

# EFFECT OF BLENDED LEARNING IN HIGHER EDUCATION IN INDIA

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## Abstract

This paper focusses on the usage of learning system for blended learning in higher education in India. In today's modest atmosphere, universities/colleges is essential to be abundantly conscious of the assessments and feelings of their principal stakeholders – the students. Known fact that the students stand at the core of this progression, it is vital that their visions on their involvements be acquired formerly envisaging any modification since the traditional face-to-face mode to blended learning. Enhancing pedagogy is the most important factor in steering the e-storm.

**Keywords:** blended learning, higher education, e-learning, pedagogy

## 1. Introduction

Technology plays an imperative role in the development and expansion of higher education. Many universities have conveyed an increase in the use of online tools. More prominence is expected on blended learning – instructions that combine face-to-face and online learning. Blended learning is a teaching approach that incorporates technologies with regular face-to-face teaching depending on the module requirements and the needs of the learners (Alonso, López, Manrique, & Vines, 2005<sup>1</sup>; Osguthorpe & Graham, 2003<sup>2</sup>). Blended learning may also refer to a combination of different modalities or delivery media (Harden & Hart, 2002)<sup>3</sup>.

Through blended learning situations, universities propose programs and courses to combine and match the two teaching methodology. Blended learning programmes combine the online teaching and face-to-face teaching. Blended approach take the benefit of finest pedagogic technique online and face-to-face education.

Blended learning, which is a mix of traditional classroom presentations and online material, may offer a key for instructors who want high student engagement in their courses. Students often become passive passengers

in their university education—they are content to sit and listen to a lecture, not ask questions, and take in what their instructors are presenting without truly interacting with the material.

Blended learning aims to have students become more active participants in their classes by mixing online instruction with face-to-face contact to deliver a better-rounded and engaging class experience. For educators looking to increase student engagement, as well as student performance, let's examine some of the ways blended learning can be implemented in the classroom.

## 2. Review of Literature

Garrison and Kanuka (2004)<sup>4</sup> observed the transformative possibilities of blended learning and stated a growth in course accomplishment tariffs, enhanced retaining and improved student fulfilment. Yılmaz & Orhan (2010)<sup>5</sup> reported that blended learning will deliver immense suitability for the learner to reach its target by relating the face to face interaction in traditional learning and time, place and material richness provided by Web-based learning.

Kenney and Newcombe (2011)<sup>6</sup> analysed the evaluation to create efficiency in sight of ratings and initiate that blended learning took higher average score compared to non-blended learning environs. Evaluations amongst blended learning environs found the discrepancy amongst academic accomplishment, score dispersals and gender enactment modifications and no significant differences were found amongst the groups (Demirkol and Kazu, 2014)<sup>7</sup>.

McRae (2015)<sup>8</sup> discussed that the most popular mode of blended learning by far is the rotation model which allows students to rotation on a schedule between learning modalities, where at least one of which involves online learning. Under the rotation model, the concept of flipped classroom takes greater responsiveness due to the reversal of the learning mode between the classroom and home.

Kintu and Zhu (2016)<sup>9</sup> examined the prospect of blended learning in Ugandan University and observed whether student characteristics (such as self-regulation, attitude to blended learning, computer proficiency) and student contextual (such as family support, social support and managing workload) remained significant causes in learner results (such as motivation, satisfaction and knowledge).

## 3. Key Elements of Blended Learning

As with every new technology-based initiative, it is important to note that quality pedagogy and a clear, defined focus of student-based outcomes is still the first priority behind any teaching method. Reliable assessments to foster feedback on performance as well as creating a community of learning within the classroom are equally important in implementing blended instruction.

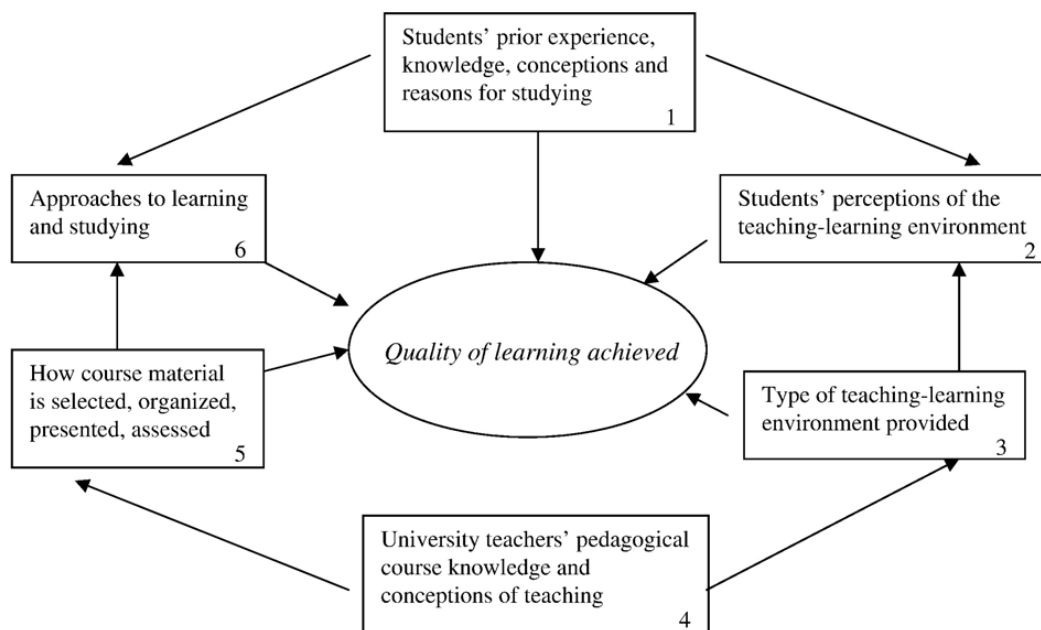


Fig. 1. Concepts related to the quality of learning at university (Entwistle et al., 2002)<sup>10</sup>.

#### 4. Potential Challenges and Solutions to incorporating Blended Learning in Classroom

Blended learning is the framework that connects instructional technologies and techniques together, providing a solution that meets the needs of modern learners and a business climate that's increasingly mobile, global, and reliant on social collaborative technologies.

##### a) Technology challenges

Technical challenges include:

1. Ensuring your participants can be successful using the technology.
2. Resisting the urge to use technology simply because it is available. (Hoffman, 2011)<sup>11</sup>.

##### b) Organizational challenges

Organisational challenges comprise:

1. Overwhelming the awareness that blended learning is not as effective as traditional face-to-face learning.
2. Redefining the role of the facilitator. (Hofmann, 2011)<sup>11</sup>

##### c) Instructional design challenges

Instructional design challenges comprise:

1. Observing just how to teach, not just what to demonstrate
2. Exploring the finest delivery standard to the performance goals
3. Possess online aids interactive fairly than impartial “conversation at” members.
4. Certifying contributor assurance and follow-through with “non-live” elements.
5. Confirming all the essentials of the blend are matched (Hofmann, 2011)<sup>11</sup>

## 5. Making the Shift to Blended Learning

Any pedagogical shift in the classroom takes time, patience, and proper resources in order to succeed. Blended learning prepares students for expending technology in a focused way and not simply for uploading selfies, checking social media or playing games. It also allows students the time to engross with material at their own pace and make networks both with their peers and instructor for deep, meaningful learning.

While there are challenges that come with this pedagogical shift, the benefits of effective blended learning far outweigh the risks. So whether you're in higher education or in the corporate sector, finding meaningful ways to incorporate technology into the learning process to some degree should more of a priority than just a consideration. Blended learning has been created to assist with technical driven changes, not only in higher education but also career development. This transformation is a paradigm shift that is integrating the best of face-to-face learning with online learning.

## 6. Conclusion

Higher education institutions must understand the needs and preferences of their students while designing the blended learning programmes. Universities need to consider whether they are ready to meet growing learner demands in the forthcoming years. Blended learning can be a powerful strategy, if the learning practices are well planned. An active learning atmosphere stays essential for task inventive pedagogic methodologies concluded the practice of technical know-how in teaching and learning. Blended learning have better connotation in higher education in the future.

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