



1. Introduction

Levels of Blend

Level 1: Administrative/Web-enhanced

- no course content
- administrative information (syllabus, schedule, contact info., ...)
- created by the instructor or an assistant
- little or no daily maintenance
- minimal space and bandwidth

Level 2: Supplemental/Web-enhanced

- some course content (course notes, handouts, ...)
- instructor generated
- additional materials available (pre-instructional activities, study guides, assigned readings, ...)
- bandwidth becomes a consideration

Level 3: Essential/Web-centered

- majority of course content and materials posted
- use of asynchronous tools
- bandwidth critical
- student must be Web and computer savvy
- student must have regular Web access

Level 4: Communal/ Web-centered

- blended/hybrid course
- Face-to-face and the Web-based content
- 30 to 79% content Delivered Online
- use of asynchronous and synchronous tools

Level 5: Immersive/Completely online

- "distance education" or "distributed" courses
- most or all of content delivered online
- virtual learning community
- extensive use of asynchronous and synchronous tools
- 80+ % content delivered online

Allen, I & J. Seaman, J. (2005). Growing by degrees: Online education in the United States, The Sloan Consortium, retrieved 3 March 2006 from http://www.sloan-c.org/resources/growing_by_degrees.pdf

Jones, M.G., Harmon, S.W., & Lowther, D. (2002). Integrating Web-Based Learning in an Educational System: A Framework for Implementation. In R.A. Reiser & J.V. Dempsey (Eds). *Trends and issues in instructional design & technology*.(pp298-301). New Jersey: Pearson Education, Inc.

Selection and Implementation of Effective Tools and Technologies for Distance Learning

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