Identify, Label, and Conclude (2.3.1)
Guiding Questions to Decision-Making

Taking into consideration your own context, answer the following questions that will guide your reflection on the crucial elements that you should consider before embarking in the development process of a BLL course.

Instructions: Check the appropriate column in the checklist.	
A. Questions at institutional/departmental levels	
Rationale: What is the rationale for blending these language courses?	
Institution management has cut the teaching budget. The department/program can no longer sustain the historic number of F2F hours.	☐
Institution management is compensating for limited classroom space.	☐
Management seeks geographically distant students. or students with busy schedules.	☐
Institution management seeks a language schedule more compatible with other departments.	☐
Student numbers are increasing. It is difficult for teaching staff or faculty members to manage the collaborative work in the F2F class only.	☐
Teaching staff and/or faculty members want to infuse new engagement opportunities into established courses.	☐
Other (Please specify):	
Broader Balance and Cohesion: Do the blended language courses fit within the broader institution and/or department vision, goals and strategy?	
The implementation of BLL is part of an overall strategy that this institution and/or department are pursuing.	☐
There are other blended courses, with similar blend and use of technology.	☐
Other (Please specify):	

B. Questions at teacher/student level

Teaching and Participating Development Team:
Who is contributing to the development of this course and its resources?

The teacher(s) worked with a course development team of experts and/or consultants (e.g., instructional designer, educational technologist, instructional media specialist). ☐

The teacher(s) worked with a single expert and/or consultant. ☐

The teacher(s) worked with other members of the development team (e.g., the department chair, other faculty members or teaching staff). ☐

Pedagogical Benefits:
What are the primary reasons for choosing BLL over F2F or fully online learning?

Utilize student interest in technology to motivate learning. ☐

Broaden the spaces and opportunities available for learning by providing students with additional
• out-of-F2F class familiarization with grammar and vocabulary ☐
• out-of-F2F class skill-based practice, such as reading and listening and/or grammar practice through exercises/quizzes ☐
• out-of-class interaction with teacher and/or peers ☐
• out-of-F2F class interaction with content ☐

Enhance the quality of learning by
• facilitating access to learning and content ☐
• stimulating engagement through opportunities for active, collaborative interaction both online and offline ☐
• targeting individual student learning styles with more personalized and adaptive learning ☐

Other (Please specify):

C. Questions at the IT level

Infrastructure:
Is there a supporting infrastructure?

A technology infrastructure is in place or there are enough resources to support the blended format. ☐

There is a chosen LMS (e.g., a Moodle or Blackboard platform) that supports the blended format. ☐

There is neither technology infrastructure nor an LMS in place. ☐

Other (Please specify):

Replicability:
Is the course replicable?

Are the blended course features designed to be scalable (i.e. is this course viable if student numbers increase or decrease)? ☐

Are the materials stored so that other teachers might access them in the future? ☐