HYBRI
Education in VET

BREATHE THE FUTURE–HYBRID EDUCATION IN VET
The First Booklet
Project No: 2021-2-PL01-KA220-VET-000050664

HYBRID SCHOOLS IN A NUTSHELL

01.05.2022–30.11.2024

www.hvet.eu

Table of
Contents

About
Project

The outbreak of COVID-19 pandemic is reshaping education worldwide. The increase of online learning is reported in the Open Public Consultation on the Digital Education Action Plan 2021-2027, recommendations on blended learning in school education 2020/2021 by EC, and other publications. After an online 2020, experts predict hybrid learning as a new model of the future of education, blending online components into traditional learning. Undoubtedly this is the right time to embrace the potential of education technology but also to provide targeted support in the exposed areas where special educational
needs and learning difficulties occurred.

At the heart of the hVET project lies a collaborative and innovative educational approach based on a variation of a hybrid teaching model (blend of physical and virtual learning) applicable in the VET sector. The main objective of the hVET project is to prepare VET schools for the new, post-pandemic education by creating, testing and implementing a variation of a hybrid teaching model with a set of tailored tools, resources, materials for VET teachers, trainers, practitioners and students.
The tools will support VET teachers to be effective in this new hybrid setting to drive participation and collaboration among students, boost students' motivation, inspire both pedagogical staff and learners despite educational disruptions.

Objectives
&
Aims

Objectives

The main objective of the hVET project is to prepare VET schools for the new, post-pandemic education by creating, testing and implementing a variation of a hybrid teaching model with a set of tailored tools, resources, materials for VET teachers, trainers, practitioners and students.

The tools will support VET teachers to be effective in this new hybrid setting to drive participation and collaboration among students, boost students' motivation, inspire both pedagogical staff and learners despite educational disruptions.

Aims

The hVET project will aim to:

- create, test and implement a variation of hybrid model in VET schools - support the effective transition of VET systems to the digital age through provision of innovative teaching and learning solutions

- increase inclusion and accessibility in hybrid setting, paying special attention to individuals from disadvantaged groups (digital exclusion, economic obstacles, rural areas)

- encourage innovation, creativity in VET

- development of professional skills for modern VET teachers

- boosting students' engagement in online learning, development of self-motivation in learning

- strengthen cooperation between VET schools and stakeholders across project countries in order to stir innovation and ensure continuity of education regardless of circumstances, promoting flexible learning approaches
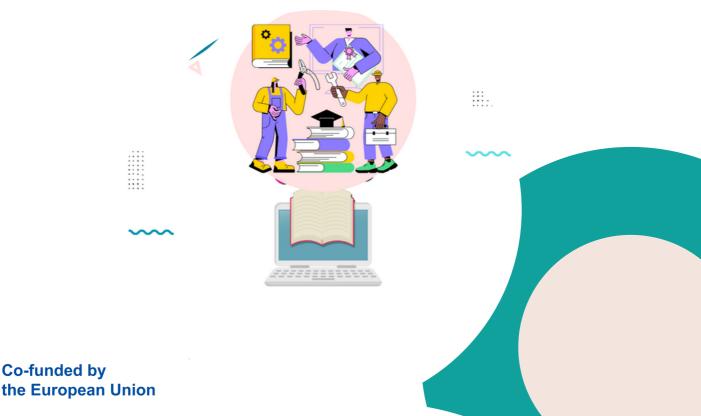
What is our view of hybrid education?

Hybrid Education refers to the blending and mixing of the learning environments: face-to-face classroom instruction and online environment (Doering, 2006). Hybrid learning environment gives students the privilege to understand and to explore the real-world issues through authentic learning experiences, facilitated in an online learning environment (Ellis, 2001). Hybrid learning, or blended learning, "combines online with face-to-face learning. The goal of [hybrid] learning is to provide the most efficient and effective instruction experience by combining delivery modalities" (Kumar, 2012, p. 347).
.

In hybrid education for VET settings some learners receive in-class, face-to-face instruction while others receive out-of-class, online instruction. Hybrid teaching is focused on active learning strategies that trainers can use to teach online and F2F learners at the same time using ICT tools, to develop the VET learners' knowledge and skills, in close cooperation with companies. This model recognizes the VET learners as the core participants of hybrid education and assumes interaction and cooperation between all participants of the educational situation (F2F and out-of-class, online) using ICT solutions. Through hybrid learning VET learners should actively develop their knowledge and professional skills according to their rhythm, motivations and previous knowledge and competences, but also taking in consideration the companies' needs.

Hybrid
Schools

Hybrid schools operate a combination of face-to-face and virtual learning methods.

Some hybrid schools stipulate students receiving all their instruction online, with only occasional face-to-face classroom interaction for exams or other assessments. Others may combine in-person and online activities, such as collaborative project work or research.

The key characteristic of hybrid schools use a mix of face-to-face and online instruction, with each type of instruction complementing the other.

BENEFITS OF
HYBRID SCHOOLS

There are many benefits of hybrid schools for both teachers and students, which can lead to improved outcomes.

More Time to Focus on Learning
Students in a hybrid schools environment receive individualized attention and work at their own pace, leading to greater understanding and engagement with the material.

More Flexibility for Teachers
Teachers can plan lessons and assess student learning in a variety of ways, both online and offline, allowing them to cater to the needs of their students in a more personalized way.

Everyone Has More Direct Access to Information
With hybrid schools, both teachers and students have more direct access to information, which helps facilitate a deeper understanding of the material and provides more opportunities for collaboration.

Ability to Rewatch Lectures
If a student misses a class or lecture, they can easily watch it online at their convenience, which is not always possible in a traditional learning environment.

Greater Safety
In an emergency, such as a natural disaster or pandemic, hybrid schools can help ensure that students can attend class from home without disruption.

Can Alleviate Teacher Shortage
The hybrid schools can help ease the teacher shortage in some areas by allowing teachers to work from home and reach more students online. (Erikson,2021)

HYBRID LEARNING
TIPS FOR VET TEACHERS

When transitioning to hybrid learning, there are a few things that teachers can do to set themselves and their students up for success.

Use Technology to Your Advantage
There are various tools and resources available to teachers that can help make hybrid learning easier. Use online collaboration tools, such as Google Docs and Canvas, to help facilitate communication and provide students with feedback.

Be Flexible
Not every student learns in the same way or at the same pace. Be flexible in your teaching methods and adjust your plans as needed.

Have an Asynchronous Plan
Options for asynchronous, or self-paced, learning should be available for students in case of internet outages or other technological problems to help ensure that all students can continue their studies without interruption.

Encourage Video Calls
Students can stay connected and engaged with their teachers and classmates via video calls to bridge the gap between online and offline learning.

Set Up Your Classroom for Connection
Setting up your classroom in a way that encourages connection among students can include using group workstations or providing laptops to the entire class.

Learn How to Use the Tools in Advance
Before classes begin, familiarize yourself with the tools and resources that you will use to lessen confusion or frustration during the school year.

Make Everything Visible and Structured
Help students stay organized by providing a schedule or timeline of what is due when. Posting this information in a visible place, such as in Canvas or Google Classroom, can help students stay on track.

Share Lesson Plans in Advance
Share learning activities and course materials with students in advance to help them become familiar with the content and reduce confusion.

Make Time for Remote Students
Online learning can be isolating for some students. Make time to connect with remote students and regularly check in on their well-being. (Erikson,2021)

REFERENCES

Doering, A. (2006). *Adventure learning: transformative hybrid online educaion*. Distance Education , 27(2), 197-215.

Ellis, A. K. (2001). *Teaching, learning, and assessment together: The reflective classroom.* London: Eye on Education.

Erikson, C (2021).*What is Hybrid Learning? Benefits and Tips for Teachers. (https://progresslearning.com/news-blog/what-is-hybrid-learning-benefits-and-tips-for-teachers/)*

Kumar, R. (2012) *Human Resource Information System An Innovative Strategy for Human Resource Management*. Gian Jyoti E-Journal, 1, 1-12.

Meet
The Team

Let's Connect With Us!

Our
Contact

📞 +48 81 710 46 30

f https://www.facebook.com/people/Hybrid-Education-in-Vet

🌐 www.hvet.eu

✉ sekretariat@oic.lublin.pl

**Co-funded by
the European Union**