

Championing Blended Learning in Higher Education: Reflections on Lessons Learnt

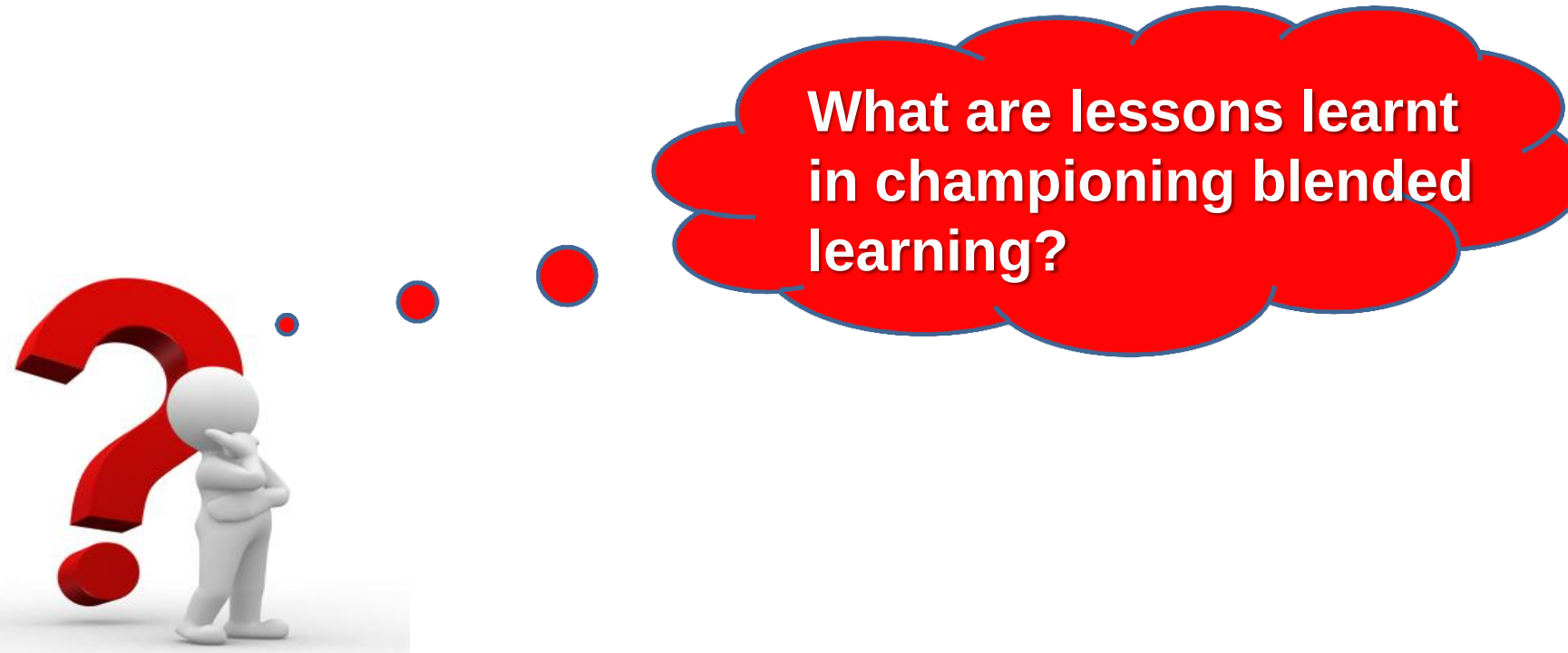
2nd OAS Virtual Educa Caribbean Symposium



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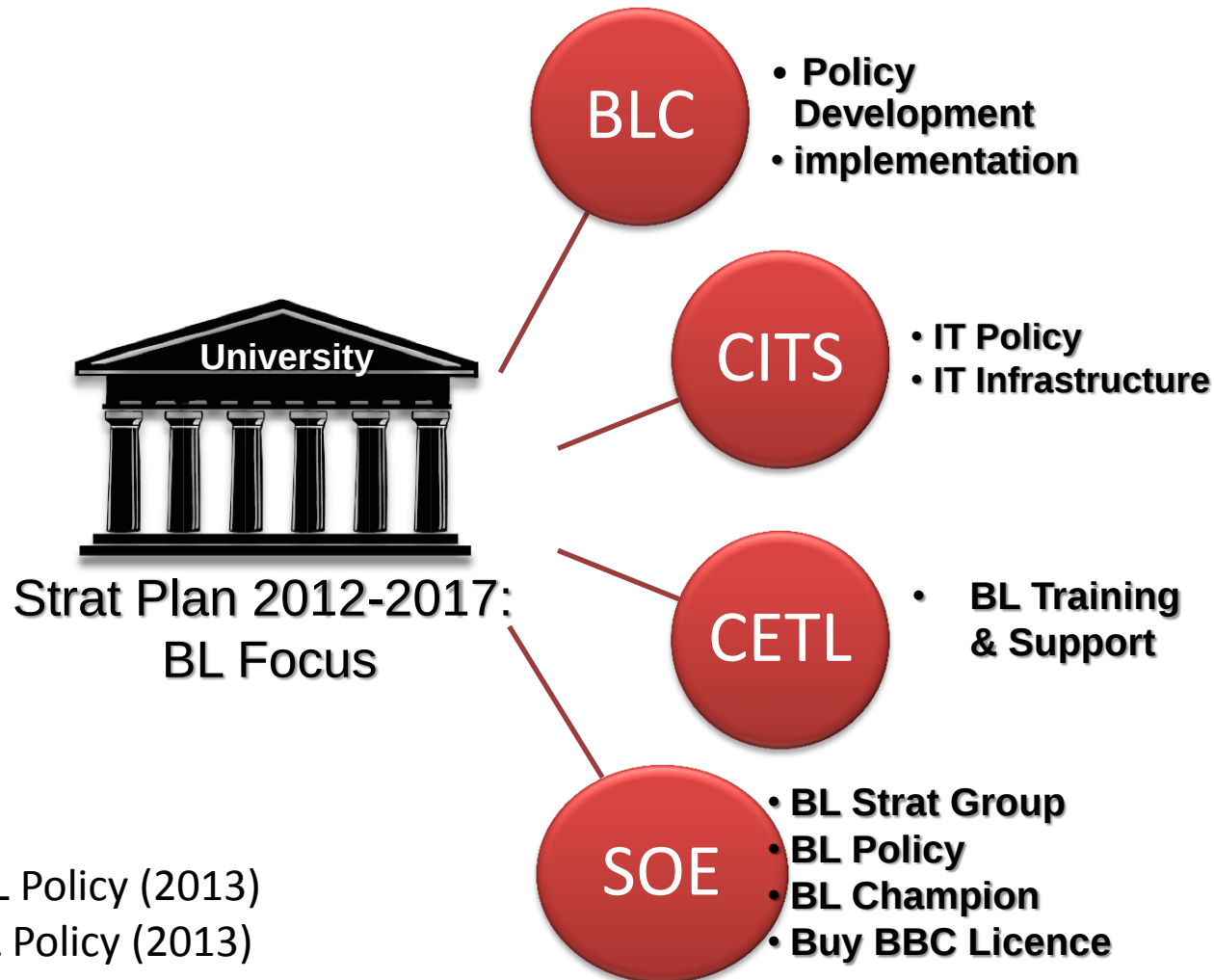
Reflective Question



What are lessons learnt
in championing blended
learning?

- Blended learning (BL) championing context
- Reflective practice and interpretive paradigms
- Lessons learnt

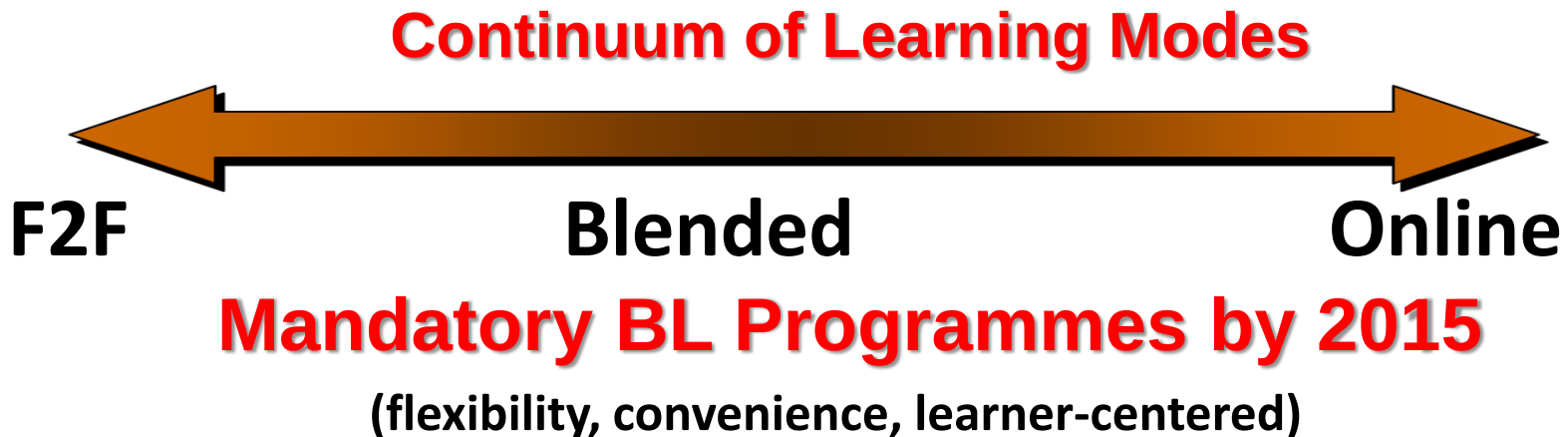
Blended Learning (BL) Context 2012



Blended Learning Context 2012

- **BL Definition:**

“An integrated and planned approach to teaching and learning that appropriately combines face-to-face and online strategies and technologies to advance student-centered learning” (Thurab-Nkhosi, 2013).



Blended Learning Context 2012

Replacement Model

Web-Delivered

100% online no teaching in class
SOE first and last classes f2f

Web-Enabled

Some f2f classes replaced by online sessions

Mix determined by CC and approve by CETL

Blended Learning Context 2012

BL Champion Support:

- Participate in BLSG activities
- Ongoing training workshops
- One-on-one sessions
- Connect to BL resources
- Respond to BL queries
- Prepare and present BL progress reports at University meetings



Blended Learning Strategy Group

Reflective & Interpretive Paradigms

Reflective Practice:

- Reflect before, during, and after practice
- Identify strengths and weaknesses
- Improve and grow as practitioner
(Fejes, 2011)

Interpretive Paradigm:

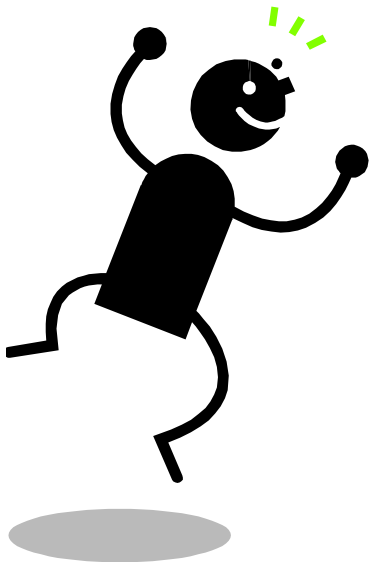
- Make meaning of experiences
- Be aware of own interpretation

(Miles & Huberman, 2009)



Lessons Learnt

High availability beats high technology



- Phone
- Open Door
- E-mail
- Text
- Skype
- On-site
- Chat



Lessons Learnt

Begin with what is known



Lessons Learnt

Tackle “sticky” issues like teamwork upfront

What characteristics would you like to see in your peer partner or group members?

Responsible A

Patient A

Optimistic A

Dedicated A

Reliable A

Understanding A

Cooperative A

Creative S

Enthusiastic A

Committed A

Willing A

Friendly A

Collaborative A

Trustworthy A

Motivated A

A – Attitude S- Skill

Lessons Learnt

Include self-regulation component in student BL orientation

- Deters lags in participation
- More student-centeredness
- Smoother online transition
- Potential for success



Lessons Learnt

Relate course material to students' prior readings/experiences/local or global issue

- Helps students to connect to readings
- Makes reading more engaging



How does the issue of financial management as presented relate to your prior reading, experiences, or local/global issue?

Lessons Learnt

Use the popular discussion tool to the best advantage

Debating Room
A

Debating Room
B



- **Round 1:** Assign roles, clarify moot concepts, include sound arguments
- **Round 2:** Crossover and rebut arguments
- **Round 3:** Help group defend arguments

Lessons Learnt

Write clear instructions and proof before uploading to the online environment.

NB: Please remove all sample references, resource links, guiding notes, italics and change the text color back to black before final submission



Lessons Learnt

Prepare work samples

- Saves time
- Easy to modify
- Share with others



“Thanks. This is great! I am suggesting that this procedure be conducted at a small workshop for those interested...”

Lessons Learnt

Modify course/instructor evaluation form to accommodate BL delivery.

- Allows for more balance in evaluation
- Avoids confusion in interpretation
- More course data for assessing BL



References

- Fejes, A. (2011). Confession in-service training and reflective practices. *British Educational Research Journal*, 37(5), 797-812.
- Miles & Huberman, (2009). *Qualitative data analysis*. Thousand Oaks, CA: Sage
- School of Education (2013). *Blended learning policy*. Faculty of Humanities and Education: The University of the West-Indies, St. Augustine, Trinidad.
- Thurab-Nkhosi, D. (2013). Blended learning at the University of the West-Indies, St. Augustine: A first look at policy implementation. *Caribbean Teaching Scholar* , 3(1), 5-22.

Thank You!