



/ Gregersen - Hermans
research, consultancy & training

Higher Education Internationalisation



Enhancing Higher Education in Kyrgyzstan:

Implementing Hybrid Learning Models for Inclusive and Future-Ready Education





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/ Opportunity to ask a question

There will be several ways to ask a question or share a comment.
You can use any language you prefer. It will be translated for me.

- Write your question in the chat
- Address your question to the chair of the seminar

Questions will be responded to
at regular intervals within this session.



Session 2: *Ensuring Inclusion* *in Hybrid Learning*



/ Hybrid Learning

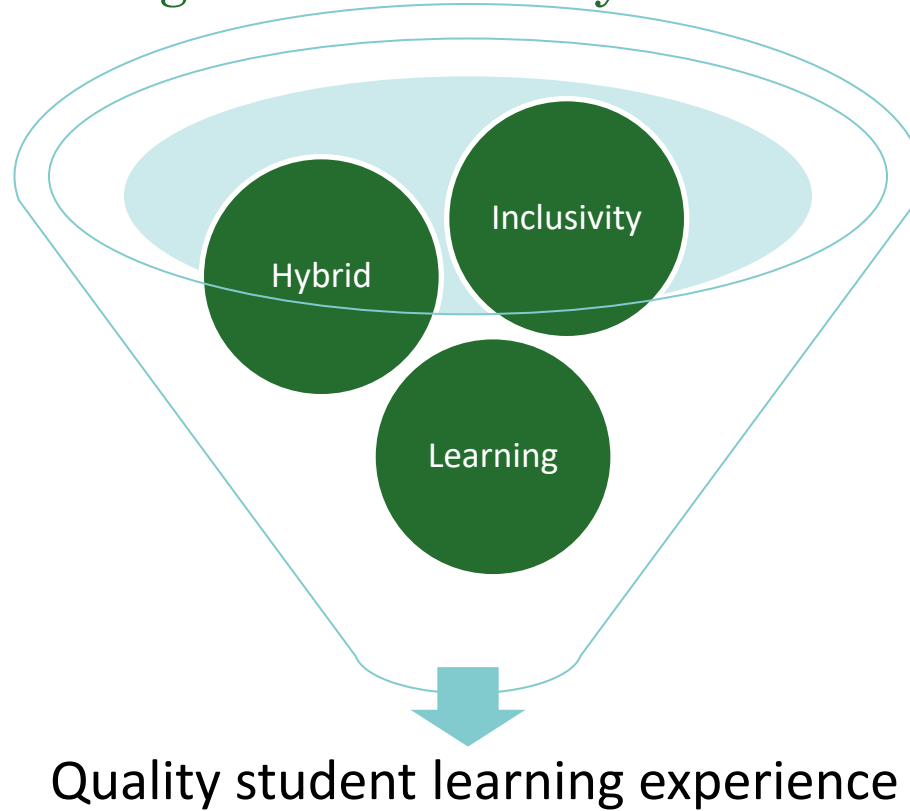
Students can attend offline and online classes at the same time.

The teacher gives instruction to every student at the same time.

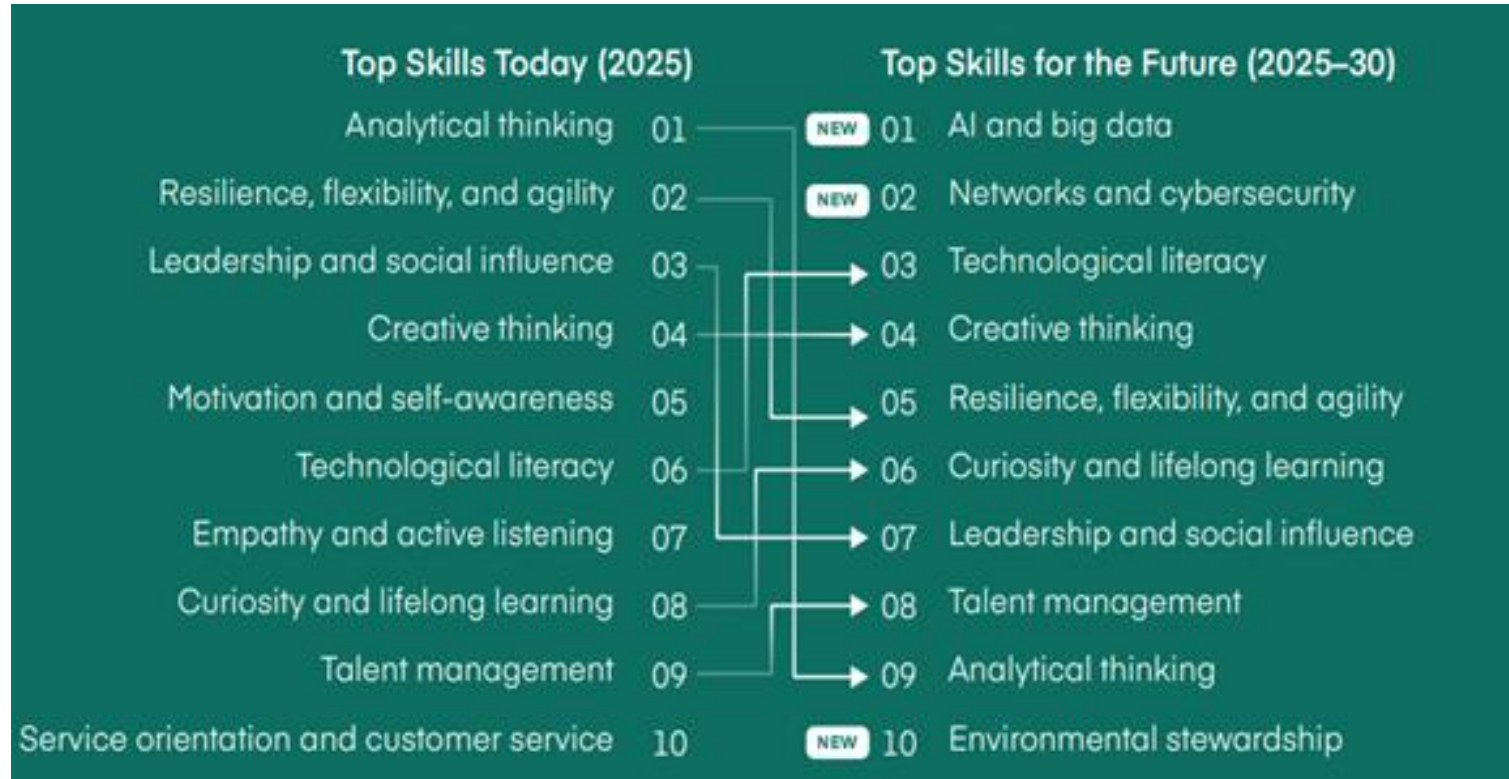
Digital platforms used for hybrid learning
enable interactivity and social support



/ Session 1: Ensuring Inclusion in Hybrid Learning



/ Skills for the future, World Economic Forum, 2025



/ Challenges for high quality hybrid learning

Connectivity

How to provide access to the internet and learning resources and materials?

Technology

How to ensure interactivity in the dual-mode classroom?

Digital literacy of students and lecturers

How to use the remote learning platforms effectively?

Course design for a dual mode

How to design a course or module for inclusivity?

/ Connectivity

Outside institution and lecturer control
but must be considered in the design of the course.

Examples

- Clarify tech requirements in advance
- Downloadable course materials (low bandwidth options),
- Recording of the lectures
- Preparatory flipped classroom assignments
- Student buddies or other alternative communications modes

/ Technology

Inside the institution's control
and must be considered at institutional level

Examples

- Use platforms that integrate well
- Invest in wide angle or tracking cameras
- Use high quality microphones and speakers for two-way interaction,
- Enable chat functions of e-learning platforms
- Student buddies and social support to enhance student confidence in using technology

/ Digital literacy

Digital literacy

Inside lecturer control

and must be considered during the design of the course.

Examples

- Flexible learning environment
- Training to familiarize with the technology and technical skills
- Protocol on how to behave ethically and responsible online and in class
- Teaching critical thinking, media literacy, and online safety.

/ Opportunity to ask a question



/ Inclusive learning

WE ARE GOING TO MAKE A WORD CLOUD TOGETHER

Inclusive learning: what word do you associate with

INCLUSIVE LEARNING

Please take out your phone or table and scan the QR Code.

You can also go to **votезuyd.me** and login with **zuyd868**

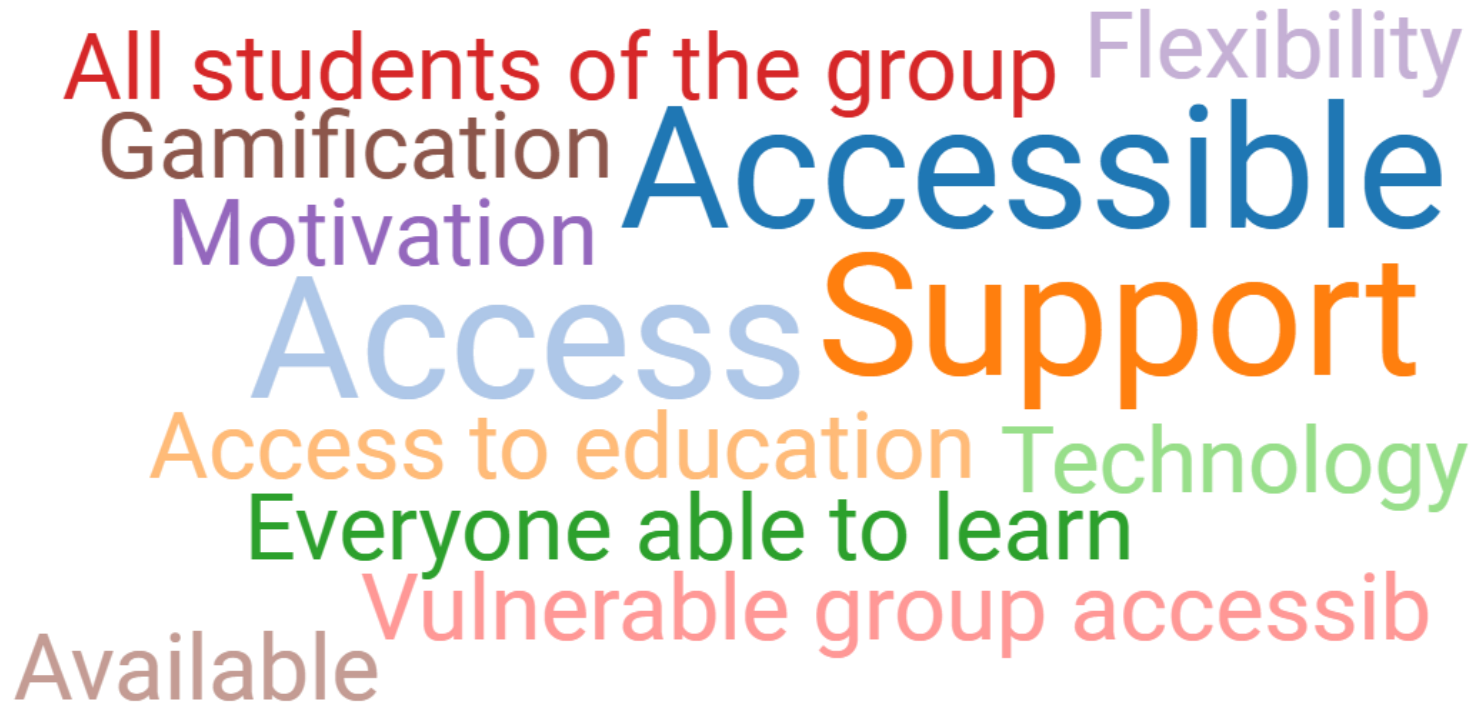
Prepare to react

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Sendsteps add-in.*



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<https://dashboard.sendsteps.com/>.*

/ What do you associate with Inclusive Learning



A word cloud of terms associated with Inclusive Learning. The words are arranged in a cluster, with 'Accessible' and 'Support' being the largest and most central. Other prominent words include 'Access', 'Flexibility', 'Gamification', 'Motivation', 'Access to education', 'Technology', 'Everyone able to learn', 'Vulnerable group accessib', and 'Available'. The words are in various colors including red, purple, blue, orange, green, and pink.

All students of the group Flexibility
Gamification Accessible
Motivation Access Support
Access to education Technology
Everyone able to learn
Vulnerable group accessib
Available

/ Ensuring inclusivity: a systems' approach

Inclusivity is

- Not a problem to be fixed, it is an attitude and a way of working
moving from deficit thinking to acknowledging cultural capital of all students
- About ensuring transparency
access to information and sensitivity to (un)intended hidden messages
- Equity in power and influence
participation, representation, decision making, co-creation
- A continuous critical institutional dialogue and action to ensure every student can benefit from Higher Education based on equity and respect.

/ Implications for the hybrid classroom

Attitude; ways
of working

Transparency

Power &
influence

Invest in trust building and social relationships
See student diversity as a learning resource

Lower the context and make implicit rules and
procedures explicit.

Be aware of hidden messages & check if understood

Engage students in the creation of the learning
experience through feedback and co-creation of the
learning environment and classroom ethos.

/ Opportunity to ask a question



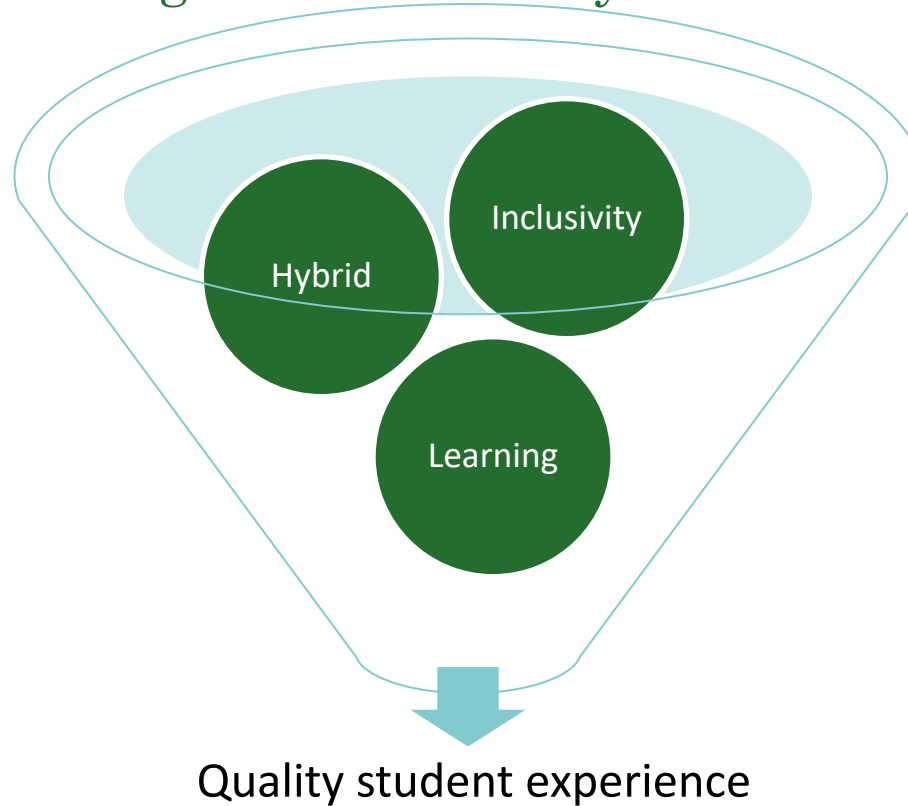




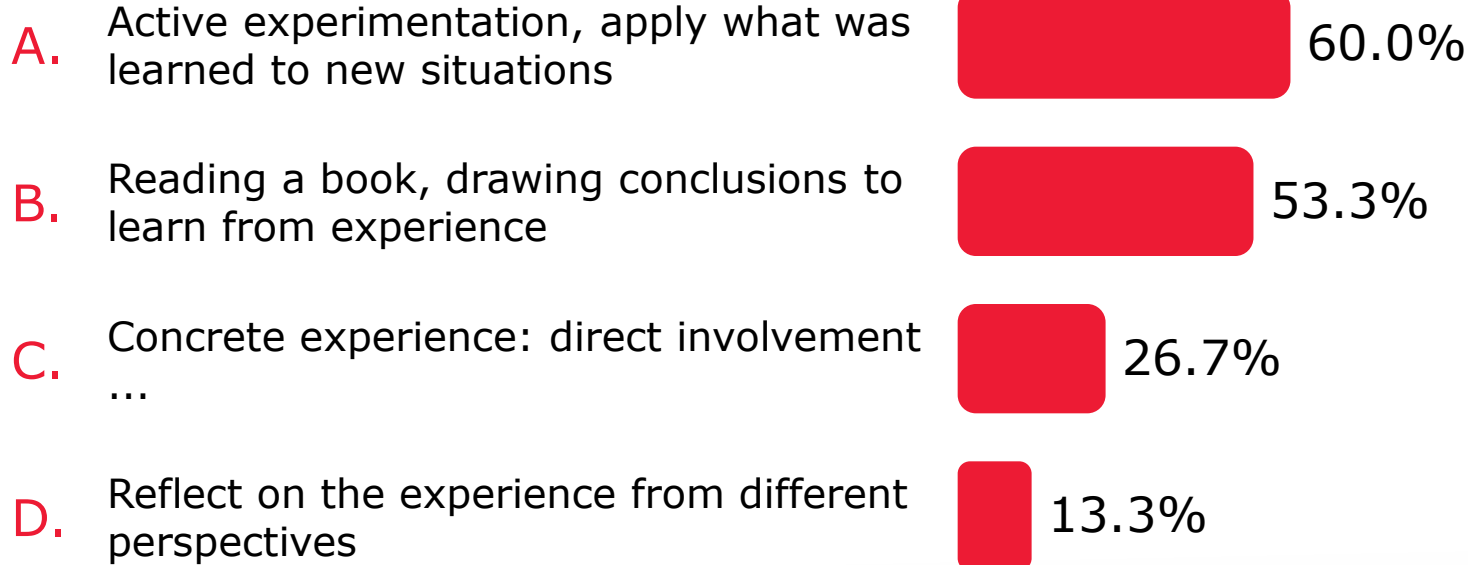
Session 3: Pedagogical Design & Teaching Methodologies



/ Session 1: Ensuring Inclusion in Hybrid Learning



Remember your own education: what was your preferred way of learning?



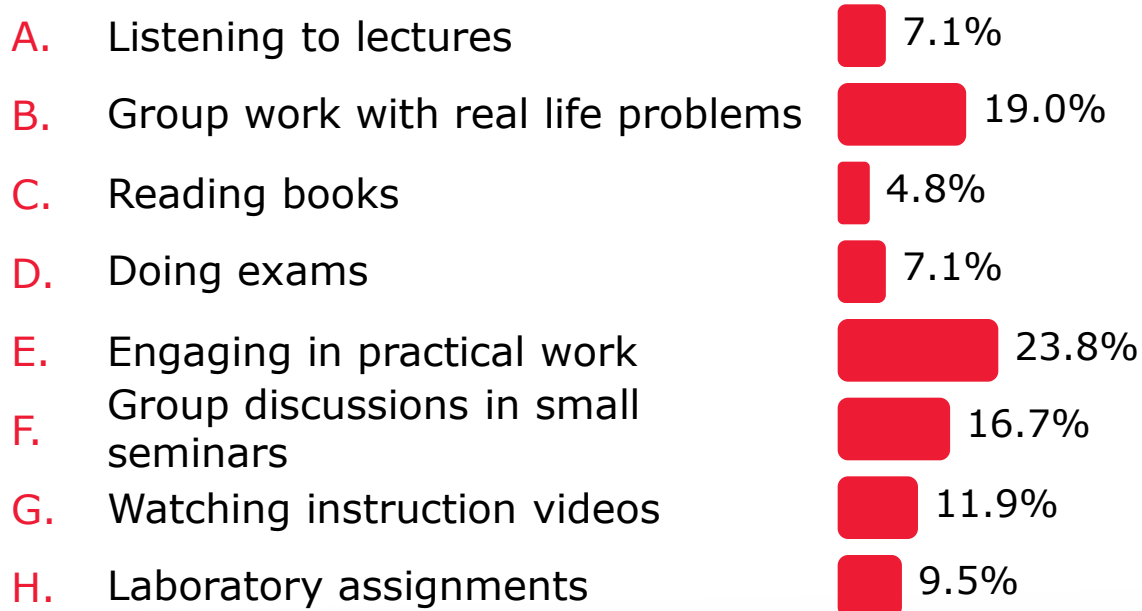
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YD**

What did you like best from your education?



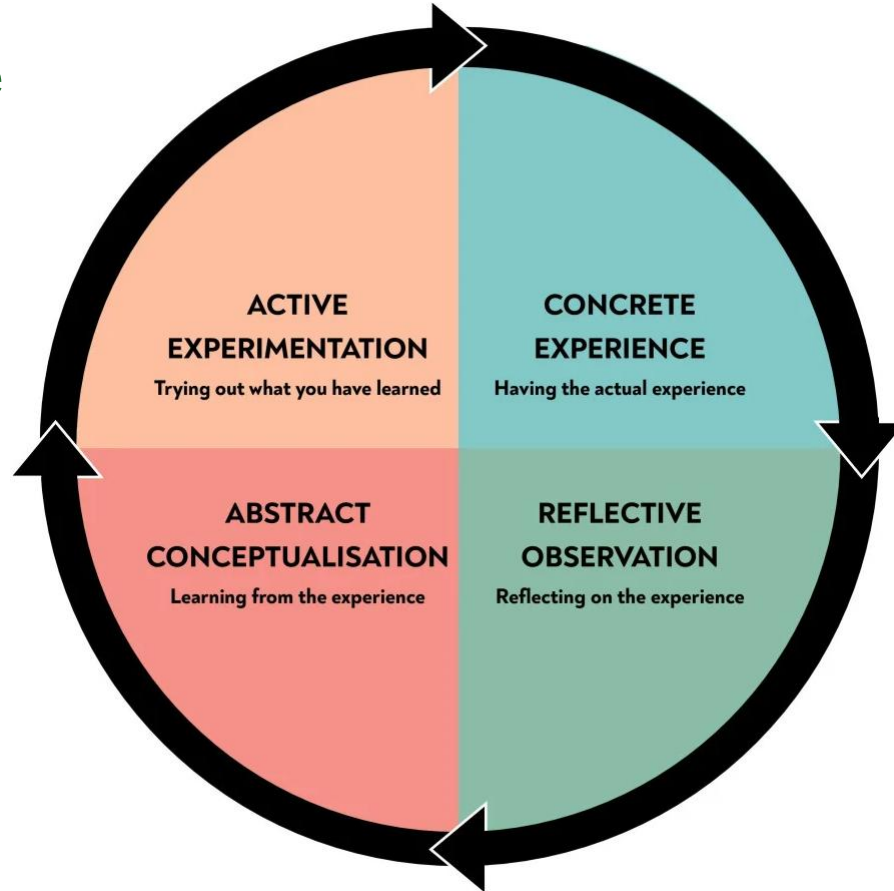
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/ Kolb's Learning cycle



/ Inclusive learning

Questions to consider

Who are joining this dual-mode classroom?

Which diversity is represented in this classroom and what is important for them?

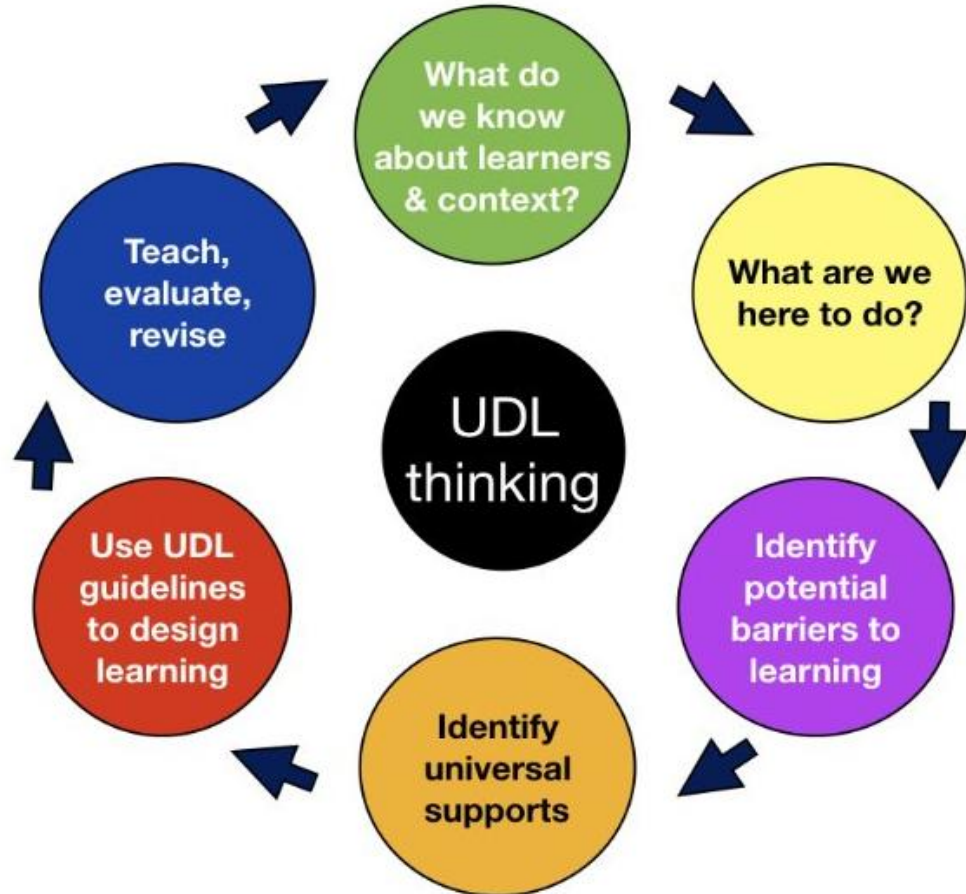
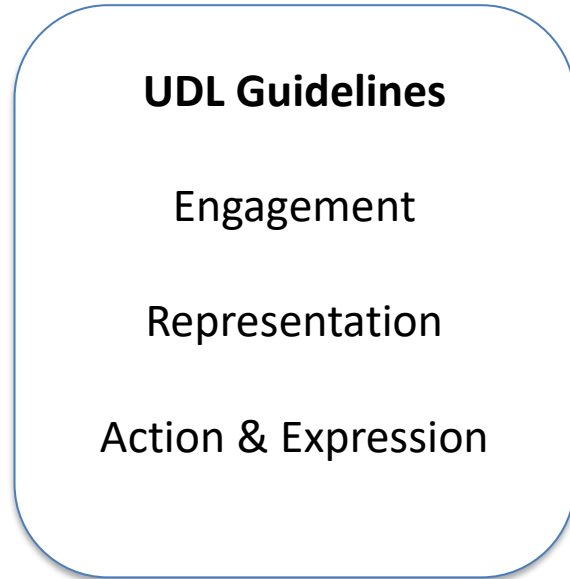
Which barriers to learning do they face? Which resources do they bring?

What are the intended learning outcomes (ILOs)?
Which teaching & learning activities will support
How will students be assessed?

European Qualifications Framework

Constructive Alignment
Biggs & Tang, 2007

/ Universal Design for Learning



/ Universal Design of Learning

Engagement (the why of learning):

recruiting interest, sustaining effort and persistence, and self-regulation.

Representation (the what of learning):

perception, language and symbols, and comprehension.

Action & Expression (the how of learning):

physical action, expression and communication, and executive function.

/ Engagement TOOLS FOR THE SENSITISING PHASE

- ✓ Get to know students as individuals (names!)
- ✓ Get students to know each other as individuals
- ✓ Use students cultural and social capital as a resource

- ✓ Make all aspects of teaching and learning accessible
- ✓ Be explicit on context, aim for inclusive language
- ✓ Incorporate different cultural and national perspectives

- ✓ Activate meaningful cross-cultural interaction
- ✓ Anticipate and manage 'hot moments'
- ✓ Monitor behaviour and activity closely

/ Representation TOOLS FOR THE ENGAGEMENT PHASE

Design learning activities that...

- ✓ Engage **all** students
- ✓ Incorporate information gaps and interdependence
- ✓ Incorporate thinking time

Design learning activities that enable students to...

- ✓ Think through and express ideas
- ✓ Share their knowledge, experience and opinions
- ✓ Consider cases/topics from different perspectives
- ✓ Consider input from different perspectives

/ Action & expression TOOLS FOR THE OPTIMIZING PHASE

Design learning activities that...

- ✓ Make students combine perspectives in a structured way
- ✓ Make students switch perspectives in a structured way
- ✓ Stimulate reflection on the learning process, facilitate reflective action
- ✓ Reward students for capitalising on perspectives

/ Examples of methods and formats

Problem based learning

Flipped classroom

Collaborative online learning

Group work

Challenge or case-based learning

Community based learning and internships

Skills training and practical work

Virtual exchange

Experiential student
centred learning



(Source: Gudkova & Wojtowicz, 2024)

/ Opportunity to ask a question



/ References and resources

<https://www.21kschool.com/id/blog/hybrid-learning-vs-blended-learning/>

[Description of the eight EQF levels | Europass](#)

ETS Digital and AI resources <https://www.ets.org/research/opportunities-and-challenges-for-assessing-digital-and-ai-literacies.html>

<https://www.buddycheck.io/>

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