



# **Nottingham College Blended Learning Consortium Case Study June 2019**



## **What issues were we facing prior to joining the BLC?**

During the academic year of 2014 – 15, an audit was carried out of online learning and the resources that were available to the curriculum staff.

The findings were:

- Externally purchased online learning content was expensive with a low percentage of usage
- Inconsistent usage across college and within curriculum departments.
- Teaching staff did not have the time to pull together subject matter for effective use
- Limited expertise with creating online content

## **How did we find out about the BLC?**

Through research and networking with other colleges on Blended Learning models.

## **Why did we join the blended learning consortium?**

Attending the annual BLC conference gave us a real buzz and linked very much with our strategy and vision. Seeing the Journey that HOW College had gone through was, on reflection, not too dissimilar to where we were but we knew that by joining the consortium this would give us the quick win to drive the online agenda.

Research also indicated that the BLC could offer us opportunities such as:

- Allowing internal resources to focus on development of other projects
- Acceleration of our own online learning agenda
- Collaboration with other FE Colleges

## **What has joining the consortium enabled us to do?**

During the 17/18 academic year, a college-wide tutorial framework was piloted which enabled groups of learners to work through the resources in an online independent format using BLC content supplemented with built-in Moodle quizzes.

Cross college Functional Skills courses were also set up in a similar format allowing all students easy access to English and maths resources.

We gained feedback from staff and students that enabled us to steer future development.

More than 80% positive student response to the adaptation of our Tutorials from a face-to-face lesson into Moodle based online learning.

In addition, a further 1,150 Level 1 and 2 learners are now enrolled onto similarly adapted English and Maths Functional Skills pages. Both of which marry Blended Learning Consortium (BLC) resources with our own, in-house created, assets.

These two initiatives are only two examples of how we have effectively implemented 2,818 instances of BLC resources on our Moodle site. These resources have been completed a total of 6,231 times by 1,222 students.

The financial investment has been justified through a saving on externally purchased resources that were no longer required, and financial income was gained through development of content and video creation for the BLC.

In addition, we have also benefited from the following:

- Using existing skillset as content creators/developers for the consortium
- Allow teaching staff more time to facilitate face-to-face learning in the classroom
- Provide learners with a more flexible learning experience
- Provide networking opportunities within the sector
- Access to regular meetings and yearly conferences
- Utilise significantly reduced rates for external products and services
- Share our success story with others which resulted in winning the BLC Learning Impact Award.

### **Where are we at now?**

The impact of evidence-based learning and winning the BLC Learning Impact award gave us the ability and confidence to put forward the proposal for a mandatory online learning concept.

In September 2018 the MIL-O (My Independent Learning – Online) concept was conceived and was rolled out across college.

MIL-O courses form a part of the students independent learning. They are required to complete a minimum of 17 hours of evidence- based online learning. Each MIL-O course page has a variety of interactive activities which equates to one hour of independent learning. A student receives a badge for each MIL-O they complete, this automatically generates data that feeds into the students' eILP; this data is also linked to our reporting dashboard.

In addition to MIL-O we are also adding the BLC modules to Functional Skills English & maths project-based learning to offer more help to learners and promote autonomy in learning. This has led to increased use of BLC materials in curriculum areas.

Currently we have **275** active resources from the **BLC** hosted on our VLE of which, **30** have been used to support our MIL-O courses.

Resource	Badges awarded for students that have achieved 80% or more on each course
<b>MIL-O: Bullying and Cyber Bullying</b>	<b>6148</b>
What is Cyberbullying?	
Dealing with Cyberbullying	
<b>MIL-O: Appropriate and Inappropriate Content and Inappropriate Contact With Adults</b>	<b>5411</b>
E-Safety and Online Behaviour	
Online Grooming	
<b>MIL-O: Keeping Information Secure and Understanding Security Settings</b>	<b>4896</b>
E-Safety: Security and Risks	
E-Safety: The Importance of Passwords	
DigLit - Identity Theft	

MIL-O: Copyright and Plagiarism	
Intellectual Property	
Referencing Online Content	
Study Skills - Referencing and Plagiarism	
<b>MIL-O: Social Networking</b>	<b>4526</b>
Social media	
Negative Effects of Social Media	
<b>MIL-O: Prevent #1</b>	<b>3541</b>
Prevent - Introduction	
Prevent - Counter Terrorism	
British Values and Prevent	
<b>MIL-O: Prevent #2</b>	<b>3177</b>
Prevent - Radicalisation	
Prevent - The Stages of Radicalisation	
<b>MIL-O: Democracy and The Rule of Law</b>	
Democracy in the UK	
Rule of Law	
<b>MIL-O: British values - Individual Liberty, Mutual Respect &amp; Tolerance of Different Faiths and Beliefs</b>	<b>2853</b>
Prevent - Fundamental British values	
Mutual Respect & Tolerance	
Legislation and the Human Rights Act	
<b>MIL-O: EDI - Emotional Wellbeing</b>	<b>3410</b>
Emotional and Social Development in Adolescence	
<b>MIL-O: Self-Management - Personal and Work-Related Demands</b>	<b>2495</b>
Work Related Stress	
Self-Management Skills	
Initiative, Organisation, Accountability	
<b>MIL-O: Dealing with Pressure Whilst Studying</b>	<b>2495</b>
Dealing with Exam Stress	
Planning for Revision	
Revision Techniques	