A Critical Study Of Hybrid Learning Versus Manual Classroom Learning At Tertiary Level Of Education

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Abstract

Hybrid learning refers to an educational model in which students join classes from home in virtual mode. Hybrid classes are comprised of asynchronous learning elements such as pre-recorded video instruction and online exercises. If planned well, the best aspects of online and in-person learning are combined in hybrid courses, while making sure that education is increasingly attainable for a lot of students. This study analyzes the positive and negative aspects of Hybrid learning to understand what to champion and where to work harder. A SWOT research analysis that would help for easier to speculate the strengths, weaknesses, opportunities and threats of Hybrid Learning. Findings revealed that hybrid learning has enormous potential in sharing the research, tutorials, and experiences of notable individuals with students to bring improvements in student learning. Quality control has been established in hybrid courses, for instance, through accessing and arranging the quality of data, hybrid courses and manual courses are equivalent. However, the true potential of hybrid courses has not yet been manifested. This is elaborated by the fact that usage of hybrid mode isn't as strategic as it has potential to be. As no substantive or accurate methods are available in terms of training, the students may not take part in hybrid learning. Moreover, hybrid learning is likely to be sabotaged because of a number of threats. It can be anticipated that many students may not understand the hybrid mode of learning especially in initial semesters which will have adverse effects on their grades. The opportunity lies in capitalizing on the actual strength of hybrid learning. It has been proposed that the finest instructional methodologies from hybrid and manual modes can be used in combination so that advantages and disadvantages of both these modes can be used together.

Keywords: Education and Grades, Hybrid Learning, SWOT analysis, Pakistan.

1. Introduction:

The educating and learning condition are making various advancements and a portion of these
include the utilization of innovation through hybrid learning. This novel instructive approach has been adopted quickly however it experiences a procedure. This approach reduces the amount of seat time in a traditional face-to-face course and moves more of the course delivery online. While one major problem is about how people can effectively utilize the innovation and guaranteeing members' responsibility given the individual student qualities and experiences with technology (Hofmann, 2014). Hofmann includes that client getting into troubles with innovation may result into surrendering the education and possible failure of mechanical applications. In a report by Oxford Group (2013), a few students (16%) had negative responses to hybrid learning while 26% were worried that students would not finish their education in hybrid learning. Students are critical accomplices in any learning procedure and so, their experiences and attributes influence their capacity to adequately go ahead with learning and being in a hybrid environment, the design devices to be utilized may encroach on the viability in their learning.

This research paper handles hybrid learning characteristics which has been explored in past investigations considering evaluations, course fulfillment, maintenance and graduation rates. (Guskey, 2000) noticed that planning assessment fits in, as it happens before the usage of any technology and additionally enables organizers to decide the requirements, with regard to member attributes, examining logical issues and assembling data. (Kenney and Newcombe, 2011) discovered that hybrid learning had higher normal score than the manual learning condition. A study has been done in hybrid environment to build up the divergence between scholastic accomplishment, grades and gender contrasts and no huge contrasts were found. (Demirkol and Kazu, 2014).

Be that as it may, hybrid learning Characteristics might be subject to numerous different variables and among them are student attributes, design and learning results. Research demonstrates that the inability of students to proceed with their online instruction now and again has been because of family, workload and less available time to study prompting student dropout (Park and Choi, 2009). Furthermore, it is also subject to student communications with teachers since inability to proceed with hybrid learning is ascribed to this. In Greer, Hudson and Paugh's research as referred to in Park and Choi (2009), family and associate help for students is essential for accomplishment in hybrid and manual learning. Support is required for students from all zones in online courses and this might be from family, companions, associates and associates in class. Additionally, noticed that associate support helped new students in computer utilization and applications. The writers likewise demonstrate that students require time planning, suitable technology and encouragement from loved ones in electronic courses. Associate help is needed by students who have no or little information of technology to enable them to defeat fears. (Park and Choi, 2009) demonstrated that organization's help altogether predicts students' stay and accomplishment in online courses since supervisors now and again will lessen students' workload amid studies and in addition they are occupied with work related learning to progress and enhance their aptitudes.
The research by (Kintu and Zhu, 2016) researched the likelihood of hybrid learning in an Ugandan University and inspected whether student qualities, (for example, self-direction, ideas towards hybrid learning, computer ability) and students background, (for example, social help and workload management) were huge factors in student results, for example, inspiration, fulfillment, information development and execution. The discoveries from that study demonstrated that student ideas towards hybrid learning were noteworthy elements to student fulfillment and inspiration while management of workload was a critical factor to student fulfillment and information development. In the hybrid learning design, just student collaboration was a critical factor to student fulfillment and information development. The focal point of the present investigation is on looking at the adequacy of hybrid learning, with respect to student attributes, hybrid learning components and learning results and how they are critical indicators of hybrid learning viability. Investigations like that of Morris and Lim (2009) have researched student and instructional variables impacting learning results in hybrid learning. Aside from the student factors, for example, gender, age, understanding, the investigation considers social characteristics of the students, for example, family and social help, self-direction, behavior towards hybrid learning and workload management to discover their relationship to hybrid learning efficacy. Distinguishing the different sorts of student factors with respect to their relationship to hybrid learning efficacy is vital in this investigation as we set out on an imaginative instructional method with innovation in educating and learning.

2. Literature Review:

This literature review presents a look into hybrid learning characteristics from the point of view of student qualities and learning results. Likewise, it gives the elements that are thought to be noteworthy for hybrid learning characteristics. Selim (2007) have noted three fundamental factors that influence hybrid learning characteristics as teacher qualities, innovation and student’s attributes. Heinich et al., (2001) demonstrated the requirement for looking at student qualities for instructional innovation utilization and demonstrated that client attributes do affect social expectation to utilize innovation. Lin and Vassar, (2009) showed that student achievement is reliant on capacity to adapt to technology troubles and additionally specialized abilities in computer activities.

Research shows that the accomplishment of hybrid learning can generally rely upon students and in addition educators' capacity to partake in hybrid learning (Hadad, 2007). Shraim and Khlaif (2010) note in their exploration that 75% of students and 72% of instructors had inadequate abilities to use ICT based learning because of lacking aptitudes and involvement in computer applications and this may prompt poor performance in hybrid learning. Since the utilization of hybrid learning applies more use of PCs, computer skill is vital (Abubakar and Adetimirin, 2015) to maintain good performance in applying innovation in instruction for learning efficacy. Rovai (2003) noticed that students’ computer proficiency and management of time are vital in hybrid learning and presumed that such factors are important in online classes. Students
need to look for supportive help from companions and instructors through talks, email and personal interactions for viability (Lynch and Dembo, 2004).

Another research demonstrates that lack of student association causes poor performance and possible dropouts in online courses (Willging and Johnson, 2009) and the absence of student connectedness was considered as an inside factor prompting student drop-out in online courses (Zielinski, 2000). It was additionally noticed that students may not proceed in hybrid learning if they can't make companions subsequently creating sentiments of loneliness amid their hybrid learning encounters (Willging and Johnson, 2009). Students' interactions with educators and associates can make hybrid learning interesting as lack of interaction influences students to pull back (Astleitner, 2000). Student accomplishment in hybrid learning may considerably be influenced by usefulness of systems (Pituch and Lee, 2006) and may prompt the collapse of such learning activities (Shrain, 2012). All in all, low quality technology brings no fulfillment and thus the nature of innovation greatly influences fulfillment (Piccoli et al., 2001). Furthermore, research demonstrate that the availability of instructors diminishes psychological separation amongst them and the students, thus prompting more learning. This is on account of the fact that there are verbal aspects like giving recognition, requesting for perspectives, humor, and so forth and non-verbal articulations like eye-to-eye connection, outward appearances, and so forth which allows instructors to be nearer to students mentally. Sankaran and Bui (2001) showed that less inspired students performed inadequately in information tests while those with high learning inspiration exhibited superior performance (Green et al., 2006). Lim and Kim 2003 showed that student enthusiasm leads to student inclusion in learning, and this could prompt learning viability in hybrid learning.

An absence of feedback for students from course educators was found to cause poor performance in an online graduate course. Furthermore, poor performance came about because of technological challenges and in addition, equivocal course direction (Hara and Kling, 2001). These variables, once tended to, can prompt student fulfillment in hybrid learning and inevitable viability. Study results by (Swan 2001) demonstrated that student educator collaboration is unequivocally related with student fulfillment and more student communication brought about more fulfillment. Studies by (Naaj et al., 2012) demonstrated that students were happy with innovation which was a video-conferencing segment of hybrid learning with a mean of 3.7. A similar report demonstrated student fulfillment with teachers at a mean of 3.8. (Askar and Altun, 2008) found that students were happy with up close and personal sessions with t-tests and ANOVA results showing female scores as higher than males in terms of fulfillment. Studies contrasting hybrid learning with conventional learning have demonstrated that students perform similarly well in hybrid learning and their achievement is unaffected by the conveyance technique (Kwak, Menezes, and Sherwood 2013). In another investigation, learning and achievement are known to enhance when conventional course conveyance is combined with online learning (Stacey and Gerbic, 2007).

Rizvi et al., (2017) showed that 51.6% teachers saw the significance of incorporation of
technology in their instruction. Around 54% of the members perceived that they do have the capacity and availability to integrate data correspondence innovation (ICT) in instructing and learning, however there is a need to sharpen technological aptitudes to start technology driven education. Findings uncovered that 55% teachers recognized the limitation of not getting time to create and convey technology driven courses. Further, results demonstrated that 45% teachers saw that their development endeavors as far as instructing in hybrid mode of learning is concerned, don't help them to achieve professional advancement or acknowledgment, as mostly research is considered superior to teaching advancement. The results additionally showed that 54.5% members declared that colleges need mentorship in the field of hybrid learning. Young students are energetic and excited to bring innovation in the academic system. It is additionally apparent from the study that the aggregate level of educators and the level of talented instructors are diminishing in India prompting a genuine emergency, which may happen in the coming decade. Despite the fact that the instructors have the essential PC and Internet abilities, the educators are not yet mindful of the Internet portals and apparatuses which could be utilized for making lessons and discussions. Further study with respect to the accessibility of Internet-training gateways and the approaches to adjust them in the instructing and learning process was recommended. A study with respect to the adjustment of hybrid learning and conceivable change in educational programs and its conveyance was recommended. Further, (Punam Bansal, 2014) which proposed that hybrid learning can demonstrate a powerful technique. Disregarding issues identified with hybrid learning; the study suggested that it can possibly affect Indian education in a good way. The primary results demonstrated that both the faculty members and students have acknowledged and commended this new approach. The results are best when members get involved, share a moving vision and draw out the best in others, commend achievements and model practices that encourage coordinated effort.

3. Research Methodology:
The present investigation is on looking at the adequacy of hybrid learning, with respect to student attributes, hybrid learning components and learning results and how they are critical indicators of hybrid learning viability.
The method includes SWOT (Strengths, Weaknesses, Opportunities and Threats) of Hybrid mode of learning in comparison with manual classroom learning.
The sample includes 200 university students taking course of Islamic-Studies Course with two semesters of Fall 2017 for manual mode of learning and Spring 2018 for Hybrid mode of learning. Variables which were uses for analysis are teaching method, time and cost effective, learning, results, and students teacher satisfaction. Data has been collected through formal and informal questions and survey findings of students and their feedback.

4. SWOT Research Analysis of Hybrid Learning
It is extremely important to stay aware of the positive and negative aspects of Hybrid learning to understand what to champion and where to work harder. A SWOT research analysis that would
help for easier to speculate the strengths, weaknesses, opportunities and threats of Hybrid Learning.

a. Strengths of Hybrid Learning:
Hybrid Learning has tremendous strength to share the most notable persons research, experiences and tutorials with students to enhance the student learning. Quality control in hybrid courses is established, for example by accessing and organizing the quality of data, and hybrid courses have equality with manual courses. Assure critical learning. Moreover, interaction among many students on hybrid mode can pose questions and share ideas. Flexibility and availability for students is ensured. The length of the classroom time was lessened, hence diminishing weariness, in the meantime, classroom associations were more beneficial through pre-work. Further urged them to utilize the out-of-classroom time in other important exercises. Hybrid tests helped students by giving prompt feedback on student’s answers. Submitting homework and perusing course material was helpful. Hybrid target tests for self-evaluation were reviewed consequently and in a flash. Student’s evaluations in the online result card gave them advantageous access. Posting course helping materials like PowerPoint presentations, word document notes, assignments, quizzes and external links for reference and instructional exercises, was useful. Lastly cost effective. As shown in Figure-1.

![Diagram: Strengths of Hybrid Learning](Author Created)

Figure 1: Strengths of Hybrid Learning (Author Created)

b. Weaknesses of Hybrid Learning:
Hybrid Learning has not yet manifested its real strength. This is attributed to the major weakness related with utilization of hybrid mode isn't as strategic as it could or ought to be. Students might not be involved with hybrid learning as there is no substantive, precise methods of training. While students get admissions from different educational backgrounds. Bad grades will give the
impression manual learning is more influential. Further, there ought to be more data and backings accessible to enable students to be succeeded. As, Figure-2 Illustrate the comparison of 200 students grades by Manual and Hybrid learning of Islamic-Studies Course Fall 2017 and Spring 2018 semester COMSATS University. Along with this, classrooms interaction between teacher and student giving knowledge about ethics and morals to which technology cannot be a substitute. Numerous students take hybrid course as comfort, however with small comprehension of the novel difficulties. There might be an absence of comprehension about copyright in hybrid learning material. Owners of works are not given due credit where necessary. Often, teaching is carried out by one moderator, and papers are made by another, which are then marked by yet another. There may be poor Internet network and speed, which is an unquestionable requirement when time-constrained online assignments are given. Lastly, there is a lack at university level scientific approach and methodology to evaluate student results after and before the hybrid Learning.

![Figure 2: Comparison of 200 students’ grades by Manual and Hybrid learning of Islamic-Studies Course Fall 2017 and Spring 2018 semester](image)

**Source:** COMSATS University Islamabad (Author Created)

c. **Opportunities of Hybrid Learning:**

The true opportunities lie in capitalizing the actual strength hybrid learning. Besides, it gives the chance to consolidate the best instructive methodologies from manual and hybrid conveyance. Their merits and advantages of both modes can be combined. Students from various departments as well as all different campuses of universities can be connected through one network one server. Now, students are more wired as compared to past, making use of personal computers and cell phones. In comparison with the fact, hybrid teaching gives the chance to build the abilities and capacities that students require to excel in digitally networked situations. There is a chance to give initiative in how advanced technology can be utilized as a part of hybrid mode. An assortment of
administrations in different units can be marshaled to give more deliberate help to hybrid conveyance, including online libraries and worldwide academic learning centers. Further it gives geographic and global availability of courses to international students, through which universities can reach to international standards and becomes a global classroom. As shown in Figure-3.

**Figure 3: Opportunities of Hybrid Learning (Author Created)**

d. Threats of Hybrid Learning:
Hybrid Learning will be seriously jeopardized due to various threats. It is anticipated at initial semesters many students don't comprehend hybrid learning that severely effects their grades. Students outside of urban settings may have not the ability to approach hybrid learning frameworks. Despite, they might be intelligent. It was seen that Internet shorthand (acronyms, emojis and fun-loving spelling) utilized in student's assignments; likely weaken student's insight into the international standards. This will lead to deteriorating institution ranking. Moreover, Chat sessions while studying hybrid courses on the internet might end up being a diversion. Attention span is not adequate in hybrid mode since students are on their own and their attention is not bound by a teacher as in manual courses. Further, Students could finish assignments and tests for each other by exchanging IDs and passwords. They may work together in groups during quizzes that changes learning behaviors. Also, those who make a genuine effort studying are at a loss, while free riders take undeserved advantage and true evaluation of student’s abilities and capabilities is forgetting. Lastly, teacher employments might be chopped down with 100% online modules. More likely to overlook institution bad image.
4. Conclusion

The educational and learning environment is evolving, and one of these advancements is the use of innovation through hybrid learning. This novel instructive approach has been quickly adopted, but it is subject to a procedure. This method reduces the amount of time students spend sitting in a traditional face-to-face course and shifts more of the course delivery online. While one major issue is how people can effectively use innovation and ensure members' responsibility given individual student characteristics and experiences with technology. It is critical to remain aware of the advantages and disadvantages of Hybrid learning in order to understand what to advocate and where to put in more effort. A SWOT analysis was carried out to aid in speculating the strengths, weaknesses, opportunities, and threats of Hybrid Learning. It was concluded that hybrid learning has immense potential to share the most notable individuals' research, experiences, and tutorials with students to improve student learning. Quality control is established in hybrid courses, for example, by accessing and arranging data quality, and hybrid courses are equal to manual courses. However, hybrid learning has yet to show its true potential. This is explained by the fact that the use of hybrid mode is not quite as strategic as it could or should be. Because there is no substantive, accurate methods of training, students may not participate in hybrid learning. Furthermore, hybrid learning will be severely jeopardized due to a variety of threats. It is expected that during the first semesters, many students will not understand hybrid learning, which will have a negative impact on their grades. The real opportunities lie in capitalizing on hybrid learning's actual strength. It is proposed that the best instructional methodologies from manual and hybrid conveyance be combined so that the benefits and drawbacks of both modes can be blended.
References


