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# Blended Learning in Higher Education: an approach, a model, and two theoretical frameworks

In the last two years, Higher Education (HE) institutions around the world were forced to make the transition to online and now evaluate and recalculate mistakes, successes, and opportunities to continue or adapt to the Blended Learning model since going back to what was in the past is no longer a viable path. This presentation is part of the initial research project on Blended Learning in HE that is connected with a project that has been implemented with university teachers and staff at Malmö University. Using the literature review methodology, this presentation is an approach within the Blended Learning concept and model together with two theoretical frameworks around it:  the *Complex Adaptive Blended Learning System* and the *Community of  Inquiry*. The choice of these two theoretical frameworks was due to the need to base Blended Learning practices at HE in coherence with the current reality based on evidence and also to connect this area with other similar fields, as the fundamentals of these two frameworks are also connected with different areas of the knowledge. The aim of this research is to identify, understand and discuss the theoretical frameworks and methodological aspects that can make Blended Learning a possibility in Higher Education. The presentation of this research, which is still at an early stage, is intended to bring to the academic community and those interested in teaching and learning in higher education some reflections and also a dialogue on current educational demands that include new modes of teaching and learning that involve digital technologies and also that explores the potential of a blended model for pedagogical development.

*Keywords*: Blended Learning, Frameworks, Higher Education,