

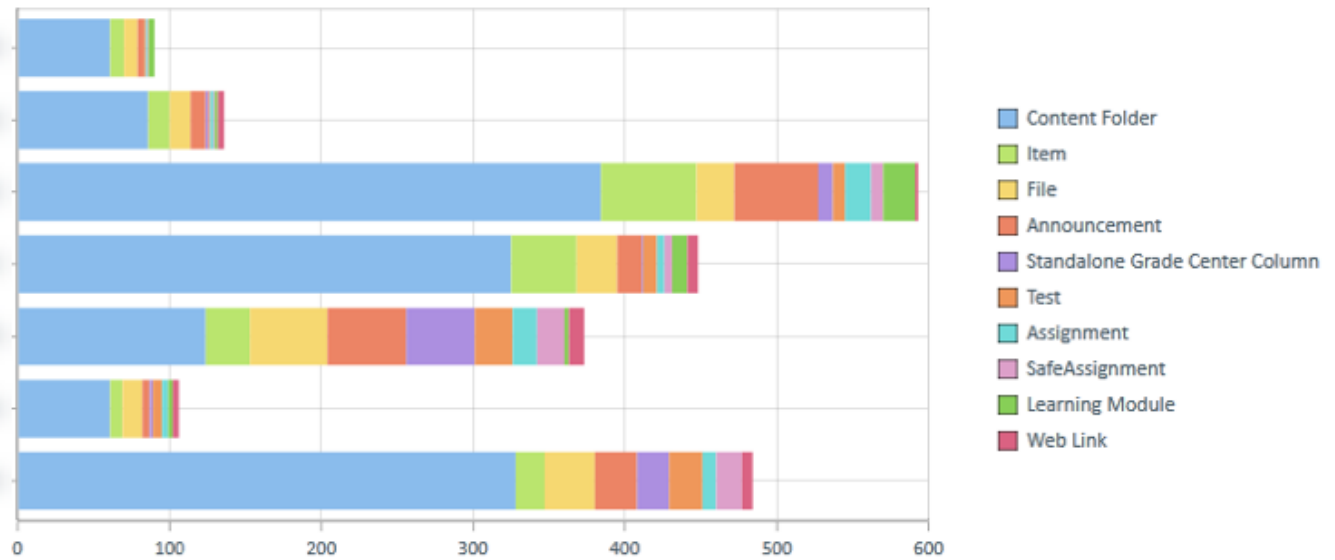
DEFINING BLENDED LEARNING

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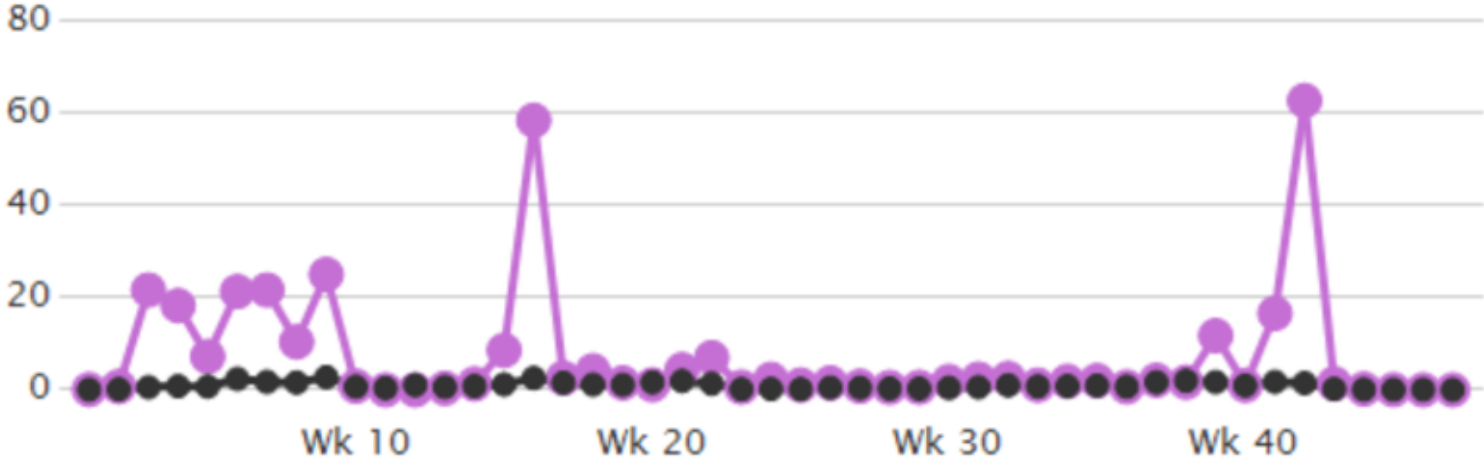
BLENDED LEARNING



☰ Top 10 Item Types Usage by Department



Interactions Average vs Department Average



The 10 skills you need to thrive in the Fourth Industrial Revolution



Image: REUTERS/Sergei Karpukhin

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



CPUT CHARTER OF GRADUATE ATTRIBUTES

Attributes and underpinning abilities October 2017

Compiled by
James Garraway,
with Siya Sabata and
Monwabisi Ratanaka,
Fundi CHED

1 TECHNOLOGICAL CAPABILITY AND FORESIGHT

A CPUT graduate will recognise that society, technology and science are intertwined, so that technology and science have the capacity to effect changes in society. Furthermore, CPUT graduates will recognise that science and technology should be used for the overall benefit of society even though its effects may also sometimes be harmful. Graduates will also recognise that scientific knowledge and their related technologies will need to be transformed/adapted to complex and changing circumstances. CPUT graduates would thus need to take a critical and reflective stance on how technology is used and for what ends, including issues of environmental awareness and sustainability, and to act accordingly.

Underpinning abilities for technological capability

- Using practical knowledge which involves the ability to transform knowledge and technological capabilities to new contexts and platforms.
- Using practical knowledge which enables the graduate to act in an environmentally sustainable manner.
- The ability to optimally communicate and follow through technological and other solutions.
- Autonomous decision making based on the transfer and application of practical knowledge.
- The ability to access relevant knowledge.
- An awareness of social priorities, responsibilities and associated problems which may have technological solutions.
- Critical and reflective stances to the use of technology.

2 RESILIENCE AND PROBLEM SOLVING CAPABILITY

A CPUT graduate will recognise the complexity of problem solving in society (including technological problem-solving) and will be able to engage confidently with such complexity. The graduate will recognise that there are no simple solutions to problems in society and that there are many twists and turns, dead ends and necessary restarts, and that they will need to act with resilience to succeed in these journeys. Such journeys will typically occur within entrepreneurial, innovation and investigative/research activities.

Underpinning abilities for resilience capability

- To reflect on and evaluate progress.
- Administrative, organisational and financial skills.
- To locate, evaluate, synthesise and apply information in context (information literacy).
- To face difficult and complex challenges.
- To recover from setbacks and try again.
- Self-healing.

3 RELATIONAL CAPABILITY

A CPUT graduate will be able to stand in the shoes of others in order to understand their needs, values and cultures so that what is being worked on can have optimal effects and/or the best chances of success. In so doing, a CPUT graduate will be able to act with understanding of others different from themselves, at both the interpersonal and inter-professional level. Furthermore, CPUT graduates will understand, learn with, and so be able to engage with others for the best possible solutions to work and societal problems. This capability is of advantage beyond the university and influences how graduates work with community groups or in local government, and relates to caring as well as effectiveness. It can also apply to working inter-professionally where, for example, a roads engineer would also have to work with environmentalists, heritage experts and others to get a job done for the benefit of all.

Underpinning abilities for relational capability

- Understanding and respect for others' knowledge.
- Embracing diversity.
- Recognising one's own shortcomings (including in technology/practical knowledge).
- Effective communication across differences.
- Group work in addressing and solving problems (including technological problems).
- Harnessing the collective practical wisdom of others.

4 ETHICAL CAPABILITY

CPUT graduates will be orientated towards the well-being and improvement of society rather than just ensuring the well-being and advancement of themselves. This will involve hearing and acknowledging the concerns of others. In the professional field, furthermore, morality forms a cornerstone against which ethical decisions are made in practice and as such characterises being professional.

Underpinning abilities for ethical capability

- An orientation to the public good.
- Knowledge of field-specific professional ethics.
- Rational capability (as above).
- An ability to discern whether professional practices are within ethical boundaries.
- An ability to take ethical decisions.
- An ability to act on unethical practices.

**PREPARE
YOURSELF FOR THE**

4IR

**WITH A
CPUT POSTGRADUATE
QUALIFICATION**

APPLICATIONS NOW OPEN



Cape Peninsula
University of Technology

creating futures



Cape Peninsula
University of Technology



TechTrends

<https://doi.org/10.1007/s11528-019-00375-5>



ORIGINAL PAPER



What Do We Mean by Blended Learning?

Stefan Hrastinski¹ 

© The Author(s) 2019



Personality

- carefree / still lazy / busy
- many register as they can't get a job
- small % would proceed to Masters / further studies

Demographics

- mostly African $\approx 85\%$
- small % other pop groups
- more female than male

Support solns

- internet ^{based} support (refresher - notes / podcasts put online)
- whats app group for more social / personal support
- Fundani - writing support

Challenges

- 1) Finances - many students work 3 days / week
- 2) Family commitments - some have children
- 3) Time management - not good at balancing work with academics

Advanced Dip persona

→ ± 40 students expected.

Strengths

- some undergraduate knowledge / work exp.
- most Tech savvy + have smart phones
- internet access at work / res

STRENGTHS

- Independent / responsible
- Motivated / focussed
- Work experienced? (mixed)
- Access to instrumentation
- Alumni (inform curriculum)

Support Services

- Mutual support
- Block sessions
- Chat groups
- Industry support



PG Dip Analytical Chemistry.

DEMOGRAPHICS

- age: > 23
- male / female
- Urban / rural
- International / outside W.Cape
- Young is older
- Married? ...? (family support)

Challenges

- Time
- Internet access
- Distance / Travel
- Discipline, knowledge / experience
- Mismatch of skills / knowledge
- Personality clashes (ex. personal, age)
- RPL approval

PERSONALITY

- Competitive / ambitious
- Mature
- Lifelong learners
- Tech savvy
- B/D - Internet dependent
- Personality profiles



Gilly Salmon

Professor

Professor Gilly Salmon has been a digital learning innovator for more than 30 years. She is currently Academic Director for Open Education Services in the UK. Previously, Professor of Innovation and Transformation, and Associate Dean, Online, at the University of Liverpool Management School. [Wikipedia](#)

Born: 1949 (age 70 years)

Citations: 11 840

h-index: 29

Outcomes

Week

Week 1

Week 2

Week 3

Week 4

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L
A

Acquisition

Inquiry

Discussion

Collaboration

Practice

Production

Assessment

Week 1

Wee

Student
attends
Lectures

Week

Week 1

Week

Student
attends
Lectures

Student
downloads
presentation

Semester
Test or
Exam

Outcomes

Week

Week 1

Week 2

Week 3

Week 4

TLA

Student attends Lectures

Student down loads presentation

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Assessment

Semester Test or Exam

Teaching as a Design Science



Building Pedagogical
Patterns for Learning and Technology

Diana Laurillard



Professor Diana Laurillard

UCL Institute of Education

Diana Laurillard is a Co-Investigator on CGHE's local higher education engagement research programme.

Diana is Professor of Learning with Digital Technologies at the London Knowledge Lab, UCL, Institute of Education. Her research includes large-scale online communities of teacher designers, and the use of specialised digital course design tools to enable teachers to create and share new pedagogies for using learning technology. She is currently running two MOOCs on teacher development in digital course design.

[Read Diana's full profile](#)

CGHE publications

- [The potential of MOOCs for learning at scale in the Global South](#)



[@LaurillardDianaUK](#)
[Laurillard profile](#)

Production

Acquisition

Ways of Learning

Collaboration

Practice

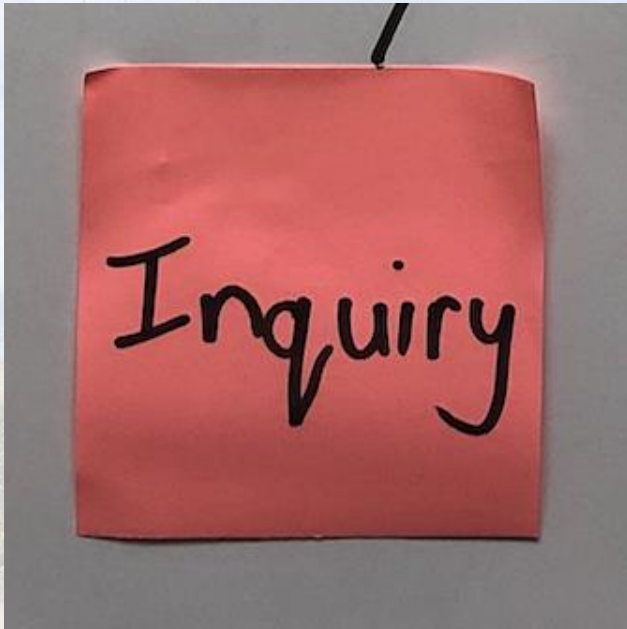
Inquiry

Discussion



Acquisition





Practice





IT Business Management 3

Business Management 3
group

Zayd Waghid
Admin · March 11, 2018

Having viewed the film 'Who cares', what can you as a citizen do cultivate social entrepreneurship in society?

5 56 Comments Seen 1

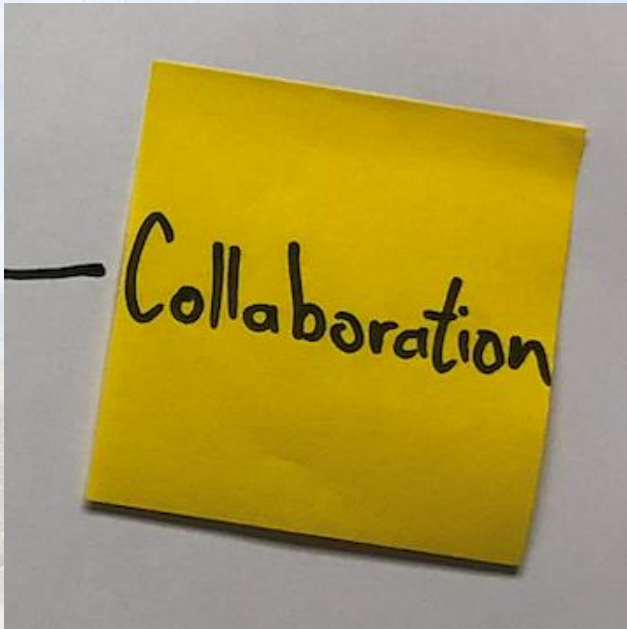
Like Comment

View previous comments 2

Mbulelo Makhita from the film i have realized that as group we can conquer but individually we cant, as the saying " united we stand divided we fall". that is what i have learned from this film, because here all social entrepreneurs work hand in hand with community member to eradicate whatever socio-economic issue they are facing.
Like · Reply · 40w

Siphenathi Sidiya i would try and create/build a society where i teach the future generation that from start it is not always about making money but uplifting the spirit of the community likewise the community works like a human body it all works towards one goal and in this case that goal would be upper the standard of living of the community with rest of the community benefiting
Like · Reply · 39w

Write a comment...



Production



Week 1

w

Student
Views
podcast
on LMS

Student
Views
podcast
on LMS

Links to
further
readings

Student
Views
podcast
on LMS

Links to
further
readings

BlackBoard
Quiz based
on podcast

1171

Student
Views
podcast
on LMS

Links to
further
readings

Black Board
Quiz based
on podcast

Use of
Clickers to
spark
Discussion

Quiz based
on podcast

Use of
Clickers to
spark
Discussion

Groups of
Student
in kahoot
teams

essment

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root
S

Students
present oral
presentations
on BB
Collaborate

Turnitin
assignment

Outcomes

Week

Week 1

Week 2

Week 3

Week 4

TLA

Student Views Podcast on LMS

Links to further readings

BlackBoard Quiz based on podcast

Use of Clickers to spark Discussion

Groups of Student in kahoot teams

Students present oral presentations on BB Collaborate

Turnitin assignment

Assessment

Outcomes

Week

Week 1

Week 2

Week 3

Week 4

TLA

Student attends Lectures

Student downloads presentation

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Assessment

Semester Test or Exam

HOW MIGHT WE
REDUCE STUDENTS'
WORKLOAD THROUGH
ONLINE
ASSESSMENTS

RESEARCH METHODOLOGY 4 - B. TECH PART C

LO 1
Knowledge and understanding of research and its purpose

LO 2
Ability to conceptualise a research problem

LO 3
Design and implementation of a research project

WK 1 WK 2 WK 3 WK 4 WK 5 WK 6 WK 7

<p>ScreenCast on Introduction to Research</p> <p>Reading on Basics of Research</p> <p>Lecture on Intro to Research</p> <p>Flip grid on Students' Expectations</p>	<p>Discussion on Introduction to research</p> <p>Lecture on Intro to research continued</p> <p>Journal Article on Basics of Research</p>	<p>Case Study on research problem</p> <p>Lecture on Formulation of the research problem</p> <p>Discussion on Formulation of the research problem</p>	<p>Flip grid on the research problem</p> <p>Lecture on oral presentations</p> <p>You Tube video on oral presentations</p>	<p>ScreenCast on Research Design</p> <p>Reading on research design process</p> <p>Flip Grid on planned research design</p>	<p>Lecture on Research Design</p> <p>Discussion on Research Design</p> <p>Online blog on research design</p>	<p>Kawoot on Research Design</p> <p>Power Point on Research Design</p> <p>Flip Grid - reflects on Term 1</p>
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ASSESSMENT 1
MC Qs on research theory

ASS. 2
Power Point presentation on research problem

ASSESSMENT 3
Group assignment on proposed research design

Acquisition

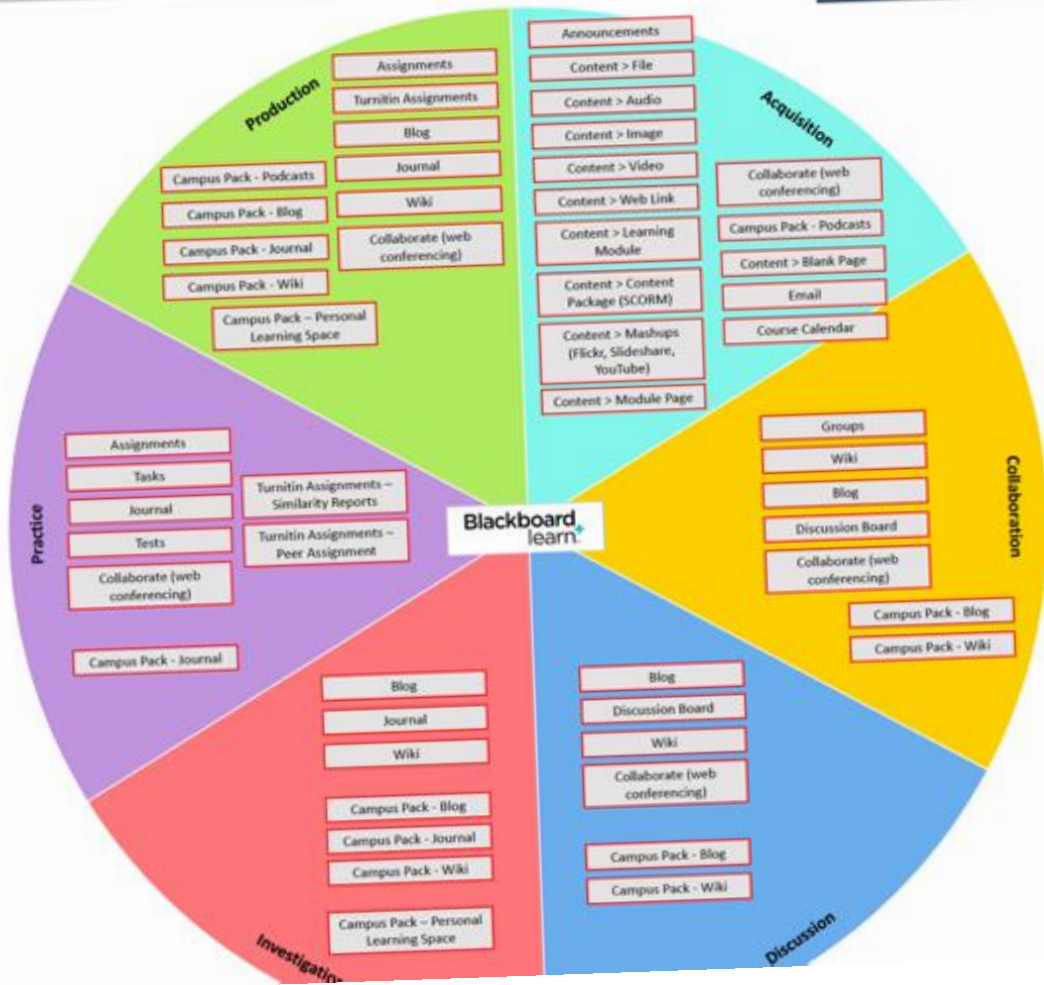
Inquiry

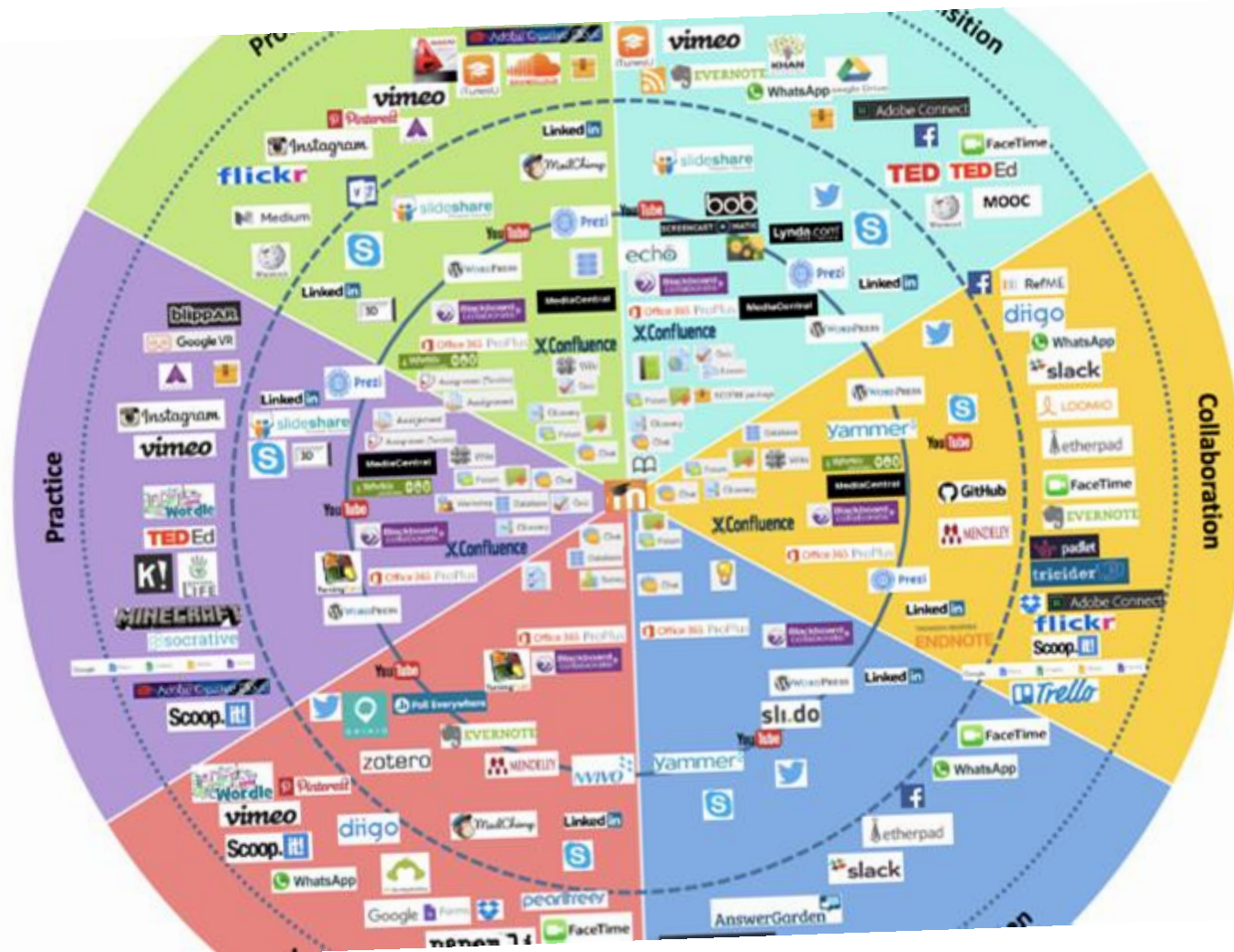
Production

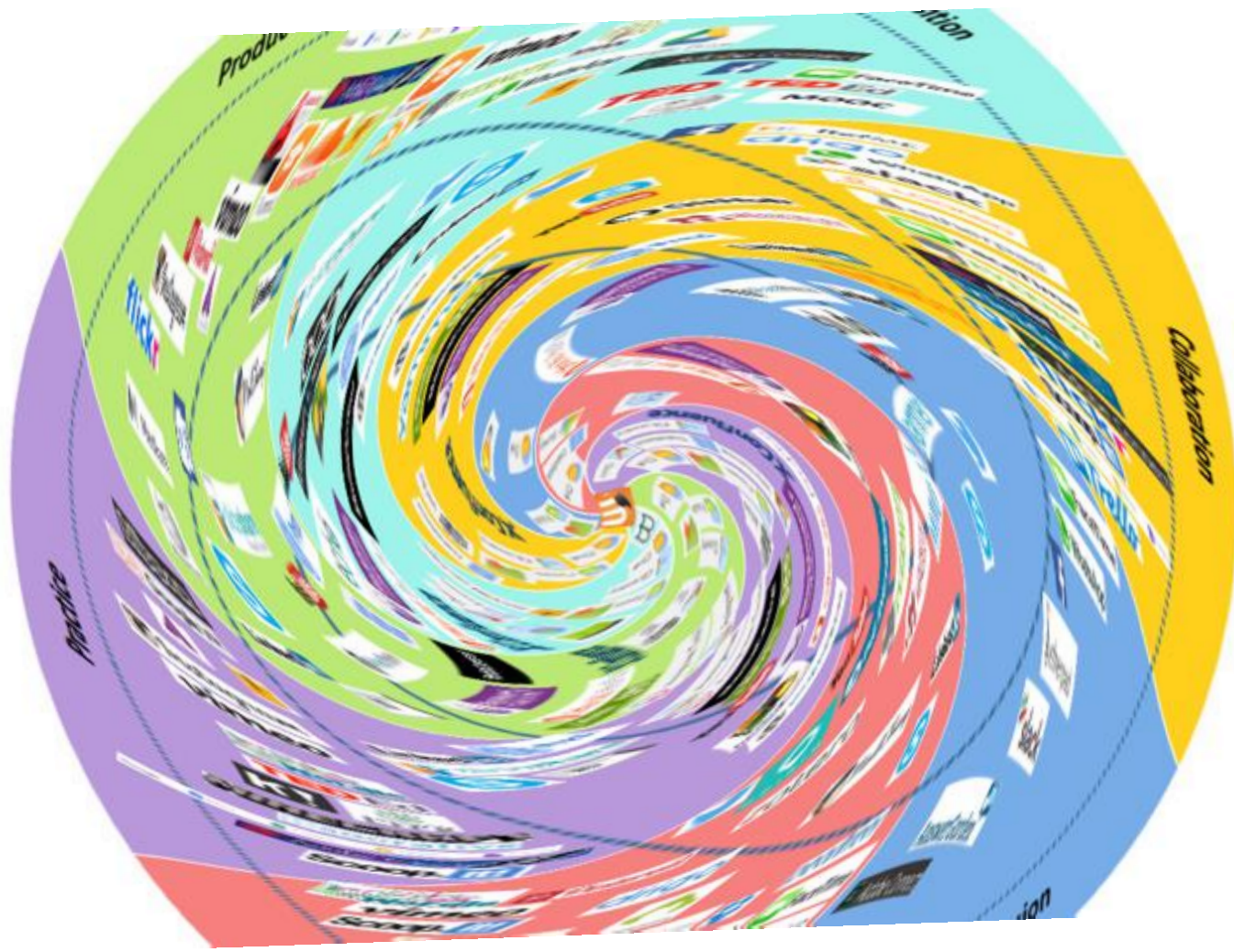
Practice

Collaboration

Discussion

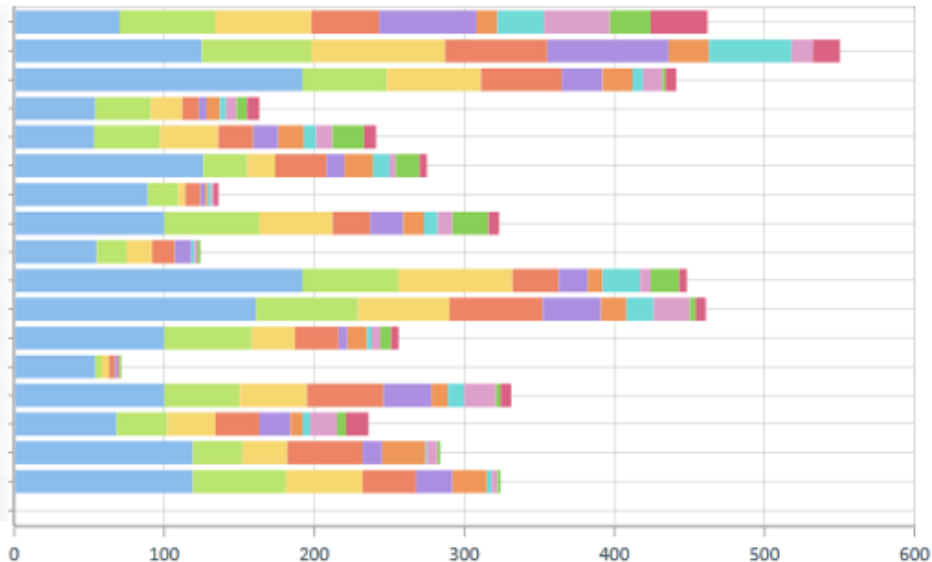






☰ Top 10 Item Types Usage by Department

Department 1
Department 2
Department 3
Department 4
Department 5
Department 6
Department 7
Department 8
Department 9
Department 10



- Content Folder
- File
- Announcement
- Item
- Test
- Assignment
- Standalone Grade Center Column
- Web Link
- SafeAssignment
- YouTube Video



$\rho = \frac{m}{V}$ $m_3 = \frac{1}{3}\pi r^2 l \rho$
 $m = \rho V$ $A \times h$ $V = \frac{1}{3}\pi r^2 h$

Diagram showing a rectangular prism with dimensions 1, 2, and 4. A cylindrical segment is drawn on top of it, labeled "Seg m". The cylinder has radius r and length l . A smaller cylinder is drawn below it with radius $\frac{r}{3}$ and length $\frac{l}{3}$. The mass of this smaller cylinder is given as $m_3 = \frac{1}{3}\pi (\frac{r}{3})^2 (\frac{l}{3})$.

- < Bce
- Заглянь сообщений в чате.
- MS Ekaterina RZYANKIT
We are recording the se
It is pleasure Ms Roberts
the chapters for test 1 we
next week
Ms Mogau do you still hav
 - Mongezi Mbatha
Clear sir
 - MS Ekaterina RZYANKINA
👍
 - MS JOGONE SISIHO MAGAU
👍
- Скажиme «no» и «yes»

