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# Blended Learning

elearning Workshop March 20 - 22, 2017



Oficina de Gestión de Proyectos  
de la Universidad de Alicante.

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**Definition:** Learning that takes place in the online and physical school environments where students have some control over time, place, path, and pace of their learning. It entails bridging online learning back into a traditional school setting.

*- Michael B Horn of the Clayton Christensen Institute*

# Focus on teaching and learning processes

<https://www.youtube.com/watch?v=Q5txJfv2q0c>



Most blended learning models have been deployed as a way for schools/higher education institutions to cut costs, offer a wider selection of courses to students, ***and to better engage their students.*** As such, they focus on the pedagogy and technology required.

# Early Blended Learning: the combination of face- to-face teaching with online teaching and learning

Simplistic blended learning: structured opportunities to learn, which use more than training method, inside or outside the classroom

Pankin J et al, 2012

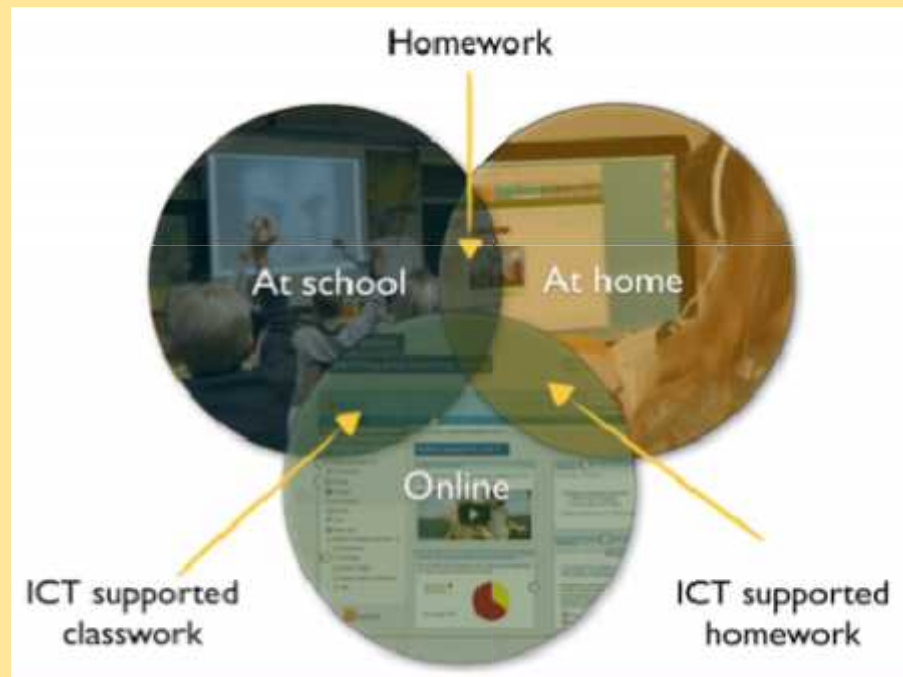
# Blended learning or just educational tools?

Technology enhanced learning not technology driven





## The blended classroom



Blended learning design and  
purpose: a design approach  
whereby both face-to-face and  
online learning material  
complete one another



Role of pedagogy in blended learning: pedagogies are teaching and learning strategies – they included purposes/goals as well as activities

Higgs, 2015

Transcending pedagogies:  
learning and teaching strategies  
that blend the best of purpose  
and process to extend learning  
outcomes through transcending  
possibilities

Higgs 2015

Transcend: on/off campus  
courses; face-to-face/virtual  
worlds; time and place: student  
cohorts; learning, social and  
work spaces

# Transcending Pedagogies

Simulated learning

Mobile learning

Simulated workplaces

Self-directed learning

Peer learning

Technology enhanced

- Workplace learning
- On-campus learning
- Peer learning

Role plays in physical and virtual world

Student-managed project learning

# Transcending Pedagogies

Learning strategies that are life-long and life-wide

Learning for global citizenship

Learning for life and work



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Course  
description

Course  
goals

Learning  
objectives

Learning  
outcomes





### Instructional Method:

- *Should I write an online module on this topic?*
- *Should the group discussion take place in class?*
- *Is a demonstration of the concept more suitable in the online portion of the course?*

The question to ask is how the specific learning objective at hand can be delivered most effectively. That is, determine whether the content or interaction of the course should be addressed in the face-to-face class session, online, or both.

## **Organization of the Course Content and Supporting Materials:**

Besides determining the coverage in terms of depth and breadth, consider what constitutes the most suitable sequencing and transition between the online and face-to-face portions of your blended course.

Other elements to consider are if you should adopt existing content of your own or a publisher's packaged course.

The key is to organize the content of your course in a complementary way while filling in the existing gaps

## Defining a Course Interaction and Assessment Strategy:

Determine:

Types of activities

Assignments

Interactive exercises

Assessment is crucial as students need to understand the applicability of what they are learning.

- 1] Provide sufficient examples and opportunities to practice the knowledge and skills they are acquiring is key for their self-assessment and your assessment on whether they are closer to achieving the proficiency expected of them.
- 2] Watching a video segment prior to class could lay the foundation for a class discussion.
- 3] Online discussions can be used to carry on a conversation that students found very interesting during a class session.
- 4] Games could be used as a starter to a conversation or to self-assess.
- 5] The possibilities are endless!!

## Communication:

- Communication and feedback are crucial in building a quality and
- satisfactory blended learning experience.
- Some of the most successful communication approaches encourage plenty of
- appropriate student-to-faculty contact; collaboration and interaction among students; prompt
- and communication of expectations and protocols from the very beginning of the course.
- The key is to be cognizant of the diverse needs and talents of students
- through a consistent and clear communication strategy, whether online or face-to-face.

## Logical considerations:

- A comprehensive approach to building a blended course, awareness of the technologies, services, and support available to you and your students can be very valuable.
- Know the protocols of your institution's technical support can shape your communication strategy in terms of how promptly your students can get additional help when a technology problem arises.
- If your institution's library or writing centre provides modules and other materials, you could incorporate such content in your blended course.
- Referrals to services across the campus are most useful to your students as an extension of your role as a facilitator of learning.

<https://blended.online.ucf.edu/process/building-your-course/>

## Institutional capacity and preparedness:

- technology infrastructure
- special funding
- incentives
- special awards
- release time
- professional development
- evaluation support
- instructional design
- media production services
- technical help desks
- learning management systems or other learning technologies