

CONCEPTUALIZING AND IMPLEMENTING HYBRID LEARNING IN THEORETICAL AND PRACTICAL PERSPECTIVES

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Abstract

The concept of the Hybrid learning model is analogous to “new wine in an old bottle” construing an old concept re-conceptualized nowadays along with the fast growth of digital technology in the field of education. It has increasingly developed due to the covid 19 outbreak almost all over the world several times ago forcing us for minimizing physical distancing. This article aims at describing the concept and the implementation of hybrid learning in a theoretical and practical context. From the theoretical perspective, it presents an overview of hybrid learning referring to the new paradigm of hybrid learning, scientific reasons for choosing this learning model as an adaptive and innovative learning model, several integrative learning aspects involved in the hybrid learning model, and some tips to conduct hybrid learning for successful EFL classes. Meanwhile, from a practical perspective, the discussion covers how to set up the learning activities in hybrid learning, effective practices for launching interactive and inspiring hybrid learning models, some teaching and learning strategies for hybrid learning, and the model of assessment in hybrid learning classes. From the description of the concept and its implementation, it can be inferred that the hybrid learning model has been re-conceptualized and recommended to be implemented in EFL classes adjusted to the development of the era and learning needs.

Keywords – Hybrid learning, Conceptualizing, Implementing, Theoretical Perspective, Practical Perspective, Integrative learning aspects.

Introduction

The fast growth of technology in almost all over the world triggers high effort for adjusting all aspects of life with the technology that has increasingly developed. Education is one of the aspects which is significantly affected by this phenomenon. Therefore a great deal number of efforts for enhancing the quality of the educational system must be re-conceptualized and adjusted to recent situations and learning needs. One of the efforts is by involving information and communication technologies (ICTs) in several educational practices. ICTs are altering how people learn, live, work, and communicate. A new type of education has emerged: learning within a community of practitioners. A social group that prioritizes learning is referred to as a community of practice. The community members use the social

network and the software that is offered to increase social engagement, learning, and communication. Such communities are being intentionally created and populated by a growing number of businesses and people. (JiPing, 2013) As the effect of the development of digital technology in education, educational institutions are demanded to do technological adaptation in running their educational practices by reformulating the curriculum, preparing the human resources, providing the required learning facilities, and organizing sets of training programs in relation to fulfilling the learning needs. The use of computers and the Internet in higher education has increased significantly in recent years as a result of the advancement of information and communication technology. Hence, higher Education has begun to

demonstrate the trend of globalization. (More & Guy, 2006).

The involvement of ICTs in the process of teaching and learning has increasingly required as the effect of the Covid-19 outbreak that is widespread in almost all over part of the world enforcing almost all countries to enact social distancing by limiting direct physical contact among people for minimizing the impact of the virus spread. Therefore distance learning is regarded as the best solution for this case. Educational institutions have opted for digital solutions in response to the current COVID-19 epidemic to ensure learning continuity. (Singh, 2021). In its implementation in the process of teaching and learning, distance learning is not fully effective due to the several challenges for students, teachers, and for faculties as well, such as hard to manage time, activating students' involvement, adjusting the synchronous and asynchronous activities, limited internet connection and students' interaction, etc. (Meydanlioglu & Arikan, 2014a). In brief, face to face learning model is also still needed due to the several challenges that appear in distance learning. Hence, a hybrid learning model was introduced for accommodating the challenges that emerge in both, distance learning and face-to-face learning. Combining internet-based and conventional education aims to provide educational opportunities that can better support student learning than either platform alone by utilizing the advantages of each platform (i.e., online and face-to-face). (Osguthorpe, 2003 cited at Meydanlioglu & Arikan, 2014).

Overview of Hybrid Learning

In a hybrid learning environment, some students attend classes in person while others participate digitally from their homes. With the use of equipment like video conferencing hardware and software, teachers can instruct both in-person and distant students at the same time. Hybrid learning as a learning model

which has become popular nowadays was initiated by the concept of blended learning mainly characterized by the involvement of digital technology in the process of teaching and learning. These terms are frequently overlapping due to their similarity in several extents but they are different in terms of the process of their implementation. The terms blended and hybrid learning are sometimes used interchangeably, there is a difference because hybrid courses incorporate online components to replace in-person class time. Students can participate online in a hybrid learning environment either synchronously (using real-time meeting sessions) or asynchronously (at various intervals). (Siegelman, 2019). Through hybrid learning, students can decide on the learning strategy that best suits them. They can decide whether they will attend lectures in face-to-face classes or join the remote class from home. Practically, although they seem to be similar, in fact, both of these learning models are not the same. (Nashir & Laili, 2021). Blended learning and hybrid learning are comparable even if they are not the same. Both of them are still frequently regarded as synonymous in practical use. (Umiyati, 2022). Hybrid learning consists of re-conceptualizing and redesigning a course or program for delivery in a blended learning model. (Meydanlioglu & Arikan, 2014b). The term "blended learning" was first used in 1999, when the American Interactive Learning Center started to release software geared for online teaching. The core ideas of blended learning were originally utilized back in the 1960s in business and higher education. The idea of hybrid learning has been more well-known since the turn of the century by combining traditional learning methods with online or digital learning is a novel idea. Early in the 1990s, there was a heated debatable discussion in American educational circles about "whether campuses will be replaced by campuses without campuses."

Eventually, it finally became clear that "replacing theory" emphasizing the implementation of distance learning is a type recommended of learning model. (He, 2010). Additionally, the idea of hybrid learning focuses on optimizing the achievement of learning objectives by combining online and face-to-face teaching and learning activities matching the "right" learning to the "right" person at the "right" time using the "right" learning technologies. (Graham, 2005 cited at Meydanlioglu & Arikan, 2014b). Hybrid learning combines traditional classroom experiences, experimental and observational learning objectives, and online courses to deliver the best teaching methodology. In essence, hybrid knowledge allows students to sign up for both traditional and online courses. (Hirumi, 2014 cited at Umiyati, 2022).

The Importance of Hybrid Learning

The implementation of a hybrid learning model is mainly characterized by the involvement of digital technology as the learning media and implemented in face-to-face and virtual classes simultaneously. Educational institutions are demanded to be adaptive to the current issues and forward-thinking for enhancing the quality of education. Hybrid learning is supposed to be appropriate to be implemented nowadays due to time and space limitations, teachers' treatment and supervision of students' online learning is insufficient, which causes disruptions and abandonment of the learning process. Therefore, insufficient online learning has an impact on the development of offline activities. (Chen, 2017). So, for optimizing the intended result, online and offline learning models must be organically blended to create a scientific online and offline hybrid instruction paradigm. (Xiaodong, 2022). Additionally, hybrid learning has some other benefits due to its flexibility for educational opportunities in terms of arranging the schedule of learning, the

modes of teaching, engaging students in classroom activities and their materials of learning, and collaborating and communicating among students and their instructors as well. (Bayorsky, 2020). Besides, Hybrid learning offers the autonomy of individual academic inquiry. It offers some freedom to learn from any location, the freedom to review the material as many times as necessary at any speed, and the freedom to have a rich asynchronous conversation with your peers will all benefit students who are excellent at self-management and independent learning. (Bayorsky, 2020). Additionally, hybrid learning can improve the utilization of resources. By consider the resources you will need for each course while creating your syllabus and deciding which lessons will be held in person or online. Plan accordingly to maximize the use of resources. Mainly, as a novel learning method, "hybrid learning" aims to maximize the benefits of learning while also making it more comfortable for all members of learning practices. (Wang, 2014).

Learning Aspects in Hybrid Learning

This type of learning model involves several aspects, such as; (a). Face-to-face, encounters that children have with instructors, administrators, and peers help them develop the strongest relationships possible. (b). Personalization facilitates student ownership of the learning process by shifting the focus from the "what" to the "who". (c). Blended Learning as the ideal method for tailoring the learning environment for students. Technology is used by the teacher to deliver blended instruction. (d). Adaptive learning tools as tools in supplying essential or extra support to reduce achievement gaps, offer independent practice, and assist students in moving forward if they have mastered the subject. (e). Social distancing In light of emerging COVID-19 clusters, social segregation policies will need to be implemented in many schools worldwide.

(f). Flexible schedules altering the calendar and "traditional" school day schedule in order to utilize time and resources as efficiently as possible. (g). Remote Learning, distance, and virtual are suitable in environments where every child has access to a device and the Internet. To maintain realistic learning, however, Remote focuses on both digital and non-digital channels, and (h). We must take the necessary precautions to ensure that everyone in a school system feels safe, and we must also take steps to prevent and resolve any COVID-19 problems. (Sheninger, 2020)

Tips to Conduct Hybrid Learning for Successful EFL Classes

The successful EFL class will be significantly determined by the role of the teacher as the main actor in organizing the hybrid learning model. Some strategic tips are presented as the followings; (1). Establish a warm and close learning community and a successful hybrid learning culture. The harmonious learning community correlated to learning culture will impact students' motivation and willingness to join this learning model, every successful classroom is built around a strong community. Even while we can't give our students virtual hugs and high-fives, a hybrid classroom can provide a welcoming environment for connected learners. (Zuniga, 2022), and of course, the social software that enables the community to communicate, provide input, and produce and manage information cannot be isolated from the development of a community of practice. (JiPing, 2013). (2). Apply independent learning for giving wide opportunities for students for improving their creativity, but still under the teacher's control. There will be times when students engage in online learning with hybrid learning. These are the times when you can promote autonomous learning activities that are vital to the development of your students. (Zuniga, 2022). (3). Keep in

touch with students constantly. Communication is essential at all times, but it's crucial when running a largely online classroom. Maintaining warm communication with your students is essential to building a supportive classroom culture and warm teacher-student interactions. Whether it is one-on-one direct communication, messages, or emails, we should always be in contact with our students, both in person and online. (Zuniga, 2022).

Setting Up the Learning Activities in Hybrid Learning Class

In its implementation, hybrid learning is designed through sets of integrative stages, involving; (1). Establish clear objectives and expectations. (Nguyen, 2023). The implementation of hybrid learning must be initiated by formulating explicit and clear learning objectives and expectations as the central learning points that will be gained at the end of the process of teaching and learning through Bloom's taxonomy and smart criteria. (2). Decide on the Teaching approaches. (Nguyen, 2023). The hybrid learning model is appropriate to accommodate several teaching approaches; such as PBL, collaborative learning, cooperative learning, etc. hence, they must be selected and adjusted to the proficiency level, learning environment, and learning needs (3). Formulate an appropriate model of assessment. (Nguyen, 2023). One of the most important aspects of the process of teaching and learning is assessment. Decide on the assessment style (summative or formative) and evaluation criteria to ensure that students have achieved the learning outcomes. And teachers need to use the appropriate assessment tools to support assessment models for grading students fairly and inclusively while promoting the transfer of lifelong skills. (Nguyen, 2023). (4). Design course materials and online and offline activities. (Nguyen, 2023). As the model combines online and face-to-face

learning models, it is important to decide the clear online and face-to-face learning models; involving teacher and students' engagement in the classroom activities and the course content. (5.) Final touches - Ensure Accessibility and Interaction. (Nguyen, 2023). The internet accessibility takes a very pivotal role in the successful teaching and learning process for all teaching and learning members of both parties in different learning platforms; online and face-to-face classes. Besides, warm interaction between teacher and students must be managed in such a way in order to create a convenient learning environment.

Effective Practices to Initiate Interactive and Motivating Hybrid Learning

There are some practices in hybrid learning, such as Designing interactive learning activities, Setting clear and friendly reminders, initiate peer and group feedback. Meanwhile, For the process of assessment, there are some recommended models, such as; Combining self, peer, and teacher assessment, Online discussion and conference, Digital summative assessment, and Digital performance-based tests having their own characteristics For the practical use of hybrid learning, it can be implemented for teaching several language skills. In Speaking Class the technique can use Retelling story, Question and Answer, interview, and the learning tools can be YouTube, WhatsApp, Telegram, Zoom, and Podcast. For Writing Class, the teaching technique can use Writing words, sentences, or texts, summarizing a story, filling in the blanks, etc. by using several learning tools, such as; Blogs, Email, social media, and Websites.

Hybrid Teaching Strategies for Hybrid Learning Class

It is clearly stated that hybrid learning is significantly characterized by involving

technology devices in its implementation. Therefore teachers are quite demanded to be capable of selecting and utilizing the appropriate devices. Several hybrid teaching strategies are identified as the followings; (1). *Direct instruction*, is a teacher-centered teaching strategy referring to the tried-and-true method of instruction. The teacher explains subjects to students in straightforward language while providing few opportunities for asking questions, (2). *Play-based learning*, is a method whereby students engage in play activities while using their social, physical, and critical thinking skills. Both teachers and students can lead these play-based activities. The activity can include imaginative self-play or the use of educational toys to accomplish certain objectives, (3). *Game-based learning*, it involves incorporating active games in lessons, such as board games, computer games, and sports. In this type of instruction, simple ideas or critical thinking abilities are encouraged by playing games like Clue, Minecraft, or others, (4). *Prompting strategy*, it relates to employing directed questions and advice to lead a pupil to the right response. In order to challenge pupils beyond the learning objectives without overwhelming them with more materials, prompting is used, (5). *Modeled teaching*, in this teaching strategy an instructor demonstrates to students how to do a task by breaking it down into manageable parts. Math equations or step-by-step instructions are the most typical examples of modeled teaching, (6). *Cooperative learning*, involves having students collaborate to identify a solution or an issue. Remember that the purpose of cooperative learning is to attain a common objective rather than to engage in competition, (7). *Service learning*, involves requiring students to serve in their community in order to fulfill their learning objectives or results. These can also include things like internships or extracurricular activities, (8). *Think pair*

share, in this teaching strategy students are asked to consider a certain subject, then pair up and present their views to their teammates, (9). *Two-minute presentation*, involves students giving a brief, informal verbal address about a topic for two minutes (or any time limit you set them; preferably a shorter one). It can be something they already knew or something new they independently discovered. (10). *Fishbowl*, places a few pupils in a circle, with the remainder of the class seated in a circle around the group for group discussion, (11). *Peer-assisted learning*, includes removing the teacher from the classroom and allowing the kids to control the learning environment. There are various applications for peer-assisted learning. Students may formulate their own responses to hypothetical questions, do solo or group research, or discuss unclear responses, (12). *Brainstorming*, in this teaching strategy, students involve their initial thoughts on an issue rather than using previous knowledge to manage the subject or learning objective. (Anonymous, 2020)

Models of Assessment in Hybrid Learning Class

Assessment is part of educational practices intended to measure whether the process of teaching in learning is able to gain the formulated learning objectives or not by considering several learning aspects. Assessment involves measurement and evaluation of student progress and success. The goal is to offer suggestions for teachers as they organize the subsequent lesson, enhancing learning in the process. Assessment is designed to attain the learning outcomes (LOs) outlined in the formulated and designed curriculum contents. (Ydo et al., 2021). One of the learning aspects relates to the learning models; online, face-to-face, or the combination of both learning approaches is identified as a blended and hybrid learning approach. There are some

models of assessment which are recommended to be used in the hybrid learning approach. They are; (1). Combining self, peer, and teacher assessment, It has been demonstrated that incorporating these three assessment styles throughout the course will both help students build skills for life and lighten the load on teachers. Using pedagogical technology, instructors can successfully implement this blended approach in hybrid classrooms. Different e-learning tools can be used by teachers to create projects (portfolios, presentations, movies, etc.) where students turn in assignments, review the work of their classmates, and evaluate their own performance. Finally, teachers offer feedback on the digitally submitted work of their pupils, pointing out misconceptions and offering clarifications to assist learners. This feedback kinds can be distributed via a number of Feedback Fruits mechanisms, including Peer Review, Group Member Evaluation, and Assignment Review. (2). Organizing virtual discussions and conferences. Another efficient technique that teachers can use to create effective interaction and conversations and exchanges in online and hybrid environments is synchronous and asynchronous discussion. Besides, students can develop their critical thinking and assessment abilities and lessen teachers' burden by having the chance to respond in a clear, succinct manner to both teachers and peers. Pedagogical technology enables instructors to design seamless conversations for online classes. For instance, teachers can create discussion group projects where students collaborate to complete a task (such as a presentation, video, or paper), upload their work, and then assess the work of other groups using predetermined criteria. (3). Providing digital summative assessment, Knowledge-based assessments like quizzes, tests, and examinations are frequently used to assess students'

development and performance in face-to-face settings. There are, however, significant limitations on how these assessments may be carried out in online/blended classrooms. Knowledge-based assessments need to be revised to place more emphasis on the development of higher-order thinking abilities and providing constructive feedback than on rote memory because students' use of outside resources cannot be supervised. Additionally, Feedback Fruits solutions like quizzes and team-based learning tools can assist teachers in modernizing conventional paper-and-pencil-based examinations. (4). Providing digital performance-based assessment. Presentations, movies, and podcasts are excellent examples of performance-based learning tools that let students apply and demonstrate what they have learned while also measuring a variety of learning objectives. With the help of a variety of excellent teaching technologies, educators can simulate on-site performance-based evaluations in a blended learning setting. And among these are the tools from Feedback Fruits. Many universities have set up events where students can present their work and engage in conversation with peers to show how they can apply knowledge and information obtained by using tools like conversation on Work, Discussion on Topic, Assignment, and Skill Review. (Nguyen, 2023).

Discussion

Determining the type of teaching and learning platform is quite essential for the successful process of classroom teaching and learning. As one of the teaching and learning models, hybrid learning is chosen to accommodate the learning needs and learners' preferences as an impact of Covid 19 pandemic several moments ago. From a theoretical perspective, hybrid learning is defined as a teaching and learning approach combining the teacher's or lecturers' instructions in a class, where some

students attend a face-to-face class, meanwhile, some other remains attend in an online class simultaneously by involving the sophistication of technology. In the new normal era, learning innovations and the use of appropriate and diversified learning media greatly contribute to raising educational quality. Using hybrid learning in the process of teaching and learning, which combines in-person and online instruction using sophisticated technology, is one of the best ways to adapt to the new normal period. (Nashir & Laili, 2021). In practical perspectives, hybrid learning offers flexibility in managing the class, in terms of materials, place, and time that they can choose conveniently because it doesn't only provide synchronous activities, but also asynchronous activities that can be responded any time in a certain period of time. In its implementation, teachers/lecturers need to consider several tips, such as; establishing a warm and close learning community and learning culture, applying independent learning for improving students' creativity, and keeping in constant touch with students. Additionally, they also need to select the appropriate teaching and learning strategies enabling to be used in hybrid learning, such as; direct instructions, play-based learning, game-based learning, prompting strategies, think pair share, cooperative learning, fishbowl, etc. adjusted to the learners' level of proficiency, learning facilities, and learning environment, and the accurate model of assessment at the end of the process for knowing the student's academic progress after joining the process of teaching and learning. However, the implementation of this learning model should be ideally adjusted to the recent condition as the number of Covid 19 infections decreases recently by increasing the portion for face-to-face meetings or the number of students attending the face-to-face classes for

optimizing the process of teaching and learning in gaining the learning objectives.

Conclusions

Hybrid learning is theoretically synonymous with blended learning characterized by combining online and face-to-face learning models, however, they are different in practice in terms of the process of their implementation in teaching and learning activities, so they are frequently used interchangeably. Hybrid learning is an old concept in an educational system that is re-conceptualized and adjusted to the current situation and the learning needs. The fast growth of digital technology nowadays triggers the emergence of this learning model in educational practices. Additionally, it has increasingly developed as the impact of Covid 19 outbreak occurred some time ago in almost all over the world enforcing the government to enact physical distancing for avoiding the widespread of the virus. Plenty of teaching and learning tips and strategies for running this learning model are provided to be selected based on the student's proficiency levels, learning facilities, and learning needs for optimizing the process of gaining the learning objectives and expectations. In its implementation, the hybrid learning model should be adjusted to the recent conditions in the new normal era.

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