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The challenges of student engagement on GDL blended learning

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The challenges of student engagement on GDL blended learning
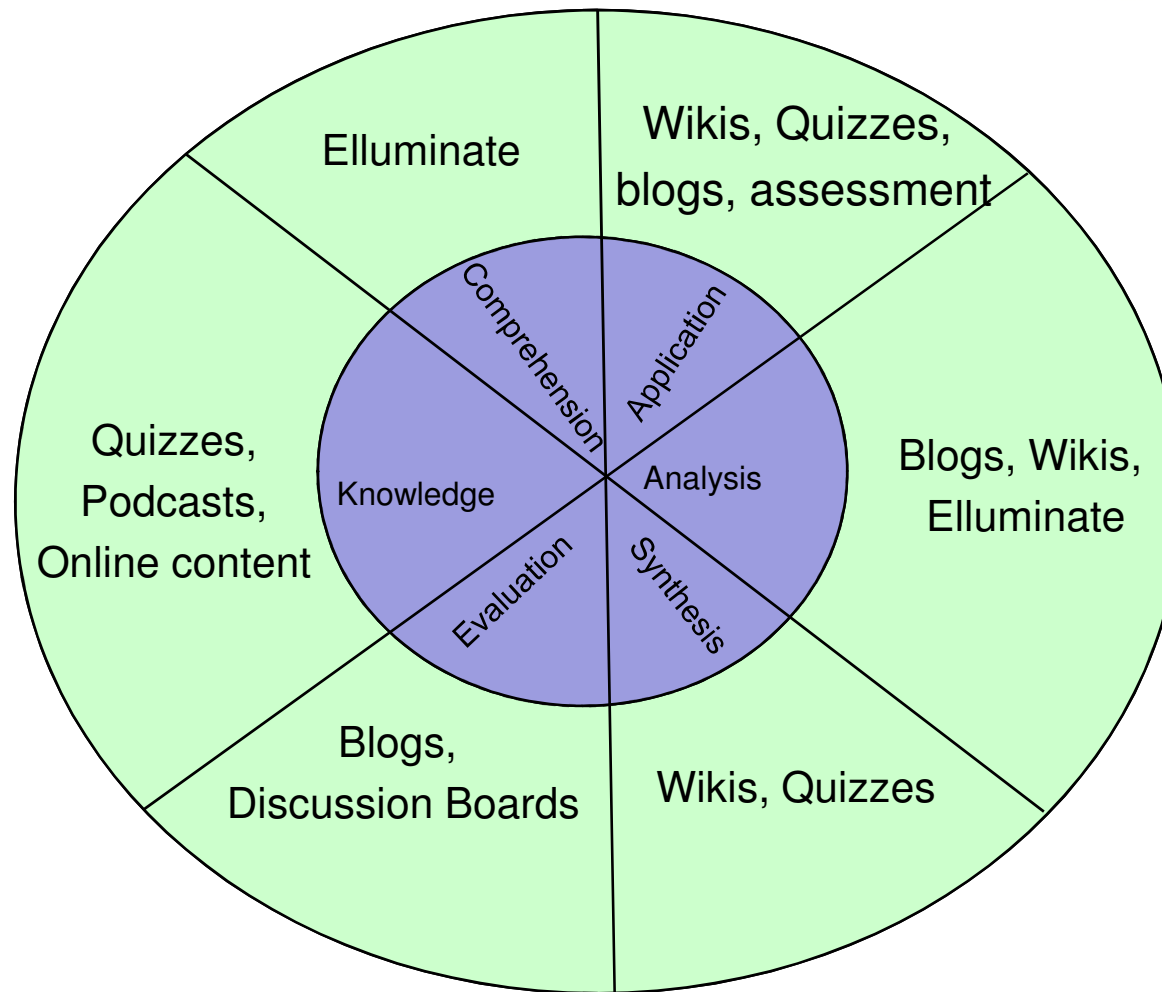
Tina Hart, Melanie Fellowes & Abdul Jabbar

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Aims of this paper

- To share our pedagogical experiences in Blended learning

- To recognise the importance of Bloom's taxonomy and the QAA framework in relation to the GDL student

- To reflect upon our rationale for the changes made to the GDL course in 2010/11

- To recognise student and staff challenges

Bloom in GDL

QAA benchmark & Bloom's

	Blooms Taxonomy	QAA Benchmarks
Level 1	Knowledge	Knowledge and understanding of the principal features of the legal system(s) and foundation subjects.
Level 2	Comprehension	
Level 3	Application	Application of knowledge to a situation to provide arguable conclusions for concrete problems (actual or hypothetical).
Level 4	Analysis	Recognise and rank items and issues in terms of relevance and importance
Level 5	Synthesis	Bring together information and materials from a variety of different sources
Level 6	Evaluation	Produce a synthesis of relevant doctrinal and policy issues in relation to a topic make a critical judgement of the merits of particular arguments Present and make a reasoned choice between alternative solutions.
		Demonstrate autonomy and the ability to learn independently.

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Data collection

- Staff interviews

- Student questionnaires

- Student panel meetings

- Feedback via 'Elluminate'

- University evaluation

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What Happened

- Satisfied our objective to widen participation

- Students liked the dynamic nature of the modules

- Students preferred flexibility in the feedback process

- Student engagement was low

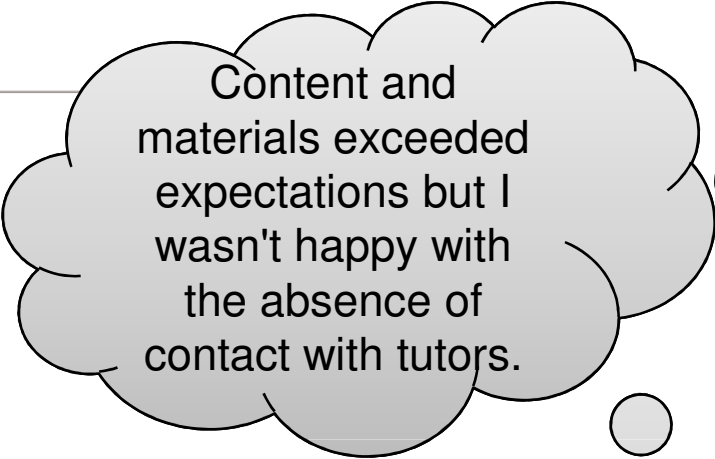- Student reflection was limited

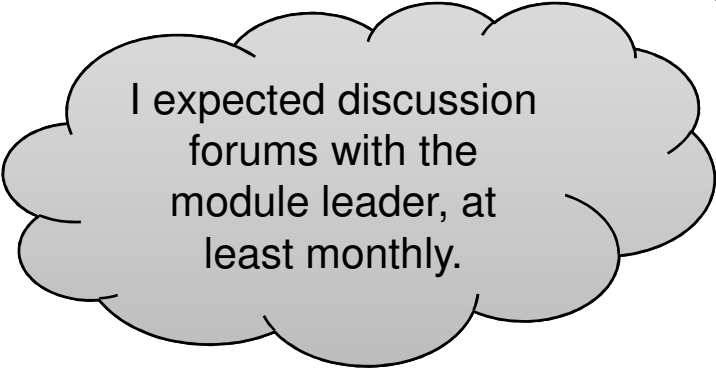- The staff – student relationship became disconnected

Student Views

I have enjoyed the course and being able to study from a distance has been ideal for me.

I wanted flexibility from the course and an appreciation of a mature student's commitment. I felt the course met those expectations.
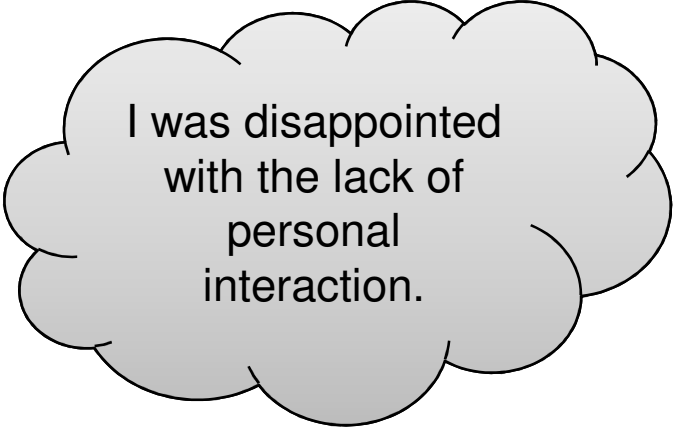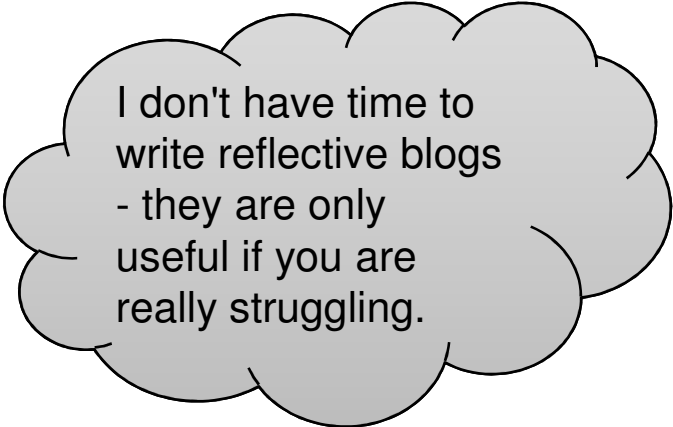
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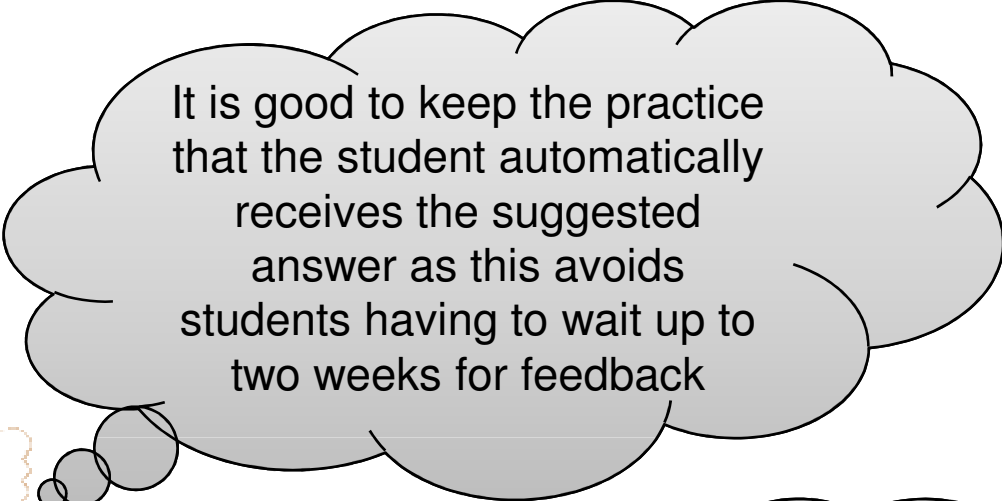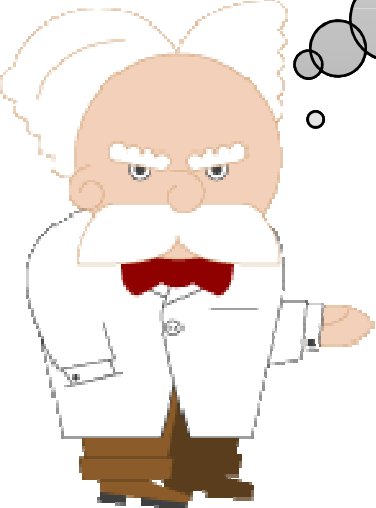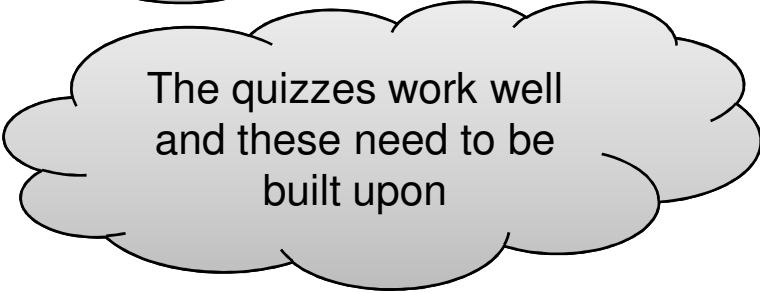
Student Views

Staff views

It is good to keep the practice that the student automatically receives the suggested answer as this avoids students having to wait up to two weeks for feedback

The quizzes work well and these need to be built upon

Staff views

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At the start student contribution was good but this has tailed off towards the end of the year.
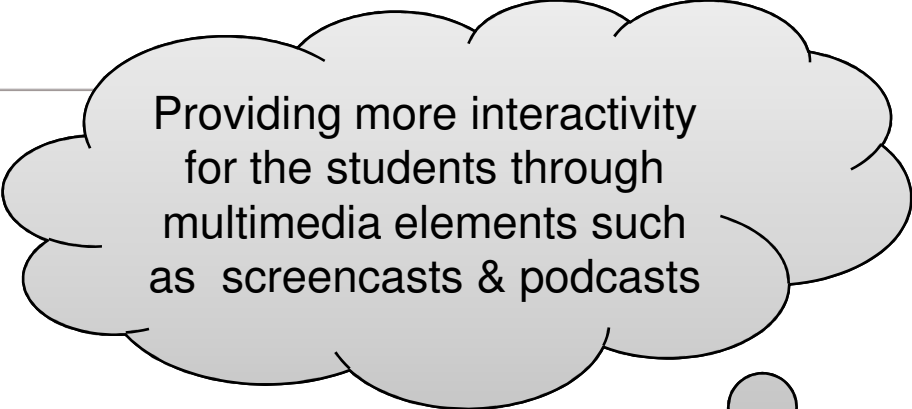
Student engagement in face to face sessions has been poor.

I feel less engaged as a tutor on the course as there is much more limited contact with the students.
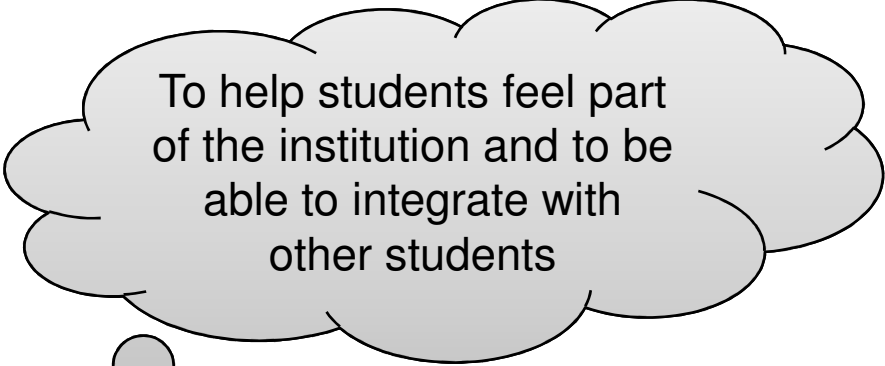
Not having to mark every tutorial has saved a lot of time. However the downside to this is the automatic release of answers has disengaged the tutor from the student.
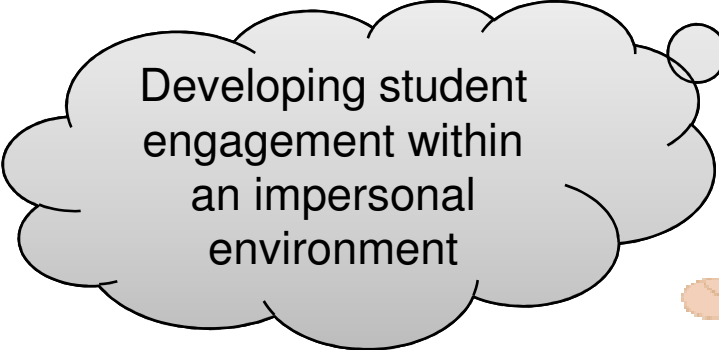
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Overview of staff questionnaires

The challenges faced
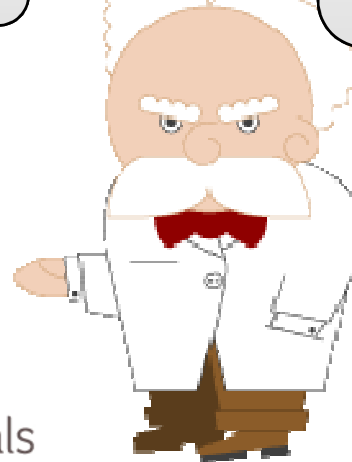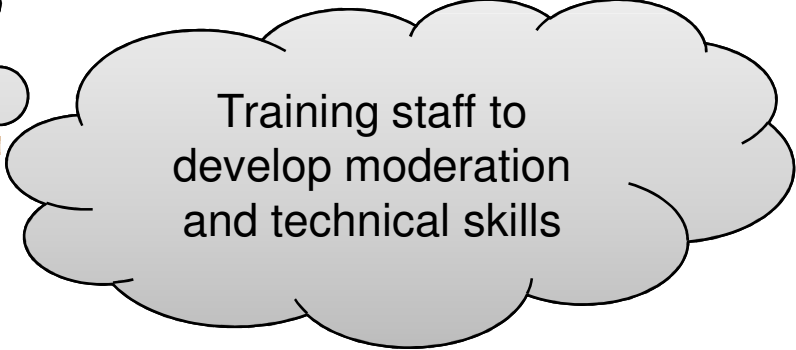
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Providing more interactivity for the students through multimedia elements such as screencasts & podcasts
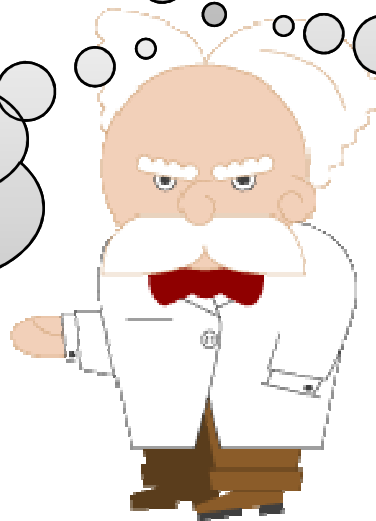
To help students feel part of the institution and to be able to integrate with other students

Developing student engagement within an impersonal environment

Training staff to develop moderation and technical skills

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Conclusion

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Don't underestimate ....

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