



Blended Learning

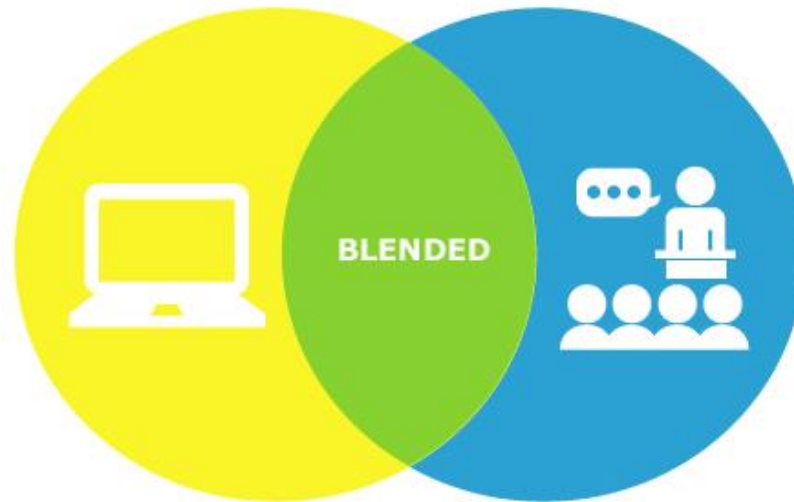


The Achievements

The Pitfalls

The Potential

What is Blended Learning?



Umbrella term encompassing any combination of face-to-face teaching with modes of technology-facilitated instruction.

Any combination of synchronous (mandatory) and asynchronous technology-facilitated instruction.



Trends in Blended Learning

NMC Horizon Report (2017)

- Adopted by 71% of faculty in higher education.
- Remainder expected to adopt blended learning within 1-2 years

Why?

- Ease-of-access
- Flexibility
- Ease of integrating sophisticated multimedia
- Technology leverage
- Combine best practices in face-to-face and online environments



The UWI Triple A vision

ACCESS	ALIGNMENT	AGILITY
To be a university for ALL	Promote greater activism and public advocacy	Establish a physical presence of The UWI on all continents
To be the university of first choice for alumni and non-student customers seeking products and services for all things Caribbean	Increase and improve academic/industry research partnerships	Restore the financial health of The UWI
Improving the quality of teaching and learning and student development	Promote a single UWI brand consciousness	Generate economies of scale and scope for The UWI
Improving the quality, quantity and impact of research, innovation and publication		Foster a Creative, Caring, Accountable, Motivated, Professional (CAMP) Team
		Foster the digital transformation of The UWI



Standards for Blended and Online courses

QUALITY MATTERS			For more information visit www.qualitymatters.org or email info@qualitymatters.org
QM			Quality Matters™ Rubric Standards Fifth Edition, 2014, with Assigned Point Values
Standards		Points	
Course Overview and Introduction	1.1 Instructors make clear how to get started and where to find various course components.	2	
	1.2 Learners are introduced to the purpose and structure of the course.	2	
	1.3 Eligible expectations (sometimes called "integrity") for online discussions, email, and other forms of communication are clearly stated.	2	
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to course policies is provided.	2	
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	
	1.7 Minimum technical skills expected of the learner are clearly stated.	1	
	1.8 The self-introduction by the instructor is appropriate and is available online.	1	
	1.9 Learners are asked to introduce themselves to the class.	1	
Learning Objectives (competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	2	
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	2	
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	2	
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	2	
	2.5 The learning objectives or competencies are scaled to the level of the course.	2	
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies.	2	
	3.2 The course grading policy is stated clearly.	2	
	3.3 Specific and discipline criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	2	
	3.4 The scores and instruments selected are appropriate, varied, and scaled to the learner being assessed.	2	
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2	
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	2	
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	2	
	4.3 All instructional materials used in the course are appropriately cited.	2	
	4.4 The instructional materials are current.	2	
	4.5 A variety of instructional materials is used in the course.	2	
Learner Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	2	
	5.2 Learning activities provide opportunities for interaction that support active learning.	2	
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	2	
	5.4 The requirements for learner interaction are clearly stated.	2	
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.	2	
	6.2 Course tools promote learner engagement and active learning.	2	
	6.3 Technologies required in the course are readily obtainable.	2	
	6.4 The course technologies are current.	1	
	6.5 Links are provided to privacy policies for all external tools required in the course.	1	
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	2	
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	2	
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2	
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1	
Accessibility and Usability	8.1 Course navigation facilitates ease of use.	2	
	8.2 Information is provided about the accessibility of all technologies required in the course.	2	
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2	
	8.4 The course design facilitates usability.	2	
	8.5 Course multimedia facilitates ease of use.	2	

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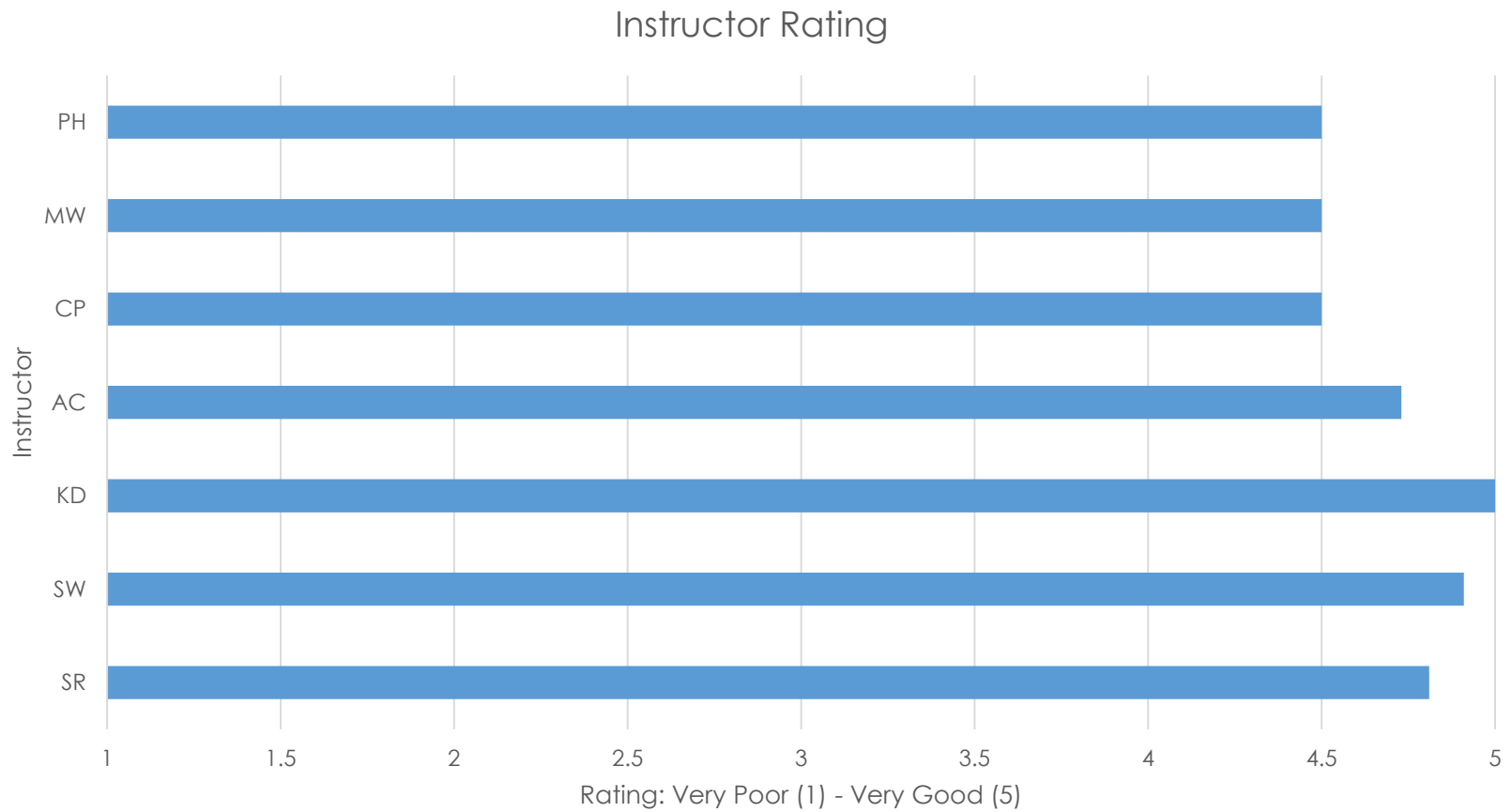


Achievements

- Successfully offered **three (3) 8-week blended** courses using the best available expertise from across the globe to **57 senior level persons** from various territories in region



Achievements





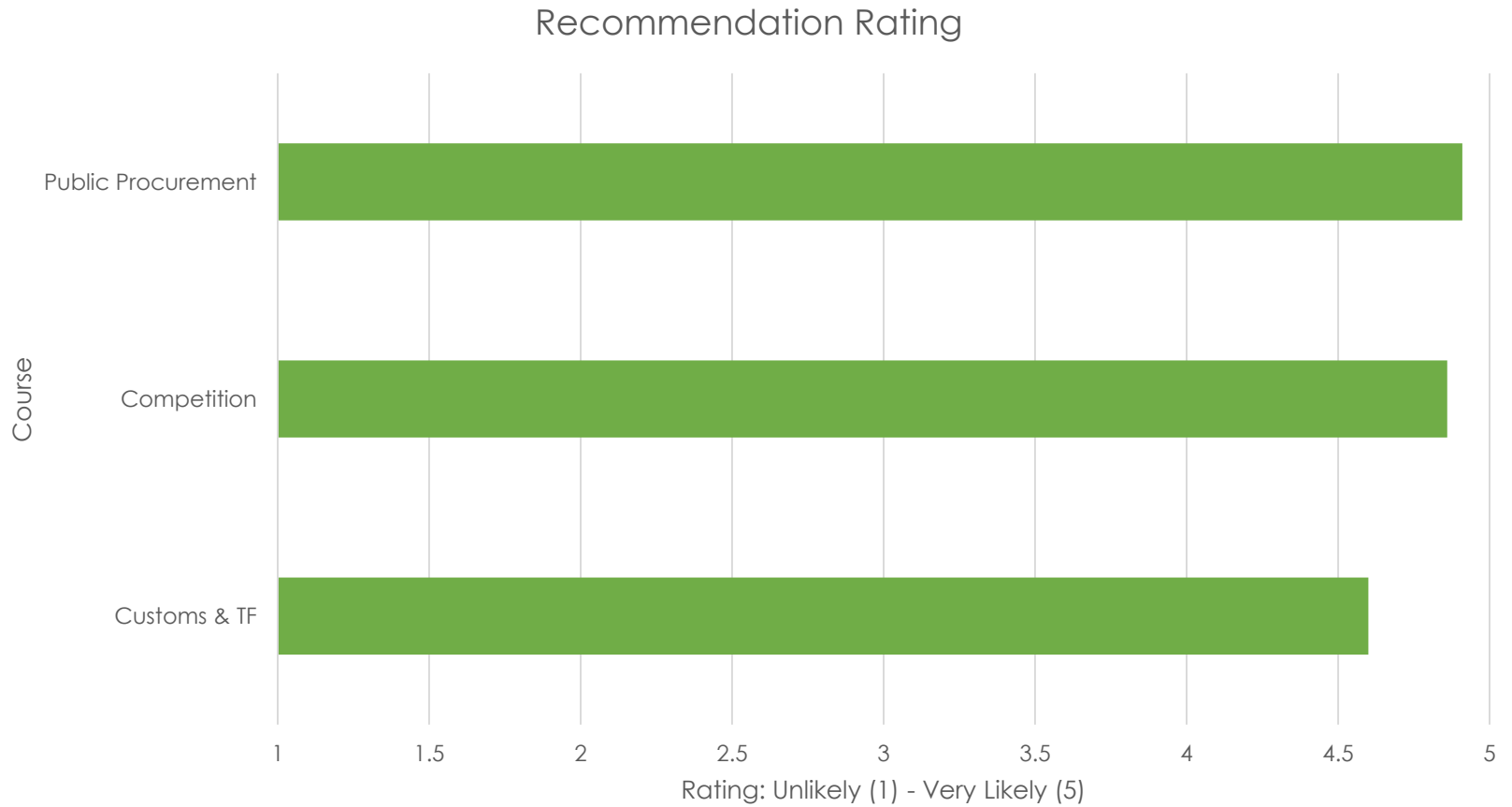
Achievements

Q3 Any additional comments about Instructor- Prof. Simon Roberts?

Answered: 11 Skipped: 10

#	Responses	Date
1	he was willing to share examples for their home country,, very relaxed and approachable	3/30/2017 9:23 AM
2	Prof. Simon Roberts was extremely thorough and clear.	3/29/2017 12:03 PM
3	He is very handsome and patient	3/27/2017 6:53 PM

Achievements





Achievements

- Other feedback comments from students were mainly positive particularly being able to discuss and apply concepts within their unique Caribbean context



Achievements

- Repository of material in the form of text, discussions, videos which can be used in future projects.
- Formation of informal networks arising from course especially live sessions



Pitfalls (Students' views)

Main Complaints

- Reduced time and condensed course
- Excessive Workload (\approx 40 hours per week)
- Lack of timely feedback on assignments



Pitfalls & Suggestions (My Views)

Pitfalls

- Administrative and communication system
- Timing of live sessions
- Quantity of assessments and lack of analytical rubrics

Suggestions

- Review and re-design by Instructional Designers and Pedagogical Specialists (Content, Activities, Assessments, Accessibility)
- Additional training for instructors

Course design is similar to designing a product – after implementation you evaluate, reflect and improve in the next iteration



Potential Opportunities

Continued Training

- Continuing Education Credits (CEUs) for PD
 - Competency-based training and assessment (i.e CVQs)
 - Accreditation at all levels
- *Blended, Blended, Blended*
- Greater inclusion of the Francophone and Hispanophone territories
- Partnership with higher educational institutions to offer such training

Research

- Collaborative research funding
- Need for documentation and publishing