THE UNIVERSITY OF NORTHAMPTON

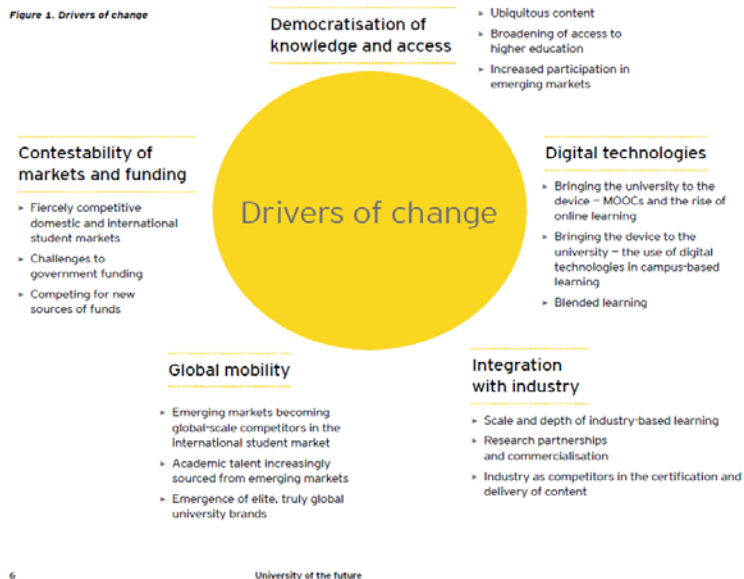# Designing for Online (Flexible and Blended) Learning

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Why Develop Online Learning?

- Delivering high quality student experience
- Leading innovation and value for money
- Opportunity, diversity, global and inclusive

Consistent with broader trends in higher education,
the delivery of education via the internet has taken on increasing importance for Business Schools

(Popovich & Neel, 2005)

Popovich, C. J., & Neel, R. E. (2005). Characteristics of distance education programs at accredited business schools. American Journal of Distance Education, 19, 229–240.

Online Learning

A Time of Change in Higher Education Worldwide

Ernst and Young Report for Australian HE identified the following drivers for change:

- **Broadening of access to knowledge**
- **Global mobility (and global university brands)**
- **Competition for domestic and international students**
- **Integration with industry**
- **Digital technologies**

Bokor, J (2012) *University of the Future*; Ernst & Young Higher Education Report; Available fromcation/vwLUAssets/University_of_the_future/$FILE/University_of_the_future_2012.pdf

Figure 1. Drivers of change

Drivers of change

Democratisation of knowledge and access

- ► Ubiquitous content
- ► Broadening of access to higher education
- ► Increased participation in emerging markets

Contestability of markets and funding

- ► Fiercely competitive domestic and international student markets
- ► Challenges to government funding
- ► Competing for new sources of funds

Digital technologies

- ► Bringing the university to the device – MOOCs and the rise of online learning
- ► Bringing the device to the university – the use of digital technologies in campus-based learning
- ► Blended learning

Global mobility

- ► Emerging markets becoming global-scale competitors in the international student market
- ► Academic talent increasingly sourced from emerging markets
- ► Emergence of elite, truly global university brands

Integration with industry

- ► Scale and depth of industry-based learning
- ► Research partnerships and commercialisation
- ► Industry as competitors in the certification and delivery of content

Design for Quality Learning

Its not about content or technology!

- Online technologies do not herald the end of Campus teaching

- They offer opportunities to transform how education is delivered and supported

- We need to make sure that we are using technology effectively (and efficiently)

"Historically, ***web-based business education courses have relied extensively on text-based transmission of course content and discussion***. This is true for a number of reasons, such as limited bandwidth, hardware/software requirements for students, and the learning curve required for both students and instructors."

(Arbaugh et al, 2009)

Arbaugh, J.B.; Godfrey, M.R.; Johnson,M.; Leisen Pollack, B.; Niendorf, B.; Wresch, W. (2009) Research in online and blended learning in the business disciplines: Key findings and possible future directions; *Internet and Higher Education* 12:71-89

Design for Quality Learning

Basically I printed off everything and read through it, placed it into the order I thought was the best and have continued from there.

Online Learning

Let's think about how we would learn online:

- Is it about delivering ubiquitous content?
- Or enabling
  - New ways of thinking
  - Problem solving
  - Context
  - The overall experience – engagement with tutors and peers

You are all Brilliant Tutors

Nominated **for THE Award – Outstanding Business School 2013**

- This nomination recognizes your commitment to **developing graduates who play active roles in Business and Social Enterprises** and
- Your commitment to an excellent **student experience**

You have helped the university **jump 39 places** to the **top 50** in the Guardian League Table Education Tables

So we must be doing something right!

Lets build on your brilliance noted from excellent Student Feedback and the goodwill we have built with our Alumni

Online Curriculum Design:
Courses that meet student needs

Over to you:

10 min Brainstorming Activity!

In Groups of 6
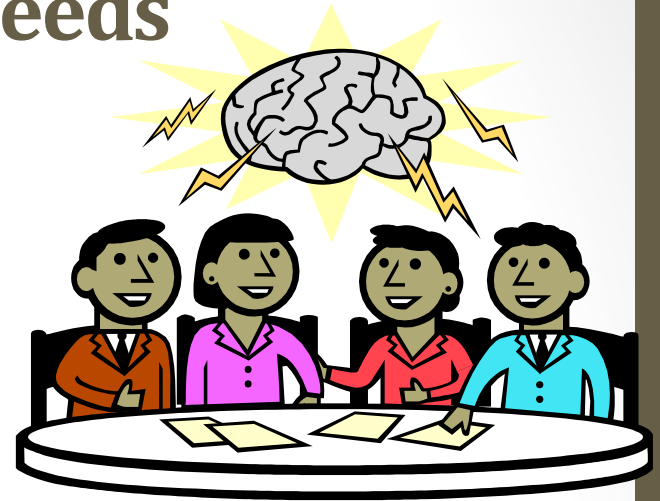
How do you engage students **in the classroom?**

Online Curriculum Design

Things you can consider:

- **How do you make your seminar/workshop interactive?**
- **How do you engage students when you walk into a class?**
- **What kind of ice breaking activities do you undertake?**
- **How do you support students when an assessment is due?**
- **How do you feedback to those students?**
- **How do you deal with struggling students?**
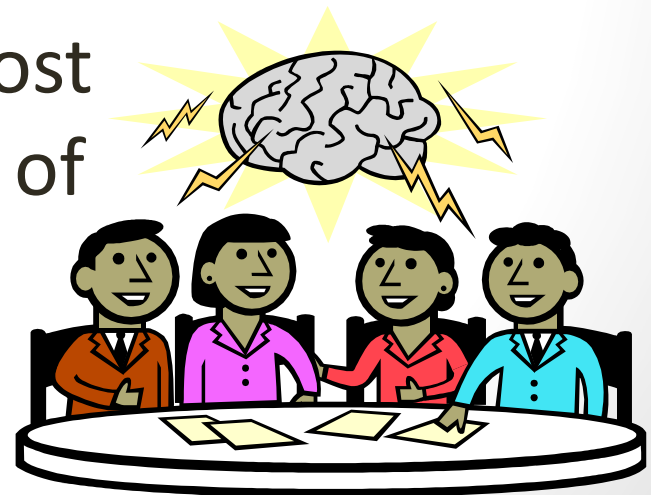
Lets share ideas

www.tinyurl.com/nbs-online-design

How do you engage students in the classroom?

Online Curriculum Design

How can you translate some of these excellent class activities into an online environment?

Reverse Brainstorm Activity – working in your group now post some ideas on the other side of the grid

What next?

CAIeRO WORKSHOP

Design *for Learning* **Planner**

What is a CAIeRO?

- Module Team version
- Programme version
- Practical 'Hands-On' version

CLEO:

Collaborative

Learning

Experience

Online

Curriculum Development

- Moving away from being content driven
- We are already **embedding participative** practices through **CAIeROs**
- Next stage is to move towards more **collaborative teaching practice**

Examples: Flowcharts

- Remember the earlier quote?
- Clarify the student journey through the module
- Flowchart through the module e.g. FINM036

Basically I printed off everything and read through it, placed it into the order I thought was the best and have continued from there.

Examples: Storyboarding

Guide your students through the materials …

- Use content folders to organise materials

- Topic based rather than week-by-week

- Stick to the storyboard

- E.g. FINM036 (Module Materials)

Basically I printed off everything and read through it, placed it into the order I thought was the best and have continued from there.

Examples: E-tivities / Online Activities

E-tivity 1: managing asynchronous online groups ⊙

E-tivity 1: what are the challenges associated with managing online groups of learners who work asynchronously?

TIVITY	WHAT WOULD HAVE TAKEN FOUR WEEKS OF EMAILING TOOK FOUR HOURS FACE-TO-FACE. -John and Erin O'Sullivan, Benchmark Clothing Image by Guerrilla Futures on Flickr
Purpose	To identify needs and challenges associated with managing groups of learners who work asynchronously online.
Task	In less than 70 words and as a response to the root message in this e-tivity's discussion forum (see link below): (a) Indicate your role and discipline at the university. (b) Briefly describe a challenge in relation to your work with online students. This could be a problem you've experienced yourself or a colleague's. If you do not teach, please refer to a challenge associated with those you support (students or staff).
Reflection and feedback	After a few minutes, return to the forum (refresh the page!) and choose someone else's problem. Respond to his or her message, provide a comment on the challenge and reflect on a possible solution.

Looks great … But remember to THINK MOBILE!
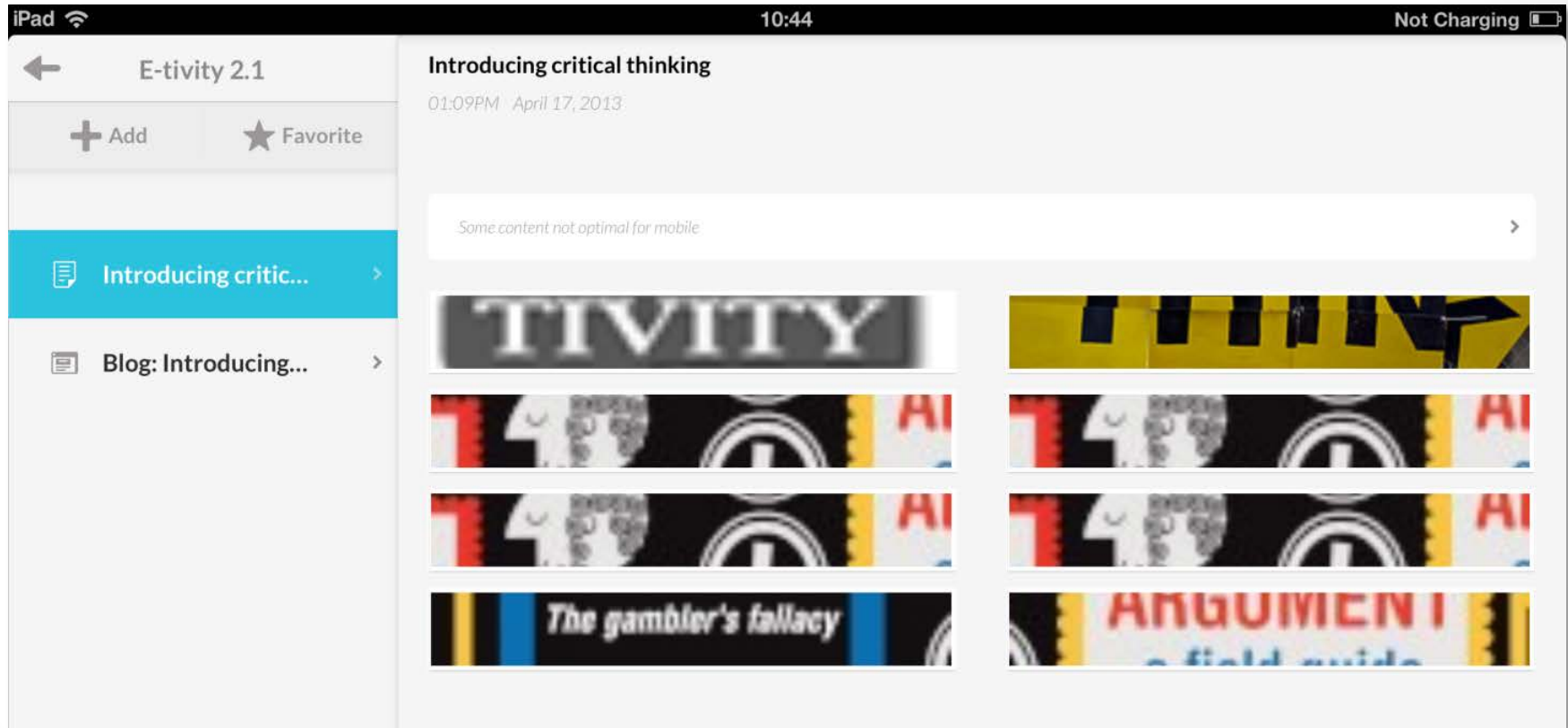
Mobile unfriendly e-tivity (desktop)

E-tivity 2.1

Introducing critical thinking

CC licensed image by J Skilling

| Purpose | To introduce you to the subject of critical thinking. |

1. Before you do anything else, use the link below to access your blog. Then create a new post and answer the following questions:
(a) What do you understand by the term 'critical thinking'?
(b) What do you understand by the term 'argument'?
You should answer both questions in the same post: your responses do not need to be more than 100 words long.
Please note that although your blog is individual, it can be seen by other members of the group. Feel free to look at what other people have written, and add comments if you like.

2. Now watch the following short videos:

Critical Thinking Part 1: A Valuable Argument

Duration: (2:21) User: technyouvids - **Added:** 11/12/11

YouTube URL: http://www.youtube.com/watch?v=iSZ3BUru59A

Watch Video

Critical Thinking Part 2: Broken Logic

Duration: (2:01) User: technyouvids - **Added:** 11/12/11

YouTube URL: http://www.youtube.com/watch?v=VRZk62QNOsM

Watch Video

Mobile unfriendly e-tivity (mobile)

Mobile friendly e-tivity (desktop)

E-tivity 2.1 (iOS Compatible Version)

E-tivity

Purpose

To introduce you to the subject of critical thinking.

Task

1. Before you do anything else, use the blog link at the bottom of the page to access your blog, then create a new post and answer the following questions: (a) What do you understand by the term 'critical thinking'? (b) What do you understand by the term 'argument'? You should answer both questions in the same post, and your responses do not need to be more than 100 words long.
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2. Now watch the following short videos:

Critical Thinking Video - 1 of 6

Critical Thinking Part 1: A Valuable Argument
Desktop/laptop users - click on the link above to view the video (opens in new window)
iNorthampton/Blackboard Mobile Learn users - video opens automatically

Critical Thinking Video - 2 of 6

Critical Thinking Part 2: Broken Logic
Desktop/laptop users - click on the link above to view the video (opens in new window)
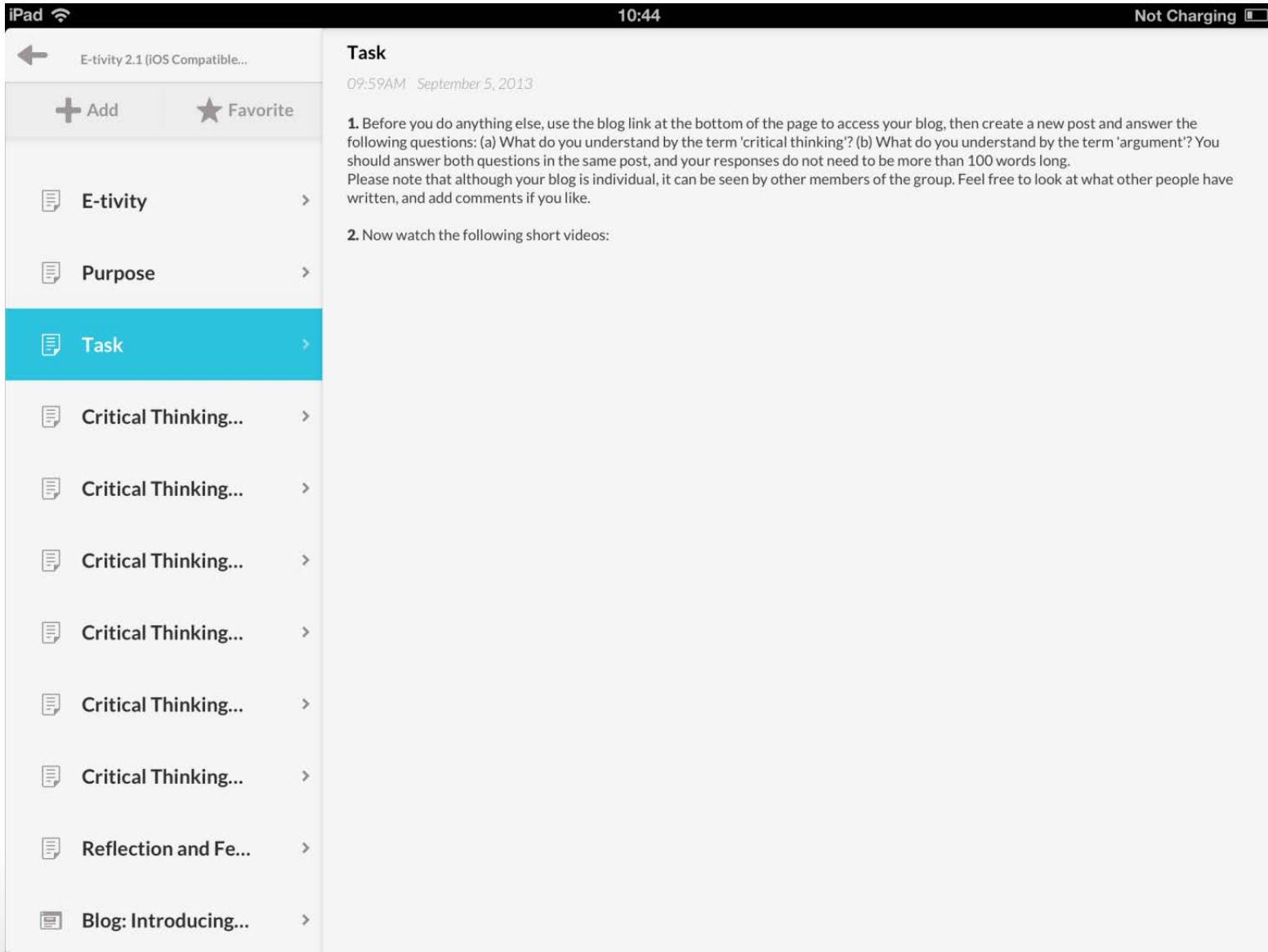iNorthampton/Blackboard Mobile Learn users - video opens automatically

Mobile friendly e-tivity (mobile)

Examples: Discussion Boards

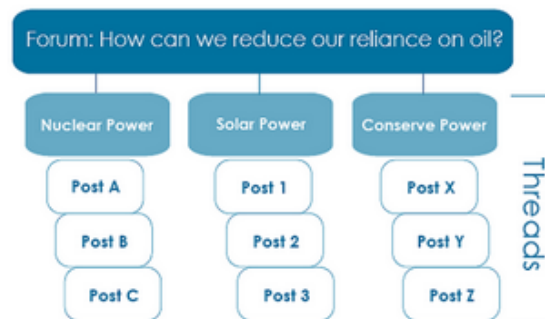|	Forum	Description	Total Posts	Unread Posts	Total Participants
☐	General Discussion Board	This Discussion Board has been set up to allow students to communicate with each other or with tutors. It is designed with you in mind so if there are topics that you would like to discuss, please begin a new thread with a relevant title to indicate to other students what that particular thread relates to. If you want to share opinions and thoughts on tangential or unrelated topics to those already being discussed, please create a new thread in order to spark a discussion on a different topic.	0	0	0

Forum - a forum is the general subject area that you wish to discuss.

Thread - Start a new thread to begin a conversation. A thread includes the initial post and any replies to it - it is a conversation in response to that forum.

Forum: How can we reduce our reliance on oil?

Nuclear Power	Solar Power	Conserve Power	
Post A	Post 1	Post X	Threads
Post B	Post 2	Post Y	
Post C	Post 3	Post Z	

Click **reply** to respond to a particular posting or **Create Thread** to start a new conversation.

	Forum	Description	Total Posts	Unread Posts	Total Participants
☐	Frequently Asked Questions	Instead of emailing your tutors with general questions about this module, please use this Discussion Board to post any questions you may have. It is likely that you are not the only person who needs to ask the question and it means that your tutors will have more time to concentrate on teaching! However, if you have a personal issue, please email your tutor in the first instance. Students can post answers to the questions so please don't be dependent on your tutors for a response. You can post anonymously too if you find this easier.	0	0	0

Benefits

- Flexible, Blended ..even Mobile
- If you develop your online experience it will filter into the classroom too
  - This is about getting the right blend of learning
  - Added value for F2F students
- Developing Digital Literacy
- Comments from participants (CAIeRO)

CAIeRO WORKSHOP

Final Activity

- Nominate Yourself
- Group Post Its

Staff Development Event

Ideas for future staff development:

- Storyboarding your module (CAIeRO)

- Using discussion boards (CLEO)

- Using voice (CLEO)

- Creating e-tivities (CAIeRO)

 Any others?

Suggested dates:

Wednesdays 11 December, 8 & 15 January?

Questions and Challenges

Thank you for listening

Written and presented by The Rachels!

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