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Research Paper

Hybrid Learning: A Paradigm in Teaching Methodology

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KEYWORDS : Hybrid, Institute, Students and Innovate in capital letters.

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ABSTRACT

Hybrid learning suggests the prospective to generate effective training, to save time and money for the Institute, to make teaching more appealing and expedient for students, and to offer the professionals a chance to innovate. The aim of this paper is to provide an effective confab of the prospective of blended learning in the context of the challenges in front of higher education. There is a great requirement to rethink and restructure the learning experience

DEFINITION OF HYBRID LEARNING

Defining hybrid or blended education is a complexchoreas the opinions vary wildly on the matter. In a report on the merits and potential of blended education, the Sloan Consortium defined hybrid courses as those that "integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner." Educationalistsperhapsdiffer on what succeeds as "pedagogically valuable," but the crux is strong: Hybrid education uses online technology to not just supplement, but transform and improve the learning process.

This certainly does not mean a professor can simply start a chat room or upload lecture videos and say he has initiated with a hybrid classroom. According to Education Elements, which develops hybrid learning technologies, successful blended learning occurs when technology and teaching notify each other: material becomes dynamic when it reaches students of varying learning styles. In other words, hybrid classrooms on the Internet can influence and engross students in aaccurately customizable way. In this scenario, online education is a game changer, not just aappendage for status quo.

OBJECTIVE

The purpose of this paper is to emphasize the evolving trends in higher education and to highlight the potential of hybrid learning in the perspective of the challenges facing higher education. The conclusion is that hybrid learning is constant with the standardsof traditional higher education institutions and hasthe establishedprospective to enhance both the efficiency and effectiveness of meaningful learning experiences.

CHARACTERISTICS OF A HYBRID LEARNING COURSE

The model of hybrid learning that highlights active learning and a lessening of classroom time, is based on the concept of hybridization, the bringing together of two unrelated parts to produce a third result. In the case of an effective hybrid learning course, these two dissimilar parts are the online and face-to-face classroom components. When they are efficaciously combined, the prospectiveoutcome is an educational environment highly advantageous to student learning.

Since this type of hybrid course associates face-to-face and computer based learning prospects, teachers are able to use a variety of instructional techniques. Computer-based technologies can be used to selectively to present case studies, tutorials, self-testing exercises, simulations, or other online work in place of some lecture or lab material. There are those who suggest that engaging students in these types of online learning activities also changes the nature of the in-class sessions. As a result, the emphasis of the classroom shifts from a presentational format (i.e., lecturing and information dissemination) to one of active learning (i.e., discussion and debate). This form of active learning certainly involves putting the students in circumstances which induce them to read, speak, listen, think deeply, and write.

There is not a set formula for the reduction of class time or the use of technologies within a hybrid learning course. Variations exist due to the nature of the course content and the intentions of the teacher responsible for the course. In some hybrid courses, the time for each class session is reduced or one class per week is eliminated while in others, in-class sessions occur only every second week or at certain points throughout the semester.

This reduction in class time may result in high drop rates, which has been at times a criticism of completely online courses. So it is important to have the in-person sessions which also help establish the relationship between the teacher and the students and strengthen the anticipations of the online learning components. The face-to-face classroom amalgamation of online conferencing offers a distinct advantage to distance education provision in that the two formats-online and in person-can be used complementary to each other to allow fuller expression, development, and learning of the students. Students, faculty and administrator who have experienced hybrid learning courses and programs, within higher educational institutions, each enjoy their own exclusive viewpoint on these courses.

HYBRID LEARNING IN ACTION

In the course of higher education, blended or hybrid learning is a flamboyant, yet moderately fresh implement, and not all teachers use it the same way.

For instance, most teachers in hybrid classrooms use some form of a course management system application to connect with students online. Blackboard is possibly the best and old age known-form of presentation used even today. Through platforms like the hybrid courses, students can access video of lectures, track assignments and progress, interact with teachers and peers, and review other supporting materials, like PowerPoint presentations or scholarly articles.

Even if all teachers used the same platform, however, they could each assimilate them into their classrooms differently. The teachers can also add on the traditional coursework with online media *in* the classroom, or simply alternate between online and classroom teaching.

SUCCESS FACTORS

For hybrid learning to succeed, it is important that:

- teachers and students work in an environment where there are influential motivations to participate with hybrid learning;
- the educational influences to support hybrid learning are evidently expressed and consistently recognized at both policy and practitioner levels; and
- the students are initiated into this approach to learning, both cautiously and longitudinally.

BENEFITS TO STUDENTS

There are a number of factors, which make hybrid learning attractive for the students which are as follows:

- Additional prospects to intermingle with course materials and resources, leading to greater commitment and enriched opportunities for success.
- Greater level of peer interaction.
- Better elasticity in course scheduling, an advantage for many institutions with high percentage of working and commuting students.
- Increased abilities in self-directed learning leading to more learner independence.
- Expertise in communicating effectually in various approaches.
- Improved technical abilities.

BENEFITS FOR FACULTY

- Enriched pedagogical practices due to the reformatting of the learning involvement.
- Improved student commitment.
- Additional bendable schedule and better ability to work from different places.
- More prospects to participate in interdisciplinary practices.
- Superior online pedagogical and technology skills while still holding the age old face-to-face interaction with students.

BENEFITS TO THE HIGHER EDUCATIONINSTITUTIONS

- Greater brand and reputation of the institution with the prospective of being a leader in hybrid learning.
- Extra proficient use of classroom space which could increase classroom availability.
- Better student access and superior student learning
- Implementation of the news innovation and sustainability goals developed for the betterment of the educational sector.

CAVEATS OF HYBRID LEARNING

- Hybrid learning must adhere to the same goals and disciplines as other learning programs. It must comprise of the clearly defined consequences, be operative, appropriate, and relevant with the aim to achieve quantifiable learning.
- A hybrid course may work impeccably in one situation but not necessarily in another.
- Hybrid alternatives can supplement the growth and placement time and necessitate extra resources, particularly where thereare multiple stakeholders.
- Hybrid selections place a greater accountability on originators to guarantee that experiences are well-structured and learning is consolidated.
- Technology must be obtainable and operational.

CONCLUSION

As we discover the procedure of hybrid learning, it is important that we evaluate and estimate its efficacy. Pursuing revolutions resulting from the use of hybrid learning courses, with reverence to learning outcomes, student satisfaction, retention and achievement, are significant to use as a standard measure of transformation that is outcome from hybrid learning courses. In addition to evaluating the learning results, the learning process should also be measured. Evaluating and assessing the effects of hybrid learning on the learning process in terms of higher levels of learning is of utmost significance. It is indispensable that researchers begin to explore the influence of hybrid learning inachieving more significant learning proficiencies.

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