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

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Workshop Introduction:
Aims & ILOs & Format

Ute Barrett
• 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)
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
Workshop: A Practical Introduction to Blended Learning

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

glasgow.ac.uk/LEADS/students
Learning Enhancement and Academic Development Service
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
F2F to online

• Identify and Maximise Technology
• Foundational, Supplementary and Extension materials
• Flexible Assessment Methods
• Scaffolded/Arbitrated Collaboration
Online to blended

• Maximise/prioritise/isolate contact time

• Designated online weeks
  • Formative
  • Contact weeks contingent on these

• Pre/Post consolidation activities
The best laid plans . . .
Using (or not using) Moodle Workshop for blended learning
Dr Lorna Morrow
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
• 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
“Does that make sense?”
Using Zoom Tutorials to create a dialogue around feedback
Dr Maxine Swingler
• 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
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 sit aside at least half an hour for the discussion and ensure that there will 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: A Practical Introduction to Blended Learning
• 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