



Support for English, maths and ESOL

Module 6

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**

BIS Review – December 2011

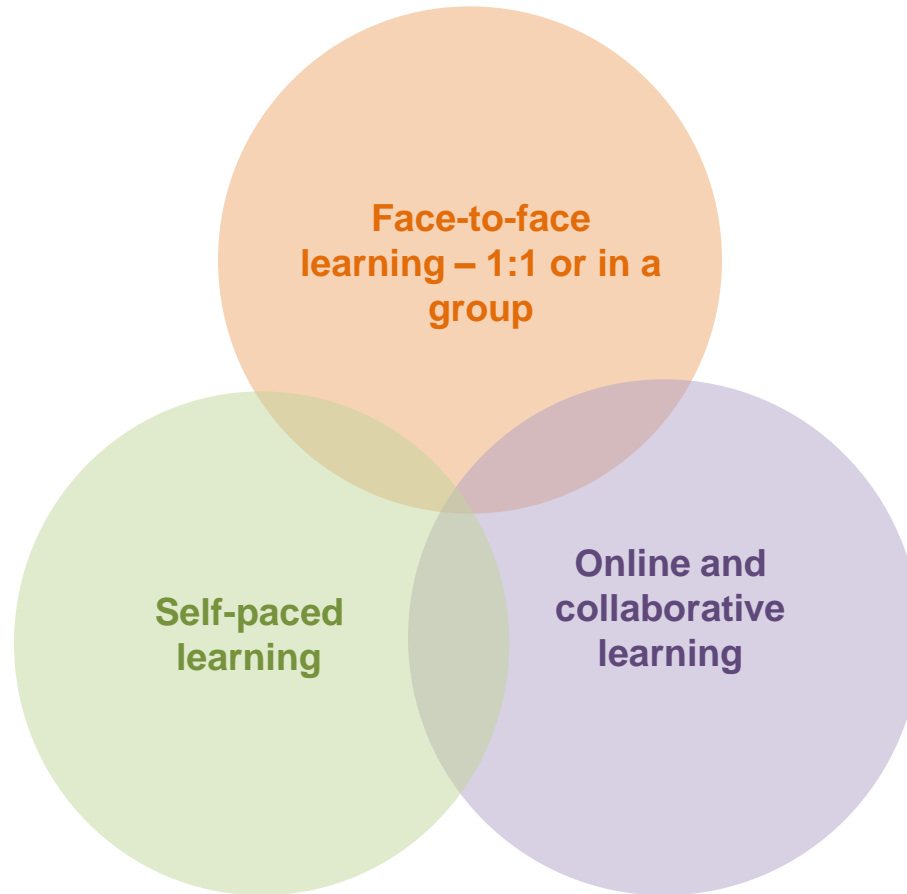


(Blended learning) “is about mixing a range of teaching, learning and assessment approaches such as small group work, full class teaching, 1:1 support and e-learning into a ‘blend’ which best meets learners’ (and the learning organisation's) needs. It can be particularly useful in the workplace.”

(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

Blended learning – a visual model



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, pie 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/

“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