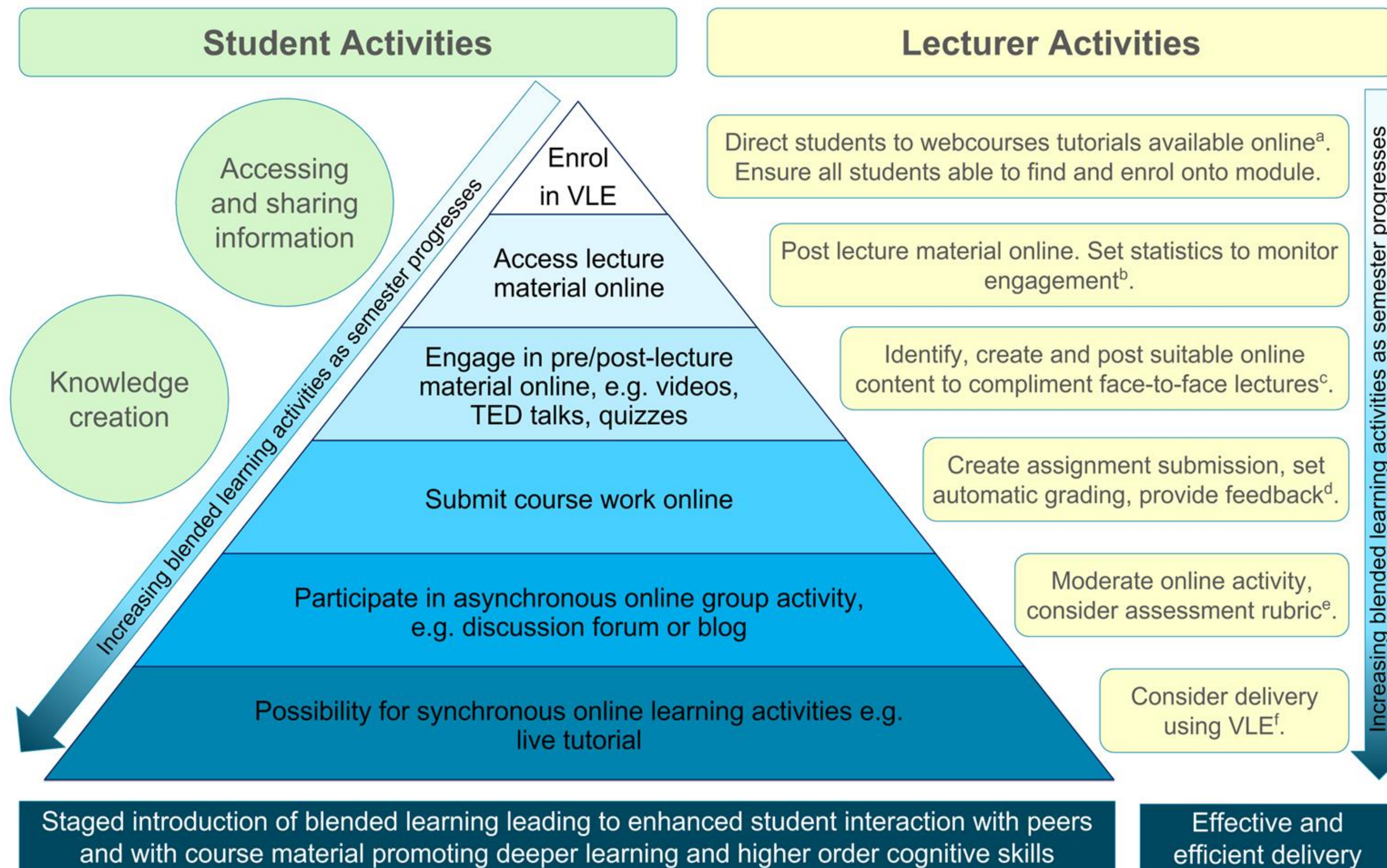


Embedding a blended learning approach from 1st year

What is the issue?

As DIT strives to enhance the transition of students into third level education, a number of priority areas were identified as part of the ongoing STEER (Student Transition, Expectations, Engagement, Retention) initiative. Two areas related to blended learning were recognised as crucial to the initiative and the overall transition experience; firstly, to enable students to become self-directed learners and secondly, to ensure students are cognisant of blended learning as an effective pedagogy. The purpose of this poster is to provide a framework for how a lecturer can introduce blended learning into a module, with specific focus on first year undergraduate teaching.

Incremental introduction of blended learning in first year - student and lecturer activities



Advantages to the lecturer

In addition to the pedagogical value of blended learning, using Virtual Learning Environments, such as Webcourses, can help a lecturer:

Efficiently disseminate information such as lecture notes or changes in timetabling.



Monitor student engagement and identify weaker students more easily, particularly in large classes.



Track submission times and detect plagiarism.



Prepare and automatically grade and record assignments.



Advantages to the student

A successful blended learning approach allows students:

Achieve higher stages of Bloom's taxonomy

Engage in a social constructivist approach to learning

Greater access to course materials, enhanced flexibility and increased lecturer communication.

Conclusions

A blended learning approach has several pedagogical and practical advantages but must be introduced in a phased manner in first year to scaffold the transition from secondary to tertiary education

Further reading

<http://wp.me/p7cqS6-1K>