



McGill

Centre for Continuing Education

Centre d'éducation permanente

Blended Learning

Strategy for Deployment in a University
Continuing Education Context

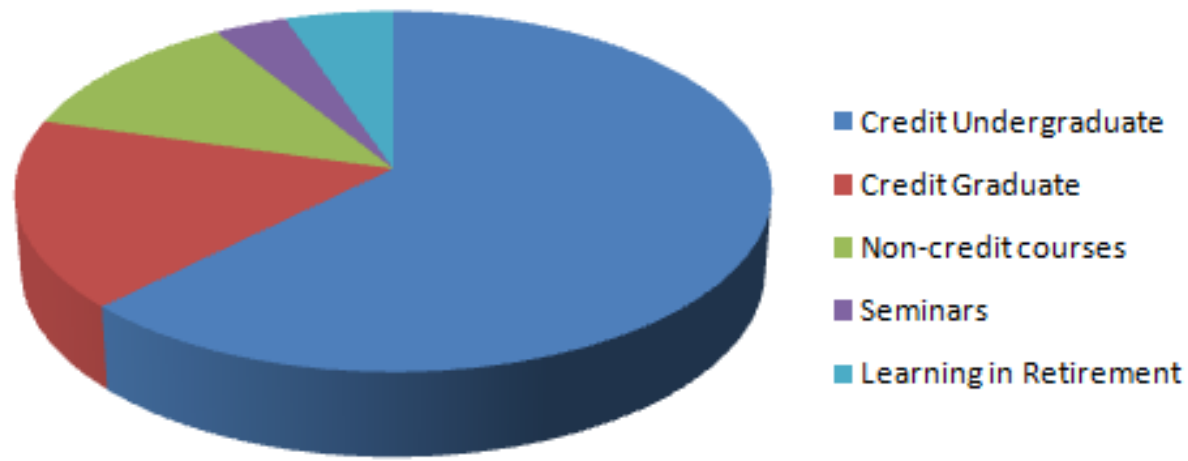
Agenda

- McGill Centre for Continuing Education
- Overview of blended learning
- McGill CCE's strategy on blended learning
- Discussion

McGill Centre for Continuing Education

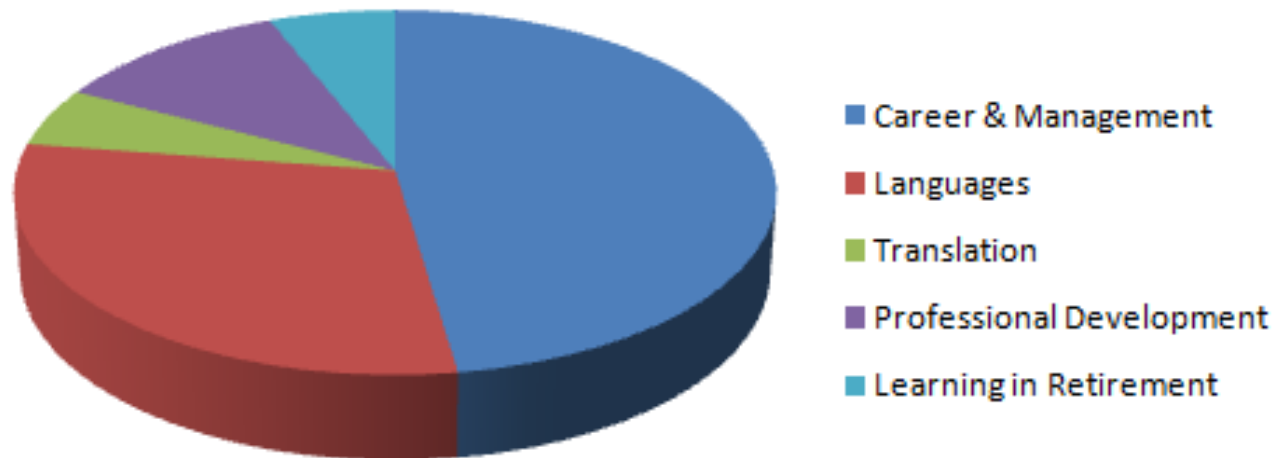
2008-2009

- ≈12,000 Students
- 21,000 registrations
- 1.8 course per student per term
- Average age 33
- 300 Teaching Staff



CCE's Academic Areas

- Career and Management Studies
- English and French Language Programs
- Translation Studies
- Professional Development (non credit)
- McGill Institute for Learning in Retirement





McGill

Centre for Continuing Education

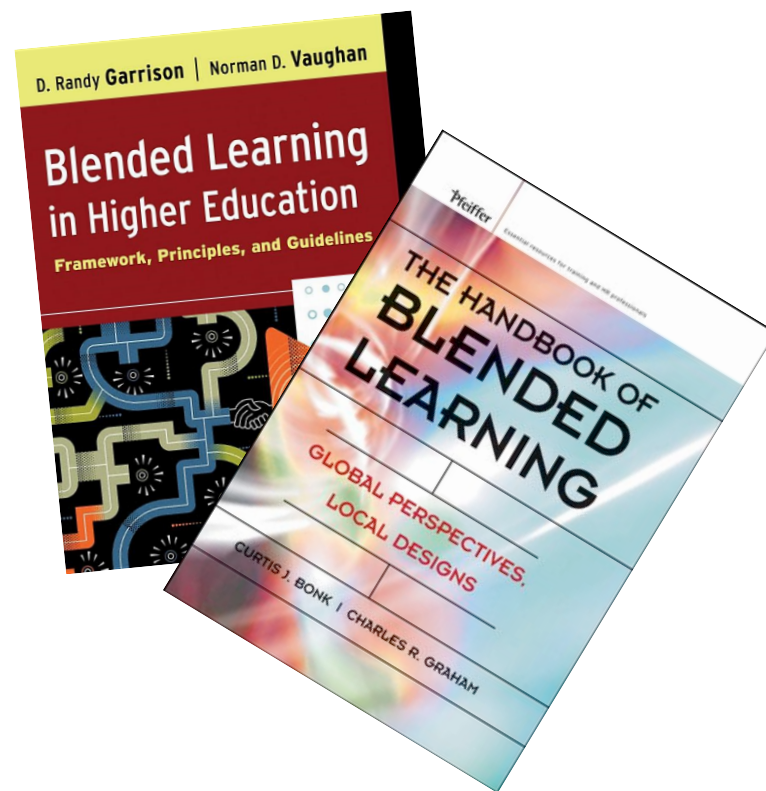
Centre d'éducation permanente

Blended Learning

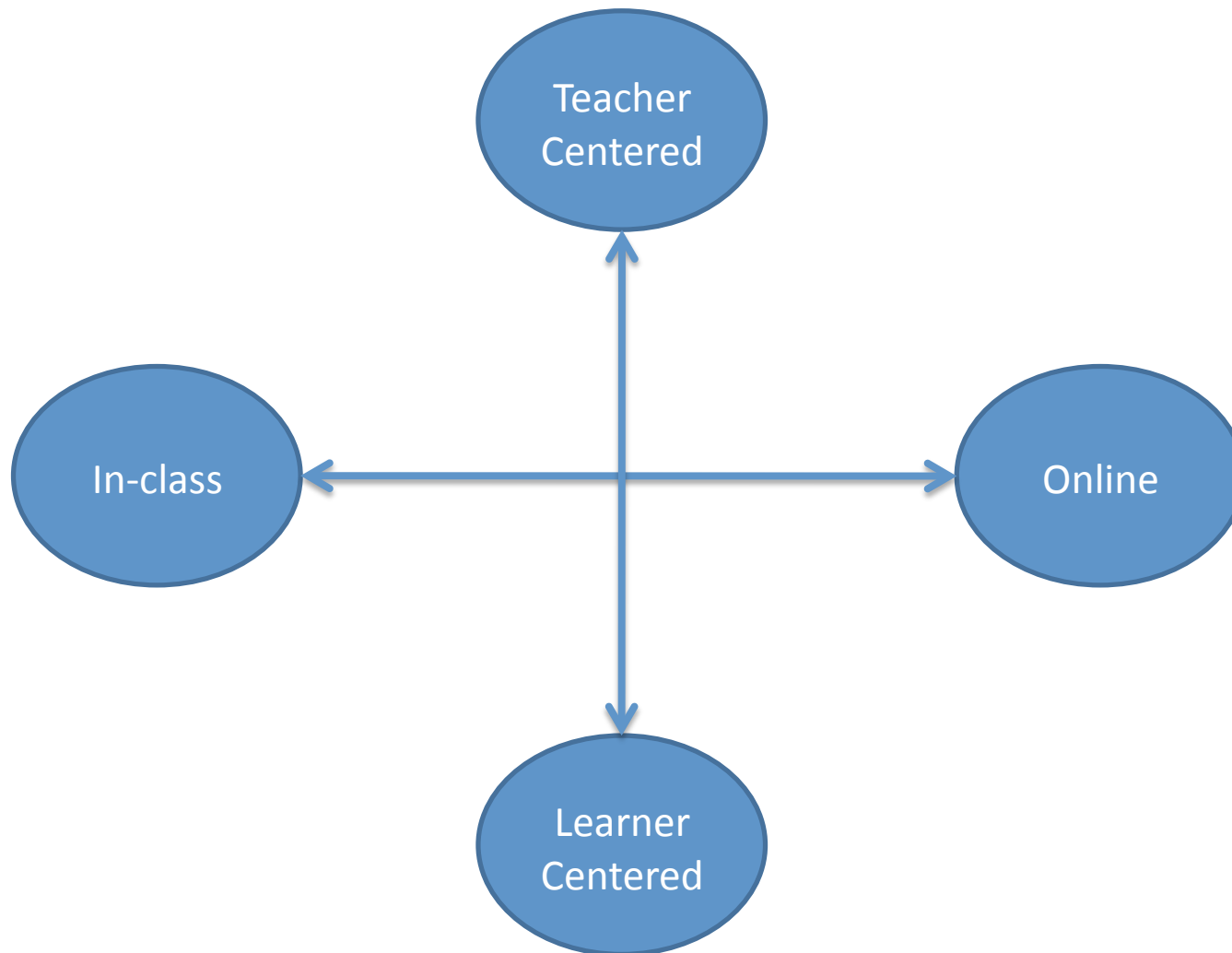
“I could not imagine *unblended* learning” (J. Cross, 2006)

What is Blended Learning?

- Systems that combine face-to-face instruction with computer-assisted instruction. (Graham, 2006)
- A significant reduction of class time.



Getting the Right Blend



What's in the Blend?

The four Dimensions of Interaction*

	In-Class	Online
Space	Face-to-face	Virtual
Time	Live Synchronous	Asynchronous
Fidelity	High	Low
Humanness	No machine	High machine

Example

1. Preparation
 - Module outline
 - Topic introduction (recording)
 - Reading of printed material
 - Journal entry
2. In-class
 - Discussion
 - Group activity
 - Conclusion
3. Follow-up
 - Case study (online discussion group)
 - Wrap-up

Blended Learning Tools

- Learning Management System
- Communication
- Classroom environment and technologies



Benefits of Blended Learning

- Enhanced learning
 - Student engagement, autonomy
 - Depth of reflection
 - Improved learning outcomes
 - Accommodates learning styles
- Better teaching
 - Opportunity for continuous improvement
 - Enhanced interaction with students
 - A more flexible working environment

Benefits of Blended Learning (continued)

- More flexibility
 - Convenience, ease of access
 - Better control of instruction
 - Increased classroom space
- Better image
 - Reputation of the institution
 - Competitive advantage

Blended Learning and Continuing Education

- Why it will work
 - Time constraints
 - Motivation
 - Competitive landscape

Challenges

- Students
 - Work expectations and time management
 - Autonomy
 - Technology
- Faculty
 - Time commitment
 - Support (instructional and technological)
 - Loss of control
- Institution
 - Institutional approval and commitment
 - Organizational change



McGill

Centre for Continuing Education

Centre d'éducation permanente

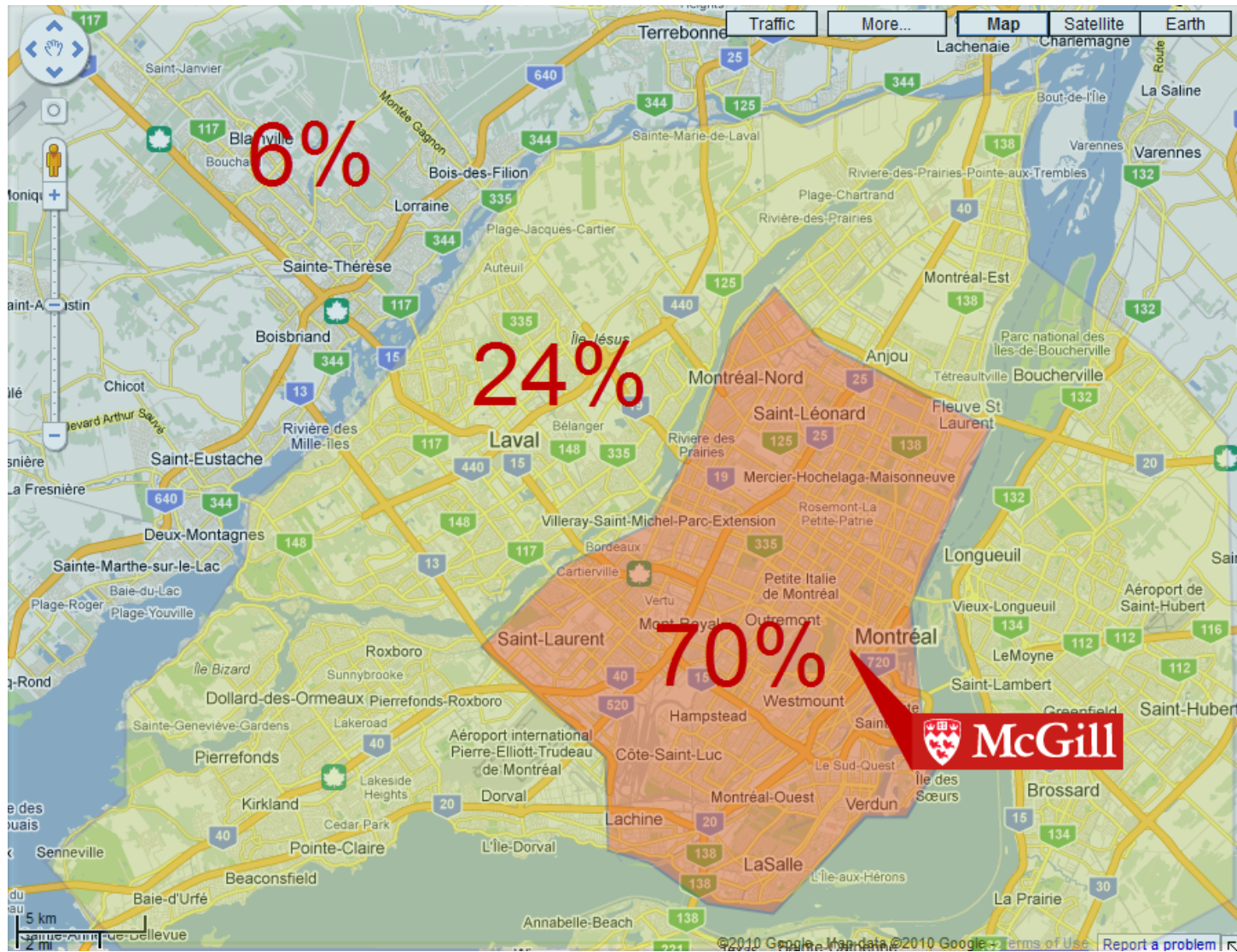
McGill CCE's Strategic Objectives

To optimize offerings with new
delivery format options

Blended Learning Objectives

- *To increase the quality of instructional offering*
- *To enhance the learning experience of CE students*
- *To promote student engagement*
- *To provide more flexibility to CE students by reducing in-class time*

Reaching more Students



What we've done so far

1. Review of literature
2. Vision Statement
3. Proposal to upper administration
4. Individual meetings with Directors
5. Involvement of university central services
6. Planning at the academic area level

Vision of Blended Learning

“The Centre for Continuing Education at McGill University encourages the adoption of blended learning models rooted in learner-centered pedagogical approaches and supported by a variety of instructional strategies and educational technologies.”

Past Experiences

- Career and Management Studies
 - Human Resources
- English and French Language Programs
 - 1996, Modules de français
 - 2004 Virtual Projects
 - 2009 Credit certificate Part-time Program
 - 2008 – 2010 Tecnológico de Monterrey
 - 2010 French course for McGill Executives

Next Steps

- See what other institutions are doing
- Consultation with instructors and students
- Deployment of BL projects in each academic areas (Fall 2010).

Promotion and Education

- Dedicated Web site
- Community of practice
- Annual event
- Awards

Instructor Training

- Orientation for new instructors
- On-going professional development activities
- Use of blended learning training models

Support

- For Students
 - Awareness
 - Technical support
- For instructors
 - Pedagogical support
 - Instructional Design
 - Technological support
- For academic areas
 - Program design and development

Languages and Translation

- Continue existing projects
- Dedicated project teams

Career and Management Studies

- Pilot with a new program
 - Including new courses
- Development of existing courses
- Professional Development Activities

Who is involved

- Instructor Services and Educational Technologies
- Each academic area
- Teaching and Learning Services
- Other central university services (Libraries, IT Services)

Conclusion

- Get administration support
- Prepare adequate support
- Create and maintain a buzz
- Evaluate and document achievements



References

- Albrecht, B. (2006). Enriching Student Experience Through Blended Learning. *ECAR, Research Bulletin, 2006(12)*.
- Bye, D., Pushkar, D., & Conway, M. (2007). Motivation, interest, and positive affect in traditional and nontraditional undergraduate students. [Proceedings Paper]. *Adult Education Quarterly, 57(2)*, 141-158.
- Garrison, D. R., & Vaughan, N. D. (2008). *Blended Learning in Higher Education*. San Francisco: Jossey-Bass.
- Graham, C. R. (2006). Blended Learning Systems; Definition, Current Trends and Future Directions. In C. J. Bonk & C. R. Graham (Eds.), *The Handbook of Blended Learning*. San Francisco: Pfeiffer.
- Justice, E. M., & Dornan, T. M. (2001). Metacognitive differences between traditional-age and nontraditional-age college students. *Adult Education Quarterly 51(236)*.
- Vaughan, N. (2007). Perspectives on Blended Learning in Higher Education. *International Journal on E-Learning, 6(1)*, 81-94.

Discussion

1. Your experience with Blended Learning
2. Challenges you've met or anticipate
3. Best practices



McGill

Centre for Continuing Education

Centre d'éducation permanente

Thank you

jean-paul.remillieux@mcgill.ca

We can continue this discussion on LinkedIn 

“Blended Learning in Continuing Education”