Content Unit 1:

Different Learning Settings

Introduction to Blended Learning

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1 INTRODUCTION

In adult education, there are different so-called "teaching-learning-settings". This means that there are different ways and environments in which teaching and learning can be implemented. When planning a course, the teacher thinks about **how he or she can convey a topic to his or her learners in such a way that they remember substantially and are able to solve similar tasks on their own from now on using the skills that they have developed**.

This learning unit provides you with an insight into some of these teaching-learning-settings. Especially in recent years, a combination of learning at home on one's own computer or device with internet connection and on site, e.g. in a seminar room, together with other learners and a trainer, is becoming more and more popular. Therefore, you will find below an explanation of how this so-called **"blended learning"** works and why it could also be interesting for you.

1.1 Why lifelong learning pays off

In many previously popular occupations, fewer staff is needed, e.g. when you think of employees responsible for data entry. At the same time, **however, many existing professions are changing** and **new professional fields are emerging that did not exist before.**

Example

Automotive technicians need more comprehensive digital skills.
Retail workers now have to serve their clients via a web shop.
Specialists in construction should also be familiar with "intelligent building technology".

So it is worth it for you if you follow new developments and continue your education. Stay inquisitive about topics that excite you but that you have not yet used professionally. It is **quite possible that you, with your unique combination of knowledge, skills and abilities, will be particularly in demand in a professional field.**

Example

A saleswoman is interested in personality development and has previously worked in a kindergarten. She not only has expert knowledge about the products. She is increasingly developing her ability to respond to her own needs and the wishes of the customer in equal measure. In addition, working with children has taught her to explain contexts in a simple way. It is exactly this combination of knowledge, skills and abilities that makes her professionally successful: the shoppers feel well-advised. The executives are very satisfied with the turnover and the way this employee arouses enthusiasm for the products and brand in people outside the company. She herself enjoys her work every day.

And we all know the good feeling when, after extensively searching for information on the internet, we have solved a problem.

Example

After harvesting a huge number of plums for the first time, you have to find a solution to prevent them from spoiling. You search for some options on the internet. After watching a few videos on YouTube, you decide to make a cake and marmalade out of some plums, and to put the remaining plums in the freezer for using them later.

So, you learn every day and throughout your life – often without even noticing.

1.2 Types of learning settings

A teaching-learning-setting describes all the individual parts that are used to implement teaching into practice. **In the first step,** the trainer decides **what content** to teach you. **Then**

she/he chooses **which different methods she/he will use to** keep the participants motivated in learning.

Practical relevance

Here you find some examples of what these teaching-learning-settings can look like:

- Marija is attending a climbing course this weekend. On the one hand, the trainer passes on his knowledge and training methods to the participants in a hut in the mountains by handing out documents, sharing his experiences and answering questions. On the other hand, Max takes his students directly to the next mountain and explores everything that was discussed together with his students. Everybody is actively involved in climbing.
- Reino decided to take an online course on "Staying calm in stressful times". The trainer recorded the seminars she held as videos. Therefore, Reino can choose the time to watch them on his own. He has received the corresponding learning materials electronically and can print them out, read them and complete individual exercises at any time. At the end of the seminar, he chooses a date for a video conference with the trainer in a calendar provided online. There he can ask individual questions and receives expert answers and tips in direct conversation with the trainer. The two of them can see each other via the webcams of their laptops connected to the internet.

So, as you can see in the examples above, there are different ways in which a seminar or course can be implemented. You may also have heard about some kinds of course settings when looking for further education possibilities, such as e-learning or face-to-face teaching. But what exactly does that mean? Here you can find out:

1.2.1 Classroom teaching (face-to-face)

From our own primary school days, we know **face-to-face teaching in its original form.** Back then, we were **in a classroom together with other pupils to gain knowledge and skills from a teacher who was present on site.** When we had questions, we pointed out and could ask our teacher to come to our table to help us. We had personal contact with our classmates. Friendships and a sense of community allowed us to cope even with difficult times. We supported and motivated each other.

Nowadays, **modern face-to-face teaching can also** take place via the **internet.** The teacher teaches all participants at the same time, but everyone is in front of their own **computer, tablet or mobile phone**. The lessons are transmitted via an online video conferencing tool like “Teams”, “Zoom” or “Google Meet”. Because all participants sit in **front of their respective devices at the same time** and thus attend the course together, this type of teaching and learning is called **synchronous online teaching and learning.**

An example of such a teaching-learning-setting via the Internet can be found here:

Practical relevance

Tynne likes to go on holiday to Italy. That's why she has chosen an Italian language course that takes place online, i.e. via the internet, every Tuesday from 6 to 7:30 pm. Her teacher and all the course participants sit in front of their devices with webcams, connected to the internet, at the same time. If Tynne has a question, she can raise her hand and ask the question at any time. The teacher can listen to her and answer. Tynne is sitting in her flat, which is very convenient as she doesn't have to go anywhere for learning. However, there are not as many possibilities for interaction with other participants as in a course in a school.

So if you are looking for a new course and you read something like "Face-to-face course" or it states exact times when you have to be present, you can assume that learning is always actively accompanied by a teacher "on site" - be it in a seminar room or via the internet.

1.2.2 Distance learning

In a distance learning, or "e-learning", setting, the teachers and the participants are **physically separated from each other.** However, they are also separated in terms of time: When the student is learning, there is **no simultaneous contact with** the teacher. If the learner has questions for the trainer, he or she usually writes to the teacher and receives an answer at a later time. **This is called asynchronous teaching and learning.**

Practical relevance

Juan is working in a customer service department. Since he is interested in social media, his boss invited him to attend a distance learning course on "Social Media Marketing". This way, he will be able to better present the company to the target group in future.

First, Juan receives written documents explaining the schedule of the course. After registering on a learning platform on the internet, he can access the learning units when he has time for it. These are videos with recorded seminars and accompanying learning materials that he can print out. At the end of each chapter, he can check his acquired knowledge by taking a test online using the link provided. If he has any questions, he can write to the training institute and receives an answer within 24 hours. Juan can also choose the place where he wants to learn, the only requirement is an electronic device with an internet connection. Therefore, he has agreed with his boss on two days when he will learn this content from home. He can take spontaneous breaks during learning and go on whenever he wants to. If he is not able to understand the content of the recorded seminar at first try, he can simply watch the whole recording or also only one section again.

If you are reading through these learning materials on your own at the moment, you are also doing an asynchronous course right now. ☺

If you read in a course description that the course is conducted as "e-learning" or that you can arrange your own learning times, then you can assume that you can learn the entire content from home whenever you want to.

However, you will not be left alone. In some situations, you can contact the educational institution with questions or other concerns. You will find a more detailed description of the course procedure in the course descriptions.

So we can see that both, the face-to-face and the distance learning, have their advantages and disadvantages for you as a learner:

Face-to-face learning (online or offline)		**Differences**	**Distance learning**	
Advantages	Disadvantages		Advantages	Disadvantages
	When learning in a class (offline), the participants must take into account **travel times and costs for travel, meals and overnight stays.**	**Costs**	Learners do **not have to spend time or money on travelling, accommodation or food.**	
A strong **sense of community is** created.		**Community**		It is **more difficult to create a sense of community** with other participants.
	All participants must learn in **the same place** (in	**Time and place**	All learners **decide on their own**	

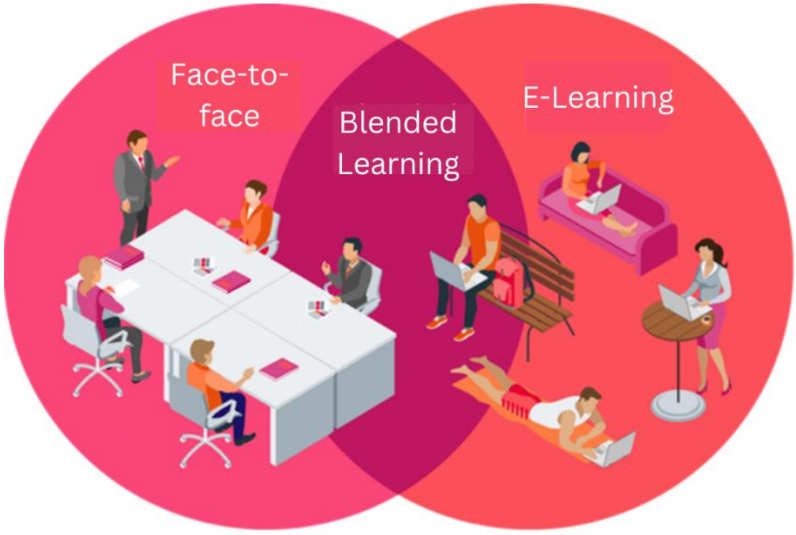
	class or online) **at the same time.**		when and where they learn.	
A **personal exchange** with all participants **is easily possible.**		**Communication**		A **personal exchange with all** participants is **not always possible.**
	All learners learn the content according to a **fixed learning path.**	**Learning path**	Learners can **choose** their **own learning path.**	

1.2.3 Blended learning

To use the advantages of both forms of teaching and learning and to reduce the disadvantages, a combination has been created which is already offered by many educational institutes: the so-called "mixed learning", known as **BLENDED LEARNING.**

Definition

The word "blended" comes from the English and means "mixed". **Elements with personal presence** on site or online (face-to-face) **AND those with free time allocation, which can mostly be completed online** (as e-learning), are integrated into one course.



Source: https://you-know.de/blended-learning/

Practical relevance

John is a very sportive person and wants to support other people to be physically fit. That's why he decides to take a course to become a health and fitness trainer. This course is offered as blended learning. In some modules, e.g. "Endurance and Strength Training", he learns how to do exercises correctly together with the other students in a local sports centre. The training and the exchange with other colleagues and the trainer at lunch are a lot of fun for him and motivate him to stay on track.

For the "Relaxation" module, he can decide whether he wants to be present at the face-to-face training on fixed dates or whether he prefers to participate via video conferencing. As he lives further away from the sports centre, he decides to join the course via video conference from home. All he has to do is to enter his personal login data on the website to follow the training.

John can schedule the learning of the "Nutrition" module completely freely. After logging in to the website, he can download the recorded lectures and all relevant documents whenever he wants to.

In the example above, we have identified some **advantages of blended learning**:

- good mix of a fixed time and place to learn and of choosing when and where to learn on one's own
- less travel and accommodation costs
- combination of learning in one's own pace and of time specifications by the teacher
- questions can be asked and answered digitally, but if there are more complicated questions, they can be discussed during a face-to-face lesson
- a sense of community exists, which is formed primarily during face-to-face lessons, and that promotes the exchange of participants during e-learning phases

It is the e-learning component in particular that makes blended learning attractive for many people:

- The same learning content can be made available in a variety of ways, e.g. as a lecture to watch or listen to, or in the form of written documents with graphics. Each person can learn according to his or her preferences.
- After the learners work independently on theoretical topics at their own pace until a fixed date, face-to-face lessons can be organised on site or in online group rooms to talk about what they have learned, to clarify open questions and to solve case studies together.
- Completed tasks can be uploaded to the learning platform and commented on by both teachers and colleagues.
- Teachers can view the learning progress of their learners at any time. For example, they can see how much learning material they have already gone through and which tasks they have already completed. From this, the teacher can see where each pupil's strengths lie and where he or she needs special support.

1.2.4 Autonomous self-learning

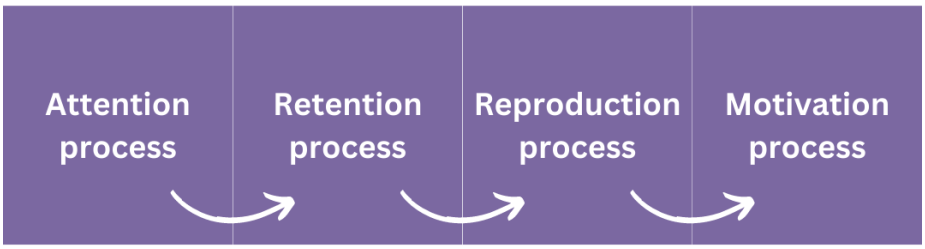
When we are enthusiastic about something, we are good at learning these things that interest us independently. This is called **autonomous self-learning**. In this learning setting, we determine the time and place for learning

ourselves. In comparison to the previously mentioned learning settings, however, we also decide independently **what content** we want to learn, **from where or how** we acquire knowledge and skills, **and whether we** want to be **supported by** other people. On the one hand, we can consult experts from the subject we are interested in, and on the other hand, we can consult other learners with whom we can regularly discuss our common interests.

Practical relevance

Julia has discovered her joy in baking. She is particularly enthusiastic about shortcrust pastry because she has found out that she can use it to make a wide variety of biscuits and cakes. She found some videos with baking instructions on YouTube. When she has time, she tries to bake a cake. Since the blueberry harvest was particularly rich this year, she searches for a recipe to make a cake with a shortcrust base on the internet. She also searches for tips and tricks on how to make the perfect dough. However, she doesn't quite succeed in kneading and rolling it out as she would like. That's why she decided to attend a baking class with Sophia, an experienced cake baker. Together with other baking enthusiasts, she learns in Sophia's professional kitchen how to knead the perfect shortcrust pastry to conjure up various pastries. In addition to cake scraps, Julia receives a small book with recipes from Sophia to try out at home. She got on particularly well with Evelyn, another participant. She wants to stay in touch with her, exchange baking experiences and maybe even attend further baking courses together.

We know from neurobiology that our brain remembers particularly well those things that it has found out itself. We **learn skills best when we observe** other people, thereby **recognising** processes or connections and then **imitate** the actions.



When learning by observing, we first have to pay attention to what another person is doing. We must also be able to remember what we observed until we can try it on our own. When we can retain what we saw, we can try to imitate it and improve this process. If we are motivated to imitate something, we are likely to reproduce it again and again.

So with both, blended learning and self-learning, we can choose our individual learning pace and preferred learning method. Sometimes, this can also be challenging because we are largely on our own on the way to reaching our learning goals. We are mainly responsible for time management and choosing the learning path that motivates us best. Therefore, it is recommended to practice this autonomous way of learning several times. The important thing for you to know is that **with this practice we will all succeed in learning.**

By dealing with a **topic that interests us personally, we can best get started with independent learning.**

Important

Curiosity is innate in us humans and has supported us in our development for thousands of years. So if you want to learn something new about a topic you are interested in, learning is very easily. In addition, you feel self-efficacious because you succeed more and more in finding answers and solutions to challenging questions. This motivates and encourages you to continue learning in order to acquire even more knowledge and skills for your everyday life. **So stay curious!**

Reflection

Try to think about the following questions:

- What teaching-learning-settings did you get to know better in this learning unit? Which ones do you personally prefer and why?
- What is special about blended learning? What are the advantages for you personally when you attend a blended learning course?
- Search for a blended learning course on a topic that interests you on the

1.3 Different methods in blended learning

The **sequence of classroom and e-learning phases can be organised in many different ways in blended learning**.

Content can first be learned in face-to-face lessons and then learned more in detail or practiced at a place and time of your choice via e-learning. Or, conversely, knowledge is first gained online and then applied on site in joint face-to-face lessons, e.g. in group work. Questions that arise during the e-learning phase can be answered directly in class by the teacher.

Sometimes students can choose whether to attend a class in person or online. The teacher then conducts the lesson with some students on site and broadcasts it as a video conference.

We remember the example of John, who wants to become a fitness trainer and can decide on his own whether he participates in the module “Relaxation” on site in the sports centre or from home via the live video conference.

In blended learning, **a variety of modern methods** can be used to impart knowledge, skills and abilities to students:

1.3.1 Video conference

In this method, teaching and learning is conducted as a **live meeting with the help of an online tool**, such as Microsoft Teams, Zoom or Google Meet. This method can be used to implement lectures, discussions, workshops and consultation between a learner and a teacher.

Practical relevance

Let's join John again, who attends a course to become a fitness and health trainer in a blended learning format. He participates in the module "Relaxation" simultaneously with others via a video conferencing tool. The trainer Julian starts with explanations of the contents. Again and again, John has some questions. John remembers his school days: Back then, he raised his hand to ask the teacher a question in class or to be allowed to join in the discussion. In online lessons, he now clicks a button with the mouse that takes over the function of raising the hand. When Julian sees the pointing icon next to John's camera image, he releases his microphone so that all participants can hear his question. Julian answers immediately.

Sometimes John has a question or wants to share his experience but doesn't want to interrupt Julian during his talk. Then he uses the chat function. There he can share his thoughts in writing. At regular intervals, Julian answers the questions in the chat.

To complete the module, John uses an online calendar tool to register for the examination interview with his trainer. This takes place as a video conference.

If you want to find out more about what videoconferencing is and how it works, you are welcome to go to CU2 “Basic digital competences”, subchapter “Video conferencing tools”. There you will find more detailed information.

1.3.2 Learning in a group

Face-to-face sessions make it easier for students to get to know each other. So if the social aspect of a course is important to you and you want to get to know new people, this learning

setting is recommended to you. This also contributes to more fun for you when working together with others in the next e-learning phase.

In e-learning phases, it is most efficient to work in very small groups of two or three. In this way, you can exchange ideas with your colleagues on an equal footing: Because when collaborating online, care must be taken that only one person speaks or writes at a time. Otherwise, information is lost very quickly.

Throughout the course, and sometimes well beyond, learners are often given the opportunity to share their questions with each other via an online forum.

Practical relevance

Again, we visit the future fitness and health trainer John: Since he is participating in the module "Relaxation" from home via video conference, he practices leading a meditation online: For this, he is in a group with two other students. They meet in a separate virtual group room. There, they communicate with each other as before via camera, sound and chat. After the group work, all participants of the course meet again and discuss their experiences with the trainer Julian.

In addition to the course, Julian opens an online forum on the topic of "relaxation". After a few days of practising the learned relaxation techniques, John has noticed that progressive muscle relaxation is uncomfortable for him. So he posts a written question in the forum asking if any of the participants have also had this experience and what the reason might be. Soon he receives the answer from his colleague Mia that she has also experienced this and believes that it has to do with her usually low blood pressure. The trainer Julian reads the exchange between the two and adds his additional knowledge. All other participants can also read along at any time and thus benefit from John's question and the answers of Mia and Julian.

1.3.3 Flipped Classroom

In this method, the **theoretical background knowledge is first acquired through self-learning** at home without a teacher**.** This can be done online by clicking through a course, watching videos, reading something etc., or also offline by reading a book or a script. The learning progress is usually tested with an online test. After learning the contents at home, the teacher

and the learners **meet in class and apply the knowledge** there after a short familiarisation period. The learners have the possibility to exchange their opinions on the topics. In addition, open questions that arose during the self-learning sessions can be clarified.

E-learning Face-to-face learning

What is the main difference between learning in a traditional classroom and in a flipped classroom? In traditional lessons, new topics are elaborated in class together with the teacher and the other learners. Then, the students usually have to do some homework to practice what they have learned. In a flipped classroom, the learners elaborate the theoretical background knowledge first at home, on their own. And then, they meet in class with the others to practice everything and ask questions.

Practical relevance

Jarmil wants to learn how to sail. He decides to take a beginner's course, which he completes partly online and partly practically on site in Croatia. The course starts with the e-learning phase: Jarmil learns what he needs to know about all the important sailing manoeuvres in the form of written descriptions and explanatory videos lasting about 10 minutes. On the weekend, he spends several hours on this. He concludes each subchapter with a short online knowledge check. In May, he uses his holiday in Croatia for the attendance phase. There he spends 3 days learning how to put everything into practice what he has already learned in theory during the e-learning phase.

Reflection

Try to answer the following questions:

- Have you ever participated at a video conference? If yes, how was this experience for you? What are the advantages of such video conferences?
- Do you already know the flipped classroom concept?
  - If yes, do you like it? What are the challenges for you?
  - If no, what could be the advantages of this concept? Would you like to participate at such a course?

1.3.4 Independent learning

In e-learning, different ways of acquiring knowledge and skills are often offered. For example, the same content can be made available to learners as a video lecture, audio file and in the form of written documents. In addition, learners can usually share their questions and experiences in a discussion forum. Often they can test their accumulated knowledge independently in an online quiz.

Every person is unique and has different strengths and preferences that they should use to learn in the best possible way. With the help of blended learning, each person can independently choose whether they want to acquire knowledge by seeing and hearing (video lessons), only by hearing (audio file) or by reading. However, most people opt for a **combination of several learning options in order to understand the content better and apply it more quickly.**

Practical relevance

Let's now join John again in the e-learning in the module "Nutrition". He decides to listen to the content via the audio files first. Since he travels an hour a day by public transport, he can use this time very well. Beforehand, he downloads the audio files from the learning platform to his smartphone at home. Then he listens to them with his headphones. In the evening, he prints the written documents on the contents he has heard and reads them again before going to bed. Sometimes he also watches the video lectures, especially if he does not immediately understand a graphic in the written material. If he still has questions, he posts them in the online forum, which is set up and supported by the trainer on the learning platform. For each chapter, John can test his knowledge by completing the associated online quiz. Once he has satisfactorily completed all quizzes, he is allowed to conduct the counselling of a sample client and register for the oral examination.

To ensure that a course in the blended learning format is well organised and that cooperation works smoothly, teachers often use various tools from the internet, so-called "online tools".

Below you will find some examples of these to give you an idea of how the e-learning part of blended learning can be put into practice.

1.3.5 Examples of online tools in blended learning

Trello	Trainers and their students can **organise and manage the learning of the content and performance of tasks.** For this purpose, virtual cards with different chapters and tasks are placed on a digital board. For each card, website links, text documents or videos can be added as learning material. All course participants have the opportunity to ask each other questions and exchange experiences. Trainers can assign tasks to their students. Once these are completed, they are uploaded by the students. The trainers can track the progress of the completed chapters, tasks and tests for all participants individually.

	www.trello.com
Padlet	Trainers and their students can create a common digital pinboard, a so-called "padlet". There, documents, pictures, videos, website links and **ideas for solving tasks** are **collected** together - sorted by topic. www.padlet.com
Zoom, Google Meet	**Video conferences** in real time (live) have become a fixed component of blended learning. The exchange takes place **in spoken and written words as well as with the students' own webcam image.** In order to promote collaboration among students during a live video conference, the teacher can also open **virtual group rooms.** Similar to the face-to-face sessions on site, all participants are divided into smaller groups to work together on a task, discuss a specific topic and support each other with their experiences. www.zoom.com https://meet.google.com/
Microsoft Teams	In addition to the functions of a **video conferencing tool,** online courses can also be managed. For this purpose, **learning materials** (texts, pictures, videos, audio files) are **uploaded and shared with each other**. Quizzes and tests for knowledge verification can also be carried out. Collaboration, e.g. editing documents together or sending messages between participants, is easily feasible. https://www.microsoft.com/de-at/microsoft-teams/log-in
Moodle, OpenOlat	E-learning courses are managed on these so-called **"learning platforms".** The **learning materials** can be **accessed** as files with the personal access data received beforehand. Pupils carry out **knowledge checks** directly there. It is shown exactly how far a student has progressed in learning and how much learning material is still waiting for him or her. **Sending messages** and live collaboration via a **video conferencing tool** with other course participants is also possible directly via access to the learning platform. www.moodle.com www.openolat.com

Reflection

Imagine you are looking for a course that is offered in blended learning format. What methods should this blended learning course include so that you enjoy attending it? What do you personally like most about these methods?

Which of the presented online tools that are often used in blended learning do you personally find particularly interesting? Select an example of an online tool and click on the corresponding link. Now you can be a little curious: Get to know this online tool by looking around the website and finding out about the possible functions!

1.4 Learning at the workplace

Basically, **in our workplace, we are both: learner and teacher** (usually without realising it). We are constantly exchanging information, knowledge and ideas with each other. Especially in recent years, **blended learning has also become important for companies and their employees:**

Often, while many workers are present on site at the company, some colleagues work from home via the internet on some days. With an online work platform, such as MS Teams, collaboration can also take place at different times and from different locations.

When we start to work in a company or even when we are assigned new areas of work, the employer often sends us to a training beforehand. This is either done by a colleague or we attend a course that is supposed to teach us the essential knowledge and skills.

A combination of e-learning and face-to-face learning has become common in company training and further education. This combines the advantages of learning and working independent of time and place with those of personal interaction on site. On the one hand, each employee can organise learning content and activities within a certain framework, depending on how he or she can learn and work best. On the other hand, personal presence on site promotes a sense of community among colleagues.

Practical relevance

Maria has a new job as an administrative assistant. Before she can start, she receives comprehensive training:

Her colleague gives her a tour of the building on her first day, and introduces her to the other people she will frequently have to deal with. Maria is taught the usual administrative procedures via e-learning. For this purpose, screen presentations have been recorded and some videos have been made. She also finds some documents to read on the learning platform. Maria reads through the information on what she has seen and heard before. She then answers a comprehensive multiple-choice test, also via the learning platform. Leo, her colleague from the HR department, from whom she has received the access data to the learning platform, can check at any time how far she has progressed in the e-learning or which chapters she has not yet worked through. Whenever Maria has time and internet access during her working day, she continues learning online. In this way, she practices organising her day and coordinating with her colleagues.

In addition, Maria is gaining practical knowledge of administrative procedures by watching her colleagues work on site and having them explain a lot to her. She also assists her colleagues with some activities. After a relatively short time, both her colleagues and she herself are pleased with the helpful contribution she is already making to the success of the administrative work.

Blended learning is not only implemented in further education. Also when learning a completely new occupation, blended learning methods are used. On the one hand, students learn everything they need to know about the profession in class or via self-learning, which can be done online or offline. And on the other hand, students are sent to companies for an apprenticeship to apply what they have learned before in practice. With this mix of theoretical background knowledge and practical experiences, a profession can holistically be learned.

Practical relevance

When Marija was younger, she started an apprenticeship to become a hairdresser. She gained all important background knowledge at school where she learned for example about different haircuts or how to dye hair correctly. They also practiced what they learned on mannequins. But she was also sent to different hair salons to apply her knowledge in real life. This was what Marija enjoyed most during her apprenticeship. She could talk to people and see how a typical day in a hair salon looks like. By observing other hairdressers, she could learn a lot. And in addition, she could also do her first real haircuts there, and she was very satiesfied when she saw the results and how happy her clients were.

Reflection

If you already worked in a company, think of your first experiences.

- How did you learn how to do the job? Did you receive some theoretical background knowledge? Was there a person who explained things to you? Or did you learn by trying things out?
- What do you think is most important when learning a new occupation: theoretical knowledge, practicing things, or a mix of both?
- How can you benefit from applying your knowledge in practice?

1.5 Summary

From our own primary school days, we know **face-to-face teaching in its original form. Modern face-to-face teaching can also** take place via the **internet. All participants then work together simultaneously** via video conference.

In distance learning, the teachers and the participants are **physically separated from each other**. However, they are **also separated in terms of time**. Modern distance learning takes place **via the internet as e-learning.**

In order to use the advantages of both forms of learning, face-to-face and distance learning, and to reduce the respective disadvantages, a combination of both was created: so-called "mixed learning", known as **blended learning.** Here, **elements with personal presence on site AND those with free time allocation, which can mostly be completed online,** are integrated into one and the same course. On the one hand, the choice of one's own learning pace and preferred learning media are considered as major advantages of the e-learning phase. On the other hand, it can also be challenging to manage one's own time as a student in such a way that the planned learning progress is actually achieved. During face-to-face courses, the trainer sets the learning pace and the teaching method. In addition, a sense of community is formed, which also promotes exchange and cooperation among the participants during the e-learning phases.

In **autonomous self-learning,** we determine time and place just as independently. However, we alone decide **what content** we learn, **from where or how** we acquire knowledge and skills **and whether** we want to be **accompanied** by other people (an expert person or other learners on the subject).

In blended learning, **a variety of modern teaching-learning methods** can be used, such as **video conferencing** as well as **digital notice boards** or **learning platforms** where learning material is made available in the form of files.

Compared to face-to-face teaching, which you still know from your school days, **blended learning** gives you the opportunity to **largely decide for yourself how, when and where you** want to **learn.** This allows you to **take your own needs into account and learn at your own pace.**

2 SOURCES

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