



BLIS

Blended Learning Innovation Space



Blended Learning@NIE

Blended Learning@NIE is a formal learning approach and an institute-wide policy that requires 100% of NIE courses to use pedagogically sound practices for a combination of face-to-face and online learning processes and outcomes with elements of learner control over space, time, pace and path.

SPACE
Learning is not restricted to physical places such as classrooms and homes and online places such as Learning Management Systems

TIME
Learning is not restricted to formal learning hours

PATH
Learning is not restricted to just one pathway for all learners

PACE
Learning is not restricted to the pace set by the tutors. Learners have the flexibility of setting a schedule to fit their needs





Why Blended Learning?





How is Blended Learning different from Technology-Enhanced Learning in the classroom?

NIE Tutors have been integrating technology into various learner-centred learning activities and resources in the classroom, science laboratory, clinical teaching practica, art/music studio contexts for a very long time. Today, the term 'blended learning' has evolved to mean the integration of classroom learning with online learning that takes place in an online space where learning involving face-to-face interactions and online engagements are **woven meaningfully** from one context to another.



ICT usage in the Classroom: Basic ICT tools such as presentation slides and online videos for direct instruction in the classroom.

Enhanced ICT usage in Classroom: Online learning environments (e.g. learning management systems such as NTULearn and NIE Google Workspace's Google Classroom), tools and resources used in conjunction with direct instruction, learner-centred learning activities and facilitation of learning in the classroom.

Blended: Online learning environments (e.g. learning management systems such as NTULearn and NIE Google Workspace's Google Classroom) and tools used to design and deliver both synchronous and asynchronous interactive online lessons and learner-centred activities such as online social discourses, reflections, co-creation of content and assessments to complement the face-to-face delivery in the classroom.

Purely Online: Courses delivered and assessed entirely online without any face-to-face interactions with the tutor.



What does a typical NIE course look like when it is 'blended'?

A Rotational Flipped Learning course is one that operates on a fixed schedule of several learning modalities. At least 30% to 60% of the course duration would involve synchronous and/or asynchronous online instruction, interactions, engagements and reflections on a rotational basis. The remainder of the course can be scheduled following an online or a series of online learning to take place in the physical classroom where the tutor guides learners as they apply concepts and engage creatively in the subject-matter.



Figure 2: Rotational Flipped Blended Learning Model. Adapted from Chen, W. (2020, Aug 19-22). The Blended Learning Model. Keynote speech at the 2020 Global Smart Education Conference. Beijing China.

The Rotational Flipped model accords with NIE's definition of blended learning which includes elements of learner control over space, time, pace and path because the model allows learners to choose a conducive location, convenient time to learn the content online and to control the pace and path at which they navigate through the online components.

However, it is essential to note that it is common for learning institutions to implement more than one blended learning model to meet unique course requirements. For this reason, the Rotational Flipped model will be fitting for most NIE blended courses, not a typology for institute-wide blended course design.

Academic Groups can adapt the Rotational Flipped blended learning model or adopt other blended learning models that are deemed appropriate for their course objectives, content and profile of learners.



How will NIE faculty be prepared for blended learning?

To work towards a cohesive blended learning environment in NIE, Centre for Innovation in Learning provides intensive and deliberate initial and ongoing upskilling options to faculty who are transitioning to learner-centered blended learning and their technical support officers in the respective academic groups:



References

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