



## **Blended Learning and Course Design: Sustainability of University Training Courses**

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### **Abstract**

The combination of distance learning and attending lectures represents a contemporary challenge for universities. In the field of adult education, especially at post-graduate level, it seems necessary to adapt the courses to the new demands of the contemporary society. As a matter of fact, such demands are becoming increasingly complex and diversified in various professional sectors. This paper aims to illustrate how we intend to organise and manage a course in a blended mode. Keeping in mind that there is not a universally valid "recipe", it is possible to build a sustainable course combining distance learning and attending lectures, starting from the axioms of macro and micro planning. This course typology also includes a training course designed for part time students considering their specific needs with respect to teaching and assessment.

Since we are not dealing with online courses, but with traditional university courses enriched by a distance learning section, our aim is to investigate what might be the right balance between cross rules of planning and management, which are necessary for technology-mediated practices, and the autonomy of the individual teacher in planning his/her course. From this point of view, the most ambitious goal is the formulation of a handbook which contains new guidelines for traditional undergraduate and post-graduate courses. These courses intend to assure on one hand shared curriculum planning and the delivery of high quality services and the teacher autonomy on the other. This is meant to promote the educational success of different typologies of learners in relation to the centrality of their training, and the affordances between the user/student and the educational technologies.