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for infinity
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Challenges in higher education in IE&M: Universal Design for Blended Learning

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Timed classes, groups,
lecturer in the lead

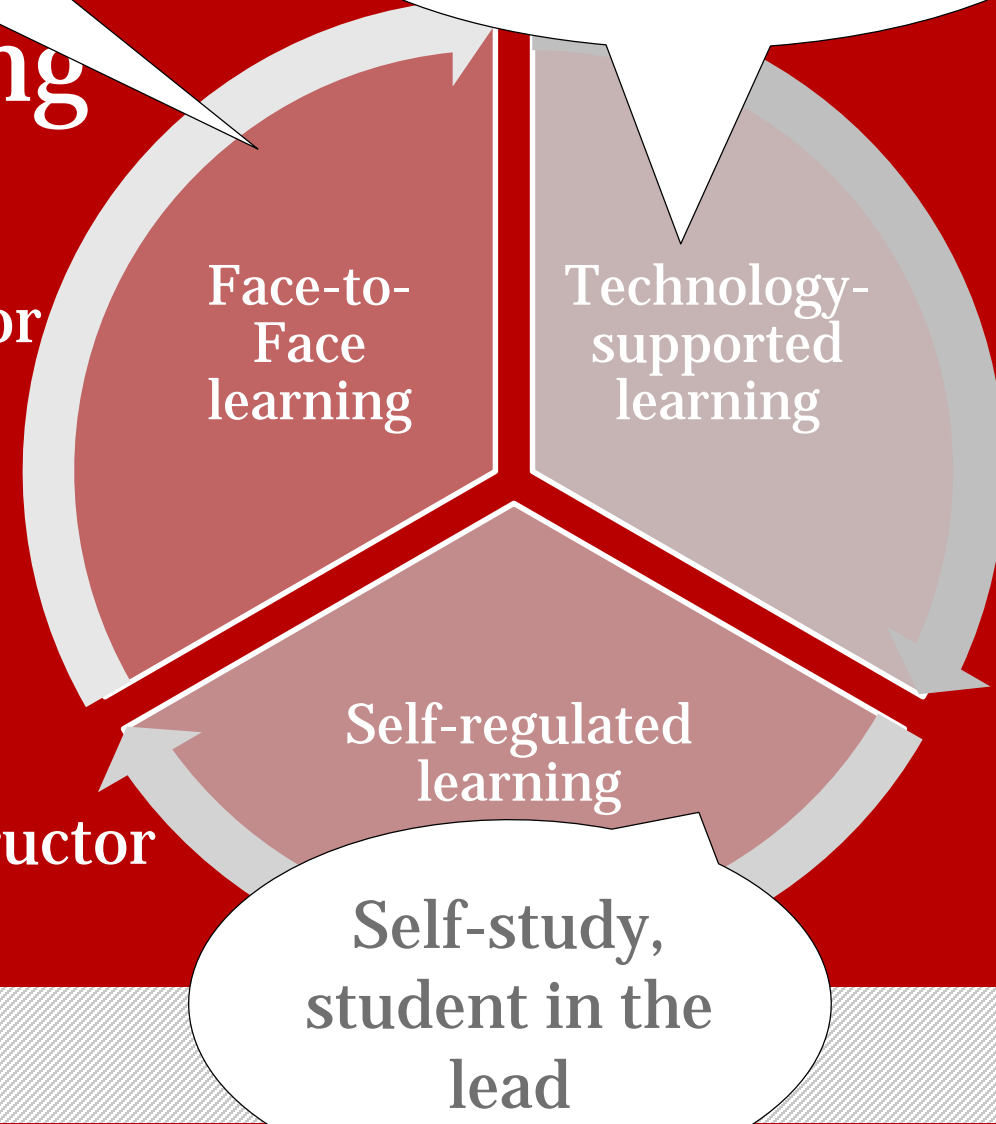
(A)synchronous,
student-computer
interaction

Blended learning

Can be monitored by instructor

- > Learning activities
- > Supporting learning process
- > Choices/flexibility
- > Inclusiveness

Can not be monitored by instructor





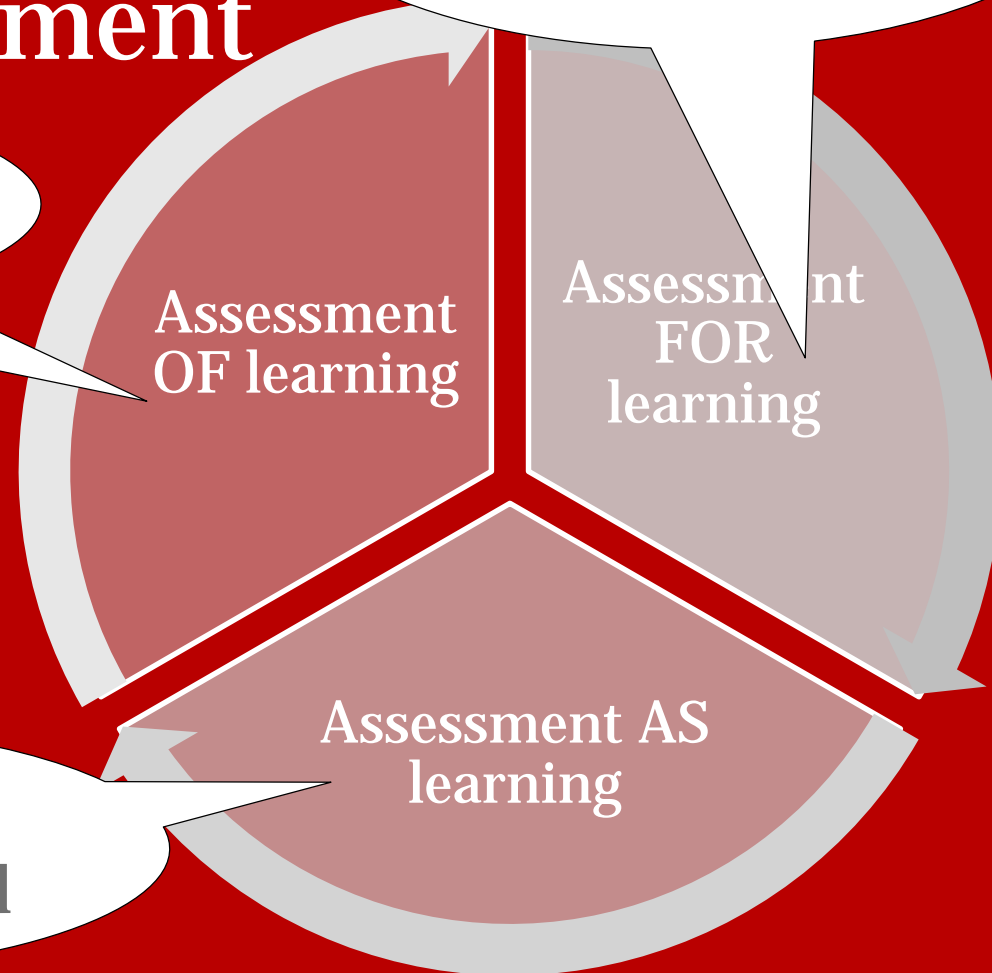
Blended Assessment

Timed exams, deadlines,
lecturer in the lead

- > Learning activities
- > Supporting learning process
- > Choices/flexibility
- > Inclusiveness

Self-assessment,
student in the lead

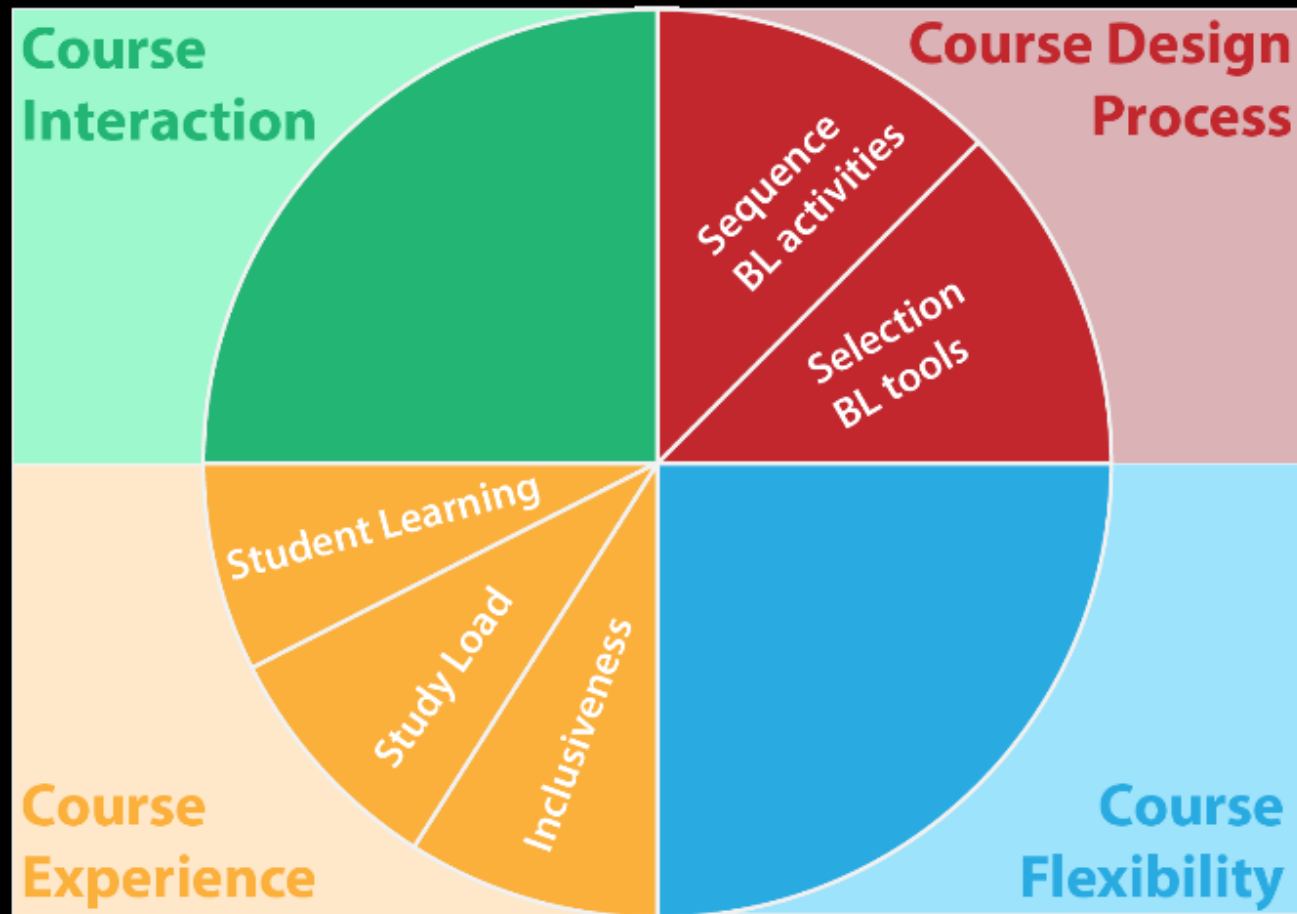
(Peer)feedback
possibly supported
by technology



Course



European Maturity Model for Blended Education

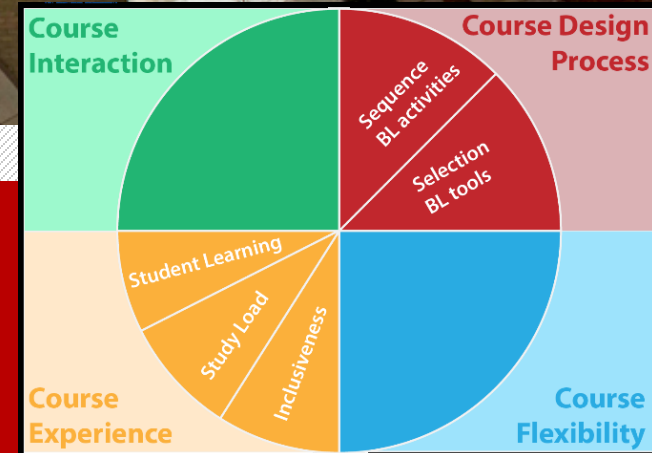




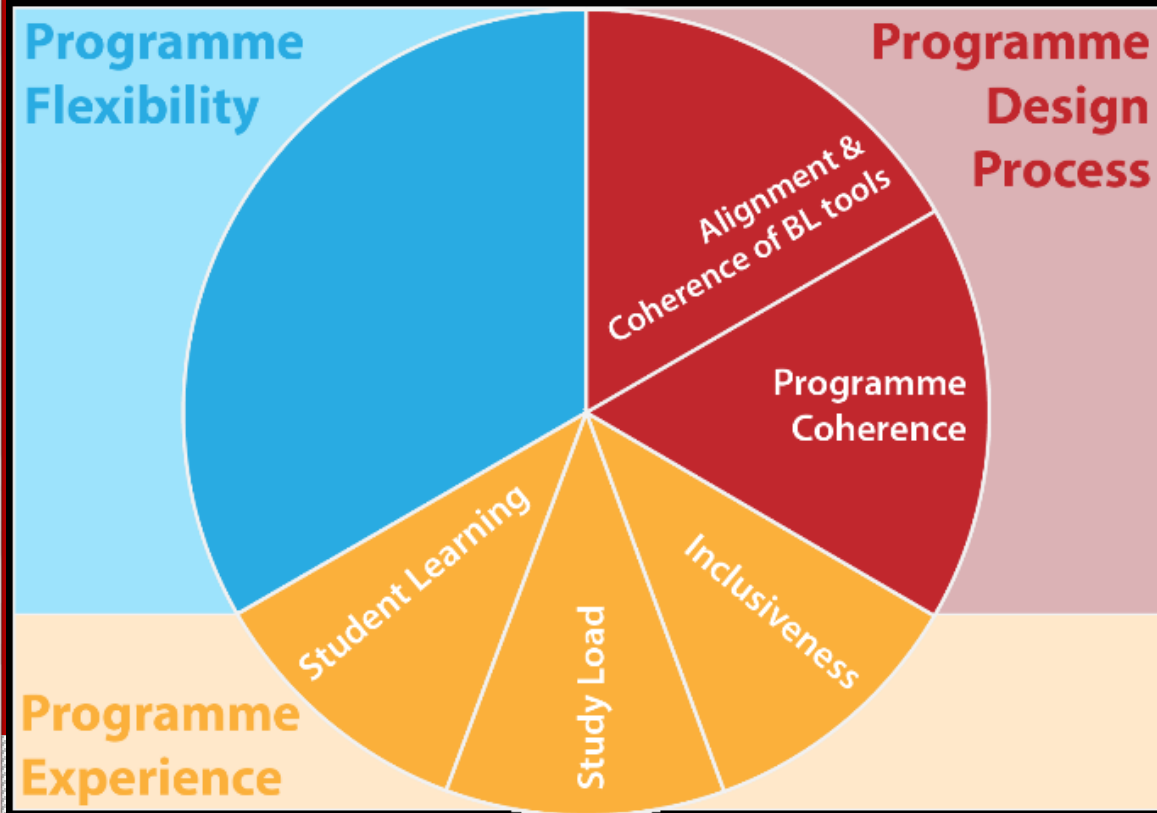
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European Maturity Model for Blended Education



Program



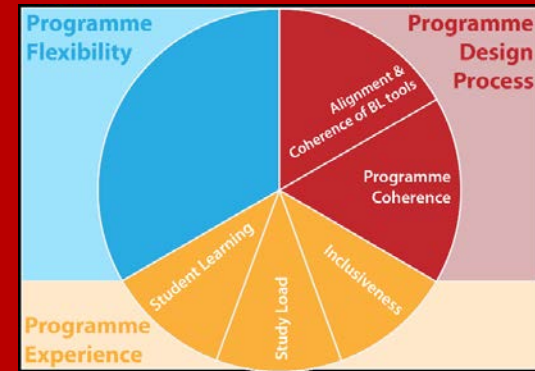
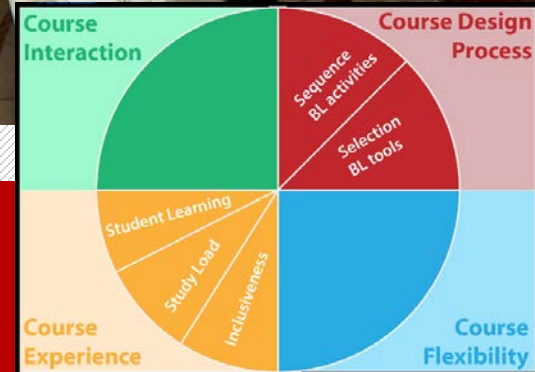


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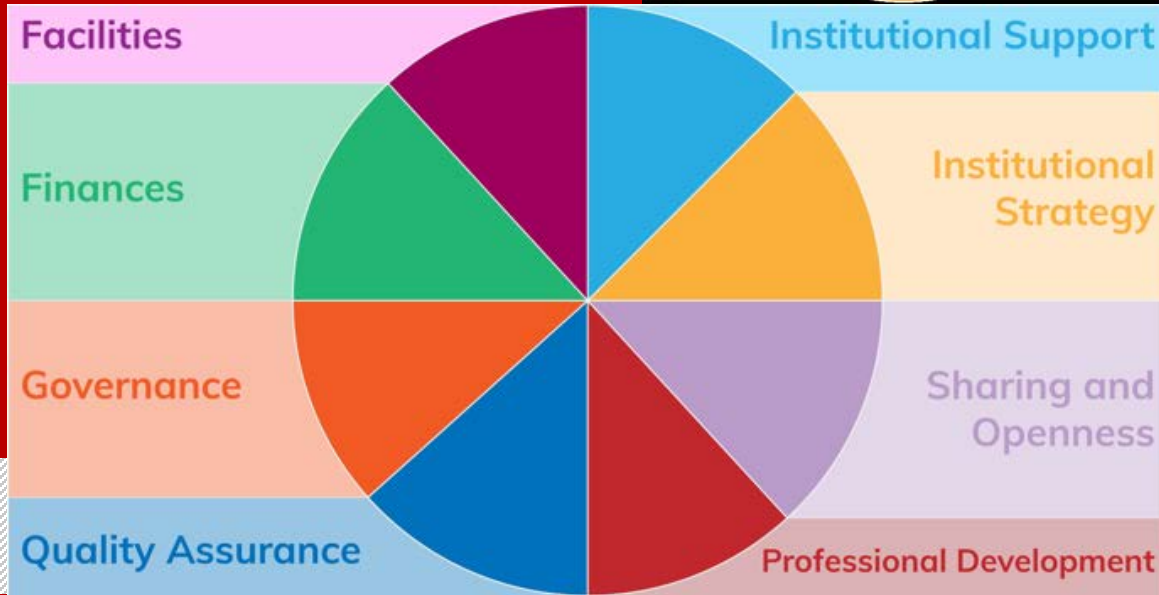
Course

European Maturity Model for Blended Education

Program



Organi sation





Blended learning

- › Educational processes should not be designed as a linear process
- › The process of a single student is linear in time.
- › The process of the group of students is non-linear.
- › Lecturers may structure and facilitate the process.
- › Students are themselves controlling their learning process.