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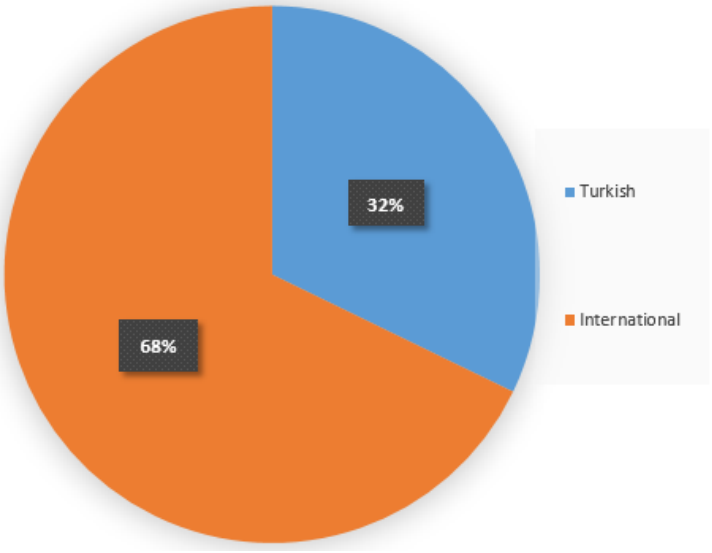
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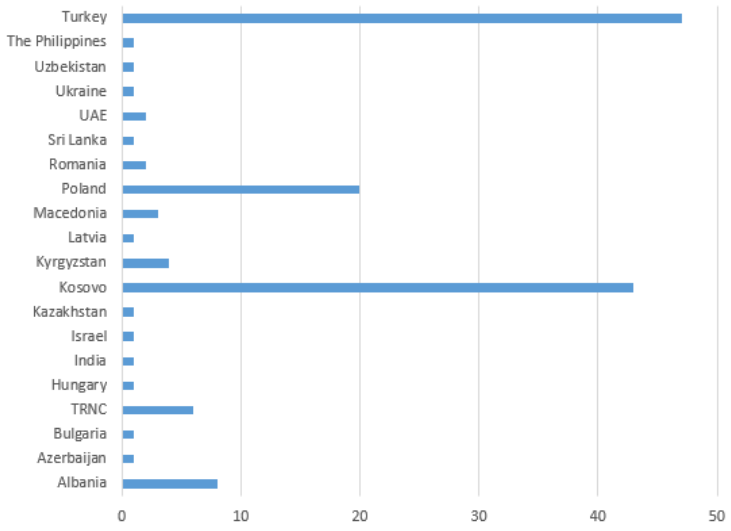
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STATISTICS ABOUT GJAKOVA CONFERENCE, ECLSSS 2021A

Countries	Number of participants
Albania	8
Azerbaijan	1
Bulgaria	1
TRNC	6
Hungary	1
India	1
Israel	1
Kazakhstan	1
Kosovo	43
Kyrgyzstan	4
Latvia	1
Macedonia	3
Poland	20
Romania	2
Sri Lanka	1
UAE	2
Ukraine	1
Uzbekistan	1
The Philippines	1
Turkey	47
TOTAL	**146**





The 11th edition of **Eurasian Conference on Language and Social Sciences (ECLSS2021a),** Gjakova, Kosovo, February 02-03, 2021, was a great and exciting experience with all our distinguished guests, participants and listeners. There were 146 papers presented during the plenary sessions (47 from Turkey, 99 from International participants; **32 % Turkish, 68% International participants**). We had participants from 20 countries, listed in the table above.

Hope to meet you again in our upciming conferences!

Thank you for your support and collaboration.

ECLSS Organizing Committee

Eurasian Conference on Language & Social Sciences XI
February 02 - 03, 2021 Gjakova, KOSOVO



The Importance of Flexible Model in Blended Learning Model

Fethi KAYALAR[1]

Filiz KAYALAR[2]

Abstract

Depending on the quality of the educational service that takes human qualities and needs as the basis and puts people in the centre, attention is paid to individual differences and distinctiveness, , and education and training are personalized as much as possible. It is the aim of modern education systems and schools to help the students reach the maximum level by providing education services appropriate to their characteristics and needs, starting from the stage they are in. The quality of the methods and techniques used in teaching and learning is one of the main factors that increase the quality and quantity of learning. The diversity in teaching methods and techniques is considered as a richness in terms of using the ones suitable for the characteristics of the student, subject and learning environment. In this respect, the approaches of Flexible Learning Model (FLM) are of great importance in Blended Learning as Distance Education. In the study, we tried to determine the importance of Flexible Learning Model in recent pandemic period. We used literature review as research method, thus we searched the papers and books in literature regarding the history of Blended Learning, Distance Education and E-learning. We have concluded that Flexible Learning Model is mostly implemented at the whole school level, but can be accomplished at the classroom level with careful planning. FLM requires advanced curriculum planning to develop, improve, and create online course materials that allow students to progress independently on the material. In this respect, Flexible Learning Model should be taken into account in Teaching Technologies, Educational Management and Educational Planning.

Keywords: Flexible Learning Model, Blended Learning, Educational Management, Educational Planning

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1. INTRODUCTION

In order for the rapid change process in the 21st century to become a development process in our country, it depends largely on the preparation and operation of education in accordance with the conditions of the age for the purpose of raising individuals who can meet the needs. In other words, teaching processes where the development of the individual is centered, more generally, should be organized in such a way that all elements of the education system develop on the basis of the individual's needs and characteristics (Karakaya, 2004).

Putting human development into the center requires individual differences, the richness of resources, the diversity of teaching methods and techniques, the increase of teacher qualifications, the reduction of the number of students in classrooms, the development of multi-purpose education programs in accordance with individual differences and education depending on the socio-economic development level of the country, and the preparation and implementation of education policies that personalize as much as possible.

One of the basic characteristics of education and training structures that aim at the development of individuals is that teaching and learning activities are flexible and dynamic. For the qualities such as knowledge, skills, attitudes and values to be realized in the education process, the learning and teaching approaches that best suit individual differences, existing opportunities, conditions and needs of the age must be selected and put into practice. For this reason, flexibility and dynamism qualities make important contributions to the achievement of the desired goals in the individual.

The idea of flexibility in any teaching and learning approach is not new. It is a fact that many teachers think of increasing the quality and quantity of their students' learning and that they want their students to develop their capacities in all cognitive, affective and psycho-motor areas in accordance with their personal needs and characteristics. There are important reasons why the desired outcomes cannot be realized in many subjects.

The size of the teaching groups, the intensity of the lessons, the problem of time and this lack of resources, the need for consultancy, the demands of exam systems and traditional habits in educational practices, the pressure of certain principles and rules are just a few of the daily encounters in teaching processes. It can be said that the problems that arise most of the time result from teaching and learning approaches.

2. THE NATURE OF LEARNING

In the 21st century, the development and implementation of education policies that can solve problems and respond to social and personal needs emerges as a necessity. Countries that can give their people qualified knowledge, skills, attitudes and values that can solve the problems of their lives are seen as leaders. Learning is the only way people acquire the necessary qualifications. Learning is personal and experience-based, with dimensions of knowing, doing and remembering. In other words, learning requires individual learning activity. Learning depends on the learner's individual effort as well as on the qualifications of the teaching service (Karakaya, 2004).



Changes and developments in scientific and technological fields, rapid changes in professional fields as well as increasing diversity, increasing and deepening of specialization areas, changes in life styles and economic conditions reveal the need for people to have learning qualities at much higher standards. The necessity of being constructively strong in the face of a multifaceted and complex life is based on qualified knowledge, skills, attitudes and values that can be acquired through learning.

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As in other fields, accepting the diversity of human qualities in the field of education is one of the basic conditions of human rights, and understanding the fact that "Every human being is an original world and has differences". It can be said that respecting the personal differences of people and providing education services in accordance with their qualifications is to take a step or open the door to realize equality in education and democratic education. It can be thought that an understanding of education that is suitable for human qualities and centered on people can only be humanist. Scholastic and dogmatic practices cannot be included in the nature of such an educational service, and one's freedom of education cannot be distorted. Attention is paid to personal differences and distinctiveness, depending on the quality of the education service that takes human qualities and needs as the basis and puts people in the center, and education and training are personalized as much as possible. It is the aim of modern education systems and schools to help the student reach the maximum level by providing education services appropriate to his / her characteristics and needs, starting from the stage he / she is in.

The quality of the methods and techniques used in teaching and learning is one of the main factors that increase the quality and quantity of learning. Diversity in teaching methods and techniques is considered as a richness in terms of using the ones that are suitable for the characteristics of the student, subject and learning environment. Flexible learning approaches are not new in this respect. Many good teachers have considered organizing learning situations and teaching activities for their students on this path. There are many reasons why they find the application difficult. For this purpose, it is necessary to find answers to the questions of what is learning, what are its goals, features, principles, flexible learning approaches, application conditions and forms. It is believed that if a different perspective, way of thinking, discussion and research can be opened in terms of both teaching profession and students, a targeted contribution will be realized in the field of general teaching methods and techniques.



2.1 Flexible Learning

The term flexible learning emerged in the United States of America in the 1970s and started to be used in the literature in Britain in the 1980s. At the end of the 20th century, the word "flexible" started to be used more frequently and its usage became more widespread (Li & Wrong, 2018). In the 21st century, the use of the term flexible learning has increased in the field of open and distance learning, due to the rapid development of information and communication technology. Providing flexible and learning-centered content in learning environments enables individuals to focus on different needs. Flexible learning, in general, gives learners the opportunity to take more responsibility for their own learning and to meet their learning and individual needs (Ayer & Smith, 1998; Güler, 2018).

A successful flexible learning system involves a systematic process of planning, design, development, evaluation and implementation to provide an environment in which learning is actively supported. Therefore, Khan (2005) stated that flexible learning should be meaningful not only for learners but also for all stakeholder groups in the system. For example, factors such as easy accessibility, well-designed content, learner-centeredness, and affordable fees indicate that flexible learning system is meaningful for the learner. The high participation and success of learners in meeting the goals and objectives of the course also makes flexible learning meaningful for course instructors. Similarly, beneficial use of the provided support services also makes the support staff happy (Khan, 2003; Morrison & Khan, 2003). Khan developed a flexible learning framework that includes organizational, management, technological, pedagogical, ethical, interface, resource and evaluation dimensions.

Schools that support a large number of non-traditional and at-risk students often prefer the flexible blended learning model. In this approach, material is first delivered online. Teachers are in the classroom to provide support when necessary, but learning takes place primarily under the guidance of students, as they learn independently and practice new concepts digitally.

Online learning in the flexible model is the backbone of a student's learning, even though it sometimes leads students to office work, and students can switch between different learning models in order to optimize their learning experience according to their specific needs. In fact, every student has a unique, fluent schedule among learning patterns. The teacher is in the classroom, and the teacher or other adults provide flexible and adaptable face-to-face support, as needed, through small group teaching, group projects and individual tutoring. Some applications include significant face-to-face support, while others include minimal face-to-face support.

2.2 Technology-supported Flexible Learning Model

E-learning includes multimedia learning, technology-based learning, computer-based education, computer-driven education, computer-assisted education, Internet-based learning, flexible learning, web-based learning, online education, visual learning environments, also referred to as visual education, learning platforms, m-learning and digital education and are widely used synonymously with these terms. These alternative names, each emphasizing a specific digitization approach and component, find their place in the broad scope of e-learning.



The changes in the learning field make the concepts of e-learning, m-learning and u learning (learning independent of device, place and time) known to us. Mobile learning, or m-learning for short, is known as the most effective method among flexible learning options, because this method eliminates the space limitation and the necessity of using a specific PC. Another advantage of M-learning is that it provides the student with the opportunity to spend their free time without any time or place restrictions. The main characteristics of this model are as follows:

- In this model, teaching is primarily online, but still in a school setting.
- Students work at their own pace and individually
- Teachers are in the role of supervising, guiding and helping to learn.
- Teachers provide flexible face-to-face support with practices such as small group training, group projects, and individual lessons.
- Teachers can take immediate action because they are there
- Students navigate between the various stations whenever needed and are not constrained by time limits.
- It can increase student motivation and autonomy
- It is mostly implemented at the whole school level, but can be accomplished at the classroom level with careful planning

2.3 Advantages of Technology-supported Flexible Learning Model

One of the important changes and advantages provided by the model is the personalization of the learning process. Thanks to content such as video available online, flexibility is provided in the education process, and students can learn the content provided in accordance with their own learning style and speed. In this context, the student can adjust in accordance with his own pace while watching the videos related to the course content, can go back when he does not understand, pause the video where necessary, take notes, advance the video if he knows a well-known point, take notes and discuss the necessary place if there is a point he does not understand. In this way, flexibility is provided in accordance with the characteristics of the learners in the learning process (Johnson, 2013).

Another important advantage of the model is that it increases interpersonal interaction compared to the traditional model (Kayalar and Kayalar, 2020; Johnson, 2013). This situation takes place in various ways. One of these is that the time allocated for lecturing in the traditional model is allocated to activities such as in-class questions and answers, discussions, and brainstorming. In this way, students have the opportunity to interact more with both the teacher and other friends. Other issues that increase the interaction in the model are the discussions about the course content in the virtual environment and the small group work carried out in the classroom. The comments and discussions made within the scope of the educational video in the virtual environment can both provide significant contributions to the students and provide feedback to the teacher on the subject. On the other hand, students reinforce what they have learned with small group work after performing their pre-learning .



According to Fulton (2012), the advantages of this model are as follows.

- Students progress at their own pace, thus reducing the negative effects of individual differences on the process.
- Doing homework and applications based on interaction in the classroom gives the teacher information about the learning difficulties and strategies of the students.
- Teachers can easily edit and change the curriculum and deliver it to students 24/7.
- Course hours can be used more effectively and creatively.
- By using this method, student success, participation and interest can be increased. Research and observations support this situation.
- Learning theories support such new approaches.
- Using technology in learning parallels the 21st century learning philosophy.

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3. LITERATURE REVIEW

Upon examining the literature about Flexible Learning, we have found out that the concepts of open learning, distance learning, flexible learning etc. are interrelated and can be used interchangeably (Ayer & Smith, 1998; Kirkpatrick, 1997). The flexible learning framework has been differently defined by different studies. According to Demetriadis and Pombortsis (2007), flexible learning refers to learning in which learners are offered a variety of options to customize their learning experience according to their specific needs and preferences.

Collis and Moonen (2002) explain flexible learning with four basic components: technology, pedagogy, practice and institution, stating that flexibility can be in lecture resources, types of learning activities, technology supporting learning, and many other environments. While technology refers to information and communication technologies, technologies used in learning environments are considered within this scope. Flexibility can be provided by using different technologies in learning environments, so technology should be at the core of these components. While the pedagogy component focuses on how teaching / learning processes will take place, the application component includes the applications of technology and pedagogy components used in practice. All of the components that affect flexible learning are included under the institutional category.

Khan (2005) states that a successful flexible learning system involves a systematic process of planning, design, development, evaluation and implementation to provide an environment in which learning is actively supported. He states that flexible learning should be meaningful not only for learners but also for all stakeholder groups in the system.



4. CONCLUSION

The increasing impact of globalization and the developing information society is manifesting itself, and it creates new requirements in all areas of social life, including higher education. In this digital age where student-oriented learning and educational activities are carried out by introducing new and more flexible learning methods, e-Learning has become an extremely important tool for the new Higher Education Environment.

Flexible learning is a state of being in which learning and teaching are increasingly freed from the limitations of time, place and speed of study. But that kind of flexibility doesn't stop there. For students, flexibility in learning can include choices regarding entry and exit points, selection of learning activities, assessment tasks, and educational resources in exchange for different types of loans and costs. And for teachers, it may include choices regarding the allocation of their time and the way and methods of communication with the educational institution as well as with learners. Such flexible learning is not a mode of study in itself. It is a principle of value in the broader sense, such as diversity or equality in education and society. Flexibility in learning and teaching applies to any form of study, including campus-based face-to-face training.

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