

Module 6

Designing and delivering programmes using blended learning approaches

Participant pack

Handouts

HO 1: Blended learning – matching the learner to the programme – instructions
HO 2: Reflection log
HO 3a: Learner activity – English
HO 3b: Learner activity – maths
HO 4: Blended learning planner
HO 5: Some links to explore
HO 6: Useful websites
HO 7: Action plan
HO 8: Coaching questions

HO 6: Functional skills criteria, key skills and adult literacy and numeracy standards
HO 6a: Building a picture of the differences – examiners' report for Level 1 writing
HO 6b: Building a picture of the differences – examiners' report for Level 1 maths
HO 7: Building functional skills
HO 8: Newspaper headline activity – optional
HO 9: Values and challenges
HO 10: Critical success factors
HO 11: Resources
HO 12: Professional development – reflection and change in practice

PowerPoint slide notes

HO 1



Blended learning: matching the learner to the programme







Please begin this activity as soon as you arrive for the training session.

1. Form a group with one or two people on your table.
2. Take a set of eight cards: four of them contain profiles of individual learners and the rest show the overview of four blended learning programmes.
3. Together agree how you would match the cards: one learner to one programme.
4. Discuss what more you would like to know about each learner and how additional information might change the programme profile.

HO 2

Reflection

Activity	Notes	Actions	By when?
TN 2. Introduction	My question for the day:		
TN 3. Blended learning – what and why?	 		

TN 4. Practical programme design	 		
TN 5. Practical delivery	 		
TN 6. Confidence assessment / skills for the job	 		

HO 3a Learner activity - English

You are going to organise the following activity for your learners by preparing a blended learning plan.

As teachers, you will have face-to-face contact with the learners **ONLY** when they have completed the work. At this point they will make their presentation to you and the rest of the group.

The learner activity is:

PLAYING THE GAME

Produce a written explanation and prepare a 3-minute presentation for the rest of the class on the rules or instructions for **ONE** of the following pastimes:

- cricket (When are batsmen in and when are they out?)
- bridge (How does the bidding work?)
- yoga (How do you perform the 'salute to the sun'?)
- football (What is meant by the offside rule?)
- backgammon (How do you set out the board and begin?)

In your group, discuss and agree:

1. What do the learners need to do?
2. What skills in English / literacy do they need to employ?
3. How will they know they have performed the task well?
4. What blended learning methods would serve them best?

Suggestions for your plan:

1. Try to use a combination of peer working and technology based methods.
2. Consider using mobile phone contact.
3. Experiment with blogging tools / chat rooms.
4. Check how they might use the VLE (virtual learning environment).
5. Keep the activity dynamic and interactive.

HO 3b Learner activity – maths

You are going to organise the following activity for your learners by preparing a blended learning plan.

As teachers, you will have face-to-face contact with the learners **ONLY** when they have completed the work. At this point they will make their presentation to you and the rest of the group.

The learner activity is:

Time to buy

How could you arrive at an answer to the following question?

It is now October. You wish to buy a new digital, interactive TV set. Its price before VAT is £550. VAT is currently 20% but in the forthcoming autumn budget may drop to 17.5%. There is a rumour that TVs will go up in price in the spring by as much as 6%.

How much will the TV, including VAT if you buy it today?

How much is it likely to cost if you buy it in the spring?

Think of as many ways as you can of making this calculation and present your findings to the group.

Tell the group how you know if you have calculated correctly and whether you will buy now or wait till the spring.

In your group, discuss and agree:

1. What do the learners need to do?
2. What skills in maths / numeracy do they need to employ?
3. How will they know they have performed the task well?
4. What blended learning methods would serve them best?

Suggestions for your plan:

1. Try to use a combination of peer working and technology based methods.
2. Consider using mobile phone contact.
3. Experiment with blogging tools / chat rooms.
4. Check how they might use the VLE (virtual learning environment).
5. Keep the activity dynamic and interactive.

HO 4 Blended learning planner

Blended Learning Planner - example Assignment title Playing the Game Time between setting and completion of assignment 3 days Learning outcomes Written instructions and oral presentation		
Type of activity	Resources needed	Preparation
EXAMPLE Podcast access on VLE	EXAMPLE Tutor and learner access to VLE	EXAMPLE Podcast recording for VLE Learner induction to VLE

Blended Learning Planner Assignment title Time between setting and completion of assignment Learning outcomes		
Type of activity	Resources needed	Preparation

HO 5 Some links to explore...

Blogger

<https://accounts.google.com/>

Edmodo

www.edmodo.com

Moodle

<http://moodle.org/>

Blackboard

<http://www.blackboard.com/>

Google Docs

<https://docs.google.com/>

DropBox

www.dropbox.com/

Wikispaces

www.wikispaces.com/

HO 6 Useful websites

JISC

<http://www.jisc.ac.uk/whatwedo.aspx>

JISC is funded by the UK HE and FE funding bodies to provide world-class leadership in the innovative use of ICT to support education and research. It offers e-learning programmes, frameworks and tools.

Blogger

<https://accounts.google.com/>

A secure networking website with the option for learners to interact.

Images for blended learning

<http://www.google.co.uk/>

Visual representations of blended learning models

Edmodo

www.edmodo.com

A secure educational networking site where teachers can create folders, upload files, set up group resources and leave messages on learners' walls

Blended learning

http://www.grayharriman.com/blended_learning.htm

Blended learning categories and e-learning resources

Moodle

<http://moodle.org/>

A free web application to create effective online learning sites

Blackboard

<http://www.blackboard.com/>

An online learning environment with special provision for engaging non-traditional learners, mobile learning, virtual classrooms and more

The LSIS Excellence Gateway*

<http://www.excellencegateway.org.uk/>

This is the leading online service for the post-16 learning and skills sector in England. It offers resources, support and advice.

Tribal's Digital Learning Studio

<http://www.m-learning.org/case-studies/foyer-lifeskills>

Free advice, help and information on mobile learning

Google Docs

<https://docs.google.com/>

Share, access and manage documents, surveys, spreadsheets etc.

HO 7 Action plan

Action plan for blended learning

Planning issue:

Action	By when	Who?	Intended outcome	Predicted impact

HO 8

Coaching questions

These questions can be used as a tool to help you coach and support each other in the action planning process.

What is your first objective?

- What do you want to achieve?
- What impact will this have on your learners, yourself, other staff, your organisation?
- When would you like to achieve this by?

Progress to date

- How far have you begun this process already?
- What have been your achievements so far?
- Are there any barriers hindering your progress?

Moving forward

- What action could you take?
- What else could you do?

Action

- What will you actually be able to do?
- How will you do this?
- By when?
- Who do you need to help you?

PowerPoint notes






Support for English, maths and ESOL


Module 7
Designing and delivering programmes using blended learning approaches

Aim



To enable participants to raise learner achievement in English, maths and ESOL / functional skills by combining different, effective and complementary-teaching and learning methods in an integrated, blended programme

Learning outcomes



By the end of the session participants will be able to:

- Understand and explain the benefits of a blended learning approach for groups and individual learners in particular those on apprenticeship programmes
- Identify the planning issues to be considered when developing a blended learning programme
- Use individual learner targets to design a blended learning model for specific skills development, a time-bound blended learning session and a group programme using blended learning approaches
- Identify and access learning environments, delivery methods and resources to facilitate a blended approach
- Confirm increased personal confidence in planning and delivering a blended learning programme
- Commit to specific actions to develop and use blended learning approaches in their own teaching and in the organisation

Activity 1:
Matching the learner to the programme



How do they match?

A possible solution:

- Learner A matches with programme A
- Learner B matches with programme C
- Learner C matches with programme D
- Learner D matches with programme B

Blended learning definitions



Blended learning is an approach to teaching, learning and assessment which combines and aligns:

- face-to-face, instructor led learning
- collaborative peer working
- online, mobile and interactive working
- self-paced learning using virtual and 'real time and space' materials and resources

New types of learning activities challenge our thinking as to how learning might be facilitated, creating new etiquettes of learning and teaching, and shifting the locus of control from the teacher to the learner.

Activity 3:
Blended learning methods



In small groups of 3 or 4:

1. Compile a list of teaching and learning methods you have used and found successful
2. Now add to this list, any other methods you may know
3. Discuss the methods you have recorded and itemise the advantages of each one
4. Discuss and agree the advantages of a blended learning approach
5. Share your findings with the whole group

There is promising evidence in relation to the following features of ALN*:

blended learning - combining face to face and technology based, formal and self-study methods

the time required to make significant learning progress – often in excess of 100 hours

'Review of research and evaluation on improving adult literacy and numeracy skills' Department for Business, Innovation and Skills (BIS) December 2011

*ALN = ADULT LITERACY AND NUMERACY

(Blended learning) "is about mixing a range of teaching, learning and assessment approaches such as small group work, full class teaching, 1:1 support and e-learning into a 'blend' which best meets learners' (and the learning organisation's) needs. It can be particularly useful in the workplace."

(There is) "a need to develop high-quality blended programmes for employees in the workplace and other contexts, and to conduct a robust evaluation of their impact and effectiveness."

'Review of research and evaluation on improving adult literacy and numeracy skills' Department for Business, Innovation and Skills (BIS) December 2011



Activity 4: Blended learning methods



In small groups of 3 or 4:

1. Agree on one learner or group of learners who would benefit from a flexible approach to learning. Outline their needs and target LLN/ICT levels.
2. Select from a set of cards the preferred learning methods to suit your individual or group.
3. Produce a visual representation of the activity 'blend' you have selected. (You can use any kind of visual model using mind maps, circles, pi charts, flowcharts, tables etc.)
4. Present your model to the whole group, with reasons for your choice.
5. In your small group, discuss and agree the planning implications for your model.

A few links to explore...



Blogger
<https://accounts.google.com/>
Edmodo
www.edmodo.com
Moodle
<http://moodle.org/>
Blackboard
<http://www.blackboard.com/>
Google Docs
<https://docs.google.com/>
DropBox
www.dropbox.com/

BIS Review – December 2011



“Given the promising evidence on blended learning, its potential cost-effectiveness, and the increasing importance of employment and employability in ALN, it is a priority.”

‘Review of research and evaluation on improving adult literacy and numeracy skills’ Department for Business, Innovation and Skills (BIS) December 2011

Learning outcomes



By the end of the session participants are able to:

- Understand and explain the benefits of a blended learning approach for groups and individual learners (pedagogical richness, access to knowledge, social interaction, personal agency, cost effectiveness, and ease of revision)
- Identify the planning elements for a blended learning programme
- Use individual learner targets and a visual planner to design a) a blended learning model for specific skills development b) a time-bound blended learning session c) a group programme using blended learning approaches
- Identify and access learning environments, delivery methods and resources to facilitate an embedded approach
- Confirm increased personal confidence in planning and delivering a blended learning programme
- Commit to specific actions to develop and use blended learning approaches in their own teaching and in the organisation