Blended onderwijs: kansen voor de toekomst

Praktijken en ervaringen van docenten en studenten op de Universiteit van Amsterdam

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Wat zijn effectieve en betekenisvolle blended onderwijspraktijken?

1. **Literatuurstudie**

   Wat zijn kenmerken van effectief en betekenisvol blended onderwijs?

2. **Survey**

   Hoe geven UvA-docenten vorm aan blended onderwijs?

3. **Kwalitatieve studie (interviews docenten en studenten)**

   Wat maakt een blended cursus succesvol?

4. **Analyse LMS-data**

   Hoe hangen blended cursuskenmerken samen met studenttevredenheid en studieresultaten?

Blended onderwijs: *"the deliberate and integrated combination of online and face-to-face instruction and learning activities"* (Prinsen en Terbeek, 2021; Van Valkenburg et al., 2020)

Literature study

Which key considerations emerge from the literature pertaining to effective and meaningful blended course design and teaching practices in higher education?

Course Design

- Ratio and sequence
- Complementary advantages of online & face-to-face
- Clear and transparent design

Teaching Practices

- Creating a positive, supportive learning climate
- Accommodating diverse learning needs
- Managing flexibility

Teacher Competencies & Skills

- Openness to innovation
- Clear conception of blended education

Survey study

N = 365 (224 taught blended courses)
- AUC, FdR, FEB, FGw, FMG and FNWI

1. How do lecturers integrate on and off campus elements in their blended courses?
2. How do lecturers integrate digital tools in their blended courses?

- Overall, currently more teaching is conducted face-to-face
- Wide variation in terms of current ratios between online and face-to-face activities, and desired future ratios
- Low usage of interactive learning tools
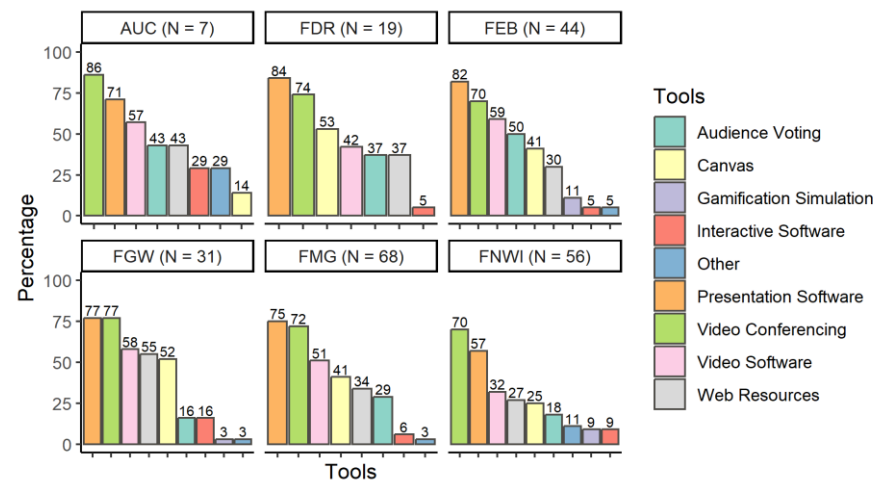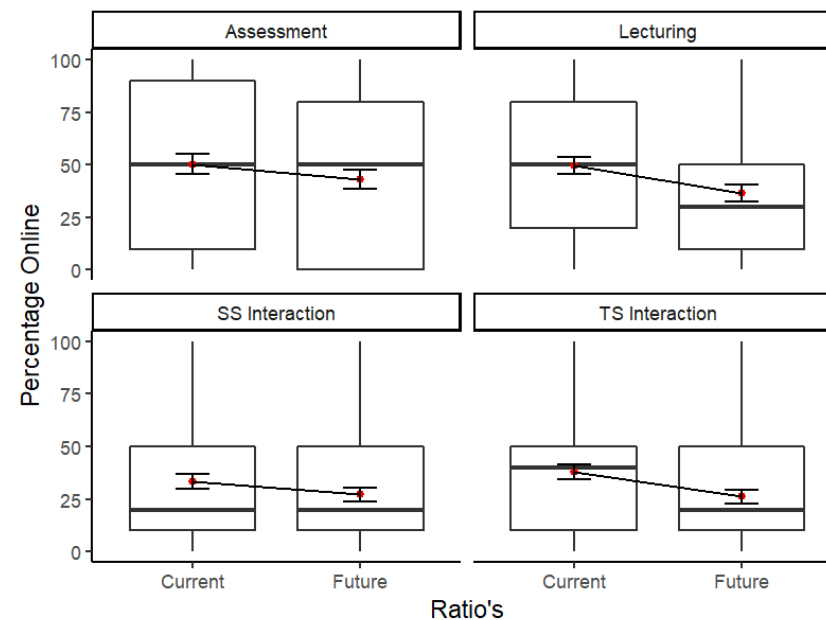
Survey study

N = 365 (224 taught blended courses)
- AUC, FdR, FEB, FGw, FMG and FNWI

3. What differences do teachers see between their role in blended versus non-blended courses?
4. How do lecturers experience institutional support for blended education, and what kind of support would they like to receive in the future?


- Student engagement emerges as a key concern
- More room for exploring the realm of digital tools
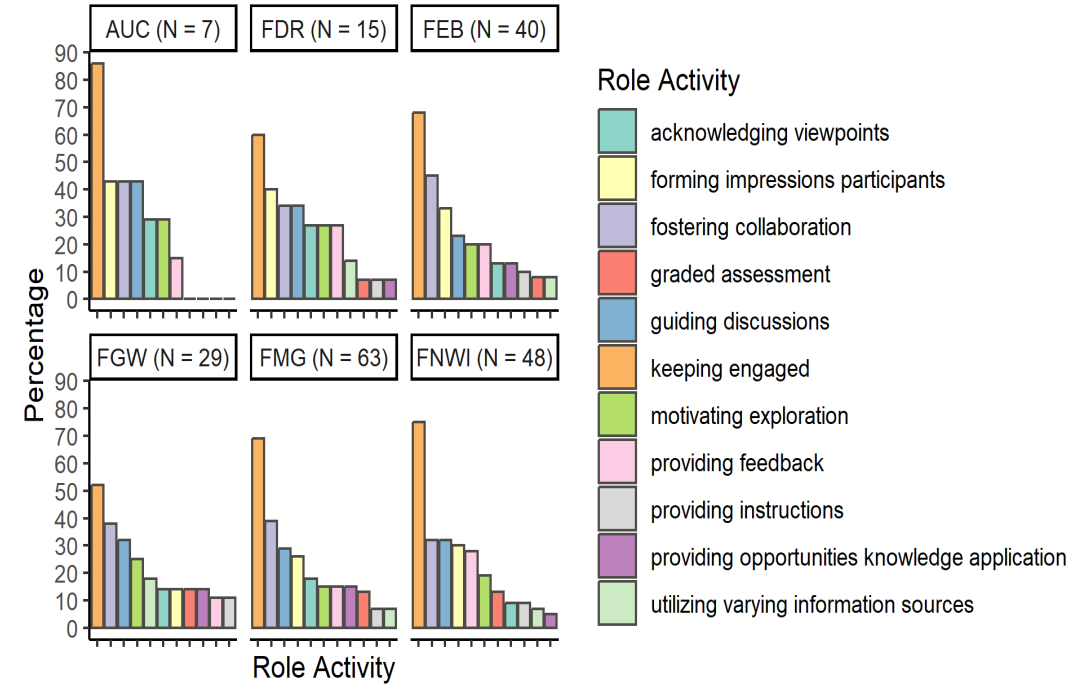
Kwalitatieve studie

Wat maakt blended cursussen succesvol volgens docenten en studenten?

- Balans tussen:
  - (1) Studentbetrokkenheid/-activatie
  - (2) Autonomie bij studenten
  - Docenten: balans tussen afstand nemen vs. betrokken zijn bij het leerproces van studenten

- Interviews met docenten (N = 18) van alle faculteiten + AUC
- 7 focusgroepen met studenten (N = 21) van 5 faculteiten (FMG, FEB, FGw, AMC, FNWI)
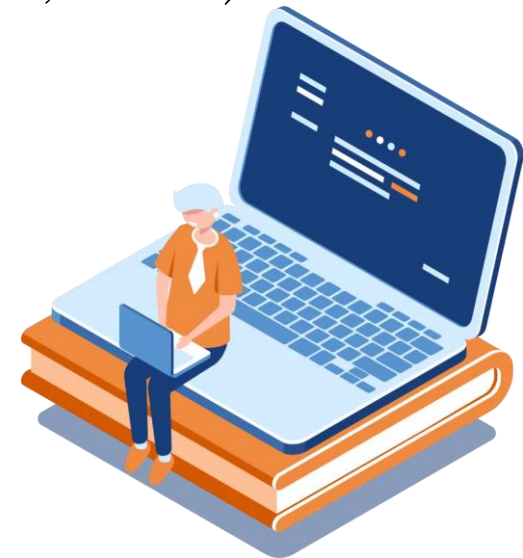
Kwalitatieve studie

Wat maakt blended cursussen <u>succesvol</u> volgens docenten en studenten?

Bevindingen

Voorwaarden

- Integreer leeractiviteiten op een manier die past bij de beoogde leerdoelen
- Gebruik online en face-to-face settings waarvoor ze het meest geschikt zijn
- Zorg dat verwachtingen en structuur van de cursus transparant en duidelijk zijn
- Gebruik digitale tools om interactie, samenwerking en (peer) feedback te faciliteren

Kansen

- Maak het onderwijs toegankelijk door:
  - Studenten flexibiliteit te bieden
  - Te differentiëren a.d.h.v. behoeftes
- Geef studenten de keuze of ze online of op de campus willen studeren
- Betrek studenten door inhoud te relateren aan de praktijk en interesses
- Gebruik technologie om het leerproces te monitoren

Kwalitatieve studie – illustrerende quotes

Wat maakt blended cursussen <u>succesvol</u> volgens docenten en studenten?

Over leerdoelen, docent FMG: "(..) Everything you do should actually have some kind of function (..) If you do something that falls outside those [learning] goals or that falls outside of what is necessary, then students lose interest. (..) You should not do something that (..) does not really bring anything to the students."

Kwalitatieve studie – illustrerende quotes

Wat maakt blended cursussen <u>succesvol</u> volgens docenten en studenten?

Over keuze en flexibiliteit, student FGw: "I enjoy on-campus learning and I feel like it suits me and helps me to keep on track. But sometimes there are situations that (..) do not allow us [students] to follow a lecture to the greatest of our abilities. So, I feel like the positives of keeping online lectures available outweigh the negatives."

Over duidelijke structuur/communicatie, student FMG: "It really is the best course in terms of structure that I have taken at university so far. It was so clear and manageable, like, okay I just have to do this for every class. (..) I can do this from home, and for this I have to come to campus. I think a lot of teachers can take that as an example."

Kwalitatieve studie – illustrerende quotes

Wat maakt blended cursussen <u>succesvol</u> volgens docenten en studenten?

Voorbeeld van een tool voor peerfeedback, docent FEB: "You can clearly see most students saying, "I don't understand this, can someone explain this to me?", Perusall works very well for that. [Question interviewer: So, there is also some interaction between students, that takes place there?] Yes only. That's the point of it. It works very well for the students who actively participate in it."

Voorbeeld van een tool voor maatwerk, docent FNWI: "With those Miro boards or on Canvas (..) I try to gather input for the seminar. (..) It is not like (..) I have already figured out exactly what we are going to do. It is really based on that board that I try to see, what do students come up with themselves? What do they find interesting or what are the problems in their understanding of the matter? (..) And that is what I am building on. Often also in the seminar itself with the same (..) whiteboards."

Discussiepunten

- Wat betekent dit voor de implementatie van blended onderwijs op de onderwijsinstelling?
- Wat is er nodig om verder te komen?
- Andere vragen of opmerkingen?

Bedankt voor jullie aandacht!