



BLAST:

BLENDED LEARNING ASSETS FOR STUDENTS & TEACHERS

(PRELIMINARY) RESEARCH RESULTS

ECQ BLENDED LEARNING PROJECT, 2022-2023

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BLENDING LEARNING RESEARCH

Pre-Covid	Covid Learning	Post-Lockdown
Quantitative studies	Quantitative studies	Us: where is the student/teacher experience?
Experimental: can this be implemented?	Emergency remote online teaching (affordances)	How to integrate technology back into the classroom?
Post-secondary	Blended learning in high schools (Quebec and Canada)	Increase in interest in some cegeps
Administrative advantages	Student satisfaction and motivation, desire for F2F	Desire for the best of both worlds

**WHAT ARE THE EXPERIENCES
WITH BLENDED LEARNING OF
TEACHERS AND STUDENTS IN A
POST-COVID CONTEXT?**



Our research question

WHAT IS BLENDED LEARNING?

A course in which a portion of in-class hours are replaced by asynchronous activities.

We focused on the asynchronous experience of teachers and students at three colleges:

- ❖ Cégep de la Gaspésie et des Îles
- ❖ Champlain St-Lambert
- ❖ John Abbott College

PROJECT AND METHODOLOGY

- Qualitative research
 - ❖ Interviews with focus groups or one-on-one
 - ❖ Voluntary basis
 - ❖ 13 questions in both teacher and student questionnaires. Freedom to expand, dig deeper.
 - ❖ 10 hours of interview recorded in total
- Coding process
 - ❖ Transcripts made from audio recordings; each transcript reviewed by minimum of 2 people
 - ❖ Coded for experience, not outcomes

MAJOR TAKE-AWAYS

Spoiler alert: experiences are
varied!

BL THROWS STUDENTS INTO THE PROCESS OF METACOGNITION

« Si on veut, ça travaille vraiment sur l'organisation personnelle, puis t'as pas le choix de de te discipliner pour être capable de suivre plus aisément. »

- BL provides a context for metacognition and allows students to recognize this process.
- Students show awareness of the need to organize time and prepare their weeks, days, and semesters.
- Student want agency over their time:
 - Expression of annoyance when they are too closely monitored.
 - Expectation of being able to use their asynchronous time however they see fit.
 - Desire to work at optimal times; awareness of need to manage whole self.
- At the same time, students want accountability mechanisms: deadlines, “sense of urgency”
- It is a process; it will take them time to learn how to do it.

00:19:00 Speaker 1

I feel that happened more in the first week, at least for a lot of us, you could see like one AM and everyone was posting on it.

[laughter]

With the freedom and all, we have to organize ourselves better. And more and more, people were doing it at different times of the week [?] and organizing their time better. And I was like, OK, this time usually works for me. This is when I get a lot done . i'll manage myself to do it like that. Looking forward to the week I usually have a lot of tests on Friday, at the end of the week or assignments so it was nice to have that extra afternoon where I can do that work and reduce the load on my weekend.

JAC VB 312

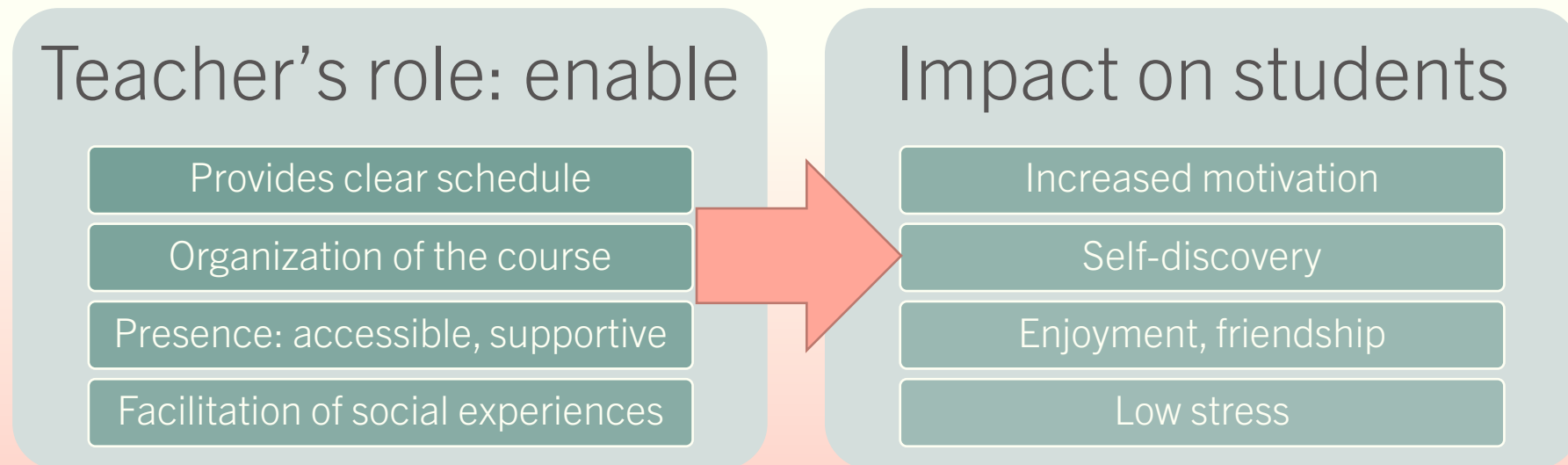
Students VB 384

Time managem... VB 113

INTERESTING VB 29

THE TEACHER-STUDENT RELATIONSHIP IS CENTRAL

- Expression of appreciation for BL is often through appreciation for the teacher.
- Students show that they need and want their teachers to be present and involved.
- The teacher is the gateway to the process of metacognition.



WORK-LIFE-SCHOOL BALANCE

How do students use their asynchronous time?

- Save time on commuting
- Sleep, time to relax, recuperate from the day
- Reorganize their work schedules so they can study in big chunks
- Students like to “bundle” assignments
- Students set priorities (differ over time)
- Some students use async to work on their asynchronous work
- Students use it to pursue other passions, be with their families
- On the whole, BL seems to alleviate student stress*

Moi, ça aide beaucoup fait que pour ma vie plus personnelle, je veux dire, je peux aider aussi beaucoup mes parents, comme là. Puis ma mère est en chaise roulante, fait que ça peut aussi beaucoup aider, car je peux rester à la maison pour aider ma mère si elle a besoin de choses, pour aider mes frères et sœurs...

But aside from that, I also was attracted to the fact that it was a blended learning class, because I find with seven courses, it's a really big course load to the fact that, like some of the time, it would be from home and I'd be able to work in my own time. It takes away some of the stress.

BLENDDED LEARNING IS A COLLECTIVE ENDEAVOUR

- This is a process of learning for teachers as well.

je pense qu'on a une équipe qui est la plus ouverte qui peut exister. On est vraiment, on prend toutes les critiques qui sont données. Puis justement, on les emmène dans notre dans notre enseignement. . . . Quand je disais qu'on qu'on évolue.

Ben je pense pas qu'y a personne dans notre équipe qui se pogne le beigne en bon français et que je pense qu'il y a ça aussi, ça fait un bel esprit [où] on veut toujours se dépasser chacun dans ce qu'on fait pour après ça le partager ensemble.

mais oui, oui, on va le faire tout le monde ensemble et là on va se tenir par la main.

RESOURCES (COMING SOON!)

JOHN ABBOTT INNOVATION HUB: [HTTPS://JOHNABBOTT.QC.CA/INNOVATION-HUB](https://johnabbott.qc.ca/innovation-hub)

- INFOGRAPHICS FOR STUDENTS AND TEACHERS

Motivation

Communication

Student-to-student advice

Teacher-to-teacher advice

Steps to create a BL class from scratch





Workload/Time Management

Covid-19 learning vs BL

Asynchronous strategies

And more!


What happened during Covid is NOT the same as blended learning!

EMERGENCY REMOTE TEACHING	VS	BLENDED LEARNING
Isolating Many students felt isolated during the lockdown. They had trouble forming bonds with their teachers and classmates.		Social Students can still connect with their teacher and their peers during in-person classes. It is easier to build rapport.
Passive Many students found it difficult to learn just from listening to synchronous lectures at home. They did not find the courses very interactive.		Active Students can be more hands-on with their learning, even if they do the work from home, they have more autonomy in how they engage with it. They can set their own pace and, when they learn through tasks and assignments, interact with the material in their own way.
Fuzzy In a strictly online space, students lost the ability to structure themselves and to manage their time. Without a dedicated space for learning, they lost motivation to do any work. The disruption to their learning habits was difficult to overcome.		Structured While blended learning courses aren't automatically structured, students who take blended learning courses become very aware of time. They set times when they are in "school mode" and get their work done.
Imposed Students noticed that many teachers did not want to teach online. The courses had not been designed to be online.		Chosen Students know that their teachers chose a blended modality for pedagogical reasons: it gives students autonomy, prepares them from the job market, is more adapted to different student needs, etc.

And the Similarities?

- Some students noted the technology can play a beneficial role in their learning process. It teaches them to adapt to new platforms and to develop new skills.
- Some students' online learning experience during the pandemic included advantages that are similar to those of blended learning: autonomy in choosing when and where to work, or the ability to set the pace of learning.

Blended learning is the happy medium between fully online learning and traditional face-to-face courses.



RESEARCH CREDITS

- This program is funded by Québec's ministère de l'Enseignement supérieur, through contributions from the Canada-Québec Agreement on Minority-Language Education and Second-Language instruction.
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