

**Course Code: CLS 901**

**Course title: Blended Learning in Higher Education**

## **Frequently Asked Questions**

**Question:** What is the course code for “Blended Learning in Higher Education”?

**Reply:** CLS901

**Question:** When does the course “Blended Learning in Higher Education” open for enrollments?

**Reply:** In May, usually. If you are interested in joining the course, make sure to reserve a seat as soon as possible, since the number of seats is limited and quickly filled.

**Question:** How many seats are available for “Blended Learning in Higher Education”?

**Reply:** 25

**Question:** How many credits (HEC) is the course “Blended Learning in Higher Education”?

**Reply:** 2.5 points.

**Question:** What is the teaching language used in the course “Blended Learning in Higher Education”?

**Reply:** English. Swedish might be used occasionally for some breakout sessions, when the group members are all Swedish speaking.

**Question:** What are the available grades for the course “Blended Learning in Higher Education” given?

**Reply:** “Satisfactory” and “Not satisfactory”. To reach the grade “satisfactory”, you need to complete all assignments and attend the mandatory in-class course sessions.

**Question:** What kind of course is “Blended Learning in Higher Education”?

**Reply:** The course “Blended Learning in Higher Education” is an optional course within the Diploma in teaching and learning in higher education” program. At Chalmers, pedagogical training for higher education is given in the form of a program called “Diploma in teaching and learning in higher education”. This program provides a solid base for university lecturers by introducing them to the theory and practice of teaching and learning. The Diploma is designed

to meet the learning outcomes set by SUHF and the requirements for employment and advancement at Chalmers.

**Question:** What instructional approach is used in for the course “Blended Learning in Higher Education”?

**Reply:** Flipped classroom. One of the key topics in the course is how to design a flipped classroom course, but the course “Blended Learning in Higher Education” is also an example of a flipped classroom design, in its own right.

**Question:** What is the aim of the course “Blended Learning in Higher Education”?

**Reply:** The aim of the course is for you to gain knowledge and practical skills in designing, building and giving courses that include blended learning and active learning. As an effect, course participants will be well-prepared to find opportunities for including blended learning and active learning in new or existing courses. The course “Blended Learning in Higher Education” is a practical course rather than a course that dwells on theoretical discussions. Still, the best practices discussed in the course have a solid foundation in academic research.

**Question:** What topics are covered in the course “Blended Learning in Higher Education”?

**Reply:** The course has a strong focus on establishing practical skills but will also discuss research and theory. Among other things, the course addresses the following topics: Instructional design models, e.g. Bloom’s Taxonomy, First Principles of Instruction and Constructive Alignment in the context of online and blended learning. Flipped Classrooms. Mayer’s principles for multimedia. Creating presentations for student-paced learning, i.e. instructional videos. Recording, editing and sharing instructional videos. Writing and implementing quiz questions in Canvas. Active learning. Alternative forms of assessments. Online tools for assessments.

**Question:** What are the prerequisites for enrolling the course “Blended Learning in Higher Education”?

**Reply:** There are no formal prerequisites. In case you are working toward your Diploma in Teaching and Learning of Higher Education, then it’s recommended that you complete the course “University Teaching and Learning” first.

**Question:** What is the main target group for the course “Blended Learning in Higher Education”?

**Reply:** The main target group is lecturers at Chalmers. The course is not open to doctoral students. Lecturers outside Chalmers are welcome to apply but their institution must meet the course fees. Enrolment for external participants and guest researchers opens six weeks after enrolment opens for Chalmers employees.

**Question:** What are the fees for the course “Blended Learning in Higher Education”?

**Reply:** The course is free to Chalmers employees. Lecturers outside Chalmers are welcome to apply but their institution must meet the course fees. These are SEK 1500 per higher education credit point.

**Question:** How many times per year is the course “Blended Learning in Higher Education” given?

**Reply:** Once a year.

**Question:** During what time of the year is the course “Blended Learning in Higher Education” given?

**Reply:** The course is usually given during the period late August to mid-October, which coincides with study period one at Chalmers.

**Question:** How often are the in-class course sessions held in the “Blended Learning in Higher Education”?

**Reply:** Once a week. Exceptions might be made, but this will of course be announced in good time.

**Question:** How many weekly in-class sessions are there in the course “Blended Learning in Higher Education”?

**Reply:** There are eight in-class course sessions; one in-class course session per week. The first session is an introduction session, which is optional. The remaining seven in-class sessions are mandatory. According to Chalmers Diploma course praxis, participants may skip one mandatory in-class course session and still pass the course.

**Question:** How long is each weekly in-class course session in the course “Blended Learning in Higher Education”?

**Reply:** 3 hours. Each in-class course session in the course “Blended Learning in Higher Education” usually starts at 9 AM on Thursday mornings and finishes at 11:45 AM.

**Question:** What happens if I can’t attend a weekly in-class course session in the course “Blended Learning in Higher Education”?

**Reply:** According to Chalmers Diploma course praxis, participants may skip one mandatory in-class course session and still pass the course. Please note that the corresponding assignments must still be completed. If you can’t make it to two or more of the in-class course sessions,

contact the course leader for advice. In-class session number 5 “Running active learning for in-class sessions” is a mandatory in-class session (“micro-teaching”). Please make sure to contact the course leader if you can’t make it for in-class session number 5 “Running active learning for in-class sessions”. Your course leader might provide options for catching up.

**Question:** How much study time do I need to spend on the course “Blended Learning in Higher Education”?

**Reply:** It’s estimated you need to spend 21 hours attending in-class course sessions, 32 hours working on assignments and 14 hours on preparations before in-class course sessions. The total sum of hours is 67 hours, which in turn corresponds to 2.5 points. However, the actual time needed to complete the assignments is highly individual.

**Question:** How much time do I need to reserve in my schedule for attending the mandatory sessions in the course “Blended Learning in Higher Education”?

**Reply:** You should reserve 3 hours a week for attending in-class course sessions. The in-class sessions are usually scheduled for Thursday mornings, from 09:00 to 11:45.

**Question:** What is the course literature for the course “Blended Learning in Higher Education”?

**Reply:** There are three recommended books. Book 1: Teaching and Learning STEM: A Practical Guide by Richard M. Felder and Rebecca Brent. Jossey-Bass 2016. Available as e-book through Chalmers library. Book 2: First Principles of Instruction by M. David Merrill, Pfeiffer Wiley 2012. Book 3: Multimedia Learning by Richard E. Mayer, Cambridge University Press 2020. Please note that these books are optional. The three books only serve as a reference for the purposes of the course, and they are not required for passing the course.

**Question:** What equipment should I bring to each of the in-class course sessions in course “Blended Learning in Higher Education”?

**Reply:** If you are attending the in-class course sessions on campus, please bring a laptop computer and a headset.

**Question:** What is needed to pass the course “Blended Learning in Higher Education”?

**Reply:** You are expected to complete all assignments. The themes for the assignments are: Select a lecture sample to design and develop it for blended learning. Create a plan for a short, blended learning course segment. Write, record, edit and share a short instructional presentation. Write and implement a small set of quiz questions. Plan and implement an active learning session. Create an assessment plan. You are also required to attend the weekly in-class course sessions.

**Question:** Is there a final exam in the course “Blended Learning in Higher Education”?

**Reply:** No.

**Question:** Is there a final reflective report I must submit in the course “Blended Learning in Higher Education”?

**Reply:** No.

**Question:** How should I submit my assignments in the course “Blended Learning in Higher Education”?

**Reply:** You are expected to submit your assignments on the learning platform Canvas. Each assignment has detailed instructions in Canvas. Each assignment is explained during the corresponding in-class course session.

**Question:** How often must I submit my assignments in the course “Blended Learning in Higher Education”?

**Reply:** You are expected to submit your assignments once a week, with some exceptions. Each assignment serves as preparation for the consecutive in-class course session and serves as preparation for the consecutive assignments. The assignments are sequenced according to a process for designing and developing flipped classroom.

**Question:** Are the assignments to be worked on individually or are the weekly assignments meant to be worked on by a group?

**Reply:** In the course “Blended Learning in Higher Education” the weekly assignments are meant to be individual work. If you wish to approach the weekly assignments as a group, please contact the course leader.

**Question:** Where can I find instructions for the weekly assignments?

**Reply:** Each assignment has detailed instructions in Canvas. There are Canvas pages that are clearly marked “Assignment (REQUIRED)”. All modules in Canvas have at least one Assignment page, except for the final module. In addition to the information that can be found in Canvas, each assignment is explained during the weekly in-class course sessions.

**Question:** Where are the in-class course sessions held?

**Reply:** Usually, the weekly in-class course sessions in the course “Blended Learning in Higher Education” are held in Seminar Room 1 at Chalmers main library. The street address is Hörsalsvägen 2. Any changes will of course be notified in good time by the course leader.

**Question:** Is it possible to attend the course “Blended Learning in Higher Education” on-line?

**Reply:** Yes, the course “Blended Learning in Higher Education” is given on a hybrid format. It is possible to join the in-class course session using Zoom. Zoom meeting details are sent to the course participants each week.

**Question:** Which department at Chalmers is organizing and giving the course “Blended Learning in Higher Education”?

**Reply:** Communication and Learning in Science.

**Question:** Who are the instructors for the course “Blended Learning in Higher Education”?

**Reply:** Anders Bark is the course leader and one of the instructors. Anna Edmonds, Michael O'Connell and Sofia Toivonen are instructors. Professor Christian Stöhr is the examiner.

**Question:** Who will grade the assignments in the course “Blended Learning in Higher Education”?

**Reply:** Anders Bark, who is the course leader and one of the instructors, will grade the assignments. The other instructors Anna Edmonds, Michael O'Connell and Sofia Toivonen will also assist in grading the assignments. Professor Christian Stöhr is the examiner and oversees the grading process but may not be involved in evaluating each individual assignment.

**Question:** What are the main themes for the in-class course sessions in the course “Blended Learning in Higher Education”?

**Reply:** Session number 0 is an introductory session, which is optional. Session 1 is about storyboarding, organizing your teaching ideas and planning for your learning activities. Session 2 is about designing self-paced learning activities, with a focus on writing for video presentations. Session 3 is about tools and methods for recording and editing videos. In session 4 the course moves on to design of in-class sessions and active learning. In the following session, number 5, you are invited to test drive the active learning session you designed. Session 6 focuses on assessments, for example alternative ways of assessments. The last session is a course summary and wrap up. During the last session, there will be optional activities to choose from.

**Question:** What are the Canvas module headers in the course “Blended Learning in Higher Education”?

**Reply:** The Canvas module headers in the course “Blended Learning in Higher Education” are: Course Introduction. Storyboarding. Designing self-paced activities. Recording and editing self-paced activities. Designing active learning for in-class sessions. Running active learning for in-class sessions. Designing assessments and Summary.

**Question:** What definition of “blended learning” is used as a foundation for the course “Blended Learning in Higher Education”?

**Reply:** For the purposes of the course “Blended Learning in Higher Education”, the word “blended” refers to offering a blend of different types of learning activities. In the same context, the word “blended” can also refer to a clever blend (or a mix) of on-line digital learning media and in-class teaching. In any case, the different learning activities are organized in a way that supports students to learn at their own pace and according to a detailed learning path they choose. Hence, “blended learning” aims to support students in taking a more active role in their own learning process. The main idea is to move away from teacher-centered learning activities and instead invite to student-centered learning activities. As designers of blended learning activities, we believe students learn better when they are in control of their own learning progress towards the learning goals.

**Question:** What is a “flipped classroom”?

**Reply:** Flipped classroom is a common form of blended learning. The name stems from the fact that the sequence of the main learning activities is flipped compared to a traditional setup. In a flipped classroom design, traditional lectures are redesigned as preparation tasks, for example the task of watching a recorded version of the lecture and the answering a set of knowledge checkpoint questions and maybe also the task of solving some simple warm-up problems. And what’s homework in a traditional course is redesigned as in-class activities, led by an instructor. The main idea is to move away from teacher-centered learning activities and instead invite to student-centered learning activities. Since we assume the role of designers of blended learning, we believe students learn better when they are in control of their own learning progress towards the learning goals.

**Question:** What is a “hybrid classroom”?

**Reply:** For the purposes of the course “Blended Learning in Higher Education”, we refer to the word “hybrid” as a technical solution for enabling course participants to attend the course on campus and, at the same time, via a conferencing tool. In the course “Blended Learning in Higher Education”, we will not refer to “hybrid classroom” as a particular instructional method. Then again, some practical adaptations are of course needed for a hybrid classroom to work effectively. We will briefly demonstrate those adaptations in the course “Blended Learning in Higher Education”. All in-class course sessions in the course “Blended Learning in Higher Education” will use a hybrid classroom setup. Hence, you always have the choice of attending the in-class course sessions on campus or join them on-line, via Zoom.

**Question:** What is “active learning”?

**Reply:** Active learning is key in the design of blended learning activities. It’s about the supporting and coaching of students to take a more active role in their own learning process. When we speak about active learning, we can look at specific methods: Collaborative learning (group exercises), personal response activities, laboratory experiments (which of course are common elements in traditional courses), peer-to-peer learning (in formal or informal study

groups, where students support each other). In fact, the term “active learning” pinpoints the key purpose of blended learning: get the students to work, teaching themselves or teaching each other. One might even ask: With the right support, can the students get the teaching job done more effectively themselves? In the course “Blended Learning in Higher Education” there are exercises and assignments about how to design active learning activities.

**Question:** Is there a requirement to know how to use the learning platform Canvas to successfully complete the course “Blended Learning in Higher Education”?

**Reply:** No, the course doesn’t focus on how to use Chalmers learning platform. Canvas functionality will be explained as needed. Then again, it’s assumed that you know the basics about the learning platform Canvas. If you feel you need a basic introduction to Canvas, please contact the course leader.

**Question:** What is “Canvas”?

**Reply:** In the context of learning tools used on Chalmers, Canvas is a web-based software that allows Chalmers to manage digital learning, teachers to create and present online learning materials and assess student learning. Students use Canvas to engage in courses and receive feedback about skill development and learning achievement.

**Question:** What are the intended learning outcomes of the course “Blended Learning in Higher Education”?

**Reply:** After completion of the course, you will be better able to: Plan learning activity sequences. Write, record, edit and share presentations (videos) for asynchronous student-paced learning activities. Write and implement quiz questions for formative self-assessment. Plan and implement active learning activities for in-class sessions. Plan and deliver online assessments.

**Question:** What is the “Sandbox” in the course “Blended Learning in Higher Education”?

**Reply:** There is a supplementary Canvas course which we call the “sandbox”. In the “sandbox” you can design your own practice module and publish the results of your assignments. You can upload your videos, quizzes and so on. Once you have uploaded your material to the “sandbox”, it’s automatically shared to your peers. Note you have “teacher” role access to the sandbox, which means you can edit any of the sandbox contents. So, please be careful so you don’t change someone else’s materials.

**Question:** Does the course “Blended Learning in Higher Education” cover how to design learning activities using generative AI?

**Reply:** No. The course “Blended Learning in Higher Education” does not specifically include a discussion about how to use generative AI in higher education. However, you are encouraged to



try generative AI in any way you like. You are of course welcome to ask questions about generative AI and make comments about generative AI. You are of course also more than welcome to share your own experiences of using generative AI in higher education. For the purposes of the course “Blended Learning in Higher Education”, we embrace generative AI and take a curious and an explorative stance regarding the potential of generative AI. At the same time, we also reflect critically on negative aspects of generative AI, for example negative side effects of using generative AI that leads to the students missing out on opportunities to develop higher-order thinking skills. Chalmers have developed a separate module about generative AI in higher education. However, this module isn’t included in the course “Blended Learning in Higher Education”.

**Question:** What workflow is used in the course “Blended Learning in Higher Education”?

**Reply:** The course “Blended Learning in Higher Education” is based around a flipped classroom format. You will get an invitation to an in-class course session each week. Since the course uses a flipped classroom format, you are required to prepare by reading materials or watching some video clips before each in-class course session. You are also required to complete one or several assignments before each in-class course session. During the in-class course sessions, new assignments are introduced each week, which are to be completed before the next in-class course session. And so on. The course “Blended Learning in Higher Education” also follows a typical production workflow process commonly used for designing and developing instructional media. Hence, the course modules directly relate to typical design and development activities carried out in an actual production project. The course “Blended Learning in Higher Education” focuses on practical learning media production aspects rather than theoretical aspects.

**Question:** Must I read all content on the Canvas pages in the course “Blended Learning in Higher Education”?

**Reply:** No. The Canvas pages that are required reading are clearly marked “REQUIRED”. All other pages are optional. The optional pages are always recommended, since they contain additional guidance and examples for the course assignments.

**Question:** What is the agenda for in-class session number 0 “Course Introduction” in the course “Blended Learning in Higher Education”?

**Reply:** The agenda for in-class session number 0 “Course Introduction” is: Personal introductions. Course structure and aim. Course workflow. Key terminology. What to do until next time. Questions.

**Question:** What should I do to prepare for in-class course session number 1 “Storyboarding for Flipped Classroom” in the course “Blended Learning in Higher Education”?

**Reply:** You should attend the in-class session number 0 “Course Introduction”. Then, you should work on the assignment “Prepare your own topic”, which has designation “0.1”. This

assignment is about preparing a topic, which will serve as your mini project during the course. You should pick a topic you teach to your students. You are welcome to base your assignments on any teaching materials you might already have. So, before you attend in-class session number 1 “Storyboarding for Flipped Classroom”, you should: Write a short topic description and a brief description of a typical practice task related to the same topic. It’s strongly recommended you pick a topic with a limited content scope. If you pick a scope that’s too large, you will find it difficult to manage the course assignments. The scope of a full traditional lecture is probably too much for the purposes of this course. If you find a scope that will convert to an instructional video of about 10-15 minutes, you should be fine. Instructions for how to approach the assignments are found in Canvas, in module 0. There are some examples in Canvas that can give you some idea of what to submit for the assignment. In addition to working on the assignment, you are required to watch a short video clip “Constructive Alignment and Bloom's Taxonomy” and a small set of video clips “First Principles of Instruction”. You will find the video clips on Canvas, in module 1.

**Question:** How much time is needed to prepare for in-class course session number 1 “Storyboarding for Flipped Classroom” in the course “Blended Learning in Higher Education”?

**Reply:** The time needed to complete the assignment “Prepare your own topic” (with the designation “0.1”) is estimated to no more than one hour. The same goes for watching the required video clips – it’s estimated to take no more than one hour to watch them all. Hence, reserve one to two hours of work time to prepare for in-class course session number 1 “Storyboarding for Flipped Classroom” in the course “Blended Learning in Higher Education”.

**Question:** What is the agenda for in-class session number 1 “Storyboarding for Flipped Classroom” in the course “Blended Learning in Higher Education”?

**Reply:** The agenda for in-class session number 1 “Storyboarding for Flipped Classroom” is: The module structure in Canvas. Recap of key terminology. Your experience of designing learning activities. Introduction to storyboarding. Recap of constructive alignment. Recap of Bloom’s taxonomy. Recap of writing Intended Learning Objectives. The First Principles of Instruction by Dr. David M. Merrill. Introduction to the course assignments that are to be completed before the next in-class session. Questions.

**Question:** What are the “First Principles of Instruction”?

**Reply:** The First Principles of Instruction is a theoretical framework that suggests a learning experience should be designed according to five principles to effectively accomplish the intended learning outcomes. The principles are:

1. Learning is promoted when learners are engaged in solving problems / tasks.
2. Learning is promoted when existing knowledge and skills are activated as a foundation for new knowledge and skills.
3. Learning is promoted when new knowledge is demonstrated to the learner.
4. Learning is promoted when new knowledge is applied by the learner.
5. Learning is promoted when new knowledge is integrated into the learner’s world.

**Question:** What should I do to prepare for in-class course session 2 “Designing and writing for self-pace learning activities” in the course “Blended Learning in Higher Education”?

**Reply:** You should attend the in-class course session number 1 “Storyboarding for Flipped Classroom”. Then, you should work on the assignment “Creating a module outline in Canvas”, which has designation “1.1”. Then, you should work on the assignment “Checking alignment”, which has designation “1.2”. Then, you should work on the assignment “Creating a presentation storyboard”, which has designation “1.3”. Then, you should work on the assignment “Creating a practice task storyboard”, which has designation “1.4”. In addition to working on the assignments, you are required to watch a set of short video clips “Mayer’s principles of multimedia”. You will find the video clips on Canvas, in module 2.

**Question:** How much time is needed to prepare for in-class course session number 2 “Designing and writing for self-pace learning activities” in the course “Blended Learning in Higher Education”?

**Reply:** The time needed to complete the four assignments is estimated to be no more than two hours. The time needed for watching the required video clips is estimated to be no more than one hour to watch them all. Hence, reserve two to three hours of work time to prepare for in-class course session number 2 “Designing and writing for self-pace learning activities” in the course “Blended Learning in Higher Education”.

**Question:** What is the agenda for in-class session number 2 “Designing and writing for self-pace learning activities” in the course “Blended Learning in Higher Education”?

**Reply:** Recap of last week’s in-class session. Copyright issues when reusing materials. Recap of Mayer’s principles of multimedia. Exercise on how to use Mayer’s principles of multimedia. Examples showing animated slides. Exercise on how to create animated slides. Introduction to the next assignment. Questions.

**Question:** What are the “Mayer’s principles of multimedia”?

**Reply:** Mayer’s principles of multimedia learning provide a blueprint for how to structure multimedia elements to maximize learning outcomes. Mayer has identified several principles of multimedia learning. These principles provide an invaluable checklist for designers wanting to optimize learning with multimedia. Use them to guide your course development and get the most out of multimedia materials. That way, you will enhance learner engagement, comprehension, and retention, leading to improved outcomes for your organization.

**Question:** What should I do to prepare for in-class course session 3 “Recording and editing self-paced learning activities” in the course “Blended Learning in Higher Education”?

**Reply:** You should attend the in-class course session number 2 “Designing and writing for self-pace learning activities”, which is held one week prior to in-class course session 3 “Recording

and editing self-paced learning activities”. Then, you should work on the assignment “Writing a video presentation”, which has designation “2.1”. In addition to working on the assignment, you are required to watch a video clip “Upload and publish video media”. You will find the video clip on Canvas, in module 3.

**Question:** Is it a requirement to use Microsoft PowerPoint for creating presentation materials?

**Reply:** No. You may use any tool of your choice for creating presentation materials. That said, many of the presentation material examples that are demonstrated in the course “Blended Learning in Higher Education” are created using Microsoft PowerPoint.

**Question:** How much time is needed to prepare for in-class course session number 3 “Recording and editing self-paced learning activities” in the course “Blended Learning in Higher Education”?

**Reply:** The time needed to complete the assignment “Writing a video presentation” is hard to estimate, since it strongly depends on individual experience and skills. However, you should probably reserve at least 2 hours. The time needed for watching the required video clips is estimated to be no more than 30 minutes. Hence, reserve at least two to three hours of work time to prepare for in-class course session number 3 “Recording and editing self-paced learning activities” in the course “Blended Learning in Higher Education”.

**Question:** What is the agenda for in-class session number 3 “Recording and editing self-paced learning activities” in the course “Blended Learning in Higher Education”?

**Reply:** The agenda for in-class session number 3 “Recording and editing self-paced learning activities” is: Recap of last week’s in-class session. Common recording tools, for example Camtasia, PowerPoint, OBS and Zoom. Basic tips for recording. Test recording exercise. How to publish videos on Chalmers Play. Questions.

**Question:** What should I do to prepare for in-class course session 4 “Designing active learning for in-class sessions” in the course “Blended Learning in Higher Education”?

**Reply:** You are required to read the page “Active learning design”. You will find the page in Canvas, in module 4.

**Question:** How much time is needed to prepare for in-class course session number 4 “Designing active learning for in-class sessions” in the course “Blended Learning in Higher Education”?

**Reply:** The time needed for reading the required page is estimated to be no more than 30 minutes.

**Question:** What is the agenda for in-class session number 4 “Designing active learning for in-class sessions” in the course “Blended Learning in Higher Education”?

**Reply:** The agenda for in-class session number 4 “Designing active learning for in-class sessions” is: Recap of last week’s in-class session. Active learning. Exercise about simple methods to make a traditional lecture more active in style. Microsoft Forms. Typical active learning design. Exercise on how to design a typical active learning session. Introduction to the next in-class course session, which is about micro teaching.

**Question:** What should I do to prepare for in-class course session 5 “Running active learning for in-class sessions” in the course “Blended Learning in Higher Education”?

**Reply:** You should attend in-class course session number 4 “Designing active learning for in-class sessions”. Then, you should work on the assignment “Record, edit and publish a presentation”, which has designation “3.1”. Your video presentation should be completed and shared to your group peers no later than two days before in-class course session 5 “Running active learning for in-class sessions”. Conversely, you should also prepare by watching the presentation videos that your group peers have shared in the “sandbox”. However, you only need to watch your peer’s videos – you don’t need review and assess the instructional value of them. You should of course also complete assignment “Prepare an in-class session”, which has designation “4.1”. You find information about who is a member of what group on the Canvas page “Groups for the test drive exercise”. You find instructions for how the in-class course session 5 works on the Canvas page “Test driving your in-class session – introduction” works. Make sure to read the instructions on Canvas pages, which are found in module 5.

**Question:** How large are groups session number 5 “Running active learning for in-class sessions”?

**Reply:** Three participants in each group, usually. Depending on attendance, the number of groups members might need to be adjusted.

**Question:** How many videos that my group peers have made do I have to watch before course session number 5 “Running active learning for in-class sessions”?

**Reply:** Since there are usually three members in each group (including yourself), you must watch two videos that your group peers have made. This also means you must share your instructional video with two other group members. Each instructional video made by a participant should be completed and shared no later than two days before in-class course session 5 “Running active learning for in-class sessions”.

**Question:** How much time is needed to prepare for in-class course session number 5 “Running active learning for in-class sessions” in the course “Blended Learning in Higher Education”?

**Reply:** The time needed to record, edit and publish video materials depends on a lot of factors, but you should probably reserve at least 2 hours. You also need to reserve at least two hours of

work to prepare your active learning session. Hence, reserve at least 4 hours of work to prepare for in-class course session number 5 “Running active learning for in-class sessions”.

**Question:** What is the agenda for in-class session number 5 “Running active learning for in-class sessions” in the course “Blended Learning in Higher Education”?

**Reply:** The agenda for in-class session number 5 “Running active learning for in-class sessions”: Recap of last week’s in-class session. Recap of how today’s exercise (“micro teaching”) will work. Exercise (“micro teaching”) in separate groups. Follow-up discussions. Introduction to the next in-class course session.

**Question:** What happens if I can’t make it to in-class session number 5 “Running active learning for in-class sessions” in the course “Blended Learning in Higher Education”?

**Reply:** In-class session number 5 “Running active learning for in-class sessions” is a mandatory in-class session (“micro-teaching”). Please make sure to contact the course leader if you can’t make it for in-class session number 5 “Running active learning for in-class sessions”.

**Question:** What should I do to prepare for in-class course session 6 “Designing assessments” in the course “Blended Learning in Higher Education”?

**Reply:** You are required to watch a video clip “Assessments for Flipped Classrooms”. You will find the video clip on Canvas, in module 6. You are required to read the Canvas page “Writing quiz questions”. You will find the Canvas page in module 2.

**Question:** How much time is needed to prepare for in-class course session number 6 “Designing assessments” in the course “Blended Learning in Higher Education”?

**Reply:** The time for watching the video clip “Assessments for Flipped Classrooms” is estimated to be no more than 15 minutes. The time for reading the Canvas page “Writing quiz questions” is estimated to be no more than 15 minutes. Hence, the total time for preparing should be no more than 30 minutes.

**Question:** What is the agenda for in-class session number 6 “Designing assessments” in the course “Blended Learning in Higher Education”?

**Reply:** The agenda for in-class session number 6 “Designing assessments” is: Recap of last week. Tools for assessments. Chalmers Play video quiz tool. Writing quiz questions. Experience from assessments during the pandemic. Continuous assessments. Questions. Introduction to the next in-class course session.

**Question:** What should I do to prepare for in-class course session 7 “Summary and outlook” in the course “Blended Learning in Higher Education”?

**Reply:** During the first hour of in-class session 7 “Summary and outlook” there will be options to what activity to attend. A separate e-mail will be sent to you in which you will be asked to fill out a form. You don’t need to submit any specific assignment to prepare for in-class course session 7 “Summary and outlook”, but you should rather focus on completing all assignments in the course. If you haven’t started on assignment “In-class session follow-up”, with designation “5.1” or assignment “Assessment Plan”, with designation “6.1”, the time before in-class course session 7 “Summary and outlook” is the right time to start on these assignments.

**Question:** How much time is needed to prepare for in-class course session number 7 “Summary and outlook” in the course “Blended Learning in Higher Education”?

**Reply:** The time for filling out the form is estimated to be no more than 5 minutes.

**Question:** What is the agenda for in-class session number 7 “Summary and outlook” in the course “Blended Learning in Higher Education”?

**Reply:** The agenda for in-class session number 7 “Designing assessments” is: Recording studio field trip. Hybrid session setup. Mini-seminar with Rebekka Wohlrab on the topic of “An award-winning flipped design”. Mini-seminar with Karl de Fine Licht on the topic of “A new AI tools guide module”. After the mini-seminars the floor is open for sharing experiences from using production tools. General impressions of the course. Course survey. What kind of assistance can you get from the Blended Learning Team. Concluding remarks. If you somehow can’t make it for in-class session 5 “Running active learning for in-class sessions”, you might be given a new chance to complete the mandatory active learning exercise (“micro-teaching”) during in-class session number 7 “Designing assessments”. Please contact the course leader for details if you can’t make it for in-class session 5 “Running active learning for in-class sessions”.

**Question:** What kind of assistance can you get from the Blended Learning Team?

**Reply:** The kind of assistance you can expect from the Blended Learning Team is: Designing and developing learning activities. Writing course content, for example manuscripts for instructional videos. Curate course content. Designing quiz questions. Creating illustrations. Creating animations. Making instructional videos. Securing copyright. Canvas support. Guidance for procuring equipment, for example for recording video.

**Question:** What is the Blended Learning Team?

**Reply:** The Blended Learning Team is a part of the Chalmers department “Communication and Learning in Science”. The team offers support and services available to all teachers at Chalmers. The Blended Learning Team members are happy to assist you in designing and creating learning activities for your courses. The members have a mix of backgrounds in engineering, teaching, library and information science, media production, system development and journalism. We take a pedagogical, creative and “hands on” approach to blended learning. We build on research in education, best practice, and our own experience.

**Question:** How can I get in contact with the Blended Learning Team?

**Reply:** If you need support or if you are curious to try blended learning, you are always welcome to contact the Blended Learning Team. The easiest way to contact them is to send an e-mail to “blendedlearning@chalmers.se”.

**Question:** Where is the Blended Learning Team office located?

**Reply:** At Chalmers main library, Chalmers Johanneberg. The street address is Hörsalsvägen 2.