



EFFECTIVENESS OF BLENDED LEARNING IN DISTANCE EDUCATION

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ABSTRACT

The study brings to light the effectiveness of Blended learning in enhancing the learners of Bachelor of Education in distance mode of Bharthiar university, Coimbatore. Span of attention, aptitude, achievement, Learning abstractness and concreteness, motivation level and problem-solving skills are developed through the Blended Learning. Blended Learning can combine the positive aspects of the two learning environments, classroom-based learning and e-Learning (Bonk & Graham, 2006). Blended Learning requires some sort of experience to take place. And the experience may be quite different for each learner in that it has to consider differences (Banathy, 1968): Blended Learning has been found to be a viable and effective approach to deliver high-quality, up-to-date, on-demand learning solutions in the face of diminishing education budgets in higher education, further education or business education.. Nissen, Elke; Tea, Elena (2012) explored how second generation tutors within blended learning courses link the face-to-face and online course modalities--in their representations as well as through their pedagogical activities--and which aspects help them to feel involved in the course.

Objectives of the study: 1. To find out the difference in average score between the pre test of control group and post test of control group. 2. To find out the difference in average score between the pre test of Experimental group and post test of Experimental group. 3. To find out the difference in average score between the post test of controlled group and the post test of Experimental group. 4. To find out the impact of Blended Learning in distance education.

Methodology: Equivalent group Experimental method was adopted in the study.

Subjects: Fifty students-teacher of studying in Bachelor of Education in Distance mode were selected as sample for the study.

Tool: Researcher's self-made interview Schedule was used as instrumentation for the study. Procedure of the study: The following activities were designed 1. Diagnose the problems. 2. Designing the Blended learning. 3. Implementing the innovative method. Findings: Blended learning is more effective than traditional methods in learning about teacher and school at Bachelor of Education. Educational implications: It can be implemented to all other subjects in distance learning.

KEYWORDS : Blended learning, Pre test-treatment-Post test, Bachelor of Education

INTRODUCTION:

Blended Learning has been found to be a viable and effective approach to deliver high-quality, up-to-date, on-demand learning solutions in distance education mode of Bachelor of Education course. Experience has also shown that blended learning helps the potential of the approach to produce the expected results with the cooperation of administrators, instructors and learners by using relevant technical, methodological or organisational knowledge and experience. Blended Learning can combine the positive aspects of the two learning environments, classroom-based learning and e-Learning (Bonk & Graham, 2006). Distinct method in Blended learning are blending classroom instruction with on-line instruction, blending on-line instruction with access to a coach or faculty member, blending simulations with structured courses, blending on-the-job training with brown bag informal sessions and blending managerial coaching with e-learning activities. Learning requires some sort of experience to take place. And the experience may be quite different for each learner in that we have to consider differences in (Banathy, 1968): The following experience can be gained in BL. interest spans, needs Aptitudes, achievements, variations of time needed to master a specific learning task, Abilities to deal with abstractness or concreteness, degree to which a learner needs to be guided, abilities to deal with complexities, abilities to manipulate objects (such as equipment or machines), the degree to which imaginations can be involved, degrees to motivate creativity, problem solving differences, Thus, good instruction provides individual learning experiences within the learning environment by using a mixture of media, strategies, and methods. These learning experiences promote interactions that allow the learners to recall information so that it may be remembered and combine it with other experiences so that new knowledge bases may be formed.

SIGNIFICANCE OF THE STUDY:

Teacher Education has unique place in enhancing quality education. Student-teachers of of B.Ed, Bharathiar University in distance mode have problems in learning Teacher and School by conventional method of teaching. Lecture method of teaching was not fruitful to the distance mode student-teachers. Passing the specified subject was difficult to the student-teachers. Hence the researcher identified an innovative method named Blended learning which supported the student-teachers for scoring more marks.

Review of related studies:

Comas-Quinn, Anna(2011). explores how second generation tutors within blended learning courses link the face-to-face and online course modalities--in their representations as well as through their pedagogical activities--and which aspects help them to feel involved in the course. The methodology used is a qualitative analysis of interviews with seven tutors of three different blended learning courses. The results show that most tutors indeed had difficulties gaining a deeper insight into the course design: they considered the face-to-face modality to be the central one, just as in a traditional L2 course (whereas course design was centred on the online modality), and therefore rarely played their role as online tutors. Moreover, their understanding of the courses' task-based approach appeared to be limited. Nevertheless, the majority of the tutors managed to feel involved in the course, which shows the importance of additional factors in defining their relationship to the course. We identified eight other factors, which are partly due to the intense use of ICT within the course (as shown by a comparison with two additional interviews with e-learning-tutors), and partly depend specifically on the blended learning mode. This study furthers our understanding of difficulties tutors can have and what support they require within blended language learning settings, although further research will be needed in order to permit greater generalisation. (Contains 5 figures, 2 tables, and 2 notes.)

Nissen, Elke; Tea, Elena(2012). explores how second generation tutors within blended learning courses link the face-to-face and online course modalities--in their representations as well as through their pedagogical activities--and which aspects help them to feel involved in the course. The methodology used is a qualitative analysis of interviews with seven tutors of three different blended learning courses. The results show that most tutors indeed had difficulties gaining a deeper insight into the course design: they considered the face-to-face modality to be the central one, just as in a traditional L2 course (whereas course design was centred on the online modality), and therefore rarely played their role as online tutors. Moreover, their understanding of the courses' task-based approach appeared to be limited. Nevertheless, the majority of the tutors managed to feel involved in the course, which shows the importance of additional factors in defining their relationship to the course. We identified eight other factors, which are partly due to the intense use of ICT within the course (as shown by a comparison with two additional interviews with

e-learning-tutors), and partly depend specifically on the blended learning mode. This study furthers our understanding of difficulties tutors can have and what support they require within blended language learning settings, although further research will be needed in order to permit greater generalisation.

Korach, Susan; Agans, Lyndsay J (2011). enlightened use of innovations in teaching and learning, but pushes the educational experience forward through the effective use of advanced technologies. This idea frames the delivery methodology for a blended online principal preparation program. The blended online program was designed upon the foundation of an existing innovative classroom-based principal preparation program. The technology enhanced program relied on three instructional technologies: high-participation threaded online discussions through Blackboard, the use of digital portfolios for project management and evaluation, and the establishment of online communities of inquiry and supportive networks. Since the classroom-based and blended online principal preparation programs share a common evaluation framework and project design, this consistency offers a unique opportunity to explore the impact of the utilization of advanced technologies in the delivery of a professional preparation program. Initial findings reveal that program participants in the blended online program report similar outcomes as those in the classroom-based program. The power of the field-based inquiry projects and the implementation and impact of the technologically advanced delivery system are discussed along with implications for program development.

Objectives:

The researcher has framed the following objective of the study:

1. To find out the difference in average score between the pre test of control group and post test of control group.
2. To find out the difference in average score between the pre test of Experimental group and post test of Experimental group.
3. To find out the difference in average score between the post test of controlled group and the post test of Experimental group.
4. To find out the impact of Blended Learning in distance education.

Hypotheses:

The research has framed the following hypotheses

1. There is a difference in average score between the pre test of control group and post test of control group.
2. There is a difference in average score between the pre test of Experimental group and post test of Experimental group.
3. There is a difference in average score between the post test of controlled group and the post test of Experimental group.
4. Blended Learning in distance education is more effective.

Method of study:

Parallel group Experimental method (control group and experimental method) was adopted for the study.

Sample design:

Fifty Student-teachers (25 control group +25 Experimental group=50) of B.Ed student-teachers from School of distance Education, Bharathiar university was selected as sample for the study.

Construction of tools:

The investigator's self made Achievement test was used for the pretests and post tests of both control groups and experimental groups. The same question paper was used for both pre and post tests to evaluate Teacher and school through five subjective types of question which carried ten marks for each question and contained 50 marks.

Procedures of the study:

- Phase 1: Assessing and identifying of the problems of the student-teachers of B.Ed student-teachers in learning Teacher and school in existing methods through administering pretest.
- Phase 2: The problem of the student-teachers in learning Teacher and school was discussed with Professors.
- Phase 3: Planning for Blended learning
- Phase 4: Preparation of the tool with the help of the Assistant professor.
- Phase 5: Adminstrating pretests to the both groups of the student-teachers in learning Teacher and school and tabulating the score for evaluation.
- Phase 6: Adminstrating Post tests to the both groups of the student-teachers in learning Teacher and school and tabulating the

score for evaluation.

- Phase 7: Analysis and discussion
- Phase 7: Validating the instructional Design
- Phase 8: Practicing the Blended learning in Teacher and school
- Phase9: Executing the new instructional Design Blended learning in Teacher and school
- Phase 10: Administering the post test towards the student-teachers of Experimental group
- Phase 11: Finding effectiveness of the Blended learning .

Preteach:

Making sure among the student teachers to understand the goals and benefits of Blended learning for learning Teacher and school.

Using BL in learning Teacher and school.

The following experience can be gained in BL.

- Interest spans
- Needs
- Aptitudes
- Achievements
- Variations of time needed to master a specific learning task
- Abilities to deal with abstractness or concreteness
- Degree to which a learner needs to be guided
- Abilities to deal with complexities
- Abilities to manipulate objects (such as equipment or machines)
- Degree to which imaginations can be involved
- Degrees to motivate creativity
- Problem solving differences

Data collection:

The researcher administered pretest to the pupils with the help of the Professors. The question paper and response sheets were given to the individual learners and collected, evaluated and learning obstacles of the learners were identified by the pretest. The cause of low achievement by unsuitable method was found out. The Blended learning was practiced in the classroom based on the subject matter of Teacher and school. The posttest was administered and the effectiveness of the Blended learning was found.

Result and Interpretations:

1. In the pre-test, students score 27% marks in learning Teacher and school through conventional methods and the Experimental group students score 69% marks..It shows that Students –teachers faced the problems in learning as well scoring less marks .
2. There is a difference in average score between the pre test of control group and post test of control group.

Test	Average score	Gain score
Pre test control group	28%	1%
Post test control	29%	

Table-1 average score between the pre test of control group and post test of control group.

Table -1 proves the conventional method of learning teacher and school was fruitless.

2. There is a difference in average score between the pre test of Experimental group and post test of Experimental group. test of control group.

Test	Average score	Gain score
Pre test Experimentalgroup	28 %	5 1%
Post test Experimentalgroup	79%	

Table-2 average score between the pre test of Experimental group and post test of Experimental group.

Table -2 proves the Blendedl method of learning teacher and school was more effective.

3. There is a difference in average score between the post test of controlled group and the post test of Experimental group.

Test	Average score	Gain score
Post test Control group	29 %	5 0%
Posttest Experimental group	79%	

Table-3 average score between the post test of Control group and post test of Experimental group.

Table -3proves the Blended method of learning teacher and school was more effective.

4. Blended Learning in distance education is more effective.
Table -2 and 3 substantiates the effectiveness of Blended Learning.

Findings:

1. There is a difference in average score between the pre test of control group and post test of control group.
2. There is a difference in average score between the pre test of Experimental group and post test of Experimental group.
3. There is a difference in average score between the post test of controlled group and the post test of Experimental group.
4. Blended Learning in distance education is more effective.

Educational Implications:

1. Blended Learning can be extended to D.T.Ed programme also.
2. It can be encouraged to implement to use in adult education.
3. It may be implemented in school education.
4. It may be implemented in alternative school.
5. Slow learners can improve by using it.

Conclusion:

The study reveals that the student teachers of B.Ed studying in distance mode of Bharathiar university had problems in learning Teacher and school by using traditional method. Blended Learning is more effective in learning Teacher and school. Hence it will be more supportive to secondary teacher education.

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