



>BL

MORE THAN
BLENDED LEARNING

Act 1

The skills journey





Edith PIAF

Non, je ne regrette rien

Preparation

Input

Application

Follow-up

The skills journey



Preparation

Discussion with dance teacher

Reviewing information about the course

Background reading

Input

Group classes, mainly practical

Videos to watch independently

Application

Lots of practice at home

← repeats

Follow-up

Individual coaching

Dancing for fun and competitively

Sharing experiences with other dancers.

A large, dark red arrow pointing to the right, containing the word 'Courses' in white text.

Courses

A large, dark red arrow pointing to the right, containing the word 'Resources' in white text.

Resources

The skills journey



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Sharing experiences with other dancers

Unconscious incompetence

Conscious incompetence

Conscious competence

Unconscious competence

The skills journey



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Sharing
experiences with
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Blending by social context ...

The skills journey



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Individual

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One-to-one

Application

Lots of practice at home



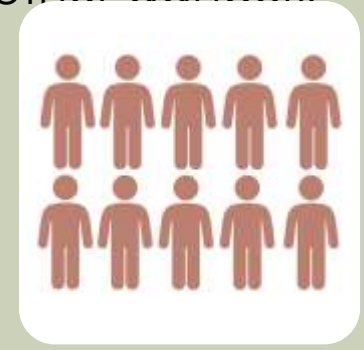
Group

Follow-up

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Community

The skills journey



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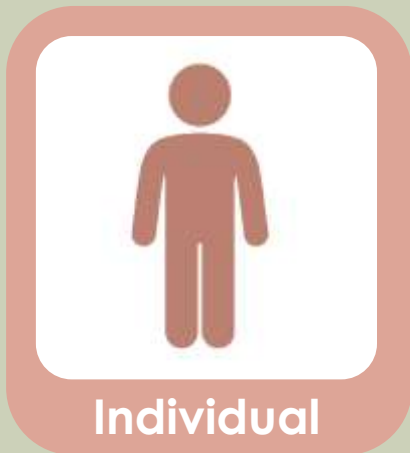
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The skills journey



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One-to-one

Application

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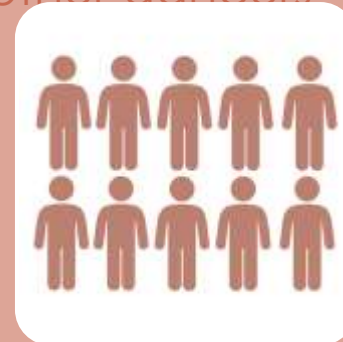


Group

Follow-up

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Community

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Blending by teaching strategy...

The skills journey



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Background reading



Exposition

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Group classes, mainly practical

Videos to watch independently



Instruction

Application

Lots of practice at home



Guided discovery

Follow-up

Individual coaching

Dancing for fun and competitively

Sharing experiences with other dancers



Exploration

The skills journey



Preparation

Discussion with dance teacher

Reviewing information about the course

Background reading



Exposition

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Group classes, mainly practical

Videos to watch independently



Instruction

Application

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Guided discovery

Follow-up

Individual coaching

Dancing for fun and competitively

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Exploration

The skills journey



Preparation

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Reviewing information about the course

Background reading



Exposition

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Videos to watch independently



Instruction

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Guided discovery

Follow-up

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Sharing experiences with other couples



Exploration

e

The skills journey



Preparation

Discussion with dance teacher

Reviewing information about the course

Background reading

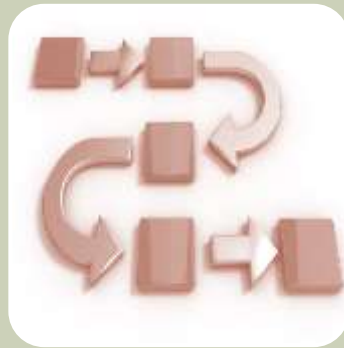


Exposition

Input

Group classes, mainly practical

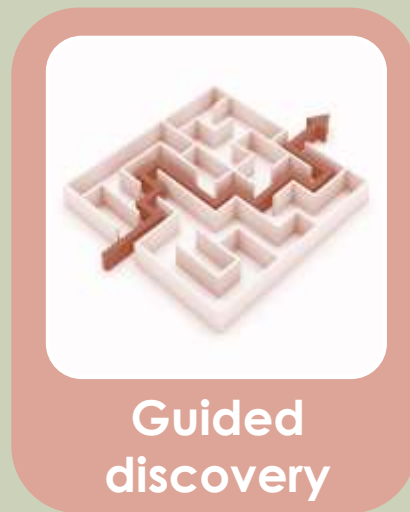
Videos to watch independently



Instruction

Application

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Sharing experiences with other dancers



Exploration

The skills journey



Preparation

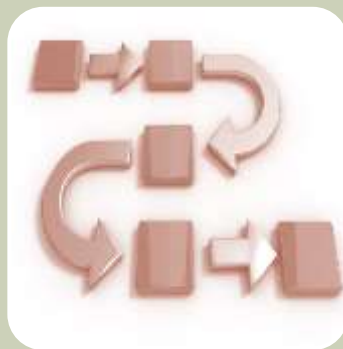
Discussion with dance teacher
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Background reading



Exposition

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Videos to watch independently



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Exploration

The corporate version



Preparation

Joining instructions

Input

Two-day dance workshop (1.5 days of theory, then one practice session per pair while others observe and provide feedback)

Application

Up to the learner

Follow-up

Printed handouts for reference.

Unconscious incompetence

Conscious incompetence

Act 2

The ideas adventure



The ideas adventure



The need

Middle managers who are capable of delivering results in a fast-moving business environment through cohesive teamwork and motivated, high-performing direct reports.

Analysing the situation using the three L's ...

The ideas adventure



Learning

Insights into the dynamics of effective leadership

Increased awareness of own leadership abilities

Skills in interacting with individuals and groups in a wide variety of leadership situations

Confidence to apply new leadership thinking to their work

Learners

Middle managers with 1-20 years of experience

Responsible for teams of up to 10 direct reports

Highly-variable leadership awareness and ability

A minority will have had leadership training before

Variable levels of motivation both for the training and for the job

Logistics

150 managers distributed across a single territory

Aim to complete the formal element of the programme in 24 months

Senior management commitment to the programme includes 'as much time and money as is necessary to do the job properly'.

The ideas adventure



Preparation

Methods

360 degree survey

Goal setting with own manager

Some background reading

Making contact with the cohort

Media

Online

However practical

Print or e-book according to preference

Online through the virtual learning environment (VLE).

Blending by delivery channel ...

The ideas adventure



Preparation

Methods

Media

360 degree survey

Online

Goal setting with own manager

However practical

Some background reading

Print or e-book according to preference

Making contact with the cohort

Online through the virtual learning environment (VLE)



Face-to-face



Offline



Online

The ideas adventure



Preparation

Methods

Media

360 degree survey

Goal setting with own manager

Some background reading

Making contact with the cohort

Online

However practical

Print or e-book according to preference

Online through the virtual learning environment (VLE)



Face-to-face



Offline



Online

The ideas adventure



Preparation

Methods

Media

360 degree survey

Goal setting with own manager

Some background reading

Making contact with the cohort

Online

However practical

Print or e-book according to preference

Online through the virtual learning environment (VLE)



Face-to-face



Offline



Online

The ideas adventure



Preparation

Methods

Media

360 degree survey

Goal setting with own manager

Some background reading

Making contact with the cohort (groups of 15)

Online

However practical

Print or e-book according to preference

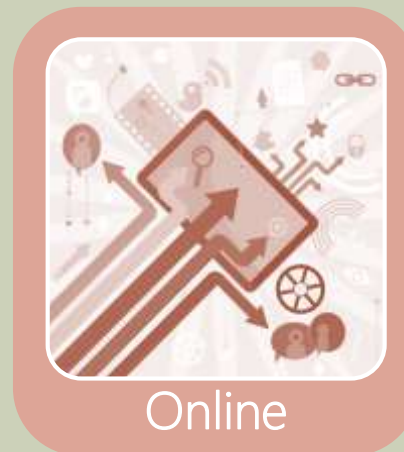
Online through the virtual learning environment (VLE)



Face-to-face



Offline



Online

The ideas adventure



Input

(loops with
Application)

Methods

Group activities, group
discussion

Individual reading /
viewing

Media

Face-to-face workshops

Online.

The ideas adventure



Input

(loops with Application)

Methods

Group activities, group discussion

Individual reading / viewing

Media

Face-to-face workshops

Online



Face-to-face



Online

The ideas adventure



Input

(loops with Application)

Methods

Group activities, group discussion

Individual reading / viewing

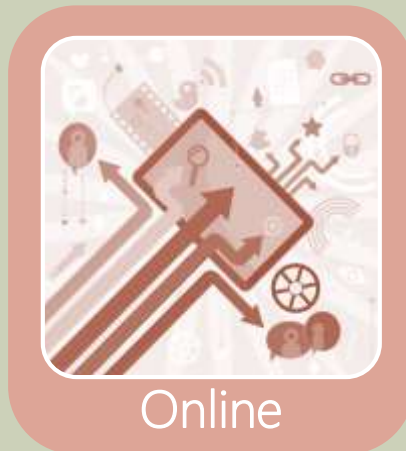
Media

Face-to-face workshops

Online



Face-to-face



Online

The ideas adventure



Input

(loops with
Application)

Methods

Group activities, group
discussion

Individual reading /
viewing

Media

Face-to-face workshops

Online

Blending by communication mode ...

The ideas adventure



Input

(loops with Application)

Methods

Group activities, group discussion

Individual reading / viewing

Media

Face-to-face workshops

Online



Same-time



Own-time

The ideas adventure



Input

(loops with Application)

Methods

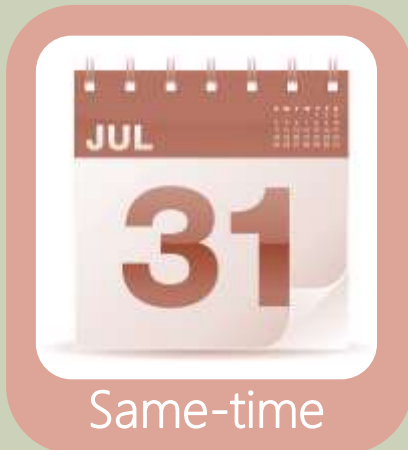
Group activities, group discussion

Individual reading / viewing

Media

Face-to-face workshops

Online



Same-time



Own-time

The ideas adventure



Input

(loops with Application)

Methods

Group activities, group discussion

Individual reading / viewing

Media

Face-to-face workshops

Online



Same-time



Own-time

The ideas adventure



Application
(loops with
Input)

Methods

Individual and group
assignments

Review sessions

Individual reflection

Media

Submitted through VLE

Online – web conferencing

Blog on VLE.

The ideas adventure



Application

(loops with Input)

Methods

Individual and group assignments

Review sessions

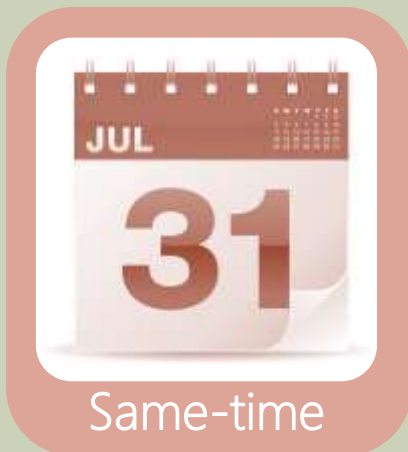
Individual reflection

Media

Submitted through VLE

Online – web conferencing

Blog on VLE



Same-time



Own-time

The ideas adventure



Application
(loops with
Input)

Methods

Individual and group
assignments

Review sessions

Individual reflection

Media

Submitted through VLE

Online – web conferencing

Blog on VLE



Same-time



Own-time

The ideas adventure



Follow-up

Methods

360 degree survey

Review session(s) with
own manager

Final assessment on basis
of demonstrated
competence

Media

Online

However practical

Submitted online.

Act 3

More than blended learning



More than blended learning



- End-to-end solutions, ‘blending in’ the formal and the informal, and embedded in the real world
- Selecting **social contexts** that provide the right level of support and flexibility at each stage in the intervention
- Finding the right educational and training **strategies** at each stage to ensure the objectives are achieved for the particular target audience
- Selecting the right **delivery channels** to obtain efficiencies and flexibility without compromising on effectiveness
- Choosing **communication modes** to ensure the right balance of urgency and reflectiveness
- For any learning intervention, blended or not!



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