BLEARN
Fostering higher education students' autonomy through blended learning

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Desenvolver a autonomia dos estudantes do ensino superior: por que razão a aprendizagem híbrida é significativa?

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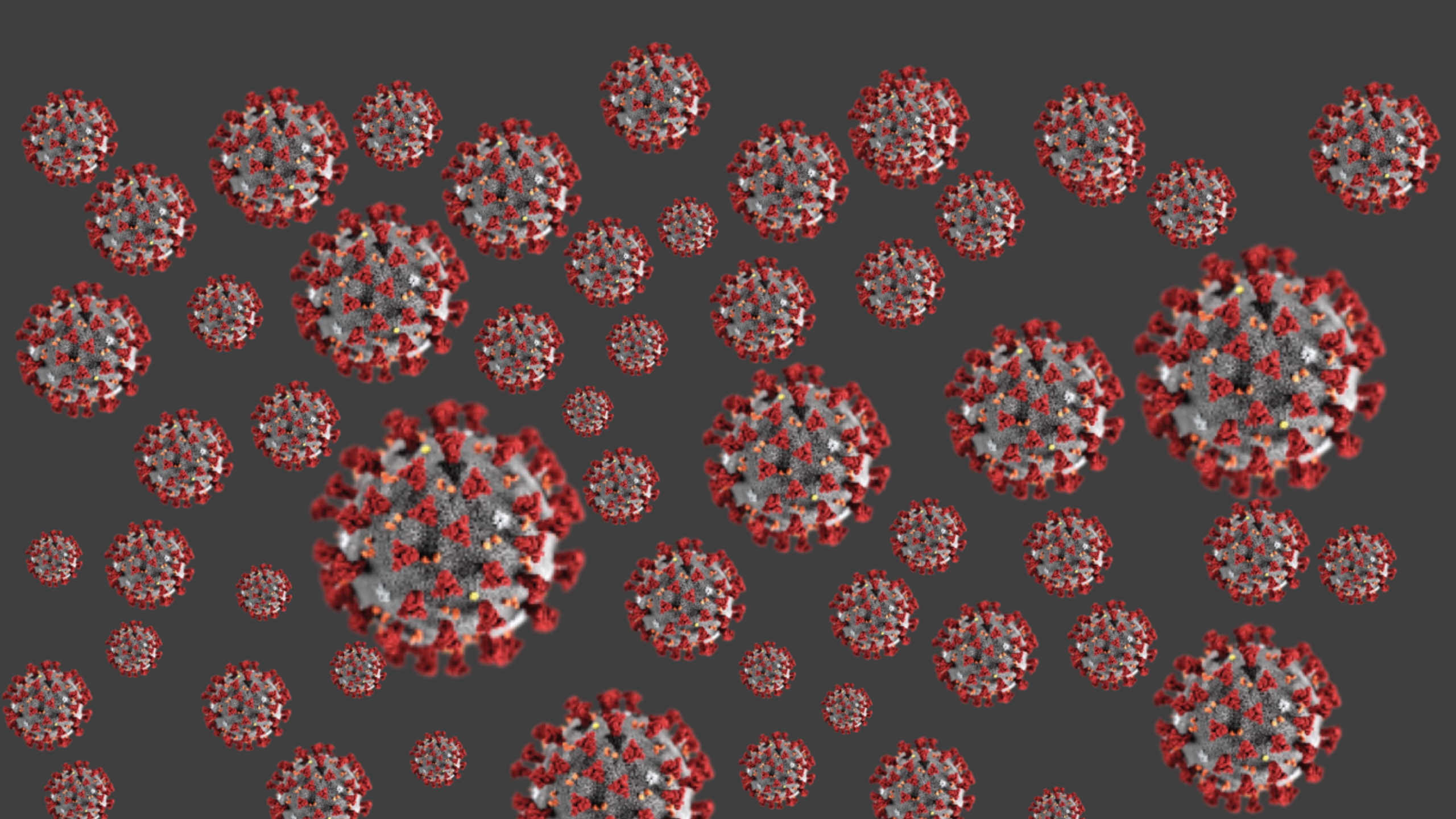
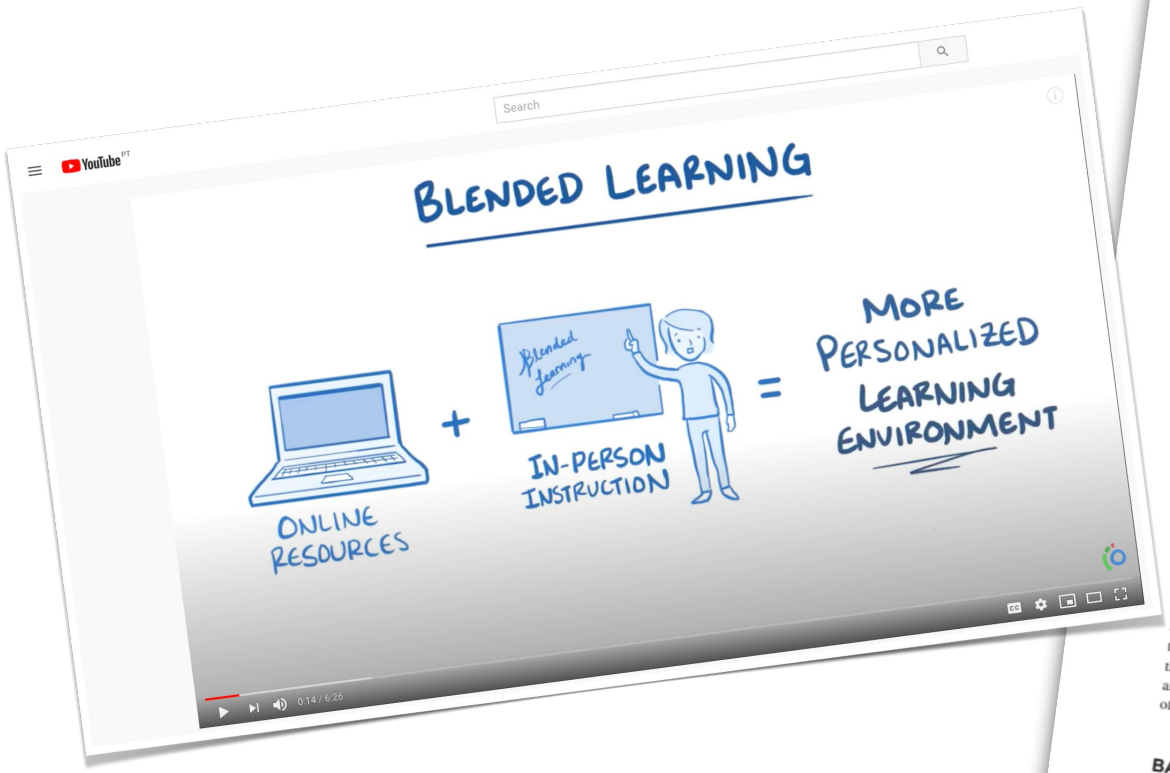


“more was needed than endless online lectures to make this move towards online instruction more successful”

Kukulska-Hulme, A. et al. (2022). Hybrid models: Maximising learning flexibility and opportunities. In Agnes Kukulska-Hulme et al., *Innovating Pedagogy 2022*, p.10. Institute of Educational Technology, The Open University.

BLEARN AUTONOMY is an Erasmus+ Strategic Partnership

https://blearn-autonomy.eu



Category: Curriculum Development and Instructional Design

Blended Learning

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INTRODUCTION

In recent years, the training initiatives in blended learning increased enormously as a result of the different demands to integrate the Information and Communication Technologies (ICT) in educational systems. In Higher Education, the blend approach is highly pursued because of its unique flexibility that allows the teacher to propose, in every situation, more advantageous training solutions for their students, contrary to mandatory classroom in Basic and Secondary schools. It seems that the blended learning approach, a concept often bordering others such as e-learning, distance education, online learning or open learning, allows you to get the best of both worlds, the face-to-face and the virtual, and be an alternative to the traditional classroom teaching models and to enhance the new forms of electronic learning environments that use only the virtual and the distance. The blended learning approach seems to have the advantages of some of the concepts described, as the flexibility to determine their own pace of learning, and removes the greater disadvantage which is the lack of human contact with colleagues and teacher.

BACKGROUND

With the introduction of ICT in teaching and learning, it becomes essential to reflect and clarify the terminology and concepts associated, in order to facilitate communication between the actors. This reflection serves both to clarify and justify the adoption of a particular concept in the field of ICT in education. In fact, there are different terminologies for very similar concepts, depending on being either more focused on technological aspects or closest to the pedagogical potential.

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E-learning is a global concept for a set of diverse and opaque ways of learning using ICT. The concept of e-learning is thus sufficiently broad and far from being univocal. Rosenberg (2001, 2006) states that e-learning is a form of distance learning, but distance learning is not e-learning. For the author, the association between the two terms is usual but e-learning has come to accomplish what was not possible within the distance learning, for example: (1) the increased interaction teacher-student; (2) bilateral communication; (3) synchronous and asynchronous communication; (4) the inclusion of collaborative strategies; (5) mediated learning materials and strategies that encourage students to process information autonomously; (6) the systematic collection of data (through learning management systems [LMS]); and (7) updated and relevant information in real time. E-learning has many meanings, some with more emphasis on electronic component (such as the ability to obtain information through the Internet or to learn through multimedia resources), intrinsically associated with the Internet and the Web for authors such as Clark and Kwinn (2007), who claim that e-learning has to be accessible through Web-based technology tools. Others see e-learning in a more pedagogical learning dimension through communication, collaboration and cooperation in a virtual space. Masie (1999, 2006) combines the two aspects when he says that e-learning is the use of network technology to plan, deliver, select, manage and expand learning. What is obvious is that there is some uncertainty as to what exactly are the characteristics of the term e-learning. However, it is clear that all forms of e-learning - applications, programs, objects, sites, etc. - may provide a learning opportunity for individuals (Moore, Dickson-Deane, & Galyen, 2011), values the communication and interaction dimensions

What is the difference between hybrid and blended learning?

What is the difference between hybrid and blended learning?

In the Hybrid model, the participants can choose to physically attend the classes partly or completely or follow them on screen from any location also partly or completely.

Blended learning is a split model between online classes and face-to-face classes: it is and-and.

Learning together, either in class or at home

Hybrid learning = Designing for choice

1. the learner's freedom to choose between options relating to their pace of study or topics they prefer
2. equivalency, ensuring that different types of participation lead to similar outcomes
3. reusing supporting teaching materials to meet the requirements of different strategies and channels
4. the learner's ability to perform adequately within all participation modes or paths

Beatty, B. J. (2019). Values and Principles of Hybrid-Flexible Course Design. In B. J. Beatty, *Hybrid-Flexible Course Design: Implementing student- directed hybrid classes*. EdTech Books.

Hybrid learning > Pedagogy of autonomy

The hybrid model also requires the individual to develop several different sets of skills, including self-regulation and digital skills which are vital for independent learning in this way.

In order to develop these skills, learners need teachers who facilitate and implement the pedagogy of autonomy.

Pedagogy of autonomy = Building capacity for freedom and independent learning

Kukulska-Hulme, A. et al. (2022). Pedagogy of autonomy. In Agnes Kukulska-Hulme et al., *Innovating Pedagogy 2022*, p.27. Institute of Educational Technology, The Open University.

Peer learning to develop self-regulation and achieve learning goals

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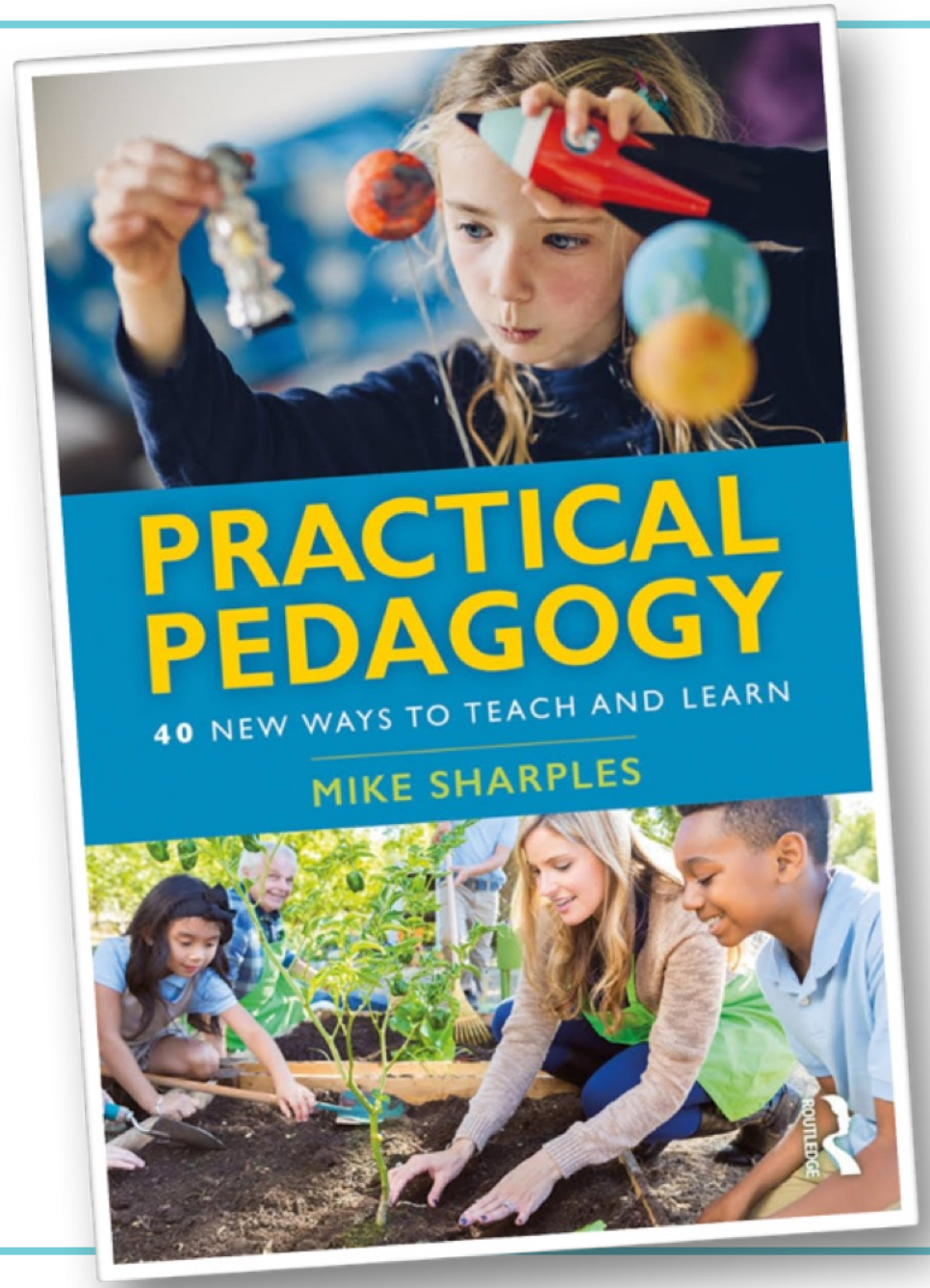
http://www.open.ac.uk/blogs/innovating/

1. Action learning
2. Adaptive teaching
3. Analytics of emotions
4. Assessment for learning
5. Badges to accredit learning
6. Computational thinking
7. Bricolage
8. Bring your own devices
9. Citizen inquiry
10. Computational thinking
11. Context-based learning
12. Cooperative Learning
13. Crossover learning
14. Crowd learning
15. Decolonising learning
16. Design thinking
17. Digital Storytelling
18. Drone-based learning
31. Dual learning scenarios
32. Dynamic assessment
33. Embodied learning
34. Explore first
35. Flipped classroom
36. Flipped Learning
37. Formative analytics
38. Game-based learning
39. Gamification
40. Geo-learning
41. Hybrid models
42. Immersive learning
43. Incidental learning
44. Learning analytics
45. Learning from animations
46. Learning from gaming
47. Learning in remote labs
48. Learning through argumentation
72. Learning through storytelling
73. Learning through wonder
74. Learning to learn
75. Learning with robots
76. Maker culture
77. Making thinking visible
78. Massive open social learning
79. Mobile Robotics
80. Open pedagogy
81. Pedagogies of microcredentials
82. Pedagogies of the home
83. Pedagogy of autonomy
84. Pedagogy of discomfort
85. Personal inquiry
86. Place-based learning
87. Playful learning
88. Reputation management
89. Rhizomatic learning
90. Roots of empathy
91. Seamless learning
92. Spaced learning
93. Stealth assessment
94. Teachback
95. Threshold concepts
96. Translanguaging
97. Virtual studios
98. Walk-and-talk
99. Watch parties
100. Wellbeing education


PRACTICAL
PEDAGOGY
40 NEW WAYS TO TEACH AND LEARN
MIKE SHARPLES
ROUTLEDGE

Don't teach what the student can learn for himself.

Sharples (2018)

Students learn best when they are in control of their learning.

Sharples (2018)

Developmenting Higher Education Students' Autonomy: Why is hybrid learning meaningful?

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