USING BLENDED LEARNING APPROACHES AN ACADEMIC SKILLS SUPPORT TEAM COLLABORATES TO PROVIDE FLEXIBLE STUDY SKILLS RESOURCES

Gail Fluker
Deakin University



BLENDED LEARNING

A recent definition of blended learning and its context of good practice has been outlined as follows:

there is a huge range of different blended approaches; the balance between online and face-to-face components, and the integration of other methods, depends on the needs of learners and the context within which the learning is implemented. The more innovative of these approaches increase student engagement by enabling learning, thinking and conversation across multiple spaces and over time. (Higher Education Academy, 2015, "How does blended learning work?", para. 1)



UNISTART WORKSHOPS

UniStart workshops introduce new students to university study:

- Trimester 1 face to face, online workshops and online recordings
- Trimester 2 face to face, online workshops, online recordings and video tutorials
- Workshops delivered by Language and Learning Advisers, Liaison Librarians and Writing Mentors.





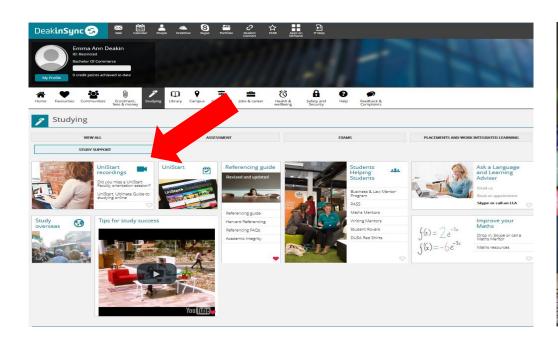
DEAKIN Worldly

Figure 1: Unistart: the Ultimate Guide to Studying Online (Deakin University, 2016).

Figure 2: UniStart: Independent Learning (Deakin University, 2016)

UNISTART RESOURCES IN DEAKINSYNC

Online workshop recordings and pre-recorded video tutorials available on the DeakinSync website for students to access.



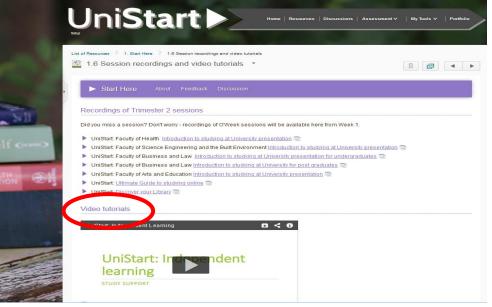


Figure 3: Adapted from Study Support (Deakin University, 2016).

Figure 4: Adapted from Session recordings and video tutorials (Deakin University, 2016).



VIDEO TUTORIALS: PRE-RECORDED WORKSHOPS

- Trial of professionally developed video tutorials based on workshops 'Unistart: Independent learning' and 'Unistart: Get writing'.
- Approximately 20 minutes in length compared to one hour of recorded live workshops.



Figure 5: UniStart: Independent Learning (Deakin University, 2016).



Figure 6: UniStart: Get writing (Deakin University, 2016)



RESEARCH METHODOLOGY

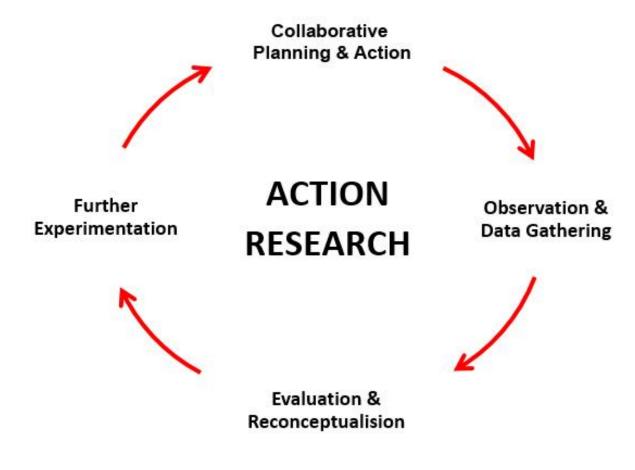




Figure 7: Action Research Cycles (Passfield, 2014).

PROCESS OF DEVELOPING VIDEO TUTORIALS THROUGH COLLABORATION

- Respond to demand for high quality recorded UniStart videos
- Create scripts based on live UniStart workshops
- Collaborate with Writing Mentor and TeachAssist team
- Record videos
- Work with TeachAssist team who edit the video recordings and add features to enhance student engagement
- Study Support team link video tutorials to UniStart website
- Access ongoing report of number of students accessing the video tutorials
- Evaluate effectiveness of the video tutorials.



ROLE OF WRITING MENTOR

Writing Mentors provide a valuable student perspective in UniStart workshops.

Writing Mentor co-presenting the video tutorial provided insights for successful study, assisted with script development and gave editing input.



Figure 8: Writing Mentors (Deakin University, 2016).



ROLE OF TEACHASSIST



Figure 9: TeachAssist (Deakin University, 2016).

TeachAssist provides assistance to staff in using digital technologies (Deakin University, 2016).

TeachAssist technical expert recorded and edited the videos.



Figure 10: The CloudMobile.



PRESENTATION OF VIDEO TUTORIALS

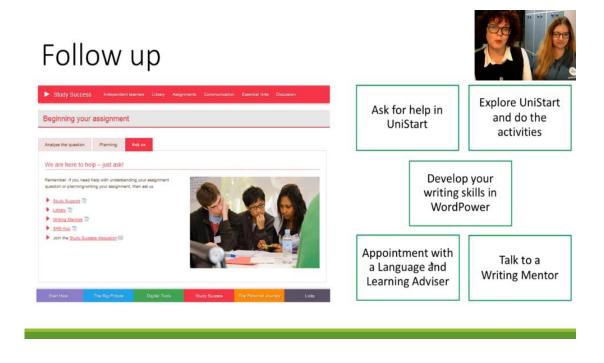


Figure 11: UniStart: Get writing (Deakin University, 2016).

Planning your assignment Study Success Independent learners Library Assignments Communication Essential links Discussion Assignment planner Beginning your assignment including length and type of assignment, your discipline, your level of study and your overall workload. Assignment title * First things first: planning Enter your email address to receive a copy of your assignment plan Email address * With each assignment, you should develop and build upon your academic skills for your next assignment. It will help to approach your The following table presents one approach to complete a written assignment successfully and on time, and tells you what to do in each step. Depending on your assignment, you might change this approach or the steps to fit your needs - find out what works best for your End date * Steps to completing your assignment What does this step involve? Calculate plan Step 1: Plan and prepare Put the due date for the assignment in your planner or diary. Break down your assignment in the steps and put a completion date for each step in Use a Trimester Analyse the assignment question, so you understand exactly what it asks you to do. planner or diary

Figure 12: UniStart: Independent Learning, (Deakin University, 2016).



PRESENTATION OF VIDEO TUTORIALS

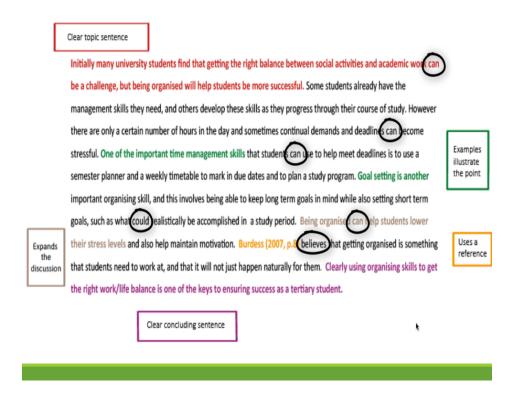


Figure 13: Unistart: Get writing (Deakin University, 2016).



Figure 14: UniStart: Independent Learning (Deakin University, 2016).



PRESENTATION OF VIDEO TUTORIALS

Academic writing – what to avoid:

- Informal, colloquial language (e.g. contractions, idioms, etc.)
- Bold statements
- General, unclear sentences
- Unsupported claims

What do lecturers expect?



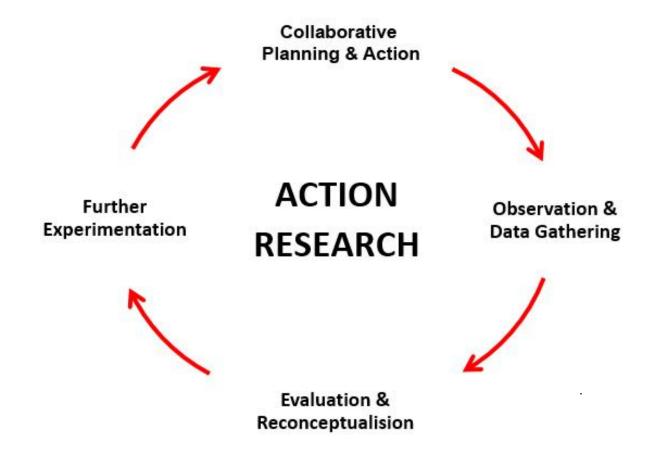
- Watch the video
- Think about: What tip resonated with you? Why?

Figure 15: Unistart: Get writing (Deakin University, 2016).

Figure 16: UniStart: Independent Learning (Deakin University, 2016).



CURRENT STAGE IN ACTION RESEARCH CYCLE





BLENDED LEARNING APPROACH

Bonk, Graham, Crosse and Moore (2012, p.79) define "Enabling blends", which are most importantly "addressing issues of access and convenience for example, blends that are intended to provide additional flexibility to the learners or blends that attempt to provide the same opportunities or learning experience but through a different modality".



VIDEO TUTORIAL: INDEPENDENT LEARNING



Figure 17: UniStart: Independent Learning (Deakin University, 2016).



VIDEO TUTORIAL: GET WRITING



Figure 18: UniStart: Get writing (Deakin University, 2016).



REFERENCES

Reference list

Bonk, C.J., Graham, C.R., Cross J., Moore M.G. (2012). *The Handbook of Blended Learning: Global Perspectives Local Designs*. Retrieved from http://www.eblib.com

Deakin University. (2016). Session recordings and video tutorials. (2016). Retrieved from https://d2l.deakin.edu.au/d2l/le/content/394791/viewContent/3147866/View

Deakin University. (2016). Study Support. Retrieved from https://sync.deakin.edu.au/studying

Deakin University. (2016). Studying. Retrieved from https://sync.deakin.edu.au/studying

Deakin University. (2016). Unistart: Independent learning. Retrieved from https://d2l.deakin.edu.au/d2l/le/content/394791/viewContent/3147866/View

Deakin University. (2016). Unistart: Get writing. Retrieved from https://d2l.deakin.edu.au/d2l/le/content/394791/viewContent/3147866/View

Deakin University. (2016). Unistart: the Ultimate Guide to Studying Online Retrieved from https://video.deakin.edu.au/media/t/0 22r1ltyo

Deakin University. (2016). Writing Mentors. Retrieved from http://www.deakin.edu.au/students/studying/study-support/writing-mentors

Deakin University. (2016). TeachAssist. Retrieved from http://teachassist.deakin.edu.au/cloudmobile/

Higher Education Academy (2015). Blended learning. Retrieved from https://www.heacademy.ac.uk/enhancement/starter-tools/blended-learning

Passfield, R. (2014). Action Research Cycles. *Merit Solutions*. Retrieved from http://www.meritsolutions.com.au/structures-and-culture/organisation-structures/action-research-for-organisational-innovation/



ACKNOWLEDGEMENTS

Dr. Vittoria Grossi, Lyn Doolan, Drew Roberts and Language and Learning Advisers who contributed to the development and facilitation of UniStart workshops.

