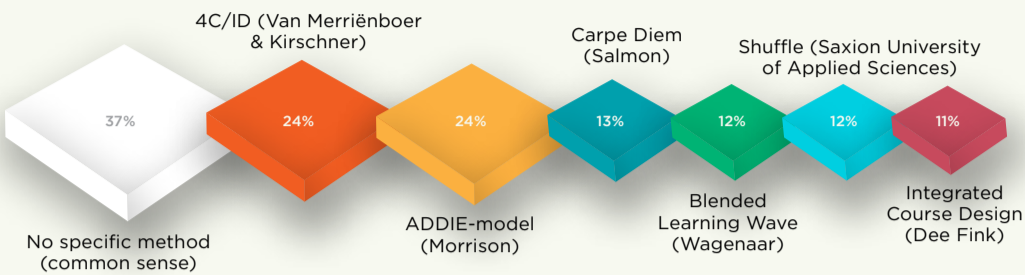**SURF**

METHODS & TOOLS FOR BLENDED LEARNING

AN INVENTORY OF THE METHODS AND TOOLS THAT EDUCATION INSTITUTIONS USE FOR SETTING UP BLENDED LEARNING.

METHODS
MOST USED METHODS FOR DESIGNING AND DEVELOPING BLENDED LEARNING
(N=84)

- 37% No specific method (common sense)
- 24% 4C/ID (Van Merriënboer & Kirschner)
- 24% ADDIE-model (Morrison)
- 13% Carpe Diem (Salmon)
- 12% Blended Learning Wave (Wagenaar)
- 12% Shuffle (Saxion University of Applied Sciences)
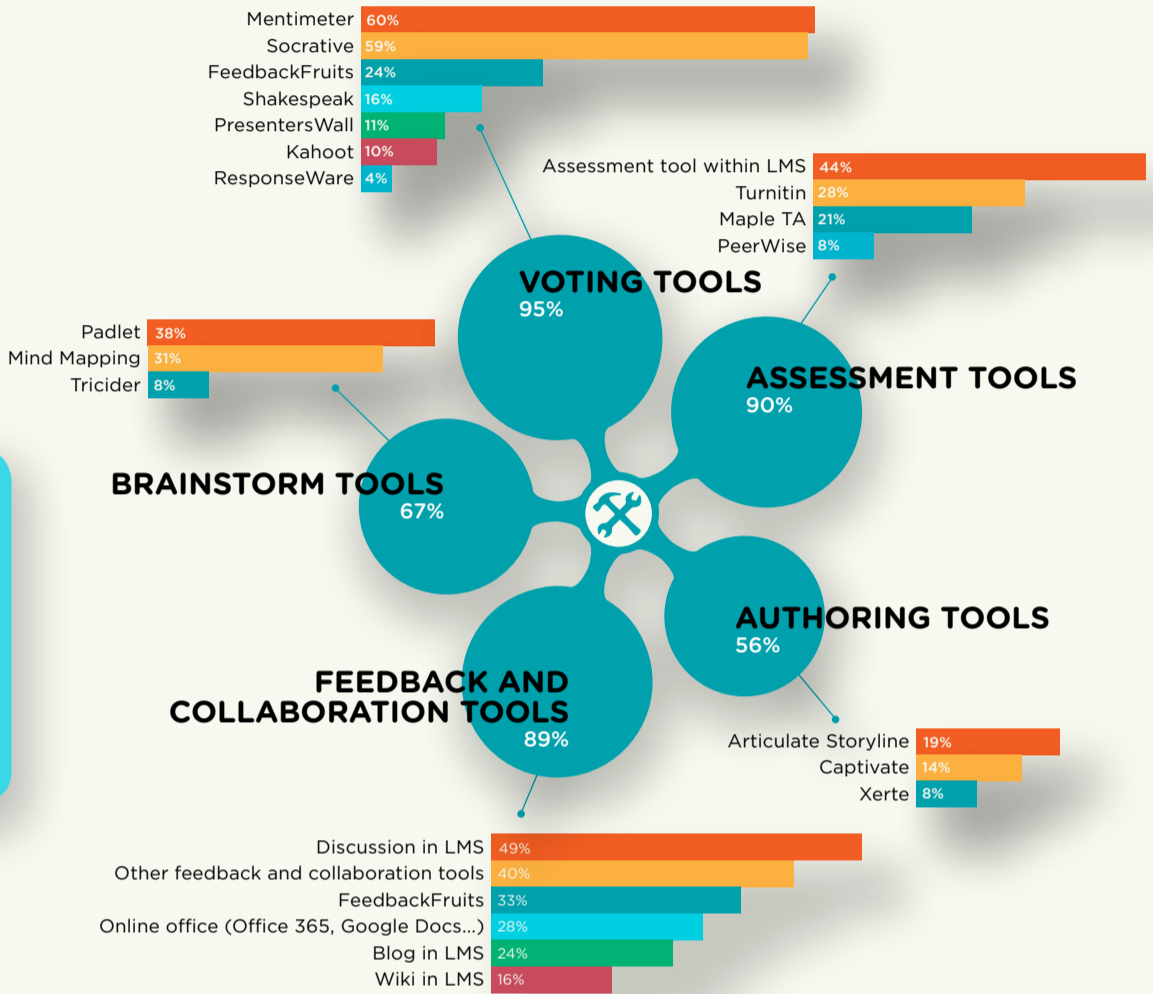- 11% Integrated Course Design (Dee Fink)

> "Keep it concise, step-by-step, try not to do everything at once."
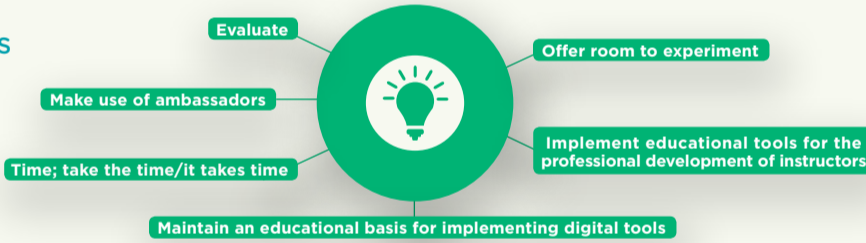> *Mariëtte Siemons, IT & Education Adviser, University of Applied Sciences Leiden*

TOOLS
MOST USED TOOLS ACCORDING TO TYPE
(N=80)

VOTING TOOLS 95%
- Mentimeter 60%
- Socrative 59%
- FeedbackFruits 24%
- Shakespeak 16%
- PresentersWall 11%
- Kahoot 10%
- ResponseWare 4%

ASSESSMENT TOOLS 90%
- Assessment tool within LMS 44%
- Turnitin 28%
- Maple TA 21%
- PeerWise 8%

BRAINSTORM TOOLS 67%
- Padlet 38%
- Mind Mapping 31%
- Tricider 8%

AUTHORING TOOLS 56%
- Articulate Storyline 19%
- Captivate 14%
- Xerte 8%

FEEDBACK AND COLLABORATION TOOLS 89%
- Discussion in LMS 49%
- Other feedback and collaboration tools 40%
- FeedbackFruits 33%
- Online office (Office 365, Google Docs...) 28%
- Blog in LMS 24%
- Wiki in LMS 16%

> "Use tools that lecturers can implement in their teaching also in professional development of lecturers. This way, instructors gain some experience in the 'student role' and the threshold to use it in their own teaching becomes much smaller."
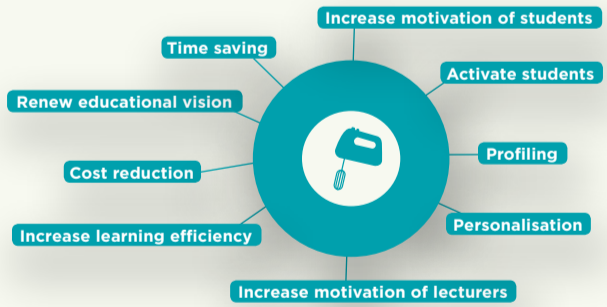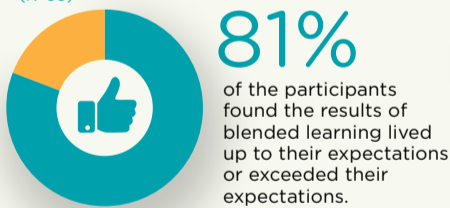> *Nathalie de Bruycker, Educational Adviser, Leiden University Medical Center*

TIPS
FROM EXPERTS

- Evaluate
- Make use of ambassadors
- Time; take the time/it takes time
- Maintain an educational basis for implementing digital tools
- Offer room to experiment
- Implement educational tools for the professional development of instructors

> "Experiment and find out what works and what doesn't."
> *Sharon Klinkenberg, Lecturer, University of Amsterdam*

BLENDED LEARNING IN GENERAL

EXPECTATION
(N=90)

81% of the participants found the results of blended learning lived up to their expectations or exceeded their expectations.

ARGUMENTS FOR THE IMPLEMENTATION OF BLENDED LEARNING
- Increase motivation of students
- Time saving
- Activate students
- Renew educational vision
- Profiling
- Cost reduction
- Personalisation
- Increase learning efficiency
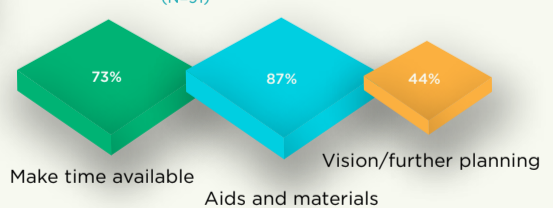- Increase motivation of lecturers

> "Make results tangible in sound evaluations, so that the faculty board, education directors and study programme chairmen are up-to-date on what is being done."
> *Anna Benjamins, IT & Education Coordinator, Leiden University*

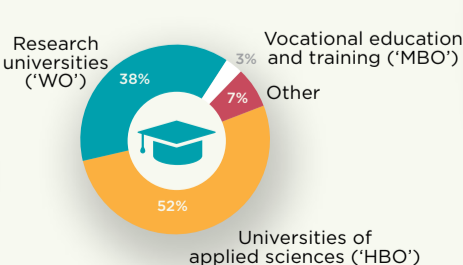**PEOPLE WHO ARE INVOLVED WITH BLENDED LEARNING**
(N=84)
- Individual lecturers 75%
- Education experts 74%
- Lecturer teams 68%
- (Education) advisers 54%
- Video specialists 45%
- (E-)learning developers 32%
- Instructional designers 31%
- Student assistants 29%
- Multi-media centre staff 14%

ROLE MANAGEMENT
(N=91)
- Make time available 73%
- Aids and materials 87%
- Vision/further planning 44%

PARTICIPANTS SURVEY

RESPONDENTS ACCORDING TO POSITION
(N=91 / Respondents hold several positions)
- Lecturers 26
- Support staff 47
- Management 1

RESPONDENTS ACCORDING TO SECTOR
(N=71)
- Research universities ('WO') 38%
- Vocational education and training ('MBO') 3%
- Other 7%
- Universities of applied sciences ('HBO') 52%

> "Make experienced lecturers ambassadors, so that they can inspire others. This works better than imposing it from the top down."
> *Anonymous*

MORE INFORMATION Please visit www.surf.nl/online-and-blended-education

This survey was distributed in November 2017 via the SIG Blended learning and SURF among experts in vocational education and training ('MBO'), universities of applied sciences ('HBO') and research universities ('WO').