BOOTCAMP ACTIVE BLENDED LEARNING

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ACADEMY

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IS VERDER KIJKEN

MAIN QUESTION

What kind of outcomes can a Bootcamp Active Blended Learning for teachers achieve?

Education post-COVID-19

Vrije Universiteit Amsterdam updated her Educational Vision

Added design principle on Active Blended Learning:

"The teaching programme is geared towards active learning. We use innovative teaching methods to activate student learning by achieving a good balance between face-to-face and digital forms of teaching."

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University Teaching Qualification

Senior Teaching Qualification

Educational Leadership

For junior teachers/PhD students

For teachers & educational leaders

For committees & teams

Bespoke programmes: educational development & advice

Mixed Classroom
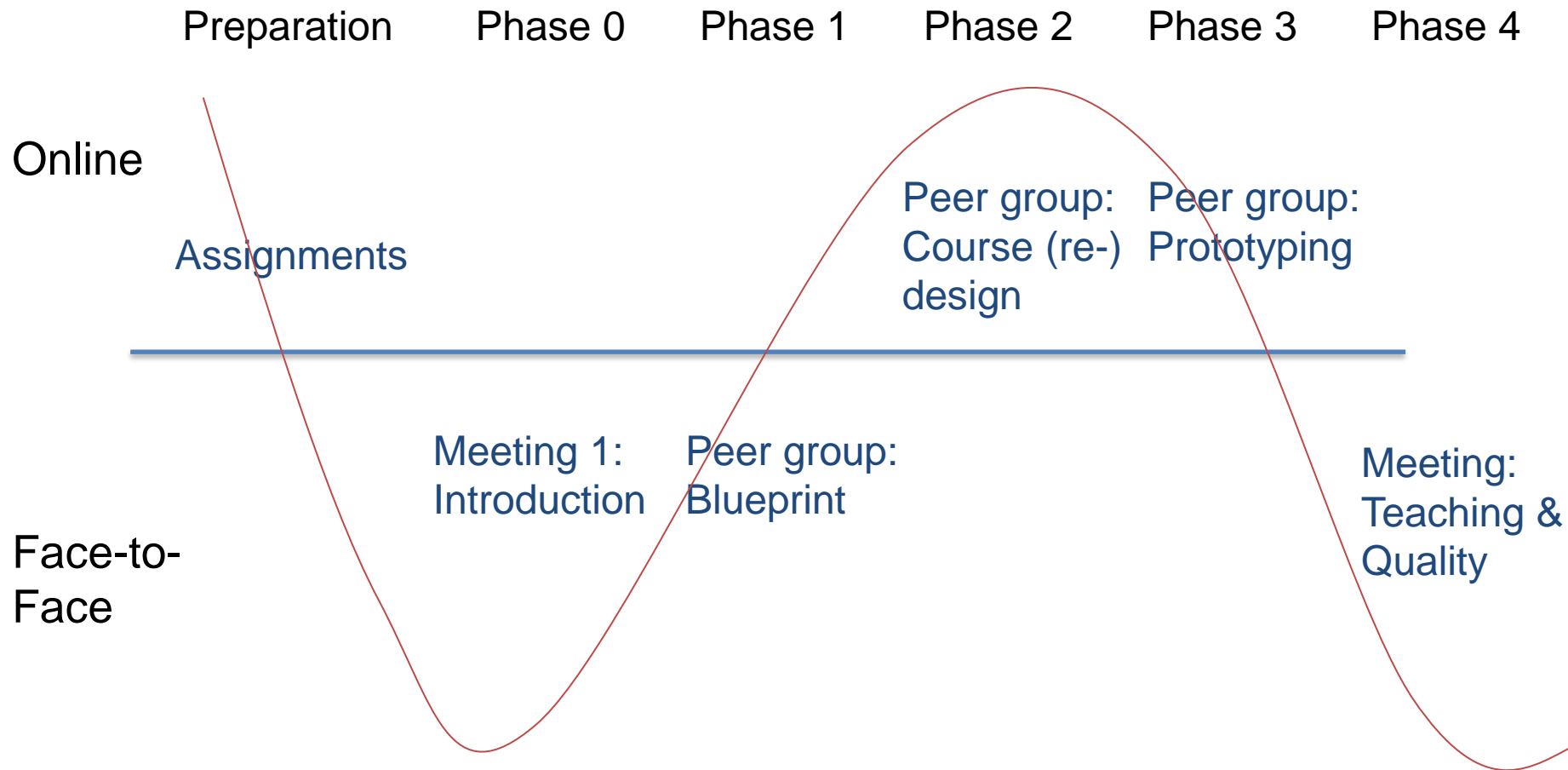
New developments in education

BOOTCAMP DESIGN PRINCIPLES

1. Active Blended Learning integrated into general course (re-)design

2. Evidence-informed

   1. Acceleration Plan Field Lab Blended Education

   2. UCL's ABC curriculum design workshop

   3. Gilly Salmon's Carpe Diem method

3. Time efficient: Short and intensive

4. Collaborative approach: Teacher Teams enrol

5. Teach as you preach: Bootcamp as example

BOOTCAMP LEARNING OBJECTIVES

1. Analyze the educational context to draft design principles and conditions for blended learning

2. Develop a justified blended learning design

3. Teach and evaluate a blended learning design

BOOTCAMP STRUCTURE

Preparation	Phase 0	Phase 1	Phase 2	Phase 3	Phase 4

Online

Assignments

Peer group:
Course (re-)
design

Peer group:
Prototyping

Face-to-
Face

Meeting 1:
Introduction

Peer group:
Blueprint

Meeting:
Teaching &
Quality

EXPLORING EFFECTIVENESS

TEACHER SURVEY   **FACILITATOR LOG**   **DOCUMENT ANALYSIS**

RESULTS (ANSWER TO OUR QUESTION)

- The Bootcamp increased teachers' knowledge and skills related to Active and Blended course design.

- The collaborative approach of the Bootcamp inspired new ideas and motivated teachers to change

- The Bootcamp gave teachers time, facilities and support to actually (re-)design their courses

- The Bootcamp resulted in changes in course design and the way teachers teach

REFLECTIONS AND LIMITATIONS

Many teachers and courses are already using 'some' Active and Blended Learning strategies. A full-scale Bootcamp might not be the most efficient way to further improve.

We focused mainly on course (re-)design. We have limited insight into how teaching behaviour changed.

Exploratory approach with limited response, no control group, etc. Therefore, caution in drawing conclusions and generalizing to other universities.

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QUESTIONS AND CONTACT

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OUR OWN QUESTIONS AND UNCERTAINTIES

Our first Bootcamps were full groups. Now, teachers do not register anymore. Why? And how can we get them to register?