Blended Learning

Advancing Learning: Making blended learning useful and effective

By Russell Stannard

Getting the blend right between face-to-face and online learning and technologies can be a challenge. Award-winning educational technologist and teacher trainer Russell Stannard reveals how to approach it for best results.

Introduction

When we think of blended learning today, we are really thinking of the mix between two distinct ways of delivering learning – one in the classroom (face-to-face) and one online. Although, this is complicated by the fact that we can use the online delivery part in the classroom too. The challenge is to think of the optimal way of combining these two parts to make the learning as useful and effective as possible for the students.

This challenge of getting the mix or blend right is made complicated by a number of factors.

1. Teachers may not know all the online content or endless number of tools available to them.
2. Many teachers (like myself) were trained before digital technologies impacted. We were familiar with the use of video, audio, etc, but the number of options was restricted and it was a lot easier to integrate them into a lesson.
3. Blended courses often grow out of courses that were originally face-to-face, and so getting the blend right can be difficult.
4. There might be institutional requirements to use a certain amount of technology or to limit its use.
5. The students themselves may have certain expectations. Students paying for face-to-face learning may be unhappy if too much of the learning takes place online and outside the classroom.
6. Parents can also be a factor.
7. You may feel under pressure to introduce technology and make your classes ‘up to date’.

Point seven can be the reason why blended learning is sometimes poorly conceived. Let me explain.

Our business is language learning

Our goal is to help our students learn a language as fast and as effectively as possible. The pressure to introduce the latest gadget or technology, however, often takes our attention away from the original language-learning objective. As a result, teachers may introduce a certain technology into their lesson but lose focus of whether it is really having a positive impact on language learning.

I recently watched a lesson where students had to find QR codes the teacher had displayed around the school. Each QR code triggered a video to watch. After viewing three videos, they returned to class and discussed in groups. On the surface this looked like a good lesson, but by introducing the QR codes certain things were also lost. Firstly, since the students were moving around, they found it hard to take notes as they watched the videos standing up. Secondly, the background noise in the corridor meant it was difficult to hear the videos and discuss them. Another issue was that quite a few students had trouble triggering the QR codes.

We always have to weigh up the benefits of a certain technology against the things we lose by not doing it the ‘old way’. So, in this case, if the students had worked in groups and watched the videos on a computer while sitting around a table, they could have easily taken notes, and easily played and replayed the video and discussed what they had watched. The use of QR actually hindered the objective of the lesson, which was to expose the students to as much language as possible and encourage good note-taking and discussion. So it is vital that we always think about what we are trying to achieve and think carefully about the optimum way of achieving it.

A slightly different approach

One way to think about how to blend your learning in a language classroom is to first think about all the things that a student needs to do to learn a language, and then think about which things technology can do well and what things a face-to-face context can do well. For example, I tend to use the face-to-face component of the class for developing students’ speaking skills, doing group work, planning writing and discussing study skills. I use the online component (usually done at home) to allow students to complete listening activities, grammar activities with feedback and writing activities they have prepared in class, as well as to study vocabulary.

One very important thing, though, is that the face-to-face and the online part done at home must link together tightly. So, for example, we might read an article in class and discuss it, and then for homework the students have to study the vocabulary from the article using Quizlet. Back in the class, a week later, I might set up an activity to see how much of the vocabulary they can recall. In this way I am tightly linking the homework and the class time. I must admit that when I first started teaching in 1987, the homework was often an afterthought. These days I see the class time and homework as part of the same whole.

The flipped classroom is a form of blended learning that separates the class time and the homework in a slightly different way, but again it highlights how important the link is between these two components. In the flipped classroom, we tend to focus on the lower-order thinking skills at home. So students might watch a video on how to give a good presentation and choose their favourite five tips. In class we focus on the higher-order thinking skills, so perhaps the students get into groups and share their tips and see if they agree with each other. Again you can see this tight link between what students do at home and what they do in class.

I teach on an MA module in technology at NILE, and one of the ideas suggested on that course is to map the use of technologies to the syllabus. I am a big fan of books, and whether I am teaching a language or learning a language, I like working with books. I like the way all the language is integrated and connected. So the contents of a chapter will introduce new vocabulary but also rework vocabulary from previous chapters. The workbook compliments the coursebook, and it is that continual revising and reworking of language that is vital, especially at low levels. So teachers can map the use of technology onto the syllabus and identify where they might introduce technology to support, expand and foster learning. It means that the students still have a clear pathway through their learning and can clearly see how and why the teacher introduced the use of certain technologies. Mapping can be a good way of blending your learning, but we must be careful.

Overwhelming

One massive danger with blended learning is that you can often end up overwhelming students. In 2001, when I first began to use a virtual learning environment I added loads of links to additional material, slides, PDF files, extra listening, etc. The amount of content on the course grew massively. The students were confused and often discouraged by the enormous amount of material. In fact, in the end I realised most of the students were not really using any of the material. So whatever way we blend, we need to think carefully about the overall size of our course. These days, when I set up a blended course (or an online course), I emphasize that I have carefully selected the material and that it is all relevant to the class. I clearly indicate what they have to study and what is additional. I never share anything that I haven’t carefully looked at before, and I will spend time in class making students aware of the online content I have shared.

Digital outputs

These days students are often producing a lot of digital outputs – blogs, podcasts, discussions online, videos, Word documents, PowerPoint slides, etc. One thing we can do is encourage our students to keep an E-Portfolio. An E-Portfolio is basically a digital repository which stores all their digital outputs. The great thing about E-Portfolios is that students can embed things they do in class and at home. It is literally a record of their learning over a period of time. It should also include a ‘reflective’ diary where students write about the things they have added into their E-Portfolio. I have been using them for many years, and now as a teacher trainer I continue to use them.

The digital assets students produce pose another problem. Students need feedback on what they have done. Students will lose interest in keeping their E-Portfolios if they don’t receive any feedback or think that no one is reading them. It is vital that, every so often, we leave comments on students’ E-Portfolios. We might also, for example, highlight some of the best examples in the lesson or set up activities in the class where students show each other their E-Portfolios.

Conclusions

Blended learning is here to stay. We have to accept that. However, we are the teachers in the classroom and we must remember that our ‘currency’ is language learning. That is our primary objective. I have highlighted a few golden rules about blending your lessons effectively:

1. Think carefully about the mix. Make sure there is always a strong link between what you do in class and what you do online at home.
2. Don’t overwhelm your students. If you use a VLE, don’t add overwhelming masses of links to extra material. Keep it lean and relevant and make sure you highlight and introduce the material in the class.
3. Think about the way you introduce technology into your lessons. Are you going to map it to a syllabus? Are you going to take a flipped learning approach or look at what can be done best online and best in class?
4. Think about using E-Portfolios. Students tend to produce a lot of digital outputs these days, and E-Portfolios can be a great way of collecting together evidence of their learning. Remember, though, that what is also really important is that students also reflect on the different digital assets they produce and reflect on what they learnt from creating them.
5. Finally, think carefully about feedback. Some teachers worry that technology is going to mean there’s less need for teachers. I am not sure about that. The job of teacher is a changing one, and your role in giving feedback might be more important than ever. Look at ways to introduce peer reviews and self evaluation, and make sure you as the teacher play an active role too.

About the author

Russell Stannard is a multi award-winning Educational Technologist and founder of [www.teachertrainingvideos.com](http://www.teachertrainingvideos.com/). He received awards from the British Council, the Times Higher and the University of Westminster for his work in the use of ICT in education.

He currently works as an Educational Consultant helping organisations to build online learning/blended learning courses as well as training staff in the use of technology all over the world. He specialises in the use of Camtasia, SnagIT, Google products and virtual learning environments like Moodle and Edmodo.

Find out more about Russell’s online training course on flipped classrooms here: [www.nile-elt.com/courses/course/550/](https://www.nile-elt.com/courses/course/550/)

Find out more about Macmillan English Campus, an English language learning platform for teens, young adults and professionals, which provides students with on-demand language practice and teachers with flexible materials and courses, here: [www.macmillanenglishcampus.com](https://www.macmillanenglishcampus.com/)

Further reading

* First Steps into Blended Learning – [www.onestopenglish.com/methodology/first-steps-into-emerging-pedagogies-for-elt/blended-learning/first-steps-into-blended-learning/555095.article](http://www.onestopenglish.com/methodology/first-steps-into-emerging-pedagogies-for-elt/blended-learning/first-steps-into-blended-learning/555095.article)
* The one minute guide to integrating technology into teaching – [www.emoderationskills.com/the-1-minute-guide-to-integrating-technology-into-teaching/](http://www.emoderationskills.com/the-1-minute-guide-to-integrating-technology-into-teaching/)
* Blended Language Learning: An Effective Solution but not Without its Challenges – <https://files.eric.ed.gov/fulltext/EJ1133256.pdf>

# **First steps into ...Blended Learning**

By Daniel Barber, Brian Bennett

*Blended learning* is a phrase which is heard with increasing frequency in the ELT world. In the third article in this series, Daniel Barber takes a closer look at what it means.

Blended learning is a phrase we hear more and more often, but what is it exactly? Education isn’t the only place where the word blended is used; everyday products are also described in this way.

### Think about it

Here are some things that are often blended. Why do we blend them?

1. coffee
2. paints
3. metals
4. baby food

Blending varieties of coffee combines the best flavours from different coffee beans to produce a richer, more interesting taste. Blends of paints allow artists to get exactly the right hue for the picture. Alloys are blends of metals which display properties of strength that single metals on their own do not have. Baby food is blended so that it is easier to digest. In all these cases, the reason for blending is to improve the final product in some way. It is not always successful; some combinations taste bad, while others are appreciated by some more than others.

### What is blended language learning?

Similar to the above blends, blended learning can describe any combination of teaching techniques or resources with the goal of making learning more interesting, better suited to the learner and more effective. In this sense, blended language learning is nothing new; incorporating repetition techniques borrowed from the audio-lingual approach into a task-based learning lesson could rightly be described as ‘blended’. Recently, though, blended language learning has come to mean the combination of normal classroom activities with self-study learning supported by technology. A useful definition is**the integrated combination of teacher-led learning with independent digital learning.**

There are many possible elements, or modes, of learning to blend. Here are a few examples, going from blends that rely heavily on technology to those that require nothing extra on the part of the teacher or school.

### 100% online

Some English teachers exploit online tools to teach students who could be anywhere in the world. This makes sense if students want specialised courses such as exam preparation and business English classes. It could also be useful for students who live a long way from towns and cities, far from school.

Students can learn online with a teacher using a variety of tools. Video conferencing apps like Skype and Google Hangouts allow teachers and students to see each other and interact ‘in real time’. Email and messaging services are an easy way to communicate in writing. File sharing programs like Dropbox let teachers and students share reading material, written work and other class materials. You may have heard of virtual classroom platforms like Blackboard, which attempt to recreate classroom conditions using a video link, so that classmates can see each other on their webcams, and other interactive means of communicating such as chat boxes and whiteboards you can write on.

### A mixed approach

In most situations, however, the main ingredient of courses is still teacher-led lessons in the classroom; the online part is often delivered by a website that combines various components in one site. This is called a **virtual learning environment**, or VLE (sometimes known as a learning management system).

An important function of many VLEs is that they can be used as a type of online workbook. Unlike printed workbooks, the exercises can be more varied and interactive. Also, students are given instant feedback on their work. CD-ROMs filled this role for several years, but online workbooks allow teachers to keep a check on students’ performance and can be updated with new material.

Increasingly, there are also online materials for teachers to use in the classroom, like animated grammar presentations and vocabulary games, that open up a range of possible paths to learning. Teachers can choose whether to follow a lesson plan the traditional way, go completely digital, or find a balance between the two to suit their students.

### What if I don’t have lots of technology to teach with?

**BYOD**, or ‘Bring Your Own Device’, is a neat solution to a lack of technology in the classroom. It relies on students bringing to class their smartphones, tablets or laptops and making use of them to complete online tasks. For example, you could get students doing an internet treasure hunt to find key information.

**Self-blended language learning** happens when students decide to develop their English language lives on the internet without you! Imagine the school has no digital resources or the teacher doesn’t think of using computer-based activities in or out of class: a no-tech learning environment, in other words. However, this doesn’t stop students from learning informally, by finding sites and apps to practise English when their teacher’s not there. For example, many students enjoy listening to songs in English while reading the lyrics.

Ask your students what they do online in English. While some of your students will certainly be doing this sort of thing already, many others will not be. Consider giving students the chance to recommend their out-of-class ideas to each other. A new role for teachers is to help learners navigate the huge choices available and guide them to make the best decisions.

### To think about – when to blend?

Although learning outcomes can be improved by combining the best elements of classroom-based learning with the best that technology has to offer, we need to be careful in how we blend. For it to be successful:

* We must make sure students have the digital resources they need.
* Modes of learning must be integrated into a unified whole and modes should be appropriate for each activity. It makes sense, for example, to exploit classroom time for free speaking practice and digital technology for restricted grammar practice.
* We should ensure that the same content can be delivered via more than one mode of delivery. This provides the learner with choice as to how to learn and gives the teacher flexibility in how best to deliver content.

### Conclusion

Our role as teachers is changing; as the opportunities for independent study increase dramatically, it is important that we guide our students in the new choices they have available. Blended language learning is the perfect way to bridge the gap between the classroom and the online world, and it offers meaningful, motivating and effective new paths to students’ learning goals. Ask yourself how these tools could benefit your students on their journeys in English.

### Think about it!

**DIY (Do It Yourself) blended language learning is very common. Perhaps you have tried one or more of these blended learning ideas yourself:**

* Recommending websites and mobile apps to students.
* Emailing the class with messages, links and advice.
* Setting a YouTube clip with comprehension questions as homework.
* Setting up a social media page, blog or wiki for your classes.

**What other forms of blended learning have you heard of or used?**

# **First steps into … Flipped Learning**

By Daniel Barber, Brian Bennett

In the first in this new series, Daniel Barber gives an introduction into Flipped Learning and the language classroom.



# **Flipped language learning**

With the resources that many students now have available at home, educators are challenging the typical assumptions about which activities are best done in and outside class. Why spend time listening to basic explanations in class when you could listen to basic explanations online? Why practise pronunciation in class when audio playback and voice recording apps exist? Is home the best place for writing practice?

### Think about it

Here are some activities in a lesson. Which ones are students more likely to do a) in class, b) at home or c) either in class or at home?

1. students ask questions about some new language
2. students do a group project
3. students listen to an explanation about grammar
4. students practise writing
5. students record a conversation in groups

If we accept that class time is precious and should be spent on things that are best done in groups or need a teacher present, then you will probably agree that 1, 3, 4 and 6 need to be done in class, while students could do 2 and 5 either at home or in class. And if we can get students doing them at home, then we should, because this means more time to do other activities together. Traditional workbooks contain exercises consisting of controlled practice activities such as gap-fills, or solitary writing tasks, so they confirm this idea.

### What is Flipped Learning?

Flipped Learning describes an increasingly common practice of doing more of what is traditionally done in class at home and more of what is done at home in class. [The Flipped Learning Network](http://flippedlearning.org/site/default.aspx?PageID=1) defines it as an approach ’in which direct instruction moves from the group learning space to the individual learning space’;

‘the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.’

There are a number of potential advantages to organizing learning like this:

1. If teachers spend less time talking, students have more opportunities to practise speaking and really use the language.
2. If students are given the instructional content to study on their own, they can listen at their own pace and review parts they haven’t understood without disrupting others.
3. Teachers have more time to focus on individuals in class.
4. Teachers cover more of the syllabus in the little class time they have.
5. Students have the tools to learn independently, to catch up on missed lessons and to revise and review at times which suit them.

### Flipped language learning

You might be reading this and thinking: But my classes are already like this. After all, ELT often recognizes that lecture-style presentations aren’t very effective, and best practice language teaching minimizes teacher talk time and maximizes activation of language by students. As Laurie Harrison of [ELT Jam](http://eltjam.com/) points out, this ‘might not be particularly different from what many ELT teachers already do’.

In an interview with [The TEFL Show](http://theteflshow.com/), Russell Stannard, a specialist in technology for language learning suggested that by encouraging students to do more on their own, Flipped Learning is a suitable approach in today’s world:

‘The reality of the situation that we’re in now is that there’s so much learning content on the internet, there really is a need to empower students and to help them become more independent. The flipped classroom fits that scenario quite well. It puts a bit more onus on the students to work.’

Flipping shifts the focus of teaching from what happens in class to what happens away from class. In ‘[From English Teacher to Learner Coach](http://the-round.com/resource/from-english-teacher-to-learner-coach/)’, Duncan Foord and I emphasize the need for teachers to guide students in their everyday language lives, and flipping can help to achieve this:

‘The challenge for learners before the 1990s was access, access to spoken and written material in particular. The challenge now for learners is choice; how to manage and navigate the plethora of opportunities, in the face of a plethora of competing distractions.’

### To think about – anticipating difficulties

Any approach has potential drawbacks. First, do all students have online access at home? Do they have time to study? Students with difficult home lives may struggle to study at home or lack the supportive family environment that it requires. Second, although we should welcome approaches that encourage autonomy, how do we prepare for students who don’t work at home? Without the teacher to answer specific questions and work through particular confusing points, how should students help themselves? Finally, communicative methodology takes an interactive and personalised approach to all aspects of learning, including language instruction. Grammar presentations or explanations of pronunciation and new vocabulary should not be one-way lectures but two-way dialogues, with the teacher constantly asking questions and fielding answers; it is a collaborative, group experience. How can video clips and slide shows compete with the rich learning moments possible in class?

Clearly, it’s crucial for teachers to anticipate these problems and find solutions. If students are expected to learn at home via videos and slide shows, there needs to be time planned in to the following lesson for the teacher to check understanding and clarify doubts. As with all anything new, it may be necessary to start small to give students time to get used to the approach, and for the teacher to iron out individual problems and find the right balance of flipped and standard lessons.

### Conclusion

Flipped Learning may have one or two limitations in the language class because learning is less a question of memorising information and taking notes and more about the internalisation of words and rules through communication practice. Even so, there are areas of ELT where it could be effective, including:

* on blended learning courses, where much of the content is available in digital format.
* in exam preparation classes, where there isn’t time to cover all the material.
* in EAP classes and settings where instruction is complex.
* whenever students might benefit from greater variety in home study.
* in low-tech classrooms where students have better access to resources at home than at school.
* in mixed-ability classes, where flipping might allow for greater differentiation.

# **Advancing Learning: Confessions from an obsessive language learner: what I have learnt from continually studying languages for 32 years**

By Russell Stannard

Russell Stannard details how his own language learning has given him insights into how to better teach his students.

### Introduction

I was a complete disaster at languages when I was at school. I literally learnt nothing and never took a single modern language exam. At the age of 22, after completing my degree at university, I surprisingly decided I wanted to be an English teacher. I took my first job in Greece in 1987 and from that moment onwards, I have always been studying at least one language. That’s 32 years of language study but it has been a rather bumpy road.

It’s worth knowing a bit about my language learning experience to understand the context of this article. It literally goes from one extreme to the other. I never really learnt to speak Greek at all. I lived there for nearly a year and a half and hardly got beyond the basics. In my defence, I had some bad luck and in all honestly I simply didn’t know what to do . Next came Spanish. I had the complete opposite experience. I learnt the language and passed the C2 with a very high grade. Later on in my life I became a Spanish teacher. I lived in Spain and while there, I decided to learn another language. So I took up French. It was 1995 and I had recently completed the DELTA exam as an English Teacher. The DELTA really helped me to understand more about language learning and I passed six levels of French in two years, getting to about a B2 level. These days my French is pretty rusty but I only have to be there for about two weeks for it all to come flooding back. I then went back to my Spanish before starting Chinese. I studied for about a year, went to school and was one of the better students in the class but I gave up after a year as I stopped travelling to China.

So that brings me to my current language. I married a Polish lady and about a year ago, I began learning Polish. I have private online lessons and try to study at least three or four times a week. To my disappointment, it is proving pretty tough; I really thought I would pick it up more quickly.

So what have I learnt about language learning from studying five different languages to various levels, teaching English and Spanish for nearly 25 years and doing the CELTA and DELTA exams as an English teacher? How might my experiences help us to think about the way we help our learners?

### Vocabulary is the initial challenge

Everything is hard at the start but if I was going to focus on one thing, I would say it is the amount of vocabulary you have to learn. You need about 500 words under you belt to even begin to be able to engage in basic communication. The temptation is to try and learn lots of new words but I find they just don’t go in and I forget as many as I learn. What seems to work best is limiting how many words I learn to about ten a day, making sure that these are all words I have taken from a context (i.e., I have read them, heard them) and trying to think about words that I am going to find useful.

At the very beginning you do often have to learn words in isolation but as soon as you can, learn new words as part of simple sentences. I use Quizlet to practise my vocabulary and I try to use the words in a sentence. Let’s say, for example, I have learnt the word teaspoon. I will write out a sentence using that word. I make flashcards with one side having the sentence in Polish and one side with the sentence in English. I try to revise these words a couple of times a day but limit myself to about ten.

### Listen and read

I am a huge fan of reading and listening at the same time. This could be in the form of dialogues, news pieces, stories – in fact, anything. The good news is most course books offer lots of material that is in both text and audio form. I really find this helps me to both read and listen. I tend to work through a text, learn the basic vocabulary and then listen to it many times. Once I am familiar with the text, I will often read it aloud. I read out a sentence of the text and then play the audio to hear it and think about how accurate I am. I also try to download the texts onto my smartphone and play them over and over again. So I might be doing the washing up, cleaning my teeth, waiting at the bus stop or sitting on a train and I listen again and again to the same listening material. I find I end up memorising whole phrases and it means I am getting lots of exposure to the language.

### I love course books

This might surprise you since I am supposedly a specialist in using technology in language learning – but I am a big fan of course books. When I was studying Chinese, I used all sorts of material from the internet and I found I became really disorganised. The great thing about a course book is that it is easy for me to see what I have learnt and everything is linked together. The vocabulary is re-worked, I can revise easily and I am also aware of what I have studied. I tend to spend quite a bit of time working out what my book offers and I often look at all the extra content that is online and make use of that, too. I do use technology. I love Quizlet, I record myself speaking Polish, I use Google translate all the time and I use my smartphone to listen to material, but these tools only support what I am learning from my book. I am not saying that I don’t sometimes look at other material, but I think that language learning is about being organised – continually reworking and reusing language – and the book seems to help me to do this.

### Record yourself

I must confess I have been very inconsistent with this but whenever I have done it, it has really helped me. I pick a basic topic and then try to record myself just saying four or five sentences about the topic. So, first I need to think of a topic. I choose anything: my best friend, my house, my hobbies, my family, a person I admire, food, sports, technology, etc. I then normally have to look up a few words in preparation for making the sentences and finally I write out my sentences. I then record myself saying them. The next day and for a few days, I play the audio back and see if I can remember what I recorded. This really helps me to pick up new vocabulary.

I read out the sentences, so it is not completely spontaneous but it does seem to help. The effort of choosing a topic, preparing the vocabulary, writing out the sentences, recording myself saying them and then listening to them a few days later, seems to really help and I notice I do retain the language better when I do this. It is cognitively hard to go through the process of making a recording and I guess that is why I avoid doing it but it works really well. I just wish I wasn’t so lazy and did it more!

### Google translate

I know Google translate is a bit controversial and some teachers won’t like the idea of translating but I make a lot of use of it. When I am preparing my sentences to record, I often check them by writing them out in Polish and then seeing what the translation is. If I am struggling, I will write the sentence out in English and then look at the Polish translation. I often save these phrases in my Phrase Book in Google translate and then I can study them as well. You can actually record yourself saying the sentences in Google translate too but I tend to prefer to record the four or five sentences together on my smartphone.

### Conclusions

So what can we conclude from this as language teachers? Well, firstly, it is always a good thing for you to be learning a language as it helps you to understand your students better. Secondly, it is not easy to work out ways to study languages; in other words becoming an autonomous learner can take quite a long time and students need our support. We should continually expose our students to different ideas and options. They can then work out if the ideas work for them. Thirdly, there is a temptation to throw a lot of vocabulary at students (I know I certainly have done it) but my feeling is that it doesn’t work. My fourth point is always try and present vocabulary in context and encourage students not to just make lists of words but rather sentences with the words included. This way they are re-working vocabulary and seeing new words in context. Making flash cards with the sentence in English on one side and the sentence in the mother tongue on the other side works well and this can be done on paper or using Quizlet (or a similar tool). Getting students to record themselves is quite a challenge but don’t underrate it’s value.

### About the author



Russell Stannard is a multi award-winning Educational Technologist and founder of [www.teachertrainingvideos.com](http://www.teachertrainingvideos.com/). He has received awards from the British Council, the Times Higher and the University of Westminster for his work in the use of ICT in education.

He currently works as an Educational Consultant helping organisations to build online learning / blended learning courses as well as training staff in the use of technology all over the world. He specialises in the use of Camtasia, SnagIT, Google products and virtual learning environments like Moodle and Edmodo.

Find out more about Russell’s online training course on flipped classrooms here: [www.nile-elt.com/courses/course/550/](https://www.nile-elt.com/courses/course/550/)

Find out more about Macmillan English Campus, an English language learning platform for teens, young adults and professionals, which provides students with on-demand language practice and teachers with flexible materials and courses, here: [www.macmillanenglishcampus.com](https://www.macmillanenglishcampus.com/)