



The Design and Testing of an International and Intercultural Minor based on Blended Learning

Presentation Proflang 15 May 2012

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Agenda

- Motives, background and needs
- Research highlights
 - Vision development
 - Learning theories
 - Learning practice
 - Evaluation
- Quality improvements



Motive

- Commercial Economics



- Degree Program International Business



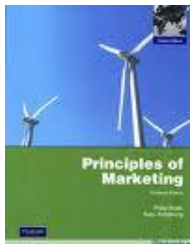
- Studiengang Marketing & Sales



Needs



- Communality in the tutorial



- Managing Integrated Communication Processes, MICP
- Based on a shared vision



Relevance

- Knowledge-based economy
- Market forces
- Mobility



Ministry of
Education
and Culture



Delimitation

- The research concerns the redesign of the course Managing Integrated Communication Processes, MICP 2010
- Part of the IMBA-program HaagaHelia Passila

Goal



- Quality improvement of education
- Improving the effectiveness of the course towards the professional practice.

Backbone



Satisfaction concerning the 'old' learning practice, but.....

- Only Face-to-Face meetings and teaching.
- Teaching was based on instruction.
- ICT-possibilities were hardly used.
- Teacher 'smells' possibilities in improving the learning practice.
- Intensifying collaboration between professional practice, institutes and international oriented students urges the need of ICT and makes teaching less dependent on the location.

Central question



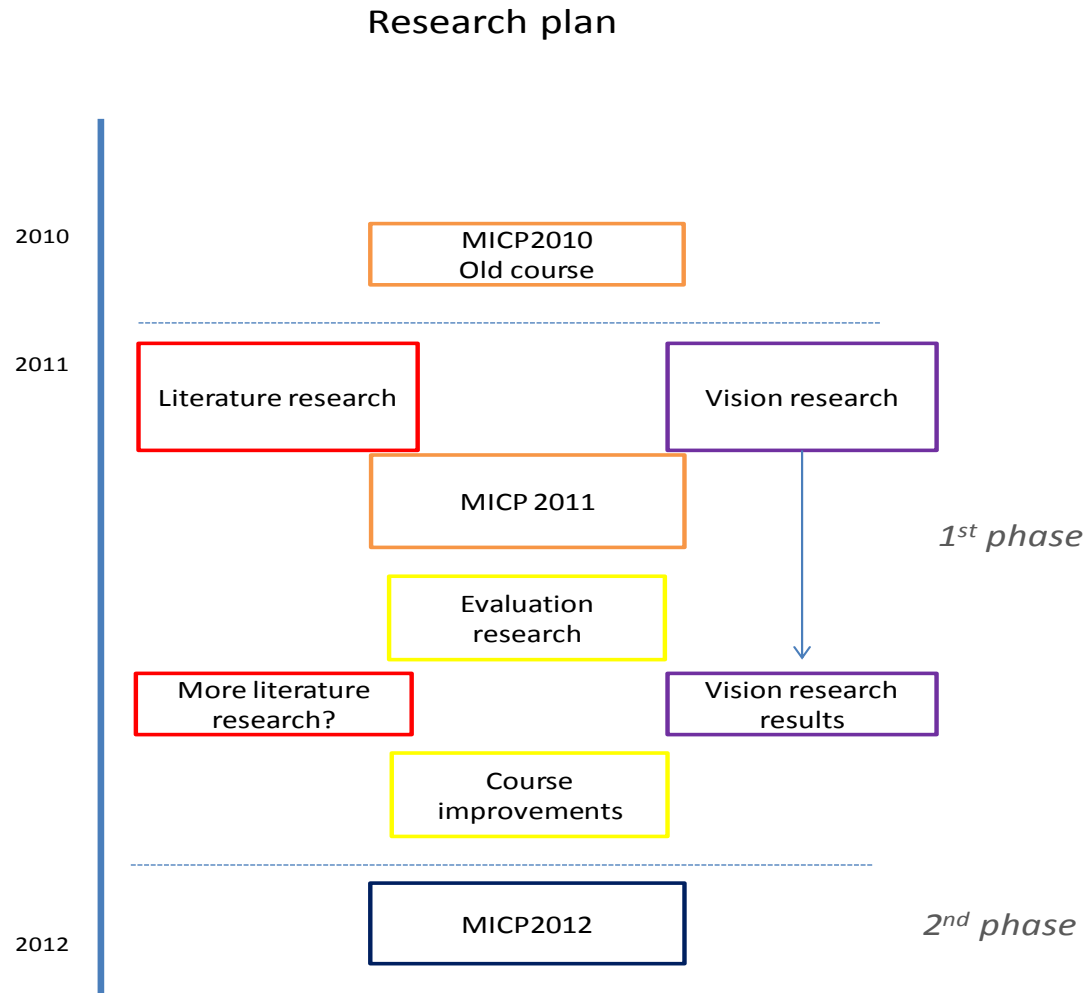
What are the characteristics of a design of a minor MICP, in which international students cooperate, and in which interculturality plays an important role, and in which teaching is based on Blended Learning.

Research questions



- What is the shared vision of participating institutes and professional organisations on which the learning practice will be based.
- Which design requirements can be abstracted from the learning theories, interculturality and blended learning?
- What does the course MICP 2011 look like when it will be based on the designing requirements found in the previous questions
- How do the participating students evaluate the course MICP 2011?
- What did we learn?

Design based research





Vision research

- Interviews
- Possibilities
- Drive
- Foundation

Source: Van Leeuwen, Winkel & Dijkstra (2007). *Vision, mission, compassion. Why people matter in organisations*. Assen: Koninklijke Van Gorcum.

Learning (findings)



- Educational institutes and professional organisations are dependent on each other.
- Learning is a part of life; theory and practice go hand in hand.
- The learning environment based on cooperation between educational institutes and the professional environment.
- Employability, a motivator for students.
- Research and joint development of knowledge.
- Investigation of possibilities of financial participation.
- The educational institute could be the base for future strategic discussions between participants.
- Investigation of possibilities in developing joint study programs.
- Quality could be guaranteed by creating lectorates
- Quality education = quality students + quality teachers.
- Prove your best practices
- Well balanced basic program, flexible modules, basis on actual science and literature
- Engaging professional organisations in curriculum development.
- Motivated teachers cooperate with scientists and specialist from professional organizations

Interculturality (findings)



- Exploring possibilities for cooperation between stakeholders in Europe
- English is the entry language within the intercultural educational environment.
- Students and teachers are open minded, tolerant, they have travelled and possess communicative competencies.
- The learning environment should be established in a way that intercultural interaction will be possible and experiences can be interchanged.

Blended learning (findings)



- A common e-learning platform as a basis for collaborative learning is facilitated by the educational institutes.
- Institute, student and professional organizations participate and are connected through this e-learning platform.
- Knowledge development takes place based on participation.



Literature research

- Learning theories
- Interculturality
- Blended learning



A blend of Learning theories

- **Objectivism** (Lakoff, 1987, Valcke, 2007)
 - Learning and instruction
- **Constructivism** (Scardamalia&Bereiter, 2006, Valcke, 2007)
 - Construction of knowledge in different contexts
- **Cognitivism** (Hattie&Timperley, 2007, Valcke, 2007)
 - Mental processes and insight
- **Connectivism** (Siemens, 2005, Valcke, 2007)
 - Network learning



A blend of cultures

Interculturality

- Intercultural interaction is a rich breeding ground for the construction of knowledge.
- Within the educational design the exchange of knowledge should be encouraged.
- Students, lecturers and participating professional organisations!



The blender

Blended learning

- Blend of web-based technologies.
- Blend of different pedagogical approaches.
- Blend of different forms of instruction.
- Blend of theory and practice.

Design requirements

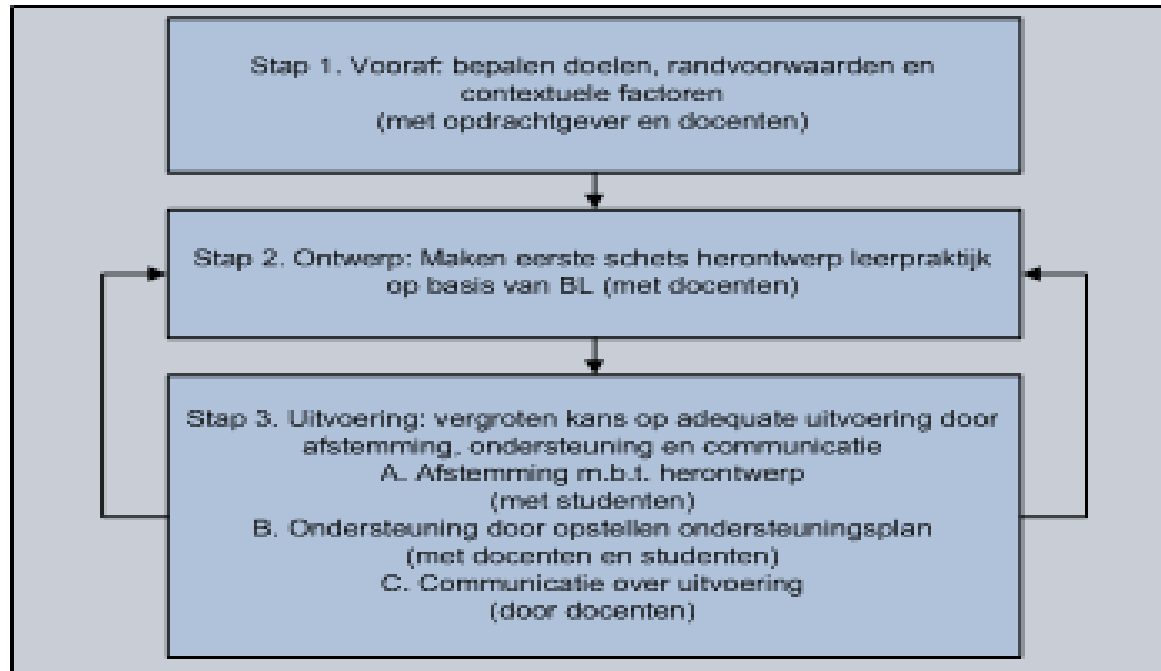


- Common vision
- Learning, interculturality and Blended Learning

The educational design



- **IBL designer** (Swager, 2010)



- **Heuristics (communication and interaction)**

Managing Integrated Communication Processes (MICP)



- The subject, relevance and goals
 - MICP, integrated communication strategy
- Educational aspects
 - Meetings (Blackboard and face to face)
 - Teaching, discussing, consulting
 - Peer feedback, group feedback, individual feedback
- Supported by ICT

Introduction



Start: 6 weeks before the 1st F2F meeting.
Goal: Access to BB, motivation, action!

*Thanks for participating **in** this course
Managing Integrated Communication
Processes (MICP) that will physically
start on the 9th of June in Passila!*

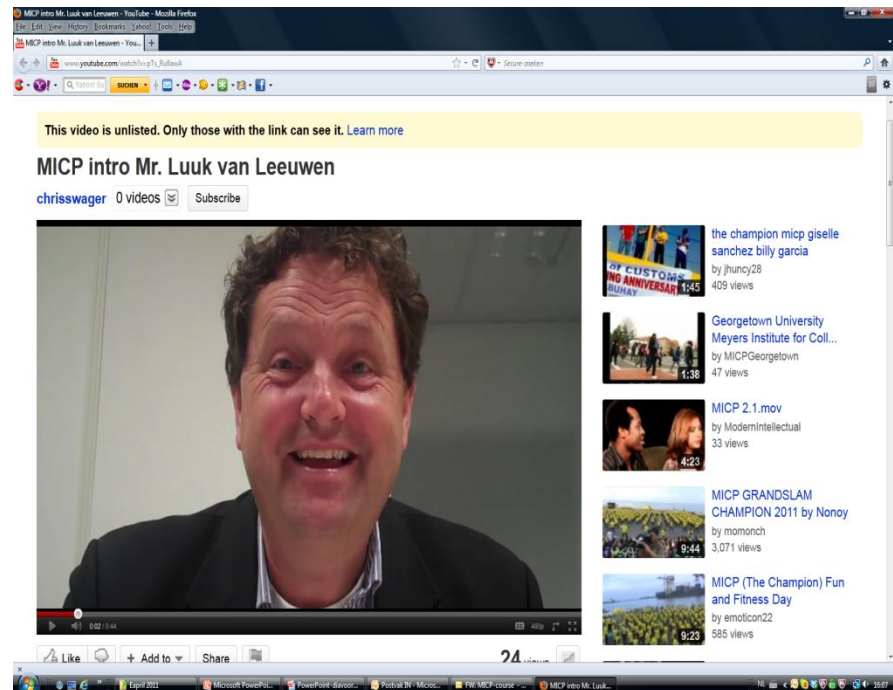
*Before entering the course on
[Blackboard](#) (IBMA: MICP) I would like to
introduce myself.*

*Click [here](#) to meet me in person before
opening the attached Introduction
Document.*

Kind regards,

L.

Amsterdam, 26 April 2011



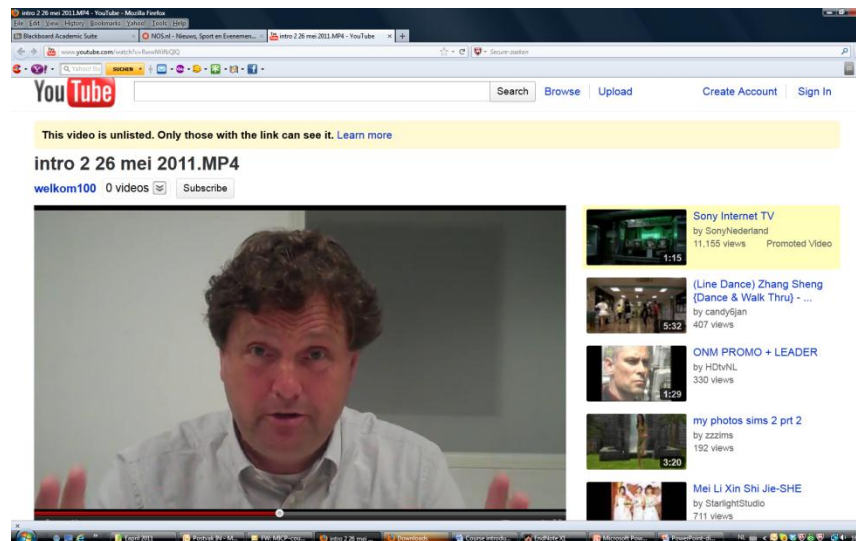
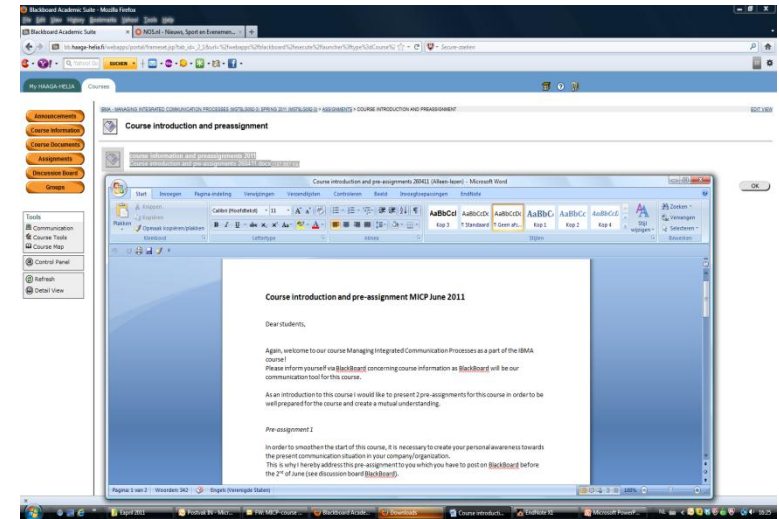
Pre-assignments



Supplied 4 weeks before the first F2F meeting and explained through video message.

- Thu, May 26, 2011 -- *Video message!*

- Dear students,
- Please open the following [link](#) for important information.
- Kind regards,
- L.



1st series F2F meetings



Peer feedback between two series of meetings



- *Assignment on Blackboard: 'Definition of the problem' group assignment*

Post your 'definition of the problem' here. Click on the link above and then click 'Thread'.

Procedure:

- *Put your 'definition of the problem' on Blackboard before Sunday, June 12 22.00 hours.*
- *All students give (peer)feedback on two contributions before 22.00 hours Tuesday June 14*
- *(click on the contribution of fellow students and then on "reply". Place your feedback.*
- *Teacher examines contributions on Wednesday June 15.*
- *He gives feedback in the F2F-session of June 16 2011.*

FEEDBACK
Guidelines to improve the quality of feedback.

The following aspects affect the quality of feedback in general, and thus the peer feedback.

1. **Domain knowledge (content knowledge) as a condition for providing adequate feedback.**
Sufficient domain knowledge of students is necessary to provide peer feedback in an adequate manner.
2. **Knowledge and skills related to giving feedback.**
 - Students must have knowledge about the following issues in order to provide well founded feedback in an adequate manner.
 - **Orientation of the feedback:** differentiate between 'response oriented', 'advice oriented' en 'criteria oriented'.
3. **Feedback content.**
Decide what criteria can be used when giving feedback.

• **General guidelines when giving feedback:**

1. Focus on observed and identifiable behavior
2. Based on identified performance
3. Not too specific / not too general
4. (feedback is effective if) given immediately after action
5. Recipient must have the possibility to do something with the information
6. Should trigger receiver to come into action
7. Not just negative, but also positive

• **Feedback functions:**

1. Is there a **cognitive function** (information in order to come to right solution)?
 - a. Is there verification (checking answer in relation to learning goal)?
 - b. Is there elaboration (after verification, providing additional information such as suggestions)?
2. Is there a **meta-cognitive function** (focus on process, task requirements, progress, procedure, etc.)?
3. Is there a **motivational function** (support and motivation to continue)?

3. Feedback content.
Decide what criteria can be used when giving feedback.

Interim feedback BB



The screenshot shows a Blackboard Academic Suite interface in a Mozilla Firefox browser. The page title is "Thread Detail" for a discussion board titled "IBMA - MANAGING INTEGRATED COMMUNICATION PROCESSES (MGT8L0092-3) SPRING 2011 (MGT8L0092-3) > DISCUSSION BOARD > DEFINITION OF THE PROBLEM > THREAD DETAIL".

Thread: Groupwork Sirén, Pettersson, Yang, Marttila-Vitamäki

Total posts: 10 Unread posts: 0

Post	Author	Date
RE: Groupwork Sirén, Pettersson, Yang, Marttila-Vitamäki	Sini Laila	6/14/11 9:54 PM
Substitute to Visio?	Maj-Lis Siren	6/15/11 3:38 PM
RE: Groupwork Sirén, Pettersson, Yang, Marttila-Vitamäki	Ismo Kyllönen	6/14/11 10:02 PM
RE: Groupwork Sirén, Pettersson, Yang, Marttila-Vitamäki	Yiwei Yang	6/23/11 8:09 PM
RF: Groupwork Sirén, Pettersson, Yang, Marttila-Vitamäki	Luuk Van Ieuewen	6/27/11 1:01 PM

Subject: RE: Groupwork Sirén, Pettersson, Yang, Marttila-Vitamäki

Author: Sini Laila

Posted date: Tuesday, June 14, 2011 9:54:50 PM EEST

Last modified date: Tuesday, June 14, 2011 9:54:50 PM EEST

Total views: 14 **Your views:** 1

Thank you for the concentrated explanation of the problem. Reading the introduction, it quickly becomes apparent where the problems lie.

I like your compact approach. For me to fully grasp the issue(s?), it would be helpful to get some additional information on the company vision and mission, mainly to understand how it relates to its line of business and how significant a factor, for example in differentiation, the service process is. As you can tell, this business is new to me.

Regarding the research questions, which were clearly presented, I would have mainly two questions or remarks: is quality of communication the only issue, or is the quantity problematic as well, and if there has been any research, internal or external, done to pinpoint the problem(s)? Or if the problem definition is based on direct customer complaints? The sub questions are quite broad and could perhaps benefit from some further focusing. Do you feel one of the communication fields, internal, external or corporate, for example is more dominating an issue than the others? And if all are as needing of attention, perhaps they could be planned as a string of research and correction actions, to avoid the task from growing too large and out of scope for a small organization.

As with any kind of improving, of course, the starting point, i.e. how the current processes are, or are not, if that is the case, requires a lot of attention to fully grasp the problem. Does the organization currently have policies or guidelines that have been documented (in some way at least)? Those would provide a great starting point for further studies, but if not, a simple flow chart is a powerful tool, not only for the researchers themselves to understand the task at hand, but also to communicate the heart of the issue to the necessary parties, for example for management buy-in and support. If interested, I may have some tips of good web-based tool for that bit - in case you dislike Microsoft Visio as much as I do :)

Great start, godspeed with the rest of the report =)

Subject: RE: Groupwork Sirén, Pettersson, Yang, Marttila-Vitamäki

2nd series of F2F meetings



Additional formative feedback BB



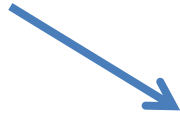
The screenshot shows an email client window titled 'Feedback - Bericht (HTML)'. The email content reads: 'Dear Students, Apparently something went wrong last month with sending you 1. assessment form, 2. additional feedback on your group assignment and 3. an email (see below) afterwards. Hereby (for some of you again) you receive the assessment form, the additional feedback and a few short questions (see email below) about this type of feedback. Thank you in advance for answering the questions! Regards, L.' Below the email text, there are two overlapping windows. The left window is Microsoft Word, displaying an 'Assessment Form Assignment MICP'. The right window is Windows Media Player, showing a video with a green and red abstract pattern.

Assessment Form Assignment MICP

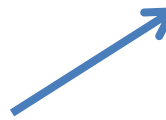
Name group: A-Lehdet
Students: Kahaneek, Lilla, Naarvala
Module code: MGT8LG092-3
Mark: 4

Aspects	Indicators	I	D	S	G	Score
Subject and inducement (10)	Relevance for professional practice				x	9
	Link to communicative strategy				x	
Definition of the problem (10)	Formulation of the definition of the problem			x		9
	Formulation of research questions			x		
Concept (30)	Internal communication				x	22
	External communication			x		

Summative



Formative



Evaluation



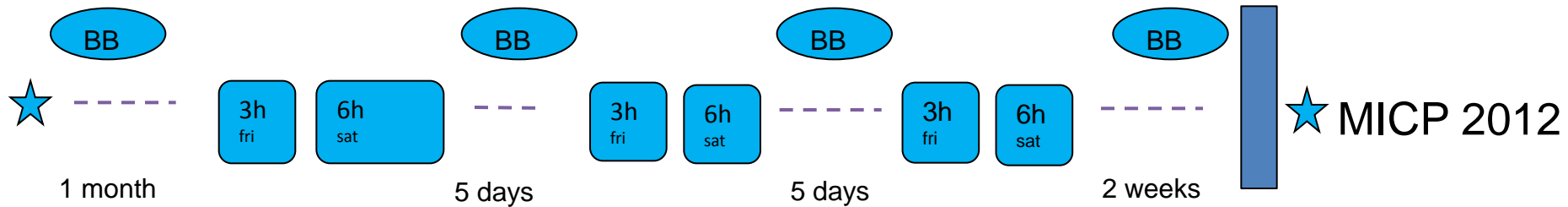
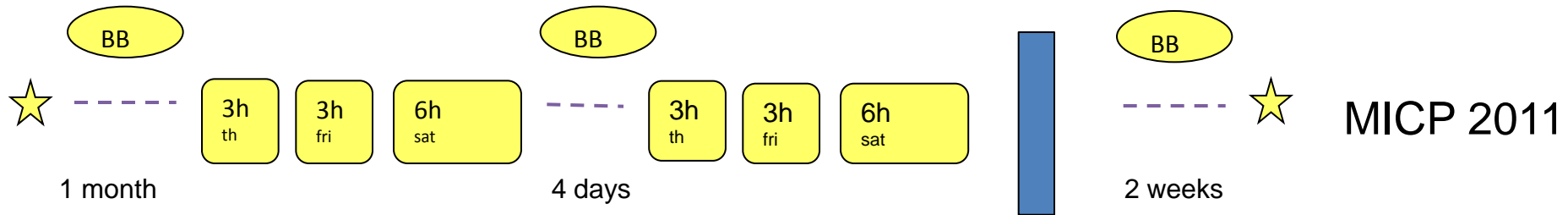
- Evaluation research
 - Accreditation requirements EQUIS
 - Design requirements MICP
- Supplementary research
 - Feedback-research Swager
 - Course Feedback HaagaHelia

Quality improvements?



- Average evaluation (4.8) but.....
 - Presentation of course information
 - Schedule and pace of the course.
 - From Blackboard to Moodle

Old and New



BB = e-learning
 3h th = face-to-face

[Vertical Bar] = course evaluation

Improving quality and effectiveness through.....



- Lots of activities beforehand
- More effective F2F meetings
- Reaching high standards of knowledge together
- Creating additional value for the professional practice.

Result.....



*From sweaty lecturer
to
substantive lecturer.*





Thank you!

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Questions??????