Table of Contents

Preface .................................................................................................................................................. xx

Foreword by Charles R. Graham ........................................................................................................ xxix

Foreword by Beverly B. Ray ................................................................................................................ xxx

Acknowledgment .................................................................................................................................. xxxii

Section 1
Blended Education: Trends, Design, and Development

Chapter 1
Trends of Blended Learning in K-12 Schools: Challenges and Possibilities ...................................... 1
   Alex Kumi-Yeboah, Dalton State College, USA
   Patriann Smith, University of Illinois – Urban-Champaign, USA

Chapter 2
   Kwesi Tandoh, Ball State University, USA
   Nidia Flis, Ball State University, USA
   Joseph Blankson, Ohio Northern University, USA

Chapter 3
Blended Instruction: Helping Meet Some Academic Challenges for Nontraditional Higher Education Students ................................................................. 28
   Sue C. Evans, Austin Peay State University, USA

Chapter 4
Designing Quality Blended Courses ................................................................................................. 43
   Amy M. Grincewicz, College of Mount St. Joseph, USA
Chapter 5
A Framework for Promoting Complex Learning in a Blended Learning Environment ....................... 56
   Jill E. Stefaniak, Old Dominion University, USA

Chapter 6
Blended Learning: An Opportunity for Integration or Variation?.......................................................... 69
   David Starr-Glass, University of New York Prague, Czech Republic

Section 2
Innovative Strategies in Blended Education

Chapter 7
The Flipped Approach: Past Research, Practical Applications, and Experiences in K-12 Science and Math Classrooms ......................................................................................................................... 91
   Meghan Bagby, Tremont High School, USA

Chapter 8
Blending Face-to-Face and Technology: Implementing Flipped K-12 Classrooms ............................... 105
   Philip G. Pulley, Fieldcrest High School, USA

Chapter 9
Student-Driven Education with Flipped Learning and 20-Time............................................................ 120
   Thomas F. Driscoll, Putnam High School, USA
   Katherine A. Petty, Trabuco Hills High School, USA

Chapter 10
Flipping the College Classroom: Participatory Learning, Technology, and Design ....................... 137
   Heather Hughes, Pennsylvania State University, USA

Chapter 11
Hybrid Courses with Flexible Participation: The HyFlex Course Design....................................... 153
   Brian Beatty, San Francisco State University, USA

Chapter 12
Using Blended Principles to Bridge the Gap between Online and On-Campus Courses .................. 178
   Panagiota Gounari, University of Massachusetts–Boston, USA
   Apostolos Koutropoulos, University of Massachusetts–Boston, USA
Section 3 
Best Practices in K-20 Blended Education 

Chapter 13 
Applying the Seven Principles for Good Practice in Undergraduate Education to Blended Learning Environments ................................................................. 192

Stephanie Babb, University of Houston– Downtown, USA 
Cindy Stewart, University of Houston– Downtown, USA 
Ruth Johnson, University of Houston– Downtown, USA 

Chapter 14 
Engaging Students in Large Classes through the Use of Blended Learning Instructional Strategies (BLIS) ........................................................................................................... 213

Raymond W. Francis, Central Michigan University, USA 
Mary Jo Davis, Central Michigan University, USA 
Jon Humiston, Central Michigan University, USA 

Chapter 15 
Blended Learning to Support Alternative Teacher Certification ........................................................................... 225

Anika Ball Anthony, The Ohio State University, USA 
Belinda G. Gimbert, The Ohio State University, USA 
Rebecca A. Parker, The Ohio State University, USA 

Section 4 
Practical Applications and Student Outcomes in K-20 Blended Education 

Chapter 16 
The Teacher’s Role in the Blended Classroom ... Or When 1 + 1 > 2 ................................................................. 239

Morten Fahlvik, itslearning, Norway 

Chapter 17 
Fantasy Workshop: Active Use of a Learning Management System (LMS) as an Approach to Blended Learning ........................................................................................................... 249

Marit Grande Haugdal, Hunn Elementary School, Norway 
Hilde Sundfaer, Âsveien Elementary School, Norway 

Chapter 18 
A Blended Approach to Canadian First Nations Education: The SCcyber E-Learning Community. 261

Norman Vaughan, Mount Royal University, Canada 
Neepin Auger, Mount Royal University, Canada 
Martin Sacher, SCcyber E-Learning Community, Canada 
Mavis Sacher, SCcyber E-Learning Community, Canada
Chapter 19
Creating Dialogical Spaces in Blended Environments: A Case Study of Classroom Design in Two English Literature Courses
Kristin C. Ross, Troy University–Dothan, USA

Chapter 20
Innovations in Blended-Learning: Promoting Proficiency in Reading Comprehension among Students with Dyslexia
Edith Gotesman, Ashkelon Academic College, Israel
Miri Krisi, Ashkelon Academic College, Israel

Chapter 21
Online Homework and Correlated Success in University Mathematics Courses: A Longitudinal Study
Stephen W. Kuhn, University of Tennessee–Chattanooga, USA
Sandy W. Watson, University of Tennessee–Chattanooga, USA
Terry J. Walters, University of Tennessee–Chattanooga, USA

Chapter 22
A Blended Course to Teach Graphical Programming Using LabVIEW
Yücel Uğurlu, Aoyama Gakuin University, Japan

Chapter 23
Blended Learning Support for Undergraduate Students’ Research and Writing Skills Development
Asako Yoshida, University of Manitoba, Canada

Chapter 24
A Skype-Buddy Model for Blended Learning
Carmen E. Macharaschwili, Indiana University – Bloomington, USA
Linda Skidmore Coggin, Indiana University – Bloomington, USA

Chapter 25
Blended Learning Experience of Graduate Students
Wafa Hozien, Virginia State University, USA

Chapter 26
Key Factors for Maximizing the Effectiveness of Blended E-Learning: The Outcome of the Internal Evaluation of a Distance Education Program for Adult Learning in Greece
Maria Pavlis-Korres, General Secretariat for Lifelong Learning, Greece & University of Alcalá, Spain

Compilation of References

About the Contributors

Index