



COURSE DESCRIPTION

Blended Learning and Education for the Future

Blended learning has a definition with three tests in it, and a good deal of what schools call blended fails the third one. The week is spent on that third test, and on which of the seven arrangements your own timetable can actually carry.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

A school cannot choose between seven arrangements it cannot name — so it keeps doing the one it fell into. This week gives you the definition, all seven real arrangements, and a proposal built for your own course.

- **Monday** — you test your own school's practice against the definition's three clauses and map the four models onto it.
- **Tuesday** — you work the Rotation family — station, lab, flipped and individual — against your own timetable and device count.
- **Wednesday** — you work Flex, A La Carte and Enriched Virtual, and shortlist two arrangements your school could actually adopt.
- **Thursday** — you design the connection between the online and face-to-face halves of one course, and draft your proposal.
- **Friday** — you test your proposal in small groups and rehearse the question every staff meeting asks: why this model, and not another one.

You go home with a one-page proposal for a single named course, with its drawbacks stated rather than hidden, and an answer ready for the question that always comes. No particular platform experience is needed — the week works with whatever your school already has.

02 Course description

Ask a staffroom what blended learning is and the answers arrive as examples rather than definitions: the platform, the videos, the year the school went remote. Ask which model the school is using, and the answer is often a shrug. That gap is the practical problem — a school cannot choose between things it cannot name, so it keeps doing the one it fell into.

There is a definition, and it is stricter than the word suggests. The Clayton Christensen Institute settled it across two papers, in 2012 and 2013, and it has three parts. The student learns partly through online delivery, with some element of control over time, place, path or pace. The student learns partly at a supervised location away from home. And — the clause that does the work — the online and face-to-face parts are connected into one integrated learning path, rather than running alongside each other. A worksheet uploaded to a platform satisfies none of the three. A good deal of what schools describe as blended fails on the third.

The same body sorted the field into four models: Rotation, Flex, A La Carte and Enriched Virtual. Rotation covers four distinct arrangements of its own — station rotation, lab rotation, flipped classroom and individual rotation. That makes seven arrangements in total, and they are not interchangeable versions of teaching online sometimes. Each one answers a different question about timetable, staffing and where the devices are.

The Institute also split them by how they behave inside a school. Three sit comfortably on top of an ordinary classroom. Four ask the school to change something it has not yet agreed to change. That second split is usually what decides whether a proposal survives the staff meeting, and it is almost never discussed.

By Friday you have tested your own current practice against the three clauses, and worked through all seven arrangements for what they cost as well as what they give. What you write is a one-page proposal for a single named course or subject in your own school, with the drawbacks stated rather than hidden. It has an answer ready for the question that always comes: why this model, and not another one.

03 Learning outcomes

- 01 Test any activity against the three clauses of the Christensen Institute's definition, and say whether it is blended learning or a lecture with a login page.
- 02 Name all seven arrangements, place them correctly under the four models, and explain which classroom problem each one solves.
- 03 Judge which arrangements your own timetable, staffing and device count actually allow, and which would require a change your school has not agreed to.
- 04 Design the connection between the online and face-to-face halves of one course: what crosses between them, when, and who reads it, including a version that works for a class with few devices.
- 05 Personalise by two of the framework's own variables, path and pace, and explain to a colleague why matching activities to "learning styles" is not a variable the framework uses at all.

04 Methodology

Classified Before Chosen	Nothing gets designed until it is named. Every arrangement discussed during the week is placed in the taxonomy first, so that a choice can be defended by what it is rather than by how it felt to try.
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Your Timetable Is the Constraint	Every working session runs against your own year group, timetable, staffing and device count — the four things that decide which arrangements are open to you and which are not.
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Drawbacks Named Out Loud

Each arrangement is worked through for what it costs as well as what it gives, using a simple benefits-and-drawbacks format for each one. A proposal with no stated drawbacks does not survive a staff meeting.

05 Daily programme

Day 1

What Counts as Blended, and What Doesn't

- **Icebreaker:** each participant describes, in two minutes, the most blended thing their own school already does. The descriptions are kept and used again at the end of the day
- **The definition clause by clause:** online delivery with some student control over time, place, path or pace; a supervised location away from home; and the online and face-to-face parts connected into one integrated path
- Why the third clause is the one that fails, and what “connected” has to mean in practice for it to be true
- **The shape of the taxonomy:** four models — Rotation, Flex, A La Carte, Enriched Virtual — with Rotation covering four arrangements of its own. How the four models and seven arrangements are usually flattened into a simpler list, and what that flattening hides
- **Working session:** this morning's descriptions are tested against all three clauses. Which of them is blended learning, which is a lecture with a login page, and which is one clause away

Day 2

The Rotation Family: What a School Can Do Next Term

- **Warm-up:** short written descriptions of real classroom arrangements, sorted into the taxonomy in pairs before any of them is named
- **Station Rotation and Lab Rotation:** the same arrangement in two places, and why the location changes the staffing, the timetable and the cost more than it changes the teaching
- Flipped Classroom as one arrangement inside the Rotation family rather than a philosophy of its own — what the taxonomy actually requires before it counts, and why homework done online is not it
- **Individual Rotation:** the individualised playlist, who or what sets each schedule, and the point at which it stops being maintainable by one teacher
- **Working session:** benefits and drawbacks for all four, written against your own year group, timetable and device count using a benefits-and-drawbacks format

Day 3

Flex, A La Carte and Enriched Virtual: What They Ask of a School

- The three arrangements in which online learning is the backbone rather than one station among several
- **Flex:** the teacher of record on site, the fluid schedule, and the staffing model it quietly assumes
- **A La Carte:** a single course taken entirely online alongside face-to-face ones — usually a subject-availability decision, and the arrangement most schools can adopt without touching the rest of the timetable
- **Enriched Virtual:** required face-to-face sessions with remote coursework, and where it sits between blended learning and a fully online school

- **Sustaining or disruptive:** the Institute's own split — station rotation, lab rotation and flipped classroom on one side; flex, a la carte, enriched virtual and individual rotation on the other — and what it predicts about which proposals survive contact with a school
- **Working session:** each participant shortlists two arrangements and writes down what each one would require that their school does not currently have

Day 4

Making the Two Halves Connect

- **The third clause in practice:** the handover between the online part and the room. What a teacher needs to know on Monday morning that the platform recorded on Sunday night, and what to do when nobody looks
- **Assessment across both halves:** what is worth checking online, what only works face to face, and how to stop the two producing separate and contradictory pictures of the same student
- Personalising by path and pace — two of the framework's own variables — and why "learning styles" is not one of them: what to say when a colleague raises it
- **What a chatbot does to the online half:** now that content delivery is the leg a student can shortcut, which of the seven arrangements is most exposed and what has to change in the design
- **Working session:** writing the connection points into your shortlisted arrangement — what crosses between the halves, at what moment, whose job it is to read it, and, where devices are scarce, which of the seven arrangements needs none at home (station or lab rotation)
- **Where this course stops:** how to design and assess feedback well is covered in Formative Assessment and Feedback in the Age of AI, and adapting content to individual students in The Role of Artificial Intelligence in Personalized Learning
- **Drafting session:** the first half of your one-page proposal, sorted into what you can start yourself, what needs one colleague, and what needs your school's agreement

Day 5

The Model You Would Actually Propose

- Each participant's one-page proposal is examined in small groups: the three clauses satisfied, the drawbacks named, and a sustaining-or-disruptive read on how it will land in their school
- **The staff-meeting question, rehearsed out loud:** "why this model and not another one", answered from the taxonomy rather than from preference
- **Splitting the proposal into three:** what you can start in your own classroom now, what needs one colleague, and what you take to your school leadership, addressed to a named person
- **Revision time:** participants amend their proposal before taking it home
- Course evaluation and reflection on learning
- Certification ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- Staker and Horn, Classifying K-12 Blended Learning (Christensen Institute, 2012) and Christensen, Horn and Staker, Is K-12 Blended Learning Disruptive? (2013) — worked with directly from Day 1 to Day 3
- A benefits-and-drawbacks worksheet (EMA's own format), with a sample school context supplied, for the Day 2 and Day 3 working sessions
- Your own timetable, year-group, staffing and device information — or the sample school's, where you know your own less well — which every working session runs against
- A one-page proposal for a single named course or subject, built across the week and revised on Day 5

07 How to prepare

- It helps to have one course or subject in mind, rather than "the school" in general, since every session runs on that single case; if you arrive without one, we choose one together on Day 1.
- It helps to know, roughly, how many devices your students can reach, who controls the timetable, whether a platform is already in place, and how much of your teaching time is fixed by someone else; estimates are fine. A class with few devices is not ruled out: station and lab rotation need no device at home.
- No particular platform experience is needed, and no tool is taught. The week is about which arrangement fits your constraints; the software your school already has is treated as one of those constraints.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

The Erasmus+ Programme Guide names digital transformation as a horizontal priority, stating that "the Erasmus+ programme plays a key role in supporting citizens of all ages in acquiring the digital skills and competences they need to live, learn, work, exercise their rights, be informed, access online services, communicate, critically consume, create and disseminate digital education content" (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 8).

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

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COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.