

Blended Learning: The recovered Community

*Conceptual considerations for the implementation of learning scenarios in
Distance Education of university level.*

Content

- The development and implementation of learning communities is a fundamental methodical approach in modern Distance Learning
- The adequate learning scenarios require specific relationships between the self-concept of the teacher, the learning strategies of the learner, the standardisation of the content and the maintenance of learning communities between instructional and constructional teaching and learning activities => didactical tetrahedron



Who is IFeL

2 Universities: Foundation Fernstudien Schweiz (FS-CH) and Distance University of Applied Science Switzerland (FFHS)

Mission: Development and improvement of teaching and learning with „new and old“ Media

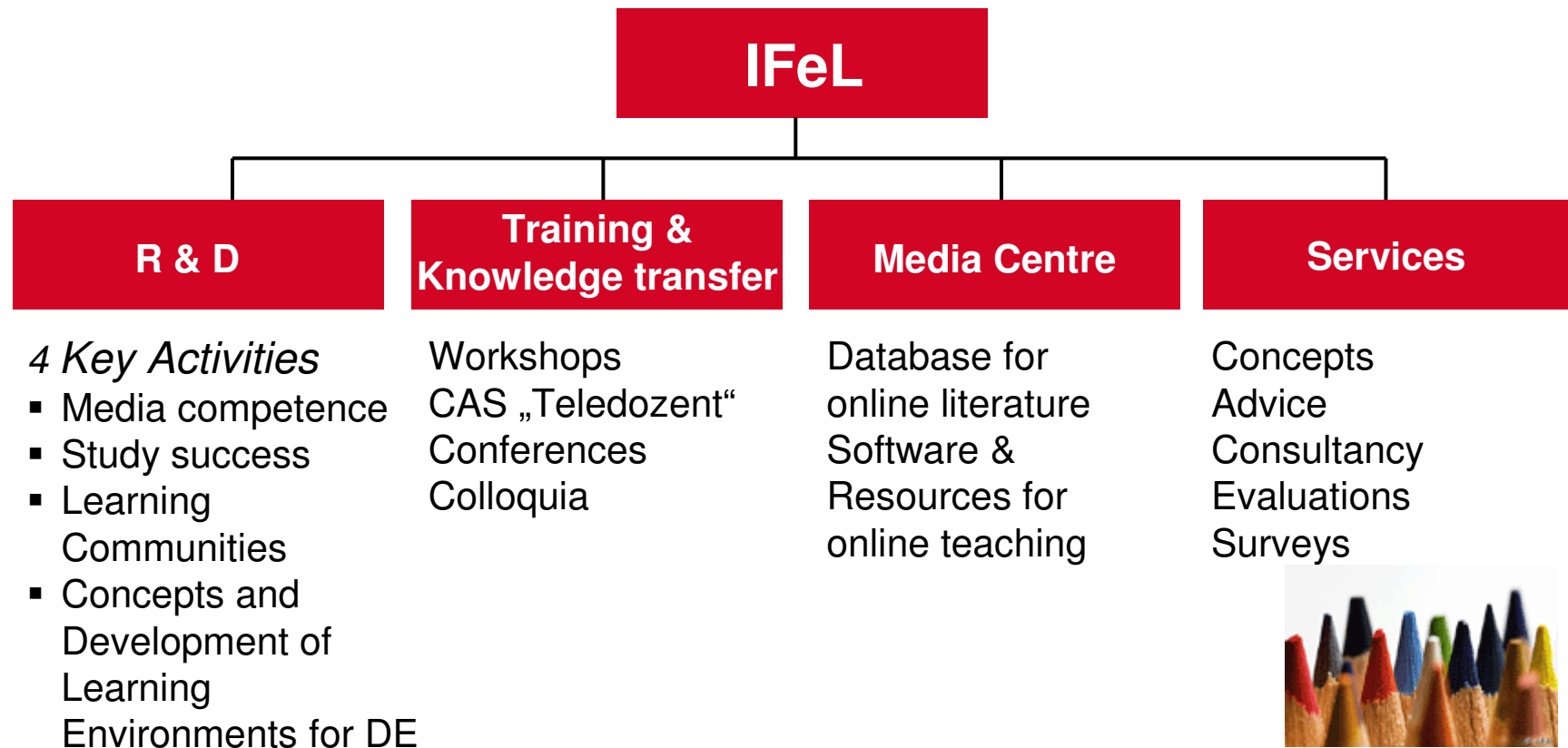
Interface between pedagogical, media- and computer related requests

Team: 6 people with key activities in didactics of distance education, knowledge management and information technology

Head of institute: Per Bergamin



Activities



Disposition:

Two fundamental developments in Teaching

- **Peters (1997):** 3rd Generation of Distance Education (PC / Internet technology)
 - Conducted distance study
 - Accompanied online distance study
 - Face to face teaching
- **Criteria of Bologna:** full implementation
 - Most essential impact = > condensation of curricula



Teaching Standards

- Use of online reference courses (produced by the teaching sections)
- Compulsory visit of face to face teaching
- Online Tutoring (tests, exercises, problem based scenarios)
- Unification of the examination and assignments



Evaluation / Findings I:

Problem with the accompanied online Distance Study

- New study material
- Aligned exercises/tests and assignments
- The results in the exams like before (Question of knowledge acquisition is still open)
- Satisfaction by the majority of the students
- Rather well rating of the online tutoring and activities by the students
- major part of dissatisfied teacher

„I've spend a lot of time for online exercises but there are only five active students.....“



Conclusion

- Withdraw of the accompanied online study?
- Introduction of compulsory parts (e.g. exercises as precondition for exams?)
 - Negative impacts
 - Heterogeneity of the students (achievement)
 - Enhancement of open learning scenarios
 - Relatively high satisfaction
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Evaluation / Findings II: Online Activities

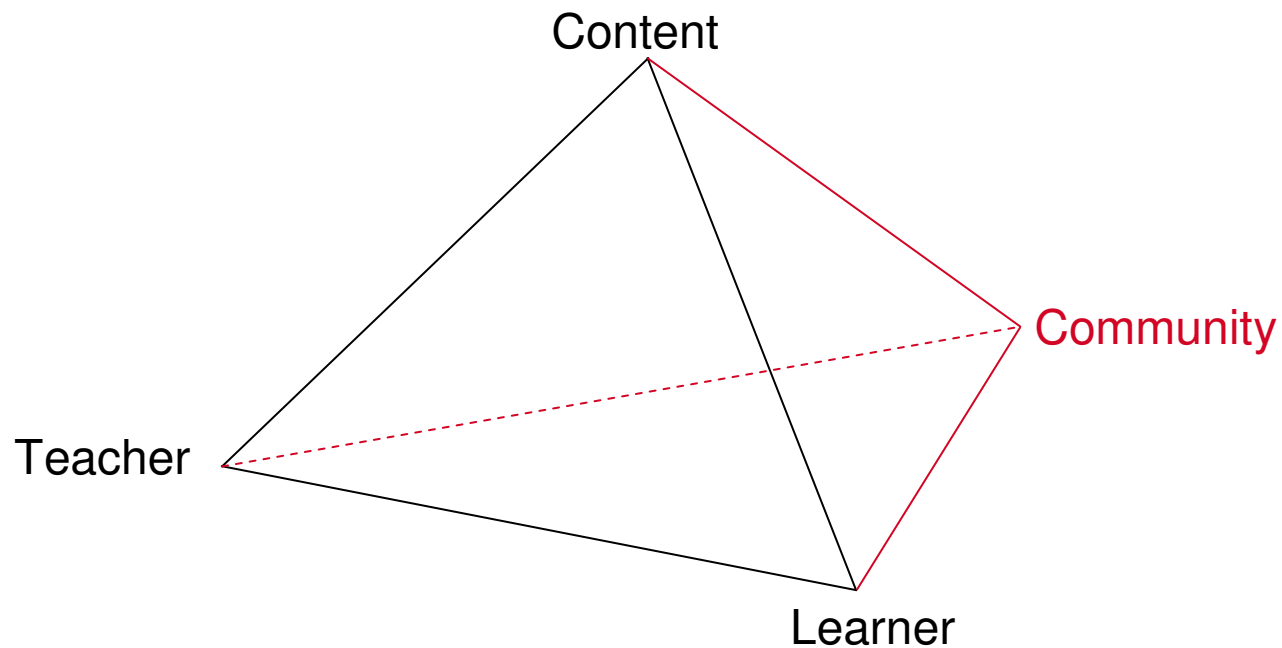
Leading functions of media

- eLearning by distributing ✓
- eLearning by interacting ✓
- eLearning by collaborating

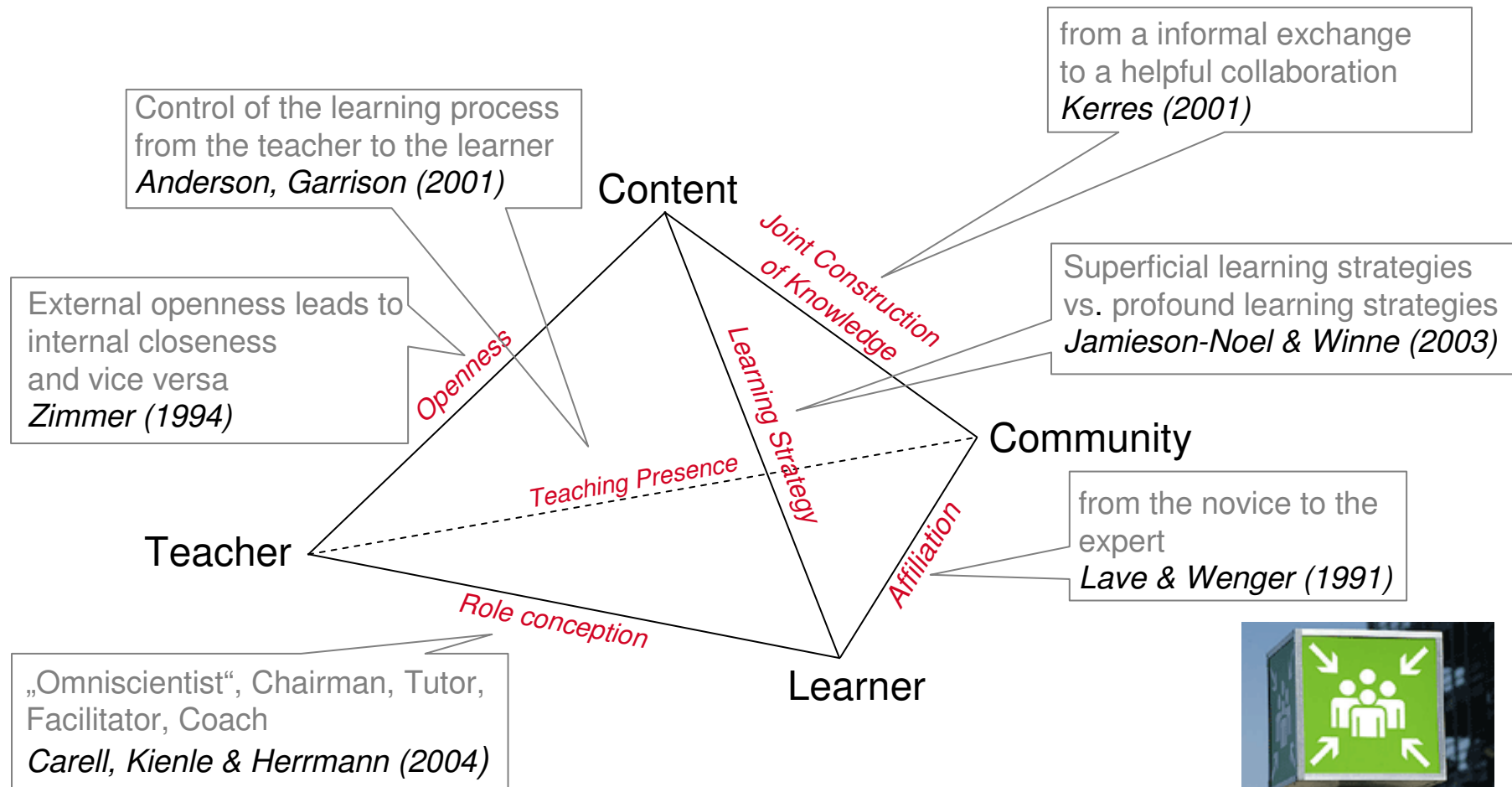
Reinmann-Rothmeier (2003)



From the didactic Triangle to the didactic Tetrahedron



Adaptation of the teaching method



Implementation

- **Instruction:** Workshops
- **Project:** Reference online courses, R & D Projects
- **Consulting Services:** Expertise within defined criteria
- **Teaching Standards:** Planning and implementation of teaching activities
- **Media Centre:** Database for online literature, online resources and software
- **Benchmarking:** best practice



Still to do.....

- Empiric evidence of the relationships of didactical tetrahedron
 - ⇒ Qualitative interviews with teacher und students
 - ⇒ Analysis of the discourse of the online activities
- More collaborative learning scenarios
- Discharge of the teacher with sophisticated reference courses



Thank you for your attention

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