

FABLE

DESIGN, IMPLEMENTATION AND
DIGITALISATION
FOR YOUR ACADEMIC COURSES



SUMMARY

01. Project

02. Consortium

03. Context

04. Results

05. Training portal

PROJECT



FABLE has as its aim to help faculties to design and implement the digitalisation of their courses while fully exploiting the advantages offered by this approach. To reach this overall goal, the project will pursue and achieve the 4 following objectives.

1. Identify faculties' needs and expectations regarding training on digital learning
2. Conceive and test a method to transform in-class courses into blended learning ones
3. Design, develop and implement a tool aimed at training faculty on blended trainingso to help them design courses for blended learning
4. Issue a white paper for education systems to help them steer the digital transformation

CONSORTIUM

Members

[FH Münster University of Applied Sciences](#)

[HAIKARA](#)

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[IPAG Business School](#)

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FABLE
BLENDED LEARNING

CONTEXT

& BENEFITS

Distance learning has emerged since at least a decade. Previously viewed with some reluctance, it was merely considered as a solution for the ones who cannot come to the educational facility, either as trainer or trainee. This explains why most of the education organisations – from primary to higher – keep on going face-to-face as their primary predominant way of teaching, distance learning being only considered as a stopgap.

01. Personalisation

Personalisation: by adding self-training and virtual classes to in-class teaching, blended learning is a training just enough, just in time. Training can now fit in a pocket and is becoming more and more convenient for us to travel. The training can therefore be consulted anywhere and at any time.

02. Memory anchoring

It favours memory anchoring. By allowing shorter learning sessions distributed over time, it is much more effective than concentrated sessions.

03. Knowledge and assessment

It promotes back-and-forth moves between knowledge acquisition and practical application during virtual class intersessions. Also, it facilitates quality assessment: blended learning learners no longer simply acquire knowledge, but develops skills, making it easier to assess the rise in the skill level

RESULTS



01 The knowledge bank

The objective of IO1 was to better identify the needs and expectations of students on the one hand, professors, educators, and administrative staff on the other hand, regarding online learning and trainings, reaching to the opinions towards blended learning.

02 Blended learning transformation

The overall goal of IO2 was to design a generic methodology for transforming in-person courses into blended learning courses that takes into account both the topic taught and the level of the students.

03 Online training platform

The goal of IO3 was to design, build and test a user-friendly platform aimed at training faculty staff on blended learning along with guide on tools and a library of blended learning teaching scenarios.

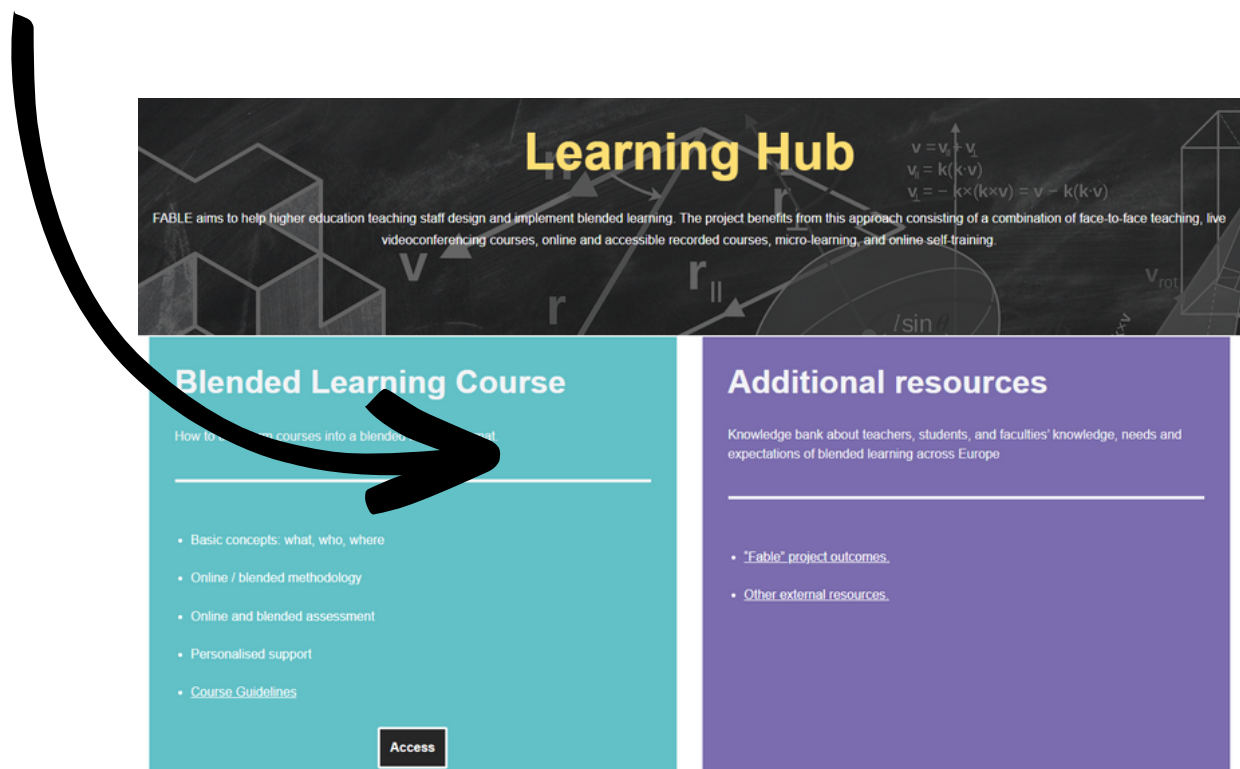
04 Understanding the terminology

The terminology of 'blended learning' is widely used, but the content and the definition behind might vary among actors and countries. This paper is aimed at presenting the blended learning in terms of state of the art, at defining the modalities of blended learning with alternation between face-to-face, distance, online, hybrid and flipped learning, paying attention to student's spatial-temporal environment.

TRAINING PORTAL & LEARNING HUB

FABLE aims to help higher education teaching staff design and implement blended learning. The project benefits from this approach consisting of a combination of face-to-face teaching, live videoconferencing courses, online and accessible recorded courses, micro-learning, and online self-training.

At this address, you will be able to follow our training course but also access our additional resources : <https://kt.unir.net/fable/>



CONTACTS



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