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Specifics of online learning environment comparing to physical settings and blended learning

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About the project

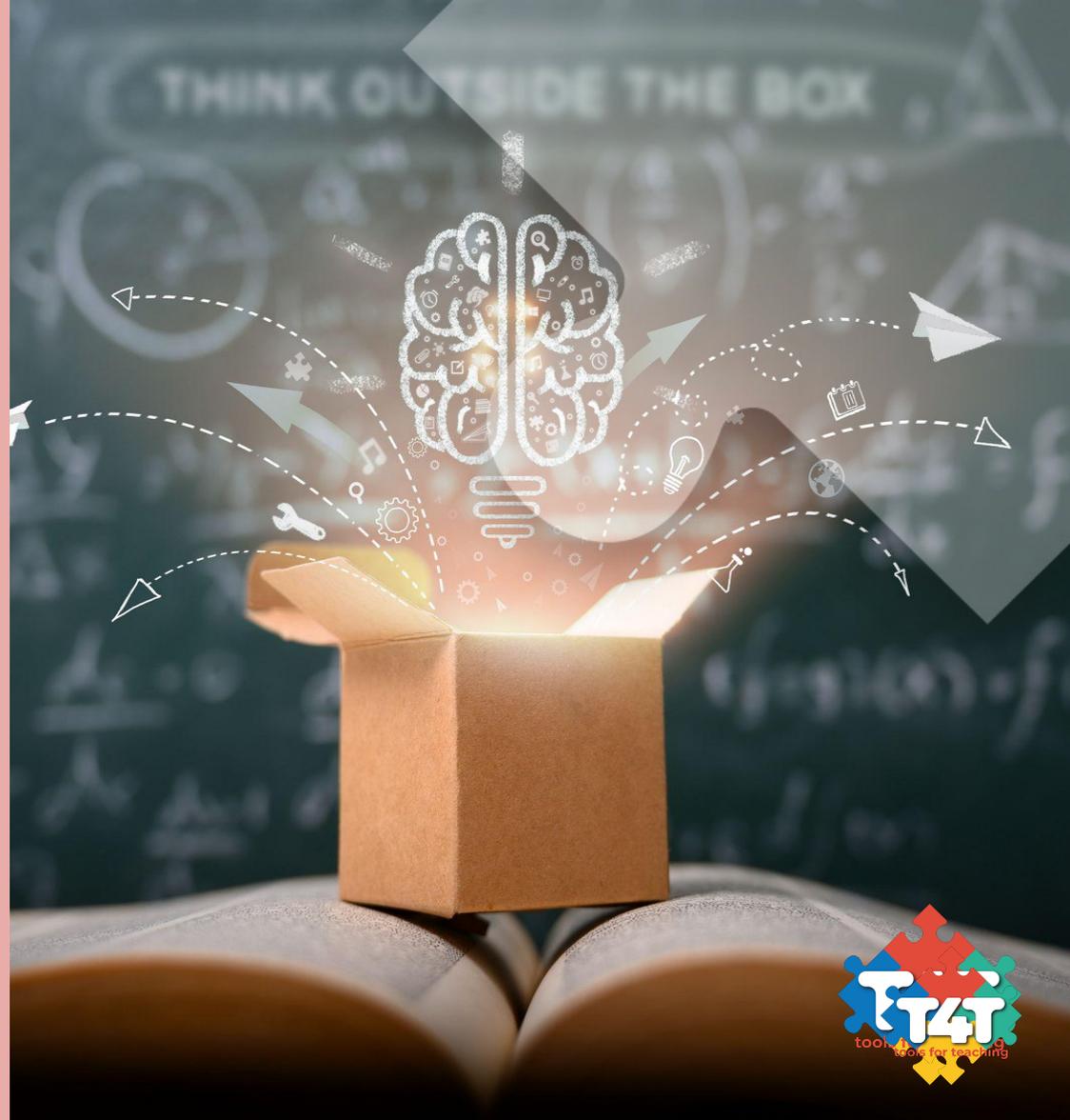
T4T - Tools4Teaching in Digital Education

Settings project focuses on supporting adult educators and formal, non-formal and informal training providers to effectively shift towards digital education and to provide the same level of learners' interaction and 'human-like' experience, as in the physical environment.

The overall objective is to strengthen the capacity of adult educators and training professionals to build and sustain effective group dynamics in digital education settings, so as to better engage their online learners.



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Module objectives

- ❖ to provide educators with knowledge, understanding, concepts and models of learning environment, their essence, typologies and application;
- ❖ to equip educators with teaching strategies towards diverse educational contexts taking into consideration evidence-based information on learning environments and their specifics;
- ❖ to allow educators to clearly distinguish and analyse advantages and disadvantages, in's and out's of blended learning, hybrid and in-person learning models;
- ❖ to support educators in creating a learning environment that is tailor-made, safe and most effective in the given educational/teaching context



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Module outcomes (1)

After going through the module, adult educators will:

- have knowledge, understanding, concepts and models of learning environment, their essence, typologies and application;
- be equipped with teaching strategies towards diverse educational contexts taking into consideration evidence-based information on learning environments and their specifics;
- be able to clearly distinguish and analyse advantages and disadvantages, in's and out's of blended learning, hybrid and in-person learning models;
- be able to create a learning environment that is tailor-made, safe and most effective in the given educational/teaching context



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Module outcomes (2)

After going through the module, adult educators will:

- become competent in the specifics of building and sustaining effective online group dynamics and ensuring high level of learners' experience in digital classrooms through development of Guidelines and a Resource Library on the topic.
- be able to create a network of educational professionals and training providers in the field of formal, non-formal and informal education, who are knowledgeable how to ensure the same level of interaction and learners' involvement in online teaching environment, as well as in the physical one.

The module will allow the promotion of cross-sector and transnational cooperation between partner countries and active exchange of experience and lessons learned between educational providers from formal, non-formal and informal area.



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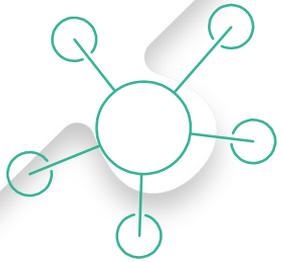


Topic 1: Essence of Learning environments and Powerful Learning environments



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What is a Learning environment?

- “a learning environment consists of the physical and digital setting in which learners carry out their activities, including all the tools, documents, and other artefacts to be found in that setting. Besides the physical and digital setting, it includes the socio-cultural setting for such activities.” (Goodyear, 2001)

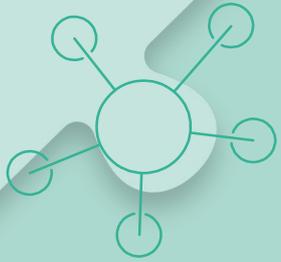


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Functions of the Learning environment



ALLOW US TO UNDERSTAND THE INTERPLAY OF ALL MEASURES, MATERIALS AND FORMS OF GUIDANCE AIMED AT FACILITATING PEOPLE'S LEARNING;



CAN RELATE TO THE MICRO LEVEL: A CONCRETE SITUATION HERE AND NOW.



THEY CAN ALSO RELATE TO THE MESO LEVEL: THE BIGGER PARTS AND THE COMBINATION OF CONCRETE SITUATIONS.

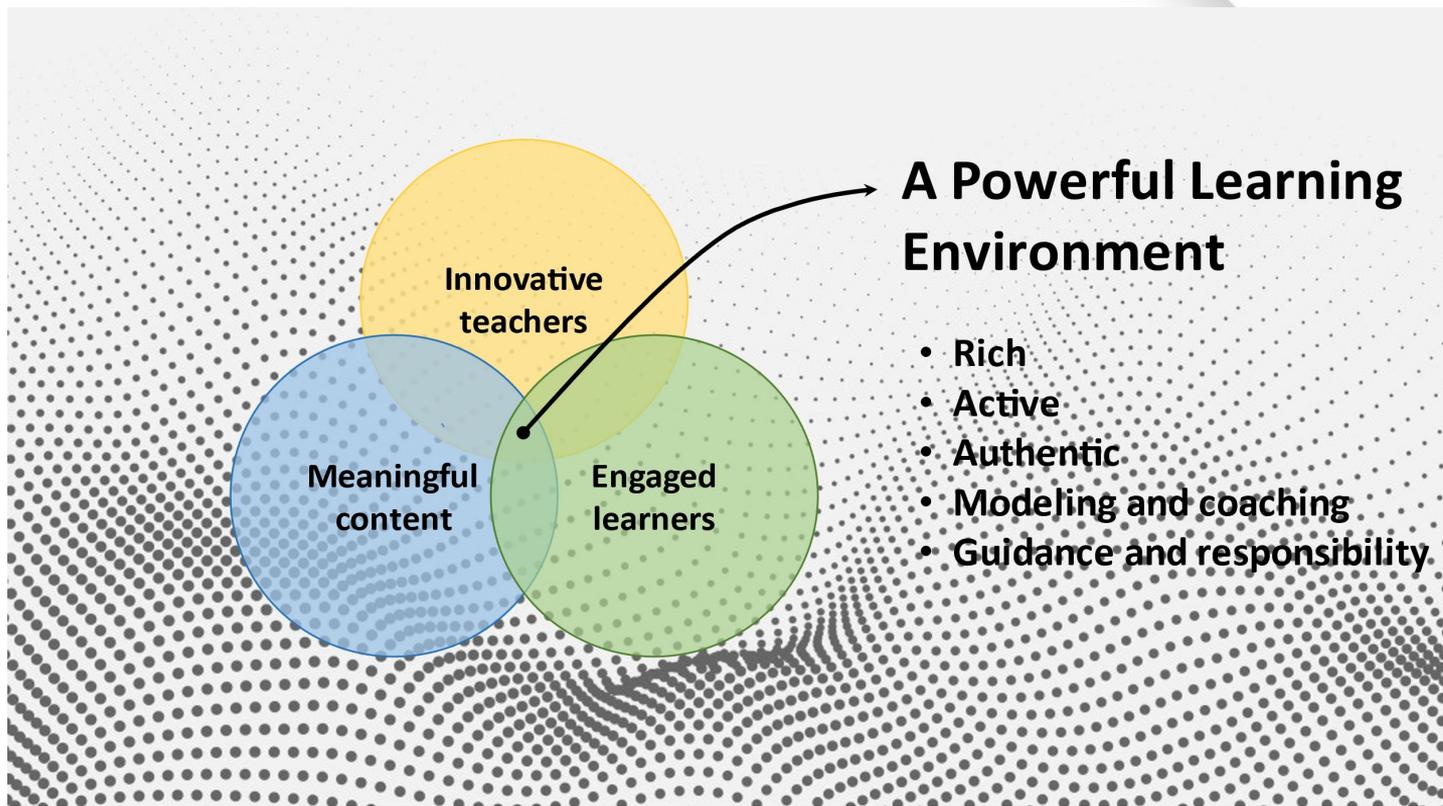


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A powerful learning environment



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Topic 2: Types of learning environments



Types

Traditional and Virtual

Face-to-face, Online, and Hybrid

Student- or learner-centred; knowledge-centred;
assessment-centred; and community-centred.



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Face to face/physical learning – an attempt to define

Face-to-face learning is traditional learning that occurs in person. This means that assignments, discussions, and activities occur in the classroom under the direction of an instructor.



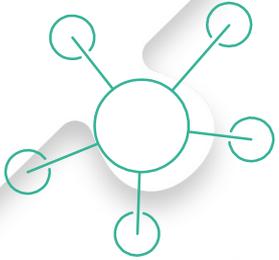
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Online environment specifics



LEARNING CAN OCCUR ASYNCHRONOUSLY. ASYNCHRONOUS MEANS THAT STUDENTS CAN LOG IN TO THE ONLINE CLASSROOM AT ANY TIME, REGARDLESS OF WHETHER OR NOT OTHER STUDENTS OR THE TEACHER ARE LOGGED IN.



STUDENTS WORK AT THEIR OWN PACE BASED ON THE TEACHER'S SET DUE DATES. THIS ALLOWS FOR STUDENT INDEPENDENCE AND REINFORCES STUDENT RESPONSIBILITY BY PLACING THE ONUS OF WORK COMPLETION ON THE STUDENTS. AND,



STUDENTS CAN REACH OUT TO THE TEACHER (USUALLY VIA EMAIL OR PHONE) IF THEY NEED ASSISTANCE. TEACHERS ARE ACCESSIBLE TO ANSWER QUESTIONS AND RESPOND TO STUDENTS' CONCERNS. HOWEVER, THERE MAY BE A DELAY IN RESPONSE TIME, DEPENDING ON WHEN THE TEACHER IS LOGGED IN TO THE PLATFORM.



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Hybrid environment specifics



K N O W L E D G E

Structure

Flexible Instructional Collaboration

Self-study

Two-way feedback

Self-direction



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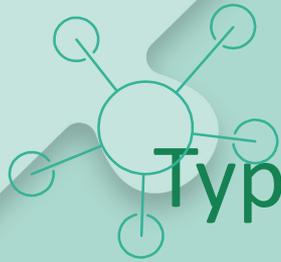


Topic 3: Online learning environments – a deep dive



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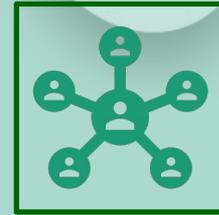
Types of online learning environments



E-Learning, online learning & virtual learning environment



Formal & informal learning environment



Personal & social learning environment



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Topic 4: Physical learning environment and blended learning



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Physical learning environment

The concept of the physical learning environment with respect to physical structures relates to spaces, equipment and tools within the school. Lehtinen (1997, p. 21) suggests that the concept has evolved into an even more complex structure that includes teaching equipment, sources of information and events outside of schools, where students can take part in the learning process both directly and virtually.



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Blended learning

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.

It combines face-to-face with IT-based forms of education.

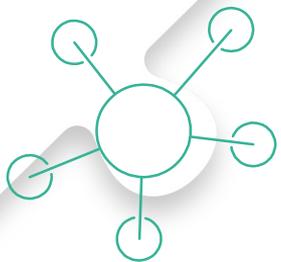
More in line with the student's needs and enables activation and time- and location-independent learning.

It does have consequences for institutions; it requires vision, redesign of education, and good support from instructors.



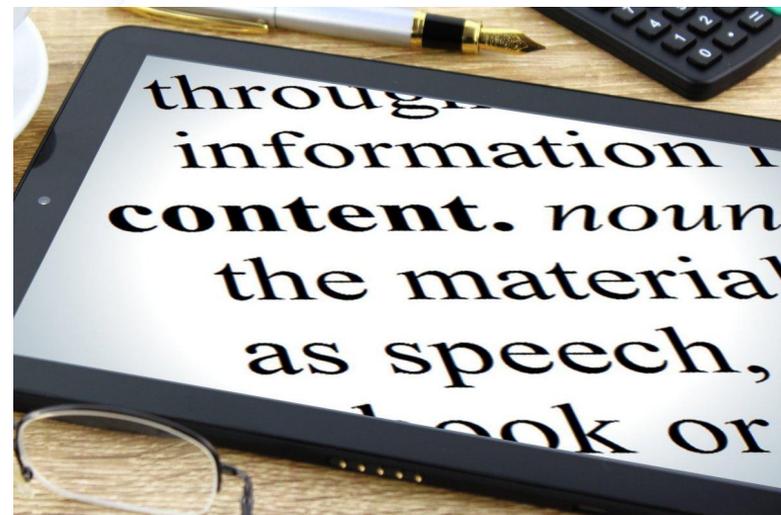
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Hybrid learning

- Hybrid learning is a teaching method where teachers instruct in-person and remote students at the same time. In hybrid learning models, asynchronous teaching methods can be used to supplement synchronous, face-to-face instruction.



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Practical exercise (1)

There is the following situation: you have been assigned to become the trainer of a group consisting of 20 trainees/learners. Half of the group shall be able to follow the training course in person, half only remotely. The duration of the training course is 24 training hours. Now you need to make the following decisions:

- Which communication channel(s) will you use?
- How are you going to enable the interaction happen both with the trainees in person as well as with those online?
- In what way will you be able to create a learning flow? Why?
- What advantages/disadvantages of blended and hybrid learning will you need to take into consideration? Why?



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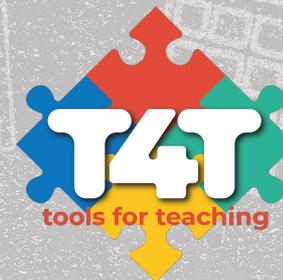
Practical exercise (2)

- If you would use flipped classroom as a strategy, how are you going to do it? Why?
- In what way are you going to design your physical learning environment?
- Which roles will you take as a teacher in the diverse contexts (with the trainees in person and with those remotely)? Why?
- How are you going to create a powerful learning environment? Why do you think this could be an effective strategy?
- Will the learning environment you are creating be a learner-centred; knowledge-centred; assessment-centred or a community-centred one? Why?





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Thank you!

