REFLECTING ON THE BLEND THAT'S BEST FOR YOUR OWN LEARNERS

REVIEW YOUR PRACTICE AND EVALUATE THE GUIDANCE PROVIDED IN THIS TOOLKIT

This final reflective help sheet aims to guide your reflection around themes raised in the toolkit and asks you to evaluate the guidance it provides in terms of its relevance to your own institutional context. Using the questions below, you can query the fit between the advice included in these help sheets, your workplace, and the approach you are taking to online learning and teaching. This should help you to identify what works and what could be improved. It can also give you the chance to explore why and try to find your own solutions tailored to your specific learners and learning context.

YOUR ONLINE TOOLS

What is/was your starting point in terms of the online environment and tools that are available to you and your students?

Does/did this enable you to create a coherent, well-designed approach to online/blended learning?

What influence do you have on its structure? Could it be improved? Are you able to make any changes?

YOUR LEARNERS, TEACHING ONLINE AND ASSESSMENT

Who are your students? How comfortable are they using online tools? Are they independent learners? How can you harness their preferences for specific learning activities, tools or ways of communicating?

How did you incorporate the different elements of your teaching into the online or blended environment so far?

How does your teaching and assessment fit together? What role do the online elements play in teaching / in assessment?

WHAT WORKED WELL/NOT SO WELL AND WHY

What worked well when you tried it?

What did not work so well?

What could be the explanation?

o   lack of a well-designed online space

o   lack of technical support

o   failure to motivate students in this new learning space/ failure to create an online community (how could this be addressed?)

o   difficulties in providing sufficient support for weaker students

o   lack of integration of different elements of the 'blend'

o   teachers' lack of experience (for example in leading online sessions)

o   or another reason?

Which of the above can you influence? What can you change to improve the learning set up? Can you mitigate for any issues that are out of your control to help your learners?

THE TOOLKIT

How did this toolkit help you?

Where did it fail to help?

What advice would you give to someone in your own situation?

Is there anything else that could be provided as part of this toolkit that would be helpful to you?

Please do contact us to let us know how we could improve this toolkit, and to share your success stories! You can use the following mailbox:

Online-language-learning-toolkit@open.ac.uk