The blended learning environment: Pedagogical and technological challenges

I. Context: PROFSUPV 714
Managing and Developing People in the Human Services

“The supervisor-worker relationship is the key encounter where the influence of organizational authority and professional identity collide, collude or connect.”

II. The Challenge
Course content: Theory and classroom practice
Educational designers + academics collaborate to maximise student experiences.

Apply “four special characteristics of knowledge” (Susskind & Susskind, 2015)
Fuse learning into the workplace (Singh, 2006)

III. Was the challenge achieved?
The voices of research participants #1
“As a recently appointed Principal to this school, the opportunity to review existing processes, make observations and question the merit and benefits of the current practice is a gift from this paper (PROFSUPV 714). The careful alignment of learning from PROFSUPV 714, my perceptions of the school, its existing culture and the strategic intentions I am seeking to pursue is the opportunity I have. Performance management will allow me to reset, renew and re-invigorate the direction of the school.” (“Alan”)

The voices of research participants #2
“I got intensely interested in the dialogue and I became quite excited that I could log on fairly regularly to see if someone had replied to something I had posted. I guess it might be with an unexpected pleasure and intellectual engagement for me around the online content. I didn’t expect the online conversations to capture me. I was totally fascinated. I thought this is fantastic. People willingly shared. I got information that I may not have been able to access in a classroom. It was much more interesting than I imagined, online.” (“Jessica”) (Webster, 2013, p. 16)

IV. The interaction between an educational designer and course lecturer

TPACK framework
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V. Applying Susskind and Susskind’s (2015) “characteristics of knowledge”
Knowledge has four special characteristics.
1. It is non-rival, in that use of it does not diminish what is left for others.
2. It (tends) towards non-excludability, in that it is difficult to prevent non-payers from using it.
3. It is cumulative, in that its use and reuse in turn give rise to new knowledge.
4. It is digitizable, in that we can often turn it into machine-processable bits.

Practical expertise, one particular type of knowledge, shares these four special characteristics. (Susskind & Susskind, 2015, p.193)

VI. Fusing learning and work: Applying Singh’s (2006) ideas to human service management
Fusing learning and work: embedded or linked with work performance
Seamless blending: virtual class, self-paced learning
Simple blended mixed-mode learning: dynamic and personalized
Asynchronous learning, documents, assessments, simulations
Synchronous virtual classrooms
Instructor-led teaching and books

References

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