

Developing and Implementing Collaborative Blended Learning Activities for Academics

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About this presentation

- Exploration of Blended Delivery strategies to support academic professional development, using research development as an example.
- Two case studies:
 - Group of Eight early program and participant feedback on blended learning experience
 - Epigeum (Imperial College London) - illustration of new form of blended delivery and on the ground feedback on management of blended learning delivery
- Review of key issues developers need to address

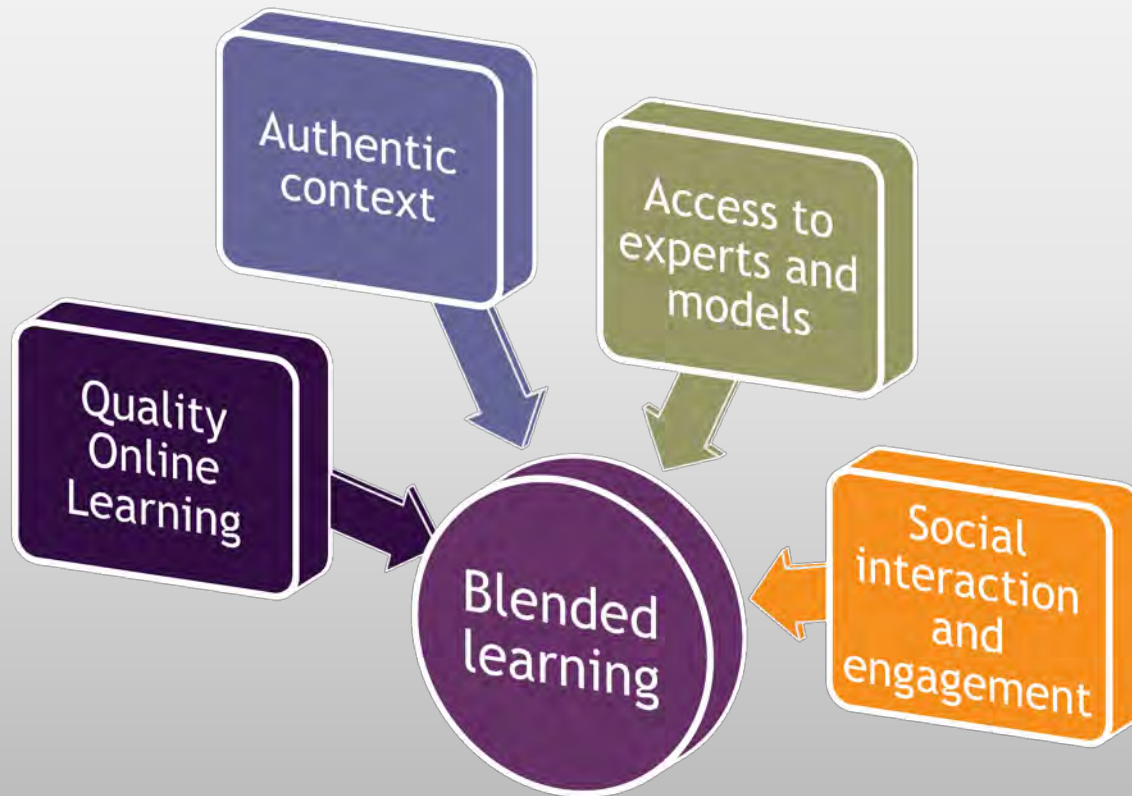
Researcher development

- Growing recognition of the ongoing learning required to be successful in research.
- Focus on best practice / core skills
- Limited time to participate in development: participants want to maximise the value of learning experiences

Research Development Strategies



Blended learning



But will researchers and academics engage with this type of learning?

The Go8 Future Research Leaders Program (FRLP)



Brief profile of participants (n = 499)

Level	n	%
Level A	57	11.4
Level B	167	33.5
Level C	111	22.2
Level D	28	5.6
Level E	12	2.4
Level 6	15	3
Level 7	14	2.8
Level 8	8	1.6
Level 9	1	0.2
Level 10	2	0.4
Other	84	16.8

Years Of Experience	n	%
Less than 1 year	46	9.2
2 - 5 years	176	35.3
6 – 10 years	160	32.1
11 – 20 years	102	20.4
20+ years	15	3.0

75.4% (376) were full time staff

Respondent assessment of value

- 90% agreed they were satisfied with the modules
- 94% believed they would be able to apply what they had learned
- 82% said participation was worthwhile
- 86% indicated the program was worthwhile for researchers
- 85% of supervisors indicated the program was worthwhile for their staff

Most important benefit (n = 141)

Benefit	n	%
Research project management capabilities	46	33
Interaction with peers	35	25
Awareness of university structures, processes and requirements	23	16
Awareness of available resources	17	12
Career progression	4	3
Other	16	11

Areas to be improved (n = 112)

Area	n	%
Program in general	23	21
Workshop experience	30	26
Online content	15	13
Online experience	11	10
Linkage between online content and workshops	15	13
Faculty / discipline specific	10	9
Module activities	8	7

Moving to the next generation of
blended delivery for research
capacity building:

**The Professional Skills for
Research Leaders Program
(Epigeum, Imperial College, London)**

Professional Skills for Research Leaders

- Developed in consultation with 20 universities.
- Core holistic capabilities that underpin research success as an academic/researcher.
- Experts - as writers, reviewers and interviewees.
- Online learning - to a world class standard.
- Customisable / adaptable
- Blended learning model

The Modules

- Introduction
- Developing and consolidating your research career
- Funding your research
- Managing a research team
- Research collaboration
- Communicating your research



Particular features

- Rich models, principles and applied practices that can be tested, applied and adapted
- Links to other support strategies and encourages interchange with mentors, supervisors, peers
- Provides diagnostics, self-assessment and review support

The key challenge?



The key challenges of blended delivery for university staff

- Synchronising both components
- Adding value through the F2F
- Being well prepared as presenters
- Planning ahead of time
- The quality of facilitation / skills of facilitators
- Contextualising the online content
- Preparing the participants
- Setting up expectations
- Follow-up and action on emerging issues
- Engaging leaders and supervisors

Questions and Reflections