

# Preparing for Blended e-Learning

Allison Littlejohn and Chris Pegler

## Contents

*List of figures* ix  
*List of tables* xi  
*List of examples* xiii  
*Series editors' foreword* xv  
*Acknowledgements* xvii

### **Introduction 1**

*The art of blending* 1  
*The potential of blending* 2  
*The problems with blending* 3

### **1 What is blended e-learning? 9**

*Where did e-learning come from?* 11  
*Definition of e-learning* 16  
*Educational and not so educational e-drivers* 17  
*Drivers to adopt e-learning* 17  
*e-Learning in online, conventional and blended courses* 24  
*The challenges of designing blended e-learning* 27

### **2 Different approaches to blended e-learning 29**

*Blending in chunks* 30  
*Why blend at all?* 31  
*Before choosing an e-learning blend* 34  
*Media and mobile manifestations* 40  
*The significance of student location* 43  
*Informal, work-based and just-in-time blends* 45  
*Is blending bland?* 47

### **3 Devising blended e-learning activities 49**

*Synchronous or asynchronous?* 51  
*'Looking' at student activity* 57  
*Lurking with intent* 59  
*How am I doing? Providing feedback to students and tutors* 61  
*Assessing online activity* 63  
*Social spaces online* 65  
*Planning for accessibility and usability* 67  
*Blending action and interaction online* 69

### **4 Documenting e-learning blends 70**

*Finding the finest blend* 70  
*Factors affecting blending* 71  
*What is in the blend?* 75  
*Orchestrating the blend: blending different approaches to teaching* 76  
*Knowing the score: documenting learning and teaching practice* 78  
*The LD\_lite planning tool: three into one* 82  
*Problems with blending* 89  
*Framing the problem* 93

## **5 Choosing e-tools for blended activities 94**

*An abundance of activities? 94*

*Mapping tasks with tools 96*

*Types of e-tools 99*

*Trends in the use of e-tools 101*

*Documenting activities using LD\_lite 104*

*Blending old and new 132*

*Getting up to speed with blended learning 132*

## **6 Environments to integrate activity blends 134**

*Problem-based learning: a case for complex blending 134*

*Electronic learning environments: who is in control? 138*

*Electronic learning environment tools 138*

*Commercial electronic learning environment systems 141*

*Open source electronic learning environment systems 143*

*Examples of complex blending 146*

*Documenting complex blends 163*

*Blending physical and virtual learning spaces 163*

*Electrifying or encumbering environments? 166*

vi Contents

## **7 Sustainable blended e-learning designs 168**

*Tactic 1: Sourcing and reusing existing materials 170*

*Tactic 2: Making your own resources 177*

*Tactic 3: Repurposing resource materials 179*

*Tactic 4: Designing courses in small, reusable chunks 180*

*Tactic 5: Documenting courses within reusable templates 183*

*Tactic 6: Managing and moving materials 184*

*Moving and sharing across systems 190*

## **8 Support structures for blended e-learning 192**

*Supporting blended e-learning: the impact of distance and experience 196*

*Web-based student support 198*

*The technical helpdesk 201*

*Librarians on call 202*

*Supporting staff to support students in blended e-learning 204*

*Online peer support 207*

*Where is student support heading? 209*

## **9 Ethical issues in blended e-learning 211**

*Computing codes and controls 213*

*Privacy and confidentiality online 218*

*Digital rights 221*

*The ethics of access 223*

*The implications of teleworking and the 24/7 network 224*

*Glossary 226*

*References 235*

*Index 243*