



Blended Learning

Handbook



Contents

1. About this Handbook	6
1.1 Introduction	6
1.2 Structure of the Handbook	7
1.3 Using the Handbook effectively	8
2. Introduction to Blended Learning	9
2.1 What is Blended Learning	9
2.2 Why use Blended Learning	10
2.3 A few cautions	13
2.4 Relevance in a post-COVID-19 world	14
2.5 The most important thing	15
3. Laying the foundations for Blended Learning	16
3.1 Supporting different needs	16
3.2 Universal Design for Learning	18
3.3 Digital competencies	21
3.4 Embedding digital competencies across the curriculum	23
3.5 Online safety	25
3.6 Online wellbeing	26
3.7 Checking in on the whole experience	27
4. Pedagogical strategies in Blended Learning	29
4.1 The changing role of the teacher	29
4.2 The importance of collaborative/social learning	30
4.3 The Flipped Classroom	31
4.4 Getting started with a Flipped Classroom	31
4.5 Ideas for group activities and projects	32
4.6 Station Rotation Model	34
4.7 Planning for Station Rotation activities	35
4.8 Integrating Project-Based Learning	37
4.9 Tips for effective group formation	38
4.10 Using technology to track progress	40
4.11 Personalised Learning Paths	41
4.12 Using the Learning Passport to prepare for exams	42

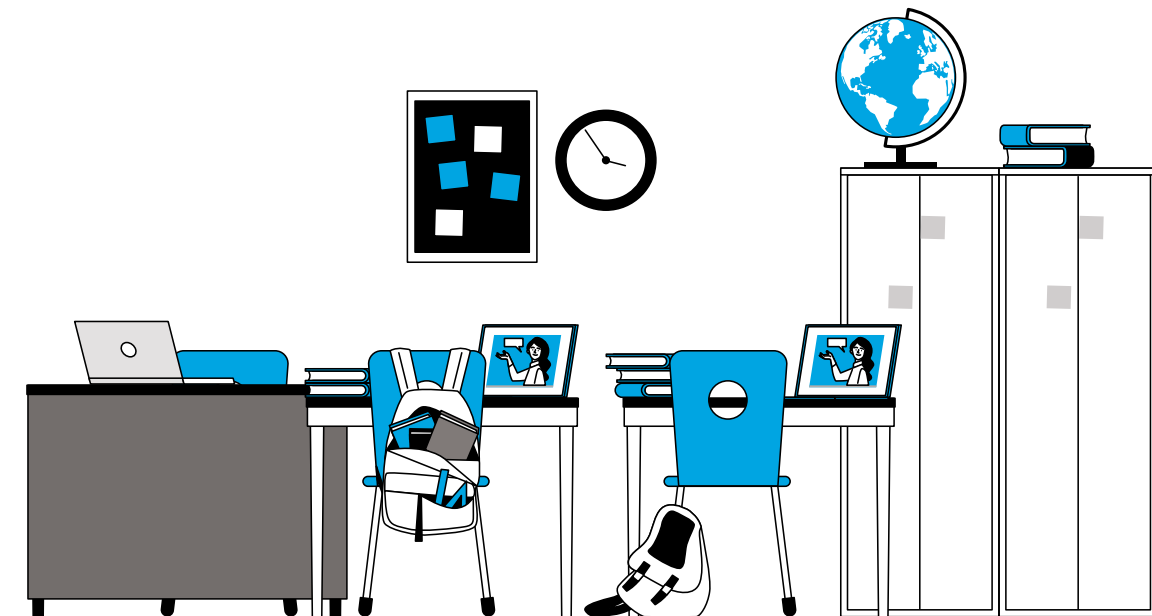
5	Integrating additional content in the Learning Passport	45
5.1	Standards for all content	45
5.2	Open Educational Resource	45
5.3	A simple guide to finding digital resources	46
5.4	Free and low cost, user-friendly tools and apps	47
5.5	Tips on incorporating tools/apps into lessons	48
5.6	Creating digitally accessible interactive content	49
5.7	Basic tools and methods for content creation	50
5.8	Ideas for interactive and engaging materials	50
5.9	Learning Passport administration	51
6	Practical implementation	52
6.1	Making a blended classroom work	52
6.2	Setting up your blended classroom	52
6.3	Physical and digital space considerations	53
6.4	Lesson planning for Blended Learning	54
6.5	Adjusting traditional plans for a blended approach	58
6.6	Managing a blended classroom	58
6.7	Classroom management techniques in a tech-infused environment	58
6.8	Formative and summative assessments	59
6.9	Using digital tools for feedback and grading	63
7	When schools are closed	65
7.1	Working remotely	65
7.2	Blended Learning at a distance	65
7.3	Online and offline activities	67
7.4	Asynchronous communication	67
7.5	Setting a pace	68
8	Building your Blended Learning communities	69
8.1	Involving Caregivers	69
8.2	Strategies for effective communication	69
8.3	Providing support for learning at home	70
8.4	Professional development	71
8.5	Collaboration with other teachers	71
8.6	Looking ahead	72
9	Final thoughts	73

Appendices 75

A1 Glossary of Ed-Tech terms	75
A2 Links for exploring accessibility issues	76
A3 Basic digital skills courses	77
A4: Online safety resources	78
A5: OER repositories for course creation/illustration	79
A6: List of resources: Tools, apps and websites	79

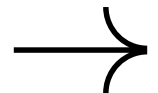
Attribution 80

Adapt and share the Handbook 81



Blended Learning

Handbook



An educators' **guide** → for digital learning in physical spaces.





1. About this Handbook

1.1. Introduction

This Handbook provides practical advice, guidance and ideas for teachers who want to use the Learning Passport, and potentially other digital tools and resources, to support learning in the classroom¹ and beyond.

We assume that you, the reader, are an experienced teacher who is familiar and confident with simple online activities such as using social media and sending emails. We also assume that you and your students have reasonable access to digital devices, electricity, and data (and/or LP offline hub devices), as these are pre-conditions for using the Learning Passport.

The Handbook is designed for teachers of all topics, across all age groups, in any country. We encourage teachers of all subjects to find innovative ways to use the Learning Passport in their classroom.

The Handbook has been written for publication in a variety of formats. If you are reading it online, or in most PDF readers, then underlined text will be hyperlinked and you can click on it to open websites for additional content and information. Each link has a corresponding footnote with the website address. If you are reading the Handbook

in print, or an e-reader format that doesn't support hyperlinks, you can copy or type this address into your browser.

Definitions of important terms are highlighted in boxed texts, and then collected in a single table in **Appendix A1**. Top tips are summarised in **DO** and **DON'T** boxes at the end of many sections.

We want this Handbook to be practical and useful. By the end of it you should be able to:

- ☑ Explain what Blended Learning is and why it is important.
- ☑ Identify the key elements needed to make Blended Learning equitable and inclusive for all students.
- ☑ Prepare your students and your classroom for success with Blended Learning.
- ☑ Create a detailed Blended Learning lesson plan using suitable pedagogical techniques, and deliver it in the classroom.
- ☑ Experiment with different approaches to Blended Learning, and revise and improve your approach according to experience with and feedback from your students.

¹ We use the word classroom for convenience throughout this Handbook, but we mean that to be inclusive of all spaces where teacher-led learning takes place. This could be a learning centre or hub, library, ICT suite, refugee centre, temporary learning space or shelter, place of worship or somewhere else.

1.2. Structure of the Handbook

In **Chapter 1** we introduce the Handbook and what to expect from it. We set out our assumptions about you, the reader, and some guidance for how to make the most out of this learning experience.

In **Chapter 2** we introduce Blended Learning. We talk about what it is and why it's important to you, your students, and the wider context of global change.

In **Chapter 3** we move on to the foundations of Blended Learning. This describes the basic skills and knowledge you will need before you can implement Blended Learning, and the key issues you will need to consider when planning Blended Learning for your own students.

Chapter 4 is the longest chapter. We introduce the most significant pedagogies associated with Blended Learning, and different approaches and ideas you can use to put them into practice.

In **Chapter 5** we look at some options for adding new content to the Learning Passport. This covers how to find relevant and appropriate content

online, and ideas for creating brand new content, with recommendations for a range of helpful tools and websites.

In **Chapter 6** we reach the point of implementation, and consider the practical actions needed to prepare for, deliver and evaluate learning in a successful Blended Learning classroom.

In **Chapter 7** we consider ways in which you can wrap Blended Learning around the Learning Passport for continuation of learning when schools are closed.

In **Chapter 8** we explore some of the ways in which you might build your Blended Learning communities. We look at the local community of caregivers for the children you teach, and what their needs might be, and your wider network for professional development in Blended Learning.

Finally, in **Chapter 9** we share some final thoughts and words of encouragement for the continuation of your Blended Learning journey.



© UNICEF/UNI422414/

1.3. Using the Handbook effectively

As a teacher, you know that reading can be a passive activity. We invite you to be active and engaged with this Handbook, and offer the following advice for making it a productive learning experience:

- We've tried to present information in a logical order, and to keep sections as brief as possible whilst making the important points. However, if you're getting bored, struggling to understand something or just think it's not relevant to you, you can jump about and read sections in whatever order you please. If you get stuck, don't give up reading, just dip into a different section and re-stimulate your thinking.
- You don't need to read it all in one go, and even when you have completed it we hope you will keep returning to it as a practical guidebook for your Blended Learning journey.
- Read critically. Think about whether you agree with what we're saying, and how it applies (or otherwise) in your own context. What would you need to do differently to make it work?
- If you have a printed version of the Handbook and can keep it as your own, we warmly encourage you to scribble in it! Highlight key points, make notes, jot down ideas and flag any content where you have made additional notes in your learning journal (see below).
- The Handbook has templates, tutorials and examples scattered throughout to help you authentically apply the learning. Each section is also available online² as a micro-course, so you can review, work on and share only what is most relevant to you and other colleagues in your teaching networks.
- You may want to consider creating a book club with colleagues where you review and discuss each section of the Handbook. You could create specialised webinars and trainings based on each topic area to further explore and workshop how ideas and activities would work in your own classrooms.
- This document, and everything in it, is published under a Creative Commons CC-BY-NC licence so that you can adapt, translate and share with others however you like. You can read more about Creative Commons Licences and Open Educational Resources in **Chapter 5**.
- Some people find it helpful to keep a learning journal to record reflections, attach evidence and track the progression of their own learning. There are websites, templates, apps and specialist paper-based notebooks for this, but basically whatever you use to keep notes can become a learning journal. We have suggested learning journal prompts throughout the Handbook, and included them in a Learning Journal GoogleDoc³ you can use online. Feel free to use, adapt or ignore these, and add any other notes and reflections. In your own document you can write, doodle, draw or creatively express yourself in any way you feel. This journal is for you alone.

NB⁴ In some of the journal prompts we have recommended creating an Action Plan. You can use the [template we have provided online](#).⁵

2 <https://tinyurl.com/handbook-online>

3 <https://tinyurl.com/BLH-learning-journal>

4 NB stands for Nota Bene. It is used to indicate that something is important.

5 <https://tinyurl.com/BLH-action-plan-template>

2. Introduction to Blended Learning



2.1. What is Blended Learning

What do you think of when someone says **Blended Learning**? It's a term that has been around for a while, and you may have heard it used in different contexts with different meanings. For a long time it was broadly used to mean any two or more combinations of teaching methods. In recent years it is widely understood that Blended Learning describes any combination of face-to-face and technology-enabled learning. That could mean **synchronously**, i.e. everyone working together in real time in a classroom or dispersed locations, or **asynchronously**, i.e. people working independently to their own schedules. There is still some academic discussion about this definition of Blended Learning, but it's the one that we're using for the purposes of this Handbook.

Throughout the Handbook, when we talk about Blended Learning we will almost always mean the use of technology to support learning within a face-to-face classroom environment. Some Blended Learning includes online discussion, such as in mediated asynchronous forums and/or remote lessons delivered live through Teams, Zoom, Google Meet or similar. This is particularly helpful where there is a deliberate mix of in and out of classroom content, or when schools are closed and all learning is happening remotely. The Learning Passport can provide this feature when schools have a Microsoft Teams licence to deploy synchronous live online sessions. We don't expect the majority of Learning Passport users to be regularly working with such features, and

Blended Learning	Face-to-face + technology-enabled learning
Synchronous	Happening together, live, in real time.
Asynchronous	Happening for each person individually, without expectation of any and/or immediate social interaction.

so we have only talked about online discussion activity in **Chapter 7: When schools are closed**.

We do, however, expect that some teachers will be able to allocate homework using the Learning Passport in contexts where there is access to devices and data at home, and so we have included some points of advice and guidance for this. This will not be relevant to all readers.

Blended Learning is not aligned to any particular **pedagogy** and can happen effectively with a wide range of approaches, as we will explore throughout the Handbook.





Learning passport has help me a lot especially in my primary assignment because it's make me to fine things very easy and also learn different methods and skills of teaching the pupils.

Said by teacher from Nigeria

2.2. Why use Blended Learning

Having the Learning Passport in your classroom may not have been your decision, and it's possible that you have very little experience using digital technology in your teaching. We hope that with a little practise you will come to agree that effective Blended Learning encourages and supports active learning. After an initial investment of effort, much of your traditional teaching time will be freed up to support students in a wider variety of ways, tailored to their specific needs. You can focus on a personalised and inclusive approach to learning, building a more effective classroom learning environment. Multimedia resources, including texts, videos, podcasts, presentations, interactive media, animations, illustrations and photos, can be used and reused multiple times in different ways and in different lessons, saving you time and effort. Many Blended Learning tools, including those in the Learning Passport, allow you to track your students' progress through content and courses.

There's lots of research that underpins the efficacy of a Blended Learning approach in the classroom. When digital learning is effectively integrated into the classroom, it has been shown to have strong positive associations with student learning and motivation ([Karamperidou et al., 2020](#);⁶ [Dreesen et al., 2021](#);⁷ [Poleschuk et al., 2023](#)⁸). There is evidence that Blended Learning has a positive impact on student outcomes such as performance, attitude and learning achievement in various countries.

Incorporating digital devices into the classroom experience gets students used to working with devices and digital resources. Whilst working digitally on any core curriculum topic they are also

building a range of digital skills and competencies that will prepare them for the demands of a technologically advanced modern workforce. Done well, Blended Learning promotes the development of essential 21st-century skills such as critical thinking, collaboration and problem-solving, as students learn to utilise technology as a tool for learning and communication. Possessing 21st-century skills and strong digital competencies enhances every student's chances of future success.

In low resource environments, physical equipment such as comprehensive science labs may be scarce. Interactive digital content can substitute for such equipment and give students the opportunity to set up and run experiments with authentic results. Digital resources enable students to revisit content at their own pace, reinforcing understanding and accommodating different learning speeds and preferences. This element of control over their own learning can help develop a sense of responsibility and self-direction among even the youngest children.

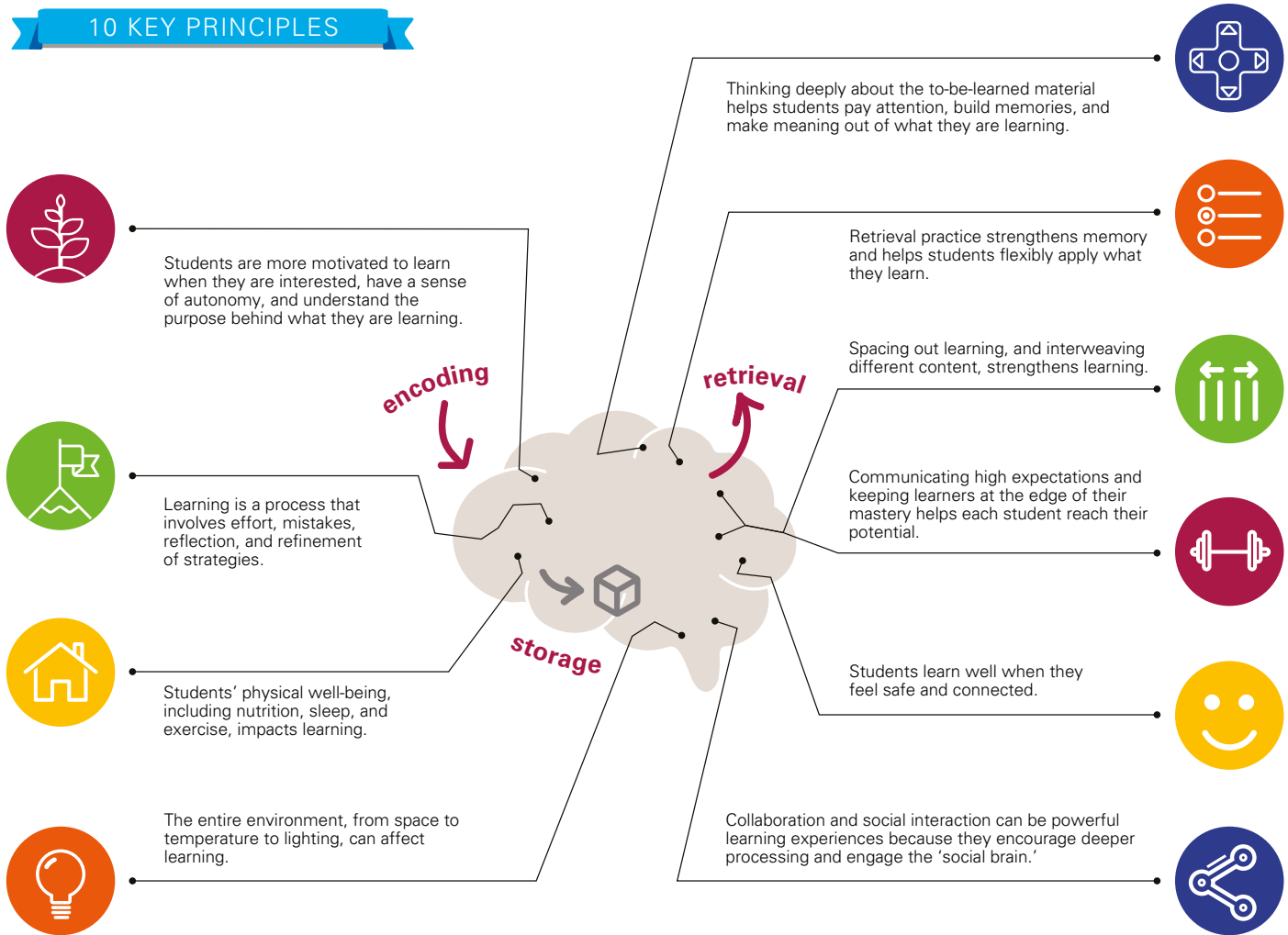
In contexts where children have access to devices and data at home, they can log on to revisit topics, catch up, prepare ahead, and revise and do homework.

We want this Handbook to be focused on actions. However, we do recommend looking at this model from Digital Promise and the [Institute for Applied Neuroscience](#),⁹ who have synthesised findings from a wide field of research into 10 key insights (Figure 1) about how people learn, along with suggestions for how to apply this information to classroom practice.

Figure 1: 10 Learning Sciences Insights

The Learning Sciences

10 KEY PRINCIPLES



The full resource¹⁰ provides an expanded list of the 10 Insights, with more information about what the research tells us, as well as practical tips for implementation.

10 <https://researchmap.digitalpromise.org/topics/introduction-learning-sciences/>



© UNICEF/UNI498799/AI Daher

2.3. A few cautions

Alongside some great advantages there are also challenges to making effective use of Blended Learning in the classroom. As with any approach, being aware of the challenges makes it easier to consider and mitigate for them.

Technology should only ever be used as an enabler of learning, and not just because it is available. Students within one classroom may have a wide range of experience using technology, and that can make it difficult to deliver a lesson that works for everyone. Students may also have different abilities and special needs that make it difficult for them to engage with technology. Not every classroom will be fully equipped, and devices can be limited. Ensuring that everyone gets an equitable amount of time with the technology can be difficult.

Despite its documented benefits, Blended Learning sometimes encounters challenges related to learner engagement. This particularly stems from technical issues and variations in students' technological proficiency and backgrounds. Schools should address these challenges through teacher training aimed at enhancing students' digital competency skills. In **Chapter 3** we recommend some competencies to work towards so that you feel confident teaching with digital materials. Research shows

that it helps to have someone providing technical support, so that teachers can focus on teaching.

Research also tells us that teachers and school administrators need to plan for the use and management of whatever learning devices, such as tablets and laptops, are available to them, and embed the use of the digital learning content within lesson plans.

We think it's important to acknowledge the time and resources needed to get going with Blended Learning. Although the principles of learning and teaching are the same as regular good classroom practice, the techniques to deliver them are different. Becoming familiar with the Learning Passport, working through this Handbook, participating in training, trying things out with your students and adjusting your approach according to experience and feedback all demonstrate your commitment to professional development. Professional development is an essential element of all teaching practice, and it's likely that you have multiple competing demands on your workload. However, we are confident that any time you can allocate to your development in Blended Learning will improve your quality of life as an educator, and your students' experience of learning. Be patient, and remember to focus on progress over perfection!

Learning Journal Prompt

What are your key goals or objectives for introducing Blended Learning into your classroom? You will find it helpful to think in terms of your students' needs as well as your own. Try to identify at least three objectives and revisit them often as you travel your Blended Learning path. It will be useful to remember why you're doing this, and to note your progress against objectives.



2.4. Relevance in a post-COVID-19 world

The COVID-19 crisis accelerated the adoption of digital technologies in education, as the Internet was a practical way for teachers and students to stay connected when schools remained closed. However, for many teachers this was their first experience of working online. What happened during COVID-19 is called emergency online migration of courses, and this differs significantly from high quality, strategic and thoughtful digital learning implementation. Obtaining and practising new skills for the first time under crisis conditions is not ideal, and the circumstances of this huge shift to online learning did not always lead to the best learning outcomes for children and young people.

It's understandable if this has set up some very poor expectations of digital learning for you and your students. We hope you are able to separate your experiences during the pandemic from your thoughts about how digital learning can support

your students in the classroom now, and engage with the opportunity to develop new skills in a calmer and more supported context.

We have described some of the benefits of Blended Learning above, but there is one more very important one to consider: As our world is increasingly disrupted by the effects of climate change, we need to embrace models of learning that are flexible, adaptable and resilient, enabling a quick transition between in-person and online instruction. In the face of unexpected disruptions, such as future health crises or natural disasters, teachers who are skilled in Blended Learning will ensure schools can pivot between traditional and digital modes of learning, ensuring continuity in education for all students. It's also notable that teachers who have basic digital literacy skills are likely to enjoy more job security and better career progression.

Learning Journal Prompt

How do you feel about using Blended Learning in your classroom? Think about the emotions listed below, and note those that reflect your own feelings, as well as anything else you can identify.

excited unsure motivated nervous enthusiastic worried confident
 optimistic reluctant cautious empowered happy anxious apprehensive
 inadequate inspired vulnerable curious confused collaborative

It wouldn't be surprising or unusual to feel a complicated mix of these emotions and more. Use the positive emotions to propel you forward and keep you going if or when things get tricky, and recognise that the less positive emotions are a normal part of doing something new. If there are any specific barriers that you need to get past – e.g. overcoming negative previous experiences – then take some time to think about these and why it is important to make the effort. Note these reflections in your journal. Remember what you want you and your students to get out of Blended Learning, and keep focused on achieving those objectives.



2.5. The most important thing

In this chapter we have looked at the definition of Blended Learning and its relevance, significance and value in a modern classroom. We have talked a lot about digital content and devices, and these are of course fundamental to Blended Learning. The Learning Passport itself is an amazing tool, but remember it is exactly that, a tool. The most important thing to remember is that the Learning Passport is a platform to deliver the learning materials but you, the teacher, facilitate the learning.

As we mentioned in **Section 2.3**, no lesson should be planned around the need to use technology. Instead, technology should support the learning objectives of your lesson plan. Don't use digital tools just because they are trendy. Choose tools that solve a purpose and enable learning.



© UNICEF/UNI522058/Butt



3. Laying the foundations for Blended Learning

This chapter is about preparing for Blended Learning. Just as you need to consider the different needs of the students in your physical classroom, it is also important to plan ahead and consider the barriers that students may need to overcome for digital learning. This includes the physical, social and cultural barriers to access, as well as the need for particular skills related to working safely and securely in online environments. Get the foundations right, and then the more you and your class work together in a blended classroom, the better you will get at it.

- ☑ Prepare **yourself**, by reading this Handbook and developing your understanding of Blended Learning.
- ☑ Prepare your **students**, by ensuring you have considered all their needs in your lesson and activity planning.
- ☑ Prepare your **classroom**, by ensuring you have the necessary resources and the right configuration of available space.

3.1. Supporting different needs

Students have diverse needs in how they interact with technologies both on and offline. For example:



- Users with severely restricted sight may use software that reads aloud the content on a screen, along with dictation devices for creating text-based output.
- Users with poor sight can use screen magnifiers, either physical or software-based, or enlarge type in websites and documents using keyboard functions such as Ctrl+ (Windows) and Cmd+ (Macs).
- Users with learning disabilities such as dyslexia may also use screen readers and dictation devices.
- Users who are partially or fully deaf will need captioning and transcriptions for audio and video.
- Users with fine motor impairments may use keyboard commands rather than a mouse, and/or enabling technologies such as speech recognition, mouth sticks or head pointers.

Before introducing Blended Learning into your classroom, consider conducting an audit of those students that have particular physical needs, and identify what special equipment or software would be appropriate for them. This would include students with:

- ☑ Physical disability
- ☑ Disability related to vision (blind or restricted vision)
- ☑ Disability related to hearing (deaf or hard of hearing)
- ☑ Disability related to voice and speech
- ☑ Mental or psychosocial disability
- ☑ Intellectual and communication disability
- ☑ Acquired brain injury
- ☑ Autism
- ☑ Specific learning disabilities e.g. Dyslexia, Dyscalculia, Written Expression Disorder.
- ☑ Other health impairments that limit a learner's strength, stamina, energy or alertness, e.g. Social Anxiety, Attention Deficit Hyperactivity Disorder (ADHD), Chronic Fatigue Syndrome.
- ☑ Multiple disabilities

Speak to your school's leaders to see what (if any) resources are available, and make plans for alternative support if it is not possible to procure special devices.

You should also consider other compensatory needs for children in your class, and how this will impact their ability to learn online. For example:

- Children who speak a different language or dialect, such as refugees or recent immigrants. If you live and work with indigenous populations, it is good to offer learning materials in both the students' native tongue and the language of instruction whenever possible. Some languages are only spoken and not written, so consider audio files to enhance communication and instruction.
- If you are asking children to work online at home, those who may have additional tasks around the home (especially girls) will be given less time for learning if they are not physically in school. Equity should play a big part in deciding whether or not to give digital

homework. The digital divide is wider among households with girls and those in more remote or lower income areas.

- Children who already need more of your time and support in the classroom, for whatever reason.

When planning your blended lessons, think about how to ensure all children can learn equally, and allocate your classroom time in a way that supports access to learning for everyone. Designing and using **digitally accessible** content presented in different ways ensures that all learners have access and feel included. We talk more about this in the section on Universal Design for Learning later in this chapter, and in the section on accessible digital content in **Chapter 5**.

Digital accessibility

Digitally accessible websites, apps and other digital tools can be accessed and used by everyone regardless of their device, their environment, and/or their different abilities.



You can download accessibility posters for your classroom here (<https://tinyurl.com/2zmnrft7>) as a reminder of how to be more intentional with digital learning content creation. The figure to the right is the first poster in the series.

As with any other adaptations in the classroom, you will be able to make some of these adjustments easily. Others will require more effort but are still considered reasonable to meet, and occasionally there will be some very specific

individual needs that are not possible to meet with your available time and resources.

Some further practical suggestions for accessibility are signposted in **Appendix A2**.

DO...

- Gather information about special needs amongst your students.
- Prioritise equity, so that all children have the best chance for learning.
- Think about what you already know about the children in your classroom, and how you can extend individual support into the blended environment.

DON'T...

- Feel that you can't teach using technology if a small number of children are excluded. It's fine as long as you make plans to reach them in other ways. For example, if they can't read they can listen to an audiobook version of the text. Recording your voice is easy, and learners will feel a sense of closeness to you when they hear your voice of instruction online and in the classroom.

Figure 2 will help you make inclusive and accessible choices with digital content to address a range of visible and hidden disabilities.

Disability	Video	Audio	Presentations	Interactive Activity
Vision	<ul style="list-style-type: none"> Provide transcripts (for screenreaders) 	<ul style="list-style-type: none"> Provide transcripts Use clear audio 	<ul style="list-style-type: none"> Use alt text Use Built in headings Use large font sizes 	<ul style="list-style-type: none"> Make sure content can be navigable via keyboard Links are descriptive Use audio indicators for feedback
Hearing	<ul style="list-style-type: none"> Provide subtitles Provide transcripts (for spoken narration) 	<ul style="list-style-type: none"> Provide transcripts 	<ul style="list-style-type: none"> Insert sign language video Include captions in embedded video 	<ul style="list-style-type: none"> Use visual indicators for feedback Avoid audio only commands
Neurodivergent & Learning	<ul style="list-style-type: none"> Use adjustable speed 	<ul style="list-style-type: none"> Balance narration and background sound Provide transcripts Use clear audio 	<ul style="list-style-type: none"> Clear, structured layouts Use animations sparingly Use clear direct instructions Avoid misc graphic elements Use visual aids 	<ul style="list-style-type: none"> Allow users to set their pace. Use clear direct instructions Avoid locked navigation Untimed assessments & retakes
Mobility	<ul style="list-style-type: none"> Access with assisted device or screenreader Provide sufficient time for all user interactions without time constraints. 	<ul style="list-style-type: none"> Access with assisted device or screenreader 	<ul style="list-style-type: none"> Make sure kids can access learning with an assisted device and/or screenreader 	<ul style="list-style-type: none"> Access with assisted device or screenreader Large well spaced touch points Avoid drag-and-drop Untimed assessments Allow retakes of assessments
Mental Health & cognition	<ul style="list-style-type: none"> Offer control over sensory inputs (e.g., ability to mute) Avoid potentially triggering content without warnings. 	<ul style="list-style-type: none"> Provide transcripts 	<ul style="list-style-type: none"> Use calming colors and avoid flashy animations. Provide clear, direct information without overcrowding 	<ul style="list-style-type: none"> Allow users to set their pace. Offer break reminders

3.2. Universal Design for Learning

Accessibility in all areas of life is often narrowly focused on serving the needs of one particular disability, leaving others underserved. Universal design is about making buildings, products or environments accessible to everyone, regardless of age, disability or other factors. It addresses common barriers to participation by creating access for the maximum possible number of users. For example, when designing accessible entry gates to a park, universal design concepts benefit not only people in wheelchairs but also caregivers with pushchairs and travellers with large luggage.

Universal Design for Learning (UDL) is an educational framework that focuses these universal design concepts to create inclusive learning environments that are accessible, flexible and accommodating to the greatest number of students, meeting diverse needs, abilities, and learning preferences.

Universal Design for Learning

A teaching approach that aims to accommodate the needs and abilities of all learners and eliminate unnecessary barriers in the learning process.

UDL in the classroom encourages teachers to offer multiple means of representation, engagement, and expression to promote a more engaging and personalised learning experience. Crucially, by designing inclusive learning environments, UDL helps reduce the stigma associated with accommodations or specialised services. All students benefit from a more universally designed approach, minimising the need for specific individuals to feel like they are being treated differently.




Key principles of Universal Design for Learning, adapted specifically to Blended Learning, are shown in Table 1 and 2 below.



Table 1: Key principles of Universal Design for Learning

Principle	How to do it	Why
Multiple means of representation	Provide content in multiple formats, such as text, audio, video, and interactive simulations.	To keep students engaged and address diverse learning preferences.
Multiple means of engagement	Offer a range of options for engaging with learning materials, including interactive elements, collaborative activities, and opportunities for student choice.	To increase motivation and participation.
Multiple means of expression	Allow students to demonstrate their understanding and mastery of content through varied means, such as written assignments, presentations, or multimedia projects.	To support different learning strengths and preferences.
Flexibility in learning paths	Design learning activities and assessments to offer flexibility in how students progress through the material.	To address that individuals may have different starting points, paces, and learning trajectories.
Accessible digital content	Ensure that digital resources and online platforms used in Blended Learning environments are accessible to students with diverse abilities and needs.	To ensure equitable participation and learning for all.
Equitable use of technology	Select and implement digital tools that are inclusive and accessible to all students, considering factors such as usability, compatibility with assistive technologies, and availability on various devices.	To ensure equitable participation and learning for all.
Clear communication and navigation	Provide clear instructions and navigation pathways within digital platforms.	To minimise confusion and ensure that all students can easily locate and understand course materials
Ongoing assessment and feedback	Implement formative assessments and provide timely, constructive feedback.	To support learning and identify potential barriers or challenges in the Blended Learning environment.

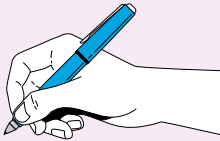
Table 2: Guidelines for UDL¹¹

	<p>Provide multiple means of Engagement</p> <p>Affective Networks The “WHY” of Learning</p> 	<p>Provide multiple means of Representation</p> <p>Recognition Networks The “WHAT” of Learning</p> 	<p>Provide multiple means of Action & Expression</p> <p>Strategic Networks The “HOW” of Learning</p> 
Access	<p>Provide options for Recruiting Interest</p> <ul style="list-style-type: none"> Optimize individual choice and autonomy Optimize relevance, value, and authenticity Minimize threats and distractions 	<p>Provide options for Perception</p> <ul style="list-style-type: none"> Offer ways of customizing the display of information Offer alternatives for auditory information Offer alternatives for visual information 	<p>Provide options for Physical Action</p> <ul style="list-style-type: none"> Vary the methods for response and navigation Optimize access to tools and assistive technologies
Build	<p>Provide options for Sustaining Effort & Persistence</p> <ul style="list-style-type: none"> Heighten salience of goals and objectives Vary demands and resources to optimize challenge Foster collaboration and community Increase mastery-oriented feedback 	<p>Provide options for Language & Symbols</p> <ul style="list-style-type: none"> Clarify vocabulary and symbols Clarify syntax and structure Support decoding of text, mathematical notation, and symbols Promote understanding across languages Illustrate through multiple media 	<p>Provide options for Expression & Communication</p> <ul style="list-style-type: none"> Use multiple media for communication Use multiple tools for construction and composition Build fluencies with graduated levels of support for practice and performance
Internalize	<p>Provide options for Self Regulation</p> <ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation Facilitate personal coping skills and strategies Develop self-assessment and reflection 	<p>Provide options for Comprehension</p> <ul style="list-style-type: none"> Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Guide information processing and visualization Maximize transfer and generalization 	<p>Provide options for Executive Functions</p> <ul style="list-style-type: none"> Guide appropriate goal-setting Support planning and strategy development Facilitate managing information and resources Enhance capacity for monitoring progress
Goal	<p>Expert learners who are...</p>		
	Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed

We have included UDL in the preparation chapter because we think it’s fundamental to everything you do with Blended Learning, and we will be referring to it throughout the Handbook.

Learning Journal Prompt

How do you think UDL will be important for Blended Learning in your own classroom? What do you need to pay particular attention to? What challenges might you encounter, and who can help you navigate them?



11 udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

3.3. Digital competencies



In writing this Handbook we have assumed that you, the reader, have a set of basic skills that enable you to use a technical device to get online, search for information (e.g. Google), exchange messages on various platforms (e.g. email, Facebook or WhatsApp) and generally navigate your way around working online. These skills, along with others that enable you to make decisions about what you find and how you use it, are called **digital competencies** (and sometimes **digital literacy**).

There are lots of models for digital competency and the skills that are needed to be competent and safe online. Many countries have developed their own set of digital competencies for teachers, and you should check for national guidance in your own context.

Digital competency

The confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It is defined as a combination of knowledge, skills and attitudes.

UNICEF subscribes to the [EU DigComp framework](#),¹² as described in the boxed text on the left.

Figure 2: DigComp Framework Level One



The DigComp framework shown in Figure 2 identifies the key components of digital competence in 5 top level areas.

There are 21 specific competencies within these top level areas, shown in Table 3 below.

Table 3: DigComp Framework Level Two

<p>Information and data literacy</p>	→	<ul style="list-style-type: none"> • Browsing, searching and filtering data, information and digital content • Evaluating data, information and digital content • Managing data, information and digital content
<p>Communication and collaboration</p>	→	<ul style="list-style-type: none"> • Interacting through digital technologies • Sharing information and content through digital technologies • Engaging in citizenship through digital technologies • Collaborating through digital technologies • Netiquette • Managing digital identity
<p>Digital content creation</p>	→	<ul style="list-style-type: none"> • Developing digital content • Integrating and re-elaborating on (building on) digital content • Copyright and licences • Programming (elearning development through authoring tools)
<p>Safety</p>	→	<ul style="list-style-type: none"> • Protecting devices • Protecting personal data and privacy • Protecting health and wellbeing • Protecting the environment
<p>Problem solving</p>	→	<ul style="list-style-type: none"> • Solving technical problems • Identifying needs and technological responses • Creatively using digital technologies • Identifying digital competency gaps

As a teacher, you have two perspectives on digital competency:

- Your own
- Your students'

In order to support development of these skills for others, you must first learn about, develop and practise them for yourself. We have listed some online courses to get you started in **Appendix A3**.

Learning Journal Prompt

How do you rate your own digital competencies? Refer to Table 3 above and be honest in your self-assessment – remember nobody else will see your journal! You might find it helpful to make a table, with competencies in rows versus your skills levels in columns like this:

Competency	Do not understand what this is	Very poor / non-existent	Poor	Good enough for classroom needs	Excellent
Browsing, searching and filtering data, information and digital content				X	
Evaluating data, information and digital content			X		
Etc...					

When you've finished, create an Action Plan in your journal for improving your digital competency skills. Use the resources in **Appendix A3** to help you.



3.4. Embedding digital competencies across the curriculum

Once you are confident in your own digital competencies, you can look for ways to incorporate them into your teaching. The most obvious choice is to teach these skills within a technology or media course and, if this not already in your curriculum, you may want to weave it into other subject areas. [The Student View](#)¹³ has some lesson plans you might find useful.

However, it makes most sense to think about infusing opportunities for digital competency development into your subject-based teaching, reflecting the world that students will experience when they leave school.

For example:

In a Science Classroom:

- Students use online databases and scientific websites to gather information for research projects. [1.1 Browsing, searching, and filtering data]
- Collaborative research projects where students use online platforms like Google Docs to collectively analyse and discuss scientific findings. [2.4 Collaborating through digital technologies]
- Students create digital presentations or videos to explain scientific concepts using tools like PowerPoint or video editing software. [3.1 Developing digital content]

In an Art Classroom:

- Students create digital portfolios showcasing their artwork using platforms like Behance or other art-sharing websites. [2.2 Sharing

information and content through digital technologies]

- The same activity includes a discussion on the importance of respecting copyright when using digital images or resources in art projects. [3.3 Copyright and licenses]
- Integrate digital art creation tools such as graphic design software or digital drawing tablets into art projects. [5.3 Creatively using digital technologies]

It is also likely that you will need to deliver some basic ICT skills training to students before properly introducing Blended Learning and the wider digital competencies. Maybe you work in a school with an ICT specialist who could deliver these classes for or with you. Don't overlook the possibility that some students in your class may have expertise in the use of tools that you do not. Be prepared to learn alongside your students, and also from them!

DO...

- ✓ Think about what these skills mean for your students, taking into account their age and learning context.
- ✓ Conduct some 'working online' lessons to cover the basics first.
- ✓ Continue developing new skills by incorporating them into curriculum-based lessons.
- ✓ Consider that digital competency might vary widely within your class.
- ✓ Model lifelong learning by asking your students for help when they have competencies that you do not.

DON'T...

- ✗ Ignore digital competency. It is absolutely fundamental to successful working and learning online.
- ✗ Try and do everything at once – these skills need to be built with practice.
- ✗ Assume that these skills will come naturally, without your intervention and support.
- ✗ Think that a student who has some digital competency will have equal capabilities across all areas. An older child may be capable of creating videos and uploading them to TikTok without any idea about the online safety risks they are incurring.



3.5. Online safety

Safety is the fourth competency in the DigComp model above, and should feature in any digital literacy or competency model. We are highlighting it briefly in a separate section, as safeguarding and security are important elements of supporting children and young people to work online. Even if you only use the Learning Passport in your classroom and work through offline hubs, you are still opening the door to a digital world that students are very likely to seek other opportunities to explore on their own initiative, e.g. through a caregiver's smartphone at home.

Whilst the internet is an amazing tool for learning and communicating, it is unregulated and not without dangers. Caregivers, teachers and children should all be aware of the potential hazards associated with children using computers, tablets and mobile phones.

These subjects are too important to cover in a few short paragraphs in a handbook. To do so would risk suggesting that this Handbook is sufficient information and you don't need to do the research for yourself. The reality is that, as a

teacher, you should fully educate yourself about all these issues, and consider your responsibilities in working with young people over the internet. The good news is that you don't have to do this alone! You should discuss a school approach with your colleagues and school management/authorities, and ideally work together to agree a school-based policy. For example, this could include creating packs of resources for children and for caregivers, running information sessions with caregivers, and running safety awareness classes with children, targeted as appropriate to different age groups.

Many countries have national government bodies and/or NGOs that focus on child safety online, and we encourage you to take a school approach to identifying and engaging with these for your own context. It is also important that children and their caregivers know where they can go for additional, specialised help (beyond the school) if this becomes necessary. Seek support from national agencies or see **Appendix A4** for some websites with relevant content.

DO...

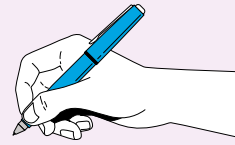
- Use online resources from dedicated organisations (see Appendix A4) to explore these issues further and educate yourself on the risks.
- Create spaces for children to talk about anything they find online that might worry them, and let them know you take their concerns seriously.
- Ensure that caregivers are aware of the dangers (see Chapter 8 for more on working with caregivers), and don't allow younger children access to the internet without supervision.

DON'T...

- Imagine that these problems don't affect children everywhere. For example, traffickers are highly adept at approaching children through social media in low income countries.
- Read everything at once and then become so scared that you try to stop children going online at all. They will still find ways to access the internet! It is much better that you arm them with knowledge about how to do so safely. One day they will be autonomous adults that need digital skills to navigate work and life.

Learning Journal Prompt

What specific actions can you take to improve online safety awareness in your school? For example, you could set up a task force, and work with your colleagues and school leadership to create an Action Plan.



3.6. Online wellbeing



Just as you look out for children’s health in your physical classroom, so you need to consider their wellbeing as it relates to online spaces.

Many factors influence how devices like smartphones affect us. It’s not just about how much we use them, but also when and why. Some researchers even say smartphones can be good for us, helping us stay connected and learn new things.

Most of us know that we should use our devices in moderation, and it’s good to study how they affect us, but evidence remains inconclusive about whether there is a limit beyond which time online has adverse effects on children. Adults are often wary of children spending too much time online when they are, in fact, developing a wide range of digital skills, having fun, learning, and

(for older children) communicating with friends who they are unable to meet with face to face.¹⁴ There are no significant studies that show any causal connection between digital devices and problems like depression.

The ‘right’ amount of time online varies considerably with age and attention span. There may be national guidance on this in your country. What matters most is the *quality* of time online, and how that is balanced with regular breaks and appropriate amounts of exercise, sleep and offline interactions with friends and family. Your responsibility as a teacher is to ensure that children’s time online under your care is varied, that it is interactive not passive, and that they have opportunities to discuss how they feel about using the internet.

14 Remember that adults need to keep a close watch on children’s online communication!

DO...

- ✓ Create lessons that are fun, varied and interactive. For example, interweave passive videos with interactive activities, assessments, project-based learning and dialogue/discussion.
- ✓ Keep communicating with caregivers to ensure that online time at home remains in balance with other daily activities. Consider providing sensitisation and training where appropriate (read more about this in Chapter 8).

DON'T...

- ✗ Create lessons that require children to sit passively in front of a screen for long periods.
- ✗ Assume that children will take responsibility for managing their own wellbeing.

3.7. Checking in on the whole experience

In this chapter we have looked at some of the issues you need to consider before introducing Blended Learning into your classroom. It is likely to be a new and hopefully exciting journey for both you and your students.

You can promote a sense of ownership and engagement of the process by encouraging students to express their preferences, any anxieties, and other feedback regarding the Blended Learning approach. Regular check-ins,

whether in a class discussion or through smaller group chats, reflective essays or other media, will provide opportunities for students to voice their concerns, share their experiences, and actively participate in shaping their own learning journey. By maintaining an open dialogue, you can address individual concerns promptly, refine your teaching strategies, and collaboratively navigate the challenges and opportunities presented by the Blended Learning model.

4. Pedagogical strategies in Blended Learning



4.1. The changing role of the teacher

In this chapter we will look at some of the different learning strategies you can use in your blended classroom. When high quality curriculum-based content is available to students through the Learning Passport, your role changes. Instead of delivering information, you are freed up to use all the elements of teaching that are most productive in the service of learning. You can challenge, direct, question, encourage debate, foster collaboration, pose problems, check understanding and generally facilitate a more constructivist¹⁵ classroom environment. Introducing devices and digital content will not transform the classroom, but your active support for Blended Learning certainly will.

This may be difficult at first if it is a big change from what you're used to, especially in countries with a classroom culture of favouring the teacher's voice and not encouraging students to ask questions. We suggest looking at it like this: If a teacher's role is mostly about reading aloud or writing up content from a textbook onto a board for children to copy down into their exercise books, what value are they adding? That's a job that anyone with basic literacy could do!

If you think back to your own time as a student, it's likely that the teacher you remember most fondly is one who stood out from the crowd. They may have particularly supported or inspired

you, and they probably went out of their way to ensure you properly understood what they were teaching. Good teachers bring expertise, experience, and their own unique style to a class.

By changing the model from teacher-centred to student-centred, using UDL principles to guide your learning design, and giving children space to acquire information from other sources, you get to use your real expertise, draw out your students' higher level thinking skills, and make their learning deeper and more meaningful.



© UNICEF/UNI485625/Zivojinovic

¹⁵ Constructivism is a learning theory which contends that students must construct and reconstruct knowledge for themselves in order to learn effectively.

DO...

- ✓ Remember that if this is a new way of working for you then it will also be new for your students. Make sure they understand what's going on and what is expected of them.
- ✓ Ask questions that begin with why, how, what if, could, should, would... so that students are challenged to apply and explain their new knowledge.
- ✓ Build active learning by encouraging and empowering your students to ask thoughtful and challenging questions of their own.

DON'T...

- ✗ Equate a hectic, busy classroom with one that is out of control. As long as the noise is productive and in service of learning then it can be a joyful environment! See Chapter 6 for tips on managing a blended classroom.
- ✗ Block your students' autonomy by trying to supervise every moment. There must be mutual trust and respect for Blended Learning to work in the classroom.
- ✗ Forget to use UDL so that you reach all learners, whatever your teaching style.

Learning Journal Prompt

How do you feel about these changes to your role? This may relate to your earlier reflections on how you feel more widely about introducing Blended Learning into your classroom. It's important to recognise and acknowledge that your role will be different. It is also important to remember what makes you a great teacher, and how you can bring those qualities into the blended classroom. Take a moment to make some notes about what you're good at so that you can keep that at the heart of your teaching. This can be a difficult exercise, as we're not often asked to say positive things about ourselves. What do you think your students would say if you asked them? What about your colleagues?

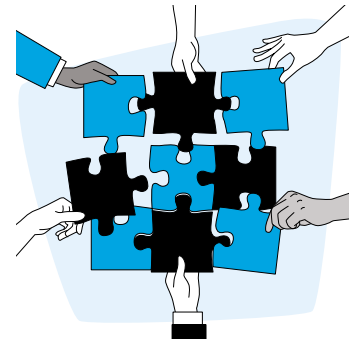


4.2. The importance of collaborative/social learning

One of the key differences in a Blended Learning classroom is how often students work collaboratively rather than independently. Working collaboratively can:

- ☑ Foster and enhance critical thinking skills through analysing and evaluating different ideas and perspectives;
- ☑ Develop communication skills, including active listening and the ability to construct an argument;
- ☑ Build teamwork and interpersonal skills by teaching students how to work as a team, share responsibilities and resolve conflicts;

- ☑ Encourage diverse perspectives, exposing students to different viewpoints, experiences and opinions;
- ☑ Prepare students for the teamwork and collaboration needed in many workplaces and other social environments;
- ☑ Increase motivation and engagement through a sense of shared responsibility and accomplishment;
- ☑ Facilitate deeper learning through the opportunity to discuss and apply concepts.



Collaborative learning is important to all the pedagogical approaches we discuss in this chapter.

4.3. The Flipped Classroom

In a traditional model of classroom instruction, the teacher imparts new knowledge, then students test out their learning and deepen their understanding by working on tasks for homework. They acquire learning in the classroom, and apply it at home.

When the classroom is flipped, the acquisition happens when students access audio or video lectures and/or other learning content for the first time by themselves. In a traditional **Flipped Classroom** model, this happens outside the classroom, e.g. at home, then students return to the physical classroom for discussions and practical activities that apply and embed what they have studied alone.

However, you can also flip the classroom while you're teaching! When class time includes

Flipped Classroom

Switches the traditional classroom model so that students acquire new knowledge independently, and apply it collaboratively.

using digital content through the Learning Passport, students acquire knowledge by studying a topic on their own or in small groups. Your role is to facilitate discussions or other collaborative activities that apply, check and embellish understanding. This gives students the opportunity to explore new content at their own pace, with you managing the overall time window, and process their thinking before engaging in activities that test and clarify their understanding.

4.4. Getting started with a Flipped Classroom



It is important to remember that the full Flipped Classroom approach includes a dynamic activity session to test and apply new understanding. The main criticism of the Flipped Classroom approach is that, done poorly, it can be no different from a traditional didactic teaching model. For example, if you ask students to watch a video of a different teacher in a different classroom, it may actually have less impact on learning than if you did the teaching yourself.

If you're feeling cautious about flipping your classroom, we recommend starting small. For example, instead of getting students to watch a video or animation on the Learning Passport


independently, you could choose to all view it at the same time, as the teacher does in [this example from Zimbabwe](#).¹⁶ The key factor is that the Learning Passport is imparting the content-specific new information, and you then facilitate a discussion or other collaborative/inquiry-based activity about it afterwards.

Once you and your students gain some confidence in this new approach, we recommend that you get more inventive with collaborative activities that check and extend new learning. We've made some suggestions in the next section.

DO...

-  Remember that this will be a big change for your students, and take it as slowly as needed to give them a chance to adjust.
-  Explain what you're doing so that students understand that you are expecting them to learn differently, and discuss the positives of doing so.

DON'T...

-  Think of the Flipped Classroom as a completely alien concept. Instead, start by reflecting on your regular classroom practice and think about how to switch it around.

4.5. Ideas for group activities and projects

The best group activities support interdependence between group members, meaning they work together rather than acting independently within a nominal unit. Focus on tasks that require collective effort and individual accountability to the group.

Here's a list of suggestions to help get you started, and the tips on groupwork later in this chapter are also important to consider. We're sure that you'll have lots of great ideas of your own once you get used to working this way!

Collaborative document creation	Assign group projects that involve creating and editing documents collaboratively using tools like Google Docs.
Peer review and feedback	Assign students to review and provide constructive feedback on each other's work. This could be at the end of a task, or part way through a project.
Case studies and problem solving	Present authentic case studies or problems that require group collaboration to analyse, discuss and propose solutions. This is an excellent way to get students using and applying new knowledge.
Online simulations and games	Make use of educational simulations or appropriate online games that require teamwork and strategic thinking to achieve a common goal.
Virtual field trips	Explore virtual field trips or tours online and have students discuss and reflect on their experiences collaboratively. This is a good way to integrate real-world experience into the Blended Learning classroom.
Digital storytelling	Assign projects where groups create digital stories or multimedia presentations to demonstrate their understanding of a topic.
Online quizzes or polls	Use interactive quizzes or polls to encourage group competition and discussion.
Jigsaw puzzle learning	Break down a complex topic into subtopics and assign each subtopic to a different group. Each group uses the Learning Passport to become an expert on their subtopic and then teaches it to the rest of the class.
Think-Pair-Share	Pose a question or problem, and have students research and think about it individually. Then, pair them up to discuss their thoughts before sharing their ideas with the entire class.
Escape room¹⁷ challenges	Create an educational 'escape room' where groups must use content from the Learning Passport and offline to solve puzzles or answer questions related to the curriculum, enabling them to "escape" within a certain time frame.
Literature circles	Divide the class into small groups, and assign each group a different book or a reading from the Learning Passport. They can then discuss the themes, characters, and plot within their group.

17 An escape room is typically a physical game in which a team of players discover clues, solve puzzles, and accomplish tasks in one or more rooms in order to accomplish a specific goal in a limited amount of time. The goal is usually to escape from the site of the game.

Math problem stations

Set up different rotation stations with math problems of varying difficulty levels, including content from the Learning Passport. Groups rotate through the stations, solving problems collaboratively.

Mock trials

For subjects like history or civics, organise a mock trial where students use the Learning Passport for research and then take on roles as lawyers, witnesses and jurors to re-enact historical events or legal cases.

Artistic collaborations

Assign groups different topics to do research using the Learning Passport, then ask them to create a collaborative artwork, such as a mural or poster, based on their specific theme or concept.

Language games

Engage students in language learning through games such as charades or word-building competitions within their groups.

Language role play

After studying a language topic on the Learning Passport (e.g. 'shopping at the market'), students work in groups to role play different scenarios and practice their vocabulary.

Inside out

For geography, geology or other science courses, send groups outside to collect samples of plants, stones, bark, leaves, insects, etc. that they can identify using content you have selected on the Learning Passport.

Learning Journal Prompt

What are your initial thoughts about the Flipped Classroom? Would this work for you and your students? What would be the biggest challenges? What is the enabling environment that you and your students need around you to make this successful?



4.6. Station Rotation Model

The **Station Rotation** Model is a popular approach to Blended Learning that organises students into different stations or learning activities within a single classroom. Students rotate through these stations, each offering a different mode of instruction or engagement. One of the stations typically involves face-to-face

interaction with the teacher, while others may involve individual or group activities using digital tools or resources.

Station Rotation

Divides the classroom into different learning stations through which small groups of students rotate

Elements of Station Rotation

Teacher-Designed Stations

The teacher creates multiple stations that cater to different learning objectives. For example, these stations could include a teacher-led station for direct instruction, a collaborative station for group work, and a technology station for activities using the Learning Passport.

Rotation Schedule

Students rotate through the various stations according to a predetermined schedule. The rotation can be based on time intervals (e.g. every 15 minutes), or triggered by the completion of specific tasks. The schedule is flexible and can be adjusted based on the lesson plan or the needs of the students.

Differentiated Instruction

The Station Rotation Model allows for differentiated instruction as each station can be tailored to address different learning modes, paces or abilities. For example, students who need additional support may spend more time at the teacher-led station, while those who grasp concepts quickly can progress to independent or collaborative activities.

Integration of Technology

At least one of the stations should involve the use of digital tools and/or online resources. In our case, this will be the Learning Passport. This technology-enhanced station provides students with opportunities to engage in interactive digital lessons, practice activities, or conduct research.

Flexibility and Adaptability

The Station Rotation Model offers flexibility and adaptability, making it suitable for various subjects and grade levels. Teachers can design stations based on specific learning goals and adapt the model to suit the needs of their students and the content being taught.

4.7. Planning for Station Rotation activities

We have provided an [online planning template for the Station Rotation Model](#),¹⁸ similar to that shown in Figure 3 below.

Figure 3: Station rotation lesson planning template

Station rotation lesson planning

Station	Learning objective	Activity to support objective	Teacher or student led	Resources needed	Learner skills needed	How to monitor progress
1.						
2.						
3.						
4.						

Learner group 1	Learner group 2	Learner group 3	Learner group 4

How many rotations?

How long is each rotation?

The lesson planning template suggests four objectives and four groups/stations. We recommend that you stick to three or four groups and no more than four stations until you are confident with the model, then adapt the template to be as complex as you wish. Remember that your station rotation implementation must take into consideration the number of devices available.

Think about how to make best use of the resources that you have. For example, if you only have 10 tablets for a class of 30 students, then you might consider something like the following station options for three groups of 10 students each:

- An online station where the 10 tablets are used to work individually to complete a piece of learning content on the Learning Passport.

- An offline station where students pick statements or problems from a pile you have prepared, and discuss them in their group, sub-group or pairs.
- A teacher-led station where you facilitate a more challenging group discussion.

Remember that if one station depends on students having completed another one first – e.g. a worksheet activity based on what was studied on the Learning Passport – then your Station Rotation will need one more activity than there are groups. See Figure 4 for how it would work.

Figure 4: Model for a Station Rotation set-up with dependencies

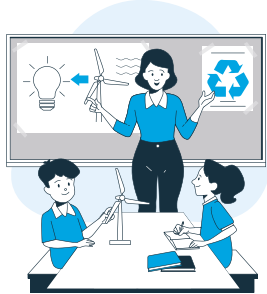
	Station 1 Learning Passport content	Station 2 Worksheet to apply learning from LP content	Station 3 Teacher-led discussion group	Station 4 Offline group collaborative task
Rotation 1	Group 1	Empty	Group 2	Group 3
Rotation 2	Group 3	Group 1	Empty	Group 2
Rotation 3	Group 2	Group 3	Group 1	Empty
Rotation 4	Empty	Group 2	Group 3	Group 1

DO...

- ✓ Spend time introducing the Station Rotation Model so that students know what to expect.
- ✓ Begin with activities that are familiar so students can practice working with this new model before focusing on the learning.
- ✓ Be clear about expectations, materials, tasks and timing, and ideally have the key information noted up on a board for reference throughout the activity.
- ✓ Engage students in discussion and capture their reflections on what they liked and didn't like about the experience.
- ✓ Make sure learners sign in with their unique usernames on the Learning Passport, so that their learning is recorded.

DON'T...

- ✗ Try to get too complicated too quickly – take it slow the first few times.
- ✗ Try to be everywhere at once – if you've done the right preparation, trust the students to follow the model.
- ✗ Forget the opportunity to capture and record student learning on the Learning Passport either manually or through assessments/digital activities.



Learning Journal Prompt

What are your initial thoughts about the Station Rotation model? Would this work for you and your students? What would be the biggest challenges? What is the enabling environment that you and your students need around you in order to make this successful?



4.8. Integrating Project-Based Learning

Project-Based Learning

A teaching method that supports students to learn through active engagement in real-world, personally meaningful projects.

thinking, and creativity. It aligns well with authentic assessment, which we talk about in **Chapter 6**.

Project-Based Learning (PBL) is an instructional approach that engages students in hands-on, authentic, real-world projects to develop essential skills in complex problem-solving. In a Blended Learning classroom, where both in-person and online components are integrated, PBL can be a powerful method to support collaboration, critical

PBL works best when students are given plenty of time, for example working on a project over the course of several weeks or even a term. This means you can incorporate other approaches such as the Flipped Classroom, Station Rotation, and Personalised Learning Paths under the umbrella of PBL, all to good effect.

Here's some examples of PBL across different subject areas:

Science, Technology, Engineering and Mathematics

Design a sustainable energy solution for the school

Students research and propose sustainable energy solutions for their school, incorporating elements of engineering, physics, and environmental science. They might create prototypes, conduct experiments, and analyse data.

Social Studies

Historical time capsule

Students collaborate to create a digital time capsule that represents a specific historical period. This could include multimedia elements, documents, and artifacts that reflect the culture, events, and key figures of the chosen era.

Literature

Literary adaptation

Students choose a literary work and adapt it into a different medium, such as a podcast, radio play, video series, or interactive website. This project allows for creativity, critical analysis of the text, and effective communication skills.

Art**Community art installation**

Students create a collaborative art installation for their community. This might involve planning, designing, and executing a physical or virtual art piece that reflects a theme relevant to the community.

Physical Education**Fitness and wellness program**

Students design a comprehensive fitness and wellness program for their peers. This might include workout routines, nutrition plans, and mental health resources. Students present their programs through videos or live demonstrations.

Health Education**Public health campaign**

Students create a public health campaign addressing a specific health issue, using digital platforms to disseminate information. This project integrates research, communication skills, and community awareness.

Set tasks that are complex enough to require a range of digital and offline resources and activities, and curate sets of content that you would like students to use in their research and project work. You could invite guest speakers to join your classroom in person or via a virtual link such as Teams, Zoom or Google Meet, providing

students with real-world perspectives related to their projects.

Set clear expectations for project output with checkpoints along the way, and think creatively about the use of blogs, digital journals or video reflections where appropriate.

4.9. Tips for effective group formation

Whichever pedagogical approach you choose, creating effective groups in a Blended Learning classroom involves thoughtful planning to ensure collaboration, engagement, and the successful integration of technology.

Your first consideration is group size. To some extent this will be led by available technology, but 10 devices doesn't have to mean 10 students in each group. You could have double the number of groups with five members in each, or assign students to work in pairs within a larger group. Generally groupwork is most productive at around three to four students, ensuring that each can contribute actively to the task, but sometimes a larger group can bring greater diversity and a range of perspectives.

You can group students any number of ways, for example by ability, skill sets, interest, digital proficiency, or simply at random. You may choose to group like with like, e.g. a group or groups of students with high, medium or low digital proficiency skills, or create groups that each contain a somewhat equal number of high, medium and low digital proficiency skills.

Typically, diversity can enhance collaborative learning, as students bring different perspectives and expertise to the group, but you will also need to consider the potential for higher ability students to set a pace that others can't maintain. One way to mitigate this is to assign different roles within the group, such as a facilitator, researcher, presenter, and tech support.



I apply the material that I have been using here in the classroom because they are topics that are related to the program that I have. It makes it easier for me and I rely on it, due to the number of students I have.
Said by teacher from Mexico

This helps share responsibilities, ensuring that each student has the opportunity to contribute actively to the group's success.

Think about what will work best for the activity you have planned. We have demonstrated some examples below.

Group example based on roles, without measuring tech or reading/content subject proficiency.

	Group 1	Group 2	Group 3	Group 4
Facilitator	Jose	Maria	Juan	Diana
Researcher	Pablo	Pedro	Lilian	Sophia
Presenter	Juan-Pablo	Julia	Jardiel	Christina
Tech Support	Javier	Jorge	Marisol	Paco

Group example using content subject proficiency.

Group 1 Reading level 1	Group 2 Reading level 2	Group 3 Reading level 3	Group 4 Reading level 4
Jose, Maria, Juan, Diana	Pablo, Pedro, Lilian, Sophia	Juan-Pablo, Julia, Jardiel, Christina	Javier, Jorge, Marisol, Paco

Group example using digital competency proficiency.

Group 1 Digital literacy level 1	Group 2 Digital literacy level 2	Group 3 Digital literacy level 3	Group 4 Digital literacy level 4
Jose, Pedro, Christina, Paco	Pablo, Sophia, Julia, Diana	Juan-Pablo, Jardiel, Juan, Maria	Javier, Jorge, Marisol, Paco

Use formative assessments such as a class quiz, worksheet, presentation or homework paper to gauge individual and group progress. This can help identify any challenges early on, allowing for your timely intervention and support to ensure the success of the collaborative learning experience.

How often you change groups will depend on how you are using them. You might have groups that last just for one lesson, or groups that stay together to work on higher level objectives across an entire term. There are advantages and disadvantages to each, for example a quick rotation will be a relief to some students

who aren't happy with their groupmates, but regular work in the same group can form strong and effective bonds for learning. Be open to adjusting groupings based on feedback, student performance, or evolving instructional needs.

With any group activities, it is important to remember that collaboration skills don't just happen. Students need guidelines and support on how to work collaboratively. How do they decide who does what? Who keeps a record of decisions? How should they share information? What do they do if someone isn't doing their fair share? What about if a student is being isolated from the group and/or is disliked by others?

All of this needs careful management, and you might set a task that gets students to produce a contract of fair collaboration before they do anything else.

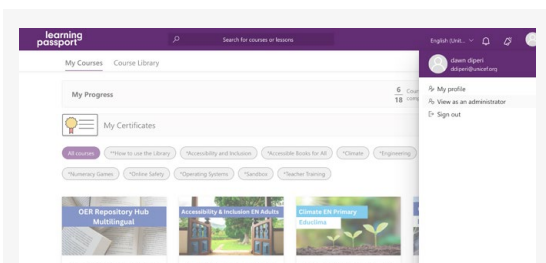
Finally, one of the most fundamental elements of group success is knowing what success looks

like! Set clear expectations for your groups, including how they should work together and how they can handle any disagreements or conflicts. Ensure they know what they must complete and by when, and share marking guidelines for any collaborative work that will be assessed.

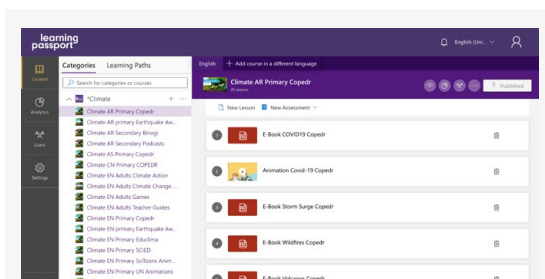
4.10. Using technology to track progress

If you have the correct admin permissions for the Learning Passport,¹⁹ you will be able to see what content is being used by your students and how. This will help you understand the progress of individual students, and also assess whether or not a piece of digital content is proving effective for learning. For example, if you find that 95% of your class has registered for and completed the lesson you directed them to, then you probably want to identify which students are in the remaining 5% and engage with them to understand why they didn't

complete it. However, if you find that only 5% of your class have completed a lesson under the same circumstances, that's more suggestive of a content problem. If this is your own content and you have access to change it, you should do so. This might include cutting long videos into shorter segments, breaking up long sections of text, or adding fun quizzes. Otherwise, consider what alternative content is in the platform, or what you could find and add that might do a better job of meeting your learners' needs.

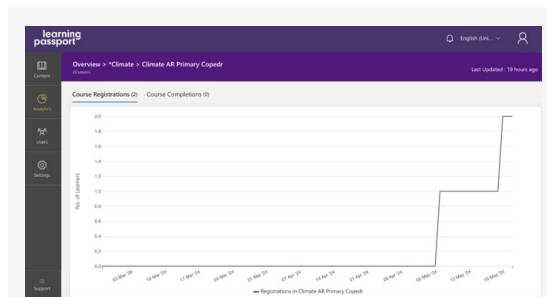


To view the analytics of a course and see data such as who has registered, the number of students registered, or how many have completed a course, you first have to click the profile icon on the top right and click "View as an administrator." Note that you will only have that option if your Learning Passport has been set up to enable admin rights for teachers.

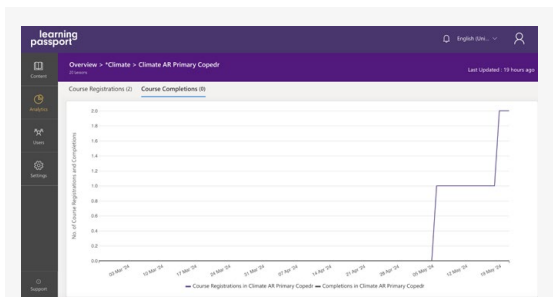


Next click on the course for which you want to see analytics.

¹⁹ This will depend on decisions made nationally and locally for your Learning Passport. If you're not sure that you have admin permissions, click on the profile icon and see if there is the option to View as an administrator.



Now click on the pie chart icon to see the analytics of the course on the dashboard.



In this view you can see the total number of users.

You can also toggle to the course completions tab to see the number of learners who have completed the course.

After looking at this data, you can reiterate and improve the content with the aim of increasing both course completions and registrations.

4.11. Personalised Learning Paths

Personalised Learning Paths

Allows learning to be individualised according to each student's strengths, preferences and interests, while they continue to work collaboratively in a social context.

Personalised Learning Paths is another form of flipped learning that puts students at the centre of their own learning experience. It is a framework that treats every student as an individual, even when working in big classes and/or groups, with an emphasis on creating the right conditions and environment for autonomous learning. It is easiest to implement when you are working with one group for a long period, such as a term or even a year, rather than switching between classes.

The objective of Personalised Learning Paths is to provide a more customised and flexible learning experience that supports each student to gain a better understanding of their own needs, leading to greater ownership, motivation and commitment. It recognises that students have unique strengths, weaknesses, interests, and learning preferences, all of which contribute to how they progress at

their own pace. Some may need more time to master certain concepts, while others may move more quickly. It's a bit like telling everyone where they need to end up and when, then giving them a map and resources that allow them to find their own route to the shared destination.

Personalised learning starts with you and your students setting clear learning objectives and outcomes. You can choose to do this per class session, which is probably a good way to start, and/or over a longer period such as a month or a term. This helps students understand where their path needs to take them, and then you can work with them to develop individual learning plans that outline their goals, strengths, areas for improvement, and strategies for personalised learning. Regularly review and update these plans based on ongoing assessment.

Supporting Personalised Learning Paths within your blended classroom is made easier by using the analytic data from the Learning Passport as well as your own formative assessment activity.

DO...

- ✓ Differentiate your instruction by adapting content, process, and assessment based on student readiness, interests, and learning profiles.
- ✓ Consider blending Personalised Learning Pathways with the Flipped Classroom approach. Students can engage with instructional content independently while you can adapt classroom time to focus on activities, discussions, and personalised support.

DON'T...

- ✗ Expect this to work without establishing regular feedback loops where students reflect and receive feedback on their progress and performance. This helps them understand their strengths and areas for improvement, allowing for ongoing adjustments to their learning paths.
- ✗ Assign learning paths in your platform/ Learning Passport with locked navigation. Learners want to explore and learn at their own pace when asynchronous work is assigned.

Learning Journal Prompt

What are your initial thoughts about Personalised Learning Paths? Would this work for you and your students? What would be the biggest challenges? What is the enabling environment that you and your students need around you in order to make this successful?

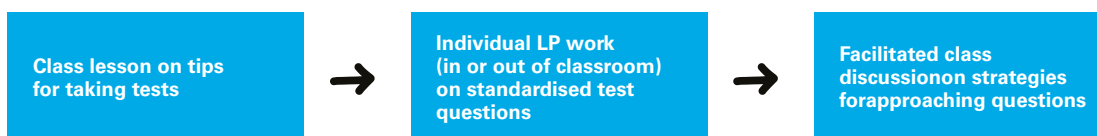


4.12. Using the Learning Passport to prepare for exams

Most countries continue to subscribe to a formal, standardised exam system for national assessment at key stages in education. Preparation for these tests is essential, but can take a lot of management and resources to cover during a typical class period. With test questions on the Learning Passport, you can focus your

teaching time on test-taking strategies and skills, and students can select the online content they most need to practice as part of their personalised learning pathway. You could also flip the classroom, as shown in Figure 5, by having a collaborative session to share experiences of answering different question types.

Figure 5: Suggested plan for supporting exam preparation



Depending on the setup of your Learning Passport, test questions may have been added nationally or you may need to add them yourself. If you're lucky, you might have a question bank already in digital format, for example in a

PowerPoint or PDF file. Otherwise you will need to make one yourself. There is more information on adding content to the Learning Passport in **Chapter 5**.

Case study

In February 2022, a pilot programme in Sierra Leone helped students from 20 schools in 10 districts prepare for national examinations that would determine their transition to junior or senior secondary school. Examination papers from the last 10 years were transformed into digital assessments on the Learning Passport. Every practice exam automatically provided scores and feedback when completed, giving students the chance to evaluate their performance, identify areas for improvement, and hone their skills.

160 learners participated in the pilot and took an average of 8 practice tests over two weeks. Students took tests across different examination subjects, but most focused on math and language studies.

Based on data from a survey of participants, more than 90% of students found the Learning Passport to be a 'very useful' revision tool to prepare for exams and were 'very likely to use the Learning Passport to prepare for examinations if available and would recommend it to others as a study tool'.



The facilitators at one of the participating ICT labs also provided positive feedback: "The platform is helping participants gain knowledge of the basic use of computers and it has also provided an opportunity for the children to practice answering questions in a timed manner, just as will be expected of them during the real exams".

Learning Journal Prompt

If your own students are old enough to take exams, how might the Learning Passport be useful to you and them for preparation?



5. Integrating additional content in the Learning Passport



5.1. Standards for all content

Depending how your Learning Passport is set up you may be able to add your own content. You can also, of course, direct students to other resources online and/or share offline files if you have data access in your classroom and are confident that you can manage this safely and securely. In this chapter we look at some options for integrating additional content directly into your Learning Passport and blended classroom.

Remember to consider UDL principles for any content you want to share with your students,

so that anything you add remains accessible, relevant, inclusive and accommodating for all. You could create a checklist of your own acceptable quality standards for additional content or use the [Learning Passport Content Evaluation Rubric](#)²⁰ to help evaluate content.

At the end of this chapter we have included a section on administrative activities for the Learning Passport. This covers lots of useful actions, including how to upload new content.

5.2. Open Educational Resources

There is an abundance of free content available on the internet, and in fact many countries begin populating their Learning Passport platforms with free content. Done well, free content has the advantage of being budget-friendly and readily available, and is often peer-reviewed and refined by a community of users that take and reshape it through evolving contexts. However it's also important to acknowledge that some free content may come with hidden costs like a **freemium model**, be provided be in unsupported file formats, be of poor quality, or not be relevant.

Additionally, it's not always clear whether you have the right to use what is available. Educators are often covered by fair use laws, but this varies by country.

Freemium model

A business model in which a company offers basic or limited features to users at no cost and then charges a premium for supplemental or advanced features.

²⁰ <https://tinyurl.com/content-rubric>

Open Educational Resources (OER)

Teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

One way to filter content is to look for resources that are published as **Open Educational Resource** (OER). The boxed text below contains the UNESCO definition for OER.²¹ Put simply, OER is any free content that has been protected by a special licence.

OER licences are issued from an international non-profit organisation called Creative Commons, and you can read more about them at <https://creativecommons.org/share-your-work/cclicenses/>. We have published this Handbook

as OER by adding the terms of the licence at the end of the book.

Being OER is not a guarantee of quality, as anyone can put a licence on anything they create, but it does mean that the author has been mindful about wanting to share their output. Much of the free content that is used on Learning Passports around the world has been created by highly specialised educational organisations and published as OER so that others can take and adapt it for their own use.

There are lots of sites that aggregate and share OER specifically for teachers, and we have listed some of these and others in **Appendix A5**. There is also a [more comprehensive list online](#).²² Just remember to check which licence is applied, and be sure to follow its terms when you using content.



5.3. A simple guide to finding digital resources

There is an art to searching well online, and it's usually a process of refinement. You might want something very specific, like 'resources for teaching quadratic equations', or you might just be browsing with a search term like 'fun ideas for math teachers'. A good Google search is usually a process of finding, assessing, and narrowing down your search terms, then going round that loop a few times until you get exactly what you need. Artificial Intelligence (AI) search tools like Microsoft Co-Pilot can sometimes bring up more specific filtered and accurate options without the distracting adverts of a typical Google search.

As always, try to evaluate the source of the information. Is it produced by or on behalf of an educational institution or a reputable publisher? Does it cite sources or produce reliable evidence for its content? If not, don't use it.

If you already have an account on Facebook, Instagram and/or TikTok, these are great places to look for free content because they have huge online communities of teachers just like you. Sometimes you need to join groups, or sometimes simply follow a page, but as with Google we recommend hunting around trying different search terms until you hit on the community that's right for you. Searching in well-known repositories brings up more tailored outcomes, and we suggest bookmarking open education websites on your browser.

Finally, there are some excellent blogs by and for teachers, and it is very likely there will be some that are specific to your own country. Again, start with a Google search (e.g. best+blog+teachers+resources+ideas+countryname) and use your searching skills to review and filter the results.

²¹ <https://tinyurl.com/OER-definition>

²² <https://tinyurl.com/BLH-OER-list>

DO...

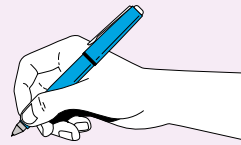
- ✓ Remember UDL and ensure that any content you add is accessible and inclusive for all your students.
- ✓ Bookmark OER repositories to make them easy to find again. Appendix A5 has a list you may find useful.

DON'T...

- ✗ Give up when you encounter poor quality content. The good stuff is out there, but sometimes it takes a while to refine your searches until you find it.
- ✗ Use content, even from a fellow teacher, without establishing that the information within it is reliable and evidence-based.

Learning Journal Prompt

Think of a topic you'd like to find content for and try searching for it. Note down your search terms and a summary of the results every time you try another iteration. When you've finished, look back at your list and think about what it tells you about how to search effectively.



5.4. Free and low cost, user-friendly tools and apps

Here is a microguidance with tutorials on [how to select e-learning software](#).²³

We have provided a list of suggested tools and apps in **Appendix A6**. Note that the tools under Communication are particularly intended to support activities when schools are closed and students are working remotely online (see **Chapter 7**).

The risk in recommending online tools is always that they will change, move or even disappear over time. Therefore, instead of providing a detailed set, we have simply listed some of the tools available at the time of this writing that we

think you might find useful. You will need to take the keyword from the list and Google it to find the resource. You could also Google the keyword + "reviews"; to see how other people have found it useful. If something is missing, just move on and try the next.

We also note that these tools vary significantly in their complexity and ease of use. Again, rather than attempting to rate them we will just leave it up to you to decide if something looks right for you. If it doesn't, move on and try the next! Don't forget to bookmark anything that does look useful, and/or make notes in your Learning Journal about how you might use it.

23 <https://app.7taps.com/QMEWuVL4t7>

5.5. Tips on incorporating tools/apps into lessons

Learning Passport content typically works in one direction, transmitting information through text, video and/or audio. The main exception to this is the interactive science content, where students can conduct experiments by adjusting devices and materials they see online. By adding this content from tools and apps such as [PHET Interactive Simulations](#)²⁴ and [Concord Consortium](#)²⁵ you are creating another layer of

interactivity where students can collaborate together in the classroom to run online experiments or work creatively on new content of their own.

You can also make simpler content, such as you might find in OER repositories, more interactive by building lesson plans and interactive activities surrounding it.

Here are two examples:

Standalone content

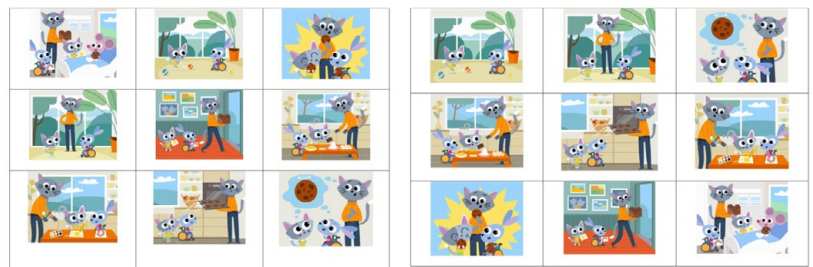
[Khan Academy video in Spanish on subtraction](#)²⁶

Content integrated into a more engaging and interactive lesson, supporting children to engage with the content in ways that are active not passive

[Corresponding digital lesson](#)²⁷ using only the video and a free tool called Genially

Worldreader epub book, [Kooky Bakes Cookies](#)²⁸

Example of a lesson plan, a digital worksheet and a sequencing activity:



²⁴ <https://phet.colorado.edu>

²⁵ <https://concord.org/our-work/focus-areas/stem-models-simulations/>

²⁶ https://www.youtube.com/watch?v=gyh_9uPdDEg&t=125s

²⁷ <https://tinyurl.com/4y5tnvuz>

²⁸ <https://tinyurl.com/Kooky-bakes-cookies>

5.6. Creating digitally accessible interactive content

In **Chapter 3** we talked about accessibility to underpin all elements of the blended approach, and the importance of Universal Design for Learning (UDL). This is just as relevant when you are creating digital and interactive content. A UNICEF initiative called Accessible Textbooks for All²⁹ is a great example of digital accessibility in practice.

There are a number of global standards for accessible digital content, such as WAI-ARIA³⁰ and WCAG.³¹ It's useful to be aware of these, as they include a lot of helpful information. However, when creating your own content what's most important is that you do your best for your own students, and be prepared to iterate and keep improving according to their experience and feedback. For example, it is relatively easy to create content that's compatible with screen readers,³² benefiting not only visually impaired students but also those with learning disabilities like dyslexia. Simple clear layouts, with high contrast colours and patterns, can make information more accessible and engaging for all students. You may find it helpful to look at our resource on [Accessibility for the Learning Passport](#).³³

The ABCs of digital accessibility help frame our quest for accessibility as progress over perfection:



Access for all abilities

Think about all users when designing accessibility, not just a specific group. This will improve the user experience for people you may not have considered.



Born accessible

Think carefully and deeply about accessibility from the very start of the process. This will influence the design choices you make and reduce costs and time delays further down the road.



Checks to validate choices

Use online resources, accessibility checking tools and testing with students with disabilities to verify the choices you are making.

By incorporating these principles of digital accessibility into content creation and teaching practices, we can ensure that all our students have equitable access to educational materials and experiences.

29 <https://www.accessibletextbooksforall.org>

30 <https://www.w3.org/WAI/standards-guidelines/aria/>

31 <https://www.w3.org/WAI/standards-guidelines/wcag/>

32 <https://tinyurl.com/advice-for-creating-content>

33 <https://tinyurl.com/LP-accessible-content>

5.7. Basic tools and methods for content creation

Creating digital content doesn't have to be complicated, and it certainly doesn't require you to have skills in computer programming.

Inserting audio files or video files into **PowerPoint** is an easy way to create content that is interesting and low cost. PowerPoint can create e-learning and has many features to do so. This [article](#)³⁴ gives some tips on how to do that.

Genially is a strong alternative to PowerPoint with a free version. Genially is used by teachers everywhere and can be used to design activities, assessments and more. Genially has a special [academy](#)³⁵ for educators to learn how to use it. You must have a WIFI connection to create the

content, but that content can then be used for offline implementations of the Learning Passport.

The **Elearning Industry** website has a collated [article](#)³⁶ on different tools for content creation. Note that some of these tools are not free or freemium, so check the terms before signing up.

Curriki Studio is an elearning authoring [tool](#)³⁷ that is free, easy to use and exports to files that work on the Learning Passport.

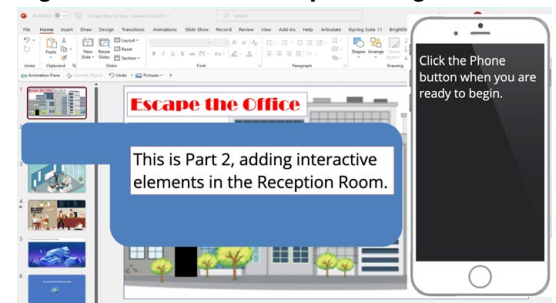
H5P enables you to create and share engaging interactive HTML files that engage students in active, hands-on learning. Check out the tool [here](#)³⁸.

5.8. Ideas for interactive and engaging materials

Interactivity in elearning can be very low tech. Speaking to the learner in the first person, as we are doing with you in this Handbook, and providing lots of short activities and exercises, can make even a basic PDF feel interactive. However, you can also create digitally interactive content with very simple tools such as PowerPoint, as demonstrated in [this fun training](#)³⁹ (and [part 2](#))⁴⁰ on how to create an escape room using PowerPoint. A screenshot of the training is shown in Figure 6.

Here is an example of a [game activity for Mental Health](#),⁴¹ developed in Genially, as shown in Figure 7.

Figure 6: PowerPoint escape room game



Provided by Jeff Riley of Practical Learning Concepts.

Here is an example of a [game activity](#),⁴² developed using Articulate, for Syria Earthquake survivors and illustrated in Figure 8.

34 <https://tinyurl.com/ppt-to-elearning>

35 <https://academy.genial.ly/en/>

36 <https://tinyurl.com/elearning-authoring-tools>

37 <https://www.currikistudio.org>

38 <https://h5p.org>

39 <https://tinyurl.com/ppt-escape-room>

40 <https://tinyurl.com/ppt-escape-room-2>

41 <https://view.genial.ly/646f9416c7e5fa00180b38ce>

42 <https://tinyurl.com/Articulate-game>

Figure 7: Game activity to support mental health



You can also find interactive and engaging content from elsewhere to add to your Learning Passport. We have compiled some [examples of great elearning](#)⁴³ that has been created throughout the Learning Passport programme.

We also have a compilation of some content on our [Learning passport on the move](#),⁴⁴ which

Figure 8: Game created for Syria earthquake survivors



Provided by Maria Kristola.

comes with a list of content you can browse and select for download.

Finally, we have a PowerPoint of [compiled elearning](#)⁴⁵ that exists outside the Learning Passport but provides strong examples of good content.

5.9. Learning Passport administration

If you have been allocated authority as an Administrator on the Learning Passport, you can add new content directly onto the platform for yourself. You might also have a designated ICT specialist in your school who can do this for you.

Learning Passport operates on the Microsoft Community Training Platform. There is an [online training course](#)⁴⁶ for administrators, as well as an [offline manual](#)⁴⁷ (which can be adapted and translated for local use), covering:

- Organising content
- Creating/managing category
- Adding/deleting courses and lessons
- Creating Learning Paths

- Downloading content
- Creating course translations
- Embedding content
- Creating assessments
- Creating certificates
- Managing feedback form
- Different admin rights
- Creating/managing user group
- Platform analytics
- LP branding guide

The full [Microsoft Community Training Documentation](#)⁴⁸ is a valuable resource for the most advanced users.

43 <https://global.learningpassport.unicef.org/#/course/course-library>

44 <https://hub.learningpassport.org/#/>

45 <https://tinyurl.com/elearning-examples>

46 <https://tinyurl.com/LP-admin-course>

47 <https://tinyurl.com/LP-admin-manual>

48 <https://tinyurl.com/MCT-training-docs>



© UNICEF/ UNI550327/Pantelia

6. Practical implementation



6.1. Making a blended classroom work

So far we have explored a range of issues that you will need to know and think about before getting started with your blended classroom. In this chapter we consider the practicalities of

delivering Blended Learning, and how to give yourself and your students the best chance for a happy, positive and productive learning experience.

6.2. Setting up your blended classroom

When you are trying new approaches to teaching, you also need to consider whether your classroom and all necessary tools are set up appropriately. You can give your Blended Learning classes a greater chance of success by actively considering what it takes to work differently in this space.

Research around the Learning Passport in Guinea illustrates just how much these adjustments matter. Figure 9 below shows classrooms from two different schools. The classes have roughly the same number of students, received the same number of devices and use the same content. In classroom A, up to 6 students share the same tablet, while in classroom B a maximum of 3 students are sharing a device.

What accounts for this difference? In School A not all tablets were charged and ready-to-use, and a scheduling conflict meant that more students needed to share the same devices. In School B, better planning allowed a better student-per-device ratio, leading to a more effective learning experience. The two classrooms demonstrate how the same inputs can result in very different experience for teachers and students.

We want to emphasise that this comparison is about preparedness of devices. Blended Learning can be just as effective with fewer devices as long as good pedagogy is applied!

Figure 9: Comparative classroom layouts for sharing devices



Classroom A

Classroom B

6.3. Physical and digital space considerations

When you're working in physical and digital spaces at the same time, it's important to consider the needs of both to create an effective learning environment. What you can achieve will depend on the resources available to you, and we encourage you to think creatively wherever

possible to create a fun and engaging classroom that works for all. There are some specific layouts that are recommended for particular approaches (e.g. Station Rotation), but we offer some general guidance below.

Physical space

If it's possible to rearrange your physical seating, consider whether there are more flexible options that would allow for easy transitions between group work and individual tasks.

If you plan to use Blended Learning regularly in the same classroom, you can create dedicated collaborative spaces where students can work together on group projects or engage in discussions related to online content. If you have the resources, furnish these areas with tools like blackboards, whiteboards and/or movable furniture to support interaction.

Whatever your classroom layout, you will need to ensure that workspaces for digital activities are equipped with the necessary technology infrastructure, including power outlets and charging stations. Ideally you would charge all

devices in advance of using them and all cables will be neatly bundled in one safe space out of the way. If you absolutely must have cables running across the floor, use tape or a heavy cloth to hold them down and prevent trips.

If you use projectors or interactive displays, consider the best positioning for everyone, including you, to be able to see presentations and demonstrations comfortably.

Pay attention to the comfort and ergonomics of the physical space, especially if students will be using digital devices for extended periods. Remember that lots of electrical equipment can raise the temperature in a room, so consider adequate ventilation if this is something you have control over, for example by opening windows. Try to ensure that natural and/or electric lighting

works with rather than against screens, to avoid glare. Maintain clear pathways and ensure that physical spaces are accessible to all students, including those with mobility challenges. Consider

the placement of furniture and equipment to promote a safe and inclusive environment for everyone.

Digital space

Make sure students have enough time to explore the Learning Passport (and any other tools, if appropriate) before they are expected to use it for learning. If you have control over your own area in the Learning Passport, organise digital content in a logical and accessible manner. Use clearly

named categories, courses and lessons to help students easily locate materials, reduce cognitive load, and improve navigation and overall user experience. You may want to set your own rubric for organising content so the entire Learning Passport is consistent and easy to navigate.

DO...

- ✓ Monitor what is and isn't working about your blended classroom, and adapt to emerging needs.
- ✓ Consider creating an organised list of all the content on your Learning Passport platform for easy reference.

DON'T...

- ✗ Be constrained by the traditional classroom layout. If your furniture is moveable, experiment with creating new spaces for new ways of learning!
- ✗ Use a digital structure that results in confusing, unclear, or hard to find courses.

Learning Journal Prompt

What can you change in your own classroom to make it a more productive environment for Blended Learning?



6.4. Lesson planning for Blended Learning

As an experienced teacher, you are already aware that lesson planning is a big part of teaching success. It helps focus classes on learning objectives, and enables you to evaluate and make adjustments to your approach in service of those objectives. Lesson planning for Blended Learning is just the same. In **Chapter 2** we talked about the importance of technology supporting rather than leading learning. By planning lessons around objectives and not technology you can

incorporate different delivery methods as needed, and ensure that the focus remains on learning. The tool is an aid in delivery of the instruction, not a replacement for it.





There's no one perfect way to create a lesson plan, and formats can vary considerably, but here are the key elements that are typically found in a good lesson.

Objective or learning goal	Clearly states what you want your students to learn or achieve by the end of the lesson. Objectives should be specific, measurable, achievable, relevant, and time-bound (SMART).
Introduction	Sets the stage for the lesson by providing a brief overview or engaging activity that captures students' attention, introduces the topic and generates their interest.
Prior knowledge activation	Connects new information to what students already know. This may involve a review of previous lessons, asking questions, or conducting a quick activity.
Instructional input	Presents the main content of the lesson. This could involve direct instruction, multimedia presentations, demonstrations, group or individual use of the Learning Passport, or other methods to convey information to students. With a Flipped Classroom approach in a context where students have access to devices and data at home, this component could happen before the lesson itself.
Applying learning	Allows students to apply what they've learned with guidance. This may involve structured activities, group work, or exercises where you provide support and feedback.
Independent practice	Provides opportunities for students to work on their own to reinforce what they have learned. This allows for individual application and mastery of the material. This component could be taken further into homework assignments.
Summary and closure	Summarises the key points of the lesson and checks for understanding. This can also involve reviewing the lesson objectives and connecting the lesson to broader concepts or future learning.

Note that some of these could happen before or after the synchronous classroom time, and it's possible for several to happen at once, for example, as they would in a Station Rotation approach.



A good lesson plan includes:

-  **Assessment**
 Include methods for checking student understanding, such as quizzes, discussions, or other informal assessment. This will help you gauge whether the learning objectives are being met. See more suggestions for assessment later in this chapter.
-  **Differentiation and adaptations**
 Consider the diverse needs and abilities of students by incorporating strategies for differentiation. This could involve adjusting the level of difficulty, providing additional resources, or offering alternative assignments. Remember to consider UDL!
-  **Materials and resources**
 Lists the materials, resources and technology needed for the lesson. Planning ahead will ensure that everything is prepared and accessible to both you and your students.
-  **Reflections**
 After the lesson, take a moment to reflect on its effectiveness. Consider what worked well and what could be improved for future instruction.



© UNICEF/UNI637734/Alivu

Learning Journal Prompt

How do you typically use lesson plans in your teaching practice? Do your plans have all the elements we've suggested above, or are there some that you or we have left out? What makes a good lesson plan useful to you?

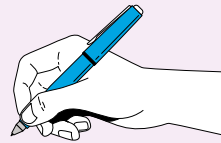


Figure 10: Blended Learning lesson plan example from Ghana

Lesson Plan: Storytelling - Identifying Characters and Retelling Stories	
Objective:	By the end of the lesson, students will be able to identify characters in a story and retell a story using sequential and logical order.
Assessment:	<ul style="list-style-type: none"> • Have students retell a story using story pictures and identify the characters and their roles. • An ungraded formative assessment/check for understanding is available below the leveled book on the Ghana Learning Passport.
Key Points:	<ul style="list-style-type: none"> • Storytelling involves identifying characters and their roles. • Sequential and logical ordering is important in retelling a story.
Opening:	<ul style="list-style-type: none"> • Show students the cover of the storybook and ask them to predict what the story might be about. • Use a KWL chart (What do we Know, What do we Want to know, What have we Learned) to activate prior knowledge and build curiosity.
Introduction to New Material:	<ul style="list-style-type: none"> • Display story pictures on a screen or projector. • Explain to students that characters play important roles in a story. • Model how to identify characters and discuss their roles using the story pictures. • Address common misconception: Characters may have different roles in different parts of the story.
Guided Practice:	<ul style="list-style-type: none"> • Divide students into 3 reading groups according to level. • Provide each group with a device and a leveled storybook. • Instruct students to read the story quietly and pay close attention to the story pictures to identify characters and their roles. Have them play the audio to hear the narration for students who need it or access the book and for those with reading or visual disabilities. • Have one group member take the assessment for their level soliciting the group to determine the answer. Questions have been scaffolded from easy to hard according to the reading level. Group 1 is the lowest reading level and assigned level 1 book and assessment. Group 2 is the reading level in the middle and assigned level 2 book and assessment and group 3 is the highest reading level and assessment. • When the children are done ask students to point to characters in the pictures and then to explain their roles.
Large Group Practice:	<ul style="list-style-type: none"> • Bring the children back to the large group discussion and display the pictures in a table WORD DOCUMENT. • Ask students to retell the story in sequential and logical order using the story pictures. Solicit volunteers to tell what comes first, in the middle and at the end of the story. • Encourage them to use their own words and focus on key events and characters. • Monitor student performance by observing their retelling and providing support as needed. • Display the pictures in the table key WORD DOCUMENT to show the correct answer and see if the students got it right.
Closing:	<ul style="list-style-type: none"> • Have students share their retellings with the whole class. • Lead a class discussion on the importance of identifying characters and retelling stories. • Summarize the key points learned during the lesson.
Extension Activity:	<ul style="list-style-type: none"> • Provide a set of story pictures for students to create their own story, identifying characters and their roles. • Students can work in pairs or small groups to present their stories to the class.
Homework:	<ul style="list-style-type: none"> • Assign students to read a different storybook at their appropriate reading level. • Instruct them to identify characters and their roles in the story and be prepared to discuss it in the next class.
Standards Addressed:	<ul style="list-style-type: none"> • Ghana NaCCA Standard 1: Students will respond to stories by identifying characters and their roles. • Ghana NaCCA Standard 2: Students will be able to retell short stories using sequential and logical order.

6.5. Adjusting traditional plans for a blended approach

If you've been teaching for a few years, you probably have a physical or virtual folder of lesson plans that you adapt for each new class group. These are very valuable resources! With a bit of creative thinking, you can develop your traditional

lesson plan into a blended approach. For example, if you have created PowerPoint slides for delivery to a class, could you turn these into content for the Learning Passport that students could view as part of a Flipped or Station Rotation activity?

6.6. Managing a blended classroom

Adding technology into your classroom creates the need to manage resources and devices. In larger schools you may be fortunate enough to have ICT support to help or even lead on this, but if you're on your own we suggest the following to help keep your blended classroom in good order.

Tech support: Tech support is a fact of life when working with digital devices. Plan in advance how students will report technical issues, and who you can call on to deal with them if you don't have the skills yourself. Over time you may find there are things that happen regularly, and you could create a classroom handbook or poster of Frequently Asked Questions (FAQs) to help keep things moving.

Device checklists: Create a checklist of the device tasks that will be common to any activity such as powering up, checking volume, opening a browser, opening the Learning Passport bookmark, and signing in. Include end-of-lesson tasks such as logging out, deleting temporary content, closing any remaining windows, turning off the power, and plugging the device in to charge. Keep copies of the checklist with devices, or make a poster size list for the classroom wall.

Device housekeeping: Make a note on your calendar to regularly check devices and ensure they are in good order. This could include updating software and apps, as well as making sure devices are virus-free and deleting any accumulated temporary content.

6.7. Classroom management techniques in a tech-infused environment

The blended classroom can be a very different environment to the one that you and your students are used to. Introducing changes with plenty of support, and setting clear expectations, are important. It will also help you to acknowledge that there may be challenges to this new way of working, and create a classroom manifesto or code of conduct so that everyone demonstrates a commitment to learning productively in the new regime. You can do this yourself and post it on the classroom wall, but your students will be more engaged if you produce it collaboratively with them. For example,

you could spend an hour (or two, depending on your class size) on the activity as follows:

1. Introduce the topic to the class, with an overview of the activity and the intended outcome.
2. Facilitate a session where everyone gets to call out (and/or write up on a board) their ideas about what the key challenges might be for Blended Learning in their classroom.
3. Break the class into groups and allocate an equal number of the agreed challenges to each group. Their job is to come up with



I have access to educational materials which makes my work easy.
Said by teacher from Zambia

suitable conduct or actions for mitigating each challenge. For example, to the challenge 'Everyone talking at once and not able to hear each other', the agreed conduct could be 'Allow people to speak one at a time, listen respectfully, and put a hand up/on the desk when you have something to contribute'.

4. Capture all of the actions, and write them up into a single document.
5. Ideally, make the resulting document large, e.g. by writing or printing as a poster, and put it

up on the wall. Get each student to sign it as a demonstration of their commitment.

6. If you can't put the list on the wall, read it out aloud (or ask students to take turns doing so) and get everyone to call out their commitment to each item.
7. Once you have this code of conduct in place, you can refer to it whenever students are acting against it. Any problematic activity that wasn't predicted can be a great learning point! Call attention to it, and ask the class how it should be captured and added to the list.

DO...

- Allocate sufficient time to encourage students to think deeply about the behaviours needed for Blended Learning to work.

DON'T...

- Worry that your students won't think of everything in one session. Trust that emerging issues will be recognised as problematic, and will give you the opportunity for discussing what's not working and what needs to be different altogether as a group.

6.8. Formative and summative assessments

Formative assessment

Low stakes evaluation that values feedback over grade and enables students and teachers to assess how well students are progressing against learning goals and expectations.

Summative assessment

Evaluates student learning, usually at the end of an instructional unit, by comparing it against some formal standard or benchmark.

Just like any other classroom, it is essential to use assessment within Blended Learning. This helps you, as the teacher, to understand students' knowledge base and learning needs, set standards for your lessons, evaluate progress, and revise your instruction (or their learning path) accordingly, and to support each student

to understand and evaluate their own learning journey. Much of this will be formative, i.e. not counting towards any formal outcome, rather than summative, and we strongly recommend that you weave it into the activities of your blended classroom rather than bolting it on at the end of lessons.

We have already encouraged you to incorporate formative assessment into all Blended Learning approaches, and noted it as an important component of UDL. Note that you don't always have to identify it as assessment to your students – it should be a fun and natural element of lessons and not something they become stressed or anxious about. Here are some ideas for quick formative assessment activities:

<p>Quick checks or exit tickets</p>	<p>Include a few questions at the end of a section or lesson to assess students' understanding of the key concepts. These questions can be multiple-choice, short answer, or a brief reflection. All of these features can be programmed in the Learning Passport or with peripheral software.</p>
<p>Think-pair-share prompts</p>	<p>Provide prompts that ask students to think about a concept individually, discuss it with a partner, and then share their thoughts with the class. This can also be included as part of written instructions. Digital worksheets can be worked on in pairs.</p>
<p>Concept mapping or graphic organisers</p>	<p>Provide a partially completed concept map or graphic organiser for students to fill in as they progress through the material. This helps them organise and connect ideas.</p>
<p>Reflection journals</p>	<p>Include prompts that ask students to reflect on what they have learned or to make connections between the new material and their prior knowledge.</p>
<p>One-minute papers</p>	<p>Ask students to take one minute to summarise the main points of a lesson on the Learning Passport or to pose a question about something they found confusing. This could be directly to the class or in a quick written response.</p>
<p>Self-assessment checklists</p>	<p>Provide students with a checklist of key concepts or skills covered in the Learning Passport material and ask them to assess their own understanding or proficiency. Tools like Adobe Acrobat or Microsoft Word provide forms that allow checklists to be completed visually.</p>
<p>Prediction and explanation</p>	<p>Include scenarios or problems where students make predictions or hypotheses, then explain the reasoning behind their predictions in writing.</p>
<p>Case studies or scenarios</p>	<p>Integrate real-world scenarios or case studies, then ask students to analyse and apply their knowledge by responding to specific questions or providing solutions. Simulations to help create scenario-based learning can be designed digitally.</p>
<p>Interactive quizzes or polls</p>	<p>Embed interactive quizzes or polls within the Learning Passport to instantly assess students' understanding and provide immediate feedback. Live online synchronous learning can use live polling.</p>
<p>Classroom quizzes</p>	<p>Run quizzes for students as individuals or in teams. If using teams, make sure that struggling learners are included and not left behind by their quicker peers. Program catch-up learning quizzes so learners can keep improving their score. Consider digital index cards to test themselves and study.</p>

Role-playing or simulations

Include written instructions for role-playing scenarios or simulations, where students must apply their knowledge to navigate a specific situation.

Discussion forums

Discussion boards and forums are an excellent way for learners to interact with each other. They can be designed using peripheral software and embedded on the Learning Passport. Tools like Padlet or Miro can create a collaborative experience.

Sentence starters or fill-in-the-blanks

Incorporate sentences with missing key terms or phrases for students to complete, ensuring they grasp the essential vocabulary or concepts.

Conceptual puzzles or riddles

Create puzzles or riddles related to the content that students must solve in writing, demonstrating their understanding of the material in a creative way.

Summative assessment tends to feel more formal than formative, and typically uses more traditional approaches such as exams and written assignments. Summative high stakes assessments should be minimal compared to formative assessments. Give lots of opportunities for students to show what they know and correct their mistakes before they do a heavily weighted high stakes summative exam.

Depending on the context, you may have limited control over the method of summative evaluation. If you do, we encourage you to think in terms of authentic, rather than traditional, assessment.

While traditional assessment tends to measure rote learning and students' ability to recall information, authentic assessment evaluates a student's ability to demonstrate their understanding of core learning objectives in real-world contexts. For example:

- An authentic assessment in a native language class could ask students to write a persuasive letter to a local official about an issue in their community.
- An authentic assessment in a maths class could give students a budget and a shopping list and ask them to 'buy' groceries within a

budget, or ask students to design a garden using specific geometric shapes, calculating area and perimeter.

- An authentic assessment in a science class could require students to research a local ecosystem, identifying plants and animals, and explain their interdependence.
- An authentic assessment in a computing class could ask students to identify the bugs in a piece of computing code, or to create a simple programme or game. Blockly is a free game you can upload to the Learning Passport to teach coding and computational thinking.
- An authentic assessment for spatial awareness could ask students to use low- and high-tech tools to plan out spaces. Digital tangrams and puzzles can be used for younger grades, while AUTOCAD or similar can be used for the more advanced or older student.

Authentic assessment supports students to engage more fully with life beyond school. It is more interesting and valuable for students to complete, and provides more specific and useful information about what students have really learned about a subject. However, it can be more difficult for you as a teacher to plan, deliver and grade.

You will find it helpful to develop a rubric that specifies what will be evaluated and the criteria used for it. If you start with learning outcomes, the rubric should reflect the extent to which students can demonstrate achievement of those outcomes. It is always good practice to share your marking criteria with students, but especially so when working with activities and methods that are new to them.

Traditional assessment

Tends to focus on a student's ability to recall and restate information rather than apply it to solve problems.

Authentic assessment

Enables students to demonstrate their ability to apply learning to solve real-world problems.

DO...

- ✓ Integrate formative assessment creatively, and look for ways to make it fun for your students. Formative assessments can be ungraded and thought of as a form of practice.
- ✓ Think about real world scenarios for your subject and how you can test your students authentically whenever you have the autonomy to do so for a summative assessment.
- ✓ Ask students for suggestions! They are likely to be more engaged and enthusiastic about an assessment if they have been involved in shaping it.

DON'T...

- ✗ Over-emphasise the nature of assessment. Instead make it a natural part of your teaching so students get used to it – their learning will improve as a consequence.
- ✗ Keep telling students they are being assessed – they may become anxious or resentful about the process.

Learning Journal Prompt

Have you worked with authentic assessment before? How do you think it might work in your own classroom? Note down at least 3 ideas for authentic assessment of your students. What would the challenges be in working this way? What other stakeholders (if any) would you need to include?



6.9. Using digital tools for feedback and grading

For a text assignment, programs like Hypothesis, Google Docs, and Word enable you to provide comments and track changes. Some tools also allow for collaboration through these mechanisms. For example, if you make a comment you can ask a student to act on it and reply to your comment with one of their own explaining the action they took and why.

Remember that audio and video are also valid ways to provide feedback as long as students have the bandwidth to access larger files. This can be an essential element of accessibility for some students.

If working remotely, digital portfolios are a good way for students to demonstrate learning. You can use screensharing such as in Teams, Zoom or Google Meet to review material while you discuss feedback with the student. For discussion boards you can grade in programs like [Parlay](#).⁴⁹

It's always helpful to keep an overall record of grades, and something like an Excel spreadsheet can be a useful tool for doing so.



© UNICEF/UNI441133/Andriantsoarana





7. When schools are closed

7.1. Working remotely

As we saw in the COVID-19 pandemic, maintaining contact for teaching and learning when schools are closed is much easier if students have access to the internet at home. Of course, this won't be the case for many students, and it may be that you have a mix of students who can and cannot work with you remotely online. Whilst it is outside the scope of this Handbook to talk about ways in which you might source devices and create access, we do encourage you to think creatively and work with your wider community to look for solutions.

Because this Handbook is about teaching with the Learning Passport, we are focusing this chapter on what you can do with students who do have some internet access when schools are closed, and hope that you can find other ways to equitably accommodate students who do not. UNICEF has a [great resource on mobile messaging](#),⁵⁰ which you could use with or without additional internet activities.



7.2. Blended Learning at a distance



The obvious solution to working at a distance using the internet is to meet with your students in a virtual live space such as Teams, Zoom or Google Meet. However, it's important to consider that students receive a presentation very differently if it is delivered live online rather than in a classroom. Our ability to concentrate on everything happening in one small screen is much more limited than when we are sharing an experience in a physical space, especially for younger children.

Similarly, it's considerably harder as a teacher to 'manage the room' and know when to adjust pace, insert an energiser, create a discussion, or stop for a break. This is why the single most important thing you can do when adapting your teaching to online is break it up into small chunks of time and vary what students are doing across each session.

The model for good remote teaching therefore has more in common with a Flipped Classroom than a traditional one.

It ensures that:

- ☑ Students have access to resources (on the Learning Passport and elsewhere) whenever they want them, and can work through content in a way that best suits their needs.
- ☑ Teaching is learner-centred, which tends to lead to a deeper understanding.
- ☑ Students have the opportunity to explore and understand a subject for themselves.
- ☑ Students get more online time with the teacher to ask individual questions and seek help.
- ☑ Absences are less problematic, as students can catch up in their own time.
- ☑ Teachers have more time and freedom to focus on students who need more support.

However, it is also important to recognise the following issues:

- Dependence on student motivation and ability to manage their own time can be a challenge, especially for younger children.
- There is a need for trust and routine, and the risk that students will attend the group session without having completed the prerequisite digital activities.
- The emphasis on students needing access to the technologies needed for digital content exacerbates digital divides between people who have access to and can use digital technologies, and those who do not and/or cannot.
- Students who perform well in a traditional classroom environment may be unsettled by working virtually and the different skills needed for success. Your 'easiest' students might be the ones who need the most support in the virtual space.
- The increased time spent online in a potentially unregulated environment can have safety implications, especially if children start to use social media without supervision.

DO...

- ☑ Focus on the best methods to achieve learning outcomes.
- ☑ Expect to provide a lot of support for new ways of working and learning.

DON'T...

- ☒ Take the face-to-face model of classroom teaching and try to replicate it with lots of 'class time' together on the computer.
- ☒ Rely on the Learning Passport alone and remove all the interaction and support that children are used to in the classroom.

7.3. Online and offline activities

When schools are closed because of a crisis event, live sessions might be particularly difficult for students. Their home internet may be unreliable and/or expensive, and they may need and/or lack access to adult support, and family tools and devices, to access the internet. If the crisis is significant, they may also be struggling with mental health and not receptive to trying too many new things. In this context, it is even more important to provide opportunities for asynchronous, low resource activity. Make use of any textbooks that children will have at home, and think of learning activities they can do that only use resources they are likely to have around the home and immediate surroundings to complement content in the Learning Passport.

There are countless ways you can blend high-resource online teaching with low resource asynchronous activities, giving children the opportunity to learn away from a screen. For example, adapted for different ages/topics, you

could create a worksheet that links content on the Learning Passport with a practical home-based activity such as:

- Counting the number of bugs in an approximate square metre of earth.
- Observing (and measuring) displacement by putting items in and out of a bowl of water.
- Regrowing a vegetable from scraps in a saucer of water.
- Interviewing an older person about their memories of a particular time or activity.
- Creating the instructions for making a favourite meal.
- Conducting a mould experiment by seeing how mould grows on pieces of bread that have been touched by clean and dirty hands.
- Constructing a home-made sundial.
- Dissecting a flower.

Follow up with a live session where the class reflects together on what they have learned.

7.4. Asynchronous communication

As well as live or synchronous remote communication, you can also make use of asynchronous communication such as emails and message boards. If you want to set up a message board space for your remote class, such as by using [Slack](#),⁵¹ you need to be very sure that it is only your students who have access to the space and that you can verify their credentials in some way, e.g. by making a fun activity out of getting them each to upload a photo of themselves with a specific object, so you know it is a recent photo taken specifically for this purpose (i.e. not taken off a social media account).

Exchanging messages asynchronously is a good way to engage students with activities that have

more flexibility around timing. It can also be a great way for students to work together on group activities where you can monitor and support all interactions. There are a number of online platforms that use messaging in a specific way for collaboration around a particular purpose. For example, [Miro](#)⁵² is a virtual whiteboard that can be used for co-creation, brainstorming, tracking ideas, visualising concepts, and creating maps and diagrams.

We have included a general list of tools for asynchronous communication in **Appendix A4**.

51 <https://slack.com/>

52 <http://miro.com>

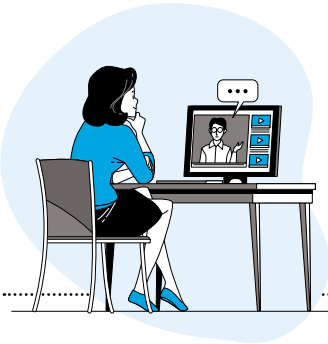
7.5. Setting a pace

If you have a lot of teaching to deliver over a prolonged period, establish a regular weekly pace and rhythm such as scheduling a Zoom meeting with your class on Monday, Wednesday and Friday mornings, and providing content for them to work through (e.g. activity instructions,

pages from a workbook or textbook, or sections of online content from the Learning Passport) in between. This will help students manage their time to meet your expectations, and reduces the stress of wondering what's next and whether they've missed something.



© UNICEF/UNI304637/Ma



8. Building your Blended Learning communities

8.1. Involving caregivers

When you introduce Blended Learning, you will need to consider how to engage with parents and other caregivers. In very low resource environments, where homes may not have smartphones or other devices, caregivers may be unfamiliar with technology and/or have concerns or suspicions about children working with it at

school. In higher resource environments, it is caregivers who are likely to be the gatekeepers to their child's access to digital tools and technology at home. Either way, it will help your students if you lead the way in communicating with their responsible adults about the challenges and benefits of engaging with Blended Learning.

8.2. Strategies for effective communication

You know your own school community and will be able to choose the most appropriate way to work with them. For example, you may be able to speak to caregivers before or after school, or you might start with individual phone calls followed by an in-person meeting for all caregivers. Talk to caregivers about how you will be working with their children to use the Learning Passport, what the changes will look like, and why they are important. Tell caregivers how they can support this, and hear and address their concerns.

It is worth investing time before this process to consider what those key concerns might be and how you can mitigate for them and reassure caregivers about the value of this new approach to learning. When you do meet them, allow them time to express their concerns so that they

feel they have been heard before you respond. Acknowledge and validate their feelings, and treat them with respect, but be ready to challenge and address opinions that are not accurate or evidence-based. Be careful to explain any new terms when you talk about Blended Learning, the Learning Passport, or anything related to children accessing the internet at home or in the classroom.

Once dialogue has been established, consider maintaining regular communication through government portals or channels, or social media and messaging apps such as WhatsApp or Viber. Digitally literate caregivers will probably be using these platforms already, which will help increase the likelihood of them engaging with your communications.

There are also specialist platforms designed for teacher/caregiver communication, which may be relevant in contexts where you can expect caregivers to have the digital competencies

needed to engage with such tools. [This article](#)⁵³ gives a long-list of what is available, and you will need to make your own decision about any that might be useful to you.

Learning Journal Prompt

Create an Action Plan for how you intend to engage caregivers around Blended Learning in your classroom.



8.3. Providing support for learning at home

If your students have access to devices and data at home, you have a great opportunity to extend the value of the Learning Passport through homework, and even greater leverage on flipping your classroom.

You will need to think carefully about what technology your students will have access to, and when and how they are able to use it, especially in lower resource environments. If possible, conduct a survey so that you have a full

picture of access issues for your class. You are not responsible for ensuring that everyone has the same equipment, but at the very least you should be careful that no one is disadvantaged and/or excluded by any of the decisions that you make about homework activities. Remember that students may be using mobile phones, tablets, laptops or desktops, with many varieties of screen size and functional interface, and that their data access may be very low.

DO...

- ✓ Gather information about what technology your students have access to, and how and when they can use it.
- ✓ Design your homework activities to be accessible to the widest range of technology.
- ✓ Engage with caregivers to ensure children's access to technology is safe and supported.

DON'T...

- ✗ Assume that everyone has the same access to technology and data.
- ✗ Use tools, apps, websites, etc that only work with high-speed internet.
- ✗ Assume that caregivers will be happy for children to have access to their devices for learning.

53 <https://tinyurl.com/parent-teacher-apps>

8.4. Professional development

There are lots of ways you can be intentional about continuing your professional development in Blended Learning. It is always wise to start with an honest self-assessment: Reflect on what you already know and do, and identify specific areas where you would like to focus your efforts for increased skills, knowledge and understanding. Set clear goals for short- and long-term objectives.

Here are some ways you can support those goals:

- Read educational blogs, research papers, and articles on Blended Learning trends and best practices.
- Follow relevant social media accounts (in your country and worldwide), and join online communities to stay updated on the latest developments.
- Where possible, participate in in-person and online workshops and webinars conducted by educational institutions, professional organisations, specialist non-governmental organisations or edtech companies.
- Look for opportunities to engage in hands-on experiences with new tools and technologies. For example, certain content providers such as Phet interactive, Microsoft, Nearpod, Google, Genially, Articulate, iSpring, Parlay and more offer free or low-cost training for teachers.
- Stay informed about emerging educational technologies and tools and apps. Experiment with new tools and incorporate them into your teaching methods when appropriate.
- Keep a professional development journal to document your experiences, insights, and achievements. This may help with promotion and career progression as well as improving your practice as an educator.

You may also want to [explore online courses and certifications specifically focused on digital competencies and Blended Learning](#).⁵⁴ Some of the resources at this link are free, while others may use a Freemium model. As noted in an earlier section, we cannot be certain that links will remain available, so if some of these don't work just try another, or use Google to find a similar result.

8.5. Collaboration with other teachers



Teachers need communities of practice in order to share and learn from others' knowledge and experience. Just as your students can benefit from social learning and working in groups, so can you. At the very least, you probably already discuss your teaching informally and exchange experience and ideas with other teaching colleagues in your school. You may also be part of more formal networks, perhaps in your district or through subject-specific training and professional development groups. You might communicate through social media (e.g. Facebook groups), messaging apps (e.g. WhatsApp groups) or in-person meetups. WhatsApp is particularly

popular for groups of teachers using the Learning Passport around the world, so do check if there is a group in your country already.

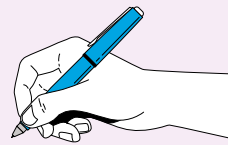
Seek out colleagues in these groups, and through other local, national and/or regional networks, who are also exploring Blended Learning in their classrooms. If there is no formal subgroup already happening, you could take the lead and suggest

one! Use the platform to share ideas for lesson activities, and to support and learn from each other about what works and doesn't work in the blended classroom.

You might find it helpful to look at this [UNICEF resource on creating communities of practice for teachers](#).⁵⁵

Learning Journal Prompt

Create an Action Plan for your continuing professional development in Blended Learning.



8.6. Looking ahead

It is the nature of the digital age that almost as soon as we have written this Handbook, some of the links will become out of date, and new resources and content will spring up elsewhere online. The rate of development of the internet is rapid, and current advances in Artificial Intelligence (AI) mean that it is now common for students in many countries to use free AI tools such as [ChatGPT](#)⁵⁶ to help them study and, sometimes, to generate content for their assignments.

Although this isn't specific to Blended Learning, we wanted to mention it as an increasingly core element of what it means to use the internet for

teaching and learning, and it is something that you should be aware of and take time to learn about. AI can also be an incredibly helpful tool in your teaching practice, and there are lots of teacher communities online that share resources and ideas for using the wide variety of available AI tools in creative ways to enhance their practice.

Artificial Intelligence (AI)

The ability of a digital computer or computer-controlled robot to perform tasks that are commonly associated with intelligent beings, such as processing and presenting complex information.

⁵⁵ <https://tinyurl.com/cop-for-teachers>

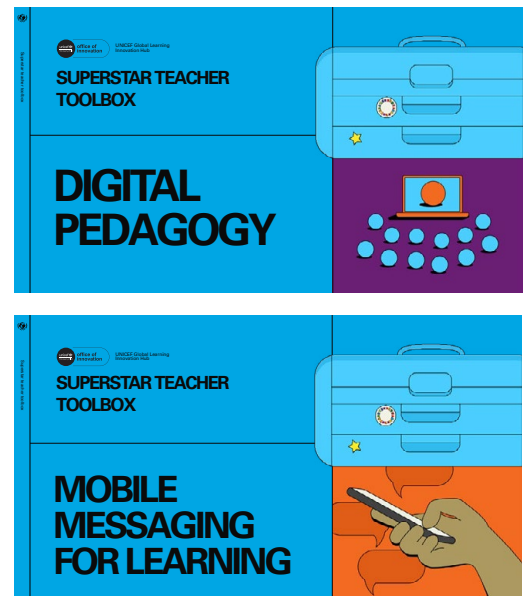
⁵⁶ <https://chat.openai.com/>



9. Final thoughts

We hope you have found this Handbook helpful and it has given you lots of new ideas for using the Learning Passport to support learning in your classroom. As we said at the beginning, this is not meant to be a text that you read once and never again. Use it as a guide, take things slowly, and try out different ideas one at a time so that you can gauge what does and doesn't work in your own context. If something grabs your interest and you want to know more, do some research! We also recommend the [UNICEF SuperStar Teacher Toolbox resource on Digital Pedagogy](#)⁵⁷ as a resource that goes into depth on many of the topics we have covered here, and more.

Good luck on your Blended Learning journey!



Learning Journal Prompt

Revisit the notes you have made in your journal so far. Have your feelings about Blended Learning changed? How do you feel about it now? What are your top three takeaways from the Handbook that will have the most influence on your students' learning? What are the first three things you will do with your students?







Appendices

A1: Glossary of Ed-Tech terms

Artificial intelligence	The ability of a digital computer or computer-controlled robot to perform tasks that are commonly associated with intelligent beings, such as processing and presenting complex information.
Asynchronous	Happening for each person individually, without expectation of any and/or immediate interaction.
Authentic assessment	Enables students to demonstrate their ability to apply learning to solve real-world problems.
Blended Learning	Any combination of face-to-face and technology-enabled learning.
Digital accessibility	Digitally accessible websites, apps and other digital tools can be accessed and used by everyone regardless of their device, their environment, and/or their different abilities.
Digital competency	The confident, critical, and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It is defined as a combination of knowledge, skills and attitudes.
Formative assessment	Low stakes evaluation that values feedback over grades and enables students and teachers to assess how well students are progressing against learning goals and expectations.
Flipped Classroom	Switches the traditional classroom model so that students acquire new knowledge independently, and apply it collaboratively.
Freemium model	A business model in which a company offers basic or limited features to users at no cost and then charges a premium for supplemental or advanced features.
Information Communications Technology (ICT)	Information and communication technology (ICT) is a broad term that describes the technical means used to handle information and communication. It includes all categories of technology used to gather, store, transmit, retrieve, or process information.

Learning paths (Learning Passport specific)	Learning paths on the Learning Passport are groups of courses in a specific order for a learner or group of learners and are related to a particular theme or topic aligned to goals.
Open Educational Resource (OER)	Teaching, learning, and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.
Pedagogy	The science or study of how knowledge and skills are taught in an educational setting.
Personalised Learning Paths	Allows learning to be individualised according to each student’s strengths, preferences and interests, while they continue to work collaboratively in a social context.
Project-Based Learning	Teaching method which supports students to learn through active engagement in real-world and personally meaningful projects.
Station Rotation	Divides the classroom into different learning stations through which students rotate in small groups.
Summative assessment	Evaluates student learning, usually at the end of an instructional unit, by comparing it against some formal standard or benchmark.
Synchronous	Happening together, live, in real time.
Traditional assessment	Tends to focus on a student’s ability to recall and restate information rather than apply it to solve problems.
Universal Design for Learning (UDL)	A teaching approach that aims to accommodate the needs and abilities of all learners and eliminate unnecessary barriers in the learning process.

A2: Links for exploring accessibility issues

https://tinyurl.com/54w8pajt	Free online course on accessibility and elearning from the Open University UK.
https://tinyurl.com/23jir88w	Video of 20 tips for teaching an accessible online course.
https://tinyurl.com/2s484spu	Detailed and thorough website from the University of Washington on creating practical, accessible technology.
https://tinyurl.com/yhww5vt4	Accessible digital textbooks for learners with and without disabilities



<https://udlguidelines.cast.org/>

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

<https://wave.webaim.org/>

WAVE® is a suite of evaluation tools that helps authors make their web content more accessible to individuals with disabilities.

Software Accessibility checkers:

Content Management Systems

<https://wordpress.org/about/accessibility/>
<https://www.drupal.org/about/features/accessibility>

Word Processing Documents

<https://tinypurl.com/msx8pvtc>
<https://tinypurl.com/2tmxv5uk>
<https://support.google.com/docs/answer/6199477?hl=en>

Spreadsheet documents

<https://support.google.com/docs/answer/1632199>
<https://tinypurl.com/b32ntj3v>

Presentation documents

<https://tinypurl.com/5fcjmk82>
<https://tinypurl.com/zew8zszt>
<https://tinypurl.com/b32ntj3v>



A3: Basic digital skills courses

Basic ICT skills: Know your device

<https://unescoictcft.nbatesting.co.za/course/view.php?id=8>

ICT Essentials for Teachers Course

<https://oercommons.org/courses/ict-essentials-for-teachers-course>

ICT Essentials for Teachers - Educational Internet

<https://oercommons.org/courses/ict-essentials-unit-10-educational-internet>

ICT Essentials for Teachers - Graphics Software:

<https://oercommons.org/courses/ict-essentials-unit-09-basic-application-software-skills-part-ii-graphics-package>

ICT Essentials for Teachers - Hardware

<https://oercommons.org/courses/ict-essentials-unit-06-hardware>

ICT Essentials for Teachers - ICT to Support Traditional Pedagogy

<https://oercommons.org/courses/ict-essentials-unit-04-ict-to-support-traditional-pedagogy>

ICT Essentials for Teachers - Troubleshooting ICT	https://oercommons.org/courses/ict-essentials-unit-07-troubleshooting-ict
ICT Essentials for Teachers - Word Processing	https://oercommons.org/courses/ict-essentials-for-teachers-word-processing
ICT Essentials for Teachers - eMail & Social Media	https://oercommons.org/courses/ict-essentials-unit-11-email-social-media
Basic ICT skills: Use the internet for teaching	https://unescoictcft.nbatesting.co.za/course/view.php?id=11
08: Basic ICT skills: use your word processor for teaching	https://unescoictcft.nbatesting.co.za/course/view.php?id=9
09: Basic ICT skills: presentation package for teaching	https://unescoictcft.nbatesting.co.za/course/view.php?id=10



A4: Online safety resources

Lots of safety and security information for keeping children safe online. Includes a helpful guide to the main security and privacy features for well-known apps, games and social media sites.	https://www.net-aware.org.uk
Meta provides resources to help learners build healthy relationships and resilience, lead with empathy, respect and engage with diverse communities, stay safe, and make positive connections.	https://about.meta.com/actions/safety/topics/digital-literacy/
A collection of five stories created to help caregivers and teachers educate children aged 3–7 about online safety, with accompanying teaching activities.	https://www.childnet.com/resources/digiduck-stories/
Be Internet Awesome empowers kids with tools and education to confidently and safely explore, grow, and play online.	https://beinternetawesome.withgoogle.com/en_us/
Age-appropriate videos and activities to help teach children be safer online with the goal of helping children to become more aware of potential online risks and empowering them to help prevent victimisation by making safer choices.	https://www.missingkids.org/netsmartz/home
Use digital citizenship lesson plans to address timely topics and prepare students to take ownership of their digital lives.	https://www.commonsense.org/education/digital-citizenship/curriculum

A5: OER repositories for course creation/illustration

Library of searchable, OER photographs, and videos.

<https://www.pexels.com/>

Disability-inclusive and culturally diverse stock images and illustrations

<https://affecttheverb.com/disabledandhere/>

Stock photos of women of colour in STEM roles.

<https://www.flickr.com/photos/wocintechchat/>

Stock photos of people (including children) of colour.

<https://nappy.co/>

Learning Passport resource on finding and evaluating OER

<https://app.7taps.com/4NDNflePF1>

Wide variety of stock photographs that are great for illustrating presentations.

<https://unsplash.com>

Learning Passport Global Digital Library OER repository of links.

<library.learningpassport.org>

Huge volume of videos on wide range of topics across all key curricula.

<https://www.khanacademy.org/>

Resources for teaching English language.

<https://learnenglishkids.britishcouncil.org/>

Global public digital library of open educational resources.

<https://www.oercommons.org/>



A6: List of resources: Tools, apps and websites

Animations

Vyond, Powtoon, Doodly, Toonly

Images

Unsplash, Pexels, Chat-GPT, Dalle-E, CoPilot, Gimp

Elearning

Genially, Articulate Rise, Easy Generator, Curriki

Presentations

PowerPoint, Genially, Google Slides, Keynote, Sway, Prezi, Mentimeter

Audio & Video

Audacity, iMovie, Synthesia, Descript, Olive

Lesson planning &

We are teachers, Freed, Chat-GPT, Magic School, Nearpod,

plagiarism checking

5minutelessonplan, Scanmyessay

Translation

Synthesia, Elevenlabs, Google Translate, Chatgpt, Heygen

Activities

Quizlet, Note.ly, Padlet, Vocaroo, Mindmup, Slimwiki, Goconqr

Communication

Miro, Padlet, Muut, NowComment, Kialo Edu, Socrative, Hypothesis, Flip, Piazza, Dotstorming, YO Teach, Parlay, Mizou, Magic School

Blended Learning

Handbook

A educators' guide for digital learning in physical spaces.



© UNICEF/UNI346679/Alansi

Attribution

This document was authored by Anna Childs and Dawn Lee DiPeri for The Learning Passport. It is published under [Creative Commons Licence CC BY-NC⁵⁸](https://creativecommons.org/licenses/by-nc/4.0/). This means you are free to:

Share — copy and redistribute the material in any medium or format

Adapt — remix, transform, and build upon the material

The licensor cannot revoke these freedoms as long as you follow the license terms. Under the following terms:

- **Attribution**
You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- **NonCommercial**
You may not use the material for commercial purposes.
- **No additional restrictions**
You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

Notices:

- You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation.
- No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material.

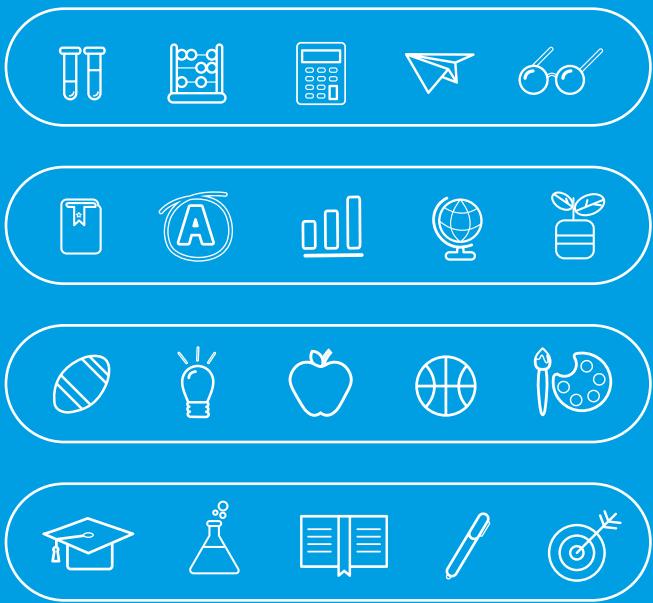
Adapt and share the Handbook



Not all parts of this handbook may be relevant for your use. You might want to create an abbreviated version, or a localised version for a specific group of trainers with local links and examples. You are free to adapt, translate and share any part of the handbook content in any way that you please, as long as you follow the attribution requirements listed above. Here is how.

1. An [editable Microsoft Word document of this Handbook](https://tinyurl.com/editable-handbook)⁵⁹ is available for download. You can delete, edit, translate or adapt portions or all of the document in Microsoft Word including any infographics or chart text. **Please remember to download and save a copy of the document before making any edits.**
2. If you wish to translate any of the accompanying explainer videos, you can download the MP4 files and SRT subtitle files to create new voice over/dubbing and/or captions. You can insert new videos and captions in the Learning Passport to facilitate your training.

59 <https://tinyurl.com/editable-handbook>



for every child, **an educator**

Published by

UNICEF

3 United Nations Plaza
New York, NY 10017

For further information:

learningpassport@unicef.org

© United Nations Children's Fund (UNICEF) 2024

