



How to conduct effective online session and Blended Learning

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Learning Objectives

- Basic Ingredients of Powerful Online sessions
- The Secrets of effective online session
- Blended learning

Elements of Online Sessions



Visuals



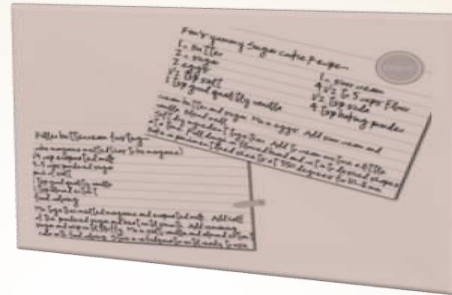
Sound



**Interactivity
(Internet connection)**

Basic Ingredients of Powerful Online sessions

- Content
- Computer & connectivity
- Software
- Time to prepare
- Access to audio



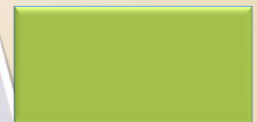
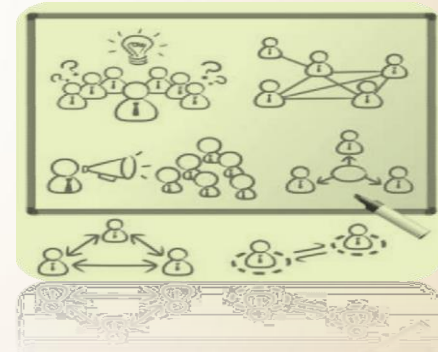
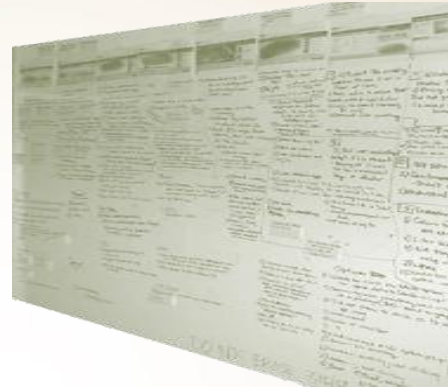
Online Software Features

- ✓ Desktop Sharing
- ✓ Web Browsing
- ✓ Recording
- ✓ Whiteboard
- ✓ Drawing Tools
- ✓ Chat Share
- ✓ Controls

Common Features

The Secrets of effective online session

- Presentation Preparation
- Technology Preparation
- Promoting Your Session
- Engaging Attendees
- Following Up



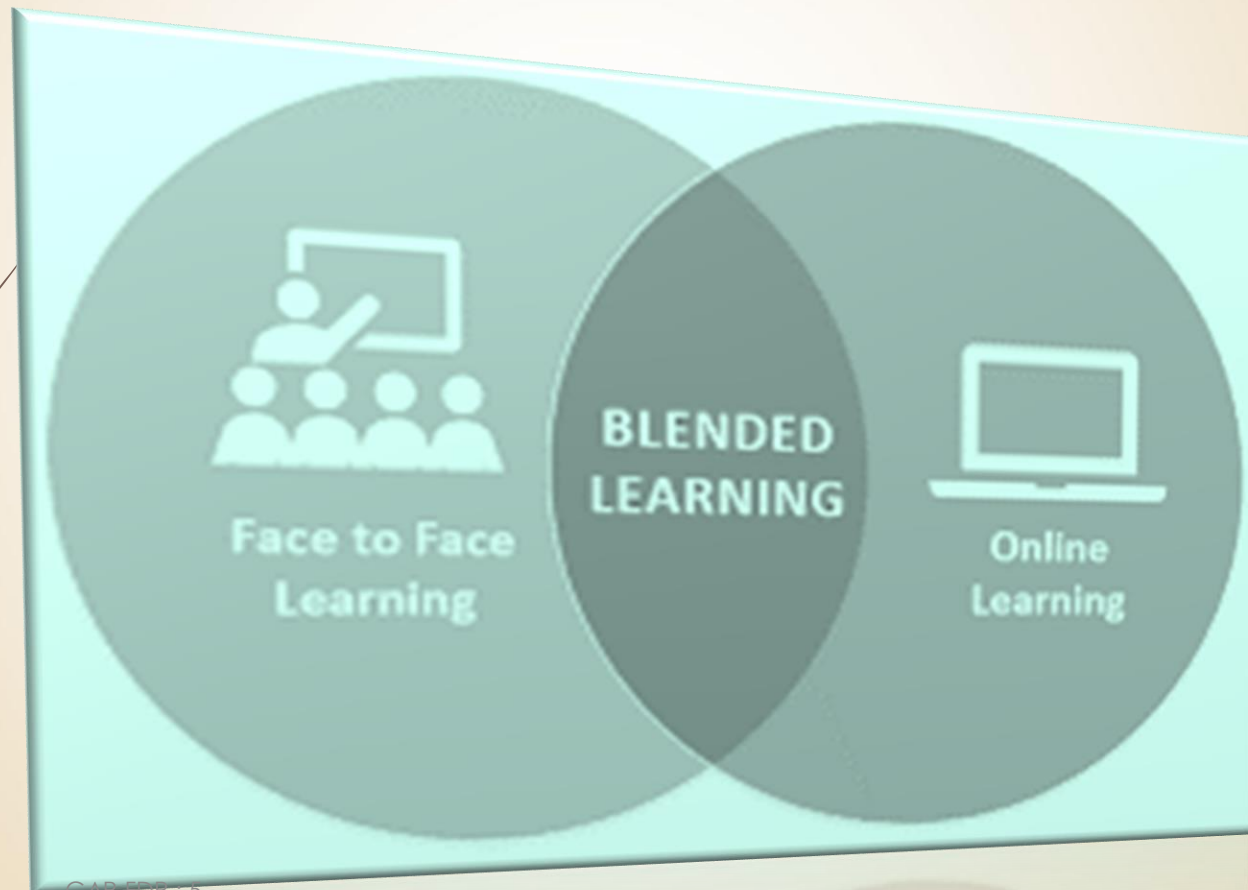
Tips for conducting a effective online Session

- Evaluate the Audience
- Prepare session objectives
- Organize Your Information
- Develop Powerful Images
- Choose Appropriate Media
- Practice, Practice, Practice
- Prepare the Learning Environment
- Keep the Audience Interested
- Handle Questions and Answers Effectively

Blended Learning: The future of Higher Education

“Blended learning combines the best empowering ICT & human touch so we can help students learn more than ever before”

– A. Hernandez



What is a blend?

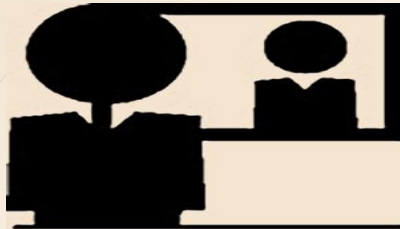


Using the best delivery methodology(ies) available for a specific objective, including online, class-room based, instruction, electronic performance support, paper based, formalised & informal learning solutions.

- Blend of formal and informal learning
- Blend of workplace and classroom
- Blend of instructionally structured resources and resources created for a purpose other than learning
- Blend of interaction with others in the same or different locations
- Blend of digital and physical locations
- *More blends?*

What type of blend?

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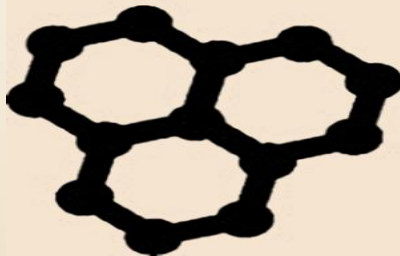
online instruction



online guidance

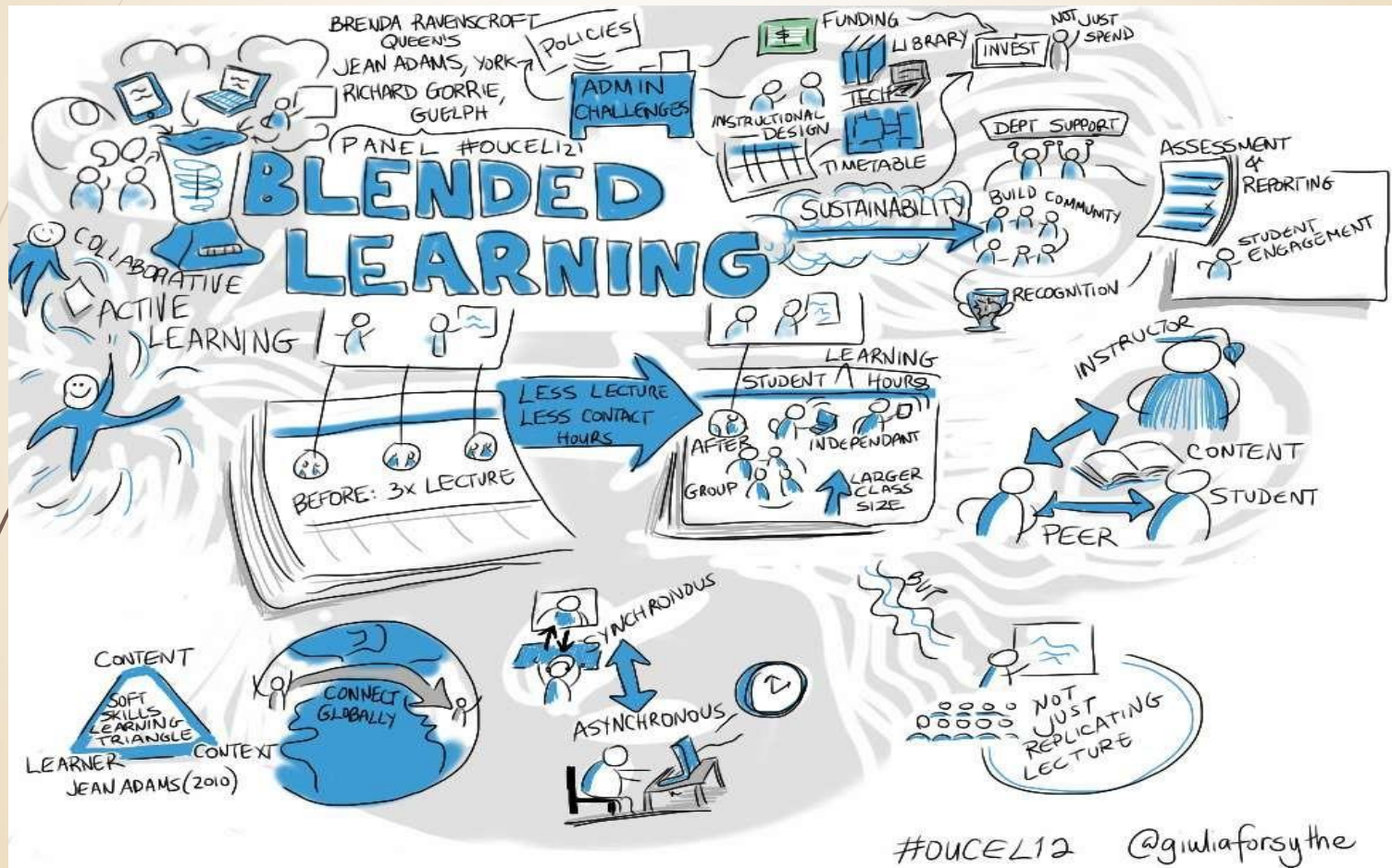


online practicing



collaborative online learning

Blended Learning = Teacher + Technology working together



Blended Learning - Redefined



Focus shifts to learning objective from delivery methodology



Imparting training to disseminate knowledge via formal and collaboration methods



Advent of social and digital technology is the new catalyst

Skills needs an Update

Choosing the best blend for a learning situation is a new skill. Designing a Web environment to integrate the components of the blend is also a new skill.

This implies that role of a teacher changes as:

- Less face-to-face instructional activities
- More ICT savvy
- Broader repertoire of learning activities
- Community manager
- Moderator
- Facilitator
- Trainer

Key Components of Blended Learning

Components of Blended Learning



Key Ingredients

- ▶ Live events
- ▶ Self-paced learning
- ▶ Collaboration
- ▶ Assessment
- ▶ Performance support materials



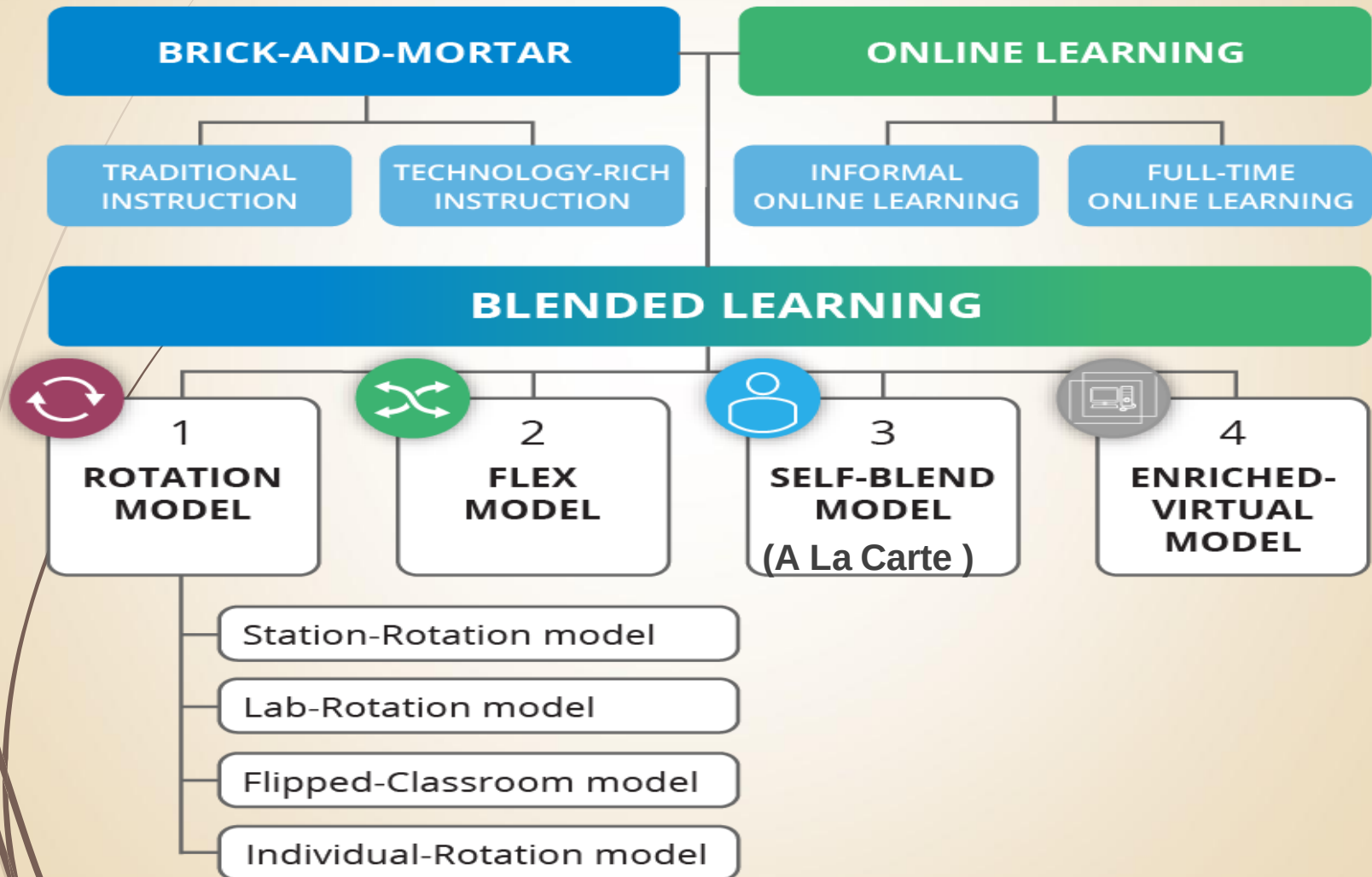
**Blended
learning**

Blended Learning supports

- Flexibility in
time
location
trainer
but mostly dependent on internet-connection
- Creative use of
interactivity / learning activities
audio and/or video
- More geared to individual learner
- More active engagement expected of learner

Types of Blended learning model

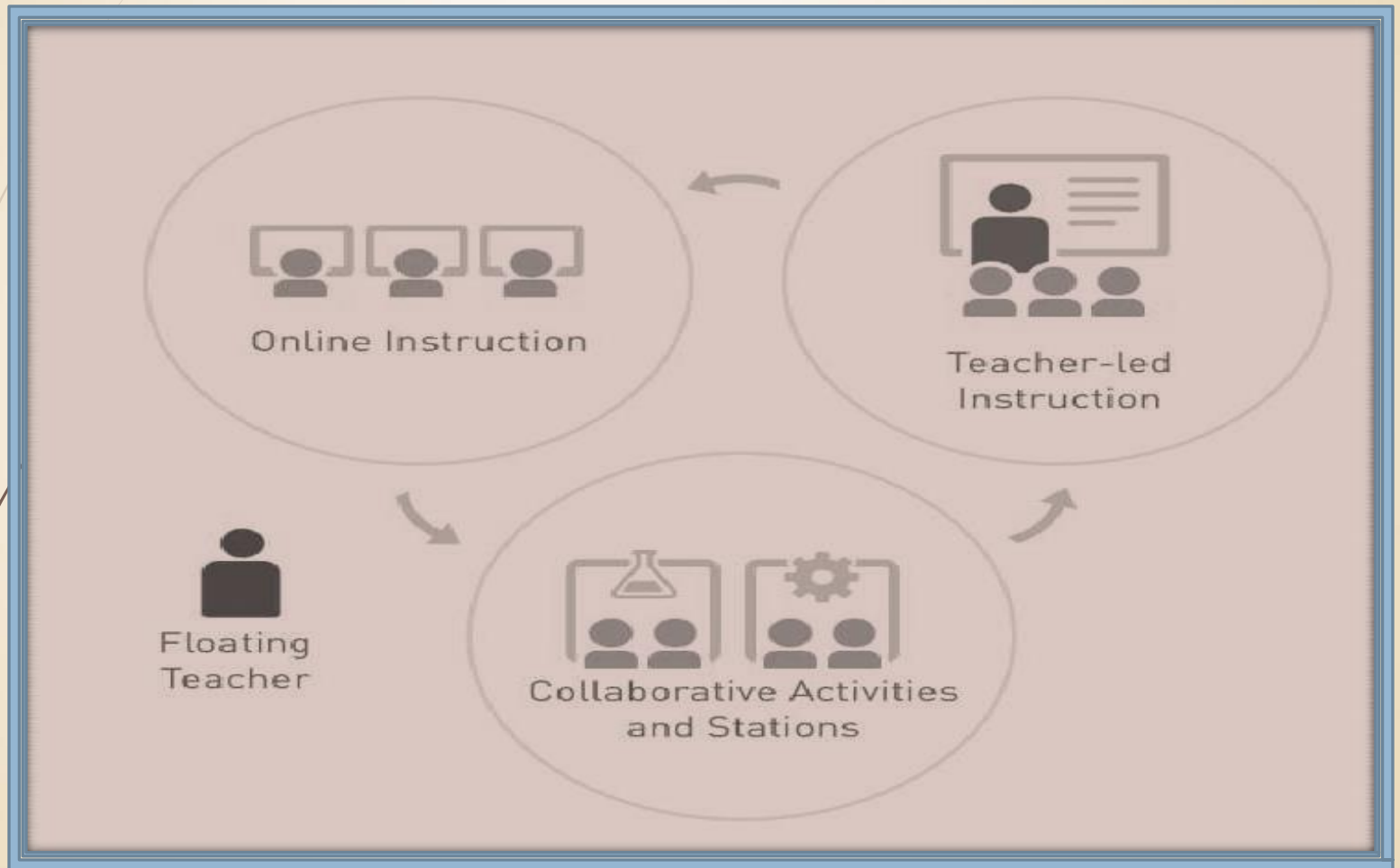
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Rotation Model

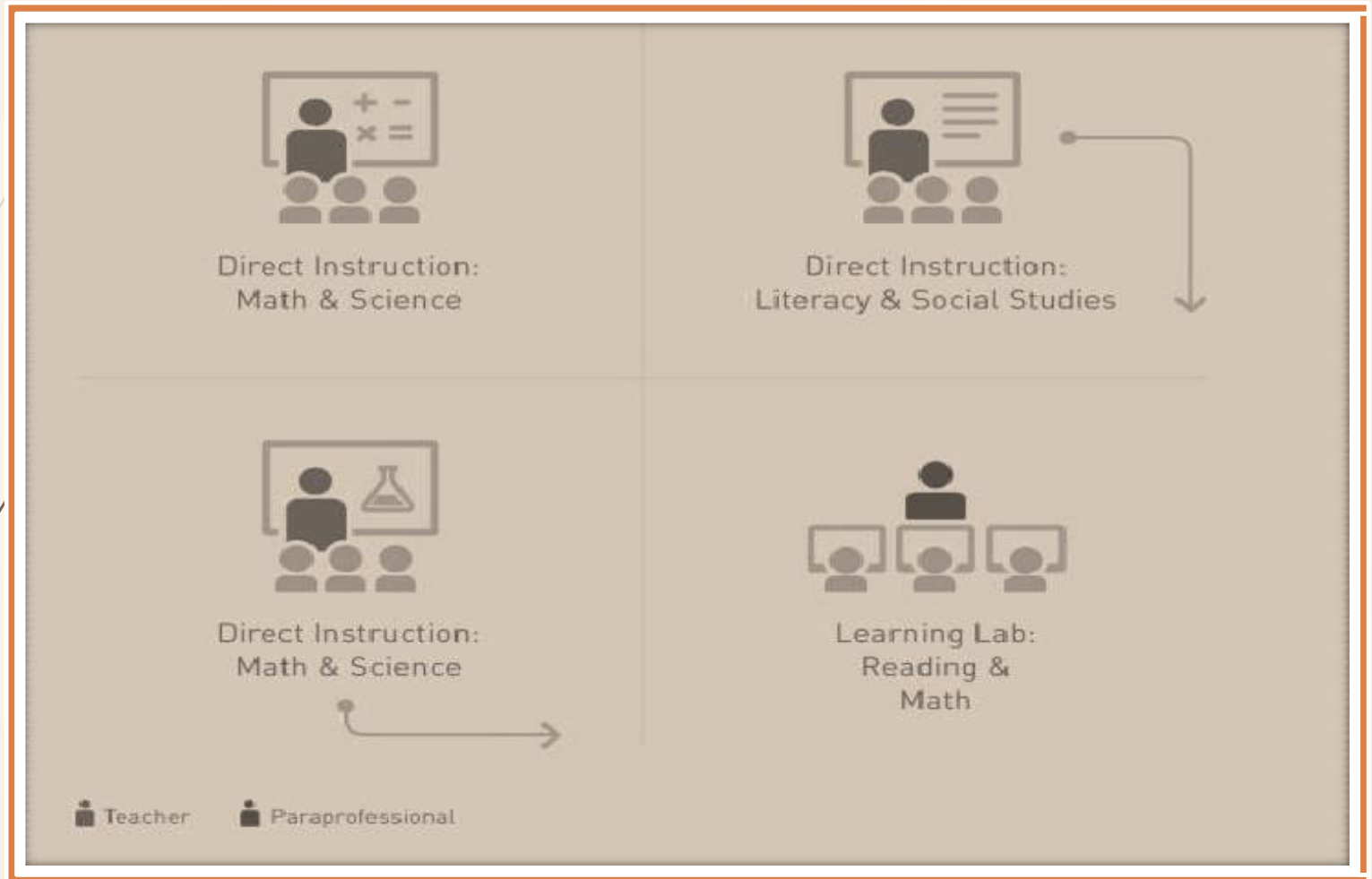
Station Rotation model

- The Station Rotation model allows students to rotate through stations on a fixed schedule, where at least one of the stations is an online learning station.
- This model is most common in elementary schools because teachers are already familiar rotating in “centers” or stations.



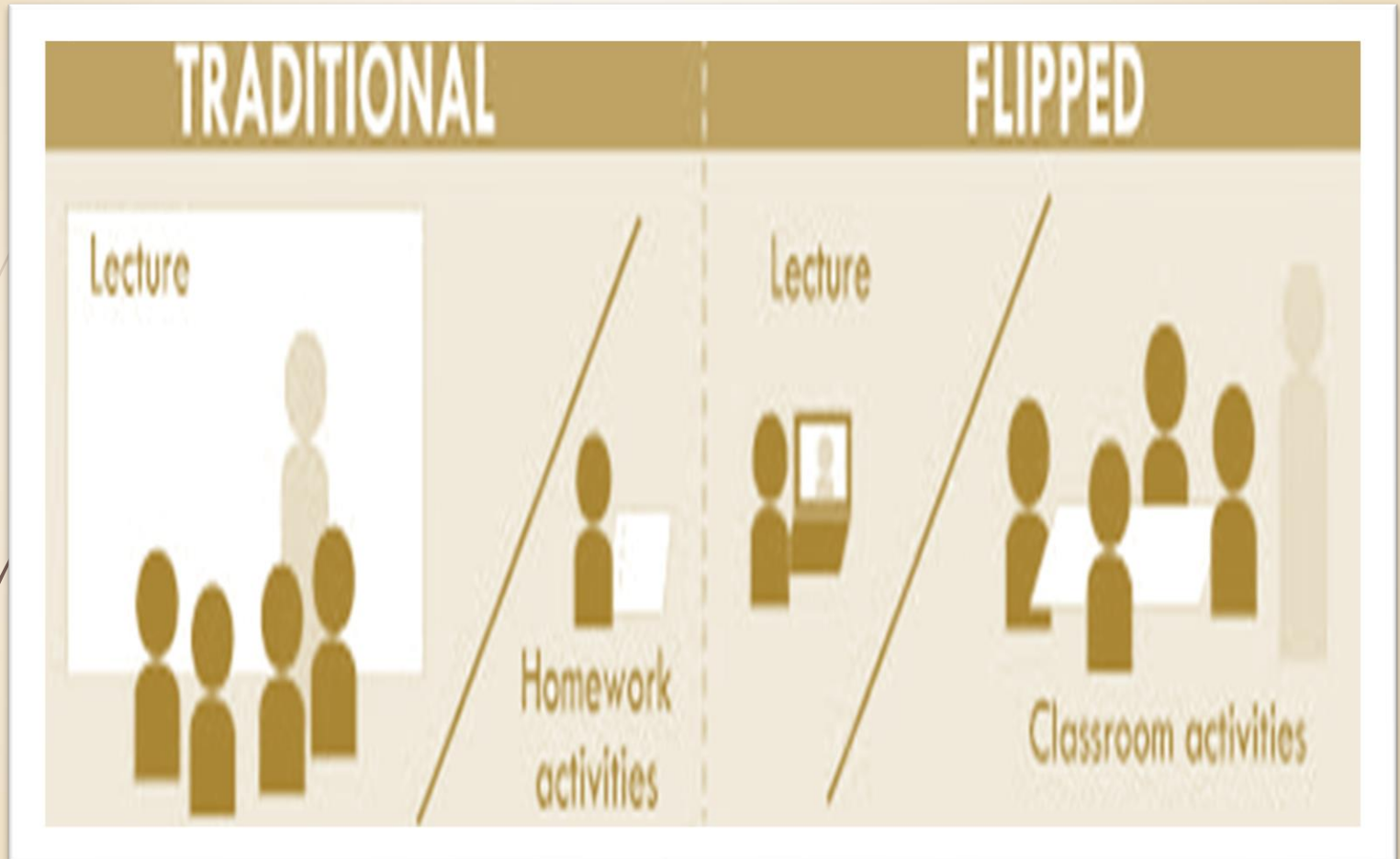
Lab Rotation Learning model

- The Lab Rotation model, like a Station Rotation, allows students to rotate through stations on a fixed schedule. However, in this case, online learning occurs in a dedicated computer lab.
- This model allows for flexible scheduling arrangements with teachers and other professionals, and enables institutions to make use of existing computer labs.



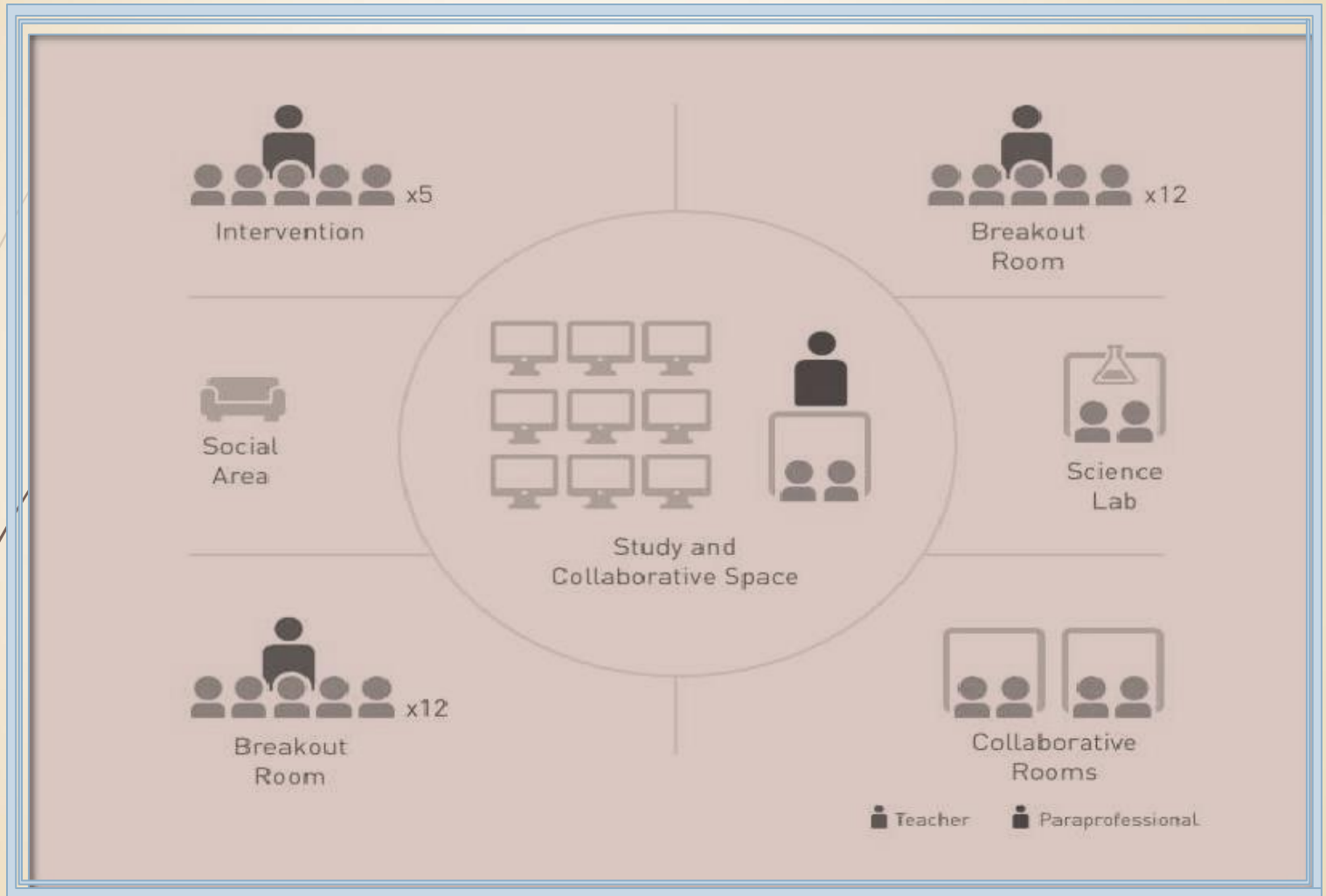
Flipped Classroom model

- The Flipped Classroom model flips the traditional relationship between class time and homework.
- Students learn at home via online coursework and lectures, and teachers use class time for teacher- guided practice or projects. This model enables teachers to use class time for more than delivering traditional lectures.



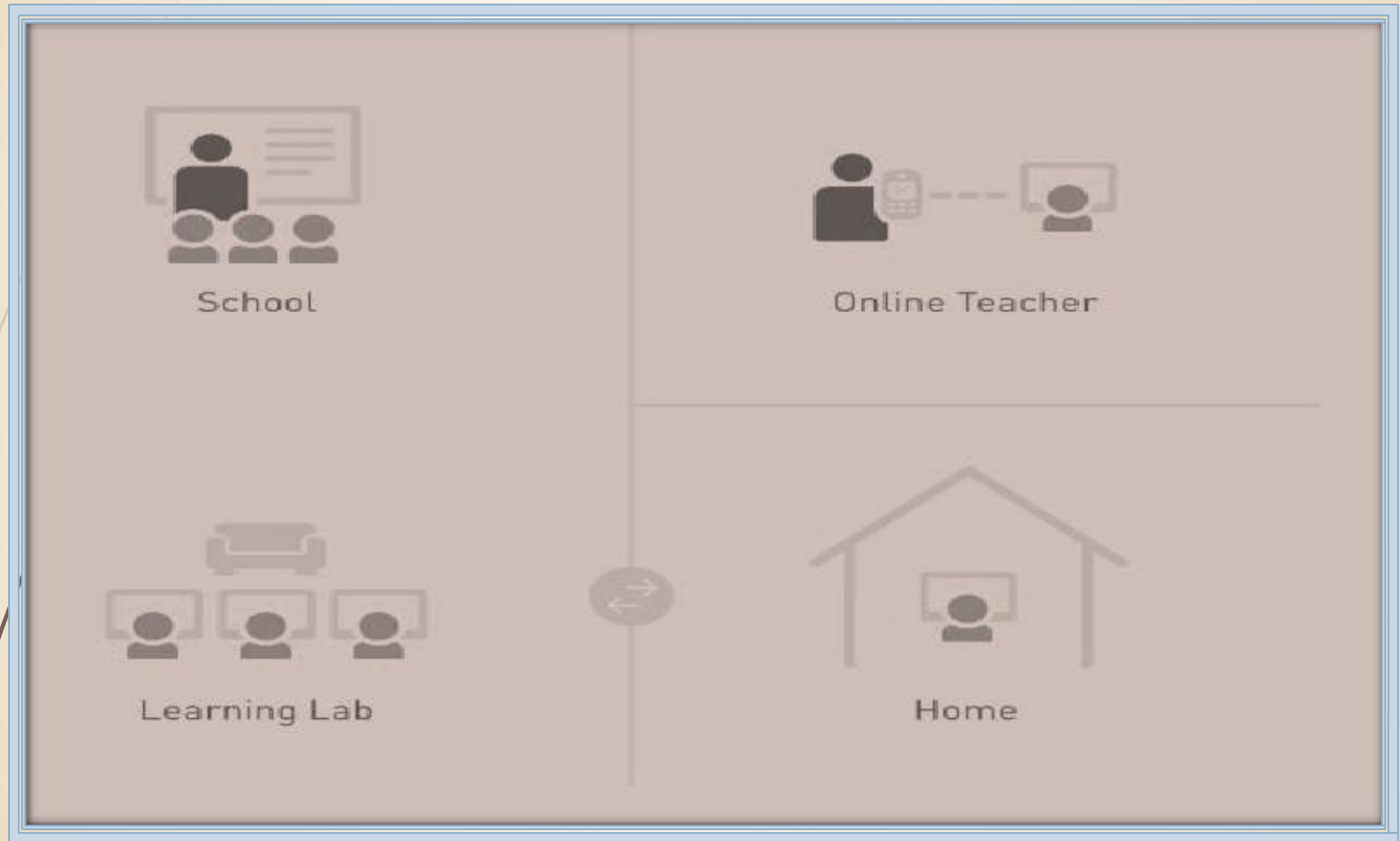
Flex model

- The Flex model lets students move on fluid schedules among learning activities according to their needs.
- Online learning is the backbone of student learning in a Flex model. Teachers provide support and instruction on a flexible, as-needed basis while students work through course curriculum and content.
- This model can give students a high degree of control over their learning.



A La Carte (Self Blend Model)

- ▶ The A La Carte model enables students to take an online course with an online teacher of record in addition to other face-to-face courses, which often provides students with more flexibility over their schedules.
- ▶ A La Carte model can be a great option when institutions can't provide particular learning opportunities.



Enriched Virtual model

- ▶ The Enriched Virtual model is an alternative to full- time online school that allows students to complete the majority of coursework online at home or outside of school, but attend school for required face-to-face learning sessions with a teacher.
- ▶ Unlike the Flipped Classroom, Enriched Virtual programs usually don't require daily school attendance. Some programs may only require twice-weekly attendance.



Reasons for the use of blended learning

- Pedagogical richness
- Access to knowledge
- Social interaction
- Personal agency
- Cost-effectiveness
- Ease of revision

Components of Blended Learning

Synchronous Physical/Face-to-Face Components

- Face-to-face Tutoring
- Coaching or Mentoring Sessions
- Classroom
- Workshops
- Conferences
- Meetings
- Labs

Design approaches

Three distinct design approaches:

- ▶ Low-impact blend: adding extra activities to an existing course
- ▶ Medium-impact blend: replacing activities in an existing course
- ▶ High-impact blend: building the blended course from scratch.

How do you incorporate blended learning in your course?

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Tools for blended or e-learning

What kind of software tools are out there :

- ➡ Learning Management system (administration & delivery & access)
- ➡ Authoring (production)
- ➡ Networking (connect, share, re-use, trust)
- ➡ Repositories (sharing, distribution)
- ➡ Secondary stuff, such as screen recording, webinars, etc

How do you incorporate blended learning in your course

- Use a variety of teaching tools. Incorporate digital technology into your classroom lessons along with traditional methods of instruction.
- Make learning accessible for students.
- Assessments should be real-time and the choice of F2F or online should be made available.
- Personalize learning pathways for each student.
- Differentiate your Content delivery and Discussion Methods.
- Keep the Class Size Limited.
- Choose the blended learning model that works for you

Challenges in Implementing Blended Learning

Challenges in Implementing Blended Learning

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C

User Reaction

B

Technology

A

Top / Sr. Management Engagement

Top / Sr. Management Engagement

- Not enough direction from top level on advancing the technology
- Unenthusiastic participation of management in strategising
- The expense of technology
- Hesitation / Apprehensions / Even fear of open collaboration and social interactions
- Not taking changes itself seriously

Technology (or the lack of it)

- Lack of experience in using technology
- Inexperienced or unwilling IT to experiment/support new technology
- Fear of losing manual control to a system
- Concerns of providing technical support
- Inadequate training and technological issues
- Well thought out plan for integrating various systems needed to implement Blended Learning.

User Reaction

- Acceptance of newer training forms due to cultural (organisational) preoccupations
- Insufficient from-the-top directives to team managers to adopt new training forms
- Lack of an easy-to-use system may increase dissatisfaction
- Rise of Mobile Learning
- Decreased motivation
- Weakened relationships between students and teachers.

Advantages of blended learning

- Student-driven
- 21st Century Skills Oriented
- Matches Broader Trends
- Additional Opportunities to Collaborate and Interact
- It Matches How the Brain Works
- Students Becomes Lifelong Learners

Disadvantages of blended learning

- The use of lecture recording technologies can result in students falling behind on the materials.
- Using e-learning platforms can be more time consuming than traditional methods and can also come with new costs as e-learning platforms.
- Another critical issue is access to network infrastructure
- Faculty to student relationship and Student perceptions of blended learning
- Lower motivation to learn or lower creativity in searching for knowledge
- Lack of technology support
- Longer preparation time when teaching in a blended environment

Summary

Blended Learning is already in place – largely. A great need for a single easy-to-use system to manage blended learning in one place. The conclusion is that blended learning is consistent with the values of traditional higher education institutions and has the proven potential to enhance both the effectiveness and efficiency of meaningful learning experiences.

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We will adopt 'blended learning' when universities reopen: UGC Chairman



Live Session

University Grants Commission Chairman Prof D P Singh during webinar on "Education 2.0: Higher Education Post COVID Era" | Jun 10, 2020 - 6:40 p.m. IST

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NEW DELHI: For when colleges and universities re-open, the University Grants Commission, or UGC, is considering a "blended learning" approach that could involve all universities being allowed to teach up to 40% of their classes online, UGC chairman DP Singh told *Careers360* on Wednesday.

He said that the UGC will soon frame fresh regulations to allow universities to offer online education in line with the Prime Minister's Vidya schemes.

To this end, the higher education regulator will amend the existing regulation on online courses to allow universities with a 3.01 grade and above in the NAAC accreditation system to start full-fledged degree programmes but with permission. Institutions with a NAAC rating of 3.01 and above and ranking among the top 100 in the 'university' category of the National Institutional Ranking Framework (NIRF), can launch full-fledged online degree programmes without having to seek special permission. This will allow more institutions to offer online degree programmes.

Re-opening colleges, universities

Singh said that the UGC is working on fresh guidelines for reopening of colleges and universities which will be issued soon.

He said that UGC is looking at blended learning, which would include online learning, once the institutions re-open. "We will be coming up with guidelines in this regard keeping wider perspectives in mind," said Singh. He also hinted that as the situation in the country related to COVID-19 pandemic is still evolving, UGC will soon come up with fresh guidelines.

Singh told *Careers360* that in the blended learning system, all universities in the country will be able to offer 40% classes through online mode. The second change will be the offer of full-fledged online degree programmes. Until now the regulation required universities to be among the top 100 and to have a 3.25 grade from the National Assessment and Accreditation Council (NAAC). "Keeping the changing environment in mind, we are revising the regulations, we will allow universities having 3.01 grade in NAAC in the top 100 in the universities category," he said.

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<https://news.careers360.com/we-will-adopt-blended-learning-when-universities-reopen-ugc-chairman>

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Good teachers know how to create learning materials but

Great teachers know how to mix and reuse.

Thank You

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