Royal Flemish Academy of Belgium
for Science and the Arts

Thinking about Blended Learning

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Thinking about Blended Learning Outline

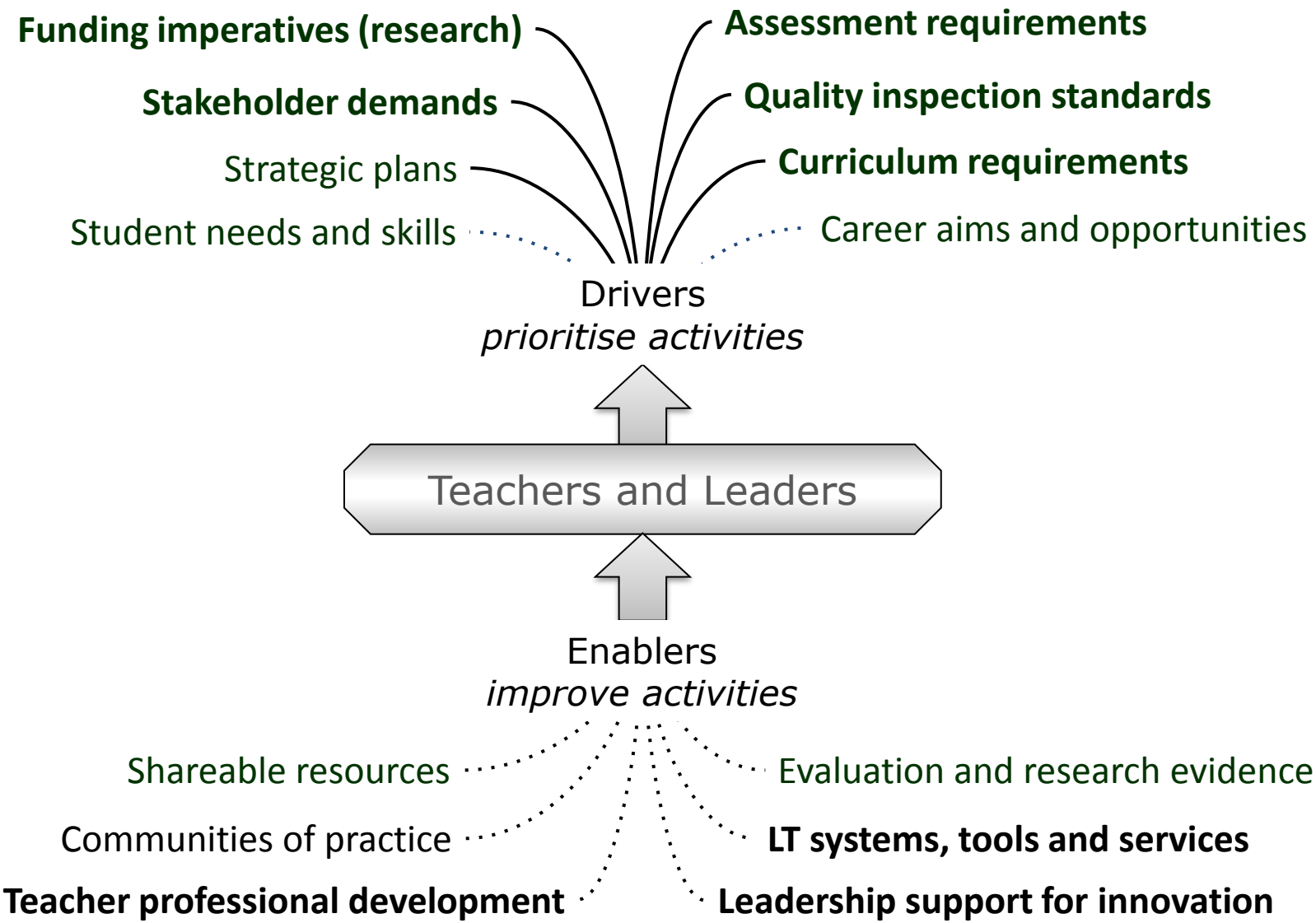
- ✧ The drivers and enablers of innovation for blended learning
- ✧ Building the academic community's knowledge of blended learning
- ✧ The MOOC as professional development
- ✧ Professionalising teaching
- ✧ Modelling the teaching costs and learning benefits for blended learning

Learning technology drivers and enablers

Why are the Flemish universities not in the vanguard of teaching, as they so often are in research?

Erik Duval

Learning technology drivers and enablers



Updating the drivers

- Funding imperatives
  - **Check** that funding mechanisms use viable costing and investment models for technology-based teaching
  - **Change** funding to be dependent on the quality of teaching
- Students' needs and skills
  - **Check** HE responds to student diversity by using assistive technology for special needs, and online technology for flexible access
  - **Check** HE makes use of students' increasing digital skills and helps them develop the skills of digital learning
- Career aims and opportunities
  - **Change** the standards expected and rewards for teaching excellence to make them dependent on effective use of learning technology
  - **Reward** the personal motivation of the academics who wish to redesign and improve their teaching

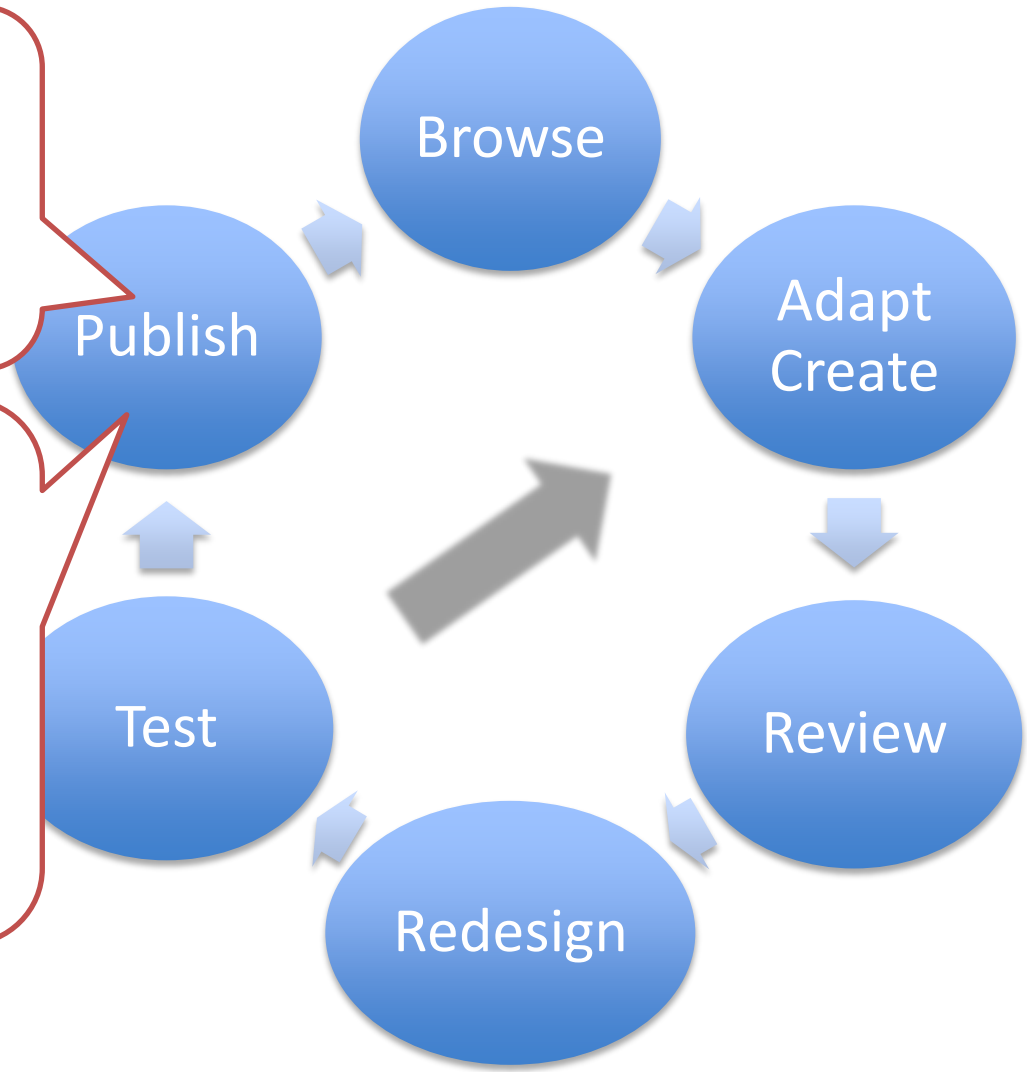
Updating the enablers

- Teacher professional development
  - Create continuing professional development opportunities to update skills and knowledge of learning technology
- Communities of practice
  - Build mechanisms to support exchange of teaching ideas
  - Promote new pedagogies for using digital technology
  - Create opportunities for peer review of innovative practice
- Shareable resources
  - Promote access to OERs and learning design tools
  - Reduce the costs of innovation
  - Enable teachers to build on each other’s work

Teaching as a design science

Question:
What is the teaching design equivalent of the journal paper?

Answer:
A learning design that can be reviewed, adapted, improved, published, reused…



Collaborative learning for teachers?

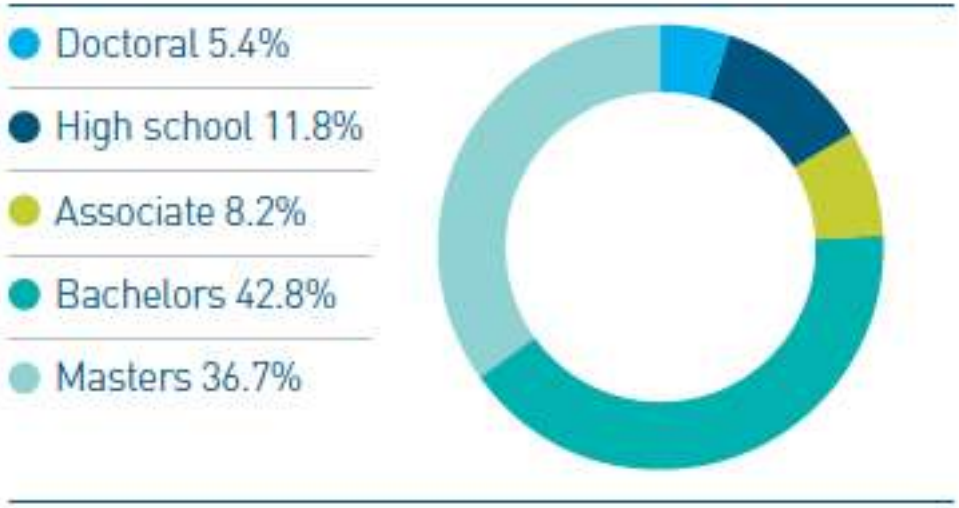
MOOCs and Myths

- “content is free”
  - but education is not the delivery of content;
  - the content of courses must be carefully curated
  - student activities must be carefully orchestrated
- “students can support each other”
  - But relying on peer support and assessment does not provide an undergraduate education
  - education is not a mass customer industry, it’s a personal client industry

The MOOC as undergraduate education

Profile of students

Figure 3: Coursera survey data of prior level of education, January 2013



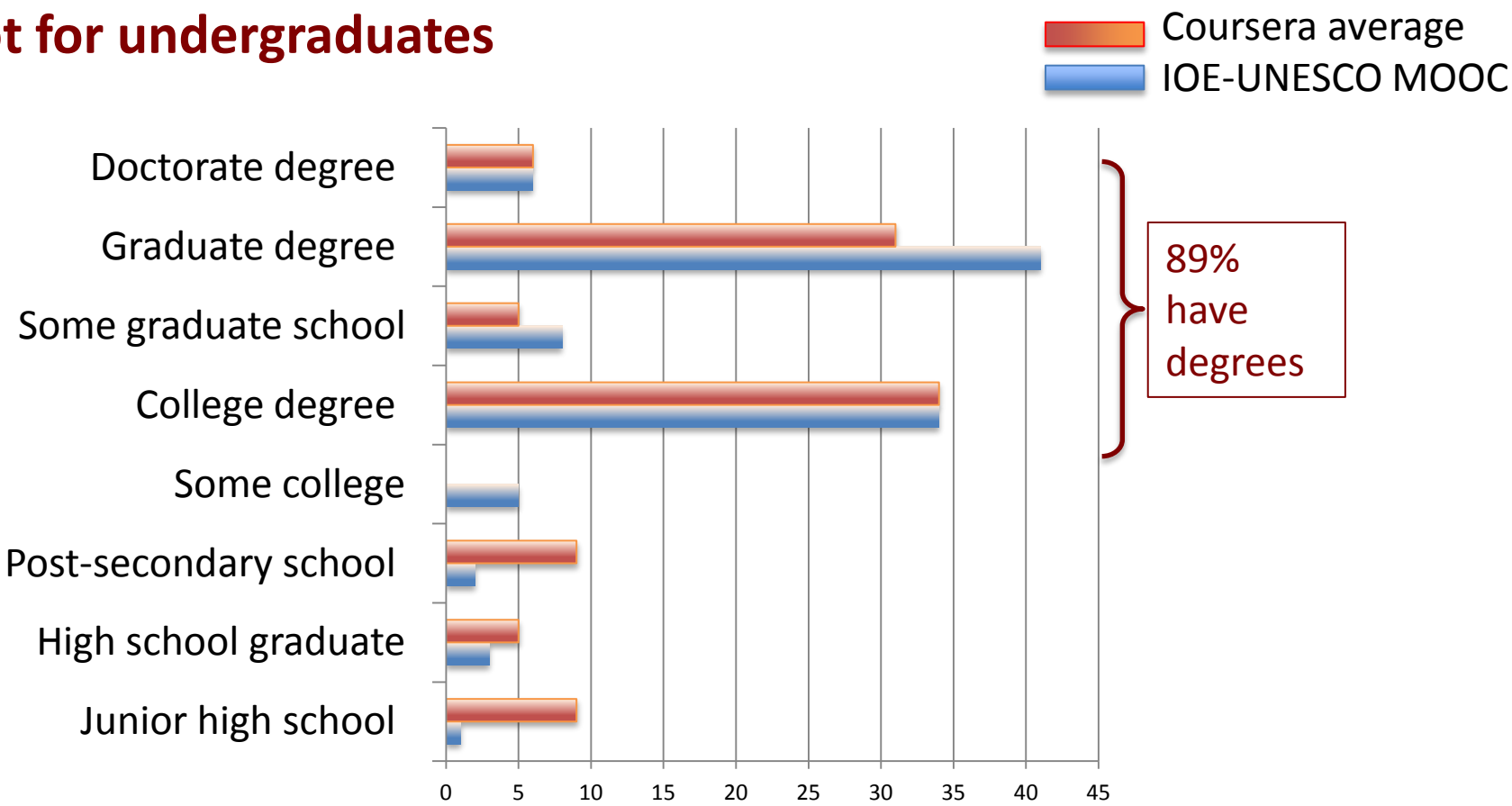
85% have degrees

Is this how we learn to provide UG education on the massive scale?

MOOCs: Higher Education's Digital Moment? 2013: UUK

The MOOC as professional development

Not for undergraduates



Enrolled participants

A MOOC for professional development

https://www.coursera.org/course/ictinprimary

coursera | Global Partners Courses Specializations Institutions About | Diana Lauril...

Edit Course Description Edit Session Descriptions Edit Session Materials

UNIVERSITY OF LONDON

ICT in Primary Education: Transforming children's learning across the curriculum

Why and how are teachers integrating ICT (Information and Communication Technology) into primary education? In this course we analyse examples from schools in different parts of the world, and bring professional teachers, headteachers and policymakers together to share their best ideas and inspiring stories. The materials in the course are based on studies carried out for the UNESCO Institute of IT in Education, Moscow.

About the Course

Teachers and policymakers working in all sectors of education now recognise the importance and value of technology for learning and teaching. The Institute of Education, University of London (IOE http://www.ioe.ac.uk/) and the UNESCO Institute for IT in Education (IITE http://iite.unesco.org/) are collaborating to run this professional development course for teachers, headteachers and policymakers working in the Primary Education sector.

Sessions

May 27th 2014

Join for Free

Course at a Glance

>9000 teachers registered, 174 countries

Curating and orchestrating resources and activities

COURSE

- Announcements
- Syllabus
- Assessment and Grading

WEEKLY STUDY GUIDES

- 1: The 21st Century Primary School
- 2: How does ICT make a difference?
- 3: Pedagogical changes achievable through ICT
- 4: Technology opportunities
- 5: Inspiring examples and implementation concerns
- 6: Making ICT work (from 29th June)

RESOURCES

- Video Lectures
- Discussion Forums
- Quizzes

4.1 Orientation to the week

4.2 Choosing the technology

Activity 4.2.1 (Core) - What do other schools do?

Schools may have different criteria and preferences when choosing new technology to be integrated into their teaching and learning activities.

Watch the audio-slide presentation that introduces several issues reported by schools in this context.

Note: The presentation will open in a new browser window, make sure you come back to this page after you watch it.

Activity 4.2.2 (Core) - Choosing appropriate technology 60 mins

In the introductory presentation to Section 4.2 we mentioned the concept of the **developmental appropriateness** of an ICT tool. Here we look further at the set of criteria for considering whether a tool (software or hardware) is developmentally appropriate or not. These criteria come from the Early Childhood Education context, and are published in the UNESCO book 'Reco ood education' (UNESCO IITE 2010). However, we believe that they are education.

Download the UNESCO book 'Recognisi ducation'.

Admin Help

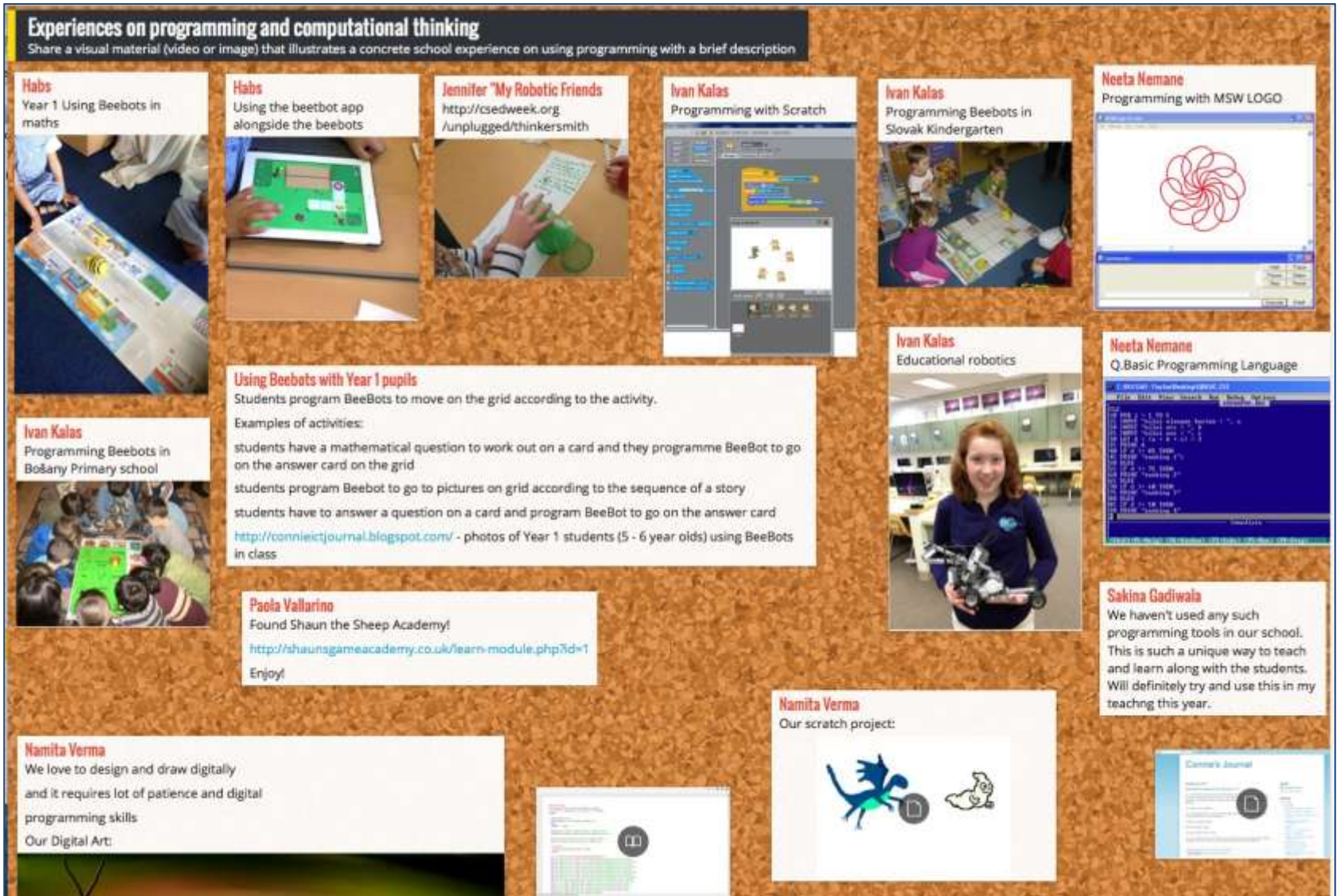
Study guide sequences and orchestrates work with resources and tools linked to forums

Study guide defines activities as Core or Optional and duration

Building a personal portfolio in their Course Journal

Padlet: sharing ideas on computational thinking

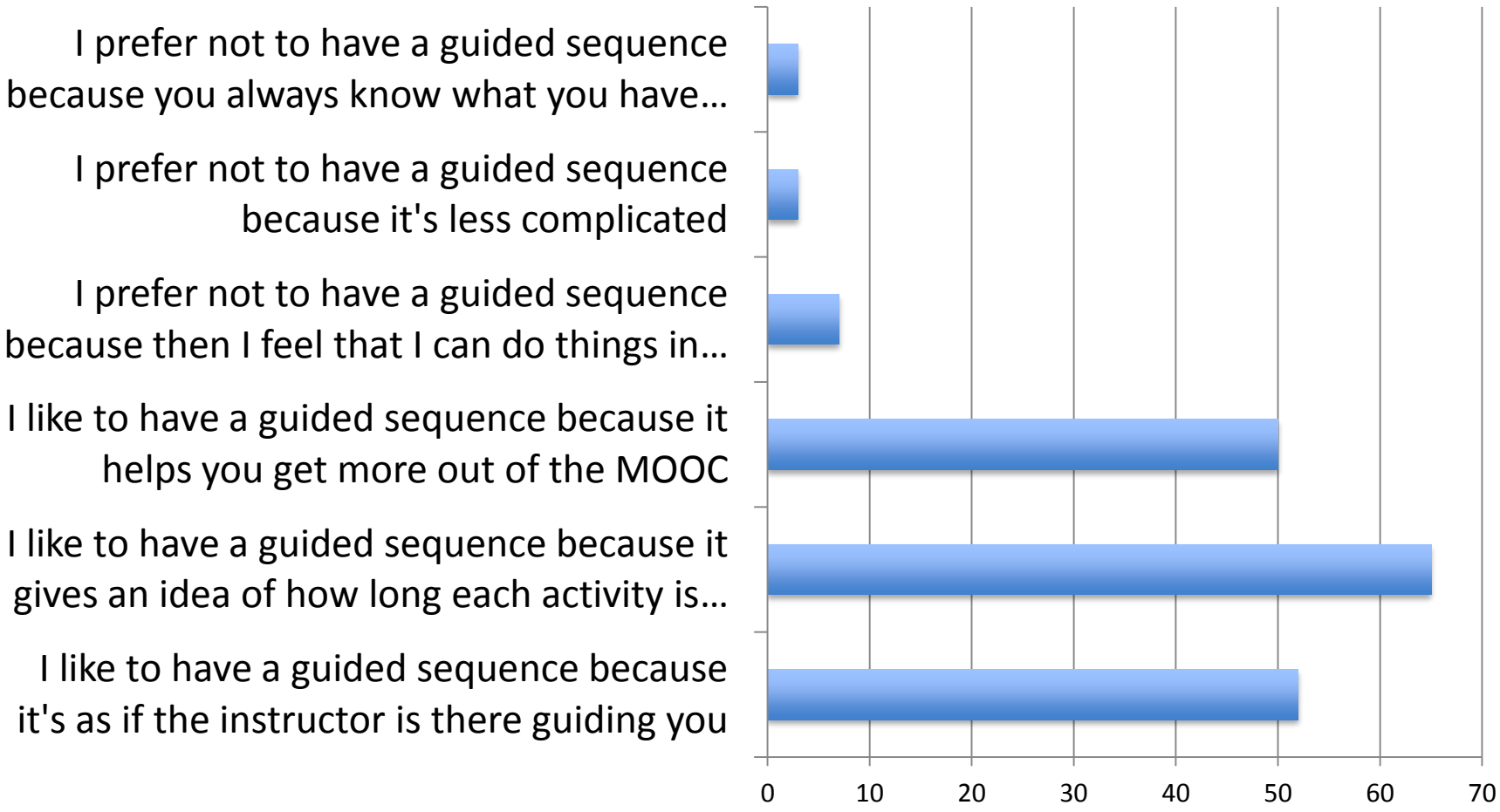
http://padlet.com/wall/ho8667b77501



Testing the pedagogy

Post course evaluation survey

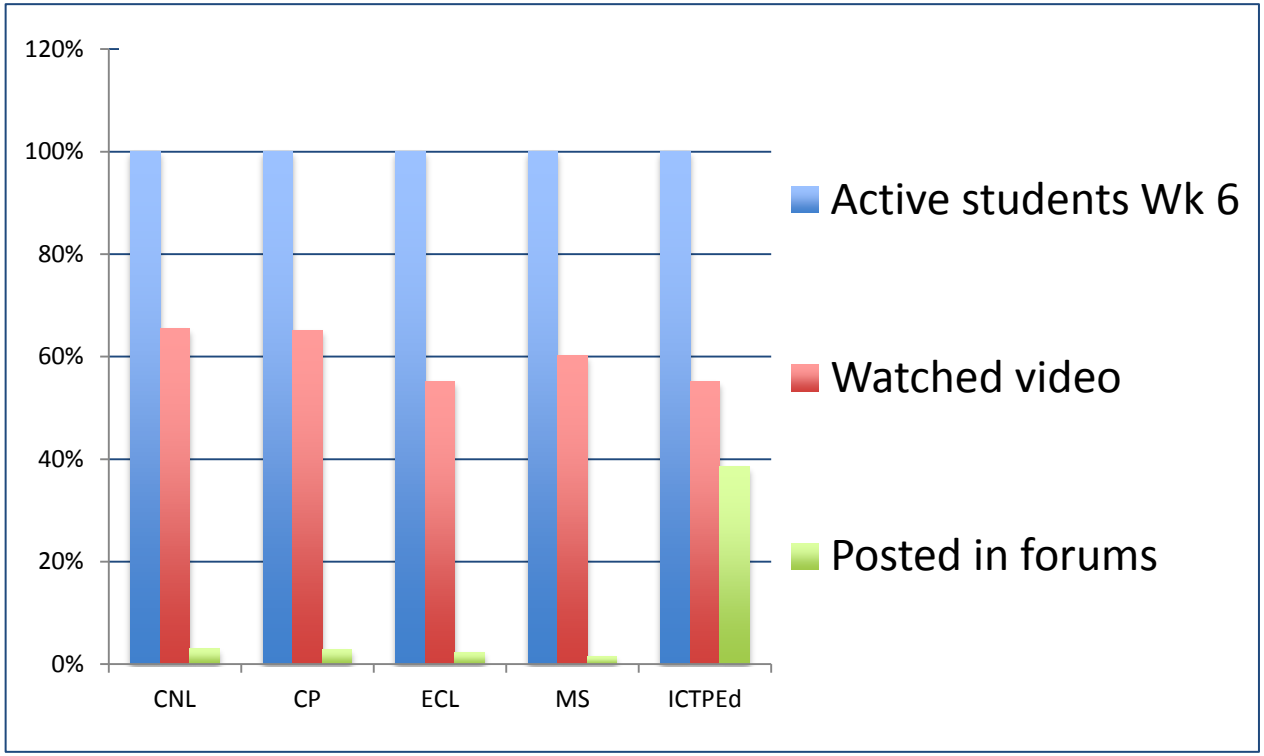
On this MOOC, each week had a guided sequence of timed activities.
Please indicate which statements you agree with below:



How useful were these elements of the course material?

Collaboration activities

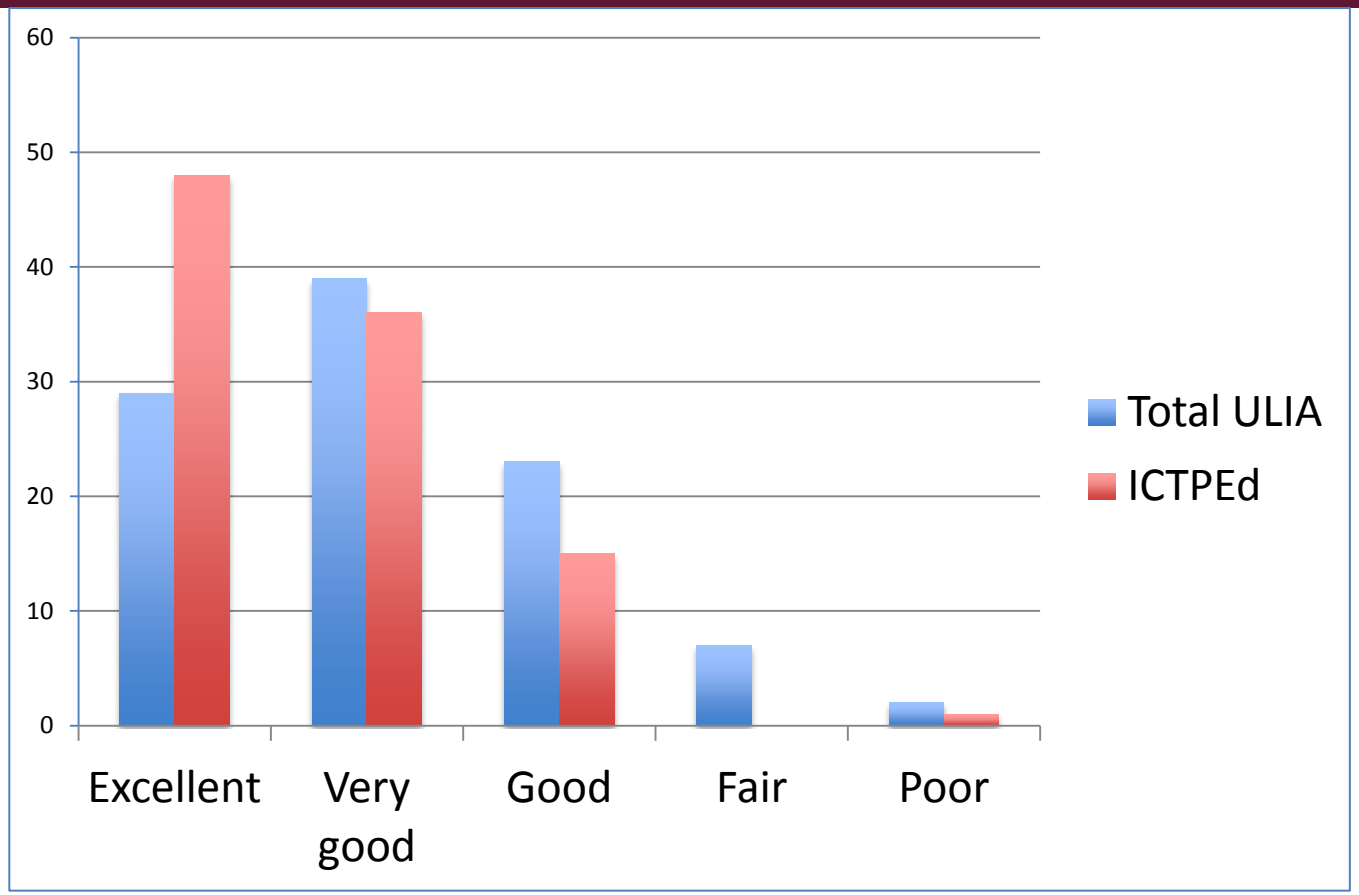
Comparison with other ULIA MOOCs



Much higher level of engagement in forums, due to

- Cohort
- Study guide

How good was it?



Did not suffer from low production values

Benefitted from homogeneous peer group

Problems for which MOOCs are a solution

MOOCs work well for collaborative professional development

MOOCs can support online collaborative learning to professionalise teachers as learning designers *at scale*

HE lecturers sharing learning designs

http://www.coursesites.com/s/_LDC

International Learning Designs Challenge

Announcements

Welcome to the International Learning Designs Challenge #3

Introduce yourself!

Starter-pack

Joining the Move-It-Online Live events

My LDChallenge Badges

Week 1 Move-It-Online (Learning Designer)

Week 2 Move-It-Online (Learning Designer)

Discussion forums

Resources for the Learning Designer

Email

The Team

Help

Week 2 Move-It-Online (Learning Designe

Live Session: Reasons for Moving-It-Online (Read, 5 mir

Attached Files: Beginningweek2CheckList.pdf (53.11 KB)

Monday 10th November at 13.00 GMT (convert to your timezone)

Diana will talk through the reasons for moving a course online, and show an example about how to give peer feedback. The presentation will include:

1. Moving it online – what are the issues we can tackle here?

- Flexibility and reach

Teachers build on each others' learning designs, adapt, share, review, redesign, publish…

3. This week: Criteria for guiding designs and feedback

- How to share your design with others
- How to select a design to review
- How to provide a review for a design

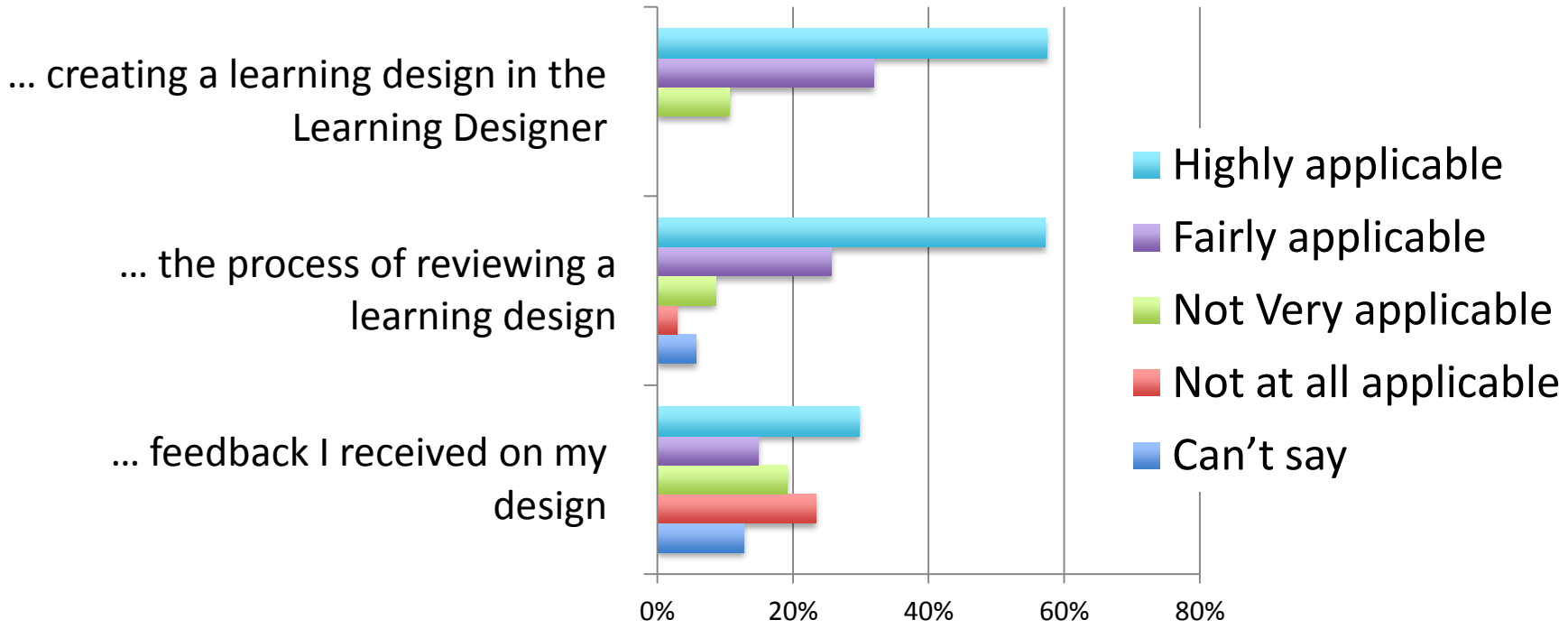
This will give you an opportunity to reflect on your design experience, to think about what makes a good online design and how we can use this as a "rubric" for guiding designs and giving feedback. We have invited some participants who have been active in the last week to join us live. If you participate via Google Hangouts On Air you can use the Q&A Chat to join in as well.

In the meantime, you can complete the attached Beginning Week 2 Checklist to help you keep track of your progress so far. Watch the Live Launch on Google Hangouts On Air by following the link below this item.

This week you have the opportunity to claim your Discussion Champion badge as a reward for taking part in the collaborative activities and discussions over the last two weeks. You can preview the Discussion Champion badge by clicking on "My LDChallenge Badges" in the menu to the left. It is important that you **Mark as Reviewed** the following content items to earn this badge:

Does it work? Post-survey

I developed new ideas and had valuable insights about my teaching practice prompted by

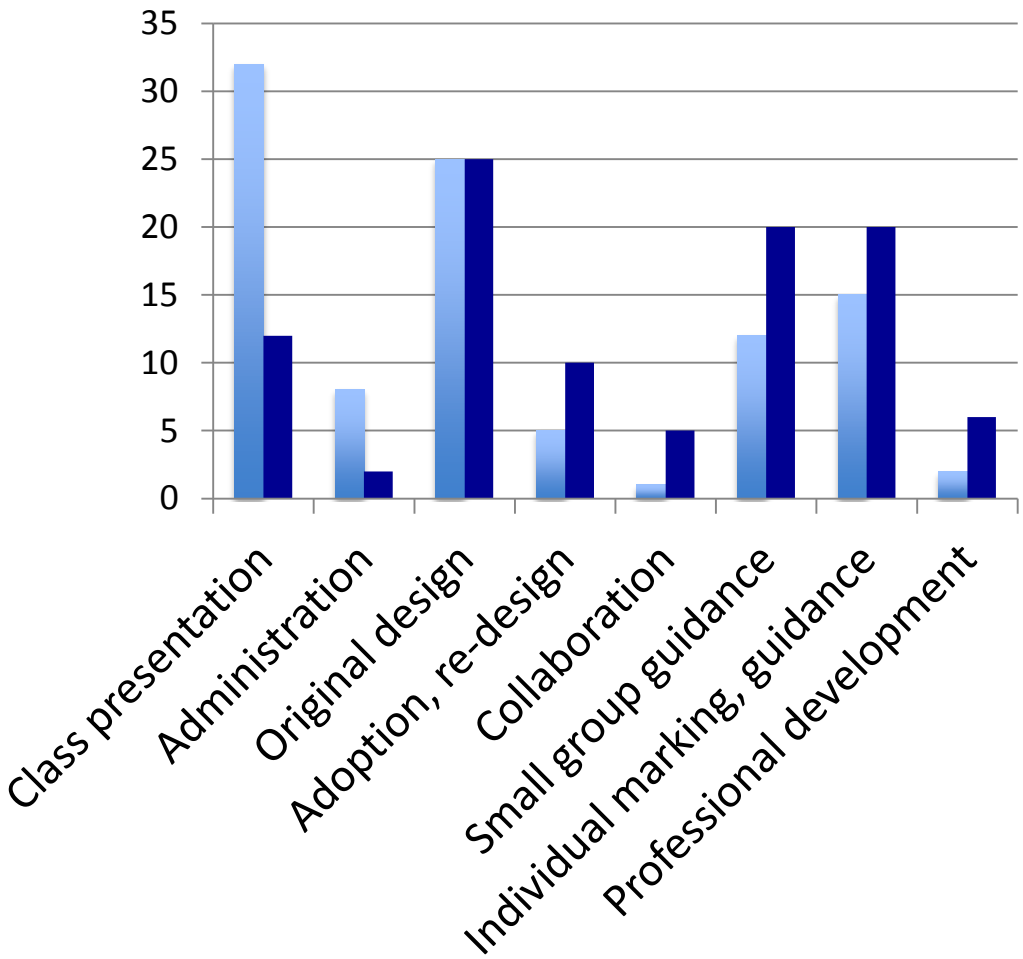


Professionalising teaching

A redistribution of teaching activity?

From	To more
Original design and preparation of all learning activities and resources	Collaboration on evidence-based development Specialist original innovative design Generalist re-design of activities and resources
Presentation	Tutor-based individual guidance Tutor-based group guidance
Summative assessment	Peer-based formative assessment Automated formative assessment
Administration	Professional development Teaching evaluation with learning analytics

Imagining alternative distributions of teacher time

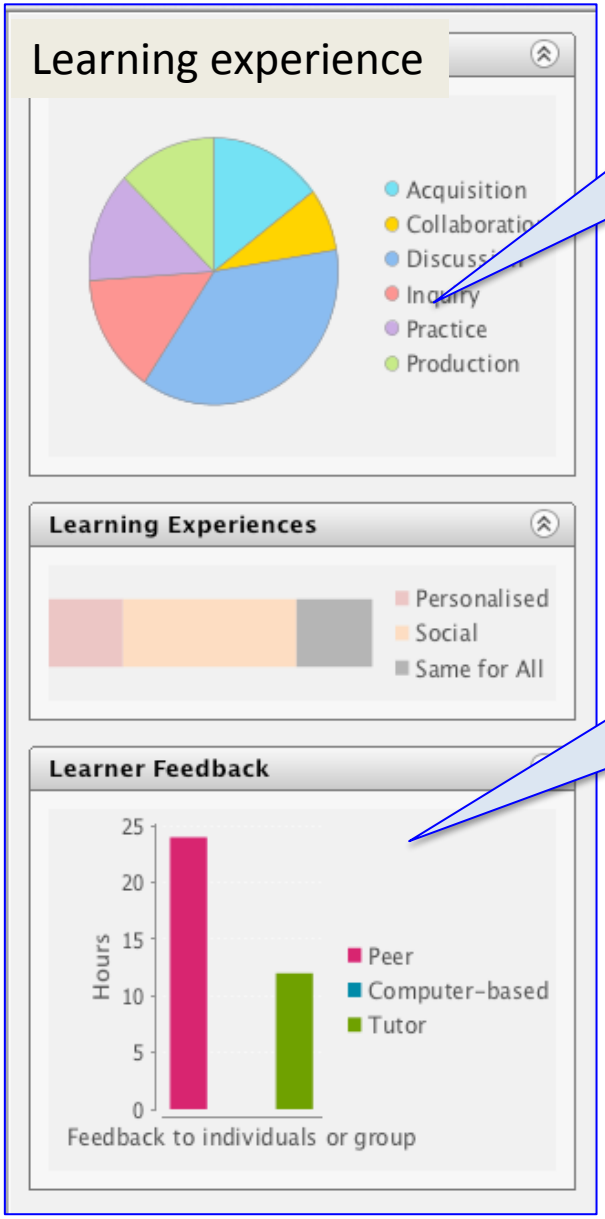


Conventional distribution is an average, with wide variations across individuals, departments and sectors

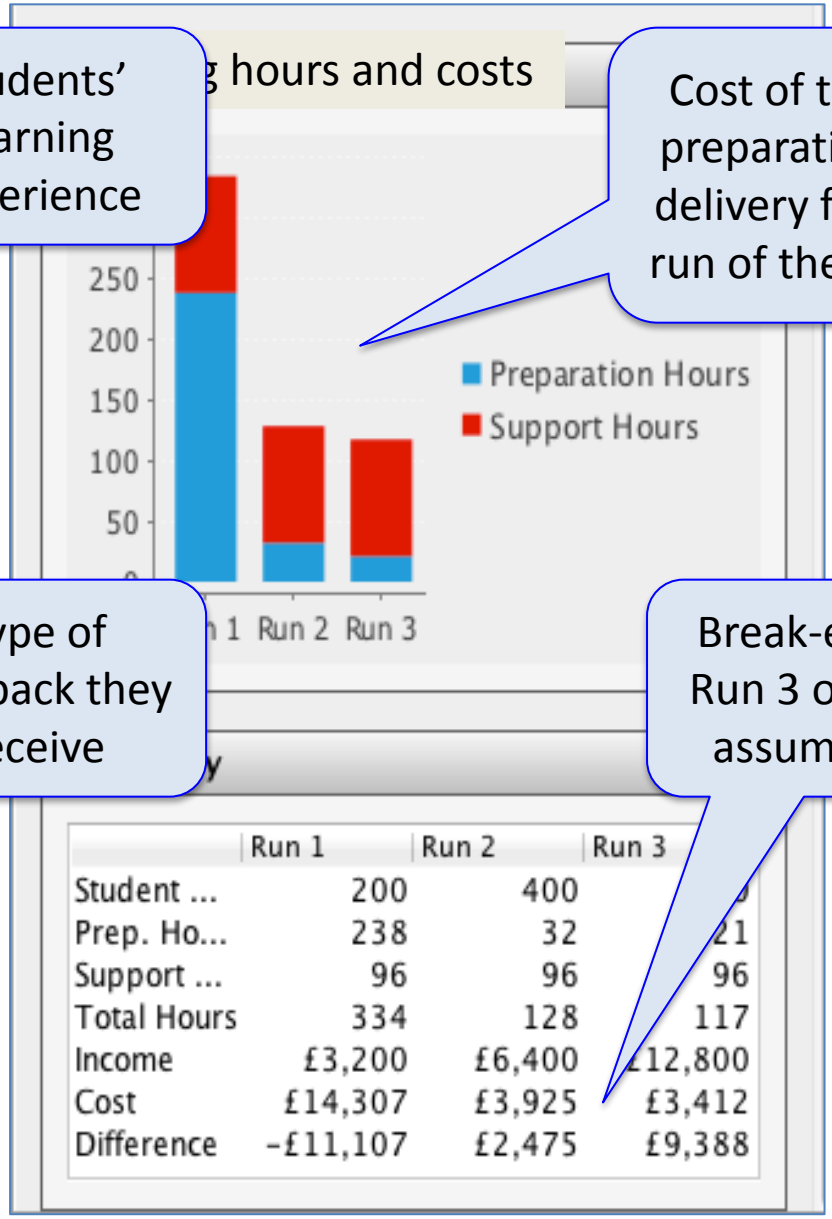
BL distribution will prioritise:
specialist original design;
generalist adoption;
collaboration;
more guidance;
professional development

Modelling teaching costs and learning benefits

Modelling teaching costs and learning benefits



Students' learning experience

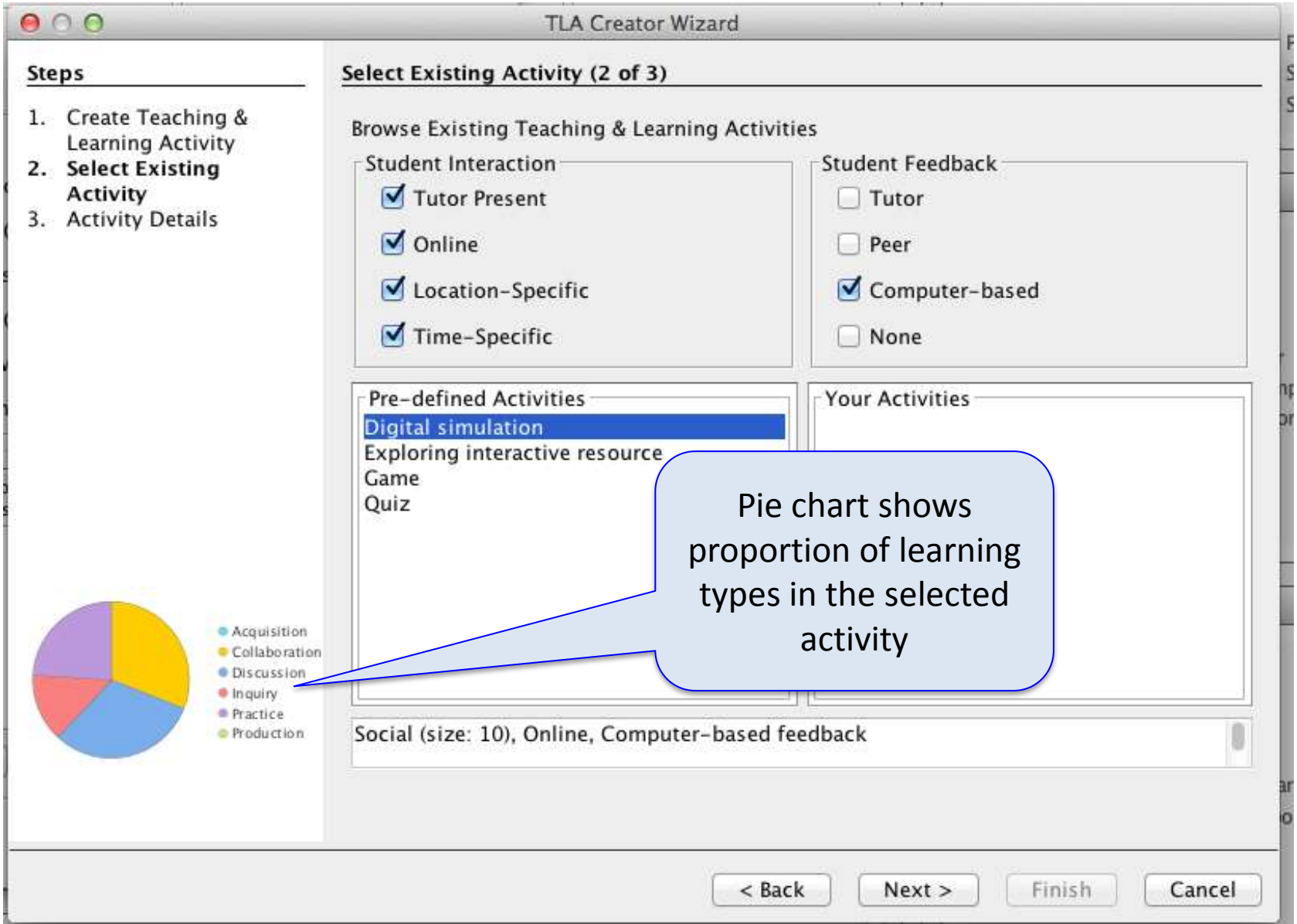


Cost of teacher preparation and delivery for each run of the course

Type of feedback they receive

Break-even by Run 3 on these assumptions

Reusing or defining learning activities



Pie chart shows proportion of learning types in the selected activity

Estimating teacher time for runs 1, 2 and 3

1. Create Teaching & Learning Activity
2. Select Existing Activity
3. **Activity Details**

Teaching & Learning Activity Name

Digital simulation

Learner' Total Hours

No. of Weeks: 10 of 2 hours

How many student learning hours per week?

Teaching Preparation Hours

	Hours per Week	Non-Weekly Hours	Higher Cost Staff	Lower Cost Staff
Run 1:	0	0	100%	0%
Run 2:	0	3	100%	0%
Run 3:	0	1	100%	0%

How many teacher hours to prepare?

Teacher support hours per group/student

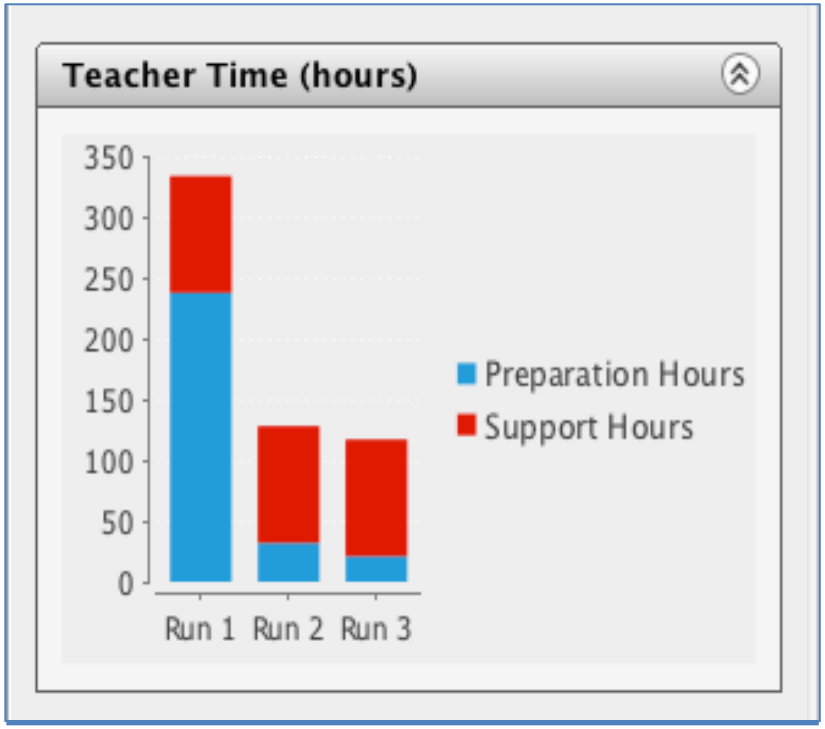
	Hours per Week	Non-Weekly Hours	Higher Cost Staff	Lower Cost Staff
Run 1:	0			100%
	0			100%
	0			100%

Does it all have to be done by the higher cost staff?

How many teacher hours to support each student/group/class?

ne, Computer-based feedback

Modelling teaching costs and learning benefits



To achieve the learning benefits, it is likely that Blended Learning will change:

- the distribution of teaching activities
- the pattern of the teaching workload

It is essential that this is well understood and planned for by

- Academic staff
- Heads of department
- The finance department
- The senior managers

The financial value of MOOCs

Business model

Cost	$30,000
Income	$1,000
	(from $49 – Coursera cut – ULIP cut)
Additional students?	3 @ $12000 pa
	- marginal profit? – No-one knows
Marketing?	No-one knows anything
Cui bono?	Highly qualified professionals being educated for free

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Thinking about Blended Learning Summary

- ✧ The drivers and enablers of innovation for blended learning - *Need to be updated*
- ✧ Building the academic community's knowledge of blended learning - *Model the process for scientific knowledge*
- ✧ The MOOC as professional development - *A good solution*
- ✧ Professionalising teaching - *Essential for our future*
- ✧ Modelling the teaching costs and learning benefits for blended learning - *Essential for academics and institutions*