Methods & best practices in blended learning

COMPLETE REPORT WITH DESCRIPTION OF METHODS AND BEST PRACTICES LIST

BlendedVet Partnership
www.BlendedVet.eu

Blended Learning Handbook

Best practice and Methods report for trainers in vocational education and training

This Report was produced by the partners in the Erasmus+ project:
BlendedVET

The partnership was made of organisations from 4 European countries: OSENGO (France, coordinator), Wisamar (Germany), EuTrade (Lithuania), Euroform RFS (Italy) and Fonix SA (Norway).

Table des matières

The Project Presentation

Train VET teachers to transform existing trainings into a blended learning or create blended learning trainings

Programme: Erasmus+
Key Action 2: Cooperation for Innovation
Field: Strategic partnerships in the field of Vocational Education and Training
Project Duration: 24 months - from 01/09/2020 to 31/08/2022

The issue

We observe that technology is raising as never and that our trainers need to adapt to this issue to maintain high end standard training courses in our VET centres. For several years on-line trainings are getting a new standard but VET Learners sometimes got lost in pure distance learning, the results are not like expected because often motivation and the necessary user tracking is missing.
Sometimes they simply miss basic digital competences.
We want to train our trainers to blended learning as blended learning offers the advantages of onsite teaching with distance learning and will be better adapted to VET trainings than on-distance training only.

Briefly, blended learning is the fusion of online and face-to-face contact between teachers and students. Blended learning environments include not only the physical presence of teachers and students but also the students' ownership and control of time, place, setting, path, and pace at which their learning takes place (Banditvilai, 2016).

Trainers in VET education often are no teachers but people well experienced in the taught subjects or context. They may feel challenged by adapting their teachings to a new blended learning style.
It's necessary to care for clear concepts in blended learning, develop an appropriate training method, to supply the trainers with proven end evaluated material and strategies to create and perform blended learning courses.

That is what we want to achieve during our BlendedVET project.

The Project's Aims and Objectives

BlendedVET, aims at creating an online, flexible training for VET trainers who are willing to combine face to face and online instruction modalities. Blended learning has become a widespread teaching modality, especially in K-12 and higher education. The project will be an answer towards helping VET teachers **to transform existing trainings into blended learning or create blended learning trainings**. More specifically, we aim to provide VET trainers with examples of existing blended learnings to inspire them, to give them methodology and guidance for developing their own blended learning based on their trainings they deliver. For this purpose, we will create a learning package in blended learning (so trainers can directly experience the methodology while creating their own content) and a training model which will allow to implement the teacher training in all VET centres and on any topics. Our outcomes will not be topic related but blended learning methodology related.

Based on the above, our main goals are:

- **Promoting lifelong learning of VET teachers**
- **Supporting the innovative approaches and digital technologies for teaching and training**

Main Activities

A1: Collection and research of blended learning best practices and methods:

The research and definition of learning methods and methodologies combined with the best practices research will lead to a guide about blended learning to provide teachers who are willing to use blended learning in their practice some theoretical and practical guidance.

A2: Learning package for blended learning curricular creation:

This output will lead to the creation of a learning package for blended learning curricular creation. To create this model the partnership will establish the learning objectives, curricular activities (in a blended learning form), gather and/or create teaching materials to conduct the activities and determine assessment methods.

A3: Blended learning training program model:

The partnership will elaborate and test a Blended learning Training program model. Obviously, convinced by the idea that we learn better by experience, we will design the training model in the form of a blended learning training. 90% of the course will be online and 10% face to face. The developed model course will have a duration of 3 months in total and represent 100 hours.

A4: Learning Platform:

It will lead to the creation of an online platform which will include the examples from output 1 and the blended learning package from output 2, the blended learning training program model and the experiences form the pilot training output 3

Results

- Theoretical and practical guidance for blended learning creation
- Blended Learning package
- Model for implementation of the content and pilot training
- 2 Tutors in each partner country
- Learning platform with moocs and infographics for training

Blended Learning: Introduction

In this handbook, 50 Best practices and 25 Best Methods in the topic of quality Blended Learning are gathered to bring reflective content to trainers in the Vet area.
It tends to provide examples of Blended Methodology in technical and pedagogical areas and Best practices to get examples of study's and blended learning courses.

Obviously, technologies should be used to enhance teaching, not replace the educator. Commonly there is an initial dramatic increase in workload, as quality Blended Learning means adapting a curriculum to suit the new delivery, as well as learning new teaching and technology skills.

This handbook on best practices, including an introduction as well as overviews of the benefits from the educator and learner perspectives, and validated, practical ways to create Blended Learning.

What is Blended Learning?
Blended Learning refers to any educational activity that combines traditional classroom face to face activities with online activities. In order for the learning to be blended the traditional classroom content and the online content should overlap to some extent, and they must compliment and scaffold each other. A Blended Learning activity that is well designed can combine all the benefits of the traditional classroom (conversation and interaction) with the benefits of the online classroom (spatial and time flexibility).

Categorisation of teaching-learning arrangements after Allen, Seaman & Garrett (2007)			
Content Delivered Online	Content Delivered in Classroom	Type of Course	Description
0 %	100 %	Traditional Classroom	This is classroom teaching.
1-29 %	71-99 %	Web Facilitated	Using an online teaching tool or webpages to do some activities.
30-79 %	21-70 %	Blended	Blended Learning.
80-100 %	0-20 %	Online	Mostly online, with few face-to-face meetings.

Jared Stein and Charles Graham (2014, p. 12) define blended learning as a combination of on-site with online experience to produce effective, efficient as well as flexible learning.
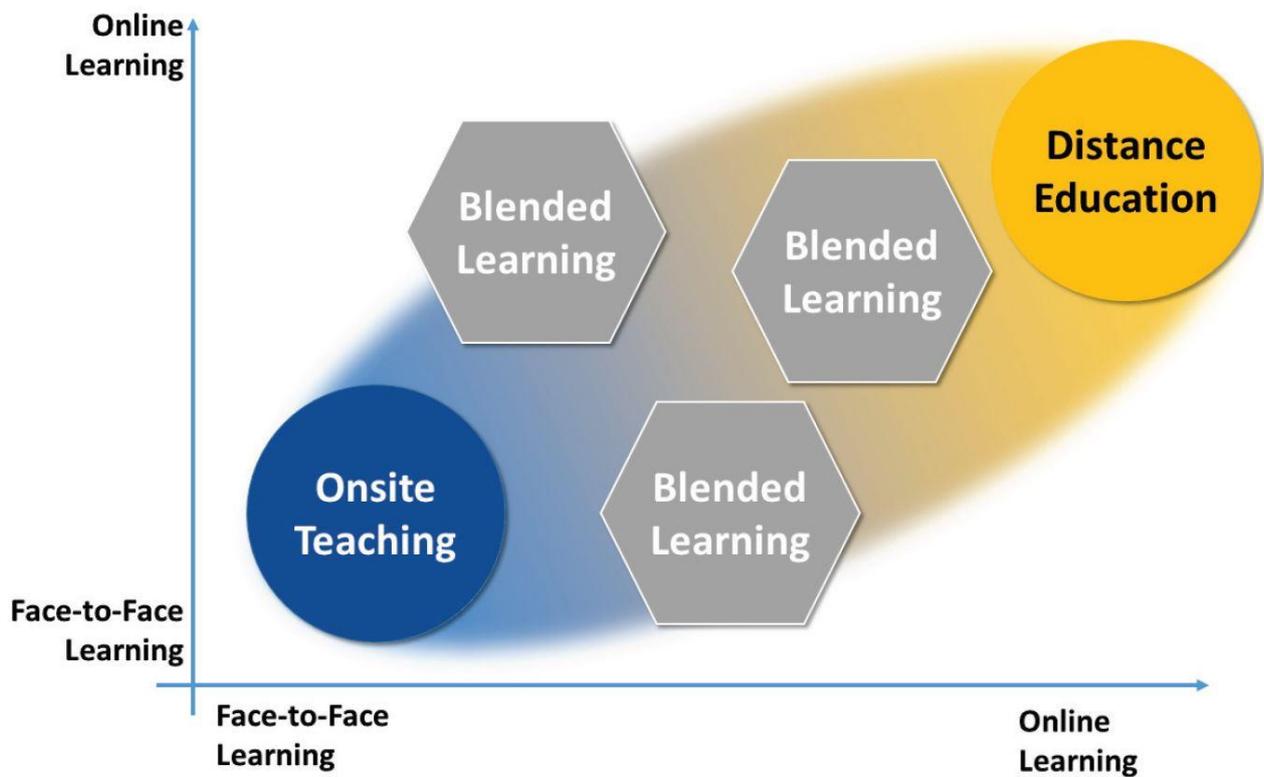
Five Quality Tips for Blending[1]

Learning requires that you as the educator give up some control of the teaching process, and it places more responsibility on the learners to be responsible for their own learning. When you put content online the learners must engage with it enthusiastically if they want to get the most out of it. To help you in this process there are many suggestions throughout this workbook. Here are a few things to start with:

1. Start with learning outcomes

    As with the development of any educational content, start with the learning outcomes. So, ask yourself, what are the key 5-7 big ideas that you want the learners to take away from this course? At the end of each class, whether they are online or in the classroom, you can present a bar chart or a status bar indicating how much the learners have achieved from each outcome to date.

2. Teaching leads technology

    There is such a wide range of interesting online tools available, it can be tempting to incorporate some of them into your lessons, even if they are not directly relevant. Try to avoid doing this. The goal here is to educate the learners, therefore all the technology should be driven by the learning outcomes.

3. Group work can be effective

    One of the most useful things about having the learners online is to put them into groups and get them to discuss topics relevant to the learning outcomes. Getting learners to share their knowledge and skills with others can be extremely beneficial to all involved. This sort of learning – peer learning – is considered extremely impactful for learners. It can be organised in the classroom, but it can also be organised online. Online discussion tools can help structure conversations. Learners can easily share content and hyperlinks with each other.

---

[1] E+ Project BlendIt Report outcomes

8

4. Find online resources

    There are a wide range of resources and references available online about almost every topic in existence, so this could include newspaper stories, or research papers, or simulations, or videos. There is a lot of content available, and with a little search you will be able to locate high quality content. Additionally, as one of the learners' activities, you could ask them to locate relevant reference material.

5. Assessment should be blended

    If the teaching is blended, it makes sense that the assessment is also blended, so a mixture of online and classroom assessment. One of the goals of assessment is to allow the learners to check what they have learned. Online tools allow you to do this easily, from multi-choice quizzes to asking the learners to collaborate on an article to summarize the content that has been learned.

When Should Educators use Blended Learning?

Educators should consider using Blended Learning:

- If you have a group of learners who are geographically dispersed, and it would be more convenient for them to meet intermittently rather than regularly.
- If you want to develop content that might serve to introduce a module, or provide revision content for the module.
- If there is a specific topic you wish to teach that might benefit from multimedia content.

- If less face-to-face content would be helpful to either you or the learners.
- If more accessibility would benefit the learners.[3]
- If your learners have other commitments and it would be helpful if they could do the learning at their own pace.
- If you have a guest lecturer who cannot physically attend the classroom.

The Benefits of Blended Learning

This section will look at the potential benefits of Blended Learning, focusing first on the reasons why Blended Learning can be of use to you, and also be of benefit to your learners.

Internet-based technologies are fundamentally changing many aspects of society, including business, journalism, social networking, and leisure time, and these types of innovations are also occurring in education. This means that education is now available to a wider and more diverse audience than was previously possible. It also means that learners can become part of a community of learning where dialogue, debate and agreement are possible. This range of dialogue can lead to higher order learning and improved critical thinking. [2]

Blended Learning also represents a novel experience for learners, not just because of the online content, but from the combination of the classroom and the online experience. The interface between these two distinct forms of learning can result in new attitudes to learning in general, for example more self-directed learning competence.

---

2 Garrison, D.R., H. Kanuka (2004): Blended Learning: Uncovering its Transformative Potential in Higher Education. The Internet and Higher Education, 7 (2), p. 95-105.

Blended Learning opens up a world of opportunities for you, the educator. It provides you with more opportunities for collaboration with other educators and learners, it gives you an opportunity to develop new skills, and it allows you to monitor your learners more effectively. It can also allow you to focus on deeper learning through peer learning.

Once you have developed and delivered the blended content a few times, you will have a significant bank of content created, including potentially useful question-and-answers about module specific content, technical support issues, a bank of (quiz) questions, and a blended schedule. This makes the re-delivery of a blended module significantly easier.

Blended Learning also provides some potential benefits for your learners, including the fact that they can become significantly more motivated, enjoy the new approaches to engagement, as well as potentially new means of communications and evaluation.

Many researchers,[345] that have looked at a number of studies to allow for comparison (so-called *meta-analysis studies*) show that there is a significant improvement (between 80-87%) in learner achievement of learners in a blended environment when compared with classroom-based teaching.

The Challenges of Blended Learning

To provide a balanced view on this topic, this section in contrast will look at the potential pitfalls and risks associated with Blended Learning.

Blended Learning is not only a matter of bringing existing content online, but rather it requires a rethink of the content already being delivered. Initially this will be a time-intensive process, both at a strategic level and an operational one. It also may require new resources in terms of staff, money, and technology. As the blended activities become more and more sophisticated, they will require more technical support.

Some critics strongly reject the term *Blended Learning* and argue that it is ill conceived and inconsistently used, and the activities associated with Blended Learning have been occurring in classrooms frequently without being associated with that term. They also argue that since different learners experience the same teaching experience in different ways, measuring the efficacy of Blended Learning for a whole class is very challenging.[6]

Other critics feel that unless there is complete organisational support for Blended Learning, and a robust and reliable infrastructure is put in place, it becomes very difficult to successfully monitor and support blended initiatives.[7]

It is worth noting that some participants especially in non-formal adult education attend evening and weekend classes not merely in order to learn useful content, but also – or predominantly – for personal development or for the social benefits and other reasons beyond the actual learning. These participants may not wish to engage with technology in their learning, particularly if they are doing so all day in their work activities. They may want to engage with other people in a pleasant, meaningful

---

[3]Means, B., Y. Toyama, R. Murphy, M. Baki (2013): *The Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature*. Teachers College Record, 115 (3), p. 1-47.

[4] Bernard, R.M., E. Borokhovski, R. F. Schmid., R. M. Tamim, P. C. Abrami (2014): *A Meta-Analysis of Blended Learning and Technology Use in Higher Education: From the General to the Applied*. Journal of Computing in Higher Education, 26 (1), p. 87-122.

[5] Liu, Q., W. Peng, F. Zhang et al. (2016): The Effectiveness of Blended Learning in Health Professions: Systematic Review and Meta-Analysis. Journal of Medical Internet Research, 18 (1).

[6] Oliver, M., K. Trigwell (2005): *Can 'Blended Learning' be Redeemed?* E-learning and Digital Media, 2 (1), p.17-26.

[7] Moskal, P., C. Dziuban, J. Hartman (2013): Blended Learning: A Dangerous Idea? The Internet and Higher Education, 18, p.15-23.

and inspiring way face to face; so, asking these learners to engage with technology may not be desirable, even if it is appropriate from a teaching perspective.

Some learners will find using computers challenging, for example because they are not used to using them at work or in their leisure time at all. You therefore should always first assess if your group of learners is able to deal with the technology involved. A certain degree of skills provided, it can help to offer an introductory session where the IT tools to be used within the course are presented, and everybody has a change to try using them.

Co-funded by the
Erasmus+ Programme
of the European Union

Collection and research methodology

BlendedVET, aims at creating an online, flexible training for VET trainers who are willing to combine face to face and online instruction modalities. The project will *help VET teachers to transform existing trainings into blended learning or create blended learning trainings*.

We aim to provide VET trainers with examples of existing blended learnings to inspire them, to give them methodology and guidance for developing their own blended learning based on their trainings they deliver. For this purpose, we will conduct a collection and research of blended learning best practices and methods.

From this collection and analysed methods, we will create a learning package in blended learning (so trainers can directly experience the methodology while creating their own content) and a training model which will allow to implement the teacher training in all VET centres and on any topics.
The outcomes will not be topic related but blended learning methodology related.

Purpose of survey:

1. Collection and analysis of **10 interesting practices** in 5 European member states about blended learning trainings, for the monitoring of their impact on trainees' competences.

2. Collection and analysis of **5 interesting Blended Learning Methods** in 5 European member states about blended learning methods, to include those methods in the learning modules and give examples of concrete methods for pedagogical engineering.

Methodology:

Both benchmark framework, methodologies and results could be transferred other geographical and educational contexts. In order to unify collection of practices in all partner countries, coherent tools will be developed. This document provides general instructions for collection of practices.

The data collection and analysis strategy consist of several stages:
1. Development of methodology.
2. Conducting of analysis (desk research) in each of the project countries.
3. Collection of described practices & methods – national level (translation into English).
4. Preparation of an international report (translation of final version of the international report into partners languages).

Ad. 1) The following tools will be developed:
- Template for description of Technical and Didactical Methods;
- Template for collecting of Practices
- Methodology - instructions for the development and description of practices & methods.

Ad. 2) Analysis will be conducted in six countries participating in the project: France, Italy, Norway, Lithuania and Germany.

The analysis will be conducted in different languages (in the national language of each partner).

Collection by **all national teams of at least 10 interesting practices** & **5 interesting Blended Learning Methods** (per national team) which will be engaged in selecting, collecting and commenting the practices.

Ad. 3) The data collected by the project partners will be developed on national level and in English

Collection of Practices: To make a comparison between the member states the partners will all have at least one Good practice in each of the following fields:

- *Language learning for migrants*
- *Unemployment (outside Labour market)*
- *Vocational training (inside Labour market)*
- *Entrepreneurship*

Collection of Methods: The methods will be either technical or pedagogical

Ad.4) The partner responsible for the IO will prepare a coherent international report from the conducted analysis. The international report will contain the results collected in each project country about the main approaches used by partners or in their national contexts for strengthening of global citizenship skills among students in curricular activities,

Identification and selection of best practices:

Good practice definition

A "good practice" can be defined as follows:

A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it.

Good practice criteria

The following set of criteria will help you determine whether a practice is a "good practice":

- **Effective and successful:**
  A "good practice" has proven its strategic relevance as the most effective way in achieving a specific objective; it has been successfully adopted and has had a positive impact on individuals and/or communities.
- **Environmentally, economically and socially sustainable:**
  A "good practice" meets current needs, in particular the essential needs of the world's poorest, without compromising the ability to address future needs.
- **Gender sensitive:**
  A description of the practice must show how actors, men and women, involved in the process, were able to improve their livelihoods.
- **Technically feasible:**
  Technical feasibility is the basis of a "good practice". It is easy to learn and to implement.
- **Inherently participatory:**
  Participatory approaches are essential as they support a joint sense of ownership of decisions and actions.

- **Replicable and adaptable:**
  A "good practice" should have the potential for replication and should therefore be adaptable to similar objectives in varying situations.
- **Reducing disaster/crisis risks, if applicable:**
  A "good practice" contributes to disaster/crisis risks reduction for resilience.
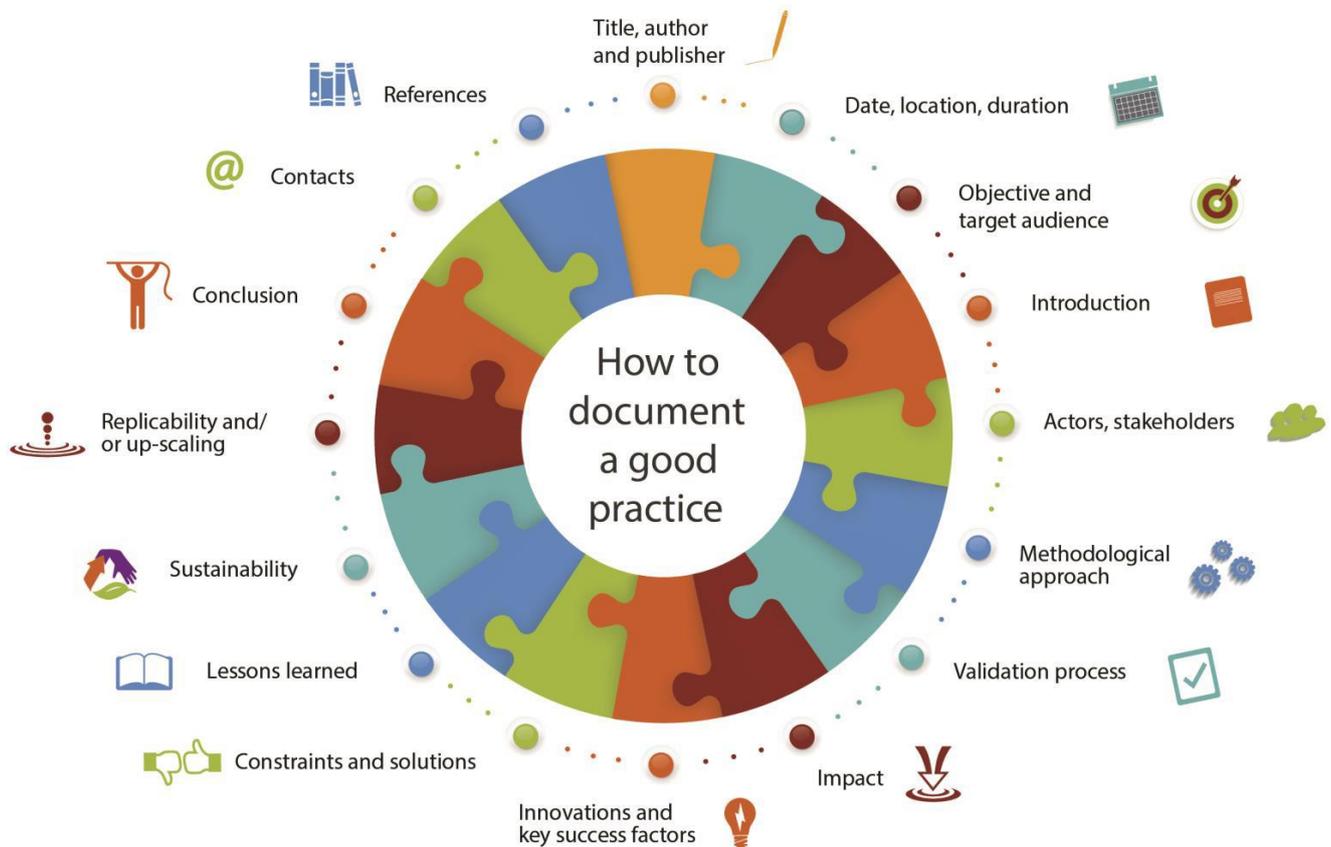
2 Ways of collection of practices:

1. The first way would involve collecting information of practise through available documentation on the basis of desk research and analysis would be carried out by each partner in their country by using the practice description form (Template of Practice). The information can be collected by using:
   - written article
   - internet
   - website
   - telephone
   - etc.

2. The second way, if necessary, would involve conducting interviews with Practice's promoter(s). The interviews will confirm the previously gathered information and supplement them with those which will be missing. The number of interviews will depend on the degree of completeness of the previously gathered information. The purpose of the interview is to present a full picture of Practice.

Identification and selection of best methods:

Taking as basis works from Philippe Meirieu[8] specialist in educational sciences and pedagogy:

A pedagogical method describes the pedagogical means adopted by the teacher to promote learning and achieve his or her pedagogical objective.

Very often, teachers use several methods that at a given moment value this or that method (a single method would be a mistake because the choice of the pedagogical method is often a matter of circumstance).

Historically, there have been "fad effects" of one method or another or the "belief" at certain times in a "miracle method" that would allow everyone to learn. The healthiest solution is for the teacher to regularly take stock of his or her teaching methods by asking the question: "for such and such a session, is this the pedagogical method that allows the best facilitation of learning and the mediation of knowledge"?

- When talking about technical methods, it means that the methods is a technical way to transform, implement or create a learning content by the trainer. It can also be the way a trainer uses to make work the training session.

- When talking about pedagogical/didactical methods, it is interesting to highlight the Approach, the way of _Implementation_ and the _Evaluation_.

   Furthermore, it is customary to distinguish among 5 pedagogical/didactical methods:
   - the expositive method (also called transmissive, passive or masterful)
   - the demonstrative method
   - the interrogative (or maieutic) method
   - the active (or discovery) method
   - the experiential method.

---

[8] https://www.meirieu.com/ & http://meirieu.com/DICTIONNAIRE/methodepedagogique.htm

Interesting Blended Learning Methods

Pedagogical Methods

Flipped Classroom

Flip the traditional teaching/learning method by a role reversal: the pedagogical control goes from the teacher to the student. Make students more independent and responsible about their own learning process, always under the guidance of teachers.

Lab rotation model

In this model, students come to school, but the teaching is done entirely online through the school's computer lab. Teaching takes place online, but trained non-teaching professionals assist students on-site and supervise the teaching.

Station-rotation model

Station rotation model is one of the most popular blended learning approaches. The model is not new or unique to blended learning; teachers have been using "centres" of learning activities in their classrooms for decades, especially at the elementary level, where teachers are already familiar with rotation. Station rotation model is considered a blended model when at least one station involves student-directed online learning. By definition, the model allows students to rotate stations/activities according to a fixed schedule, usually set by the teacher.

Self-blend model

The Self-blend Model allows students to take online courses with a dedicated instructor, beyond their traditional training program, often giving them more flexibility in their schedules. This method can be an interesting option when schools cannot offer specific learning opportunities, such as an advanced internship or optional. These courses thus complement their regular curriculum. For this method of learning to be effective, students must be highly motivated. This model emphasizes learner maturity.

Enriched virtual model

The Enriched Virtual Model is a model in which e-learning is the backbone of learning. It allows students to focus on completing online courses while meeting with the instructor only intermittently/as needed. The trainer has the role of online driver/facilitator who guides the students in their distance courses and the material is mainly provided via an online learning platform and tools. Students can discuss online with the instructors if they have any questions.

Flex model

This method is mainly characterized by its versatility to meet the needs of various formal and informal learning processes (schools, organizations, home schooling, ...). The majority of content is delivered through digital platforms, with face-to-face support for learners. Although teachers are present to provide on-site support when needed, learning is primarily self-directed, as students learn and practice new concepts independently in a digital environment. The instructor's role is that of facilitator, guide rather than education provider.

Tools and Apps for E-Learning (Technical Methods)

Kahoot!
https://kahoot.com/

The main objective of Kahoot! method is to combine learning and play, to make learning easier and funnier for everybody, regardless their age. Through the creation of educational quizzes, teachers can facilitate students in their learning process. Learners will participate in an active and interactive way, motivated by an engaging experience.

Piktochart
https://piktochart.com/

Piktochart is a tool to create reports, presentations and infographics starting by several available templates designed by experts. You can choose one of them to create your product, or you can use a blank template and customize it as you like.

Symbaloo Learning Path
https://learningpaths.symbaloo.com/

Symbaloo Learning Path is a method that can be adopted in blended learning courses to make them quicker and efficient. Symbaloo Learning Paths can be used to create a gaming-style digital lesson plan using the best open educational resources. Tile by tile, create pathways for students so they may learn at their own speed.

Kialo (Kialo Edu)
https://www.kialo-edu.com/

Kialo Edu is an argument mapping site, specifically designed for classroom use.

This tool allows to create discussions on one or more topics, encouraging students to explore arguments and develop their own ideas on classroom content. Kialo Edu has an argument-tree structure: through the visual representation of topics, students can follow the logical scheme of the argument and better organize their ideas. At the top of the tree, there is the thesis, followed by pro and con claims that can support or challenge the original thesis.

Padlet
https://padlet.com/

Padlet is an online blackboard that can be used in e-learning or blended learning. You can insert in the blackboard files, texts, audios, videos pictures or links. You can allow different people to get access, to participate in discussions or to make changes. Therefore, it is very useful for online classes.

CryptPad
https://cryptpad.fr/

CryptPad is a kind of online tool that allows groups of people to work together on documents (text documents, presentations, tables…) together without being at the same place. They can work at the same time or time-displaced. This enables different group work and can thus be very useful for e-learning or blended learning. When a so-called pad is open you also have the chance to chat with your team mates and therefore can discuss different issues regarding the contents.

EdPuzzle – a tool with videos

https://edpuzzle.com/

With EdPuzzle you can use videos for teaching. The videos can have comments, questions or Voiceover. You can either embed your own video (e.g., a record of your own lecture) or a video that already exists (e.g., as You Tube video where you add your questions and comments) or a video in EdPuzzle that already has questions and comments inserted.

Screencast – Screencast-o-Matic

https://screencast-o-matic.com/

A screencast is a digital recording of computer screen output, also known as a video screen capture, often containing audio narration. Screencasts provides learners with a learner-centred approach to learning which can be experienced in both online and face-to-face settings.

Quizlet

https://quizlet.com/

Quizlet: it is an individual or group study tool that allows teacher to create sets of cards with the important topics of a class or activity, which they can share with the students or with other people. It's an interesting 2.0 tool for creating flashcards with educational content including text and images, once the cards are created, the tool automatically develops activities and games to interact with the specific topics and evaluate the obtained knowledge.

H5P

https://h5p.org/

H5P is a free and open interactive content creation platform, it allows to create around 35 types of interactive content, such as interactive image sequence, audios, writing eraser, collages, voice quizzes, dictations, interactive exercises, surveys and questionnaires.

Platforms and related useful applications

Facebook as learning platform

https://www.facebook.com/

The aim of this method is to create secret closed secret groups on Facebook in the beginning of a training program. Then invite all students in a course to be part of the group. Then Facebook are functional as learning platform and tool for communication between the students during the complete course.

ZOOM as educational platform

https://zoom.us/

ZOOM is a cloud-based video conferencing service that can be used to virtually meet with others - either by video or audio-only or both, all while conducting live chats. ZOOM also lets you record those sessions to view later.

Moodle

https://moodle.org/

Moodle is a learning management system designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments. The heart of Moodle is courses that contain activities and resources. There are about 20 different types of activities available and each can be customised quite a lot.

Twiducate

https://www.livelingua.com/twiducate/

Twiducate allows teachers to create a private social media platform for their class to use in their learning and activities. Rather than having students sign up and enter an email address, a teacher signs up and creates a class code. Using this code, students log in to the class network. Here, they can answer questions, collaborate on problems, and even embed pictures and videos.

Mentimeter

https://www.mentimeter.com/

Mentimeter is a Swedish application. It is used to insert in presentations interactive questions that request the participation of the audience (learners, students….). The Mentimeter questions can be inserted according to the wishes of the presenter starting right at the beginning or in the middle of the presentation. The audience needs to use their smartphones or computers to insert the answers that are then shown virtually in the presentation.

Wonder

https://www.wonder.me/

Wonder wants to make online meetings or conferences more interactive to avoid that the participants get tired or inattentive. When using Wonder, you create a virtual room, where you can meet with your audience. At the beginning, you can create your avatar and with this avatar, you interact with the others, in either big or in small groups.

Google Classroom in education

https://classroom.google.com

Google Classroom sits between you and Google Drive and provides a teacher/student-friendly way of managing classroom documents. Here's what you can do with Google Classroom: Make assignments, make announcements, Store classroom materials, allow students to interact.

Good practice collection

Italy - Euroform

- Professional training for teachers "New narratives, new explorations"
- Cometa Formazione experience to innovate TVET
- Linguistic literacy of Italian for foreigners: teaching and methodologies
- Strategies to enter the world of work
- "Data analyst manager (Data scientist)" training path
- Strategic innovation in the digital era
- Youth Empowerment by Entrepreneurial Skills
- Hygiene and Public Health toward 2020
- Hybrid Italian L2 courses
- European Partnership for Social Inclusion and Creation of Skills for Women Entrepreneurship E-learning

Germany - Wisamar

- ENNE - European National Networks for the Enhancement of VET
- Einstieg Deutsch - Learning German for Refugees and Migrants
- OpenITup - Boosting Adult Educator Competences to Upskill Pathways of Adult Learners
- BICAS - Building Intercultural Competencies for Ambulance Services
- Stories that move - Toolbox against discrimination
- Increasing attractivity of the dual VET education in rural areas through innovative learning scenarios ("Attraktivitätssteigerung dualer Berufsausbildung in ländlichen Räumen durch innovative Lernszenarien ")
- Sinbad – a journey to promote key competences in early childhood education through storytelling
- Boosting Educators' Competences to Do Quality Blended Learning - BlenditWell
- Blended Learning Coaches
- Training Adults Online (TAO) – Handbook for teachers of learners 50+

Lithuania - Eu-Trade

- Boosting Educators' Competences to do Quality Blended Learning
- B-Learning: Curriculum Design for Blended Learning
- Meant to be a Mentor - ERASMUS+
- RELESE - RE-integration into Labour market through Entrepreneurship
- Online4EDU - ERASMUS+
- DigitalCulture - Improving the Digital Competences and Social Inclusion of Adults in Creative Industries
- VR@School - Future schools using the power of Virtual and Augmented Reality for education and training in the classroom
- REINCLUSION - Guidelines for the work inclusion of the refugees and the asylum seekers
- RELIVET – Reducing Early Leaving in VET
- VOCAL – Vocational Online Collaboration for Active Learning

France - AFORMAC

- Educational initiatives: An example of hybrid teaching of English in L3 Accounting at TSM
- Preparing for the digital university: a review of the history and current state of distance, blended, and online learning
- Su2ip - University service of engineering and pedagogical innovation
- Exploring Blended Learning approaches for VET
- B-Learning: Curriculum Design for Blended Learning
- TIBL-Project: Technical Innovation in Blended Learning
- What are the challenges for trainers today and how to mobilise them on digital blended learning?
- Hybrid or Blended Learning in continuous training
- White Paper: When digital enriches professional training
- Design and set up a system of blended learning

Norway - Fonix

- "Entreprenerdy" - Digital support program for entrepreneurship training for the unemployed
- The use of iPads in language training for migrants
- Digital tools for the implementation of Upskilling Pathway, A new national digital career guidance service
- Open Educational Resources for secondary education - The Norwegian Digital Learning Arena (NDLA)
- Use of ZOOM as educational platform
- "Frostrune" in basic language teaching A1-A2
- The use of Kahoot in education
- The use of Padlet in education
- The use of Facebook in education
- Use of Google Classroom in education