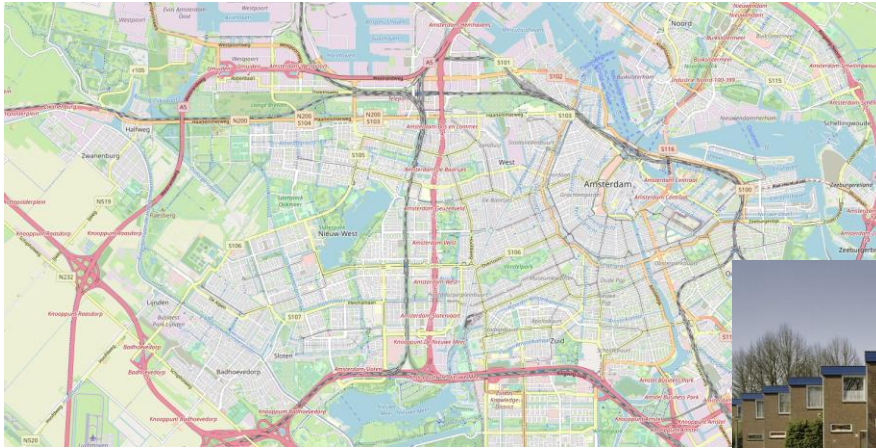# Experiences of a Blended Learning support team

- 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)

- 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) ☑

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**** COMMODORE 64 BASIC V2 ****
64K RAM SYSTEM 38911 BASIC BYTES FREE
READY.

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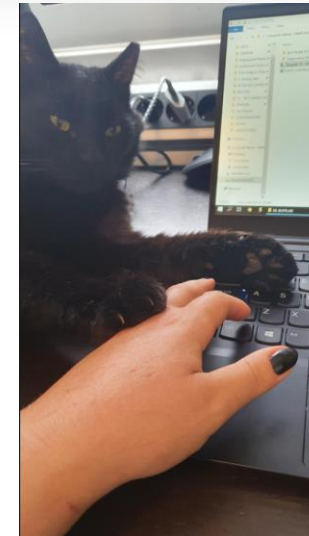
Now about our SBE Task Force, Action Team and CTL (...it started around May 2021)

The Policy Document

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

https://edu.nl/3438e

VU

Table of Contents

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

https://edu.nl/dayug

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
- Director of Education
- Learn! Academy
- Program Director BSc Bedrijfskunde
- Coordinator online teaching
- Operation Analytics, teacher perspective
- Student representative

Action Team
- 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.

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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.
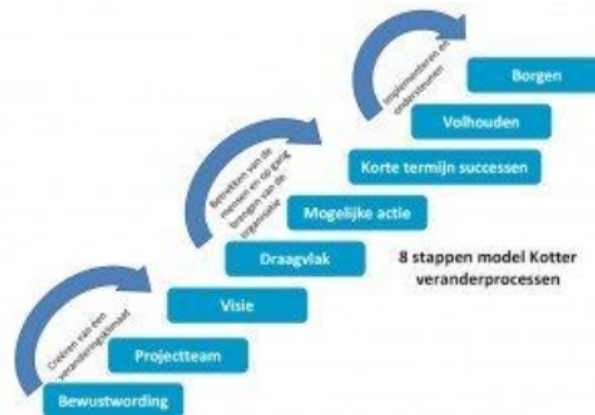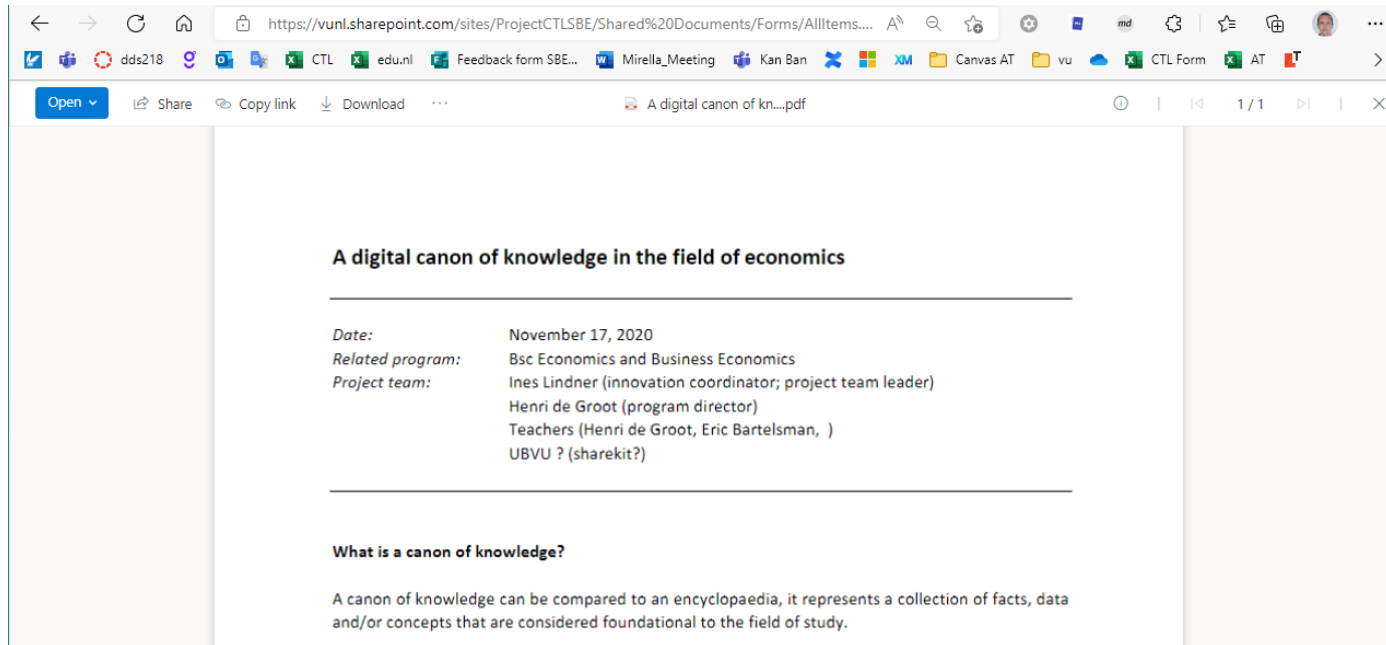

Kotter's 8-step model of change

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

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

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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
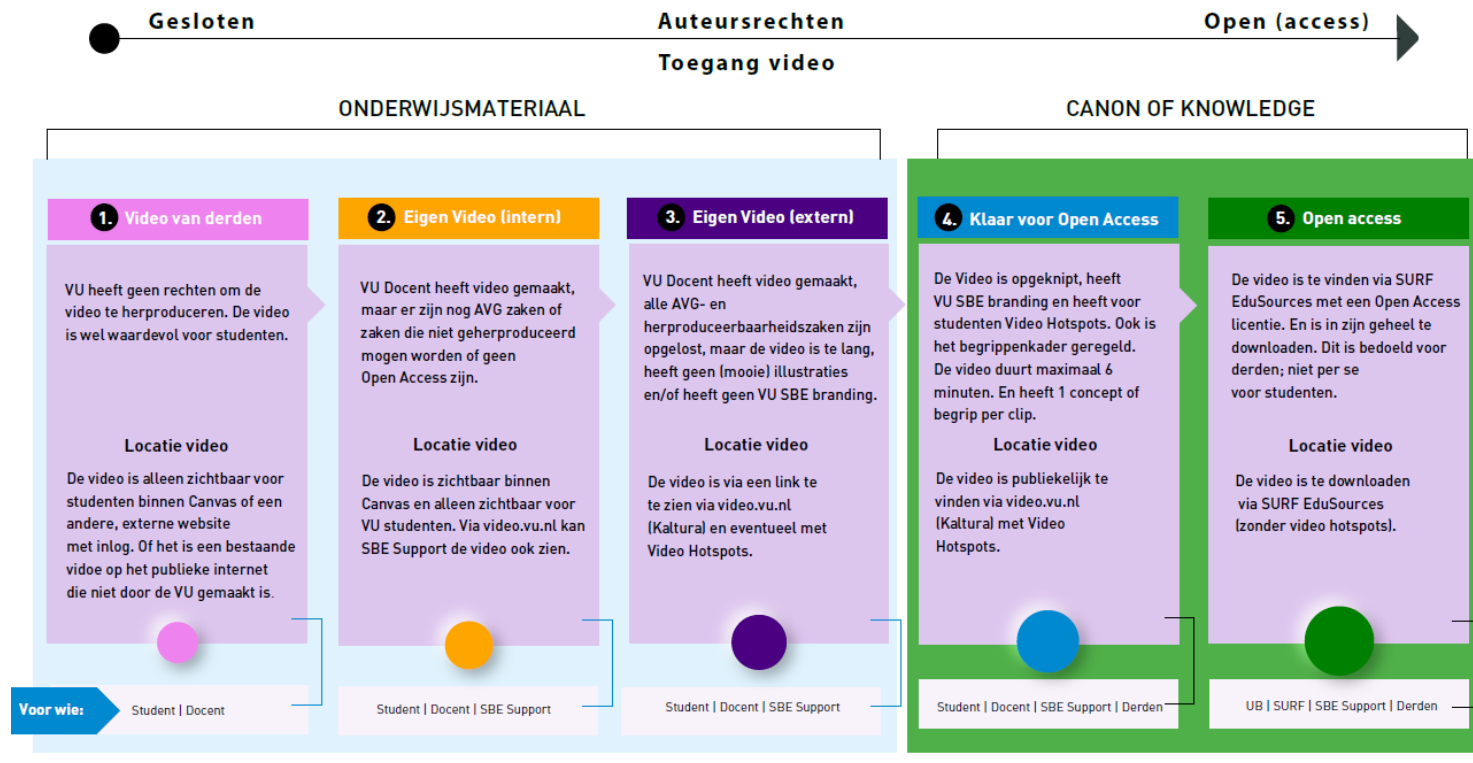**Status**: Concept
Version: 2021-15-11 11:00

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

Gesloten — Auteursrechten — Open (access)

Toegang video

ONDERWIJSMATERIAAL

1. Video van derden

VU heeft geen rechten om de video te herproduceren. De video is wel waardevol voor studenten.

Locatie video

De video is alleen zichtbaar voor studenten binnen Canvas of een andere, externe website met inlog. Of het is een bestaande video op het publieke internet die niet door de VU gemaakt is.

Student | Docent

2. Eigen Video (intern)

VU Docent heeft video gemaakt, maar er zijn nog AVG zaken of zaken die niet geherproduceerd mogen worden of geen Open Access zijn.

Locatie video

De video is zichtbaar binnen Canvas en alleen zichtbaar voor VU studenten. Via video.vu.nl kan SBE Support de video ook zien.

Student | Docent | SBE Support

3. Eigen Video (extern)

VU Docent heeft video gemaakt, alle AVG- en herproduceerbaarheidszaken zijn opgelost, maar de video is te lang, heeft geen (mooie) illustraties en/of heeft geen VU SBE branding.

Locatie video

De video is via een link te te zien via video.vu.nl (Kaltura) en eventueel met Video Hotspots.

Student | Docent | SBE Support

CANON OF KNOWLEDGE

4. Klaar voor Open Access

De Video is opgeknipt, heeft VU SBE branding en heeft voor studenten Video Hotspots. Ook is het begrippenkader geregeld. De video duurt maximaal 6 minuten. En heeft 1 concept of begrip per clip.

Locatie video

De video is publiekelijk te vinden via video.vu.nl (Kaltura) met Video Hotspots.

Student | Docent | SBE Support | Derden

5. Open access

De video is te vinden via SURF EduSources met een Open Access licentie. En is in zijn geheel te downloaden. Dit is bedoeld voor derden; niet per se voor studenten.

Locatie video

De video is te downloaden via SURF EduSources (zonder video hotspots).

UB | SURF | SBE Support | Derden

Voor wie:

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)

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

https://edu.nl/dayug
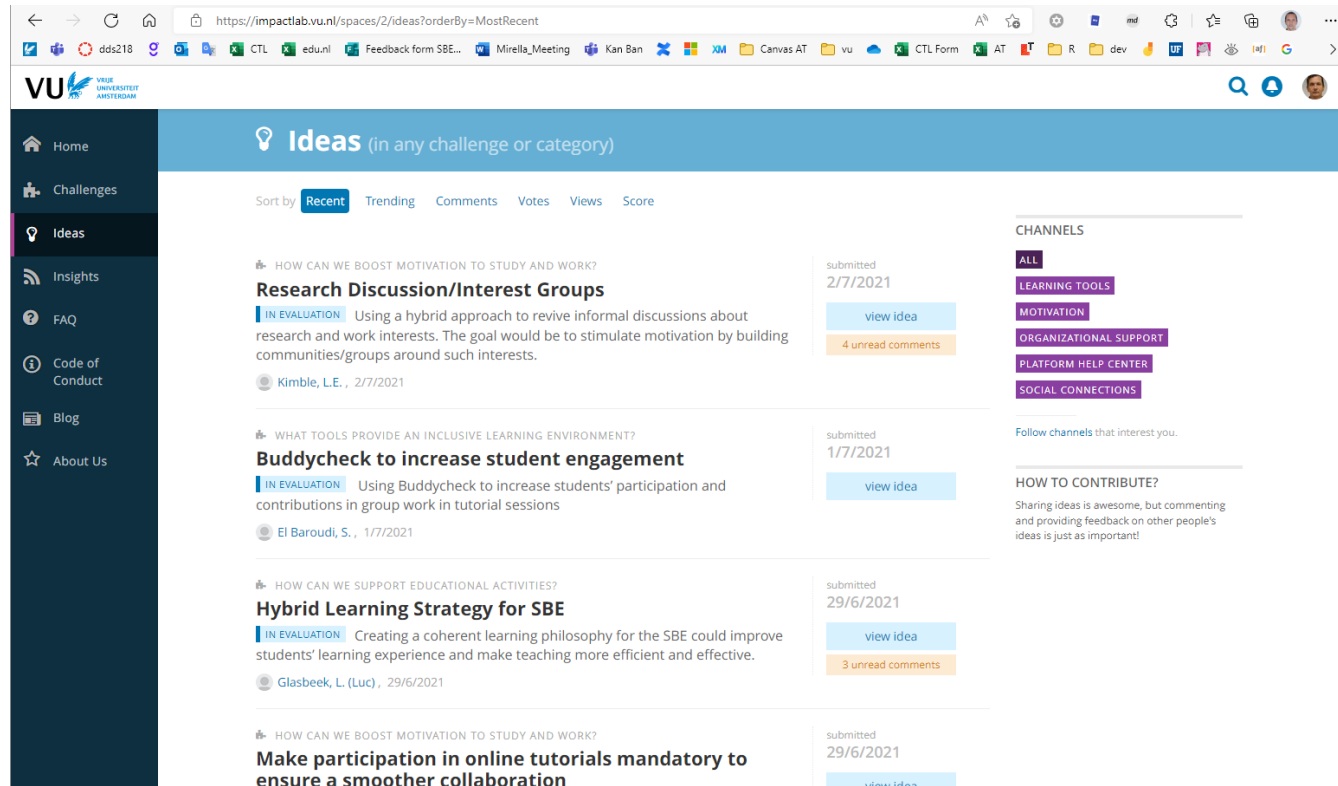
ImactLab (grassroots)

*"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)

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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

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1. How would you get bottom-up ideas
2. How can you support this top-down

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Top down
(management makes decision)
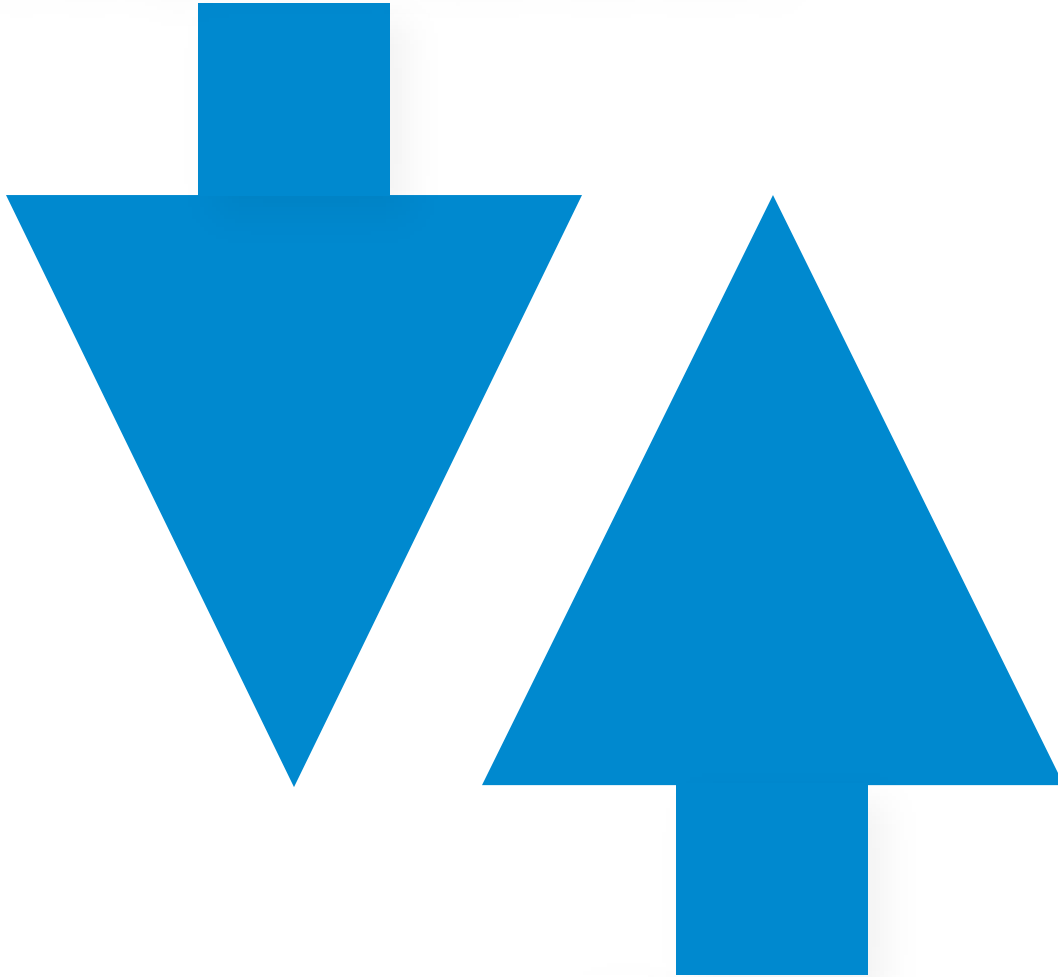
Bottom up
(work floor initiates changes)

Is there policy and decision making, is this needed?

Who makes the decisions?

It it the management?

It is the people at the work floor?

Or is it both!?

Who makes policy?

VU

University

Executive Board

Program Director

Central Supports

Your Manager

The Government

Money providers

The Teacher

Students (the customers)

Faculty Dean of Education

You ?
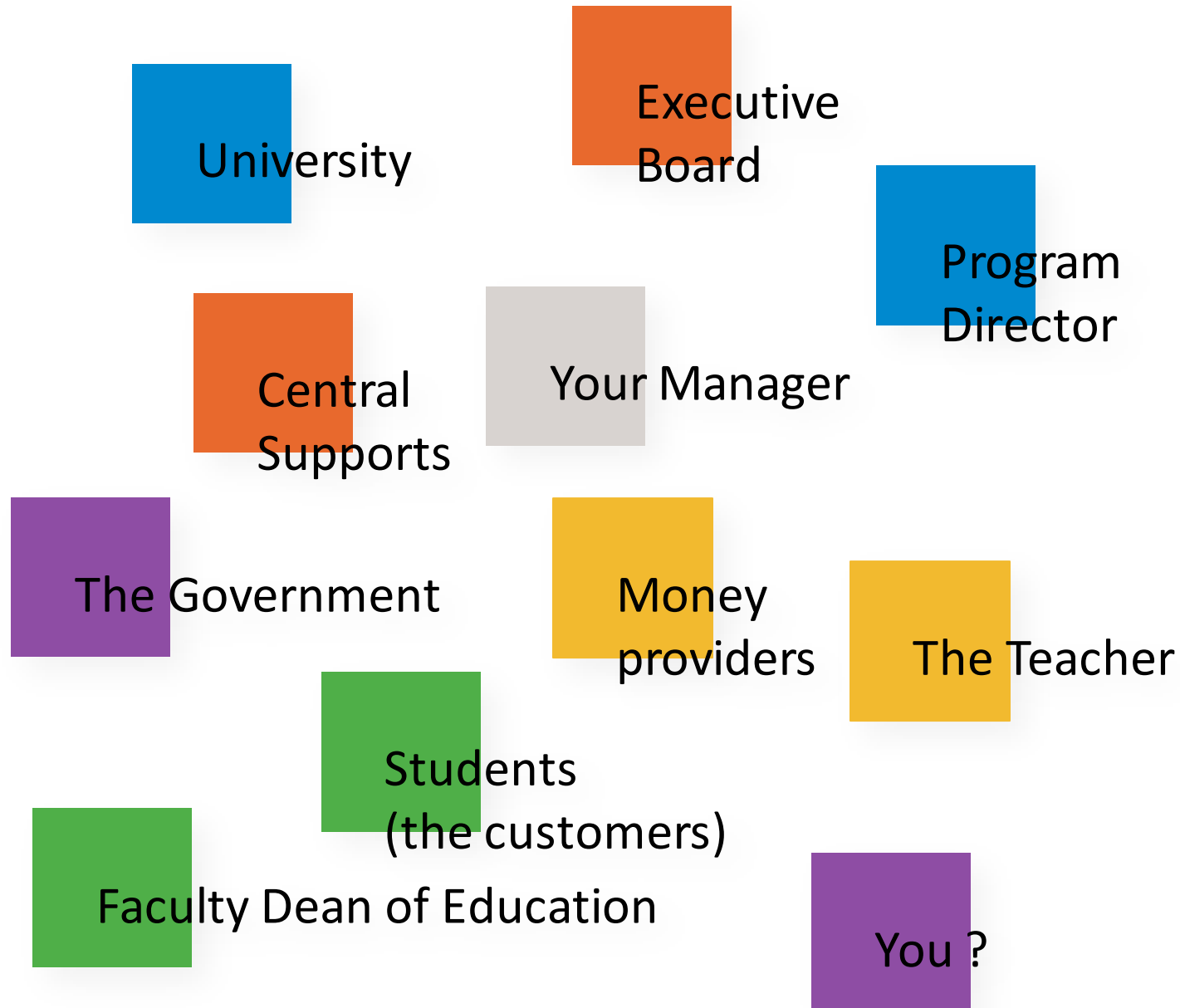
Decision Making

Who is in charge!?

And will people listen to the person in charge!?

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1. Who has the authority to create policy at your place?
2. When does policy help, and when not?
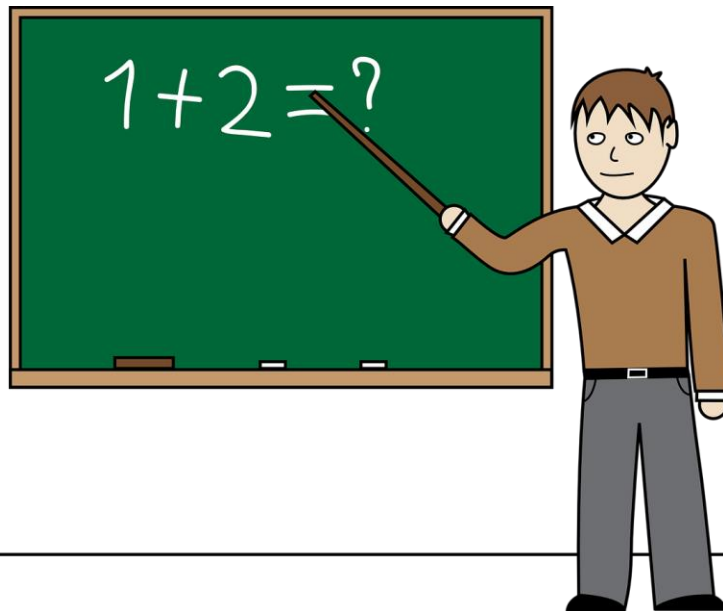
https://edu.nl/dayug

Different teachers (and energy levels)

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Rogers innovation curve
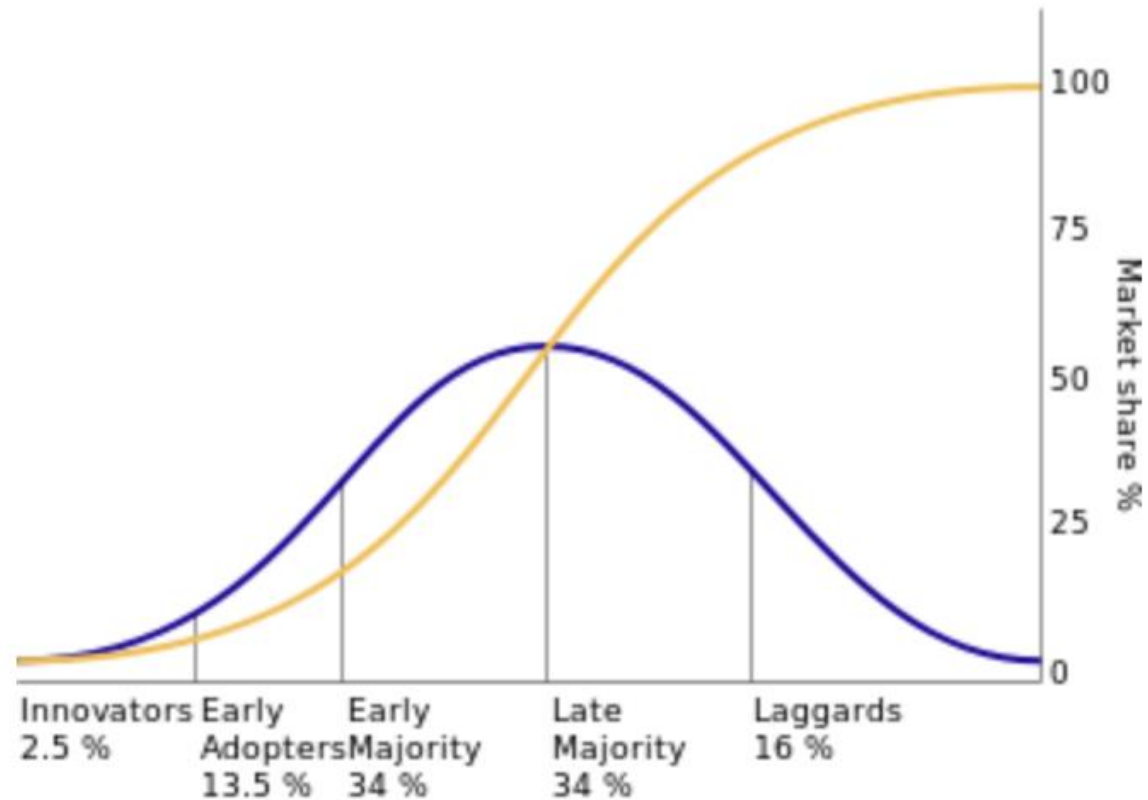
Different types of teachers (and energy levels)

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.

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

https://edu.nl/dayug
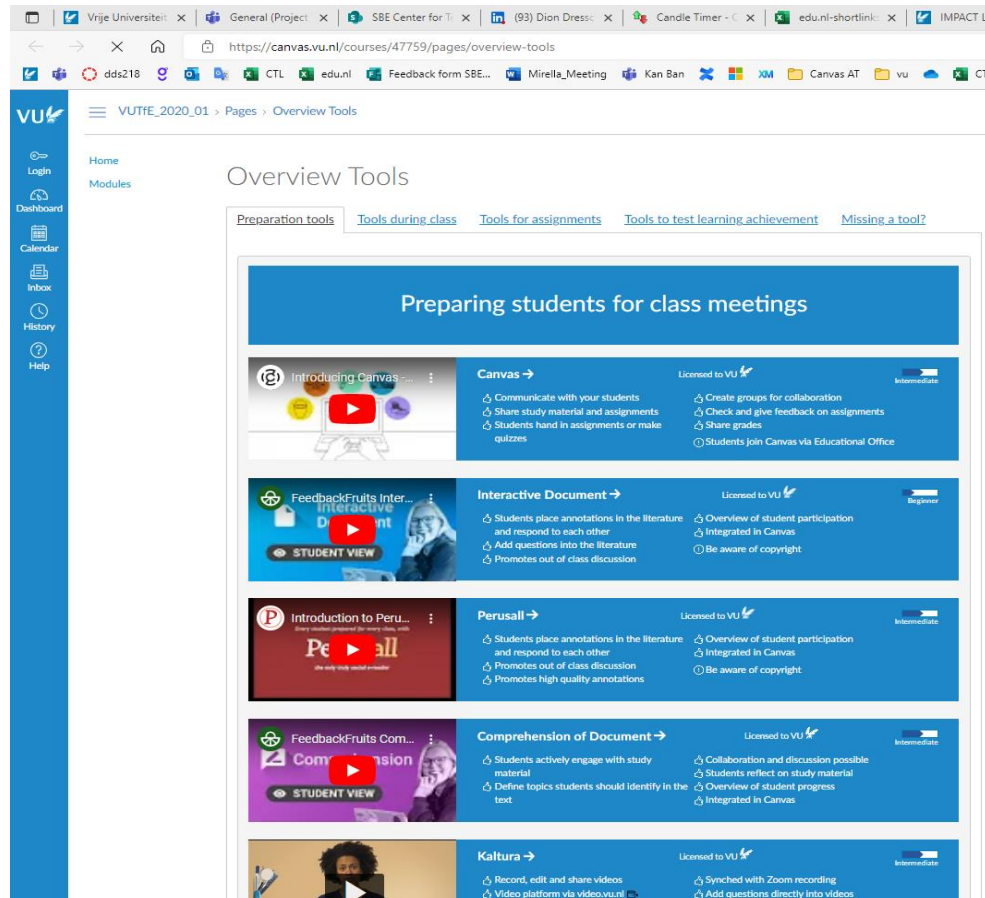
Central: VU NT&L

Network for Teaching & Learning.

- Helpdesk

- Program Manager (innovator)

- Pop-Up Studio (video studio)

- Audio & Video guy

- Can connect innovators at faculties

SCHOOL OF BUSINESS AND ECONOMICS

The <u>were</u> very good!!!

- Quick useful replies

- Or forwarded mail to people that could help

1. What central support can you expect?
2. How to work together with central and faculties?

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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)

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Didactics

- Flipped Classroom

- Team Based Learning

- Direct Feedback

- Gamification

- Peer Feedback

- Group work

- Discussion

- Peer tutoring (experts)

SCHOOL OF BUSINESS AND ECONOMICS

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1. Why are Didactics more important than Tools?
2. When are Tools more important than Didactics?

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