

Blended Online Learning Design: Shaken not Stirred

Norm Vaughan et Michael Power

Volume 11, numéro 1, mars 2010

URI : <https://id.erudit.org/iderudit/1067802ar>

DOI : <https://doi.org/10.19173/irrodl.v11i1.834>

[Aller au sommaire du numéro](#)

Éditeur(s)

Athabasca University Press (AU Press)

ISSN

1492-3831 (numérique)

[Découvrir la revue](#)

Citer cette note

Vaughan, N. & Power, M. (2010). Blended Online Learning Design: Shaken not Stirred. *International Review of Research in Open and Distributed Learning*, 11(1). <https://doi.org/10.19173/irrodl.v11i1.834>

Résumé de l'article

Given the crucial role played by universities in a knowledge-based society, understanding how and under what conditions online learning (OL) can improve access to graduate studies is of the highest importance to today's growing global economy. Over the past decade, phenomenal advances have been made in the application of communication and information technologies to support student learning in higher education. Yet, in proportion to overall provision of higher education, the use of technology by faculty for graduate-level, online learning (OL) has been minimal, especially among regular faculty. In this session, Norm Vaughan and Michael Power present an adapted form of OL, especially designed for traditional universities, with initial data from studies underway in two Canadian universities. Finally, an emerging network of researchers interested in the role of online learning within mainstream higher education is presented.

Copyright (c) Norm Vaughan et Michael Power, 2010



Ce document est protégé par la loi sur le droit d'auteur. L'utilisation des services d'Érudit (y compris la reproduction) est assujettie à sa politique d'utilisation que vous pouvez consulter en ligne.

<https://apropos.erudit.org/fr/usagers/politique-dutilisation/>

érudit

Cet article est diffusé et préservé par Érudit.

Érudit est un consortium interuniversitaire sans but lucratif composé de l'Université de Montréal, l'Université Laval et l'Université du Québec à Montréal. Il a pour mission la promotion et la valorisation de la recherche.

<https://www.erudit.org/fr/>

Blended Online Learning Design: Shaken not Stirred

Norm Vaughan and Michael Power

Given the crucial role played by universities in a knowledge-based society, understanding how and under what conditions online learning (OL) can improve access to graduate studies is of the highest importance to today's growing global economy. Over the past decade, phenomenal advances have been made in the application of communication and information technologies to support student learning in higher education. Yet, in proportion to overall provision of higher education, the use of technology by faculty for graduate-level, online learning (OL) has been minimal, especially among regular faculty.

In this session, Norm Vaughan and Michael Power present an adapted form of OL, especially designed for traditional universities, with initial data from studies underway in two Canadian universities. Finally, an emerging network of researchers interested in the role of online learning within mainstream higher education is presented.

- [Illuminate Recording](#)
- [Powerpoint Presentation](#)
- [MP3 Recording](#)

