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World Education Leadership Symposium Online Conferences 2021 (WELSmain)

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Prof. Dr. Stephan Gerhard Huber

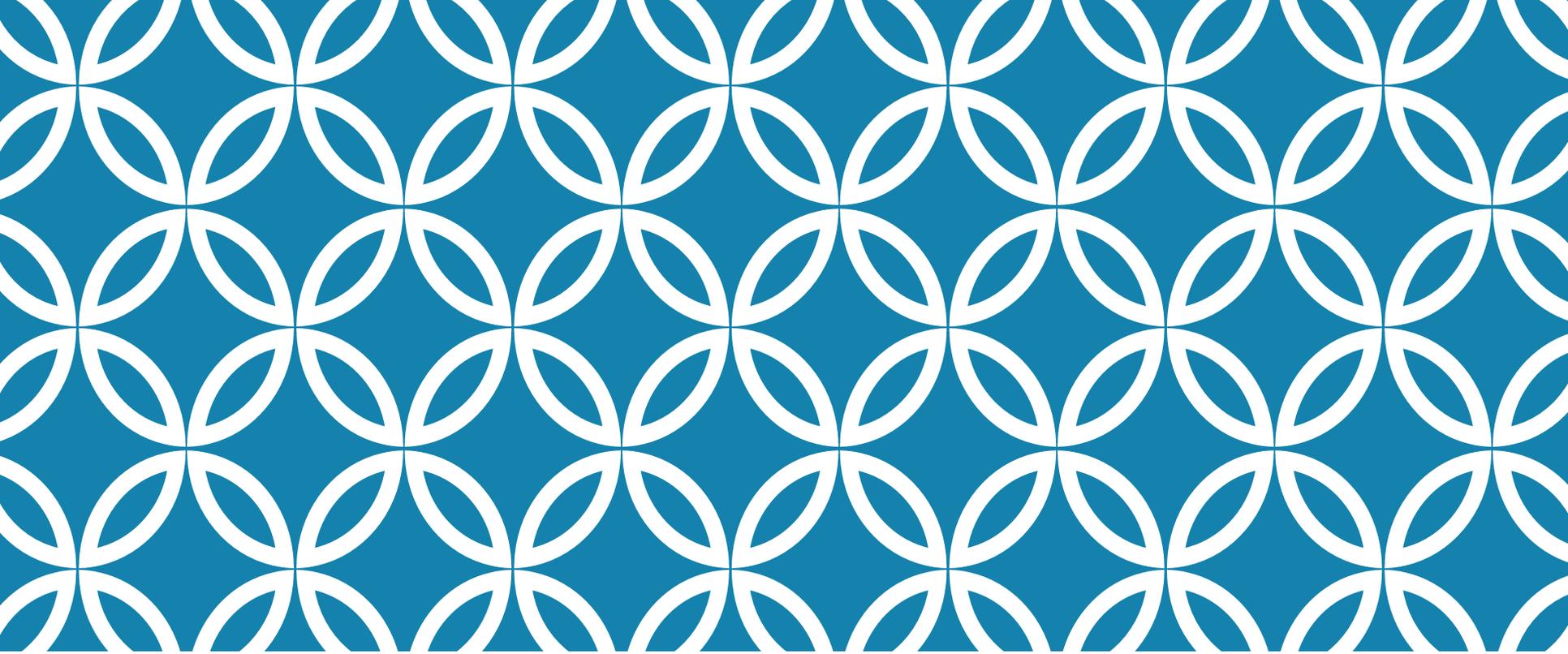
Host WELSmain 2021 (since 2009) / Veranstalter WELSmain 2021 (seit 2009):

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Social Studies Pre-Service Teachers' Opinions on Blended Learning

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INTRODUCTION

- Blended Learning is the strategic combination of online and in-person learning.

- Students in these classrooms learn “in part online, with some element of student control over time, place, path, and/or pace (Graham etc., 2019).

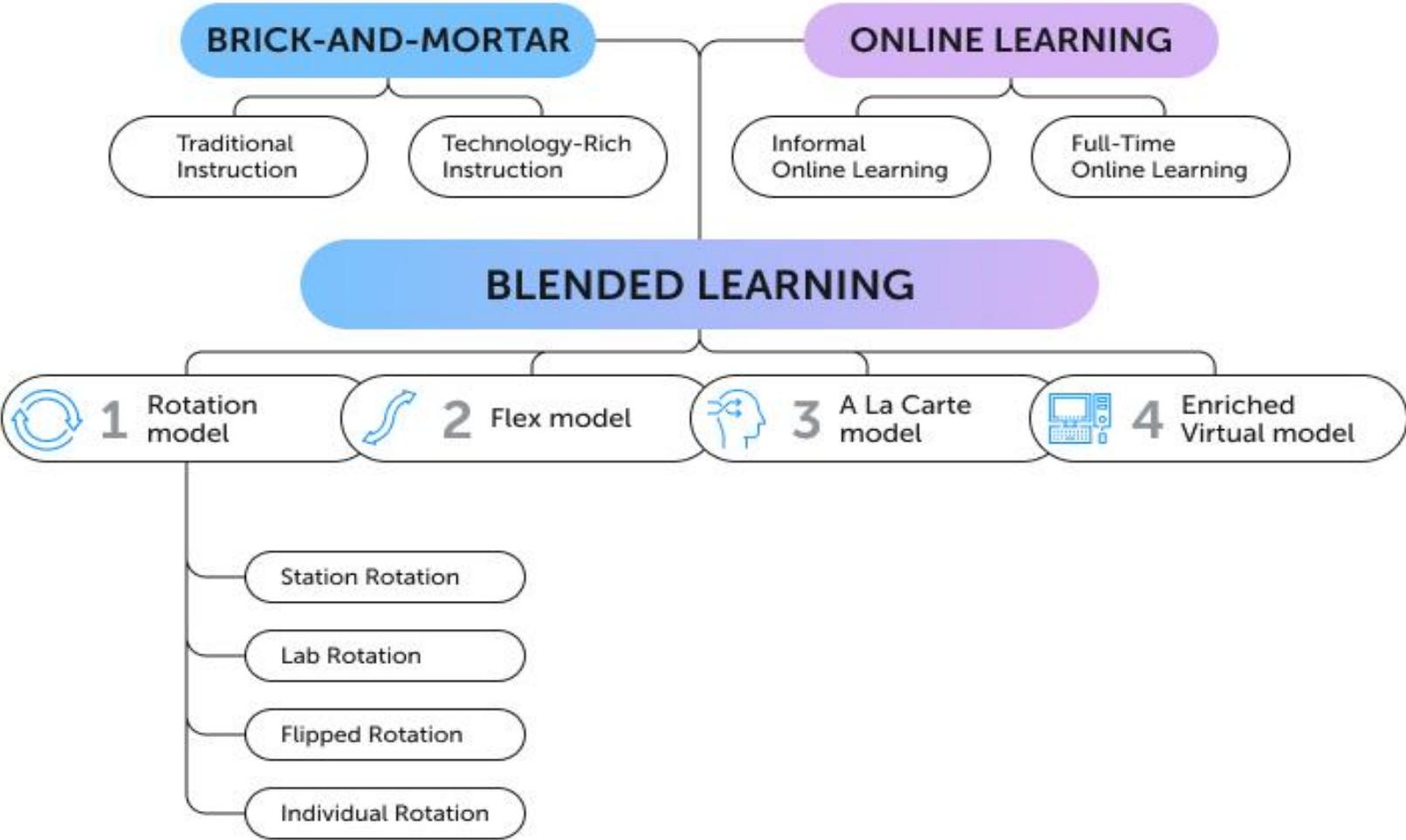
- Three reasons to choose blended teaching approach:
 1. Improved Student Learning
 2. Increased Access and Flexibility
 3. Increased Cost Efficiency

INTRODUCTION

➤ There are some issues that need to be considered in order to enable students to learn better. These are:

1. Participation
2. Pacing
3. Personalization
4. Place
5. Personal Interaction
6. Preparation
7. Practice with Feedback

INTRODUCTION



INTRODUCTION

- Rotation model is also a part of the traditional learning.
- Flex model; students are in charge and they learn mainly through online platforms, while the trainers are there to help them when needed.
- A La Carte model is somewhat similar to the flex model, as it allows students to choose how they prefer to learn for optimal learning outcomes.
- Enriched model; students follow a schedule provided by teachers that contain virtual learning as well as face-to-face training.

INTRODUCTION

➤ Advantages:

1. Higher employee engagement
2. More Effective
3. Increased flexibility
4. Saves time and money
5. Much more accurate analysis of learning
6. Improved communication

Disadvantages

1. Lack of IT skills
2. More work for instructors
3. Misuse of the online platform
4. Disturbance in the workplace

INTRODUCTION

- It is recommended to use blended learning frequently in universities in Turkey.
- However, both academics and students are not well prepared for this situation.
- It is considered important to determine the views of preservice teachers on the blended learning and then to create a basis for the applied education.
- At the same time, no study has been found that reveals the views of social studies pre-service teachers on this subject.

PURPOSE OF THE RESEARCH

- This study aims to determine the opinions of social studies pre-service teachers on blended learning.

METHOD

➤ **Research Design**

- Basic qualitative research design (Merriam, 2009).
- This pattern focuses on how participants interpret their lives and what meaning they add to their experiences.
- Widely used in all disciplines, applied fields and education (Merriam, 2009).

METHOD

➤ Participants

Participants of the study are six social studies pre-service teachers studying in the 3rd grade of the social studies teacher undergraduate program in the 2021-2022 year.

Half of the participants are girls and half are boys.

None of the participants have blended learning experience.

METHOD

➤ **Data Collection and Analyze**

- The data of the research were collected through semi-structured interviews.
- The interview questions were prepared by the researcher in line with the literature.
- Questions examined by two field experts.

METHOD

➤ **Data Collection and Analyze**

- Interviews were conducted with six social studies pre-service teachers.
- The data obtained from the interviews were analyzed inductively using NVivo package program.
- First, the transcripts of the interviews were made and uploaded to the Nvivo. Then, first the codes and then the themes were reached.

FINDINGS

1. Definition of Blended Learning
2. Differences of Blended Learning
3. Advantages of Blended Learning
4. Disadvantages of Blended Learning
5. Role and Responsibilities of the Teacher in Blended Learning
6. Role and Responsibilities of the Students in Blended Learning
7. Websites and Applications Used in Blended Learning
8. Models of Blended Learning
9. Blended Social Studies Education
10. Evaluation of Undergraduate Education

FINDINGS

➤ **Definition of Blended Learning**

- Combination of face-to-face and distance education.
- The other half uses the definition of the flipped classroom model to describe blended learning.
- One of the participants, Meral, defines it as follows: *It is an education model in which distance education and face-to-face education are carried out together.*

FINDINGS

➤ **Differences of Blended Learning**

- Multiple approaches, changes the student-teacher relationship and changes the learning environment.
- Higher interaction and there is no emotional disconnection.
- It is not dependent on the place and has a weak social aspect.

FINDINGS

➤ **Advantages of Blended Learning**

➤ It strengthens the teaching.

➤ Activity-based, multi-dimensional, increases participation in the lesson, increases attention, interaction, and group workings, provides richness in the teaching space and facilitates time management.

➤ Zehra uses the following expressions on this subject: *'Time can be spared to watch videos, movies and documentaries that can be used to reinforce the subject and ensure the permanence of learning'*.

FINDINGS

➤ **Disadvantages of Blended Learning**

- Access to the technological infrastructure.
- In addition, motivation problems, students' disruption of their duties, technological fatigue and the inability to balance distance and face-to-face education are other disadvantages.
- Merve uses the following expressions: *'Blended learning cannot reach its aims for students who have difficulties in accessing technological tools and the internet'*.

FINDINGS

- **Role and Responsibilities of the Teacher**
- Organizing activities in the classroom, controlling his students and being technology literate.
- In addition, keeping an effective communication, motivating students, teaching learning to learn, making preliminary preparations and guiding to students are other expectations from teachers.

FINDINGS

➤ **Role and Responsibilities of the Students**

- Preparation for the lesson and active participation in the lesson.
- In addition, taking responsibility for own education, producing materials and using technology are other responsibilities of the students.
- Meral explains her opinion on this subject as follows: *‘They should be able to take responsibility for their own education, especially in cases where distance education is carried out’*.

FINDINGS

➤ **Websites and Applications Used in Blended Learning**

➤ Kahoot

➤ Bubble.us

➤ Canva

➤ Powtoon

➤ Zoom

➤ Edmodo

➤ Edpuzzle

➤ Microsoft Teams

➤ Padlet

➤ Quizizz

➤ Quizlet

➤ Youtube

FINDINGS

➤ **Models of Blended Learning**

➤ Participants have very limited knowledge about models.

➤ One of the participants says that she knows the flipped classroom model, while the other says that she has heard of the flex model and the individual rotation model.

➤ Zehra, one of these participants, explains the flipped classroom model as follows: *'In the flipped classroom model, the information to be learned is accessed online, the student comes to the lesson prepared by studying the knowledge. Instead of giving lectures in the classroom, discussions, activities and reinforcing the subject are given the lead'*.

FINDINGS

➤ **Blended Social Studies Education**

➤ The flipped classroom model.

➤ The other half of the participants do not have an idea about how to use blended learning in social studies education.

➤ Edanur, one of the participants, explains the necessity of using face-to-face education as follows: *'It is important to use a face-to-face education model, since the values and skills gained by the students in the Social Studies course cannot be transferred with online education'*.

FINDINGS

- **Evaluation of Undergraduate Education**
- Insufficient in teaching blended learning models.
- One of the participants, Tolgahan, explains his thoughts as follows:
'I do not find it sufficient. I don't know about blended learning models'.

RESULTS AND SUGGESTIONS

- A combination of face-to-face and distance education.
- Blended learning differs from other learning types in the following aspects; student-teacher relationship, learning environment, interaction, emotional disconnection, learning place and weak social aspect.
- The most important advantage of blended learning is that it strengthens learning. Other results are that it is activity-based and based on group workings.

RESULTS AND SUGGESTIONS

- Accessing technology and loss of motivation.
- Organizing in-class activities and making preparations outside the classroom.
- Active participation of students in classroom activities and doing distance education tasks outside the classroom are considered important duties.

RESULTS AND SUGGESTIONS

- Kahoot and Bubble.
- Most of the participants do not have an idea about the models of blended learning.
- Few participants gave examples of how to implement blended learning in social studies. The flipped classroom model.
- All of the participants stated that their undergraduate education gave them a limited information on blended learning.

RESULTS AND SUGGESTIONS

- First of all, it is suggested that the theoretical knowledge of blended learning should be gained in a comprehensive way in teacher education.
- It is recommended to carry out blended learning practices in teacher education and to conduct studies on websites and applications that can be used in blended learning.
- It is recommended for researchers to conduct an applied study in which blended learning is used in teacher education.



Thank you for
your participation