



INCULCATION OF QUALITY TEACHING STRATEGIES FOR THE HYBRID LEARNING MODEL WITH SPECIAL REFERENCE TO TEACHER EDUCATION

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ABSTRACT:

'Hybrid' means something that is composed of different components. In education, the hybrid learning model refers to the blending or mixing of face-to-face classroom instruction and online technology-enhanced environments. These environments are intended to serve multiple objectives, including socio-emotional, physical, linguistic, and literacy development. Moreover, a discourse on teacher-education-related specific objectives is also presented in this paper. Now, to touch on all these aspects, some principles must be followed to facilitate development in the best possible manner. These principles include having a visionary approach, co-relation with real life, focusing on fundamental concepts, and planning with flexibility.

A simple and practical hybrid learning model is developed by considering a contextual set of objectives and principles. This model comprises six steps: assimilation and formalization of objectives, identification of curriculum categories, planning, pre-evaluation, execution, evaluation, and feedback. An example of this model is shown in an excerpt from the syllabus of the UOR, which seemed to complete the desired objectives to a large extent (qualitatively). Though, the field experiment has not been done at the present stage of the research.

KEYWORDS:

HYBRID LEARNING MODEL, TEACHER EDUCATION, QUALITY INNOVATIVE STRATEGIES, BLENDED LEARNING.

INTRODUCTION

The development of Science and Technology affects all disciplines of life, including education. One business approach to technology is to adopt technologies for better profitability (Davenport, 2017). However, this approach is not useful in education. Education is the process, the mere digitalisation of which leads to a lower level of accomplishment of objectives. However, repudiating the technological aspect is also questionable, as it hinders the calibre of education. This means that there is a need for a blended approach which is a hybrid model of learning (Tayebinik & Puteh, 2013). In the entire discourse of this paper, there is an attempt to propose a structure of an innovative model of hybrid learning,

OBJECTIVES

1. To define the hybrid learning model
2. To find the objectives of teaching strategies
3. To know the principles which are needed to be followed for the accomplishment of those objectives
4. To find the specific requirements of teacher education in this context
5. To construct a model for inculcating those principles and fulfilling those objectives using avant-garde quality teaching strategies to achieve the desired outcomes in the best possible way

LITERATURE REVIEW

It is important to review some of the previous approaches to the hybrid learning model so that the proper structure of the new model can be designed.

Bryan & Volchenkova (2016) in their study '**BLENDED LEARNING: DEFINITION, MODELS, IMPLICATIONS FOR HIGHER EDUCATION**' discussed the concept of blended learning in a generic way. The study was conducted under the project initiated by the Ministry of Education of the Russian Federation. This study aimed at the conceptual analysis of blended learning and its possibilities of an effective transition from the traditional model to the integrated one. This study took into account the definition of Friesen as the basis which defined blended learning as "*the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teachers and students*". After a constructive discussion related to the definition, the authors deliberated over various models of blended learning, from the initial typologies to the most advanced concepts that have recently evolved. This is the primary focus of our review.

The earlier typology by Valiathan divided learning models into three types: skill-driven, attitude-driven, and competency-driven. This has been criticised because of its mixed nature, inculcating both learning objectives and pedagogical methods. From this, if these two are separated, and their inter-dependency is considered, then

a better model can be designed.

Staker and Horn's consideration, as discussed in their study, has six models. They are the face-to-face driven model, the rotation model, the flex model, the online lab model, the self-blend model, and the enriched virtual model. These models differ based on the extent and variability of the two learning environments: classroom teaching and online learning.

Further, Graham's classification of the blended learning model is discussed which divides the models based on different dimensions (space, time, sensual richness, and humanness), levels (activity, course, program, and institution), and types (enabled blends, enhancing blends, and transformative blends). These dimensions are based on bimodal theory. These levels separate the solitary learning model from the learning model at the school/college level. Category division is related to the purpose of the model, where transformation is given the highest priority.

A psychological theory-backed review of the four hybrid learning models was provided by Chew, Jones, and Turner. Salmon's structured e-moderation is based on the sequential transition of students into an online environment. Maslow's principle provides theoretical support for it. Sun Microsoft systems' 'learning ecology' is a type of quadrant that takes self-directed/guided learning and content/practice as the axes in the second model. This model is supported by Vygotsky's principle of cognitive development. This is somewhere based upon the interaction of the two most essential poles of education (student and teacher) concerning the desired objectives and to be applied teaching strategies. The third model is Jones' blended learning continuum, which is somewhat related to Graham's categorical division, which accepts the requirement of different plans for different disciplines. Thus, this model is flexible in that sense. The fourth model is Garrison and Vaughan's enquiry-based framework which emphasises effective enquiry-based collaborative interaction among students and teachers.

Overall, these models have various implications and approaches considering different contexts, and their practical application extent is subject to a thorough review; therefore, there is an exigency of a model with a simplistic approach.

Kim (2014), in his study titled '**Types of Blended Instruction: Different Approaches to Different Mixes**,' discussed four hybrid learning models via case studies. These models were the learning enhancement, accessibility, instructor discretion, and cost-effectiveness models.

The **Learning Enhancement Model** uses the online mode of learning as a complement to classroom instruction, similar to the face-to-face model described by Staker and Horn. This model fosters the interchange of questions and reflections, through which high-quality learning is achieved. In the case study, the model used the IDEAL approach for pedagogy which has five major steps:

identifying problems and opportunities, defining goals, exploring, anticipating outcomes and actions, looking back, and learning called VISTA was deployed. To examine the quality of students and teachers' interaction, the study used the Interaction Analysis Model (IAM) which takes into consideration the five phases: "*Sharing and Comparing Information, Discovery, and Exploration of dissonance or inconsistency or advanced teaching strategies, negotiation of meaning/co-construction of knowledge, testing and modification of proposed strategies or co-construction and metacognitive statements or application of newly constructed meanings.*"

The Second Model is the **accessibility model** which insists on flexibility to obtain higher enrolment, that is, higher accessibility to the institution. This model in the case study failed to accomplish its objectives for various reasons such as the traditional attitude, failure to locate compatible online components, and the interrelation of the strength of one environment to the weakness of the other environment.

The third model, the **instructor-discretion model**, was successful. In the case study, the model was applied to mathematical subjects. The model had two primary components: traditional instruction on a face-to-face basis and multimedia presentations. Specific technological enhancements were suggested that were exclusive in nature, meaning that some benefits were only possible through technical means. This model had been proven to increase the effectiveness of teaching and to reduce the rate of failure of students.

The Fourth Model studied was the **cost-effective model** that considered the strain of financial resources of a professional development initiative for in-service teachers. The model had wide accessibility and the potential to curb the gaps between low- and high-financial resource institutions. This model had three formats: face-to-face learning, collaborative team sessions, and digital online instruction. Time, varying needs, the flexibility of professional development opportunities, provisional support, collaborative development, linking technology and educational objectives, and intellectual and professional simulation are important factors to be considered when administering the model.

DEFINITION

Hentea, Shea, and Pennington (cited in Alnajdi, 2014) in their study defined hybrid learning as the combination of an online environment inculcating the flexibility of distance or outside of the classroom and face-to-face classroom instruction.

Another study by **Doering (cited in Alnajdi, 2014)** defined hybrid learning as the blending or mixing of the learning environments: face-to-face classroom teaching and online learning environment.

OBJECTIVES OF THE DESIGN OF TEACHING STRATEGIES

Ingco (2014) in his SlideShare presentation '**Elements of**

Educative Process' talked of 6 elements of the educative process which are: The Teacher, the Learner, the Content/Teaching Strategies, the Curriculum, the Instructional Materials, and the Administration. The main focus of this text as mentioned in the title is 'Teaching Strategies'. So, there will be more focus on this part.

In the study by **O'Keefe et al. (2015)** titled '**Teaching and Learning Objectives: The First Step in Assessment Program**', the authors wrote that the determination of objectives is the most essential need of reliable and effective student assessment. If it is analyzed in the other manner, it is known that gaining some observable output is one of the key things which becomes visible in the form of accomplishment of the aims and objectives. Further, the authors have also stated that the determination of these objectives and aims should be driven by the mission statement of the respective institute. This is also one of the major things to be kept in mind. If the mission statement is comprehensive and dedicated towards a holistic approach, then the developmental goals can be achieved in a better way.

In the study of **Saputra (2014)** titled '**Teaching Strategies**', the need for the design of teaching strategies which can be treated as objectives was highlighted. These are:

- To have a didactic approach to the teaching-learning process,
- To combine and optimal organization of the teaching methods,
- Means and forms of grouping the participants,
- Active and creative learning of knowledge,
- To rationalize the educative process,
- To accomplish the educational objectives.

Further, **Teaching Strategies** lists 38 research-based objectives of teaching which are categorized into the following domains:

- Socio-Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics
- Science and Technology
- The Arts
- English Language Acquisition

So, it is needed to be focused on all these objectives in a well-versed manner while designing the model.

PRINCIPLES OF DESIGNING TEACHING STRATEGIES

Teaching strategies are choosing the procedures to educate concerning the specific subject (Saputra, 2014).

These procedures are intended to make teaching impactful and for this purpose, **Kember and McNaught (cited in Devlin & Samarawickrema, 2010)** listed some 10 principles which are given below:

1. Meeting Students' future needs,
2. Major emphasis on the understanding of fundamental concepts,
3. A co-relation with real life,
4. Challenging students' beliefs to deal with misconceptions,
5. Inculcation of various learning tasks in a meaningful way,
6. Development of genuine and empathic relationships with the individual students
7. Motivating students through higher levels of self-enthusiasm and encouragement,
8. Congruency and consistency with the desired outcomes,
9. Planning with flexibility,
10. The evaluation must be congruent with the learning outcomes.

These principles are to be kept in mind while designing the whole course of the model.

In the reporting of **Education Week (cited in Barnwell, 2020)**, there are suggested the following activities for classroom and remote learning modes:

For classroom activities, interactive sessions, hands-on lessons, laboratory work, one-on-one instruction time for vulnerable students, well-being check-ins, remote learning mode activities, video lectures or presentations, independent work like worksheets, reading and writing, and elective, remediation or advanced works have been suggested

SPECIFIC REQUIREMENTS OF TEACHER EDUCATION PROGRAM

National Curriculum Framework for Teacher Education 2009 (NCFTE 2009) lists the following points envisioning the role of the teacher and praxis of teacher education (chapter 1, page 20):

- Teachers are to be prepared in a manner that they develop the sense of caring for children, enjoying being with them, seeking knowledge, taking interest in their holistic development, developing sensitivity towards learners' problems, having the allegiance to justice and ardour for social reconstruction.
- Teachers should consider students as active participants in learning not merely the recipient of knowledge.
- Teacher education must involve a suitable combination of theoretical and practical learning experiences so that the pupil-teachers develop a deep sense of the actual concept of learning.

- Teachers need to be taught the organization of active learner-centric and participatory activities so that the process of learning becomes effective.
- Teachers should be allowed to critically examine the curricula, syllabi and textbooks so that they become the leader of change.
- The teacher-training program should provide some opportunities for pupil-teachers to reflect and develop the ability to think independently.
- The teacher-training program should co-relate theories with real contexts.
- Social sensitivity and finer human sensibility should be developed.
- Broadening of curriculum and appreciation of the potential of hands-on experience.
- Teachers need to reconceptualise citizenship education so related values should be incorporated into the teacher education curriculum.
- The evaluation protocol needs to be comprehensive.

NOVEL APPROACH TO HYBRID LEARNING MODEL FOR TEACHER EDUCATION

Now is the time to start the framework of the desired model based on the essential studies done.

ASSIMILATION AND FORMALIZATION OF OBJECTIVES

This is the first step of doing any systematic work. As there is a specific concern about the teacher education program, so there will be a prime insistence on the envisioning done by NCFTE 2009.

IDENTIFYING CATEGORIES OF CURRICULUM

It is time to define different segments of the curriculum. Since the teacher education curriculum is aimed at providing a practical dimension to the trainee. Therefore, there will be an identification of the nature of the content so that relevant teaching strategies can be incorporated.

PLANNING

After the decision of the different categories, the selection of strategies in a way that suits the time bounds is essential.

PRE-EVALUATION

The planned strategies should be theoretically tested on the principles proposed by Kember and McNaught (cited in Devlin & Samarawickrema, 2010).

EXECUTION

While implementing the plan, there is needed to have flexibility with strategies to some extent so that practicality remains there i.e., the failure of one component should not lead to the failure of the whole system.

EVALUATION AND FEEDBACK

There are always chances for mistakes to take place and so those of improvement and innovation opportunities. Keeping this in mind, the success of the program must be comprehensively and continuously determined and required changes should be made.

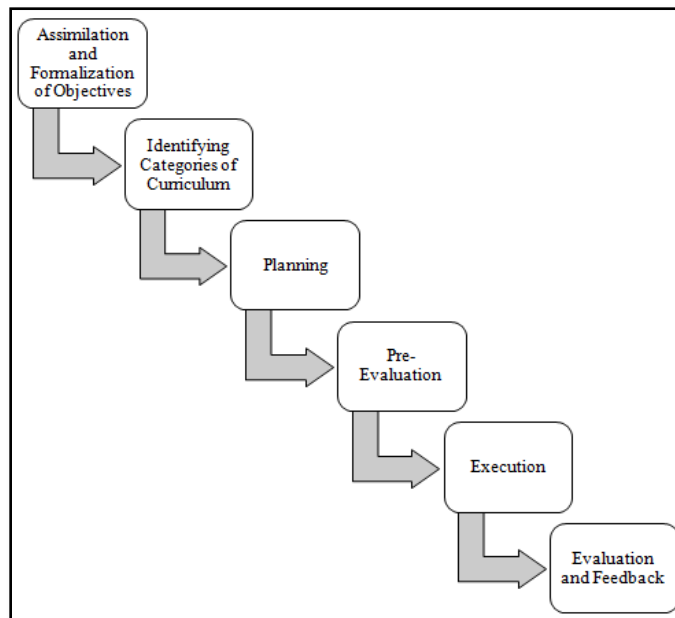


FIG. 1: FRAMEWORK OF THE PROPOSED MODEL

It is time to understand the concept in depth via a practical example. In the following table, the syllabus of the subject Childhood and Growing Up Unit 1 (Integrated Programme of B.Sc B.Ed. Degree, 2020) of the University of Rajasthan has been provided in table 1.

TABLE 1: SYLLABUS OF UNIT 1 OF THE SUBJECT CHILDHOOD OF GROWING UP AS PER THE UNIVERSITY OF RAJASTHAN

Unit I	Role of Psychology to Understand the Child
1.	Psychology: The Meaning, Nature and Branches of Psychology
2.	Methods of Psychology: Case Study and Experimental, Educational Psychology
3.	Meaning, Nature, Scope, Educational Implication of Psychology in the New Era
4.	Child Psychology: Meaning, Concept

Before initiating the analysis, it is needed to keep the reader informed that the count of units in the subject is five. Based on this, 20 days should be assigned to the unit since other units may be lengthy (and they are).

SOME OF THE KEY POINTS TO REMEMBER HERE ARE:

- When it talks about learning as self-paced, it is aimed at diminishing the academic time bounds which can be in both ways: remote mode and classroom instruction. This makes it clear that learning is not like a 9 to 5 job, it is completely

about achieving desired outcomes.

- Teaching strategies or methodologies have ultimately no limits but it has been tried to deal with a limited set of strategies as per the reference chosen (Barnwell, 2020).
- This learning model is generic in nature and insists more on practical aspects.

Assimilation and Formalization of Objectives

The identified objectives of this particular unit are:

1. To make students acquainted with the foundational concepts of the main subject and its branches especially Child Psychology and Educational Psychology
2. To aware the students with the methods and implications of psychology

For this, the desired generic outcomes will be (considering the **Teaching Strategies** discussed above):

1. Understanding of the need for student-centric education and students’ perspectives (Socio-Emotional Perspective)
2. Understanding the applications of psychological experiments at the ground level (Physical Aspect)
3. Development of the preliminary terminology related to psychology (Language)
4. Ability to relate Child Psychology and Educational Psychology with real-life contexts (Cognitive)
5. Development of LSWR skills for the effective study of the subject (Literacy).
6. Development of the understanding of scientific inquiry and use of scientific tools (Science and Technology).
7. Basic knowledge of mathematics is needed for the on-field study of the subject (Mathematics).
8. Understanding the implication of psychology in society (Social Studies)
9. Understanding of effective representation and explanation of the learned content (Arts)
10. Learning the subject from global perspectives (English language acquisition).

IDENTIFICATION OF CATEGORIES OF CURRICULUM

The following classification can be done from the above-mentioned content:

FOUNDATIONAL CONCEPTS

- Psychology: The Meaning, Nature and Branches of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Meaning and Concept of Child Psychology

PRACTICAL EXPERIENCES

- Methods of Psychology: Case Study and Experimental

REFLECTIVE PRACTICES

- Educational Implication of Psychology in the New Era

PLANNING STAGE

After defining the different categories, the unit can be planned in the way depicted in table 2.

TABLE 2: HYBRID UNIT PLAN

Content	Category	Teaching Strategy	Time
Psychology: The Meaning, Nature and Branches of Psychology	Foundational Concept	Video Presentation with Objective Evaluation at the End	3 days
Methods of Psychology: Case Study and Experimental	Practical Experiences	Field or Lab Visits and Practice of the Methods at the Micro-Level	3+5 days
Meaning, Nature and Scope of Educational Psychology	Foundational Concept	Video Presentation with Objective Evaluation at the End	3 days
Educational Implication of Psychology in the New Era	Reflective Practices	Classroom Interaction	2 days
Child Psychology: Meaning, Concept	Foundational Concept	Video Presentation with Objective Evaluation at the End	2 days
Descriptive and Creative Evaluation	Evaluation	Writing Practices, Fostering Creative Development	2 days
		Total	20 days

STRUCTURE OF STRATEGIES

As the learning of the foundational concepts should be self-treaded, therefore, a pre-recorded video presentation along with an objective evaluation at the end will take

place. Videos should be equipped with lively animations. The methods of psychology can be shown through lively examples such as the arrangement of a meeting with an expert psychologist or if the institution has a psychology lab, then some micro-level experiments can be shown and practised. For studying the educational implication of psychology in the new era, classroom interaction using brain-storming or discussion methods can be done. As some objective evaluation has already happened, so the end of the lesson evaluation should be targeted at the enhancement of creative development which will also be targeted at the summative evaluation format.

PRE-EVALUATION STAGE

It can be seen that the program follows the aforementioned principles in the following way:

- It meets students' future needs as the methodologies used, help in assimilating the importance and implications of psychology.
- It emphasizes the foundational concept at near to 50% of the time is given to the foundational concepts.
- Since field and laboratory visits are included. Therefore, it has a co-relation with real-life contexts.
- The use of methods like brainstorming and effective classroom interaction helps in challenging the preconceptions and beliefs related to psychology from the educational perspective.
- The teaching methodologies or strategies used inculcate various types of tasks to assure the active participation of the students.
- Classroom interaction provides a good opportunity to develop empathetic relationships with the students.
- Methods used in classrooms help students stay motivated and continuous evaluation inculcation also boosts this aspect.
- The plan has the potential to fulfil all the desired objectives and broadened outcomes.
- The plan has flexibility towards the deployment of methods concerning practical situations.
- Continuous and consistent evaluation practices have been recommended.

Now, execution, evaluation and feedback on the plan are subject to practical engagements which have not been organized yet.

CONCLUSION

This paper proposes a simple and pragmatic model and idea for hybrid lesson plans. As technology progresses, changes in education are also required to inculcate scientific and progressionist values in the students. Thus, it is thought that this is the time to formulate hybrid lesson plans. As cleared earlier, teaching is not a business-like

process where a higher amount of inculcation of technology will lead to a growth in efficiency but it should be considered as a matter of combined concerns. Therefore, the hybrid learning model is the most important requirement for today and its implication in a proper way would lead to the improvement in the standard of education and achieving the fourth SDG goal.

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