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# Online, blended and hybrid teaching and learning – “Starting with Why”

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Universities Shaping the Digital Transformation  
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Google trends –  
blended learning  
(topic, last 5 years)

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# Instructions

Go to

[www.menti.com](https://www.menti.com)

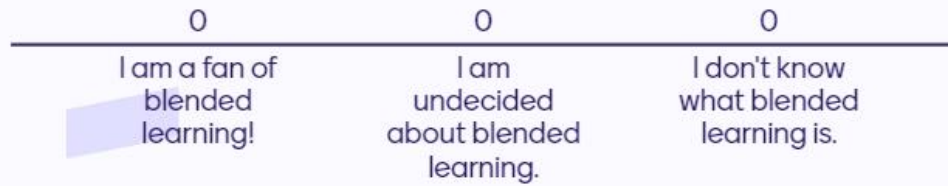
Enter the code

**2164 9361**



Or use QR code

## Familiarity with blended and hybrid learning



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# The bad news

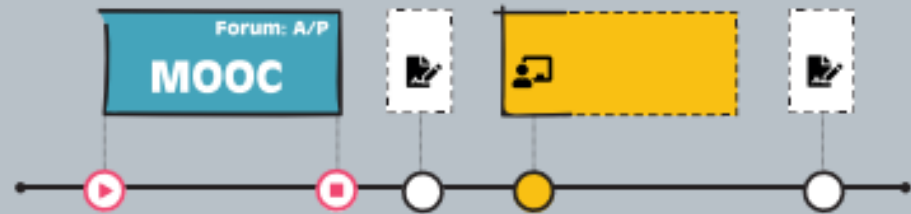
If we start with a definition of blended or hybrid learning, it doesn't help us consider its usefulness.

**The concept of blended learning simply involves integrating multiple learning formats. This broad interpretation enables almost any approach to be considered as blended learning.**

Def. 1: Blended learning systems combine face-to-face instruction with computer-mediated instruction.

Def. 2: The thoughtful integration of classroom face-to-face learning experiences with online

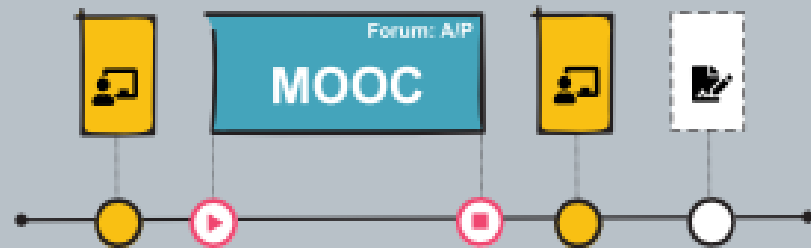
### TYPE 2: The Pre-MOOC



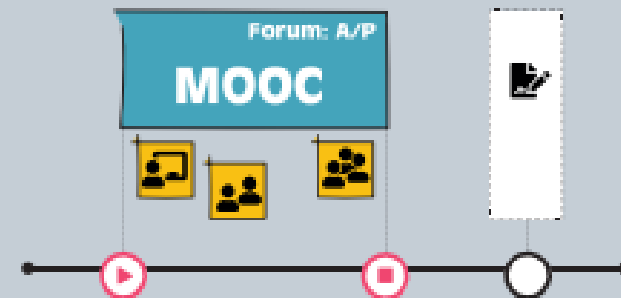
### TYPE 3: The Blended-MOOC



### TYPE 4: The In-Between-MOOC



### TYPE 5: The Inverse-Blended-MOOC

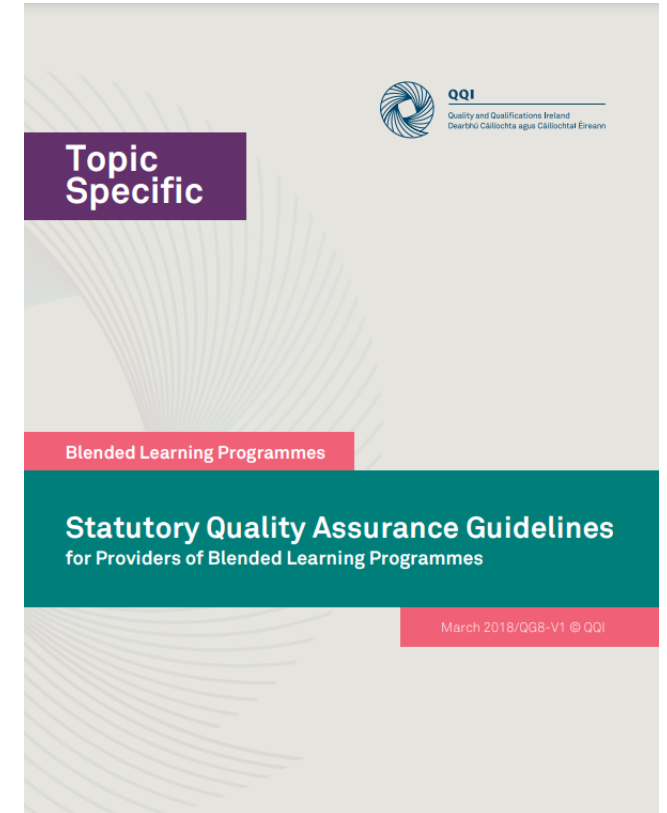


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"It is commonplace that a programme described as blended learning will **include a combination of**, for example:

1. Online learning resources developed for online delivery
2. Access to learning technologies such as virtual learning environment
3. Tools to support virtual learning and off campus learning– virtual learning spaces and discussion and other forums to support students
4. Online activities to support formative and summative assessment
5. Face-to-face tuition
6. Assessment submitted, marked and returned to learners with feedback through electronic or other media

Benchmarks and indicators **designed for face-to-face provision are not always fit-for-purpose in an online learning context** and need to be revised as appropriate."



Blended Learning Programmes - Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (March 2018/QG8-V1). (2018). Quality and Qualifications Ireland. <https://www.qqi.ie/sites/default/files/media/file-uploads/Statutory%20QA%20Guidelines%20for%20Blended%20Learning%20Programmes.pdf>

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# Inclusion of quality of online teaching and learning in European QA procedures

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|                            | To a large extent | To some extent | Not at all | Don't know |
|----------------------------|-------------------|----------------|------------|------------|
| Internal quality assurance | 48%               | <b>47%</b>     | -          | 5%         |
| External quality assurance | 34%               | <b>53%</b>     | 11%        | 2%         |

*Quality Assurance Fit for the Future.* (2023). European University Association.  
<https://eua.eu/downloads/publications/qa%20fit%20report.pdf>

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According to Simon Sinek, starting with "Why" offers the advantage of clarity and inspiration. This clarity of purpose serves as a guiding star for decision-making, innovation, and communication. When you know "Why" you do what you do, it becomes easier to align actions and strategies with your underlying values.

So lets start  
with Why



Created by Gianluca Lanzetta  
from Noun Project

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# 5 grand challenges for HE

01

Reaching new socio-demographic groups of students

02

Providing more support to some students, while others can learn at a faster pace

03

Updating knowledge due to technological and social change, and new demands in the labour market

04

Providing new forms of global collaboration in for student learning as this is a key social competence of future global citizens

05

Improving the efficiency and effectiveness of course design and delivery in higher education

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01

Reaching new  
socio-  
demographic  
groups of  
students



Created by Slamlabs  
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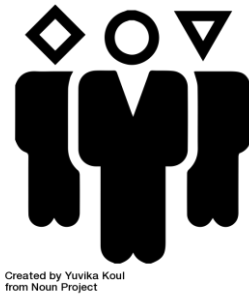
# Provide more flexibility and choice for students

Allow students to choose their own learning path, pace, and place, and provide them with various online and face-to-face activities that suit their needs and preferences.

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02

Providing more support to some students, while others can learn at a faster pace



## Facilitate more personalized, differentiated, and adaptive teaching

Use data analytics, artificial intelligence, and intelligent tutoring systems to monitor and support student performance and progress.

03

Updating knowledge due to technological and social change, and new demands in the labour market



Created by Besokpagi  
from Noun Project

# Enhance the quality and diversity of learning resources and experiences

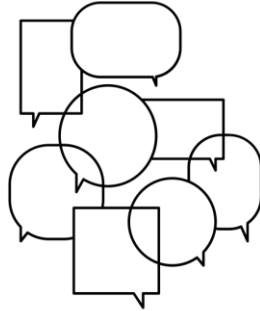
Involve more experts in a learning pathway, as no one person knows everything about a subject or topic area.

Harness online repositories, libraries, databases, or MOOCs that offer a wide range of content and perspectives on various topics.

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04

Providing new forms of global collaboration in for student learning as this is a key social competence of future global citizens



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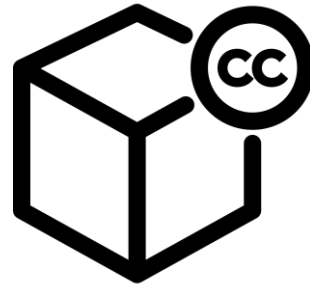
## Promote intercultural and diversity awareness and competence in higher education

Expose students to different cultures, languages, values, and beliefs through face-to-face and online exchanges, and through working together on common projects.

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05

Improving the efficiency and effectiveness of course design and delivery in higher education



Ensure that course development processes remain open to change, but also inexpensive, based on reuse, adaptation and iteration

Use online platforms or tools that allow for easy creation, modification, sharing, or reuse of digital content or activities.

Support reuse by having a policy of open licencing (OER).

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## Entrepreneurial problem

Where are you positioned in the market?

## Engineering problem

How do you implement your solution to user needs?

## Administration problem

What organisational structures and decision-making processes are necessary?



1. Online learning resources developed for online delivery



2. Access to learning technologies such as virtual learning environment



3. Tools to support virtual learning and off campus learning– virtual learning spaces and discussion and other forums to support students



4. Online activities to support formative and summative assessment



5. Face-to-face tuition



6. Assessment submitted, marked and returned to learners with feedback through electronic or other media

Cervantes-Perez, F., Vadillo, G., Bucio, J., & Herrera, A. (2019). Characterizing UNAM's Open Education System Using the OOFAT Model. *The International Review of Research in Open and Distributed Learning*, 20(4). <https://doi.org/10.19173/irrodl.v20i3.4108>

**Now review the position that blended learning can play in your overall institutional strategy**