Blended learning internationalisation from the Commonwealth: An Australian and Canadian collaborative case study

Kinash, Shelley; Crichton, Susan; McAvoy, Margaret

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Shelley Kinash
Bond University, shelley.kinash@gmail.com

Susan Crichton
University of Calgary

Margaret McAvoy
Bond University, Margaret_Mcavoy@bond.edu.au

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BLENDED LEARNING INTERNATIONALISATION

Dr Shelley Kinash
Director
Quality, Teaching, & Learning
Bond University

Dr. Susan Crichton
Graduate Program Director
University of Calgary

Ms Margaret McAvoy
Manager Quality Assurance
Bond University

★★★★★

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Story of an International Student at Bond

Trish earned an Economics degree in India and is now undertaking her 3rd Australian course - a PhD in Organisational Psychology.

Story of an International Student at Bond

"I love the small student-teacher ratio, the fact that most of my lecturers and tutors know my name, and that my academic achievements are recognised. (Dean's Awards, VC Awards, etc). I was just a roll number in my previous college as there were about 150-200 students in my class and it is really not possible to remember everyone's names."

Story of an International Student at Bond

"The educational system back home at my time was very different. It was very exam orientated and I can count on one hand the number of assignments I had to do during my 5 years in college. Coming here and having to do at least one assignment (sometimes 2-3) per subject was a culture shock. I used all the tools available at the University to help me write better assignments and I progressively improved over the semesters."

Definitions: Internationalisation in HE

The process of integrating an international/intercultural dimension into the teaching, research and service of an institution (Knight and de Wit, 1995).

Definitions: Internationalisation in HE

… learning "…in which students from a variety of cultural and linguistic backgrounds come together in a predominantly English-speaking environment and are taught in English (e.g. in … Australia, … Canada and the US)" (Leask, 2007, p.86).

Example of Blended Learning at Bond

Associate Professor Brand teaches subjects in the fields of Communication &Media including social research methods, communication theories & media industry and policy.

Example of Blended Learning at Bond

He uses "iLearn" (the Blackboard LMS)
for regular announcements, email announcements, group management, weekly schedules of lectures, tutorials, readings and assessments. By week, he presents content by topic and provides links to downloadable lecture handouts, required online readings, tutorial activities, guidance for the final exam and external videos and examples of topics explored that week.

Example of Blended Learning at Bond

Students are directed to the site in weekly lectures and he commences tutorial sessions with the site's relevant week page open & projected in the classroom as a reference to the tutorial activities. Students are required to complete their written assignments as posted publicly available blog entries & podcasts.

Example of Blended Learning at Bond

Students are encouraged to use online social networking and collective intelligence tools such as Facebook & Twitter and these are discussed openly in terms of the relative merits for use during and outside class and in relation to the Blackboard LMS.
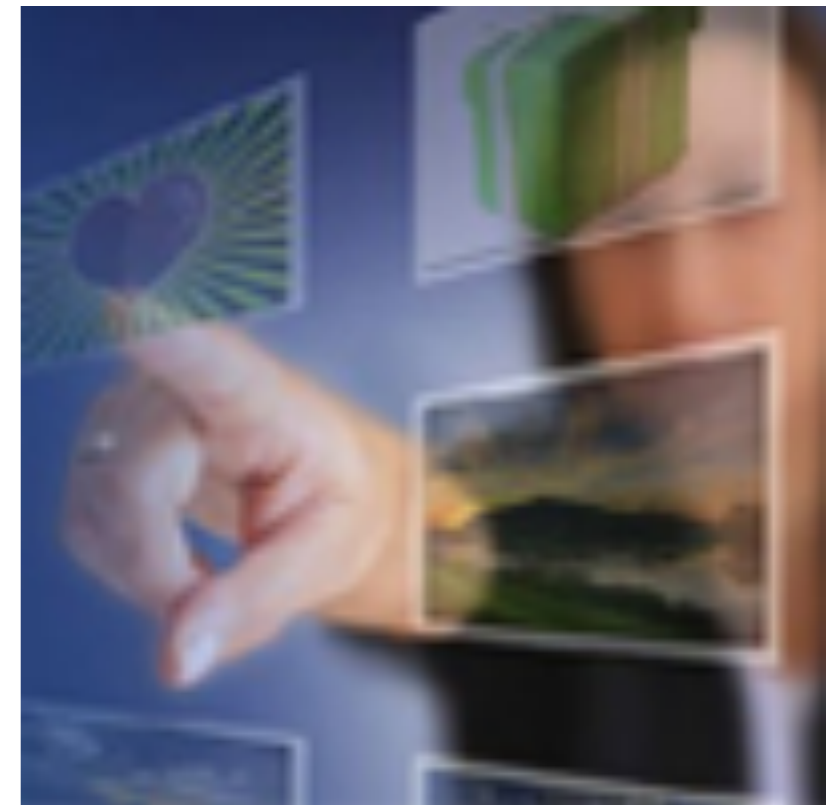
Blended Learning

Blended learning systems combine face-to-face instruction with computer-mediated instruction (Bonk & Graham, 2006).
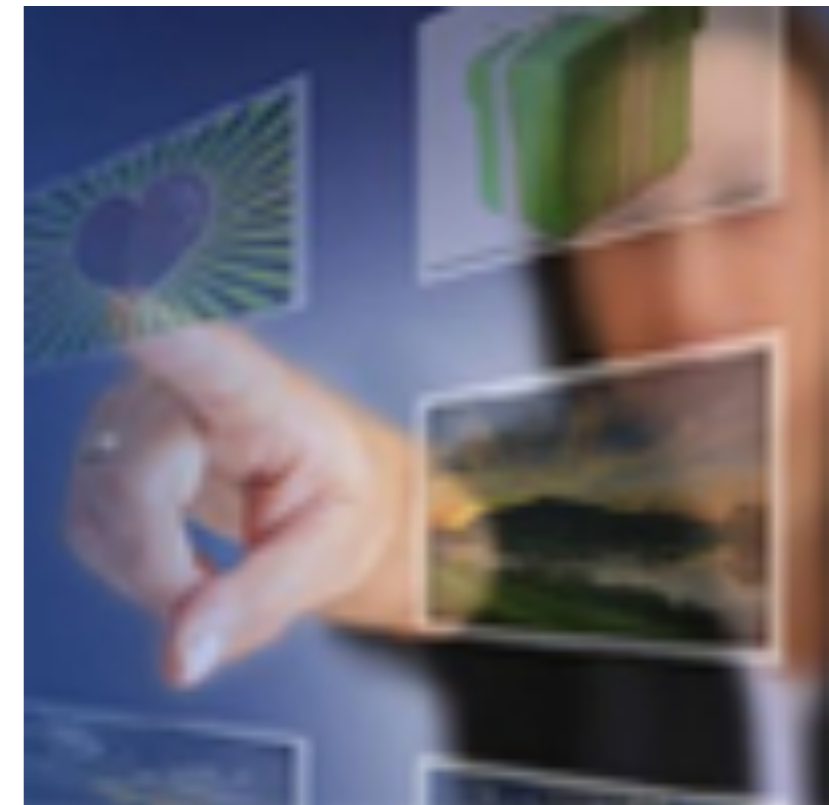
Blended Learning

Blended learning is the organic integration of thoughtfully selected and complementary face-to-face and online approaches and technologies
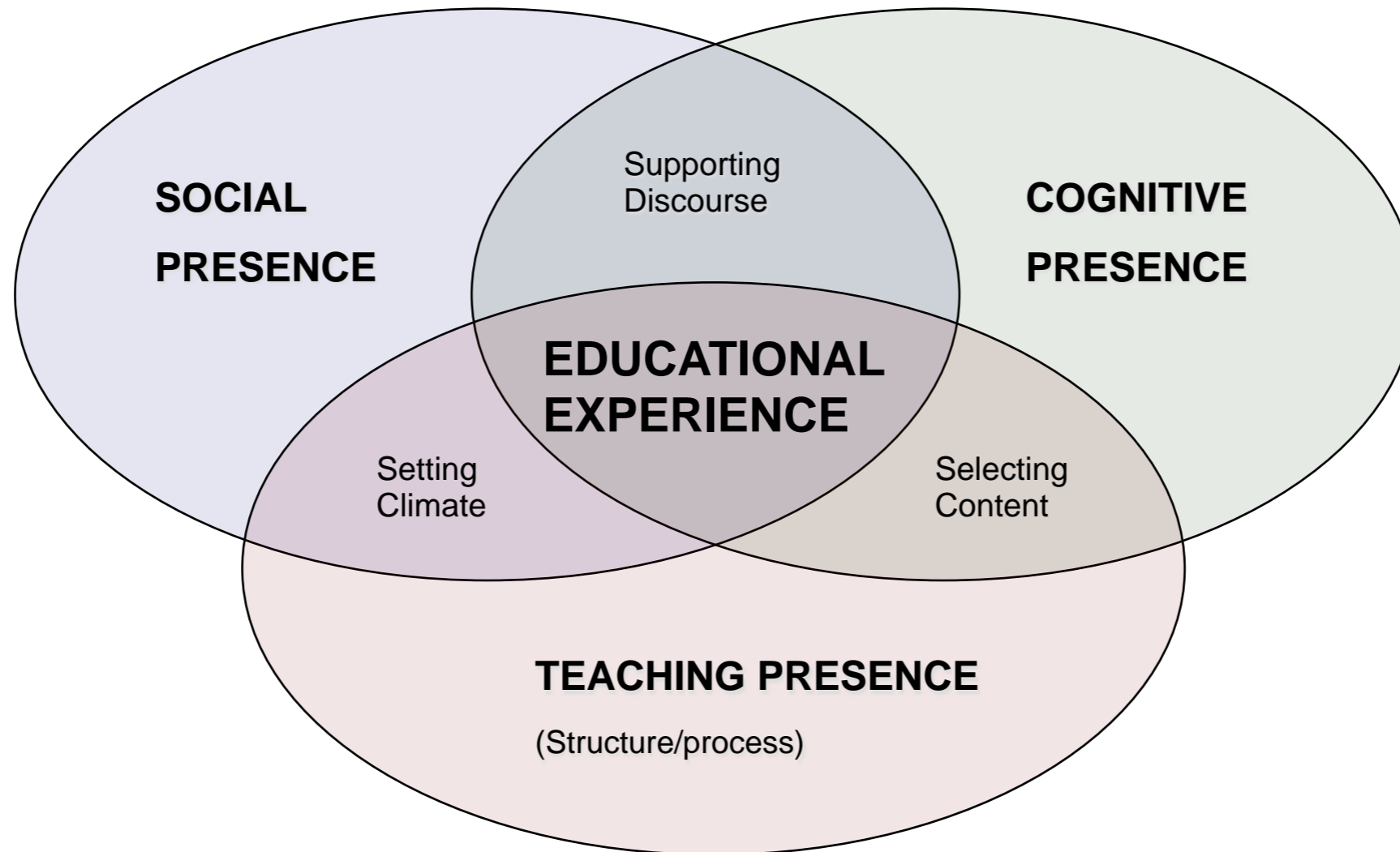(Garrison & Vaughan, 2008, p. 148).

Blended Learning

Jelfs, Nathan and Barrett (2004) added an intriguing element to the definition in that blending also connotes *blending into students' lives*.

Community of Inquiry

Communication medium

(Garrison, Anderson, Archer, 2000)

Cognitive Presence

intent and actual learning outcomes

a condition of higher-order thinking and learning

(Garrison & Anderson, 2003).

Social Presence

"the ability of participants in a community of inquiry to project themselves socially and emotionally, as 'real' people (ie, their full personality), through the medium of communication being used"
(Garrison, Anderson, and Archer, 2000, p.94).

Teaching Presence

'the design, facilitation and direction of cognitive and social processes for the purpose of realising personally meaningful and educationally worthwhile learning outcomes' (Anderson et al. 2001).
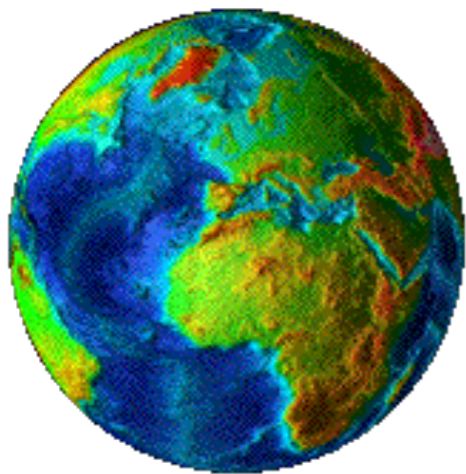
Cultural & Global Accessibility

Promote intercultural education and worldwide networks?

OR

International students primarily as lucrative export-industry goods?

De Vita (2007) listed the primary problems of international university students as:

- barriers to effective intercultural communication, such as cultural stereotyping, language fatigue (for both second-language speakers and listeners) and misunderstandings due to the unqualified use of colloquialisms, idiomatic expressions and analogies;

- a cross-cultural awareness gap in approaches in essay writing, in terms of discourse structures, academic literacies and referencing practices;
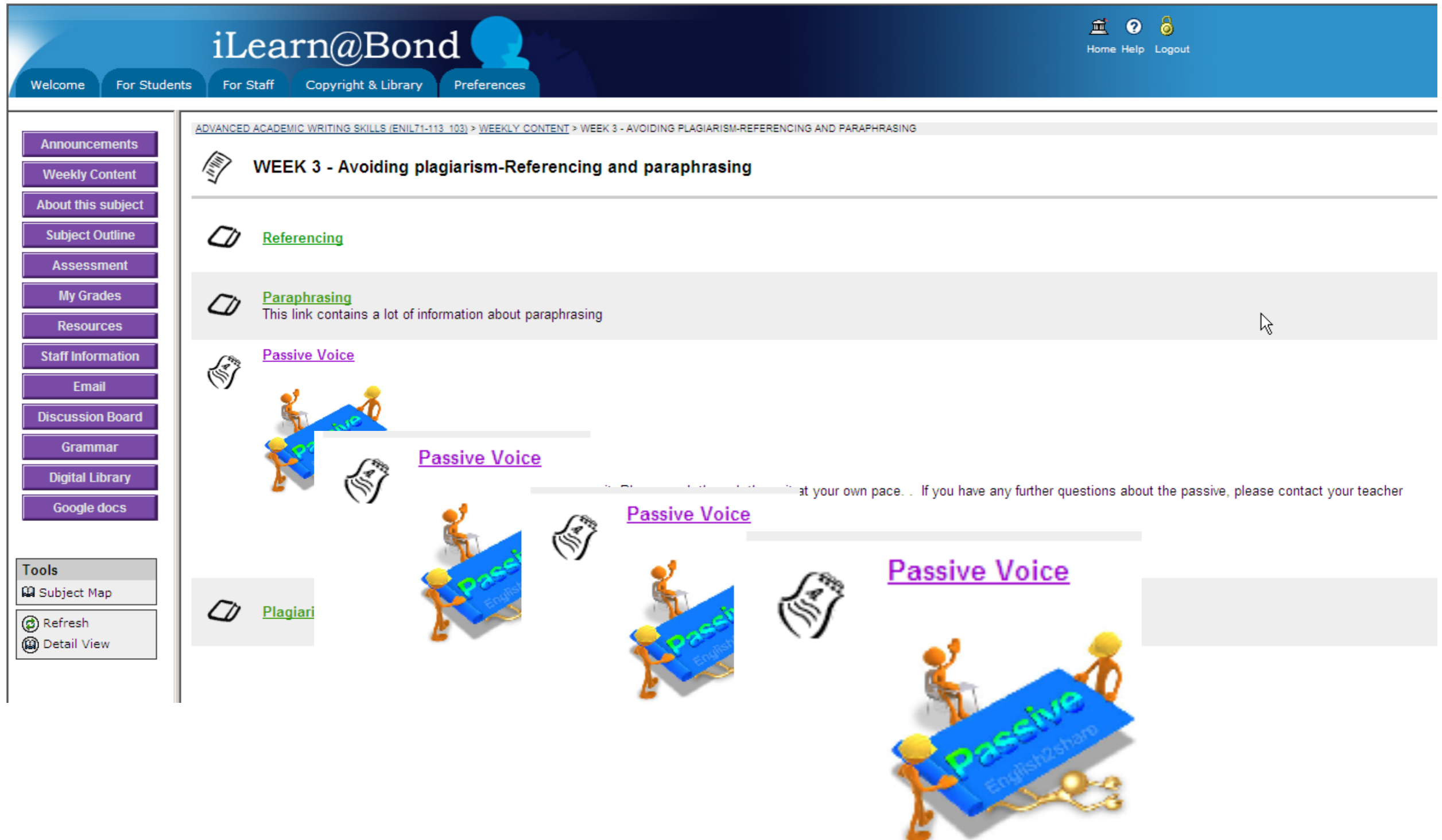
- a cultural clash of learning and teaching styles, exemplified by issues such as the reluctance by some international students to participate in class discussions and in other collaborative and student-centred activities;

- transitional difficulties in moving from dependence on rote learning to developing intellectual independence, critical thinking, the synoptic capacity and autonomous learning skills. (p. 158)

One of the key ways blended learning is facilitated at Bond is through **iLearn@Bond**, powered by the Blackboard Learning Management System (LMS).

iLearn@Bond provides an online environment for lecturers, students researchers and communities to:
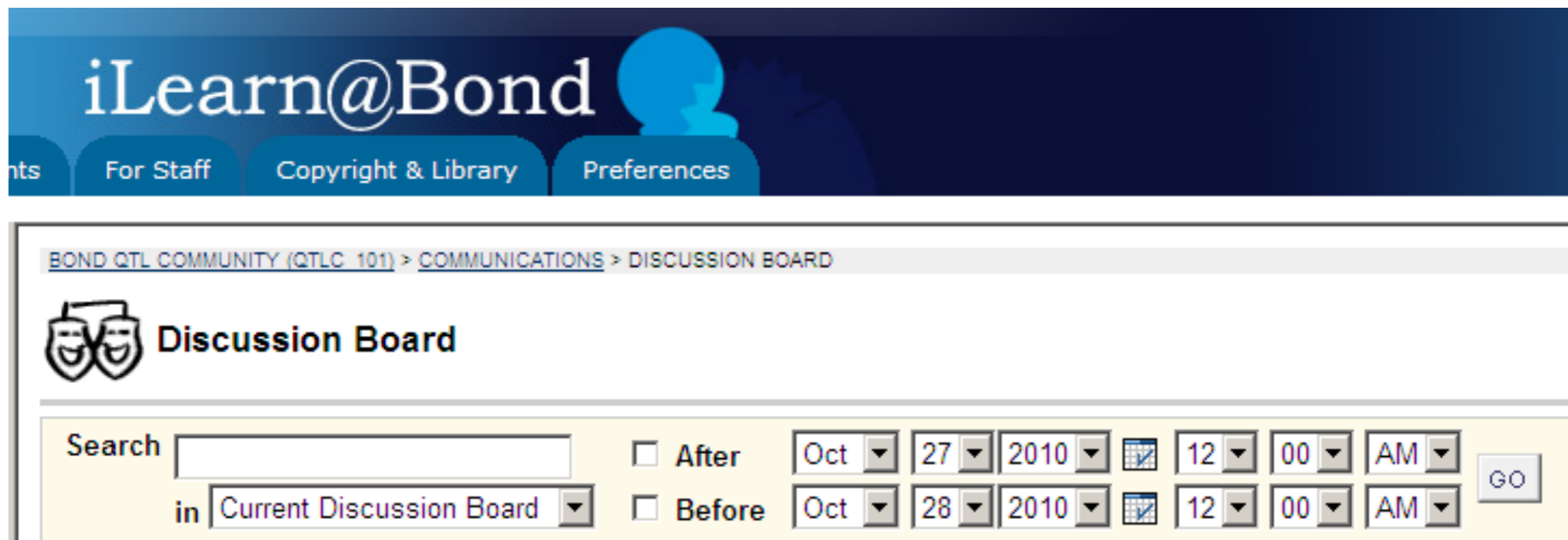
•create and share learning material

- encourage participation and collaboration in small groups by utilising anywhere, anytime access to sharing and communication tools

- facilitate the use of engaging assessment, utilising online web technologies for discussion, interaction, research, submission and/or reflection
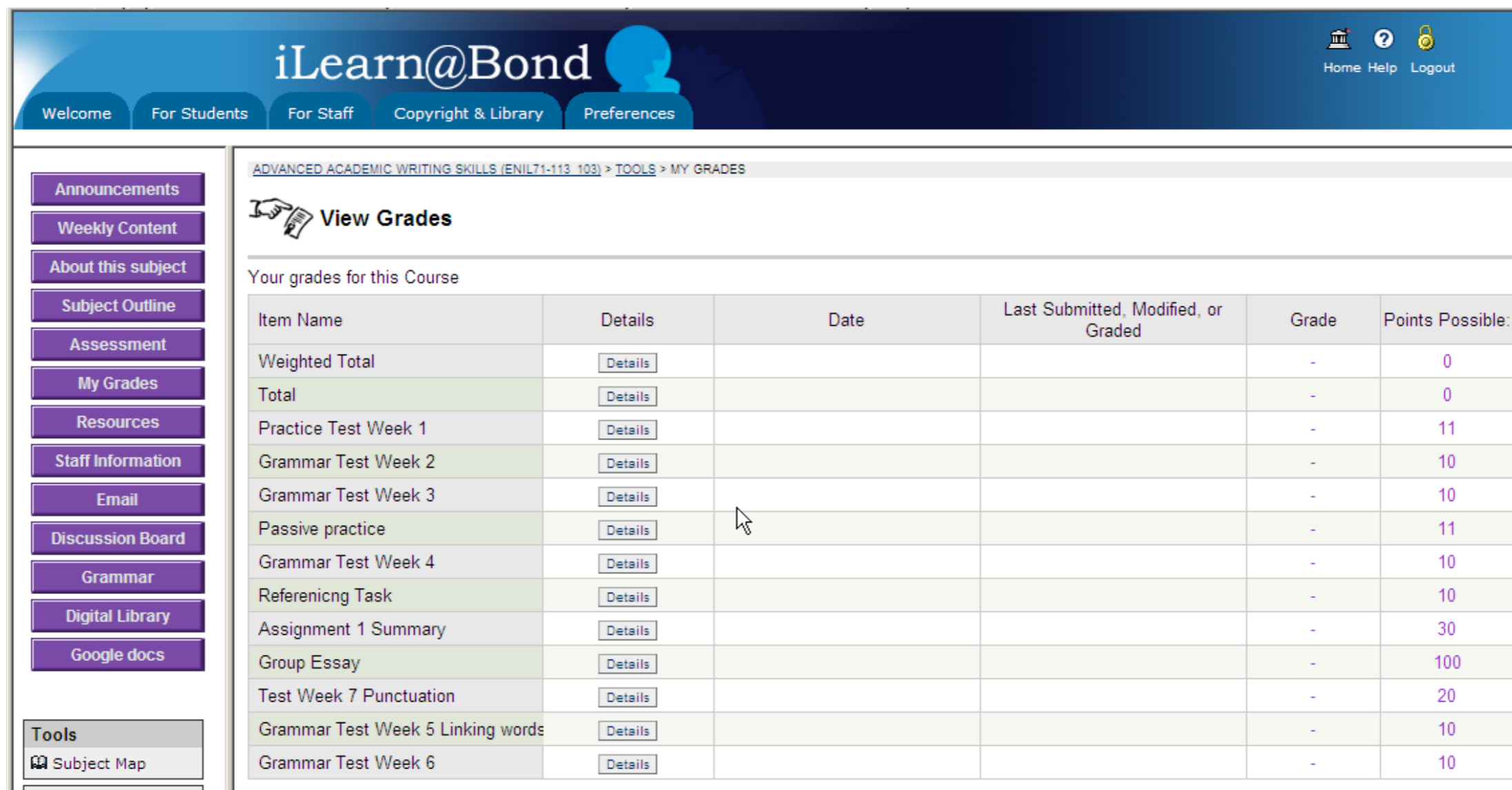
- evaluate learning using built-in evaluation and assessment capabilities.

Blended Learning Spaces: Collaborative Learning Room

This specially outfitted room is available for group bookings by students and features state of the art computing and communication equipment designed to enhance learning.

Pod Room

Bond's innovative 'Pod Room' teaching space uses technology to enable students to collaborate on projects.

Named for its kidney-shaped group work desks, the Pod Room opened in 2008. Each of the 'pods' contains a large group table, chairs and a computer system.

The teacher controls the display system for each of the pods, allowing students in each pod to either see the same view as the teacher, or their own.

Macquarie Trading Room

The Macquarie Trading Room provides finance students with a simulated trading room environment. The MTR seats 24 students at dual screens – allows students to review current information at hand, and also background information simultaneously.

Electronic Moot Court

Replicating the very latest technology used in the courts of Australia, Bond's e-courtroom is fully equipped with electronic evidence management systems, video conferencing facilities, wireless networking and video streaming.

CONCLUSION

Learning is about preparing oneself for a changing world. If universities do not lead the way to innovation and technology enhanced teaching and learning, they risk finding themselves obsolete or irrelevant in an increasingly connected, global community. Internationalisation allows students to make thoughtful choices about where they would like to receive their education.
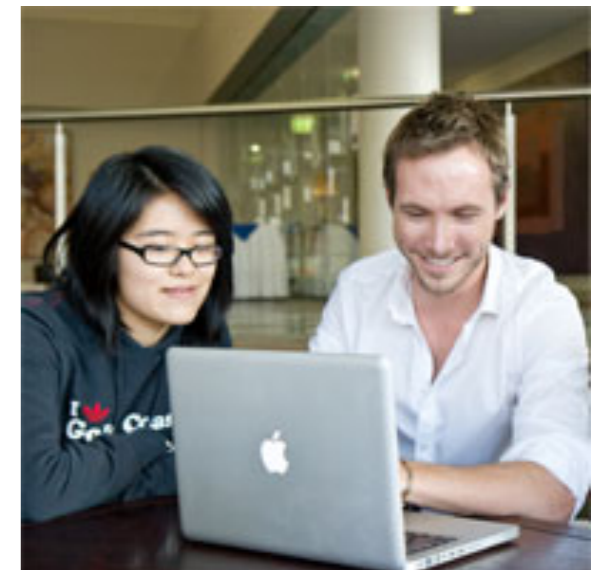
Questions?

Don't tell me the sky's the limit,
there are footprints on the moon.

Anon

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