

## **BBRRIICCSS Online Teaching & Learning Model**

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### **Abstract**

*As the world is experiencing the paradigm shift from the brick and mortar model of education to the online teaching learning model, there needs to be an online teaching learning pedagogy which blends the conventional and the current technology for an effective delivery of online courses. To this effect the BBRRIICCSS online teaching learning model was created. BBRRIICCSS is a uniquely designed teaching learning model designed for distance and online learning programs of Texila American University Ltd [TAU] – Hong Kong. BBRRIICCSS model was used to deliver the online masters and PhD program across five schools in an effort to identify the most effective methods to deliver online courses. To gauge the effectiveness of this model an assessment was done to estimate the students learning outcome and satisfaction. Feedback from 160 students were collected from different schools of Texila American University and the results shows, 87% learning outcome, 97% professional advancement and 93% would recommend others to study in TAU. This model will facilitate in building capacities to deliver quality and effective online courses for the nascent and as well full-fledged institutions delivering online courses as well as blended learning programs*

**Keywords:** BBRRIICCSS, Contextual project work, RALO

### **1. Introduction**

The education system is ever dynamic and worldwide institutions are gearing up themselves towards online teaching learning methods, but the question here is, do they have a proven model to deliver this online courses. In an effort to build capacities and a sustainable model, TAU has developed BBRRIICCSS online teaching learning pedagogy

#### **1.1 Defining BBRRIICCSS**

BBRRIICCSS (BRICS) is a uniquely designed teaching learning methodology designed for the distance and online learning program where students will learn the subjects in blocks. Block based learning is dedicated learning of one subject at a time, which focuses on more immersed learning. Each block is for 2 months or 8 weeks

During the block based learning students undergo various teaching learning activities in sequence. They are expected to complete 2 modules in a week and as well as take two assessments, participate in forum on weekly basis, participate in faculty student's interactive session, do a contextual project work during the seventh week, all these make learning comprehensive. At the end of every block, student will do a self-reflective assessment to understand if he has achieved the learning outcome of the subject.

#### **1.2 BBRRIICCSS Principles**

The BBRRIICCSS model is developed based on the following principles.

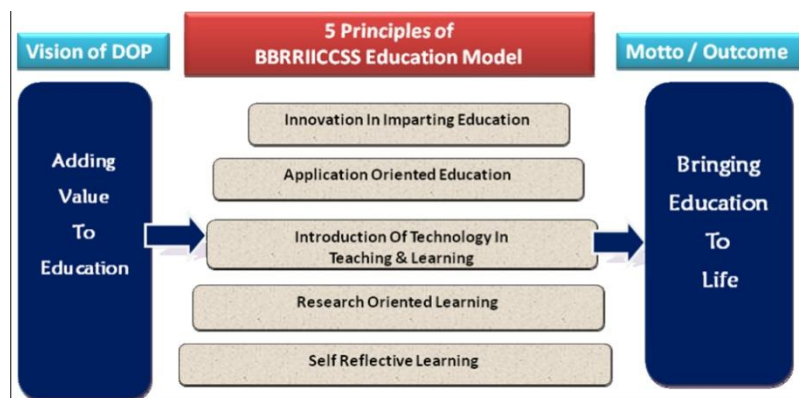


Figure 1: Five Principles of BBRIICCSS education model

## 2. Methods

### 2.1 BBRIICCSS - Process

BBRIICCSS is the acronym of the process adopted in the online teaching learning model which is detailed below

- B = Bringing Education to Life, the model envisions to achieve the motto of the university
- B= Block Based Learning – This indicates that at a given time student does dedicated learning of one subject at a time, focuses on more immersed learning
- R= Reflective Assessment of Learning Outcome [RALO], at the end of every block, student will do a self reflective assessment to understand if he has achieved the learning outcome of the subject
- R= Research oriented learning, the model emphasis on 2 article reviews and one original research publication, and participation in the e-conferences as a mandatory requirement
- I= Interactive learning – the model emphasis on faculty students interaction session, and as well as participation in the forum with their peers. Students are also required to take part in course wiki which encourages group activity
- I= Internet based learning - the learning activity happens through the Learning Management System and in every block students are expected to read stipulated number of PPT'S, observe video classes, review open courseware, pdf files and attend classes through WIZIQ.
- C= Contextual Project Work [CPW], a student is expected to do at least one CPW per block, this gives an opportunity to the students to relate what is being taught into the context of the real world, and thus eliminating the questions of "Why do I need to learn this stuff?".
- C= Capstone Project, promote integrated learning and understand the connections between various subjects, which is carried out after every three blocks
- S= Supervised Learning, a student is provided with Faculty Support, Teaching Assistant Volunteer (TAV) support, Academic and Student Coordinators support. This facilitates constant academic support and guidance throughout the study period
- S= Summative and Continuous assessments, the student is subject to continuous online quizzes [minimum of 12 set of quizzes per block], final term exams and project work viva voce.

### 2.2 BBRIICCSS implementation

This model was used across five different schools like School of Management, Public Health, Nursing, Clinical Research and Behavioural Sciences. Prior to implementation all the faculty members, academic coordinators, student coordinators and the students were trained

in this model. Overall 400 students were involved in the program. The Learning Management System was also customized to suit the BBRIICCSS mode of delivery

### 3. Results

To assess the effectiveness of the BBRIICCSS model a study was conducted and 160 students participated in the study. They had undergone courses in different subjects from five different schools. All the five schools followed the BBRIICCSS model. Few of the questions extracted out of the set of questionnaire and the feedback obtained from the 160 students are given below

**Table 1:** Knowledge and skills obtained, enabled professional advancement

Questions	Excellent %	Very Good %	Others %
Course description and objectives aligned with the course content	36	57	7
Course content, material and activities are relevant, up to date and as per expectation	32	57	11
Knowledge and skills obtained, enabled professional advancement	46	51	3

Table 1 shows that 97% of the students have rated very good and excellent against knowledge and skills obtained enabled professional advancement, which is a significant and that is one of the objectives of formal education

**Table 2:** Probability of recommending TAU to others

Questions	Excellent %	Very Good %	Others %
Goals achieved or likely to achieve due to this course	39	57	4
Probability of recommending TAU to others	53	40	7

Table 2 depicts 93% under excellent and very good category in recommending TAU to others which significant and envious proposition to receive referrals

**Table 3:** Reflective Assessment of Learning Outcome [RALO]

Schools	Quantified learning outcome in %
School of Clinical Research	92
School of Behavioral Sciences	86
School of Nursing	85
School of Public Health	87
School of Business Management	85
Average	<b>87 %</b>

RALO is a self-assessment done by the student's based on their perception about the fulfilment of the Learning Outcome. Table 3 depicts that students have quantified their learning outcome and it shows 87% on an average across five schools

### 4. Discussion & conclusion

In the pursuit of identifying a suitable online teaching learning pedagogy, TAU has developed BBRIICCSS model.

Texila American University adopting BBRIICSS teaching learning model has the envious number [95%] of student's retention rate, and 87% or more learning outcome and above all 93% students are willing to refer their friends to study in TAU.

There are not very many teaching learning models for the online universities and BBRIICSS Model will be a boon to all those new universities and as well as established Universities.

As mentioned earlier this model is complete blend of technology and teaching learning pedagogy which would suit all types of universities offering online courses and blended learning program

## **5. Suggestions**

Further study on different variables of BRICS and it correlation to the learning outcome will be interesting to understand.

Use of some of these techniques in Basic Medical Sciences Department of TAU – College of Medicine will improvise the teaching learning methods

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