

# Supporting Blended Learning Environments with Adult Learners

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## The Audience, Topic, Publications

**Audience:** Teachers of adult learners in educational and professional settings.

**Topic:** Supporting Blended Learning Environments with Adult Learners.

### **Publications:**

[eLearn Magazine](#)

**Why:** Their readership includes instructional designers, educators, corporate trainers, and managers. In addition, their readers know that eLearning is a growing and exciting field. This might be the best choice for this publication since it's geared toward adult learners (*eLearn Magazine*, n.d.).

[Edutopia](#)

**Why:** Accessibility for all! Edutopia is a free resource, so our publication would be free to read.

## Connection to Innovation Plans

**Stephen:** My innovation plan is focused on evolving a current learning program from 100% virtual instructor-led into a blended learning experience. A key part of this is educating designers on methods and best practices for blended learning instructional design. We want to empower the instructional designers to advocate for developing the right content, for the right purpose, using the right mix of modalities for an adult learner to achieve performance-based success and continuous professional development (Lewis, 2021).

**Kim:** My innovation plan is focused on the creation of ePortfolios for educators in a 100% virtual setting. Creating a blended learning environment provides authentic learning experiences where educators benefit through collaboration, reflection, and communication. This blended learning publication supports educators in establishing a professional identity, encourages motivation and collaboration, and promotes learning and growth (Purvis, 2021).

**Karin:** "I would like to introduce new approaches to working with the existing technology that we may push toward a paperless working environment. This means changing the environment in which we work to provide reskilling opportunities" (Stateler, 2021). My specific focus for this publication is on creating professional learning networks for administrative assistants. As my current team shrinks, we must work more efficiently to achieve the same results. Therefore, administrative assistants must lean on one another in order in a common, collective environment as their work alongside technology changes.

## How can this information help others?

There is not a lot of research on blended learning, especially as it applies to adults. Therefore, our publication will provide users with examples, context, and lessons from three very different work environments that demonstrate best practices with blended learning for adults. Blended learning is expected to grow in adult learning environments due to remote or hybrid work schedules, evidence of increased engagement, cost savings, and strategic agility.

## Introduction

We will examine blended learning for adult professionals and connect instructional design principles and methodologies that promote a multitude of blended learning approaches. In so doing, we will create a context for instructional design as it relates to the collaboration and engagement of the adult learning audience (Lewis, 2021).

## Key Points and Context

### **Stephen: “Design It”**

- *What’s the goal? How to decide on a BHAG for a learning course or experience*
- *What are the desired results? How to describe the learner’s expectations (learning objectives)*
- *What is the content & modality? Curating the right content and selecting the right technology*
- *Self-assessing: How to self-assess against established best practices, criteria, feedback*

### **Kim: “Implement it”**

- *How to balance virtual and face-to-face: Finding the right ratio for effective learning*
- *What methods are best?: Different models of blended learning and how to choose for your needs - Online driver model and Self-Blended benefits to virtual environments*
- *Incorporating - What now?: Implementation to set the learner up for learning transfer*

### **Karin: “Connect it”**

- *Learner-focused: Learners contribute to the learning environment and grow as a result. In the process, they affect the overall learning environment.*
- *How do you get the learners connected and supporting one another outside of the classroom? By creating a collective or professional learning network for digital working environments*
- *How do you create an environment where learners are supporting one another in a blended environment? By creating and modeling lessons where all learners are required to interact with the content through collaboration.*

## Digital Resources

Blended learning combines online educational materials and opportunities with face-to-face (traditional) learning methods. In order to achieve the goals of blended learning, it is crucial to provide quality, user-friendly resources for design, implementation, and use within the environment. The listed resources will be recommended in the publication as quality sources to support all aspects of blended learning environments for adult educators.

**Design/Implementation Resources:** Association for Talent Development, Journal of Learning Design, Successive Approximation Model (SAM for Instructional Design), Zoom, PowerPoint, Articulate, Canva, Podcast, Video

**Collaborative Resources:** Google Workspace, Google Spaces and Chat, Jamboard, Padlet, LMS Discussion Boards, Flipgrid, Mentimeter, Pear Deck

## Lessons Learned

- “One-size-fits-all” learning is no longer relevant to today’s adult learning environment.
- The learning culture or environment is critical to the success of the learning experience.
- Organizations are seeking economical ways to scale learning assets to individualized audiences in a variety of ways for a variety of reasons.

## Conclusion

Blended learning goes beyond elementary and higher education! Blended learning strategies provide instructional designers, organizations, and adult learners with scalable solutions for both content and technology. Whether in-person, virtual, self-directed, informal, or social - blended learning empowers the instructional designers to create experiences that are “fit for purpose” instead of “one size fits all”. The reader of this publication should leave feeling empowered and motivated to begin experimenting with a variety of new ideas and tools that promote blended learning experiences within their specialized educational context.

## Journal Publication Requirements

The publication requirements from [eLearn Magazine](#) are:

- The submission should be an article, opinion, interview, or review.
- Depending on the type of submission, it must be contextualized to help the audience understand the issue and implications or what has previously been written, researched, and published on the topic, and how it builds upon that work.
- The submission should provide different or opposing perspectives on an issue; present all sides of the argument in depth.
- Submissions should help the audience understand what is new, what is important, and the take-home message.
- Articles: up to 3,000 words.
- Opinion pieces: 500-800 words.
- Interviews: 750-1,200 words.
- Reviews: 750-1,200 words (*ELearn Magazine*, n.d.).

The publication requirements from [Edutopia](#) are:

- A few sentences describing your proposed post and a high-level outline (keep in mind that finished blog posts should be around 750–850 words)
- Links to any multimedia you plan to include
- A few words about the intended target audience for your blog (for example, high school math teachers, administrators, etc.)

- A roughly 80-word bio with details about your role in education
- Three to five links to other pieces (if any) you've written, particularly for academic publications
- Full disclosure of any commercial interest in any products or services mentioned
- Your Twitter handles (*Edutopia: Home*, n.d.).

## References

*Edutopia: Home*. (n.d.). Edutopia. Retrieved June 11, 2022, from <https://www.edutopia.org/>

*eLearn Magazine*. (n.d.). eLearn Magazine. Retrieved June 11, 2022, from <https://elearnmag.acm.org/>

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Stateler, K. (2021). *My Proposal*. Cookies N' Cache. Retrieved June 11, 2022, from [https://karinstateler.com/?page\\_id=95](https://karinstateler.com/?page_id=95)