



draft

The MAES

Blended Learning Model

Rationale

Physical restrictions on teaching and learning are expected to impact our work well into 2020 and beyond.

This model seeks to enable a considered and achievable blended learning approach at MAES within the following assumptions:

1. There will be no increase to teaching hours
2. Classrooms in centres will be running at 50% capacity
(this may change if a one metre social distancing policy is brought in)



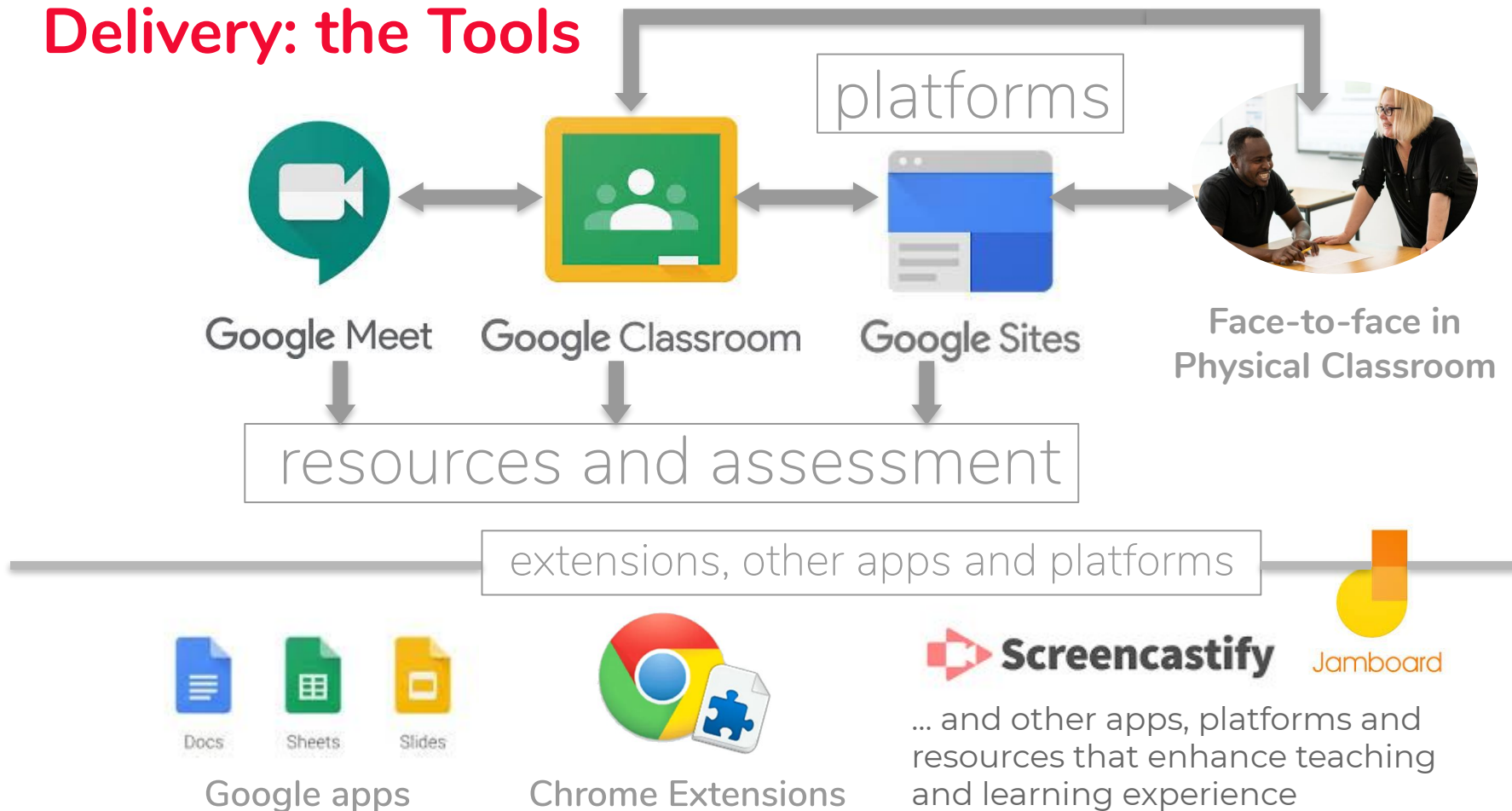
What the delivery model seeks to achieve

- Standardise quality and monitoring capability, enabling proper evaluation
- Be a recognisable delivery format:
The MAES Blended Learning Model
- Identify a set of tools and approaches to:
 - Simplify and streamline the work of both tutors and learners
 - Inform our future blended learning approach
- Provide clarity for learners about what they can expect from us
- Articulate a clear and simple message about our offer for marketing purposes
- Promote efficiency through maximum collaboration on learning resources
- Effectively manage safeguarding and data security
- Improve what we already do by exploiting new technologies
- Maintain and develop relationships with learners, maximising recruitment and retention, and job satisfaction for tutors
- Keep intact our USP of providing opportunities for people to connect with others in their local community
- Improve digital inclusion in Manchester

What is required?

- Online learning delivery will need to be both synchronous and asynchronous to enable both 'live' contact with learners and access to recorded sessions
- Well-structured independent learning, with differentiated assignments that are assessed, will need to be a significant component of the model
- A 'rich' and differentiated learning environment which will engage learners
- All delivery must be integrated and coherent INTENT
- Learners need to be able to communicate with the tutor and with each other
- Tutors need to be able to have a human presence in the learners' workspace and to have opportunities to bring their personal skills, style and creativity to bear on their teaching practice

Delivery: the Tools



Restrictions and parameters

- Need to work within existing teaching hours allocation
- Limitations of teachers' devices
- Limitations of learners' devices

Including those
with mobile only
with limited data,
with no internet access

Delivery and content/assessment must be accessible by all MAES learners

- Tight timescale for consultation, agreement, training and testing
- Need to balance range and richness of tools used with need to keep model simple so that training and support can be provided within given timescale
- Need to accommodate individual teachers' circumstances, including those shielding

How and Who?

Different roles for teaching staff dependent on circumstances and or skills

Mixture of face-to-face teaching in the physical classroom, and online (synchronous and asynchronous) comprising of:

- Face-to-Face Learning in the physical classroom
- Guided Independent Learning
- Google Meet Sessions (synchronous = live and asynchronous = recorded)



Proposed Teaching roles

Standard Blended Teaching role

1. Teaches face-to-face in physical classroom
2. Uses Google Classroom and the Course Site to provide Guided Independent Learning content, activities and assessment
3. Delivers 1:1 or group tutorials or additional synchronous teaching via Meet
4. Develops/digitises shared online learning resources as part of course team



Digital Teaching role

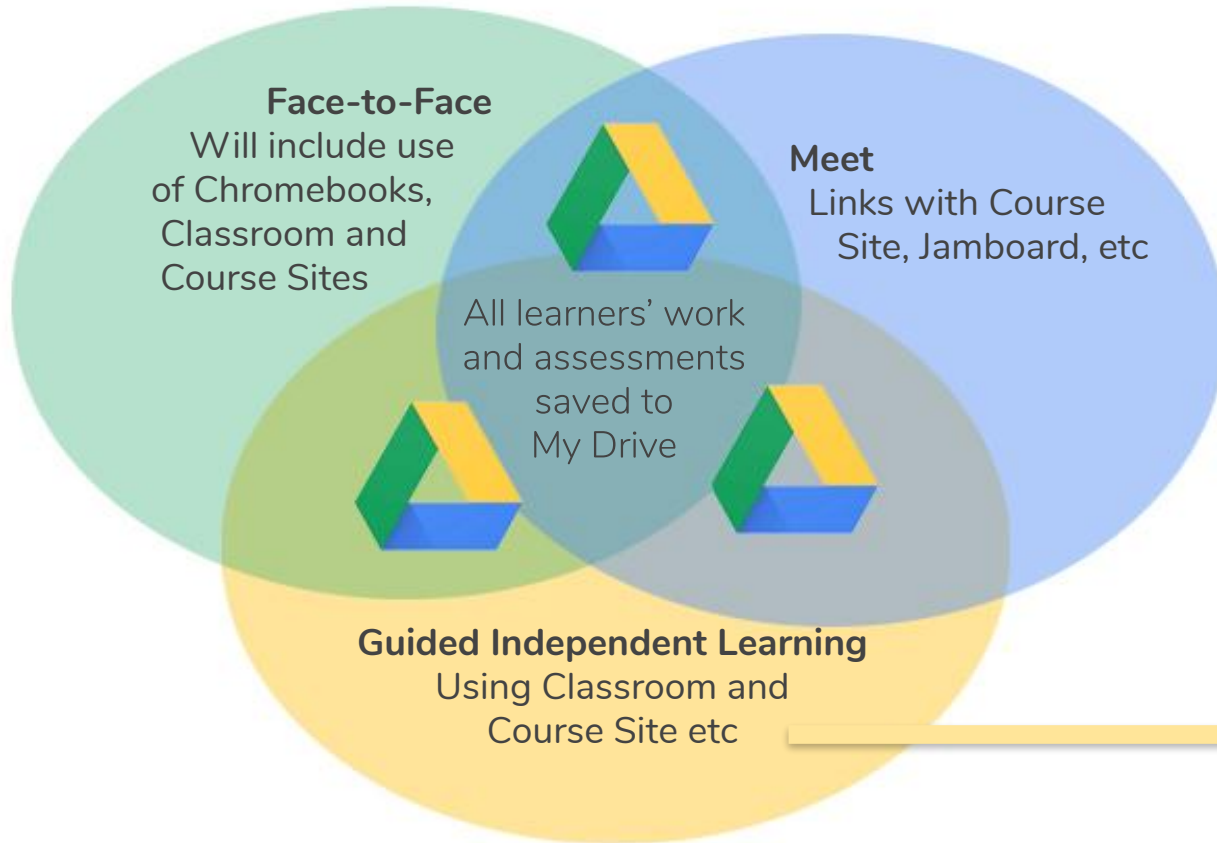
1. Delivers core Meet lesson that each learner receives on a weekly basis. (This will often be to multiple classes of learners.)
2. Face-to-face in physical classroom: may or may not deliver depending on personal / professional circumstances
3. Other delivery as per standard role but with adjustments where necessary to allow time for core Meet delivery & planning



Google Site Creator - sub role

1. Organises learning materials (created by whole course team) and then performs ongoing 'housekeeping', identifying gaps and arranging for them to be filled. This role would form part of either of the above roles but allowance would have to be made to ensure time to perform effectively.

Linking the teaching delivery methods



differentiated activities that
relate clearly to learning
outcomes and conform to
[7 key questions](#)

- **Will** require monitoring and assessment

Basic Structure

Face-to-Face

40%

The model is
based on this
structure

Meet

20%

Guided Independent
Learning

40%

The maths

A typical 2.5-hour lesson would
break down as follows:

'Face-to-Face' teaching
in the physical classroom

2 x 1 hour for half
the number of learners
= 40% of GLH

Large online Meet: 30m
= 20% of GLH

Guided Independent
Learning: 60m
= 40% of GLH

Teaching and Development formats

Face-to-face Teaching in the physical Classroom	Synchronous, online sessions, using Meet	Digitised learning materials and assessment	Learning material curation	Online 1:1 or group tutorial delivery, using Meet
This will take place in classrooms in our centres with 50% of learners at any given time. Any learner work created must be digitised and uploaded to learner Classroom Drive alongside work created through online delivery	To complement face-to-face delivery in the physical classroom, learners will attend a live Meet session each week this will be engaging, interactive and limited (30mins)	Creating new teaching and learning resources or digitising existing ones or finding content online (Youtube, TedEd, Blendspace etc)	Collating the teaching and learning resources created by the developer and organising these primarily on a Google Site that has been created for each course	The delivery of tutorials will largely move online using Meet to deliver these and where possible grouping learners together into tutorial groups to deliver more efficiently and encourage learners to support each other (Pods?)

Flexibility

The model can be adapted to suit each course

- The percentages of the different formats of delivery can be changed at curriculum or course level, for example:
 - a. A combination of 30% Face-to-face, 30% Meet, 40% Guided Independent Learning
 - b. Extra Meet sessions could be delivered on an adhoc basis to all learners by one team member in place of Face-to-face teaching, freeing up the time of the whole teaching team
- The frequency of Face-to-face teaching could be weekly or fortnightly or, where permitting, in more intensive blocks
- Individual tutors could (where agreed with their line manager) set a higher proportion of Guided Independent Learning (similar to 'F', and needing similar guidelines)

[Click here for a sheet which demonstrates the model](#)

Building on existing strengths

Maintaining MAES USP

Where possible, we will draw on strengths that already make MAES attractive and effective:

- Digitising existing resources
- Round pegs in round holes
- Drawing parallels with 'traditional' teaching skills and methods
 - eg. Planning and prep for an online lesson having similar components and requiring the same rigour as a 'face-to-face' lesson
- Building and maintaining relationships with learners, ensuring the tutor can maintain their human presence and personal style in the online environment

Training and Support for Staff

5 training streams will be delivered:

1. **Induction** to the Model and Principles and Practice of MAES Blended Learning
2. **Standard Blended Learning Tutor Training:** will be a continuation of the *Teaching in the Cloud* training and other G Suite training but focus on the specific apps, platforms and extensions associated with the model.
3. **Enhanced training on Google Meet** (both technical & pedagogical) for those performing the Digital Teacher role
4. **Enhanced training on Google Sites** (both technical & pedagogical) for those performing the Google Site Creator/Manager sub role
5. **Training for Curriculum Managers, Quality Team, Learner & Careers advisors, R and P and SMT:** Reporting, monitoring, managing, overview for R and P

Training and Support will be provided by:

Quality Team

- Support, coaching, training, with a focus on pedagogy
- Role models
- Materials on TLC site

IT & Learning Technology Team

- Support and training, with a focus on digital skills and technical support
- Staff & Learner Support Sites
man-adulted.org.uk

G Suite Champions

- Adhoc training and mentoring for tutors who need more support
- Role models

Triangles and Squares

- Small groups of tutors support and learn from each other with peer observations and regular coaching sessions

Vitalize

- Consultancy, tutor training, 'train the trainer' (for Champs, TLCs & IT team), webinars



Training and Support for Learners

September Induction

Learners joining us in September would attend an induction, delivered by their course tutor in the first week of term. Standard materials will be provided, and the tutor would adapt them to suit the needs of their learners.

- Given a man-adulted logon and shown how to use it
- Introduced to Google Classroom and other apps and given help to download them
- Shown the online learner resources at man-adulted.org.uk
- Provided with advice regarding devices and data
- Shown the Class Site

Learners joining mid-course would be directed to an online version of the induction and invited to a catch-up induction (run regularly at large sites)

Potential Barriers and Issues to Resolve

- **Access to IT & connectivity (learners & staff)**
Is it really possible to access the IT components of the model using a mobile?
- **Learners who are shielding** How and who to offer entirely online provision
- **Teacher limitations/resistance** Can't do / won't do
- **EILP (EBS)** Can learners get to grips with this as well as the other platforms?
- How do we **induct learners on short courses**, learners who join mid-course?
- Can we afford **G-Suite Enterprise** (£3,000)?
- How can we provide **ongoing IT support for learners** who need extra help?



Manchester Adult Education, June 2020

Funded by



European Union
European
Social Fund



**Education & Skills
Funding Agency**

Linked Methods

Google Meet

Typically, this will be where new topics will be introduced with only minimal assessment

Face-to-Face

Physical Classroom

Will build on material introduced in Meet, giving learners chance to absorb and apply their learning

Independent Learning might be done in the classroom to begin with

Guided Independent Learning

Will provide opportunities for Ls to practice new learning and to extend knowledge and skills and lets tutors undertake formative assessment

Will need to include plenty of extension activities so that faster learners are stretched and don't race ahead

Linked Methods

