ADPS Blended Learning

Video introduction

Please watch Video 1, where Dr Alex Owen introduces you to the new format for the Academic Development CPD workshops, and then Video 2 where she then introduces the specific theme for this workshop: Blended Learning. This will include:

- What do we mean by blended learning?
- Why blend?
- How examples of blended learning in practice.

You will find several resources to help you explore these issues further in the reading list below.

Once you have had a chance to look at these resources, we would like to encourage you to meet individually with the workshop leader online to share your own experiences of blended learning, the challenges you have faced, and the solutions you have found. We will collate some of the themes that emerge from these discussions and we will endeavour to expand the reading list and resources in response. To arrange to meet the workshop leaders online, once you have looked at the resources and reflected on your practice, please email a.e.owen@liverpool.ac.uk and we can book an online meeting at a time to suit.

Resources

| Reading recommendations | A Seminal resource, which offers global perspectives on practices and trends of BL. The book provides targeted information for specific BL arrangements, with examples of how BL is utilised in the corporate world, academic institutions and in military training. The book focuses on tried and tested practices. The Handbook for Blended Learning is divided into eight parts: Part 1 is a three chapter introduction to the concept of Blended Learning; Part 2 explores corporate models and perspectives of BL. The six chapters in this part describe institutional models of [BL] that large global corporations use; Part 3 comprises five chapters which illustrate models of BL for higher education(HE); Part 4 consists of three chapters which shares the perspectives on [BL] from three high-profile for-profit universities; Part 5, the largest section of the book, shares global practices of BL in the HE context from eleven countries around the world; Part 6 consists of three chapters which discuss some of the innovative BL developments of Cisco Systems and the World Bank, while highlighting concerns about the slow uptake of BL initiatives and ‘lack of required technological infrastructure and teacher training’ (p417) from a global perspective; Part 7 focuses on cases of BL that highlight workplace and authentic learning environments; and Part 8 looks at future trends of BL systems and mixed-
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reality learning environments. Overall this edited publication helps to illuminate the strengths and weakness of a plethora of BL systems and draws attention to issues associated with implementing BL systems in an institutional context.


Particularly p. 23 – 28 which can be found [here](https://www.saffroninteractive.com/product/the-blended-learning-cookbook/).

The Blended Learning Cookbook does exactly what it says on the tin. It offers twenty-eight recipes (blueprints for BL design systems) of blended learning approaches and explains: the situation in which each BL design is applicable; the teaching strategies adopted for each situation; the elements, methods, and media used (modes) of each design; and then the rationale behind the implementation of each design. Just like a cookbook, this resource is easy to follow and instructive. More importantly however, the book’s design accommodates customisation of the design systems presented, so that course designers can tailor to suit specific learning objectives.


This study explored a novel way to overcome the challenges associated with scheduling interprofessional learning experiences through the use of simulations in a virtual environment (Web.Alivee) where learners interact as avatars. In this study, 60 recent graduates from nursing, paramedic, police, and child and youth service programs participated in a 2-day workshop designed to improve interprofessional competencies through a blend of learning environments that included virtual face-to-face experiences, traditional face-to-face experiences and online experiences. Changes in learners’ interprofessional competence were assessed through three outcomes: change in interprofessional attitudes pre- to post-workshop, self-perceived changes in interprofessional competence and observer ratings of performance across three clinical simulations. Results from the study indicate that from baseline to post-intervention, there was significant improvement in learners’ interprofessional competence across all outcomes, and that the blended learning environment provided an acceptable way to develop these competencies’ (p312).

The results of this study indicate that students not only enjoyed this experience of BL, but they also showed significant improvement in their interprofessional competence.

Available as a ebook on the [library system](#)

This chapter introduces the concept of BL before highlighting some of the key areas of BL research and development: ‘Background and analysis related to variations in institutional definitions of blended learning as well as rationales for adopting blended learning are presented. Prominent models of blended learning in higher education, k-12, and corporate training contexts are highlighted. A synthesis of current research related to blended learning is organized around the themes of theory, learning effectiveness, learner satisfaction, faculty satisfaction, access and flexibility, and cost effectiveness’ (p333). Recommendations for future research include: research grounded in developing theoretical frameworks that explore, explain, or design BL models; research that uncovers the causes for improved learning outcomes in BL environments; research that links satisfaction data to specific BL design features; research that quantifies the impact of BL on accessibility and on opportunity costs of increases flexibility; and research on the cost effectiveness of BL implementation.


[https://doi.org/10.1080/1743727X.2013.819324](https://doi.org/10.1080/1743727X.2013.819324)

Within Higher Education, current changes in levels of funding available and the increasingly diverse profiles of students participating have placed a greater emphasis on the need for institutions to provide more ‘flexible methods’ of delivery. In addition to traditional face-to-face, collaborative environments, the widespread use of information and communication technologies allows individuals around the globe to participate in collaborative learning. This article highlights the experiences of a university based, intercultural, mixed methods research project at Master’s degree level, where student researchers with diverse backgrounds, worked collaboratively to create a tentative conceptual framework, in order to map research trends at the 2010 American Educational Research Association conference. This article suggests that collaborative learning in intercultural groups, rather than benefiting from one approach over another, can actually be enhanced by the combining of methods through a BL approach, resulting in a deeper learning experience for those participating. Furthermore, in the initial stages of negotiating and renegotiating collective understandings and meaning, face-to-face collaboration can provide a basis for deeper learning and understanding in subsequent online collaboration, as experienced by the intercultural collective research group, which is the case study of this article.
The central idea of this study is using blended problem-based learning (PBL) in an academic development context with key roles emphasised: academic staff in the role of students and the academic developer as the tutor. The context is a module entitled 'Designing e-Learning' on a postgraduate programme for academic staff in Ireland. Part of the exploration of e-learning value requires a refocusing on pedagogy. Increasingly, PBL is one of the pedagogies associated with the learning technologies available to educators today. Data was collected from face-to-face PBL tutorials, transcripts of online discussion boards, focus groups and student reflective papers generated over two years and involving all the participants who chose to undertake the module as part of their professional development. The findings highlight key issues for the complex role of the PBL tutor in further understanding the blending of traditional PBL with the technologies afforded by e-Learning.

A first-year tertiary-student structural equation modelling approach builds understanding of BL. The Biggs’ 3P teaching-and-learning-systems model displays significant two-way interactions between each of its presage, process and product constructs. This study validates the Biggs’ approach as a dynamic interactive learning system. The student learning processes occur through teacher contributions, mixed with learning interactions and feedback systems. Greater learning, knowledge and skills transfer is possible when students are suitably pre-prepared/pre-skilled for their ensuing learning experiences and for the varieties of teaching/learning interactions that they encounter through BL.

The authors of this article assert that although active learning classrooms (ALC) seat fewer students than lecture theatres, they are a more efficient use of physical space. By pre-recording lectures and posting them online for students to access outside of timetabled classes and adopting an active learning pedagogy, the authors reduced seat time by two thirds, whilst maintaining and in one case enhancing learning outcomes. Student perceptions of their learning environment were also improved. The authors explain the processes of their experiment before examining the results. They also highlight areas for further augmentation of the course design: ‘For instance, we’ve observed a Biology course in an ALC use a video message board (Flipgrid.com) to compel students to
introduce themselves to their groups and to answer short questions. Recent research has shown that creating designed interaction treatments or assignments that intentionally draw students into collaborative situations in an online environment have a positive effect on student learning outcomes’ (p235).

The authors further assert that the noted success of BL course designs can be enhanced by ALC. Moreover, that the reach of ALC’s, with their limited availability and size, can be extended ‘because it matters less how much time students spend in class, and much more what they do while they are in class and what sort of classroom they are in’ (p235).

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https://doi.org/10.1080/1360080X.2014.884677

‘This research project explored students’ perspective of the appropriate mix of online and face-to-face activities in a master’s programme in library and information science at an Australian university. Identifying aspects that students evaluate as supportive, challenging and efficient in their learning is important for the design of an appropriate mix in blended learning courses. Twenty-three master’s students responded to a questionnaire containing 40 open-ended and closed questions. Applying both statistical and content analysis provides a deeper understanding of students’ responses.’ (p172)

‘The results of this study do not provide guidance on what the ‘right blend’ of online and face-to-face learning might be. Instead, the results indicate that the ‘right blend’ is different for each student, dependent on their learning style and circumstances. The ‘right blend’ also varies across different content areas, with different proportions of online and face-to-face learning being appropriate for different subjects. Students’ feedback from this survey provided new knowledge about their perspective on blended learning mode and aspects that drive students’ motivation. The basically positive feedback and the expressed expectations of participants to keep the blended learning approach for the programme illustrate that the mix of online and face-to-face learning meets students’ needs. Students’ preference for individual and independent learning was found as an advantage in the blended mode. Both online as well as face-to-face students appreciate the flexibility of choosing between both learning environments in the programme. Identifying these preferences is important for the further improvement of the blended approach meeting students’ different learning styles.’ (p179)
These TEDx talks focus on school-based education, however many of the Blended Learning principles still apply to our work in HE.

**Blended Learning and the future of education: Monique Markoff at TEDxIthacaCollege**

**Blending technology and classroom learning: Jessie Woolley-Wilson at TEDxRainier**

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**Student engagement with Blended Learning**


Additionally:


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**Future Sessions**

The role of The Leadership, Organisational, Staff and Academic Development Academy (The Academy) is to promote and enable organisational excellence through the strategic development of the University’s people and practices. One way that we achieve this is by providing opportunities for continuous professional development for individuals through our Academic CPD Developing Practice Series of workshops, seminars and, at this time, online resources.

The Developing Practice Series covers a wide range of topics on learning and teaching in Higher Education. All colleagues are welcome to register for these workshops, which are currently replaced by the provision of online learning resources, by booking using the Core HR system.

**Future Workshops:**

11th June 2020: Exploring Inclusive Practice