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FACULTY OF PSYCHOLOGY
AND EDUCATIONAL SCIENCES

DEPARTMENT OF EDUCATIONAL STUDIES
RESEARCH GROUP: INSTRUCTIONAL STRATEGIES & DIGITAL LEARNING ENVIRONMENTS

STRATEGIC DEVELOPMENT OF THE BLENDED LEARNING APPROACHES AT THE INSTITUTIONAL LEVEL

Prof. Dr. Tammy Schellens,
Commisioner active learning , Ghent Unversity

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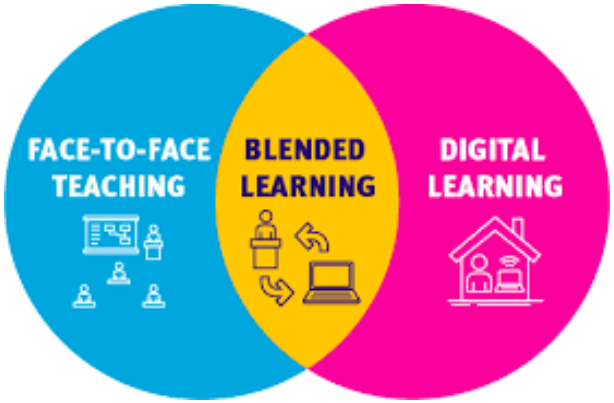
Structure



- What is blended learning ?
- Digital transformation – ‘post’-corona
- Opportunities of implementing blended learning in institutions
- Challenges of implementing blended learning in institutions
- Examples of blended learning in institutions and effectiveness research
- Guidelines

WHAT IS BLENDED LEARNING?

Different scholars have **different interpretations of blended learning… lacks a single definitive definition.**

- the **most common definitions refer to a combination of physical classroom learning and virtual environment** (Garnham & Kaleta, 2002; Kim, Bonk, & Oh, 2008; Mohamed-Amin et al., 2014).

- a **student-centred, self-paced, flexible and multi-modal approach** not merely supplementing a face-to-face mode with online Web-based learning (Garrison and Vaughan, 2008)

- **'strong' and 'weak' blends** in order to show a continuum across very small amounts of e-Learning to significant amount of e-Learning (Littlejohn and Pegle, 2007)

Our Blend@Ugent definition

Blend@UGent is a well thought-out and well-matched mix of online education with on-campus education. Students actively engage with the learning content, both individually, in interaction with each other and with the lecturers.

	Online	On campus
Synchronous	Livestream, hybrid lecture, lesson via zoom/ms teams, online question time/response lecture	Lectures, practicals, working lectures, supervision, discussions,
Asynchronous	Recordings, knowledge clips, learning path, online (self-)tests	

BLENDED LEARNING…IS NOT NEW

…but is an **emerging trend** in higher education

DIGITAL TRANSFORMATION OF HIGHER EDUCATION– ‘POST’-CORONA

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BLENDED LEARNING OR EMERGENCY SOLUTION?

- Pre-COVID
  - Growing trend in adopting Elearning/blended learning
  - Not university wide
  - Hardly programme wide
  - Baseline adoption: Learning Management System in most universities
- and then came …. COVID

https://www.npr.org/2020/03/06/812462913/6-ways-universities-are-responding-to-coronavirus?t=1648641901561

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E-LEARNING VERSUS “EMERGENCY SOLUTIONS”

- Elearning and blended learning during the COVID pandemic: rapid answer to immediate needs
- Rather emergency solution: sustainable?
- Key question (post) COVID:
  Did/do solutions fit the needs and demands of high quality teaching and learning in higher education?

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fit for Learning

Nurse Educ Pract. 2020 Aug; 47: 102831.
Published online 2020 Jul 5. doi: 10.1016/j.nepr.2020.102831
PMCID: PMC733541
PMID: 3294317

The challenges of COVID-19 in nursing education: The time for faculty leadership training is *now*

Ashley Singh*

Chatham University, 6585 Penn Avenue, Pittsburgh, PA, 15206, USA

Melanie Haynes

Carlow University, 3

Springer Link

Published: 14 April 2021

Comparison of students' use and acceptance of emergency online learning due to COVID-19 in the USA, Mexico, Peru, and Turkey

Patricia Aguilera-Hermida, Angélica Quiroga-Garza, Sanjuana Gómez-Mendoza, Carmen
nalia Del Río Villanueva, Beatrice Avolio Alecchi & Dilek Avci

ducation and Information Technologies 26, 6823–6845 (2021) | Cite this article

sustainability

MDPI

Article

Responding to the Initial Challenge of the COVID-19 Pandemic: Analysis of International Responses and Impact in School and Higher Education

Christian M. Stracke [1,*], Daniel Burgos [2], Gema Santos-Hermosa [3], Aras Bozkurt [4], Ramesh Chander Sharma [5], Cécile Swiatek Cassafieres [6], Andreia Inamorato dos Santos [7], Jon Mason [8], Ebba Ossiannilsson [9], Jin Gon Shon [10], Marian Wan [11], Jane-Frances Obiageli Agbu [12], Robert Farrow [13], Özlem Karakaya [14], Chrissi Nerantzi [15], María Soledad Ramírez-Montoya [16], Grainne Conole [17], Glenda Cox [18] and Vi Truong [19]

Challenges and Opportunities for Russian Higher Education amid COVID-19: Teachers' Perspective

by Nadezhda Almazova, Elena Krylova, Anna Rubtsova and Maria Odinokaya *

Dental Education Challenges during the COVID-19 Pandemic Period in Italy: Undergraduate Student Feedback, Future Perspectives, and the Needs of Teaching Strategies for Professional Development

by Giuseppe Varvara [1], Sara Bernardi [1,2,3,*], Serena Bianchi [2], Bruna Sinjari [1] and Maurizio Piattelli [1]

[1] Department of Innovative Technologies in Medicine and Dentistry, University of Chieti–Pescara 'Gabriele d'Annunzio', via dei Vestini 11, 66100 Chieti, Italy

[2] Department of Life, Health and Environmental Sciences, University of L'Aquila, via Vetoio

The Impact of COVID 19 on University Staff and Students from Iberoamerica: Online Learning and Teaching Experience

by Mario Jojoa [1], Esther Lazaro [2,*], Begonya Garcia-Zapirain [1], Marino J. Gonzalez [3] and Elena Urizar [4]

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ranslation, Peter the Great St. Petersburg Polytechnic
ussia

uld be addressed.

oi.org/10.3390/educsci10120368

- Some institutions have used the pandemic as an opportunity to rethink their operations
- But many institutions and leaders have not had the time to innovate.
- The Difference Between Emergency Remote Teaching and Online Learning (Hodges, Moore, Lockee, Trust & Bond)
  - The design process and the careful consideration of different design decisions have an impact on the quality of the instruction. And it is this careful design process that will be absent in most cases in these emergency shifts.

Where are we now and, more importantly, where do we want to go?

- Some things now seem to have been acquired without any pedagogical debate whatsoever.
  - For example online recordings and streaming

- Little or no reference to research concerning this topics
- Little or no reference to educational vision

DIGITAL TRANSFORMATION OF THE HIGHER EDUCATION – '**POST'-CORONA**

Traditional way of teaching & learning **Face to face** — **blended** active teaching & learning — Completely **online** teaching & learning

AJ 20-21 universities Go **Blended**

AJ 21-22 "Year of transition"

How can we make this accelerated digital transformation **sustainable**?

How can we **benefit** from this acceleration?
What do we want to keep, improve or quit doing?
What actions are supported by using a blend?

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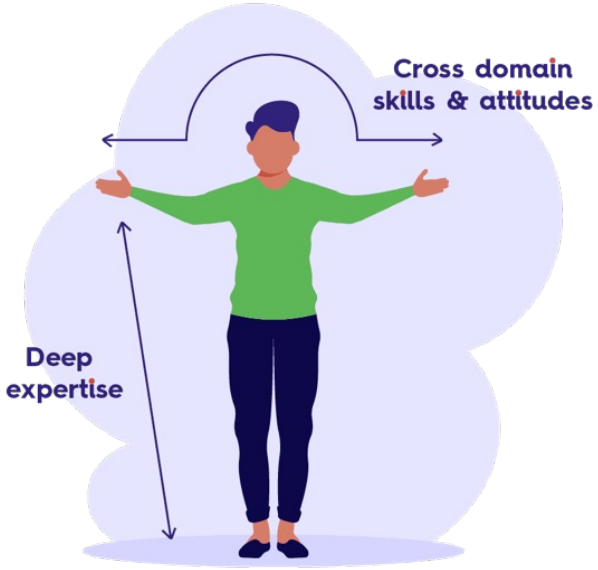
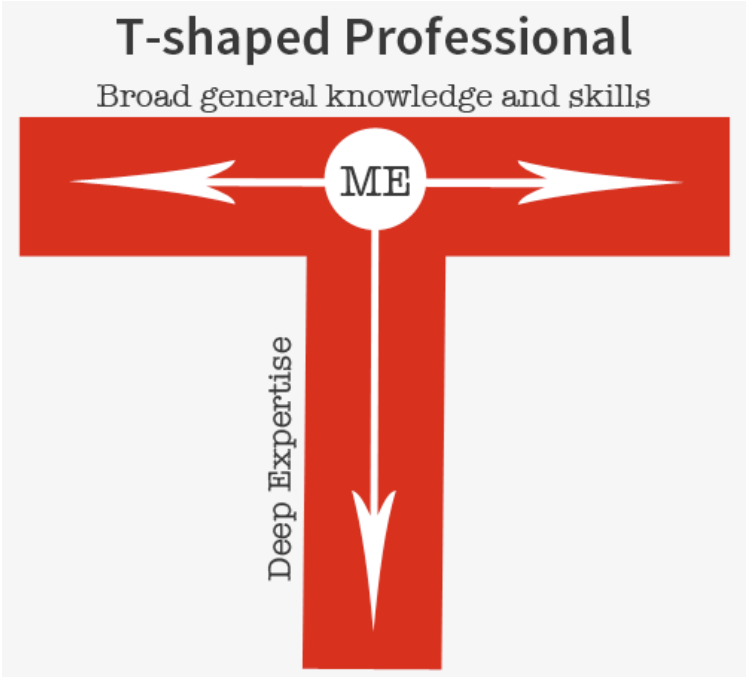
EDUCATIONAL VISION - FUTURE PROOF EDUCATION @UGENT

focuses on 5 criteria:

- The acquisition of generic competencies, in addition to the important discipline-specific competencies ('T-shaped professional')
- Gradual acquisition of international and intercultural competencies ('stepping stone principle')
- An inter-/multi-/transdisciplinary interpretation of the curriculum
- Social embedding of curricula with opportunities for challenge-based education, social engagement, …
- Student-centered: active, flexible, with attention to self-direction and guidance

T-SHAPED PROFESSIONAL





OPPORTUNITIES OF IMPLEMENTING BLENDED LEARNING IN INSTITUTIONS

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BENEFITS OF BLENDED LEARNING (MASADEH, 2021)

- positively affects learners' study achievement
  - learners actively cooperate and share knowledge with their peers
  - a switch from passive learning to active learning
  - enhances individualization, personalization and relevance
  - provides easier access to the teaching-learning materials
  - encourages self-paced learning

- Blended learning can contribute substantially to better, more attractive, more flexible, more efficient and differentiated education.
- Facilitating existing forms of education and creating new ones
- Opportunities to meet the challenges of a rapidly changing, globalised and connected world

EXAMPLES OF BLENDED LEARNING IN INSTITUTIONS AND EFFECTIVENESS RESEARCH

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- A lot of research and examples on micro level

- On the meso level there are few examples to be found where impact or effect was measured
  - But lessons can be learned about preconditions on the meso level

SOME RESEARCH FLANKED EXAMPLES @GHENT UNIVERSITY

1. Dentistry: flipped classroom
2. Biology: flipped classroom
3. Educational sciences: online collaboration
4. Veterinary sciences: online mastery learning in view of skillslab and surgery room
5. Medical education: online clinical simulations
6. Teacher education: complete online course with tasks and peer feedback
7. Bio engineers: CNC module
8. Global engagement module

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KEY QUESTIONS RELATED TO EACH EXAMPLE?

- What was the problem/opportunity looking for a solution?
  - What “actions” needed support in this specific setting?
- Did it work: producing evidence?
- What were key conditions that promoted/influence implementation?

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EXAMPLE : (DENTISTRY) PARADONTOLOGY

- What was the problem?
  - Students need to master knowledge base of last three years
  - Students need to apply this knowledge base in real life cases (discussion groups)
  - 200 students – 1 teacher
  - Base for internships
- Why an online/elearning solution?
  - Efficiency (200 students)
  - Monitoring student work
- Did it work?
  - Flipped classroom approach is non-inferior
  - The right balanced blend is important

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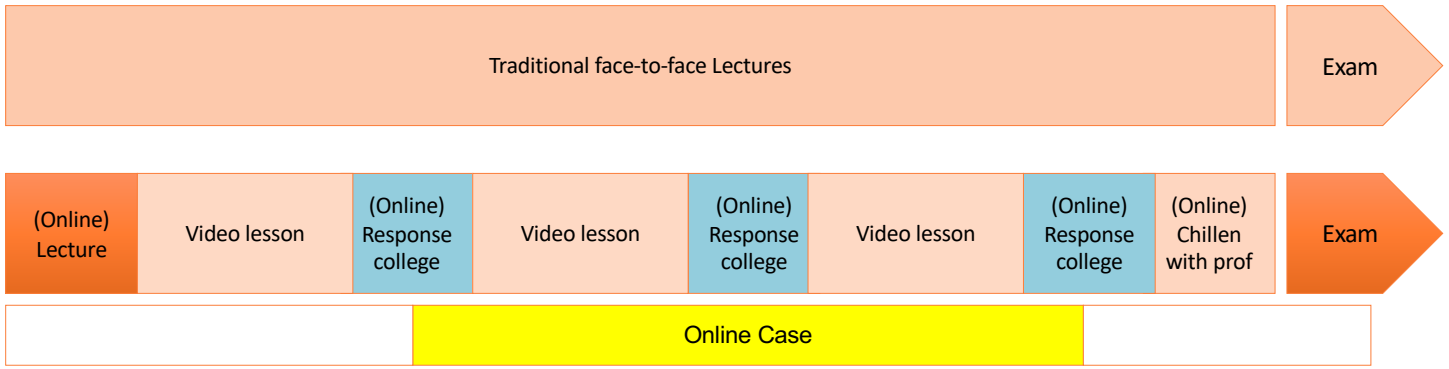

- *1 lecture* *(structure course and rules)*
- *Video lessons* *(fragments 10 minutes, structured)*
- *3 response colleges* *(questions, clarifications, link practice)*
- *Online case discussion* *(groups in LMS, 2 x week, "anamnesis, clinical picture, parostatus and medical imaging)*
- *"Chillen with the prof"* *(online forum prior to exam)*
- *Exam*

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Example video lesson

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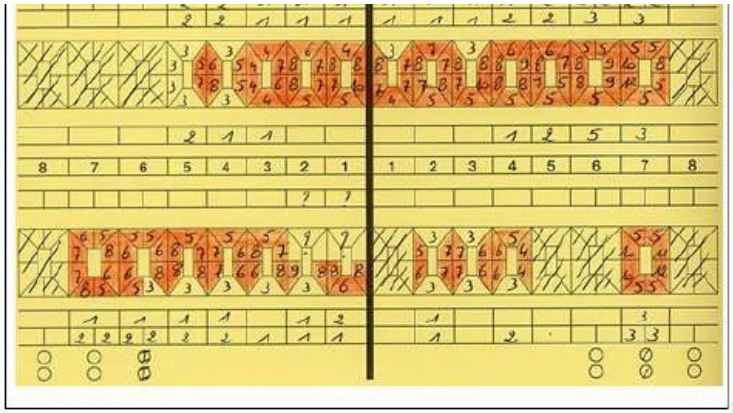
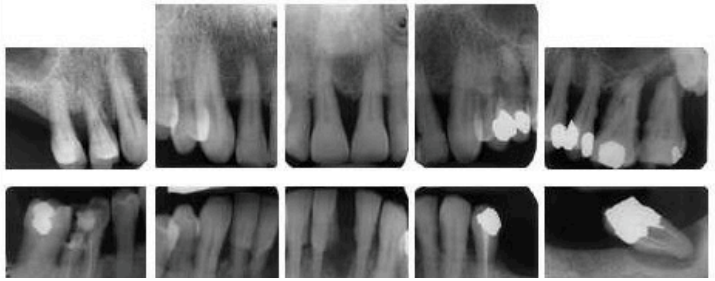
ASA II
Medication: Amlor, Sotalex
Smoker (2 cigars a day)
No financial restrictions

B. Clinical Images



D. Radiological Status



Example online case discussion

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Journal of Dental Education

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Institution: Universiteitsbibliotheek Gent

USE OF TECHNOLOGY IN DENTAL EDUCATION

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Journal of Dental Education
November 1, 2014 vol. 78 no. 11 1552-1557

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Full Text (PDF)

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Exploring the Relation Between Online Case-Based Discussions and Learning Outcomes in Dental Education

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Abstract

Online case-based discussions, parallel to theoretical dental education, have been highly valued by students and supervisors. This study investigated the relation between variables of online group discussions and learning outcomes. At Ghent University in Belgium, undergraduate dental students (years two and three) are required to participate in online case-based discussion groups (five students/group) in conjunction with two theoretical courses on basic periodontics and related therapy. Each week, a patient case is discussed und supervision of a periodontist, who authored the case and performe treatment. Each case includes treatment history and demand, intra- extraoral images, and full diagnostic information with periodontal radiographic status. For this retrospective study, data were obtained for all

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Using online periodontal case-based discussions to synchronize theoretical and clinical undergraduate dental education

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Keywords
discussion groups; undergraduate dental education; case-based learning; periodontology.

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Abstract

Background: Clinical experience is important in undergraduate dental education, but (suitable) patients to learn from are often lacking. Online case-based discussions were introduced to overcome patient dependency and to synchronize theoretical with clinical education.

Materials and methods: Undergraduate dental students in groups of 5–7 discussed online clinical case reports presenting either minor (2nd year) or complex periodontal pathology (3rd year). Each case consisted of a brief patient history, extra- and intra-oral clinical pictures, periodontal chart, peri-apical and/or orthopantomographic radiographs. Students had to discuss diagnosis and treatment planning. Questionnaires assessed students' and supervisors' general appreciation (score on 20), time investment and opinions about organisation, relation case/course content, future planning, learning effect and online environment (5-point Likert scale). A crossover design with three tests (pre-test, test in between and post-test) was used to investigate whether the frequency of case introduction (one case per week vs. one case element per week) had an effect on learning. Data was analysed with descriptive statistics (questionnaires) and repeated measures ANOVA (crossover design).

Flipped classroom is non-inferior
"Online case-based discussions, in conjunction with a theoretical course, are valuable additions to the dental curriculum, especially to reinforce the transition from theory to clinical practice." (ibid, p. 52)
"Student online case contributions are related to outcomes"

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EXAMPLE : BIOLOGY FOUNDATION COURSE

- What was the problem?
  - Students seem not to process traditional lecture content
  - Procrastination: no rehearsing, organisation of knowledge
- Why an online/elearning solution?
  - Guarantee that each individual student is active
  - Individual follow up en individual feedback
  - Pacing of student work
- Did it work?
  - Flipped classroom approach is superior

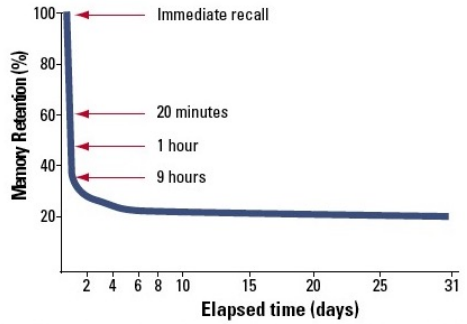

FIGURE 1.
The forgetting curve

The "forgetting curve" was developed by Hermann Ebbinghaus in 1885. Ebbinghaus memorized a series of nonsense syllables and then tested his memory of them at various periods ranging from 20 minutes to 31 days. This simple but landmark research project was the first to demonstrate that there is an exponential loss of memory unless information is reinforced.

Stahl SM, Davis RL, Kim D, et al. *CNS Spectr.* Vol 15, No 8. 2010.

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Evidence based design elements (Hattie, 2009):

- Add structure to learning content
- Online lecture (5 minutes)
- Guiding questions
- Feedback (immediate-delayed)

Comparing :

- Combination online – face-to-face
- Differences in direct or feedback

TL – Traditional learning	EL – E-learning	Blended learning conditions	
		BL – Blended Learning	FC – Flipped Classroom
Printed textbook *F2F Lecture* *(classroom)* Guiding questions *(classroom)* *Immediate feedback in class*	Printed textbook *Web Based lecture* *(online)* Guiding questions *(online)* *Delayed feedback* *(online)*	Printed textbook *F2F Lecture* *(classroom)* Guiding questions *(online)* *Delayed feedback* *(online)*	Printed textbook *Web Based lecture* *(online)* Guiding questions *(classroom)* *Immediate feedback in class*

DOES IT WORK?

Computers & Education 107 (2017) 113–126

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Computers & Education

journal homepage: www.elsevier.com/locate/compedu

The impact of a flipped classroom design on learning performance in higher education: Looking for the best "blend" of lectures and guiding questions with feedback

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Flipped classroom
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Learning performance

ABSTRACT

The present study examines the differential impact of studying in a Flipped Classroom (FC) setting, as compared to a Blended Learning (BL), a Traditional Learning (TL), and an E-Learning (EL) setting on learning performance, self-efficacy beliefs, intrinsic motivation, and perceived flexibility. Participants were second year undergraduate students ($N = 90$), enrolled in the "Invertebrates" course in Can Tho University (Vietnam). Participants were randomly assigned to one of the four experimental conditions (TL $n = 22$, BL $n = 22$, FC $n = 23$, EL $n = 23$). Two instructional elements - (1) lectures and (2) guiding questions - were presented through two different modes (online and face-to-face). In the blended conditions (BL and FC) the mode of these elements were altered. The results show that learning performance was superior in the FC setting as compared to other learning settings TL (*Cohens' d* = 1.58), EL (*Cohens' d* = 1.01) and BL (*Cohens' d* = 0.71). Students in the BL setting had a higher learning performance as compared to the EL setting. In addition, we observed that studying in a FC setting had a positive effect on self-efficacy beliefs and intrinsic motivation, but not on perceived flexibility. These findings suggest that the FC setting could be a promising way of enhancing students' learning performance.

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ARTICLE

Journal of Computer Assisted Learning WILEY

Face-to-face, blended, flipped, or online learning environment? Impact on learning performance and student cognitions

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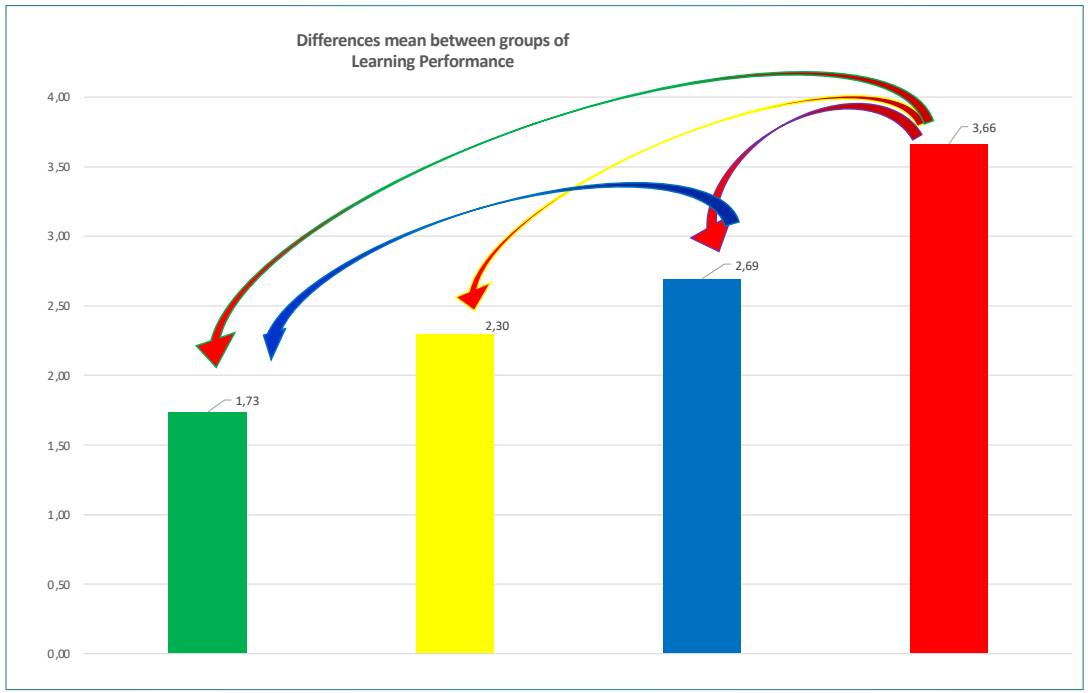
Abstract

This study compares four learning environments: face-to-face learning (F2F), fully e-learning (EL), blended learning (BL), and flipped classroom (FC) with respect to students' learning performance. Moreover, this present research studies changes in perceived flexibility, intrinsic motivation, self-efficacy beliefs of students, and the interaction effects in these student variables on learning performance. Two learning environment design elements: (1) lectures (2) group discussions building on guiding questions, were manipulated to create the four learning environments. Third-year undergraduate students (n = 106), enrolled in the "Animal and Human Physiology" course at CanTho University (Vietnam), were randomly assigned to one of the four learning environments. The results suggest a significant positive differential effect on learning performance when studying in a FC and BL setting. No significant interaction



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Superior learning effects and higher autonomous motivation in the blended condition and especially in the flipped classroom condition. Assumptions about strength of cognitive activation

EXAMPLE : ENLIGHT GLOBAL ENGAGEMENT MODULE

- What was the opportunity?
  - International collaboration: students from 9 different universities learn and develop competences together
  - Multidiscpliary work
- Why an online/elearning solution?
  - Students from 9 universities
  - Solution to work together
- Did it work?
  - Students were very satisfied
  - But also some challenges

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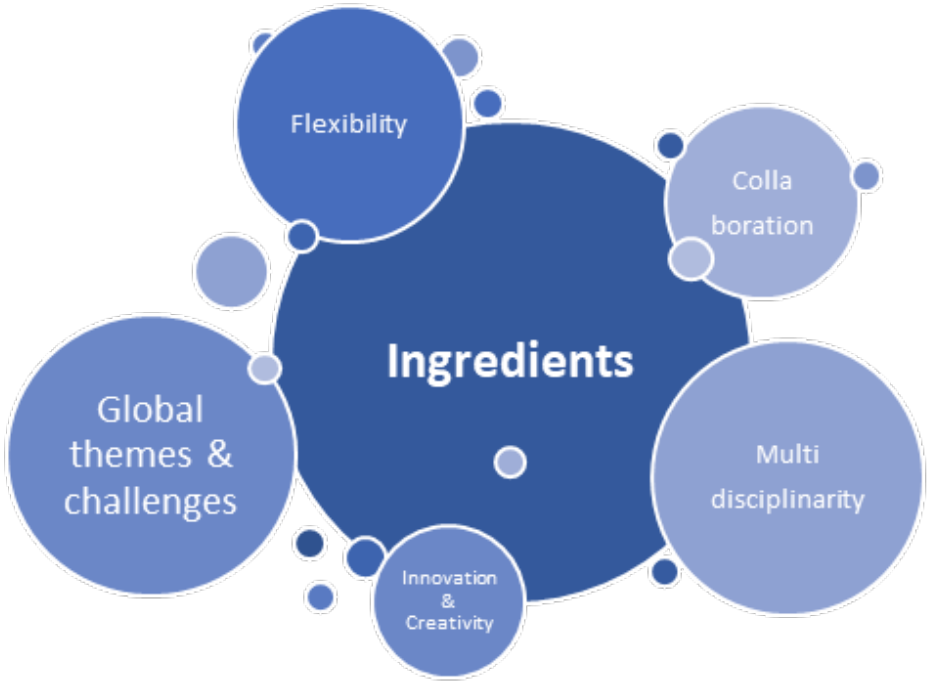
EDUCATIONAL CONCEPT GEM: CBE



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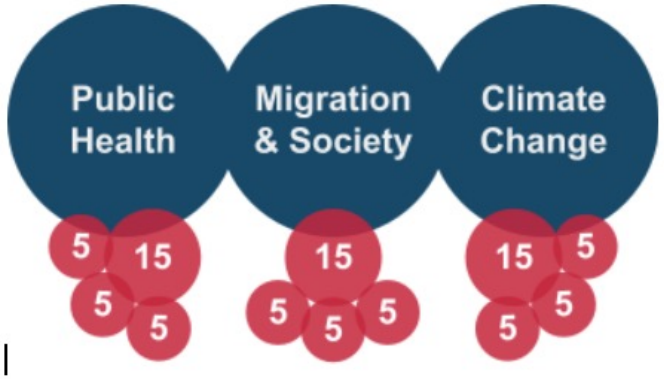
spread over 9 weeks 7 weeks of online activities and 2 weeks on-site at the three different host universities.

- Online introduction
- Onlinge groupwork about a specific challenge
- On campus weeks on 3 different locations
- Online closure



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DOES IT WORK

Very positive results but also some challenges:

- Streamline Guidance - How to coach ?
- workload
  - Strong commitment to peer tutoring ?
- How to embed in the curriculum
- Different academic calendars
- What LMS?

CHALLENGES OF IMPLEMENTING BLENDED LEARNING IN INSTITUTIONS

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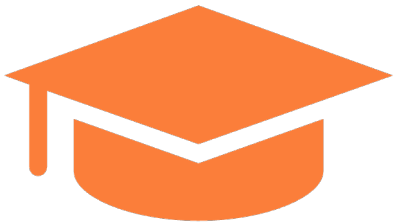
Institutions

Instructors



Students

Technological aspects

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CHALLENGES (MAAROP & EMBI, 2016)

Institutions

- Institutional culture
- Persisting mindsets and practices
- Available support

Instructors

- Increased work-load
- Lack of skills or training
- Absence of instructional design frameworks
- Creating the “right” blend

Students

- Issue of participation
- Poor time-management
- High level of discipline and responsiveness
- Students’ heterogenous backgrounds

Technological aspects

- Internet connection
- Issues of access
- Inability of teachers to view student body language

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ORGANISATIONAL READINESS

– Rules and regulations: what kind of instructional practices and evaluation approaches can be implemented? (institutional culture)

EDUCATION AND EXAMINATION CODE

Academic Year 2021-2022

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SECTION I
GLOSSARY OF TEACHING METHODS

CLINIC (KLINIEK)

Interactive learning situation in which students – under the supervision of a clinician – acquire knowledge and competencies by discussing and examining actual patients (cases) from clinical practice and by determining and/or conducting the appropriate treatment(s) for these patients, next to analysing their progress. In clinics, the patients are actually present; this is not the case in clinical seminars. The supervisor encourages students to think actively, cooperate and become involved. S/he allows students to speak, anticipates students' prior knowledge in a differentiated and individual manner, and provides support when students still lack particular knowledge or competencies. In view of the intensity of these coaching efforts, only a limited number of students are allowed to sit in on clinics.

DEMONSTRATION (DEMONSTRATIE)

Collective learning situation in which the lecturer demonstrates particular techniques to a group of students. The students' activity chiefly consists of listening, taking notes and possibly imitating the techniques demonstrated. The interaction, which is chiefly from the lecturer to the students, is aimed at supporting the transfer of knowledge. The lecturer can only check to a small extent whether all students have acquired the new knowledge, and follow-up and coaching

acquired knowledge.
Therefore, it is crucial that the lecturer or other experts provide personalized coaching and feedback on the way in which they apply the acquired knowledge and intervene when necessary.

GROUP WORK (GROEPSWERK)

Independent and co-operative learning situation in which students conduct a series of activities as a group, without constant supervision. These activities are intended to produce a final product which is to be submitted for final evaluation. This final evaluation consists of a final mark (per student and/or per group) and/or a collective follow-up discussion. The supervisor's duties are to devise the assignment and to appraise the final product (paper) as well as the process (approach, group processes, etc). If, during the training period, (groups of) students have but a limited understanding of the positive and negative elements of the final product that they have submitted or the process that they have experienced, they are given feedback and further suggestions for improvement.

GUIDED SELF-STUDY (BEGELEIDE ZELFSTUDIE)

A set of guided sessions and independent learning situations in which students acquire and/or process knowledge for (a part of) a course on an individual basis. In the case of self-study, adapted learning materials are provided with built-in coaching

SECTION II
GLOSSARY OF EVALUATION METHODS

ASSIGNMENT (WERKSTUK)

Related terms: report, project report, log, paper, group work, writing assignment, dissertation, essay, scale-model, design or draft, record, project assignment.
The evaluation of the end result created by an individual student or a group of students after a specific question or assignment from the lecturer(s). The end result can take on a variety of different forms: reports, papers, scale-models, designs, video productions, etc. The aim of these assignments is to develop and test competencies such as the ability to critically and thoroughly analyse specific cases or issues, to apply knowledge in an integrated manner, or to independently develop new knowledge, methods, understanding and/or scientific writing abilities. As these competencies are usually of a more complex nature, it is important that evaluation criteria are formulated. Such guidelines are to offer sufficient support to both students in the execution of their assignment and lecturers and assistants in reviewing and evaluating students' products.

the students may be people at the place of work, the trainee supervisor and/or the university student counsellor. The advantage in using people from the shop floor to evaluate the students is that these people get to see the students over longer periods of time at work in an operational setting, which prevents the evaluation from amounting to little more than just a snapshot. This form of evaluation is often part of the overall evaluation of the work placement.

OPEN BOOK EXAMINATION (OPENBOEKEXAMEN)

Variations: Problem based learning (PBL) assignments, Over All Tests. A written examination in which students can consult sources of information to answer the questions, assignments or cases that are presented to them. Examples of such sources include (sections from) the textbook or syllabus, articles, students' own notes, PowerPoint slides, formula tables, legal texts, the Internet, maps, drawings, or databases.
Examinations in which the use of tools such as dictionaries, pocket calculators or drawing materials is permitted are considered "regular" written examinations with open or closed questions instead of open book examinations.
For open book examinations, students are not expected to be able to reproduce any information. The aim is to establish to what extent students are capable of employing the available sources in order to establish links, analyse problems, substantiate possible solutions and evaluate the solutions/decisions of a case or issue.
Variations of open book examinations are PBL assignments and Over All Tests.

- Developing blended learning in higher education is an innovation that must be integrated into an existing system with a well-defined social function, existing traditions, roles, expectations, regulations, organisational, governance and funding models.
- The complexity of the existing higher education system with its different policy levels, stakeholders, actors and pressure groups makes it very resistant to change.

ORGANISATIONAL/INSTITUTIONAL READINESS

- Acknowledgement of ‘new’ ways of dealing with L&I (persisting mindsets and practices)

LEARNING, MEDIA AND TECHNOLOGY
2020, VOL. 45, NO. 2, 107-114
https://doi.org/10.1080/17439884.2020.1761641

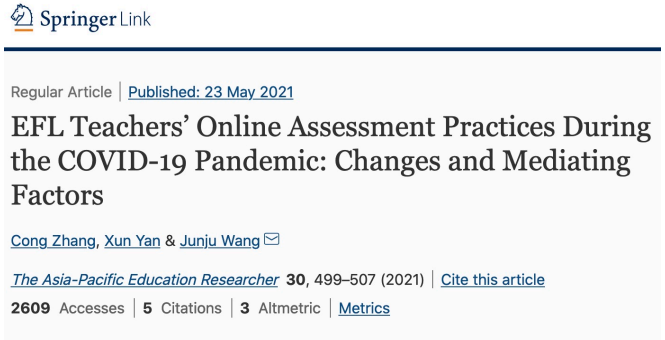
Routledge
Taylor & Francis Group

Pandemic politics, pedagogies and practices: digital technologies and distance education during the coronavirus emergency

Ben Williamson[a], Rebecca Eynon[b], and John Potter[c]

[a] University of Edinburgh [b] University of Oxford [c] Institute of Education, University College London

The first special issue of *Learning, Media and Technology* of 2020, entitled ‘Education and technology into the 2020s: speculative futures’, presented a series of papers looking to the future of critical research on educational technologies. As we write, just a few months later, with the coronavirus pandemic sweeping around the world, the future appears more uncertain than ever. Global infection and illness, population lockdowns, and mass closures of educational institutions have engulfed countries across the



Springer Link

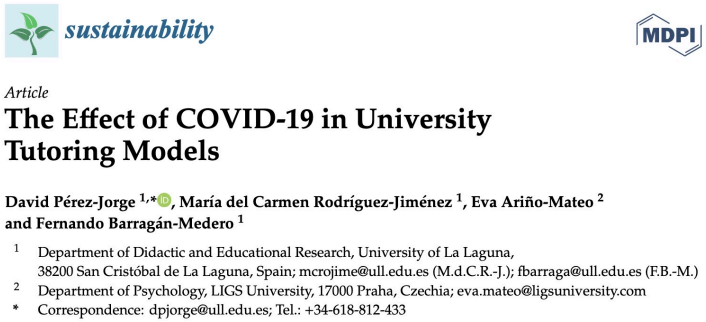
Regular Article | Published: 23 May 2021

EFL Teachers’ Online Assessment Practices During the COVID-19 Pandemic: Changes and Mediating Factors

Cong Zhang, Xun Yan & Junju Wang

The Asia-Pacific Education Researcher **30**, 499–507 (2021) | Cite this article

2609 Accesses | **5** Citations | **3** Altmetric | Metrics



sustainability

MDPI

Article

The Effect of COVID-19 in University Tutoring Models

David Pérez-Jorge [1,*], María del Carmen Rodríguez-Jiménez [1], Eva Ariño-Mateo [2] and Fernando Barragán-Medero [1]

[1] Department of Didactic and Educational Research, University of La Laguna, 38200 San Cristóbal de La Laguna, Spain; mcrojime@ull.edu.es (M.d.C.R.-J.); fbarraga@ull.edu.es (F.B.-M.)
[2] Department of Psychology, LIGS University, 17000 Praha, Czechia; eva.mateo@ligsuniversity.com
* Correspondence: dpjorge@ull.edu.es; Tel.: +34-618-812-433

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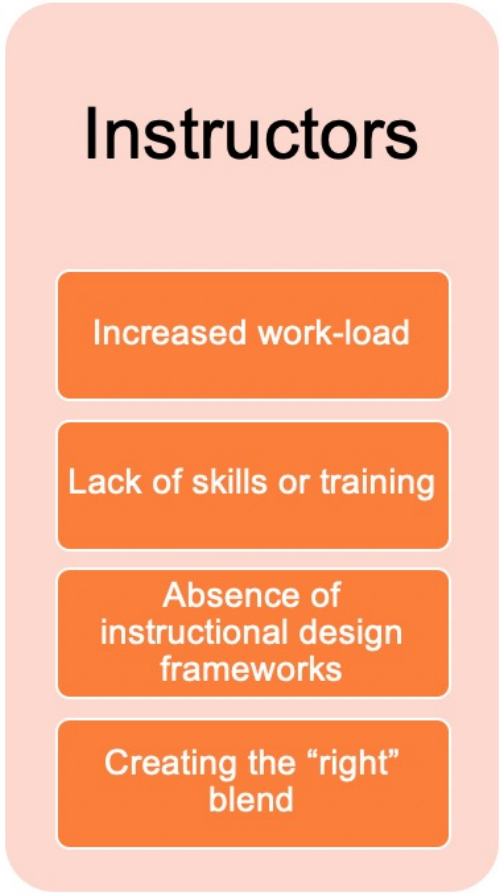

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TEACHER READINESS?

- Institutional policy: professional development
  - Lack of skills, training

Springer Link

Published: 14 April 2021

Comparison of students' use and acceptance of emergency online learning due to COVID-19 in the USA, Mexico, Peru, and Turkey

A. Patricia Aguilera-Hermida, Angélica Quiroga-Garza, Sanjuana Gómez-Mendoza, Carmen Ilanueva, Beatrice Avolio Alecchi & Dilek Avci

formation Technologies **26**, 6823–6845 (2021) | Cite this article

sustainability

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Article

Responding to the Initial Challenge of the COVID-19 Pandemic: Analysis of International Responses and Impact in School and Higher Education

Christian M. Stracke [1,*], Daniel Burgos [2], Gema Santos-Hermosa [3], Aras Bozkurt [4], Ramesh Chander Sharma [5], Cécile Swiatek Cassafieres [6], Andreia Inamorato dos Santos [7], Jon Mason [8], Ebba Ossiannilsson [9], Jin Gon Shon [10], Marian Wan [11], Jane-Frances Obiageli Agbu [12], Robert Farrow [13], Özlem Karakaya [14], Chrissi Nerantzi [15], María Soledad Ramírez-Montoya [16], Grainne Conole [17], Glenda Cox [18] and Vi Truong [19]

Nurse Educ Pract. 2020 Aug; 47: 102831. PMCID: PMC7335415
Published online 2020 Jul 5. doi: 10.1016/j.nepr.2020.102831 PMID: 32943174

The challenges of COVID-19 in nursing education: The time for faculty leadership training is *now*

Ashley Singh*

Chatham University, 6585 Penn Avenue, Pittsburgh, PA, 15206, USA

Melanie Haynes

Carlow University, 3333 Fifth Avenue, Pittsburgh, PA, 15213, USA

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Dental Education Challenges during the COVID-19 Pandemic Period in Italy: Undergraduate Student Feedback, Future Perspectives, and the Needs of Teaching Strategies for Professional Development

by Giuseppe Varvara [1], Sara Bernardi [1,2,3,*], Serena Bianchi [2], Bruna Sinjari [1] and Maurizio Piattelli [1]

[1] Department of Innovative Technologies in Medicine and Dentistry, University of Chieti–Pescara 'Gabriele d'Annunzio', via dei Vestini 11, 66100 Chieti, Italy

[2] Department of Life, Health and Environmental Sciences, University of L'Aquila, via Vetoio Coppito 2, 67100 L'Aquila, Italy

[3] Center of Microscopy, University of L'Aquila, via Vetoio Coppito 1, 67100 L'Aquila, Italy

Challenges and Opportunities for Russian Higher Education amid COVID-19: Teachers' Perspective

by Nadezhda Almazova, Elena Krylova, Anna Rubtsova and Maria Odinokaya *

Higher School of Linguodidactics and Translation, Peter the Great St. Petersburg Polytechnic University, Saint-Petersburg 195251, Russia

* Author to whom correspondence should be addressed.

Educ. Sci. **2020**, *10*(12), 368; https://doi.org/10.3390/educsci10120368

The Impact of COVID 19 on University Staff and Students from Iberoamerica: Online Learning and Teaching Experience

by Mario Jojoa [1], Esther Lazaro [2,*], Begonya Garcia-Zapirain [1], Marino J. Gonzalez [3] and Elena Urizar [4]

[1] Engineering Faculty, Department of Computer Science, Electronics and Telecommunications University of Deusto, 48014 Bilbao, Spain

[2] Faculty of Health Sciences, Valencian International University, 46002 Valencia, Spain

[3] Unit of Public Policy, Simon Bolivar University, Caracas 89000, Venezuela

[4] Deusto Business School Health, University of Deusto, 48014 Bilbao, Spain

TEACHER READINESS?

- Teaching & Learning: widening, enriching, upscaling, … the approaches to teaching, learning, assessment, instructional organisation, scheduling
- Emphasis on programme level discussions – university wide discussions

WMU Journal of Maritime Affairs (2021) 20:151–172
https://doi.org/10.1007/s13437-021-00239-x

Check for updates

ARTICLE

Building a resilient university: ensuring academic continuity—transition from face-to-face to online in the COVID-19 pandemic

Inga Bartusevičienė[1] · Anne Pazaver[1] · Momoko Kitada[1]

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STUDENT READINESS?

– Themes now on the table that cannot be neglected:

The current issue and full text archive of this journal is available on Emerald Insight at:
https://www.emerald.com/insight/2056-9548.htm

The Covid-19 pandemic and the dissolution of the university campus: implications for student support practice

Rille Raaper and Chris Brown
School of Education, Durham University, Durham, UK

Received 7 June 2020
Revised 9 June 2020
Accepted 13 June 2020

Open Access Article

Psychological Wellbeing and Academic Experience of University Students in Australia during COVID-19

by Rachael H. Dodd [1,*], Kevin Dadaczynski [2,3], Orkan Okan [4], Kirsten J. McCaffery [1] and Kristen Pickles [1]

[1] Faculty of Medicine and Health, School of Public Health, The University of Sydney, Sydney 2006, Australia
[2] Department of Nursing and Health Science, Fulda University of Applied Sciences, 36037 Fulda, Germany
[3] Centre for Applied Health Science, Leuphana University Lueneburg, 21335 Lueneburg, Germany
[4] Interdisciplinary Centre for Health Literacy Research, Bielefeld University, 33615 Bielefeld, Germany
* Author to whom correspondence should be addressed.

Int. J. Environ. Res. Public Health **2021**, *18*(3), 866; https://doi.org/10.3390/ijerph18030866

ORIGINAL ARTICLE PEER-REVIEWED

Involvement of Medical Students During the Coronavirus Disease 2019 Pandemic: A Cross-Sectional Survey Study

Richard Drexler, Jan M. Hambrecht, Karl J. Oldhafer

Published: August 30, 2020 (see history)
DOI: 10.7759/cureus.10147
Cite this article as: Drexler R, Hambrecht J M, Oldhafer K J (August 30, 2020) Involvement of Medical Students During the Coronavirus Disease 2019 Pandemic: A Cross-Sectional Survey Study. Cureus 12(8): e10147. doi:10.7759/cureus.10147

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Journal of Physics: Conference Series

PAPER • OPEN ACCESS

…hline learning readiness during the Covid-19 pandemic

… Widodo[1], YE Wibowo[1] and W Wagiran[1]

…nal of Physics: Conference Series, Volume 1700, 3rd Internation…
…hanical and Automotive Technology (ICoVEMAT) 2020, 5 Octobe…
…tion SFA Widodo *et al* 2020 *J. Phys.: Conf. Ser.* **1700** 012033

Annals of Internal Medicine

Search Journal

LATEST ISSUES IN THE CLINIC JOURNAL CLUB MULTIMEDIA CME / MOC AUTHORS / SUBMIT

Ideas and Opinions | 2 June 2020

Communication Skills in the Age of COVID-19 FREE

Anthony Back, MD, James A. Tulsky, MD, Robert M. Arnold, MD
Author, Article and Disclosure Information

https://doi.org/10.7326/M20-1376

Sections PDF Tools Share

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Leading Global Nursing Research

ORIGINAL RESEARCH: EMPIRICAL RESEARCH – QUANTITATIVE | Free Access

A multi-level examination of nursing students' resilience in … face of the COVID-19 outbreak: A cross-sectional design

Anat Drach-Zahavy, Hadass Goldblatt, Hanna Admi, Ayala Blau, Irit Ohana, Michal Itzhaki

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ELSEVIER

Annals of Medicine and Surgery
Volume 60, December 2020, Pages 271-279

Cross-sectional Study

Stress and behavioral changes with remote E-exams during the Covid-19 pandemic: A cross-sectional study among undergraduates of medical sciences

Lina Elsalem [a], Nosayba Al-Azzam [b], Ahmad A. Jum'ah [c], Nail Obeidat [d], Amer Mahmoud Sindiani [d], Khalid A. Kheirallah [e]

Show more

ORIGINAL RESEARCH article
Front. Psychol., 22 June 2021 | https://doi.org/10.3389/fpsyg.2021.646145

What Type of Social Support Is Important for Student Resilience During COVID-19? A Latent Profile Analysis

Yingping Mai[1], Yenchun Jim Wu[2,3*] and Yanni Huang[4]

[1]Business School, Huaqiao University, Quanzhou, China
[2]Graduate Institute of Global Business and Strategy, National Taiwan Normal University, Taipei, Taiwan
[3]Leisure and Recreation Administration Department, Ming Chuan University, Taipei, Taiwan
[4]Department of Psychology and Education, School of Shantou Polytechnic, Shantou, China

STUDENT READINESS?

– Know your student (issues of participation)

Journal of Theoretical and Applied Electronic Commerce Research

MDPI

Article

The Impact of COVID-19 Pandemic on Student's E-Learning Experience in Jordan

Anas Ratib Alsoud [1,*] and Ahmad Ali Harasis [2]

[1] Department of Electronic Business and Commerce, Al-Ahliyya Amman University, Amman 19328, Jordan
[2] Department of Business Administration, Middle East University, Amman 11831, Jordan; aharasis@meu.edu.jo
* Correspondence: a.alsoud@ammanu.edu.jo

Table 4. Learning sources, attendance rate, study duration, and learning environment during the lockdown.

During the COVID-19 Lockdown		Number of Students (out of 463)	Percentage (%)
Learning sources	Studying the specified textbook and attending online classes	185	39.9
	Attending online classes only	278	60.1
Attendance rate	You have attended less than 30%	86	18.6
	You have attended between 30% to 50%	113	24.4
	You have attended more than 50%	198	42.8
	You just attended the exams	66	14.2
Study duration	Less than normal situation	231	49.9
	Almost like a normal situation	145	31.3
	More than a normal situation	87	18.8
You have a separate room for study	Yes	154	33.3
	No	309	66.7

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IT AND INFRASTRUCTURE READINESS

- Internet and software
- Is there a shortage of (certain types) of rooms?
- Do teachers use a recording studio or video editing unit?
- Overview of used tools


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GUIDELINES

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CONDITIONS

- Student readiness
- Teacher readiness
- Organisational readiness
- IT-readiness

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RECOMMENDATIONS FOR ENHANCEMENTS OF BLENDED LEARNING (MAAROP & EMBI, 2016)

- A **proper needs analysis** to be conducted prior to designing and implementing blended solutions:
  - Analysing the institutional deliverables
  - Understanding existing support mechanism
  - Circumstances and contexts of students, teachers, support staff
  - Technology provision and access
- **Importance of staff training**
- **Teaching assistance**
- **Creating platforms for instructors to network and share know-how**

IMPORTANT PRINCIPLES ON THE MICRO LEVEL

teachers/Training/faculties

- Thoughtful blend
- Activating and motivating
- Structure
- Transparent and clear
- Guidance
- Feedback and evaluation
- Warm learning environment
- Shared responsibility

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THOUGHTFUL AND COORDINATED BLEND ON THE MESO LEVEL

Gradual and balanced

Goal-oriented (for specific competencies, curricular or policy choices of the program)

Harmonized at the program level

Carried agreements within the program

What can the program do to implement thoughtful blended learning?

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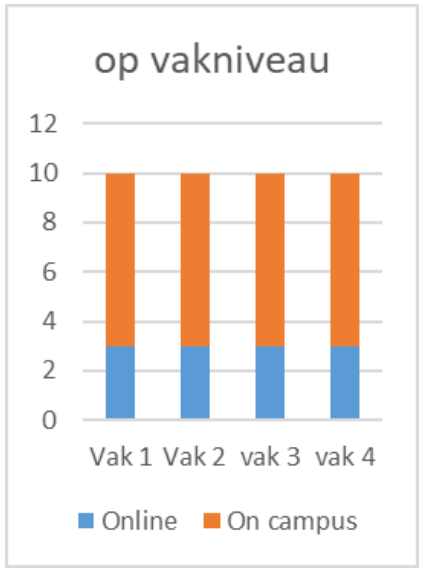
GRADUALLY AND BALANCED

Guideline percentages

UGent

- 1st year: min 70% on campus
- 2nd year: min 60 %
- 3rd year: min 50 %
- 4th & 5th year: min 30%

What is the desired balance between online and on campus?
Base your approach on the guideline percentages.
Are these guideline percentages applicable in the program?
Does this match the current reality? Data possible?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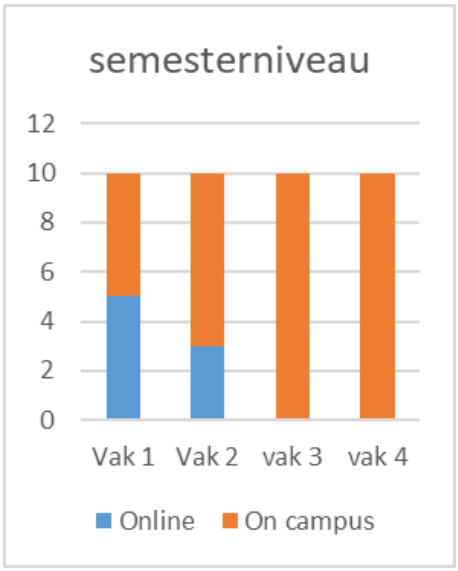
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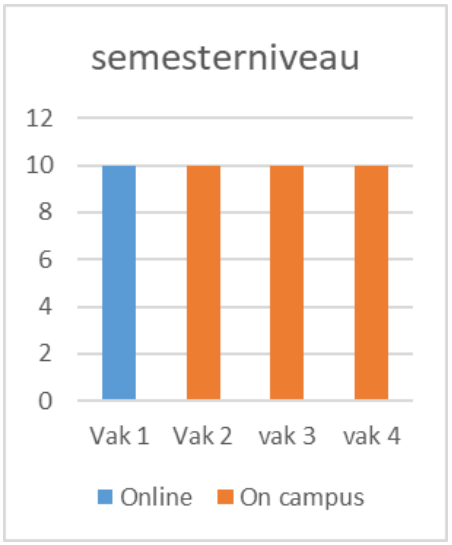
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EVOLUTION TOWARD AN OPTIMAL BLEND OF ONLINE AND ON CAMPUS EDUCATION

- The relationship between online and on campus activities is dynamic and always depends on content-didactic, socio-psychological, practical and technological factors
  - such as the competencies you want to achieve, the composition of the student group, the safety measures, the room capacity or the available technology.
- In blended education, as a teacher you can use a multitude of teaching, learning and evaluation activities, always in function of the intended competencies (cf. constructive alignment).

OPTIMAL BLEND – PROGRAM LEVEL

Online and on campus activities form a whole and mutually reinforce each other

The program:
- Determine for which course competencies on campus activities remain necessary (e.g.: labs, labs, undergraduate or graduate thesis research) and add value to the students (e.g.: discussion, collaboration, community building).
- Ensure a balance between synchronous and asynchronous activities.
- Take into account the workload.
- Align the use of educational technologies at the course level.

- Ensure alignment of "blends of course units" within a model course year, both in the curriculum and across course years.

OPTIMAL BLEND TEACHER

- A well-considered design of blended learning is necessary to have a positive effect on student learning.
- Principles of good teaching and learning design that apply in a context of physical contact teaching are more prominent in a blended learning environment.
- Designing online learning activities requires technical domain-specific and didactic knowledge of teachers (TPACK model).
- The online and F2F components in a blended learning environment must be designed in conjunction with one another.
- Learning from fellow subject teachers is an accessible and effective form of internal professionalisation for teachers.

TO END WITH….

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- implementation of a successful blended learning program requires alignment of institutional, faculty, teacher and student goals.
- Continuous evaluation can effectively track the impact of blended learning on students, faculty, and the institution.

BLENDED LEARNING: A DANGEROUS IDEA? (MOSKAL ET AL., 2013)

- no singular best blended learning model or formula for implementing BL in institutions.
- The mode of delivery in itself has no strong statistical correlation with student success or persistence.
- No "one size fits all": Instead, set of **institutional variables** are proposed as critical success factors.
  - These variables are drawn from institutions that have achieved success in the online environment over more than a decade of practice.

Thank you!

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