

SOLSTICE & CLTR Conference 2012

Edge Hill
University

Blended Learning for Large Classes: A Pedagogical Template for low-resourced contexts

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What am I presenting?

- A blending case for low-resourced contexts
- FUTA story from 2005 to date
- EAP teachers in the eye of the storm
- A blend in practice
- A template for low-resourced contexts

Low-resourced: Characteristics

- Inadequate Classrooms/lecture theatres
- Lack of teaching materials/facilities
- Inadequate numbers of teachers
- Large student enrolment vis-à-vis teachers/facilities
- Technology-poor
- Teaching-Learning F2F & by rote

FUTA Experience: 1st Phase

Learner-centred curriculum, but largely
behaviourist methods

- ❖ Large numbers, few teachers, inadequate facilities
- ❖ Experimentation with internet, Web 1.0 access
- ❖ Group & Team work
- ❖ PB Learning

FUTA Experience: 2nd Phase

Socio-cultural constructivist

❖ **Face-to-face**



❖ **Web 2.0 Wiki + Moodle**



❖ **Blended Learning**

A FUTA EAP CLASS



FUTA MOODLE Blended Learning

The screenshot displays the Moodle course interface for 'GNS 102'. The browser address bar shows the URL: `futaelearningdirect.com/moodle/course/view.php?id=8`. The page header includes the 'FUTA ELEARNING EXPRESS' logo and a banner image of students. The main content area is titled 'Weekly outline' and lists various forum topics, wikis, and materials. The left sidebar contains navigation menus for People, Activities, Search Forums, and Administration. The right sidebar shows 'Latest News' with several announcements.

Weekly outline

- [News forum](#)
- [Using English for Academic Purposes](#)
- [GNS 101 Forum\(General Forum\)](#)
- [GNS 101 Forum\(Bayo Aborisade\)](#) (Bayo Aborisade)
- [GNS 101 Forum\(F. Olubode Sawe\)](#) (F. Olubode Sawe)
- [GNS 101 Forum\(Titi Fola-Adebayo\)](#) (Titi Fola-Adebayo)
- [GNS 101 Forum\(Mrs Oluidele\)](#) (MRS OLUDELE)
- [GNS 101 Forum\(Titilade Oyebade\)](#) (Titilade Oyebade)
- [GNS 101 Wiki\(Bayo Aborisade\)](#) (Bayo Aborisade)
- [GNS 101 WIKI\(F. Olubode Sawe\)](#) (F. Olubode Sawe)
- [GNS 101 WIKI\(Titi Fola-Adebayo\)](#) (Titi Fola-Adebayo)
- [GNS 101 WIKI\(Mrs Oluidele\)](#) (MRS OLUDELE)
- [GNS 101 WIKI\(Titilade Oyebade\)](#) (Titilade Oyebade)
- [Material for GNS102](#)
- [GNS 101 Survey](#)
- [UEFAP Website](#)
- [TERM PAPER](#) (Bayo Aborisade)
- [PEB](#) (F. Olubode Sawe)

Latest News

- [Add a new topic...](#)
- 27 Sep, 20:47
Bayo Aborisade
CONGRATS TO ALL - COMPLETE COURSE SURVEY! [more...](#)
- 8 Aug, 17:04
Bayo Aborisade
RE-SUBMISSION OF TERM PAPER: Check your Submission [more...](#)
- 27 Jul, 13:59
F. Olubode Sawe
Submission of Final Term Papers (School of Environmental Technology) [more...](#)
- 22 Jul, 17:21
Bayo Aborisade
Term Paper Submission Deadline: 19 August 2011 [more...](#)
- 22 Jul, 17:20
Bayo Aborisade
Term Paper Submission Guidelines

FUTA MOODLE Blended Learning

The screenshot shows a web browser window displaying the Moodle interface for the GNS 101 course. The browser's address bar shows the URL: <http://futalearningdirect.com/moodle/course/view.php?id=38&sesskey=UMSTZPu4p&switchrole=5>. The page title is "GNS 101". A notification at the top right states: "You are logged in as [Akundeji Ibrahim](#): Student ([Return to my normal role](#))".

The main content area features a banner for "FUTA ELEARNING EXPRESS" with the FUTA logo and a photograph of three students (two men and one woman) looking at a laptop. Below the banner is a navigation bar with "FELEXPRESS" and "GNS 101" on the left, and a "Return to my normal role" button on the right.

The interface is divided into several sections:

- People:** Includes a link to "Participants".
- Activities:** Includes links to "Forums" and "Resources".
- Search Forums:** Includes a search box and a "Go" button, with an "Advanced search" link below.
- Administration:** Includes links to "Grades" and "Enrolment".
- Course categories:** Includes a link to "GENERAL STUDIES".
- Weekly outline:** A central section listing course activities with dates and checkboxes:
 - 11 November - 17 November: [News forum](#)
 - 18 November - 24 November: [Academic Culture Timemngt lesson](#)
 - 25 November - 1 December: [Study Skills](#)
 - 2 December - 8 December: [Study Skills](#)
 - 9 December - 15 December: [Scientific Word Formation and Parts of Speech Lesson](#)
- Latest News:** States "(No news has been posted yet)".
- Upcoming Events:** States "There are no upcoming events" and includes links for "Go to calendar..." and "New Event...".
- Recent Activity:** Shows "Activity since Wednesday, 16 November 2011, 11:18 AM" and a link for "Full report of recent activity...". It also notes "Nothing new since your last login".

The Windows taskbar at the bottom shows several open applications: Microsoft Excel, FELEXPRESS, Course: GNS 101, Microsoft PowerPoint, Macromedia Fire..., eLearning, and Microsoft Office. The system clock in the bottom right corner shows the date and time as 13th & 14th June 2012, 3:26.

Framework for technology integration

Stage	Action	Description
Planning	PD meetings	Problem analysis & strategic plan; decisions + actions on ICT skills
	Selection & configuration of platform	Proprietary or Open source; Affordances
	Syllabus detailing + methodology	F2F + online modules integration
Preparation	Student orientation	New learning modes, approaches, autonomy, interaction,
	Team building	Project inquiry in grps, team work
	Activity scheduling & tasks + feedback mechanisms	Individual or group work; in-, out- class or online activity
	Uploading of team lists	In-class or online feedback in stages Teacher/technologist uploads team lists
Execution	Teacher roles defined	Monitoring, directing class meetings, facilitating online discussion forums + feedback
	Student roles outlined	Determine roles in groups, carry out investigations, post comments on forums, do assignments
	Technologist role outlined	Provide technical support for online work
Assessment/Evaluation	Course assessment; end-of-course evaluation	Forum posts, assignments, downloads and uploads of assignments & project reports assessed for course grade End-of-course evaluation feeds into course reforms

FUTA Experience: Outcomes

Classrooms now diversified: new learning spaces
online & offline

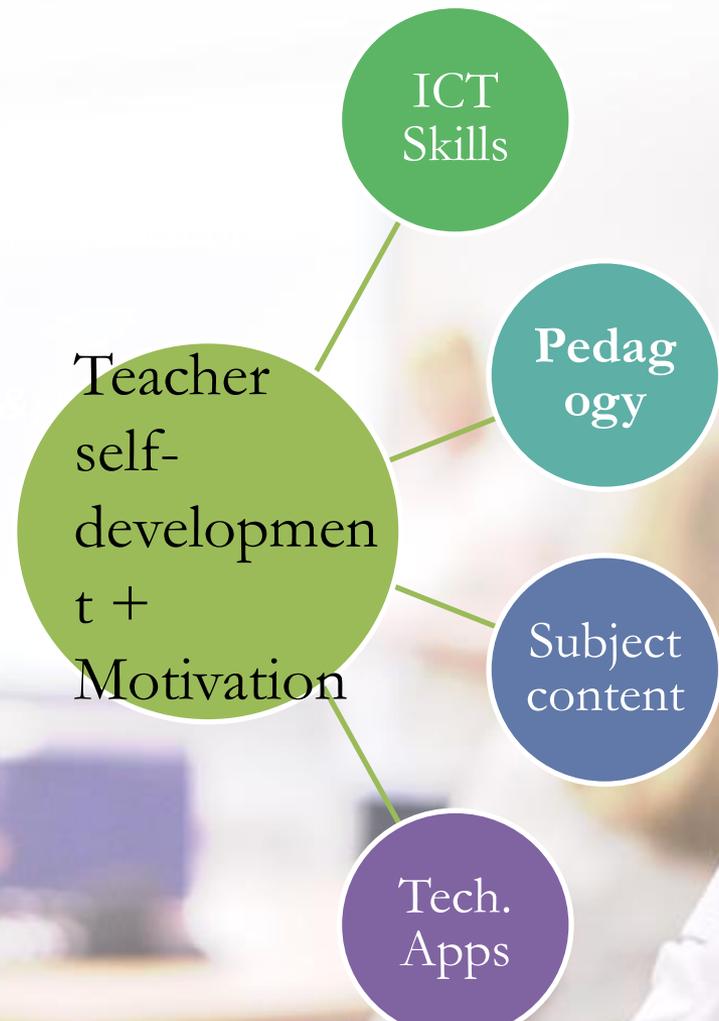
Student engagement with materials high, as
motivation increases

Students' interaction and scaffolding

Collaboration on projects enhancing interaction &
learning on group work

Students' voices now heard; creativity engendered

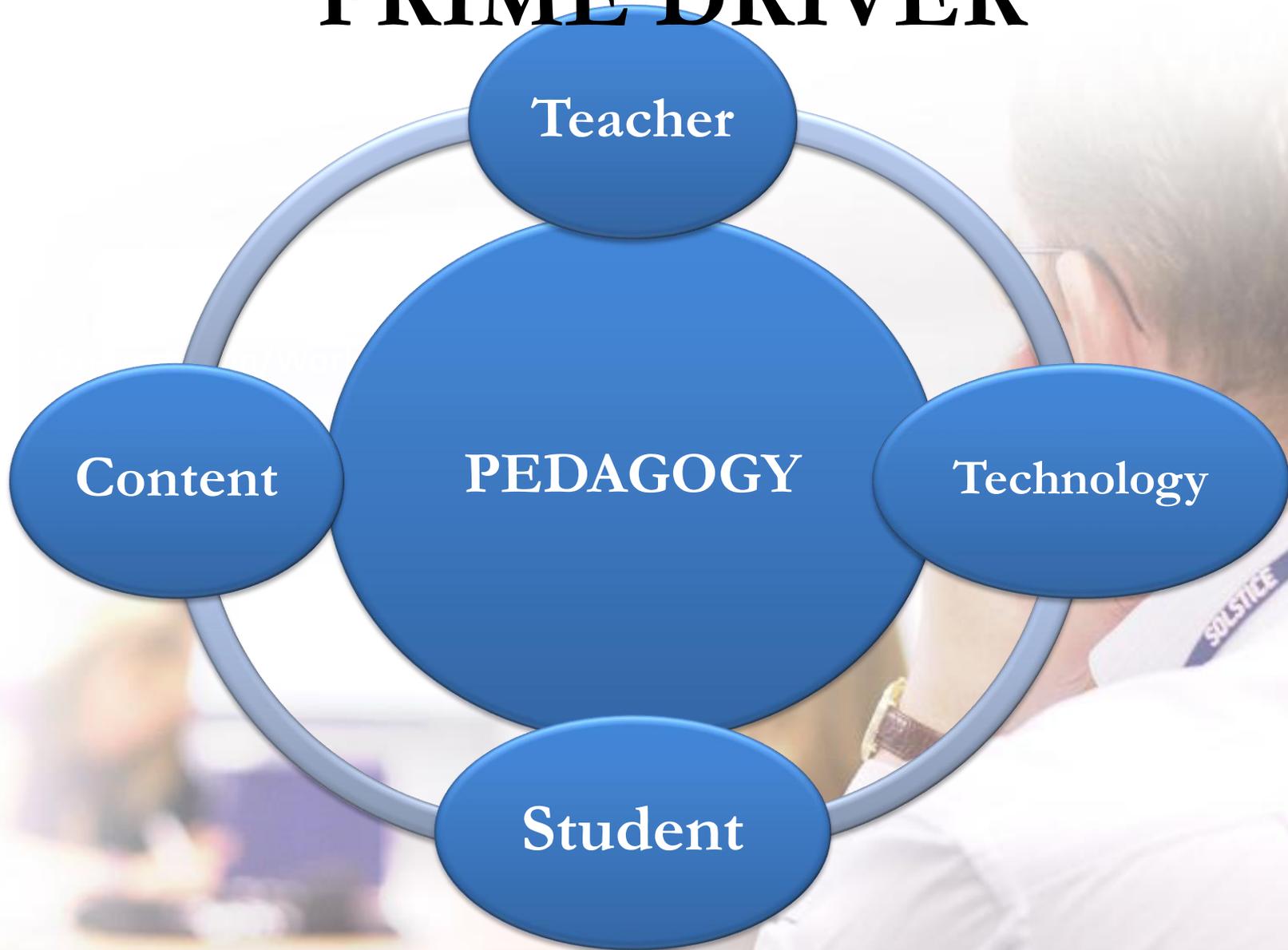
Components of a Template



Content Framing



PRIME DRIVER



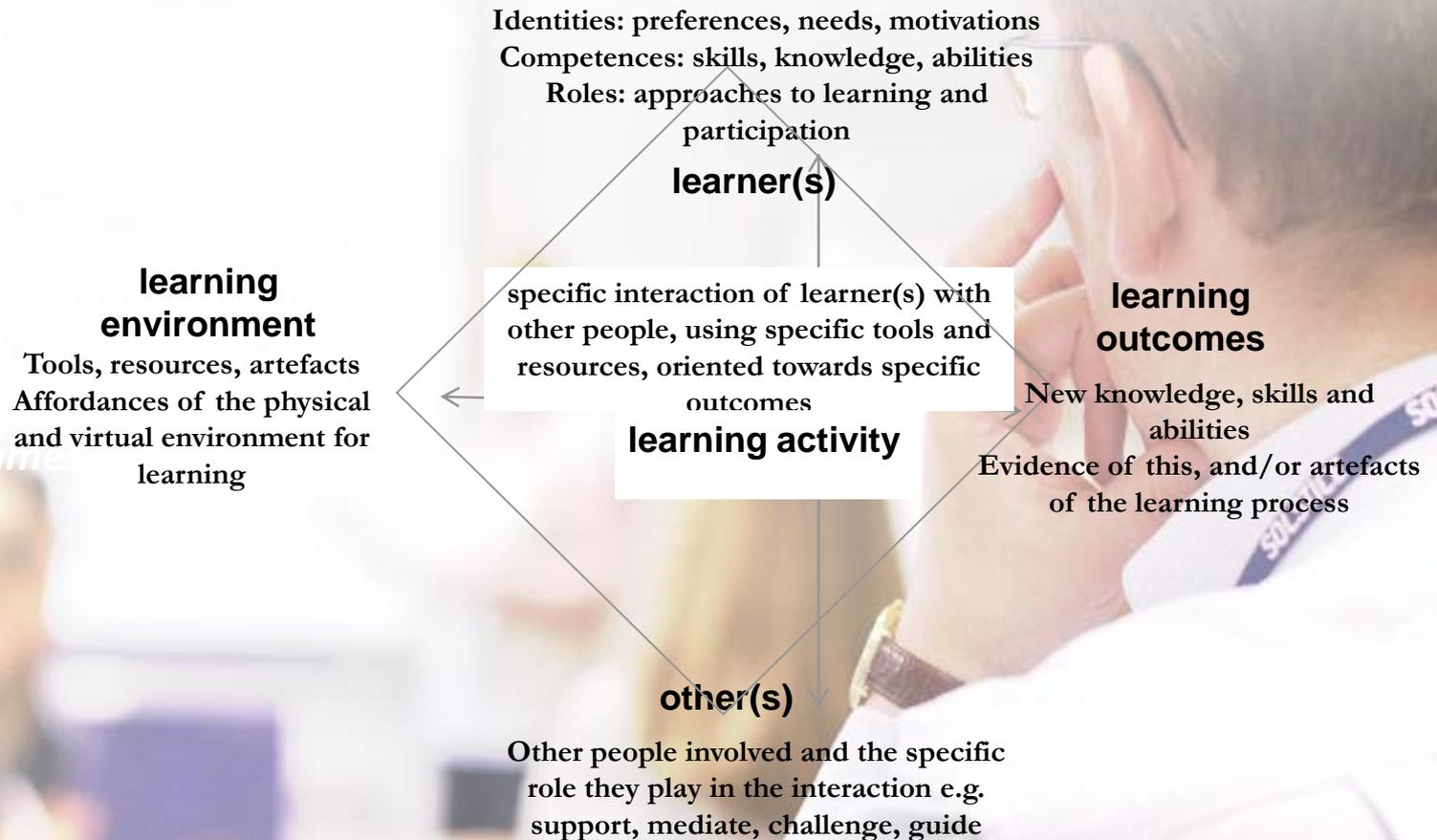
Learner-centred
(foster autonomy)

Problem-
(Enquiry)based,
project-driven
activity (foster
collaboration
&critical thinking)

Learner Interactions
(Learner, Teacher,
Content)

PEDAGOGY

The Elements of Learning Activity Design



Source: adapted from JISC

Challenges of Context

- Students & Teachers 'Digital Immigrants' require skills, new abilities, re-orientation
- Learning spaces, tools, resources need be created to meet learners' modes and styles
- Authorities fail to do the Needful
- Initiative rests with TEACHERS