



United Nations
Educational, Scientific and
Cultural Organization

Beirut Office

Technical Brief on Blended Learning during COVID-19

Introduction

The ubiquitous use and rapid advancement of technologies has profoundly changed the creation and dissemination of knowledge in our daily lives. Demands for more flexible access to education have been growing as technology provides a wider range of learning opportunities and resources to meet the diverse needs of learners. Technology provides unprecedented opportunities to meet learners' needs nowadays. In this regard, blended learning (BL) which is also often interchangeably called "hybrid learning", "technology-mediated instruction", "web-enhanced instruction", and "mixed-mode instruction"¹ has been coming more to the fore owing to the fact that it supports democratizing access to quality education and personalizing learning by provision of various learning formats irrespective of learners' location². It adopts a technology enhanced pedagogical approach that usually combines online resources, digital learning content and/or e-learning courses with place-based/face-to-face instruction³, thereby complementing a major pitfall of entirely online learning modalities that often lead to low retention and success rate and fostering its transformative potential.

Blended learning is not just a combination of print and digital materials. It personalizes the learning environment, allows for flexible teaching and spontaneous learning opportunities. It has been particularly promoted and encouraged when it comes to higher education in recent years. Blended learning provides Higher Education Institutions with opportunities to achieve learning

¹ Martyn.M. (2003). The hybrid online model: Good practice. Available at:
<https://www.ammanu.edu.jo/EN/Content/HEC/9.pdf>.

² UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific. (2016). Blended learning for quality higher education: selected case studies on implementation from Asia-Pacific. P. 107. Available at:
<https://unesdoc.unesco.org/ark:/48223/pf0000246851>

³ Ibid. p. 171.

outcomes which can meet the globalized and technology-driven world's demands. Beginning from primary education to higher education, blended learning provides students with the opportunity to become autonomous learners, thereby preparing them for a lifelong education and a bright future. The outbreak of COVID-19 has had a direct impact on students, whose learning has been disrupted or moved online⁴. Along with the aforementioned characteristics and emerging benefits of blended learning, particularly during periods of limited physical school access or closures, UNESCO Beirut Office emphasized that a number of parents across the region perceived a strong necessity for schools to incorporate blended learning through a combination of online and face-to-face learning methods⁵. In addition, the result of the latest complementary survey conducted by UNESCO Beirut Office underscored that more than half of respondents including Miniseries of Education, school leaders, teachers and learners in the region strongly endorsed a transition to the blended learning when projecting the eventual transition back to school⁶.

Blended Learning and SDG4

The 2030 Agenda for Sustainable Development was announced in 2015 for all countries to act in partnership. The set of 17 Sustainable Development Goals (SDGs) is a universal, integrated, and transformative vision for a better and more sustainable future for all. SDG 4, known as Education 2030, aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all⁷. Technology is a fundamental driver of this vision for creating learner-centered digital learning ecosystems which are equitable, dynamic, accountable and sustainable. In this way, blended learning is a valuable approach for UNESCO to help promote inclusive education, including reaching those who are marginalized or in vulnerable situations. This is especially important in Arab States – one of the world's most populous and most disaster prone regions – so that learners can continue to study without a physical classroom or campus.

Benefits of Blended Learning

Reduce expenses

⁴ UNESCO learning cities' responses to COVID-19 – outcomes of webinar on 15 April

⁵ UNESCO Office Beirut and Regional Bureau for Education in the Arab States. (May 2020). Preliminary Analysis and Insights from the UBO Surveys for the Parents and the Youth/NGOs in the Arab Region. P. 1. Internal document.

⁶ UNESCO Office Beirut and Regional Bureau for Education in the Arab States. (Forthcoming). Distance Learning in the Arab World: Report on the Response of Arab Countries to Educational Needs during the COVID-19 Pandemic. P.20.

⁷ UN, Sustainable Development Goals. Available at: <https://www.un.org/sustainabledevelopment/education/>

Blended learning has the potential to reduce educational expenses, it costs inherently less than traditional classroom learning. Blended learning can reduce costs by putting classrooms online which essentially replaces pricey textbooks with electronic devices. E-textbooks, which can be accessed digitally, may also help to lower textbook budgets.

Data collection and customization of instruction and assessment

Opportunity for data collection and customization of instruction and assessment are the two major benefits of Blended Learning. BL often includes software which automatically collects student data and measures their academic progress, providing detailed students information to teachers, students and parents. Tests and exams are usually automatically scored with instantaneous feedback provided. Student logins and work times are also measured to ensure accountability⁸. Schools with blended learning programs may also choose to reallocate resources to improve student performance⁹. Other than that, students with special talents or interests outside of the existing curriculum use educational technology to advance their skills¹⁰.

Help to promote student ownership

Blended learning allows for personalized education, instead of teachers standing in front of the classroom and everyone is expected to keep the same pace. BL allows students to work at their own pace, ensuring they fully understand new concepts before moving forward.¹¹ Students have their ownership to be engaged with the resources and activities covered, and can learn at their own pace. This empowers students with a sense of responsibility and ownership of their learning process. A classroom environment that incorporates blended learning requires learners to demonstrate more autonomy, self-discipline, and independence in order to achieve learning outcomes¹².

Build Online community

A learning management system, or systems alliance, helps foster a better sense of online communities where discussions can be held to better help students¹³. This virtual learning

⁸ DreamBox Learning(2013). "Five benefits of blended learning - DreamBox Learning". Available at: <https://www.dreambox.com/blog/five-benefits-of-blended-learning#sthash.GFzwZkKu.dpuf>

⁹ Anna M.J.(2011) "Benefits and Barriers to the Hybridization of Schools". Journal of Education Policy, Planning and Administration. 1 (1): 61–82. Available at: <https://web.archive.org/web/20130927230512/http://www.jeppa.org/wp-content/uploads/2011/11/November20115.pdf>

¹⁰ KQED (2014). "For Frustrated Gifted Kids, A World of Online Opportunities". Available at: <https://www.kqed.org/mindshift/35786/for-frustrated-gifted-kids-a-world-of-online-opportunities>

¹¹ DreamBox Learning(2013). "Five benefits of blended learning - DreamBox Learning". Available at: <https://www.dreambox.com/blog/five-benefits-of-blended-learning#sthash.GFzwZkKu.dpuf>

¹² McGee P., Reis A.(2012). "Blended course design: A synthesis of best practices." Journal of Asynchronous Learning Networks. 16. Available at: <https://files.eric.ed.gov/fulltext/EJ982678.pdf>

¹³ Heinze A., Procter C. (2006). "Online Communication and Information Technology Education" (PDF). Journal of Information Technology Education. 5. Available at: <http://jite.org/documents/Vol5/v5p235-249Heinze156.pdf>

environment helps educators and learners connect without being physically present. Many schools use online tools for online classes, classwork, Q&A forums, and other school related work¹⁴. Teachers and students, students and students, teachers and parents can benefit from the positive results from the online community when conducting a blending learning approach.

Make students more engaged

Digital content is engaging and fascinating. Learning content visually compelling, exciting, and comprehensible can be easily created for students to keep them engaged. One of the best advantages of Blended Learning is that it can encourage teachers to think more about the student's context. Optimizing the use of technology and social networks for teaching can help teachers create more relevant and engaging lessons.

Identify different needs of students

Teachers can share content to students before class which allows students to interact by having an online learning space. It allows students to fill class time with exciting projects, and also allows teachers to focus on the students who need more help.

Improved pedagogy and teacher skills

The positive impact of blended learning on student learning outcomes is closely related to the improvement of pedagogy and course design, especially the development of more authentic, learner-centered tasks. When integrating technology into the classroom, teachers often take a more measured approach to curriculum planning. Teachers are more focused on developing tasks related to the design of student-centered learning activities; designing tasks to accommodate different learning styles and objectives; making use of more diverse teaching resources; and improving their understanding of the technologies and subject content.

More Community Involvement

As the outbreak of COVID-19, a face-to-face regular basis learning has been not possible, interacting with the local community plays a vital role. Communities have easy access to students, especially for vulnerable children, to ensure their needs are met. They can find a solution for children who cannot afford or have access to devices or data for online learning in order not to be lost from education.

Challenges of Blended Learning

¹⁴ Peter B., Margaret P., Nancy B., Debra B. (2007). "The Blackboard Learning System: The be All and End All in Educational Instruction?". The Journal of Educational Technology Systems. 35 (3): 301–314. Available at: <https://web.archive.org/web/20180219212711/http://uupinfo.org/research/working/bradford.pdf>

Technical difficulties

Blended learning is strongly dependent on the technical resources or tools for delivery. These tools need to be reliable, easy to use, up to date, and have positive impact on the learning experience¹⁵.

- ▶ The availability of electronic devices such as laptops, computers, tablets, mobile phones and even the existence of a suitable learning environment changes among students .
- ▶ Access to network infrastructure is a problem. Although the digital divide is narrowing with the spread of the internet, many students do not have pervasive and ubiquitous access to the Internet¹⁶.
- ▶ Sometimes, both students and teachers are frustrated by the complexity of the situation, and these difficulties can lead to students engaging less in the course. Teachers often have to spend time solving technical problems, and editing content can be a complex and daunting task¹⁷.
- ▶ IT literacy is a significant barrier for students attempting to obtain the course materials, making the availability of high-quality technical support paramount¹⁸.

Difficulty with online management

It is reported that the use of recording technology may cause students to lag behind in materials. In a study of four different universities, only half the students watched class videos regularly, while nearly 40 percent watched several weeks' worth of videos in one sitting¹⁹. This has a further impact on educators and how much online resources need to be delivered to students, but also making sure that these resources are at the right level for the target students.

More time-consuming for effective feedback

When using electronic media, providing effective feedback is more time-consuming and sometimes expensive compared to traditional modules²⁰. Online modules can alienate some

¹⁵ Garrison, D. R.; Kanuka, H. (2004). "Blended learning: Uncovering its transformative potential in higher education". *The Internet and Higher Education*. 7(2): 95–105. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S1096751604000156?via%3Dihub>

¹⁶ Time(2014). "What it Really Takes for Schools to Go Digital". Available at: <https://time.com/3104013/digital-classrooms-race-to-the-top-blended-learning/>

¹⁷ Bersin, J. (2004). "How Did We Get Here? The History of Blended Learning". *The Blended Learning Book: Best Practices, Proven Methodologies, and Lessons Learned*. Wiley. Available at: https://media.wiley.com/product_data/excerpt/67/07879729/0787972967.pdf

¹⁸ Alexander S. (2010). "Flexible Learning in Higher Education". In Penelope Peterson; Eva Baker; Barry McGaws (eds.). *International Encyclopedia of Education*(Third ed.). Oxford: Elsevier. pp. 441–447. Available at: <https://www.sciencedirect.com/science/article/pii/B978008044894700868X?via%3Dihub>

¹⁹ Gosper, M., Green, D., McNeill, M., Phillips, R.A., Preston, G., Woo, K. (2008). *Final Report: The Impact of Web-Based Lecture Technologies on Current and Future Practices in Learning and Teaching*. Australian Learning and Teaching Council, Sydney. Available at: [mq.edu.au › reports › docs › gosper_altc_grant_ilecture](http://mq.edu.au/reports/docs/gosper_altc_grant_ilecture)

²⁰ Grieve, R.I., Padgett, C.R., Moffitt, R.L. (2016). "Assignments 2.0: The role of social presence and computer attitudes in student preferences for online versus offline marking". *The Internet and Higher Education*. 28: 8–16. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S1096751615000457?via%3Dihub>

students, just as they embrace others. Blended or online learning requires students to take more responsibility for their own learning, transforming them from passive to active learners. However, it can also be a challenge for some students, especially those who are more used to learning in school. These students may need more motivation, organization and discipline to succeed²¹.

Challenges for teachers

Blended learning teaching approach can be challenging for some teachers as it may require the acquisition of different teaching skills, re-designing the curriculum and the inclusion of new teaching and learning opportunities, managing the learning content both online, in-class and beyond the classroom walls, and preparing students to study in blended modes. Most negative feelings towards blended learning tend to be generated by poorly designed approaches. Delivering a quality learning experience requires enough thought and careful planning, regardless of the delivery approach. There are also teachers who are opposed to learning new technology, or don't have time to think about how to implement it in the classroom. Blended learning requires both the time and steely determination to learn new things.

Internet safety for young children

A major concern for children on the Internet is safety. While students in upper grades understand the seriousness of disclosing their personal information, younger ones are often unaware of that fact.

Recommendations for quality blended learning

Since governments have the fundamental responsibility for promoting access to quality education and the Education 2030 agenda, UNESCO also provides relevant policy advice and technical support. Building capacity for more transparent governance, upholding the right of participation of all stakeholders, efficient data collection mechanisms, and monitoring implementation of inclusive education policies remain at the forefront of UNESCO's vision and mandate.

We need to pay more attention to learning inputs, processes and assessments when implementing blended learning strategies. To implement BL approach, teachers and administrators should be fully prepared and motivated with the required resources and time. Students need learning opportunities with guidance from well-supported instructors in dynamic learning environments to be successful. Institutional leadership must also adapt to the needs of their staff, students, and

²¹ Siemens, G., Gašević, D., Dawson, S. (2015). Preparing for the Digital University: a review of the history and current state of distance, blended, and online learning. Pg. 71. Athabasca University. Available at: <http://linkresearchlab.org/PreparingDigitalUniversity.pdf>

overall requirements of an interdepartmental strategy to improve online and in-person learning experiences.

For Education Policy Makers

- ▶ Identify the needs of the most vulnerable children with relevant line ministries. Ensure to provide opportunities for education to fit their needs.
- ▶ Plan for blended learning environments, to ensure teacher support and opportunities for interactions among students, as well as access to learning tools and ability to use them. Combine structured learning of information with collaborative discussions and project-based activities which allow students to solve problems, both individually and collectively.
- ▶ Provide training for teacher's capacity building to meet the needs of blended learning. Teachers and teacher trainers must be supported effectively through professional development. The training should address a variety of subjects depending on the needs of teachers, such as confidence building, group dynamics, and technology in blended learning, content reinforcement, communicative and collaborative learning, as well as coaching.
- ▶ Ensure that blended learning concerns all stakeholders at micro and macro levels.
- ▶ Promote the role of new media, especially mobile learning, to support teachers and teacher trainers must be included.
- ▶ Implement a culture of smart learning, open pedagogy, and mobile learning. Ensure that leadership and management at all levels support and facilitate the culture and quality of blended learning.
- ▶ Encompass digitization throughout the curricula and assessments, including creating, disseminating, communicating, and evaluating,.
- ▶ Support and facilitate capacity building, incentives, and recognition in all staff.
- ▶ Establish hotlines, WhatsApp or online groups for teachers to seek technical support to reach vulnerable students at home.
- ▶ Develop instructional guidelines specific for parents and provide parent training online.

For School Managers and Teachers

- ▶ Support blended learning at a whole school level in relation to: building teacher capacity, scaffolding students' transition, engaging parents and wider school community.
- ▶ Develop sufficient networks and collaborative arrangements to maximize blended learning opportunities
- ▶ Ensure sufficient professional development for teachers to understand the potential that blended learning offers. Make sure there is sufficient expertise and collegiality amongst educators to design and deliver online curriculum.
- ▶ Teachers should change assessment to align to new learning approaches and skill acquisition.
- ▶ Teachers should help to promote student ownership, to define goals and expectations, to check progress, and to take ownership of the learning process.
- ▶ Create an online workspace for the class, share content for students to interact with before coming to class.
- ▶ Prepare for the reopen of the school not only the hygiene aspect but also ensure a good environment for blended learning.

- ▶ New media should be implemented to facilitate access to training as well as new forms of learning and teaching, such as peer coaching and collaborative learning.

For Caregivers and Parents

- ▶ Keep in touch with children's education facilities. To stay informed, stay in touch with children's teachers or school. Ask questions and get more guidance when you have the needs.
- ▶ Establish daily routines with children together for learning online. Let children have ownership to decide what they are comfortable to do.
- ▶ Help to guide children to learn at home. If children have access to online learning, assist them to use the device to learn at the beginning. If don't, guide children to learn with whatever materials you have gotten from local government, community or school.
- ▶ Let children be aware of the safety of technology, protect them online. Access to the internet brings risks for children's safety, protection and privacy. Discuss the internet with children to let them know how it works, what they need to be aware of.

For Local Communities

- ▶ Work closely with a line of governments to stay connected with children in need. Local communities are more efficient to reach out to the children and families in the social distancing contexts during and after the pandemic.
- ▶ Establish community support groups through different social media, such as WhatsApp groups, to provide the needed educational and psychosocial support.
- ▶ Provide audio/video recordings or devices/internet to support children who don't have any devices to learn.

Case study on Blended Learning

Blended teaching and learning in a New Zealand secondary school with an ecological perspective²²

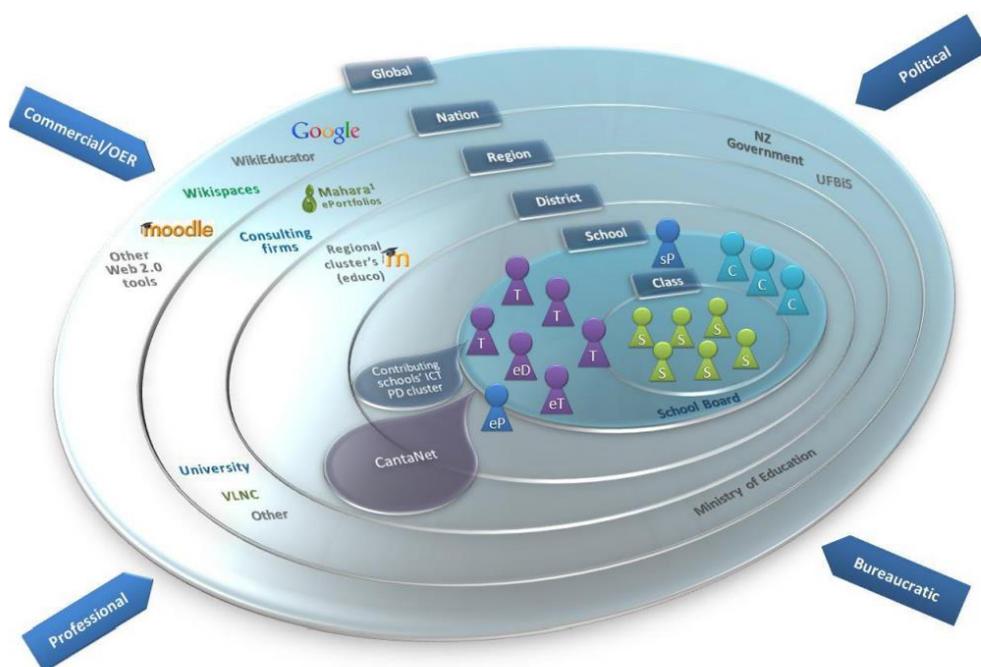
This case study was conducted to investigate how blended teaching was implemented in a New Zealand secondary school by researching the roles of students, teachers, school leaders, parents and other educational stakeholders with an ecological perspective. Two principals and six teachers were interviewed individually and six students from the same class were interviewed grouply,

²² Zaka, P. (2013). A case study of blended teaching and learning in a New Zealand secondary school, using an ecological framework. *Journal of Open, Flexible and Distance Learning*, 17(1), [24–40]. Available at: <https://files.eric.ed.gov/fulltext/EJ11079863.pdf>

together with observations in the blended web-enhanced class of the embedded case in this study. It has developed an ecological framework and drawn some recommendations in three levels of the school's multilevel ecology: the classroom, the school, and the wider ecosystem in which the school is located.

The study has several key findings about the advantages and challenges of blended teaching and learning. The advantages are: developed student independent learning skills and new ICT skills; enhanced flexibility for the students since they had extended learning opportunities beyond school; increased opportunities for students to interact online or face-to-face; increased student engagement and motivation; and encouraged parental involvement as students taught their parents new ICT skills which they developed at school. There are also some challenges: limited access issues such as slow speed of internet at home; students' low readiness in a blended learning environment especially learning independently and confidently and effectively interacting; difficulty in capacity building among teachers; limited parental support due to parents' limited knowledge of blended approaches; and usability challenges prevented teachers and students from effectively using online tools.

The study developed an ecological framework on blended learning. Figure 1 presents a view of the school ecology and the multiple stakeholders that affect and are affected by the development of blended teaching and learning.



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In this figure, the class using a blended teaching and learning approach is at the center with students inside. The class is positioned within the rural secondary school, where there are teachers/e-teachers, school principal/e-principal, and communities, who affect the development of blended approaches at the school. The school is placed in a wider context, where professional organizations, such as rural e-learning cluster in the regional level; bureaucratic organizations such as the Ministry of Education and New Zealand government in the national level, and commercial organizations such as consulting firms, who are also part of the school's ecology. The ways in which organizations and stakeholders are interrelated is now described, beginning from the class and then moving out towards all kinds of stakeholders in the ecosystem.

This case study illustrates the complexity of educational change with blended teaching and learning that involves many contributing factors in and beyond the school. It has drawn several recommendations in three categories:

1. The classroom

- **Gradual student transition from traditional to independent learning:** Teachers need to provide direct support at the beginning and gradually increase students' self-control ability, which depends on students' skills and confidence, so that students are gradually familiar with independent learning.
- **Clear explanation of learning objectives:** Ensuring that students have a clear understanding of learning objectives while encouraging them to participate in the goal-setting, which provides information on teachers' practices and pedagogy so that they can provide adequate support to students.
- **Interactive parent–teacher communication:** Parents and teachers can share student learning through online tools to each other. It will increase parents' involvement in student learning by enhancing their understanding of the usefulness of the implemented practices, and also improving teachers' awareness of the implications that blended learning to provide more information for parents to guide their children.

2. The school

- **In-school professional development:** Providing teachers with in-school professional development opportunities can contribute to teachers' capacity-building regarding

²³ Zaka, P. A. (2012). Blended teaching and learning in a New Zealand rural secondary school: Using an ecological framework. Unpublished master's thesis, University of Canterbury, Christchurch, New Zealand. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S1096751615000457?via%3Dihub>

blended teaching, but may also enable collective professional growth at the school through communities of practice²⁴.

- **Teacher choice, balanced with adequate guidance:** Enabling teacher choice together with adequate guidance, encouraging experimentation with new approaches, pointing teachers in the right direction for further support based on their needs and confidence.
- **Access to adequate infrastructure at school:** Providing teachers and students with adequate access to resources at school is critical to implement blended teaching and learning.

3. The wider ecosystem in which schools are located

- **Opportunities for out-of-school professional development:** Professional organizations such as educational institutions to provide or continue providing professional development and support based on schools' needs.
- **Financial support and visionary policies:** Bureaucratic and political organizations to provide or continue providing financial support, develop and implement visionary policies regarding blended and online learning, targeting the wider educational context and considering schools' needs.
- **Affordable, reliable tools, incorporating 21st-century learning affordances:** Commercial organizations to develop or continue developing affordable, reliable and easy-to-use tools in line with today's schools' needs and teachers' confidence.

Blended Learning Checklist for Schools/Teachers

Before the learning

- € A short and clear description about the blended course is explained.
- € The course goals and learning objectives are clearly stated and measurable.
- € The structure of the course is clearly explained.
- € Prerequisite knowledge and skills are clearly stated.
- € The course uses accessible technologies.
- € Minimum technical skills expected of the teachers and students are clearly stated.
- € The tools used in the course are available to teachers and students, and instructions on how to access the tools are easy to understand.
- € A clear course schedule with topics, assignments and due dates is posted.
- € Contact information of teachers in charge is easy to find.
- € Expectations about assignments and other assessments to be used are clearly explained.
- € Complete and upload all course documents (e.g., syllabus, schedule, rubrics).

²⁴ Lai, K. W., Pratt, K., Anderson, M., & Stigter, J. (2006). Literature review and synthesis: Online communities of practice. Wellington, New Zealand: Ministry of Education.

- € Complete and upload all online content/assignment modules (if not feasible, complete and upload at least two weeks ahead each module/unit)
- € Clear standards are set for teachers responsiveness and availability (e.g., turn-around time for email, assignment marking).
- € The requirements for student interaction and progression through the course are clearly articulated.

During the learning

- € Ensure that students know that they are enrolled in a blended learning course with both face-to-face and online components.
- € Orient students to the online and face-to-face portion of the course and clarify for students the relationship between both.
- € Clarify the technical support resources available to students.
- € Reiterate to students the method of receiving questions and communications.
- € Collect feedback from students periodically.
- € Keep writing reflections on each course for the improvement of the next time.
- € Keep consistency between online and face-to-face communications and with designed and shared course documents.
- € If you need to adjust your course design, deliver all the changes clearly to students.
- € Learner assessment is conducted on an ongoing basis throughout the course.
- € Inviting a trusted colleague to observe the teaching in both face-to-face and online contexts and give you feedback.

After the learning

- € The learning activities and assessments are consistent with the learning outcomes.
- € Opportunity for self-assessment and practice are provided.
- € Make a back-up copy of all electronic communications/online components.
- € Review all student feedback received.
- € Write a summary for this teaching process.

Useful Blended Learning Tools

- [Khan Academy](#)
It is a free platform which has hundreds of instructional videos and thousands of practice exercises on various topics. Teachers can use Khan videos to supplement teaching, and use the Khan dashboard to track student data for differentiated instruction. It has 34 different languages on the resources, Arabic is currently not included.

- PowerSchool
It is a student information system (SIS). Schools can use it for school operations, such as scheduling, attendance, state compliance reporting, etc. It can also integrate with PowerTeacher Pro, an online gradebook which allows teachers to share student data with parents.
- Illuminate Education
It is also a student information system (SIS) which can support data creation, viewing, and sharing in the same location. Administrators can create schedules and transcripts, and teachers can input attendance records and grades for sharing with students and parents.
- NWEA MAP
It is an assessment system which can be used to track a student's learning process. Teachers can use it to measure student performance on a regular basis, which will support them to rapidly identify pain points and tailor their guidance to help individuals or groups of students based on specific needs.
- G Suite for Education
It is a set of tools which can help teachers and students to manage their classwork. The suite comes with all the standard tools provided by Google, such as Docs, Sheets, Calendar, etc., as well as Google Classroom—a learning management system that teachers use to integrate curriculum, assessments, etc. The G Suite for Education basic plan is free, and you can pay for an enterprise plan with more storage and features.
- Edgenuity
It offers a variety of products and services, the best known is its online curriculum. Courses are delivered by a virtual teacher in a wide range of subjects. Schools can also use it to offer courses which are customized and self-paced for each student according to a mastery-based plan.
- Edmodo
It is a solution that integrates with both Google Apps and Microsoft Online. It provides a platform for teachers, students, and parents to collaborate. It aims to support discovery, create groups, administer tests, and learn from like-minded teachers.
- Voicethread
It serves as a collaborative platform for participation and expression of students' ideas. It supports more than 50 different types of files uploading, and students can comment on them via chat, video, text, or phone call.
- BrainPop
It allows teachers to assign short and engaging videos to the students. It is an excellent way to introduce a topic or give students extra practice.

Resources:

Blended Learning in Practice: Introduction to Case Studies from Leading Schools

- Blended Learning at Arthur Ashe Charter School [\(EN\)](#)
- Blended Learning at Summit San Jose [\(EN\)](#)
- Blended Learning at ATAMS [\(EN\)](#)
- Blended Learning at Rocketship Discovery Prep [\(EN\)](#)
- Blended Learning at KIPP Empower Academy [\(EN\)](#)
- Blended Learning Today [\(EN\)](#)