1. The problem

Online learning requires a high degree of learner autonomy and responsibility for one’s own language and learning needs.

2. The treatment

What?
NoM blended learning

How?
• NoM online (English): 5 topics with 25 scenarios, quizzes for Words, Language and Communication, Real-Life Cases, and a First-Aid kit
• Classes: Activities based on NoM online
• Facebook/Email: Activities directing learners to NoM online

Who?
• Bridging students (N=55): working in healthcare while pursuing a Bachelors degree in nursing
• English proficiency ranging from beginner to advanced
• (Near-) native speakers of Dutch
• Comparable combination of Belgian and Dutch students

Where? Artesis Plantijn Hogeschool /Association University of Antwerp (Belgium)

When? 2016
• Group 1: over a 5-week period
• Group 2: over an 11-week period

3. Research focus
How can a blended learning approach help learners optimise their online learning experience?

4. Outcome

4.1 Overall online behaviour
Group 1 (n=23): Average of 654 logs per student
Group 2 (n=32): Average of 653 logs per student

4.2 NoM activity online
• Learners focus most on quizzes and real-life cases
• Group 2 had more time and returned most often to quizzes and least often to scenarios

4.3 Activity for scenarios per topic
• In-class activities for both groups were based on the scenarios
• Neither group focused on scenarios outside of class

4.4 Activity for quizzes
• Both groups: Minimal in-class and Facebook/Email activities were used to direct learners to particular quizzes
• Least focus on Language with most focus on Words and Communication

4.5 Activity for real-life cases
• Group 1 had a Facebook/Email activity on RLC 1
• Group 2 had a Facebook/Email activity on RLC 2
• Activities direct learners’ online behaviour

5. Conclusion

Blended learning can lower the threshold to online learning by
• directing language learners’ online learning behaviour while also allowing them the freedom to learn autonomously
• exposing vocational learners to various aspects of the online programme that they might not have explored otherwise
• increasing learning engagement
• adding a social dimension (e.g. collaborative learning among learners as well as between learner and lecturer) to online learning

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