

Designing a Blended Learning Journey

for Emerging International Leaders

A blended journey integrating 12 virtual modules, an in-person orientation, and a program debrief to support preparation, engagement, and reflection.

12

MODULES

2

LEARNING MODES

6

JOURNEY STAGES

Preparing learners for more than a trip.

The experience connected virtual learning, in-person orientation, and program debrief.

THE CHALLENGE

Participants needed to build relationships across locations and time zones, strengthen intercultural and professional skills, and practice applying new ideas before entering unfamiliar workplace and community settings.

AUDIENCE

Emerging international professionals and community leaders.

DELIVERY

Canvas LMS for independent learning; Zoom for facilitated virtual sessions.

DESIGN QUESTION

How might we build practical professional skills while preparing learners for an immersive international fellowship?

One connected journey. Six stages.

Six stages structure the virtual curriculum within a wider blended exchange journey.

THE COMPLETE BLENDED EXPERIENCE

12 VIRTUAL MODULES

Prepare and connect



IN-PERSON ORIENTATION

Build relationships



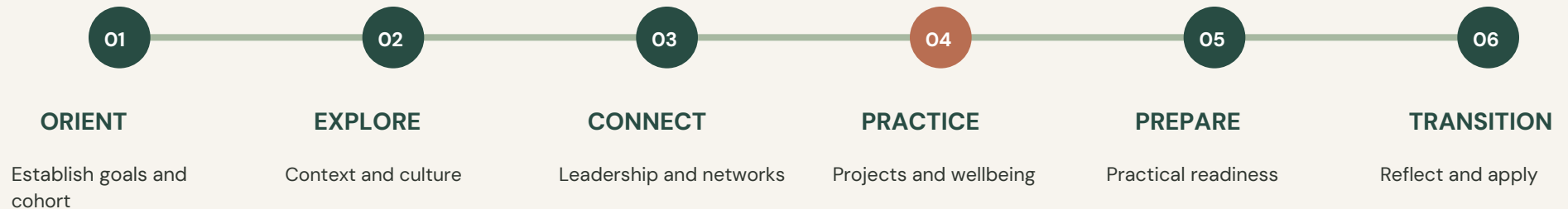
PROFESSIONAL EXCHANGE

Engage and apply



PROGRAM DEBRIEF

Reflect



DESIGN PRINCIPLE

Sequence learning so participants explore, connect, practice, prepare, and apply.

The complete 12-module curriculum

Each module contributes to a broader progression of learning and professional preparation.

01 ORIENT
Program Launch

02 EXPLORE
**Economic Empowerment and
Success Stories**

03 EXPLORE
Intercultural Awareness

04 EXPLORE
**Communicating Across
Cultures**

05 CONNECT
Leadership and Values

06 CONNECT
Networking and Collaboration

07 PRACTICE
Action Plan Development

08 PRACTICE
Wellbeing and Balance

09 PRACTICE
**Project Management
Fundamentals**

10 PREPARE
**Personal Responsibility and
Planning**

11 PREPARE
Pre-Departure Orientation

12 TRANSITION
Program Wrap and Debrief

The right experience for the right moment.

Independent exploration created space for richer live discussion, collaboration, and practice.

ASYNCHRONOUS / CANVAS

Explore + Reflect

- Curated learning resources
- Individual reflection
- Discussion boards
- Live-session preparation
- Applied assignments
- Revisitable materials

SYNCHRONOUS / ZOOM

Practice + Connect

- Facilitated discussions
- Breakout-room activities
- Collaborative problem-solving
- Peer feedback
- Guided reflection
- Alumni perspectives

Use independent time for exploration. Protect live time for meaningful interaction.

From Community Need to Action Plan

A lower-stakes practice sequence moved learners from knowing a framework to using it.

01

LEARN

Explore needs-assessment concepts.

02

REFLECT

Consider challenges and information gaps.

03

COLLABORATE

Analyze a scenario with peers.

04

PRACTICE

Identify stakeholders and define the problem.

05

APPLY

Draft an initial action plan.

DESIGN DECISION

Understanding a framework was not the endpoint.

Learners needed an opportunity to practice using it.

A learning ecosystem, not a single course.

The work supported both learner-facing experiences and facilitator-facing delivery.

CURRICULUM ARCHITECTURE

12-module sequence, objectives, and learning pathway.

LMS LEARNING EXPERIENCE

Resources, discussions, assignments, and preparation.

LIVE-SESSION DESIGN

Interactive facilitation, breakout activities, and reflection.

AUTHENTIC PRACTICE

Scenarios, needs assessments, and action-planning exercises.

FACILITATOR GUIDE

Timing, prompts, delivery instructions, and follow-up.

ENGAGEMENT WORKFLOW

Participation processes, feedback, and learner support.

GOALS → OBJECTIVES → EXPERIENCES → PRACTICE → REFLECTION → APPLICATION

What I took forward

A structured curriculum and four design principles that continue to guide my practice.

01 DESIGN BACKWARD

Start with what learners need to do, then design the experiences that get them there.

02 PROTECT LIVE LEARNING

Use synchronous time when interaction adds the most value.

03 PRACTICE OVER PRESENTATION

Knowing something differs from being able to apply it.

04 DESIGN FOR DELIVERY

Support both learners and the facilitators who bring the experience to life.

PROJECT STATUS

Curriculum completed and implemented. Participant feedback collected from two cohort implementations indicated that the virtual learning journey strengthened fellowship readiness by building connection across the cohort and developing practical skills in intercultural communication, trust-building, networking, and navigating U.S. professional culture. Learners entered the in-person experience feeling better prepared to engage across cultures, build professional relationships, and apply their learning in practice

Anonymized portfolio sample. Organizational, program, and participant-identifying details have been removed.