This blended learning classroom (BLC) case study identifies and describes successful procedures and methodologies that widen the use of online tools in virtual environments. It provides a systematic and organized access to the plethora of free social software available online for the development of collaborative learning activities. The goal of this particular BLC professional development activity was to offer a face-to-face group of English teachers in Venezuela the opportunity to meet members of an international community of practice (CoP) and together review a packaged learning course material online. Blended technology, the mix and match of available tools, served to display the wide use of resources and each person’s skills. By exploring online tools, participants gained an opportunity for learning about both educational theory and the use of technology. The experience described here shows a prototype of future pathways towards educational content use and development.

This chapter describes a spontaneous collaborative learning activity initiated by members of a virtual community of learners involved in the exploration of online tools for English language instruction. The procedures followed to carry this teacher training experience were instrumental to the thorough review of pedagogical theory that took place in terms of their applicability and suitability as technology enhanced learning approaches. This chapter addresses the following achievements:

- The blended course creates and facilitates expansive discussion of content adaptation for online delivery, aiding learners to become producers of knowledge while gaining functional computer skills.
- A North American educational curriculum served to highlight constructivist learning among English language teachers within a virtual environment, showing that a culture bound pedagogical content holds relevance in international online settings.
The Blended Learning Classroom

- This project showed a great potential, moving from the predictive review of established curriculum to offering educators an invigorating international instructional approach to professional development.
- The blended learning experience offers a glimpse at future educational trends in which learning materials are easily available from unlimited knowledge repositories and spontaneously used in virtual settings.

A review of educational theory and socio ecological models of teaching in virtual environments leads our description of a blended learning experience. Procedures are offered, used by members of a virtual community of English teachers and a group of teachers in a computer laboratory in Venezuela to meet online weekly for 13 weeks for the review of an educational curriculum. The learner-based approach to teaching and learning described here served to expand the limits of online tools and the application of existing educational materials beyond traditional methods as they held relevance in a virtual classroom.

This chapter describes a blended learning activity in which volunteers from distant countries and time zones gathered weekly for an hour in a virtual classroom to examine an educational unit from a pre-packaged K-12 teacher-training course. The group’s weekly meetings are examined, illustrating how “The Learning Classroom: Theory and Practice” course materials gave structure and content to the teacher training, facilitating both substantial review of materials, and examination of its relevance to language teaching for adults. In this 13-week peer mentoring learning experience members of an international online community of practice (CoP) located at various places around the world joined a face-to-face group of English language teachers in Venezuela in a virtual classroom for the examination of the curriculum and exposure to online tools. This blended synchronous approach to joining online and face-to-face participants also served to build delivery skills and teaching styles in a virtual classroom environment.

A socio-ecological model examines the context in which a homogeneous language is instrumental to representation and interaction in virtual learning experiences. The socioconstructive application of technical skills was a source of support for teachers and a major asset. Modeling from experienced peers was also crucial for success in the virtual environment. Online interaction strengthened the virtual CoP and showed how multivalent representations of this international aggregate of educators achieved diversity in an era of supposed digital homogenization.

The applied nature of the blended experience is evidence of the depth of applicability and relevance of technology enhanced learning applications available to educators online. In addition to the technological challenges of gaining distinct skill sets for online interaction, the added face-to-face group served to validate the boundaries of meaning and the suitability of the curriculum explored in the virtual classroom. Hence, the blended learning experience offers a unique experience facilitated by a constructivistic approach to teaching and learning beyond geographical confines.

A SOCIO-ECOLOGICAL APPROACH TO EDUCATION

This online “blended” learning experience follows along the lines of the “socio-ecological field theory” attributed to Bronfenbrenner (1979), “constructivism” to Vygotsky (1978), and called “Situated Learning” by Herrington and Oliver (1995). These approaches share three common elements: the agent, the interaction, and the context in which action takes place. Our approach also integrates a critical pedagogy (Fassett & Warren, 2007) by promoting the exploring of how the educational content was relevant to each participant. A central element in this socio-ecological model
Related Content

Teacher Education in Online Contexts: Course Design and Learning Experiences to Facilitate Literacy Instruction for Teacher Candidates
[www.igi-global.com/chapter/teacher-education-online-contexts/67979?camid=4v1a](www.igi-global.com/chapter/teacher-education-online-contexts/67979?camid=4v1a)

The Impacts of Distance Interactivity on Learners’ Achievements in Online Mobile Language Learning: Social Software and Participatory Learning
[www.igi-global.com/article/the-impacts-of-distance-interactivity-on-learners-achievements-in-online-mobile-language-learning/126931?camid=4v1a](www.igi-global.com/article/the-impacts-of-distance-interactivity-on-learners-achievements-in-online-mobile-language-learning/126931?camid=4v1a)

Computer-Aided Personalised System of Instruction for Teaching Mathematics in an Online Learning Environment
[www.igi-global.com/chapter/computer-aided-personalised-system-instruction/29654?camid=4v1a](www.igi-global.com/chapter/computer-aided-personalised-system-instruction/29654?camid=4v1a)

Role Adjustment for Learners in an Online Community of Inquiry: Identifying the Challenges of Incoming Online Learners
[www.igi-global.com/article/role-adjustment-learners-online-community/2976?camid=4v1a](www.igi-global.com/article/role-adjustment-learners-online-community/2976?camid=4v1a)