

Areas for discussion between educators and learners about active blended learning

Curriculum

- To what extent does the course design involve discussions with learners about active blended learning? For instance, have learners discussed issues such as the level of digital skills required to undertake this mode and the technological requirements?
- How have both the online and face-to-face components of the course been designed to provide a rich, balanced learning experience ensuring that both support active learning?
- How much guidance has the course team received about active blended learning? Do they know about the benefits of active blended learning?

Resources, Environment and Technology

- In what way are learners supported and guided to learn in an active, blended learning environment? Does the induction outline what this approach requires to flourish in this modality? Is there support for accessing and using materials? Do learners understand what active learner requires in both online and face-to-face environments?
- Are learners aware from the commencement of their studies that an active, blended learning approach is being taken and what it requires?
- Are all the materials and activities readily available online in different formats, accessible on different devices and up-to-date?
- Is there a strategic, institutional approach to support active blended learning studies?

Learning and Teaching Delivery

- To what extent have the benefits of the 'mix' been explained to learners?
- How has the course been designed to be interactive in all modes?

Student Partnership

- Are there numerous opportunities for learners to share their views and ideas on active, blended learning throughout the course?

Progression and Achievement

- Are all learners, including international, provided with a comprehensive and supportive induction to the course, addressing active and blended learning, which could, if necessary, be available for learners joining later?

Assessment and Feedback

- Are a range of assessment methods used across the course which accommodate the diverse needs of the student body? Do assessments allow accommodations for those with additional needs for learning?
- Are the assessments appropriate for active learning?
- Do the assessments link to both the face-to-face and online elements of the course?

Community and Belonging

- In what ways do the learners have opportunities to participate in social and academic communities while studying either online or face-to-face?
- What opportunities are there for learners to collaborate with peers throughout the course, in academic activities and socially?
- What opportunities are there for learners to participate in the organisation, online and face-to-face, in fora, social chat areas.

Support and Guidance

- To what extent are support services, including disability and those services that support students' mental health and wellbeing, available, visible and joined up in all elements of the course - face-to-face or online?
- How much guidance have support services been given about active blended learning and particular requirements international learners may require?