

## Blended Learning in Early College Program

### Summary

While use of blended learning techniques are growing in both the high school and college environments, and in some cases are becoming the new pedagogical model for education, there is not a lot of hard data documenting the success. In an email responding to a request for leads, Joel Vargas of JFF said: “NC and TX (especially the former) did some work on online early college modes of delivery[...] though I’m not sure how rigorous the data collection has been around these efforts.” Scanning the literature backs his statement up. There has yet to be a study or report that explicitly measures the impact of blended learning in an Early College program, or empirically compares its success to other models. Vargas’s colleague Sarah Hooker, via email, also points to Texas when offering “anecdotal notes” on the subject: “I have heard some of our partners in the field (I believe in TX) mention that online dual enrollment outcomes are much stronger when there is a high school teacher of record in the room supporting a group of students who are all taking the same online college class, during a scheduled class period (versus classes taken online independently). This makes sense, given the scaffolding needed for younger and struggling learners.” She further suggests that the hybrid or blended model has had the most traction in serving rural students: “I know that the state of UT does a lot of blended learning for dual enrollment, taking advantage of interactive video conferencing (IVC) to reach students in rural areas. This IVC model was actually codified and approved by the state legislature in 2014. State law requires the high school to have a proctor in the room with the students, even though the classes are taught remotely by college professors. Colleges are required to send advisors to visit the rural schools and connect with students on a periodic basis. This approach has been very successful in increasing the number of high school students exposed to dual enrollment (and UT also has made a major statewide investment in fiber internet for all K12 schools).” In summary, data shows that blended learning pedagogy improves student retention, success, and career readiness in both the high school and the college classroom, including non-traditional students. However, while Early College programs have implemented blended and technology-driven techniques and described

their successes, true assessment of their impact and outcomes has not been conducted or reported.

Barnett, E., & Stamm, L. (2010). [Dual enrollment: A strategy for educational advancement of all students](#). Washington, DC: Blackboard Institute.

While this report is 10 years old, it outlines the models, benefits, and scope of dual enrollment in the United States--as of 2010. Certainly there has been growth and change, especially with respect to online/hybrid delivery; however, the report does suggest that the success of blended and online techniques in both K-12 and colleges can be extrapolated to predict parallel impacts for Early College.

Jacobs, Joanne. "High School of the Future: Cutting-Edge Model Capitalizes on Blended Learning to Take Personalization Further." *Education Next*, no. 3, 2016, p. 44. EBSCOhost, [search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.455093024&site=eds-live&scope=site](http://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.455093024&site=eds-live&scope=site).

This article describes an innovative high school that employs a blended pedagogy as its entire paradigm, reporting that the program has seen increased graduation rates (retention, student success), after a shaky start. The article briefly describes the value and difficulty with community college enrollment.

Levy, Dawn, "[Online, Blended And Technology-Enhanced Learning: Tools To Facilitate Community College Student Success In The Digitally-Driven Workplace](#)" (2017). CUNY Academic Works.

[https://academicworks.cuny.edu/kb\\_pubs/153](https://academicworks.cuny.edu/kb_pubs/153)

Cites extended research on the successes of online, blended, and technology-enhanced teaching and learning techniques in improving student retention and success, and also better prepare students for the digitally-driven workplace.

Powell A, et. al. [The evolution of online and face-to-face education from 2008–2015](#). *iNACOL*. 2015.

This article deals exclusively with blended learning in K-12 sector, though with a case study of the Innovations School described in the Jacobs article. It is included in this review because it describes the overall student success improvement seen when blended learning techniques are employed. It also explicitly states that they are techniques that allow for learning and success in future education and employment environments. Further, the report articulates the imperative to adopt this model, along with an acknowledgement of the barriers.

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