Wrap-up workshop
Blended Learning en Continuous Professional Staff Development

In this workshop we had a very interactive conversation about Blended Learning and Staff Development. There were 4 tables with different topics and questions, from which the participants could choose.
The 4 tables / topics were:
1. Storyboarding
2. Technology and inspiration
3. Needs and solutions
4. Assessment for blended, active learning

The topics are based on a course about Active and Blended Learning for teachers from The Hague University for Applied Sciences.
For more information about this course, see http://platformblendedlearning.com

Table 1 Storyboarding
What possible configurations of online and face-to-face learning activities can you think of?
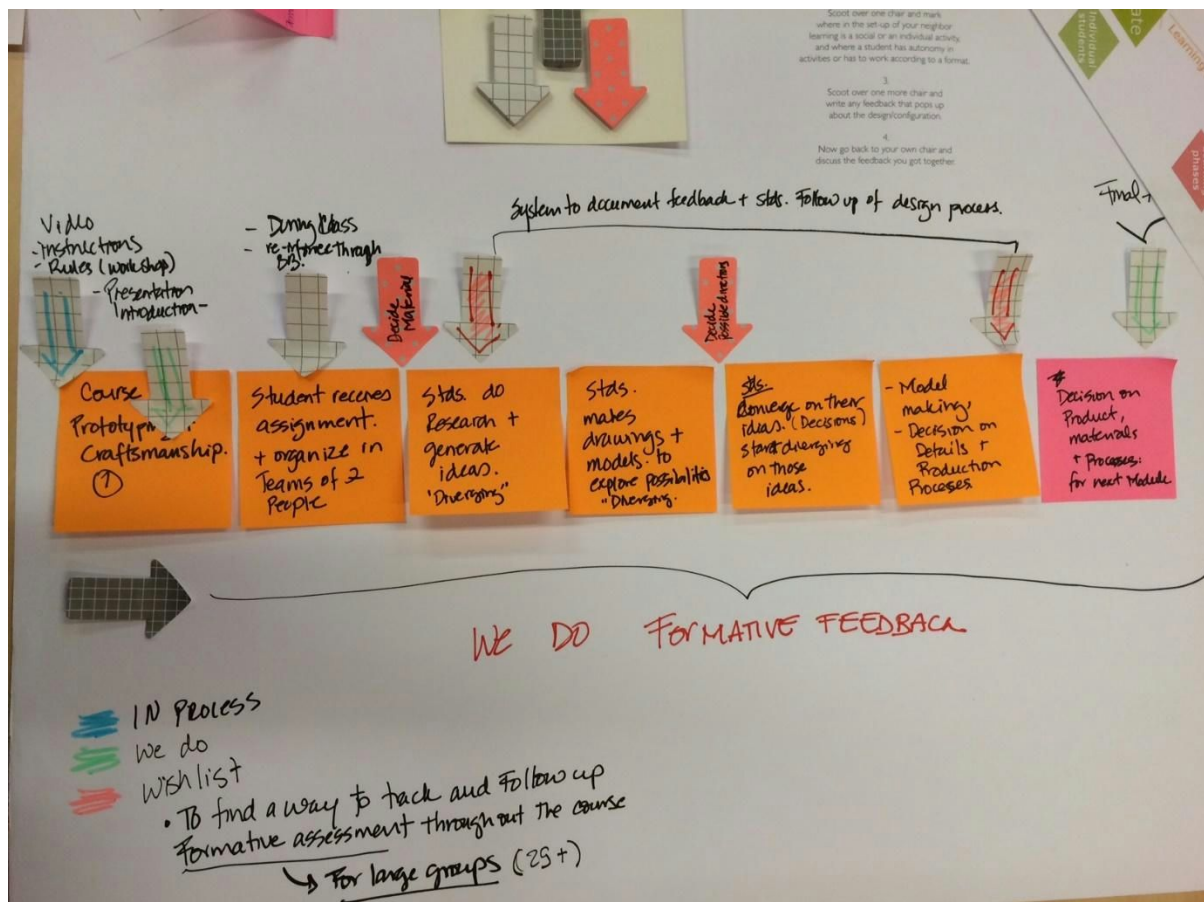
This table started with 3 participants. Two worked together and started talking about the present course: what is the design, why, how many students etc. This took some time and they started storyboarding a little bit in the last five minutes. The third participant

storyboarded the present situation with notes and was in the process of putting down her wishes for the new design using different colours and arrows.

After the swop there were another 3 participants. They started to discuss a storyboard but concluded that they really had to think about learning outcomes and ways of assessing these outcomes first. They discussed different ways of assessing and of using technology in- and outside the classroom and ways to reach deeper learning.

Most participants were a bit hesitant to start storyboarding. This was in fact a very good illustration of our idea about professionalizing staff in blended and active learning. Thinking about a good design, using alignment comes first. Only when you get the basic structure right, your creativity can flow and you can do the storyboarding!

Table 2 Technology and inspiration

How can technology in your blend help to ignite the learning process of your students, and to keep the learning process going, especially if there are many students?

At this table we started the discussion around this question with a case. This case was:

> *You are going to teach a course to a group of 200 students, 75 more then last year. This is an opportunity to go blended and make use of modern technology!*
> *The course has always been taught with a lecture (2 hours) and 2 hours of practical group work . How can technology help you to ignite the learning process and to activate your students?*

Several ideas came up and experiences with the using technology in education were shared at this table. In the first place everybody called the concept of flipping the classroom as helpful for teaching a course with 200 students. Especially for the instruction part of teaching.

After that we looked deeper to this situation based on the inspiration cards en we discussed about how technology can help to ignite the different learning processes. We distinguished Instruction, Interaction, Application / Demonstration, Collaboration and Feedback / Assessment.

This distinction broadened the conversation and the ideas on how technology can help to ignite the learning processes.

For this case most of the people around this table thought that technology in this case can be helpful for:

- interaction:
  - outside class between students and between students and the teacher by using innovative tools for questions about readings and video's
  - inside class for active involvement of students. For example by using voting systems.
- feedback / assessment:
  - for giving online peer feedback. Noted hereby was that it must be offered to students in a structured way, especially with younger students

- using self-assessments for checking knowledge and
  understanding. This was noted as helpful for both students and
  teachers. For students to gain insight into their own level and for
  teachers to gain better insight into the level of the whole group.
- instruction:
  - offering the instruction fully online for preparing and also for
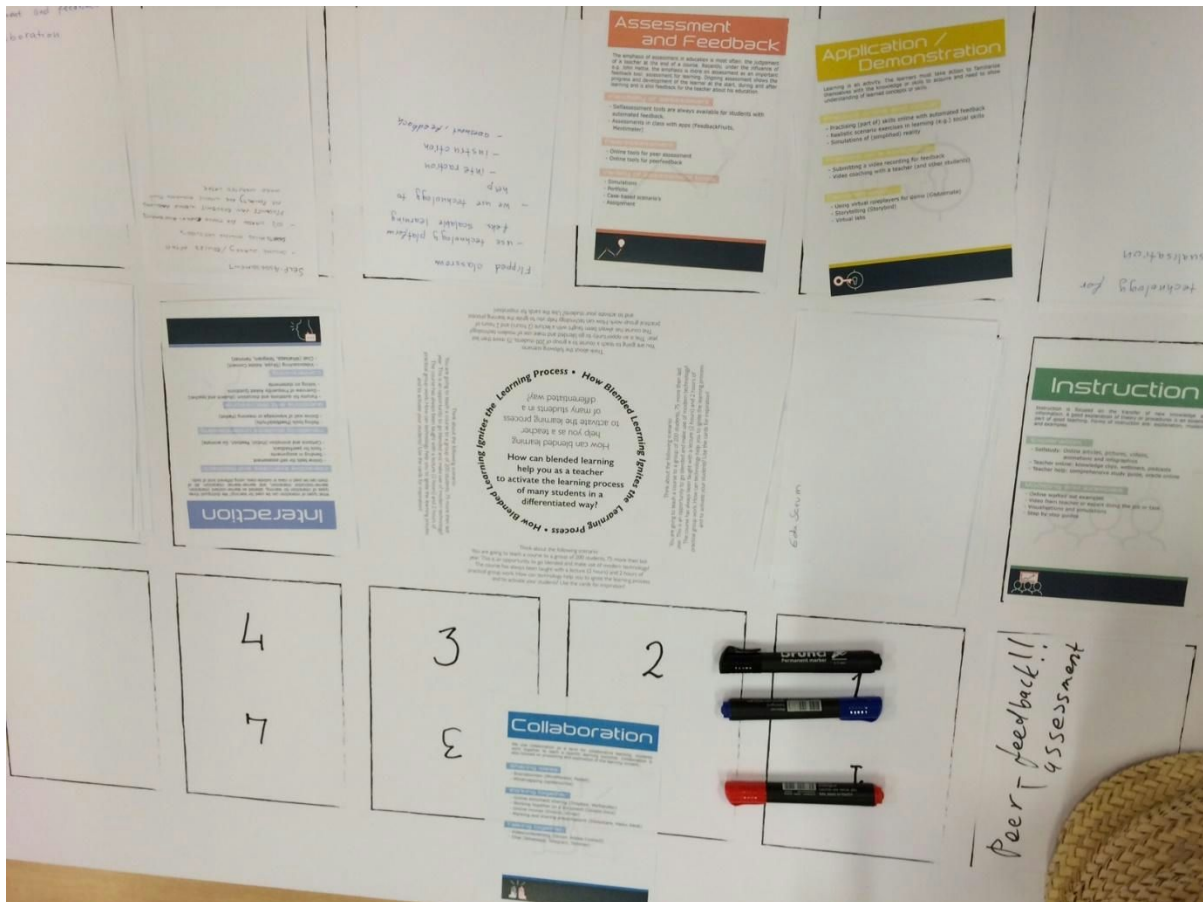   reference and knowledge base.

Table 3 Needs and solutions for staff development in Blended Learning
How can staff be facilitated in their professional development on the subject of blended learning?

What do teachers really need to develop their blended learning competences? How can they be facilitated? That was the topic of the conversation at this table. What teachers themselves say they need are examples such as time, good facilities such as laptops that can run heavy software, and incentives and recognition for their efforts. What they actually really need according to the participants was continuing support in the implementation phase of giving blended learning courses, hands-on training by other teachers, ownership within a team and a clear insight on when blended learning indeed improves learning of the student. And they agreed recognition is an important stimulans. Practical as engineers/engineering educators are solutions were also discussed. One course that fits all, or do what works for others are

first thoughts, but for real solutions the group looked at focussing on enthusiastic teachers with support so they can be involved in a train the trainer approach for teachers. Repeatedly meeting with professionals was also seen as a real solution.
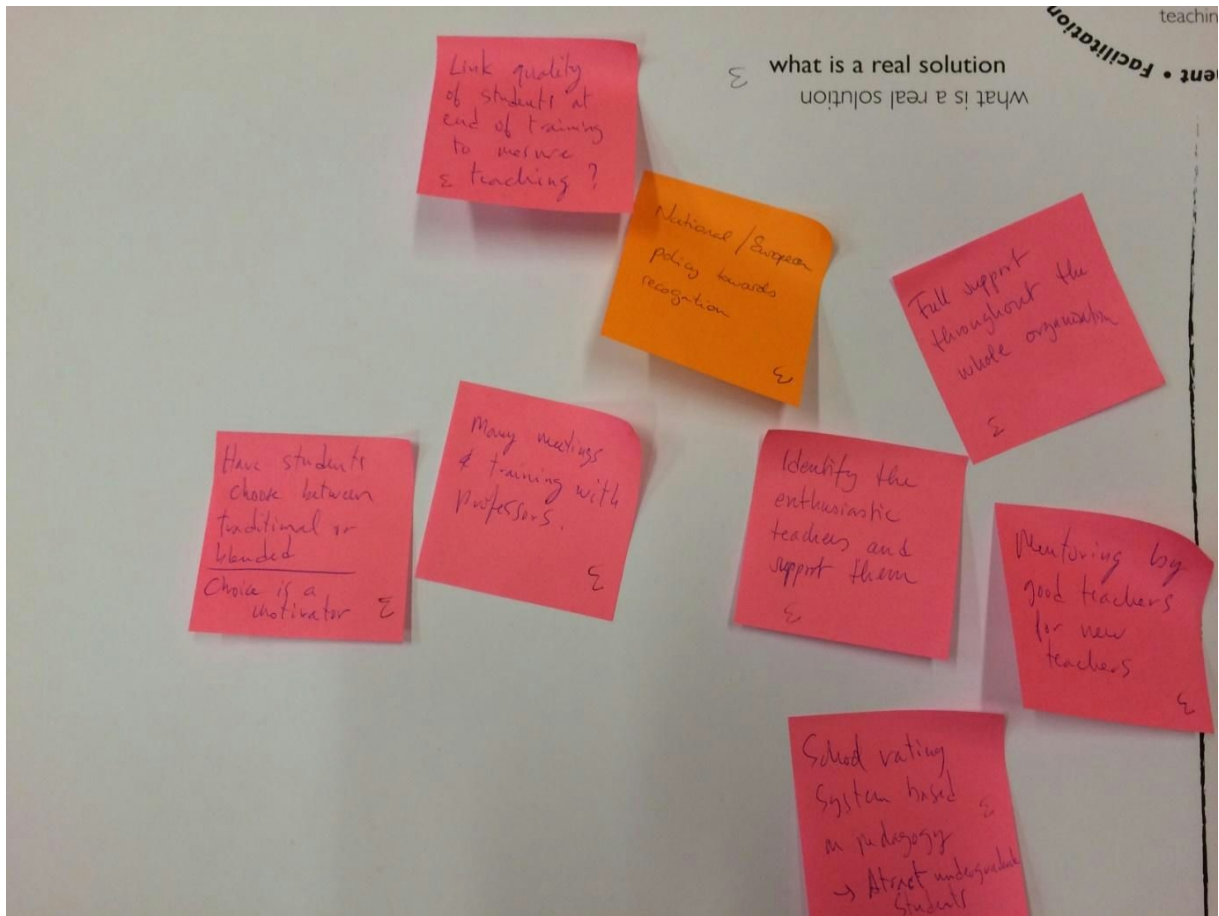
Table 4 Blending assessments
What possible ways of assessment can you think of to assess blended, active learning?

At this table we talked about how to give students the opportunity to prove that they have mastered the learning outcomes in a blended way. Different reasons were found by the participants as to why to blend in your assessment: to measure different communication competences of the student (not only his writing skills), for efficiency reasons, when you have big numbers of studetens, but also to be able to just listen to their presentations on your own, and talk when you're together with the student. Many different ways can be thought of: reports, videos, video logs, wikis, expositions, reflection, pitching etc. During the brainstorm we came to the social setting of assessment which was considered very important; To do peer assessment in the right way, scaffolding students to be able to give valuable feedback, and learn professional language in peer reviews and design comparisons. Also a model was mentioned where peer assessment was added to teacher assessment and expert assessment, where the differences in assessments give great insights to all parties involved. And last a role playing option was discussed, either by clients/teachers within a project, or by students themselves. A good balance between kill

your darlings and optimising systems will make sure we don't throw out good ideas because of 'bears on the road', the Dutch expression for fears one often hears when a new idea is mentioned.
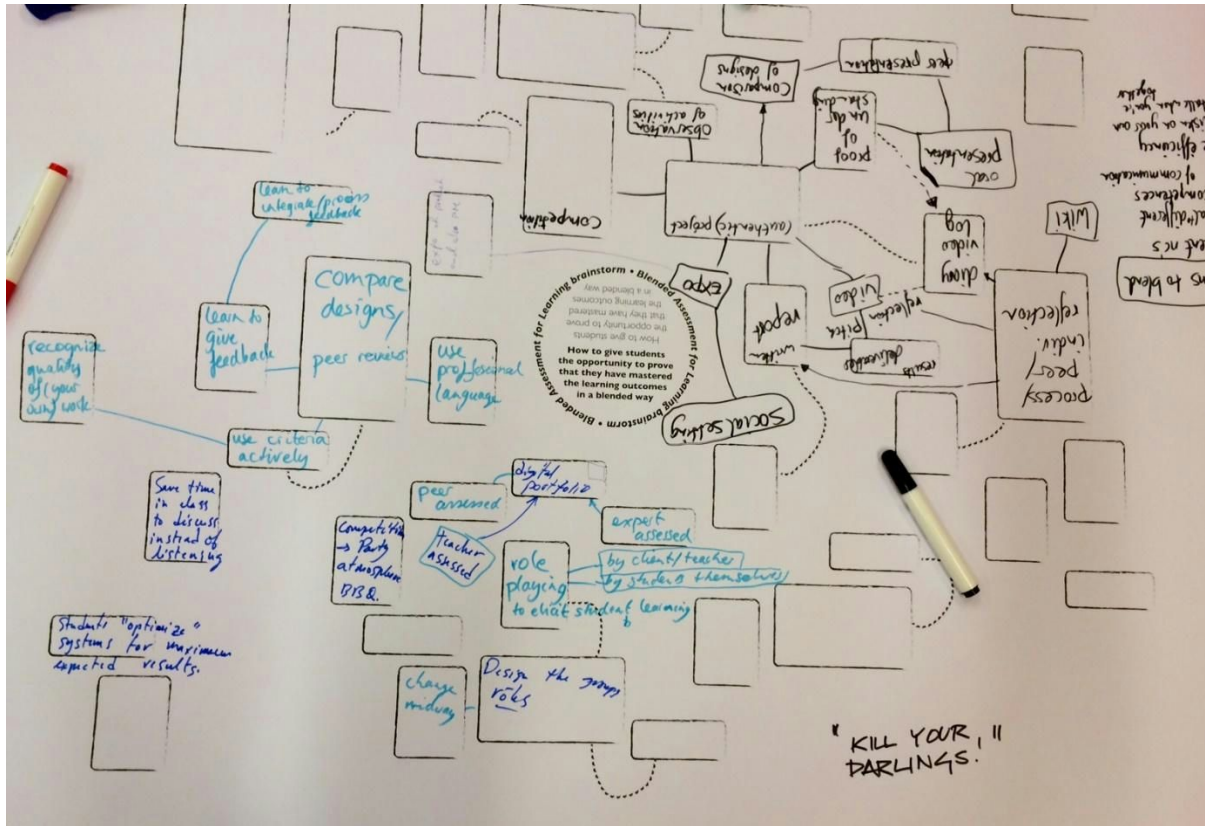
Participants goals for the session

Get to learn about: ● what blended learning is   ● overview of what is been doing in the area   ● meet people with similar interest
Sharing good practices and good processes and improving ours. Staff development is under esteemed at the moment in our school.
Consider ways of having systematic methods/tools to allow development of all staff
Learn more about good course designs
To find out on different strategies on how to engage and activate other teachers in pedagogical discussion and ultimately to change some of the traditional courses.
To learn tools to develop blended learning activities
To learn new tools for teaching staff development suitable for reluctant faculty
To gain ideas to make the collegues of my team enthousiastic to follow this training
To learn (undirected)   To be inspired