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Teaching, Learning and E-learning
(IAC-TLEl 2021)

Effective Use of a La Carte Learning Model and Enriched Virtual Learning Model

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Abstract

In recent years, many teachers have unconsciously applied the blended learning approach. They always support their education with the online environment in order to support the individual work of the students. For many teachers, blended learning does not save time, but it allows them to make better use of the limited time they spend with their students. A La Carte model, which is one of the Blended Learning models, is the model where students choose one or more courses that support the courses they take face-to-face completely online, and the course and the teacher are completely online. In the Enriched Virtual model, on the other hand, students complete most of the lessons online at home or outside of school, and receive face-to-face training at school as needed. In this model, students mostly work independently using digital learning materials, but get help when needed. When the sub-models of Blended Learning are examined, it appears that each model has its own advantages, and it is necessary to use the most appropriate model according to the learning skills of the students. We have determined that A La Carte Learning Model and Enriched Virtual Model are the most appropriate model for high school students who have difficulty in fixed programs and fixed courses, as it gives them a great opportunity of choosing the best courses according to their interests. We have the conclusion that the sub-models of Blended Learning such as A La Carte Learning Model and Enriched Virtual Model should be applied in the process of Distance Education in order that the learners could be successful and get academic achievement during the recent Pandemic.

Keywords: A la carte Learning, Enriched Virtual Model, Distance Education, Blended Learning, Educational Management

1. INTRODUCTION

The development of science and technology further encourages reform efforts in the utilization of technological results in the learning process (Gane and Beer, 2008). The effectiveness of learning is determined by many factors such as, teaching materials, learning methods and media (Ghilay, 2019; Fitria, Ruslan and Mappeasse, 2021)

Effective learning environments are prepared in order to ensure learning, which is considered one of the most strategic elements of the information society. With the use of Information and Communication Technologies (ICT) in face-to-face learning environments, blended learning has emerged and it has been an opportunity for students to learn outside the classroom in interaction with their teachers and other students (Thorne, 2003; Moursund, 1999). In this way, students gain experiences in lifelong learning and learning to learn in present information society (Vatansever Bayraktar, 2015; Ünsal, 2010; Klein et al., 2009).

One of the most important consequences of the information society is change and transformation (Odabaşı, 2010). The information society has begun to change the habits left over from the industrial society and even the

* Corresponding author.

habits it produces with the acceleration of change. In a study conducted by the NSBA (2002), the changes in knowledge are summarized as follows (Cited by Şahin and Kesim, 2006; Uysal, 2016).

• Knowledge doubles every two to three years, 7000 scientific articles are published every day.
• High school graduates are exposed to more information than their grandparents faced in a lifetime.
• While only 15% of professions required faculty education, today almost all professions require faculty education.
• In the next 30 years, changes are expected to be equivalent to the changes experienced in the last 300 years.

As a necessity of living in the 21st century, it is necessary to have literacy skills in order to follow such a rapid change in information. It can be said that literacy skills form the basis of 21st century skills. Instead of teaching approaches such as behaviourist, objective and cognitive approaches, learning approaches such as constructivism and connectionism have been brought to the fore. Due to its importance, there has been a strong conceptual diversification for learning such as online learning, mobile learning, virtual learning, flexible learning and blended learning.

Combining different teaching methods to ensure effective learning has been around for many years. For this purpose, teachers mix and use different teaching strategies in classrooms. The technology interpretation of "mixing" is blended learning, which gained significant momentum in 2001. Although blended learning is not a new concept, its potential has emerged with e-learning (Dağ, 2011). Blended learning, which has been presented as an effective instructional design approach in recent years, is the use of different knowledge transfer methods together and in some cases within the scope of a learning method. Blended learning is the combination of two separate learning/teaching models, traditional face-to-face learning system and distributed learning system, with emphasis on computer-based technologies.

2. BLENDED LEARNING

In face-to-face education, technology is used in the classroom, but its use outside the classroom is more limited. In order for the students to understand the lesson better, activities and opportunities should be provided that will enable them to improve themselves at any time after the lesson. In addition, there was a need for applications that enable students to communicate with their teachers and friends about the lessons, to talk simultaneously and to exchange ideas. These opportunities are offered to learners by distance education. For this reason, distance learning, which offers more flexible learning environments and methods in terms of time and place, and the opportunities it provides to learning environments above, has been combined with face-to-face education.

Blended learning is primarily expressed as the mixing of web-based technologies (virtual classrooms, self-teaching education, collaborative learning, video, audio and text streaming) to achieve an instructional goal. Secondly, using a different conceptual approach, combining various educational approaches such as behaviorism, cognition, constructivism to produce the most appropriate learning outcomes with or without using instructional technologies is expressed as blended learning. Thirdly, using face-to-face education under the guidance of a teacher and combining different formats of instructional technologies (video, CD-Rom, web-based learning, distance learning technologies, etc.) is blended learning. Fourth and lastly, blended learning is defined as combining and blending real work tasks and learning technologies to create a harmonious effect for learning (Kayalar, 2021; Kayalar and Kayalar, 2020; Kayalar and Ağaoğlu 2020).

Blended learning does not have a limited scope, such as the use of some strategies such as discussion forums, mail, content presentation, which are used only in e-learning, in face-to-face teaching and mostly as a tool to support face-to-face teaching (Usta, 2007; Ünsal, 2010). Blended learning, which should be accepted as an instructional design approach, is a process that should be strategically planned in order to be implemented in the realization of teaching for a course, in the dimension of a curriculum or an educational institution.

Blended learning focuses on achieving the highest achievement by matching the right learning technologies and applying the learning objectives, with the right personal learning style to equip the right skills to the right person at the right time. The principles hidden in this definition include some important points such as

- The focus is on learning goals rather than sharing method.
- Many personal learning styles need support to reach large audiences.
- Each individual participates in the learning event with different information.
- In many cases, the most effective learning strategy is just what is needed at that moment.

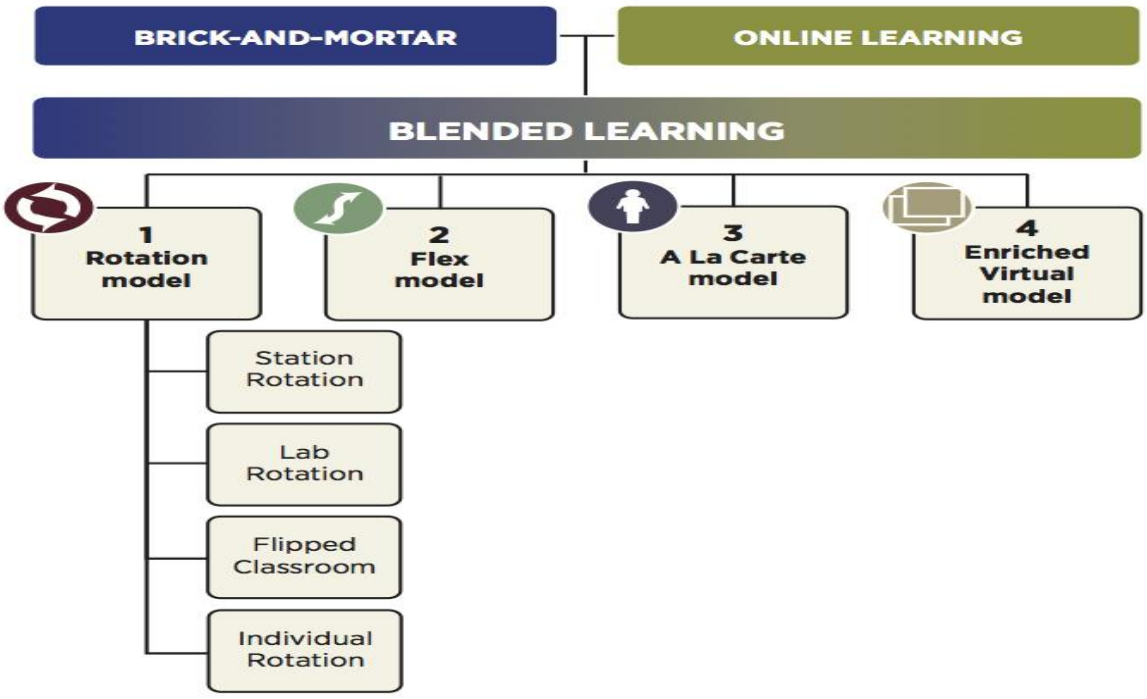
There are main elements associated with blended learning such as psychological, technological, theoretical, communication and management system. Blended learning interacts with computer assisted learning, web based learning, electronic learning, learning management system and learning platform. In addition, there are other areas in which all these elements that blended learning is related to are also related to each other. For example, computer-assisted learning is directly related to behaviorism, computer-assisted applications, lifelong learning, and Web-assisted learning, and developments here change by affecting computer-assisted learning. Web-supported or face-to-face learning approaches can be used in the school environment, inside and outside the classroom. One of them can be done or there may be a few of them. What is important here is the planning to be decided with the participation of other experts in the company of the instructor. In addition, it is the rational evaluation of the school's opportunities and strengths. The blended learning approach to be applied will have many benefits for both the student and the teaching staff, as well as the educational institution and its effectiveness. We can briefly explain some of the benefits of the blended learning approach as: it increases learning effectiveness and makes the richness of learning permanent, it is convenient in terms of time and cost, the esults take place at the most appropriate level, and collated studies occur immediately. In addition to these, the application of the blended learning approach includes learning wealth, access to information, social interaction, management of learning and so on. It leads to important results (Osguthorpe and Graham, 2003).

It is understood from these explanations that, in general, this learning approach provides diversity, cooperation and communication density in terms of individual learning, individual speed, listening, reading, seeing and application. In addition, it can be said that feedback has a positive effect such as speed, freedom in the learning environment, saving in time and learning costs. Of the sub-models of blended learning, A La Carte Learning Model and Enriched Virtual Learning Model have outstanding benefits and advantages in education during the recent Pandemic.

3. A LA CARTE LEARNING MODEL

The majority of blended-learning programs resemble one of four models: Rotation, Flex, A La Carte, and Enriched Virtual. The Rotation model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation as shown in Table 1 (Horn and Staker, 2014).

Table 1: Chart of Blended Learning



A La Carte Learning Model is a program in which students take one or more courses entirely online with an online teacher of record and at the same time continue to have brick-and-mortar educational experiences. Students may take the online courses either on the brick-and-mortar campus or off-site. This differs from full-time online learning and the Enriched Virtual model because it is not a whole-school experience.

An a la carte model, as the name implies, is a class that a student can choose to take entirely online to accompany other experiences they have at a traditional school or learning center. The teacher of record for the a la carte course is primarily an online teacher. Students may complete the learning activities either at school or at home. This differs from full-time online learning because it is not the only learning experience a student will have as they are still enrolled in traditional teacher-led classes as well.

In a study carried out by Chukwuemeka (2020), it is argued that the A-La-Carte demonstrates and consolidates face to face education with online course. Students take a portion of the courses online to enhance the part taken in the classroom. It should be possible in the classroom or wherever. Through this medium, teachers can grow the scope of study assets that students learn so as to help their inspiration and at last customize students' learning way. The A-La-Carte Model gives students a chance to take an online course notwithstanding the central subjects, giving students greater adaptability over their timetables. For instance, students can take online seminars on organs of speech, unadulterated vowels, diphthongs, consonants and intonation. Likewise, corporate preparing may gigantically profit by the A-La-Carte demonstrate by sparing the worker's time and endeavors. Rather than going to in-class addresses, they can take an online course while driving to work or in the solace of their own home. This model is learning prominence both in the educational and professional workplace since it offers students the chance to control their time, spot and pace while acing their abilities and information.

4. ENRICHED VIRTUAL LEARNING MODEL

Enriched Virtual model—a whole-school experience in which within each course (e.g., math), students divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Many Enriched Virtual programs began as full-time online schools and then developed blended programs to provide students with brick-and-mortar school experiences. The Enriched Virtual model differs from the Flipped Classroom because in Enriched Virtual programs, students seldom attend the brick-and-mortar campus every weekday. It differs from the A La Carte model because it is a whole-school experience, not a course-by-course model (Hunsinger, 2019).

According to Jenny White (2019) the Enriched Virtual model, by definition, is rather straightforward: the backbone of student learning is online and the student is only required to attend brick-and-mortar school on designated days. Thanks to technology, learning is happening anywhere, anytime, and (sometimes) at varying pace. The required face-to-face time within this model typically serves two main purposes:

1) enrich students' learning experiences with group-based work or teacher-led instruction, for example, and
2) hold students accountable via regular in-person check-ins with their teachers and advisor(s).

This model isn't flashy; it's quite operational in nature. In the Christensen Institute's research, early adoption of this model emerged among fully virtual schools that shifted to blended learning to provide stronger supports for students who otherwise struggle to stay on track. It's worth noting, however, that this blended model is considered disruptive: it provides learning opportunities not governed by seat time like traditional instructional models, but instead determined by the degree to which students control time, path, pace, and in some cases, place of their learning.

Today, this model is still fairly niche among traditionally brick-and-mortar public schools; few schools tout their "Enriched Virtual" model at conferences or in articles. But when you take a look at schools leveraging this model, their Enriched Virtual practice is pretty exciting in that it has the potential to benefit an increasing number of today's students: without Enriched Virtual's disruptive blended-learning structure, scheduling flexibility, off-campus learning experiences, opportunities to explore emerging passions, and more, wouldn't be feasible for schools to provide.

Many reasons for choosing an enriched virtual model or an à la carte model are the same. Both models allow you to support student-centred learning, develop self-management skills, and personalize learning through a wider range of course options. They can be used to accelerate credit accumulation, resolve timing constraints, or support basic learning skills. Often these models are used with "non-traditional" students. For example, over-age under-credited high school students that have had interrupted academic progress, may need courses that don't fit into their traditional schedule. These models also help in rural areas where some students commute to school too long.

The course needs should be identified at the school in order to get started with the a la carte model or enriched model. Replies for these questions should be foumd;

- Are there gaps in your course offerings?
- Have students become disengaged in the required courses?
- What are the interests?
- Do you have students who are far below grade level and need an additional course to meet their needs?
- Who will monitor student progress?

Both the a la carte and enriched virtual models are closer to online learning in the spectrum of blended learning and are more often used in higher grade levels. They are classified as blended learning because they still include limited face-to-face time with a teacher. An a la carte model often has mostly traditional face to face classes with an online course supplement whereas the enriched virtual model is mostly online with intermittent face-to-face interactions.

5. RESULT AND SUGGESTIONS

In blended modeling, organizing educational materials in accordance with the online process, bringing methodical and practical learning together and targeting the need-oriented outcome are among the most basic objectives. Individuals' learning skills, levels and past stories differ. In this blending that supports the need-based acquisition of knowledge by using multiple methods, it should be based on determining the educational infrastructure to be created for the needs of students. It is also known that blended learning provides permanent gains, with the principle of sustainability that will allow the effectiveness of the method, and educational achievements that require process management such as research-development, monitoring, analysis-synthesis, also allow measurement and evaluation in multimedia.

The common definition of the enriched virtual model is a course or subject in which students have required face-to-face learning sessions with a teacher and then are free to complete their remaining work remotely. Online learning is the backbone of student learning when the students are not in school. The same person generally serves as both the online and face-to-face teacher and students seldom meet face-to-face with their teachers every weekday. It differs from a fully online class because face-to-face learning sessions are more than optional office hours or social events; they are required.

The face-to-face sessions are often used to introduce the material and expectations or to complete more comprehensive assessments of learning. Often at the end of an enriched virtual model course, the students come together for a final session in which they present what they learned. This is how you might develop speaking and listening skills in a predominantly online learning environment.

Since the teaching-learning process requires a dynamic process management, the role of the teacher is great. In the Blended Learning approach, with the inclusion of technology in education, teacher-student interaction has become even more important. Considering the variability of learning styles, practices based on individual learning. With this approach, which develops the traditional understanding of teaching, the perception that learning does not only take place in the classroom but that technology is an educational need becomes widespread. Through this approach, which is structured on learning rather than teaching, it has been the main goal to train autonomous students and improve their learning capacity. For this purpose, the fact that knowledge is partially removed from being a phenomenon presented by the teacher means that the existence of researcher-student also appears. Supporting and observing the student in the process should be the basic principle of the teacher. It is the responsibility of the teacher to introduce methods that lead to research and aim to develop skills in the transfer of knowledge. The teacher aiming at the lifelong learning skill of the students should be able to support the student's independent determination of the learning according to the needs in the content and subjects of the acquisition. The parallelism of the processes of parsing, verifying, applying and personalizing knowledge with the term independent learner is too important to be left to chance. Freedom and awareness in learning are skills that can be acquired through multiple experiences. Therefore, teacher observation and guidance is essential at the point of producing and reproducing knowledge. One of the unchangeable rules of education is to prepare individuals for the responsibility of shaping society healthily. In this context, the teacher should raise individuals who are equipped with the principle of independent learner education, self-sufficient, productive and aware of their social responsibility.

What makes these models unique is that many schools all over the world have been trying to implement these models more and more to try to help prepare more 21st century learners (Brita Hammer, 2018). As students move onto a postsecondary education, or even into the workforce, more and more postsecondary schools are going in a

virtual setting where they're giving students the opportunity to do online schooling, or you go to an organization that has some online training components. Preparing students to be good 21st century learners—the best way to do that is to give them practice doing that—practice being a 21st century learner. One of the best ways to do that is offer an a la carte or some element of a virtual learning opportunity for students, day in and day out. I'm seeing more and more of this as more and more expectations are being placed on sites around 21st century learning skills, but it's a terrific way to jump into the deep end of blended learning.

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