

A checklist for successfully implementing Blended Learning

Stage one	
Context First, decide your reasons for blending: <i>e.g.increased access & flexibility / 'improved pedagogy' / motivation/autonomy/collaboration / market reach / student expectations.</i>	Why?
Stage two - course design	
Two modes generally under consideration are 'face to face' and 'technology'. <i>Decide on the lead mode. Make decisions on: timetabling; the optimal length of sessions; how the modes complement each other. Variety is important - to appeal to as many learning styles as possible. Which platform will you use?</i>	
Stage three – training	
Supporting the learners and teachers. <i>What training will need to be organised?</i>	
Stage four - evaluating the blend	
Decide which aspects of the blend to evaluate <i>e.g. the choice of software, the balance of time spent on each mode, teacher and student attitudes, and exploring the effects on student achievement.</i>	

Based on:

Whittaker, C. and Tomlinson, B. [eds] (2013) *Blended Learning in English Language Teaching: Course Design and Implementation* London: British Council