

Blended Learning

FEET: Fit for European E-Training is an Erasmus + project No.2015-1-DE02-KA104-002248
Learning Mobility of Individuals/Adult Education

The aim of this course is the acquisition of new knowledge and skills for becoming effective online trainers (e-trainers) by the training professionals collaborating with E@W. They will study and practice the fundamentals and learn how online training is designed, implemented and evaluated. They will be trained to become e-trainers so they can provide online and blended learning to their learners in Germany and worldwide.

The training course is developed based on the contract between the FEET project coordinator **English at Work GmbH, DE:** E@W www.englishatwork.com and **Global Knowledge Development Ltd, UK:** GKD - www.gkd-online.com

A. Theoretical part

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1. Blended learning models and methodology

Blended learning

Blended learning is a combination of offline (face-to-face, traditional learning) and online learning (e-learning) in a way that the one compliments the other [Ref. 12]. It is a student-centred approach to creating a learning experience whereby the learner interacts with other students, with the instructor, and with content through skillful integration of online and face-to-face environments and learning activities. A well-designed blended learning experience thoughtfully organizes content, support materials, and activities via synchronous and asynchronous learning events, all of which are delivered in a variety of modes ranging from

traditional lecture/presentation to online tutorials.

Communication and collaboration are necessary functions of a blended approach. Because formative assessment is embedded throughout learning events, the learner assumes responsibility for his learning [Ref. 1].

In contrast to trainer/ILT-centred approaches, blended learning environments provide multiple ways to access various kind of content (including multimedia and simulations) and to deliver better learning experiences. A blended training approach also gives the learner the opportunity to be more responsible for his learning process and final results, which create a learning situation that may be more meaningful on an individual/personalized level. Because the learner comes to construct knowledge through personal effort, he is more likely to demonstrate understanding beyond rote

memorization, and to transfer what he has exactly needed in the new settings.

Advantages of blended learning

There are numerous advantages to using a blended learning approach in education and training [Ref. 6].

For teachers/trainers:

- Training is less expensive to deliver, more affordable and saves time
- Blended learning offers flexibility in terms of availability – anytime, anywhere. In other words, e-learning enables the trainee to access the materials from anywhere at any time
- Access to global training resources and materials that meet the trainees' level of knowledge and interest

- Self-pacing for slow or quick learners reduces stress, increases satisfaction and information/knowledge retention
- E-learning allows more affective interactions between the learners and their instructors through the use of emails, discussion boards, chat rooms, etc
- Trainees have the ability to track their progress
- Trainees can also learn through a variety of activities that apply to many different learning styles
- E-learning could improve the quality of training and learning as it supports face-to-face training approaches.

Blended learning also improves other factors for the teacher including:

- More engaged students/trainees
- Better information and feedback on work
- Team/group training
- Extended (24/7) time with learners/trainees
- More leadership roles
- Focus on deeper learning/understanding
- Motivating hard to reach trainees
- New options to teach at home (at trainees' own place)
- More earning power
- Personalized professional development plans.

Improved training conditions:

Blended learning tears down the traditional in-class approaches to training, which can improve conditions such as:

- Reduced isolation
- More opportunities for collaboration
- Meaningful professional development
- Better student data
- Improved time efficiency
- Role-differentiation.

For students/trainees:

- Increases student interest - when technology is integrated into training materials, learners are more likely to be interested in, focused on, and

excited about the subjects they are studying, while also increasing knowledge retention.

- Keeps students focused for longer - the use of computers to look up information is combined with access to online resources to conduct training. This engagement and interaction with the resources keeps students focused for longer periods than they would be with printed books or paper resources, this engagement also helps develop learning through exploration and research.
- Provides student autonomy - the use of e-learning materials increases a student's ability to set appropriate learning goals and take charge of his own learning goals, which develops a very important ability - learning to learn.
- Develops a disposition of self-improvement - students become self-driven/motivated and responsible, tracking their individual achievements, which helps develop the ability to find the resources or get the help they need in a self-advocating manner so they can reach their goals.
- Promotes student ownership - blended learning instils a sense of “student ownership over learning” which can be a powerful force driving the learning.
- Allows instant diagnostic/analytics information and student feedback - the ability to rapidly analyze, review and give feedback to a students work, gives the trainer the ability to tailor his/her teaching methods and feedback for each student, while improving time use efficiency.

- Enables students to learn at their own pace - the flexibility of blended learning and the ability to access internet resources allow students to learn at their own pace, meaning a teacher can help speed up the learning process or provide more advanced resources if necessary.

Blended learning prepares students for the future of education/training - it offers a multitude of real-world ICT-based skills that directly translate into life skills:

- Research skills
- Self-learning
- Self-engagement and assessment
- Helps to develop a "self-driving/motivating force"
- Better decision making
- Offers a larger sense of responsibility
- Improved computer/ICT literacy.

Blended learning models

Blended learning is often also referred to as “hybrid” learning, and can take on a variety of forms in online education and training environments. Due to its modular design, blended learning comes in numerous models that can be personalized to fit the individual training needs. These types of models can include [Ref. 6]:

Online – Instruction occurs via an online platform (usually a LMS), with periodic face-to-face meetings

Rotation - Trainees rotates between self-paced online learning and face-to-face instruction in class. Schedules are fixed but flexible

Flex - Most instruction is delivered online, with trainers providing as needed support in small-group settings

Personalized blend - Trainer designs face-to-face and anywhere, anytime online learning options that include the physical classroom and virtual learning spaces.

Learning is a constant and time is a variable

Online labs/workshops - Instructions take place in a brick and mortar lab. Delivered by an online teacher and supervised onsite by paraprofessionals

Self-blend - Students take online courses to supplement their traditional school face-to-face course catalogue.

Face-to-face - Trainers offer primarily face-to-face instruction, supplemented with online technology in the classroom or computer lab.

There are **5 major interactions** of a blended learning model [Ref. 11]:

- Student-to-student
- Student-to-trainer
- Student-to-community/group
- Student-to-training material/content
- Student-to-technology

Blended learning is important because it breaks down the traditional models of teaching/training, especially the ones that don't work for all students and now with access to new technologies and digital resources the trainers can tailor the learning experience for each trainee's needs. Blended learning also offers flexible time frames that can be personalized to each learner, offering them the ability to learn on demand at their own pace and place.

Blended learning methodologies

In order to have the trainees become highly engaged in their own learning and take the time to be better learners, it is necessary to shift the blended learning methodology into a different paradigm of learning/training. It is important to create a training setting/environment that allows students to explore and engage in multiple levels of learning and interactions with the content and other participants in the training activity. To create this type of trainee engagement in class and online environments, the trainees should have all those five very highly interactive experiences listed above integrated into the blended learning program by the methodology that is used.

Blending (mixing) the best of online and offline/onsite learning can work better for trainees and trainers [Ref. 7]:

1. Competency-based policies, dynamic scheduling, and smart recommendation engines will make it easier for more schools to incorporate these strategies.
2. Blended learning makes it easier to provide multiple learning strategies. Blended learning is making it easier to leverage individual student interests through internships and projects.
3. Blended learning makes it easier to ‘flip the classroom’ and send home a list of instructional resources that deliver the core and additional content so that class time can be spent solving problems/tasks.
4. Blended learning provides partnership with a community-based organization.

5. Blended learning can help extend the school time/calendar.
6. Learning outcome analytics - in addition to extended access and more variety, the shift from print to digital content will include embedded assessments and powerful dashboards/analytic tools that will allow teachers to easily monitor student progress.
7. Advanced diagnostics and adaptive testing involved in promoting an individual student's growth providing benefits.
8. Blended learning can make learning more social and more transparent to other participants.
9. New work patterns, new roles, and extended learning time will allow many teachers to earn more.
10. Teachers appreciate that blended learning makes a difficult job more acceptable.

The teacher's/trainer's role in blended learning is to effectively "mix" the physical and virtual classrooms and activities in a way that encourages students/trainees to explore, expand knowledge, and experience learning in a more productive way.

Blended learning methodologies combine both – online and traditional/ILT-based training methodologies (please refer to Unit 2). Time sharing between both modes of learning/training is crucial for a successful blended learning program.

Planning and designing blended learning programs

Creating a successful blended learning program takes careful thought, preparation and design. Because part of the experience involves online instruction with no direct physical presence, the trainers must map out potential paths and guidelines for student learning while leaving

space for individual inquiry. Here are some concepts that a trainer should keep in mind when designing a blended learning environment and program [Ref. 3]:

- Envision the curriculum as a series of modules, or units that ultimately fit together for the aims of the course. Each element of instruction — either set out in a time sequence or a series of achieved expertise/experience — should scaffold the learner to the next step forward. It's important to point out that not every module of a blended learning unit need be steeped in interactive technology.
- Use classroom time for guided technology, showing not only exemplars of the tools available and work completed with technology, but also some hands-on exploration in the presence of the trainer and peers.
- Self-directed inquiry-based learning by the student should be encouraged as much as possible. Blended learning experiences lend themselves nicely to the concept of differentiated instruction because students can explore and create at their own pace, away from peer pressures and perceived classroom expectations. It is incumbent on the instructor to have in place multiple paths, however, so that the top student is as challenged as the struggling one.
- The element of design of any online space component in blended learning is critical. The last thing a trainer wants is a student confused by the navigation within the content or VLE. Make sure virtual paths and expectations are clearly marked and intuitive.

One component remains as central in this hybrid training model as the traditional classroom: the trainer/instructor remains an extremely important facilitator for any classroom activity, whether using technology such as virtual learning environments (VLEs) or not. A trainer/instructor should:

- be able to facilitate interaction. Trainees can act differently in an online environment when social cues are not visible. It is important for the instructor to be a guiding presence for fostering positive environments/activities.
- be highly responsive. Young people need and expect timely feedback and responses, and a void of silence is a sure way to stifle the activity of a site.
- know web-based technologies. A trainer in a blended environment would do well to be an

explorer and user of technology himself. It is only through experimenting themselves and reflecting on the possibilities that a meaningful integration can occur.

- be trained in both synchronous and asynchronous instruction modes. There's a certain skill to managing and following communication in these realms, and professional development around the use of real-time and archived/recorded discussions — and when to use which one, for what purpose — is important.

2. Selecting, designing, developing and mixing content

Training content may come in different forms depending on the identified training needs. It may be selected “of the shelf” or especially developed for a training course and program or mixing both forms.

Today there are many online sources offering numerous ready to use learning objects such as images, videos, sound, e-slides/presentations, etc. Other sources, usually designed and administered by educational institutions, offer various learning modules even complete courses on selected learning subjects. All those could be used by online trainers when developing their own training

content by following the copyright requirements set by the intellectual property right (IPR) owners.

Digital libraries

A digital library is a special library with a collection of digital objects that can include text, visual material (images), audio material, video material, etc., stored as electronic media formats (as opposed to print, or other media), along with means for organizing, storing, and retrieving the files and media contained in the library collection. Digital libraries can vary immensely in size and scope, and can be maintained by individuals, organizations, or affiliated with established physical library buildings or institutions, or with academic institutions. The digital content may be stored locally

and/or accessed remotely via computer networks [Ref. 16, 17].

Today there are many digital libraries and archives that offer free or subscription-based access to their resources [Ref. 18, 19]. Those could be suggested as external/additional resources to the participants in any specific online training course.

MOOC and OER sources

A massive open online course (MOOC) is an online course aimed at participation and open access via the World Wide Web (WWW). In addition to traditional course materials many MOOCs provide interactions among students, professors, and training assistants. MOOCs are recent and widely researched developments in online education and training which were first

introduced in 2006 and emerged as a popular mode of learning in 2012 [Ref. 21, 22].

Open educational resources (OER) are freely accessible, openly licensed text, media, and other digital assets that are useful for teaching, learning, and assessing as well as for research purposes. It is the leading trend in distance education/open and distance learning domain as a consequence of the openness movement in WWW. The development and promotion of OERs is often motivated by a desire to provide an alternate or enhanced educational and training experience [Ref. 23, 24].

This kind of online resources may be useful as additional external resources on a training subject as those are usually designed to meet any training needs (in general or on a specific topic) that may not meet exactly

the training needs of the program developed by the trainer.

Developing/authoring training content “in house”

If a trainer has decided to develop a specific online training content “in house” to meet the exact needs of his audience, he needs a specific kind of software named “authoring systems” or “e-learning authoring tools”. An authoring system is software that allows (usually non-programmer) users to create their own courseware (course content in digital formats), web pages, or multimedia applications and the associated navigating tools [Ref. 28].

There are many offers of such kind of e-learning content/course design and management software in the market today [Ref. 29, 30].

The wise selection of an appropriate authoring system is a matter of vast previous content design experience and skills. Such software is the main content design tool of expert instructional design (ID) team members.

Sometimes they combine different kinds of such systems to get the required result.

Note: For more information on designing and developing content for online training, please refer to Unit 3.

Mixing content for blended learning

Some studies show that a successful learning/training course depends on the number of the lessons/modules/units it includes [Ref. 13]. A significant downward trend was noticed: the more lessons per course, the lower the completion rates. In general,

shorter courses are more likely to be completed by the trainees.

Sometimes due to the variety of topics needed to be covered, some content may simply require a more detailed breakdown for students to retain key information.

The conclusion is that each trainer should build out his own strategy relevant to each specific course, training goals and audience's prior knowledge on the subject.

3. Incorporating social media into the blended training program and content

Social media and networks

Social media sites and networks are interactive Web 2.0 technology-based Internet applications.

These technologies facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. The variety of stand-alone and built-in social media services currently available introduces challenges of its definition. However, there are some common features [Res. 25]:

- User-generated content, such as text posts or comments, digital photos or videos, and data generated through all online interactions, are social media
- Users create service-specific profiles for the sites or applications that are designed and maintained by the social media organizations/providers.

Social media facilitate the development of online social networks by connecting a user's profile with those of other individuals or groups.

Social media appear in many forms including blogs and micro-blogs, forums and message boards, social networks, wikis, virtual worlds, social bookmarking, tagging and news, writing communities, digital storytelling and scrapbooking, and data, content, image

and video sharing, podcast portals, etc. All those emerge with the development of new Web2.0 technologies.

The worldwide known social media and networks include: Facebook, Twitter, YouTube, Instagram, Pinterest, SlideShare, Flickr, LinkedIn, Google Plus, etc. These social networking sites have become part of our everyday live and work. Many other social media and networking sites (global or local) appear (and disappear) almost daily.

Mixing social media in blended training program and content

Many social media websites publish multimedia content (images, video, music, etc) under Creative Commons (CC) license which is one of several public copyright licenses that enable the free distribution of an otherwise

copyrighted work. This kind of content can be freely used by the trainers to create their own online content for training activities.

Benefits of using social media as a training resource

[Res. 26]:

- The credibility of training presented by colleagues or senior managers of your own organization as opposed to an external training expert;
- Providing fewer constraints on employees in relation to time and space; training can be done in a flexible time frame, usually in a location of choice;
- Training time is usually quite short and can quickly meet changing needs; information can be communicated to employees quickly and as required;

- Follow-up can happen immediately after training (i.e. watch a short video, start working and implement what was learned);
- Rating and commenting tools on the majority of social media sites ensure timely responses to questions and increase immediate, meaningful interaction between employees; users and trainers can rate themselves and each other in real time;
- It promotes a shared understanding among employees based on actual training and ongoing communication;
- It is virtually cost-free.

Benefits of social networks and media for trainers:

The trainers can join in and collaborate with existing groups or create new groups (“social networks”) of fellow professionals and/or trainees. The social networks

allow an easy exchange of information in any digital format, content, ideas and "best practices". It also exposes trainers to new technology-based ideas and encourages their professional engagement, training and continuing education. Social media online tools can give them the opportunity to attract the student's interest and make them more involved in their courses. The most important contribution of social media is in supporting online learning, providing the necessary tools to conduct training outside the classroom without keeping the trainee in a passive (listening and watching) role.

Benefits for trainees of using social media in online training [Res. 25]:

- Improves online collaboration
- Have 24/7 access to online support (trainers, mentors, experts, etc.)

- Keeps trainees up-to-date
- Facilitates ongoing online training and feedback
- Increases trainees' motivation and engagement.

Drawbacks of using social media in online training:

- (Sometimes) social media becomes a distraction
- Online learning communities require time and resources
- Exposure to excessive information may contribute to cognitive overload
- Wrong online behaviour may compromise image.

4. Informal and collaborative learning

According to the EC definition [Ref. 33] of learning there are 3 major forms of learning:

Formal learning - Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.

Non-formal learning Learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning

support). Non-formal learning is intentional from the learner's perspective.

Informal learning - Learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or "incidental"/random).

The EC definition is related to the context of **lifelong learning**: "All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective." [Ref.33]. There are

many other “learning”-related definitions in the cited document.

Collaborative learning is an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. Collaborative learning refers to methodologies and environments in which learners engage in a common task in which each individual depends on and is accountable to each other. Collaborative learning activities can include collaborative writing, group projects, and other activities [Res.35].

There are also many other definitions of these basic “learning” terms, according to the view, aims and needs of their authors [Ref. 34].

5. Synchronous and asynchronous communication and training

The basics of communication

Communication is the process of transferring information from a sender to a receiver, or to multiple receivers. The senders and receivers are vital in communication. The process also involves a transmitted message and a channel transmitting the message/information.

There are various categories of communication, and more than one may occur at any time. In case of human/interpersonal communication, the different categories of communication include [Res. 36, 37]:

- Spoken or Verbal Communication: face-to-face, telephone, radio or television, and other media
- Non-Verbal Communication: body language, gestures, how we dress or act - even our scent
- Written Communication: letters, e-mails, books, magazines, publications on the Internet or via other media (printed or electronic)
- Visualizations: graphs and charts, maps, logos, video, animation and other visuals can communicate messages.

Learning/training is a process of human communication for transferring knowledge directly or indirectly by verbal messages or published content using a different kind of media and channels. The “traditional” face-to-face training is based mostly on verbal communication and uses limited visuals (pictures, drawings, sketches,

diagrams, etc). The online e-learning/training uses **digital** messages or published content, media, channels, and visuals: static - 2D and 3D images, charts, diagrams, etc, and dynamic – video and animation. Adding interactivity (hypertext and hypermedia), based on digital technologies, greatly improves the effectiveness of online communication and knowledge transfer.

Synchronous and asynchronous online learning/training

Depending on the time it takes place, e-learning/training can be divided into two categories: synchronous and asynchronous [Ref. 38, 39].

Synchronous e-training

It unfolds in real time. It requires that the online trainer and all participants are present at a given time.

Synchronous e-training involves online studies through chat, audio, and video conferencing. This kind of training tool is real-time. It is like a virtual classroom which allows students to ask, and trainers to answer questions instantly, through instant messaging, which is why it is called synchronous. Rather than taking lessons alone, students associating themselves with synchronous e-training software or online courses can easily interact with fellow students and their trainers during the course.

Examples of synchronous e-training activities:

- Online Chat and Instant Messaging (IM)
- Video and audio conferences

- Web-based seminars (webinars), meetings and conferences
- Online workshops
- Live webcasting/streaming digital media
- Screen/White board sharing
- Applications sharing.

Asynchronous e-training

On the other hand, asynchronous e-training can be carried out even while the learner is offline.

Asynchronous e-training involves courses delivered via web, LMS, email and message boards that are then posted on online forums. In such cases, learners complete the course at their own pace and place, by using the Internet for communication with the e-trainer when an “external” support is needed.

Asynchronous training events take place at different times. The learners do not have to be present at the same moment in a classroom. It is time-independent.

Examples of asynchronous e-training activities:

- Discussion groups/online forums
- Message boards
- E-mails
- Wikis
- Blogs
- Webcasting on demand
- Self-paced courses published on Learning Management Systems (LMS).

Note: For more information and additional resources on synchronous and asynchronous online training activities

and Web2.0-based tools for e-learning/training, please refer to Unit 2.

Designing synchronous and asynchronous blended learning activities

The following principles highlight key aspects of the process of designing technology-enhanced synchronous and asynchronous blended learning activities/courses [Res. 41, 42]:

- Where technology is used, it should extend the potential for learning, and not be used simply for its own sake
- Quality learning occurs when there is coherence and alignment between the technology, course environment, learning objectives, teaching and learning activities, and assessment demands of a course

- Effective practice in blended learning requires selecting the most appropriate tools for achieving the purpose of the learning
- The adoption of blended learning should ideally exploit the capacity of technology to promote active and participative learning in both face-to-face and online contexts
- When unfamiliar technologies are integrated into learning designs, the rationale and benefits need to be clearly communicated to students
- Even advanced users of technology look to their teachers for guidance on how to use technology in learning so ensure there is appropriate support for students who participate in the learning process
- Ongoing review and evaluation, drawing on a range of perspectives, helps to ensure quality learning experiences for both staff and students.

6. Online references and additional resources

Note: All hyperlinks were updated in June-July 2017. Please feel free to search and browse the Internet for additional resources on the topics.

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<http://www.worldwidelearn.com/education-advisor/questions/synchronous-asynchronous-learning.php>

39. mindflash.com/Asynchronous E-Learning Vs.

Synchronous E-Learning

<https://www.mindflash.com/elearning/asynchronous-synchronous/>

40. ubc.ca/Synchronous and Asynchronous

Communication: Tools for Collaboration

http://etec.ctlt.ubc.ca/510wiki/Synchronous_and_Asyncronous_Communication:Tools_for_Collaboration

41. elearningindustry.com/Benefits of Synchronous and Asynchronous e-Learning

<https://elearningindustry.com/benefits-of-synchronous-and-asynchronous-e-learning>

42. griffith.edu.au/Getting started with blended learning-guide

https://www.griffith.edu.au/_data/assets/pdf_file/0004/267178/Getting_started_with_blended_learning_guide.pdf

43. kdplatform.com/eLearning Glossary 2017 Edition

<https://www.kdplatform.com/elearning-glossary-2017-edition/>

B. Practical part

Practical tasks to be completed:

Referring to the Theoretical part and using the additional self-directed resources in this section, please complete the following practical tasks:

1. Blended learning models and methodology

You are planning a training session. You have to make a decision which one of the training modes to offer to your trainees – ILT, blended or online self-(e)training.

Following the known models, please complete the analysis of the group of trainees for the 3 modes.

Create a comparison table (positives and drawbacks) – ILT vs. blended vs. online training.

Please select which online training category (synchronous or asynchronous) meets best your training task and audience.

According to your professional experience, training audiences, and goals, please describe your view on the positives and drawbacks of using the selected method.

Please present your views to the other participants in the training session.

Get feedback/suggestions from the audience.

2. Selecting, developing and mixing content

After completing the analysis of the trainees and the training goals, please select which kind of content will best fit their needs.

Please select the authoring tools you prefer to use in order to reach the established learning goals.

Please create a list of specific content components you need to design.

Please present your list to the other participants in the training session and explain your selection criteria.

Get feedback/suggestions from the audience.

3. Incorporating social media into the training program and content

Based on the results of the completion of the abovementioned Practical tasks 1 and 2, please create a plan for using social media in your training session.

Please explain/describe how your plan and execution will guarantee reaching the training goals.

Please introduce your plan to the other participants in the training session.

Get feedback/suggestions from the audience. Modify the plan, if needed.

4. Informal and collaborative learning

Following the hyperlinks below and information published on the topic, please select which form you prefer to use for your online training activities – informal online self-learning or collaborative/group online learning.

Please describe which option you need/like most and why.

Please describe how collaborative learning activities in your training program will help you and your trainees enrich the learning experience.

Get feedback/suggestions from the audience. Make corrections, if needed.

5. Synchronous and asynchronous communication and training

Following the hyperlinks below and information published on the topic, please select which kind of training communication (synchronous or asynchronous) you prefer to use to present your ideas and content in the planned training activities. Create a comparison table - synchronous vs. asynchronous.

Please explain your choice.

Get feedback/suggestions. If needed, edit it based on the suggestions of the other participants.

Additional online resources

Note: You will find some useful information on e-training practices and tools by browsing the links below. Please feel free to search and browse Internet for more additional resources on the topics.

1. [teachthought.com/The Definition of Blended Learning](http://www.teachthought.com/the-definition-of-blended-learning/)

Learning

<http://www.teachthought.com/learning/blended-flipped-learning/the-definition-of-blended-learning/>

2. [teachthought.com/11 Steps Of Effective Project-Based Learning In A Blended Classroom](http://www.teachthought.com/learning/project-based-learning/11-steps-of-effective-project-based-learning-in-a-blended-classroom/)

<http://www.teachthought.com/learning/project-based-learning/11-steps-of-effective-project-based-learning-in-a-blended-classroom/>

3. [teachthought.com/An Administrator's Guide To Selecting Blending Learning Tools \[Infographic\]](http://www.teachthought.com/learning/blended-flipped-learning/an-administrators-guide-to-selecting-blended-learning-tools-infographic/)

<http://www.teachthought.com/learning/blended-flipped-learning/an-administrators-guide-to-selecting-blended-learning-tools-infographic/>

4. [teachthought.com/A Framework For Student Motivation In A Blended Classroom](http://www.teachthought.com/learning/blended-flipped-learning/framework-student-motivation-blended-classroom/)

<http://www.teachthought.com/learning/blended-flipped-learning/framework-student-motivation-blended-classroom/>

5. [aeseducation.com/Blended Learning Tools: Online Curriculum vs. eBooks](http://www.aeseducation.com/blog/2014/01/blended-learning-tools-online-curriculum-vs-ebooks)

<http://www.aeseducation.com/blog/2014/01/blended-learning-tools-online-curriculum-vs-ebooks>

6. [latrobe.edu.au/Blended learning: Models and examples](http://latrobe.edu.au/Blended%20learning%3A%20Models%20and%20examples)

<http://www.latrobe.edu.au/ltlt/resource-library/sources-bk/bl-models-examples>

7. [uwaterloo.ca/Some Examples of Blended Courses](http://uwaterloo.ca/Some%20Examples%20of%20Blended%20Courses)

<https://uwaterloo.ca/centre-for-teaching-excellence/resources/blended-learning/some-examples-blended-courses>

8. [globaldigitalcitizen.org/Blended Learning Ideas: 8 Strategies and 3 Cool Projects](http://globaldigitalcitizen.org/Blended%20Learning%20Ideas%3A%208%20Strategies%20and%203%20Cool%20Projects)

<https://globaldigitalcitizen.org/blended-learning-ideas-8-strategies-and-3-cool-projects>

9. [hkbu.edu.hk/COLLABORATIVE, ONLINE AND BLENDED LEARNING IN UNDERGRADUATE TEACHING AND LEARNING](http://hkbu.edu.hk/COLLABORATIVE,%20ONLINE%20AND%20BLENDED%20LEARNING%20IN%20UNDERGRADUATE%20TEACHING%20AND%20LEARNING)

<http://chtl.hkbu.edu.hk/documents/elfa2013/Session2E-S3-forweb.pdf>

10. [elearningindustry.com/5 Reasons Why You Should Adopt Blended Training](http://elearningindustry.com/5%20Reasons%20Why%20You%20Should%20Adopt%20Blended%20Training)

<https://elearningindustry.com/blended-training-reasons-adopt>

11. [teachthought.com/The 5 Interactions of a Robust Blended Learning Model](http://teachthought.com/The%205%20Interactions%20of%20a%20Robust%20Blended%20Learning%20Model)

<http://www.teachthought.com/learning/blended-flipped-learning/the-5-interactions-of-a-robust-blended-learning-model/>

12. teachthought.com/11 Steps of Effective Project-Based Learning in a Blended Classroom

<http://www.teachthought.com/learning/project-based-learning/11-steps-of-effective-project-based-learning-in-a-blended-classroom/>

13. lynda.com/Teaching Techniques: Blended Learning

<https://www.lynda.com/Educational-Technology-tutorials/Blended-Learning-Fundamentals/424004-2.html>

14. ucf.edu/Examples of Approaches

<https://blended.online.ucf.edu/process/examples-of-approaches/>

15. dexway.com/Blended Learning Method for Teaching Languages

<http://www.dexway.com/method-blended-learning/>

16. pixel-online.net/Blended Learning in Teaching Foreign Languages

http://conference.pixel-online.net/ICT4LL2013/common/download/Paper_pdf/13-ELE08-FP-Sidorenko-ICT2013.pdf

17. teachingenglish.org.uk/Blended Learning in English Language Teaching

https://www.teachingenglish.org.uk/sites/teacheng/files/D057_Blended%20learning_FINAL_WEB%20ONLY_v2.pdf

18. griffith.edu.au/Getting started With Blended Learning

https://www.griffith.edu.au/_data/assets/pdf_file/0004/267178/Getting_started_with_blended_learning_guide.pdf

19. ispringsolutions.com/Top 5 e-Learning Authoring Tools: The Use Cases Comparison (2017 Update)
<http://www.ispringsolutions.com/blog/5-e-learning-authoring-tools/>

20. caveolearning.com/9 Ways to Use Social Media in Training
<https://www.caveolearning.com/blog/social-media-in-training>

21. opensesame.com/5 Ways to Start Using Social Media for Training

<https://www.opensesame.com/blog/5-ways-start-using-social-media-training>

22. business2community.com/5 Step Social Media Training Program for Employees
<http://www.business2community.com/social-business/5-step-social-media-training-program-employees-01557090#fjFBTAfuJCXLff7c.97>

23. trainingindustry.com/Using Storytelling to Support Social Learning & Achievement
<https://cdns3.trainingindustry.com/media/38957803/using-storytelling-to-support-social-learning-achievement.pdf>

24. www.teachthought.com/20 Collaborative Learning Tips and Strategies for Teachers

<http://www.teachthought.com/pedagogy/20-collaborative-learning-tips-and-strategies/>

25. [shiftelearning.com/4 Steps to Effective Communication in eLearning](http://www.shiftelearning.com/4-Steps-to-Effective-Communication-in-eLearning)

<http://info.shiftelearning.com/blog/if-you-confuse-learners-you-lose-them-4-steps-to-effective-communication-in-elearning>

26. [simplicable.com/What is Asynchronous Communication?](http://www.simplicable.com/What-is-Asynchronous-Communication?)

<http://simplicable.com/new/asynchronous-communication>

27. [psu.edu/Learning and teaching in a synchronous collaborative environment](http://www.psu.edu/Learning-and-teaching-in-a-synchronous-collaborative-environment)

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.472.8955&rep=rep1&type=pdf>

28. [talentlms.com/Synchronous e-learning vs. asynchronous e-learning tools and technologies](http://www.talentlms.com/Synchronous-e-learning-vs.-asynchronous-e-learning-tools-and-technologies)

<https://www.talentlms.com/elearning/synchronous-vs-asynchronous-elearning>