



Blended teaching and learning in VET schools  
No. 2020-1-LV01-KA226-VET-094501



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

*Riga State Technical School coordinate Erasmus+  
Strategic Partnership project "Blended  
teaching and learning in VET schools",  
Co-funded by the Erasmus + Programme  
of the European Union*

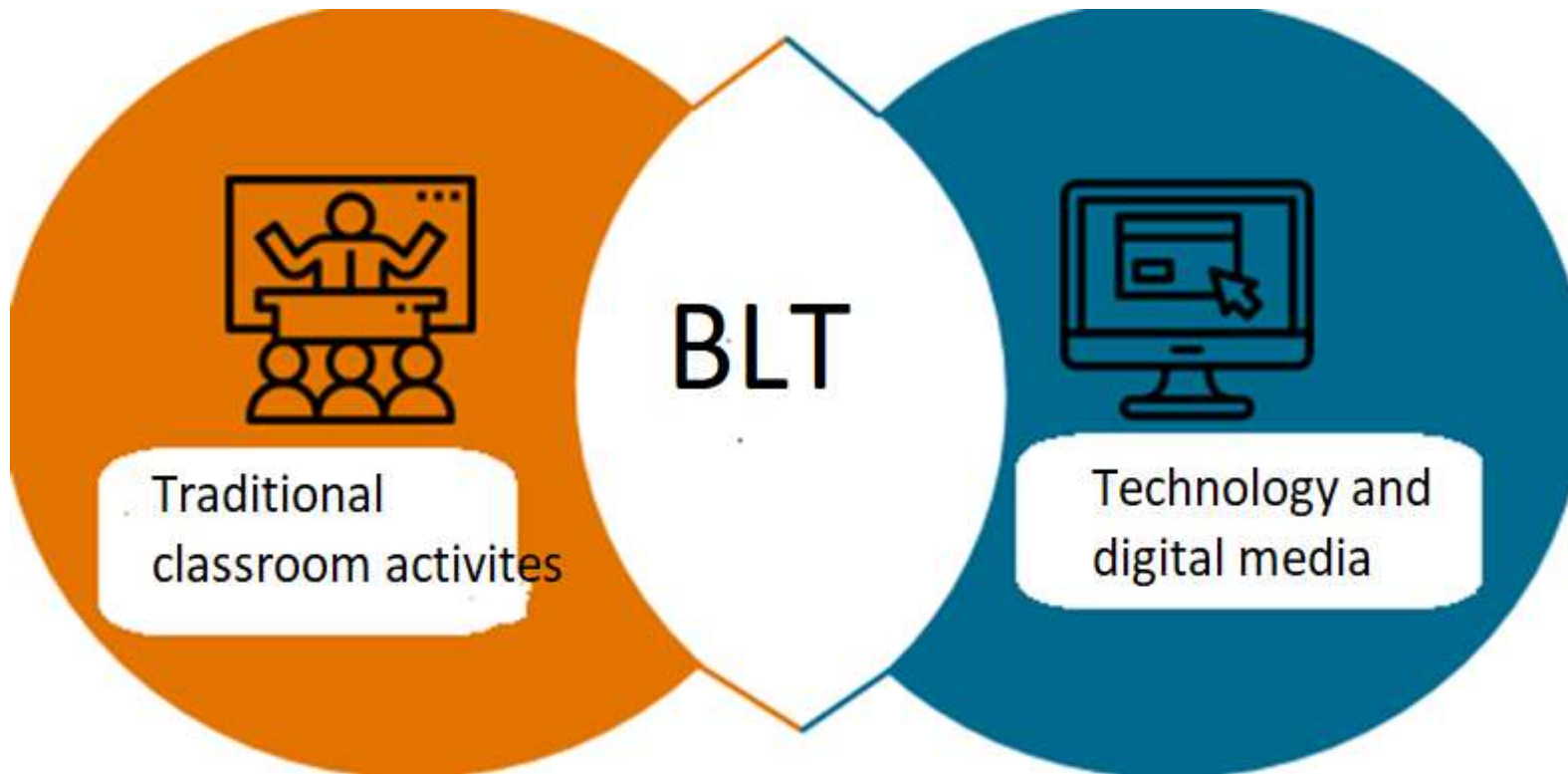
**ERASMUS+ KA2 PROJECT "Blended teaching and learning in VET schools"  
No. 2020-1-LV01- KA226-VET-094501**

Maribor, May 31, 2022

Prof. ddr. Ana Vovk

## Blended Learning Defined

Blended learning (also known as hybrid learning) is a method of teaching that integrates technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customize their learning experiences.



The terms are often used interchangeably in research literature:

"blended learning",  
"hybrid learning",  
"technology-mediated instruction",  
"web-enhanced instruction", and  
"mixed-mode instruction"

Concepts behind blended learning first developed in the **1960s**, the formal terminology to describe it did not take its current form until the late 1990s.

The background features a white surface with several decorative elements: a large light green circle in the top-left corner, a smaller medium green circle in the top-center, a bright lime green circle in the bottom-left corner, and three white leaf outlines with thin grey borders. One large leaf outline is positioned in the upper-middle section, while two smaller ones are located below it, one to the left and one to the right.

<https://www.youtube.com/watch?v=-bwhR1ZKGRE>

In 2006, the term became more concrete with the publication of the first ***Handbook of Blended Learning*** by Bonk and Graham. Graham challenged the term's definition, and defined "blended learning systems" as learning systems that "combine face-to-face instruction with computer mediated instruction."

In a report titled "**Defining Blended Learning**", researcher **#REDIRECT Norm Friesen** suggests that, in its current form, blended learning "designates the range of possibilities presented **by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students.**"

**Also, blended learning (hybrid learning)** is an approach to education that combines:

- a) online educational materials and
- b) opportunities for interaction online with traditional place-based classroom methods.

It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

While students still attend "brick-and-mortar" schools with a teacher present, [face-to-face classroom practices](#) are combined with [computer-mediated activities](#) regarding content and delivery.

Blended teaching and learning (**BTL**) is also used in:

- professional development (**blended teaching**) and
- training settings (**blended learning**).

**In general, blended learning refers to the following:**

1. Some learning happens online in a format where the student has control over the path and pace at which they engage with content

+

2. Some learning happens in an instructor-led classroom

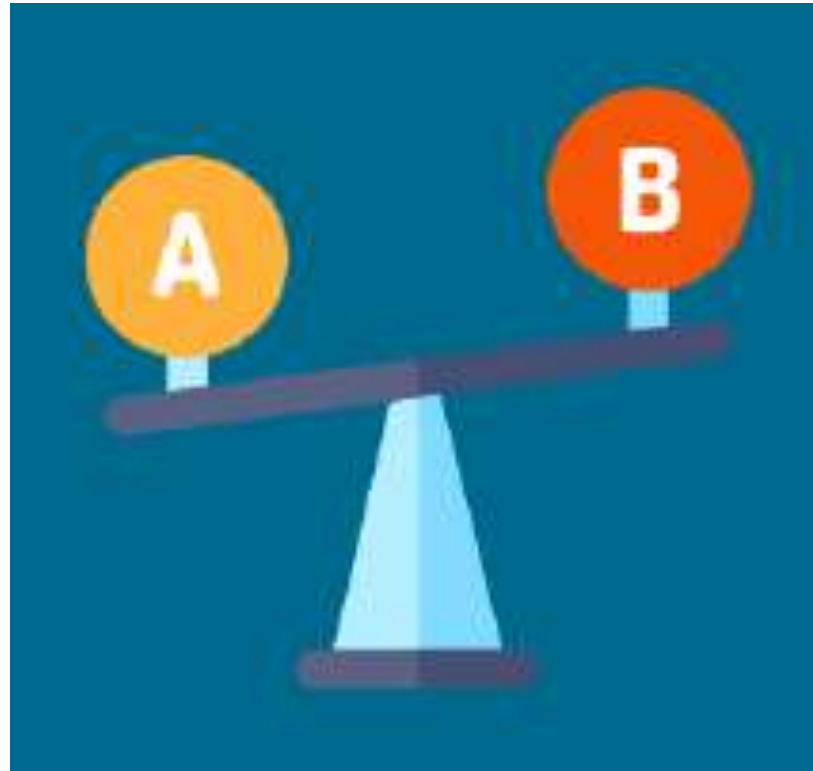
+

**= Online and in-person learning is complementary, creating a truly integrated learning environment**

Models of blended learning generally differ in terms of the performer's role, physical space, and knowledge transfer methods. In an educational setting, practitioners select models based on the characteristics of the student population they teach

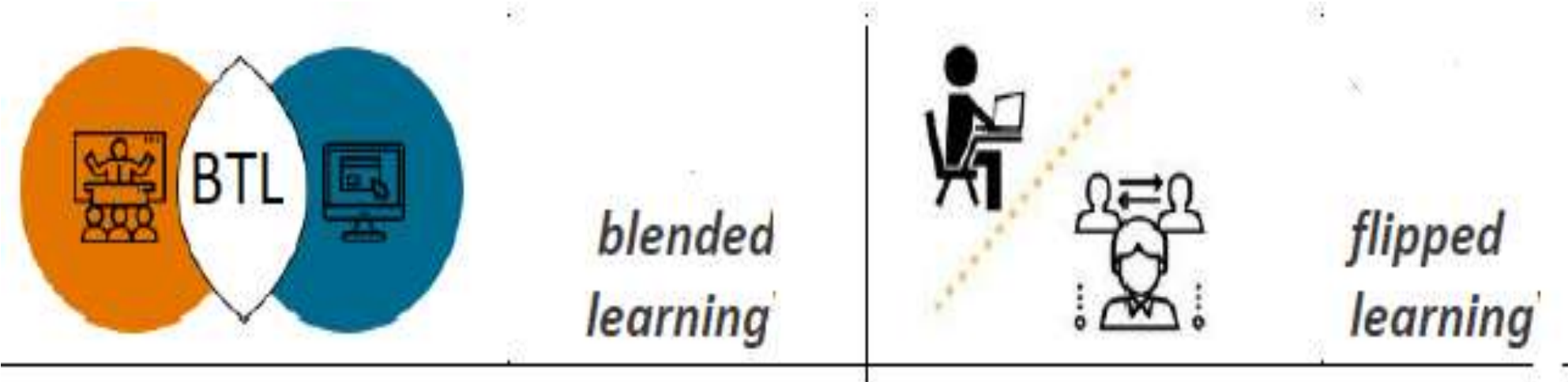


“Blended learning” is sometimes used in the same breath as “personalized learning” and differentiated instruction.



There are **many components** that can comprise a blended learning model, including "instructor-delivered content, e-learning, webinars, conference calls, live or online sessions with instructors, and other media and events, for example, Facebook, e-mail, chat rooms, blogs, podcasting, Twitter, YouTube, Skype and web boards"

The [flipped classroom](#), for example, is one type of blended learning model in which students view lecture material prior to class, then spend class time engaging in exercises under the supervision of the teacher.



The power of blended learning methods lies in their ability to improve the student experience. [Studies have shown](#) “blended learning” reduces failure rates, improves learning, and boosts engagement. Blended learning combines the best aspects of face-to-face teaching and online instruction in ways that enable students to learn at their own pace.

For example, a student in a blended learning course who masters a concept earlier than his peers can move on without having to wait, and conversely, a student who needs more time is not forced to move forward before fully grasping the subject. It is proving to be a [scalable learning model that simply works](#) for diverse populations of students.

## Blended Learning Is Not Simply Mixing Technology and Teaching

Blended courses include a mix of both face-to-face, instructor-led learning, and online or digital course components that give students some control over path and pace.

Blended learning is not a completely online course or a lecture course that is broadcast online. It also does not include course changes that simply swap analog tools for digital ones. In blended learning, the in-person and online elements work together to create a richer learning experience and do not simply duplicate course content in varying formats.

## Using Video in Blended Learning Environments

For many educators, [video is the primary delivery vehicle for blended learning content](#).

For example, flipped classrooms require students to review lecture materials prior to class. Most often this involves teachers or trainers recording short video lectures that typically include a screen recording of slides, a webcam recording of the teacher, a video of a demonstration — or a combination of the three. The video is typically then shared with students through a learning management system (LMS) or video content management system (Video CMS).

In other blended learning courses, instructors record videos **for use as supplemental course material**, designed to help students with more challenging concepts, or for those that wish to deepen their understanding of the subject. Alternatively, instructors can record tutorials to introduce students to software or equipment that will be used in subsequent classes.

Blended learning can lower costs by putting classrooms in the online space and it essentially **replaces pricey textbooks with electronic devices that students often bring themselves to class**. E-textbooks, which can be accessed digitally, may also help to drive down textbook budgets.

**Blended learning often includes software that automatically collects student data** and measures academic progress, providing teachers, students and parents detailed students data. Often, tests are automatically scored, providing instantaneous feedback. Student logins and work times are also measured to ensure accountability.

Schools with blended learning programs may also choose to reallocate resources to boost student achievement outcomes.

## *Face-to-face driver model*



Most of the learning content is taught by the lecturer in the lecture hall, and the time in the lecture hall can also be used for teaching and learning by including ICT activities: *PowerPoint, Wordle, Edpuzzle*



## *The rotation model*

Exchange of two forms of education: traditional teaching is carried out in the lecture hall, and the other part of the education is done by students outside the lecture hall by participating in ICT activities: *Moodle*



## *Flexible mode courses*



It assumes that most teaching takes place in an online environment. Instructions and assignments are mostly published online, and students do most of the study themselves. Face-to-face teaching is still possible, but only for individuals or small groups.

## *Self-blend model*



An individualized model that allows you to upgrade the material that students hear about in the lecture hall. Especially suitable for highly motivated students who want to upgrade their knowledge



## *Online lab model*

Physical presence of students in the lecture hall,  
but the learning process takes place entirely online or  
using ICT tools.

The lecturer communicates with students through video lectures,  
video conferences (eg Arnes VOX) or a forum,  
and students in the lecture hall can also be supervised by a tutor or  
mentor or someone from another professional field.

## *Online driver model*



All learning content is available online.

Students perform assignments from remote locations (eg home, library) based on instructions.

In case of any questions, they contact the provider online (eg by e-mail, forums, chats, videoconferences) or come to a contact meeting organized by the providers based on the needs of students.

## Education activities

## IKT TOOLS

- Individual or group work online



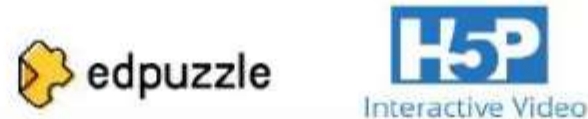
- discussion on a specific topic or project work



- verification of acquired knowledge



- interactive video

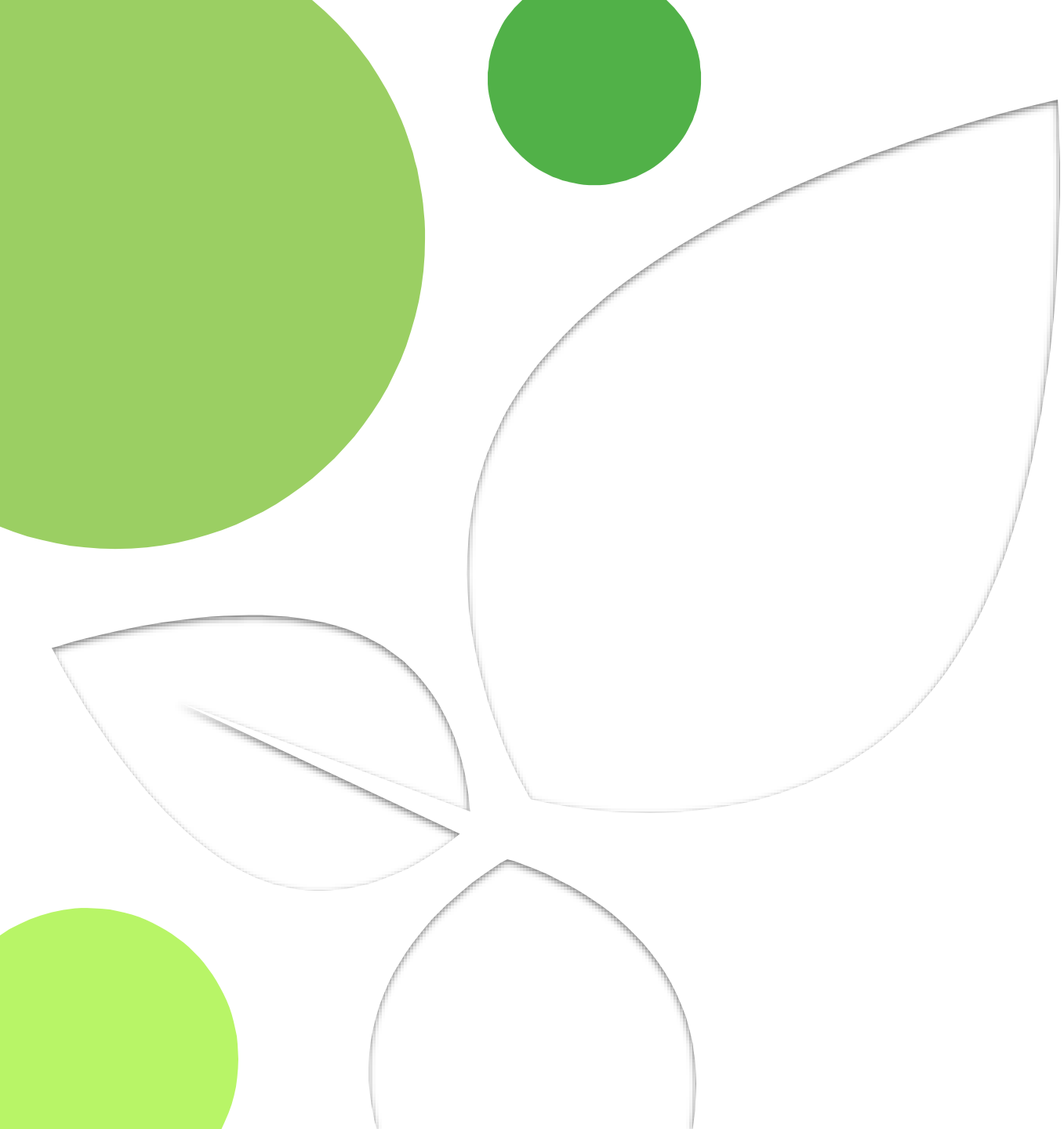


- web conference, video



- word clouds





BL Christensen Institute

<https://www.christenseninstitute.org/blended-learning/>

# Examples of good practices in BTL

## Project Safety Food

Analyse:

Module 1: Safe work

Module 2: Safe food

Annex 1: Food safety in EU

Annex 2: Feeling well

## Elements of BTL?



# Informations about the International Center for Self-sufficiency Dole



2010



2022



2022

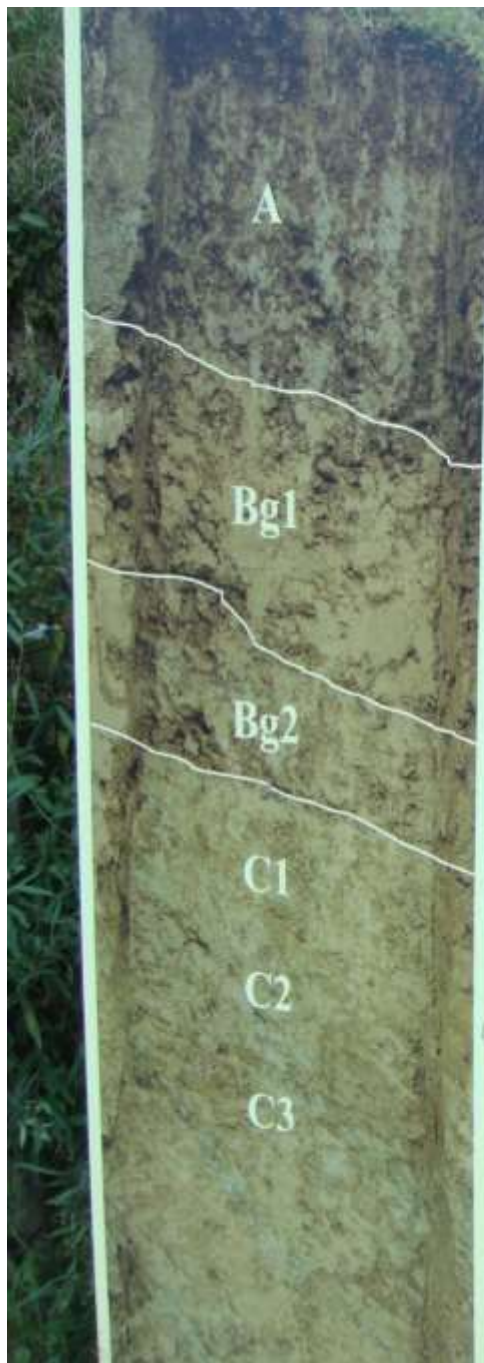




PRIVABIMO DIVJE OPRAŠEVALCE







**POGLEJMO KAKŠNO PRST IMAMO**











## Visoke grede | High beds

Višina gred ni predpisana, lahko je od 20 cm do 80 cm. Postavimo jih lahko kjerkoli. Leseni okvir naj bo iz hrasta, akacije ali kostanja. Za notranjo izolacijo grede uporabimo paropreporna folija, MC, gradbeno folijo ali les.

The height is not recommended it can be between 20 - 80 cm. They can be placed anywhere. Wooden frame should be made of oak wood, acacia or chestnut. For internal isolation of bed we use water vapour permeable foil, felt, building isolation foil or wood.



vegetables









JURTA  
Yurt













Lebensj

Ad  
AUSCH

Lebensjatt







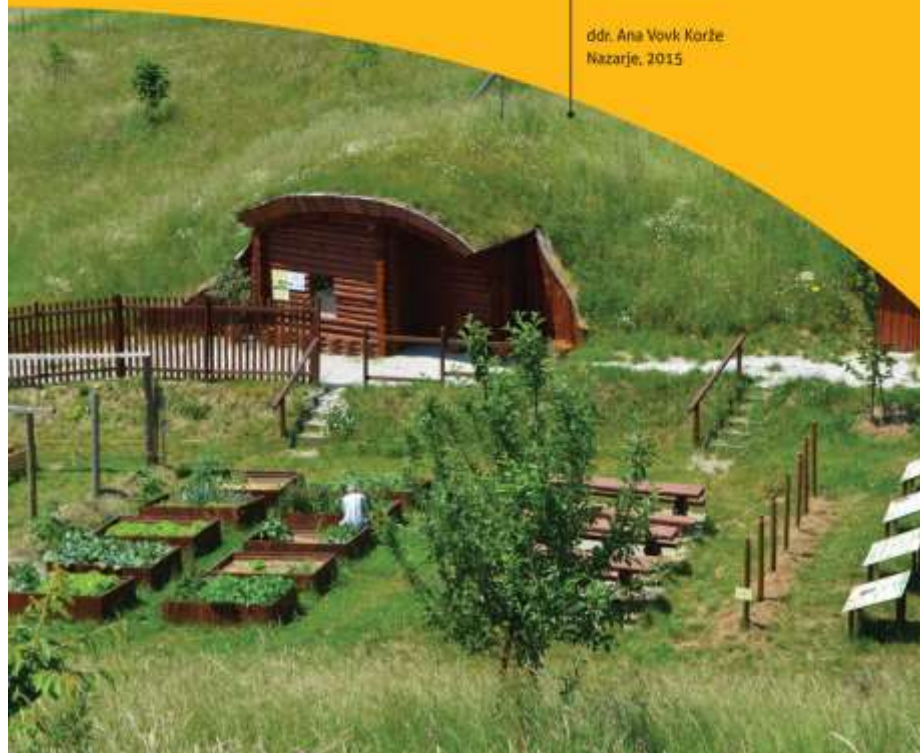
Inštitut za promocijo varstva okolja

## SAMOOSKRBA V PRAKSI

Vodnik po učnem poligonu Dole



ddr. Ana Vovk Korže  
Nazarje, 2015



Inštitut za promocijo varstva okolja

## NARAVNI VRT

Priloga k učbeniku o naravnem vrtnarstvu



ddr. Ana Vovk Korže





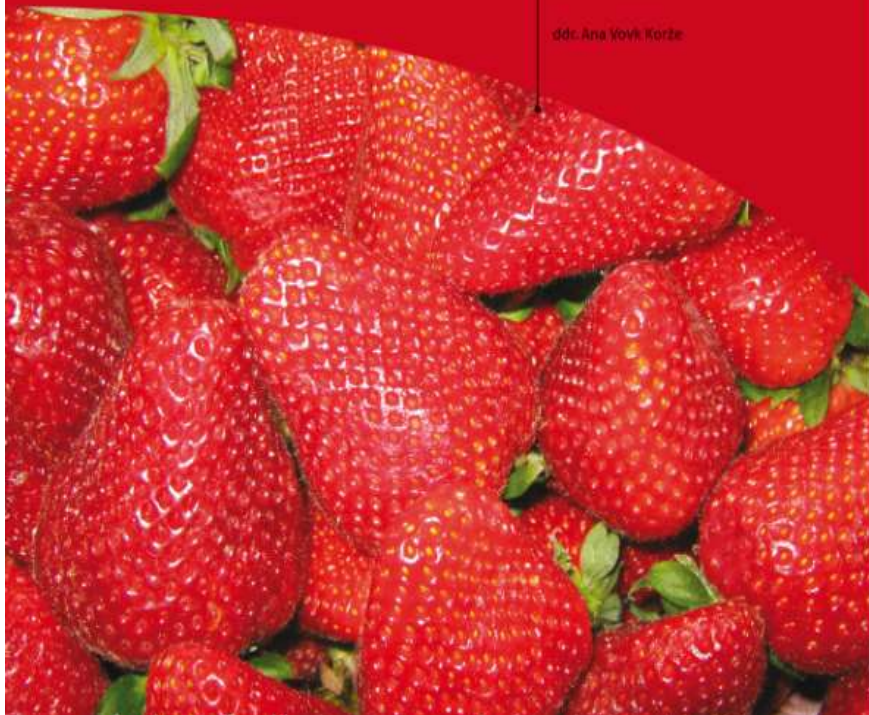
Inštitut za promocijo varstva okolja

## ENOSTAVNA SAMOOSKRBA

Priručnik za lastno preslubo



ddr. Ana Vovk Korže



Inštitut za promocijo varstva okolja

## RODOVITNA ZEMLJA

Priručnik za zdravo zemljo



ddr. Ana Vovk Korže







Inštitut za promocijo varstva okolja

## NAŠ VRT

Priručnik za življenje z vrtom



prof. dr. Ana Vovk Korže



MESTNA OBČINA MARIBOR

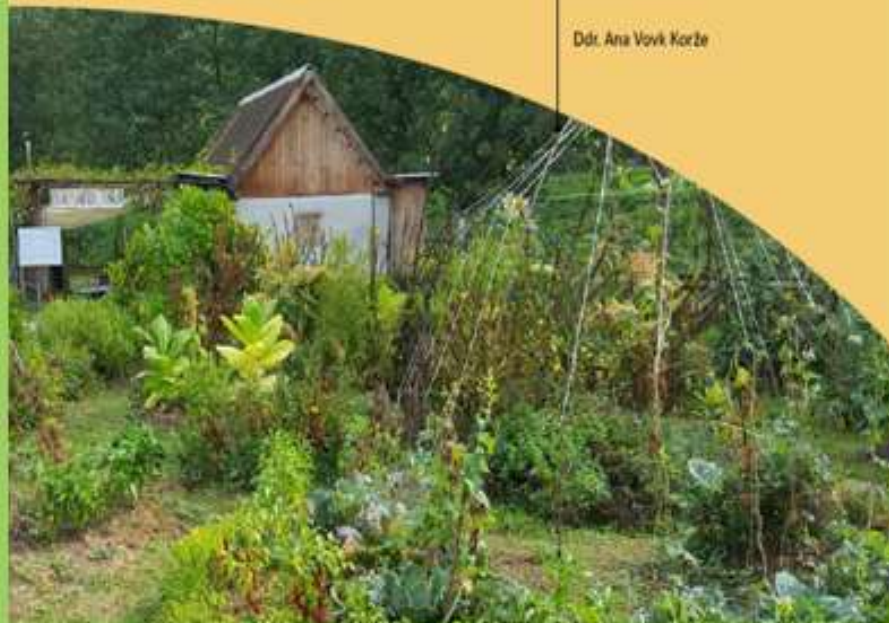


Inštitut za promocijo varstva okolja

## TRAJNOSTNI ŠOLSKI UČNI VRT



Dr. Ana Vovk Korže



HVALA ZA  
POZORNOST!



**Ana Vovk**