

Five Easy Steps to Blended Learning



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We Make Learning to Save Lives Easy®

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What Blended Learning Is . . . and What It Isn't

For ASHI and MEDIC First Aid® instructors, training centers, and students, blended learning is that perfect combination of online content and in-person skills sessions.

Or, as the North American Council for Online Learning puts it:

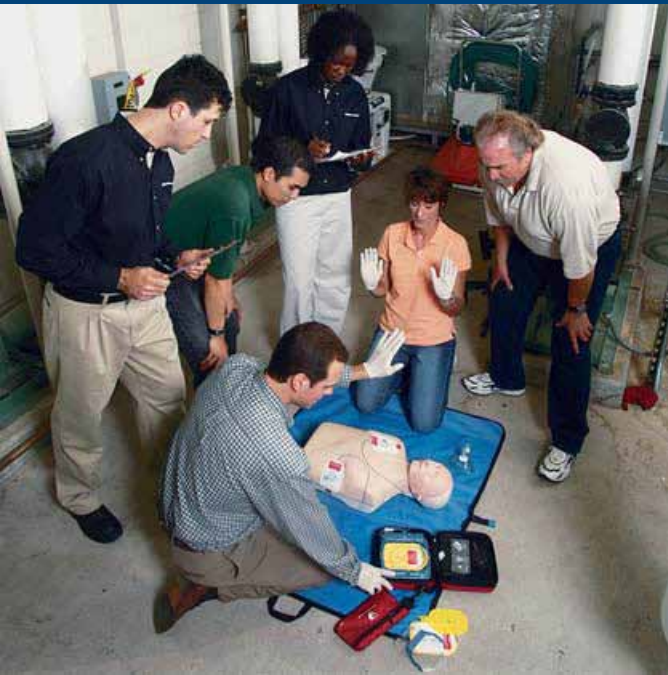
*"In general terms, blended learning combines online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners."*¹



What blended learning isn't:

Blended learning should not be confused with "online only" courses. These courses do not include any hands-on skill assessment by a qualified instructor. A student reads material online, pays a fee, and receives a certification card.

HSI, ASHI, and MEDIC First Aid do not endorse or offer online only certification courses. Instead, we agree with the Occupational Safety & Health Institute Letter of Interpretation, where they find that "online training alone would not meet the requirements of [OSHA standards 29 CFR 1910.151, 1910.146, 1910.266, 1910.269, 1910.410, and 1926.950]."²



“[Students] come [to skill sessions] prepared and really ready to demonstrate what they know. We do scenario after scenario, using lots of props and moulage, and the students do a great job.”

—Debra Waller, Advanced Care, Denver, CO

Blended Learning Makes It Easy

- Appeals to adult learners with self-directed learning
- Offers employers flexible, convenient scheduling as well as reduced in-class time
- The Otis™ (Online Training & Information System) learning management system tracks and maintains records, and notifies students with automated emails
- Potential cost savings for employers
- Potential revenue generator for entrepreneurial training centers through ability to train more students in one day

Case studies available

- **Koinonia Family Services**, using MEDIC First Aid *PediatricPlus* blended learning for foster homes and adoption placement services
- **Advanced Care CPR**, certifying 3000-5000 people every year in CPR and first aid, many through blended learning courses
- **YMCA**, training lifeguards and camp counselors with ASHI *Basic First Aid, CPR Pro for the Professional Rescuer*, and *Emergency Oxygen Administration*

Studies are available for download at www.hsi.com/medicfirstaid/testimonials/ and www.hsi.com/ashi/testimonials/

Blended learning rocks—don't just take our word for it

- See the 2008 NIOSH article, “Working in the Classroom”, October, 2012
- Learning outcomes of students in blended courses are equal or superior to that of students in face-to-face or online courses³
- According to a study from Ithaca S+R, blended learning formats save time, offer the potential to reduce costs, help alleviate location scheduling issues, and provide an outstanding solution for training remote employees.⁴

“Widespread use of video games has led [younger] trainees to not only accept but expect high-tech professional quality computer-based training.”

— “Working in the Classroom”³





Students who took a blended learning course in a higher education or public university context spent about 25% less time to achieve essentially the same learning outcomes as traditional format (classroom training) students.⁴

Five Steps for Implementing Blended Learning in your Training Center

- Pre-class online administration preparation
- The online class student experience
- Mid-session administration—tracking and preparing for skills session
- Skills practice and evaluation
- Class wrap-up

Let's Get Started



Pre-class online administration

There are four steps to preparing to offer a blended learning course. For ASHI and MEDIC First Aid training centers, this is all done through your Otis TCM:

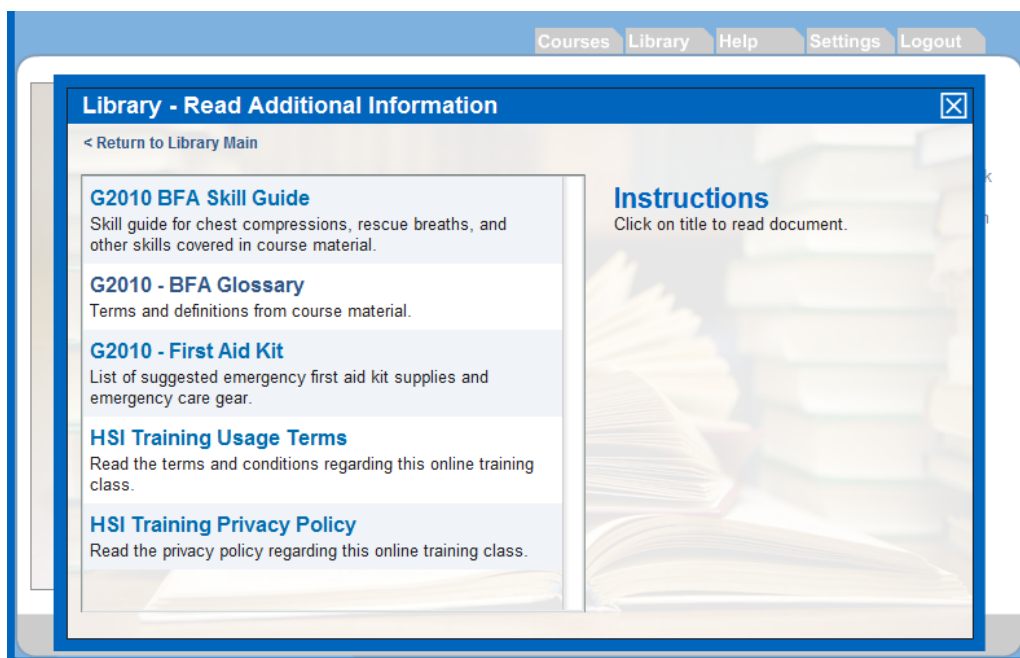
- **Purchasing** blended learning credits
- **Scheduling** a class
- **Enrolling** your students — *Training centers can offer open enrollment through their website and a PayPal transaction, or a corporate training center can use a special code to internally track their student enrollments*
- **Sending** your students email notifications — *sending the enrollment email “triggers” the blended learning credit and your student is ready to begin*





Students take online class

- Students access their course by using the link in the email notification they receive from Otis
- Students have around-the-clock access to their course, with the ability to start and stop at their convenience
- The Otis learning platform provides a consistent and structured approach for delivering content
- Online course content delivered with video and PowerPoint-style slides to improve engagement and learning
- Built-in library function provides additional information



Mid-session administration

- Track students progress as they move through the course
- Resend notifications or escalate to supervisors for students who have not begun their course
- Set up the required skills session using the Otis class wizard

Skills practice and evaluation

Remember, a blended learning class must include a hands-on skills practice, focusing on the skill learning objectives listed in the Instructor Guide for each program:

- Just like our classroom classes, a skills practice session is scenario-based for a memorable, confidence-building student experience
- The session covers the same skill activities as a traditional classroom class
- A session can include just one or two students, or as many as 10–12



“MEDIC First Aid allows us to save money by their blending learning options. Many employees learn via online options, when they want and where they want, which can amount to a great savings in man-hours.”

— Bill Richardson, Koinonia Family Services

Class Wrap-Up

To successfully complete a blended learning course:

- Online completion requirements must be met
- Certification cards are available in print or digital formats. Digital cards are emailed, and students retain access to their digital record for the duration of their certification period
- Whether cards are print or digital, the online administration system tracks certification expiration dates and allows student completion records to be exported to other databases if desired

**Congratulations —
your students have crossed the finish line and
completed your blended learning course!**



Notes and References

1. See North American Council for Online Learning, http://www.inacol.org/research/promisingpractices/NACOL_PP-BlendedLearning-lr.pdf
2. Letter of Interpretation from Director Thomas Galassi, Directorate of Enforcement Programs, OSHA, August 2, 2012 to HSI Senior Vice President, Strategic Partnerships Ralph Shenefelt. Available at <http://info.hsi.com/Portals/22308/docs/OSHA%20LOI%20Reply%20Aug%202012.pdf>
3. NIOSH, "Working in the Classroom - A Vision of Miner Training in the 21st Century," NIOSHTIC2 Number: 20034787 from the *Proceedings of the First International Future Mining Conference and Exhibition 2008 (Sydney, New South Wales, Australia, November 19-21, 2008)*. Carlton, Victoria, Australia: Australasian Institute of Mining and Metallurgy, pp. 83-89. Available at <http://www.cdc.gov/niosh/mining/works/coversheet301.html>
3. Delialioglu, O., & Yildirim, Z, (2008). "Design and development of a technology enhanced hybrid instruction based on MOLTA model: Its effectiveness in comparison to traditional instruction." *Computers and Education*, 51, 474-483.
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4. William G. Bowen et al. (2012). *Interactive Learning Online at Public Universities: Evidence from Randomized Trials*. Available at <http://www.sr.ithaka.org/research-publications/interactive-learning-online-public-universities-evidence-randomized-trials>