

An Abridged Report

Innovating University Teaching Through Blended Learning: Strategies, Tools, and Practices for the
Modern Classroom

IQAC

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1. Introduction

Begum Rokeya University, Rangpur (BRUR), organized an important workshop in June 2025 titled “Innovating University Teaching Through Blended Learning: Strategies, Tools, and Practices for the Modern Classroom.” The workshop was arranged by the Institutional Quality Assurance Cell (IQAC) and focused on helping university teachers understand how to use blended learning in their classrooms. Blended learning means using both face-to-face teaching and online tools to improve student learning. This is now a very important method in higher education worldwide.

The event was honored by the presence of the Vice Chancellor, Professor Dr. Md. Showkat Ali, as the Chief Guest. The keynote speaker was Professor Dr. Mostafa Mahmud Hasan, who is an expert in blended learning and education quality. All young teachers, especially lecturers and assistant professors, took part in this training. The goal was to help them adopt new teaching methods that match the needs of modern students and meet national education quality standards.

2. Purpose of the Workshop

The purpose of this workshop was to introduce blended learning and show how it can improve university education. In today’s world, students need more than just lectures. They need flexible learning options, digital tools, and interactive classes. Blended learning allows teachers to combine classroom activities with online materials. This helps students learn at their own pace and become more active in their studies.

The workshop also explained how blended learning is linked to quality assurance and university accreditation. Using blended methods makes it easier to measure student outcomes and follow the rules set by the Bangladesh National Qualifications Framework (BNQF). Teachers were encouraged to use this method to make their teaching more effective and up-to-date.

3. Remarks by the Chairperson

The Chairperson of the session shared helpful ideas about how education is changing. He compared traditional teaching with outcome-based education and blended learning. In traditional teaching, teachers speak and students listen. But in blended learning, students are more involved. They read materials before class, take part in discussions, and use online tools. He said that this method is more practical and student-centered.

He also stressed that blended learning is a mix of manual (face-to-face) and digital (online) learning. It allows for more flexible, interesting, and interactive classes. If we want our university to improve and meet quality standards, blended learning must be used in all departments. He reminded everyone that accreditation bodies now check how much students are actually learning—not just what teachers are teaching. Therefore, teachers must focus on helping students achieve learning outcomes.



4. Keynote Speaker's Presentation

The keynote speech was delivered by Professor Dr. Mostafa Mahmud Hasan. His talk was full of practical advice, helpful tools, and deep insights. He explained the evolution of teaching and how technology has changed education. He said that blended learning is not just a trend—it is a necessary step for modern universities.

He shared that Bangladesh's education system now uses 10 criteria and 63 indicators to check the quality of teaching. These indicators cover assessment, documentation, student performance, and use of technology. Teachers need to know about these indicators to improve their course design and meet BNQF standards.

Professor Hasan introduced many useful digital tools for blended learning. Some of the tools mentioned were:

- Zoom – for live online classes
- Slido – for live polls and Q&A
- Zoom Whiteboard – for collaborative activities
- Padlet – for group work and brainstorming
- Kahoot – for fun quizzes
- Generative AI tools – for creating personalized learning content

He suggested that teachers make video tutorials and guides to help students use these tools. He also advised teachers to regularly update their digital knowledge and try new teaching techniques. He encouraged teachers to focus on assessment that checks student understanding, not just memorization. This, he said, is the key to improving learning.

5. Chief Guest's Speech

The Chief Guest, Professor Dr. Md. Showkat Ali, gave a powerful and motivating speech. He spoke about how the Fourth Industrial Revolution is changing education. In the past, education was limited to classrooms. Now, it must include online learning and technology. Blended learning allows students to learn from anywhere and anytime.



Dr. Ali said that teachers are the most important people in this change. They must take responsibility to learn new methods, use technology wisely, and prepare students for a fast-changing world. He explained that blended learning is:

- Cost-effective – it saves time and resources
- Flexible – students and teachers can manage time better
- Helpful during crises – such as during the COVID-19 pandemic
- Supportive of remote learning – teachers can even take classes from home
- Useful in reducing session jams – classes can continue even if campuses are closed

He asked everyone to take this change seriously. He also said that teachers must lead by example and guide the next generation with care and responsibility. The Vice Chancellor ended by saying that the university would support teachers in adopting blended learning through training and policy support.



6. Participant Reflections

The young teachers who attended the workshop found it very helpful. Many said they had heard of blended learning before, but now they understood how to actually use it. They appreciated the practical examples, the list of digital tools, and the suggestions for class planning. Some teachers said they would start using Padlet or Kahoot in their own classes.

A few participants also mentioned that they need more training on how to design blended courses and assess students online. They requested that the IQAC organize more workshops, share ready-to-use templates, and create tutorial videos. The positive attitude of the participants showed that BRUR has a strong team of motivated and forward-thinking faculty members.

7. Key Outcomes of the Workshop

This workshop led to several important outcomes:

- Teachers gained a clear understanding of blended learning and its benefits
- Participants learned about national quality indicators and blended learning policies
- Faculty discovered useful digital tools they can use in class
- Teachers agreed to share ideas and materials across departments
- The university leadership confirmed strong support for blended learning
- Teachers showed motivation to adopt outcome-based and technology-driven teaching

These results are very promising for the university's future in higher education improvement and accreditation.

8. Academic and Institutional Value

This workshop was important not only for individual teachers but also for the university as a whole. Blended learning helps students become more independent, think critically, and learn in flexible ways. It also helps universities track student performance, improve course quality, and meet global education standards.

By using blended learning, BRUR can become more modern, student-friendly, and competitive. It also allows the university to prepare for emergencies like pandemics or climate events when classes cannot be held on campus. From a scientific point of view, blended learning is based on research in education, psychology, and technology. It improves student outcomes and helps teachers use their time more effectively.

9. Conclusion and Future Steps

The workshop on “Innovating University Teaching Through Blended Learning: Strategies, Tools, and Practices for the Modern Classroom” was a great success. It was practical, inspiring, and necessary. It helped teachers learn new skills and understand their role in improving education. The Vice Chancellor and keynote speaker both gave strong messages of support, and the participants responded with energy and curiosity.

Moving forward, the university should take the following steps:

1. Arrange regular training sessions on blended learning
2. Create a resource bank of tutorials, tools, and templates
3. Encourage departments to form small blended learning task forces
4. Develop institutional policies that support digital teaching
5. Monitor and share best practices across faculties

With teamwork, leadership, and continued learning, Begum Rokeya University, Rangpur can become a model institution for blended and modern education in Bangladesh.

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