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The challenges of student engagement on GDL blended learning

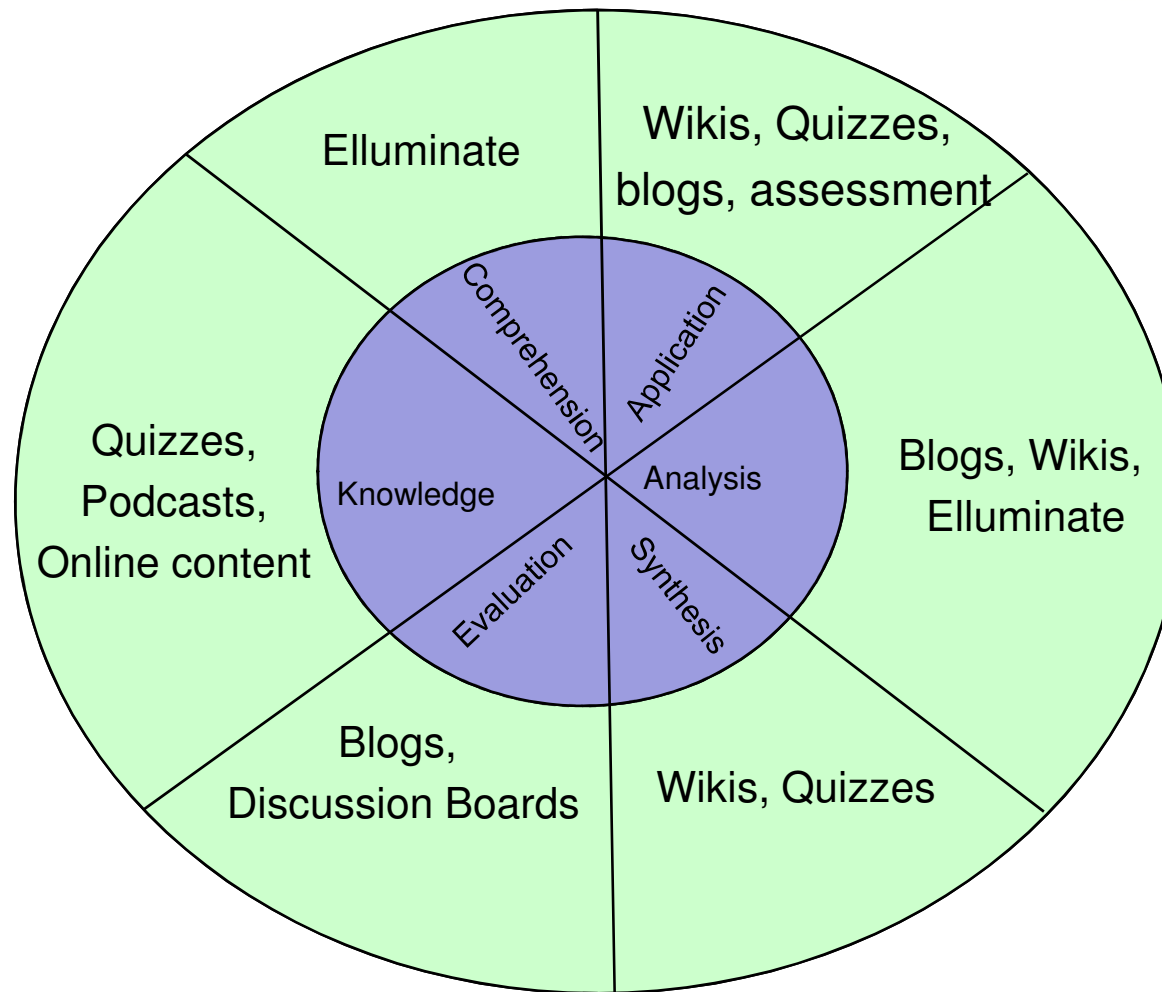
Tina Hart, Melanie Fellowes & Abdul Jabbar

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 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.
Level 6	Evaluation	
		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

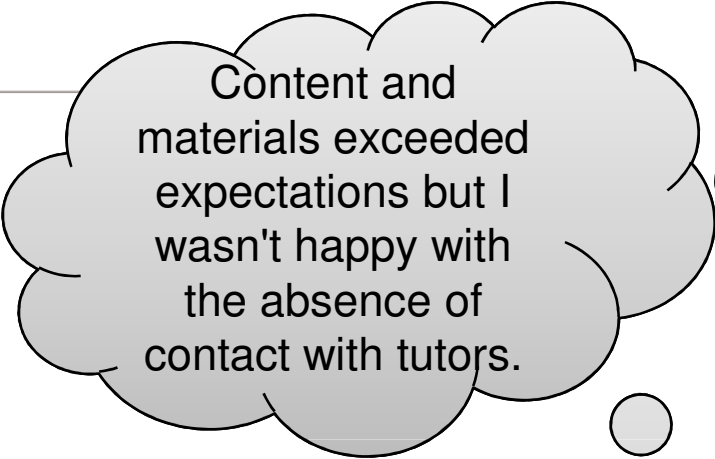
Student Views



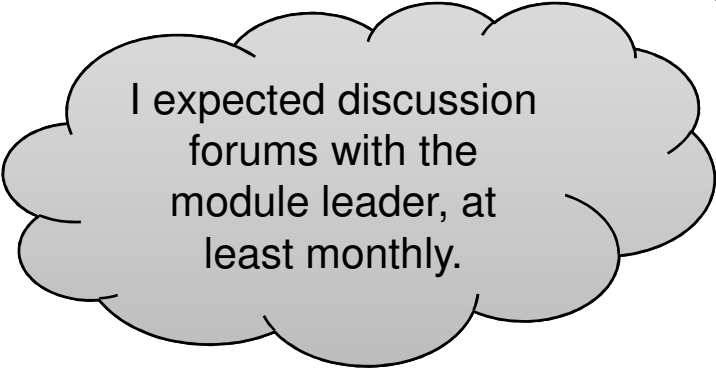
I have enjoyed the course and being able to study from a distance has been ideal for me.

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

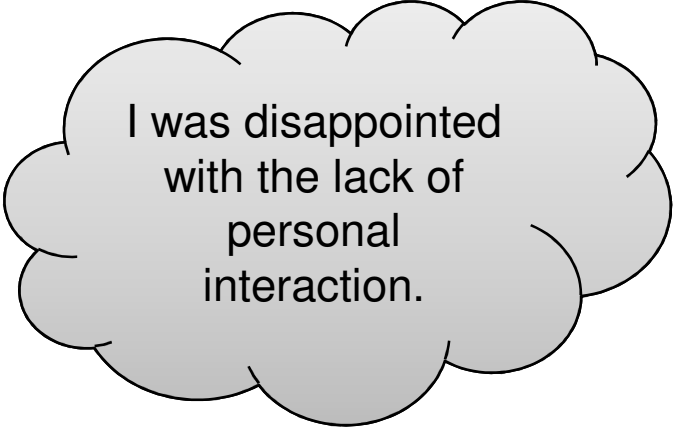
Student Views



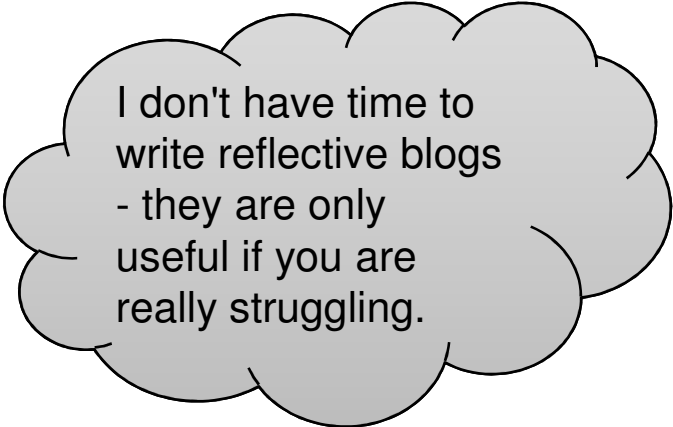
Content and materials exceeded expectations but I wasn't happy with the absence of contact with tutors.



I expected discussion forums with the module leader, at least monthly.



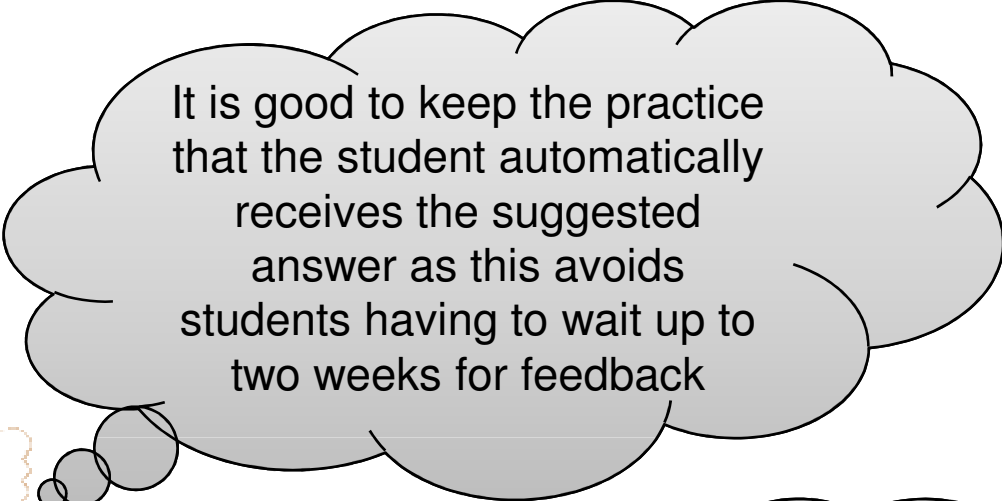
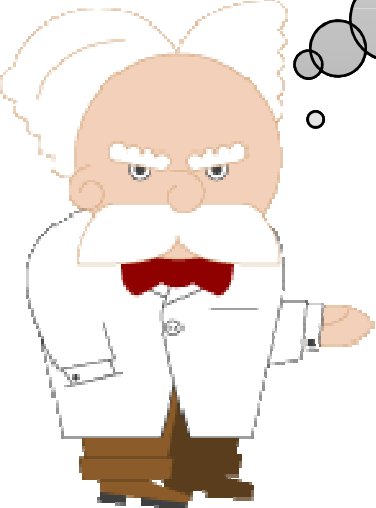
I was disappointed with the lack of personal interaction.



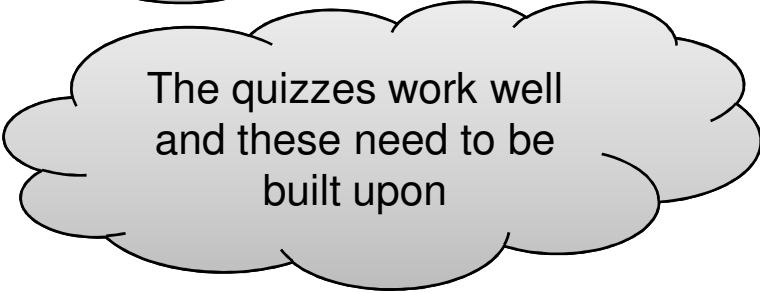
I don't have time to write reflective blogs - they are only useful if you are really struggling.



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

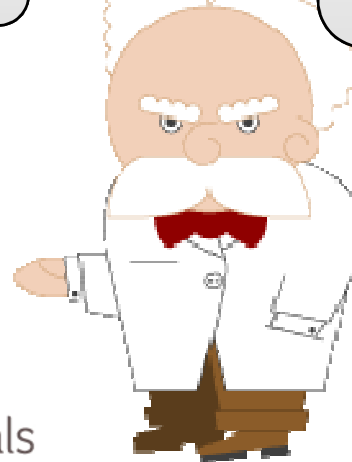
Staff views

At the start student contribution was good but this has tailed off towards the end of the year.

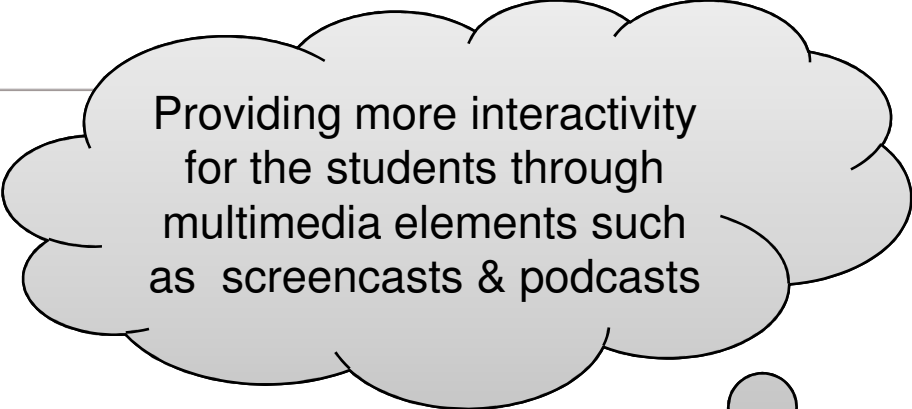
Student engagement in face to face sessions has been poor.

I feel less engaged as a tutor on the course as there is much more limited contact with the students.

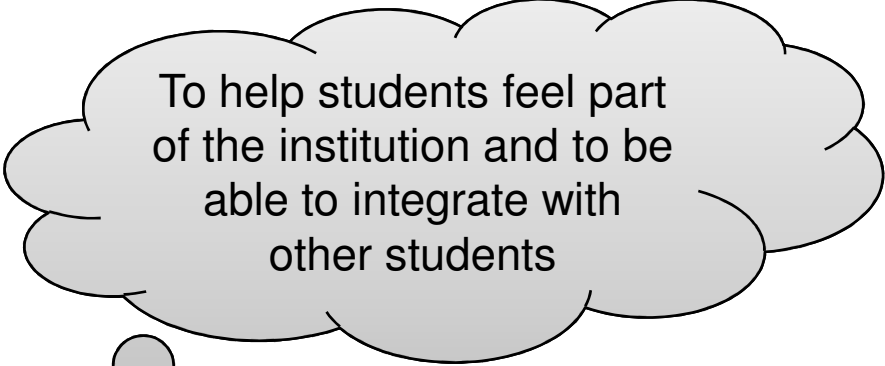
Not having to mark every tutorial has saved a lot of time. However the downside to this is the automatic release of answers has disengaged the tutor from the student.



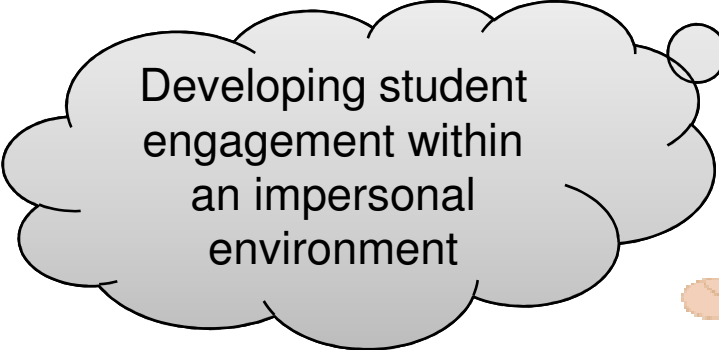
The challenges faced



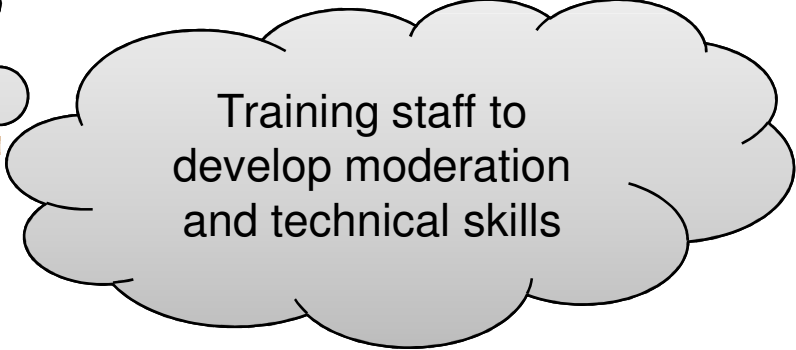
Providing more interactivity
for the students through
multimedia elements such
as screencasts & podcasts



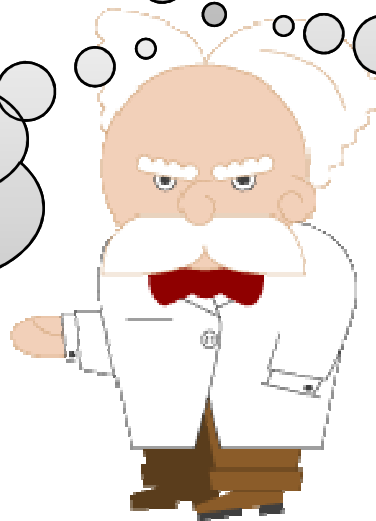
To help students feel part
of the institution and to be
able to integrate with
other students



Developing student
engagement within
an impersonal
environment



Training staff to
develop moderation
and technical skills



Conclusion



Don't underestimate

Inspiring tomorrow's professionals