

# **BLENDED LEARNING INSTRUCTIONAL METHOD FOR HIGH SCHOOL STUDENTS**

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## **Abstract**

Technology and advanced communications have made the world a global community. A technology rich education in rural area will enable students to bridge cultural and geographical distance around specific tasks, projects and information gathering. Blended learning is the meaningful integration of direct classroom interaction and e-learning tools and technologies. Proper co-ordination and meaningful integration of both these approaches is essential to bring revolutionary changes in education system.

It is an approach which involves different learning activities, teaching-learning methods, learning skills, learning material and ways of formative as well as summative evaluation. It is based on the foundation of social constructive learning theory (Bjarno, 2005) and George Simmons' connectivism. It creates effective learning environment that incorporate both face-to-face and computer mediated (C.M.) elements. It helps students to acquire tool-related skills, gives technical information, face-to-face class time, and motivation to learn and develops decision making skills (Cottrell and Robinson, 2003). In true sense, learning through blended approach is "Learning to learn" and "Learning to do".

**Keywords:** Global community, blended, meaningful, revolutionary, constructive.

### **Blended Learning instructional Method for high School Students**

#### ● **Introduction:**

Technology and advanced communications have made the world a global community. A technology rich education in rural area will enable students to bridge cultural and geographical distance around specific tasks, projects and information gathering. Schools need to adapt and develop new ways of teaching and learning that reflect a changing world. The purpose of school should be to prepare students for success after graduation and therefore schools need to focus on knowledge and skill development of the students. According to a 2010 study from U.S. Department of Education blended learning classes produce statistically better results than their face-to-face, non-hybrid equivalents.

#### ● **Concept and definition of Blended Learning:**

The term blended learning is being used in both academic and corporate circles. In 2003, the American Society for training and development identified blended learning approach (Rooney, 2003).

#### **Definitions:**

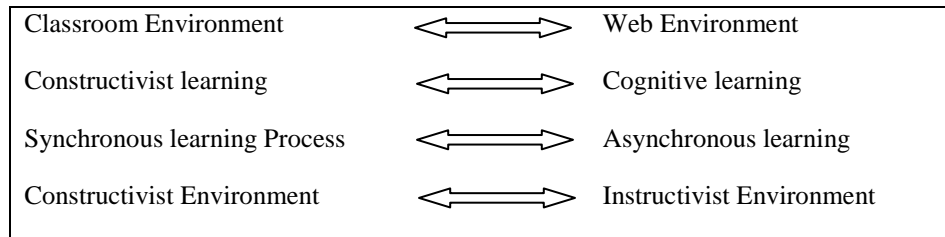
1. Blended learning is defined as the mix of traditional forms of classroom training and one-to-one coaching with multimedia technology.  
- Kaye Thorne (2003).
2. "Blended learning is the learning that is facilitated by the effective combination of different modes of delivery, models of teaching and founded on transparent communication amongst all parties involved in a course."  
- Heinz & Procter (2007).
3. Blended learning is the meaningful integration of direct classroom interaction and e-learning tools and techniques. Proper co-ordination and meaningful integration of both these approaches is essential to bring revolutionary changes in our educational system. It is an approach which involves different learning activities, teaching-learning methods, learning strategies, learning content, learning skills and ways of formative as well as summative evaluation.

#### ● **Theory base of Blended Learning Approach:**

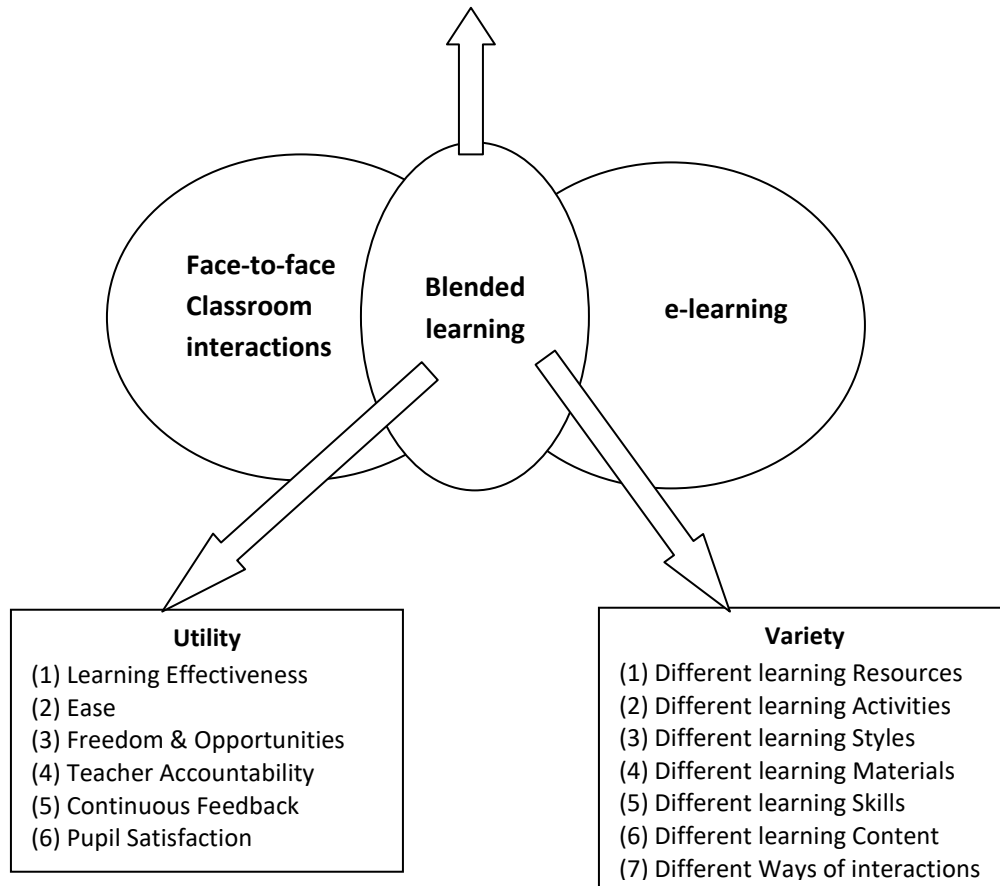
It is based on the foundation of **social constructive learning theory (Bjarno, 2005)** and **George Simmons' connectivism**.

It creates effective learning environment that incorporate both face-to-face and Computer Mediated (C.M.) element.

**Blended learning approach, (learning based on constructivism and connectivism)**



**Balance**



● **Nature of Blended Learning:**

Today Blended learning has become a method of delivering knowledge to the large number of students in schools and colleges. It is necessary to decide the instructional objectives and to determine the learning challenges. The characteristics of learners must be taken in to consideration and the learning plan should be finalized accordingly.

**Three things are given priority - 1) Task 2) Sources 3) Support**

1) **Task-** The task is decided according to the pre-determined learning challenges and the required sources that can be available.

2) **Sources-** It involves the useful elements of face-to-face interactions and valuable sources of e-learning. Strategies of formative and summative measurements are also decided to see to what extent the determined objectives are attained. After doing all the pre-planning, the actual process takes place. Students learning speed is continuously observed throughout the process.

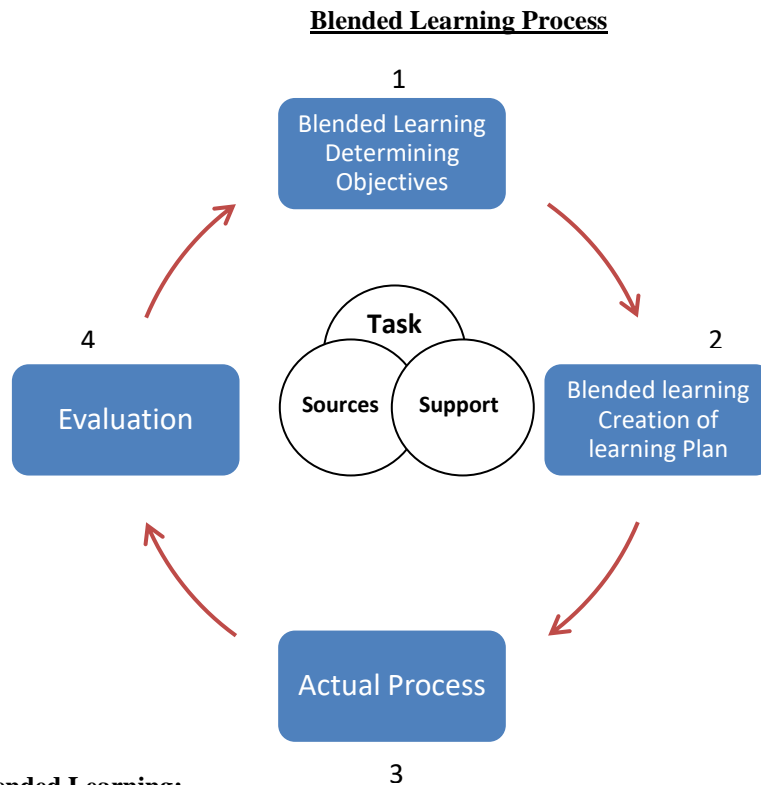
**3) Feedback and Support-** Continuous feedback and giving support are important features of Blended Learning. Finally it is verified whether the students have achieved the goals or not. While considering the significance of classroom interactions some components are vital like-

**a) Prior to process-** Orientation by the teacher on learning goals, challenges, process and to give motivation.

**b) During process-** Classroom interactions for questioning, queries and discussions on complex concepts.

**c) After process-** Presenting all work, results, testing the knowledge, skills, attitude and group discussion.

The elements like, presentation with multimedia tools, Audio-video recording, web-based learning can be used in the class. These presentations can be uploaded on the student's blogs. In this way students themselves will construct knowledge and constructivist learning will occur.



• **Models of Blended Learning:**

The practice of blending varies widely depending on factors such as program goals, level and others.

There are several types of models available based on **levels, pedagogical impact** and **learner control**.

**Blended learning Models that address specific levels are as follows:-**

1) **Activity level blending-** Where an activity has both online and offline element.

2) **Course level blending-** Where a course has both online and offline elements which is the most popular type of blending.

3) **Program level blending-** Which is used often in degree program.

4) **Institutional level blending-** Where the institutions including universities have developed a model of online and offline course.

- **Blended Learning Model for high school Students:**

Secondary Education serves as a link between the elementary and higher education and plays very important role in this respect. A child's future can depend a lot on the type of education he/she receives at secondary level.

According to the 2010 study from U.S. Department of Education Blended learning classes produce statistically better results than their face-to-face classes. This is because of flexibility and individualization of students learning experiences and allows teachers to expand the time they spend as facilitators of learning.

- **Considerations in Blended Learning instructional Method:**

Following things need to be considered for the success of this method.

- 1) Age group, level, attitudes, quantity of students.
- 2) Social, cultural and economic situation.
- 3) Available infrastructure, physical facilities.
- 4) Content
- 5) Maximum use of multimedia tools.
- 6) Maximum discussion and interactions regarding the content.

- **Six Models of Blended Learning for schools:**

In foreign language classroom while choosing an appropriate model of Blended learning, consideration of elements like age, level, content and language skills are essential.

- 1) Face-to-Face Driver Model-**

This is closest model to school structure. It allows students who are working above their grade level to progress using technology in the classroom.

- 2) Rotation Model-**

In this form students rotate between different stations on a fixed schedule either online or spending face to face time with the teacher. But it is more suitable for elementary schools. 80% elementary schools in California use this Model of Blended learning.

- 3) Flex Model-**

Schools who are supporting a large number of nontraditional or at risk students often choose this model of Blended learning. In this, material is delivered online and teachers have to provide on-site support as needed.

- 4) Online Lab Model-**

In this scenario, students learn entirely online but travel to a computer lab to complete their coursework.

**5) Self-Blend Model-**

This is popular and useful in high school. It gives opportunity to students to take classes beyond what is already offered at their school. In order to make this method successful, students must be highly self motivated. Self blend is ideal for the students who want to take additional Advanced Placement course.

**6) Online Driver Model-**

In this model students work remotely and material is delivered via an online platform. Students usually chat online with their teacher, if they have questions. This model is ideal for students who need more flexibility and independence in their daily schedules. This approach is becoming popular - each year.

- **Activity level and Course level blending:-** For high-school students Activity level and Course level blending with both online and offline elements are more useful. Blending at the activity level occur when a learning activity contains both face to face and CM - Content Management elements. Course level blending can occur throughout the course.

- **Benefits of Blended Learning Approach:**

- 1) Blended learning gives teachers different ways of transferring information to the students. So the students develop a greater ability to understand the information.

- 2) It helps students to acquire tool-related skills, gives technical information, face to face class time, motivation to learn and develops decision making skills. (Cottrell and Robinson, 2003).

- 3) It gives more effective pedagogical practices and can be used for problem solving (Wisher and Kirkley).

- **Conclusion:**

In the category of transforming blending and blending at the activity level students are actively engage in learning in both online and offline environments. The learners actively construct knowledge through collaboration and constructivist learning occurs. In true sense, learning through blended approach is "**Learning to learn**" and "**Learning to do**".

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