



Faculty Student Council

ECONOMICS AND BUSINESS

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Dear Section Heads,

We are writing this letter on the behalf of the FSR FEB. After a productive meeting with the Blended Learning Coordinator, dr. A. Zand Scholten, we were made aware of the many blended learning tools that are available for course coordinators and other academic teaching staff. From our experience, the implementation of blended learning in courses within our bachelor programmes at the FEB varies immensely. Therefore, we have made a supplement document to this advice (see “BL Supplement for Course Coordinators” attached) that outlines the aforementioned tools and provides instructions and contact details for course coordinators. With this advice we hope to encourage you to distribute the supplement document to all section members in the hope to accelerate blended learning implementation and incentivise course coordinators to make use of blended learning tools.

Blended Learning means combining online and offline educational methods so that they reinforce each other. Online elements are not just added on, or used to replace offline elements. Blended Learning requires that the online and offline methods are carefully selected and designed. The benefits of such measures to the students are abound and the FSR FEB feels that it is great value that this is implemented uniformly throughout the faculty to improve the overall educational experience of FEB Students.

Blended Learning can assist students in grasping the heterogeneity of the courses they study. Certain courses cement upon one another while others are fairly varied. Blended learning can help in the cementing of basic concepts while students transition between these different courses. It can be helpful in motivating students towards studying and practicing more by taking it out of the traditional realms of black and white. By encouraging students to connect with the faculty and the material digitally, it can be used to establish lifelong learning relationships with our alumni. The program can also assist in the activation of students by making the classrooms more interactive and participation oriented. Students will then be



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motivated towards putting in additional hours and engaging with the material. Blended Learning can also aid and facilitate the internationalization of courses by reforming the parallel curriculum and aiding content through the provision of introductory and elaboratory videos. Dealing with a large group of students and still being able to make the class interactive is one of the many positive consequences of blended learning as it induces active learning and on the spot application of that knowledge. It makes it possible for lectures to include summative tests in their respective courses, which in turn will encourage continuous and uninterrupted learning and efforts on part of the student. These advantages combined with the substantial budget made available to this avail, the potential to be tapped is abound.

In conclusion, we hope that you, as section heads, are as eager to make use of these advantages of blended learning. We kindly welcome you to promote the tools in the supplement document to speed up the process of blended learning implementation. We hope that our input is of assistance to you and if there is a need for any further aid and cooperation from the FSR FEB, we are always happy to help.

We look forward to your response to this advice. On The Behalf of FSR FEB 17-18,

Deval Raj

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