Blended Learning in Spanish Universities: The Case of UC3M

Carlos Delgado Kloos
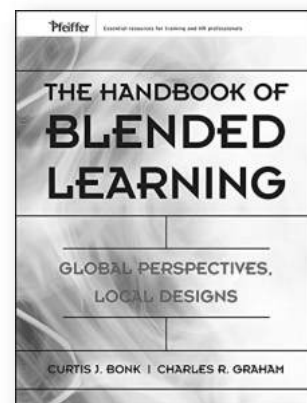
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@cdkloos

Quote

• *"Blended learning systems combine face-to-face instruction with computer-mediated instruction"*

-- Charles R. Graham, p. 5 in:

Curtis J. Bonk, Charles R. Graham (eds.): "The Handbook of Blended Learning", Pfeiffer 2007

Spectrum of Formats
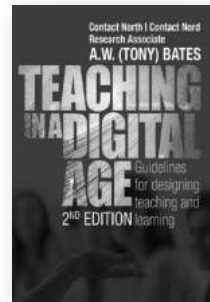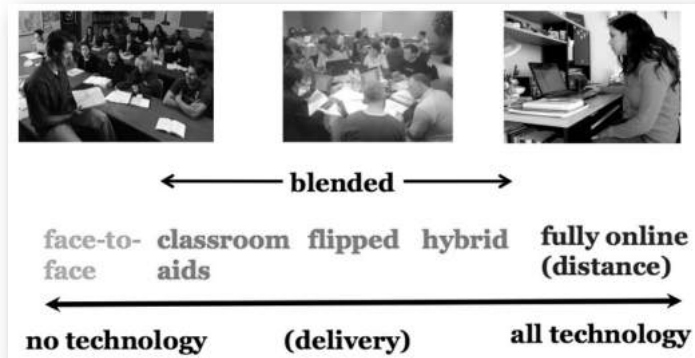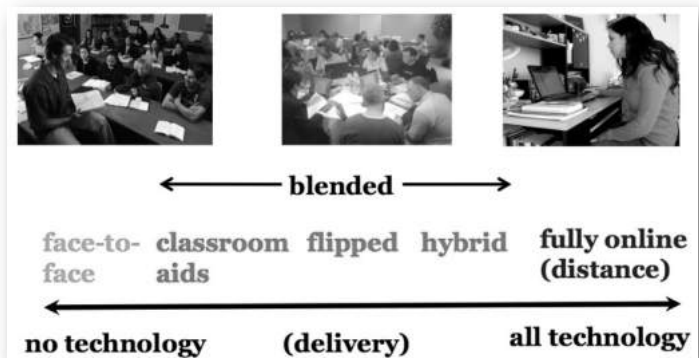

- Anthony W. Bates: "Teaching in a Digital Age – 2nd Edition". Tony Bates Associates Ltd 2019, **pressbooks.bccampus.ca/teachinginadigitalagev2**
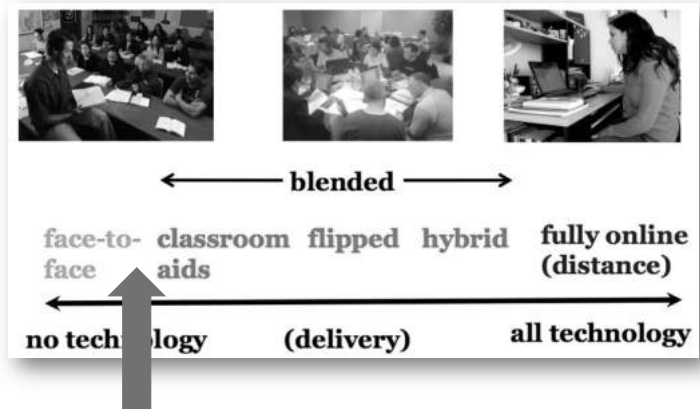
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6 Cases

1. Teaching with videos
2. Engagement tools
3. Flipped classes
4. Digital boards
5. Systems for video-classes
6. Telepresence classrooms

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Case 1: Teaching with Videos

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Be Your Own Assistant

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Remixing Reality

Phil Libin
CEO of mmhmm

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Remixing Reality

The DJ-ification of the world

IRL+: Better than In Real Life

8

DJ-ification of Education

9

Remixing Reality: Teaching with Videos

Active Viewing
=
Comprehension

Reactive Viewing
=
Critical Thinking

commonsense.org

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Remixing Reality: Teaching with Videos

youtu.be/xSK4noPp1t8

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Remixing Reality: Teaching with Videos

	Onsite	Online
	Teacher introduces topic	
	Students …	… view video
	Students …	… collaborate on backchannel
	Questions are asked	
	Students …	… annotate or remix videos
	Discussion	

(Zaption was acquired by Workday)

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Remixing Reality: Teaching with Videos

But it can also be:

	Online (live)	Online (recorded)
	Teacher introduces topic	
	Students …	… **view** video
	Students …	… **collaborate** on backchannel
	Questions are asked	
	Students …	… **annotate** or **remix** videos
	Discussion	
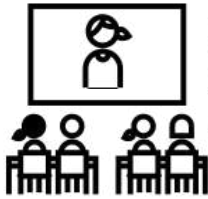
(Zaption was acquired by Workday)

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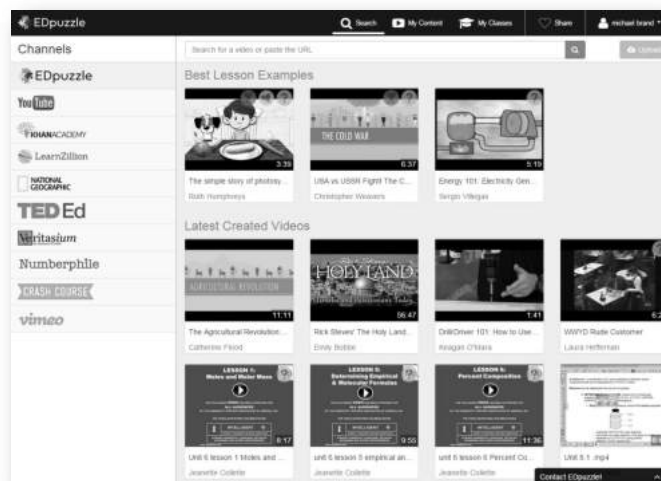uc3m | Universidad **Carlos III** de Madrid

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Remixing Videos

• **edpuzzle.com**

edpuzzle

Make any video
your lesson

Choose a video, give it your magic
touch and track your students'
comprehension.

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Remixing Videos

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Case 2: Engagement Tools

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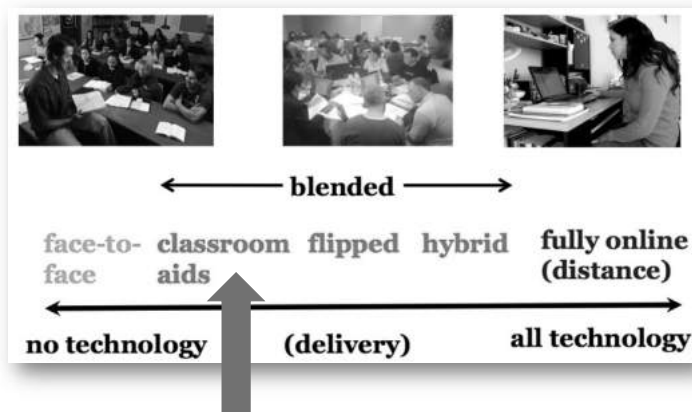
Engagement Apps

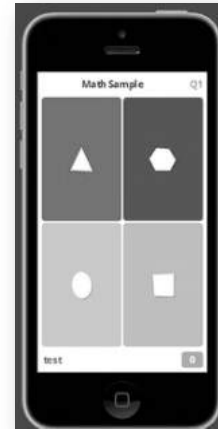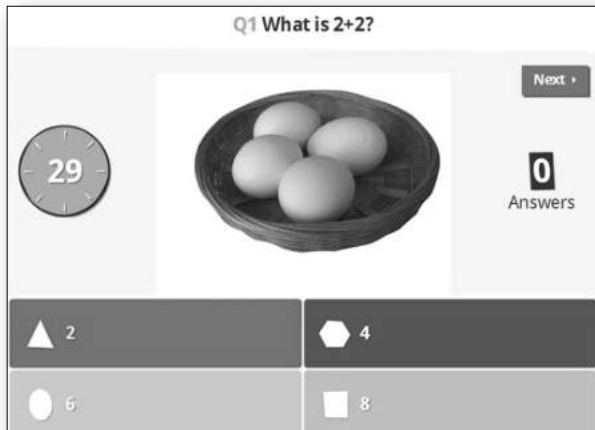Face-to-face **students**   Remote **students**

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Kahoot!

18

9

Kahoot!

19

Kahoot!

STEP 1) YOUR INITIAL ANSWER
You can change this answer later, if you change your mind.

- Anxiety
- Fear
- Joy

Explain to other students why you chose this answer (Required):

In the next step you will be shown a selection of other responses which may help you refine your answer.

Note: In order to move to the next step please choose an answer and briefly explain your decision.

Next Step →
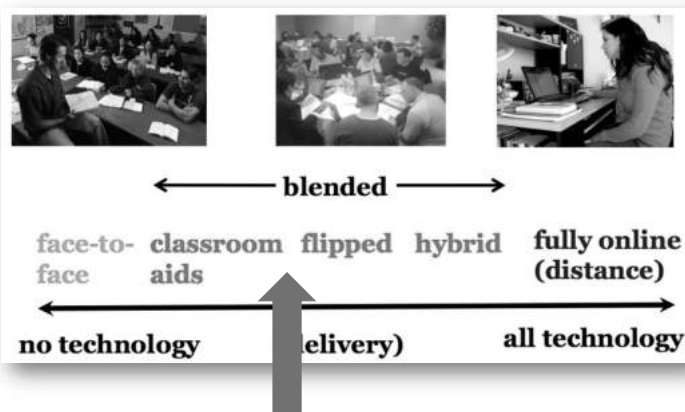
20

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Wooclap

- **www.wooclap.com**

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Plickers

- **plickers.com**

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Engagement through the Cloud

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Case 3: Digital Boards

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Digital Boards

Face-to-face students

Remote students

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Classroom with Digital Board

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From the Chalkboard to the Digital Board

	Unlearn to use a chalkboard Learn to use a digital board	
1.0		2.0

27
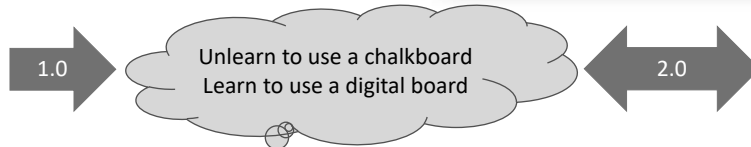
Putting Intelligence into the Board

Traditional chalkboard

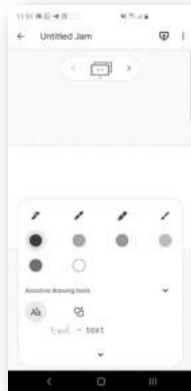- Lots of space
- Easy to use
- Own handwriting

Digital board

- Limited space,
  - but lots of pages
  - or limitless canvas
- Storable, recordable, shareable
- 1. "Smart" writing   Smart
- 2. Multimedia can be included   Rich
- 3. Collaborative   Connected

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1. Smart Writing

- Recognition of hand-written text

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1. Smart Writing: Auto-Draw

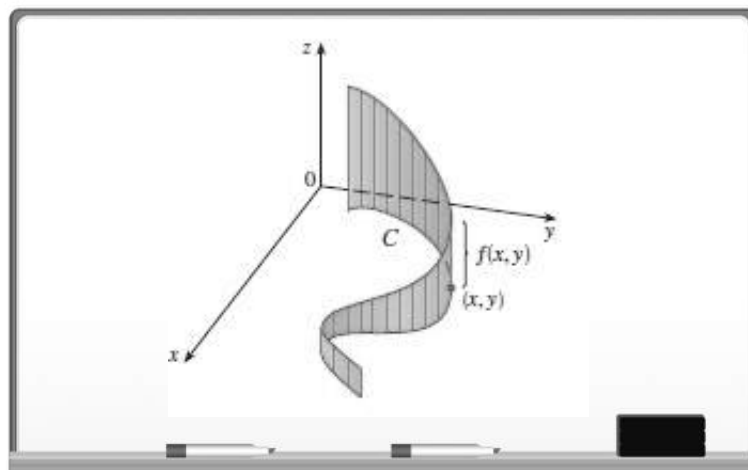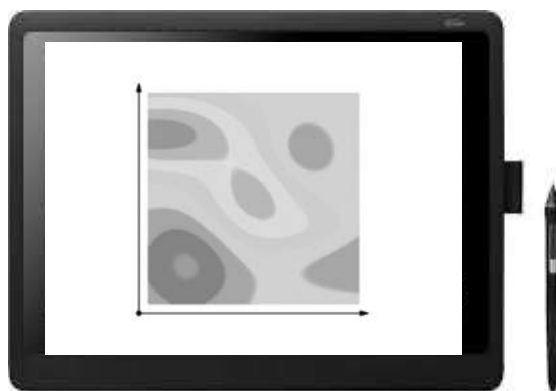- Draw perfect shapes

30

15

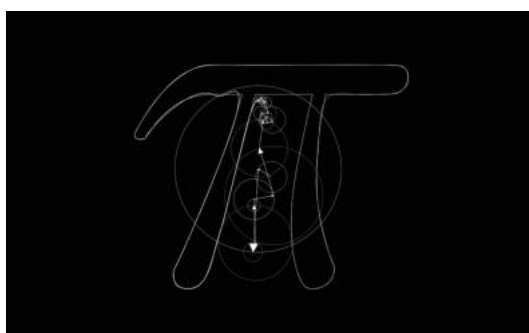# 1. Smart Writing: Auto-Draw

• Recognition of predefined figures

2. Drawing → Multimedia

2. Drawing → Multimedia

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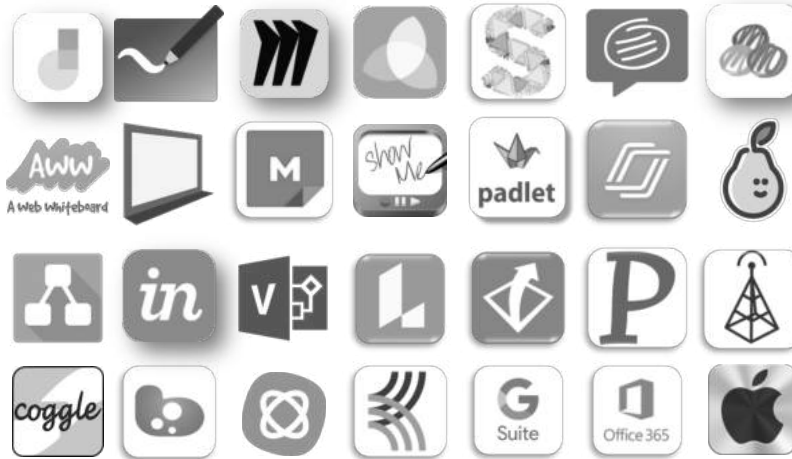5+5 Dialogue, 2021-11-11   C. Delgado Kloos, UC3M   33   uc3m | Universidad Carlos III de Madrid

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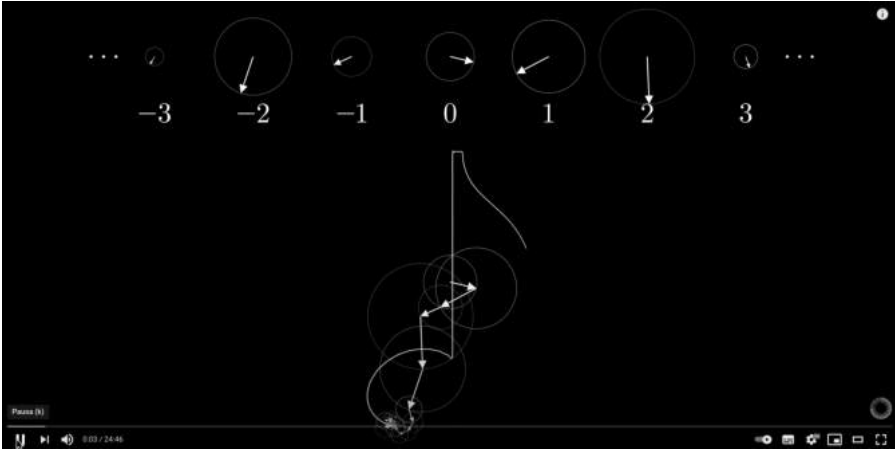
3 blue 1 brown

3blue1brown

New video every day (with probability 0.05)

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3. Collaboration in the Cloud

Shared Board

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Google Jamboard

- **gsuite.google.es/intl/es/products/jamboard**
- **jamboard.google.com**
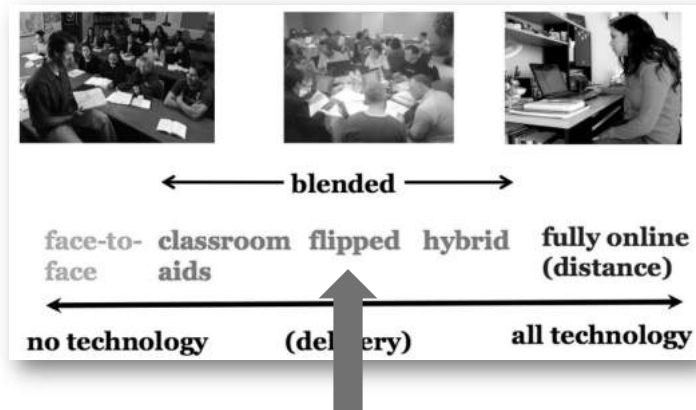- Web, Android, iOS
- Also physical board

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Collaboration in the Cloud

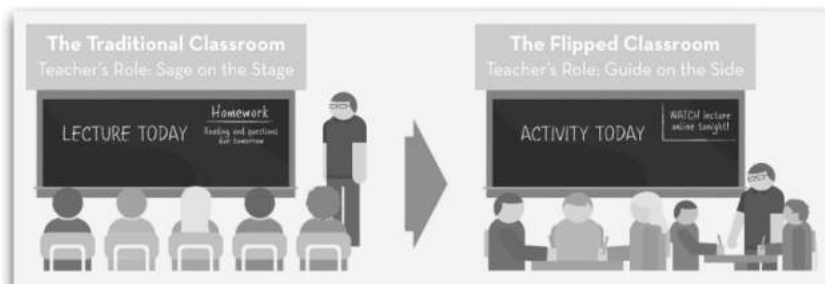39

The Cloud as an Additional Meeting Space

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Case 4: Flipped Classes

blended →

face-to-face   classroom aids   flipped   hybrid   fully online (distance)

no technology   (delivery)   all technology

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Flipped Classroom

• Students view videos and do quizzes before coming to class

• Contact time in class can be used for:
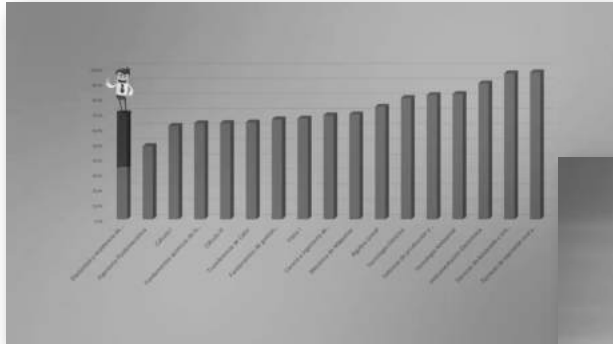 • Exercises, problem solving, solving questions, review

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Elasticity and Material Strength

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Problem Solving in Small Groups

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Elasticity and Material Strength

45

App to Support Out-of-Class Activity

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Prize

- **www.reimagine-education.com**
- **www.reimagine-education.com/
  the-winners-individual/2015/427/
  660679627d961f7511493f7f3d257b46/Universidad+
  Carlos+III+de+Madrid**

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Case 5: Systems for Video-Classes

blended

face-to-face | classroom aids | flipped | hybrid | fully online (distance)

no technology | (delivery) | all technology

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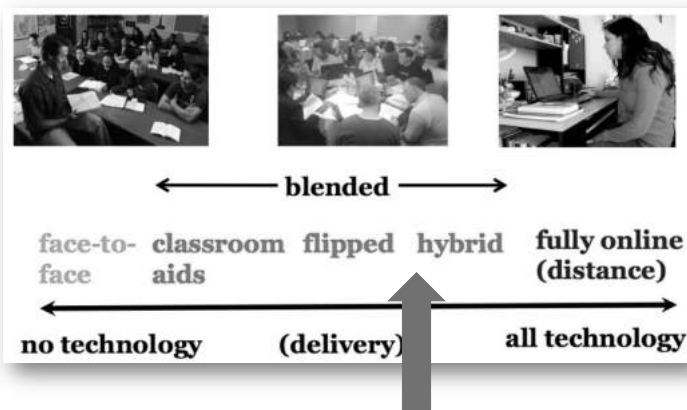
Systems for Video-Conferences (not for Video-Classes)

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From Video-Conferences to Video-Classes

- A class is not a conference

- Video-support for a class should be not the same as for a conference

- What other elements support a class
  that do not exist in video-conference systems?

- Some examples

  - Engageli

  - Class

  - ClassIn

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Engageli

- **engageli.com**

Breakout Groups

Class

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Tables

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Presentation

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Note Taking

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Shared Doc per Table

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Engagement Level

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Hybrid Class

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Quizzes

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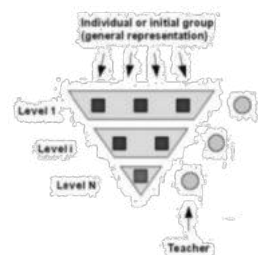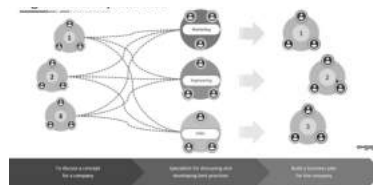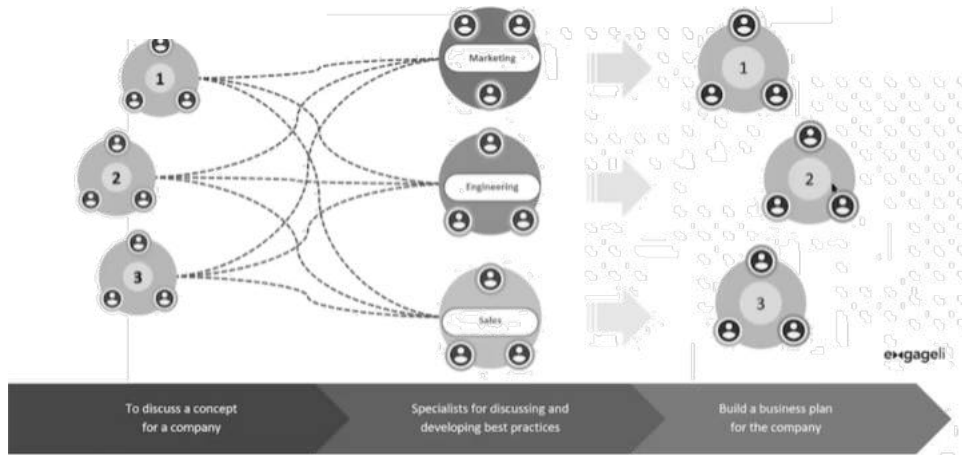uc3m | Universidad Carlos III de Madrid

60

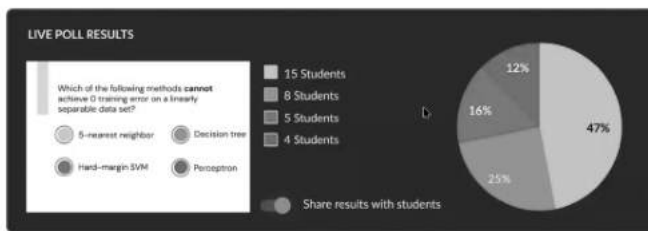# Quizzes

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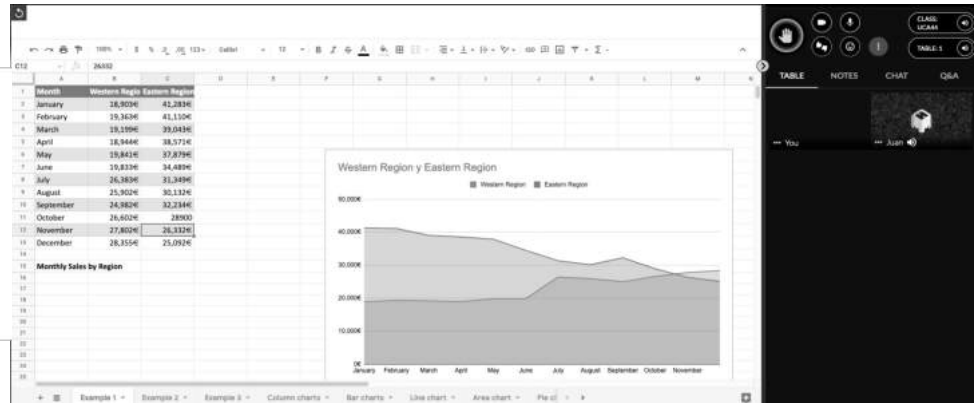# Collaboration Patterns
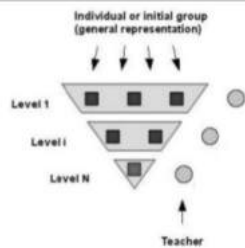
• Jigsaw

• Peer instruction

• Pyramid

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Jigsaw

Peer Instruction

Pyramid

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Case 6: Telepresence Classrooms

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Telepresence Classrooms

Getafe Campus
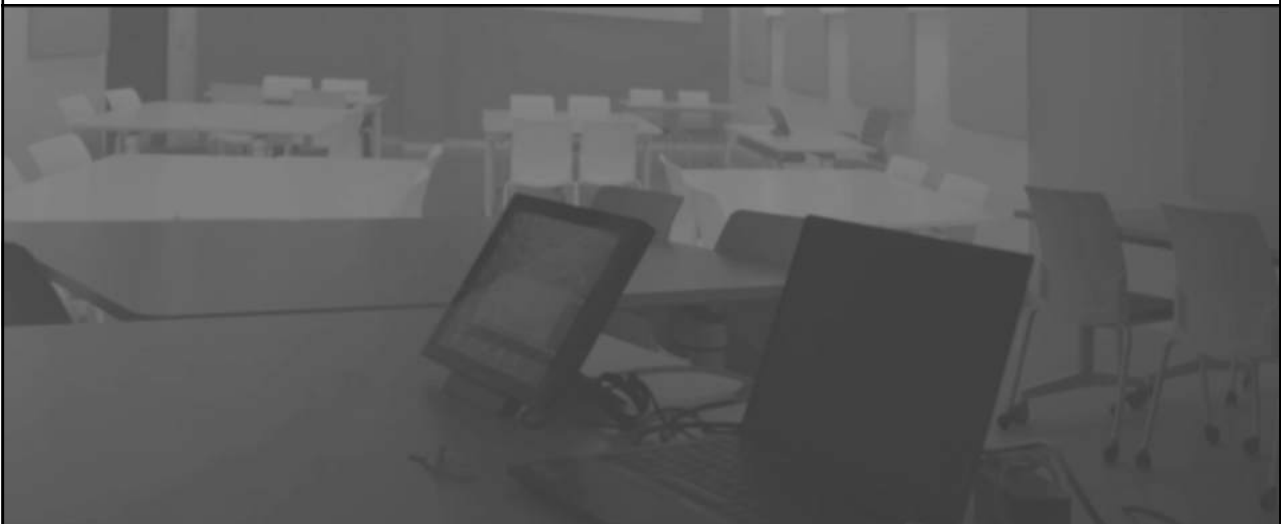
5 km

Leganés Campus

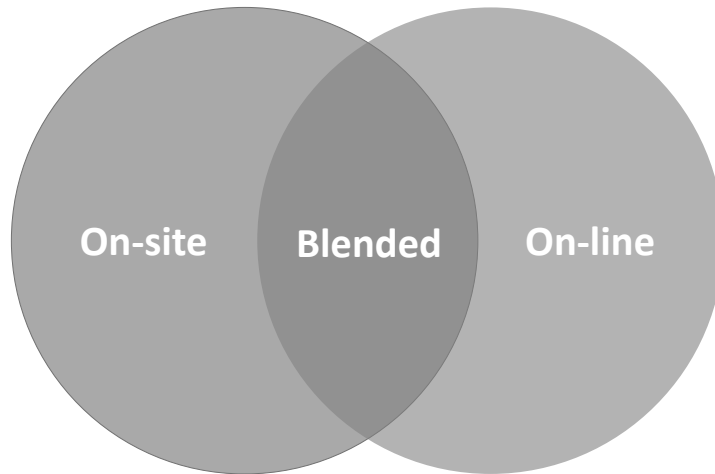Universidad Carlos III de Madrid
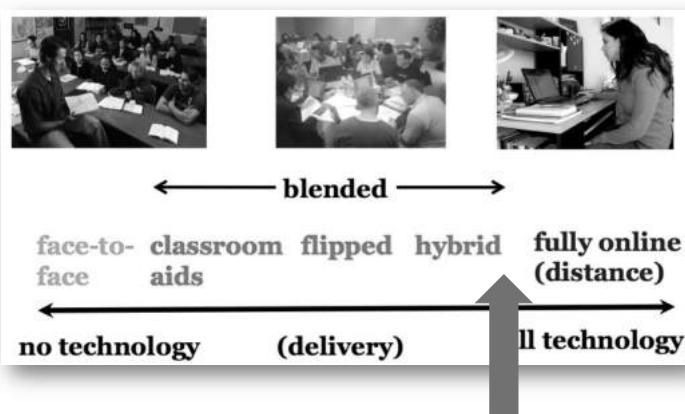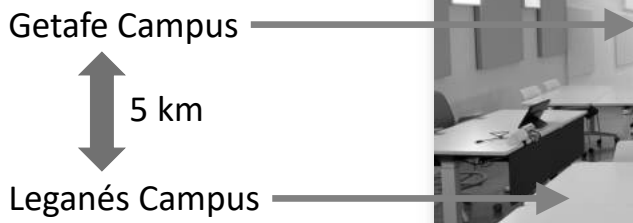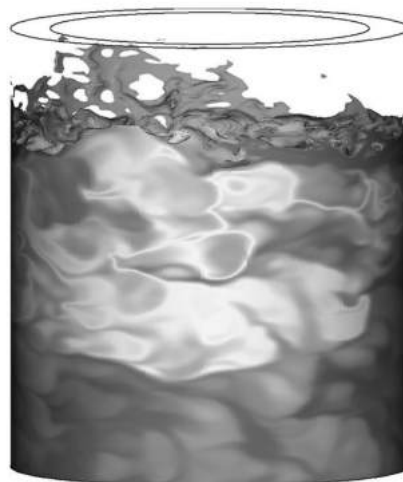
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Telepresence Classrooms

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Blended Education

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Liquid Education

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Quote

The difficulty lies, not in the new ideas,
but in escaping the old ones,
which ramify,
for those brought up as most of us have been,
into every corner of our minds.

-- John Maynard Keynes (1883-1946)

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Thank you!

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