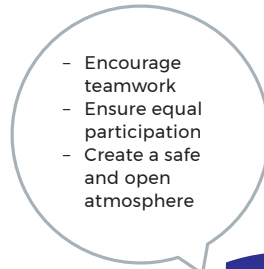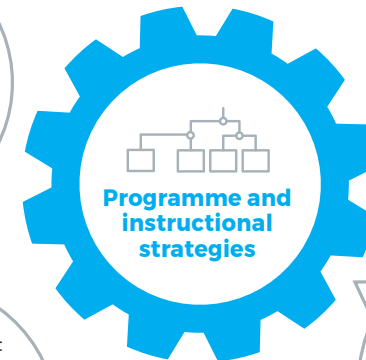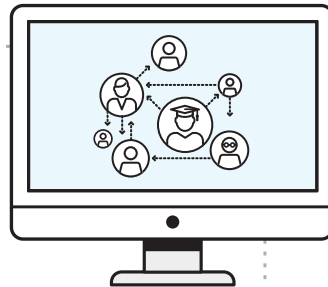# Design principles for social connectedness in online and blended learning communities

Design principles aimed at fostering social connectedness in blended and online learning communities for flexible education were collected through design-oriented research. The seven design principles that emerged this are depicted and elaborated on this prompting board.

Use the prompting board to encourage discussion with your colleagues and students about how you can work together to strengthen social connectedness in learning communities.

✓ Start small and work with one or two design principles.

✓ Dare to experiment and discuss with the participants how they experience the chosen measure.

✓ When deciding which design principles to work on you should bear in mind the context, target group and phase of the learning community.

✓ Bear in mind that all the design principles are interrelated and that chosen interventions may relate to several design principles.

For a detailed explanation, tips and working methods for each design principle, see the 'Design principles for social connectedness in online and blended learning communities'.

⚙ Substantive aspects and behavioural aspects

⚙ Form and preconditions

Shared and common goals

– Formulate a common goal for the learning community
– Individual goals should be aligned with the common goal

Sharing information and knowledge

– Encourage interaction
– Discuss content with each other

Resources and preconditions

TECHNICAL
Knowledge of and access to tools and budget

SUBSTANTIVE
Access to relevant network and information sources

Willingness to participate

– Active participation is a prerequisite
– Shared ownership
– Take responsibility for each other's learning process

Trust and cooperation

– Encourage teamwork
– Ensure equal participation
– Create a safe and open atmosphere

Getting to know each other

– Continue to invest time in getting to know each other
– Encourage personal and professional development
– Initiate informal meetings

Programme and instructional strategies

– Group size of 8-10 participants is ideal
– Have participants switch roles
– Organise activities suited to the goals
– Encourage boundary crossing
– Organise peer feedback

Acceleration plan
Educational innovation with ICT