Bridge4Mothers
Training of Trainers (ToT) Personal, Social and Learning-to-Learn (PSL)

MODULE 4 — Blended Learning & Flexible Pedagogy





Co-funded by the European Union

Blended Learning & Flexible PSL Planning

Practical guidance for combining online, in-person and self-paced learning in inclusive VET settings.

Flexible | **Accessible** | **Inclusive**

Introduction to Blended Learning

Blended learning combines in-person sessions, online activities and independent practice so learners can access PSL in different ways.

Key ideas

- ✓ Uses different modes of learning to support different needs.
- ✓ Connects classroom discussion with online resources and practice.
- ✓ Allows learning to continue between sessions.
- ✓ Helps learners build confidence step by step.

Trainer focus

- ✓ Start with the learner journey, not the technology.
- ✓ Use digital tools only when they add clarity or flexibility.
- ✓ Explain expectations for each mode of learning.
- ✓ Offer simple routes for asking questions and getting help.

Why Flexibility Matters

Flexible delivery can reduce barriers for learners who balance study with care, work, health, transport or language responsibilities.

Key ideas

- ✓ Flexibility supports attendance, participation and completion.
- ✓ Choice can reduce stress and increase learner control.
- ✓ Learners may need different time, pace or format options.
- ✓ Inclusive flexibility keeps standards clear while improving access.

Practical flexibility

- ✓ Provide session recordings, summaries or catch-up tasks.
- ✓ Offer varied ways to show learning: voice, written, visual or practical.
- ✓ Use predictable schedules and reminders.
- ✓ Build in options without lowering the learning aim.

Synchronous Learning

Synchronous learning happens live, either in-person or online, and gives learners immediate connection, feedback and shared discussion.

Key ideas

- ✓ Builds belonging through real-time interaction.
- ✓ Supports active listening, group practice and peer exchange.
- ✓ Allows trainers to notice confusion and respond quickly.
- ✓ Works best when sessions are focused and participatory.

Make it inclusive

- ✓ Open with a simple check-in and clear agenda.
- ✓ Use short inputs followed by activity or discussion.
- ✓ Invite participation without forcing public disclosure.
- ✓ Share follow-up materials for learners who need more time.

Asynchronous Learning

Asynchronous learning can be completed at a chosen time, helping learners revisit materials, reflect and practise at their own pace.

Key ideas

- ✓ Supports learners with changing schedules or limited availability.
- ✓ Gives time for reflection, translation and confidence-building.
- ✓ Can include videos, readings, quizzes, forums or practical tasks.
- ✓ Needs clear instructions and visible deadlines.

Design principles

- ✓ Use short, focused activities rather than long content dumps.
- ✓ Provide examples of what a good response looks like.
- ✓ Keep navigation simple and consistent.
- ✓ Send reminders and encouragement before deadlines.

Combining Online and In-Person Learning

A strong blended model uses each format for what it does best: connection in live spaces and flexible preparation or practice online.

Key ideas

- ✓ Use in-person time for discussion, role-play and trust-building.
- ✓ Use online time for preparation, reflection and reinforcement.
- ✓ Link each activity to a clear competence or learning outcome.
- ✓ Avoid duplication: each mode should have a purpose.

Example sequence

- ✓ Before: short Moodle activity to introduce key terms.
- ✓ During: group scenario practice and feedback.
- ✓ After: reflective task or checklist to apply learning.
- ✓ Follow-up: peer comment, trainer note or mini-quiz.

Accessible Moodle Design

Accessible Moodle spaces reduce confusion and help learners focus on learning rather than searching for materials.

Key ideas

- ✓ Use clear section titles and short descriptions.
- ✓ Keep materials in a predictable order.
- ✓ Provide readable documents and mobile-friendly resources.
- ✓ Use plain language and avoid unnecessary technical terms.

Accessibility checklist

- ✓ Add captions or written alternatives for video and audio.
- ✓ Use strong contrast and legible fonts.
- ✓ Label tasks with time estimates and due dates.
- ✓ Include a help route: who to contact and how.

Supporting Engagement

Engagement grows when learners understand the purpose of activities, feel welcome and see how learning connects to everyday life.

Key ideas

- ✓ Use real-life scenarios connected to family, work and learning.
- ✓ Vary activities: discussion, reflection, quizzes and practice.
- ✓ Recognise participation and progress in small ways.
- ✓ Create opportunities for peer support and shared learning.

Trainer moves

- ✓ Send encouraging messages after low participation.
- ✓ Use questions that invite experience rather than test perfection.
- ✓ Celebrate effort, not only correct answers.
- ✓ Check whether silence means confusion, pressure or lack of access.

Flexible Deadlines and Formats

Clear flexibility helps learners manage responsibilities while maintaining fairness and accountability.

Key ideas

- ✓ Use core deadlines with reasonable extension routes.
- ✓ Explain which tasks are essential and which are optional practice.
- ✓ Allow different formats when the same outcome is demonstrated.
- ✓ Record agreements so learners know what is expected.

Quality-friendly options

- ✓ Short written reflection, voice note or visual mind map.
- ✓ Individual or paired task where appropriate.
- ✓ Two submission windows for learners with care responsibilities.
- ✓ Clear rubrics focused on learning outcomes.

Maintaining Learning Quality

Blended learning remains high quality when activities are purposeful, inclusive, well-supported and aligned with learning outcomes.

Key ideas

- ✓ Connect every task to a PSL competence.
- ✓ Use feedback to guide improvement and confidence.
- ✓ Monitor participation and barriers, not only completion.
- ✓ Protect privacy, respect and emotional safety online.

Evidence of quality

- ✓ Learners know what they are learning and why.
- ✓ Materials are easy to access and understand.
- ✓ Assessment is fair across different formats.
- ✓ Learners can apply skills in daily life, learning and work.

Blended PSL Planning

A blended PSL plan should identify the learning aim, the best delivery format, learner support needs and how progress will be recognised.

1 Aim

Choose the competence to develop and describe what learners should be able to do afterwards.

2 Mode

Decide what happens live, online and independently. Make each mode purposeful.

3 Support

Plan access, language, confidence, reminders, guidance and flexible participation options.

4 Progress

Use reflection, tasks, feedback and small achievements to recognise development.

Planning prompt: What is one learning activity you could redesign to be more flexible, accessible and meaningful?

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