

BLENDING PRACTICE CHECKLIST

The following list provides a set of considerations and approaches that staff should consider when planning their blended approach. This list is not exhaustive but should provide a starting point and reference that staff can add to as their approach develops.

PLAN your BLEND of on-site face-to-face and digital activity
Ensure you have planned to use the physical room time as effectively as possible
Remember that student contact hours can be blended between on-site face-to-face and digital
Make the best use of on-site face-to-face time, flipping passive learning and other activities that work best digitally
Ensure digital activities integrate with and support on-site face-to-face activities and vice versa
Ensure there is parity of experience for students who cannot attend on-site face-to-face sessions
Plan ahead and ensure that reading list materials are available digitally wherever possible
PROMPT and MOTIVATE learning between on-site face-to-face sessions
Set questions for live session topics, and have students share their solutions digitally between sessions
Set tasks to find and critique sources on a topic; share with class digitally
Set tasks for students to make short videos (e.g. on developing practice, a video CV, lockdown reflections). Students can upload these to ReCap and share a link with class via Blackboard Blog/Discussion Board or Padlet or just with the tutor via Blackboard Journal or through PebblePad if already being used.
Encourage reflection on learning via text, audio or video. This can be shared with the class via Blackboard Blog/Discussion Board or Padlet, or shared just with the tutor via Blackboard Journal, or through PebblePad if already being used.
Create Blackboard Quizzes with pre-programmed feedback to check understanding
Pose questions / survey opinions using Mentimeter "Audience Pace" polls and share results
Align independent learning tasks closely with assessment or assess directly (e.g. via Portfolio or reflection on tasks)
Signpost resources that support students' development of study and/or employability skills, such as the Learning Skills Hub, Macmillan Skills for Study and the Careers and Enterprise Online Hub .
Direct students to their Faculty Learning Developer or Learning & Research Librarian for guidance on study skills to succeed in independent learning. Embedded workshops are available for module groups, or students can book a tutorial via the Learning Skills Hub.
SUPPORT and SUSTAIN engagement
Keep core knowledge acquisition recordings short – several 10-15 minute topic-focused recordings are more effective than a 90 minute recording covering five topics (or topic areas)
Ensure that students are directed to essential readings (i.e. book chapters or journal articles) and encouraged to reflect on this reading each week
Set small, regular digital tasks; start with low-effort tasks that introduce the technology used and build from there.
Release tasks at regular intervals (e.g. one every two weeks) to allow students to anticipate workload
Provide detailed guidance, a timescale and guideline of the effort required for each task (e.g. 30 mins max, 200 words max)
When running asynchronous activities through Blackboard Blog / Discussion Board or Padlet, start the activity with your own post first, to help direct and encourage student engagement
Where possible, try to answer queries as promptly as possible, but set expectations for turnaround first. A module-level (and/or course-level) guide to expected response times is essential, but you may need a different one for particular activities
Use a Blackboard Discussion Board or Padlet for Q&A so students can see your previous answers and help each other

To encourage engagement, consider providing some digital activities which directly support students' preparation for assessment
Ensure your content is as accessible as possible; use Blackboard Ally to identify and resolve accessibility issues with content. Keep the Word/PowerPoint "Check Accessibility" tool open when you are creating or editing content so you can address accessibility issues as they arise.
Encourage students to comment on each other's posts to stimulate discussion and peer review
At the end of (and often during) digital activities, provide generalised 'group' feedback on students' responses to the activity
MONITOR engagement
Use the Student Engagement Dashboard to monitor student engagement
Check students are posting responses to tasks / commenting on each other's posts. Do this regularly throughout the timeline of a digital activity.
Check students' progress with digital submissions for summative assessment
Consider sending regular (but not too regular) emails asking students how they are getting on.
Run regular office hours or other non-teaching Collaborate sessions to allow students to discuss their progress, their concerns, their wins, and their overall situation
SOCIAL LEARNING and COMMUNITY BUILDING
Use Collaborate to help students bond as a group
Set tasks to produce a collective, coherent resource which all can use (e.g. resource list, glossary, bibliography)
Ensure tasks enable access to, and exchange of, views from different cultural perspectives
Maximise 'HUMAN PRESENCE'
Use audio and (where necessary) video, particularly Collaborate and ReCap, to keep a human presence to your teaching.
SUPPORT
Offer virtual office hours
Create digital space for peer support
Scaffold development of digital learning skills (e.g. digital capabilities, time management), drawing on support from the Learning Skills Team
SHARE YOUR APPROACH WITH OTHER MODULES YOUR STUDENTS ARE TAKING