

Blended Learning Approaches in Educational Programs for Children Aged 0-3 and Their Parents

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Abstract—The overall objective of this study is to examine educational programs designed using blended learning models for children aged 0-3 and their parents, thereby revealing the potential of these approaches in early childhood education. To this end, a document review and literature search were conducted. Current studies, projects, and reports were examined. Within this scope, the design, implementation, and results of blended learning programs with parental involvement for the 0-3 age group were evaluated. Common themes and findings were identified using content analysis methods. The review revealed that parental involvement is critically important for the success of blended learning applications in early childhood. It emphasizes that parental guidance and active support are essential in these programs. Programs based on the blended learning model expand educational opportunities by offering families flexibility in terms of space and time. Many studies report that such programs, supported by short and engaging video content, can increase children's motivation, participation in class, and skills in specific developmental areas (e.g., language skills, early mathematics). Programs focusing on parent education have reported significant improvements in families' skills in interacting with their children and in their educational methods. Furthermore, geographical barriers have been overcome with distance learning infrastructure, and parents have been given the opportunity to interact with peers and experts. However, some limitations have been identified in the widespread adoption of blended learning in early childhood. In particular, lack of access to technology and digital literacy can limit the effectiveness of programs. Some studies indicate that, due to low frequency of contact, no meaningful differences in child development are seen in the short term, but that this situation can be overcome by increasing program intensity. In general, it is understood that blended learning models are not yet widespread in learning applications for the 0-3 age group, with distance learning being preferred, but that existing examples have positive effects when implemented in collaboration with families. In conclusion, blended learning approaches implemented with parental involvement during the 0-3 age period can be considered innovative methods that support early childhood development. Current studies indicate that these approaches can strengthen children's motivation to learn and parent-child interaction. In the future, it will be important to reduce digital inequalities, provide parents with user-friendly platforms and guidance, and train educators on these models so

that such programs can reach wider audiences. Furthermore, it is necessary to monitor long-term effects and evaluate the success of the models by adapting them to different cultural contexts. This will enable the sustainable and effective dissemination of technology-supported and family-focused learning models in early childhood education.

Keywords—Blended learning, Parent Education, Flipped learning, Early Childhood

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