

TeachNimble – Putting a Blend Together



Mixing online and face-to-face



powered by
Learning



Presentation Overview

- The Digital Society and Economy
- Blended Learning – good teaching
- The benefits of blended learning for learners
 - What they like about this approach
- The evolution of the Flipped Classroom
 - Traditional Teaching
 - Active Teaching and Learning
- Active Blended Learning
- Sharing Content in Advance of a Live Session



Living in a Digital Society



Digital technology icons
Credit: Pixabay



The Digital Economy



We are back in Class



The challenge of the lecture



How do we keep learners engaged?



What learners like

- Like an overview of the course/module
 - What will be doing and when
 - Clarify expectations around their role
 - Clarify when work is due [transparent]
 - Share deadlines in advance
- They like structure
 - Weekly rhythm
 - They want flexibility
 - They want more control often to manage their workload
 - Planning is important and sharing the plan



Planning your Blend

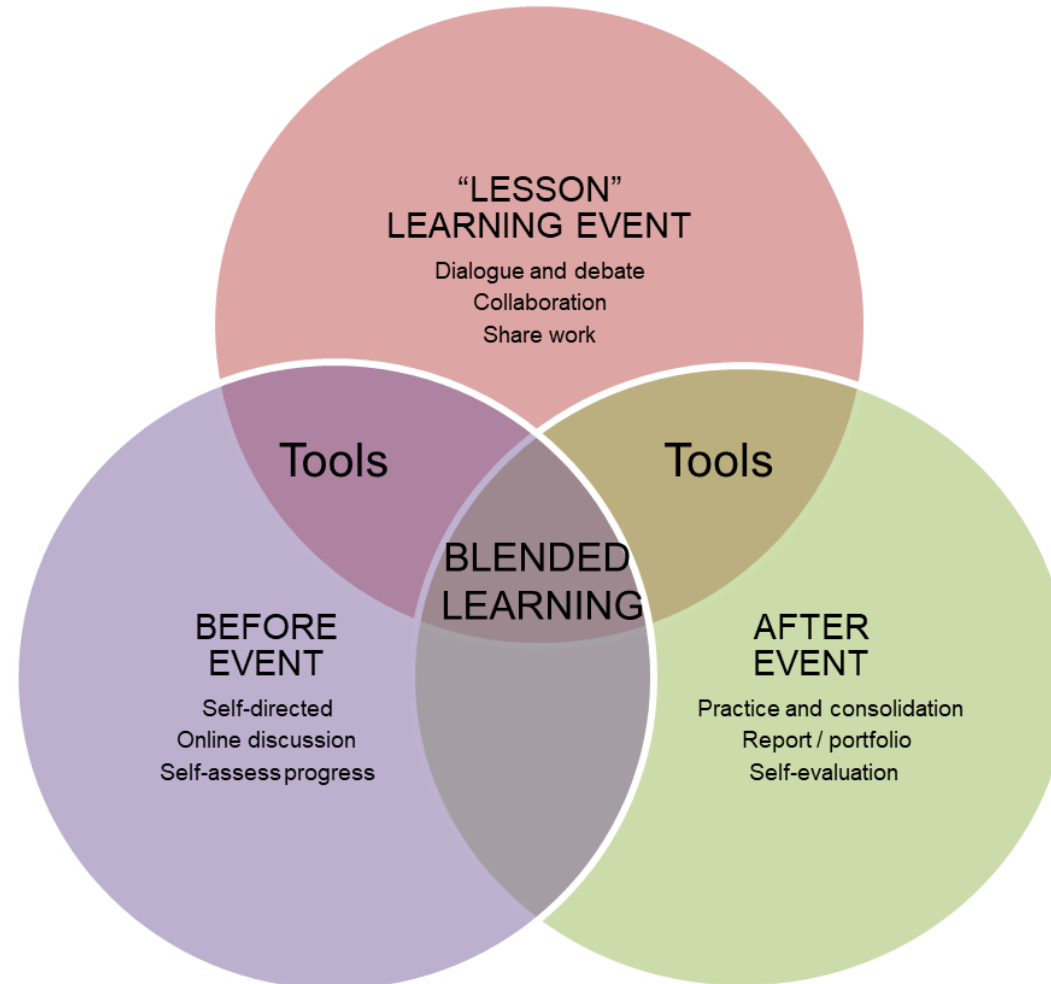
Blended Glance Card

Subject		Topic		
Year		Level		
Social and Emotional Wellbeing <small>Ensuring that learners feel safe, healthy and included</small>				
Acquisition <small>Watching/listening to a teacher presentation or demonstration, reading from books or websites, watching demos or videos</small>	Collaboration <small>Working together (in pairs or groups) to discuss an issue, solve a problem, and/or create a product</small>	Discussion <small>Articulating ideas and questions and challenging the ideas and questions from other learners and/or from the teacher</small>		
Investigation <small>Exploring materials, asking questions, sharing results, applying their learning and making connections with the world around them</small>	Practice <small>Adapting their actions to a given task and using the feedback to improve their next action</small>	Production <small>Using what they have learned to create an artefact that demonstrates their understanding</small>		
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WHEN The focus	WHERE Modalities	WHAT Learning Types	HOW Technologies	NOTES On the blend
Before Class	<input type="checkbox"/> Live <input type="checkbox"/> In-class <input type="checkbox"/> Self-directed	<input type="checkbox"/> Acquisition <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion <input type="checkbox"/> Investigation <input type="checkbox"/> Practice <input type="checkbox"/> Production <input type="checkbox"/> Assessment	<input type="checkbox"/> OneNote <input type="checkbox"/> Teams <input type="checkbox"/> _____ <input type="checkbox"/> _____	
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Include a note here on the **task** you want them to complete.



The “flipped classroom”



Some see it as an old idea



Oral transmission from classic sources



Book printing

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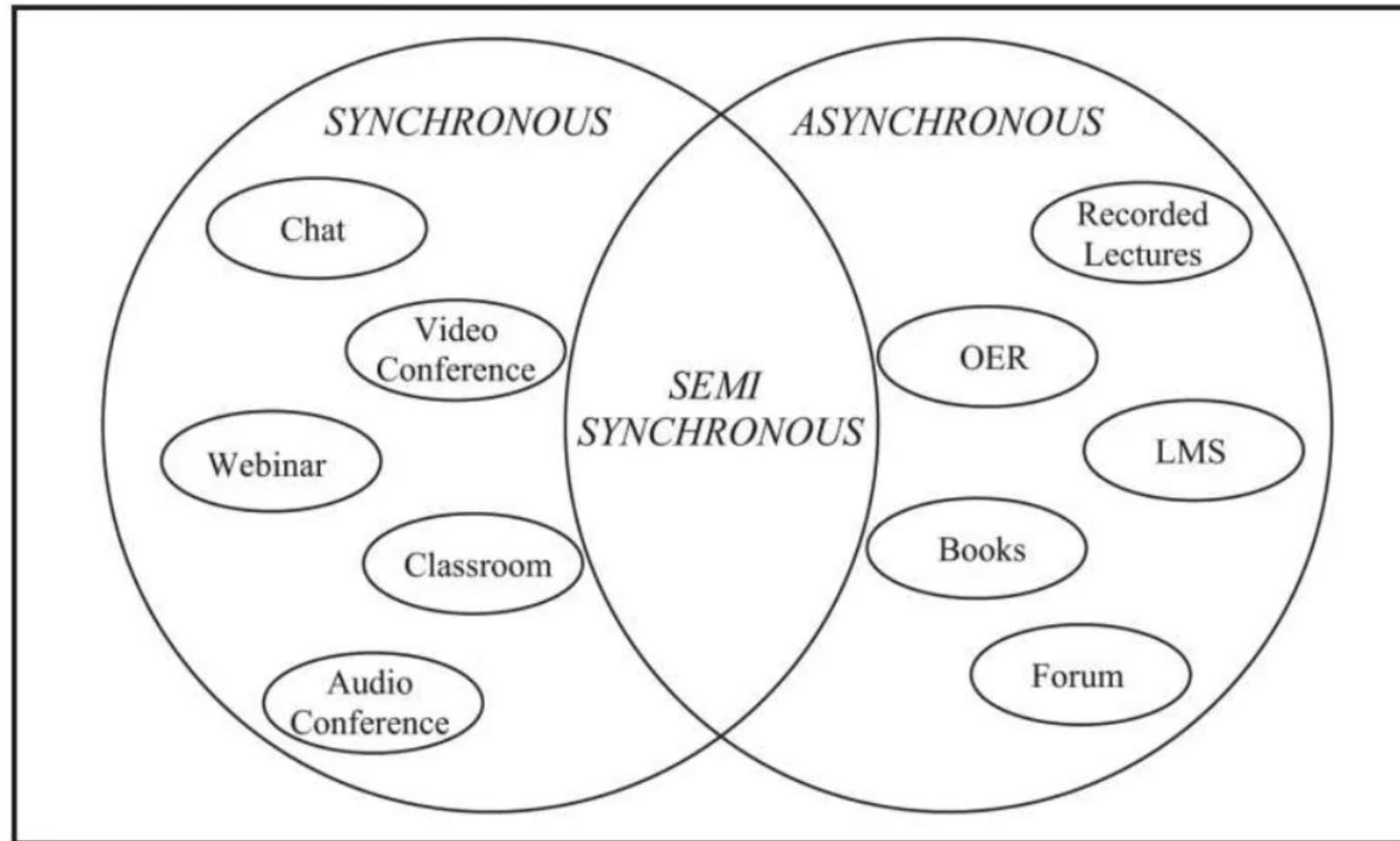


Blended learning, 1.0?



Not a New Idea

Figure 1 Some possibilities for time-based blending



Graphic from Norberg, Dziuban, Moskal (2011) A Time Based Blended Learning Model, Emerald, On the Horizon Journal 19:3, by permission

<https://www.slideshare.net/Edueye>



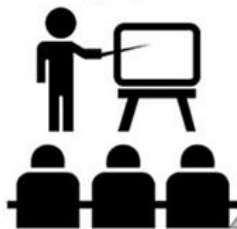
So it is about Active Learning

Traditional Model



Students are expected to achieve these levels on their own outside of the classroom

New information is conveyed through passive didactics

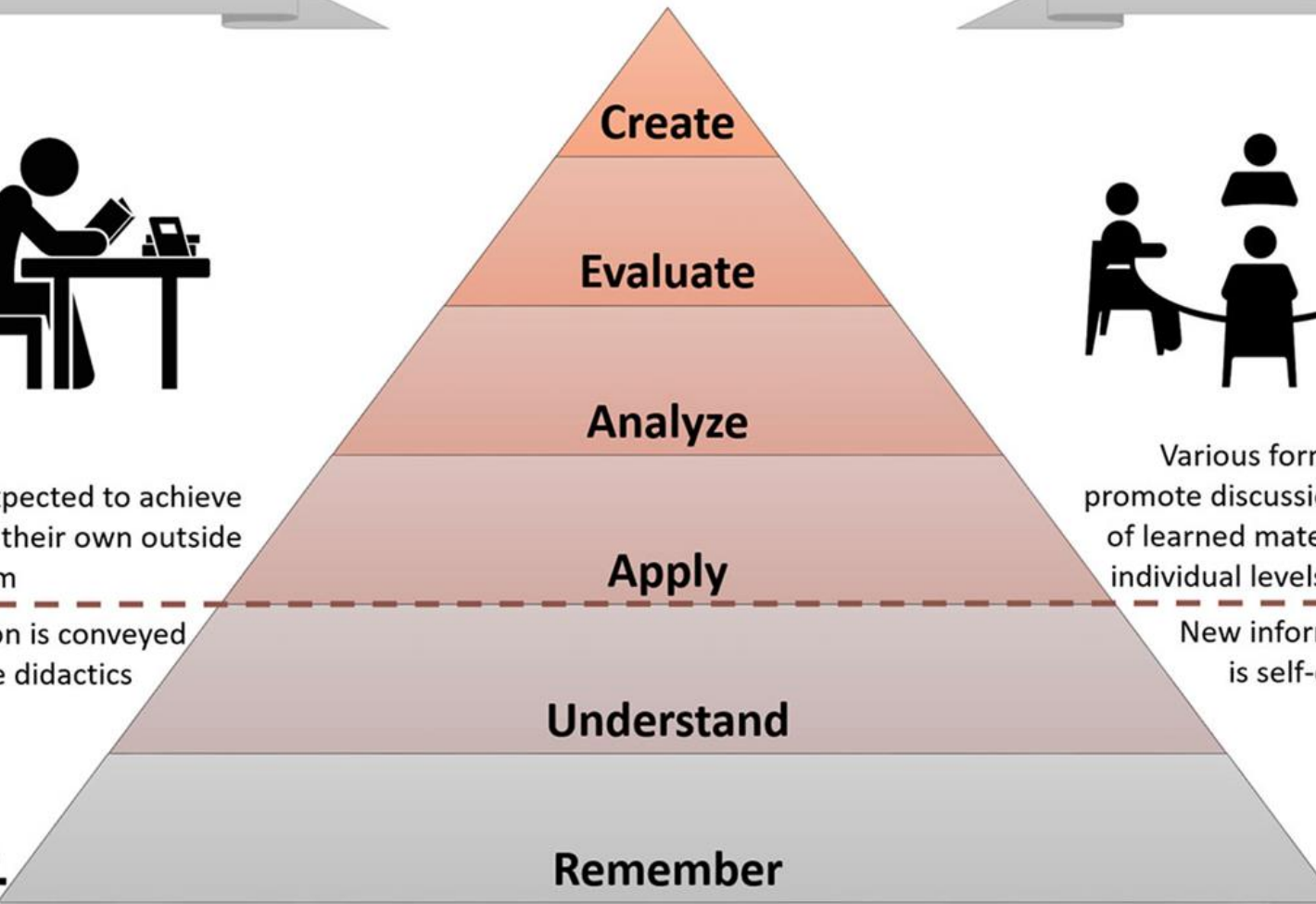


Active-learning Model



Various formats of interaction promote discussion and application of learned material, responsive to individual levels of understanding

New information acquisition is self-directed, with aids



Benefits of Flipped Classroom

- Students can **revisit** information whenever they choose with the flipped classroom
- Class time can be used to **engage** in valuable discussions with the flipped classroom model
- Educators have more opportunity to offer **feedback** with the flipped classroom
- Lessons can be more **personalised** with the flipped classroom mode
 - Frees you up to work with those that need more help



WHEN TO USE SYNCHRONOUS LEARNING

WHEN TO USE ASYNCHRONOUS LEARNING

Design your course so that the synchronous learning activities make the most of the interactive nature of synchronous learning while complimenting the a synchronous activities



Considering the options - choice

	Asynchronous (on demand)	Synchronous (live)
Advantages	<ul style="list-style-type: none">• Flexibility: Usable any time/place, as needed• Deep processing: More time available for deep processing, use, and practice	<ul style="list-style-type: none">• Social interaction: Real-time support, communication, discussion, sharing, and insights• Immediacy: Opportunities for real-time answers, feedback, guidance
Limitations	<ul style="list-style-type: none">• Isolation: Communication lag time delays support, help, clarification, and feedback, if these options are available at all	<ul style="list-style-type: none">• Inflexibility: Live scheduling may not work for all. One speed may be too fast or too slow for some. Limited time for contributing, processing, and practice.• Technical problems: Requires advanced technical and facilitation skills by instructors. Can expect disruptions from bandwidth and technical problems.

(Primary advantages and limitations of asynchronous and synchronous learning)



Acquisition

Watching/listening to a teacher presentation or demonstration, reading from books or websites, watching demos or videos

In-centre

Live online

Self-directed

In-class teacher presentation

Live online teacher presentation

Reading books

In-class teacher demonstration

Live online teacher demonstration

Listening to podcast, webcasts

Hands-on workshop

Watching animations, videos

Reading multimedia, websites, digital documents and resources

Engaging with animations

Tools to facilitate acquisition

Office 365



Google Classroom

moodle

zoom

SCREENCAST MATIC

YouTube

nearpod

Khan Academy

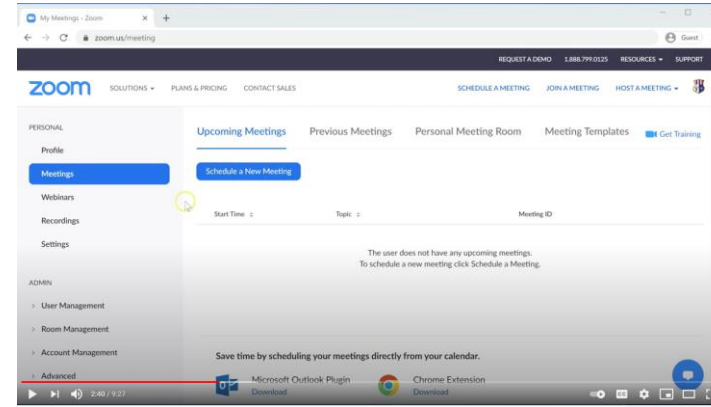
PowerPoint

teach
nimble

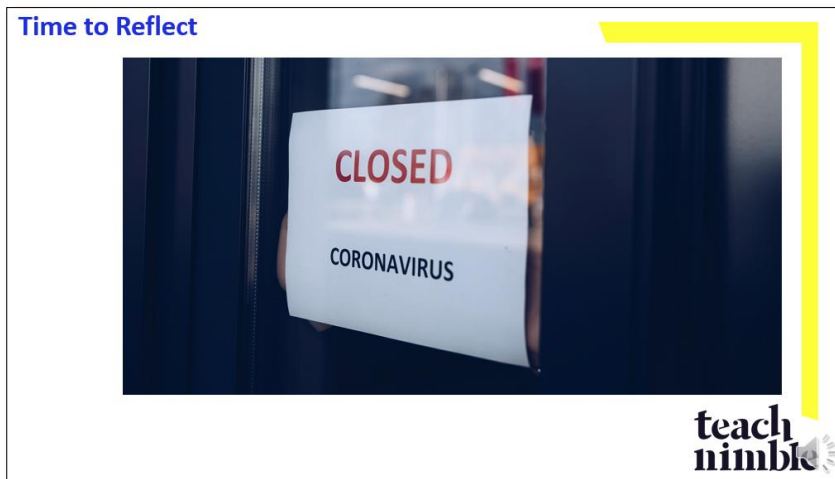
Sharing content in advance [Pre-canned material]



Pre-recorded presentation with video



Screencast



Pre-recorded presentation with audio



Podcast – conversation style

My own Experience



- Fear – speaking into the darkness
- Doing all the talking
 - Exhausted at the end of the session
- Little student interaction
- Led me to ask what is going on here?
- What should be going on?
- What are my expectations?
 - Discussion/interaction/knowledge construction

H2 Learning
www.h2.ie

Learning at a distance – nothing new really



H2 Learning
www.h2.ie


Correspondence Courses- Well over a 100 years old

QQI Definition for Blended Learning

The focus of the current learning environment is to shift from traditional classroom to delivering some elements of a course online, according to Richard Smith (2016). Blended learning, which incorporates a variety of elements from traditional classroom to a learning in small steps, is a blended learning environment that combines the best of both worlds and creates a more engaging, interactive, and learner-centred learning environment.

QQI guidelines refers to blended learning as "the integration of classroom face-to-face learning experiences with online learning experiences" (Garrison and Kanuka 2006; Dronick and Carliner 2006). Identified four typologies of pedagogy which could be blended learning, namely:

1. a mix of web-based technologies
2. a mix of various pedagogical approaches (for example, constructivism, behaviourism, cognitivism)



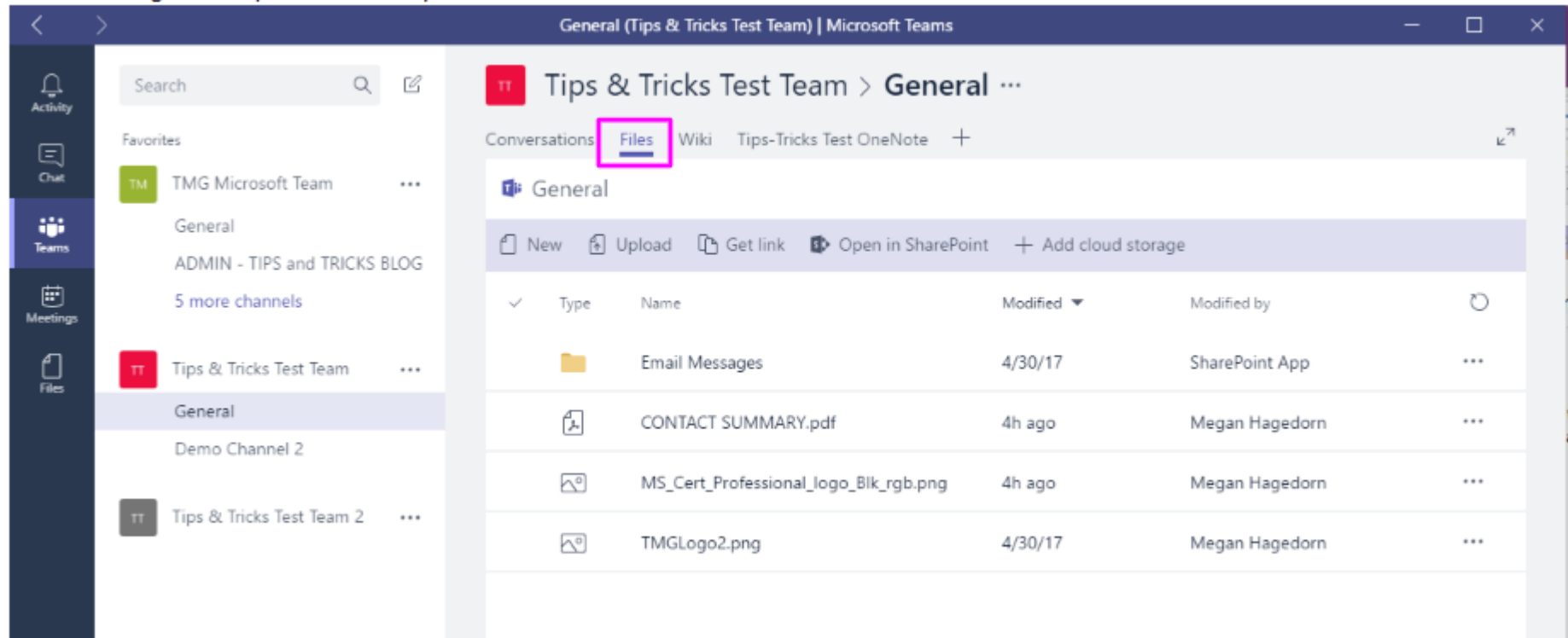
PDFs of slides/resources



Sharing Material in Advance



You can share this with your learners on Teams or Moodle



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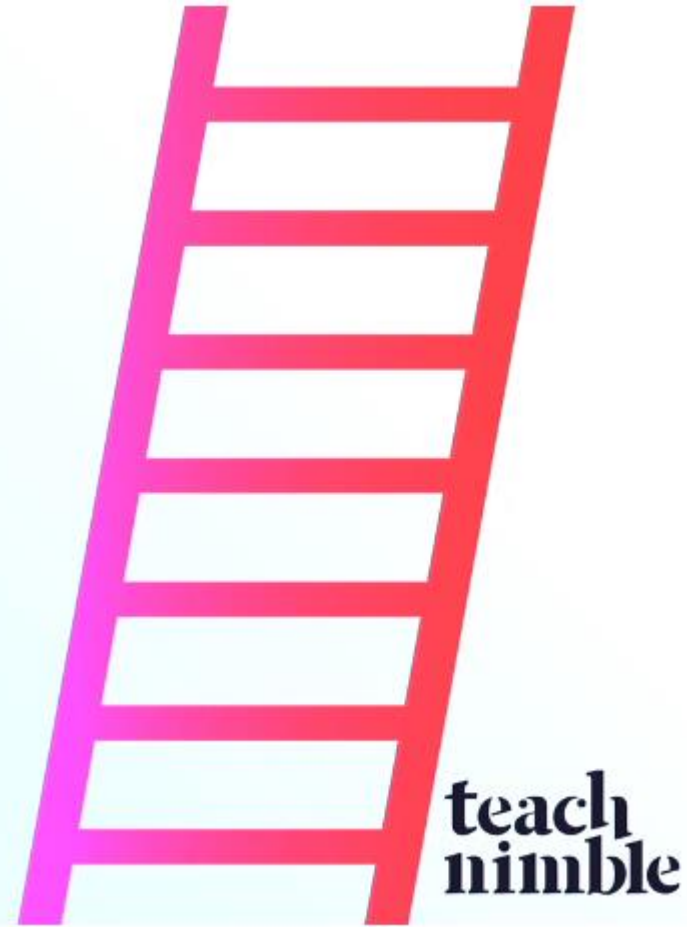
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Finally this week

Step Ladder

If a topic involves a linear chain of events, with a definite beginning and end, use the ladder.



Take a moment to consider

- What content might you share with your learners in advance and what is the purpose?
 - The type
 - What **format** will it take?
 - The purpose
 - What do you **want** the learners to do with it?



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