

How to Uni

**Blended Study Start for Engineering Students at SDU
August/September 2021**



Who is this person?



Klaus Elkær



Dorte Frølund Kromann

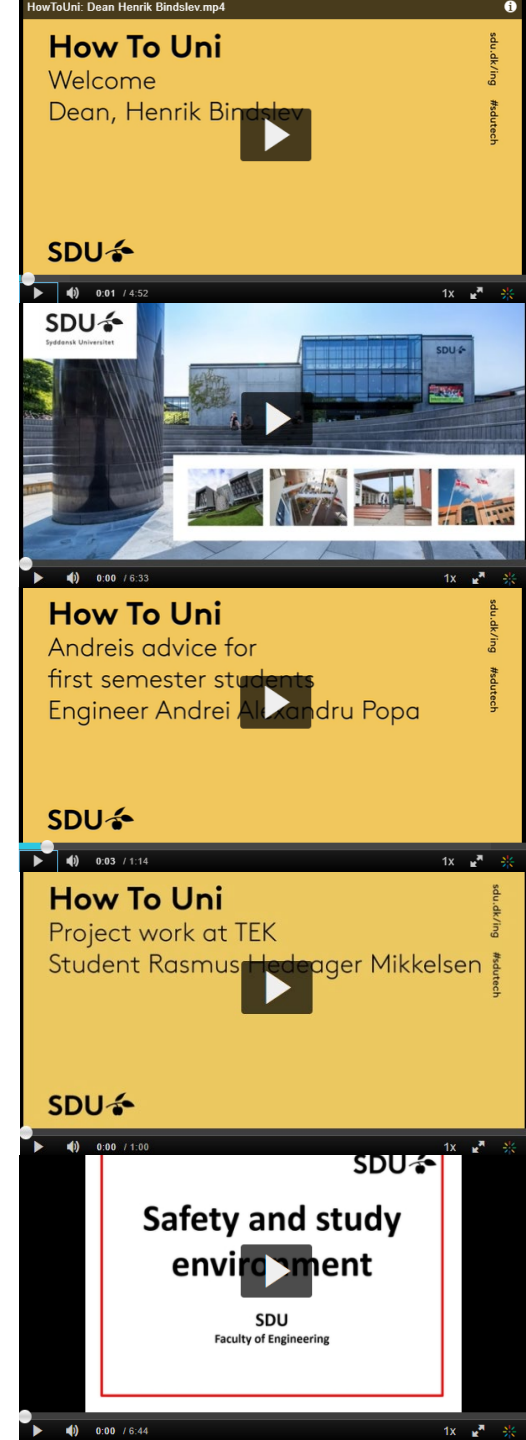


Sara Kvist


Background in the humanities (English & Spanish, Teaching)
Teaching F2F, blended and online for 10+ years
Educational consultant at SDU TEK

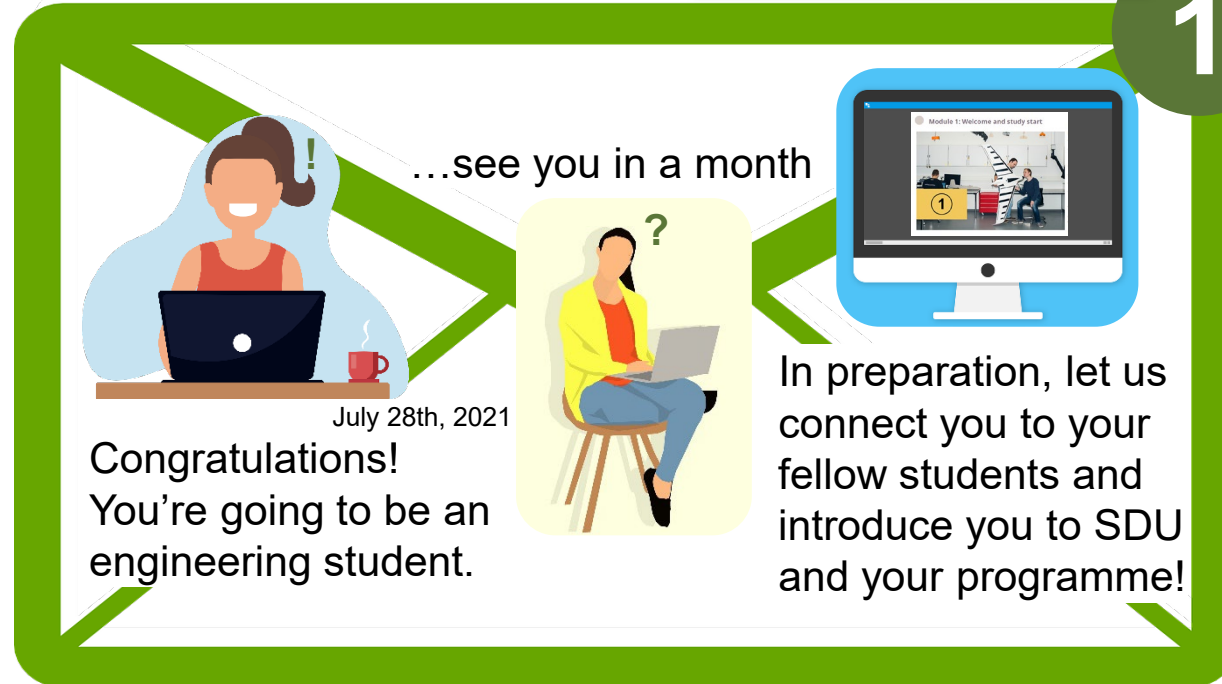


Per Æbelø



Will she say something interesting?

 **R. [redacted]**: Hej Sara. I have gone thru the material and completed the tests, and I must admit that this is a good idea.
10. august ⚙️



8th of September
(deadline): 97,5% of
students had passed
HtU

80% agree that HtU
has provided them
with useful knowledge
for their upcoming
engineering education

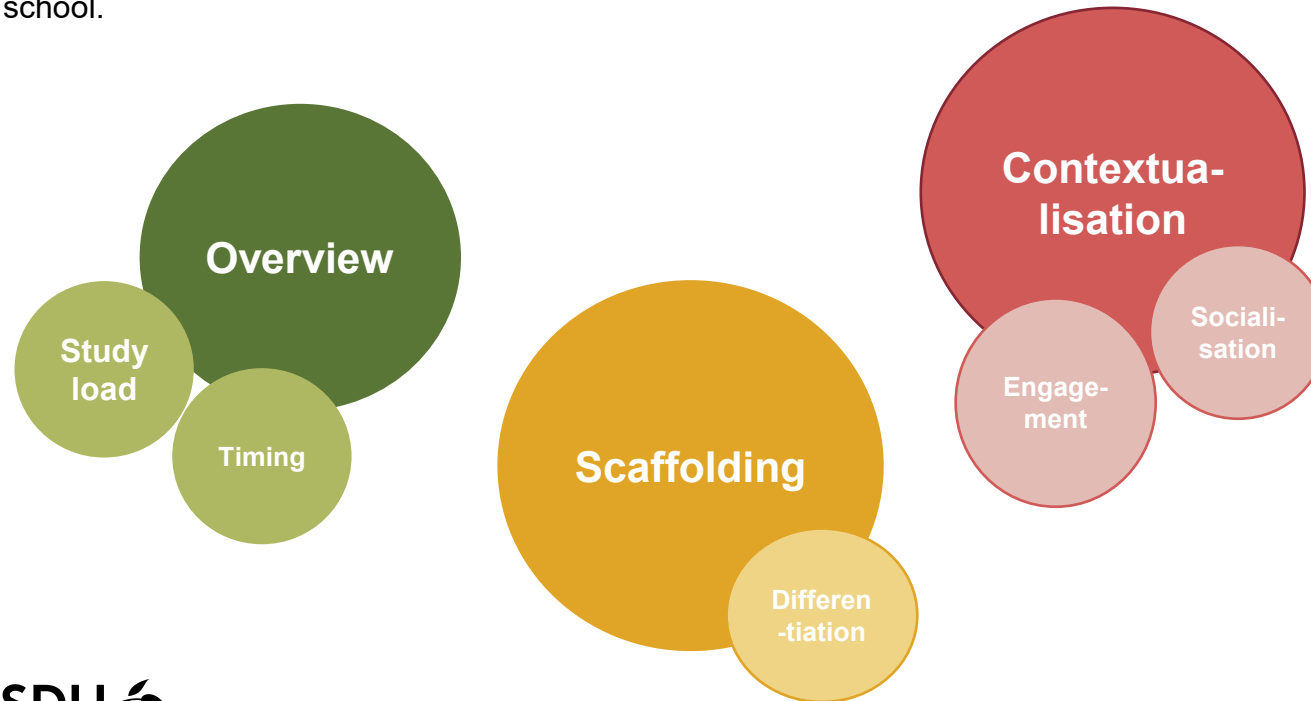
70% agree that HtU
has made them feel
more secure in their
upcoming study start

15th of September:
98,5% of students had
passed HtU
(in 2019 it was 97,3%)

How to Uni

Main points

How to Uni is the new students' first meeting with their university. It takes as its starting point that most are young students who have recently graduated from high school.




3.1 Module Article: Study choices and motivation

Why have you chosen this particular study programme?

You have applied and been admitted to an engineering programme – congratulations!


Maybe you always knew that you wanted to be an engineer or maybe you are still unsure if you made the right choice. Both are completely natural.

There can be many reasons why you have chosen your study programme; have you thought about what was most important to you? Maybe it was professional interest, job opportunities, prestige or something completely different?




3.2 Project work and engineering competencies

Watch one of our lecturers talk about project work in the engineering programmes.



HowToUni: Project work (lecturer)

Watch one of our students talk about project work in the engineering programmes



HowToUni: Project work (student)

Rasmus Student


SDU

3.6 Reflections on the theme

Here, you will have the opportunity to meet, inspire and be inspired by your fellow students in a small task for reflection.

Task:

- Make a new post. Your post is visible to your fellow students of your study programme.
- Mention two of your personal competencies that will be useful in the project work .
- Comment on at least one post from a fellow student who has competencies that are different from your own.



EMBED

European Maturity Model for Blended Education

Course level

Course Level

The course level 'refers to the core of the educational system, where both learning processes and instructional processes are situated'. It refers to the primary educational process, in other words the development, execution and evaluation of courses. The stakeholders of this level are mainly teachers/educators and students, but also instructional designers, learning developers, content developers and sometimes management.

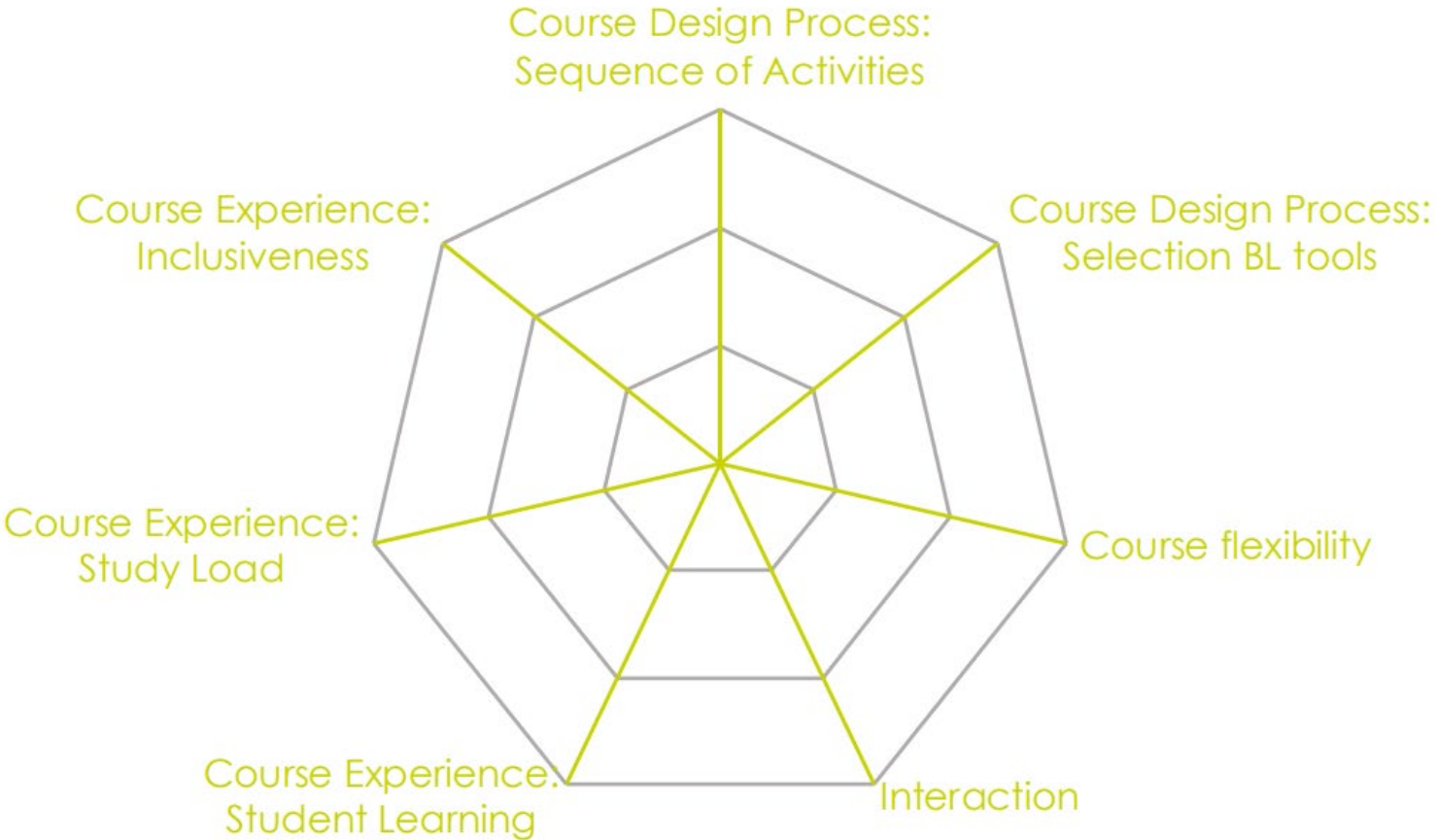
COURSE DESIGN PROCESS		
The process of planning, designing, developing and evaluating a blended learning course.		
Selection of blended learning activities and their sequencing The rationale for the deliberate selection and integration of face-to-face and online learning activities.		
Level 1 Explorative	Level 2 Design-based	Level 3 Course cycle
No considered selection and integration of face-to-face and online learning activities.	Learning activities (both face-to-face and online) are deliberately selected, integrated, and sequenced based on a design method or design principles.	Learning activities (both face-to-face and online) are deliberately selected, integrated, and sequenced based on a design method or design principles. Quality assurance processes are deliberately embedded in order to continuously improve a course in an iterative manner.

[R] Selection of blended learning tools
The rationale for selecting tools for the delivery and organisation of blended learning activities.

Level 1 Tool-based	Level 2 Design-based	Level 3 Course cycle
The selection of particular tools is based on their availability at the institution.	The selection of particular tools is based on learning activities, informed by evidence or experience.	The selection of particular tools is based on learning activities, informed by evidence or experience. This process is monitored, evaluated and changed based on quantitative and qualitative data.

COURSE FLEXIBILITY		
Opportunities for learners to adjust particular features of the blended learning course, based on their needs and preferences. This includes features such as the selection of learning activities, the selection of resources, the mode of delivery (online/face-to-face activities), pace (educator-paced/self-paced).		
Level 1 No flexibility	Level 2 Flexible	Level 3 Adaptive flexible
No deliberate course flexibility.	The course's flexibility is deliberately designed. Its design is based on evidence or experience.	The course's flexibility is deliberately designed. Its design is based on evidence or experience. Continuous quality improvement is deliberately embedded in order to enhance course flexibility.

COURSE INTERACTION		
Extent to which the blended course facilitates learners' interaction (learner-content, learner-learner, learner-educator).		
Level 1 Non-responsive	Level 2 Interactive	Level 3 Responsive
No deliberate course interaction.	Interaction in the course is deliberately designed, informed by evidence or experience.	Interaction in the course is deliberately designed, informed by evidence or experience. Interaction is monitored, evaluated and changed based on quantitative and qualitative data.



EMBED and How to Uni

Course Design

- Deliberate selection, integration and sequencing of online and F2F activities.
- Selection of blended learning tools for learning activities



Course Flexibility

- Learners can adjust features based on their needs and preferences.



Course Interaction

- Learner-content
- Learner-learner
- Learner-educator



Course Experience

- Facilitate students' self-regulated learning
- Intended and achieved study load
- Inclusiveness/equal access to learn



Blended learning in your context

Consider an example of using blended learning from your own practice (an example of something you have already done or something you are considering doing).

Choose a category from the EMBED Course Level Model (Course Design Process, Course Flexibility, Course Interaction or Course experience) and **apply the theory to your example.**

5 min notes

10 min inside-out-circle

Potentials and pitfalls



Group discussion

Which potentials do you see in using blended learning in your context?

pollev.com/sark

What is your worst case scenario when using blended learning?

pollev.com/sark

Which potentials do you see in using blended learning in your context?

Top

What is your worst case scenario when using blended learning?

Top

What are you going to do?

ACCOUNTABILITY

- 42% greater probability that you will achieve your goals by writing them down and telling someone that you are committed to achieving them.
- 70% greater probability that you will achieve your goals by sending a weekly update to a colleague



Kepinski & Nielsen cf. On The Agenda

→ Write down one thing that you are going to do as regards using blended learning in your own practice.

→ Present this to your group.

References

European Maturity Model for Blended Education. W.F. van Valkenburg, W.P. Dijkstra, B. de los Arcos, Delft University of Technology, The Netherlands and Katie Goeman, Veerle van Rompaey, Stephan Poelmans, KU Leuven, Belgium (2020). https://embed.eadtu.eu/working-with-embed_3

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“SDU TEK How to Uni” was created by Dorte Frølund Kromann, Per Æbelø, Klaus Elkær and Sara Kvist with valuable input from many others in TEK Education as well as TEK students.