TRANSFORMATION IN QUALITY HIGHER EDUCATION WITH RESPECT TO BLENDED LEARNING & FLIPPED LEARNING

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Abstract

Over the years, the vast development of video technologies has been incremental rise in new e-learning practices across all levels of the education spectrum and after COVID-19 the education was totally dependent on E-learning. While there are tons of e-learning models being tried around the globe, only two have seemingly managed to gain as much media attention and attraction in the education industry. Blended learning and flipped classroom are two alternative learning pedagogies that satisfy the twenty first century teach-savvy learners who would prefer active participation to passive listening while learning. Traditional classroom does not suit the present day generation of students who are not interested in print text books as the sole medium of learning. Western universities offer a no. of online courses that individual students across the world can complete according to their own pace. After COVID -19 it is necessary for India also to develop their E-learning.

Although the terms blended learning and flipped classroom are presented with different meanings they actually have much in common. Blended learning is an educational strategy which combines the traditional classroom with online activities and finds its best application in flipped classroom where the responsibility for the teaching process is somehow transferred to that of the students who have direct access to the contents of the lessons before going to the school. This article explores the strengths and limitations of these approaches to teaching and learning of English as second language in the multilingual Indian context.

Keywords: Blended Learning, Flipped Classroom.

Introduction

Blended learning is becoming increasingly relevant in teaching. It is a new methodology which includes online and face to face modalities. The two approaches integrate and mix each other, blended and enhancing a positive learning environment. This education strategy combines the traditional class with computer-meditated activity. Through the use of tablets, smart phones, and other technological devices which catch students interest more effectively than simple face to face or online lessons.

The flipped classroom is a pedagogical model that reserves the traditional educational model by delivering the lecture content online outside of class and spending class time on practical application assignments. It is becoming a popular approach not only in K-12 and in higher education but also among librarians who teach information literacy.

Though it sometimes hard to determine the difference between blended and flipped learning, here is the easiest way to understand the differences between blended and flipped learning. Blended learning is the collaboration between in class or face to face education with online learning and other course components.

In contrast, flipped classrooms are when the instructors create courses, texts, or lectures that are watched or read at a student's own pace, and in class teaching assists in practicing the concepts learned in the videos or other course materials.

Review of Literature

Blended learning has resulted in various similar definitions in literature as it emerged as an interesting research topic. It can be defined as the "use of technology with face to face teaching" (Torrisi - Steele & Drew 2013) as well as a "thoughtful integration of classroom face to face learning experiences". (Garrison & Kanuka, 2004). The same authors continue that complexity can rise from it designs and the fact that blended learning can be applied to various contexts. The blended learning model covered in this paper has the goal to enhance learning processes and ultimately increase retention of acquired knowledge as well as engage learners and fulfill their various learning needs and preferences. Brain Tomilson and Claire Whaittaker (2013) have edited twenty real case studies from around the the world on Blended Learning under five themes, such as English for academic purposes, teacher development, English for specific purposes and English as a foreign language /General English Shank (2007) has explored 95 ways to enhance blended learning learning under 10 themes:

1. Ideas for supporting learners and learning.
2. Ideas for making collaboration.
3. Ideas for making discussion work.

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4. Ideas for self-directed and asynchronous activities.
5. Ideas for synchronous activities.
6. Ideas for self check activities and assessment.
7. Ideas for the design and development process
8. Ideas for navigation and usability.
9. Ideas for creative design.
10. Ideas for creative media.

Flipped Classroom

The flipped classroom is just one of the latest e-learning models which has made its way into classroom around the world. The pedagogical model sets up to reserve the role of teaching with homework, where by students would typically digest new educational content outside the classroom. Teachers would then use their classroom sessions to allow students to apply the information learned through a series of practical assignments.

The flipped classroom known as flipped learning was introduced by Jon Bergmann and Aaron Sams back in 2007 and has seen an alluring adoption rate by teachers and institutions alike. The flipped classroom was pioneered to represent a new modern educational system that focuses on how to get the best out of students by adhering to their social habits.

How to create a successful flipped classroom strategy

Flipping the classroom requires the use of web-enabled strategies which free up class time to allow teachers to spend more time guiding their students rather than lecturing them. Like the balanced learning approach, the flipped classroom is a model that has been adapted accordingly to meet the teacher's requirements and the student's needs. While there is not one standard process to successfully flipping the classroom, most educators tend to follow a series of 5 steps:-

1 Define your scope and objectives

The first step for any educator looking to flip the classroom successfully is to have a well-defined scope. Collect at all the educational content that you have for the semester and start breaking it down into relevant sub -topics. Your sub topics will essentially transform into your video lessons .Every lesson plan should be followed by some form of assignment to make sure that the students have actually understood the educational content?

2 Create your educational content

Unlike in a blended learning classroom, the flipped classroom requires some sort of educational content to be created and distributed for the students to learn away from the classroom?

3 Construct in -class activities that spark pre -class engagement

After your students have watched the educational material, you need to ensure that they understand it.

A good way of stimulating further learning around each topic is to have a set of tasks at the end of each video lesson this can take the form of puzzles, questions, summaries or further research.

4 Prepare in -class activities for students to apply their knowledge

In a flipped classroom it's enough for your students to be familiar with the provided educational content; they need to know how to apply it. Dedicate the first 10 minutes re-caping the content show in the previous video lessons, then focus on engaging your students with an active learning strategy. Debates, groups assignments, and individuals projects are just a few of the activities that can use.

5 Ongoing Evaluations

The end goal is to have your student's progress, as a direct result of the introduction of the flipped classroom model. Have both summative and formative assessments in place throughout the year to track student's academic progress?
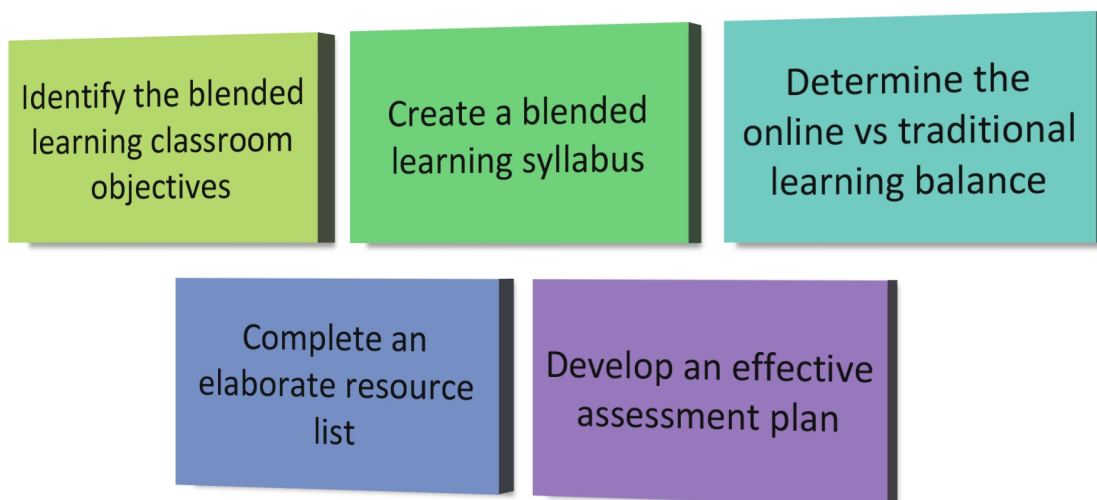
What is Blended Learning?

Blended learning, on the other hand, involves both online learning as well as in a brick -and -mortar location. In a blended learning classroom, both online and traditional methods are utilized to provide a more effective learning experience for the students. Teacher would typically online learning components such as educational videos, games, online learning material and podcasts.

Unlike in a flipped classroom, the online material does not replace any face -to -face teaching ,but rather is used as additional support. For example ,a teacher might instruct their students to watch an additional video lesson or engage in a podcast to broaden their understanding of the topic. Blended learning is designed to have the two modalities, online and traditional, complement each other.

How to create a successful blended learning strategy

Teachers and institutions have praised blended learning for its role in implementing a synchronous learning strategy while allowing students to learn at their own pace through online techniques that form part of an asynchronous learning strategy. However as many teachers have experienced, simply combining two complex components is not always going to give you the desired results that you are after instead a comprehensive blended strategy needs to be devised and implemented. Below are five key features that will help any educator successfully introduce blended learning into their classroom.

Identify the blended learning classroom objectives

Create a blended learning syllabus

Determine the online vs traditional learning balance

Complete an elaborate resource list

Develop an effective assessment plan

1 Identify the blended learning classroom objectives

One of the core features of any form of effective learning is having the aims and objectives clearly defined before dividing into any practical part. The success factor of any blended learning strategy is detrimental to your ability to plan ahead. Ask yourself:

- What skills do I want my students to acquire?

- How can blended learning classroom help to achieve the acquisition of these skills?
- What topics will the syllabus cover?
- Are there any learning tools or effective learning models that can contribute to delivering the educational content?
- Think of your objectives as your learning blueprint. It will help guide you through the course and make you stick to your carefully constructed plan.

2 Create a blended learning syllabus

The next step is to expand on your blended learning syllabus. When creating your course outline look beyond your selected topics. Identify the learning objectives from each topic, the form of assessment in place, the type of educational content to be utilized, as well as the deadlines and requirements that you expect your students to meet.

3 Determine the online vs. traditional learning balance

In any blended learning classroom, you need to identify the balance between e-learning practices and traditional learning it's important that any educator looking to implement the blended learning approach in their classroom determines the balance beforehand as its likely going to dictate the general direction of your classroom sessions and over all syllabus? As a general tip break your syllabus down into topics. In each topic determine how the educational content will be effectively delivered and whether your students should explore it further through synchronous or asynchronous activities.

4 Compile an elaborate resource list

One of the main reasons that the blended learning approach has grown in popularity is due to the abundance of supplemental resources available to the students. Where some students may struggle to cope with a certain subject, provide extensive articles or external sites for them to read their own time to further grasp the subject .For students who have excelled, provide more informative resources to expand their knowledge.

5 Develop an effective assessment plan

The blended learning approach should continuously adapt based on your gathered feedback. Conduct surveys and interviews to understand how your students are progressing?

Conclusion

All things considered, the main objectives to be reached in a blended learning could consist of teaching students to make the most out of the new communication networks and increasing availability of educational resources. Beside this methodology enhances the student's interest and provides them with learning autonomy: it enables students to learn at their own pace and prepare them for future. Even though online and face interactions are used alongside each other in Blended learning and are more differentiated in a flipped classroom they both aim at developing foundational literacy ,competencies and character

qualities which are required by the 21st century students.

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