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Workshop: A Practical Introduction to Blended Learning

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The Use and Integration of Blended Resources in Learning & Teaching: Workshop Presentation

Learning and Teaching Conference

University of Glasgow, 2019

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Learning Enhancement and Academic Development Service

Dr. Maxine Swingler, Dr Chiara Horlin, Dr Lorna Morrow, Dr Joanna Wincenciak, Ute Barrett, Level 3 students and MSc students, School of Psychology

Workshop Introduction:
Aims & ILOs & Format

Ute Barrett

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Pre-workshop self-guided activities that will thus inform;

A 'flipped-classroom' workshop at the conference with student & staff mediators that will then facilitate the development of;

A multi-disciplinary repository of resources and tools for staff interested in blended learning.

- Short presentation: topic overview and main themes & blended learning goals (15 mins)

- Groups self-organize according to theme - 'ideas & roadblocks' format, possible difficulties & solutions (30 mins) supported by staff-student pair

- Summary outcome of small group discussions (10 mins)

Aims & ILOs

By taking part in this workshop participants will:

- Understand how online learning has influenced and informed face-to-face (F2F) blended learning in the School of Psychology

- Explore how this experience may be translated to other disciplines, cohort sizes etc

- Understand barriers and facilitators to the student experience of blended learning

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Found in Translation
Translating F2F teaching to online provision and back again...
Dr Chiara Horlin

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Stage 1
A 13 week *F2F 3rd year* course with **24 hours of lectures**, & **22 hours of labs.**

Stage 2
A 6 week *F2F MSc Conversion* module with **2 hours of lectures**, and **6 hours of labs**

Stage 3
A 14 week *ODL MSc Conversion* module

Stage 4
An 11 week *Blended 3rd year* course with **4 hours of lectures** and **6 hours of labs**

Translating Curriculum

F2F to online

- Identify and Maximise Technology

- Foundational, Supplementary and Extension materials

- Flexible Assessment Methods

- Scaffolded/Arbitrated Collaboration

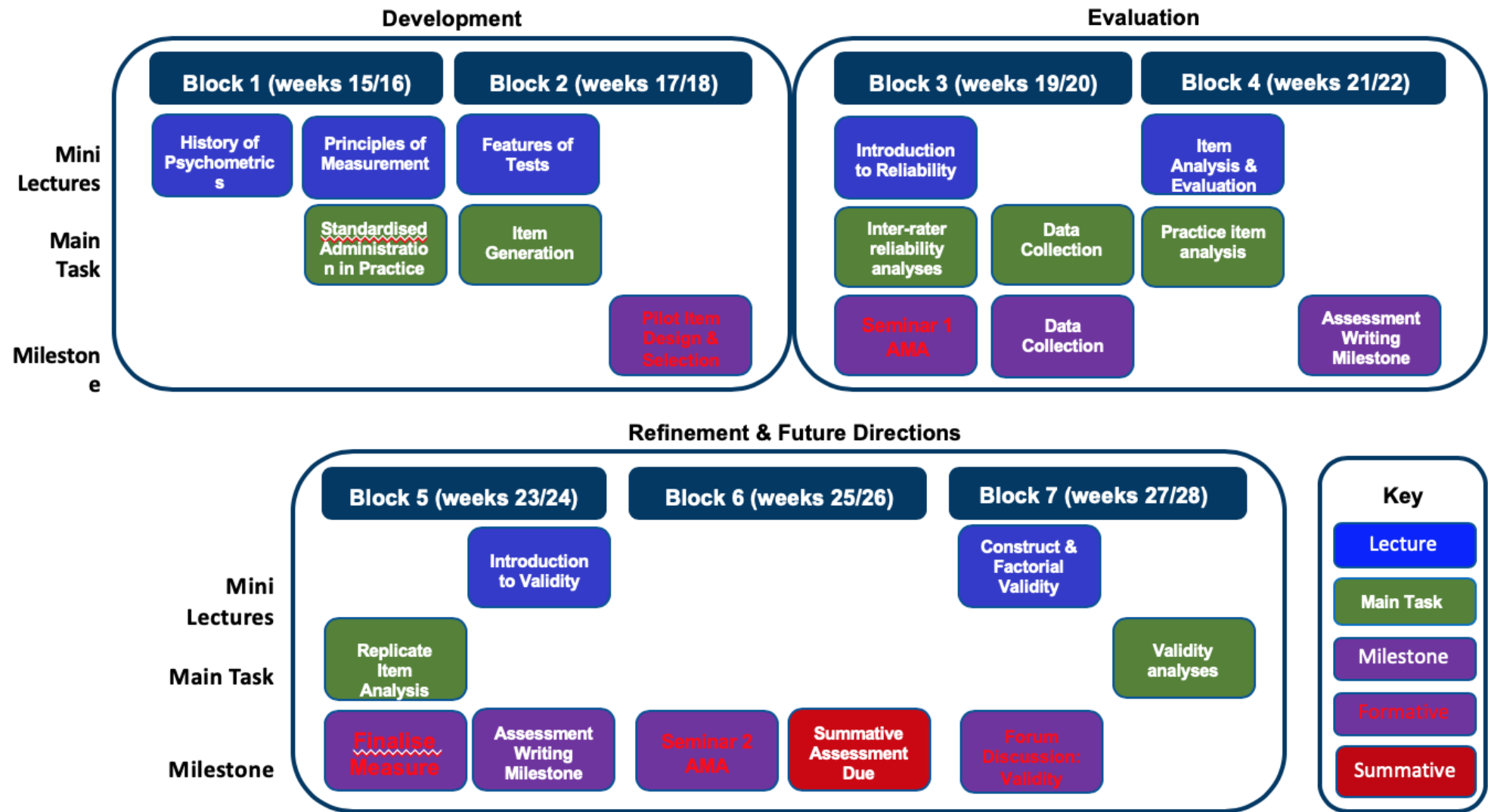# Backwards Translation

Online to blended

- Maximise/prioritise/isolate contact time

- Designated online weeks

  - Formative

  - Contact weeks contingent on these

- Pre/Post consolidation activities

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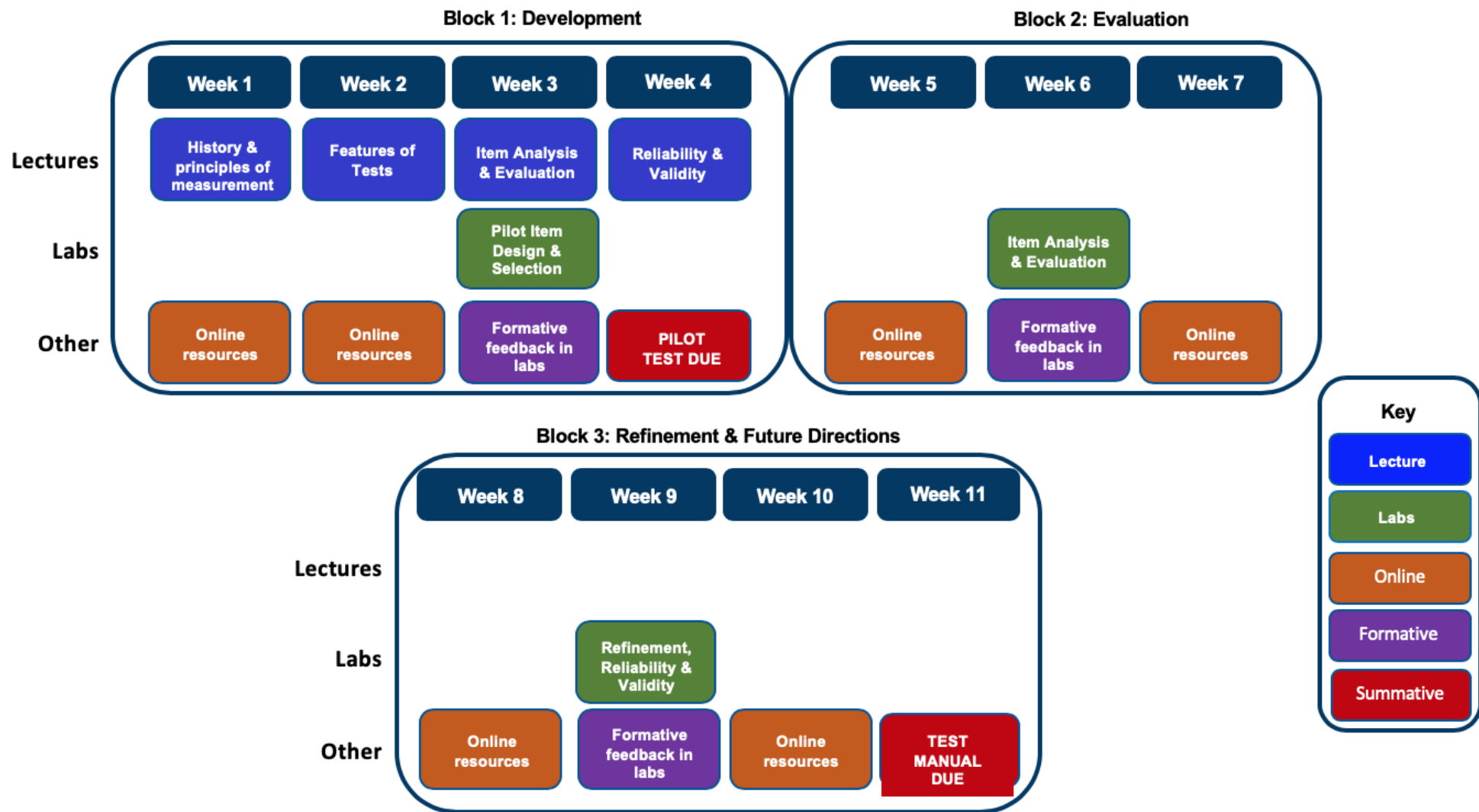
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The best laid plans . . .
Using (or not using) Moodle Workshop for blended learning
Dr Lorna Morrow

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Video presentation

Online course

- Individual
- Formative task
- Course material and other sources
- Aims
  - Consolidation & communication of material
  - Getting to know you
- Peer review

Face-to-face course

- Group
- Formative task
- Course material and other sources
- Aims
  - Consolidation & communication of material
  - Revision aid
- Peer review

Moodle Workshop

- Activity on Moodle that allows course-work submission and peer review
- Can enhance on-line and blended learning
- Works (reasonably) well for individual student submissions
  - Students upload presentations
  - Assigns reviewers
  - Students provide peer comments
- But not (currently) with group-based submissions

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"Does that make sense?"
Using Zoom Tutorials to create a dialogue around feedback
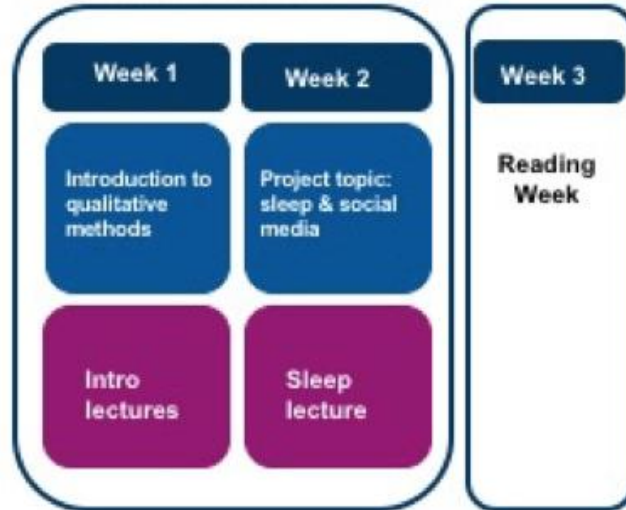Dr Maxine Swingler

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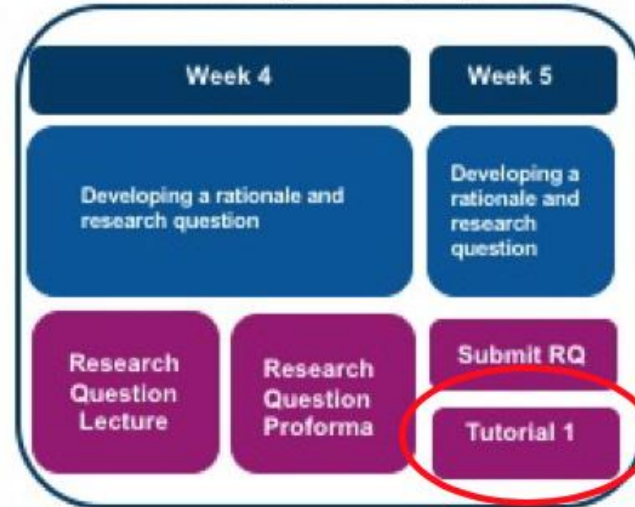
Group Feedback Tutorials

- Qualitative Research Methods Group project

- F to F – ODL – F to F

- Formative feedback on key stages

- Opportunity to:

  - Meet the group

  - Ask questions

  - Practical aspects

  - Feedforward to summative report

Qualitative Research Project
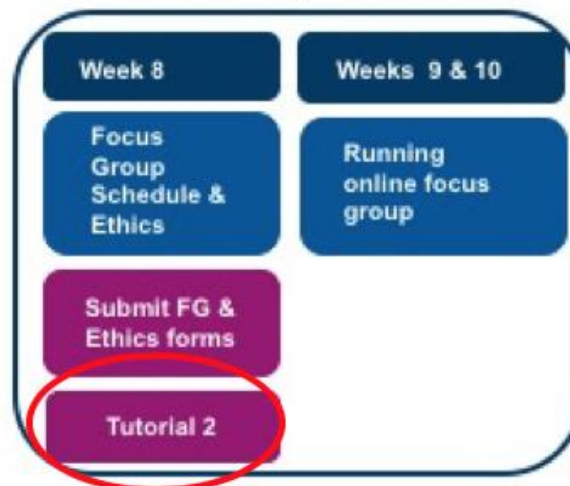

Block 1: Intro to Methods and Topic

Week 1	Week 2	Week 3
Introduction to qualitative methods	Project topic: sleep & social media	Reading Week
Intro lectures	Sleep lecture	

Block 2: Planning and Designing the Project

Week 4		Week 5
Developing a rationale and research question		Developing a rationale and research question
Research Question Lecture	Research Question Proforma	Submit RQ / Tutorial 1

Block 3: Preparing for the Focus Group

Week 6		Week 7
Preparing for the focus group		Ethics in Qualitative Research
Focus Group lecture	Focus Group Proforma	Ethics lecture

Block 4: Running the Focus Group

Week 8	Weeks 9 & 10
Focus Group Schedule & Ethics	Running online focus group
Submit FG & Ethics forms	
Tutorial 2	

Block 5: Analysing Qualitative Data

Weeks 11 & 13	Week 12	Weeks 14 & 15
Thematic Analysis	Reading Week	Thematic Analysis
Data Analysis lecture		Submit data analysis for peer review
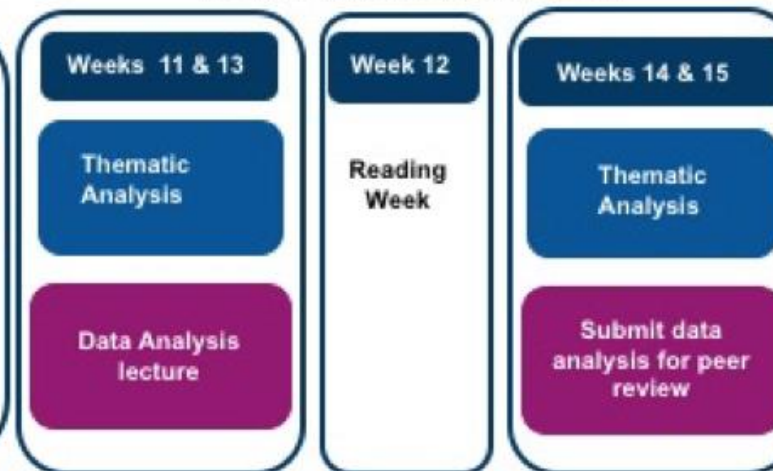
Block 6: Writing the Report
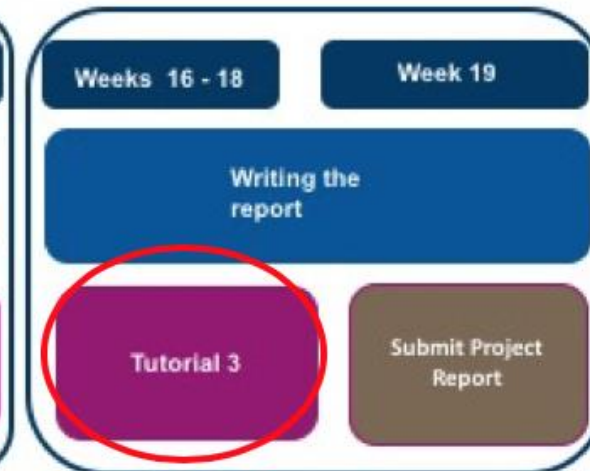
Weeks 16 - 18	Week 19
Writing the report	
Tutorial 3	Submit Project Report

Zoom Feedback Session

Practical Considerations

Your participants have been allocated to you, so you don't need to think about recruitment. **What preparation needs to be done before the online focus group?** Which method are you using (text or video), and will the discussion be synchronous or asynchronous? Have you scheduled a test session and prepared instructions on using the software? Think about how you will provide ethics information and obtain consent online. Are there constraints due to different time zones? How will you encourage participants to be free of distractions during the discussion?

The online focus group would be conducted using text messaging see comment in ethics form and would preferably be synchronous. Participants should set aside at least half an hour for the discussion and ensure that there would be no interruptions or distractions. A synchronous discussion would be more spontaneous and may give us more reliable and detailed responses. An online focus group may also give us more in-depth responses, as text messaging may be a less intimidating way for participants who are more withdrawn to share their personal opinions. However, as students on an online distance-learning programme can come from many different time zones, it may be difficult to find a suitable time when all participants can come online. If a synchronous discussion is not possible, we will conduct an online asynchronous discussion on Slack where participants can jump in and add their opinions and responses over a longer time. We will schedule a test session the day before the actual focus group. As most of the students are familiar with Slack, a brief set of instructions detailing what to expect during the discussion should be sufficient. How will you obtain consent? Will you share the forms and ask people to reply that they agree? Also remind them that the contents of the discussion or the transcript should not be shared with anyone outside the focus group.

Warm up Questions

The aim is to allow participants to introduce themselves, ensure everyone understands the ethics procedures, and to encourage people to feel comfortable talking. Previous projects have used photos, cartoons, and media, or asked participants to generate meanings of the terms used in the discussion (e.g., "poor sleep", "well-being") to get people talking. **What are your ideas for ice breakers, and how could they lead naturally into the main discussion?**

1. Ask everyone's name and where they are from.
2. Go over ethics procedure and ensure everyone that what they say will be kept in strictest confidence. Also tell them that they have the opportunity at the end to give their consent again, and if they would like to omit any of their contributions they have the chance to do so at the end.
3. Ice breakers- Ask everyone to write one word that they associate with social media use, and one word that they associate with sleep. Nice ice breaker,
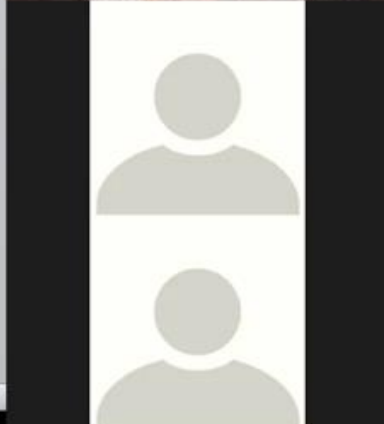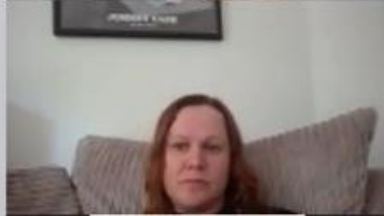
Reflection

- Worked well with small groups (3-4)

- Difficult to schedule time that suited all

- Students did not ask many questions.

- *"Just talking the project through was helpful and made me feel more connected to it"*

- *"Sometimes, the written instructions are too formal and quite difficult to understand… It is always positive to remain real and to know who you are working with."*

Workshop

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Workshop

- Why did you choose this section?
- What would you like to develop/implement that involves:
  - Blended learning tasks
  - Flipped classroom
  - Moodle workshops
  - Providing feedback via Zoom
- How would this technology improve your provision?
- What concerns/limitations might there be with this?
- What support/ resources could help overcome these?

tinyurl.com/blendPOLL