



# Approaches to designing blended learning

AMEE Pre-Conference Workshop Sunday 28 August 2016  
Natalie Lafferty - University of Dundee



Some perspectives from my journey at Dundee

Flipped classroom ... Why are medical students 'checking out' of active learning in a new curriculum?



White, Casey, et al. "Why are medical students 'checking out' of active learning in a new curriculum?"  
Medical Education 48.3 (2014): 314-324



What's driving your use of blended learning ...  
is it technology or your educational philosophy?



**Blended learning or information transmission?  
Death by click, click, click learning**



Passive - spoon feeding – students as consumers

Digital native




Digital immigrant



# Fact or Fiction? Self-efficacy

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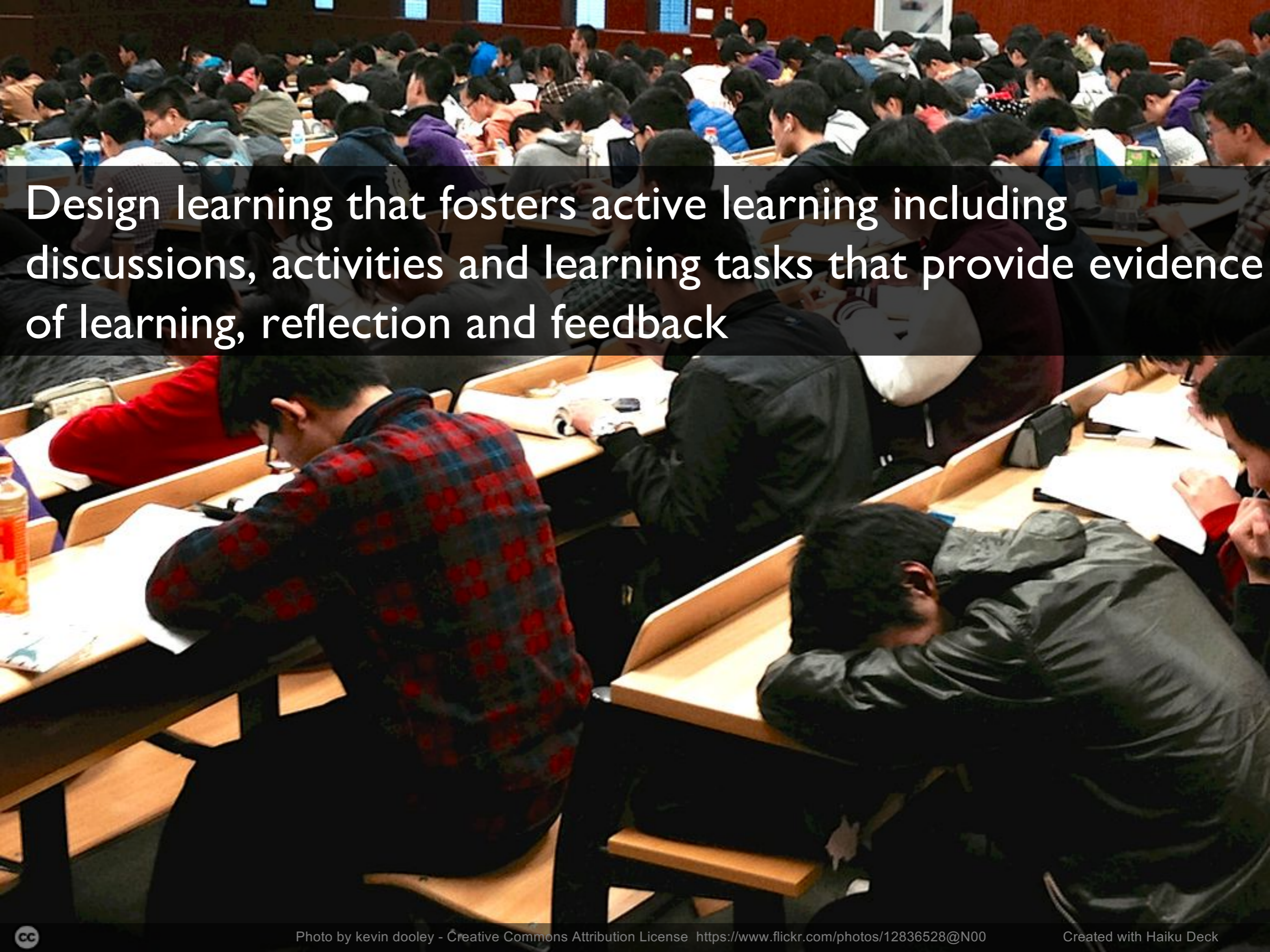
In a teacher-centred model of e-learning, as noted earlier, the educator creates a one-dimensional product, but in the student-centred model the learner is at the centre of the process and experiences a rich, interactive, multimedia environment as well as being provided with formative assessment.





What do you want students to learn, knowledge, skills, professional attributes ...



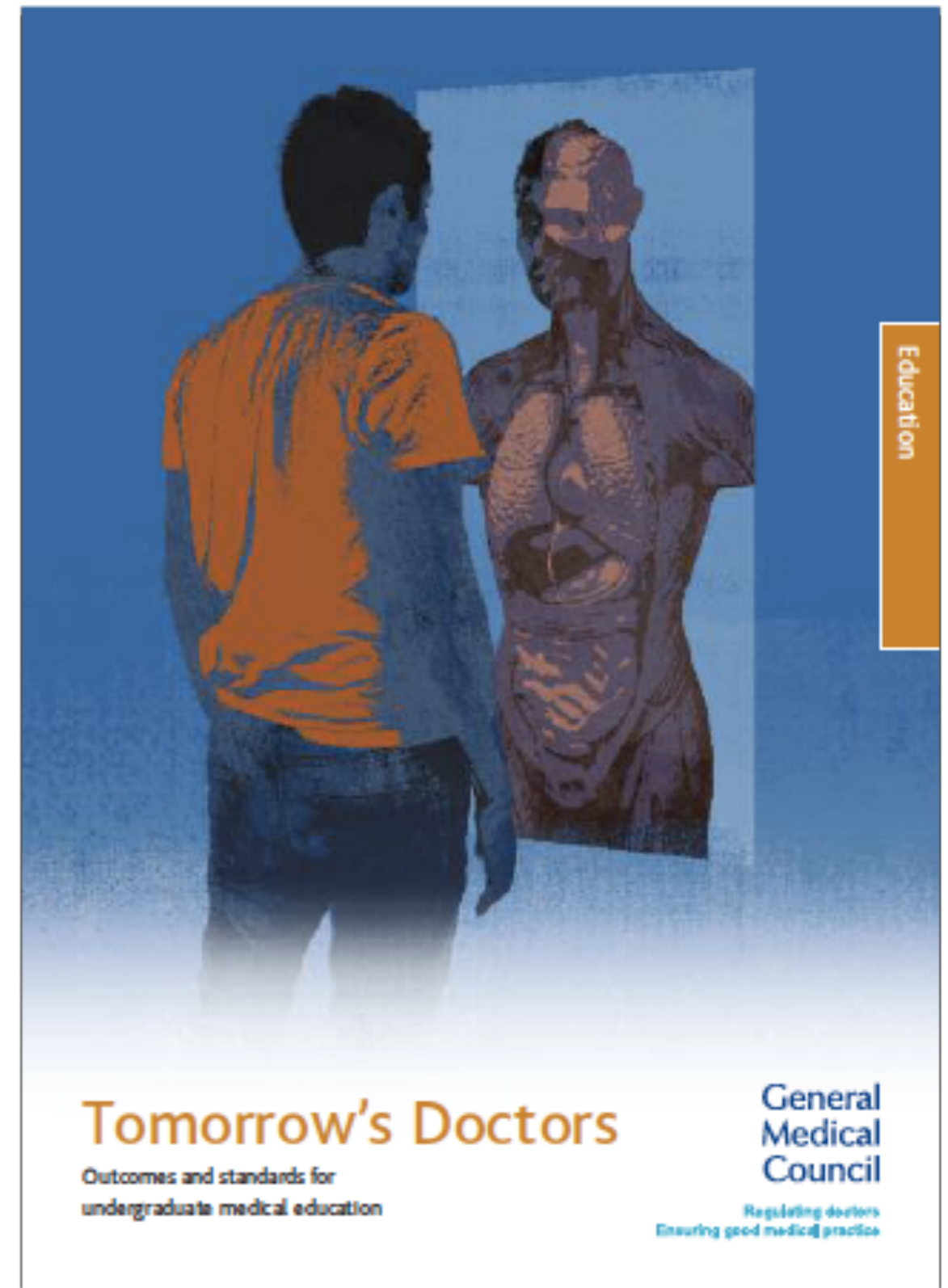


Design learning that fosters active learning including discussions, activities and learning tasks that provide evidence of learning, reflection and feedback

# The doctor as professional

Reflect, learn and teach others ...

Establish the foundations for lifelong learning and continuing professional development, including a professional development portfolio containing reflections, achievements and learning needs.



## Blended learning in a Student Selected Component

### **Presentation & Learning Design**

Probably the most commonly used technology in teaching is PowerPoint, some might say it's also the most misused or badly used. Students make presentations for small group work, attend many lectures with presentations (the good, the bad and the ugly). Not many people though are aware of some of the key principles which need to be considered when designing a PowerPoint presentation. These principles are also a helpful guide when developing an online learning resource. This tutorial will guide you through a series of activities which will introduce you to some keys to developing an effective presentation and learning resource.

#### **Activity 1 – the good and the bad**

##### **Good presentations**

**WHO ARE YOUR LEARNERS?**

**WHAT DO YOU WANT THEM TO KNOW,**

**YOUR ONLINE COURSE**

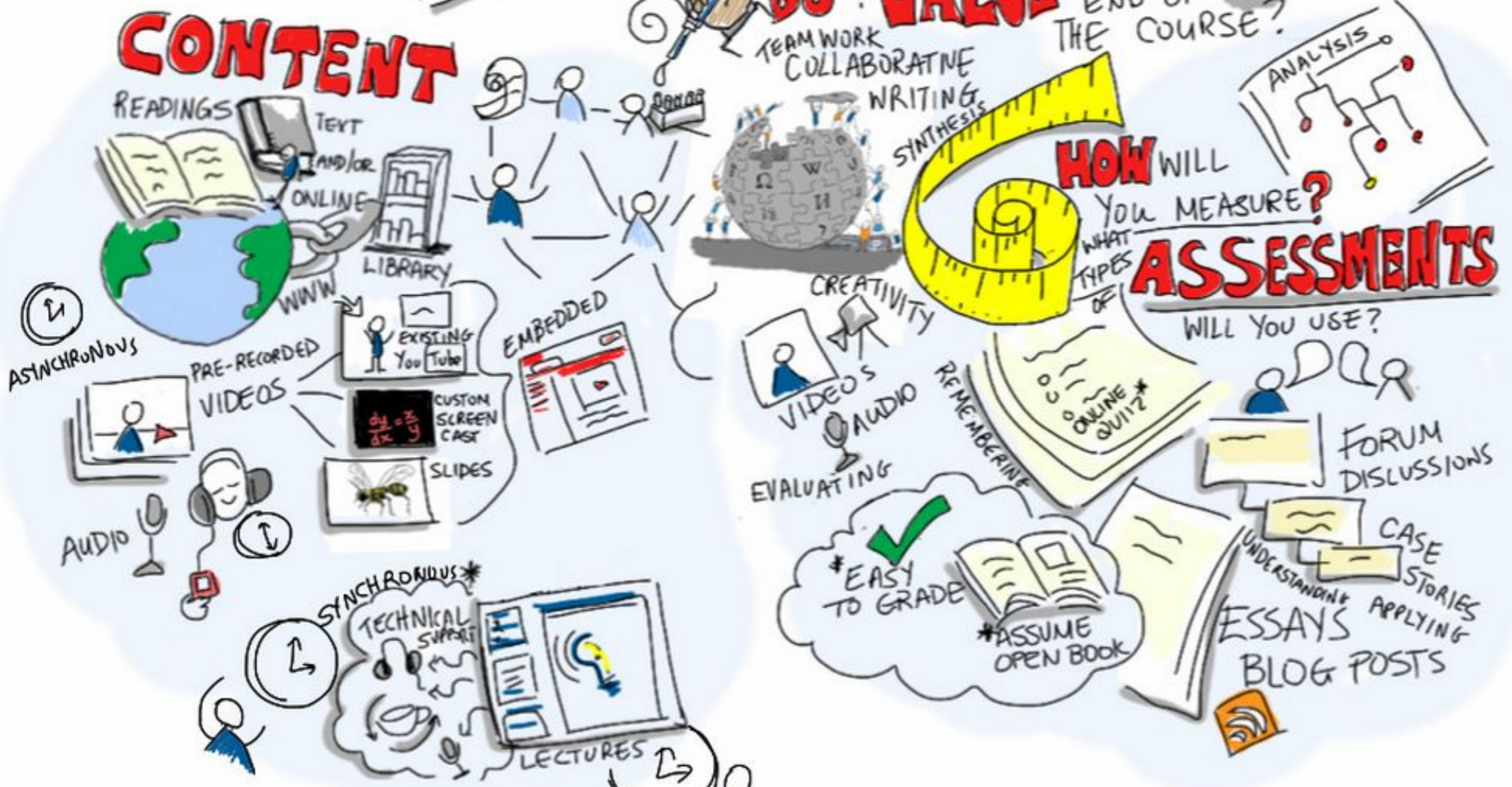
**DO: VALUE**

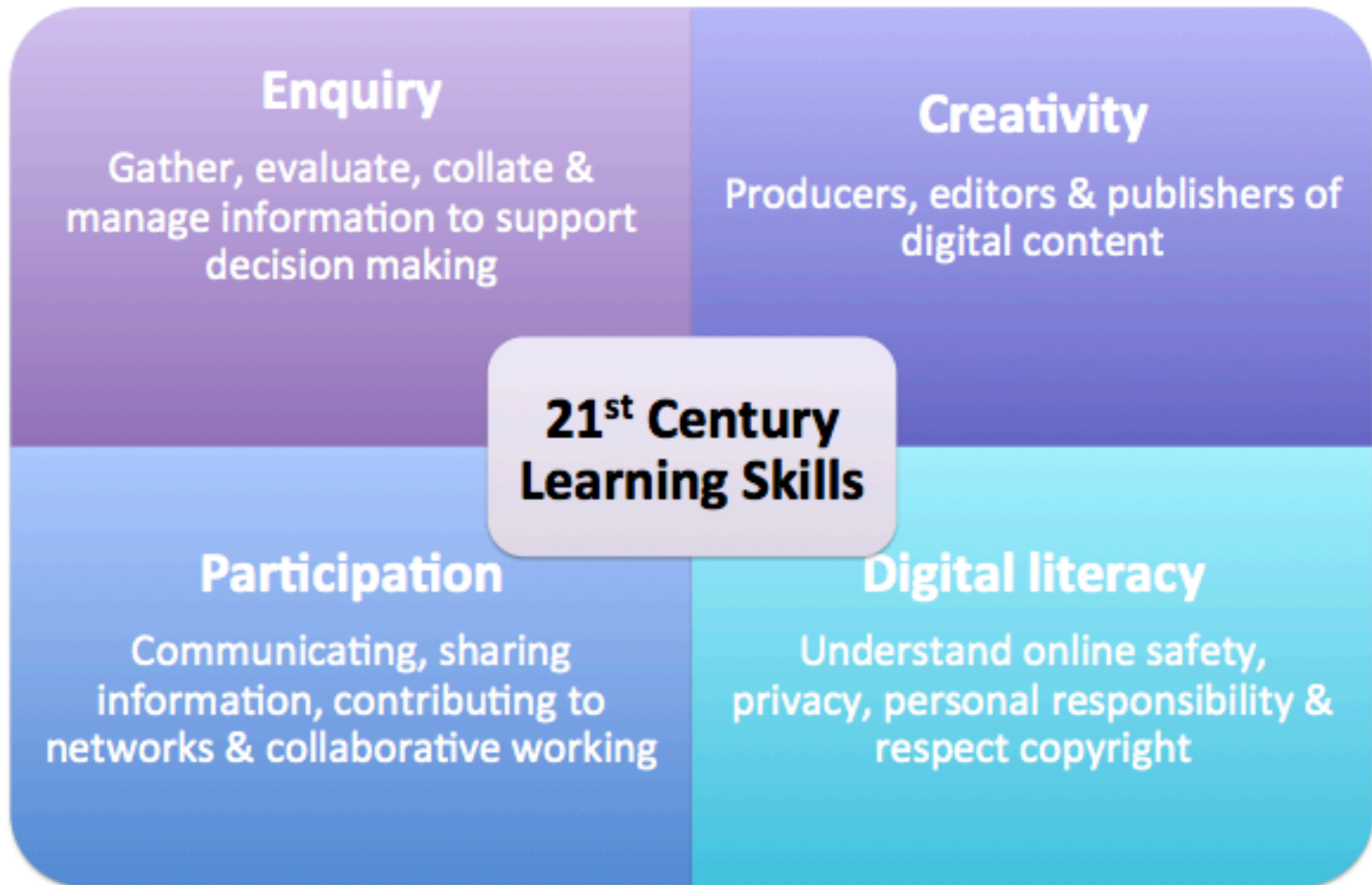
**BY THE END OF THE COURSE?**

**CONTENT**

**HOW WILL YOU MEASURE?**

**ASSESSMENTS**





(Siemens 2005; Sandars 2009)

# HYBRID

COURSE DEVELOPMENT

NIAGARA COLLEGE Barb Smith

CENTRE FOR EDUCATIONAL & PROFESSIONAL DEVELOPMENT  
CENTRE FOR ACADEMIC EXCELLENCE

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6 WEEK COURSE  
3hrs online  
6hrs F2F  
R/R  
R/R

TRAIN IN SPRING

OFFER IN FALL

PLAY SANDBOX

INTERDISCIPLINARY

FACULTY INTERACTION

COMMUNITY of PRACTICE

TEACHING & LEARNING PLAN

TEACHING PHILOSOPHY

THOUGHTFUL INTEGRATION

RETHINK  
RESTRUCTURE  
OPTIMIZE

QUALITY ASSURANCE

EVALUATION of course

ASSESSMENT

ACTIVE LEARNING & ENGAGEMENT

INTRO

REDESIGN

# 70 : 20 : 10 Framework

10

Structured Learning: Formal learning, workshops, webinars, online learning, e-learning, classrooms

20

Learning from others: Communities of practice, professional networks, user generated content, coaching, mentoring, feedback

70

Learning from experience: Action learning, problem solving, shadowing, self-directed learning, mobile support



# Ground work covered in online resources

## Copyright

Introduction to copyright issues, Creative Commons, patient consent etc

## Managing resources

Searching for resources, managing & curating resources

## Presentations/ Learning design

Accessibility, usability – fonts, colour schemes  
Cognitive load, multimedia design principles

## Learning theories

Understanding learning theories and how they might apply in different learning contexts

## Formative assessment

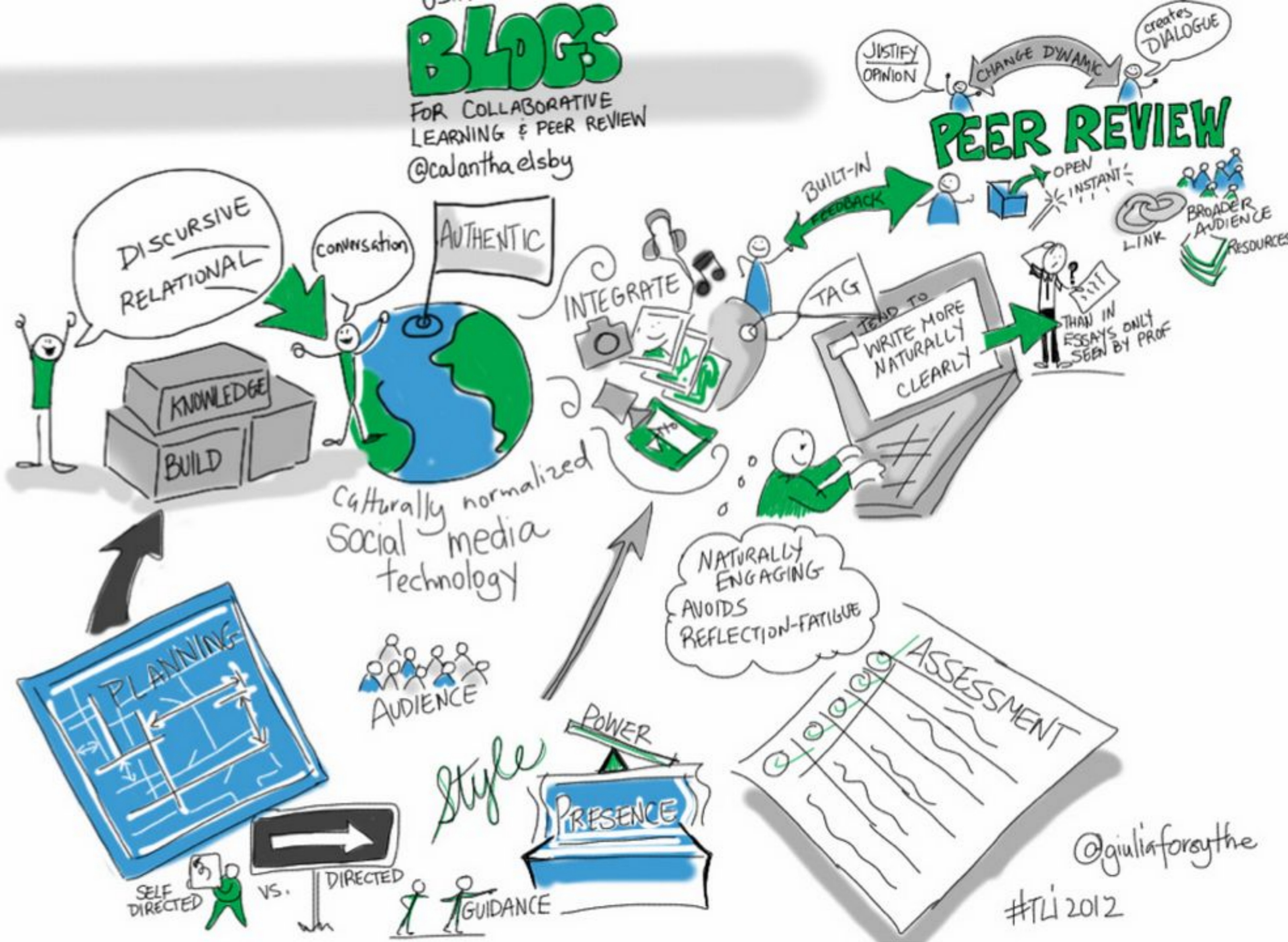
How to write a good assessment questions, eg MCQs

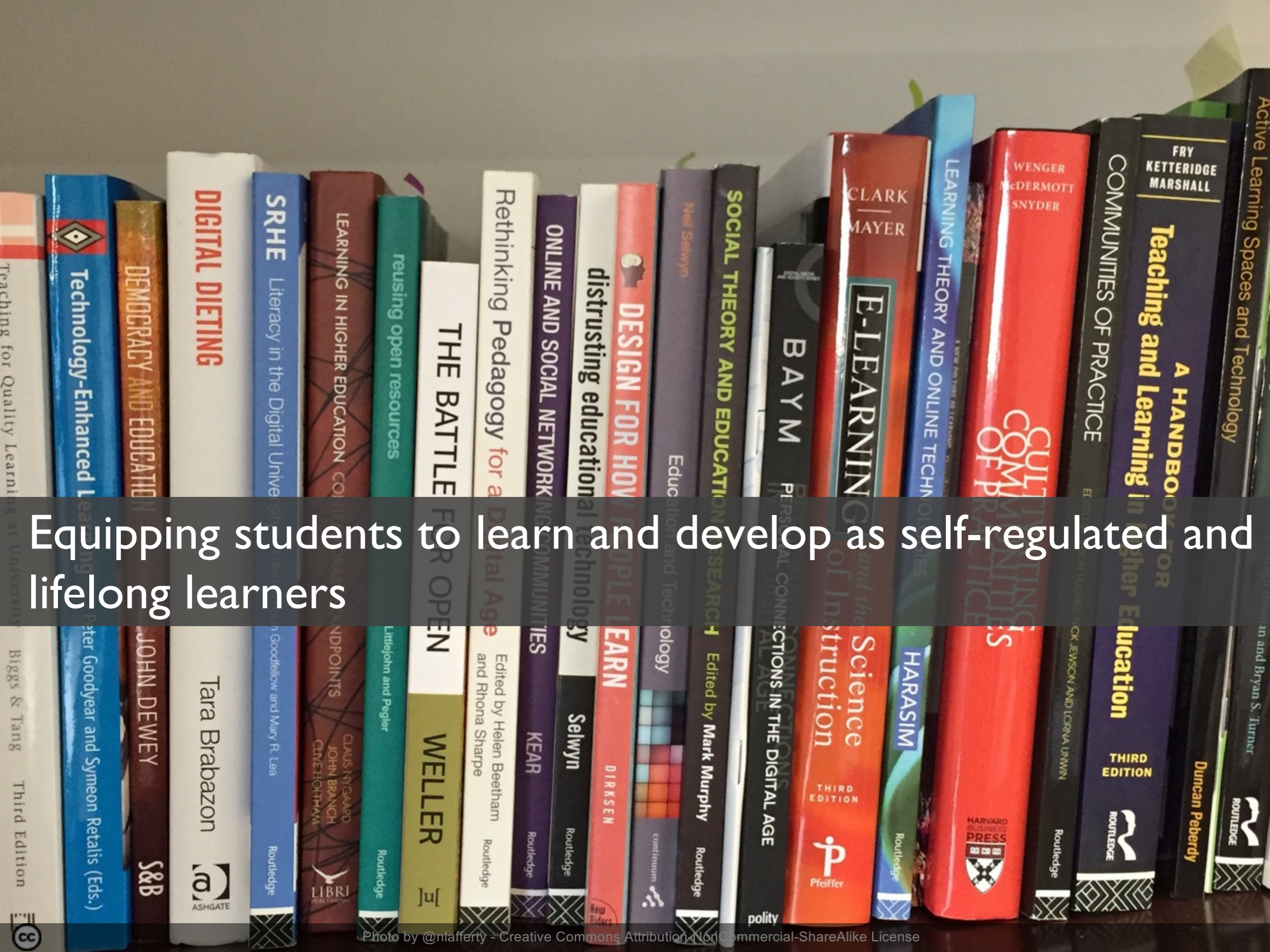
## Feedback

Incorporating feedback into your learning resource/activity and different forms of feedback

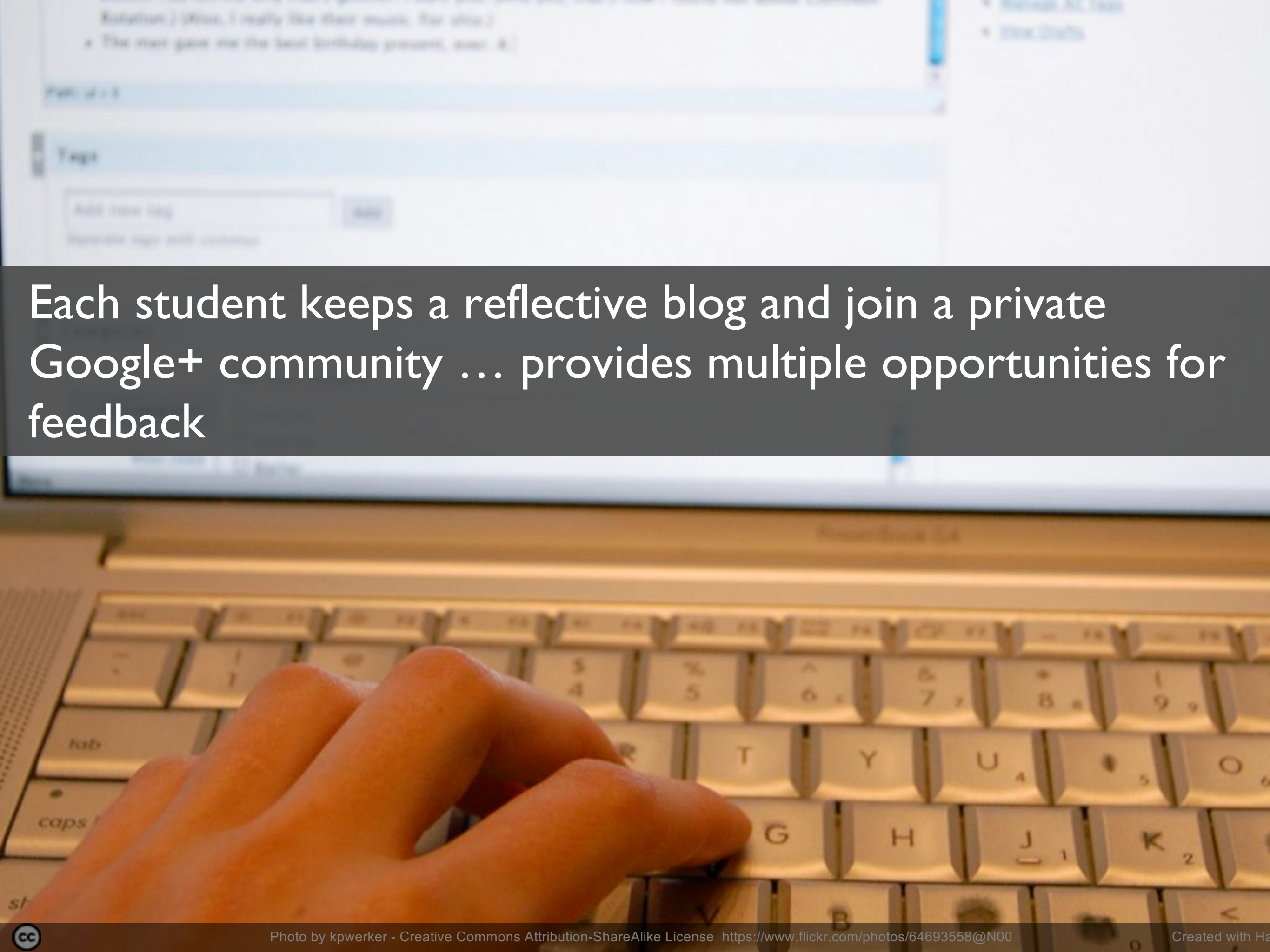
# BLOGS

FOR COLLABORATIVE  
LEARNING & PEER REVIEW  
@calanthaelsby

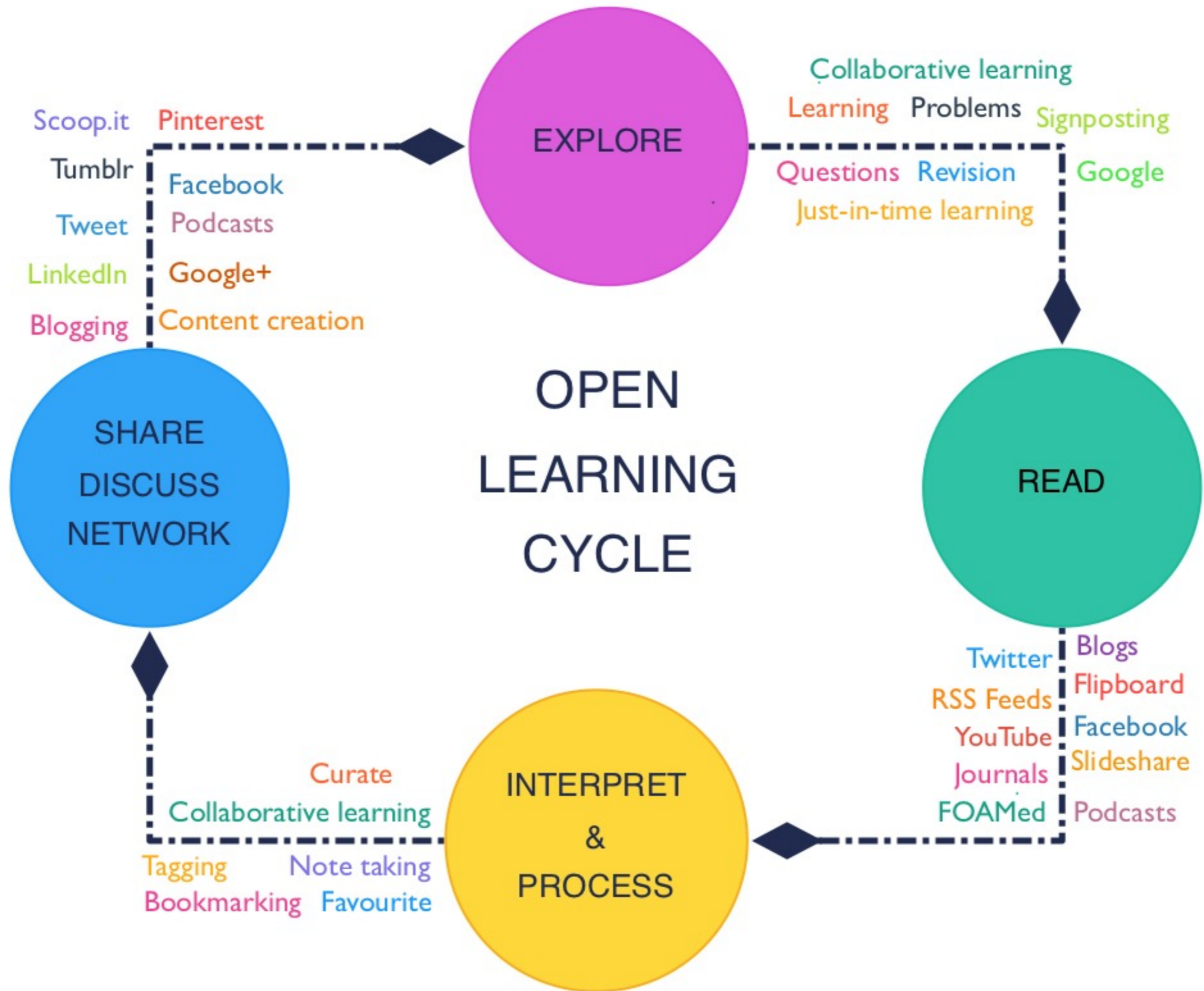




# Equipping students to learn and develop as self-regulated and lifelong learners


A close-up photograph of a person's hand typing on a silver laptop keyboard. The background is a blurred computer screen displaying a blog interface with text and a 'Tags' section. A dark grey semi-transparent box is overlaid on the screen, containing white text.

Each student keeps a reflective blog and join a private Google+ community ... provides multiple opportunities for feedback



Essential in formative assessment ...

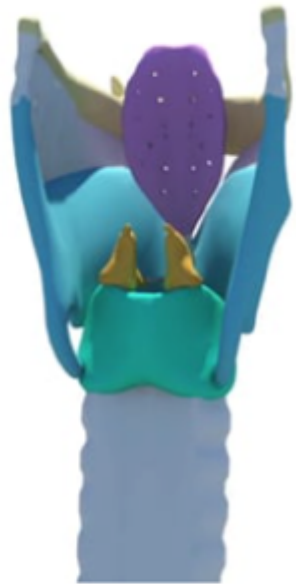
Providing a recipe for action and informing students' projects

 feedback

marketing directo e interactivo

ROGER ORTUNO FLAMERICH





**ANATOMY OF THE LARYNX:  
CARTILAGE STRUCTURES**

By Zoe Kirkham-Mowbray



**DEVELOPMENTAL  
MILESTONES  
18 Months - 4 Years**  
By Calum MacMillan

Student created videos –  
expert peer review and feedback key



**DEVELOPMENTAL  
MILESTONES  
6 Weeks - 12 Months**  
By Calum MacMillan



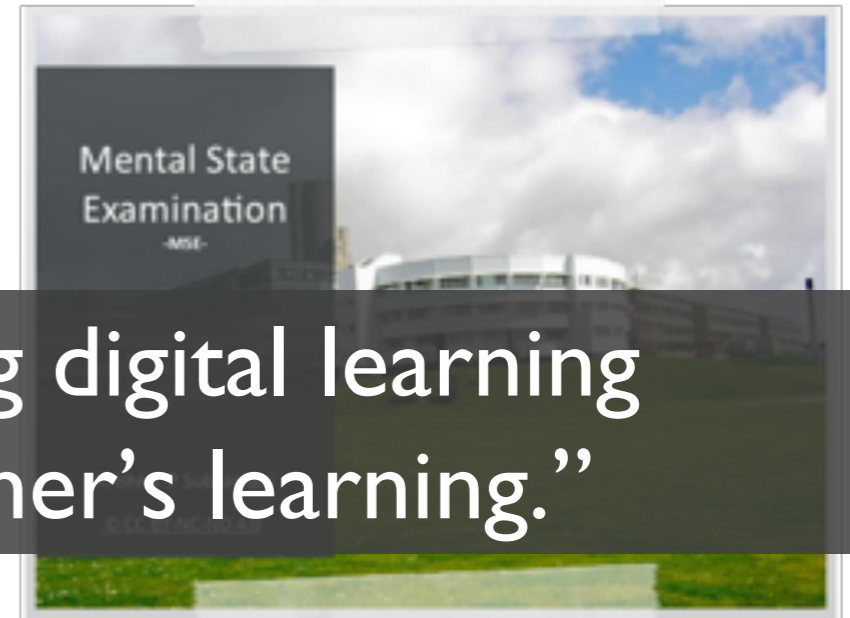
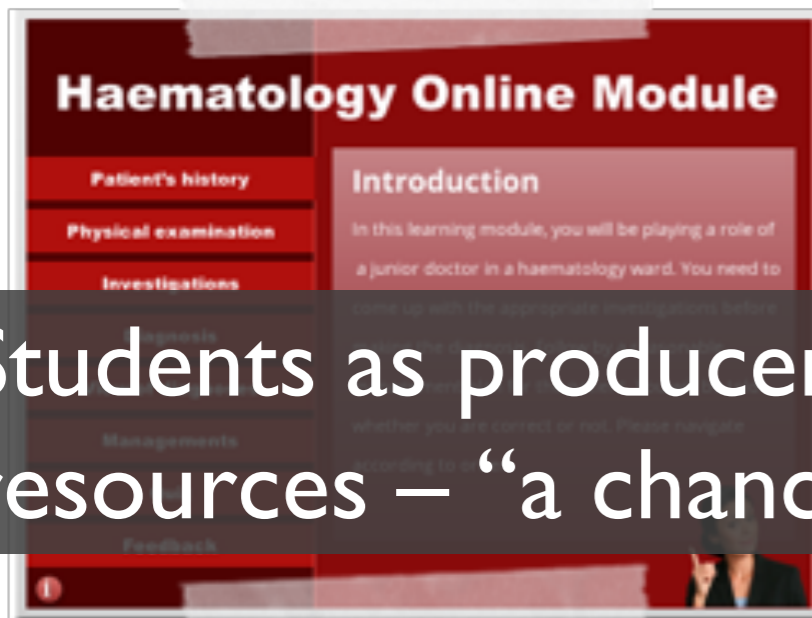
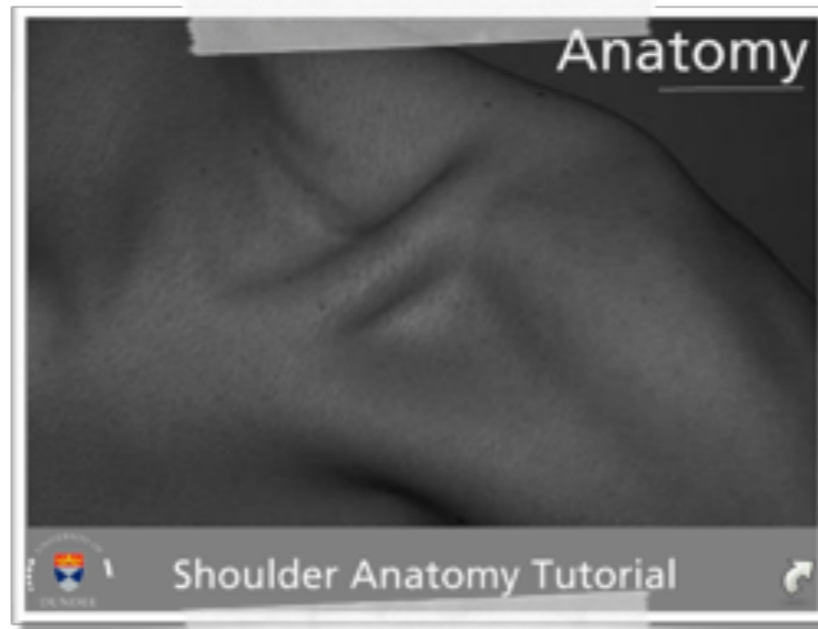
**PARATHYROID  
HORMONE**  
By Laura Barry

**Developmental Milestones: Ages 6 Weeks –...**

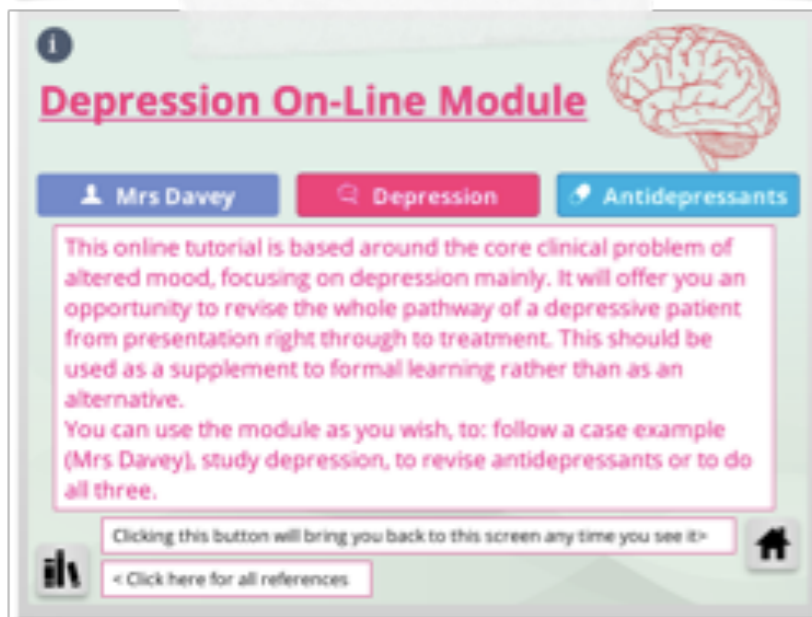
2 days ago

**Parathyroid Hormone by Laura Barry**

2 days ago



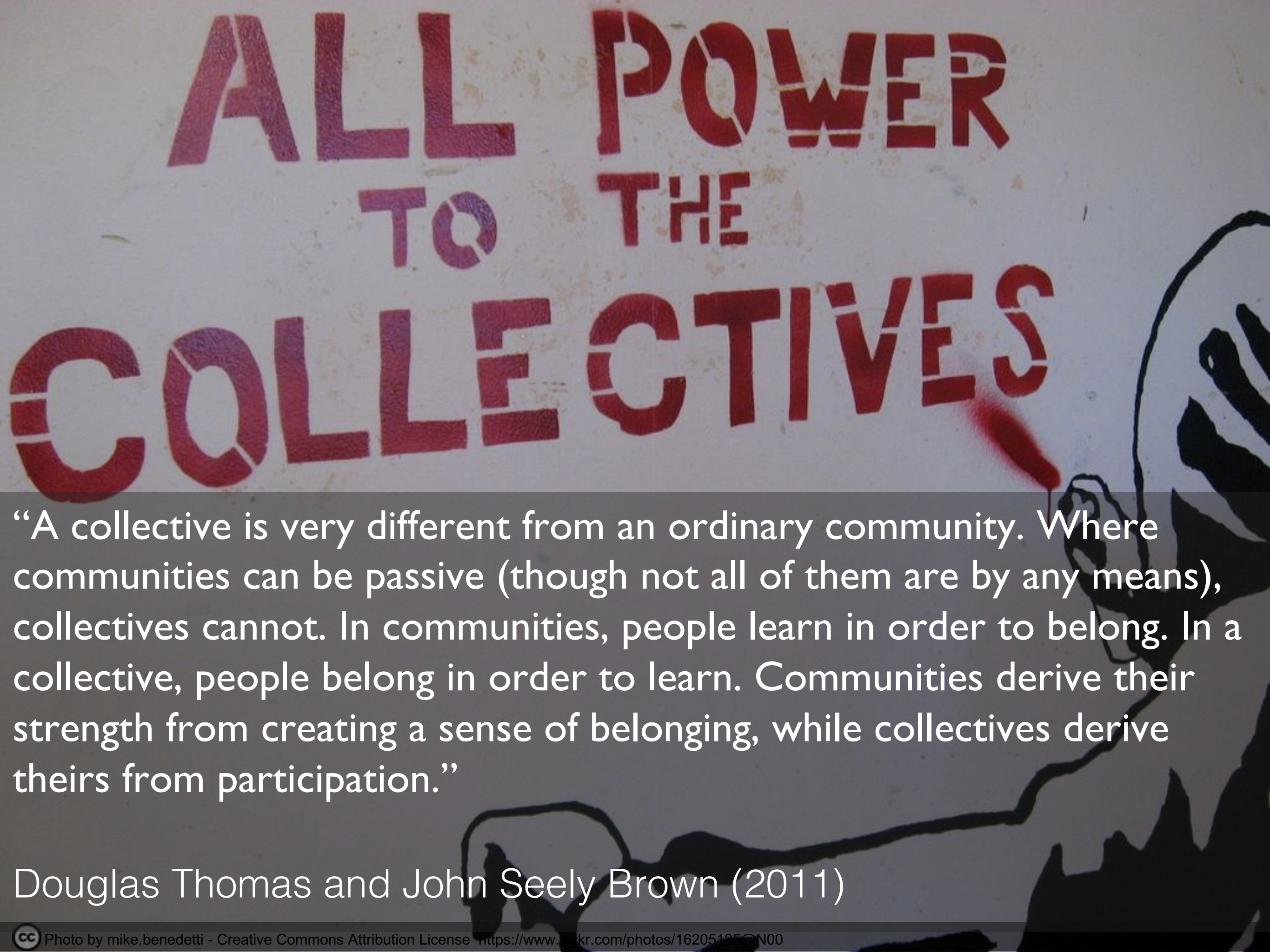
Students as producers of learning creating digital learning resources – “a chance to impact upon other’s learning.”





# Learning collectives and communities of practice



A wall with red stenciled text that reads "ALL POWER TO THE COLLECTIVES". To the right, there is a black silhouette of a hand with fingers spread, appearing to be part of a larger mural or graffiti.

ALL POWER  
TO THE  
COLLECTIVES

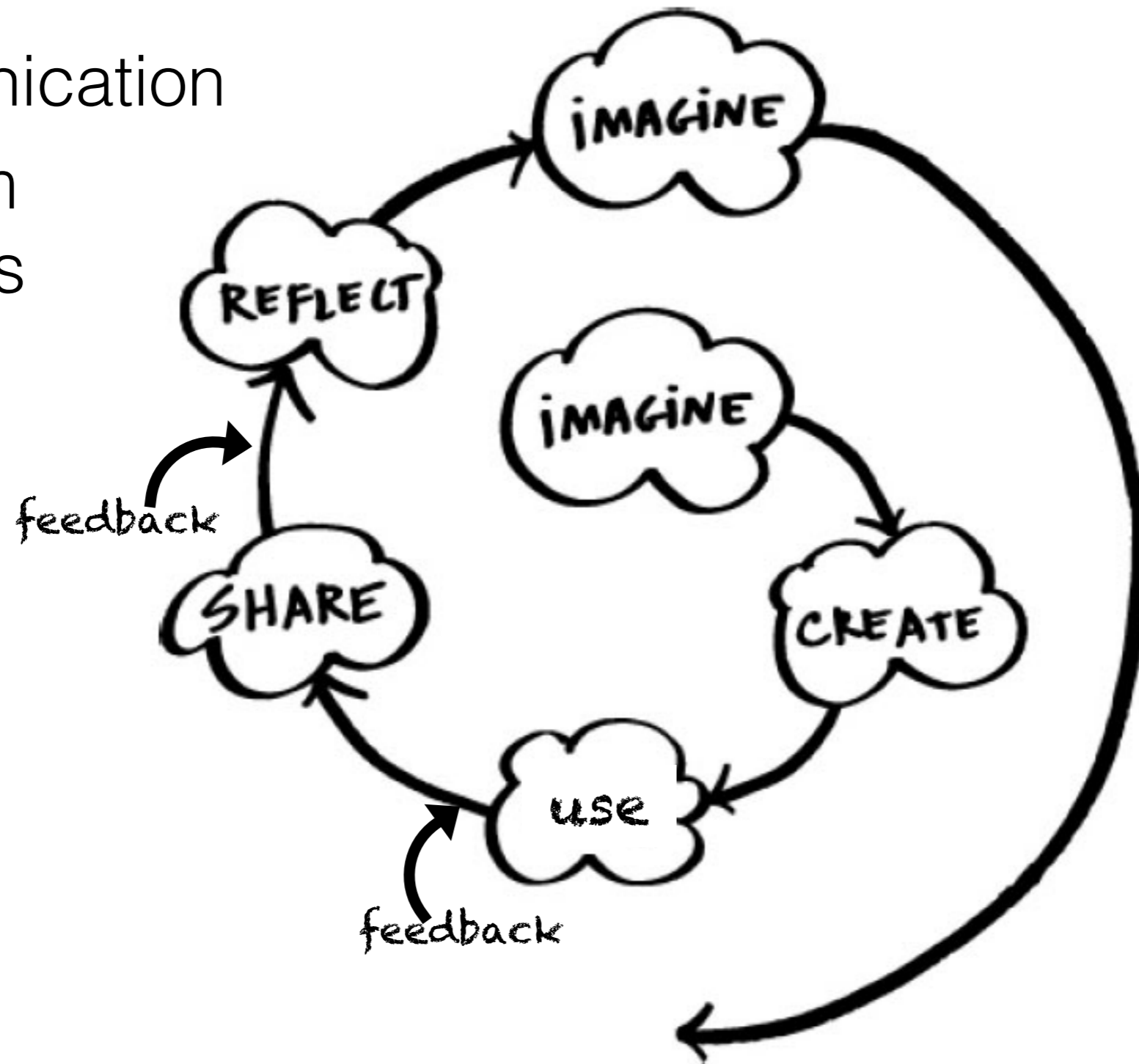
“A collective is very different from an ordinary community. Where communities can be passive (though not all of them are by any means), collectives cannot. In communities, people learn in order to belong. In a collective, people belong in order to learn. Communities derive their strength from creating a sense of belonging, while collectives derive theirs from participation.”

Douglas Thomas and John Seely Brown (2011)

# Creative learning and design cycle

communication

- team
- users



planning

creativity

engagement

never linear



# Questions - Discussion



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