

BLENDED LEARNING BEST PRACTICES

In order to describe the Practice, please complete the table below. Please enter the answers in the column on the right. This column also includes additional, more detailed questions and explanations to particular categories of Practice and proposals for answers (e.g. in the question about the area of implementation or the financing body), which are in italics.

Boosting Educators' Competences to Do Quality Blended Learning BlenditWell Handbook	
Project duration: 01.11.2017 – 31.10.2019	UPI-LJUDSKA UNIVERZA ŽALEC (project coordinator) and the project consortium
Element	Guiding questions
Type of document	The document is a PDF handbook.
Publisher	UPI-LJUDSKA UNIVERZA ŽALEC from Slovenia was the project coordinator. The other member organizations of this project were: <ul style="list-style-type: none"> • VHS Hannover, Germany • DIT School of Computing, Ireland • CCS Digital Education, Greece • DomSpain Consulting SL, Spain • D-Learn, Italy
Target audience	The target audience are adult educator who intend to transform their courses into blended learning offers.
Field	The field is all typs of adult education where a blended approach can be implemented.
Objective	The main objective is to teach adult educators on how they can design their education offers in the form of blended learning.
Location /geographical coverage	The good practice has been carried out in the partner countries Slovenia, Germany, Ireland, Greece, Spain and Italy. The handbook is available online in 5 languages (all partner languages despite Italian) and can therefore be used from every location.
Introduction	Many adult educators lack of sufficient knowledge and skills on how to transfer their courses and lessons in a blended learning concept. This handbook shall give them the necessary background knowledge in the methodology and the technical knowledge they need to be successful. Therefore the project partners developed the handbook withing the framework of the Quality Blended Learning project between 2017 and 2019.

Stakeholders and Partners	<p>The target groups of the handbook are primarily adult educators and secondly decision makers in the field of adult educators. The adult educators themselves profit directly from the handbook as they can make use of the newly gained knowledge and skills. Decision makers can spread the idea of blended learning approaches and make the handbook available to the educators in a larger scale.</p>
Financing Body	<p>The European Commission in the framework of the Erasmus+ program funded the program. No other funding took place.</p>
Context	<p>The project partnership identified a big advantage of adult learners who made use of the blended learning concept in comparison to learners of mere face-to-face training. The blended learning concept can address different problems like lack of interest or lack of time. Therefore, it was seen as useful alternative and the project idea arose, as the number of adult educators who already use blended learning concepts is low.</p>
The main objectives	<p>The main objectives of the project were:</p> <ul style="list-style-type: none"> • A training course in Dublin with adult educators from the partner countries – based on the results of this course practical guidelines were developed • The blended learning gym: an online course on the project platform • The handbook
The description of the practice	<p>The partners first carried out a training course in Dublin, Ireland with adult educators from all partner countries. They got to know different tools and how to create with them a blended learning class. The results of this training helped the consortium to develop practical guidelines for adult educators. This finally led to the handbook in five languages.</p> <p>The handbook contains of the following 8 chapters:</p> <ul style="list-style-type: none"> • Introduction and basic information about blended learning • A pilot approach • Key Considerations (topics that are important for organizers of blended learning) • Advanced Activities – tutorials for different tools for e-learning like presentations, podcasts, games, videos... • The Blended Learner – skills that the educator can teach to the learners so that they can handle the blended learning • The Blended Manager – the way how the educators can speak with the management about blended learning activities • The Blended Technologies – Alternative tools to Chapter (Advanced Activities) • Approaches to evaluate blended learning and teaching <p>The handbook also includes templates for copying and other useful material.</p>
Outcomes of the practice	<p>Adult educators from all countries benefited from the outcomes of the project. The project partners invited many people to the pilot course, the multiplier events and informed interested people via social media, leaflets</p>

	<p>and newsletters.</p> <p>Those who directly used the material had the chance to increase their knowledge, skills and competences. As the results in form of the gym and the handbook are still available under http://www.blenditwell.eu, even more people have the chance to make use of the developed materials.</p>
Success Factors	<p>Teachers and learners need the necessary technical equipment for e-learning so that a blended learning course reaches all learners within the class. The teacher should – depending on the pre-knowledge of the learners – use enough time to explain the handling of the e-learning tools and make sure that all learners are able to use them properly.</p>
Constraints	<p>Challenges can be the technical preconditions. In addition, the educators who want to go through the handbook need backup from their superiors. It would not make sense to work with the handbook when your bosses are not willing to support you with blended learning approaches. Additionally, the handbook is only available in certain languages.</p>
Lessons learned	<p>It is important to identify the most suitable blended approaches for the respective learners needs. Adult educators should take into account this aspect when designing their blended learning courses.</p>
Sustainability	<p>The handbook will be sustainable for adult educators who go through it thoroughly and work with it. The learning effects will be visible and the educator will be able to apply the newly gained knowledge. No costs occur as the handbook can be used for free. It is just the time that has to be taken for the work with the handbook.</p>
Development of the practice	<p>The project ended in 2019. Therefore, no further development will take place.</p>
Conclusion	<p>The handbook provides ample information for the creation of blended learning courses for adult educators who stand at the beginning. They get background information and theoretical knowledge as well as they get used to different tools and mechanisms, how to use them and how to include them in the learning environment. For adult educators who are new in the field of blended learners the handbook is a good starting point.</p> <p><i>Conclude specifying/explaining the impact and usefulness of the good practice. When possible, use anecdotal evidence such as a storytelling or testimony of a man or a woman showing the benefit of the good practice.</i></p>
Related resources that have been developed	<p>On the website, you can find the Blended Learning Gym in addition to the handbook where you have to create a log-in. The gym is a blended learning course.</p>
Language(s)	<p>The handbook is available in English, German, Spanish, Greek and Slovenian.</p>
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