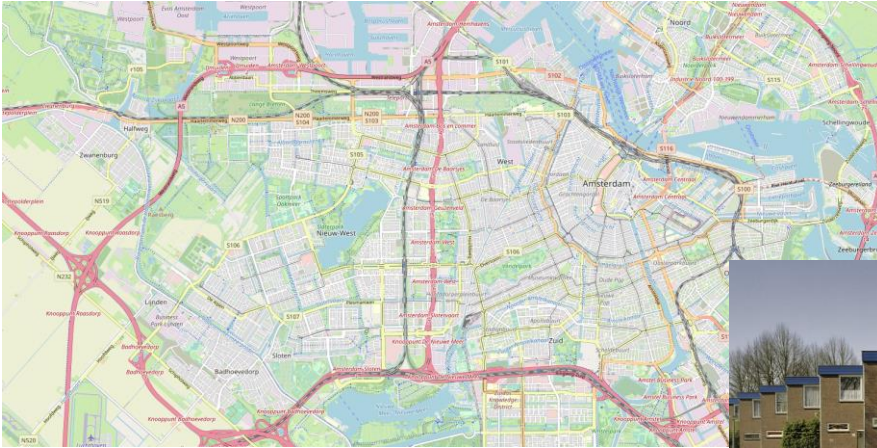


Experiences of a Blended Learning support team

- Date: 2022-01-31
- By: Dion Dresschers (VU Amsterdam)
- Version: 2022-10-24
- License: CC BY-SA 4.0 (or otherwise noted)
- Download: <https://edu.nl/wbvnd>

About Me (Dion)

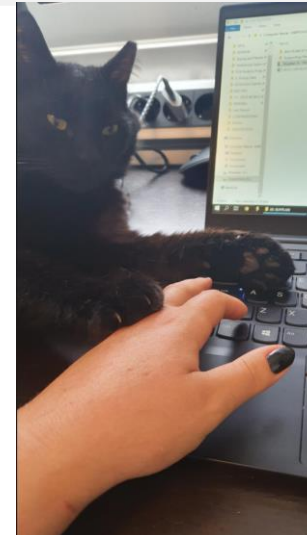


CC BY-SA 4.0 Rijksdienst voor Cultureel Erfgoed



<https://www.linkedin.com/in/diondresschers/>

- 1975 – Birth 🐣
- 1990 – Programmed 'Leren Rekenen'
- 1991 - Technical College Electro ✖ (failed)
- 1995 - Teacher Physics ✖ (failed)
- 1999 – Worked in IT
- 2003 – Teacher Physics 🎓
- 2003 – Worked in IT
- 2013 – Worked in IT (Applied University)
- 2016 – Master Learning and Innovation 🎓
- 2018 – Worked in IT 😐
- 2021 – Learning Technologist (University) ✓



And what about you!?

Now about our (faculty) Task Force, Action Team and CTL
(...it started around May 2021)

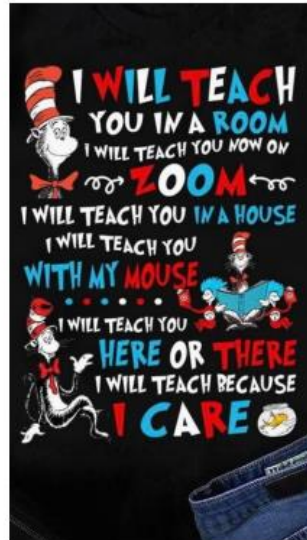
Goal:

To share good things, bad things and remarkable things.

Discuss 'fundamental' issues with a partner next to you.

You (optionally) can write stuff down if you want.

Now about our SBE Task Force, Action Team and CTL
(...it started around May 2021)



The Policy Document

My 'Holy Bible' written by the
SBE Vice-Dean of Education
(Mirella Kleijnen).

<https://edu.nl/3438e>

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1. How useful is a starting document?
2. Who should write it and what should be in it?

Task Force and Action Team

The task force represents the different stakeholders, but also exists of a number of people relevant to actual delivering supporting the further development of blended learning:

Task Force

Action Team

- Director of Education
- Learn! Academy
- Program Director BSc Bedrijfskunde
- Coordinator online teaching
- Operation Analytics, teacher perspective
- Student representative
- Innovation coordinator (Teacher)
- Learning Technologist 1
- Learning Technologist 2
- Canvas & Testvision Support
- EE Faculty member, teacher perspective
- EE Support staff Blended Learning Support
- Multimedia Designer
- Student Assistant 1
- Student Assistant 2

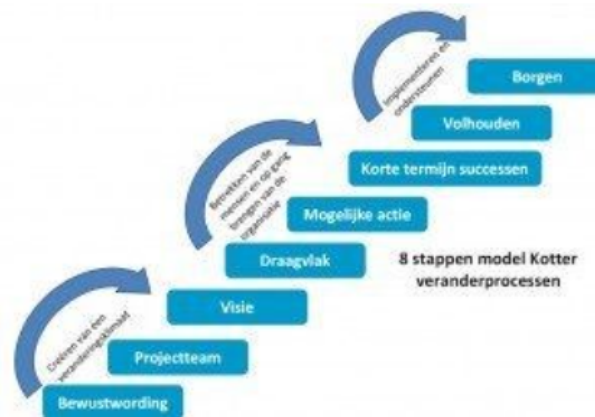
Different teachers (and energy levels)

- I don't want to change too much.
- I'm too busy.
- My lessons are fine.
- It's too much work.
- It's too risky to change too much.
- It will take too much time.

Het veranderproces van Kotter

Het stappenplan van Kotter kan gezien worden als een richtlijn. Helaas is gebleken dat op de juiste manier de stappen aflopen en een goed verlopend veranderingsproces hebben niet het geval is. Of een manager over de juiste kennis beschikt en situationele factoren zijn twee belangrijke factoren die ook een bepalende rol spelen bij het doorvoeren van veranderingen. Deze acht stappen van Kotter kunnen dus gezien worden als een richtlijn.

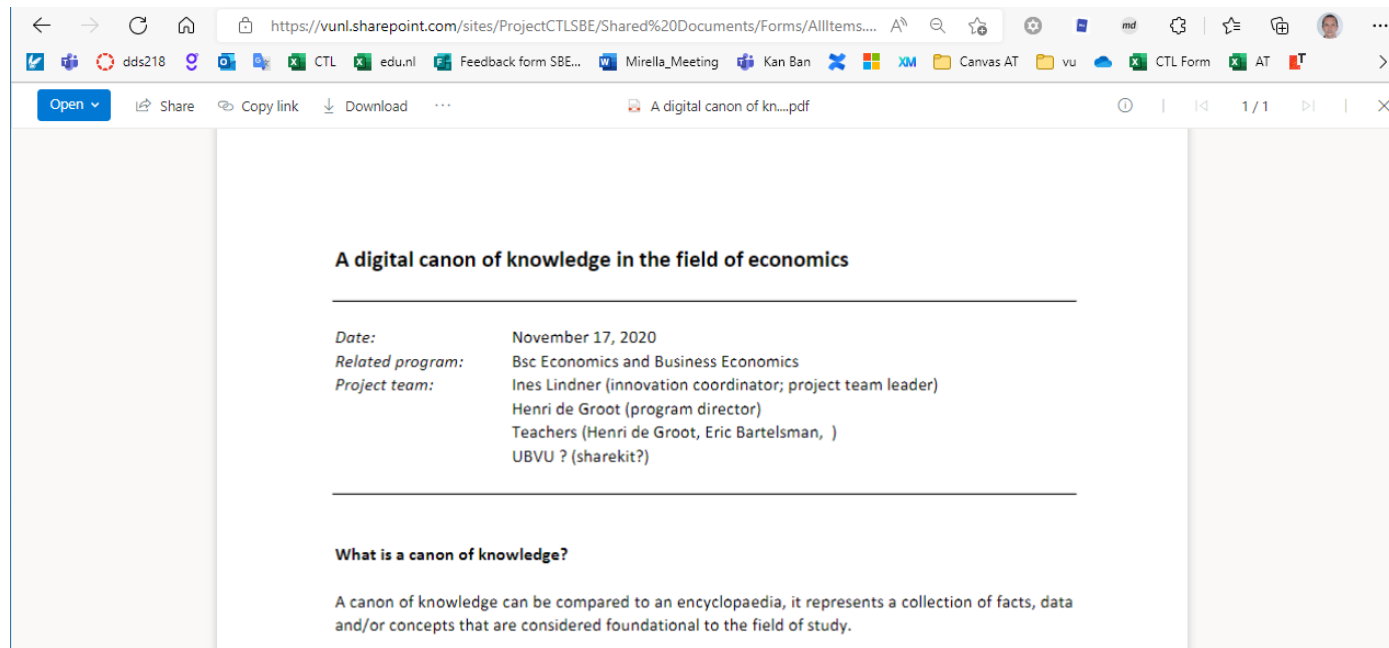
Kotter heeft ondervonden dat het gedrag, de houding en de werkwijzen van mensen vaak het probleem zijn bij veranderingen. De eerste vier fasen die Kotter beschrijft zijn ervoor om de huidige situatie in beweging te laten komen. De de fasen vijf tot en met zeven worden de nieuwe methoden van aanpak geïntroduceerd en in fase acht worden de veranderingen verankerd. Om een succesvolle verandering door te voeren is het belangrijk om alle fasen te doorlopen en geen fasen over te slaan.



Kotter's 8-step model of change

1. Create Urgency
2. Form a powerful coalition
3. Create a vision for change
4. Communicate the vision
5. Empower Action
6. Create quick wins
7. Build on change
8. Make it stick

3. How would you organize a Blended Learning team?
4. What are the short term goals? ...and long term?



Canon of Knowledge

- 'Encyclopedia' of knowledge clips for SBE
- Taxonomy or Lexicon of topics/items
- Information Density (e.g. one concept per clip)
- Length (most sources indicate max. 6 minutes)
- Visibility of Lecturer (!?)
- Produced by SBE versus external sources
- Open Access (Goal)

5 Video Fases - (SBE) Canon of Knowledge

Title: 5 Video Fases - (SBE) Canon of Knowledge

Date: 2021-08-30

Target audience: Projectgroep (SBE) Canon of Knowledge

License: [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/)

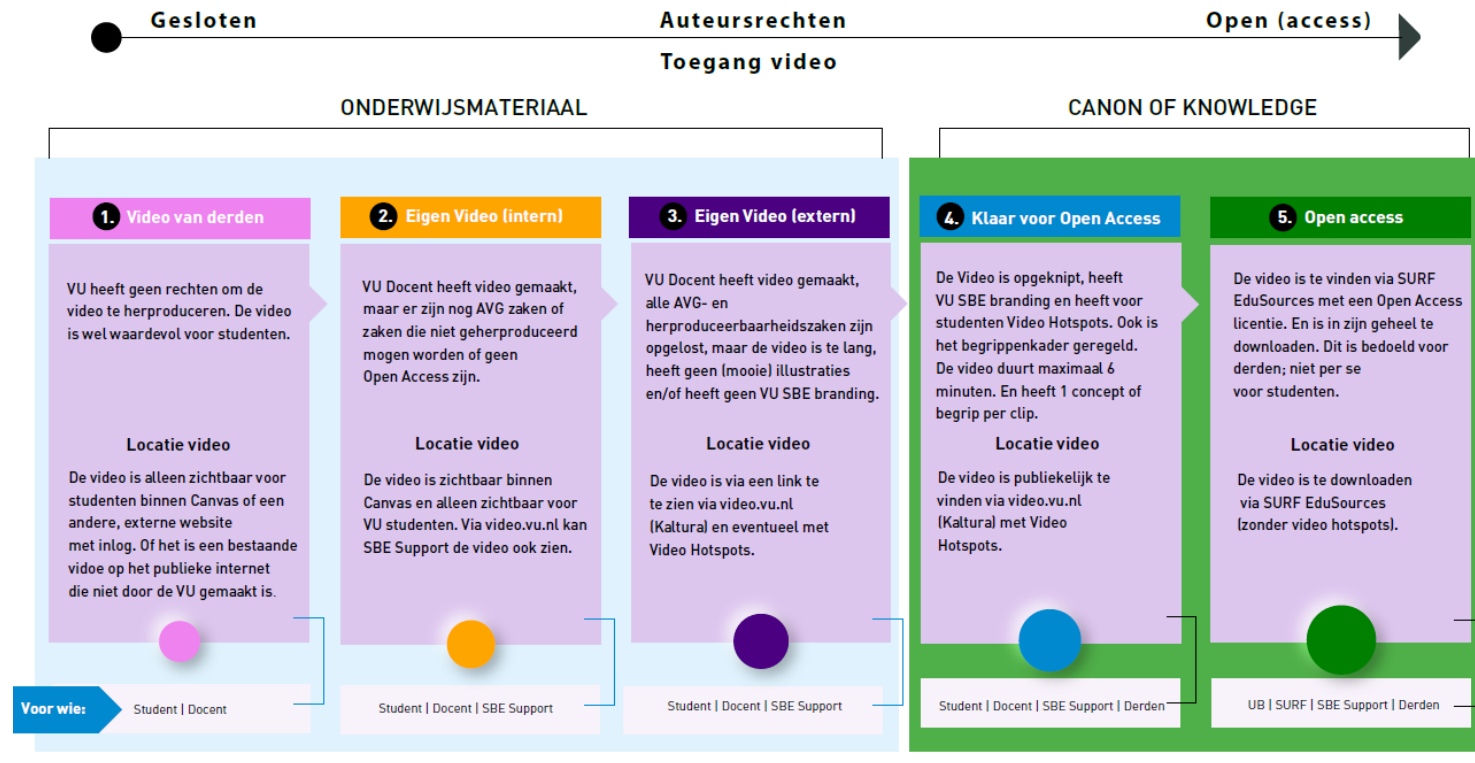
By: Dion Dresschers en Nelly Blessinga - Vrije Universiteit Amsterdam

Status: Concept

Version: 2021-15-11 11:00



Inhoud
Via dit document wordt in kaart
gebracht waar en wanneer
een video gebruikt mag / kan worden.



Reason that Canon didn't happen (yet)

- Project was too ambitious...
- Taxonomy only is too big (and was not consistent)
- Would take more than 5 years to accomplish
- Existing selected videos were too long, had too many subjects, referred to other videos, and lacked consistency
- Key teachers didn't have enough time (hint: make use of Student Assistants)
- Faculty support were not economists (hint: make use of Student Assistants)
- Copyright and Open Access (complex)

5. What were the good parts of the Canon project?
6. What could/should we have done better?

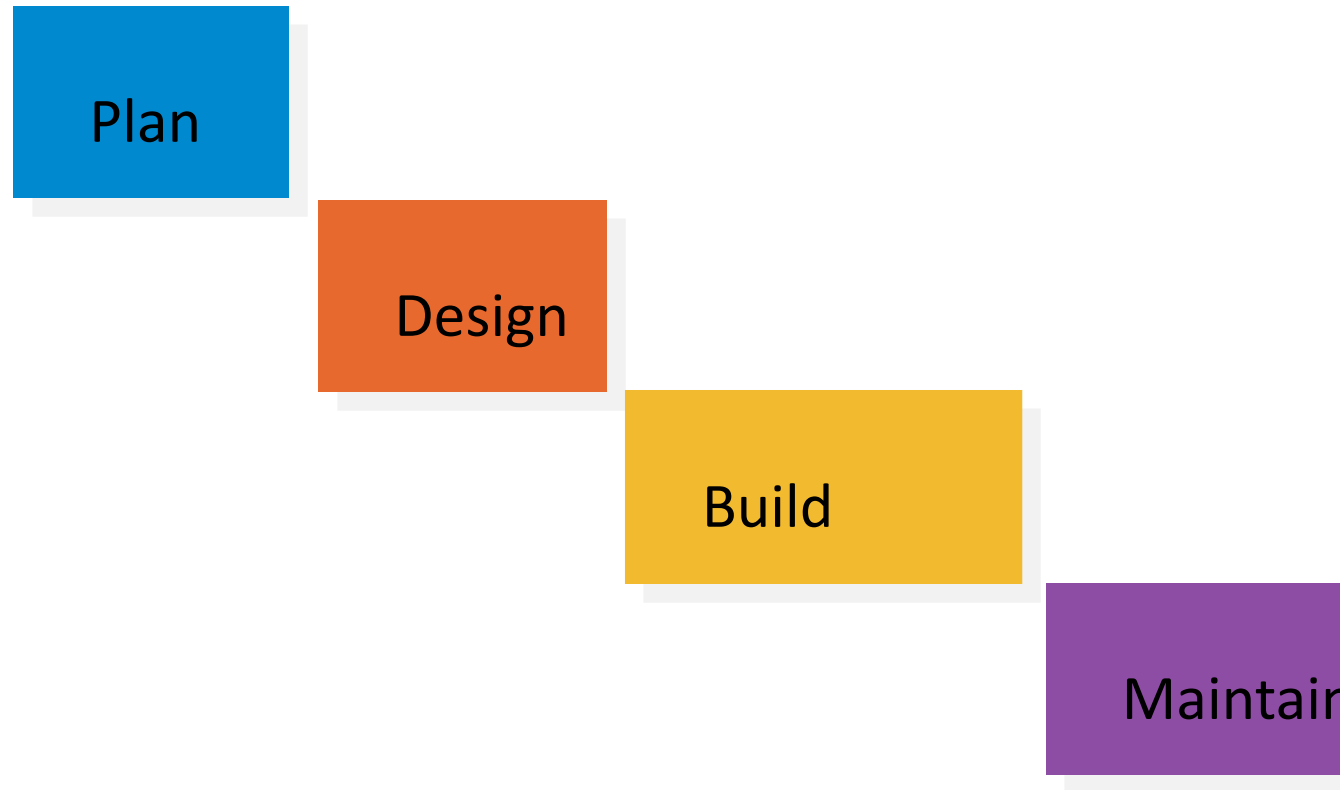
VU Executive board

In addition, there is a larger and more complex issue: an important message of the MARS report is that our organisation does not function well in some respects and lacks decisiveness, flexibility and strength. In the session with the deans and directors, this was called "the meta-problem". This is recognisable to many and the reason for setting up the Effective & Agile Strategy Team. A recent letter from the deans identifies these problems as flaws that must be addressed urgently, especially the silo way of thinking that hinders integrated business operations, as well as the distance between services and faculties that is too often too great. The Executive Board strongly supports this, including the persistent problems mentioned in the MARS report, such as: (i) too great a distance between services and primary process in too many cases, as a result of which faculties and services do not know how to find each other as partners; (ii) an insufficiently adequate organisation to effectively realise change processes or other projects. In addition, we still have too many meetings, do not address each other properly and the responsibilities assigned are often not clear. This is a matter of both culture and structure.

‘the meta-problem’

- ‘Encyclopedia’ of knowledge clips for SBE
- Taxonomy or Lexicon of topics/items
- Information Density (e.g. one concept per clip)
- Length (most sources indicate max. 6 minutes)
- Visibility of Lecturer (!?)
- Produced by SBE versus external sources
- Open Access (Goal)

Waterfall



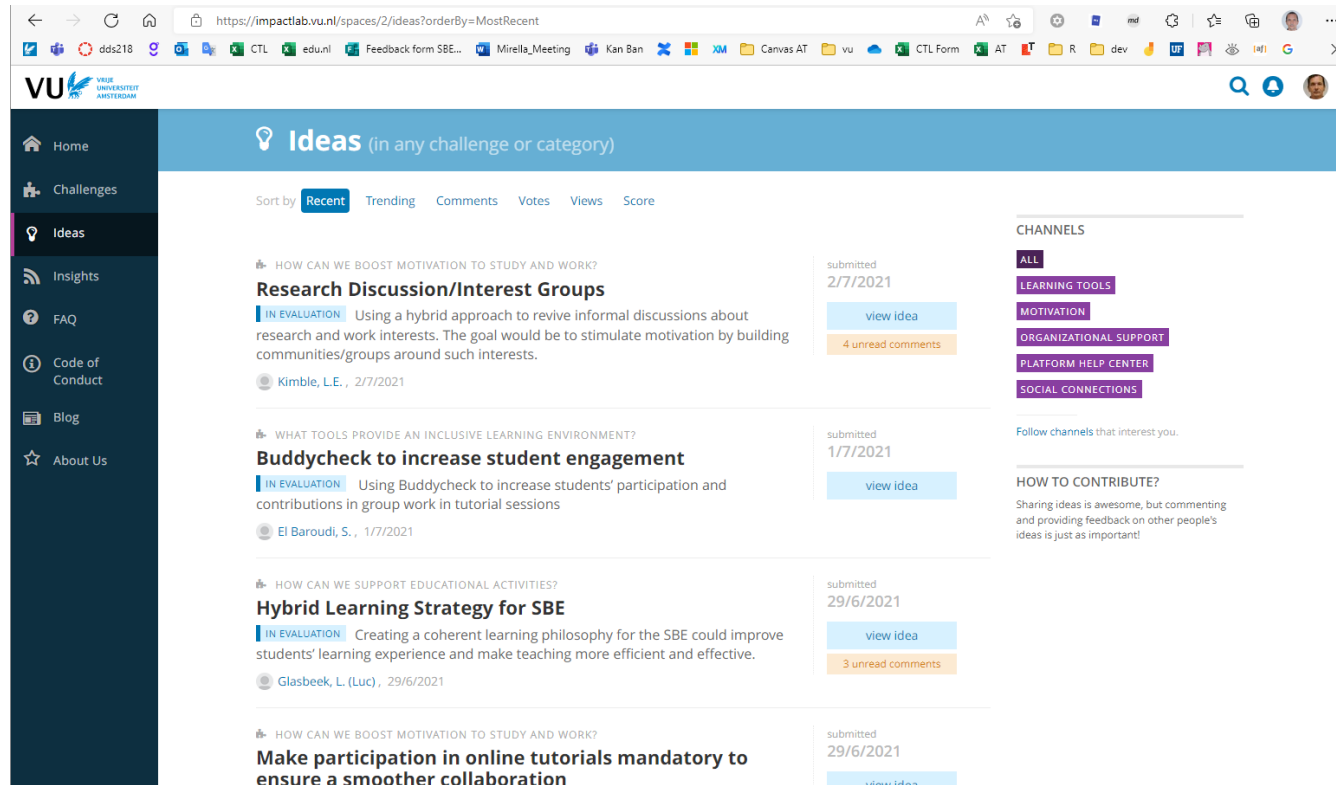
Agile



Reason that Canon didn't happen (yet)

- Project was too ambitious...
- Taxonomy only is too big (and was not consistent)
- Would take more than 5 years to accomplish
- Existing selected videos were too long, had too many subjects, referred to other videos, and lacked consistency
- Key teachers didn't have enough time (hint: make use of Student Assistants)
- Faculty support were not economists (hint: make use of Student Assistants)
- Copyright and Open Access (complex)

7. Would you prefer Agile or Waterfall method?
8. How big is the gap between service and workflow?



ImpactLab (grassroots)

*“A **grassroots** movement is one that uses the people in a given district, region or community as the basis for a political or economic movement.”*

- By the people (bottom-up)
- All SBE
- All Students, Teachers, Staff, VU
- Idea selection
- Support team

Wikipedia (2022-10-22)

IMPACT LAB PLATFORM

NO

MAYBE

YES



Impact



Feasibility



Scalability

IDEAS GUIDE



How can we foster
meaningful social
connections?

<https://impactlab.vu.nl>

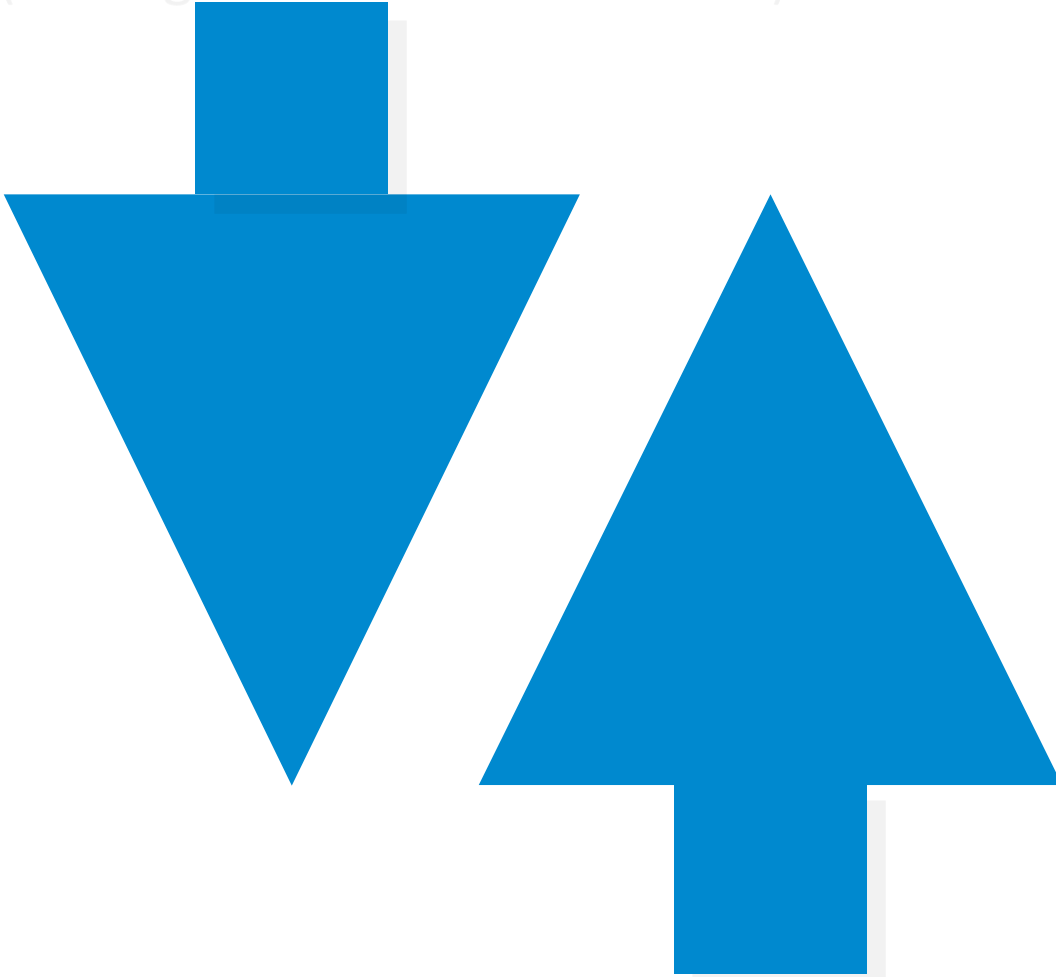
<https://edu.nl/7hbwa>

Some 'winning' (supported)
ideas

- Canvas LMS SBE Template
- Student Advisory Board
- Illustrating Economic Models
- Onboarding New Teachers
- Knowledge Clips

9. How would you get bottom-up ideas
10. How can you support this top-down

Top down
(management makes decision)



Bottom up
(work floor initiates changes)

Is there policy and
decision making, is this
needed?

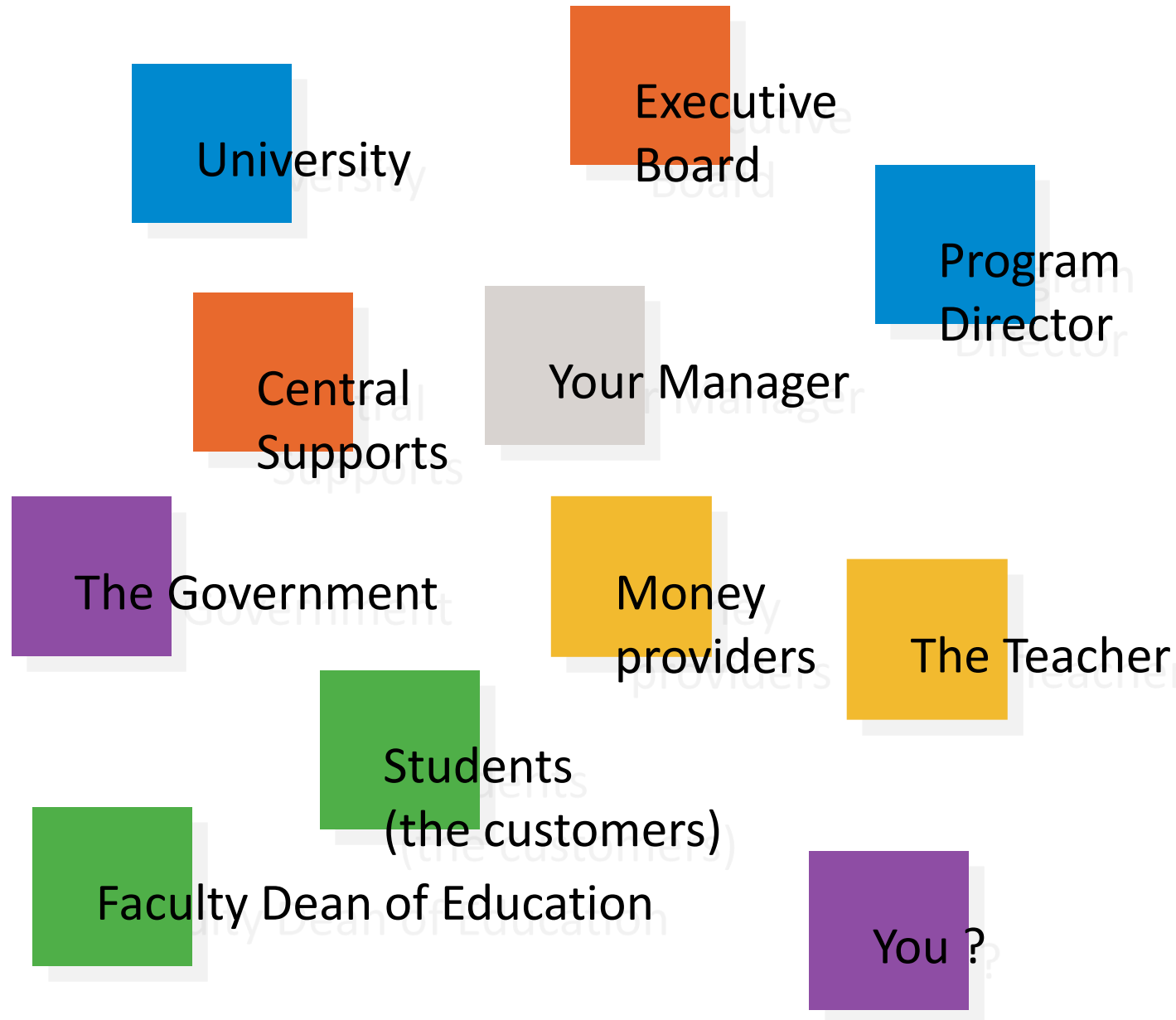
Who makes the decisions?

Is it the management?

Is it the people at the work
floor?

Or is it both!?

Who makes policy?



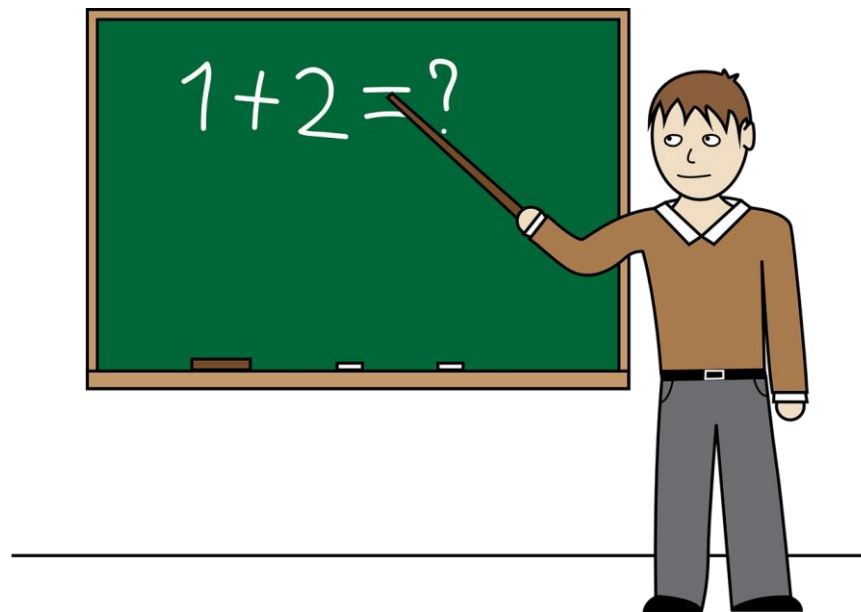
Decision Making

Who is in charge!?

And will people listen to the person in charge!?

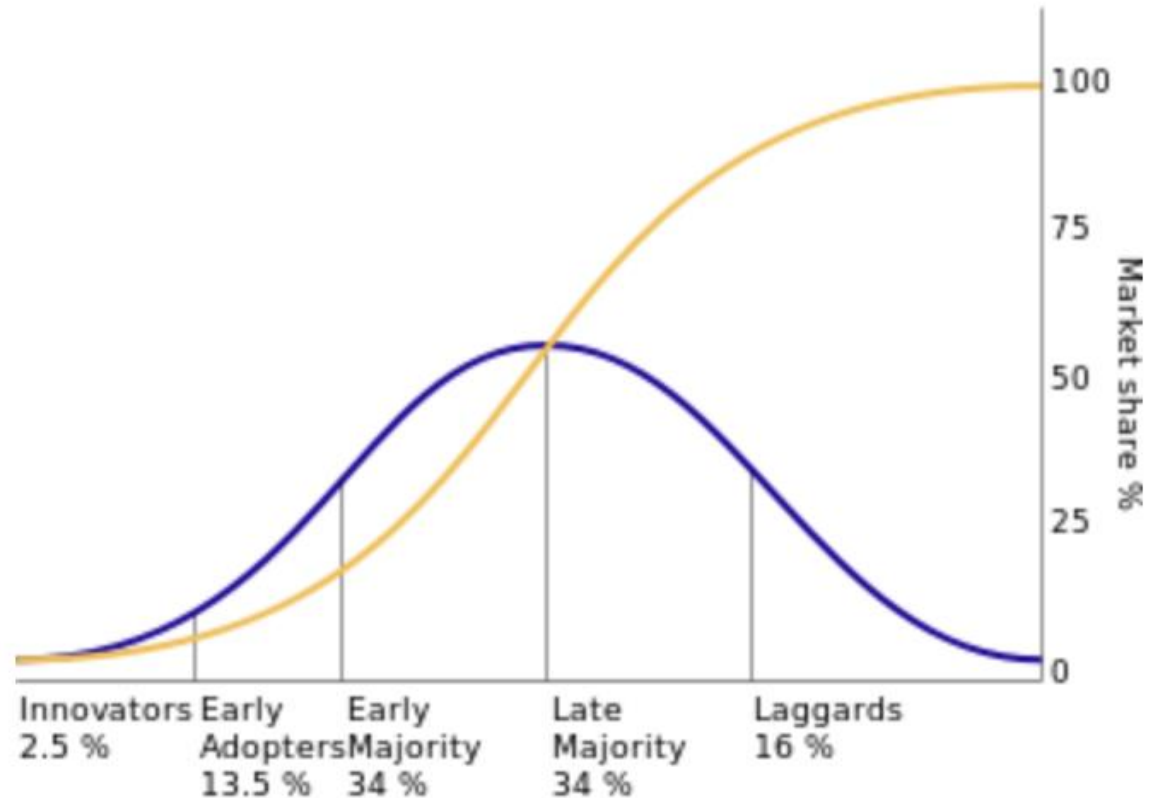
11. Who has the authority to create policy at your place?
12. When does policy help, and when not?

Different teachers (and energy levels)



- I don't want to change too much.
- I'm too busy.
- My lessons are fine.
- It's too much work.
- It's too risky to change too much.
- It will take too much time.

Rogers innovation curve



Different types of teachers (and energy levels)

Some teachers are innovators.

Some teachers are open for (good) change.

Some teachers are too busy (or tired).

Some teachers don't want to change.

13. On which group of people would you focus?
14. How would you deal with innovators and laggards?

Central: VU NT&L

Network for Teaching & Learning.

- Helpdesk
- Program Manager (innovator)
- Pop-Up Studio (video studio)
- Audio & Video guy
- Can connect innovators at faculties

How to create easily calender events? - Message (HTML)

File Message Help Acrobat Tell me what you want to do

Delete Archive Reply Reply All Forward Quick Steps Move Move Tags Editing Immersive Language Zoom Protection

How to create easily calender events?

Dresschers. D.H.J. (Dion)

To: Safawi, S. (Saman)

You forwarded this message on 2022-10-13 17:27.

Translate message to: English | Never translate from: Dutch | Translation preferences

Hi,

weten jullie of er mensen binnen de VU actief gebruik maken van ICS-files en deze genereren?

Onze SBE Innovator Coordinator lijkt het handig dat voor elke periode, docenten een file kunnen downloaden voor hun Outlook Calendar (een zogenaamde ICS-file).

Deze geeft dan reminders in Outlook voor elke periode wat je moet doen voor je vak (bijvoorbeeld "Upload de Study Guide", 3 maanden van te voren, of "Hand in Digital Exam", 13 dagen voor het examen).

Onze SA, Saman heeft een mooi overzicht gemaakt: [timeline course support.pdf](#) maar we willen nu dat de docent ook voor elke periode ook zo'n ICS-file kan downloaden waar de reminders al in staan...

Zijn er mensen bezig binnen de VU hiermee?

Ik heb zelf een testje gemaakt via deze tool en in principe werkt het, maar alles is een beetje houtje-touwtje en niet helemaal ingericht op mijn/onze wensen... [Xls To ics - YouTube](#)

Dion Dresschers
Learning Technologist
School of Business and Economics - Education Office - Center for Teaching and Learning

VU VRIJE UNIVERSITEIT AMSTERDAM

SCHOOL OF BUSINESS AND ECONOMICS

Working hours: Mo, Tu, Th, Fr | ctl.sbe@vu.nl
Mailing and visiting address: De Boelelaan 1105, 1081 HV Amsterdam
[E-mail disclaimer](#) | www.vu.nl

[See this list with all VU educational tools](#)

They were very good!!!

- Quick useful replies...
- Or forwarded mail to people that could help

15. What central support can you expect?
16. How to work together with central and faculties?

Tools

- Zoom (video calls)
- Canvas (LMS)
- TestVision (Exams)
- R-Exams (randomized questions)
- FeedbackFruits
- Kaltura (interactive video's)
- Microsoft Teams (collaborative)
- Annotate Pro (one-click feedback)
- Mentimeter (interactive polls)



Didactics

- Flipped Classroom
- Team Based Learning
- Direct Feedback
- Gamification
- Peer Feedback
- Group work
- Discussion
- Peer tutoring (experts)

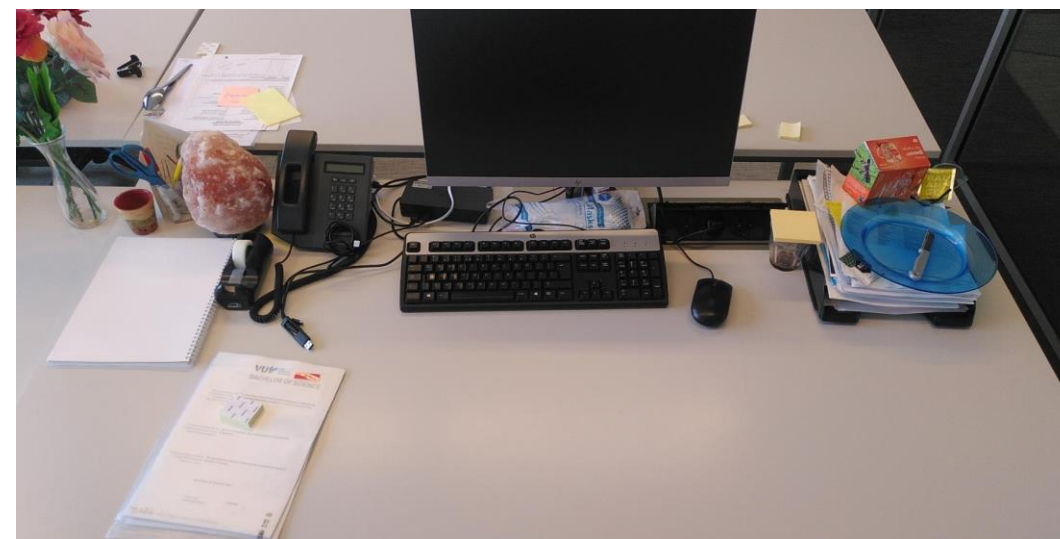
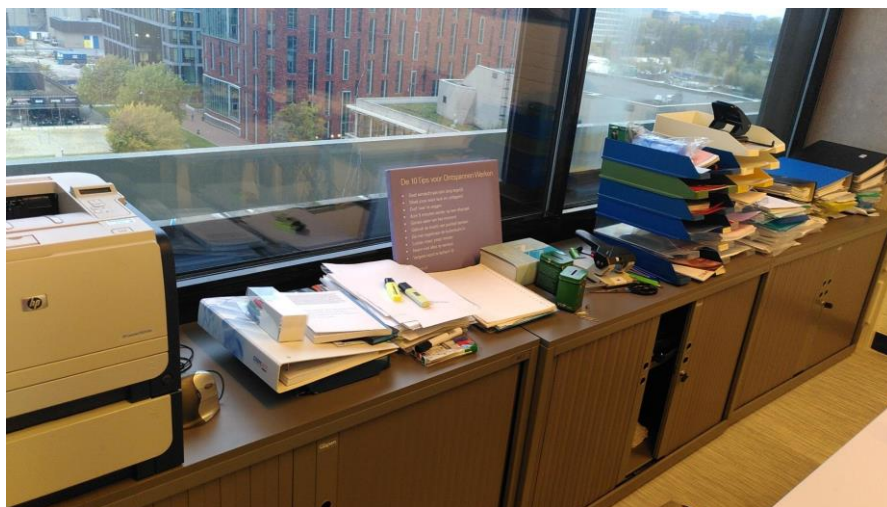
17. Why are Didactics more important than Tools?
18. When are Tools more important than Didactics?

The Smell of a Place...

- Professor Sumantra Ghoshal

Tools

- How you place looks, says something about the culture...
- And the way if it's open to innovate



19. How does your work(place) smell?

20. Should/could you change something about your place?

My conclusion:

We learn as we go.

Making mistakes is part of the learning process.

We (all) try our best.

We make mistakes.

We improve as we go.

Celebrate successes! (also for exposure)

Thank you!

Questions !?