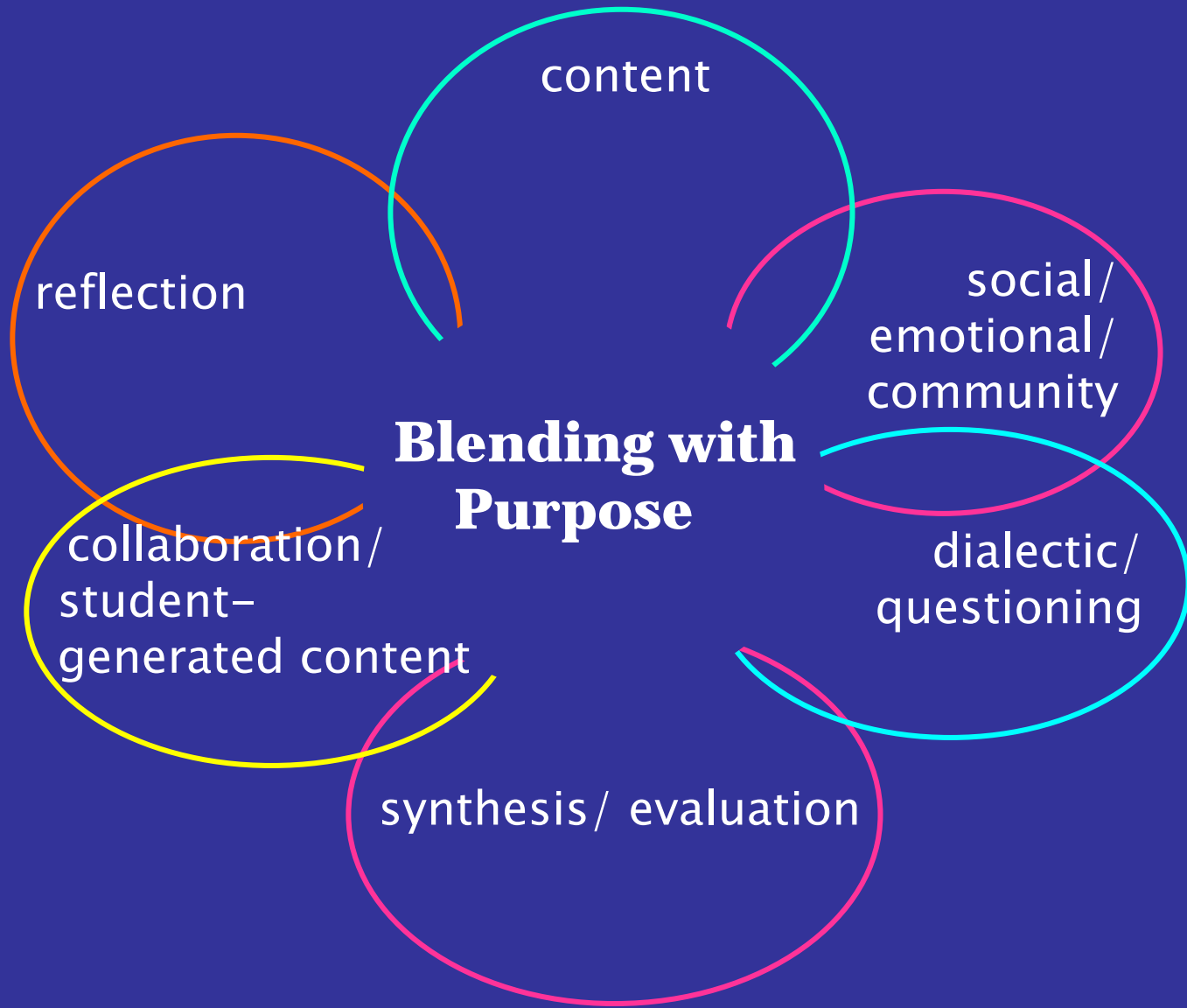
Fully
Online

Technology/Media Infused



OTHER

PRINT	
VIDEO/AUDIO, PODCAST	
VIRTUAL ENVIRONMENTS	
SERIOUS GAMES	
LEARNING WHILE MOBILE	
AUGMENTED REALITY	
SERVICE LEARNING	
INTERNSHIP/INSERVICE	



	FACE-TO-FACE	OTHER	ONLINE (WWW)
content			
reflection			
collaboration			
synthesis			
dialectic			
social support /community			

content

reflection

collaboration

synthesis

dialectic

social support
/community

And don't forget . . .

ASSESSMENT
&
INTEGRATION



practical inquiry model (Garrison & Vaughan, 2008)