

What is Blended Learning?

Blended Learning refers to a combination of two separate models of teaching and learning: **traditional Face-to-Face (F2F)** and **Technology-enabled** learning systems. It aims to leverage the advantages of different teaching modes to teach active skills more efficiently and maximize learning potential of the learners.



Blended Learning IS...

- When tech-enabled teaching is *meaningfully integrated* with F2F teaching to facilitate instructor-led and self-directed learning
- Specifying how both F2F and tech-enabled components maximise learning through defining clear objectives and rationale for learning activities
- Using different learning modes complementarily to ensure transfer of knowledge/ skills

Blended Learning IS NOT...

- Operating different learning modes in silos
- Purely replacing certain classroom content using tech-enabled means, e.g. e-learning or videos without follow-up F2F sessions for integration and consolidation of learning
- Using tech-based instructional methods in classroom setting, e.g. Mentimeter or Pigeonhole during a classroom course



Where can we use Blended Learning in SPS?

Blended learning can occur as an integration of various modalities in following contexts:

1 Inmate Interventions:

Examples:
PCP, Cohort Meetings,
Vocational Training,
Vendor programmes

Classroom learning

- Face-to-face sessions to build skills & knowledge
- Role-play, simulations, case study

Tech-enabled learning

- Online reading, handouts, quiz, reflections, videos, e-learning platform (e.g. DIRECT)



Learning with real-life practice (F2F)

- Vocational practice with certification
- Goal-setting using MAP
- Application of skills during community supervision

2 Staff Training:

Examples:
MOST,
Safer@Work

Classroom learning

- Face-to-face sessions to build skills & knowledge



Tech-enabled learning

- Pre-course online quiz & reading
- Post-course online community support & reflections
- E.g. using LMS

Workplace learning (F2F)

- On-job training
- Structured observation, coaching & feedback
- Job rotation
- Internship

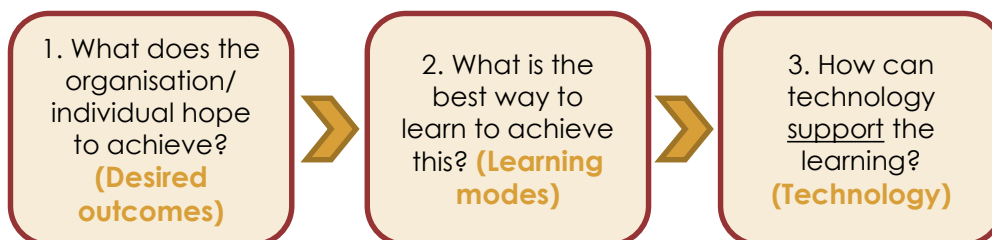


Guiding Principles for Applying Blended Learning

So how do we go about blending the learning modalities? Consider the following factors...

1. Objectives of blended learning design

The key principle to blended learning is to **let desired outcomes drive learning modes, then let learning modes drive technology**. In other words, we must never make the tempting mistake of putting technology before everything else. That is a sure-fire way to kill any blended learning design. Always first consider what matters to the organisation and the individual.



2. Commitment to the learning approach



Key decision-makers

- Commit time & resources to help staff understand value of learning approach and to show leaders' commitment
- Formalize the approach as part of organisation's policies



Stakeholders/ Staff

- **Organisational culture** (e.g. learning culture, tolerance for mistakes, openness towards innovation) will shape how people react towards blended learning
- Monitor their sentiments to note commitment level

3. Learner and stakeholders

Design and implement the programme with end-user satisfaction in mind...



Design

- **Learner's profile** will determine how we build engagement (e.g. cognitive, demographics, motivation)
- Note **learner's perspective** of using the modality
- Plan **assessment** to ensure learning objectives are met



Implement

- **Communication** efforts to help everyone understand the intent and programme flow; Build buy-in
- **Flexibility** for trainers and learners to adjust to ongoing changes such as new directions/ learner's profile
- **Get feedback and constant monitoring** to stay on track with final goal (i.e. the desired outcome)

4. Resources for blended learning



Infrastructure & Ground

- **Build infrastructure and ground for blended learning**
- E.g. Protected time & space to support learning
- If technology is involved, test it out to ensure that it works according to plan



Learning support

- Structure for **ongoing support** (e.g. peer support, briefings)
- **Anticipate events that can compromise implementation** (e.g. staff movement, scheduling issues, tech hiccups, dynamics)

References:

1. Graham, C. R. (2006). Blended learning systems: definition, current trends, and future directions. In *Handbook of Blended Learning: Global Perspectives, Local Designs* edited by C. J. Bonk and C. R. Graham, pp. 3 – 21. San Francisco, CA: Pfeiffer Publishing
2. *Blending Classroom with Work and Technology*. (2016). [Handbook]. Singapore: Institute of Adult Learning Singapore.