BLENDED LEARNING: NEW NORMAL APPROACH IN TEACHING PROCESS

by:

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The teaching and learning environment is adopting a lot of advances, and one of them is blended learning, which involves the use of technology. This new instructional technique has been quickly embraced, though it is still in the early stages. The introduction of blended learning initiatives (a combination of face-to-face and online teaching and learning) is one of these innovations, but its uptake, particularly in developing countries, confronts hurdles if it is to be a successful teaching and learning innovation. The efficiency of blended learning is hampered by a number of underlying problems. One major problem is determining how users can effectively use technology and assuring participants' commitment in light of unique learner characteristics and technology encounters (Hofmann, 2014).

Blended learning is a type of teaching that blends traditional place-based classroom methods with online educational materials and requires online participation. It necessitates both the teacher's and the student's physical presence, as well as some student control over time, place, path, or pace. While students continue to attend "brick-and-mortar" schools with a teacher, face-to-face classroom methods are blended with computer-mediated curriculum and delivery. Professional development and training are also places where blended learning is applied. Students can learn at their own pace and at their own ability level through blended learning. Learning is not restricted to a physical classroom when a virtual environment is included. Learning can take place over a long period of time, in small chunks, at home, at a coffee shop, or during a lunch break, depending on your schedule. Blended learning provides more flexibility because it allows students to learn at any time and from any location. It eliminates the requirement for
students to attend class, allowing for a wider geographic reach. This is advantageous for students who are unable to attend class at regular intervals throughout the day or week. Learners with young children, full-time jobs, physical disabilities, or learners who live in different cities may fall into this category.

A group of researchers has put together a comprehensive agenda of revolutionary and innovative blended learning research topics that have the potential to improve efficacy (Garrison and Kanuka 2004; Picciano 2009). Research has revealed that blended learning improves student success and satisfaction, as well as students' feeling of community (Rovai and Jordan 2004).

Blended learning is a teaching method that removes time, location, and situational obstacles while allowing for high-quality interactions between professors and students (Kanuka, Brooks, & Saranchuck, 2009). It parallels the practice of distant education, which emphasizes student learning flexibility in terms of time, place, and pace. According to research, student experiences vary greatly, resulting in a wide range of learning outcomes (Jeffrey, Kinshuk, Atkins, Laurs, & Mann, 2006; Zepke, Leach, & Prebble, 2006), implying the need to define how a mixed approach might enhance learning.

A number of studies have highlighted the importance of faculty in successful blended or online learning. Mayes and Morrison (2008) discovered that, in addition to a well-managed software, teachers must be interested in and capable of teaching in an online environment. “There is solid evidence that online students do equally as well, if not better, than students in face-to-face courses,” Bates and Sangra (2011) observed, “but more importantly, the results rely on the environment in which students are studying.” Inadequate resources or poorly designed training will affect all ways of delivery” (p. 147).

The rationale for blended learning’s success stems from the fact that such courses provide students with a wider range of affordances that enhance the learning experience beyond either online or face-to-face modes alone. Ramsden (2003) offers support, arguing...
that blended classrooms give students more options, which can lead to better learning. According to Oliver and Trigwell (2005), a blended environment may provide experiences not available in non-blended situations, and the nature of these varied experiences promotes learning. While there is evidence that blended learning has potential, there is also evidence that most blended learning courses fall short of this potential (Driscoll, 2002; Hofmann, 2006).

References:


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