

## Regional webinar programme for teachers in MENA

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# Blended learning

Webinar 24 September 2020



**Ask Hala webinar series**

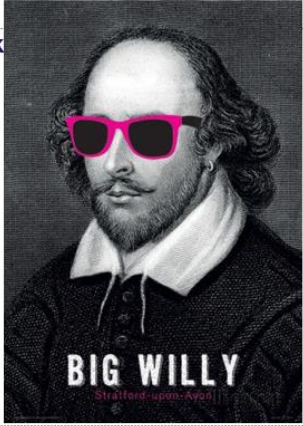
# Blended Learning

# Flashback

In our last three webinars, we had a look at synchronous teaching platforms, with a focus on MS Teams & Facebook and WhatsApp, and asynchronous platforms with a focus on Edmodo

**Treasure hunt**



Click



www.britishcouncil.org

**Digital Scavenger Hunt: William Shakespeare**

- To complete the scavenger hunt below, you will need to be curious and resourceful, as well as apply what you have learned about "skimming and scanning" the text for information you need.
- Read the question, click on the link, and look for your answer! Once you have the information you need, write your answers on this document, using complete sentences and direct evidence from the website.
- Remember, you do not have to read everything on the page, just look for the answers to the questions.



Yumna Muhammed Aly

- [Click here](#) to learn about William Shakespeare's life and death.
  - When was Shakespeare's birthday?
  - When did he die?
  - Where was he born?
  - How would you describe the community in which he lived?
  - How was his life as a child and young man different from your modern life?
- [Click here](#) to learn about Shakespeare's family life.
  - What was Shakespeare's wife's name?
  - How old were they when they got married?
  - How many children did Shakespeare and his wife have?
  - Describe a difficult family situation the Shakespeare family experienced.
- [Click here](#) to read a few of Shakespeare's sonnets.
  - Choose a sonnet and rewrite it in your own (modern) words.
  - What do you think about the theory that Shakespeare was not the actual author of these some of these sonnets? Use evidence from the website to support your opinion.
- [Click here](#) to read about London and Stratford during Shakespeare's time.
  - Describe the original Globe Theater's location and layout.
  - Describe how the audience viewed performances at the original Globe Theater

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# What is Blended Learning?



# What is Blended Learning?

Deliberate mix of learning ingredients – like making a cake

What ingredients have we got?

- F2F
- Online synchronous platforms like MS Teams
- Online asynchronous platforms like Edmodo
- Social media apps like FB and WhatsApp
- Printed or soft copy self-directed materials like the PPPs
- Non-digital alternatives to F2F like TV and radio broadcasts

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# Trying to find the ultimate definition?

It is hard to establish a universal, all-encompassing definition

Blended learning is circumstance-dependant

**\*\* All ingredients are complementary and create an integrated learning environment.**

# Why blended learning?

Accommodates different **learning styles**

Flexible, varied, convenient and **personalised** – learners have more choice over when and at what pace they learn

Increases the **amount of learning content** available – more than if you were relying on F2F only

**Extends the reach** of learning for learners who aren't in school, or for when schools are closed

Learners **expect** it – expect tech, expect instruction and learning on their own

Supported by **research** – it gives learners a more comprehensive understanding of the course content, more effective

It supports **social learning** and interaction

**Teacher empowerment**, Teachers can move within the stations or activities to interact with individual or small groups of students and check on progress.

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# Any pitfalls?

- Digital literacy
- Technical issues
- Some additional work for teachers
- Cognitive load on students
- Credibility of sources and academic integrity



# How does it work in practice?

- Like with all teaching, the pedagogical choices we make have got to be principled.
- What do we want the learners to know or be able to do?
- What's the most effective way of achieving this?
- How are we (or they) going to check they learnt something?



# Different models of blended learning

## #1 Station Rotation Model










smaller learning communities within the larger class.

working directly with small groups of students.

Differentiate learning (e.g., instruction, scaffolds, practice, assignments).

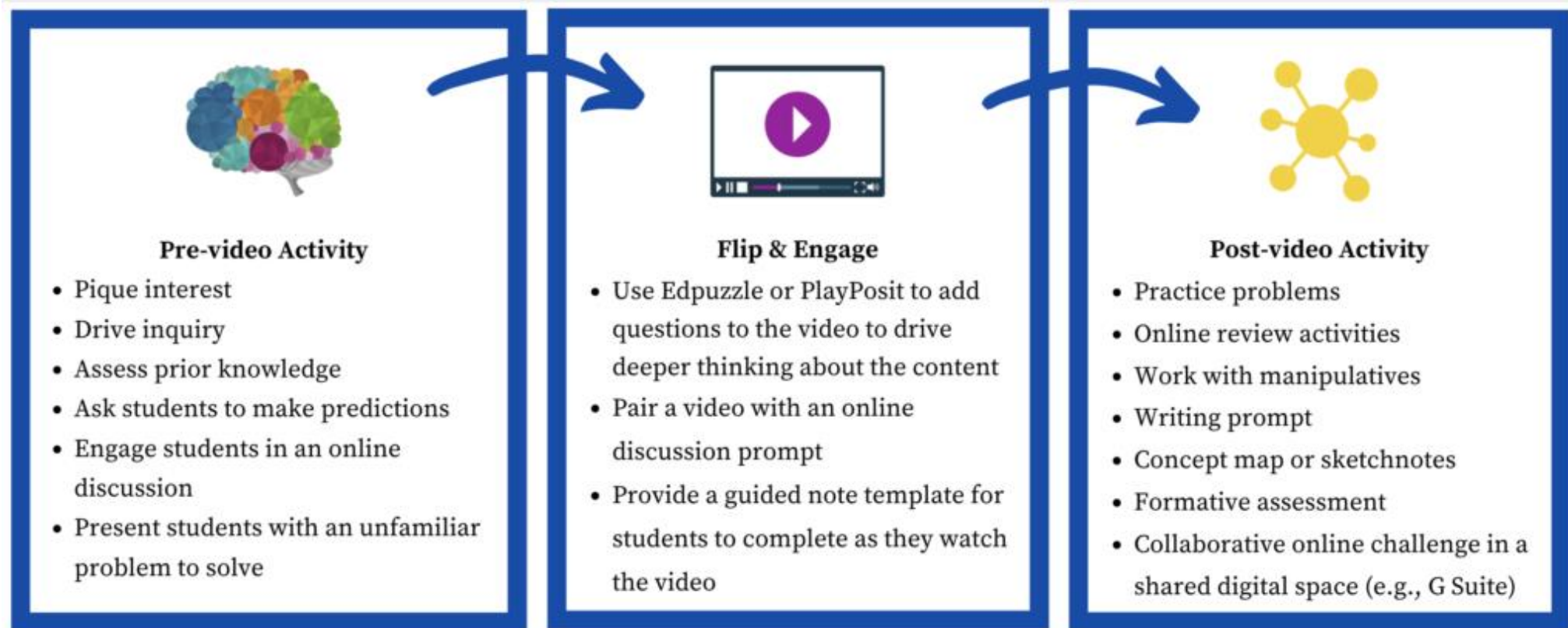
Balance online and offline work to give students a break from the screen.

## Station Rotation Chart

Groups	9:00 - 9:30	9:30 - 10:00	10:00 - 10:30
Group 1			
Group 2			
Group 3			

# Different models of blended learning

## #2 Flipped Learning Model



# Different models of blended learning

## #3 Playlist Model or Individual Rotation Model

Shifts control over the pace of learning

Paths can be differentiated or personalized.

Mixes media and learning modalities.

Pulls feedback and assessment into the classroom or synchronous virtual sessions.

Playlist [Title]

This playlist is designed to...[articulate purpose]. Follow the directions for each activity and complete the items in order!

Activity	Directions	Notes	Date Completed
<i>Example</i> 1. View Requirements of this playlist	<i>Example</i> Watch this <a href="#">screencast</a> that reviews the requirements of this playlist. Post your questions HERE.		
2.			
3.			
4.			
5.			
Check Point			

# 10 questions when you implement blended learning

01

What is the **FOCUS**?

**ALWAYS** the student and learning. Not the technology.

02

What are the learner characteristics and needs?

Know each student's unique needs.

Start by considering which individual students and/or student groups will use the curricular resources.



03

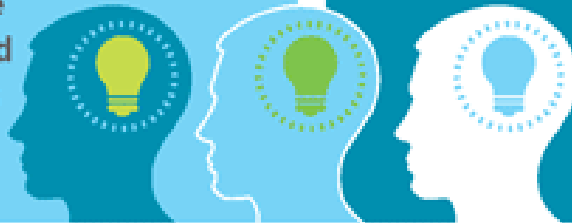
What are the main planning criteria?

Establish learning goals & assessments first. Then choose digital resources.

# 10 questions when you implement blended learning

04

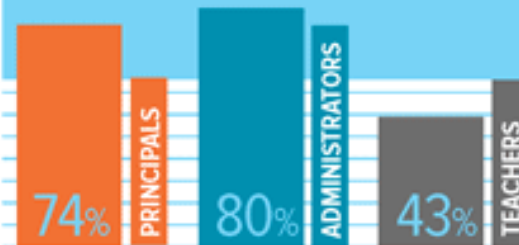
How much unique differentiation and personalization is needed?



Adaptive software personalizes learning for each student.

05

With the technology, what is the strategic role of the teacher?



Instructor? Facilitator? Both?



THINK that teachers' evaluations should include an assessment on their use of technology to enhance instruction

Source: Speak Up 2012 National Research Project

06








How often are progress & proficiency assessed by the software?



Look for continuous monitoring & assessment embedded in the software.

Joey		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

# 10 questions when you implement blended learning

07	<p>What actionable data reports are provided?</p> 	<p>Data informed decisions enable more effective use of class time.</p> 	09	<p>How do you evaluate effectiveness?</p> 	<ul style="list-style-type: none"> <li>• Digital program's alignment with education research</li> <li>• Survey peers &amp; colleagues</li> <li>• Third-party research</li> <li>• Conduct your own research</li> </ul>										
08	<p>What hardware, infrastructure, and PD is needed?</p> 	<p>Depends on how you will blend: 1:1, BYOD, in the classroom, in the lab or a combination.</p> 	10	<p>Can you try before you buy?</p> 	<p>Take a test drive: ensure the curricula aligns with your prioritized outcomes.</p> 										
<p><b>IT SPENDING K-12 [2011-2012]</b></p> <table border="1"> <tr> <td data-bbox="242 706 394 863">18%</td> <td data-bbox="420 706 573 863">17%</td> <td data-bbox="598 706 751 863">15%</td> <td data-bbox="777 706 930 863">13%</td> <td data-bbox="955 706 1108 863">37%</td> </tr> <tr> <td>HARDWARE</td> <td>NETWORK &amp; TELECOM</td> <td>SOFTWARE (CURRICULA)</td> <td>SOFTWARE DESKTOP OR ENTERPRISE</td> <td>IT SERVICES</td> </tr> </table>						18%	17%	15%	13%	37%	HARDWARE	NETWORK & TELECOM	SOFTWARE (CURRICULA)	SOFTWARE DESKTOP OR ENTERPRISE	IT SERVICES
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# A big question is.....

What kinds of learning lend themselves to what kind of medium?





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## 5. Practical examples of cakes I've made

# Virtual Debates

a written piece disputing what the expert believes

a video response to the speaker

a podcast episode

a fictional “debate” in which a classmate plays the role of the expert



# Comical Dialogue/ Dubbing!

Group your students into teams of two or three students.

Have each group of students find a video online.

Tell the students to watch the video without sound or subtitles.

Assign the group to write a language dialogue using the video for inspiration.

Let the students practice.

Play the video with no sound in class while the students dub in their own comical dialogue

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**Create your TED ED lesson!**

**TED** Ed

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# Is it effective?

**Is a bit like asking the question does teaching work?**

**And the answer is the same**

Yes if it's principled pedagogically, purposeful and learner-centred and like with all mixtures and blends the constituent ingredients need to work well together

And ultimately you and your learners are the best judges of what works

## Useful sources

[https://www.teachingenglish.org.uk/sites/teacheng/files/pub\\_D057\\_Blended%20learning\\_FINAL\\_WEB%20ONLY\\_v2.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/pub_D057_Blended%20learning_FINAL_WEB%20ONLY_v2.pdf)

<https://www.teachingenglish.org.uk/article/keith-harding-elt-tle-taking-learning-beyond-classroom>

# Join us on 10 Oct!



## Teaching for Success

### World Teachers' Day

Online conference: Middle East and North Africa – 10th of October, 2020

The theme for World Teachers' Day this year is: *Teachers: Leading in crisis, reimagining the future.*

To mark the occasion and to bring together teachers and community of practice leaders involved in the strengthening teacher networks initiative, the British Council is organising an online conference on 10 October:

*Virtual learning for teachers and students – doing it together*

The conference will be an opportunity for teachers and community of practice leaders to discuss and present ideas and practice connected with the strengthening teacher networks initiative – with a focus on the constraints, opportunities and skills associated with remote delivery. It will also be an excellent opportunity for teachers to connect with fellow practitioners beyond national boundaries.

To register for the conference please follow this link: [registration form](#)

#### Programme

Session	Egypt time	Theme
1	10:00 - 11:00	Panel: <i>Do you speak Zoom?</i> Learning to learn in the virtual environment (constraints, opportunities, skills required)
2	11:00 - 12:00	<i>Voices from the network:</i> Why are communities of practice important for teachers? What makes a successful community of practice?
		<i>Lunch break</i>
3	13:00 - 14:00	<i>I'm virtually fluent.</i> Quicfire practical presentations on: <ul style="list-style-type: none"><li>• Synchronous platform</li><li>• Asynchronous platform</li><li>• Social media for professional learning</li><li>• Blended learning</li></ul>
4	14:00 - 15:00	Panel: <i>Getting the balance right - F2F, digital and non-digital</i>

E-Certificates will be provided for attendees.

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)



**Thank you**