ALT Certified Membership (CMALT) and Blended Learning Essentials. Guidance and mapping for a route to accreditation

About

CMALT is a peer-based professional accreditation scheme developed by ALT to enable people whose work involves learning technology to:

- have their experience and capabilities certified by peers;
- demonstrate that they are taking a committed and serious approach to their professional development.

Blended Learning Essentials is an open course for Vocational Education and Training funded by the Ufi Trust and delivered on Futurelearn. If you are working in further education, skills training, vocational education, workplace learning, lifelong learning or adult education, the course is designed to help you understand the benefits of blended learning and how to make more effective use of technology to support your learners. By the end of the course, you'll be able to:

- use a range of effective blended learning practices and pedagogies, to improve your learners' experience and attainment;
- understand how the many free and affordable technologies now available can enhance teaching and learning; and
- approach new technologies with confidence, designing a pedagogical approach to make the best use of these tools.

This course is run in two parts. This first introductory course, Getting Started, will be followed by a second short course on Embedding Practice, which will take place in early 2016.
Further information see https://www.alt.ac.uk/membership/certified-membership/blended-learning-essentials-and-cmalt .

Route to CMALT accreditation

The course offers participants a number of paths to gain credit of which accreditation via CMALT is one. Established in 2004, CMALT is one of the longest established accreditations specifically for practitioners who seek recognition for the skills and experience they have. In order to provide a route to CMALT accreditation for course participants, we have mapped the curriculum of the course to the CMALT framework. CMALT covers 4 core areas (including implementation of technology, communication and teaching/training) and also allows participants to choose a specialist option that fits with their particular role thus providing real flexibility. While CMALT accreditation may not be the most appropriate path to credits for complete novices and those new to using technology in the classroom, employers are increasingly including it as a criteria during recruitment for teaching and technology roles.

To further support course participants who are interested in this type of accreditation we offer a preferential rate for registration, giving course participants who register before 31 January 2017 a 20% discount on the registration fee, £119 instead of the usual £150. In order to quality for the reduced rate you will have to be a registered participants on the Blended Learning Essentials course.

You can register at https://www.alt.ac.uk/civicrm/contribute/transact?reset=1&id=20 .

Pilot group

In 2015/16 we are running a small pilot group for course participants who want to gain CMALT quickly and are able to share their completed portfolios as examples for future candidates and to help provide working examples of how the mapping of the CMALT framework to the Blended Learning Essentials course is translated into practice. This small group has been asked to:
1. participate in all parts of the Blended Learning Essentials course;
2. complete their CMALT portfolios and submit them for assessment within 3 months of the course end date;
3. give permission for ALT to make their portfolios available as examples for future candidates.

The pilot group is now full. Blended Learning Essentials participants can still register for CMALT at the discounted rate of £119:
https://www.alt.ac.uk/civicrm/contribute/transact?reset=1&id=20

Guidelines for CMALT candidates
Detailed Guidelines for CMALT candidates and other supporting information is available at
https://www.alt.ac.uk/get-involved/certified-membership/cmalt-support .

CMALT and Blended Learning Essentials mapping

Blended Learning Essentials: Getting started

		Blended Learning Essentials				
		Getting Started				
CMALT		Week 1	Week 2	Week 3	Week 4	Week 5
1. Operational issues	An understanding of the constraints and benefits of different technology	Why should we focus on blended learning? Activity 1: What is blended learning?, Activity 3: Blended learning in practice	Activity 1.1: The pedagogy of blended learning		Activity 1: Designing blended learning	
	Technical knowledge and ability in the use of learning technology		Activity 1.2: The technology for blended learning, Activity 1.3: Matching pedagogy with technology	Activity 1: Your Virtual Learning Environment		
	Supporting the deployment of learning technologies	Activity 2: Digital technology and teachers	Activity 2: Your readiness for blended learning			

2. Teaching, learning and / or assessment processes	An understanding of teaching, learning and / or assessment processes		Activity 1.1: The pedagogy of blended learning	Activity 2: Online tools beyond the virtual learning environment	Activity 2: Assessment and feedback	
	An understanding of your target learners	Activity 2: Digital technology and learners			Activity 1.3: Learners as co-designers	Activity 1: Developing your learners' digital literacy
3. The wider context	Understanding and engaging with legislation, policies and standards		Activity 2.3: Your environment and context	Activity 3: Open Educational Resources		
4. Communication - working with others	Candidates should demonstrate their knowledge and skills in communication through working with others				Activity 3: Flipping the learning	Activity 2: Improving access to learning, flexibility and inclusion

Blended Learning Essentials: Embedding Practice

		Blended Learning Essentials		
		Embedding Practice		
CMALT		**Week 1**	**Week 2**	**Week 3**
1. Operational issues	An understanding of the constraints and benefits of different technology	Activity 1:Why should blended learning improve learning outcomes?		
	Technical knowledge and ability in the use of learning technology		Activity 1: Reaching more learners, more flexibly	
	Supporting the deployment of learning technologies	Activity 2: Learning lessons from experience		
2. Teaching, learning and / or	An understanding of teaching, learning and / or assessment		Activity 2: Supporting independent learning	

assessment processes	processes			
	An understanding of your target learners	Activity 3: Building new activity to test with learners	Activity 2: Supporting independent learning	
3. The wider context	Understanding and engaging with legislation, policies and standards		Activity 3: Reducing the costs of innovation	Activity 1: Matching your innovation to the needs of your organisation
4. Communication - working with others	Candidates should demonstrate their knowledge and skills in communication through working with others			Activity 2: Supporting your colleagues in increasing their use of blended learning Activity 3: Working collaboratively to keep improving