

## Self-Knowledge and Learner Engagement in Hybrid Classrooms

Ran Yi

Jilin International Studies University, China

Email: [yiran@jisu.edu.cn](mailto:yiran@jisu.edu.cn)

ORCID: <https://orcid.org/0000-0003-0630-8623>

### Abstract

It has been reported that 70% of classroom talk is taken up by Teacher Talk Time (TTT) (see Davies, 2011), with little space left for Student Talk Time (STT), which leads to learner disengagement in hybrid classrooms. In search of an optimal teacher talk model conducive to learners' self-knowledge and engagement, this interdisciplinary research tested the educator-guided use of assessment tools (e.g., MBTI, SWOT, Johari's Window) in learners' self-assessments, peer group assessments, and classroom interactions. Drawing upon psychological, social, and organisational learning models, this research integrated learning models into a standard 45-minute teaching experiment participated by twenty-two consented first-year undergraduates (N = 22) enrolled in the Bachelor of Translation and Interpreting programme at a regional university in North East China. Results from surveys support that the increased self-knowledge has pedagogical implications for educators to adopt personalised learning activities and create conscious discussion groups to engage diverse learners in hybrid classrooms.

**Keywords:** self-knowledge; learner engagement; hybrid classroom pedagogy; Myers–Briggs Type Indicator; SWOT analysis; Johari's Window

## 1. Introduction

Research indicates that we tend to remember 20% of what we hear, 70% of what we say, and about 90% of what we say and do. In classroom teaching, the caveat for pre-service teachers and trainee educators is to maintain the right balance between Teacher Talk Time (TTT) and Student Talk Time (STT) for optimal learning outcomes. However, existing studies have revealed that 70% of classroom talk is taken up by Teacher Talk Time (TTT), with little space left for Student Talk Time (STT). Moreover, impacted by covid-19, the way educators and learners interact has drastically changed. The overwhelming teacher talk is found to be linked to the increasing learner disengagement in hybrid classrooms, which brings three major challenges for pre-service teachers or trainee educators: (1) how to balance time, and energy between TTT and STT, (2) how to make a conscious choice between the didactic and dialogic model of classroom teaching, and (3) how to deal with the complexity and intricacy of pedagogical planning and implementation.

Another noteworthy factor is that, in the age of artificial intelligence, the perception of valuable work and its connection with skills acquired from classroom teaching have been shifted. Evidence from several reports on automation (see World Economic Forum, 2020, McKinsey & Co., 2018) have pinpointed that 50% of the current workforce will need re-skilling and upskilling in the next five years. The demands for re-skilling and upskilling require educators to shift their focus from traditional skills to transferrable skills that empower self-aware learners.

In search of an optimal teacher talk model conducive to learners' self-knowledge and engagement, this article incorporates psychological, social, and organisational learning models into the educator-guided use of assessment tools (e.g., MBTI, SWOT, Johari Window) to examine how learners' self-knowledge may implicate learner engagement in hybrid classrooms. To be more specific, it aims to address the following questions:

1. How can educators integrate the assessment tools into learning activities in hybrid classrooms?

2. How effective is the use of assessment tools in hybrid classrooms? What are the potential implications for future pedagogical practice?

To address the first question, we have designed a standard 45-minute teaching experiment, which is participated by twenty-two consented first-year undergraduates (N = 22) enrolled in the Bachelor of Translation and Interpreting programme. To address the second question, we collected data from survey instruments that canvass learners' reflections on the effectiveness of these assessment tools in hybrid classrooms.

The article comprises five parts. Part 1 illuminates the background of this research. Part 2 contextualises the study with a review of the literature and presents the conceptual framework employed to assess the learners' self-knowledge through multiple lenses (e.g., guided self-assessments, group assessments, and classroom interactions). Part 3 presents the research participants and methods. Part 4 summarises the key findings and discussions on self-knowledge and learner engagement in the hybrid classroom. Part 5 concludes the study with several recommendations for educators, teachers, administrators, policy-makers, and learners on the future of hybrid teaching and learning.

## **2. Literature Review and Conceptual Framework**

### **2.1 Self-Knowledge in Hybrid Classrooms**

From a wealth of scholarly research, the term "hybrid classroom" is used to describe a learning/teaching environment that includes a mix of students who are present in the physical classroom and also participants joining the class virtually (see Margulieux et al., 2014; McCray, 2000; Dragicevic et al., 2020; Xu et al., 2016). Although individual learners experience differently in the classroom environments, either in the physical or virtual space, the shared

constructs of meaning in the hybrid mode of learning have paved the ground for scholarly discussions on the conscious efforts to foster meaningful teachable moments in learner-centred classrooms.

To understand the teachable moments in hybrid university language teaching and learning environments, it is also important to grasp the shifting landscape in the workplace accelerated by the application of advanced automation technologies. The technological advancement of artificial intelligence has transformed the perception of valuable work and its connection with skills acquired from classroom teaching (see Ackerman, 2008; Carbonell et al., 2013; Spring et al., 2018). In particular, the need for upskilling and reskilling accelerated by the adoption of artificial intelligence in the workplace have impinged the way foreign languages are taught in hybrid classrooms (see Yi & Yin, 2022).

Scholarly research has vastly recognised the significance of self-knowledge acquired through education as a critical instrument for achieving equity and social inclusion (see Archer, 2007; Gale & Tranter, 2011; Gidley et al., 2010; Marginson, 2011). Most of the literature advocate that the attainment of equity and inclusion be attained through institutional efforts (e.g. policy making) and individual endeavours (e.g. teaching and learning). Table 1 illustrates the existing literature on self-knowledge by the level of education, discipline/subject, and country/region.

Table 1. Literature in Self-Knowledge

| Category              | Topic  | Example   |
|-----------------------|--|---|
| By level of education | Higher education and secondary education         | Baleghizadeh & Gordani, 2012                                |
| By discipline/subject | STEM/HASS/EFL education<br>Pedagogy/curriculum   | Bell et al., 2016; Fried, 2007;<br>Yepes et al., 2015;      |
| By country/region     | European countries and<br>non-European countries | Aljuhaish et al., 2022; Shih &<br>Huang, 2020; Zhang, 2010; |

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NB: STEM = Science, Technology, Engineering, and Mathematics; HASS = Humanities, Arts, and Social Sciences; EFL = English as a Foreign Language

From the table above, several gaps can be identified. Theoretically, most of the literature in educational research concentrates on the psychological perspective of self-knowledge under the self-efficacy and self-determination framework in face-to-face classroom environments. Little has been explored about the self-knowledge through the lens of guided self-assessments and group social interaction in hybrid classrooms. Methodologically, most of the existing research takes either a descriptive or prescriptive approach supported by empirical data collected from survey instruments. This study aims to bridge the existing gaps by using both empirical data and quasi-experiment data collected from 22 consenting first-year undergraduates. The conceptual framework of self-knowledge in this study is built upon three pillars, as shown in Figure 1 below.

Figure 1. Conceptual Framework of Self-Knowledge in Hybrid Classrooms



### Learner Personality Psychology

- Instrument: MBTI
- Assessment Method: Guided Self-Assessment
- Theory: Individual Differences



### Social Learning

- Instrument: SWOT
- Assessment Method: Group Interaction
- Theory: Peer Group Learning



### Organisational Learning

- Instrument: Johari's Window
- Assessment Method: Classroom Interaction
- Theory: Learning Organisation

In our framework, the first lens of self-knowledge is constructed on the personality psychological layer, as we acknowledge the differences in the learning style found in individual learners. By using the Myers-Briggs Type Indicator (MBTI) typology, we intend to provide guided in-class assessments for our learners to conduct effective individual personality assessment (see Section 2.1.1). The learning objective of this activity is to foster individual learners' self-knowledge in hybrid classroom environments. The second lens of self-knowledge is built on the social learning layer, as we recognise the significance of teamwork and collaborative learning in the hybrid classroom. By employing the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis framework, we aim to consolidate self-evaluation with group work environments, in which learners can have an in-depth understanding of themselves from group interactions with their peers (see Section 2.1.2). The third lens of self-knowledge is centred around the organisational learning layer, as we identify social learning as a means to cultivate transferrable skills to

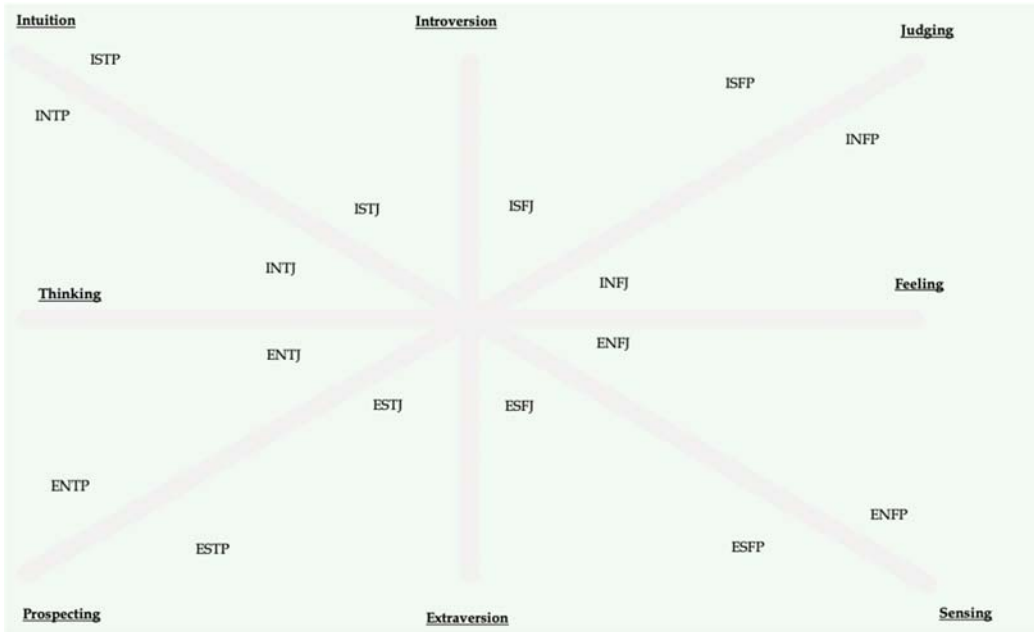
address the future needs of our society. By applying the Johari Window framework, we attempt to engage learners to explore open avenues in their self-knowledge to embrace the challenges of the future workplace (see Section 2.1.3).

### *2.1.1 Individual Assessment: MBTI*

In this section, we focus on the personality psychological lens of self-knowledge. We first introduce the MBTI typology and its 16 personality types in detail. Then we concentrate on the use of MBTI in the teaching experiment design of this study by presenting the learning outcomes, teaching/learning activities, and assessment tasks.

As discussed above, it is ascertained that individual learners experience differently in each teachable moment. To foster the self-knowledge of second language learners, it is important to apply the appropriate framework and instrument to facilitate learners in their self-discovery. Through the lens of personality psychology, the MBTI is a self-report assessment questionnaire indicating various psychological preferences. It reflects how people perceive, experience, and evaluate the world around them. The MBTI typology was first developed by two American psychologists, Katherine Cook Briggs and her daughter Isabel Briggs Myers based on the renowned psychiatrist Carl Jung's influential theory of psychological types published in 1921. Originally, the typology was constructed under four temperaments: meditative, spontaneous, executive, and social. The four types were later marked by four distinctive ways of human experience: intuition, sensation, feeling, and thinking. The four corresponding categories are introversion (I)/extraversion(E), sensing(S)/intuition(I), thinking(T)/feeling(F), judging(J)/perceiving(P). It is proposed that each person has a dominant personality type as one preferred quality from each category. In accordance with four categories, MBTI consists of 16 personality types, as shown in Figure 2 below.

Figure 2. MBTI Types

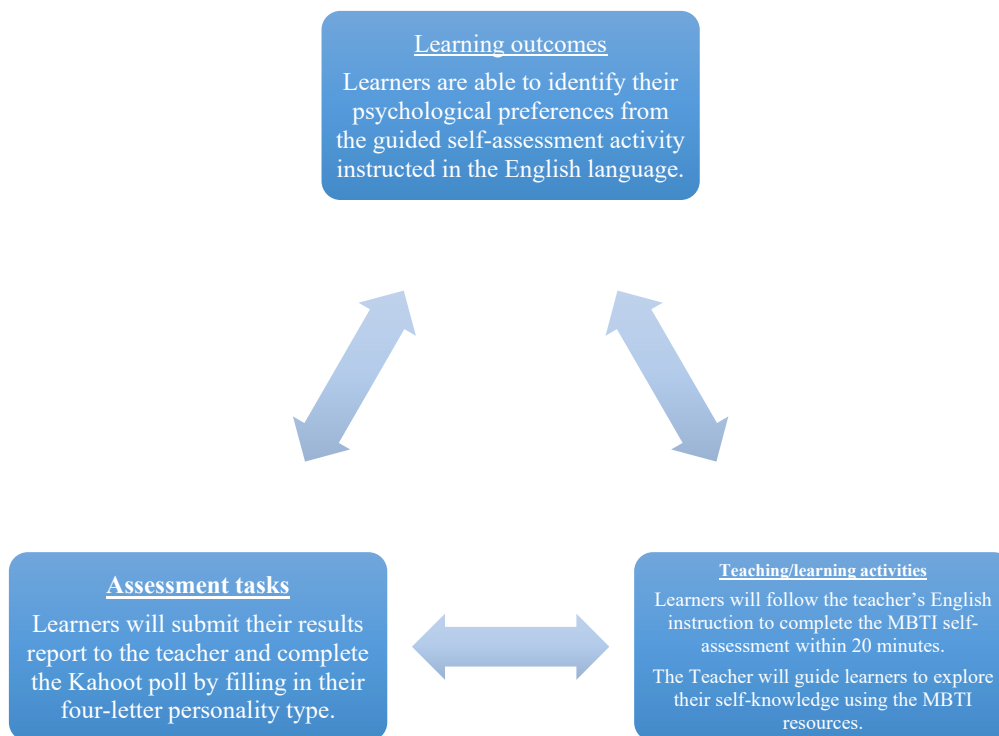


NB: The figure is based on MBTI framework but designed and drawn by the author.

Although the critics question the validity and reliability of the psychological framework, the four scales employed by the MBTI are widely accepted by a wide variety of users worldwide. For the purpose of this study, we integrate the use of MBTI assessment questionnaires that are publicly available on the 16personalities.com website into the didactic practice of hybrid classroom interactions. According to Biggs' constructive alignment framework, the learning outcomes, learning/teaching activities, and assessment tasks are shown in Figure 3 below.

Figure 3. MBTI and Biggs' Constructive Alignment





### 2.1.2 Group Assessment: SWOT

In this section, we concentrate on the social learning lens of self-knowledge. We first present the SWOT analysis model and its four quadrants in detail. Then we discuss the use of SWOT in the teaching experiment by incorporating the learning outcomes, teaching/learning activities, and assessment tasks into our constructive alignment framework.

As discussed above, it is widely acknowledged that peer group learning in higher education is conducive to the cultivation of high order skills such as teamwork, collaboration, creative thinking, problem-solving, and other transferrable skills (see Al-Zahrani, 2015; Collier, 1980; Hoppitt & Laland, 2013; Matthews et al., 2011). Thus, we argue that the social learning aspect can also play a role in constructing self-knowledge through peer group interactive learning environments. According to social learning theorists (see Bandura & Walters, 1963, 1977; Rotter, 1982), learning is a process of acquiring new behaviours through observation, direct instruction, and imitation of others in a social context. Through the lens of social learning, the peer group can

enhance self-awareness and learner engagement through reflective and reciprocal peer group interactions (see Boud et al., 1999; Heikkinen et al., 2012; Kumpulainen & Mutanen, 1999; Stracke, 2010). In the peer group interactions, we use the SWOT analysis model to assist learners in navigating hidden aspects of self-knowledge through group assessments. The SWOT matrix is a 2x2 technique that is widely applied in the context of strategic planning and management to help a person, team, or organisation identify strengths, weaknesses, opportunities, and threats in a certain situation. It comprises both internal and external factors, as shown in Figure 4. In the context of this study, strengths and weaknesses refer to individual learners' internal advantageous and disadvantageous characteristics in comparison with other peers. In contrast, opportunities and threats describe elements in the learning environment that can be exploited or avoided to one's advantage.

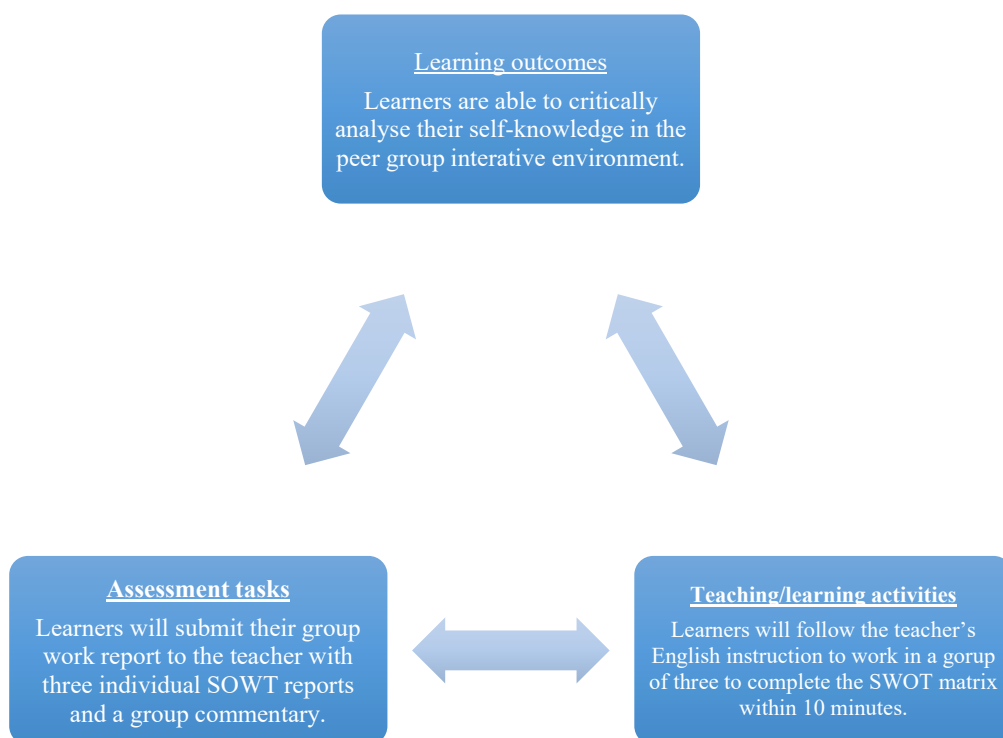
Figure 4. SWOT matrix



Although the framework has been widely used in business education, we

find it relevant to the context of language learning, particularly the common thread shared in the self-discovery process. For the purpose of this study, we include the instructions on the SWOT matrix in the teachers' talk during the hybrid peer group interactions. According to Biggs' constructive alignment framework, the learning outcomes, learning/teaching activities, and assessment tasks are shown in Figure 5 below.

Figure 5. SWOT and Biggs' Constructive Alignment



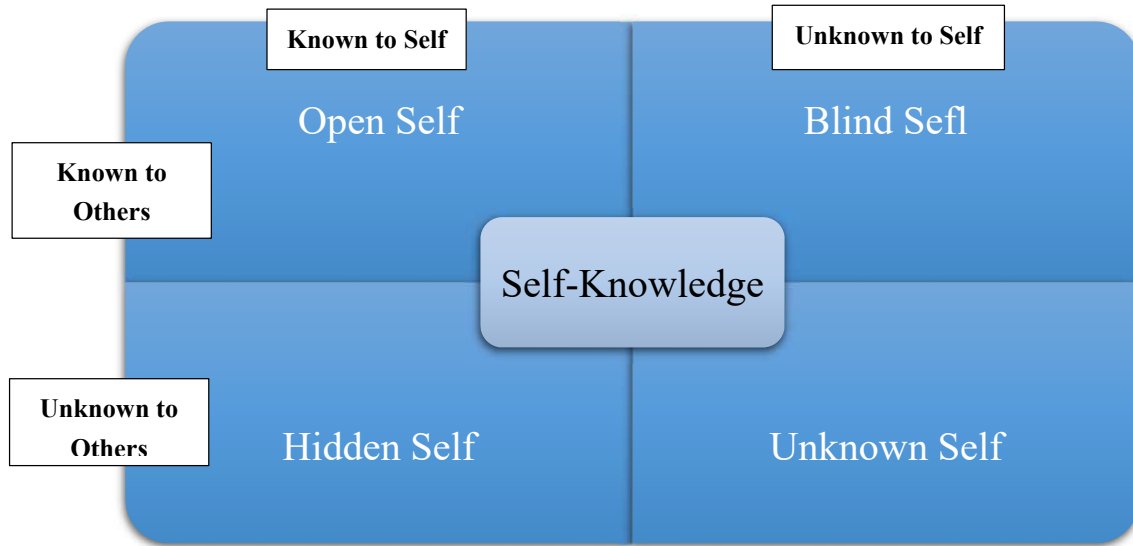
### 2.1.3 Social Interaction: Johari's Window

In this section, we centre around the organisational learning lens of self-knowledge. We first introduce the Johari's Window model and its four arenas in detail. Then we present the use of Johari's Window in the teaching experiment by implementing the learning outcomes, teaching/learning activities, and assessment tasks in our constructive alignment framework.

As discussed above, it is vastly recognised that organisational learning can provide an enabling environment for individuals to transform knowledge into

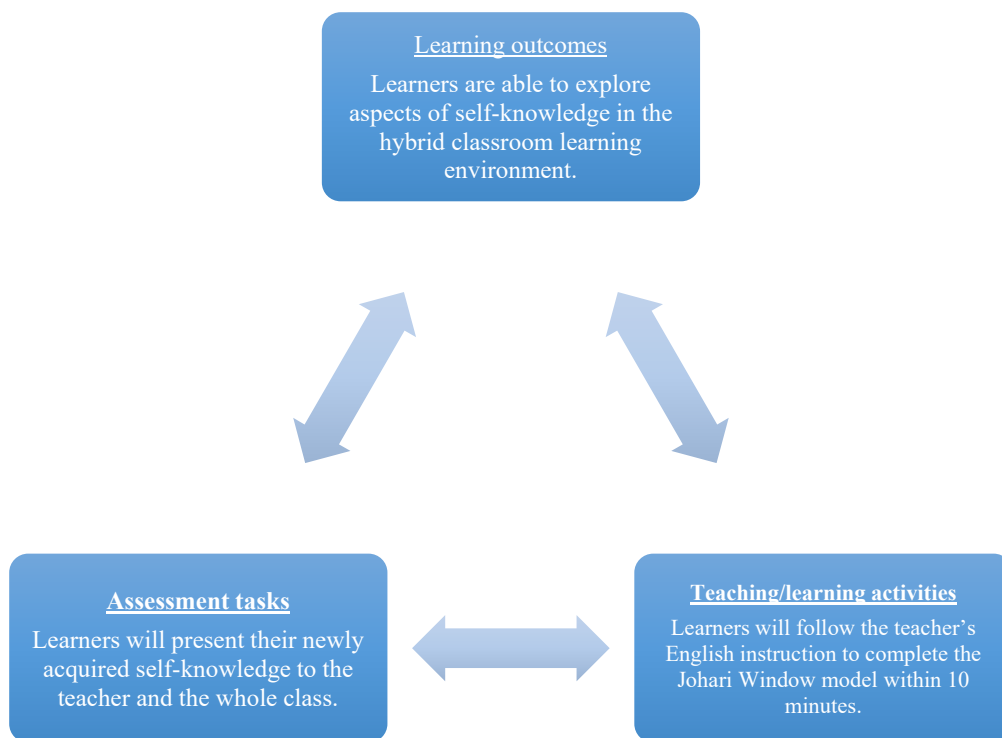
the shared knowledge space within an organisation (see Amin & Cohendet, 2000; Boreham & Morgan, 2004; Drejer, 2000; John, 2002; Mulford & Silins, 2003). In such a view, learning is a process of creating, retaining, and transferring knowledge within an organisation. An organisation is an entity, such as an institution, or an association that comprises one or more people for a common purpose. In the hybrid classroom interaction, we use the Johari's Window model to empower learners to explore the four arenas of self-knowledge through open discussions with the entire class. The Johari's Window is a model devised to help people improve their self-awareness and foster mutual understanding between themselves, others, and the world around them. It was first developed by psychologists Joseph Luft and Harrington Ingham in 1955. The model has been widely applied in organisational communication and management (see Bergquist, 2009; Lim & Jamil, 2013; Lowes, 2020; Oliver & Duncan, 2019). By the knowledge of oneself or others, it comprises four arenas, namely open self, blind self, hidden self, and unknown self. As shown in Figure 6, the open self arena describes the information about you that is known by both you and others. The blind self arena depicts the information about you that is known by others but blind to you. The hidden self arena illustrates the information about you that you hide from others. The unknown self arena demonstrates the information about you that neither you nor others know.

Figure 6. Johari's Window Model



For the purpose of this study, we introduce the four arenas of the Johari Window model to first-year undergraduates who commenced the journey of self-discovery in a second language. Differing from their first language self that is shaped by their family, childhood, and early educational experience, learners have the full agency and autonomy to navigate their self-knowledge in a new language. In the hybrid classroom interaction, our responsibility as educators is to help learners identify their intrinsic motivations and own the process of self-exploration. According to Biggs' constructive alignment framework, the learning outcomes, learning/teaching activities, and assessment tasks are shown in Figure 7 below.

Figure 7. Johari's Window and Biggs' Constructive Alignment



## 2.2 Learner Engagement

In the context of hybrid learning and teaching, a number of studies have touched upon the learner engagement issue in the hybrid space (see Kelly et al., 2005; Linder, 2017; Raes et al., 2020; Shea & Bidjerano, 2009). As denoted by Linder (2017), hybrid education is an alternative way that instructors can ensure learners stay engaged with the content of the course by incorporating online learning communities through synchronous and asynchronous discussions in a wide range of online collaboration methods that encourage learners to interact with course materials, their instructors, and their peers. It encompasses two dimensions: hybrid learning and teaching. Hybrid teaching refers to a method of teaching that utilises technology to create a diversity of learning environments for students. In hybrid classrooms, face-to-face interactions go hand in hand with technology-mediated activities with more proactive space for learning and intentional guidance outside the classroom.

For example, Kelly et al. (2005) compared three learner engagement patterns (e.g. learner-to-learner, learner-to-instructor, and self-engagement) in class sessions across three distinctive instructional methods: lecture, problem-based learning, and team learning in the hybrid space of learning and teaching. The findings reveal that the learner-to-learner engagement in the problem-based learning and team learning is much greater than in the lecture where the dominant pattern of engagement is learner-to-instructor or self-engagement. They thus conclude that the team learning and problem-based learning can foster engagement than the lecture. However, the study has several limitations. Firstly, the research is primarily concerned with the pre-clinical medical training. The subject and discipline differences may implicate the generalisability of the study in the second language acquisition. Secondly, the research only tracks one-year training course with the limited sample size, the results need to be further validated with a larger sample size. Thirdly, the class sessions under the three instructional methods vary in size

and format. The comparability of the teaching methods raises further concerns with the comparability of learner engagement patterns. Shea & Bidjerano (2009) examine the learner engagement issue in the online learning mode in both conceptual and empirical approaches. The study proposes the concept of cognitive presence as a multivariate measure of learning in the Community of Inquiry (Col) framework. Drawing on data collected from 5,000 online learners, they conclude with three forms of presence in the Col framework through an equilibrium model for successful collaborative online learning. However, the research only relies on empirical data and conceptual discussion, without any behavioural data collected from experiment or quasi-experiment design, further studies are required to incorporate the observable learner engagement performance into their proposed framework.

Raes et al. (2020) investigate the hybrid pedagogy and its effectiveness using both empirical and experimental methods. They examined the differences in the learning environments in relation to the learners' intrinsic motivation, achievement, and relatedness. Drawing on the self-determination theory (SDT), empirical data collected from surveys and interviews, and performance data from the experiment, they compare the learner engagement in the face-to-face lecture, remote/virtual lecture, and the mixed/hybrid mode. The results are gathered from quizzes and analysed with a qualitative approach. The findings unveil that the hybrid classroom demonstrates the lowest relatedness to peers and the lowest intrinsic motivation. However, considering the limited scope and sample size, further research is needed to validate the findings by implementing other types of quizzes at various time intervals.

With these gaps in existing studies, we attempt to examine the learner engagement from a microscopic view by means of self-knowledge across self-assessments, group assessments, and class assessments from three lens, namely personality psychology (e.g. individual learner difference), social learning (e.g. peer group interactions), and organisational learning (e.g. class



interactions).

### **3. The Study**

#### **3.1 The Participants**

In total, 22 students participated in the research study. Participants are all first-year undergraduate students enrolled in the Bachelor of Arts in Translation and Interpreting (BTI) programme. For ethical considerations, an information sheet about the teaching demo session detailing the aim, objectives, procedures, and activities included was circulated among the potential participants, together with a consent form. In terms of English proficiency, the participants had a mid-high level score in the English test as part of the National University Entrance Examination (also known as gaokao). The demo session is part of 3-week practicals of their language foundational course in their first-year coursework module, Comprehensive English for Chinese Learners. The foundational language course covers a 16-week teaching period in one semester. The course is one of the mandatory modules for BTI students.

#### **3.2 The Methods**

##### *3.2.1 The Case Study: a 45-minute Teaching Experiment*

The article presents a case study of a standard 45-minute teaching experiment design involving a total of twenty-two first-year undergraduate students in hybrid learning environments. In terms of learner demographics, five who have consented to participate in this teaching session are male, and the remaining 17 students are female. Regarding the hybrid mode, the teaching session is conducted during the covid-19 campus lockdown. In other words, all students have participated in this teaching session by joining the virtual courtroom from their own devices in their rooms. Each dorm consists of four to five students. All male students in this class are located in the same dorm room. In contrast, all female students are allocated to 5 dorms, and the remaining two female students joined remotely from home due to their local covid-19 health

regulations. The teacher connects remotely from a physical classroom.

The name of the course chosen for the case study is Communicative English for Chinese Learners. The course is compulsory for all students enrolled in the language translation and interpreting programmes. The main learning outcome of this module is to enhance the students' English language proficiency and communication competency for specialised translation and interpreting modules at the advanced stage. The teaching period of this course is 16 weeks in both the spring and fall semesters of the first-year programme. Each session is 45 minutes, and 4 class times are scheduled for one semester. Each week is worth two credits so that the entire 16-week course will earn 32 credits per semester.

The physical venue for teaching is located at the English Nations Pavilion of the Global Village within the Jilin International Studies University. Established in 2009, the Global Village consists of two main building complexes: the Global Village and the New Global Village, with a total land area of 3,991 square meters, as shown in Figure 8.

Figure 8. New Global Village, Jilin International Studies University



The Global Village was awarded the World Multicultural Education Center by the UNESCO National Committee in 2013<sup>1</sup>. Endorsed by the Ministry of Education, the International Language and Culture Practice and Teaching Center at Jilin International Studies University has been recognised as a national demonstrative project for language teaching and multicultural communication. Within the complexes, a total of 13 national/regional pavilions are built for multiple purposes, such as educational research (e.g. multicultural and multilingual labs), pedagogical practice (e.g. teaching practicals), national competitions (e.g. national English speech contest and national language interpretation contest), language and interpretation labs (e.g. simultaneous interpreting studio, computer-assisted translation studio, translation workshop), and social club activities (e.g. Model United Nations). The 13 pavilions in the Global Village are the United Nations Pavilion, China Pavilion, Korea Pavilion, Japan Pavilion, Italian Language Village, Portuguese Language Village, Germanic Language Village, Russian Language Village, Spanish Language Village, French Language Village, English Language Village, Arabic Language Village, and African Language Village.

The physical teaching space features a wide array of immersive culture elements, landmark and architecture miniatures, art installations and exhibits, paintings, maps, and marble sculptures. The design philosophy of the teaching facility incorporates both oriental and occidental artistic styles and cultural elements to create a unique simulated cultural experience in the micro-environment. The venue also supports a wide variety of teaching technology and equipment.

The procedures of the teaching session comprise three stages: lead-in, didactic practice, interactions (e.g. group and class), and summary, as shown in Table 2 below.

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<sup>1</sup> See Development in 2013. <http://en.jisu.edu.cn/info/1038/1035.htm>

Table 2. Procedures of 45-Minute Teaching Session

| <b>Stage</b>                   | <b>Activities</b>              | <b>Time Commitments</b> |
|--------------------------------|--------------------------------|-------------------------|
| Lead-in                        | Handouts                       | 2 minutes               |
| Teacher’s talk<br>(10 minutes) | 1. <i>MBTI model.</i>          | 3 minutes               |
|                                | 2. <i>SWOT model.</i>          | 3 minutes               |
|                                | 1. <i>Johari Window model.</i> | 4 minutes               |
| Interaction<br>(30 minutes)    | 1. <i>Self-assessment.</i>     | 15 minutes              |
|                                | 2. <i>Group assessment.</i>    | 10 minutes              |
|                                | 3. <i>Class discussion.</i>    | 10 minutes              |
| Verbal<br>Summary              | 3 <i>group representatives</i> | 3 minutes               |

### 3.2.2 The Survey Instrument

Following the teaching session, participants were asked to complete a post-class survey. The survey consists of five question items: four multiple-choice questions and one open statement, as shown in Table 3 below.

Table 3. Question Items and Research Questions

| <b>Question Items</b> | <b>Theme</b>       | <b>Link to Research Questions</b> |
|-----------------------|--------------------|-----------------------------------|
| #1                    | MBTI               | RQ1 - Self-Knowledge              |
| #2                    | SWOT               |                                   |
| #3                    | Johari Window      |                                   |
| #4                    | Learner Engagement | RQ2 - Learner Engagement          |

The first question invites the students to reflect upon their MBTI self-assessment in relation to the self-knowledge acquired in the second language personality. The second question attempts to elicit the learners’ views on their group interactions. The third question aims at addressing the other two arenas (e.g. the hidden self and the unknown self) that have not

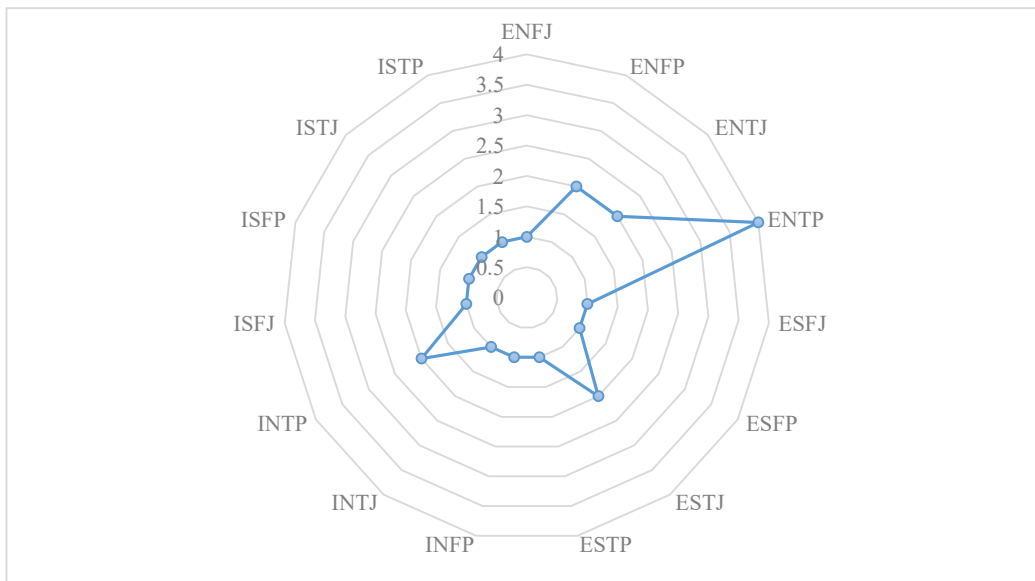
been elucidated through the individual assessment and the group assessment. The last question intends to illuminate the learners' perceptions of their engagement patterns and levels in the teaching session, including the learner-to-learner engagement, learner-to-peer engagement, and learner-to-instructor engagement.

#### 4. Results and Discussions

##### 4.1 Self-Knowledge Through Individual Assessment

In response to Q1, respondents were asked to indicate their self-assessment result of the MBTI personality type by ticking the corresponding option. As shown in Figure 9, the results were rather dispersed. Out of 22 participants, four reported ENTP, the most prevailing personality type in the hybrid classroom. The second most prominent personality types include ENFP (2), ENTJ (2), ESTJ (2), and INTP (2). The other personality types are ENFJ (1), ESFJ (1), ESFP (1), ESTP (1), INFP (1), INTJ (1), ISFJ (1), ISFP (1), ISTJ (1), and ISTP (1).

Figure 9. MBTI Personality Types in the Hybrid Classroom



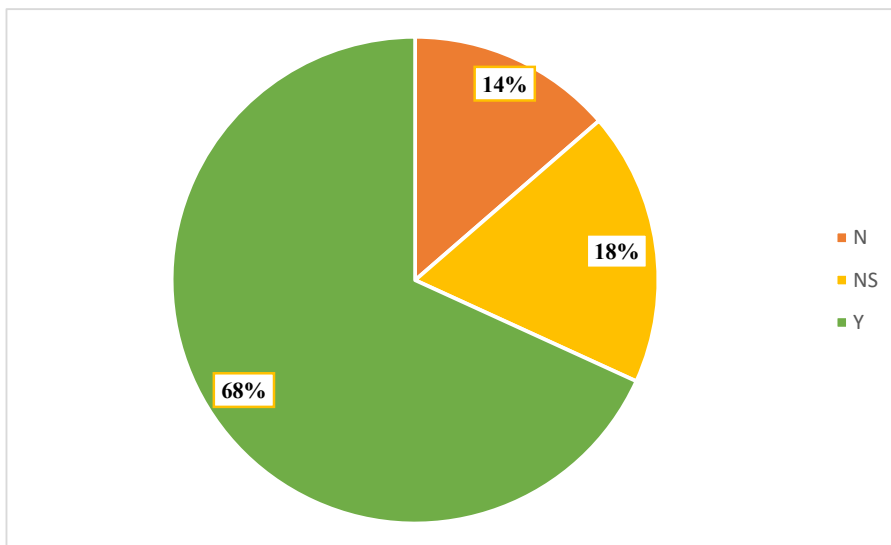
To sum up, in terms of personality type, data from learners'

self-assessment indicate that extraversion (E), intuition (N), thinking (T), and prospecting (P) are prevailing preferences in the hybrid classroom. Regarding pedagogical implications, educators may find it helpful to incorporate more learning activities into the pedagogical design and implement more reflective quizzes to create spaces for self-knowledge search and group interactions.

#### 4.2 Self-Knowledge Through Social Interaction

In response to Q2, respondents were asked to indicate their general perception of the effectiveness of the group assessment result of the SWOT analysis model in their search for self-knowledge. The respondents were instructed to choose “yes” for effective, “no” for not effective, and “not sure” for neutral opinion. As shown in Figure 10, out of 22 participants, 68% deemed the use of SWOT group assessment as effective in the acquisition of self-knowledge, 18% reported neutral, and only 14% held negative views on its effectiveness.

Figure 10. Effectiveness of Group SWOT Assessment for Self-Knowledge



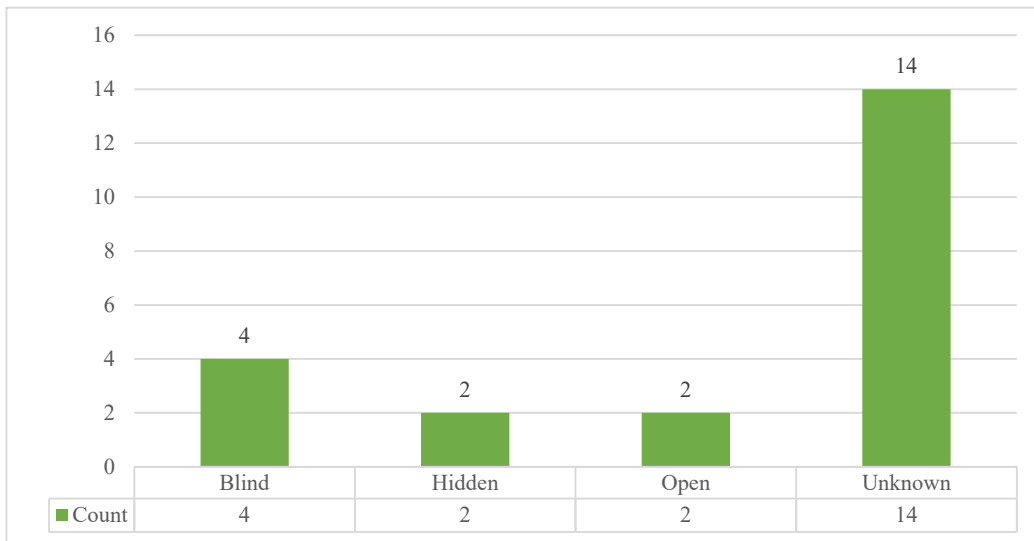
NB: N = Not effective, NS = Not sure, Y = effective.

To sum up, in terms of social learning, data from peer group assessments unveil that more than half of learners find SWOT analysis model effective in achieving self-awareness in the hybrid classroom. Thus, the pedagogical implication for teachers is to create conscious discussion groups with a good mixture of various personality types to increase the peer-to-peer engagement.

#### 4.3 Self-Knowledge Through Classroom Interaction

In response to Q3, respondents were asked to choose from the four arenas in the Johari Window as the area s/he regards as critical for self-knowledge from the classroom interaction. As shown in Figure 11, 14 out of 22 participants expressed their preferences to the “unknown self” arena for critical self-knowledge in the future learning process, followed by four reporting “blind self” arena, two “hidden self” arena, and the rest “open self” arena.

Figure 11. Johari Window Arenas for Self-Knowledge



NB: Count = responses.

To sum up, in terms of organisational learning, data from classroom assessments uncover that over half of learners deem it significant to explore the unknown self arena in the hybrid learning space. In other words, teachers need to make conscious efforts to foster meaningful teaching moments that bring creative and explorative activities together in the learning design.

#### 4.4 Self-Knowledge and Learner Engagement

In response to Q4, respondents were invited to openly reflect upon their self-knowledge search throughout the teaching session. Respondents were asked to use one sentence for summarising their feelings towards the future learning process, linking to Q3. The annotated results are shown in Table 4.



Table 4. Self-Knowledge and Learner Engagement (as exactly as original)

|                         |   |
|-------------------------|---|
| <p>Unknown<br/>(14)</p> | <p>I feel energised about my future learning. (LI)<br/>                 I want to explore more about myself. (LL)<br/>                 I'm motivated to discover another me in a new language. (LL)<br/>                 I want to know more about me when I'm with other people. (LP)<br/>                 I want to see what I can do with my current self. (LL)<br/>                 Future me makes me excited. (LI)<br/>                 I'm thrilled about my future self. (LL)<br/>                 I wish to see more coming. (LI)<br/>                 I WANT TO CHANGE. (LI)<br/>                 New language, new me. (LL)<br/>                 I'm eager to learn. (LI)<br/>                 I wish to continue this lifelong learning journey. (LI)<br/>                 I want to learn more about me, people and world around me. (LP)<br/>                 I wish to meet a new me. (LL)</p> |
| <p>Blind<br/>(4)</p>    | <p>I wish to work on my blind spots and weaknesses. (LL)<br/>                 I can see that people see what I haven't known about myself. (LP)<br/>                 I want to find out what I don't know. (LI)<br/>                 I want to see from others' eyes and improve myself. (LP)</p>   |
| <p>Hidden<br/>(2)</p>   | <p>I want to hide not so good parts of me and always give my best side to others. (LP)<br/>                 I don't want my negative side destroy my progress. (LL)</p>   |
| <p>Open<br/>(2)</p>     | <p>I'm open for options. (LI)<br/>                 I hope I can open up more. (LL)</p>  |

NB: LL = learner-to-learner (LL), learner-to-peer (LP), learner-to-instructor (LI)

As shown in Table 4, the prevailing engagement patterns in the search for the unknown self are LL (6) and LI (6). The top three keywords in learner-to-learner and learner-to-instructor engagement patterns are “more”, “learn”, and “open” by word frequency. In searching for the blind self, the dominant engagement pattern is LP (2), as corroborated by mentions such as “see from others’ eyes”. There is no outweighing engagement pattern in searching for the hidden and open selves. We further code all keywords in the textual data from the survey instrument and calculate the word weight using the Nvivo software. The results are illustrated by the word cloud in Figure 12.

Figure 12. Word Cloud: Learner Engagement Through Self-Knowledge



To sum up, in terms of self-knowledge and learner engagement, our data revealed that learners primarily felt engaged through different patterns of interactions. Therefore, the pedagogical implication for instructors is to give the floor to students and allow more time for students' talk so that they are empowered to freely navigate their second language self through meaningful teachable moments in the hybrid classroom.

## 5. Conclusion

This article dealt with learners' self-knowledge and engagement issues in hybrid classrooms. Using MBTI, SWOT, and Johari Window framework, this

study examined the self-knowledge built through consciously designed teachable moments in hybrid classrooms. To address the research questions, we used the case study method and the survey instrument. In regards to the case study, a 45-minute hybrid teaching session was designed, implemented, and recorded for further qualitative analysis. Twenty-two first-year undergraduates consented and participated in the hybrid teaching session. Following the teaching session, we administered a short survey consisting of three multiple-choice questions and one open-ended question to our participants. The survey was used to elicit the perceptions and views of self-knowledge in relation to learner engagement in hybrid classrooms. Our findings include:

- (1) Learners acquired clearer self-knowledge using the MBTI individual assessment following the classroom instructions.
- (2) Learners filled the gap in their self-knowledge through SWOT group assessment practice.
- (3) Learners reported increased motivation and engagement in the future learning journey, as reflected by the hidden self and the unknown self in the Johari Window assessment and questionnaire data.

Therefore, the findings suggest that self-knowledge has implications for learner engagement. Based on the findings, this article makes the following recommendations for future hybrid classroom practice:

- (1) For educators and teachers, understanding learners' psychology and the capability to purposefully guide students in their search for self-knowledge and identity through individual assessment or social interaction are critical to future learner success.
- (2) For school administrators and policy-makers, the social and organisational aspects of learning in the engagement matrix should be

highlighted so that the learners can thrive academically and professionally in the age of artificial intelligence.

(3) For individual learners and peer groups, opportunities to attend collective learning activities can help foster more holistic self-knowledge and navigate the hidden and the unknown version of self.

Due to the limited scope and sample size of this study, the small-scale qualitative study only reflected the self-knowledge and learner engagement from psychological, social, and organisational learning perspectives. Further studies with a larger sample size are needed. This article intends to shed light on future pedagogical practice in hybrid classrooms.

### **Author's Bio**

Ran teaches the Bachelor of Translation and Interpreting programme at Jilin International Studies University, People's Republic of China. She obtained her Master's degree in Interpreting at Newcastle University (UK). She is also a Level 1 (Advanced) Interpreter/Translator accredited by the Ministry of Human Resources and Social Security with over seven years of professional experience as a full-time interpreter. Inspired by her family in the judiciary, she is interested in practice-informed court interpreting and interpreter education.

### **Acknowledgements**

My gratitude goes to my twenty-two lovely students for their time and participation in this research. Their positive psyche and perky energy will always be one of my fondest memories that give me courage and strength. Although we have twelve years gap in age, we inspire each other and grow together as a community of lifelong learners. Our time together is a keen reminder of the diverse life paths that lead us to each other. This article is also intellectually indebted to the Beginning to Teach programme offered at the University of New South Wales. The programme intends to develop the teaching capabilities of early career educators and higher degree researchers.

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Appendix. Questionnaire Data

| Respondent | #1   | #2 | #3      | #4   |
|------------|------|----|---------|--|
| 1          | INTJ | Y  | Unknown | I feel energised about my future learning.                                     |
| 2          | ENFP | Y  | Unknown | I want to explore more about myself.   |
| 3          | INTP | Y  | Blind   | I wish to work on my blind spots and weaknesses.                               |
| 4          | ENTJ | NS | Unknown | I'm motivated to discover another me in a new language.                        |
| 5          | ESFJ | Y  | Blind   | I can see that people see what I haven't known about myself.                   |
| 6          | ENTP | N  | Unknown | I want to know more about me when I'm with other people.                       |
| 7          | ESFP | Y  | Unknown | I want to see what I can do with my current self.                              |
| 8          | ENFP | NS | Blind   | I want to find out what I don't know.  |
| 9          | ISFJ | Y  | Unknown | Future me makes me excited.  |
| 10         | ENFJ | Y  | Unknown | I'm thrilled about my future self.   |
| 11         | ENTJ | Y  | Unknown | I wish to see more coming.   |
| 12         | ESTP | N  | Unknown | I WANT TO CHANGE.  |
| 13         | INFP | N  | Unknown | New language, new me.  |
| 14         | ISFP | Y  | Hidden  | I want to hide not so good parts of me and always give my best side to others. |
| 15         | ENTP | Y  | Unknown | I'm eager to learn.  |
| 16         | ESTJ | NS | Open    | I'm open for options.  |
| 17         | ISTP | NS | Hidden  | I don't want my negative side destroy my progress.                             |
| 18         | ESTJ | Y  | Blind   | I want to see from others' eyes and improve myself.                            |
| 19         | ENTP | Y  | Unknown | I wish to continue this lifelong learning journey.                             |
| 20         | INTP | Y  | Open    | I hope I can open up more.   |
| 21         | ISTJ | Y  | Unknown | I want to learn more about me, people and world around me.                     |
| 22         | ENTP | Y  | Unknown | I wish to meet a new me.   |