

Home

Online Learning Guide

A [Centre for Instructional Technology \(CIT\)](#) and [Centre for Development of Teaching & Learning \(CDTL\)](#) collaboration

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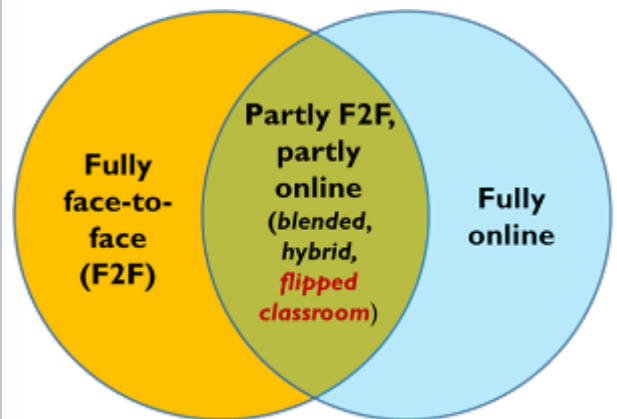
Overview

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What are Blended Learning, iBLOCs, iMOOCs and MOOCs?

- **Blended learning** - a combination of face-to-face with online experiences to produce effective, efficient and flexible learning. (Stein & Graham, 2014)
- **iMOOCs** - Internal Massive Open Online Courses ([NUS](#))
- **iBLOCs** - Internal Blended Learning Online Course ([Your Module](#))
- **MOOCs** - Massive Open Online Courses ([Global Audience](#))

 <p>The diagram consists of two overlapping circles. The left circle is yellow and labeled 'Fully face-to-face (F2F)'. The right circle is light blue and labeled 'Fully online'. The overlapping area in the center is green and labeled 'Partly F2F, partly online (blended, hybrid, flipped classroom)'.</p>	<p>What is the potential of Blended Learning?</p> <p>A well-designed blended learning module aims to promote deeper level of engagement and deeper learning among learners. Blended learning assists in;</p> <ul style="list-style-type: none">• Increased guidance and triggers• Easier access to learning activities• Individualised learning opportunities• Increased engagement through social interaction• Time on task
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What is Flipped Classroom?

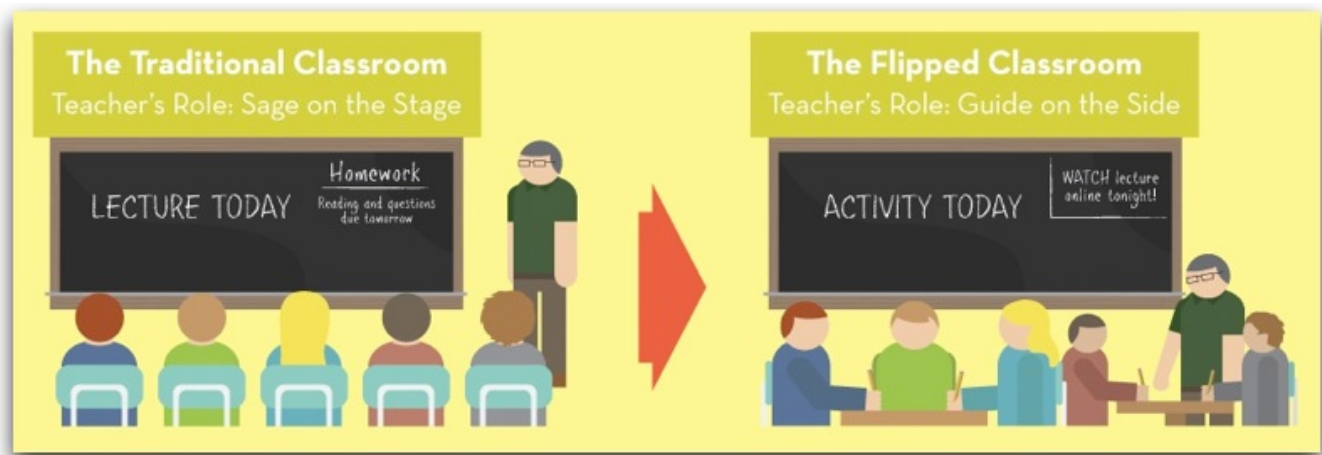


Image source: Knewton Infographics

“Flipping the classroom” means that students:

- gain **first exposure** to new material outside of class, usually via reading or lecture videos, and then,
- **use class time** to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates.

Key elements - flipped classroom

- Provide an opportunity for students to gain **first exposure prior** to class.
- Provide **in-class** activities that focus on **higher level cognitive activities**.
- Provide a **mechanism to assess student understanding**.
- Provide an **incentive** for students to **prepare for class**.

What platforms are supported? What is the difference between these?

URL	coursera.org	nus.coursera.org	ivle.nus.edu.sg
Domain	Public	NUS only	NUS only
For	MOOCs	iMOOCs/iBLOCs	iMOOCs/iBLOCs
Peer Assessment	Yes	Yes	No
In-video Quiz	Yes	Yes	Yes
Question Bank	No	No	Yes
Forum	Yes	Yes	Yes
Assignment Folder	No	No	Yes
Grade Transfer	Manual	Manual	Machine-to-Machine
Web conference	Google Hangout	Google Hangout	WebEx
Certificate	Yes	No	No

How do I go about the video recording?

You may refer to [Video Techniques section](#) to explore various options.

Where can I view the promo videos done by NUS colleagues?

CIT encourages you to create a promo video of about 2 minutes that highlights the benefits of taking your course/module.

[View promo videos by NUS educators.](#) (NUSNET login required.)

I will be doing iBLOC. What is the typical timeline? How will the production proceed?

You may visit [iBLOC Production Timeline](#) section for more details. Take note given scenario is an example and may vary depending on the course needs, number of instructors involved, staff availability etc.

How long does it typically take to produce a video?

Major portion of the time will be spent on the video production. Do not be surprised to find yourself spending more time in contrast to your traditional lecture. While there is no absolute time to produce video as it depends on teaching style, video technique or course requirements, but the below estimate will give you an idea.

- **Self recording** of one 6 to 10 minutes chunk may approximately take 3-4 hours initially but subsequent video may take shorter time as you get familiarized with the technique.
- Two hours worth of video in (that is 12 ten minutes chunk or 20 six minutes chunks) **Studio** settings would roughly take 2-3 days. This excludes post-production.