WP 01: SUMMARY OF THE RESEARCH WORK

First Presentation of Results – Creating Knowledge: Summary of the Research Work

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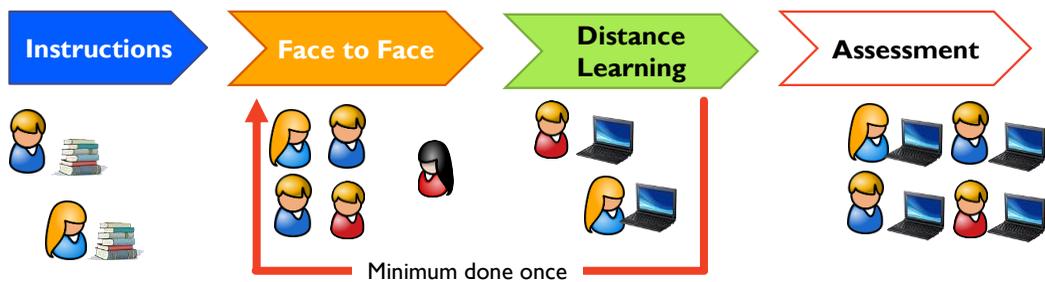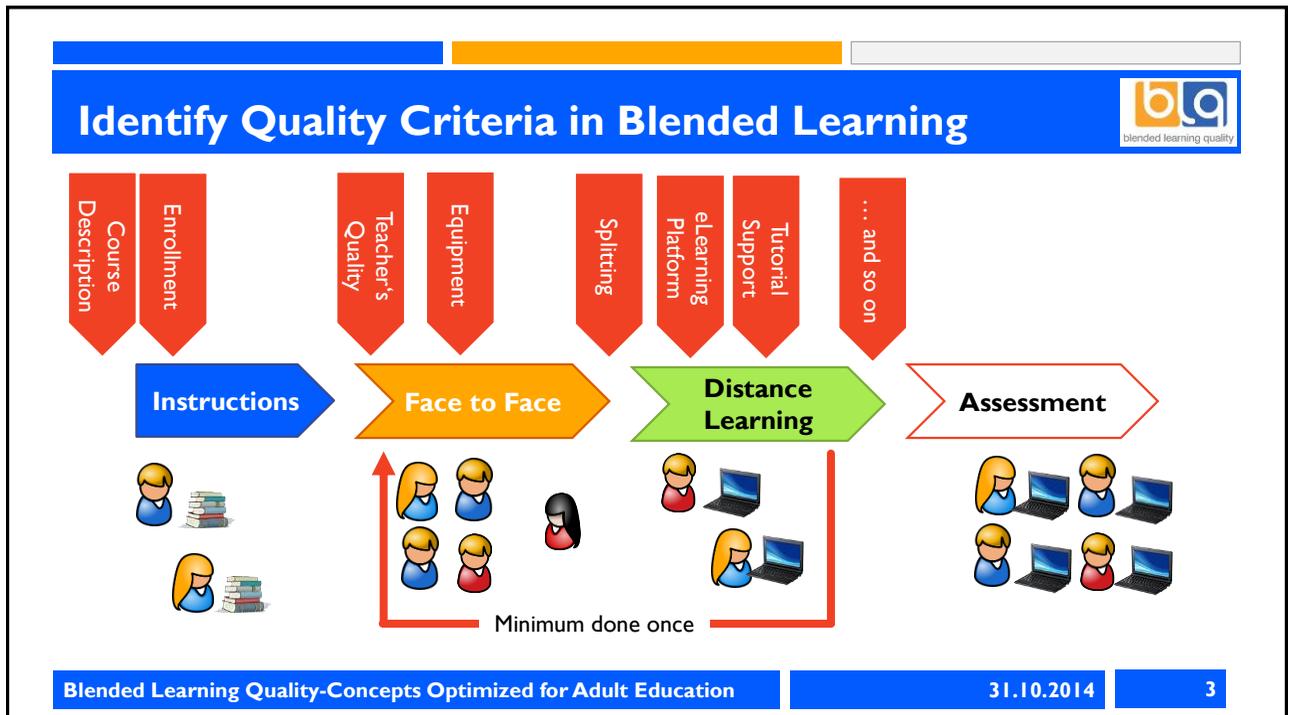
Multilateral Grundtvig Project
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Lifelong Learning Programme

What do we mean with Blended learning?

Instructions → Face to Face → Distance Learning → Assessment

Minimum done once

Identify Quality Criteria in Blended Learning

Course Description

Enrollment

Teacher's Quality

Equipment

Splitting

eLearning Platform

Tutorial Support

… and so on

Instructions

Face to Face

Distance Learning

Assessment

Minimum done once

Quality Issues mentioned in Literature

- J. Pankin, J. Roberts and M. Savio give a list of issues
  - different learning or instructional methods (lecture, discussion, guided practice, reading, games, case study, simulation),
  - different delivery methods (live classroom or computer mediated),
  - different scheduling (synchronous or asynchronous) and
  - different levels of guidance (individual, instructor or expert led, or group/social learning)
- These issues **do not** cover all quality levels

Basics of Quality in Blended Learning I

Thomas **Bauer** (University Vienna) mentions "Four main phases"
- Competence requests
- Quality of classroom teaching
- Quality of eLearning / distance learning
- Organization and communication

Basics of Quality in Blended Learning II

Bernd **Mikuszeit** (Berlin) has a similar (more detailed) access
- **Competence requests**
  Learning target, learning content, valuation, target group
- **Requirements for the presence phase/classroom teaching**
  Didactical Blended Learning phases (and issues), knowledge transfer and teaching methods, didactic rules and logical teaching methods, didactic emphases during the classroom teaching
- **Requirements for the eLearning phase**
  Didactical Blended Learning phases (and issues), didactical content aspects of the eLearning phase, didactic rules and logical teaching methods, didactic emphases during the distance learning
- **Requirement concerning organizational issues and media**
  Learning/Teaching conditions, fitting selection of the content, the use of media products, multimedia elements, interactivity, adaptivity and finally a well prepared information

The Course Structure

B.G. Davis in "Tools for Teaching"
- **Course aim** (scope, purpose and relevance of the material)
- **Course content** (books, reserve readings, course readers, software)
- **Target Group** (who are the students, prior knowledge, intellectual development, cultural background, generational experiences and expectations)
- **Learning target** (objectives, assessments and instructional strategies)
- **Learning Outcomes** (measurable statements: what should students know, be able to do)

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Further criteria

- **Trainers**
  Quality descriptions for teachers are completely missing for Blended Learning
- **Curriculum**
  - How to split the course
  - The seven "R"s of Ron Richhart
    Rigorous, real, rich in thinking, revealing, rewarding and reflective

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Quality Indicators

Beth Chaney: quality indicators of distance education
- Theme
- Teaching and Learning Effectiveness
- Student Support
- Technology
- Course Development / Instructional Design
- Faculty support (services)
- Evaluation & Assessment
- Organizational / Institutional Impact

Institution

- **Institution level**
  policy design, support to organization and internal quality assurance systems
- **Programme level**
  Comprising actions to measure and enhance the design, content and delivery of the programs
- **Individual level**
  - Initiatives to help teachers to achieve their mission
  - Activities to support improvements of student learning

Students and Support of Learners

- **Robert A. Ellis** mentions
  "The implications of this for ensuring the quality of the student learning experience are serious and complex"
- **Jeff Pankin** describes three main factors as crucial in learners support
  - Time
  - Technology
  - Guidance

Barriers of Blended Learning

Challenges to develop Blended Learning – six questions (Gray Harriman)
- How to manage **instructional complexity ?**
- How to **design** it **?**
- How to **manage roles** and **responsibilities ?**
- How to create a **seamless learning experience ?**
- How to **meet expectations ?**
- How to **control costs ?**

Discussion

- Is that an acceptable way?
  Don't focus on evaluation – keep an eye on quality criteria in the phase of creating and implementing a course
- What is "best praxis"?
  We often have best praxis examples mentioned, which are evaluated by success
- What to do next?
  Summarize a list of quality criteria

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