COURSE FLEXIBILITY

Opportunities for learners to adjust particular features of the blended learning course, based on their needs and preferences. This includes features such as the selection of learning activities, the selection of resources, the mode of delivery (online/face-to-face activities), pace (educator-paced/self-paced).

Level 1 No flexibility	Level 2 Flexible	Level 3 Adaptive flexible
No deliberate course flexibility.	The course's flexibility is deliberately designed. Its design is based on evidence or experience.	The course's flexibility is deliberately designed. Its design is based on evidence or experience. Continuous quality improvement is deliberately embedded in order to enhance course flexibility.

Implementation Guidelines

Level 2 of the course flexibility dimension (Flexible) states that course flexibility is deliberately designed, based on theory or experience. If in search of more background or examples, Andrade and Alden-Rivers (2019), developed a framework for sustainable growth of flexible learning opportunities. Additionally, the report regarding 'Flexible pedagogies' (Gordon, 2014) and the report 'Flexible Learning' (Universities UK, 2018) show some useful examples to design flexibility.

To obtain maturity level 3 (Adaptive), CQI is embedded to assess and enhance course flexibility on a regular basis. Therefore, quantitative or qualitative user experience accounts from students can be collected to understand how students perceive the course flexibility. These include survey and interviews data, which may be complemented with behavior data from the learning management system (LMS). Applying techniques such as educational data and process mining leads to further insight into the data (Pechenizkiy, 2012).

References

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