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THE UNIVERSITY OF HULL

Blended learning
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What is blended learning?



Traditional approaches to teaching and learning

E-learning

Traditional approaches plus e-learning

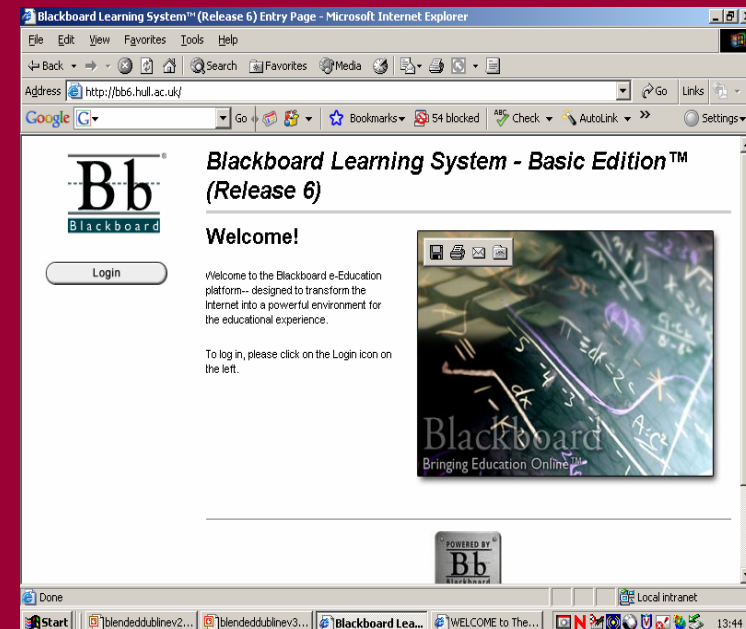
Mixture of traditional approaches plus e-learning

Blended learning



Example blended learning topic

- Lecture + Podcast
- Podcast of student interview
- Online quiz
- Handbook - 2 formats
- Handout - summary
- Individual activity
- Group tutorial
- On-line FAQ



Example blended learning module (2)

Study advice service

- Website
 - Handout
 - Podcast
- One-to-one tutorials
- Additional workshop



Blended learning - drivers

- Make learning more accessible, engaging and relevant
- Provide more flexible learning opportunities
 - Time
 - Travel
 - Place
- Integrate practitioner-based experiences with classroom-based learning



Blended learning - drivers

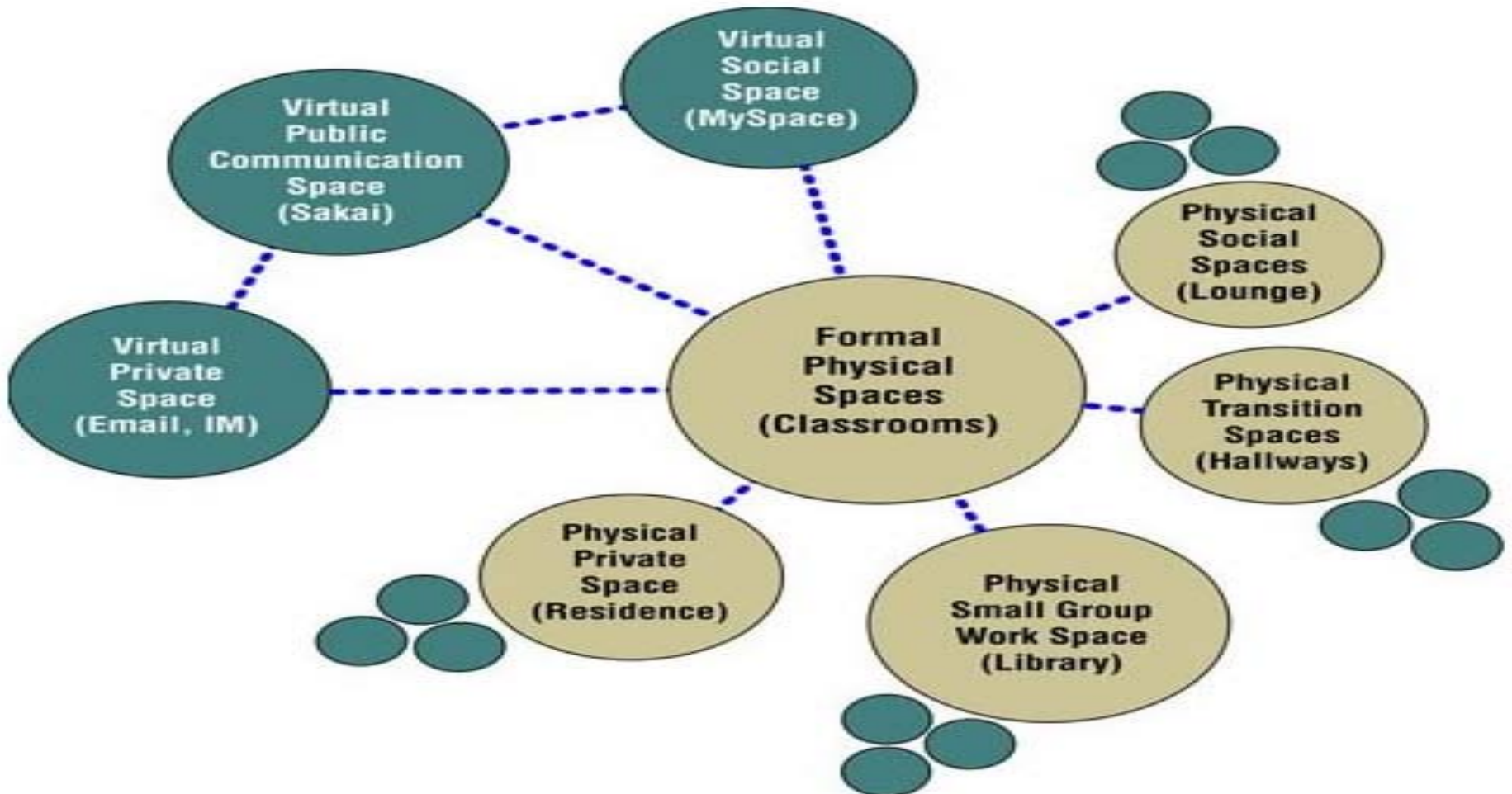
- Manage large groups of learners.
- Exploit ICT and training facilities
- Demonstrate the use of leading edge technologies
- Demand from users or other stakeholders
- Interest at senior management level
- Availability of external funding
- Explore new approaches to learning
- Keep up with other ILS



Source: Andrew Milner (2006)

<http://www.educause.edu/>

Learning spaces



Learning spaces



- Individual & group study spaces
- Meeting rooms and lecture rooms
- More networked PCs
- Spaces for laptops and wireless use
- Cafes and relaxation zones
- Noisy zones
- Self service facilities
- 24 hour access.



Blended learning - add-on, wrap around

**F2F
ACTIVITIES**

On-line activities
and resources



Time

Place

**Learning
context**

**Learning
relationships**

Focus

Learners

ICTs

Pedagogy

Blended learning - holistic approach

Information and communications technologies

Traditional web-based

- E-mail
- Discussion groups
- Chat or conference rooms
- Videoconferencing

Web 2.0

- Weblogs
- Wiki
- Social networking
- Podcasting
- Youtube



Web 2.0

- Weblogs e.g. <http://information-literacy.blogspot.com/>
- Wiki e.g. http://instructionwiki.org/Main_Page
- Social networking e.g. <http://www.facebook.com/group.php?gid=2210901334>
- Podcasting e.g. <http://www.wku.edu/Library/>
- Youtube e.g. <http://www.youtube.com/watch?v=b6U0dDp64aw>



What is expected of us?

“An academic librarian who combines the traditional skill set of librarianship with the information technologist's hardware/software skills, and the instructional or educational designer's ability to apply technology appropriately in the teaching-learning process.”

<http://blendedlibrarian.org/>



Sector and Organisation

Library and information knowledge and skills

Managing self

ICT

Project working

Learning and teaching

Marketing



HE and Organisation

CURRENT HE CLIMATE

- Large groups of students
- High expectations
- Varied previous educational experience
- Diverse student groups

ORGANISATION

- Culture
- Policies and procedures
- Learning and teaching
- Student support



Learning and teaching



DESIGN SKILLS

- Programme or module
- Learning activities
- Assessment
- Learning resources
- Feedback
- Evaluation
- Documentation

**DESIGN FOR
DIVERSITY &
ACCESSIBILITY**



Example learning activities

- Lectures
- Podcasts
- Diagnostic tools
- Group work
- E-mail
- Chat sessions
- Seminars
- On-line activities
- Problem-based learning
- Work-based projects
- Reflective practice - learning journals



Example blended module

TOPIC - PLAGIARISM

Module

- **Lecture + Podcast**
- Podcast of student interview
- Online quiz
- Handbook - 2 formats
- Handout - summary
- Individual activity
- **Group tutorial**
- On-line FAQ

Study advice service

- Website
 - Handout
 - podcast
- **One-to-one tutorials**
- **Additional workshop**



10 design principles (1)

- Signpost
- Link to programme & assessment
- Map to students' world
- Maximise action & interaction
- Vary pace & rhythm



10 design principles (2)

- Chunk content
- Give students choices
- Balance theory & practice
- Design in feedback
- Design for closure



Delivery - teaching large groups



- Presentation skills
- Managing the group
- Managing activities
- Managing ICT issues



Delivery - one-to-one coaching + small groups



- Managing the session
- Giving feedback
- Dealing with unexpected issues



Delivery - hands-on sessions



- Managing the session
- Managing diverse groups
- Dealing with ICT issues



Delivery - online learning



- Presenting yourself on-line
- Creating a learning environment
- Scaffolding learning
- Dealing with ICT issues
- Dealing with other issues

Marketing

How do we advertise our workshops and training sessions?



ICT

- What level of skills do we need?
- What levels of support are available?



Working on blended learning projects

“...partnership is one of the most complex and difficult ways in which to work. When it works even reasonably well, however, it can bring some of the best results for the end-user.....”

Daker



Project skills - HARD

- Writing bids
- Understanding contracts
- Use of project management tools such as Gantt charts
- Reporting regimes e.g. reporting back to senior managers and funders
- Funding regimes
- Legal requirements



Project skills - SOFT

- **Working with others (multi-professional teams)**
 - **shared goals(s)**
 - **shared values and beliefs**
- **Communicating with others**
 - **common concerns and deeper convictions**
 - **informal communications**
 - **informal feedback**
- **Meetings and social networking - generate good will**



Impact on day-to-day working life

- Blend of activities
- Working with end-users
 - Help-desks
 - 'Classroom'
 - Online
 - E-mail
 - Virtual learning environment
- Working with colleagues and in project teams



Managing self - TIME

- Chronological perspective
 - Fast time
 - Slow time
- Online learning time patterns
 - Planned
 - Opportunistic
 - Mixed



Professional development and support

- Coaching
- Mentoring
- Short courses
- Long courses
- Professional development programmes

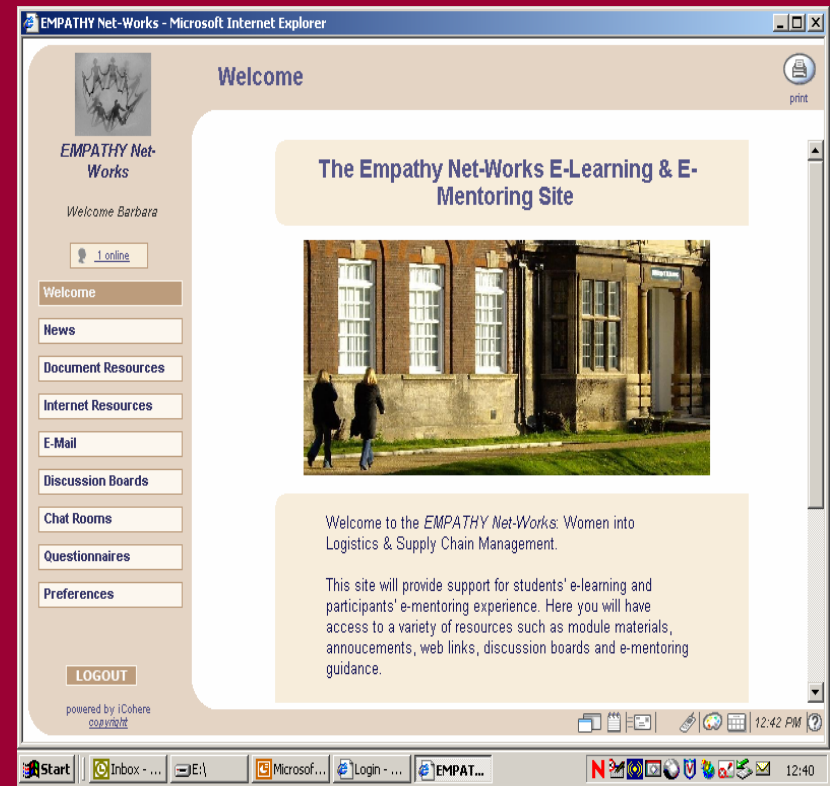


Mentoring

EMPATHY Net-Works project

www.hull.ac.uk/empathy-net-works

www.login.icohere.com



The screenshot shows a web browser window titled "EMPATHY Net-Works - Microsoft Internet Explorer". The page has a light beige background. On the left side, there is a vertical navigation menu with buttons for "Welcome", "News", "Document Resources", "Internet Resources", "E-Mail", "Discussion Boards", "Chat Rooms", "Questionnaires", and "Preferences". At the bottom of this menu is a "LOGOUT" button. Above the menu, there is a logo for "EMPATHY Net-Works" and a personalized welcome message: "Welcome Barbara". Below the message, it says "1 online".

The main content area on the right features a "Welcome" heading and a sub-heading: "The Empathy Net-Works E-Learning & E-Mentoring Site". Below this is a photograph of a brick building with large windows. Underneath the photo, there is a paragraph of text: "Welcome to the *EMPATHY Net-Works*: Women into Logistics & Supply Chain Management. This site will provide support for students' e-learning and participants' e-mentoring experience. Here you will have access to a variety of resources such as module materials, announcements, web links, discussion boards and e-mentoring guidance."

At the bottom of the browser window, the Windows taskbar is visible, showing the Start button, several open applications (Inbox, E:\, Microsoft..., Login..., EMPAT...), and the system tray with the time 12:42 PM.



Thank you

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