Course Level

*The course level ‘refers to the core of the educational system, where both learning processes and instructional processes are situated’. It refers to the primary educational process, in other words the development, execution and evaluation of courses. The stakeholders of this level are mainly teachers/ educators and students, but also instructional designers, learning developers, content developers and sometimes management.*

# COURSE DESIGN PROCESS

The process of planning, designing, developing and evaluating a blended learning course.

## Selection of blended learning activities and their sequencing

The rationale for the deliberate selection and integration of face-to-face and online learning activities.

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| Level 1  **Explorative** | Level 2 Level 3  **Design-based Course cycle** | |
| No considered selection and integration of face-to-face and online learning activities. | Learning activities (both face-to- face and online) are deliberately selected, integrated, and sequenced based on a design method or design principles. | Learning activities (both face-to-face and online) are deliberately selected, integrated, and sequenced based on a design method or design principles. Quality assurance processes are deliberately embedded in order to continuously improve a course in an iterative manner. |

## Selection of blended learning tools

The rationale for selecting tools for the delivery and organisation of blended learning activities.

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| Level 1  **Tool-based** | Level 2 Level 3  **Design-based Course cycle** | |
| The selection of particular tools is based on their availability at the institution. | The selection of particular tools is based on learning activities, informed by evidence or experience. | The selection of particular tools is based on learning activities, informed by evidence or experience. This process is monitored, evaluated and changed based on quantitative and qualitative data. |

# COURSE FLEXIBILITY

Opportunities for learners to adjust particular features of the blended learning course, based on their needs and preferences. This includes features such as the selection of learning activities, the selection of resources, the mode of delivery (online/face- to-face activities), pace (educator-paced/self-paced).

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| Level 1  **No flexibility** | Level 2  **Flexible** | Level 3  **Adaptive flexible** |
| No deliberate course flexibility. | The course’s flexibility is deliberately designed. Its design is based on evidence or experience. | The course’s flexibility is deliberately designed. Its design is based on evidence or experience. Continuous quality improvement is deliberately embedded in order to enhance course flexibility. |

# COURSE INTERACTION

Extent to which the blended course facilitates learners’ interaction (learner-content, learner-learner, learner-educator).

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| Level 1  **Non-responsive** | Level 2  **Interactive** | Level 3  **Responsive** |
| No deliberate course interaction. | Interaction in the course is deliberately designed, informed by evidence or experience. | Interaction in the course is deliberately designed, informed by evidence or experience. Interactions are monitored, evaluated and changed based on data and feedback. |

# COURSE EXPERIENCE

The extent to which a course enhances students' learning and eliminates any obstacles that stand in the way of learning.

## Student learning

The use of blended course features which facilitate students' self-regulated learning (orienting and planning, monitoring, adjusting and evaluating).

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| Level 1  **Standard** | Level 2  **Advanced** | Level 3  **Comprehensive** |
| No deliberate consideration for student learning. | Blended course features are used in order to facilitate student learning, informed by evidence or experience. | Blended course features are used in order to facilitate student learning, informed by evidence or experience, and continuous quality improvement is deliberately embedded in order to enhance student learning. |

## Study load

The match between the intended and achieved study load of a course (distribution and correctness).

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| Level 1 Level 2  **Standard Advanced** | | Level 3  **Comprehensive** |
| The calculation of course study load is based on guesses. | Course study load is calculated based on experience. Different course elements (e.g. online learning activities, face-to-face learning activities, exam preparations) are taken into consideration for the calculation of the study load. | Course study load is calculated based on data and experience. All course elements (e.g. online learning activities, face-to-face learning activities, exam preparations) are taken into consideration for the calculation of the study load. The study load is monitored, evaluated and changed based on quantitative and qualitative data. |

Inclusiveness

The consideration for the diverse needs (including accessibility aspects) and backgrounds of all students to create an online and face-to-face course experience where all students feel valued, safe, have a sense of belonging, and where all students have equal access to learn.

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| Level 1  **Standard** | Level 2  **Advanced** | Level 3  **Comprehensive** |
| No deliberate consideration for inclusiveness. | Initial attempts to facilitate and include the different needs and backgrounds of all learners.  Special attention is paid to social belonging and identity in the online course environment. This process is informed by evidence or experience. | The different needs and backgrounds of all learners are included and facilitated. Students feel valued, safe, and have a sense of belonging. The realization of inclusiveness is based on evidence or experience. Continuous quality improvement is deliberately embedded in order to improve inclusiveness in the course. |