



Blended Learning: Tutor Handbook

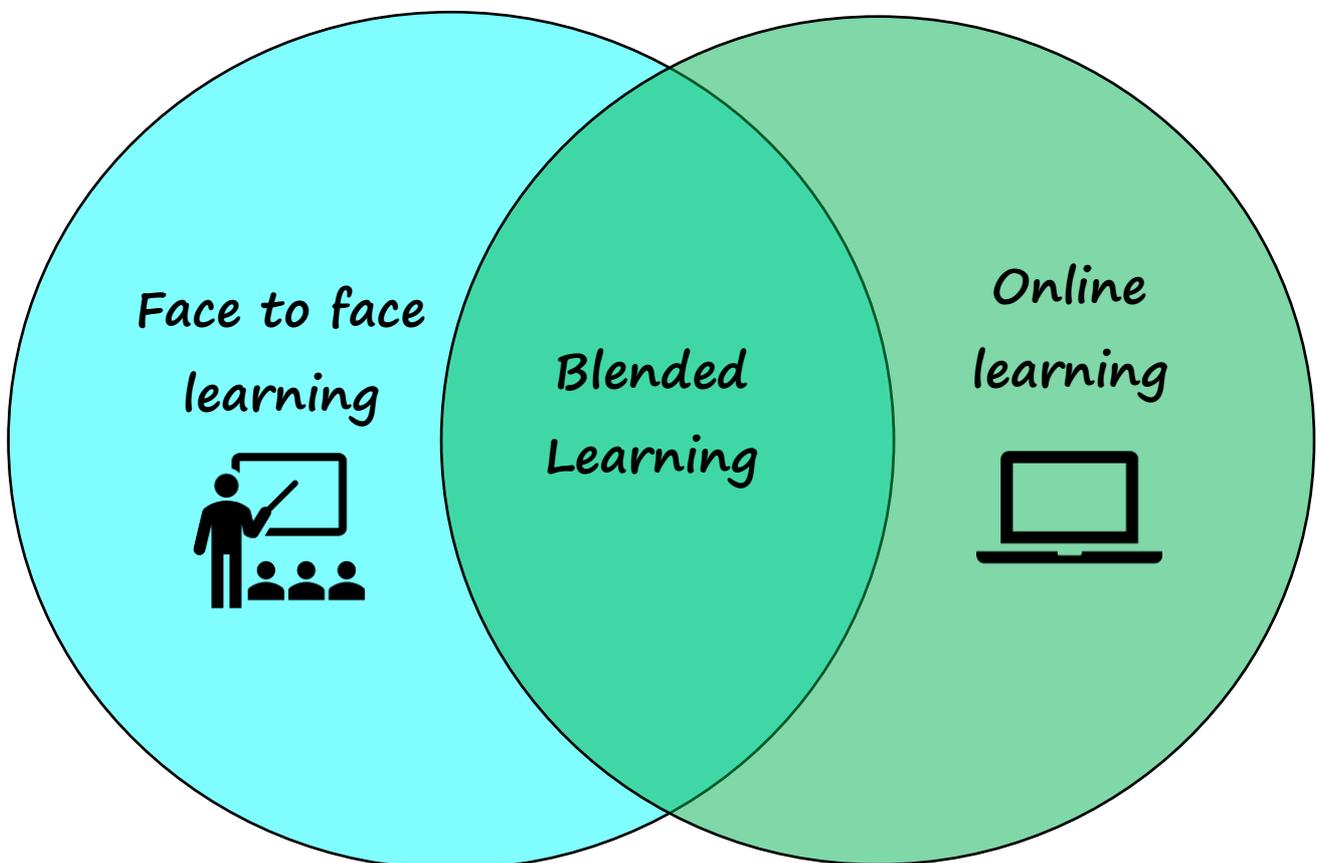


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What is Blended Learning?

Blended learning is a method of learning that integrates both online learning experiences with traditional tutor led classroom learning experiences. Blended learning gives students more flexibility to customise their learning experiences to suit their own style of learning (Porter *et al.* 2014).

Categorising delivery methods at CCL:

<i>Delivery Method</i>	<i>Explanation</i>
<i>Face to Face</i>	Face to face learning is where a component of a module is taught in a face to face setting. Engagement with classes is in the same place and at the same time. Some aspects of technology may be used during this method, but it is not the main feature of the class.
<i>Online Learning</i>	Online learning is where a component of the module is taught online either using synchronous or asynchronous delivery methods. Assessments, quizzes, and feedback may be submitted online.
<i>Blended Learning</i>	Blended learning is a mixture of both face to face learning and online learning. It can be used to varying degrees and the way in which it is implemented may depend on the module you are teaching.

Why use Blended Learning?



Blended learning can:

- Broaden the opportunities available for learning
- Support the key features of a module (for example: assignment submissions, skills demonstrations, marking and feedback)
- Support the provision of information and resources made available to the students
- Engage and motivate students through greater communication and collaboration
- Create a more inclusive learning environment
- Cater for the differentiated learning and accessibility needs for each student

The process of Blended Learning for each module

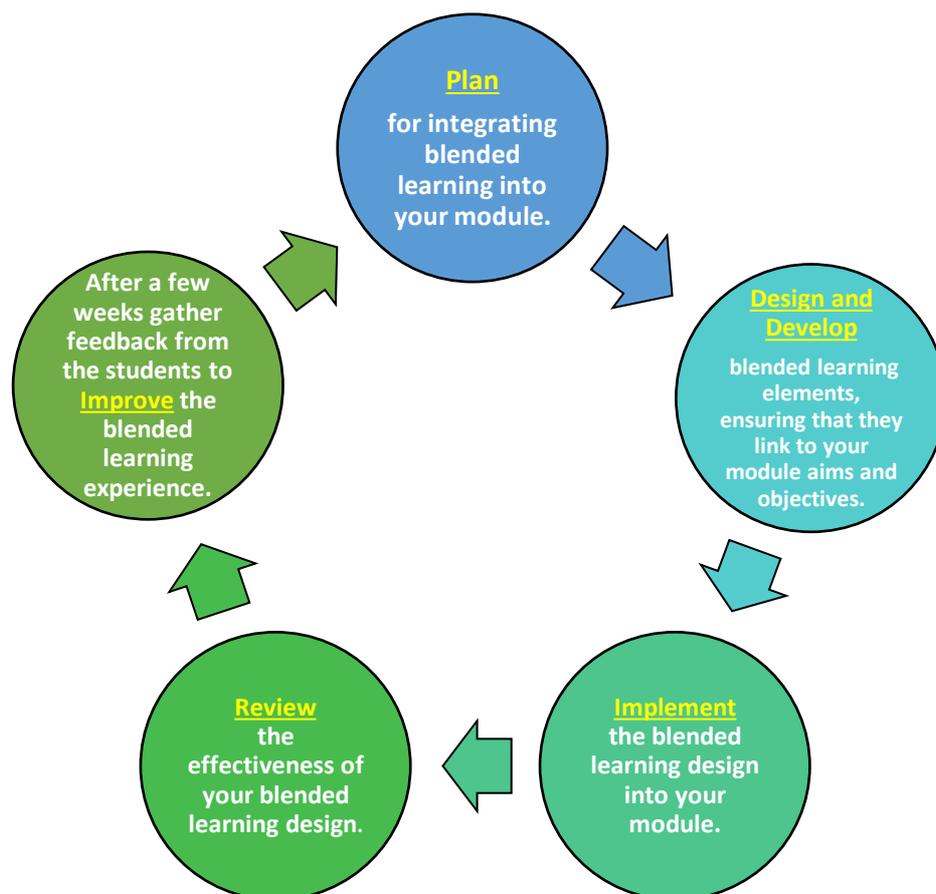


Figure 1.0 The process of blended learning (Adapted from: Bath & Bourke (2010))

Aspects of learning to consider when planning for Blended Learning

When planning for blended learning there are some factors to consider.

1. Language barriers



To support ESL (English as a second language) students consider recording your face to face classes, or uploading live PowerPoint presentations online as ESL students often find it useful to listen back at their own pace and/or several times for a clearer understanding.

2. Accessibility



It is important not to assume that all students will have access to a range of technology, for example WiFi or laptops. You should consider how your learning objectives can be met without access to these resources outside of CCL. Other elements to consider in your planning is how different aspects of your module can be adapted to suit students with disabilities (for example visually, hearing or physically impaired, autism, dyslexia and dyscalculia).

3. Digital Technology

Expertise



It is important to note that not all students will be familiar with the basics of Microsoft 365 or the basics of using computers. It is essential to provide time for these students to gain familiarity with the required technology prior to the start of the module.

Using Microsoft 365 to aid in Blended Learning Delivery

1. Language barriers

Tools that can be useful for ESL students:

- Live captions in PowerPoint in over 50 languages
- Dictating in Word, OneNote and Immersive Reader
- Reviewing Teams Meetings again at their own pace in the stream section

With recorded lessons, you could:

- record the lessons into smaller segments so students can watch them separately and take a break at the end of one before watching the next one
- record one video, upload it to Stream, and then use Forms to insert questions into the video that will allow students to pause and reflect on what they are learning before they move on and watch more.

2. Accessibility

Some accessibility features of OneNote and Immersive Reader that could be useful include:

- Reading an article out loud
- Dictating comments or adding audio
- Underlining of nouns, pronouns and adjectives
- Changing page colour, line spacing and font
- Picture Dictionary for keywords
- More accessibility tips are available [here](#)

3. Digital Technology Expertise

Some features that may be useful in gathering class technical expertise, as well as expanding knowledge of Microsoft 365 include:

- A survey gathering previous experience on Forms
- Microsoft Education tutorial video clips

Accessible technologies to help students with disabilities unlock their full potential by addressing the diversity of needs.

Supports for students with inclusive personalized non-stigmatizing tools starting in the primary grades through graduation.



Preparing all students to be independent with workforce ready skills for higher education and as they begin careers.



Knowledge to advocate for the technology and tools needed to be successful and independent in the workplace and life.



Reading, writing, math

- Immersive Reader
- Independently digitize materials with Office Lens
- Dictate content across Office 365
- Word prediction to assist with writing
- Breaking content in smaller parts with Headings in Word
- Built in math tools in OneNote

Mental health

- Opportunities to connect with students and families with video chat feature in Teams
- SEL through lessons in Minecraft
- Alternative content creation with Flipgrid, digital inking, PowerPoint recording, Sways, Whiteboard
- Data collection (such as ABC data) through Forms

Speech, language, communication

- Practice speaking with PowerPoint Presentation Coach
- Practice conversational learning with Flipgrid
- Reading and listening to text with Immersive Reader
- Process auditory language with live captions
- Respond to prompts using the Chat feature in Teams

Mobility

- Personalize the computer with the Ease of Access Center
- Dictate presentations and documents
- Use computer with Keyboard only and on-screen keyboard
- Sticky keys and filter keys for one handed access
- Speech recognition to control the computer
- Engage computer using eye control and 3rd party tracking devices
- Play with others using the Xbox adaptive controller

Neurodiversity

- Minimize distractions with Immersive Reader, Focus Assist, Focus Mode, and Reading view
- Writing assistance with Learning Tools, Word Prediction, and Dictation
- Stay organized using To Do on any device
- Complete work alternatively using Flipgrid, Digital Inking, Sway, PowerPoint Screen Recorder, Whiteboard

Vision

- Personalize the computer with the Ease of Access Center
- Accessibility checker to ensure all content is accessible
- Built in screen reader with Narrator in Windows 10
- Independently digitize materials with Office Lens
- AI translates the visual world into an audible experience
- Basic coding for younger students with Code Jumper

Hearing

- Personalize the computer with the Ease of Access Center
- Use subtitles in Teams, Translator, PowerPoint Presentation Translator
- Add captions to videos in PowerPoint, Sway and Stream
- Turn on video during a Teams meetings for live interpretation

Executive Function

- Planning with To Do
- Scheduling in Planner and Outlook
- Breaking down tasks in OneNote and Navigation in Word
- Organization in Outlook, OneNote, and Teams



Summary of Microsoft 365 Applications to aid in Blended Learning



Teams

- Each of your modules should have a Team.
- Assignments can be given through Teams and the gradebook records all the grades you give for each assignment.
- You can also communicate with your students here through the chat, posts or meetings features.



Stream

- Your recorded meetings from Teams are saved here.
- Videos can be uploaded by the class here.
- This could also be used for saving recorded content such as Skills Demonstrations.



OneNote

- OneNote is a digital note-taking application.
- It allows students to write over and correct assignments similar to how they would in class.
- You can use this for group work either at home or in the class through the collaboration feature.
- It has great features for differentiation in your modules including a picture dictionary and immersive reader.



Flipgrid

- Tutors can start discussions by posting topics to an online classroom or “grid”.
- Students can record, upload, view, react, and respond to each other through short videos.
- It could be useful to get students’ reactions to an article or video they were asked to review at home (flipped classroom method).



PowerPoint

- PowerPoint presentations that exist can be made more inclusive.
- Live presentations allow you to add captions in over 50 languages.
- You can screen record and save your presentations, which can be uploaded later.



Forms

- Forms is useful for quizzes and assessments. You can include videos, images, multiple choice questions and ranking.
- It could also be used for surveying the classes to help identify areas where students are struggling and address these problems immediately.

Incorporating Blended Learning into your modules

Flipped Classroom Method

A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at college.

How does flipped classroom method differ from traditional learning?

In traditional learning, lower level of Bloom's Taxonomy such as remembering and understanding usually happens in class, while students are usually left to work on activities that involve higher level of learning outside of classroom. However, in the flipped classroom model, the learning is flipped. As you can see in the pyramid below (Figure 1.0), students can have the lower level of cognitive work done before class. As a result, when they come to class, they can engage in higher cognitive levels of learning with their tutor and peers.

Bloom's Taxonomy in a Flipped Classroom

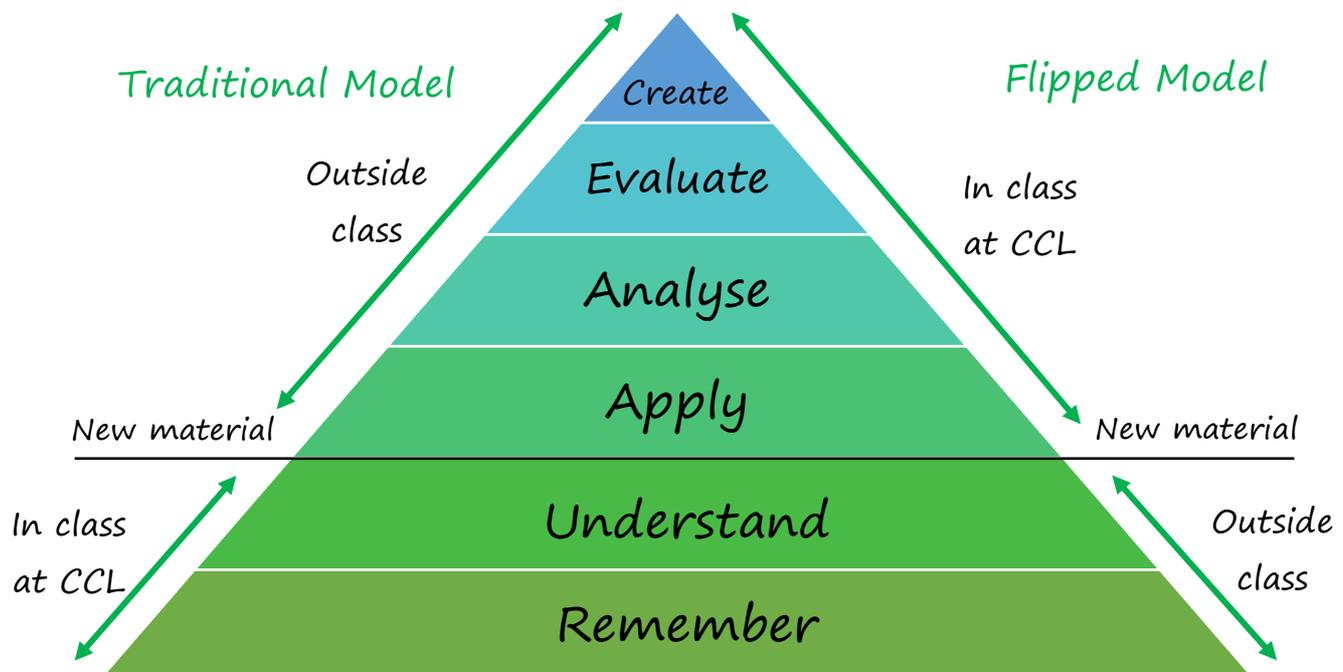


Figure 2.0. A Comparison of Bloom's Taxonomy in a traditional classroom versus a flipped classroom model (Adapted from: Odyssey Ware 2014).

Practical ways to integrate Bloom's Taxonomy and the Flipped Classroom Method into your module

<i>Level of Learning</i>	<i>Some examples of blended learning activities that can be integrated into your module</i>
<i>Remembering</i>	Simple mind maps, flash cards, online quizzes, basic internet searches (fact finding, defining), basic Q&A.
<i>Understanding</i>	Building concept maps, categorising and tagging, advanced internet searches, reviewing comments on a word document, discussion forums, streaming or recording presentations.
<i>Applying</i>	Simulation of key skills and tasks, editing or developing shared documents on Microsoft 365, interview tasks, skills demonstration tasks (using the "Stream" or "Flipgrid" features of Microsoft 365).
<i>Analysing</i>	Surveying/polling, using databases, carrying out SWOT analysis, creating reports or assignments with online charts, graphs, or tables.
<i>Evaluating</i>	A debate or discussion on a video or article done outside of the classroom, career investigations and reporting, moderating or reviewing assignments after giving feedback.
<i>Creating</i>	Creating presentations, assignments, projects, skills and task videos.

(Adapted from: Churches 2008)

Possibilities for Blended Learning

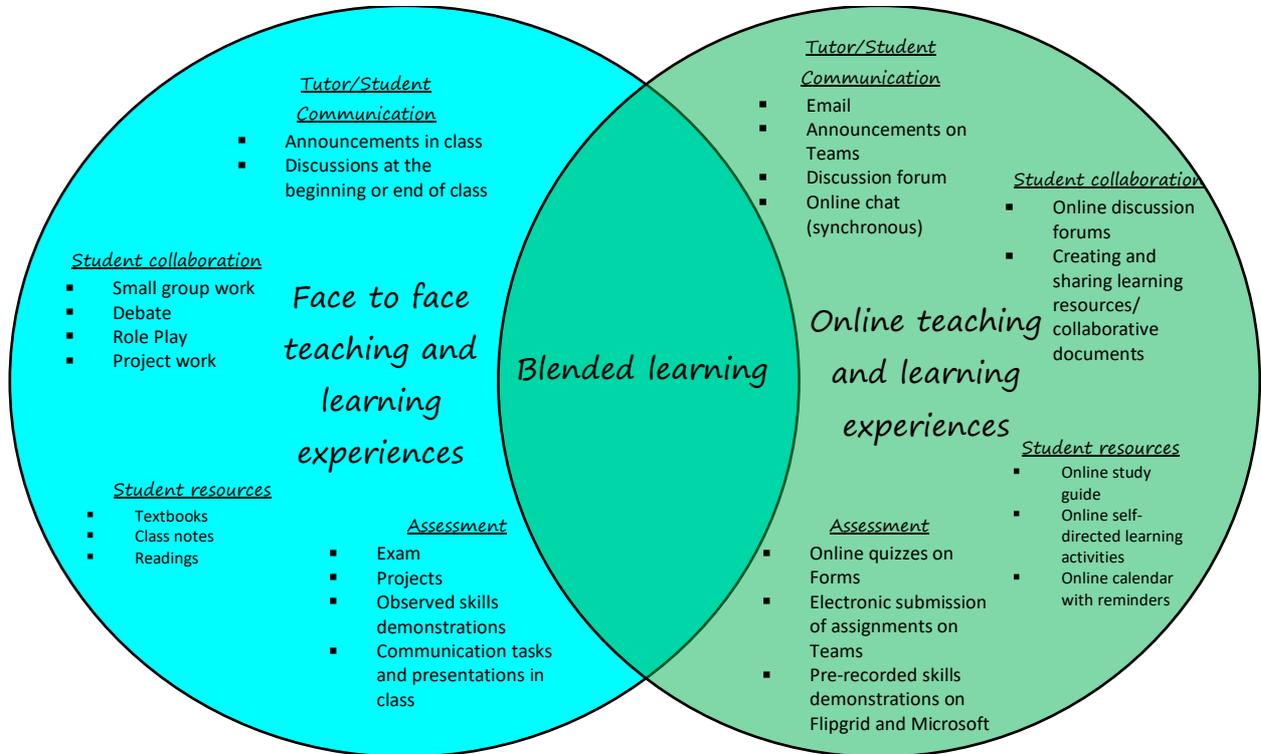


Figure 3.0. A comparison of face to face and online teaching and experiences

Blended Learning Lesson Design Worksheet

Module Code: _____ Module Name: _____ Date: _____

Module Learning Objective:	Delivery method (online or face to face):	Methods of assessing the objective (how can the student demonstrate the objective):	Teaching and learning activities to access the objective:	Resources needed:
1.				
2.				
3.				
4.				
5.				

Communication with students

Effective communication between tutors and students is essential for the students to succeed in the module. It is important to explain the purpose and value of each of the tasks and assignments in order to motivate the students to perform to the best of their ability outside the college.

Module information and reminders

It is crucial to use Outlook and Teams to keep in regular contact with the students. It is best used to set reminders of when assignments are due, what group are in college on a particular day, explain what needs to be done outside of the college in their own time, and to provide general updates related to the module.

Group Discussions

Creating online spaces for group work, discussions and information sharing is a great way to create a sense of community amongst the students. This collaboration is essential for students to succeed. It may be useful to set up a OneNote class notebook with different sections to allow students to work independently, in small groups on projects, or finally a collaboration area where there is an open discussion forum and students can chat and respond to questions.

Online Etiquette

Communicating online can create a sense of anonymity, which can sometimes lead to inappropriate or ineffective interaction. Online communication etiquette i.e. emoticons and online lingo can be used to help people communicate more effectively in this environment, if used correctly. Make sure the students are aware of and understand their roles and responsibilities and the expectations that you have of them online.

Assessment

Planning is crucial for the implementation of assignments and tasks online. Before an assignment is posted on Teams, it is important to have a set of guidelines for the students to follow. This should include:

1. An outline of the assignment
2. A set of criteria or a rubric
3. The length of time the student has to submit the assignment (i.e. submission date and time)
4. The dates that are available for students to submit a first draft of their assignment
5. A timeframe of when feedback and marks should be provided

If the students are required to perform skills demonstrations or communication tasks, it is important to provide students with the opportunity to practice the required skills numerous times before grading. Some ways to include formative assessment online include: students completing practice problems, completing a Forms quiz, summarising their understanding of a video lesson and completing a graphic organiser.

Self and peer assessment

Using Teams or OneNote, a task can be set up to allow the students to partake in either self or peer assessment. This should enable the students to submit their response and evaluate themselves or their peers in line with set criteria. Model answers could be provided to support the students in marking the assessments.

Providing marks and feedback

Feedback is crucial for the students to succeed in the module. The Assignment feature of Teams allows tutors to provide marks and written comments based on what the student has submitted. OneNote is also a useful tool for providing feedback, as the tutor can write over the assignment digitally with a marker pen. When providing feedback online, it is important to:

- Be specific
- Have positive and developmental aspects (not just negative feedback)
- Not overload the learner with too much feedback (if possible, send the assignment back in sections)
- Give students the opportunity to go through the feedback and come back with questions.

Dealing with 24/7 communication

- Establish clear guidelines about appropriate use of email, and expectations regarding turnaround time for your response (e.g. 48 hours), and inform students right at the beginning of the module (also make this information available on Teams as a reminder).
- Set up a frequently asked questions (FAQs) area on Teams – students will probably have the similar questions, so instead of responding to each student, provide the information to the whole group on Teams.
- Consider inviting students to respond to questions posted by peers – this can help to create a sense of learning community and supportive environment in the module.
- Set up study groups for informal support, and encourage students to seek advice from their group as a first port of call.

Managing students in a self-directed learning environment

Using online learning can create a sense of student autonomy, but can also increase the likelihood that students can lose track of the learning objectives, and struggle to manage their own learning.

Some strategies to manage students and keep them on track in a self-directed blended learning environment include:

- Be clear about the importance of engaging online, even when they are not in CCL
- Give clear guidelines about what is required for each aspect of the module
- Ensure there is a clear and definite structure to the module, continuously highlighting the aims and objectives of the module
- Set some students who may be overwhelmed, small achievable goals
- Monitor student participation online, and contact those students who appear to be inactive.

Advice to give students about working from home

- **Promote productivity:** Encourage them to select a location that will allow them to avoid distractions. Stay away from places in their home that are heavily trafficked, near the TV, or in other noisy areas.
- **Make it comfortable (but not too comfortable):** Their workspace should have comfortable seating and plenty of space to complete their work. They should avoid sitting on beds or sofas for work because it does not promote good posture.
- **Pick a suitable background:** Remind students to ensure they have a suitable background when they are taking part in a Teams Meeting, or to use virtual backgrounds.
- **Use headphones:** Use headphones when possible so they can hear others well and so that their headphone microphone can pick up what they are saying better.
- **Mute:** Remind them to mute their microphones when they are not taking part in the conversation.
- **Raise Hand Feature:** Highlight the “raise hand” feature that they can use in a Teams Meeting if they have a question.

Useful Resources

Name of Video:	Link
Signing into Microsoft Office Teams for the first time	<u>Click here to view</u>
Setting Up Teams	<u>Click here to view</u>
Connecting with Microsoft Office Teams	<u>Click here to view</u>
Organise your school work in Teams	<u>Click here to view</u>
Student Guide to Assignments	<u>Click here to view</u>
Microsoft Teams Quick Start Guide	<u>Click here to view</u>
Using Immersive Reader	<u>Click here to view</u>
Managing Notifications in Teams	<u>Click here to view</u>
Using Stickers and Memes in Teams	<u>Click here to view</u>
Scanning Multiple Pages	<u>Click here to view</u>
Microsoft OneNote Tutorial	<u>Click here to view</u>
Getting started with Microsoft Stream	<u>Click here to view</u>
Getting started with Flipgrid	<u>Click here to view</u>
A guide to using Flipgrid	<u>Click here to view</u>
Creating Microsoft Forms	<u>Click here to view</u>
Accessibility Features in Microsoft	<u>Click here to view</u>

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