

45 Questions for Faculty about Blended Teaching & Learning

1. What will be the biggest change for you in transitioning from a traditional to a blended course modality?
2. What opportunities or challenges arise from transitioning to a blended modality?
3. To what degree are the courses you teach pedagogical or andragogical?
4. What level of experience do you have with backward course design?
5. Can you connect your course goals and learning objectives to your department's program goals or curricular objectives?
6. How will you communicate your course goals and learning objectives to your students throughout the course (i.e., on the syllabus, listed on assignments, included in grading rubrics, a check-in conversation at mid-semester, formative feedback from students, etc.)?
7. What kinds of assessments do you already use in your traditional courses? Are these assessments something that could be transitioned for your blended course?
8. Do you already use a mix of formative and summative assessments in your traditional courses? What ratio do you find works best to ensure student learning throughout the term?
9. What is your prior experience using online assessment tools? Are online assessments something you feel comfortable integrating into your blended course?
10. What concerns do you have, if any, about using online assessment tools? How might the blended environment, particularly the face-to-face time you will have with students, help to mitigate these concerns?
11. How familiar were you with active learning approaches?
12. What experiences have you had, both positive and negative, with active learning methods?
13. Have you ever tried the "flipped" classroom model? What were some of the pros and cons of that experience?
14. What kind of course mapping have you completed for traditional courses that you have taught?
15. If you have taught blended courses in the past, are there additional components that you have included in your course map to help students navigate the course?

16. What LMS does your institution use?
17. Does your institution have any basic requirements for faculty use of the LMS (i.e., does everyone have to post their course syllabus online)?
18. Are regular trainings offered on LMS features?
19. Are you able to have an LMS space (i.e., a “sandbox”) to try out different tools and features without actually running out a course?
20. Does your institutional LMS have any special features?
21. Are courses created in an LMS deleted after a certain time period?
22. Does your institution have an Office of Disability Services and have they checked your LMS to see if it is accessible for all learners, particularly those with sensory disabilities?
23. What kinds of methods will you use to connect with your students when you are not physically together?
24. How will your students interact and build relationships with one another when they are not physically together in a classroom?
25. In what consistent ways can you “be there” in the online components of your class?
26. Have you established expectations for yourself about the frequency of communications you plan to have with students using online tools (for example, how often you will check and respond to discussion board posts)?
27. How will you manage these expectations with your students?
28. What resources does your library have that you can leverage for your blended course materials?
29. Who is the person to talk with in your Office of Disability Services to ensure that the online materials you find for your course are accessible for all learners?
30. Are there any publishers who have online materials that would work well for your blended course?
31. What kinds of multimedia resources already exist for your course and what do you need to create to supplement those resources?
32. Thinking about the course goals and learning objectives for your course, what kinds of multimedia resources might be most helpful for your students’ learning?
33. What software packages and tools already exist on your campus that you can utilize to create multimedia resources?

34. Does your campus offer trainings on tutorials for any software packages or tools that you plan to use to create the multimedia resources for your course?
35. What kinds of apps will improve or enhance the workflow of your blended teaching?
36. Does your institution have a policy about how faculty members use apps or social media for traditional, blended, or online courses?
37. Are regular trainings offered on apps and social media features?
38. Does your institution have an Office of Disability Services and have they checked your apps or social media platform to see if they are accessible for all learners, particularly those with sensory disabilities?
39. Does your institution or department have a syllabus template for traditional, blended, or online courses?
40. Is there a model that you can use when designing your blended course syllabus from another faculty member who has successfully taught a blended course?
41. What purposes has your syllabi served for your traditional courses? How might those purposes change for your blended course?
42. What are you most concerned about regarding preparing students for success in your course?
43. Are you making any assumptions about students' comfort level with technology that may be rooted in misconceptions about students' knowledge regarding particular tools?
44. What ideas do you have to help acculturate students to the blended learning environment and increase their chances of success?
45. Does your institution have any supports for student success in blended learning through a tutoring center or other structure?