

A checklist for successfully implementing Blended Learning

Stage one	
<p>Context</p> <p>First, decide your reasons for blending: <i>e.g. increased access & flexibility / 'improved pedagogy' / motivation / autonomy / collaboration / market reach / student expectations.</i></p>	Why?
Stage two - course design	
<p>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></p>	
Stage three – training	
<p>Supporting the learners and teachers.</p> <p><i>What training will need to be organised?</i></p>	
Stage four - evaluating the blend	
<p>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></p>	

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