



A Study on Importance and Concept of Blended Learning

Parekh Archana Pratapray

Assistant Professor

Shree Mirambika B.Ed College

Rajkot, Gujarat

Abstract:

Blended learning is a method of teaching that combines online educational materials and opportunities for online interaction with traditional in-person classroom methods. It necessitates the physical presence of both the teacher and the student, as well as some student control over time, place, path, or pace. While students continue to attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with computer-mediated content and delivery activities. In professional development and training settings, blended learning is also used. Blended learning enables students to learn at their own pace and at their own level of ability. Learning is no longer limited to a physical classroom by incorporating a virtual environment. Learning can take place over long periods of time, in bits and pieces, from home, a coffee shop, or during a lunch break, depending on your schedule. Blended learning allows for greater flexibility because it allows for learning at any time and from any location. It eliminates the need for students to attend class, allowing for a greater geographical reach. This is advantageous for students who are unable to attend class at set times each day or week. Learners with young children, full-time jobs, physical disabilities, or who live in different cities may fall into this category.

The primary goal of this paper is to study and analyse the available literature on blended learning in order to understand how it has been studied and evaluated by various authors working in this field. The current literature focuses on the significance and concept of blended learning. This paper focuses on the current state of Blended Learning and its prospects for the future. Data must be gathered from a variety of sources, including books, journals, websites, and newspapers. It delves into the main issues surrounding the adoption of Blended Learning techniques and practises.

Keywords: Blended Learning, Education, Internet, Technology, Teacher and Students.

INTRODUCTION

Blended learning is defined as a formal education programme in which a student learns: at least in part through online learning, with some factor of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the techniques and methods along each student's learning path within a course or subject are linked to provide a comprehensive learning experience.



There are three main delivery modes for blended learning: face-to-face, flexible, and distance learning. Importantly, learning technology is applicable to all three modes; technology can be used to: enhance traditional face-to-face teaching; and improve current flexible forms of delivery. Increase the social presence and engagement of students studying from a distance. Technology can be used in each mode of delivery to combine the best of traditional teaching with online forms of learning.

BLENDED LEARNING MODELS

The majority of blended-learning programmes follow one of four models: rotation, flexibility, A La Carte, or Enriched Virtual. Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation are the four sub-models of the Rotation model.

1. A rotation model is a course or subject in which students rotate between learning methods, at least one of which is online learning, on a set schedule or at the discretion of the teacher. Activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments are examples of other methods. Except for any homework assignments, students learn primarily on the physical campus.

- **Station Rotation:** a course or subject in which students apply the Rotation model within the confines of a single classroom or group of classrooms. The Station Rotation model differs from the Individual Rotation model in that students rotate through all stations, not just those on their personalised schedules.
- **Lab Rotation:** a course or subject in which students rotate to a computer lab for online learning.
- **Flipped Classroom:** a course or subject in which students participate in online learning off-site in lieu of traditional homework and then return to the traditional school for face-to-face, teacher-guided practise or projects. The primary mode of content and instruction delivery is online, which distinguishes a Flipped Classroom from students who simply do homework practises online at night.
- **Individual Rotation:** a course or subject in which each student has their own playlist and does not necessarily rotate to every available station or modality. Individual student schedules are created by an algorithm or by a teacher(s).

2. Flex model: a course or subject in which online learning is the foundation of student learning, even if it occasionally directs students to offline activities. Students follow an individually tailored, fluid schedule that alternates between learning modalities. Except for any homework assignments, the teacher of record is on-site, and students learn primarily on the brick-and-mortar campus. Face-to-face support is provided on an as-needed basis by the teacher of record or other adults through activities such as small-group instruction, group projects, and individual tutoring. Some implementations have a lot of face-to-face support, while others have very little. Some Flex models, for example, may have face-to-face certified



teachers who supplement online learning on a daily basis, whereas others may have little face-to-face enrichment.

3. A La Carte model: a course that a student takes entirely online to supplement other experiences at a traditional school or learning centre. The online teacher is the official teacher for the A La Carte course. Students can take the A La Carte course on-campus or off-campus. This differs from full-time online learning in that it does not involve the entire school. Some courses are offered a la carte, while others are offered face-to-face on a physical campus.

4. Enriched Virtual model: a course or subject in which students are required to attend face-to-face learning sessions with their teacher of record and then are free to complete the remainder of their coursework remotely from the face-to-face teacher. When students are dispersed, online learning is the backbone of their education. In most cases, the same person serves as both the online and face-to-face teacher. Many Enriched Virtual programmes began as full-time online schools and then evolved into blended programmes to provide students with traditional classroom experiences. The Enriched Virtual model differs from the Flipped Classroom model in that students rarely meet face-to-face with their teachers every weekday in Enriched Virtual programmes.

OBJECTIVE OF THE STUDY

The current study's goal is to examine the following:

- Explain the significance of blended learning; and
- Examine the concept, need, challenges, and trends of blended learning.

RESEARCH METHODOLOGY

The study relied heavily on secondary data and information gleaned from books, published works, and reports.

IMPORTANCE OF BLENDED LEARNING

Blended learning is important because it breaks down traditional teaching walls, which do not work for all students. But now that we have access to modern technologies and resources, we can personalize the learning experience for each student. Blended learning provides flexible time frames that can be tailored to each individual, allowing them to learn at their own pace.

Blended learning is the use of technology to facilitate live interaction between a teacher and a student. This type of learning allows students and teachers to be more flexible. Through the use of blended tools, students can benefit from personalized learning that is tailored to their study plan. Teachers can interact with students more effectively by tracking their progress and providing immediate feedback.



Blended learning enables students to personalise their learning experiences by utilising tools outside of the classroom. Learners can identify areas that require additional attention and tailor their learning schedule to accommodate this. Teachers can also improve their lessons by incorporating blended learning methods. This is a more modern method of teaching that can improve a student's training experience.

This type of education prepares students to work in digital-based jobs that necessitate technological proficiency.

Blended learning also benefits the teacher in other ways, such as:

- Students who are more engaged
- Good knowledge and feedback on work
- Team teaching
- More time with students
- More leadership roles
- Focus on deeper learning
- New options for teaching at home
- Increased earning power
- Individualized skilful development plans

Improved Teaching Conditions

Blended learning deconstructs the traditional bricks-and-mortar approach to education, which can improve conditions such as:

- Isolation has been reduced.
- More possibilities for collaboration
- Professional growth that is meaningful
- Improved data from students Time management
- Role-differentiation

CONCEPT OF BLENDED LEARNING

There are three main modes of delivery: face-to-face, flexible, and distance learning. Importantly, learning technology is applicable to all three modes; technology can be used to:

- Enrich traditional face-to-face teaching; and enhance existing flexible forms of delivery.
- Increase the social presence and engagement of students studying from a distance.

Technology can be used in each mode of delivery to combine the best of traditional teaching with online forms of learning.

Learning technology is not a singular entity that can be used for a variety of purposes. Keeping this in mind, we describe the concept of blended learning.



Blended learning refers to an educational setting in which learning is delivered both online and in person.

FEATURES OF BLENDED LEARNING

- Blended learning is adaptable.
- Blended learning works well.
- Blended learning has a broader reach.
- Collaboration is possible with blended learning.
- Blended learning allows for personalised learning.
- Tracking and reporting are possible with blended learning.

ADVANTAGES OF BLENDED LEARNING

- It has the potential to keep students focused for longer periods of time.
- It increases students' motivation to learn.
- It allows students to study at their own pace.
- It helps students prepare for the future.

DISADVANTAGES OF BLENDED LEARNING

- Of course, there are some perceived negative aspects to using technology in the classroom, such as abusing internet privileges for non-school related activities.
- However, in most cases, the advantages outweigh the disadvantages.
- The best way to avoid any negative consequences of technology integration and implementation is to ensure that teachers and students are trained on
- Teachers should always understand how and why their students use technology, and they should monitor student activities to the best of their abilities.

IMPLICATIONS OF BLENDED LEARNING

- Give students more time flexibility and better learning outcomes.
- Increase student engagement through increased student-teacher interaction
- Allow for continuous course improvement
- Improve an institution's reputation
- Expand access to educational offerings
- Acquire more technological literacy and confidence in using new technologies
- Improve communication between teachers and students

BLENDED LEARNING TRENDS

Video: According to a recent study, today's employees are 75 percent more likely to watch a video than to read emails, documents, or web articles. With the availability of high-quality



cameras and inexpensive, less-sophisticated video-editing tools, any teams can create, edit, and add more video training to their initiatives.

Micro Learning: As learners deal with increasing time crunches and shortening attention spans, the days of the e-learning module that requires one hour or more to complete will come to an end. Modules will be shorter, more focused, and include regular challenges to keep learners engaged.

Mobile Learning: Learners face yet another challenge: lives that are more and more “on-the-go.” To accommodate them, tools such as Learning Management Systems and e-learning need to be available on smart phones and tablets. As an increasing number of LMS and authoring tools create content with responsive design, learners will be able to access content anywhere and anytime a laptop is not a viable option.

Curation: Curation – gathering, filtering, and re-purposing existing content to add value – will rise. While this approach is common already with reading materials, the practice will accelerate with other forms of content such as videos. This will help any teams create a modern and holistic set of learning content more quickly. In some cases, spending the time and expense to develop a new video will make less sense than taking one from YouTube.

“If you say ‘e-learning’ again, I’m going to have to ask you to leave.”: In the minds of learners, the term “e-learning” has almost become an obscenity, a term synonymous with long, boring, and ineffective modules that learners are tempted to simply click through in order to complete. What we think of as e-learning will continue to evolve while users and suppliers use new terms such as “online learning,” “digital performance enablement,” and the aforementioned “micro learning” and “mobile learning.” A term such as “e-learning” is much broader than it was just a few years ago and there will be a general mindset shift to modernize learning design.

Assessment, Measurement, and Practical Application: Today, under increasing pressure to demonstrate a return on investment in learning initiatives. Therefore, more attention will be paid to assessing the needs of learners, identifying Key Performance Indicators, and measuring the actual impact of learning initiatives on learner performance and quantifiable business results. There will also be increased emphasis on the acquisition or development of tools that learners can use on-the-job to support practical application.

Business Simulations: Business simulations are recognized as a way to emulate the 70% percent of learning that occurs on-the-job by creating a risk-free environment for learners to practice concepts and adopt new behaviors. When appropriate, designers will integrate simulations into corporate learning and development initiatives more often.

FUTURE OF BLENDED LEARNING

Blended learning environments (BLEs) hold great promise for the future of higher education and corporate training. With the increased availability of technology and network access over the last decade, the use of BLEs has steadily increased. However, the amount of



research done on the design and use of BLEs has been relatively small, and more research is required. Research is particularly needed to assist instructors in understanding the strengths and weaknesses of methods used in face-to-face (F2F) and computer-mediated (CM) instructional environments, as well as how to appropriately combine both types of instruction.

CONCLUSION

Blended Learning Environments have the potential to be an important part of the future of both higher education and corporate training. With the increased availability of technology and network access over the last decade, the use of Blended Learning Environments has steadily grown.

It provides students with time flexibility and improved learning outcomes. Blended learning provides an open path for many students to overcome physical and cultural barriers in education. By learning to use technology in the classroom, both teachers and students will develop skills necessary for the twenty-first century.

More importantly, students will learn critical thinking and workplace skills that will help them succeed in the future.

Education is no longer just about memorizing facts and figures; it is also about working with others, solving complex problems, developing various forms of communication and leadership skills, and increasing motivation and productivity. Despite initial obstacles and challenges, the future of blended learning adoption in developing countries such as India appears bright. In fact, if current growth rates continue, India may soon overtake Western countries in terms of blended learning adoption.

The most difficult aspect of implementing blended learning in higher education is the time commitment. According to estimates, planning and developing a blended learning course for a large number of people typically takes two to three times the time required to develop a similar course in a traditional format.

REFERENCES

- https://en.wikipedia.org/wiki/Blended_learning
- Learning that is blended. http://edutechwiki.unige.ch/en/blended_learning
- BLENDED LEARNING: EVERYTHING YOU EVER WANTED TO KNOW; 05th January 2019 by PARVATHY JAYAKRISHNAN - <https://www.scoonews.com/news/everything-you-need-to-know-about-blended-learning>
- What-When-How: The Advantages and Difficulties of Blended Learning Environments
- <http://what-when-how.com/information-science-and-technology/benefits-and-challenges-of-blended-learning-environments/>
- Blended Learning Advantages: <https://www.teachthought.com/technology/blended-learning-advantages/>



Publishing URL: <https://www.researchreviewonline.com/issues/volume-8-issue-105-january-2022/RRJ549046>

- Blended learning concept: [https://flexiblelearning.auckland.ac.nz/learning technologies online/5/1/html/course files/4 1.html](https://flexiblelearning.auckland.ac.nz/learning_technologies_online/5/1/html/course_files/4_1.html)
- The Need for Blended Learning in the Indian Educational System - <http://www.besonline.in/blog/the-need-for-blended-learning-in-the-indian-education-system/>
- N. D. Vaughan (2007). Blended learning perspectives in higher education. 6(1), International Journal of Blended Learning (pp. 81-94).
- The Teacher's Role in the Blended Learning Classroom - www.edgenuity.com
- Blended Learning Model Teaching and Teacher - <http://www.google.com>