

Benchmarking of eLearning / bLearning in higher education

Context

We are studying best practices in eLearning and bLearning in higher education, in order to guide decision-making in the structuring of an Educational Innovation Center supported with ICT at the University of Los Andes, Bogotá.

This is not a questionnaire you want to solve exactly, feel free to focus the dialogue at the interview on points that you think are most relevant to understand Babson's blended learning experience. Please suggest URLs or documents that might help us solving some of the elements of the interview guide, by writing to Alvaro H. Galvis algalvis50@yahoo.es

Interview Guide

1. Target population for blended learning at Babson: What major groups are served with blended learning initiatives at Babson? What educational needs are privileged with the use of these types of learning environments?
2. Educational model for blended learning at Babson: What are its conceptual components (philosophical, pedagogical and technological) and operational components (educational technology, administrative, educational research, instructional design, teaching)?
3. Evolution of blended learning at Babson: Has the educational model for blended learning at Babson changed over time? What has been predominant in each version of the model? What have been major difficulties / challenges in implementing each version of the educational blended learning model?
4. CITG and programs' relationships in regard with blended learning: Organizationally speaking how is the interaction between CITG and programs that participate in blended learning initiatives? How has this relationship evolved?
5. Human capital for blended learning: How do you motivate faculty to participate in blended learning initiatives? What incentives are provided for faculty that (re)design their courses for blended learning? What professional development strategies have you implemented to foster blended learning?
6. Student services in support of blended learning initiatives (e.g., induction to bLearning, tutoring, counseling, digital library, technology support, student welfare, content management, group management): What is provided? What are major issues?
7. Communication with students (synchronous and asynchronous, VoiP, with or without desktop-sharing): If there is a suggested pattern, what is it? What are indicators of good interaction?

8. Technology in support of blended learning environments (e.g., virtual classroom, web 2.0 tools, collaborative technologies, immersive environments, desktop publishing, digital repositories, information tagging, RSS to syndicate learning objects, e-agendas integration, 2D / 3D virtual worlds): Who decides what to use in each blended course? How do you support faculty in the exploration and integration of teaching technologies?
9. Knowledge management by teachers and students: Is knowledge management only a personal issue? How blended learning programs capture, organize and share knowledge generated by teachers and students?
10. Copyright issues: Who owns intellectual and commercial property of learning objects created for blended learning programs? If you license content with Creative Commons, what attributes do you use?
11. Multimedia content (internal and external, in multiple formats, open access distribution in PDF and MP3, Mobile learning): What are the trends in blended learning programs? Do you use your own or open access repositories? What guidelines do you have in this regard?
12. Student motivation and engagement: What promotion and retention rates do you have in blended learning programs? What is done to improve those rates?
13. Learning assessment and evaluation: What is the balance between authentic performance (e.g. case studies, situated problems) and other types of evidences (e.g., exams and quizzes)?
14. Key success factors: What should be done particularly well in order to succeed in blended learning programs? What should not be done in blended learning programs if you do not want to failure?