

Agenda

- **PROJECTS 16:30–17:10**
- **Recording – Course on “Essentials of Peace “ 16:30–16:36**
- Developers: Geeta Thakur, Ritu Sharma
- Mentor: Sybil Thomas

- **The intersection of Intellectual Property Rights (IPR) with Academic Writings and Literary works 16:36–16:41**
- Developer: Mahesh Deshmukh
- Mentor: Una Daly

- **Online? – Model Diplomacy in a dynamic world 16:41–45**
- Developer: Abhishek Kadiyala
- Mentor: Parveen Sharma

- **Naomi Wahls – Digital Pro 16:45–17:00**
- **Q&A 17:00–17:15**

Abhishek Kadiyala

- June 24nd to July 24th 2022 with 104 participants
- August 10th to September 9th with 11 participants

- [Link to access the course](#)
- [Link for the course videos \(YouTube\)](#)
- [Link to Register](#)

Flow of Engagement for Blended and Online Teaching

The logo for DigitTEL Pro features the text "DigitTEL Pro" in a bold, dark blue font. The letters are set against a background of horizontal brushstrokes in shades of green and blue, with a textured, splattered effect.

Naomi Wahls

Learning Developer and Continuing Professional Development Coordinator

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3 considerations for adult learners

- a) educational background considerations (e.g., significant interruptions in formal education),
- (b) disability considerations (e.g., learning disabilities and students on the autism spectrum), and
- (c) status considerations (e.g., domestic violence and mental health issues).

Housel, David (2019). When Co-Occurring Factors Impact Adult Learners: Suggestions for Instruction, Preservice Training, and Professional Development.

Suggestions by House

- Universal Design for Learning (UDL)
- Culturally Responsive Pedagogy (CRP)

“using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively”
and asserted that

“when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly”

Gay, G. (2002). Preparing for culturally responsive teaching.
Journal of Teacher Education, 53, 106-116.

Terms used in Digital Pro and EMBED Projects

- *Blended Learning* is learning as a result of a deliberate, integrated combination of online and face-to-face learning activities.
- *Blended Teaching* is designing and facilitating blended learning activities.
- *Blended Education* is the formal context of blended learning that is determined by policies and conditions with regard to the organization and support of blended learning.
- Remote Teaching refers to on-campus courses that shifted to online, blended, and hybrid formats as an emergency response to lockdowns.



Online



Video



Discussion board



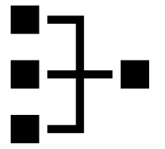
Assignments



Interactive courseware



Peer feedback



Concept Map



Read a chapter



Quiz in the LMS



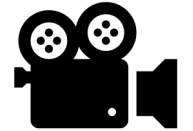
Online brainstorm



Collaborative writing



(Online) Portfolio



Student generated content



F2F



Explanation



Labwork



(Textbook) assignments



Clickers



Student presentations



Game



Peer instruction



Guest lecture



Fieldtrip



Modeling

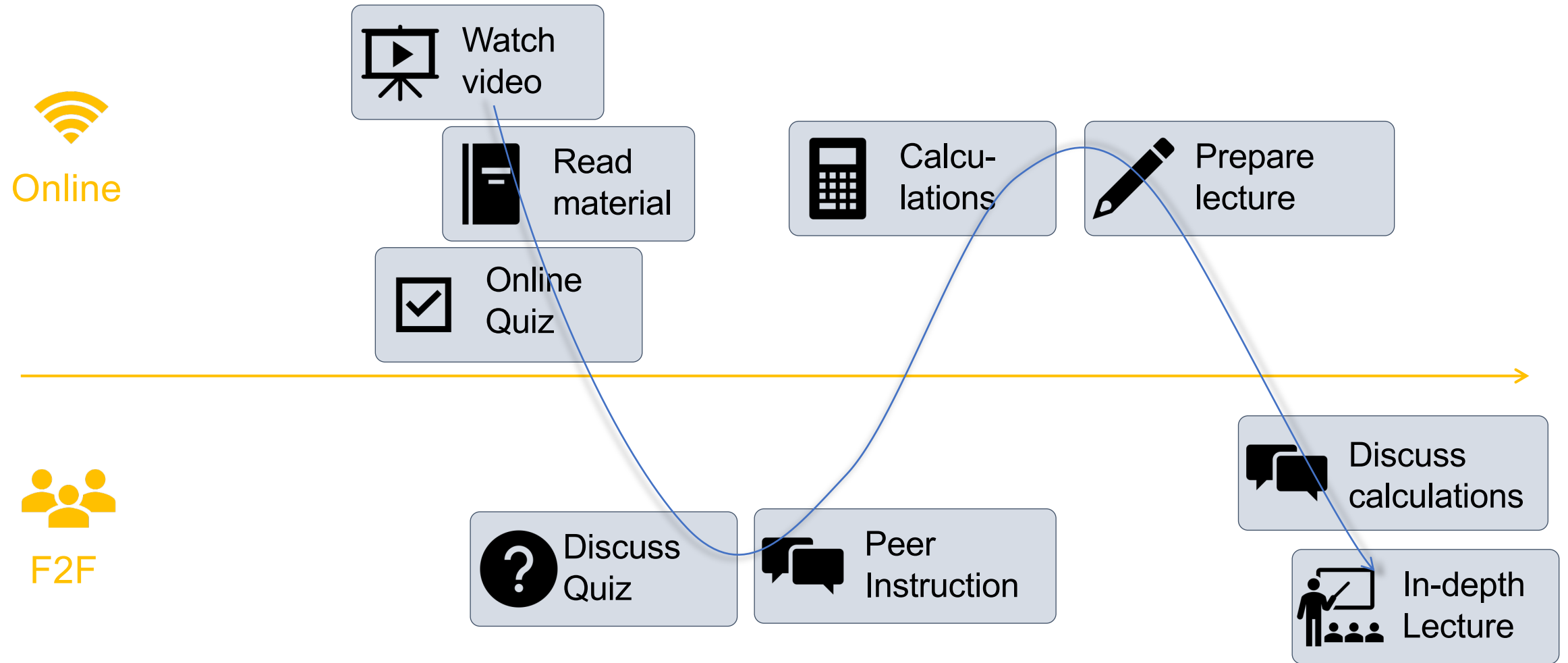


Face-2-face discussion



One minute paper

Blended Learning Wave



- [Published](#)
- Scientific publication in preparation

IO3A1

Updated report on the state of art in blended learning and conclusions related to the COVID 19 context.



Blending Your Education: Lessons Learned During COVID

Naomi Wahls, Wiebe Dijkstra, and Martijn Ouwehand

Introduction

This article is a concise analysis of the current COVID situation taking into account the needs of teaching staff and support staff in an emergency situation (IO1) and conditions for change management (IO6) to the design and develop blended education. TU Delft is partner of the EU project 'DiGiTeL Pro' in collaboration with DCU, KU Leuven, UOC, and EADTU. This is an analysis (a) completing the literature review from 2018 on and (b) refocusing the conclusions on the COVID 19 needs as the DiGiTeL Pro partners have already made a comprehensive analysis for the EMBED project.

Best Practices for Blended Learning during COVID times are still emerging. It is unclear if everyone truly uses the same definition for blended and hybrid teaching within the literature produced during COVID

Emergency Support

- Support for emergency educational shifts can include:
- a Lecturer Satchel with institute specific support
- Change Management considerations:
 - weekly webinars
 - centralizing licenses for tool
 - space for piloting tools
 - guide for non-supported tools
- Adding social elements or social learning spaces online
- Floodlighting



Initial Literature Findings

- Initial research findings show similarities between isolated students and people with complex PTSD in the sense of having flashbacks and fear of situations they cannot control.
- Adding social learning spaces and providing meaningful engagement can increase learner engagement
- Learner engagement is not just participation, interactions, or following instructions. It involves learner emotions, commitment, and effort.
- A forthcoming literature review will provide further details.



Professional development in digital teaching and learning

Blending your Education

www.digitelpro.eadtu.eu

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Released Modules and Webinar Schedule

Module 1 - Getting started with Blended Learning

Module 2 - Is your course ready to blend?

Module 3 - Plan your course design

Module 4 - Prepare and teach your course

Module 5 - Build your blended course

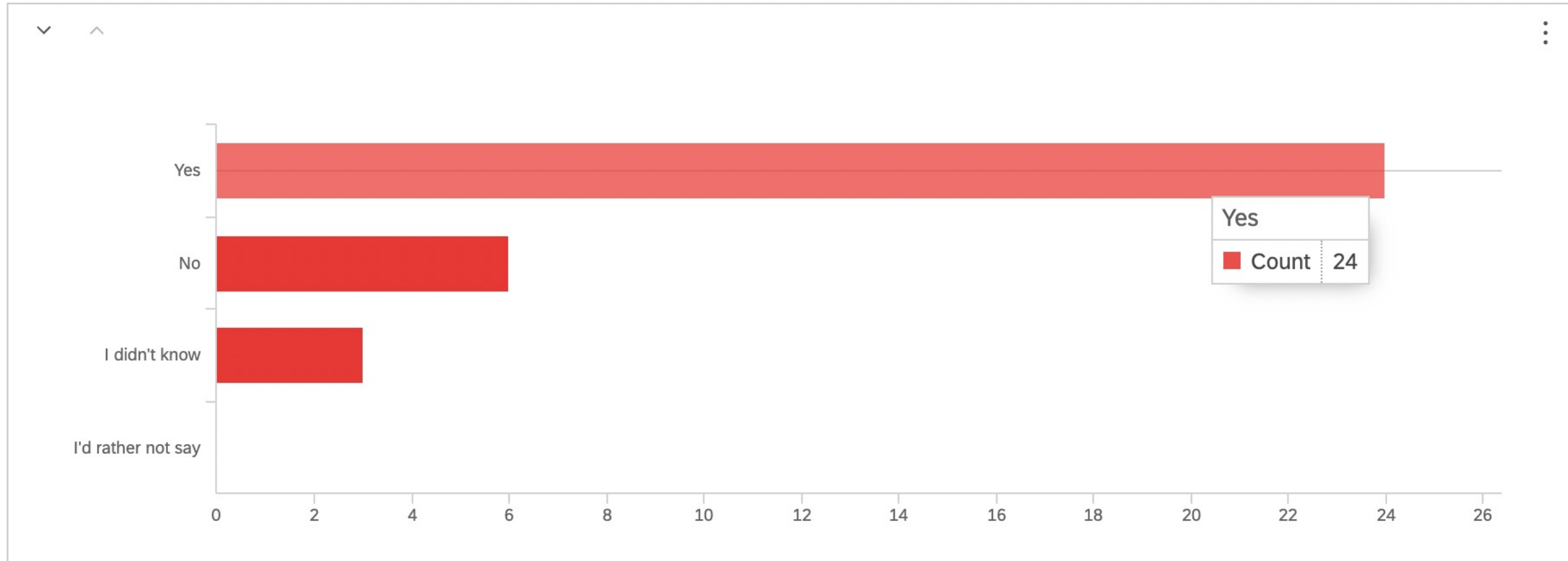
Module 6 - Teach your blended course

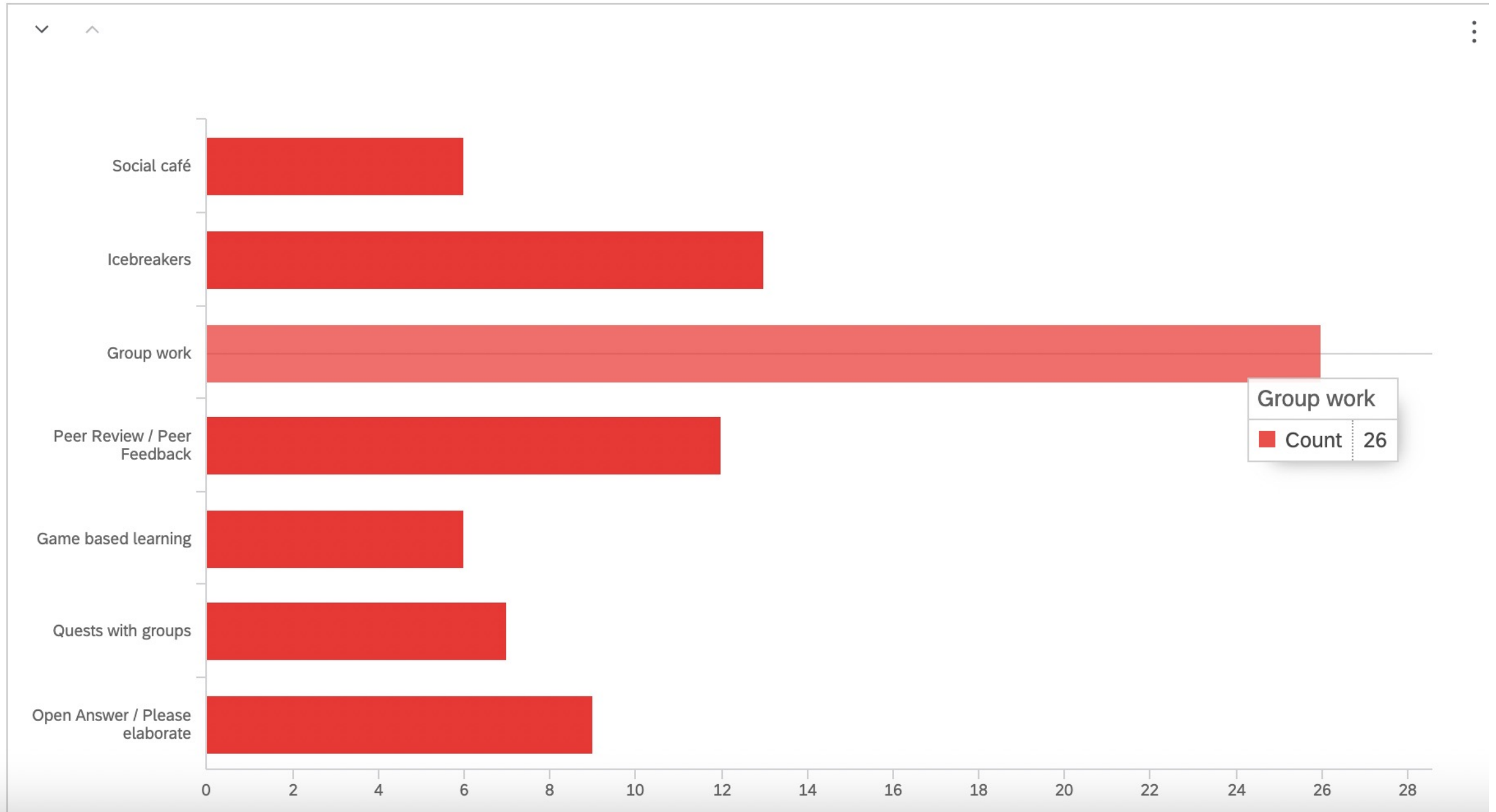
Module 7 - Evaluate and improve your course



Social Learning

Q3 - Have you experienced a need for more focus on social elements during the course/diff...







Tool Exploration Results

Module 1

Module 1 Survey Results so far



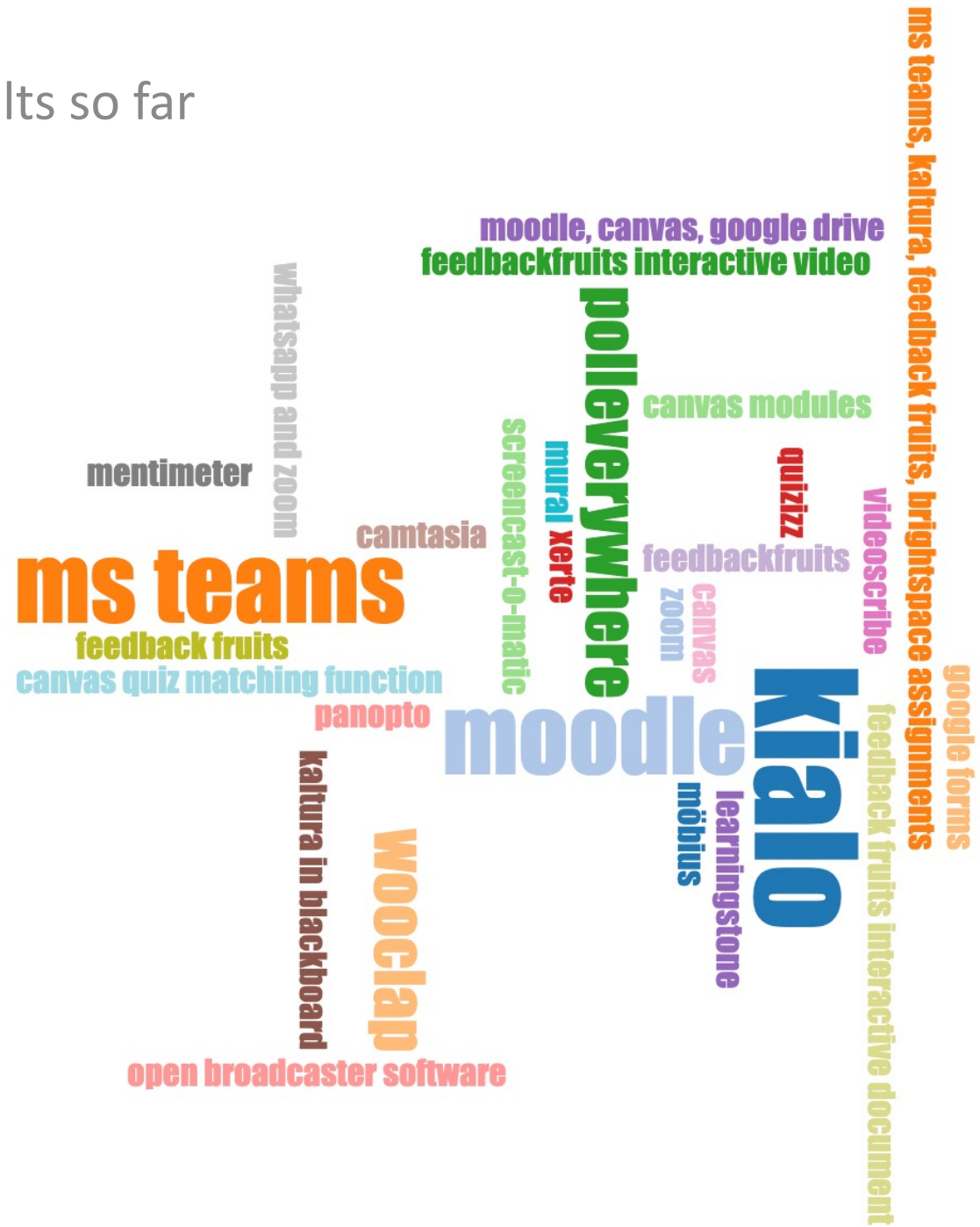
SURVEY OF TOOL EXPLORATION RESULTS

	Yes	No	Maybe
Are you able to achieve your goals with the tool you selected?	83%	3%	14%
Do you foresee any challenges in building your course?	46%	20%	34%
Do you see any gaps where you may need another tool?	54%	20%	26%

Submit

Results gathered from 35 respondents.

Module 1 Survey Results so far





Blended Course Design Tool

EMBED Course-Level Self-Assess Tool + Storyboard Template

Module 2

Thank you for downloading the DigiTel Pro Blended Course Design Template with the EMBED self-assessment tool. This tool can be used to (re-)design a Blended course and self-assess the maturity of blended education in your course or programme.

The DigiTel Pro project

The EMBED project partnership is established by EADTU (coordinator), connecting partner universities to create 3 courses: Blending Your Education, Synchronous Hybrid Learning, and Online Education.

How to use the Course Design Template

The Course Design Template tab in this file is a storyboard that helps you (re-)design your Blended course based on your learning objectives and assessments. You'll plan your learning objectives, learning activities, your media, and your assessments within this template.

The EMBED project

The EMBED project partnership is established by EADTU (coordinator), connecting KU Leuven (Belgium), Delft University (The Netherlands), Aarhus University (Denmark), University of Edinburgh (United Kingdom), Dublin City University (Ireland) and Tampere University of Applied Sciences (Finland).

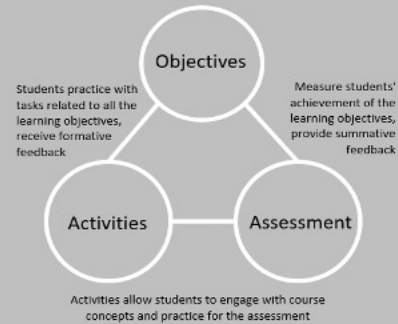
During a period of three years (2017-2020) experts in the field of quality assurance, online and blended learning work closely together to achieve different objectives related to the introduction and sustainable implementation of Blended Education.

Maturity Model for blended education

This model is a framework that can be used to tackle conceptual and implementation issues regarding blended learning, blended teaching and blended education at course and programme level (micro), at strategic/institution level (meso), and with the intent to give relevant input to governmental policy (macro level)*. It indicates which dimensions are relevant for educators, managers, policymakers and other stakeholders. It aims to help, inspire and guide anyone who would like to implement or improve blended education.

Each of the three levels (course, programme and institution) contained in the model has multiple dimensions; each dimension includes indicators describing the level of maturity. *Please note the macro level is not covered here!

Constructive Alignment



Constructive alignment is all about having a solid course design in which the learning objectives, course content, activities and assessment all match. It's important because it influences the way you select activities, and how you sequence them in the course.

You should always begin with your learning objectives. What do you expect your students to master each week? Based on this, you can decide how you are going to check that your students have learnt what you wanted them to learn, and design your assessment. Then, you can think of the steps that prepare students for this assessment, and create the learning activities that will progressively guide them through your course contents.

You can fill in your learning objectives and ideas for assessment, learning activities and materials in the first section of this course design table: 'Step 1: Storyboarding'. Once you are done with your first draft, take a step back and critically assess whether you think the activities, assessment and learning objectives are aligned. Are your students guided through the course concepts, knowledge, and skills, with opportunities to practice before they are tested? Do your activities and assessment allow you to check that students have met all of your learning objectives? If you are not sure, check with a colleague or your faculty's Blended Learning advisor.

* Learning element types

Here are 6 broad categories of learning activities you can build into your course:

Assimilating	Handling information	Communicating	Producing	Experiencing	Adapting
e.g. read, watch, listen to, think about, observe, review...	e.g. find, list, use, analyse, classify...	e.g. share, discuss, debate, collaborate, question, respond to...	e.g. create, build, complete, refine, write, draw, design...	e.g. practice, apply, mimic, explore, investigate, perform, engage with...	e.g. experiment, improve, build on, trial, simulate, model...

[Activity Type Cards by The Open University \(CC BY-NC-SA\)](#)

For each learning element you describe in the Storyboard section, select in the drop-down menu in the 'Type' column whether it has students assimilating information, handling information, communicating, producing output, experiencing things, or adapting things. We have colour-coded these learning element types so that you are able to see at a glance what balance of learning element types you have in your course. If there is not much variety in your course, you may want to change the way you activate students and have them interact with your course content and each other. Re-consider which learning element type suits each part of your course best, and update the

** Media types

There are multiple media formats/types you can use in your course to share content with students. See this list for inspiration:

Video	Presentation	Images	Written text	Interactive media
Studio recording	Powerpoint slide	Photo	Text	Interactive document
Screencast	Slideshow	Visualisation	Book	Interactive video
Webinar		Infographic	Article	Interactive audio/podcast
Animation (2D/3D)		Scheme/schedule	HTML page in Brightspace	
		Graph	PDF/Word document	

Each will be best suited to certain types of content and activities. For more information on this and to help you choose a media type for your course content, use the [Purpose of Media tool](#).



Course Design Dimension

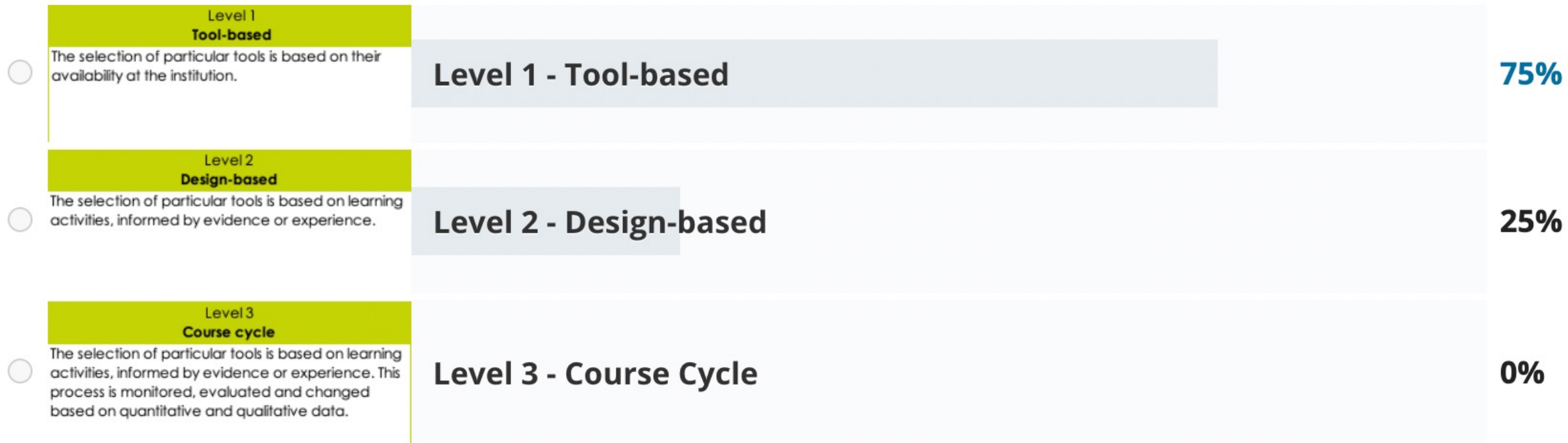
EMBED Course-Level Self-Assess Tool + Storyboard Template

Module 3

COURSE DESIGN PROCESS DIMENSION POLL

What level is your selection of blended learning tools?

RESULTS

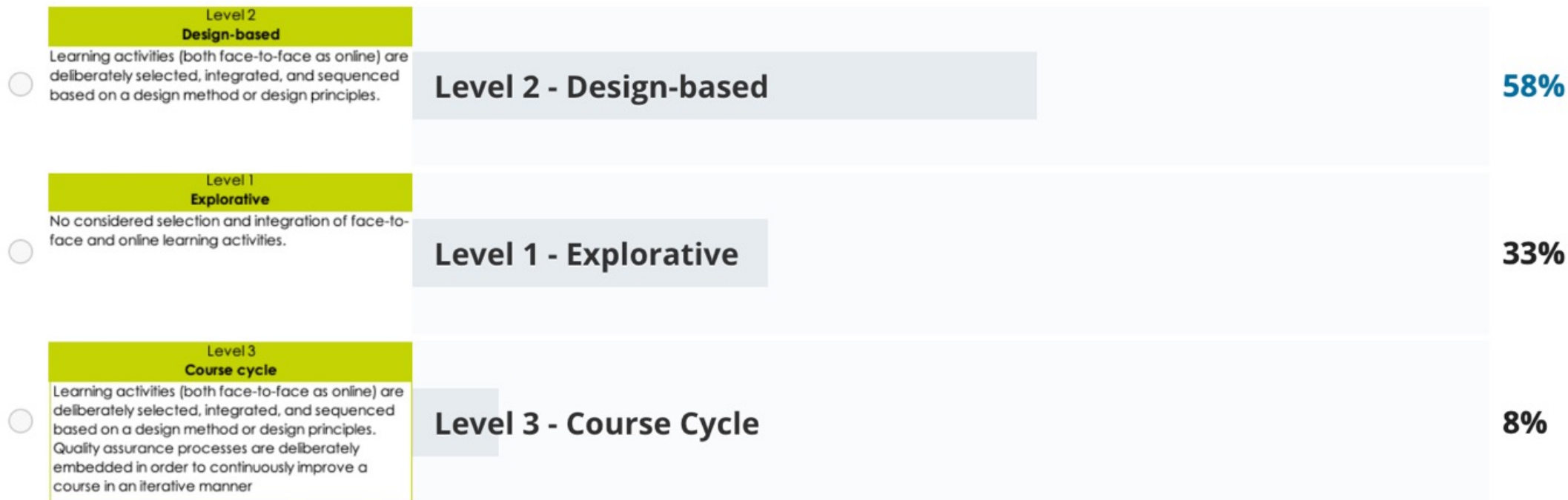


Module 3 Survey Results so far

COURSE DESIGN PROCESS DIMENSION POLL

What level is your selection of blended learning activities and their sequencing?

RESULTS



Submit

Results gathered from 12 respondents.



Course Link

https://studio.onlinecourses.tudelft.nl/course/course-v1:TUDelft+BYEd1+2021_Q3

Links shared today

Purpose of Media: <https://teaching-support.tudelft.nl/purpose-of-media/>

Online Learning Hub: <https://onlinelearninghub.tudelft.nl/>

OLE paper: <https://drive.google.com/file/d/12dvtW0TXYYHrCyrUHPrkGBE2siDQfZpN/view>

OLE Tool:

<https://docs.google.com/spreadsheets/d/1M6SDWTLiRoBNJ1mpHbpxQqJcxLZ6qV11/edit#gid=1855549683>

Digitel Pro Project: <https://digitelpro.eadtu.eu/course-programmes/blended-education>

Open Education for a Better World Mentoring Programme: <https://oe4bw.org/projects/> Next call will be in late fall 2022

DigiTel Pro



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INTERNAZIONALE UNINETTUNO



Universitat
Oberta
de Catalunya

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Co-funded by the
Erasmus+ Programme
of the European Union

