

Australische Blended Learning Modelle - auch für die FH Bielefeld?

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FH Bielefeld
University of
Applied Sciences

Was ist Blended Learning?

Unter Blended Learning versteht man die Kombination von unterschiedlichen Methoden und Medien, etwa aus Präsenzunterricht und E-Learning.

Springer Gabler Verlag (Herausgeber), Gabler Wirtschaftslexikon, Stichwort: Blended Learning, online im Internet: <http://wirtschaftslexikon.gabler.de/Archiv/435569391/blended-learning-v4.html>

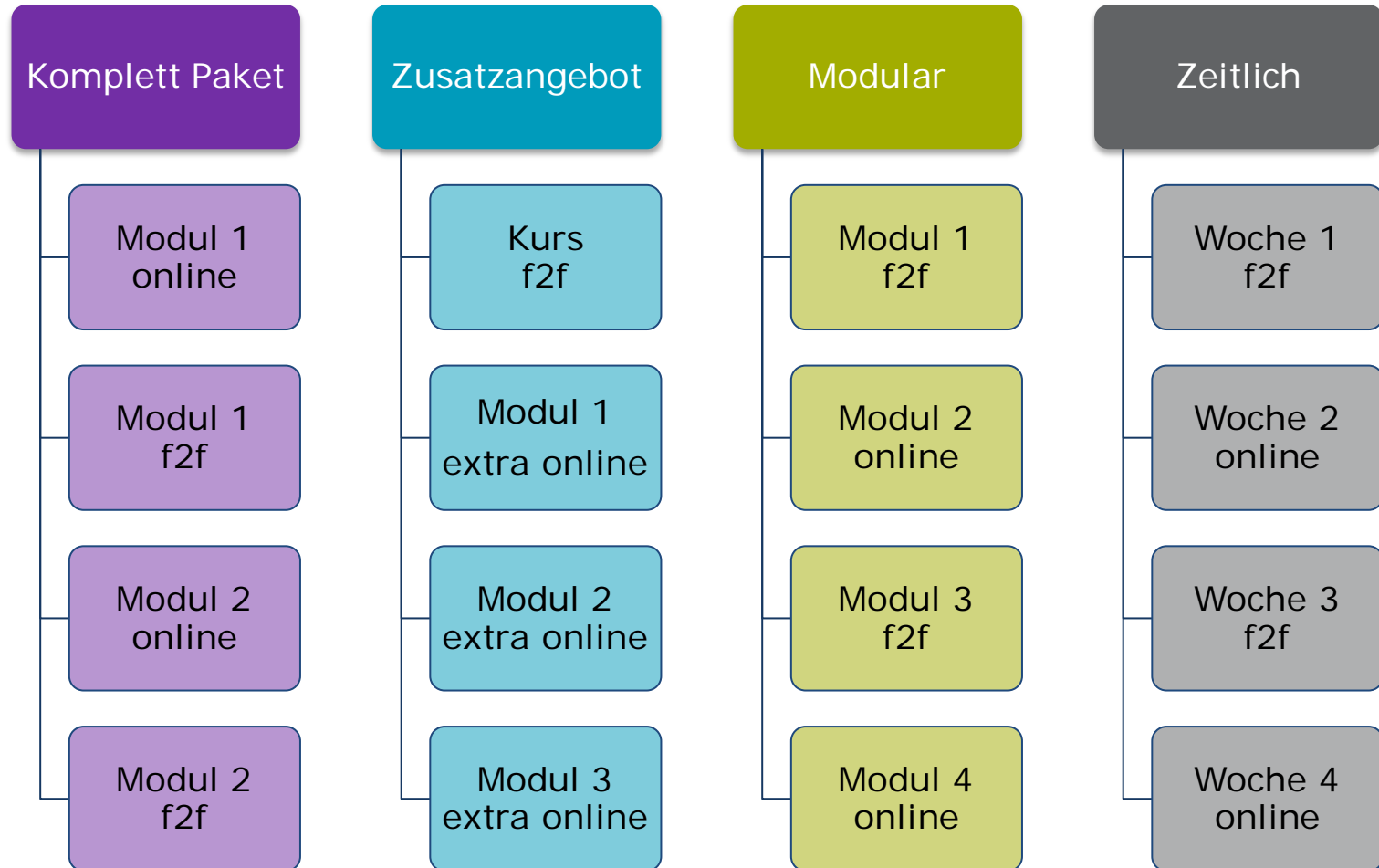
Warum Blended Learning?

- **Selbstvertrauen der Studierenden aufbauen und auf die Arbeitswelt vorbereiten**
- Entfernung – nicht alle Studenten sind vor Ort
- Das Lernen unterstützen
- Unterschiedliche Lerntypen unterstützen
- Bedarf diese kritischen und essentiellen Fähigkeiten zu lernen (für die Arbeitswelt) – nicht nur das Fachwissen
- Gegen das Googeln und fehlendes kritisches Denken vorbeugen
- Selbstfindung/neu erfinden des eigenen Lehrens – Motivation bei der Arbeit haben
- Zeit sparen (nach der Erstellungsphase)



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Blended Learning Modelle



Lehrmethoden

Face-to-face Classroom

Online/Outside Classroom

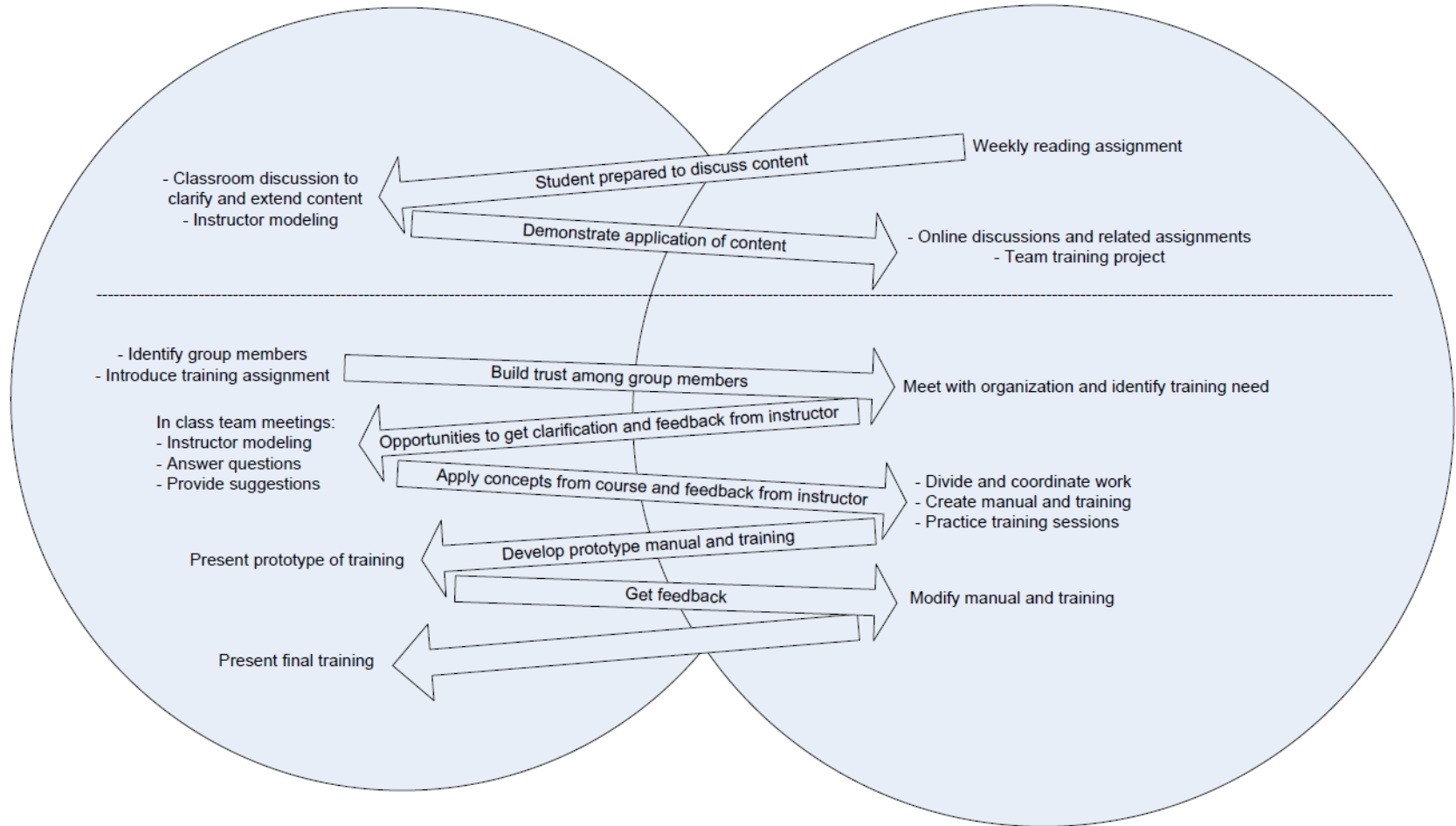


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Entwicklung eines Blended Learning Kurses

Module Interaction Worksheet

The purpose of this worksheet is to help you think through the interactions associated with one blended learning module (i.e., a unit of instruction presented online that covers a single subject or topic). This worksheet helps you to determine:

- The performance objectives associated with the module.
- The activities you will incorporate into the module to help students achieve those objectives.
- The types of interactions in which students will engage as part of the module.

1. Which module would you like to develop first?

Choose a module that will be easy to develop or select to work on a more complex module while you have specific time designated to the creation of your first online course materials (e.g., the first module, one in the middle of the course, a complex module toward the end of the course that involves a project).

2. What are the objectives, based on Bloom's taxonomy, for this module? What should students know or be able to do upon completion of this module? (Please refer to the [Course Blueprint](#) document.)

3. What activities will students complete in this module? Will any require special instructions/tutorials?

This Module Interaction Worksheet is part of the [Blended Learning Toolkit](#) prepared by the [University of Central Florida \(UCF\)](#) and the [American Association of State Colleges and Universities \(AASCU\)](#) with funding from the [Next Generation Learning Challenges \(NGLC\)](#). It is provided as an open educational resource under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License](#).



1

4. What materials will you use in this module (textbook, instructor notes, links to websites, images, audio, video, newspapers, journals, ePack resources, etc.)?

5. What types of interaction will students experience in this module? Are you thinking about setting up small groups? Have you thought about the size of your course? How will the number affect your group implementation?

- Learner-instructor interaction (e.g., emails, announcements, discussions)
- Learner-learner interaction (e.g., discussions, collaborative group work, peer review activities)
- Learner-content interaction (e.g., reading content, presenting course content in an appropriate and motivating format)

6. Which tools within your course management system (e.g., Blackboard, etc.) do you feel will best support the interactions listed above?

7. Are there any tools outside of your course management system that you feel would work better to support your planned interaction? If so, which outside tools do you also plan to incorporate into your course?

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2

Aufbau eines Blended Learning Kurses

Blended Course Integration Chart

Instructions

One of the great challenges in designing blended learning courses is ensuring that the face-to-face and online portions of the course are well integrated into one, cohesive whole. This chart is an opportunity to articulate specific plans for this integration while anchoring back to (and perhaps revising) key course design components (e.g., learning outcomes, assessments, etc.). Generally speaking there are relatively few overall course outcomes but many more course/module-level learning objectives. Each course outcome should have at least one summative assessment, but learning activities may provide for a number of formative assessments/feedback along the way. **Adapt this chart to meet your needs.** Re-order/remove columns as you wish. However, please **stay focused on articulating how online and face-to-face components will be integrated.** (You may wish to note homework/groupwork activities as well.)

Sample

Following is a sample of the first row of a chart completed for an undergraduate psychology course. Below this sample is a blank chart for your completion.



Course Outcome	Course Objectives	Final Assessment (F = f2f; O = online)	Learning Activities & Resources Needed (F = f2f; O = online)	Integration between In-Class & Online Components
To demonstrate they have achieved this outcome ... <i>Describe and explain major theories of personality.</i>	Students will ... <i>Critically evaluate biological theories of personality</i> <i>Critically evaluate behavioral theories of personality</i> <i>Critically evaluate psychodynamic theories of personality</i> <i>Critically evaluate humanist theories of personality</i> <i>Critically evaluate trait theories of personality</i>	Students will ultimately ... <i>Make a research-based multimedia presentation about a major personality theory (O)</i>	After experiences with ... <i>Assigned readings (O), Discussions comparing learning theories (F & O), Online debate on assigned theory group (O), Lectures (F & O)</i> <i>Resources and tools we'll need ...</i> <i>E-Text, Journal articles, Discussion board, PPT lectures with audio narration, Library webpage to help with research, Zoho Notebook for presentation, 2 hrs. of class time</i>	Online and in-class activities will be connected through ... <i>Classroom discussion of online readings; online discussion of classroom lectures; presentation assignment will be explained both in class and online</i>

This Blended Course Integration Chart has been modified with permission from the [Hybrid Course Planning Chart](#) developed by the [Oregon State University](#) [Ecampus](#) and Center for Teaching and Learning. This derivative work is part of the [Blended Learning Toolkit](#) prepared by the [University of Central Florida](#) (UCF) and the [American Association of State Colleges and Universities](#) (AASCU) with funding from the [Next Generation Learning Challenges](#) (NGLC). It is provided as an open educational resource under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License](#).



Beispiel Blueprint eines Blended Learning Kurses

PROJEKT BLENDED LEARNING

Inhalte Modul HLTEN403A Undertake basic client assessment

HLTEN403A/01 Collect data relating to client health

- 1.1 Ensure appropriate introductions and explanations precede all nursing assessment and interventions
- 1.2 Measure vital signs of the client using appropriate biomedical equipment according to the acuity of care and physical characteristics of the client
- 1.3 Perform other clinical measurements/ assessments such as activities of daily living
- 1.4 Document current client health practices, issues and needs
- 1.5 Document and report variations from normal on a regular basis
- 1.6 Involve client in the process of data collection wherever possible
- 1.7 Undertake ongoing data collection, such as vital signs

F2F activities

- 1.1/1.4/1.6: Group work/role play
- 1.2/1.7: Work placement
- 1.3: Seminar
- 1.5: Seminar

E-Learning activities

- 1.3: Measure Body Mass Index (BMI)
 - Online quiz
 - interactive PDF
- 1.5: Online quiz - note taking



Help

- Attend classes, self-teach Pencasts, editing of video, etc.
- Keep pushing boundaries as well as knowledge
- Have an IT support person
- Get help from the Library in finding animations, videos, articles etc. how to work within the bounds of Copyright, legally
- Just start with a group of students to use the tools and provide feedback
- Get over perfectionism. "Just get it out there".
- Use Chatrooms to set up schedules for tutoring etc.

Organisation/Zeitplan

- 1. Woche: 1.1 Theorie
- 2. Woche: 1.1 Rollenspiele
- 3. Woche: 1.2 1a Praxisphase + Berichtabgabe
- 4. Woche: 1.3 Theorie + Hausaufgabe (BMI)
- 5. Woche: 1.4/1.6 Theorie + Rollenspiele
- 6. Woche: 1.5 Seminar + Hausarbeit + online quiz
- 7. Woche: 1.7 1a Praxisphase + Bericht
- 8. Woche: Mündliche Prüfung

Prüfungsleistungen

- 1. Observation in groups (f2f) - role play
- 2. Written Assignments (scenario as a basis for discussion of issues and strategies to contribute to best practice)
- 3. Oral exam (f2f)
- 4. Online-quizzes/online-test

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Some students use it a lot. Some not.

Get help.

Try... some things work. Some not.



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