

BLENDED LEARNING BEST PRACTICES

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Hybrid or Blended Learning in continuous training	
2016	Formation Continue UNIL-EPFL
Element	Guiding questions
Type of document	The document is a good practice fact sheet with practical guidelines
Publisher	The good practice published by Formation Continue UNIL-EPFL
Target audience	Target audience is all Trainers and Teachers
Field	Adult and continuous VET training including the following fields : <ul style="list-style-type: none"> - Language learning for migrants - Unemployment (outside Labour market) - Vocational training (inside Labour market) - Entrepreneurship
Objective	The aim of the study and recommendation is to give a concrete and practical analysis of the transformation of existing courses into blended learning.
Location /geographical coverage	The practice was elaborated in Switzerland and is in french. The content can be translated and would be useful in any country so far it can be read.
Introduction	<p>Teaching systems are not immune to technological development. In particular, technological advances have fuelled the development of Blended Learning, which combines traditional and e-learning (Siemens, Gaševi & Dawson, 2015). Blended learning is thus situated between an entirely face-to-face mode (face-to-face teaching) requiring the presence of participants on campus and an entirely online and distance mode. It uses new tools, such as learning platforms (e.g. Moodle), interactive forums, videos, etc., to support the learning process. It reaches a wider audience, making teaching more flexible to allow participants to reconcile work and private life. It also promotes in-depth and quality learning that corresponds to the expectations of adult learners. The aim of this brochure is to present what the Blended Learning method consists of and how it can be used to design courses that meet the needs of adult learners.</p>

Stakeholders and Partners	Formation Continue UNIL-EPFL is the only stakeholder
Financing Body	Formation Continue UNIL-EPFL is the financier of it's own study
Context	The Background of the practice genesis is not known, but we estimate that it's for informativce proposes.
The main objectives	<p>The main objectives of the practice are :</p> <ol style="list-style-type: none"> 1. To define the advantages of the hybrid or Blended Learning system 2. Define and explain the different moments of a hybrid device 3. Defining the approach to Blended Learning in Continuing Education 4. Explanations on how to design a hybrid system in adult education 5. Explain how to transform an existing course into a hybrid device. 6. Recommendations
The description of the practice	The practice is a synthetic report describing the hybrid or Blended Learning system for continuing education with practical and pragmatic recommendations.
Outcomes of the practice	<p>Very clear recommendations and study parts with the following chapters:</p> <ol style="list-style-type: none"> 1. Definition and advantages of the hybrid or blended learning system 2. The different moments of a hybrid device 3. The UNIL-EPFL (FCUE) Continuing Education approach to Blended Learning 4. 4. Designing a hybrid system in adult education 5. Transforming an existing course into a hybrid device <p>Recommendations</p>
Conclusion	Thanks to the technological advances that have fuelled the development of Blended Learning, it has moved from an experimental stage to a new, emerging field of research. In addition, numerous research studies have demonstrated a positive influence on student performance, making Blended Learning an attractive model for continuing education (Siemens, Gaševi & Dawson, 2015). Blended Learning promotes greater flexibility to meet the expectations of adult

	learners and active, in-depth learning. It enables a wider, even international, audience to be reached. It is not an end in itself and great care must be taken in designing the training system.
Related resources that have been developed	https://www.formation-continue-unil-epfl.ch/ https://www.formation-continue-unil-epfl.ch/wp-content/uploads/2017/02/BlendedLearning_byFCUE_201606.pdf
Language(s)	The good practice document is available in French
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