

Hybrid/Blended Teaching and Learning

FH JOANNEUM, Eggenberger Allee 11, Graz/Austria

Week: 5th November – 9th November 2018

Language: English

Scope: 30 hours / week

Introduction

Hybrid/Blended Teaching and Learning is a term continuously more used to describe how e-learning and traditional classrooms methods/independent study are combined, so to create a new methodology. It represents a fundamental change in the way teachers and students approach the learning experience, much greater than just adding computers to the classroom. A framework will be given along with technical infrastructures. The Pedagogical perspectives will be naturally addressed, so that with concrete examples, the learners can work in groups and present their final project work. The idea is to make students more active, increase the quality of learning and their confidence while handling new tools.

Contents

This course supports teachers in enhancing their teaching qualifications with competences in the field of new and innovative media in order to meet the current needs of the students. In this course the introduction of blended learning and teaching concept will be the basis of a wide span of e-learning & teaching methodologies. Starting from E-moderating and how the teacher role has changed, through to how to deal with an e-learning platform, creating online portfolios, learning materials for blended learning scenarios, further mentioning online project management tools and the impact of culture on the teaching and learning process.

Requirements

Each participant needs a laptop or tablet for the project work and reflection.

Overview and schedule of Topics

Day	Date	Topic / workshop	Lecturer
1	05th November	9-12 (1) Introduction to Blended Learning 13-17 (2) E-moderating and the reflective practitioner/teacher	Jutta Pauschenwein, Doris Kiendl, Ingrid Kienberger Anastasia Sfiri
2	06th November	8:30-12:30 (3) Dealing with an e-learning platform 13:30 – 17:30 (4) Online-Portfolios to support students' reflection processes	Tina Mossböck Anastasia Sfiri

3	07th November	8:30-12:30 (5) Online learning material production	Erika Pernold Martin Gutzelnig
4	08th November	08:30-12:30 (6) Online tools to support Project Based Learning 13-16 (7) Assisted work in the group projects	Ligia Pasqualin Anastasia Sfiri, Ingrid Kienberger, Rita Santos
5	09th November	09-13 (8) presentations of projects and feedback	Jutta Pauschenwein, Doris Kiendl

Learning Objectives

- Get an understanding of online learning and communication processes and the differences between presence teaching and online teaching
- Get familiar with the technological infrastructure
- Get familiar with pedagogical concepts for blended teaching
- Discuss the modified roles of the teacher in an online setting and appreciate reflection
- Learn about online collaborative tools to support project based courses
- Create multimedia products such as presentations, videos or e-books under didactic aspects for their own teaching/learning situation
- Transfer the knowledge of the FH JOANNEUM team into the own practice of the participating teachers
- Develop concrete concepts for implementation – based on technology and pedagogy - in group projects, present it at the end of the course and get feedback

Learning and teaching methods

- 20-30% input / contact lessons
- 70-80% specific practice / individual, pair and team assignments

Course teacher(s)

- Mag. Dr. Jutta Pauschenwein - Head of ZML- Innovative Learning Scenarios (ZML)
- FH- Prof. Mag. Dr. Doris Kiendl, LL.M. – Head of Institute of International Management (IIB)
- Anastasia Sfiri, Bsc, MsC – Research Assistant (ZML)
- Tina Mossböck, Bed – Research Assistant (ZML)
- Mag. Erika Pernold – Research Assistant (ZML)
- M.A. Martin Gutzelnig, MA – Staff Member (ZML)
- Ligia Pasqualin, MA, MBA – Lecturer (IIB)

IIB – Institute of International Management

FHJ is structured into six faculties, among them the faculty of management. Within each faculty, there are several institutes. The Institute of International Management (IIB) is part of the Faculty of Management at FHJ.

IIB offers Bachelor and Master programs in International Business. The Bachelor Program in "International Management" is a 180 ECTS, 6 semesters undergraduate program educating students in business related subjects such as Accounting, Marketing, Finance, Strategy and Management as well as foreign languages and business law. Graduates of the Bachelor Program in International Management work, for instance, as marketing and key account managers, in controlling, in international distribution and as executives of companies.

Furthermore, IIB offers the Master program in "Business in Emerging Markets" (120 ECTS, 4 semesters) which is conducted fully in English, and the Master program in "European Project and Public Management" (90 ECTS, 3 semesters). These two Master programs are fully taught in English.

The faculty and staff at IIB has been deeply involved in e-learning, online teaching and blended learning formats. Furthermore, IIB has developed several MOOCs and is coordinator of an EU wide knowledge alliance for the future development and use of MOOCs, the project "BizMOOC"; see <http://bizmooc.eu/>

In addition, IIB has had extensive experience in European research projects, such as Interreg, Erasmus+, ALFA and related funding programs. Through these EU projects, the team of IIB has developed its expertise and published many scientific articles in the fields of Innovation in Teaching, Entrepreneurship, Internationalization and University Development.

ZML – Innovative Learning Scenarios

The FHJ competence centre "ZML- Innovative Learning Scenarios" has extensive experience in projects, the activities range from development of training materials, social media, game based learning and learning with new media. The ZML develops learning scenarios which cover the user requirements regarding technical implementation & didactical approach. It supports individuals and organizations to exploit the potential of virtual spaces. ZML explores the latest e-learning trends with a focus on didactics in close collaboration with national and international partners. Methods that prove successful in projects and online learning experiments are transferred into innovative training scenarios and modern teaching formats.

ZML – Innovative Learning Scenarios develops innovative training courses on current trends in e-learning. It has extended expertise in the field of pedagogy of Higher Education and especially in relation to online teaching. The ZML team offers purely online, blended (face-to-face and online) courses as well as face-to-face workshops.

ZML – Innovative Learning Scenarios provides advice and support to FH JOANNEUM lecturers and students. The ZML team has broad experiences with the Moodle platform, the technician of the team is responsible for Moodle for the whole university. Our main focus is the development of pedagogical scenarios with the teachers in our university and we try to convince them of innovative approaches as for example the use of comics in teaching, game-based learning, portfolios.

Monday, 05th November	(1) Introduction to Blended Learning (2) E-moderating and the reflective practitioner/teacher	Jutta Pauschenwein Doris Kiendl Anastasia Sfiri
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(1) Introduction to Blended Learning - Jutta Pauschenwein, Doris Kiendl

Date: 5th of November 2018, 09:00-12:00 (3 hours)

Place: Graz, FH JOANNEUM

Content

On the first day we start with an overview of the week and give an introduction to Blended Learning and Teaching. Based on the approach of emergent learning we analyse the background of the trainees. We encourage them to present their experience and needs. We support them in order to define **group projects** for the whole week.

Learning Outcomes

Upon completion of the first module, the participants will

- a) Know the meaning and significance of "blended learning";
- b) Be able to apply concepts of emergent learning in their own teaching;
- c) Define group projects for their learning portfolio during this entire week of workshops.

Teaching and Learning Method

- Short presentations by the workshop leaders
- Group discussions
- Case studies

Evaluation of trainees' learning processes in the workshop and feedback

The evaluation of the trainees will be based on the following criteria:

- a) Active participation in the workshop (40 %)
- b) Written report/statement of the Group Projects (60%)

The written report (300-400 words) should consist of these parts:

- Objectives of the Group Project
- Context (in which courses of the trainees will the outcome of the workshop be implemented)
- Individual contributions of each trainee in the group work and role of each individual trainee
- Work plan (during the workshop and, in particular, after the workshop for the purpose of the implementation in the teaching of the trainees)

Deliverable

- A Written Report (as Group Work; 300-400 words) for the implementation of blended learning in each trainee's own teaching/training

Literature

- Fonolahi, A. V., Khan, M. G. M., & Jokhan, A. (2014). Are students studying in the online mode faring as well as students studying in the face-to-face mode? Has equivalence in learning been achieved? *Journal of Online Learning and Teaching*, 10(4), 598–609
http://jolt.merlot.org/vol10no4/Fonolahi_1214.pdf
- Luis Camillo Almeida (2018). Keeping their distance: New study indicates students perform better online. *Diverse Issues in Higher Education*, Vol. 15 No.3 27 p 61
http://www.itdl.org/Journal/Mar_18/Mar18.pdf
- Krull, G., & Duart, J. M. (2017). Research Trends in Mobile Learning in Higher Education: A Systematic Review of Articles (2011–2015). *International Review of Research in Open and Distributed Learning*, 18(7). <http://www.irrodl.org/index.php/irrodl/article/view/2893>
- Avci, H., & Adiguzel, T. (2017). A Case Study on Mobile-Blended Collaborative Learning in an English as a Foreign Language (EFL) Context. *International Review of Research in Open and Distributed Learning*, 18(7). <http://www.irrodl.org/index.php/irrodl/article/view/3261>

(2) E-moderating and the reflective practitioner/teacher – Anastasia Sfiri

Date: 5th of November 2018, 13:00-17:00 (4 hours)

Place: Graz, FH JOANNEUM

Content

- Introduction to the role of reflection in learning
- Discussion of the role of the teacher
- Introduction to e-moderating and the 5 stage model
- Transfer of e-moderating into own teaching/training
- Chances and difficulties of e-moderation at my home university
- Integration in group project

Learning Outcomes

The trainees

- can discuss the importance of reflection in learning
- are able to describe the 5 stage model of e-moderation
- can design online activities (e-tivities) for their practice

Teaching and Learning Method

- presentation of content by the trainer
- team work
- individual work
- discussion in pairs

Learning Material

Salmon, G. (2007). 80: 20 for E-Moderators.

https://eprints.usq.edu.au/18862/2/Salmon_Ch16_2006_PV.pdf : Last accessed on 19.07.2018

Evaluation of trainees' learning processes in the workshop and feedback

Trainees will be evaluated on the basis of their answers to the following question: "How do I estimate the potential of e-moderation in my teaching/training, at my university and in my private career?"

Deliverable

- A blended learning design for the implementation of e-moderation at own teaching/training

Text in Russian/Armenian - Short abstract in English

Literature

Salmon, G. (2007). 80: 20 for E-Moderators.

https://eprints.usq.edu.au/18862/2/Salmon_Ch16_2006_PV.pdf : Last accessed on 19.07.2018

Salmon, G. (2013). *E-tivities: The key to active online learning*. Routledge.

https://etutors.wikispaces.com/file/view/Etivities_Salmon.pdf : Last accessed on 19.07.2018

Salmon, G. (2004). *E-moderating*. Routledge.

Schön, D. A. (2017). *The reflective practitioner: How professionals think in action*. Routledge.

Schön, D. A. (1987). *Educating the Reflective Practitioner. Toward a New Design for Teaching and Learning in the Professions. The Jossey-Bass Higher Education Series*. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104.

Tuesday, 06th November	(3) Dealing with an e-learning platform (4) Online-Portfolios to support students' reflection processes	Tina Mossböck Anastasia Sfiri
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(3) Dealing with an e-learning platform Moodle – Tina Mossböck

Date: 6th of November 2018, 8:30-12:30 (4 hours)

Place: Graz, FH JOANNEUM/EDV-Lab

Content

- Introduction learning management System Moodle
- Navigation on Moodle
- Exercises: login, edit profile, create activities, upload files
- Pedagogy on Moodle
- Online Assignment: E-Learning at home-universities (write text with 500 words)
- Integrate in Group project

Learning and teaching methods

- Individual
- Working in groups
- Concrete working

Learning outcomes

The trainees

- know the beginning of moodle
- are familiar with the technological part of moodle (resources, profile)
- are familiar with pedagogical concepts for moodle
- know different activities of moodle
- discuss, what is the profit of using moodle in blended learning environments
- design their own course for their project/concrete concepts for implementation

Deliverable

- Online-Assignment: A short presentation of current e-learning activities at home-university with maximum 500 words
- Design own project concept and course

Literature

Pedagogy on moodle: <https://docs.moodle.org/35/en/Pedagogy>

Technical guide for teachers: https://docs.moodle.org/35/en/Teacher_quick_guide

Moodle Moot 2018: Presentation by Martin Dougiamas, founder and developer of Moodle: Goals for the future <https://www.youtube.com/watch?v=qYYUUQNDx20>

(4) Online-Portfolios to support students' reflection processes – Anastasia Sfiri

Date: 6th of November 2018, 13:30-17:30 (4 hours)

Place: Graz, FH JOANNEUM

Content

- Introduction to the pedagogy of e-portfolios
- Examples of integrating e-portfolios in university education
- Chances and Challenges for students at own university, own teaching/training
- Underlying conditions for the implementation of e-portfolios in education
- Design a first implementation concept for the adoption of e-portfolios at own university, in teaching/training
- Integration in group project

Learning Outcomes

The trainees

- can discuss the theoretical and didactical aspects of e-portfolios
- can give examples of e-portfolio implementation in university education
- can design a first implementation concept for the adoption of e-portfolios in their own university, teaching/training

Teaching and Learning Method

- presentation of content by the trainer
- team work
- individual work,
- discussion in pairs

Learning Material

- E-Portfolios explained: Theory and Practice: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios> : last accessed 20.07.2018
- Portfolios in the COS Program: <http://oer.fh-joanneum.at/zml/portfolios/> : last accessed 20.07.2018

Evaluation of trainees' learning processes in the workshop and feedback

Trainees will be evaluated on the basis of their answers to the following question: How do estimate the potential of portfolios in my teaching/training, at my university, in my private career?

Deliverable

- Design of a first implementation concept for the adoption of e-portfolios in my own university, teaching/training

Text in Russian/Armenian - Short abstract in English

Literature

Eynon, B., Gambino, L. M., & Torok, J. (2014). Reflection, integration, and ePortfolio pedagogy.: https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1026&context=nc_pubs : last accessed 20.07.2018

Bass, R. (2014). Social pedagogies in ePortfolio practices: Principles for design and impact. *Catalyst for Learning: Eportfolio Resources and Research*. http://c2l.mcnrc.org/wp-content/uploads/sites/8/2014/01/Bass_Social_Pedagogy.pdf : last accessed 20.07.2018

Wednesday, 07th November	(5) Multimedia online learning material production	Erika Pernold Martin Gutzelnig
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(5) Multimedia online learning material production - Erika Pernold, Martin Gutzelnig

Date: 7th of November 2018, 8:30-12:30 (4 hours)

Place: Graz, FH JOANNEUM

Content

- Difference between offline and online texts
- The role of visualization in online learning scenarios
- Introduction to videos – role of videos in online settings
- Tips and tricks for production
- Production of videos

Learning Outcomes

The trainees

- can discuss the role of visualization in online teaching
- can give examples useful texts
- are able to think about a story and how to put it in a video
- are able to use simple tools on their mobile phones or computers to produce a video
- know where to put a video online and how

Teaching and Learning Method

- presentation of content by the trainers
- discussion and clustering of results
- group work
- reflection

Learning Material

- Video production explained: Theory and Practice: <http://oer.fh-joanneum.at/zml/design/lernaudios-lernvideos-en/>
- About texts and multimedia <http://www.atletycmooccamp.eu/>

Evaluation of trainees' learning processes in the workshop and feedback

Trainees will be evaluated on the basis of their answers to the following question: What do I need to produce a video and how where do I find help?

Deliverable

- Develop a short concept how to use a video at your university to promote your project

Text in Russian/Armenian - Short abstract in English

Literature

- Fullan, M., Quinn, J., & McEachen, J. (2017). Deep learning: Engage the world change the world. Corwin Press.
- LeFever, L. (2012). The art of explanation: Making your ideas, products, and services easier to understand. John Wiley & Sons.
- Vancell, J. (2015). Student-generated content. Abgerufen 3. August 2017, von <http://vancelljoseph.blogspot.com/2015/03/student-generated-content.html>

Thursday, 08th November	(6) Online tools to support Project Based Learning (7) Assisted work in the group projects	Ligia Pasqualin Anastasia Sfiri, Ingrid Kienberger, Rita Santos
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(6) Online tools to support Project Based Learning – Ligia Pasqualin

Date: 8th of November 2018, 08:30 – 12:30 (4 hours)

Place: Graz, FH JOANNEUM

Content

- The hallmarks of project based learning
- The role of project management in Project Based courses
- Online collaborative tools to support project based courses

Learning Outcomes

The trainees

- can understand the role of projects and its management in the classroom
- get to know different online tools available and to try some of them
- are able to explore the tools for applying in projects with the students

Teaching and Learning Method

- presentation of content by the trainer
- hands on team and individual work
- discussion

Evaluation of trainees' learning processes in the workshop and feedback

Trainees will be evaluated on the basis of their answers to the following question: "How do I estimate the potential of using online tools for project courses in my teaching/training?"

Deliverable

- Select an online collaborative tool for potential adoption in the classroom

Literature

- Boss, S., & Krauss, J. (2014). *Reinventing project-based learning: Your field guide to real-world projects in the digital age* (Second edition). Eugene, Oregon: International Society for Technology in Education.
- Cooper, R., & Murphy, E. (2016). *Hacking project based learning: 10 easy steps to PBL and inquiry in the classroom. Hack Learning Series*. Cleveland, OH: Times 10 Publications.

- Ho, M. W., & Brooke, M. (2017). *Practical guide to project-based learning*. New Jersey: World Scientific.
- Explore the Storage Features of Google Drive - <https://www.google.com/drive/using-drive/>

Requirements

- Computer and internet access
- Google account

(7) Assisted work in the group projects – Anastasia Sfir

Date: 8th of November 2018, 13:00-16:00 (3 hours)

Place: Graz, FH JOANNEUM

Content

- Assistance for the development of concrete concepts for implementation – based on technology and pedagogy - in own group project

Learning Outcomes

The trainees

- can transfer what they have learned in the trainings into their own teaching/training practice
- can reflect on their own teaching/training practice
- can discuss chances and difficulties of the application of the didactical and pedagogical concepts at their own university
- can work in groups to produce a group project

Teaching and Learning Method

- team work

Learning Material

- All materials used in the training so far

Evaluation of trainees' learning processes in the workshop and feedback

- Final group project presentation

Deliverable

- Reflection on team work process, of their own role in the team and the types of meaningful assistance

Text in Russian/Armenian - Short abstract in English

Literature

- All literature used in the training so far

Friday, 09th November	(8) Preparation, Presentation of Projects and Feedback	Jutta Pauschenwein Doris Kiendl
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(8) Preparation, Presentation of Projects and Feedback

Date: 9th of November 2018, 09:00-13:00 (4 hours)

Place: Graz, FH JOANNEUM

Content

The final day of this training will be allocated to presenting and discussing the group work and the implementation plan for the trainees' future implementation of online teaching methods in their own teaching. The trainees will receive feedback on their projects from the trainers.

Learning Outcomes

The trainees

- can present their Group Works in front of a panel of experts
- can reflect on their own teaching/training practice
- can discuss opportunities of online learning in their own teaching at the home university
- can answer questions on their online learning methods and philosophy

Teaching and Learning Method

- Presentations by the trainees
- Structured Feedback by the trainers

Learning Material

- All materials used in the training so far

Evaluation of trainees' learning processes in the workshop and feedback

- Final group project presentation (40 %)
- Final written Group Work Report (60 %)

Deliverable

- Final Group Work Report – 1.000 words (due on November 9th)

Text in Russian/Armenian - Short abstract in English

Literature

- All literature used in the training so far