



Hybrid Learning Model (HLM)

Introduction

In order to share teaching and learning practice it was essential to develop an effective mechanism to allow academics to articulate their existing practice, in particular their interaction with learners. The Hybrid Learning Model was developed to provide a simple and transparent method of articulating the interactions and activities of teachers and learners using universal concepts and language to allow dissemination across disciplines and institutions.

The CETL(NI) has developed a Hybrid Learning Model which can be used to describe learning activities as a series of understandable and universal set of learning events where the teachers and students experience and roles are clearly defined at each stage.

The strength of this method is its transparency, use of plain English and its potential in breaking down effective complex learning activities into a generic, re-usable format so that good practice can be disseminated, reapplied and evaluated easily.

The method has added value in that, along with recording practice and the actual process involved in learning and teaching at every stage of a learning activity, it promotes self and peer reflection of teaching and learning practices and communicates teaching and learning practices to support evaluation.

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Background

There are many pedagogic and instructional models and theories that are adapted to describe teaching and learning processes in detail. However, it is suggested they suffer from a doctrinaire approach as often they lack focus on the actual teaching and learning processes and also omit the 'human context' element.

The aim of our project is to better describe the overall process of teaching and learning in a more effective and shareable manner for dissemination purposes and to create reusable learning designs. The Hybrid Learning Model focuses on the interactions between participants in the learning process and on the human element of teaching and learning.

Introduction to the Hybrid Learning Model

The Hybrid Learning Model combines the [8 Learning Events Model developed by LabSET](#), University of Liège, Belgium with Sue Bennett's 30 verbs ([University of Wollongong](#)).

The 8 Learning Events Model

The project examined several emerging approaches in development and identified the 8 Learning Events Model (8LEM) by Leclercq & Poumay (2005)*, as a viable foundation for this work. This model focuses on processes in teaching and learning rather than on actual content being taught.

It proposes a 'palette' of 8 specific ways, referred to as Learning Events, (see diagram), of learning/teaching that the teacher or learning designer can use to describe any point in the development and analysis of learning activities.

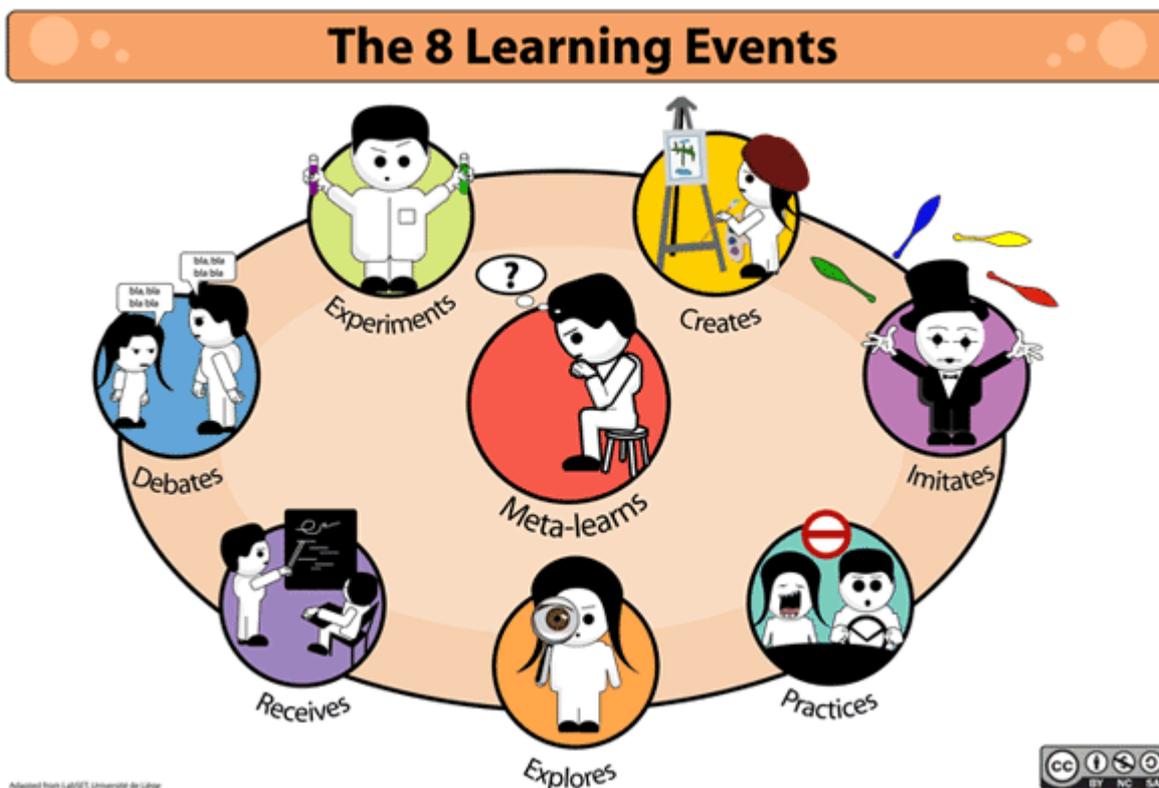


Figure 1: The 8 Learning Events Model (8-LEM)

* Verpoorten, D., Poumay, M., & Leclercq, D. (2006). The 8 Learning Events Model: a Pedagogic Conceptual Tool Supporting Diversification of Learning Methods. Proceedings of International Workshop in Learning Networks for Lifelong Competence Development, TENCompetence Conference. September 12th, 2006, Sofia, Bulgaria: TENCompetence. Retrieved 30th June '06, from <http://dspace.learningnetworks.org>.

The 8 Learning Events

The eight main learning events are:

 <p>Receives</p> <p>Traditional didactic transmission of information: lecture / content delivery / recommended reading</p>	 <p>Explores</p> <p>Personal exploration by learner e.g. literature reviews, Internet searches, information handling</p>
 <p>Debates</p> <p>Learning through social interactions, collaborative, challenging discussions e.g. f2f debates, online discussions</p>	 <p>Practices</p> <p>Application of theory and its assessment, to include teacher feedback - e.g. Exam, quiz, exercises, work based learning, etc.</p>
 <p>Experiments</p> <p>Learner manipulating the environment to test personal hypotheses e.g. lab work, workshops, computer simulations, problem solving</p>	 <p>Imitates</p> <p>Learning from observation & imitation e.g. where the teacher models techniques, modeling / simulation, practicals, walk through teacherials, role plays</p>
 <p>Creates</p> <p>Creating something new, producing work e.g. essays, projects, etc.</p>	 <p>Meta-learns</p> <p>Self reflection at the end of a learning process</p>

Figure 2: The 8 Learning Events

Bennett's Thirty Verbs

The outputs of the [learning designs project](#) at the University of Wollongong produced a list of 30 generic verbs (supplied at the final meeting of the EU UNFOLD project in Berlin, 2005) that teachers are comfortable with and that provide a simple, easy to understand method of describing key teaching and learning activities in plain English.

The project aimed to further explore the social interaction between the teacher and learner in more detail. Verbs adapted from Bennett's 30 verbs were chosen to extend each learning event to clearly define potential teacher and learner "roles" and to accurately describe the teaching and learning process and interactions for both roles within each event.

These verbs provide a further simple, yet powerful aid to describing practice by allocating appropriate verbs to both the teacher and learner role within each individual learning event.

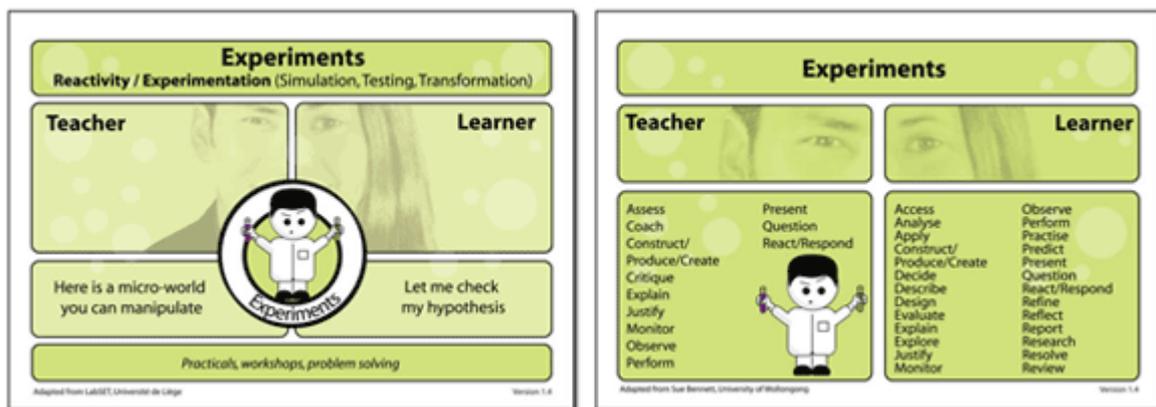
Teaching and Learning Verbs		
Access	Discuss	Present
Analyse	Explain	Question
Apply	Explore	React/Respond
Assess	Evaluate	Refine
Coach	Interpret	Reflect
Construct/Produce/Create	Justify	Report
Critique	Monitor	Represent
Debate	Observe	Research
Decide	Perform	Resolve
Describe	Practice	Review
Design	Predict	

Flash Cards

The Hybrid Learning Model consists of 8 individual learning events, each of which has an individual flash card that outlines the interdependent Teacher-Learner roles and provides typical examples for that event. The flash cards also provide the opportunity to examine the teaching and learning processes in more detail in the form of suggested verbs that users can select from to accurately describe both teacher and learner roles within that specific event.

Below is a preview of one of the cards, the 'Experiments' Learning Event, the front of the card promotes the Teacher-Learner relationship and the back of the card outlines the subset of verbs for the teacher and learner role within that event. The incorporation of visual cues prompts and challenges the selection of appropriate verbs for the distinct learner and teacher roles in a non threatening manner.

Sample Flash Card



Front Of Flash Card

Back Of Flash Card

Figure 3: Sample Flash Card

Design of the Cards

- Front side - number of visual / text cues to support the user.
- Reverse side - annotated with suggested verbs for each role.
- Promoting reflection - precision of verbs supports deeper reflection.
- Tactile environment - promotes (subconscious) ongoing review and reflection of modelling process.

Why "Tactile" Cards are used?

- Very 'non-threatening'
- Extremely adaptable to users thought processes
- Permit user to internally reflect/review throughout the process
- Allow ongoing review/re-adjustment

Download Example of Flash Cards

The following attachment provides an illustration of the front and back of each flash card for each event:

[Illustration of Flash Cards](#)

Supporting cover cards are also available to download: [Supporting Cover Cards](#)

Benefits and Feedback

The Hybrid Learning Model provides a means of traversing the Learning Design continuum by:

1. Formalising the informal practice.
2. Putting practice into context resources - environments, objectives.
3. Adding a human context to frameworks Teaching Plans/Learning Designs etc..

Benefits

There are several advantages to the Hybrid Learning Model:

1. Powerful tool for recording practice and processes in learning activities.
2. Provides a rich reflective opportunity for practitioners to review their learning activities and their design and their interrelations with students.
3. Widely understood, plain English terminology.
4. Could be used to help design and refine lesson plans and learning outcomes.
5. Could form the basis for a conversational evaluation of practice through the comparison of learner and teacher perspective models.
6. Provides simple check lists and complementary teaching learning plans to assist in the adoption of the modelled practice.
7. Provides the basis for a learning design transcription 'nexus' between face-to-face and online and vice versa.

Early Feedback

Initial results from the model have been extremely positive, feedback includes:

- "It creates a logic in planning teaching.... It provides a framework for evaluation".
- "It allowed me to visualise the process in a simple manner".
- "Prior, my design process was more adhoc. This is more structured".
- "Looking at the learner perspective with fresh eyes".
- "I tend to underestimate the learners efforts".
- "Made me think of just how many different aspects there are to the learners role".

Hybrid Learning Model in Practice

Provided is an animated demonstration of the Hybrid Model in practice. Please click on the following diagram to download:



Demo 1: Click to Download

A mapping grid is available to record your learning activity in terms of learning events and the teacher and learner role. It also allows you to set your activity in context by recording associated details such as objectives, resources, tools and other comments.

<http://cetl.ulster.ac.uk/elearning/documents/grid.pdf>

If you would be interested in further information of the Hybrid Learning Model please register your interest by contacting us at the following e-mail address:

elearning@cetl.ulster.ac.uk