



University of Glasgow Psycholo... McGraw Hill connect  
Level 1 Psychology  
« my courses

home library reports

home switch to instructor home view | student home view

**full assignment list** | next assignments | calendar

title	expand all	collapse all	info	due date	status	attempts remaining
▶ Introductory Lectures						
▼ Biological Bases of Behaviour ...						
The Brain				08/31/13 10:00am		unlimited
Learning - Classical Conditioning				08/31/13 10:00am		unlimited
Operant Conditioning				08/31/13 10:00am		unlimited

▼ course info

instructor  
**Jason Bohan**

---

textbook  
**Psychology**  
Holt, 2nd ed.

LearnSmart study modules

<b>Course code</b>	1001 / 1002	
<b>Title of course</b>	Psychology 1A/B	
<b>Course lead contact</b>	Dr Jason Bohan	
<b>No of credits</b>	20	
<b>Level of course (UG/PG) &amp; year</b>	UG – First year	
<b>No. of students</b>	600	
<b>Platforms used</b>	<ul style="list-style-type: none"> <li>Publisher’s online site: LearnSmart/Connect (McGraw Hill)</li> </ul>	
<b>Multimedia content</b>	<ul style="list-style-type: none"> <li>Animation</li> <li>Video – short clips e.g. YouTube</li> </ul>	<b>Learning activities</b>
		<ul style="list-style-type: none"> <li>Quizzes</li> </ul>
<b>Describe your blended learning approach</b>	<ul style="list-style-type: none"> <li>To provide distributed learning and formative feedback throughout the first year curriculum.</li> <li>Weekly home-work assignments set by the lecturer (which changed on a weekly/fortnightly basis) based on their learning objectives, were made available for students to test their learning.</li> <li>Students were encouraged to complete online activities during the course, but quizzes also re-opened at exam time to support revision.</li> </ul>	

<p><b>Why was this blended approach taken?</b> i.e. what issue was it trying to solve?</p>	<ul style="list-style-type: none"> <li>• To promote greater engagement with the lecture content throughout the semester, rather than students cramming for exams later, thus promoting deeper learning of the material.</li> <li>• The final exam is 50% MCQ, and the self-tests support students' exam preparation.</li> </ul>
<p><b>What advice would you give to other teachers</b> taking this approach for the first time?</p>	<ul style="list-style-type: none"> <li>• Organise all the learning activities ahead of the course, but only turn tests on when needed.</li> <li>• Formative tests can be re-used over subsequent years, making them efficient.</li> <li>• If you have a textbook, you can use a bank of test questions based on this</li> <li>• I would include questions that were in the lecture only to encourage attendance as well.</li> </ul>
<p><b>What student support needs should be taken into account?</b> i.e. how did you support their transition into this way of learning?</p>	<ul style="list-style-type: none"> <li>• Students required little support to get going. Once tests were online, they only needed a URL.</li> </ul>
<p><b>What are the lessons for the institution and the sector</b> from this work?</p>	<ul style="list-style-type: none"> <li>• Students really appreciate this way of learning, especially the flexibility and enjoyment from doing this. The feedback was very positive.</li> <li>• There does need to be greater investment in terms of resources for it to be effective though. The website developed by the publishers is much more sophisticated than staff resources allow (all lectures could set a weekly mini-quiz without much additional strain); however, to do so on the scale and to the quality expected by students takes investment. Publishers provide this.</li> <li>• If staff invest in online resources, there is additional time required to interact with online forums, maintenance etc., and institutions have to be realistic about the time investment required for this. Sometimes academics who know their subject well are asked to do this, which is not their area of expertise – institutions need to support subject areas to acquire/develop learning resources, as well as providing advice/support on how to implement these resources too.</li> </ul>