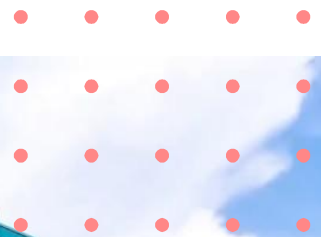


# Singapore Management University talks about the benefits of adopting the insendi platform for their blended Masters programmes

## THE CHALLENGE:

to find an online learning platform which offers a stimulating and seamless learning journey for Masters level students whilst also being intuitive for faculty.

When Singapore Management University's Lee Kong Chian School of Business first decided to launch a blended Masters in Management programme, they were attracted not only by the pedagogical structure and flow of academic programmes set up on the insendi platform but also by the consultancy and training offered by insendi.



**THE SOLUTION:**

the pedagogical focus and programme design of the insendi platform together with its ease of implementation for faculty staff.

SMU’s Academic Director of Blended Programmes, and Associate Professor of Operations Management, Pascale Crama, feels that insendi’s learning design support was invaluable in helping the teaching staff in the business school to maximise the platform for the optimum learner journey:

“Any new technology is great, but faculty may not really know how to use it. How does it work in the classroom? How do I get the most out of it? What is the right balance of the different learning activities? How should I put them together for the most effective learning?”



Associate Professor of Finance, Roger Loh, highlights, “I learnt a huge amount from the learning design team at insendi who even taught us how to make good videos. For example, for every minute of a video, we were given a limit to the number of words we should use. We realised we would need to choose our words very carefully! Typically, as instructors, we don’t think like that for the face-to-face teaching.”



For Associate Professor Crama, “The fact that the platform came with this pedagogical design support, I think that, for me, is a number one benefit which stands out with insendi.”

The construction of the learning journey is another vital element which drives high levels of learner success in the online environment. With the insendi philosophy, SMU could see how sequenced learning is created where students can undertake multiple and varied activities without losing their place.

Associate Professor Crama explains, “insendi offers a much better student journey than other platforms we have used in the past.

With insendi, we create this seamless progression for the students and guide them all the way. I think that’s extremely important as that’s what we do in the classroom and feedback is immediate if they get lost. In an online environment, this is not always the case so we have to ensure the online learning journey is well structured. This way our learners won’t lose their way. For me, this is a truly crucial part of the insendi solution.”



## THE RESULTS:

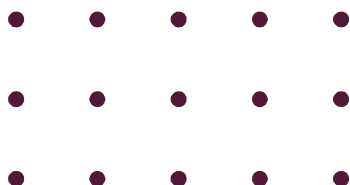
The pedagogical structure of the programmes facilitates active learning

“The activities required of the students in the online environment mean they cannot simply sit back and make notes. They have to be proactive and take part rather than waiting until they have an exam,” highlights Associate Professor Loh.

“For example, there are micro submissions which are not necessarily graded but which allow the learner to monitor their progress and the teacher to check that students are progressing (and provide feedback if required). And even if the learner decides not to participate in the micro assignment, they are aware of the salient points to think about,” says Associate Professor Crama.

Students come to the online sessions better prepared, leading to better outcomes

SMU have found that their students are more likely to prepare for a session in advance with the online programmes. They recognise that this may be partly due to the peer pressure, when they see their fellow students posting discussions and files online about specific topics. This, in turn, means that learners benefit significantly more once they have the taught session. SMU says that this type of preparation is much less likely to happen with a purely face-to-face programme.



Associate Professor Loh emphasizes that “to maximise the advantages of blended learning, we have to educate the students to engage in a different way in the online setting. It's not the ‘I talk, you listen’ model anymore. It's the ‘I guide you, and you do some hard work at home’ model.

That said, the students feel that the content is engaging. With a typical face-to-face programme, a learner can select how to revise and study for the course. With the insendi platform, you must evenly distribute your time across each and every unit.”

## The online learning has taken away barriers to class participation

SMU have achieved a much wider engagement with their students in the online environment.

Associate Professor Crama talks about how blended learning takes away some of the barriers to class participation and says “It reduces the fear of public speaking or any other reluctance. Students can even take time to marshal their thoughts and participate in online forums some time after class.”

Associate Professor Loh adds “I can also track the students’ participation when I look at the weekly activities. It is evident what they are saying, how involved everyone is and it quickly becomes obvious if any individuals are struggling with specific topics. I can then make adjustments in my ‘q&a’ or talk with them at the end of the week. In the digital environment, I can clearly observe how and to what extent learners are engaging with the study material.”



Course exchanges allow SMU to open up their market to a much broader audience

The opportunities facilitated by online course exchanges with other insendi partners across the globe, widen the appeal of SMU's programmes from both a cost and specialist topic perspective. Associate Professor Crama explains "In a face-to-face course exchange, students would have to commit to the whole term elsewhere with all the related expenses for the students. By contrast, with an online exchange, this offers learners a much cheaper way of tapping into international courses from other renowned institutions as part of their SMU programme.

In addition, course exchanges expand the portfolio of specialist options we can make available to our students which can be particularly attractive for elective courses."

One final thought...

"What I really appreciated with the insendi experience, is learning about pedagogy and technology: designing a course whilst taking into account everything that the technology of the platform offers for a stimulating, engaging and successful study experience at Masters level."

**Pascale Crama**

Academic Director of Blended Programmes at SMU



**Pascale Crama**, Academic Director of Blended Programmes and Associate Professor of Operations Management, LKCSB

**Roger Loh**, Associate Professor of Finance, LKCSB