

Training for Guidance Service Providers in Multifunctional Agriculture

Blended Learning Guidelines for Trainers

Introduction

Blended Learning is an instructional model which combines supervised, face-to-face teaching or training (school or work-based) with online or remote activities. Blended Learning incorporates emerging web technologies such as mobile learning, game-based learning, and social media.

Source: Based on Bonk, C. J. & Graham, C. R., 2006; Cedefop.

Comparing School Based Learning and Blended Learning ¹

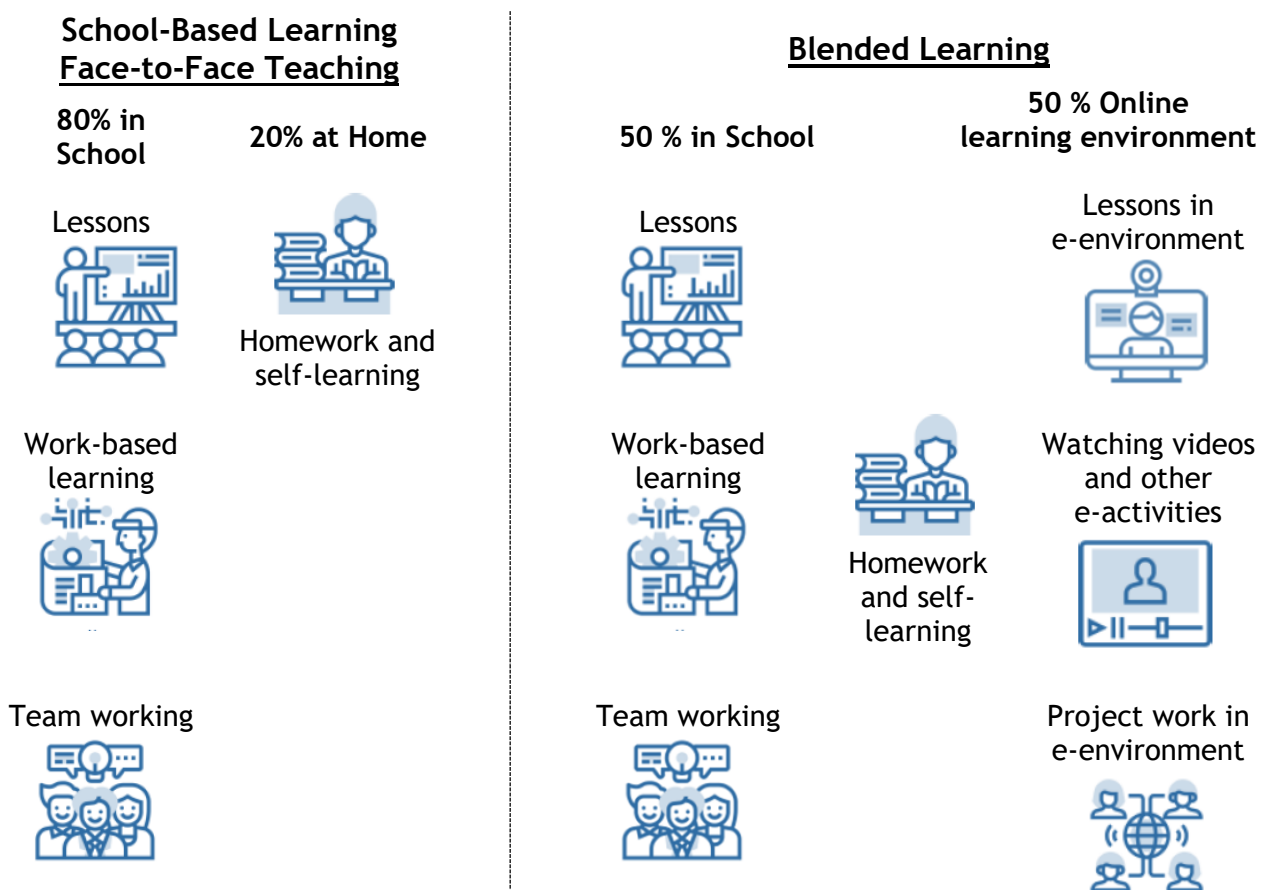


Figure 1: Comparing school Based Learning with Blended Learning adapted from Radovan, M., Kombinirano izobraževanje in orodja za podporo izobraževanju na daljavo. Filozofska fakulteta, Ljubljana, 2020. Online: <https://cpi.si/wp-content/uploads/2020/09/Priloga-2.pdf>, Jan. 2024

¹ Source: Radovan, M., Kombinirano izobraževanje in orodja za podporo izobraževanju na daljavo. Filozofska fakulteta, Ljubljana, 2020. Online: <https://cpi.si/wp-content/uploads/2020/09/Priloga-2.pdf>, Jan. 2024

Blended Learning Models ²

Station Rotation

The Station Rotation Model allows students to rotate through stations on a fixed schedule, where at least one of the stations is an online learning station. This model is most common in elementary schools because teachers are already familiar with rotating in stations.

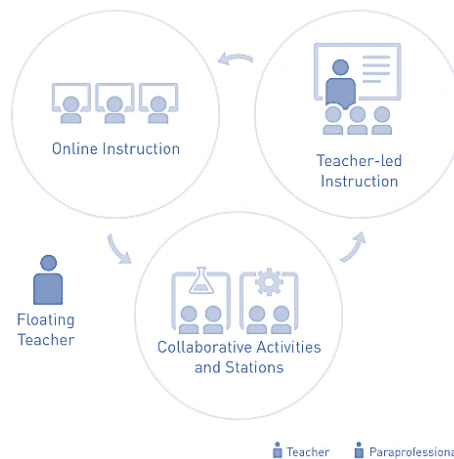


Figure 2: Station Rotation. Source: <https://www.blendedlearning.org/models/>

Individual Rotation

The Individual Rotation Model allows students to rotate through stations but on individual schedules set by a teacher or software algorithm. Unlike other rotation models, students do not necessarily rotate to every station, instead, they rotate only to the activities scheduled on their lists.

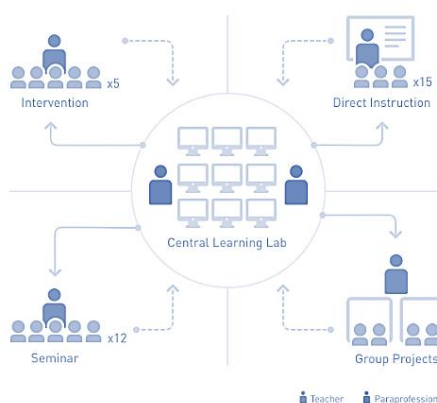


Figure 3: Individual Rotation. Source: <https://www.blendedlearning.org/models/>

² Source: online: [Models - Blended Learning Universe Blended Learning Universe](#)

Flipped Classroom

The Flipped Classroom Model challenges the traditional relationship between time spent in class and on homework. Students learn at home via online coursework and lectures, and teachers use class time for teacher-guided practice or projects. This model enables teachers to use class time for more than delivering traditional lectures.

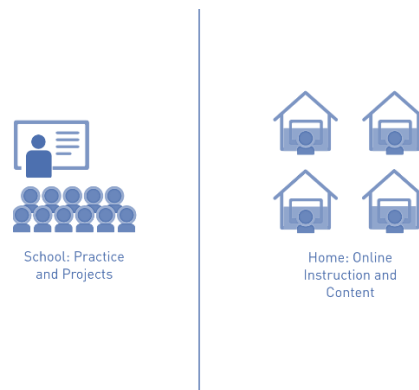


Figure 4: Flipped Classroom. Source: <https://www.blendedlearning.org/models/>

Flex

The Flex Model lets students schedule freely among learning activities according to their needs. Online learning is the backbone of student learning in a Flex Model. Teachers provide support and instruction on a flexible, “as needed,” basis while students work through the course curriculum and content. This model can give students a high level of control over their learning.

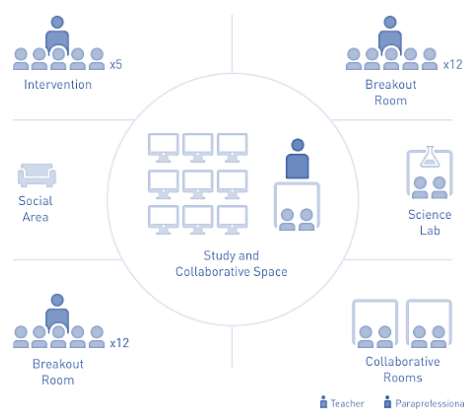


Figure 5: Flex. Source: <https://www.blendedlearning.org/models/>

A La Carte

The A La Carte Model enables students to take an online course with an online “teacher of record”, in addition to other face-to-face courses, which often provides students more control over their schedules. A La Carte courses can be a great option when schools cannot provide learning opportunities, such as an Advanced Placement or elective course, making it one of the more popular models in blended high schools.

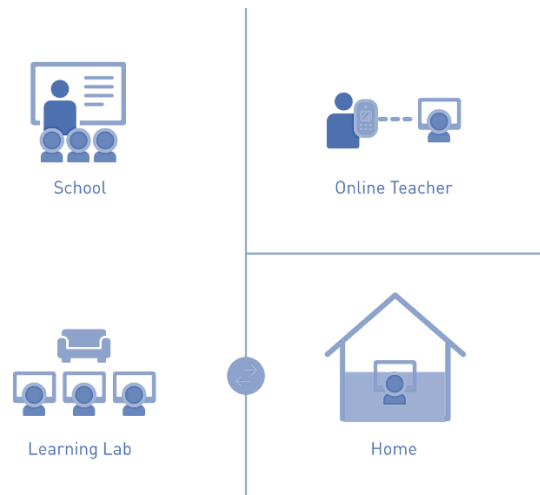


Figure 6: A La Carte. Source: <https://www.blendedlearning.org/models/>

The Enriched Virtual

The Enriched Virtual Model is an alternative to full-time online school that allows students to complete most of their coursework online at home or outside of school and attend school for face-to-face learning sessions with a teacher if needed. Unlike the Flipped Classroom, Enriched Virtual programmes usually do not require daily school attendance. For example, some programmes may only require attendance twice a week.



Figure 7: The Enrich Virtual. Source: <https://www.blendedlearning.org/models/>

The Flipped Classroom Model and Enriched Virtual Model Suitable for Training Guidance Service Providers in Multifunctional Agriculture

A description of the Training for Guidance Service Provider in Multifunctional Agriculture can be found in the materials published on the [AgriNext platform](#).

The training contains four modules:

1. Information and Communication Channels within the Guidance Service Model (GSM) for Multifunctional Agriculture (MA)
2. Opportunities in Multifunctional Agriculture (MA) for Rural Development
3. The Process of Consulting
4. Motivation of Farmers, Students, and Others in Rural Populations

Contents of each module are published on the [AgriNext platform](#) under “Training for Guidance Service Providers in Multifunctional Agriculture”, under the tab: Self-Paced Learning, Modules.

Duration of training: 33 hours (per 45-minute period) which is valued with 1 Credit Point (CP).

Face-to-face training should be conducted in the classroom for a maximum of 30 people.

List of Activity Handouts:

Figure 1: List of Activity Handouts:

Module	Unit	Activity Handouts
M1	1. Information and Communication within GSM	1.1 Icebreaker activity: Choose the photo you like the most
M1	2. Proposal of New GSM	2.1 Using the GSM models to find a solution for the problem
M1	3. Information and Communication within GSM	3.2 Roleplay: job seeker, employer, career advisor, job vacancy: work on international projects in the field of agriculture
M2	1. Summary of jobs in MA and rural area	1.2 Discussion on MA and development in rural areas
M2		2.2. Workshop: Good practices in MA
		2. 3 Workshop: SWOT Analyse of MA
M2	2. Opportunities in MA and rural areas	2.1 Video session
M2	3. Competencies needed for future jobs	3.1 Self-knowledge

M2		3.2 Deepening self-knowledge
M2		3.3-6 Academic training, professional and occupational information
M2		3.7-10 Sustainability mindset
M2		3.11 Time management
M2	4. Possibilities for formal and non-formal education	4.1-3 Formal, non-formal and informal education
M2	5. European funds for rural development	5.1 European funds available for rural development
M3	1. Guidance Service Model (GSM) in the Broader Context of Career Guidance	1.1 Icebreaker activity: Two truths and a lie
M3		1.3 Focus on participant's own practice and counselling process
M3	2. Model of Counselling in Career Guidance and GSM	2.2 Practice setting career goals
M3		2.4 Recognize obstacles in the counselling process and define ways to overcome it
M3	3. Counselling Skills	3.2 Practice active listening skills
M3		3.6 Practice steps in the counselling process using case examples
M3	4. Specifics of Working with Unemployed Persons and Students/Pupils	4.1 Be aware of biases in working with unemployed persons
M3	5. Evaluation of the Counselling Process	5.3 Reflect on guidance practice
M4	1. Forms of Motivation	1.3 Motivation survey
M4	2. Farms and Rural Populations	2.2 Case study: Video testimonial
M4	3. Motivation for Lifelong Learning	3.2 Workshop
M4	4. Motivation for Digital and Green Competencies	4.2 Video testimonial
M4	5. Motivation for Entrepreneurship Competencies	5.2 Vision board and entrepreneurship simulation

Activity Handouts for each module are published on the [AgriNext platform](#) “Training for Guidance Service Providers in Multifunctional Agriculture”, under the tab: Face-to-Face, Activity Handouts.

In parts of this model, students will take advantage of Self-Paced Learning. They can learn at any time, and at their own tempo in the three-day or four-day training.

The aim of this part of blended learning is that learners are:

- In the classroom for a shorter time
- Choosing their own time, place, and learning dynamic
- Getting prior knowledge from the content of the modules
- Preparing questions for their trainer

- Deepening their digital skills

Other parts of this module include activities conducted by the trainer in the classroom, with the aid of Activity Handouts, made for each module of the training in line with the Curriculum.







The aim of this part of blended learning is that learners are:

- In the classroom, face-to-face with trainers
- Working in teams
- Deepening their knowledge and skills by gaining prior knowledge in self-paced learning
- Developing creativity and critical thinking
- Developing communication and digital skills

Implementation Plan for the Flipped Classroom Model

The Flipped Classroom Model of blended training could be implemented in various ways through the implementation plans. Two proposals are given in the table below.

Figure 2: Implementation Plan for the Flipped Classroom Model.

Implementation Plan 1					
Time/Day	Module	Self-Paced Learning	Face-to-Face Training	Activity	Duration in Minutes
First day	M1			1.1 Icebreaker activity: Choose the photo you like the best	30
				2.1 Using GSM models to find a solution of the problem	45
				3.2 Roleplay: job seeker, employer, career advisor, job vacancy: work on international projects in the field of agriculture	60
Second day	M2			1.2 Discussion on MA and development in rural areas	25
				2.1 Video session	10
				3.1 Self-knowledge	10
				3.3-6 Academic training, professional and occupational information	75
				4.1-3 Formal, non-formal and informal education	15
Third day	M3			1.1 Icebreaker activity: Two truths and a lie	15
				1.2 Focus on participant's own practice and the counselling process	30
				2.2 Practice setting career goals	10
				2.4 Recognise obstacles in the counselling process and define ways to overcome them	20
				3.6 Practice steps in the counselling process using case examples	40
					5











				4.1 Be aware of biases in working with unemployed persons 5.3 Reflect on guidance practice	15
Fourth day	M4			1.3 Motivation survey 2.2 Case study: Video testimonial 3.2 Workshop 4.2 Video testimonial 5.2 Vision board and entrepreneurship simulation	10 40 40 20 25
Self-assessment				Self-Assessment Quiz	45

Figure 3: Implementation plan 2.

Implementation plan 2					
Time/Day	Module	Self-Paced Learning	Face-to-Face Training	Activity	Duration in Minutes
First day	M1			1.1, 2.1, 3.2	135
	M2				
Second day	M2			1.2, 2.1, 3.1,3.3-6,4.1-3	135
	M3			1.1, 1.2, 2.2, 2.4, 3.2, 3.6, 4.1, 5.3	135
Third day	M4			1.3, 2.2, 3.2, 4.2, 5.2	135
				Self-Assessment Quiz	45

The Enriched Virtual Model

This model allows students to complete **most of the coursework** as **self-paced learning** at home but attend school for required **face-to-face learning sessions** with the trainer for one day.

The aims of this model of blended learning are that learners are:

- Mostly at home and in the classroom for a shorter time
- Choosing their own time, place, and learning dynamic
- Learning through the reading materials published on the AgriNext platform
- Preparing questions for their trainer
- Working in teams
- Deepening knowledge and skills through self-paced learning
- Developing creativity and critical thinking
- Developing communication and digital skills

The Enriched Virtual Model of blended training could be implemented in various ways through different implementation plans. One proposal is given in the table below.

Figure 4: Implementation Plan.

Implementation Plan					
Time/Day	Module	Self-Paced Learning	Face-to-Face Training	Activity	Duration in Minutes
First day	M1	✓			
	M2	✓			
Second day	M3	✓			
	M4	✓			
Third day	M1		✓	1.3 Icebreaker activity: Choose the photo you like the most	30
	M2			2.2 Using GSM models to find a solution to the problem	30
				2.1 Video session	10
				3.3-6 Academic training, professional and occupational information	50
					30

	M3			1.2 Focus on participant’s own practice and counselling process	20
	M4			2.4 Recognise obstacles in the counselling process and define ways to overcome them	30
				3.6 Practice steps in the counselling process using case examples	15
				5.3 Reflect on guidance practice	55
				3.2 Workshop	
				Self-Assessment Quiz	45