



**BLEND**

Blended Learning for Educators in a  
(global) Network for Development



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# ***BLEND project rationale***



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- **Accelerated shift** to online and blended Continuous Professional Development (COVID-19 pandemic crisis)
- ICT as **a tool** to improve teaching, learning and professional development of teachers and school leaders
- Overcoming **barriers** and grasping **opportunities** in specific contexts
- Global **exchange** and **learning**



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*Three-in-one learning trajectories*  
**Global – South-Africa – Vietnam**



# Global Learning trajectory



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**EdTech** Hub  
**Coach**

**B** THE  
BROOKINGS  
INSTITUTE

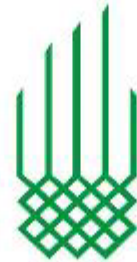


Pratham

**vso**



**STIR**  
education



AGA KHAN FOUNDATION

**brac** **ied**



RIGHT TO PLAY



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# Output: *blend ON!*

**Guide** for 'CPD providers' on how to develop blended CPD for educators



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## WHO THIS GUIDE IS FOR

The guide is for CPD providers in low- and middle-income countries (LMICs) who wish to re-design their CPD programmes from an in-person or remote modality to a blended modality, or who wish to develop new blended CPD programmes tailored to the needs of their context and participants



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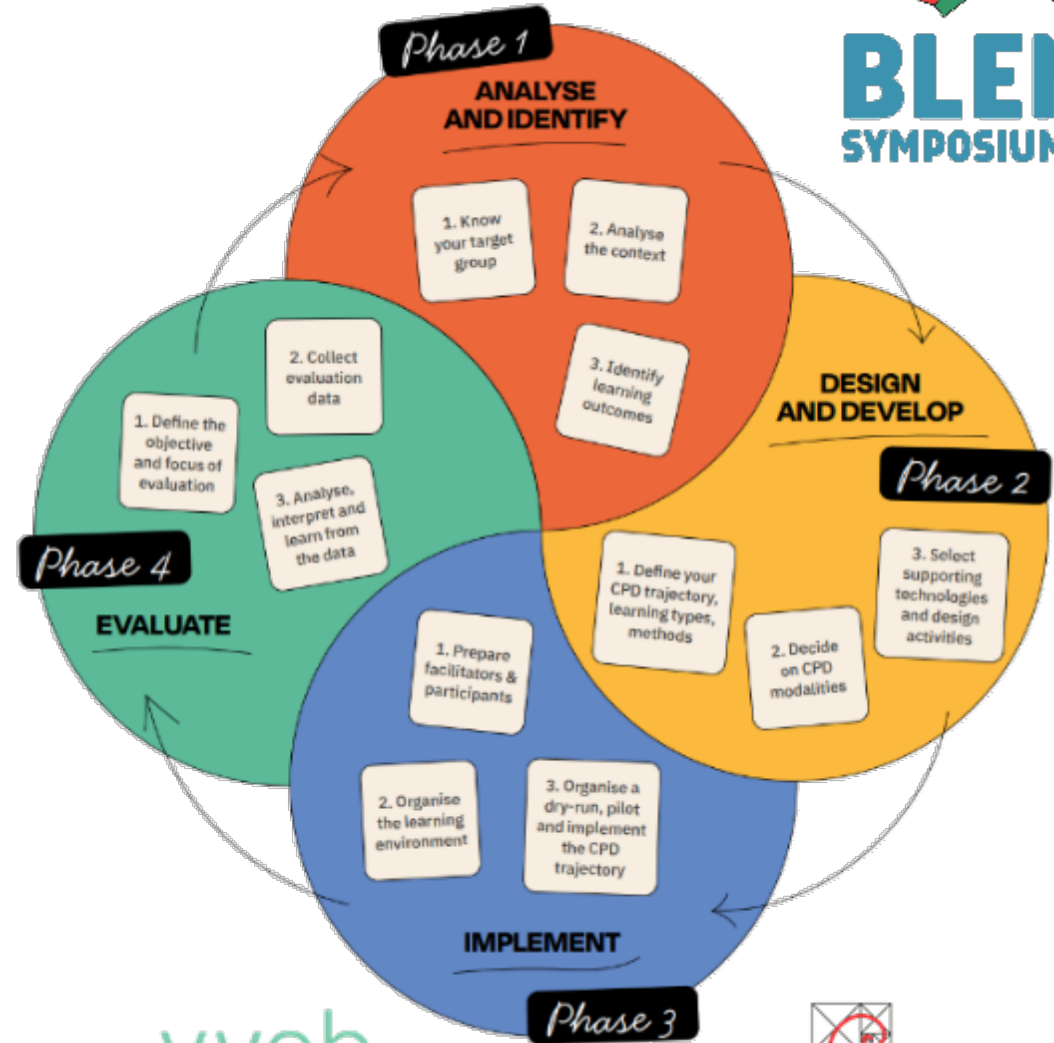
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With 12 hands-on steps in 4 key phases

- Analyse
- Design
- Implement
- Evaluate





# Output: blend ON!



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- Checklists
- Tools
- Case Studies

**HOW VVOB IN SOUTH AFRICA KEYS PARTICIPANTS IN THE BLENDED CPD TRAJECTORY MOTIVATED AND ENGAGED**

Teaching and Learning Foundational Mathematics Through Play for Grade R-3 Educators is a pilot project that targets 1000 Foundation Phase educators from 250 schools across 4 districts in KwaZulu Natal (South Africa).

The project, implemented by VVOB in South Africa, aims at enhancing educators' classroom practice in the teaching of foundation phase mathematics by integrating a play-based approach. To achieve this, the project tests the effectiveness of two modalities (synchronous/blended and asynchronous/remote CPD) for educators' professional development.

Central to the approach in both synchronous and asynchronous modalities is to build a community of learning.

Key features are:

- **SOCIAL LEARNING**  
A needs assessment showed limited exp with educators. To include the Soc (SLP) in the LMS 1 related engagement for augmented learning and link the course to practice using Learning PLC prompts were implemented to stimulate learning via the SLP.

**CHECKLIST IMPLEMENT**

**PREPARE THE FACILITATORS**

- Are all your facilitators consistent in the content and delivery of CPD activities?
- Are your facilitators consistent in using a blended CPD trajectory?
- Have you made sure that everyone in the implementation team (facilitators, technical support, coordinator, etc.) clearly understands their roles and responsibilities?

**PREPARE AND EQUIP PARTICIPANTS**

- Are all CPD participants equipped with the necessary technical skills to participate in the blended CPD trajectory?
- Can all CPD participants use and apply the necessary technology to participate in the blended CPD trajectory?
- Do your participants have the knowledge and skills to enrol and participate in the blended CPD trajectory?
- Are your participants informed about learning outcomes, data policies and blended CPD requirements (e.g. time commitment)?

**ORGANISE THE LEARNING ENVIRONMENT**

- Is your physical environment set up to be both person and social activities within the blended CPD trajectory? Does it include all necessary equipment (e.g. projector, seats, flipchart, etc.)?
- Have you ensured that your online learning environment is secured and running (e.g. the LMS content is online and activities, the other communication channels are set up, all necessary software and applications are set up and tested)?
- Are all administrative processes and tools in place so that participants can enrol successfully?
- Are there support tools (e.g. helpline) in place to ensure the at-risk participants can still complete the trajectory?

**REFLECTIONS**

**BLENDED CPD DESIGN MATRIX**

CPD SEGMENT 1		CPD SEGMENT 2		CPD SEGMENT 3	
CPD ACTIVITY 1	CPD ACTIVITY 2	CPD ACTIVITY 3	CPD ACTIVITY 4	CPD ACTIVITY 5	CPD ACTIVITY 6
Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
<b>MODALITIES</b>					
CPD Learning Modality 1	CPD Learning Modality 2	CPD Learning Modality 3	CPD Learning Modality 4	CPD Learning Modality 5	CPD Learning Modality 6
<b>TECHNOLOGIES</b>					
CPD Learning Technology 1	CPD Learning Technology 2	CPD Learning Technology 3	CPD Learning Technology 4	CPD Learning Technology 5	CPD Learning Technology 6

PLATFORM



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## Addressing cross-cutting themes:

- Engagement and motivation
- Gender equity and inclusion
- Cost-effectiveness, scalability and sustainability

POTENTIAL BENEFITS	CROSS-CUTTING THEME	POTENTIAL PITFALLS
Blended CPD may make it easier to access underserved and hard-to-reach participants. Participants who find it difficult to travel might prefer partially remote delivery to in-person delivery. Conversely, in-person sessions can help participants to gain the confidence and digital literacy skills to engage in the remote delivery part.	Gender, Diversity & Inclusion	Blended CPD may benefit those with the best access and skills the most, thereby increasing digital inequities. Inequities may be based on age, gender, profession, or location. Access challenges may relate to the cost or intermittent availability of electricity and internet, household patterns or digital skills. The in-person component, and the related need for travel, may form a barrier for some participants.
Based on our experience, many educators enjoy taking part in blended CPD, as it combines the excitement of working and learning with technology with the joy of social interaction.	Motivation & Engagement	High engagement with digital resources might be due to a "novelty" effect. CPD designers need to ensure that engagement does not decrease when this effect wears off. Being confronted with technical difficulties during their CPD can be demotivating for participants. Long CPD trajectories increase the risk of disengagement and drop-out. Therefore, providers need to ensure participants stay motivated. Sound instructional design of the CPD and strong skills of facilitators are required to address this challenge.
Blended CPD offers more opportunities to integrate external knowledge, learning objects, partners and experts in the CPD trajectory.	Motivation & Engagement	There is a risk of underestimating the importance of social interaction and focusing too much on content delivery.
Blended CPD may allow for flexible learning, as CPD participants can engage in the remote part of the CPD where and when they want to. Also, the content of the remote part can be better tailored to individual learning needs. This can lead to higher engagement and motivation of participants.	Motivation & Engagement	Participants in blended CPD may express reluctance and/or resistance to learn and engage remotely due to prejudice. If left unaddressed, this may result in higher drop-out rates in blended CPDs compared to in-person CPDs.



kzn education

Department:  
Education  
KWAZULU-NATAL

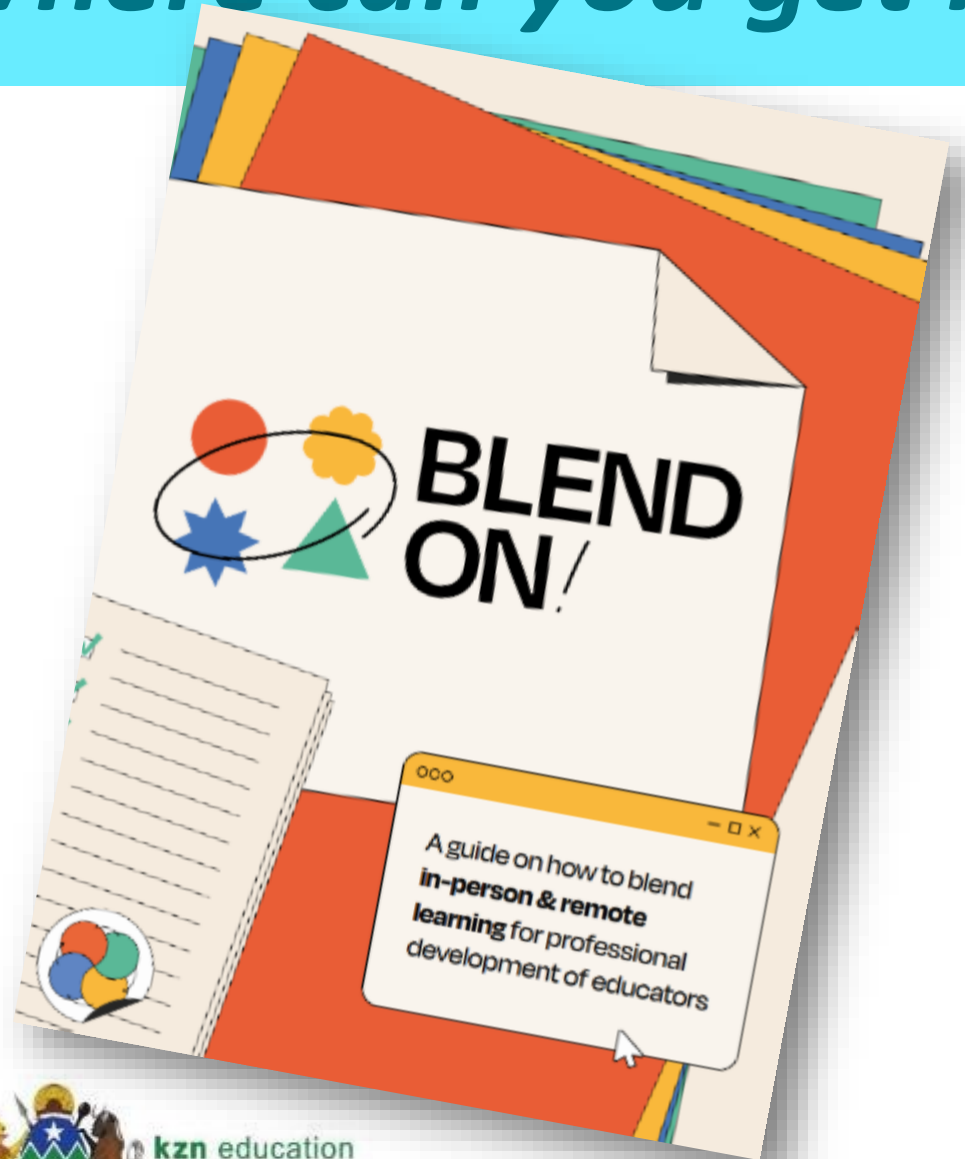
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# Main insights

- There is still a tendency to value in-person modalities over online modalities. **Blended CPD trajectories help to shift that mindset.**
- When schools organize more online meetings, **EQUITY increases** as more teachers can attend.
- To ensure active participation in blended CPD trajectories, conditions like time, workload, preparation, support, and motivation need to be carefully considered.
- Educators at all levels (provincial, district and school) need to have full awareness and a good understanding of the blended CPD approach.

# Where can you get it?



- Open Education Resource
- **Printable PDF Download**
- **Online Course**

## Pre-register at **BLEND-ON.ORG**



