



DAILY PROGRAMME

Blended Learning and Education for the Future

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 What Counts as Blended, and What Doesn't	DAY 2 The Rotation Family: What a School Can Do Next Term	DAY 3 Flex, A La Carte and Enriched Virtual: What They Ask of a School	DAY 4 Making the Two Halves Connect	DAY 5 The Model You Would Actually Propose
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Day by day

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.

ISSUED BY

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COURSE PAGE

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