Blended learning and engaged enquiry in large enrolment courses

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Today:

1. CHALLENGES
2. APPROACH
3. WHAT WE DO
4. OUTCOMES
CHALLENGES

• Large enrolment courses (>200)
• International student cohort
• How to make the link between theory and practice current and tangible

• The current design of courses (2 hour lectures)
APPROACH

• What is the best model of blended learning?

• What do students do best online and what do they do face to face?

• What is the best use of the T&L resources at our disposal?
WHAT WE DO

ONLINE COMPONENTS
- Pre class
- Key concept videos (Micro-lectures)
- Outside resources
- Required vs. optional
- Blog

LECTURE
- Traditional face-to-face & interactive
- Critically analyse theory
- Complement and expand with latest research
- Showcase application

TUTORIAL
- Active, critical and interactive
- Current research and business context analysis

ONLINE COMPONENTS
- Post class
- Quizzes (pre or post)
- Optional vs. required
- Identify laggards
- Customise content

ANALYSE CONTENT
- Apply content

REVIEW and TEST
- Apply content
WHAT WE USE
Philip Tapsall
Head of corporate sustainability, HSBC Australia
OUTCOMES (STUDENTS)

• Engagement: 98% watch and complete
• Learning: 6% improvement in scores, class participation improvements
• Feedback
OUTCOMES (STAFF)

• Ability to track engagement and progress
• Tracking/assessment/feedback
• Better use of existing and new resources
• Change in activities, not just materials
• Cross unit collaborations

Frankly, this sounds like a lot of work!
Do you have an iPhone?
One way to start: don’t change, add

LECTURE
- Traditional face-to-face

ONLINE COMPONENTS
- Key concept videos (Micro-lectures)
- Quizzes
- Blog

TUTORIAL
- Interactive
- Make connections to online materials
- Interaction
- Reinforce what students did online
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