

# Self-scan

## for institutional adoption and implementation of blended learning

PHASE 1: Awareness and exploration			PHASE 2: Adoption and early implementation		PHASE 3: Successful implementation and growth	
STRATEGY						
Aims and objectives of blended learning	<input type="radio"/>	Some administrators and/or staff individually determine the added value of blended learning for their own educational setting.	<input type="radio"/>	Administrators and lecturers identify targets for blended learning to facilitate institutional adoption.	<input type="radio"/>	There is policy optimisation of targets for blended learning to ensure continuous awareness and funding.
Advocacy	<input type="radio"/>	Individuals disseminate and promote the design and implementation of blended learning to other stakeholders in a personal capacity.	<input type="radio"/>	Blended learning is formally endorsed and included in policy and promoted at the local level, for example within a team or course.	<input type="radio"/>	Blended learning is formally endorsed and included in policy and encouraged by administrators at programme, faculty and/or domain level.
Definition & shared language	<input type="radio"/>	There is no generic/shared definition of blended learning.	<input type="radio"/>	A formal definition of blended learning is being prepared/has been published.	<input type="radio"/>	A definition of blended learning has been formally adopted by the educational institution at the strategic level, and there is support for it in the workplace.
Policy	<input type="radio"/>	There is no policy.	<input type="radio"/>	Policy is drafted and communicated, and adjusted as needed.	<input type="radio"/>	A robust policy has been adopted and only minor adjustments are needed. Policy is widely known and supported.
Implementation	<input type="radio"/>	Individual lecturers implement blended learning within their own teaching unit, such as a course or module.	<input type="radio"/>	Teams of lecturers and administrators implement blended learning at curriculum or programme level.	<input type="radio"/>	Administrators facilitate domain or faculty-wide implementation so that all prerequisites are satisfied.
STRUCTURE						
Infrastructure	<input type="radio"/>	The technological infrastructure is primarily aimed at supporting traditional classroom teaching.	<input type="radio"/>	There is increased focus on facilitating a technological infrastructure for those who wish to implement blended learning.	<input type="radio"/>	There is a functioning technical infrastructure for lecturers and students who use blended learning.
Models	<input type="radio"/>	There are no institutional models for blended learning.	<input type="radio"/>	Models for blended learning are identified and explored, such as the flipped classroom model or station rotation model.	<input type="radio"/>	General blended learning models have been developed and while their use is encouraged, it is not mandatory.

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Learning spaces	<input type="radio"/>	The learning spaces are not or hardly suitable for what lecturers wish to achieve with their education. They offer no flexibility and mainly encourage 'frontal instruction'.	<input type="radio"/>	Experiments with learning spaces that facilitate active learning and flexible teaching are undertaken.	<input type="radio"/>	There is a well-conceived plan for the layout and availability of learning spaces aimed at facilitating active learning and flexible teaching.
Educational logistics (scheduling and administration)	<input type="radio"/>	There is little to no focus on blended learning in educational logistics systems and structures.	<input type="radio"/>	Efforts are being made to embed blended learning in educational logistics, for instance by optimising scheduling and administration systems.	<input type="radio"/>	Blended Learning is fully incorporated the chain of educational logistics.
Governance	<input type="radio"/>	There is no explicit governance system for regulating and encouraging blended learning initiatives.	<input type="radio"/>	There are emerging systems for regulation and encouragement of blended learning initiatives.	<input type="radio"/>	There are robust governance structures with solid educational leadership at the strategic level.
Evaluation	<input type="radio"/>	No formal evaluation system has been set up.	<input type="radio"/>	There are limited evaluation opportunities focusing on learning outcomes/learning efficiency, engagement and/or satisfaction.	<input type="radio"/>	Data is available systematically to evaluate the deployment, use, impact and value of blended learning.
<b>SUPPORT</b>						
Technical support:	<input type="radio"/>	Mainly focused on supporting technology in the (F2F) classroom.	<input type="radio"/>	There is focus on technical support for the online components of blended learning, such as the digital learning environment.	<input type="radio"/>	There is good technical support focused on the needs of all stakeholders to maximise the use of both F2F and online technology.
Pedagogical/ didactic support	<input type="radio"/>	Not present or focused only on strategies for traditional classroom teaching.	<input type="radio"/>	Lecturers can call on educational experts to help design and implement blended learning in line with their needs.	<input type="radio"/>	Educational experts are a structural part of design teams, contributing ideas at all stages of designing and implementing blended learning.
Professional development	<input type="radio"/>	Sporadic and limited individual training courses and/or workshops related to blended learning are offered to small groups or individual lecturers.	<input type="radio"/>	Concerted efforts are made for the professional development of lecturers and teams of lecturers in designing, implementing and evaluating blended learning during projects, pilots and educational development programmes.	<input type="radio"/>	Blended learning is a structural part of the professional development plan, in line with the vision. An institution-wide competence profile is applied, in line with practical needs. Development is part of quality assurance and embedded in traditional HR development cycles.
Incentives	<input type="radio"/>	There is no explicit incentive structure for implementation/innovation.	<input type="radio"/>	Explore incentive opportunities for training and course development and/or implementation/innovation.	<input type="radio"/>	Well-designed incentive structure for systematic training, development and implementation of blended learning and support for innovation.

\*We based this self-scan on the 'Framework for Institutional Adoption and Implementation of Blended Learning in Higher Education' by Graham et al. (2013), supplemented with elements from the 'European Maturity Model for Blended Education' (2020) and the 'Blended Learning Readiness Scan' developed by HAN University of Applied Sciences (2021). We sought as complete an overview of organisational preconditions as possible, with the caveat that their focus should be entirely on the institutional level.

\*Administrators: Managers, programme directors, team leaders, policy officers, etc.  
Staff: lecturers, support staff, HR, student affairs etc.