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European Maturity Model for Blended Education

Course flexibility

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Modern War and Philosophy

Description

The course consists of a MOOC combined with face-to-face on-campus course. In the MOOC students are introduced to different philosophical reactions to the first world war through discussion and analysis of texts, documents, images, artworks, film and music. In class the students reflect on the material and discussions in the MOOC. The in-class students brought topics that were discussed in class back into the discussions in the MOOC.

Objectives

After successfully completing the MOOC student learns:

- Basic knowledge of important philosophical reactions to the first world war;
- Conceptual understanding of philosophical and literary texts;
- Historical understanding of the war and its cultural impact;
- A clearer grasp of the complex ways in which philosophy and the great war intersected.

Structuring

The physical classroom activities are intertwined with the online activities:

- Three hour lecture per week – consulting MOOC for readings
- MOOC lectures – discussions in the MOOC – physical discussion

Tools

MOOC on EDX platform:
https://www.edx.org/course/great-war-modern-philosophy-kuleuvenx-graphx-0

The MOOC consists of texts, video, discussion assignments and peer-to-peer assignments.

This is complemented by recordings of the in-class lectures (both for the enrolled face-to-face students and for other MOOC participants):
https://www.youtube.com/watch?v=Um4iqbi-Nc8&list=PLIuIRSariuij_EiYvlpEt8N61Z1S021gA

Face-to-face sessions: Lecture and discussion about what is happening in the MOOC (material, discussions, etc.)

Transition

The course used to be a traditional course (face-to-face lectures). In 2014 the university's policy makers were looking for MOOC pilots. They launched a call for proposals. The course was then submitted and chosen. The course designer received a budget to develop the MOOC. In the academic year 2015-2016 the MOOC was introduced in the course.

Teaching Methodology: Behavioral Sciences and Education

Description

This course is taught university-wide as well in behavioral sciences as in sciences. The contents of the course is grouped into different themes. In each theme a translation is made from the general theory to the broad domain of behavioral sciences and education.

- The teacher in behavioral sciences
- The teacher as organizer and coach of teaching and learning processes
- The teacher in relation to his/her students
- The teacher as evaluator of teaching and learning processes
- The professional development as teacher in behavioral sciences

Objectives

After successfully completing the course the student learns to:

- show insight into the relevant frameworks of reference about learning and teaching in the fields of psychology, educational sciences and other related domains.
- demonstrate knowledge of the reflective experiential learning as a didactic framework forming the basis of the practical training in the teacher training behavioral sciences.
- reflect critically upon the basic principles and significance of specific didactical practices in education in behavioral sciences.

Structuring

The course starts off with an introductory face-to-face lecture and ends with a face-to-face round up session. In between these lectures, activities (comprised of individual and group assignments) are online. These activities are supported by as well face-to-face individual and group feedback sessions as feedback via skype.

Tools

Online learning environment in university LMS: knowledge and skills students need in order to make the assignment. combination of video, presentations, articles, FAQ, discussion forum, group blog

Course text (this is the core of the study material)
Face-to-face sessions: Introductory lecture and round up lecture. Individual and group feedback to monitor the learning process

Transition

This course started as the first distance education course at the university, where students were expected to independently process the course material. Three years ago the didactic team decided to redesign the course towards a blended approach, because of the scaling up in the multi campus context of the development of the educational master. The student numbers can increase to 1000.

Quantitative methods

Description

Quantitative Methods is part of the Academic Education and the education in Methodology. As such, it is not the content but the method that is the central point: how to get a reliable answer to a question. You will learn how to tackle problems in a scientific way, to obtain answers from a sample and from problems in economics, finance,... in a reliable way.

Objectives

1.On the basis of some provided data, the student is able to set up relevant research questions. These questions need to be studied using one of the following techniques: logistic regression, factor- and clusteranalysis and reliability analysis

2.An analysis for each of the techniques can be done with the help of statistical software. Also the interpretation of output of software is important

3.The student gains insight in the techniques that are used and in the obtained results

Structuring

The blended structure is sequential: one week offline, one week online. The offline part consists of theoretical lectures, the online part are exercises. The course starts with an online session. This structure was not chosen by the course designer but by the university's policy makers.

Tools

Instruction movies (screencasts explaining the different quantitative techniques and how to use them in quantitative data analysis software) on Toledo (university platform). Exercises that have to be made on a dataset that can be retrieved from the university platform. Possibility to have feedback via skype.

Transition

The course has been Blended since four years. It used to be a complete offline course with lectures and exercises in a classroom setting. University policy makers then decided that students needed more flexibility since the course was given in the evening program. The university wanted to reduce the amount of time students had to spend on campus by 50%. As a result, the decision was made to switch to a blended approach. The course designer was not involved in this decision.

Global Transaction and Intercultural Competence

Description

The course is particularly focussing on the intercultural challenges deriving from global transactions and the intercultural insights and competences needed to act in these challenging contexts. To develop these competencies it works with real cases from the international business world.

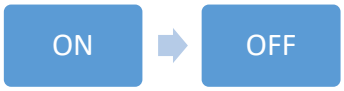
On the basis of theories and methods developed within intercultural communication, cross-cultural interaction and ethnography, the course provides analytical competencies, skills and tools.

Objectives

The objective of this course is that you develop:

- knowledge about global transactions in a changing world
- knowledge about theories on cultural encounters and intercultural communication
- ability to apply appropriate theories and methods to real cases involving intercultural complexities
- intercultural competencies to propose solutions to cases and situations characterized by a high degree of cultural complexity

Structuring



Due to the fact that students attend the course from all over the world the actual face-to-face on-campus time is limited to two weeks. The course has online activities as preparatory activities for the face-to-face activities and, as such, is an example of a flipped classroom approach. After two weeks of face-to-face contact the students go home with assignments (as well home as exam assignment) that are mentored and supervised online.

Tools

Blackboard as a learning management tool (communicator, discussion board, Short 8 minutes videos with lectures, on-hour online sessions uses video and chat function), e-mail, blogging.

Transition

It is a new course and it ran for the first time in 2017.

Risk management in international operations

Description

This course familiarizes the students with Risk Management as the identification, assessment, and prioritization of risks followed by coordinated and economical application of resources to minimize, monitor, and control the probability and/or impact of unfortunate events. Special emphasis is put on practical risk management tools and latest concepts. Course consists of 1 face-to-face meeting and online activities (individual & team work).

The course is targeted to students who have at least 3 years working experience and are studying while working. The course is trying to enhance collaborative learning, sharing experiences and learning from each others, which brings some challenges into blended model.

Objectives

When the student has passed this course he/she will know:

- Core terms and notions related to risks and risk management
- Different risk types and profiles in different business environments
- Risk management process phases
- Risk identification techniques
- Risk assessment tools
- Risk management linkage to other management disciplines
- Trends in academic risk management research

Structuring

OFF ON

The course consists of one face-to-face meeting (a three hour contact class) and online activities. The exam is also administered online. The online activities were divided in four modules and consisted of individual and team work. The purpose of the face-to-face meeting was to get to know each other and make the online team work easier.

Tools

MOODL platform, selected online working tools (via Tabula LMS)

Transition

The course was implemented first as a conventional course in 2014 and 2015, then transformed into blended. The course is constantly adjusted on the basis of student feedback which is very important to the course designer. Students, for example, came up with the idea of creating their own cases that their peers had to solve.

Chemistry 1A

Description

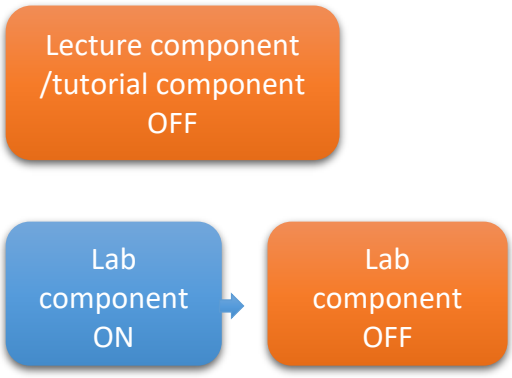
The Chemistry 1A and 1B 20-point courses together provide the first year course for students taking chemistry-based degrees. They also serve as a foundation in chemistry for other physical science students. These courses are designed to take students with diverse backgrounds and provide them with thorough grounding in the fundamentals of chemistry and provide a basic training in the essential laboratory skills for practical chemistry. The courses consist of lectures, tutorials, workshops and laboratory classes in inorganic, organic and physical chemistry.

Objectives

On completion of this course, the student will be able to:

1. appreciate how to build knowledge in chemistry through an increased awareness of the effectiveness of different modes of teaching and learning.
2. understand, describe and account for: the fundamental principles of atomic structure and the periodic table; bonding and molecular orbital theory; understanding of the constitution, structure and stereochemistry of organic molecules; spectroscopic characterisation involving uv/vis, ir and nmr spectroscopies; the concept of organic reaction mechanisms; the principles of thermodynamics.
3. participate in small group discussions both in a laboratory and in a tutorial setting.
4. use data sets using suitable software to formulate meaningful scientific arguments.
5. use laboratory equipment under supervision in a safe manner in order to perform simple synthetic procedures and spectroscopic characterisations, and write clearly structured, word-processed laboratory reports.

Structuring



The course is mainly traditional whereby only a small part is done in flipped classroom mode. The course has a lecture component, a laboratory component and a tutorial component. The blended-learning elements are specific to the lab practice, experiment 2, where students were required to watch 4 exemplar videos on Learn (VLE), complete a prelaboratory quiz, and then demonstrate particular techniques to peers while filming themselves.

Tools

videos, Learn (virtual learning environment), youtube, vimeo, media hopper, digital badges (hosted on the mozilla open badges platform).

Transition

The incorporation of blended learning elements into the lab practice together with peer assessment is a fairly new approach in this course.

Foundations of Academic Practice

Description

This course is one of the routes for academics in the UK to gain accreditation for teaching. as a result, the course should be viewed as a cpd program per se, and the course design has to take into consideration the fact that the students are all full time teachers who have very busy working schedules.

Objectives

There are three rationales for the course. First, the course will meet the need for professional development of colleagues as accredited by the Higher Education Academy, and as set out in the UK Professional Standards Framework (PSF). The emphasis of this Framework, and of this proposed course, is on supporting colleagues to enhance their scholarly understanding of learning and teaching. The proposed course is designed to build on our colleagues' own practice and to encourage them to reflect on this in a critical manner with a view to improving on it.

Secondly, the course will enable colleagues to contribute to designing and delivering the high quality learning environments and learning experiences set out in the University's Learning and teaching Enhancement Strategy. The chief aims are:

to strengthen and enhance the quality of students' experiences of university study wherever necessary, appropriate and practicable to sustain an environment in which excellence in learning and teaching can thrive and where refinements and innovations in practices are prized and promulgated to encourage everyone involved in teaching and supporting learning to play their part in enhancing as well as ensuring quality

The remit of this course is to prepare colleagues to deliver this vision through critically reflecting on, and developing, their own academic practice within the University.

Thirdly, it provides the opportunity to support colleagues in the development of their research careers, and in this way to make an active contribution to the research strategies of their Schools.

Structuring

The course is made up out of four blocks. Three of the are mainly offline althougfh there is an aspect of the flipped classroom since preporatory material is offered online. One block is taught fully online. All four blocks are supported by a blog.

Tools

Learn (virtual learning environment), online poll, videos

Transition

It is a new course that started in blended mode in the academic year 2017-2018.

Professional Development

Description

This course is required to be undertaken by any repeating/resitting student. It provides general support and advice on personal and professional development, including the opportunity for students to consider their own weaknesses and strengths. This course can be studied by distance learning. Students are given the option but must declare before week 1 if they are studying on campus or distance learning. The mode of study cannot then be changed without discussion with the Course Director.

Objectives

The aim of the course is to provide general support and advice on personal and professional development, including the opportunity for students to consider their own weaknesses and strengths.
On completion of this course, the student will be able to:
1. Accept the personal attributes and behaviours required of a professional
2. Engage in reflective activity in terms of self-appraisal
3. Recognise the importance of good communication
4. Recognise sources of stress and methods for mitigating it.
5. Develop effective time management, independent learning and study skills and Appreciating the value of giving and receiving constructive feedback

Structuring

ON/OFF

The course considers the needs of students on placement to have the flexibility to attend courses offline or online. There is a one hour class every month (8 sessions in total) that can be followed in real time via Collaborate.

Tools

Virtual Learning Environment, collaborate

Transition

The course designer started with this course six years ago.

Reproductive Biology Honours

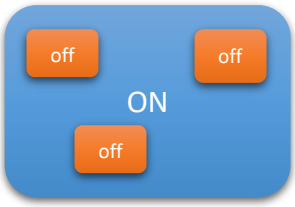
Description

The blended approach in this course is used in a couple of ways, including getting all students to work in groups to write wikipedia pages and develop a critical appraisal of a topic using wordpress as a platform.

Objectives

The aim of the course is to provide general support and advice on personal and professional development, including the opportunity for students to consider their own weaknesses and strengths.
On completion of this course, the student will be able to:
1. Accept the personal attributes and behaviours required of a professional
2. Engage in reflective activity in terms of self-appraisal
3. Recognise the importance of good communication
4. Recognise sources of stress and methods for mitigating it.
5. Develop effective time management, independent learning and study skills and Appreciating the value of giving and receiving constructive feedback

Structuring



The course is structured based on the SLICC principle (Student-Led Individually Created Courses: https://www.ed.ac.uk/employability/slicc/about) whereby individual reflection is of the essence. Students have very few offline sessions. The backbone to the course is an e-portfolio.

Tools

e-portfolio of learning (Pebble Pad), wikipedia

Transition

The blended approach has been used in the student selected components at the medical school for about 15 years, so it is a very well established practice. More than one course has adopted this approach.