



UNIVERSITEIT VAN AMSTERDAM

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# Blended Education Practices at the UvA: An Online Survey Report

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## INTRODUCTION

For many higher education institutions around the world, digitalization and new technologies have been high on the agenda for at least a decade now. A recent report on digitally enhanced learning in the European Higher Education Area (EHEA) by Gaebel et al. (2021) demonstrated that all EHEA institutions use digitally enhanced learning and teaching. Often referred to as the deliberate and integrated combination of online and face-to-face instruction (Prinsen & Terbeek, 2021; Van Valkenburg et al., 2020) blended education (BE) is the most popular delivery mode with 75% of EHEA institutions applying it either throughout the institution or in some faculties (Gaebel et al., 2021).

At the request of the Executive Board of the University of Amsterdam (UvA) to inform further improvement and development of BE at the UvA, the present study provides an overview of blended teaching practices developed and employed at the UvA between 2020 and 2021. Specifically, the study aims to gain insight into how UvA lecturers from various disciplines designed and facilitated blended courses, as well as their perspectives on these experiences. The following research questions guided the research:

- (1) How do lecturers integrate on and off campus elements in their blended courses?
- (2) How do lecturers integrate digital tools in their blended courses?
- (3) What differences do teachers see between their role in blended versus non-blended courses?
- (4) How do lecturers experience institutional support for BE and what kind of support would they like to receive in the future?

## METHOD

### SAMPLE CHARACTERISTICS

Lecturers at the UvA ( $N = 3776$ ) of six different faculties (Faculty of Science, Faculty of Economics and Business, Faculty of Social and Behavioral Sciences, Faculty of Law, Faculty of Humanities, and Amsterdam University College) were invited to participate in this study. Out of the 3776 targeted lecturers, 601 started the survey. Participants who only completed background characteristics questions were excluded from final analysis.

Of the 365 lecturers that were included in the analysis, 224 responded that they had given a blended course between the years 2020 and 2022. Of the remaining 141 lecturers who did not teach a blended course, 107 responded they were either interested in BE or were planning to give a blended course in the future. Only 25 respondents indicated they were not interested in BE.

Most lecturers who taught a blended course were between 31 and 50 years old (60%) and have been teaching at the UvA for 10 years or more (50%). The largest share of participants

works for the Faculty of Behavioral and Social Sciences (30%) and hold an assistant professor position at the university (34%). An overview of sample characteristics is presented in Table 3.

**Table 3**

*Characteristics of Lecturers who Indicated They Taught a Blended Course Between 2020-2022*

Sample characteristic	<i>N</i>	%
Age		
<30 years old	26	12
31-40 years old	77	34
41-50 years old	58	26
51-60 years old	46	20
>60 years old	18	8
Faculty		
AUC	7	3
FDR	19	8
FEB	44	20
FGW	31	14
FMG	68	30
FNWI	56	25
Position		
Assistant professor	76	34
Associate professor	25	11
PhD candidate	20	9
Post-doc	6	3
Professor	29	13
Researcher	1	<1
Lecturer	67	30
Other	1	<1
Course role		
Course coordinator	76	34
Guest lecturer	2	1
Teaching assistant	10	4
Lecturer/lecturer	126	56
Other	11	5
Teaching Experience		

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Less than 1 year	17	8
1 to 5 years	47	21
6 to 10 years	49	22
More than 10 years	112	50

*Note.* AUC = Amsterdam University College, FDR = Faculty of Law, FEB = Faculty of Economics and Business, FGW = Faculty of Humanities, FMG = Faculty of Social and Behavioral Sciences, FWNI = Faculty of Science.

### PROCEDURE

For this study, approval was obtained by the Ethics Review Board of the FMG. An online questionnaire was designed using the Qualtrics survey platform, and lecturers across six different faculties of the UvA were invited by e-mail to fill out the questionnaire. The survey took around 10-15 minutes to complete.

Although the main target group of the study were lecturers who taught a blended course in the academic years 2020-2021 and 2021-2022, other lecturers who were interested in BE, but did not teach a blended course, were also invited to fill in the questionnaire. These lecturers were only presented with questions about which BE topics they would like to know more about and in what format.

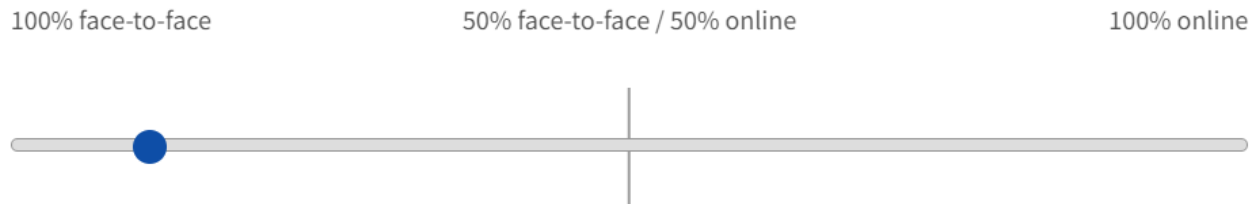
### INSTRUMENTS

The survey consisted of 39 questions divided into five subcategories: 1) background characteristics (e.g., age group, faculty, course, position, teaching experience), 2) integration of on campus and online elements in different teaching activities, 3) the integration of digital tools, 4) the teaching role, and 5) institutional support. The complete survey can be consulted in the Appendix.

To gauge how lecturers integrated online and face-to-face elements in their blended courses, participants indicated the ratio between online and face-to-face activities, using an interactive slider bar. The participants were asked to specify this ratio for the overall course, as well as for four activities: 1) lecturing, 2) facilitating student-student interaction, 3) summative assessment, and 4) lecturer-student interaction. The slider indicated the percentage of online activities in a course from 0-100% in steps of ten percent. For instance, sliding the bar to an indication of 80% would mean 80% of the activities in a certain category were done in an online setting and 20% in a face-to-face setting (Figure 1).

**Figure 1**

*Interactive Slider Bar Used in Questions about Online/Face-to-face ratio*



In addition to the ratio items, participants indicated if they used digital tools to facilitate the above teaching activities, and if so, which category of digital tools they used for each activity. The categories used are listed in Table 1. Only a selection of tool categories was presented to the participant depending on the teaching activity in question, because some categories did not apply to certain teaching activities. For instance, for the question about what tools a teacher used for assessment, only *Assessment software*, *Presentation software*, *Web Resources*, *Video software* and *Application Software* were presented as available options, but not *Instant Messaging* or *Audience Voting Tools*. If a particular category was not listed, but was used for the activity, the participant could provide an elaboration of this category under the *Other, please specify* option.

**Table 1**

*Software Categories Suggested in Questions on Digital Tools Usage*

Category	Examples	Description
Assessment software	TestVision, FeedbackFruits, Canvas Quiz, Canvas Speedgrader	Software which enables lecturers to create, administer and/or evaluate tests digitally/online
Audience Voting tools	Wooclap, Sendsteps, Shakespeak	Tools which enable lecturers to pose a question and rapidly collect and summarize the student answers
Canvas LMS	-	Online learning platform to manage course content and activities
Communication software	Canvas discussion, Canvas assignments, MS Teams posts	Software which enables asynchronous communication

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		between lecturers and class participants
Gamification/Simulation tools	Kahoot, GatherTown	Tools or platforms which apply game principles and mechanics to non-game contexts in order to increase engagement and interactivity
Interactive software	Miro, Perusall	Software which students to collaborate in real-time on a task online
Instant messaging	Teams chat, Canvas chat, WhatsApp	Tools which enable synchronous communication between lecturers and class participants
Peer review software	Canvas peer review, FeedbackFruits	Tools which enable students to provide feedback on each other's work
Presentation software	PowerPoint, Prezi	Tools which enable presenting topics by stringing together text, images and or audio/video
Social media	Twitter, Facebook, Instagram	Websites or applications which enable users to share content and/or participate in social networking
Video conferencing software	Teams, Zoom, Big Blue Button	Software which enables two or more users to conduct a meeting online using real-time, multidirectional video/audio streaming
Video software	YouTube, Kaltura, MyMedia	Websites or applications which enable users to share or browse videos
Web resources	Blogs, websites	Other web resources not specified in the above categories where students can share and browse content
Application software	R, SPSS, MS Office	Other tools/applications not specified above that students can use to complete tasks or produce content

To examine differences lecturers experience between blended and non-blended courses, participants indicated how their teaching may have been different in terms of several



teaching activities if it were instead organized in either a fully online or a face-to-face setting. Lecturers then elaborated on at least one of these differences in an open question. The list of teaching activities that lecturers were able to choose from was inspired by the Community of Inquiry (CoI) framework (Garrison et al., 2000) and is presented in Table 2.

**Table 2**

*Activities Pertaining to the Teaching Role Items*

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1	Keeping participants engaged and participating
2	Guiding/moderating course related discussions
3	Providing feedback to help students understand strengths and weaknesses
4	Providing instructions on how to participate in course activities
5	Providing opportunities to apply new knowledge/skills
6	Motivating students to explore course-related ideas further
7	Utilizing a variety of information sources to explore course-related ideas
8	Forming distinct impressions of course participants
9	Assuring everyone's viewpoint is acknowledged
10	Fostering a sense of collaboration between and with students
11	Graded student assessment

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Lastly, the survey inquired into how lecturers experienced support provided by the institution while designing and teaching blended courses, as well as what support they would like to receive in the future. The former questions were aimed only at lecturers who indicated they had taught a blended course; the latter were aimed at all respondents to the survey. Specifically, respondents who taught a blended course were asked what type of support they used to design and teach their course on a multiple answer question and could choose from the options support from the Teaching and Learning Centre (TLC), Faculty Services, followed workshops, or received no support at all. In addition, respondents could explain why they were (not) satisfied with the support they received.

In addition, all respondents indicated on a 5-point Likert scale ranging from *Not interested* to *Extremely Interested* what type of professional development support they were interested in receiving and on what topics.

## DATA ANALYSIS

To compare reported current ratios with desired ratios of online and face-to-face teaching activities, paired sample t-tests were conducted on the collected data and Cohen's  $d$  effect sizes were calculated within R Studio using the *stats* package. Using the same package, independent t-tests were conducted to analyze differences in desired support between BE lecturers and non-BE lecturers.

## RESULTS

### ONLINE VS FACE-TO-FACE RATIO

On average, lecturers indicated that 57% of the activities in their current blended courses were organized face-to-face and 43% percent online (Table 4). In addition, lecturers would like to organize 32% of the activities in their courses online in the future. For both current and future overall ratios, large standard deviations were observed (Table 4). This implies large differences in ratios between current courses and between lecturers' wishes for their future courses. Paired sample t-testing revealed the decrease of 11% between desired and current ratio to be significant ( $t(224) = 6.81, p < .001$ ), albeit with a small effect size (Cohen's  $d = -0.45$ ).

**Table 4**

*Mean and Standard Deviation of Online Percentages for Activities in Blended Courses in Both Their Current State and Desired Future State*

	<i>N</i>	Mean	Sd	Min	Max
Current Ratio	225	42.62	25.00	10	100
Future Ratio	225	31.82	24.18	0	100
Difference	225	-10.80	23.80	-90	40

When looking at the percentages for different types of teaching activities, a similar trend is visible for all types of activities (Figure 2). Activities to facilitate interaction between students and activities to facilitate interaction between the lecturer and students are currently predominantly organized in a face-to-face setting. For assessment and lecturing activities, half of the activities were organized in an online setting and half in a face-to-face setting. Still, for all types of activities, lecturers indicated a preference for decreasing the proportion of online activities in favor of more face-to-face contact (Table 5).

**Table 5**

*Means and Standard Deviations of Online Percentages for Different Types of Teaching Activities in Their Current State and Desired Future State*

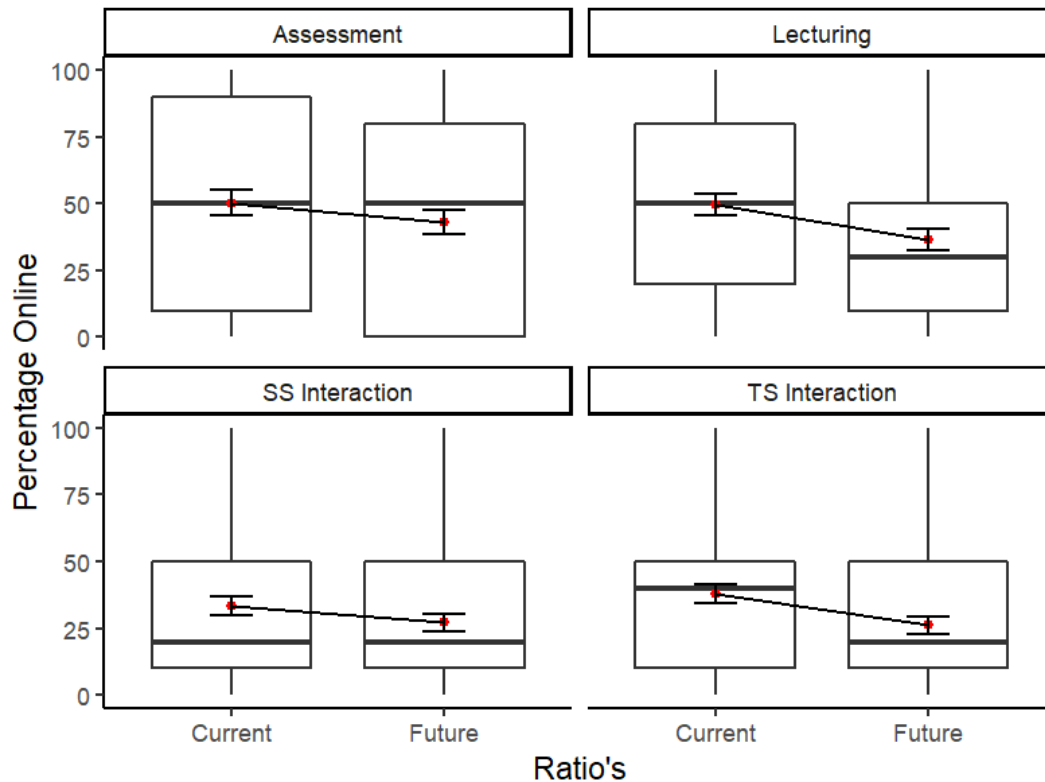
Teaching activity	N	M	SD	Min	Max	Paired t test			
						t	df	Sig. (two-tailed)	Cohen's d
Lecturing									
Current Ratio	225	49.47	31.58	0	100	6.72	224	<.001	-0.45
Future Ratio	225	36.53	31.06	0	100				
Student-student interaction									
Current Ratio	225	33.38	28.90	0	100	3.64	224	<.001	-0.24
Future Ratio	225	27.24	25.33	0	100				
Assessment									
Current Ratio	225	50.36	37.72	0	100	4.33	224	<.001	-0.29
Future Ratio	225	42.98	35.69	0	100				
Lecturer-student interaction									
Current Ratio	225	38.09	27.55	0	100	7.09	224	<.001	-0.47
Future Ratio	225	26.13	23.97	0	100				

For activities pertaining to student-student interaction and for assessment activities, small differences were observed between current and desired ratios (-6%; -7% respectively). For activities pertaining to lecturer-student interaction and for lecturing activities, small but somewhat larger differences were observed (-12%; -13% respectively). Paired sample t-testing revealed all these differences to be significant, albeit with small effect sizes, with Cohen's d's ranging between -0.24 to -0.47 (Table 5).

Similar to the overall ratios, large standard deviations were observed on the current and desired ratios for each category of teaching activity. This indicates that there are large differences in how lecturers organize their teaching activities with regards to online or face-to-face and how they wish to organize these in the future.

**Figure 2**

*Differences Between Current and Future Online and Face-to-Face Ratios for Four Different Types of Teaching Activities*



*Main take-aways:*

- Blended courses vary in the ratio between on campus and online teaching.
- For lecturing and assessment, the mean ratio between on- and off campus teaching is currently about even.
- For student-student and lecturer-student interaction the largest share of teaching is currently on campus.
- For the future, lecturers would prefer more on-campus teaching for all types of teaching activity.

INTEGRATION OF DIGITAL TOOLS

Another focus of this research was to examine how lecturers integrated digital tools within their blended courses for the four teaching activities (lecturing, student-student

interaction, assessment, and lecturer-student interaction). The focus was on which tools lecturers used for each of these activities. Because the nature of the discipline may lead to differences in digital tool usage and preferences (Buzzard et al., 2011), differences between faculties in tool usage and integration were explored.

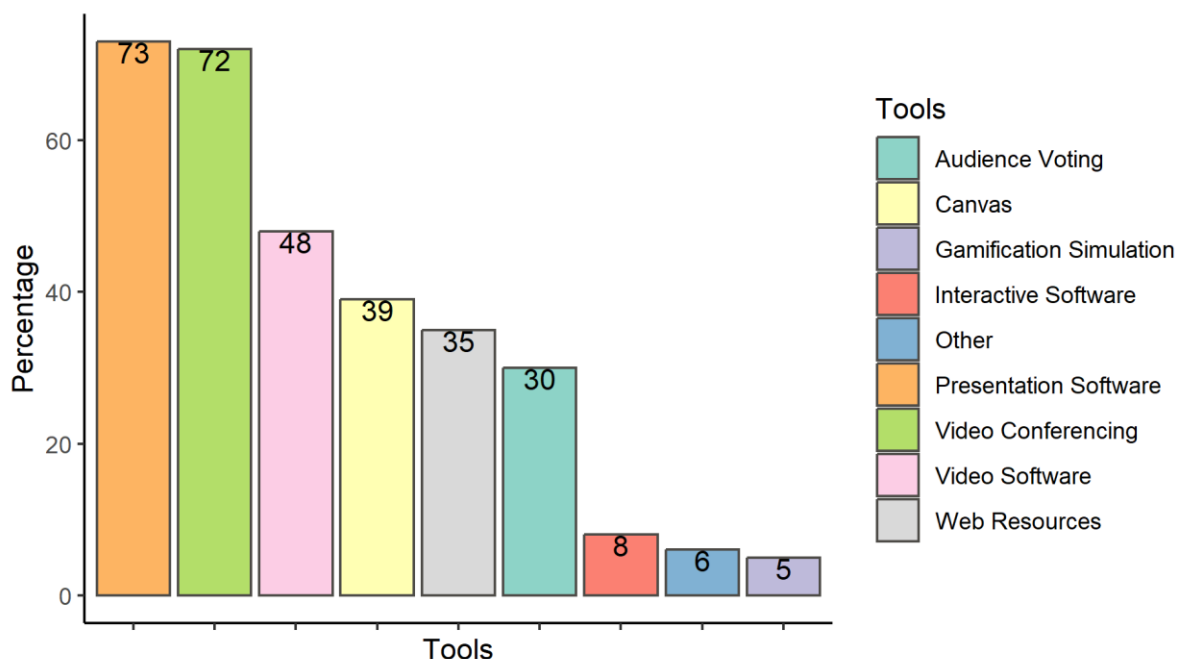
## LECTURING

As shown in Figure 3, most lecturers report they use *Presentation Software* (73%) and *Video Conferencing Software* (72%) during their lectures. Roughly half of the lecturers (48%) report using *Video Software* for lecturing. *Audience voting tools* are used in a third of the courses (30%). In the *Other* category, lecturers report varying types of software used that were not listed, such as Gathertown (an online platform to socialize and collaborate remotely), Discord, Google services (Docs/Colab), or hardware to assist their lecture such as a tablet.

When splitting the data on faculty level, some similarities and differences can be noticed in the usage of specific categories of tools for lecturing (Figure 4). While most lecturers of all faculties used *Video Conferencing* tools for lecturing, lecturers at the FNWI use *Presentation Software* substantially less for lecturing than other faculties. In addition, the FNWI and FDR use *Video Software* less for lecturing than other faculties. Lecturers from the FEB selected *Audience Voting* tools more than other faculties, while lectures from FGW and FNWI report less use of *Audience Voting* tools.

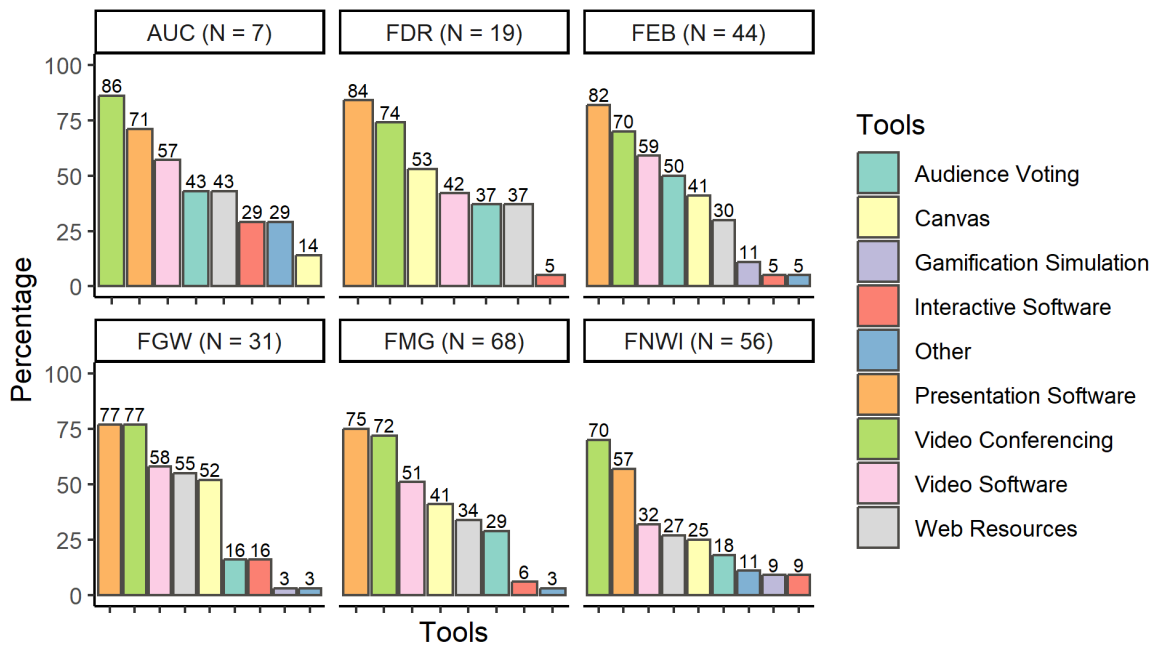
**Figure 3**

*Tools Used by Lecturers for Organizing Lecturing Activities*



**Figure 4**

Percentage of Lecturers per Faculty That Indicate Using a Category of Tools for Lecturing

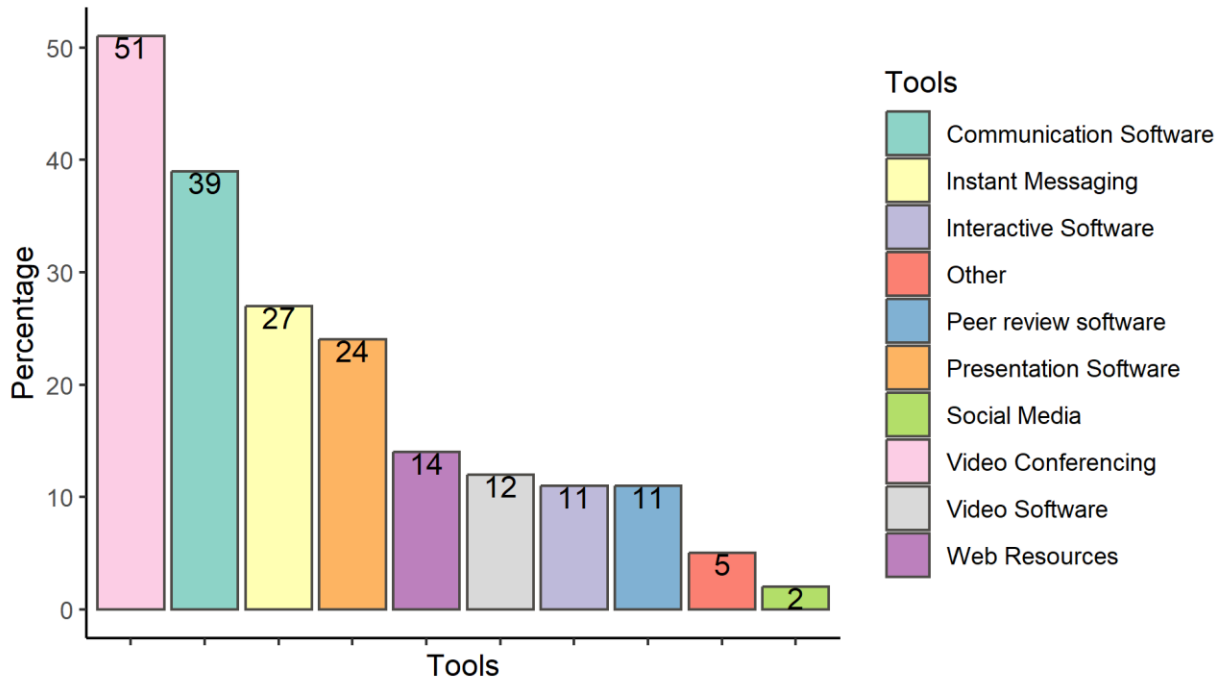


### STUDENT-STUDENT INTERACTION

For facilitating interaction between students in blended courses, most lecturers used *Video Conferencing Tools* such as Teams and Zoom (51%); followed by *Communication Software* such as Canvas Discussion, Canvas Assignments, or MS Teams chat/posts (39%); and *Instant messaging* tools such as WhatsApp and Teams Chat (27%) (Figure 5). Other communication platforms mentioned by lecturers included Discord, Slack, and the SOWISO forum. Like Canvas, SOWISO is a learning management system but with a focus on exact sciences. *Interactive tools* like Perusall for collaborative reading and Miro Whiteboard were only used by a small percentage of lecturers (11%), as was *Peer review software* like FeedbackFruits or Canvas peer feedback (11%). Figure 6 shows that lecturers from all faculties prefer to use *Video Conferencing* tools for facilitating interaction amongst students. While most lecturers prefer using *Communication Software* next to *Video Conferencing* tools, lecturers at the FDR report a preference for *Instant messaging* tools besides *Video Conferencing* tools. Social media was the least used tool by lecturers for facilitating interaction amongst students.

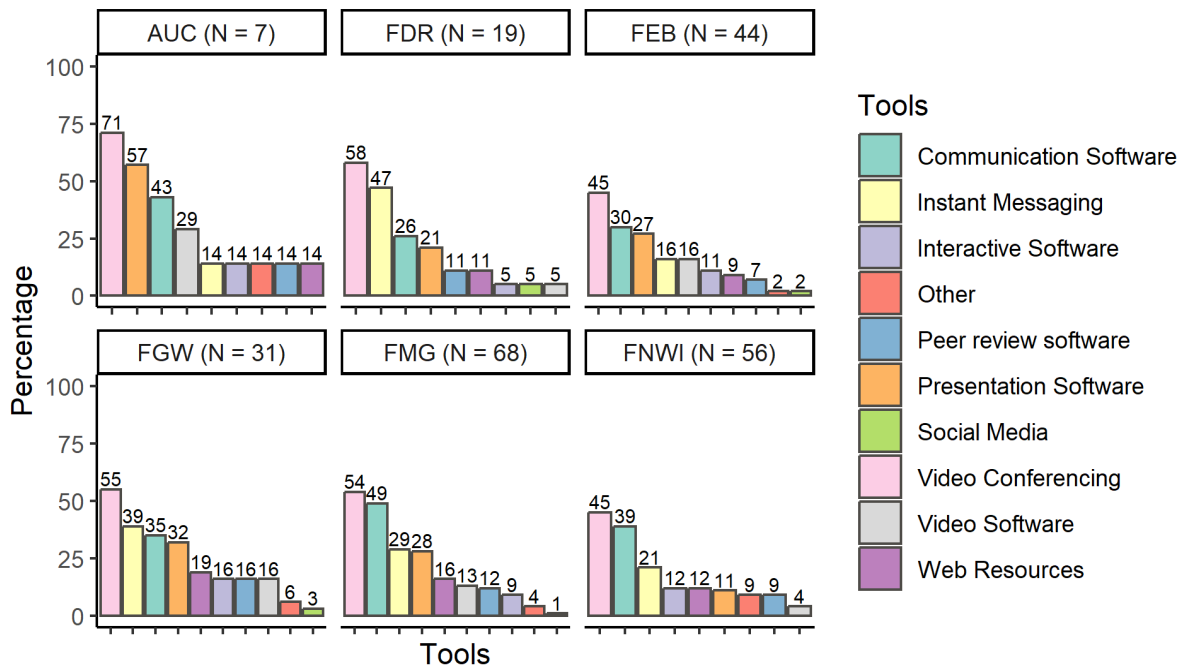
**Figure 5**

*Percentage of Lecturers That Indicate Using a Category of Tools to Facilitate Interaction Amongst Students*



**Figure 6**

*Percentage of Lecturers per Faculty that Indicate Using a Category of Tools to Facilitate Interaction Amongst Students*



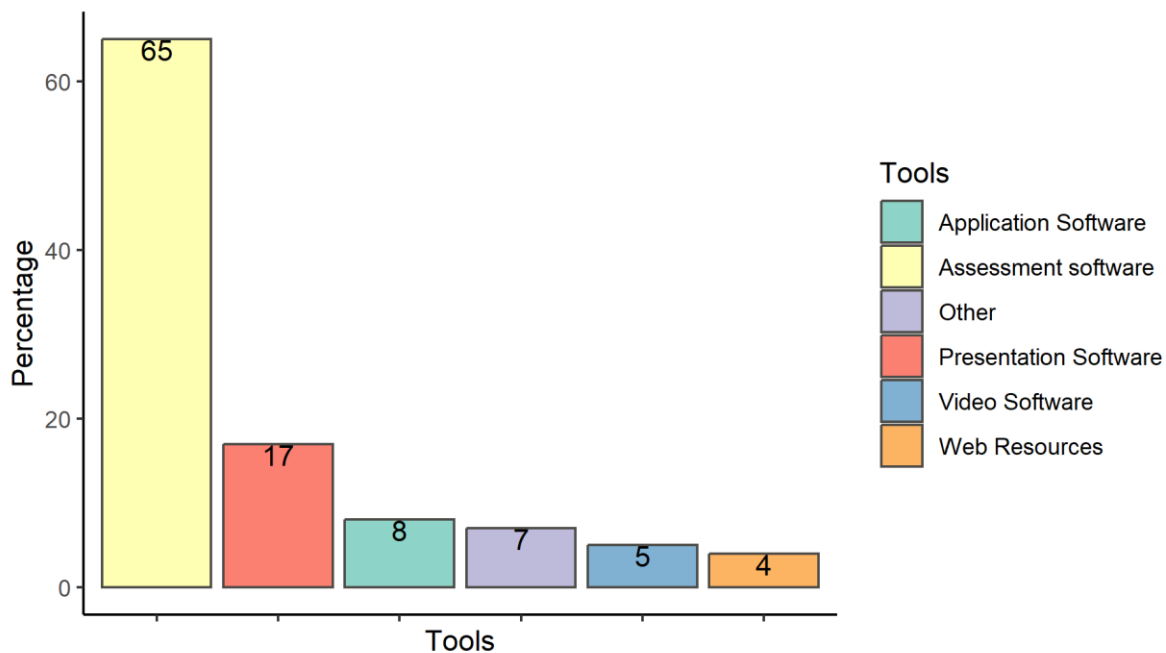
## ASSESSMENT

For graded assessment, most lecturers used *Assessment Software* such as TestVision, SOWISO, Canvas Quizzes, Canvas Assignments, or ANS-delft to assess their students (65%). In addition, 17% of the lecturers reported that *Presentation Software* was used for assessing students (Figure 7). Additionally, the *Other* category included mentions of using digital portfolios, CodeGrade, and Zoom for assessing students.

When looking at differences between faculties, Figure 8 shows that *Presentation software* is least used for assessment by lecturers in the faculties FDR (5%) and FNWI (9%). *Assessment software* is substantially less used by FNWI (46%) and AUC (57%) when compared to the average usage of this software for the whole university (65%).

**Figure 7**

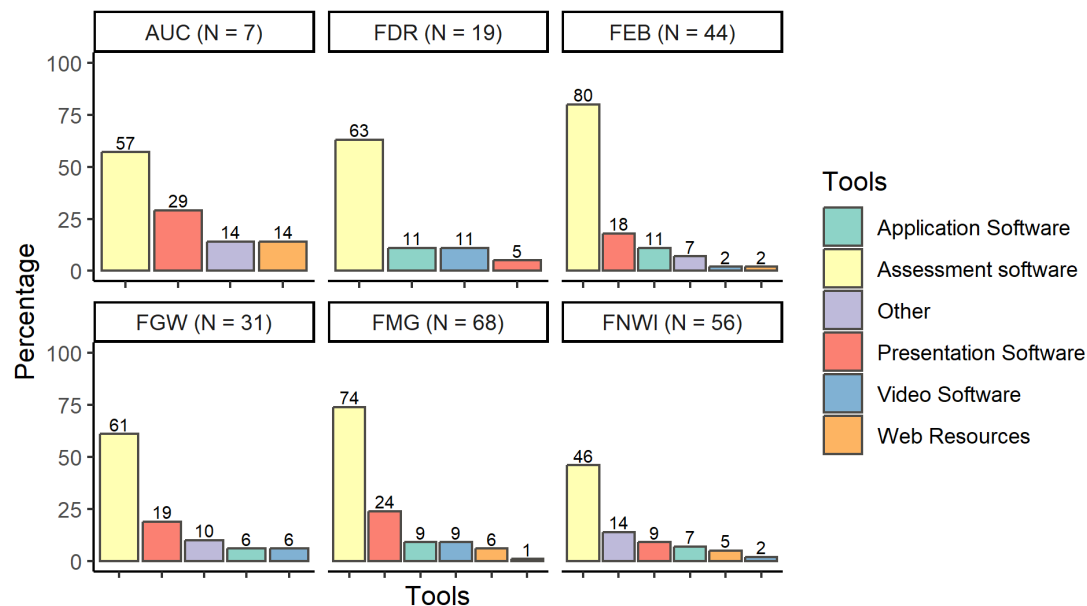
*Tools Used by Lecturers for Graded Assessment of Students*





**Figure 8**

*Tools Used by Lecturers for Graded Assessment of Students (per Faculty)*



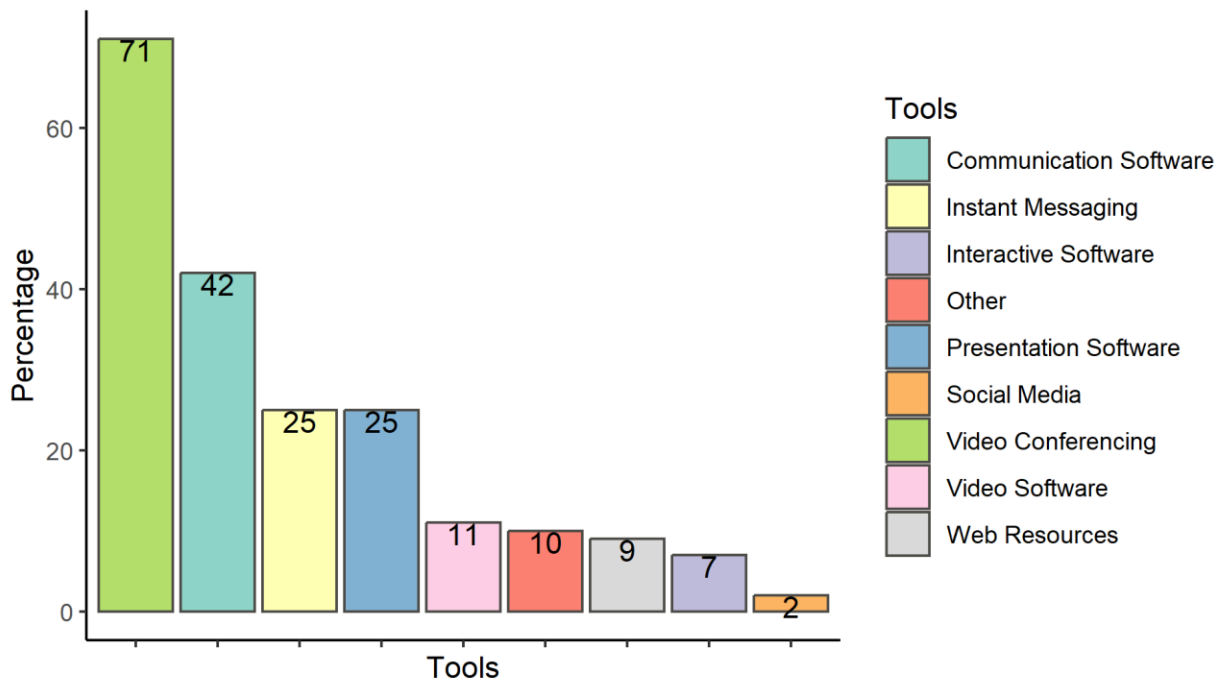
### LECTURER-STUDENT INTERACTION

For interacting with students, most lecturers reported using *Video Conferencing* tools (71%) such as Teams and Zoom, or *Communication software* (44%) such as Teams chat and Teams channel posts, or Canvas discussion boards (Figure 9). Under the *Other* option, lecturers pointed out using e-mail to interact with their students. This tool was not listed as an example, but it could be categorized under *Communication Software*. In addition, participants reported using Google Docs, Discord, and Wonder.me (a socializing, meeting and collaborative platform similar to Gathertown) for interacting with students.

Splitting the data on faculty level shows similar results as for facilitating interaction amongst students: *Video Conferencing* is the most used tool category for lecturers to communicate with their students, independent of faculty (Figure 10). The second to most used tool for the same purpose by lecturers from all faculties is *Communication Software*. Except for lecturers from the FDR, respondents reported using *Instant Messaging* tools (53%) more than *Communication Software* (32%).

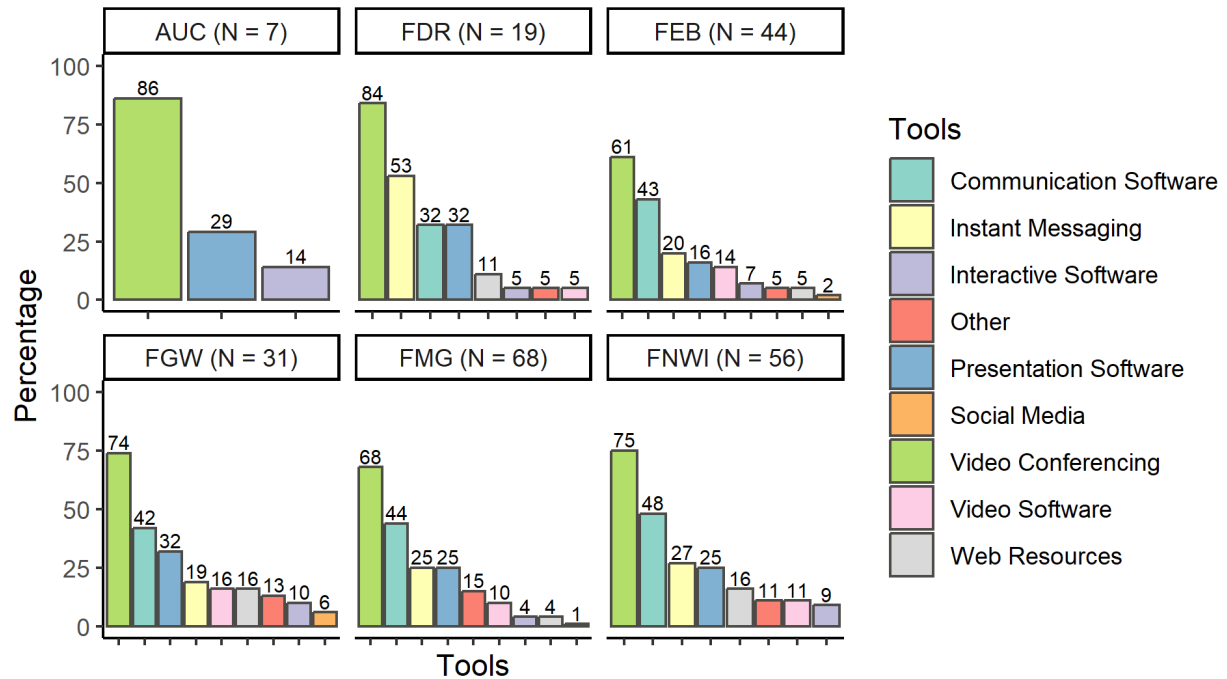
**Figure 9**

*Tools Used by Lecturers for Interacting with their Students (Overall)*



**Figure 10**

*Tools Used by Lecturers for Interacting with their Students (per Faculty)*



*Main take-aways:*

- Presentation software was the most commonly used tool for lecturing.
- For facilitating both student-student and lecturer-student interaction, most lecturers reported using video conferencing tools.
- Only few lecturers use Interactive tools for collaborative reading like Perusall and peer feedback tools like Feedback Fruits to facilitate student interaction.
- For summative assessment lecturers mostly reported using Assessment software (i.e. TestVision, SOWISO, etc.).
- For each teaching activity there are subtle differences between faculties what category of tools they use.

TEACHING ROLE

**BLENDED VS FACE-TO-FACE COURSES**

When asked which three activities lecturers believe would differ the most if their course would have a fully face-to-face design instead of being blended, *keeping participants engaged* was the most selected ( $n = 141$ ) (Figure 11). It was selected twice as much as the second and third most selected activities: *fostering collaboration* ( $n = 72$ ) and *guiding discussions* ( $n = 67$ ). These latter activities were selected roughly an equal number of times as *forming distinct impressions of participants* ( $n = 66$ ) and *providing feedback* ( $n = 62$ ). The least selected activities were *utilizing varying sources of information* ( $n = 17$ ) and *providing instructions* ( $n = 15$ ).

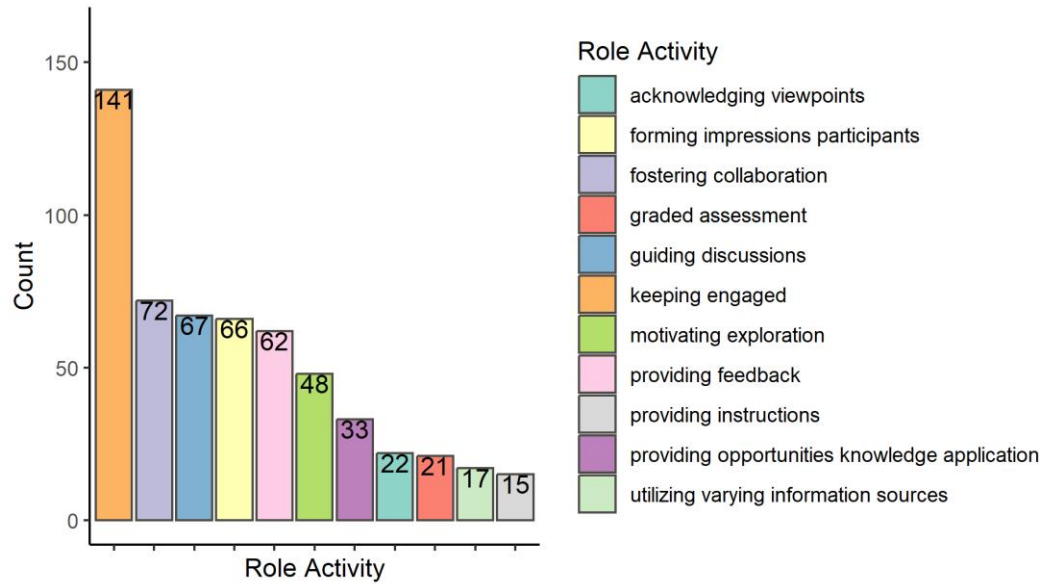
Some similarities and differences were found when observing the responses between different faculties (Figure 12). Within all faculties, the item *keeping participants engaged* was selected as the one which lecturers believe would be most different if their course was face-to-face instead of blended. For the FGW, FDR, and FEB *forming distinct impressions of participants* and *guiding discussions* were the second and third most other frequently chosen activities. Lecturers from the FDR chose *fostering collaboration* and *motivating exploration* the most next to *keeping participants engaged*. While lecturers from the FMG selected *guiding discussion* and

*providing feedback* most frequently, and lecturers from the FNWI selected *fostering collaboration* and *providing feedback* the most.

Participants also elaborated on why they believe (at least one of) the activities they indicated would differ between a blended and a face-to-face course. In terms of *Keeping participants engaged*, many responses focused on the difficulty of overseeing and engaging students in hybrid settings, where part of the group is following the lesson online and part of the group is attending on-campus, for example: *“When part of the students are online, I don't always have the time to moderate them as well as I do the on-campus group”*. Other lecturers focused more on the difficulty of engaging students who follow class from home, noting lower levels of participation and interaction from these students: *“Students who follow uniquely from home, however, are hard to keep engaged and active. Their presence is fully passive, interactions with other students almost impossible, and their level of learning appears to be lower”*. On the other hand, some participants reported potential disadvantages of organizing their lessons fully face-to-face. In several responses, the benefit was expressed of students being able to engage with lesson material at their own pace and come up with questions before class, and then to discuss the lesson in a more detailed and interactive manner in a face-to-face setting. For example, one participant wrote: *“I think blended teaching gave the students the opportunity to follow the theoretical part of the course at their own pace via watching the knowledge clips, that also gave them more time to deliberate and take note of their questions. The face-to-face classes then were a nice complement to discuss the theories more in detail with examples and in a more applied setting. But if the class was only face to face, some students might not be able to follow the class in a timely manner and have less time to digest difficult concepts”*.

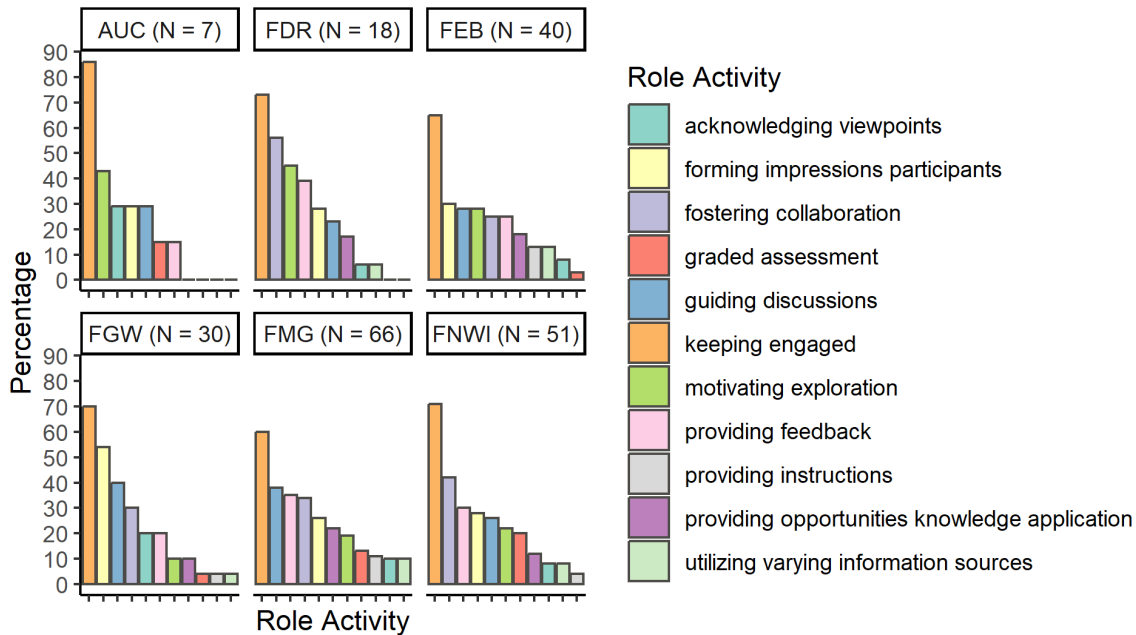
**Figure 11**

*Activities Selected by Lecturers to Indicate Differences Between Their Blended and a Face-to-face Course*



**Figure 12**

*Activities Selected by Lecturers per Faculty to Indicate Differences Between Their Blended and a Face-to-face Course*



**BLENDED VS ONLINE COURSES**

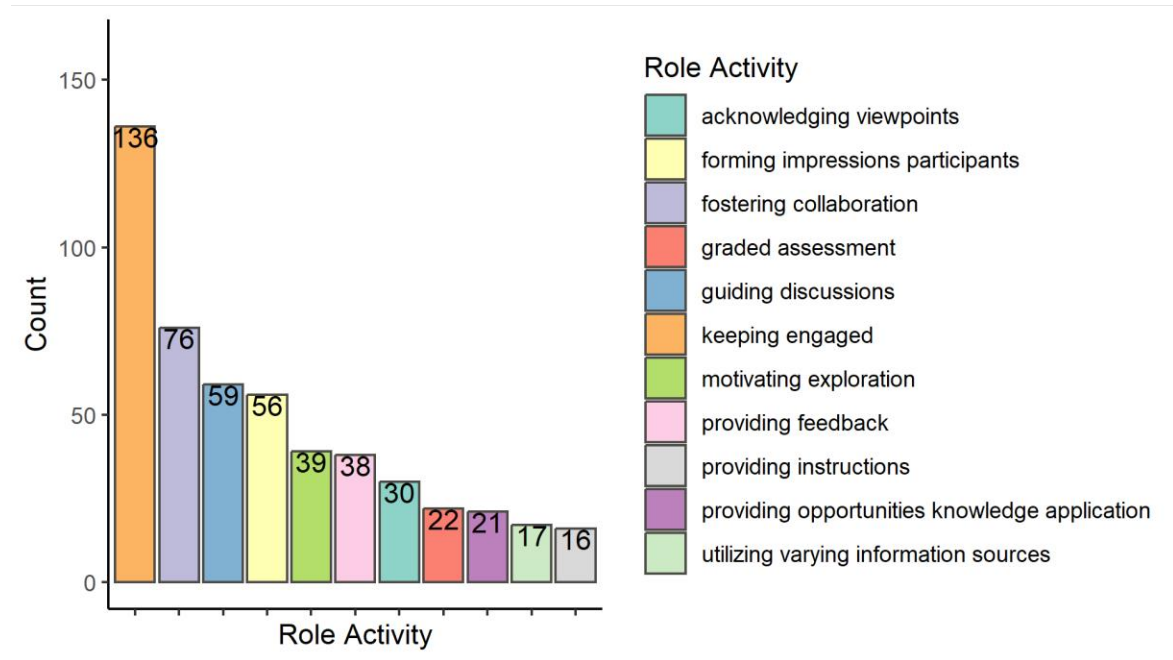
When lecturers were asked which activities would differ the most when comparing their blended course with a fully online course, similar results were observed as in the previous

section (Figure 13). *Keeping participants engaged* emerged with the highest count ( $n = 136$ ), followed by *fostering collaboration* ( $n = 76$ ) and *guiding discussions* ( $n = 59$ ). *Providing instructions* ( $n = 16$ ) and *utilizing varying information sources* ( $n = 17$ ) were selected the least. Lecturers from FMG, FGW, and FNWI indicated that *fostering collaboration* and *guiding discussions* would differ the most between a blended and fully online course, besides *keeping participants engaged*. Lecturers from AUC, FDR, and FEB indicated that *fostering collaboration* and *forming distinct impressions of participants* would differ the most if their course had been fully online.

Similar to lecturers' elaborations in the previous question, participants explained that keeping students engaged in an online setting is more difficult compared to doing this in a face-to-face setting. To illustrate: *"Keeping participants engaged partially depends on 'infecting' students with our own enthusiasm for the topic and on showing interest in their contributions. I find this easier and more sincere in live interactions"*. One lecturer also noted about keeping participants engaged and participating: *"Online interactions in medium to large groups are just difficult, as many students are multitasking or not fully focused"*. At the same time, some participants expressed that certain aspects of the online environment increased the possibilities to engage students. Similar to some of the sentiments expressed in the previous question, several responses focused on the opportunity to designate more face-to-face time to interactive activities if other activities could be done online, for example: *"keeping participants engaged and participating would be much harder if I would only 'send' info during lecture, rather than that the students already processed some info by watching knowledge clips before the lecture"*. Several lecturers also highlighted how digital tools made engaging students online easier than face-to-face, for instance: *"Keeping participants engaged is more challenging but using different tools and doing different activities solves this. Group work is much easier to organise using breakout rooms for example. Making students writing or drawing on the whiteboard in Zoom might even make students feel more comfortable in comparison to asking a student to do that in a classroom"*.

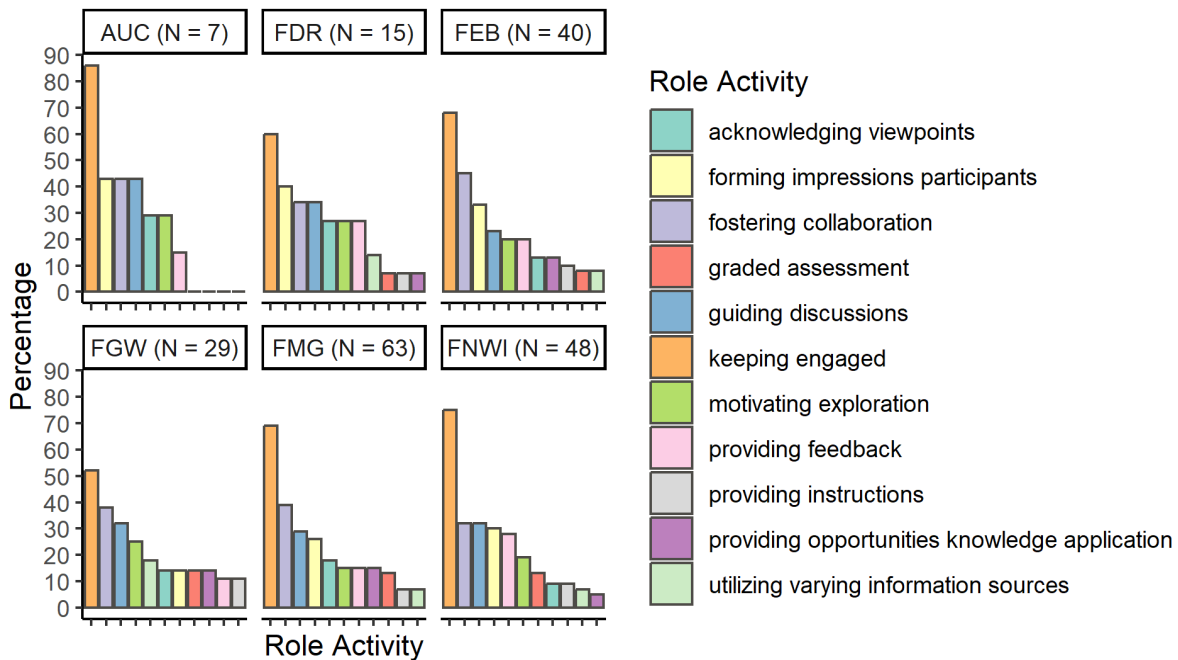
**Figure 13**

*Activities Selected by Lecturers to Indicate Differences Between Their Blended and a Fully Online Course*



**Figure 14**

*Activities Selected by Lecturers per Faculty to Indicate Differences Between Their Blended and a Fully Online Course*



*Main take-aways:*

- In all faculties, keeping students engaged is the teaching activity that is experienced as most different in a blended course compared to both a fully online and a fully face-to-face course.
- Providing instructions is experienced as least different in a blended course, compared to both a fully online course and a fully face-to-face course.

#### INSTITUTIONAL SUPPORT

In the survey, several questions about the support provided by the institution were also addressed. Only lecturers who indicated that they taught a blended course were asked to answer questions about what support they used while developing their blended course ( $n = 200$ ). In addition to used support, all respondents were asked to indicate what support they would like to receive in the future both in terms of content (i.e., topics they would like to learn more about within the field of BE) and format (i.e., specific professional development approaches), resulting in 279 responses on what topics lecturers are interested to know more about and 275 responses on the ways in which they would like to learn about BE.

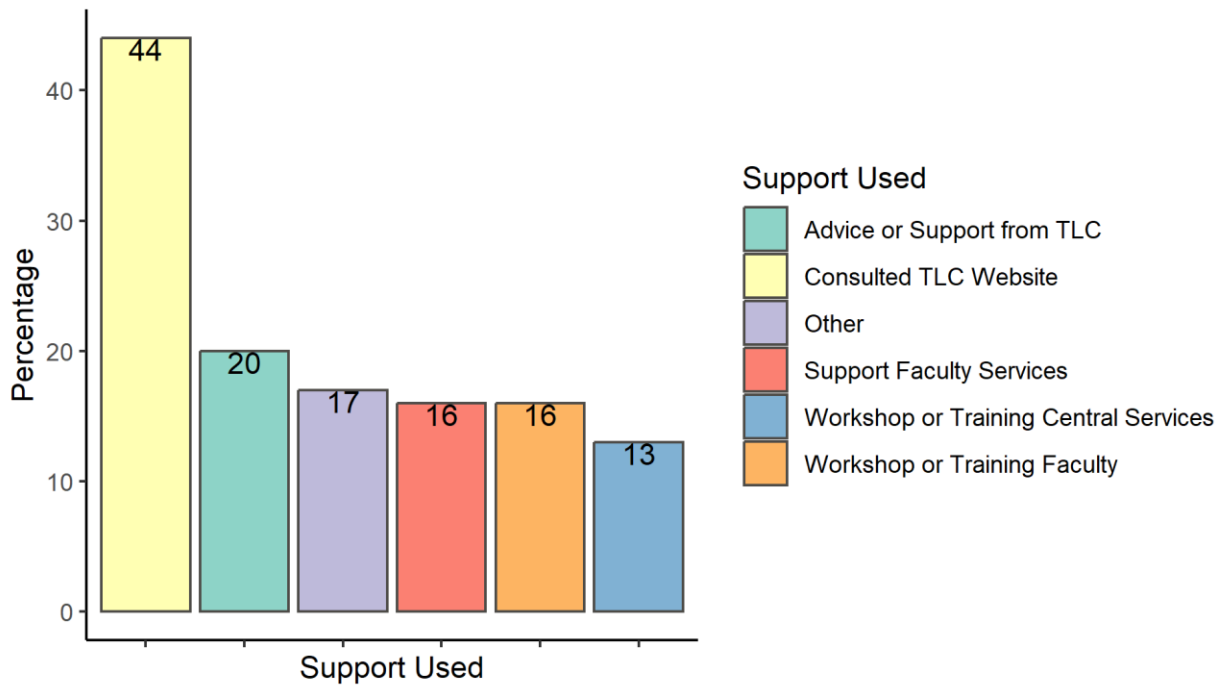
#### INSTITUTIONAL SUPPORT USAGE

As can be seen in Figure 15, the TLC website (44%) was the most frequently consulted by lecturers who taught a blended course, followed by contacting the TLC directly (20%) for support and advice. Seeking support from Faculty Services (16%) was less frequently reported, as was attending workshops organized by Central Services (13%) and workshops organized within faculties (16%). In the *Other* category, most lecturers reported that they asked colleagues for advice ( $n = 10$ ), used other forms of central support ( $n = 4$ ), received help from teaching assistants ( $n = 4$ ), received financial support to develop their course such as quality agreement funds (*kwaliteitsgelden*) ( $n = 2$ ), or did not need any support because of previous experience or finding out on their own ( $n = 12$ ).



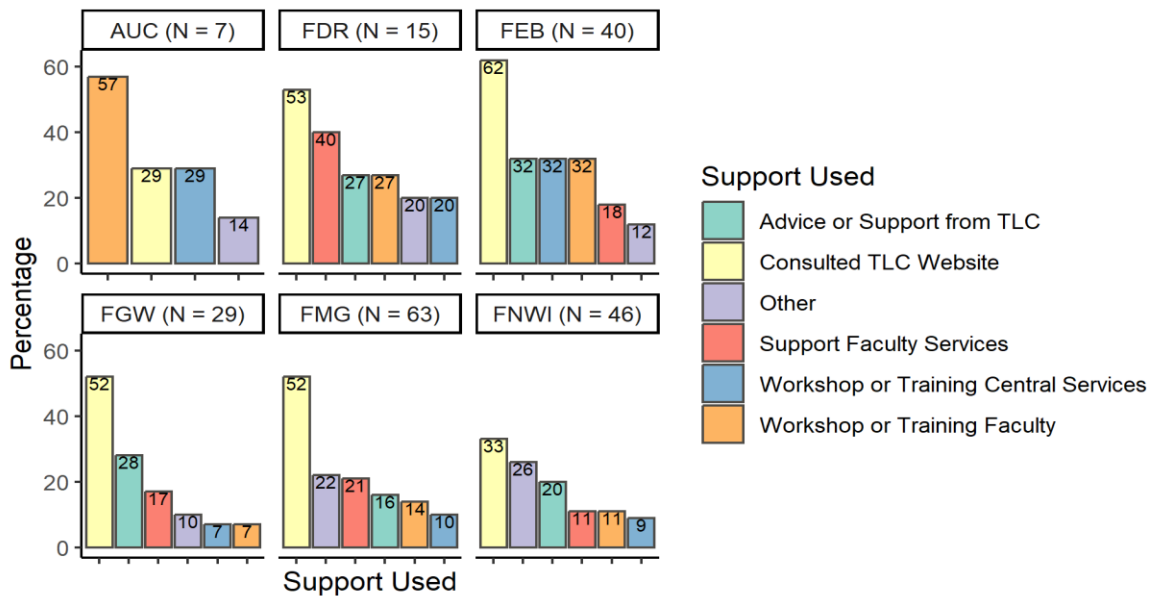
**Figure 15**

*Type of Institutional Support Used by Lecturers on the Topic of BE*



**Figure 16**

*Type of Institutional Support Used by Lecturers on the Topic of BE*



Splitting the data based on faculties shows that lecturers at the FEB and AUC make more use of the workshops than other faculties (Figure 16). Lecturers from the FNWI make the least use of support provided by the TLC, although still more than from other sources.

Additionally, an open question was included on why the support received was satisfactory or not. Responses were mixed, with most lecturers indicating to be satisfied with the support received (from TLC, ICTO, student assistants, and some faculty specific support). To illustrate, one lecturer commented: *“The TLC is very helpful and very engaging in improving education. They also offer a broad array of services and tools. I think they do a great job!”* Dissatisfaction expressed related mostly to inadequate support such as support-related needs not being met, but also discontent about the Covid-situation that brought about having to learn and switch to online education abruptly, and a lack of time resulting in less opportunities to think about or explore support options, by taking part in training sessions or workshops for example. A few recommendations were also made for improving support, such as structurally creating more time to reach out for and use support, support being more visible and easier to access (the support institutes reaching out to lecturers instead of vice versa), and more specific and tailored support instead of providing support on generic or general topics. These recommendations were mostly directed towards the TLC.

#### LECTURERS' INTEREST IN BLENDED TOPICS

All participants were asked to rate their interest in varying topics regarding BE. The possible responses ranging from *“Not interested”* to *“Extremely interested”* were recoded to a 0-4 scale, coding *“Not interested”* with a value of zero and *“Extremely interested”* with a value of four. Means and standard deviations on each topic are reported in Table 6 for the group of lecturers that taught a blended course and the group that did not teach a blended course.

Lecturers who taught a blended course rated their interest highest in what motivates and engages students in blended environments ( $M = 2.50, SD = 1.21$ ), available digital technology and their affordances ( $M = 2.40, SD = 1.18$ ), student interaction within blended courses ( $M = 2.38, SD = 1.25$ ), and effective instructional strategies ( $M = 2.37, SD = 1.18$ ). This group indicated a lower interest in lecturer role ( $M = 1.97, SD = 1.29$ ), assessment strategies ( $M = 1.92, SD = 1.25$ ), and development of learning communities ( $M = 1.83, SD = 1.13$ )

Lecturers who did not teach a blended course showed a similar order of interest in topics, rating highest student interaction ( $M = 3.14, SD = 0.92$ ), effective instructional strategies ( $M = 3.06, SD = 1.02$ ), student motivation ( $M = 3.04, SD = 0.95$ ), and available digital technology and its affordances ( $M = 2.91, SD = 0.96$ ); and lowest lecturer role ( $M = 2.86, SD = 0.98$ ), assessment strategies ( $M = 2.41, SD = 1.17$ ), and development of learning communities ( $M = 2.38, SD = 1.14$ ). Performing independent sample t-testing on the differences between the two

groups of lecturers on topic ratings revealed that lecturers who did not teach a blended course show a higher interest in all topics than lecturers who already taught a blended course, with effect sizes ranging from small (Cohen's  $d = -0.37$ ) to medium (Cohen's  $d = -0.69$ ).

**Table 6**

*Differences in Reported Interest in BE Topics Provided by the TLC Between Lecturers of Non-blended Courses and Lecturers of Blended Course*

	Have not taught blended (N= 79)		Have taught blended (N= 200)		Df	t	p	Cohen's d
	M	SD	M	SD				
Assessment Strategies	2.41	1.17	1.92	1.25	277	-2.98	<.001	-0.37
Available Digital Technology and Affordances <sup>a</sup>	2.91	0.96	2.40	1.18	173.57	-3.74	<.001	-0.42
Development Learning Communities	2.38	1.14	1.83	1.14	277	-3.36	<.001	-0.42
Effective Instructional Strategies <sup>a</sup>	3.06	1.02	2.37	1.28	178.32	-4.76	<.001	-0.53
Interaction <sup>a</sup>	3.14	0.92	2.38	1.16	179.66	-5.73	<.001	-0.64
Motivation	3.04	0.95	2.50	1.21	277	-3.51	<.001	-0.44
Lecturer Role <sup>a</sup>	2.86	0.98	1.97	1.28	184.46	-6.27	<.001	-0.69

<sup>a</sup> Welch test was reported because the homogeneity of variance assumption was not met for this variable

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Finally, lecturers who taught a blended course and lecturers who did not teach a blended course indicated their interest in specific professional development opportunities on a scale from "Not interested" to "Extremely interested". The scale was again recoded with values ranging from zero to four. Means and standard deviations of each opportunity are reported in Table 7 for both groups.

Lecturers who taught a blended course indicated they would like to have more information about good practices in BE ( $M = 2.43$ ,  $SD = 1.20$ ), as well as to learn more from students about how they experience blended courses ( $M = 2.61$ ,  $SD = 1.14$ ). These lecturers

were least interested in training ( $M = 1.92$ ,  $SD = 1.24$ ) and instructional videos ( $M = 1.95$ ,  $SD = 1.33$ ).

In the group of lecturers who did not teach a blended course, similar results were found. Information on good practices was rated highest ( $M = 2.92$ ,  $SD = 1.03$ ), followed by student experiences ( $M = 2.84$ ,  $SD = 1.06$ ) and expert advice ( $M = 2.83$ ,  $SD = 0.94$ ). Instructional videos ( $M = 2.37$ ,  $SD = 1.28$ ) and training ( $M = 2.53$ ,  $SD = 1.11$ ) were rated as the least interesting opportunities. Independent sample T-testing revealed small significant differences for all professional development opportunities (Cohen's  $d$  ranging from 0.30 to 0.47) except for student experiences. This implies that both groups show a similar interest in student experiences, but overall, the group of lecturers that has not yet taught a blended course is more interested in the other professional development opportunities than the group that already has experience with BE.

**Table 7**

*Differences in Reported Interest in Professional Development Opportunity Between Lecturers of Non-blended Courses and Lecturers of Blended Courses*

	Have not taught blended ( $N = 76$ )		Have taught blended ( $N = 199$ )		$df$	$t$	$p$	Cohen's $d$
	$M$	$SD$	$M$	$SD$				
Colleague Experience <sup>a</sup>	2.80	1.06	2.34	1.16	148.33	-3.17	.002	-0.39
Expert Advice <sup>a</sup>	2.83	0.94	2.33	1.23	175.44	-3.58	<.001	-0.40
Good Practices	2.92	1.03	2.43	1.20	273	-3.14	.002	-0.40
Instruction Videos	2.37	1.28	1.95	1.33	273	-2.36	.019	-0.30
Student Experience	2.84	1.06	2.61	1.14	273	-1.52	.130	-0.19
Training	2.53	1.11	1.92	1.24	273	-3.7	<.001	-0.47

<sup>a</sup> Welch test was reported because the homogeneity of variance assumption was not met for this variable

*Main take-aways:*

- The TLC is an important source of support for lecturers who teach blended courses.
- Lecturers are particularly interested in learning about how students experience blended education and good practices within blended education.
- Lecturers in general are particularly interested in how to motivate students or how to facilitate interaction between students in BE.

## CONCLUSION AND DISCUSSION

This study set out to gain insight into how UvA lecturers across various academic disciplines designed and facilitated their blended courses. Furthermore, the study investigated lecturers' experiences with receiving institutional support for developing blended courses, as well as what kind of support they would like to receive to develop blended courses in the future. In the sections that follow, we summarize our main findings, point out some limitations of this study, and distill recommendations based on what we found.

## INTEGRATION OF ONLINE AND FACE-TO-FACE ELEMENTS

### LECTURERS WOULD PREFER TO ORGANIZE MORE TEACHING FACE-TO-FACE

In terms of how blended courses are currently organized at the UvA, lecturers reported that, overall, slightly more teaching is being conducted face-to-face than online (around 57%). Lecturers reported organizing most social interaction moments (i.e., student-student and student-lecturer interactions) face-to-face, whereas lecturing and assessment were organized more evenly between online and face-to-face settings. However, in terms of both the overall ratio as well as the ratio within specific activities, lecturers reported preferring to increase the use of the face-to-face component in blended courses in the future and consequently, decrease the use of the online component.

These findings are consistent with other research into lecturer preferences regarding face-to-face and online activities in BE. For example, in a recent study by Galanek and Gierdowski (2021) where lecturers teaching blended courses were asked to indicate their preference of learning environment overall, as well as across various course-related activities, lecturers largely preferred face-to-face teaching over both blended and online methods. In

another study, Jokinen and Mikkonen (2013) looked into lecturers' experiences of teaching in a blended environment and found the reduction of face-to-face teaching to be one of the most prominent challenges expressed by lecturers in blended courses.

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#### WIDE RANGE OF APPROACHES TO TEACHING BLENDED COURSES

Despite the consistent trend of favoring face-to-face teaching over online teaching in all aspects of their blended courses, large standard deviations were observed for both the results regarding current as well as desired future ratios between the use of online and face-to-face components. This indicates a large variety in both how blended courses are currently organized at the UvA, as well as lecturers' visions for BE in the future.

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#### MORE ROOM FOR EXPLORING THE REALM OF DIGITAL TOOLS

The two most used categories of digital tools were Videoconferencing Software and Presentation Software, whereas usage of more interactive software (e.g., simulations, gamification, audience voting tools, etc.) was less reported. In terms of specific course-related activities, presentation software was the most used during lecturing, whereas videoconferencing software was the most used category of tools to facilitate both student-student and student-lecturer interaction. The only other category which emerged as the most used to facilitate a particular activity was assessment software (e.g., Canvas Quizes, TestVision, etc.) for facilitating student assessment. This trend was observed both overall, as well as across different faculties.

### TEACHER ROLES IN BLENDED SETTINGS

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#### STUDENT ENGAGEMENT AS A KEY CONCERN

Most lecturers indicated that the role of keeping students engaged and participating may differ most if their blended course were organized fully online or face-to-face instead. In elaborating this answer, lecturers mainly discussed the challenge of monitoring and maintaining student engagement which tends to arise during online activities. According to literature, limited and artificial social interaction is one of the most prominent risks of the online component of blended courses (Boelens et al., 2017; Dumford & Miller, 2018).

At the same time, several lecturers pointed out opportunities that BE presents for keeping students engaged. For example, some lecturers noted that digital tools made it easier to organize and manage collaborative activities, as well as providing students a variety of ways to engage with course content. Similarly, it was noted that being able to delegate certain activities online (such as students familiarizing themselves with the content) made it easier to

focus more of the face-to-face component on more dynamic and interactive activities such as group discussions. Such affordances of BE have also been pointed out in previous research, from lecturers' as well as students' perspectives (Alamri et al., 2021; Boelens et al., 2017; Calderón et al., 2021; Serrano et al., 2019).

## INSTITUTIONAL SUPPORT

### QUALITY SUPPORT WHERE NEEDED

Support was generally deemed satisfactory, seen from responses to the open questions about experiences with receiving support. Lecturers highlighted a variety of support services in these responses, such as TLC, ICTO and student assistants. For support used when developing a blended course, lecturers mostly turned to the TLC for advice, both on the website and by directly seeking contact. This was similar at faculty level. Within AUC more use was made of workshops or faculty training than reaching out to TLC. Also, the FEB used workshops relatively more than other faculties, but still TLC was rated highest within this faculty.

### THE STUDENT LIES AT THE HEART OF DEVELOPMENT

Regarding learning opportunities for development in BE, most lecturers indicated an interest in learning more about students' perceptions about BE, specifically about their experiences with and motivation for blended courses. Such student-centered beliefs are also an important attribute for lecturers to have in BE, according to the literature (Bruggeman et al., 2021). Lecturers were also interested in learning more about digital tools, instructional strategies, and good practices in BE. Most lecturers that did not teach a blended course showed great interest in learning more about BE. These lecturers generally showed a higher interest in the topics listed above and professional development opportunities than lecturers who reported already teaching blended courses.

## LIMITATIONS

The findings presented here should be considered in light of several limitations. First, the response rate was ~7%, possibly leading to a non-response bias. Most of those respondents were lecturers who had experience with teaching a blended course, but still represented only 6% of the total invited population. Responses from FDR and AUC were low, with 18 and 7 respondents respectively. There are several possible reasons for this. First, lecturers might have been unable to find their course in the course selector tool. A predefined list of courses was used from which lecturers could pick their course. In some cases, the course name was either not part of the predefined list or was named slightly different. In addition, at times the search

bar in the tool showed unresponsiveness, meaning when the respondent typed too fast, the tool was unable to respond and did not show any course. Secondly, participants may have deemed some questions, or the overall subject of the questionnaire, inapplicable to their course design. For instance, one respondent reached out to the research group indicating that the course design could not be expressed in ratios because students could choose how to participate in a teaching activity, either online or face-to-face. Furthermore, no responses were received from the Faculty of Medicine and the Faculty of Dentistry, because we were unable to obtain contact information from their respective departments in time before sending out the survey. Finally, due to the number of questions, as well as their multifaceted nature, the survey length may have posed an issue for some participants to complete it.

Finally, besides the topic of opportunities for professional development, no data was collected from lecturers who did not design or teach a blended course. Lecturers might have considered their courses non-blended whereas these courses may have fallen under what entails a blended course as defined in this study, namely: a deliberate and integrated combination of online and face-to-face instruction (Prinsen & Terbeek, 2021). In fact, even among lecturers who reported they did teach a blended course according to the provided definition, some responses indicated otherwise. For example, when reporting the ratios between online and face-to-face instruction in their blended courses, some lecturers indicated organizing 100% of their course online, as can be seen from the max values in Table 4. It is possible, therefore, that some lecturers from the self-reported “non-blended” group could have provided insight relevant to the study. Future research into the topic should consider a more inclusive approach.

## RECOMMENDATIONS

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### OPTIMIZING STUDENT ENGAGEMENT IN BE

One of the most prominent opportunities for improvement of BE at the UvA lies in keeping students engaged and participating in class, particularly in online components of BE. Not only was this one of the most frequently discussed challenges in the open-ended portions of the survey, but it was also among the topics lecturers expressed the most interest in, in terms of professional development. At the same time, only a small number of lecturers reported making use of interactive software which students could use to engage more in depth with the course content.

It follows that in order to optimize student engagement in BE, lecturers ought to be more informed about the availability of engaging educational software, as well as about best practices related to keeping students engaged in a blended course. Given that the online component of BE has been brought up most frequently as challenging in this regard, lecturers



might especially benefit from more insight into its potential affordances. Besides, another professional development topic lecturers expressed particular interest in was student experiences. Therefore, it may be especially beneficial to consider these experiences in light of the engagement challenge pointed out by lecturers.

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#### A DATA DRIVEN APPROACH FOR CATEGORIZING BLENDED COURSES

Since this study found a large variation in the organization of blended courses in terms of online versus face-to-face ratios, and some lecturers reported organizing their blended course fully online, it seems again likely that there is not one unified vision of what constitutes a blended course (Hrastinski, 2019; Graham, 2005; Oliver and Trigwell, 2005). Previous research has identified a variety of approaches to defining and classifying blended courses, which most often focus on the proportion of online and face-to-face instruction (Park et al., 2016). However, narrowing down the characteristics of a blended course to only ratios and categories of tools used has been criticized by authors such as Oliver and Trigwell (2005) for being overly reductive. For instance, if we want to know how lecturers integrate digital tools within their blended courses, it is not only interesting to be informed about what types of digital tools lecturers use, but also how many times a tool is used and in what variation. A similar approach was adopted by Park et al. (2016), who successfully identified instructionally distinct subgroups of blended courses based on available LMS data from their university. It could then be fruitful to take a more institution-level data driven approach and analyze quantitatively how blended courses are organized. This would, however, only give insights into how a course is organized online and not how these online elements are integrated with the face-to-face part of the course. To address this issue, this could be complemented by collecting qualitative data on how lecturers integrate face-to-face and online elements in their blended courses.

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# Blended Education Teaching Practices Survey

Welcome to the Blended Education Teaching Practices Survey!

## Purpose of the study

This study aims to learn from your experiences and views related to blended education. The results will contribute to inform further development and improvement of blended education at the UvA. Your participation in this study is **voluntary**. You can stop the survey at any point without providing any reasons. **Your privacy is guaranteed** The data we receive will be processed anonymously and will be used only for research purposes. E-mail addresses will only be used to distribute the survey and will be directly removed after data collection is closed. Results will be aggregated and reported at faculty level and will not be traceable to individual staff members. Further, individual-level information will not be disseminated within the UvA or provided to third parties under any circumstances.

### **This survey**

The survey is organized into five sections concerned with your overall experiences with blended education, the choices you made as you (re)designed (components of) a blended course, and the strategies you used to promote the learning process of students. In addition, a number of items are included to gather information on your background characteristics, the characteristics of the courses you have taught and any institutional support you received or used. **Completing the survey will take you approximately 10-15 minutes.**

Even if you do not have experience teaching a blended course, please do not hesitate to take this survey . There are several questions pertaining to your interest in various topics and professional development opportunities related to blended education.

### **Future study**

In a future study we might try to link data from this survey to student outcomes and course evaluations. This is why you will be asked to provide course specific information (name, academic year, etc.) on your blended course. After the two datasets have been merged, we will remove any course specific information. Therefore, **results will not be traceable to your specific course.**

### **Further information**

Should you have questions about this study at any given moment, please contact prof. dr. Monique Volman, m.l.l.volman@uva.nl. Formal complaints about this study can be addressed to Stephanie Rap, s.rap@uva.nl, member of the Child Development and Education Ethics Review Board.

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**Consent form**

	Yes	No
I have read and understand the study information and agree to participate in this study in accordance with the information provided herein. I reserve the right to stop the survey at any point without providing any reason for it.	<input type="radio"/>	<input type="radio"/>

## Blended Teaching at the UvA

In this survey, we follow the definition of blended education proposed by Prinsen and Terbeek (2021). The authors define blended education as: ***“a conscious, integrated combination of online and face-to-face learning activities, with the aim that both activities reinforce one another.”***

We would like to learn about your experiences with such teaching practices in blended education. Therefore, throughout the rest of this questionnaire we ask you to please keep the above definition in mind.

## Blended Teaching at the UvA

Have you ever taught a blended course at the UvA?

- Yes, once
- Yes, more than once
- No, but I plan to teach a blended course in the near future
- No, but I would be interested in learning more about blended education
- No, I am not interested in blended education
- No, other. Please specify: \_\_\_\_\_



At what faculty did you teach your most recent blended course?

- Faculty of Economic and Business (FEB)
- Faculty of Humanities (FGW)
- Faculty of Medicine (AMC)
- Faculty of Social and Behavioural Sciences (FMG)
- Faculty of Science (FNWI)
- Faculty of Law (FDR)
- Faculty of Dentistry (ACTA)
- Amsterdam University College (AUC)

Blended Teaching at the UvA

What is the name of the (most recent) blended course you taught at the Faculty?

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How were you involved in this course?

Teacher/lecturer

Teaching assistant

Guest lecturer

Course coordinator

Other, please specify: \_\_\_\_\_

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In which academic year and period did you teach this course?

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Academic year

2021-2022

2020-2021

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## Blended Teaching at the UvA

Period

Semester 1 Block 1 (Block 1)

Semester 1 Block 2 (Block 2)

Semester 1 Block 3 (Block 3)

Semester 2 Block 1 (Block 4)

Semester 2 Block 2 (Block 5)

Semester 2 Block 3 (Block 6)



## Blended Teaching at the UvA

What is your position?

- PhD candidate
  - Post-doc researcher
  - Researcher
  - Teacher/Lecturer
  - Assistant professor
  - Associate professor
  - Professor
  - Other, please specify: \_\_\_\_\_
-

How long have you been teaching in higher education?

- Less than 1 year
  - 1 to 5 years
  - 6 to 10 years
  - More than 10 years
- 

Please indicate your age group

- Younger than 30 years old
  - 31 to 40 years old
  - 41 to 50 years old
  - 51 to 60 years old
  - Older than 60 years old
-

**Institutional support**

The following items pertain to the institutional support you have received or would like to receive in order to shape or further improve your blended education practices.

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**Institutional support**

We are glad to hear that you are interested in learning more about blended education, or that you intend to teach a blended course in the future. We would like to know more about how we could support you in this.

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Please indicate the support you used to design and deliver your blended course (*multiple answers possible*)

- I consulted the Teaching and Learning Centre (TLC) website
  - I asked advice or support from the TLC
  - I asked support from faculty services
  - I followed a workshop/training offered by the university central services
  - I followed a workshop/training offered by my faculty
  - Other, please specify: \_\_\_\_\_
  - Not applicable
-

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Can you briefly explain why you were/were not satisfied with the support you received?

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## Blended Teaching at the UvA

Please indicate the extent to which you would be interested in learning more about the topics listed below.

	Not interested	Slightly interested	Moderately interested	Very interested	Extremely interested
Teacher roles in blended courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student motivation and engagement in blended environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student interaction in blended courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of learning communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective instructional strategies for blended education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Available digital technologies and their educational affordances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## Blended Teaching at the UvA

Please indicate the extent to which you would be interested in having access to the professional development opportunities listed below regarding blended education.

	Not interested	Slightly interested	Moderately interested	Very interested	Extremely interested
Training (e.g., workshops, webinars)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expert advice/support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues' experiences with blended education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' experiences with blended education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Teaching Strategies in Blended Education** The following section pertains to the strategies and tools you used in the course.

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## Blended Teaching at the UvA

To what extent did the course address the following learning goals (based on the Dublin Descriptors)?

	Not Addressed (1)	(2)	(3)	(4)	Primary Focus (5)
Knowledge and understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making judgements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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We are interested in how you organized your teaching activities in the course.

**Instructions**

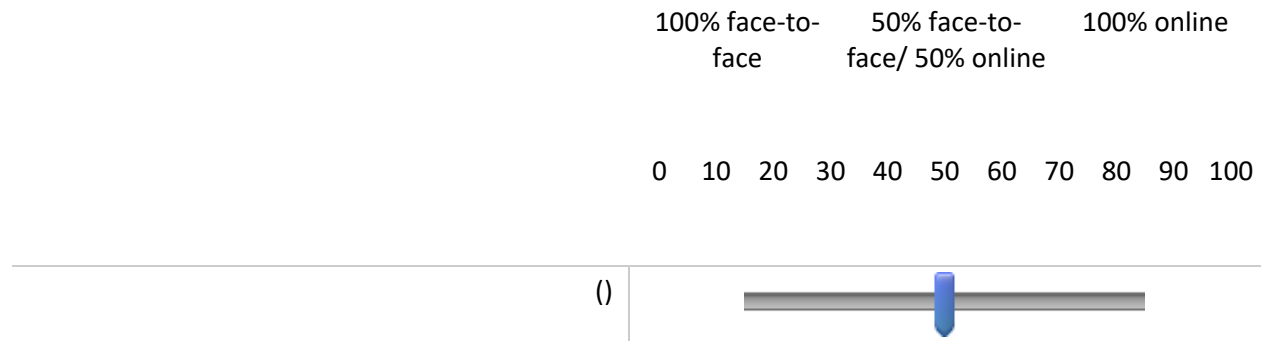
In the following section, you will be asked to indicate the ratio between online and face-to-face activities in your course, using an interactive slider.

Below is an illustration of how the slider may be adjusted to indicate that the majority of an activity was performed face-to-face, and only a small part was conducted online.

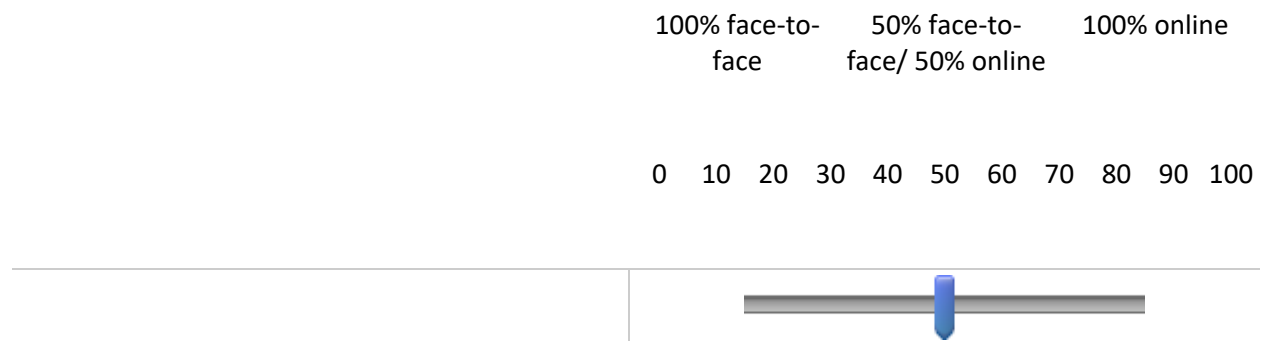


## Blended Teaching at the UvA

Can you indicate (roughly) the **overall** ratio between face-to-face and online learning activities in your course?

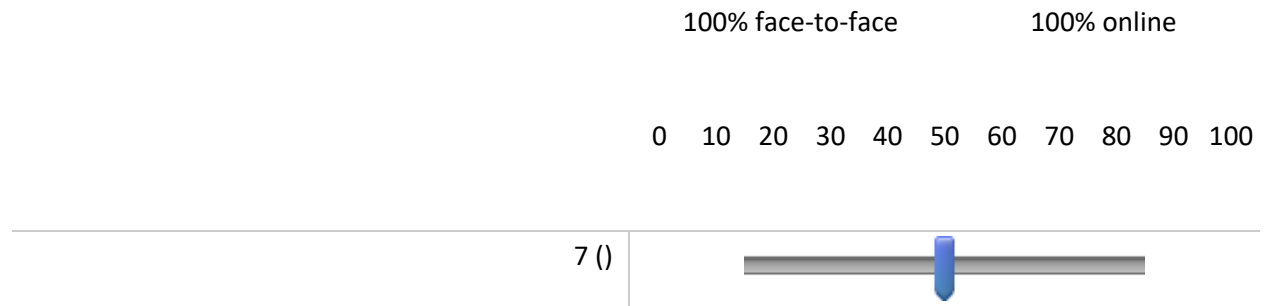


Can you indicate (roughly) the **overall** ratio between face-to-face and online learning activities that you would like to apply in future courses? (If you would not change the ratio, leave the slider as it is)



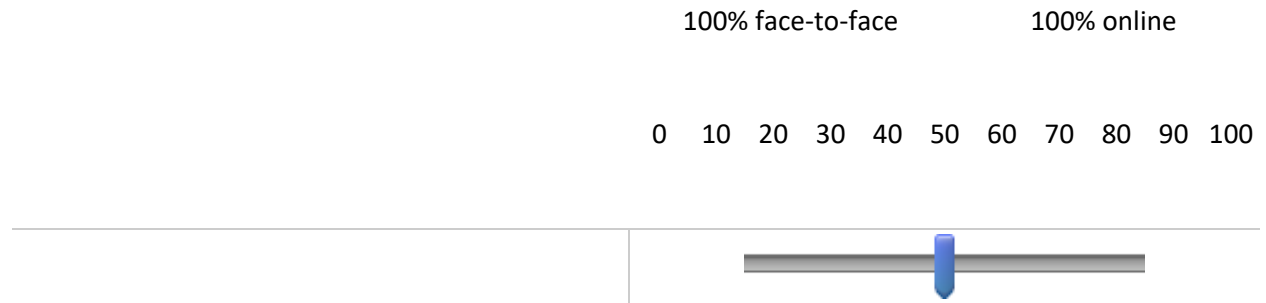
## Blended Teaching at the UvA

Can you indicate (roughly) the ratio between face-to-face and online activities for **lecturing** in this course? (e.g., lectures, pre-recorded lectures, knowledge clips, etc.)



## Blended Teaching at the UvA

Can you indicate (roughly) what ratio between face-to-face and online activities you would like to apply in future courses for **lecturing**? (If you would not change the ratio, leave the slider as it is)



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Page Break

## Blended Teaching at the UvA

Did you use any digital tools for **lecturing**? (e.g., videoconferencing software, presentation software, etc.)

Yes

No

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Which digital tools did you use for **lecturing**? (*Multiple answers possible*)

Videoconferencing software (e.g. MS Teams, Zoom, Big Blue Button)

Presentation software (e.g., PowerPoint, Prezi, etc.)

Web resources (e.g., blogs, websites, etc.)

Audience voting tools (e.g., Shakespeak, Sendsteps, Zoom polling, Wooclap etc.)

Video software (e.g., YouTube, Kaltura, Mymedia, etc.)

Gamification/Simulation tools

Interactive software (e.g., Miro, Perusall, etc.)

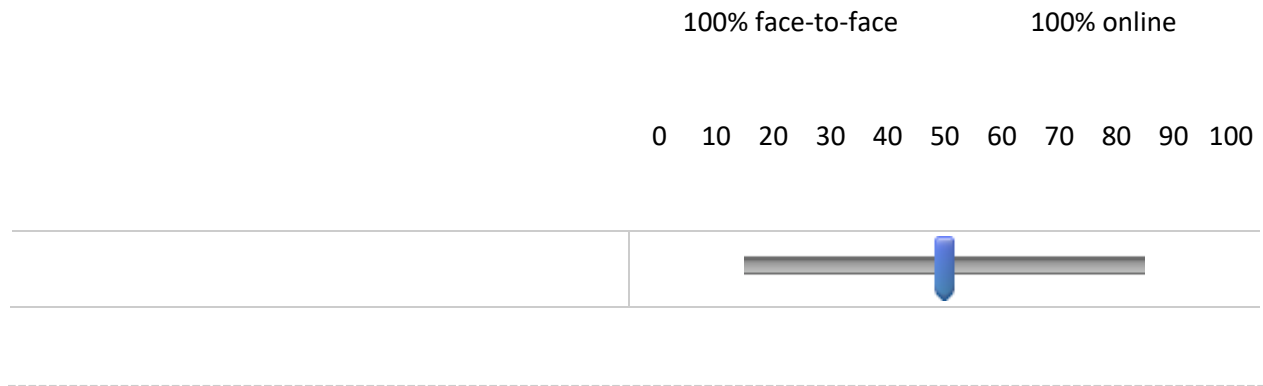
Canvas LMS

Other, please specify: \_\_\_\_\_

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## Blended Teaching at the UvA

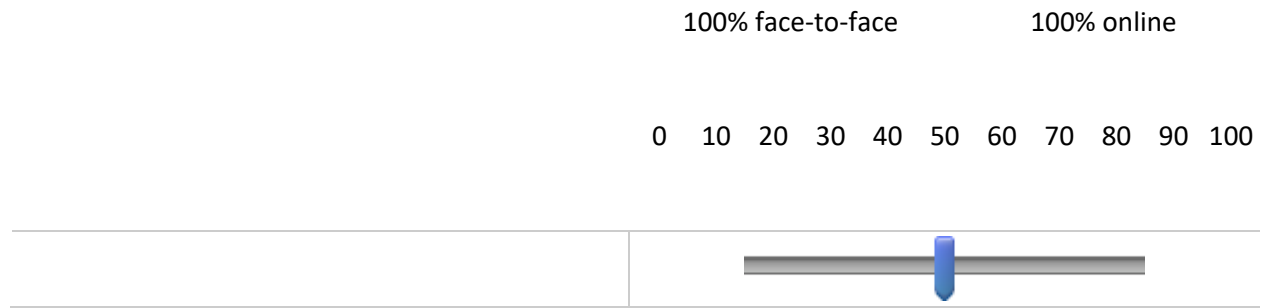
Can you indicate (roughly) the ratio between face-to-face and online activities for **facilitating student-student interaction** in this course? (e.g., group discussions, peer review activities, group assignments, etc.)





## Blended Teaching at the UvA

Can you indicate (roughly) what ratio between face-to-face and online activities you would like to apply in future courses for **facilitating student-student interaction**? (If you would not change the ratio, leave the slider as it is)



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Did you use any digital tools for **facilitating student-student interaction**? (e.g., videoconferencing software, communication software, etc.)

Yes

No

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## Blended Teaching at the UvA

Which digital tools did you use to **facilitate student-student interaction**? *(Multiple answers possible)*

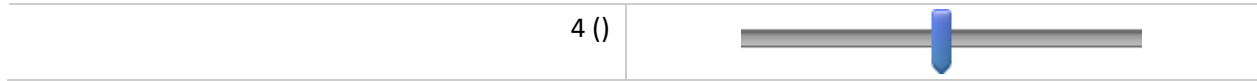
- Videoconferencing software (e.g., MS Teams, Zoom, Big Blue Button)
  - Instant messaging (e.g., Teams chat, Canvas chat, Whatsapp)
  - Presentation software (e.g., Powerpoint, Prezi, etc.)
  - Communication software (e.g., Canvas Discussion, Canvas Assignments, MS Teams chat/posts, etc.)
  - Web resources (e.g., blogs, websites, etc.)
  - Gamification/Simulations tools
  - Peer-review software (e.g., Canvas Peer Review, Feedback Fruits)
  - Video software (e.g., Youtube, Mymedia, Kaltura, etc.)
  - Interactive tools (e.g., Perusall, Miro, etc.)
  - Social media (e.g. Twitter, Facebook, Instagram, etc.)
  - Other, please specify: \_\_\_\_\_
-

Blended Teaching at the UvA

Can you indicate (roughly) the ratio between face-to-face and online activities for **graded assessment of student learning** (e.g., exams, graded written assignments, graded presentations, graded group assignments, etc.)?

100% face-to-face    50% face-to-face / 50% online    100% online

0   10   20   30   40   50   60   70   80   90   100



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## Blended Teaching at the UvA

Can you indicate (roughly) what ratio between face-to-face and online activities you would like to apply in future courses for **graded assessment of student learning**? (If you would not change the ratio, leave the slider as it is)

100% face-to-face    50% face-to-face / 50% online    100% online

0   10   20   30   40   50   60   70   80   90   100



Did you use any digital tools for **graded assessment of student learning**?

Yes

No

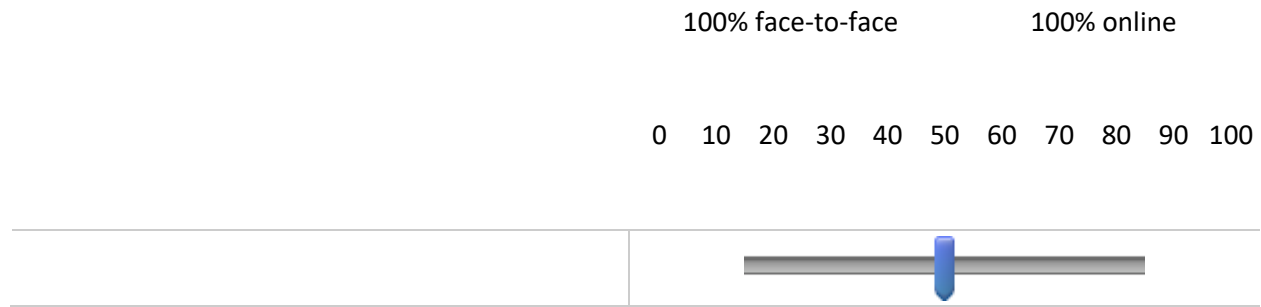
Which digital tools did you use to **graded assessment of student learning**? (*Multiple answers possible*)

*Note:* Please also choose tools that your students may have used for graded assignments (i.e., if your course included graded presentations via certain software, tick the 'Presentation software' box)

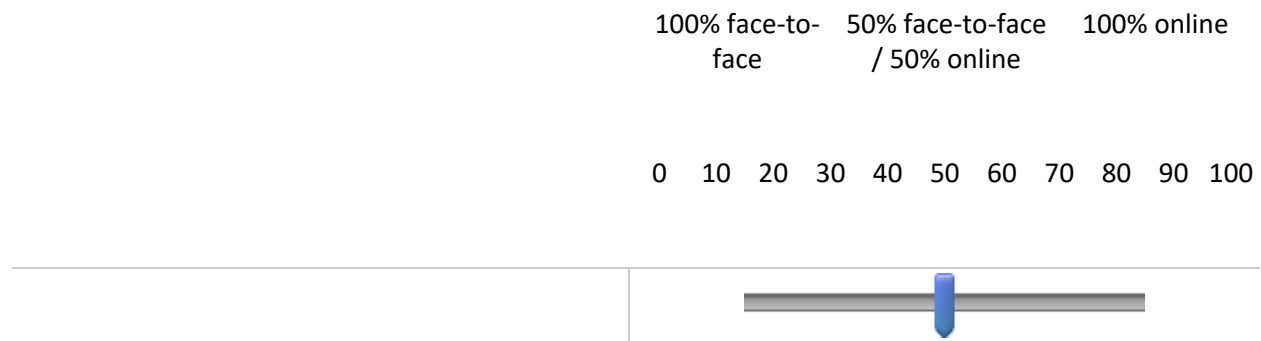
- Assessment software (e.g., TestVision, Feedback Fruits, Canvas Quiz, Canvas Speedgrader, etc.)
  - Presentation software (e.g., PowerPoint, Prezi, Wooclap, Sendsteps etc.)
  - Web resources (e.g., blogs, websites, etc.)
  - Video software (e.g., Youtube, Kaltura, Mymedia, etc.)
  - Application software (e.g., R, SPSS, MS Office programs, etc.)
  - Other, please specify: \_\_\_\_\_
-

## Blended Teaching at the UvA

Can you indicate roughly the ratio between face-to-face and online activities for **interacting with your students** ?



Can you indicate (roughly) what ratio between face-to-face and online activities you would like to apply in future courses for **interacting with your students**? (If you would not change the ratio, leave the slider as it is)



Did you use any digital tools for **interacting with your students**?

Yes

No

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## Blended Teaching at the UvA

Which digital tools did you use to **interact with your students**? (*Multiple answers possible*)

Please note: automated feedback does not count as interaction with students.

- Videoconferencing software (e.g., MS Teams, Zoom, Big Blue Button)
- Instant messaging (e.g., Teams chat, Canvas chat, Whatsapp)
- Presentation software (e.g. Powerpoint, Prezi, etc.)
- Communication software (e.g., Canvas Discussion, Canvas Assignments, MS Teams chat/posts, etc.)
- Web resources (e.g., blogs, websites, etc.)
- Gamification/Simulations tools
- Video software (e.g., Youtube, Kaltura, Mymedia, etc.)
- Audience voting tool (e.g., Wooclap, Sendsteps, Shakespreak, etc.)
- Interactive tools (e.g., Perusall, Miro, etc.)
- Social media (e.g. Twitter, Facebook, Instagram, etc.)
- Other, please specify: \_\_\_\_\_

**Teaching Roles in Blended Education**

We are interested in knowing more about your teaching role in the course.

We are interested in how your teaching may have been different if this course was **face-to-face** instead of blended. Please select up to 3 items you believe would differ most.

- Keeping participants engaged and participating
  - Guiding/moderating course-related discussions
  - Providing feedback to help students understand strengths and weaknesses
  - Providing instructions on how to participate in course activities
  - Providing opportunities to apply new knowledge/skills
  - Forming distinct impressions of course participants
  - Assuring everyone's viewpoint is acknowledged
  - Fostering a sense of collaboration between and with students
  - Graded student assessment
  - Motivating students to explore course-related ideas further
  - Utilizing a variety of information sources to explore course-related ideas
-



## Blended Teaching at the UvA

Could you elaborate (at least one of) those choices further? Please start by mentioning the item you're referring to.

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## Blended Teaching at the UvA

We are also interested in how your teaching may have been different if this course was **online** instead of blended. Please select up to 3 items you believe would differ most.

- Keeping participants engaged and participating
- Guiding/moderating course-related discussions
- Providing feedback to help students understand strengths and weaknesses
- Providing instructions on how to participate in course activities
- Providing opportunities to apply new knowledge/skills
- Forming distinct impressions of course participants
- Assuring everyone's viewpoint is acknowledged
- Fostering a sense of collaboration between and with students
- Graded student assessment
- Motivating students to explore course-related ideas further
- Utilizing a variety of information sources to explore course-related ideas

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Could you elaborate (at least one of) those choices further? Please start by mentioning the item you're referring to.

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## Blended Teaching at the UvA

Could you please indicate the **amount of workload** you experienced while...

	Very low (1)	Low (2)	Acceptable (3)	High (4)	Very High (5)
...designing the blended course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...teaching the blended course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing this questionnaire and sharing your experiences with us!

As a follow-up to this survey, we will be organizing interviews with teachers to find out how we can learn from the experiences with designing and delivering blended courses. By doing this, we want to contribute to further improvement of blended education at the UvA. Would you like to talk with us about your blended course, and share your experiences with us about 'what works' in blended education? Please leave your name and e-mail address below. Your contact details will only be used to invite you to participate in an interview.

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Would you like to participate in a follow-up interview?

- No, I do not want to participate
- Yes, I would like to participate, and here is my e-mail address:

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