Overview of this Section

- Education has changed post Covid
- Blended Learning is seen as the New Normal
- Blended Learning defined – a first look
- The BC-DC-AC Timeline
- Reflection on Emergency Remote Teaching
  - What we have learned from this period
- Time to Reflect on what has changed and where we need to go in the Future

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Education as we know it is changed?

COVID-19

The COVID-19 pandemic has changed education forever. This is how

Apr 29, 2020

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Things are already changing

Trends in Learning Technology
Key Findings at a glance

ASSOCIATION FOR LEARNING TECHNOLOGY
ALT

Student engagement is the **No. 1** driver for use of Learning Technology

Blended and hybrid models are becoming the main mode of learning, for **66%** of our Members.

The Top 10 popular EdTech tools reflect **a shift in practice** away from relying on Teams and Zoom to a bigger range of **collaborative tools**.
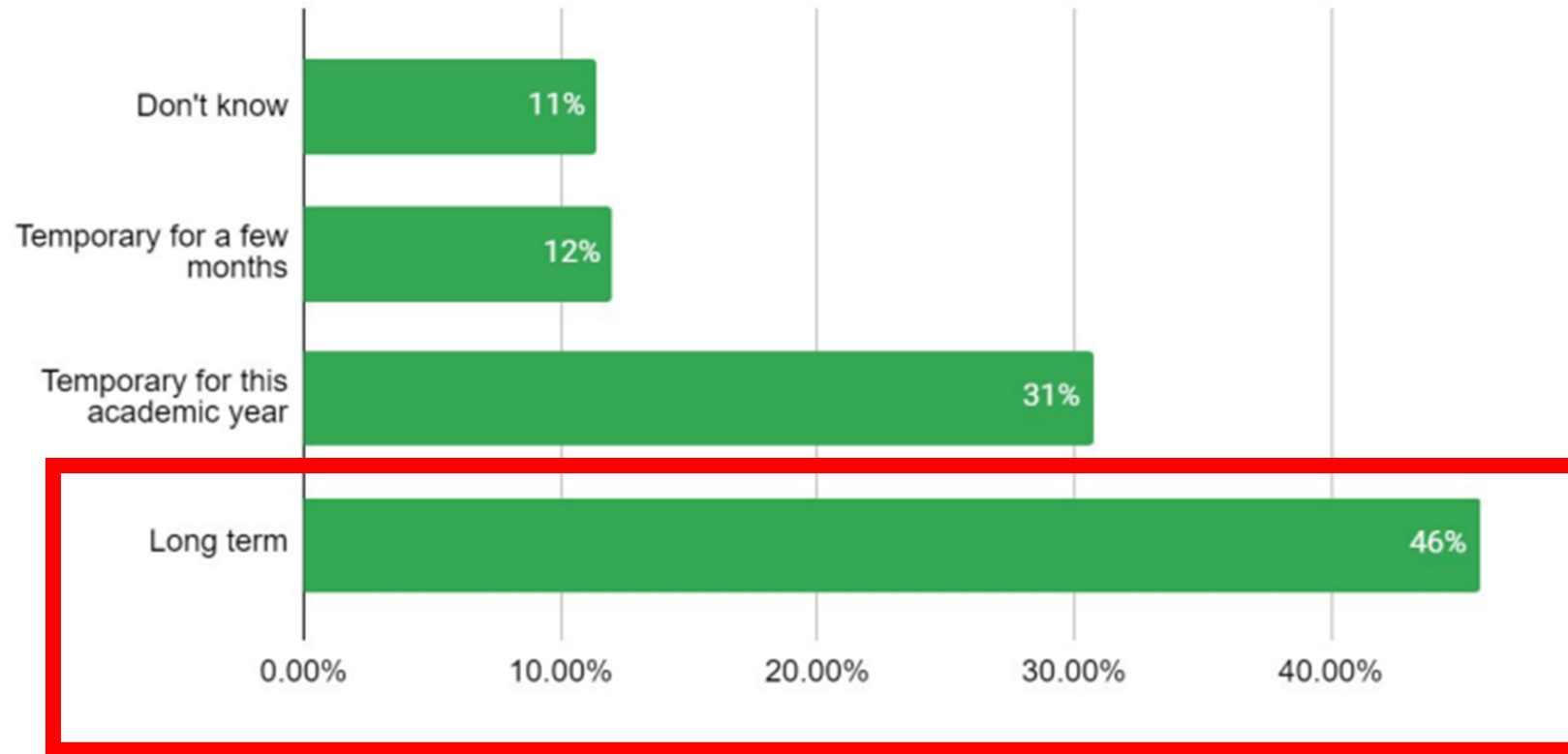
Video Conferencing Collaborative tools and VLEs ranked as most important by **76%**

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https://www.alt.ac.uk/about-alt/what-we-do/alts-ethical-framework-learning-technology

Expectation that this will last

Is the current mode a temporary measure or a long-term one?

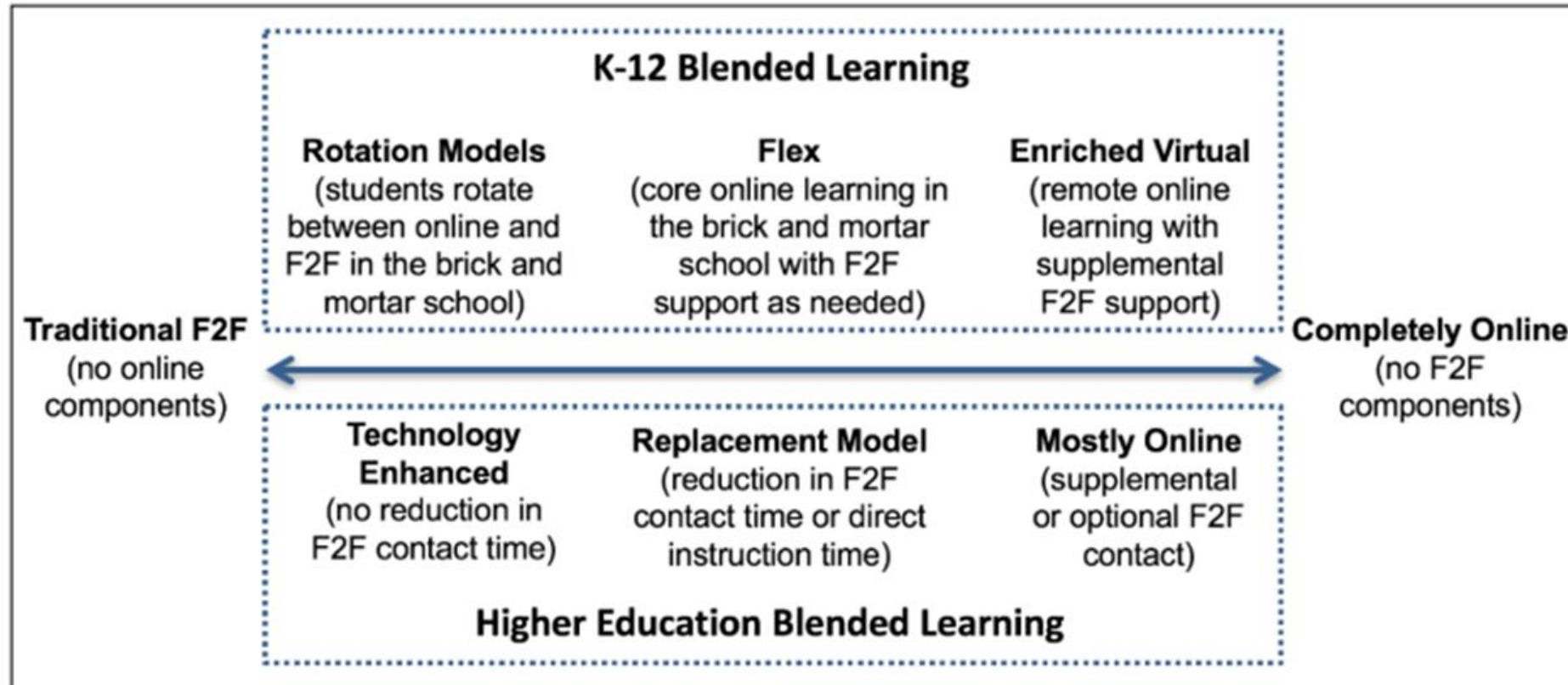https://www.alt.ac.uk/about-alt/what-we-do/alts-ethical-framework-learning-technology

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People are calling it the new normal

Blended Learning the New Normal

Figure 2. Spectrum of models of blended learning for K-12 and higher education.
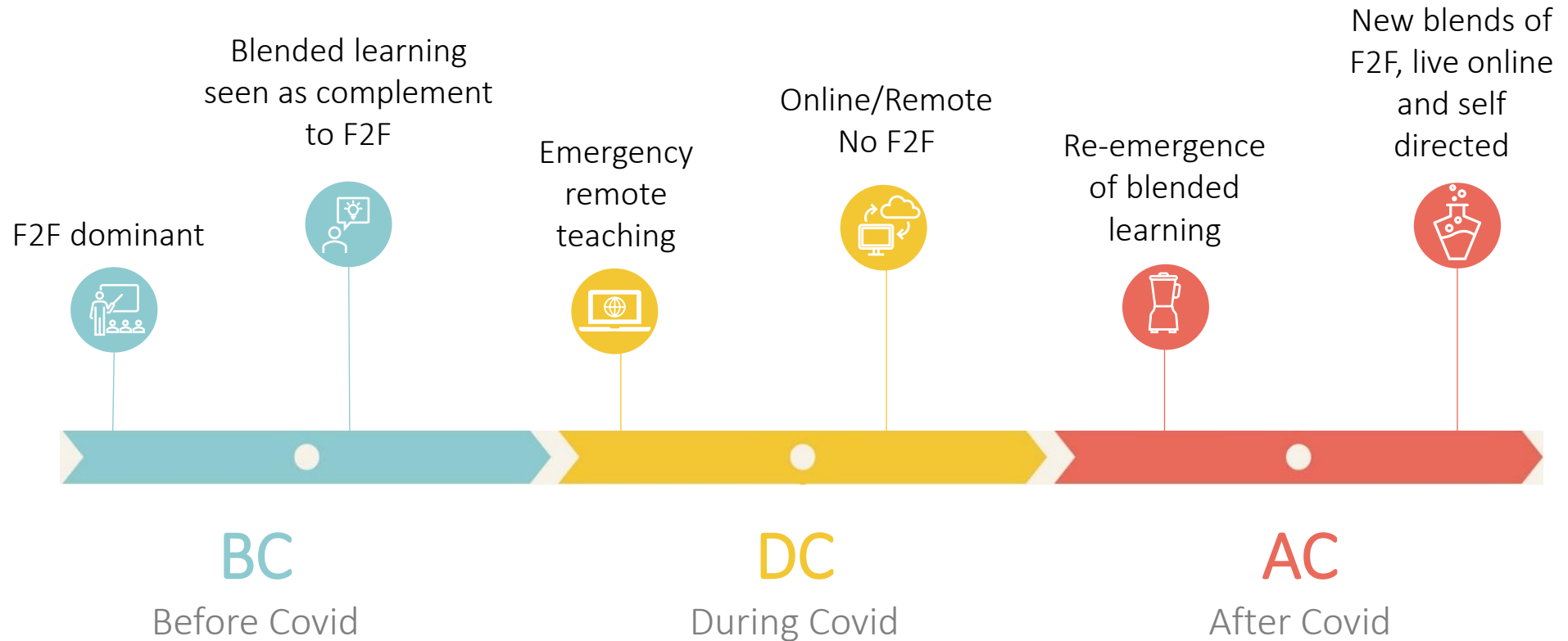

K-12 Blended Learning

Traditional F2F (no online components)

Rotation Models (students rotate between online and F2F in the brick and mortar school)

Flex (core online learning in the brick and mortar school with F2F support as needed)

Enriched Virtual (remote online learning with supplemental F2F support)

Completely Online (no F2F components)

Technology Enhanced (no reduction in F2F contact time)

Replacement Model (reduction in F2F contact time or direct instruction time)

Mostly Online (supplemental or optional F2F contact)

Higher Education Blended Learning

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Blended Learning

- The term blended learning (BL) will probably never get a standard definition but is commonly understood as the **combination of something traditional** and **something new and digital in courses** (places, course material types, communication tools, pedagogies).

- So it is contested term but that gives you freedom to explore

- But it is somewhere between no use of digital technology in f2f learning and fully online
  - We will explore this term in more detail over the course of the next 4 weeks

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BC- DC - AC

BC
Before Covid

DC
During Covid

AC
After Covid

F2F dominant

Blended learning seen as complement to F2F

Emergency remote teaching

Online/Remote No F2F

Re-emergence of blended learning

New blends of F2F, live online and self directed

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So let's consider a few things

- What happened before Covid and why is there an expectation that education will be different?

- What happened during Covid and what can we learn from this period?

- When we talk about Blended Learning, what are we talking about?
  - What is it?
  - What is it not?
  - Why should we consider engaging in it?

- What might it look like?

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BC– Classroom dominant place

Courtesy of Aontas

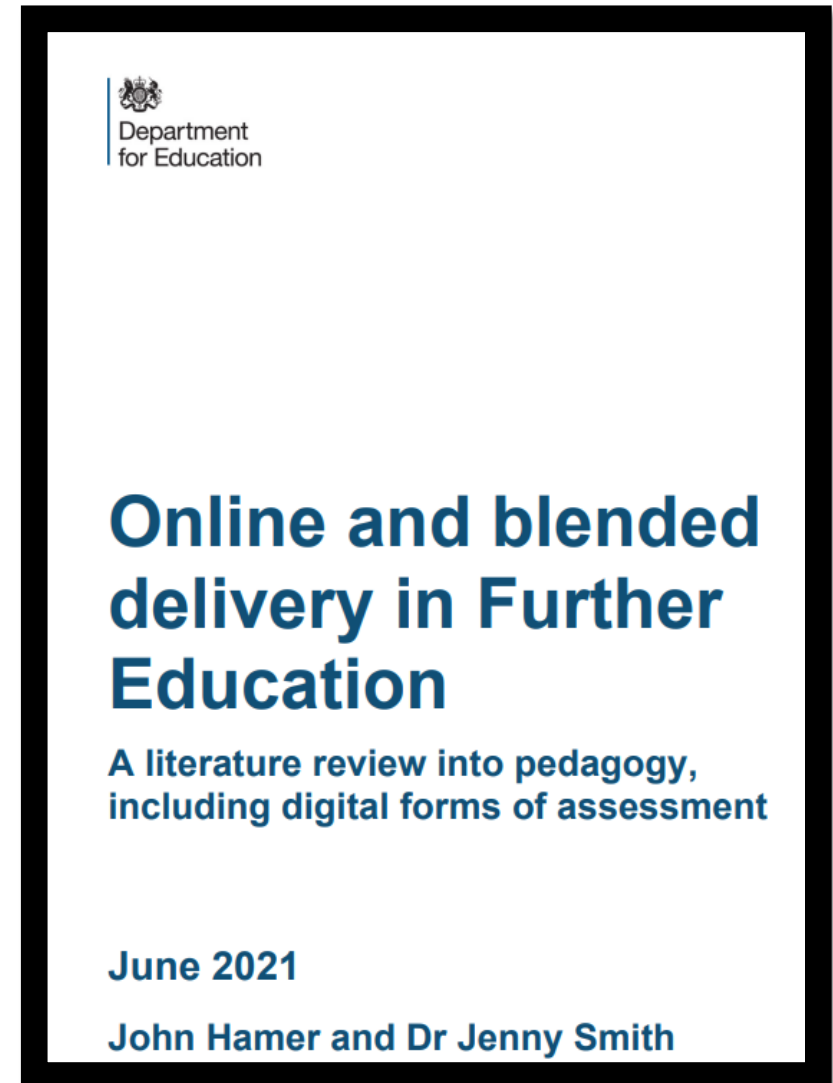https://epale.ec.europa.eu/en/blog/epale-focus-digital-adult-learning

Traditional space and often traditional approaches

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DC – Forced to teach remotely

- ERT is used to describe the approaches to remote teaching and learning put in place during the Covid-19 pandemic as schools and colleges closed. It is a **"temporary shift of instructional delivery due to crisis circumstances"**; a rapid approach that is unable to make full use of quality online learning design approaches (Hodges et al., 2020; Cowden et al, 2020).

Department for Education

Online and blended delivery in Further Education

A literature review into pedagogy, including digital forms of assessment

June 2021

John Hamer and Dr Jenny Smith
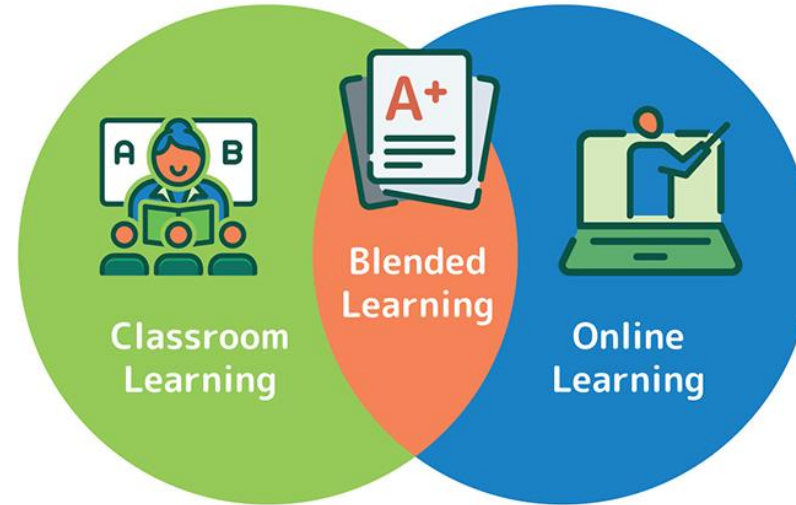
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What did students like?

- opportunities to book short sessions with tutors for personalised support (86 per cent)
- weekly set activities and assessments for students to complete in their own time(73 per cent)
- opportunities to work collaboratively with peers online (69 per cent)
- timetabled pre-recorded lessons (68 per cent)
- reduced timetable and shorter lessons to support independent study (66 per cent)
- activities and assessments set weekly for students to complete via a structured timetable (57 per cent).

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AC – Blended and Online to the fore

- Blending **in-person learning experiences** (social aspect of face-to-face in-person learning)
  - The traditional space
- With **new spaces** (online spaces) where learners **can connect with content, fellow learners, their teacher and the world**
- The mix of these worlds – the best of both worlds

Blended Learning

Classroom Learning · Blended Learning · Online Learning

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Covid-19 removed in-person for a while

Lots of *blends* in play during Covid-19

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Big challenge was online

https://wellington-h.schools.nsw.gov.au/news/2020/4/online-teaching-tips-.html

Wellington High School

MAXIMISE YOUR LEARNING AT HOME ADVICE

Student Guide

DAILY ROUTINE

- Get up at the same time each day
- Have a healthy breakfast
- Be ready to learn by 8:55am
- Check work due today
- Follow timetabled lessons
- Write TO DO LISTS

YOUR SPACE

Check your space is well organised and that you can work away from too many distractions.

If you share your space with other family members, be mindful and respectful of their needs as well.

LEARNING MATERIALS

WHS is providing lessons for online learning via Google Classroom and/or delivery of learning activity packages.

Teachers will provide feedback via Google Classroom or email.

Scan or photo paper based work and email it to your year group. (These addresses can be found on the school website and WHS Facebook page.)

Keep in touch with teachers

Attendance is still recorded in these uncertain times and student participation in classwork is essential in order to achieve your goals.
Make contact with your teacher - we are here to help.

SPEAK UP

Learning from online can be new, difficult and frustrating.

When things get tough, don't just give up. Ask your parents, or reach out to your teacher.

SPEAK UP & ask for help

Wellbeing

- Include breaks and get some exercise.
- Keep in touch with family and friends via phone, email or social media (where appropriate).
- Talk to a trusted adult if feeling overwhelmed or unwell.
- Set yourself goals and reward yourself when achieved.
- Go to bed at a reasonable time.

Front Office: (02) 6845 2344

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New Practices Emerging

Many teachers developed deeper connections with some students

- Quieter students blossomed

Many staff and students welcomed the flexibility of remote teaching & learning

- Time, Place, Pace

Students were required to take greater ownership of their learning

- To become Self-regulated learners

New models of teaching, learning, assessment emerged

- The Flipped Classroom
- Learners could review material in advance or after lessons

Allowed staff to monitor student ongoing performance – formative assessment

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Time to Reflect and to Reconsider

- "At the same time, instructors and students have **changed** during the pandemic and are coming back to the classroom with new skills and different perspectives. As a result, rather than resuming business as usual, instructors **should take inventory of what went well during emergency remote teaching**, as well as **what they missed most about in-person teaching** when they were apart from their students, and **begin to blend the two** to design the new normal."

  - [Designing the New Normal: Enable, Engage, Elevate, and Extend Student Learning](#)

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Key Questions

- What **went well** during emergency remote teaching, as well as

- What you **missed most about in-person** teaching when you were apart from your students?

- Consider how might you begin to blend these **two elements** to design the new normal?

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