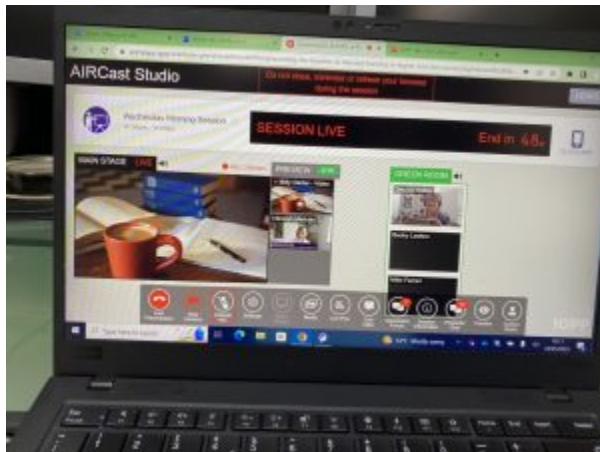


Keynote presentation to 'assessing the benefits of blended learning in HE' policy conference

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The [Institute of Government & Public Policy](#), is based within the Royal Dockland School of Business and Law, University of East London. Their vision is to be a leading influencer and informer in the ongoing public policy development and debate. Through ongoing engagement, "our ethos is based on sharing knowledge and experience and bringing best practices to the fore to the benefit of the public policy-making process and principles". Their digital theme saw the conference set up to respond to the Office For Students Review of Blended Learning, and I was delighted to be invited to give a keynote at the event.



It was fascinating to be hosted on a professional conference platform, with a behind the scenes 'Green Room' for presenters to chat to each other and the organisers and meet the Chair, there was the option of live polls which enabled a lively end to the talk and feed forward to the the main Q&A from the audience. For the authentic learning experience case study, what else! Our Godzilla Mass Casualty Evacuation exercise and filming handover scenarios with our 360 camera for including in the curriculum - shout out to the teams that working on this last year and this year!

Conference briefing:

[Recent research from the Office for Students \(OfS\) highlighted](#) the positive aspects of blended learning in higher education. In their 2022 report, OfS stated 79% of UK university students were satisfied with blended learning. Furthermore, the combination of in-person and online teaching and learning in higher education enables flexibility in physical attendance and allows greater accessibility for students. This supports students who have caring responsibilities and those in need of reasonable adjustments where

exclusive physical or virtual attendance may adversely impact them. Blended learning has been further identified as a new way of bridging the gap in the higher education system by engaging better with underrepresented students.

However, OfS found that 1 in 5 students in 2022 reported dissatisfaction with blended learning. One reason for dissatisfaction is the worry of 'content overload' on some courses where some students reported receiving more content online than is manageable within the working week. The overloading risks reduction in course quality and student satisfaction that should be at the heart of students' journeys in higher education. This highlights the need for conversations around blended learning to understand the ways it can be improved to better support both staff and students.

[Assessing the Benefits of Blended Learning in Higher Education](#) brings together key stakeholders in higher education to learn how to deliver blended learning to maximise the benefit for students and staff and create a more productive, inclusive, and fair environment.

Debbie researches as part of the [Nurses for Long Term Health Research Group](#), and you can follow to group on twitter @N4LTH and Debbie @debbieholley1

<https://www.slideshare.net/debbieholley1/harnessing-the-blend-creating-authentic-learning-experiences>

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