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Global Education, Teaching and Learning
(IAC-GETL 2021)

Importance of Enriched Virtual Learning Model in Hybrid Teaching Application

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Abstract

The Enriched Virtual Learning Model, which is included in the Hybrid Teaching application, which has been widely used in distance education due to the Pandemic, is very simple to implement compared to other models. The basis of student learning is online and requires the student to attend school only on certain days. Thanks to technology, learning takes place everywhere, at all times, and sometimes at varying speeds. Face-to-face practice, which forms part of this model, generally serves two main purposes; the first is to enrich students' learning experiences with group-based work or teacher guidance, and the second is to hold students accountable through regular face-to-face checkups and to meet with their teachers and advisors. This model is highly functional by nature. In our study, we aimed to determine how effective and efficient the Enriched Virtual Learning Model, which is a sub-model of the Hybrid Learning Approach, is especially in language classes. It has been concluded that this model, which has been applied in many countries, is extremely useful in language teaching and can be used efficiently especially in language preparation programs. It has been suggested to be applied at all levels of education in order to increase the academic success of the students and to encourage their participation in the lessons.

Keywords: Hybrid Teaching, Enriched Virtual Model, Distance Education, Educational Management.

1. INTRODUCTION

Today, due to the rapid development of science and technology and global health problems such as the Coronavirus disease 2019 (Corona Virus Disease, COVID-19), the use of technology has ceased to be a choice in many areas and has become a necessity. In particular, the COVID-19 pandemic has led to a rapid transition to the use of remote technologies in working and educational life. One of the areas where technology is most widely used and affected in this process has been in education such as language training, health science education and vocational education.

The knowledge, skills, attitudes and behaviors gained through education become more effective, efficient, systematic and holistic with the use of technology. Some of the traditional (in-class) methods and techniques commonly used in education include narration, question-answer, discussion, problem solving, observation, case analysis, role-playing, brainstorming, group work and educational games.

In cases where traditional education methods are insufficient, new methods and models are needed in education and training in parallel with technological developments. Distance education also emerges as an education system that responds to this need. In this study, it is aimed to reveal the concepts related to distance education, the examples of the use of distance education in language teaching, the methods and tools used in distance education.

Many educators in the educational innovation field are considering redesigning secondary and higher education to better reflect students' 21st century learning needs. Initiatives around the world such as the XQ Super School project and Ministries of Education's Next Generation High Schools are about restructuring the high school experience to include "real world" learning components as well as skills and passion-building opportunities such as internships,

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project-based learning, robust computer science curricula and competency-based learning systems. Of course, such experiences that foster deeper learning do not fit well with the current structure of traditional schools. Indeed, to integrate these unconventional practices into schools at large scale, massive logistical shifts in where, when, how and in what way a student learns become crucial. Traditional school structures and features, such as 45-minute lessons, age-based groups, and single-teacher classes, are becoming obsolete. Students no longer go to school every day, as new high school designs promote flexible, student-centred learning and even off-campus experiences. Looking to the future, educational theorists predict that not only will blended learning opportunities continue to increase in schools, but there will also be an inevitable rise of the Enriched Virtual Blended learning model at the High School level.

2. HYBRID LEARNING (BLENDED LEARNING)

The concept of blended learning has different definitions. Powell et al. (2015) argue that the blended learning approach brings together the best elements of online learning and face-to-face and that it is expected to become the most preferred model in the future and become much more common than other models.

In general terms, blended learning describes a learning experience that can be tailored to a particular audience and is not limited by place or time. With this in mind, we can express a broader definition as follows. It is the learning of a part of traditional education and the time allocated for it by controlling their own learning syllabus and speed at any time and place with the opportunities of the online environment. Blended learning as a concept is rooted in online learning and for a student traditional teaching never has; It represents a fundamental shift that has the potential to improve, develop and optimize student learning. (Maxwell 2016)

Although schools have long used computers and technology in teaching, until recently they have never used technology to provide students with a true blend of education that gives them control over their 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; Kazakoff et al, 2017; Schecter et al, 2015).

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. 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 found;

- 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.

Blended Learning

- Students learn in part through online learning and are in control of where, when and how they study during their learning.
- Devices are used to take advantage of the individualization opportunity.
- Classrooms are fundamentally changing teaching to provide an integrated learning experience.

Technology Assisted Learning

- Students use technology to do the same job at the same place, time and speed while learning.
- Devices are used to support traditional teaching
- Classes are supplemented to enrich the traditional learning experience.

CONCLUSION

Distance education, which has become widespread in our country and in the world with the COVID-19 pandemic, can be offered synchronously (interactively) or asynchronously (non-interactive), without time and place restrictions. It is seen that distance education is not sufficient in subjects such as clinical applications and laboratory modules for applied sciences such as Language Education and Science Education. For this reason, a mixed education model in which online and face-to-face methods are used together is recommended for applied sciences (Kozan et al, 2021). When the national and international literature studies in which the blended education model is used in Language Education are examined, it is seen that Enriched Virtual Learning Model, which is a type of blended education, supports pedagogy and positively affects the learning outcomes of the students, so it is more recommended than other models. It is recommended to use and disseminate tools such as online course materials, discussion boards, simulation, videos, mobile technologies and social media platforms to facilitate learning in virtual language teaching.

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