

**The future look (s)blended  
Engaging Pedagogy in Blended Learning**

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## **Abstract**

The successful LL.B. (Hons) programme via Blended delivery (Bachelor of Arts Law QQI level 8) at Griffith College has been running since 2014. Our Digital Learning Department (DLD) followed up that first Blended programme with a Business Studies under graduate offering – the BABS (Hons) via Blended programme, which commenced Sept 2016. The DLD staff were instrumental in proposing, designing and rolling out this blended programme as an extension of our Part-time (P/T) and Full-time (F/T) BA Honours Business Faculty offering (BABSH). Currently students are completing the final year of their degree and we have a staggered intake in September and again in February.

The model we employ for these programme consists of a blend of synchronous and asynchronous elements and activities delivered via the Moodle (3.4) platform, recently re-designed in-house, for better user experience (UX) in 2018. Weekly 20 min e-lectures are created by subject specialists, in bespoke, e-Learning labs, using Camtasia software; then quality reviewed and posted to the VLE in the high quality **Ubcast** format. Use of this high-end technology makes flexibility of delivery and engagement possible and a variety of student pathways are facilitated on the Blended programme as a result. The Ubcast system provides value added functionality, which is appreciated by our learners in their student survey comments. Resources (including e-Lectures) and Moodle activities are revealed to students weekly, including blogs, discussion forums, YouTube clips, academic papers, online quizzes etc. This delivery mode is supplemented by monthly online classroom (Zoom Pro) e-tutorials, where break-out rooms, screen-sharing and use of white board graphics make for dynamic interactive Q&A sessions. Lecturers also make themselves available for 1:2:1 office hours using their own Zoom online classrooms via their Moodle module pages.

One of the corner stones of this blended delivery continues to be live face-to-face days scheduled monthly, where learners join their peers on Saturdays, on campus, for 3 hour “flipped” classroom workshops. Continuous formative assessment is facilitated via Moodle submission points, using Turn-it-in anti-plagiarism software, where a variety of online-feedback options, are made easily available to the learners. This presentation will showcase our delivery methods, use of learning analytics and strong results.

**Keywords :** Engaging Pedagogy, Blended Delivery, Learning Analytics

## 1. Introduction

Learners taking the LL.B (Hons) and BABS (Hons) via Blended delivery are supported from induction to graduation by a digitally literate academic team and the DLD staff of experienced and pedagogically aware Learning Technologists. We also mine the Moodle learning data for student engagement and use this information to inform support on the programme e.g. data analysis prompts timely intervention. Power BI analytics software has recently helped us draw accurate comparisons in our various modes of delivery. This resonates with Niall Sclator's recent findings: "Learning analytics requires bringing people with high levels of technical expertise together with others who understand pedagogical and educational processes". (Sclator, 2018, p.16).

2.

Communication is a key aspect of this delivery mode (Quality and Qualifications Ireland, 2018) and is reflected in the positive feedback annually received from our online evaluations. This presentation explores the initial programme results, making comparisons with the various modes of delivery available, which indicate a consistent improvement in overall marks on both Blended programmes. In short the LL.B (Hons) and BABS students are returning better results in all modules when compared to the same validated programme delivered in both F/T and P/T mode – despite high benchmarked results overall (Table 1.1). Reflecting on this data leads us to conclude that the quality of the programme content, a considered pedagogical approach, use of learner analytics and consistent learner support has contributed to evident student engagement and success.

This presentation will show-case evidence for best pedagogical practice through the use of the Virtual Learning Environment (VLE) for both programmes, and use of data learning engagement analytics, indicating a definite trend in successful completion of Learning Outcomes and higher overall results in this mode of delivery.

3.

## Results tables (example of the type of tables to be revealed in this presentation)

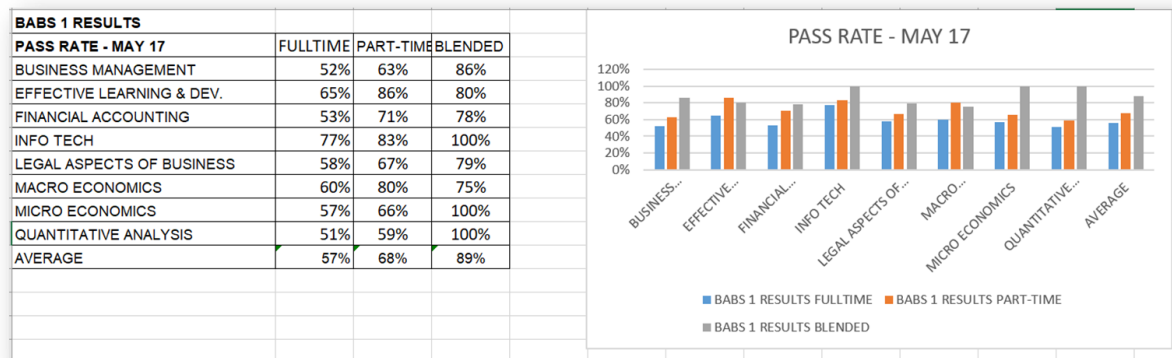


Table 1.1 – Results of BABS (Hons) Blended programme 2017/18

## 4. Conclusions and Future Work

Completion of this work will be in compiling results for both the LL.B (Hons) and BABS (Hons) programme via Blended delivery, at the end of the 2018/19 academic year. At that stage we will have examples of both disciplines having delivered for full undergraduate cycles at Honours degree level and will be able to draw on the complete figures to compare the different delivery methodologies in relation to several, full, three year cycle results.

At this stage in this comparative study we are happy to conclude that the results for a blended delivery are very positive in fulfilling the Programme Learning Outcomes. Student satisfaction results have also been taken from the student survey evaluations (using Survey Monkey software) for gathering qualitative reflections on the blended delivery programmes.

The typical student profile for the Part-time and Blended programmes of both subjects LL.B (Hons) and BABS (Hons) are comparable, as oppose to the younger, more international student intake on equivalent Full-time programmes. Therefore, future/final results will be telling in drawing conclusions as to the success or otherwise of the Blended delivery method.

## References

Sciator, N. (2018) Learning Analytics Explained. Routledge

QA Guidelines for Providers of Blended Learning Programmes (2018), Quality and Qualifications Ireland