

BLENDED LEARNING AND ICT INTEGRATION IN HIGHER EDUCATION



30-10-2019



Scan to Check-In



canvas
BY INSTRUCTURE

Agenda



Blended Learning Principles

1



Establishing Blended Learning Course

2

ICT Integration in Higher Education

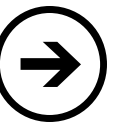
3



Active Learning
Quizlet
Kahoot

Canvas (LMS)

4



Blended Learning Definition



What is Blended Learning?



Currently, no universal definition exists for blended learning.



Most agree that it involves some combination of online and face to face instruction.



Blended learning does not occur simply by adding a few online strategies to a traditional classroom. Successful blended learning requires an intentional and integrated approach (Zenger and Uehlein, 2001).



The blend of methods should depend upon the needs of the students and the school.

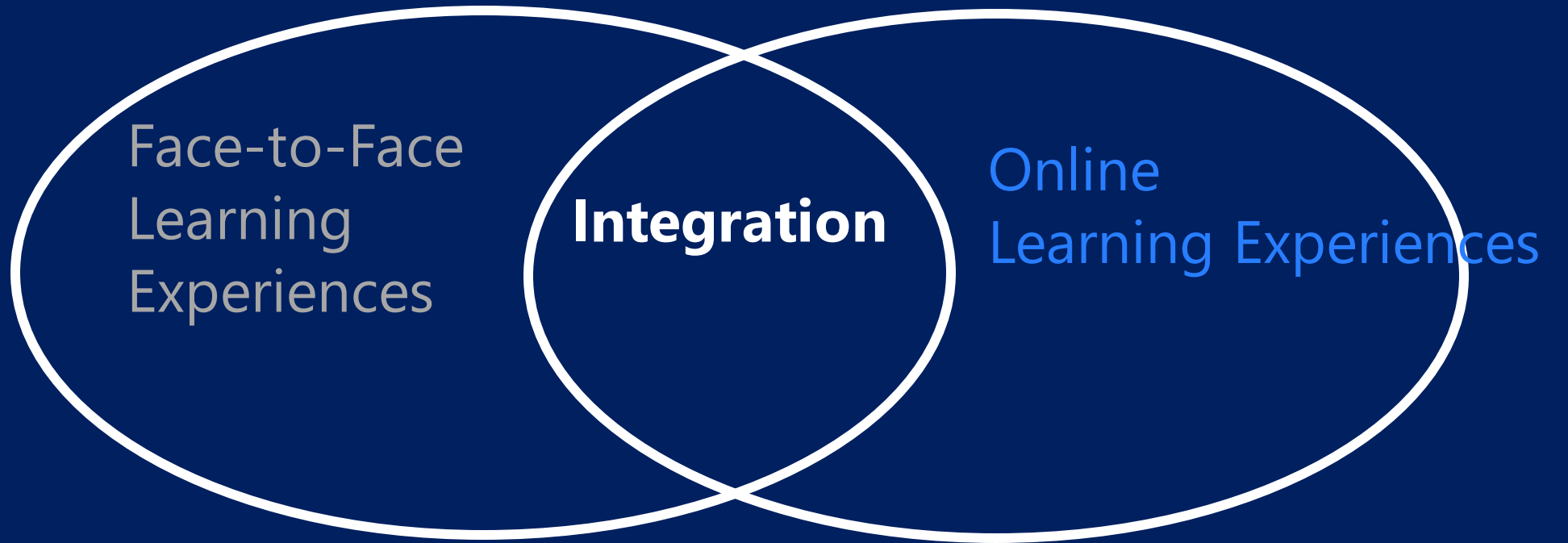
Traditional Learning



Blended Learning



Blended Learning Definition



(Do not exceed 35%)

Why Implement Blended Learning?



Why Implement Blended Learning?

- Blended learning allows teachers and schools to **address a variety of learning styles** with a variation of instructional methods (Wiffin, 2002).
- Blended learning frequently **provides a higher level of interaction** than commonly experienced in face to face courses. (Dziuban, Hartman, & Moskal, 2004; Waddoups & Howell, 2002; Wingard, 2004).
- Blended learning practices **increase student motivation.**

The Impact of B.L. on Student Performance



The Impact of B.L. on Student Performance

- Did the blended approach improve student learning?
- Did the students feel more prepared for in-class activities after learning the content online?
- Did the blended approach increase student participation during the F2F classes?
- Did the blended approach increase student interest in the material and overall satisfaction with course?

Kenney, J. & Newcombe, E. (2011). "Adopting a Blended Learning approach: challenges encountered and lessons learned in an action research study."

General
student
comments

General student comments



"I learned how to find out and interpret information on my own as well as take information from others"

"I think it teaches responsibility and that we are not always going to be spoon-fed the material"

"Learned time management and self-study skills as a result"

"Improved my computer navigation skills"

"It was a positive experience that I felt increased my knowledge of the area more than a traditional approach"

"I thought it worked well, I was much more prepared for in-class discussion/participation"

Establishing Blended Learning Course



Suggested Online and Face-to-Face Timetable

Course Type	In Class	Online
Sun./Tue./Thu.	Sun & Tue.	Thu.
Mon./Wed. First 4 Weeks	Mon. & Wed.	NONE
Mon./Wed. After Week 4	Mon.	Wed.

Establishing Blended Learning Course



Syllabus

Week	Topic	Schedule		Assignments (Done by every Sunday BEFORE class)
		Day	Resources	
0	Introduction to Blended Learning	Sun	Registering and Creating a <i>moodle</i> account. Reading the Blended Learning 'How to' Guide	Introduce yourself online. Read other student's introductions and comment on 3 of them.
		Tue	Breaking the Ice: In-class group Jigsaw activity	Post your intended course goals.

Establishing Blended Learning Course



Syllabus

1	Overview of Semantics in Linguistics	Th.	Sem101 (Video) + Unit 1 (Course Book)	Unit 1 Study Guide & Exercises pp. 14-15
		S	Discussion & Review HW	Student-led <i>moodle</i> discussions
		T	Lecture 1 (PPT)	N/A
2	Levels of Abstraction, Utterances, Sentences and Propositions	Th.	Unit 2 (Course Book)	Study Guide Questions pp. 24-25
		S	Discussion & Review HW	Student-led <i>moodle</i> discussions
		T	Lecture 2 part 1 (PPT)	N/A
3	Sense Relations	Th.	Sem112 – Sense (video) + Pre-read Sunday Lectures	Challenge question to be announced in Discussion Forum
		S	Lecture 2 part 2,	Student-led <i>moodle</i> discussions

Establishing Blended Learning Course



Assessment Breakdown

Midterm Examination	30 points
Final Examination	40 points
Blended Learning & In-Class Work	30 points



CLASSROOM

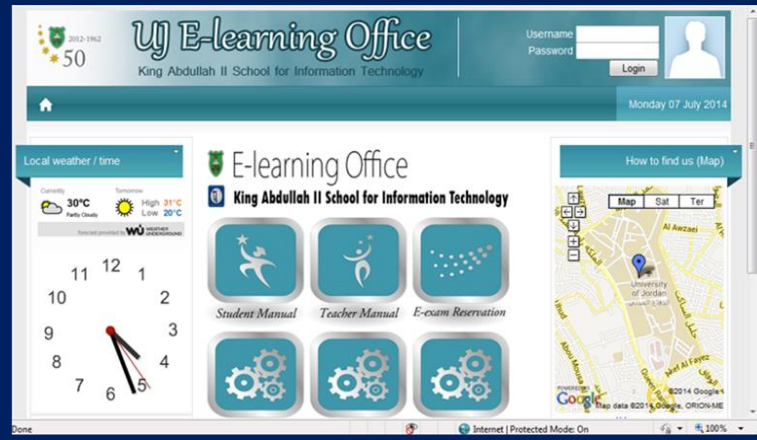
- Discussion of abstract content
- Brainstorming and planning
- Practicing interpersonal skills, presentations
- Discussion of new concepts and beginning to apply learning with guidance
- Demonstration of practices and processes
- Review of assignments
- Group discussions, role play, debate, practice speaking skills
- Providing practice and feedback to students on complex or ill-defined tasks
- Hands-on learning requiring use of specialized materials that are difficult to obtain or use without teacher supervision

ONLINE

- Reading, viewing and listening, followed by independent reflection
- Asynchronous discussion
- Team project developed online
- Video and text-based cases
- Repeated practice with concepts and skills using tools that allow students to work at their own pace, including interactive manipulative, games and simulations
- Working on multi-media projects and sharing them with a wide audience
- Individual tutoring with synchronous communications, cyber-study groups
- Knowledge checks using practice quizzes with automated feedback
- Peer review of student work

ICT Integration in Higher Education

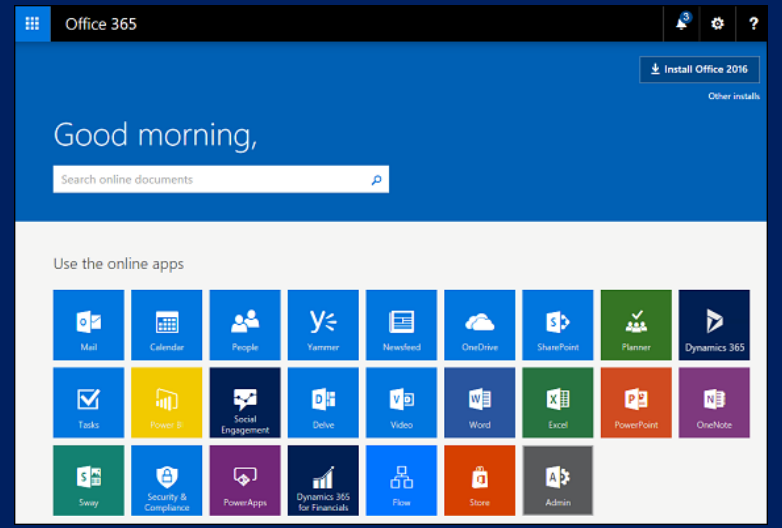
LMS



ICT Integration in Higher Education



G Suite For Education



Kahoot: www.kahoot.com

Quizlet: www.quizlet.com

Attendance: www.qrstuff.com

Free App for Attendance: <https://attendme.eventus.io/>

Edpuzzle: www.edpuzzle.com

Questions?