The following self-assessment report aims to provide higher education institutional leaders an overview of blended learning at their institutions based on eight strategic dimensions. The report can be used by institutional leaders to help reflect on the stage of development for each dimension and sub-dimension, identify gaps in existing strategies, and plan strategically. A list of recommended resources has also been provided at the end of this report to guide development efforts in blended learning.

We hope that this self-assessment report together with the UNESCO publication *Blended Learning for Quality Higher Education* will serve as part of a toolkit to empower leaders and policymakers in the planning and implementation of blended learning in higher education institutions in Asia and the Pacific. We welcome your feedback and questions anytime via UNESCO Bangkok’s higher education unit: eisd.bgk@unesco.org

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WHAT IS BLENDED LEARNING?

Blended learning – the deliberate combination of online learning with face-to-face classroom-based learning – provides higher education institutions with opportunities to enhance the quality of teaching and learning and institutional governance. The online self-assessment tool that you have just completed is based on a holistic framework developed by UNESCO and the Education University of Hong Kong to support leaders of higher education institutions in the Asia-Pacific. This framework, which consists of eight strategic dimensions, is shown in Figure 1. As there are many different levels and unique contexts for higher education, there is a need to design a spectrum of stages to reflect different types of blended learning practices and stages of development in institutional strategies. Hence, UNESCO has defined a series of progression stages (Figure 2) used in this self-assessment tool.
INTERPRETING YOUR RESULTS

HOW TO USE YOUR RESULTS

DIMENSIONS TO WORK ON
Dimensions in which your institution attained an average score of 2 or below.

No dimensions to improve? Share your experiences with us at: eisd.bgk@unesco.org
YOUR RESULTS: VISION AND PHILOSOPHY

VISION: TRANSFORMING (3)
Institutional vision is being studied and emulated by other institutions.

UNDERLYING PHILOSOPHY: TRANSFORMING (3)
Underlying philosophy for blended learning approach towards learning and teaching is mainly situated in encouraging meaningful learning experiences and offering students with a conducive environment allowing for reflection.

RECONSIDERING THE ROLE OF BLENDED LEARNING IN HEIS: TRANSFORMING (3)
The reconsideration of the role of blended learning in the institution is proactive and visionary (anticipating/ preemptive) in essence.

EXPLANATION AND SUPPORTING EVIDENCE
YOUR RESULTS: CURRICULUM

CURRICULUM: TRANSFORMING (3)

The design and implementation of curriculum changes for all programmes in the HEI to take up the affordances of blended learning.

ASSESSMENT: TRANSFORMING (3)

Online learning technologies are used to engage in the assessment tasks; and, there is an alignment between the learning and teaching activities and the assessment. The assessment tasks are designed to take up the affordances of online learning technologies.

EXPLANATION AND SUPPORTING EVIDENCE
YOUR RESULTS: **PROFESSIONAL DEVELOPMENT**

**CONDUICIVE CONDITIONS FOR BLENDED LEARNING PROFESSIONAL DEVELOPMENT: TRANSFORMING (3)**

Conducive conditions for blended learning professional development exist and professional development programmes not only include technical and pedagogical competencies but also establish a deeper understanding of the paradigmatic shift in the nature of learning and teaching created through the adoption of blended learning.

**A NURTURING ENVIRONMENT WITH MENTORING AND PEER COACHING: TRANSFORMING (3)**

The HEI has mentoring and peer coaching programmes for blended learning professional development. Teaching staff are also encouraged to be involved in Communities of Practice within the HEI and across HEIs.

**PROFESSIONAL DEVELOPMENT CULTURE: TRANSFORMING (3)**

Professional development culture permeates all levels within the HEI. Supportive policies and strategies are in place. Ample opportunities are provided for teaching staff to explore innovative practices.

**EXPLANATION AND SUPPORTING EVIDENCE**
YOUR RESULTS: LEARNING SUPPORT

LEARNING SUPPORT: TRANSFORMING (3)
Holistic learning support by not only providing technical and learning skills to learn in a blended learning environment but also supporting students to become active, independent and self regulated learners.

EXPLANATION AND SUPPORTING EVIDENCE
YOUR RESULTS: INFRASTRUCTURE, FACILITIES, RESOURCES AND SUPPORT

INFRASTRUCTURE, FACILITIES AND RESOURCES: TRANSFORMING (3)

Infrastructure and facilities are adequate for both classroom and out of classroom learning and teaching activities, and resources are available and accessible to teaching staff and students. Teaching staff develop and share their digital resources for blended learning.

TECHNICAL AND SERVICE SUPPORT: TRANSFORMING (3)

Technical and service support are provided for teaching staff beyond an ICT Helpdesk; instructional designers and multimedia developers are available centrally and within each faculty to support teaching staff in their blended learning practices.

EXPLANATION AND SUPPORTING EVIDENCE
YOUR RESULTS: POLICY AND INSTITUTIONAL STRUCTURE

POLICY: TRANSFORMING (3)
There is an alignment of blended learning master plan, corresponding policies, specific guidelines and mechanisms that encourage teaching staff to engage in blended learning.

INSTITUTIONAL STRUCTURE: TRANSFORMING (3)
A strong leadership team or task force is in place at the HEI level to push and oversee the blended learning implementation with the support of the specialised centre in the HEI.

EXPLANATION AND SUPPORTING EVIDENCE
YOUR RESULTS: PARTNERSHIPS

INTERNAL PARTNERSHIPS: TRANSFORMING (3)
Besides encouragement and support by the institution for internal partnerships on blended learning, faculty, department and unit leaders and teacher staff are proactive in identifying and building internal partnerships.

EXTERNAL PARTNERSHIPS: TRANSFORMING (3)
Besides long term commitments to external partnerships to support blended learning practices, the external partnerships involve shaping the direction of future blended learning practices.

EXPLANATION AND SUPPORTING EVIDENCE
YOUR RESULTS: RESEARCH AND EVALUATION

RESEARCH: TRANSFORMING (3)

Support for research and development of blended learning is provided by the HEI at all stages of the research project; that is, from the identification of sources of funding and preparation of research proposal to the project implementation and submission of final research report.

EVALUATION: TRANSFORMING (3)

The evaluation of existing blended learning practices and blended learning related policies involves all stakeholders of the HEI to identify the gaps in practices and policies; and there are follow up activities to address the gaps.

EXPLANATION AND SUPPORTING EVIDENCE
NEXT STEPS...

Reflect on blended learning strategies and complete self-assessment

Analyse self-assessment results and identify the stage your institution is at for each sub-dimension

Identify gaps and areas for improvement in the strategies with respect to each sub-dimension, using the UNESCO publication *Blended Learning for Quality Higher Education*

Plan strategically how your institution will address the gaps by developing new strategies or revise existing ones. Consult the recommended resources, and take the self-assessment again at a later stage.
RECOMMENDED RESOURCES

UNESCO RESOURCES

**Blended Learning for Quality Higher Education: Selected case studies on implementation from Asia-Pacific (2016)**
The self-assessment tool is based on this publication, which explains blended learning strategies in detail and showcases regional case studies on blended learning in higher education.

**Futures for ICT and Higher Education: Changes Due to the Use of Open Content (2016)**
Challenges and opportunities brought about by open resources, ICT and blended learning in higher education.

**Building tomorrow’s digital skills – what conclusions can we draw from international comparative indicators? (2018)**
Insights on how public policies can promote digital skills. Best practices from various countries in Asia-Pacific and beyond are also showcased.

**ICT for Higher Education: Case Studies from Asia and the Pacific (2011)**
Best practices from Asia-Pacific on how ICT can be used to enhance quality of higher education.

**Diverse Approaches to Developing and Implementing Competency-based ICT Training for Teachers: A Case Study (2016)**
- Step-by-step references for institutions to develop ICT competency standards and improve overall ICT learning and teaching strategies. - Additional resources can be found here: [http://ictcomp.guide/](http://ictcomp.guide/)

**Positioning ICT in Education to Achieve the Education 2030 Agenda in Asia and the Pacific: Recommendations for a Regional Strategy (2018)**
- To guide implementation of concrete actions that leverage ICT towards achieving Education 2030 agenda. - Related resources can be found here: [https://bangkok.unesco.org/content/asiapacific-ministerial-forum-ict-education-2017](https://bangkok.unesco.org/content/asiapacific-ministerial-forum-ict-education-2017)

**Using ICTs and Blended Learning in Transforming TVET (2017)**
- Insights on how to use ICT and blended learning approaches to transform Technical and Vocational Education and Training (TVET) programmes. This could be useful for adaptation to higher education institutions.

**Developing Holistic Indicators to Promote the Internationalization of Higher Education in the Asia-Pacific (2018)**
Policy brief on the current status of and suggested indicators for the internationalization of higher education.
Education for Sustainable Development Goals (SDGs): Learning Objectives (2017)
Importance of all levels of education in achieving the SDGs.

Guidelines to strengthen qualifications frameworks across the region to promote cross-border mobility and employability

OTHER RESOURCES

Blended Learning Tool Kit
This toolkit offers guidance, examples, professional development and other resources to assist in developing and designing blended learning courses. Users can also enroll in a free MOOC BlendKit Course.

Blended Learning with edX
This self-paced course introduces learners to the principles of blended learning.
Thank you!
Feel free to share your feedback and experiences with colleagues, or with UNESCO Bangkok:
eisd.bgk@unesco.org