



Investigating the blended-learning model of skills support

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5 Key findings:

- 1 Both students and staff acknowledged that a significant part of their lives were spent online with one student stating that:

"Our everyday lives happen online".

- 2 Participants had clear opinions on the use of online materials, the necessity for a carefully designed bridge between online materials and face-to-face sessions, and required a high level of curation and support for greater understanding of what makes a useful online resource and how to use one.

A series of interviews with academics, students and staff which aimed to:

- 1) Establish/underscore the pedagogical basis for the innovation found in the curriculum linked programme.
- 2) Help inform university policies and procedures for the future with regards to blended and online learning modes.
- 3) Get a snapshot view of student and staff understanding of the content and engagement.

- 3 The fine difference between engagement with the internet, which was high, and interactivity with the resources, which was quite low, was marked and highlights the first of the central themes drawn from the interviews: engagement with online materials was often limited and focused on a search for a correct answer.

- 4 The potential impact of any blended learning offer is hugely dependent on the ability of the lecturer, facilitator, school, faculty or library to build context around the online resources.

- 5 It is essential that the context around the resources and what happens face-to-face, creates a concentrated moment where the learner is fully engaged regardless of whether they are sitting in a lecture theatre or a computer cluster, in a seminar or on their phone.



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