Blended Learning

Guidelines

For

NGBs

December 2020

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Blended Learning Guidelines for NGBs

Who are These Guidelines For

These guidelines apply to all NGBs who deliver coach education programmes accredited by Sport Ireland Coaching as part of the Coaching Development Programme for Ireland (CDPI). They can be used by NGB Coaching personnel who want to modify their existing coaching programmes to offer a more flexible approach towards the delivery of training or in the development of new programmes that include online learning.

The development of blended learning programmes has been expedited recently due to the restrictions on face-to-face programme delivery as a result of COVID-19. Innovation in educational technology has also expanded options for flexible learning experiences which allow NGBs to offer a more flexible approach towards the delivery of education and training. Blended learning enables learning that is adaptive to the needs of coaches and gives coaches control over some aspects of their training. While there is an obvious need to use remote learning as part of a blended learning process during the COVID 19 pandemic, NGBs should consider the advantages of using remote learning as an ongoing part of their programmes.

For the purpose of these guidelines, blended learning is "a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching" (Oxford Dictionary). Blended learning must always involve face-to-face learning.

When developing a blended learning coaching programme, NGBs should look for the most effective and efficient means to support trainee coaches to achieve intended learning outcomes. This will require a blend of different learning strategies and delivery methods. A blended learning programme could include a combination of the following (this list is not exhaustive):

1. Face-to-face delivery – learning activities that are delivered on site and face-to-face in a specific place at a specific time
2. Independent learning – learning activities that coaches can access when they choose
3. Collaborative learning – learning activities that involve coaches working together as a group and learning from each other
4. Virtual learning – learning activities that are delivered online and live to all coaches

These guidelines are NOT intended to promote the development of coach education programmes that are fully online or to replace face-to-face programmes. Sport Ireland Coaching continue to emphasise the importance of face-to-face delivery for the development of practical coaching skills. One of the core principles of the Coaching Development Programme for Ireland is the practical

application of coaching skills with real players/athletes. This must not be forgotten in a blended learning approach to coach education.

> **NOTE:** Any modifications made to an existing CDPI programme including the introduction of blended learning should be documented, discussed and approved with the relevant lead contact person in Sport Ireland Coaching. The template for submitting changes to CDPI programmes is included in Appendix 1

These guidelines are divided into four main sections. You may choose to read the entire document or just go to the section that is relevant to you.

- **Section 1** is mainly aimed at NGBs and covers the types of things NGBs need to consider when planning and delivering a blended learning programme. Coach Developers may also find some useful information in this section.

- **Section 2** is mainly aimed at Coach Developers and provides some practical tips for delivering a blended learning programme

- **Section 3** identifies some commonly used online tools and provides practical tips for using them effectively. This section will help NGBs understand the different types of online tools available and will also help Coach Developers and support personnel by providing practical tips for each tool.

- **Section 4** provides information on how to effectively engage learners in online learning and describes three different types of engagement to ensure a successful online experience

Section 1

Considerations for NGBs for Blended Learning

When offering blended learning, it is important that NGBs consider the demands and challenges that blended learning will make on NGB infrastructure and systems. Below is a list of nine things to consider when planning and delivering a blended learning programme.

1. **Planned approach**

NGBs need to have a planned and considered approach to blended learning that is shared with staff, Coach Developers, coaches and other stakeholders. NGBs should be clear on the purpose for using a blended approach. Implications for programme quality and the integrity of the award should be considered. Consideration should also be given to how each component of the blended programme will fit together as a whole – each component (either online or offline) should work to reinforce and augment each other. There needs to be an appropriate balance between the online and offline delivery. Sport Ireland Coaching do not prescribe a precise ratio on the ideal breakdown between online and offline delivery. This must be managed by the NGB. The most important thing is that, whatever the delivery mode used, coaches are provided with a range of appropriate learning opportunities to meet the intended learning outcomes for the coach education programme and maintain the integrity of the award. As stated previously, one of the core principles of the Coaching Development Programme for Ireland is the practical application of coaching skills to a real audience of players/athletes. This must not be forgotten in a blended learning approach to coach education.

The ADDIE Model in Appendix 2 is a useful five-step process that can be used to transform a face-to-face programme to a blended learning mode.

2. **Syllabus and Learning Resources**

Syllabi and learning resources that were originally designed for face-to-face delivery need to be amended/updated to ensure that coaches are offered an effective learning experience. For each online element of the programme it should be clearly stated what resources are needed to complement any online technology; how the technology is to be used by Coach Developers and other personnel involved, both individually and collectively; and how the achievement of learning outcomes will be confirmed including assessment and feedback. Meeting the learning outcomes should take precedence over using specific technologies. Start with your learning outcomes and then design the supporting learning activities and content and the assessment to evaluate them. Map the learning activities (virtual sessions, reading, research, videos, assignments etc.) to the learning outcomes. Use a table or concept map to do this. Make the purpose of the activities and assessment explicit.

3. Learning Activities

Structure learning activities to actively engage coaches in the learning process. Include a mix of synchronous/live activities (e.g. live virtual classrooms, live demonstrations, dialogue about difficult topics, collaborative problem-solving) and asynchronous activities (e.g. discussion boards, problems, assignments, research, readings, videos). Asynchronous activities limit demands on internet bandwidth and provide flexibility for coaches who want to study at a time that suits them. Synchronous and asynchronous activities and way to engage coaches in online learning are explored in more detail later in the guidelines.

4. Coach Developer Workforce

Coach Developers will need to have the necessary knowledge and skills for blended delivery. The NGB may need to provide training opportunities and support for their Coach Developer workforce as well as for any other NGB personnel that will be involved in the planning, delivery or support of the programme. For example, Coach Developers may need training and support in the use of relevant technology and tools for blended learning. Coach Developers may also need other Coach Developers or support personnel to moderate/facilitate online presentations and discussions and generate and manage polls and comments submitted on the chat function. The need for additional personnel has obvious cost implications and this needs to be considered by the NGB and adequate resources provided. Appropriate training and support of the Coach Developer workforce will help create a successful online learning environment.

Some Coach Developers may not be suited to online delivery and this needs to be taken into consideration by the NGB. For example Coach Developers whose expertise is in the face-to-face environment may not be suited to online delivery whereas other Coach Developers may be very well suited to this environment. The NGB needs to carefully consider their Coach Developer workforce and only employ those with online delivery skills to the online role. Sport Ireland Coaching can provide a workshop for Coach Developers to help them develop the skills necessary for online delivery

5. Information for Coaches

Information should be provided to coaches that clearly identifies the blend of learning they will experience, the hardware and software required, the commitment needed to successfully complete the programme, any requirements for assessment and the level and nature of support available to them. Coaches may need extra support to develop the necessary skills to successfully progress through the programme. Technology-enhanced learning may pose a challenge for some coaches while creating opportunities for others. NGBs and Coach Developers need to be aware of this and manage it effectively to ensure a learner-centred approach.

6. **Information Technology**

It is important to consider what hardware (e.g. laptops, tablets, hand-held devices) and software (e.g. licenses for eLearning platforms and digital tools like Zoom or MS Teams) is needed to deliver the coach education programme online. The NGB may need to invest in new specialist, reliable and accessible hardware and software applications for developing and delivering online learning. Tracking learner progress and achievement and providing feedback to coaches are just some of the areas that existing systems and processes may unlikely be fit-for-purpose in an online learning context. Insufficient and unreliable internet access can also hamper blended learning efforts. Consider what is feasible, attainable and financially possible to deliver a consistent, enjoyable and effective learning experience for coaches.

7. **E-Assessment**

Arrangements for assessment need to be carefully considered as it may need to include some form of online assessment. Opportunities for coaches to engage in formative assessment activities that will check and reinforce learning remotely should be considered. Summative assessment activities should also be considered. Digital technologies present new possibilities for the ways in which coaches undertake and submit assessment tasks, the way in which feedback is provided and the kinds of activities that can be assessed. Examples of e-assessment could include recorded videos of coaches coaching real players/athletes, other video assignments, recorded or live presentations, reflective writing via a journal/e-portfolio/blog (this could include multi-media such as reflective text, audio, visuals, and recordings), quizzes, open book exam, case study, written/oral/visual assignments etc. Include authentic assessments that allow coaches to demonstrate coaching performance in an applied context. One of the core principles of the CDPI is the practical application of coaching skills. Therefore, assessment of coaches' competence should include the practical application of coaching skills with a real live audience of players/athletes and in the environment typical to that which the coach will be expected to work.

8. **Compliance and Equity**

Compliance with any legal or regulatory obligations need to be considered e.g. Safeguarding, Data protection and GDPR, intellectual property and copyright. Permission/ compliance needs to be attained before the programme commences, not during or after. Any activities and resources provided to coaches should provide an equitable, fair and realistic opportunity to achieve the intended learning outcomes of the programme, including coaches with disabilities.

9. **Monitoring**

Infrastructure and resources required for good quality blended learning should be routinely monitored and evaluated. Coaches and Coach Developers should be provided with opportunities to provide feedback on the blended learning approach. This information should be used to adapt the programme and resources as needed.

Section 2

Practical Tips for Coach Developers for Online Learning

Coach Developers are vital in helping to create a successful online learning environment for coaches. This section identifies some practical tips for Coach Developers when delivering online learning. Sport Ireland Coaching can provide a workshop for Coach Developers to help them develop the necessary skills for online delivery.

1. **Practise**

Do a practise run or two before going live. This is a great way of testing out the technology and the activities to make sure everything is working. Even better do the practise run with peers who will give valuable feedback and insight on how to refine what you are doing.

2. **Small Numbers**

Keep numbers to a manageable limit to ensure the session is personal and everyone has an opportunity to have their voices heard or their input recognised. Large numbers can be more challenging and detract from the overall experience. Have additional Coach Developers or facilitators to help with breakout rooms. A maximum ratio of 1:8 is preferable with one Coach Developer or facilitator per eight coaches in a breakout room. An administrator or someone who can manage the entry of coaches into virtual classrooms, help coaches who are struggling with IT, help with breakout rooms, set up polls etc is ideal.

3. **Length of Sessions**

Carefully consider the length of each online session. A session should be no more than one and a half hours before taking a break. Online learning takes a lot of concentration and can often be more taxing than face-to-face. Regular breaks are important.

Record live sessions. This provides a useful learning resource for coaches and enables accessibility. Remember to get consent from coaches before recording.

4. **Engage coaches**

Actively engaging coaches in the learning process is crucial. As a Coach Developer, it is important to engage with coaches on a regular basis and provide additional support to those who need it. It is also important to provide opportunities for coaches to engage with one another. This helps build connections between coaches and a learning community. Engaging coaches with experienced, qualified coaches is another area that should not be ignored. This helps coaches connect the content of the coach education programme with real live coaching. Ways of

encouraging coach engagement are identified in Section 4 'How to Effectively Engage Learners in Online Learning'

5. Work/Delivery Space

A good internet connection is vital. If your connection is bad at home, you need to move to another location where the connection is strong and reliable. You could also ensure there is somebody else with a reliable, strong internet connection who can take over if the internet goes down but this mightn't be feasible.

The work/delivery space should be free of distractions and have suitable lighting. Consider a background that is friendly and inviting. Position your screen correctly. Make sure your audio and camera are working correctly. Consider using a headset with a microphone to filter out background noise. For large groups, mute coaches at the start. Get coaches permission before you record live sessions.

6. Digital Literacy

Coach Developers need to be comfortable working with basic computing programmes such as email, Power Point and Word and also with the learning management system used by the NGB. Being able to help coaches troubleshoot basic technical difficulties would also be useful. You don't have to be a computer whiz but you do need to have a positive attitude and open mind about learning new things and interacting with others in a digital world. Some basic but necessary training may be required prior to delivery.

7. Communication:

Online elements normally involve less in-person dialogue and conversation and the majority of communication is largely in the form of video and audio messages, email, instant messages, discussion forums and reflections. Without the live in-person class component, coaches depend more on the facilitation, feedback and assignment/task clarification provided by the Coach Developer. It is important to add frequent and meaningful feedback to coaches through using both written and multimedia strategies

8. Back-up Plan

Always have more than one backup plan for live activities in case of technical difficulties either hardware or software failures. Consider having somebody else on standby with a reliable, strong internet connection who can take over if Plan A doesn't work out.

9. **Range of Resources**

Curate a diverse range of resources to support learning e.g. relevant readings, open educational resources, websites, online videos, simulations. Encourage coaches to reflect on and share the resources they found useful. Keep a consistent and simple layout containing all the content for the particular topic you are working on. This should be easy for coaches to find, explain what they need to do with it and provide links to other resources e.g. readings, videos, assignments. Information should be laid out in a user-friendly and easy-to-navigate format.

10. **Accessibility**

The course and materials should be accessible to everyone from the start, rather than having to adapt it later in response to individual requirements. Make sure you have checked what support your coaches require and that they have access to this. Consider what technology your coaches will have access to e.g. phone, tablet or laptop and quality of internet access. Before using high end tools and practices, consider whether there is a low cost and low-tech alternative.

Section 3

Commonly Used Online Learning Tools

There are many online learning tools available. It is important to use them appropriately and not to overuse them or have too many. The table below identifies some of the more commonly used online learning tools and tips for using them effectively.

Table 1: Tips for Using Commonly Used Online Learning Tools

Digital Tool	Tips	Examples
Virtual Classroom	• Have a clear purpose for the session • Keep sessions focused and highly interactive • Include a range of techniques to keep coaches engaged e.g. group discussion, tasks and breakout rooms[1] • Ensure manageable group sizes - no more than eight per group but this is dependent on the task • Limit time of session to no more than one and a half hours. Take breaks between sessions • Incorporate feedback and questions • Use chat function, hands up, polls, screen share, breakout sessions etc • Having an 'administrator' or someone who can manage entry into the session(s) as well as help with breakout rooms, setting up polls, helping attendees who are struggling etc is preferable	Zoom MS Teams Google Classroom Moodle Blackboard
Presentations	• Keep slides clear, concise and consistent and in a logical sequence. The usual 'fancy' transitions and animations often don't work online so keeping it simple is best • When using voiceover, script the dialogue in advance and ensure voice is clear, audible and pace appropriately • Take an interactive approach by asking questions or using hyperlinks to integrate video and/or audio • Ideally there should be some interaction after every 3-4 slides to maintain learner engagement. Interaction could be in the form of asking a question, stimulating a discussion, running a poll or quiz, having a breakout session, asking for comments in the chat panel etc	PowerPoint Google slides Mentimeter Nearpod Prezi

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[1] Breakout rooms require skilled facilitators in order to get the most out of the session

Videos	• Create videos using your phone or access videos from reliable sources • Ensure videos are relevant to the content • Keep videos short (not more than 6 minutes) • If possible, save videos in a compressed or lower resolution format to facilitate ease of upload and download	Edpuzzle Ted Talks YouTube Phones
Quizzes	• Keep quizzes short and simple • Consider a mix of questions e.g .multiple choice, fill-in-the-blank, open response • Test the quiz in advance • Tell coaches at the beginning that there will be a quiz to help improve their focus	Kahoot Mentimeter Quizlet
Audio	• When recording an audio file, use a high quality microphone • Minimise background noise • Script what you are going to record or have the key points you can speak to in the recording • Be yourself, do not over articulate words • Create short podcast interviews where two or more people discuss a topic and present it in an interesting way • Audio can be used to record feedback and shared with individual coaches or as a group	Audacity Teams Phones Zoom SoundCloud
Discussion Forum	• The Coach Developer should engage with the discussion by contributing comments and monitoring the conversation to ensure coaches stay on topic • Once the topic has been sufficiently discussed post a new idea to continue peer engagement • Coaches should know when the discussion forum goes live and what the 'closing' date will be	Padlet Backchannel Whatsapp Band Discussion forum plug-ins in the eLearning platform
Small Group Work	• Create small collaboration groups where coaches meet away from the classroom to discuss and plan group work and assignments	Google Hangout What's App/Viber Messenger Microsoft Teams Band
Blog	• This is a type of website where coaches can contribute text, graphics and video. A blog consists of regular entries/posts displayed in chronological order. A blog can be used as an online reflective journal reflecting on learning experiences	Blogspot Wix WordPress

Section 4

How to Effectively Engage Learners in Online Learning

Actively engaging coaches in online learning is crucial to the success of the online experience. There are different types of engagement. All of these need to be considered when developing and delivering a blended learning approach to coach education

1. **Coach Developer – Coach Engagement**

Coach Developers should engage with the coaches throughout the session, not just at the beginning or end. This makes coaches feel included and keeps them alert. Coach participation can be encouraged by stimulating discussions, assigning tasks, monitoring progress, running polls and quizzes, reflection prompts, commenting on what is typed in the chat panel etc. It is important that Coach Developers make connections with the coaches and help them stay focused through frequent feedback, contact and monitoring engagement in the Learner Management System used. Any coaches who are not participating should be contacted personally as they may need further support.

2. **Coach – Coach Engagement**

Coaches should be encouraged to connect with each other and to communicate, collaborate and share what they are learning. Smaller group activities can be used, where appropriate, to build community and connection between coaches. Creating a space for informal and social connections can help build connections between coaches and develop a learning community. This could include a virtual classroom for informal discussions or discussion board space. Online peer learning activities should be aligned with the learning outcomes of the coach education course and facilitated by the Coach Developer. These activities could include coaches sharing their experiences, knowledge and perspectives; peer-to-peer coaching activities; collaborative small group projects/tasks; online reflective journals including video or audio blogs; cooperative problem-based learning activities etc. Coach participation and learning benefits are highest when coach-coach engagement is enhanced.

3. **Coach – Community Engagement**

Encouraging and facilitating the interaction of coaches with already qualified and experienced coaches helps coaches connect the theory of coaching to the practise of coaching. Coaches can more clearly understand the relevance of the learning outcomes of the coach education course and see how they can be applied to a real coaching context. Examples of how this could be done include guest online webinars/sessions by experienced coaches, case studies that highlight coaching contexts through rich media, practical coaching tasks, tasks that require coaches to reflect upon their practical coaching, online discussions with other coaches and Coach Developers following practical coaching sessions; online role plays and simulations; online mentoring and coach networking.

Conclusion

These guidelines provide advice and support to NGBs and Coach Developers when designing and delivering blended learning coach education programmes as part of the Coaching Development Programme for Ireland. The guidelines are <u>NOT</u> intended to promote the development of coach education programmes that are fully online or to replace face-to-face programmes. One of the core principles of the Coaching Development Programme for Ireland is the practical application of coaching skills with real players/athletes. This must not be forgotten in a blended learning approach to coach education.

In developing a blended approach to coach education, the intended learning outcomes are key and maintaining the integrity of the NGB award. There are a variety of online tools available for online learning. You do not need to use all of them. Choose what is feasible, attainable and possible to deliver an effective learning experience for coaches.

> **REMEMBER:** Any modifications made to an existing CDPI programme including the introduction of blended learning should be documented, discussed and approved with the relevant lead contact person in Sport Ireland Coaching. The template for submitting changes to CDPI programmes is included in Appendix 1

References/Acknowledgements

- Dr Nigel McKelvey (Head of Flexible and Online Learning, Letterkenny IT)

- Billy Bennett (Vice President for Academic Affairs and Registrar, Letterkenny IT)

- Guidelines for Remote Learning and Assessment, Letterkenny IT (April, 2020)

- Further Education and Support Service (FESS) – Introductory Guide To Blending a Course: Strategies for Blended Delivery (2020)

Appendix 1

Template for Submitting Changes to Existing CDPI Programmes

Currently an NGB can seek approval for minor changes (less than 20%) to content and/or delivery of a course or programme without the requirement for a full course /programme resubmission to the independent Quality Group, **as long as the intended learner outcomes remain the same.**

This form should be used for the submission of these minor changes to the relevant Sport Ireland Coaching Lead Officer for consideration.

Overview:

1. NGB:
2. Course/programme to be modified:
3. Sport Ireland Coaching Lead Officer:
4. Reasons for seeking minor changes to the existing course/programme:
5. Overview of the changes being sought:

Details

Please list all the course and module learner outcomes for the relevant course or programme below, showing which ones will have changed content and/or delivery methods for achieving these within the new proposal and which ones remain unchanged.

In addition:

- for changes in content, please submit it with this form
- for changes in delivery method, please detail how the new format(s) reach the existing learner outcomes and how they are to be assessed.

Course/Programme intended learner outcomes

Please list below

Module intended learner outcomes

Please list below

After submission of the proposed changes, NGBs should expect to hear back from their lead officer within one calendar month. If the changes are approved, NGBs should submit the full amended/alternative course outline to their lead officer/Sport Ireland Coaching for reference.

NB – more than one version of a course/programme may be submitted at any one time and approved as variations in their own right.

The ADDIE Model

The ADDIE Model

The ADDIE model is a useful five-step process that can be used to transform a face-to-face programme to a blended learning mode. ADDIE stands for

1. Analysis
2. Design
3. Development
4. Implementation
5. Evaluation

(Adapted from Baloh et al. 2019)

Step 1: Analysis

This takes place at the beginning of the process to identify what exactly is needed for the programme to be delivered via a blended learning approach. The balance between online, face-to-face/offline and practical coaching elements will depend on the programme learning outcomes and the needs of the coaches and the NGB. For each section of the programme,

- Identify the most suited mode(s) of delivery for each learning outcome (e.g. face-to-face in a classroom or practical setting, online);
- The teaching and learning methodologies that are most suited to facilitate learner engagement (e.g. face-to-face workshop, practical coaching experience, virtual classroom, independent learning);
- The assessment tasks to evaluate learner's achievement of the learning outcome (e.g. skills demonstration, assignment, portfolio/log).

Step 2: Design

This step addresses how to best structure the online content of the programme and the digital technology that can be used to support learning. Content that works well in a traditional face-to-face coach education programme does not necessarily translate to the eLearning environment in terms of the content itself or the way it is delivered. It is vitally important to consider the learning outcomes of the programme and the coaches themselves when identifying the content, resources and digital tools to use online.

Consideration must also be given to how the content will be delivered online. There are various options;

a. *Content for Independent Learning*: Independent learning is when learning activities are provided to coaches that they can access when they choose (asynchronous activities). This allows coaches to self-pace their learning. However, some coaches may need additional support and one-to-one contact with the Coach Developer to keep them on track. Tools/approaches that are useful for independent learning include PowerPoint presentation with voiceover/script, video, audio, interactive quiz, podcast, reading, posting questions, weblinks and case studies

b. *Content for Learner Collaboration*: This is content that allows coaches to work as a group and learn from each other through group discussions and small group work. This collaborative learning helps to develop coaches' ideas and provides for a deeper understanding of the topic. It can also support the feeling of belonging and being part of the group. Tools/approaches that are useful for learner collaboration include discussion forums, small group projects/tasks, peer-to-peer coaching activities and cooperative problem-based learning activities.

c. *Content for Virtual Classroom*: This is when learning is delivered live in a specific place, at a specific time to all coaches where they can receive immediate responses and feedback from the Coach Developer or from their fellow coaches. Coach Developers can use polls, breakout rooms, the chat facility and any other interactive feature available via the platform/tool. It is important to have a take-away or to follow-up on live sessions in the form of a reflection, task or posting to a discussion forum to help coaches reinforce their learning, identify areas where they need clarification or solidify their understanding of the content. Tools/approaches that are useful in a virtual classroom include presentations, demonstrations, polls, chat interaction and breakout rooms

Step 3: Development

There is no one way to create online content. There are many different eLearning platforms, digital tools and resources to facilitate the creation of course content that will engage coaches in the online environment. You do not need to use them all. Simply using a few tools, but in effective ways, will achieve quality in teaching and learning. Allow sufficient time, use a step-by-step approach and provide supplementary support if necessary when introducing new tools to coaches. The knowledge and skillset of the Coach Developer workforce to create the material using the tools and the learner's ability to interact with the material and tools should be considered. When developing online content, consider content for the three main areas identified in Step 2 above i.e.

- Content to support independent learning
- Content to facilitate collaborative learning
- Content for the virtual classroom

Step 4: Implementation

This step involves the delivery of online content to coaches. It is important to deliver a detailed induction for coaches to help them successfully participate in the programme e.g. learner responsibilities, computer basics, introducing the eLearning platform, introducing digital tools (one

or two to start), appropriate online behaviour and etiquette, time management, schedule of activities, assessment overview and feedback processes and support available.

Continue to engage with coaches throughout the delivery of the programme. Examples include:

- Schedule one-to-one sessions with each coach to discuss progress, concerns and receive feedback
- Post weekly announcements such as reminders of what you are covering next, tips for assignments/tasks, any highlights or discussion postings
- Provide positive feedback to the group about their performance
- Monitor coaches' participation and initiate communication with those who do not appear to be engaging

Step 5: Evaluation

Reviewing the programme will help identify and understand the challenges and successes associated with implementing the blended learning programme. Coaches, Coach Developers and support personnel should all contribute to the review of the programme. Areas that should be reviewed include content, delivery strategies, learning activities, assessments, resources and information provided to coaches. A combination of quantitative and qualitative methods can be used to evaluate and reflect on the online learning environment and blended learning approach. Evaluations can be conducted at different points throughout the programme and with different stakeholders using suitable methodologies like interviews, questionnaires, focus groups and meetings. Data collected from the eLearning platform can provide an overall picture of online activities and can identify the trends of learner usage patterns such as;

- A record of learner access/login to eLearning platform
- The rate of viewing/downloading the material
- Tracking of links accessed or not
- Usage of a particular activity or resource
- Identification of coaches who may not be engaging with the course