MAXIMIZING *(the blend of)*
VIRTUAL AND LIVE LEARNING ENVIRONMENTS

The influence of technology in our society has rapidly made its way into education. No longer is the only or best option for learning in the lecture hall. Faculty agility in navigating new modes of education is important to support both a successful career and the future of any organization.

QUESTIONS TO ASK
As You Navigate a Blended Learning Environment

What OUTCOMES are necessary?
- » Concepts
- » Skills
- » Behaviors

How will these OUTCOMES be demonstrated?
- » Assessments
- » Tasks
- » Decision-making

What are the learning EXPERIENCES and INSTRUCTION?
- » Knowledge transfer
- » Exam review
- » Simulation
- » Case-based learning

What is the learning SPACES plan?
- » Virtual or live learning
- » Synchronous or asynchronous learning
- » Modified classroom
- » Simulation lab

Unwilling to wait for webpages to load

*You probably didn't set out to be an online teacher. In fact, **91% of academics prefer to teach in person.***

*However, with 1/3 of college students taking at least one online course, it is **likely you will need to teach in the virtual environment** sometime in your career.*

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THE RISE OF **M-LEARNERS** (mobile learners)

Technology is reshaping our lives. We stream entertainment and television on demand, no longer waiting for a new season or the next show. We order groceries, prescriptions—almost anything—online and can schedule repeat orders with a click of a button. Phones place a camera, video capture, and recording system in the hands of everyone (not to mention, an alarm clock, pedometer, calories calculator, and more).

Learners who have grown up with this technology at their fingertips have a different outlook on the learning environment than prior generations. **Before you can teach to this new age of learner, you must first understand them.**

Habits of M-Learners

M-learners are used to getting information instantly via their mobile devices—and they quickly lose interest if it doesn't appear within 10 seconds. They are practiced task-switchers, not multitaskers, and quickly jump between activities (such as learning and personal communication); however, this may affect performance. They are also comfortable starting something on one device and transitioning to another to finish it, making decisions about device use based on convenience, mobility, screen or keyboard size, and viewing needs.

Always connected, no matter the location

Watch online videos frequently

Seek seating locations based on power outlets/chargers

Quickly switch from device to device, or jump from topic to topic.

"Snack" on content *(e.g., short boosts of activity)* throughout the day

Because m-learners are so connected to technology, they can be easily distracted by it.

Faculty must discover **new ways to keep students engaged** throughout the learning experience. Further educational research is needed on digital learner behaviors, distracted learning, and effective m-learning.

86^x

Users ages 18-24 *(your students!)* *look at their phones* **86 times a day ...** *that's a lot of distractions.*

Additional Resources

US Edition, Deloitte Global Mobile Consumer Study, 2017

Pomerantz, J., & Brooks, D. C. (2017) ECAR study of faculty and information technology, 2017. Research report. Louisville, CO: ECAR

Bellur, S., Nowak, K.L., & Hull, K.S. (2015). Make it our time: In class multitaskers have lower academic performance. *Computers in Human Behavior,* 53:63-70.

Gutierrez, K. (2014). Mobile usage habits of today's corporate learner. SHIFT eLearning. Retrieved from https://www.shiftelearning.com/blog/bid/346755/Mobile-Usage-Habits-of-Today-s-Corporate-Learner

Ginder, S.A., Kelly-Reid, J.E., & Mann, F.B. (2018). Enrollment and Employees in Postsecondary Institutions, Fall 2017; and Financial Statistics and Academic Libraries, Fiscal Year 2017: First Look (Provisional Data) (NCES 2019- 021rev). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from http://nces.ed.gov/pubsearch.