
Distance Learning: A Vector for Hybridization in Education?

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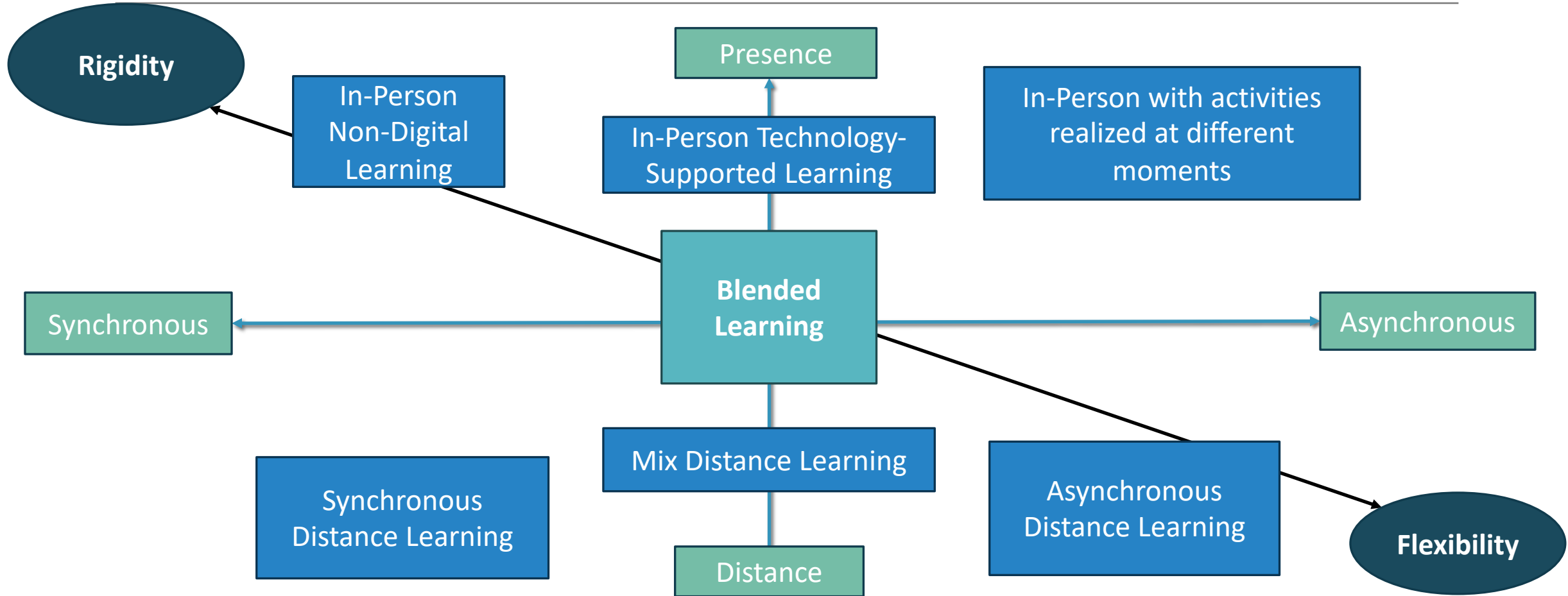
A Pandemic Context

Development of distance education because of the sanitary measures.

- Experimentation of new teaching and learning practices.
- Appreciation of the flexibility and time-saving benefits of DE.
- Some bad experiences about some kind of DE made in a hurry.

What remains?

Circumscription of blended learning



Definition

“Mixed learning model that integrates online learning with face-to-face learning theories and practices, materialized in a flexible, multimodal and multilinear redesign”
(Fernandes, Costa and Perez, 2016, p.12)

➔ Blended learning is not simply a succession of face-to-face and distance learning; it broadly represents a thoughtful articulation of different theories, practices and modes of teaching.

An optimal mode of education?

FOR MORE THAN A DECADE:

BLENDED LEARNING

- fewer dropouts compared to fully distance education
- better learner performance than in fully face-to-face education
- preference of students
- requires equipment and digital skills

MORE RECENTLY:

HYFLEX MODE

- offering students the choice of taking courses face-to-face or at a distance.
- teachers need time and great skills to offer HyFlex courses.
- attraction of distance learning for students varies according to their educational level and may depend on the discipline.

To what extent teachers who have undergone distance education during pandemic have developed blended learning since then?

Survey

Spring of 2023: Survey sent to the 21,849 individuals who registered for the *I teach at a distance* course. The survey covered the period of the pandemic and sought to identify the changes that had taken place since.

929 responses/ 739 from teachers/ **505** completed all the closed-ended questions. 85% from Canada and 85% have been teaching for at least 10 years.

Preschool	Primary school	Secondary school	Higher education	Adult training
5%	28%	27%	24%	16%

Descriptive analysis and cross-tabulations, including Chi-2 and analysis of variance

Interviews

12 persons interviewed among which 10 teachers

Code	Country province	Level	Profession	Seniority	Gender
UT1	Haiti	University	Teacher	20 years	Woman
CT1	Canada (New Brunswick)	College	Teacher	17 years	Men
UT2	Haiti	University	Teacher	10 years	Woman
UT3	Brazil	University	Teacher	30 years	Woman
PT1	Canada (Quebec)	Primary	Teacher	22 years	Woman
UT4	Algeria	University	Teacher	26 years	Men
TT1	Belgium	Professional training	Teacher	3 years	Men
ST1	Canada (Quebec)	Secondary	Teacher	20 years	Men
ST2	Canada (Quebec)	Secondary	Teacher	17 years	Men
UT5	Algeria	Secondary and University	Teacher	18 years	Men
CE1	Canada (Quebec)	College (Continuing Education)	Advisor	21 years	Woman
CM1	Canada (Quebec)	Company	Training Manager	3 years	Woman

An analysis focused on individual interviews aimed to understand the logic of the players; another thematic to cross the interviews



Main quantitative findings

Point of view on DE

Evolution :

44% conformed their opinion

22% changed their opinion

34% discovered DE

Positive opinion about DE:

**Before pandemic:
56%**

**In 2023:
77%**

Improvement in all the levels of education

Return to the previous mode

Distance

- 6% of teachers

Blended

- 10% majority presence/3% majority distance
- 2% Hy-Flex

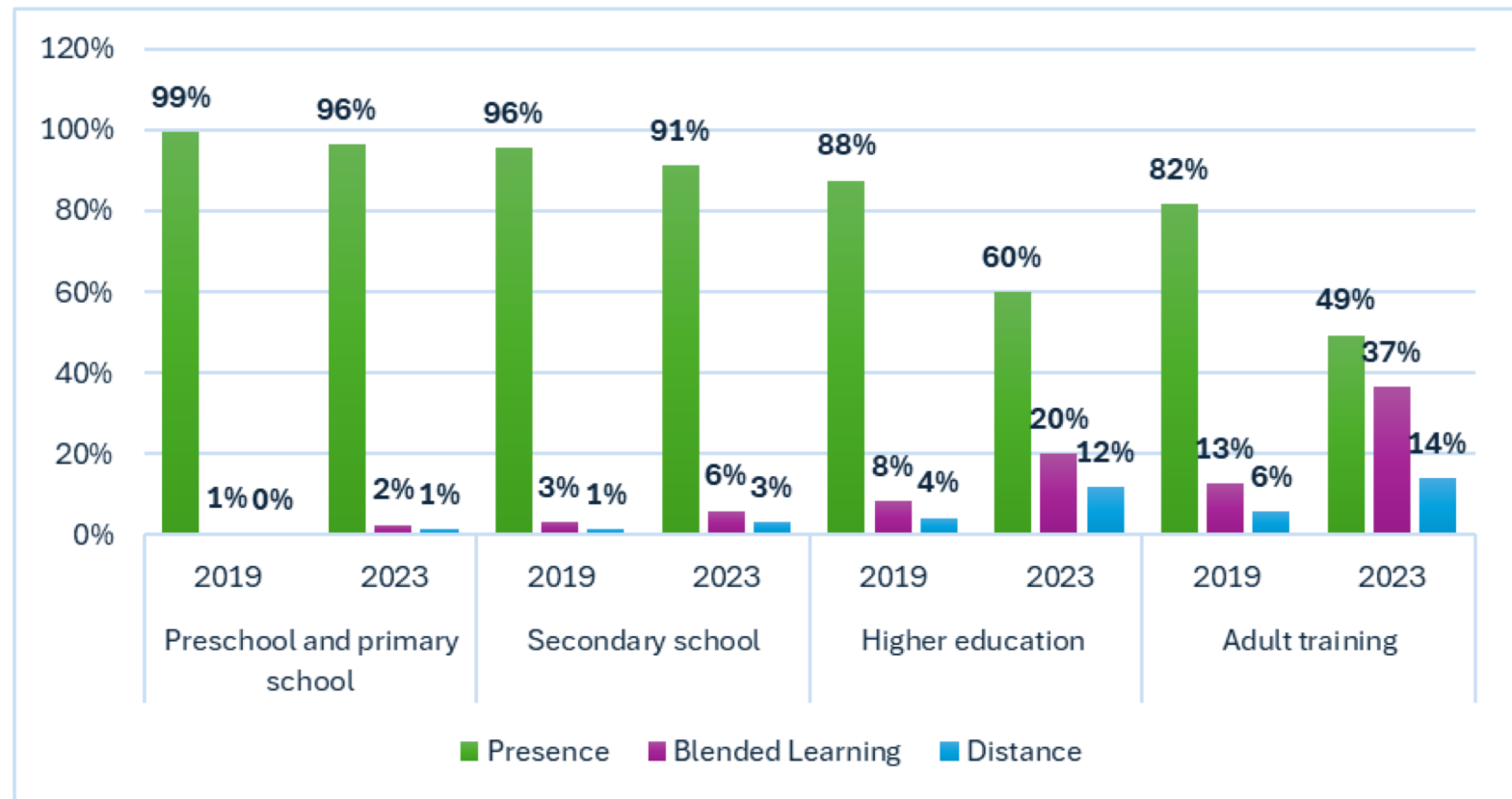
Presence

- 79% of teachers

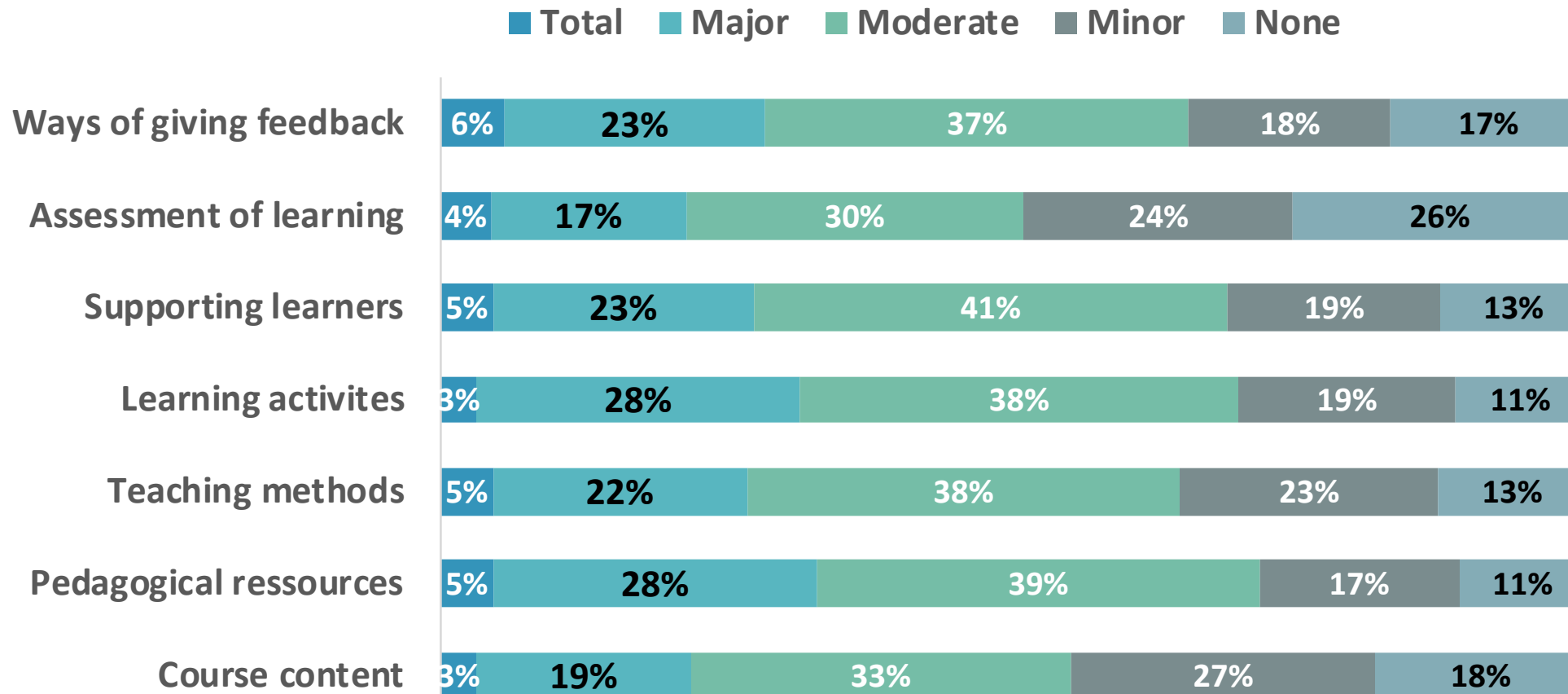
Some differences

One-way ANOVA tests :

- The 50-60 age group is more likely to report teaching in blended learning mode than other age groups ($F(4, 471) = 4.198, p = 0.002$).
- Men are more likely than women to teach in blended learning mode ($p = 0.012$).



Changes maintained by teachers since the pandemic



Impact of changes on learners

2/3 of teachers : positive impact

- Enhanced structure and accessibility of learning resources, which encouraged students to work independently.
- Supported their motivation and commitment, thanks to the diversification of activities and communication practices.

These changes allow for better organization of time, teaching and learning. It also means better follow-up for parents, pupils and teachers (family-school collaboration). What's more, it helps develop autonomy, because pupils who are absent, for example, can get everything they need from Teams or ask questions directly in the conversation section. (Teacher, primary, secondary and college, Quebec)



Main qualitative findings

A certain hybridization



Increased use of digital resources (video, online exercises, etc.)



Skills development (communicating online, creating video, etc.)



Increased use of platforms (Teams, Moodle, etc.)



Pedagogical changes (more collaborative activities, peer assessment, flipped classrooms, etc.)

Limited development of distance education

In our institution, we are not allowed to offer distance education. I'd like to make more use of this potential, but unfortunately union pressure has made that impossible. As a result, I only offer one-to-one distance coaching when it suits the student. (Teacher, college, Quebec)

3 types of teachers



The overwhelmed

- Made minimal adaptation during the pandemic, were exhausted.
- Difficulties attributed to external factors.
- After pandemic: back to previous practices, but more time to prepare courses or support learners.



The converted

- Actively renewed their practices with DE.
- Training, experimentations and exchanges with colleagues.
- After pandemic: integration of new contents and practices.



The experienced

- Used to DE before the pandemic.
- Few challenge.
- After pandemic: maintain their practices and sometimes develop communication with students' parents.

Conclusion

Diversity of transformations in terms of dimensions of teaching practices, degrees of changes and types of teachers:

- the majority of teachers have made changes to their teaching, with the least changes being made to learning assessment and course content.
- some teachers have mostly returned to their previous practices.
- others embraced the changes and made lots of modifications in their teaching.

➔ Actual but limited development of hybridization.

Questions ?



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