Blended Learning Approach Using Moodle

Toolkit for TVET Trainers

Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

Academy for International Cooperation (AIZ)

TVET Academy

Toolkit Overview

1. **Introduction to Blended Learning using „Moodle“**
   - Blended learning (BL) Framework and Models
   - Moodle Activities for Students’ Engagement
   - Measuring Student Learning and Formulating Action Plans

2. **Blended Learning (BL) Approaches & Transfer**
   - Basic Requirements and Working environment
     - Technological Impact to Teaching & Learning
     - Introduction to Learning Management System (LMS)
     - Introduction to moodle
   - Create and manage a course in Moodle

3. **Further Information – Useful Links**

giz

Introduction to Blended Learning using Moodle I

Framework and Models

Blended Learning

A hypothetical view of blended learning would be to imagine that there would be **two types of training**: face-to-face training and distance training using digital tools. In this vision, blended learning would be **a third type**, with well-defined rules.

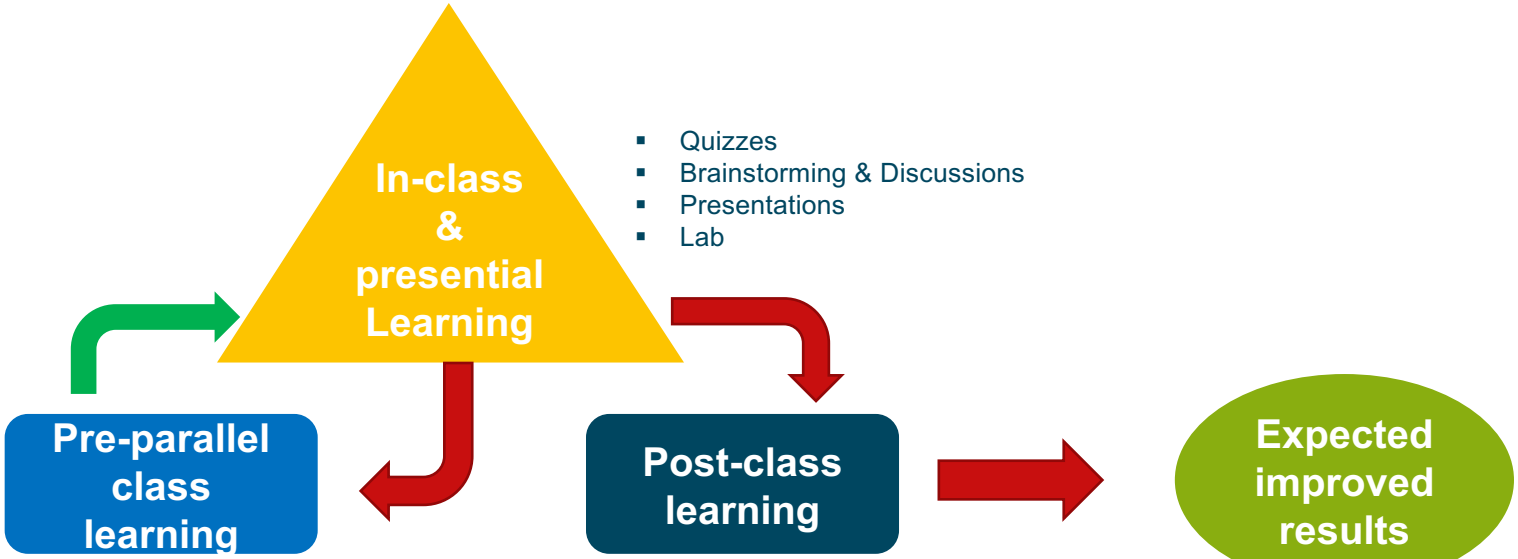
Blended is in fact the introduction of digital tools in traditional face-to-face training.

Blended Learning in TVET : " Blended TVET"

- Is the practice of gaining and building **competence**, **knowledge**, **practical** and **soft skills through** a combination of **face-to-face** and **technology** enabled learning experiences.

- The blend instruction should offer TVET learners an opportunity to learn all over the place without being limited to the constraints of **time** and **distance**

Blended Learning Framework



- Quizzes
- Brainstorming & Discussions
- Presentations
- Lab

- Videos
- Online reading material
- Simulations
- Games
- podcasts
- Quizzes

Reflection about what
Student learnt in classroom

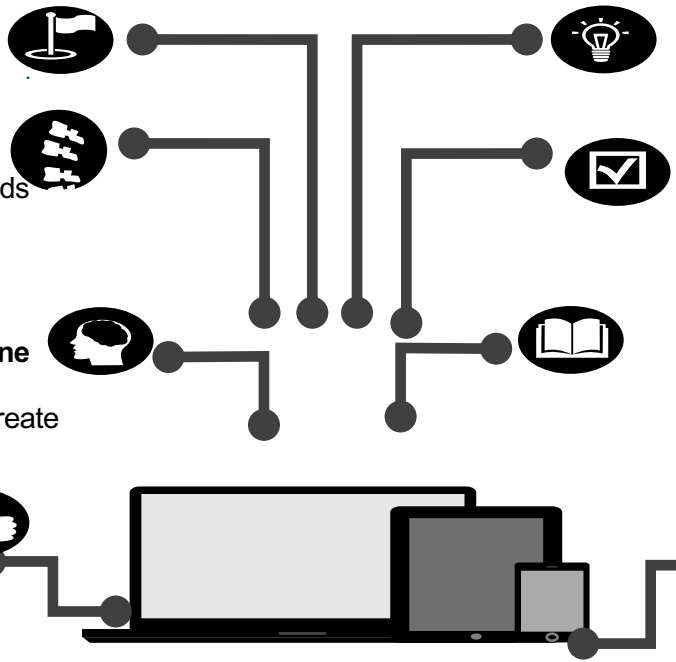
Blended Learning in TVET Schools

Driven by changes already happening in TVET system and the need to prepare the **new generation of learners** for the **21st century workplace**, blended learning provides TVET schools with a variety of ways to address student needs, differentiate instruction, and provide teachers with valuable information on the progress and achievements of their students for better and effecient instructional decision-making.

How to Setup Blended Learning?

1- Define objectives
Clear cut objective it will be easy for you to construct the new learning paradigm

2- Understand the 3 facets
*Who will be **leading**?* Learner VS instructor
*Who will be **participating**?* Individual VS group
What intensity of using ***technology***? Define the right ratio of deployment



3- Which blended learning models?
Precise assesment: Choicing what suits needs and requirements

4- What is the right technology
Students do not learn in the same manner or pace and hence it is advisable to indulge in more than one type of technology

5- How to be mindful of traditional and online content?
Pairing up these two genres of learning and create the perfect blend

6- How to streamline the list of resources?
Define the type of content for learning and accordingly select the resources

7- Create the perfect balance
The ratio of traditional method and online training should be intelligently spread out to bring in an air of acceptance by the students

8- Create an accepting atmosphere
Efforts should not only be made to create a new learning approach, but also ensure that the students readily accept this new approach

9- Open gates for feedback
Clear out the paths for feedback, as this is the tool that will help to measure the scalability of your blended learning methodology

Why blended learning is effective?

- ✓ It makes the learning process fun and far from being bored.
- ✓ It gives the option to access contents anywhere and at any time.
- ✓ It encourages self-paced learning, providing benefit to both – the slow learners as well as the fast learners.
- ✓ Gives access to a variety of resources available on the online platform.
- ✓ Provides the facility to track one's own performance.
- ✓ It saves time, effort and cost.
- ✓ It increases student achievement.
- ✓ It improves teacher's effectiveness as we can we can combine both technology and face to face–teaching.

Benefits of Blended Learning

Advantage	Face-to-Face	eLearning	Blended Learning
Extensive sharing of experiences	✓		✓
Student Engagement	✓		✓
Manual subject activities	✓		✓
Flexibility in learning		✓	✓
Content personalization		✓	✓
Used at a large scale		✓	✓
Max Out Media		✓	✓
Variety of resources		✓	✓

Challenges/Limits of Implementing Blended Learning

- Technical challenges : “ Too much to less “
- The lack of basic computer/digital skills
- Resistance to use of technology : fear of and discomfort with technology
- Organizational challenges
- Redefining the role of the trainer
- Aligning to new teaching methods: Looking at how to teach, not just what to teach
- Managing and monitoring participant progress
- Instructional design challenges: design/development of quality learning & assessment materials
- Learners having trouble to be self-directed enough to make good use of the technology
- Not enough resources : budget to implement blended learning in schools
- lack of time and/or time management skills

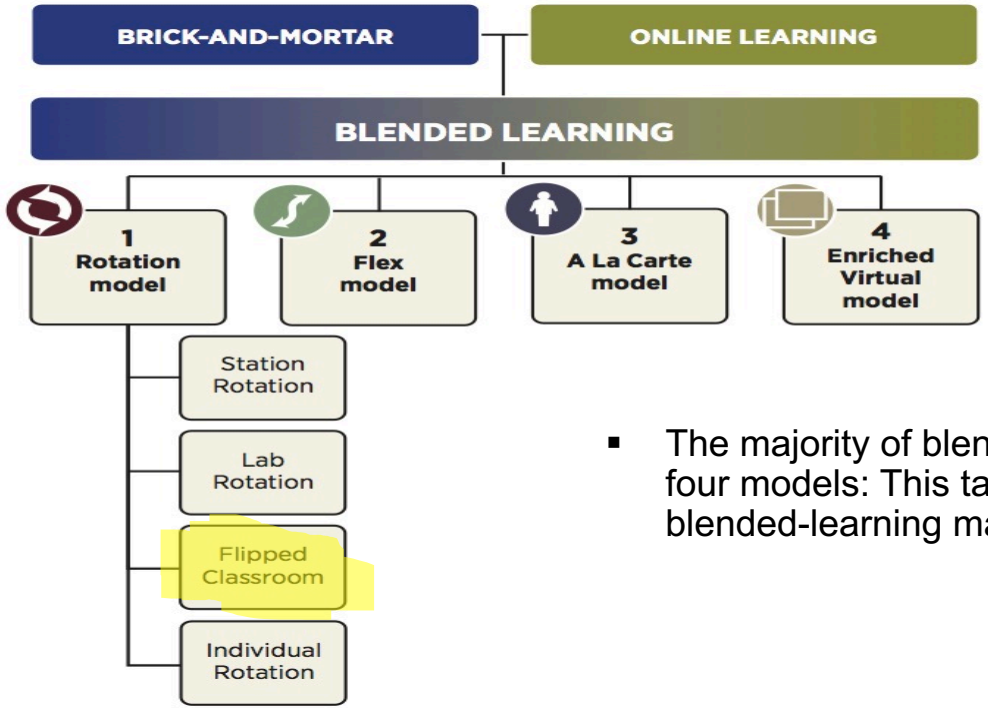
Models for blended TVET : Broad Models

1- Learning in classrooms and workshops, enhanced with technology:
The main teaching happens in classrooms and workshops in schools, TVET institutions or community organisations. Technology is mainly introduced to improve learning quality.

2- On-the-job training, supplemented with classroom and distance and online learning: Trainees first experience to gain skills for employment, where educational institutions support and assess learners by distance and visit workplaces to ensure coherence and assure quality, so that apprentices do not need to visit a campus.

3-Fully distance and online learning: Learners still need to develop practical skills, but they can do this where they live and work. Increasingly, the cloud is an environment in which ICT skills, such as programming or graphic design, can be practiced and mastered, as well as a potential workplace following achievement of competence.

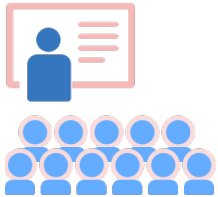
Blended Learning Models (Christensen Institute)



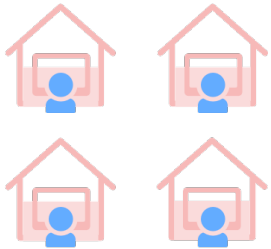
- The majority of blended-learning programs resemble one of four models: This taxonomy will evolve as the practice of blended-learning matures.

Flipped Classroom

The Flipped Classroom model flips the traditional relationship between class time and homework. Students learn at home via Offline-online coursework and lectures, and teachers use class time for teacher-guided practice or projects. This model enables teachers to use class time for more than delivering traditional lectures.

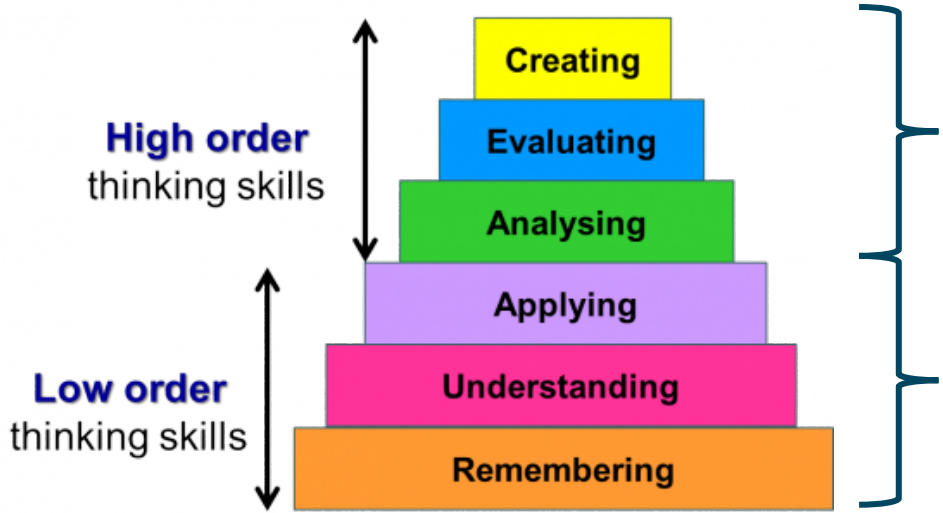


School: Practice and Projects



Home: Online Instruction and Content

Blooms Taxonomy (Flipped Classroom)



In class activities

Face-to-face: practical learning

- ✓ Discussions
- ✓ Quizzes
- ✓ Group presentations

Before class

Online-offline learning

- ✓ Online reading material
- ✓ Lecture videos
- ✓ Online Quizzes
- ✓ Games
- ✓ Podcasts
- ✓ Simulations

Introduction to Blended Learning using Moodle II

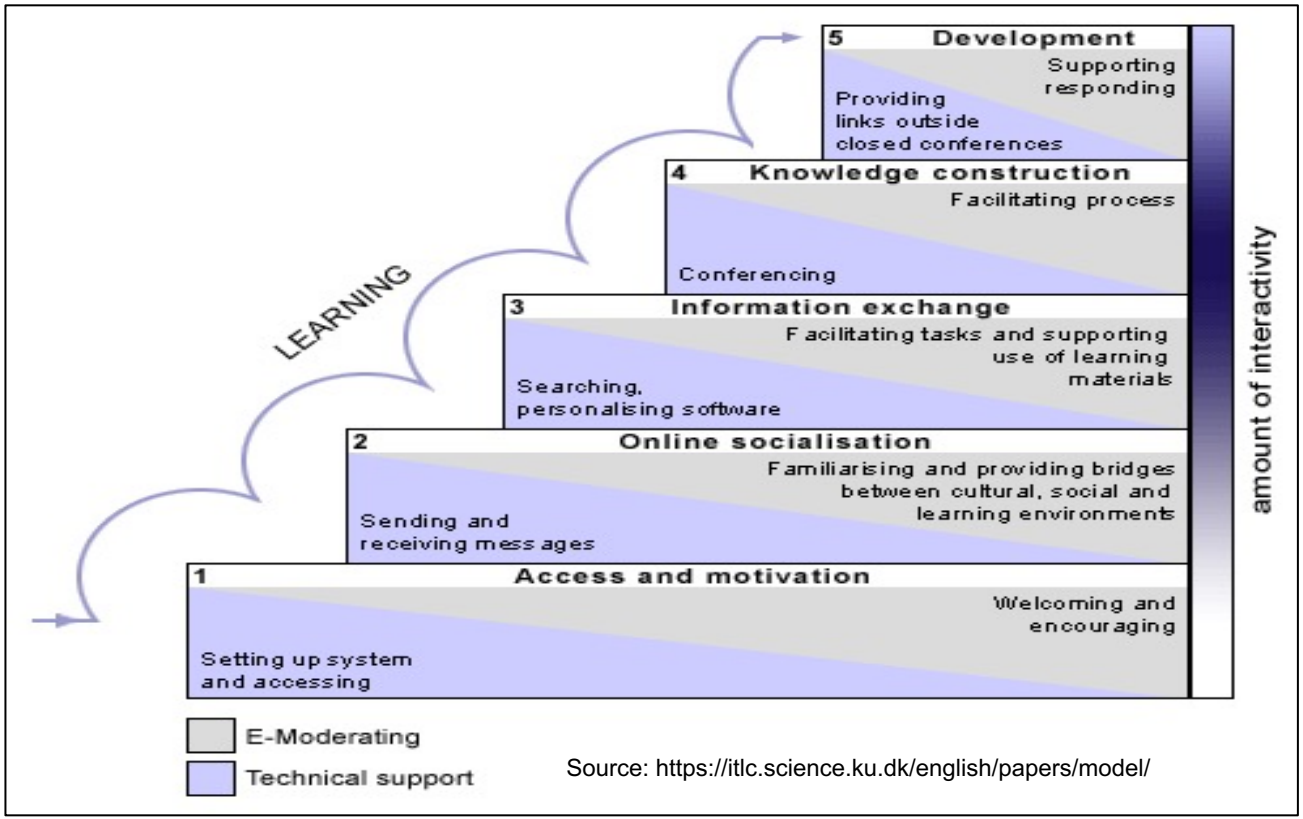
Moodle Activities for Students' Engagement

The Five Stage Model (when opting for LMS-Moodle)

For online learners there is more than the subject to learn: They need to learn the technical way of using Moodle while they are studying in it. It is therefore important to provide support and training, so participant can very fast explore the platform and learn how to communicate online.

Gilly Salmon has developed a model of structured e-learning activities which have the purpose of creating greater interaction and participation between participants in online courses.

The Five Stage Model



Source: https://itlc.science.ku.dk/english/papers/model/

Getting Started: Recommended Process

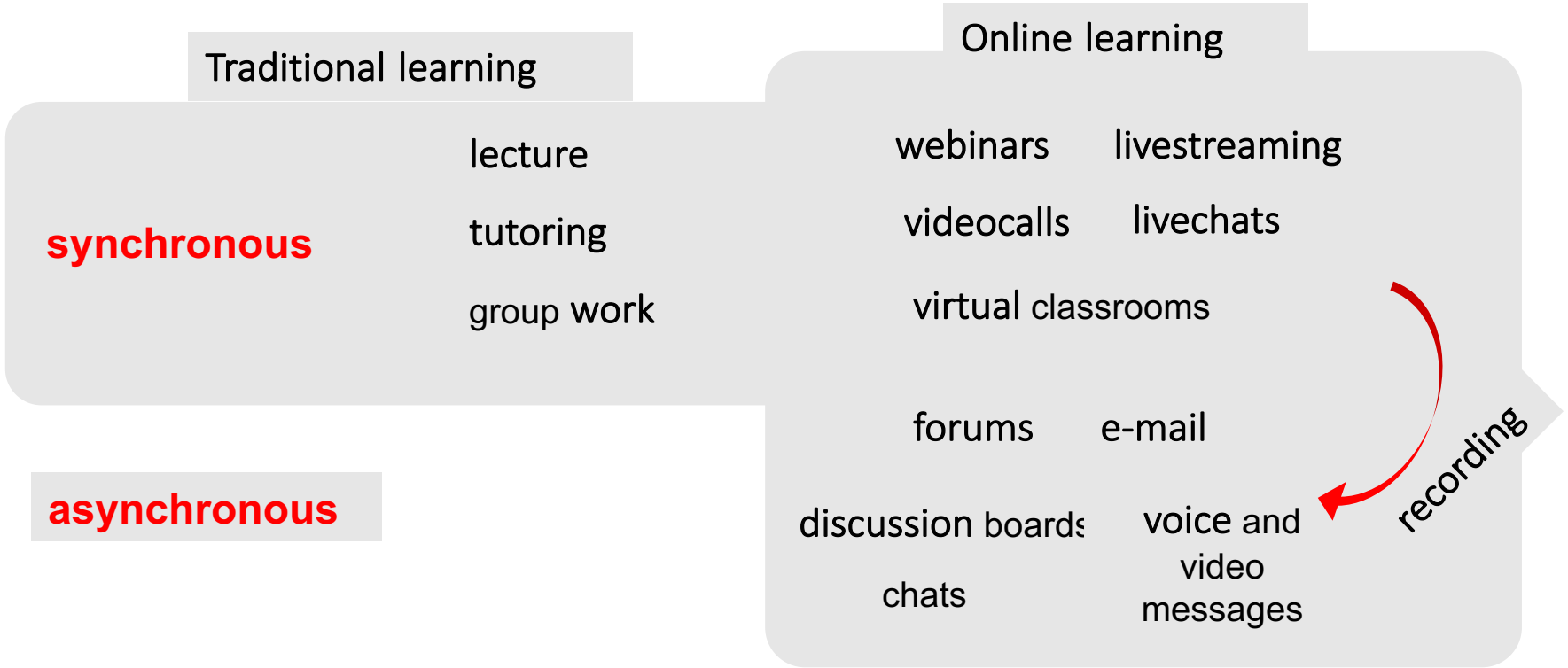
1. Plan your asynchronous-synchronous mix, including video, non-video, and peer learning communities.

2. Determine your content, pedagogy, and assessment.

3. Decide - for both asynchronous and synchronous instruction - when and how you will:

- Use or record video
- Engage directly with students and build community
- Assess and gauge students' understanding

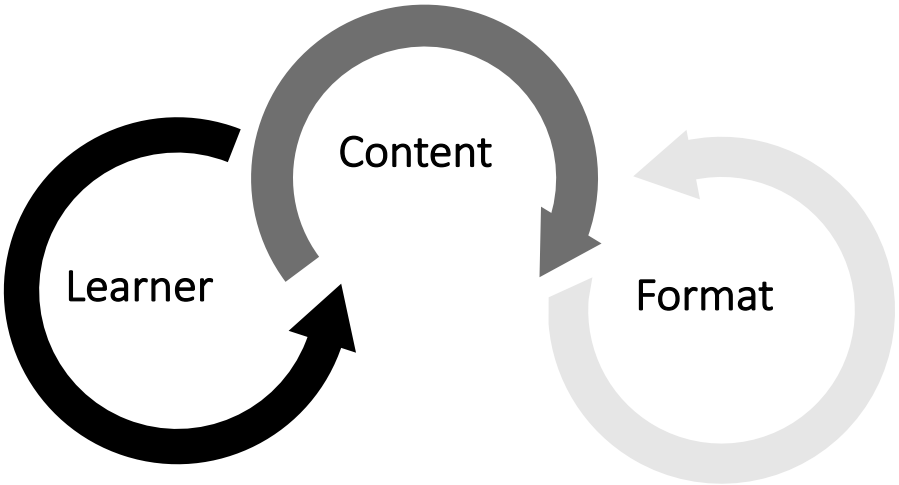
Defining The Learning Settings



Know your Tagret Group

1. The learners context
   - ➢ Prior knowledge
   - ➢ Goals and Motivation
   - ➢ Connectivity
2. Current state → desired state
3. What does a learning environment look like that supports and engages the learner?
   - ➢ E.g. mile-stones and check-ins
   - ➢ Communities of practice…

Choosing Appropriate Media and Format



In general, the **"what"** determines the **"how"** - the content and the audience that is to be taught should be clearly to define before making a decision which medium is best suited to present and convey the information

Media and Format

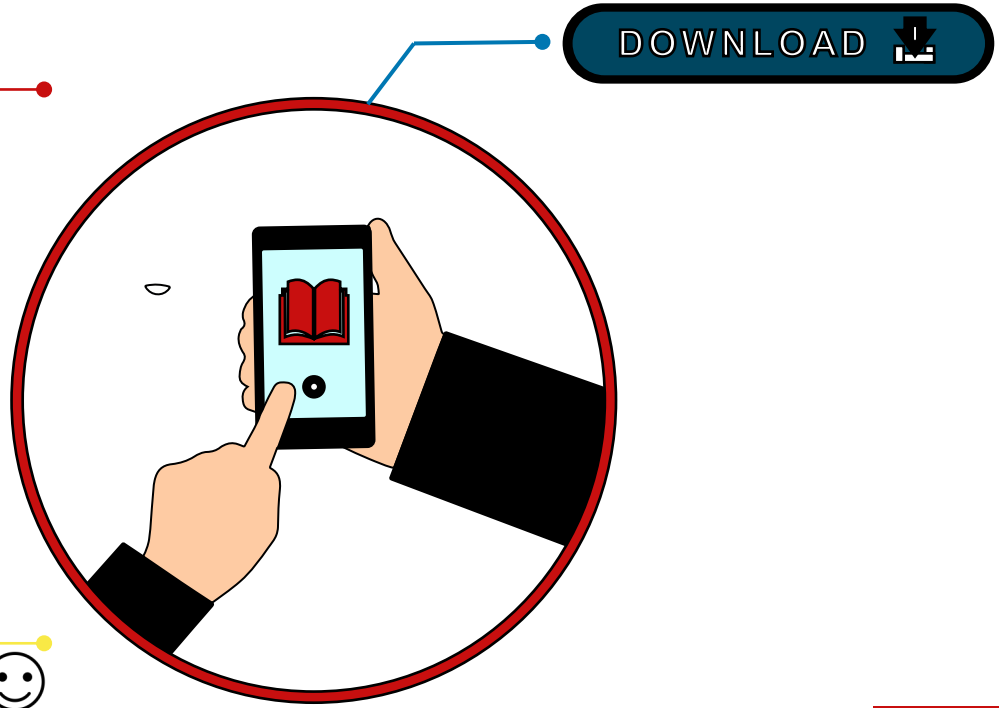
Format When to use it?

Text

Images

Audio

Video



Focus on your Pedagogy, not the Medium:

The principles of pedagogy that are effective for online teaching – video, simulation, text, etc. – are similar to those that are effective in the residential classroom. They allow students to engage with material dynamically and across multiple learning styles. These principles apply not only to synchronous teaching but also, importantly, to asynchronous content creation.

Copyright

Open educational resources (OER) (used in the plural) are educational materials (usually digital) that are offered freely and openly for anyone to use and under some type of license to re-mix, improve and redistribute.

Open educational resources

- ***Who uses OER?***
  - Students within colleges
  - Students external to schools
  - Self Learners
  - Teachers/Professors/Academics

- ***What is the best way to find OER?***
  - Use a specialized search engine :
  - Google - Often too broad place to search
  - www.oercommons.org

Why is Important to Understand Copyright ?

- Most of the people believe that if they change a work enough or use it in a collage, it is not infringement.
- Many people do not understand the extent of ownership and are later limited in the uses for their work due to infringement.
- There are many myths around copyright that are not true.
- If people understood intellectual property rules at the start, they could find works that are in public domain and available in fair use

Public Domain Sources

"**Public Domain**" are works that for one reason or another are not covered by copyright and are ordinarily free for all to use.

- Works out of copyright: created before 1924 in the United States
- Type of work not protected under copyright or patent/trademark
- Work dedicated to public domain by owner
- Improperly registered or not renewed works created before 1978
- If in a government publication be sure not from another protected source

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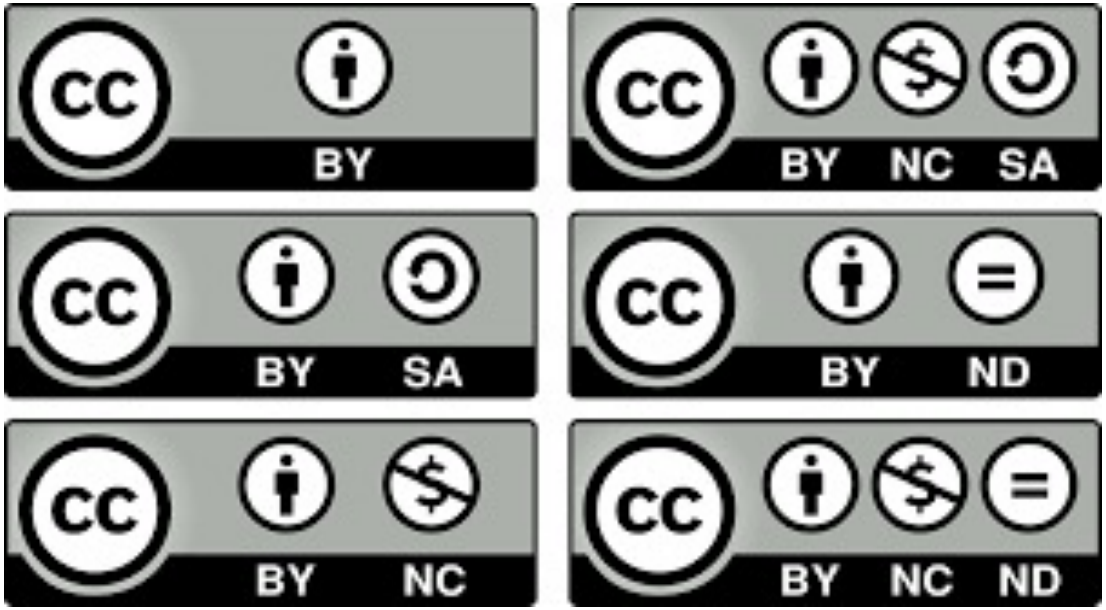

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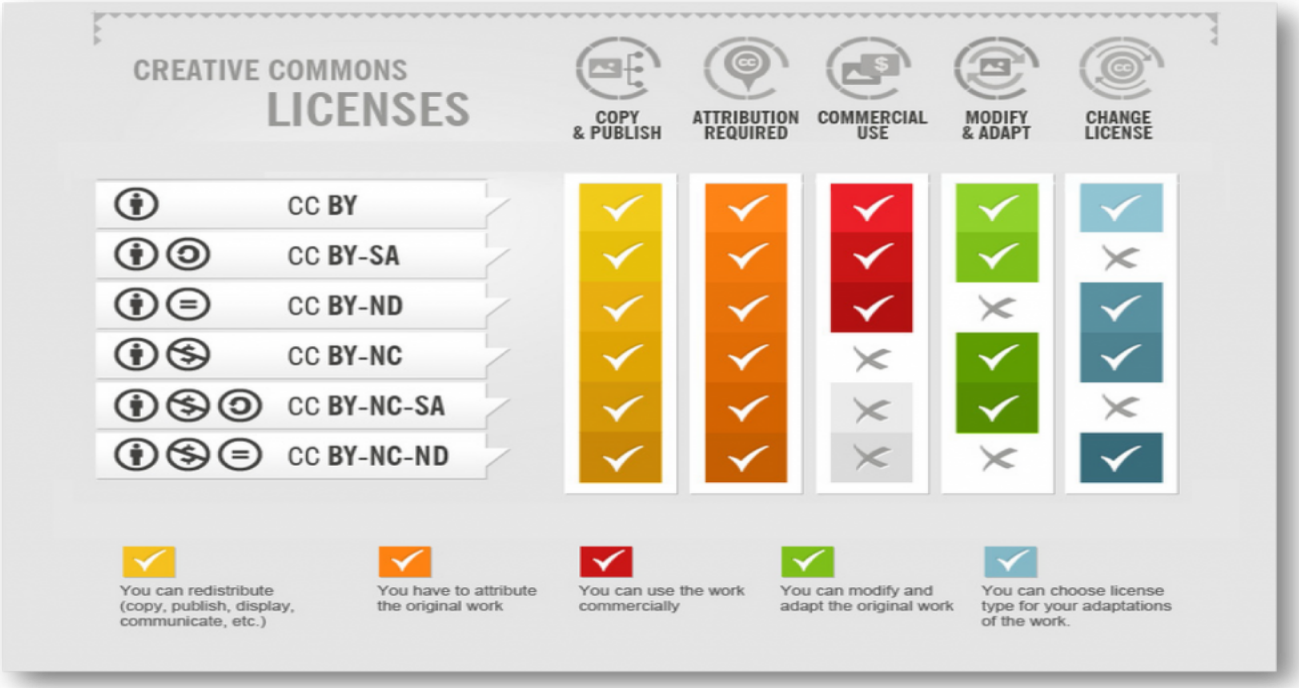
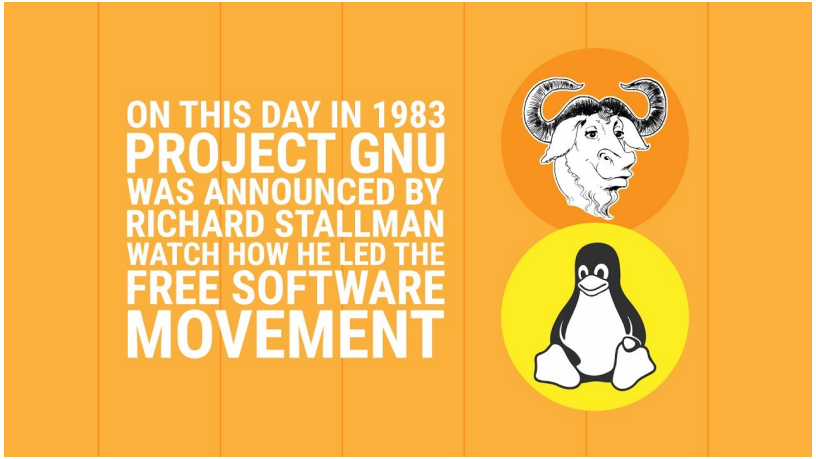


Other Similar

GNU Free software means that the software's users have freedom. (The issue is not about price.) Developed the GNU operating system so that users can have freedom in their computing.



GNU is a Unix-like operating system that is free software—it respects your freedom.

Introduction to Blended Learning using Moodle III

Measuring Student Learning and Formulating Action Plans

Import Quiz Questions to Moodle Using the Aiken Format

The Aiken format lets you create multiple-choice or true-false questions using a simple, human-readable format that you can save as a plain text file and import into a Moodle course.

Write Questions in the Aiken Format : Step by Step Instructions

Step 1:

Write your questions in a word-processing application (e.g., MS Word) or a text editor such as Notepad (Windows) or Text Edit (Mac OS X), and format as follows:

- The question must be all on one line.
- Each answer must start with a single uppercase letter, followed by a period "." or a right parenthesis ")", then a space.
- The answer line must immediately follow, starting with "ANSWER: " (with a space after the colon) and then give the letter for the correct answer.
  Note: The word "ANSWER" and the answer letters (A,B,C etc.) must be capitalized as shown, otherwise the import will fail.

Write Questions in the Aiken Format : Step by Step Instructions

Step 2:
Use **Save As** and save your questions as a **.txt** (plain text) file in **UTF-8 format**.

Example:

- The Loch Ness Monster is a type of?
  A. Homonid
  B. Lizard
  C. Ape
  D. Plesiosauria
  ANSWER: D

- The Coelacanth was considered a cryptid until 1938.
  A) True
  B) False
  ANSWER: A

Import Questions into the Moodle Question Bank : Step by Step Instructions

Once you have saved your text file, you can import your questions into the Moodle Question Bank:

Step 1: Log into Moodle and open the course where you would like to add questions.

Step 2: On your course page, select Course Management (black gear icon,  top right), a *Course Management* panel will open.

Step 3: On the *Course Management* panel, under *Quiz Questions*, click Question bank.
The *Question bank* page opens to the *Default category* for the course you are in. On this page, you will also see *Questions*, *Categories*, *Import* and *Export* tabs.

Step 4:To import questions, select Import tab. The *Import questions from file* page will open.

Import Questions into the Moodle Question Bank : Step by Step Instructions

Step 5: For *File format*, select Aiken Format.

Step 6: Click the General heading to expand the settings and for *Import category,* select a Category (or use *Default for course*) .
Note: To create a new category, return to the Categories tab. For more on creating categories, see Use the Moodle Question Bank.

Step 7: Under *Import questions from file*, drag and drop your .txt file onto the blue arrow in the *Import* box, or alternately, click Choose a file.... to browse for the .txt file on your computer.

Step 8: Click Import. You will see a page with the message "importing (# of) question(s) from file," with a list of the questions.

Step 9: Click Continue. Your Question Bank will open. You can now further edit the questions or include the questions in a quiz.

Cheating is a big problem

When using Moodle, some teachers are concerned that the format makes it easier for students to cheat. Because students use the program to do assessments on their own time, the teacher can't observe them to ensure that they aren't using outside resources during the test or quiz like we can during in-person classes.

Cheating is a big problem

According to the Online School Centre's survey around 33% of students have admitted to cheating during an online class. However, only about 2% have actually gotten caught while cheating. That means that a lot of students are getting away with cheating during online courses.

Can Moodle Detect Cheating?

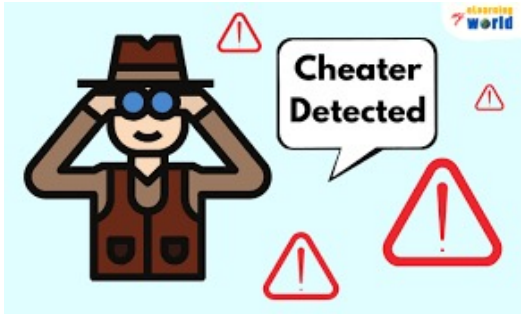
Luckily, Moodle is ahead of the curve when it comes to detecting and preventing cheating.

One way that Moodle can help a trainer prevent cheating is by providing additional statistics about each student's performance, such as how long they spent on each question. If a student takes a particularly long time on the questions, that could be a red flag that they are cheating. The experience with using Moodle for blended learning classes, shows that this information can be a great resource for keeping cheating to a minimum.

Moodlewatcher

Are you looking for even more control over what happens during your exams? If so, Moodlewatcher may be a great option for you! In Moodlewatcher, you can make sure that you're aware any time that certain events take place during an exam, such as:

- Participation
- when a student submits an assessment
- when a student accesses resources
- how often a student accesses forums



You need to create a rule in Moodlewatcher so that you receive notification about these different events. Learn how to set up rules on Moodle's website. For example, you will be able to tell immediately if a student accesses course materials that could be used to cheat in the middle of taking an exam.

Tips for Preventing Cheating

In addition to using Moodle's tools, there are other ways to set up your classes to prevent cheating.

- **Set Timers**
  If you place time limits on each question, students won't have time to consult other resources while taking the test before the time runs out

- **Format Questions Differently**
  Some students will screenshot test questions so they can ask others for help or easily look up answers. Only putting one question on each page makes this way harder to do because they can't capture a bunch of questions at one time

- **Make Questions Harder**
  If more of your test questions focus on application instead of basic recall, cheating using other resources won't help students much. Even if the book is right in front of them, they'll still have to understand the concept to get the correct answer

Tips for Preventing Cheating

- **Disallow Changing IP Addresses**
  During Tests Forbidding a change in IP address will prevent students from opening other web pages during the exam to search for answers on the web.

- **Use Plagiarism Detection Software**
  For essay questions, you can use plagiarism checkers such as :
  - Unicheck
  - Scribbr
  - Grammarly
  - PlagScan
  - Quetext
  - Plagramme.

Tips for Preventing Cheating

- **Embed Items**
  If you embed texts or videos in an iframe, you can set it to disallow copying and pasting to make searching for answers in another browser harder

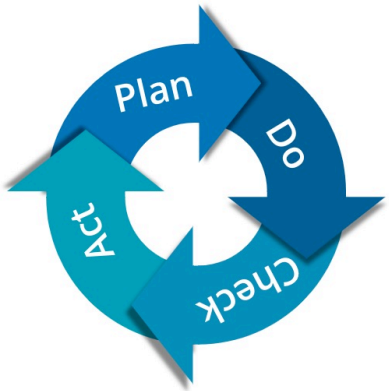
- **Use Safe Exam Browser**
  Using the Safe Exam Browser feature during tests turns any computer into a secure workstation, preventing students from accessing outside resources while they're taking the test.

Sources : https://myelearningworld.com/can-moodle-detect-cheating/

Action Plan

- A tool that facilitates planning, execution and the evaluation of a project.

- Projects are instruments of change. They are implemented in order to change a current situation that is being seen as problematic into a more desirable situation.



Introduction/Rationale

- State the present condition of an existing problem.
- State the desired condition.
- State the reasons why you choose the proposed project. Where will it lead to?

Problem

Purpose

1. State the intended outcome(s) of your project : “*In your Case TTLM Development in Moodle”*
2. The purpose of the project must be specific, measurable, attainable, realistic and time-bounded.
3. Create a plan to put what is learnt into action in your situation

Major Activities and Sub-Activities.

The actions you intend to do to attain the purpose(s) of the project.

Target Date

The duration of each activity.

- This must be stated in terms of the actual date and not in the number of hours, days or months.

Office/Person-In-Charge

The person(s) or office in your institution who will be responsible in supporting implementing the entire project and each activity.

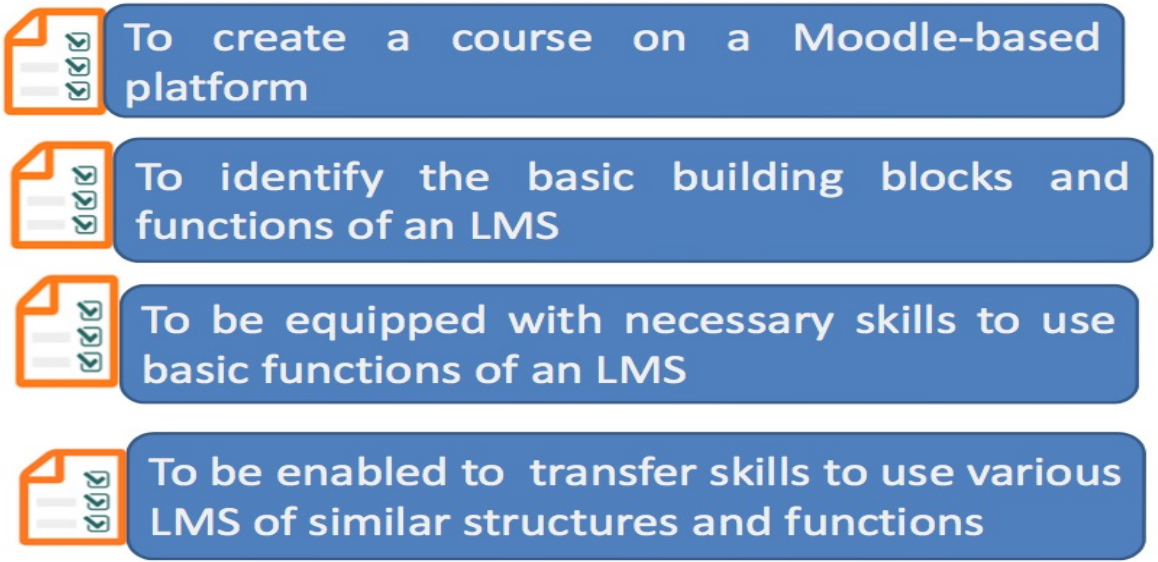
Outputs

- The result of an activity or a series of activities
- It is an achievement of a milestone of the development , testing and dissemination/sharing of your course
- It could be a step realized during the planning or implementing process.

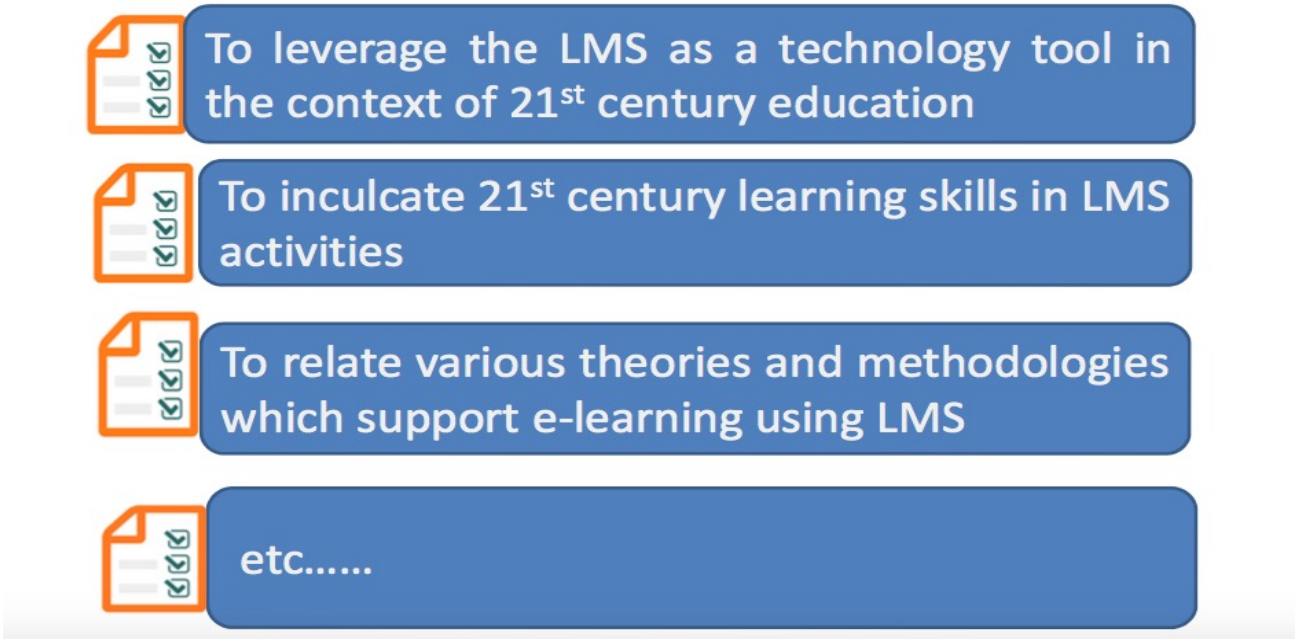
Action Plan Template

Title of Proposed Project:				
Name & Organization of Proponents:				
Introduction/Rationale:				
Purpose (s):				
Major Activities and Sub-Activities	**Start Date**	**Office/ Person in Charge**	**Target Date**	**Output**

Checklist Sample for Designing the Action Plan



Checklist Sample for Designing the Action Plan (continued)



More Information – Few Samples

- Fundamentals of Blended Learning
- Guide To Blended Learning
- About Blended Learning
- Roles of Teachers
- Copyright

→ A lot more Links are here

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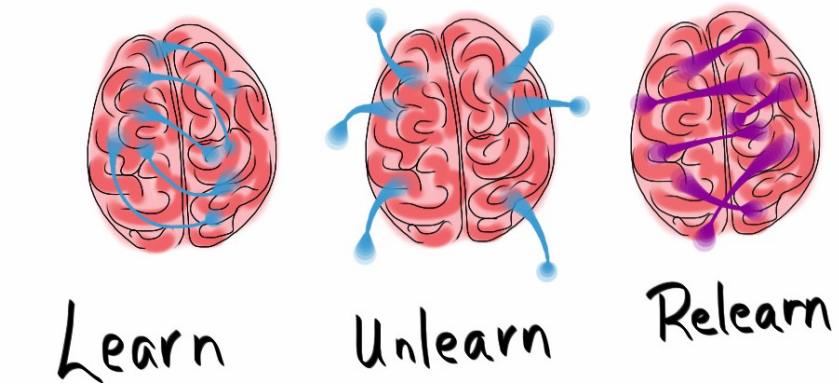
Basic Requirements and Working environment

Technological Impact to Teaching & Learning

Technological Impact to Teaching & Learning

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn. ”

— Alvin Toffler

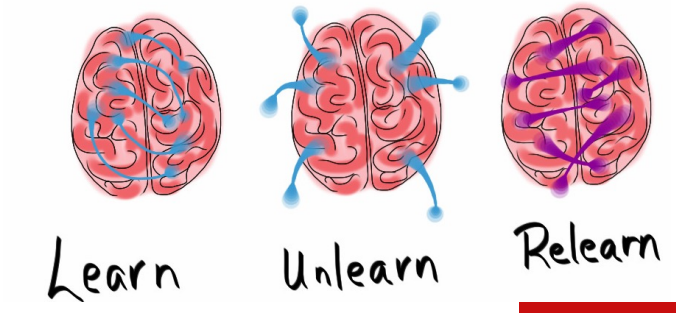


Technological Impact to Teaching & Learning

Relearning can be more accurately described as refocused learning. If the focus, assumptions, objectives, and methods remain the same, won't we learn the same lessons? How can we "relearn" something we believe we already know? When the challenges have changed, how useful is that?

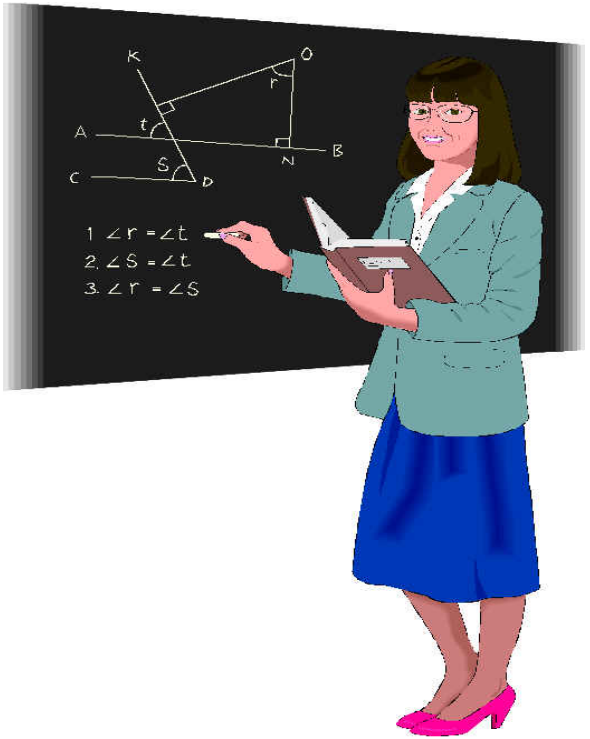
Sounds good - BUT - we resist "unlearning and relearning", just as we resist many kinds of change. The initial challenge is that our egos hate being torn down, even to be rebuilt.

- How do people go through this process?
- When and how often is this necessary?



Why digital learning is important?

Learners are the same as they have always been.
The same methods that worked for me when I was a student will work for my students now and in the future .



Today’s Learners Are Different

They think and process information fundamentally differently from their predecessors:

1- They have difficulty focusing and maintaining their attention

2- They are more social than any previous generation. They spend long time of their day on social media networks

3- They demand information anytime and anywhere. If they want to learn more about any topics, they hop right away their mobile or tablets

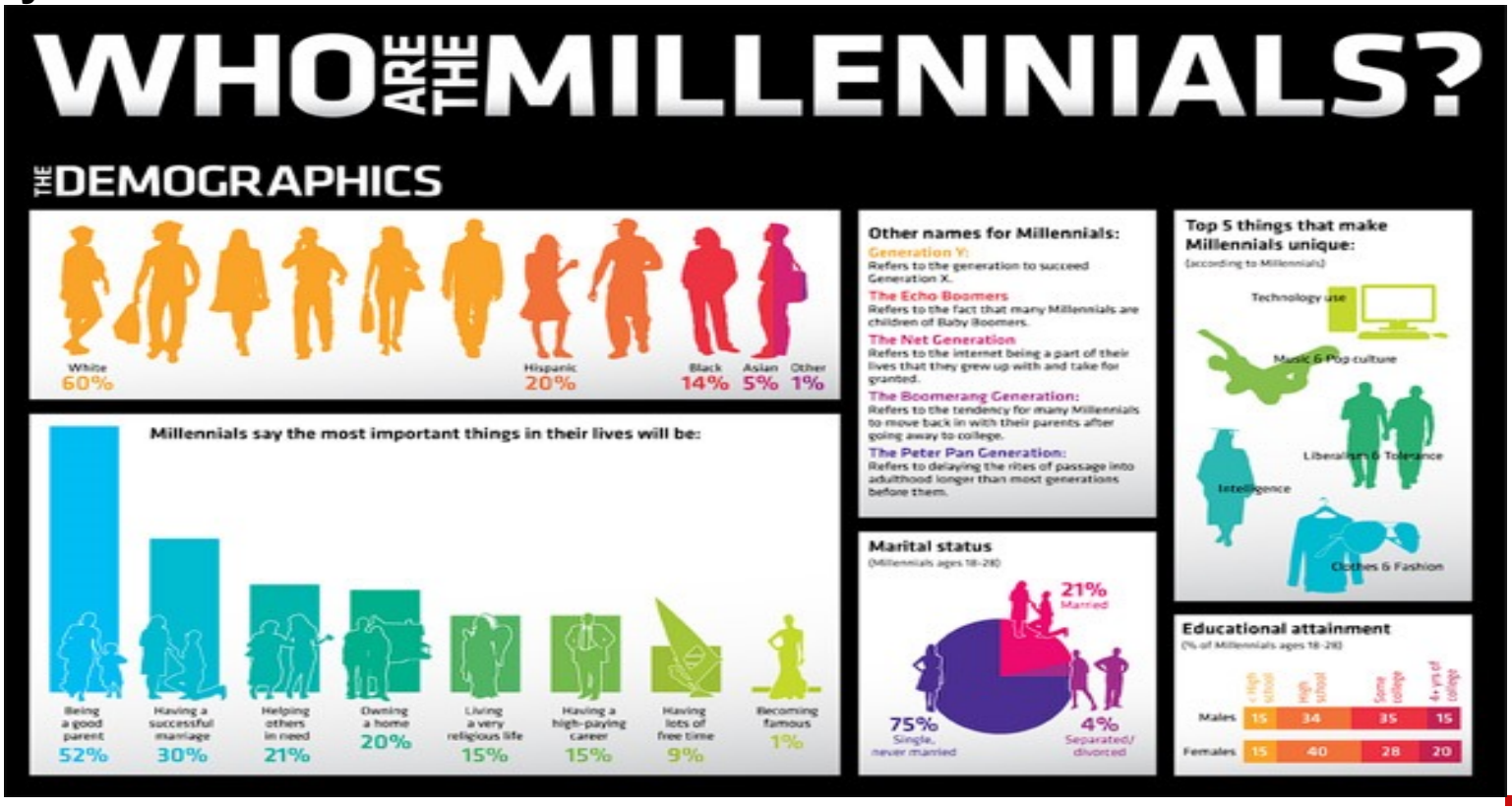
4- They are inclusive and are not limited by the information available at their local library or by linear searches in encyclopedias on topics

5- They are practiced users of digital technology. They can perform more functions with mobile phones, handheld devices and other wireless equipment

6- They are more likely to take risks but they value time off because they view life as uncertain.

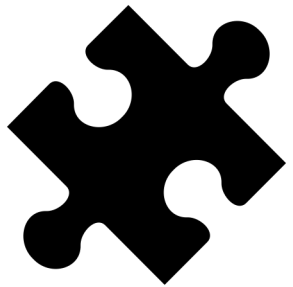
7- They have more skills in critical thinking and problem-solving

Today's Learners Are Different

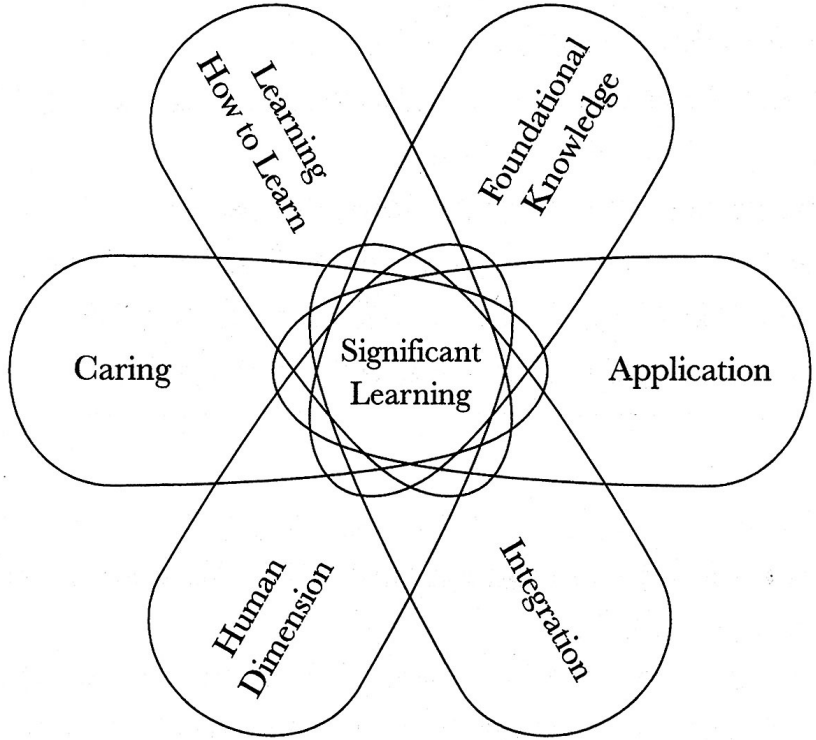


Relationship To No Child Left Behind

- Emphasizes student achievement and requires assessments in core subjects
- Skills are to be integrated into core subjects.
- Requires that every student be technologically literate by a certain age and school stage.

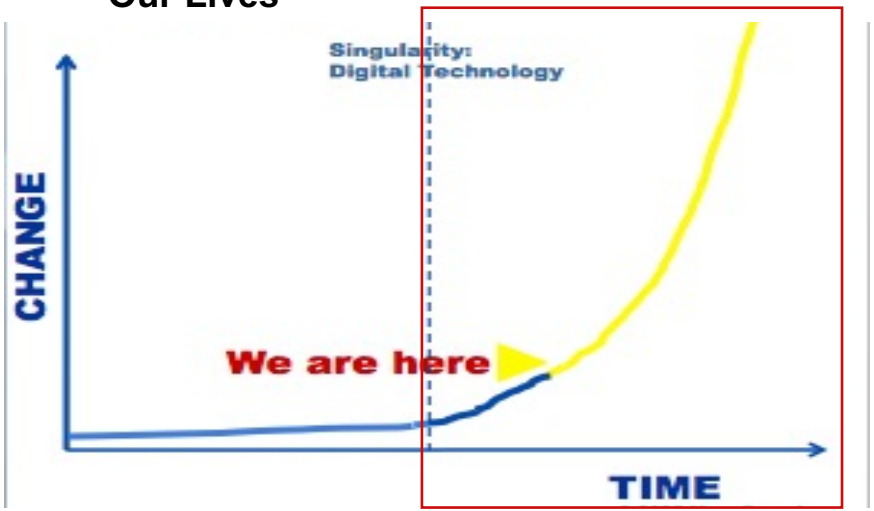


Significant Learning



Future shift of learning modality

Our Lives



Our Students´ Lives

Education in Ethiopia was based on ***books and lectures***, in the future , it's iPads and websites :
With the huge advantages of having the Internet at fingertips, hours spends in the libraries looking for books will change into 30 seconds surfing on the Net

Issues Related to Student Achievement

What conditions do we control that can be altered to improve student achievement?

- Curriculum – what we teach
- Quality of instruction – how we teach
- Effectiveness of schools – where we teach
- Characteristics of students – who we teach

Teaching the New Learner

- Teacher's Role:
  - No longer the professor dispensing facts and theories
  - Old model: primary challenge of learning is to absorb specific information

- Participation in the learning process
  - Faculty role will be unbundled-teacher to mentor
  - Facilitate peer-to-peer learning*

Learning Spaces

Wireless/5G technology enabled learning spaces within the classroom

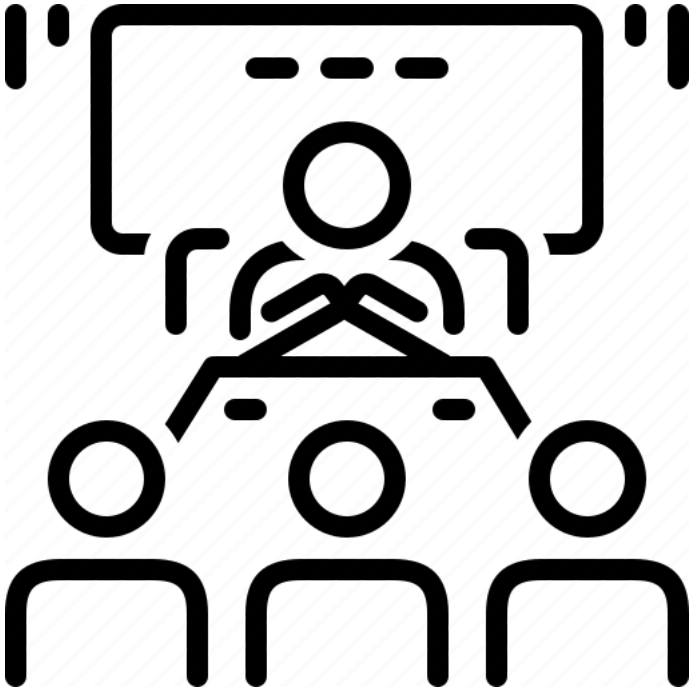
- Projection screens and document cameras
- Video conferencing tools
- Tablet PCs and Collaborative classroom software such as **Cacoo** and **Student response systems**
- Digital Library modules within the schools and virtually within the course management system

Pedagogical Approaches

- Blended instruction and learning
  - Face-to-face interaction and activity
  - Online interaction and activity
  - Experiential interaction and activity
- Allow learning to happen easily outside the classroom
  - End of class is a transition to another learning space
  - More time spent with content

Faculty Training

- We need to have a new set of expectations of faculty
- Foster a technology culture
- Need for continuous faculty training
- Resources and support should be available
- Reward innovation in technology-rich learning environments



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- http://en.wikipedia.org/wiki/Learning_management_system
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- Starr Roxanne Hiltz. Online Courses as Effective Learning Environments or “Digital Diploma Mills”: The Importance of Collaborative Learning

Basic Requirements and Working environment

Introduction To Learning Management System (LMS)

History of LMS (Learning Management Systems)

- In the early ’90s some **Luther Seminary (St. Paul)** faculty members were struggling to retain students who didn’t have the funds or, because of family obligations, couldn't relocate to attend seminary.
- **Tom Walker** knew there had to be some kind of tool that would enable people to communicate with each other without being in the same place at the same time.
- **Learning management systems (LMS)** also sometimes known as **Course management systems (CMS)** have come a long way since those early days.

Definition

- **Learning Management System (or LMS)** is a broad term used to describe software tools designed to manage user learning interventions and provide access to online learning services for students, teacher, and administrator.

- A software system, that allows the development and delivery of educational courses using the Internet as a delivery system

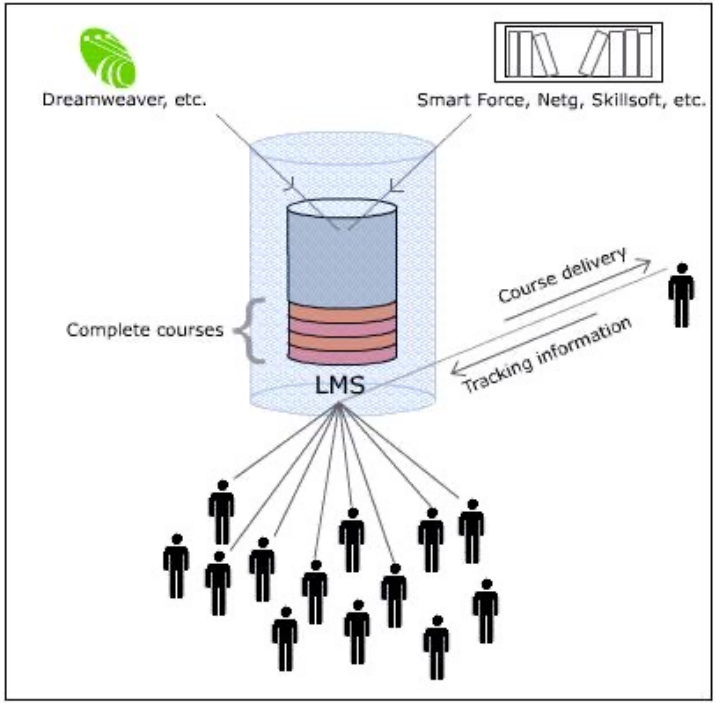


Figure 1: LMS

LMS Platforms

Open source

- Bodington
- DoceboLMS
- Dokeos
- GaneshaLMS
- ILIAS
- interact
- KEWL.Nextgen
- Moodle
- Mitechsoft

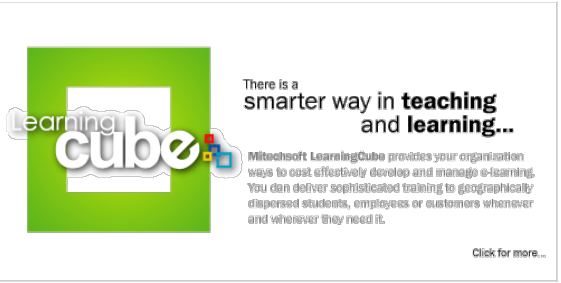
Commercial

- ANGEL Learning
- Apex Learning
- Blackboard Inc.
- Desire2Learn
- eCollege
- Meridian KSI
- Saba Software
- SAP Enterprise Learning

Examples of Well-known LMS

- **Blackboard :** Popular learning software provider and ASP portal for education.

- **Moodle :** a free, Open Source software package, to help educators create effective online learning communities.



Advantages of LMS

- Provides Efficient administration of content and users
- Fully management and tracking of learning
- Evaluation and certification capabilities
- Organizes digital content
- Provides resources in a variety of formats
- Provides unlimited access to learners and content
- Reduces Learning and Development time
- Integrates social learning experiences
- Enhances student organisation

Basic Requirements and Working environment

Introduction to moodle

What is Moodle

Moodle is an open source web application used to create interactive online learning sites.

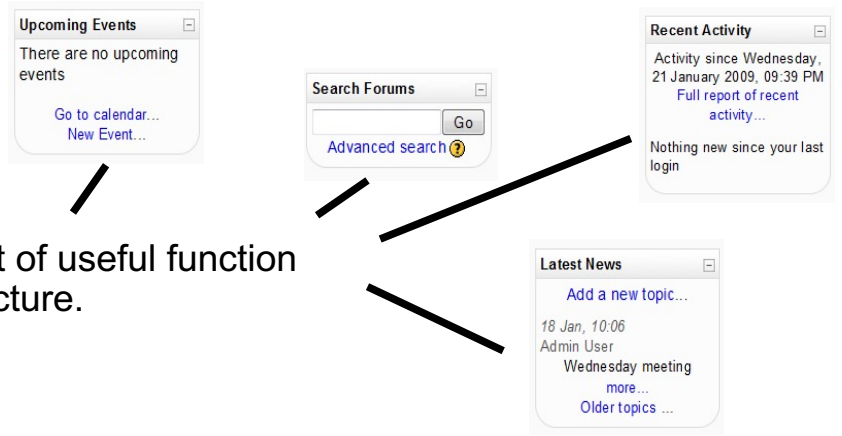
“Who” is Moodle?

- Moodle that is the acronym for

Modular
Object-
Oriented
Dynamic
Learning
Environment

- it's an online Learning Management System (LMS).

Why Moodle?

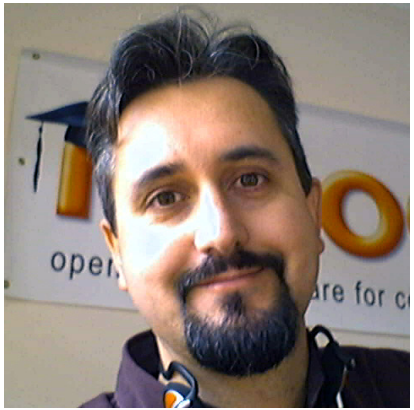


- It runs on almost **all platform**, supporting a lot of useful function and customization, thanks to his modular structure.
- It's **free**!
- Also, it's available in **over 100 Language**! Amharic is already available (since 2016)
- It is used all over the world by teachers and educators and it's probably **the best E-Learning tool** in the net!

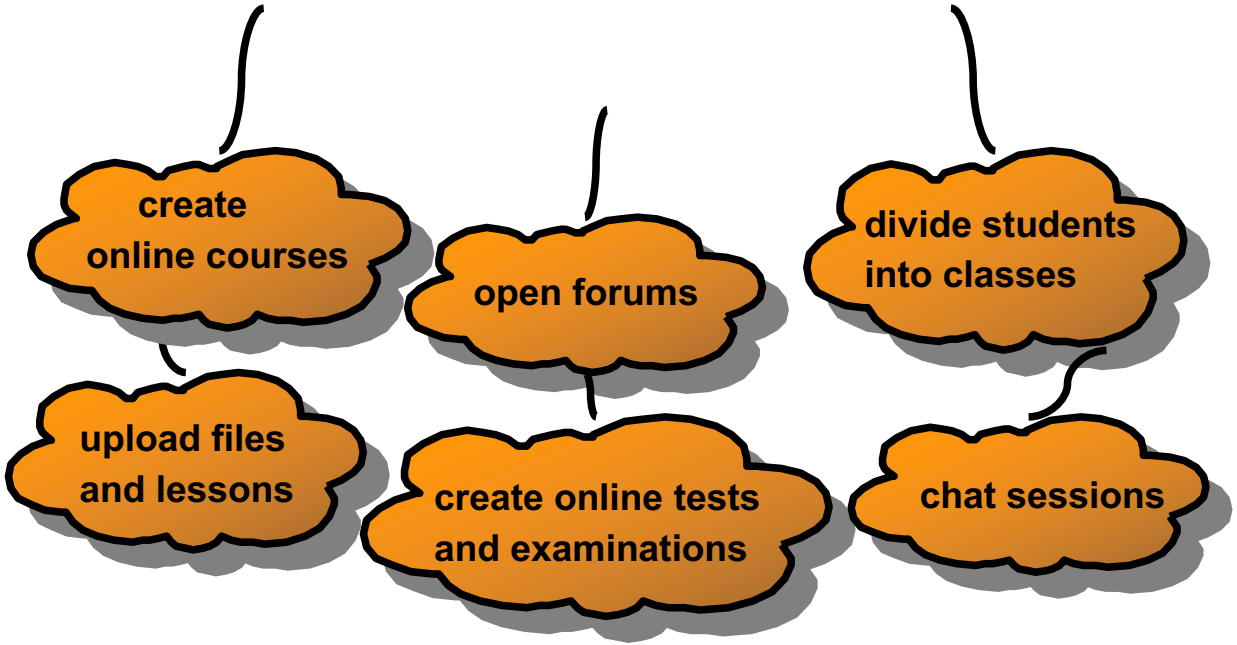
Who is Moodle's Dad?

- Moodle was created by **Martin Dougiamas**, who wrote the entire code in PHP, as a research for his doctorate at Curtin University in Australia.

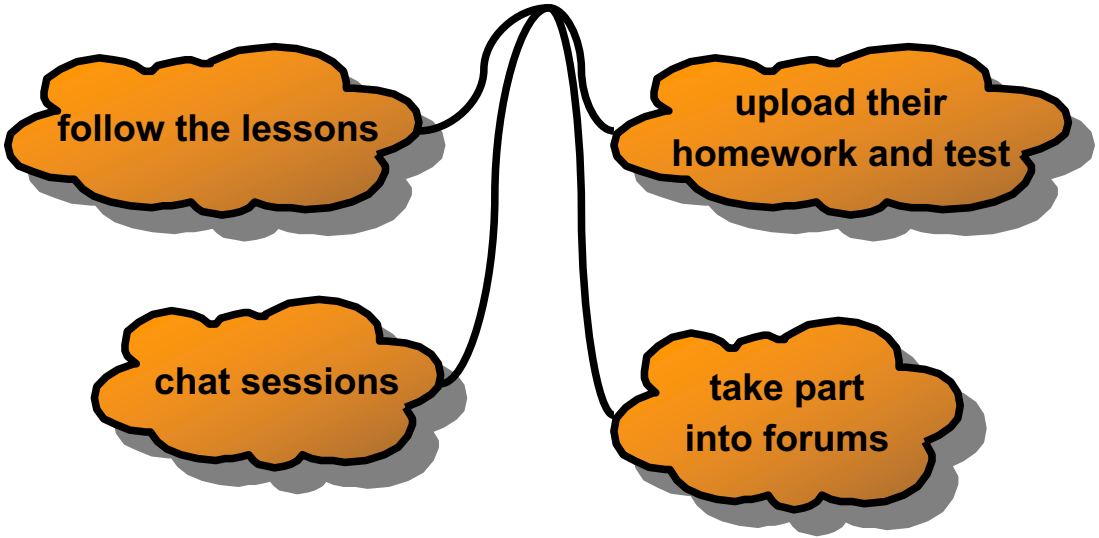
- In the beginning the “**M**” on Moodle acronym was the first letter of Dougiamas name, Martin.



What Teachers Can Do With Moodle...

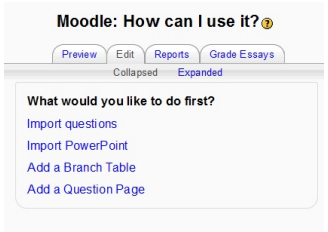


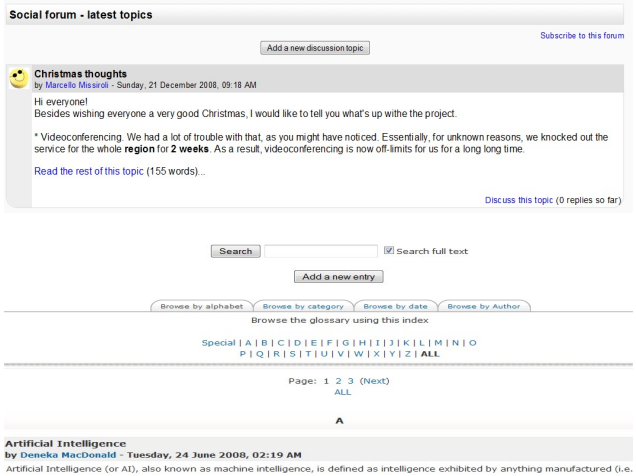
What Students Can Do With Moodle...



Moodle Main Features

- **Lesson**: Moodle provides teacher many ways to set up their own lessons and courses and to keep them under control.
- **Calendar:** if you're a professor, you can program lessons, tests and more. Students can consult this section as a reminder for future commitments.
- **Forum:** you can discuss with all other registered user about many issues.
- **Chat:** you can talk about what you want in real time with classmate and professor.
- **Wiki and Glossary:** collaboration is the key word of moodle, which has several functions to work in group.





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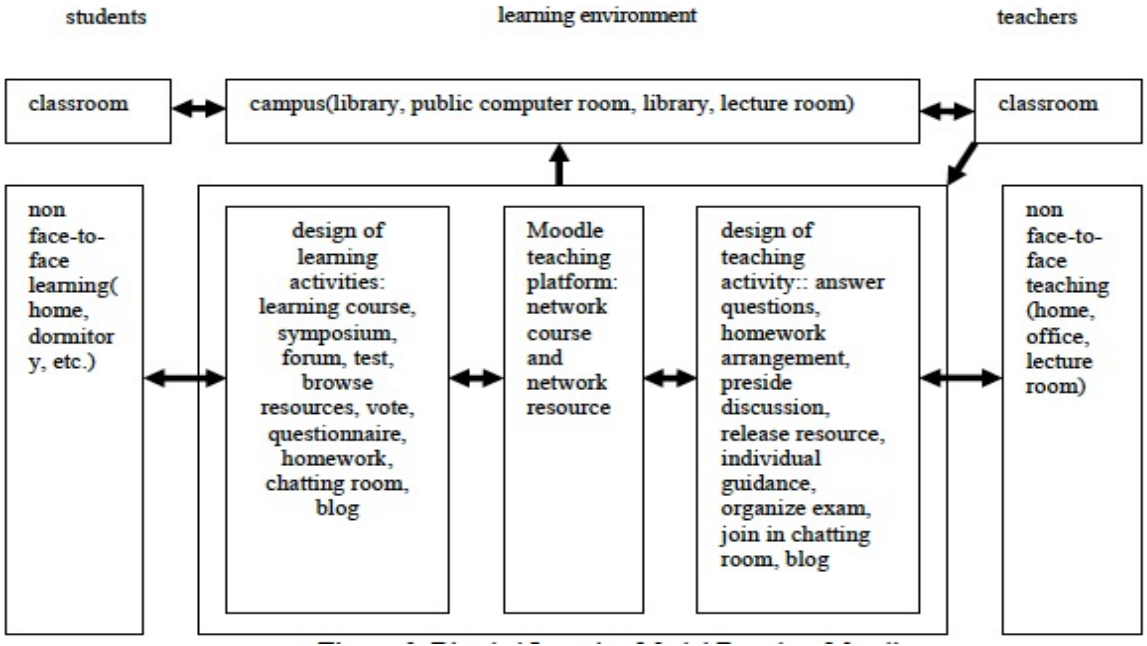
- http://www.globalstrata.com/services/training/guide-learning-management-system.pdf
- https://www.teachthought.com/technology/the-20-most-popular-learning-management-systems/
- http://moodle.org/
- http://www.oum.edu.my/p5/cgs/index.php?op=support_services&m=37&page=278
- http://www.mitechsoft.com/?pr_content=48
- https://www.ispringsolutions.com/blog/moodle-plugins

Blended Learning (BL) Approaches & Transfer

Create and manage a course in Moodle

Blended Learning Model Based on Moodle



Further Information

Useful Links

Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

Overview – Useful Links

1. Blended Learning
2. Pedagogical Guidelines for Blended Learning
3. Teaching in the 21st Century
4. Moodle

Useful Links

Blended Learning

Blended Learning - Collection of case studies

- Toolkit for Teachers and Schools
- Blended Beyond Borders: A scan of blended learning obstacles and opportunities in Brazil, Malaysia, & South Africa
- Blended Mode of Teaching and Learning: Concept Note
- BLENDED LEARNING FRAMEWORK
- A blended learning framework for curriculum design and professional development
- Blended learning in school education – guidelines for the start of the academic year 2020/21
- Building ecosystems for online and blended learning: Advancing equity and excellence in higher education in the Asia-Pacific

Blended Learning - A set or reading (articles, books, project reports…)

- Blended Toolkit
- Blended Online
- La Trobe Education
- Blended Learning Toolkit
- Teaching Tools
- Guide To Blended Learning
- Rosetta Stone Toolkit
- Blended Courses
- Fundamentals of Blended Learning
- Roles of Teachers

Blended Learning - An annotated listing of communities and organizations practicing blended learning

- About Blended Learning Research
- Europeans School Academy
- Blended Learning

Blended Learning - Orientation materials on using the toolkit

- B-Learning Projects
- Blended Learning Instructional Design
- MArED Instructional Manual
- B-Learning Article
- Virtual Learning Design
- Learning Design Framework
- Critical Curriculum Design for Blended Learning
- Towards a Design Theory of Blended Learning
- FAO learning Academy: Methodologies and Good Practices
- Planning Guide
- A Guide to Planning a Blended Learning Curriculum 2020-21

Blended Learning - A glossary of technical concepts

- Technical Glossary
- Tech For Teach Glossary
- Blended Learning Glossary
- Online Learning Glossary
- Glossary

Useful Links

Pedagogical Guidelines for Blended Learning

Pedagogical Guidelines for Blended Learning – Using Video

- Effective video can be asynchronous, synchronous, and a complement to other forms of engaging with students. For overall guidance, see Designing Your Course for Online: Principles and Tips.

- For specific recommendations, see The Fundamentals of Video and Audio Production for Online Teaching.

Pedagogical Guidelines for Blended Learning – Engaging Students Remotely

During Class: Engaging and Energizing

- **Reading the room:** unmuted students can inadvertently start talking at the same time, you will not be able to read body language easily, and those less inclined to speak may disappear more easily. To address these issues, be more diligent about pausing and asking if anyone else has more thoughts before jumping to the next topic.

- **Encourage community:** the sense of presence will be enhanced when everyone shows their face via their webcam. Consider asking students to turn on video as a key part of participation, since it is easier to engage with the class if you can see them, and students are more likely to pay attention if they know they're on camera. The gallery view can be helpful here. However, recognize that some students may feel uncomfortable sharing their living/studying circumstances. Remind your students that virtual backgrounds can help protect cybersecurity, improve equity, and reduce visual distractions.

Pedagogical Guidelines for Blended Learning –Copyright, Public Domain, and Creative Commons

- https://creativecommons.org/about/cclicenses/
- https://creativecommons.org/licenses/by-nc-sa/4.0/
- https://edu.gcfglobal.org/en/useinformationcorrectly/
- https://copyright.universityofcalifornia.edu/use/fair-use.html
- https://www.uow.edu.au/student/learning-co-op/finding-and-using-information/copyright-creative-commons-and-the-public-domain/
- https://pitt.libguides.com/copyright/caniuseit
- Getting copyright-free images

Pedagogical Guidelines for Blended Learning

- https://www.gillysalmon.com/five-stage-model.html
- https://theelearningcoach.com/elearning2-0/best-practices-in-blended-learning/
- Christensen Institute, https://www.blendedlearning.org/
- https://online.atingi.org/
- Wikibooks (2009) Issues in digital technology in education: Blended learning http://en.wikibooks.org/wiki/Issues_in_Digital_Technology_in_Education/Blended_Learning
- Oliver M. & Tingwell K. (2003) „Can Blended Learning Be Redeemed?" (elearning, vol 2) https://www.sofianet.org/post/towards-blended-learning-schooling-in-the-twenty-first-century

Useful Links

Teaching in the 21st Century

Teaching in the 21st Century

- 21st Century Skills: How can you prepare students for the new Global Economy?
- Key Competences, Education for Sustainable Development and Strategies for the Development of 21st Century Skills. A Systematic Literature Review
- The Seven Steps to Becoming a 21st Century School or District
- Promoting 21st century skills self-study booklet
- Student toolkit such as Critical thinking, Managing Your Time, Presentation Skills, and working in group
- Developing strategic plans for an aligned approach to 21st century skills integration
- Blended learning best practice to answers 21st century demands

Useful Links

Moodle

Moodle

- Learn Moodle Basics : A Full list of Tutorial of Most Features – Concepts Based & Easy to Understand
- Teacher quick guide : A page covering the basics for new Moodle teachers.
- Moodle Plugins
- Toolkit for Moodle course development
- Learn Moodle Admin basics
- Blended Mode of Teaching and Learning : Concept Note
- An introduction to Moodle cloud
- Learn Moodle Extra: Explore Moodle's more powerful activities with these advanced tutorials enabling you to set up branching scenarios and peer collaboration