



Invitation for all teaching and management staff at Aarhus BSS Conference on Blended Learning 26 November 2015

If blended learning offers so many advantages, why is it not already an integral part of all courses?

This is the question, which Dr. Ron Owston will shed light on in his keynote speech on 26 November when Aarhus BSS is hosting a conference at Comwell Aarhus.

A successful integration of technology-supported teaching activities in and between classes requires a strategy, specific tools for lecturers as well as motivated students.

The conference is aimed at all teaching and management staff at Aarhus BSS. The purpose of the conference is to discuss the best way to implement blended learning into the teaching both strategically and in practice.

Dr. Ron Owston, acting dean of York University, Toronto and blended learning researcher, will start out by offering his answer to the question:

If Blended Learning Offers So Many Advantages, Why Are So Few Institutions Adopting It?

This is followed by three specific examples of blended learning at Aarhus University. The three presentations focus on lectures, on large-class teaching and on the strategic considerations related to implementing blended learning in a whole degree programme.

Lunch is followed by four tracks: **1) Feedback, 2) Blackboard, 3) Engaging Learners, and 4) Strategy.**

These four tracks are divided into two sessions. The first session aims to inspire and provide examples of blended learning practices at Aarhus BSS. The second session consists of workshops giving participants the opportunity to work with the topic of the track in direct relation to their own teaching.

The purpose of the four afternoon tracks is to inspire and to embed this inspiration into the participants' own work. Thus each session contains a number of presentations by lecturers at Aarhus BSS who reveal how they apply blended learning to consolidate and further develop their teaching and learning activities.

The second session is an actual workshop where participants work on how to implement the activities into their own teaching and develop specific activities together - facilitated by members of the CUL staff.

When you sign up, please select the track you wish to attend.

Everyone is welcome and we hope to see a lot of participants.

Programme

8:30-9:00	Registration and coffee			
9:00-9:30	Welcome and aim of the conference			
9:30-10:45	Keynote speech: Professor Ron Owston, dean of the Faculty of Education, York University, Toronto			
11:00-12:15	Examples of blended learning at AU: <i>Per Andersen (LAW)</i> , <i>Line Schmeltz (BCOM)</i> & <i>Niels Ovesen Nygaard (MAT)</i>			
12:15-13:15	Lunch			
13:15-14:15	TRACK 1 FEEDBACK	TRACK 2 BLACKBOARD:	TRACK 3 ENGAGING LEARNERS	TRACK 4 STRATEGY
	Real-life examples from Aarhus BSS <i>Caroline Adolphsen (LAW)</i> <i>Anna Karina Kjeldsen (BCOM)</i> <i>Anne Bøllingtoft (MGMT)</i>	Real-life examples from Aarhus BSS <i>Sarah van Mastrigt (PSY)</i> <i>Morten Valbjørn (PS)</i>	Real-life examples from Aarhus BSS <i>Anna Piil Damm (ECON)</i> <i>Lise Heeager (MGMT)</i> <i>Mads Leth Jakobsen (PS)</i> <i>Claus Thrane (MGMT)</i>	Round table on the strategy of blended learning at Aarhus BSS <i>Dr. Ron Owston</i>
14:15-14:30:	Coffee break			
14:30-15:30	Workshop: Methods for classroom feedback	Workshop: Blackboard functions which consolidate the learning process	Workshop: Methods for teaching that activates and for learning	Workshop: Implementation of Blended Learning at Aarhus BSS
15:30	The conference finishes			

2

Practical information

Date: Thursday 26 November 2015

Time: 8:30-15:30

Venue: Hotel Comwell Aarhus, Værkmestergade 2, 8000 Aarhus C

Price: Free of charge

Seats: Limited number of seats, which are allocated on a on a first come, first served basis

Language: Danish and English

Registration deadline: 9 November 2015

Information: [Additional information is found on the conference website.](#)

Keynote:

Ved [Dr. Ron Owston](#).

Dean of Education, York University, Toronto, Canada.

If Blended Learning Offers So Many Advantages, Why Are So Few Institutions Adopting It?

Research tells us that blended learning has much to offer students, faculty and the institution, yet its adoption rate is modest compared to fully online courses.

This presentation will draw on Dr. Owston's experience as a researcher having conducted various studies on blended learning in undergraduate programs, a faculty member having taught using the blended approach for many years, and his experience as an academic administrator having developed institutional e-learning policy.

He will begin with an overview of what the term blended learning means and how different institutions interpret the term. This will be followed by a discussion of the advantages and limitations of the approach from the perspective of students, faculty and the university.

As part of this discussion he will share findings of his own studies and those of other researchers with respect to student perceptions, learning outcomes, effectiveness of different blends of online and face-to-face classes, and faculty opinions.

Dr. Owston will conclude with an overview of his own institution's efforts to scale up blended and online learning in his own Faculty as well as across campus. General conclusions will be drawn to help institutions develop and implement their blended learning strategies.



Descriptions of tracks and afternoon workshops:

[Please go to the conference website to read the title of each presentation.](#)

Track 1: Feedback

Students learn more if they receive feedback along the way. Either from the lecturer or from each other. A number of technological tools can be used to consolidate the feedback process. This track presents examples of how feedback has been integrated into the teaching at different departments.

Presentations:

- Caroline Adolphsen (LAW)
- Anna Karina Kjeldsen (BCOM)
- Anne Bøllingtoft (MGMT)

The workshop focuses on central concepts and methods in relation to good feedback, and the participants develop and qualify a feedback-based activity for their own teaching.

Facilitator: Bente Mosgaard

Track 2: Blackboard

Apart from functioning as a “post office” facilitating the contact between the student and the lecturer, Blackboard can also function as an online learning environment. This track presents how lecturers have applied the functionality and possibilities of Blackboard in practice.

Presentations:

- Sarah van Mastrigt (PSY)
- Morten Valbjørn (PS)

The workshop focuses on how the participants' Blackboard pages can be further developed into being more than a “post office”.

Facilitator: Tobias Alsted Nielsen

Track 3: Engaging Learners

This track illustrates how different strategies can be applied to activate the students in class and help them work with the academic material in between classes.

Presentations:

- Anna Piil Damm (ECON)
- Lise Heeager (MGMT)
- Mads Leth Jakobsen (PS)
- Claus Thrane (MGMT)

The workshop focuses on different strategies for teaching that activates through the use of technology, and participants work on designing an activity for a future course.

Facilitator: Linda Greve

Track 4: Strategy

This track is mainly aimed at directors of studies, department heads and other management staff at Aarhus BSS.

The purpose is to address the challenges related to developing a strategy for blended learning at a faculty such as Aarhus BSS. In the first session, Ron Owston will contribute with his knowledge on how to implement blended learning strategies in business schools.

The workshop focuses on a discussion of the elements related to a strategy for blended learning at Aarhus BSS.

Facilitator: Torben K. Jensen