

### **38 Questions for Administrators about Blended Teaching & Learning**

1. How are students made aware that they are registered for a blended course?
2. How are faculty assigned to teach blended courses on your campus?
3. What resources do you have on campus (such as a teaching and learning center or an instructional technology group) that you can leverage to assist faculty with blended course design?
4. What resources do you have on campus (such as a teaching and learning center or an instructional technology group) that you can leverage to assist faculty with learning the technologies they will need to use to successfully teach a blended course?
5. Do you require faculty to provide course goals and learning objectives on a syllabus or other course document for students to access at the beginning of the term?
6. What support does your institution have in place to help faculty write and revise their course goals and learning objectives each term (faculty development office, teaching and learning center, online resources, syllabus template, model examples, etc.)?
7. Does your institution have a teaching and learning center, research office, or assessment group that could help faculty members develop assignments or assessment tools to measure student learning in a blended environment?
8. As you get blended courses off the ground, what kinds of institutional-level data will need to be collected to measure student learning?
9. Do you have an institutional research office or assessment committee that could aid in the collection of data from blended courses?
10. What are the most important metrics from blended courses that you will want to measure?
11. Does your institution have any policies about the use of online assessment tools, particularly regarding the use of these tools for summative exams?
12. What kind of support structure does your institution provide for students regarding technology troubleshooting?
13. Do you have resources available on your campus to help faculty increase their use of active learning methods in face-to-face and online environments (e.g., a teaching and learning library, a Center for Teaching and Learning, or an Academic Technology unit)?

14. Are there policies or reward structures on your campus that support the use of active learning methods in face-to-face and online environments?
15. What support does your institution have in place to help faculty engage in a blended course mapping process (faculty development office, teaching and learning center, online resources, syllabus template, model examples, etc.)?
16. Are there particular components of a blended course map that should be a mandatory requirement in blended course syllabi?
17. Does your institution have a policy about how faculty members use the LMS system for traditional, blended, or online courses?
18. Does your institution have any basic requirements for faculty use of the LMS (i.e., does everyone have to post their course syllabus online)?
19. What is your institution's long-term plan for your current LMS? Do you plan to continue to use the same product, or are you exploring different options based on faculty and student needs?
20. Who supports the LMS at your institution? Does that person or office gather feedback from faculty and students about their use of the LMS?
21. Does your institution have an Office of Disability Services and have you created an institutional policy to have this office review blended courses before they are launched to ensure they are accessible for all learners, particularly those with sensory disabilities?
22. Do you have an institutional structure through which you can discuss technology tool integration, e-policies, and the evaluation of online courses with department heads, IT professionals, and other institutional stakeholders?
23. Does your institution have policies about the use of online tools external to your LMS for communication between faculty and students (for example, the use of social media platforms in the classroom)?
24. Are there opportunities on your campus where instructors can practice elements of social presence outside of the classroom experience (for example, the use of web conferencing for meetings or webinars for professional development)?
25. Does your institution have any e-policies regarding online materials for Open Educational Resources?

26. Does your LMS have any active plug-ins with publishers that will ensure a student's ease of use with online materials?
27. Is there a point-person identified within your Office of Disability Services to help instructors check online materials for compliance with accessibility standards?
28. To what degree has your library system marketed e-learning materials in their collection so that instructors are aware of them?
29. Does your campus have particular software packages and tools that you would prefer for faculty to use when they create multimedia resources?
30. How will you ensure that the multimedia resources created by faculty are accessible to all learners?
31. What kinds of trainings or tutorials exist on your campus to help faculty create multimedia resources?
32. Does your institution have a policy about how faculty members use apps or social media for traditional, blended, or online courses?
33. Who supports apps and social media use at your institution? Does that person or office gather feedback from faculty and students about their use of apps and social media?
34. Does your institution have a syllabus template for traditional, blended, or online courses?
35. Have you established mandatory, suggested, and optional syllabus components for blended courses?
36. Does your institution have a repository (online or otherwise) for syllabi to be shared between faculty members?
37. What supports for students learning in blended environments are available at your institution?
38. What kind of technology support is available for students in blended learning environments? For example, is there a 24-hour helpdesk for students who may experience problems with the LMS?