BLENDED LEARNING BEST PRACTICES

AFORMAC/Osengo

White Paper: When digital enriches professional training	
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Element	**Guiding questions**
Type of document	The document is an analysis and information/ sheet
Publisher	The document is published by CSP DOCENDI
Target audience	Target audience is all Trainers and Teachers
Field	Adult and conitnious VET training
Objective	The aim of the styudy and recommandation is to give a concrete and practical analysis how to enriche professional training with digital apports.
Location /geographical coverage	The practice was elaborated in France and is in french. The content can be translated and woudl be usefull in any country so far it can be read.
Introduction	Digital training consists of bringing together the face-to-face and the distant. New technologies are thus invited into the training rooms as pedagogical modalities. On the one hand, it enhances the learners' need for interaction with their trainer and colleagues and, on the other hand, it relies on digital, an additional medium that enriches the learning process.
Stakeholders and Partners	CSP DOCENDI is the only stakeholder
Financing Body	CSP DOCENDI is the financer of it's own study
Context	Since 2010, faced with the systematic and daily use of the Internet, distance learning has been on the increase in France. However, employees who have experienced totally distance learning do not wish to repeat the experience. 100% digital or e-learning courses require a high level of involvement and motivation on the part of the participant. In fact, 85% of large CAC 40 companies prefer to use face-to-face training sessions, considering this to be the learning method that gives the best results. And with good reason. Many of them still too often confuse "digital training" and "distance learning".

The main objectives	The main objectives of the practice is to analyse how to enriche professional training with digital apports. To explain: - the dosage of digital tools. - The digital trainer's toolbox - The new profile of the digital trainer - The EWN philosophy increased tenfold thanks to digital technology
Outcomes of the practice	In order to achieve the ideal balance between face-to-face and digital, the company needs to know its degree of appropriation of digital tools, and thus than that of its participants. Work that must be done upstream so that the architecture of the pedagogical process put in place will be the more efficient as possible. Today, the training process is based on the following tools digital everyday life, thus becoming complementary to the classics. Post-it notes, flipcharts and Powerpoint... The idea? Making learning more fun, more attractive and more interactive, and get better results. The new profile of the digital trainer Architect, facilitator, skills booster, producer, moderator... The digital trainer is multifaceted. Their mission: to know how to use digital tools to good effect, in and out of the training rooms. Digital training, just like 100% face-to-face training, are difficult to measure in terms of ROI (return on investment). They are, however, more effective. The solution is to address the problem in terms of ROE (return on expectations). In other words, to identify the expected benefits in terms of membership and behaviours observable (and measurable) rather than pure financial gains.
Lessons learned	The 4 key points to remember 1 The level of digital maturity It is necessary to know your habits and uses in terms of digitalisation. It is this first level of information that will help the digital trainer to create the mix that best corresponds to your characteristics and those of your participants, between face-to-face and digital. 2 Digital training is accessible to everyone The many digital tools used to structure the training can be used on all media, without the need to be a computer engineer. 3 The digital trainer is an architect. His role is not to use digital media to excess. He or she architects the entire teaching process by using

	digital in small touches and with the aim of serving the learning process. 4 Digital increases the notion of ROE The impact of a training course must be measured mainly by taking into account the ROE, i.e. the return on expectations. Focusing on the financial impact of digital training (i.e. its ROI) is extremely difficult and risky in many cases. On the other hand, measuring involvement, achievements and the attainment of objectives, which can be measured in terms of observable behaviour, is feasible for all types of training and even more so for digital training.
Conclusion	The impact and usefulness of the good practice is given as it targets speciafially VET trainings and gives huges insights on digital learning conception and economical contraints that are associated !
Related resources that have been developed	https://www.csp.fr/la-digitalisation-de-la-formation
Language(s)	The good practice document is available in French
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