BLENDED EDUCATION
Framework for management

We are facing the challenge to design our education in flexibly and (mostly) online. This framework provides guidelines to support decision-making in terms of what education should take place online, what education can be taught at the HU, and which parts of education may take place at e.g. traineeships.

1 Use the most recent frameworks to make decisions

How much education can be taught in HU buildings, is still uncertain and may be subject to change. Each institute can make their own decisions, based on the frameworks provided by the organisation. These decisions influence how exams and courses.

HU Starting Points
- Government policy regarding corona
- Student-centred education
- Equality
- HU in 2026 (ambition plan)
- Vision on Education, HU Framework for Testing, HU visieon on coaching
- Testing policy of your institute
- Policies need to be organisable

Permanent Capacity
The buildings PL97 and PL101 will be used for central testing, during the testing peaks. For emergencies, places to work, study, or take tests, have been made available.

Please note: The limit in number of students at the HU-buildings, will be calculated based on the number of people who fit in the building, taking into account the 1.5m distance, and based on the number of people traveling. This means a student would be allowed to take several classes at the HU on one day.

2 Determine the criteria for face-to-face classes at the HU

Within the frameworks, institutes can decide for themselves which groups of students get priority for face-to-face education. It is important to find a good balance between qualification, socialisation, and subjectification. Below are a few guiding questions.

Which classes don't have an online alternative?

For instance classes that require certain resources or seeing each other physically.

Which groups require offline interaction?

For instance more vulnerable students, first-year students, international students, or minor students.

How can you use the time at the HU most effectively?

How can you organise education in such a way that the number of students traveling is as low as possible? Consider scheduling in clusters, timeslots, or use peer-coaching or teaching.

Which learning activities require offline interaction?

For instance brainstorms, drama classes, retrospectives, or learning activities that require interaction in different groups.

Example I
At our institute, we prioritise first-year students, because they have never met each other before. To faciliate the socialisation, we decided to teach them a few courses at the HU. The same goes for our minor students. Secondly, we give priority to our third-year students, because coaching and intervision is an important part of the lessons for this year. During these classes, we let student switch groups very often, and we need a sense of safety. This is difficult to achieve online. The second-year students will take their classes online for the time being, because the lessons they have to take are the easiest to organise online.

Example II
At our insitute, we prioritise the students who need to do the most practicals. We do these because of two reasons. First of all, because the in order to do the practicals, we need the resources available at the HU. Secondly, practicals can take place in smaller groups, and also allow our students to socialise.
We have developed several scenarios for which students can come to the HU, in which order, and within what time frames, so that we can adjust easily if changes in policy may occur. Apart from that, we also designed a plan in case the crisis takes longer than a year.

3 Expected variables and the impact on the planning of education

External variables that influence the planning of education?

1.Quotum:
The number of journeys to the HU

2. Maximum number of people in the buildings
Planning in shifts.

3. Time slots:
When students are allowed to travel using public transport
Recent data will be communicated through institute directors.

Attention!
Schedule smart
- Realise the optimalisation of systems and processes to provide students with information (regarding schedules) quickly.
- Plan the on-site activities in the longest possible clusters, so the number of journeys stay low.

Adaptive mindset
- Even more than usually, we need to deal with uncertainties and sudden changes. This means we need to have an adaptive mindset, and that we also need a back-up plan.

Involve future employers
- Don't forget to involve our partners and the potential future employers of our students in the solutions we come up with, and the challenges we face.
- Consider if future employers can provide a place for students.
- Take the protocols for the specific profession into account.

BLENDED EDUCATION

Framework for flexibe, online education in 20/21

We are facing the challenge to design our education in flexibly and (mostly) online. The past months, we have learnt a lot from and with each other. This framework provides guidelines and practical tips to provide students with flexible online learning, that is of good quality and is doable for both students and teachers.

1 Why should we adapt lessons?
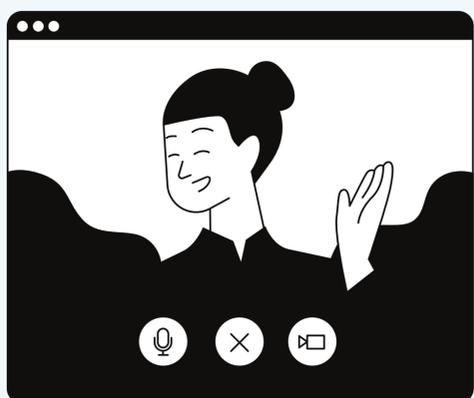
Plese note: Do you need to adjust your summative test? Use the flowchart for alternative testing to come to an alternative test.

Because of the current situation, chances are your lessons need to be redesigned, for example because:

- the summative test has been changed, and therefore the lessons must be adapted;
- the learning activities you did offline, do not easily translate to an online version;
- the learning activities are online not as effective as offline;
- having insight into students' learning processes is different online;
- online interaction requires a different approach in terms of methodology;
- learning activities need to be adapted so that subjectification and socialisation become part of online education, too.

2 Determine which learning outcomes or topics you want to address per lesson.

Based on the learning outcomes or topics that you want to address per lesson, you can select different types of learning. For example, consider:

Optimising an effective combination of learning activities

Online Coaching

(new) Learning Activities with (online) Interaction

3 Determine how you are going to design your education

Online

Our starting point will still be online education. Think about what can be done synchronously (everyone at the same time, and interactively), and what can be done asynchronously. It is imporant that the synchronous activities are relevant for the asynchronous activities, and the other way around.

Synchronous
Synchronous means 'live'. For example, online chats or video calls.

Asynchronous
Asynchronous is not 'live'. For example assignments that students can do before or after a synchronous session.
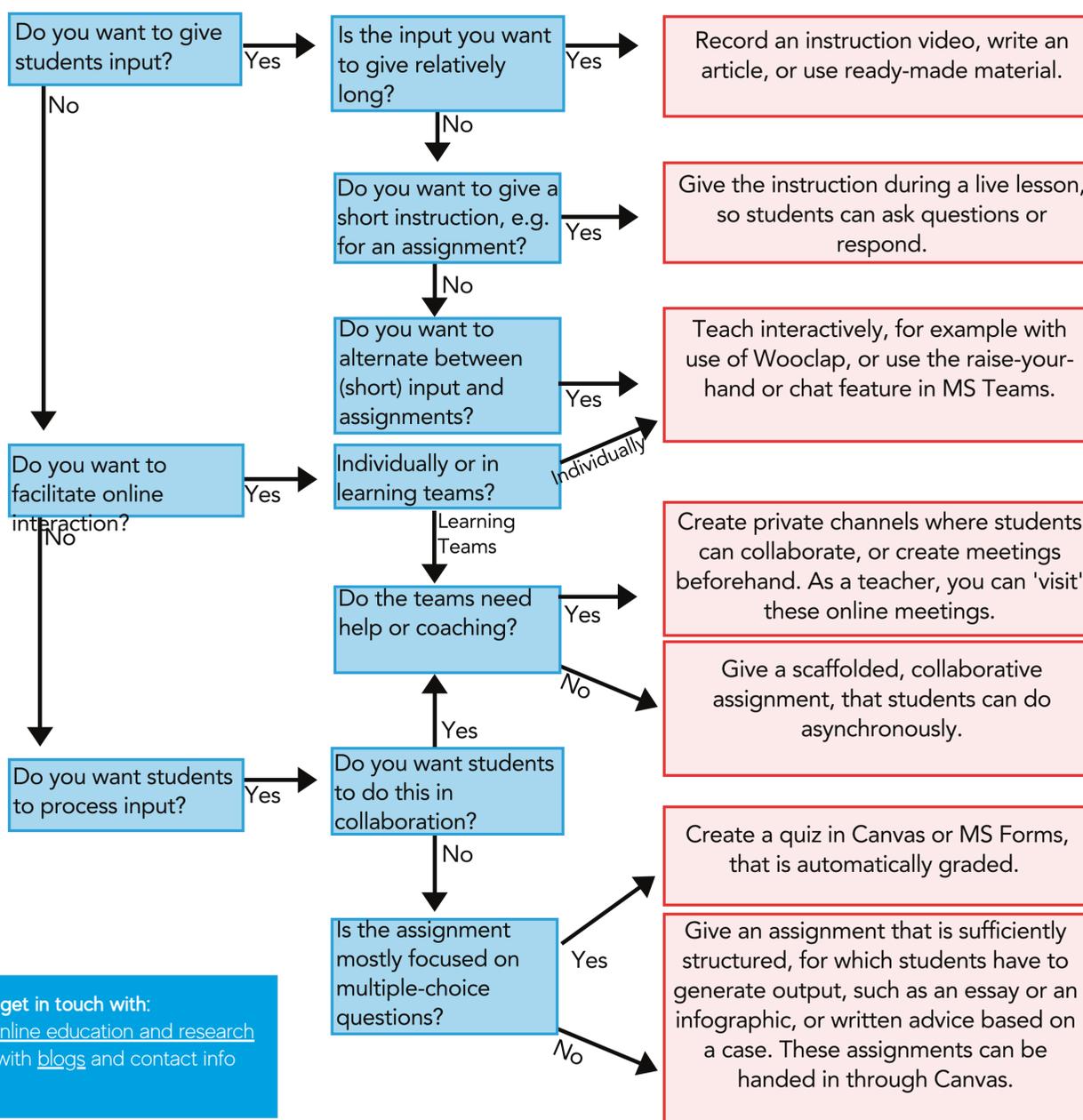
At the HU or at future employers

The institutes decide what activities can take place and where.

Read the most recent information on the Corona info site.

Important: Quality of education is not determined by the number of live contact hours between students and teachers. It is determined by good content, quality contact time, and relevant feedback. Through creating good asynchronous activities, you may be able to reduce contact hours and create time and space for feedback or differentiation.

4 Determine the learning activities

Some learning activities are relatively easy to do online, such as showing a short video or explaining an assignment. Other learning activities are a lot more difficult to do online, and require a new, online version. It is important to consider which objectives you want to achieve, and design your online learning activities based on these objectives.
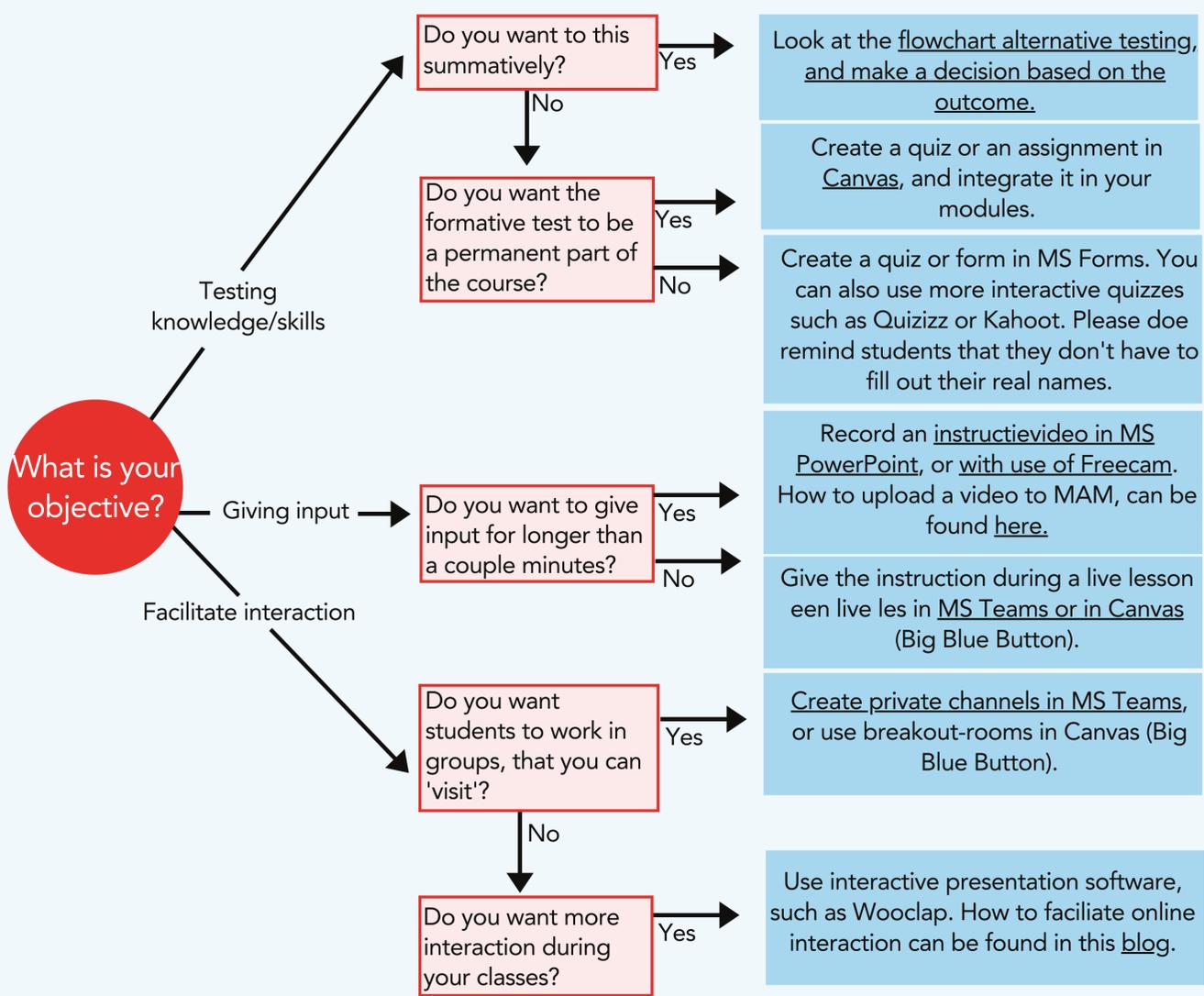
- Do you want to give students input? — Yes → Is the input you want to give relatively long? — Yes → Record an instruction video, write an article, or use ready-made material.
- Is the input you want to give relatively long? — No → Do you want to give a short instruction, e.g. for an assignment? — Yes → Give the instruction during a live lesson, so students can ask questions or respond.
- Do you want to give a short instruction, e.g. for an assignment? — No → Do you want to alternate between (short) input and assignments? — Yes → Teach interactively, for example with use of Wooclap, or use the raise-your-hand or chat feature in MS Teams.
- Do you want to give students input? — No → Do you want to facilitate online interaction? — Yes → Individually or in learning teams? — Individually → (Teach interactively...)
- Individually or in learning teams? — Learning Teams → Do the teams need help or coaching? — Yes → Create private channels where students can collaborate, or create meetings beforehand. As a teacher, you can 'visit' these online meetings.
- Do the teams need help or coaching? — No → Give a scaffolded, collaborative assignment, that students can do asynchronously.
- Do you want to facilitate online interaction? — No → Do you want students to process input? — Yes → Do you want students to do this in collaboration? — Yes → Do the teams need help or coaching?
- Do you want students to do this in collaboration? — No → Is the assignment mostly focused on multiple-choice questions? — Yes → Create a quiz in Canvas or MS Forms, that is automatically graded.
- Is the assignment mostly focused on multiple-choice questions? — No → Give an assignment that is sufficiently structured, for which students have to generate output, such as an essay or an infographic, or written advice based on a case. These assignments can be handed in through Canvas.

Discover more, or get in touch with:
- Community online education and research
- TLN website with blogs and contact info
- Digitale.HU.nl

APPENDIX BLENDED EDUCATION

Determine the tooling

Het kiezen van de juiste tool bij verschillende werkvormen kan soms best een uitdaging zijn. In onderstaande zoekkaart word je geholpen om een keuze te maken. Heb je meer hulp nodig? Kijk dan hier om te zien waar je deze hulp kunt krijgen.

What is your objective?

Testing knowledge/skills

- Do you want to this summatively? — **Yes** → Look at the flowchart alternative testing, and make a decision based on the outcome.
- **No** ↓
- Do you want the formative test to be a permanent part of the course? — **Yes** → Create a quiz or an assignment in Canvas, and integrate it in your modules.
- **No** → Create a quiz or form in MS Forms. You can also use more interactive quizzes such as Quizizz or Kahoot. Please doe remind students that they don't have to fill out their real names.

Giving input

- Do you want to give input for longer than a couple minutes? — **Yes** → Record an instructievideo in MS PowerPoint, or with use of Freecam. How to upload a video to MAM, can be found here.
- **No** → Give the instruction during a live lesson een live les in MS Teams or in Canvas (Big Blue Button).

Facilitate interaction

- Do you want students to work in groups, that you can 'visit'? — **Yes** → Create private channels in MS Teams, or use breakout-rooms in Canvas (Big Blue Button).
- **No** ↓
- Do you want more interaction during your classes? — **Yes** → Use interactive presentation software, such as Wooclap. How to faciliate online interaction can be found in this blog.

Examples: From offline to online

Even with a lot of tips, it can be difficult to visualise what an online course or lesson could look like. Below are a few examples, based on offline situations.

Lecture

Offline

A large group of students take their seats in an auditorium. The teacher gives a lecture about a specific topic or concept. During the lecture, the teacher asks the group several questions, or the teacher gives the students a short assignment. During or after the lecture, students can ask questions. Before the lecture, students had to prepare by reading an article on the topic of the lecture. The session after the lecture is a lesson wherein students process the information they obtained.

Online

The teacher has made an instruction video using MS Teams, with the contents of a lecture. The students read an article and watch the video. Whilst watching the video, students do a short assignment. Students can write down any questions they have, which they take with them to the synchronous session in MS Teams. In this session, the information discussed in the video will be processed.

Tips:
- Create an MS Forms with one open question, where students can post any questions that pop up whilst watching the video. You can use these questions as input for your synchronous session.
- Make sure the instruction videos are relevant for the synchronous activities, so watching the videos becomes a must.
- Don't be too critical on your own videos; a few errors do not lower the overall quality of your video.
- Limit the length of your videos, or cut them into smaller videos if you want to provide more information.

Coaching students

Offline

A group of students enters the classroom. After a short introduction, the students form groups and start working on the assignment. The teacher walks around the classroom to answer questions, give feedback, and to ask questions. The other groups continue working, and raise their hand if they have any questions.

Online

After a short introduction in an MS Teams meting, the students start video calls in their private channels. The teacher drops by in the channels and answers questions, gives feedback, and asks questions. The other groups continue working, and send the teacher a private chat if they need help.

Tips:
- Make sure the groups are not larger than six students. Having an online conversation with more than six people is quite a challenge.
- Tell students to prepare questions for when you join their video call. This makes the process more efficient. If the students don't have questions, visit another group first to encourage the students to prepare questions.
- Be clear about how much time the students have, and what you expect them to do during that time.

APPENDIX BLENDED EDUCATION

Collaboration

Offline
After a short introduction, the teacher ask the students to form groups of four, and to pick a topic from the list written on the board. Each group works on their own topic. The students put their tables together and start working on the assignment. The teacher walks around the classroom, and helps them if necessary. After twenty minutes, one student out of each group present their findings. The teacher uses these findings as input for the rest of the lesson.

Online
After a short introduction, the teacher shares a link to a PowerPoint in OneDrive. On each slide of the PowerPoint, a topic has been posted. Apart from that, each slide contains a link to a meeting, which was created by the teacher beforehand (click here for a Dutch instruction video on how to do this). The teacher asks the students to pick a slide and join the meeting. If more than four students are in the call, the group decides who goes to another meeting. Via the links, the teacher can visit the calls to answer questions. After twenty minutes, everybody goes back to the original meeting, and one student per group is asked to present their findings. The teacher uses these findings as input for the rest of the lesson.

Tips:
- Use the PowerPoint as input for a lesson, or use it as an overview of all students' work.
- Take a short break while the students form groups. Usually, they manage to do this on their own, and you give them the opportunity to catch up before they start on the assignment.
- Repeat the instruction for the assignment on the first slide of the PowerPoint. On this slide you can also post the time that you expect the students to be back.
- Assign the role of timekeeper to one student per group.

Formative assignments

Offline
After a short introduction, the students start working on an assignment in pairs. The teacher answers questions, and sits down with a group of students who need some extra help. After this, the teacher walks around the classroom and checks whether the students understood the assignment. Based on this, the teacher decides how they are going to conduct the rest of the lesson, and which students may require additional coaching.

Online
After a short introduction, students start working on an assignment in pairs. The assignment has been made available in MS Forms or Canvas. The students who do not need extra help, leave the online meeting, while others stay to ask questions. The teacher stays in the meeting, in case students have questions or need extra help. Based on the filled out assignments, the teacher determines whether the students understood the assignment. Based on this, the teacher decides how they are going to conduct the rest of the lesson, and which students may require additional coaching.

Tips:
- Create the assignment in such a way, that the form automatically checks students' answers. This provides students with insight into their own learning processes, and it doesn't cost you extra time.
- Use a logical build-up in the question, starting with comprehension questions, followed by for instance questions that focus on application of the newly-gained knowledge.
- Create assignments in collaboration with colleagues who teach the course as well, to divide the workload.

Brainstorm session

Offline
During a session, students do a brainstorm. First, they have to write down their own ideas and thoughts about a specific topic or case. After this, the students form groups en they write down their ideas collaboratively, on post-its. As soon as they are done, the students post the post-its to the wall. The students walk past the walls and look at each others ideas. The teacher listens to the different discussions, and uses this input to give a summary at the end of the assignment.

Online
During a synchronous session, students are asked to write down their own ideas and thoughts about a specific topic or case. After this, the teacher shares a link to a PowerPoint in OneDrive. On each slide of the PowerPoint, a topic has been posted. Apart from that, each slide contains a link to a meeting, which was created by the teacher beforehand (click here for a Dutch instruction video on how to do this). The teacher asks the students to pick a slide and join the meeting. If more than four students are in the call, the group decides who goes to another meeting. Via the links, the teacher can visit the calls to answer questions. After twenty minutes, the teacher asks the students to visit each others slides and meetings. The teachers listens to the different discussions, and uses this input to give a summary at the end of the assignment.

Tips:
- Use the PowerPoint as input for a lesson, or use it as an overview of all students' work.
- Take a short break while the students form groups. Usually, they manage to do this on their own, and you give them the opportunity to catch up before they start on the assignment.
- Repeat the instruction for the assignment on the first slide of the PowerPoint. On this slide you can also post the time that you expect the students to be back.
- Assign the role of timekeeper to one student per group.

Do you need more help? Click here for an overview of where you can find or get extra information.