

# SEDA Autumn Conference 2024



**Session Title:** Supporting a mindset shift to blended learning at the University of Glasgow  
Singapore

**Session Type:** Practice Papers (20 minutes)

**Main presenter(s):** Gareth Peevers, University of Glasgow

**Co presenter(s):** Thomas McMaster, Neeraj Bhardwaj - University of Glasgow

Dr Jolly Atit Shah, Dr Sye Loong Keoh, Dr Cindy Goh - University of Glasgow Singapore

**Session Summary:** This case study will share how we approached an 18-month project to support UGS staff move to blended learning. We will describe the overall development, the needs and scope, the pedagogies that informed our curriculum design, the details of our findings from each stage, what we learned from cross-cultural perspectives, and what we hope to do next. To share practice and experiences, we will also expand upon the challenges that arose.

**Session Outline:** We will describe how we analysed the requirements and devised a detailed and realistic support plan with milestones and deliverables.

We will describe how we analysed UGS's applied learning approach, based on the flipped classroom and active learning to compare it with UofG's blended learning approach, so we could align both approaches.

We aim to reflect critically on the challenges, such as ensuring a consistent course design for both partners that would meet regulations for both UofG and SIT and navigating the varied expectations of the partners involved.

Other challenges covered include:

- Using synchronous and asynchronous communication tools
- Adapting the UofG Course Content Mapping Framework for UGS
- Reviewing and analysing SIT's digital ecosystem and mapping it to the ABC learning types
- Development of a bespoke UGS Resource Hub in SharePoint
- Resource allocation and the challenges of working in different time zones

We will share our learning journey on how we collaborated with UGS to redesign and develop two engineering courses, and how UGS use these courses as exemplar templates for the move to blended delivery. We will describe how we delivered two weeks of training workshops, one week online, and one week in person in Singapore. And share our practice and experiences with

using synchronous & asynchronous delivery. We gathered feedback after each week of workshops and will share our findings to argue why face-to-face is still important for engagement and collaboration.

Finally, we will describe how the partnership has led to fruitful collaborations, and the piloting of a course in Jan 2024. We will finish by outlining how the project will move forward to completion.

**References:** Alammery, A., Sheard, J., & Carbone, A. (2014). Blended learning in higher education: Three different design approaches. *Australasian Journal of Educational Technology*, 30(4). <https://doi.org/10.14742/ajet.693>

Beetham, H., & Macneill, S. (2023). Beyond blended. Jisc. <https://repository.jisc.ac.uk/9227/1/beyond-blended-post-pandemic-curriculum-and-learning-design-report.pdf>

Brewer, R., & Movahedazarhouli, S. (2018). Successful stories and conflicts: A literature review on the effectiveness of flipped learning in higher education. *J. Comput. Assist. Learn.*, 34, 409-416.

Della, C., Peevers, G., Huei Choo, J., Ming Ong, C., Kok, K., Dale, V., & Atit Shah, J. (2024). Evaluating Digital and Teacher Support, Student Engagement, and Learner Satisfaction in a Flipped Engineering Mechanics Classroom. University of Glasgow Learning & Teaching Conference.

Freeman, S., Eddy S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt. H., & Wenderoth, M., P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proc Natl Acad Sci*, 111(23), 8410-5. doi: 10.1073/pnas.1319030111.

Giannakos, M.N., Krogstie, J., & Sampson, D. (2018). Putting flipped classroom into practice: A comprehensive review of empirical research. In D. Sampson, D. Ifenthaler, J. M. Spector, P. Isaias (Eds.), *Digital technologies: Sustainable innovations for improving teaching and learning*. 27-44.

Kerr, J., Dale, V. and Gyurko, F. (2019). Evaluation of a MOOC design mapping framework (MDMF): experiences of academics and learning technologists. *Electronic Journal of e-Learning*, 17(1). 38-51.

Laurillard, D. (2002). *Rethinking university teaching: a conversational framework for the effective use of learning technologies* (2nd ed.). London: RoutledgeFalmer.

Laurillard, D. (2012). *Teaching as a design science: building pedagogical patterns for learning and technology*. London: Routledge.

Queiroz, A., C., M., Lee, A., Y., Luo, M., Fauville, G., Hancock, J., T., & Bailenson, J., N. (2023). Too tired to connect: Understanding the associations between video-conferencing, social connection and well-being through the lens of zoom fatigue. *Computers in Human Behavior*, 149, <https://doi.org/10.1016/j.chb.2023.107968>.



Peevers, G. (2023). What we learnt about accessible maths in Moodle from (re)designing an engineering course for online. MoodleMoot UK & Ireland.

Peevers, G., McMaster, T., Bhardwaj, N., Atit Shah, J., Keoh, S., L., & Goh, C. (2024). A Collaborative Journey: Redesigning University of Glasgow Singapore's Programmes for Blended Delivery. In Editors names (Eds.). Proceedings of the Association for Learning Technology Annual Conference in Manchester, UK (in press).