A CONCEPTUAL STUDY ON BLENDED LEARNING APPROACH

Dr. Poonam Singh
Associate Professor
Department of Education
Meerut College, Meerut

Abstract

Education is one of the spaces that are encountering remarkable changes because of the progression and utilization of data innovation. Portable what's more e-realizing are as of now working with the educating and learning experience with the utilization of most recent channels and advances. Blended learning is a likely result of cutting-edge innovation-based learning framework. The appeal of blended learning approach lies in the variation of innovation helped learning strategies notwithstanding the existing conventional based learning. With the presentation of innovation, the general learning just as instructing experience is impressively improved by covering negative parts of the conventional methodology. In this paper a blended learning model for advanced education where customary homeroom addresses are upheld through e-learning.

Keywords- *Education, Blended learning, Innovation.*

Introduction

Blended learning is an approach to education that combines online learning materials and opportunities for online interaction with traditional location-based classroom methods. It requires the physical presence of both the teacher and the student, with some element of the student having control over time, space, path, or motion. While students still attend **'brick-and-mortar'** schools with a teacher, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings.

Blended learning is highly context-dependent, so a universal conception of it is difficult. Some reports claim that the lack of consensus on a difficult definition of blended learning has led to difficulties in researching its impact. A well-cited 2013 study broadly defined blended learning as a mixture of online and in-person delivery where the online portion effectively replaces some of the face-to-face contact time, rather than complements. Additionally, a 2015 meta-analysis that looked back at a comprehensive

review of evidence-based research studies historically surrounding blended learning found similarities in defining blended learning as considered a blending of traditional Methods of instruction with online methods of learning, drawing on technology-mediated instruction, where all participants in the learning process are separated by some time difference. The report also found that all of these evidence-based studies concluded that student achievement was higher in blended learning experiences when compared to either fully online or fully face-to-face learning experiences.

Terminology

The terms **'mixed learning'**, **'hybrid learning'**, **'technology-mediated instruction'**, **'web-disciplined instruction',** and **'mixed-mode instruction'** are frequently used in the research literature. Although the concept behind blended learning first developed in the 1960s, the formal terminology to describe it did not take its present form until the late 1990s. The earliest use of the term appears in a 1999 press release, in which Interactive Learning Centers, an Atlanta-based education business, announced a name change to EPIC Learning. The release noted that 'the company currently operates 220 on-line courses, but will begin offering its Internet courseware using the company's blended learning methodology'. The term **'mixed learning'** was initially ambiguous, encompassing a variety of technologies and pedagogical methods in various combinations (some making no use of the technology). In 2006, the term became more concrete with the publication of The First Handbook of Blended Learning by Bonk and Graham. Graham challenged the breadth and ambiguity of the term's definition, and defined **'mixed learning systems'** as teaching systems that **'combine face-to-face instruction with computer-mediated instruction'.** In a report entitled **'Defining Blending Learning',** researcher Norm Friesen suggests that, in its current form, blended learning specifies the range of possibilities by presenting the Internet and digital media with established classroom forms, in which teachers and Teacher's physical co-attendance is required.

History

Technology-based training emerged in the 1960s as an alternative to instructor-led training on mainframes and mini-computers. The major advantage that blending learning

offers is scale, whereas an instructor can only teach so many people. An example is PLATO (Programmed Logic for Automated Learning Operations), a system developed by the University of Illinois and Control Data. Programmed Logic for Automated Learning Operations in particular had a long history of innovation and offered coursework from the elementary level to the college level. Mainframe-based training had several interface limitations that gave way to satellite-based live video in the 1970s. The advantage here was serving people who were not computer literate. The major challenge was the expense required to make this work. In the early 1990s, CD-ROMs emerged as a dominant form of technology-based education delivery as bandwidth via 56k modems was not capable of supporting very high-quality sound and video. The limitation of the CD-ROM was tracking the completion of the coursework, so the Learning Management System emerged as a progress tracking feature. The aviation industry used it to find out how well someone did on courses, how much time was spent and where someone left off. AICC, the Aviation Industry Computer-Based Training Committee, was created in 1988 and companies such as Boeing used CD-ROMs to provide training for personnel. Modern blended learning is delivered online, although CD-ROMs may still be used if a learning management system meets an institution's standards. Some examples of channels through which online blending education can be delivered include webcasting (synchronous and asynchronous) and online video (live and recorded). Khan Academy has been used in classrooms to serve as platforms for blended learning.

Types of blended learning

Although there is no complete consensus on the definition of blended education, specific methods of blended education have been suggested by scholars and researchers. Blended learning is classified into six types.

- Face to face driver - In which teachers deliver their teachings through digital devices.

- Rotation – in which the student studies on the Internet by self-study and face-to-face conduct of the class, following a fixed number of hours.

- Flex - in which the student completes almost his entire study using the Internet and digital resources. The teacher here only contributes and advises.

- Laboratory - in which the student completes almost his entire study in one place using the Internet and digital resources.

- Auto Blend - In which the student revises his course through online means on his own inspiration.

- Online conduct - In which the entire course is taught through online means.

It is important to note that blended learning models can also be mixed together and that many implementations use some, many, or even all of these as dimensions of a larger blended learning strategy. These models are, for the most part, not mutually exclusive.

There are several components that a blended learning model can incorporate, including **'instructor-delivered content, e-learning, webinars, conference calls, live or online.'** Sessions with instructors, and other media and events, for example, face book, e-mail, chat rooms, blogs, podcasting, Twitter, YouTube, Skype and web boards.

Comparison between blended learning and traditional learning

The difference between blended learning and traditional Learning is presented in Table I. Traditional learning is less flexible in terms of class schedule, use of technology and learning experiences while blended Learning is more flexible in terms of class room as well as online teaching.

Table-1

Comparison between blended learning and traditional learning

Characteristic of learning	Blended Learning	Traditional learning
Place	Classroom, home, library (flexible)	classrooms (Not flexible)
Learning Methodology	Offline as well as Online Learning can take place	Offline learning only
Time of learning	Adjustable as per learner choice (Flexible)	Fixed as per the schedule (Not flexible)
Use of Technology	Latest use of technology	Use of technology is not must

Advantages of blended learning

- Blended teaching methods can also make high levels of student achievement more effective than face-to-face learning.

- Using a combination of digital instruction and one-on-one face time, students can work with new concepts of their own which frees up teachers to communicate and support individual students who need individualized attention.

- Proponents of blended learning argue that the inclusion of **'asynchronous Internet communication technology'** in higher education curricula serves to **'facilitate a simultaneous independent and collaborative learning experience'**.

- This incorporation is a major contributor to student satisfaction and success in such courses. The use of information and communication technologies has been found to improve students' attitudes towards learning.

- By incorporating information technology into classroom projects, communication between lecturers and part-time students has been improved, and students were able to better assess their understanding of course material through the use of **'computer-based qualitative and quantitative assessment modules'.**

- Blended learning also has the potential to reduce educational expenses, although some dispute that blended learning is less expensive than traditional classroom learning.

- Blended learning can cost less by placing classes online and it essentially replaces costly textbooks with electronic devices that students often bring themselves into the classroom.

- E-textbooks, which can be accessed digitally, can also help in reducing the textbook budget. Proponents of blended learning cite data collection and the opportunity for optimization of learning and assessment as two major advantages of this approach.

- Blended learning often includes software that automatically collects student data and measures academic progress, providing detailed student data to teachers, students and parents. Tests are often performed automatically, providing instantaneous feedback.

- Student login and work hours are also measured to ensure accountability. Schools with blended learning programs can also select real resources to promote student achievement outcomes.

- Students with special talents or interests outside the available curriculum use educational technology to advance their skills or overcome grade restrictions.

- Blended learning allows for individualized learning, replacing the model where one teacher stands at the front of the classroom and everyone is expected to be at the same pace.

- **'Blended learning allows students to work at their own pace, making sure they fully understand new concepts before moving on.'** In a classroom environment that

naturally incorporates blended learning, learning requires learners to demonstrate greater autonomy, self-regulation, and independence.

- If teachers provide a form of initial program orientation before introducing blended learning strategies, this can prepare students to feel better navigating the different components and develop a strong sense of independence.

- A learning management system, or federation of systems, helps develop a better experience for an online community where discussions can take place. Better support will be organized for the students.

- This virtual learning environment helps to connect professors with students without being physically present, thus creating a **'virtual café'.** Many schools use this online tool for online classes, class work, question and answer forums, and other school-related tasks. Blended learning brought positive results from the online community.

- The benefits of blended learning depend on the quality of the programs being implemented. Some indicators of excellent blended learning programs are **'facilitating student learning, communicating ideas effectively, showing interest in learning, organizing effectively, showing respect for students, and evaluating progress fairly'.**

Disadvantages of blended learning

- Unless successfully planned and executed, blended learning can have disadvantages in the technical aspects as it has a strong reliance on the technical resources or tools with which to deliver the blended learning experience.

- These tools need to be reliable, easy to use and up to date in order to have a meaningful impact on the learning experience. IT literacy can act as a significant barrier for the students. The availability of course material, high quality technical support, is paramount.

- Another aspect of blended learning that can be challenging is group work due to difficulties with management in an online setting. The use of lecture recording technologies reportedly can result in students falling behind on material.

- From a teacher's perspective, most recently, it has been noted that it is more time-consuming (and therefore more costly) to provide effective feedback, compared to traditional (e.g., paper-based) assessments using electronic media, using e-learning

platforms can be more time-consuming than traditional methods and may also come with new costs as e-learning platforms and service providers may charge user fees from teachers.

- Another important issue is access to network infrastructure. Although the digital divide is narrowing as the Internet becomes more widespread, many students do not have widespread and ubiquitous access to the Internet – even in their classrooms. Any attempt to incorporate blended learning strategies into an organization's educational strategy is essential to this. This is why learning centers are built with good Wi-Fi connections to ensure that.

Conclusion

Blended learning upholds more adaptable, intuitive, productive, open, and shifted learning experience for both educator and their understudies. The appeal of blended learning approach lies in the transformation of innovation supported learning strategies notwithstanding the current customary based learning. Evaluation is an exceptionally fundamental device for deciding the understudy's information for the subject they selected at any degrees of instruction. Blended learning procedures give educates to convey the talk as well as evaluate understudy getting the hang of utilizing imaginative and inventive strategies.

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