

Social Connectedness in Online and Blended Learning Communities

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Cause and goal

Growing number of educational institutions are experimenting with personalised, flexible education and learning in learning communities. Challenge: How to promote social connectedness when students work at their own pace and on different learning outcomes?

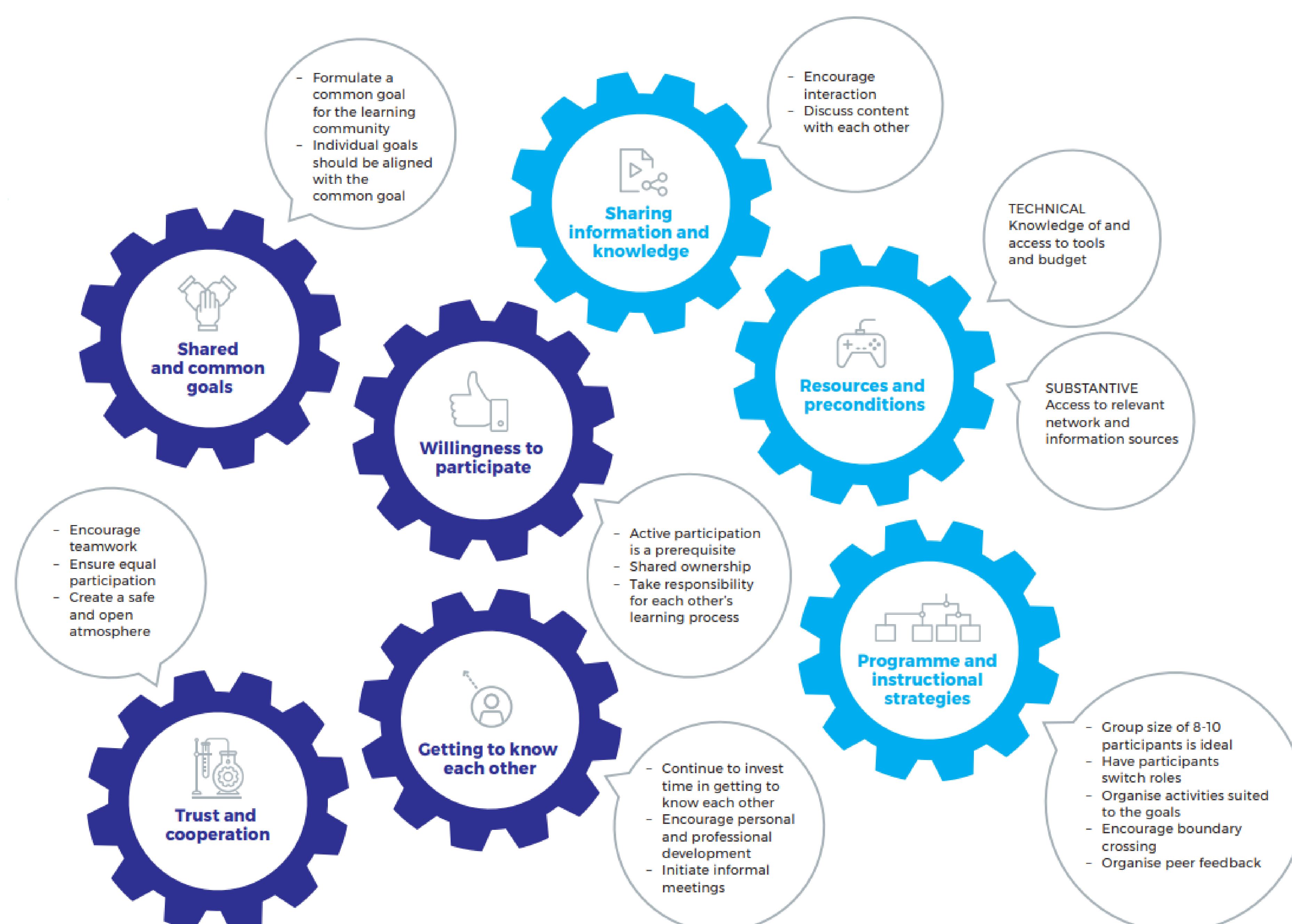
Which design principles stimulate social connectedness in online and blended learning communities and which methods and (ICT) tools are conducive?

Consortium

Hanze University of Applied Sciences Groningen (secretary), The Hague University of Applied Sciences, Leiden University of Applied Sciences and Saxion University of Applied Sciences, on behalf of the Flexibilization zone, Acceleration Plan Educational Innovation with ICT.

Method

Literature review; good practices; developing a prompting board; design sessions for teachers and students; student and teacher questionnaires (*Sense of Community, reciprocity and interactive learning scales*)



Results

- Qualitative results included in prompting board
- During post-test, students indicate that they learn more deeply in a learning community than during pre-test
- In one learning community, the 'interactive learning' scale scored significantly higher at post-test than at pre-test

Data management and support

- Data set Sense of Community in Pure, Dataverse: <https://doi.org/doi:10.34894/VJUEHR>
- DMP for collaborating UoAS
- ResearchDrive with access for collaborating UoAS
- Support Informationspecialist (e.g. with metadata and DMP)

Publication

Venema, A., van Oijen, J., van der Meer, R., Oosterwijk, R., Sjoer, E., van Essen, D., Woudt-Mittendorf, K. & Zuidersma, J. (2021). Social connectedness in online and blended learning communities. Utrecht: Versnellingsplan Onderwijsinnovatie met ICT.

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