BOOTCAMP ACTIVE BLENDED LEARNING
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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."
LEARN! ACADEMY

- 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
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
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 | Peer group: Course (re-) design | Peer group: Prototyping | | | Meeting: Teaching & Quality
Face-to-Face | Assignments | Meeting 1: Introduction | Peer group: Blueprint | | |

Meeting 1: Introduction  Peer group: Blueprint

Meeting: Teaching & Quality
EXPLORING EFFECTIVENESS

TEACHER SURVEY  FACILITATOR LOG  DOCUMENT ANALYSIS
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.
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.
Our first Bootcamps were full groups. Now, teachers do not register anymore. Why? And how can we get them to register?