

EDCI 336- Technology and Innovation in Education

Blended, Online and Multi-Access Learning

Guest Teaching Presentation

By Ms. Nicole Kent

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Territory Acknowledgement

- We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Objectives

- **By the end of this session, you will be able to:**
 1. Successfully describe the history of learning modalities
 2. Effectively distinguish different types of modality terminology
 3. When guided successfully construct a table to indicate the modality for the various models
 4. Effectively appraise some issues regarding modality in teaching and learning
 5. When guided effectively create an approach towards teaching and learning during the pandemic at your school/district



Learning Objectives



Happy



Angry



Sad



Frustrated



Sneaky



Scared



Surprised



Shy



Bossy



Sleepy



Embarrassed



Mean



Proud



Nervous



Silly



Disappointed



Confused



Impatient



Curious



Kind



Obnoxious



Excited



Grumpy

Reflections!

- When you think about learning modalities what comes to mind?
- When you think about Blended learning what comes to mind?
- Write down your thoughts!



Some background information

- According to Irvine (2020) teaching and learning online (mid 1990s) was limited to text
- In North America blended learning was developed
 - A combination of face-to-face/on campus learning and activities that are online
 - In Australia hybrid learning was a similar term used for blended learning
- In late 1990s synchronous communication possible due to development of web-based software



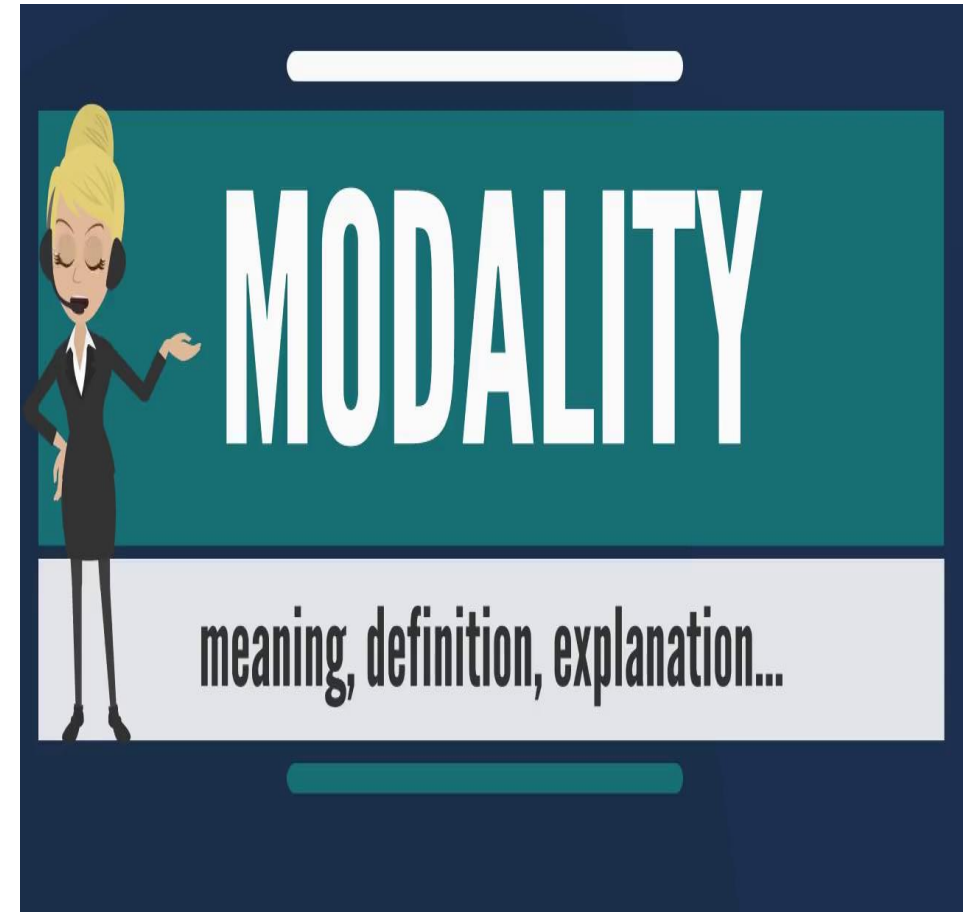
Some background information (cont.)

- Blended-online learning emerged as courses that were mainly online started integrating synchronous teaching and learning into aspects of the asynchronous programmes (Irvine, 2020)
- In mid 2000s desktops were able to connect to video conferencing systems. Internet connectivity enabled persons to connect from anywhere in the world to video conference rooms (Irvine, 2020)



Modality terminology

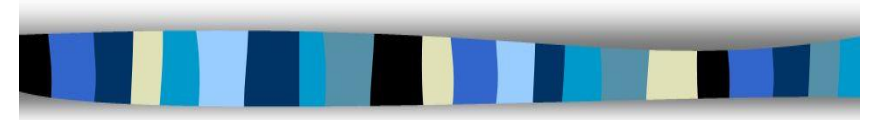
- In latter part of 2000s new concepts were developed to delineate the phenomenon of merging nodes (Irvine, 2020)



HyFlex (hybrid-flexible) model

- Brian Beatty developed the HyFlex (hybrid-flexible) model
- The model consists of f2f and online modalities but provides students with flexibility of deciding their modality.

What is HyFlex?



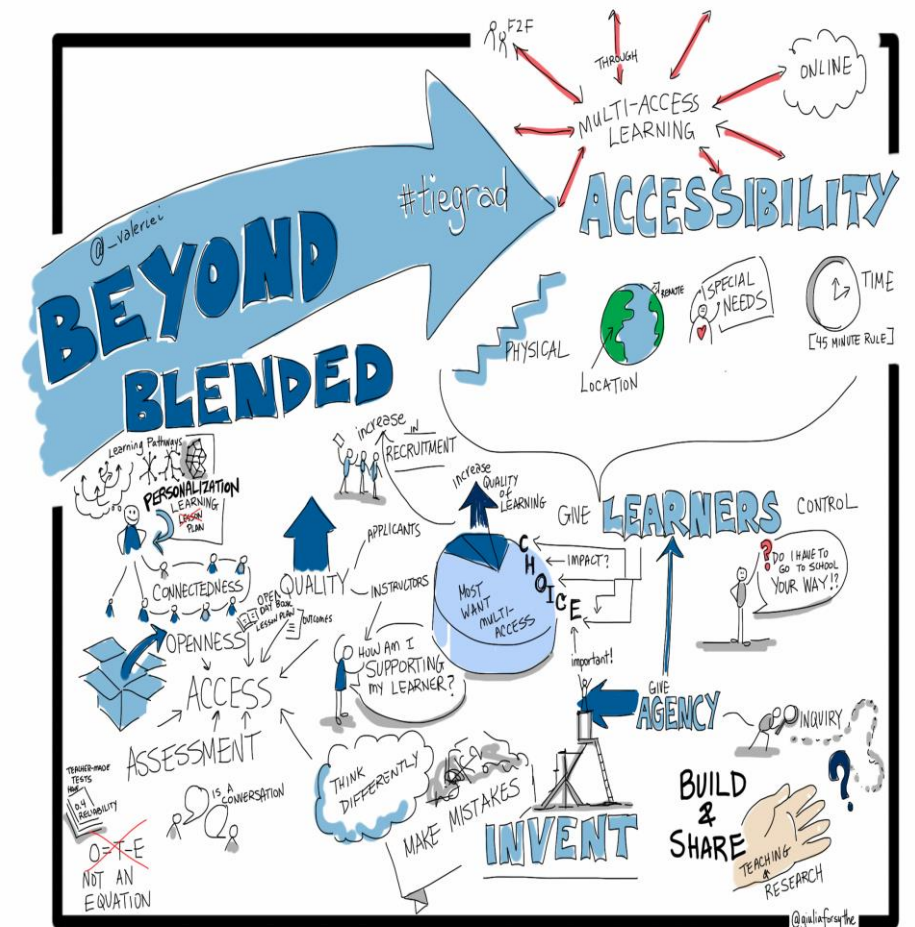
An Overview of the Hyflex Course and Design Process

Dr. Brian Beatty
Instructional Technologies
San Francisco State University



Levels of access

- In 2006 Valerie Irvine developed the Multi-Access learning model
- Four (4) levels of access are identified:
 - 1) face-to-face
 - 2) synchronous online
 - 3) asynchronous online
 - 4) open access (concerned with access to materials for courses that is open)

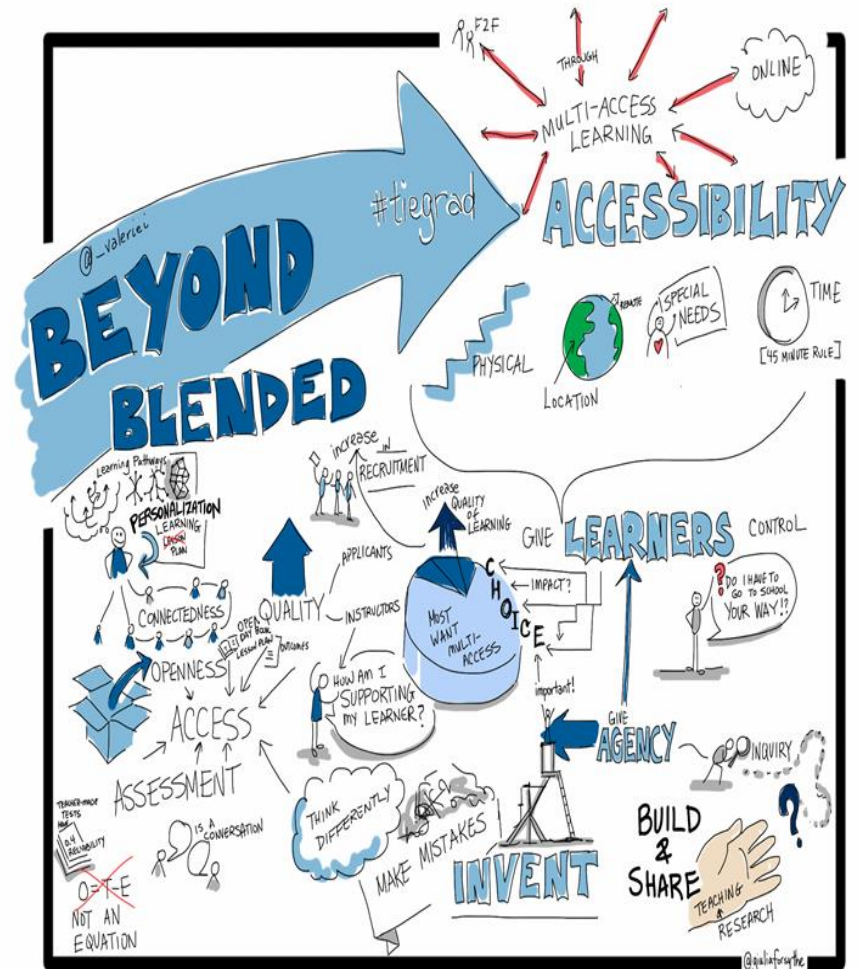


Source: <https://valerieirvine.ca/>

Multi-Access learning

- Multi-Access learning can also integrate blended designs
- Multi-Access learning framework adds value on modality access
 - Poses limits due to contextual circumstances
- Open access is added to encourage the involvement of open learners
- Multi-Access framework is seen as a vital framework that widely incorporate various dimensions of merging modes

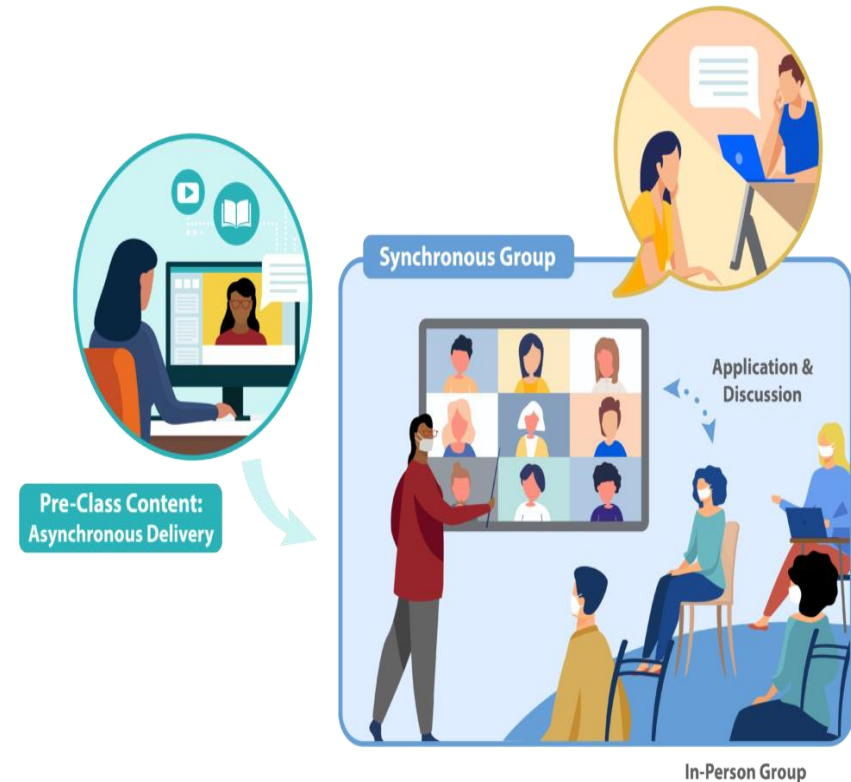
(Irvine, 2020)



Source: <https://valerieirvine.ca/>

Multi-Access learning cont.

- HyFlex is a type of Multi-Access but...
- Multi-Access is not necessarily HyFlex because with HyFlex the learner can choose any modality



Blended Synchronous

- Blended synchronous is teaching and learning that allows remote students to take part in f2f classes using synchronous technologies like web and video conferencing (Bower et al., 2013)



A Handbook for Educators

Matt Bower
Barney Dalgarno
Gregor Kennedy
Mark J. W. Lee
Jacqueline Kenney

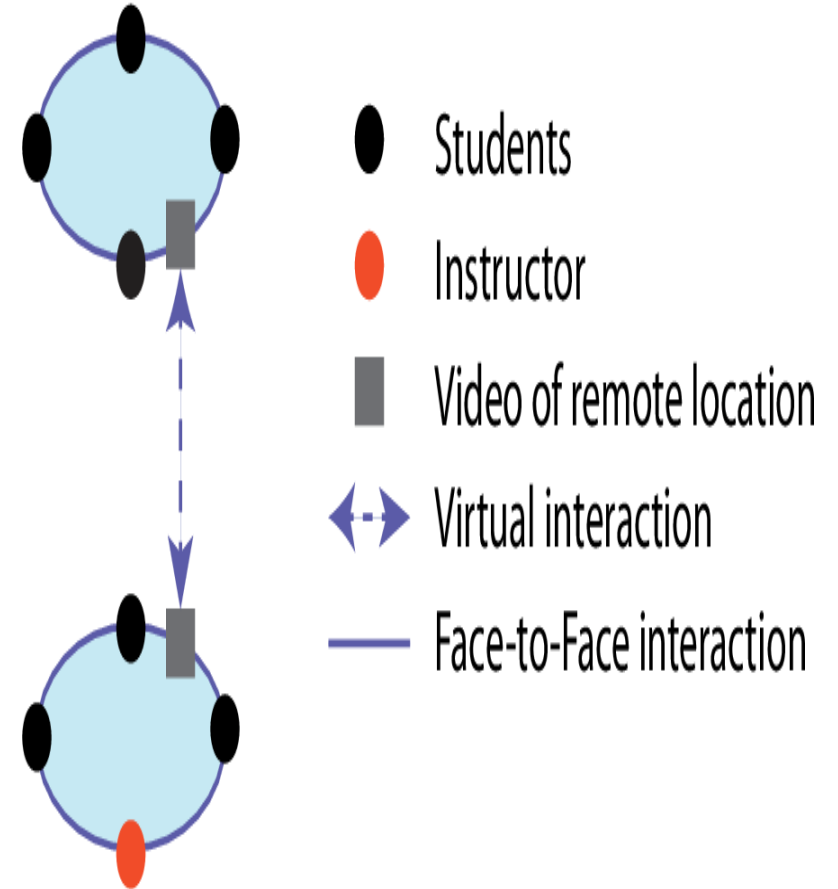
<http://blendsync.org>

Source:

https://www.researchgate.net/publication/331654033_Blended_Synchronous_Learning-A_Handbook_for_Educators_Blended_synchronous_learning_a_handbook_for_educators

Synchronous Hybrid

- *Synchronous Hybrid* developed in 2014 as *Synchromodal*: face-to-face and online students collaborate for shared synchronous sessions (Bell, Sawaya and Cain, 2014).
 - Rebranded as Synchronous Hybrid
- Synchronous Hybrid (like Blended Synchronous) also focuses on merging online synchronous and f2f learning environments



Practice Activity 1

Using the table below as your guide insert Yes/No (where applicable) to indicate the modality for the various models

	f2f	Synchronous online	asynchronous online	Open access	Comments
Blended (Hybrid)	Yes		Yes		
HyFlex					
Multi-Access					
Blended Synchronous (Synchronous Hybrid)					

Telepresence robots

- Telepresence robots are also incorporated in synchronous designs.
- Students participate in f2f classes by connecting via video or audio with a telepresence robot.

Areas to note

- Some terms regarding modality in education is complicated. For example:
 - Remote Teaching or Emergency Remote Teaching emerged as a result of COVID-19 and
 - Urgency to shift teaching online with little preparation time.



Areas to note cont.

- Hybrid Learning has become popular during the COVID-19 pandemic, but the term is also creating some confusion
 - Historical meanings focused on consecutive modality mixing but new emerging uses imply concurrent modality mixing.
 - Widening meaning of Hybrid Learning can be problematic

(Irvine, 2020)



Areas to note cont.

- Pedagogy vs modality: biases relating to linkages made between pedagogy and modality.
- The following terms are mostly linked to modality but are more understood as pedagogy-related:
 - Flexible learning
 - Flipped learning
 - Inquiry-based learning

(Irvine, 2020)



Let's have a look at this video!



Source: <https://www.youtube.com/watch?v=auzwH1mK2TY&t=42s>

Practice activity 2

- Scenario:
- Given the onset of the COVID-19 pandemic there have been significant shifts towards teaching and learning online. You have been selected as part of the Learning Management Team for your school/district.
 - 1) Discuss with your peers some of the possible issues and recommendations. Provide justifications for your approach.
 - 2) Your role is to create a plan and provide guidance for teaching and learning during the pandemic at your school. The plan/approach should consider the needs of everyone (learners, teachers, other stakeholders). Provide justifications for your approach.

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Thank you!

