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Dear Prof. Dr. P. J. van Baalen,

We are writing this letter to advise regarding Blended Learning in Bachelor Split on behalf of the FSR Faculteit Economie en Bedrijfskunde. The proposal seems to have been implemented sufficiently to the best of our knowledge. We are supportive of the proposal as stated in the preceding advice from the last years council and are glad that the implementation has went admirably.

Considering each of the various facets of blended learning, most seem to have worked out well.

### **1. Digital Tests:**

First and foremost, the most positive development in the new bachelor programmes is the inclusion of digital tests for bonus points. Almost all courses entail some form of bonus arrangement, giving students the opportunity to improve their grades if they are willing to allocate extra time to studying and testing their acquired knowledge from the programme. We are sufficiently content with this.

### **2. Recorded Lectures:**

Most lectures so far have been recorded according to our knowledge. The first-year courses for Economics and Business Economics in period 1 had all lectures recorded which eases the study process for students. Could you confirm that the policy in the new bachelor programmes is strictly “recording lectures by default”? We are very pleased about these developments and hope that second and third year courses will follow with similar implementation.

### **3. Online Video Clips:**

To our knowledge in some of the first-year courses so far, online video clips were uploaded to blackboard, which we see as a positive development, as it gives students an





alternative source to study from. What we have not seen yet are online clips produced by the professors of the university, as stated in the memo (29<sup>th</sup> September). If the faculty decides to push to achieve this goal, professors need to be supplied with the tools to produce these clips. The CBL needs to supply consultation and a media crew that is equipped with the necessary knowledge, skill, cameras and editing software. We also want to stress that the teaching staff should be compensated for the time needed to make these videos, but also for the increased online administrative burden.

In order to comment on the value of the already uploaded clips, we await to attend the Sounding Board meeting to understand the student's opinion on these clips but it is a positive development to see that it is being initiated.

#### **4. Interactive Tools:**

We are very happy to see that interactive tools like Kahoot and Shakespeak are being used to make the classes more interesting and in our opinion, they have been working extremely well.

#### **5. Canvas:**

As far as our knowledge goes, everything about Canvas is going according to plan and its set out to be implemented this year. We look forward to seeing how it performs.

#### **6. Peer 2 Peer Review:**

Though this is happening in certain courses, we are not yet sure of the efficacy of this measure and will further deliberate upon it in the sounding board group to derive student sentiment on the issue.

In conclusion, the FSR FEB is very pleased with the already implemented proposals from the memo (29<sup>th</sup> September) in the first year of the new bachelor programmes. However, we want to stress that these proposals still need to be implemented in the second year curricula, while some projects, such as online video

clips, still need improvements. Moreover, a detailed evaluation of these new proposals must be done in order to allocate our budget efficiently. The FSR FEB plans on doing this at the





sounding board meeting this week. If there are any questions, do not hesitate to contact us.

On The Behalf of FSR FEB 17-18,

Deval Raj

*CSR-Representative FSR FEB*

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*Chairman E&R committee FSR FEB*