MEDIA LITERACY EDUCATION BY THE BLENDED LEARNING METHOD

GUIDELINES

FEBRUARY 2023

This publication has been created within the Transcontinental MEDIActive Youth: Africa on Board Project, realized with support of the Erasmus+ Programme. Its authors are members of the expert team from partner NGOs, led by the team leader Aleksandar Pavlovic.

The project consortium consists of 7 organizations from Europe and Africa, as follows:

Center for Social and Economic Development
Serbia, *project leader*

EUROMED EVE
Morocco

EUROMED EVE
Tunisia

Better World Foundation
Egypt

Association Educative et Culturelle Arc en Ciel
Algeria

Eesti People to People
Estonia

Center for Intercultural Dialogue
North Macedonia

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INTRODUCTION

Learning and education processes are going through immense changes today. With the ever-rising importance of technology, fast changing world and shifts in the job market, the need to develop new models in education and helping people to acquire new skills has become pressing. It is estimated that as many as four to five out of ten jobs existing today will become obsolete in the following decades due to development of technology, artificial intelligence and automatization of work processes.

These guidelines will familiarize educators with blended learning methodology and methodology of working with youth. The guidelines serve as the main instructions for holding a training course. They provide help for trainers to design, implement, and evaluate lessons about different aspects of media literacy and are designed to be used in conjunction with **Media Literacy Education Textbook** and **Media Literacy Education Curriculum** created within this project.

In today's world, the old model of education as an essentially passive adoption and reproduction of knowledge provided by lecturers is fading away. Instead, educators today are focusing on "skill-based learning and career-oriented education, with a significant emphasis on praxis rather than classical 'learning-for-the-sake-of-learning' education in which the accent is on memorizing theory, facts, and statistics, with little or no insight into how that knowledge could be implemented in real life. Thus, with the ever-increasing development of the technological and digital industries, the contemporary educator strives to not lag behind the times, shifting part of the subject material that is traditionally taught in whole-group instruction (class in the physical classroom) into an individual learning space (created in a virtual classroom). Students thus use blended project-based learning in their learning process. Through this approach, the teacher has more time for the development of essential skills, critical thinking, and personalized and blended project-based learning while in class with students.[1] Inspired by the ideas of John Dewey for 'learning by doing', Blumenfeld and Krajcik developed four pillars, or key 'learning science ideas' for BPBL: social interactions, cognitive tools, situated learning, and active construction" (**Alamri 2021**).

The changes mentioned necessitated the development of new teaching models. Some of the most productive models and examples of learning developed over the recent years are often described as the blended learning education method. So, what exactly is blended learning?

Oxford Dictionary Definition of Blended Learning goes as follows: a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.

An excellent website **Teachthought** defines blended learning as an approach to learning that combines face-to-face and online learning experiences. Ideally, each (both online and off) will complement the other by using its particular strength.

According to it, defining hybrid or blended education is a trickier task than one might think–opinions vary wildly on the matter. In a report on the merits and potential of blended education, the Sloan Consortium defined hybrid courses as those that **"integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner."** Educators probably disagree on what qualifies as 'pedagogically valuable,' but the essence is clear: Hybrid education uses online technology to not just supplement, but transform and improve the learning process.

Blended Learning
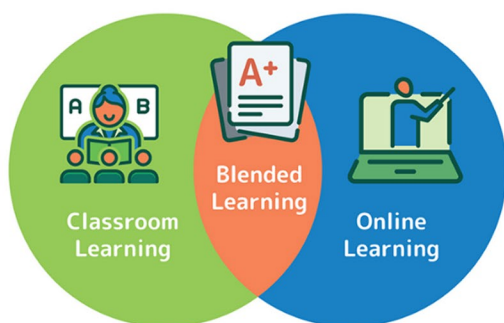
That does not mean a professor can simply start a chat room or upload lecture videos and say s/he is leading a hybrid classroom. According to **Education Elements**, which develops hybrid learning technologies, successful blended learning occurs when technology and teaching inform each other: material becomes dynamic when it reaches students of varying learning styles. In other words, hybrid classrooms on the Internet can reach and engage students in a truly customizable way. In this scenario, online education is a game-changer, not just a supplement for the status quo. But what does this theoretical model actually look like in practice.

In this section, we will describe in some detail two of the most popular models of blended learning – the flipped classroom and project-based blended learning, discuss their advantages over the classical models of learning and teaching and provide some examples of how to effectively apply these models in classroom and education in general.

HOW STUDENTS LEARN?

How People Learn, the seminal work from John Bransford, Ann Brown, and Rodney Cocking, reports three key findings about the science of learning, two of which help explain the success of the flipped classroom. Bransford and colleagues assert that

"To develop competence in an area of inquiry, students must:

a) have a deep foundation of factual knowledge,

b) understand facts and ideas in the context of a conceptual framework, and

c) organize knowledge in ways that facilitate retrieval and application"
(p. 16).
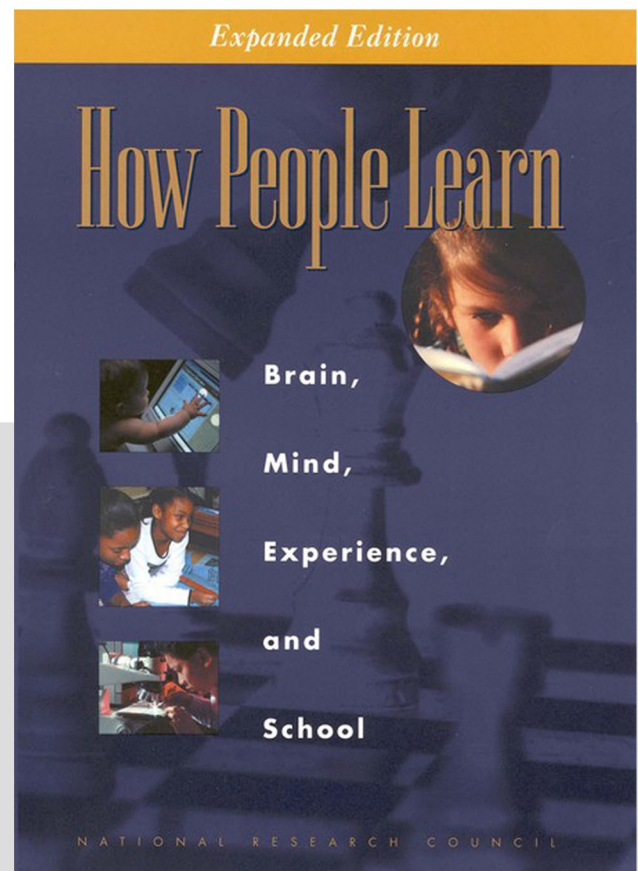
By providing an opportunity for students to use their new factual knowledge while they have access to immediate feedback from peers and the instructor, the flipped classroom helps students learn to correct misconceptions and organize their new knowledge such that it is more accessible for future use.

Furthermore, the immediate feedback that occurs in the flipped classroom also helps students recognize and think about their own growing understanding, thereby supporting Bransford and colleagues' third major conclusion:
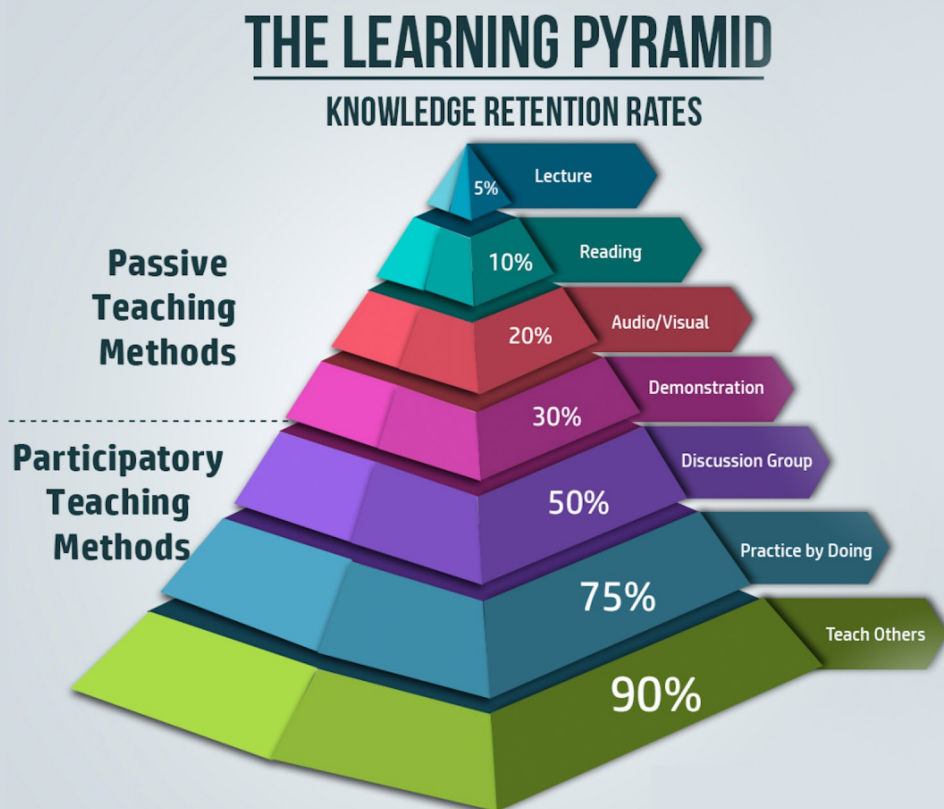
"A 'metacognitive' approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them" (p. 18).

Although students' thinking about their own learning is not an inherent part of the flipped classroom, the higher cognitive functions associated with class activities, accompanied by the ongoing peer/instructor interaction that typically accompanies them, can readily lead to the metacognition associated with deep learning. (*Brame, C. 2013*)

With the rise of technological tools such as the *Internet, Wikipedia, Youtube* etc., access to information and knowledge has been easier and available to everyone. As lecturers started using more and more of these digital tools in education, the idea of the flipped classroom became more and more popular.

Flipped classroom is perhaps the best-known type of blended learning. It was developed by educators who approached the issue of education from the idea that lecture or direct instruction is not the best use of class time. Instead, students encounter information before class, freeing class time for activities that involve higher order thinking. Indeed, as some studies showed, when student passively listen to a lecture that the teacher delivers, they soon forget or miss as much as 95% of the entire content of the lecture (please see *The Learning Pyramid* illustration below).

THE LEARNING PYRAMID
KNOWLEDGE RETENTION RATES

Passive Teaching Methods

- Lecture — 5%
- Reading — 10%
- Audio/Visual — 20%

Participatory Teaching Methods

- Demonstration — 30%
- Discussion Group — 50%
- Practice by Doing — 75%
- Teach Others — 90%

Adapted from National Training Laboratories, Maine

Therefore, educators were looking for more effective ways to deliver knowledge to their students. Asking questions, engaging students in a discussion, and especially using new technology to make the lecture interactive and more attractive and engaging to their students are all valid methods in improving the student's performance and helping them to adopt more information and knowledge in a class.

To be sure, standard lecturing model also has some upsides, such as creating a social coherence and providing personal experience to a lecture, creating bond among the group of students who attend the lectures together, the possibility for students to pick up from other students and engage in exchange of their views etc. Still, the fact remains that – generally speaking – frontal lecture that makes the students passive recipients of a knowledge delivered by a lecturer is among the least effective methods of teaching.

So, what does it mean to "flip" a classroom?

Despite the buzz around the flipped classroom as an exciting new topic in educational research, there is a lack of consensus on what exactly the flipped classroom is, and there is also a limited amount of scholarly research on its effectiveness. First, we will attempt to define the flipped classroom. Perhaps the simplest definition of the flipped, (or inverted) classroom is given by Lage et al: "Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom". (see: *Bishop and Vergeler 2013*)

In a nutshell, instead of the traditional approach, where students listen to the lecture first, then are given a homework that they perform at home to consolidate their knowledge and then their knowledge is accessed by the teacher, flipped classroom model turns this approach upsideNamely, the students are first given the task to prepare for the class beforehand, i.e. to listen to a pre-recorded lecture, or read an article or a post online, or watch a video on the subject of the lecture.

Thus, students come to the class already informed and prepared for the topic of the lecture, which then enables the class time to be used more effectively for higher thinking and more complex tasks: discussion in depth the issue or topic in question, critically thinking and evaluating such issue(s). The idea is that such use of class time for more complex, more demanding and more engaging issues improves the student's performance, and also makes such classes more attractive to the students themselves.

THEORETICAL FRAMEWORKS FOR THE FLIPPED CLASSROOM

However, as *Bishop and Vergeler* emphasize, the flipped classroom model is not simply a rearrangement of tasks where what was once homework now become the preparatory task for the class. In fact, flipped classroom also present an expansion of activities rather than their rearrangement. They thus define the flipped classroom as an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom. A graphic representation of this definition is shown in *Figure 2*.
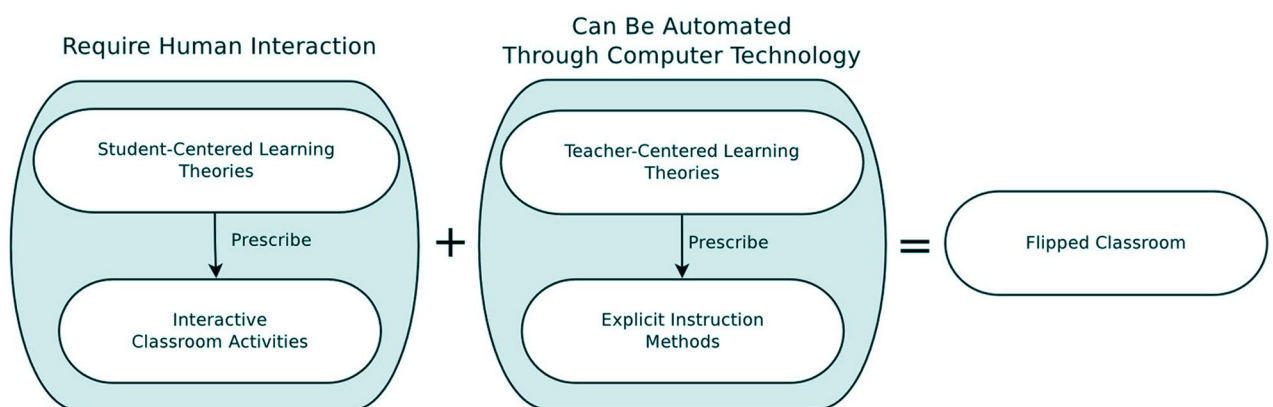
Figure 2: *Flipped Classroom*

They restrict this definition to exclude designs that do not employ videos as an outside of the classroom activity. While a broad conception of the flipped classroom may be useful, they reject definitions that become too broad suggest that assigning reading outside of class and having discussions in class constitutes the flipped classroom.

In more scientific terms, such as expressed by Bloom's revised taxonomy (2001), flipped classroom means that students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside of class, and focusing on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class, where they have the support of their peers and instructor. This model contrasts from the traditional model in which "first exposure" occurs via lecture in class, with students assimilating knowledge through homework; thus the term "flipped classroom." (*Brame, C. 2013*)

DOES FLIPPED CLASSROOM WORK?

Many studies conducted in the recent decades indicated a number of benefits of the flipped classroom teaching modes. These studies showed that results and performance of students using flipped classroom were better compared to the ones using more traditional teaching modes. For instance, scientists also determined that as many as 90% of the students prefer flipped classroom teaching model to the traditional one.

One meta-study that included over 70 research studies **found** that *"the most frequently reported advantage of the flipped classroom is the improvement of student learning performance."* Another **survey** of previous research also reports that *"student perceptions of the flipped classroom are somewhat mixed, but are generally positive overall. Students tend to prefer in-person lectures to video lectures, but prefer interactive classroom activities over lectures. Anecdotal evidence suggests that student learning is improved for the flipped compared to traditional classroom."*

Some of the flipped classroom teaching mode benefits are as follows:

- it's flexible
- students can learn at their own pace
- students take responsibility for their learning
- students learn rather than encounter material in class
- there are more opportunities for **higher level learning**
- it does not waste time transferring information to students when that information is available to them in books or online (**Mazur 2009**)
- instructors and TFs work more closely with students, getting to know students better and providing better assistance
- increased collaboration between students

To be sure, the flipped classroom is not "a magic wand" and there are some challenges and limitations of this approach as well. The aforementioned studies also indicated that there are several challenges in this model. The majority of these are related to out-of-class activities, such as much reported inadequate student preparation prior to class.

HOW TO APPLY THE FLIPPED CLASSROOM MODEL?

1 Offer an opportunity for students to be introduced
to the subject before class

The method of introduction can vary, such as reading textbooks, watching lecture videos, listening to podcasts, or viewing screencasts. For instance, Professor Robert Talbert from Grand Valley State University provides screencasts on YouTube, while Professor Doug Fisher from Vanderbilt University shares video lectures with his students. These resources can be created by the instructor or sourced from platforms like YouTube, Khan Academy, MIT's OpenCourseWare, Coursera, or similar sources. Pre-class exposure doesn't have to be high-tech; in some cases, students simply need to complete assigned readings.

2 Motivate students to prepare for class in advance

In all the examples mentioned above, students are required to complete a task associated with their preparation, and these tasks are graded. The assignments can vary, including online quizzes, worksheets, or short writing tasks. By tying these tasks to points, students are motivated to come to class prepared. Grading for completion rather than effort can be sufficient, especially if in-class activities provide feedback on accuracy.

3 Establish a method to assess student understanding

The assignments completed by students as evidence of their preparation can serve as assessments for both the instructor and the student. Online quizzes can help instructors tailor class activities based on areas where students are struggling. Additionally, they can help students identify their own areas of weakness. Worksheets can focus student attention on challenging topics and guide in-class activities, while writing assignments can help students clarify their thoughts and contribute to richer in-class discussions. Importantly, much of the feedback students need can be provided during class, reducing the need for extensive outside commentary by instructors. Furthermore, class activities like clicker questions or debates can serve as informal checks of student understanding.

4 Engage students in in-class activities that promote higher-level cognitive thinking

If students have acquired foundational knowledge outside of class, the focus of in-class time should be on deepening their learning. The specific activities will depend on the learning objectives and disciplinary culture. Examples include conducting experiments, engaging in discussions of conceptual questions, solving quantitative problems, participating in debates, analyzing data, or working on synthesis activities. The key is for students to use class time to enhance their understanding and improve their application of new knowledge.

Do you wish to know more about flipped classroom method and examples? Vanderbilt University's *Center for Teaching* provides detailed explanations of the key terms and examples of practical use of flipped classroom.

Center For Teaching's Director Derek Bruff has a good *blog post* on flipping the classroom with some great embedded references. And here's Bruff's *Prezi* put together for a talk titled "Class Time Reconsidered" that addresses the inverted classroom idea: *Class Time Reconsidered (Georgetown U.)*

Class Time
Reconsidered
Motivating Student
Participation and Engagement

Derek Bruff, Vanderbilt University
www.derekbruff.com
@derekbruff

Interested in more on the inverted classroom?
Check out the slides from a presentation Robert Talbert gave on the topic
Flipping the Classroom

FLIPPING THE CLASSROOM
Professional Development Seminar,
Delta College 1 February 2014

Robert Talbert, Grand Valley State University
Facilitator

Another *presentation* on Blended Learning
by Roger Handysite from Newcastle University

Blended Learning
and
Sixth Form Teaching

Newcastle University

Blended Learning

An evidence-based approach
Summary
Roger Handyside
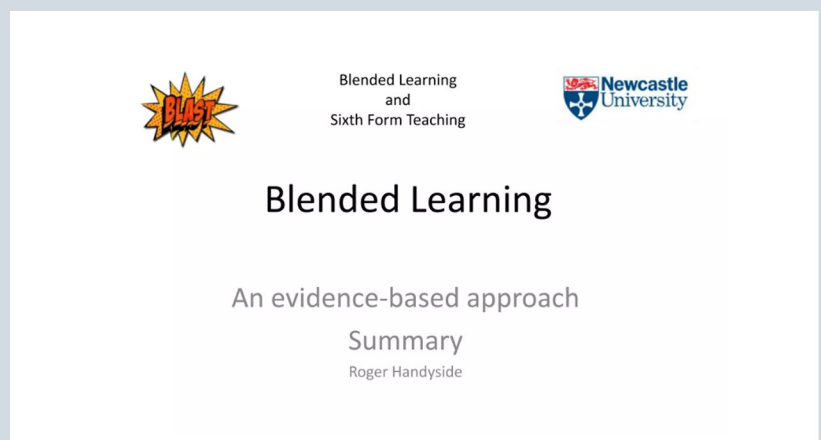
See also Salman Khan (of the Khan Academy)
on the inverted classroom in *this TED talk*
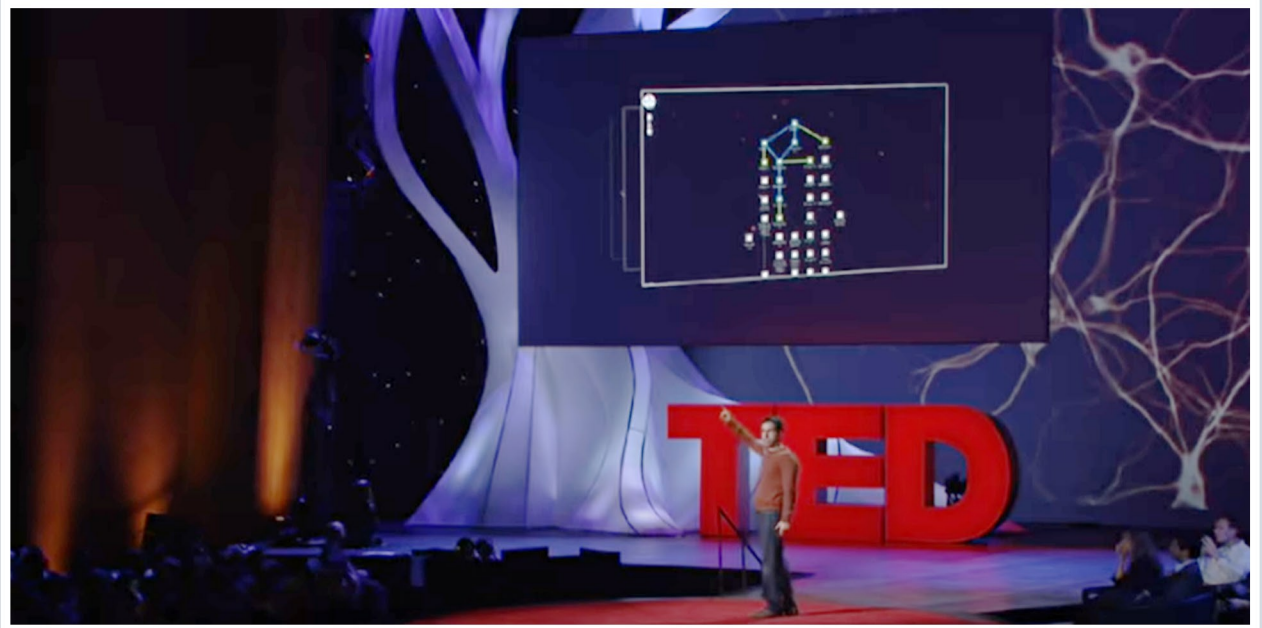
V PROJECT BASED BLENDED LEARNING

Project Based Learning *(PBL)* is an educational approach that involves students actively exploring and learning through hands-on experiences. PBL organizes classrooms in a way that encourages students to collaborate on real-world tasks or challenges.

The advantages of project-based learning are numerous. One of the most significant benefits is that it enables students to learn through practical application. When students are actively involved in projects, they are more likely to retain the knowledge they acquire. Moreover, PBL fosters the development of essential 21st-century skills like critical thinking, problem-solving, and collaboration. By engaging students in this way, PBL effectively prepares them for success in real-world situations.

PBL can be implemented across various subjects and can be adjusted to suit different grade levels. It is a versatile method that caters to all types of learners, including English language learners and students with special needs.

It's important to acknowledge that PBL is not a one-size-fits-all approach. It should be customized to meet the specific requirements of each student and align with the curriculum.

One *company* that offers innovative learning methods for US school conveniently summarizes some examples of project-based learning.

12 Examples of Project-Based Learning in the Classroom

One-to-One Computing Projects – One-to-one computing projects engage students by providing each of them with a computer for the project's duration. Students use these computers for research, writing, and publishing, fostering independent learning and personalized progress. For instance, students can create a website where they research a topic, develop content, and design the website layout.

Collaborative Classroom Projects – Collaborative classroom projects encourage students to work together in groups to complete tasks or solve problems. This approach promotes communication and teamwork. For example, students can collaborate on creating a video about a specific topic, involving research, scriptwriting, and filming.

Research Projects – Research projects allow students to learn about a chosen topic, conducting research and presenting their findings through papers or presentations. This type of project enhances research skills and broadens knowledge. For instance, students can select a current event, research it, and write a paper explaining their findings or create a presentation to share with the class.

STEM Projects – STEM projects engage students in science, technology, engineering, and math by challenging them to apply their knowledge to real-world problems or tasks. Such projects encourage critical thinking and practical application. For example, students can design and build a model bridge, considering different bridge types, materials, and conducting weight tests.

Arts Projects – Arts projects encourage students to explore their creativity by creating artistic pieces. This type of project allows students to express themselves and collaborate. For example, students can work together to create a mural, involving conceptualization, design, planning, and painting.

Community Service Projects – Community service projects involve students working with local organizations to address community needs. These projects promote empathy and compassion while helping students understand community dynamics. For instance, students can assist a nearby food bank by sorting and distributing food.

Technology Projects – Technology projects involve students using technology to complete tasks or solve problems, enabling them to learn about various technologies and their applications. For example, students can create and produce a podcast, researching a topic, developing a script, recording, and publishing.

Internships – Internships provide students with real-world experience by working with businesses or organizations, helping them learn about different topics and develop essential skills like responsibility and professionalism. For example, students can intern with a local business or organization to gain insights into its operations.

Mock Trials – Mock trials engage students in learning about the legal system and develop critical thinking and problem-solving skills. Students take on different roles in a simulated court case, such as lawyers and witnesses, and prepare their cases for a trial.

Student-led Conferences – Student-led conferences enable students to communicate their progress and take ownership of their learning. Students lead conferences with their parents or guardians, showcasing their work and discussing strengths and areas for improvement.

Class Debates – Class debates help students explore different perspectives and develop argumentation skills. Students debate a topic or issue, researching and presenting their arguments.

These examples demonstrate project-based learning's versatility, applicable to all grade levels and adaptable to specific curriculum and student needs. Overall, there is thus a range of open-ended projects at various challenge levels, allowing students to shape their learning based on their interests, abilities, and learning styles.

Getting Started – Creating project-based learning lesson plan

To implement project-based learning in high school classrooms, consider following project-based learning lesson plans. These plans are typically more interactive, problem-solving-oriented, and student-centered compared to traditional lesson plans that focus on memorization and teacher-centered instruction.

Creating project-based learning lesson plans may seem overwhelming, but you can follow these tips to simplify the process:

Begin by generating project ideas that align with your curriculum.

Once you have an idea, break it down into smaller tasks.

Assign roles and responsibilities to students.

Establish a timeline for the project.

Determine how you will assess the project.

Developing effective PBL lesson plans can be challenging, but it helps you to connect a core academic content and foster the development of crucial academic and life skills. Through hands-on and meaningful activities, students can construct their own understanding and delve deeper into subjects.

In conclusion, project-based learning is a fantastic approach to engage students in their education. By following these guidelines, you can create successful project-based learning lesson plans on various topics to help your students enhance their skills. PBL can be implemented at any grade level and adjusted to fit any curriculum.

Through PBL, students can develop essential skills such as critical thinking, collaboration, and communication. If you're seeking ways to boost student engagement, consider integrating project-based learning into your training, classroom or practice.

The aforementioned website Teachtought also provide a useful and illustrative chart with *12 Examples Of Blended Learning*:

12 EXAMPLES OF BLENDED LEARNING

teachthought

An 8th-grade math 'flipped classroom' where students learn what the Pythagorean theorem is and see basic examples of it in use, then practice it the next day in the classroom with the support of peers and/or the teacher

Students do face-to-face group work in a classroom, then go home to analyze that work and turn in a video as an assessment form

A student taking a course online, then receiving face-to-face tutoring between online lessons

A school that uses part-time remote learning and part-time face-to-face, in-person learning

In a project-based learning unit on local waterways, students learn about waterways from a national expert through video conferencing, then take a field trip to a local river to take samples and perform other experiments

A teacher creates a digital playlist of videos for students to work through to complete a unit on alternative energy sources, then take an exam on the material in class

Students write a research paper by taking an online course (a MOOC, for example) on their own, then during in-person instruction, work in small groups to offer feedback during the writing process

Students in a woodworking class build chessboards after being 'taught' by observing experts doing the same using virtual reality
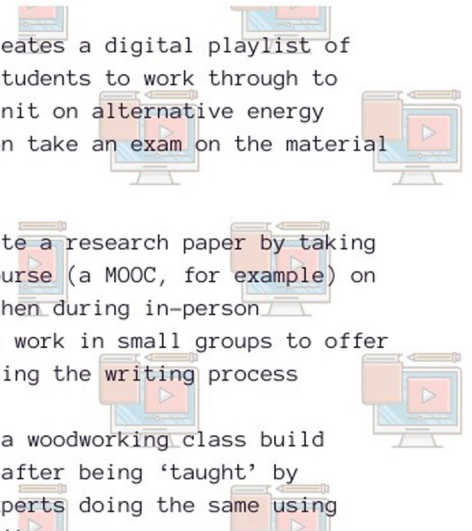
You can read more about the most common types of blended learning such as flipped classroom, project based blended learning and others *here*.

Authors that focused in detail on the blended learning models have so far identified and developed many types of this teaching technique or approach. Some argue that there are 12 most distinct types of blended learning. Before going into details on the several most important and specific ones and providing their examples, here is a list of the 12 most common types of blended learning.

12 Most Common Types of Blended Learning
(source: TeachThought 2019)

¹ Outside-In

² Supplemental   ⁷ Flex

⁵ Lab Rotation

Blended Learning 2.0
The merging of physical & digital learning spaces to complement one another to personalize the learning of all students based on authentic human circumstance and prevailing local technology.

– Terry Hick

⁶ Station Rotation   ⁷ Individual Rotation

³ Insir - Out

¹² Mastery-Based

$E=mc^2$

Flipped Classroom

¹⁰ Remote

TeachThought

⁸ Self-Directed

⁹ Project-Based

6 Types Of Blended Learning You've Probably Heard Of

1 **Station Rotation Blended Learning**
Station-Rotation blended learning is a: "…model (that) allows students to rotate through stations on a fixed schedule, where at least one of the stations is an online learning station. This model is most common in elementary schools because teachers are already familiar with rotating in centers and stations.

Similar to: Lab Rotation Blended Learning

Primarily characterized by: the fixed schedule that guides the 'blending'

2

Lab Rotation Blended Learning

'The Lab Rotation' model of blended learning, similar to "Station Rotation,' works by "allowing students to rotate through stations on a fixed schedule…in a dedicated computer lab allowing for flexible scheduling arrangements with teachers…enabling schools to make use of existing computer labs."

Similar to: Station Rotation Blended Learning

Primarily characterized by: the use of school computer labs in new ways

3

Remote Blended Learning (also referred to as Enriched Virtual)

In Enriched Virtual blended learning, the student's focus is on completing online coursework while only meeting with the teacher intermittently/as-needed.

This approach differs from the Flipped Classroom model in the balance of online to face-to-face instructional time. In an Enriched Virtual blended learning model, students wouldn't see/work with/learning from a teacher on a daily basis face-to-face but would in a 'flipped' setting.

Similar to: A mix of Self-Directed, Flex Blended Learning, Flipped Classroom

Primarily characterized by: students complete coursework remotely and independently

4

The 'Flipped Classroom' Blended Learning

Perhaps the most widely known version of blended learning, a 'Flipped Classroom' is one where students are introduced to content at home, and practice working through it at school supported by a teacher and/or peers. In this way, traditional roles for each space are 'flipped.'

Similar to: Remote Blended Learning

Primarily characterized by: retention of traditional learning forms in new contexts (i.e., studying at school and learning at home)

5 Flex Blended Learning

The 'Flex' is included in types of Blended Learning and its model is one in which… "a course or subject in which online learning is the backbone of student learning, even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities. The teacher of record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring."

Similar to: Remote blended learning, Inside-Out Blended Learning

Primarily characterized by: its versatility to meet the needs of a variety of formal and informal learning processes (schools, organizations, homeschooling, etc.)

6 Individual Rotation Blended Learning

The Individual Rotation model allows students to rotate through stations, but on individual schedules set by a teacher or software algorithm. Unlike other rotation models, students do not necessarily rotate to every station; they rotate only to the activities scheduled on their playlists."

Similar to: Mastery-Based Blended Learning

Primarily characterized by: the personalization of student learning as determined by individual schedules that have the chance to better meet the needs of each student

6 Types Of Blended Learning You've Probably Heard Of

7 **Project-Based Blended Learning**
Blended Project-Based Learning is a model in which the student uses both online learning—either in the form of courses or self-directed access—and face-to-face instruction and collaboration to design, iterate, and publish project-based learning assignments, products, and related artifacts.

Similar to: Self-Directed Blended Learning, Outside-In Blended Learning

Primarily characterized by: the use of online resources to support project-based learning

8 **Self-Directed Blended Learning**
In Self-Directed blended learning, students use a combination of online and face-to-face learning to guide their own personalized inquiry, achieve formal learning goals, connect with mentors physically and digitally, etc. As the learning is self-directed, the roles of 'online learning' and physical teachers change, and there are no formal online courses to complete.

In Self-Directed blended learning, one challenge for teachers is to be able to judge the and (somehow) success of the learning experience without de-authenticating it.

For students, the challenge is to seek out models of products, processes, and potential that can provide the kind of spark that can sustain learning while being self-aware enough to know what's working and why, and to make adjustments accordingly. Some students need very little to soar, while others need support through very clear pathways that they can guide themselves through with autonomy and self-criticism.

Similar to: Inside-Out Blending Learning, Project-Based Blended Learning

Primarily characterized by: the exchange of traditional academic work for student-centered inquiry

9 Inside-Out Blended Learning

In Inside-Out blended learning, experiences are planned to 'finish' or 'end up' beyond the physical classroom, but still require and benefit from the unique advantages of both physical and digital spaces.

In both the Outside-In and Inside-Out models, the nature of the 'online learning' is less critical than the focus on platforms, spaces, people, and opportunity beyond the school walls. (The 'online' components could be self-directed inquiry and/or formal eLearning courses and curriculum.)

Because the learning pattern is 'outward,' Project-Based blended learning is an excellent example of the *Inside-Out learning model.*

As with Outside-In blended learning, there is a need for expert guidance, learning feedback, content teaching, and psychological and moral support from face-to-face interactions on a daily basis.

Well-designed, each of the three 'areas' plays to its strengths and complements the other two.

Similar to: Remote blended learning, Inside-Out Blended Learning

Primarily characterized by: its versatility to meet the needs of a variety of formal and informal learning processes (schools, organizations, homeschooling, etc.)

10 Outside-In Blended Learning

In Outside-In blended learning, experiences are planned to 'start' in the non-academic physical and digital environments students use on a daily basis, but finish inside a classroom.

This could mean traditional letter grades and assessment forms, or less traditional teaching and learning that simply uses the classroom as a 'closed-circuit' publishing 'platform'—a safe space to share, be creative, collaborate, and give and receive feedback that grows student work.

Well-designed, each of the three 'areas' plays to its strengths and complements the other two. While the pattern is Outside-In, unlike Remote blended learning there is still a need for guidance, teaching, and support from face-to-face interactions on a daily basis.

Similar to: Inside-Out Blended Learning

Primarily characterized by: student movement between digital and physical spaces; the potential authenticity of student work

11 Supplemental Blended Learning

In this model, students complete either entirely online work to supplement their day-to-day face-to-face learning, or entirely face-to-face learning experiences to supplement the learning gained in online courses and activities.

The big idea here is supplementing—critical learning objectives are met entirely in one space while the 'opposite' space provides the student with specific supplementing experiences that the other did not or could not provide

12 Mastery-Based Blended Learning

Students rotate between online and face-to-face learning (activities, assessments, projects, etc.) based on the completion of mastery-based learning objectives.

Assessment design is crucial in any mastery-based learning experience; the ability to use face-to-face and digital assessment tools is either powerful or 'complicated' depending on the mindset of the learning designer.

More information on blended learning

The *Mohammed Bin Rashid University of Medicine and Health Sciences* produced a useful short video **What is Blended Learning?**, in which the concept of blended learning is introduced and defined as follows:

"Blended learning describes a fundamental change in education design by utilising a combination of digital learning objects and active learning methods to improve the learning experience and outcomes. A teaching session created with a blended learning model uses the face-to-face teaching time for activities that benefit the most from direct interaction."

Another Youtube video, **Blended learning & flipped classroom**, explains what Blended Leaning is in detail, and especially illustrates one of its main models - **Flipped Classroom** - which is the most commonly used one and proven to be fruitful. It is a type of blended learning where students view their lecture material at home and do coursework in class. Find more videos at **osms.it/more**.

Finally, a clip titled **Blended Learning: Making it Work in Your Classroom** and produced by *Edutopia* shows an example of what Blended Learning looks like in a classroom, and defines it as "***a school-wide approach to blended learning that allows teachers the flexibility to define and implement online instruction that meets their students' needs***".

Non-formal youth education

◆ Training of trainers - using non-formal learning and interactive methods in Youth work

◆ 8th principles of non-formal education

◆ Top Ten Tips for Working with Youth

◆ Guidelines for Working with Youth

◆ Handbook for people working with youth groups

Blended Learning

◆ Guide to Blended Learning

◆ Blended Learning Models

◆ 7 best practices for blended learning

◆ Blended Learning: Personalizing Education for Students

◆ The Harvard Kennedy School's "Flipping Kit"

◆ "Flipping the Classroom" from Vanderbilt's Center for Teaching Eric Mazur, "Farewell, Lecture?" Science 323:5910 (*02 January 2009*)

◆ Brame, C. (*2013*). Flipping the classroom Vanderbilt University Center for Teaching

Media literacy and working with youth

◆ Media Literacy for Global Education Toolkit for Youth Multipliers

◆ UNESCO's online Media and Information Literacy (*MIL*) resources for teachers

◆ UNESCO's Journalism, *'fake news'* and disinformation: a handbook for journalism education and training

◆ European Commission's Media Literacy webpage

◆ European Commission's Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training

◆ European Media Literacy Standard for Youth Workers

◆ Guidelines for media literacy interventions in the digital age

◆ Digi Youth Work Manual

◆ The Teacher's Guide to Media Literacy: Critical Thinking in a Multimedia World

◆ Media Literacy Toolkit for teachers and students

◆ How to Teach Critical Thinking

◆ Teaching Media Literacy: How to Help Students Navigate the News

◆ MediActive Youth Portal

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