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The Pedagogy First Approach to Blended Learning: Concept and Practice

Sharon Flynn

Rob Lowney

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Enhancing Digital Teaching and Learning
Irish Universities Association

The Pedagogy First Approach to Blended Learning: Concept and Practice

Sharon Flynn & Rob Lowney

Friday, 17 July, 2020

#IUADigEd

Enhancing Digital Teaching & Learning (EDTL)

Funded through HEA Innovation & Transformation Programme 2019-2021

Enhance the digital attributes and educational experiences of Irish university students

Aim to mainstream digital in teaching and learning activities in Irish Universities, by addressing the professional development of all who teach or support teaching and learning.

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EDTL: 4 Pillars

Not starting from zero

Pedagogy first

Discipline focus

Students as Partners

Podcasting/Audio

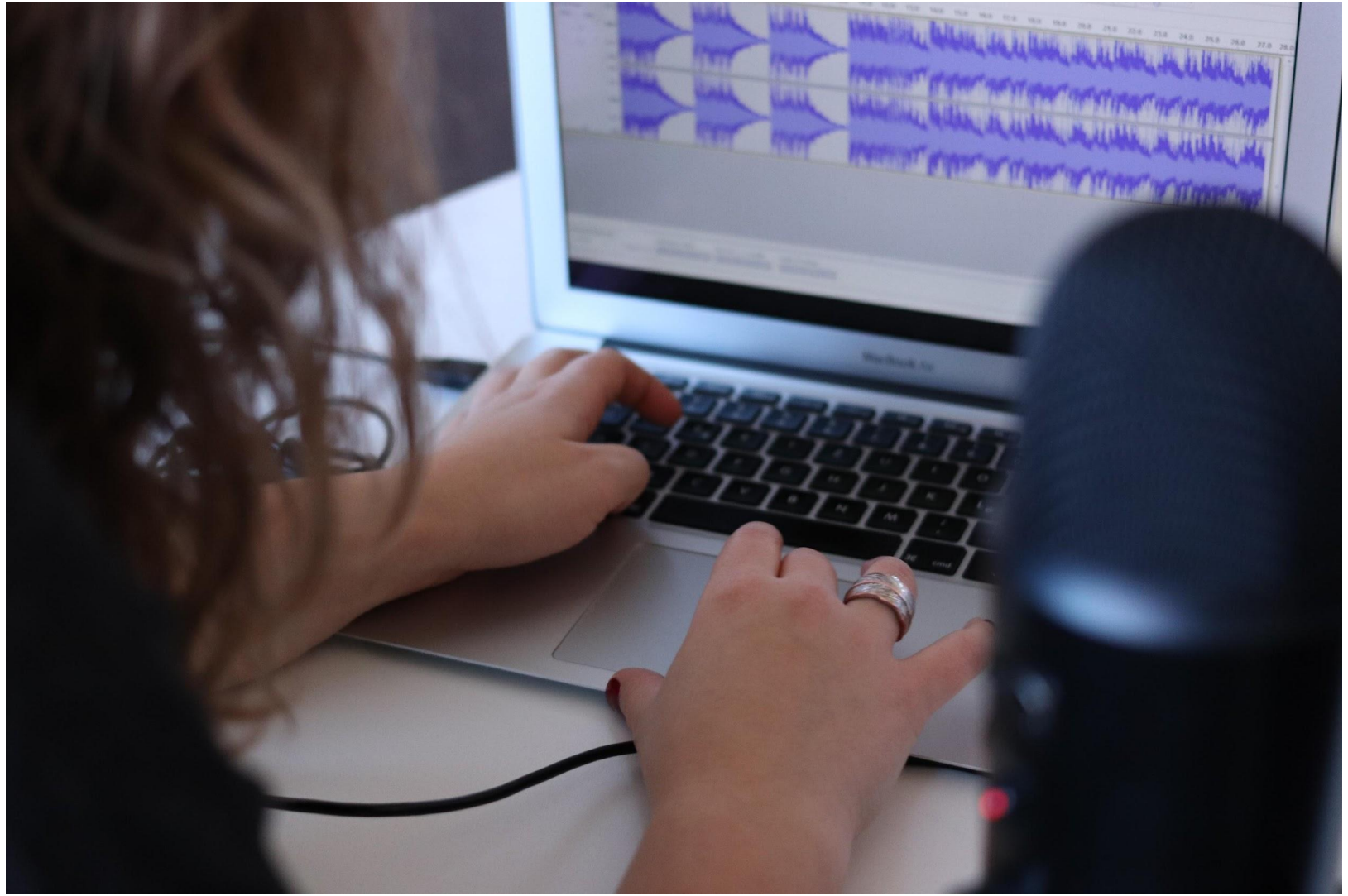
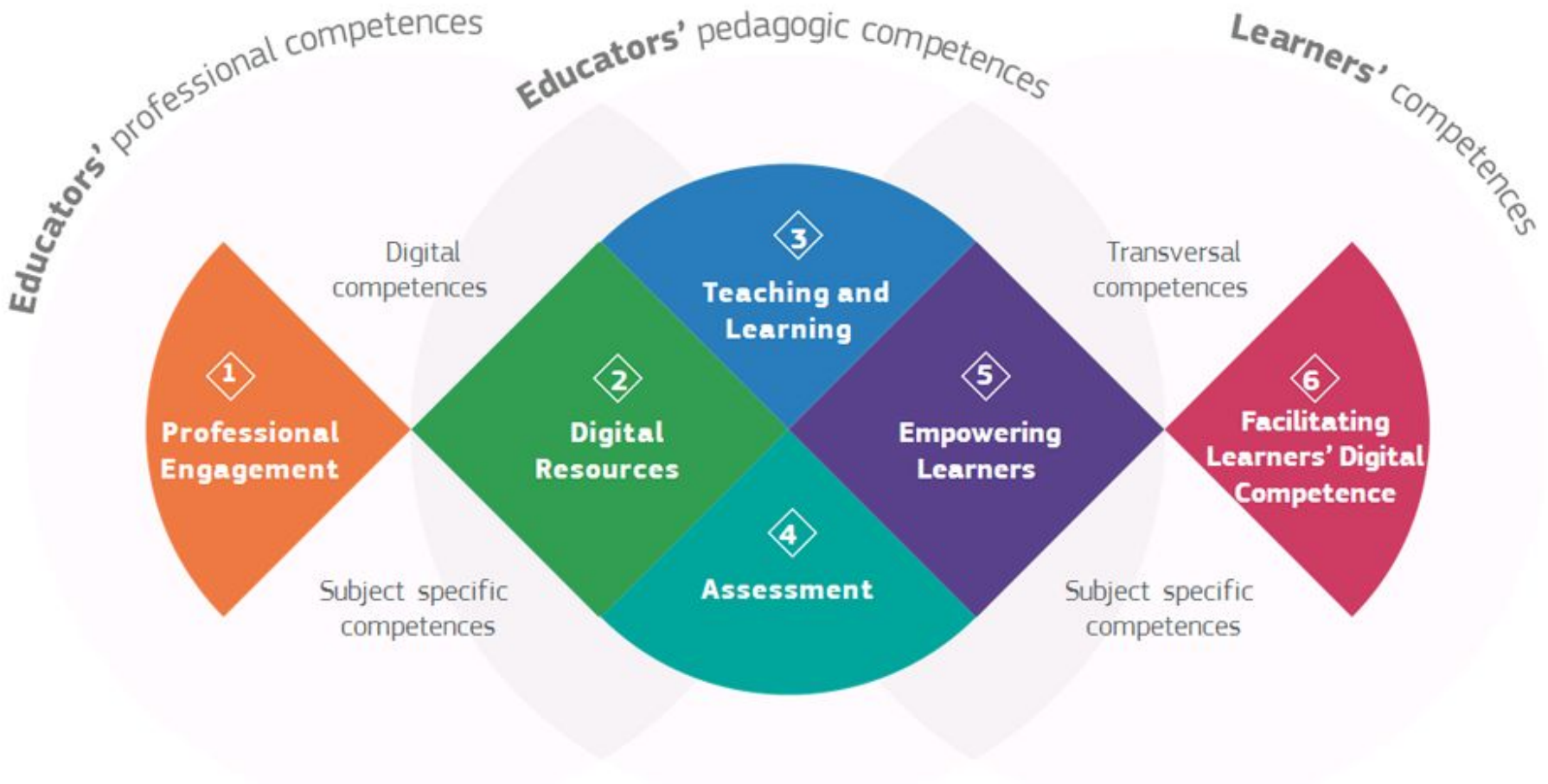


Photo by CoWomen on Unsplash

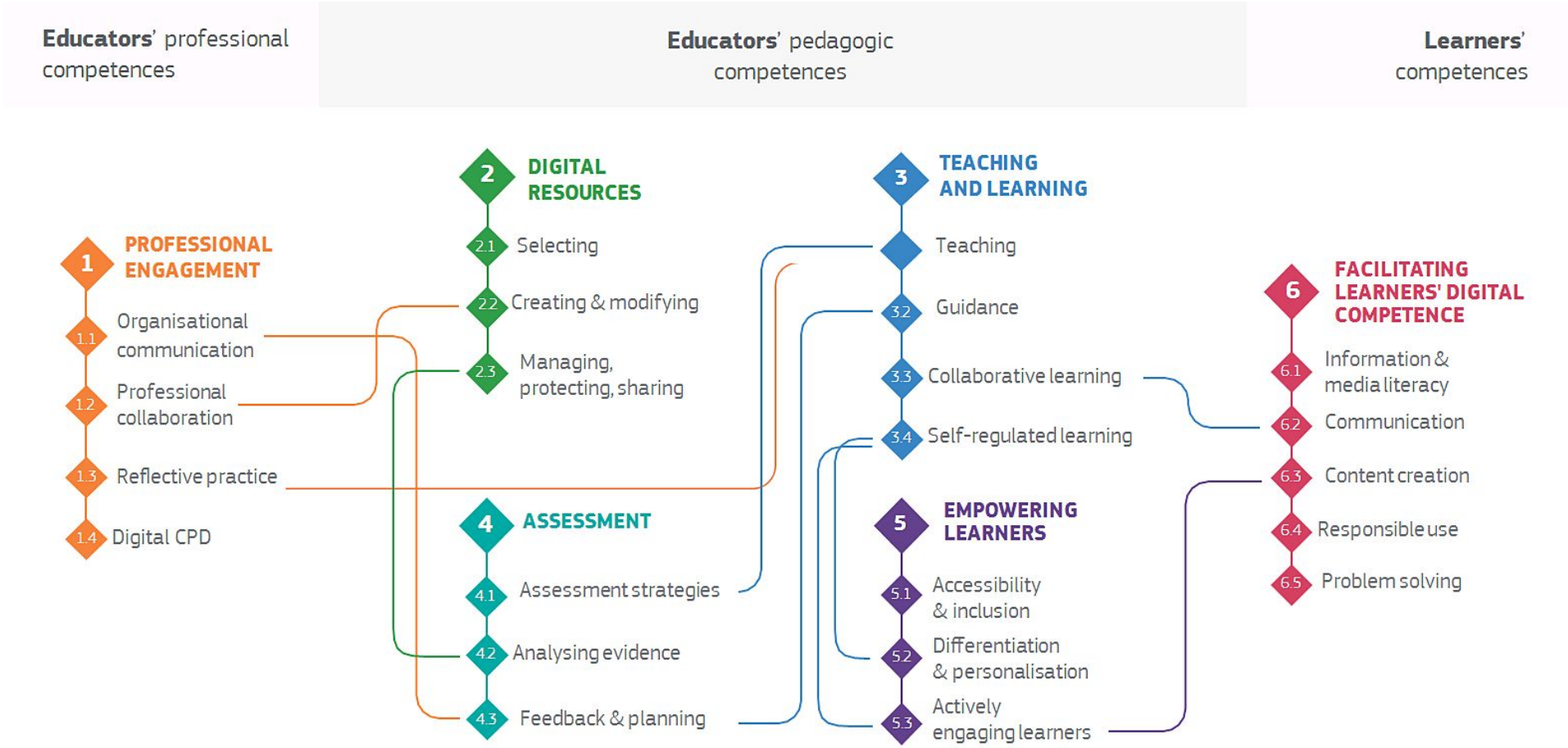
- Finding & using
- Creating digital resource
- Flipped classroom
- Accompanying a ppt
- Listening in transit
- Guest speakers
- Guest interviews
- Core material
- Lecture recap
- Assessment preparation
- Giving feedback
- Giving group feedback
- Student created
- Student assessment
- Language learning
- Language practice
- …

Pedagogy First



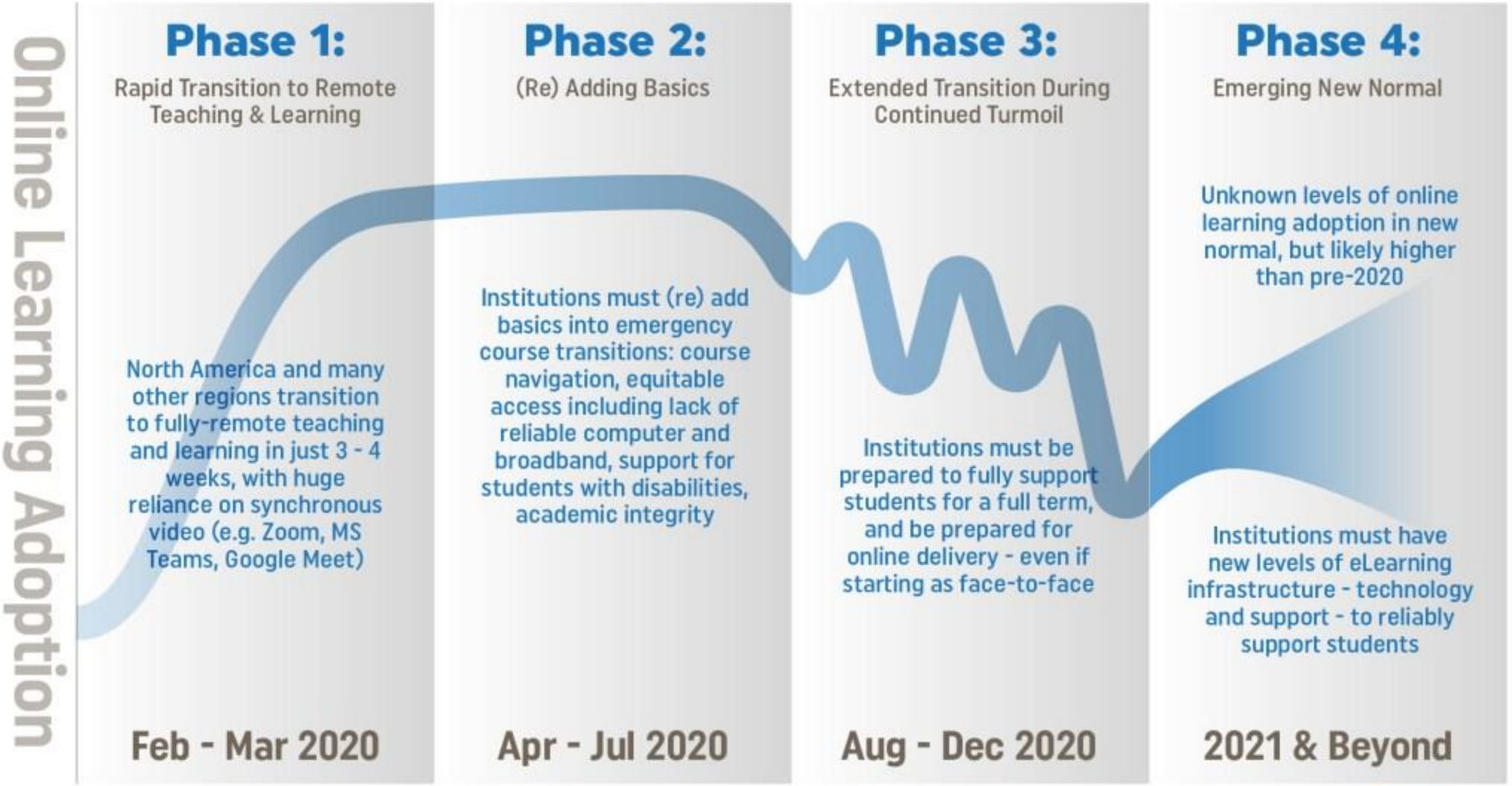
European Framework for the Digital Competency of Educators (DigCompEdu)

Pedagogy First



European Framework for the Digital Competency of Educators (DigCompEdu)

Multiple Phases of Higher Education Response to COVID-19



Outlook as of end of March, 2020

MINDWIRES

Image by Phil Hill, https://philonedtech.com/traversing-the-edge-of-chaos-phase-1-and-2-preparations-for-post-covid-19-world/

Photo by Amanda Chen on Unsplas

What is your greatest challenge in preparing for the new academic year?

time

Lack of clarity

Adapting courses

Teaching that works for students

Online lecturing

Academic integrity in online assessment

Uncertainty

Being effective

student

social distancing

live

Tools

unknown

engagement

Digital skills

Blended environment

Synchronous vs Asynchronous

Adjusting

Upskilling staff

New Tech

Access to relevant training

expectations

Internet

accessibility

Practicals /Labs

Workload

Developing alternatives

Planning for effective remote teaching during Covid-19: **The EDTL Approach for Modules**

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Planning for effective remote teaching during Covid-19: **The EDTL Approach**

The EDTL Approach has been developed to support effective remote teaching in the context of COVID-19 and outlines a pathway with key considerations for those who are adapting a module that is normally taught, wholly or partly, face-to-face.

Reflect on the **Emergency Pivot:**

- What worked well?
- What didn't?
- What was the student feedback?

Consider your **Students:**

- Is online learning new to your students?
- Who are your students?
- What digital access do they have?
- What digital skills do they have?
- What size is the student group?

Consider **Communication & Engagement:**

- Set and communicate clear, unambiguous expectations
- Make module information clear and easy to find
- Select appropriate tools for class communications
- Plan for engagement and community building

Consider **Content & Activities:**

- Review learning outcomes
- Identify existing content that is reusable
- Balance asynchronous and synchronous activities
- How will students engage with content and activities?
- Make sure content is accessible
- Use and adapt VLE templates to provide consistent structure

Consider **Assessment & Feedback:**

- Consider alternative assessment activities to allow students meet learning outcomes
- Consider a variety of continuous assessment formats
- Provide opportunities to practice online assessment
- Consider opportunities for peer and self-assessment

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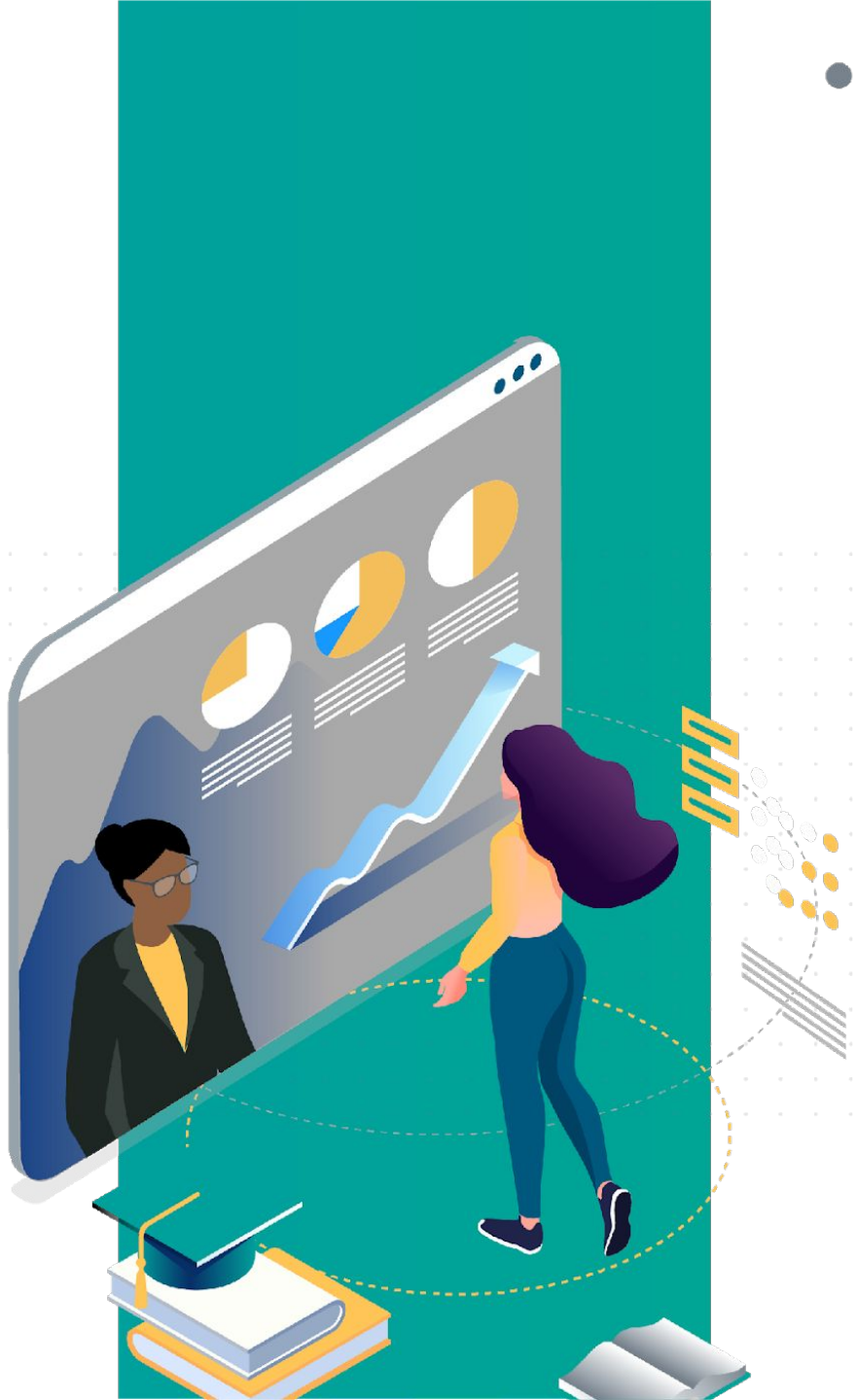

Planning for effective remote teaching during Covid-19: **The EDTL Approach for Programmes**

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Planning for effective remote teaching during Covid-19 : **The EDTL Approach for Programmes**

The EDTL Approach has been developed to support effective remote teaching in the context of COVID-19 and outlines a pathway with key considerations for those who are adapting a programme that is normally taught, wholly or partly, face-to-face.

Reflect on the **Emergency Pivot:**

- What worked well?
- What didn't?
- What was the student feedback?
- What was the staff feedback?
- What staff development or training will be needed?

Consider your **Students:**

- Is online learning new to your students?
- Who are your students?
- What digital access do they have?
- What digital skills do they have?
- What size is the student group?

Consider the **Curriculum:**

- Review learning outcomes, particularly practical elements
- Review requirements for professional accreditation
- Is it possible to reschedule or redistribute the timetable to maximise any campus-based activity?
- Talk to your T&L centre about learning design
- Ensure a balance of synchronous and asynchronous activities across the programme
- Make sure all content is accessible
- Agree and roll out VLE templates to provide consistent structure

Consider **Technology:**

- Agree a common and consistent set of tools to be used across modules
- Consider and communicate a minimal set of technical requirements for your students

Consider **Communication:**

- Make programme information clear and easy to find
- Give clear guidelines about communications, who to contact in what situation and how
- Ensure mechanisms for formal and informal student feedback are in place
- Provide opportunities for students to form a learning community

Consider **Assessment & Feedback:**

- Map out expected student workload over a semester and support flexibility where possible
- Aim for a mix of assessment types, including group and individual work
- Agree a programme level approach to assessment OF/FOR/AS learning
- Review assessment plans in the context of academic integrity

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Some final thoughts..

- Use the technologies provided
- Not about what tools you use, but how you use them
- Keep it simple & consistent
- Communicate with your students
- Respect your edtech people
- Ask for help
- Join the #IUADigEd community
- Use a decent microphone

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Links

- The EDTL site: https://edtl.blog/
- DigCompEdu: https://ec.europa.eu/jrc/en/digcompedu

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Thank **You!**

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Pedagogy first

- Giving learners opportunities to engage
  - Teacher
  - Material
  - Peers

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Digital teaching and learning

- DigCompEdu Area 3
  - “implement digital devices and resources into the teaching process, so as to enhance the effectiveness of teaching interventions”
  - “enhance interaction with learners”
  - “foster and enhance learner collaboration”

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Reflect

- Poll time!

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Considerations

- EDTL Approach for Programmes
  - Five themes – five breakout rooms
  - Consider the points in your allocated theme
  - Introduce yourself, take a moment to read the Approach
  - In alphabetical order, share a benefit/challenge
  - Capture a summary of benefits/challenges in the shared Google Doc: bit.ly/17julyconsider
  - A shared artefact in which we've worked through the EDTL Approach

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