



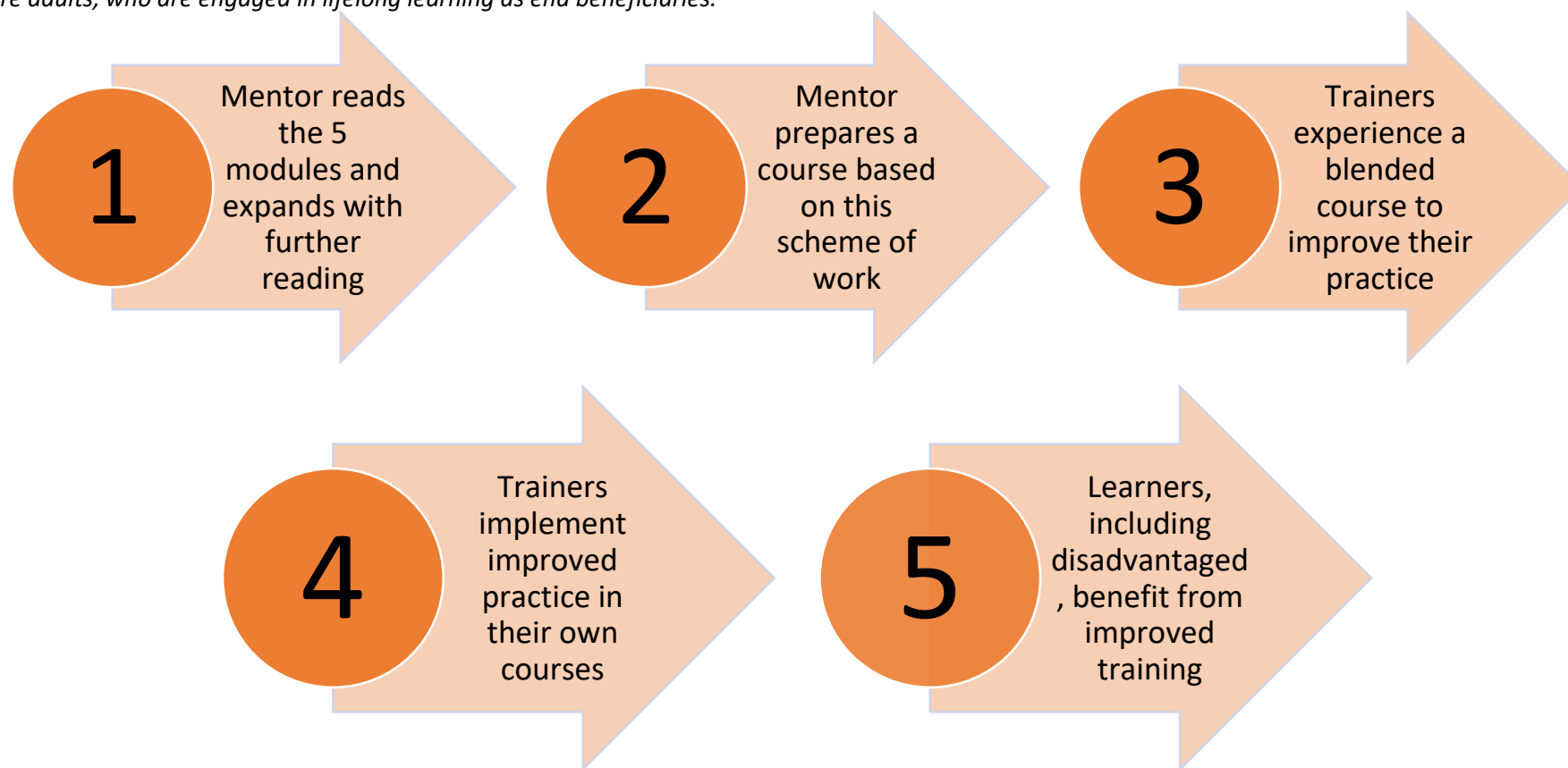
Scheme of Work for a Blended Course

Scheme of Work for a Blended Course

This scheme of work provides guidance to teacher trainers or mentors on both content and suggestions for delivery of a blended course.

Mentors should first become familiar with the 5 modules, before moving onto this Scheme of work designed to facilitate a Blended course for trainers. The intention behind delivering the 5 modules through a blended course is to allow the trainers in training to experience a model Blended course, while learning all they need to know to run blended courses for their own learners.

For the purpose of this project, let us agree that “Mentors” are those who upskill trainers. “Trainers” are existing educators, who will be learning new skills and competences. “Learners” are adults, who are engaged in lifelong learning as end beneficiaries.



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HOW TO USE THIS SCHEME OF WORK

<p>1. Read the module</p>	<p>The module provides the Mentor with all the necessary information to run a lesson on the specific topic.</p> <ol style="list-style-type: none"> 1. Objectives of the module 2. Pre-assessment 3. Prerequisites 4. Expected learning outcomes 5. Learning Content 6. Revision and Summary / Checklist Review of Learning Content 7. Tips for further reading and bibliography
<p>2. Read the suggestions in this Scheme of Work</p>	<p>A module is divided into manageable sections suitable for a blended course. Each section may contain a combination of:</p> <ul style="list-style-type: none"> ● Short summary of the introduced point / learning objective / definitions ● Explanation to go deeper ● Resources to use while training trainers ● Tasks and activities to perform prior to, during and after lessons ● Links to online professional development tools and activities ● Resources for trainers to use with their students ● Examples of delivery methods: presentations / research / raising awareness / practice / scenarios/ discussion / role play / online tools for delivering content
<p>3. Personalise the scheme of work / lesson plan to your own needs depending on your audience</p>	<p>Make use of what is suitable in your training context and add / remove / modify the tools and activities to suit your own needs.</p> <p>Depending on the topic you may opt for different delivery methods: face-to-face activity / role play / scenario / reflection / self-assessment / handouts / facilitator's notes ... anything that can be used in a training session</p>
<p>4. Regularly update your scheme of work</p>	<p>Revise your personal scheme of work regularly to include new sources and improve delivery methods.</p>

MODULE 1 - TRAINER'S CONFIDENCE AND SKILLS

INTRODUCTION TO TOPIC

In this module, trainers will learn about the skills and competences needed in blended learning and will also be able to identify their own teaching skills. They will learn about different types of teaching and learning and will be able to analyse what type of learners they have and what their needs are. The module will deal with the concepts of motivation, confidence, self-esteem and frustration within an educational context.

1.1 Pre-assessment activity

In advance of the first session, Trainers are invited to fill out a two-part questionnaire to self-assess their skills as Trainers and Learners in the context of blended learning.

(Conduct at least a week ahead of the first lesson.)

Reference to learning content	Activities	Activity resources
Module 1 – Point 2: Pre-assessment Questionnaire	The Mentor sends a link to the Questionnaire to the Trainers who are about to start the course. Apart from the answers to the questionnaires, the Mentor checks whether all Trainers possess basic digital competences to answer an online survey.	MAP 1.1 Pre-assessment questionnaire – use questions to populate an online survey tool like Surveyplanet, Mentimeter or Google Forms.

1.2 Lesson 1 (in presence)

This is the introductory lesson to the course and to Module 1, it is imperative that it is conducted in person whenever possible. The aim is to ascertain the prerequisites, to analyse the data gathered through the questionnaire and finally make sure that everyone is onboard with the objectives of the whole course.

Only then the Mentor moves onto the first learning content.

(Duration: 2h -3h)

Reference to learning content	Activities	Activity resources
Results of the questionnaires	<ul style="list-style-type: none"> The results will be interpreted in graphs by the Mentor at the start of the first session. -> discussion on hopes and expectations 	Extract the results of the survey in a pie chart for each question keeping individual answers anonymous.

	<ul style="list-style-type: none"> ● Next make sure the prerequisites are there or whether anyone needs extra support ● Share and discuss the objectives of the course and of Module 1 	
Module 1 Content – Section 1: Abilities and competences for mixed learning	<ul style="list-style-type: none"> ● Introduce the concept of Blended Learning based on the learning content in the module. ● Organise Trainers in two groups. <ul style="list-style-type: none"> ○ Group A needs to make a list of characteristics a Trainer needs to have to conduct a blended course. ○ Group B needs to make a list of the characteristics of a successful learner in a blended course. ● Both groups present their findings. The Mentor then elicits the missing characteristics and adds them to the list. ● Groups discuss openly which characteristics are in most need of attention and how this can be done. 	2 whiteboards or flipchart sheets, markers
Module 1 Content – Section 2: Types of teaching and learning	<ul style="list-style-type: none"> ● Elicit examples of learning and learning situations in order to reach a conclusion that it's the learning processes that define the types of learning. ● Present the four learning theories and then share the table in the module giving the Trainers a moment to scan through the table then ask them which learning theory works best in their context and which theory works least in their context. WHY? 	MAP 1.2 Summary table of learning theories
1.3 Independent work 1 <i>Following the first lesson in presence, the Trainers are invited to work on their own exploring the topic of Self-regulated learning.</i> (Allow at least one week)		
Reference to learning content	Activities	Activity resources
Module 1 Content – Section 3: Self-regulated learning as a key to blended learning	<ul style="list-style-type: none"> ● Trainers are referred to read the content of this section and then identify their own strengths and weaknesses. 	Use Jamboard to allow Trainers to put their observations in one shared online document.

- Then Trainers describe the characteristics of their own students who struggle with the learning process.
- Finally, they brainstorm on their own possible solutions and ways to support their learners to overcome their challenges. This will be used to start the next lesson with the Mentor.

1.4 Lesson 2 (online)

Based on the self-reflective work conducted by the Trainers, the Mentor introduces the topic of Trainer's motivation and self-esteem.

(Duration: 2h)

Reference to learning content	Activities	Activity resources
Module 1 Content – Section 4: Importance and advantages of trainer's motivation and self-esteem	<ul style="list-style-type: none"> ● Present how sense of effectiveness is based on Trainer's beliefs about him/herself ● Give verbally the example of Annia stated in the Module and allow the Trainers to discuss. ● Sum up the discussion and finish the topic as indicated in the module. 	
Module 1 Content – Section 5: How to overcome frustration and lack of motivation	<ul style="list-style-type: none"> ● Based on the content in this section present the mechanisms of frustration and creating a “success mindset” (up to the strategies) ● Use an online survey tool like Mentimeter or SurveyPlanet to present the <u>strategies that decrease motivation</u> and ask Trainers to tick the strategies they are guilty of. ● Then again present the <u>strategies that increase motivation</u> and ask Trainers to tick the ones they are proud of. ● Ask what <u>other</u> strategies (positive or negative) the Trainers are familiar with. ● Split the Trainers in two groups (breakout rooms) and provide them with two sets of information: <ul style="list-style-type: none"> ○ Student frustration and coping actions ○ Trainer frustration and coping actions 	<p>Mentimeter or SurveyPlanet</p> <p>MAP 1.3 Student frustration and coping actions</p> <p>MAP 1.4 Trainer frustration and coping actions</p>

	<p>Each group is asked to use the information to create a presentation for the other group. They are free to add to the lists and they are encouraged to use creative ways of presenting their topic including role plays, guessing games, etc)</p>	
<p>1.5 Independent Work 2 <i>Trainers will read the final part of the module and work on a plan of action to benefit their learners' confidence and self-esteem.</i> (Allow at least one week)</p>		
Reference to learning content	Activities	Activity resources
<p>Module 1 Content – Section 6: Students' confidence and self-esteem</p>	<ul style="list-style-type: none"> Students are referred to read the content of this section and then develop an action plan of concrete ideas they can implement in their own courses to improve their learners' self-esteem and confidence. Their work can include a list of what they already do well, what they do, but should preferably avoid, strategies empowering the learners, etc. Their action plans are then shared between peers for comments and inspiration using an online storage folder like Dropbox, Google Drive or another platform. 	<p>Dropbox or Google Drive</p>

MODULE 2 – REVIEW OF LEARNING CONTENT

INTRODUCTION TO TOPIC

The learning content is the heart of your lessons. It goes without saying that it should fit the objectives and prerequisites of your course. Moreover, the content should correspond to your course style, as well as to the target audience. When you plan a new type of teaching in blended form, it is useful and recommended to review your learning content first, so that it perfectly fits with what you want to achieve – your learning objectives. In this module, you will learn how to decide which learning content is suitable for transfer into blended form, taking into account the type of target learners and addressing learning differences and variable access to digital learning. Applying these considerations to your learning content will allow your students to adapt quickly to the new teaching environment. Completing this module will allow you to make an informed choice on which of your content needs updating and how and which is suitable for online delivery. You will also be able to reflect upon and adapt to the different learning realities of your target audience.

2.1 Pre-assessment activity

*In advance of the first session, Trainers are invited to reflect on a possible scenario:
(Conduct at a few days ahead of the first lesson.)*

Reference to learning content	Activities	Activity resources
Module 2 – Point 1: Pre-assessment scenario	The Mentor sends the scenario to the Trainers who are about to start the new module. They are asked to reflect on it, before the first session as their thoughts will be discussed when they first get together.	MAP 2.1 Pre-assessment scenario

2.2 Lesson 1 (in presence or online)

*This is the introductory lesson to Module 2, it can be done in presence or online, but not independently. The aim is to reflect on the pre-assessment activity and dive into the topic of this module.
(Duration: 1.5h)*

Reference to learning content	Activities	Activity resources
Pre-assessment scenario	Discuss the pre-assessment scenario <ul style="list-style-type: none"> • Were there any surprising thoughts • Was everything obvious? • Any additional thoughts that were not covered by the scenario? 	MAP 2.1 Pre-assessment scenario

<p>Module 2 Content – Review and update of the existing training content – 1.1 <u>Adaptation to the target group</u></p>	<ul style="list-style-type: none"> ● Following the discussion of the re-assessment scenario, everybody agrees that learning content needs regular reviewing. <ul style="list-style-type: none"> ○ Read out or use Mentimeter to ask the Trainers to match the 4 target groups and topics ○ Discuss beyond the obvious why adapting learning content to specific target groups matters 	<p>Whiteboard or Mentimeter</p>
<p>Module 2 Content – Review and update of the existing training content – 1.2 <u>Checking whether your training content covers the latest topics and is generally up to date</u></p>	<ul style="list-style-type: none"> ● Elicit examples of how the Trainers regularly update their learning content Use the text in the module to keep the discussion going. ● Use the questions in the checklist to invite the Trainers to reflect on their own learning content. 	<p>Whiteboard or Mentimeter</p>
<p>Module 2 Content – Review and update of the existing training content – 1.3 <u>Exploring potential new learning materials</u></p>	<ul style="list-style-type: none"> ● As teachers, we are rarely questioned. It is our responsibility to question our own teaching practice. <ul style="list-style-type: none"> ○ Use the questions and content in 1.3 to illustrate why trainers should always question their teaching resources ○ Use Padlet or Jamboard to conduct the self-reflection activity in a group. The trainers first list all the resources they use and then they help each other suggesting alternatives that might work better for some target groups or training settings. 	<p>Whiteboard, Padlet or Jamboard</p>
<p>2.3 Independent work 1 <i>Following the first lesson, the Trainers are invited to work on their own, exploring the topic of copyright and data protection, as well as checking their own teaching/training methods.</i> (Allow at least one week)</p>		
<p>Reference to learning content</p>	<p>Activities</p>	<p>Activity resources</p>
<p>Module 2 Content – Review and update of the existing training content – 1.4 <u>Checking the new</u></p>	<ul style="list-style-type: none"> ● Trainers are referred to read the content of this section and then their own content for copyright issues 	<p>Module content and online research on copyright</p>

<p><u>contents for copyrights and data protection</u></p>	<ul style="list-style-type: none"> • Their task for the next session will be to identify copyright free platforms for downloading images, sound or learning content. IS IT REALLY FREE? • This will be used to start the next lesson with the Mentor. 	
<p>Module 2 Content – Review and update of the existing training content – 1.5 <u>Checking your own teaching/training methods</u></p>	<ul style="list-style-type: none"> • Trainers will use the content of 1.5 for self-reflection and on their own methods and will share their findings with the other Trainers at the following session. 	<p>Module content of section 1.5</p>
<p>2.4 Lesson 2 (online) <i>Following a sum-up of the first part of the module, the Mentor introduces the topic of Checking for suitability of content for online or blended delivery.</i> (Duration: 2h)</p>		
<p>Reference to learning content</p>	<p>Activities</p>	<p>Activity resources</p>
<p>Module 2 Content – <u>Checking for suitability of content for online or blended delivery</u></p>	<ul style="list-style-type: none"> • Using the content in the module present how learning content’s suitability for online or blended delivery can vary depending on: <ul style="list-style-type: none"> ○ Content ○ Method ○ Target group • At each section, allow the Trainers to share their own perspective based on their personal training contexts. Encourage a discussion. 	<p>Module content of section 2</p>
<p>Module 2 Content – <u>Addressing learning differences and variable access to digital learning</u></p>	<ul style="list-style-type: none"> • Introduce the topic of digital learning and the two main issues related to it: <ul style="list-style-type: none"> ○ Variable access in terms of hardware ○ Variable access in terms of digital skills • Split the Trainers in two groups of 3. If there are too many participants, create smaller groups working on the same topics but separately. It will be interesting to see if they produce different results • One group will work on solutions for overcoming challenges with hardware and the other group will work on solutions for overcoming challenges with digital skills. Allow as much time as possible, at least 30 minutes in breakout rooms. Trainers 	<p>Use of Breakout rooms or other collaborative online space for group work</p>

	<p>are free to choose how they want to present their findings and suggestions (slides, paper, whiteboard, activity for the others...)</p> <ul style="list-style-type: none"> • Their presentations will be followed by a plenary discussion. 	
<p>2.5 Independent Work 2 <i>Trainers will review their own learning content. (Allow at least two weeks)</i></p>		
Reference to learning content	Activities	Activity resources
Module 2 Content	<ul style="list-style-type: none"> • Trainers are invited to review their learning content based on what they have learnt 	Module 2 content

MODULE 3 – USE OF DIGITAL TOOLS (SOFTWARE)

INTRODUCTION TO TOPIC

A great number of software programs and mobile apps that allow distance communication and interaction has been developed over the past few years. The Covid-19 pandemic has even boosted this process that seems to be only at its beginning.

Many of these tools can be effectively used for teaching and learning activities. Each software program has specific features that can make it suitable for different teaching styles and learning objectives. Therefore, if you work in the field of both blended and online training it is becoming more and more important to know their characteristics and how to use them well.

In this module you will learn about the latest and most suitable online solutions for delivering learning content online, fostering interaction and assessing your students. You will also learn how to find digital solutions starting from your and your students' teaching needs. Lastly, you will learn the core rules of netiquette.

3.1 Pre-assessment activity

In advance of the first session, Trainers are invited to reflect on a possible scenario:

(Conduct at a few days ahead of the first lesson.)

Reference to learning content	Activities	Activity resources
Module 3 – Point 1: Pre-assessment scenario	The Mentor sends the scenario to the Trainers who are about to start the new module. They are asked to organise a short session using one of the presented (or other) distance learning tools and tell everyone about the most interesting features they have discovered.	MAP 3.1 Pre-assessment scenario

3.2 Lesson 1 (online)

This is the introductory lesson to Module 3, it will be done online to illustrate the learning content. The aim is to explore popular distance learning tools and dive straight into the topic of this module.

(Duration: 1.5h)

Reference to learning content	Activities	Activity resources
Activity based on the Pre-assessment scenario	The Trainers are divided into small groups and asked through the pre-assessment scenario to prepare a short online lesson on the selected distance learning tool. Trainers will need to:	MAP 3.1 Pre-assessment scenario and Module content of Section 1
Module 3 Content – Distance Learning Tools	<ul style="list-style-type: none"> Choose or be assigned a distance learning tool from the module or even a different one, which is not presented here Set up a link and invite the other participants to their mini session 	

- Through a shared screen, trainers will show their colleagues the most interesting and useful features of their distance learning tool

The Mentor will summarise and add more information if necessary.

3.3 Lesson 2, 3 and 4 (online)

Lesson 1 is followed by three online lessons in which the Mentor will present selected Tools for interaction. The Mentor will present examples of interaction between teacher and students involving the trainers in the process. Then the Mentor will present briefly the examples of tools for interaction between students, followed up by independent work tasks. The three sessions shall be conducted on different days to avoid overload of information and to allow trainers to practice on their own.

(Duration: 3 x 1,5h)

Reference to learning content	Activities	Activity resources
Module 3 Content – Tools for Interaction	<p>The Mentor prepares in advance sample activities to be conducted through the selected tools. Even if some of the have been used in previous sessions, the Mentor will go deeper into the background settings and the creative process when using Tools for Interaction</p> <p>The Mentor will cover:</p> <ul style="list-style-type: none"> ● Description and purpose of each presented tool ● Each tool is experienced by the Trainers in sample activities ● Each activity is then explored through Mentor’s dashboard, so that Trainers can see and learn how to set up each type of activity. <p>The Mentor will then ask each participant to take 10 minutes and set up an activity in a tool of their choice, so that difficulties and doubts can be addressed immediately. This is followed by a Q&A session.</p>	Module content of Section 2.1 Interaction teacher-learners See selected Tools in the table
Module 3 Content – Tools for Interaction	<p>The Mentor presents the selected tools for interaction (collaboration) between learners. This is followed by a brief discussion, where Mentor and Trainers agree to use one of the tools and they set up a collaboration space. The Trainers will be tasked to conduct at least once each of the following tasks:</p> <ul style="list-style-type: none"> ● Create a collaborative document (text, spreadsheet, slides...) ● Edit / contribute to a document using the tool functions ● Upload and download files 	Module content of Section 2.2 Interaction teacher-learners See selected Tools in the table

	<ul style="list-style-type: none"> ● Use a chat function, if there is one ● Other, depending on the specifics of the selected tool 	
Module 3 Content – Assessment Tools	<p>The Mentor presents the selected assessment tools. This is followed by a brief discussion, where Mentor and Trainers agree to use one of the tools and they set up an assessment activity. The Mentor shares the screen and allows Trainers to suggest what needs doing in order to set up the activity. Once the assessment activity is set up, Trainers will experience it as Learners and will fill out the questionnaire / survey /or other form of assessment. The Mentor will then again share the screen to see how their answers are processed and how this can be used for the learning process.</p>	Module content of Assessment Tools See selected Tools in the table
<p>3.4 Independent work 1 <i>Following the first 4 lessons, the Trainers are invited to work on their own, practicing the tools they think will be most useful to them and their Learners.</i> (Allow at least one week)</p>		
Reference to learning content	Activities	Activity resources
Module 3 Content – all except Netiquette	<p>Trainers need to use at least one tool from each category and integrate them in their teaching activity. Their experimentation will be recorded in a diary, which will then provide enough material for discussion with the Mentor.</p> <ul style="list-style-type: none"> ● Set up a profile and create a link to a distance learning tool and test functionalities with a colleague ● Choose at least two Tools for interaction between teachers and students and create at least one exercise in each tool. Test it with colleagues. ● Set up a collaborative space on one of the tools for interaction between learners and explore further the functionalities, involving colleagues and asking them to do collaborative tasks. ● Use at least one Assessment tool to create an assessment activity, ask a few colleagues to complete it and then analyse the results. Is there enough information or was the activity not planned well enough? 	Module content and selected online tools
<p>3.5 Lesson 5 (online or in presence)</p>		

The purpose of Lesson 5 is to clear up any issues related to the use of Online tools and support the Trainers in their first steps as online trainers. The Mentor will also introduce the concept of Netiquette.

(Duration: 1,5h)

Reference to learning content	Activities	Activity resources
Module 3 Content – all except Netiquette	<ul style="list-style-type: none"> ● Q&A session to discuss any doubts and question arisen from the independent work recorded in Trainers’ diaries. 	Trainers’ diaries and all tools discussed so far
Module 3 Content - Netiquette	<ul style="list-style-type: none"> ● Introduce the topic of Netiquette and go through all the rules, allowing Trainers to provide their own contributions from their own experience. <ul style="list-style-type: none"> ○ Place ○ Punctuality ○ Identification ○ Use of the webcam ○ Use of the microphone ○ Use of the chat box ○ Time to speak ○ Privacy 	Module content

MODULE 4 – USE OF ICT TOOLS (SOFTWARE)

INTRODUCTION TO TOPIC

Computers, which entered human life for the first time on January 7, 1946, have evolved rapidly for 73 years and continue to develop more rapidly today. One of the most important part of computer technology is the hardware.

Hardware is best described as any physical component of a computer system containing a circuit board, integrated chips, or other electronics. A perfect example of hardware is the screen on which you are viewing this page. Whether it is a monitor, tablet, or smartphone, it is hardware.

Without any hardware, your computer would not exist, and software could not be used.

Hardware technologies enable revolutionary changes in our lives. The infrastructure of this technology, which enables information to be delivered quickly, is based on computers, human factors and other communication tools. This technology helps us to do our work practically in almost every aspect of life.

Completing this module will allow you to understand the specifications of computer hardware, thus developing elementary understanding of ICT devices and their use. Consequently you will be able to make informed choices when purchasing IT equipment for the purposes of delivering learning content online.

4.1 Pre-assessment activity

In advance of the first session, Trainers are invited to assess their existing knowledge of ICT

(Send task and Module 4 content two weeks ahead of first lesson)

Reference to learning content	Activities	Activity resources
Module 4 – Point 1: Pre-assessment task	The Mentor sends the pre-assessment task to the Trainers who are about to start the new module. They are asked to use the glossary grid to check how much they know about ICT as well as conduct some online diagnostics through the associated hyperlinks. The Mentor also requests the Trainers to read the whole Module 4 content in advance.	MAP 4.1 Pre-assessment task All Module 4 content
<h4>4.2 Lesson 1 (online)</h4> <p><i>This Module contains a large amount of technical information which is to be used as a reference point in situations when Trainers need to decide on the most suitable ICT equipment to suit their teaching circumstances. In Module 4 the Mentor will act as an advisor to the Trainers when they look at what ICT equipment is available to purchase for their lessons.</i></p> <p>(Duration: 1.5h)</p>		
Reference to learning content	Activities	Activity resources
Module 4 Content – all content	The Mentor identifies suitable online stores where ICT equipment can be purchased. The products need to have good technical descriptions to allow for adequate comparison	All content of Module 4 Module 4 Checklist

between products. The Mentor will then present in an online session what their choice would be if they were to buy new equipment for online lessons now.

The Mentor will need to:

- identify their needs
- identify their budget
- choose best quality-price ratio
- finalise their choice and discuss it with the rest of the group

4.3 Independent work

Lesson 1 is followed by a week of independent work where all the Trainers reflect on their needs and use one of the online stores to put together a shopping list of what they need. They will have seen how their Mentor proceeded in Lesson 1 and they have the checklist and the explanatory references in Module 4 to assist them with their choices.

(Duration: 1 week)

Reference to learning content	Activities	Activity resources
Module 4 Content – all content	Each Trainer will need to: <ul style="list-style-type: none"> ● identify their needs ● identify their budget ● choose best quality-price ratio ● finalise their choice and present it to the rest of the group at the next online session 	All content of Module 4 Module 4 Checklist

4.4 Lesson 2

Following the independent work, the Trainers share their “shopping list” for ICT equipment with the rest of the group and the Mentor, receiving feedback and advice.

(Duration: 1.5h)

Reference to learning content	Activities	Activity resources
Module 4 Content – all content	The Mentor invites the Trainers one by one to share their shopping lists and comment on their choices, explaining their needs, budget, quality-price ratio. The rest of the group, followed by the Mentor, offer feedback on the choices made.	All content of Module 4 Module 4 Checklist



	This session can be repeated in informal ways as required until all Trainers are comfortable with	
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MODULE 5 – PLANNING A TRAINING SESSION

INTRODUCTION TO TOPIC

To paraphrase the popular saying - good planning and preparation is the halfway to successful implementation. And this fully applies to the educational domain.

Planning a training session has several aspects – preparation of learning content and resources, self-preparation of the trainer, and choosing the right training settings to match learners' needs and expectations.

In this module, training professionals will learn how to plan and prepare a training session depending on the learning environment. Specifics of preparing learning activities for face-to-face, online, and blended settings will be outlined. Several templates and user-friendly samples for different types of courses will be provided to help educators better structure the process.

5.1 Pre-assessment activity

In advance of the first session, Trainers are invited to reflect on the differences between face-to-face, online and blended delivery of training.

(Send Pre-assessment scenario of Module 5 a few days ahead of the first lesson)

Reference to learning content	Activities	Activity resources
Module 5 – Point 1: Pre-assessment task	The Mentor sends the scenario to the Trainers who are about to start the new module. They are asked to summarise in three columns what they think the main differences are between face-to-face, online and blended delivery of training.	MAP 5.1 Pre-assessment scenario

5.2 Lesson 1 (face-to-face)

Module 5 focuses on lesson planning for different learning environments. The Mentor will conduct a half-day session (4 hours) to go through the content of Module 5 and the accompanying exercises inside the module. The Trainers will actively keep in mind their own teaching as they analyse the different training settings.

(Duration: 4h)

Reference to learning content	Activities	Activity resources
Module 5 Content – all content	The Mentor follows the structure of Module 5 and presents the content, while asking the Trainers to complete the activities within the module. Module 5 provides the Mentor with a very detailed road map on how to deliver the content. The Mentor will teach the Trainers how to:	All content of Module 5 Activity Handouts 5.1, 5.2, 5.3

- plan and prepare for different types of learning environments – face-to-face, online and blended delivery
- plan different types of learning activities – presentations, icebreakers, energisers, case studies, exercises, self-directed tasks, etc, depending on the type of learning environment
- choose suitable activities for different types of learning environments – face-to-face, online and blended delivery
- recognise the main challenges in keeping group dynamics in different types of learning settings - face-to-face, online and blended delivery

5.3 Independent work

Lesson 1 is followed by two weeks of independent work where all the Trainers reflect on their own teaching and their course content. Trainers are asked to choose one of their courses, review it and adapt it to a blended or online-only delivery.

(Duration: 1 week)

Reference to learning content	Activities	Activity resources
Contents of all Modules 1 to 5	<p>Each Trainer will need to:</p> <ul style="list-style-type: none"> ● choose a course or set of lessons that they plan to deliver, or have delivered before ● reflect on any new skills they would use in the delivery of this course (Module 1) ● review their course content, update and make sure it is fit for purpose (Module 2) ● integrate some digital tools that would fit their own course and would be suitable for their type of learners (Module 3) ● review if the ICT equipment they have is enough to deliver the course they way they wish to and if not, identify what equipment would they wish to use in an ideal scenario (Module 4) ● build the Scheme of Work (similar to this Scheme of Work) for their course or at least note down a clear step-by-step plan for the blended or online delivery of their course 	<p>Knowledge from Modules 1 to 4</p> <p>Templates from Module 5</p> <p>This Scheme of Work as a model</p>

	The results of this work will be reviewed at the last lesson where the Mentor and MAP course colleagues will provide feedback.	
5.4 Lesson 2 <i>Following the independent work, the Trainers share their Schemes of Work or Lesson Plans with the rest of the group and the Mentor, receiving feedback and advice.</i> (Duration: 2h – depending on the number of trainers)		
Reference to learning content	Activities	Activity resources
Content of all modules 1 to 5	The Mentor invites the Trainers one by one to share their Schemes of Work or Lesson Plans and comment on their choices, explaining their context, course content, choice of methods and expected learning outcomes / impact for their learners. The rest of the group, followed by the Mentor, offer feedback on the choices made.	Results of Trainers' independent work