

Blended Learning

Information for Teachers

BLENDED LEARNING AND TEACHING

Although the terms *blended learning*, *hybrid learning*, *flipped classroom*, *computer-based learning* and others are often used interchangeably they are not all the same thing, even if they all involve elements of classroom work and learning outside the class with a computer, smartphone or tablet.

The word *blended* makes it clear that the two parts are so closely intertwined that they neither can nor should be separated from each other once they have been combined. It is only the combination of the parts which makes the product successful.

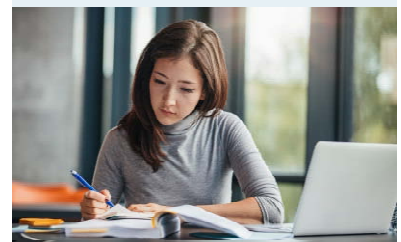
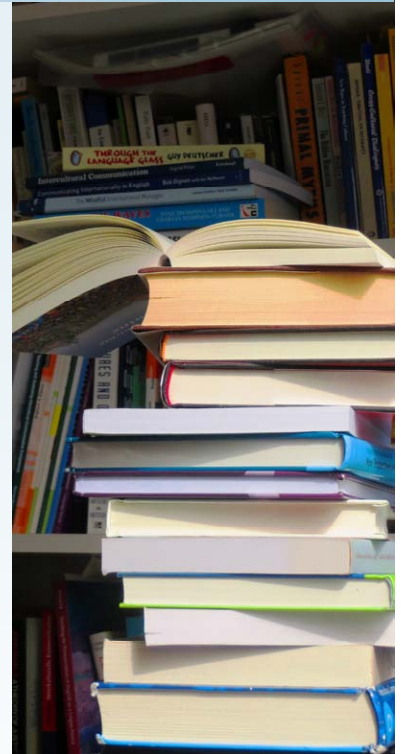
The parts of a blended learning course which learners carry out without a teacher are not a replacement for the classroom, but added value when combined with good classroom teaching.

The word *good* is operative here. Only in effective classroom activity can all the advantages of the parts of the course which are carried out on an electronic device be really useful and contribute significantly to learning. They should not be seen by learners or teachers as either merely added value or dispensable, but as an integral part of the course, equally necessary and interesting as the parts of the course which take place in a classroom with a teacher and other learners.

THE ICE BLENDED LEARNING COURSE

The ICE Blended Learning Course aims to do this. The self-study modules are not intended to be theoretical input for learners, but to provide real-life, interesting and thought-provoking examples of how theory applies to real-life people and contexts.

It is only if all this is borne in mind when preparing classroom teaching that a blended learning course can be successful.



BASICS OF BLENDED LEARNING

- Blended Learning does not replace good face-to-face teaching.
- Research shows that well-functioning groups of learners produce the best results.
- Appealing and interesting online content can increase the amount of time that learners spend engaging with the course material.
- Online self-study content allows learners to study and practise at their own pace and receive the support they need if and when required.
- Linking online self-study content with face-to-face teaching activities can considerably improve learning effectiveness.



How to make blended learning work

Teachers are fully familiar with the self-study material and integrate it into their classroom teaching.

Classes are as interactive as possible. The most effective learning takes place through interaction.

Classroom time is not taken up with silent reading, listening or watching of videos.

What do I do if learners don't do the self-study activities?

This is, in fact, the main problem with any self-study course or material. The following ideas may help:

Use the material in class the first time, making clear to learners how much time will be saved if they do it themselves at home beforehand.

Demonstrate clearly how important the content of the self-study material is for full understanding of and participation in classroom activities.

If some learners use the self-study material, don't penalise them by repeating it for the others. They should realise how important the self-study material is in order to take part in the activities in a sensible way.

Include tests and quizzes on the self-study material and, if possible, award points and grades for these.

Assign homework tasks which can only be fully completed with the help of the self-study material

Make it impossible to achieve a high grade in an end-of-term exam without using the self-study material.