

CHAPTER I

HYBRID LEARNING-TEACHING. IS IT EFFICIENT?

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RÉSUMÉ

Dans cet article, nous allons définir l'apprentissage hybride, ainsi que les avantages et les inconvénients de son application par rapport à différentes catégories d'étudiants : étudiants universitaires et scolaires, afin de déterminer sa productivité dans la réalité d'aujourd'hui.

Mots clés: apprentissage hybride, enseignement hybride, avantages, inconvénients.

ABSTRACT

In this article we are going to define hybrid learning, as well as look into the advantages and disadvantages of applying it in relation to different categories of students: university as well as school students to figure out its productivity in today's reality.

Key Words: hybrid learning, hybrid teaching, advantages, disadvantages.

1. INTRODUCTION.

It is no secret that due to the hard times the humanity is facing nowadays because of the outbreak of Covid in 2020 the traditional formats of the teaching-learning process have been replaced with the alternative ones, one of them is Hybrid education. First and the foremost we would like to define this concept to be able to examine its aspects and then to analyze its advantages and disadvantages.

Following Klimova, B. F., & Kacetl, J. (2015, p. 477) we find its definition as blended learning that is mostly applied in corporate and higher education, in which various technological means are mixed with the traditional classroom instruction. As well as Rahman, K., Wahid, A., Afandi, I., Bali, M. M. E. I., & Hakim, L. (2019, p. 264), the authors Klimova, B. F., & Kacetl, J. (2015, p. 477) see it as instructor-led or learner-led, they try not to characterize it from one-sided point of view, but view it as a combination of training methodologies, the use of the most successful method for the achievement of the learning objective. They believe it requires not only an experienced teacher-tutor, but also a self-regulated autonomous learner. Klimova, B. F., & Kacetl, J. (2015, p. 477) dwell upon its main characteristics:

- A thoughtful integration of its face-to-face and fully online instructional components, which from their point of view, successfully meets students' needs and preferences.
- Innovative use of technology, the appropriate use of technology is underlined that is called upon creating and maintaining highly interactive learning.

- Reconceptualization of the learning paradigm.
- Sustained assessment and evaluation of hybrid learning, that guarantees the quality and effectiveness of the education.

In their study the authors investigate the effectiveness of hybrid education in relation to the language learning process and view it from the positive point of view: through Youtube and situational videos, they believe the students are capable of accessing the target language culture as well as honing their skills in terms of the communication with native speakers, it motivates them and enables them to practise the language outside the traditional classroom. Moreover, the basic learning skills such as reading, writing and listening are worked on as well.

Rahman, K., Wahid, A., Afandi, I., Bali, M. M. E. I., & Hakim, L. (2019, p. 265) pay a special attention to the factors that determine hybrid learning: facilities and infrastructure covering the internet network, the professional development of educators in assessing ICTs, the students need to have enough knowledge to access computers and the Internet in the application to the hybrid learning. Basing on these factors they single out 5 types of hybrid learning:

- 1- Fully online curriculum with options for face-to face instruction.
- 2- Mostly or fully online curriculum with some time required in either the classroom or classroom lab.
- 3- Mostly or fully online curriculum with the students meeting daily in the classroom or computer lab.
- 4- Classroom instruction with substantial required online components that extend beyond the classroom and/or the school day.
- 5- Classroom instruction that includes online resources, with limited or no requirements for the students to be online.

2. THE ADVANTAGES AND DISADVANTAGES OF HYBRID TEACHING-LEARNING.

To be able to impartially assess the usefulness of this method in teaching as well as learning we have decided to look at it from the points of view of different investigators and evaluate it basing on our personal teaching experience. In the work of Klimova, B. F., & Kacatl, J. (2015, p. 478) we find the following advantages:

- 1- It supports more interactive strategies, encourages collaborative learning, hybrid teaching-learning enables both the students and teachers to work on different projects from anywhere and at any time. We believe, it is absolutely true, nowadays different online platforms don't limit the number of participants and the time zone. On the contrary, they can cover a lot of students working as one whole at a certain period of time, this has a unifying force.
- 2- Thus intercultural awareness is also deepened due to the possibility of gathering together the people from different parts of the world, all walks of life. We firmly believe it is nothing but an enriching experience for the students, teachers, educators that have the chance to exchange their traditions, learn more about the characteristics of each foreign country.
- 3- It might match the students' leaning style. Since it is a new, open approach, we deduce, that it gives the students the freedom to pick up the style of learning they are comfortable with, undoubtedly gives certain freedom to the teacher to choose the appropriate method of teaching.

The article of Shimkovich, E., Makhmutova, G., Ivanova, D., & Urunova, R. (2022, p. 1535) has caught our attention in terms of the analysis of the advantages and disadvantages of the hybrid learning-teaching as it is up-to-date and gives thorough examination into this matter. The authors explore the hybrid learning among 144 foreign students from Yemen, Syria, China, Ecuador, Iraq at the university of Kazan, The Russian Federation and mark out the following advantages:

- 1- Reduction in the financial costs of learning without losing the advantages of the traditional approach. If in the advantages mentioned by Klimova, B. F., & Kacatl, J. (2015, p. 478) we have reflected on the comfort of saving up time and huge students' coverage, in this advantage we see

- the possibility of saving up also the participants' money that can be spent moving from one spot to another, especially, we guess, if the students or the teacher reside far off.
- 2- Another advantage is reflected in providing the students with educational, scientific materials in a quick, simple, understandable form. In the age of paperless offices, thanks to the use of the technologies nowadays the teacher can apply, share any type of visual materials with the students, doing that in the most explicit and approachable way.
 - 3- The possibility of taking into account the individual characteristics of the perception of the information by each student. We might not agree with the authors that it could be possible due to a large number of participants. When the teacher deals with a lot of students teaching them both face-to-face and online, we can state, that the undivided attention of the teacher is dispersed, as they should focus their explanation not only on the students in the physical classroom, but those that are online as well.
 - 4- Possibility to organize group learning activities which liberates the students, gives them the freedom of speech. We reckon that, through the hybrid learning indeed the students are learning to work in the team, respect and hear out the opinion of each member of the team, as well as give way to their own points of view.

As far as the disadvantages of the hybrid teaching-learning are concerned in the work of Klimova, B. F., & Kacetl, J. (2015, p. 479) we find the following drawbacks:

- 1- First and the foremost, as the authors state, hybrid learning is too time-consuming and demanding as for the preparation and creation of materials. We can't but agree more on that, as the teacher needs to make a double effort in terms of the class preparation, as they are oriented not only to the people in the class, but also those students who join in online. The materials and the lesson structure, we realize, should have an amusing, entertaining feature, so that neither of the students gets bored.
- 2- The second drawback according to Klimova, B. F., & Kacetl, J. (2015, p. 479) is connected with the limited knowledge of technology of both the students and the teacher that can lead to the deprivation of the possibilities of technical enjoyment of the process of teaching-learning, the glitches that might appear in this case can complicate the process even more.

Klimova, B. F., & Kacetl, J. (2015, p. 479) focus their investigation on the roles of the teacher, who from their viewpoint, should support and encourage the students, be riskier applying new technologies, be a good communicator, facilitator, mediator, mentor, coach and the learner is seen by them as an active co-creator of knowledge. We see eye to eye with Klimova, B. F., & Kacetl, J. (2015, p. 479), as without these features, we assume, a productive hybrid teaching-learning process is impossible.

- 1- To be able to research into the subject in a deeper way we resort to the work of Shimkovich, E., Makhmutova, G., Ivanova, D., & Urunova, R. (2022, p. 1536) that point out to, from our point of view, one of the biggest drawbacks, which is the inability of controlling the knowledge of foreign students learning Russian. We agree in principle, it is not the same to give a lecture to a limited number of students and a large one, the students are deprived of the undivided teacher's attention they used to get, it is getting harder and harder for the teacher to control all the mistakes committed by the students in the face-to-face class and that online.
- 2- As in the experiment conducted by Shimkovich, E., Makhmutova, G., Ivanova, D., & Urunova, R. (2022, p. 1536) the students have turned out to be without any minimal knowledge of Russian, the authors confess, this fact can't but complicate the process of hybrid education even more, as the students fail to understand the material given to them by the teacher. We would like to highlight that this drawback might be really a serious one, as might paralyze the process of education. Proceeding from our own teaching experience, the students tend to get blocked, have their mind blank, once they can't properly understand and process the material.
- 3- The last drawback that neither of the investigators has noticed, is what we consider to be one of the vital ones, it is the impossibility of keeping control over the students during tests or exams. It seems to be quite a formidable task for the teacher to prevent the students from copying during the face-to-face exam, we believe, the hybrid learning makes it almost impossible to track down the students' actions in the comfort of their home atmosphere.

Although the investigation of both Klimova, B. F., & Kacetl, J. (2015, p. 479) and Shimkovich, E., Makhmutova, G., Ivanova, D., & Urunova, R. (2022, p. 1535) has been aimed at the university students, the advantages and disadvantages we have covered in the article can be applied to the school students as well.

3. CONCLUSIONS

In the round-up of our research into the hybrid teaching-learning we can conclude that at the times of the outbreak of the pandemic this new form of education has come up as a possible solution to the collapse in the educational system, when the number of students present at the class was reduced to a small quantity to avoid the possibility of the students' being contracted with Covid, we have observed that it was better welcomed by the university students than the school ones, as in the case of the last, it was perceived as the lowering of the quality of education, mostly by their parents. To our way of thinking, the attitude to the hybrid teaching-learning can be positive or negative, but what is doubtless is that, it has come to stay with us for a long time as an alternative to the traditional education.

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