BLENDING LEARNING: COPING WITH MILLENNIAL PUPILS

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How many of our pupils do not have a Facebook account? Twitter? Snapchat? Name any social media, they know it! Pupils, nowadays, are busy checking their media accounts rather than checking their notebooks for their next lessons. This situation could be used by teachers to motivate their learners to learn with fun using online educational materials. This approach is what we call Blended Learning.

According to Wikipedia as cited by McNamee (2019), Blended Learning is an educational approach which is a combination of online materials and opportunities for interactions with traditional classroom methods. It is also an approach that augments the learner’s experience. However (Connection 2013) defines it as a computer-mediated instructional strategy for the enhancement of learner’s independence, achievement, and engagement which increased on the student-teacher relationship.

Kintu et.al. (2017) in their Study entitled “Blended learning effectiveness: the relationship between student characteristics, design features, and outcomes” found out that in undertaking innovative pedagogical approaches using technology in teaching and learning, an effective Blended Learning is necessary.

In an interview with the teachers in the study conducted by Aslam (2018), students enjoyed the lesson and actively participated in the discussion as they were excited about using...
technology in learning. However, proper training, technological resources and a clear policy on blended learning must be implemented.

Mouza (2005) argued that to facilitate successful engagement, students must be provided with resources that use integrated computers, hence enhanced interactions within the classroom will be achieved.

Blended Learning is a mixture of technology and traditional way of teaching that enhances the possibility of mastery of learning contents. With our millennial pupils, we teachers must find ways to adapt to our advancing educational system to cope with the needs of our young learners.

References:

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