



EXPLORING BLENDED TEACHING AND METHODS IN CONTEMPORARY EDUCATION

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Abstract

This research paper examines the implementation and effectiveness of learning methods, in the context of outcome-based education. The study explores how combining digital approaches can enhance learning outcomes and engage students. By analyzing existing literature and case studies this paper aims to provide insights into the implications and advantages of integrating classroom instruction, with online resources and activities. The findings contribute to an understanding of how blended learning can support students in achieving learning goals and acquiring essential skills in today's educational environment.

Key words:

Blended learning, traditional learning, student engagement, outcome based.

INTRODUCTION:

In today's changing world of education, the combination of teaching methods and technology has significantly transformed how knowledge is shared and acquired. Blended teaching harmoniously blends face-to-face instruction with learning resources has emerged as an educational approach. This research paper aims to explore the aspects of teaching and the various methods employed in this pedagogical approach. As technology continues to evolve and learners' educational needs change it is crucial to understand the state and potential of blended teaching as a response to the challenges and opportunities that characterize 21st-century education. This paper seeks to unravel the complexities of blended teaching by examining its origins, theoretical foundations and practical applications.

OBJECTIVES:

1. To analyze the factors influencing blended learning.
2. To analyze blended learning methods in outcome-based education.

LITERATURE REVIEW:

1. Case study of blended learning based in New Zealand sec. school – Pinelopi Zaka, University of Canterbury.



The results of this case study highlight the complexity of implementing blended teaching and learning in a New Zealand secondary school. The findings emphasize the importance of various stakeholders, including students, teachers, school leaders, and other educational stakeholders, in the implementation of blended approaches. Recommendations are provided for individuals and groups within the school's multi-level ecology, including the classroom, the school, and the wider ecosystem. These recommendations include gradual student transition to independent learning, clear explanation of learning goals and objectives, and interactive parent-teacher communication. Additionally, financial support and visionary policies, as well as affordable and reliable tools incorporating 21st-century learning affordances, are identified as key factors in successful implementation. The case study calls for further research to inform professional and organizational development in blended teaching and learning.

2. Blended learning VS Traditional learning: what works? – Alla L. Nazarenko Moscow State University

For professionals of the 21st century, ICT skills, critical thinking, and processing information skills are absolutely imperative. Students' learning and teaching can be enhanced by integrating technology. Technology is sensitive and responsive to youth, and this should be utilized to motivate them to use technologies in their learning process. The best way to use technologies effectively is to understand what particularly attracts young people to them such as using both textual and visual learning materials in a reasonable ratio. Students might be motivated by a teacher's professionalism and inventiveness, which takes into consideration individual student traits and offers learning activities that are demanding and attractive to students. As an example - It could be the implementation of a project approach designed for this cohort of students and where their 'propitiousness' to the combination of theory and practice would be used. Finally, there should be a suitable academic policy, as well as administrative support for integrating technology in education as one of the "pillars" of effective learning.



METHODOLOGY:

This research employed a primary data collection using structured questionnaire. A systematic random sampling technique ensured a representative sample from the random population. The methodology aimed to provide comprehensive understanding of the research objectives with the sample size of 52. The data is analyzed evaluated with simple percentage method.

FACTORS INFLUENCING:

1. **Technology Integration:** The availability and efficacy of digital tools and platforms impact the feasibility and success of blended learning initiatives.
2. **Pedagogical Design:** Effective instructional design is crucial, as it determines how content is delivered, assessed, and personalized within the blended environment.
3. **Teacher Training:** Educators' digital literacy and training influence their ability to create engaging blended learning experiences.
4. **Student Preparedness:** Learners' digital literacy, access to technology, and readiness for self-directed learning impact their engagement and success.
5. **Institutional Support:** Administrative buy-in, resource allocation, and a supportive infrastructure are essential for successful implementation.
6. **Content Quality:** The quality of online and offline learning materials affects the overall educational experience.
7. **Assessment Methods:** Evaluation techniques must align with the blended approach and effectively measure student learning.
8. **Cultural and Societal Factors:** Socio-cultural contexts can influence the acceptance and adoption of blended learning methods.

DATA ANALYSIS:

In blended learning, student engagement and outcomes are connected. Engaged students actively participate in interactive online, resulting in better learning outcomes. The flexibility

to access course materials, receive timely feedback, and collaborate with peers fosters engagement. Effective instructional design, personalized content and data-driven adjustments contribute to improved academic performance. However, success also depends on students' time management and self-regulation skills. When these factors align, blended learning not only enhances engagement but also leads to positive educational outcomes, creating a dynamic and effective learning environment that prepares students for success in the digital age.

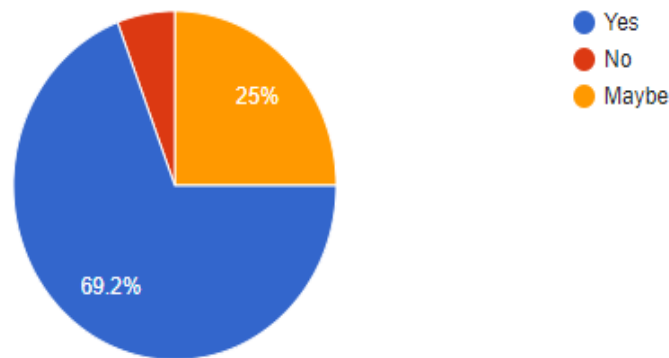
Analysis of blended learning methods in outcome-based education.

S No	Preference	Total no of Response	No of Responses	% of Responses
1	Would you prefer blended learning over traditional learning?	52	38	73.1%
2	Do u believe blended learning will become more common in the future?	52	36	69.2%

Table :1.1 Source Primary data

Do u believe blended learning will become more common in the future?

52 responses



Graph :1.1 Source Primary data

According to the statistics and research, blended learning is preferred above traditional learning by 73.1% of respondents. The integrated learning approach will eventually lead to outcome-based education, according to 69.2% of respondents. Thus, the paper's goal has been achieved.



Conclusion

In summary, the paper's findings provide solid proof for the claim that blended learning is generally preferred over traditional teaching techniques. It is a potential educational technique that combines the finest parts of traditional instruction with internet materials and activities. In future blended learning methodology is most suitable to reach outcome based education. As it offers a flexible and individualized learning experience, encourages student cooperation and enhances academic achievements. Research has shown that blended learning can lead to improved academic outcomes and student performance.

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