# Bricks and clicks – experiences with blended learning at Copenhagen Business School (work-in-progress)

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CBS COPENHAGEN BUSINESS SCHOOL
HANDELSHØJSKOLEN

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# Why engage in blended learning?

New opportunities for supporting student learning

Decision on the delivery form next

Improving student learning by combining the best of both worlds:

- Online: Flexibility in time and space, activating learning and new ways to provide feedback to students
- On-campus: Dialogue, collaborative opportunities for learning, relations

Instead of thinking about technology, think about the challenges to students learning that we are facing:
- Large class sizes
- Limited resources with regards to teaching hours

Technology help us to achieve our pedagogical goals and aspirations
- Provide new opportunities for learning
- Free-up resources for engaging with students

# What does research say about blended learning – a review

Research purpose:

To understand more about what to do in the classroom when adopting blended learning

Search terms: Blended learning, hybrid learning in business and management studies (finance, accounting, marketing, statistics, organization etc)

First sample 1115 articles
Final sample 203 articles
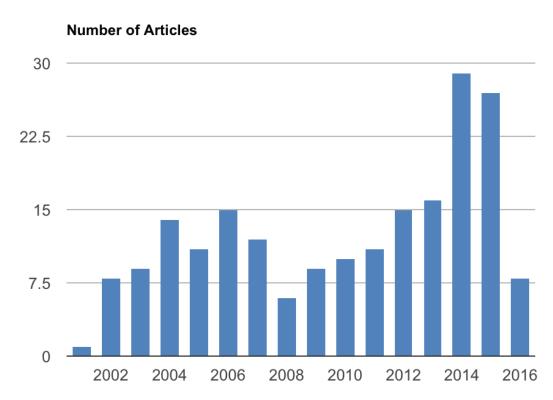
# Key findings from the review

Key findings:

Growing body of research on blended learning

Very much focus on the technology and getting it to work

Very little focus on what to do in the class room

Research is maturing



Number of Articles

# 1. generation – specific focus / piecemeal approach

Single courses and experiments

a. Comparing different modes of delivery (traditional vs. online vs. blended)
• Student evaluations
• Performance (grades)
• Retention

b. Test and assessment of tools, techniques:

Online discussions, use of wikipedias, virtual collaboration, video lectures, simulations, online chat, facebook, dropbox, online homwork help, Second Life, games, webinars, digital libraries, specific Learning Management Systems, Twitter, blogging, quizzes…

c. Designing and testing 'home-made' systems

d. Students perception of and readiness for using technology

# 2. generation – general focus

a.   More general – models, general concepts and entire programs

b.   Design and testing of general models and frameworks
*   Flipped classroom
*   Structuration theory as a meta-framework

c.   Learning and teaching concepts
   *   Critical thinking skills
   *   Teaching presence
   *   Emotional experiences

d.   Programs or teaching fields
Accounting, marketing, finance, statistics

# 3. generation strategic and institutional focus

a.  A focus on how blended learning changes the pedagogy and the teachers (Fleck, 2012), suggestions for new pedagogical models (Thatcher, Alao, Brown & Choudhary, 2016)

b.  Interest in the attitudes and expectations of teachers (Benson, Anderson & Ooms, 2011; Benson & Kolsaker, 2015; Carré, 2015; Connolly, Jones & Jones, 2007).

c.  Consideration for changes to roles of teachers to 'facilitators. Considerations about identity (Arbaugh, Desai, Rau & Sridhar, 2010; Ross & Rosenbloom, 2011; Holley & Haynes, 2003; Hauser, 2010; Connolly, Jones & Jones, 2007; Close, Dixit & Malhotra, 2005; Benson, Anderson & Ooms, 2011; Balotsky & Christensen, 2004)

# 3. generation strategic and institutional focus, cont.

d.  Challenges of top-down management of blended learning. Struggles of inertia and staunch defense of old methods among faculty (Thomas & Thomas, 2012), BL as market segmentation (Ozdemir, Altinkemer & Barron, 2008), technology as a cost-cutting exercise (Holley & Haynes, 2003) which result in faculty losing the feeling of control over their courses (Connolly, Jones & Jones, 2007), and feeling 'squashed' between students' and management's expectations (Benson & Kolsaker, 2015).

e.  The value of blended learning as either a response to tendencies within the business environment, or as a strategy to attract or retain new student segments (Alavi & Gallupe, 2003; Balotsky & Christensen, 2004; Close, Dixit & Malhotra, 2005; Duffy & Ney, 2015; Hegarty, 2006).

d.  How researchers and educators can assess and evaluate the quality of blended learning courses (Parnell, 2003; Tempelaar, Rienties & Giesbers, 2015; Wong, Tatnall & Burgess, 2014; Woods, 2014)

# Where are we at CBS today

A parallel approach

Experimenting with various methods, tools and techniques
- Encouraging the frontrunners, supporting the hesitant and pushing the skeptics

In selected programs we relate the efforts to specific learning structures, goals and opportunities, we help full study lines to blend and create virtual study environments to support larger groups of students.

We are struggling with the more strategic issues of how to institutionalize our use of learning technology

# Pedagogical (re)focus - Changing mindset and practice

Student-centered/directed learning – seems straight forward but.. what are the challenges:

Faculty to take on new roles:
- From content expert to facilitator, moderator, discussant

Students to take on a more active role:
- From passive receivers to active contributors
- Taking the responsibility of collaborative learning

Admin staff to take on a more supportive role besides a regulatory
- Assessment of students' choices
- Support and guidance to help them make the right choices

# Pedagogical competence development of faculty

Learning technology is in focus - but what to do in the classroom when we face the students?

When we take out the knowledge transmission we free up time for ??
Collaborative inquiry
Dialogue
Discussions
Reflection
Creative processes
More time together

How do you do teach this? And how do you teach students to learn this?

# The way we organize and create incentives

Incentives

Our systems encourage repetition and reuse big time

Acknowledgement of research

Assessment of teacher performance rather than student learning

Management of knowledge workers

- Are we good at this?
- Working on culture

"Its MY classroom" – individualization rules

Teaching teams – "takes time to coordinate"
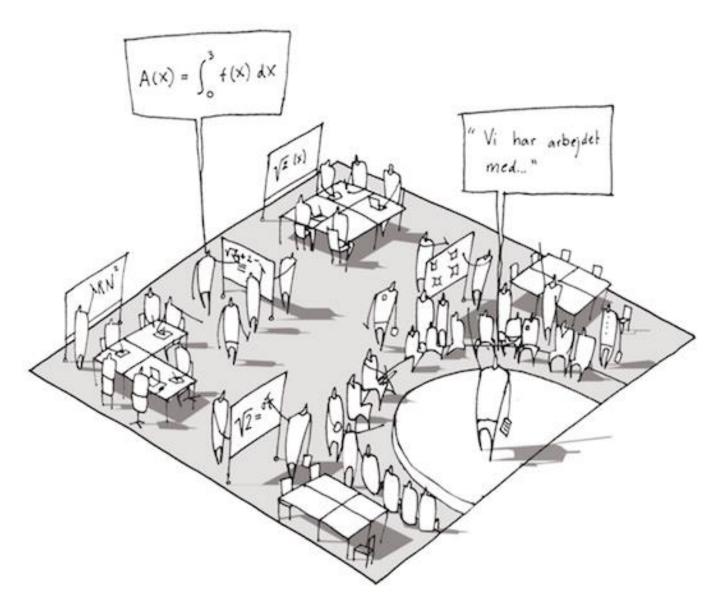
# The physical layout of our buildings

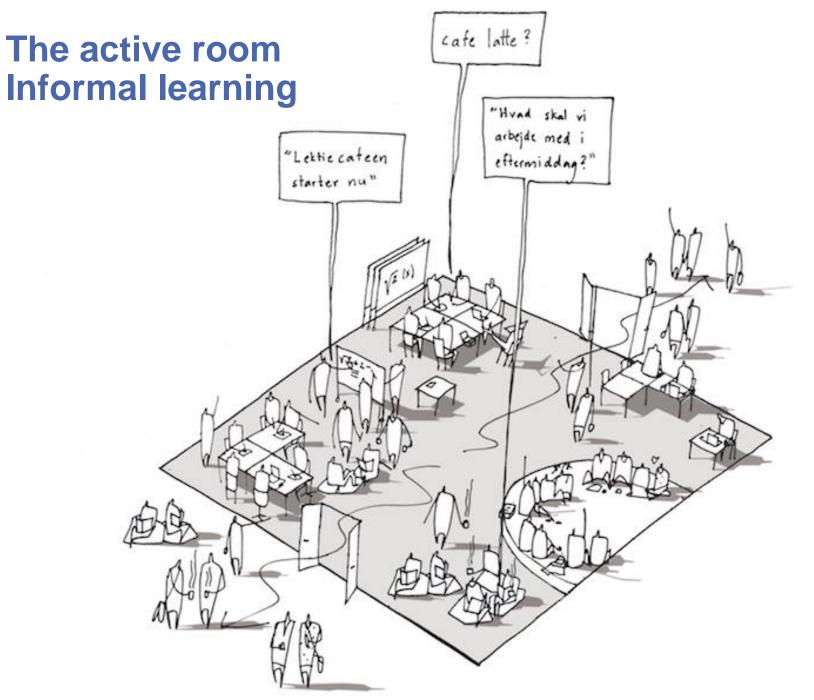Have you ever tried to organize a group-based learning session in an auditorium?

At CBS we have many auditoriums and our flat classrooms are set-up as auditoriums.

We want our campus to be for learning, not only for teaching:
- Learning takes place 24/7, in- and outside classrooms
- Learning is relational, our buildings must support this
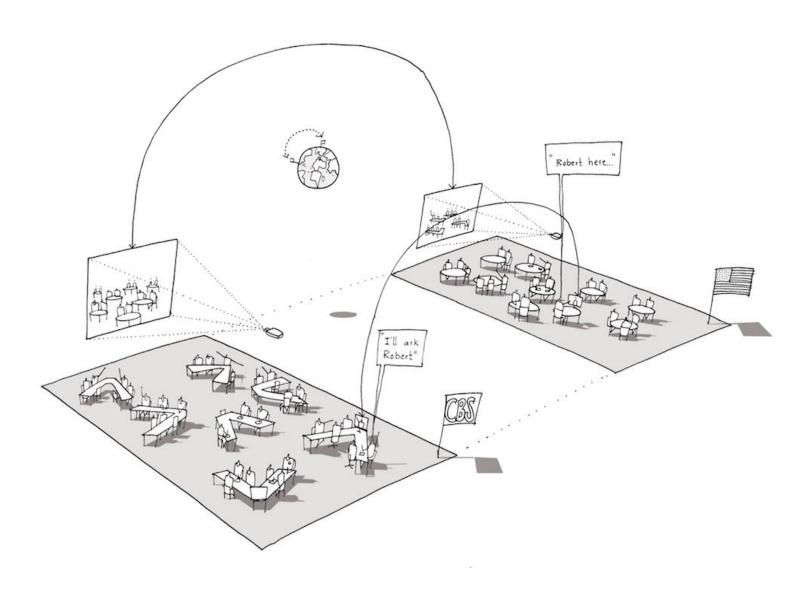- Students should be active participants in learning rather than passive receivers
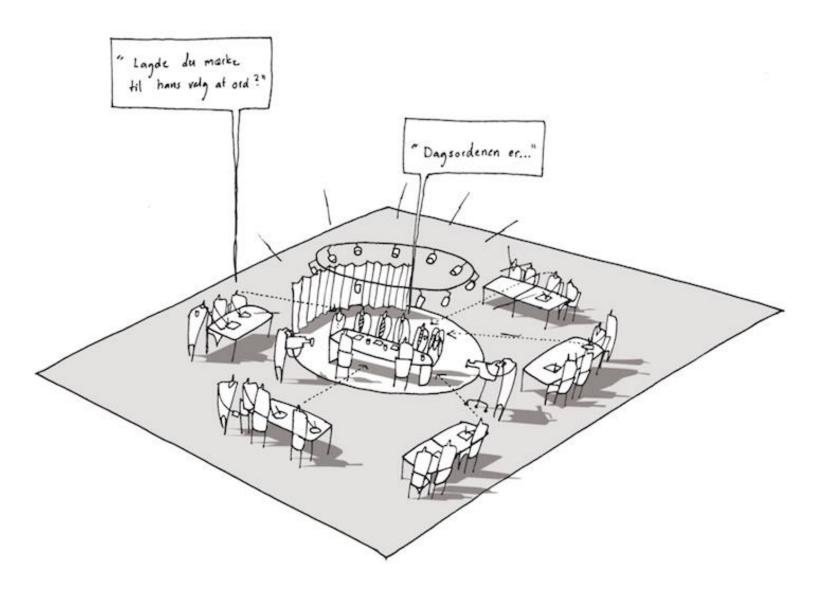
# The active room
# Formal learning

# The active room
# Informal learning

# Mirroring

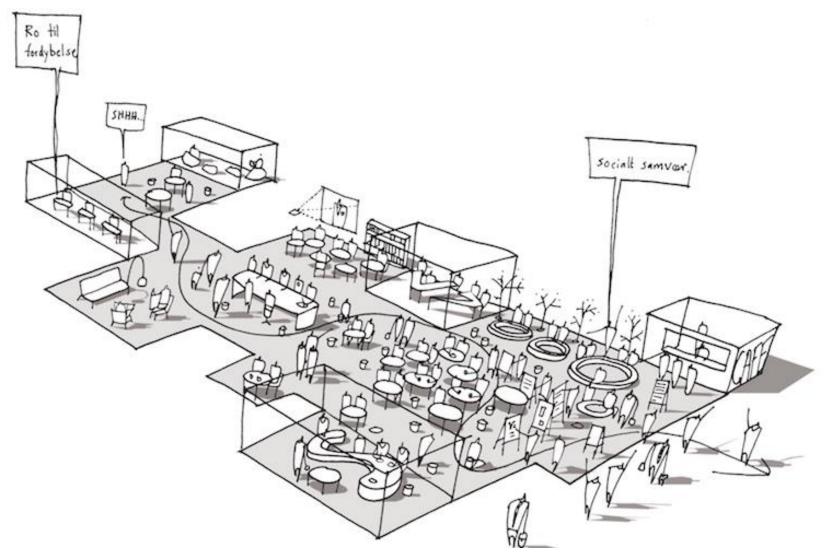# The social science laboratory

# The commodious study environment

# Conclusions

Balancing the focus on brick and clicks

New forms of teaching and learning based on (re)consideration of the pedagogical substance

We already know a lot about technology
- We need to know more
- AND We need to know about what we should do without technology