10 PRINCIPLES FOR DESIGNING ONLINE AND BLENDED TRAINING

FOLLOW ADULT LEARNING PRINCIPLES. Support skill development and shift participants' awareness by recognizing and incorporating their personal needs and experiences (Arghode et al., 2017; Chen, 2014; Knowles, 1984).

FOSTER REFLECTIVE PRACTICE. Follow the Experiential Learning Cycle by fostering critical reflection on concrete experiences coupled with action planning (Borg, 2006; Kolb, 2015; Rodgers, 2002).

SCAFFOLD EVERYTHING. Allow participants to smoothly navigate the course by providing clear instructions and multiple levels of support tailored to their needs and interests (Eberle & Hobrecht, 2021; Karimi & Norouzi, 2017; Martin et al., 2018).

KEEP IT RELEVANT AND REAL. Consistently illustrate concepts through concrete, micro case studies that focus the participants on relevant reflection for their professional development (Vold et al., 2020).

DESIGN LIGHT. Foster flexible learning that adheres to a participant's own pace, schedule, and technological capabilities by creating mobile- and data plan-friendly modular activities (Kaye & Ehren, 2021).

INTEGRATE UNIVERSAL DESIGN FOR LEARNING (UDL). Ensure every level of course design is inclusive and motivating for the widest range of backgrounds and abilities by integrating thorough and varied applications of UDL (Rogers-Shaw et al., 2018).

FOSTER COMMUNITY. Guarantee participant retention and learning by fostering a sense of community, peer collaboration, and social presence (Feyzi Behnagh & Yasrebi, 2020; Garrison et al., 2010).

ONLY USE TECHNOLOGY TO IMPROVE. Seek to redefine rather than replace old technology practices, and always put alternatives in place to improve the quality and accessibility of a learning experience (Crompton & Burke, 2020).

ENSURE CYBERSECURITY. When participants use platforms that track their cyber activity or introduce security vulnerabilities, ensure that their rights and safety are prioritized (Kiennert et al., 2019; Hathaway & Spidalieri, 2021).

KEEP IT OPEN. Introduce participants to open educational resources (OER), encourage repurposing materials, and use open-source materials as much as possible to reduce costs (Ossiannilsson, 2019).

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