



Pearson

Blended learning using HN Online

A GUIDE FOR
TEACHING TEAMS



Facilitating flexible delivery

HN Online is a digital solution created by Pearson that enables flexible delivery of BTEC Higher National Qualifications. It supports blended learning, allowing students to work through the course content both inside and outside of the classroom throughout the course.

HN Online covers 30, out of the required 60, guided learning hours for each of the units, allowing you the flexibility to use your own resources and activities to guide students through their learning. Course delivery using HN Online is tutor-led and involves students completing learning goals assigned by the tutor for a particular unit.

When using HN Online, students have access to all critical course content within an online platform, and content is aligned to the learning outcomes of the BTEC Higher National qualification. This enables you to focus on high value face-to-face delivery and assignment support for the times that students are in the classroom.

HN Online demonstrates three key learning design principles:

- **Reducing extraneous cognitive load** by providing clear instructions, breaking down content in bite sized chunks and checking understanding at regular intervals.
- **Boosting active and constructive engagement** through interactive activities such as videos, open response questions, multiple choice questions and drag and drop activities.
- **Providing immediate feedback** with the use of model answers for open response questions, assessing and displaying scores for multiple choice along with the number of attempts.



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What is blended learning?

As the use of technology in education has increased over the past few decades, it also provided opportunities to find new and creative ways to enrich the educational experience. Blended learning is one such opportunity, which has evolved to allow a union between face-to-face and technology-based learning.

'Blended learning provides a combination of face-to-face learning and dynamic digital activities and content that facilitate anytime/anyplace learning' (Jisc, 2018)

'Blended approaches use multiple methods to deliver learning by combining face-to-face interactions with online activities' (HE academy, 2018)

Both of these definitions highlight the combination of online and face-to-face learning, and the facilitation of this. Teaching teams have been using integrated learning technologies for years, embedding online learning within classroom delivery. So what is the difference here?

The key to blended delivery, and what comes through in both definitions, is the facilitation of learning anytime, anywhere. This enables students to take ownership of their learning by taking advantage of the flexibility it offers.

Delivering blended learning using HN Online

HN Online is based on a flipped classroom model of blended learning. This means that students acquire knowledge before class, and then use classroom time to practise and apply concepts and ideas through interaction with peers and tutors.

The students are getting the lower level skills out of class, acquiring that foundational knowledge via HN Online, and during the face to face sessions you as tutors can build in the higher level learning and skills in the conceptualisation of that knowledge.

Blended delivery requires preparation at the beginning and moderation throughout the year in order to make it successful. Some of the key things you may want to consider are outlined on page 4.

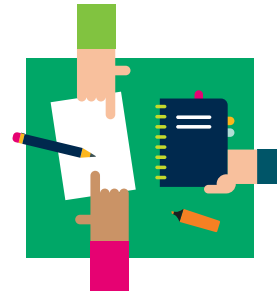


Introducing students to blended delivery

Students will need an induction to understand the benefits of using HN Online and to ensure they are comfortable with the platform. The induction could include an opportunity for students to experience the online platform within the classroom environment before they try using it offsite. This enables you to address any individual technical or access issues with the students prior to the start of the learning programme.

Building a community at the beginning

In order to gain the full benefits of a blended learning programme, it is important to build a community with your students during the induction period. This helps students feel more comfortable when engaging with each other in online discussions and projects. Online discussions need facilitating in order to be successful.



Setting the expectations

HN Online is based on the 'read a little, do a little' philosophy and students will need to be self-disciplined to work through and interact with HN Online and stay engaged. You may need to manage expectations of time spent using HN Online for different activities.

Incentivising attendance

Blended delivery means there are fewer timetabled face-to-face sessions, so it is important to ensure that sessions are engaging and practical. Students need to recognise the value of attending the classroom-based learning and how these fit into their overall learning experience.



Providing assessment support

Centres are still required to produce assignment briefs for each unit and ensure quality assurance through the internal verification process. Using HN Online can facilitate specific support for summative assessment, and tutors can schedule in-class assessment support workshops or 1:1 tutorials within the scheme of work.

Key Features of HN Online

HN Online offers more methods in terms of delivering the learning than integrated learning technologies. Not only does it include resources for students to learn from but also enables engagement between students and tutors within the platform and monitors students' learning progress.

Content addresses learning outcomes for each unit

Each module in HN Online addresses a specific learning outcome. Modules are divided into sub-modules, covering the relevant topics classified as learning goals. As students work their way through HN Online, they can monitor their own progress through the completion of these learning goals.

Students receive immediate feedback on their progress

Students have the ability to track their progress in HN Online, which is motivational for them and provides tutors with enhanced data. Information such as module reports, assessment progress reports, and Learner Paths all provide rich data that gives you the ability to tailor your teaching methods and feedback for each student, while improving time efficiency.

Active engagement online

HN Online allows for effective interactions between you and your students outside of the classroom, through the use of messages, forums and polls. Therefore, by using Tutors can post on the forum, monitor discussions, provide online feedback and offer support to students. This continual engagement means that students will maintain regular contributions to the group and interest in the programme outside of the classroom.

Self-directed learning

The use of HN Online can increase a student's ability to set appropriate learning goals and take charge of his or her own learning. Students have the ability to become responsible for tracking their individual achievements through HN Online, which helps develop the ability to find the resources or get the help they need, self-advocating so they can reach their goals.

Encouraging online collaboration

Digital technology enables students to collaborate in ways that are not possible in solely classroom-based courses. For example, face-to-face sessions can limit students' contributions, due to time constraints, or because students may feel intimidated in the classroom environment. HN Online can offer an extended and less daunting platform to continue these opportunities.

Reasons to adopt blended learning

A blended approach allows for a wider variety of learning styles to be considered. HN Online helps address this through a range of interactive learning tools, such as: video case studies, talking heads, questioning tools and a range of interactive exercises.

It combines a tutor led classroom-based experience with independent online studies so students have flexibility over the time, place, path, or pace of their learning.

Students are able to study at a time and in a place that is convenient for them, either at home, in the library or a computer lab at college, during their commute, or during their lunch break at work;

Students can also access different materials or study at different rates, depending on their prior attainment and own interests. This can reduce stress and increase satisfaction and information retention.

This approach can be attractive for students who want a flexible course to fit around their other commitments, such as work or family.



Talk to us about HN Online

If you'd like to find out more about HN Online and how it can help adopt flexible delivery of BTEC Higher Nationals at your centre, contact us at highernationals@pearson.com today

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