



Netaji Subhas Open University

Centre for Internal Quality Assurance

In association with

Commonwealth Educational Media Centre for Asia

**Organized Two-Day Workshop
On**

**Implementation of Blended Learning Designs in
Higher Education Institutions of West Bengal**

**REPORT OF THE SECOND WORKSHOP
(24th & 25th June 2023)**

Project Director

Professor Anirban Ghosh
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Project Coordinator

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Workshop Report

Inaugural Session: The welcome address was delivered by **Mr. Santanu Dam**, Deputy Director, Jalpaiguri Regional Centre, NSOU. He offered thanks and gratitude to the participants for ensuring their spontaneous participation in the workshop.

The introduction and theme of the project and the workshop was presented by **Prof. (Dr.) Anirban Ghosh**, Director CIQA & Project Director. In his address, Professor (Dr.) Anirban Ghosh articulated the outcome of the sustained collaboration between CEMCA & NSOU. He enunciated the significance of the existing project that is being implemented in collaboration with CEMCA. He expressed how the existing project will be instrumental in empowering the Higher Education teachers of West Bengal to design and implement **Blended Learning ecosystem** within their institutional framework.

Title of the Workshop: Implementation of Blended Learning Design in Higher Education Institutions in West Bengal

Objectives of the Workshop:

- ✚ To foster the creativity of Higher Education Teachers and facilitate them in generating innovative designs.
- ✚ To facilitate the participants in comprehending, analyzing & evaluating the different components of the Blended Learning Framework
- ✚ To facilitate the participants in comprehending the beneficial output, outcome, and impact of Blended Learning from the perspective of the learners as well as the socio-economic scenario.
- ✚ To make the participants enlightened with the structural and functional nuances of the internationally acclaimed models of Blended Learning
- ✚ To make the participants enlightened with the requisite functional competencies for executing the strategic facilitative and coaching interventions in Blended Learning System
- ✚ To make the participants sensitized to the relevant theories and models of Instructional Design that can elucidate the learning process and elevate the cognitive proficiency of the learners to the upper levels of Cognitive Taxonomy
- ✚ To make the participants cognizant of the cutting-edge and result-oriented Digital Tools that can serve as effective catalysts for facilitating the dynamic teaching-learning process in the Blended Learning Framework.
- ✚ To make the participants apprised of the rationale, concepts, mechanisms & beneficial impact of OER, Copyrights, and Licensing in the Higher Education Ecosystem of West Bengal
- ✚ To facilitate the Higher Education Teachers in creating innovative conceptual frameworks for developing MOOCs
- ✚ To facilitate the participants in crafting Blended Learning Design
- ✚ To facilitate the participants in evaluating the effectiveness of Blended Learning in the Higher Education Ecosystem through Result Chain Frameworks
- ✚ To diagnose and scrutinize the prospects and challenges of providing online/blended learning within the framework of Higher Education Institutions in West Bengal.

- ✚ To design outcome-oriented interventions for ensuring the successful implementation of Blended learning in the Higher Educational Ecosystem of West Bengal.

Venue: Jalpaiguri Regional Centre of Netaji Subhas Open University

Target Segment: Higher Education Teachers of the different Higher Educational Institutions in West Bengal

No. of participants: 31 (Male-20, Female-11)

Facilitators:

- ✚ Prof. (Dr.) Anirban Ghosh
Director CIQA, Netaji Subhas Open University
- ✚ Dr. Papiya Upadhyay
Assistant Professor of School Education, Netaji Subhas Open University
- ✚ Mr. Purandar Sengupta
Certified Master Trainer (NIESBUD; Govt. of India)
Certified Master Trainer & Facilitator (HRCI- Global Accreditation Agency)

Facilitation Methodology:

- ✚ Micro-Lab
- ✚ Lecture & Presentation
- ✚ Focused Group Discussion
- ✚ Situation Analysis & Strategic Planning
- ✚ Design Thinking, User Experience Design & Problem Solving
- ✚ Collaborative Evaluation

Special Facilitation Technique: Inquiry-Based Facilitation for eliciting metacognitive competency of the Learners

Description of the Interventions in different sessions:

First Session: The First Session was conducted by **Mr. Purandar Sengupta**. He conducted the method **Micro-Lab** for the purpose of Ice-Breaking and to make the Higher Education Teachers acquainted with the strength and resources of each other.

After that, he conducted **Inquiry-Based Facilitation** for encouraging the learners in eliciting their reflective views and opinion of the Higher Education Teachers in planning and implementing Blended Learning Programs. They were also inspired to evaluate Blended Learning Methodology from the perspective of the teaching-learning process and socioeconomic parameters

The Higher Education Teachers conducted the evaluative activity in a collaborative mode and expressed their collective reflections based on deep cogitation

Second Session: The second session of the program was conducted by **Dr. Papiya Upadhyay**. She delivered a vivid presentation on the different Models of Blended Learning that are globally validated for their outcome-oriented approach. Her presentation portrayed the mechanism of administering each of the models of Blended Learning. She was highly meticulous in facilitating the Higher Education Teachers to gain the practical efficacy of orchestrating Blended Learning with diversified approaches

In the last part of the session, **Mr. Purandar Sengupta** inspired the Higher Education Teachers to analyze and evaluate each of the models of Blended Learning. He made an effort to foster the essence of analysis and evaluation within the Higher Education Teachers

Third Session: In this session, **Dr. Papiya Upadhyay** clarified the theory – of “**Community of Inquiry**”, framed by Garrison Anderson & Archer. She explained each component of the theory, highlighting the logical rationale and the beneficial outcome that can be generated from each program component.

After elucidating the program components, **Dr. Papiya Upadhyay** initiated **Inquiry Based Facilitation**. She encouraged the learners to ventilate reflective responses on the various components and subcomponents of the theory - **Community of Inquiry**. Through gentle probing, she fostered the metacognitive competency of the Higher Education Teachers.

Throughout the session, **Dr. Papiya Upadhyay** appreciated the reflective analysis and eloquent response of the Higher Education Teachers

Her **Positive Reinforcing Stimuli** played an instrumental role in enhancing the confidence of the Higher Education Teachers and boosting their morale.

Fourth Session: The Fourth Session was jointly co-Facilitated by **Dr. Papiya Upadhyay** and **Mr. Purandar Sengupta**. In this session, the Facilitators jointly conducted the analytical exercise “**Situation Analysis & Task Planning**”.

At first, the Higher Education Teachers were grouped on the basis of their disciplines. Then the members of each group were encouraged to create Blended Learning Framework for teaching a relevant topic pertaining to their discipline, which is extremely instrumental in the present situation.

The Higher Education Teachers were inspired to enumerate the learning objectives, inputs for learning, and learning activities for both Synchronous and Asynchronous Learning Periods. They were also requested to specify the expected output and outcome of the interventions engineered in both the Synchronous and Asynchronous Learning period

The Higher Education Teachers completed the task with deep contemplation and profound mindfulness. After the planning session, they incorporated their inputs into the **Situation Analysis Framework**, which was furnished to them by the Facilitators

The completion of the Fourth Session indicated the conclusion of the first day of the Workshop.

Fifth Session: This session was conducted by Mr. Purandar Sengupta. He made the Higher Education Teachers apprised of the different effective Instructional Strategies that are conducive to learning in the Blended Learning Framework.

He also illustrated the intricacies of **Performance Coaching** as an instrumental tool for facilitating the learners in applying the acquired and comprehended inputs. He acknowledged **Performance Coaching** as a Strength -Focused Intervention and depicted it as the bridging factor between Learning and Performance

In the last part of this session, **Dr. Papiya Upadhyay** encouraged the Higher Education Teachers to differentiate the three developmental interventions Facilitation, Coaching, and Mentoring.



Sixth Session: In this Session, **Professor Anirban Ghosh** played an instrumental role in enlightening the Higher Education Teachers regarding the details of Open Education Resources and Massive Open Online Courses. **Professor Anirban Ghosh** facilitated the learners in understanding the quintessential aspects of different Creative Common Licences and their applicability in higher education

After those Professor Anirban Ghosh facilitated the Higher Education Teachers in comprehending the intricacies of developing online courses for the LMS of different Universities as well as the **SWAYAM** Portal of the Government of India.

He also underscored the importance of private portals like Coursera, EDX, Future Learn, etc. which are facilitating the learners in completing relevant courses from different prestigious International Universities

Seventh Session: In this session, **Dr. Papiya Upadhyay**, vividly presented the evolution of digital tools and technology that are deployed in the Educational Sector. She made Higher Education teachers acquainted with the operational mechanism and the beneficial outcome of the cutting-edge digital tools in the Higher Educational Framework.

It is pertinent to mention that she presented a ready-reckoning mechanism for Higher Education Teachers, that will facilitate them to identify the appropriate digital tools and technology that should be engineered for the learners at different levels of the Cognitive Taxonomy framed by Anderson & Krathwohl

Eighth Session: In the last session of the workshop, **Dr. Papiya Upadhyay and Mr. Purandar Sengupta**, encouraged the Higher Education Teachers to design and implement an Instructional Method that would decimate the monotony of the learners, create vibrancy within them, and facilitate them to comprehend complex thematic components.

Eventually, the Higher Education Teachers of Humanities and Political Science framed and enacted a wonderful Role play on Women-Empowerment, reflecting the constitutional rights of women and also the strategic interventions that need to be deployed for ensuring comprehensive socioeconomic empowerment of underprivileged rural women.



REFLECTIONS FROM THE LEARNERS

A. Reflections on Blended learning from three different groups

Group 1:

- Mixing f2f and ICT Mode.
- Loss of class hours when the traditional methods are used.
- Govt policy perspectives are imperatives.
- Switching to Blended Learning is an advantage to compensate Teaching Learning Process.
- Provisions of ICT to cater to the needs of the learners.
- Blended learning is advantageous in academic-administrative aspects.
- Flexibility is a merit of Blended Learning.
- Infrastructure constraints may be surmounted through Blended Learning

Group 2:

- Apart from technology, teaching methods should also be blended to create Blended Pedagogy.
- Need analyses of the learners and appraisal of existing cognitive proficiency are essential
- Based on the findings of Need-Analysis and Cognitive-appraisal, heterogeneous interventions should be designed for satisfying unique needs and further development of existing cognitive competencies.
- Judicious use of tech & non-tech parts of the Teaching -Learning -Empowerment process
- Digital tools should be used judiciously for satisfying specific learning needs
- The content must be interesting and lucid
- Skills are necessary for teachers to conduct the classes in hybrid mode.

Group-3:

- Problems in rural areas reg online/ICT-backed pedagogy.
- A blending of strategies and methods is a good initiative
- Blend of F2F & online mode will be more purposeful and meaningful
- Difficult to ensure the Tech-savvy nature of senior Educators, especially above 45 yrs.
- Socio-emotional barriers between teachers and learners in the blended mode.

- Value degradation. Negative impacts on personality development owing to Online activities.

B. Reflections on Situational Analysis & Task- Planning through the SAF

Group-1: Social Sciences (12 members)-Concept of women empowerment in rural society

Group-2: Science (06 members)-Global Warming

Group-3: Education (08 members)- Socialization & Culture

Group-4: Commerce (06 members)-Managerial Economics

Result Chain of each session:

First Session

Output	Expected Outcome
The participants got acquainted with the mechanism of building conducive relationships and crystallizing collaboration through Micro-Lab.	It is expected that the Higher Education Teachers will be able to administer Micro-lab and develop a congenial relationship among the peer-learners
The participants got acquainted with the art of presenting the pros and cons of the Blended Learning Mechanism with logical rationale	It is expected that Higher Education Teachers will be able to reinforce the positive elements and minimize the negative elements of the Blended Learning Mechanism, through strategic interventions

Second Session

Output	Expected Outcome
Higher Education Teachers have got cognizant of the different Models of Blended Learning	It is expected that Higher Education Teachers will achieve cognitive resilience and operational flexibility to administer different models of Blended Learning in accordance with situational demand

Third Session

Output	Expected Outcome
Higher Education Teachers have acquired the competency of analysing and evaluating the subtleties and intricacies of the Community of Inquiry Model, from the perspective of learners' convenience	It is expected that Higher Education Teachers will be capable of analysing and evaluating the other learning models relevant to Blended Learning, with precision and proficiency

Fourth Session





Output	Expected Outcome
Higher Education Teachers have acquired the competency of executing "Situation Analysis and Task Planning". They have also acquired the competency of	It is expected that Higher Education Teachers will be able to facilitate the other Educators in their Institutions to make judicious utilization of the exercise "Situation Analysis and Task Planning" and

evaluating a program model through the “Situation Analysis Framework”	the evaluative model of “Situation Analysis Framework”
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Fifth Session

Output	Expected Outcome
Higher Education Teachers have achieved conceptual clarity on designing need-based Facilitation Techniques & Performance Coaching Strategies	It is expected that Higher Education Teachers will be able to administer multifarious Facilitation Techniques and the strategy of Performance Coaching for empowering their learners

Sixth Session

Output	Expected Outcome
Higher Education Teachers have got apprised of the following concepts; - <ul style="list-style-type: none">  OER  Creative Common Licences  Intellectual Property Rights  MOOCs 	It is expected that Higher Education Teachers will be capable of sensitizing other educators in their institutions regarding the intricacies of OER, Creative Common Licences , Intellectual Property Rights &MOOCs

Seventh Session

Output	Expected Outcome
Higher Education Teachers have got sensitized to the evolution of Digital tools and technology in the Higher Education Sector Higher Education Teachers have acquired the competency of selecting/identifying appropriate digital tools and technology for learners at specific levels of cognitive taxonomy	It is expected that Higher Education Teachers will be capable of administering appropriate digital tools and technology according to the cognitive proficiency of the target segment of learners

Eighth Session

Output	Expected Outcome
The Higher education Teachers have designed and enacted Role -Plays, under the supervision of the Facilitators	It is expected that Higher Education Teachers will be able to design and orchestrate appropriate Role Plays for elucidating complex curricular topics and facilitate their learners in the process of comprehending such complex curricular components

Conclusion:

The Workshop aimed at fostering the analytical, evaluative, and creative competencies of Higher Education Teachers. It is distinctly evident from all the activities of the Workshop,

that strategic effort was made by the team of Facilitators in facilitating the Higher Education Teachers to unleash their higher-order cognitive potential.

Moreover, astute strategies were administered to reinforce the Metacognitive Competencies of the Higher Education Teachers through the judicious application of different techniques of Facilitation and Performance-Coaching.

The participants acknowledged the Workshop as the precious constellation of instrumental interventions for engineering cognitive enrichment and behavioural resilience. Participation certificates were presented to one and all. Sharing of experiences by the participants was welcomed. The event clinched with a formal vote of thanks by Dr. Upadhyay. She gratefully acknowledged Dr. B. Shadrach, Director, CEMCA and Prof. C. Basu, the Hon'ble Vice Chancellor, NSOU for their patronage and encouragement in carrying out the project. She also extended sincere thanks to all the RC members and associated supports for their round the clock cooperation. The workshop ended with spontaneous applause from the Higher Educational Teachers, who were the learners in the Workshop.



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PROGRAMME SCHEDULE

DAY 1 (24/06/2023, Saturday)

Time	Activities/Sessions	
9.30AM– 10.00AM	Registration	
Inaugural Session		Speakers
10.05 AM	Welcome Address	Sri. Santanu Dam, Dy Director, Durgapur RC, NSOU
10.10 AM	About the Project & Workshop	Professor Anirban Ghosh, Project Director & Director-CIQA, NSOU
10.20 AM	<i>Self-Introduction by the participants</i>	
Time	Sessional Activities	Facilitators
10.30AM	Session 1: Situational Analysis of BL in the daily lives	Dr. Papiya Upadhyay Mr. Purandar Sengupta
11:15 AM	Session 2: Generic understanding of Blended Learning; Blended Learning Designs	
12:15PM	Session 3: Understanding Copyrights, OER & Licensing	Prof. Anirban Ghosh
Activities: Self-Assessment		
1.30PM	Lunch	
2.00PM	Session 3: Blended Learning Ideas emanating from Institutional to Individual Level; Instructional Designs and Competence for BL facilitation (Tricks & Traits)	Mr. Purandar Sengupta Dr. Papiya Upadhyay
3.15PM	Session 4: Situational Analysis Framework (SAF): Preparation & Presentation	Dr. Papiya Upadhyay Mr. Purandar Sengupta
Activities: Points to Ponder		
5.00 PM	Day Closes with Tea	

DAY 2 (25/06/2023, Sunday)

Time	Sessional Activities	Facilitators
10.30AM– 10:45AM	Recapitulation & Summary of Day-1 with Tea	Participants & Project Team
10.50 AM	Session 5: Future of BL: Role of Technology in Education creating learning environment.	Dr. Papiya Upadhyay

12:30 PM	Session 6: MOOCs, Online courses, & SWAYAM, Demo-LMS	Prof. Anirban Ghosh
Activity: Sticky Notes		
1.30 PM	Lunch	
2 PM	Session 7: Development of Action Plan (BL course design template); Exhibiting Role Play on Competence	Prof. Anirban Ghosh Mr. Purandar Sengupta Dr. Papiya Upadhyay
3:30 PM	Wrapping up & Valediction	Project Team
4 PM	Vote of Thanks	Dr. Papiya Upadhyay, Project Coordinator & Asst Prof., Education, NSOU