The Advanced Master in Higher Education Pedagogy (Formasup) resorts both to blended learning and to eLearning

Why?
How does it work?
Which are the uses?

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Plan of presentation:

• General description of Formasup programme (target competences - learning activities - evaluations)
• Pedagogical foundations of the programme
• Organizational specificity of the programme: 2 programme versions (blended learning and eLearning) running “side by side”
• eLearning as a “plus” for the programme as a whole
• Golden rule of fair treatment for all participants (local and distant)
• Illustrations and descriptive data in relation to the main components of the programme (with focus on aspects of eLearning)
• Conclusion
Formasup focuses on the professional development of teachers in higher education.

**Target competences**
- Design a course which facilitates student learning
- Teach it in a way that fosters student motivation and activity
- Regulate it by conducting classroom research

**Learning activities**
- In order to enable adequate transfer of pedagogical models to teaching practice so as to enrich it

**Formative and summative assessment**

Applied to:
- A course syllabus (detailed description of the course that has been designed) (PESU0016)
- A paper on some adjustment brought to the course (including data collection and analysis) (PESU0017)
- A portfolio bringing evidence of professional development as a teacher

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Delfosse, C., Jérome, Fr., Verpoorten, D., & Detrez, P.
« Philosophy » and main theoretical notions*

Including systematic confrontation of teaching practice with pedagogical models

Only the essential notions are mentioned here. Other theoretical references can also be used in order to fit in with the specific teaching practice of participants.
From an organizational point of view: 2 programme versions

Participants may choose to attend the programme:

- in a hybrid combination of face-to-face sessions and online activities
- entirely from a distance

But all participants pursue the same learning goals and get the same diploma

Therefore, the programme versions, if not identical, have to offer FAIR treatment in terms of:

- Availability of learning resources
- Assignments to be produced
- Quality standards applied to assignments
- Individualized support (formative feedback and tutoring)
Distribution of learning facilities:

- **eLearning platform hosting:**
  - Learning resources
  - Discussion forums
  - Submission spaces for assignments to be produced

- **Blog**
  - Incentives to reflect on various pedagogical subjects

**Individualized tutoring by means of:**
- Skype meetings
- E-mails

**Collective learning in the form of face-to-face sessions**
## How do both programme versions work side by side? (1)

<table>
<thead>
<tr>
<th>Stages of a « standard » learning sequence</th>
<th>Instructors and/or tutors</th>
<th>Participants attending the hybrid version of Formasup</th>
<th>Participants attending the distant version of Formasup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td>Publish on the Formasup blog an incentive for participants to reflect on a specific issue related to HE pedagogy</td>
<td>Publish on the Formasup blog their spontaneous comments on the specific issue to be dealt with</td>
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<tr>
<td><strong>Stage 2</strong></td>
<td>React to the « stage 1 » comments by posting new comments on the blog</td>
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<tr>
<td><strong>Stage 3</strong></td>
<td>Come up with theoretical notions, models, research findings... in relation to the issue previously discussed on the blog and deliver instructions for intermediary assignments to be produced in relation to the thematic focus of the sequence (face-to-face and online)</td>
<td>Listen and react to the presentations and produce the assignments (individual and group work during face-to-face meetings; homework)</td>
<td>Read the learning resources and produce the assignments according to the instructions available online. Interact with individual tutor (e-mail, Skype, forums) in order to produce the assignments</td>
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</tbody>
</table>

Delfosse, C., Jérôme, Fr., Verpoorten, D., & Detraz, P.
How do both programme versions work side by side? (2)

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</thead>
<tbody>
<tr>
<td>Stage 4</td>
<td>Give formative feedback on intermediary assignments</td>
<td>Get collective FB during face-to-face session (+ synthesis available online)</td>
<td>Get individual FB from tutor (e-mail and/or Skype) and read collective FB available online</td>
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<tr>
<td>Stage 5</td>
<td>Make use of formative FB in order to progress towards step-by-step completion of end-of-course assignments</td>
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<tr>
<td>Stage 6</td>
<td>Proceed to summative evaluation of end-of-course assignments</td>
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</tr>
</tbody>
</table>

Delfosse, C., Jérôme, Fr., Verpoorten, D., & Detroz, P.
eLearning as a « plus » for Formasup: It enables distant participants to attend the programme and local participants to diversify their learning strategies

• Learning resources hosted on a platform:
  • A necessity for distant participants
  • A « bonus » for local participants
  • Content management utility for instructors

• Learning activities online:
  • Instructions available for distant participants
  • Submission spaces for assignments produced by all participants
  • Follow-up facilities for instructors/tutors

• Virtual interactions:
  • Between instructors/tutors and distant participants (Skype, e-mail, discussion forums)
  • Occasionally between instructors/tutors and local participants (discussion forums)
  • Mainly among peers (blog) in order to encourage the development of a learning community that gathers local and distant participants
Learning resources hosted on the eCampus platform: illustrations (reading material and instructions)
- Requests made by participants (October-December 2013): video « guided tour of the online space » (22.5%), programme syllabus (10%), reading material and instructions (68%)
- Consultation patterns vary from participant to participant.
- Distant participants do not seem to spend more time online than local participants (alleged reason: downloading of resources for the purpose of offline learning)
Submission spaces for assignments to be produced and follow-up facilities: illustrations
Course PESU0016 CAPAES (N=17)-Formasup (N=9) (October-December 2013)- formative and summative evaluation of end-of-course assignment ("course syllabus"): descriptive data

23 participants out of 26 posted online their course syllabus for formative evaluation (2 of the remaining 3 sent their assignment with some delay per e-mail)

25 participants out of 26 posted online their course syllabus for summative evaluation (2 of them with delay)
Virtual interactions between participants and tutors: illustrations

- Skype sessions (meant for distant participants from Spain, France, Cameroon, Morocco, DRC...)
- Discussion forums (meant for ALL participants)
Virtual interactions between participants and tutors: descriptive data

• Skype sessions

Usually one weekly Skype session of approximately two hours
Sessions organized at participants’ request and convenience and according to their needs

• Discussion forums

- In relation to course PESU0016 CAPAES (N=17)/Formasup (N=9)
  (October-December 2013): 81 messages in all
- Number of messages per « topic »: 17 about general organization, 64 about learning activities
- 44 messages posted by tutors and 37 by participants
- One distant participant posted only 2 messages (due to individualized tutoring?)
Virtual interactions among peers: learning community of distant and local participants (+ CAPAES participants for course PESU0016) by means of the Formasup blog (illustrations)
Formasup blog in relation to course PESU0016 (October-December 2013): descriptive data

Formasup distant and local participants (N=9) + CAPAES participants (N=17)

7 incentives published in relation to course PESU0016
390 comments in response to the incentives
(25% of all comments published by instructor/tutor and 75% by participants)

An average of 23 participants out of 26 always responded to incentives (one of them systematically responded with delay)
5 participants out of 26 commented regularly on peers’ responses
In conclusion...

The Formasup programme has to offer organizational flexibility for participants who are simultaneously engaged in professional activities.

Blended learning and eLearning enable such flexibility.

While ensuring fair treatment of participants in terms of individual/collective follow-up, access to learning resources, variety of interaction possibilities, evaluation criteria...
Have a look at the Formasup website...

More information (and application form) available on:

http://www.formasup.ulg.ac.be

Contact:

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Thank you for your attention!