



Blended Learning: Research Perspectives

Edited by Anthony G. Picciano and Charles D. Dziuban

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This book emerged from a series of blended learning workshops, sponsored by the Alfred P. Sloan Foundation in 2004 and 2005 at the University of Illinois-Chicago (UIC). Thirty professional educators with online learning experience were invited to share their expertise in blended learning and to develop a national perspective. The planning committee of individuals associated with the Sloan-C Consortium developed an agenda in 2004 that focused on the definitions, types, and nature of blended learning. In 2005, the committee established working groups to discuss institutional perspectives, best practices, and research. The research group consisted of 10 members, who were published authors and researchers in the field of online learning, and who had begun studies of or were contemplating research on blended learning. A preliminary review of the literature indicated that there were very few studies that concentrated on blended learning in higher education, confirming that no research base existed. Each member agreed to contribute a book chapter of original research in blending learning during the next year. This book shares their findings and conclusions, provides a forum for issues associated with the emergence of blended learning in higher education, and addresses the need to develop foundations of research on blended learning. The studies in this volume relate to the first four pillars of the Sloan-C Pillars Quality Framework that includes learning effectiveness, student satisfaction, faculty satisfaction, student access, and cost effectiveness. Terminology Chapter 1 presents a definition of blended learning discussed at the 2004 and 2005 Blending Learning Workshops at the University of Illinois, Chicago. This definition, however, serves as a guiding principle, not a strict definition. In some colleges and universities, other terminologies, such as hybrid or mixed-mode learning, are used; each, however, describes essentially the same concept. In Chapter 6, fo

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