Case Studies on Blended Learning in the Context of *Real Estate Education*

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- Introduction
- Blended Learning
- Virtual Learning Environments
- Case Studies
- Conclusions

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Introduction: Blended Learning

Operational for nearly two decades ...

- **Establishment of optimal models?**
- **Effectiveness of the techniques employed?**
- **Feelings of disconnectedness?**
- **Reduced levels of engagement?**
- **Interaction between students and between students and instructors?**

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Introduction: Approach

ERES 2015 – Annual Conference:

- **Exploration of models & typical systems tools**

ERES 2015 – Education Seminar:

- **Subsequent survey: incident & nature of blended learning**

ERES 2016 - Education Seminar:

Triangulation of the online survey with case studies of particular implementations – Looks more into detail about the acceptance of VLE

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Introduction: Definition

- Most commonly definition after Graham (2005): “Blended learning environments combine face-to-face instruction with technology-mediated instruction”

- Differences in interpretation and delivery ...

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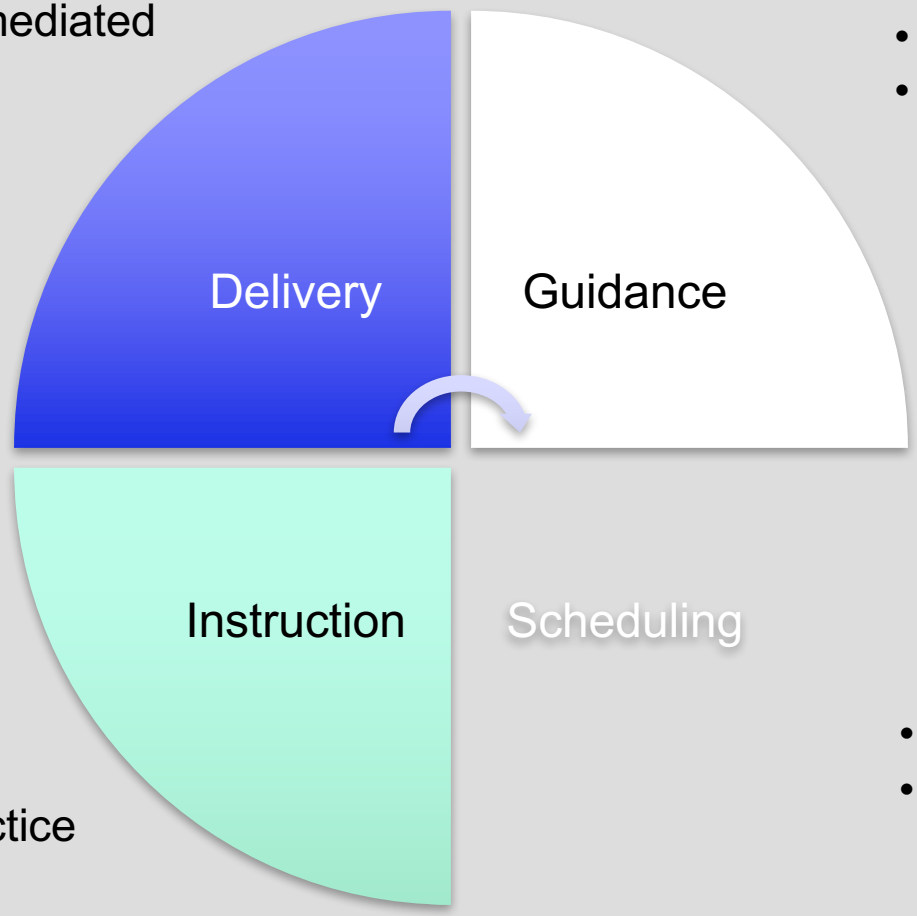
Blended learning (MIT definition)

- Live classroom
- Computer mediated

- Individual
- Instructor led
- group learning



- Lecture
- Discussion
- Guided practice
- Reading
- Games
- Case study
- Simulation

- Synchronous
- Asynchronous

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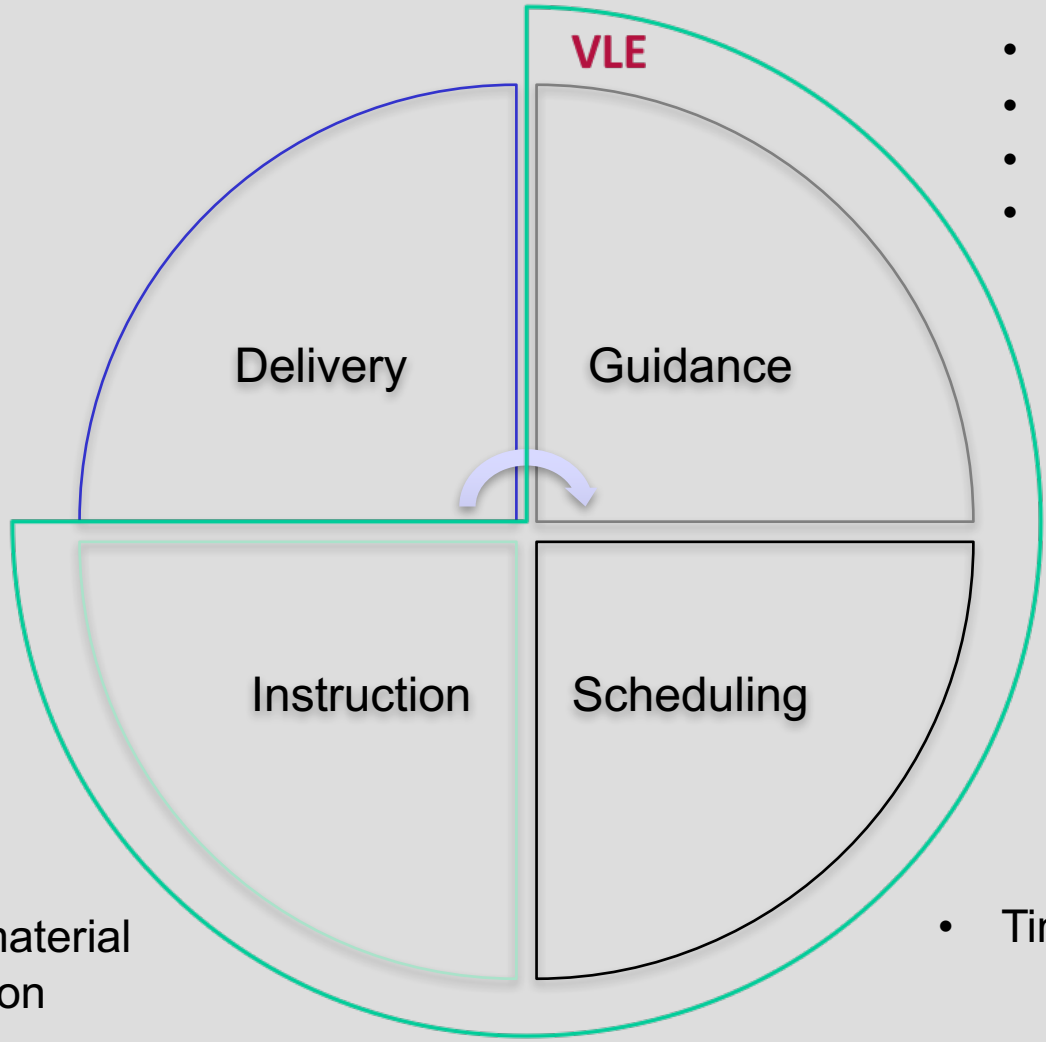
Blended learning in practice



- Communication
- Access to marks
- Access to feedback
- Library

- Course material
- Submission

- Time shifted learning

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Virtual Learning Environments (VLE)

- **Incorporating some or all the features of both LMS and CMS**
- **Facilitates (a-) synchronously learning**
- **Meetings in real time**
- **Conducting live classes in virtual classrooms**
- **Lessons are presented using audio, video ....**
- **Tools for self-assessment are available**

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Virtual Learning Environments - 2

- Core university facilities
- University wide not faculty specific
- Primary platform for content delivery

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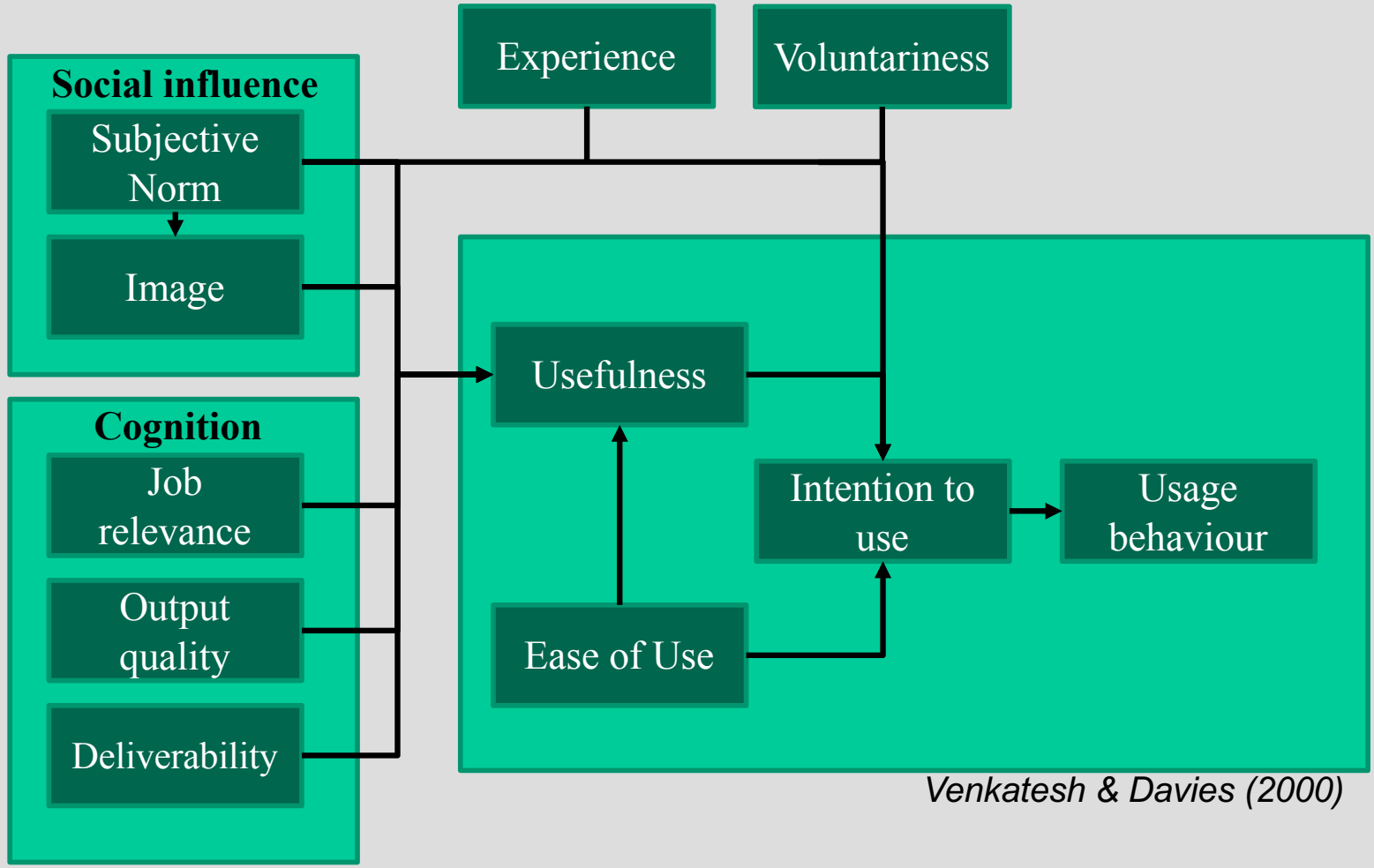
Technology Acceptance Model (TAM2)



Venkatesh & Davies (2000)

Social and cognitive aspects of behaviour, that influence the perception of the acceptability of a technology (→ questions of the initial survey)

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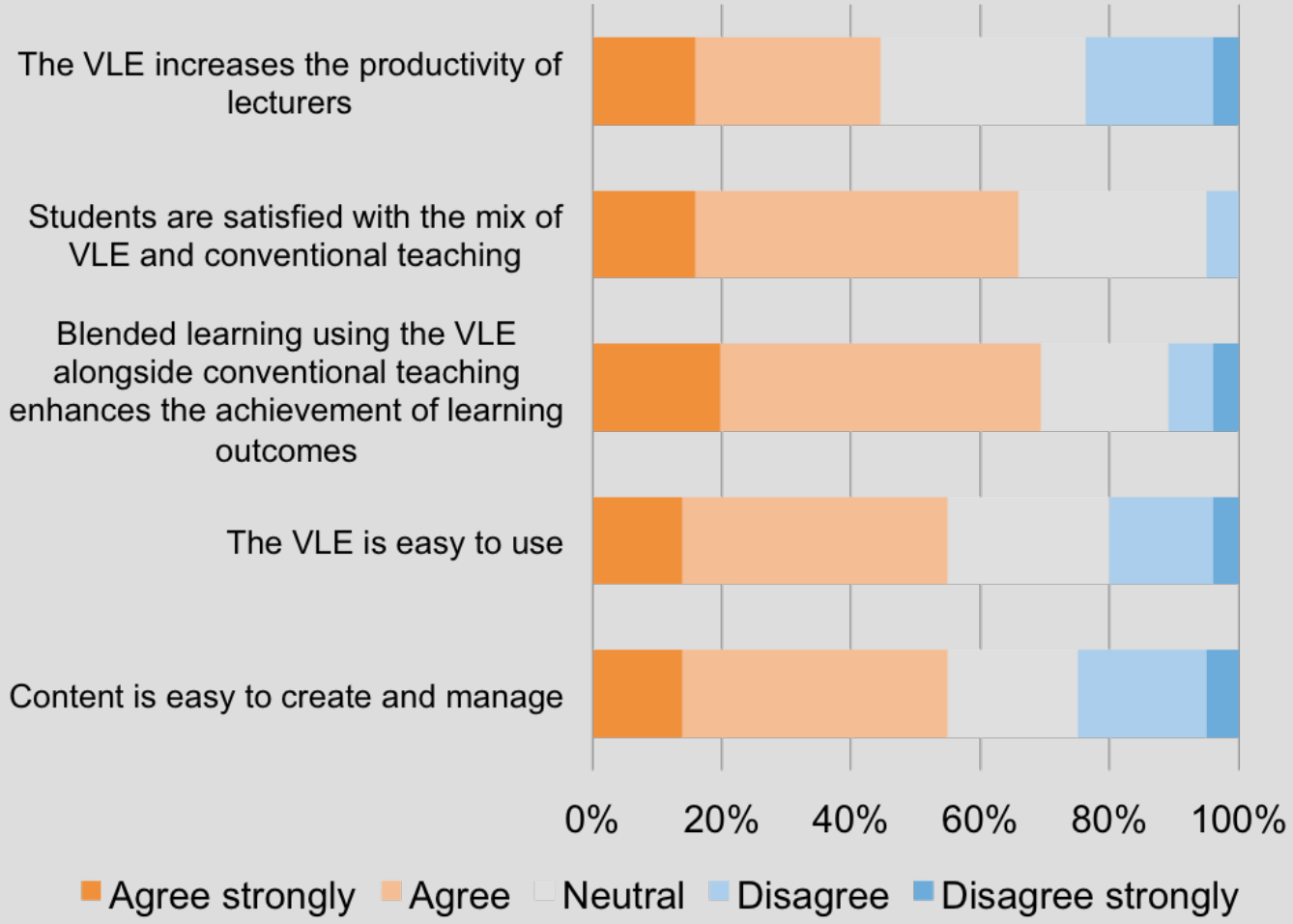
VLE perception in Real Estate



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Case studies - methodology

24 different universities with RE courses contacted to discuss the VLE in use. All use Moodle or Blackboard and all provide the same functionality. It became clear that:

- **RE does not have sufficient overview of the structure of the VLE – they are just users**
- **IT (Learning technologists) do not have sufficient overview of RE to comment on the differences**
- **Differences in RE application are driven by individual preference rather than strategy**

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Lecturer productivity – *limited research*

Shelton (2013) - "Virtually mandatory": A survey of how discipline and institutional commitment shape university lecturers' perceptions of technology":

- **Institutional commitment**
- **Discipline**
- **Wide variations between core (eg Powerpoint) and peripheral technologies**

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Student satisfaction

Chua & Montalbo (2014) - "Assessing Students' Satisfaction on the Use of Virtual Learning Environment (VLE)"

- **Useful and useable support tool**
- **Positive attitude to VLE tools**
- **Age and technology literacy major factors in satisfaction**

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Conclusions - 1

Difficult to map onto real estate specifically

- **Students generally satisfied but are likely to become increasingly demanding of the technology.**
- **As the technology literacy of new generations works its way into Higher Education, students will expect more of systems, more of interfaces and more of tools.**
- **Most VLE's are pedestrian by comparison with Facebook for example.**

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Conclusions - 2

- **Lecturers** see productivity increases in the main but a significant minority do not.
- In part this is to do with the shortcomings of the technology that will be addressed over time – but it is also to do with general acceptance of the institutional norms.

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