JUPITER PRIME

Consulting • Training • Advisory

جوبيتر برايم للاستشارات والتدريب

COURSE BROCHURE

Blended Learning Design for L&D Teams Training Course

3 – 7 May 2027
Singapore

jupiterprime.uk

info@jupiterprime.uk

Registered in the United Kingdom and Saudi Arabia

Blended Learning Design for L&D Teams Training Course

Ref: 1242_46734 **Date:** 3 – 7 May 2027 **Location:** Singapore **Fees:** 6900 GBP

Blended Learning Design for L&D teams is a 1-week training course for instructional designers, L&D specialists and training coordinators who leave with a blended learning blueprint for a real initiative. Hybrid working and shrinking time away from the job make the mix of modalities a strategic choice rather than a delivery detail. Jupiter Prime Training runs this blended learning course.

Why Blended Learning Design Matters Now

Three forces shape blended learning today: dispersed and hybrid workforces who cannot all sit in one room, line managers who want less time lost to off-site sessions, and learning platforms that now track every click of a self-paced module. An organisation that sequences modalities with intent sees knowledge carried into the job; one that simply moves slides online sees falling completion and skills that fade within weeks. The course rests on the ADDIE instructional design model Analyse, Design, Develop, Implement, Evaluate and the Kirkpatrick four-level evaluation model.

Who Gains Most from Blended Learning Design

- Designers who turn learning objectives into sequences of live, virtual and self-paced activities
- Specialists who choose which modality carries each objective and justify that choice to sponsors
- Coordinators who schedule virtual classrooms, cohorts and platform enrolments across sites
- Facilitators who move between face-to-face rooms and virtual classes within one journey
- Platform owners who configure learning paths, prerequisites and completion rules

A learning function that sends a designer, a facilitator and a platform owner together gains most, because each blueprint decision touches all three roles.

Blended Learning Design Capabilities

Participants practise matching objectives to modalities and building journeys that hold attention across weeks.

- Assess which objectives need practice, discussion or information transfer — modality selection for sponsors
- Design a sequenced journey of pre-work, live sessions and spaced follow-up — learner time and manager release
- Specify virtual classroom activities that keep participants active on camera — facilitator briefing
- Build self-paced modules with checks that feed live sessions — platform configuration
- Apply cohort and community techniques that sustain engagement between sessions — completion and transfer
- Test the journey against Kirkpatrick levels before launch — evaluation plan agreed with stakeholders

Key Blended Learning Design Terms

- Blended learning — a planned mix of face-to-face, live virtual and self-paced activities working toward one set of learning objectives.
- Modality — the channel through which an activity is delivered, such as classroom, virtual classroom, e-learning or on-the-job task.
- Flipped classroom — an approach where learners study content before a live session and use session time for practice and discussion.
- Learning journey — the ordered sequence of activities, touchpoints and checkpoints a learner follows from enrolment to application.
- Synchronous learning — activities where learners and facilitator take part at the same time, in a room or online.
- Spaced practice — revisiting content in short sessions over time to strengthen recall and transfer to work.

Blended Learning Design Day by Day

Day 1: The Case for Blending Modalities

- Hybrid Workforce Trends — Where Learners Can Realistically Attend
- Learning Objective Classification — Knowledge, Skill or Behaviour Change
- ADDIE Analysis Phase — Constraints of Time, Budget and Access
- Stakeholder Expectations Map — Sponsor, Manager and Learner Priorities
- Current Course Audit — Which Sessions Suit Conversion to Blend

Day 2: Modality Selection and Sequencing

- Modality Selection Matrix — Matching Objectives to Classroom or Virtual
- Flipped Classroom Design — Moving Content Before the Live Session
- Journey Sequencing Patterns — Pre-Work, Core Session and Spaced Follow-Up
- Learner Time Budget — Balancing Workload with Operational Demands
- Accessibility and Device Check — Reaching Shift and Field Learners

Day 3: Live Virtual and Classroom Elements

- Virtual Classroom Activity Types — Polls, Breakouts and Whiteboards
- Producer and Facilitator Roles — Running Smooth Online Sessions
- Classroom Practice Labs — Reserving Face-to-Face Time for Skills
- Hybrid Room Set-Up — Equal Voice for Remote and Onsite Learners
- Facilitator Guide for Blended Delivery — Consistent Handovers Between Modalities

Day 4: Self-Paced Content and Engagement

- Self-Paced Module Storyboard — Chunking Content into Short Units
- Knowledge Checks and Branching — Feeding Results into Live Sessions
- Learning Path Configuration — Prerequisites and Completion Rules in Platforms
- Cohort Community Techniques — Peer Discussion Between Sessions
- Manager Touchpoints — Coaching Conversations That Support Transfer

Day 5: Practising the Blended Learning Blueprint

- Kirkpatrick Evaluation Plan — Reaction, Learning, Behaviour and Results Measures
- Applying the Modality Matrix — Redesigning a Real Participant Course
- Applying Sequencing Patterns — Timeline for a Six-Week Journey
- Applying Engagement Techniques — Peer Critique of Draft Journeys
- Blended Learning Blueprint — Final Journey Map, Roles and Measures

Applying Blended Learning Design After the Course

- Run a modality selection matrix on one existing classroom course and present the redesigned journey to its sponsor.
- Launch a pilot cohort of the blueprint with one flipped session and track Kirkpatrick level 1 and level 2 results.

Blended Learning Design Questions FAQ

What is blended learning design and why does it matter now?

Blended learning design is the planned combination of classroom, live virtual and self-paced activities into one journey. It matters now because hybrid teams and tight schedules make single-format courses hard to attend and easy to forget, while a sequenced blend supports recall and application.

Which roles gain most from blended learning design training?

Instructional designers, L&D specialists, training coordinators and platform owners gain most. Each shapes a different part of the journey, so shared methods reduce rework.

How does blended learning design differ from an e-learning development course?

Blended learning design decides how modalities fit together across a journey. An e-learning development course focuses on building individual digital modules in authoring tools. Here, self-paced modules are one component placed alongside live virtual and classroom sessions.

What do you bring back from blended learning design training?

You bring back a blended learning blueprint for a real course: the objective-to-modality matrix, the sequenced journey timeline, facilitator and producer roles, engagement touchpoints and a Kirkpatrick evaluation plan you can present to sponsors.

Blended Learning Design: The Way Forward

The blended learning blueprint first informs the sponsor decision on how much learner time moves from the classroom into virtual and self-paced activities. Designers, facilitators and platform owners use it to build and schedule the journey. After the first cohort, revisit the modality choices with level 2 and level 3 evidence and adjust where learners stalled or skipped content.