What makes a course eligible for the Blended Learning Label?

To be awarded the Blended Learning Label, a course must fulfill the following **formal requirements and five criteria**. The features of the course that fulfill the criteria must be described in the application for the Blended Learning Label and included in the syllabus under "Teaching/learning methods" as information for students. It is assumed, that you will actually implement the measures described in the application form to fulfill the criteria for Blended Learning courses.

Formal requirements

The way classroom units and online phases are organized makes it possible to **confirm fulfillment of attendance requirements** pursuant to the Examination Regulations.

Information on students' required attendance is provided in the syllabus under "Attendance requirements."

Criteria

If you want to apply for a Blended Learning Label for your course, your teaching concept for the course needs to fulfill the following five criteria:

1. Reduced classroom units

Required classroom units are reduced by 30% (minimum) to 50% (maximum) based on weekly credit hours, to make sure that the intensive online phases do not exceed the prescribed student workload. In a typical course of 2 weekly credit hours and 4 ECTS, the classroom units are not 22.5 hours as planned, but only between 11.25 and 15.75 hours. The number of ECTS remains the same overall. The extent to which classroom units are reduced depends on the design of the individual course.

A **description of the extent of classroom units** is to be provided in the application form.

2. Integration (meshing) of classroom units and online phases

Classroom units and online phases are coordinated with regard to teaching methods, contents, and timing and meshed to result in a meaningful, productive combination of all components. This provides students with a consistent and coherent learning experience.

The following information should be provided to students under "Teaching/learning methods" in the syllabus and in the application form:

- a description of the **multi-methodical composition** of the course, i.e. how classroom units and online phases are distributed throughout the semester

- the **function** of both components (imparting knowledge, preparation, advanced study, application and practice, feedback, and reflection)

- the **student workload** defined individually for each online phase as far as possible

3. Instructions for online phases

The teacher provides students with instructional support during the online phases by:

- Providing multimedia **materials** students will need in the digital environment (formats provided may include lecture notes, lecture slides, reading lists, and multi-media recordings), and

- **key activities** (exercises, graded assignments, self-assessment tests) to encourage students' active participation.

A description of **how the online phases are structured** and **which materials and activities** are available is to be provided in the syllabus under "Teaching/learning methods" and in the application form.

4. Feedback to keep students updated on their progress

In guided online phases, feedback gives students the opportunity to check their own level of knowledge and monitor their progress. During online phases, **feedback** is provided on **key activities**, i.e. 1) graded assignments, 2) relevant exercises, or 3) self-assessment tests. Depending on the size of the class and the object of the respective feedback, it can be provided in writing, verbally, or in automated form.

The **type of feedback** provided is described in the syllabus under "Teaching/learning methods" and in the application form.

5. Communicating and interacting with students

The instructor must be available to students during guided online phases to answer questions or assist with solving problems. The instructor provides students with a **communication option** (in real-time or deferred) for **each key activity** students are required to complete during the online phase. The most common options include:

- Real-time communication (chat, online office hours) at a specified time

- Deferred communication (forum, messaging) initiated by the instructor. This can happen on a continuous basis, but responses from the instructor must be provided promptly (within 1-3 working days), or students must be given a pre-determined time period within which they can expect an answer. This is to ensure that students are not hindered in their progress.

The **form** (real-time or deferred) and **mode** (specified time, continuous) of communications during online phases is to be indicated in the syllabus under "Teaching/learning methods" and in the application form.

Contact & Support

More detailed information on applying for the Blended Learning Label as well as the required application form are available online on the WU website under *Digitalisierung in der Lehre* – Blended Learning.

If you have any questions, comments, or suggestions, please contact Barbara Neunteufl:

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