



# Evaluating the impact of blended learning activities on engagement.



**The Question**  
**Are all blended learning activities created equal?**

## Context

The aim of this small-scale project was to investigate a variety of blended learning activities and to evaluate engagement in terms of the students liking the activity and if it aided their understanding.  
 A secondary aim was to discover if there were any differences between the interaction with the blended activities and the grades achieved.

**Case study:-**  
 Four classroom based groups, One blended group.  
*Let the games begin!*



## Multi method research



A variety of blended learning activities were created towards criteria driven assessments. A final survey was conducted to find out which the students liked and which helped their understanding of the topics explored. Archival research in the form of Moodle analytics was used to investigate if there was a link between how many times a student accessed the VLE and the grades achieved.

Discussions  
 Informal Focus Groups  
 Surveys  
 Archival research

## Transmissive model

Whereby the online activities are used as extra support for the face to face session.



## Holistic approach

Where there is no differentiation when or where the technology is used.

## Analysis

### Most Liked Activities

Power points - web links, additional notes embedded videos, clear indication of how topics fitted with the assessment.  
 You tube videos  
 Writing tasks



### Least Liked Activities

Pre-Reading  
 Forums



### Activities that Aided Understanding

Power points  
 Additional reading



## Findings:

Triangulation with VLE data shows that whilst interaction with the power points is the most popular the use of online You-tube links provided by staff is limited.

Early analysis shows that grades are not influenced by the number of times students access the VLE.

Students will only engaged with activity if they see the benefit for their assessment.

To make blended learning work, teaching staff need to be given the time to create resources and knowledge of the different applications.

Whilst management see it as a way of reducing hours additional contact via 1:1 and rapid email responses add to this time.



## Impact:

Increased student interest in the purpose of the blended activities.

Consideration of how the VLE is presented

Ensure students see the relevance of what they are asked to do.



### References

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