Facebook Learning Design on the Blended Learning Model: A Literature Review

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Abstract

Among the many blended learning models existing, each model only coordinates learning for a particular learning process segment. So, the blended model that can comprehensively facilitate the whole learning process will be a subject that needs more attention. More specifically, we hypothesized to apply the rotation model and the enrich-virtual model at different segments of the learning process and design and implement it through a more convenient blended learning platform tool through Facebook. To precisely establish the hypothesis, we integrated and summarized the relevant publications in a thematic literature review. As a result, we filtered and reviewed some blended models that could integrate and correspond to different stages of the learning process and finally tried to suppose the possibility of using the Facebook platform to link the various learning stages into a complete blended learning process.

Keywords

Blended Learning; Facebook Learning; Rotation Model; Enrich-Virtual Model.

1. Introduction

Blended learning, one of the new aspects of technology-based training, is becoming increasingly important and relevant as technology advances. There are many different hybrid perspectives on the definition of blended learning. According to Bonk and Graham (2006), the prevailing definition of blended learning is a mixture of instructional modalities (or delivery media), instructional methods and online with face-to-face instruction. In the background of evolving technology, as Bersin (2004) states: "Blended learning is not a new concept, but the tools available to us today are new." We will concentrate on the blending of technology tools for learning: online and face-to-face instructional aspects.

Meanwhile, in the study of blended learning processes, we can learn well from Lewis and Orton (2006), their case study on IBM's blended learning process: 1. online self-paced learning of some background knowledge. 2. face-to-face focus on practice and hands-on experience teaching. 3. back online review and reinforcement, and then successfully transformed into skills. This blended learning process can easily apply to college students in a very relevant way, where the ratio of in-class and after-class learning is more inclined to after-class, based on the learning in class and thus guiding the practice and extended learning after class. But the current blended learning approach to teaching and learning focuses more on a mix of face-to-face and online technology in the classroom itself. So, according to Whittaker (2013) four-step suggestions for blended learning course design, we can design a blended learning model that is more applicable to college students by reorganizing multiple blended models during college. In addition, the blended learning model poses many challenges during teaching courses.

In the process of blended learning, Alpala et al. (2011) research that students often can access a large amount of relevant learning information outside the classroom, which throws them into a confusing learning state. And in terms of technical equipment, since many LMS (Learning

Management System) platforms are complex and specialized, practical training of teachers and students to master this specialized equipment are also a huge problem.

Meanwhile, we found that Facebook is one of the most popular social software platforms. It can help students and teachers communicate in any area and be very easy to use and train. So, Facebook may become the new platform to carry the properly blended learning models implemented quickly, which leads students to better learning goals and study habits. So we propose a hypothesis: Can the micro-social software-Facebook we use today become the better approach to carry the blended learning model in learning design? Therefore, this essay explores some suitable theoretical foundations of blended learning for the Facebook English learning model by reviewing the relevant literature on blended learning and paving the way for future research orientation as feasible.

2.   Facebook English Learning Model

After going through the literature related to blended learning and Facebook social software, we found that an attempt could synthesize a model of English learning more suitable with the Facebook platform in the context of some specific blended learning models and constructivism. Among the many definitions and introductions of blended learning models, the four specific blended learning models summarized by Horn and Staker (2012) are relatively more precise and informative. In particular, as they mentioned, these two models, the rotation and enriched-virtual model can be well used in the Facebook English learning model. After understanding the specific description of the blended learning model, we also learned through Al-Huneidi and Schreurs (2012) that constructivism could also be well applied to blended learning and thus better serve as a facilitator and inspiration for teaching and learning.

2.1.   Blended Learning

In the research of Fullan et al. (2020), they focus on the future of learning that blended learning is a diverse and flexible learning model that can apply to a project or course while also helping to overcome physical and class time constraints between teachers and students. On a practical level, it is more effective when school attendance is impossible or when other places are more suitable for the learning method. It requires teachers to consider teaching methods more carefully and decide how and when best to use different environments for the following activities: independent learning, collaborative inquiry, social interaction, and practical application. It also encourages a re-examination of the definition of school grounds for learners and communities to come and can have a new understanding of how to best use school time. It has also ultimately led to the monitoring of the curriculum of the Ministry of Education and schools, as expectations of learners' abilities influence the design of teaching methods and assessment.

On the specific classification of blended learning models, we learned that different institutions had designed other blended learning models according to their needs. For example, Staker and Horn (2012) of the Innosight Institute identified four different models that are appropriate for K-12 blended learning programs. On the other hand, Bryant and Garrison (2006) observed that face-to-face contact is essential due to the need for more instruction for college students, thus make the complete transformation of online courses into a blended format according to the learning situation of the college students in the program. In addition, Singh and Reid (2001) pointed out that blended education, as demonstrated by Stanford University and the University of Tennessee, is superior to traditional methods and individual forms of e-learning. Moreover, inspired by blended learning Allen and Seaman (2013) divided the course into four parts to enhance learning more effectively: first, traditional method-based learning Paper and pencil-based learning methods. Second, web-based learning methods are based on the web to display syllabus, assignments. Third, a blended learning approach consisting of both traditional and

web-based strategies. Fourth, online courses, in which all learning activities are entirely based on the Internet.

2.2. Blended Learning Model for Higher Education

Blended learning has become more integrated and futuristic because it combines traditional face-to-face teaching methods with new technologies. So in these contexts, Black et al. (2007) built up the learning management system (LMS) along the way and definite it as a teaching and learning pathway in an online environment. This learning platform can work well with constructivism and socio-cultural interaction, collaboration, training, and communication. In the initial, however, we could only see the interaction and convenience in work and learning of LMS, but it was still not a system or platform that could improve teaching and learning. Therefore, Shackel (2009) improved the LMS from the initial to become more focused on the learning process and the transfer of learning experiences and evaluate the system's usability, effectiveness, flexibility, and learnability from the user's perspective.

2.3. Facebook Platform with Blended Learning

Facebook being a successful online social media platform, has many impacts on people's lives and studies. As Selwyn (2007) researched, Facebook has become the social software of choice for college students, so the integration of social media and education is a big trend. Indeed, during college, students have more autonomy and equipment conditions to use more accessible and technological products. Therefore, according to Manca and Ranierit (2013), the interactive and collective nature of Facebook is currently influencing educators to consider whether to improve teaching and learning models with more diverse online social media.

Facebook is not defined as an LMS-type platform, but it has the main elements to be a better LMS that transcends space to connect teachers and students and allows for the entire process of teaching and learning if better designed and prepared. Therefore, according to McCarthy (2010), Facebook ensures students' familiarity with its layout and operation precisely because of its popularity. And on this basis can be used to design and implement teaching and learning sessions through Facebook, thus creating a community learning model that students prefer and thus effectively increasing the frequency and efficiency of communication and interaction.

2.4. Rotation Model with Blended Learning

The rotation model is the combined model of Horn and Staker (2012) after unifying the same parts of the face-to-face driver model and the original rotation model based on their initial study. This integrated blended learning model is from four different perspectives: the most basic of which is from the teacher and students working together in a direct switching way between online and offline for knowledge teaching, learning and interaction; then another rotation of online learning and offline communication and instruction from the laboratory perspective; there also can enhance the collaboration between the teacher and students from the rotation of learning and teaching inside and outside the classroom; the final rotation of online and offline learning will work through the individual.

In the station rotation blended learning model, we can learn from Springville Elementary School in Pennsylvania described by Powell et al. (2015). After the station rotation blended learning approach, they reported that students' scores on the test scores on the Pennsylvania system of school assessment (PSSA) improved. The percentage of students who earned proficient or advanced reading scores resulted from 63.9% to 82.9% compared to face-to-face and blended mode. Also, math and science improved from 61.4% to 85.4% and from 63% to 90%. In the Randolph central school district, Kimberly Moritz has also experimented with a blended learning rotation model to improve her students' math and English/language arts (ELA) scores. Finally, this has resulted in significant gains in math scores on state assessments and improvements in English language proficiency. (Powell et al., 2015)

2.5. Enriched-Virtual Model with Blended Learning

In another kind of blended learning, the enriched-virtual model is a more comprehensive and upgraded blended learning. It is no longer like the rotation model in the classroom but more focused on the whole learning process of blended learning, from preparation for the crouse to the learning process after the class. And it can be better planned and designed through this learning model to achieve a better combination of online and offline. (Staker & Horn, 2012) Therefore, in Fitria et al. (2021) research of enrich-virtual models in subject databases, we learned that this kind of Indonesian educational study was based on the impact of the COVID-19 epidemic to conduct their enrich-virtual blended learning model through teaching sessions. Finally, according to the opinions of the participating students were synthesized, the students were very willing to implement and develop this more technology teaching model in the future. In terms of specific blended enriched-virtual learning model implementation, we can learn from Powell et al. (2015) in their study of Pennsylvania: the commonwealth connections academy public virtual charter school. That research effectively reduced the school dropout rate. And most students changed their attitudes towards learning with the help of counsellors and school teachers after adopt the enriched-virtual learning model to dropouts and lagging students.

2.6. Constructivism in Blended Learning

Constructivism can be well integrated into the blended learning model, as Al-Huneidi and Schreurs (2012) proposed. They also state that constructivism can enhance blended learning to focus on students, help them learn, and build a foundation of relevant knowledge frameworks. It can also improve student-teacher interaction and increase conversation time and efficiency through the online parts of blended learning. And in research from Machumu et al. (2018), who studied the factors that can influence students' motivation in constructivist blended learning. We learned from their research results that the higher students' motivation in constructivist blended learning, the more diverse and integrated the blended learning strategies they use. On the other hand, they also use different learning strategies with different motivational factors.

3. Conclusion

After completing the screening and judgment of pieces of literature, we successfully found some specific blended learning models and relevant theories suitable for Facebook English learning. Then we will try to assign each theoretical model to correspond to Lewis and Orton (2006) blended learning process and link the models of each learning process through the novel vehicle Facebook to form a complete learning model.

So in learning the fundamental English knowledge process, it is better to design course learning content through a blended learning model of rotation with Facebook online. Because of Facebook's low operating and training cost and its better application on mobile devices, it can improve the efficiency and quality of the rotation process. Thus, the teacher and students can go through the Facebook platform for any rotation model online and offline. The enrich-virtual blended learning model can be better applied to English learning practice, application, and assessment. Besides, it will be more accessible and consistently supports learning, communication, and feedback before and after class through the Facebook platform. There is always a need for online and offline interactions between teachers and students and between classmates during the blended learning process in rotation and the enrich-virtual model. So with the support of the Facebook platform, these interactions and communication will become more efficient and high quality.

Therefore, based on the high development and training costs of the LMS (Learning Management System), we design to envision English learning through the trendy and popular Facebook

platform as an alternative way. Then we integrate the rotation and enrich-virtual models in blended learning and build on the constructivist approach to align with the whole process of future English teaching and learning. Finally, we ended up with a potential value and possible hypothesis of the Facebook English learning model.

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