Challenging or conforming: the art of blended learning

‘Talking about Teaching’ workshop, Leeds

By

Allison Littlejohn

Professor of Learning Technology
Director
Caledonian Academy
Glasgow Caledonian University, Scotland UK
www.academy.gcal.ac.uk
allison.littlejohn@gcal.ac.uk

Research into practice

Assimilative
Reading, Viewing , Listening

Information handling
Gathering, Ordering, Classifying, Selecting, Analysing, Manipulating

Adaptive
Modelling, Simulation

Communicative
Discussing, Presenting, Debating, Critiquing

Productive
Creating, Producing, Writing, Drawing, Composing, Synthesizing, Remixing

Experiential
Practising, Applying, Mimicking, Experiencing, Exploring, Investigating, Performing

DialogPlus taxonomy, Conole and Fill, 2006
JISC LADIE Activity Gap Analysis, Falconer, Conole, Littlejohn, Jeffreys, 2006

Research into practice

Q: What limits the range of activities being implemented?

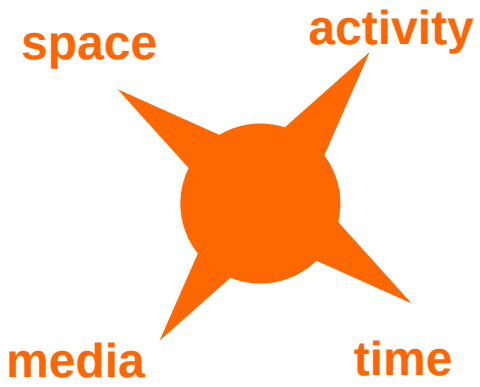
Activities - problems in designing engaging activities;

eTools -difficulties in extending beyond VLE/LMS to integrate popular e-tools (games, phones, iPods, blogs, wikis etc);

Space - difficulties in extending beyond institution (VLE/LMS);

Time – learners balancing work and formal study time.

Research into practice



Agenda

1.30-2.15 Design of Blended eLearning: issues and perspectives

2.15- 2.45 – Activity 1: Design a blended learning activity.

2.45-3.15 – Activity 2: Build a lesson plan

3.15-3.30– Tea/coffee

3.30-3.45 – Sharing practice in blended e-learning: future gazing

3.45-4.15 – Activity 3: Strategies for preparing for blended e-learning

4.15-.4.30 – Plenary: advantages, limitations and future directions

What are we blending: space/time

Spaces

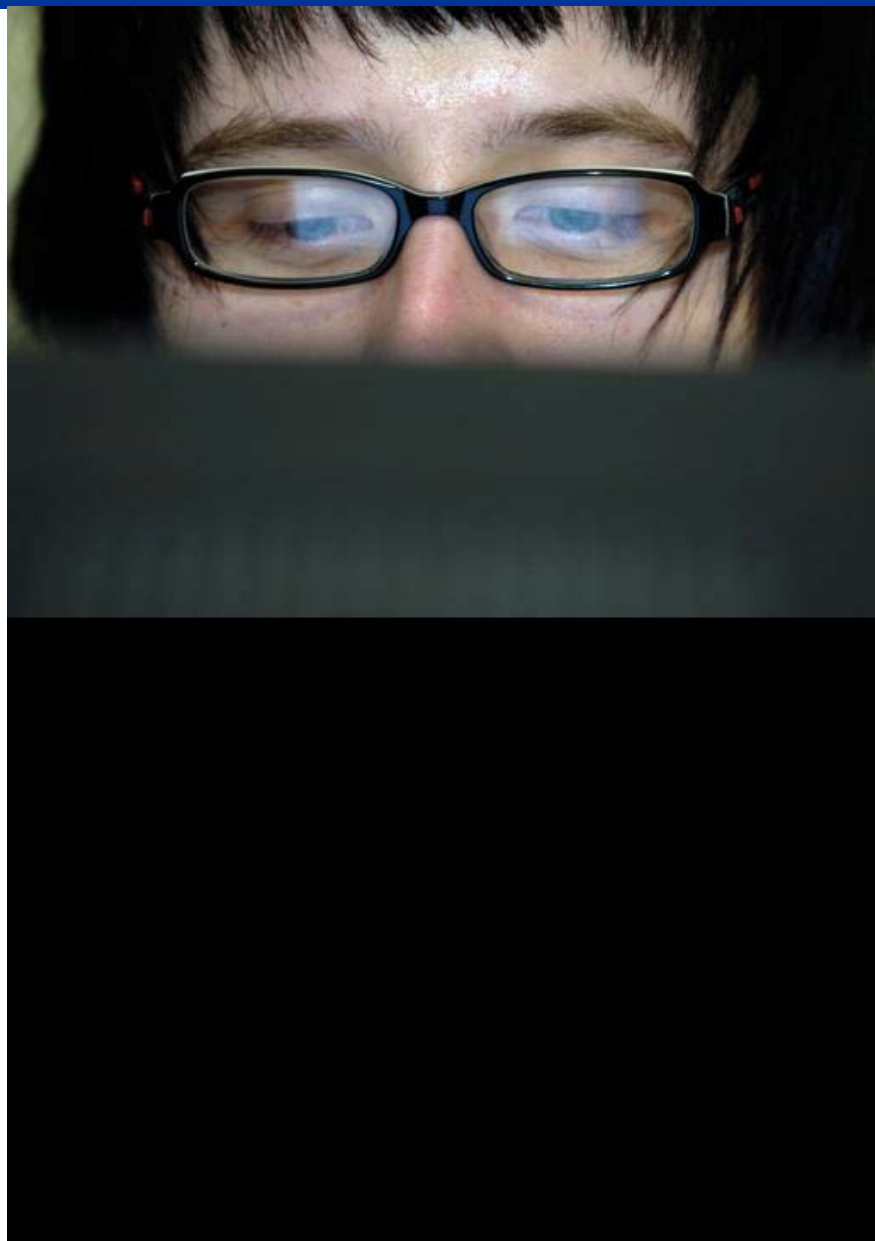
Public – self regulated
Privileged – partial control
Private – teacher regulated

Trends

Integration of ‘public’
and ‘private spaces’
(‘physical’ and ‘virtual’)

Issues

Environments relatively
Inflexible and controlled



What are we blending: hardware and software e-tools

Tools

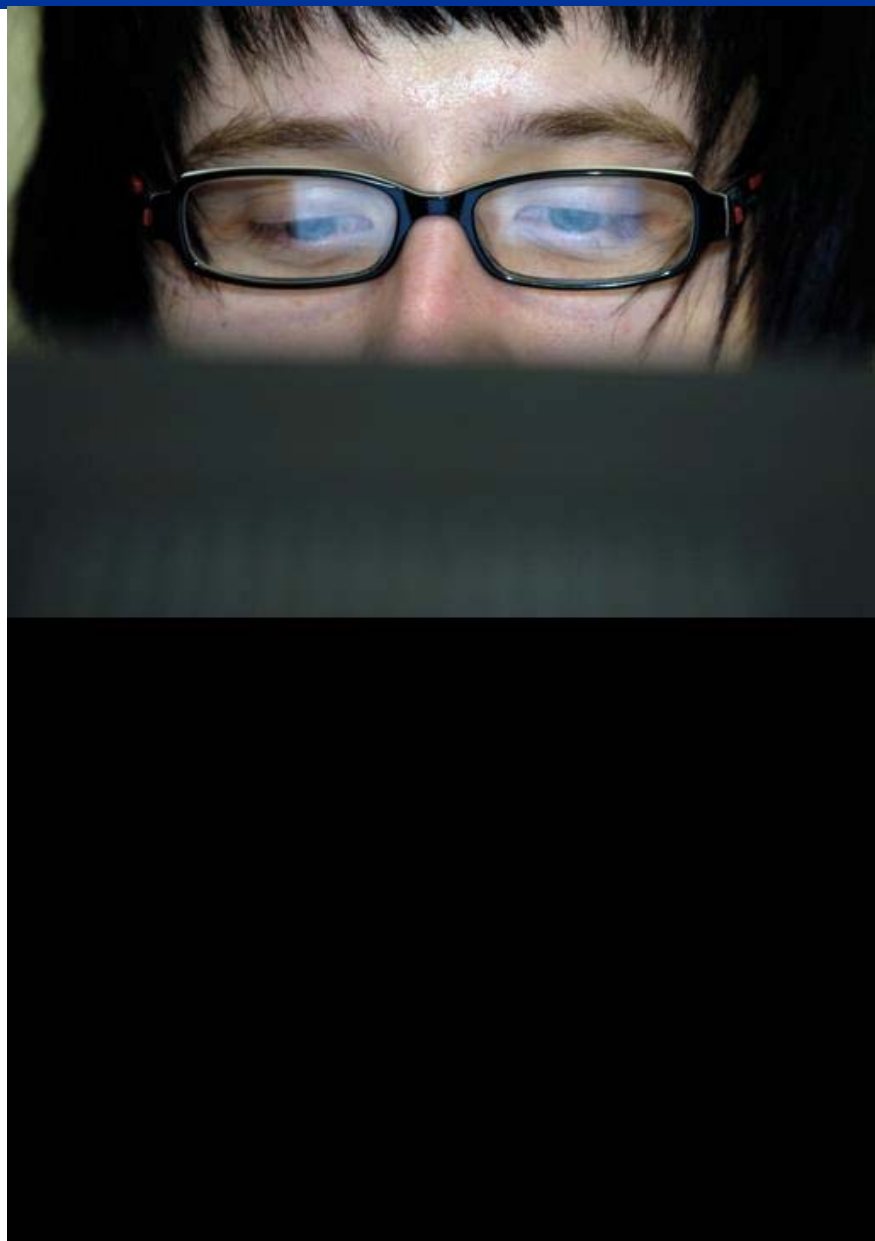
Public – self regulated
Privileged – partial control
Private – teacher regulated

Trends:

Increased use of hardware and software tools selected by the learner

Issues

Difficulties with integration
Limited appreciation of affordances



What are we blending: learning activities

Activities:

Teacher or learner regulated

Trends:

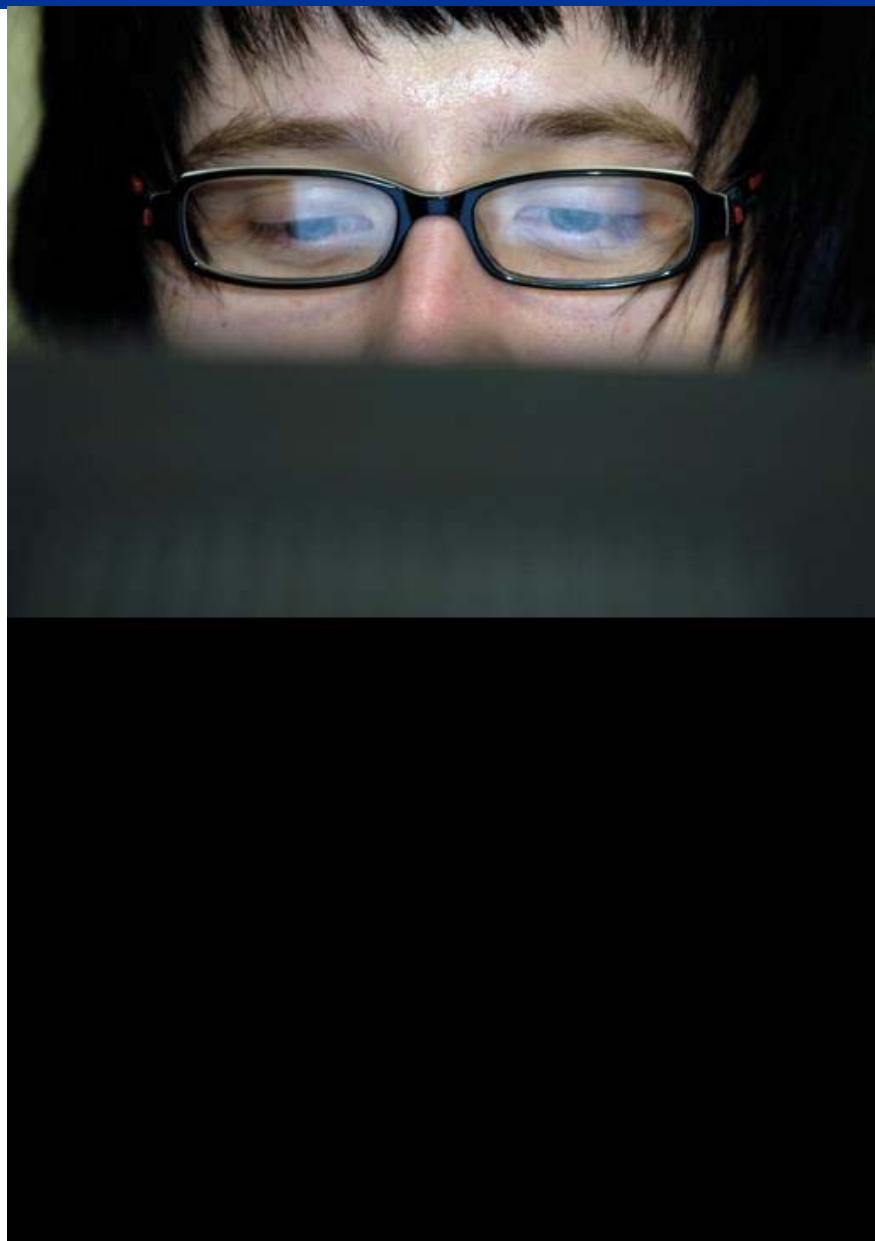
Increased learner choice and control

Integration of ‘formal’ and ‘informal

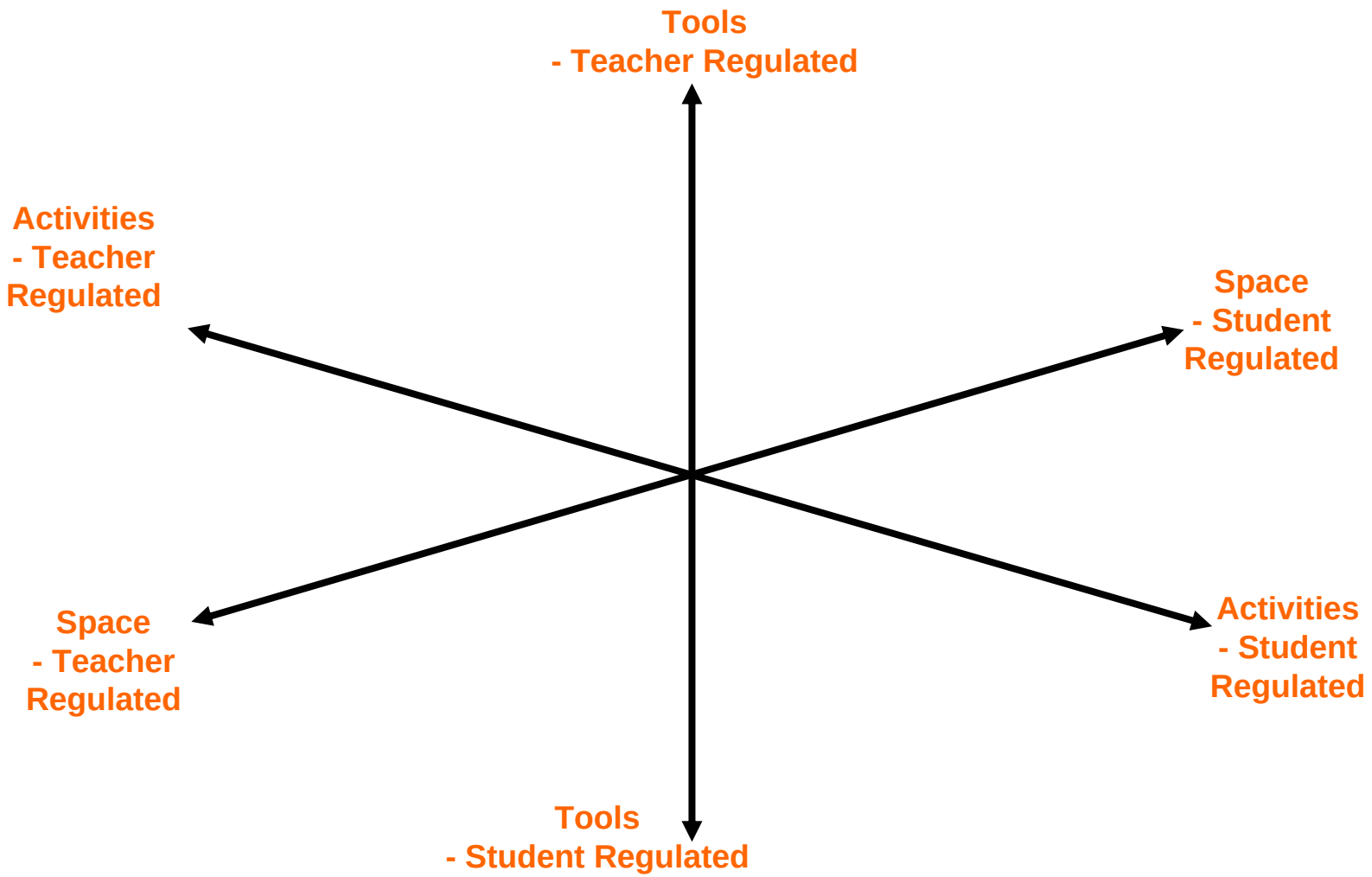
Issues

Narrow range of activities

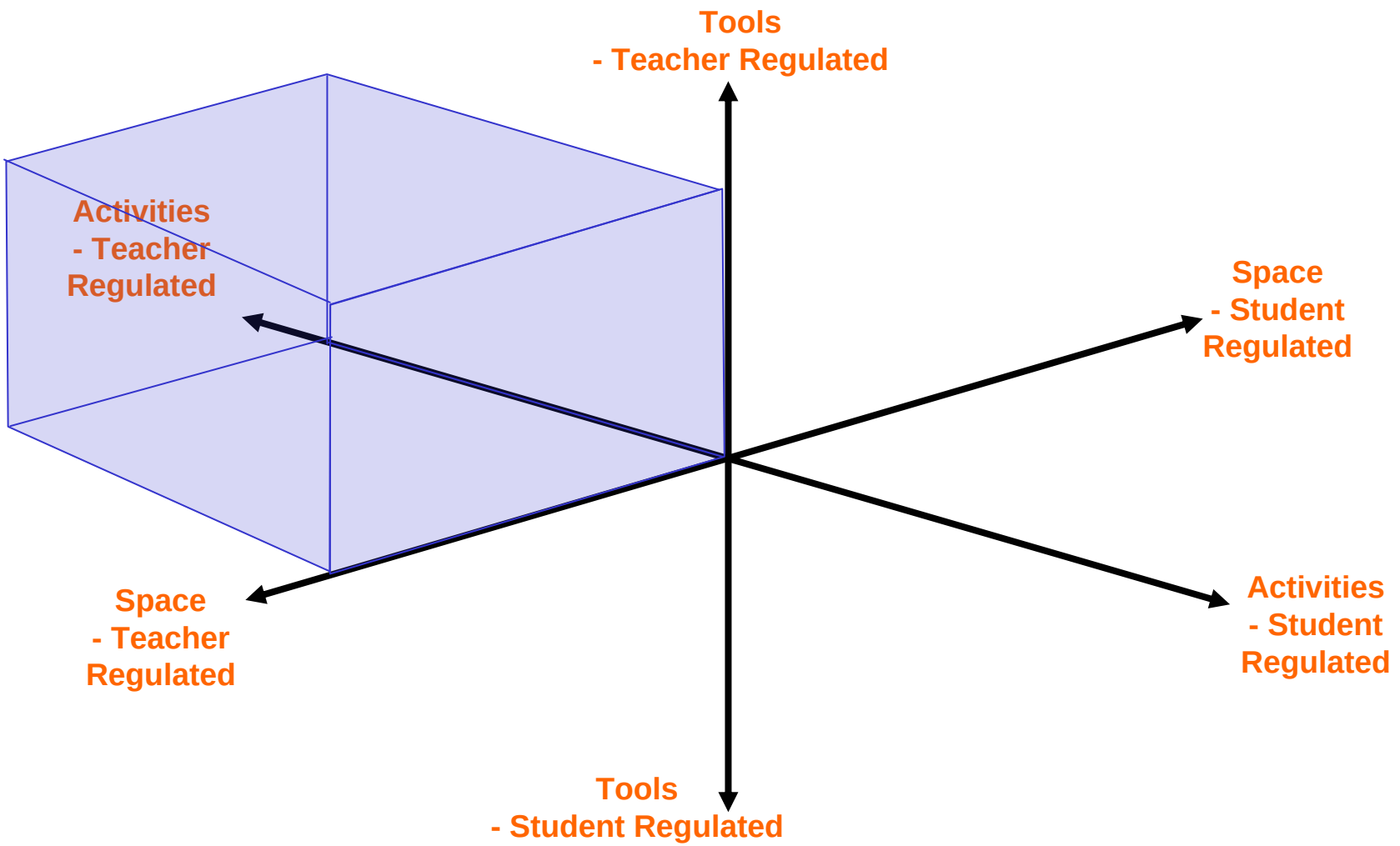
Under developed information & learning literacies



What are we blending: dimensions

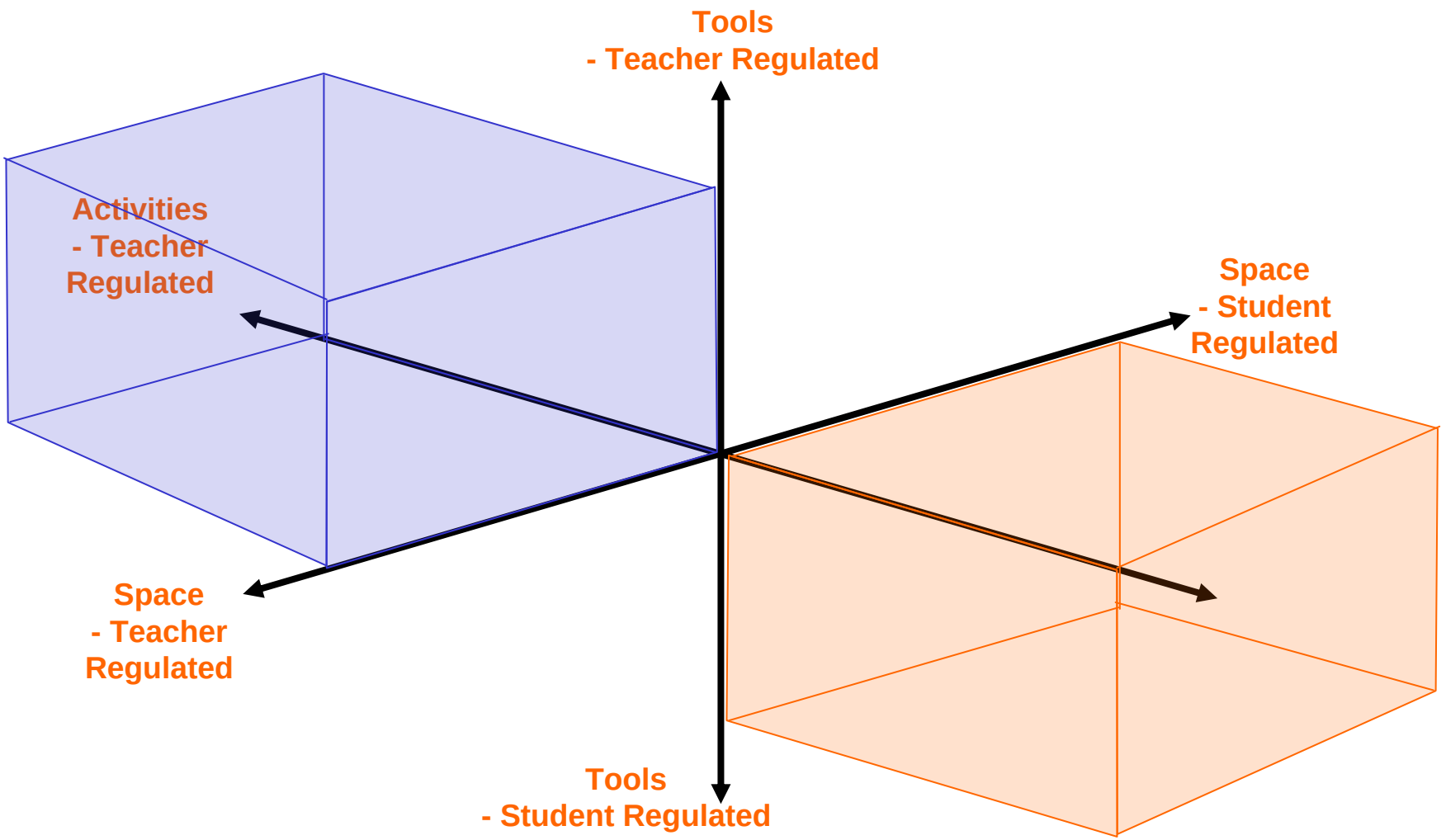


What are we blending: dimensions



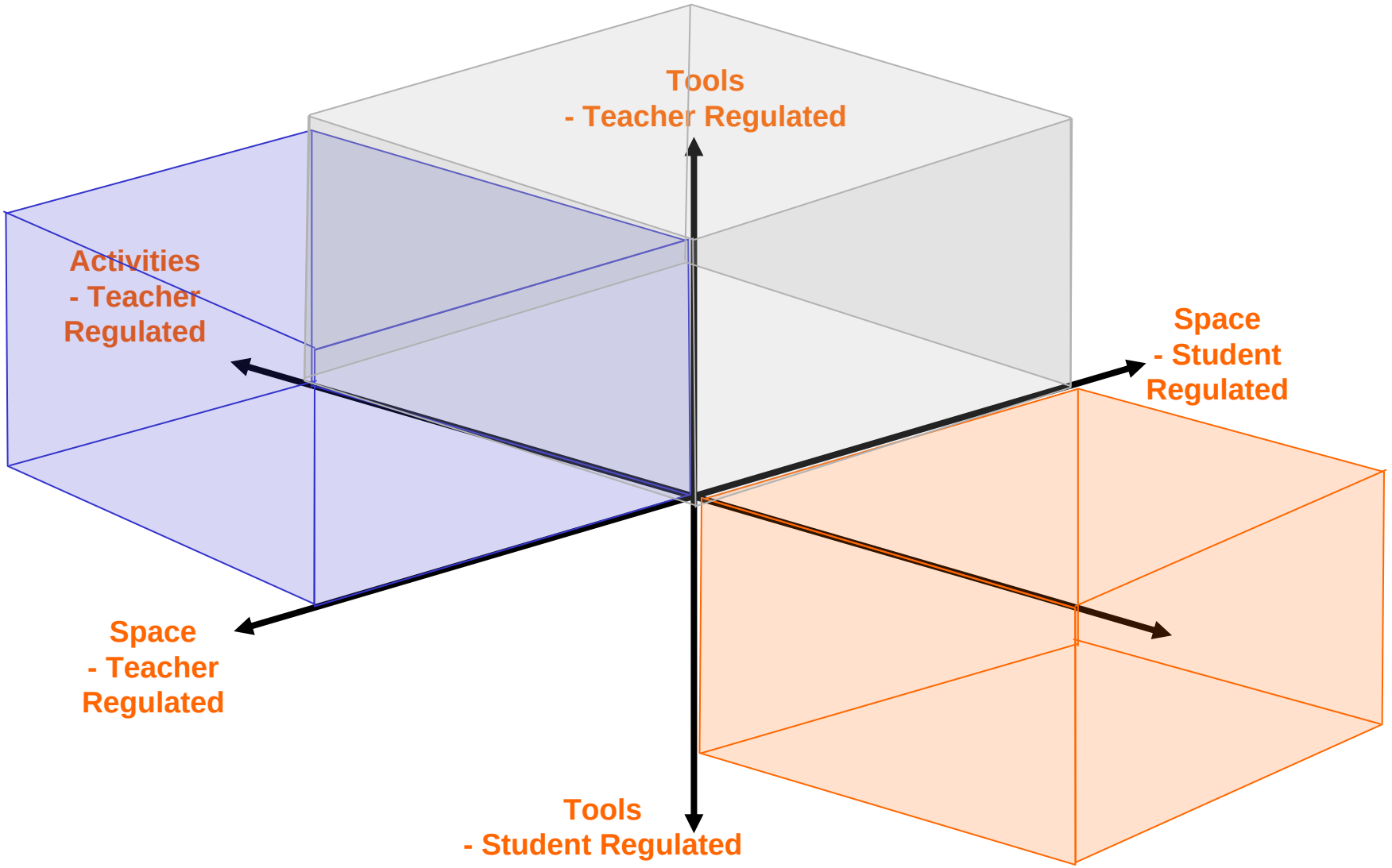
Teacher regulated Tools, Activities and space

What are we blending: dimensions



Student regulated Tools, Activities and space

Blended learning in transition: space



Student regulated Tools, Activities and space

Blended learning in transition: space

Mudlarking in Depford

Students use mobile technologies to collate data from field studies in online space

Emerging trend

Integration of spaces (‘physical’ and ‘virtual’)

Students using their own virtual spaces to share ideas but don’t want these spaces controlled

Blended learning in transition: space

Emerging trend

Integration of ‘public’ and ‘private spaces’ (‘physical’ and ‘virtual’)

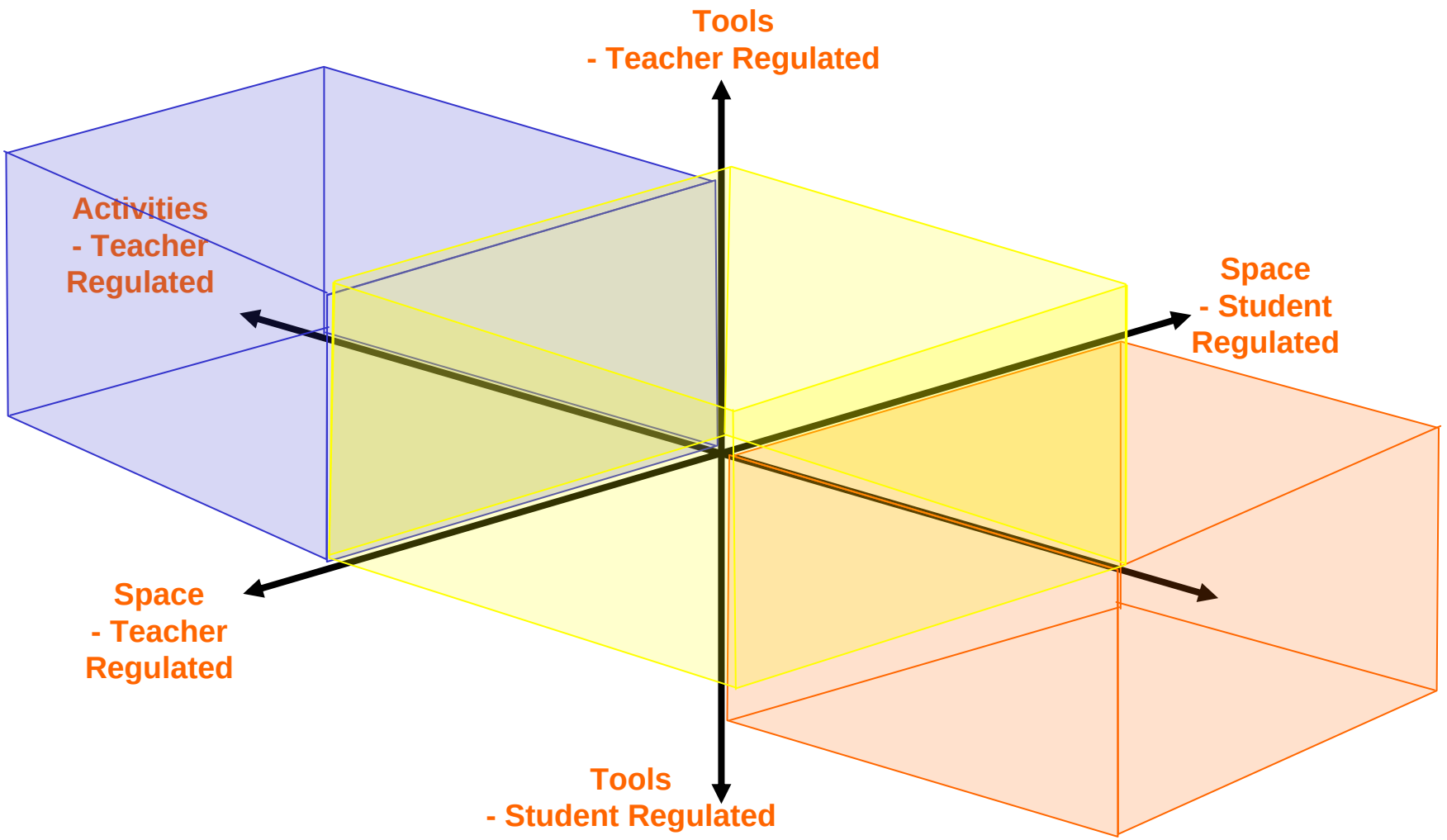
Addresses the issue

Environment relatively flexible

Further issues

How to integrate formal and informal space?

Blended learning in transition: activities



Blended learning in transition: activities

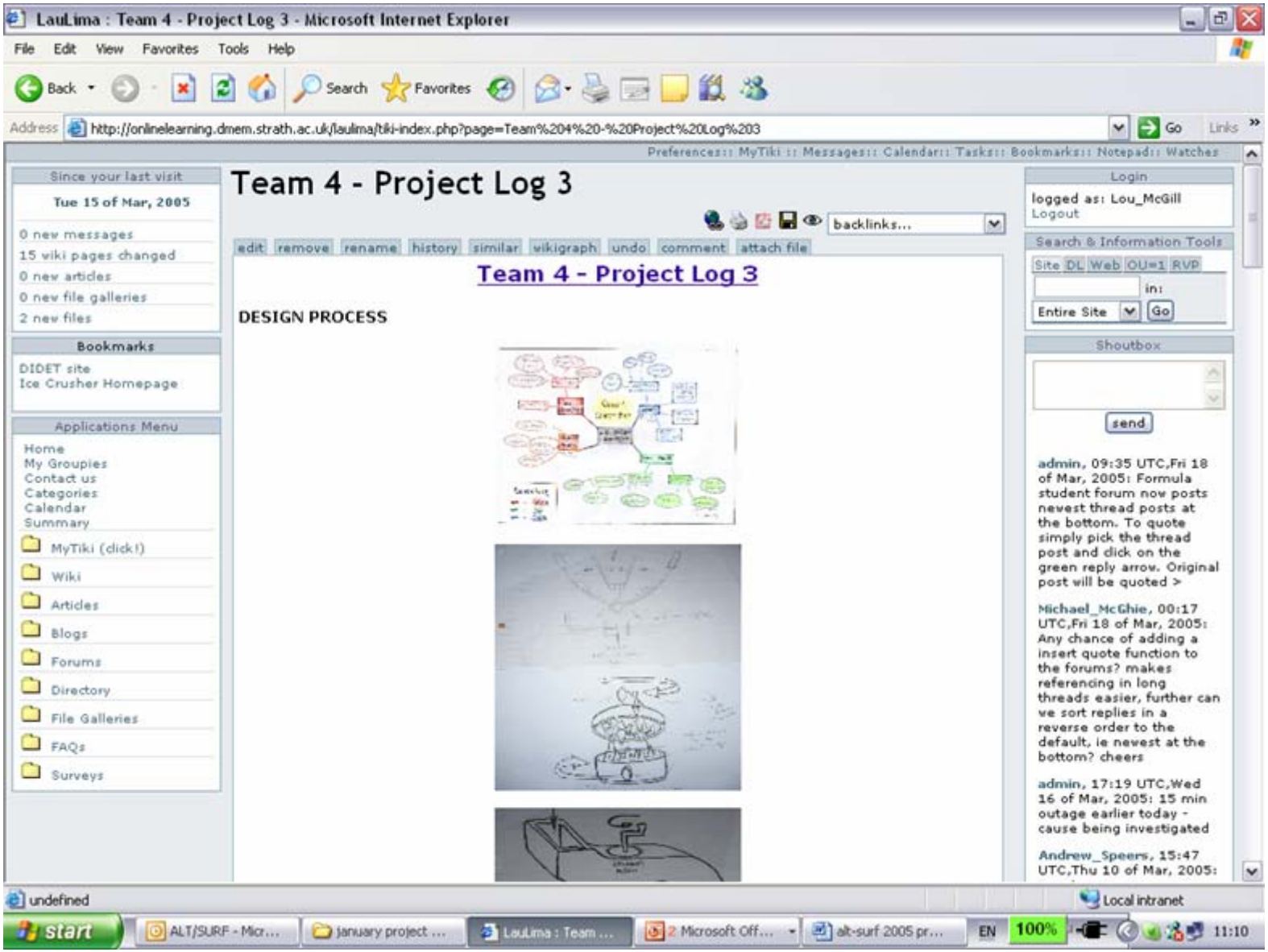
Example from USA/UK

Students given group project tasks.

Resources sourced by learners and uploaded to shared workspace

Students construct concept maps to justify product design

Blended learning in transition: activities



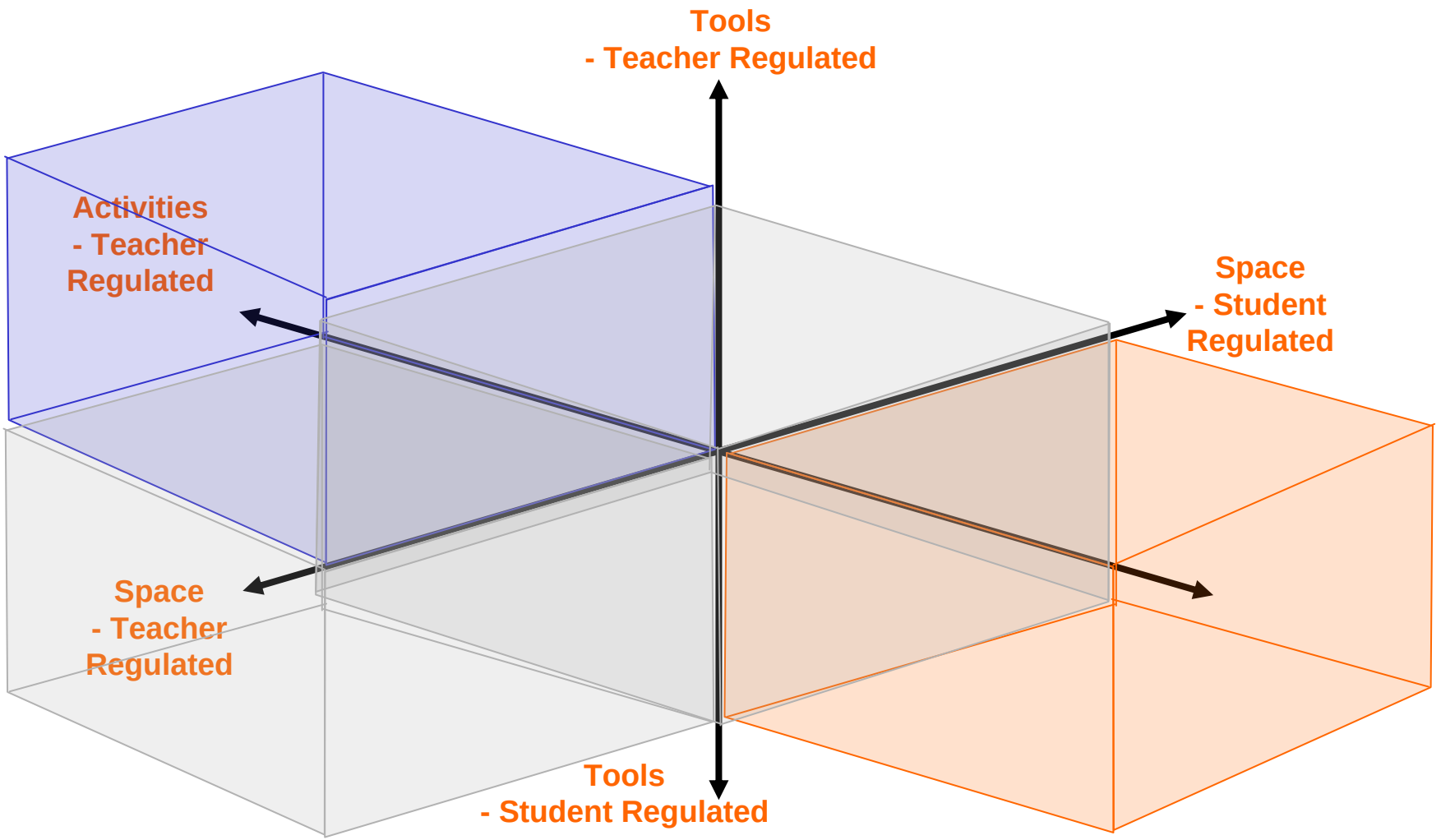
Blended learning in transition: activities

Fits the trends:
Increased learner choice & integration of ‘formal’ / ‘informal’

Deals to some extent with the issue
Narrow range of activities

But does not address:
How to support development of learning literacies?

Blended learning in transition: tools



Blended learning in transition: tools

Example from Australia

Economics @ U Sydney, students divide up calculations and exchange information by txt

Example from UK

Nursing students capture ideas on video using mobile phone and upload to You Tube

Blended learning in transition: tools

Fits the trend:
Increased use of tools selected by the learner

Does not overcome the issue:
Limited appreciation of affordances

How can we plan blending?

Example from UK

Students have difficulty understanding ‘terms’

Solution:

Glossary provided by tutor

How can we plan blending?

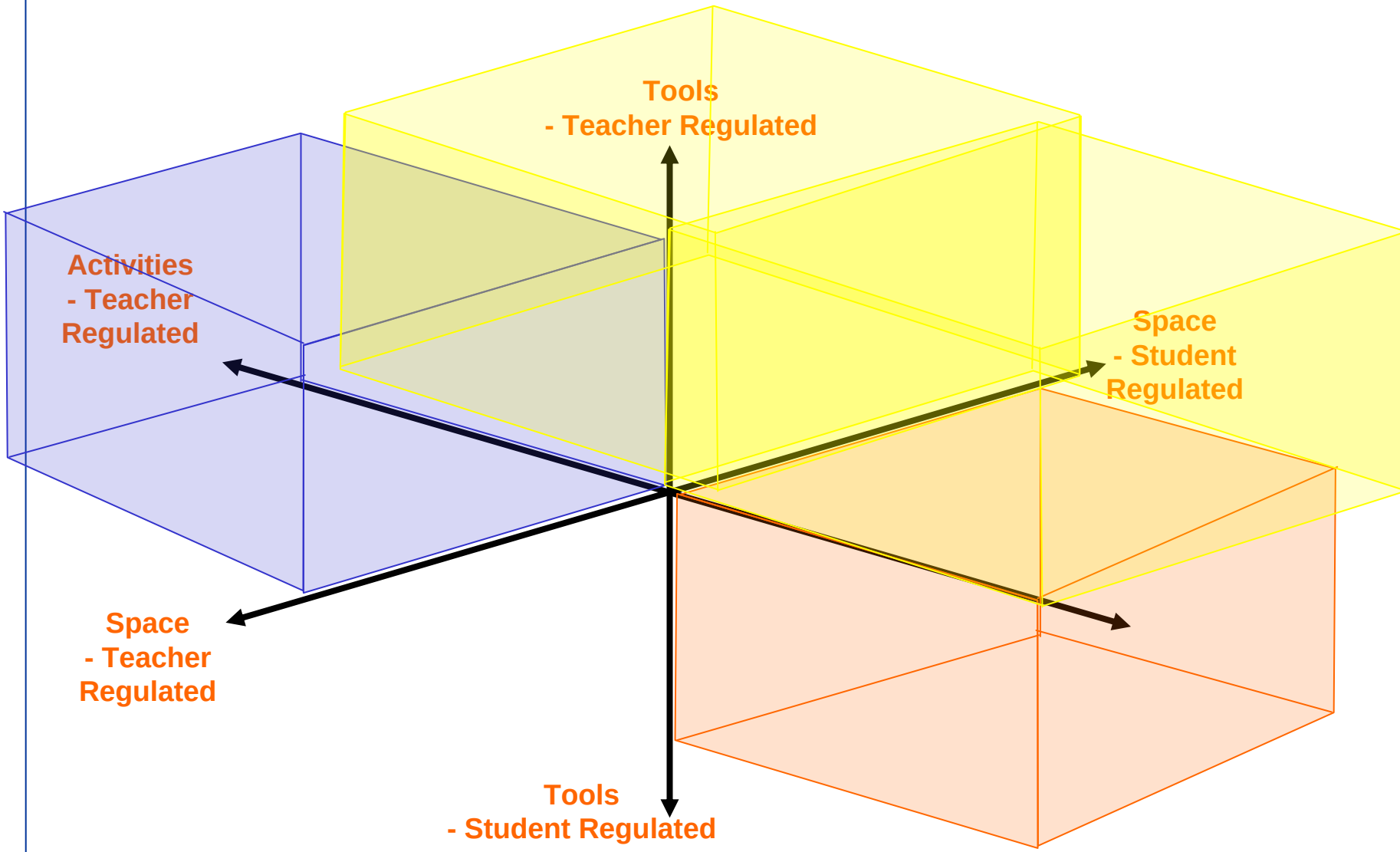
Problem:

Students have difficulty understanding ‘terms’

Solution:

Learners construct wiki based glossary using their own e-tool environment

How do we plan blending?



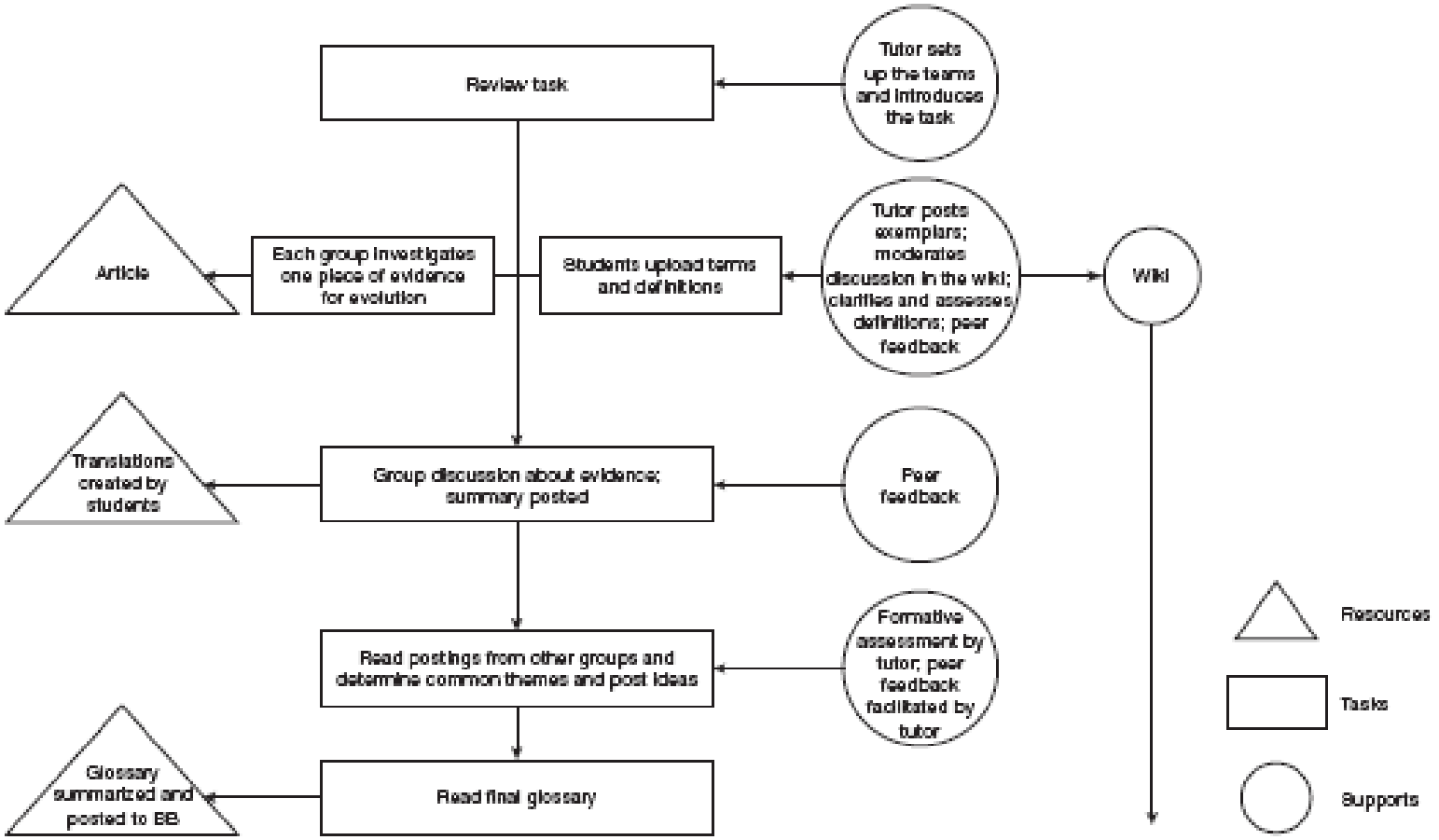
How can we plan blending?

LD Lite matrix for choosing/developing

Time	Mode	Tutor roles	Student roles	Resources (content)	Resources (services)	Feedback and assessment
Semester 1	Offline	Divide students into groups; introduce students to task				
Semester 1	Online	Initiate a 'translation' list on a wiki. Place some words and translations as exemplars (online). Moderate stage 1 discussion (online)	Each student group investigates one piece of evidence for evolution; students upload terms they are unsure about into a 'translation'. board – then respond to others by providing definitions in their own words	'Evolution and early development' article (.doc)	Wiki site for translation	Formative assessment: the meanings of terms; peer feedback on meanings of terms; tutor feedback when terminology is misunderstood
Semester 1	Offline	Give feedback re translations and encourage continued use	Group discussions offline (in class) about evidence. Group agrees on a summary and group summary writer posts this to the wiki	Translations created by students	Wiki	Feedback from peers during group discussion

How can we plan blending?

Temporal sequence for sequencing



How can we plan blending?

Pattern for browsing

Pattern of a productive activity

Problem:

Students have problems understanding the meaning of terms

Solution:

Students construct their own vocabulary through 'translation' of terms. Students can flag any terms they have problems understanding using an appropriate online tool. Other students will 'translate' this term by writing a definition. Debate can take place online, then, when a consensus is reached, the definition is agreed.

Aim:

To construct a vocabulary of terms

Objective:

By the end of the course you will be able to define a range of terms associated with 'evolution'.

Activity 1: Design a blended e-learning activity

Pattern of a productive activity

Problem:

Students have problems understanding the meaning of terms

Solution:

Students construct their own vocabulary through 'translation' of terms. Students can flag any terms they have problems understanding using an appropriate online tool. Other students will 'translate' this term by writing a definition. Debate can take place online, then, when a consensus is reached, the definition is agreed.

Aim:

To construct a vocabulary of terms

Objective:

By the end of the course you will be able to define a range of terms associated with 'evolution'.

Activity 2: Build a lesson plan

Time	Mode	Tutor roles	Student roles	Resources (content)	Resources (services)	Feedback and assessment
Semester 1	Offline	Divide students into groups; introduce students to task				
Semester 1	Online	Initiate a 'translation' list on a wiki. Place some words and translations as exemplars (online). Moderate stage 1 discussion (online)	Each student group investigates one piece of evidence for evolution; students upload terms they are unsure about into a 'translation'. board – then respond to others by providing definitions in their own words	'Evolution and early development' article (.doc)	Wiki site for translation	Formative assessment: the meanings of terms; peer feedback on meanings of terms; tutor feedback when terminology is misunderstood
Semester 1	Offline	Give feedback re translations and encourage continued use	Group discussions offline (in class) about evidence. Group agrees on a summary and group summary writer posts this to the wiki	Translations created by students	Wiki	Feedback from peers during group discussion

How can we share blending?

Practice can only be shared with other tutors through a Representation (Vogel & Oliver, 2006)

Representations must convey the information educators need in a form they can understand
(Beetham, 2001; Beetham & Sharpe, 2007)

They should capture tacit as well as explicit info
(Goodyear 2006, Eraut 2004)

Share ideas through communities (Margaryan & Collis, in print)

How can we share blending?

Stages of sharing representations:

- Browse
- Choose
- Develop/edit
- Instantiate
- Reflect/review

How can we share blending?

Stages of sharing representations:

Browse:

- Overview to outline the ideas
- Information is useful for people than the author

Choose and develop/ edit :

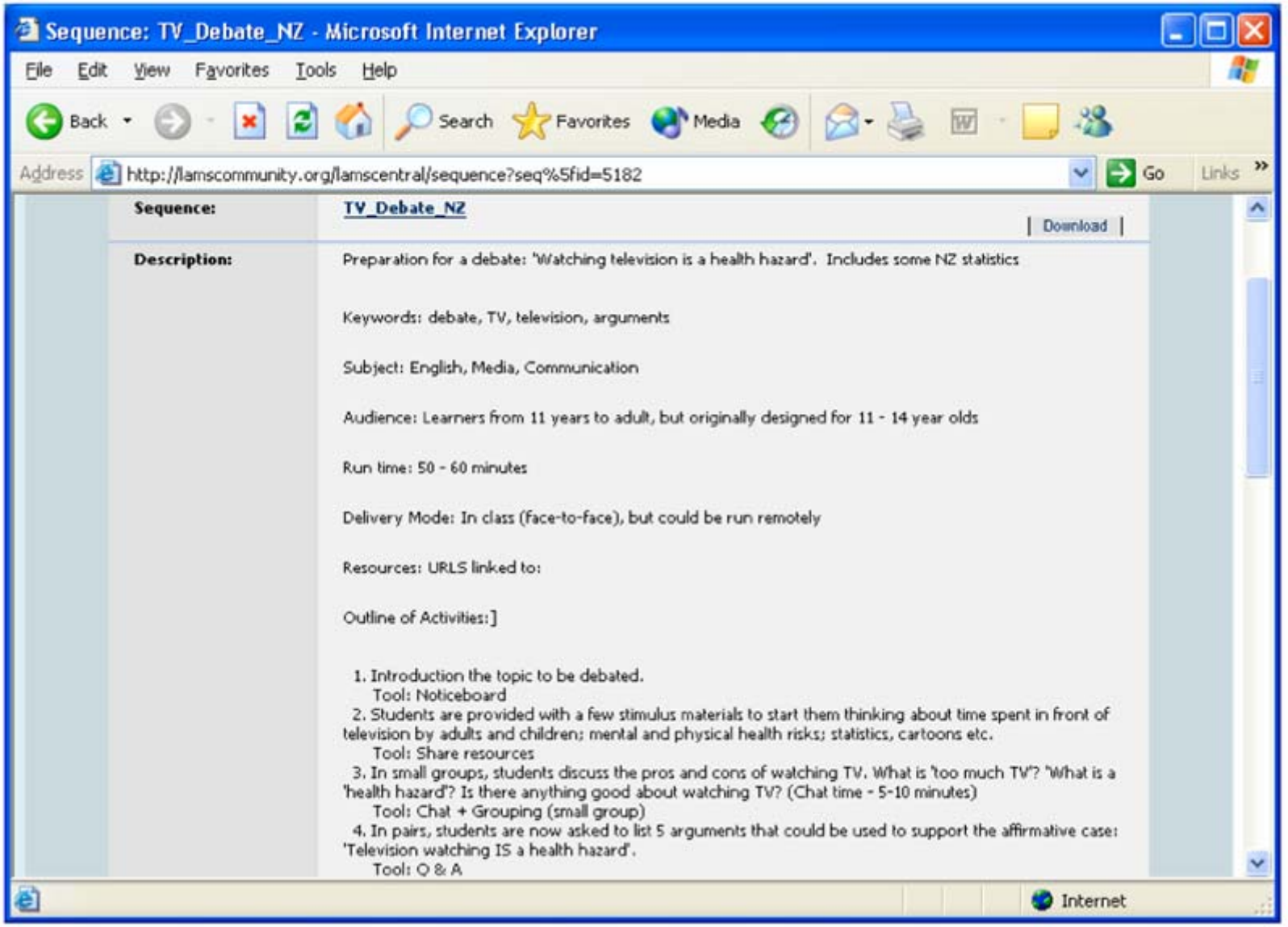
- Greater level of detail like screenplay

Instantiate / reflect;

- Overall mapping of activities

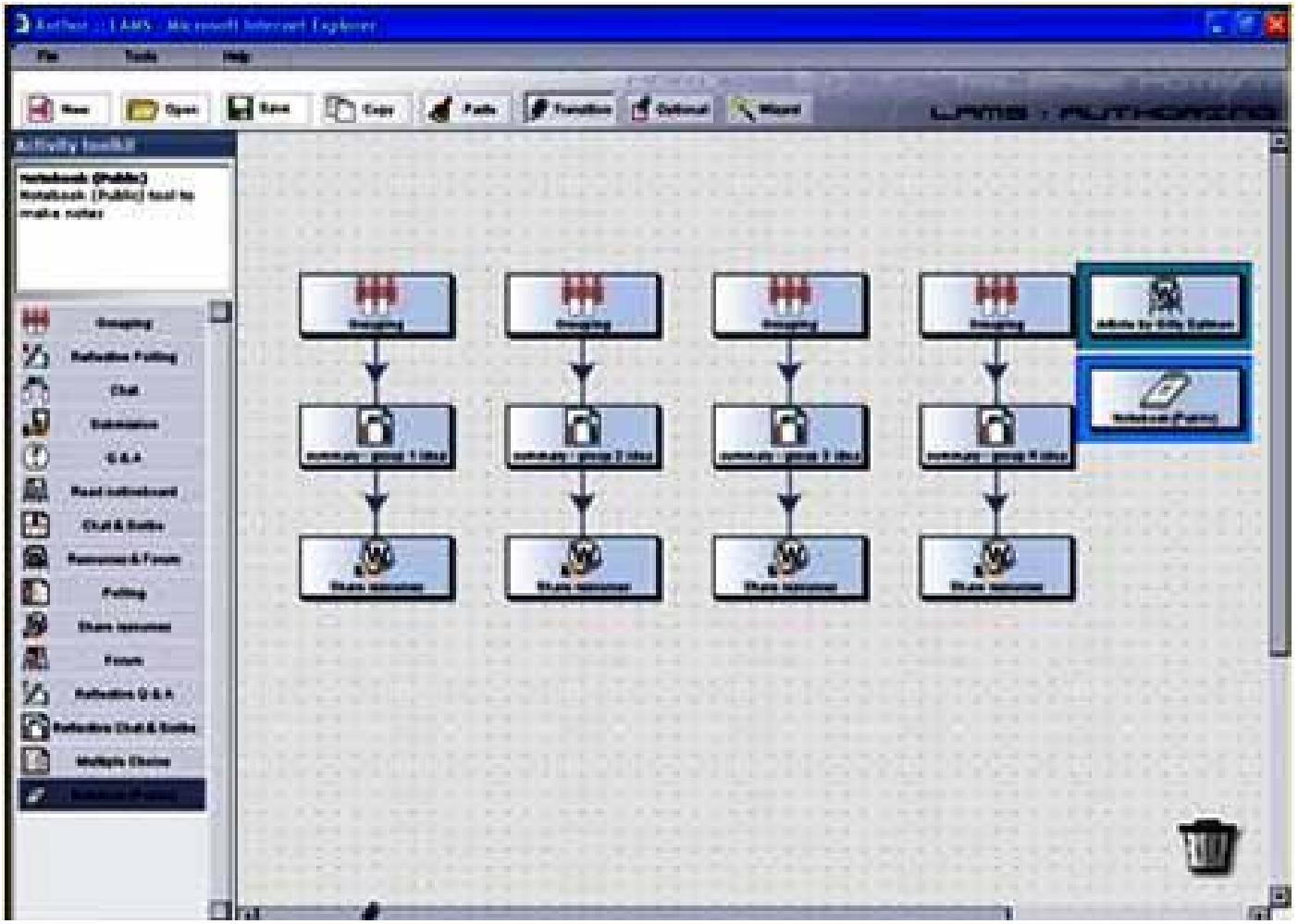
How can we share blending: LAMS community

Case study for browsing



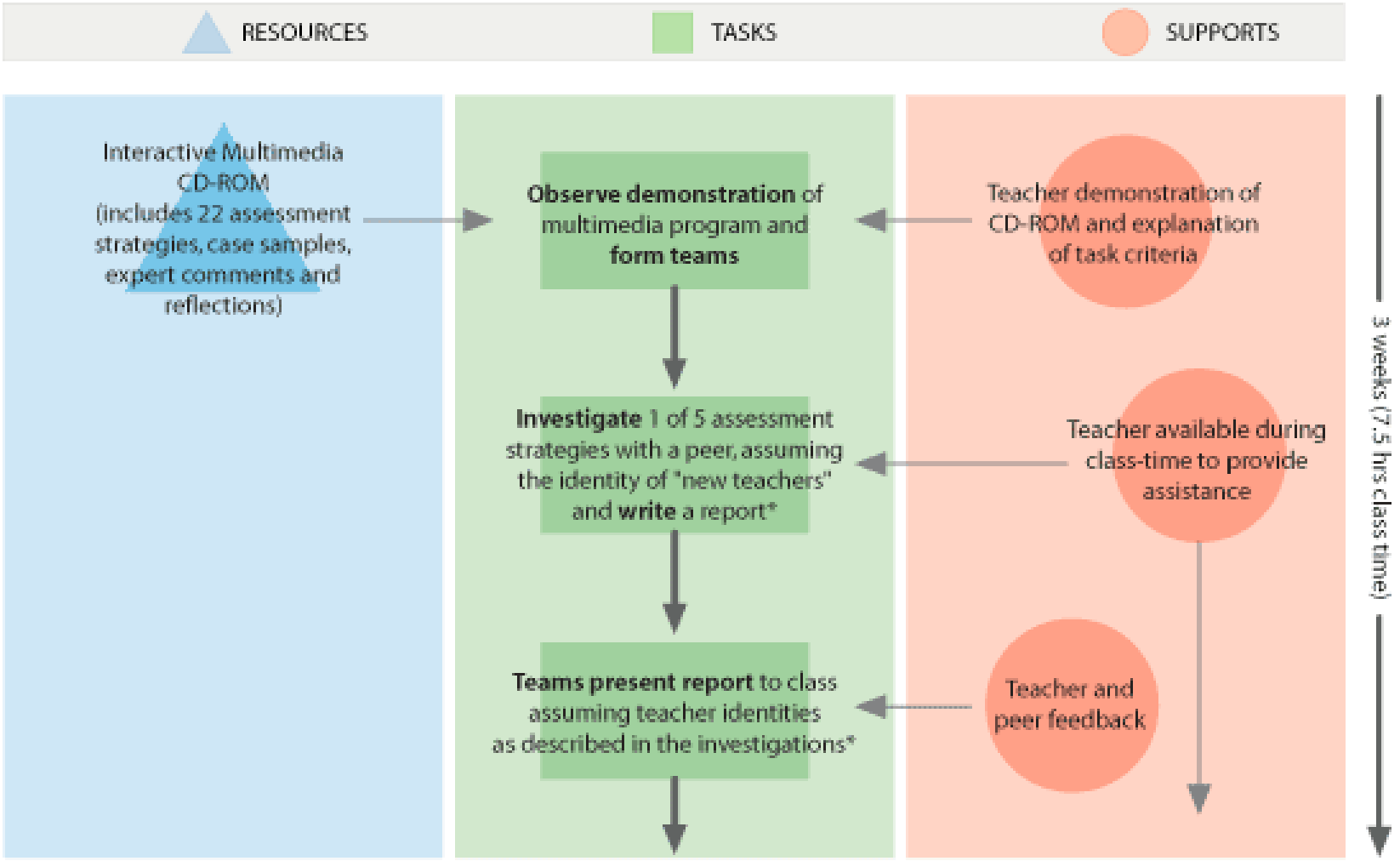
How can we share blending: LAMS community

LAMS sequence for developing/editing/instantiating



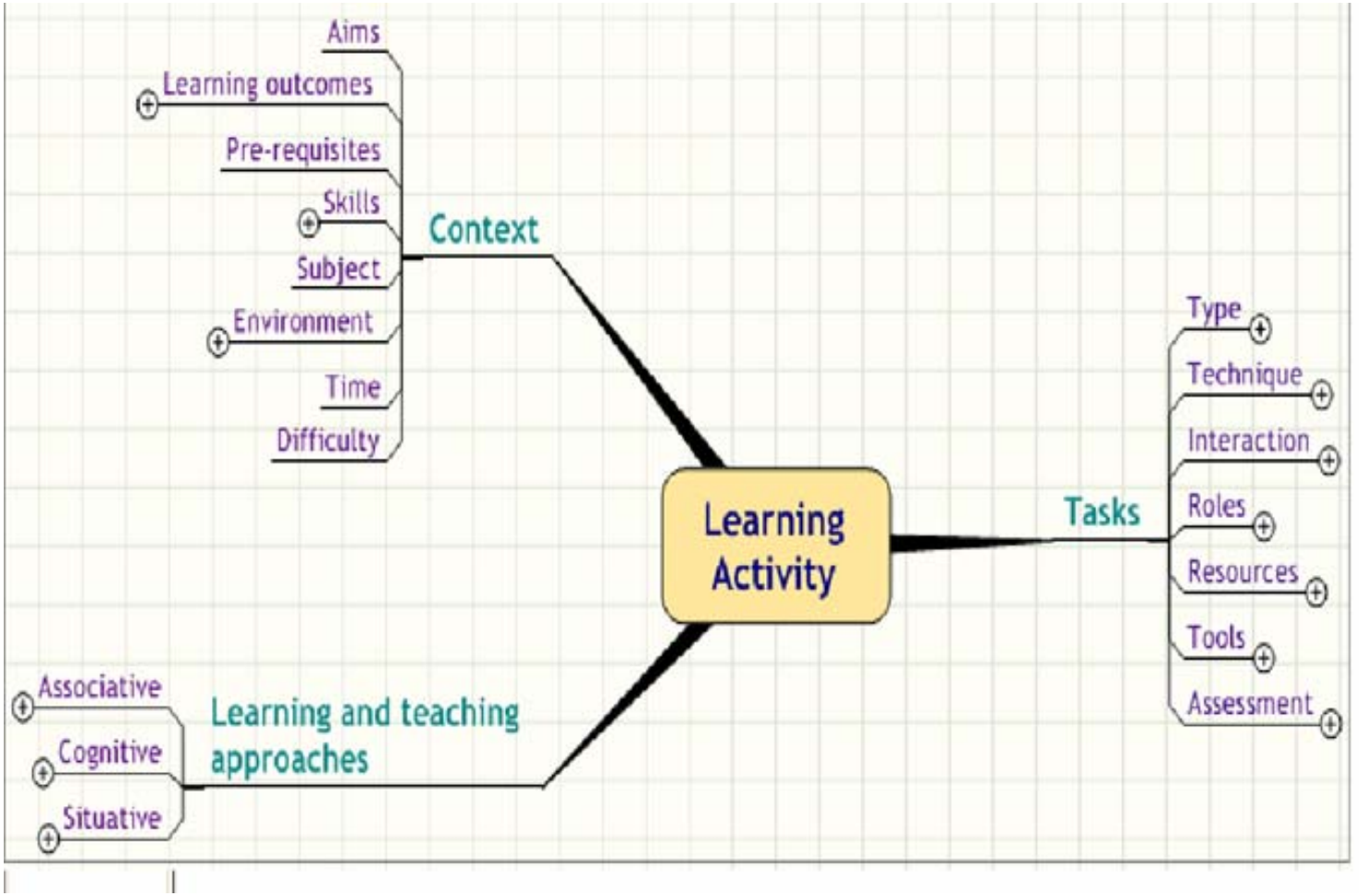
How can we share blending: AUTC community

AUT Temporal sequence for developing/editing/instantiating



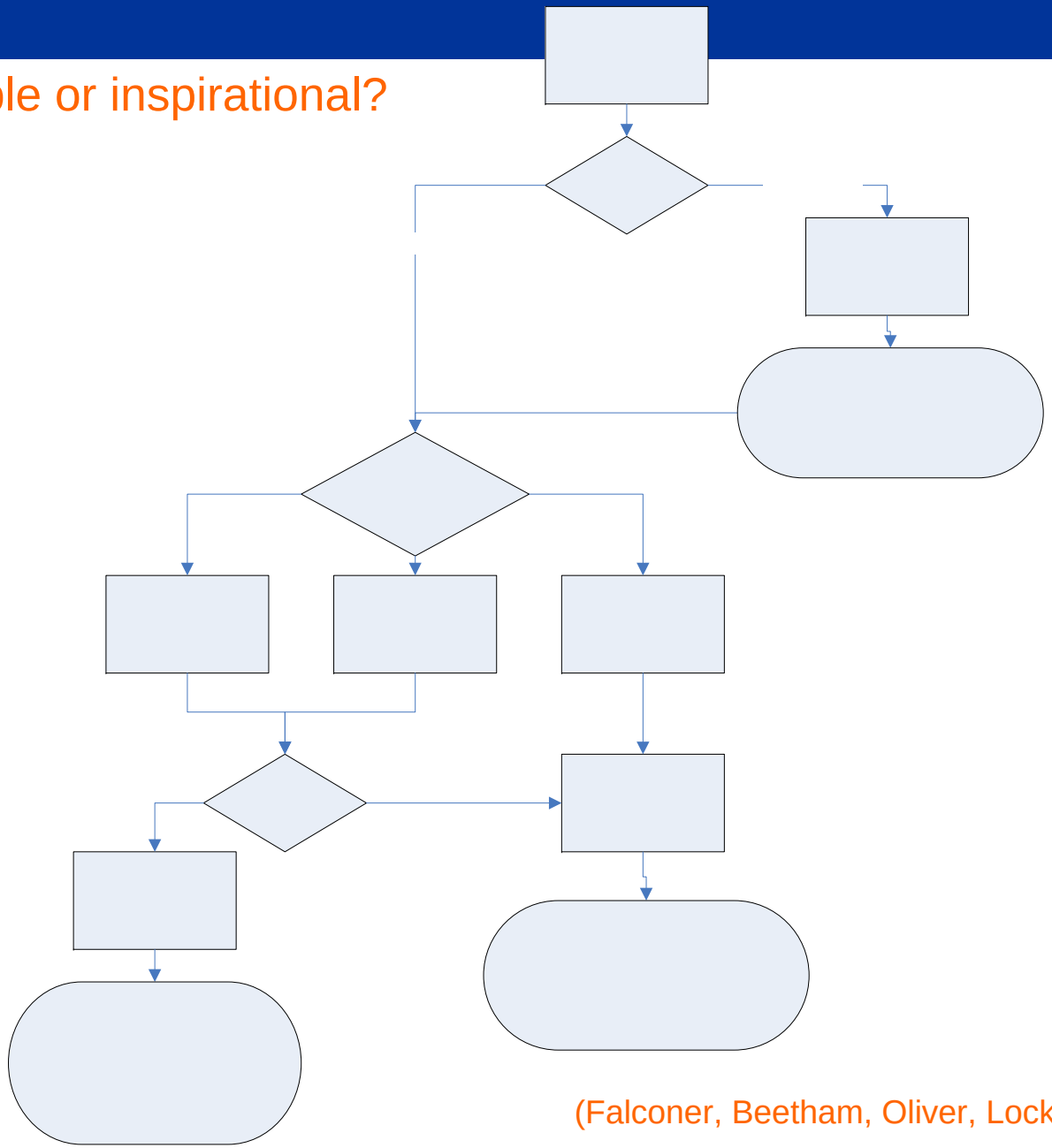
How can we share blending: DialogPLus community

Taxonomy for reflecting



How can we share blending?

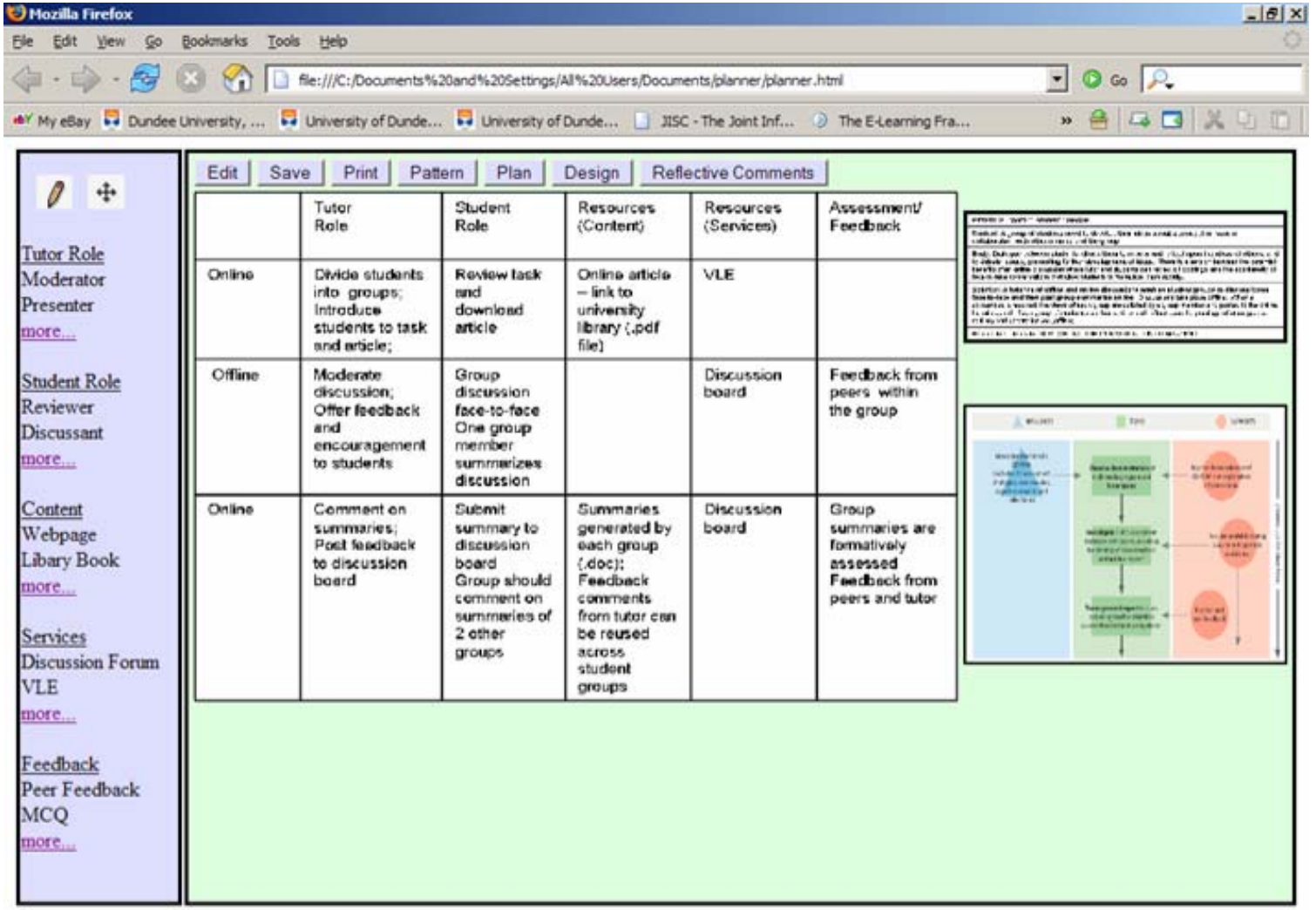
Runnable or inspirational?



(Falconer, Beetham, Oliver, Lockyer, Littlejohn, 2007)

How can we share blending?

Design for learning: planning tool: collaboration, contingency, reflection



	Tutor Role	Student Role	Resources (Content)	Resources (Services)	Assessment/ Feedback
Online	Divide students into groups; Introduce students to task and article;	Review task and download article	Online article – link to university library (.pdf file)	VLE	
Offline	Moderate discussion; Offer feedback and encouragement to students	Group discussion face-to-face One group member summarizes discussion		Discussion board	Feedback from peers within the group
Online	Comment on summaries; Post feedback to discussion board	Submit summary to discussion board Group should comment on summaries of 2 other groups	Summaries generated by each group (.doc); Feedback comments from tutor can be reused across student groups	Discussion board	Group summaries are formatively assessed Feedback from peers and tutor

Activity 3: Strategies for sharing

What are your current strategies in preparing for blended e-learning?

Capturing

- lesson plans

Sharing

- sharing good practice
- diffusion of innovation

Embedding

- communities
- collaborative design

Within communities, how might we…

Use representations for ‘dynamic’ design

iTeach - tutors & students co-design. Students choose tools, space, activities..

Support learning literacies

iLearn - guide students’ learning using taxonomies and recommender systems

Build learners’ social capital

iKnow - Students choose who they draw on for support

Diffuse ideas on good practice

RealWoRLD – build representations based on key principles and discuss Ideas on practice within communities.

iTeach

How we use representations for different purposes

Build banks of good practice based on key principles;

No single representation can convey all information so switch between different types; (Falconer et al 2007)

Implement within communities;

Enable students to contribute to representations.

iLearn

How we encourage transfer of literacies across boundaries

Students identify gaps in skills guided by literacy frameworks;

Peer support networks backed by institutional help;

Implications for organisational support

iKnow

How we can give learners choice over the ‘networks’ they blend

Learners should choose to build knowledge networks either vertically or horizontally (Wenger, Mayes)

Require an analysis of the distinction between vertical and horizontal learning in networking terms

RealWorld

How we communicate around representations

Tacit information essential to effective practice can be communicated through eTools

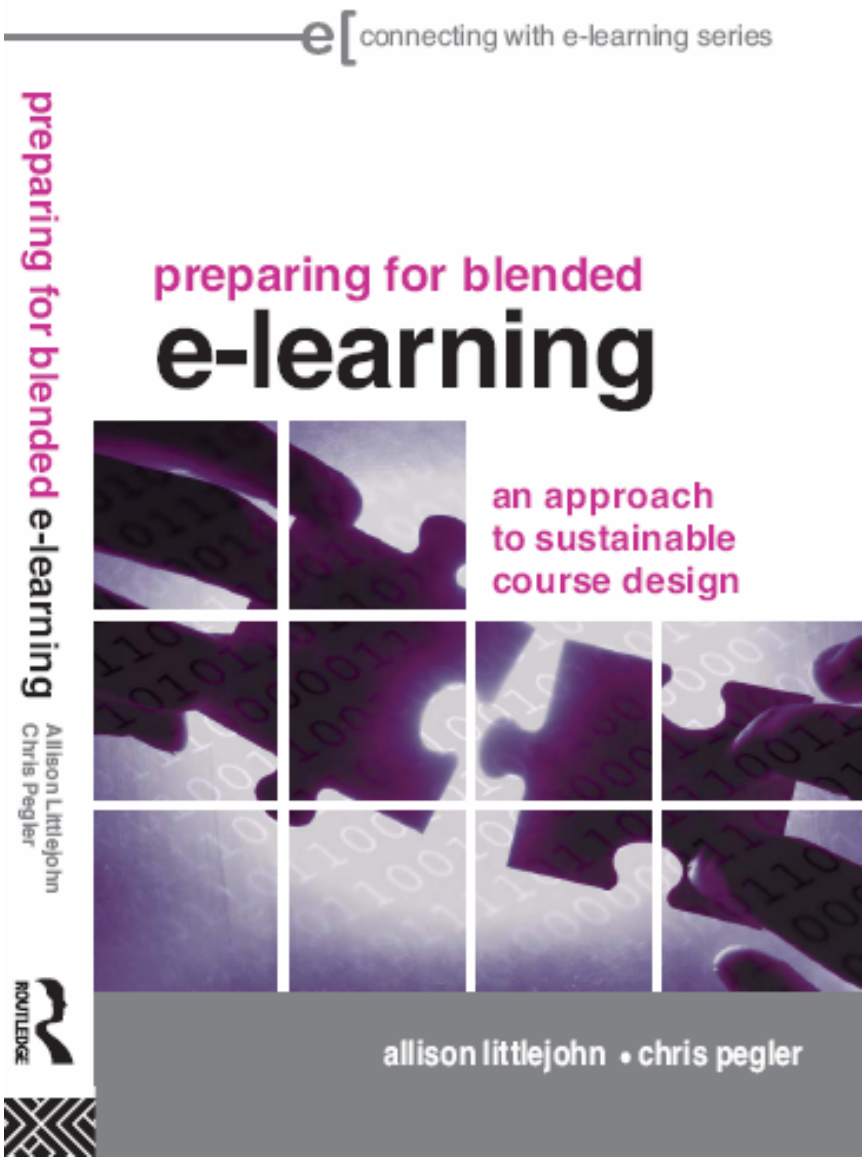
Identify useful sorts of tacit information;

Map tacit info types with user-owned tools;

Develop interfaces to integrate user-owned tools with central systems.

Principles for transition to learner regulation

1. Determine starting point;
2. Plan and share blending using an appropriate framework;
3. Encourage learners as co-designers;
4. Communicate ‘tacit’ info on practice though communities;
5. Support transfer of literacies across boundaries.



Challenging or conforming: the art of blended learning

‘Talking about Teaching’ workshop, Leeds

By

Allison Littlejohn

Professor of Learning Technology
Director
Caledonian Academy
Glasgow Caledonian University, Scotland UK
www.academy.gcal.ac.uk
allison.littlejohn@gcal.ac.uk