

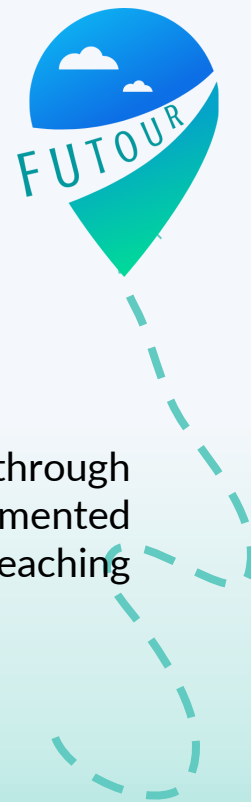


UNIT 8

BLENDED LEARNING IN VET

2021-2-DE02-KA220-VET-000048785

INTRODUCTION



In this unit, we will dig deeper into the concept of online teaching by going through different blended learning methods, figuring out ways in which they could be implemented into a daily teaching practice and how could they positively impact both one's teaching competences as well as enhance rapport with the listeners.

TABLE OF CONTENTS

01

WHAT IS BLENDED LEARNING?

where we present some useful definitions and the idea behind the blended learning

02

ADVANTAGES OF BLENDED LEARNING

where we breeze through advantages of using the blended learning in the daily teaching practice

03

TYPES OF BLENDED LEARNING

where we present 12 different types of blended learning and how they could be used

04

TIPS

where some useful information on creating blended learning is shared

05

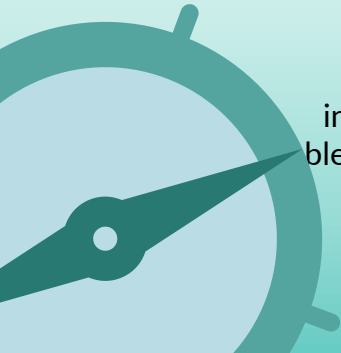
ACTIVITIES

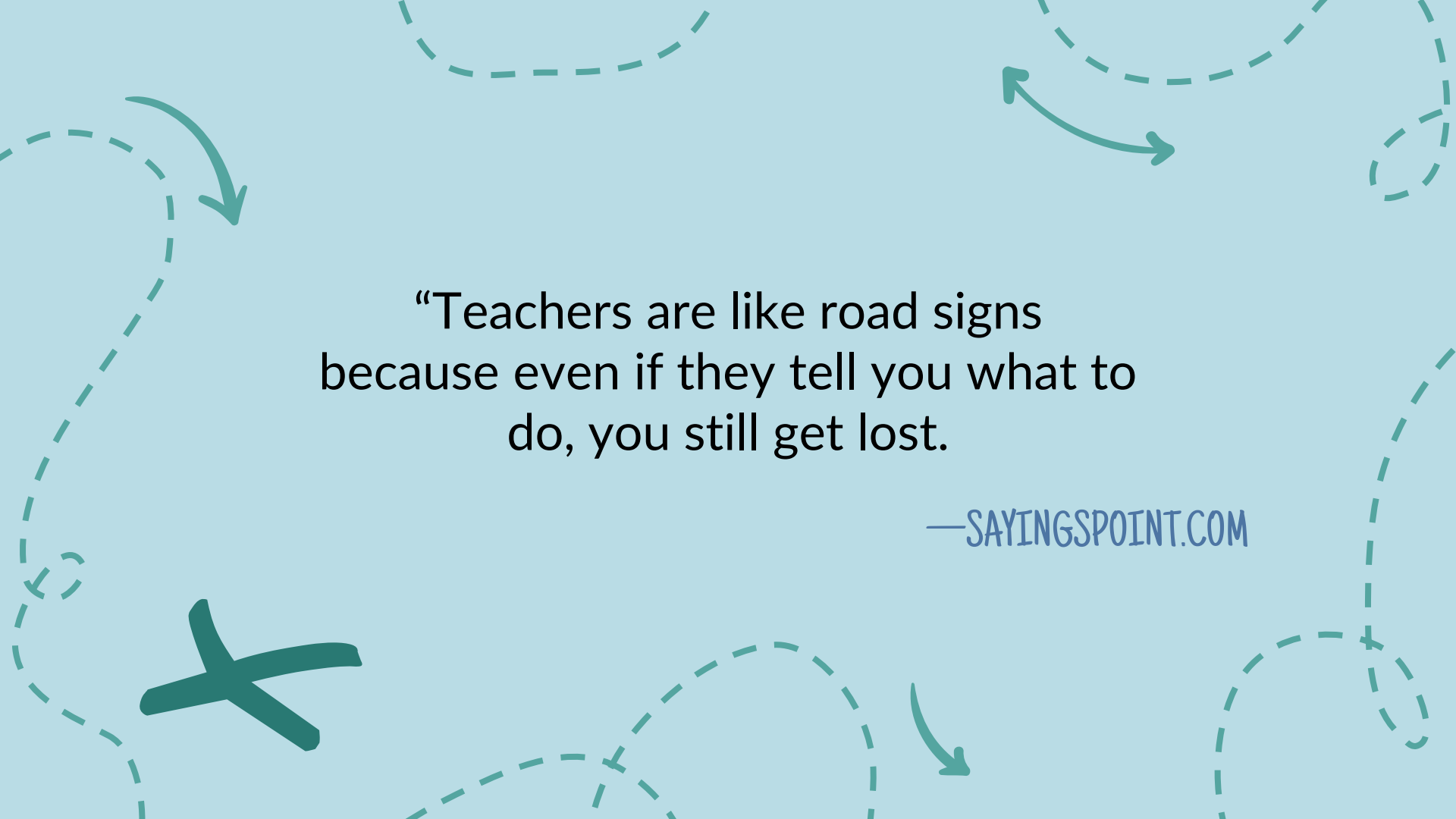
where you are asked to put freshly acquired knowledge into use

06

READING CORNER

where useful online links and books for further development are shared



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“Teachers are like road signs
because even if they tell you what to
do, you still get lost.

—SAYINGSPOINT.COM

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01

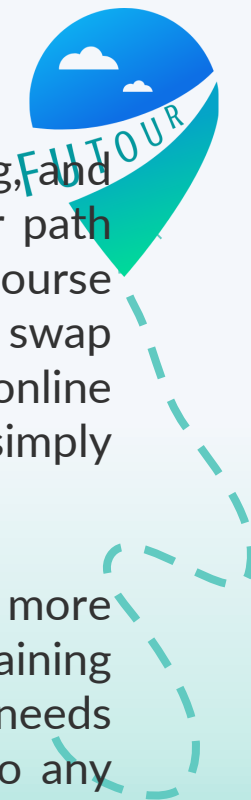
WHAT IS BLENDED LEARNING?



BLENDED LEARNING DEFINITION

According to Oxford Dictionary Definition, **blended learning is a style of education in which learners learn via electronic and online media as well as traditional face-to-face teaching.**

Even though this term is still relatively new to many teachers and VET experts, blended learning is considered to be a bridge between the "traditional education" (often perceived as the traditional lecture with book, board and chalk) and the newest trend of digital learning, because it combines the old teaching and learning approaches with the breath of innovation in form of online learning.



Blended courses include a mix of both face-to-face, instructor-led learning, and online or digital course components that give learners some control over path and pace. Blended learning is not a completely online course or a lecture course that is broadcast online. It also does not include course changes that simply swap analog tools for digital ones. In blended learning, the in-person and online elements work together to create a richer learning experience and do not simply duplicate course content in varying formats.

Academic research has shown that blended learning gives learners a more comprehensive understanding of course content. In the case of ready training materials, they can always go back to the source describing the topic that needs to be consolidated. Importantly, in case of questions or doubts related to any topic, the learner can ask the trainer or teacher to clarify the issue.

The mentioned research can be found at:

<https://www.sciencedirect.com/science/article/abs/pii/S1096751604000156>

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02

ADVANTAGES OF BLENDED LEARNING



Blended learning is a natural development to the growing accessibility of eLearning, online resources, and the continued need for a human component in the learning experience. A blended learning approach ensures that the learner is engaged and driving his or her individual learning experience. This approach also helps cater to the individual needs of the learner, most learners have unique learning styles and a blended approach is more likely to cater to those needs than a traditional classroom teaching experience.

Blended learning is important because it breaks down the traditional walls of teaching, ones that don't work for all learners and now with access to present-day technologies and resources we can tailor the learning experience for each learner. Blended learning also offers flexible time frames that can be personalized to each person, offering them the ability to learn at their own pace.



BLENDED LEARNING – ADVANTAGES FOR TEACHERS

teaching is less expensive and saves time	flexibility in terms of availability	access to global resources and materials
self-pacing for slow or quick learners	more effective interactions	better ability to track one's progress
improved quality of teaching and learning	better information and feedback	more engaged learners
Improved time efficiency	better learner data	more opportunities for collaboration
extended time spent with learner	new options to teach at home	professional development

Source: <https://www.teachthought.com/technology/benefits-of-blended-learning/>



BLENDED LEARNING – ADVANTAGES FOR LEARNERS

keeping learner focused for longer	allowing learners to learn from home	giving learner autonomy
increasing independence and self-reliance of the learner	enabling learning at own pace	preparing learner for the future
developing learner's research skills	developing learner's decision making	offering a larger sense of responsibility to the learner
developing learners' computer literacy	promoting learners ownership over learning	promoting learners' self-engagement

BLENDED LEARNING - SUMMARISATION



- an innovative and effective method of transferring knowledge
- a highly personal approach to teaching and learning
- material and scope of knowledge is adapted to the needs of the person participating in the given training
- different ways to tailor the content to participants' needs and expectations
- possibility to conduct tests to determine the knowledge level at the start of the classes to put more impact on desired outcomes later
- possibility to follow learners' progress through diverse applications
- results in better acquisition of the information and its better use in practice (for example, to solve real issues)

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03

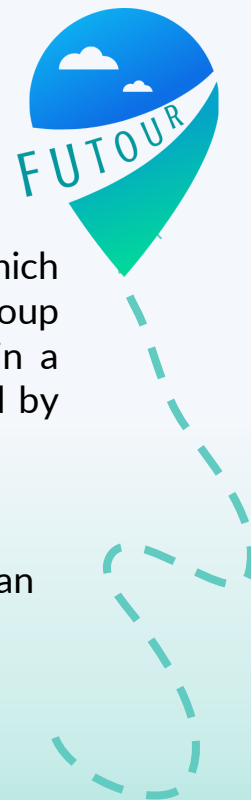
TYPES OF BLENDED LEARNING



TYPES OF THE BLENDED LEARNING*

Station Rotation Blended Learning	Lab Rotation Blended Learning	Remote Blended Learning or so-called Enriched Virtual
Flex Blended Learning	'Flipped Classroom' Blended Learning	Individual Rotation Blended Learning
Project-Based Blended Learning	Outside-In Blended Learning	Inside-Out Blended Learning
Self-Directed Blended Learning	Supplemental Blended Learning	Mastery-Based Blended Learning

* Sources include TeachThought, the www.christenseninstitute.org and blendedlearning.org



STATION ROTATION BLENDED LEARNING

In this type of learning, learners rotate on a fixed schedule among various modalities, which usually include 3 learning stations: 1) online learning; 2) face-to-face instruction; 3) group projects. For example, a learner may complete an assignment online, then participate in a group activity, and, finally, engage in teacher-led instruction. learners tend to be grouped by learning styles, skills, or needs.

This method is suitable for:

laboratories, workshops, language classes, classes with larger number of participants that can be divided into working groups

How to use this method in classroom:

1. learners are searching the website for necessary information (station 1)
2. learners are choosing best findings (station 2)
3. during a teacher-led discussion next working steps and a task division is made (station 3)
4. learners are finishing tasks in groups (station 2)
5. teacher-led discussion and class evaluation is being held at the end of the class (station 3)



LAB ROTATION BLENDED LEARNING

In this method, learners spend one part of their day in a computer lab working through the online curriculum at their own pace. Another part of the day they work in a class with a teacher to reinforce what they learned in the lab and can cover tricky questions.

This method is suitable for:

laboratories, workshops, language classes, classes with larger number of participants with different level of proficiency, small groups and part of the class in hybrid learning.

How to use this method in classroom:

1. teacher is introducing the topic of the class at the class forum
2. learners with the better understanding of the idea start working on the given topic at their own computer or with their own materials and at own pace
3. learners who need more time or more guidance stay with the teacher till they grasp the idea
4. the results of individual works can be discussed individually or at the conclusion of the class.



REMOTE BLENDED LEARNING

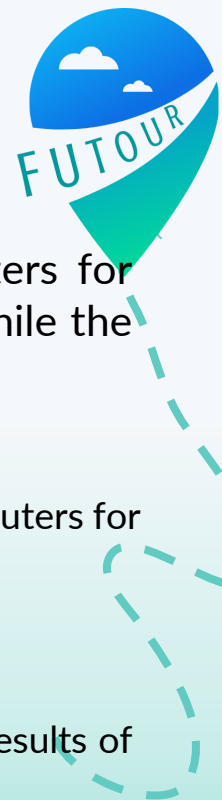
The Enriched Virtual model is an alternative to full-time online school that allows learners to complete the majority of coursework online at home or outside of school, but attend school for required face-to-face learning sessions with a teacher. This model is extremely popular among learners with anxiety disorders and those who cannot attend the school regularly.

This method is suitable for:

individually tailored for learners with anxiety disorders and those who cannot attend the school regularly

How to use this method in classroom:

1. teacher prepares the individually tailored programme for the learner to complete at home, with the milestones and deadlines to reach, together with the obligatory face - to - face meetings.
2. learner is implementing all tasks individually and sends in his progress information on regular basis.
3. face - to - face meetings (that can be also implemented online) are used to solve potential bottlenecks or problems, evaluate the learning programme and make necessary adjustments.



FLEX BLENDED LEARNING

This model takes place in a computer lab where should be enough computers for everyone in the class. Learners use the computers to complete online tasks while the teacher is in the class to help those learners who need more assistance.

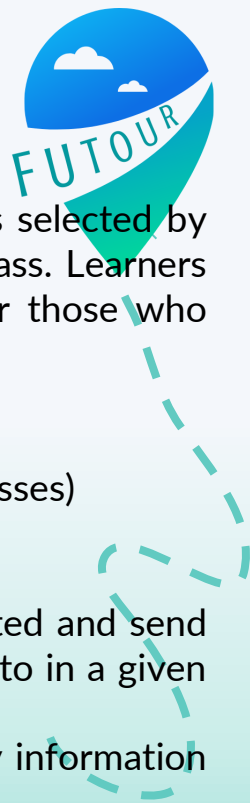
This method is suitable for:

IT laboratories, language laboratories, classes equipped with the sufficient number of computers for all attendees

How to use this method in classroom:

1. teacher introduces the topic of the class at the class forum
2. learners turn to their computers and implement tasks provided by the teacher, the results of their work are stored in the system
3. learners who encounter a problem or a bottleneck in their progress can turn to the teacher for individual mentoring session and continue to implement tasks in their own pace.
4. the results of individual works are stored in the system or at the platform. they can be graded individually and -if necessary - discussed with individual learners or on the class forum.

FLIPPED CLASSROOM BLENDED LEARNING



In this method, learners are preparing for the class by browsing videos and reading materials selected by the teacher, while they are focusing on implementing tasks and activities during the actual class. Learners can work at their own pace during the preparatory phase which is especially beneficial for those who cannot follow the pace of the class during normal classes.

This method is suitable for:

all vocational/ general subject classes, language classes, pre-laboratory classes (introductory classes)

How to use this method in classroom:

1. materials for the class (excerpts from the books, videos, audio files, podcasts) are selected and send by the teacher to all learners together with the key questions they should find answers to in a given time (in most of the times - for the next class)
2. learners start to go through the materials at their own pace, trying to find all necessary information from the given sources
3. during the actual class learners present acquired knowledge by a set of tasks or in the teacher-led discussion
4. teacher works as a mentor in the class, explaining potential misunderstandings and managing the discussion



INDIVIDUAL ROTATION BLENDED LEARNING

In this method, learners complete different training stations in timely manner planned for them by the teacher. The teacher can also allow the learner to omit certain stations on the way.

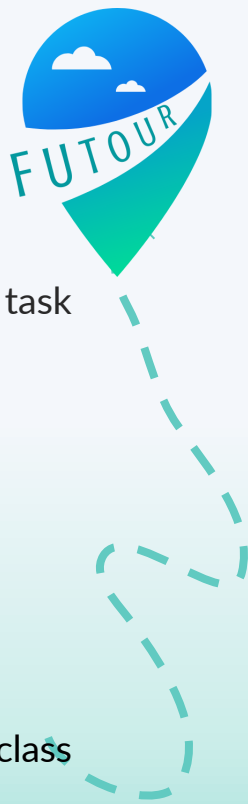
This method is suitable for:

all vocational/general subject classes, workshops, extra credit activities

How to use this method in classroom:

1. teacher sets individual learning paths for all learners together with deadlines to complete given learning station
2. learners acquire knowledge at their own pace
3. learners progress is being monitored through the system logs or progress reports
4. teacher assigns online meetings or face-to-face meetings with learners whose progress is not linear or according to the expectations
5. in case any learner encounters problems in applying this method, it should be changed into one that can be easily followed by the learner

PROJECT-BASED/PROBLEM-BASED BLENDED LEARNING



In this method, learners work on the solving a problem or creating outcomes in a given task with many smaller tasks and problems to be solved on the go.

This method is suitable for:

all classes with learning blocks/ units, language classes, vocational subject classes that encompass different skills and competences

How to use this method in classroom:

1. teacher presents a task or a problem to the class
2. learners work on the task or solution either as the whole class or in groups
3. the solutions and outcomes produced by the learners are being presented at the class forum in a teacher-led discussion
4. a joint evaluation of the solutions and outcomes is being made by the whole class with the ideas for improvement/modifications if necessary

INSIDE-OUT/ OUTSIDE-IN BLENDED LEARNING



In this model, classroom is still a source of knowledge and discussion, but part of the activities can be implemented outside of it.

This method is suitable for:

vocational and general subject classes, practical training, placements, professional visits

How to use inside-our learning method:

1. teacher presents the key points of the topic in the school together with the key questions to be answered by learners in the next class
2. learners attend a study visit, workshops, seminar, fairs, meeting with experts and gather the information required
3. gathered knowledge is presented during the next class in a teacher-led discussion

How to use outside-in learning method:

1. learners are assigned placement places
2. learners starts their placements and gather necessary information, knowledge, documents
3. learners share their experiences from the placements at class forum upon return.



MASTERY-BASED BLENDED LEARNING

In this model, learners are learning/training specific part of the training programme connected to the certain skill or ability till they are proficient in executing it.

This method is suitable for:

classes that train certain skills and abilities, such as gastronomy, carpentry, hairdressing, extra classes, master classes, experimental classes

How to use this method in classroom:

1. teacher presents the topic of the class and the tasks to be implemented
2. teacher shows the model way to execute the planned tasks
3. learners are going to their working station and start to test the first task
4. teacher goes through the working stations and monitors learners' progress and check the way learners execute given task, give pointers or correct the mistakes
5. after getting approval from the teacher, the learner can then move to implement next task



SELF – DIRECTED / SUPPLEMENTAL BLENDED LEARNING

In the self-directed blended learning model learners have the opportunity to take classes not covered by the training curriculum offered by the training entity, often in the form of an extra course, online workshop or seminar.

In the supplemental blended learning, learners can benefit from extra knowledge connected to a given topic by browsing supplementary materials and documents provided for them online.

This method is suitable for:

individually tailored for talented/interested learners, all classes - as extra learning materials or extra credit

How to use this method:

1. for the self-directed blended learning: learner chooses his extra classes alone. Teacher can serve as a mentor and facilitator
2. for the supplemental blended learning: teacher prepares a set of extra

BUT... DOES BLENDED LEARNING REALLY WORK?



There are numerous research papers and articles proving that blended learning is effective on diverse levels of education and training. If you are interested in learning more about the positive impact of the blended learning on diverse occupations, here are some links that will expand your knowledge in this field:

The effectiveness of blended learning on learners' academic achievement, self-study skills and learning attitudes: <https://www.sciencedirect.com/science/article/pii/S2405844022039457>

Study of Blended Learning Process in Education Context:

https://www.researchgate.net/publication/235980754_Study_of_Blended_Learning_Process_in_Education_Context

The Impact of Blended Learning on learners' Performance and Satisfaction in South East European University: <https://www.econstor.eu/bitstream/10419/224691/1/22-ENT-2020-Zeqiri-233-244.pdf>

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TIPS ON CREATING AN EFFECTIVE
BLENDED LEARNING ACTIVITY*

SET LEARNERS AS YOUR PRIORITY

Each learner is unique with their approach to their learning. Make sure to use resources that have varying degrees of difficulty to encourage learners that need it, while challenging those that have already mastered the material. This will build confidence and guarantee every learner is working at their ability level and not being disincetivized by their efforts when facing new challenges.

SET CLEAR LEARNING GOALS AND OBJECTIVES

Writing down what the next two weeks or semester will cover often identifies learning goals, objectives, and outcomes. The description also ensures your familiarity with the curriculum content and helps pinpoint potential digital resources, such as games, online quizzes, and videos.

USE A VARIETY OF TEACHING TOOLS

Incorporate digital technology into your classroom lessons along with traditional methods of instruction. Switching between computer-based or gamified learning and face-to-face instruction will keep learners engaged in their learning and strengthen lessons. It can also empower learners to move at their own pace.

SUPPORT INTERACTIVITY

Create interactive resources such as quizzes and online games. Most students are now familiar with gamified learning platforms. Utilize those that are appropriate for your subject area and students will engage. Also, instructors can support learners in developing their own games.

TEST OUT WHAT WORKS FOR YOU

Test out different models of blended learning to see what fits best in your classroom. Some of the popular models to consider were listed in the previous part of this unit, but there are a variety of other models to choose from. Adapt your plans as you go and share your success with fellow educators so that their learners can gain the same benefits from a blended learning environment.

MAKE LEARNING ACCESSIBLE TO LEARNERS

Learning should continue after learners leave the classroom. A benefit of incorporating digital learning is that it allows learners to access information, activities, and games anywhere, anytime. Digital learning provides flexibility that supports learner success. Some teachers use digital resources to assign homework to learners on vacation to ensure continuous learning.

ASSESS LEARNERS IN A NEW WAY

Instead of, or in addition to papers and tests, have students use digital resources to create podcasts, blogs, videos, or ebooks that synthesize and demonstrate their understanding of content.

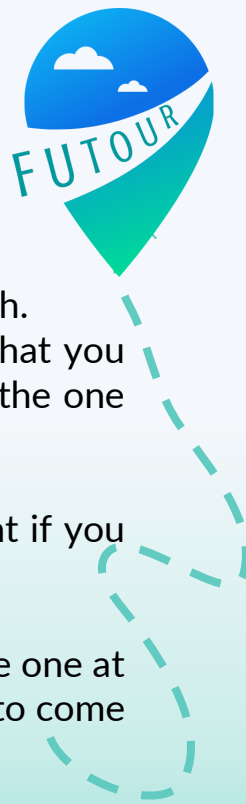
* References: <https://www.fierceeducation.com>, <https://www.mathletics.com/>,
<https://www.legendsoflearning.com/> and <https://www.pearson.com/>



05

ACTIVITIES

INTRODUCTION TO THE ACTIVITIES



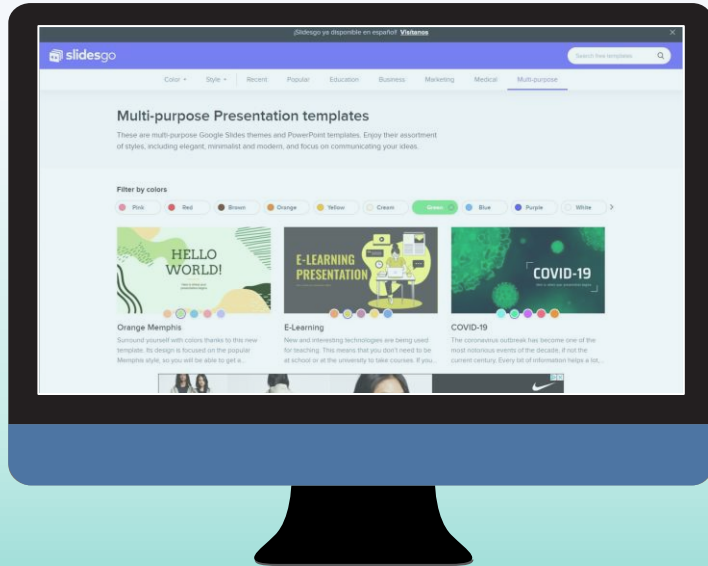
Just like in the previous unit, take a look at your class schedule for the next week and month. Make note of what topics you are to present and to what classes and choose one topic that you would like to concentrate on during the next activities. We would recommend to choose the one you personally like and feel confident about because it will come in handy later on.

You can always choose more than one topic to work with or change it whenever you want if you discover that the achieved results are not on par with your expectations.

There is no time limit to implement those activities - you can do them in one sitting or make one at a time. Implementing the tasks is not obligatory, but we think they are a great opportunity to come out of our comfort zone and brave the winds of change.

Remember, “Rome was not built in a day”, therefore the transformation from the traditional way of teaching and training to more digitalized and learner-oriented one is also a long-term process that may not necessarily be finished in a week or two.

ACTIVITY 1

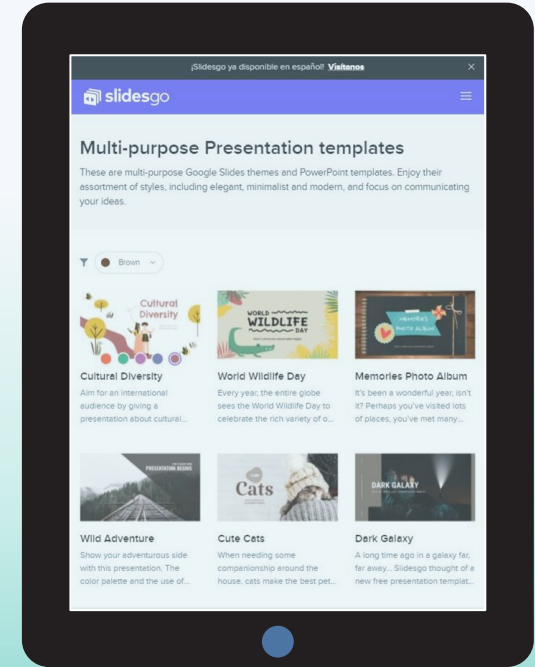


Take a look at your monthly class plan and then go back to the descriptions of the individual blended learning methods. Think what blended learning methods could you use in your activities to make your learners participate in the classes in a more active way and write down a class plan that will connect your current working methods with blended learning elements. Try out different methods and forms and see which one suits you best.

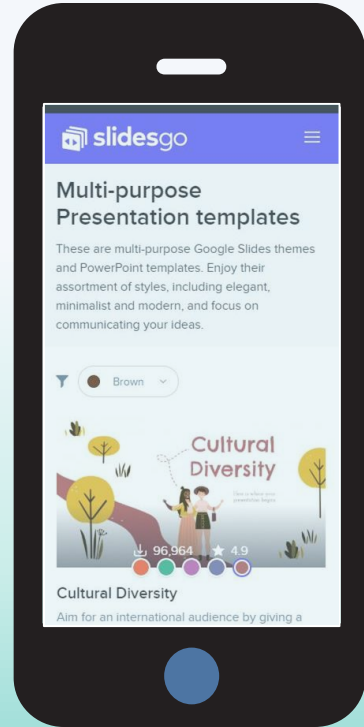
ACTIVITY 2

Imagine that one of your learners will be missing from your lessons for the whole month due to some health issues. It will be impossible for the learner to bring his/her books and notes with her/him, but the Internet access is provided and he/she can spend up to 2 hours/day to download the necessary materials, watch digital content and use Internet to communicate with her/his peers.

Prepare an individual learning path for your learner basing on the blended learning ideas presented in this unit and her/his limitations in accessing Internet. Remember that she/he may need the accessible Internet bandwidth to download also other resources, not only from your class.



ACTIVITY 3



How about flipping the scale completely and making your learners do the most of the work instead?

Check your chosen topic again.

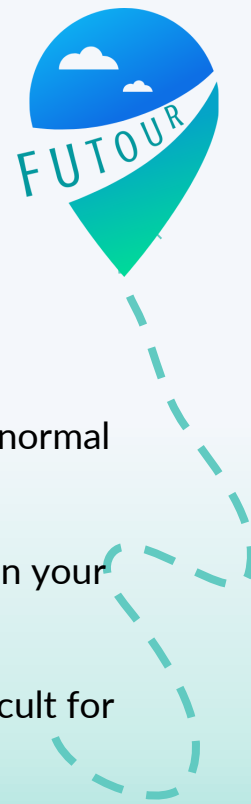
Write down the main learning goals of the planned class, together with the key information that should be acquired.

Think about the information, data and materials (including the written one and digital ones) your learners could browse before the actual lesson and write them down.

Prepare the division of the class into groups and write instructions on where to get the information and how the presentation should look like.

Plan the class so that there is an introduction (2 - 3 minutes), presentation (up to 30 minutes), discussion (10 - 15 minutes) and conclusion (up to 5 minutes) foreseen. Think about how to open the class and how to lead the discussion so that all the key points and learning objectives are included.

ACTIVITIES SUMMARY



How did you find the proposed activities?

Were they easy to implement or did you have problems with impromptu changes in your normal working routine?

Did they bring you out of your comfort zone or it is something that you often encounter in your working routine?

Would you like to participate in similar training activities in the future or are they too difficult for you to adapt to?



06

READING CORNER

INTERNET RESOURCES

- (n.d.). *15 Sites for Blended Learning*. Tech and Learning. <https://www.techlearning.com/tl-advisor-blog/8160>
- (n.d.). *Blended Learning*. Sites Google. <https://sites.google.com/site/blendclass/home>
- (n.d.). *Blended Learning Universe*. Blended learning. <https://www.blendedlearning.org/>
- (n.d.). *Coaching Progressions*. The PL Toolbox. <https://www.thepltoolbox.com/progressions.html>
- (n.d.). *Resources for Educators*. Blended Learning Resources From Seton Education Partners. <https://www.blendedlearning.org/>
- (n.d.). *TeachThought*. Teachthought. <https://www.teachthought.com>

PUBLICATIONS

Blended Learning: Convergence between Technology and Pedagogy, Antonio Víctor Martín-García, Lecture Notes in Networks and Systems 126, Springer International Publishing; Springer, Year: 2020, ISBN: 9783030457808,9783030457815

Blended Learning. Enhancing Learning Success, Simon K.S. Cheung, Lam-for Kwok, Kenichi Kubota, Lap-Kei Lee, Jumpei Tokito, Lecture Notes in Computer Science 10949, Springer International Publishing, Year: 2018, ISBN: 978-3-319-94504-0,978-3-319-94505-7

Blended learning in action: a practical guide toward sustainable change, Green, Jason T.;Tucker, Catlin R.;Wycoff, Tiffany, SAGE Publications;Corwin Press, Year: 2017;2016, ISBN: 9781506341163,1506341160

Blended Learning in Practice: A Guide for Practitioners and Researchers, Amanda G. Madden (Editor, Contributor), Lauren Margulieux (Editor, Contributor), Robert S. Kadel (Editor, Contributor), The MIT Press, Year: 2019, ISBN: 0262039478

Blended and Online Learning for Global Citizenship: New Technologies and Opportunities for Intercultural Education, William J. Hunter, Roger Austin, Series: Routledge Research in International and Comparative Education, Routledge, Year: 2020, ISBN: 2020022881,9780367408213,9780367821661

THANKS!

Do you have any questions?



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