

Blended Learning Methodology in School Education

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Abstract: Blended learning method refers to “mixing of different learning environments”. It combines traditional face-to-face classroom methods with more modern computer-mediated activities using Internet and other advanced technology. Traditional teaching method is most popular method of teaching in Indian school. This method is the history of Indian education. Traditional teaching is a must where there is face to face interaction and cannot be eliminated from Indian education culture. Online learning, web based learning, intelligent tutor systems are the new technologies in education. Online learning has unique abilities to provide students with enriched learning experiences, to extend learning beyond the school day, and to support more successful differentiated learning strategies that personalize students’ educational experiences. Web based learning has the advantage of learning through animations, multimedia, videos and chats etc. Blended learning is the teaching practice that combines teaching methods from both face-to-face and online learning is an established. Rapidly growing instructional model and websites prove highly effective in Secondary schools in India. So the objective of this paper is to explain how blended learning is essential in school education. A pilot study was conducted on online teaching methods in secondary schools, which reported that it improves practices in both virtual and face-to-face settings. The research also points out the teacher’s experiences in delivering instruction online where they can also teach face-to-face courses.

Keywords: Traditional learning, Online Learning, Blended learning, Web based learning, Multimedia, Animations

I. INTRODUCTION

Blended learning is the teaching practice that combines teaching methods from both face-to-face and online learning and is rapidly growing through instructional models and various websites which prove to be highly effective in helping schools to match the challenges of student achievement, limited resources, and the expectations of 21st century learners. Blended learning is implemented in a variety of ways, ranging from models in which curriculum is fully online with face-to-face interaction to models in which face-to-face

classroom instruction is integrated with online components that extend learning beyond the classroom or school day.



Figure1: Structure of Blended Learning

Blended learning methodology extends classroom instruction online which give schools a new approaches and strategies for addressing the challenges they face and for taking advantage of the exciting new learning opportunities that are now available. More and more schools wish to introduce blended learning into their instructional programs and they are discovering that this model would be effective, affordable, and responds to students' and teachers' growing interest in technology-based learning experiences.

The rapid growth of blended learning has been a catalyst for additional instructional transformation, including:

- Evolving pedagogy in which teachers' roles include facilitation, student mentoring and differentiating instruction for individual learners,
- Increased flexibility and personalization of students' learning experiences,
- Strategic uses of technology as districts tap the capabilities of the learning management systems to support a wider range of instructional programs.

Educators support online learning because of its unique abilities to provide students with enriched learning experiences, to extend learning beyond the school day, and to support more successful differentiated learning strategies that personalize students' educational experiences. Additionally, as educators gain more experience with the approaches to and benefits of

blended learning, they have discovered that this instructional model helps them increase capacity without commensurate increases in budget or staff.

Blended learning increases the options for greater quality and quantity of human interaction in a learning environment. Blended learning offers learners the opportunity “to be both together and apart.” A community of learners can interact at any time and anywhere because of the benefits that computer-mediated educational tools provide. Blended learning provides a ‘good’ mix of technologies and interactions, resulting in a socially supported, constructive, learning experience; this is especially significant given the profound effect that it could have on learning.

II. NEED FOR BLENDED LEARNING

Today’s digital students expect their learning environment to include technology because it is an important part of their lives.

- Students want control of their own learning. The students from higher class when asked why learning through an online class might make school more interesting, 46 percent of students in grades 9-10, 40 percent of students in grade 6-8 and 14 percent of students in grades 3-5 responded that they wanted to learn online to control their own learning experience. Students do not expect online courses to be easier. The students expect that online learning environment can facilitate their success because they can use their study materials when they want and will feel more comfortable to ask teachers just for help.

- Online teachers admire great benefits to student online learning. 86 percent of educators believe that online learning benefits students by putting them in control of their own learning. Educators are also more excited with online learning.

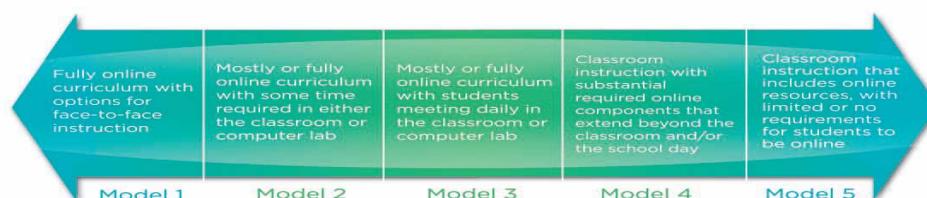


Figure2: Models in Blended Learning

The study focuses that

- Students who took blended learning in their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.
- Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.
- The effectiveness of online learning approaches appears quite broad across different content and learner types.
- Online learning can be enhanced by giving learners control of their interactions with media and prompting learning reflection.

III. TEACHER EFFECTIVENESS

In blended learning, teachers' instructional practices will be transformed by learning how to teach online, because they can develop new skills and build pedagogical strategies using technology. The research reported that online teaching improves practices in both virtual and face-to-face settings. Further, 65% of the teachers in this study said that teaching online had a positive impact on their face-to-face teaching. Lastly, the study pointed out that teachers who gain experience delivering instruction online can serve as change agents in the schools where they also teach face-to-face courses.

Benefits of Online Learning

- Provide students with online tools to supplement classroom instruction
- Extend learning beyond the classroom
- Tailored learning experiences for students based on their needs
- Engage students with online tools similar to those used outside the classroom
- Convenient
- Easy communication with students and parents
- Create, deliver, and analyse formative and classroom assessment

- Increased communication among teachers
- Enriched professional development
- Manage curriculum and curriculum development
- Generate student, class, and teachers performance reports
- Curriculum development
- Save time

Reasons to Use an Online Learning Product

- Provide students tools to supplement classroom instruction
- Enable individualized instruction
- For professional development
- Offer fully online courses to students
- Communicate with students and parents
- Support communication among teachers & create support communities
- Create, deliver, and analyze formative student assessment
- Generate student, class, district performance reports
- Manage grades/attendance, track student behaviour problems

Blended learning in educational research refers to a mixing of different learning environments. It combines traditional face-to-face classroom methods with more modern computer-mediated activities. The term "blended learning" is being used with increasing frequency in academics nowadays. Blended learning began as online learning when poor rural school had to rely on online learning for students who were taking higher level classes that they could not afford a teacher to come in and teach

IV. CONSIDERATIONS IN BLENDED LEARNING

1) Education means giving knowledge to students according to their needs. Blended learning involves “custom-designing instruction based on student needs.”

2) In differentiated instruction, educators look at students' learning styles, interests, and abilities.

3) Once these factors have been determined, educators decide which curriculum content, learning activities, products, and learning environments will best serve those individual students' needs.

4) Blended learning can fit into a number of these areas.

5) By using blended learning, educators are definitely altering the learning environment when students work collaboratively in learning communities online, for example.

6) Teachers could also add relevant curriculum content that would be unavailable or difficult to comprehend outside of the internet.

7) Learning activities and products can also be changed to use technologies in a classroom that uses blended learning.

8) In most blended learning classrooms, there is the ability to study whenever the student chooses to do so.

9) If a student is absent, she/he may view some of the missed materials at the same time that the rest of the class does, even though the student cannot be physically in the classroom.

10) This helps students stay on track and not fall behind, which is especially helpful for students with prolonged sicknesses or injuries that prevent them from attending school.

11) These "self-study modules" also allow learners to review certain content at any time for help in understanding a concept or to work ahead for those students who learn at a faster pace.

12) Ability of students to self-pace, there is a higher completion rate for students in blended learning classrooms than to those in strictly e-learning situations.

13) This self-pacing allows for the engagement of every learner in the classroom at any given time.

14) Students also see that the learning involved becomes a process, not individual learning events. This revelation allows for an increased application of the learning done in the classroom.

15) Blending traditional learning with Online Learning provides the learner with a real chance to experience independent learning; moreover, Blended Learning is a sure step towards learning.

V. BENEFITS OF BLENDED LEARNING TO TEACHERS

Blended learning is a shift to an online environment for at least a portion of the student day made to improve learning and operating productivity.

In two important ways, this definition is different than layering computers on top of how we've always done things.

1) This definition of blended learning means that technology is core to instructional delivery and it incorporates some student choice over time, location, and/or rate.

2) It requires differentiated (different levels) and distributed (different locations) staffing.

Blending the best of online and onsite learning can work better for students and teachers.

Blended learning Method for teachers:

1. Competency-based policies, dynamic scheduling, and smart recommendation engines will make it easier for more schools to incorporate these strategies.

2. Blended learning makes it easier to provide multiple learning strategies. Blended learning is making it easier to leverage individual student interests through internships and projects.

3. Blended learning makes it easier to 'flip the classroom' and send home a play list of instructional resources that deliver content so that class time can be spent solving problems

4. Blended learning provides partnership with a community-based organization.

5. Blended learning can help extend the school calendar.

6. Achievement analytics. In addition to extended access and more variety, the shift from print to digital curriculum will include embedded assessments and powerful dashboards that will allow teachers to more easily monitor student progress.

7. Advanced diagnostics and Adaptive testing involved in promoting an individual student's growth providing benefits.

8. Blended learning can make learning more social and more transparent.

9. New staffing patterns, new roles, and extended learning time will allow many teachers to earn more.

10. Teachers appreciate that blended learning makes a difficult job more doable

VI. CONCLUSION

Blended learning in educational research refers to a mixing of different learning environments. It combines traditional face-to-face classroom methods with more modern computer-mediated activities. Online learning environment can facilitate the success of students because they can review materials when they want and are more comfortable asking teachers for help. Blended learning, which typically extends classroom instruction online, is giving schools new approaches and strategies for addressing the challenges they face and for taking advantage of the exciting new learning opportunities that are now available. Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction. Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction. The effectiveness of online learning approaches appears quite broad across different content and learner types. Online learning can be enhanced by giving learners control of their interactions with media and prompting learning reflection. This research also showed that providing several online options in addition to traditional classroom training actually will increase what students learn, also the student interaction and satisfaction improved, along with students learning more, in courses that incorporated blended learning.

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