

# BLENDED LEARNING IN HIGHER EDUCATION: AN APPROACH, A MODEL, AND TWO THEORETICAL FRAMEWORKS

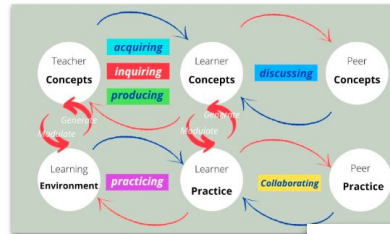
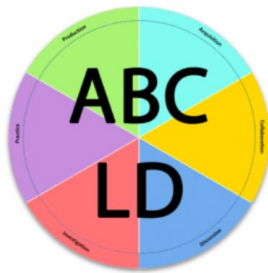
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# 1. Context

## Course Design for Blended Learning!

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The Centre for  
Teaching and Learning

## Incorporating UDL principles in your Blended Learning courses

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Provide multiple means of  
**Engagement** →

Affective Networks  
The "WHY" of learning

A brain icon with a green arrow pointing upwards.

Provide multiple means of  
**Representation** →

Recognition Networks  
The "WHAT" of learning

A brain icon with a purple arrow pointing upwards.

Provide multiple means of  
**Action & Expression**

Strategic Networks  
The "HOW" of learning

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The Centre for  
Teaching and Learning (CAKL)



## 2. My Research Question:

- What are the theoretical frameworks and methodological aspects that can make Blended Learning a possibility in Higher Education?



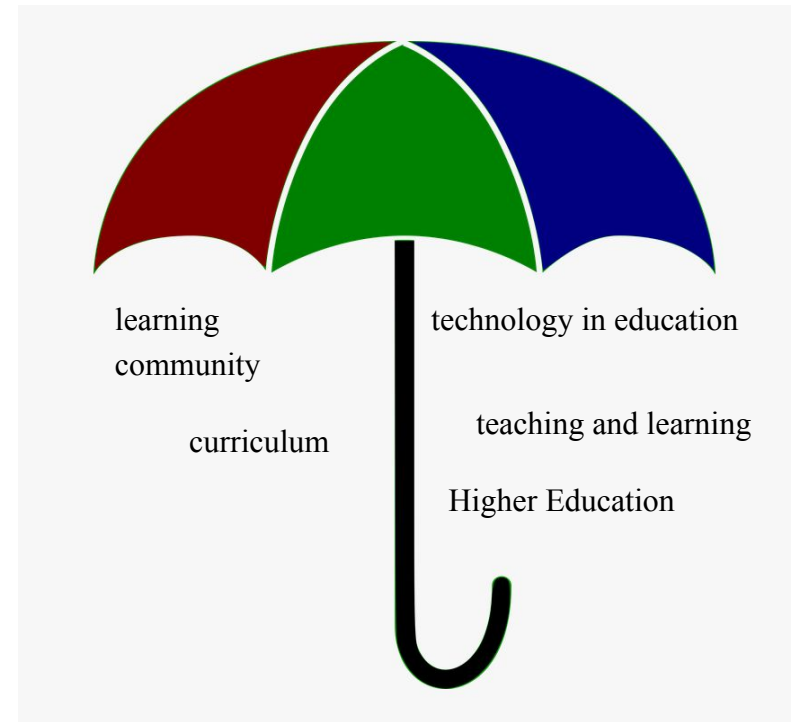
# 3. Methodology



- Literature review within the Education Research Complete (ERC) database and Google Scholar;
- Descriptors, words and subjects: "Blended Learning", "frameworks", "theoretical perspectives" and "Higher Education".

## 4. Blended Learning

- A methodology, a trend or a research field?



Blended Learning can be understood in three different dimensions:

- Combination of different instructional modalities (or delivery media)
- Combination of instructional methods and
- Combination of online and face-to-face instruction



## 5. Two theoretical frameworks:

- The Complex Adaptive Blended Learning System as a Blended Learning Framework
- The Community of Inquiry as a Blended Learning Framework

## 5.1 The Complex Adaptive Blended Learning System as a Blended Learning Framework

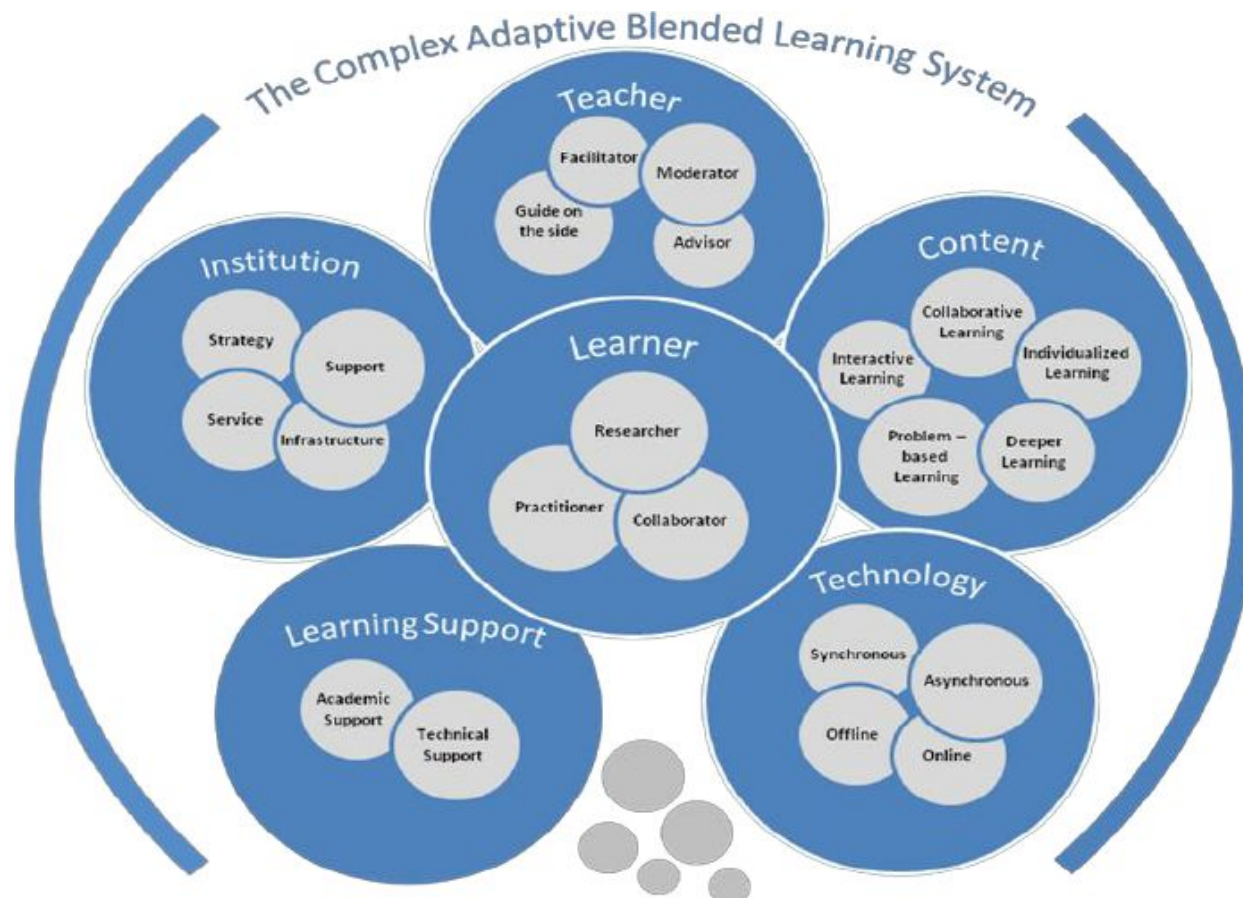


Figure 1. The Framework of Complex Adaptive Blended Learning Systems (CABLS), (Wang & Yang, 2015, p. 383)



- According to Wang & Yang (2015, p. 390) CABLS framework was designed to “facilitate a deeper, more accurate understanding of the dynamic and adaptive nature of Blended Learning”.
- This framework can also help HEI's who are starting this process of implementing Blended Learning to understand and focus on the key components that interact with each other in the formation of a program or a blended course.

## 5.2 The Community of Inquiry as a Blended Learning Framework

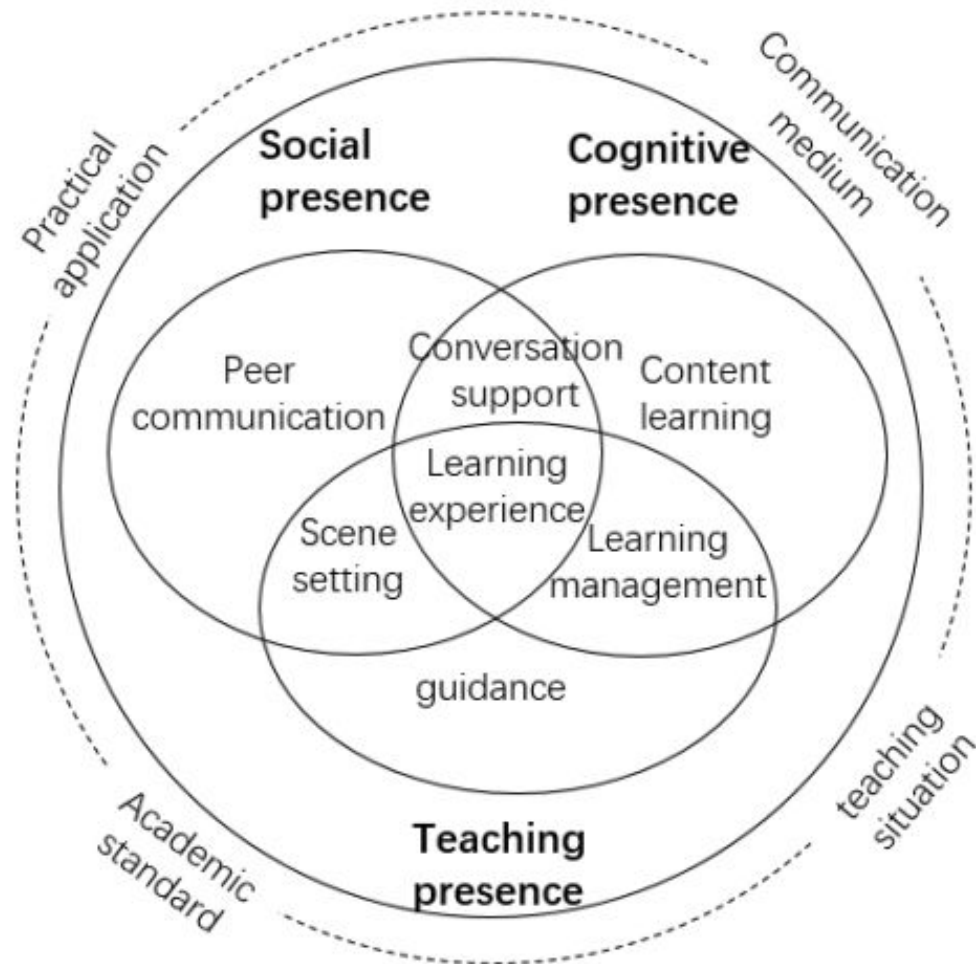


Figure 2. The Community of Inquiry model (Zhang et al., 2020, p. 225).

# PRESENCES:

Social  
presence

Cognitive  
presence

Teaching  
presence

# THE PRESENCE CONCEPT



# 5. Final reflections



- Complex Adaptive Blended Learning System as a Blended Learning Framework
- Community of Inquiry as a Blended Learning Framework

Thank you!



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# References

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