

DARE is inspired by the Carpe Diem Design Approach by Gilly Salmon and adapted based on insights of (re)designing over 100 blended courses.



Except where otherwise noted this presentation is available under a Creative Commons Attribution 4.0 international license. Please attribute Delft University of Technology.

Icons by Phosphor Icons, MIT license

DARE

DARE & embed⁺

European Maturity Model
for Blended Education



Wiebe Dijkstra

Learning Developer

Teaching and Learning Services

TU Delft

DARE

Delft Approach for (Re)designing Education

What is DARE?

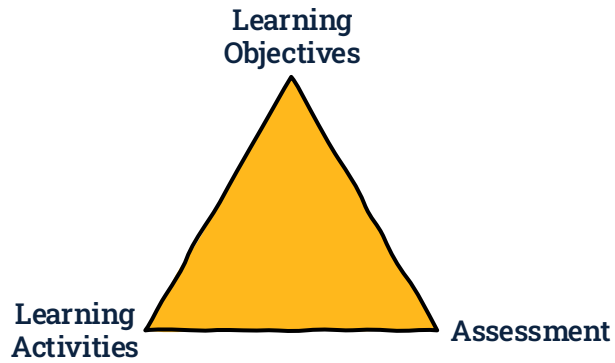
- **Course Design:** Design (blended) campus courses
- **University:** Developed for university course (bachelor/master)
- **Step-by-step:** step by step approach for developing education
- **Modular:** use the elements you need
- **Team based:** always in design teams
- **Open access:** all materials are open access

Credits where credits due:

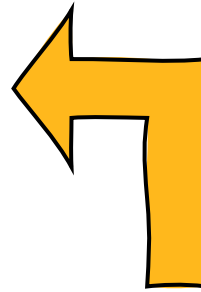


Gilly Salmon's
Carpe Diem

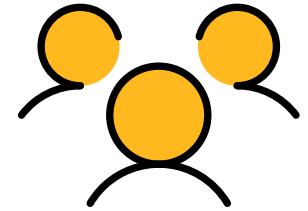
Educational principles



**Constructive
Alignment**



**Backward
design**



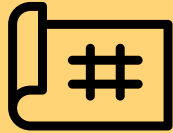
**Team
based**

The 8 steps of DARE

Kick-Off



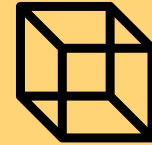
Blueprint



Storyboard



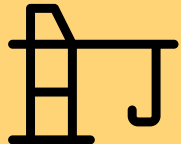
Prototypes



Planning



Development



Run



Evaluation

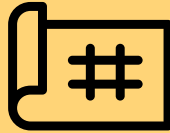


The 8 steps of DARE

Kick-Off



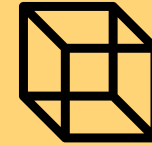
Blueprint



Storyboard



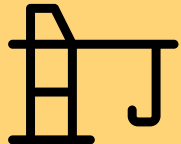
Prototypes



Planning



Development



Run



Evaluation

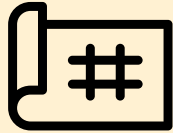


The 8 steps of DARE

Kick-Off



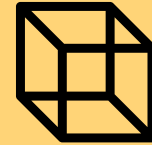
Blueprint



Storyboard



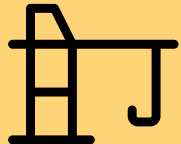
Prototypes



Planning



Development



Run



Evaluation



The blueprint lays out the
essential and aspirational
aspects of the course.

Elements of a blueprint

Mission statement

Look and feel

Title

Mastery

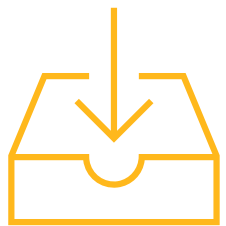
Target audience

Learning objectives

Position in curriculum

After one year

Improvements last year



Suggestion
box

Bloom's Revised Taxonomy for Learning Objectives

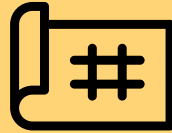
REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
To repeat or list information ¹ or procedures ²	To explain, paraphrase, organise, or exemplify information ¹ or procedures ²	To apply procedures ² , theories or skills to a known or similar situation ³	To break a complex situation ³ into parts or clusters ⁴ , and/or to identify what procedures ² , ideas ⁷ or relationships are applicable.	To assess information ¹ , procedures ² , tools, processes, skills, and/or products ⁵ on their quality ⁶ and/or significance in order to reach a conclusion, advice, decision, or proof.	To create original ideas ⁷ , procedures ² , tools, or products ⁵
¹ Information e.g. facts, terms, definitions/concepts, ideas, theories ² Procedures e.g. formulas, techniques, procedures, methodologies, rules, experiments, analyses ³ Situations e.g. problem, experiment, data, process, research question, literature, list of specifications, computer program, or other information			⁴ Parts or clusters e.g. causes and consequences, advantages and disadvantages, motives, stakeholders, and relations ⁵ Products e.g. computer programs, designs, data, products, list of specifications, literature ⁶ Quality e.g. reliability, validity ⁷ Ideas e.g. ideas, theories, hypotheses, opinions, research questions		
Example	Example	Example	Example	Example	Example
The student is able to list the steps in the following methods of analysis: interpolation and classification.	The student is able to explain the movement of bony segments of the human skeleton system.	The student is able to calculate the shear and bending moment resistance of pre-stressed concrete structures.	The student is able to derive equations describing the steady-state performance of the vehicles discussed during the course.	The student is able to evaluate the quality of the collected data.	The student is able to design systems engineering solutions through the use of requirements analysis and conceptual designs.
Verbs	Verbs	Verbs	Verbs	Verbs	Verbs
Reproduce: Duplicate, List, Repeat, Reproduce Find/identify in e.g. a figure: Identify ^{UN} , Label, Locate, Name, Recognise, Recall	Give explanation: Discuss ^{UN, EV} , Explain ^{EV} Give examples: Give examples, Illustrate ^{AP, CR} In other words: Define, Paraphrase, Rephrase, Restate, Summarise Organise information Categorise ^{AP, AN} , Compare ^{AN} , Contrast ^{AN} , Order ^{AN} , Organise ^{AP, AN}	Apply general: Apply, Administer, Develop ^{CR} , Employ, Perform, Use, Implement, Make use of Apply knowledge: Categorise ^{UN, AN} , Link ^{AN} Apply specific procedures/skills: Assemble, Calculate, Compile ^{CR} , Correlate ^{AN} , Construct ^{CR} , Evaluate, Experiment ^{CR} , Illustrate ^{UN, CR} , Interview, Simulate, Solve ^{AN, EV, CR}	Analyse in general: Analyse, Appraise ^{EV} , Estimate, Examine, Inspect, Investigate, Research, Simplify ^{CR} , Solve ^{AP, EV, CR} Divide: Breakdown, Categorise ^{UN, AP} , Discriminate, Dissect, Divide, Isolate, Prioritise ^{EV} , Order ^{UN} , Organise ^{UN, AP} Arguments (one sided): Criticise ^{EV} , Debate ^{EV} , Discuss ^{UN, EV} , Focus, Highlight, Motivate, Point out, Reason ^{EV} Relationships: Compare ^{AN} , Contrast ^{AN} , Correlate ^{AP} , Infer ^{EV} , Link ^{AP} , Model ^{CR} , Rank, Relate, Reorganise Select applicable procedure/theory/skill: Choose ^{EV} , Identify ^{UN} , Model, Select ^{EV} , Simplify	Taking into consideration: Consider, Deduct, Reason ^{AN} , Value Working towards a conclusion: Appraise ^{AN} , Assess, Award, Evaluate, Grade, Mark, Rate, Reason ^{AN} , Score, Solve a problem ^{AP, AN, CR} Reaching a conclusion: Advise, Choose ^{AN} , Conclude, Decide, Determine, Judge, Prioritise ^{AN} , Select ^{AN} Defending a conclusion* (or not): Argue, Convince, Criticise ^{AN} , Debate ^{AN} , Disprove, Dispute, Influence, Justify, Persuade, Prove, Reason ^{AN} , Recommend, Support, Validate Discuss consequences/significance of conclusion: Discuss ^{AN, UN} , Explain (results, consequences for stakeholders, society, etc.) ^{AN} , Induce, Infer ^{AN} ,	Make something new: Compose, Create, Design, Develop ^{AP} , Discover, Experiment ^{AP} , Invent, Plan Change something: Adapt, Change, Innovate, Modify, Reframe, Revise, Simplify ^{AN} , Substitute, Transform Add something: Add to, Elaborate, Extend Improve something: Improve, Maximise, Minimise Combine some things: Combine, Compile ^{AP} , Integrate New ideas: Formulate, Hypothesise, Originate, Propose, Speculate, Suggest, Theorise Construct: Construct ^{AP} , Illustrate ^{UN, AP} , Draw, Visualise Other: Model ^{AN} , Solve ^{AP, AN, EV} , Program
^{UN, AP, AN, EV, CR} Some verbs can be used in multiple levels of the taxonomy. This is indicated with the superscripts: UNderstand, APply, ANalyse, EValuate or CReate. The verbs used in this document are a selection of the possibilities. You can also use other verbs.					
Products	Products	Products	Products	Products	Products
Definition Fact Label List Collection Reproduction Quotes	Categorisation Examples Explanation Outline Interview Summary Devise a wiki entry	Demonstration Role play Simulation Use formulas, programs, rules, procedure, techniques Calculation Illustration Interview Performance Presentation	Abstract Analysis of a case/situation Case presentation Chart Checklist Discussion of the (quality of) results Survey Graph Observation of professional practice Peer feedback Report Spreadsheet Survey	Advise Case presentation Comment Conclusion Discussion/debate Essay Evaluation Judgement Opinion Recommendation Report Review Verdict	Computer program Design plan/ blueprint/ scheme/drawings Exam questions Game Paper Plan Portfolio Project Prototype Research proposal
 This work is licensed under a Creative Commons Attribution 4.0 International License . Please attribute Liesette Harting , Sardine Apthian & Wesley Dijkstra , Delft University of Technology. If you have any feedback please contact the authors. Version: May 2023					
					

The 8 steps of DARE

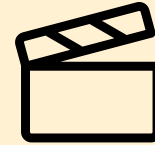
Kick-Off



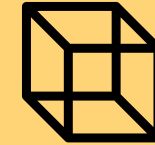
Blueprint



Storyboard



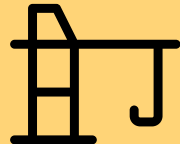
Prototypes



Planning



Development



Run



Evaluation



Storyboarding means
visually representing a
process that you can later
build.

Programming Foundations



Visualizations

- Visualizing data using charts, graphs, and tables.
- Visualizing the flow of data and the execution of a program.
- Visualizing the state of a program at different points in time.
- Visualizing the execution of a program using a debugger.

Loops

- Repeating a block of code multiple times.
- Using loops to iterate over a collection of data.
- Using loops to perform a task repeatedly.

Functions

- Reusing a block of code to perform a specific task.
- Organizing code into reusable blocks.
- Improving the readability and maintainability of code.

Variables

- Storing data in memory.
- Using variables to represent data in a program.
- Changing the value of a variable over time.

Flow control

- Controlling the flow of execution in a program.
- Using conditional statements to make decisions.
- Using loops to repeat a block of code.

Week 2

Visualizations

- Visualizing data using charts, graphs, and tables.
- Visualizing the flow of data and the execution of a program.
- Visualizing the state of a program at different points in time.
- Visualizing the execution of a program using a debugger.

Loops

- Repeating a block of code multiple times.
- Using loops to iterate over a collection of data.
- Using loops to perform a task repeatedly.

Functions

- Reusing a block of code to perform a specific task.
- Organizing code into reusable blocks.
- Improving the readability and maintainability of code.

Variables

- Storing data in memory.
- Using variables to represent data in a program.
- Changing the value of a variable over time.

Flow control

- Controlling the flow of execution in a program.
- Using conditional statements to make decisions.
- Using loops to repeat a block of code.

ce informed principles

- Principle 1: ...
- Principle 2: ...
- Principle 3: ...
- Principle 4: ...
- Principle 5: ...
- Principle 6: ...
- Principle 7: ...
- Principle 8: ...
- Principle 9: ...
- Principle 10: ...

Having the theoretical body, they are able to apply and use the theory well. I can't say, however, that it's all right.

Solve exercises (continue) small planable.





Out-of class



Video



Discussion board



Assignments



Interactive courseware



Peer feedback



Concept Mapping



Read a chapter



Online quiz



Online brainstorm



Collaborative writing



Portfolio



Student generated content



In-class



Explanation



Lab work



Textbook assignments



Student polling



Student presentations



Game/simulation



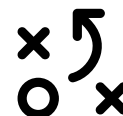
Peer instruction



Guest lecture



Fieldtrip



Modeling



Discussion (face-2-face)



One minute paper

Evidence informed principles



Activate prior
knowledge



Provide clear,
challenging
instruction



Use (worked)
examples



Words

Combine
words and
images



Use active
learning
strategies



Check for
under-
standing



Provide
scaffolds



Space
practice
over time

A B C
A C B
B A C

Interleave
with
strategies



Assessment
as learning
strategy



Feedback that
stimulates
thinking



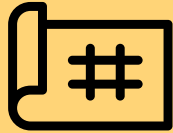
Teach effective
learning
strategies

The 8 steps of DARE

Kick-Off



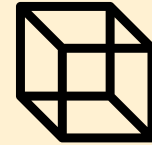
Blueprint



Storyboard



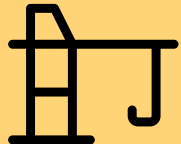
Prototypes



Planning



Development



Run



Evaluation



A prototype is an early sample or model of a learning activity built to test or evaluate an idea.

Prototype template

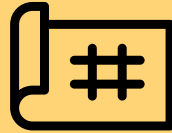
Title
Goal
Activity type
Short description
Task
Spark
Feedback
Duration

The 8 steps of DARE

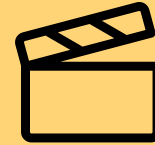
Kick-Off



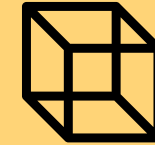
Blueprint



Storyboard



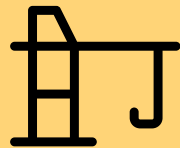
Prototypes



Planning



Development



Run



Evaluation



Action List

[illegible]

Excel Template

MS Plannerboard Template

Group by Bucket Filter List **Board** Charts Scheduler

Week 1

+ Add task

Text

☐ Introduction text



 01/12 

Video Online

☐ Video to introduce topic

☐ Write script

☐ Prepare slides

☐ Review

☐ Record

 0 / 4

F2F Slides

☐ Lecture slides

Week 2

+ Add task

Text Online

☐ Introduction text for the week

F2F Example

☐ Example illustrating content

F2F Slides

☐ Slides lecture 2

Week 3

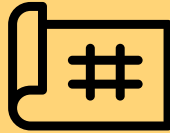
+ Add task

The 8 steps of DARE

Kick-Off



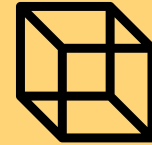
Blueprint



Storyboard



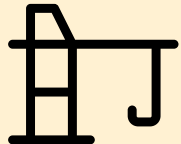
Prototypes



Planning



Development



Run



Evaluation



Select a part of your Course

Select a part of your Course

Select a preferred media type

All Media Types

Effort to do it yourself

All efforts

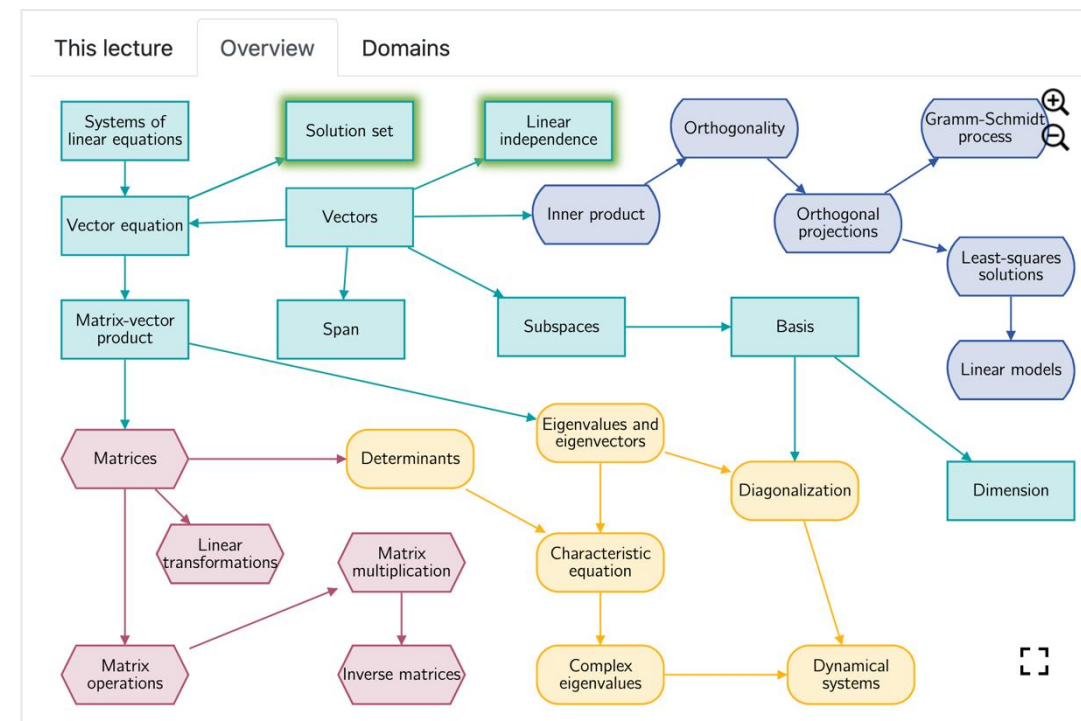
NMC project size estimation

Small (★) - Large (★★★)

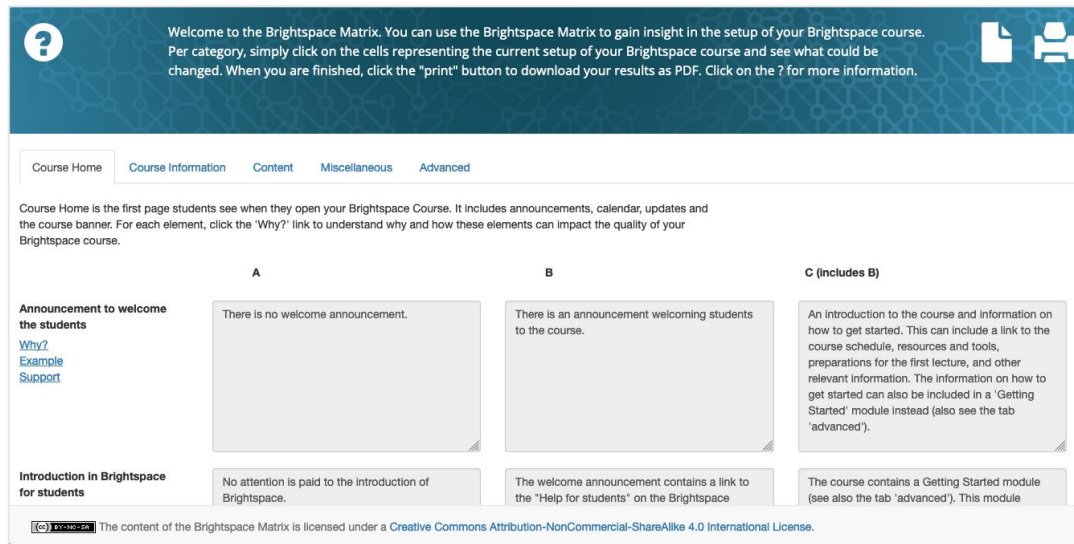
Search

Q

Enhance your course
with multimedia



Course Graph Builder



Brightspace Matrix

<!--HTML CLOCK ICON

Use this code to add the clock icon to a Brightspace course. This clock-icon can be used to indicate how long a topic/learning activity will take. You can copy and paste this code in the text editor in Brightspace.

1. Open a module.
2. Edit the properties in place for the item you want to add the clock icon to.
3. Edit the description of the item
4. Click on the </> button to open up the HTML editor
5. Past this code in the HTML editor
6. Save

-->

```
<div style="line-height: 34px; float: right; width: 20%;"><span style="float: right;">5&nbsp;min</span></div>
```

```
<div style="float: left; width: 70%; margin-left: 30px;">Description of the activity</div>
```

```
<div style="clear: both; height: 2px;"></div>
```

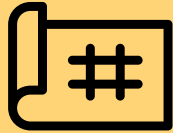
HTML tweaks Brightspace

The 8 steps of DARE

Kick-Off



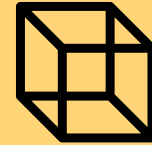
Blueprint



Storyboard



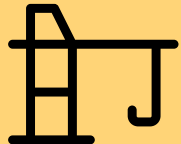
Prototypes



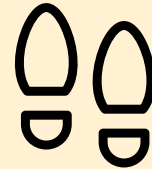
Planning



Development



Run



Evaluation



Week-by-week template

Week	What to do: special actions	What to do: every week
-2	- Set course on 'active' in Brightspace (link) - Post welcome announcement (including needed study materials) (link) - Final check Brightspace (use Brightspace Matrix) (link) - Last preparations (teaching sessions, assignments, exams, etc).	
1	- Explain course setup in teaching session	- Answer questions on discussion board/email - Prepare teaching sessions - Post updates using announcements
2	- Check if students created groups (if applicable)	
3		
4	- Intermediate test (if applicable)	
5	- Start-stop-continue survey (if applicable)	
	- Organize peer feedback (if applicable)	
6	- Make students aware of grading schemes/rubrics (if applicable)	
7	- Assessment preparations (if applicable)	
8		
9	- Question hour (if applicable)	
10	- Assessment	

+

Start with...

Stop with...

Continue with...

Week by week plan

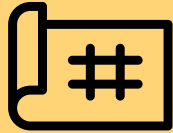
Start Stop Continue
survey

The 8 steps of DARE

Kick-Off



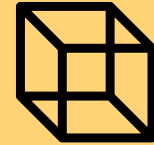
Blueprint



Storyboard



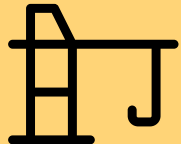
Prototypes



Planning



Development



Run



Evaluation



Course Evaluation



Process Evaluation

DARE to download



<https://edu.nl/jk43j>

<https://BlendingYourEducation.nl/DARE> (NL)



embed⁺

European Maturity Model
for Blended Education



***A maturity framework for
developing, implementing, and
continuously improve blended
learning, embracing all levels of an
institution.***



COURSE
LEVEL



PROGRAMME
LEVEL



ORGANISATION
LEVEL

Outcomes of EMBED+

①

**Validated
EMBED+
framework**

②

**Resources
hub & online
community**

③

**Publications,
proceedings
and reports**

embed⁺ Partners



KU LEUVEN



Maturity?

*“Maturity is a measurement of the ability
of a course, programme, or
organisation for **continuous**
improvement in a particular discipline”*

Maturity Defined

4 Maturity Levels

Maturity Defined

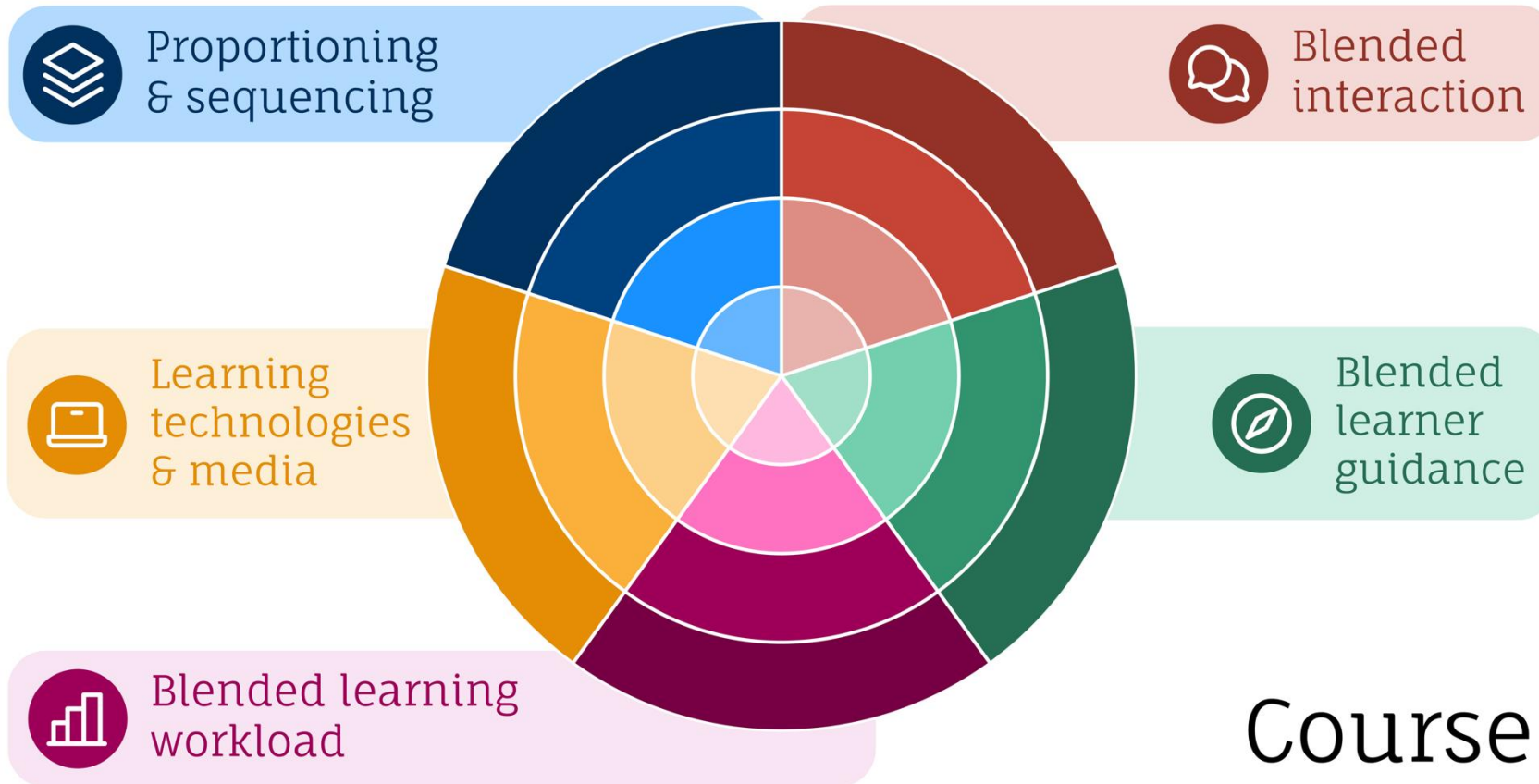
3 Maturity Features

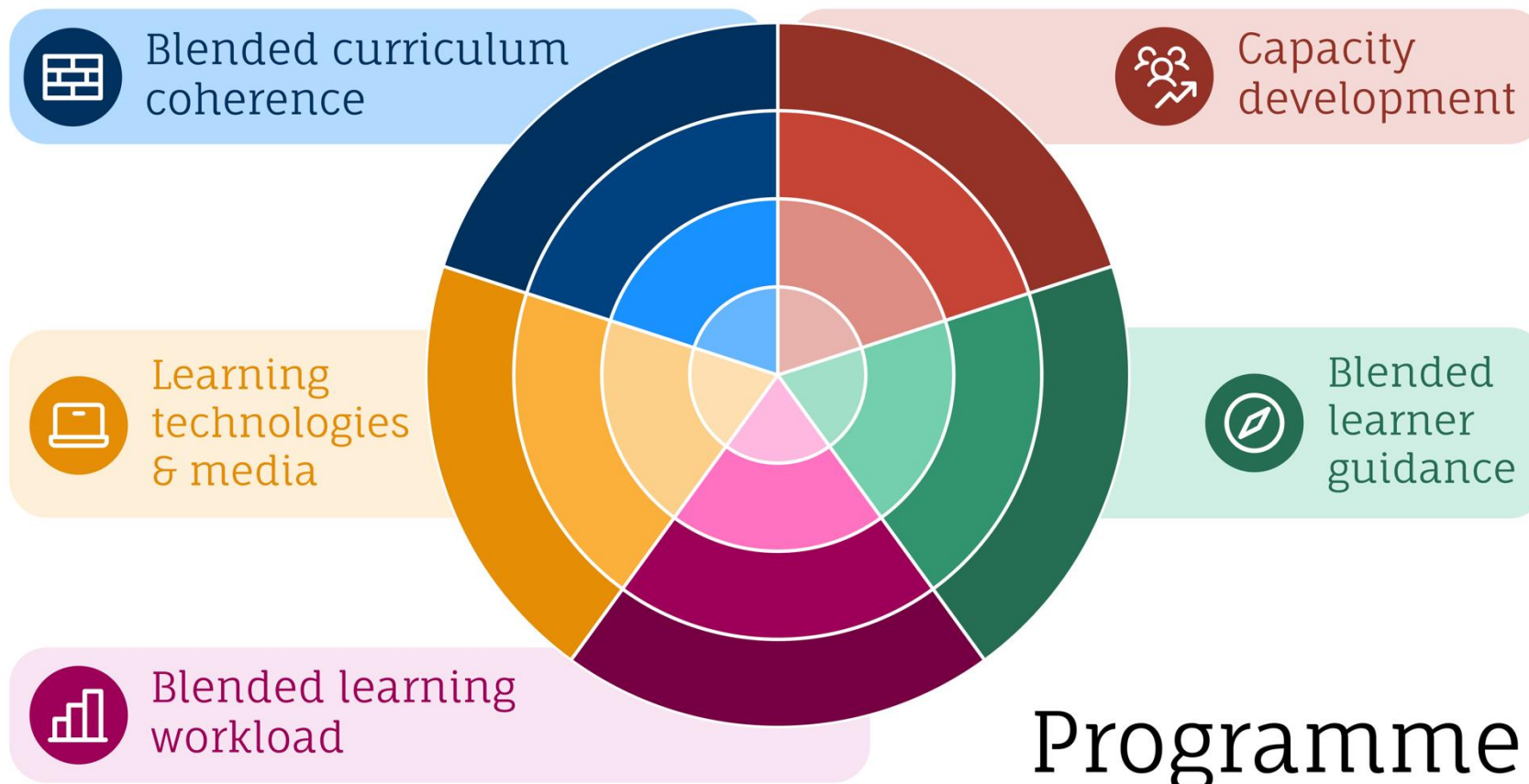
Maturity Defined

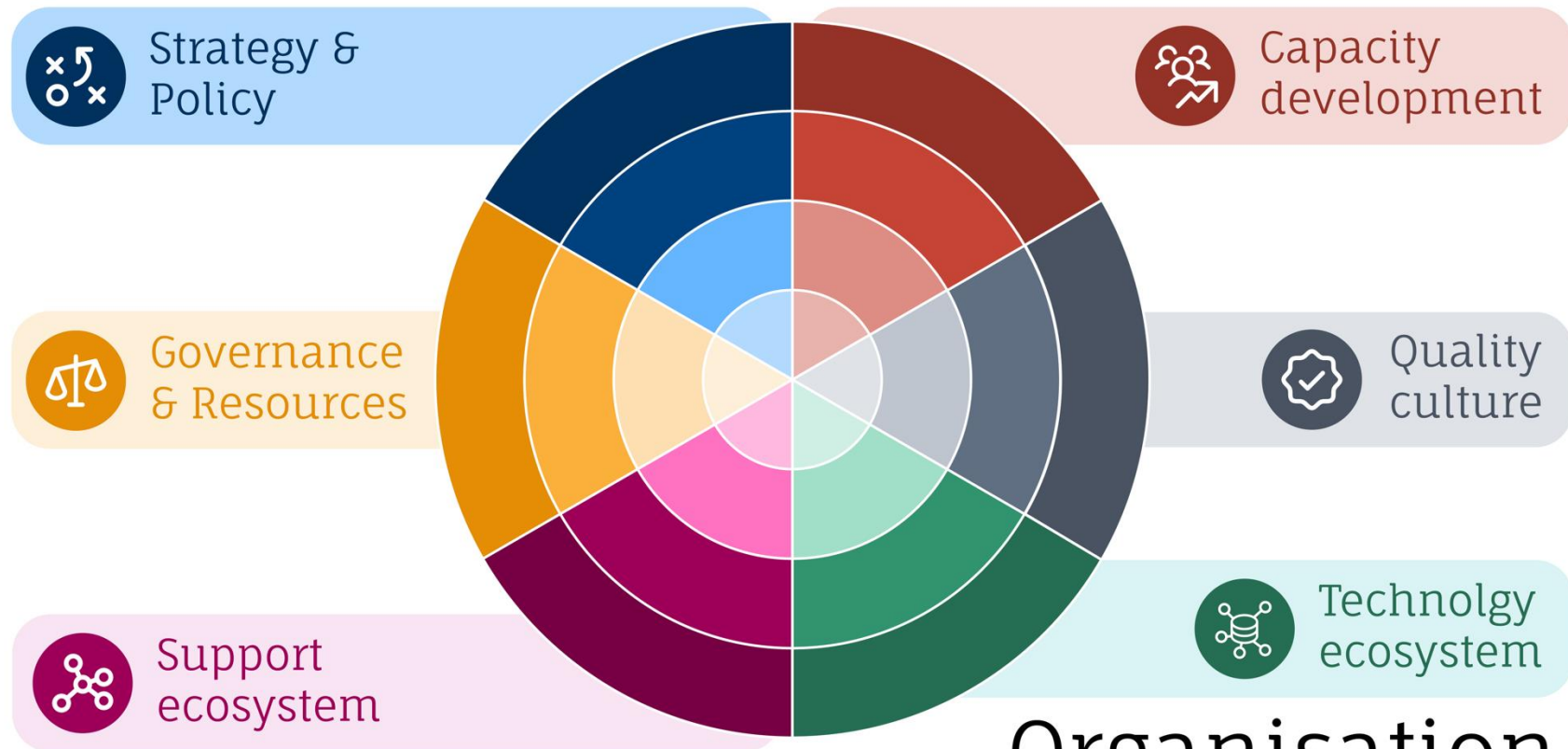
4 Maturity Levels

	Ad hoc	Deliberate	Responsive	Embedded
Design and Development	...	...	...	...
Information-driven Change	...	...	...	...
Adaptivity and Proactivity	...	...	...	...

3 Maturity Features







Organisation

3.3.1. Course Level Maturity Matrix (condensed)

Table 9

Course Level Maturity Matrix (condensed) - The intentional design and continuous enhancement of individual blended learning experiences

Dimension	Ad hoc	Deliberate	Responsive	Embedded
Proportioning and Sequencing	Choices are based on preference or convenience; activities are disconnected across modalities without systematic data use or consideration of diversity.	Design follows explicit pedagogical principles; periodic feedback evaluates the blend, and general learner needs are considered in the sequence.	Sequencing is refined through systematic review of analytics and feedback; transitions are iteratively adjusted to improve coherence and support diverse learners.	Continuous enhancement is embedded in routine cycles; multi-iteration evidence ensures a sustainable, proactive, and inclusive design aligned with programme pathways.
Learning Technologies and Media	Selection depends on availability; educational purpose remains implicit with little data interpretation or attention to accessibility.	Tools are intentionally integrated for specific activities; periodic usage data informs occasional improvements and basic accessibility is addressed.	Use is refined via systematic interpretation of analytics and audits; tools are iteratively adapted to strengthen engagement and equitable participation.	Integration is part of routine review; evidence-informed selection ensures a sustainable, inclusive ecosystem that anticipates changing contexts.
Blended Interaction	Interaction is incidental/uncoordinated. Modal relationships remain implicit; evidence is rarely used for improvement and procedures are largely fixed.	Interaction is structured, modalities of interaction are aligned; outcomes are reviewed periodically and expectations are transparent to accommodate common needs.	Interaction patterns are refined using qualitative and quantitative sources about learner engagement analysis and learning outcomes.	Interaction ecosystem is established (e.g., communities of inquiry, peer learning). Systematic evidence integrated into review cycles, informs (progress to) inclusive interaction.
Blended Learner Guidance	Guidance is reactive and inconsistent; support relies on individual practice without systematic data use or consideration of background.	Guidance is planned and transparent; periodic feedback informs improvements to navigation and study advice for common needs.	Strategies are refined using analytics and learner questions; guidance is adapted to proactively help diverse learners navigate the blend and build autonomy.	Guidance is a coherent, multi-layered support system; continuous enhancement ensures inclusive, proactive support aligned with programme structures.
Blended Learning Workload	Workload is determined in isolation; decisions rely on impressions without systematic monitoring or flexibility for different circumstances.	Workload is intentionally balanced; estimated study time is reviewed periodically and basic flexibility is incorporated into planning.	Workload is adjusted using systematic monitoring; sequencing is iteratively refined to address bottlenecks and strengthen engagement for diverse learners.	Coordination is embedded in review; multi-year evidence ensures a sustainable, inclusive balance between independent and guided study.

Appendix 1: Course Level Maturity Matrices

Dimension 1: Proportioning and Sequencing

Definition: The extent to which online and face-to-face learning activities are intentionally proportioned and sequenced to create a coherent blended learning experience. It captures how learning activities are pedagogically aligned, organised over time, and connected across modalities to support learner preparation, progression, integration, and achievement of the intended learning outcomes.

Maturity Feature	Ad hoc	Deliberate	Responsive	Embedded
Design and Development <i>(pedagogically grounded design of the blended learning experience)</i>	Online and face-to-face learning activities are proportioned and sequenced based primarily on individual preference or practical considerations. Relationships between activities across modalities remain largely implicit, and constructive alignment is limited.	The blended learning experience is intentionally proportioned and sequenced according to explicit pedagogical principles and constructive alignment. Learning activities across modalities are purposefully organised to support learner preparation, engagement, and progression throughout the course.	The proportioning and sequencing of learning activities are systematically reviewed through educator reflection and collaborative dialogue. Insights are used to iteratively refine the blended learning experience, improving coherence, transitions between modalities, and learner progression.	The blended learning experience is continuously enhanced through established course review processes. Pedagogical principles guiding proportioning and sequencing are consistently applied, documented, and aligned with programme learning pathways, ensuring sustainable and coherent course design over time.
	Example: Online materials are added whenever convenient, resulting in disconnected activities and unclear expectations for learners.	Example: Preparatory online activities are intentionally scheduled before face-to-face workshops to maximise discussion and application during class.	Example: Educators revise the sequence of online preparation and classroom activities after reflecting on learner participation patterns and peer feedback.	Example: Annual course review consistently refines the sequencing of activities while maintaining alignment with programme expectations and curriculum progression.

Dimension 1: Proportioning and Sequencing (Continued)

Maturity Feature	Ad hoc	Deliberate	Responsive	Embedded
Information-driven Change <i>(Systematic interpretation of information to improve proportioning and sequencing)</i>	Decisions about the sequencing and proportion of learning activities rely primarily on personal impressions or isolated learner comments. Relevant information is rarely collected or systematically interpreted.	Information such as learner feedback, assessment results, or educator reflections is periodically reviewed to evaluate whether the proportion and sequencing of activities support learning. Improvements remain largely local and episodic.	Multiple qualitative and quantitative information sources are systematically interpreted to generate actionable insights (e.g., learner feedback on workload and activity flow, participation and engagement patterns across modalities, activity completion data, learner navigation behaviour, timing and pacing indicators). These insights inform iterative improvements to the proportioning, sequencing, and alignment of blended learning activities throughout the course.	Evidence-informed review of proportioning and sequencing is embedded within recurring course enhancement processes. Information from successive course iterations is systematically used to refine the blended learning experience and to strengthen alignment with programme learning pathways and quality enhancement processes.
	Example: The order of learning activities changes only after individual learner complaints.	Example: End-of-course evaluations indicate that learners require additional preparation before practical sessions, leading to small adjustments in activity sequencing.	Example: Learning analytics and assessment data reveal that learners engage more successfully when preparatory activities are redistributed across several weeks, prompting course redesign.	Example: Evidence collected over multiple course editions consistently informs refinement of activity sequencing and contributes to programme curriculum discussions.
Adaptivity and Proactivity <i>(Inclusive and context-sensitive proportioning and sequencing)</i>	All learners follow the same proportion and sequence of activities regardless of prior knowledge, learning needs, or contextual factors. Limited consideration is given to learner diversity or accessibility.	The sequencing and proportion of learning activities intentionally consider common learner needs and course context. Preparatory activities, scaffolding, and flexibility are incorporated where appropriate, although adaptations remain relatively general.	Information about learner diversity, engagement, progression, and contextual factors is systematically used to adjust the sequencing, pacing, and proportion of activities. Adaptations are transparent, pedagogically justified, and designed to support diverse learners while maintaining constructive alignment.	Adaptive approaches to proportioning and sequencing are embedded within routine course design and review. The blended learning experience proactively accommodates diverse learner profiles and contextual requirements while maintaining coherence, transparency, and alignment with programme learning pathways.
	Example: Every learner completes the same sequence of activities regardless of prior experience or support needs.	Example: Optional preparatory resources and structured checkpoints are provided to support learners with different levels of prior knowledge.	Example: Learner feedback shows that working students require greater scheduling flexibility, leading to redesigned deadlines and alternative activity sequences.	Example: Each course iteration systematically reviews learner diversity and contextual factors to refine sequencing and pacing while preserving coherent progression within the programme.

Outcomes of EMBED+



**Validated
EMBED+
framework**



**Resources
hub & online
community**



**Publications,
proceedings
and reports**

Find resources to mature your blended education

Browse practical, openly licensed materials mapped to the EMBED+ maturity model — best practices, guidelines, workshop materials and more, across every dimension.

[Browse resources](#)
[Start the self-assessment](#)

FILTER

EMBED+ dimension

- ☐ Institutional support 6
- ☒ Professional development 9
- ☐ Quality assurance 5
- ☐ Governance 4
- ☐ Course design 11

Level

- ☐ Course 14
- ☐ Programme 8
- ☒ Institution 10

Resource type

- ☐ Best practice 7
- ☐ Guideline 6
- ☐ Workshop material 5
- ☐ Policy 3

Form

- ☐ PDF 12
- ☐ Video 4
- ☐ Slides 6

Sort: Most relevant ▾

Professional development ✕

Institution ✕

Clear all

18 resources

GUIDELINE

Designing a CPD portfolio for blended teaching

A practical guide for teaching & learning centres to build a coherent professional-development offer for blended education.

Professional development

Institution

PDF

Maturity 2–3

BEST PRACTICE

Recognising blended teaching in staff appraisal

How one university embedded recognition of blended teaching activity into its HR and appraisal cycle.

Professional development

Institution

PDF

Maturity 3

WORKSHOP MATERIAL

Train-the-trainer: facilitating blended workshops

Ready-to-use slides and facilitator notes for a half-day staff workshop on blended teaching skills.

Professional development

Institution

Slides

Maturity 2

GUIDELINE

Getting started with the EMBED+ model (video)

A 6-minute introduction to the maturity model and how to read the dimensions and levels.

Professional development

Institution

Video

Maturity 1–2

[Load more resources](#)

EMBED+

Welcome to EMBED+, a new **European Maturity Model for Blended Education** dedicated to enhancing innovative blended practices in European higher education.

Building on the original EMBED framework, EMBED+ refines, expands, and validates new strategies to support blended learning across Europe.

[Read more...](#)

Join the EMBED+Community

Join the EMBED+Community to connect with peers, exchange experiences, and stay up to date with the latest insights and developments from the project.

[Join the community](#)

Subscribe to the newsletter

[Subscribe](#)

Upcoming Events

- **Tuesday 6 October:** 3 webinars on blended education
- **Tuesday 24 November:** Professional Development Day (Lille, FR)

Results

On this page you can find the project results, deliverables and publications of EMBED+

Main results

[+ Systematic Use Case Assessment \(A2.2\)](#)

[+ Blended higher education in Europe - Systematic Review Study \(A3.2\)](#)

[+ Background and recommendations \(A3.3\)](#)

[– Conceptual Framework and Maturity Matrices \(A3.6\)](#)

This publication presents EMBED+, the next generation of the European Maturity Model for Blended Education, designed to help higher education institutions develop and improve sustainable blended learning practices. The document introduces a maturity-based framework that enables institutions to assess their current practices, identify areas for improvement, and support continuous organisational development. It also describes the evidence-informed design principles, maturity levels, and practical tools that help educators and institutions implement and evaluate blended education effectively. Finally, the publication highlights how EMBED+ supports the digital transformation of European Higher Education Institutions through collaboration, innovation, inclusiveness, and responsible educational technology use.

[Open the publication](#)

Related results



EMBED+ International Professional Development Day — "Blended Education Maturity: Discover & Self-assess with EMBED+"

 Villeneuve d'ascq (France)
24-24 Nov 2026

<https://embedplus.sciencesconf.org>

« Blended Education Maturity : Discover & Self-assess with EMBED+

How can higher education institutions assess and advance the maturity of their blended learning practices? This is the central question driving this international professional development day, organised within the framework of the EMBED+ European project.

EMBED+ (European Maturity Model for Blended Education) is an Erasmus+ project coordinated by Delft University of Technology, bringing together European university partners around a shared goal: developing a reference model to guide institutions in maturing their blended education practices at the course, programme, and institutional levels. <https://embedplus.eu/>

www.embedplus.eu