TRANSFORMING TEACHING SERIES 1: BLENDED LEARNING

Workshop

Working out ways to develop your GREAT blended learning practice

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Learning Outcomes [2 hours]

• Develop understanding of principles of blended learning
• Identify affordances of online and in-class environments for learning
• Share and gather ideas and inspirations for blended learning practice
• Design new way of teaching and for blended learning
Blended learning is ...

- Providing face-to-face and computer-mediated / online learning activities

Blended learning: WHERE learning happens
GREAT Blended learning is ....

On the handout
in groups
Choose your top 5
GREAT Blended learning is ....

### Blended learning: WHERE learning happens
- Flow between environments
- Tools used for activities
- Best use for each environment
- Purposeful use for each environment

### Learning: WHY and HOW / WHAT ACTIVITY
- Learning design – curriculum alignment
- Interaction, collaboration
- Active student engagement
- Learning design – activities and tools
Activity: What goes on now?

1. Think about learning, teaching, assessment
   - What do your students do in class
   - What do they do online?
   - Why?

2. Share in small group

3. Report to whole group
   ... one thing you learned or something that got you thinking from this discussion
1. List the affordances*

• of the classroom teaching learning context
• of the online teaching and learning context

2. Share some examples for each

*affordance: qualities and capabilities unique to the context. What is done best or can only be done in its environment as opposed to alternative environments? What are the unique capabilities afforded by each environment?
Flow and interaction between environments

In groups, brainstorm how you could teach your students a new concept without a lecture, and using both online, F2F class, and other environments.

Choose one of these subjects:

• The role of social media in engaging community
• Writing an academic abstract
• The architect’s design for the use of space in a public building
• Leadership is not management
• Saving the Rohingya – who’s responsibility?

https://www.youtube.com/watch?v=IC_4bzVURSM
https://www.collegedekho.com/colleges/curtin-university-2
http://computation.curtin.edu.au/events/upcoming-events/
Developing blended learning practice

**LEVEL 1**
Enhancing my current practice. Small tweaks to increasing learning experience and learning engagement.

**LEVEL 2**
Increasing student engagement significantly. Increase student contribution, active learning practice.

**LEVEL 3**
Transforming practice. Revision, redesign, redo to make best use of the online and F2F learning spaces.
### Curtin Blended Learning Guidelines (2011)

**View full guidelines for lots of ideas**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Context 1</th>
<th>Context 2</th>
<th>Context 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning resources</strong></td>
<td>Minimum engagement content for heavily face-to-face unit. Provides resources; learning and assessment information, guidelines etc; assessment submission; essential communication.</td>
<td>Exploiting affordances of online technologies to facilitate active learning &amp; enhance student engagement.</td>
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<tr>
<td><strong>Learning activities</strong></td>
<td></td>
<td>Greater use of collaboration, communication and authentic learning activities online</td>
<td>Student centred learning activity, contribution, beyond LMS, creative, collaborative, industry-linked, peer review, virtual…</td>
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<tr>
<td><strong>Communication &amp; collaboration</strong></td>
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<td><strong>Student support</strong></td>
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<td><strong>Assessment &amp; feedback</strong></td>
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QUESTIONS TO CONSIDER

- What will you do?
- Why will you do it?
- How will it work?
- What technologies
- How do the online / F2F learning and assessment integrate and flow?
- How is student engagement enhanced?
FEEDBACK!

- Share with others on your table
- Give feedback and ideas

(Praise the idea and its glory, help with sticky ideas.)
What have we done?!!

- Nutted out blended learning
- Affordances!
- Ideas!
- Evaluated and reviewed a unit
- Thought of a new way
- Made a plan
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What’s next?

Coach me!
Take that idea and that plan and put it into action.
With a mentor(s) and support.

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