

I welcome participation using the microphone or the chat.

I realise that people are joining from home - some of you may have interruptions or need to step away from the computer.

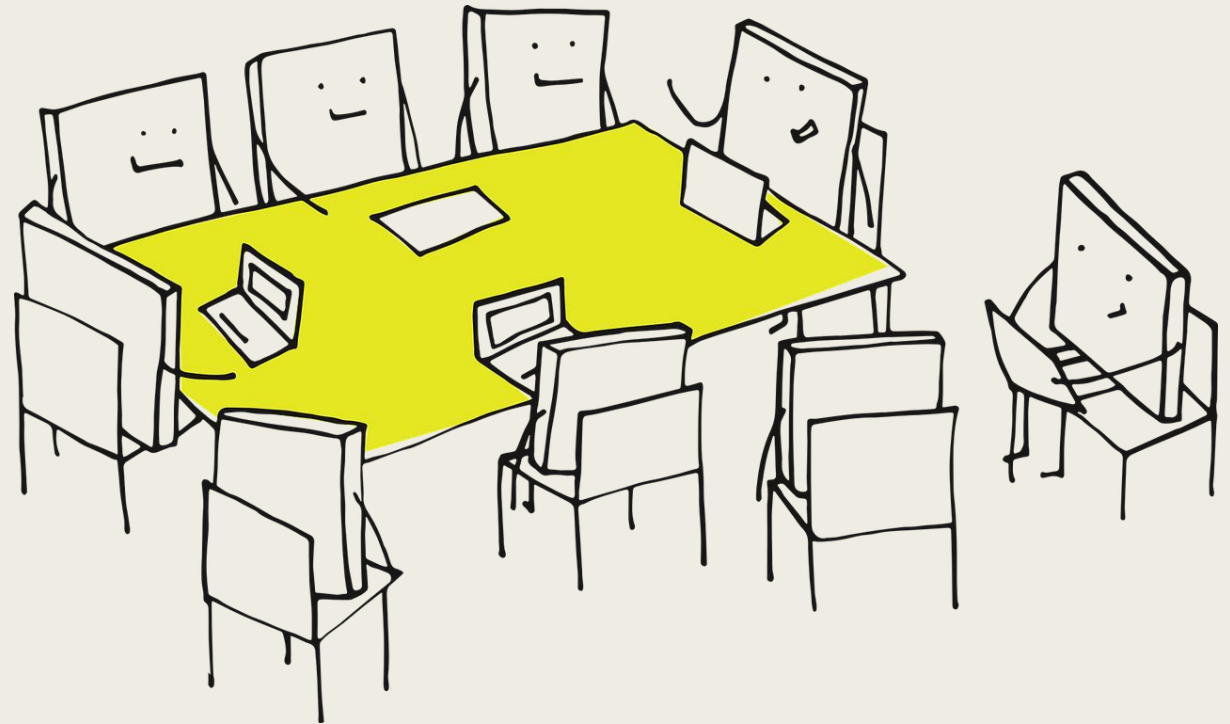
When you are not speaking, please mute your microphone.

When you want to contribute by talking on the microphone, please raise the hand icon or get our attention in the chat.

Access live captioning via the three dots in the central toolbar.

We are amongst peers – this is a space for supportive and respectful, as we share ideas and perspectives on our teaching practice.

Some netiquette for today's workshop ...



1. Thinking about teaching and working with students.  
What is your role as an educator?

2. How do you support your students to 'become' online learners?

3. What approaches do you take to signposting learning?

4. What are your strategies for facilitating participation in live/ synchronous online classes?





# Maximising student engagement

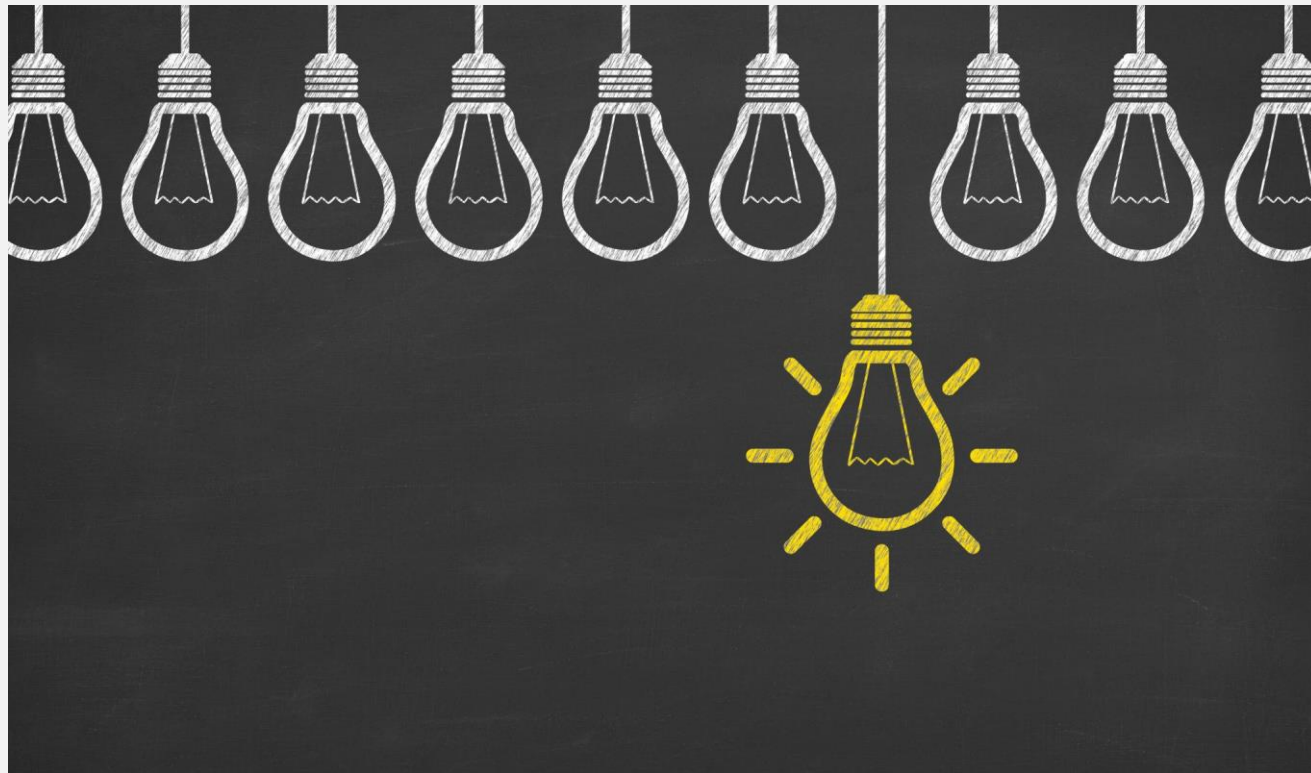
Exploring design and facilitation approaches to support active learning in online teaching

---

Dr Alison Gilmour  
University of Greenwich  
[@AlisonGilmour](#)



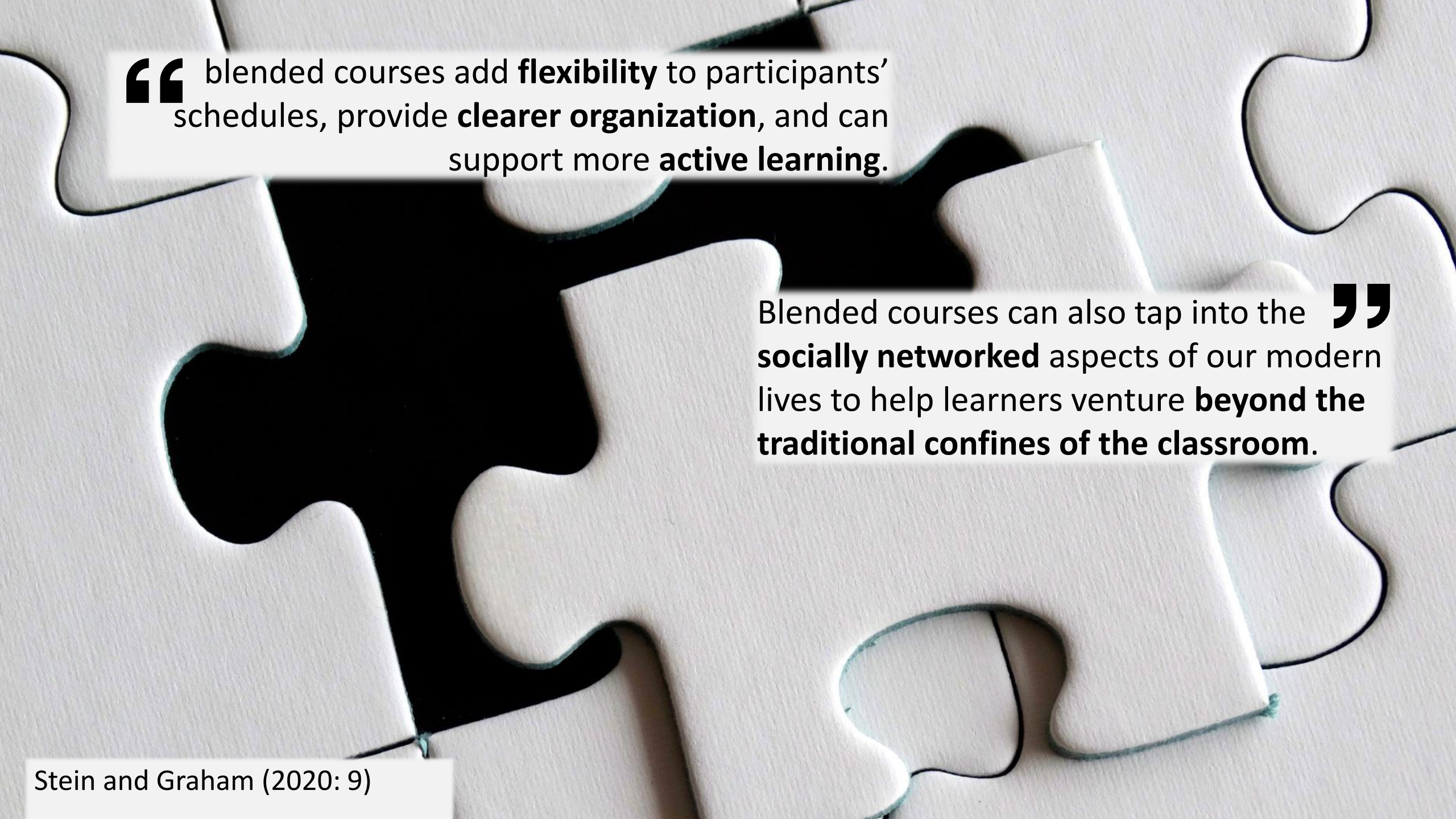
# Coherence, Connection, Care



Blended Learning and Online learning: promises and pragmatism

Our role as teachers and 'The blend'

Supporting, designing, facilitating and ultimately ... caring



“ blended courses add **flexibility** to participants’ schedules, provide **clearer organization**, and can support more **active learning**.

Blended courses can also tap into the **socially networked** aspects of our modern lives to help learners venture **beyond the traditional confines of the classroom**. ”

# What do we mean by blended learning?

‘a combination of face-to-face learning and dynamic digital activities and content that facilitate anytime/anyplace learning.’ (JISC, 2020)



# What do we mean by blended learning?



‘a combination of face-to-face learning and dynamic digital activities and content that facilitate anytime/anyplace learning.’  
(JISC, 2020)



**"FINALLY FOUND OUT WHAT  
THIS STRANGE SLOT IS FOR"**

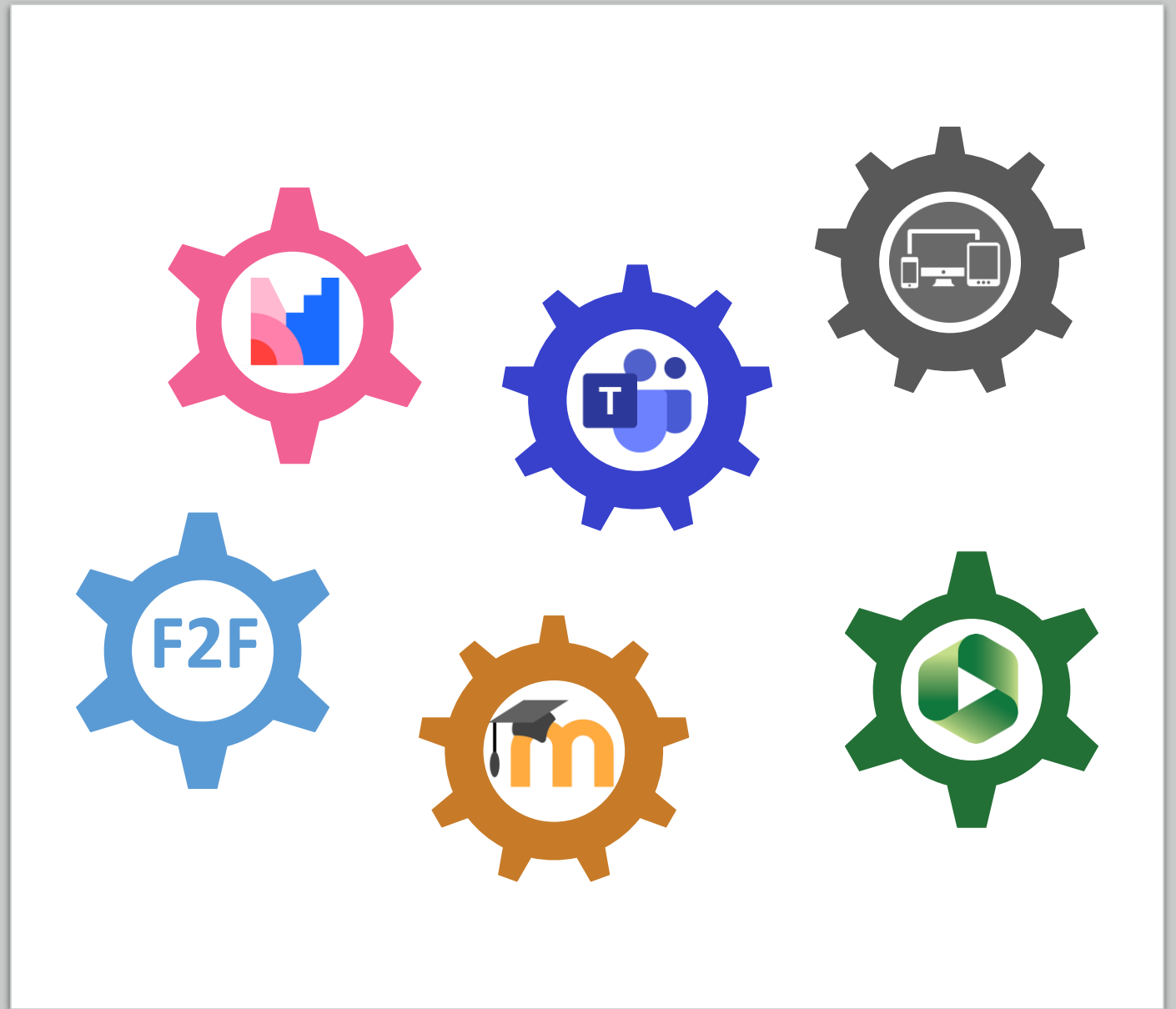
<https://www.memecenter.com/fun/2847487/kids-today> (Accessed: 26.11.20)

MC

memecenter.com/misteltein



Our blended  
learning  
environment at  
the University of  
Greenwich











What are we focusing on ...



## Thinking pragmatically or critically?

- focus on the technology can result in less focus on pedagogy – from “how” to “why”?
- seeking to replicate rather than reconstruct
- absence of coherence and purpose
- absence of ‘social presence’  
(Garrison, Anderson and Archer, 2000)

# Blended learning: promises and pragmatism

For what purpose have you introduced digital technology, relative to your pedagogy?

To what extent have you considered the combination of activities and content as part of a coherent blended learning approach?

How are we supporting students to engage actively as effective digital learners?



Think about teaching and working with students.

What is your role as an educator?

A photograph of white letter tiles arranged on a light grey background. The tiles are arranged in two rows. The top row spells out the word 'TRAVEL' and the bottom row spells out 'TIPS'. The tiles are slightly offset from each other, creating a staggered effect.

TRAVEL  
TIPS

Teachers as  
'travel  
guides'

(Laurillard, 2002)



# Our role as teachers

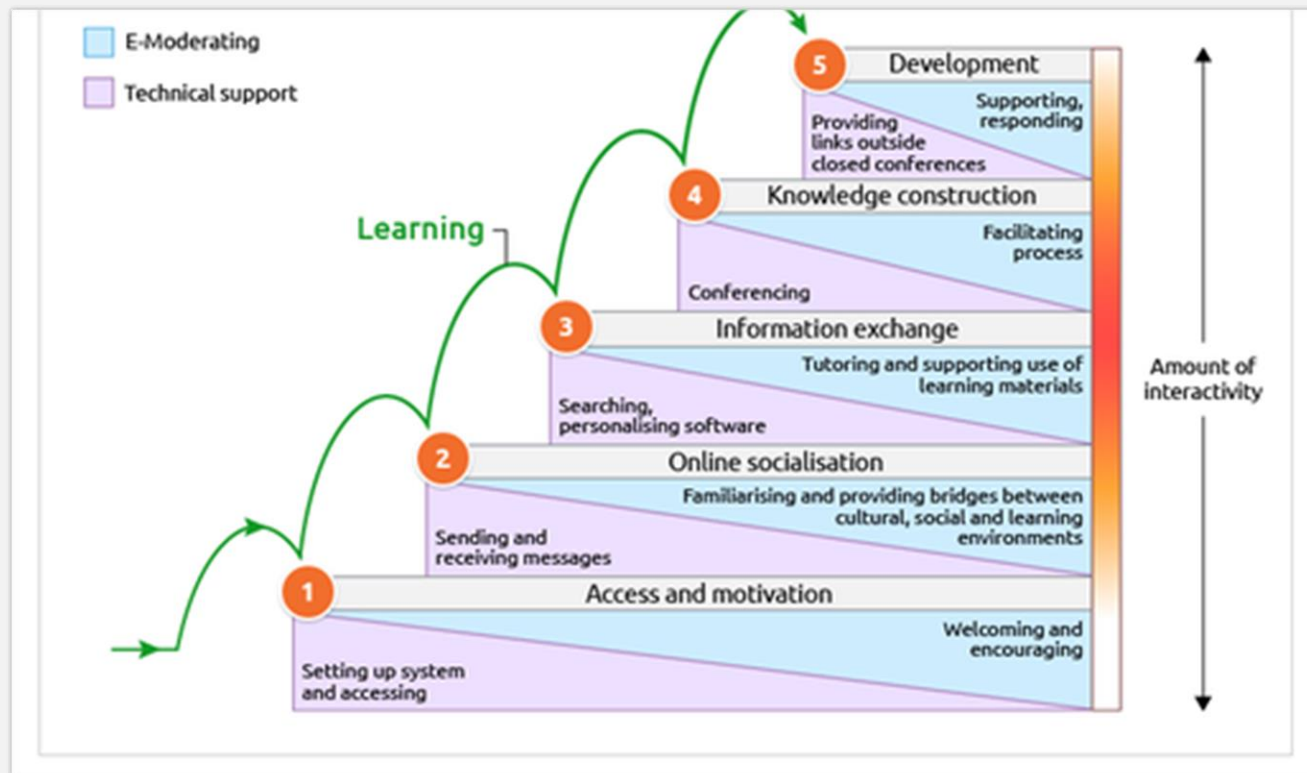
Socialisation  
Signposting and Rhythm  
Designing  
Scaffolding and Facilitating

What type of learning?  
What activities?  
What space? Physical or digital?  
Synchronous or asynchronous?  
Your role before, during and after



How do you support your students to  
'become' online learners?

# Gilly Salmon's E-tivities (2013)



- Less focus on content and more on how we build participation with structured activities.
- Attention to building skill and confidence.
- Motivate - Build - Pace

# Maximising student engagement

---

- This is new for most learners therefore socialisation is important
- Social presence underpins cognitive engagement and meaningful learning
- Synchronous teaching should be focused on interaction
- Making the purpose and relevance clear
- Connecting learning across 'spaces'



What approaches do you take to signposting learning?





## Topic Four: Critical Reflection

This week you will be exploring critical reflection as an approach to considering your academic practice.

1. Please **watch the topic video**, accessible below, which introduces you to a few key models of reflection. As you watch the video identify a model of reflection you want to apply to your practice. [15 minutes]
2. **Read Brookfield's article** on the four lenses of reflection in learning and teaching. Consider how this enhances the model of reflection you selected from the topic video. [25 minutes]
3. **Identify a recent critical incident** that has happened in one of your recent classes. Consider this in light of the model of reflection you selected in the topic video, and identify the benefits of Brookfield's four lenses. May some brief notes and **come to the tutorial prepared to discuss your critical incident** with peers. [20 minutes]
4. **Following the class**, you will be asked to provide a forum post on this Thread. Each student will receive formative feedback that you can utilise for your summative task. [30 minutes]

## 2.1 Pre-preparing your lecture


In the next academic year, you will be expected to provide lecture content for students in the form of pre-recorded presentations which can be uploaded in advance. In this section you will be able to Book to begin your thinking about preparing your lecture material, move on to exploring essential guidance for creating lecture recording and videos in the Moodle Tabs.

 [Book - Guidance on adjusting lectures for flexible learning](#)

 [Tabs - Pre-preparing lectures & videos](#)

You now have the opportunity to read a short example of practice in which Dr Sarah Kilbane outlines the approach to pre-recording lectures on a Level 5 Criminological Research Methods module. You also have the opportunity to consider the approach to pre-recording and the benefits for staff and students. Finally, you have the opportunity to complete a Forum Activity in which you plan your use of Moodle for your students and an associated learning activity to deepen student engagement with the video – a useful opportunity to apply your learning and receive ABL moderator feedback.

 [Example of practice - Doing our lectures differently – adopting a blended learning approach within a Criminological Research Methods module](#)

 [Forum Activity - Planning a video](#)

## 2.2 Supplementing your lecture on Moodle

You may be thinking about ways in which you can develop your Moodle site from being more than a repository of information, housing lecture recordings and notes, towards a virtual site where your students can engage with materials, activities and each other to deepen their learning. As you start to think about how you may develop your Moodle site, we invite you to watch an example video shared by Professor David Evans in the School of Health Sciences as he shares some of his ideas about enhancing his Moodle sites.

 [Example of practice: Developing Moodle as a learning environment](#)

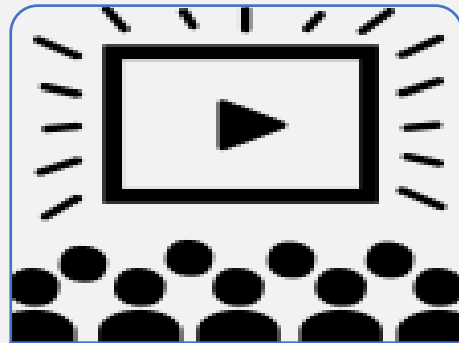
You may have started to think about different features of your Moodle site. To help you prepare your Moodle space, the University has established baseline expectations for Moodle sites. **Please note that it opens in a new window.**

 [Moodle baseline with support links](#)

Let's start to think about designing for active learning,  
and the flipped classroom approach.

1. Move from content to process
2. Focusing on active learning
3. Using the value of synchronous teaching
4. Creating the opportunities for peer learning

# Diana Laurillard's (2002) Conversational Framework & ABC Learning Design



Acquisition



Discussion



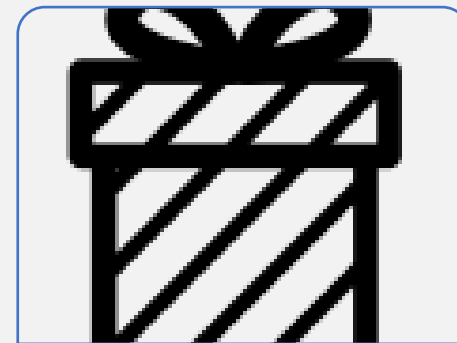
Collaboration



Investigation



Practice



Production



# 1. Acquisition

In the face-to-face environment you normally provide a one-hour lecture on Social Responsibility and Marketing.

Other than a pre-recorded video of the one-hour lecture, how may you translate this type of activity into the blended context?

# Laurillard's ABC Learning Design: Acquisition



In-class lecture or demonstration  
on social responsibility and  
marketing



Bite-sized curated content



Replacing a lecture with a series  
of 10-minute videos or a mix of  
curated open access content

## 2. Discussion

In the face-to-face tutorial you normally provide your students with a case study related to sustainable tourism, and they are asked to discuss a series of questions in small groups.

Other than a whole group discussion in a live synchronous Microsoft Teams class, how may you translate this activity into the blended context?

# Laurillard's ABC Learning Design: Discussion



In-class discussion of a case study on sustainable tourism



Online discussion forum



Students answer three questions on the case study and are directed on ways of engaging with three peers



### 3. Collaboration

Your students normally work over several weeks on a group project in which they develop an event project plan.

How may you translate this activity into the blended context, and support your students to develop their group project?

# Laurillard's ABC Learning Design: Collaboration



Development of (group) project plan



Shared collaborative documents such as Office 365/ One Note



Development of group presentation using Office365.

## 4. Investigation

Your students normally undertake a customer analysis, drawing on online articles and sources, and provide a group presentation on the findings of their research.

How may you translate this activity into the blended context?

# Laurillard's ABC Learning Design: Investigation



In class presentation of a customer analysis



Pre-recorded presentation



Advance delivery of presentation and synchronous discussion in class



Think about the ways in which you facilitate interaction in face-to-face classes...

Think about your strategies for facilitating participation in live/ synchronous online classes?

What do we do if our students won't speak/ turn their camera or microphone on?

So what does  
this mean in  
terms of  
facilitation?

10 Top Tips

1. Establish low-stakes interaction early
2. Explicitly build a respectful culture –  
netiquette or ground rules
3. Team and ice-breaker activities  
throughout/ not just at the beginning
4. Give time to think – ‘Take 2 minutes and  
think about
5. Acknowledgement



So what does  
this mean in  
terms of  
facilitation?

10 Top Tips

6. Clarity in terms of input.
7. Checking – this provides visual cues
8. Identify roles - e.g. chat champions/  
seminar take-overs
9. Approaches to plenary and hearing all  
voices
10. Explore with students how it is working –  
reflective activities





---

## Concluding thoughts – getting the blend right?

---

What you are trying to achieve?

Coherence to you and your students

Ask your students

Be iterative and responsive

Value different engagement  
equally

Proactively reach out





# The importance of care

---

‘The response to the Covid-19 pandemic has abruptly shifted more than one million students to fully online or remote instruction. [10 Top Tips](#)

And what has become immediately clear is that students face much more than technological hurdles.’

(Stommel, Friend and Morris, 2020: 2)





# References

- Garrison, D. R., Anderson, T., & Archer, W. (2000) 'Critical inquiry in a text-based environment: Computer conferencing in higher education model', *The Internet and Higher Education*, 2(2-3), 87-105.
- Greenwich Students' Union (2020) *Covid-19: Impact on Students, Initial survey findings and highlights*. Available at: <https://www.greenwichsu.co.uk/asset/News/6001/GSU-Stakeholder-CV19-Survey-Initial-Findings.pdf> [Date accessed: 20.10.20]
- Horn, M. B. & Staker, H. (2011) *The Rise of Blended Learning*, cited in Barbara Means et al., (2014) *Learning online: what research tells us about whether, when and how*, Routledge: New York
- JISC (2020) *Developing blended learning approaches*. Available at: <https://www.jisc.ac.uk/guides/creating-blended-learning-content> [Date accessed 10.10.20]
- JISC (2020) *Student digital experience insights survey 2020: UK higher education (HE) survey findings*. Available at: <https://www.jisc.ac.uk/reports/student-digital-experience-insights-survey-2020-uk-higher-education> [Date accessed 21.09.20]

# References continued

- King, A. (1993) 'From Sage on the Stage to Guide on the Side', *College Teaching*, Vol.41, No.1 pp. 30-35.
- Laurillard, D. (2002) *Rethinking University Teaching: a framework for the effective use of learning technologies, Second Edition*. Oxon: RoutledgeFalmer.
- Salmon, G. (2013) *E-tivities The Key to Active Online Learning, Second Edition*. New York: Routledge.
- Stein, J. and Graham, C. (2020) *Blended Learning Essentials*. New York: Routledge.
- Stommel, J., Friend, C. and Morris, M. (2020) 'Introduction: The urgency of critical digital pedagogy' in Stommel, J., Friend, C. and Morris, S. (eds) *Critical Digital Pedagogy: A collection*. Washington: Hybrid Pedagogy Inc.
- Quality Assurance Agency (2020) *Building a Taxonomy for Digital Learning*. Available at: <https://www.qaa.ac.uk/docs/qaa/guidance/building-a-taxonomy-for-digital-learning.pdf> [Date accessed: 21.09.20]