

BLENDED LEARNING BEST PRACTICES

AFORMAC/Osengo

B-Learning: Curriculum Design for Blended Learning	
Start: 01-09-2015 - End: 31-08-2017	VALSTS IZGLITIBAS SATURA CENTRS
Element	Guiding questions
Type of document	Toolkit and website : The Toolkit is practical, easy – to - use instrument to support trainers and school leadership teams in implementing Blended Learning. The Toolkit could be used by those who are already familiar with BL approach as well as by beginners. The Toolkit consists of 5 parts: 1) Professional development program (PDP), 2) Guidelines for PDP trainers, 3) Course materials for PDP, 4) Self-evaluation tool for school teams, 5) Guidelines for school teams.
Publisher	The good practice is published by VALSTS IZGLITIBAS SATURA CENTRS
Target audience	The project direct target group was 3-5 leadership team members from 5 schools in each partner country, about 100 persons. Indirect target groups included teachers and students, teacher trainers and policy decision makers.
Field	Trainings in general
Objective	The Project “B-Learning: Curriculum Design for Blended Learning” (B-Learning) aimed to provide resources and training for school teams how to transform traditional schooling by combining on-line and off-line teaching - learning experiences. In this process teachers should become the main motivators and initiators of the ICT implementation and agents of change from the classical method into the modern one which is also known as blended learning (BL).
Location /geographical coverage	The geographical range is Europe
Introduction	BLearning aims to provide resources and training for school teams how to transform traditional schooling by combining on-line and off-line teaching - learning experiences. Teachers are the main motivators and initiators of the ICT implementation and agents of change from the classical method into the modern one which is also known as blended

	<p>learning (BL). The project objective is in line with 'Europe 2020' Strategy promoting synergies of experience and know-how among four EU countries and different types of institutions involved in education and training. The B-Learning project will be implemented by 6 project partners from Latvia, Cyprus, Austria, and UK.</p>
Stakeholders and Partners	<p>Partners: IZGLITIBAS METODISKA LABORATORIJA CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET The Skills Lab Rigas Anglu gimnazija BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH</p>
Financing Body	<p>The financing body: Erasmus+ Action Type: Strategic Partnerships for school education</p>
Context	<p>Widespread use of information and communication technologies (ICT) in schools requires not only competent use of technical tools, but also a new kind of understanding of why, how and when technologies support students learning. In schools today ICT is rather used for the development of lower than higher level skills of students, and innovative practices in schools are fragmented and do not provide systemic approach to schooling in technology rich learning environment.</p> <p>Experience and variety of social habits of contemporary students - digital natives - today is formed and shaped both in the real and virtual environment and they radically change didactics and organization of the processes in schools, individual activities and development of competences. Transformation of traditional schooling, by merging on-line and off-line learning experiences of students, is crucial for competitiveness of education reducing the gap between academic achievements and real life needs.</p>
The main objectives	<p>The main project outcomes are:</p> <ol style="list-style-type: none"> 1) Needs Analysis Report; 2) BE-Learning Toolkit; 3) Trained school teams.
The description of the practice	<p>The Professional Development Programme consists of Toolkit (course materials and instructions), Selfevaluation tool for school teams and Guidelines for PDP trainers. The PDP comprises of seven sequential modules (units) that are mutually complimentary:</p>

	<ol style="list-style-type: none"> 1. Introduction 2. Models of BL 3. Designing for BL 4. Management Strategies for BL 5. Setting up BL 6. Delivering BL 7. Monitoring BL
<p>Outcomes of the practice</p>	<p>The BLearning Toolkit</p> <p>Based on the needs around blended learning, the project produced an online Toolkit to assist schools in applying blended learning practices. The Toolkit will be a user-friendly, practical instrument to support professional development of trainers and school leadership teams. It consist of the following components:</p> <ol style="list-style-type: none"> 1. Professional Development Program (PDP) 2. Guidelines for PDD trainers 3. Course materials for PDP 4. Self-evaluation tool for school teams 5. Guidelines for school teams
<p>Success Factors</p>	<p>Student engagement will result in motivation and active learning. Student feedback during the designing the curriculum as well as during the setting up phase is one the most valuable assets school has.</p> <p>Thou we advise you to get the professional trainer who would guide you through the process of changing the school teaching and learning environment.</p>
<p>Development of the practice</p>	<p>The practice will not be developed and improved so far.</p>
<p>Conclusion</p>	<p>In line with contemporary approaches to learning with technologies, the BLearning project brings positive impact in different aspects at a local, regional, national, and international level:</p> <ul style="list-style-type: none"> • Increased national and European understanding of blended learning • Purposeful integration of ICT in schooling • Linked innovative practices and systemic, research-based strategies for ICT integration

	<ul style="list-style-type: none"> • Modern and dynamic advancement of school practices • Meeting of students' expectations, skills and abilities, in compliance with labor market needs • Clear vision in school leadership teams for diversifying teaching and learning processes
Related resources that have been developed	http://blearning-project.eu/
Language(s)	The toolkit is in English, Greek, German and Latvian
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