

BLENDED LEARNING BEST PRACTICES

AFORMAC/Osengo

What are the challenges for trainers today and how to mobilise them on digital blended learning?	
10/04/2020	Nell-associes / Vivea
Element	Guiding questions
Type of document	Webinar
Publisher	Organised by Vivea for its ForMidAble community
Target audience	Target audience is all Trainers and Teachers
Field	Adult and conitnious VET training
Objective	Webinar on what to do when you are a trainer and you need to create a digital blended learning course?
Location /geographical coverage	The good practice is target on France as the content is in French and exemples apply to this area.
Introduction	Today, everyone is becoming an actor in their own training and is seizing the opportunity of digital technology to acquire new knowledge and share it. But what can you do when you are a trainer and you need to create a digital blended learning course? How can you attract the attention of learners and mobilise them?
Stakeholders and Partners	Partners are: Nell-associes / Vivea and the community : ForMidAble
Financing Body	The practice was autofinanced
Context	<p>Learners today are more "drivers" than passengers. In other words, they like to choose the content of their learning, the duration, the location, etc. themselves, whereas in the past, in a more traditional approach, learners followed the trainer's instructions.</p> <p>Furthermore, with this multitude of information and the possibility of interacting at any time, learners have a reduced attention span but an increased ability to multitask. As a result, they are less attentive to concepts that require concentration but are more inclined to follow the stories that catch their attention. This is why storytelling has been</p>

	<p>on the rise in recent years.</p> <p>Another development is that learners are using digital tools. With these tools, they collaborate more with their peers, manage resources better and are also more autonomous in their learning.</p> <p>Impact for the trainer: a change in posture?</p> <p>The trainer is no longer the one who imparts knowledge. He or she now has a role as a community facilitator, a coach, a facilitator. They guide learners by providing them with additional resources.</p> <p>They must provide a working environment that is conducive to self-learning (or co-learning) and therefore to the assimilation of knowledge. It can also diversify learning methods by offering various digital tools (videos, quizzes, etc.), by playing on student collaboration or, on the contrary, competition, by adapting the duration of content, etc.</p>
<p>The main objectives</p>	<p>Creates a blended learning course that combines face-to-face and distance learning.</p> <p>The advantages are numerous:</p> <p>For the learner:</p> <ul style="list-style-type: none"> - Training that adapts to your schedule, - a training course that adapts to your level and your needs, - training accessible from anywhere, - saving time, - more autonomy, independence, accountability. <p>For the company :</p> <ul style="list-style-type: none"> - a reduction in training costs, - more effective training, - saving time for managers and organisers.
<p>The description of the practice</p>	<p>What levers can be used to support the transformation of a training course into blended learning?</p> <p>There are many levers that can be used to help transform a classroom-based course into a digital blended learning course.</p>

	<p>First of all, it is necessary to give meaning to the implementation of blended digital training (FMD). To do this, it is important to provide an overall vision and to take time with the trainers to go back over the genesis of the project, its motive, the starting point and the objective sought.</p> <p>Next, it is imperative to build a support plan to involve the trainers and make them actors of the project.</p> <p>It is also necessary to listen to the trainers in order to hear their fears but also to establish a link with the individual aspirations of each person.</p> <p>Finally, it is necessary to highlight the benefits for the trainers: the interest of the tasks, working conditions, financial advantages, development...</p> <p>The 3 axes for structuring digital blended learning The 3 axes for structuring the blended learning system are :</p> <p>Time: how long does the training course last? How much time do employees have to follow the training? The modality: what will the different learning modalities be? The individualisation of the course: how can I adapt to the learner? What will attract my learner's attention?</p>
Outcomes of the practice	Outcome is a Webinaire
Development of the practice	<p>New topics are emerging since Covid Outbreak, the thematic is developed in several articles on the website: https://nell-associes.com/blog</p> <p>Ex: https://nell-associes.com/blog/digital-e-learning/quels-sont-les-avantages-dune-formation-en-digital-learning/ https://nell-associes.com/blog/digital-e-learning/le-blended-learning/ https://nell-associes.com/blog/le-blended-learning-prend-de-lessor/</p>
Conclusion	<p>A real training dynamic. The blended learning training system (or digital blended training) will combine and organise resources within a pedagogical scenario aimed at achieving learning objectives for the trainees.</p> <p>What is important to remember is that training for trainers is essential to adapt to the learners. Every year, new tools enter the market, new trends emerge and it is important to be aware of these developments</p>

	in order to master them better.
Related resources that have been developed	Webinar : https://player.vimeo.com/video/402553012
Language(s)	The good practice is available in French only
Contact details	
Name	
Company/Institution	Nell-associes
Address	250, Rue Saint-Denis, 75002 Paris
Telephone	01 77 19 34 48
E-mail	contac@nell-associes.com