



CLASSROOM BASED TRAINING VERSUS BLENDED LEARNING

In the classroom the topics of the face-to-face activities often define the weekly content. Power Point style teaching is to often used. The face-to-face teaching activities must be moved in a way that is suitable for blended learning solutions.

In the blended learning framework the main challenge is not to structure the content, but to ensure that learners have enough activities every week.





INTRODUCTION TO BLENDED LEARNING

To provide a clear timetable:

The course may be structured in weeks that follow the topic. Problem based learning supports weekly activities for the students. Power Point slides don't work.

Designing the online learning activities: Select those that are most appropriate for the class learning outcomes. Teaching should reflect that internet today is part of the everyday activities in the society.

Criteria for success:

How appropriate are the learning activities and the chosen technologies for the learning context? How well are they integrated into the learning process?

Effective teaching experiences:

It is important that there is a strong alignment between the planned learning outcomes and the learning activities that intend to help developing students' achievement of those.

Factors to consider:

- What are the intended learning outcomes ?
- The situation for the students; where are they located, number, access to work-based training etc.
- Technical requirements related to course content and the previous learning experiences.
- Has the teacher a broad and deep previous online experience?