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Active Blended Learning *moving on*

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Active blended learning

- Pedagogically sound
- Offers operational advantages
- Builds on skills and resources developed during the pandemic
- Reflects common practice across the sector
- Rebalances the curriculum towards discussion and engagement
- Can contribute to sustainability



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synchronous

In-person

Sense-making activities and discussion.

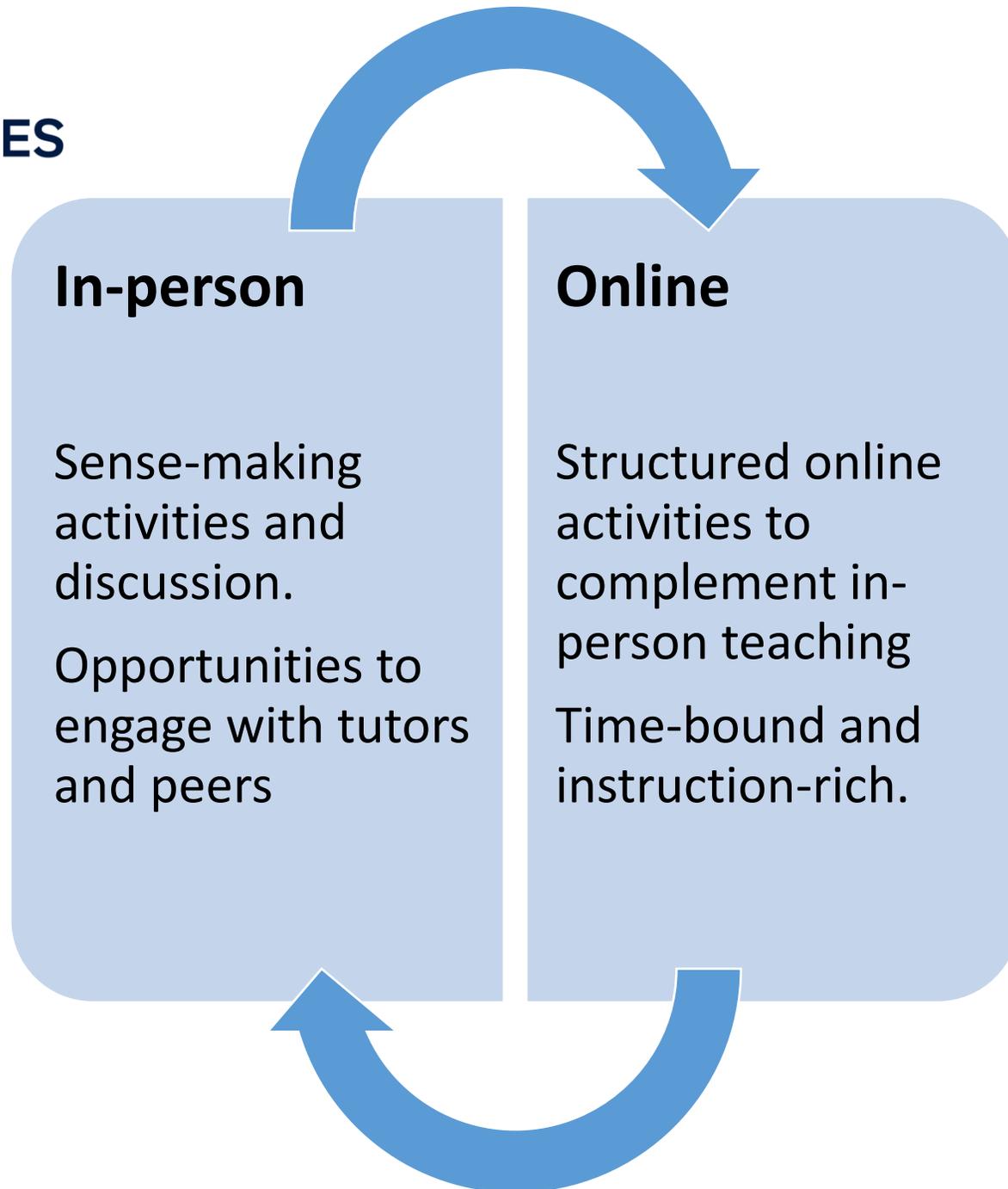
Opportunities to engage with tutors and peers

Online

Structured online activities to complement in-person teaching

Time-bound and instruction-rich.

asynchronous





- New LJMU Teaching & Learning Strategy
 - Emphasis on maximising the best of in-person and online learning
 - Focus on digital capacity and literacy.
- Proportion of online provision determined locally.
 - LJMU current recommendation is 20% contact managed online
 - Managed at programme not modular level
 - Retain core principle of campus community
- Supported by robust VLE
 - Analytics data



staff

- Upfront time for resource development
- Skills and exemplars
- Restrictions of teaching space
- Impact of staff:student ratio

students

- Impact of digital poverty.
- Access to suitable study/workspace
- Support for digital skill development
- Timetable online activity

Breakout discussions

Discuss examples of active blended learning practice

- What works?
- What needs work?
- What do you need?



- Set clear tasks for sharing/discussing in class.
- Quizzes, etc. to support self-assessment.
- Discussion forum to stimulate discussion.
- Level-appropriate and accessible reading and other materials.
- Notice for specific in-class activities.

Avoid!

- Failing to provide clear structure and instruction (incl. time)
- Overwhelming students with too much work
 - Neglecting to consider other expectations on students' time
- Tasks that are “unmanageable” in size or complexity
- Underestimating time-on-task

- Focus any didactic input on new material
- Reflect or report back on online work
- Focused, structured activities aligned to module content
 - Simple tasks (e.g. think-pair-share, one minute paper, classroom poll)
 - Complex activities (e.g. debate, problem-based learning, case studies)
- Introduce next online activity

Avoid!

- Moving into lecture mode if students are unprepared
- Filling silences
- Inflexibility



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**THANK
YOU**