

What is special in blended, hybrid and online learning?

The webinar programme on
ICT IN PEDAGOGY

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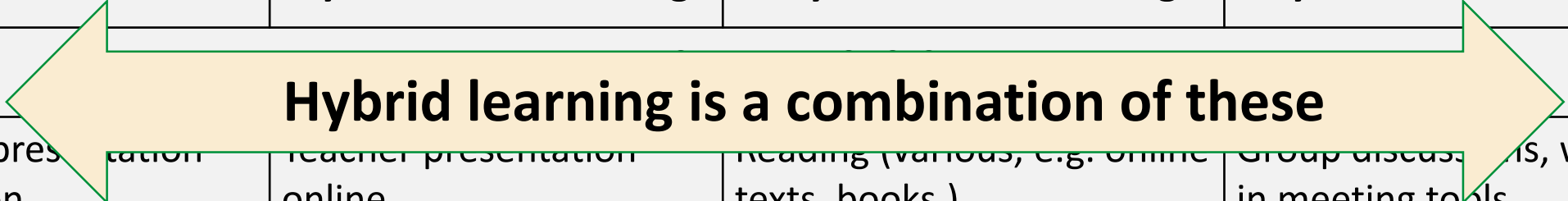
Change from f2f teaching to online, blended and hybrid learning

- Worldwide the pandemic Covid-19 forced to make major changes in educational practices on all educational levels, from primary school to universities. In Ukraine, the war has forced to change the educational practices.
- Various implementations of online / blended/ hybrid learning have been used, and the results (learning outcomes, teachers' and students' experiences) have varied.
- The experiences of these virtual practices of teaching influence in future education - there is no return to previous "normal", and somewhat virtual teaching is one of the new possible practices.

Various ways of conducting learning

Synchronous learning		Asynchronous learning	
Live synchronous (f2f)	Virtual (online) synchronous learning	Self-directive asynchronous learning	Collaborative asynchronous learning
Learning activities			
Teacher presentation Discussion Assignments, alone, in pairs or groups Trip etc. traditional classroom activities	Teacher presentation online Virtual class Online assignments Online group work Etc.	Reading (various, e.g. online texts, books,) Watching a video Listening a podcast Learning applications, e.g. drill and practice, games, simulations, tutorials, tests Individual planning of learning activities	Group discussions, work in meeting tools Working (writing, creating presentations, brainstorming, answering etc.) with online collaborative tools Sharing processes and outcomes Planning and reflecting

Various ways of conducting learning

Synchronous learning		Asynchronous learning	
Live synchronous (f2f)	Virtual (online) synchronous learning	Self-directive asynchronous learning	Collaborative asynchronous learning
 <p>Hybrid learning is a combination of these</p>			
Teacher presentation Discussion Assignments, alone, in pairs or groups Trip etc. traditional classroom activities	Teacher presentation online Virtual class Online assignments Online group work Etc.	Reading (various, e.g. online texts, books,) Watching a video Listening a podcast Learning applications, e.g. drill and practice, games, simulations, tutorials, tests Individual planning of learning activities	Group discussions, work in meeting tools Working (writing, creating presentations, brainstorming, answering etc.) with online collaborative tools Sharing processes and outcomes Planning and reflecting

Various ways of organising online / blended / hybrid learning

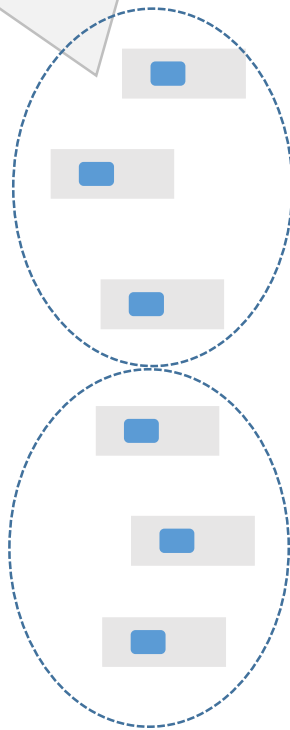
- All students are at the same time either online or present face-to-face and the phases vary, based e.g., on the topics to be learnt or technical issues.
 - Easier to teacher because she / he can organise the training sessions in one way.
 - “Democratic” to students: they get the same training.
- In hybrid learning, one part of the students are online and the other part is present face-to-face; the turns change or not.
 - Teacher has to organise two ways of learning and take care of the both groups which work differently.
 - The online group often gets less attention and the teacher cannot follow their reaction as well as in the classroom.
 - Demands flexibility and good expertise in from the teacher!
- Students study online or in an asynchronous way, when they have a possibility
- Teacher provides material which can be used also alone
- Students are responsible for conducting the learning activities
- For some students, it is demanding to study independently



An example of hybrid teaching with basic facilities - teacher and some students in the classroom, some students remotely

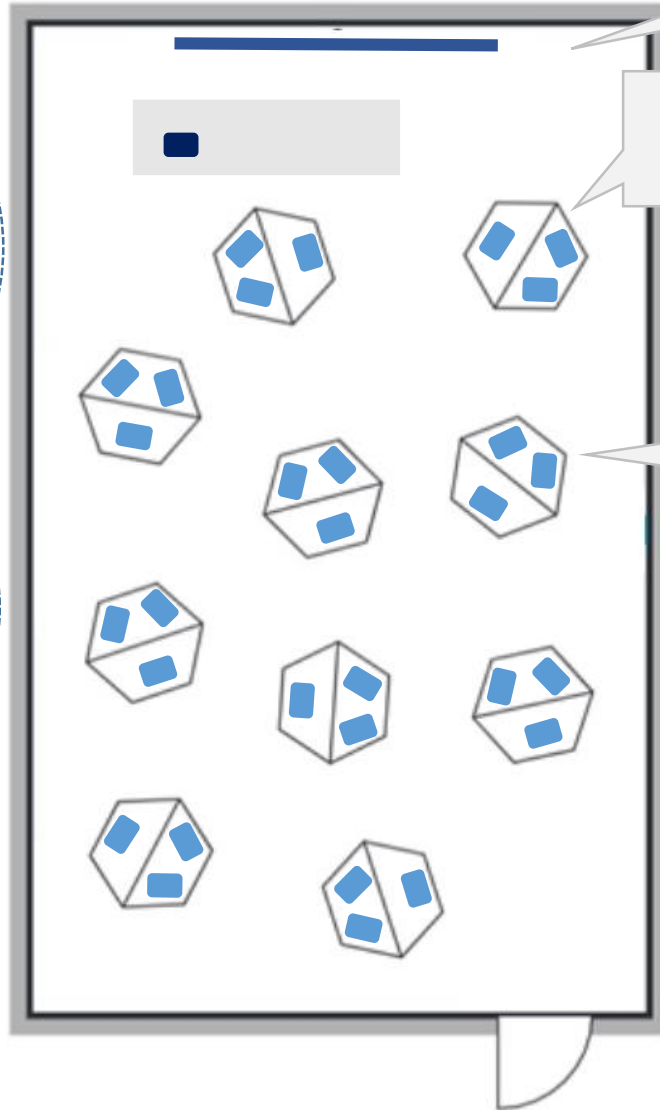
Remote participants do group work in breakout rooms in Zoom.

All participants should have a computer. The material is shared and the tasks are done on digital platforms that everyone has access to (e.g. Padlet, AnswerGarden)



Teacher shows all presentation material through Zoom, the screen is shared in the classroom through a beamer if available.

Those present do groupwork in class.



Those present in the class can also log in to Zoom, so everyone can use the chat. The videos can be on, but the microphones and speakers are closed.

Oral speeches of remote participants come through Zoom from the teacher's computer. Classroom participants can speak through the teachers' computer or their own computer (others need to close their microphones). If necessary, the teacher can repeat what is discussed in the classroom.



Three major organisational issues in online learning implementations

Teacher presence and guidance

No presence, guidance etc. via digital tools

Teacher available when needed, not online

“Talking head” but no interaction

Present and guiding teacher (online)



Interaction and collaboration with other students

Nothing

Small tasks during the online teaching

Meaningful collaboration, organised and guided



Meaningful and versatile use of digital tools

Environment for sharing

+ Some basic tools

Versatile tools based on the needs



LOW

HIGH