
**Green Entrepreneurship Training (GET-UP) Project
CPD- Programme**

FACT Sheet – Blended Learning Functions

Module 4 – Teaching and Learning in Blended-Learning Environments - Online

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Functions of Blended Learning

Blended Learning is becoming more and more popular. This is due to its benefits and functions.

The functions of Blended learning are related to the environment in which Blended Learning takes place. Usually, this is a combination of face-to-face learning activities with online or computer-based learning activities.

This offers a *new learning experience*. This experience is based on combining the benefits of modern communications and IT with traditional learning and discussions and reflections in a situation, where other learners are directly involved and can provide face-to-face feedback.

Generally, the use of a Blended Learning approach *improves students engagement*. The *new role of the teacher* is important for this. There is a chance the old role of a teacher or trainer who was typically a knowledge provider to a new role in Blended Learning where he or she has to act as a coach or mentor.

This also *changes the relationship between teacher and learner*. The teacher is supporting the learning process and the learner plays an active role in learning. Learners have to take responsibility and they are seen as skilled individuals.

The use of Blended Learning is based on the idea to *organize content*. The teacher has to decide which content should be provided online and which should be used in face-to-face settings. This helps to *promote learning of skills, abilities and competences*.

In consequence Blended Learning opens *new possibilities for individualization* and respects the learners.

How can blended learning be used?

These functions show that Blended Learning can be used in big and small settings. The person or group of trainers who design the blended learning approach have to decide about the timeframe and the fitting content. It can also be used to foster self-paced learning.

There are specific steps, which have to be considered, when people design a Blended Learning scenario:

1. *Realise the individual context:*
The individual context should be in focus.
2. *Consider local challenges:*
It is important to know and understand local challenges.
3. *Recognise aims:*
Be aware and write down short and long-term goals for the learners.
4. *Design in a complementary way:*
Online learning has to be created complementary to learning in the classroom face-to-face context
5. *Note important user feedback:*
User feedback is important and has to be taken into account
(see also the in parts similar design suggestion from Rishabh Saxena 2017:
5 Steps for Designing Effective Blended Learning Courses
<https://www.docebo.com/2017/09/21/5-steps-for-designing-blended-learning-courses/>)

To use Blended Learning should collaborate and share information. The core idea is to create a collaborative setting. The teacher or trainer can improve the collaboration between students by designing group activities. It is also good to design them in a way that the activities rely the work of other groups and is interconnected or that it relies on information gathered from online learning.

The use of Blended Learning can also enrich the learning experiences in a more specific way, if the used tools and platforms include Learning Management Systems and mobile devices.