



BLENDED LEARNING: A TRANSFORMATIVE POTENTIAL FOR HIGHER EDUCATION

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ABSTRACT

The term "Blended learning" speaks to a wide range of conveyance alternatives, tools, and teaching methods, however adroitly allude to guidance that is a blend or mixing of traditional face-to-face and online segments, substance and sources. Specialists like Horn and Staker (2011) characterize mixed learning as "at whatever point a student learns at any part to some degree at an oversaw brick-and-mortar zone a long way from home and any rate somewhat through online conveyance with some segment of learner direction after some time, spot, way, and moreover pace." Allen, Seaman, and Garrett (2007) further endeavour to measure the separation, characterising it as "between 30-79% of substance conveyed online with outstanding bits conveyed by face-to-face or other non-web-based techniques" (Watson, 2008). In conclusion, Brew (2008) depicts blended learning as "coordinating on the web and face-to-face configurations to make a more successful learning background than either medium can deliver alone."

KEYWORDS :

INTRODUCTION

Nowadays, the term "Blended learning" is widely used in academic and corporate fields to get a better outcome. Rooney (2003) acknowledged that Blended learning helps learners to increase their interest in learning. In the 90s the E-learning used widely in education and training purposes. E-learning played an important by having simultaneous interaction between learners and teachers as they have real-time video, audio conferencing and instant messages. Blended learning techniques offer teachers to deliver the lecture and assess student learning using creative and innovative methods. Assessment is playing an important role to determine students' knowledge and their academic level.

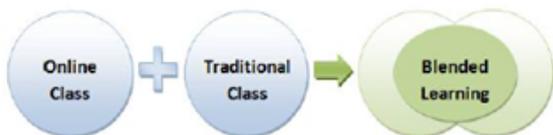


Figure 1. Blended Learning concept

Morgan K. R. (2002) acknowledged that Blended learning environment diverse teaching styles conveyance implies, and media groups. Singh & Reed (2001) stated that blended learning provides more than one delivery mode, which offers effective learning outcome. Blending offers various benefits over using any single learning delivery medium alone. (Singh, 2003).

Characteristics of Blended Learning

Every method, approach and term identify as per its utilisation, effectiveness and characteristics. Experts like Egbert & Hanson-Smith (1999) mentioned some essential attributes of Blended learning, like (1) Learners could be more interactive socially. (2) Learners can spend enough time on their learning need. (3) Learners guided to attend all the activities during their learning process effectively. (4) Learners can quickly create an academic and fruitful environment by being a part of blended learning. Blended learning offers all the benefits of e-learning, which includes cost reduction, time efficiency and venue for the learner. (Brown, 2003; Rice, 2012; Yonge, 2014).

Blended learning adds reinforcement to the students and makes them eligible to achieve a milestone in their interested field. Blended learning is a method for gathering the difficulties of fitting learning and improvement to the necessities of people by incorporating the inventive and

mechanical advances offered by internet learning with the cooperation and investment provided in the best of traditional knowledge. (Thorne, 2003). Blended learning or hybrid is a learning situation that either consolidates showing strategies, conveyance techniques, media positions or a blend of all these. Mixed learning carries regular physical classes with components of virtual training together. According to An International Association K-12 Online Learning, (2008) Blended learning ought to be seen as an academic methodology that consolidates the effectiveness and socialisation chances of the homeroom with the innovatively improved dynamic learning potential outcomes of the online condition, instead of a proportion of delivery modalities.

Characteristics of blended learning can be condensed as financially savvy, efficient and adaptable. It additionally encourages students to get the hang of as per their pace and time. It is the mix of computerized substance and eye-to-eye content. In blended learning, the students have enough opportunity for learning and time-to-time input is given by the educators. It is the ideal method for interface among teacher and students.

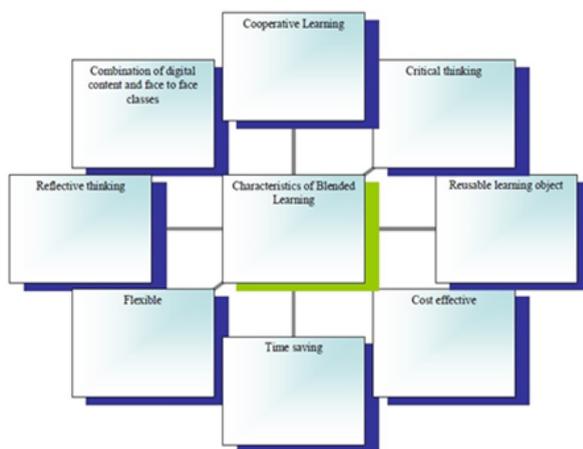


Figure 1 Characteristics of Blended Learning

Figure 1 shows the different characteristics and attributes of Blended learning. All these characteristics play a vital role in the construction of blended learning.

Existence and Role of Teachers and Students in Blended Learning Classroom

Blended learning can easily link the students and the teachers to fulfil the learning task. Blended learning creates an academic environment so the learners can modify their learning style and achieve the prescribed target effectively. Learners could be more conscious while attempting both the activities simultaneously; it increases their ability to multitasking. Learners can acquire cooperation, coordination, management skills and many more by being a just participant of blended learning. Blended learning shows the path to learn a variety of learning effectively. It also creates maturity, level of understated, and the vision of learning. Blended learning allows the student's collaboration and students can motivate themselves while attempting the tasks with their classmates and competitors. Students could be more responsible, accurate and aware of their learning need and achieve their goal. Technologies make the students more curious about their activity and make them more enthusiastic for their academic goal. Blended adapting advances understudy fulfilment. Mixed learning empowers the students to turn out to be progressively persuaded and increasingly associated with the learning procedure, along these lines upgrading their dedication and constancy. e (Donnelly, 2010; Sharpe et al., 2006; Wang, Shen, Novak, & Pan, 2009; Woltering, Herrler, Spitzer, & Spreckelsen, 2009)

**Blended Learning Process**

Implementation of any method and approach requires proper planning, framework, outcome, and strategy. To make successful and active learning course learning must analyse and have to identify learning goals, challenges and also evaluate and analyse student's knowledge, level of understating and learning, and a suitable blended learning model. This framework illustrated in the figure.

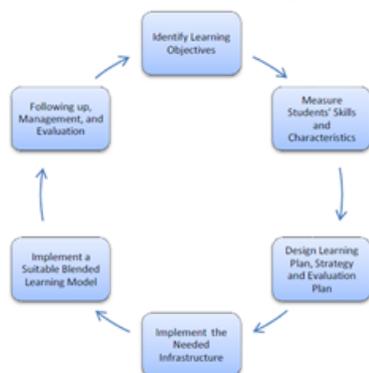


Figure 1.1 Blended Learning Process

**Blended Learning Framework**

Badrul Khan has identified framework serves as a guide to plan, develop, deliver, manage, and evaluate a Blended Learning model. It helps to create a competent, professional, and outcome-based blended learning model.



Figure 1.2 Badrul Khan's Blended Learning Framework

Figure 1.2 illustrates eight dimensions for Blended Learning that should be addressed to

create a productive and meaningful Blended Learning environment.

- (1) The pedagogical dimension of Blended Learning refers to the teaching and learning process. This dimension addresses issues concerning content analysis audience analysis (students' needs), goals analysis (learning objectives), design approach, methods and strategies of Blended Learning Environments.
- (2) The technological dimension of the Blended Learning Framework examines issues of technology infrastructure and the tools needed to deliver the learning in Blended Learning Environments, which includes infrastructure planning, hardware and software. This dimension also deals with the need for a suitable learning management system, which manages different learning delivery types, and a learning content management system, which catalogues the actual online content modules for the Blended Learning program.
- (3) The interface design refers to the user interface of each Blended learning elements. The user interface should support all the elements of the Blended Learning program, which will allow the students to use each learning delivery type and switch between the different types. Interface design dimension includes class sessions and site design, content structure, navigation, graphics, course design, and usability testing. The students should be able to absorb both the online learning and the class sessions equally very well in a Blended Learning environment.
- (4) The evaluation of Blended Learning includes both assessments of students and evaluation of the instruction and learning environment and model. It examines the usability of a Blended Learning program, which should have the capability to evaluate the quality of the learning model, and the performance of the students. In a Blended Learning environment, the appropriate evaluation method should be used for each delivery type.

**Blended Learning Challenges**

A variety of challenges face Blended Learning design and implementation, such as the role of online interaction, the role of students' choice and self-management, models for support and training, finding a balance between innovation and production, cultural adaption, restructuring the class, and responsibility for learning.

**(1) The Role of Online Interaction**

Online interaction adds significant value for learning experience and performance by building and leveraging information and knowledge among students. Online interaction creates an opportunity for students to exchange knowledge and experience, which, as a result, increases learning outcomes. However, critical related issues should be considered, such as when should consider human interaction, such as collaboration and learning communities.

**(2) Students' Choice and Self-Management**

C. J. Bonk and C. R. Graham (2006) acknowledged that students make a choice in which they are interested, and they can participate in based on convenience and access. However, guidance and support needed by the teacher, there is a need for guidance and support should provide to students to help them to the students to create positive blending environment which makes their learning fruitful.

**(3) Finding Balance Between Innovation and Production**

There is a challenge in the design phase of the Blended Learning program to find a balance between innovative learning technologies and to design a cost-effective Blended Learning program. On the one side, it is necessary to select the best and suitable innovative learning technologies, and on

the other hand, a cost-effective blended learning solution needs to be designed and implemented.

### Advantages of Blended Learning

- Teachers and students get more time in the classroom for creative and cooperative exercise. Teachers and students can use a significant environment in the classroom by using ICT (Information and Communication Technology).
- Students can get the advantage of online learning and CAI (Computer Assisted Instruction) by using the social interaction element and the human touch of traditional teaching.
- Blended learning provides more scope for communication and also interactive sessions. Students and teachers get more options for communication by having a blended format.
- Blended learning represents active learning from passive learning. The classroom's focus changes from a presentation format to one of active learning. Blended learning involves putting learners in situations which compel them to read, speak, listen and think.
- It provides the chance for learners to be either together or apart. The blended learning model emphasizes bringing together the parts of the internet and face-to-face classroom. Also, a mixed distribution scheme enables learners to learn and access content in a multitude of modes a significant feature as learners often have very distinct teaching styles. Indeed, the study shows that blended learning improves the likelihood of learners meeting course results compared to online and even face-to-face classes by reducing dropout rates, improving test results, and improving student motivation.

### CONCLUSION

This research paper aims to explore how to design and implement a Blended Learning model in higher education. As an academic point of view, Blended Learning allows teachers and course designers to develop their understandings of the term within the context of courses or institutions. This paper identified three distinct approaches for designing a blended course that emerged as a result of the multitude of definitions of Blended learning.

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