

## **IMPLEMENTATION OF HYBRID EDUCATION IN PRIMARY EDUCATION – INVESTIGATIVE APPROACH**

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**Abstract:** In the context of this study, the perspectives and experiences of primary school teachers related to the use and impact of hybrid education are explored. Hybrid education, as an educational method combining traditional teaching elements with online resources and tools, has become a topic of major interest in the field of education. Hypothesis of the paper: it is assumed that by analyzing the respondents' answers to the given questions, relevant conclusions and inferences can be reached about options, experiences or preferences regarding hybrid education and primary education. The purpose of the paper is to investigate the implementation of hybrid education in primary education and to evaluate the experiences and perceptions of physical education and sports teachers. Objectives of the questionnaire: Assessment of the level of knowledge and degree of familiarization of respondents with the concept of hybrid education in the context of primary education; Identifying preferences and previous experiences of respondents in relation to the use or exposure to hybrid education in the educational process; Analysis of respondents' views and perceptions towards hybrid education in primary education, including perceived benefits and challenges. The majority preference for traditional (face-to-face) education among respondents indicates a continuation of the valorization of direct interaction and personal contact in the educational process, despite the introduction of new and technological educational methods.

**Introduction:** Given the rapid pace of technology evolution, we question the importance of our mentality and whether we can modify it in order to improve the educational and instructional process [8]. The education of the modern human being is based on its multifaceted physical, intellectual, ethical, aesthetic development in close proximity to the exigencies of contemporary society according to the real skills necessary for the coordinates of the human personality [7].

In the context of this study, the perspectives and experiences of primary school teachers related to the use and impact of hybrid education are explored. Hybrid

education, as an educational method combining traditional teaching elements with online resources and tools, has become a topic of major interest in the field of education. This integrated approach aims to provide increased adaptability and greater flexibility in the teaching-learning process, combining the benefits of direct interaction with students and modern technology. The successful implementation of hybrid learning requires a new paradigm in educational settings, an innovative approach to teaching content, additional training for teachers, and legislative support to support and encourage these complementary learning methods [6]. E-learning is an educational system carried out in an online environment, carried out in a formal setting, which uses multimedia technologies. It consists of a learning system supported by hardware and software, accessible both online (synchronous) and offline (asynchronous). The learning process can take place individually or in small or large groups and can be a combination of face-to-face interaction and the virtual environment, or it can be exclusively online in open and distance learning (ODL) [3]. Another relevant study aims to assess influencing factors and identify relative weights of individual preferences and external influences, using an MCDM hybrid model combining DEMATEL with ANP methods. The main objective of this study is to highlight the applicability of the MCDM model in the field of recreational sports, identifying important factors that can stimulate involvement in recreational sports and selecting activities that can contribute to the development of educational capacities in this context [5]. Another study reports that higher education organizations preferred to adopt hybrid approaches to motivate student engagement and reduce high dropout rates. In Romania, this form of education system was introduced cautiously. As the pandemic was seen as an opportunity to adapt and improve the educational process, the aim of this study is to identify the lessons learned and to develop a systematized model, based on students' perception of face-to-face, online and hybrid education systems [11]. Hybrid courses are a combination of online learning environments and face-to-face interactions. To plan and teach such courses, teachers need to be familiar with the various online learning tools and integrate interactive activities into traditional lessons to support and assess student progress [10]. The authors of the study aimed to evaluate the opinions of students and teachers about their involvement in a kickboxing educational unit combining two pedagogical models: Sports Education and Teaching Personal and Social Responsibility [9]. The aim of this research was to examine the impact of a hybrid learning unit, combining the TGfU (Teaching Games for Understanding) approach with sports education (SE), compared to the direct instruction method, on students' perceptions of different aspects of their motivation regarding participation in physical education. These aspects include autonomous motivation, fundamental psychological needs, pleasure and the intention to be physically active [1].

**Material-method:** Hypothesis of the paper: it is assumed that by analyzing the respondents' answers to the given questions, relevant conclusions and inferences

can be reached about options, experiences or preferences regarding hybrid education and primary education. The purpose of the paper is to investigate the implementation of hybrid education in primary education and to evaluate the experiences and perceptions of physical education and sports teachers. Objectives of the questionnaire: Assessment of the level of knowledge and degree of familiarization of respondents with the concept of hybrid education in the context of primary education; Identifying preferences and previous experiences of respondents in relation to the use or exposure to hybrid education in the educational process; Analysis of respondents' views and perceptions towards hybrid education in primary education, including perceived benefits and challenges. As research methods we used: bibliographic study method, graphical representation method and survey method, structured questionnaire type with 6 questions, with 19 answer options. Data collection was carried out from 121 teachers involved in the educational process. The aim was to obtain their perspectives and opinions on the use of hybrid education in primary education. This method facilitated a structured analysis and comparison between different teachers' perceptions and experiences regarding the integration and impact of hybrid education in their work environment.

**Results:** These questions have been developed to gain a deeper understanding of how teachers perceive and use hybrid education in primary education, as well as to identify the benefits, challenges and perspectives related to this educational method in their specific context.

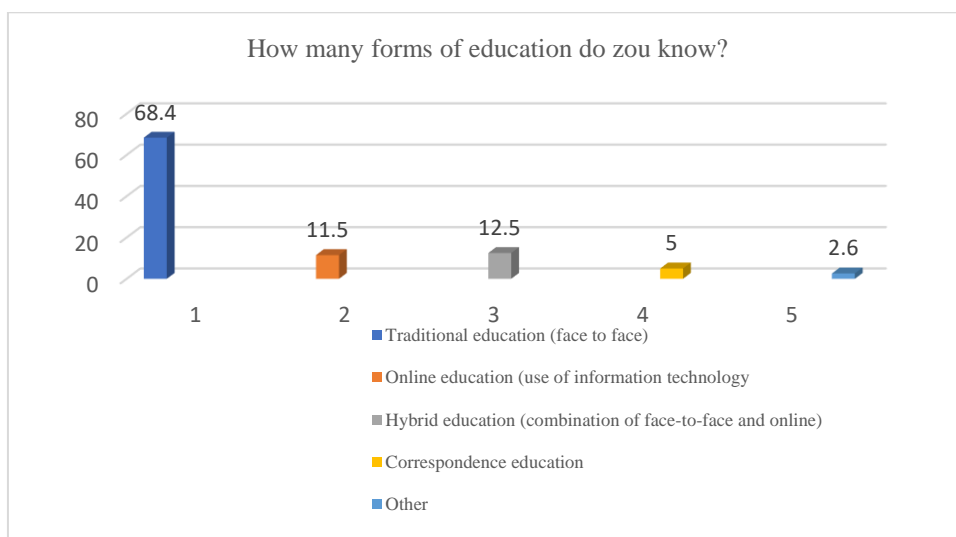


Fig.1 Main forms of education

Traditional (face-to-face) education is the classical form of education in which teaching and learning take place in a physical environment, in a classroom, with teacher and students interacting directly. This type of education is preferred by about 68.4% of respondents. Online education (use of information technology) involves

teaching and learning that takes place completely or mainly on the internet or using information and communication technologies. About 11.5% of respondents prefer this form of education. Hybrid education (combination of face-to-face and online) combines elements of traditional and online education, allowing for a flexible and adaptable approach. Almost 12.5% of respondents prefer this way of learning. Mail education is a form of education in which learning materials are sent and returned by mail or other means of correspondence. It is preferred by about 5% of respondents. About 2.6% of respondents indicated another form of education that was not specified in that survey or context. These data show a significant diversity of preferences in forms of education and could reflect changes in the way teachers access and perceive the educational process in different environments and contexts.

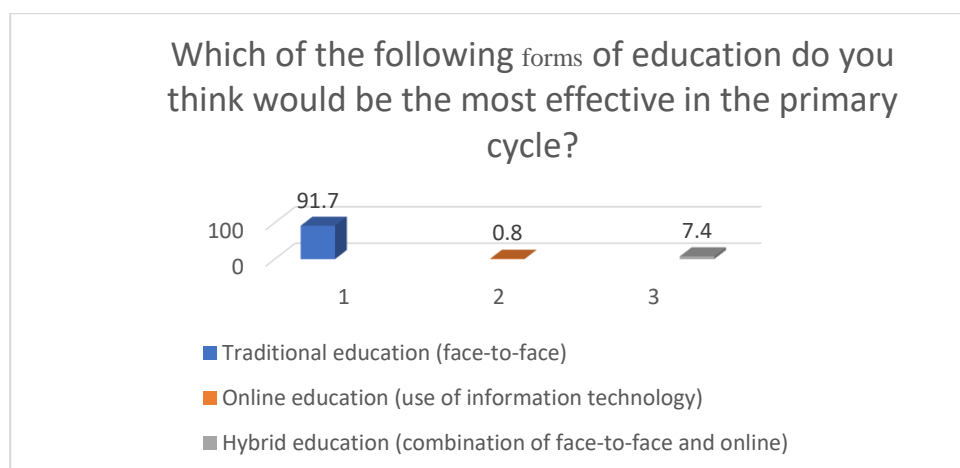


Fig.2 Diferite forme de educație în ciclul primar

It can be noted that most respondents (91.7%) believe that traditional (face-to-face) education is most effective for this stage of education. Reasons why this type of education is considered most effective for primary school could include the possibility of direct and constant interaction between pupils and teachers, providing better attention management and effective communication. Only 0.8% of respondents believe that online education would be most effective in primary school. This could be a reflection of concerns about children's social development, the need for direct human interaction and the ability to adapt to the traditional school environment. Some 7.4% of respondents believe that a hybrid approach would be most effective for primary school. This option combines aspects of traditional and online education, providing a flexible and adaptable environment that could be considered a compromise between the two forms of education.

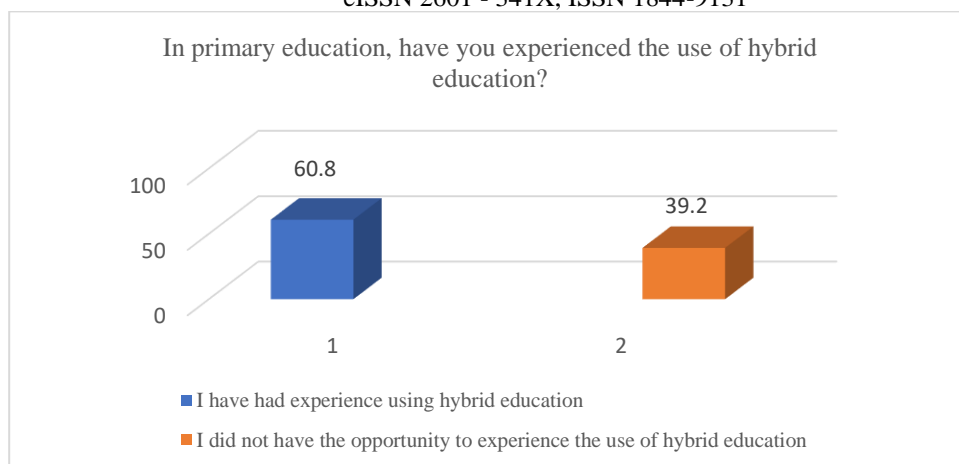


Fig.3 Experience in using hybrid education in primary education

About 60.8% of respondents say they have had experience using hybrid education in primary education. This could suggest that a significant percentage of teachers have been involved in an educational environment that combines elements of traditional, online or technological education. At the same time, 39.2% of respondents say they have not had the opportunity to experience the use of hybrid education in primary education. This could indicate either the lack of availability or accessibility to such hybrid education programmes or the fact that the respondents were not personally involved in these programmes.

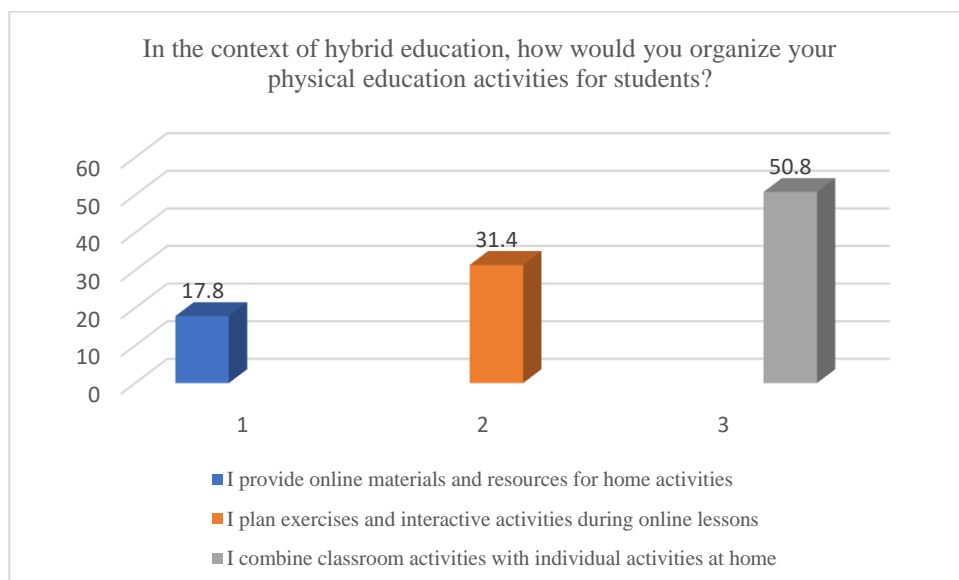


Fig.4 Different ways in which physical education activities for students are organized in the context of hybrid education

17.8% provide online materials and resources for home activities. This method involves providing online materials and resources, such as exercise videos, training plans, or other guides to physical activities that students can perform at home, independent of class hours. 31.4% plan interactive exercises and activities during online lessons. Emphasis is placed on planning and conducting exercises and interactive activities during online lessons. This may include live exercise sessions, where teachers guide and monitor students' physical activities in real time. 50.8% combine classroom activities with individual activities at home. The most common approach seems to be to combine physical activities carried out in class with individual activities that students do at home. This integrated model allows a holistic approach to physical education, covering both practical and interactive aspects during class hours, as well as stimulating individual and autonomous physical activities carried out at home.

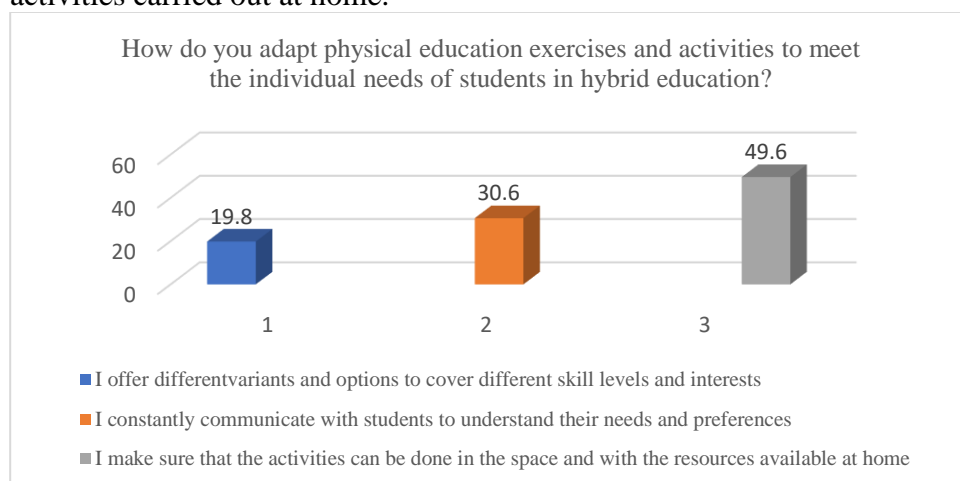


Fig.5 Different strategies for adapting physical education exercises and activities to meet individual needs of students in hybrid education

19.8% of respondents offer different variants and options to cover different skill levels and interests. This approach involves providing a variety of exercises and activities, tailored to suit students' different skill levels and interests. This may involve variations of the same exercise or choosing between different types of activities to meet individual student preferences. 30.6% of respondents constantly communicate with students to understand their needs and preferences. It is obvious that a significant number of respondents believe that constant communication with students to understand their needs and preferences is essential. This may include individual discussions, surveys or feedback sessions to identify what types of exercise and physical activity would be more appropriate and beneficial for each individual student. 49.6% of respondents ensure that activities can be done in space and with resources available at home. The predominant approach seems to be to adapt physical education activities to fit the space and resources available at home. This involves designing and planning exercises that can be done in a limited space

and using resources available in the home environment to facilitate students' participation in physical activities, regardless of their location.

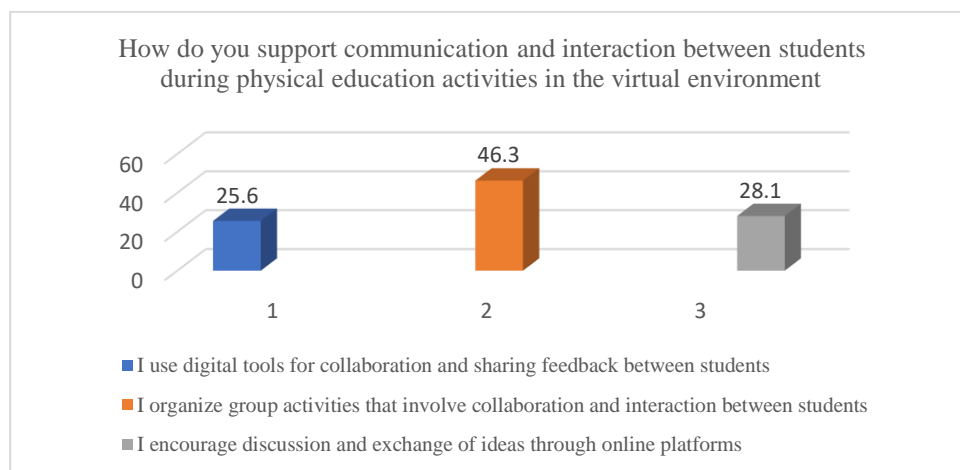


Fig. 6 Strategies used to support communication and interaction between students during physical education activities in the virtual environment

25.6% of respondents use digital tools for collaboration and feedback exchange between students. These tools can be online communication platforms, document sharing applications or any other platform that allows interaction and collaboration between students in the virtual environment. 46.3% of respondents organize group activities involving collaboration and interaction between students. These activities can be designed to encourage teamwork, cooperation and exchange of ideas between students in a virtual environment. 28.1% of respondents encourage discussion and exchange of ideas through online platforms. This involves the use of discussion forums, chats or other means of virtual communication to stimulate dialogue and collaboration between students.

**Discussions:** The purpose of one study was to assess parents' perceptions about organizing online school and its impact on their own children. This study aimed to highlight parents' awareness of potential risks and negative effects on their children's well-being in the context of online schooling. According to the results of the study, significant differences were identified between the two schools in terms of the quality of online classes, also determined by the devices predominantly used by children. In School II, with 50% of tablet use and 37% of mobile phone use, there is a lower quality of online learning experience compared to School I, where laptops (51%) and tablets (30%) are mainly used [2]. The results obtained highlighted that integrating IT&C solutions in the field of education can bring significant benefits in the learning process, having the potential to improve school performance and contribute to the overall development of the country. The prototype developed during this research practically illustrated how IT&C solutions can be integrated in the context of hybrid education, thus highlighting the relevance and applicability of this

research in practice. Among the proposed solutions are online learning platforms, digital collaboration tools, mobile applications for education, education management systems and monitoring student progress [4].

**Conclusions:** The majority preference for traditional (face-to-face) education among respondents indicates a continuation of the valorization of direct interaction and personal contact in the educational process, despite the introduction of new and technological educational methods. Increased exposure and adaptation in hybrid education: Significant experience with the use of hybrid education in primary education reflects an increase in adaptation and exposure to flexible educational models, integrating both traditional and technological components to meet student needs. The need for effective adaptation and communication: Emphasizing the adaptation of educational activities, constant communication with students to understand their needs and ensuring access to various resources in the hybrid educational environment highlights the importance of flexibility and effective communication for tailored and personalized learning.

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