

The Advantages and Possibilities of Blended Learning and the Flipped Classroom—Part II

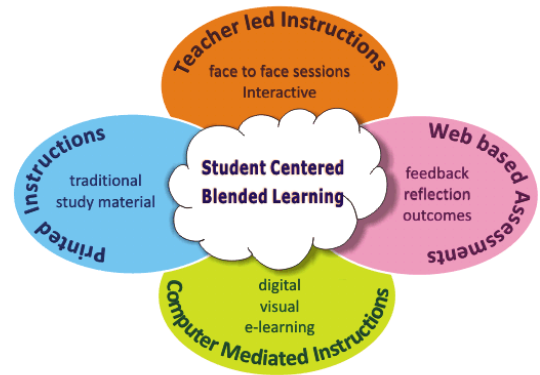
by Jason Haas, Ed.S.

[Click here](#) to download Part I that appeared in the November/December 2012 issue.

Possibilities of the Flipped Classroom

One type of blended learning method that appears to be gaining traction in today's educational realm is a method called *the flipped classroom*. The methodology behind the flipped classroom was originally developed by Woodland Park High School chemistry teachers Jonathan Bergmann and Aaron Sams. *Flipping the Classroom* (2011) added, "They [students] were having trouble connecting what they had been taught in class with what they were supposed to apply at home" (p. 6). Bergmann and Sams discovered that under the traditional model that featured teacher lectures, students would write down what was given to them and asked to translate that material into the homework assignment they were given. Students who did not master the material in homework were often left behind. The flipped class initially started with lecture and direct instruction being done at home via video and/or audio, and what was once considered homework is done in class.

Bergmann and Sams (2012) stated, "Flipping the classroom is more about a mindset: redirecting attention away from the teacher and putting attention on the learner and the learning" (p. 12). A few online resources that can be utilized in the flipped classroom are: YouTube videos, blogs, wikis, social sharing sites, interactive whiteboards, online communities and chat rooms, and various learning management systems (LMS). Tucker (2012) added, "Class becomes the place to work through problems, advance concepts, and engage in collaborative learning. Most importantly, all aspects of instruction can be rethought to best maximize the scarcest learning resource – time" (p. 82).



Literature Review

Blended learning and the flipped classroom foster independent academic growth as students are freer to learn at their own pace and not ushered through class as if they were on an assembly line. Pape, Sheehan, and Worrell (2012) added, "Two innovating online strategies – the blended classroom and the flipped classroom – maximize face-to-face time by enabling increased student-to-student and student-to-teacher interaction as well as more personalized instruction focused on individual learning needs" (p. 18).

In the flipped classroom method, teachers have more quality time to work with students, answer questions, collaborate with small groups, and guide the learning of each student for a more individualized approach. Bergmann and Sams (2012) added, "One of the greatest benefits of flipping is that overall interaction increases: Teacher to student and student to student. Since the role of the teacher has changed from presenter of content to learning coach, we spend our time talking to kids" (p. 27). Pape, Sheehan, and Worrell (2012) added, "The rationale for using these technology-enhanced lessons is clear. They help students write more effectively when they plan, revise, edit, and rewrite. They develop visual and multimedia literacy. They encourage self-directed, self-motivated learning experiences" (p. 22).

Many educators are notorious for jumping at the latest fads in education trying to find the *next best thing* that enhances the teaching and learning processes. It is not surprising that what many are calling the *next best thing* – the

(continued on page 4)

LEGISLATIVE NEWS

Forty-Year Anniversary of *Roe v. Wade*

January 28, 2013, marked the 40th anniversary of the U.S. Supreme Court's *Roe v. Wade* decision that legalized abortion-on-demand nationwide. Over the last four decades, more than 54 million unborn children have been denied their most basic human right to live. Despite thousands of children being aborted every day in the United States, polling since 2009 has indicated that a majority of Americans consider themselves "pro-life," with particularly encouraging increases in the number of young people who identify as pro-life.

A recent **Marist poll** of Americans commissioned by the Knights of Columbus found the following:

- 83 percent believe there should be significant restrictions on abortion, including 70 percent of people who identify themselves as "pro-choice."
- 84 percent believe "it is possible to have laws that protect both the health and wellbeing of a woman and the life of the unborn."
- 58 percent believe abortion is "morally wrong."

Detailed information about the positive pro-life legislation passed across the nation in 2012 and where states ranked on defending life in 2012 are available [here](#) and [here](#).

A plethora of individuals and groups hosted local, state, and national events to commemorate the 1973 *Roe v. Wade* decision. Organizers of "**Remembering Roe**" called on pro-lifers to join together in a "national day of prayer and fasting to end the violence of abortion." The National Pro-Life Religious Council hosted a special "hour of prayer" webcast on January 28 between 3 and 4 PM on the "Remembering Roe" website. The United States Conference of Catholic Bishops (USCCB) issued a call, "**Nine Days of Prayer, Penance and Pilgrimage**," to take place January 19-27 in memory of the anniversary. The USCCB also hosted the annual "**National Prayer Vigil for Life**" in Washington, D.C., on Thursday, January 24. Additionally, the Pro-Life Action League encouraged Americans to visit a local memorial to the unborn to offer prayers. North Carolina has at

least three memorials to the unborn—Sacred Heart Parish in Dunn, Sacred Heart Catholic Church in Pinehurst, and St. Leo the Great Church in Winston-Salem. A **list of memorials** with addresses is available on the Pro-Life Action website.

On Friday, January 26, the 39th annual **March for Life** took place in Washington, D.C. The event began at 12 PM with a rally at the National Mall between Seventh and Ninth Streets, with the march immediately following the rally. According to North Carolina Right to Life, at least 32 buses headed to D.C. from the Tar Heel state for the "March for Life." In addition to the rally and march, there were a number of other related events planned in D.C., including a youth rally on Thursday, January 24, the annual Rose dinner on the evening of January 25, and the first-ever "March for Life 5 K Run/Walk" on Saturday, January 26.

"January 22 remains a day of national mourning for the losses suffered by countless unborn children, their parents and siblings," said Bill Brooks, president of the North Carolina Family Policy Council. "All of us here at the Council join our hearts, prayers, and efforts with those around our state and nation who today pray and work for an end to the tragedy of abortion and the continuing building of a culture of life."

Pro-Life Measures Possible

As state lawmakers return to Raleigh next week, at least one legislative leader is indicating that he intends to continue to build on recent efforts to protect unborn children in North Carolina. In particular, Rep. Paul "Skip" Stam (R-Wake) told pro-life activists at a North Carolina Right to Life rally last weekend that bills to prohibit abortion coverage in health care exchanges and to prohibit abortions that are sought because of the child's gender are likely to be introduced this session. More information regarding these possibilities is available [here](#).

Safety and Protection at Christian Schools and Churches

On January 23, 2013, the NCCSA joined *Return America* and Dr. David Gibbs, Jr., at the NC Legislative Building to discuss with several senators and other staff members the importance of providing safety and protection at Christian schools. Because of the tragedy that took place on December 14, parents are more concerned

than ever for the safety and well-being of their children.

At the January 23 meeting, much discussion took place about the fact that if funding is provided for security in public schools, then it would be discriminating to private religious schools that cannot accept government funds. This creates a challenge for legislators in that if they oppose allowing guns on the campuses for security purposes in religious schools, it would appear that they are discriminating against over 69,000 students enrolled in religious schools. This number does not include the students in religious pre-schools.

The problem and potential solution in NC: in order to meet the ongoing safety needs of parents and students, the law needs to be adjusted to allow for security in private school facilities. The private schools which are religious cannot accept any government monies to fund these needs. These schools would not have the funds to hire private security or off-duty law enforcement officers.

Dr. David Gibbs, Jr., will be working closely with several N.C. legislative personnel to craft language that would help develop the protocol whereby a school could assign someone on campus to be armed with protection if needed. This could be a current employee who possesses a N.C. Concealed Handgun Permit, or perhaps an off-duty or retired police officer. The protocol will detail the recommended training that would be needed each year as well as communication and notification to the local sheriff's department.

In conjunction with this meeting on January 23, the NCCSA sent information to its member schools that details a strategic partnership with **SafeSchools**, the premier security training company for educational entities. Several NCCSA ministries have been using this company for years to provide training for intruder prevention, arson awareness, school violence, and other topics.

More information about **SafeSchools** is available in the January 23 email that was sent to each NCCSA pastor and administrator and is also available on page six of this newsletter. Additional information regarding the potential development in the N.C. legislature will be available at a later time.

2013 Capital Conference



The **2013 NCCSA Capital Conference** will be held on March 4-5, 2013, at the Clarion Hotel—State Capital in Raleigh. **We will also have our NCCSA Legislative Breakfast on Tuesday morning, March 5, at 7:00 a.m.** Each NCCSA ministry is asked to invite your N.C. state representatives and senators to be our guests at this fellowship breakfast. This will be a very important Legislative Breakfast, and you will be able to meet your newly-elected officials as well as continue the relationships you have made in the past with other legislators. A good number of our legislators have attended this conference in the past, so please do not hesitate to contact your state representatives and personally ask them to be with you at this breakfast.

The 2013 NCCSA Capital Conference special guest speaker is Kurt Skelly. Many of you heard him at the recent 2012 Southeast Christian School Convention. Because he was so well-received, we decided to ask him to join us for the Capital Conference this year.

These conferences are always tremendous times of great challenge and fellowship. This conference does not require you to be away from your ministry very long, so please plan now to attend.

[Click here](#) to download the 2013 NCCSA Capital Conference Registration information, including the Legislative Breakfast timeline and contact information.

The early bird discount deadline is February 7.

Stanford Achievement Testing



Annual achievement testing is one of the best things you can do for your school, teachers, and students. It is a vital tool in the continual process of assessing the needs of your students and the best approaches to meeting those needs. The NCCSA hopes each school is planning to participate in the SAT 10 testing program that the AACS puts together each year to assist member schools.

Reduced scoring costs have been negotiated for 2013. The NCCSA State Office and the AACS National Office emailed each school order information. All member schools received an email and a password for accessing the forms. This should significantly streamline the process of receiving your forms. There will not be a mechanism for ordering online, but you will be able to print order forms and return them to Pearson by mail or fax by the deadline given in this achievement testing order information.

NCCSA Academic Testing Competition Dates
January 21-February 21

flipped classroom – has many educators hesitant and skeptical of this new and disruptive method. However, many schools that have utilized the flipped classroom technique in some of their classes have seen enormous benefits. Students take more ownership of their learning, and teachers have more time to help the slow learners. Students are able to utilize technology on their devices in class, which in turn, peaks the interest of today's *digital* student. Giving students the motivation to learn and empowering the students by giving choices will enable today's learning to be more relevant (Pape, Sheehan, & Worrell, 2012).

Literature Review Continued – Implications and Possible Negatives

Even though students utilize technology daily and are more connected to data than ever, perhaps one of the largest issues is for educators to determine the correct role technology should take. Hennig and Hess (2010) added:

Tapping the power of these new opportunities, and doing so in a way that responsibly tends to quality and equitable provision, requires new ways to govern and organize schooling. This may be one of the most pressing challenges of the 21st-century schooling, and yet it is one that we have thus far barely deigned to even acknowledge. (p. 61)

For blended learning and the flipped method to be successful long-term, schools of education will need to alter their pedagogy to include classes that instruct teachers how to properly integrate online pedagogy.



Since the format of online learning would be significantly altered, could pedagogical methods be delivered in a similar matter and academic credibility upheld? Allen and Seaman (2010) added, “Over three-quarters of academic leaders at public institutions report that online is as good as or better than face-to-face instruction” (p. 3). In an educational structure delivered online, the learner typically follows a method that is more conducive to his learning style and can make connections and applications to this style (Carnahan, 2010).

Another negative that research points out is that the *digital divide* is still prevalent, and students with no technology at home will have a difficult time adjusting to an increased use of technology. A recent U.S. Census revealed that over 50 percent of children in homes with incomes of \$75,000 or above owned a home computer. On the other side, only 15 percent of those with incomes between \$20,000 and \$25,000 owned a computer. Celano and Neuman (2010) added, “Schools in low-income neighborhoods must help their students stay up-to-date with their more advantaged peers. Quite simply, low-income children need greater access to technology at school to make up for their limited access at home” (p. 53).

Conclusion

Expectations and skepticism aimed toward education seem to be growing at an alarming rate. Parents have more choices in selecting their child's education, and today's more affluent parent-groups are demanding additional curriculum methods that can change the course of education as a whole. Today's students are growing up in a world in which digital components and technology are the norm instead of the exception. If a student can connect his social life of texting, gaming, social media, and other forms of technology to his educational life, it is likely that student will be more interested in education and have a chance to learn more in this *digital world of education*.

It has been mentioned that not all educators support this new, disruptive method of blended learning or flipping the classroom and want tangible guarantees that pedagogical policies will be upheld when forming online learning. In their research, Ball and Levy (2008) found that as long as educational standards and pedagogical policies are held intact, that traditional curricula and merging educational technology tools are integrated successfully, and pedagogy drives the choice of technology, most slow-to-change educators will be more accepting of technology if the above criteria are followed (Ball & Levy, 2008). Carnahan (2010) added, “In this model the teacher must be willing to accept less direct

(continued on page 5)

2013 Staff Development Opportunities



The **2013 NCCSA Staff Development Seminar** will take place on July 22 through 25. Information regarding the speakers and topics will be available at a later date. To accommodate the travel needs of teachers from across the state, this seminar will be provided in two different locations. The central/western location will be held at Woodland Baptist Christian School on Monday and Tuesday, July 22-23. The eastern location will be held at Faith Christian Academy in Goldsboro on Wednesday and Thursday, July 24-25. General information about this seminar is available here: <http://www.nccsa.org/services/faculty/summer-staff-development-program/>

Official CEU credits will be available for this training event and will count toward the "official NCCSA CEU" credit that is required for NCCSA Teacher Certification—2008 Edition v1.5. Any new or renewal applicant since January 1, 2008, must earn at least 25% of all CEU renewal work at either the annual convention or a summer staff development session.

SCIENCE FACULTY WORKSHOP

Looking for some fresh ideas to improve your science program? The **NCCSA Science Faculty Workshop** resumes again this summer on Tuesday and Wednesday, June 25-26, 2013, at Wake Christian Academy. Information regarding the speakers and topics will be available at a later date. General information about this workshop is available here: <http://www.nccsa.org/services/faculty/science-faculty-workshop/>

2013 NCCSA EDUCATORS' CONVENTION

Make a note of the **2013 NCCSA Educators' Convention** at the Koury Convention Center in Greensboro, NC, on September 26-27, 2013. This year, the NCCSA will be utilizing a two-day schedule instead of the Wednesday through Friday three-day schedule.

More information about these events will be available in the near future.

CONVENTION REQUEST FORM

If you are interested in submitting a workshop for the 2013 NCCSA Educators' Convention, please [click here](#) to download and submit your workshops. These forms are due to be uploaded to the state office by March 7.

control over the institutional conditions and let the simulation's rules and restrictions be the guiding force over students" (p. 1850).

Blended learning or flipping the classroom is not a silver bullet or a one-size-fits-all method. What it can do, especially with a combination of online learning in the physical setting, is effectively buy the teacher the most precious commodity – time. The blended learning or flipped classroom approach enables teachers to effectively address academic and other concerns individually (NACOL, 2012). Since the primary goal of education is that students learn, educators must be willing to think-outside-the-box in utilizing current tools that can enhance education. If blended education and the flipped classroom enhances this role, if pedagogical standards are upheld, and if technology can provide some individualization or flexibility that can enable students to learn at a higher level, then there is no limitation of online learning. If these parameters are followed, then it is highly possible that blended learning, the flipped classroom, or other methods that utilize technology, can engage today's students in ways that traditional education cannot.

(References available on page 9)

AACS Youth Legislative Training Conference



The 2013 AACS Youth Legislative Training Conference in Washington, D.C., promises to be an exciting opportunity for a few fortunate students from NCCSA schools! Whether it be the after-hours Capitol tour hosted by a Member of Congress, a Congressional briefing in the U.S. Capitol, or a Mock Senate for the students, this conference will be an unforgettable experience!

The Youth Legislative Training Conference is designed for AACS high school upperclassmen who are serious-minded about political involvement. It will inform the students about the political system, give them knowledge that has been tested by political experts, and challenge and inspire them about grassroots activism and getting involved in politics.

Scholarships are provided to a limited number of students and will cover the costs of the conference, lodging, meals, and sightseeing trips. Last year, several North Carolina students received these scholarships and represented the NCCSA. Many of them expressed this opportunity as a "trip of a lifetime." The NCCSA State Office will be responsible for providing transportation for the students to the conference and back. The students' only expenses are for a couple of meals and souvenirs. North Carolina is normally allotted 2-3 scholarships but may be awarded extra ones if other states are not able to fill their quotas.

The dates of the 2013 conference are July 9-13. You will receive information in the near future about this legislative training conference, and we trust you are already considering which students you would recommend to attend this annual event. If you have any questions concerning the AACS Youth Legislative Training Conference, you can email Maureen Van Den Berg, Legislative Director of AACS, at mvandenberg@aac.org, or you can contact the NCCSA State Office.

New NCCSA Joint-Marketing Agreement

In light of the tragic events that took place at Sandy Hook Elementary School on December 14, 2012, the NCCSA has received many calls and emails asking what resources are available to NCCSA members regarding school safety.



SafeSchools

In the last few weeks, research on the top "training" companies took place, and special pricing was negotiated with SafeSchools, a company that provides online staff training and compliance management systems for schools. Several NCCSA ministries already use SafeSchools training.

Please read the cover letter, special pricing, and informational PDFs that detail the partnership between the NCCSA and SafeSchools.

[Click here](#) to download this PDF informational packet.

ATHLETIC NEWS

The 2013 basketball season is nearing completion, and the NCCSA State Basketball Tournaments are right around the corner. Listed below are the dates and locations of the tournaments. All 2012-2013 NCCSA Faculty/Staff Passes will be honored at the events listed below. If your school will be attending the tournaments, please make sure each administrator and athletic director has reviewed the *2013 Basketball Tournament Letter* and *2013 Cheerleading Tournament Letter* that will be emailed to each administrator and athletic director in a few days. If you have any questions, please contact your divisional chairman, Bob LaTour, or the NCCSA State Office.

February 13: Seeding Meetings

February 15: District Playoffs

February 21-23: State Tournaments

(A): Fayetteville Street

(AA): Friendship

March 2: All-Star Games at Friendship



MaxPreps is currently being used for all NCCSA basketball data reporting. To read more about the strategic partnership with MaxPreps, please [click here](#).

FINE ARTS NEWS



The 2013 NCCSA Fine Arts Competition season has already begun in the Journalism and Academic Testing categories, and we look forward to other competitions in the next few months. This year's competitions will follow last year's format, including the day set aside for Bible Quizzing on Wednesday, March 20.

The competition schedules, motel listings, maps, and other details will be posted on the NCCSA website prior to each competition. The state office will email each administrator and fine arts coordinator when each document is posted online.

As we have already mentioned by email, please be reminded of the February 1 deadline for the Master Registration Online Form, the Master Registration Fees, and any remaining information sheets. We anticipate a large number of students at each competition, and we are thankful for this increased participation. Below are the dates and locations of this year's remaining Fine Arts events.

January 21-February 21: Academic Testing Month

February 1: Master Registration Form submitted online and fees mailed to NCCSA State Office

February 1: All remaining information sheets sent to divisional chairmen

February 11: Sr. High Solo/Small Group Competition — Woodland Baptist Christian School

February 25: Jr. High Solo/Small Group Competition — Friendship Christian School

March 20-22: NCCSA Fine Arts Festival — Raleigh Christian Academy

April 9-11: AACS National Fine Arts Competition — Bob Jones University

April 24-26: NCCSA Elementary Fine Arts Competitions

[Click here](#) to download the 2013 NCCSA Fine Arts Flyer to display at your school.

NCCSA UPDATE

January/February

Vol. 22, Issue 4

Joe Haas, Ed.D.—Executive Director
Jason Haas, Ed.S.—Director of Programs/
Services, NCCSA UPDATE Editor

The NCCSA UPDATE is published bi-monthly by the North Carolina Christian School Association. The NCCSA UPDATE is designed for Christian educators, pastors, and parents. All published material included in the NCCSA UPDATE is Copyright © 2013 by NCCSA UPDATE and is subject to U.S. copyright laws. Permission to reproduce may be requested by contacting the NCCSA State Office.

Articles pertaining to education may be submitted to NCCSA, P.O. Box 231, Goldsboro, NC 27533. The staff reserves the right to correct grammar and spelling, clarify and modify content, adapt to style, and adjust to fit available space.



News of Interest

1. NCCSA Academic Testing—Thirty schools signed up for the **2013 NCCSA Academic Testing Competition**. The initial total order was 1,118 tests. Additional orders for these thirty schools will take place until the final day of testing on February 21, so the NCCSA anticipates that over 1,200 tests will be taken in this year's academic testing competition.
2. The NCCSA would like to express its deep appreciation for the many years that **Brian Parrish** served as the Bible Chairman for NCCSA Fine Arts Competition. Tim Rabon, Jr. from Beacon Baptist Church in Raleigh has agreed to be the Bible Chairman for the 2013 competition.



WEB-BASED ASSESSMENT AND COMPETITION
SOLUTIONS FOR EDUCATORS AND SCHOOLS

Email—info@testpoint Web—www.testpoint.net

Spotlight on Landmark Christian Academy—Cary



In 1989, God moved on the heart of Rev. Nate Ange and his wife Becky to establish a strong, Bible-believing church in Cary, North Carolina. Shortly thereafter, the Lord brought Landmark Free Will Baptist Church into existence. As the church began to grow, the pastor's vision also increased and broadened. His burden and desire was to open a Christian school for the purpose of training young lives for the glory of God.

In the fall of 2007, Landmark Christian Academy began as a ministry of Landmark Church. The school opened with just two staff members and a handful of students. Over the past five years, LCA has continued to develop and expand. The ministry is now privileged to provide quality Christian education to

students from preschool through sixth grade.

Landmark Christian Academy's Bible-based program is directed by a staff of caring, dedicated, and professional Christian workers. The mission of LCA is to provide a loving and secure environment where each child can develop spiritually, intellectually, emotionally, and socially. The staff is committed to providing excellent Christian education for each child and ministering to the students and their families. Because LCA is still young, the school is able to provide small class sizes and a low student-teacher ratio. This advantage gives the teachers an opportunity to focus on the individual student and his specific needs.

LCA's philosophy of Christian education stems from the belief that each student is a spiritual being created in the image of God and that he is capable of learning, knowing, and obeying the Word of God. The purpose of the school is to guide students to develop Christ-like character through Bible-based instruction in all areas of life. LCA's ultimate goal is to teach students to love the Lord and to seek His will for their lives. Landmark Christian Academy uses the BJU Press curriculum, a name that Christian educa-

tors and parents trust for its high performance and integrity. The school offers traditional education for both preschool and kindergarten. Elementary grades are taught through the BJU Press distance learning program. These students learn predominantly from watching veteran teachers deliver engaging lessons on DVD. In addition, they are monitored by staff who provide further explanations, answer questions, and administer tests and projects. This alternative method of education has provided a way for LCA to expand quickly without the burden of additional salaries. Although unconventional, the distance learning program has proven very effective over the years and continues to produce skilled graduates.

While still in its infancy, Landmark Christian Academy now has a solid foundation on which to build a fruitful work for the Lord. Through much prayer, God has been faithful to guide and provide each step of the way. Landmark Church anticipates exciting days ahead as it reaches new families through the ministry arm of the Christian school. May many more lives be changed, molded, and sent out for the glory of God through Landmark Christian Academy!

References

- Allen, I.E., & Seaman, J. (2010). Class difference\$. Babson Survey Research Group.
- Ball, D.M. & Levy, Y. (2008). Emerging educational technology: assessing the factors that influence instructors' acceptance in information systems and other classrooms. *Journal of Information Systems Education, 19*(4), 431-443. Retrieved December 1, 2010 from <http://www.liberty.edu/index.cfm?pid=20486>
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. (1 ed., Vol. 1). New York: International Society for Technology in Education.
- Blackboard. (2009). *Blended learning: where online and face-to-face instruction intersect for 21st century teaching and learning*. Retrieved from http://www.k12perspectives.com/blended_learning.asp
- Carnahan, C. (2010). Immersive learning in k-12 schools: success and limitations. *Proceedings of Society for Information Technology & Teacher Education International Conference*. (pp. 1848-1852). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/33630>
- Celano, D., Neuman, S. (2010, November). Roadblocks on the information highway. *Educational Leadership, 68*(3), 50.
- Hennig, J. R., & Hess, F. M. (2010). The declining significance of space and geography. *Phi Delta Kappan, 92*(3), 57-61.
- Hess, F.M., & Meeks, O.M. (2010, November). Unbundling schools. *Phi Delta Kappan, 92*(3), 41-42.
- Hill, P. & Johnston, M. (2010, November). In the future, diverse approaches to schooling. *Phi Delta Kappan, 92*(3), 43-47.
- Journell, W. (2012). Walk, don't run. *Phi Delta Kappan, 93*(7), 46-50.
- Flipping classrooms. (2011). *Phi Delta Kappan, 93*(4), 6.
- NACOL (2012). *Blended learning: the convergence of online and face-to-face education*. Retrieved from http://www.inacol.org/research/promisingpractices/NACOL_PP-BlendedLearning-lr.pdf
- Pape, L., Sheehan, T., & Worrell, C. (2012). How to do more with less: Lessons from online learning. *Learning & Leading with Technology, 39*(6), 18-22.
- SETDA. (2008). *Learning virtually: expanding opportunities*. Retrieved from http://www.setda.org/c/document_library/get_file?folderId=270&name=DLFE-292.pdf
- Tucker, B. (2012). The Flipped Classroom. *Education Next, 12*(1), 82-83.