



METROPOLITAN
COLLEGE



MINISTERE DE L'ENSEIGNEMENT
SUPERIEUR ET DE LA RECHERCHE
SCIENTIFIQUE

TÉCNICO
LPSIDA

FTPO
Faculty of Polymer
Technology



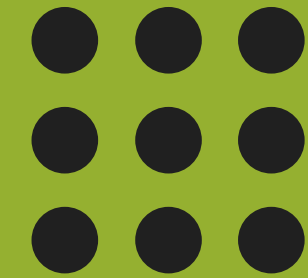
MINISTERE DE L'ENSEIGNEMENT
SUPERIEUR ET DE LA RECHERCHE
SCIENTIFIQUE



الجامعة الوطنية
للعلوم التطبيقية
جامعة العلوم التطبيقية

artevelde
university of applied sciences

Polyflip



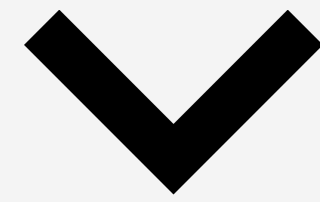
Blended learning training

Day 1

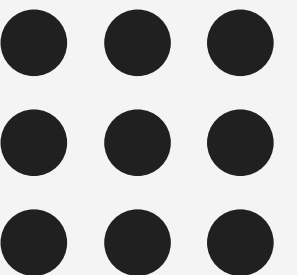


Lut De Jaegher

Introduction



Trainers and participants
Objectives
Time Schedule
Methodology
Contact information



Trainer

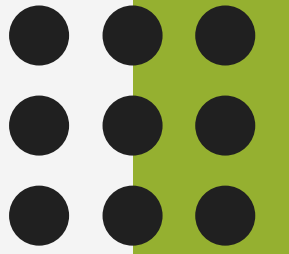
LUT DE JAEGER

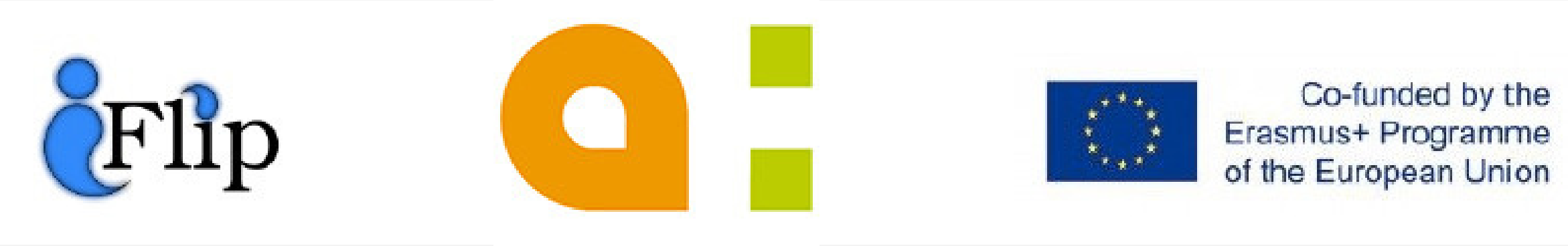
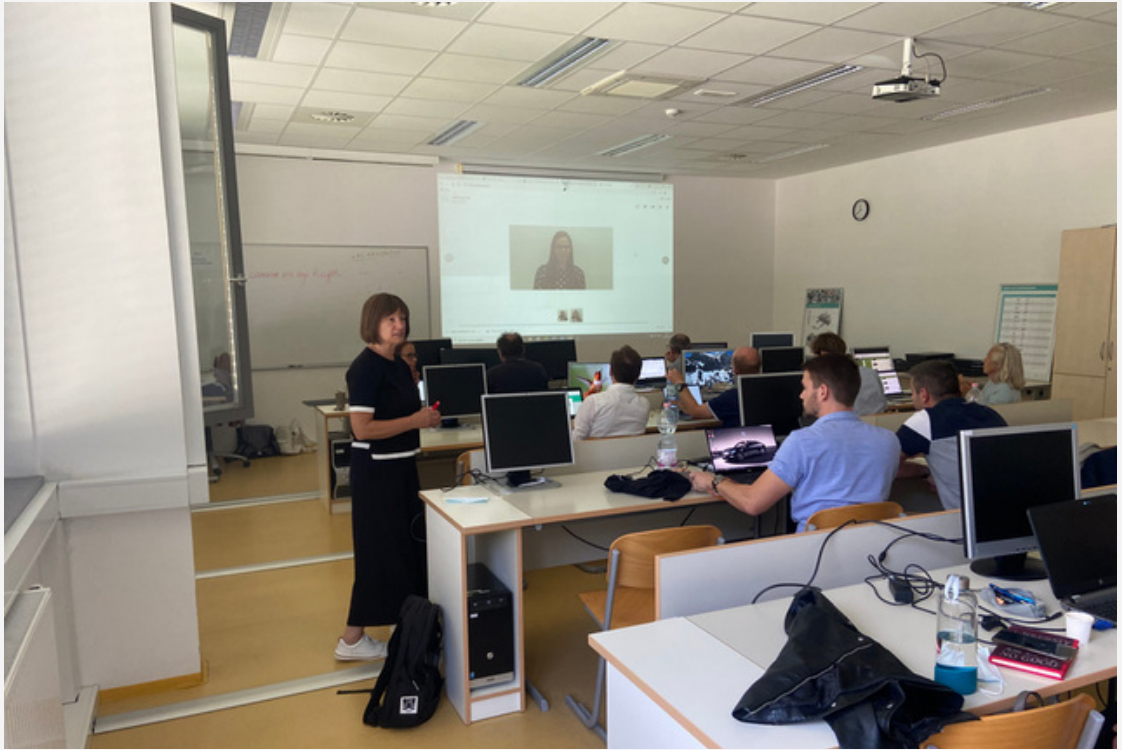
LUT.DEJAEGER@ARTEVELDEHS.BE

LESTER IMPENS

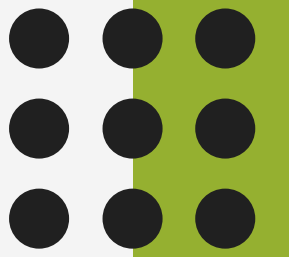
LESTER.IMPENS@ARTEVELDEHS.BE

USE THE CHAT FUNCTION TO TELL
US YOUR NAME, INSTITUTION AND
SUBJECT OR FUNCTION





Trainer



- PROVIDE KNOWLEDGE AND TOOLS TO DEVELOP HIGH QUALITY LEARNING PATHS FOR BLENDED LEARNING COURSES IN HIGHER EDUCATION
- FROM OBLIGATION (CORONA) TO OPPORTUNITY (RESULT ORIENTED)
- FROM ONLINE LEARNING TO BLENDED LEARNING



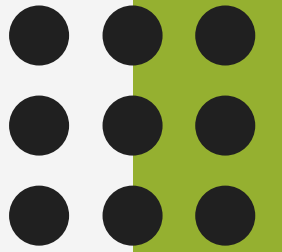
Participants

Go to

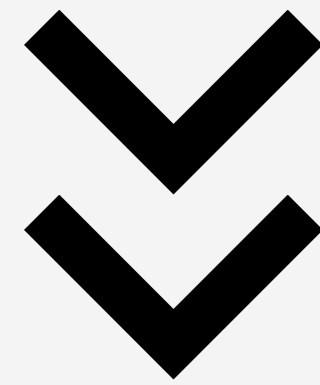
www.menti.com
and use the code
6294 3164



Scan



Introduction



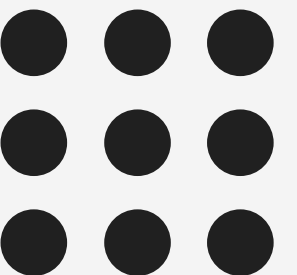
Trainers and participants

Objectives

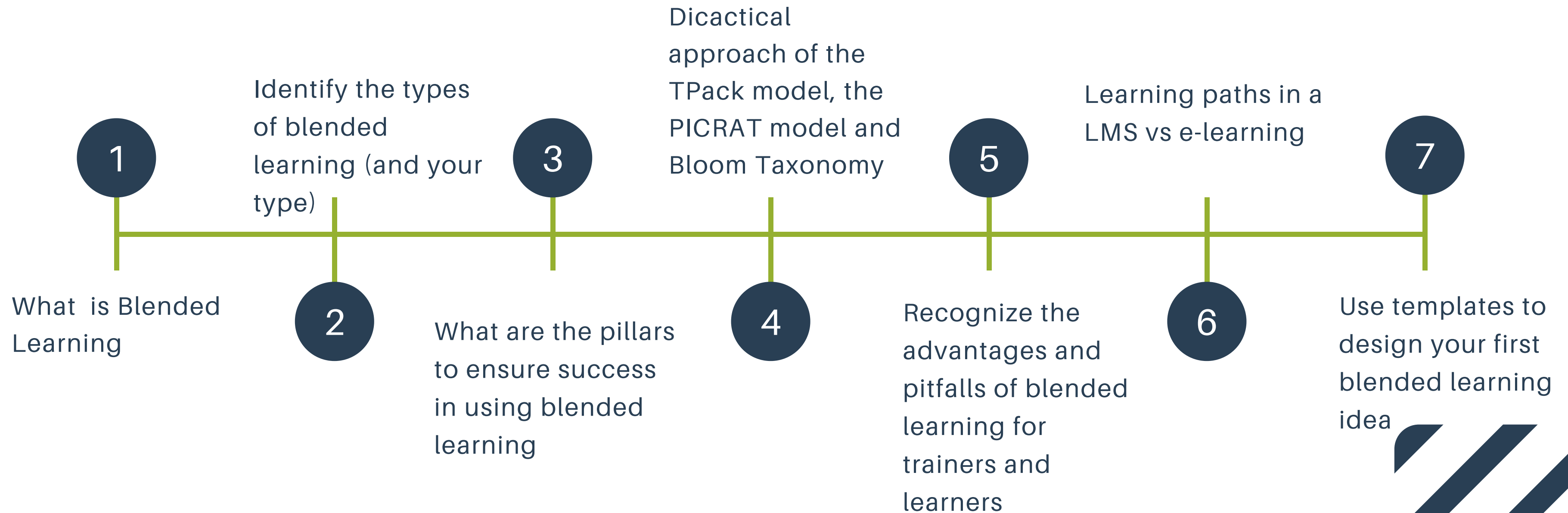
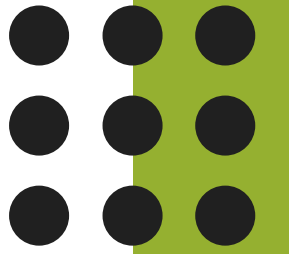
Time Schedule

Methodology

Contact information

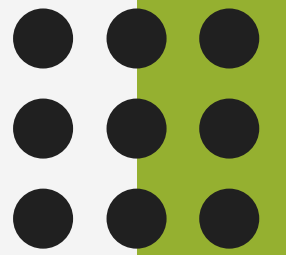


Objectives



Objectives

Student-centered blended learning path for content from your own subject (or a part of it) using different media and all the possibilities of a Learning Management System



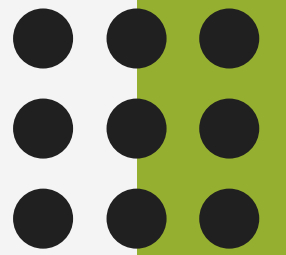
<https://moodle.ftpo.eu>

The screenshot shows the Moodle course interface for 'Polyflip'. The top navigation bar is green with the 'Polyflip' logo. A dark sidebar on the left contains a 'Course Content' menu with a list of modules: 1. Overview, 2. Module 1: The theory behind..., 3. Module 2: Steps to designin..., 4. Module 3: Flip it, 5. Module 4: EON-XR, 6. Module 5: Creating video's v..., 7. Module 6: Interactive tools (, and 8. Test your knowledge!. Below the menu is a 'Site Navigation' link. The main content area is titled 'Overview' and contains a welcome message: 'Thank you for joining the on-line flipped classroom approach course for educators in science and engineering programs. The aim of the course is to provide you with the tools and knowledge to develop innovative and quality Flipped Classroom Approach courses by yourselves. What is more, the format provides concrete tools and manuals that help develop learning paths, e-materials and courses quickly and easily, based on the FCA concept.' Below the text is a video player showing a woman speaking, with a red play button overlay. The video player includes logos for 'Polyflip Erasmus+', 'Faculty of Polymer Technology', and 'Erasmus+ Link kopier'. At the bottom of the video player is a button that says 'Bekijken op YouTube'. Below the video player, there is a link: 'For more information about the Polyflip project and the consortium you can visit [this site](#).'



Objectives

Student-centered blended learning path for content from your own subject (or a part of it) using different media and all the possibilities of a Learning Management System



<https://moodle.ftpo.eu>

Polyflip

Course Content

- 1. Overview
- 2. Module 1: The theory behind
- 3. Module 2: Steps to designin
- 4. Module 3: Flip it
- 5. Module 4: EON-XR
- 6. Module 5: Creating video's v
- 7. Module 6: Interactive tools (
- 8. Test your knowledge!

Site Navigation >

Overview

Thank you for joining the on-line flipped classroom approach course for **educators in science and engineering programs**. The aim of the course is to provide you with the tools and knowledge to develop innovative and quality Flipped Classroom Approach courses by yourselves. What is more, the format provides **concrete tools and manuals** that help develop learning paths, e-materials and courses quickly and easily, based on the FCA concept.

Why flip?

Bekijken op YouTube

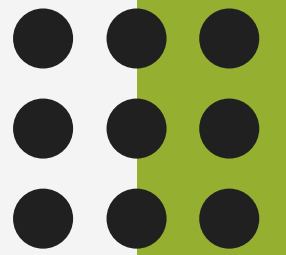
For more information about the Polyflip project and the consortium you can visit [this site](#).

Introduction (video + editing)

- to the course
- the method (F2F vs Online)
- the professor
- the schedule and timing
- the objectives
- the evaluation
- the communication



Objectives



Polyflip ≡ 🔍 👤 Log in

Course Content ▼

- 1. Overview
- 2. Module 1: The theory behind
- 3. Module 2: Steps to designing
- 4. Module 3: Flip it
- 5. Module 4: EON-XR
- 6. Module 5: Creating video's v
- 7. Module 6: Interactive tools (
- 8. Test your knowledge!

Site Navigation ➤

Theoretical Framework (read and remember)

Using Moodle

On-line forum

Module 1: The theory behind
First, it is important to become familiar with the theory of flipped classroom approach.
In this first...
15 Pages 3 HSP 1 Lesson 1 Database

Module 2: Steps to designing
Here, you can learn all the necessary steps to becoming a creator of your very own flipped classroo...
6 Pages 4 HSP 1 Assignment 1 File

Module 3: Flip it
Choose and use the tools to create your flipped classroom and facilitate the design and implementati...
1 Page 3 Databases

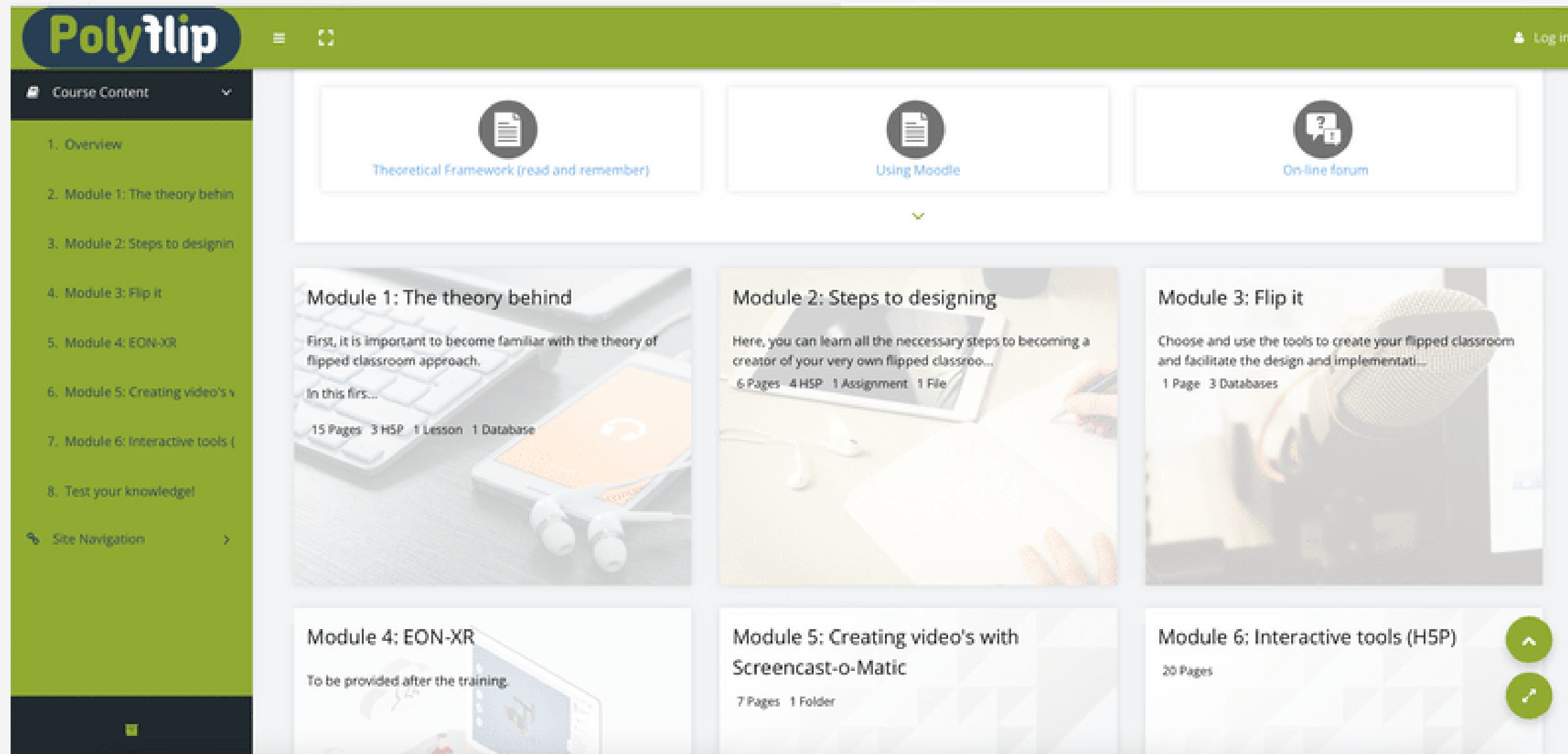
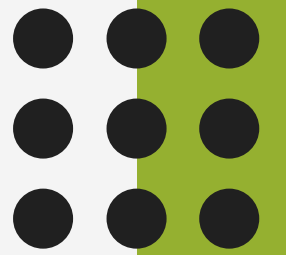
Module 4: EON-XR
To be provided after the training.

Module 5: Creating video's with Screencast-o-Matic
7 Pages 1 Folder

Module 6: Interactive tools (H5P)
20 Pages



Objectives



Learning path

- Combination of online and live classes
- Modules
- Interactivity
- Self evaluation (tools)
- Conditionality
- Motivation strategies
- Performance tracking
- Use of diversity of media



Introduction



Trainers and participants



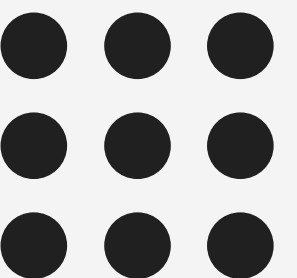
Objectives



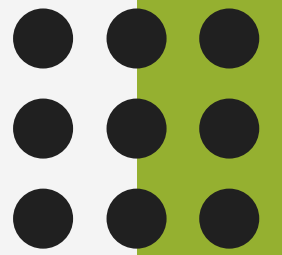
Time schedule

Methodology

Contact information



Time schedule

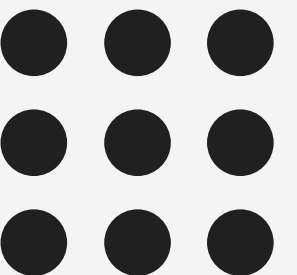


Date	Time (Palestine time)	Zoom link	Topic
22. 5. 2023	13:00 – 16:00	https://zoom.us/j/95842657216?pwd=QU0xdVltVUxzbVJmOThqTUJwem5Mdz09	<ul style="list-style-type: none">• opening speeches by:<ul style="list-style-type: none">-Nuha Iter (PTUK)-Abdel Karim Daragmeh (NEO-P)-Maja Mešl (FTPO)• Introduction to the FCA method and further steps
23. - 24. 5. 2023	Individual work	will be sent accordingly	Polyflip on-line course
25. 5. 2023	13:00 – 16:00	https://zoom.us/j/99608252145?pwd=c1lITGJTeWU3TjF4SFpFa0M5V2pTUT09	Follow-up on the individual work. Presentation of the CANVA/story board of all participants
26. 5. 2023	9:30 – 11:00	https://zoom.us/j/99725327239?pwd=NUVyL0pPcTNHc0Q3eU51Q2Q1UVh4dz09	Preparation meeting with IT experts regarding the the first EUFV in Slovenj Gradec

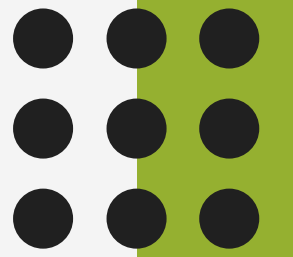


Introduction

- ✓ Trainers and participants
- ✓ Objectives
- ✓ Time Schedule
- ✓ Methodology
- ✓ Contact information



Methodology

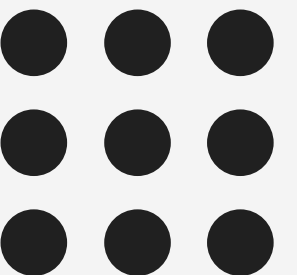


A Blended Learning course about Blended Learning

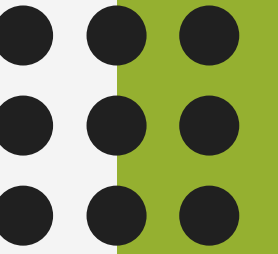


Introduction

- ✓ Trainers and participants
- ✓ Objectives
- ✓ Time Schedule
- ✓ Methodology
- ✓ Contact information



Contact

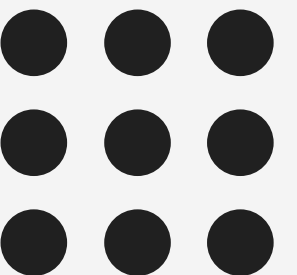


- Lut.dejaegher@arteveldehs.be
- Lester.Impens@arteveldehs.be



Overview page content

- Trainers and participants
- Objectives
- Time Schedule
- Methodology
- Contact information

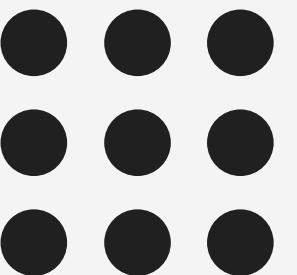




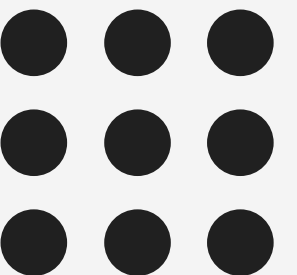
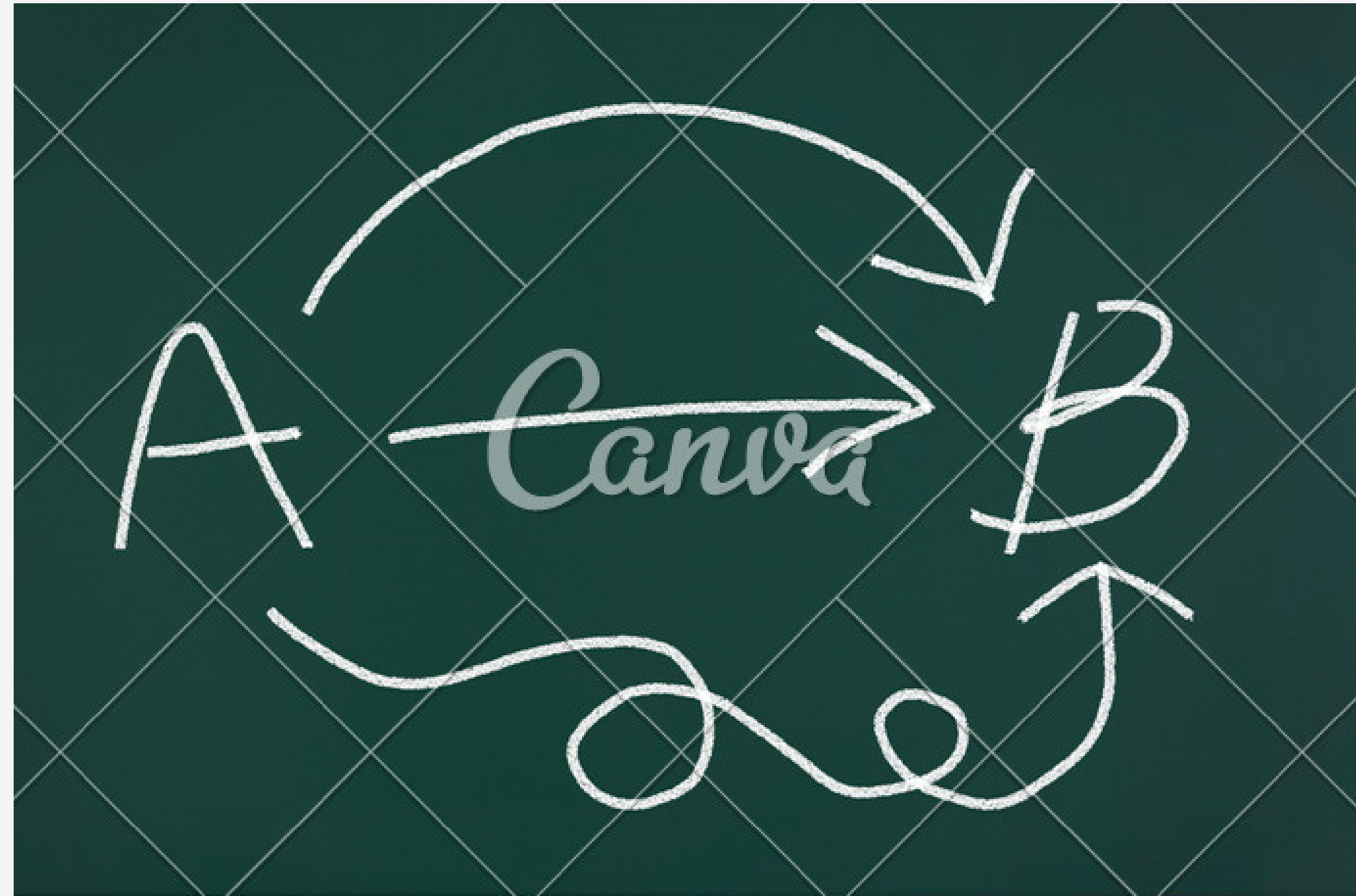
Tools:

- YouTube (channel, design of thumbnails, subtitles, interaction...)
- Canva as presentation software

Consiterations before starting



Teaching strategies



Go to www.menti.com and use the code 1502 5643

 Mentimeter

Instructions link

Go to
www.menti.com

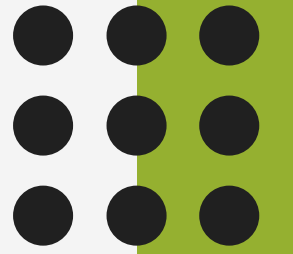
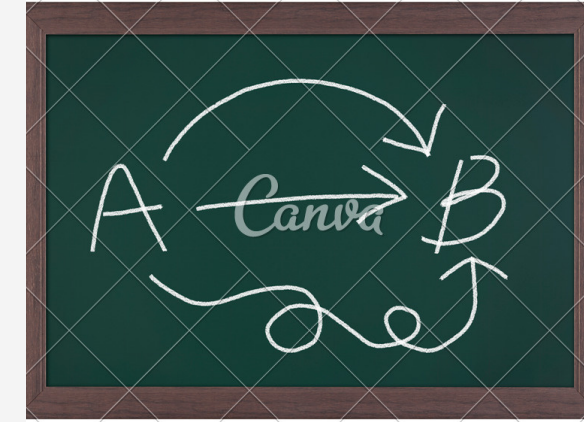
Enter the code
1502 5643



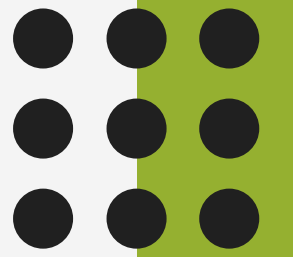
Or use QR code



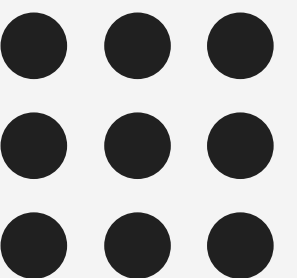
Teaching strategies



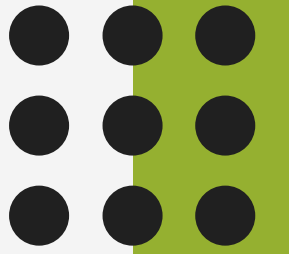
Teaching strategies



Learning media



Learning media



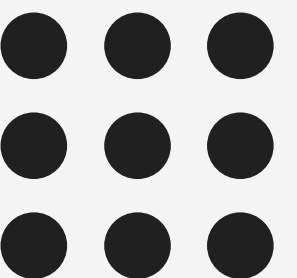
written
and
printable
content



visual and
auditive
digital
content

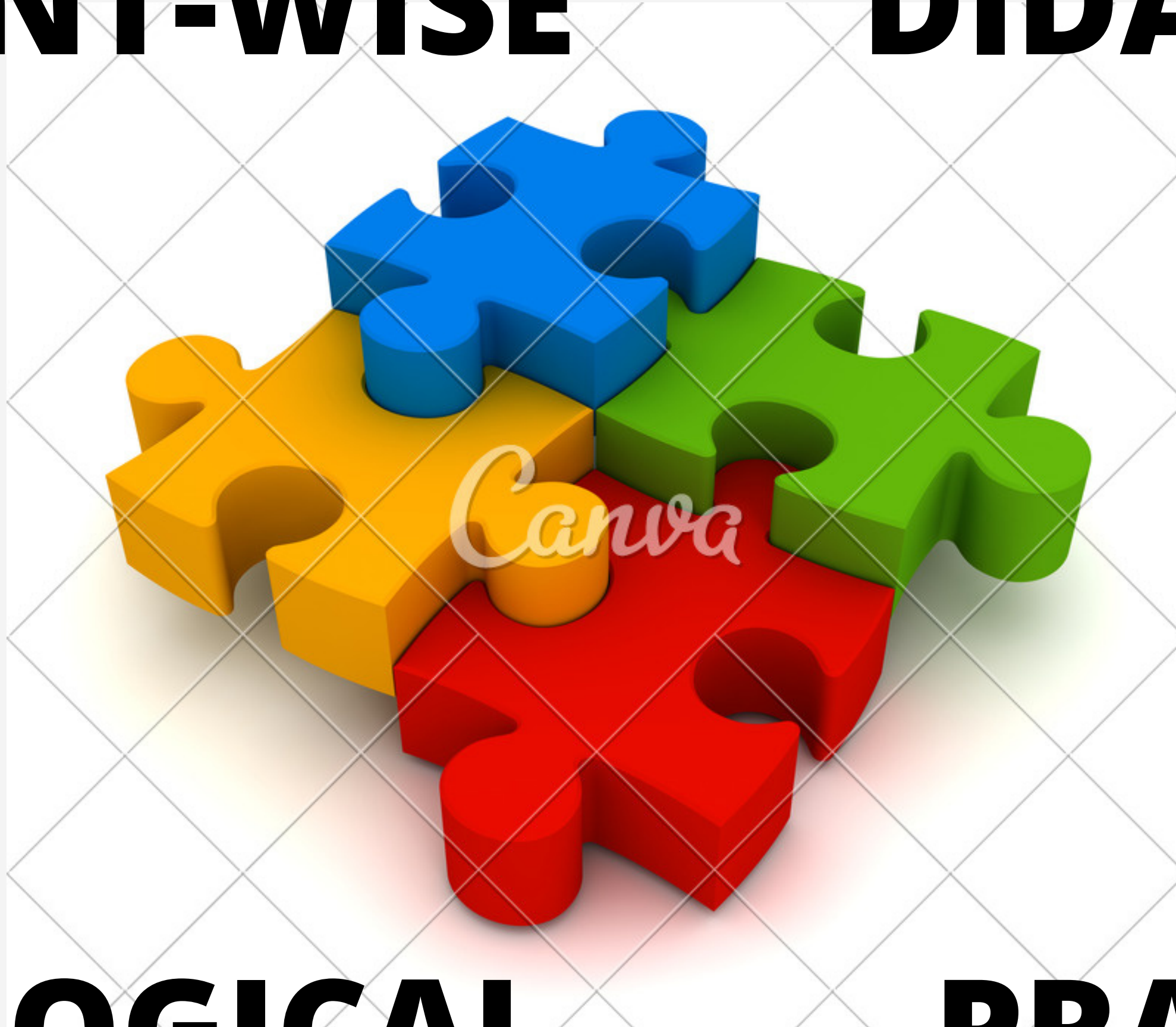


Which approach do we use (for blended learning)?



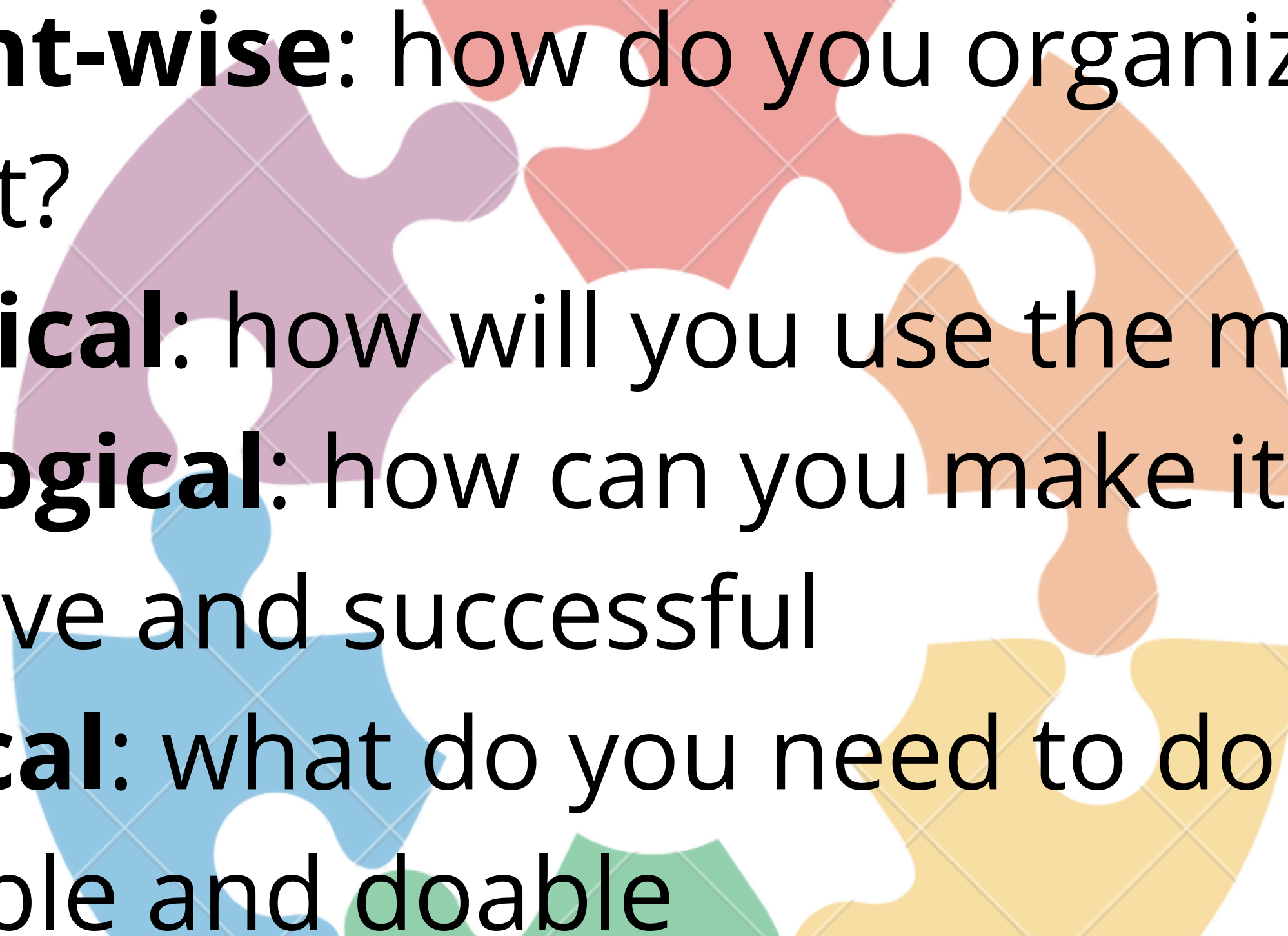
CONTENT-WISE

DIDACTICAL

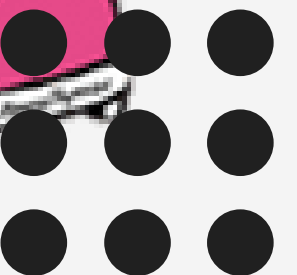


PEDAGOGICAL

PRACTICAL

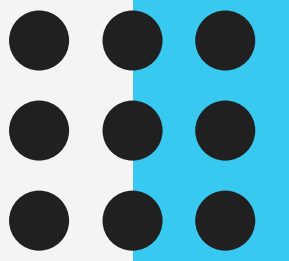
- 
- **Content-wise:** how do you organize the content?
 - **Didactical:** how will you use the method
 - **Pedagogical:** how can you make it attractive and successful
 - **Practical:** what do you need to do to make it feasible and doable

What is it?



Distance learning

Distance learning only: what



In its purest form:

- No or <30% face-to-face lesson
- using handbook and/or online content

Literature and research:

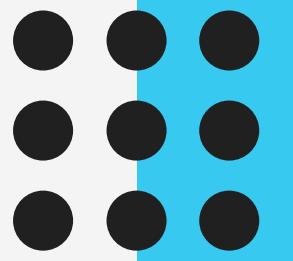
- High chance of drop out



handbook, pdf, online content



Distance learning only: example



The screenshot displays a video player interface for a course titled "EL MÉTODO Spanish". The video content shows a large orange rectangle on the left and the text "Your Guide to Success with the Method." on the right. The video player includes a progress bar at the bottom showing 0:03 / 2:26. To the right of the video player is a "Course content" sidebar with a list of sections and lessons, each with a duration. Below the video player is a navigation bar with tabs: Overview, Q&A, Notes, Announcements, Reviews, and Learning tools. Below the navigation bar is a "Schedule learning time" section with a clock icon and a "Get started" button. At the bottom of the page is a section titled "About this course".

Course content

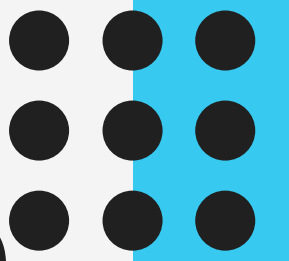
- ☐ 1. Introduction and guidelines for following the course. 2min
- Section 2: Lesson 1.** 2 / 2 | 15min
- Section 3: Lesson 2.** 2 / 2 | 14min
- Section 4: Spanish 1. Lesson 3.** 2 / 2 | 9min
- Section 5: Spanish 1. Lesson 4** 2 / 2 | 15min
- Section 6: Spanish 1. Lesson 5** 2 / 2 | 11min
- Section 7: Lesson 6.** 2 / 2 | 13min
- Section 8: Lesson 7** 2 / 2 | 14min
- Section 9: Lesson 8** 2 / 2 | 13min
- Section 10: Lesson 9** 2 / 2 | 10min
- Section 11: Lesson 10** 2 / 2 | 10min

Schedule learning time
Learning a little each day adds up. Research shows that students who make learning a habit are more likely to reach their goals. Set time aside to learn and get reminders using your learning scheduler.
[Get started](#) [Dismiss](#)

About this course

handbook, pdf, online content

Distance learning only: when



In its purest form:

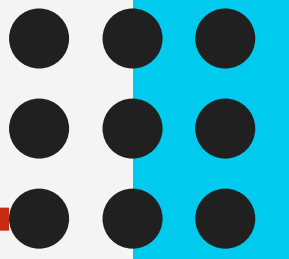
- Introduction or teaser
- life long learning
- language lessons
- job application
- competence test prep



handbook, pdf, online content



Distance learning only: drop-out

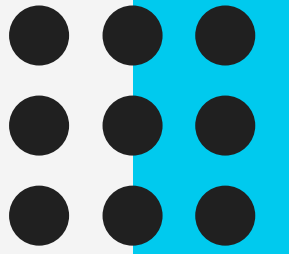


In its purest form:

- No follow up
- No personal contact/feedback
- Often only video
- No peer contact
- No incentives to persist



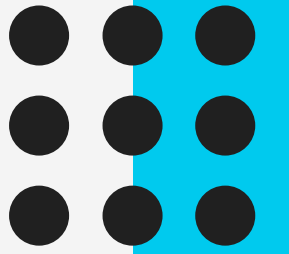
How to reduce drop-out



- Split the content in short video's:
3 to 9 minutes max
- Inform about the content and duration
- Add an introduction video to the course
and the teacher
- Avoid dead links



How to reduce drop-out



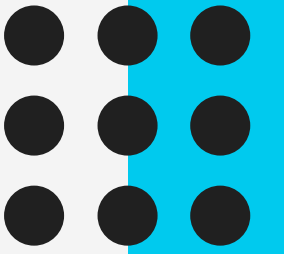
Change **distance** into **guided distance** learning

- Formulate clear course objectives and a time schedule
- Give incentives (badges, CTA)
- Add online tests with feedback after or in between the video's
- Be available for questions and feedback



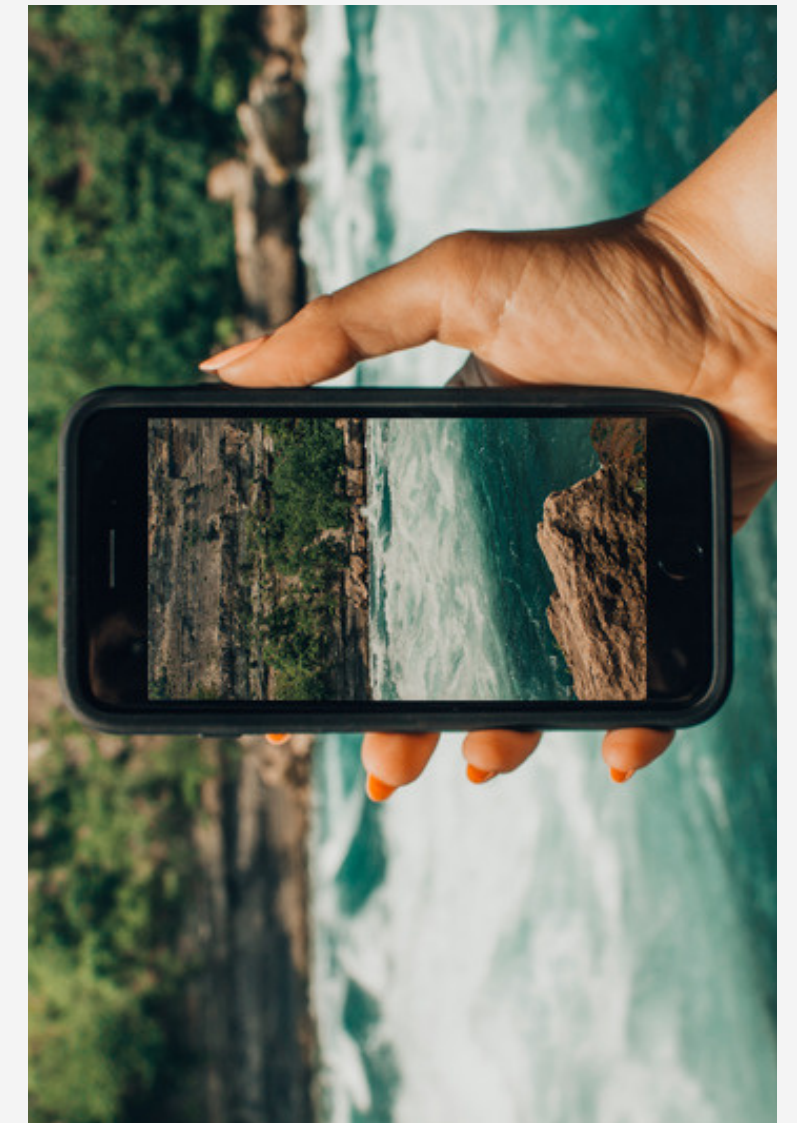
focus on online content t

How to reduce drop-out



Use qualitative sound and image

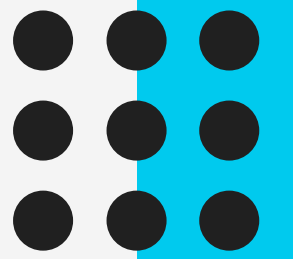
- Clear audio (voice, background)
- Sharp images (landscape)
- Simple background



focus on online content t



Implications? (see later)



To realize this there's need of:

- a learning pathway (bringing the content together in a structured way)
- a system to manage the learning (making it possible to follow the students' progress and interaction)
- hard- and software
- ICT-knowledge



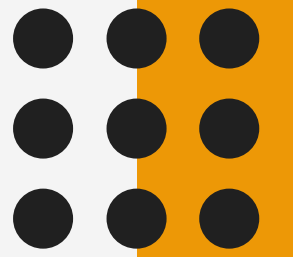
focus on online content t



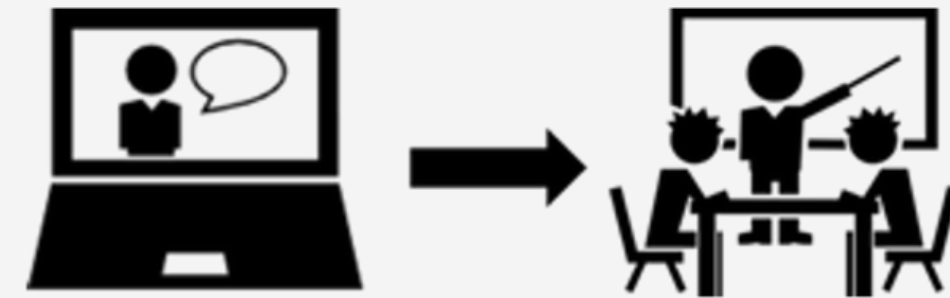
Add

**Face-to-Face learning to the
Distance learning**

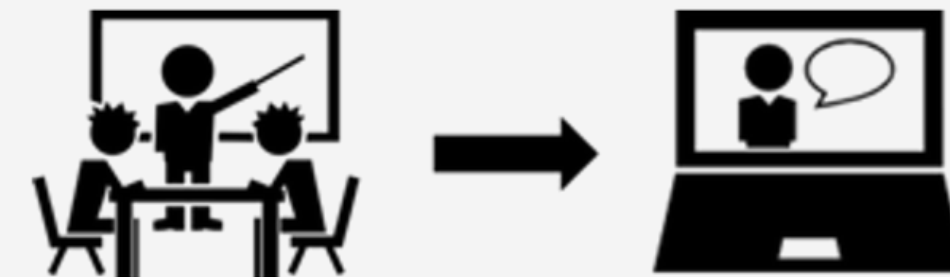
Distance + face-to-face



Students prepare content online before coming to the classroom



Students make exercises in class and process the content online afterwards

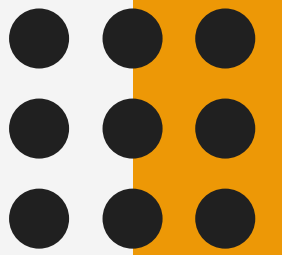


Mix of 1 and 2

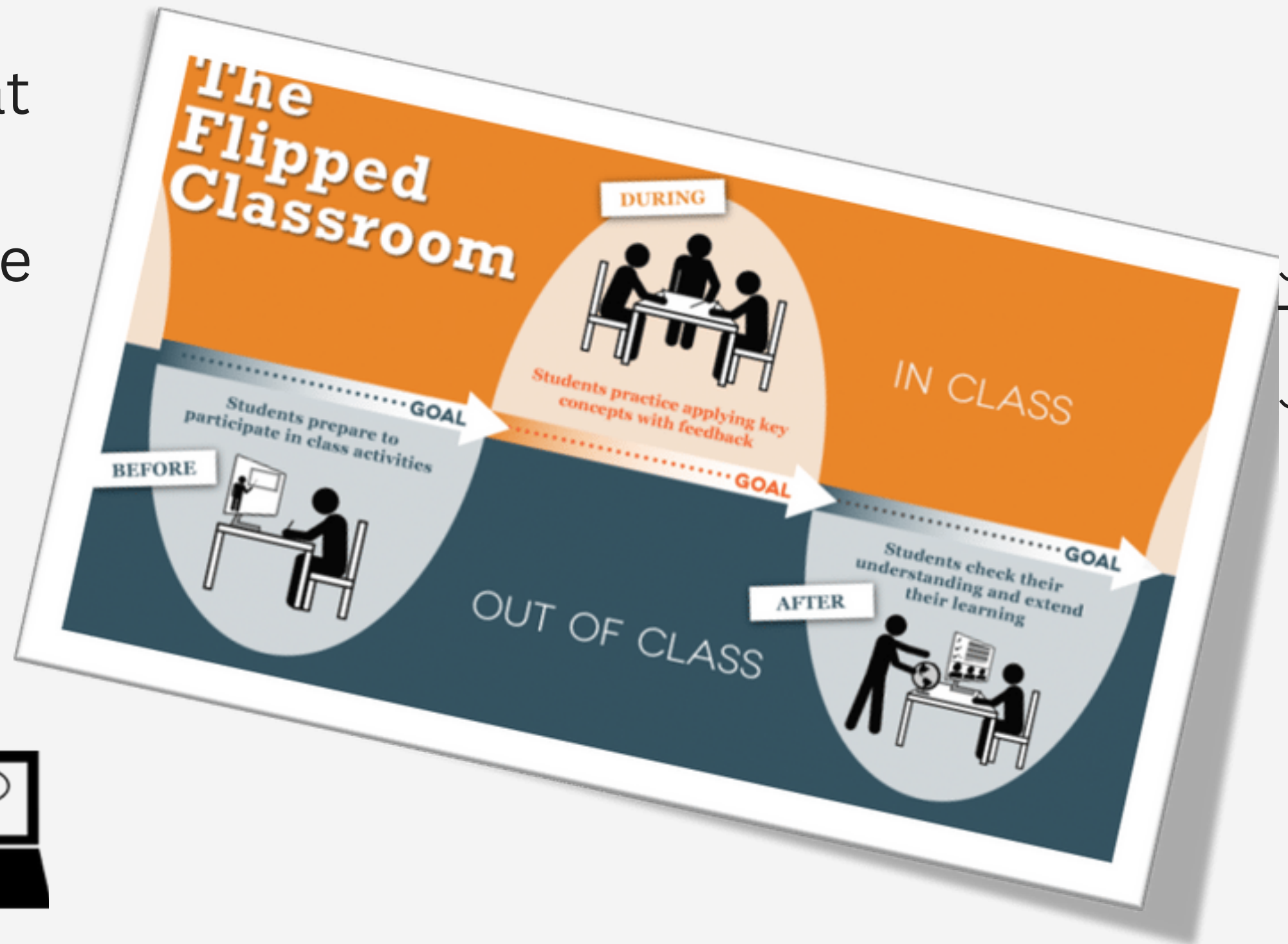


This mix is more likely to be effective if well-defined conditions are fulfilled

Flipped classroom



“(...) an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom” (Bishop & Verleger, 2013)

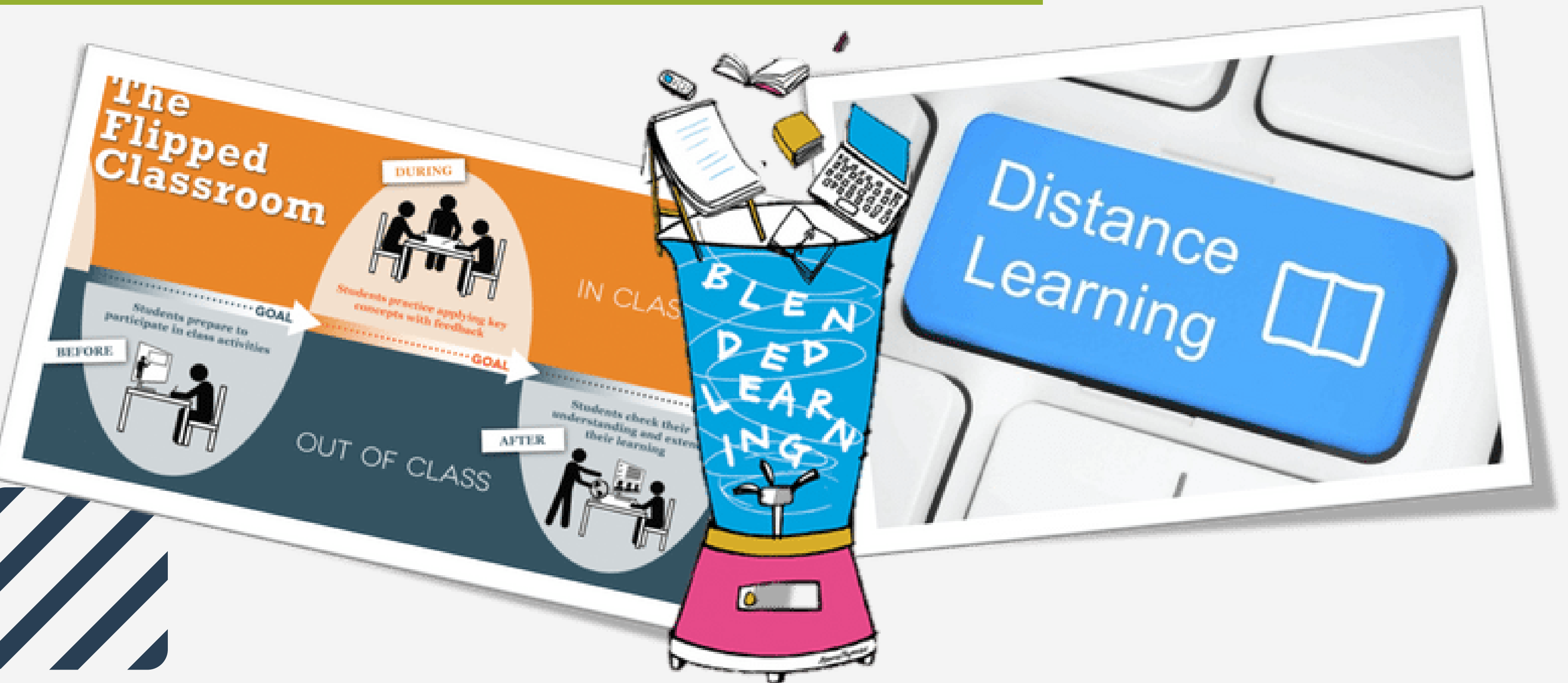
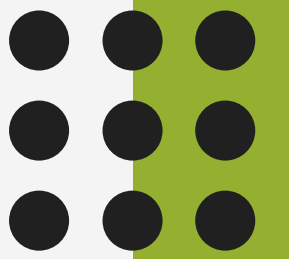


handbook, pdf, online content

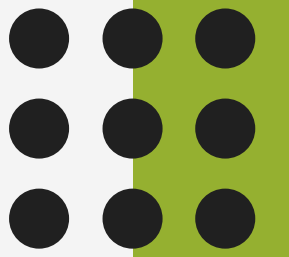


Blended Learning

Blended learning



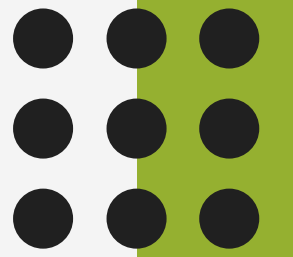
Blended Learning



The thoroughly thought-through combination and integration of both online and face-to-face learning and teaching activities, using learning paths created in a learning management system, bringing into account the context, the learner and the trainer



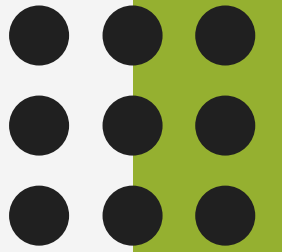
Blended Learning



Between 30% and 70% online



Examples of blends



Use of instructional presentations and videos to prepare students for lab experiences in science courses
Pre-lab lectures have been replaced by online presentations of testing procedures that students perform in the lab. Students prepare for the lab by completing online modules and are assessed on their level of preparedness through online exercises.



Flipping a Math course: MATH 136 (Linear Algebra 1 for Honours Mathematics)

Students have access to all the course concepts through online modules that were developed for the fully online version of this course. They prepare for class by watching about 30 minutes of course content before the start of each week and then come to class to work through a set of problems that address the concepts in the online videos. Students work at their own pace, conferring with their classmates and the course instructor as needed. The instructor notes that students ask more insightful questions when his course is taught this way and he ranks this as his most enjoyable teaching experiences to date.

Supporting problem solving: PHARM 224 (Pharmokinetic Fundamentals)

Class time is reduced as students work independently on foundational course concepts and then work with the instructor on problem solving in a group tutorial. Students access online presentations, do online activities, and receive problem-sets and assignments in the LEARN environment. Once a week there is either a 1.5 hour face-to-face tutorial where the instructor works through an assigned problem set and answers questions, or an hour long "Mighty Minutes" session where the instructor works through difficult concepts. A Help Desk is available every two weeks for students seeking one-on-one help from the instructor. Instructor: Andrea Edginton



JKU Day 1 TYPES



Share




Blended learning training

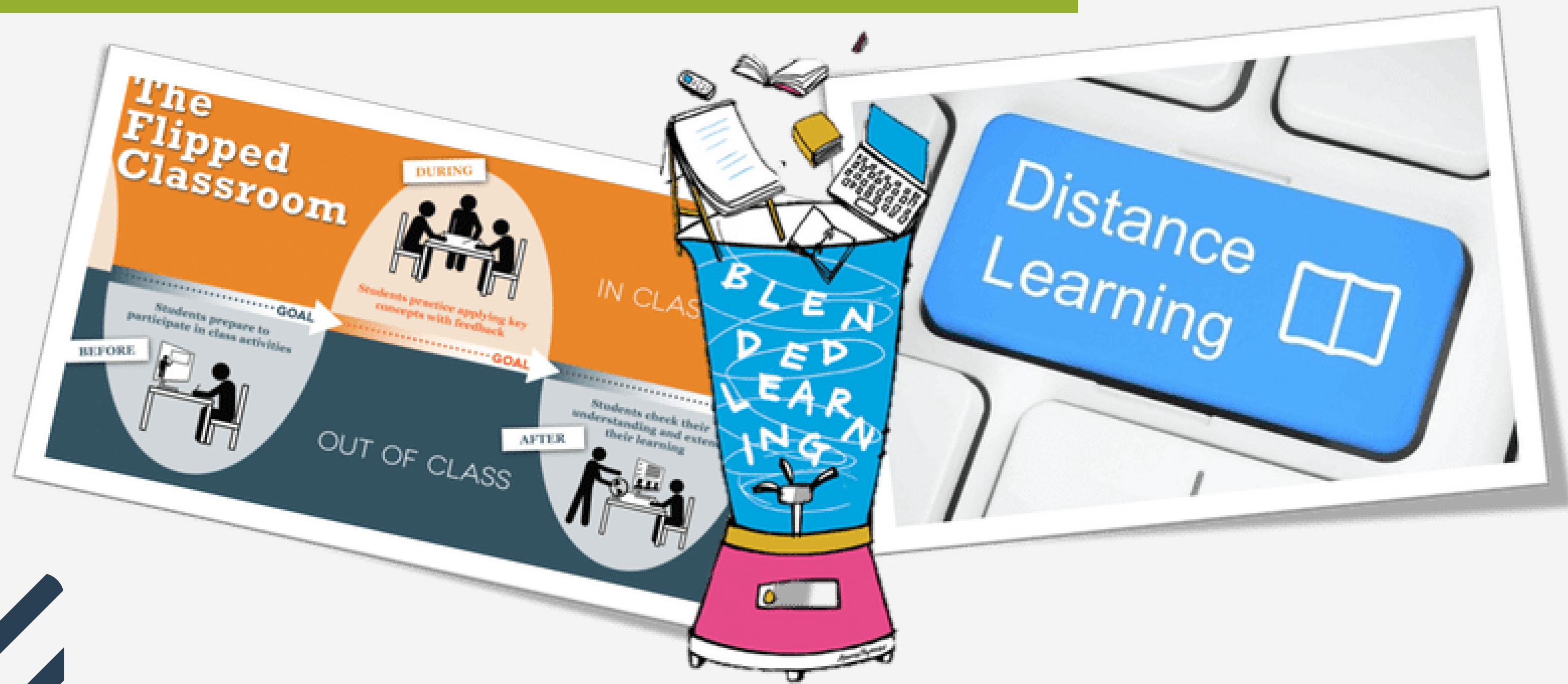
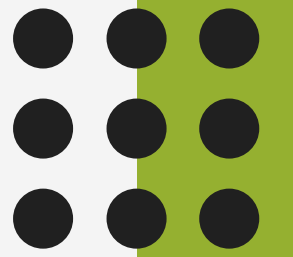
Day 1 BL TYPES



Lut De Jaegher

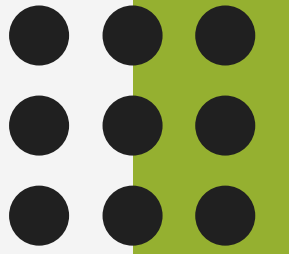
Watch on  YouTube

Let's start blending



Between 30% and 70% online

The 4 pillars



Considerations when introducing or enhancing blended learning (content and motivation)

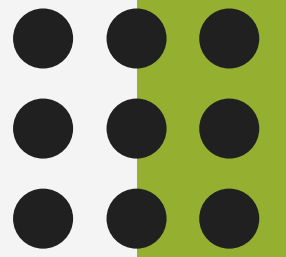
- Which and how much **content** can you offer online and how
- What will you do during F2F class

So that both complement and reinforce each other

- with high **success** results for the students
- and **satisfaction** for you as trainer



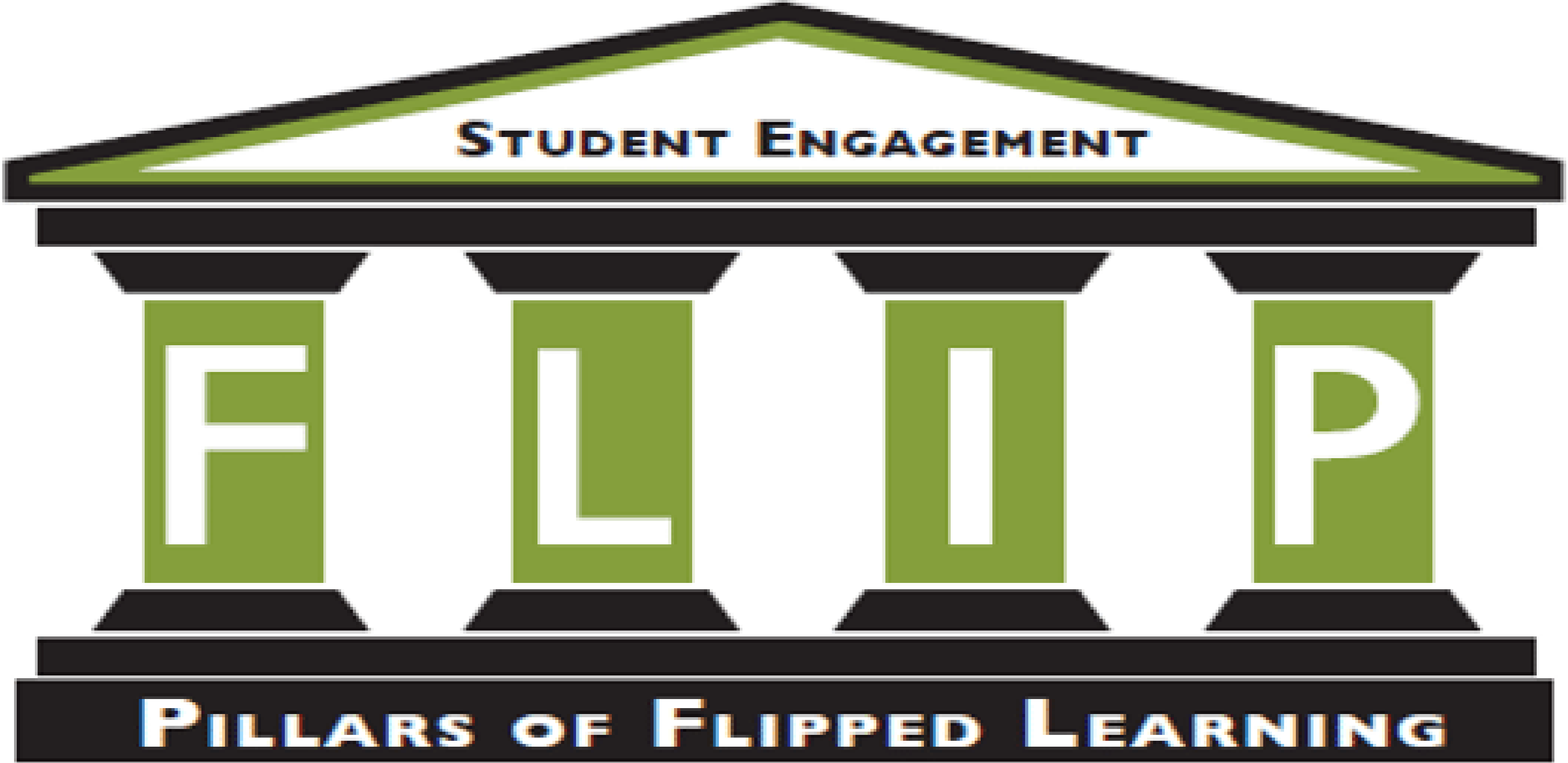
The 4 pillars for success



Considerations to overthink when introducing or enhancing blended learning (context and skills)

- Does my students and I have sufficient ict-skills
- Do we all have the necessary soft- and hardware
- Is the environment ready or open to blended learning (management, university staff, teaching professionals, students, government...)





STUDENT ENGAGEMENT

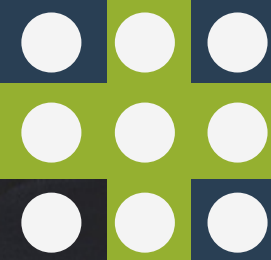
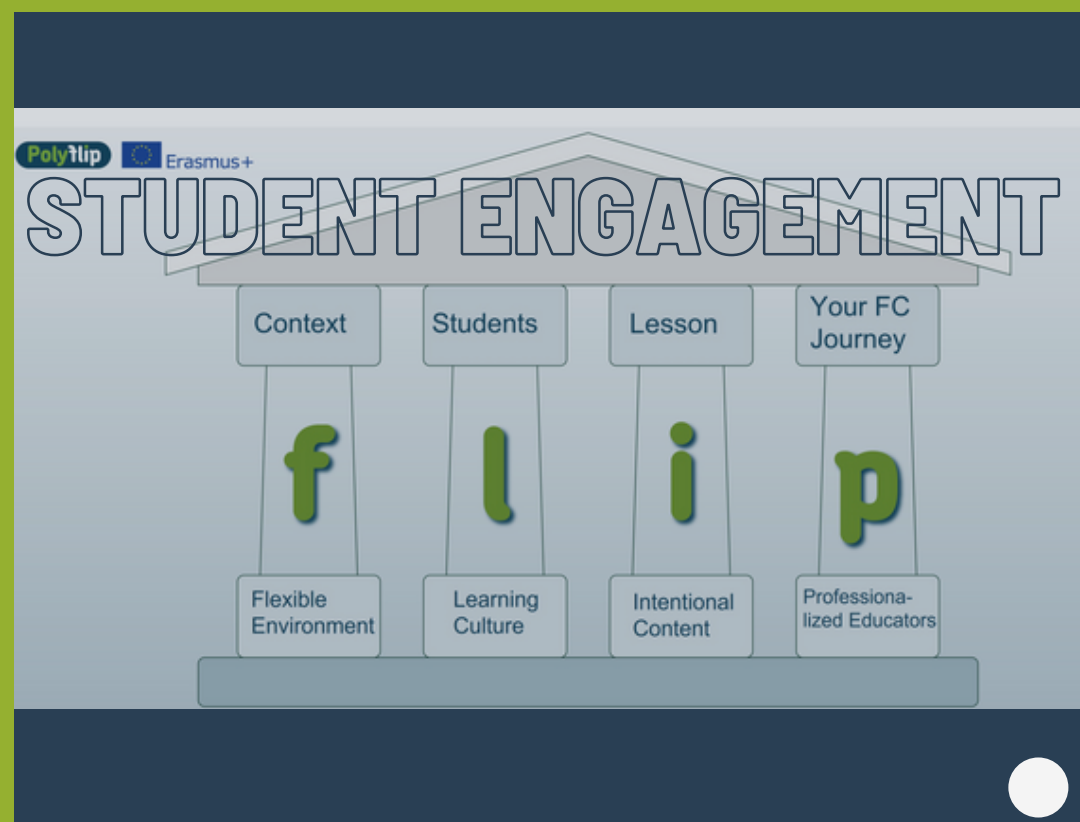
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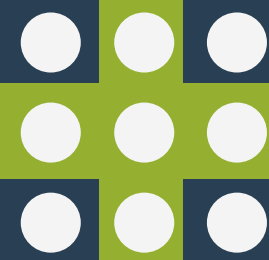
P

PILLARS OF FLIPPED LEARNING



CONTEXT

Flexible environment



STUDENTS

Learning culture



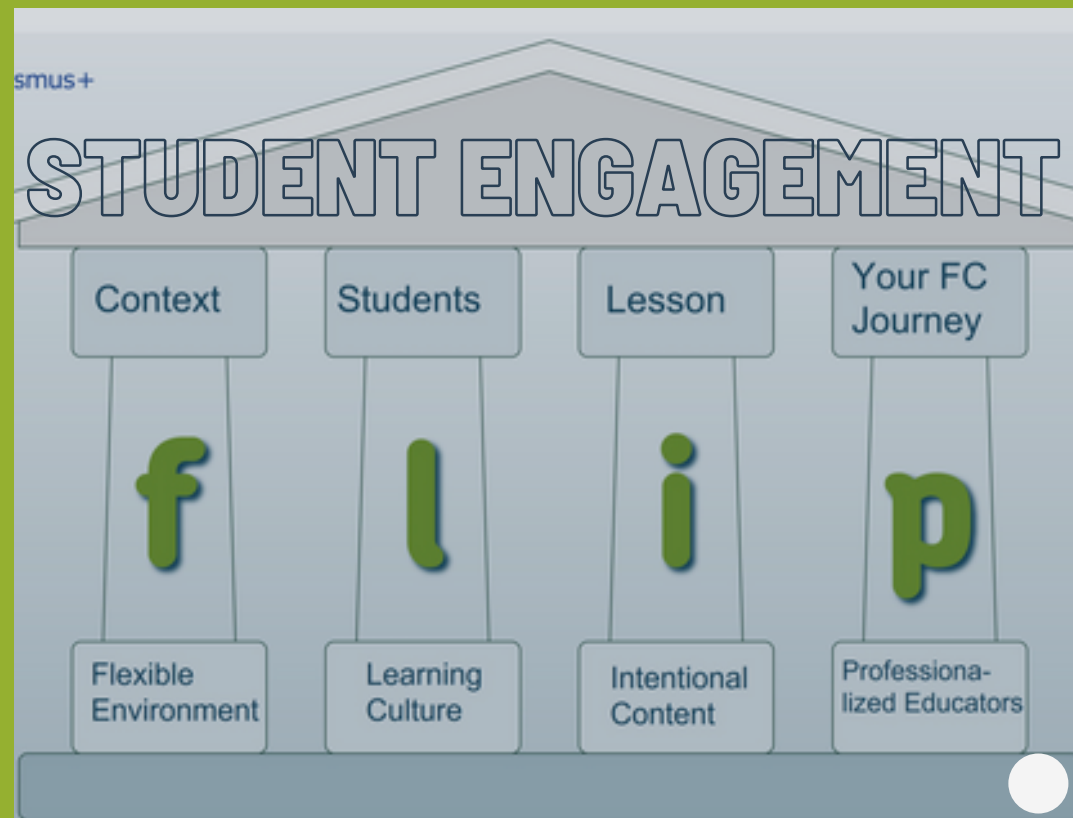
LESSON

Intentional content



YOUR BL JOURNEY

Professionalized educators



FLEXIBLE ENVIRONMENT

When BL is introduced into a training program, it is necessary to thoroughly **analyze the context** in which this takes place and to create a solid basis for implementation.

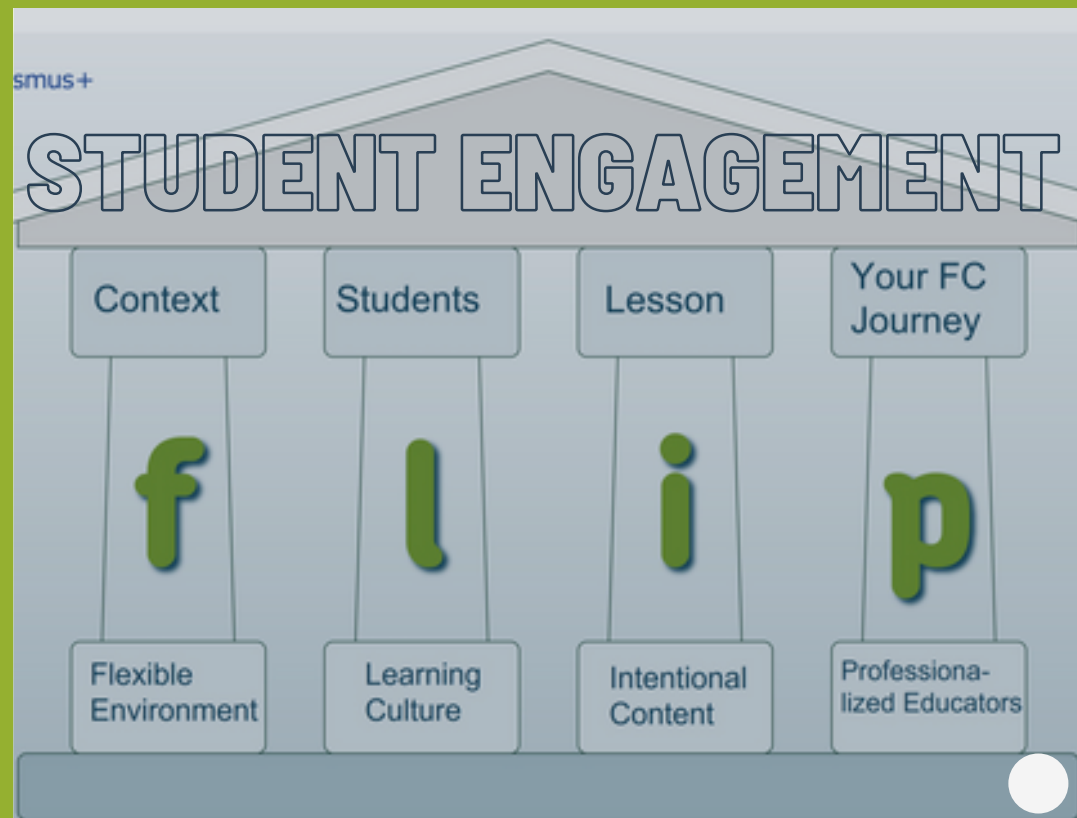
CONTEXT

F

Flexibility from the environment:

- institutions
- class and lab infrastructure
- educators
- students

TIP: SEE THE + AND OVERCOME THE -



LEARNING CULTURE

Students are actively involved in building their knowledge at their own pace, guided by educators and peers

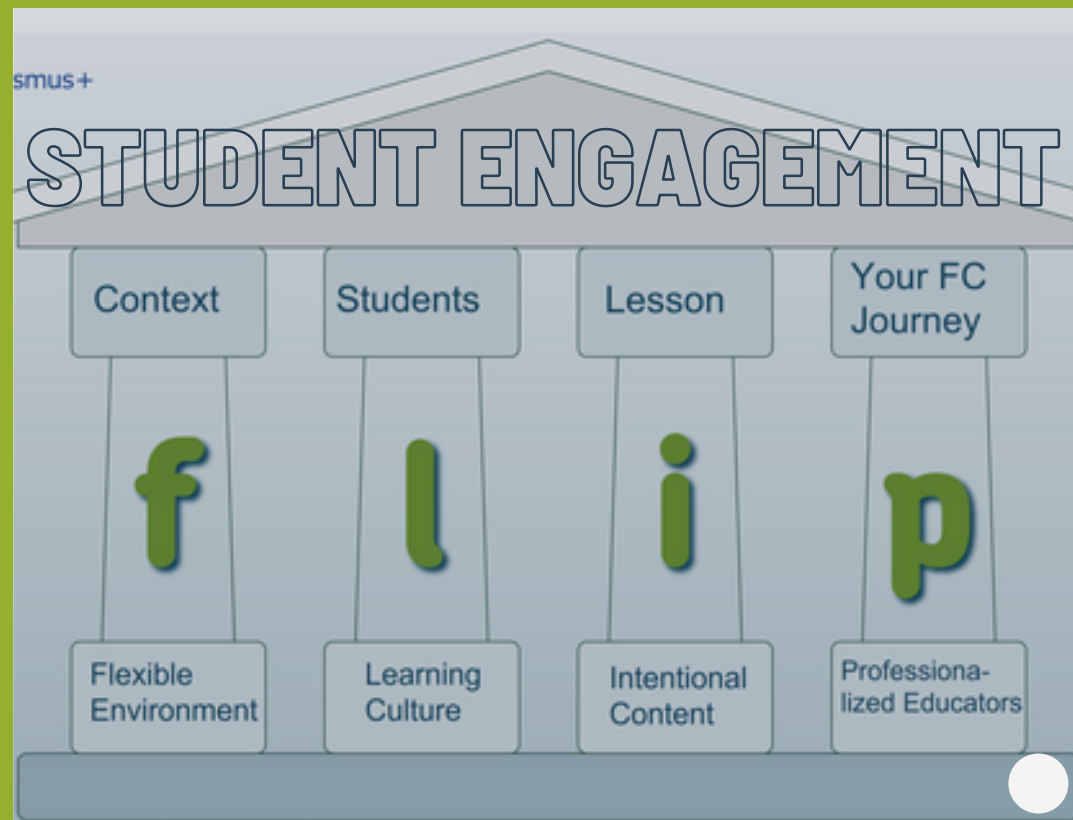
Students know how every part of the course fits into the overall learning objectives.

STUDENTS

KNOW your STUDENTS beforehand

- who are they and what are their special needs?
- what do they already know?
- How skilled are they?
- Will guidance be required?
- Do they know the method? .

TIP: TRIGGER, MONITOR AND REWARD STUDENT'S COMMITMENT



INTENTIONAL CONTENT

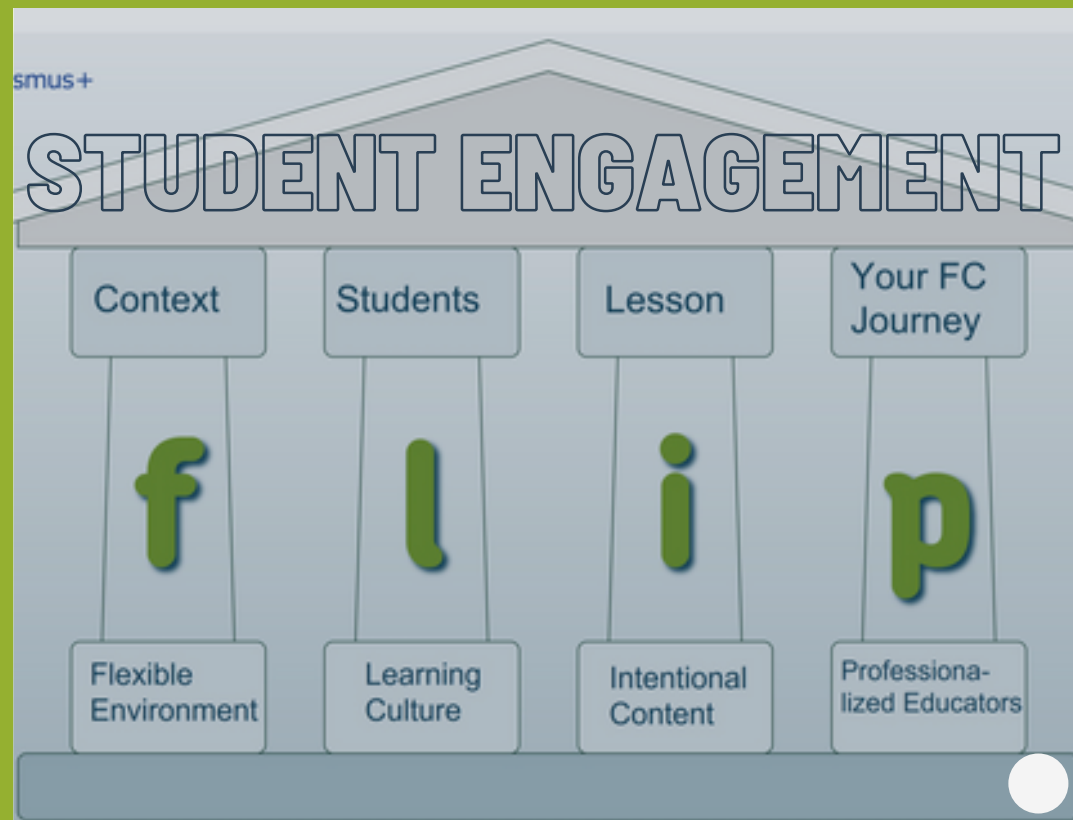
Consider which parts of the material students can acquire independently and which parts should be covered in class.

Take into account the level of the students, their prior knowledge and the subject matter

LESSON

Students come to class with basic knowledge. The time in class is spent exploring the topics in depth, putting theory into practice, making exercises, and experimenting in the labs

CONSIDER CAREFULLY WHAT YOU FLIP AND OFFER F2F. START SMALL.



PROFESSIONALIZED EDUCATORS

Well trained to

- use the method
- choose the right lesson content
- adapt the lesson objectives and material
- support students during the online learning

P

YOUR BL JOURNEY

- Part 1: workshop and online knowledge of the method
- Part 2: tools and tricks
- Part 3: designing your FC course, testing your material
- Part 4: putting everything in practice
- Part 5: evaluate, adapt and present

TIP: DON'T PLAY SOLO, WORK AS A TEAM, DARE TO ASK FOR SUPPORT



JKU Day 1 PILLARS



Share



Blended learning training

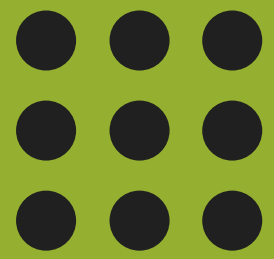
Day 1 BL PILLARS



Lut De Jaegher



Watch on YouTube



PLAN YOUR BLENDED LEARNING PROCESS



**MAP YOURSELF
AND YOUR TEAM**

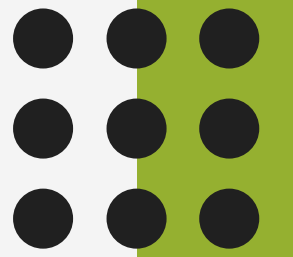


**CREATE A
BLENDED
LEARNING PLAN**



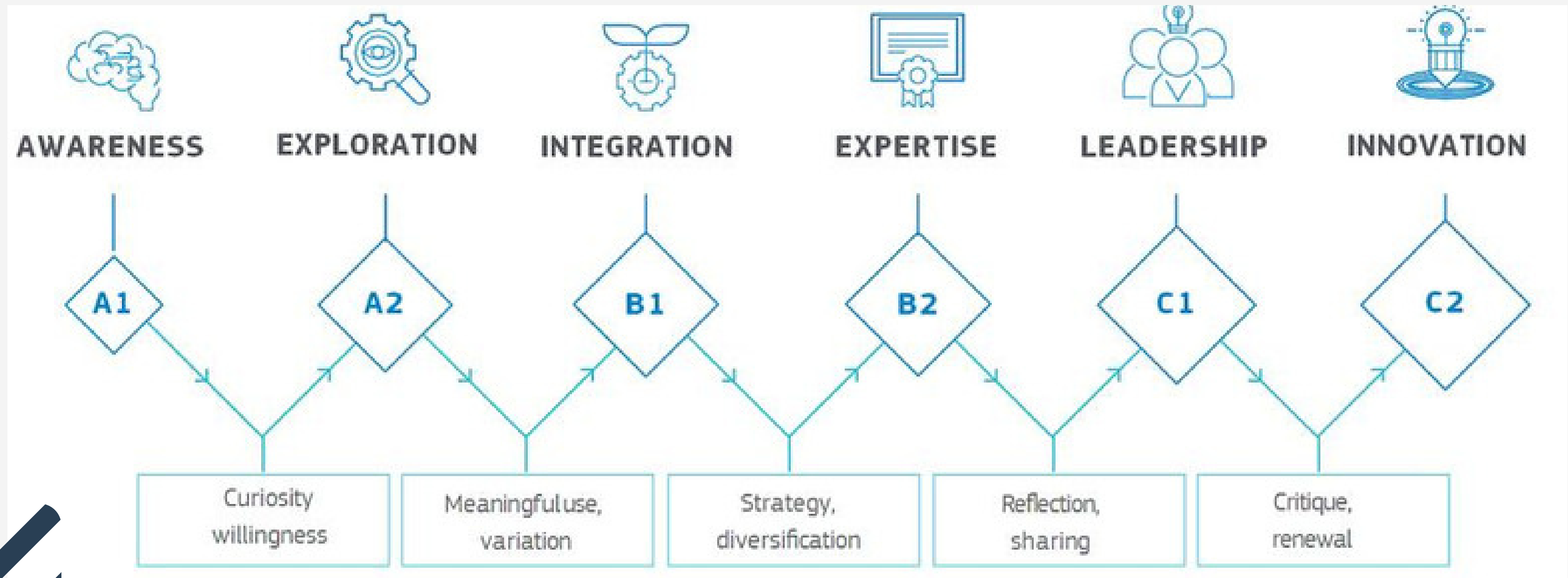
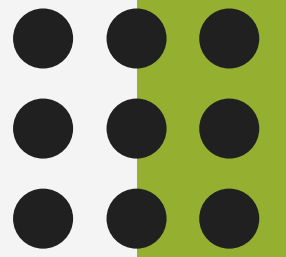
**CREATE A
LEARNING PATH
WITH A TREE
STRUCTURE**

Map your digital competence (and how about your team)?



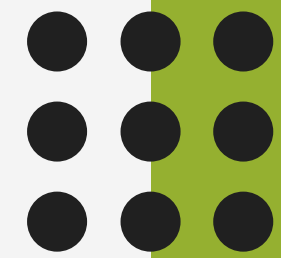
- WHAT IS THE LEVEL OF YOUR ICT SKILLS
- HOW FAMILIAR ARE YOU WITH THE USE OF (NEW) TECHNOLOGY IN EDUCATION
- AND WHAT ABOUT YOUR TEAM

Digital competence for education



https://joint-research-centre.ec.europa.eu/digcompedu/digcompedu-framework/digcompedu-proficiency-levels_en

Digital competence for education



Instructions

link

Go to

www.menti.com

Enter the code

6329 1604



Or use QR code



Map the impact of your use of digital technology for your teaching and your students



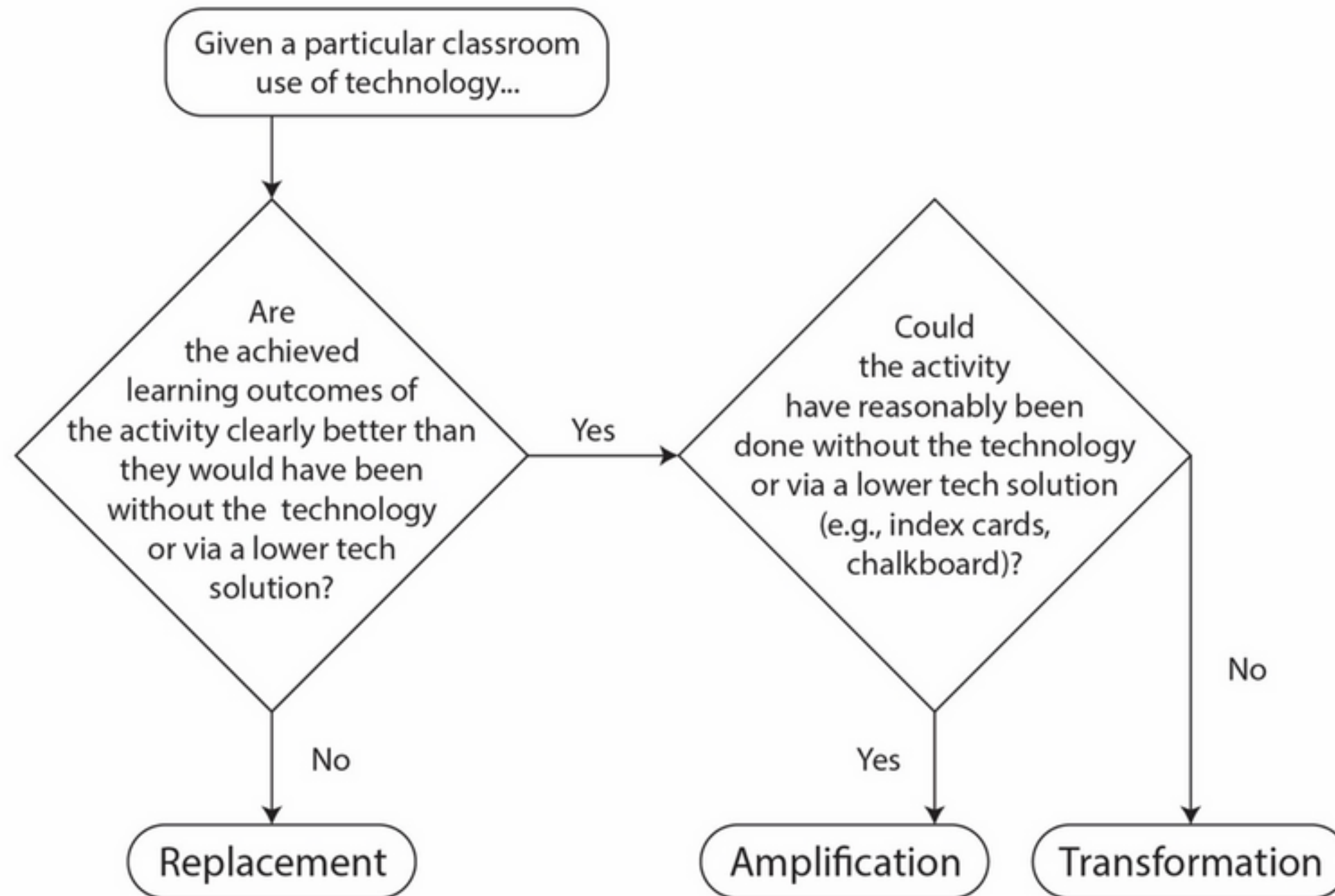
- WHAT ARE STUDENTS DOING WITH THE TECHNOLOGY? ==> PASSIVE - INTERACTIVE - CREATIVE
- HOW DOES THIS USE OF TECHNOLOGY IMPACT THE TEACHER'S PEDAGOGY ==> REPLACES - AMPLIFIES - TRANSFORMS

The PICRAT model (technology)

PICRAT model makes us think about the use of **technology**:

How does this use of technology impact the **teacher's** pedagogy ==> **Replaces - Amplifies - Transforms**

Impact on teacher's pedagogy?



Replacement

Amplification

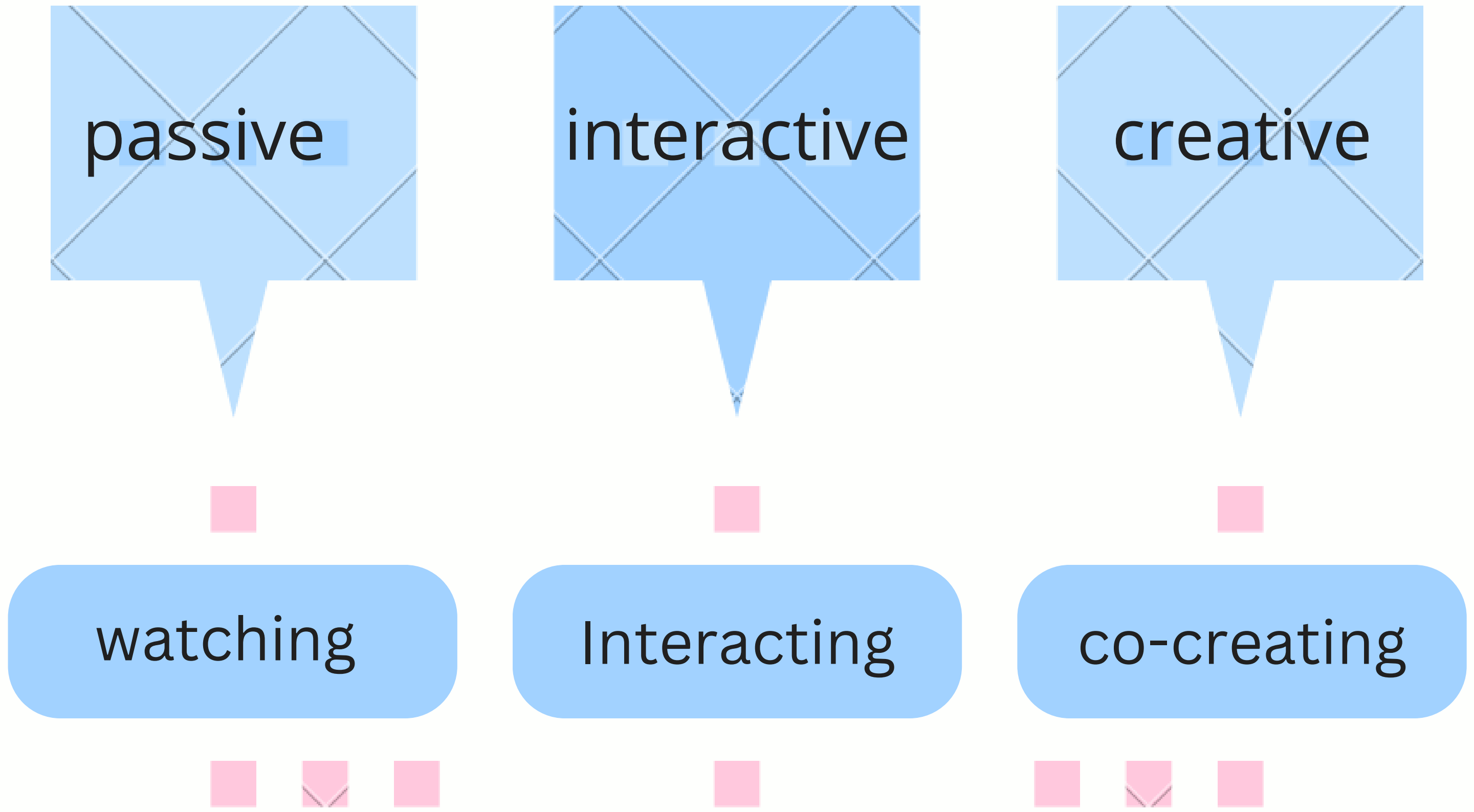
Transformation

The PICRAT model (technology)

PICRAT model makes us think about the use of **technology**:

What are students doing with the technology? ==>
Do they use it in a **P**assive - **I**nteractive - **C**reative way

How do the *students* use it?



The PICRAT-model (self reflect)

How can you use technology/blended learning to make your students more active and creative learners?

What different ways of teaching and learning do you use?

C I P	CREATIVE INTERACTIVE PASSIVE	STUDENTS' RELATIONSHIP TO TECH IS _____			
			CR	CA	CT
			IR	IA	IT
P	PASSIVE	STUDENTS' RELATIONSHIP TO TECH IS _____	PR	PA	PT
			REPLACES	AMPLIFIES	TRANSFORMS
			R	A	T

A. YouTube video made by the students about a new experiment

B. Learning path with differentiation and conditionality

C. Existing YouTube video with added interactive questions

D. Powerpoint designed by the students

E. Powerpoint with intermediate questions and assignments

J. Powerpoint to present the lesson content, designed by the trainer

F. YouTube video with extra demonstration of an experiment

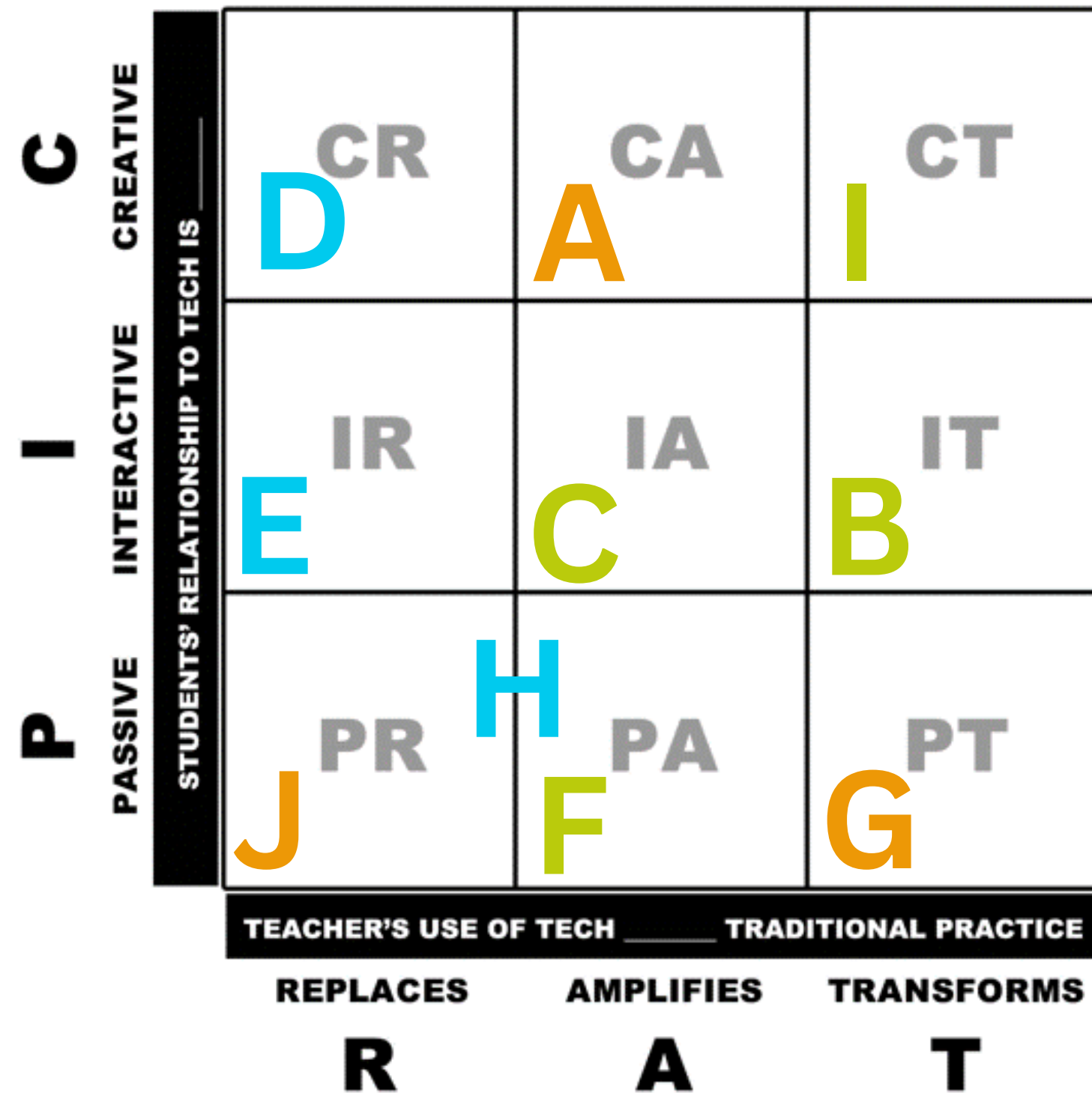
G. AR to explain security in lab done in class

I. Discussion forum moderated by students on a specific topic

H. Video made by the trainer from an experiment done in class



The PICRAT-model (self reflect)



How can you use technology/blended learning to make your students more active and creative learners?

What different ways of teaching and learning do you use?

A. YouTube video made by the students about a new experiment

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G. AR to explain security in lab

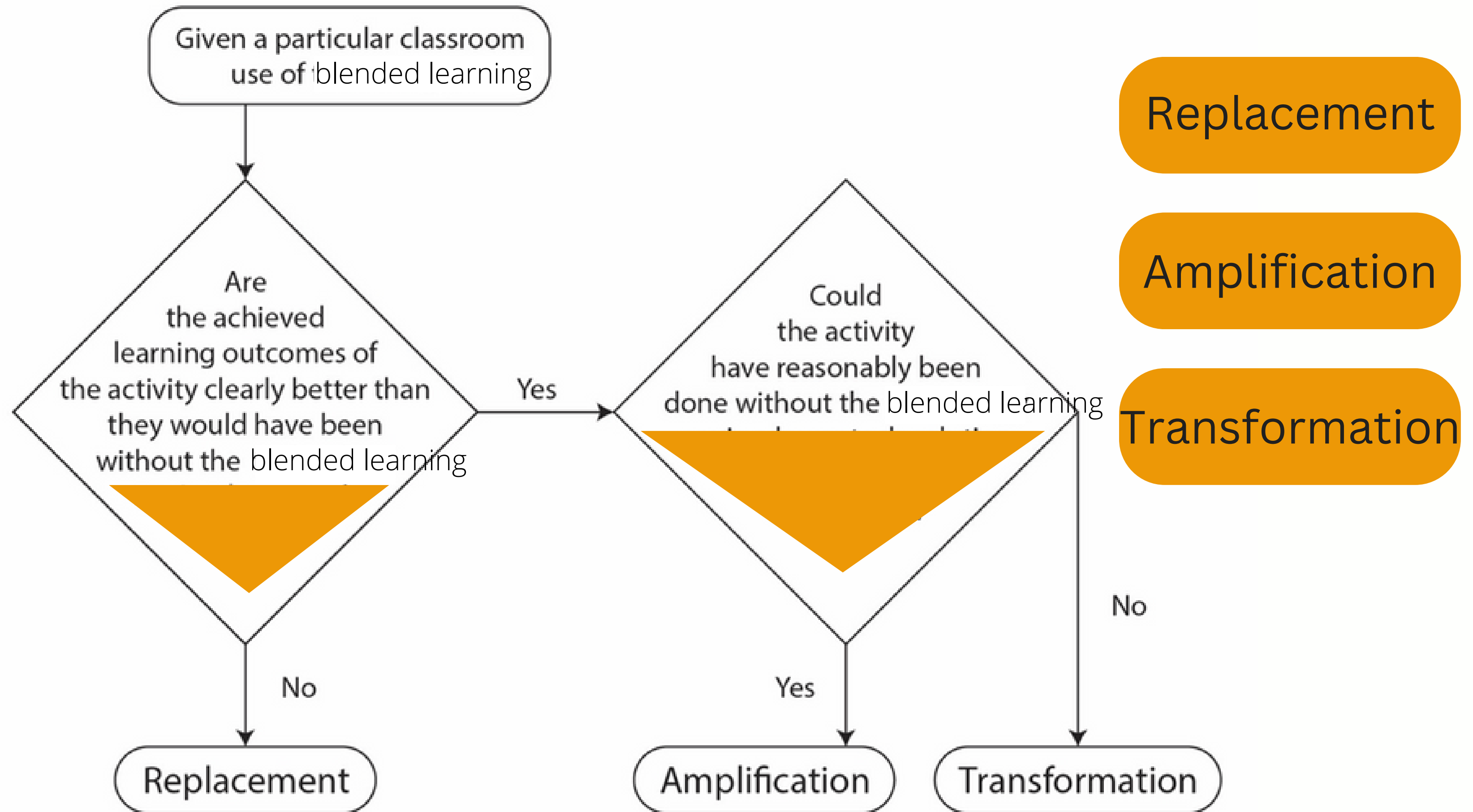
I. Discussion forum moderated by students on a specific topic

H. Video made by the trainer from an experiment done in class

The PICRAT model (blended learning)

PICRAT model makes us think about the use of **blended learning**:

1. What are **students** doing with the online and F2F content? ==> **Passive - Interactive - Creative**
2. How does this use of blended learning impact the **teacher's** pedagogy ==> **Replaces - Amplifies - Transforms**





JKU Day 1 CONTEXT

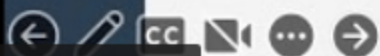


Blended learning training

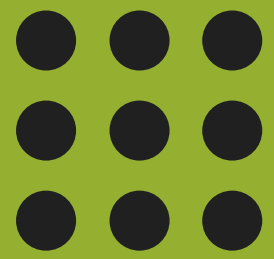
Day 1 BL CONTEXT



Lut De Jaegher



Watch on YouTube



PLAN YOUR BLENDED LEARNING PROCESS



MAP YOURSELF
AND YOUR TEAM

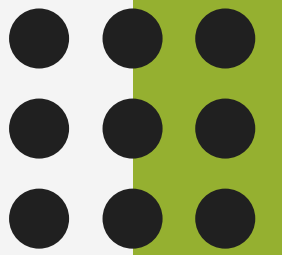


CREATE A
BLENDED
LEARNING PLAN



CREATE A
LEARNING PATH
WITH A TREE
STRUCTURE

Preparation

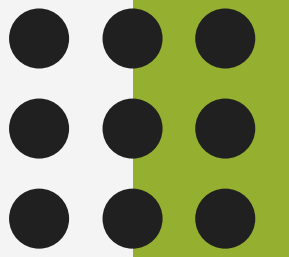


- **these 4 downloadable documents will lead you through the preparation process**
- **the result will be a learning path**
- **during Day 2 and 3 you will design the first draft of your blended learning course**
- **On Day 4 you have to present your idea**
- **On Day 5 we will explain what will be the content of the training week in August**
- **During the training week in August you'll get all the tools and skills to realize your own blended learning course**

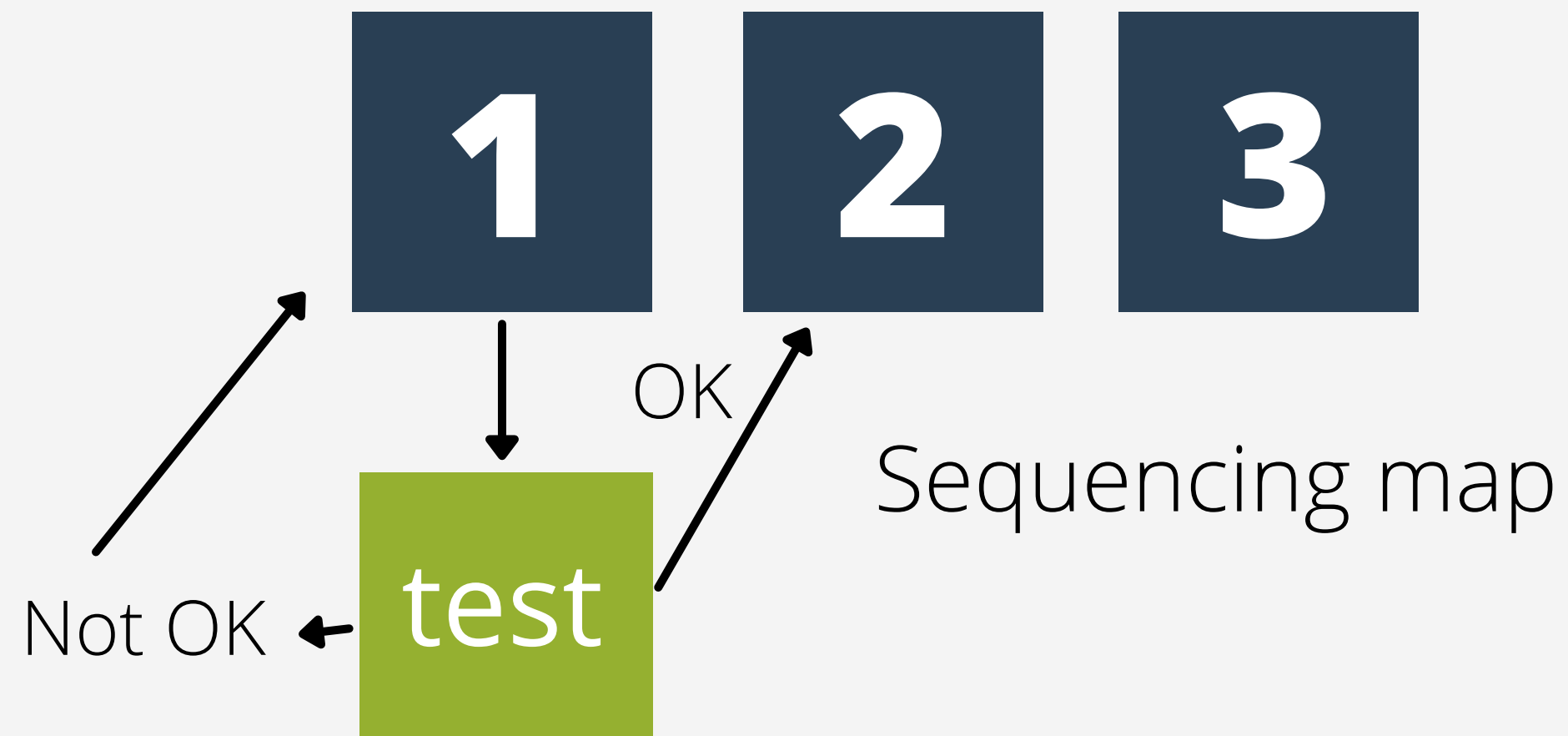
- First idea template
- Polyflip Model Canvas
- Polyflip Story Board
- Learning path draft



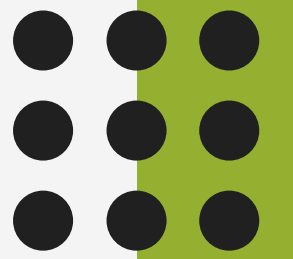
Preparation



Be aware that the learning path you create can include conditionality and differentiation. Only those who completed a section or passed a test successfully can start with the next section of your course



First idea template



Polyflip First idea template

Designed for: _____ Designed by: _____ Date: _____ Version: 1.0

1 WHAT IS THE TOPIC OF YOUR FCA COURSE?

2 WHICH PART OF THE CONTENT CAN YOU TEACH ONLINE?

3 WHICH PART OF THE CONTENT CAN YOU TEACH F2F?

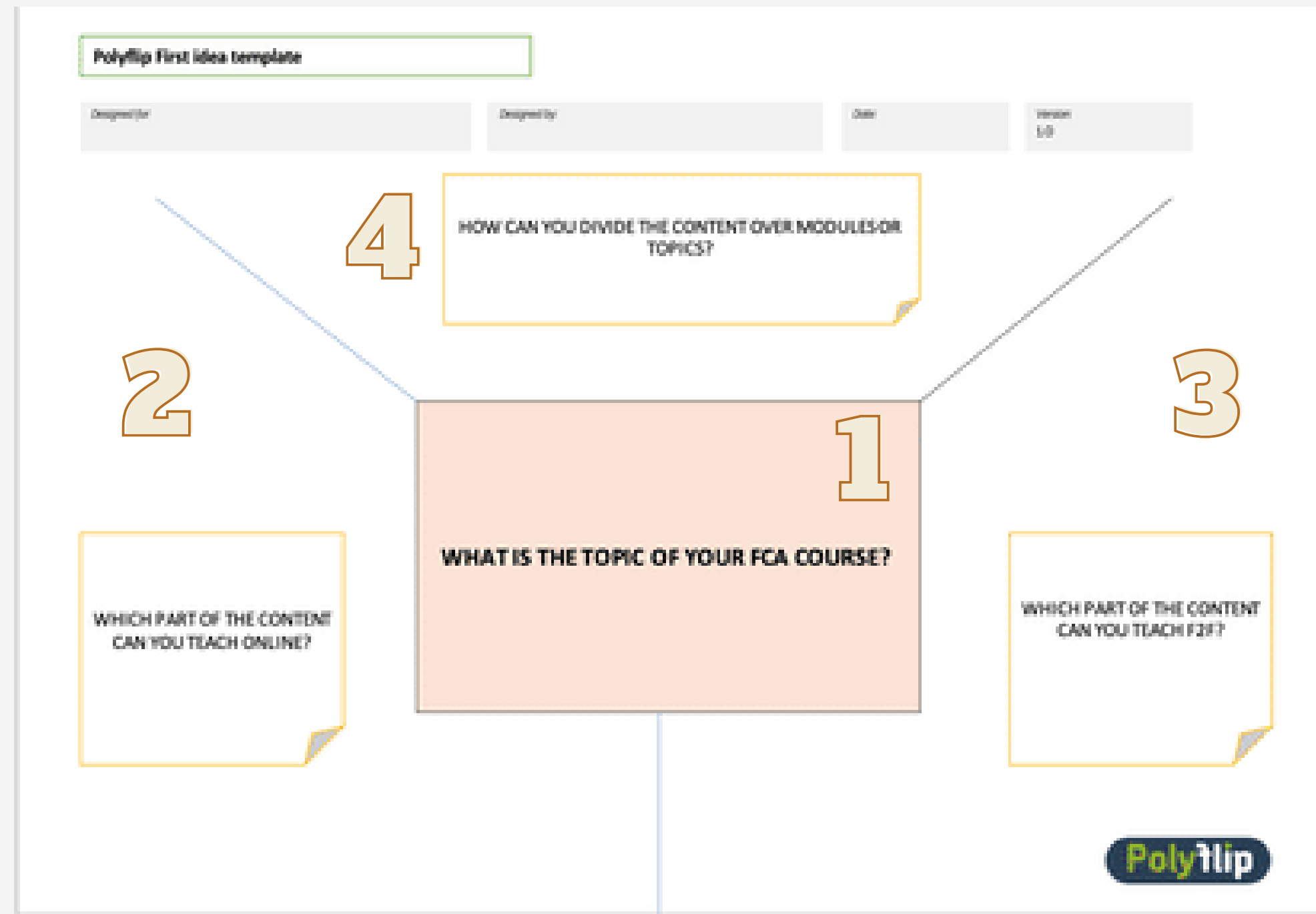
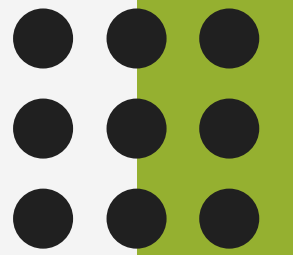
4 HOW CAN YOU DIVIDE THE CONTENT OVER MODULES OR TOPICS?

Polyflip

You can use this template to work out a first draft on how you will divide the learning material between an online and F2F section

First idea document

Tool :Google.docs

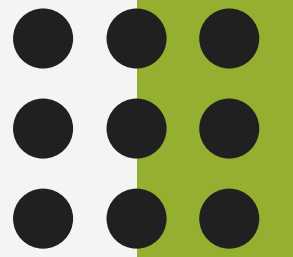


If you want to write your ideas on the document, you can download it by clicking [here](#)

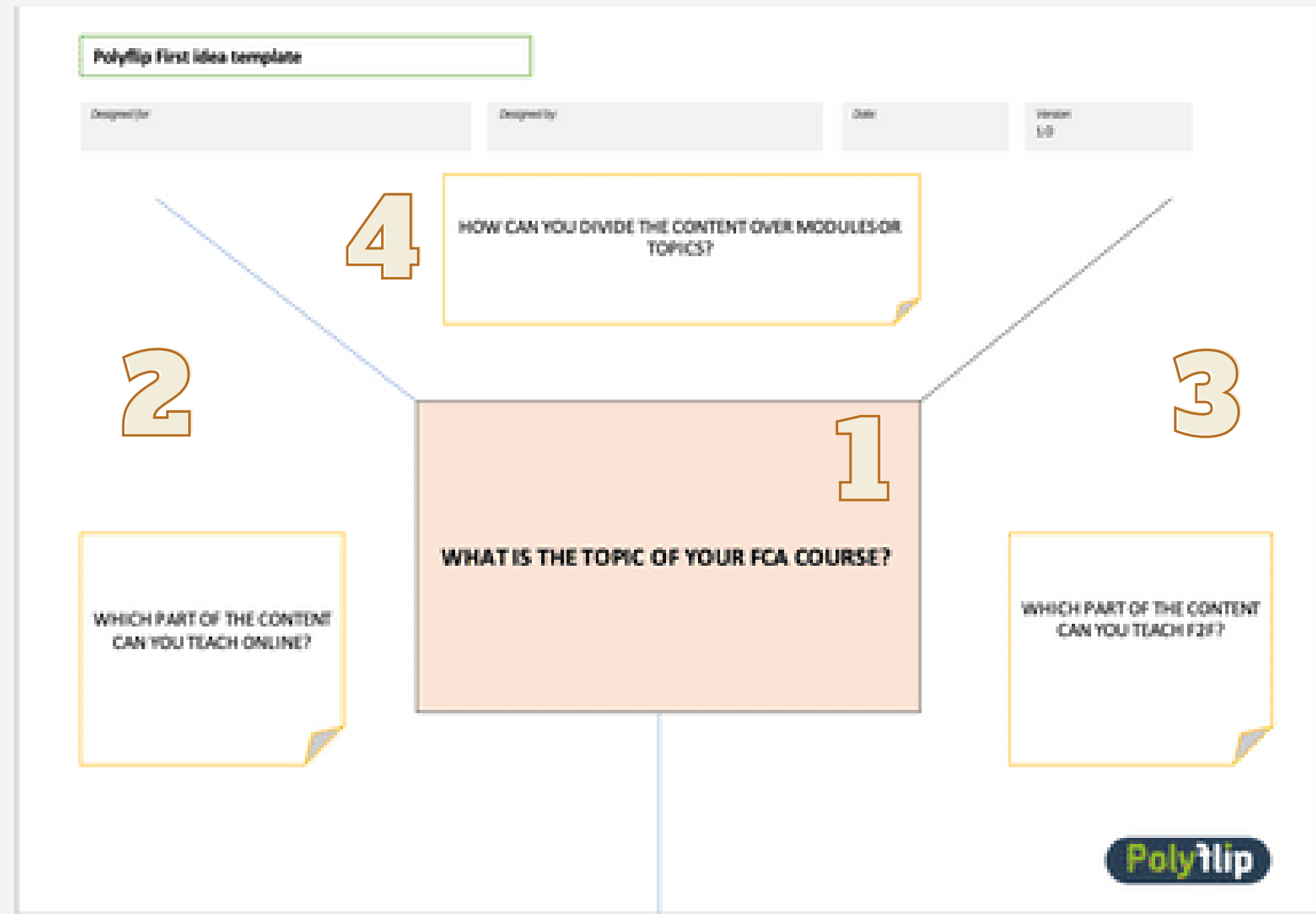
Remember: Blended<>digital<>video

Chat your 1st idea

Tool : Chat function
in Zoom or Teams



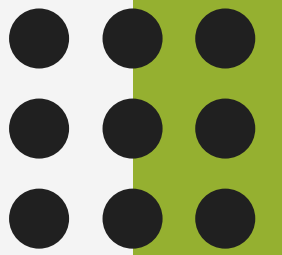
Which subject
do you have
in mind for
your blended
learning
course?
**Answer in the
chat**



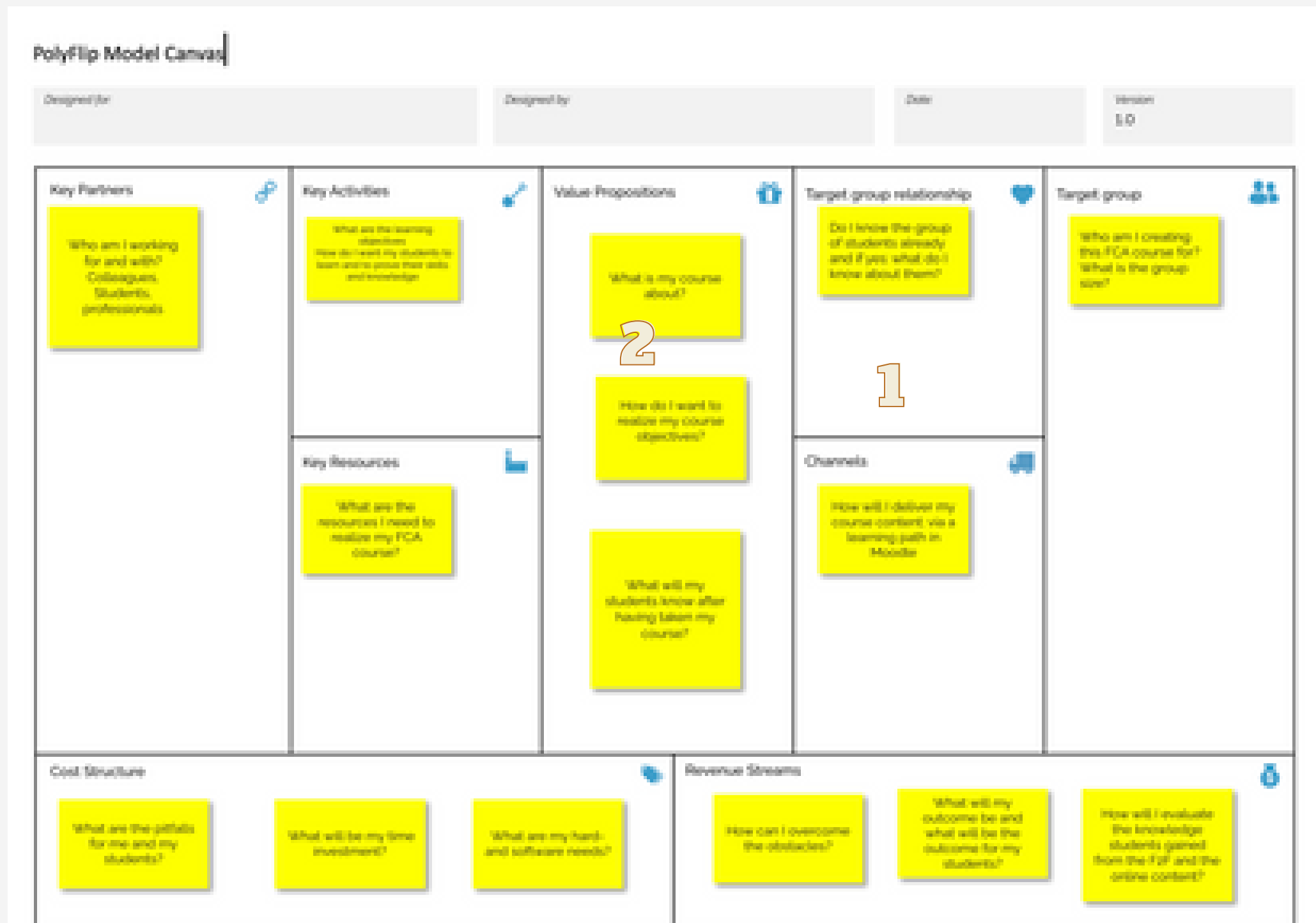
Remember: Blended<>digital<>video

BL Canvas model

Tool :Google.docs

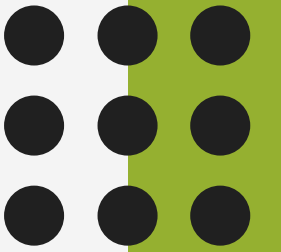


Helps you think thoroughly and consider all aspects that are important to succeed in the goal you have in mind. You can download the document [here](#)



Answer in Chat

Tool : Chat function or Break-out rooms in Zoom or Teams

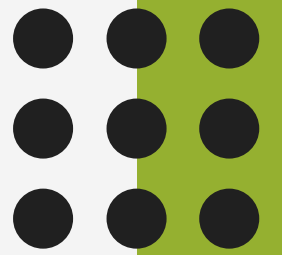


What are the worries you have and the advantages you see using blended learning for (a part of) your subject?
Answer in the chat

PolyFlip Model Canvas

Designed for		Designed by		Date	Version 1.0
Key Partners Who am I working for and with? Colleagues, Students, professionals	Key Activities What are the learning activities? How do I want my students to learn and to prove their skills and knowledge?	Value Propositions What is my course about? How do I want to realize my course objectives? What will my students know after having taken my course?	Target-group relationship Do I know the group of students already and if yes, what do I know about them?	Target group Who am I creating this FCA course for? What is the group size?	
	Key Resources What are the resources I need to realize my FCA course?		Channels How will I deliver my course content via a learning path in Moodle?		
Cost Structure What are the pitfalls for me and my students? What will be my time investment? What are my hard- and software needs?			Revenue Streams How can I overcome the obstacles? What will my outcome be and what will be the outcome for my students? How will I evaluate the knowledge students gained from the F2F and the online content?		

Storyboard



Erasmus+		
Place	Learning objectives	Activities
In class (Introduction)		
Pre-class (remember, understand)		
In class (analyse, apply)		
Outside class (create)		
In class (evaluate)		

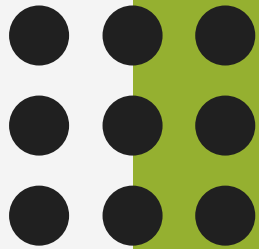
The Storyboard will help you to **create** your blended learning course outline



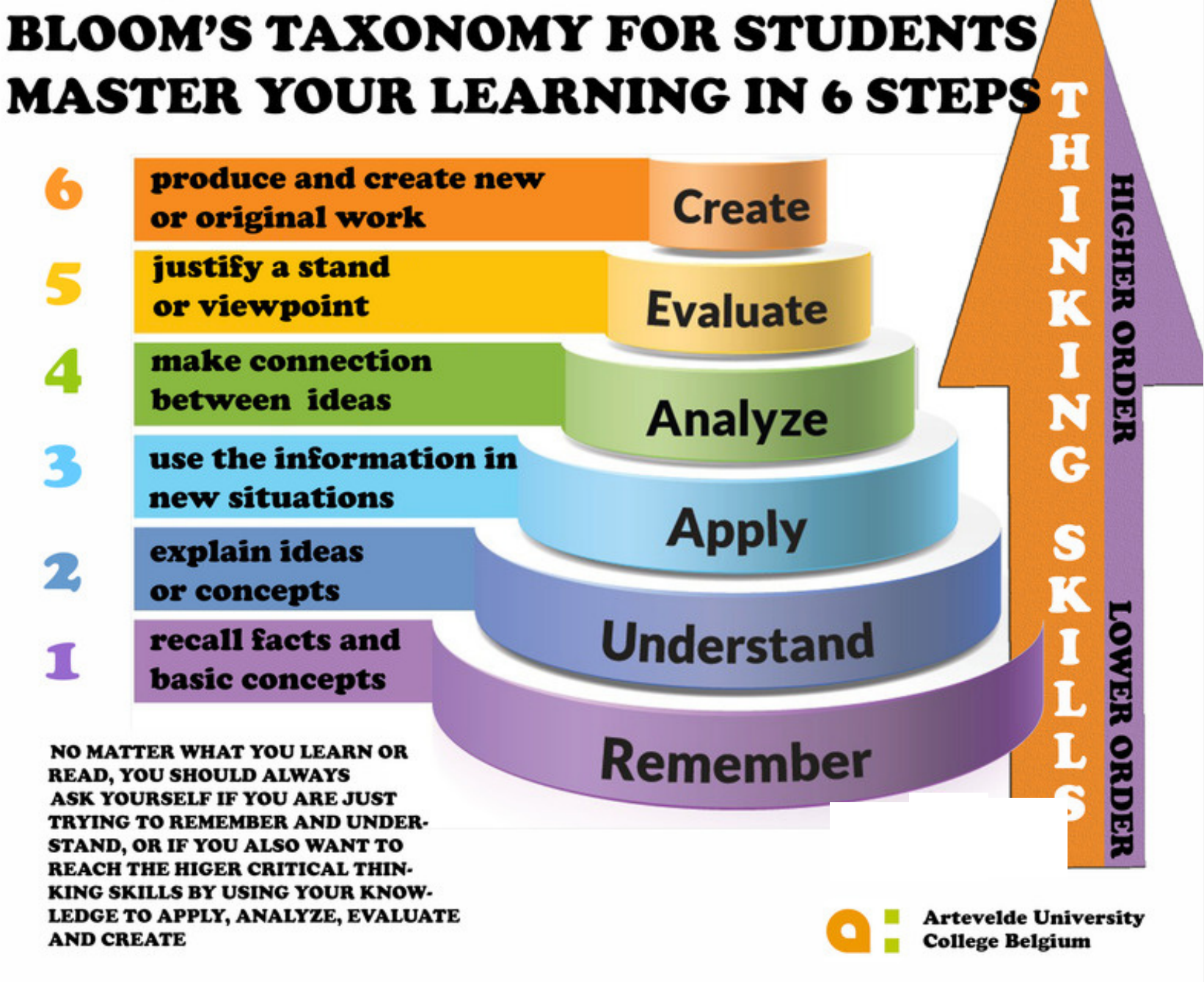
Remember: Blended<>digital<>video

Storyboard

- To formulate the objectives you can use Bloom's taxonomy
- Tool: Google Forms






Erasmus+		
Place	Learning objectives	Activities
In class (Introduction)		
Pre-class (remember, understand)		
In class (analyse, apply)		
Outside class (create)		
In class (evaluate)		



Storyboard

Create course outline, using the downloadable document you find [here](#)
After finishing your draft, fill in this [online form](#)
You need to have your storyboard ready before the presentation about your draft idea on Day 4

Let the PICRAT-model help you decide how you will deliver the content

Designed for:		Integrating:		Name:		Version: 1.0	
Description of the course	Course Objective 1	Online course content	Evaluation method online content Feedback Assessments Assignments	Target group 			
	Course Objective 2						
	Proportion F2F and distance ○ <30% distance ○ 30 - 70% distance learning ○ > 70% distance learning	Course Objective 3	F2F Course content		Evaluation method F2F content Feedback Assessments Assignments		
Group size ○ Small ○ Intermediate ○ Large	Course Objective 4						
Needs 			Outcome 				



JKU Day 1 FIRST DRAFT

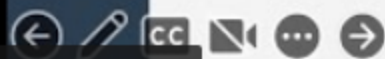


Share

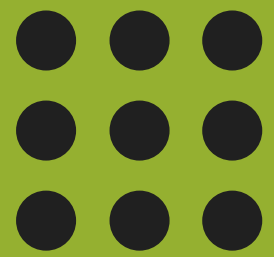
Blended learning training

Day 1 BL FIRST DRAFT

Lut De Jaegher



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PLAN YOUR BLENDED LEARNING PROCESS



**MAP YOURSELF
AND YOUR TEAM**

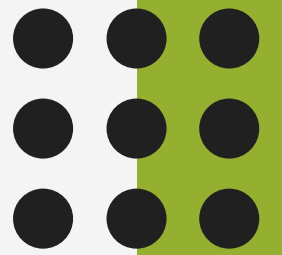


**CREATE A
BLENDED
LEARNING PLAN**



**CREATE A
LEARNING PATH
WITH A TREE
STRUCTURE**

Course schedule



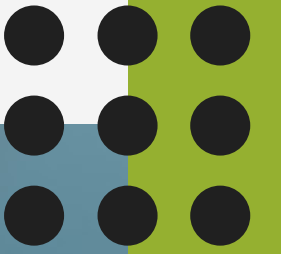
The course outline can now be used to make a blended learning plan and create a tree structure that will appear in the Moodle environment (from your institution and/or from the 3EEE project)

Here you have an example:

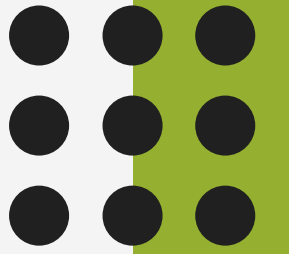
Module	F2F or @home	Estimated time
Module 1 Theory	@home	30 minutes
Module 2 Advantages and pitfalls	@home	20 minutes
Module 3 Get inspired	F2F (online or in class)	15' introduction 45' class discussion
Module 4 Types and needs	@home	10 minutes
Module 5 Learning paths and LMS	F2F (online or in class)	40 minutes theory 20 minutes peer learning
Module 6 Concept creation	F2F (online or in class)	60 minutes Models + preparing ideas for own concept
Model 6 bis Assignment: concept creation for an own FCA course	@home	At own pace

LMS

With a Learning Management System you can track the progress, structure content, save time, add interactivity, stay in contact



Tree structure



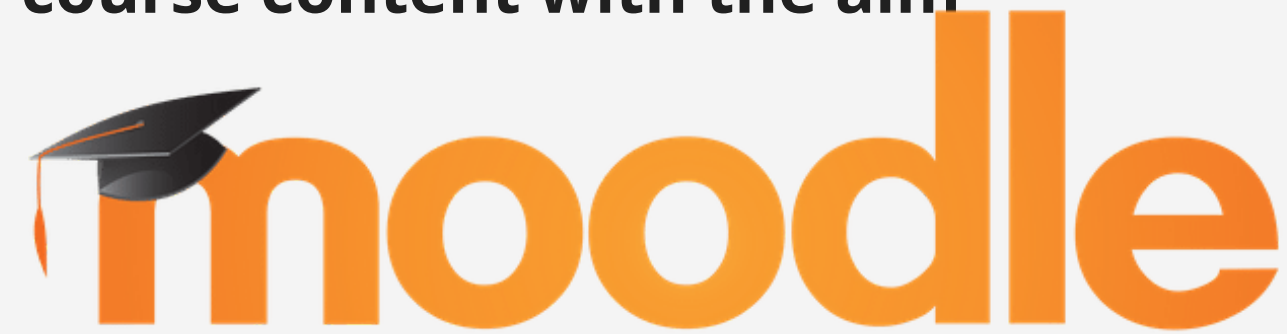
A learning path is a well-selected and guided sequence of course content with the aim of teaching a particular subject or skill.

Name of your course

- Welcome (presentation of the teacher)
- Study schedule with estimated timing
- Objectives students have to reach
- Communication possibilities

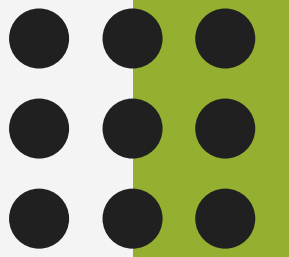
TOPICS or MODULES (not the same as Chapters from Handbook),
with per topic

- Objectives per topic
- Lesson Content
- Interactivity
- Progress check with conditional access to the next topic
- Downloadable material
- Information on progression and attendance



Tree structure

Prepare the tree structure for your learning path



Step 1: Always start off by **introducing** yourself in a video: pitch yourself, the lesson content, the objectives, the method and end with how will you communicate

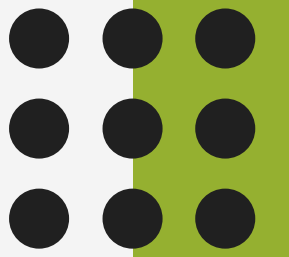
Step 2: Make a 1 page **study guide** where the students can find all the practical information (time schedule, online and f2f moments, sequencing, deadlines, content etc) as introduction to the lessons

Step 3: Create your **topics** (lesson parts which forms a unity) and add carefully considered and thought through resources to help students explore the subject matter in more detail. Make a **time estimation per topic**, section and assignment to tell the students how long each part will approximately take



Tree structure

Prepare the tree structure for your learning path



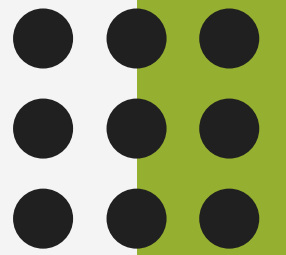
Step 4: Make sure that the students understand the topic content, can **evaluate** their acquired knowledge, through intermediate questions, tests and interactivity with focus on developing critical thinking and discussing key concepts (afternoon workshop with Lester)

Step 5: Encourage the making of **connections** and student's own recommendations (peer-learning and peer-feedback)

Step 6: Track the progress by assigning tasks or by adding digital conditionality to be able to open a next topic or follow a lab session. to encourage students to keep up with the objectives. You can add gamification aspects (for example badges). Show the students that you can track their activity via the LMS. Make **contributions** to discussions and groupwork.



Tracking



L2 Loes de Witte - 202125520 ✉
_manuele inschrijvingen

Cursuscijfer

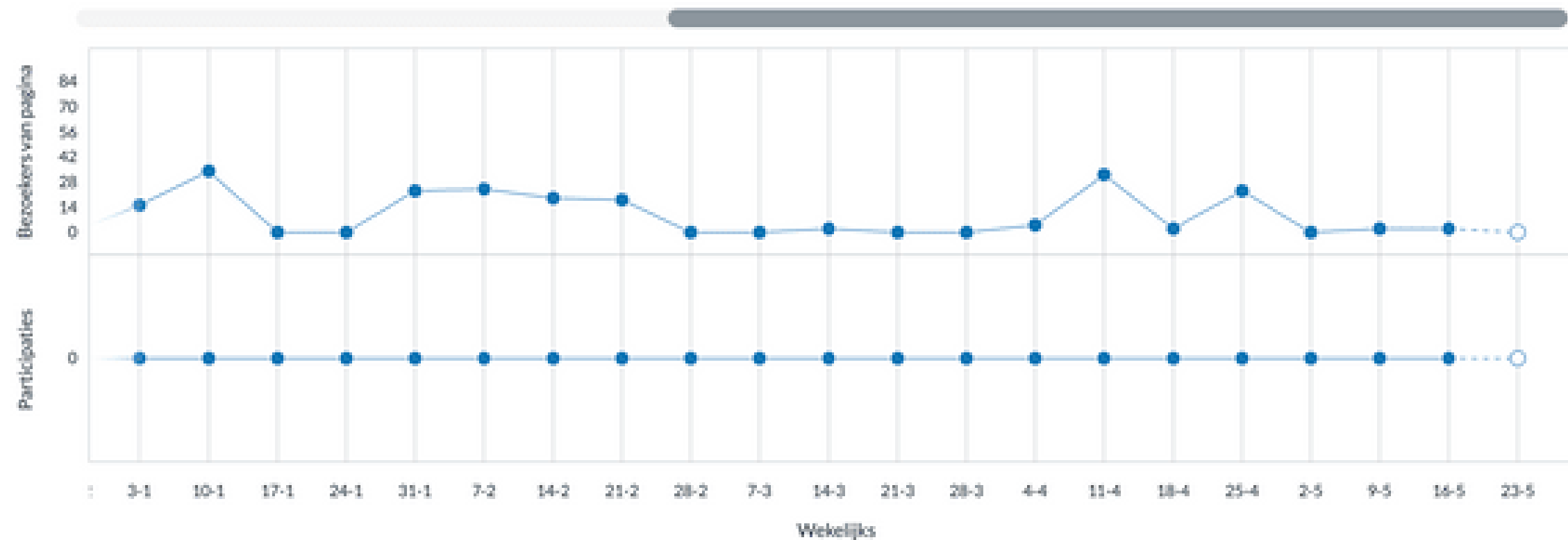
Wekelijkse online activiteit

Communicatie

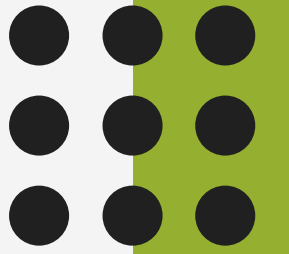
401 Pagina's ingezien
totaal

0 Doelnamen
totaal

Vanaf 23 mei 19:39 CEST



Examples



Extended BL course on Polyflip site

<https://moodle.ftpo.eu>

- automatically logged in as guest



JKU Day 1 Learning Path



Share

Blended learning training Day 1 BL Learning Path

Lut De Jaegher

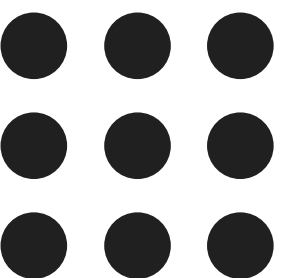


Watch on YouTube

Tips

A learning path has a variation of content

- pdf → preferably not
- YouTube videos →
 - subtitle and embed
 - content fits with your aims
 - split and add questions (think PICRAT!)



Tips

- time → estimated time
- hyperlinks →
 - no dead links
 - purpose is clear
 - embed or download

Tips

Don't show all the modules at once

- done  next level
- differentiation 
 - evaluation
 - conditionality
 - tracking progress

Common issues and pitfalls



YOU WANT IT **PERFECT**
FROM DAY 1



YOU WANT TO SHARE
TOO MUCH CONTENT

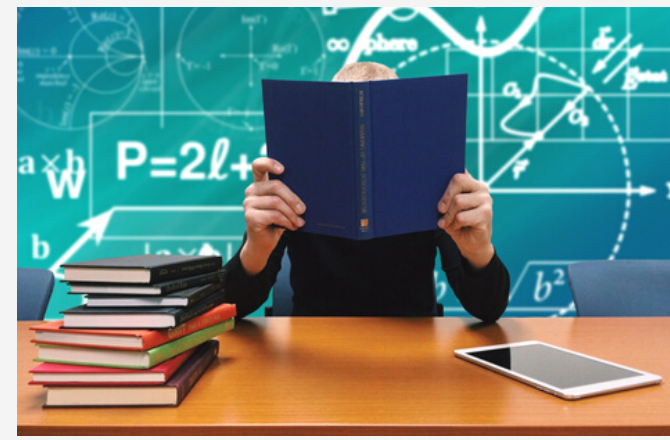


YOU HAVE **DOUBTS**
ABOUT THE USEFULNESS
AND OWN ABILITY



YOU **MISS** BASIC H&S

Common concerns



DOUBT ABOUT STUDENT
ENGAGEMENT



PREFER LIVE TEACHING

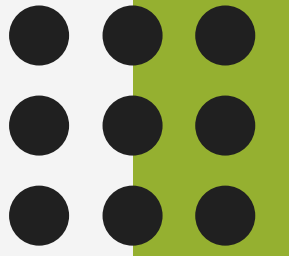


COMPLEXITY OF ICT
AND TOOLS

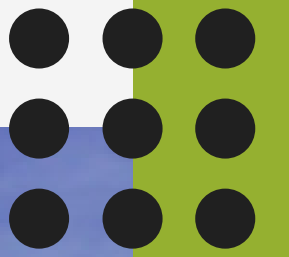


PREFER NO CHANGE

How to succeed?



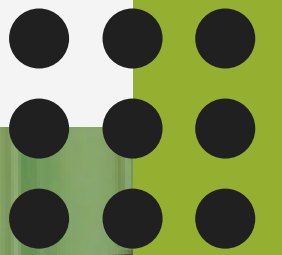
Start small



Blending learning content doesn't mean you have to blend your whole course at once.



Competences

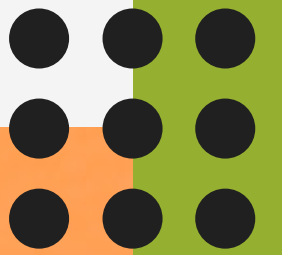


What competences do you/your team have and what are you still missing?

Take action and learn
Dare to ask help



Goals



Know what you want to reach with the blended teaching, choose the learning objectives carefully, decide what's in for YOU

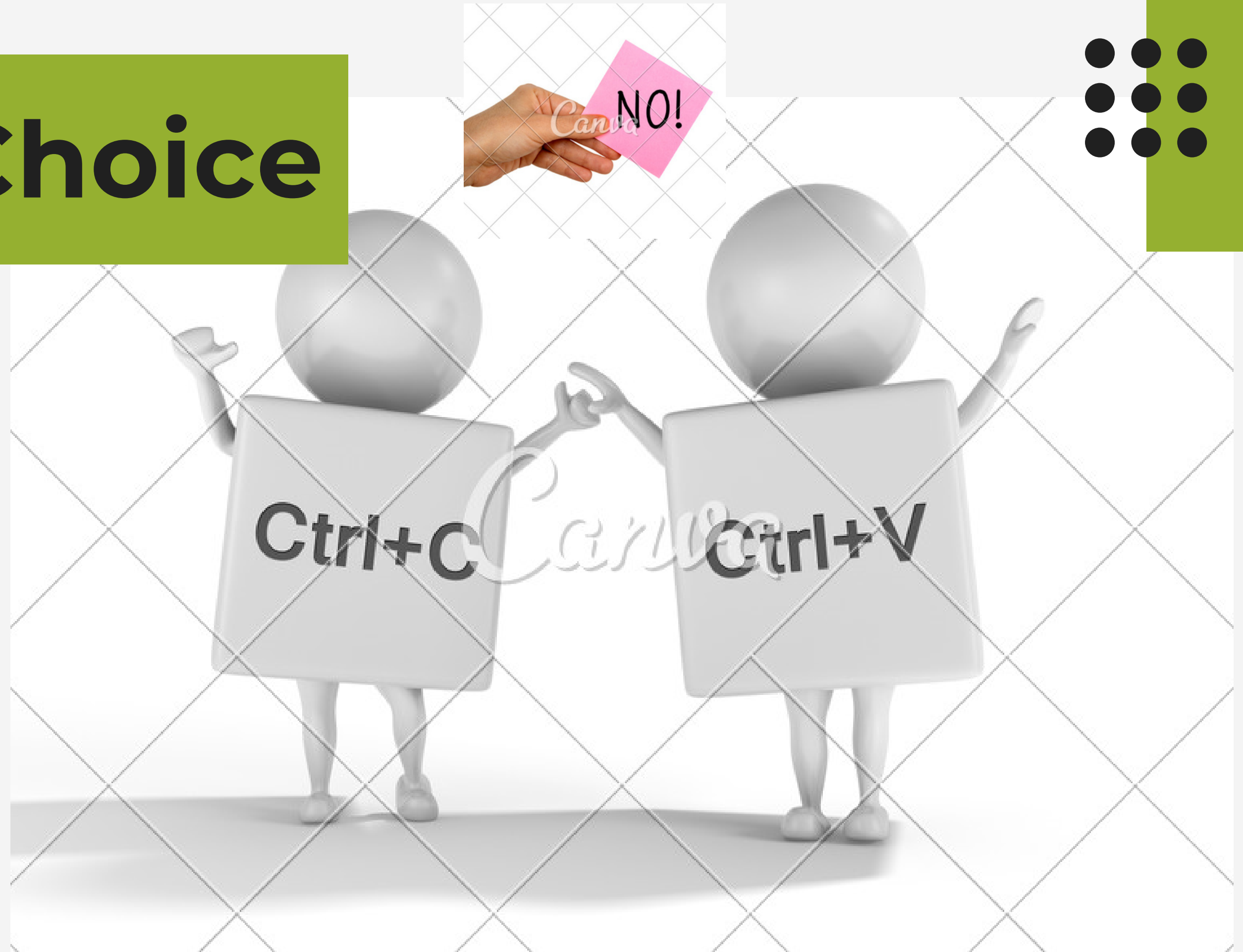


Content Choice

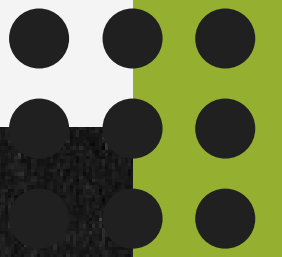
Every teaching method comes with specific didactics and pedagogical approach
Blended Learning is more than putting the same content in a new dress only



**QUICK
TIP**



Inspiration



Use existing good
practices and take
over what's useful
Inspire your team

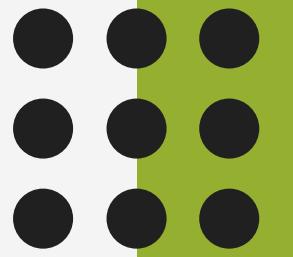




Polyflip

**[HTTPS://WWW.POLYFLIP.EU](https://www.polyflip.eu) AND [HTTPS://MOODLE.FTPO.EU](https://moodle.ftpo.eu)
FIRST (ONLINE) AND SECOND (F2F) TRAINING WEEKS
CANVA PRESENTATION (LINK IS PROVIDED VIA EMAIL)**

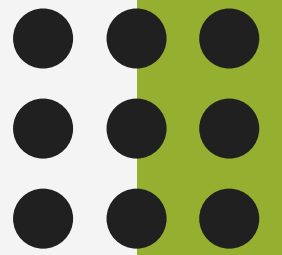
Day 2 and 3



- individual learning days: take module 1 and module 2 of the blended learning course on blended learning
- no sign in required
- link: <https://moodle.ftpo.eu/course/view.php?id=6>
- use the 4 provided templates:
 - First idea template Polyflip Model Canvas
- Polyflip Story Board
- Learning path draft



Day 4

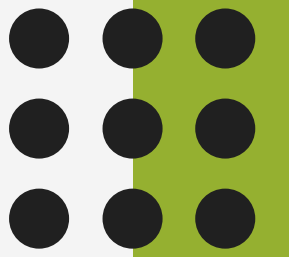


- **present your idea for your blended learning path for your subject and students**
- **<https://moodle.ftpo.eu/course/view.php?id=5>** (example)
- use this presentation and the 4 preparation sheets to help you to decide on the content, the target group, the modules, the timing, the aims and make your learning path draft
 - First idea template
 - Polyflip Model Canvas
 - Polyflip Story Board
 - Learning.path draft

Warning: download the documents before using them



Day 5



In preparation of the F2F course in August 2023

- presentation of tools we will use
- listing up software and material you'll need
- instructions on what you will have to do and to bring with you for the F2F course

