

Hybrid Learning Environment

Sonja Howell

Issues and Trends in Learning Technologies

### Hybrid Learning Environment

The role of integrating online elements and face-to-face elements in parenting instructional program for divorcees leads to opportunities for implementing collaboration while removing conflict during frustrating moments when the learners (separated parents) aren't able to be in the same location at the same time. Both roles of the teacher and learner benefit with hybrid learning environments bringing a much needed balance to the curriculum in the hybrid learning environment. Boelens, Voet, & De Wever, (2018)

Both learners are able to learn without having to be defensive, combative, comparative and confrontational while continuing through the online curriculum with the addition of personal time one-on-one with the instructor going over individual needs and concerns.

The instructor can allow a specific amount of time for talking and a personal touch while keeping focused on materials.

Materials may be discussed and reviewed during face-to-face while communicated, shared, practiced and responses documented digitally allowing the learners to attend to the materials on their own time.

### **Outcomes**

1. Participants will know the materials for creating tranquil homes for their children
2. Participants will be able to collaborate with successfully with no conflict

Parents will be able to halt the cruelty they bring to their own families by finding their own coping tools, stop conflict, together they will create a parenting plan that fits their family and begin to understand why they need to parent together instead of hurting each other. The materials are only the beginning. The activities they will practice during the program will lead them in the right direction.

**Target Audience**

The stakeholders of this program is a two-fold. The parents will benefit as they will begin to focus on being parents, when in fact it's the children who are the real winners here.

1. The target audience is parents of separated homes
2. Parents
3. Children
4. Family members
5. School officials
6. Communities

**Online Elements**

The overall description of the online portion of the Hybrid Learning Environment include multimedia items such as interactive surveys, reading materials, videos, journals, art therapy coping experiences in an online classroom during one free session and six paid for sessions.

The interactive surveys will allow the parents to make choices they prefer for their families while the instructor compares the differences. Reading materials will include different options that other parents chose and materials on best practices, definitions and instructional pages. Videos will compliment the instructional materials and give my personal take on how I see things allowing the parents to see a consistent message given to both of them. The journals will allow the parents to document their feeling and takeaways providing feedback to the instructor. The unique portion of the classes are the addition of using art as a coping tool the how-to-videos are an absolute need to describe and show examples and explanations.

**Online Resources and Links**

I currently have 41 curriculum videos on my YouTube channel at the following link;

<https://www.youtube.com/channel/UCZNloKEQNTUlpE6Hlv5UA?> My curriculum is not available

online at this time, but are listed below;

- Journaling
- Parent Alienation
- Why Poster
- Toxic Stress
- Goal/Mission
- Coping Skills
- Separated Parenting Technique Scale
- 12 Factors
- Parenting Plan
- Gratitude
- New Relationship
- Allow a Relationship with Each Parent
- Your Coping Technique

### **Face-to-Face Elements**

The face-to-face portion of the Hybrid Learning Environment will be through Zoom video-chat. The parents will never be on the screen at the same time. They may however be able to see me at the same time as we compile the final agreements, but not during time of instruction.

During face-to-face instruction time, the parents will be given verbal instruction how to complete the materials that are delivered through the online classroom and then discussion on their responses and journals.

For parents with younger children, the children and parents will participate in an art assignment in the studio together allowing the child to create a combined take home project to be placed in both homes.

### **Conclusion**

This type of blended learning would benefit the parents and children of separated homes better than a fully online training or a traditional face-to-face training.

When I provided fully face-to-face trainings the collective data was not immediately recorded when response was given per parent and the data was sometimes faulted depending on my own ability to retain. The ability for the parents to collaborate collectively was not possible and it was harder for me to remove myself as I was stuck in the middle to provide a way to document. By adding the option for the parents to interact over digital space, I was able to become a facilitator instead of a participant. Although the first reason for implementing a hybrid instructional source was to make the program accessible to more than just local families, the reason has moved to allowing differentiated instruction to take place per parent and per family need. This also allows the flipped classroom approach where the families may learn on their own and simply discuss and report materials during their time with me. Glogowska, Young, Lockyer, & Moule, (2011)

## References

Boelens, R., Voet, M., & De Wever, B. (2018). The design of blended learning in response to student diversity in higher education: Instructors' views and use of differentiated instruction in blended learning. *Computers & Education*, 120, 197-212.

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