Good practice examples and blended learning concepts in Teachers' CPD in Belgium

BleTeach Project

Blended Learning in Teachers' Professional Development - Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers

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June 2016

This report has been prepared within the Erasmus + project *Blended Learning in Teachers' Professional Development – Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers (BleTeach), project no. VG-SPS-NW-15-30-013892*, based upon a common methodology developed within the project.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission and the National Agency cannot be held responsible for any use which may be made of the information contained therein.

Contents

I. Introduction

This national report provides an overview of the national state of research and development concerning the implementation of blended learning formats in teachers' professional development.

Our research aimed to:

- ascertain the perceptions of teachers using blended learning and identify components of good practice;
- Express/formulate recommendations about critical aspects of quality blended learning in order to operationalize these priniciples when designing the BleTeach blended learning course

The key questions that guided research are as follows:

- What are some highly effective combinations of face-to-face and e-learning components within a CPD for learners´ (i.e. teachers´) motivation, interaction and learning outcomes?
- What are the instructional design patterns (learning/teaching scenarios) are used in blended learning courses?
- What are the major success factors in implementing blended learning within CPD?
- What are the major obstacles/ threats and ways of overcoming them in implementing blended learning within CPD?
- In courses that are considered good practice (in terms of blended learning CPD) what kind of evaluation was used?

II. Methodology related information (description of how data was collected)

A careful reading of the two main reports produced in Belgium about technology-enhanced learning in Belgium ("Hoger onderwijs voor de digitale eeuw" for the Dutch-speaking part of Belgium and "Etat des lieux de l'e-learning en RW et CF" for the French-speaking part) confirmed a very restricted use of Blended learning CPD Blended learning courses. Good practice examples were therefore identified through an inventory made at the authors' institutions. The BL practitioners were interviewed according to the BleaTeach consortiums' unified guidelines (translated in French).

With regard to Blended Learning concepts, desktop research took place. Its results allowed us a) to shed a theoretical light upon the two conducted interviews, b) to find contrasts with other examples of good practice provided by literarture[1] .

[1] Special attention was given to the following blended courses (see in-depth description in Appendix): Introduction to the Methodology of Teaching English as a Foreign Language (Kupetz & Ziegenmeyer, 2005), and Pre-service teaching practice course in English Language Teacher (Caner, 2010).

III. Findings

a. Highly effective combinations of face-to-face and e-learning components within a CPD for learners' motivation, interaction and learning outcomes

Both interviewed teachers mentioned their efforts to intersperse online activities with face-to-face lessons, in a hope that the former would help students to prepare the later.

Course 1: Ethics

The Ethics'course is designed to discover practical cases which raise ethical questions. Each group of students participates in 2 introductory sessions that present the major theoretical concepts which must be mobilised in the analysis of a case. For the rest of the theoretical resources, students find them on e-learning platform and take knowledge from those which suit them as part of their analysis.

The items offered on the e-learning platform complement face-to-face meetings. This "online"mode is preferred for what cannot be easily face-to-face: give theoretical information on all the concepts that will be mobilized in the analyses, the inclusion of students in their work group and in their "critical friends"group...

Teachers estimate that the course is composed of 50% face-to-face time and 50% off face-to-face time (i.e. outside the classroom, it's not so that students do not meet to work on their analysis of case). This ratio has not been decided in advance, based on the constraints that some parties are in attendance and other not.

Instructional design of the course (combination face-to-face/online activities)

ETHICS	F-t-F (all)	F-t-F (group)	Online (all)	Online (group)	Online (individual)
First-class meeting	X				
Key-notions presentation	X				
Students read resources					X
Students work in groups on a case		X			
Students present their case study to a group of "critical friends"		X		X	
Students read another group's case study to take the role of a critical friend		X			X
Students enrich their case study through interviews, complimentary research, and tutor "validation" fb				X	
Students put their final version online and faculty give a feedback				X	

Course 2 – Technology-enhanced learning

The major themes of the training are the following:

- Legal, sociological, epistemological and ethical approach
- Educational approach
- General methodology of the profession
- Special methodology of the profession
- Internship
- Teaching and seminars

The main objectives of the training:

- To be capable of conducting an interdisciplinary innovation project integrating ICT into their school.
- To become ICTE (information and communications technology for education) contact (create a snowball from this formation).

The training's purpose is to give a maximum of small courses without ever asking to produce odd jobs. For a same course, there may be 5 or 6 different teachers that are each only a part of this course. For all of this training, you can count about 40 teachers.

This training is given to 50% face-to-face and to 50% in remote tutoring. In these hours at distance are counted those of preparation of their TFE and preparation of their personal innovation project. This provision is thought for organizational reasons, to not take too much time on the lives of learners, because they are all professionals who work.

All training courses are held in part to distance but in different proportions. For example, the TP are mostly carried out in face-to-face because learners need specific equipment that they do not have at home while the "distance learning" course gives 80% remotely to match its title. Activities presented face-to-face or remotely are selected on the basis of their feasibility in equipment, space and time.

Instructional design of the course (combination face-to-face/online activities)

TECHNOLOGY-ENHANCED LEARNING	F-t-F (all)	F-t-F (group)	Online (all)	Online (group)	Online (individual)
Introdution to TEL	X				
Online tutoring					X
Pedagogical issues in TEL	X				
Online tutoring					X
Legal issues in TEL	X				
Online tutoring					X
Portfolio	X				X
Innovation project	X				X
…					

This BL combination did not prove to be highly effective. Remote activities were not taken seriously by the students either that they considered them as peripheral to the lectures or that they saw them as an extra burden (although 2 hours in class officially match 2 hours of work at home).

Consequently, the problem is that remotely activities are not taken into account in the same way of face-to-face meetings. For the teacher, the challenge is therefore to establish the "distant part" as a consistent part of the training in learners 'mind.

To smoothly articulate the 2 modes of learning, it's important that online activities be used in the face-to-face part and in return.

Motivation seems to depend on the topic of the course or lesson rather than the method in which it's taught. Interactions between learners, with the content and with the teacher must be encouraged and moderate. A framework must be given but also spaces to exchange online (forums).

b. Instructional design patterns

Desktop research brought about various definitions, models and patterns likely to guide the reflection on the BleTeach online course and its instructional design.

Reference BL model 1 – Allen and Seaman

As we can see in the table below, according to Allen and Seaman, blended learning is defined as a combination of face-to-face and online (remotely) sessions with a proportion between 30 and 79%. A significant proportion of the content of the course is therefore provided online, face-to-face meetings are reduced in numbers. Forums where online discussions unfold are tools very used in this kind of plans.

Proportion of Content Delivered Online	*Type of Course*	*Typical Description*
0%	Traditional	Course where no online technology used — content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Allen & Seaman (2013)

Reference BL model 2 - EducNet

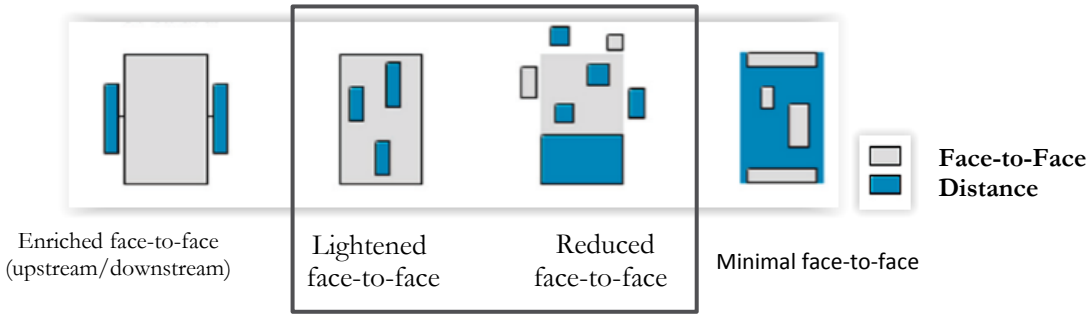
EducNet offers four instructional design patterns that involve online training and face-to-face meetings, only the two central designs are blended learning plans. The first of them is called "Lightened face-to-face". In this plan, the bulk of the training takes place in the attendance of the provider. Only a few hours of lessons are replaced by remotely (self-study) activities that are planned by the provider but which can be tutored by other people. This design improves the flexibility of the plan and takes into account the availability of learners.

The second is called "Reduced face-to-face. In this plan, the bulk of the training occurs without the presence of the trainer. He/ She:

- discusses the objectives at the beginning of training;
- is synchronous and asynchronous, presence or remote to clarify or explain back notions, animate debates, ...;
- operates synchronously and presence to assess the learner;

- is following learners while maintaining motivation using steering tools.

This plan creates a learning environment of physical or virtual type where the trainer leads to the desynchronization of the activities and to organize with varied resources.



Reference BL model 3 – Joosten & Mangrich

In the table below, Joosten & Mangrich show the kind of activities that the teacher can manage in a blended learning course. Only 3 are used in our two Belgian examples: readings, case studies and individual presentations.

Blended course learning activities	
• Readings • Lectures • Expert guests • Simulations • Role-plays • Case studies • Video/ Web analyses • Research modules • Brainstorming	• Individual presentations • Debate teams • Structured group projects • Collaborative exams • Collaborative discussions • Student-led discussions • Instructor-led group discussions

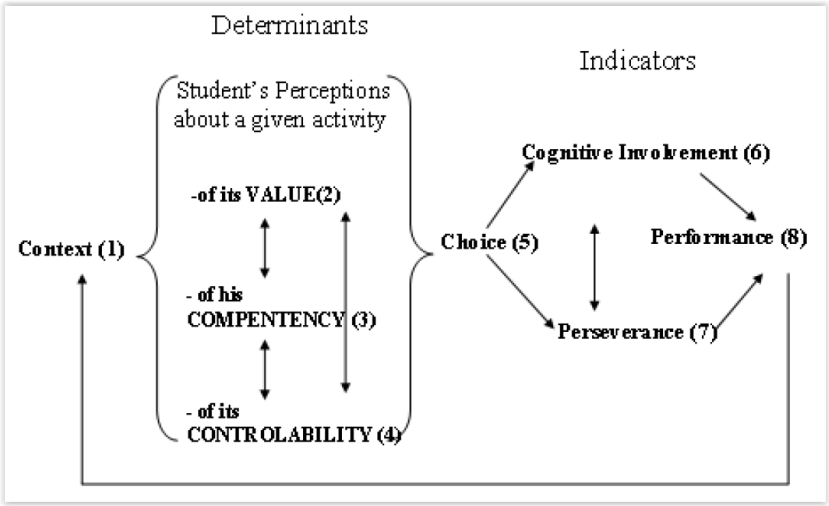
Joosten and Mangrich (2009)

Reference model 4 - Motivation

The problem of motivation pointed in both courses regarding the completion of online activities led us to appropriate a model of motivation which might be helpful to prevent such risks in the BleTeach learning course.

Model of the motivation (Viau, 1998)

This model is dynamic. This aspect is represented by arrows which symbolize the mutual influences of its components. The long arrow pointing towards "Context" indicates that a new context is established, i.e. the previous one has been changed and a new "cycle" has to be considered.



(1) Context: according to Viau, context corresponds to "a diversified set of stimuli influencing the perceptions a learner has of himself/herself" (p33). The stimuli may sometimes have hardly anything to do with teaching and learning activities.

Three factors determine the choice a learner makes to engage in a learning activity (or to prefer an activity to other activities):

(2) his/her perception of the interest of the task (perception of **VALUE**),

(3) his/her perception of his/her capacity to succeed in performing the task (perception of **COMPETENCY**),

(4) his/her belief that chances of success will depend on his/her efforts rather than on factors out of his/her control (perception of **CONTROLLABILITY**).

NB: Determinants do not necessarily come into play in the order indicated by the numbers. Moreover, determinants influence one another (see arrows).

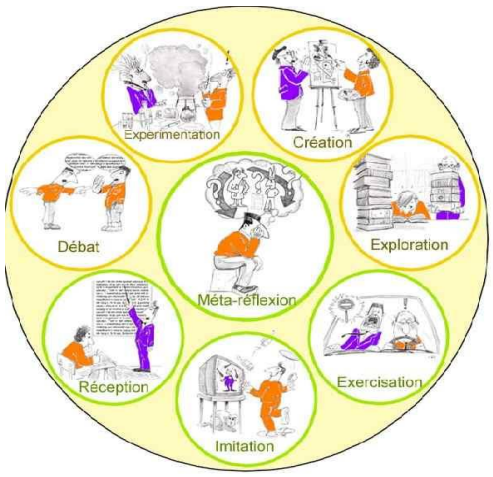
(5) Choice: Viau (1992, p. 75) explains that some learners resort to avoidance strategies in order to avoid or to differ their engagement in the task. In order to engage in a task, learners have first to choose to do so. Some learners also sometimes choose not to engage in a task by pretending to do so (i.e. they ask distracting questions, they busy themselves with something else).

(6) Cognitive involvement: It refers to the learning strategies (e.g. memorizing, summarizing, drawing diagrams…) and strategies of self-regulation (e.g. estimating one's chances of successful accomplishment, determining new learning objectives, planning one's actions…) used by learners in order to accomplish the task.

(7) Perseverance: Unfortunately, many learners wrongly believe that learning is a rapid process that can be dealt with in a few hours' time. Those learners are often surprised when they realize that it takes a long time to master specific concepts and procedures. (Viau, 1992, p. 77)

Reference model 5 – Design of activities (8LEM)

The following model emerged from the desktop research as a conceptual tool likely to guide the development of appropriate and varied activities in the BLETEACH blended learning course.



More broadly, when we speak about instructional design pattern, we can look at the "8 learning events model" (Leclercq & Poumay, 2005), which introduces standardization of basic teaching and learning activities. It is composed of 8 documented teaching/learning events, i.e. Ways of learning. This high level tool-kit provides guiding principle for taking decisions about how to divide the continuum of pedagogic practice into pedagogically meaningful parts. The 8 events are basic elements, "primitives", which can be applied in any context wherein activity structures' analysis and building are at stake.

The 8LEM is a learning/teaching model, thus tackling both the learner and the teacher at the same time. It connects in a systematic way both the student's demand and the teacher's supply, and their interrelations. Learner and teacher's actions are complementary and interdependent, just as the two faces of a bivalve shell (such as a mussel or an oyster): observation/modeling, reception/transmission, exploration/documentation, self-reflection/coreflection, debate/animation, creation/, creation/confortation, experimentation/reactivity, exercising/guidance. Providing an operational entry to learning, the model focuses mainly on cognitive aspects when considering the learner.

c. Success factors

The results of interviews we have conducted enable us to get back on the model of motivation and expose another model that contributes to the success of the training. These models do not only apply to blended courses.

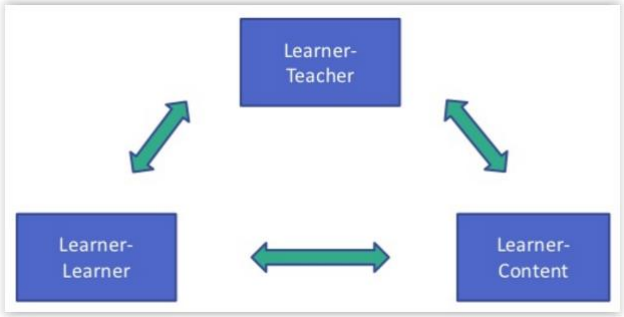
Teachers of the Ethics course explain the success of this by these 3 factors of motivation among learners. First**, analyze a case** makes it to give meaning to learn and engage students because students say that they already lived similar situations where they maybe did not know what to do. They consider feeding the sense of competence of students because they work in groups and **teachers are quite reactive and provide intermediate feedback during the personal (in group) case analysis work**. Providing a **continual feedback to support activities** is very important to keep the motivation of the learners. Finally, students have enough control on their learning process since they can choose the case that they wish treating; they choose peers with whom they want to work and they choose the operating mode that suits those best to exchange and build their work.

Reference model 6 – Interaction design

The two interviews showed that it is difficult to support interactions of learners with the training material but also between themselves. This observation led us to mention in this report a last model likely to prompt the reflections of the BLETEACH consortium about the type of interactions to be valued in our blended course.

Model of Moore (1997)

This model described by Moore exposes 3 types of interactions that take place in a classroom.



The first type of interaction is interaction between the learner and the content. It is fundamental in learning since it represents the intellectual process of interaction with the content. It is through this process that the learner may change its understanding and cognitive structures. Holmberg (1986) called that the « internal didactic conversation ».

The second type is interaction between the learner and the teacher. This interaction fulls the previous because the teacher "staged" the interaction that the learner will have with the content in the class. The teacher plans lessons, presents information, seeks to stimulate interest and motivate students, it gives feedback on the work done,... In classroom, this interaction occurs rarely only between a learner and a teacher but rather between the teacher and a group of learner (class or sub-group). Distance learning allows sessions of conversations and more personalized feedback where the teacher can have information on each student and can communicate with each student individually.

The third type of interaction takes place between learners. It can involve one learner or a learner group, in real time or remotely, in attendance of the trainer or not. This type of interaction is sometimes a very valuable way of learning but this must be accompanied by learning skills of group interactions.

In distant learning courses, these three types are not always present. Teachers must therefore include these 3 kinds of interaction in their lesson plans. In the Ethics course, the teachers make an effort to promote and balance these 3 types of interactions. They reflect on adding facilitators at the level of interactions. In the other course, the interaction between students is nearly inexistent in face-to-face but they interact a lot online.

The responses of teachers can also highlight other factors of success. They mentioned that **interactive and participatory approach** is a good motivation factor. The following two factors focus on the "blended" format. This format is a **facilitator in the management** of large groups of learners and it is **ideal for people who work**, because it is more flexible than a traditional program in face-to-face.

d. Major obstacles

The main obstacles mentioned by the surveyed teachers are related to technology and its use. Many problems are related to the platform and its accessibility. It is important; when we embarked on the establishment of a blended course, have tech support with a team ready to respond to requests of learners. The learners themselves are an obstacle in this type of training because their conception of teaching 'online' or 'remotely' is not complete and interferes in their commitment in training. It would be important to try to establish a remotely sense of presence. Finally, it should also be noted that the number of learners can be an obstacle to the implementation of certain modalities of blended learning.

e. Evaluation

Regarding evaluations, it appears that the practices used 'online' are formative evaluation with customized feedback given by the teacher or peers; the creation of a reflective portfolio; cases analysis ... When the evaluation is summative, it takes place in face-to-face thanks to the delivery of an inclusive workplace and an oral presentation.

IV. Conclusions and recommendations

In conclusion, for a successful blended learning course, it depends on learners' motivation which is linked on the course or the lesson. It depends on the interactivity and the participating way of the approach and on the technical support which is given. The balance between the methods of teaching (face-to-face or remotely), whose choice is relevant and based on the activities implemented, is also an important factor just as the balance between different types of interactions. The feeling of presence remotely is also crucial in the success of the functioning of the course.

Therefore, for a successful blended learning course, BleTeach course developers should take into account the above findings, and especially the following recommendations:

- The training program must meet the expectations and needs of learners because otherwise you may end up with a high level of demotivation. The important thing is to start with these needs to lead learners to other questions and interest to the subject of training and thus to maintain motivation. Indeed, as we have seen in one of our examples, part of learners leave training when it has what it wants. To build this motivation, work on concrete and authentic cases, the real and the daily life of learners practice.
- Offer a ratio of face-to-face and remotely corresponding with blended learning.
- Offer a fast technical support.
- Provide specifics, rich and constructive feedback to maintain motivation.
- Encourage exchanges between learners (give locations for that, like forums, skype,…) and ensure the balance between the 3 types of interactions.
- Choose activities in line with the mode of teaching.
- Work on the authentic and the real that speak / correspond to learners.
- Take account of factors (value, competency, controllability) involved in the motivation of learners.

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VI. Appendix

Blended learning CPD course (title)	***Ethics***
General information about the course provider	
Full name	*PIRARD Florence* *POUMAY Marianne*
Address	Université de Liège –Liège - Belgium
Email address/ phone number	florence.pirard@ulg.ac.be m.poumay@ulg.ac.be
Detailed description of the blended learning CPD course	
Information about the trainees (e.g. subjects taught, familiarity with ICT, group size)	This course is taught to students in second year (block 2) of the Master in Educational Sciences at the University of Liège. There are some: - Teachers (pre-school, primary, secondary) - Educators - Social workers - Students from psychology and social sciences options. These learners are workers or students. They are distributed in varying proportion but in-service professionals are in the majority. The group consisted of 76 students last school year and 146 this school year.
Description of the course (topic, learning objectives, instructional design patterns, ratio face-to-face vs online, methods, etc.)	The Ethics'course is designed to discover practical cases which raise ethical questions. Each group of students participates in 2 introductory sessions that present the major theoretical concepts which must be mobilised in the analysis of a case. For the rest of the theoretical resources, students find them on e-learning platform and take knowledge from those which suit them as part of their analysis. The items offered on the e-learning platform complement face-to-face meetings. This "online"mode is preferred for what cannot be easily face-to-face: give theoretical information on all the concepts that will be mobilized in the analyses, the inclusion of students in their work group and in their "critical friends"group... Teachers estimate that the course is composed of 50% face-to-face time and 50% off face-to-face time (i.e. outside the classroom, it's not so that students do not meet to work on their analysis of case). This ratio has not been decided in advance, based on the constraints that some parties are in attendance and other not.

	Learning objectives: At the end of the course, the student will be able: • to analyze a real situation posing ethical problems based on its spontaneous performances and personal references, • to search for useful and relevant literature references in relation to the chosen situation (regulatory texts, guides, professional articles, scientific papers, etc.) and to conduct interviews with resource persons, • to integrate these elements and resources in a critical analysis of the situation leading to possible and allowable behaviours, • to communicate the results of the analysis of the situation to a group of peers and a discussion which allows to enrich it, • to write a report which reflects the analysis approach in its different phases and its conclusions clarifying linkages with ethical principles proposed in various publications. These achievements are the development of competence 5 of the skill base of the Master in educational sciences of the ULg. However, the development of skills 1 and 4 will be also aimed and partially assessed. **Learning activities and teaching methods:** • Plenary meetings to introduce the course and describe the work • Meetings face-to-face to introduce various theoretical concepts: ethics, moral, law. • Reading articles made available (by the students - in autonomy) • Presentation of cases to subgroups of students to help in the analysis (face-to-face and via forums). • Reading of other cases to comment on the analysis of other groups • Consultation with resource persons and retrieval • Reactions of teachers at the various productions that need to be brought online.
Trainees' motivation	Teachers consider meet the 3 main pillars of the motivation (Viau). First, analyze a case makes it to give meaning to the learning and engage students because students say that they already lived similar situations where they maybe did not know what to do. They consider feeding the sense of competence of students because they work in groups and teachers are quite reactive and provide intermediate feedback during the personal (in Group) case analysis work. Finally, students have enough control on their learning process since they can choose the case that they wish to treat; they choose the peers with whom they want to work and they choose the operating mode that suits them best to exchange and advance in their work. For teachers, the motivation is rather dependent on the contents of course or meetings as the modality that students must carry it out (face/off face-to-face). For example, the intermediate meeting, where

	students can receive feedback from teachers and other students is more motivating for them because it allows to move forward, to set tags for the continuation of the work while the introductory sessions where the theoretical concepts are presented will be certainly less. Non-attendance, the time where students receive feedback for validation of their case is also an important and motivating time because the feedback is customized and it conditions the continuation of their work.
Trainees' interaction (with the content, with their peers, with him/herself)	One of the strengths of this plan, it's interactive and participatory: the chosen educational mode is the wealth and success of this course. Teachers think that nothing is to remove the plan they developed but reflect rather to add facilitators including at the level of interactions. Facilities conducted in this direction this year especially for the formalization of critical friend role and their registration. Teachers have little control on interactions between the students apart from face-to-face meetings because they choose the communication mode that suits them best. They can work face to face or exchange and build their analysis with distance tools working (chat, document Edition shared,...). Forums are available for each group on the e-learning platform. Teachers conducted an analysis of their course, including interactions in the proposed forums and they found no significant relationship between the number of interventions and the quality of work and the final analysis made by the sub-groups.
Learning outcomes (targeted and achieved)	**Learning outcomes aimed:** • To differentiate and to perceive the links between ethics, morality, standards and values, • To perceive the diversity of situations in which ethical issues arise at Master graduates in Educational Sciences. • To develop reflexive skills from the analysis of situations in relation to the functions exercised in science education and dealing with particular liability towards third parties, the protection of privacy and the freedom of participation, intellectual property, and freedom of expression, the evaluation, • To develop a reflection on the meaning of ethics in the field of the sciences of education from not only situations worked the course by each student with the group, but also of ethical proposals or existing ethical. Teachers consider that learning is acquired by students because there is a very high rate of success in first session with results that can go as far as the mark of 20/20. The average of the year 2014-2015 was 15/20.

Evaluation of the participants' learning (methodology and results)	Students must submit a written report providing an analysis of cases. This analysis focuses on a situation posing ethical questions in a pedagogical context. This report is also an oral presentation to a part of the other students taking the course. This plan also asked each student to participate as 'critical friend' (via the e-campus platform) in the construction of the analysis of other groups. Students are given one or more groups for which they must produce a feedback after reading the presentation of the case and some pieces of analysis.
Evaluation of the course (methodology and results)	The course has been assessed through a questionnaire of the ULg (Evalens) provided the students but teachers do not yet know the results of this questionnaire. Last year, this questionnaire is not circulated while teachers thought it was going to be the case. Therefore, they have no data£. If they had known it was going to take place in this way, they would have submitted a questionnaire themselves to students.
Success factors (perceived)	• The participatory and interactive approach. • The meaning given by working on concrete cases that students may encounter or have already met in their everyday professional practice. • The hybrid side which is facilitating management of the group (high number of students).
Obstacles/ challenges and ways of overcoming (if that is the case)	To overcome the obstacles, Teachers exchange for thinking to more suitable means to place their course or some elements of their course. Teachers hope the students through the Evalens questionnaire returns them will also regulate their course. The number of students is a real obstacle because he asks for.their follow-up, especially at the beginning of the course. It's complicated because there are a large number of applications and questions to address organizational, technical problems. During the first 2 months, there are daily individual cases ta deal with.

Blended learning CPD course (title)	***Integration of new technologies for teaching Technology-enhanced learning***
General information about the course provider	
Full name	DEGEER Mickael
Address	Haute Ecole DEFRE – Brussels – Belgium Haute Ecole Francisco Ferrer – Brussels - Belgium
Email address/ phone number	mdegeer@heb.be
Detailed description of the blended learning CPD course	
Information about the trainees (e.g. subjects taught, familiarity with ICT, group size)	Learners enrolled in this training are teachers: - Pre-school teacher - Primary teacher - Secondary teacher There are also other profiles in connection with education. These learners are workers with seniority which varies from 0 to 45 years career. The different profiles of learners are present in equal proportions in the group. These learners have an interest in ICT, otherwise they would not choose this type of training. However, it distributes according to two categories: persons who are not yet of technological tools in their class but who want to know how it works, who are interested in this domain by readings for example; and people who have been taxed a tool in their class and wanting to know how to use it. They are 6-20 participants depending on the year. Some participants come from afar to attend this training.
Description of the course (topic, learning objectives, instructional design patterns, ratio face-to-face vs online, methods, etc.)	The major themes of the training are the following: • Legal, sociological, epistemological and ethical approach • Educational approach • General methodology of the profession • Special methodology of the profession • Internship • Teaching and seminars The main objectives of the training: • To be capable of conducting an interdisciplinary innovation project integrating ICT into their school. • To become ICTE (information and communications technology for education) contact (create a snowball from this formation). The training's purpose is to give a maximum of small courses without ever asking to produce odd jobs. For a same course, there may be 5 or 6 different teachers that are each only a part of this course. For all of this

	training, you can count about 40 teachers. This training is given to 50% face-to-face and to 50% in remote tutoring. In these hours at distance are counted those of preparation of their TFE and preparation of their personal innovation project. This provision is thought for organizational reasons, to not take too much time on the lives of learners, because they are all professionals who work. All training courses are held in part to distance but in different proportions. For example, the TP are mostly carried out in face-to-face because learners need specific equipment that they do not have at home while the "distance learning" course gives 80% remotely to match its title. Activities presented face-to-face or remotely are selected on the basis of their feasibility in equipment, space and time.
Trainees' motivation	During face-to-face activities, these training teachers find that the motivation of participants is almost at its maximum. They are really very participatory and much invested in these times. The main reason is that these meetings allow them to answer their questions. Another reason is that the registration to this training approach is personal. Learners choose to participate voluntarily, they pay to receive this training, and it will not bring them any added value to the salary level. They therefore have an intrinsic motivation strong to participate. When activities remotely, their motivation is average. According to the teachers, this mixed motivation is due to the fact that learners do not see the parallel with their own lives and their professional experience. Indeed, the notion of "remote" is not (little) present in the primary and secondary teaching, it is so little known. The effectiveness of this arrangement is not entirely satisfactory. Indeed, what is happening remotely does not have as many values as the rest for learners, over this facet of training is left to their discretion, they manage it as they see fit. It is advisable to fill their log book after each course and teachers leave a time for this but some are beginning to fill 2 months before making it and therefore the work to produce in a short time is more important. When they carry out remotely activities, they are rarely carried out completely. Teachers have tried to propose activities upstream of face-to-face meetings to prepare the course, activities between sessions where learners should discuss among themselves or even of productions at distance at the end of sequence of learning but the conclusion is always the same. This remotely part is not organized in the planning of the learners, it's a bit as if it didn't exist. When they carry out activities outside the face-to-face time, they take this as additional while for 2 hours in class match 2 hours of work at home.
Trainees' interaction (with the content, with their peers, with	Learners interact more remotely than face-to-face. Teachers think that this comes because they have no real times / spaces of exchanges when they meet for the course sessions. They are given after each other without a break or lunch time which could promote exchanges between them. Little moments of

him/herself)	exchanges are planned in the courts themselves. An example of these remotely interactions are their Facebook group that works very well.
Learning outcomes (targeted and achieved)	Regarding the first objective, i.e. the implementation of their project, the teachers consider that learners to meet the goals because this project is defended at the end of the year, and that they found their learners, later, in seminars where they share their experience. Regarding the objective of forming contacts, the teachers are much less satisfied. Indeed, the objective is rarely achieved because people who have received the training share very little with their colleagues and does not help. It's a bit like if they wanted to keep their knowledge for them when it comes to people close because some implement partnerships with institutions in other countries for example. This finding is surprising half the teachers because this component of the training is mostly remote proposed activities in this training and particularly the construction of their portfolio. The learners TFE is often very good while their portfolio is average. Teachers and especially that I questioned, are not satisfied 100% of the way in which occurs this training. Indeed, the learners come with a need which is not the one they wanted in the beginning. They thought that teachers who would fall to this training arise questions of substance, order a little philosophical on the place and the integration of ICT in education and society, but these learners came with very pragmatic questions, requests of the type "show me some interesting functions of the WIB (White interactive board) so that I can use it in my class". Adjustments were therefore made to meet this demand but also to bring those background questions and this reflection on the ICTE. Only a third of learners go through with the end of training but not for reasons of difficulties to follow, simply because the majority of learners stops when she had what she wanted. People who come out of the training ultimately have achieved goals but they are too few.
Evaluation of the participants' learning (methodology and results)	Learners are assessed through: • their TFE; • the implementation of their interdisciplinary project integrating ICT. This project must include at least 5 subjects in training; • Their portfolio which presents the reflexive analysis of the use and relevance of the courses they are not using in their project. This allows to see if the other aspects are also masters. TFE is, therefore, 50% of the final score and the portfolio is also worth 50%. Teachers will dip into these 2 elements to their rating.

Evaluation of the course (methodology and results)	There is no real evaluation of the course, the teachers take data regarding some courses or some teachers reading learners 'portfolios. Some courses have been reorganized or removed and some teachers are no longer part of the training following these readings.
Success factors (perceived)	The motivation of learners who are going to the end of the training. This course is a good compromise for worker who wants to follow it. If it were entirely remotely, this would not be possible to manage and if he was entirely face-to-face, there is not registered.
Obstacles/ challenges and ways of overcoming (if that is the case)	• There are technical barriers: they had to implement this training who asked to carry out additional tasks without additional staff. For example, computer specialists are only present during the day. If teachers need equipment, they have to borrow during the day; It computer specialists have refused to install a platform... In conclusion, to implement this type of training, need important technical support to meet the technical demands of the learners (password, access...). • The learners themselves are an obstacle in this formation, including by their incomplete understanding or even non-existent concept of "remotely". Should happen to impart the presence remotely, be more framed hybrid course. However, for teachers, this will cause strong reactions among learners who can manage themselves only because they are adults and workers.

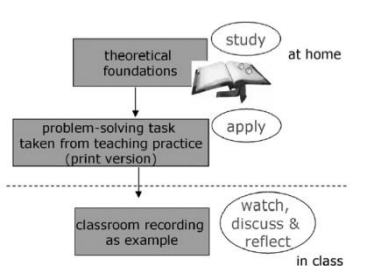
The two Belgian blended courses described above were contrasted with good practice examples found in the literature. Two courses seemed especially rich and gave rise to a complete depiction, given hereunder. Other courses discussed were:

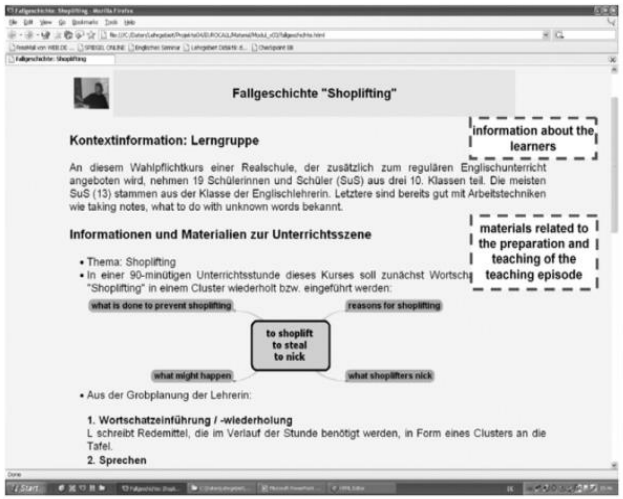
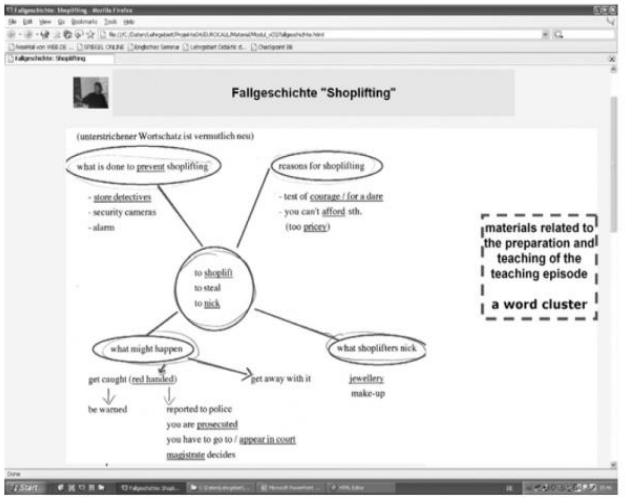
- Benson, V., Anderson, D. & Ooms, A. (2011). *Educators' Perceptions, Attitudes and Practices: Blended Learning in Business and Management Education*. Research in Learning Technology, 2011, Vol.19(2), p.143-154.
- Rebecca Francis & Susan J. Shannon (2013). *Engaging with blended learning to improve students' learning outcomes.* European Journal of Engineering Education, 38:4, 359-369, DOI: 10.1080/03043797.2013.766679
- Lecoin, I., Hamel, M. (2014). Dispositif hybride pour un cours de grammaire en français langue seconde Revue internationale des technologies en pédagogie universitaire, 11(1)
- Neumeier, P. (2005). A close look at blended learning-parameters for designing a blended learning environment for language teaching and learning. ReCALL, 17(2), 163–178

- Owston, R., Wideman, H., Murphy, J., & Lupshenyuk, D. (2008). Blended teacher professional development: A synthesis of three program evaluations. The Internet and Higher Education, 11(3), 201-210.
- Kerres, M., DeWitt, C. (2003). A didactical framework for the design of blended learning arrangements. Journal of Educational Media, 28, 101-113.
- Hellmig, L. (2008). Blended learning for teachers' professional development. In S. Hambach, A. Martens, & B. Urban (Eds.), e-Learning Baltics 2008. Proceedings of the 1st International eLBa Science Conference (pp. 63-73). Stuttgart: Fraunhofer IRB Verlag.
- Berger, H., Eylon, B. S., & Bagno, E. (2008). Professional Development of Physics Teachers in an Evidence-Based Blended Learning Program. Journal of Science Education and Technology, 4 (17), 399-409.

Le pays	***Germany (2005)***
Blended learning CPD course (title)	*Introduction to the Methodology of Teaching English as a Foreign Language*
General information about the course provider	
Source	Kupetz, R. & Ziegenmeyer, B. (2005*). Blended learning in a teacher training course: Integrated interactive e-learning and contact learning.* ReCALL, 17, pp 179-196. doi:10.1017/S0958344005000327.
Detailed description of the blended learning CPD course	
Information about the trainees (e.g. subjects taught, familiarity with ICT, group size)	*We work with students in their first phase of teacher training at the University of Hannover in Germany. (students in the third semester)*
Description of the course (topic, learning objectives, instructional design patterns, ratio face-to-face vs online, methods, etc.)	*The course can be described as follows:* • *learning spaces: university seminar, e-learning platform, school classroom* • *participants: students (e.g. learners as moderators or as student teachers), university professor, tutor, outside experts* • *materials: video recordings, reader, textbook, learning modules* • *methods: lectures, discussions, video-recorded classroom observations, reading tasks, learner diaries, mini-practices, e-interviews* • *content: theory and practice of TEFL* The goals of this course are threefold: (i) to gain a teacher's perspective on learning English, (ii) to gain knowledge about basic TEFL issues and (iii) to gain competence in observing and reflecting upon teaching practices based on a theoretical framework. A weekly 90-minute class session taught by one professor and one tutor with usually between 25 and 50 students is central to our approach. These sessions are enhanced by the use of an electronic learning platform for information and material exchange. Theory and practice are integrated through theory-guided, reflective approaches to teaching. Various activities that support the learner when constructing knowledge are initiated by tasks typical of a learner-oriented approach. Traditional tasks, such as listening to lectures, discussing in class, completing reading assignments, taking a written test, preparing a mini-practice (also called microteaching) are also included. The minipractice is not imaginary but for a concrete target group of

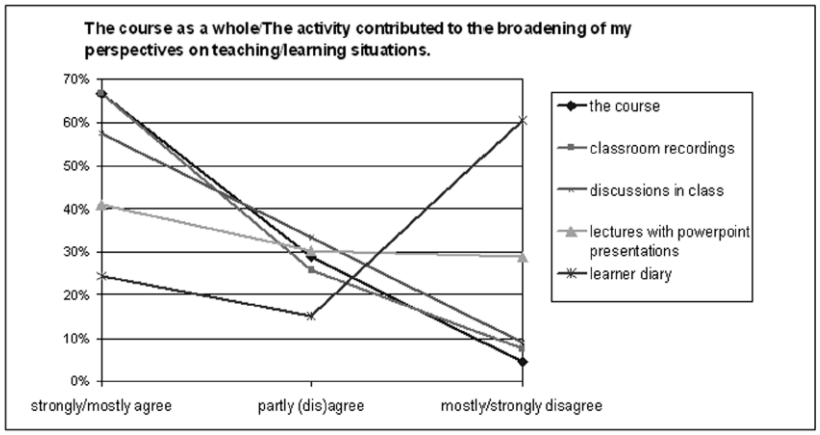
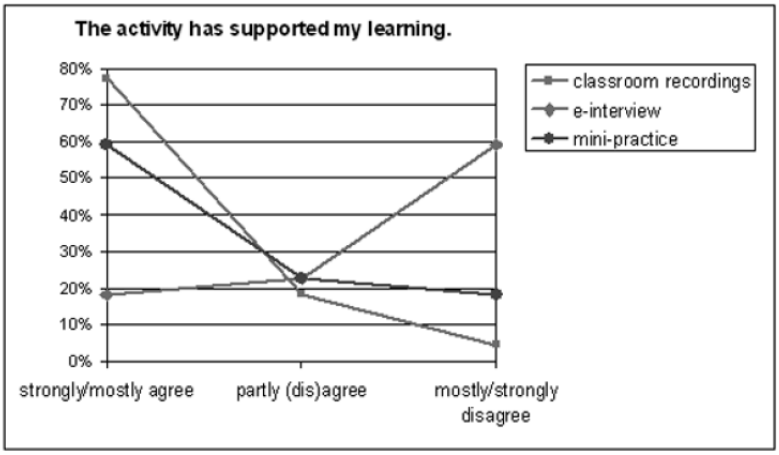
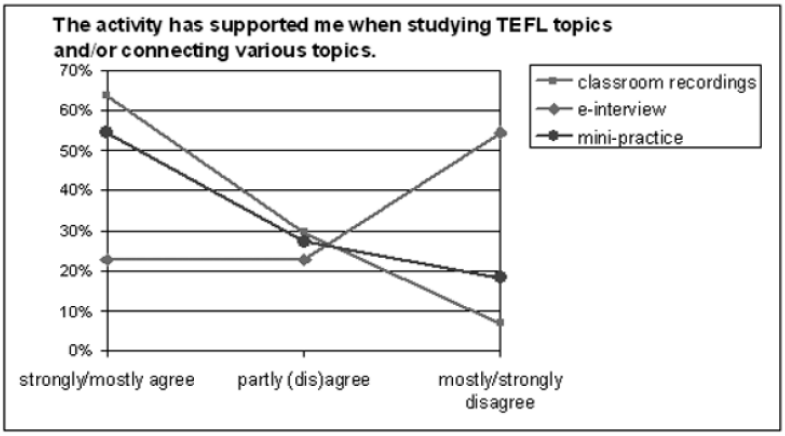
	pupils. These activities are combined with four e-learning tasks: discussing in an online forum, participating in a chat as part of an e-interview with an expert from school, writing learner diaries andsending them to the teachers via e-mail and working with multimedia video recordings from school either in class or in self-guided study. The design of the written test has not been changed so that the results of former courses could be compared to the blended learning course. The most active participants in the course (moderators and student teachers at school), though, are exempted from the written test as a reward for their work.
Trainees' motivation	/

Description of the blended learning (3 activités) & Trainees' interaction (with the content, with their peers, with him/herself)		***Goals and content***	***Task design***
	Classroom recordings and multimedia-based case stories,  Fig. 3. Guided approach to the learning module.	The sample module "Working with Words" was designed so that students gain knowledge about teaching vocabulary and realize the practical relevance of this knowledge. Student activities include applying techniques for introducing new words as well as analyzing and reflecting upon how the teacher introduced these words. Our sample module consists of the following components: 1. an integrated multimedia-based case story as a situational anchor from teaching practice that introduces a group of year 10 students and their teacher who will work on vocabulary with the help of a word cluster related to the topic of "shoplifting"(see Figure 4a and 4b), 2. theoretical foundations about the modular mind and vocabulary learning (both linear texts and hypertexts), 3. additional video recordings of teaching practice working with words related to various school types and levels of proficiency and 4. tasks for observation/reflection, reading/discussion and application.	The students worked with the case story in two scenarios. The majority followed a guided approach (see Figure 3). They were given a theoretical text to study and a problem- solving task, which was based on the real teaching context in the case story, as well as a printed and linear version of the case story. The task included making suggestions on how to introduce the new words the teacher had planned to introduce as part of a word cluster in class. Furthermore, students were to compare their suggestions with how the teacher introduced the new words in the video-recording. A smaller group of students worked on the computer-based learning module. They approached the topic in rather idiosyncratic ways and constructed the case story whose elements were presented as a hypertextual network individually. Both the problem-solving task and the theoretical resources were integrated directly into the hypertext. Figures 4a and 4b present some elements of the case story. The design of the computer-based learning module allowed individual variation based on the students' learning styles. Three types of learners could be distinguished: students who mainly *create and apply experiences*, students who mainly *study the theoretical resources*, and students who create with *focused selection of resources*.

		  Fig. 4a (left). Case story "Working with words": information about the teaching context. Fig. 4b (right). Case story "Working with words": word cluster prepared by the teacher indicating new lexical items
	E-interview *(with an expert who is an experienced grammar school teacher*	The e-interview was designed to offer a link to an expert who is an experienced grammar school teacher to promote an exchange between theory and practical teaching, to offer experience with the format (e-learning) and to offer three students the opportunity to work as a moderator.	Contact with the grammar school teacher and the schedule had been established by the university professor. The e-interview was scheduled for a phase of three weeks, after the students had seen the expert in a classroom recording and after a longer phase of theoretical input on skills and knowledge in TEFL. Samples of e-interviews were provided. The three moderators volunteered for the e-interview activity. They had no experience in this area and studied the samples provided. They prepared the interview by re-reading the texts as well as comparing various texts and positions. In their written reflections the moderators explained

			that their major interest was to relate theory and practical teaching, to get tips from the teacher for their own teaching and to learn from the teacher's experience – they became involved in an intensive process of constructing knowledge. The moderators were to decide whether and how to combine a discussion (asynchronous) and chat (synchronous).They negotiated the discussion plan in a lengthy exchange via e-mail and decided after a while to have three exchanges per week and a chat as a final highlight. In the discussion forum the moderators organized the schedule of the e-interview, selected theoretical aspects and explained their goals which were to link theoretical issues with the expert's experience.They related theoretical input from their study of various texts to their observations of the recorded expert lesson about teaching grammar, i.e., they autonomously linked various course components together. The expert on the other hand welcomed the discussion plan suggested by the students, confirmed what the course had found out and considered the pros and cons of the approach in a sensitive and convincing way. The one-hour chat was scheduled by the moderators for one Saturday afternoon. It did not function at the beginning; the expert could not enter the chat room. Students were patient and the tutor worked behind the scenes, offering alternative forms of communication via the discussion forum or phone.

			Yet, after an hour the expert could enter the platform and the group then chatted for half an hour. In the chat the moderators felt that the teacher gave them practical examples which illustrated the theories that they had studied before the e-interview.
	Mini-practice *(which implement micro teaching in a classroom setting)*	The mini-practice was designed to link theory with practice within a small-scale project. It offered guided insights into analyzing teaching materials, hands-on experiences with lesson planning and the experience of acting as a teacher in a an authentic classroom context. Furthermore, the mini-practice is meant to help the students broaden their perspectives on "English lessons at school" and change their perspective, that is, from a pupil's to a prospective teacher's.	The students worked in groups. They were to analyze a textbook unit about New York with regard to vocabulary, grammar, reading, writing, listening and speaking and to develop a mini-practice (approximately 20 mins) for a year 8 group at a grammar school with the help of a lesson plan. Due to the limited capacity of the partner school this was originally planned only for the group with the best lesson plan. However, in the end three groups out of eleven total groups had this opportunity. These three groups taught the mini-practice and reported back to the course using video recordings of their minipractices.

Learning outcomes (le cours dans sa globalité)	 Fig. 7. Activities and broadening perspectives.
Evaluation of the participants' learning (par blended learning)	 Fig. 5. Activities and knowledge construction (1).  Fig. 6. Activities and knowledge construction (2).
Evaluation of the course (methodology and results)	/

Success factors (perceived)	/
Obstacles/ challenges and ways of overcoming (if that is the case)	/

Le pays	*Turkiye (2010)*
Blended learning CPD course (title)	**the teaching practice course** *The aim of the present study is to introduce a blended learning environment and a model for pre-service teaching practice course in English Language Teacher Training Program at Anadolu University*
General information about the course provider	
Source	CANER, M (2010). *A blended learning model for teaching practice course.* Turkish Online Journal of Distance Education-TOJDE July 2010 ISSN 1302-6488 Volume: 11 Number: 3 Article 3 http://files.eric.ed.gov/fulltext/EJ1042454.pdf + complement de "**Caner, M. (2009). A study on blended learning model for teaching practice course in pre-service English language teacher training program. Unpublished PhD Dissertation. Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, Eskişehir."** **https://www.academia.edu/735316/A_study_on_Blended_Learning_Model_for_Teaching_Practice_Course_in_Pre-service_English_Language_Teacher_Training_Program** ***Mustafa Caner, PhD., is a research assistant in ELT Department at Anadolu University, Eskişehir, Turkey. He recently completed his PhD. in Teacher Training program on blended learning model for teaching practice course. He was involved in developing some online courses from the point of instructional scenario preparation for undergraduate level methodology class and as academic advisor for the teaching practice course in DELTT program at Anadolu University. His areas of interest are Blended learning, E-learning, Distance education, Teacher training as well as Foreign language teaching. He conducts research on Blended learning, CALL, and ICT implementation in teacher training.***
Contexte	*In addition to some private universities, Anadolu University and Sakarya University are good examples of such institutions that provide institutional models of Blended Learning in Turkiye. Besides the Turkish context, the University of Phoenix also has an institutional model for Blended learning where students have face-to-face classes at the beginning and at end of the courses with online activities in between. Likewise, at a university level, the University of Central Florida has created the 'M course' designation for blended learning courses that*

	have some decrease in face-to-face seat-time. *In the same way, at the University of Illinois, traditional on-campus economics students have been allowed to take a required course online while they were off-campus for the summer (Bonk & Graham, 2006). These are some of the institutional models of blended learning in higher education settings.* *It is supposed that providing a blended learning environment for teaching practice course would improve the practice and contribute to the professional growth of pre-service teachers. Since it will increase the contact hours among students and university supervisors and facilitate peer feedback among pre-service teachers, which in turn, create a productive learning environment for them.*
Detailed description of the blended learning CPD course	
Information about the trainees (e.g. subjects taught, familiarity with ICT, group size)	The participants of the present study were 18 undergraduate ELT students whoenrolled in two sections of the Teaching Practice course (OMB 406 TeachingPractice G/H) in English Language Teacher Training Program at Education Faculty of Anadolu University. *(All of the participants declared that they have anadequate amount of background on the information technologies and have ample computer skills such as using word processor or surfing on the Internet. Theirbackground was also strengthened through two compulsory courses in theprogram, which are BIL125 Computer, and OMB 212 Teaching Technologies andMaterial Design.* *All of the participants were in the 4 grade spring term of 2007-2008 academic year and they had already taken a pre-requisite course -SchoolExperience - in the fall term of the same academic year in which they performedshorter tasks in real classroom environments in participating schools.)*

Description of the course (topic, learning objectives, instructional design patterns, ratio face-to-face vs online, methods, etc.)	That is, as to provide a course level blended learning environment, the teaching practice course, which was subject to a broader study, was organized as a combination of both face-to-face and online instructional activities. The class meets face-to-face once a week for 2 hours in the campus and the rest of the activity is carried out online. The participants were also required to perform their teaching in participating schools for 6 hours per week. The on-ground face-to-face portion includes discussion of the lesson plans, and other aspects of teaching practice that either provided on the course Web page as PowerPoint presentations or in-class discussions related to their teaching practice. Within the framework of the present study, the pre-service teachers enrolled in a 14 week blended teaching practice course. Every week, each participant was asked to prepare a lesson plan in Word format and mail them to the researcher 2 days prior to their actual teaching practices in the participating schools. As soon as the researcher received the lesson plans, transferred them into Flash and PDF format and uploaded them onto the Web page. When the pre-service teachers logged on to the Web page of blended teaching practice course, their first task was to examine their friends lesson plans in the 'Lesson Plans Module' of the Web page and provide feedback for the lesson plans through an asynchronous computer-mediated discussion forum where other pre-service teachers have also examined the same lesson plans and gave their feedback. Another weekly task for each participant was observing the videotaped teaching practices and providing feedback to the pre-service teacher through the discussion forum. The program template that was developed for the purpose of the present study consisted of a series of hyperlinked HTML pages. The online component of the course is accompanied with WebCT (Web Course Tools) software program that consisted of a series of hyperlinked HTML pages with the aim of increasing the collaboration among the participants. The WebCT software program, which is used in the present study, is campus licensed by Anadolu University and provided for its entire instructors who wish to implement it as an online component for their courses.

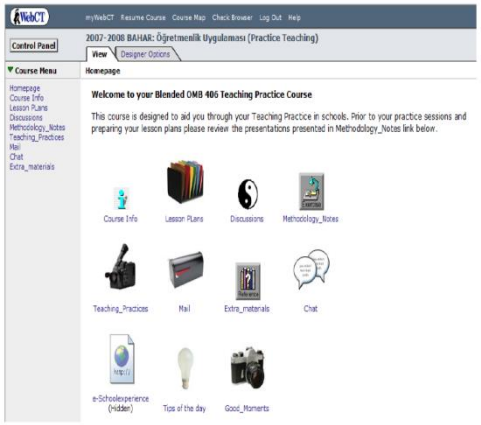


Figure: 1
Homepage of Blended Teaching Practice Course

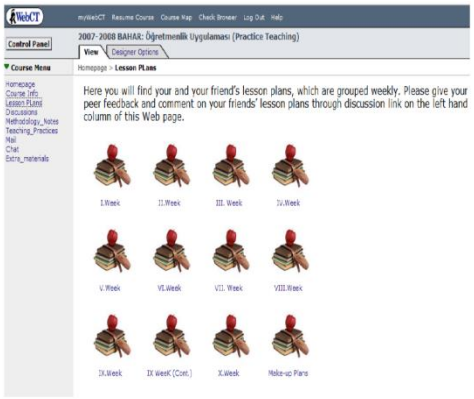


Figure: 2
Lesson Plan Page

Plus en détails

When the students log on to the WebCT via the Anadolu University's home page, they come across with an introductory screen where they are asked for user name and password. After they fill in their user names and passwords, which is provided for the participants in advance, the home page of the Blended Teaching Practice course (Figure: 1) become visible.

<= **Figure: 1 (**Homepage of Blended Teaching Practice Course)

The home page of the Blended Teaching Practice course consist of some extra content modules including Course info, Lesson plans, Discussion, Methodology Notes, Teaching Practices (videos), Mail, Extra Materials, Chat, Tips of the day, Good Moments where students uploaded their photos in participating schools as well as a hidden link to accompanying Web page.

The 'Course Info Module' is used to inform students about the objectives and the course outline of Teaching Practice course in detail. The 'Lesson Plans Module' (Figure: 2) is divided into sections as each covering a week's lesson plans of the pre-service teachers.

In this module, students are able to view the weekly lesson plans of their classmates, examine them and provide feedback for those lesson plans through the disc ussion (forum) page of the WebCT platform.

<= **Figure: 2 (Lesson Plan Page)**

The asynchronous computer-mediated 'Discussion' forum of WebCT provides an additional learning opportunity as an adjunct to other activities that are held within the framework of teaching Practice course. Through using discussion board students can interpret and analyze others' feedback related to their lesson plans and practice teachings, present their points of view, and provide further information that support their rationale of preparing the lesson plan. What is more, the feedback on the discussion board makes visible the other participants' feedback for the lesson plans and practice teachings for longer terms. Concerning the characteristics and significance of the discussion boards in online learning environments, the discussion board formed one of the functional elements of the proposed blended teaching practice course.

This tool provides a time of convenience and place of convenience opportunity for student-student contact and student-instructor contact. It also provides a shared 8 space and meeting place for the participants of the blended teaching practice course.

The asynchronous discussions related to the participants' lesson plans and teaching practice served as virtual peer feedback or peer supervision seminars where the instructor to student and student-to-student feedback exchange occurred in the blended teaching practice course. In the asynchronous discussions within the blended teaching practice course, participants were

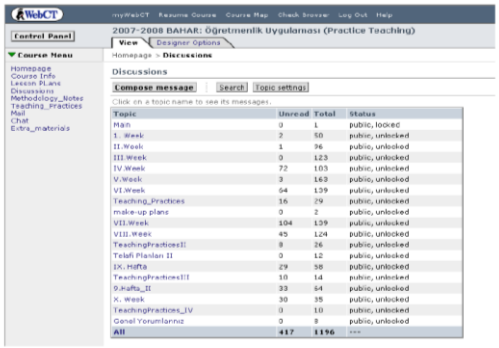


Figure: 3
Discussion Forum Page

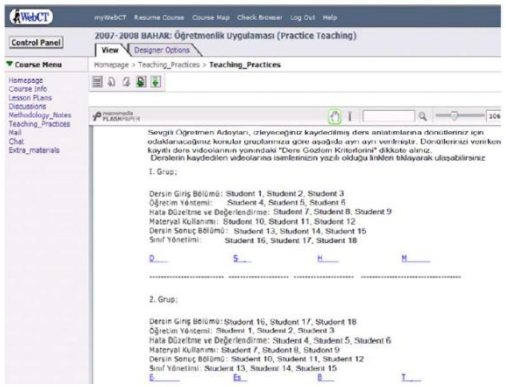


Figure: 4
Teaching Practice Entrance Page

directly involved in each other's learning by being supervisors for each other. It is not to imply that peer feedback can occur only in a pair, however, each pre-service teacher acts as a peer supervisor for at least one other. Furthermore, the feedback sessions through the asynchronous discussion board can be regarded as a part of social constructivist learning, as the social constructivist view of learning suggests that learning should be "participatory, proactive, communal, collaborative and given over to the construction of meanings rather than receiving them" (Bruner, 1996, p. 84).

The 'Discussion Board' (Figure: 3) of the course is divided into sections to cover each week's lesson plans and classroom practices. Each section on the discussion board is activated in the beginning of the related week and left accessible in the following weeks. The researcher regularly checked the students peer feedback and other postings in the discussion board and acted as moderator of the discussion platform. Sometimes he asked questions to foster participation and provided feedback about the students' lesson plans and their videotaped classroom practices every week.

<= Figure: 3 (Discussion Forum)

The track of student participation to the discussion board was encouraged and their visiting the course content pages was monitored through WebCT's control panel.

In the 'Methodology Notes Module ', students find some additional materials such as lecture notes in PDF and PowerPoint presentations, which intend refreshing students' methodological knowledge. The additional materials in this module include the lecture notes related to the features of classroom practice such as lesson planning, writing objectives in lesson plans, giving instruction properly, etc. They are not used to teach new subjects but to activate and refresh the students' background knowledge that they gained during their previous methodology courses.

Once students log on to the 'Teaching Practices Module', they see an introductory screen that shows a list of recorded videos that capture each pre-service teacher's classroom practices. When the students click on the related course's video link, they immediately log on to the incorporating page, where they can watch the videotaped classroom practice accompanied with the lesson observation criteria that was developed by the researcher and his dissertation advisor.

The video-recorded classroom teaching practices of each participant is placed on a separate Web page but linked with their names through the 'Teaching Practices Module' on the WebCT. The entrance page of teaching Practices provides brief information about how to access the videotaped classroom practices of the students. When students log onto the 'Teaching Practices Module' (Figure: 4) they see the focus points of the week that was assigned for each of them and links for the video clips of the recorded teaching practices.

<= Figure: 4 (Teaching Practice Entrance)

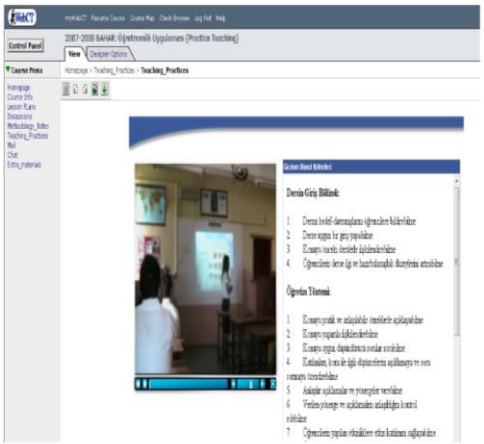


Figure: 5
Videotaped Teaching Practice in Teaching Practice Page

Each video clip is also accompanied with a classroom observation criterion and both of them are published on the same Web page (Figure: 5).

<= Figure: 5 (Videotaped Teaching Practice in Teaching Practice Page)

The purpose of placing observation evaluation criteria on the same page is to enable the students to scrutinize the videotaped lesson through a holistic criterion and provide their feedback regarding the provided criteria. The lesson plans of the videotaped practice sessions, which are placed in the 'Lesson Plans Module' beforehand, are also linked next to the video clips in order to enable the viewer more easily to work out what is taking place in the videotaped lesson if necessary. Additionally, in order to ease the feedback providing process, a link to the 'Discussion' button on the same page is placed. If the students click on the discussion button, they are directly taken to an online forum page (WebCT) where, after logging in, s/he is able to take part in an asynchronous discussion with other pre-service teachers who have watched the same video-recorded classroom practice. The 'Mail' function of the WebCT is mainly used for communication among the participants. Through registering the WebCT each student obtained a mail account automatically which can be traced within the program template.

Participants used it for two main purposes, which were sending their weekly lesson plans to the instructor in order to be uploaded on the Web page and communicating with each other, including the instructor, on the basis of the course subjects.

There is also an '**Extra Material Module'** in the home page of the blended teaching practice course which is used to share extra materials that can be used in the teaching practice course such as a sample yearly practice program for pre-service teachers and printable forms of feedback and evaluation criteria.

A '**Chat session'** function was also added in the home page of the blended teaching practice course in order to facilitate out-of-class refreshment for students. This module allows instructor and the students to communicate in real time in any one of five different rooms. It is observed that, from time to time, participants use this module for out of class subjects.

'**Tips of the day tool''** originally allow the instructor to write tips for students on topics such as using WebCT, however, in this course this tool is used for the purpose of warning the students on the specific issues such as reminding them to send their lesson plans, or to provide feedback for their friends' lesson plans. These tips are displayed randomly each time a student logs onto the home page of the course.

In addition to the above outlined online platform, students were also enrolled in a two-hour face-to-face session every week. The aim of this face-to-face session was for the orientation purposes at the beginning of the term, however, throughout the course of the time, these face-to-face sessions are held regularly in order to facilitate on-ground part of the blended teaching practice course. Every week on Mondays, students and the instructor came together in a classroom and discussed the course related subjects including problems the pre-service teachers faced in the practice schools or planning proper activities for their practice teachings.

Trainees' motivation	/
Trainees' interaction (with the content, with their peers, with him/herself)	(voir descriptif)
Learning outcomes (targeted and achieved)	/
Evaluation of the participants' learning (methodology and results) (Caner, 2009)	The analysis of interviews revealed that blended teaching practice course contributed to various aspects of professional development of the pre-service English language teachers. All of the participants believe that blended teaching practice course made a great contribution to their teaching professions as teachers. All of the participants believe that seeing and analyzing others 'lesson plans and videotaped lessons as well as giving feedback to them improved their own abilities in preparing lesson plans and practicing the teaching. Descriptive statistics for the Blended Learning Satisfaction Survey and the analysis of the related questions in the interviews revealed that all (100 %) of the participants of the present study were satisfied with the blended teaching practice course and its implementation in their teaching practice procedures. The analysis of the significance of correlation between the ratio of the participants' postings on the discussion board, the ratio of the read messages by the participants and their satisfaction level of blended teaching practice course which was obtained through blended learning environment satisfaction survey revealed that there was not a correlation between participants' participation to discussions, the ratio of the read messages by the participant sand the overall satisfaction level of the participants with the blended teaching practice course.
Evaluation of the course (methodology and results)	With reference to the findings of the PhD study (Caner, 2009), in which the course level blended learning model was practiced and utilized in a teaching practice course and that originates the present paper, it was found that utilizing blended learning model for teaching practice course of pre-service teachers generally satisfied the participants and this type of instruction in the teaching practice courses or micro teaching practice courses could be implemented in teacher training programs.

What is more, as the findings of the PdD study revealed that participating in a course level blended teaching practice course increased the pre-service teachers' teaching skills, primarily their skills on preparing lesson plans and the skills on performing their teaching practices.

Therefore, it is believed that providing a blended learning model for the teaching practice course of pre-service teachers where they are able to get continual guidance of their university supervisor, besides constant peer support and continuous peer feedback for their lesson plans and teaching practices will contribute to the training process and professional growth of pre-service teachers.

The participants' responses to the Web Based Instruction Attitude Survey and the results of its descriptive analysis revealed that participants' opinions related to the Web base dinstruction have changed positively after they experience d blended teaching practice course.

The analysis of interviews revealed that none of the participants had any problems in using the Web page of the blended teaching practice course.

Table 11. Participants' satisfaction with communication and interaction

	Percentages (%) and Frequencies (N:18)			
Statements	S.A.	A	D	S.D.
7. This course created a sense of community among students	77.8 (n 14)	22.2 (n 4)	-	-
8. In this class, I was able to share my viewpoint with other students.	77.8 (n 14)	22.2 (n 4)	-	-
11. In this class, the teacher functioned as the facilitator of the course by continuously encouraging communication	77.8 (n 14)	22.2 (n 4)	-	-
12. In this class, I was able to ask for clarification from other student when needed	72.2 (n 13)	27.8 (n 5)	-	-
17. This blended course encouraged students to discuss ideas and concepts with other students.	88.9 (n 16)	11.1 (n 2)	-	-

* **SA:** Strongly Agree**, A:** Agree**, D:** Disagree**, SD:** Strongly Disagree

	Table 9. Satisfaction with the contribution of the blended teaching practice course Percentages (%) and Frequencies *N:18 **Statements** / **S.A.** / **A** / **D** / **S.D.** 1. The course documents, lesson plans, and videotaped lesson practices used in this class facilitated my learning — 94.4 (n17) — 5.6 (n 1) — - — - 5. Analyzing the lesson plans and videotaped lessons in this course facilitated my learning — 88.9 (n 16) — 11.1 (n 2) — - — - 10. Preparation for Lessons and lesson plans in this course facilitated my learning. — 88.9 (n 16) — 11.1 (n 2) — - — - 15. I feel this blended class experience has improved my teaching skills. — 88.9 (n 16) — 11.1 (n 2) — - — - 18. This blended course did not meet my learning needs. — - — - — 5.6 (n 1) — 94.4 (n 17) * **SA:** Strongly Agree, **A:** Agree, **D:** Disagree, **SD:** Strongly Disagree
Success factors (perceived) (Caner, 2009),	As identified by the participants, the key success of the blended teaching practice course was providing continual feedback for the lesson plans and video-recorded lessons through asynchronous discussions.
Obstacles/ challenges and ways of overcoming (if that is the case)	Students in teaching practice courses need to get plenty of feedback both for their lesson plans and for their practice teachings. It could be suggested that teaching practice courses should provide more opportunities for the pre-service teachers to see and analyze a plenty of lesson plans and practice teaching performances throughout their teaching practice courses. This could be achieved through providing a platform where their instructor and their peers provide them with plenty of feedback through online or asynchronous discussion forum and where they can see and analyze a great amount of lesson plans as well as recorded teaching practices. *The analysis of interviews revealed that none of the participants had **any** problems in using the Web page of the blended teaching practice course.*

Table 4. Contribution of blended instruction to students' professional developments

	Pre-Application						Post-Application					
Statements	*SD	D	BD	BA	A	SA	*SD	D	BD	BA	A	SA
2. The use of computers helps me to learn more	-	-	-	11.1 (n 2)	55.6 (n 10	33.3 (n 6)	-	-	-	-	22.2 (n 4)	77.8 (n 14)
6. Computers are NOT good substitutes for lectures and class discussion	22.2 (n 4)	33.3 (n 6)	11.1 (n 2)	22.2 (n 4)	5.6 (n 1)	5.6 (n 1)	27.8 (n 5)	38.9 (n 7)	-	22.2 (n 4)	5.6 (n 1)	5.6 (n 1)
9. Computer use helps me better understand course material.	-	-	-	16.7 (n 3)	55.6 (n10	27.8 (n 5)	-	-	-	5.6 (n 1)	55.6 (n10	38.9 (n 7)
10. Using computers will help instructors.	-	-	-	22.2 (n 4)	50 .0 (n 9)	27.8 (n 5)	-	-	-	-	66.7 (n 12)	33.3 (n 6)
16. The use of computers is increasing collaborative learning in the courses	-	5.6 (n 1)	16.7 (n 3)	16.7 (n 3)	44.4 (n 8)	16.7 (n 3)	-	-	-	-	38.9 (n 7)	61.1 (n 11)

* **SD:** Strongly Disagree, **D:** Disagree, **BD:** Barely Disagree, **BA:** Barely Agree, **A:** Agree, **SA:** Strongly Agree