All About Blended in Just 30 Minutes

an HSI webinar

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- Please submit your text questions using the Questions Panel
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Note: Today's presentation is being recorded and will be made available to attendees and the public.



Agenda

- ✓ What blended learning is... and what it's not
- ✓ Why blended learning
- Five steps for implementing blended learning
- ✓ Additional resources
- ✓Q&A





What Blended Learning Is...

- ✓ A way to engage students who have limited time for training
- Students can access online course materials from any computer at any time
- Students complete the training with instructor-led, in class skills sessions





What Blended Learning Isn't...

- X Shouldn't be confused with "online only" courses
- X "Online only" courses do not include hands-on skills assessment
- X HSI, ASHI and MEDIC First Aid do not endorse or offer online only certification courses
- X OSHA states that online training alone does not meet requirements



Why Blended Learning?

- Appeals to adult learners self-directed learning
- Offers employers flexible, convenient scheduling; efficiencies with reduced in-class time
- Potential cost savings for employers
- Potential revenue generator for Entrepreneurial Training Centers

 ability to train more students in one day



Easy Administration through Otis™

- Purchase blended learning credits
- Maintain records and manage rosters
- Notify students with automated enrollment and reminder e-mails
- Track students' online progress with status updates





5 Steps for Implementing in Your Training Center

1. Pre-class online administration preparation

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ssessment Natch Video: Unresponsive and Breathing - Recovery Position

5 Steps for Implementing in Your Training Center

1. Pre-class online administration preparation

The online class student experience

2.



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5 Steps for Implementing in Your Training Center

- Pre-class online administration preparation
- The online class student experience
- Mid-session admin tracking and prep for skills session



5 Steps for Implementing in Your Training Center

- 1. Pre-class online administration preparation
- 2. The online class student experience
- 3. Mid-session admin tracking and prep for skills session
- 4. Skills practice and evaluation





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5 Steps for Implementing in Your Training Center

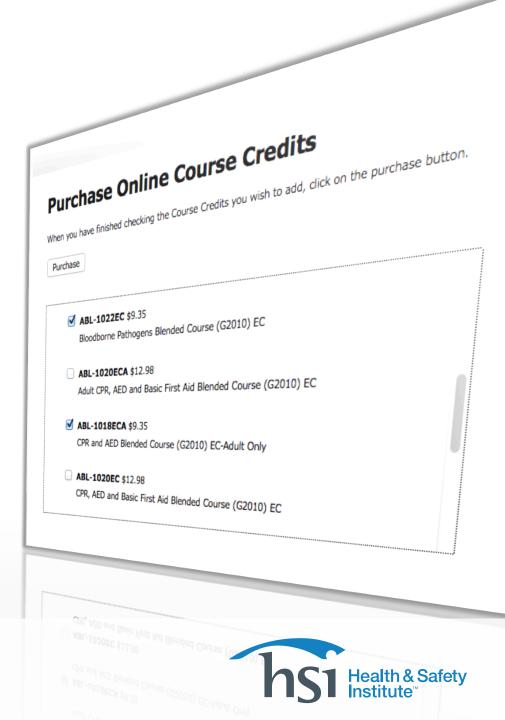
- 1. Pre-class online administration preparation
- 2. The online class student experience
- 3. Mid-session admin tracking and prep for skills session
- 4. Skills practice and evaluation
- 5. Class wrap-up



Four steps to preparing to offer a blended learning course:

1. Purchasing blended learning credits





Four steps to preparing to offer a blended learning course:

- 1. Purchasing blended learning credits
- 2. Scheduling a class

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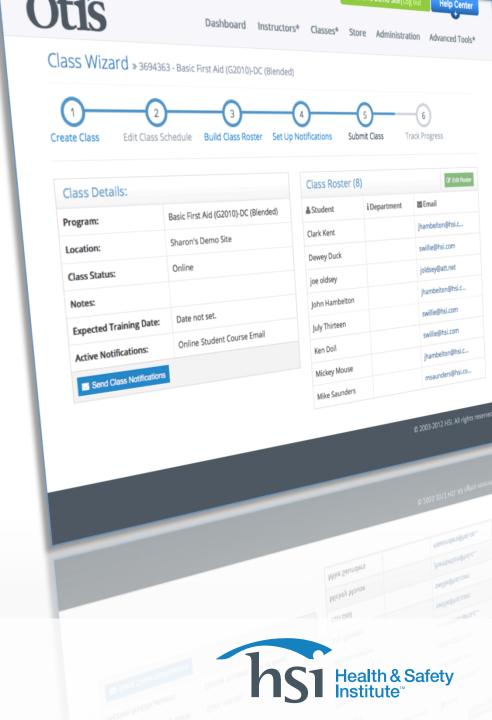
Four steps to preparing to offer a blended learning course:

- 1. Purchasing blended learning credits
- 2. Scheduling a class
- 3. Enrolling your students

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Road	Training Willie	swillie@hsi.com swillie@hsi.com
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Four steps to preparing to offer a blended learning course:

- 1. Purchasing blended learning credits
- 2. Scheduling a class
- 3. Enrolling your students
- 4. Sending your students email notifications



Want to see the whole process in detail?

Visit Administration >> Otis Learning >> Webinars

and select the webinar recording: "Blended Learning and Digital Certificates"

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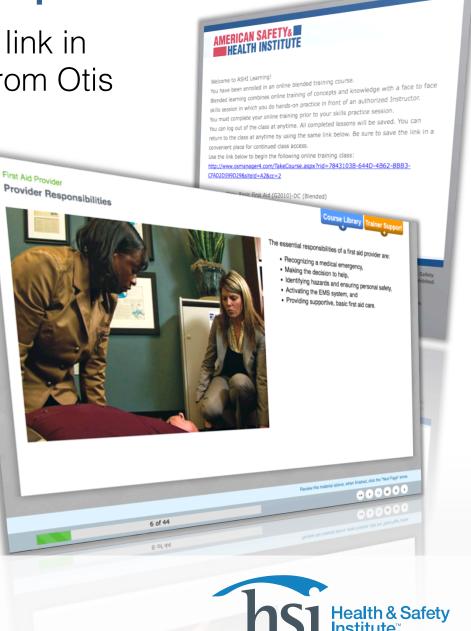
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The Online Class Student Experience

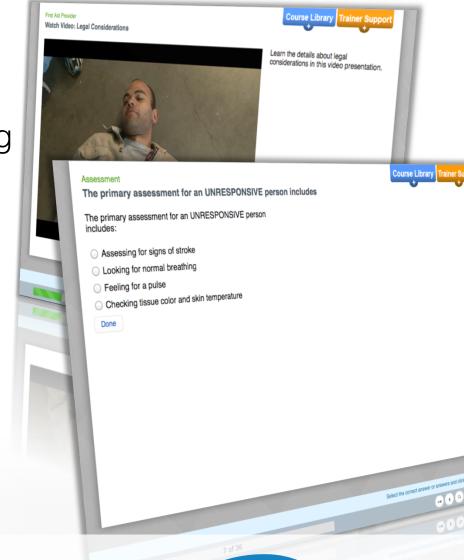
- Students access course via link in email notification received from Otis
- Students have 24/7

 access ability to start
 and stop at their
 convenience
- Otis learning platform provides consistent and structured approach for delivering content



The Online Class Student Experience

- Online course content delivered via video and PowerPoint-style slides to improve engagement/learning
- Built-in library function with additional information
- Knowledge review questions at end of each module to confirm that students are capturing the 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

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A blended learning class <u>MUST</u> include a hands-on skills practice

- Must focus on skill learning objectives listed in Instructor Guide
- ✓ Session covers same skill activities as traditional classroom class
- Allow skills practice time for students Creates a memorable, confidence-building experience
- Can include one or two students, or up to 10-12





A blended learning class <u>MUST</u> include a hands-on skills practice

- ✓ Skills <u>PRACTICE</u> & <u>EVALUATION</u> Session
- ✓ Not a Skills "Check Off" Unless using the individual challenge option
- Must perform all required skills competently without assistance
- ✓ This should be no different than traditional classroom class





Equipment and Supplies

- ✓ Manikins
- ✓ AED Training Devices
- ✓ Gloves
- ✓ CPR Shields/Masks
- ✓ Bandaging Supplies, etc.
- ✓ Skill Guides/Student Books
- ✓ Certification Cards

- ✓ Support Documents
 - Roster/Class Record
 - Performance Evaluation (if used)
 - Exam/Answer Key (if used)
 - RYP Class Evaluation
 - o Blended IG Supplement





Skills Practice and Evaluation Skill Segments

Visit the administration section in Otis for these helpful blended learning supplemental documents:

Documents > General Documents > Curriculum/Program Tool > Blended Training Documents

MEDIC Blended Train First Aid BasicPlus Required BasicPlus Skill Practic	ing Instructor (lus CPR, AED, and ce Segments
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Blended Training Instructor Guide Supplement CPR, AED, and Basic First Aid

ASHI CPR, AED, and Basic First Aid Practice Segments

Segments	Instructor Guide	Student Guide	
Removing Contaminated Gloves	C-21	6	
Chest Compressions (for covered ages)	C-26	12	
Rescue Breaths - CPR Mask and/or CPR Shield	C-28	13-14	
Primary Assessment — Unresponsive Person	C-30	15	
Unresponsive and Breathing - Recovery Position (optional)	C-32	17	
Unresponsive and Not Breathing — CPR (for covered ages)	C-35	18-20	
Using an AED (optional)	C-39	23-24	
Choking (optional)	C-44	28-30	
Primary Assessment — Responsive Person	B-27	33	
Secondary Assessment (optional)	B-29	34	
Control of Bleeding	B-31	38	
Using a Commercial Tourniquet (optional)	B-34	Handouts	
Using an Improvised Tourniquet (optional)	B-34		
Spinal Motion Restriction		Handouts	
Swollen, Painful, Deformed Limb	B-43	41	
Using an Improvised Rigid Splint (optional)	5-46		ofo
Using a Metered-Dose Inhaler (optional)	B-48	S1 Health & S Institute	ale
Using a Nebulizer (optional)	B-66		
Using an EpiDent Auto Intent of a	B-68	11	

Skill Session - Group

ASHI

Basic format for each skill segment:

- ✓ Identify Skill Guide for practice
- Perform Whole-Part-Whole demonstration of skill
- Allow adequate time for students to practice the skill
- Wrap up; ask for and briefly answer any questions
- Assess for competent performance just as traditional class

MEDIC First Aid

Basic format for each skill segment:

- Identify Student Guide page(s) for practice
- Ask for and briefly answer any questions
- Perform Real-time Demonstration of skill
- ✓ If necessary, demonstrate again with explanation
- ✓ Conduct the Small Group Practice
- ✓ Assess for reasonable performance just as traditional class



Skill Session - Individual

ASHI

Basic format for each skill segment:

- ✓ The basic format for each skill segment is same as group
- Guided practice, not simply a "check-off"
- ✓ Assess for competent performance

MEDIC First Aid

Basic format for each skill segment:

- ✓ The basic format for each skill segment is same as group
- Instructor plays role of coach; manikin role of patient
- Guided practice, not simply a "check-off"
- Assess for reasonable performance just as traditional class



Skill Session – Individual Challenge

- Experienced students can challenge skill segments
- Must demonstrate reasonable performance with no assistance using Performance Evaluations
- Challengers use online class and student book to prepare
- If cannot pass challenge retry at future date after review, or go through guided practice for individuals
- Details of Challenge in Instructor Guide





Segmentation and Flexibility

- Designed for new learners or returning students who have not practiced in some time
- Instructors can extend, shorten, skim, or combine skills, but cannot eliminate skills
- Must reach goal of verifying reasonable performance for each skill

Written Evaluation

- Exams conducted same as traditional classroom class
- Take precaution to prevent cheating

& Safetv

Allow adequate time to complete

Class Wrap-Up

To successfully complete a blended learning course:

- Student must meet both online and hands-on skills practice/evaluation requirements
- Certification cards available in print or digital formats
 - Digital cards are either printed by instructor or emailed
 - Students retain access to digital record for duration of certification period
- Online admin system tracks expiration dates – allows records to be exported if desired



Class Wrap-Up

Finalize class paperwork

- ✓ Performance Evaluations (if used)
- ✓ Written Evaluation (if used)
- ✓ Class Roster/Student Record
- ✓ RYP Class Evaluation

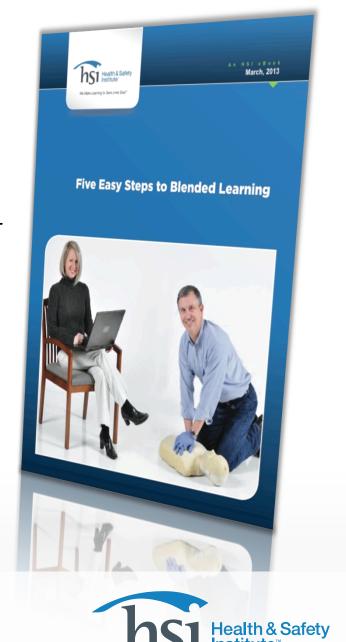
Complete and distribute certification cards – print or digital

 Submit roster in Otis to issue digital certification cards
 Digital card can then be printed and given to student or emailed



Additional Resources

- Download our "Five Easy Steps to Blended Learning" eBook hsi.com/blended-ebook
- See our January 26, 2013 blog post *"Blended Learning or Classroom Training – Are both Equally Effective?"* hsi.com/blended-blog
- Download "Blended Learning Do's and Don'ts" – includes tips for successful blended learning in your TC Otis > Administration > Documents > General Documents > Marketing Tools > Program Flyers



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QUESTIONS?

