

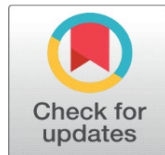
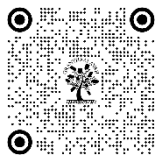
AWARENESS OF EFFECTIVE TEACHING METHODS IN HYBRID TEACHING A SURVEY OF EDUCATORS

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ABSTRACT

As hybrid teaching becomes increasingly prevalent in educational settings, understanding educators' familiarity with effective teaching methods within this model is crucial. This study aims to evaluate the awareness levels of educators concerning various pedagogical strategies that are integral to successful hybrid teaching. A comprehensive survey was administered to 167 respondents, encompassing a diverse group of educators across different educational institutions. The analysis of the survey data reveals a nuanced landscape of awareness among educators. While a majority demonstrate a strong understanding of several key teaching methods such as delivering information through multiple channels and employing game-based learning however there are notable gaps in awareness, particularly concerning the use of dashboards to track student progress and the implementation of cooperative learning strategies. The findings underscore the importance of targeted professional development programs aimed at bridging these knowledge gaps. By enhancing educators' understanding and application of these lesser-known strategies, the overall effectiveness of hybrid teaching can be improved, leading to better educational outcomes for students.

Keywords: Hybrid Teaching, Pedagogical Strategies, Educator Awareness, Professional Development, Teaching Methods

1. INTRODUCTION

The rapid advancement of technology and the ongoing shifts in educational paradigms have given rise to hybrid teaching, an instructional model that combines traditional face-to-face classroom learning with online educational experiences. This model has gained significant traction, particularly in response to the challenges

posed by the COVID-19 pandemic, which necessitated a reevaluation of conventional teaching methods. Hybrid teaching offers a flexible and dynamic approach to education, allowing for a more personalised learning experience that can cater to diverse student needs.

However, the effectiveness of hybrid teaching largely depends on the educators' ability to utilise a variety of pedagogical strategies that are tailored to this unique instructional model. Effective hybrid teaching requires more than simply integrating technology into the classroom; it demands a deep understanding of how to blend online and in-person instruction seamlessly to create a cohesive learning environment. Key strategies such as delivering information through multiple channels, employing game-based learning and utilising cooperative learning techniques are essential in engaging students and enhancing their learning outcomes.

Despite the potential of hybrid teaching, there is a growing concern that educators may not be fully equipped with the necessary knowledge and skills to implement these strategies effectively. The transition to hybrid teaching can be challenging, particularly for educators who are more accustomed to traditional teaching methods. Understanding the current levels of awareness among educators regarding these effective teaching methods is crucial for identifying areas where professional development and training are needed.

This study seeks to address this gap by evaluating educators' awareness of various pedagogical strategies that are integral to successful hybrid teaching. Through a comprehensive survey administered to a diverse group of 167 educators, this research aims to provide insights into the current state of knowledge and identify specific areas where further training and support may be required. The findings of this study have significant implications for the design and implementation of professional development programs, with the ultimate goal of enhancing the overall effectiveness of hybrid teaching and improving educational outcomes for students.

2. REVIEWS

Zhijuan Ma (2023) stated that hybrid learning is a new model that blends online and offline teaching. It aims to solve the challenges of online-only education by combining the flexibility of online lessons with the benefits of in-person interaction, offering a more balanced and effective learning experience. Ismail and Divya (2024) added that hybrid learning combines face-to-face instruction with online activities, offering benefits like increased access to education and improved quality of learning and experiences that can be easily applied in different contexts. Turdiev (2024) specified that hybrid teaching in higher education institutions is important because it offers a flexible and adaptable learning environment. For districts, it allows for more efficient use of resources and broadens access to education.

Hybrid learning enhances the educational experience by actively engaging students through a mix of online activities. These activities include multimedia content, interactive quizzes and peer-reviewed assignments, making learning more dynamic and interactive (Jasim, 2023). However, enhancing teachers' emotional awareness through Continuing Professional Development can strengthen professional competence, benefiting both teachers' and students' well-being (Samnøy et al., 2022). Shankar (2022) specified that teachers demonstrate their commitment to Continuing Professional Development (CPD) through their passion

for teaching, belief in lifelong learning and focus on assessing outcomes, all of which contribute to better student learning.

Effective online teaching involves blending different teaching methods, using technological tools, and having strong support from the institution. Success in online education depends on adaptability, creativity and a focus on student needs Hamid (2023). Sharma and Bhardwaj (2023) suggested effective strategies for overcoming e-learning challenges including mastering the technology, acknowledging the difficulties teachers face and implementing customised solutions to improve the online education experience. Temirbolat et al. (2024) added that innovative online teaching methods, such as game-based learning, problem-based learning and the use of multimedia technologies, surpass traditional approaches by boosting student engagement and improving academic performance in literary disciplines.

Hybrid learning is an emerging method of teaching designed to address the challenges faced in online learning environments. This teaching approach opens up new opportunities for higher education learners. However, educators' awareness of various strategies for using hybrid platforms is crucial for its success. While online teaching platforms have provided a means to experiment with different strategies, awareness of many of these strategies has not yet reached all educators. The literature review indicates that some online teaching strategies remain underutilised or are not well-known among higher education teachers. This paper examines teachers' awareness of various methodologies that can be used in hybrid teaching. For effective hybrid teaching, educators need to be aware of and proficient in various strategies.

3. METHODOLOGY

3.1. RESEARCH DESIGN

This study is a part of a large study which focus on hybrid teaching. This paper is an attempt assess the awareness levels of educators regarding effective teaching methods in hybrid teaching environments through the quantitative research design. The design was chosen to allow for the systematic collection and analysis of numerical data, providing a clear and measurable understanding of the extent to which educators are familiar with various pedagogical strategies.

3.2. SAMPLE SELECTION

A total of 167 educators were selected as respondents for this study. The sample was chosen using a purposive and cluster sampling method, targeting English educators from arts and science colleges in Coimbatore. The selection criteria ensured that the sample included educators with varying levels of experience in both traditional and online teaching models, providing a broad perspective on the awareness of effective teaching methods.

3.3. DATA COLLECTION

Data was collected using a structured survey questionnaire specifically designed for this study. The survey was distributed manually to the selected educators. The questionnaire comprised five main sections. In this study, awareness of various pedagogical strategies that are integral to successful hybrid teaching is examined.

3.4. DATA ANALYSIS

The collected data was analysed using descriptive statistical methods. Specifically, the analysis focused on calculating the percentage distribution of respondents who reported low versus high awareness for each of the 11 teaching methods. The data was then tabulated to provide a clear overview of the overall awareness levels among the respondents. This provided a comprehensive view of the general familiarity of educators with effective hybrid teaching strategies.

3.5. LIMITATIONS

The study provides valuable insights into educators' awareness levels, it is important to acknowledge potential limitations. The sample size, though sufficient for a preliminary analysis, may not fully represent all educators across different regions or educational levels. Additionally, the self-reported nature of the data may introduce some bias, as respondents might overestimate or underestimate their awareness levels.

4. RESULTS AND DISCUSSION

Table 1

Table 1 Awareness About Effective Teaching Methods in Hybrid Teaching					
S. No.	Awareness about effective teaching methods in hybrid teaching	No. of Respondents (n=167)			
		Low	%	High	%
1	Assign a dashboard for every student.	68	40.7	99	59.3
2	Brainstorming.	40	24	127	76
3	Cooperative Learning.	28	16.8	139	83.2
4	Deliver information in more than one way.	20	12	147	88
5	Game-Based Learning.	40	24	127	76
6	Modeling Teaching Strategy (Teacher explicitly shows the students how to complete an activity)	30	18	137	82
7	Peer-Assisted Learning.	45	26.9	122	73.1
8	Play-Based Learning.	44	26.3	123	73.7
9	Prompt learning	39	23.4	128	76.6
10	Team Teaching	46	27.5	121	72.5
11	Utilise Embedded Questions during lessons.	40	24	127	76
12	Overall awareness about effective teaching methods in hybrid teaching	56	33.5	111	66.5

The data presented in Table 1 provides an insightful overview of the awareness levels of educators regarding effective teaching methods in hybrid teaching environments. The analysis of this data reveals several key findings that highlight the strengths and areas for improvement in educators' familiarity with various pedagogical strategies.

General Awareness Trends:

The overall awareness of effective teaching methods among the respondents is fairly high, with 66.5% (111 out of 167) of the educators demonstrating high awareness. However, a significant portion, 33.5% (56 respondents), still report low awareness, indicating a need for targeted professional development.

Specific Teaching Methods

High Awareness Methods

Delivering information in multiple ways shows the highest level of awareness among respondents, with 88.0% (147 respondents) indicating high awareness. This suggests that educators recognise the importance of using diverse instructional methods to cater to different learning styles, which is crucial in a hybrid teaching environment. Cooperative learning is another well-understood method, with 83.2% (139 respondents) showing high awareness. This strategy is effective in fostering collaboration among students, a vital component in both in-person and online learning settings. Similarly, 82.0% (137 respondents) are highly aware of the modeling teaching strategy, where the teacher explicitly demonstrates how to complete tasks. This high level of awareness indicates that educators value the clarity and guidance this method provides in hybrid settings.

5. MODERATE TO LOW AWARENESS METHODS

The assigning a dashboard for every student method has the lowest awareness, with 40.7% (68 respondents) reporting low awareness. While 59.3% (99 respondents) are aware of it, the relatively high percentage of low awareness suggests that many educators may not be fully utilizing dashboards to track and enhance student progress, which is a powerful tool in hybrid teaching. For play-based learning, 26.3% (44 respondents) reported low awareness, while 73.7% (123 respondents) showed high awareness. Although the majority are aware, the gap indicates that some educators may need more training on integrating play-based learning into their hybrid teaching strategies effectively. The team-teaching method has a lower awareness level compared to others, with 27.5% (46 respondents) indicating low awareness. Team teaching can be a highly effective strategy in hybrid environments, allowing for collaboration between educators to better address student needs. The data suggests a potential area for increased focus in professional development programs.

6. CONCLUSION

The study highlights the critical need to enhance educators' awareness and understanding of effective teaching methods in hybrid teaching environments. As revealed by the survey of 167 educators, while there is a generally high level of awareness regarding key pedagogical strategies such as delivering information through multiple channels, cooperative learning and modeling teaching strategies, significant gaps remain in areas such as assigning dashboards for every student, play-based learning and team teaching. The findings underscore the importance of targeted professional development programs to address these gaps. Specifically, educators would benefit from training focused on the effective use of dashboards to monitor and support student progress and the integration of play-based learning and team-teaching strategies into their hybrid teaching practices.

Moreover, the high awareness of certain methods indicates that educators are already inclined towards flexible and dynamic instructional strategies, suggesting

that professional development could build on these strengths by introducing more advanced techniques and tools to further enhance these methods. Ultimately, the effectiveness of hybrid teaching hinges on the educators' ability to skilfully blend online and in-person instruction. By addressing the identified gaps through tailored professional development, educational institutions can improve the overall effectiveness of hybrid teaching, leading to better learning outcomes for students and a more adaptive, responsive educational environment.

CONFLICT OF INTERESTS

None.

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