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**Blending Online Components into Traditional Instruction in Pre-service Teacher Education: The Good, the Bad, and the Ugly**

## 1. Description of the session

This study investigated the effectiveness of using online instruction as a supplement to a face-to-face introductory technology education course. The analysis of the data, collected from 46 pre-service teachers, indicates that instruction, when combined with traditional face-to-face and online components, can complement each single delivery mode. However, the blended approach adopted in this study also brought some unexpected challenges for both students and the instructor. Using the Seven Principles of Good Practice in Undergraduate Education as a framework, this session identifies good teaching and learning practices arising from the blended instruction, presents some recommendations for teacher educators who would like to explore or adopt this approach, and offers some inputs for institutions which would like to explore or adopt this approach.

The recommendations for designing and implementing blended instruction will be presented within four categories: 1) providing sufficient time and recourses for students to understand the blended process, 2) constructing online activities that work, 3) developing effective formative assessment strategies, and 4) reinforcing the value of collaborative learning.

Future empirical studies are needed to investigate whether the effectiveness of blended learning is dependent on course level (introductory or advanced), nature of the learning content (experimental or conceptual), purpose of technology education (technology literacy or technology integration across curriculum), or the role of instructor (instructor-led or instructor-facilitated).

## 2. Objectives of the session

The objectives of the session are: a) to present our research results; b) to review what the literature has documented about this approach; c) to share how this approach has been used in other institutions. d) to generate further discussions about the effectiveness of using this approach in other institutions.

## 3. Ways of involving the audience in the session

This session will not use a lecture type format. Instead, after introducing the research project, the attendees will be asked to analyze the feedback from my class, identify the issues, and develop strategies to cope with these issues. In this sense, this session involves: a) a. small group discussion; b) case study analysis, and c) interactive discussions of strategies of using blended approach

## 4. What attendees can expect to experience and learn

Lots of discussions and Q & A.

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