Quality in Blended Learning

Work package 01 of the project
Blended Learning Quality-Concepts Optimized for Adult Education

Multilateral Grundtvig Project

539717-LLP-1-2013-1-IT-GRUNDTVIG-GMP

Inhalt

Abstract

There exist a lot of descriptions of best practice examples of Blended Learning, but almost all published books or articles lack the description of any quality issues.

Miscellaneous projects are described – most of them are barley evaluated.

The companies and their intention to decrease costs for the staff training is often mentioned. The needs of learners, the benefit for the learner and the necessary validation of the learning success cannot be found.

An interesting fact is that most of the books are older than 5 years. It seems that in the first decade after 2000 a high pedagogical effort was undertaken to deal with Blended Learning.

The best summary of quality management can be found in the research work of Werner Moritz. He focuses on the process and the teaching results without any context to the learner.

The research work covered approximately the study of 100 documents. The most important documents (and abstracts of several books) were collected and are available for the consortium members.

References

[1] **Comperative Blended Learning Practices and Environments**, Eugenia M. W. Ng; Information Science Reference, Hershey; 2010

[2] **Blended Learning in Higher Education**, Randy D. Garrison, Norman D. Vaughan; Jossey-Brass, San Francisco; 2008

[3] **Blended-Learning, Werner Moritz**; Books on Demand; 2008

[4] **Bildungsmanagement von Blended Learning**, Ulrich Iberer; Tectum Verlag Marburg; 2010

Quality in Blended Learning

In this report (the result of the work package 01 of the project), we provide an overview of the status of known and described quality issues for Blended Learning.

1. Introduction

The idea – and practice – of providing instruction through a screen rather than through face-to-face interactions with a teacher is not unknown. During World War II, films were used to train the American military, and in the 1950s and the 1960s, this medium was used in public schools as part of the curriculum, especially in the social and physical sciences. The low levels of provided interactivity typical for this mode of instruction, however, preclude its rise as a possible replacement for teachers as well as books[1].

There exist a lot of definitions of Blended Learning.

Jeffrey K. Smith[2] defines Blended learning as "A method of educating at a distance that uses technology (high-tech, such as television and the Internet or low-tech, such as voice mail or conference calls) combined with traditional (or, stand-up) education or training."

J. Pankin, J. Roberts and M. Savio define "blended learning as structured opportunities to learn, which use more than one learning or training method, inside or outside the classroom."[3]

2. Research frame

Researches on blended and e-learning cover a very wide range of fields, from psychology to technology. As such, it is highly complex to summarize. On the other hand, there are also large gaps in the field of research. For instance, much of the literature relates to the technological rather than the learning aspects.

The issue of quality in teaching and learning environment is a subjective and multifarious concept, dependent on a range of factors: the students, the curriculum, the faculty, technology in general and the learning design[4].

There is a big gap in the field of quality and quality management.

3. Quality issues mentioned in literature

J. Pankin, J. Roberts and M. Savio give a list of issues such as "different learning or instructional methods (lecture, discussion, guided practice, reading, games, case study, simulation),

---

[1] Mackay, Stephen and Gary J. Stockport. "Blended Learning, Classroom and E-Learning." Business Review, Cambridge, 5:1, September 2006

[2] Smith, J., 2004, Blended Learning: An old friend gets a new name. Cited by Brian Kerr (Chair, Undergraduate Degree Programmes at Marine Institute, Memorial University of Newfoundland), in http://www.uwex.edu/disted/conference/Resource_library/proceedings/07_5220.pdf (2014/01/07)

[3] Pankin, J, Roberts, J, Savio, M: Blended Learning at MIT (MIT,2012) http://web.mit.edu/training/trainers/resources/blended_learning_at_mit.pdf (2014/01/07)

[4] Meyer, K. A. (2002). Quality in distance education: Focus on on-line learning.http://www.westga.edu/~distance/ojdla/spring141/shelton141.html (2014/01/07)

different delivery methods (live classroom or computer mediated), different scheduling (synchronous or asynchronous) and different levels of guidance (individual, instructor or expert led, or group/social learning)"[5]. This list can be used basically to develop a quality system with evaluation means – but these issues don't cover all quality levels.

Kaye Shelton Ph.D. (Dallas Baptist University) runs a review of paradigms for evaluating the quality of online education programs. She compares different quality models and gives an overview of the current research work within her current paper.[6]

In the conclusion there is a highly interesting statement:

> "This review of the existing paradigms suggests a strong need for a common method for assessing the quality of online education programs. Specific indicators for quality online programs vary from institution to institution; however, this review sought to find the most common themes and domains identified today by program administrators that will assist them with evaluating and improving the overall quality of their online education programs. While some of the themes were strongly considered to be significant quality indicators, others, such as faculty support, were not. A more consistent approach is needed."[7]

Kelvin Thompson[8] describes in his blended learning toolkit (chapter 5) "Blended Course Quality" that on one hand "A definitive statement of what constitutes the best combination of online and face-to-face learning experiences is impossible"[9] on the other hand that there exist a huge list of best practice examples without any evaluation of quality issues.

4. Basics of Quality in Blended Learning

In several articles, published on the web platform of the GPI - Gesellschaft für Pädagogik und Information, Thomas Bauer (University Vienna) mentions "Four main phases"[10]

● Competence requests
● Quality of classroom teaching
● Quality of eLearning / distance learning
● Organization and communication

Bernd Mikuszeit (Berlin) proposes four different evaluation sectors with a closer definition of the details in his article about „Qualitätskriterien für Blended-Learning-Programme (BLEP) für sozial-kulturelle Bildung in der beruflichen Aus- und Weiterbildung"[11]:

---

5 Pankin J, Roberts J, Savio M: Blended Learning at MIT, MIT 2012,
   http://web.mit.edu/training/trainers/resources/blended_learning_at_mit.pdf (2014/01/07)
6 Shelton, K. A Review of Paradigms for Evaluating the Quality of Online Education Programs,
   http://www.westga.edu/~distance/ojdla/spring141/shelton141.html (2014/01/07)
7 Ibidem
8 Thompson K.: BlendKit Course: BlendKit Reader: Chapter 5, University of Central Florida (UCF)
   http://blended.online.ucf.edu/blendkit-course-blendkit-reader-chapter-5 (2014/01/07)
9 Ibidem
10 see: o. Univ.-Prof. Dr. Thomas A. Bauer, Universität Wien, Institut für Publizistik und Kommunikationswissenschaft
   (Webseite Gesellschaft für Pädagogik und Information http://www.gpi-online.de 26.1.2014)
11 See: http://www.edumedia-online.eu/bbmedia/pdf/Qualitätskriterien%20BLEP%20(1)%2007-01-13.pdf, 2013

1. Kompetenzanforderungen (competence requests)
   Learning target, learning content, valuation, target group
2. Anforderungen an Präsenzphasen (requirements for the presence phase/classroom teaching)
   Didactic Blended Learning phases (and issues), knowledge transfer and teaching methods, didactic rules and logical teaching methods, didactic emphases during the classroom teaching
3. Anforderungen an E-Learning-Phasen (requirements for the eLearning phase)
   Didactic Blended Learning phases (and issues), didactic content aspects of the eLearning phase, didactic rules and logical teaching methods, didactic emphases during the distance learning
4. Organisatorische und mediale Anforderungen (requirement concerning organizational issues and media)
   Learning/Teaching conditions, fitting the content and the target group, including the use of media products, multimedia elements, interactivity, adaptivity and finally a well prepared information of the Blended Learning Course.

This article also contains a questionnaire to evaluate existing blended learning courses using the quality criteria mentioned above. Each item is commented with explications using a five-point scale to provide a numeric evaluation.

5. Course Structure

B.G. Davis describes quality issues dealing with the course structure in "Tools for Teaching"[12]. According to the article about course design (Carnegie Mellon University[13]), he lists the crucial items concerning evaluation of Blended Learning courses:

- **Course aim**
  A brief introduction of the course: scope, purpose and relevance of the material.
- **Course content**
  Required (and/or optional) books (with authors and editions), reserve readings, course readers, software, and supplies with information about where they can be obtained.
- **Target Group**
  Consider who our students are, taking into account their prior knowledge, intellectual development, cultural background, generational experiences and expectations.
- **Learning target**
  Are defined by objectives, assessments and instructional strategies.
- **Learning Outcomes**
  Learning outcomes are measurable statements that articulate what students should know, be able to do, or value because of taking a course or completing a program.

---

12 Davis, B.G. (2009). Tools for teaching (2nd ed.). San Francisco: Jossey-Bass
13 See: https://www.cmu.edu/teaching/index.html (20.01.2014)

Learning outcomes are also defined in the book "Assessment clear and simple"[14] by B. E. Walvoord

6. Trainers

Michael Strong (Columbia University) gives an overview of the necessary quality issues for teachers[15] (or trainers) without focusing on special teaching environments. Quality descriptions for teachers are completely missing for Blended Learning.

7. Curriculum

This part is connected with the course structure. Sir John Daniel discussed at the 4th Annual Australian Higher Education Congress (March 2011, Sidney, Australia) the need to split higher education[16], but found the reason in the demand of the different ministries of education but not based on pedagogical decisions.

7.1. How to split the course

Jeff Pankin, John Roberts and Mike Savio recommend moving basic skill development to eLearning and using the classroom for more advanced topics[17]. Concrete methods or criteria to split the content in classroom teaching and distance learning are not discussed in the checked research papers.

7.2. The seven "R"s

Ron Ritchhart defines seven terms (all starting with a "r") for the curriculum development: Rigorous, real, rich in thinking, revealing, rewarding and reflective.

---

14 Walvoord, B. E, Assessment clear and simple: A practical guide for institutions, departments and general education. San Francisco: Jossey-Bass; 2010

15 Strong, M, "The Highly Qualified Teacher: What Is Teacher Quality and How Do We Measure It?", Teachers College, Columbia University; 2011

16 See: http://www.col.org/resources/speeches/2011presentation/Pages/2011-03-08.aspx (18.01.2014)

17 See: Pankin, J; Roberts, J; Savio, M, Blended Learning at MIT;2012
  http://web.mit.edu/training/trainers/resources/blended_learning_at_mit.pdf and
  http://web.mit.edu/training/trainers/guide/ (8.1.2014)

8. Quality Indicators

Beth Chaney (and others) published a paper dealing with quality indicators of distance education in 2007[18].

- Theme
- Teaching and Learning Effectiveness
  - Student <-> Teacher interaction
  - prompt feedback
  - respective diverse ways of learning
- Student Support
  - Student support service
  - Clear analysis of audience
- Technology
  - technology plan to ensure quality is documented
  - appropriate tools and media
  - reliability of technology
- Course Development / Instructional Design
  - Course structure guidelines
  - active learning techniques
  - implementation of guidelines for courses
  - development/review of instructional materials
- Faculty support (services)
- Evaluation & Assessment
  Program evaluation and assessment
- Organizational/Institutional Impact
  - institutional support and institutional resources
  - strong rationale for distance education/correlates to institutional mission

9. Institution

Blended Learning Courses are strongly connected with the providing institution[19].

9.1. Institution level

The institutional level includes projects such as policy design, and the support of organizations and internal quality assurance systems.

9.2. Program level

Comprising actions to measure and enhance the design, content and delivery of the programs within a department or a school.

---

18 Chaney, B, James M, Dorman S, Glessner L, Green L, Lara-Alecio, R: A Primer on Quality Indicators of Distance Education, University of North Carolina Greensboro; 2007, http://www.uncg.edu/oao/PDF/Chaney%20A%20Primer%20HPP.pdf
19 See: Hénard, Fabrice; Roseveare, Deborah: IMHE Guide for Higher Education Institutions, OECD; 2012

9.3. Individual level

This includes initiatives that help teachers achieve their mission, encouraging them to innovate and to support improvements in student learning and adopt a learner-oriented focus.

10. Students

A special focus was set on the learners and the description of the role of learners in quality issues during Blended Learning courses. Here the quality issues concerning with the learners' needs and satisfaction were checked in miscellaneous documents, articles and books.

Robert A. Ellis and Rafael A. Calvo mention in their article about indicators for quality in distance learning courses: "The implications of this for ensuring the quality of the student learning experience are serious and complex."[20] They define necessary, but insufficient indicators like Leadership and ongoing funding, Policy, Evaluation services, Support for teaching and learning with ICTs, support for planning, design, and development with ICTs and other issues.

11. Support of Learners

Jeff Pankin, John Roberts, Mike Savio[21], describe three main factors that are crucial in learners' support: time, technology and guidance

12. Barriers of Blended learning

Harriman (2004) cites the following challenges to those who want to develop blended learning[22]:

- How to manage instructional complexity
- How to design it
- How to manage roles and responsibilities
- How to create a seamless learning experience
- How to meet expectations
- How to control costs

---

20 Ellis, R. A. & Calvo, R. A. (2007). Minimum Indicators to Assure Quality of LMS-supported Blended Learning. Educational Technology & Society, 10 (2), 60-70.

21 See: Pankin, J, Roberts J, Savio, M:Blended Learning at MIT, July 2012

22 http://www.grayharriman.com/blended_learning.htm#5

13. Summary

The research work gives an overview about the current status of quality management in Blended Learning. The literature available gives a lot of studies focusing on implementation of Blended Learning. Others care about evaluation tools and methods. In most cases, quality issues are not mentioned. Besides, it is often not entirely clear, why the examples are mentioned as successful as presented because of missing quality criteria.

Typical are a lot of case studies of Blended Learning courses run in business companies. These reports are often not based on scientific research and test methods.

The most fitting book to the project's topic is the Blended-Learning Book (Werner Moritz). It describes a research project in Graz, where the classroom teaching of the Pedagogical University was changed to a Blended Learning system.

14. Available documents at the document repository

Hint: Authors are cited with full name to provide easy search in the document.

14.1. Selection

The consortium selected documents with either direct context to research work or common documents (often listed in the reference or as a citing source in books).

The documents are used by the consortium members as a source and knowledge base.

14.2. List of documents

📄 _List of References BLQ.pdf

📄 A Blended Learning Approach.pdf
A Blended Learning Approach to Course Design and Implementation
Natasa Hoic-Bozic, Member, IEEE, Vedran Mornar, Member, IEEE, and Ivica Boticki, Student Member, IEEE

📄 A design framework for online learning environments.pdf
A design framework for online environments
Sanjaya Mishra

📄 A Framework for Adopting LMS to Introduce e-learning in a Traditional course.pdf
A Framework for Adopting LMS to Introduce e-Learning in a Traditional Course
Katerina Georgouli, Ilias Skalkidis, Pedro Guerreiro

📄 A Framework for Evaluating the Quality of Multimedia Learning Resources.pdf
A Framework for Evaluating the Quality of Multimedia Learning Resources
Tracey L. Leacock and John C. Nesbit

📄 A Framework for the Quality Assurance.pdf
A Framework for the Quality Assurance
Iraklis Varlamis, Ioanni Apostolakis

📄 A learning design toolkit to create pedagogically effective learning activities.pdf
A learning design toolkit to create pedagogically effective learning activities
Gráinne Conole and Karen Fill

📄 A Taxonomy of Factors to Promote Quality Web-Supported Learning.pdf
A Taxonomy of Factors to Promote Quality Web-Supported Learning
Jill W. Fresen (PhD), University of Pretoria, South Africa

📄 A White Paper.pdf
A White Paper: **Achieving Success with Blended Learning**
By Harvi Singh and Chris Reed, Centra Software

📄 Alexander2007.pdf
Journal of Educational Technology & Society (April 2007)

An Experience on Students Participation in Blended.pdf

An Experience on Students' Participation in Blended vs. Online Styles of Learning

Juan Manuel Dodero, Camino Fernández, and Daniel Sanz

An in service training course.pdf

An in service training course, (INSET) on ICT pedagogy in classroom instruction for the Greek primary school teachers

Selection and use of certain theories in an effort to promote effectiveness of the course

Nikolaos Amanatidis

An instructional model for web-based e-learning education.pdf

An instructional model for web-based e-learning education with a blended learning approach

Fernando Alonso, Genoveva López, Daniel Manrique and José M Viñes

Assessment and Evaluation of education.pdf

Assessment and Evaluation of educational organisms and institutions, the systemic theory and the Greek Open University (in Greek Language)

Ξανθή ΧΟΥΛΙΑΡΑ

Blended learning and its application in improving the quality of training.pdf

Blended learning and its application in improving the quality of training

Radosław Wolniak, Witold Biały

(in Polish Language)

Blended Learning and Sense of Community.pdf

Blended Learning and Sense of Community: A comparative analysis with traditional and fully online graduate courses

Alfred P. Rovai and Hope M. Jordan

BLENDED LEARNING AS A NEW APPROACH TO SOCIAL WORK EDUCATION.pdf

BLENDED LEARNING AS A NEW APPROACH TO SOCIAL WORK EDUCATION

Jessica S. Ayala, University of Calgary

Blended Learning Concepts Trapp.pdf

Blended Learning Concepts – a Short Overview

Sonja Trapp

Blended Learning Design.pdf

BLENDED LEARNING DESIGN: FIVE KEY INGREDIENTS

Jared M. Carman

BLENDED LEARNING ENVIRONMENTS.pdf

Blended Learning Environments

Charles R. Graham, Brigham Young University, Provo, Utah

Charles Dziuban, University of Central Florida, Orlando, Florida

Blended Learning- the transformation of Higher Education Curriculum.pdf

Blended Learning: the transformation of Higher Education Curriculum

Mrs Ismini Vasileiou

blended-learning-research-perspectives-book.pdf

blended_Learning_Bersin.pdf

Blended Learning: What Works?

By Bersin & Associates

Blended_Learning_Concepts_Case_Studies.pdf

BLENDED LEARNING: **Research reports & examples of best practices**

Coordinated by University of Tartu, Estonia

Blended_Learning_Handbook_6713_Final.pdf

BLENDED LEARNING 101 HANDBOOK

Aspire Public Schools

Blended_Learning_research.pdf

Blended Learning

Charles D. Dziuban, University of Central Florida

Joel L. Hartman, University of Central Florida

Patsy D. Moskal, University of Central Florida

BLENDED_LEARNING_SYSTEMS.pdf

BLENDED LEARNING SYSTEMS: DEFINITION, CURRENT TRENDS, AND FUTURE DIRECTIONS

Charles R. Graham, Brigham Young University, USA

BLIG-2.0-Final-Paper.pdf

Blended Learning: Research Perspectives

Edited by Anthony G. Picciano and Charles D. Dziuban

CoI-Instrument-Validation.pdf

Developing a community of inquiry instrument: Testing a measure of the Community of Inquiry framework using a multi-institutional sample

J.B. Arbaugha, Jennifer C. Richardsonf, Martha Cleveland-Innes, Karen P. Swang, Sebastian R. Diaz, D. Randy Garrisond, Philip Ice

comparing the learning motives of traditional and distance.pdf

Comparing the learning motives of traditional and distance learning students in higher education

Παπαδόπουλος Κ. Δημήτριος Επίκουρος καθηγητής, ΤΕΙ Καβάλας

Δημητριάδης Σπυρίδων

CoP in Social Networks.pdf

A theoretical framework for building online communities of practice with social networking

tools
Charlotte N. Gunawardena, Damien Sanchez, Carol Richmond, Mary Beth Hermans, Maribeth Bohley & Rebekah Tuttle

W Critical Review of the Blended Learning Models.doc
Critical Review of the Blended Learning Models based on Maslow's and Vygotsky's Educational Theory
Esyin Chew, Norah Jones, David Turner

Design principles for mobile learning.pdf
Design principles for mobile learning
Anthony Herrington, Jan Herrington and Jessica Mantei

Design criteria for work-based learning.pdf
Design criteria for work-based learning: Merrill's First Principles of Instruction expanded
Betty Collis and Anoush Margaryan

Developing peer review of teaching in blended learning.pdf
Developing peer review of teaching in blended learning environments: Frameworks and challenges
Jo McKenzie, Institute for Interactive Media and Learning, University of Technology, Sydney; Lina Pelliccione, School of Education, Curtin University; Nicola Parker, Institute for Interactive Media and Learning, University of Technology, Sydney

Developing quality in e-learning.pdf
Developing quality in e-learning: a framework in three parts
Jennifer Ireland, Helen Mary Correia, Tim Mark Griffin

ED530060.pdf
Sizing the Opportunity
The Quality and Extent of Online Education in the United States, 2002 and 2003
I. Elaine Allen, Ph.D., Kevern R. Joyce

Effectiveness of using blended learning strategies.pdf
Effectiveness of using blended learning strategies for teaching and learning human anatomy
Jose´ A Pereira, Eulogio Pleguezuelos, Alex Merı´, Antoni Molina-Ros, M Carmen Molina-Toma´s & Carlos Masdeu

eLearningatWork.pdf
E-learning at work: theoretical underpinnings and pedagogical challenges
Paivi Tynjala and Paivi Hakkinen

Elements of Quality Online Education.pdf
Elements of Quality Online Education Into the Mainstream
Edited by John Bourne and Janet C. Moore

EQIBELT_Rijeka_HoicBozic.pdf
A Blended Learning Approach to Course Design and Implementation
Natasa Hoic-Bozic

Escaping the Comparison Trap.pdf
Escaping the Comparison Trap: Evaluating Online Learning on Its Own Terms
by John Sener

Establishing a Quality Review for Online Courses.pdf
Establishing a Quality Review for Online Courses
By Tracy Chao, Tami Saj, and Felicity Tessier

Evaluating the quality of e-learning at the degree level.pdf
Evaluating the quality of e-learning at the degree level in the student experience of blended learning
Paul Ginns and Rob A. Ellis

Face-to-face tutorials.pdf
Face-to-face tutorials: The views of postgraduate students and their tutors at the Hellenic Open University. The case of postgraduate course on "Open and Distance Education" at the Hellenic Open University.

From strategic planning to meaningful learning.pdf
From strategic planning to meaningful learning: diverse perspectives on the development of web-based teaching and learning in higher education
Erika Löfström and Anne Nevgi

Garrison & Anderson (2003).pdf
E-Learning in the 21st century – a framework for research and practice
D. R. Garrison, T. Anderson

Getting_started_with_blended_learning_guide.pdf
Getting started with blended learning
Debra Bath and John Bourke

graham_intro_Blended_learning.pdf
INTRODUCTION TO BLENDED LEARNING
Charles R. Graham

Hellenic Open University student views.pdf
Hellenic Open University student views on Supplementary Digitized Educational Material
Vassilia Hatzinikita, Athanasios Katsis, Konstantinos Petrogiannis

IEEE_Transactions_on_Education_Antonis_et_al_2011_published.pdf
Evaluation of the Effectiveness of a Web-Based Learning Design for Adult Computer

Science Courses
Konstantinos Antonis, Thanasis Daradoumis, Spyros Papadakis, and Christos Simos

Knowledge sharing in Immersive CoP.pdf
Emerald Article: Knowledge sharing in immersive virtual communities of practice
Grzegorz Majewski, Abel Usoro, Imran Khan

Learning Design Implementation for Distance e Learning.docx
Learning Design Implementation for Distance e-Learning: Blending Rapid e-Learning Techniques with Activity-based Pedagogies to Design and Implement a Socio-constructivist Environment
Mohammad Issack Santally, Yousra Rajabalee, Dorothy Cooshna-Naik, Virtual Centre for Innovative Learning Technologies, University of Mauritius, Mauritius

Learning From Focus Groups.pdf
Learning From Focus Groups: An Examination of Blended Learning
Curtis J. Bonk, Tatana M. Olson, Robert A. Wisher, and Kara L. Orvis

Learning in virtual worlds.pdf
Learning in virtual worlds: Using communities ofpractice to explain how people learn from play
Martin Oliver and Diane Carr

List of References BLQ.doc

LLP-LdV-TOI-2007-IT-197 Blended learning transfer.mht

MINERVA B-Learn Deliv-2.3.pdf
B-Learn – Assisting teachers of traditional universities in designing blended learning
Cecilie Hansen, Jyri Manninen, Saima Tiirmaa-Oras in 2006

Minimum Indicators to Assure Quality of LMS-supported Blended Learning.pdf
Minimum Indicators to Assure Quality of LMS-supported Blended Learning
Robert A. Ellis, Rafael A. Calvo

Multi-dimensional studentsÆ evaluation of e-learning systems.pdf
Multi-dimensional students' evaluation of e-learning systems in the higher education context: An empirical investigation
Sevgi Ozkan, Refika Koseler

Online Collaboration Principles.pdf
ONLINE COLLABORATION PRINCIPLES
D. R. Garrison

Open Education Vol 6 Greek Language.pdf
Assessment and Evaluation of educational organisms and institutions, the systemic theory

and the Greek Open University (Greek Language)

Ξανθή Χουλιάρα

📄 Pedagogical and Design Aspects of Blended Learning.pdf

Pedagogical and Design Aspects of a Blended Learning Course

Karen Precel, Yoram Eshet-Alkalai and Yael Alberton

📄 Quality assurance and e-learning.pdf

Quality assurance and e-learning: blue skies and pragmatism

Ron Oliver

📄 Quality in blended learning.pdf

Quality in blended learning: Exploring the relationships betweenon -line and face-to-face teaching and learning

Paul Ginns, Robert Ellis

📄 QUALITY OF BLENDED LEARNING WITHIN THE SCOPE OF THE BOLOGNA.pdf

QUALITY OF BLENDED LEARNING WITHIN THE SCOPE OF THE BOLOGNA PROCESS

Angélica Monteiro, Carlinda Leite and Lurdes Lima2

📄 Reflections On The Use Of Blended Learning.pdf

Reflections On The Use Of Blended Learning

Aleksej Heinze, Chris Procter,

📄 Research and Development in Higher Education.pdf

Research and Development in Higher Education: Reshaping Higher Education

Volume 33

Refereed papers from the 33rd HERDSA Annual International Conference

📄 Research in online and blended learning.pdf

Research in online and blended learning in the business disciplines: Key findings and possible future directions

J.B. Arbaugh, Michael R. Godfrey, Marianne Johnson, Birgit Leisen Pollack, Bruce Niendorf, William Wresch

📄 research_agenda_for_online_collaborative_learning.pdf

MURDOCH RESEARCH REPOSITORY

A development research agenda for online collaborative learning.

Reeves, T.C., Herrington, J. and Oliver, R. (2004)

📄 Researching the community of inquiry framework.pdf

Researching the community of inquiry framework: Review, issues, and future directions

D. Randy Garrison, J.B. Arbaugh

second life - cop.pdf
Using Second Live in Programming's Communities of Praxis
Michaela Esteves, Ricardo Antunes, Benjamin Fonseca, Leonel Morgado, Paolo Martins

Situational Learning Environments for e-Learning.pdf
Situational Learning Environments for e-Learning (in Greek Language)
Σοφός Αλιβίζος1

social constructivist framework for distance education.pdf
Learning in the zone: A social constructivist framework for distance education in a 3-dimensional virtual world
Stephen Bronack, Richard Riedl & John Tashner

Student perceptions of collaborative learning.pdf
Student perceptions of collaborative learning, social presence and satisfaction in a blended learning environment: Relationships and critical factors
Hyo-Jeong So, Thomas A. Brush

Success factors for blended learning stacey.pdf
Success factors for blended learning
Elizabeth Stacey, Philippa Gerbic

Teaching and Learning in Higher Education.pdf
The Future of Online Teaching and Learning in Higher Education
By Kyong-Jee Kim and Curtis J. Bonk

Teleconference in support of distance learning.pdf
Teleconference in support of distance learning: Views of educators
Christos Panagiotakopoulos, T. Tsiatsos, Antonis Lionarakis, Nikolaos Tzanakos

The Emergence of a Blended Online Learning Environment.pdf
The Emergence of a Blended Online Learning Environment
Michael Power

The structuration of blended learning.pdf
The structuration of blended learning: putting holistic design principles into practice
Mark Stubbs, Ian Martin, and Lewis Endlar

Transforming-02.pdf
Transforming higher education Through Technology-enhanced learning
EditEd by Terry Mayes, Derek Morrison, Harvey Mellar, Peter Bullen and Martin Oliver

Using blended learning to increase learners support.pdf
Using blended learning to increase learner support and improve retention
Gwyneth Hughes

Utilizing and evaluating the virtual world of Second Life.pdf

Utilizing and evaluating the virtual world of Second Life for collaborative learning activities: A primary case study

Nikolaos Pellas, Ioannis Kazanidis

Virtual Worlds and Communities of Practice.pdf

Virtual Worlds for Organization Learning and Communities of Practice

C. Candace Chou

virtual worlds usage in education.pdf

A taxonomy of virtual worlds usage in education

Ishbel Duncan, Alan Miller and Shangyi Jiang

warburton- sl in higher edu - bjet 2009.pdf

Second Life in higher education: Assessing the potential for and the barriers to deploying virtual worlds in learning and teaching

Steven Warburton

What are the learning affordances of 3-D virtual environments.pdf

What are the learning affordances of 3-D virtual environments?

Barney Dalgarno and Mark J. W. Lee

What campus-based students think about the quality.pdf

What campus-based students think about the quality and benefits of e-learning

Fiona Concannon, Antoinette Flynn and Mark Campbell

What kind of Haptic devices and applications.pdf

What kind of Haptic devices and applications are needed in education? Requirements, Specifications and hands-on experience derived from an IST project (in Greek language)

S. P. Christodoulou, D. M. Garyfallidou, G. S. Ioannidis, T. S. Papatheodorou, E. A. Stathi

WhitePaper_BlendLearn.pdf

BLENDED LEARNING OPPORTUNITIES

Allison Rossett and Rebecca Vaughan Frazee

Who is responsible for eLearning Success in Higher Education.pdf

Who is responsible for E-Learning Success in Higher Education? A Stakeholders' Analysis

Nicole Wagner, Khaled Hassanein and Milena Head

Why virtual worlds can matter.pdf

Why virtual worlds can matter

Douglas Thomas, John Seely Brown

15. Used Literature[23]

15.1. Internet Sources

Blended Learning | Donnell-Kay Foundation http://www.dkfoundation.org/our-work/blended-learning. [2014/01/2014]

Blended Learning Design, http://www.agilantlearning.com/pdf/Blended%20Learning%20Design.pdf, [2014/01/19]

Blended Learning Network, http://www.blended-learning-network.eu/network/de/12_schritte.php [2014/01/26]

BLENDED LEARNING SYSTEMS
http://media.kenanaonline.com/files/0036/36463/BLENDED%20LEARNING%20SYSTEMS.pdf [2014/01/19]

Blended Learning, http://facilitateadultlearning.pbworks.com/f/blendedlearning.pdf . [2014/01/19]

Blended Learning: Uncovering Its Transformative Potential in Higher Education.
http://www.sciencedirect.com/science/article/pii/S1096751604000156 [2014/01/19]

Blended Learning: Werkstattheft Hochschule Luzern
http://www.hslu.ch/download/s/interact/BlendedLearning.pdf [2014/01/26]

Chaney, B; Eddy, J; Dorman, S; Glessner, L; Green, L; Lara-Alecio, R: A Primer on Quality Indicators of Distance Education; University of North Carolina Greensboro; 2007
http://www.uncg.edu/oao/PDF/Chaney%20A%20Primer%20HPP.pdf [2014/01/20)

Dahinden, M, Faessler, L: ETH Zurich. MONITORING BLENDED LEARNING ENVIRONMENTS BASED ON PERFORMANCE DATA, http://www.cta.ethz.ch/publikationen/pdf/11_iadis_rom_dahinden [2014/01/18]

Daniel, J: Will Higher Education Split?
http://www.col.org/resources/speeches/2011presentation/Pages/2011-03-08.aspx [2014/01/18]

Davis, B.G:Tools for teaching (Second Edition), San Francisco: Jossey-Bass, 2009
https://www.cmu.edu/teaching/index.html [2014/01/20]

Enhancing the Quality of Student Blended Learning through Integrative Formative Assessment Methods.
http://www.heacademy.ac.uk/events/detail/2012/seminars/themes/tw036_huddersfield [2014/01/18]

Evaluating the Quality of E-Learning at the Degree Level in the Student Experience of Blended Learning - Ginns - 2008 - British Journal of Educational Technology - Wiley Online Library.
http://onlinelibrary.wiley.com/doi/10.1111/j.1467-
8535.2008.00861.x/abstract;jsessionid=CEA8889DD33FD657F03390B11B027598.f01t03?deniedAccessCust
omisedMessage=&userIsAuthenticated=false . [2014/01/19]

Jean-François, E: Transcultural Blended Learning and Teaching in Postsecondary Education. Hershey, Pa.: Information Science Reference, 2013.

JOLT - Journal of Online Learning and Teaching. http://jolt.merlot.org/vol9no2/poon_0613.htm [2014/01/18]

---

[23] Literature List created with ZOTERO (http://www.zotero.org/)

Kaiser, S: "Blended Learning – Klassischer Aufbau in Stichpunkten | Blended Learning, Präsenzphase, Selbstlernphase, Lernen 2.0 - LernenZweiNull.de."
http://lernenzweinull.de/2010/01/11/blended-learning-klassischer-aufbau-in-stichpunkten/. [2014/26/01]

learning.http://www.westga.edu/~distance/ojdla/spring141/shelton141.html [2014/01/07]

MacDonald, J: Blended Learning and Online Tutoring: A Good Practice Guide (Paperback); Gower, 2006

Maintaining Quality in Blended Learning: From Classroom Assessment to Impact Evaluation
EDUCAUSE http://www.educause.edu/library/resources/maintaining-quality-blended-learning-classroom-assessment-impact-evaluation [2014/01/18]

Merkt, M: E-Didakt | Qualität Und Qualitätskriterien Für eLearning-Angebote. http://www.zhw.uni-hamburg.de/edidakt/modul/nonflash/index.php?id=46&open=46 [2014/01/26]

Meyer, K. A. Quality in distance education: Focus on on-line

Pankin J, Roberts J, Savio M: Blended Learning at MIT, MIT 2012,
http://web.mit.edu/training/trainers/resources/blended_learning_at_mit.pdf [2014/01/07]

Pankin, J, Roberts, J, Savio, M: Blended Learning at MIT
http://web.mit.edu/training/trainers/resources/blended_learning_at_mit.pdf [2014/01/07]

Qualität in Virtuellen Lernumgebungen http://www.ifel.ch/de/qualitaet-virtuelle-lernumgebungen [2014/01/26]

Qualitätskriterien für Blended-Learning-Programme (BLEP)
http://www.edumedia-online.eu/bbmedia/pdf/Qualit%C3%A4tskriterien%20BLEP%20(1)%2007-01-13.pdf [2014/01/26]

Quality Matters :: BGSU :: Center for Online and Blended Learning
http://cobl.bgsu.edu/QualityMatters.php [2014/01/18]

Quality Matters in K12 Online and Blended Learning - Getting Smart by Guest Author - FLVS, iNACOL, K-12, K-12 Virtual Schools, Online Learning | Getting Smart.
http://gettingsmart.com/2013/12/quality-matters-k12-online-blended-learning-2/ [2014/01/18]

Shelton, K. A Review of Paradigms for Evaluating the Quality of Online Education Programs,
http://www.westga.edu/~distance/ojdla/spring141/shelton141.html [2014/01/07]

Smith, J.M., 2004, Blended Learning: An old friend gets a new name. Cited by Brian Kerr (Chair, Undergraduate Degree Programmes at Marine Institute, Memorial University of Newfoundland), in http://www.uwex.edu/disted/conference/Resource_library/proceedings/07_5220.pdf [2014/01/07]

Today's Blended Teacher: A MOOC Made for Community and Curation (BSN) | MOOC List.
http://www.mooc-list.com/course/today%E2%80%99s-blended-teacher-mooc-made-community-and-curation-bsn [2014/01/18]

What Campus-Based Students Think about the Quality and Benefits of E-Learning - Concannon - 2005 - British Journal of Educational Technology - Wiley Online Library."
http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8535.2005.00482.x/full [2014/01/19]

Wum-008-0011-2_blended_learning_42250.pdf.
http://www.wirtschaftsinformatik-archiv.de/pdf/wum-008-0011-2_blended_learning_42250.pdf [2014/26/01]

15.2. Literatur and Books

Allan, B: Blended Learning: Tools for Teaching and Training. London: Facet, 2007.

Anastasiades, P: Blended Learning Environments for Adults: Evaluations and Frameworks. Hershey, PA; Information Science Reference, 2012.

Bersin, J: The Blended Learning Book: Best Practices, Proven Methodologies and Lessons Learned; John Wiley & Sons, 2004.

Bonk, C, Ray, G, Ray, C: The Handbook of Blended Learning: Global Perspectives, Local Designs. San Francisco, California: Pfeiffer, 2006

Deutsch, Nellie. Instructor Experiences with Implementing Technology in Blended Learning Courses in Higher Education, CreateSpace Independent Publishing Platform, 2010.

Ellis, R. A. & Calvo, R. A. (2007). Minimum Indicators to Assure Quality of LMS-supported Blended Learning. Educational Technology & Society, 10 (2), 60-70 (2007)

Eugenia M. W. Comparative Blended Learning Practices and Environments. Hershey, PA: Information Science Reference, 2010.

Garrison, D. R, Vaughan, N: Blended Learning in Higher Education: Framework, Principles, and Guidelines. Kindle Edition, 2011.

Häfele, H, Maier-Häfele, K.: 101 e-Learning-Seminarmethoden Methoden und Strategien für die Online- und Blended-Learning-Seminarpraxis. Bonn, ManagerSeminare-Verl., 2012.

Hale, C (Edited by French, D): Blended Learning: An Ongoing Process For Internet Integration, Trafford Publishing, 2006.

Inoue, Y.: Cases on Online and Blended Learning Technologies in Higher Education Concepts and Practices, Hershey PA: Information Science Reference, 2010.

Keengwe, J, Onchwari, G, Oigara, J: Promoting Active Learning through the Flipped Classroom Model, IGI Global, 2014.

Kember, D, Ginns, P: Evaluating Teaching and Learning: A Practical Handbook for Colleges, Universities and the Scholarship of Teaching, 2012.

Kuhlmann, A: Innovative Lernsysteme: Kompetenzentwicklung mit Blended Learning und Social Software Praxisleitfaden für Entscheider und Projektverantwortliche. Berlin: Springer, 2008.

Latchem, C. R, Jung, I: Distance and Blended Learning: Opening up Asian Education and Training. London: Routledge, 2009.

Littlejohn, A., Pegler, C.: Preparing for Blended E-Learning: Understanding Blended and Online Learning (Connecting with E-Learning), Routledge, 2007

MacDonald, J. Blended Learning and Online Tutoring Planning Learner Support and Activity Design. Aldershot; Burlington, VT: Gower, 2008

Mackay, S, Stockport, G: "Blended Learning, Classroom and E-Learning." Business Review, Cambridge, 5:1, September 2006

Moriz, W: Blended learning: Entwicklung, Gestaltung, Betreuung und Evaluation von E-Learningunterstütztem Unterricht. Norderstedt: Books on Demand, 2008.

Ojstersek, N: Betreuungskonzepte beim blended learning: Gestaltung und Organisation tutorieller Betreuung. Waxmann, 2009.

Picciano, A,Dziuban, C, Graham, C: Blended Learning: Research Perspectives, Volume 2, 2013.

Reinmann-Rothmeier, G: Blended Learning in der Lehrerbildung: Grundlagen für die Konzeption innovativer Lernumgebungen. Lengerich [u.a.]: Pabst, 2005.

Rey, G: E-Learning. Theorien, Gestaltungsempfehlungen und Forschung, Huber, Bern, 2009.

Shank, P: The Online Learning Idea Book: 95 Proven Ways to Enhance Technology-Based and Blended Learning, Pfeiffer, 2009.

Sharma, P, Barrett, B: Blended Learning: Using Technology in and beyond the Language Classroom. Oxford: Macmillan education, 2007.

Shepherd, C: The Blended Learning Cookbook, lulu.com 2011.

Stacey, E, Gerbic, P: Effective Blended Learning Practices: Evidence-Based Perspectives in ICT-Facilitated Education. Hershey, PA: Information Science Reference, 2009.

Starenko, M: Reflections on Blended Learning: Rethinking the Classroom : Perspectives and Strategies from RIT Faculty on How to Leverage Online Technology to Increase Interaction and Engagement. Rochester, NY: Rochester Institute of Technology, Online Learning, 2008.

Stein, J, Graham, C: Essentials for Blended Learning, Routledge 20142

Strong, M: The Highly Qualified Teacher: What Is Teacher Quality and How Do We Measure It? Teachers College, Columbia University; 2011

Treumann, K, Ganguin, S, Arens, M: E-Learning in der beruflichen Bildung Qualitätskriterien aus der Perspektive lernender Subjekte. Wiesbaden: VS Verlag, 2012.

Walvoord, B. E: Assessment clear and simple: A practical guide for institutions, departments and general education. San Francisco: Jossey-Bass, 20102

Appendix

Keywords and search strategies

The Google web search was the basic search engine used for this research. Here is the list of used keywords:

- Blended Learning
- Blended Learning Quality
- Students' needs
- Distance Learning
- eLearning
- Quality issues in teaching
- Quality criteria in teaching
- Quality strategies
- Assessments

Book search

The research used also the digitized library available in Google Books in Google Books. Furthermore, the German and English offers of fitting books were checked (for example amazon.com, Buch.de and Libro Co).

Other search strategies

The references of available books were checked for authors and other fitting literature.