

Blended learning activities to support the transition process

Track Dinning

Ceriann Magill

Julie Money

Sarah Nixon

Barbara Walsh

Liverpool John Moores University

Transition process?

The transition from further education to higher education is a key element of the students first year experience (Harvey, Drew & Smith, 2006.)



The focus of this period of time should be about meaningful, contextualised and relevant experiences (Laing et al, 2005)

It is recognised that a well structured and disciplined transition process encourages students to engage in their learning during the first 6 weeks of university (Vinson et al, 2010).
Previous studies at LJMU.

In response to previous work the research team wished to explore the commitment towards students engagement (during transition) and if it can be enhanced through the use of blended learning.

Blended learning is described as an approach to learning and teaching which combines and aligns learning undertaken in face-to-face sessions with learning opportunities created online (Littlejohn & Peglaer, 2006).

Curriculum design has to encompass a variety of teaching and learning strategies to 'ensure early enculturation into successful learning at university' (Bovill et al, 2011:197)



Blended learning?

Asynchronous learning is self-paced where students, often working within a time frame, decide when to complete the learning activities (Smith, 2009).

It is hoped that the blended learning approaches may add to the students initial experiences of university and *set positive study habits for the future.*

Study rationale

- The purpose of the study was to explore the student's interactions with the online learning element of the first five weeks of their course and addressed 2 research objectives.



Fig 3

Research objectives:

- To examine the level of engagement and progression occurred in relation to the online tasks and activities over the five week programme
- To explore the perceptions of the students about the blended approach to their learning.

Research design

The project had 2 phases of data collection; the first was quantitative and involved recording students attainment scores for the work they completed throughout transition and by monitoring engagement within the tasks, using a ranking system awarded by project staff. Tasks were split into Part A & B. Part A required for programme staff to provide formative feedback back whilst Part B was given an attainment mark (percentage). The second was through the use of focus groups to explore the perceptions of the students about the experiences of the blended learning approach to transition.

Data collection & analysis

Quantitative data was collected between the second and fifth week where each student was monitored for their engagement and progression of tasks. Part A was assessed by the work being allocated a ranking between one and five, where one was no engagement and five was all sections completed to an excellent standard. Part B summative marks were collected over the four week period. The data was of a normal distribution and a Pearson's correlation test was used to examine the relationship between Part A and Part B scores for each week.

Participants

The whole cohort ($n = 134$) was used as the sampling group (male 70% and female 30%). All students were emailed and informed about the project and were asked for consent for their data to be used. All students accepted the request. The course representative from each peer learning group (PLG) was invited to take part in the focus groups, 83% ($n = 10$) of the overall sample agreed to do so (male 60% and female 40%).

Goal setting

Reading
resources

Weekly theme
(Route related to
programme)

**Background
information**

**Thursday
session
example-**
Deliver
practical
activity to
key stage 2
pupils
(years 5 & 6)
at local
sports centre

Development
of the PLG

**Monday Session
example**
Peer led sessions...In
3's plan and deliver a
session for 20 minutes
suitable for key stage 2
pupils; staff were
available for feedback.
Students provided clean
feedback for each other

Virtual learning
environment
**Blackboard at
LJMU**

**Mixed teaching
methods -
face to face
Staff led
student led
Online**

LJMU Virtual learning environment (Part A)

Week 4 - Physical Education

Build Content ▾ Assessments ▾ Tools ▾



Physical Education Week

Enabled: Adaptive Release

Submit Part A in order to reveal below your Weekly Journal tasks for Part B.



Issues accessing LJMU articles?

Enabled: Adaptive Release

Attached Files: [Set LJMU as my Institution.pdf](#) (285.086 KB)

If your web browser is having problems accessing articles and reports in the weekly tasks follow the attached guide.

If you are still having problems after reading the guide you can also try using [off campus](#) or another web browser



Part A - Physical Education

Enabled: Adaptive Release

Please DO NOT use Blackboard Learn on a Mobile Device to complete this task as video and weblinks will not display properly.

In this section you will be asked to complete a number of tasks that will prepare you for the delivery of a practical teaching session to primary school children. There will be 4 tasks for you to complete in this section. If you fail to complete this section then you will be unable to proceed on to section B. This will mean that you will lose valuable marks towards your 4011spodev 3,000 essay or 4012Coach e-portfolio.

If there are any queries about the tasks or activities for PE week then please contact:

b.walsh@ljmu.ac.uk or c.magill@ljmu.ac.uk



Part B

Enabled: Adaptive Release

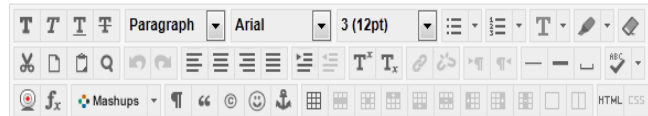
In this section you will be asked to complete 3 tasks. In total you will be producing 500 words to support the 4011spodev / 4012coach e-portfolio.

Failure to complete the tasks will result in a mark of '0'

Question 1

Review the attached document (Teaching and Learning Standards in Education) and set two goals for the week. The goals must be specific to both academic and professional standards as recognised in teacher training (standards). Use the information stated within standards 3 and 4 to support your goals.

[Teachers_National_Standards_Poster_2012\(1\).pdf](#)



Path:

Question 2

Watch the short video clip below to support the delivery of high quality PE in a primary school.



<http://youtu.be/OBMkVS6nyil>

- I have not watched the video
- I have watched the video

LJMU Virtual learning environment (Part B)

Task 3 - Reflecting with Rolfe

Posted by Frankie Gray at Thursday, 24 October 2013 16:42:39 o'clock BST

Reflecting with Rolfe




What? – This week was Physical Activity and Health week and the main aim was to work in PLG groups and produce a presentation and a 5 minute intervention which was to be presented to a group of different age ranges. Our target age range was 14-18 year old girls.

So what? – When we found out what our target group was we had to find something that would be suitable and easy for them to do, we went away and read some articles and researched, we then came up with the idea Zumba as we thought that you don't have to be really good at it or competitive to take part and everyone can take part together and have fun. The group then found a variety of information about Otterspool where the Zumba was taking place and we also researched different types of Zumba and what we could do in our 5 minute intervention.

Now what? – From this intervention and presentation I have realised that as a PLG group we should work closer together and try and communicate and achieve a better outcome from the presentation. For example our presentation lasted just under 12 minutes when it should of lasted at least 15 minutes next time we should look at the content of the presentation as a group and try and make it last longer so we can successfully achieve the criteria and overall achieve more successful marks.

 [Comments: 1](#) 

Comment

 Sarah Nixon said...  

Friday, 25 October 2013 13:09:00 o'clock BST

Good use of the model and think about what you needed to have done e.g. if you are going to work more closely together what will need to happen what actions could you take

Task 2 - Smart Goals




Posted by Frankie Gray at Thursday, 24 October 2013 16:23:03 o'clock BST

Last Edited: Thursday, 24 October 2013 16:23:59 o'clock BST

This week my first goal for the week was, to contribute to our group presentation by working and delivering it. I think that I managed to achieve this goal because I helped to complete the presentation that we was doing, for example I made notes and made some slides to help towards the presentation. I also delivered to a group of people alongside my group, I done this by reading my selected part to a range of other people. My second goal for this week was from looking at my lifestyle evaluation I realised that I was having too much junk food and fizzy drinks, this week I have managed to put a stop to this as I have only had water and juice and stayed away from crisp and chocolate and go towards more fruit. This is overall helping to improve my lifestyle day by day.

 [Comments: 1](#) 

Comment

 Sarah Nixon said...  

Friday, 25 October 2013 13:10:08 o'clock BST

Good clear evaluation of your goals and what happened

Task example

Blackboard learning tasks (Part A & B)

1 Setting goals in teaching PART A	Students will review the teaching standards used in teacher training and link to goal setting (both academic and professional targets) (2 GOALS).
--	---

2 Video PART A	Students will watch the video clip and identify the characteristics of good teaching and learning. (200 WORDS).
--------------------------	---

Part A = Resource

Part B = Assessed work

Example tasks – Route Related.

Part A = 4 total tasks

Part B = 3 total tasks

2 Meeting set goals PART B	Students will be required to demonstrate how they have achieved or attempted to meet goals set for the week. (100 WORDS).
--------------------------------------	---

3 PLG Reflection PART B	Students will be required to report upon their achievement of the week using the CLEAN FEEDBACK MODEL. (100 WORDS). All of part B is inputted into 'my learning journal'.
-----------------------------------	--

Student progression

Table 1: Summary of student progression

Student category	Amount of students who made progress (marks increased)	Amount of students whose marks remained the same	Amount of students whose marks decreased
134 students	48.5% (n =65)	24.6% (n=33)	26.9% (n=36)
104 students = 100% engagement across the weeks of all tasks	51% (n=53)	20.2% (n=21)	28.8% (n=30)
30 students = 22.4% missed one or more tasks across the weeks	40% (n=12)	40% (n=12)	20% (n=6)

- 48.5% of students from the whole cohort made progress in attainment over the weeks.
- Of the 104 students who engaged in all of the tasks 51% increased attainment marks over the five weeks compared to 40% of students who missed one or more tasks across the five weeks.

Student attainment

Table 2 : Level of student attainment for Part B.

Criteria.	Week Number			
	2	3	4	5
Student attainment for part B				
Achieving 70% or above	10.45%	11.2%	11.2%	18.66%
Achieving 60%	19.4%	23.88%	31.34%	33.58%
Achieving 50%	33.58%	35.07%	29.10%	19.40%
Achieving 40%	19.40%	12.69%	6%	6%
Achieving 30% or less	16.69%	17.1%	22.39%	20.9%

Engagement in 100% of both part A and B tasks for all 5 weeks = 77.6% (n=104 students).

Engagement in tasks but missed at least one or more of the tasks over the 5 weeks = 22.4% (n = 30 students)

Figures in table 2 suggest that many students made progress in their level of attainment throughout the 5 weeks for Part B tasks. 77.6% overall engagement.

Table 3 : Ranking for part A and correlation with mark awarded for part B (Example week 4).

Week Number	Ranking Part A (1-5)	Grade Part B %	Level of Sig
4	2.68	46.11	.359

- The results across the 5 weeks indicate that there was a small positive increase in part B marks and part A rankings.
- Table 3 information describes an average ranking of 2.68 awarded to part A and the average mark awarded for part B of 46.11%.
- There was no significant correlation between the two measures across the weeks.

Student Feedback

- *'The thing I don't like is, you know part A is not, like you don't get marked or anything, and then part B you get marked. But like a lot of people In my PLG have said, oh for part A you can just write whatever cause they don't mark it.'*
- *students felt "energised" as a result of the tasks as they had spent a "long period of time in the summer without intellectual stimulation" whilst another group felt that the "first few weeks at university was manic and even getting to the university and campus was a challenge in itself"*
- *'Appreciate the need for academic reading, although students don't generally enjoy it'.*
- *'Would appreciate having sections and highlighted areas to read...not all of a journal!'*
- *'Mind maps could be used to assist in being creative with the reading'.*
- *'Goals are valuable, though there was a tendency to be repeated, not everyone has a goal a week, maybe allow students to reflect more on achieving goals and not set time limits'.*
- *'Like the idea of using a feedback model, though would liked to have had one possibly two reflective models (clean feedback and Gibbs)'.*

Change Liverpool Project



- Level 4 feedback for next year's transition (2014/2105 cohort).
- Student partnership
- Feedback on PE week (Example):
- Use of the video was valuable, allowed students to utilise different learning styles
- Lesson plan – there needs to be further examples provided, this will allow for more creativity
- Enjoyed practical application, work with primary aged children allowed knowledge of subject to be related
- Concerns about academic reading and referencing
- Employability/career availability could be emphasised further .

Bovill, C. Cook-Sather, A. & Felten, P. (2011) Students as co-creators of teaching and approaches, course design, and academic curricula: implications for academic developers. *International Journal for Academic Development*, 16 (2), pp. 133 - 45.

Harvey, L., Drew, S. & Smith, M. (2006) The first year experience: a literature review for the HEA. *HE Academy*.

Littlejohn, A and Pegler, C (2006)*Preparing for Blended E-Learning: Understanding Blended and Online Learning*. London: Routledge.

Laing, C. Robinson, A. Johnston, V. (2005) Managing the transition into higher education. *HE Academy*, 6 (3), pp. 243 – 255.

Smith, D. (2009) Online course: Asynchronous learning or synchronous learning, will you be where you need to be. [online] 13th May, Available at <http://www.brighthub.com/education/online-learning/articles/22671.aspx> .

Vinson, D. Nixon, S. Walsh, B. Walker, C. Mitchell, E. & Zaitseva, E. (2010). Investigating the relationship between student engagement and transition. *Active learning in higher education*, 11 (2) 131 – 143.

- Billing, D. (1997) Induction of students to Higher Education. *Innovations in Higher Education and Teaching International*, **34**(2),pp.125-134.
- Brooks, M. (2003) Evaluating the 'student experience': An approach to managing and enhancing quality in higher Education. *Journal of Hospitality, Leisure, Sport and Tourism Education* ,**2**(1),pp.17 - 26.
- Johnson, V. (2003) The first ten years: the Napier University student retention project, paper presented at Middlesex University Mini-Conference on Student Progression and Retention , Middlesex University, 9 December.
- Longden, B. (2006) An Institutional Response to Changing Student Expectations and their Impact on Retention Rates. *Journal of Higher Education Policy and Management*, **28**(2),pp.173- 187.
- McInnis, C & James, R. (1995) *First Year on Campus: Diversity in the Initial Experiences of Australian Undergraduates*, Canberra: AGPS
- Tinto, V. (2002). Establishing Conditions for Student Success. Presented at the 11th Annual Conference of the European Access Network, Monash University, Prato, Italy, June 20.

Image references

Figure 1. *Past, now and future* (n.d.) [online image] Available from: www.microsoft.com [Accessed: 13th May, 2014].

Figure 2. *Blended learning* (n.d.) [online image] Available from: www.microsoft.com [Accessed: 13th May, 2014].

Figure 3. *Learning objectives* (n.d.) [online image] Available from: www.microsoft.com [Accessed: 13th May, 2014].

Figure 4. *Change Liverpool Project* (LJMU).

Thank you ...and any
questions?

c.magill@ljm.ac.uk

j.money@ljmu.ac.uk