

Module material

Project: Flip Ed Up

Module 2. Blended Learning

Submodule 1: Background

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2.1.4.2 Script LESSON 2 " Modalities of blended learning and models of blended learning"

[Now that you have had an introduction to blended learning in general, we will take a closer look at the modalities of teaching and the models of blended learning.]

Before we get into the specifics of blending, let's remind ourselves of the modalities of teaching. It's always good to start on familiar ground, and we'll use these modalities as a guide later on in the question of how to do blending. Let's start from four modalities for this course.

Number one: group discussion. This is certainly one of the classics of teaching with which you are probably well familiar. As a teacher, you meet with learners in a room, deliver content, have discussions, or make arrangements.

Number two: independent work. Carrying out individual learning activities, for example in the classic form of homework, is probably also well known to you. In adult education, however, independent learning activities can also be designed more freely than just in the form of homework. Let's think for example of more extensive individual learning projects where learners work very independently on their learning goals.

Number three: one-on-one check-ins. Maybe it is already standard for you to accompany learners or small groups individually. You arrange check-ins to provide more coaching and just-in-time information for the predominantly independent learning activities. Individual one-on-one check-ins can, of course, also be indicated in the case of individual challenges of individual learners.

And number four: small group collaboration. Especially in adult education, small group work is valuable because it encourages learners to work independently and to network with each other, thus enabling connectivism learning.

Let us keep these four modalities in mind. We will come back to them after we have looked at the models of blended learning.

Most learning experiences with blended learning are based on four main models.

Number one: the rotation model. The basic idea of this model is that learners go through different learning modes, at least one of which is digital or online. Within this model we can distinguish four other sub-models. First, the station rotation model. In a physical classroom, learners have one or more online stations available for in-depth learning or research. A second rotation model is the lab rotation model, where learners have access to a lab where



online stations are located. Third, in the flipped classroom model, electronic teaching fully or partially replaces traditional teaching. Finally, the fourth rotation model is the individual rotation model, where each student has their own personalised rotation schedule between traditional teaching and virtual learning moments.

The second blended learning model is the flex model. In the flex model, learners do most of their activities online, within the classroom and under the supervision of the teacher, who thus has more time to devote to the most problematic learners.

Thirdly, A la carte: the most customisable model for the learner, who can independently create his or her own learning plan by selecting online courses to complement or replace classroom instruction, which must take place in a predetermined quota. In short, while some courses take place online, others are attended at school so that learners continue to benefit from interaction with teachers and peers.

Finally, the fourth model is the virtual-enriched model, where learners have the option of completing coursework online and independently, but have one-on-one sessions arranged with the teacher.

[Now that we are familiar with blended learning in general and the different models of blended learning and have recalled the teaching modalities, we can take a closer look at how to start with blended learning.]

