

BLENDED TEACHING LEARNING ENVIRONMENT

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Abstract

This paper explained how can blended learning improvise and bring out transformation in higher education. This paper also presents how to create better blended learning. The paper shares strategies for blended learning in the way that it enhanced teacher-students interaction, improved teacher-students outcome and more flexible teaching and it involves the right person with your online courses and also planned crafting, increased opportunities. The paper concludes that these strategies help the participants both teacher and students and make easier blended learning.

Keywords: Blended Learning, Teaching-learning, Technology.

Introduction

Blended learning habitually surrounded by both researchers and practitioners. So, what do you mean by blended learning? What, how, and why we are blending? Blended means mixture of two or more different things. So as well blended learning simply requires two or more things that can be merged. In a critical review, Oliver and Trigwell (2002) contend that anything can be regarded as blended learning. It appears based on the results of study, that its implementations and students have quite positive opinions on blended learning. However, opinions on blended learning methods are also positive.

The blended learning term was originated in late 1990s (EPIC Learning 2013). While much of debate some of scholars showed their interest in blended learning, who were (e.g., Driscoll (2002), Morrison (2003), Oliver and Trigwell (2005), Graham (2006).

In this paper, definitions of blended learning, their functions, merits and demerits, implications are discussed. This paper gives attention on how blended learning is defined and it helps to understand what blended learning is and what it is not. Firstly, few influential definitions of blended learning are discussed and then functions, merits and demerits and then some recommendations for improving blended learning. And at the end, conclusion of this research paper.

Definitions of Blended Learning

The simple definition of Blended learning, that combine online education and face to face

experiences. There are few definitions of blended learning, first definition by Margaret Driscoll (2002), he defines blended learning, “to combine any form of instructional technology (e.g., videotape, CD ROM, web-based training, film) with face to face instructional training.”

Gary Harriman replica this definition of Driscoll (2002), it indicated in his article, “What is blended learning” (2004). Dr. Driscoll identifies blended learning in four different concepts to define. This paper gives light on Driscoll second definition, “to combine various pedagogical approaches (e.g., constructivism, behaviorism, cognitivism) to produce an optimal learning out come with or without instructional technology.” Charles Graham point out in his introduction to the article “Blended Learning System.”

Oliver and Trigwell (2005) wrote in their article, there are a number of concepts for defining blended learning, “Can ‘blended learning’ be redeemed”, are critical of using the term at all. And argue that the term ‘blended learning’ is ill-defined and inconsistently used and Oliver and Trigwell (2005) also state that definitions of blended learning lack, “an analysis from perspective of the learner.” There is one more Don Morrison (2003) writes, “Personally, I’m much more comfortable talking about the strategic use of learning delivery channels than ‘blended learning’.

We can say that the term hybrid learning might have been more adopted in practice that in research, as

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there are quite highly cited papers on hybrid learning then blended learning research.

Functions of Blended Learning

Blended learning reduces face to face training casts, such as accommodation and printed training materials.

Traditional classroom learning evolved originality during the industrial age in the context of training future workers to follow instruction for rather rigid work roles. Now learners must be able to find highly specific information, quickly in an based, self-direct learning context. Learners must learn to collaborate effectively around short-term collaborate problem solving projects both face to face and online.

- The online learning offers immediate connection to global resources and collaborate tools. Online instruction and opportunities for only interactions can be available to anyone, anytime and anywhere.
- Blended learning is an approach which combines effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment.
- Blended learning is the comprehensive instructional approach for providing socialized, constructivist and sustainable learning experiences through the meaningful integration face to face interaction and e-learning techniques.

Merits

1. To boost student's frame of mind towards learning by the use of information and communication applied science has been found.
2. Blended teaching learning procedure can also develop grand level of student's accomplishment more effective than traditional classroom.
3. Blended learning programs in school may also adopt to reapportion assets to improve student's achievement outcomes.
4. Blended learning also has the capability to reduce educational expense as it required fewer classroom, fewer instructors, not so much commuting time.
5. In blended learning we connect a larger audience in less time as compared to traditional classroom is another advantage of blended teaching learning.
6. Blended learning makes traditional classroom more relevant. Students have more time for useful discussion and better preparation. Often,

tests are automatically scored, providing instantaneous feedback.

7. Blended learning promotes a concurrent sovereign and co-operative learning experience for higher class students.
8. The most important advantage of blended learning is that it is flexible and engaging. It allows an instructor to pre-record materials and lessons for the students to watch in advance and provide support online.

Discussions

There are few points that can help in betterment of blended learning, they are as follows:

- **Enhanced Student Teacher Interaction**

Enhancing the relationship between students and teachers, the positive relation with teacher helps the students to feel more comfortable and safer. When the environment of the class room is comfortable then students started getting participate in activities. Teacher should interact with students by shared acceptance, affection, trust, respect, understanding, care and cooperation. And similarly, students should also follow these actions and also keep quite while teacher is speaking. And ask open-ended questions, take participate in activities with enthusiasm. These are our views for better blended learning.

- **Improved Student Learning Outcomes**

This point plays important role for the betterment of the blended learning, if students learning outcomes are improved that's means our method of teaching is effective. To improve student results, to make students participate in activities we should take class outside sometimes, adapt re-inforcement skill and restructuring teaching methods for students that they want improve their grades and have a right future.

- **Increased opportunities**

There are many more ways to enhance blended learning. We should get knowledge by both types' education, formally and informally. This helps in increasing the opportunities. We all take formal education but there are few people who observe informal education.

And the example for informal education are organization of our national festivals, museum tours, conferences and seminars, few colleges and schools were organizing these activities but notice the word few.

- **Other Implications**

There are some more headings which help to enhance the blended learning. First, involve the right person with your online courses to protect education, planned crafting and teaching should be more flexible.

Conclusion

Teachers can apply a productive blended teaching-learning system into their classroom to rapid growth of emerging technology, while promoting a higher level of interest among pupils. Additionally, professional development affords teachers the opportunity to learn on the job, to cooperate with other professionals in the field, and to implement a specific skill.

In conclusion, a various technological skill set is essential for students who are entering the 21st century workforce. Technology must be integrated into the classroom environment at each grade level to prepare students for life beyond high school. Blending academic learning among more traditional teaching methods with more advanced technology rich learning experiences can support the growing need for a pupil's overall technological development.

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

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