

**HYBRID TECHNOLOGY SERVICE «HYBINAR»
AND ITS USE IN EDUCATION**

Larionova V., Savin M.¹

Ural Federal University named after the first President of Russia B.N.Yeltsin,
Higher School of Economics and Management, Department of Economics and
Management of Construction and Real Estate Market,
ul. Mira, 19, Ekaterinburg, 620002, Russia,
Phone: (912)283-46-67, Fax: (343)375-41-72,
E-mail: viola-larionova@yandex.ru
¹P2P Technologies Company,
av. Lenina, 25, off. 3.127, Ekaterinburg, 620014, Russia,
Phone: (904)546-80-11, Fax: (343)206-88-51,
E-mail: info@onwebinar.ru

Blending the advantages of traditional instructor-led training, distance learning and new educational technologies is essential for modernization of education. Due to the rapid development of information and communication technologies in the last decade, new e-learning formats have emerged: virtual-classroom training, blended learning, social learning, mobile learning. However, e-learning has several major drawbacks: lack of personal interaction between students and teachers, poor motivation and lack of cooperation of learners to assimilate professional knowledge and skills.

We relied on the practice of holding “hybrid” events to create a new model of educational process, that follows the theoretical model of effective learning (David A. Kolb cycle) and combines the advantages of e-learning and traditional instructor-led training. Hybrid event – is a meeting that combines a "live" in-person event with a "virtual" online component. The virtual component involves an online representation of the live event by means of various digital technologies: webinars, webcasts, live transcripts of proceedings, photographs, online presentations, etc.

One of the major factors demonstrated by the practice of hybrid events to prove efficiency and success of the virtual component is the community around the event, and a comfortable engaging virtual environment that enables and encourages communication, networking, experience and knowledge exchange.

The same approach is appropriate to apply in the educational process. Integration of synchronous e-learning with active feedback alongside with aggregation of learners-generated content, arranged in timeline around video recording of classes unveils the potential for building a social media environment that is comfortable for knowledge exchange, motivates learners and prolongs the lifecycle of each class. But what is more – it allows to build an active educational community around classes. These points are key in transforming the focus on e-learners as individuals to e-learners as social participants and encouraging cooperation of learners on the path to knowledge.