

## GOALS AND OBJECTIVES OF APPLYING BLENDED LEARNING

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### ABSTRACT

Blended learning is an innovative concept of that embraces the advantages of both traditional teaching in the classroom and ICT supported learning including both offline learning and online learning. It has scope for collaborative learning: constructive learning and computer assisted learning. Blended learning needs rigorous efforts, right attitude, handsome budget and highly motivated teachers and students for its successful implementation. As it incorporates diverse modes so it is complex and organizing it is a difficult task. The present paper discusses the concept of blended learning, its main features and prerequisite of its implementation. By making in-person and online learning complementary, blended learning creates a truly integrated classroom where the needs of all types of learners can be met. Keeping students engaged, stimulated, and motivated also helps teachers to be more effective and make greater gains with their students.

**Keywords:** e-learning, blended learning, traditional education, distance and interactive education, ICT, independent learning.

### INTRODUCTION

Reforms in the education system of the country require adapting the education system to world standards and based on the most effective methods. The organization of the e-learning process is a modern requirement. Therefore, the establishment of a system of education based on Blended Learning will undoubtedly increase the effectiveness of education. In our view, the improvement and popularization of teaching in the traditional and e-learning systems of blended learning, in-depth study of the experience of developed countries in the field of blended learning will allow the creation of a national model of blended learning.

Given that in today's globalized world, education is based on Internet technologies, the development of a methodology for applying blended learning is an important issue.

Blended learning is a relatively new and increasingly popular form of modern education, based on online learning

materials and teacher-led group learning. No matter how convenient e-learning is, it does not provide the level of development of speech and socio-cultural skills that result from traditional education. However, e-learning is more effective than traditional education. As a result, it is clear that traditional education in combination with e-learning is more effective.

Blended learning is a combination of traditional, distance and interactive education. While traditional education develops and socializes people's communication skills, mixed education accelerates the learning process.

The educational process requires the transition to a modern model that meets the needs of people and has a mobile phone in its own form. This model allows you to improve the learning process and solve several important problems at once. The development of information technology will help to develop and apply blended learning in various fields. The role of ICT in the learning process is to transmit and store lectures, videos, presentations, etc. In blended learning, these functions are aimed at the interaction between teachers and students in the learning process and the implementation of this dialogue. Communication is supported by technology: conversations, blogs, video conferencing, Skype and more.

#### Design and Implementation of Blended Learning.

As hybrid courses become more popular, research is accumulating on the positive outcomes from using the approach, but less has been published about how faculty design and teach blended courses According to Smart and Cappel [3;7]. What is known about effective learning should be the "starting point "for designing blended instruction. They emphasize the importance of selecting technology tools

that make learning activities more authentic, enable students to become more active in their learning, and require students to interact with others and engage in critical or deeper-level thinking.

Shea in his discussion of a conceptual framework for blended learning analyzed how this instructional delivery approach must reflect the four conditions of adult learning described in the "How People Learn "(HPL) model developed by Bransford, Brown, and Cocking in 2000 [8]. These conditions are "learner-centeredness" or meeting the goals and interests of the learner, "knowledge centeredness" or using active, relevant learning experiences; "assessment-centeredness" or finding ways to effectively measure learning so that formative and constructive feedback can be provided, and "community Centeredness" or creating a sense of connectedness and collaboration among learners.

Martyn and Lin found that good hybrid instruction can incorporate the "Seven Principles of Good" Practice in Undergraduate Education "developed by Chickering and Ehrmann in 1987 and updated for the digital age in 1996 [9;10]. These seven principles are promoting interaction between students and faculty, enhancing reciprocity and cooperation among students, promoting active learning, providing prompt feedback, increasing time on task, setting high expectations, and recognizing diversity in learning.

Finding the right blend of what goes online and what is taught face-to-face is an important part of hybrid instructional design Effective integration of online and face-to face learning creates environments that are "highly conducive to student learning" [3; 5]. Aycock, Garnham and Kaleta found that students did not like hybrid instruction if they perceived a poor integration between the face-to-face and the online components or if they felt the online components merely increased the course workload making it a "course and a half [3; 11].

There are several ways that faculty can blend their online and face-to-face instruction Graham divided blends into three different categories: enabling blends that focus on convenience and accessibility, enhancing blends that augment but do not drastically change the pedagogical style, and transforming blends that change the instructional delivery to an active learning model [1].

According to Graham, transforming blends require students to actively construct knowledge and engage in "... intellectual activity that was not practically possible without the technology" [1].

One common type of blend used by faculty requires students to complete activities online prior to the face-to-face meetings to ensure that everyone shares a common knowledge base Then during class time the content can be supplemented and enriched with application and problem solving activities [7]. The face-to-face time can be used to learn the material at a deeper level and link the content to broader topics [12].

Another type of blend involves teaching the course content during class time and allowing students to think critically and discuss their views about the material through online activities [11]. When designing a blended course, faculty must not

only consider the elements of effective adult learning and find the right blend between online and in-class activities, they must also address some of the student problems encountered when using the approach such as the lack of technology and time management skills necessary for success in a blended format Tabor reported that students whogysliked the

hybrid format mentioned problems with finding materials, receiving less instructor feedback, and perceiving the course content to be too advanced for independent learning [4;6].

Transforming a traditional course into a blended one is not an easy process and requires faculty to take a different perspective on instructional delivery [2]. Although it may seem unple to do, according to Tabor, even experienced instructors"... struggle with the question of creating balance and harmony between the two formats" [6].

Aycock, Garnham and Kaleta in the lessons learned from their hybrid course project at five campuses of the University of Wisconsin state that there is no "standard approach" to a blended course [11]. They recommend to "start small and keep it simple" since re-designing a course into a blended format takes time. One of the major barriers to faculty adoption of blended learning was the increased time commitment necessary to develop and administer this type of course format [4;5].

Kaleta, Skibba and Joosten described the tasks that faculty must accomplish and the multiple roles that faculty need to play in the course transformation process [3]. The tasks include: re-examining course goals; developing online and face-to-face activities that are integrated and aligned with the goals; finding ways to assess students' understanding and mastery of the course material, and creating ways for students to interact. Faculty must take on pedagogical, social, managerial, and technological roles as they implement the method. Pedagogically, instructors become guides and facilitators of learning rather than "information suppliers". Socially they must develop a "collaborative community of learners". As course managers they are responsible for scheduling activities, determining due dates, and grading assignments, and technologically they set up, maintain, and orient students to the course management system and assist students with technology issues.

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