

## Blended Learning Uncovering Its Transformative Potential

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Abstract. The purpose of this paper is to provide a discussion of the transformative potential of blended learning in the context of the challenges facing higher education. Based upon a description of blended learning, its potential to support deep and meaningful learning is discussed. From here, a shift to the need to rethink and restructure the learning experience occurs and its transformative potential is analyzed.

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From here, a shift to the need to rethink and restructure the learning experience occurs and its transformative potential is analyzed. Finally, administrative and leadership issues are addressed ...

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Blended learning: Uncovering its transformative potential in higher education. D. Randy Garrison\*, Heather Kanuka. Learning Commons, Room 525, Biological Sciences Building, University of Calgary, 2500 University Drive NW, Calgary, Alberta, Canada T2N 1N4 Received 19 December 2003; accepted 13 February 2004. Abstract The purpose of this paper is to provide a discussion of the transformative potential of blended learning in the context of the challenges facing higher education.

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The purpose of this paper is to provide a discussion of the transformative potential of blended learning in the context of the challenges facing higher education. Based upon a description of blended learning, its potential to support deep and meaningful learning is discussed. From here, a shift to the need to rethink and restructure the learning experience occurs and its transformative potential is analyzed.

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The purpose of this paper is to provide a discussion of the transformative potential of blended learning in the context of the challenges facing higher education. [...] The conclusion is that blended learning is consistent with the values of traditional higher education institutions and has the proven potential to enhance both the effectiveness and efficiency of meaningful learning experiences.

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To foster this, a Blended-Learning course following the Inverted Classroom (IC) model as part of the faculty development curriculum has been developed. An initial 10-day E-Learning phase was based on the following six modules: E-Learning and Blended-Learning basics, Learning Management Systems, Virtual Patients, educational videos, the IC model and other E-Learning methods. In the following half-day face-to-face workshop the course participants applied their knowledge to common teaching ...

*Garrison, D. R., & Kanuka, H. (2004). Blended Learning ...*

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Blended Learning in Teacher Education: Uncovering its Transformative Potential for Teacher Preparation Programs. Jackie HeeYoung Kim (Armstrong State University, USA), Danilo M. Baylen (University of West Georgia, USA), Amy Leh (California State University San Bernardino, USA) and Lijia Lin (East China Normal University, China) Source Title: Handbook of Research on Enhancing Teacher Education with Advanced Instructional Technologies.

*Blended Learning in Teacher Education: Uncovering its ...*

There are various definitions of the term "blended learning". It is fairly common, as Garrison and Kanuka (2004) suggest, to consider that "At its simplest, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences" [1]. Blended learning approaches are often considered as a continuum, ranging from mainly face-to-face activity with fairly limited use of technology to the delivery

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The use of technology in the corporate setting has led to an increased preference for blended learning techniques. Blended learning streamlines the training process, and gives the ability to deliver engaging training to a large number of learners, all over the world - i.e. it enables a wider reach. For learners, a blended learning approach means that they can access training resources outside scheduled face-to-face training sessions.

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