Building a Blended Learning Plan

Learners

- Who are your learners?
- Do they have access to necessary equipment for learning?
- What is the training environment?

Learner Skill Level

- Could there be technological barriers to learning?
- Are all learners on the same page coming into the course?

Use of Technology

- What type of technology is appropriate? Does it make sense?
- Examples:
  - Online prerequisite training
  - Online surveys to identify learning goals & identify knowledge gaps
  - Instructional videos

Training Support

- Do you have the tools/equipment you need?
- Do you have the administrative support needed for blended learning?

Presenter: Becky McGirr
Workshop Title: Online E-Learning and In-Class Training: A Blended Learning Approach

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Duke Infectious Disease Response Training

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Scenario 1

Course Title: 4-Hour Foodborne Illness

Type of Course: Domestic Preparedness Awareness

Delivery Method: Classroom-based

Description: This 4-hour course consists of a one-hour introduction to important material concerning Unified Command and appropriate foodborne illness response tactics. The remaining three hours are a tabletop exercise where local law enforcement personnel, public health officials, and other participants practice implementing Unified Command in a foodborne illness outbreak scenario.

Intended Audience: Local law enforcement personnel, public health officials, and other participants.

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Scenario 2

Course Title: 24-hour Microbial Remediation

Type of Course: Microbial Remediation

Delivery Method: Classroom-based

Description: Provides a description of molds and mildews and their characteristics. The course discusses health effects, sampling, personal protective equipment, decontamination and work area preparation and remediation techniques.

Intended Audience: Workers who have training and/or experience in construction and may or will be employed at a microbial remediation site or who may encounter mold, mildew or other indoor air pollutants at their job site.

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Scenario 3

Course Title: 24-hour Health and Safety Training Course for Treatment, Storage and Disposal Facility Workers

Type of Course: RCRA TSD Site Worker

Delivery Method: Classroom-based

Description: "Hands-on" activities (field activity, emergency planning, confined spaces, PPE and decontamination) are emphasized, along with worker rights. Other topics addressed include hazard awareness, chemical incompatibility, noise, ergonomics, medical surveillance, air monitoring and instrumentation, handling drums and other containers of hazardous materials, and hazardous waste regulations.

Intended Audience: Private and public sector line workers (equipment operators, chemical handlers, technicians) and their supervisors directly involved in handling hazardous wastes at state and federally-permitted treatment, storage and disposal facilities (TSDFs). Emphasis is placed on GISO5192.

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Scenario 4

Course Title: Hospital Worker Chemical and Biological Hazards

Type of Course: 8-hour Emergency Response Awareness

Delivery Method: Classroom-based

Description: Curriculum consists of a series of activities designed for the Small Group Activity Method. Topics include: Identifying hazardous materials in health care settings; Introduction to Hazmat emergency response and awareness level roles; Gathering information about hazardous materials form labels, MSDSs, and the NIOSH Pocket Guide; Specific information about radioactive materials, bloodborne pathogens, and tuberculosis; Hazmat controls including respirators and chemical protective clothing; and Workers' rights.

Intended Audience: Health care workers in hospital settings.

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Ideas for creating blended learning from your scenario:

1. What portion of this course be converted to an online component? What advantages might this bring?

2. What do you think needs to remain as in-class training? Why?

3. How do you think your main learner group would respond to this blended learning? What challenges might you face in establishing this new format?

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