BRITISH COUNCIL

opencentric

Transforming teaching through blended learning at scale

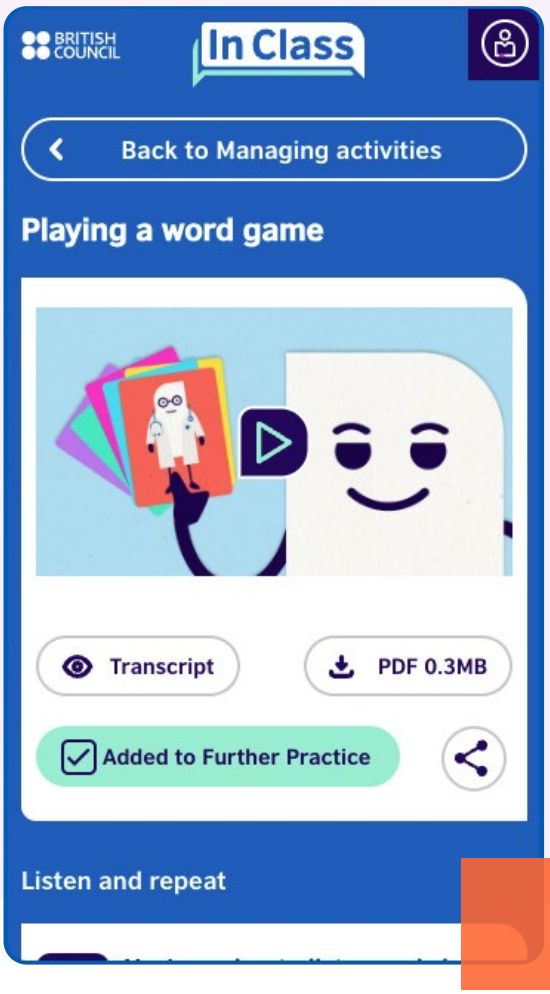


learning technologies Awards 2025

Best Use of Blended Learning

Gold Award

Introducing InClass



Delivering high-quality teacher professional development at scale is a complex challenge in countries as geographically vast and diverse as China and Indonesia. Teachers are distributed across rural and urban regions, often with limited time for development and uneven access to professional learning opportunities.

In response to national education reforms and identified needs, the British Council, in partnership with Opencentric and local education authorities, designed and delivered blended learning models tailored to local contexts. These programmes combined technology, mentoring and classroom application to strengthen teacher competence, confidence and impact.

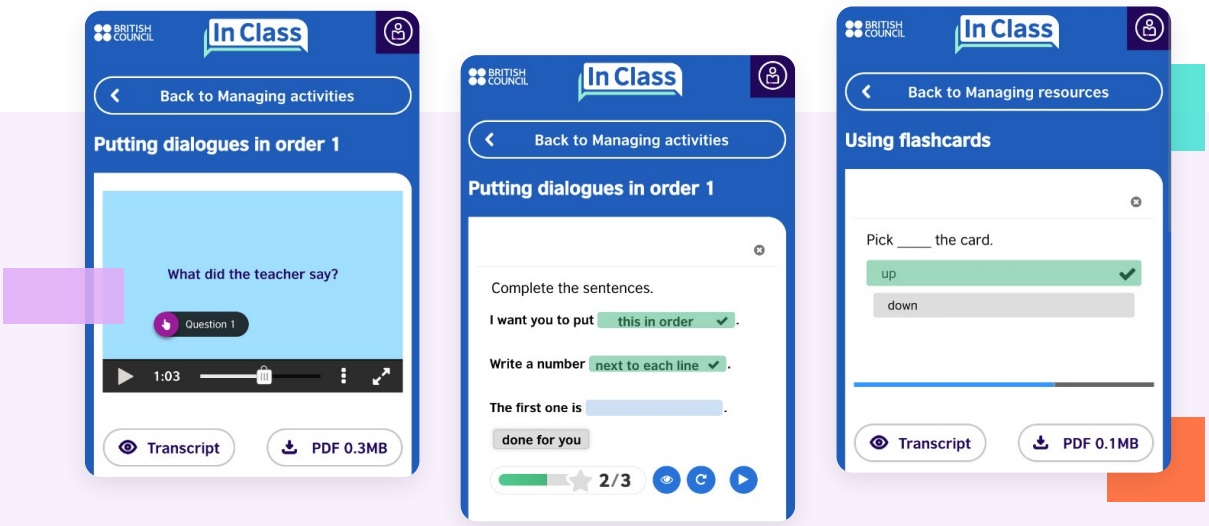
A needs-based blended model

Both initiatives were grounded in detailed needs analysis and aligned to government priorities.

The blended design integrated:

- **Self-paced mobile learning through the InClass platform**
- **Asynchronous online modules for language proficiency and pedagogy**
- **Live mentoring and Communities of Practice**
- **Structured classroom application with feedback**
- **Capacity building for local mentors and teacher educators**

The approach ensured flexibility for teachers with limited time, while maintaining sustained engagement and practical relevance.



At the centre of the model was the InClass mobile platform. Featuring 95 practical classroom topics, scenario-based learning and over 50 interactive activity types, it enabled teachers to practise real classroom English in context. Its mobile-first, low-bandwidth design ensured accessibility across diverse regions and infrastructure conditions.

The programmes combined technology with strong human support.

> In China, 67 regional mentors were trained to guide over 1,000 teachers across 18 geographical areas.

> In Indonesia, 34 teacher educators were upskilled through a blended programme combining online learning and face-to-face workshops, enabling national scale-up.

System-wide impact

The programmes demonstrate how a carefully designed blend of online and face-to-face methods can deliver measurable and sustainable change.

China: Tangshan InClass Language Effectiveness (TILE) project

1,018 teachers across 18 areas

83% total completion rate

84% live session attendance

Classroom English confidence increased by **56%**

100% improved in at least one classroom standard

97% of mentors enhanced professional skills

Indonesia: National CPD programme

486 teachers from 35 provinces

96% online module completion

Majority improved English proficiency by **10+ points**

>83% demonstrated inclusive classroom practices

34 teacher educators prepared for national scale-up

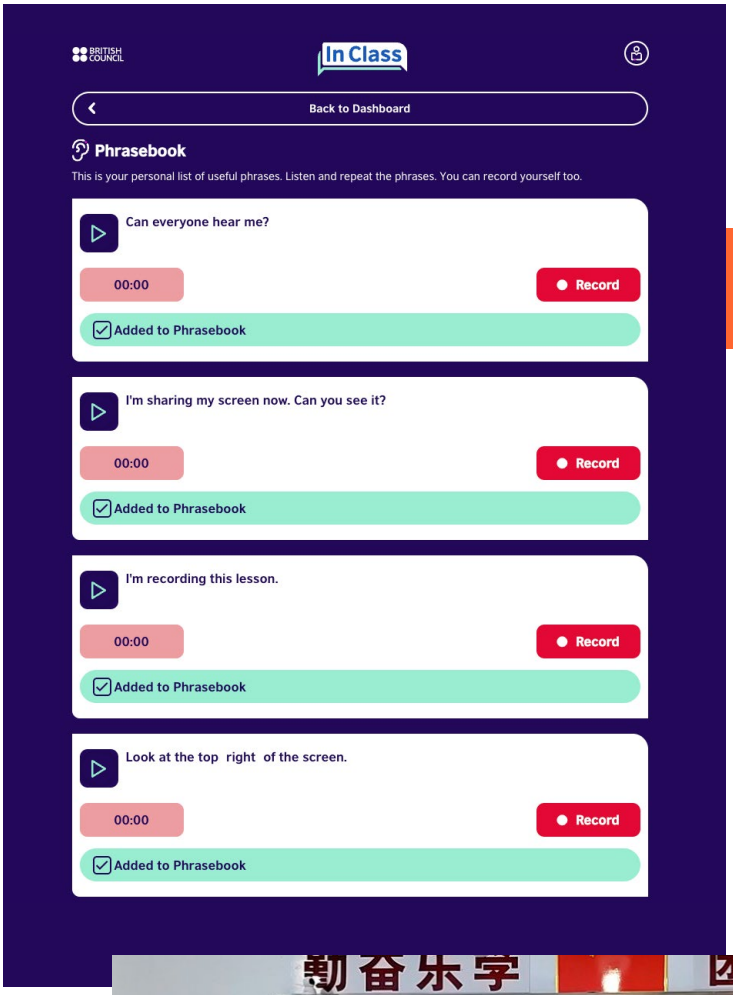
Together, the programmes directly supported more than 1,500 teachers and reached over 60,000 learners.*

*Estimate based on typical teaching loads.

Scalable, sustainable blended learning

These initiatives show how context-sensitive blended learning can strengthen education systems at scale. By combining mobile innovation, structured pedagogy, mentoring and capacity building, the model embeds expertise within local systems and supports lasting improvement in classroom practice.

It was this measurable, needs-based and system-focused impact that led to Gold recognition for Best Use of Blended Learning at the UK Learning Technologies Awards 2025.







> The course transformed my approach to creating an English-speaking environment. My students are now more actively involved in speaking and listening activities.
>
> **– Participant teacher**