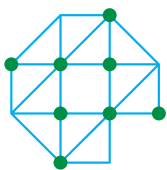


Blend your education

# Implementation: Starting point for an action plan

Instruction



**Acceleration plan**  
Educational innovation  
with ICT



Facilitating professional  
development of lecturers

## Implementation: Starting point for an action plan

<b>TARGET GROUP</b>	Management layer and support services
<b>FORM</b>	Interactive workshop with self-scan
<b>TIME NEEDED</b>	2 - 3 hours
<b>LEVEL</b>	Institution

### Background

In order to implement blended learning, not only lecturers have to take action. Managers and support services also play a crucial role, as they are responsible for outlining strategic frameworks and putting the organisational prerequisites in place so that lecturers and students can focus on primary educational process. Consider, for example, the formulation of a clear vision, well-functioning IT infrastructure, suitable learning spaces or appropriate professional development. If these prerequisites are not up to scratch, they act as barriers to implementing blended learning in practice. A lecturer can design an excellent interactive meeting, for example, but if it is scheduled in a lecturer-centric lecture hall, the implementation will not be successful.

Therefore, the institution has to understand the various contextual factors that influence the success of an institution-wide implementation of blended learning. Working from this insight, it is possible to formulate clear and concrete actions that can form the basis of a comprehensive action plan for implementation. But what are these contextual factors? And how can you work towards an action plan based on those contextual factors? This product focuses on these questions.

### Method

This product is designed as an interactive workshop of 2-3 hours for about 6-15 participants, aimed primarily at the management layer and support services. It requires a workshop leader who will prepare and run the workshop.

In brief, the workshop starts with a short explanation of key definitions and the contextual factors involved in successful implementation of blended learning. Participants then perform a GAP analysis by means of a self-scan. A GAP analysis involves comparing an actual situation with a potential or desired situation, based on which it is possible to identify the steps



### Blend your education

#### Implementation: Starting point for an action plan

Instruction

**Acceleration Plan Educational Innovation with IT**

Zone Professional development

[www.versnellingsplan.nl](http://www.versnellingsplan.nl)



**Acceleration plan**  
Educational innovation  
with ICT



This publication is subject to a Creative Commons Attribution 4.0 licence. When making use of this publication, please cite the following reference: Last, B.S. & Heidinga, J. (2022). *Blend je onderwijs: Handvatten voor het ontwerpen en implementeren van blended leren*. Versie 1.0. Utrecht: Versnellingsplan Onderwijsinnovatie met ICT.

needed to achieve it. So participants work towards a number of specific action points which can then form the basis of an action plan. At the end of the workshop, participants share their results with each other and look ahead to the future.

### Preparation

- Book a suitable room and arrange for three table groups.
- Print out the notes and worksheet for each participant; see the annex.
- Divide the participants into three table groups.

### Step 1: Reading matter

- Give each participant printed notes (this can also be done digitally).
- Instruct them to read the notes. This takes about 10 minutes.
- Once everyone has finished, ask if there are any unclear issues or questions. Discuss these.

### Step 2: Explanation of working form

- Explain the workshop format: participants will do their own GAP analysis in three groups (see 'Implementation Notes' document). They will use the worksheet they have been given for this purpose. Each group will deal with one of the categories of contextual factors (strategy, structure or support). They will work on at least three concrete action points. After this GAP analysis, the results will be shared and discussed in plenary.
- Now divide the group into three subgroups in a logical configuration: each table group deals with one of the three categories of contextual factors (strategy, structure or support). Ask if there are any particular preferences, or divide the participants randomly.
- Clearly state the duration of the analysis task. It is advisable to spend 30-60 minutes on the first analysis, depending on how much time is available. The more time spent on this task, the deeper the participants can delve into the content.

### Step 3: GAP-analysis

- The participants perform the GAP analysis. This may be at the institutional level, as well as at the sector/faculty/domain level. They use the worksheet from the annex for this purpose.
- The worksheet sets out the following steps:
  - Score your institution or sector/faculty/domain based on the above criteria.
  - Determine where you are now, where you want to be and what is needed to achieve this. You can use the table on the worksheet for this.
  - Formulate at least three specific action points.

- There is plenty of room for discussion. There is no need to be very precise, although this is allowed. The main aim of this workshop is to gain insight into all the organisational aspects involved in implementing blended learning. Often, this discussion already helps to gain insight into what preconditions exist at all.

### Step 4: Discussion

- Before starting the discussion, a short break is recommended.
- After the break, one participant from each discussion group presents the results. Each participant has a maximum of 5 minutes for this; ideally, the focus should be on the following questions:
  - Which criterion within your category of contextual factors deserves the highest priority and why?
  - What concrete action points have you formulated in this regard?
- After the presentation, it is time for a plenary discussion. What questions does this result raise? What do the participants think of the action points that have been formulated? Reflect on and refine these. If necessary, write the action points on a flipchart or whiteboard. Spend about 10-15 minutes on this.
- Repeat the above steps for each category of contextual factors (strategy, structure and support).

### Step 5: What next?

- In about 10 minutes, reflect on the workshop. Discuss the following questions:
  - What was it like to do this exercise?
  - How did it change our understanding of the organisational preconditions for implementing blended learning?
  - To what extent do we now see more clearly what the responsibilities of the institution as a whole are?
- Then look ahead, again in 10 minutes. Discuss the following questions:
  - How do we move forward from here?
  - Are we going to make an action plan, and if so, who will pick this up?
- Emphasise that the workshop is 'only' for the purpose of gaining insight but that the next step is much more important. A comprehensive self-scan can be the basis for a broadly developed action plan for implementation.

---

## Want to read more?

- [‘European Maturity model for Blended Education \(EMBED 2017-2020\)’ instrument and explanation](#)
- [Blended Learning Readiness Scan instrument](#), HAN University of Applied Sciences and a [case study](#) (in Dutch)
- [Explanation and tool for the ‘framework for adoption and implementation of blended learning in higher education’](#)
- [Article on implementing blended learning and how to use the tools](#) (in Dutch)
- [Policy model for implementing blended learning](#) (in Dutch)
- [Information page of NRO on implementing blended learning at institution level](#) (in Dutch)

## Justification and sources

The self-scan used is mainly based on the ‘Framework for Institutional Adoption and Implementation of Blended Learning in Higher Education’ by Graham and colleagues (2013), supplemented with elements from the ‘European Maturity Model for Blended Education’ and the ‘Blended Learning Readiness Scan’ developed by HAN University. We sought as complete an overview of organisational preconditions as possible, with the caveat that the focus should be entirely on the institutional level. It goes without saying that the user is free to use another tool.

Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*, 7(2), 95-105.

Graham, C. R., Woodfield, W., & Harrison, J. B. (2013). A framework for institutional adoption and implementation of blended learning in higher education. *Internet and Higher Education*, 18(3), 4-14.

Hustinx, W., Cloosen, E., & Croes, H. (2017). Beleidsmodel voor de implementatie van blended learning. *Onderwijs Innovatie*, 2, 31-33. [aff395d1-351d-97d0-3aa9-2dee04b74dcd](#) (ou.nl)

Porter, W.W., Graham, C. R., Spring, K.A., & Welch, K.R. (2014). Blended Learning in Higher Education: Institutional Adoption and Implementation. *Computers & Education*, 75, 185-195.

Van Valkenburg, W. F., Dijkstra, W. P., & De Los Arcos, B. (2019). *European Maturity Model for Blended Education*. [embed.eadtu.eu/download2433](#)

HAN OOK Services (2021). *Blended Leren Readiness Scan*. [blog3.han.nl/hanicto/wp-content/uploads/sites/40/2021/03/BL-Readiness-Scan\\_V4\\_delen-4.pdf](#)



*The Acceleration Plan for Educational Innovation with ICT is a four-year programme focused on bringing initiatives, knowledge, and experiences for digitalisation together. The programme is an initiative of SURF, the Netherlands Association of Universities of Applied Sciences, and the Association of Universities, and is organised in eight acceleration zones. In the zone Facilitating professional development for lecturers, 16 institutions are working on improving the professional development of lecturers in Dutch higher education.*



For more information and our publications, visit  
[www.versnellingsplan.nl](http://www.versnellingsplan.nl)