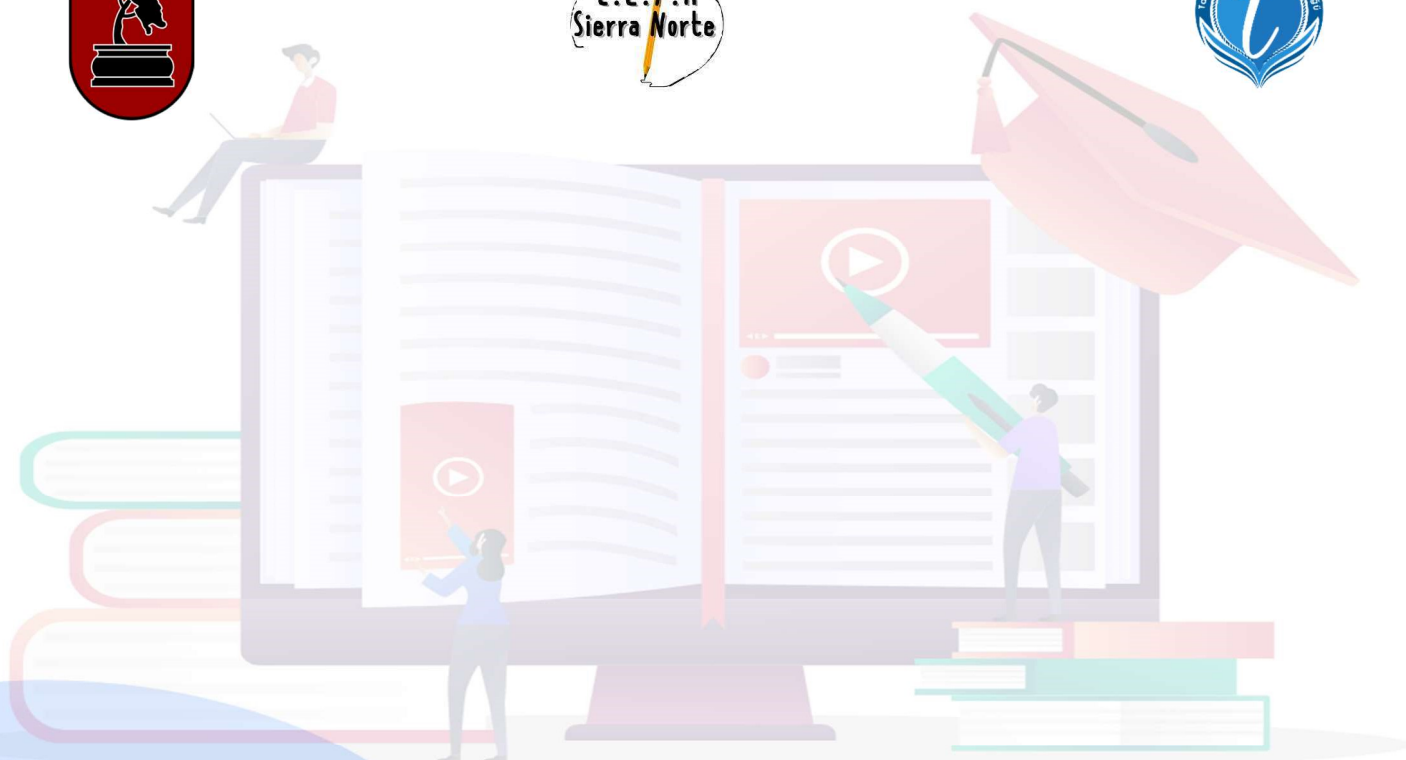




Valgamaa
Kutseõppekeskus



TRAINING PROGRAMME ON HYBRID LEARNING FOR ADULT EDUCATORS



Hybrid Learning
FOR DISADVANTAGED ADULTS

2024

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DEAR ADULT EDUCATORS,

The present training programme is created in order to support adult education organisations to implement hybrid learning in their work with disadvantaged groups.

Hybrid learning for us is the situation when part of the participants are in the room together and part are online at the same time.

Why to teach in a hybrid way?

**Everybody has a right to learn!*

**You can be located in one place, but some of your learners can be too far from you to join offline-sessions*

**Hybrid learning gives more opportunities to people who would not learn otherwise*

**It unites those who are isolated from the offline team. It helps to avoid exclusion*

**You can connect learners from different communities and locations (several offline groups connect online)*

**It diversifies our teaching and helps us as educators develop new professional competences (digital, communicative, didactical, etc.)*

**More efficient use of resources*

Working on this training programme we tried to make it easy to use, practical and flexible.

This training programme can be used separately or as a module of a bigger course for adult educators. It can be applied by trainers, methodologists and adult educators to support less experienced colleagues and to add confidence in hybrid work.

It is also transferable to school, vocational or higher education as well as youth work with some adaptation if necessary. It should not be followed precisely and you can find your variations and adapt the programme to your groups and teaching practice.

It is preferable to have a group of up to 10 participants (adult educators).

EXPECTED LEARNING OUTCOMES

1. The participant successfully plans, carries out and evaluates hybrid learning experience for disadvantaged adults. Successfully means that they follow the principles of adult education, encourage learners' active participation whether they are online or in the class, provide inclusion and equal opportunities for the learners.
2. The participant successfully supports adult learners with disadvantaged backgrounds during their learning process in a hybrid way. Successfully here means that the adult educator provides personalised learning and supports the learners to become self-directed agencies.
3. The participant cooperates with other adult educators in organisation by sharing the best practices and discussing challenges of hybrid learning.
4. The participant possesses a variety of tools and methods for working with disadvantaged adults in a hybrid way.

NUMBER OF HOURS

Group training – 3 days, 6 academic hours each (15 minute break between each session of 2 academic hours). It is preferable to have the training one day a week, so the training is completed in three weeks.

Practice (application of new knowledge with the participant's learners) - from 4 to 6 hours

Independent work (self-analysis of the expected learning outcomes achieved) - 4 hours

Practical and independent work can be done between the training days.

Total number of hours - 26-28 hours

CONTENT OF THE TRAINING

Topic	Number of hours	Methods	Expected learning outcome
Main principles of adult education and their application in a hybrid environment	2	Presentation, discussion, problem solving in a group work	The participants knows how to follow the principles of adult education in hybrid learning
Planning of the learning process in a hybrid environment	2	Presentation, group and individual work, sharing best practices, match-making	The participant successfully plans a hybrid learning experience for disadvantaged adults
Carrying out the learning process	8 (2 during the first day and 4 during the second day); 2 hours during the 3 rd day	Collecting the toolbox of methods, problem solving, testing, embodiment and presence practice. Creation of ground rules for hybrid sessions that respect both the participants and the educator (through group discussion).	<p>The participant possesses a variety of tools and methods for working with disadvantaged adults in a hybrid way.</p> <p>The participant successfully carries out hybrid learning experiences for disadvantaged adults.</p> <p>The participant knows how to use basic equipment for hybrid learning.</p>

Evaluation and analysis, giving feedback	2	Presentation, pair work, role play	The participant successfully evaluates hybrid learning experience for disadvantaged adults.
Learners' support (supporting learners in setting individual learning goals, in observing and reflecting on their learning, individualisation of learning)	2	Pair work, discussion	The participant successfully supports adult learners with disadvantaged backgrounds during their learning process in a hybrid way.
Cooperation with other adult educators	2	Presentation, co-vision	The participant cooperates with other adult educators in organisation by sharing the best practices and discussing challenges of hybrid learning.

METHODOLOGY

The training is practical and it connects theoretical materials with the participants' professional work following the logic of the learning process. Between the group sessions (days) the adult educators have a chance to implement new knowledge with their groups and reflect on this experience in order to achieve the expected learning outcomes.

In the present training programme we focus on development of learner's responsibility and self-directed learning and follow the principles of adult

education (practical orientation, active participation, independence, respect to participants, partnership). The trainer is a facilitator who supports the participants in starting working with hybrid groups.

APPROXIMATE PLANS OF THE LEARNING DAYS (GROUP TRAINING)

Preparation for the participants prior to the initiation of the course can potentially include a video of an actual hybrid session, a testimonial and some background information to serve as a kick-off for the course.

DAY 1

Introduction to the training

Getting to know each other (if necessary) or any warm-up, ice-breaking exercise involving reference to the participants' experience and attitude to hybrid learning

Presenting the main principles of adult education

Discussion: How can the main principles of adult education be applied in hybrid groups? What preconditions are necessary?

Group work: Looking at the skills and tools needed by the educator for such sessions, taking into consideration the cohort of participants (including their skills, needs and interests) as well as challenges.

Presentation of the group work and making a common list.

Break

Presentation of the tips for planning a hybrid learning process

Individual work with the participants' learning plans: how can a learning plan be adapted to hybrid environment (before the training the participants should be asked to bring an example of their learning plan). We suggest to consider the creation of a learning template to better assist the educator in ensuring that all aspects are taken into consideration.

A case study featuring a session where it would be impossible to finish the task in the allocated time for the hybrid session to discuss how this can still be done (e.g. the preparatory material will ask that ingredients are chopped prior to the session to save on time).

Group work: sharing and supporting each other in finding solutions

Break

Presentation of the tips for carrying out the learning process

Group work: collecting methods, which would be suitable for hybrid learning

Embodiment and presence practice to help stress reduction and support energy in hybrid learning

Reflection of the day: what will I take to my work and what will I test with my learning before the next meeting?

If the participants do not have a chance to test with hybrid groups before the next meeting, they can cooperate with each other and connect their groups for a short session (both groups are offline but connected with each other online).

DAY 2

We recommend that each day should start with an icebreaker, ideally incorporating the hybrid concept to get the participants ready for each day.

Discussion: sharing the results of the practice with a hybrid group (challenges, findings, insights)

Problem solving: looking for solutions of the challenges and obstacles met during the practice

Break

Studying the methods for hybrid learning (e.g. from Hybrid Learning Toolkit). Considering concepts of choice and coproduction (involvement of participants in planning stage). It covers choosing the right venue, the right IT equipment, the right software, the right language (including easy-to-

read), choosing the right online tools, keeping in mind the cohort of participants and their needs, potential triggers, skills and interests.

Group work: testing the methods and equipment (each group suggests one method for testing, part of the participants move online in another room).

Break

Presentation: Evaluation and analysis in hybrid learning, giving feedback. Utilising both positive and negative testimonials about actual hybrid sessions to be able to learn from these examples.

Pair work: selecting methods for evaluation and testing feedback

Reflection of the day: what will I take to my work and what will I test with my learning before the next meeting?

DAY 3

Discussion: sharing the results of the practice with a hybrid group (challenges, findings, insights)

Problem solving: looking for solutions of the challenges and obstacles met during the practice

Break

Presentation and discussion: Learners' support (supporting learners in setting individual learning goals, in observing and reflecting on their learning, individualisation of learning, responding to the participants' needs, triggers and interests)

Individual work: thinking of your adult learner and the ways you can support them in a hybrid environment

Pair work: sharing the results of individual work and supporting each other. This task can include working in pairs to create a hybrid session for two target groups. After this, they will also review the hybrid session done as a take-home task and identify how it could have been improved, giving feedback to each other.

Break

Brainstorm: cooperation with other adult educators

Presentation: why and ways to cooperate

Co-vision (Annex 4): example of cooperation

Conclusion of the training: reflection, sharing results of the independent work

LEARNING ENVIRONMENT

Having a training in a hybrid way will allow the participants to experience the challenges and benefits of the hybrid learning and reflect on them.

SOURCES AND LEARNING MATERIALS

- <http://hybridlearningtoolkit.com/>
- <https://www.hybridlearningforadults.com/>
- [Eğitimde Hibrit Öğrenme: Faydaları ve İpuçları - e-Öğrenim Endüstrisi](#)
- [Hibrit Öğrenme: Temel Kaynakların Tam Listesi - ViewSonic Library](#)
- [Yetişkinlere En İyi Öğretim Yöntemleri \(theclassroom.com\)](#)

ASSESSMENT

The participant has successfully completed the programme and achieved the learning outcomes if they:

- carried out at least one hybrid session to demonstrate the achievement of learning outcomes and get feedback. They can provide a recording of the hybrid session or invite an observant (trainer, more experienced colleague) to attend their class;
- made a self-analysis of the first hybrid session (done as a take-home task) and second hybrid session (done with another participant on Day 3):

Learning outcome/competence	Detailed description and proof
I successfully plan, carry out and evaluate hybrid learning experiences for disadvantaged adults. I follow the principles of adult education, encourage learners' active participation whether they are online or in the class, provide inclusion and equal opportunities for the learners.	
I successfully support adult learners with disadvantaged backgrounds during their learning process in a hybrid way. I provide personalised learning and support the learners to become self-directed agencies.	
I cooperate with other adult educators in organisation by sharing the best practices and discussing challenges of hybrid learning.	
I possess a variety of tools and methods for working with disadvantaged adults in a hybrid way.	

- made a presentation of their results.

RECOGNITION

A participant receives a certificate if the expected learning outcomes are achieved and the self-analysis is done.

A participant receives confirmation of the hours spent for the training if the expected learning results are not achieved.

ANNEX 1. RECOMMENDATIONS ON THE IMPLEMENTATION OF THE TRAINING PROGRAMME

- It can be more effective if the training is organisation-based, so the participants can share the same challenges and find common solutions. It is also recommended to have constant small groups of educators, who work together during the whole programme.
- Planning should start with the assessment target group; maybe assessment of the group can be made through the application form/questionnaire/interview in person. The form of the assessment can be chosen according to the target group.
- It can be more effective to make several days' breaks between the sessions, so that the participants could practise new tools with their learners (learn - try - learn).
- It would be smart to prepare the template of methods available to educator in order to have back-up plan if his/hers chosen method does not work (some kind of cheat sheet for educator)
- There should be regular assessment of challenges and updating the tools and methods.
- Some possible resources for making hybrid sessions interactive: www.mentimeter.com, www.padlet.com, slido, Google tools,....
- Ways to cooperate with other adult educators: co-visions, observation, sharing. During the sessions it is recommended to create space for sharing experiences and discussion challenges.
- Final day of the training: presentations by the participants and reflection on their testing with the learners.

ANNEX 2. CHECKLIST FOR EDUCATOR TO ENSURE LEARNERS' SUCCESSFUL PARTICIPATION IN HYBRID LEARNING

	Check the online-participants digital skills in advance (preliminary consultation, technical support if necessary)
	Check that the online participants have necessary equipment (laptop or tablet or smartphone), headphones
	Advice online participants to be in a quiet place and not disturbed by anyone during the training
	Plan learning sessions to be shorter and interactive, so that online participants would not get overwhelmed or bored and would be actively involved
	Relationship before content: creation of relations and a feeling of belonging to one group, ice-breaking, communication with on-line participants in the breaks, noticing participants thoughts and ideas, dialogue, not only giving information, person-centred individual work with the participants (expectations, objectives, progress, expected results)
	Support between the learning sessions (group in social networks, tasks for pair and group works, project-based tasks)
	Regular feedback
	Activities in small mixed groups (offline and online participants together)
	If possible meetings offline

ANNEX 3. CO-VISION METHOD

1. The participants write their professional problems which they want to discuss during the co-vision on a piece of paper.
2. All the problems are presented on the wall and everybody chooses one which is the most interesting for them now.
3. The author of the "winner" problem talks about it for 5 minutes.
4. Then there is a round of technical questions which require a short answer (e.g. how many students do you have in that group? Did you try to involve a psychologist?)
5. Every participant has 3 minutes to share their ideas on possible solutions to the problem. It is not allowed to interrupt or comment. The person whose problem is discussed has to write down the most important ideas.
6. After the round of sharing the thoughts - 2 minutes for written summary and ideas to take to each participants' practice.
7. Final word from the person whose problem was discussed: what he/she will take, what solution they see now.

ANNEX 4. WHAT TO DO IF...?

Internet doesn't work	➡	You can use cable internet instead of wifi or try mobile internet, which is more reliable, consider pre-recording of session
Equipment doesn't work correctly	➡	It is better to prepare alternative ways to communicate with online participants: messenger, materials to e-mail, phone, another video conferencing device and laptop if possible
Participants do not have sufficient digital skills to take part in interactive activities	➡	It is preferable to meet the learner individually in advance or ask some assistant or volunteer or learner of the previous programme and help to acquire some skills or knowledge of working in some particular programme
What if staff do not have particular skills	➡	To consider specific training for staff to improve in particular skills
What if the cohort of participants are unable or find it difficult to read	➡	To incorporate easy-to-read material and visual tools to support the participants in their understanding
What if participants lack familiarity with technology or skills to follow hybrid sessions	➡	Hold individual or group training to support the participants in familiarising themselves with technology or gain skills that are required for hybrid sessions, prior to start of course
Difficulty with assessing compatibility of participants	➡	Use of proficiency tests to evaluate level of participants

The programme was created and piloted in the frames of Erasmus+ strategic cooperation project “Hybrid learning for disadvantaged adults” (2022-2024).

More information: <https://www.hybridlearningforadults.com/>

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