

**Do Learning management systems like blackboard offer the tools that people need in order to succeed in a blended classroom? More importantly are these tools easily accessible to the current academic community?**

Yes, they do. I think that Learning Management Systems offer a variety of tools that can help students to succeed. I see three different ways to use a LMS in a class: 1. As a supplement of the in class activities/assignments. 2. In a blended format so that some of the class is conducted in class, and the rest is conducted online. 3. Completely online courses where the LMS is used exclusively for all parts of the class. In a blended class I think the LMS is most effective. It helps to continue the conversation beyond the four walls of the classroom. In a meta-sense, it can help to remind students that education exists outside of school. Most LMS's include tools like discussion boards, online tests/quizzes, assignment posting/submission, as well as collaborative tools like wikis, Group Spaces, or blogs. I think this is a sufficient feature set to conduct a successful blended class. In a blended classroom you have the ability to supplement what the online classroom cannot provide during the in-class sessions. The next question is a good one, though. These tools are NOT easily accessible to the current academic community. They can be VERY expensive, and that creates a divide between higher income communities and lower income communities. Moodle is an option for a LMS, but it has a steep learning curve and can be very clunky. Therefore the "rich" schools are going to have better solutions with more intuitive UIs, and richer feature sets. This is particularly true in K12, but also true in Higher Ed where more established, well-endowed universities can afford a LMS like Blackboard (Sacred Heart paid about \$80,000 a year for their implementation of Blackboard Learn), but younger, maybe even public institutions are forced to stick to a tight budget and can't spend that much money on a LMS solution. It's unfortunate that it all comes down to cost, but that seems to be the case. At least right now. Who knows, maybe Google will find a way to interrupt the space with a free LMS.

**What level of responsibility do schools have for providing access outside of class if the flipped classroom is going to be the standard?**

I think schools have enormous responsibility to ensure access outside of class time if the flipped classroom becomes the standard. While most households have internet, there are still plenty, again in low-income communities, that do not, and that may never have internet. Therefore, schools must get creative in developing solutions for this. Whether districts start subsidizing internet service, open up the computer labs at school later, provide a space where students can access the wifi after school, or partner with the town's library to provide computers connected to the school network so that students can go there in off hours to get work done, it's important that they find some kind of solution. The system is unfair enough now to students who don't have internet access at home. By making the flipped classroom a standard, it only becomes more unequal without a solution like the ones I mentioned in place.

**How can educator's fight this growing trend of complacency with regards to academic integrity, using his Taxonomy describe how it could be integrated in any potential learning model that offers a solution to this problem?**

I think that educators need to appeal to the Affective domain. It's my personal opinion that

students have simply lost respect for Academia. They don't think that Academic works are someone's individual property, they simply think of it as a resource that is theirs for the taking. I think teachers need to spend more time working with students to discuss how important it is to respect intellectual property and most importantly, why they should respect intellectual property. Students should be taught that stealing intellectual property is just like stealing a TV. While there are rarely criminal penalties for passing in the same essay as your friend, there are almost always very severe academic punishments, often as severe as expulsion when it comes to multiple offenses in Higher Education. I think if students could understand and relate to the value of intellectual property they might develop more respect for Academia and not be so quick to just copy and paste someone else's work as their own.

**Also what if any use or advantage do blended-learning models offer with regards to technological academic integrity? (really consider the stages in Bloom's taxonomy and how they apply to learning. Also consider other instances like the business world where the application of blended learning and bloom's taxonomy might yield to faster and more effective training)**

I think that in some cases blended learning de-legitimizes the learning process. If I can take my entire class from my couch, is it as legitimate as a course I have to drive to, and actually sit and pay attention to. Whether it's conscious thought or not, I think our minds automatically assign a lesser value to the work we do outside of a classroom. I think a blended model takes away from the legitimacy of the class. When we can do things independently and without explicit guidance we are able to skip various steps in Bloom's taxonomy. The middle four steps are easily skipped by just doing an assignment to get it done as if it were a simple checklist. In a classroom setting, teachers can make sure that students follow the whole process by taking advantage of each step along the way. The teacher can create a process so that the students have to follow the process and can't just skip pieces to get through the assignment faster like they can do with online assignments.