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# Essentials For Blended Learning: A Standards-Based Guide (Essentials Of Online Learning)



## Synopsis

Essentials for Blended Learning: A Standards-Based Guide provides a practical, streamlined approach for creating effective learning experiences by blending online activities and the best of face-to-face teaching. This guide is: Easy to use: Clear, jargon-free writing; illustrations; and references to online resources help readers understand concepts. Streamlined: A simple but effective design process focuses on creating manageable activities for the right environment. Practical: Real-world examples from different subject areas help teachers understand principles in context. Contemporary: The variety of modern, connected technologies covered in the guide addresses a range of teaching challenges. Forward-Looking: The approach bridges the gap between formal classroom learning and informal lifelong learning. Standards-based: Guidelines and standards are based on current research in the field, relevant learning theories, and practitioner experiences. Effective blended learning requires significant rethinking of teaching practices and a fundamental redesign of course structure. Essentials for Blended Learning: A Standards-Based Guide simplifies these difficult challenges without neglecting important opportunities to transform teaching. This guide is suitable for teachers in any content area. Please visit [www.essentialsforblended.com](http://www.essentialsforblended.com) for additional resources.

## Book Information

Series: Essentials of Online Learning

Paperback: 224 pages

Publisher: Routledge (December 18, 2013)

Language: English

ISBN-10: 0415636167

ISBN-13: 978-0415636162

Product Dimensions: 6.9 x 0.6 x 9.9 inches

Shipping Weight: 1 pounds (View shipping rates and policies)

Average Customer Review: 5.0 out of 5 stars Â Â See all reviews Â (3 customer reviews)

Best Sellers Rank: #577,989 in Books (See Top 100 in Books) #145 in Â Books > Education & Teaching > Schools & Teaching > Distance & Online Learning #333 in Â Books > Education & Teaching > Schools & Teaching > Computers & Technology #816 in Â Books > Textbooks > Education > Administration

## Customer Reviews

If a sufficient number of online activities are incorporated in the course design, then even though the

school catalogue does not list a course as blended, students will receive a blended learning experience. Consequently *Essentials for Blended Learning: A Standards-Based Approach* will provide important insights for blended as well as many courses categorized as onsite. Online instructors may also find helpful information in this book. A blended class must be a work in progress throughout the entire semester in order to obtain the greatest benefit from the onsite as well as online components. Authors Stein and Graham recommend development of a single prototype lesson after learning outcomes, assessments, and a few learning activities have been identified. Using this framework as the basis for each lesson will give the course necessary consistency. As the instructor evaluates the effectiveness of each successive lesson it may become apparent that a small contingent of students are not as technically savvy as their classmates. Consequently including too many sophisticated online activities will jeopardize these students' prospects for a good learning outcome, so for example, an overly complicated assessment planned at the beginning of the semester might be scaled back or dropped. Opportunities for field trips, guest speakers and inclusion of materials discovered by students should also be welcomed and not dismissed as disruptions to the original course design. This book also introduced several brilliant teaching techniques such as taking an instant poll (using clickers, cell phone or discrete hand signals) to determine whether the class can answer a challenging question from assigned readings.

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