
SPOTLIGHT ON INSTRUCTOR AND TA EXPERIENCES

BLENDED LEARNING ASSESSMENT

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EXECUTIVE SUMMARY

In Spring 2022, Simon Fraser University (SFU) launched a pilot of blended courses to support flexible education. [As defined by the university](#), “Blended courses at SFU have at least one quarter and no more than three quarters of student learning integral to the course occurring in the online environment, replacing in person instruction.” A total of 110 blended courses were offered in 2022.

Blended learning, and particularly the impact of blended course delivery on student learning, has been evaluated across two terms:

- 1) Spring 2022: Pre-course survey of blended learning instructors, a post-course survey of instructors, students and TAs involved in blended learning, and analysis of Student Experience of Teaching and Course (SETC) surveys.
- 2) Fall 2022: Interviews with instructors and TAs who taught blended learning courses, content analysis of course outlines and analysis of Course Experience Surveys (CES).

This report highlights instructor and TA experiences with blended learning.

Overall findings:

- Most instructors had positive experiences with blended learning and would teach a blended course again.
- Instructors experienced an upfront investment of time when preparing to teach a blended course, especially in terms of creating learning objects (e.g. recorded videos, H5P slides). Instructors who taught a blended course more than once expressed that teaching the course for the second time required the same amount of, or less, time to prepare. They experienced reduced ability to make just-in-time changes to learning objects during the term.
- Instructors highlighted numerous pedagogical benefits to blended learning, including creating more ways for students to participate.
- Instructors were divided on whether blended learning made gauging student progress difficult or helped them understand how their students were doing. Some found following up with struggling students challenging due to reduced in-person contact.
- Most interviewed TAs found that TAing a blended course was similar to TAing an in-person course. Some experienced a higher volume of email and marking, due to the greater amount of online learning activities, compared with in-person courses.

1. DATA COLLECTION & METHODOLOGY

A semi-structured interview methodology was employed in Fall 2022 to gain a deeper insight into instructor experience and to follow-up on gaps that had been identified in the BLA surveys. The semi-structured interview design allowed for new or unanticipated insights to emerge.

1.1 SPRING 2022 SURVEYS

Spring 2022 was the first semester of the pilot. The Blended Learning Assessment (BLA) surveys were conducted to capture instructors' experiences with blended courses. They were deployed in two stages. Before the start of the Spring 2022 term, a pre-course survey was deployed (January 4 – 10th) to target the instructors' experiences in preparing to teach a blended course. At the end of the term, post-course surveys were deployed (April 27 – May 15th) to capture instructor perspectives on how the course had unfolded over the semester.

The overall response rate for the pre-course survey is 70% and 74% for the post-course survey (Total invited = 23). Respondents were predominantly from the Faculty of Arts and Social Science, with a limited number from the Faculty of Communication, Art and Technology and the Faculty of Science.

There was also a post-course TA survey. However, due to the low response rate, it is not reported here.

1.2 FALL 2022 INTERVIEWS

Instructor and TA interviews were conducted in Fall 2022 to allow for better understanding of individual experiences with blended learning and to address questions that emerged through the Spring 2022 surveys. 30-minute interviews with a semi-structured protocol were employed. Interviews were conducted online (through Zoom).

The instructor interview pool was comprised of all instructors who taught a blended course in Fall of 2022. The pool was divided into two groups: (1) Instructors who taught blended learning for the first time in Fall 2022, (2) instructors who had taught at least one blended learning course in two or more semesters in 2022, including the Fall 2022 term. Invitations were sent to ten instructors from each group, who were chosen at random. Six instructors from each group responded and were scheduled for an interview. In the end, 12 instructors from the Faculties of Arts and Social Science, Education, and Environment were interviewed.

The TA interview pool was comprised of all TAs for blended courses in Fall 2022. Invitations were sent to 20 TAs, who were chosen at random. 8 responded and were scheduled for an interview. TAs from the Faculties of Arts and Social Science, Environment, and Science were interviewed.

Interviews were transcribed upon completion and then coded in NVivo using an inductive approach, with new codes developed directly from the interview data.

2. RESULTS

2.1 BENEFITS OF BLENDED LEARNING

In Spring 2022 post-course BLA surveys and Fall 2022 interviews, instructors highlighted several pedagogical benefits of blended learning:

- Creating multiple ways for students to participate and engage in the course (i.e. through watching videos, having in person discussions, using online activities).
- Bringing in more outside voices enriches the course (e.g. virtual guest lecturers who would not be able to visit the class in-person).
- Using various mediums to gauge student progress (i.e. Canvas quizzes, discussion boards, in-class discussions).
- Better use of in-person time (i.e. discussion or applying course concepts instead of content delivery).
- Introducing students to online learning resources that they can use in the future.

Instructors also reported that blended learning provided the opportunity to be more creative in their course design and use new tools and methods in their teaching.

“After 9-10 years of teaching multiple sections of this course, it is energizing for me to re-think and design delivery of the course in new ways...I hope to deliver all courses that I teach in the blended model.”

Instructors and TAs also noted that blended learning courses offered them flexibility:

- Blended learning is seen to minimize the risk of transmission of respiratory illnesses by limiting time spent in-person. Some with personal health concerns opted to teach blended courses for that reason.
- TAs reported appreciating the flexibility of accessing course content on their own schedule.

2.2 CHALLENGES OF BLENDED LEARNING COURSES

Results from Spring 2022 post-course BLA surveys and Fall 2022 Instructor interviews are reported together as the same concerns and themes were identified.

Instructors reported that reduced in-person contact with students was a challenge. In courses with few synchronous instructor-student interactions, instructors reported experiencing a lack of connection with students, and similarly heard from students that they wanted more interaction with the instructor.

“The major challenge was lack of contact with students. I missed the real time questions that are part of a F2F lecture class and I also missed the after the lecture questions and interactions with students.”

The following challenges were also noted by instructors:

- Students did not always understand guidelines or expectations

- Group work could be more challenging online than in-person (i.e. reluctance to use cameras when meeting; chunking and compiling pieces of a project rather than collaborating together)

2.3 PRE-TERM: PREPARING TO TEACH A BLENDED COURSE

2.3.1 Course design: blending asynchronous and synchronous course components

On the BLA pre-term survey in Spring 2022, instructors were asked which aspects of their course were going to be offered online and which were going to be offered in-person, and why.

The top five in-person aspects of the course

- Discussion; 52%
- Tutorials or workshops; 52%
- Office hours (1x1 or group); 48%
- Midterms/exams; 43%
- Quizzes; 33%

The top five online aspects of the course

- Office hours (1x1 or group); 90%
- Learning resources (e.g., readings, videos, applications, website links); 90%
- Assignments; 67%
- Asynchronous lecture (video recording); 62%
- Online Discussion or activity (e.g., Canvas forum); 43%

When blending their course, instructors' considerations for in-person learning were:

- To foster student-instructor and student-student interactions
- Provide students with immediate feedback on their learning
- Preserve academic integrity for assessments

Their considerations for online learning were:

- Identifying aspects of the course that were suitable for individual study
- Creating a lasting record of the activity or material (i.e., discussion board comments).

2.3.2 Preparing to teach a blended course

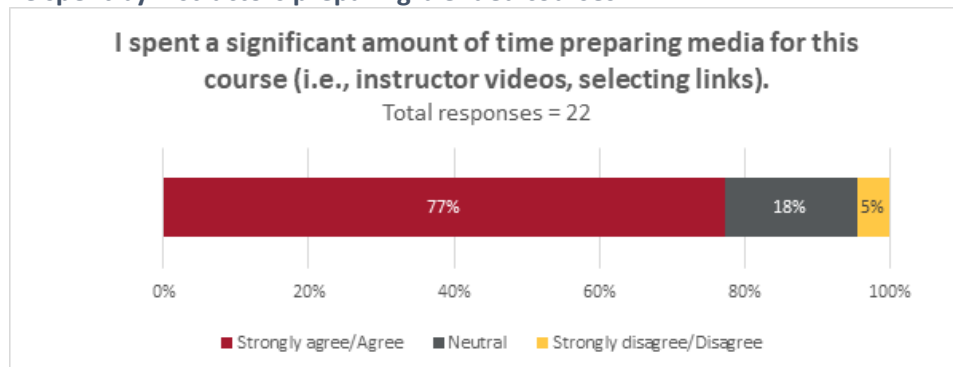
When interviewed instructors discussed how they prepared to teach a blended course, they:

- Created a detailed syllabus with clear Canvas pages for each week of instruction.
- Participated in CEE workshops or cohorts (some during remote teaching).
- Had informal discussions with colleagues who had taught blended courses.
- Attended departmental events focused on blended learning.

In the Spring 2022 post-course survey, over two-thirds of the instructors agreed that they spent a significant amount of time preparing online media. When asked about the typical number of hours they

spent preparing other course components, instructors reported spending more time preparing online than in-person components.

Figure 5: Time spent by instructors preparing blended courses



Some found the resources they created during emergency remote instruction during the pandemic to be useful in preparing their blended course. Many stated that wanting to continue using these resources drove their decision to teach a blended course in the first place.

“I taught this class twice during the pandemic, and I had all these recorded lectures...my first thought was, I have all these lectures. Instead of making a fully online class which I’m not really comfortable with, why don’t I plan to use some of these in the asynchronous environment? Students can access them at their leisure and we can save class time for other things.”

In both surveys and interviews, some instructors expressed that the up-front investment of time involved in designing the course, including creating a bank of video or online resources, would not need to be repeated should they run the course in a blended format again. Interviewed instructors who taught the same blended course more than once found that the second time they delivered the course, the workload was comparable to or less than the first time it was taught.

“There’s a lot more preparation at the front end – but I like that everything’s packaged and ready to go. I have to say that my lectures are much better. It was one of the great benefits of remote teaching – redoing my lectures, making them tighter.”

The amount of time instructors spent preparing depended on how much notice they had that they were going to teach a blended course. Some who chose to teach a blended course had more time and enthusiasm to create varied online and in-person experiences. Others learned that their course would be blended only a few weeks before term started, and felt unable to devote as much time as they would have liked to course prep.

“I felt at a loss to be honest. It seemed like something that was just thought up at the last minute. What am I supposed to do at this hour?”

2.4 DURING TERM: TEACHING A BLENDED COURSE

2.4.1 Instructor time during the course

In the Spring 2022 post-course BLA survey, instructors reported spending, on average, 6.5 hours a week on their course with 4 instructors spending upwards of 10 hours. Those who spent 10+ hours on the course mostly facilitated online activities (i.e., responding to discussion posts).

2.4.2 Gauging student progress

In the Spring 2022 BLA surveys, instructors expressed a concern about students keeping up to date in blended courses.

Interviewed instructors and TAs shared strategies they used to help keep students up to date. These included:

- A well-organized syllabus.
- Detailed weekly checklists on Canvas that helped students know what they needed to accomplish.
- Using online tasks such as H5P interactive slides, ungraded quizzes, weekly reflection pieces or self-assessments as “checkpoints” to ensure that online work would be done well in advance of in-class discussions.

Instructors used a variety of tools and techniques to gauge student progress. Some discussed that blended learning provided them the ability to gauge student progress in novel ways.

These tools included:

- Canvas analytics (i.e. seeing how many students were watching recorded lectures, when they were completing online activities, etc.).
- Reviewing homework exercises submitted online.
- Online discussion boards or forums.

“I can see what they’re submitting on canvas, right...so I can tell if someone is getting behind or doing well...At the same time I get to lecture face to face where I can see in real time whether they’re understanding.”

“The...activities gave me an insight into the working patterns and thinking modalities of students, which I don’t always have in face-to-face classes (some students are very quiet). I feel like I was able to follow them better in their progress.”

Some felt that it was more difficult in a blended course to see how well students were grasping the material. Following-up with students who were struggling was also experienced as a challenge, as it can be more difficult to reach them online than in-person.

“Making sure they watch the lectures. (Just like trying to get students to go to class.) I used H5P questions, but found that the >50% of the students scrubbed to the questions and used trial and error until they got a right answer. That’s a bit discouraging, so I will be using in-class quizzes moving forward.”

“I think compared to teaching in person, it was harder to follow up with students who were struggling. In person I can kind of catch them as they’re going out the door and say, ‘hey, do you have a moment to chat’...But on Zoom they just hit the leave button.”

2.4.3 Adapting the course during the semester to meet student needs

In the Spring 2022 post-course BLA survey, 55% of instructors reported having made changes to the course (i.e., instructional strategies, lesson plans, assessment adjustments) during the term in order to create more opportunities for students to engage with the course material and ensure students remained 'on track' with learning objectives for the course.

They most often made changes to the online course components. Changes they reported making included:

- creating more discussion boards on Canvas
- adding online activities and assignments
- making changes to recorded lectures

Fall 2022 interview participants noted that they are more likely to adapt components such as assessment format or timing, difficulty of assignments, or changes to the reading schedule. These changes did not require a substantial amount of work in the same way re-recording lectures mid-semester would, but did allow them to adapt to student needs.

Some instructors expressed that they found it difficult to make just-in-time changes to recorded lectures or activities in the same manner as they would do in in-person courses:

“Adapting on the fly was very challenging in this format - I used the weekly discussion board posts as one way of meeting this challenge and I also sent out weekly announcements that at times addressed issues that arose during the course, but there isn't the same capacity as you have in a F2F class for changing a lecture in the moment because a question comes up that shifts where you want to put your focus.”

“When we’re in person, I can see when they’re lost or when something seems easy, and I can go faster. And when you’re doing these prerecorded lectures you have no idea where things are, what you need to emphasize. So, I think, not being able to see where my students were during the lecture component...I wasn’t sure where they were, and that was a big thing. I felt like I needed more time with them.”

2.4.4 TA experiences

TAs noted that, compared with in-person courses, they spent more time communicating with the instructor and other TAs. This happened before term to understand how the course was set up, and during the course to ensure consistency among the teaching team.

In general, TAs found that their duties were consistent with those that they would have in an in-person class.

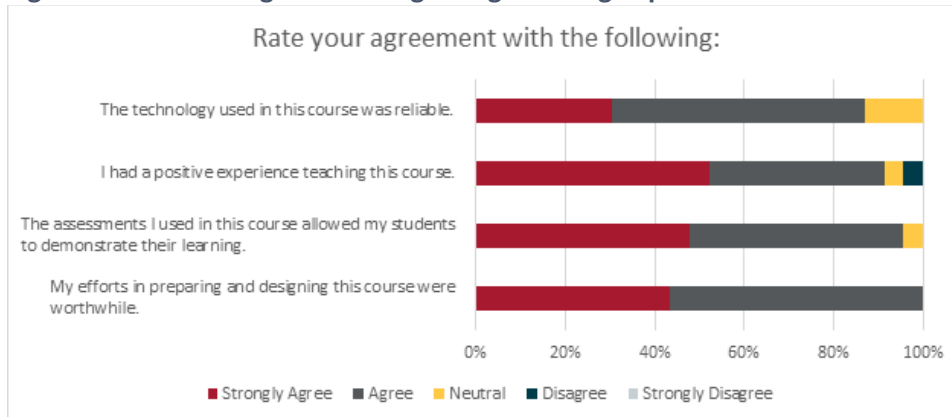
Some expressed that their workload was higher, particularly in cases where there was little or no in-person contact with the instructor.

2.5 AFTER TERM: REFLECTING ON TEACHING A BLENDED COURSE

2.5.1 Overall Experience

In the Spring 2022 post-BLA survey, all respondents indicated agreement with the statement, “My efforts in preparing and designing the course had been worthwhile.” 91% agreed that they had a positive experience teaching their blended course.

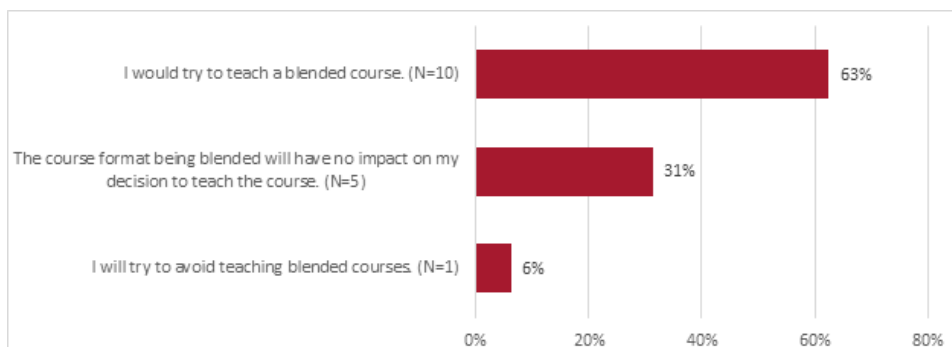
Figure 3: Instructor agreement regarding teaching experience



2.5.2 Teaching a blended course again

Over half of the instructors (63%) who participated in the Spring 2022 post-course BLA survey would try to teach a blended course again. 31% reported that a blended course format will have no impact on their decision to teach a course.

Figure 1: Interest in teaching a blended course again



Instructors and TAs during the Fall 2022 interviews were asked if they would teach another blended course:

- 10 of 12 instructors, and all 8 interviewed TAs, would teach blended courses again.
- 1 would not want to teach a blended course again due to a misalignment between blended learning and their personal teaching style.
- 1 said they could be interested if the remote component of the course could be offered offline (i.e. individual community service).
- TAs expressed a preference for in-person rather than online synchronous tutorials.

Reasons provided for wanting to teach a blended course again include:

- Blended learning's benefits for students (e.g. offering multiple ways for them to participate, serving diverse students' needs)
- The ability to form synchronous connections while also using pre-existing or specifically developed resources that broaden student perspectives.
- The personal or professional development opportunities that came from blended learning.

"It has the ability to support students in lots of different ways. And I think for students who do really well online, it pushes them a bit to be in person. And for those folks who do really well in person, it pushes them to work in different ways. So I see it as...tapping into so many different strengths for students...and stretching them a little bit. And I think that's what teaching is about."

2.5.3 Desired resources

Interviewed instructors and TAs were asked what resources would help them teach a blended course.

Instructors expressed interest in:

- drop-in CEE sessions for blended learning instructors.
- more funding for TAs/RAs.
- more help with learning technology in designing and delivering the course.

TAs also expressed interest in learning technology support, and best practices for interacting with students in the online components of blended learning (e.g. zoom etiquette and camera use, expectations about communication deadlines).

3. APPENDICES

APPENDIX A: BLENDED LEARNING PRE-COURSE SURVEY FOR INSTRUCTORS

Question	
Q1	Which aspects of [course name] will be offered online? Please select all that apply. <ul style="list-style-type: none"> Asynchronous lecture (video recording), Synchronous lecture (in real-time), Online discussion board (e.g., Canvas forum), Learning resources (e.g., readings, videos, applications, website links), Discussion or activity in small groups, Assignments, Quizzes, Midterms/exams, Office Hours (1x1 or group), Tutorials or workshops, Labs, Experiential education component (I.e. fieldwork, community projects), Other _____
Q2	Which aspects of [course name] will be offered online? Please select all that apply. <ul style="list-style-type: none"> Lectures, Seminars, Learning resources (e.g., readings, videos, applications, website links), Discussion or activity in small groups, Assignments, Quizzes, Midterms/exams, Office Hours (1x1 or group), Tutorials or workshops, Labs, Experiential education component (I.e. fieldwork, community projects), Other _____
Q3	How did you decide which aspects of your blended course, [course name], to offer in-person, and which to offer online? (Open comment)
Q4	Reflecting on the number of contact hours in your blended course, how many hours should be online and in-person? <ul style="list-style-type: none"> Online _____, In-person _____
Q5	Besides [course name], is there another blended course you are teaching in Spring 2022? <ul style="list-style-type: none"> Yes, No
Q6	How confident are you with teaching blended course(s)? <ul style="list-style-type: none"> Not confident at all, Slightly confident, Somewhat confident, Fairly confident, Completely confident
Q7	What do you anticipate will be the benefits of teaching a blended course for yourself as an instructor, compared to non-blended courses (fully in-person or fully online)? (Open comment)
Q8	What do you anticipate will be the challenges of teaching a blended course for yourself as an instructor, compared to non-blended courses (fully in-person or fully online)? (Open comment)
Q9	What do you anticipate will be the benefits of taking blended courses for your students, compared to non-blended courses (fully in-person or fully online)? (Open comment)
Q10	What do you anticipate will be the challenges of taking blended courses for your students, compared to non-blended courses (fully in-person or fully online)? (Open comment)
Q11	Did you use any of the following resources or supports in designing your blended course? <ul style="list-style-type: none"> Center for Educational Excellence (CEE) offering/resources, Course buy-out from Department or Faculty, Department or Faculty resources, External to SFU resources, Other _____
Q12	Which CEE offering(s) did you access? (Piped question: if CEE offering/resources selected above)

	<ul style="list-style-type: none"> CEE website, Single session blended learning workshop(s), 10-week long Blended Learning Design Course, 2021 Symposium on Teaching and Learning, Individual consultations with CEE staff
Q13	Reflecting on your experience over the 10-week long CEE Blended Learning Course, what aspects did you find to be the most useful? (Open comment) (Piped question: if 10-week long CEE Blended Learning Design Course selected above)
Q14	Reflecting on your experience over the 10-week long CEE Blended Learning Course, was there anything you found to be ineffective, redundant or unhelpful? (Open comment) (Piped question: if 10-week long CEE Blended Learning Design Course selected above)
Q15	What could SFU or your Department provide to better support you in designing or teaching blended courses? (Open comment)

APPENDIX B: BLENDED LEARNING POST-COURSE SURVEY FOR INSTRUCTORS

Question	
Q1	Please name one blended course you taught in Spring 2022 (e.g., Math 250). You will have the opportunity to describe your experience in other blended courses later in the survey. (Open comment)
Q2	Typically, for [course name], how many hours a week did you spend time doing the following? <ul style="list-style-type: none"> Face-to-face instruction ____, Face-to-face facilitation of activities (i.e., discussions, group work) ____, Face-to-face office hours ____, Online instruction (real-time lectures) ____, Online facilitation of activities (i.e., responding to posts) ____, Online office hours ____, Other ____
Q3	Regarding [course name], please state your agreement with the following. (Scale = Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) <ul style="list-style-type: none"> I had a positive experience teaching this course, My efforts in preparing and designing this course were worthwhile, The technology used in this course was reliable, The assessments I used in this course allowed my students to demonstrate their learning, I spent a significant amount of time preparing media for this course (i.e., instructor videos, selecting links)
Q4	Compared to a non-blended course (fully face-to-face or fully online), which statement best describes your experience in [course name]? <ul style="list-style-type: none"> I was able to gauge my students' progress throughout the course, I was able to gauge my students' progress sometimes throughout the course, I had a difficult time gauging my students progress
Q5	In [course name], how did you gauge your students' progress? <ul style="list-style-type: none"> Online ____, Face-to-face ____, Other ____
Q6	Did you make changes to [course name] (i.e., instructional strategies, lesson plans, assessment adjustments) during the term? <ul style="list-style-type: none"> Yes, No

Q7	Describe the change(s) you made and why? (Open comment)
Q8	Some instructors find that teaching a course in a new format for the first time can be a lot of work. Now that you've taught [course name] once in the blended format, do you anticipate that the workload for teaching this course again in a blended format will be: <ul style="list-style-type: none"> • Greater than teaching it face-to-face, The same as teaching it face-to-face, Less than teaching it face-to-face
Q9	Please explain your response to the above question. (Open comment)
Q10	Some instructors find that teaching a course in a new format for the first time can be a lot of work. Now that you've taught [course name] once in the blended format, do you anticipate that the workload for teaching this course again in a blended format will be: <ul style="list-style-type: none"> • Greater than teaching it online, The same as teaching it online, Less than teaching it online
Q11	Please explain your response to the above question.
Q12	Besides [course name], is there another blended course you instructed in Spring 2022? <ul style="list-style-type: none"> • Yes [loop back to Q1], No
Q13	Which statement best describes you: If given a choice, <ul style="list-style-type: none"> • I would try to teach a blended course, The course format being blended will have no impact on my decision to teach the course, I will try to avoid teaching blended courses
Q14	Given your experience teaching a blended course in Spring 2022, how confident are you about teaching another blended course? <ul style="list-style-type: none"> • Completely confident, Fairly confident, Somewhat confident, Slightly confident, Not confident at all
Q15	What were the benefits of teaching a blended course for yourself as an instructor, compared to a non-blended course (fully face-to-face or fully online)? (Open comment)
Q16	What were the challenges of teaching a blended course for yourself as an instructor, compared to a non-blended course (fully face-to-face or fully online)? (Open comment)
Q17	What were the benefits of taking a blended course for your students, compared to a non-blended course (fully face-to-face or fully online)? (Open comment)
Q18	What were the challenges of taking a blended course for your students, compared to a non-blended course (fully face-to-face or fully online)?
Q19	What advice would you give other instructors designing or teaching a blended course?
Q20	What could SFU or your academic unit provide to better support you in teaching blended courses?

APPENDIX G: FALL 2022 INTERVIEW PROTOCOLS

Instructor Interviews

Preamble

Thank you so much, again, for taking the time to speak with us today. My name is {name} and I work as part of the Learning Experiences Assessment and Planning team. We are looking to get a better

understanding of how blended learning courses at SFU are working, and importantly how they are impacting student learning, so your experience is very valuable to us.

Today we'll be working through some questions surrounding your experiences as a blended learning instructor. Before we get started with the questions, I just wanted to double check with you that you are for me to record this interview? This will help us to make a transcript of our interview later. [Confirm consent].

Great, do you have any last questions before we get started?

Our first questions will largely focus on the overarching details of the blended learning courses you have taught to help give us a bit of context for some details we will discuss later in the interview.

Introductory Questions – History of Blended Learning

- Can you confirm that you taught [insert course name] in a blended format in Fall 2022?
 - [If they've taught multiple, confirm other courses they've taught blended and when]
- For [course name, Fall 2022 BL course], could you describe how you delivered the course in the blended format?
 - Which activities were delivered remotely?
 - Which activities were delivered face-to-face?
 - What brought you to teach a blended learning course?
 - What worked well for you and your students?
 - *Probe to make sure we understand both what worked for THEM and the STUDENTS*
 - What would you change in the future?
 - *Probe to make sure we understand both what was challenging for THEM and the STUDENTS*

Questions on most recent experience

Student Learning

- Did your students find it difficult to keep up with the course?
 - [If yes] What course components or activities did you find were most difficult for your students to keep up-to-date on?
 - Are there any strategies you used to encourage students to stay up to date?
- How did you gauge student progress in the course? (*Probe: Online, face-to-face, other*)?
 - Did you notice any differences in gauging student progress in a blended format as opposed to a fully remote or fully face-to-face course?

Preparation

- [If this is a course they have taught in a blended format before] Could you tell me a bit about how you prepared to deliver this course in Fall 2022?
 - How did your preparation for this term compare to how you prepared the first time you taught this course in a blended format?
 - If you were to teach this course in a blended format again, what would you do to prepare?
- [If this is a course they have not taught in a blended format before] Could you tell me a bit about how you prepared to deliver this course?
 - Now that you've taught [course name] in a blended format, what do you anticipate your preparation would look like if you were to teach this course in a blended format again?
- What resources did you use in preparing for this course?
 - *Can prompt with CEE resources, websites, colleagues, etc.*
- What resources or other forms of support could the university or your department provide?

Changes to Course

- We're curious about the ability to adapt courses to student needs in the blended environment. Did you make any changes to [course name] during the term?
 - Could you tell me a bit more about the changes? (*Probes: Why did you make these changes? What impact did they have?*)

Comparative Questions – How did experiences differ

Specific comparative question

- Thinking about your current experience teaching [course name] and your past experiences teaching blended courses, were there any key differences you would like to highlight?

General questions

- If given the option, would you teach a blended course again? Why or why not?
- Do you have any other comments on your experiences teaching blended learning?

TA Interviews

Preamble

Thank you so much, again, for taking the time to speak with us today. My name is {name} and I work as part of the Learning Experiences Assessment and Planning team. We are looking to get a better understanding of how blended learning courses at SFU are working, and importantly how they are impacting student learning, so your experience is very valuable to us.

Today we'll be working through some questions surrounding your experiences as a blended learning TA. Before we get started with the questions, I just wanted to double check with you that you are for me to record this interview? This will help us to make a transcript of our interview later. [Confirm consent].

Great, do you have any last questions before we get started?

Our first questions will largely focus on the overarching details of the blended learning courses you have been a TA for, to help give us a bit of context for some details we will discuss later in the interview.

Introductory Questions – TA History

- Confirm what course they were a TA for in Fall 2022 – how many students in the course, how many did you work with?
- Have you been a TA before Fall of 2022?
 - If yes, which courses have you been a TA for? What was the delivery modality of those courses (online, blended, face-to-face)?
- For [course name, Fall 2022 BL course], could you describe the format of the course?
 - Which activities were delivered remotely?
 - Which activities were delivered face-to-face?
 - What were your main tasks as a TA? (e.g. leading tutorials or labs, mark exams, write exams, 1:1 support to students, office hours, manage Canvas or other online learning tools)
 - What worked well for you and your students?
 - What would you change in the future?

Student Learning

- Did your students find it difficult to keep up with the course?
 - [If yes] What course components or activities did you find were most difficult for your students to keep up-to-date on?
- Do you have any other comments surrounding student learning in blended courses?

Workload and preparation

- Could you tell me a bit about how you prepared to TA for this course in Fall 2022?
 - [If they have TA's previously] How did your preparation for this term compare to how you prepared other TA experiences you've had?
 - If you were to TA for a course in a blended format again, what would you do to prepare?
- What resources or other forms of support could the university or your department provide?
- Do you have any other comments about preparing to TA in blended learning courses?

General questions

- If given the option, would you be a TA for a blended course again? Why or why not?
- Do you have any other comments on your experiences as a TA for blended learning courses?