BLENDED LEARNING BEST PRACTICES

AFORMAC/Osengo

TIBL-Project Technical Innovation in Blended Learning	
2017-2019	SAFA

Element	Guiding questions
Type of document	Specify if the document is a good practice fact sheet, an information sheet, an experience sheet, a case study, a manual or guidelines?
Publisher	The publisher SAFA is an important Spanish school foundation focusing on school and vocational education,
Target audience	• Formal VET education • Non-Formal C-Vet education of people just working in the professional field.
Field	- Language learning for migrants - Unemployment (outside Labour market) - Vocational training (inside Labour market) - Entrepreneurship
Objective	The activities performed are the development, implementation, performing and evaluation of pilot courses in C-VET, the programming of a supporting software tool for trainers, the implementation of a training course for trainers to learn about the new techniques and the creation of a transferability and evaluation guide for the use of the developed outputs.
Location /geographical coverage	The geographical range is Europe
Introduction	The project developes C-VET training courses for training performed in formal and in non-formal C-VET education. These courses use Blended Learning as a technology enhanced method and focus on the use of multiple devices (as used by the trainees an everyday life). The innovation is the implementation of a trainee-focusing pedagogical framework based on heutagogy, the development of an all-encompassing quality enhancement framework (including also the pedagogy) and the approach to the diversity of various technical equipment (the multiple devices).
Stakeholders and Partners	The applicant SAFA is an important Spanish school foundation focusing on school and vocational education, EFQBL is a VET and trainers education organisation, DigiLab from the University La Sapienza and the University of Aveiro are specialised in innovation in

	technology enhanced training and the related pedagogy. SADE is a specialist in Distance Learning and quality enhancement frameworks. These participants ensure a consortium well-distributed in Europe.
Financing Body	The financing body: Erasmus+ Action Type: Strategic Partnerships for Vet education
Context	Background of the practice, genesis; Descriptions of the problems and needs, which were a condition for practice implementation;
The main objectives	The project developes C-VET training courses for training performed in formal and in non-formal C-VET education. These courses use Blended Learning as a technology enhanced method and focus on the use of multiple devices (as used by the trainees an everyday life). The innovation is the implementation of a trainee-focusing pedagogical framework based on heutagogy, the development of an all-encompassing quality enhancement framework (including also the pedagogy) and the approach to the diversity of various technical equipment (the multiple devices). The project is complementary to a Grundvig Multilateral project by transferring the theoretical developed outputs to a practical implementation in a different (but similar) educational sector.
The description of the practice	The used methodology starts from the existing needs analyses and the done study about the technical background. In a wellplanned cooperation and experience exchange process the pedagogical framework is created (based on heutagogy) and the concepts of the Blended Learning courses. Supervised pilot courses (in a SME in Austria and C-VET courses in Spain) are used for evaluation of the findings and processed for necessary amendment. The gained experience is compiled to the two trainer aids (Trainer's Toolbox and MOOC). The transferability guide is created from the training experience by using the education field specific competences of the partners.
Outcomes of the practice	The four products are special pilot courses fitting to the needs of the two training institutions SAFA and EFQBL using the tools described above, the new developed (web-based) software tool "Trainer's Toolbox", a trainers training course (implemented as a MOOC on a Moodle server) and the transferability guide.
Success Factors	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)?
Constraints	Many adult education organisations do not own a learning platform

	and therefor the implementation of the blended learning course uses some cloud-based solutions. This is not in line with the intention of the TIBL concept because several principles of course implementations are not fulfilled. Using a cloud repository instead of a MOODLE server does not support The concept of a unique virtual place where all the material can be accessed Does not support the use of multimedia content in a bestsatisfying way May lead to problems in the collaboration Besides the problems mentioned above the implementation should follow the concept as described in the MOOC.
Lessons learned	In Adult Education groups often are extremely inhomogeneous. It is necessary to find out (from the beginning) with which level people start the course and which people need special support. Hint: To bring people to the same level some Micro Le arning units can be prepared. Micro Learning supports individualized learning and can be used to compensate existing deficits.
Sustainability	What are the elements that need to be put into place for the good practice to be institutionally, socially, economically and environmentally sustainable? If applicable, indicate the total costs incurred for the implementation of the practice. As much as possible, provide also some cost/efficiency indications: What are the institutional, social, economic and/or environmental benefits compared to total costs?
Development of the practice	The training institutions will use the new developed methodology implemented in practical courses as their future approach to offer courses for training in C-VET education (focusing on not hands-on based learning content). The close connection to other VET training organisations will offer the practical passing of the developed methodology and tool and the further use in these organisations. The developed outcomes have a longer lasting lifetime if they are adopted to the change of the technical devices. The transfer of the TIBL course concept can be done largely without major changes. Most of the items of the concept can be transferred as they have been developed for VET. This is valid for the toolbox as well as for the MOOC.
Conclusion	The project developes C-VET training courses for training performed in formal and in non-formal C-VET education. These courses use Blended Learning as a technology enhanced method and focus on the use of multiple devices (as used by the trainees an everyday life). The innovation is the implementation of a trainee-focusing pedagogical framework based on heutagogy, the development of an all-encompassing quality enhancement framework (including also the pedagogy) and the approach to the diversity of various technical equipment (the multiple devices). The project is complementary to a

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| Related resources that have been developed | https://www.tibl-project.eu/ :

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Language(s)	The good practice document is available in - English - Svenska - Español - Portuguese - Deutsch - Italiano
Contact details	
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