

Blended Learning

in the General Studies series "Acting socially sustainably in organisations"
for students at the Institute for Sociology, open for students from further fields of study, Erasmus incomings and senior students

Requirements of an integrative learning (blended learning) of presence learning and multimedia support are met by the systematic integration of the intranet tool Stud.IP, as provided by the university of Bremen. The organisation of the seminar, its monitoring and support, all this is done in combination of different media and methods, in accordance with the didactic trainings concept based in attitude and methods on Theme-centered Interaction by R. C. Cohn.

Communication in a timely manner and as requested, as well as individual counsel alongside defined milestones, complement the fortnightly three hour training sessions designed as interactive workshops. Here, theory, methodology and media are connected in a sensible and beneficial manner.

A replacement of attendance teaching by "tele-teaching" or suchlike is not prudent in light of the psychological and group-dynamical contents, leading to the overall goal of understanding by heart what "Acting socially sustainably in organisations" might mean in practise. General Studies aim for applied and applicable knowledge and the development of key competences. The training based form of teaching offers knowledge and empathises on experience, application, and reflection.

Measures implemented for blended learning, following a differentiation by Wiepcke (2006¹: 69):

- Media online: Stud.IP website, email contact, newsgroups, systematic use of Wiki in Stud.IP, handouts, text documents, links, feedback on documentaries
- Media offline: Print media, film sequences, PowerPoint, Metaplan techniques
- Most educational theories fall into one of the following categories: cognitivist, behaviourist and constructivist. I follow them here for an overview
- Theory, constructivist: Simulations, role plays, pedagogic games, micro-scenarios, didactic guidance and reflection based on a systemic and group dynamic background
- Theory, cognitivist: Attendance and counselling, tutorials, interview of experts, reception of text material
- Theory, behaviourist: Presentation of text material, self-learning by adult didactic, practise exercises, reflection and self-expression, training in small groups and in the plenary
- Methods, asynchronous: Self-learning as guided text interpretation, working on content, development of an interactive workshop setting, informal learning supported by reflection, team work, and homework tasks
- Methods, synchronic: Attendance and counselling in mandatory meetings upfront and after the workshop, support during the workshop if needed, attendance teaching for shared experience to reflect on in light of the explicit aim of training effects, team work and counselling, inputs and discussions with leading questions, feedback

Overall, the multi medial support *and* reliable attendance teaching add up into a socially sustainably and supportive setting, whereas everything of importance is available, where questions are answered on short notice and reliably, and where therefore the student's quote of absence is very low.

¹ Wiepcke, Claudia (2006). Computergestützte Lernkonzepte und deren Evaluation in der Weiterbildung. Blended Learning zur Förderung von Gender Mainstreaming, Hamburg: Kovac.