Learning From the Students: It’s Time to Move On!

Iain Kitchener & Rita Headington

The Sixth International Blended Learning Conference 2011
BA QTS in Primary Education

130 Year 1 students
130 Year 2 students
130 Year 3 students

- Education and Professional Studies
- Core: English, maths, science
- Foundation: A range of courses including arts, humanities and PE
- Professional Development including ICT and tutor groups
- School Experience in each year
Where we were (2008-9)

- Positive engagement with the course structure
- Active involvement in collaborative working
- Use of formative feedback

Social Constructivism:
Practising what we preached.
Engaging students in learning through technology

The Expanding Toolkit

- Online making and feedback
- Video information
- Lecture recordings
- Audio Feedback
- Wikis
- Online sign-up
- Texts & Twitter
- Online submission
- Chat rooms
- Individual contact with tutors
- FaceBook
- Email
- Skype
- Discussion Threads
- Online journals
- Video conferencing
- Hyperlinks
- Online referencing systems
- Video and audio resources
- Sharing student presentations
- Sharing resources across groups
- Information gathering
- Instant messaging
- Information gathering
- Texts & Twitter
- FaceBook
- Email
- Skype
- Discussion Threads
- Online journals
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Learning as a dialogic process aided through formative feedback (Laurillard, 1993; Nicol, 2010)

Blended learning approach in EPS has:
• provided support of tutors and peers
• built on students’ prior experiences and self-reflection
• encouraged students see themselves as part of the learning process not just recipients of teaching
• empowered ‘self-regulated learners’ (Nicol, 2009)
ICT and EPS courses have raised student expectations for / of blended learning and driven colleagues forward…

**Evidence:**
Student rep meetings; Course review comments; Science FB page; ICT listen again online. Difficulty with course comparisons. An increase from 75% - 85% Good/Outstanding grades on the Year 3 school experience.
I have found the EPS1 course to be very effective. The three components of the lecture, online submissions and seminars really secured my knowledge by repeating and revising the area three times. EPS1 Evaluation 2010-11

we received feedback the day before the second optional submission was due in. Therefore, I felt it was not beneficial to hand in a second submission if it was not going to be marked in an appropriate time scale. EPS1 Evaluation 2010-11

Students find the layout etc on the Core units on the OLC confusing. It was asked whether the model could be used from EPS as this appeared clearer and easier to follow in terms of online activities, references etc.

Y2 Reps 2010-11

The directed activities allow me to reflect on the lectures and I then find the seminars can help me to clarify anything that I didn't quite understand.

EPS2 Evaluation 2010-11

40 /45 respondents in ICT were positive about other courses using blended learning.

ICT Evaluation 2009-10

I felt like I had support with EPS 24/7

EPS1 2008-9

Not so (stimulating) in EPS 3 - more stimulating in Year 1 & 2

EPS3 Evaluation 2010-11

I felt like I had support with EPS 24/7

EPS1 2008-9
Problems and limitations!

Limitations of the online environment:

• No inbuilt wiki
• ‘Clunky’ discussion forums
• External ‘sign up’ resource includes advertising

Human Limitations:

• Speed and quality of formative feedback
• Staff navigation of online environment problematic → disengagement
• View that online work requires less time than face to face → reduced hours
• Ongoing need for staff development
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>All face to face</td>
</tr>
<tr>
<td>2008</td>
<td>1 Blended learning course, largely repository pushed by students</td>
</tr>
<tr>
<td>2009</td>
<td>Staff development, &gt;3 BL courses, shift in usage pushed by students, some repository</td>
</tr>
<tr>
<td>2010</td>
<td>4 BL courses, development of the English, Maths and Science areas including FB, minimal repository</td>
</tr>
<tr>
<td>2011</td>
<td>Introduction of Moodle, some repository, minimal repository</td>
</tr>
</tbody>
</table>
"There is evidence that the use of (such) media changes the roles of learners considerably (McConnell 2005). For example, expertise need no longer be ‘handed out’ by the teacher from the front of the class, but can be contributed more equitably."

From: Beetham in Beetham and Sharpe (eds) (2007:37)
It’s time to move on!

Drivers:
• Student voice and expectations
• School ICT Strategy
• Changes in staffing – ‘fully committed’
• University adoption of Moodle

Plans for 2011:
• Introduction of Moodle as new VLE
• Pedagogically driven model
• Extend BL environment and practice to the other subject areas of the curriculum
• Extend features from the toolkit and make use of integrated tools
• Increased use of video casts; audio feedback; PRS, text and twitter during lectures
References


• University of Greenwich *Student Experience of e-Learning Laboratory*. Available at: http://www.Gre.ac.uk/research/seel (Accessed: 10 June 2011)
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i.kitchener@gre.ac.uk  r.headington@gre.ac.uk