Blended and online delivery in language education

Russell Stannard

Objectives of course

At the end of this course

- Participants will have a clear understanding of different modes of blended learning and how these might also relate to a fully online course and hybrid teaching

- Participants will understand the key elements that must be in place for a blended learning (or even fully online/hybrid course) to be effective.

- Participants will have a good overview of the key technologies that are being used to deliver an online/hybrid/ blended learning course.

- Participants will be able to effectively use several key technologies and understand where each one can be appropriately used within the delivery of a course.

- Participants will experience and have a good understanding of alternative ways of assessing online and providing feedback.

Mode of delivery

Each day of the course will be divided into 3 main parts

9-11.45 am	Morning online lessons with Russell on key topics
12 -3.00 pm	Open learning-Participants complete the group work and individual work related to the day's online lesson
3-4. pm	Meeting online with Russell. This will sometimes be group based, sometimes class based and sometimes individually based. It will cover the day's hands on activities.

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Reading	There will always be one reading each day connected to the day's theme and participants will be expected to add this into their E-Portfolio

Sessions will be hands-on with teachers working in groups and creating and working with content throughout the online sessions. The content that is produced during these sessions will be added into the participants E-Portfolio.

This course is not about learning how to use technologies, though of course it is part of the course, but it is about how to exploit these technologies. Many participants may be familiar with the technologies that are covered on the course but not be clear how they can be exploited effectively in an online/hybrid or blended learning context.

Topics

Day	Topic 1	Topic 2	Tech focused on
Day 1	Blended Learning/hybrid and Fully Online teaching	Learning about the course	Google Sites Padlet Answer Garden Mentimeter
Day 2	Looking at virtual learning environments	Exploiting Moodle	Moodle and comparison with other systems Effective use of Moodle Audio recording
Day 3	Formative Assessment	Collaboration	Google Forms Google Docs Google Slides Socrative Quizizz

Day 4	Screen capture technology and video creation	Your YouTube Channel	Screen cast o matic YouTube Using your mobile
Day 5	Learning autonomy	E-Portfolios and assessment Short presentations (morning and afternoon)	Quizlet Google Sites Word Wall
Complete E-Portfolio	Participants have an additional 3 days to complete the final elements of the E-Portfolio		

Assessment

Each session will include hands on digital exercises. All these exercises can then be added into an E-Portfolio. This E-Portfolio will therefore be evidence of the participants learning during the period of the course. In the same portfolio participants will also be able to write up their reflections on the content they produce and the activities they complete. They will need to reflect on what they have learnt and how they can apply it to their own context. Reflective questions will be provided for the participants to answer each day

At the end of the course, on day 5, students will need to present their work so far. They will be given a further 3 working days to complete the E-Portfolio along with a final reflective video on what they have learnt from doing the course.

How I will assess your work?

NILE require that to receive certification for completion of the course that participants have done the following
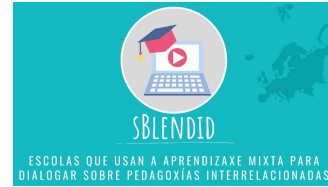
1) Completed all the tasks by adding the digital content into your E-Portfolio

2) Organized the content in clear navigational style that includes

-Pages for the different content types

-Clear labelling of digital assets, sections and reflections

3) All questions have been completed and include

-Complete answers that show true consideration of the question. Answers are likely to be around 4-10 lines and demonstrate real commitment to reflecting on what the participants have worked on and how the ideas and technologies could be linked to their own teaching and learning.-

Basic Marking Scheme

The marking criteria is based around the following

PART 1 - TASKS

Aim

The tasks are aimed at checking the technical level of the participant. It is important that the participant can both use the technologies to a level that would allow them to use them in their own teaching and learning but also be aware how content should be organised and laid out on the screen. This includes things like use of fonts, colours , positioning, navigation etc

Marking Criteria Tasks

Has the participant completed the tasks to a satisfactory level? Have all aspects of the task/activity been covered?

Has the participant demonstrated that they can technically use the different tools and technologies?

Is the content clearly organised, easy to access and of a professional standard?

PART 2 - REFLECTION

Aim

What is important here is that participants show that they are thinking about the tools and ideas that they are being exposed to and evaluating them within the context of their own

teaching and learning. This is not about descriptions of processes but rather about 'reflecting' and 'evaluating' what they have learnt and considering how it might be applied to their own context. Candidates are enouraged to be critical and demonstrate realism about the potential tools and ideas that they have been exposed to.

Marking Criteria Reflection

Has the participant clearly shown what they have learnt from doing the tasks?

Have they evaluated the technologies and ideas in relation to their own teaching and learning?

Has the participant's opinions and comments been supported with explainings and arguments for their position?

Tutor

Russell Stannard is the founder of www.teachertrainingvideos.com and an associate trainer at NILE where he runs courses in the Flipped Classroom and also teaches on the MA programme. He was a previous winner of the British Council ELTons Technology award and the Times Higher Outstanding Technology Award. He currently works at Kings College University as an Educational Consultant.