



# Blended Learning

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# Objectives

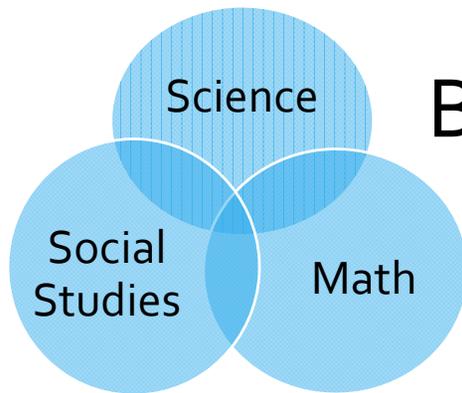
- Establish the connections between HSE exam skills and multiple disciplines.
- Analyze the blending process to produce a cohesive lesson.
- Identify strategies or methods applicable to your classroom.
- Create an outline for a blended lesson.

## The “Big Ideas”



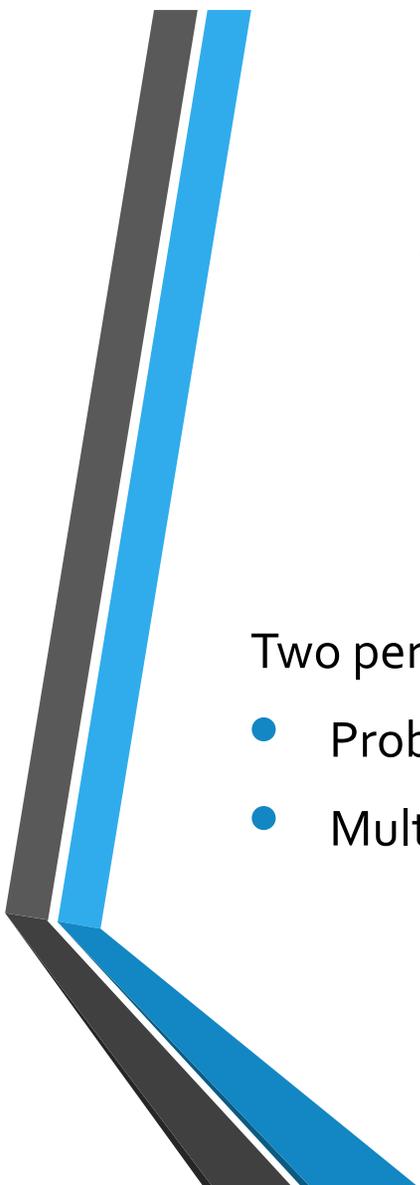
- Big ideas are carefully selected objectives, rules, and strategies that facilitate the broadest acquisition of knowledge.

Coyne, M., Kame'ennui, E., & Carnine, D. (2011)



## Blended Learning

- Blended learning around a big idea is multidisciplinary.
- The lesson is purposely blended around a big idea.
- Blending gives a deeper perspective of the big idea.
- Blending addresses multiple skills needed for education and life.



# What does a blended lesson look like?

Two perspectives

- Problem – Solution – Effect
- Multiple perspectives

# Problem – Solution - Effect

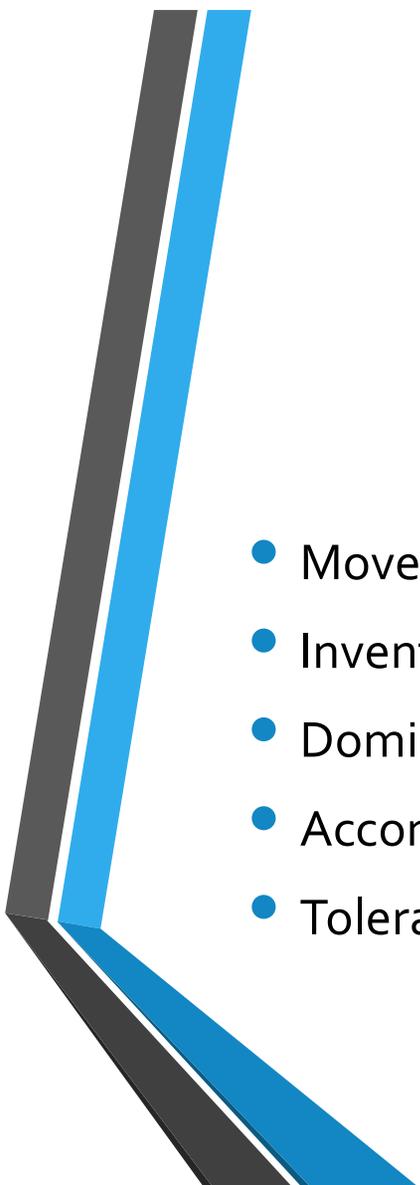
- Problems – can be generally classified into economic or human rights issues.
- Solutions – fall into one of five categories:
  - Move
  - Invent
  - Dominate
  - Accommodate
  - Tolerate
- Effect – the consequences of the solution



# Multiple Perspectives



- World War II
- Social Studies – contains both economic and human rights issues
- Science – time of advancement in physics and engineering
- Mathematics – great economic gains for businesses and job creation



## Part I – Social Studies

Teach using the problem, solution, effect method

- Move – Jewish people tried to flee from Germany.
- Invent – New technology developed by countries to win war.
- Dominate – Hitler’s plan to create the Arian race.
- Accommodate – By tolerating Hitler, Europe hoped to avoid war.
- Tolerate – Europe tolerated Hitler’s first acquisitions.

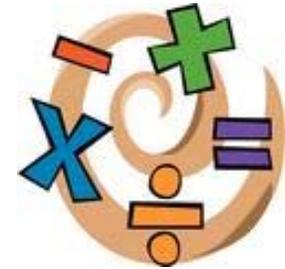
# Part II - Science

## Technology

- Problems to be solved:
  - How to build large amounts of equipment necessary for war.
  - How to transport troops and equipment to other parts of the war.
- Results
  - Multiple plane designs.
  - Advances in assembly line techniques.

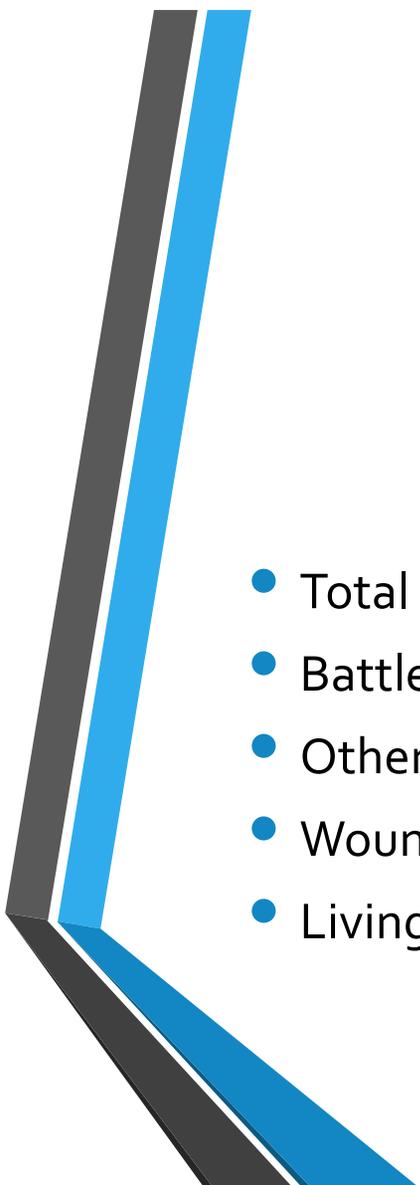


## Part III - Mathematics



Select a Skill or Perspective

- Use real-world figures when available.
- Allow students to hypothesize how one economic aspect affects another.
- Allow students to explain in mathematical language how they reached an answer.



# Statistics

## World War II

● Total service members	16,112,566
● Battle deaths	291,557
● Other deaths	113,842
● Wounded	671,846
● Living Veterans (2002)	4,762,000

Department of Defense & Veterans Administration

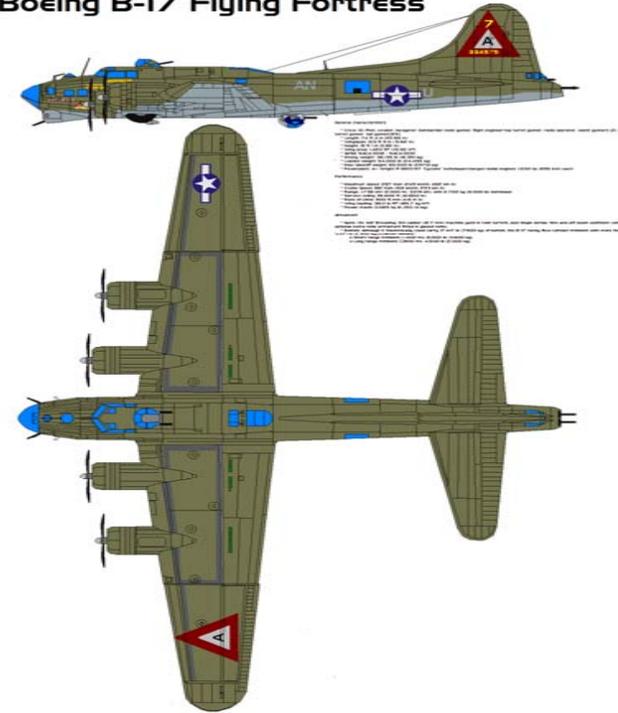
# Cost Analysis

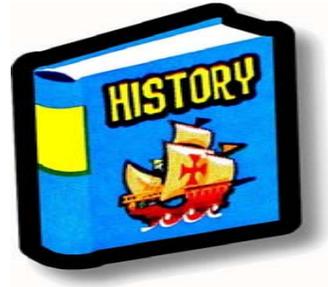
## Airplane Manufacturing Costs

- Boeing B-17 \$301,221
- N. American P-51 \$ 58,698
- PT- 19, 26 \$ 9,710
- Northrup P-61 \$649,584

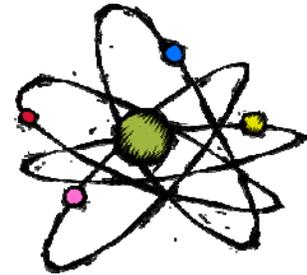
By the end of WWII: \$199,598

Boeing B-17 Flying Fortress





## Blending



- There is no single method.
- Consider beginning from an initial perspective where you want to place the most emphasis.



# References

- [www.teachervision.com](http://www.teachervision.com) (2002)
- [www.BrightHub.com](http://www.BrightHub.com)
- Coyne, D., Kame'enui, E. & Carnine, D., (2011) *Effective Teaching Strategies that Accommodate Diverse Learners*, Pearson: Boston