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DESIGN AND EVALUATE HYBRID IN-SERVICE TRAINING MODEL (HIST): A FRAMEWORK FOR IN-SERVICE TRAINING PRACTICE

Mr. S. Manikandan,

Assistant professor, Lady Willingdon Institute of Advanced Study in Education, Chennai 600 005, Tamilnadu, India.

Abstract:

Training the teachers has been very often understood as a set of courses which teachers attend more or less actively, being expected great changes to take place, as far as their competences and practices with their students are concerned. Inclusion of information and communication technology tools is teaching learning process become common in present technology era. The present study is envisioned to integrate the online and face to face mode of transaction of content and development of required skills in it. The hybrid in-service training model (HIST) concept of hybrid model of learning and designed for this study includes availability of learning content in online and face to face which enable discussion and feedback on learned content and facilitates meta-learning. This is an experimental study concerned in design and evaluated the effectiveness of HIST in accessing training content by the participants in own place, attaining the required skills, explores required content support, enabling space for reinforcement and affords meta-learning among the teachers. Findings of this study are in-service training engrossed the teachers in learning content by their own at anywhere and anytime and it allows interact themselves in useful manner. Opportunity to accessing the learning content in different modes, active participation by means of reinforcement and meta-learning is underlined. HIST ensures that upgrading the skills among the teachers is higher than usual mode of in-service training and minimized the duration of time consumed. Teachers are expressed their greater satisfaction and comprehensiveness on objectives of the training.

Keywords: *ICT, Hybrid Classroom, Hybrid Model of In-Service Training, Online And Face To Face Classroom, Meta-Learning, Experimental Method, Interview Schedule.*

Introduction:

Using information and communication technologies (ICT) in teaching learning process becomes an inevitable one if the process would be more effective and makes permanent learning. Importantly, web-based in-service training allows all kind of teachers make acquaintance with skills envisioned to develop at their own pace. An improved, yet effective, version of the education using such tools is Hybrid Learning (HL) -online and face-to-face classroom setting made available in in-service program. Hybrid teaching is not just a matter of transferring a portion of your traditional course to the Web. Instead it involves developing challenging and engaging online

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learning activities that complement your face-to-face activities. This learning mode aims to provide comfy reinforcement to its legitimate teachers while maintaining the quality training elements. Incorporated with both traditional and distance learning methods, along with exploiting social media tools for increased comfort level and peer-to-peer collaboration, HL ultimately facilitates the end user and educational setup. Our HL model is equipped with two major synchronous and asynchronous blocks. The synchronous block delivers real-time live interaction scenarios using discussion boards, thereby providing a face-to-face environment.

Hybrid learning:

Hybrid learning combines face-to-face and online teaching into one cohesive experience. Hybrid refers to teaching that is roughly balanced between its two formats (think 50/50), blended refers to a mostly traditional face-to-face course that also incorporates a few class sessions' worth of online instruction (think 25/75). Online and face-to-face instructions are integrated, with a substantial amount of "seat time" in the traditional classroom substituted with internet-based activities.

Hybrid In-Service Training Model (HIST):

Take in the concept of hybrid model of learning and designed for this study includes availability of learning content in online (text and video formats) and face to face (classroom learning, discussion and feedback on learned content facilitates meta-learning).

Training on "skill of questioning" – the learning content prepared both in text and video formats and they have been sent to the teachers individually through social websites and also made available in the website created exclusively. Sequentially, one day training has been organized for teachers and they were involved in reflective learning process such as discussion, creation and made feedback on learned content facilitates meta-learning.

Need and significance of the study:

The present era of technology in education delivering the learning content and also evaluating the improvement of learning level. Reviews of recent researches reported that the opportunities and the potential benefits of information and communication technologies (ICT) for improving the quality of education. ICT is viewed as a "major tool for building knowledge societies" (UNESCO). Appropriate use of ICT in school education is considered a key factor in improving quality at this educational level. Integrating ICT tools enhances the quality of in-service trainings and to minimize the time duration and cost effective. This research focuses on the development of appropriate strategies to enhance the quality of in-service training in terms of develop hybrid model and evaluate the outcome of this model. Proposed model includes sequential steps emphasizes the meta-learning of the participants and ensures the active participation and follow up process.

Related Studies:

Kyriacos Charalambous & Yiasemina Karagiorgi (2002) have reported that the responsibility of the decision-making centres to make sure that sufficient in-service training is provided on a systematic basis to meet teachers' needs and expectations; however, to move to a real integration of computers into practice, there is a need for inclusion of special pedagogical/instructional aspects in teacher training.

A. Masson, Á. MacNeill, C. Murphy and V. Ross (2008) The Hybrid Learning Model is an interactional model that encapsulates teaching and learning. The effectiveness of this Model in articulating, reflecting on, designing,

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evaluating and sharing academic practice is investigated. Findings on the Model's suitability in influencing learner centred practice, enhancing the learning and teaching experience and assisting students to adapt to new learning situations are reported.

William Young, Linda Allen, and Kimberly Warfield (2016) stated that academic ramifications for such a transition in instructional delivery must be well thought out and careful consideration must be given. Defining instructor roles and adjusting instructional focus in order to adequately utilize the technology available to them takes patience, preparation, and education; none of which are quick or easy habits to transform.

Statement of the problem:

Title of the Present study is "**Design and Evaluate Hybrid In-Service Training Model (HIST): A Framework for In-Service Training Practice."**

This study aimed to design and evaluate the Hybrid In-Service Training Model (HIST) in an in-service training on "skill of questioning" for secondary teachers. This has been studied that the learning level of the teachers and their experience. Besides, this study to emphasize the quality of training in minimized time period with the help of ICT.

Objectives:

- ✓ To design Hybrid In-Service Training Model (HIST) underlying inclusion of ICT in in-service training schema.
- ✓ To implement HIST model in in-service training and observe the elements as keys of quality enhancement
- ✓ To evaluate HIST model in the areas of : accessing training content by the participants in own place, attaining the required skills, explores required content support, enabling space for reinforcement and affords meta-learning
- ✓ To suggest legitimate HIST model for further adoption.

Research question:

- ✓ Will HIST model be effective in accessing training content by the participants in own place, attaining the required skills, explores required content support, enabling space for reinforcement and affords meta-learning among the teachers?

Methodology:

Single group experimental design was adopted. 40 teachers from secondary schools have been selected randomly as sample. Previously the teachers were asked to register their willingness on the HIST portal – exclusively developed for this study and they selected for the training based on their knowledge in technology.

Data collection:

The data was collected through will Pre-test and post-test, and an interview schedule.Pre and post-test was used to find the acquired level of skill by the teachers and they were interviewed on the compatibility and effectiveness of the HIST model.

Pre and post-test questionnaire consists of 20 questions on questioning skills based on blooms taxonomy and various types of questions.

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Interview schedule consist of 18 questions on accessing training content by the participants in own place, attaining the required skills, explores required content support, enabling space for reinforcement and affords meta-learning

Experimentation: HIST Model

The implementation of Hybrid In-Service Training Model (HIST) involved sequential steps include planning the process, creating the content, sending to the users, organizing face to face class and ensuring the improvement. This model combination of face-to-face and online learning

Mode	**Task**	**Trainer's role**	**Learning event and Trainee's role**	**Tools and resources**
Online	**Pre-test**	Development and uploaded the pre-test and made available to the target users	Respond to the test	Google forms, forms.office.com
Online	RECEIVE & EXPLORE (Watch, Imitate And Explore)	Prepare and send the learning material to the participants and make available on website permanently https://youtu.be/iSOT-hPPJl8 https://youtu.be/leV68UIAqFc https://youtu.be/0jujkpHZYOM https://youtu.be/GcefjwvoeDg	Receive, Read, watch, imitate and explore learning content. Reflect the improvement through formal assessment in online	Text and video content of learning material. Online connectivity for both ends.
Face-to-face (Training)	INTERACT, EXPERIMENT (META-LEARNING)	Guiding, encouraging, motivate the derive solutions 	Manipulating the environment to test personal hypotheses. Creating, application of knowledge and Self-reflections	Worksheets and guiding forms. Text and video form of learning content.
Online	**Post-test**	Development and uploaded the pre-test and made available to the target users	Respond to the test	Google forms, forms.office.com
Online and Face-to-face	Evaluation & Feedback **on HIST MODEL**	Received Feedback from the participants and interviews were made with them on effectiveness of HIST model in in-service training.	Active participation and reflections	Feedback questionnaire and interview schedule

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Data analysis:

The pre and post-test scores of 40 teachers (24 female and 16 male) on questioning skills were analysed and interpreted as follows

Table 1 & Figure 1 show the comparison of pre and post test scores in percentage

	N	PRE-TEST	POST-TEST
MALE	16	47%	89%
FEMALE	24	52%	91%

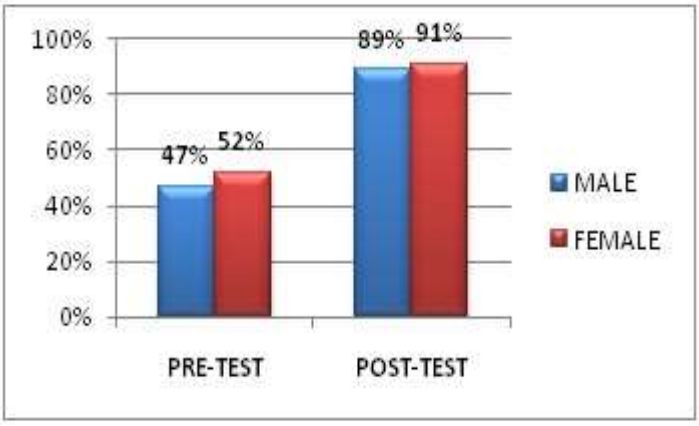

Table 2

Refection of the teachers on effectiveness of HIST model in-service training

Sl no	Category	Responses in %					
		S.A* (N)	%	A* (N)	%	D.A* (N)	%
1	accessing training content	24	60%	15	37.5%	1	2.5%
2	attaining the required skills	20	50%	17	42.5%	3	7.5%
3	explores required content support	28	70%	10	25%	2	5%
4	enabling space for reinforcement	27	67.5%	13	32.5%	0	0%
5	affords meta-learning	31	77.5%	8	20%	1	2.5%
6	Minimizing time consumed	34	85%	6	15%	0	0%

*S.A=Strongly Agree; A=Agree; D.A=Disagree

Result and discussion

The national Policy on Education (2014) asserted that no level of education can rise above the quality of its teachers. To meet the growing needs of education in a global scenario it becomes imperative to provide sound in-service education for teachers to update their skills, knowledge and experience.

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- ✓ The HIST model of in service training holds online and face to face interaction among the learners makes to move towards clarity and deep knowledge of learning content.
- ✓ The online availability of learning content helps the participants to operate and explore the learning content again and again and opportunity to enhance their skills to a greater extent by means of repeated and various mode of content availability.
- ✓ Face to face learning helps in clarifying the doubts and allows to interact discuss and disseminate the learned knowledge which enables the meta-learning among the participants.
- ✓ The flexibility of learning is ensure through this model and allows a kind of immediate and real-time engagement put forth by the participants and create interests among the participants towards face to face interaction as well as connected through social sites each other.
- ✓ The contextualization process become easy among the teachers when they learning through online and blended mode and becoming more competent in operating ICT tools in their academic process in schools.
- ✓ This model encompasses the meta-learning, attaining the required skills and enabled space for reinforcement.

Meaningful interactions that form the bonds within any training must be facilitated by technology to support, and promote self-directed skill development within and among learners **(Conrad & Donaldson, 2011).** The present study also reveals that the integration of information and communication technology in developing skills among the teachers on questioning would be great exemplary for future study. It is the responsibility of the training institutes to make sure that sufficient ICT tools would use in training provided on a systematic basis to meet teachers' needs and expectations. It seems to be in the initial stages concerning the integration of ICT in the educational system with well-established theory and methodology of pedagogy.

Conclusion and implications:

This study hold up the importance of integrating ICT tools in in-service training in terms of make availability of learning content online as well as blended classroom interaction.

It is quite apparent that the proliferation of the internet, as well as the supporting digital tools that are ubiquitous in today's culture, are leading a paradigm shift training process. This study revealed an innovative in-service model could be implemented with the help of ICT in order to enhance the quality of the training, participation, feedback and evaluation elements. The study leaves a few recommendations are

- Training modes, contents and methodologies have to go on changing, so that the style and delivery of learning content to the trainees may be more deeply implicated in the definition and organization of their training achievements.
- ICT integrated training modes must be articulated and complemented by distance training experiments, supported by online tools, such as practice communities, where trainees may find supporting materials and communication devices, to provide the share of ideas and materials and the interaction with other participants.
- Training content would be available online before the training is given facilitates the deeper understanding in the learning area. And it's urgent to overcome the barriers concerning the lack of technical support

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in training institutions.

- This HIST model of in-service training could be adopted in any training content and accessing training content by the participants in own place, attaining the required skills, explores required content support, enabling space for reinforcement and affords meta-learning.

HIST formats offer unique advantages which can be possible to replicate in the other, which is why combining the online and face to face into a single experience can create powerful learning opportunities. With this the hybrid learning is here cited as the most effective format offer in-service training.

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