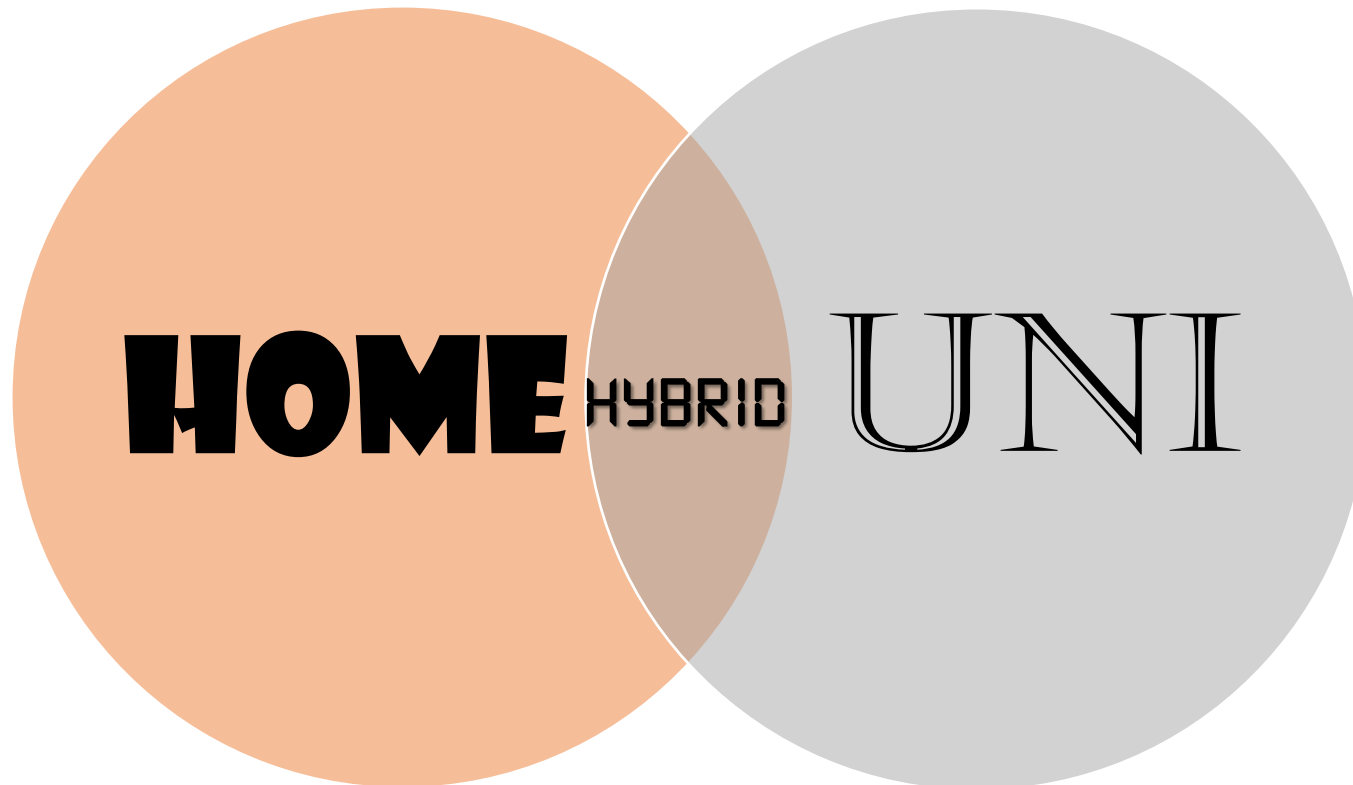


HYBRID HOMEWORK

Blending Blended Learning and Face to Face in four Undergraduate Education Programmes



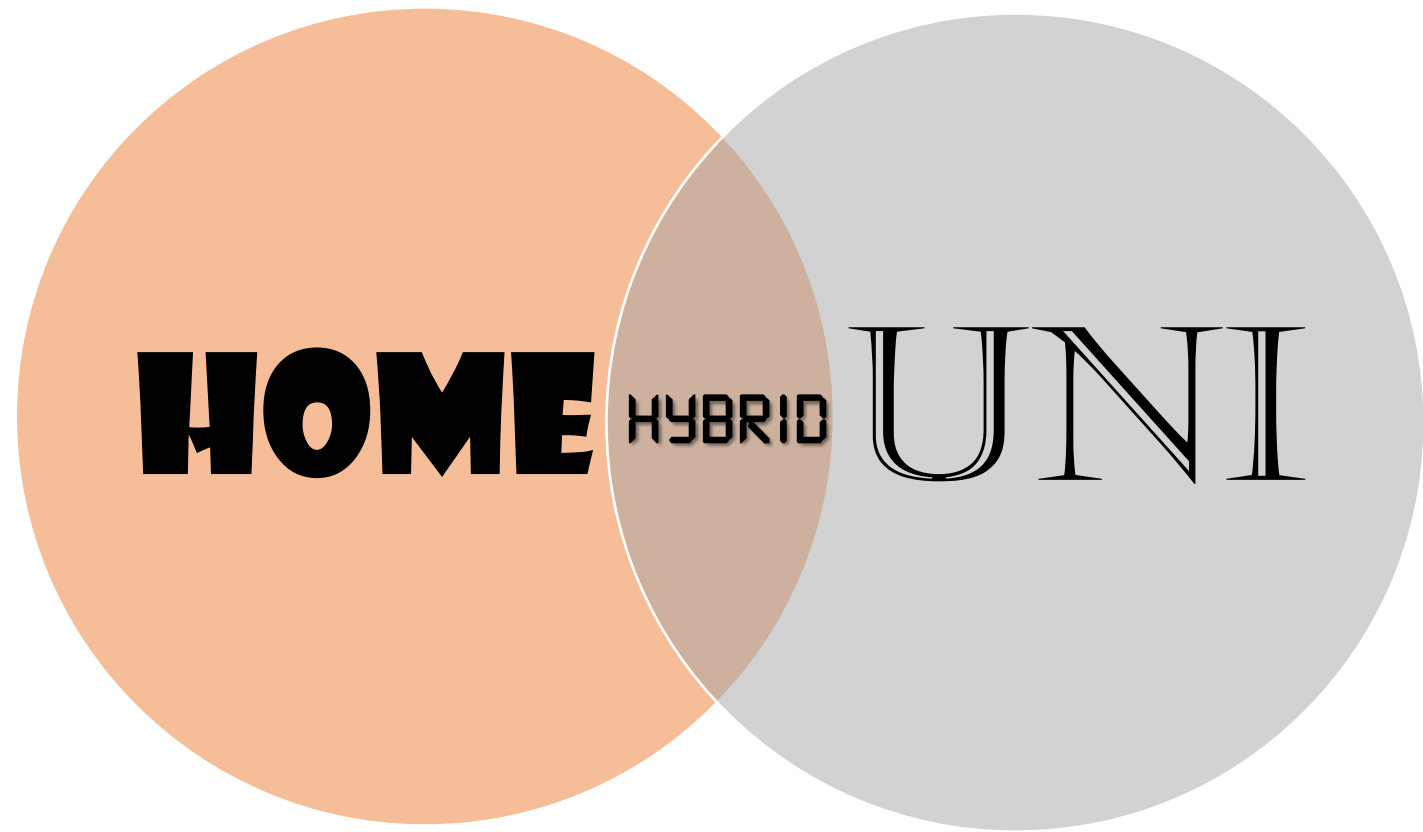
UCN

UNIVERSITY COLLEGE
OF NORTHERN DENMARK

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Agenda

- Case
- Findings and suggestions
- Defining 'Hybrid Homework' – developing the space inbetween
- Research method – Design-Based Research
- Models and references



Case – adding a new campus to the UCN-family

- One University College
 - 3 campus cities 110 km apart (5 locations)
 - **A minor campus city,**
 - A medium campus city,
 - A major campus city,
 - Programmes in this study: Nurse Education, Bachelor of Social Education, Finance and Marketing

- Problems and aims for future development
 - Maintaining full programmes at small campuses
 - Maintaining and reinforcing a qualified faculty at small campuses
 - To develop robust programmes and to be accredited by the Ministry
 - Impractical/expensive exchange of faculty between campuses
 - Students regard e- and blended learning as low-quality education
 - Changing programmes must not result in a lower degree of 'experienced quality'
 - **Developing actual e-learning or blended learning programmes is not an option (political)**

Findings from the baseline

- The students express:
 - No, or very little, experience with online/self-paced/self initiated learning
 - Tech used for learning at Uni:
 - LMS
 - University email
 - + facebook for channeling LMS and Uni-mail to where the co-studentes actually see it
 - Tech used for private/social purposes
 - Heavy use: Facebook/Messenger, Gmail, Youtube (entertainment) (n>90%)
 - Slight use: Snapchat and Instagram (n=50%)
 - Sporadic use: Youtube for learning (playlists, subscriptions, uploads tec.) (n<10%)
- The lecturers express:
 - Tech used for teaching:
 - Heavy use: Tech for presentation (PowerPoint) (n>90%)
 - Heavy use: LMS for sharing scanned documents, writing messages to students (n>90%)
 - Heavy use: Uni email (n>90%)
 - Sporadic use: LMS for hand-ins (n<20%), quiz (n<10%), discussions (n=50%)
 - Sporadic use: Youtube (content), Web (content)

Findings from investigating the interventions

and some early suggestions

- The students express:
 - A call for a simple, explicit, scaffolded and uniform learning designs in 'Hybrid Homework'
 - All lecturers utilise recognisable learning designs and the same tech, in the same ways
 - A uniform ways of communication
 - All lecturers utilise the same communication channels the same ways.
 - When and how to communicate
 - Incremental introduction of 'Hybrid Homework' learning designs
 - From very little 'hybrid' and a lot of 'uni' to increasingly more 'hybrid'
- **Emmerging questions: For whom are the students learing? To whom are the lecturers teaching?**
- The lecturers express:
 - Identity: 'Professional - *turned Academic*' **first** – teacher **second**.
 - Would rather do PowerPoint assisted instruction and classroom tasks, than videos and online moderation
- The leaders express:
 - Hiring: Academic knoweledge is more important than pedagogical competency
 - Economy, retention and the quality of teachning are crucial indicators

Findings from the endline-students

- The students said:
 - ‘I’m only here because there is a ‘live’ teacher, she recognises me’
 - ‘I need a teacher to give me affirmative feedback’
 - ‘I need explicit feedback, the presence of a teacher motivates me’
 - ‘Some of the topics are difficult to grasp, please dont make it more difficult by making confusing e-tivities’
 - ‘The videos were ok, however, if they only present what is already in the PowerPoint and in the reading for the e-tivities, then they become redundant. Videos need to present more reflections, more indepth information and analysis’

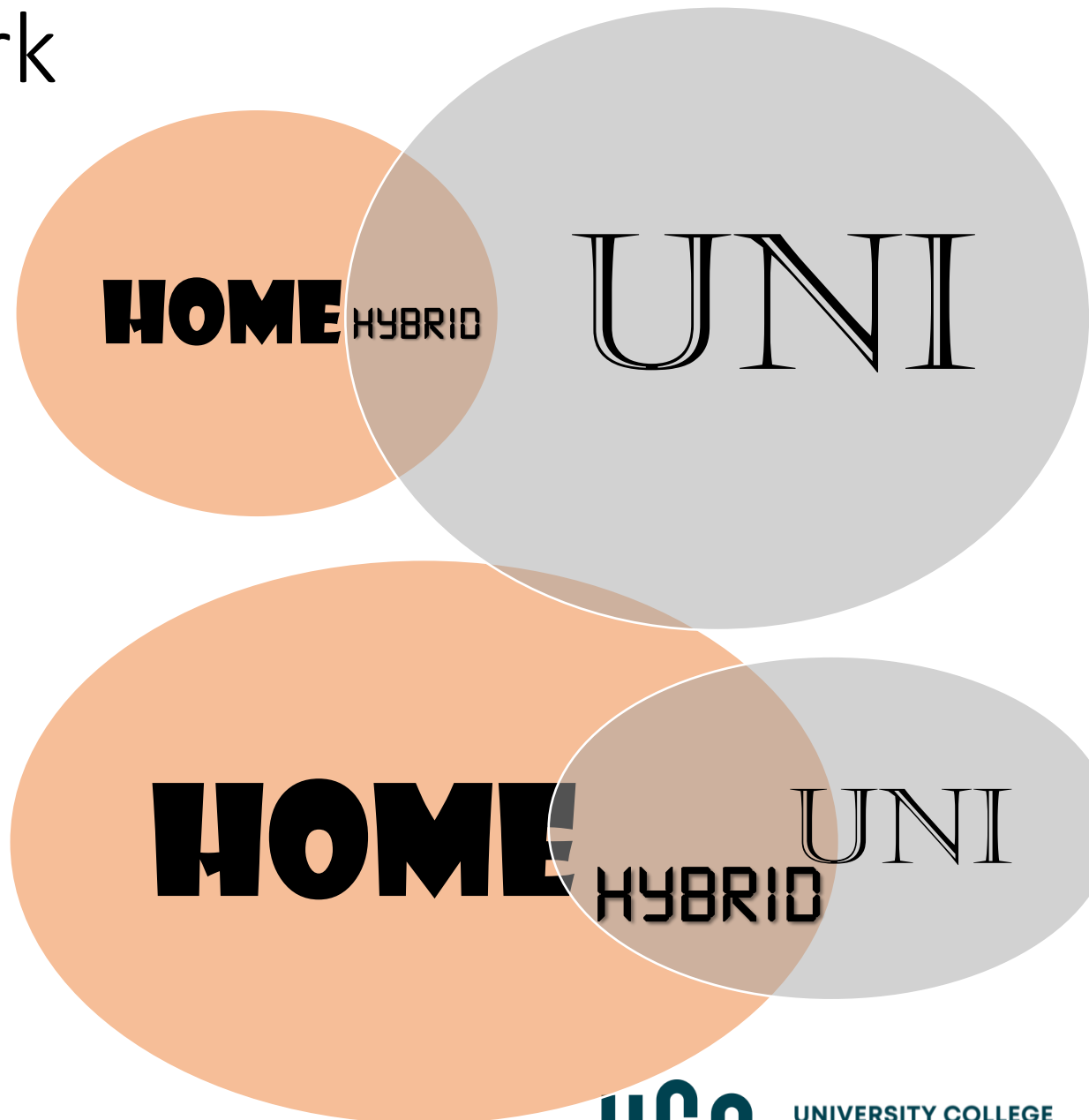
Findings from the endline - lecturers

- The lecturers said:
 - ‘It is very important to get personal supervision from a ICT-consultant’
 - ‘It is very important to be able to recognise and acknowledge the affordances of the technologies’
 - ‘The formfactor of the technologies steal attention and time from the academic content’
 - ‘I am an expert of a profession – not a pedagogical marvel’
 - ‘Working closely with the ICT-consultants really helped me – it gave me confidence to try new things’
- The number of relevant technologies and techniques for pedagogical application are very limited. General Data Protection Regulatives (GDPR) make developing ‘Hybrid Homework’ a challenge
 - Main novelty: **Lecturers as teaching material producers** - Screen recording of PPT.
 - Next steps: Podcasts, rich-web-learning paths, online discussion rethorics

Defining Hybrid Homework

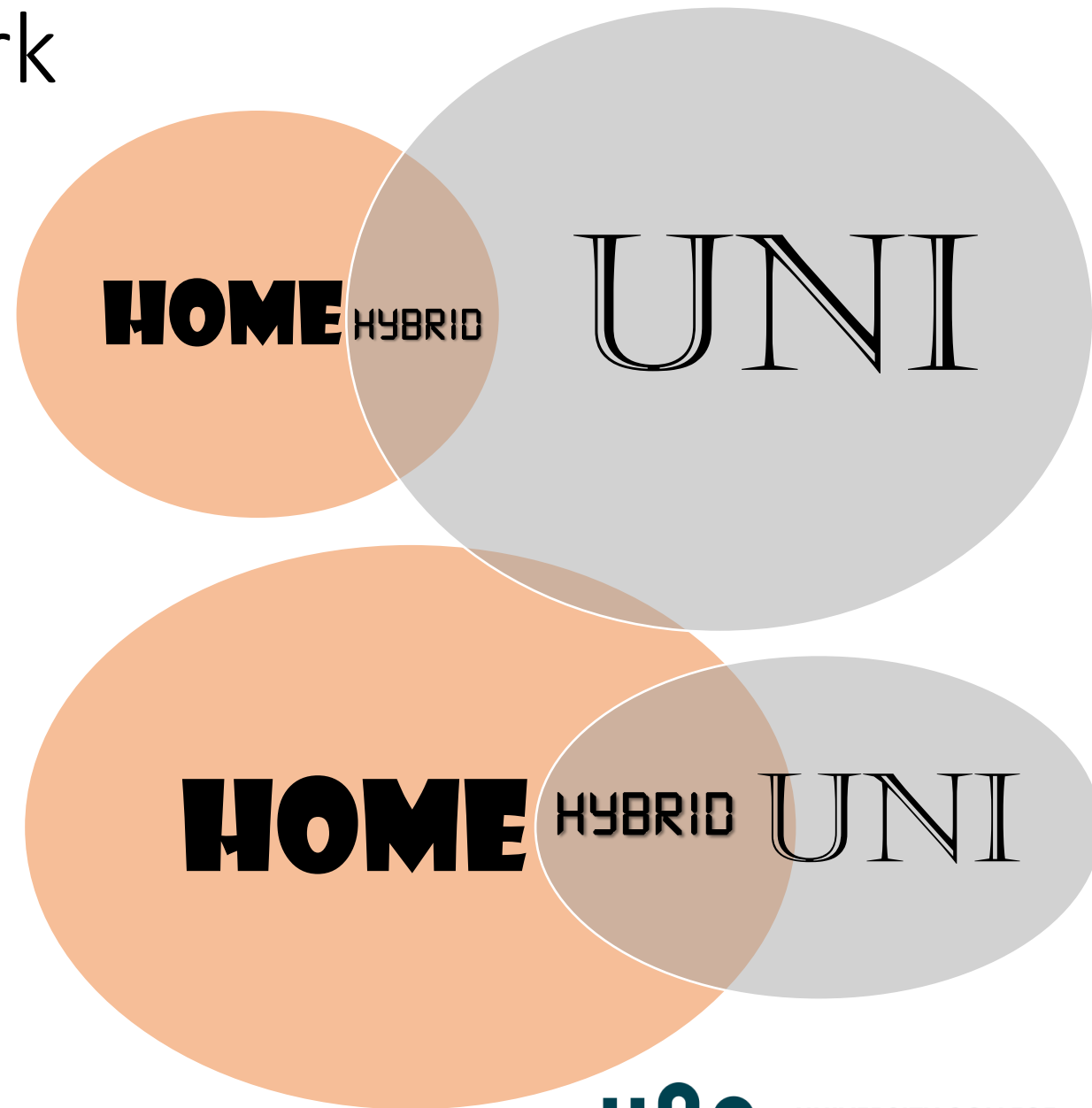
- The hybrid is '**scaffolded preparation**' and study-group-work
- The scaffolding utilises the techniques and technologies of e-learning and develops an explicit learning strategy and learning design
- As Solmon and Fink and others before us have concluded, the introduction of the 'blend' (hybrid) is an incremental process that starts with building social relations and practical techniques

(Fink 2003; Salmon 2002; Salmon 2013)



Defining Hybrid Homework

- New pedagogical demands for the lecturers
 - Playing an active part in the students 'homework'.
 - Online interactions between lessons
 - Take part in discussions
 - Spending time in lessons differently
 - Approximately 50% of the time in lessons is being spent on PowerPoint supported instruction. The remaining 50% is being spent on activities and 'housekeeping' (Kjærgaard 2016)
 - The Hybrid contains many of the aspects that the 50% instruction-time contains, combined with the initial deliberation of understanding in online discussions
 - Lessons may than contain more dialogue and more activities. (Note: 88% of our students state that they learn the most while in dialogue with a lecturer) (Kjærgaard 2016)



Identities and identity conflicts

- Lecturers as learning path/teaching material producers
- Lecturers as learning designers – transforming identities from experts of a discipline to experts of pedagogy
- Students as experts of connecting theory and practice
- Students as learners for the sake of learning – transforming identities from novice to expert

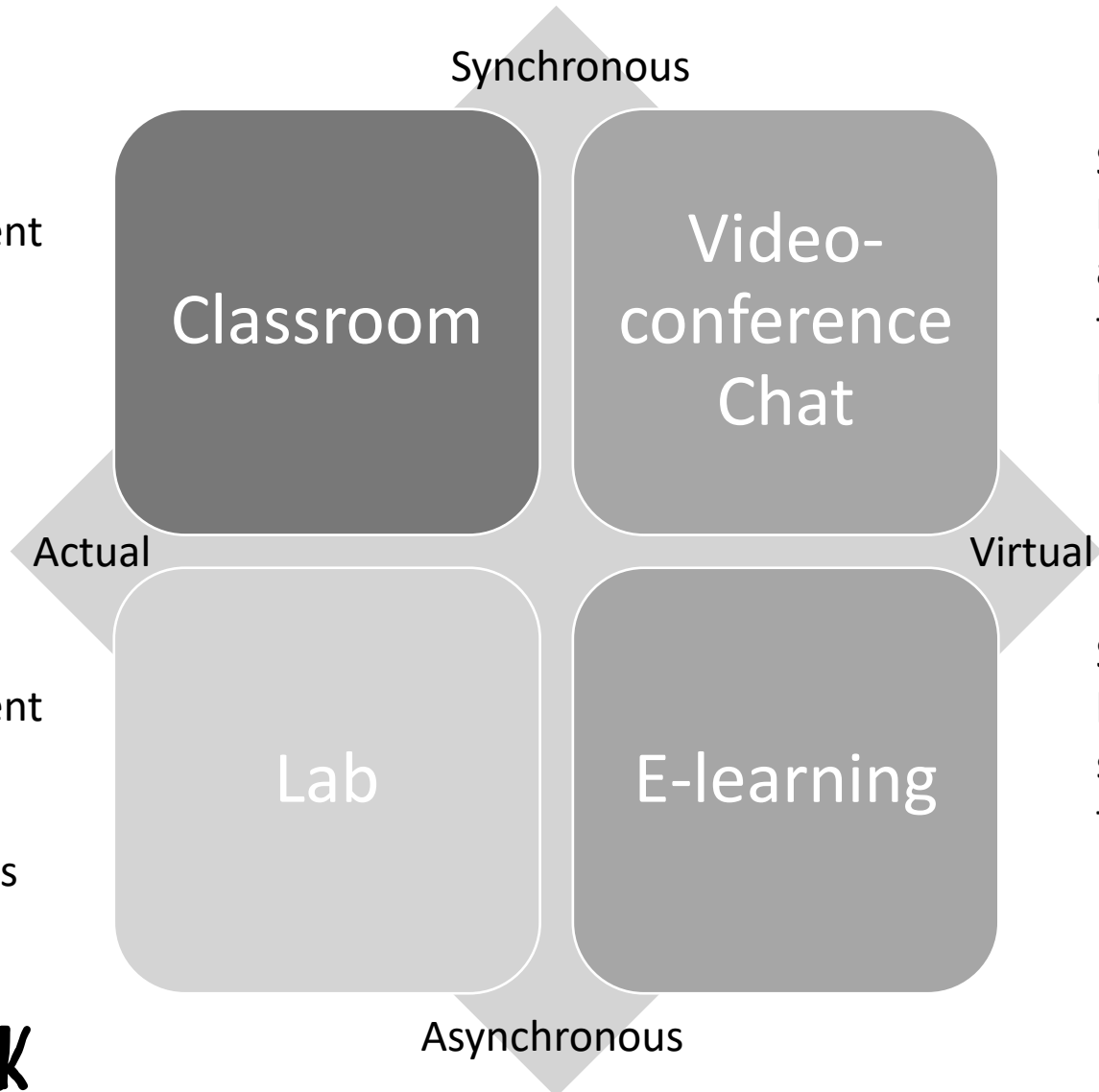
Method

- Design based research *(Anderson & Shattuck 2012; Bell, Hoadley & Linn 2004; Christensen, Gynther & Petersen 2012)*
- Consisting of:
 - a baseline survey,
 - interventions,
 - interviews, focusgroups and an endline survey
 - formative focusgroups to deliberate a future path for developing a shared learning design that incorporates UCNs approach to learning Reflective Practice-Based learning
- Developing interventions:
 - ICT consultants and lecturers co-create the learning designs ('action learning')
 - The lecturers deploy the designs – supported by ICT consultants
 - The research team investigate the impact and effect of the interventions

The matrix of time and place – the ‘chronotope’ of teaching and learning

TECH teachers:
SRS, LMS,
Office 365
PPT,
TECH students:
Onenote, LMS
Google Drive
Notes in PPT

Students and lecturer present at the same time in the same place



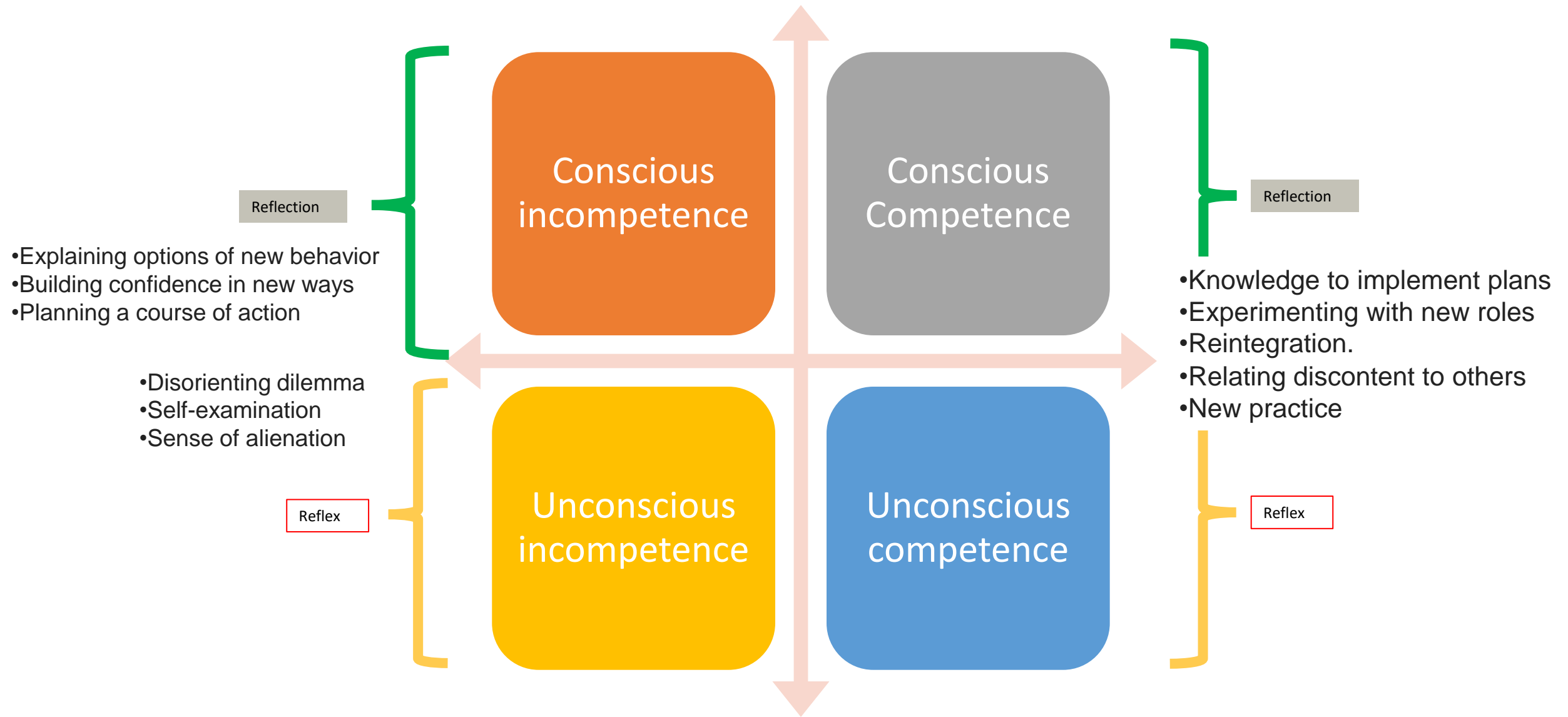
Students and lecturer present in the same place in different times

Students and lecturer present at the same time in different places

Students and lecturer separated in time and place

TECH teachers:
Skype, H323,
Polycom
TECH students:
Skype

TECH teachers:
Video, Podcasts,
Webpages,
LMS,
Office 365
PPT-video
TECH students:
Onenote, LMS
Google Drive



Students, lecturers, technology and potentials

Affordances:

- Objective (Gibson)
- Subjective (Norman)
- Acquired – scaffolded utilisation – learning to free the ‘perceptible’ and ‘hidden’ potential of a constructive synthesis of technology and pedagogy that creates better conditions for learning

Conole (Conole 2012 p. 98) concludes that the notion of affordance is important because: ‘[...]it [affordance] describes the way in which there is a complex and dynamic co-evolving relationship between technologies and users’.

Gibson’s affordances	Norman’s affordances
Action possibilities in the environment in relation to the action capabilities of an actor	Perceived properties that may not actually exist
Independent of the actor’s experience, knowledge, culture or ability to perceive	Suggestions or clues as to how to use the properties
Existence is binary – an affordance exists or it does not exist	Can be dependent on the experience, knowledge or culture of the actor Can make an action difficult or easy

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