Sub-theme: Efficiency & Effectiveness

Blended Learning - What Blend?
Flexible Learning – How Flexible?

Sir John Daniel & Stamenka Uvalić-Trumbić
MAKING SENSE OF FLEXIBILITY AS A DEFINING ELEMENT OF ONLINE LEARNING

Sir John Daniel
Contact North | Contact North
Research Associate
Blended Learning - What Blend?

5 POINTS
Babson definitions: % online

Online: 80%
Face to face: 29%
Blended (hybrid): 30%
Blended learning
‘all combinations of online and face-to-face with between 30% to 80% delivered online’

Hybrid learning
‘the whole teaching-learning system is redesigned to create optimum synergy between the face-to-face sessions and learning online’
There is very little research on the strengths and weaknesses of face-to-face teaching to help us make choices.
What does the research say?

Face-to-face teaching is not more effective than asynchronous online learning.
The Law of Equal Substitution:

‘academically, most courses can be taught equally well online or face-to-face’
The Law of Equal Substitution

‘other factors, such as cost, convenience for teachers, social networking, the skills and knowledge of the instructor, the type of students, or the context of the campus, will be stronger determinants of whether to teach a course online or on campus than the academic demands of the subject matter'
Flexible Learning – How Flexible?

5 POINTS
Too rigid = break

Too flexible = collapse
is asynchronous

when to study?
What priority to studies?

when to study?
New Credentials

mozilla
OPEN BADGES

Nanodegrees
Industry credentials for today’s jobs in tech
See nanodegrees

Specialisation Certificate
International Business
Susanna Rodriguez

has completed the majority of the course including all mandatory tests.

BEGIN PROGRAMMING: BUILD YOUR FIRST MOBILE GAME.

University of Reading, UK

This was a 7 week online course on the basics of Java programming and mobile game development on Android. It required approximately 3 to 4 hours of study per week.

Karsten Oster Lundquist
Lecturer (International Teaching Fellow)
University of Reading, UK

Issued: Date to be determined

*This statement confirms that at least 50% of the steps in this course were marked attempted. This statement does not imply the award of credit points for the course.*
A MOOCs fan (16 taken)
My MOOCs

- The Mind is Flat (Warwick University)
- Talk the Talk (Open University)
- Start Writing Fiction (Open University)
- Challenging Wealth and Income Inequality (Open University)
- Childhood in the Digital Age (Open University)
- What is a Mind? (University of Cape Town)
- Empire: The Controversies of British Imperialism (Exeter U.)
- Logical and Critical Thinking (University of Auckland)
- Exploring English: Magna Carta (British Council)
- Basic Science: Understanding Numbers (Open University)
- Strategies for Successful Ageing (Trinity College Dublin)
- Mindfulness & Wellbeing for Peak Performance (Monash U)
- Cybersecurity (Open University)
- Ageing Well: Falls (Newcastle University)
- Academic Integrity (University of Auckland)
- Systems Thinking and Complexity (Open University)
what are OPEN BADGES?

Learning today happens everywhere. But it's often difficult to get recognition for skills and achievements that happen online or out of school. Mozilla Open Badges helps solve that problem, making it easy for any organization to issue, manage and display digital badges across the web.
Unbundling higher education

Programme design
Content development
Course delivery
Student support
Assessment
Credentialling
Happy world of choice…or…anarchy?
Rebundling higher education

Programme design
Content development
Course delivery
Student support
Assessment
Credentialling
More attention to counselling students
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MAKING SENSE OF BLENDED LEARNING: TREASURING AN OLDER TRADITION OR FINDING A BETTER FUTURE?

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Available at Online Learning News at <teachonline.ca>
THANK YOU

For text and slides see: www.sirjohn.ca