



Blended learning - challenges

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Old-time classroom



20th century classroom



21st century classroom



How did we go all the way



Disruptive innovations



- Replace complicated and inaccessible products and services
- Offer less expensive, simpler and more convenient ones
- Aim – better results

Distance learning



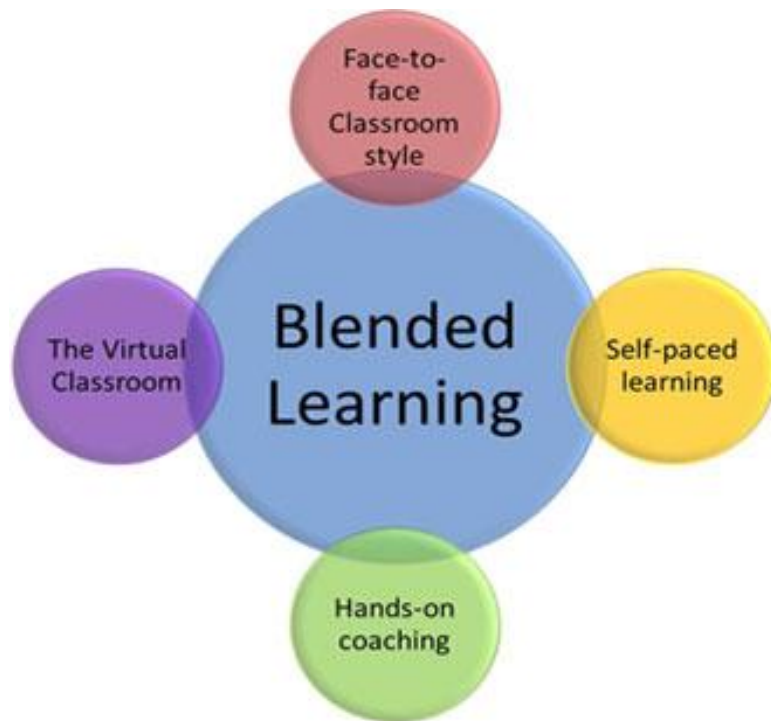
- Classic disruptive innovation
- Offers alternatives
- Learning at own pace
- Flexible timing
- Lower cost

Blended learning



- A mix of online and offline training techniques
- Student utilizes the best of both

Blended learning components



- Face-to-face periods
- Self-paced component
- Computer mediated instruction
- The virtual classroom and web-based assessment



Blended courses for the Bulgarian Armed Forces

- Level 2 – 24 weeks, 3 face-to-face periods
- Level 3 - 24 weeks, 3 face-to-face periods
- Refresher 1 – 6 weeks, 2 face-to-face periods
- Refresher 2 – 6 weeks, 2 face-to-face periods
- Refresher 3 – 6 weeks, 2 face-to-face periods



Challenges of transitioning from traditional to blended learning

- Challenges from institution's point of view
- Challenges from teacher's point of view
- Challenges from learner's point of view



Challenges from institution's point of view

- Require investment
- Alter the entire educational process
- Overcome the idea that blended learning is not as effective as traditional learning
- Resist the temptation to introduce technology simply because it is available



Challenges from teacher's point of view

- Heavy workload
- Achieve the right balance of the components of the blend
- Reconsider their teaching methods



Challenges from learner's point of view

- Obtain technical skills
- Learn to study by themselves
- Learn to manage their time
- Cope with bulky lessons
- Learn to communicate electronically

Course home page

The screenshot shows a web browser window displaying a Moodle course home page. The browser's address bar shows the URL `dlc.nvu.bg/moodle/course/view.php?id=260`. The page title is "Blended learning_paper.doc - Microsoft Word".

The course page is titled "My home > My courses > REFR-3" and includes a "Turn editing on" button. The main content area is titled "Dear course participants," and contains the following text:

There are 13 of us on this course - 10 students and 3 teachers - Teodora Ivanova, Desislava Ivanova and Polina Emanuilova, based in Vassil Levski National Military University in Veliko Turnovo.

We would like to welcome all of you to this online course. We are sure it will be a pleasure to work together.

Below you will find the **News Forum** for our course, the **Course Curriculum** and the **Course Syllabus**. Something you shouldn't miss is the **Pre-course questionnaire** which you have to complete and upload to the course.

The page lists several forums and activities:

- News forum
- Questions & Answers Forum
- Café Forum
- Chat room
- Audio & Video Forum
- Skype

Under the heading "OTHER RESOURCES", the following items are listed:

- Pre-course questionnaire
- Course Curriculum (bg)
- Course Syllabus (bg)
- Ministerial Order № OX - 722/16.10.2015 (bg)
- Ministerial Order № OX - 219/19.03.2013(bg)
- Ministerial Order № OX - 218/19.03.2013(bg)
- Regulation № H - 19/25.05.2010 (bg)

The right sidebar contains several widgets:

- Quickmail**: Compose New Email, Signatures, View Drafts, View History, Alternate Emails, Configuration.
- Messages**: Polina Emanuilova (1), Николай Ангелов Ангелов (1).
- Search forums**: Search box, Go button, Advanced search?
- Latest news**: Add a new topic..., Teodora Ivanova 7 Dec, 11:14 Финал на курса more..., Older topics ...

The bottom of the image shows the Windows taskbar with the Start button, system tray, and open applications including "Заявка за курсове п...", "Blended learning_pap...", "Microsoft PowerPoint ...", and "Course: „Английски език за...". The system clock shows 11:51 on Wednesday, 18.5.2016 г.



Thank you for your attention!