BLENDED LEARNING – 6 STEPS, FLIPPED AND FINDING RESOURCES

DR BARBARA NEWLAND, CLT
CRAIG WAKEFIELD, IS
OVERVIEW

What is Blended Learning (BL)?
Student expectations
BL policies and support at Brighton
6 steps to BL
Flipped
Finding resources
Examples of BL
Ideas for BL
BLENDED LEARNING DEFINITION

Face to Face + eLearning = Blended
Almost nine in ten (86%) of UK adults now have internet access at home.

The average internet user estimates they spend 25 hours online each week.

**Smartphones** are the most widely-owned internet-enabled device among UK households:
- 71% of all adults
- among adults under 35, this rose to nine in ten.

**Tablets** – 59% compared to 2% just 5 years ago
Many respondents said they felt lost without the internet, and six in ten admit to being ‘hooked’ on their smartphones, tablets or other connected devices. 21% were ‘hooked’, nearly a quarter (23%) were ‘very hooked’ and 15% were ‘completely hooked’.

99% of those aged 16-24 use social media and spend 2 hours 26 minutes on average per day (average time for all adults is 1 hour 6 minutes)
TRENDS

SHORT-TERM IMPACT
- Growing Focus on Measuring Learning
- Increasing Use of Blended Learning Designs

MID-TERM IMPACT
- Redesigning Learning Spaces
- Shift to Deeper Learning Approaches

LONG-TERM IMPACT
- Advancing Cultures of Innovation
- Rethinking How Institutions Work
LEARNING ENVIRONMENTS IN WHICH STUDENTS SAY THEY LEARN MOST

Students say they learn most in courses that...

Ages 18-24
- Have no online components
- Have some online components
- Are completely online

Ages 25+
- Have no online components
- Have some online components
- Are completely online

Percentage of students who reported a preference
The Flipped Classroom

**Before**
- Students prepare to participate in class activities

**DURING**
- Students practice applying key concepts with feedback

**In Class**

**Goal**

**After**
- Students check their understanding and extend their learning

**Out of Class**
- Students participate in class activities
The University recommends the appropriate use of BL as part of the student learning experience within modules and courses. It is expected that BL will be an integral part of student learning. The BL policies are under the CLT section at:

https://staff.brighton.ac.uk/suppyou/Pages/policies.aspx
Advise Learning and Teaching Committee on institutional policy developments in relation to Blended Learning including Electronic Management of Assessment and the use of course development and review mechanisms for eLearning.

Advise on Blended Learning requirements e.g. estate developments and make recommendations to LTC on systems for possible funding.
6 STEPS TO BLENDED LEARNING

1. Identify the learning objectives
2. Look at the curriculum to decide what is best face-to-face (F2F) and what is best as eLearning
3. Consider the integration and relationship between the F2F and eLearning
4. Develop the most appropriate eLearning activities to achieve the learning objectives
5. Decide how will you assess these activities
6. Choose the most appropriate technology
RELATIONSHIP OF F2F AND ONLINE

Integration
- How are f2f and online integrated?
- Will students be able to see clearly how they connect?

Relationship
- Is f2f dependent on the online or vice versa?
- Will students be able to succeed if they complete one and not the other

Accountability
- How will you ensure students engage with and complete the online part of the module?
- When will work be due?
- (EDUCAUSE, Diaz and Strickland, 2009)
RESOURCES - EXTERNAL

- MIT OCW: http://ocw.mit.edu/index.htm
- OER Commons: https://www.oercommons.org
- OpenLearn: http://www.open.edu/openlearn/
- OpenStax: http://cnx.org/
- TED: http://www.ted.com; https://www.youtube.com/user/TEDEducation
- Wolfram Alpha: https://www.wolframalpha.com/
- iTunesU: app for ipads
- YouTube: https://www.youtube.com
- BBC: http://www.bbc.co.uk/iwonder
- Text books
RESOURCES - INTERNAL

Text-based
- e-books/ articles/ Digitised scans

Tutorials
- Lynda [www.brighton.ac.uk/lynda](http://www.brighton.ac.uk/lynda)

Audio-visual
- BOB/ TRILT
- BFI InView
- Rock’s Backpages
- Teachers TV

Images – Artstor, Bridgeman, Europeana

Archives/ Special Collections

Newspapers – contemporary & primary historical materials

Industry
- WGSN
- Xpert HR
- Detail Inspiration

SciFinder

Scientific protocols
BLENDED LEARNING EXAMPLES

Blended & Flipped Learning Case Studies

- **Bhavik Patel, PABS**
- **Hannah Wood, SET**

- Large cohorts
- Lots of theory / limited time
HR174 – PEOPLE, ORGANISATIONS & WORK

Sue Ridley

Using Techsmith Relay to record short videos
• Mini lectures
• Case studies

Contact time
• Discussion/Debate
• Further exploration of the topic
MASTERS OF PHARMACY

Simon Jeffs

- Implemented BL approach to meet the need of a course becoming increasingly complex
- Powerpoint slides + Self Tests Quizzes + Blog

- Findings:
  - 63% of students engaged with all 11 weeks of online content
  - ‘BL Fatigue’ – engagement waned with time (inc. F2F)
  - Grades improved – particularly with lower level learners

Jeffs, 2016
KEY FINDINGS

“Cliff-edge” effect – 7 VLEs maximum

BL enhanced grades at pass/fail borderline and top end

Some students found workload overwhelming – BL just adds to this

Selective survey responses – positive here, more negatives at end-of-year

BL very favourably perceived – key points, self-tests and workshops particularly liked

Mature, part-time, working students preferred lectures to BL

2/3rds students attend lectures – 2/3rd access VLEs

Students empowered and engaged by BL – key skills and attributes developed

BL takes a long time to prepare – but they reveal how your students learn!

Jeffs, 2016
FOCUS: TECHSMITH RELAY

- Record your screen (including audio)
- Video stored with our media server
- Add URL to studentcentral

Consider:
- Video Length
- Audio/Visual Quality
- Tracking/Assessment
HB400/401 – PHYSIOLOGY OF SPORT & EXERCISE

- Lectures
- Laboratory Practical's
- Weekly Quizzes for formative assessment
FOCUS: TESTS/QUIZZES

• Studentcentral Test tool
  • Variety of question types
  • Self assessment
  • Copy/re-deploy

• Consider:
  • Question types
  • Question content
NI504 – INTRODUCTION TO GLOBAL HEALTH

4 Online Learning Units

• Text
• Video
• Weblinks

Assessment:

• Blogging task
FOCUS: BLOGGING

- Students can use blogs to:
  - publish their own writings
  - discuss group assignments
  - peer review each other's work
  - collaborate on projects
  - manage their digital portfolios.

(Churchill, 2008)

- Consider:
  - Edublogs vs studentcentral blogs
  - Student training & advice
  - Guidelines for students
GRAPHIC DESIGN & ILLUSTRATION

- Video Tutorials
- Recorded on iPad using Fuse App
FOCUS: APPS

• **Fuse App:**
  - Allows you to upload video recorded on your mobile device
  - Great for demonstrations/quick videos/assessed practical's

• **Explain Everything**
  - Virtual whiteboard
  - Records screen/audio
BSC PROFESSIONAL DEVELOPMENT IN BUSINESS

- Business degree aimed at working professionals
- Fully ‘blended’
- Online interactive study materials & reading
- Discussion boards
- Webinars
- Minimal face to face
- Online Portfolio
## RESULTS OF THE FLIP INITIATIVE

<table>
<thead>
<tr>
<th>Flip</th>
<th>Face to face</th>
</tr>
</thead>
</table>
| Students watch videos sourced from the internet (2 examples)         | 1 Discussion and poster presentation  
|                                                                     | 2 Students undertake the skills based task demonstrated in the video         |
| Students read ejournal articles (2 examples) with an activity e.g.   | 1 Nearpod interactive sessions, and groupwork to create a presentation        |
| addressing particular questions                                     | 2 Discussion in groups applying theory to case study                         |
| Students read online articles, visit websites and watch videos       | Students visit exhibitions in London having chosen appropriate information to help them engage. |
| Students do internet research on a visiting speaker                  | Speaker spends less time on introduction and more time on question and answer session |
| Students watch videos created by the tutor, and apply skills to a    | Group discussion on the form                                                  |
| set reading, completing a form                                       |                                                                               |

Handley, 2015
“Blended teaching is not just a matter of transferring a portion of your current course to the Web. Instead it involves developing challenging and engaging learning activities” (Garrison, Vaughan, 2008)

Integrate within the curriculum – replace and not just supplement

Consider the balance throughout the module and across the whole student experience – from induction through whole degree programme
SUMMARY

Learnt about student expectations for BL and BL policies and support at Brighton

Learnt how to integrate them effectively in your teaching using the 6 steps of Blended Learning

Considered using the flipped curriculum so that the face to face sessions are more interactive and encourage understanding

Found quality online resources available for you to use in your teaching
WHERE CAN YOU GET SUPPORT?

CLT

- [http://www.brighton.ac.uk/clt/resources/blended-learning/bl-at-brighton/](http://www.brighton.ac.uk/clt/resources/blended-learning/bl-at-brighton/)

Learning Technology Advisors

- [http://blogs.brighton.ac.uk/elearning/](http://blogs.brighton.ac.uk/elearning/)
REFERENCES


Littlejohn A., Pegler C., 2007, Preparing for Blended E-Learning, Routledge


Salmon, G., 2013, E-tivities: the Key to Online Learning, 2nd edition, Kogan Page