



Encouraging participation through blended learning design

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Melbourne

Agenda

- 1. Case Context**
- 2. Assessment Design**
- 3. Assessment PART A**
- 4. Assessment PART B**
- 5. S1/S2 2016 Comparisons**
- 6. Conclusions**

1. Case Context

1.1 Australian Institute of Higher Education

- Located in Sydney, CBD NSW
- Bachelor Degrees in Accounting, Business and Information Systems
- 500+ students
- Diverse student body in culture, social and economic status and English proficiency
 - Students from Asia, South America, Africa, Europe, UK
 - 18 – 36+ years in age (mostly 24 – 29 years)
 - Almost all students work part-time
 - Many students with young families

1. Case Context

1.2 Overview of the Subject

International Business

Students

- Second-year students
- Bachelor of Business students (core subject)
- Bachelor of Accounting students (elective)

Subject Details

- Broad introduction to the issues and considerations for international business managers
 - Globalisation, trade theories, international market entry modes, marketing strategy
- Past assessment structure (2015 - 2016 S1)
 - 20% Case Study Discussion – group
 - 30% Research Report – individual
 - 50% Final Exam – individual

1. Case Context

1.3 Introduction to the Issue

Challenges

- Low tutorial attendance
- Refusal to do pre-reading preparation
- Low engagement with content beyond the lecture slides
- In class activities take a long time to complete
- Varied participation in tutorials

Possible Causes

- Almost all students work part-time (time-poor)
- Barriers for in-class participation among international students include:
 - a lack of confidence in listening and speaking the host language (Matters, Winter & Nowson 2004; Sawir 2005; Sherry, Thomas & Chui 2010)
 - fear of making mistakes in front of classmates (Jacob & Greggo 2001)
 - slower reading and comprehension time compared to domestic students (Holmes 2004)

1. Case Context

1.4 Approach

- Universal Design of Instruction addresses diversity in the classroom and promotes inclusive learning
- UDI guided the new assessment design to address learning barriers facing international students in S2 2016 BUS211
 - Inclusive class climate
 - Encourage regular interactions
 - Multiple delivery methods
 - Accessible resources
 - Feedback
 - Multiple modes of assessment

2. Assessment Design

2. Assessment Design

2.1 Assessment Structure

Semester 1 2016

- 20% Case Study Discussion – group
- 30% Research Report – individual
- 50% Final Exam – individual

Semester 2 2016

- 35% Online Tutorial (facebook) and Reflection (presentation) – group
- 25% Research Report – individual
- 40% Final Exam – individual

Same teaching team for both semesters

2. Assessment Design

2.2 Assessment 1 Details

PART A (25%)

- Online tutorials via Facebook
- 35 students (combined two tutorials)
- 13 groups of 2-4 students
- Case study discussion

Assessment Criteria

- 5% participation over 5 weeks (wk4-wk8)
 - 1 post of 150-200words (group to post a cohesive response to one question from the weekly case study)
 - 3 replies per group
 - Comprehension

PART B (10%)

- Group reflective presentation during face-to-face tutorials

Assessment Criteria

- 10% group reflection (Wk9)
 - Case study
 - Team Collaboration
 - Facebook as a Tutorial Platform
 - Individual delivery

3. Assessment PART A

3. Assessment PART A

3.1 Student Preparation

- Detailed instructions in the study guide at the beginning of semester
- Pre-assessment workshop
- Co-created community guidelines for Facebook discussions
- A closed group
- 1 trial week that was not assessed

3. Assessment PART A

3.2 Implementation



- To avoid the assumption of interaction or infer a better performance, lecturers only monitored the page.



Hardik Vachharajani

September 19 at 8:42am

Post 9am Mondays

Week 8 (1 post and 3 replies are assessed - worth 5%)

Read case study:

'Week 8 Case Study Global Food Trade : Fair Trade or Safe Consumption?' (available on Moodle Week 8 and below as image).

Photo of the case study to remind students

As a group you need to contribute:

1 Post: As a group, contribute an answer any one question from the case study. Include the correct group hashtag.

3 Replies: Make three individual comments on other group posts (counted as Replies). Include the correct group hashtag.

Submissions accepted until 23rd September, 5.00 pm AEST.

Refer study guide for more details.

Close 5pm
Fridays
#hashtags to identify groups

[View 5 more comments](#)



#gameon Its not that simple of a process when measuring the safety of imported foods. For example about 2 years back here in Australia there was a massive cull of Nanna's frozen berries that were contaminated with Hepatitis A. The food safety standa... [See More](#)

Like · September 23 at 3:52pm

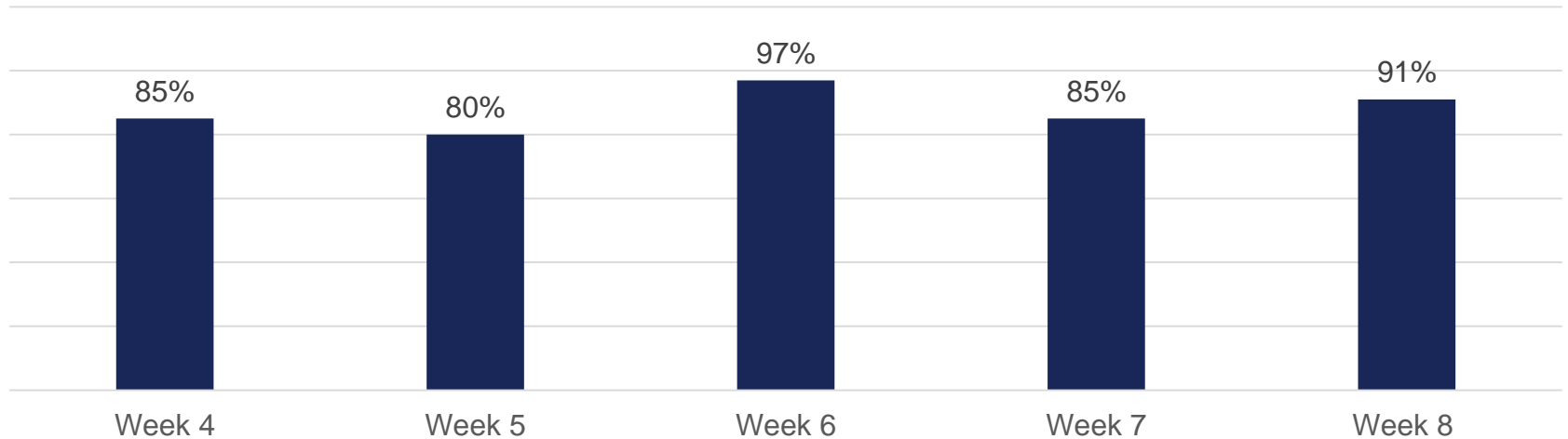


#IB211etiger see I know it's not that simple but if the government really worries about their

3. Assessment PART A

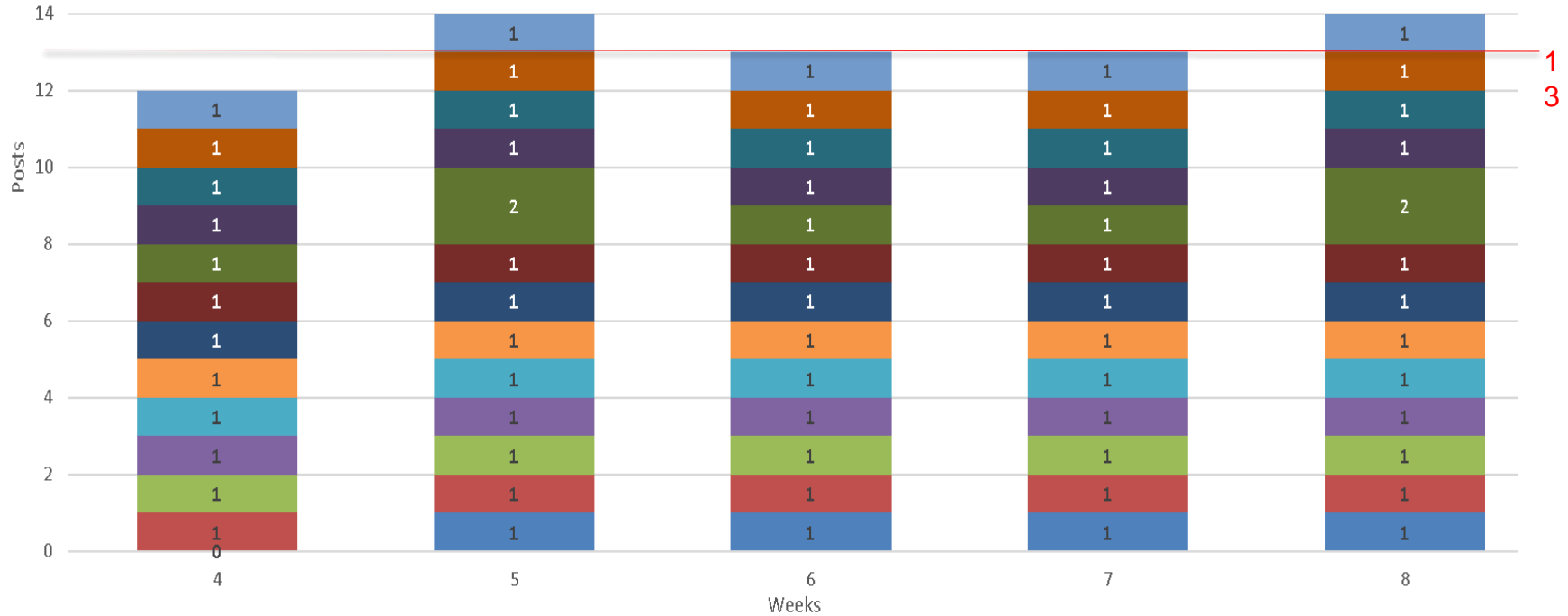
3.3 Outcomes

Percentage of students who saw facebook post by 5pm
Monday (day of posting)



3. Assessment PART A

3.4 Outcomes: Posts



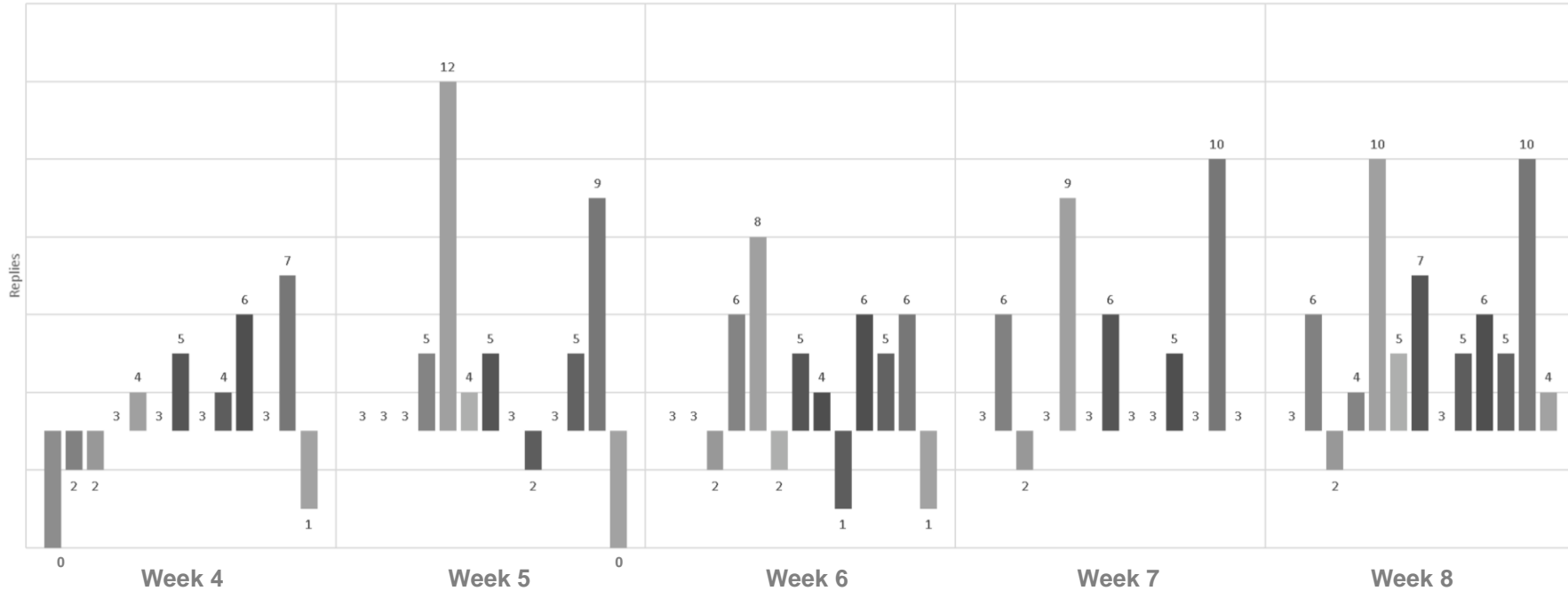
3. Assessment PART A

3.5 Outcomes: Replies



3. Assessment PART A

3.6 Outcomes: Replies above Requirement



4. Assessment PART B

4. Assessment PART B

4.1 Student Preparation

- Reflective presentation delivered by groups in face-to-face tutorials
- Pre-assessment workshop
- PPT Template was provided with structure for reflection
 - Subject Content
 - Group Work
 - Facebook

4. Assessment PART B

4.2 Outcomes: Reflection on Subject Content

- Groups reflected on the weekly case studies discussed via facebook
- Groups identified the most difficult topics
- Reflected on what they learnt about international business
 - “international business is really **interesting**”
 - “international business is **fun**”
 - “helped us understand topics from **multiple perspectives**”

4. Assessment PART B

4.3 Outcomes: Reflection on Group Work

- All groups encountered common group issues, then discussed strategies they used to overcome these.
 - Timetable clashes: “**planning**”, “**regular** meetings”.
 - Leadership challenges: “**voting**”.
 - Communication barriers/issues: be resilient “make the **effort**”, “work **together**”, “**rules**”.
- All groups believed they had improved their team work skills as a result of this assessment (aligns to AIH outcomes).
 - “We learnt how to **motivate each other** and **make decisions as a group**, working together is more **enjoyable** and helped build stronger relationships”

4. Assessment PART B

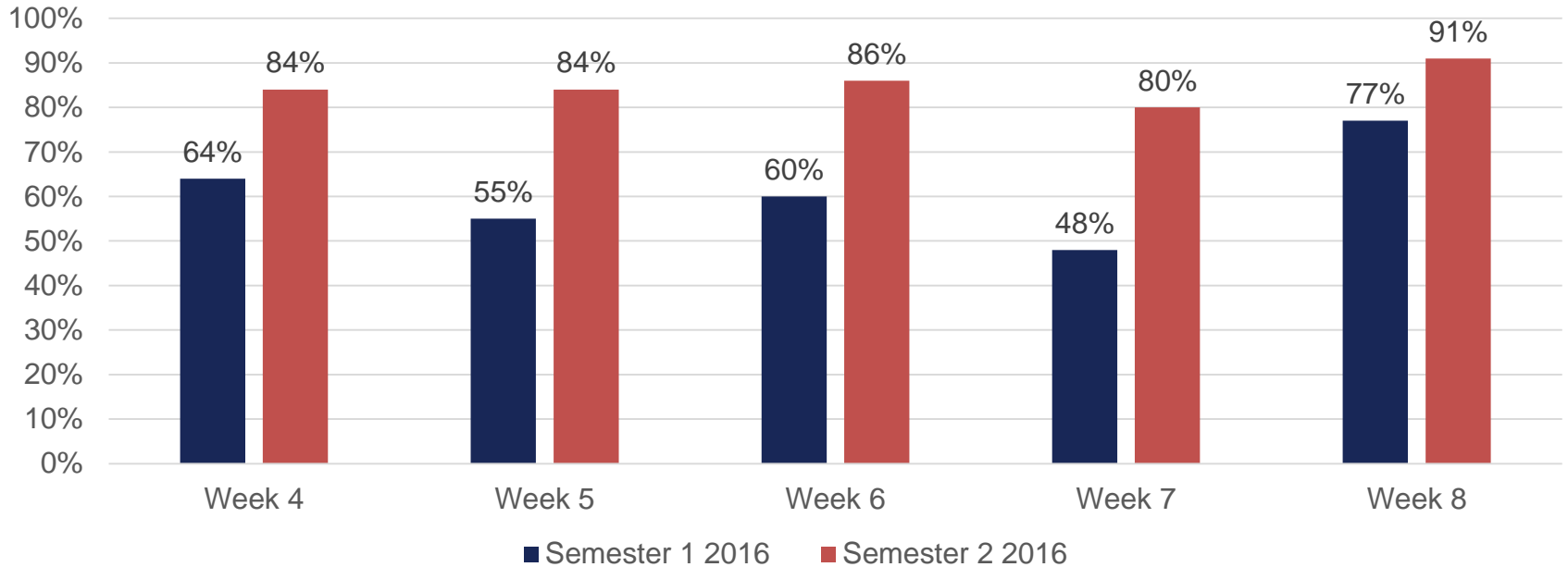
4.4 Outcomes: Reflection on Facebook

Tutorial	Positive	Negative
Facebook	<ul style="list-style-type: none">• ability to participate• less scary to participate• interesting (fun) and interactive• motivation to read and research• notifications are constant reminders• 45+ interactions to read each week• build social connections with class mates• more control of learning• convenient (time and location) and free• develop skills for research and social media	<ul style="list-style-type: none">• cannot ask questions face-to-face• easily distracted• more effort than just sitting in a class• informal conversations
Traditional	<ul style="list-style-type: none">• face-to-face communication• learn how to interact in a class environment• make friends	<ul style="list-style-type: none">• fear of participation• lack of attentiveness (tired)• difficult to catch up on missed classes• need to compete with other students• students distract students• convenient (time and location) and costly

5. S1/S2 2016 Comparison

5. S1/S2 2016 Comparison

5.1 Attendance Results



6. Conclusions

6. Conclusions

Recommendations: Facebook

- Be visible on the platform
- Start 2 weeks after census
- Encourage questions
- Facebook is not a formal communication platform – consider the objectives of your assessment
- Requires teachers and students to have basic social media literacy

Recommendations: Future Assessments

- Integrate reflection
 - Helps students engage with the content
 - Valuable feedback
- Try new technologies
 - Understand familiarity with new platforms prior to implementation
- Consider benchmark data
 - Prior to changing the assessment structure

6. Conclusions

1

Reduced student engagement barriers

2

Improved attendance and participation

3

Effective for measuring participation

4

Peer-to-peer learning was achieved

5

Facebook is an effective platform to encourage participation within a blended learning design

THANK YOU



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References

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