

Blended Learning Models

As blended learning evolves, different models of blended learning continue to emerge. The report *The Rise of Blended Learning: Profiles of Emerging Models* (Staker, 2011) identifies six “distinct clusters” of blended learning models that share some common characteristics. The six models include:

- Face-to-Face Driver: A teacher in a traditional classroom instructional setting uses online learning for remediation or supplemental instruction.
- Rotation: Students move back and forth between online and classroom instruction.
- Flex: The curriculum is delivered primarily through an online platform, with teachers providing onsite support.
- Online Lab: An online course is delivered in a physical classroom or computer lab.
- Self-Blend: Students choose on their own which courses they take online to supplement their schools' offerings.
- Online Driver: Courses are primarily online and physical facilities are used only for extracurricular activities, required check-ins, or similar functions.

In *Keeping Pace with K-12 Online Learning* (Watson, Murin, Vashaw, Germin, & Rapp, 2011), the defining dimensions of blended learning are identified. These are organized around the “characteristics driving the changing role of educators” and follow a continuum from less online instruction to more online instruction, and to mostly online instruction. The following categories are identified:

Characteristics of Instructional Models:

- Instructional material level
- Instructional resources
- Assessment
- Communication

Student-Centered Instruction:

- Attendance requirements
- Student learner’s role
- Individualization of instruction

School Considerations:

- Instructional support models
- Instruction schedule and location
- Access to academic student support
- Technological infrastructure

References

- Staker, Heather (2011). *The rise of blended learning: Profiles of emerging models*. Innosight Institute. Retrieved from <http://www.innosightinstitute.org/innosight/wp-content/uploads/2011/05/The-Rise-of-K-12-Blended-Learning.pdf>
- Watson, J., Murin, A., Vashaw, L., Gemin, B., & Rapp, C. (2011). *Keeping pace with K–12 online learning: An annual review of policy and practice*. Evergreen Education Group. Retrieved from <http://kpk12.com/cms/wp-content/uploads/KeepingPace2011.pdf>