Blended Learning within the Faculty of Education
(Queensland University of Technology)

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Overview of presentation

- Institutional context of Case Study
  - (Faculty of Education - Queensland University of Technology)
- Historical context of Blended Learning within the Faculty of Education
- Blended Learning in 2010
  - Institutional understanding
  - Examples of Blended Learning in practice
  - Some specific Pedagogical and Design considerations
- Broadening our understanding of Blended Learning beyond the LMS
- Recommendations & discussion
Institutional context of case study

- Queensland University of Technology – located in Brisbane - Capital of Queensland
  - Approx 4000 staff – 40,000 students
Institutional context of case study

- Case Study focuses on Faculty of Education
  - Amalgamation of several teacher training colleges
  - 170 staff & 5,000 students
  - largest provider of teacher education in Australia
Historical context of Blended Learning within the Faculty of Education

- 1987 – QLD Dept of Education began using Telecom’s Keylink service
  - Computer Education and Graduate Diploma of Teaching
- Early 1990s Unix system & project called OWL
- Mid 1990s dedicated Faculty system/server called OLUMS (lecture notes, PowerPoint, Chat rooms, email discussion lists, streamed video and audio)
- 2000 university-wide system called OLT & first institutional policy targeting Flexible Delivery
- 2001 institutional policy targeting (1) achievable levels of service, (2) desirable outcomes for students, and (3) appropriate staff development
- 2006 move to commercial LMS Blackboard
Blended Learning in 2010

- Institution-wide use of Blackboard
- Institution-wide support structures
- Increasing focus on staff development
- Increasing focus on web-governance
- 2009 – institutional discussion paper on Blended Learning
Institutional understanding of Blended Learning

Adopted from Bahr (2009) discussion paper on Blended Learning
Need to utilize new technologies in a fashion that promotes desired learning outcomes and the need for this process to include, where appropriate, the integration of traditional real time face-to-face contexts.

Blended Learning within the contemporary context is something that extends well beyond a single conduit in the form of the LMS.
Default LMS

(source http://www.talss.qut.edu.au/blackboard/staff/gettingstarted.jsp)
Examples of Blended Learning in practice

This site attempts to generate a pedagogical forum with the key goals of facilitating and enhancing students’ understandings of:

• how broad cultural practices are embedded in education;
• how the social forces that shape our world also impact on education, and
• how cultural and social theory provides insights on how you as a future teacher can and do make a real difference.
Pedagogical and Design considerations

- Complex process – more than a simple transference of content or ‘online-delivery’
- EDB003 engages students in a process of pedagogical reflection that enables them to overtly identify how socio-cultural theory is manifest in real-life teaching situations, and demonstrate appropriate management of these situations in a manner that promotes a safe and supportive learning environment and is reflective of the students' needs.
Pedagogical and Design considerations
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Broadening our understanding of Blended Learning

- Moving beyond the LMS …
- Webportals
- Assignment Minder
- QUT Academic Integrity Kit
- Information resources
- Course Materials Database
- Digital Repository
- Eprints
Discussion and recommendations

- Key considerations:
  - How do we support staff and students?
  - How do we engage staff?
    - Faculty based engagement
    - Institutional-based engagement
Discussion and recommendations

- Institutional policy and guidelines
- Broader understanding of Blended Learning
- Learning design
  - Pedagogical design
  - Developing competencies
  - Latte site (Learning and teaching with technologies effectively)
- Indicators of quality