Agenda

- **PROJECTS 16:30–17:10**
  - Recording – Course on “Essentials of Peace” 16:30–16:36
    - Developers: Geeta Thakur, Ritu Sharma
    - Mentor: Sybil Thomas

- **The intersection of Intellectual Property Rights (IPR) with Academic Writings and Literary works 16:36–16:41**
  - Developer: Mahesh Deshmukh
  - Mentor: Una Daly

- **Online? – Model Diplomacy in a dynamic world 16:41–45**
  - Developer: Abhishek Kadiyala
  - Mentor: Parveen Sharma

- **Naomi Wahls – Digitel Pro 16:45–17:00**

- **Q&A 17:00–17:15**
Abhishek Kadiyala

• June 24nd to July 24th 2022 with 104 participants
• August 10th to September 9th with 11 participants

• Link to access the course
• Link for the course videos (YouTube)
• Link to Register
Flow of Engagement for Blended and Online Teaching
3 considerations for adult learners

• a) educational background considerations (e.g., significant interruptions in formal education),
• (b) disability considerations (e.g., learning disabilities and students on the autism spectrum), and
• (c) status considerations (e.g., domestic violence and mental health issues).

Suggestions by Housel

• Universal Design for Learning (UDL)
• Culturally Responsive Pedagogy (CRP)

“using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” and asserted that

“when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly”

Terms used in Digitel Pro and EMBED Projects

• *Blended Learning* is learning as a result of a deliberate, integrated combination of online and face-to-face learning activities.

• *Blended Teaching* is designing and facilitating blended learning activities.

• *Blended Education* is the formal context of blended learning that is determined by policies and conditions with regard to the organization and support of blended learning.

• Remote Teaching refers to on-campus courses that shifted to online, blended, and hybrid formats as an emergency response to lockdowns.
<table>
<thead>
<tr>
<th>F2F</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Video</strong></td>
<td><strong>Discussion board</strong></td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td><strong>Interactive courseware</strong></td>
</tr>
<tr>
<td><strong>Interactive courseware</strong></td>
<td><strong>Peer feedback</strong></td>
</tr>
<tr>
<td><strong>Online brainstorm</strong></td>
<td><strong>Concept Map</strong></td>
</tr>
<tr>
<td><strong>Read a chapter</strong></td>
<td><strong>Quiz in the LMS</strong></td>
</tr>
<tr>
<td><strong>Online brainstorm</strong></td>
<td><strong>Collaborative writing</strong></td>
</tr>
<tr>
<td><strong>Collaborative writing</strong></td>
<td><strong>(Online) Portfolio</strong></td>
</tr>
<tr>
<td><strong>Student generated content</strong></td>
<td><strong>Student generated content</strong></td>
</tr>
<tr>
<td><strong>Explanation</strong></td>
<td><strong>Labwork</strong></td>
</tr>
<tr>
<td><strong>Labwork</strong></td>
<td><strong>(Textbook) assignments</strong></td>
</tr>
<tr>
<td><strong>(Textbook) assignments</strong></td>
<td><strong>Clickers</strong></td>
</tr>
<tr>
<td><strong>Clickers</strong></td>
<td><strong>Student presentations</strong></td>
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<tr>
<td><strong>Student presentations</strong></td>
<td><strong>Game</strong></td>
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<tr>
<td><strong>Game</strong></td>
<td><strong>Peer instruction</strong></td>
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<tr>
<td><strong>Peer instruction</strong></td>
<td><strong>Guest lecture</strong></td>
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<tr>
<td><strong>Guest lecture</strong></td>
<td><strong>Fieldtrip</strong></td>
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<tr>
<td><strong>Fieldtrip</strong></td>
<td><strong>Modeling</strong></td>
</tr>
<tr>
<td><strong>Modeling</strong></td>
<td><strong>Face-2-face discussion</strong></td>
</tr>
<tr>
<td><strong>Face-2-face discussion</strong></td>
<td><strong>One minute paper</strong></td>
</tr>
</tbody>
</table>
Blended Learning Wave

Online

F2F

Watch video
Read material
Online Quiz

Discuss Quiz
Peer Instruction
Discuss calculations

Prepare lecture
Calculations

In-depth Lecture
Updated report on the state of art in blended learning and conclusions related to the COVID 19 context.

- Published
- Scientific publication in preparation

Introduction

This article is a concise analysis of the current COVID situation taking into account the needs of teaching staff and support staff in an emergency situation (IO1) and conditions for change management (IO6) to the design and develop blended education. TU Delft is partner of the EU project ‘Digitel Pro’ in collaboration with DCU, KU Leuven, UOC, and EADTU. This is an analysis (a) completing the literature review from 2018 on and (b) refocusing the conclusions on the COVID 19 needs as the Digitel Pro partners have already made a comprehensive analysis for the EMBED project.

Best Practices for Blended Learning during COVID are emerging. It is unclear if everyone truly uses the same definition for blended and hybrid teaching within the literature produced during COVID...
Emergency Support

• Support for emergency educational shifts can include:
  • a Lecturer Satchel with institute specific support
• Change Management considerations:
  • weekly webinars
  • centralizing licenses for tool
  • space for piloting tools
  • guide for non-supported tools
• Adding social elements or social learning spaces online
• Floodlighting
Initial Literature Findings

• Initial research findings show similarities between isolated students and people with complex PTSD in the sense of having flashbacks and fear of situations they cannot control.

• Adding social learning spaces and providing meaningful engagement can increase learner engagement.

• Learner engagement is not just participation, interactions, or following instructions. It involves learner emotions, commitment, and effort.

• A forthcoming literature review will provide further details.
Released Modules and Webinar Schedule

Module 1 - Getting started with Blended Learning
Module 2 - Is your course ready to blend?
Module 3 - Plan your course design
Module 4 - Prepare and teach your course
Module 5 - Build your blended course
Module 6 - Teach your blended course
Module 7 - Evaluate and improve your course
Social Learning
Q3 - Have you experienced a need for more focus on social elements during the course/diff...
Q4 - What type of online social elements did you utilize in your course/s during the COVID t...
Tool Exploration Results

Module 1
### Module 1 Survey Results so far

#### SURVEY OF TOOL EXPLORATION RESULTS

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you able to achieve your goals with the tool you selected?</td>
<td>83%</td>
<td>3%</td>
<td>14%</td>
</tr>
<tr>
<td>Do you foresee any challenges in building your course?</td>
<td>46%</td>
<td>20%</td>
<td>34%</td>
</tr>
<tr>
<td>Do you see any gaps where you may need another tool?</td>
<td>54%</td>
<td>20%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Results gathered from 35 respondents.
Module 1 Survey Results so far

ms teams
moodle, canvas, google drive
feedbackfruits interactive video
polleverywhere
kialo
moodle
kaltura, feedbackfruits, brightspace assignments
videoscribe
zoom
quizz
feedbackfruits
canvas modules
canvas quiz matching function
panopto
kaltura in blackboard
woodclap
open broadcaster software
Blended Course Design Tool

EMBED Course-Level Self-Assess Tool + Storyboard Template

Module 2
Thank you for downloading the Digitel Pro Blended Course Design Template with the EMBED self-assessment tool. This tool can be used to (re-)design a Blended course and self-assess the maturity of blended education in your course or programme.

The Digitel Pro project
The EMBED project partnership is established by EADTU (coordinator), connecting partner universities to create 3 courses: Blending Your Education, Synchronous Hybrid Learning, and Online Education.

How to use the Course Design Template
The Course Design Template tab in this file is a storyboard that helps you (re-)design your Blended course based on your learning objectives and assessments. You'll plan your learning objectives, learning activities, your media, and your assessments within this template.

The EMBED project
The EMBED project partnership is established by EADTU (coordinator), connecting KU Leuven (Belgium), Delft University (The Netherlands), Aarhus University (Denmark), University of Edinburgh (United Kingdom), Dublin City University (Ireland) and Tampere University of Applied Sciences (Finland).

During a period of three years (2017-2020) experts in the field of quality assurance, online and blended learning work closely together to achieve different objectives related to the introduction and sustainable implementation of Blended Education.

Maturity Model for blended education
This model is a framework that can be used to tackle conceptual and implementation issues regarding blended learning, blended teaching and blended education at course and programme level (micro), at strategic/institution level (meso), and with the intent to give relevant input to governmental policy (macro level)*. It indicates which dimensions are relevant for educators, managers, policymakers and other stakeholders. It aims to help, inspire and guide anyone who would like to implement or improve blended education.

Each of the three levels [course, programme and institution] contained in the model has multiple dimensions; each dimension includes indicators describing the level of maturity. *(Please note the macro level is not covered here)
Welcome! You will use this course design template throughout various activities in the Blended Your Education course. Each activity will have you focus on one element of your course design: Step 1: Storyboarding, your course content, Step 2: planning and creating your media, and Step 3: Planning your assessment. For each activity, you will be asked to fill in the corresponding column in the table below. Step 1, Step 2, and Step 3 will be addressed in Module 2 of the course, and Step 2 will be addressed in Module 3 of the course. Please follow the activity instructions in these modules for detailed information of what is expected in each row and column of the course design table. Some additional information and examples are also provided to the right of the table in the gray boxes, to help you fill in specific columns.

<table>
<thead>
<tr>
<th>Step 1: Storyboarding</th>
<th>Step 2A: Media Plan</th>
<th>Step 2B: Media Creation Tracker</th>
<th>Step 3: Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning element description</td>
<td>Type*</td>
<td>Duration</td>
<td>Synchronicity</td>
</tr>
<tr>
<td>Week 0 - Welcome/Getting started</td>
<td>Learning objectives: [Your learning objective here]</td>
<td>6.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective here]</td>
<td>6.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective here]</td>
<td>6.3</td>
<td></td>
</tr>
<tr>
<td>Week 1 - Title</td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>Week 2 - Title</td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Week 3 - Title</td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Week 4 - Title</td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>Week 5 - Title</td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>5.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>5.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>5.3</td>
<td></td>
</tr>
<tr>
<td>Week 6 - Title</td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>6.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>6.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>6.3</td>
<td></td>
</tr>
<tr>
<td>Week 7 - Title</td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>7.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>7.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>7.3</td>
<td></td>
</tr>
<tr>
<td>Week 8 - Title</td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>8.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>8.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>Week 9 - Title</td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>9.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>9.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>9.3</td>
<td></td>
</tr>
<tr>
<td>Week 10 - Title</td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>10.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>10.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives: [Your learning objective for the week here]</td>
<td>10.3</td>
<td></td>
</tr>
</tbody>
</table>
Constructive Alignment

Constructive alignment is all about having a solid course design in which the learning objectives, course content, activities and assessment all match. It's important because it influences the way you select activities, and how you sequence them in the course.

You should always begin with your learning objectives. What do you expect your students to master each week? Based on this, you can decide how you are going to check that your students have learnt what you wanted them to learn, and design your assessment. Then, you can think of the steps that prepare students for this assessment, and create the learning activities that will progressively guide them through your course contents.

You can fill in your learning objectives and ideas for assessment, learning activities and materials in the first section of this course design table: "Step 1: Storyboarding." Once you are done with your first draft, take a step back and critically assess whether you think the activities, assessment and learning objectives are aligned. Are your students guided through the course concepts, knowledge, and skills, with opportunities to practice before they are tested? Do your activities and assessment allow you to check that students have met all of your learning objectives? If you are not sure, check with a colleague or your faculty’s blended learning advisor.

** Learning element types**

Here are 6 broad categories of learning activities you can build into your course:

- **Assimilating**
  - e.g. read, watch, listen to, think about, discuss, note...
- **Handling information**
  - e.g. find, list, use, analyse, classify...
- **Communicating**
  - e.g. share, discuss, debate, reflect, question...
- **Producing**
  - e.g. create, build, complete, refer, write, design...
- **Experiencing**
  - e.g. practice, apply, mind, explore, investigate, simulate...
- **Adapting**
  - e.g. experiment, improve, build on, trial, simulate, model...

For each learning element you describe in the Storyboard section, select in the drop-down menu in the "Type" column whether it has students assimilating information, handling information, communicating, producing output, experiencing things, or adapting things. We have colour-coded these learning element types so that you are able to see at a glance what balance of learning element types you have in your course. If there is not too much variety in your course, you may want to change the way you activate students and have them interact with your course content and each other. Re-consider which learning element type suits each part of your course best, and update the

** Media types**

There are multiple media formats/types you can use in your course to share content with students. See this list for inspiration:

- **Video**
  - Studio recording
  - Screencast
  - Webinar
  - Animation [26/35]

- **Presentation**
  - PowerPoint slide
  - Video

- **Images**
  - Photos
  - Infographics
  - Schematics/schedule

- **Written text**
  - Text
  - Book
  - Article
  - HTML page in Brightspace
  - PDF/Word document

Interactive media

- Interactive document
- Interactive video
- Interactive audio/podcast

Each will be best suited to certain types of content and activities. For more information on this and to help you choose a media type for your course content, use the Purpose of Media tool.
Course Design Dimension

EMBED Course-Level Self-Assess Tool + Storyboard Template
Module 3
### COURSE DESIGN PROCESS DIMENSION POLL

What level is your selection of blended learning tools?

#### RESULTS

<table>
<thead>
<tr>
<th>Level 1 - Tool-based</th>
<th>75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 - Design-based</td>
<td>25%</td>
</tr>
<tr>
<td>Level 3 - Course Cycle</td>
<td>0%</td>
</tr>
</tbody>
</table>
Module 3 Survey Results so far

COURSE DESIGN PROCESS DIMENSION POLL
What level is your selection of blended learning activities and their sequencing?

RESULTS

Level 2 - Design-based
Learning activities (both face-to-face as online) are deliberately selected, integrated, and sequenced based on a design method or design principles.
58%

Level 1 - Explorative
No considered selection and integration of face-to-face and online learning activities.
33%

Level 3 - Course Cycle
Learning activities (both face-to-face as online) are deliberately selected, integrated, and sequenced based on a design method or design principles. Quality assurance processes are deliberately embedded in order to continuously improve a course in an iterative manner.
8%

Results gathered from 12 respondents.
Course Link

https://studio.onlinecourses.tudelft.nl/course/course-v1:TUDelft+BYEd1+2021_Q3
Links shared today

Purpose of Media: [https://teaching-support.tudelft.nl/purpose-of-media/](https://teaching-support.tudelft.nl/purpose-of-media/)
Online Learning Hub: [https://onlinelearninghub.tudelft.nl/](https://onlinelearninghub.tudelft.nl/)

OLE paper: [https://drive.google.com/file/d/12dvtW0TXYYHrCyrUHPkGBE2siDQfZpN/view](https://drive.google.com/file/d/12dvtW0TXYYHrCyrUHPkGBE2siDQfZpN/view)
OLE Tool: [https://docs.google.com/spreadsheets/d/1M6SDWTLiRoBNJ1mpHbpQJcxLZ6qV11/edit#gid=1855549683](https://docs.google.com/spreadsheets/d/1M6SDWTLiRoBNJ1mpHbpQJcxLZ6qV11/edit#gid=1855549683)

Digitel Pro Project: [https://digitelpro.eadtu.eu/course-programmes/blended-education](https://digitelpro.eadtu.eu/course-programmes/blended-education)
Open Education for a Better World Mentoring Programme: [https://oe4bw.org/projects/](https://oe4bw.org/projects/) Next call will be in late fall 2022