Teachers see many **opportunities** for blended education. **Challenges** are mostly regarding **motivating students** to do asynchronous learning activities and to **learn more with and from each other** about digital didactics.

What's on teachers' minds? Teachers' helping and hindering beliefs about blended education

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Introduction

- Blended education: education focused on students and activation.
- Alignment with teacher beliefs/conviction (logical levels)
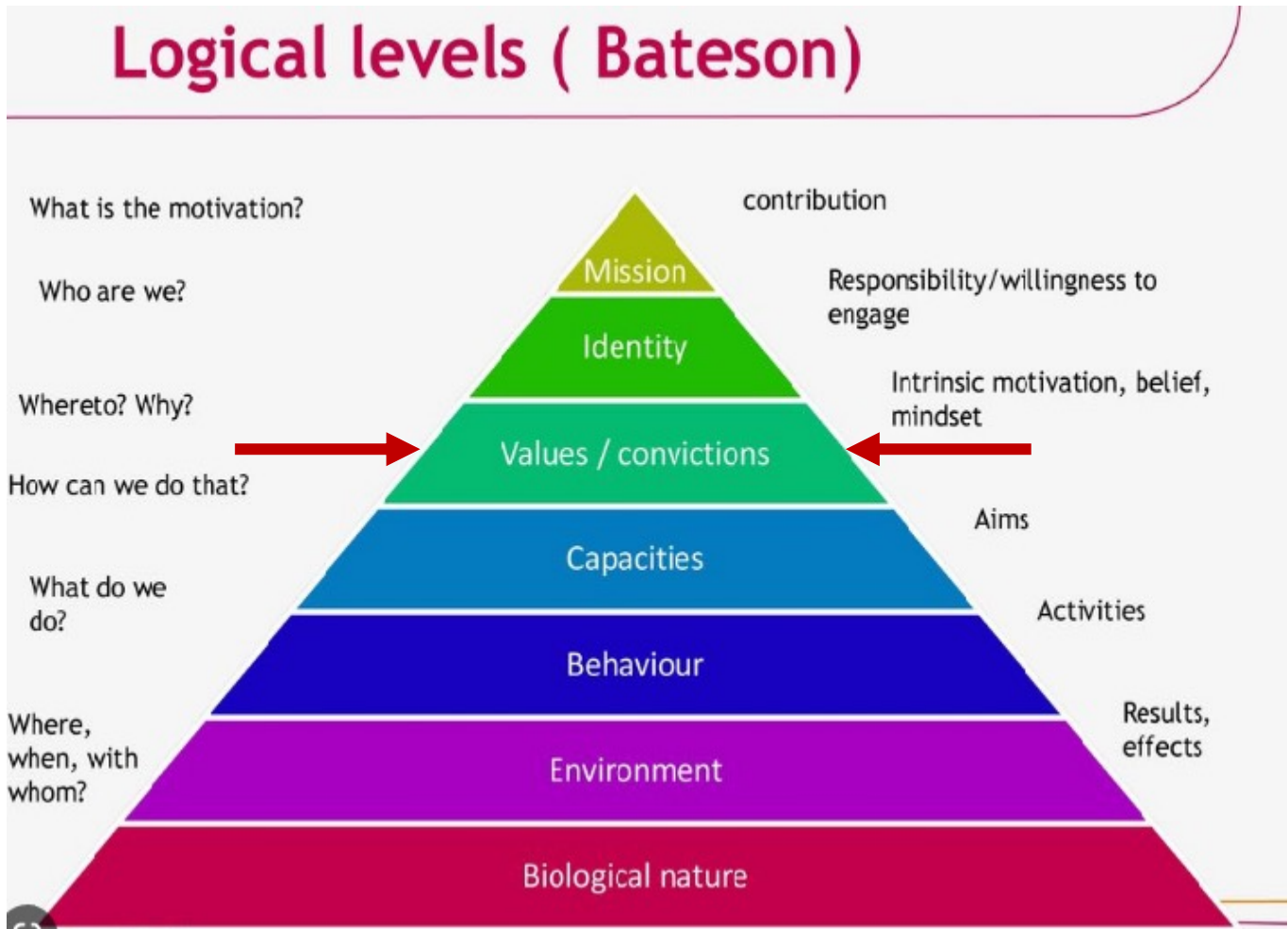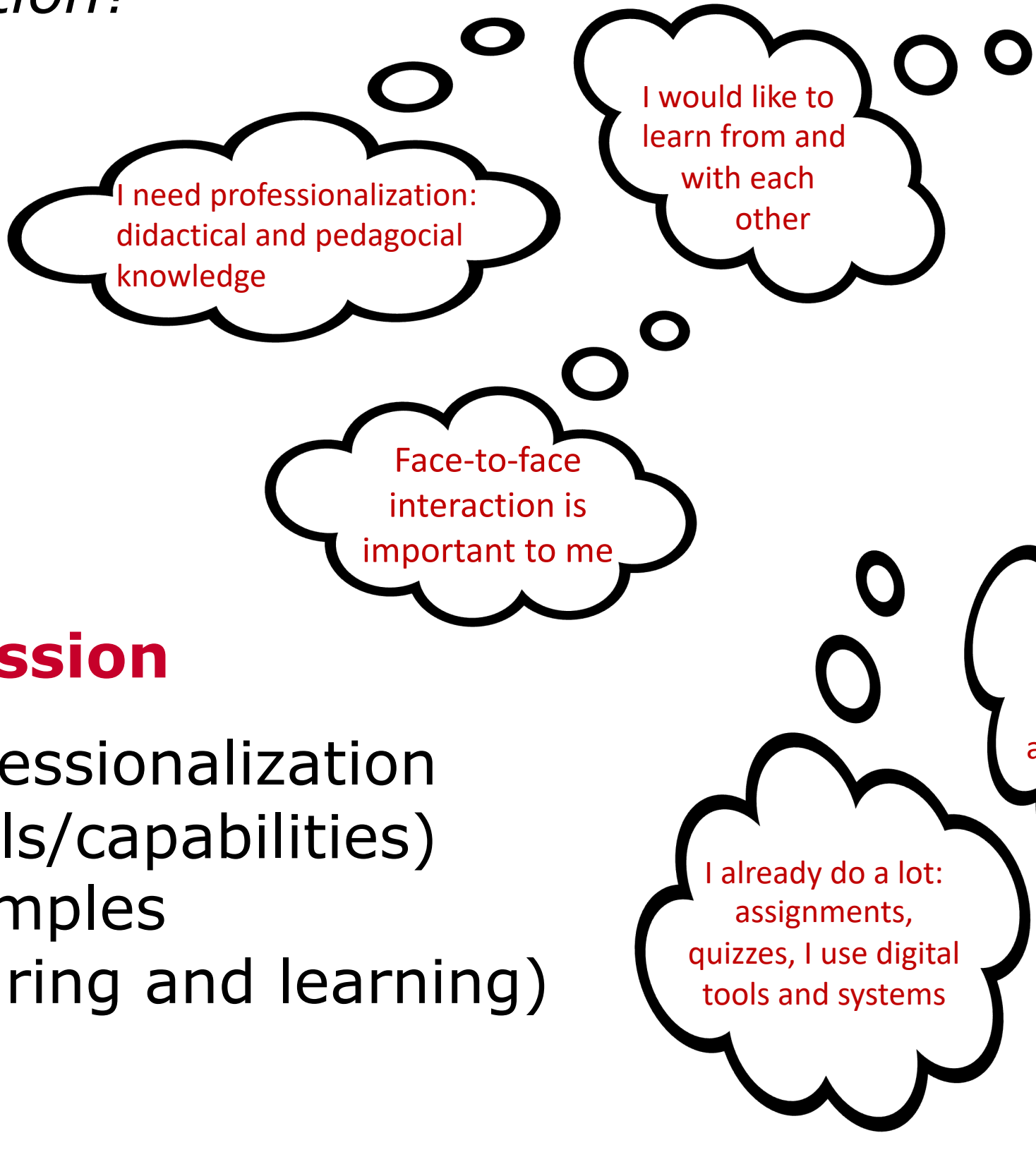- Unified Theory of Acceptance and the Use of Technology (UTAUT2 model).

Main research question

Which helping and hindering beliefs do teachers have regarding blended education?

Discussion

- Professionalization (skills/capabilities)
- Examples (sharing and learning)

Results

More variation possible, but it is not new for me

I love educating students

Logical levels (Bateson)

Digital interviews (*N* = 15)

I need professionalization: didactical and pedagogical knowledge

I would like to learn from and with each other

Face-to-face interaction is important to me

It is difficult to motivate students to do asynchronous activities

I feel support, but I also need time

I already do a lot: assignments, quizzes, I use digital tools and systems

Blended education using digital tools?!

Table 1: Characteristics participants

Participant	Gender (Female/Male)	Age (in years)	Teacher experience		Educational study
P1	F	53	5-10	years	1
P2	M	55	5-10	years	1
P3	M	33	5-10	years	1
P4	M	24	0 - 5	years	2
P5	M	59	15-20	years	2
P6	M	39	5-10	years	2
P7	F	39	5 10	years	3
P8	F	63	40-45	years	3
P9	M	53	5 10	years	3
P10	M	34	10-15	years	4
P11	M	53	0-5	years	4
P12	M	27	0-5	years	4
P13	M	32	5-10	years	5
P14	M	50	15-20	years	5
P15	F	48	20-25	years	5

Note: The category 'Education study' includes five different studies in the technological domain.

Categories	Items	# Positive quotes	# Negative quotes	Examples of quotes
Added value	Added value for teachers	10	6	*"When you do things outside the classroom, you can enrich students' entire learning experience."*
	Added value for students	**64**	12	
	It has added value/can be used	**71**	14	*"There is less attention for one-to-one contact, the human contact between teacher and student."*
	Feeling urge of necessity	10	7	
Didactical, pedagogical, and technological abilities	Didactical/pedagogical abilities	5	**44**	*"The hardest part is to motivate students. How do you get students active? That's what I'm running into."*
	Technological abilities	11	**19**	
	Feeling/having support	**19**	**19**	*"Making screencasts, I've little problems with that."*
Intrinsic motivation	It is fun to do	22	2	*"That makes me excited."*
	It happens automatically/ it is a habit	25	5	*"Blended, I've always done that, I'm always looking for that."*
Social influence of the organization and colleagues	The academy and organization require it	15	10	*"I hear from colleagues what works well."*
	Colleagues do it as well	**28**	9	*"I don't think many teachers in our team use blended education."*
Effort	It takes time	9	**20**	*"It is a lot of work to make a good recording. It takes much effort."*
	It takes energy	5	10	*"I'm now benefitting from it. At this moment, it doesn't take any time for preparation anymore."*
	Cost-benefit analysis	**19**	11	

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