



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

Blended Learning Approach in Adult Education: Methodology, Quality Assurance and Evaluation

Guidelines for Educators



KA204 - Strategic Partnership for Adult Education
2020-1-DE02-KA204-007531

KA2 - Cooperation for innovation and the exchange of good practices

Project partners:



HeurekaNet – Freies Institut für Bildung, Forschung und Innovation e.V., Germany
(Coordinator)



DOREA Educational Institute, Cyprus



Mine Vaganti NGO, Italy



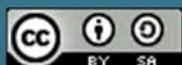
Fundacja Instytut Badań i Innowacji w Edukacji, Poland



Center za izobrazevanje in kulturo Trebnje javni zavod, Slovenia

November 2021

“The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained there in.”



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-sa/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Logos are excluded from this free licensing.



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

Blended Learning Approach in Adult Education: Methodology, Quality Assurance and Evaluation

Guidelines for Educators

PREFACE

The SARS-CoV-2 virus has challenged education systems in Europe as never before in recent decades. Schools and universities in particular were in the public eye and were forced to convert their teaching to digital formats as quickly as possible. There was talk of a digitalisation push and great interest was shown in how policy makers and educational institutions were coping. Adult education institutions were of course also affected by the lockdown, but largely in the slipstream of the public discussion. They, too, had to discontinue their face-to-face courses from one day to the next, and if they were not in municipal or state sponsorship and thus secured at least in the short term, they feared for their existence. More or less quickly, they familiarised themselves with which online conferencing software had which features and could also be used in a legally compliant manner. Some course instructors moved their yoga or language courses online. Some produced small educasts and thus took a first step into e-learning. Or they tried out how to create a course on the Moodle learning platform.

Adult education on the move

And now? After the third lockdown was over and the summer with the restrictions of the hygiene concepts allowed "normal" operation in adult education again, the "old normal" did not return. In conversations with adult education leaders, there is talk of long-time participants being "lost" in the lockdown. Some participants ask why they should come back now and why an online meeting is not possible. Still others are happy to finally come back to the educational institution and sit at the same table with the course group again.

Blended learning ... the "new normal?!"

Many adult education institutions are currently asking themselves what the future holds for them and how the digital formats launched in the lockdown times can also be incorporated into educational work in the future. Looking to the future, the way forward for adult education certainly lies in the diversity of formats and the importance of blended learning will increase. Such an educational offer, in which online and face-to-face teaching are combined, can have many forms, so blended learning is a concept that can be applied very flexibly to every group and every course in adult education. And because it is so variable, blended learning will become the "new normal" in adult education.

How to use this brochure

The project "Flip Edu Up" has set out to support institutions and teaching staff in adult education on this path into the "new normal" and, above all, to show the potential that lies in blended learning. One of the ways we do this is with this brochure, which addresses various aspects of creating a blended learning environment in six chapters. Each chapter is self-contained and the respective author is also responsible for the content. It is not compulsory to read the chapters in any particular order, pick and choose as adult educators what interests you most as you move into the 'new normal' of adult education.

The chapters at a glance

Chapter 1 takes a broad sweep, situating blended learning as a hopeful approach to adult education that in too many countries in Europe falls well short of policy expectations and reaches only a fraction of people between the ages of 25 and 64. Blended learning is certainly not a panacea, but the flexibility of place and time and the ability to set one's own pace and also to choose specific learning content give hope that some barriers to participation in adult education can be broken down, making adult education attractive in new ways. This is not only good for the learners, but also for the professionalism of the pedagogical staff and the adult education institutions.

Chapter 2 begins by introducing the SAMR model, which helps adult education institutions to think in a structured way about how learning can be enhanced with technology. You will learn about the four basic models of blended learning, i.e. the rotation model, the flex model, the a la carte model and the virtual-enriched model. The article also discusses typical tools or learning environments such as Google Classroom, ZOOM Classroom, Kahoot! and others. The article is rounded off with some basic tips for designing a blended learning course.

Chapter 3 revisits the four basic models of blended learning and follows this up with the Flip Edu Up-Plane Learning model. The article draws an analogy to a flight, starting with the initial information, through check-in and boarding, to course participation and the final landing. The individual stages are described very clearly in relation to the experience of a learner. The landing is the beginning of a new experience!

Chapter 4 focuses on the implementation of an innovative educational product like blended learning in adult education. It identifies implementation as one phase of the generic process of instructional system development (ISD), which can be represented in five phases, namely (1) analysis, (2) design, (3) development, (4) implementation and (5) quality control/evaluation. Thus situated, the article goes into detail on the preparation of the three variables relevant for the implementation of a blended learning product in an educational institution: Educational staff, participants and technology.

Chapter 5 is dedicated to educational evaluation as a process in which information is collected and critically analysed, e.g. to assess educational innovations such as blended learning products, to improve them and to make programme decisions. The paper discusses who should be involved in an evaluation and how and when an evaluation should be conducted. It discusses the two formats of formative and summative evaluation. The article concludes with explanations of the objects of evaluation, namely teaching, learning, course outcomes, learning resources and quality of evaluation.

Chapter 6 rounds off the brochure with a look at the significance of blended learning in the context of an unpredictable future. The article outlines the challenges facing adult education institutions, e.g. learners' and teachers' access to adequate technologies, their digital literacy, the development of appropriate learning formats. It gives references to other Erasmus+ projects that can be inspiring for the development of blended learning activities and of course to EPAL, the European Platform for Adult Learning.

Your feedback is welcome

As you can see, this brochure is like a colourful bouquet of flowers, it contains very different contributions to blended learning for you. We wish you a stimulating read and hope that we can accompany you on your way to adult education with transformative blended learning formats. You are cordially invited to give feedback to our project team via our various social media channels of the "Flip Edu Up" project or by email to the author of the preface, Marcus Flachmeyer, at flachmeyer@heurekanet.de.

TABLE OF CONTENT

01

DIAGNOSING THE EDUCATIONAL/TRAINING NEEDS(BROADER, COLLECTIVE AND INDIVIDUAL)

<i>Adult education in EU.....</i>	<i>1</i>
<i>Blended learning in adult education.....</i>	<i>2</i>
<i>Increasing Demand for Lifelong Learning and Participation Rate in Adult Education.....</i>	<i>2</i>

07

DESIGNING EDUCATIONAL/TRAINING PROGRAMME'S: METHODS, TECHNIQUES, TOOLS AND AIDS

<i>E-learning.....</i>	<i>7</i>
<i>Blended learning</i>	<i>8</i>
<i>How to design an instructional program?.....</i>	<i>12</i>
<i>To conclude.....</i>	<i>15</i>

16

BLENDED LEARNING MODELS, HOW TO IMPLEMENT AND CREATE YOUR OWN TO SUIT YOUR CLASSROOM AND LEARNER NEEDS

<i>Blended learning models.....</i>	<i>16</i>
<i>How to implement and create your own model.....</i>	<i>17</i>
<i>Flip Edu Up plane knowledge model.....</i>	<i>18</i>

21

IMPLEMENTING THE EDUCATIONAL/TRAINING PROGRAMME

<i>Developing and/or teaching in adult education.....</i>	<i>22</i>
<i>Implementation as a phase of the generic ISD process: the preceding process.....</i>	<i>23</i>
<i>The implementation phase: tasks and staff.....</i>	<i>25</i>
<i>Preparing the instructors: instructors' plan.....</i>	<i>25</i>
<i>Preparing the participants: the participant plan.....</i>	<i>28</i>
<i>Preparing the learning environment: the technical plan.....</i>	<i>32</i>
<i>Implementation—an (often) overlooked challenge.....</i>	<i>34</i>

35

EVALUATION OF THE EDUCATIONAL/TRAINING PROGRAMME

<i>Purpose of evaluation</i>	35
<i>Who should be involved in evaluation?</i>	36
<i>How and when should evaluation take place?</i>	37
<i>What should be evaluated?</i>	38

41

THE BIGGER PICTURE

<i>Blended learning in the context of unpredictable future</i>	41
<i>Implementing blended learning – taking inspiration from existing European tools and projects</i>	44

46

REFERENCES

50

AUTHORS



1. DIAGNOSING THE EDUCATIONAL / TRAINING NEEDS (BROADER, COLLECTIVE AND INDIVIDUAL)

1.1 Adult education in EU

Adult learning is a key part of the lifelong learning spectrum, which includes formal, non-formal and informal learning activities undertaken by adults. Policymakers have long recognised that participation in adult learning is vital to unlocking the benefits of a changing world of work. Changes in skill demand brought about by megatrends such as technological change, globalisation and population ageing have put adult learning at the top of policy makers' agendas. Thus, placing our efforts into lifelong learning is undoubtedly a necessary investment. Continuous investment in the upgrading of human resources methodically and innovatively plays an integral part in increasing of national, European and Global productivity and healthy competitiveness in the market.

However, according to the latest results from the European Union labour force survey, in 2020, the proportion of persons aged 25 to 64 in the EU who participated in education or training was 9.2 %, a share that was 1.6 points lower compared to 2019. It is considered that part of the decrease could be related to the COVID-19 pandemic, i.e., cancellation of training activities.

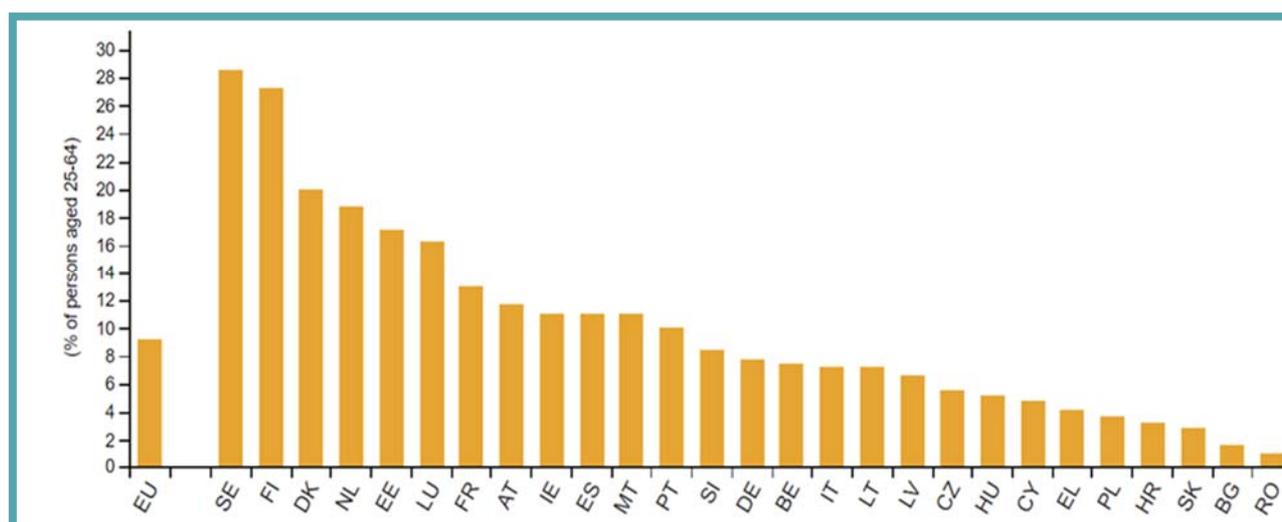


Figure 1. Participation rate in education and training, 2020 (Source: Eurostat (online data code: trng_lfse_01))

The participation rates in nearly all Member States increased steadily between 2010 and 2019, except for Denmark, Slovenia, Cyprus, Spain, Poland, and Romania. However, this trend reversed between 2019 and 2020 as only three Member States showed a slight increase in this period: Spain (+0.4 pp), Greece and Lithuania (+0.2 pp for both).

Denmark, Finland and Sweden stood out from the other EU Member States as they reported considerably higher proportions of their respective adult populations participating in lifelong learning in the four weeks preceding the interview, ranging from 20.0 % to 28.6 %. Estonia, the Netherlands and Luxembourg were the only other Member States where the participation rate in 2020 exceeded the 15 % benchmark. By contrast, Romania, Bulgaria, Slovakia, Croatia, and Poland reported less than 5.0 % adult learning rates.

The new benchmark set by the European Commission for the participation of adults aged 25-64 in learning during the last 12 months is set to increase to 25% by 2025, making it quite an ambitious goal.



1.2 Blended Learning in adult education

Before we begin to discuss blended learning in adult education, it is essential to clarify the concept of Blended learning itself. The simplest definition is that blended learning is a hybrid approach that combines face to face learning with distance learning, including online learning.

However, what is blended learning in adult education? The authors of "Position Paper on Blended Learning in Adult Education" suggest that blended learning in adult education is not only about the use of tools and resources. Instead, it is a way to think about programme and curriculum development, including learning design and delivery.

Thus, blended learning represents a much more significant change than simply using digital devices and digital tools for learning purposes. In many cases, it represents a fundamental change in the way educators and learners approach the whole learning experience. A blended learning approach enhances and extends the application of adult learning principles to meet the changing needs of people learning, working and engaging in the 21st century.

1.3 Increasing Demand for Lifelong Learning and Participation Rate in Adult Education

Participation in adult education and training is determined by several factors, such as educational attainment, employment status, occupational category, age and skills, etc. According to Eurydice report, adults with low level or no qualifications, in low-skilled occupations, the unemployed, and older people are less likely to participate in lifelong learning. Based on the Adult Education Survey (AES), barriers to adult participation in learning are often linked to time constraints, whether due to family responsibilities or the work schedule.

However, evidence collected from countries has shown that adopting of certain practices in the way programmes are organised and delivered can facilitate adult participation in learning. Flexibility is vital, particularly with respect to modes of learning.

Consequently, the provision of distance learning (including e-learning and blended learning); breaking programmes into more manageable units of study or modules; credit-based qualifications; validating non-formal and informal learning; as well as ensuring permeability between levels and pathways, all contribute to lowering the barriers which hinder adult participation in education and training.

Furthermore, the Europe 2020 strategy (European Commission, 2010) stressed permeability and flexible learning pathways as a precondition for modern European education and training systems that encourage lifelong learning. In the latest lifelong learning strategy 2020–2030, the European Commission also emphasises digital societies - adult learning increasingly focusing more on the use of digital tools.

Finally, according to data from the Texas Adult Education Management System (TEAMS), adult learners who participate in blended learning outperform learners who only attend a traditional classroom, as well as learners who spend more than 50% of their contact hours at a distance. Unfortunately, few empirical studies focused on adult learners in Europe, especially using outcome data covering a complete curriculum or offering a 'reasonable alternative' to traditional experimental designs are carried out.

ICTs have become widely available to the general public, both in terms of accessibility and cost. According to the Eurostat statistics, by 2018, the share of EU-28 households with internet access had risen to 89 %, and 69% of people use mobile devices (smartphones, tablets, etc.) to connect to the internet. Furthermore, according to the Special Eurobarometer 460 survey conducted in 2017, 64% of respondents indicated that they are sufficiently skilled to benefit from digital and online learning opportunities.

Mobile devices, internet access, open educational resources (OER) and social media have a great potential for widening access to adult learning. They can support and encourage adults to participate in life-long education, whereas it is informal, formal or non-formal education.

Considering all data and research available, blended learning can potentially reduce some of the barriers they face, as they allow adults to choose the place, time and pace of learning. Educators and learners can equally benefit from blended learning in adult education. In a high-quality blended learning environment, learners can benefit from increased flexibility and diversity in learning opportunities and improve their digital skills. On the other hand, educators can reach more learners despite their location, find suitable mechanisms to recognise and respond to learner needs, and put the innovative and responsive curriculum into practice.

Adult learners' needs, covered by the blended learning approach, are:

Making decisions about their learning

As learners and educators co-create the curriculum based on the learners' goals and curiosity, learners start to see themselves as people who can learn and make decisions about their learning.

Having flexibility

Blended learning offers more choice and provides flexibilities for scheduling, setting practice times, etc. It is also more responsive to the way adults learn, beyond the narrow definition of learning styles, and better reflects the complex relationship between learning processes and knowledge construction.

Developing skills needed for successful employment

In a blended approach, learners use digital technology to engage in critical thinking and reflection, be creative and exploratory, and develop communication and problem-solving strategies. In addition, learners build digital literacy skills, critically analyse information for relevance and trustworthiness, and build self-advocacy skills. All of these skills are highly sought by employers nowadays.

Developing essential digital skills

In the age of digitalisation, a lot of traditional services are going digital as well. For example, national governments increasingly require people to access public services (such as healthcare, social assistance, benefits, and taxes) through online portals. This will likely be experienced as a barrier to receiving services for some people who do not have the required level of digital skills. Blended learning encourages self-empowerment by building digital literacy skills. Educators play a vital role in learners' access to online public and consumer services by offering situated learning opportunities where learners build confidence navigating and evaluating online environments.

Reducing costs and increasing accessibility

Blended learning is often seen as a solution to reduce the costs involved in traditional education. For example, it can reduce travel costs if the learner lives further from the adult education institution or in the rural areas. However, it is important to keep in mind that blended learning still requires an internet connection.

Building social connections and networking

Blended learning incorporates online social interactions, information seeking, exploration, entertainment, and many other reasons people use the internet for learning activities. There is collaboration both in face-to-face classroom group work and online group work. Through digital and face-to-face connections, adult learners build their networks, expand their circle of learning beyond the classroom, and discover those with similar experiences around the world .

Making learning more fun

Some adults, especially low skilled adults, may not have good experience with traditional learning. Blended learning adds the "fun" element to education, which is more likely to enhance engagement with the content, which also helps learners to enjoy learning. Gamification, for example, can range from online games to virtual environments that simulate real-world situations. In addition, interactive material tends to facilitate higher recall and better knowledge retention. According to a survey conducted by Quizlet, 83% of teachers and 65% of learners believe that class devices make learning more fun.

Educators' needs, covered by the blended learning approach, are:

Collecting accurate data

Blended learning programmes usually incorporate software that can automatically collect student data. This provides a more streamlined method for the educator to measure the student's progress – see student's performance and the areas where they may need a little more guidance, helping the learning journey become much more efficient.

Using time efficiently

Traditional learning usually involves educators spending time outside of class completing administrative tasks like printing out handouts, uploading attendance data, hand-grading assignments, etc. However, through the use of technology in blended learning, many of those tasks can be digitalised, allowing educators to spend more time helping learners comprehend the material and develop skills.

Redefining relationships

Blended learning provides a number of effective means for educators and learners to become more engaged with one another. In the end, both parties can benefit from this shift in the relationship. Teachers can stay in touch with student progress, while learners can ask more questions and gain more profound knowledge.

Increasing learners engagement

By providing digital opportunities for engagement, educators may see more engagement online from those learners who aren't as comfortable sharing in front of their peers in person. In addition, through digital learning and engagement tools, educators can create more fun and engaging learning environment rather than simply reading text off a slide over video software, making their work more enjoyable.

Providing flexibility

Blended learning gives educators more flexibility in adjusting taught material to match what their learners are interested in on the one hand and their learning styles on the other hand. Educators also have a wide range of resources to provide learning materials across different contexts available. For example, they could use lectures, tutorials, and practical settings when teaching a particular topic.

Learning new skills

As learners, adult educators also learn various skills through teaching using blended learning such as creativity, problem-solving, digital content creation, etc.

Organisations' needs, covered by blended learning approach, are:

1. Allowing to operate even with restrictions in place

Blended learning was (and still is) an ideal solution when in-person attendance is limited or not available. During the Covid-19 pandemic, this model allowed education to continue when it otherwise would have been paused.

2. Reducing the costs

Blended learning requires fewer educators and physical space compared to traditional learning. Thus, cutting the costs of the educational programmes, renting (if the organisation is renting large spaces) as well as material (whiteboards, markers, notebooks, etc.) and printing costs.

3. Attracting more learners

Not every learner, especially those living in a rural area, having movement disorders or conflicting work schedules, can or want to attend educational programmes in person. Opening up educational offers to be completed both in-person and online allows the organisation to reach new populations and attract more learners.

All in all, blended learning seems to have the potential to make adult education more attractive, accessible and effective for adult learners. Using blended learning makes educational activities attainable for those learners combining jobs, leisure time and family life, living in remote areas, or having specific learning needs. Less time spent in the classroom and the online delivery of study materials, assessment and coaching, are particularly convenient for adult learners who often have other priorities and commitments.



For educators, blended learning provides more data, flexibility, tools and methods to use in teaching and enables them to focus on actual teaching instead of administrative tasks. For educational organisations, blended learning provided and continues to provide a way to continue with their activities even in force majeure situations (such as the COVID-19 pandemic), which helps to reduce costs and attract learning coming from different backgrounds and areas.

2. DESIGNING EDUCATIONAL / TRAINING PROGRAMME'S: METHODS, TECHNIQUES, TOOLS AND AIDS

2.1 E-learning

E-learning is learning that leans on the use of technology in terms of delivery and fruition. It is a mode of distance learning that physically disconnects the trainer from the user while including technological devices to integrate the knowledge acquisition process. Distance learning has attracted increasing interest in the last twenty years, spreading even in the most prestigious academic realities.

The SAMR model: inspire while teaching

A theoretical model developed in 2010 by Ruben Puentedura (founder of Hyppasus) that identifies 4 different levels of the introduction of digital technologies in education, which in turn are divided into phases of Improvement (the first two) and transformation (the last two). The SAMR model is powerful because it enables us to think about how learning can be extended using technology. The four stages of the SAMR model are summarized below:

SUBSTITUTION

Tech acts as a direct tool substitute, with no functional change.

AUGMENTATION

Tech acts as a direct tool substitute, with functional improvement.

MODIFICATION

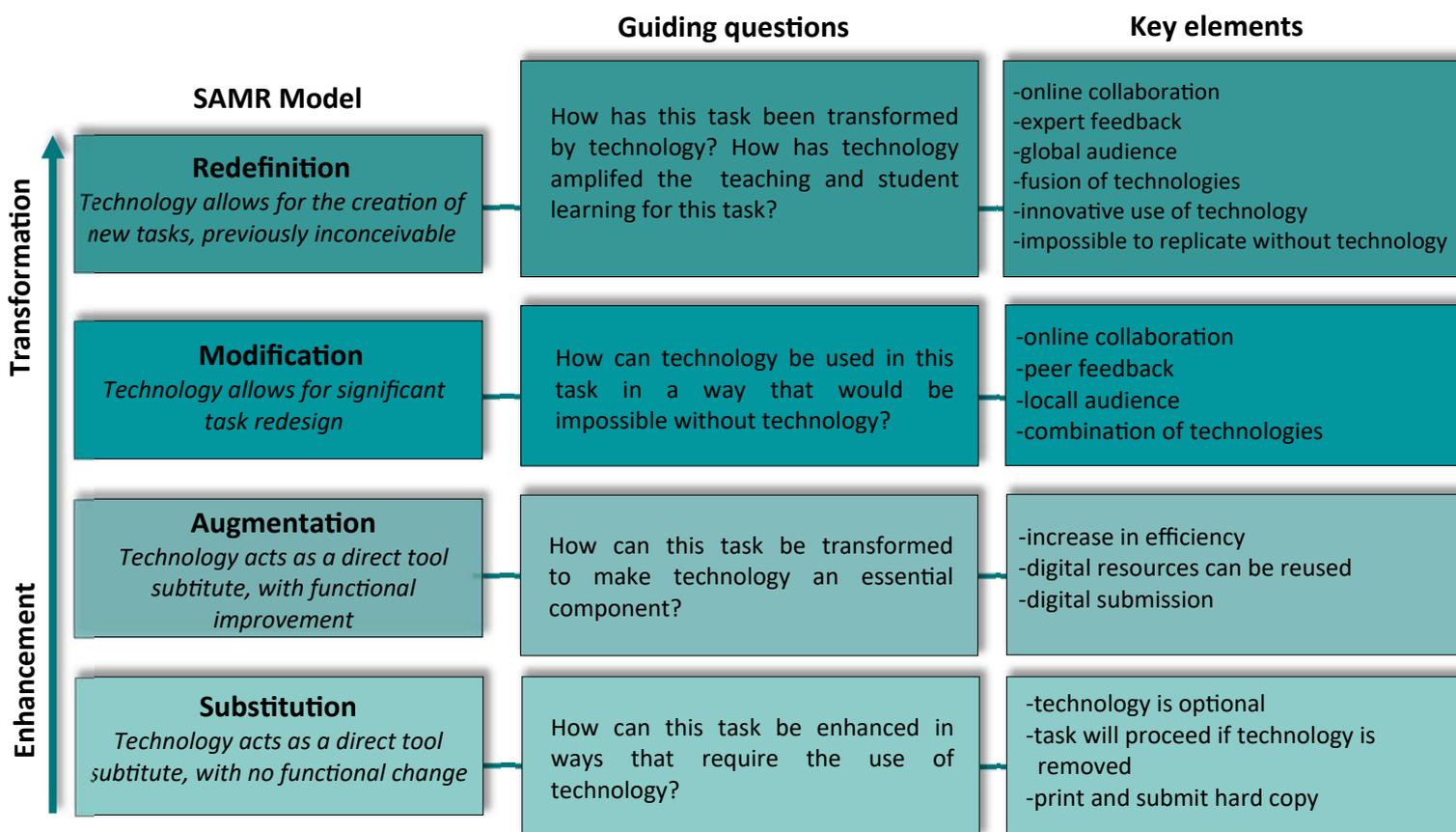
Tech allows for significant task redesign.

REDEFENITION

Tech allows for the creation of new tasks, previously inconceivable.

The SAMR model is essentially a planning tool that helps to design better learning activities for learners. Starting with a purpose and a precise lesson plan prevents technology from being used for an end in itself.

I want to use technology for a task with my learners — How can technology transform teaching and learning in my classroom?



Orizzontescuola.it

Types of E-learning

An initiative inaugurated by prestigious universities such as Harvard and MIT in Boston, which is progressively spreading to other universities, is that of Massive Open Online Courses (**MOOC**), open and mass courses accessible online, very often for free. Participation in these courses has been increasing over the years showing a steadily rising trend. A MOOC is one of the many different forms Distance Learning can take, but there are others. Here, in fact, we are interested in Blended Learning, a variety that combines traditional training with online activities.

2.2 Blended Learning

So, what is Blended Learning, exactly?

Blended learning is an approach that combines traditional and online teacher-led learning activities *with some elements of student control*. It identifies training paths involving an integrated use of different educational tools, combining elements of traditional education and technological tools. You should not confuse blended training with E-learning. While the latter takes place entirely online, the online part does not completely replace face-to-face training with a teacher in blended training. But most importantly, what is key to distinguish between traditional tech-based education or online courses and blended learning is **student control**. The student is empowered in blended learning, by being invested in decision-making, time management, and personalisation of content.

Why would we want it?

The search for quality and the need to ensure training excellence, able to keep pace with an increasingly interconnected society, is leading to rethink the traditional ways of organising and delivering education, not only in schools or universities, but also in corporate training in every sector and field. Blended training is the one that seems to respond best to this challenge since it can combine the advantages of interaction with teachers and peers with the almost unlimited potential offered by technology.



Technology serves the function of *enriching* the training experience and expanding knowledge of certain subjects. Multimedia tools also play a powerful role in amplifying cooperation as they allow for the sharing of content, which brings about a process of co-construction of knowledge. Nowadays, we interact with reality (and reality interacts with us) through a variety of devices, languages, stimuli. By integrating them in our teaching and training we will provide a more complex, direct, and diverse learning experience, thus contributing to the knowledge acquisition process.



Finally, Blended Learning can be particularly useful, especially when it comes to Non-Formal Education (**NFE**), because NFE requires methods and techniques that are non-hierarchical, participatory, student-oriented, and can integrate educational activities that go far beyond the traditional “exercise in class”. Moreover, by detaching the trainer from the learners for a part of the training, it allows for the student’s context to arise in all force, being ultimately integrated in the learning experience.



Blended Learning models

In general, a blended project involves a combination of:

- lectures or activities assigned to a teacher or tutor (classroom, virtual classroom, video, etc.);
- self-learning activities (digital content, Computer Based Training (CBT) an example may be language courses on interactive CDs, WBT (Web-Based Training Online version of CBT, refers to courses that can be followed with an Internet connection). But also manuals, texts, free resources, etc.);
- collaborative learning processes within a learning community (based on synchronous interaction, in the presence or at a distance (chat, videoconference), or on asynchronous communication tools - forums, mailing lists, newsletters, etc.).

Most learning experiences with Blended Teaching are based on four main models:

ROTATIONAL

Learners rotate through different learning modes. At least one of these is digital or online. Within this model, we can further distinguish:

- **Station rotation model:** wherein a physical classroom learners have one or more online stations available for in-depth study, research, etc.
- **Lab rotation model:** learners have access to a laboratory where there are online stations;
- **Flipped classroom model:** electronic teaching replaces in whole or in part the traditional one.
- **Individual rotation model:** each student has their own personalised rotation schedule between traditional classes and virtual learning moments.

FLEX

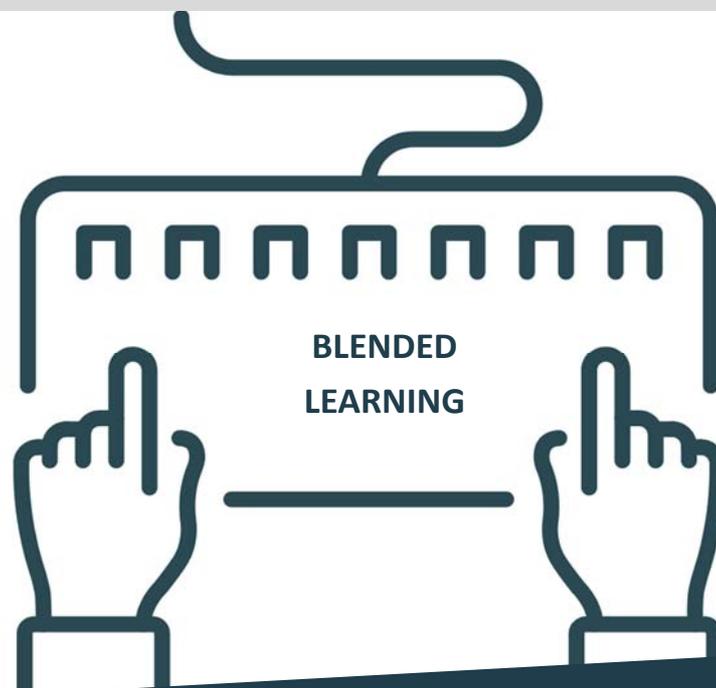
Learners do most of their activities online, inside the classroom and under the supervision of the teacher, who thus has more time to turn his or her attention to the most problematic learners.

A LA CARTE

The most customisable model for the student, who can autonomously build his or her own study plan, choosing online courses that complement or replace classroom lessons, which must remain in a predetermined quota. In short, while some courses are online, others are taken in school, so learners continue to benefit from interaction with teachers and peers.

VIRTUAL ENRICHED

Learners are free to complete coursework online and independently but have one-on-one sessions agreed upon with the teacher.



2.3 How to design an instructional programme?

When designing a course, you should look at the following elements:

- **Objectives:** identify the educational programme's learning objectives for each academic unit and each lesson.
- **Target:** Identify the target learners to whom the educational programme is addressed.
- **Expected outcomes:** Describe the teacher's desired outcomes.
- **Learning environment/context:** Identify the spaces in which teaching will take place (laboratory, classroom, DAD)
- **Devices available to teachers and learners:** Interactive whiteboard, PC, Tablet, Mobile phone;
- **Technological tools:** Choose the most appropriate tools according to the objectives (online research tools, email, cloud, network video, podcasts, images, e-books, presentations, documents, video recordings, teaching platforms, teleconferencing applications);
- **Teaching/communication strategy:** Frontal lesson, study groups, brainstorming
- **Teaching materials:** You should think of what kind of materials you will want to provide learners. The more diverse the materials, the more interesting and engaging your lessons will be. You will also need to think of what materials you will deliver for the online/asynchronous teaching part (this also depends on the blended learning model you choose – see above).
- **Timing:** You should consider when do you want to hold your (online and offline) classes. This also depends on the blended learning model you chose. Personalised models are more accessible in this sense because learners can choose to log in when they prefer.
- **Assessment tools:** You should think about how to assess your learners' progress. You can use both formal and non-formal, self-assessment tools and so on.

You can also refer to something called the **ASSURE** model, described below:

- A - Analyze Learners
- S - State Objectives
- S - Select Media & Materials
- U - Utilize Media & Materials
- R - Require Learner Participation
- E - Evaluate & Revise

Some tools for blended learning

There are many tools the teacher/trainer can use when designing a blended training. Some of these are:

GOOGLE CLASSROOM

It helps teachers organise classrooms, track usage of files, and give access to documents and related media

([https://edu.google.de/intl/en ALL/products/](https://edu.google.de/intl/en_ALL/products/))

ZOOM CLASSROOM

You can use Zoom to set up an educational classroom experience. Zoom Educational plans have a cost, but they are effective. More on this here:

(<https://zoom.us/education>)

KAHOOT!

Kahoot is “recommended as a digital learning tool teachers can use to facilitate student assessment and track student learning in a fun and engaging way”.

(<https://kahoot.com/kahoot-news/kahoot-highlighted-as-a-top-tech-tool-for-the-classroom/>)

VIDEOS AND VIDEO EDITING PROGRAMS

You can use videos in your activities, even interactive ones that the learners can play with. But you can also make learners create their own video to foster the learning processes (by producing content on a subject they will learn more about the subject). You can find a list of free video editing resources here:

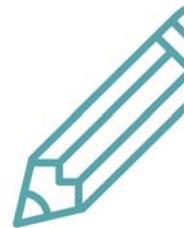
(<https://www.shopify.com/blog/best-free-video-editing-software>)

MOODLE

Moodle is an open-source learning platform, a software you can download for free, which is “designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments”.

(<https://moodle.org/?lang=en>)

Things to consider when designing a course



CONTEXT

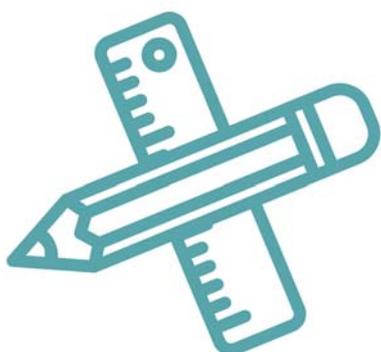
You should consider your learners' social, cultural, and organisational context when designing a course and while implementing it. The idea is that the learning experience becomes relevant to your learners' realities to make the content more attractive and the learning long-lasting. In fact, the transition between the learning process and the "follow-up" will be easier and the multiplication effect more impactful.

VARIETY AND RELEVANCE

Blended learning is mainly based on task-based activities. It is important to maintain engagement and motivation. Therefore, tasks need to be relevant, challenging, and attractive for the individuals and groups. Task-based learning is recommended for familiarising participants with the technical aspects of the platforms. However, it is essential not to turn it into a list of "to-dos" with a deadline, which might be associated with formal education. A "clear and effective" task-based learning at the beginning can be very discouraging in the long run.

HOLISTIC APPROACH

The teacher needs to take into account the cognitive, affective, and practical capacities of learners. Online learning might have some downsides that you need to counteract (e.g. the limitations of the virtual interface for dealing with emotions and the de-personalisation of the classroom; the tendency to mostly lean on "writing-based" tasks; the need to follow up online activities with offline practices within participants' different contexts). "The organisation of synchronic meetings, talking not just writing, the use of drawings, mindmaps, videos for certain parts of the training units and the participation in E-actions (E-consultations, E-campaigns...)" have been recognized as best practices for a holistic approach to blended learning.



2.4 To conclude

The inspiring principle of Blended Learning is flexibility and placing the student at the centre of the educational activity through new technologies, combined with the traditional interaction with the teacher and fellow learners.

The aim is to provide the learners with a complete, more prosperous, more formative experience, respecting their learning time, personal activities outside of school and, why not, their inclinations and aspirations.

As much as blended learning has been codified in four models, respecting the principles that differentiate this model from simple online training, its ways of application can be endless.

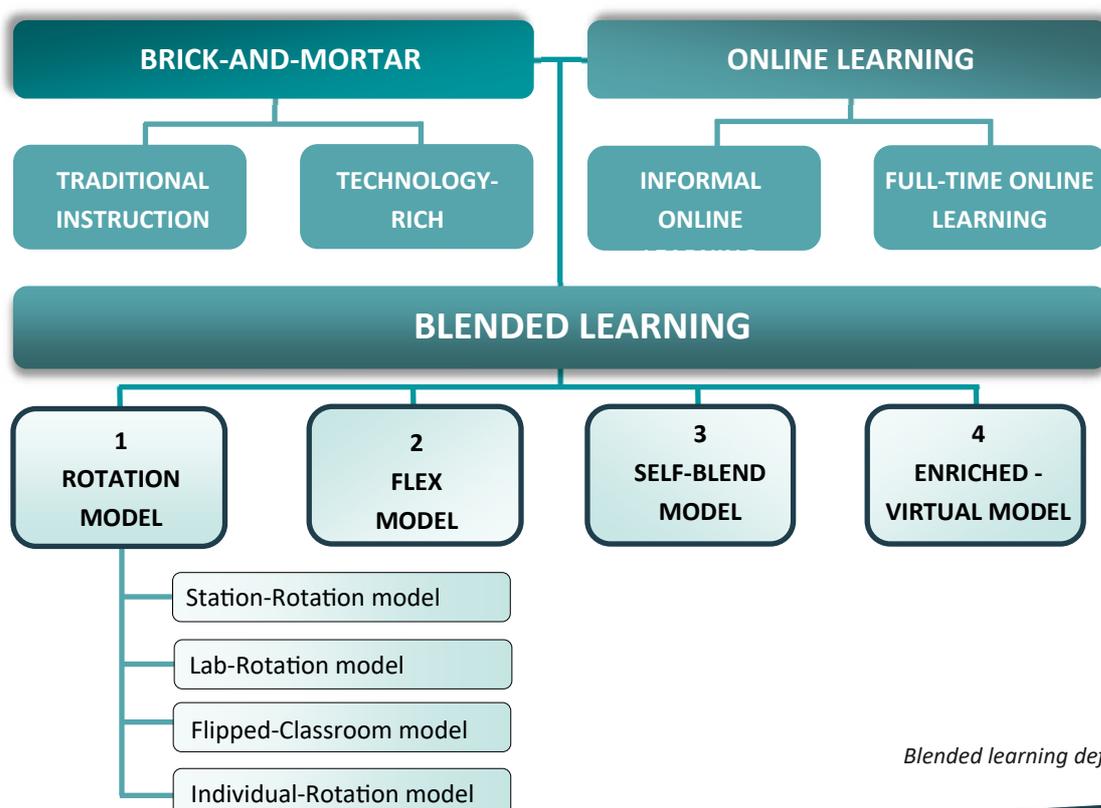


3. BLENDED LEARNING MODELS, HOW TO IMPLEMENT AND CREATE YOUR OWN TO SUIT YOUR CLASSROOM AND LEARNER NEEDS

Blended learning is where synchronous learning meets the asynchronous learning techniques, and both spheres take advantage. Blended learning not only benefits from the implementation of synchronous learning, but also has the chance to benefit from 'go at your own pace' techniques that are part of asynchronous learning. However, suppose you want to take full advantage of blended learning in non-formal adult education. In that case, it is a good idea to learn about the various blended learning models and how to utilise them. Blended learning means using the Internet to provide a more personalized learning experience for each learner, including greater learner control over the time, place, path, and pace of learning.

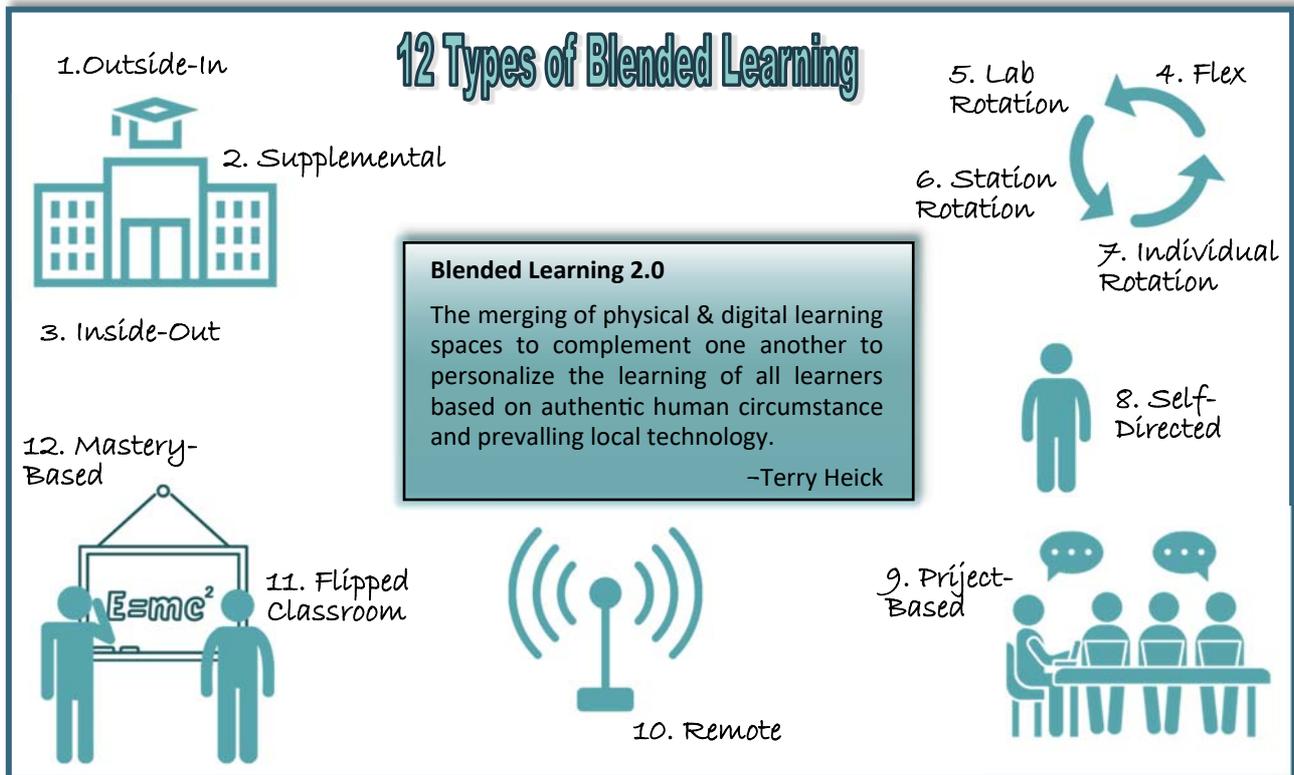
3.1 Blended learning models

As mentioned before, the Christensen Institute outlines four distinct models of blended learning. The majority of blended-learning programs resemble one of the four models: Rotation, Flex, A La Carte, and Enriched Virtual. The Rotation model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.



Blended learning definitions

TeachThought, an organisation dedicated to innovation in education, has distinguished 12 models: Station, Lab, and Individual Rotation Blended Learning; Remote Blended Learning (also referred to as Enriched Virtual); Flex Blended Learning; The 'Flipped Classroom' Blended Learning; Project-Based Blended Learning; Self-Directed Blended Learning; Inside-Out Blended Learning; Outside-In Blended Learning; Supplemental Blended Learning and Mastery-Based Blended Learning.



Types of Blended learning

3.2 How to implement and create your own model

The 'Flip Edu Up'-project aims to modernise the adult education and vocational training system through Blended Learning via the main objectives listed below:

- Improve the teaching skills of adult educators/trainers
- Improve the digital skills of educators/trainers and adult learners
- Improve the capacity of adult educators to deliver high-quality courses using blended learning
- Support modernisation of educational training systems
- Help prepare education providers' readiness, resiliency, and efficiency when handling force majeure situations by equipping them with tools and mindsets necessary to continue the learning process and progress
- Smoothen the transition from traditional classroom learning environments to online learning environments for situations where a hybrid/blended learning environment is not an option

The model 'FlipEduUp'-project proposal is based on the needs of the analysis system, blended learning management and collaborative/cooperative learning. For a better understanding we should imagine the learning process like a long journey in an airplane. That is why we called our model: **FlipEduUp plane knowledge model**.

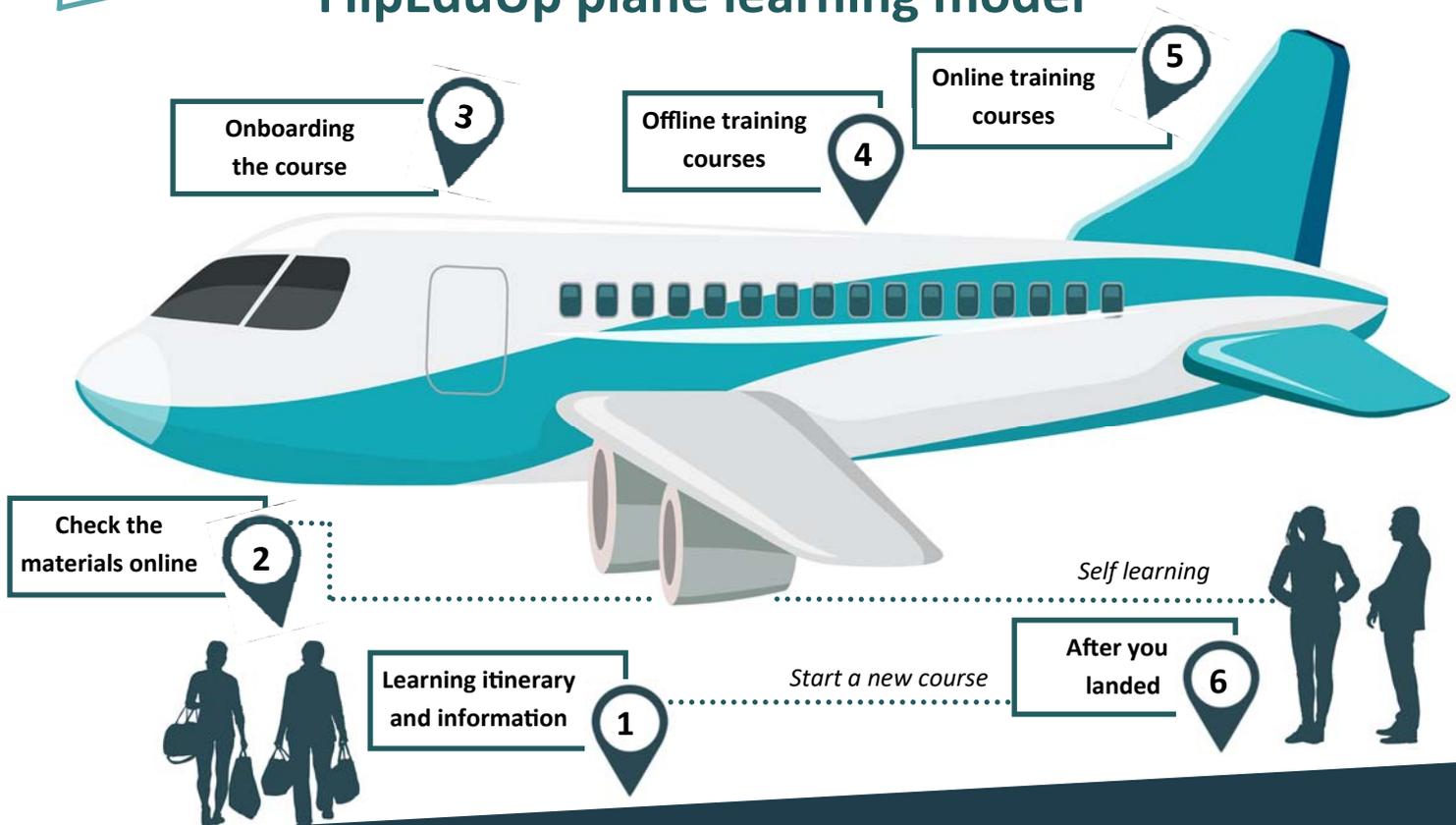
3.3 Flip Edu Up plane knowledge model

For many adult people to plan a Long-life learning trip can be a stressful situation due to learning restrictions, education warnings, terror alerts and high fees. The methodological methods are often confusing; however, with proper planning and preparation, learning can be successful and simple. It is essential to be thoroughly organised prior to arriving at the 'classroom' for an easy learning experience.

Adult learning programmes are being planned and revised on an ongoing basis, and geared towards the needs of different groups. As adult education is – at least in principle – characterised by voluntary participation, it is essential to investigate the interests of potential participants. For example, if an adult decides to develop language skills and his workplace does not offer the possibility to cover the language course costs, the adult actively looking for courses might be in the following situation:

- Search for the cheapest courses available in the market
- Search for the online course available in apps
- Search for language courses on the web
- Search for NGOs or associations that offer free of charge courses
- Weekend or flexible hours courses

FlipEduUp plane learning model



STEP 1: Print out your learning itinerary and information immediately after booking the course

Creating adult learning courses allows learners to expand their skills and build vital knowledge even if they are short on time and hesitant to hop on board the 'FlipEduUp plane knowledge mode'. The course we propose should use blended learning programmes that allow them to unlock new opportunities at their own pace and access online and offline training resources whenever convenient.

When the course syllabus has been created, you should give the adult learners the possibility to find the course using the media adults use in that region for finding information [Radio, newsletters, leaflets, webpages, apps...] and make it possible to download it to be analysed by the potential learners.

This step we call: Print out your itinerary and information immediately after booking the course. The itinerary [syllabus] states all the important information, such as course description, course goals, learning objectives/outcomes, assessment plan, schedule of activities, reading list. The itinerary or syllabus also works as a guide for adult learners. By setting course goals and adult learning outcomes, you inform the learners about the materials they will engage. The schedule also tells them what they should expect from the course and provides a timeline of these expectations.

Do not forget to bring the itinerary [syllabus] to the classroom.



STEP 2: Check the online materials

This step is important for the learner as he will prepare himself for the learning adventure. In addition, trainers must remember that learners are 'hungry for knowledge', so if they prepare some handouts for the future enrolled, it will give them an idea of what they would expect from the training experience.

Important when preparing ourselves for the course is the sources and paying attention to the date of adding the materials. One of the rules to be followed is AACC (Accuracy, Authority, Currency, and Coverage) which can be summarised in these sentences:

- check who published the source, its purpose, when it was created/updated, and its content.
- see if the content has any potential bias and, if a webpage provides references or reliable links to other sources, check if the materials are up-to-date.

When preparing for the course, try to deepen their knowledge of the topics to be discussed during the course to be active in the learning process. The teacher/trainer should prepare trivia and as many examples of practical application as possible for the knowledge to be acquired by learners.

Learning is an adventure, it is a fascinating journey! The better prepared you are for the journey, the more you will enjoy learning.



STEP 3: Onboarding the course

Onboarding the course involves integrating a new student into a pre-determined course or familiarising a new learner with the course mates and teachers/trainers. As we offer blended learning courses, the adult learner will be able to enrol in currently available courses in just a few steps from the project webpage.

Select the 'Go to class' button. This will take you to the course page on its learning platform. If this is your first course, you will need to sign up or register with your name, email and password. Some course platforms allow you to sign up via social media or ask for more contact information. Once you have signed up, you can click on the Enrol/register or Join course button to start learning.

Onboarding training is one of the most important activities in the learning process because thanks to this, we will avoid early leaving [drop out of learners]. This process will introduce the new responsibilities and make the learner familiar with the Educational Institution culture. Like any learning experience, effective onboarding is a journey, not a one-time event. Onboarding prepares new learners to become productive quickly and reinforce the decision to join the learning process.

STEP 4: Offline training courses

Face-to-face training also allows for a multitude of learning modes and styles to be met and ad-hoc teacher coaching, as the physical presence facilitates more interactive and practical activities that would not be possible online.

Although more time-consuming, less scalable and harder to organise than online learning, the face-to-face learning environment will always bring significant benefits to the learner and the overall learning experience.

During the face-to-face training period, some parts of the rotary model can be implemented:

- Station Rotation
- Lab Rotation
- Flipped Classroom
- Individual Rotation

In this modality, we suggest working in small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. The learners learn mainly on the brick-and-mortar campus, except for homework assignments and exercises in the following steps.



STEP 5: Online training courses: Self-Paced and Synchronic

This step will concentrate on the practical aspects of self-studies and use different methods like collaborative learning and self-paced online materials. We propose building a course on an online platform that learners can enrol in at any time they like and progress through at their speed without having to hit any deadlines of any kind.

It is important to remember that self-paced means that a learners' enrolment does not have to occur simultaneously. E.g., there are no 'cohorts' or 'intakes' of students on set start dates. Self-paced essentially means that anyone can start and finish at any time, and you can do it a-synchronic.

To make the course more participative, some activities from the 'Flex model' can be adapted. The exercises and discussion topics are part of online learning, even if it directs learners to offline activities at times. Learners move on an individually customised fluid schedule among learning modalities. The teacher/trainer should provide some online support on a flexible and adaptive as-needed basis through activities using video chat support. Instant messaging and chat applications offer the ability to communicate in real-time over the Internet. Many popular instant messaging apps also offer voice, video chat, and even screen sharing, along with text chat.

We suggest small-group instruction, group projects, and individual tutoring. Some implementations have substantial video chat support, whereas others have minimal support.

STEP 6: After you land – end of FlipEduUp training course

This step is just the start of a new experience. The learners should be able to continue their educational trip with or without the support from the FlipEduUp consortium. We call it the 'Long Life learning' process. We are aware that one of the most powerful ways to engage and inspire adult learners is to incorporate real-world activities. After landing from the 'FlipEduUp plane knowledge model', the learners are equipped with enough skills and competencies to continue their learning interest in a non-formal or informal way.

The learner has two possibilities:

- Enrol for a new learning experience - back to our 'FlipEduUp plane knowledge model'
- Self-learning activities - learners have been equipped with skills and competencies to discover new ways of learning by themselves.

Remember: You can always visit our 'FlipEduUp consortium' for some advice.

The learners will have access to our learning materials, activities and syllabuses and can continue to participate in the forums and counselling from our online help-desk as it is the case of an airline enterprise. The 'FlipEduUp consortium' will keep adult learners engaged by giving them continuous updates on social media and other online platforms. The key is to support learners actively involved in the learning process in a non-formal way.

Design memorable eLearning courses that cater to the individual needs of adult learners and make the most of eLearning authoring tools is our objective.



4. Implementing the Educational/Training Programme

The implementation of an education or training programme in adult education literally presupposes that such an education or training programme already exists. And this sequence is also observable in the reality of adult education: teaching is always based on preparatory work and is never created ad hoc without preconditions. No instructor will enter a teaching/learning situation without having a plan and the necessary teaching materials at hand, no participant will have decided on a course offer without being roughly informed about the contents and methods via a course description and will have identified the course offer as suitable for him/her on the basis of his/her already existing knowledge and skills and ambitions. Both - instructor and participant - meet in adult education on a "contractual basis" that provides for intentional learning and is characterised by a shared intention, a division of roles and functions, and a certain degree of planning and control.

However, for implementation to succeed as optimally as is undoubtedly desired by all, the educational product itself has to be well developed, and the implementation should be carefully planned. This chapter focuses on this planning process. It shows which functions or staff members should be involved in these planning processes, which planning topics are on the table and which development results they should reasonably be able to follow up on. The planning topics relevant to implementation are presented in a way that takes into account the specificities of adult education institutions and allows instructors, developers and management of an educational institution to follow up seamlessly with their reflections.

4.1 Developing and/or teaching in adult education

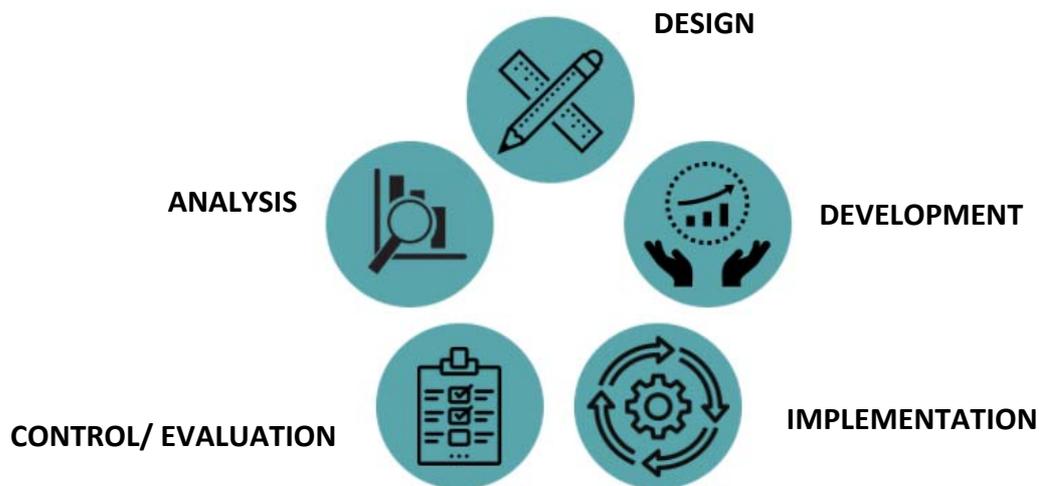
Depending on the institutional context (financial resources, personnel, organisational structure, educational programmes) and on the further embedding in the legal regulations and the cultural and habitual orientations of the given educational system, the development of innovative educational products can be a highly specialised task for which a number of models and procedures have been developed over the past decades.

Practical experience shows that in some countries, such as the Netherlands or the USA, a clear distinction is made, functionally and often in terms of personnel, between lesson development and lesson delivery. There, usually it is common practice in larger institutions to set up education or training programmes and have them prepared by selected adult education instructors or even by specially designated instructional designers and training developers.

The education or training programme is then implemented by instructors who deliver the lessons. This division of labour may be reflected in the staffing plan as a distinction between instructional designers and adult education instructors.

In German-speaking countries, on the other hand, a more integrated, holistic approach has traditionally prevailed, with adult education instructors developing their educational product, although in some areas of adult education, e.g. language teaching, they are strongly guided by books and materials published by textbook publishers. This special type of adult education instructors takes care of everything, including implementation. Educational/training programmes in the narrow sense play a subordinate role; teaching in adult education is also meant to be a highly individualised affair from the instructors' perspective. However, it remains to be seen whether and to what extent this approach will change in the course of the digitalisation of educational resources and the growing importance of "finished products" such as MOOCs, explanatory films, e-learning modules, etc. in adult education institutions.

4.2 Implementation as a phase of the generic ISD process: the preceding phases



Either way, from the perspective of instructional developers, the implementation of an educational product as an ensemble of planned procedures and instructional tools and media into the everyday life of an educational institution requires its creation. The transition between the two can be represented in a generic process of instructional system development (ISD) that dates back to work in the 1970s and is divided into five phases, namely (1) analysis, (2) design, (3) development, (4) implementation, and (5) control/evaluation. A multitude of later ISD models have partly critically dealt with this generic process model as well as with the concern of ISD in general. Nevertheless it is very suitable, at this point, to pragmatically contextualise and systematically unfold the subject of this chapter, namely implementation. As can be seen, implementation is one of the phases. It begins when the development of the education/training programme is largely complete. What is present at the transition between development and implementation, that will first be described as the starting point.

RESULTS OF PHASE 1 „ANALYSIS“

In the analysis phase, the teaching problem is first clarified and defined, and the addressees' already existing relevant knowledge, skills, and attitudes are estimated. Assumptions are made about the learners' resources or willingness to bring them to the learning process. These are time resources, relevant for determining the workload, but also their learning environment and their learning strategies. Teaching objectives or teaching goals are then defined, and appropriate teaching strategies are selected. Whether and to what extent the educational institution can activate the time, financial, and qualification resources to implement the teaching strategies considered is also taken into account. At the end of the analysis phase, two things are clear: (1) whether and to what extent a course, training or similar adult education product can solve a specific problem, and (2) with which andragogical strategies this can be achieved effectively and efficiently. Thus, the legitimation basis for further product development has been created, the cornerstones for further methodological-didactic development have been worked out.

RESULTS OF PHASE 2 „DESIGN“

In the design phase, learning objectives are formulated, the relevant teaching material is collected, analysed and reduced in didactic terms. Lessons are planned and it is systematically decided what is to be taught and how. At the same time, instruments for observing and assessing learning progress are selected.

At the end of the design phase, the development work has already made significant steps forward. Now the methodological-didactic strategy has been worked out, and in the case of blended-learning products, media-pedagogical and technical aspects are considered. The material or content analysis is available, and the lesson plan has been prepared. Storyboards have been developed for any planned e-learning modules, explanatory videos, edcasts, etc., the graphic design and the user interface have been defined and templates prepared.

RESULTS OF PHASE 3 „DEVELOPMENT“

In the development phase, the developers process the content created in the design phase with more or less extensive technical support, depending on the e-learning formats chosen and the relevant software. During the development phase, the innovative educational product with all the materials created is tested according to a test plan and revised based on the given feedback.

At the end of the development phase, the education/training programme or the innovative educational product is ready to the point where the focus can be on implementation.

4.3 The implementation phase: tasks and staff

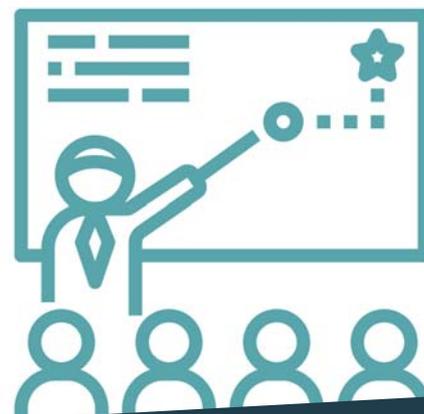
In the development of education and training programmes, i.e., large standardised educational products that are produced at considerable expense and later distributed many times, the development of the actual educational product is systematically followed by considerations of how the educational product can best be introduced into the educational institution and realised there. These considerations result in an implementation plan, which traditionally includes establishing the ability of the instructors to implement the educational product and preparing the learners for the educational product. In blended learning programmes, it is reasonable to extend this implementation plan by a technical plan.

It is evident that the implementation plan should not be prepared alone by the developers working in phases 1 to 3. The pedagogical and commercial management, human resources development, marketing and technology should be involved in the development work at the necessary points. It is also important to involve stakeholders and potential participants to take up their comments when planning the implementation.

4.4 Preparing the instructors: the instructors' plan

Instructors play a significant role in adult education (as in other education sectors). Therefore, when introducing a blended learning product, it is essential to familiarise the instructors with the educational product so that they can apply it and perform their andragogical tasks as usual. How this can be achieved is the subject of analysis and planning, the results are reflected in the instructor plan. The focus of this plan is traditionally the classical training of instructors, but in fact, the methodological spectrum should be thought of in a much more variable way today. And: according to the motto "Practice what you preach!" it should come close to the innovative educational product in terms of methodology, media, tools, and material when designing and planning the measures. So, it is not wrong if elements of the blended learning product could be found again, as long as they are effective and efficient.

The instructor's plan should already specify the tools and the content, as far as possible, in addition to the time frame, responsibilities and budget. The following sections are intended as a suggestion for the preparation of instructors as part of a more extensive education and training programme, but they are also suitable as a stimulus for the implementation of smaller educational products.



Requirements for the instructors implementing the education/training programme/product



When formulating the requirements, the results of the analysis phase are used. Still, the original assumptions must be checked in light of the actual development results and revised if necessary. It is helpful to distinguish between general and specific requirements. General requirements are requirements that the educational institution generally places on its instructors. In the case of instructors who are already in the service of the educational institution, they should be regarded as fulfilled. Specific requirements result from the particular characteristics of the educational product. In principle, they can be content-related, but they can also show themselves in the methodology, in the selection of technical means or very fundamentally in the design of the instructor-participant relationship. The specific requirements can be formulated very simply in the dimensions of knowledge, skills and attitudes and are - formulated concretely enough - the basis for the assessment that follows.



Assessment to determine training needs

The catalogue of requirements, and the catalogue of specific requirements, provides the basis for the assessment. The assessment should consist of two parts: a self-assessment questionnaire and a staff interview in which the self-assessments are validated communicatively. For the self-assessment sheet, items are derived from the catalogue of specific requirements; they are given a Likert scale and arranged in a meaningful way. If the educational product has a high degree of innovation, the specific requirements should be transferred into a self-assessment form. Suppose the innovation is only in parts of the educational product and it can be assumed that the instructors have the required competences in the other parts. In that case, the self-assessment sheet can also cover only the innovative parts. The results of the self-assessment are presented to the manager by the instructor in a staff meeting. The instructor can receive feedback and, if necessary, to adjust his or her self-assessment.

Individual learning and development plans



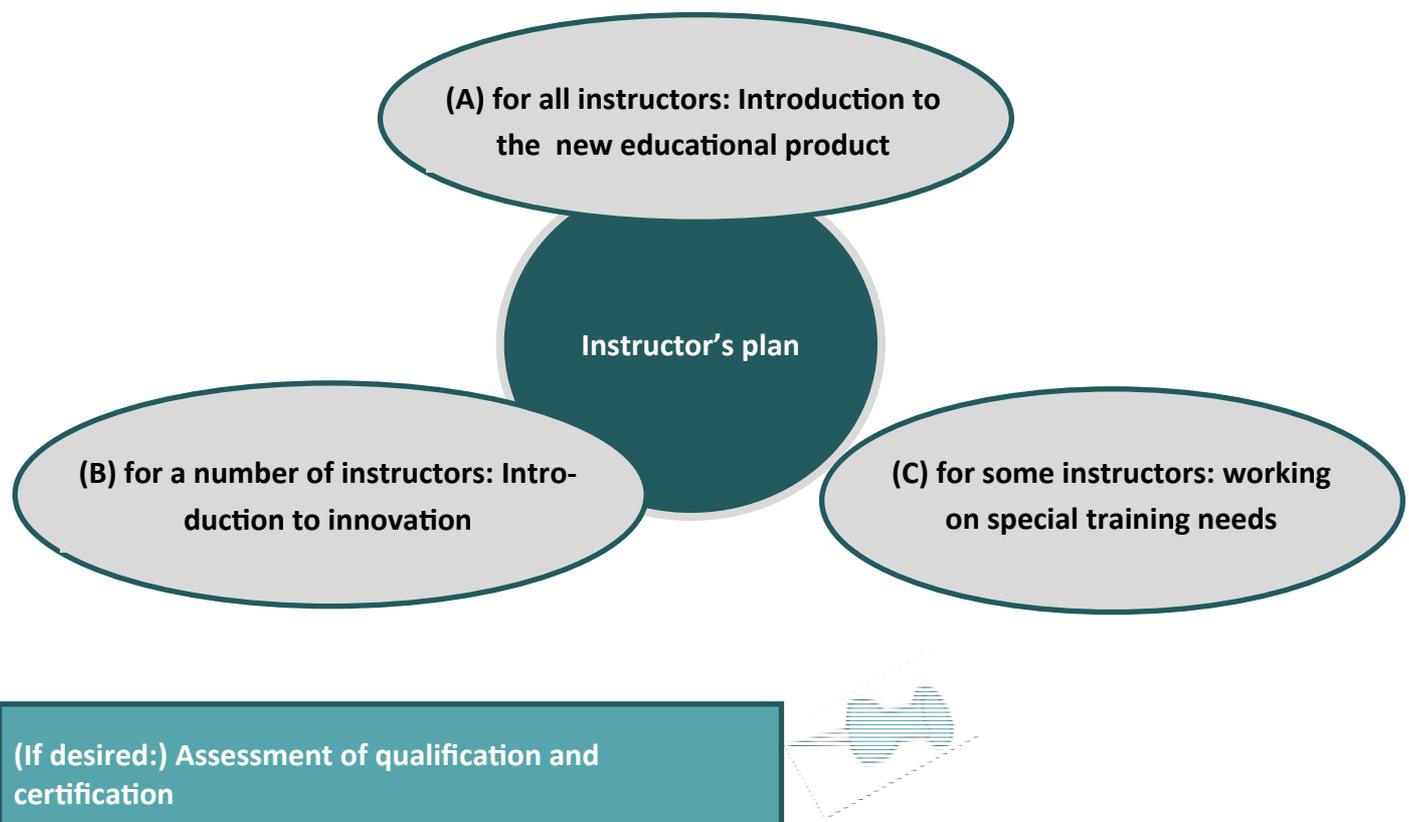
To save the resources of both the educational institution and the instructors, it is recommended to prepare the staff as precisely as possible. In the above-mentioned staff meeting, an individual learning and development plan is compiled based on the degree of fulfilment of the requirements. The guiding question is how the gap between requirements and existing knowledge, skills and attitudes can be closed in such a way that the instructor can implement the educational product at the intended moment. In preparation of the instructor plan, a categorisation into three training needs groups is useful, for which packages of measures are then put together:

A: All instructors have a knowledge gap: they all do not (yet) have an inside view of the educational product. The instructor plan should provide an outlook on a basic instructor manual that explains how to use the educational product in all its parts and describe a blended learning training that helps the instructors to familiarise themselves with the educational product.

B: A considerable part of the instructors have a common innovation gap. As shown above, it can be in the content area of the educational product, but also in the methodology, in the means, and so on. For this group, it is worthwhile to define a measure that is precisely tailored to them. If, for example, the educational product is about a particularly innovative approach to nutrition in old age, which many instructors in home economics have never heard of, then a set of books may already be the decisive step towards closing the knowledge gap. If the educational product is a new relaxation technique that the instructors in the health department are not yet familiar with, then specific training is needed, which can either be designed by the instructor or bought in from outside. At this point, the instructor plan should make plausible assumptions about the training needs and give an outlook on how these training needs are to be met. It should also describe how it will be determined whether the training needs have been met and to what extent. The STARR analysis can be used for this purpose, as well as peer feedback.

C: A small group of instructors will have very specific training needs that are unpredictable, require individual solutions and for which an organisation cannot prepare, even if it respects the principle of efficiency. In these cases, the manager, if necessary, with the support of HRM, should be able to point out a perspective very quickly. It is also very important to communicate the financial framework of such a solution transparently.

The staff meeting ends in each case with an individual learning and development plan, which shows the gaps to be closed and the measures agreed upon.



Whether and how fulfilment is determined and certified after the individual learning and development programme must be answered within the institutional context and with regard to the new educational product to be introduced. Some educational institutions record the work on the individual learning and development plans and performance on the formative and summative assessment moments provided therein and consider this sufficient.

Some other educational institutions emphasise a final proof of achievement and certification. There are also educational products where the introduction, preparation and acquisition by the instructors ends with a certificate that must be renewed at regular intervals. The instructor plan should also make clear statements about this and describe the relevant procedures.

(If desired:) Implementation support, e.g., through collegial consultation



Depending on the degree of innovation, it may make sense to include implementation support in the instructor's plan. Experience shows that nothing is as accurate as reality, and some problems only arise in the implementation itself. A very suitable format for implementation support is collegial consultation. Here it is possible to look at one's practice together with other instructors, to get collegial feedback and, under certain circumstances, to look at alternative solutions. Other terms are also largely used synonymously for this format: Intervision, collegial case discussion and sometimes also experience exchange groups.

These are the content areas described in detail in the instructor's plan. Whether all the work is described conclusively depends on the scope of the mandate that the development group has received from management. Suppose the mandate includes the creation of operational materials such as self-assessment forms or instructor handouts in addition to the more conceptual statements in the Instructor Plan. In that case, this is seamlessly possible and makes a lot of sense, especially if it must be done quickly. It can be assumed that the necessary development capacity will be available by expanding the developer group as suggested above.

In addition to the content areas, the instructor plan also makes statements about the time frame, timeline, resources, and responsibilities. These aspects fall within the core area of management to be involved in the extended development group. These will not be discussed further at this point.



4.5 Preparing the participants: the participant plan

Prepare the participants for the new educational product that has been developed? How is that supposed to work? The participants only become participants when they take part in the developed innovative educational product, course, training etc. Or?

Correct. Adult education institutions usually function in such a way that they offer courses, trainings, workshops, lectures, educational trips, etc., to a broad public with the help of a printed programme booklet, their website or via social media. The range of topics is vast: political education, cultural education, foreign language learning, health education, family education, digital education, basic education, etc. Interested people decide to participate based on the available preliminary information and sometimes also after educational counselling, then participate and then end their participation again. Their participation status ends after only a few hours in the case of a lecture, sometimes after 10 weeks in the case of a language course, perhaps after a year in the case of a literacy course. The organised educational processes at an adult education institution are small-scale, with the consequence that the participants lose their status as participants very quickly.

This fundamentally distinguishes adult education institutions from other educational institutions such as schools and universities, which lead their learners to state qualifications with a curriculum lasting several years, or from the in-house continuing education of large companies. In contrast to adult education institutions, these education providers have a close, binding relationship with young or adult learners. If they introduce an innovative educational product, it indeed makes sense to prepare the learners, pupils, or participants for it. And it is also possible.

Nevertheless, adult education institutions must deal with questions that typically arise when creating an innovative educational product. Let us take an example of an adult education institution in a rural area with a large "foreign language learning" department. Before the Covid-19 pandemic, the language courses always took place locally in a slightly larger town in the house of the educational institution or nearby schools. During the pandemic, everything collapsed, but with the help of Zoom/Skype/Microsoft teams and other platforms, some of the courses continued with commitment from individual instructors. The educational institution used the pandemic to thoroughly revise the language courses and implement a blended learning concept. The task now is to attract the necessary number of participants and enable adults to participate in this new educational format.

Marketing for the innovative educational product in adult education

Adult education institutions usually have a marketing plan in which the objectives and strategy have been defined based on the results of a SWOT analysis, a portfolio analysis or similar procedures, and decisions have already been made on the so-called marketing mix at the operational level. This marketing plan is now a very helpful and at the same time binding framework when it comes to placing this innovative educational product on the market.

In the case of the educational product mentioned above as an example, a new strategic analysis can be pragmatically dispensed with, since the regional market will hardly change, and the customers' need to learn a foreign language together with other people will continue to be served. It is important to make decisions at the operational level. The marketing plan already gives clear guidelines at the operative level, most likely based on the concept of the marketing mix, an operative planning instrument, initially intended for the industrial goods sector with the **4 P's**:



and later extended with a view to the service sector and the growing importance of relationship marketing by the **3 P's**:



If the operative marketing mix is now applied to the introduction of an innovative blended-learning product, there are some particular challenges to be considered, which are listed in relation to each of the 7 P's.

PRODUCT

The product or service policy is the core of the marketing mix. It deals with all decisions regarding the product or service programme of a company. The aim of the product or service policy is to create a real benefit or added value for the (potential) customer - and for the company to gain a sustainable competitive advantage. The innovative educational product was probably launched and created for this reason.

PRICE

Pricing policy is concerned with determining the type of compensation that customers must pay for using the company's services. In the case of continuing education products, these go beyond the actual participation fee: time spent travelling to the event location, money for travel, time spent during and after the event, etc. The price policy should also be considered in the case of our exemplary blended learning product. Typical instruments of pricing policy are prices, discounts, price surcharges, indirect price reductions such as free trial goods, etc.

PLACE

Sales or distribution policy deals with the placement of a product. It deals with all decisions aimed at ensuring that participants can obtain the services offered. An innovative educational product that has required significant resources should be put into the proper distribution channels of an educational institution.

PROMOTION

Communication policy is concerned with promotion. It includes all decisions concerning the communication of products or services as well as of a company or organisation. At least three functions of communication can be distinguished: (1) information about the product or service and the company; (2) influencing the expectations, wishes, and attitudes of the customer regarding the products and the company; (3) confirmation of a purchase decision that has already been made. Especially when introducing an innovative educational product, all three functions should be served with the whole range of communication instruments.

PEOPLE/PERSONNEL

Human resources policy is particularly important for service providers, as the product, in our case an educational service, is created directly at the customer and with the customer. Educational services have the character of a co-creation, the satisfying or even inspiring result depends decisively on the participant's binding commitment in the relationship with the instructor until the learning goals are achieved. It is evident that the instructors are a vital factor, especially when introducing an innovative educational product.

PHYSICAL EVIDENCE

The equipment policy determines whether a service provider is trusted to deliver a service reasonably without further knowledge of its processes or outcomes. With a blended learning product, the focus of this policy expands. It is also relevant whether and to what extent the technical equipment and the virtual learning environment can inspire the participants' confidence in the performance of the educational institution.

PROCESS

The process of service provision determines whether the customer is satisfied. Methods such as Critical Incident Analysis or Service Blueprinting help to consistently align the business processes - and here, from the customer's point of view, the core processes and support processes are particularly relevant - with the customer and to formulate quality characteristics. The existing process policy of an adult education institution has typically already regulated the processes in the front office, where information, registration, payment, cancellation, rebooking, etc., are concerned. With online and blended learning products, there is now a need for technical-administrative support in the event of difficulties in the digital learning environment, which needs to be regulated in terms of process policy.

It is obvious that discussions and clarifications are needed at every point. The results should be reflected in a small product marketing plan that makes statements on at least the following points: Marketing goals expressed in number of enquiries, number of registrations, number of participations, number of product implementations, etc.



Such a small product marketing plan will help to implement the innovative educational product successfully in the market.



Familiarise participants with the innovation

Whenever digital elements are integrated into traditional teaching formats in adult education, a high degree of sensitivity to the reality of digital competence is required. The often-used figure of the digital native and the digital immigrant has long hidden the fact that digital wisdom is rare and often shows up where one would hardly have suspected it. As long as this is the case, it is highly recommended to be aware of this kind of digital obscurity in the design and development phases. It is advisable to integrate an orientation and familiarisation phase into the blended learning educational products themselves at the beginning, focusing on the digital learning environment. This is the perfect way to introduce participants to the innovative way of working and to practice it. If the blended-learning product starts with one, two or even three on-site meetings, each participant can also bring their device; they try it out together, learn from each other, and the instructor can provide assistance. Such an approach also leaves instructors confident that they will not lose any participants in online phases.

4.6 Prepare the learning environment: the technical plan

The technical basis for a blended learning product was already created, at least in part, in the development phase, without which the development of the innovative educational product would not have been possible. However, what worked for the developers does not necessarily work for the participants. Introducing a blended-learning product with its multimedia learning environment requires a great deal of attention in the run-up to the course, the training, etc. The participants must be able to follow the course. Realistic planning and testing of functionality may still reveal the need for investment to implement the educational product satisfactorily at all. It is important to consider which learning materials and which technical equipment the participants can provide themselves in this context. Statements on this have already been made in the analysis and design phases; they are to be consulted at this point, critically reviewed, revised if necessary, and considered in the technology plan.

The analyses, planning and testing are reflected in the technical plan. It should contain statements on at least the following aspects:



TEACHING MATERIALS



MEDIA



TECHNICAL INFRASTRUCTURE,
EQUIPMENT



Teaching materials

In this context, teaching or instructional materials are understood as aids used by instructors in face-to-face lessons. These can be a blackboard, a whiteboard, a beamer, but also demonstration devices and objects or tools and machines (in craft lessons, for example). This also includes worksheets that are used in face-to-face teaching. Even though blended learning products may draw a lot of attention to the newly added digital learning environment, the didactic design of face-to-face teaching should not be neglected. Only in this way can the claim be fulfilled: The best of both worlds!



Media

The use of media has been part of everyday teaching for decades, be it the picture projected on the wall, the sound recording or the film. These analogue media have been largely replaced by digital media in the classroom; pictures, films and sound recordings have been digitised, as have books and magazines. Websites on the internet, digital learning games and many other applications that can be used in the classroom have not only expanded the learning environment, but traditional face-to-face teaching itself is more multimedia than ever before. In the run-up to the implementation of the innovative educational product, access and the rights of use of the different media must be clarified and ensured. The technology plan must make statements on this and ensure that the use of the selected digital media is possible and legally compliant. The registration procedure must be described if the educational institution uses a digital learning environment such as Moodle or similar for the innovative educational product.



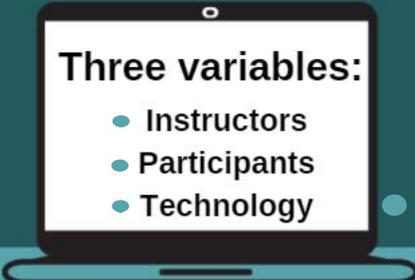
Technical infrastructure/equipment

There is no electricity at every seat, no Wi-Fi in the classroom, and half of the participants don't have a laptop. This is precisely the horror situation that throws many a lesson plan out of kilter and leaves the instructor and the participants perplexed. To prevent this from happening, the technology plan makes precise statements about what is required for implementation. If participants bring their own devices, procedures are described on how to clarify this in advance of the implementation and how to deal with deviations in the teaching situation.



4.7 Implementation - an (often) overlooked challenge

This chapter focused on the careful planning of the implementation of an innovative educational product in adult education. The preparation of the three relevant variables for the implementation of a blended learning product was dealt with in detail: Instructors, participants, and technology. This structured presentation is suitable as a starting and orientation point for one's implementation planning, beginning with the definition of adapted procedures and ending with implementation plans, which in their planning depth serve the needs of the individual educational institution and can ensure the successful implementation of the innovative educational product.



Three variables:

- Instructors
- Participants
- Technology

This success cannot be taken for granted. In many areas of our society, there is a structural implementation gap between knowledge and behaviour, which is particularly evident regarding a healthy or ecological lifestyle. Even newly developed educational products in adult education do not speak for themselves; considerable resources and a planned approach are needed to place them successfully on the market.

5. Evaluation of the Educational/Training Programme

5.1 Purpose of evaluation

Educational evaluation is an ongoing process that collects and critically analyses all available information about the learner, teacher, educational programme, and learning process. Evaluation process helps to identify problems and find the appropriate solutions. The purpose of the evaluation is to judge a programme, improve its effectiveness and inform about programme decisions. Furthermore, the information gathered indicate whether the programme serves its purpose and whether the teaching methods and approaches have been effective. Ideally, evaluation should include online and face-to-face classroom learning, emphasising combining the two to achieve the course objectives.



Effective guidance can only be done after proper evaluation. Teachers need to have the appropriate knowledge and information about learners to be able to guide them. Learners can also benefit from gaining insight into the programme through evaluation. They can express their opinion about the programme, needs and expectations.



One of the purposes of evaluation is internal and external responsibility. Evaluation helps to understand the programme's impact on student learning, determine whether there have been changes, and determine whether the programme has achieved the objectives and needs of learners. External accountability refers to reports on the effectiveness of the program to government organisations and funding agencies.

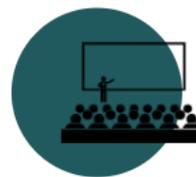


5.2 Who should be involved in the evaluation?

Evaluation is less subjective and higher quality if there are several evaluators. It should involve:



LECTURER



TEACHING PEERS



COURSE LEADERS



LEARNERS

Learners are not only receivers of knowledge but also active participants in the evaluation process. Therefore, they should evaluate teaching. Using learners as evaluators should not mean replacing any other evaluation. Instead, it should be seen as an additional source of information and as part of a broader peer and self assessment approach to the quality of teaching.

Student evaluation of teaching is usually done at the end of the semester. It can help teachers and course leaders improve the overall effectiveness of the course and determine if the course objectives have been met. Evaluation allows teachers to adapt their teaching methods and instructional approaches to learners' needs. Therefore, **teachers** must constantly evaluate their teaching based on learners' reactions, interests, motivation, willingness, participation, perseverance, and achievement.

Learners' assessment data can also be used as an evaluation. Evaluation assesses the quality of learners' work on the basis of established criteria. Assessment can help identify change in knowledge and skills and their consistency with course objectives. Information can be collected through various products, observations, and conversations that reflect how well the learner is achieving the objectives. Gathered data can help teachers to point out which course objectives and content need additional revision. Teachers provide learners with feedback that leads them towards improvement.

Finally, teachers should establish regular **peer evaluations** that provide additional insight into course design and teaching approaches. Peer evaluation consists of the review of teaching performance to assess and improve the quality of teaching. It offers an opportunity for peers to observe one another's teaching strategies and provide feedback on course materials, teaching efforts, and design. Discussion and reflection among observers and observed is crucial in peer review. Prior to the evaluation, the teacher should take into account the type and purpose of the peer evaluation, the evaluator's knowledge of the assessment of the blended learning, and the evaluation rubric.

5.3 How and when should evaluation take place?

Evaluation can be formative or summative. Each type has a unique role in the learning process. The use of different types of assessment and instruments ensures objectivity and enables the triangulation of data.

Formative evaluation

Formative evaluation is performed during the programme and is more diagnostic. It provides feedback on course content, teaching methods, learning activities and achievement of objectives. This form of evaluation has the advantage of being able to improve teaching and learning immediately. In addition, teachers gain insight into what learners have learned, have problems with or may need more help .

Formative evaluation can be done through classroom polls, exit tickets, quizzes, check-ins, stoplight approach, rating, etc. Exit tickets are quick written responses that show learners understanding of the lesson. Check-ins include informal questions that require little to no planning and can be inserted into any part of the lesson.

With the stoplight approach, learners display colour according to their understanding of lessons. The green light indicates that they understand the lesson, the yellow light they still have questions and red colour they don't understand the lesson and need more time or help. Another strategy is rating, where learners show a number from one to five to show their understanding of the lesson.

Summative evaluation

Summative evaluation is conducted at the end of a semester, term or unit. Its purpose is to provide information on the achievement of programme objectives and students' specific learning outcomes. Learners show the acquired knowledge and achieved standards. Teachers can perform summative evaluation with tests, projects, portfolios, etc.



5.4 What should be evaluated?

The main evaluation categories are teaching, learning, course outcomes, learning resources, and quality of assessment.

The **teaching** category includes the following criteria: relevance of the proposed activities, quality of teaching materials, communication tools, organisation of curricular units. In the sub-category, lecturers, we evaluate scientific or pedagogical skills, dynamism and monitoring in the implementation of face-to-face and online activities, skills to motivate learners, the quality of feedback to learners, etc.

The **learning** category includes interactions within and between groups, assessment strategies, development of curricular competencies, type and relevance of assessment tools, etc.

Evaluation of **course outcome** should reflect learning goals of the course. Learning outcomes identify the specific knowledge and skills that learner should be able to do at the end of the course. They can be graded or ungraded. Learners can demonstrate skills through writing, successfully accomplishing tasks, creating product or presentation, etc.

The evaluation of **learning resources** assesses the effectiveness of teaching and learning resources in achieving the goals and objectives of teaching. Teachers are responsible for evaluating the learning resources they use in their classrooms. Evaluation can be performed pre-use, in-use, or post-use. Pre-use evaluation measures the potential of learning resources, what teachers and learners can do with them in the classroom. In-use and post-use evaluations determine how successful learning materials are.

The **evaluation criteria** represent different lenses or perspectives through which the evaluation can be viewed. They play a normative role and should be used as a basis for developing evaluative questions. The following criteria should be considered in the evaluation:



✓ **COHERENCE**

should be a priority in blended learning. It is based on how well the classroom fits together, how the different parts are unified, whether learners acquire standards of knowledge, whether teachers integrate content from different subjects, etc.

✓ **TRANSFERENCE**

is crucial element of blended learning. It addresses the question of how well can learners transfer their newly acquired knowledge from one subject to another.

✓ **TEACHING AND LEARNING STYLE**

teacher should tailor their instruction to the needs of each student, their abilities and learning style. Blended learning should consider learners' individuality, allowing them to grow and learn at their own pace.

✓ **ACTIVE STUDENT PARTICIPATION**

is very important for successful learning. Learners should not be passive observers but should be actively involved in the learning process.

✓ **CONCEPTUAL UNDERSTANDING**

blended learning should provide well-rounded education that encourages creative thinking.

✓ **CONTENT DELIVERY**

different methods and didactic aid should be used to keep learners engaged.





BLENDED LEARNING COMMUNITY

aim of blended learning is for learners to work together to achieve a common goal.



CLASSROOM ENVIROMENT

should be an environment in which learners and teachers look forward to spending time in. They should feel that they are making progress towards their goals.



TEACHER-STUDENT RELATIONSHIP AND STUDENT-STUDENT RELATIONSHIP

the relationship between teacher and learners and among learners is another criteria of evaluation. Strong bonds allow for more creativity and increase productivity. In addition, working together improves the quality of the learning process.



UNDERSTANDING THE EVALUATION CRITERIA

6. The bigger picture

6.1 Blended learning in the context of unpredictable future

The spread of the coronavirus epidemic has and will have a significant impact not only on the economy but also on the education sector. The situation has highlighted the challenges that we face in our adult learning systems and showed us the possibilities and ways to develop and overcome those challenges.

Adult education institutions in all EU reported that they had faced challenges related to organising their education activities online. The main challenges were transforming face-to-face courses into online courses, building online relationships with learners, and securing the necessary equipment and infrastructure.

Even though countries are reopening at this stage of the COVID-19 crisis, the persisting health system challenges and restrictions may remain in place in upcoming years, providing uncertainty and impacting the ability of adult education organisations to continue operating. To continue with the activities, adult education organisations have to start planning forward and offer more flexibility.

One question we might ask is whether a blended approach to adult education is the best way to go if there are unforeseen closures of adult education centres in the future?

While online learning is an option in many situations, including physical distancing in a pandemic, we must consider that it may not be the desired permanent option for most learners and educators, but rather an additional opportunity to complement, supplement and in some cases, replace. This is where blended learning comes in place – allowing one to experience and benefit from both "worlds": online and in-classroom learning while fostering communication and personal relationships.

Considering the uncertainty, it is clear that it is necessary to urgently adapt the pedagogical approach to a current situation that would also be flexible enough to be implemented in the unpredictable future as well. In a recent report prepared by ET 2020 Working Groups, it is suggested that adult learning systems will have to be reformed to offer their training more through blended and online delivery modes as opposed to face-to-face environments, while at the same time emphasising the importance of face-to-face learning and ensuring a blended or online delivery of high quality.

"To ensure continuity of learning, the future of adult learning is in blended and online learning."

However, lots of work still needs to be done to implement and successfully use the blended learning model and remove all barriers to online learning for all learners and ensure equal access. As mentioned earlier, blended learning is not only using digital devices and digital tools for learning purposes. It is a fundamental change in the way we approach the whole learning experience; thus, learners, educators, and organisations have to prepare for it. Here are some actions to consider when implementing blended learning:

TRAINING EDUCATORS AND LEARNERS

To be able to implement a blended learning approach to adult education, all actors (educators and learners) need to have access to technology and a certain level of digital skills. Otherwise, only some of them benefit from this approach. This also means that very likely it will not be the ones with the lowest qualifications. Thus, it is essential to implement strategic programmes to continue to facilitate the acquisition of needed digital skills. It is also equally important to teach educators digital tools available and how to use their digital skills and tools available when implementing blended learning.

REDEFINING THE ROLE OF EDUCATOR

The move to blended learning has inspired educators to redefine traditional teaching roles. The word "facilitator" has emerged as an alternative to "teachers," bringing a different focus. While in traditional learning, teacher/educator plays the central role, it is not the case in blended learning. In blended learning, teachers are no longer the primary source of information. Thus, teachers in this context become "facilitators". The facilitator emphasises empowering learners with the skills and knowledge required to make the most of the online material and independent study time, guiding learners toward the most meaningful experience possible.

SUPPORTING EDUCATORS

As organising blended learning requires constant adaptation of teaching, educators' different attitudes towards education and willingness to change become relevant. It is unrealistic to expect all educators to be suddenly highly experienced and competent in blended learning approaches in a few months. Therefore, educators should have the opportunity, collaborative support, and willingness to take risks and innovate to adapt their pedagogical practices in a way that is effective for their learners.

PROVIDING ACCESS TO TECHNOLOGY

The blended learning model strongly depends on technical resources. However, it is essential to consider that these tools/devices might not be available to all learners. Thus, ensuring their availability and reliable infrastructure (including broadband and Wi-Fi) to all learners is paramount to creating an equal opportunity learning environment.

NO ONE-SIZE-FITS-ALL MODEL

Finding the right blend demands careful consideration of pedagogical approach by requiring decisions about how and when to best use the different environments for independent study, collaborative enquiry, social interaction, and practical application. Educators can choose from 12 main blended learning models depending on the environment, tools available, their learners, learning content, etc.

BLENDED LEARNING MAY NOT BE FOR EVERYONE

Although blended learning does work for most audiences, it is important to emphasise that there can be cases where the type of course and audience will be better off taught through the traditional teaching model. Therefore, it is essential to analyse both the course content and the learners' background to figure out whether blended learning will be the right fit at all.

COOPERATION WITH OTHER EXTERNAL STAKEHOLDERS

Different stakeholders can bring diverse and complementary perspectives in understanding learning barriers and offer solutions tailored to each learner's specific needs. Cooperation with professionals and services in different areas (such as social workers, intercultural mediators, NGOs and other community-based organisations from sport, cultural environment and active citizenship sectors, local authorities, and others) can be very beneficial to support the learners and support adult education organisations also in the design and the implementation of blended learning.

Even though the pandemic has highlighted the vulnerabilities in our adult education systems and caused a lot of disruption in adult education activities in general, it has also encouraged organisations to experiment, innovate and look for more flexibility in terms of learning. So now, it is the time to ask ourselves - can we afford to look at the pandemic as it will be over within a year and then go back to normal? Or should we use the opportunity to finally jumpstart transformations we have long been talking about and be ready for any other force majeure situations that will come?

6.2 Implementing blended learning – taking inspiration from existing European tools and projects

ERASMUS+ SUPPORTING BLENDED MOBILITY AND CAPACITY BUILDING

The previous Erasmus+ programme (2014 - 2020) has offered many opportunities to support the development of learners, educators and organisations themselves. These opportunities are continuing to be provided in the new programme (2021 - 2027) through:

- Partnerships for cooperation for adult education organisations to exchange good practices, experiences and design innovative teaching methodologies and products with partners from other European countries.
- Educators professional development through staff mobility activities. Such mobility activities aim to address individual training needs in specific areas such as digital skills and tools necessary for organising blended learning. The activities range from training courses, job shadowing to teaching assignments abroad.
- Blended mobility makes an additional contribution to improving digital competence due to the online element. Therefore, the new programme strengthens and further encourages the use of virtual cooperation to complement physical mobility.



EPALE PLATFORM

EPALE is a European, multilingual, open membership community of adult learning professionals, including adult educators and trainers, guidance and support staff, researchers and academics, and policymakers. EPALE is funded by the Erasmus+ programme. It is part of the European Union's strategy to promote more and better learning opportunities for all adults. It provides a wealth of high-quality, accurate information relevant for adult learning practitioners. In EPALE, you can find articles and resources shared by adult educators from all over the EU in various areas, including blended learning.





ERASMUS + PROJECTS

Besides the "Flip Edu Up" project, here are the following examples of other projects supported by the Erasmus+ programme that may provide inspiration for planning a blended learning approach.

[Boosting Educators' Competences to do Quality Blended Learning](#)

The project promotes the development of a comprehensive training material delivered through an interactive cross-platform online resource that supports the knowledge required for the design and the implementation of blended-learning courses. This material includes a blend-it-well handbook and a training activity specially designed for educators involved in adult education aiming at identifying the gaps in their knowledge, providing them with the skills required for developing high-quality blended learning activities.

[FLIP-IDEAL - Flipped Learning in Adult Education](#)

The project aimed to promote flipped classroom methodologies in adult education and create engaging and accessible content for adult learners with low digital competencies and basic skills. In the project, we produced open learning material for adult educators on flipped learning.

REFERENCES:

- Basu, R. "Instructional design models: Benefits and challenges. *Sambodhi*, 41(1), 31–36", 2018
- Bertram, R. M., Blase, K. A., & Fixsen, D. L. "Improving programs and outcomes: Implementation frameworks and organization change. *Research on Social Work Practice*, 25(4), 477–487", 2015, URL: <https://doi.org/10.1177/1049731514537687>
- Borden, N. H. "The concept of the marketing mix. *Journal of Advertising Research*, 2, 7–12", 1984, URL: http://www.guillaumenicaise.com/wp-content/uploads/2013/10/Borden-1984_The-concept-of-marketing-mix.pdf
- Bowey, J. and Chambers, L. "Evaluating blended learning: Bringing the elements together. *Research matters* 23", 2017
- Branch, R. M. "Instructional Design: The ADDIE Approach. Springer US.", 2009, URL: <https://doi.org/10.1007/978-0-387-09506-6>
- Branson, R. K., Rayner, G. T., Cox, J. L., Furman, J. P., King, F. J., & Hannum, W. H. "Interservice procedures for instructional systems development: Executive Summary, Phase I, Phase II, Phase III, Phase IV, and Phase V. Tallahassee. Florida State University. Center for Educational Technology", 1975, URL: <https://yuripavlov.ru/wp-content/uploads/2017/07/Voennaya-versiya-modeli-ADDIE.-Pervyyi-dokument.-Avtoryi-universitet-Floridyi-1975.pdf>
- Bušljeta, R. "Effective Use of Teaching and Learning Resources. *Czech-Polish Historical and Pedagogical Journal*, 5/2, 55–69", 2013
- Christensen Institute "Blended Learning", 2016, URL: <https://www.christenseninstitute.org/blended-learning>
- Christensen Institute "Blended Learning Definitions", 2019, URL: <https://www.christenseninstitute.org/blended-learning-definitions-and-models/>
- Educational evaluation: definition, purpose and principles. Retrieved June 23, 2021, from <https://physicscatalyst.com/graduation/educational-evaluation/>
- European Commission, Directorate-General Education, Youth, Sport and Culture "Blended learning in school education – guidelines for the start of the academic year 2020/21", 2020

- European Commission, Directorate-General Education, Youth, Sport and Culture, Unit B.2: Schools and multilingualism, Blended learning in school education – guidelines for the start of the academic year 2020/21”, 2020, URL: https://www.schooleducationgateway.eu/downloads/Blended%20learning%20in%20school%20education_European%20Commission_June%202020.pdf
- European Education and Culture Executive Agency, Eurydice, Bourgeois, A., Kocanova, D., Almeida Coutinho, A., Adult education and training in Europe : widening access to learning opportunities, Delhaxhe, A.(editor), Publications Office, 2015
- European Commission: The ET2020 working group on adult learning "Adult Learning and COVID-19: challenges and opportunities", 2020, URL: https://www.andras.ee/sites/default/files/taiskasvanud_ja_covid_raport.pdf
- Eurostat statistics: Participation rate of adults in learning in the last four weeks, 2021, URL: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Adult_learning_statistics#Participation_rate_of_adults_in_learning_in_the_last_four_weeks
- Evaluation: What is it and why do it? Retrieved June 23, 2021 from <https://meera.snre.umich.edu/evaluation-what-it-and-why-do-it>
- Gardner, A., Mollins, T., Moriarty, M. and Sturm, M. "Position Paper on Blended Learning in Adult Education", 2019, URL: <https://ecampusontario.pressbooks.pub/blendedlearning/>
- Gaebel, M. "Covid-19 and digitally enhanced learning and teaching: New opportunities in challenging times", 2020, URL: <https://eua.eu/resources/expert-voices/178:covid-19-and-digitally-enhanced-learning-and-teaching-new-opportunities-in-challenging-times.html>
- Gordon, J., & Zemke, R. "The attack on isd. Training, 43–53", 2000, URL: https://performancedesign.files.wordpress.com/2011/03/gordon_attack-on-isd.pdf
- Grönroos, C. "Keynote paper from marketing mix to relationship marketing - towards a paradigm shift in marketing. Management Decision, 35(4), 322–339" 1997, URL: <https://doi.org/10.1108/00251749710169729>
- Hannum, W. H. "Implementing instructional development models. Discrepancies between models and their application. Performance & Instruction Journal, 22(7), 16–19", 1983, URL: <https://doi.org/10.1002/pfi.4150220706>

- Hannum, W. H. "Training myths: False beliefs that limit training efficiency and effectiveness, part 2. Performance Improvement, 48(6), 25–29", 2009, URL: <https://doi.org/10.1002/pfi.20084>
- Hannum, W. H. "Training myths: False beliefs that limit the efficiency and effectiveness of training solutions, part 1. Performance Improvement, 48(2), 26–30", 2009, URL: http://www.mdi-learning.com/uploads/1/5/3/4/15346562/hannum_training_myths_part_1.pdf
- Hubackova, S. and Semradova, I. (2016). Evaluation of Blendend Learning. Procedia – Social and Behavioral Sciences 217 551-557
- Lim, A. "How can I evaluate my blendend learning classroom?", 2021, URL: <https://elearningindustry.com/how-evaluate-my-blended-learning-classroom>
- Lynch, L. "7 Benefits of Blended Learning", 2020, URL: <https://www.learndash.com/7-benefits-of-blended-learning/>
- McCarthy, E. J. "Basic marketing: A managerial approach", 1960
- Molenda, M. "In search of the elusive addie model. Performance Improvement, 42(5), 34-36", 2003, URL: <https://doi.org/10.1002/pfi.4930420508>
- Ochoa Siguencia, Luis & Marzano, Gilberto & Ochoa-Daderska, Renata & Gródek-Szostak, Zofia & Szeląg-Sikora, Anna "COVID-19 and education management: the case of silesian region - Poland. environment technology resources proceedings of the international scientific and practical conference", 2021, 2. 162-168. 10.17770/etr2021vol2.6547
- Online Business School "Blended learning could be the key to improving education", URL: <https://www.onlinebusinessschool.com/blended-learning-could-be-the-key-to-improving-education/>
- Ozmen, B., Tepe, T., & Tuzun, H. "Adapting a residential course to web-based blended learning. Eurasian Journal of Educational Research, 75, 115–136", 2018
- Patton, M. Q. "Qualitative Research and Evaluation Methods", 1987, URL: <https://aulasvirtuales.files.wordpress.com/2014/02/qualitative-research-evaluation-methods-by-michael-patton.pdf>

- Puentedura, R. R. "SAMR and TPCK: Intro to Advanced Practice", URL: http://hippasus.com/resources/sweden2010/SAMR_TPCK_IntroToAdvancedPractice.pdf
- Pombo, L., and Moreira, A. "Evaluation Framework for Blended Learning Courses: A puzzle piece for the Evaluation process. Contemporary Educational Technology, 3(3), 201–211.", 2012, URL: <https://www.cedtech.net/download/evaluation-framework-for-blended-learning-courses-a-puzzle-piece-for-the-evaluation-process-6078.pdf>
- Reiser, R. A. "A history of instructional design and technology: part I: A history of instructional media. Educational Technology Research and Development, 49(1), 53–64", 2001, URL: <https://docdrop.org/static/drop-pdf/A-history-of-instructional-design-and-technology-1-8nOHG.pdf>
- Reiser, R. A. "A history of instructional design and technology: part ii: A history of instructional design. Educational Technology Research and Development, 49(2), 57–67", 2001
- Rosen, D. J. and Stewart, C. "BLENDED LEARNING for the Adult Education Classroom", 2019
- Savoie-Roskos, M. R.; Bevan, S; Charlton, R; and Israelsen Graf, M. "Approaches to Evaluating Blended Courses. Journal on Empowering Teaching Excellence, 2(1)", 2018, URL: <https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1026&context=jete>
- Simona, S. "Needs analysis and programme planning in adult education", 2012, URL: https://www.pedocs.de/volltexte/2015/10308/pdf/Sava_2012_Needs_Analysis_and_Programme_Planning_in_Adult_Education.pdf
- TeachThought "Different Types of Blended Learning", URL: <https://www.teachthought.com/learning/12-types-of-blended-learning/>
- Youth Department of the Council of Europe "Using E-learning in Intercultural Non-formal Education

AUTHORS:



Marcus Flachmeyer

Marcus Flachmeyer, graduate pedagogue (University of Münster, Germany), scientific staff member and member of the executive board of HeurekaNet. After collecting professional experience in adult education and in the social and health care sectors, he has worked since 2001 in research, development and implementation of innovation projects in adult education and continuing vocational training. His work focuses on organisational change processes and innovation in vocational and in-company training.

E-mail: flachmeyer@heurekanet.de



Dr. Maria Ceraolo

Experienced in the different key actions and sectors of the Erasmus+ programme and other initiatives such as the European Youth Foundation, her work and research focuses on topics such as education and access to education, as well as participation in civic and political life, community building and social inclusion.

Dr. Ceraolo holds a Bachelor's Degree in Language, Civilisation and the Science of Language, and a 1st Level Master's Degree in European Integration: EU Policies and Project Management. She is active in the civic world, as a member of cultural associations and founder of a student association, for which she organises and manages cultural events and handles relations with speakers.

E-mail: mvngo.research@gmail.com; mariaceraolo@outlook.com



Tjaša Logar

Pedagogue and andragogue, researcher at CIK Trebnje. She participates in research, development and implementation of EU projects in the field of adult education. Her research focuses primarily on older adults. Tjaša also has some experience in the field of education of vulnerable groups and minorities.

E-mail: tjasa.logar@ciktrebnje.si

AUTHORS:



Renata OCHOA-DADERSKA [ORCID: 0000-0003-2838-3296]

Researcher and President at "Research and Innovation in Education Institute" - Poland. First-hand experience in transnational project management and implementation of E-learning environments. Research interest in Information and Communication Technology applied to Art, Business and Education. Lecturer of Management, Planning and Marketing. Author of several scientific papers in Pedagogical Science and Distance learning.

Luis OCHOA SIGUENCIA [ORCID: 0000-0001-8515-0216]

Researcher and Vice-president at "Research and Innovation in Education Institute" - Poland. Staff member at "Sport and Tourism Management Faculty" - Academy of Physical Education in Katowice - Poland with experience in the use of Information and Communication Technology applied to education and workplace. Author of several publications in Social Inclusion in a Digital Environment and Small and Medium Enterprises Development.

Viktorija Triuskaite

Researcher and EU projects' coordinator at "DOREA Educational Institute". Her research work focuses on social inclusion, digital learning entrepreneurship, and intercultural education. She has developed numerous educational materials such as publications, guidebooks, training programmes, online courses, etc., focusing on transversal skills, entrepreneurship, career guidance and skills development, cybersecurity, etc.

Viktorija also has extensive experience in the development and management of Erasmus+ programme projects, development and implementation of digital marketing tools, as well as the organisation of different events – conferences, training courses, information meetings, etc.





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

Guidelines for Educators

November 2021