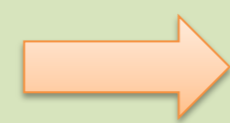


Merging online and "traditional" courses and student groups: A "natural" trend or a temporary tactic – why and how?

Trad./F2F



?



DE/online



Introduction

Many universities and other educational institutions offer online courses for distance learners as well as "traditional" f2f courses.

- Should courses previously run separately for different student groups be combined to cut costs and/or for other reasons?
- What are the advantages and disadvantages or potential problems from different perspectives?
- If this is done on a large scale– how should it be arranged?

A case under inspection: experience at the University of Iceland – School of Education (UISE) where a decision has been made for the teacher education program in 2010-2011 to combine most f2f and online courses.

This poster provides food for thought and discussion about emerging hybrid forms of course designs in universities.

How flexible can we be in the long run? Are more universities taking this route? Are we destined to merge online and traditional student groups?

Developments 2010

A teaching committee asked a select group of UISE staff with experience in co-teaching in various courses connected with biology, arts & crafts, and pedagogy. They shared their course designs/experiences in lunch seminars.

A work committee is identifying more colleagues who could provide 'best practice' models.

The plan includes:

- A support web with good examples (recordings and/or show cases).
- A network among the teaching staff with one or more representatives from each discipline to facilitate collaboration and spread of knowledge and skills.

Among needs:
•providing support and counsel through workshops on course design and on the use of technological solutions.

Among concerns:
course registration which needs to be improved to ensure that students indicate the form of study (online, f2f). This is important for the organization of the courses. A minimum number of f2f students may be set for f2f classes. The work group will be providing examples and creating guidelines.

Context

Most academic staff at UISE teach both in the DE and regular program. A few years ago, some started co-teaching when they were teaching both types of courses at the same time. In the spring semester 2009:19 cases where the two course types had been merged.

Advantages can include

Less workload when utilizing online resources for both groups.

Courses have been available which otherwise could not have been offered (too few students),

Less expense to run a combined class

On the other hand

Increased work-complicated planning.

Difficulties running live f2f sessions (low attendance or technical problems).

DE s's sometimes feel left out during live sessions

Campus s's: technology during recordings bothersome.

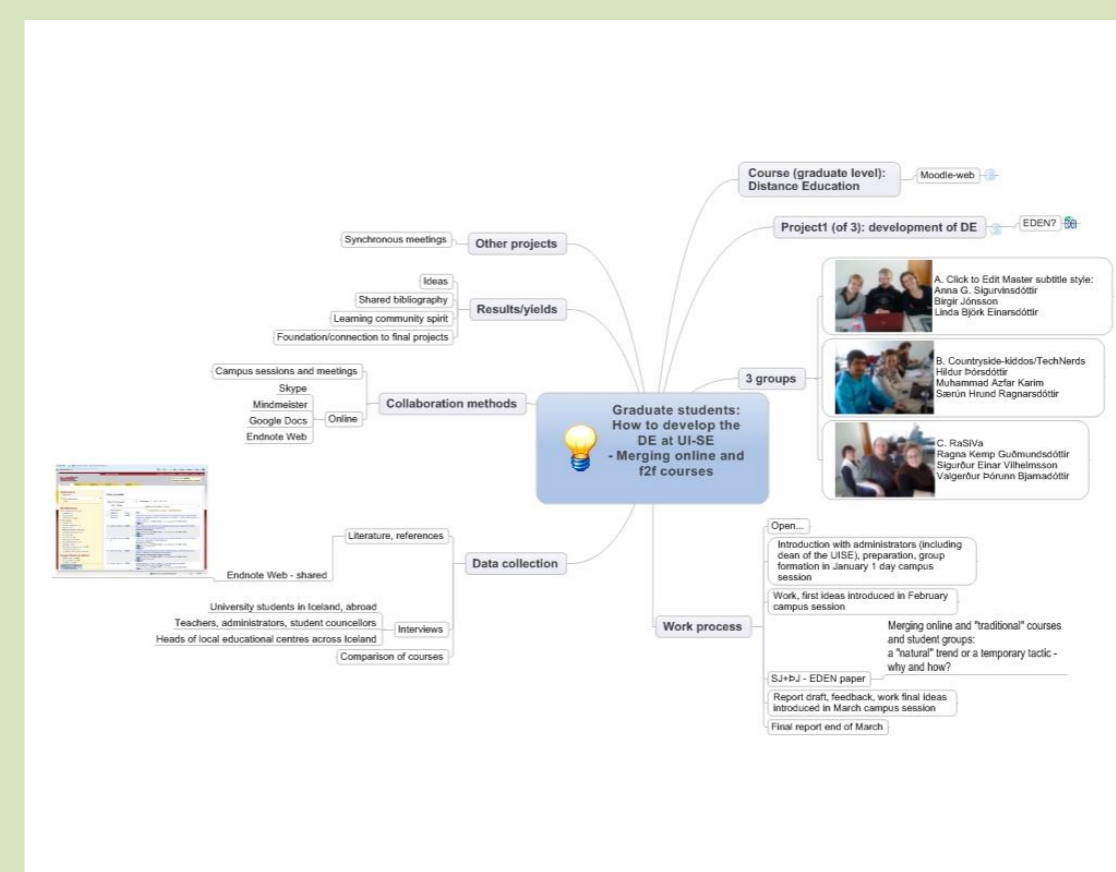
Scheduling difficulties for online/synchronous meetings;

Worry by some t's: more tendency for dropout?

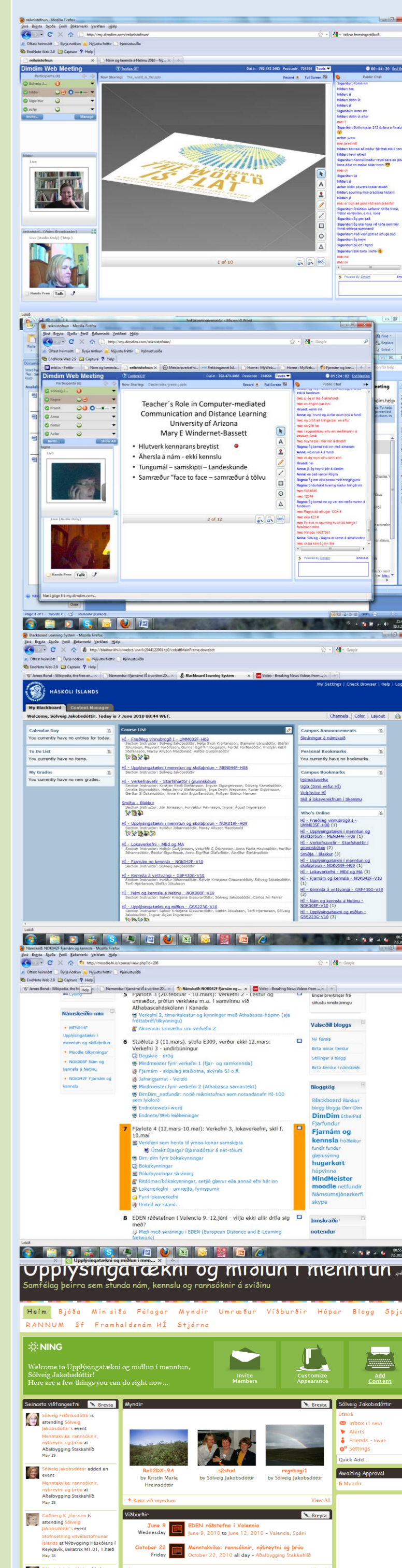
Student involvement?

Students included in the preparation (two members in the work group, one from each student group, f2f, online).

Graduate students registered for an introduction course on distance education at the UISE have also been involved. They completed group reports offering views and suggestions for guidelines and started an Endnote Web shared bibliography.



Development project and action research study 2010-2011?



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