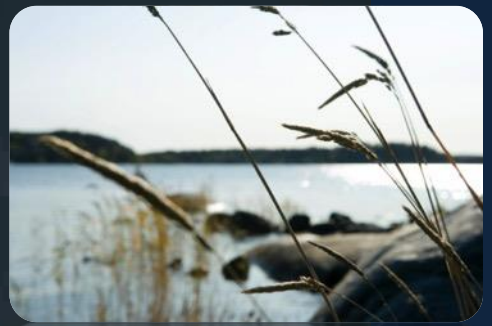



Blended learning and course design

Liz Chamberlain

April 2016

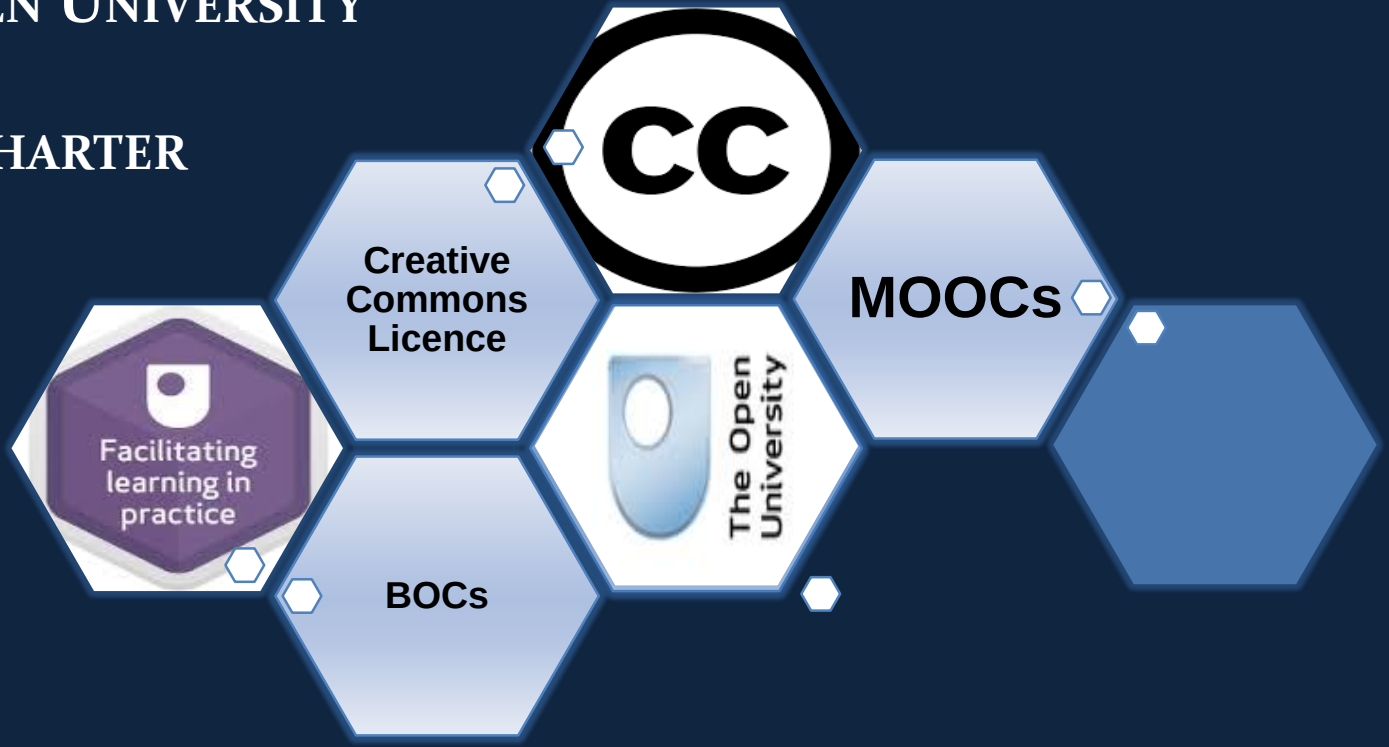
Liz.Chamberlain@open.ac.uk

Aims

- Introduction: Creative Commons, OU Open Education Resources: MOOCs and BOCs

- Session 1: Blended learning
- Session 2: Knowledge exchange: learner/educator/learner
- Session 3: Learning design

The Open University and the Royal charter



MOOCS

- EU2014 study in 67 HEI responses from 22 European countries (EU and wider Europe)

Jansen, Schuwer, Teixeira, & Hakan Aydin (2015:121)

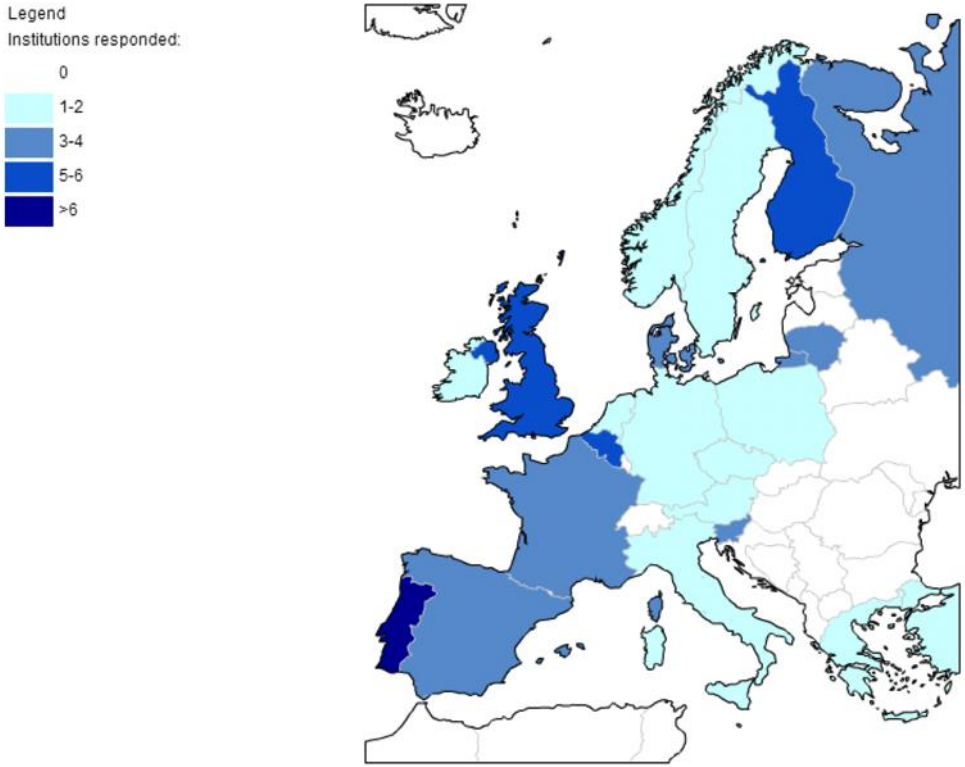


Figure 1. Geographical distribution of institutions responded.

Why engagae?

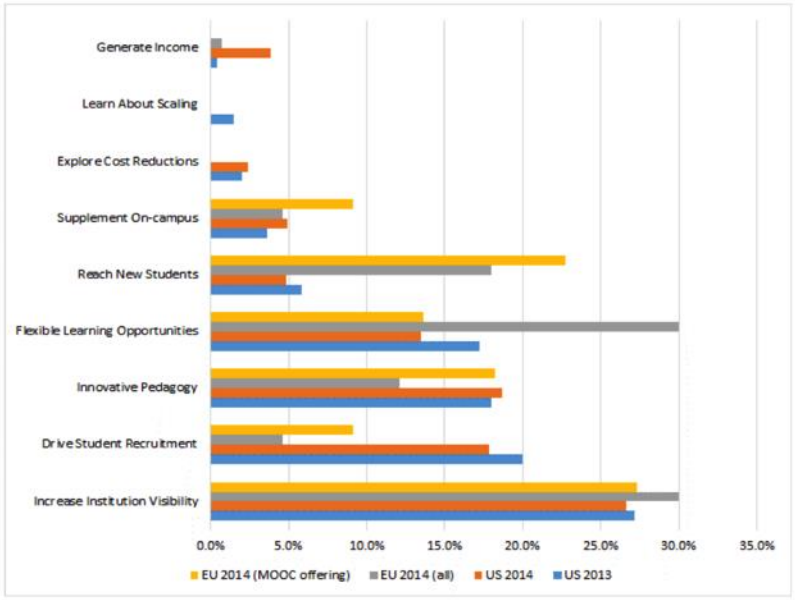


Figure 7. Primary objectives to offer a MOOC.

The European view

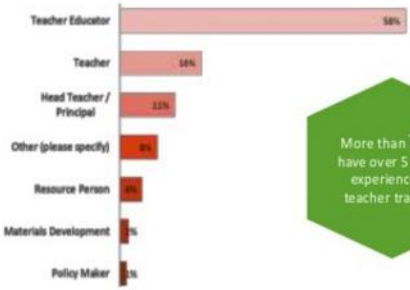
Primary objectives for engaging with MOOCs

Future Learn

Enhancing Teacher Education Through OER

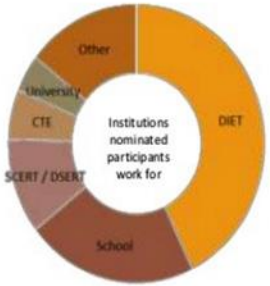
Who were the nominated participants? What was their experience of the MOOC?

The majority of nominated participants were teacher educators (58%) with much experience of teaching and teacher training - most are currently employed within DIETs. Most (96%) had not participated in a MOOC before, and almost all who completed the end of course survey reported greater levels of confidence in their IT skills (93%) and in participating in online learning (95%) after completing the course. Most of the nominated participants used and adapted the TESS-India OER whilst participating in the MOOC, and reported in the end of course survey that they plan to continue to use them in their professional practice after completing the course – a key objective of the MOOC.



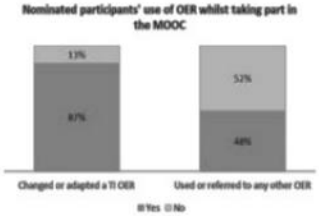
More than **70%** have over 5 years' experience of teacher training

Almost **80%** have more than 5 years' experience of teaching in a school



97% discussed the MOOC with a colleague

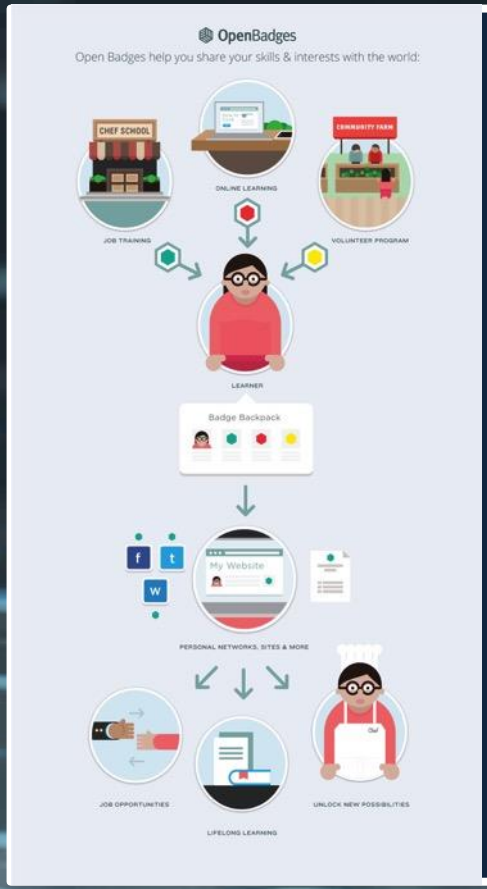
100% enjoyed the MOOC



97% are now confident in taking part in another MOOC

97% now plan to use the TESS-India OER in their professional practice

TESS India



BOCS: BADGED ONLINE COURSES

3. Digital badging

OpenLearn Badged Open Courses (BOCs):

1. Give **informal** learners the recognition they've requested.
2. Give **prospective** students the skills to be prepared for undergraduate study.
3. Give our **current** students a means of developing and displaying skills relevant to career progression + **HEAR** and **Student Record**

✓ Cheaper to produce than our MOOCs
✓ No tutoring overhead
✓ Badging infrastructure interoperable with open standards

OpenLearn

Image sourced from: Institute for Learning Innovation and Development & University of Southampton:
https://slate.adobe.com/cp/aUP0X/

SESSION ONE:
BLENDED LEARNING

Classroom and online education – integration of traditional face-to-face and online activities, based on pedagogical decisions.

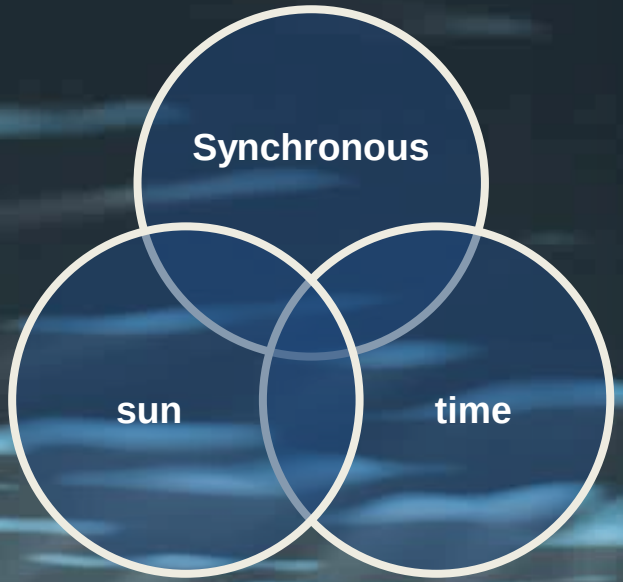
Transform and improve the learning process:

- What is that you can do online that you can't do F2F, and vice versa?
- Why do you want to teach what you teach?
- How can you best teach what you teach?
- What do you want students to do independently?
- What do you want students to do with others, or to be facilitated by a tutor?
- Which activities work best, and how do you know?

Key difference

The blended, or online learning involves synchronous or asynchronous communication tools.

Develop a synchronous and asynchronous strategy.



Synchronous/asynchronous

- German: snychron/asynchrony
- French: synchrone/asynchrone
- Russian: синхронный/асинхронный
- Hungarian: egyidejű/ aszinkron
- Romanian: sincronic/asincron
- Portuguese: síncrono/assíncrono

Real time: synchronous

- Twitter discussions
- Google hangouts
- Webinars
- Webconferencing
- Forums
- Online chat

Anytime: asynchronous

- Twitter discussions
- Google hangouts
- Videos/podcasts
- Email
- Forums
- Discussion boards
- PowerPoints (Explain Everything)

Asynchronous discourse is inherently self-reflective and therefore more conducive to deep learning.

U.S. Department of Education, Office of Planning, Evaluation, and Policy Development (2010:2)

Exhibit 1. Conceptual Framework for Online Learning

Learning Experience Dimension	Synchronicity	Face-to-Face Alternative	Face-to-Face Enhancement
Expository	Synchronous	Live, one-way webcast of online lecture course with limited learner control (e.g., students proceed through materials in set sequence)	Viewing webcasts to supplement in-class learning activities
	Asynchronous	Math course taught through online video lectures that students can access on their own schedule	Online lectures on advanced topics made available as a resource for students in a conventional math class
Active	Synchronous	Learning how to troubleshoot a new type of computer system by consulting experts through live chat	Chatting with experts as the culminating activity for a curriculum unit on network administration
	Asynchronous	Social studies course taught entirely through Web quests that explore issues in U.S. history	Web quest options offered as an enrichment activity for students completing their regular social studies assignments early
Interactive	Synchronous	Health-care course taught entirely through an online, collaborative patient management simulation that multiple students interact with at the same time	Supplementing a lecture-based course through a session spent with a collaborative online simulation used by small groups of students
	Asynchronous	Professional development for science teachers through "threaded" discussions and message boards on topics identified by participants	Supplemental, threaded discussions for pre-service teachers participating in a face-to-face course on science methods

Exhibit reads: Online learning applications can be characterized in terms of (a) the kind of learning experience they provide, (b) whether computer-mediated instruction is primarily synchronous or asynchronous and (c) whether they are intended as an alternative or a supplement to face-to-face instruction.

U.S. Department of Education, Office of Planning, Evaluation, and Policy Development (2010:5)

‘Graham (2006), who describes the convergence of face-to-face settings, which are characterised by synchronous and human interaction, and Information and communication technology (ICT) based settings, which are asynchronous, and text-based and where humans operate independently.’

Mason and Rennie (2006:12) extend this definition to including ‘other combinations of technologies, locations or pedagogical approaches’

Garrison & Vaughan (2008:5) define blended learning as ‘the thoughtful fusion of face-to-face and online learning experiences’ emphasising the need for reflection on traditional approaches and for redesigning learning and teaching in this new terrain.

Littlejohn and Pegler (2006) also recommend a different approach that they term ‘blended e-learning’. This is a useful approach because it changes the focus in learning design by shifting the emphasis from simply considering the face-to-face and online environments to that of considering the design issues of (1) introducing e-learning and (2) the process of blending [the online and face-to-face environments].

Stacey & Gerbic (2008:965)

Oliver and Trigwell (2005)

- The combination of media and tools employed in an e-learning environment.
- The combination of a number of pedagogic approaches, irrespective of the learning technology used.
- The integrated combination of traditional learning with web-based online approaches.

Clark (2003)

the ‘simple ‘pick-and-mix’ definition of the concept is insufficient.’

Alammary, & Carbone (2014:442)

SESSION TWO: KNOWLEDGE EXCHANGE

‘Informal communities of practice and formal communities of learning with an online resource base of web resources and case studies are the basis of much effective institutional professional development.’

Stacey & Gerbic (2008:965)

Image source:
https://edtechresearch.wordpress.com/category/h810-week-3/

Student engagement

'A significant challenge facing the adoption of any digital innovation at the undergraduate level is designing pedagogy that provides adequate support for student engagement.'

Montgomery, Hayward, Dunn, Carbonaro & Amrhein (2015:658)

EDUCATORS' KNOWLEDGE

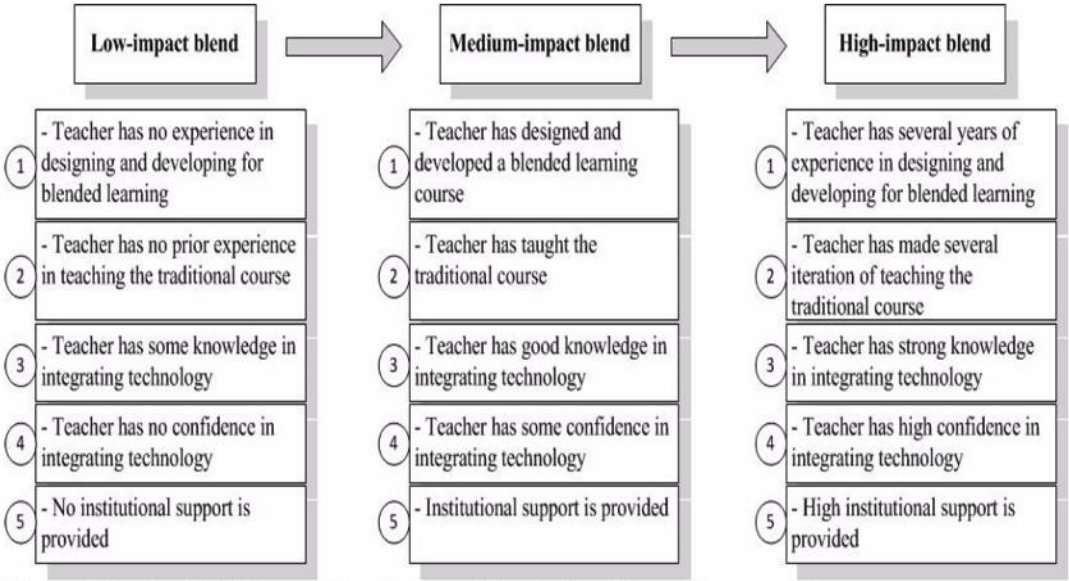


Figure 1. Factors that influence the selection of blended learning design approaches

Alammary, & Carbone (2014:448)

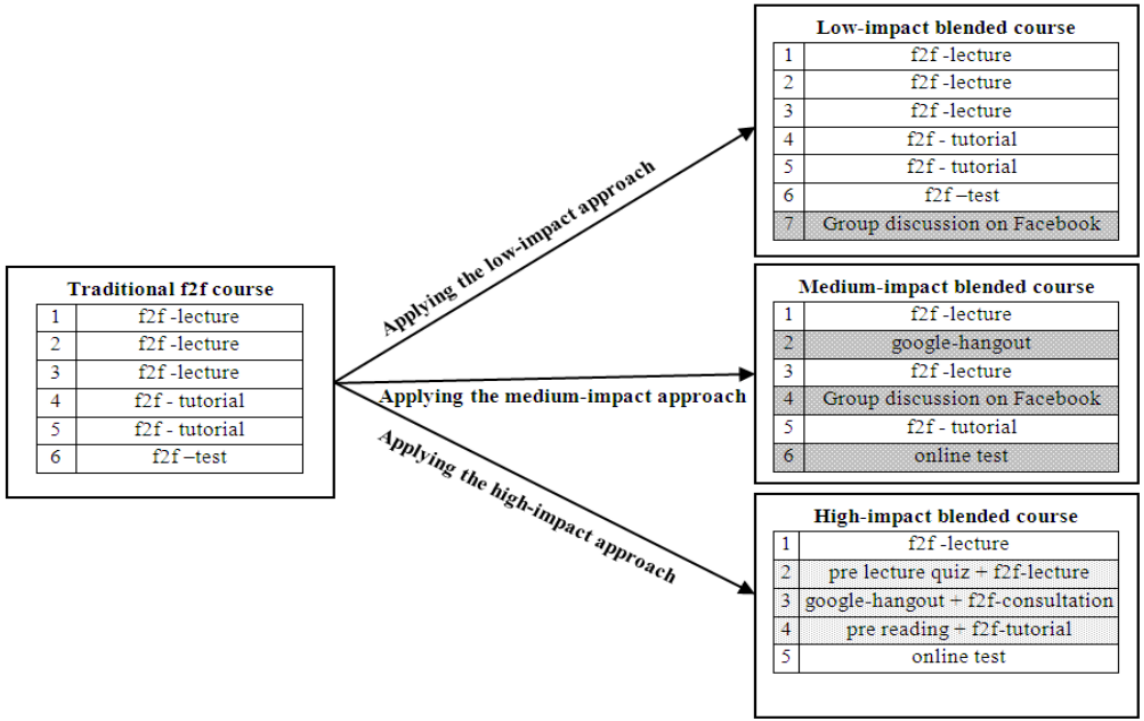


Figure 2. Applying the three different approaches to a traditional face-to-face course

Alammary, & Carbone (2014:448)

OER engagement can trigger meaningful learning opportunities for educators facilitating the creation of expertise and knowledge across contexts.

Littlejohn & Hood (2015

Integrative pedagogy framework

Six Key Knowledge Types

- KT1 *Conceptual/theoretical knowledge (general) – about OER process*
- KT2 *Conceptual/theoretical knowledge (contextually situated) – subject, workplace, resources*
- KT3 *Practical/experiential knowledge to develop experiential and practical knowledge and skills that will enable them to actually engage with OER process.*
- KT4 *Self-regulation & socio-regulation knowledge. Need support to understand the value of OER for their own practice for students' learning and development*.
- KT5 *Socio-cultural knowledge (community-based) – interaction with other educators*
- KT6 *Socio-cultural knowledge (workplace based) – support offered within institutions*

Useful reading:

- Cheung, W.S. & Foon Hew, K. (2011) 'Design and evaluation of two blended learning approaches: Lessons learned', *Australasian Journal of Educational Technology*, **27**, (8), pp. 1319 – 1337. (Singapore)

- Kocoglu, Z., Ozek, Y. & Kesli, Y. (2011) 'Blended learning: Investigating its potential in an English language teacher training program', *Australasian Journal of Educational Technology,* **27** (7), pp.1124-1134. (Turkey)

Challenges/strengths/possibilities

SUCCESS FACTORS

- Institution
- Teacher
- Students
- Pedagogic considerations

Stacey & Gerbic (2008)

Session three: learning design

LEARNING DESIGN IS

process based:
practitioners make informed design decisions with a pedagogical focus and communicate these to their colleagues and learners.

Conole (2012)

Teaching types

- Article reading
- Lead readers
- Discussion
- Audio
- Video
- Discussion points
- Reflection
- Case studies
- Compare/contrast
- Concept map – relationship between information gathered
- Mind map – structure thinking with key words
- Peer evaluation
- Role-play
- Debates

Table 1. Learning design activities

	Type of activity	Example
Assimilative	Attending to information	Read, Watch, Listen, Think about, Access.
Finding and handling information	Searching for and processing information	List, Analyse, Collate, Plot, Find, Discover, Access, Use, Gather.
Communication	Discussing module related content with at least one other person (student or tutor)	Communicate, Debate, Discuss, Argue, Share, Report, Collaborate, Present, Describe.
Productive	Actively constructing an artefact	Create, Build, Make, Design, Construct, Contribute, Complete,.
Experiential	Applying learning in a real-world setting	Practice, Apply, Mimic, Experience, Explore, Investigate,.
Interactive /adaptive	Applying learning in a simulated setting	Explore, Experiment, Trial, Improve, Model, Simulate.
Assessment	All forms of assessment (summarive, formative and self assessment)	Write, Present, Report, Demonstrate, Critique.

Rienties, Toetenel & Bryan (2015:316)

REFERENCES

Alammary, J. & Carbone, A. (2014) 'Blended learning in higher education: Three different design approaches', *Australasian Journal of Educational Technology*, **30**, (4), pp. 440-454.

Conole, G. (2010). Facilitating new forms of discourse for learning and teaching: harnessing the power of Web 2.0 practices. *Open Learning*, **25** (2) pp. 141–151.

Conole, G. (2012) *Designing for Learning in an Open World*, Springer, Dordrecht.

Darco Jansen, D., Schuwer, R., Teixeira, A. & Hakan Aydin, C. (2015) 'Comparing MOOC Adoption Strategies in Europe: Results from the HOME Project Survey', *International Review of Research in Open and Distributed Learning*, **16**, (6), pp.116-136.

Littlejohn, A. & Hood, N. (2015) ExplOERer O1/A2: Report on the *Development of Guidelines for structuring learning and teaching opportunities relevant to educators' open educational resource (OER) engagement*, Milton Keynes, Open University.

Montgomery, A., Hayward, D., Dunn, W., Carbonaro, M. & Amrhein, C. (2015) 'Blending for student engagement: Lessons learned for MOOCs and beyond', *Australasian Journal of Educational Technology*, **31**, (6), pp. 657-670.

Rienties, B., Toetenel, L., Bryan, A. (2015). '"Scaling up" learning design: impact of learning design activities on LMS behaviour and performance'. *Learning Analytics Knowledge conference*, pp. 315-319.

Rienties, B. & Toetenel, L. (2016) 'The impact of learning design on student behaviour, satisfaction and performance: A cross-institutional comparison across 151 modules', *Computers in Human Behavior*, **60**, pp.333-341.

Stacey, E. & Gerbic, P. (2008) *Success factors for blended learning*, Concise paper presented at Ascilite Conference, Melbourne, Australia.

Toetenel, L., Rienties, B. (2016) Analysing 157 Learning Designs using Learning Analytic approaches as a means to evaluate the impact of pedagogical decision-making, *British Journal of Educational Technology,* DOI: 10.1111/bjet.12423.

U.S. Department of Education, Office of Planning, Evaluation, and Policy Development (2010) *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*, Washington, D.C, US Department of Education.