

**FACULTY OF EDUCATION
BLENDED LEARNING DAY
06 NOVEMBER 2018**



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**held in R3008 Education Building
from 09h00 – 12h45**

In 2017, the Faculty of Education started offering the Bachelor of Education Honours (B Ed Hons) via Blended Learning (BL). This was a learning curve for staff, as many were exposed to online teaching for the first time. The first year was mainly about getting used to technology (SUNLearn)¹, but the Faculty felt that the time had come to engage more actively with the pedagogical side of this mode of teaching and learning – hence the idea to arrange a BL day.

The Vice Dean (Teaching & Learning), Faculty of Education, invites you to a “Blended Learning Day” as part of an initiative to engage with theory and practice of blended learning.

THEME: Framing Online Learning



WHEN: Tuesday, 06 November 2018

from 9h00 till 13h00

VENUE: Room 3008

**Guest Speaker: Paul Prinsloo,
Professor in
Open and Distance Learning
@ UNISA**

Please RSVP by Monday 29 October 2018 by completing the Google form:
<https://docs.google.com/forms/d/e/1FAIpQLSF0OLHG5-CpHsPxZH0gO8oM4nwtYA7ZqC1picB-ZImopiV9gg/viewform>



¹ The Stellenbosch University Online Learning Management System

The first speaker was Professor Paul Prinsloo (pictured above). His key note address was entitled “(Un)framing online/blended learning: getting the mix right” and was framed around the following questions:

- What is online learning?
- What does online mean in the context of South Africa and the Global South?
- Does online learning presume online teaching? And does online teaching presume online learning?
- Who is driving online learning in our institutions?
- What is driving online learning?
- How are our institutional firewalls and learning management systems framing online learning and what does this mean for un-framing online learning?

His presentation can be accessed at <https://www.slideshare.net/prinsp/unframing-onlineblended-learning-getting-the-mix-right>

The second speaker was a recipient of the Stellenbosch University (SU) Excellence in Teaching Award in 2017, Dr Mary Nel, Senior Lecturer in the Faculty of Law, pictured below;



Dr Nel presented practical examples of how BL can be applied in the classroom. Her topic was “Criminal Law 171 Video Project: Boldly going where no Criminal Law Lecturer has gone before”. She explained how, in 2017, she introduced an optional video project where students had to produce an imaginative, entertaining, interesting 60-90 second film clip, illustrating

and explaining Criminal Law-related concepts, cases or issues. Dr Nel highlighted the following as positive spin-offs: minimal extra lecturer effort since submissions were voluntary and student-directed/driven; assessment was fast and straightforward; the mark awarded was an all-or-nothing extra 2% credit added to the year mark; and the project encouraged student-centred, active and collaborative learning.

Professor Ronelle Carolissen, Vice-Dean (Teaching and Learning), SU Faculty of Education, presented a case study on behalf of the Department of Educational Psychology, on teaching a qualitative systematic literature review through BL. Challenges such as student expectations and staff concerns were highlighted, and a couple of interventions (possibilities) were suggested. Professor Carolissen indicated by way of summary that there is a need to re-orient to the BL approach and supervise students differently in supervision delivery from established modes of face to face contact.

Ms Sukaina Walji, Online Education Project Manager at the Centre for Innovation in Learning and Teaching at the University of Cape Town (UCT), was invited to critically respond to the presentations and input sessions of the day. Ms Walji is pictured below, on the left. Professor Maureen Robinson, member of the BL Day Organising Committee, is on



Ms Walji clustered the presentations and inputs of the day into six themes. Firstly, she thought it a challenge to give “language” to what academics are doing in terms of BL. Secondly, BL should be considered systematically, taking different role players and structures into account. In the third instance, she touched on the issue of communication. Ms Walji emphasised that

the myths referred to by Professor Prinsloo need to be challenged and communicated to, for example, management structures. She also referred to the vital role of resources and capacity development. Another interesting theme relates to the South African context: which approaches to BL for South Africa? Lastly, she mentioned the challenge of dealing with design issues in the BL process.

The seminar, which was attended by members of the Centre for Teaching and Learning (CTL) at SU as well staff members of the Faculty, was deemed to be highly successful in raising key issues related to blended learning, as well as fostering inter-institutional collaboration on the matter.

Write-Up by

Dr Anthea H M Jacobs

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