

Effectiveness of Blended Learning Strategy over Conventional method: A literature review

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Abstract: In this digital era we can get all information about anything with the help of google. Even our educational system is also affected. So for learning environment the new concept of learning (Blended) arises. Blended learning is the best possible solution for meaningful learning. So many literature review showed by author for proving this. In this paper author trying to show that blended learning is good over conventional method but for better retention and active engagement of learners we should blend google informations and text an appropriate manner, which haveing so useful for rackbrain of learners. The Information and Communication Technology (ICT) in schools have been subsumed in the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Now ICT in Schools is a component of the RMSA. The Information and Communication Technology (ICT) in Schools was launched in December, 2004 and revised in 2010 to provide opportunities to secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio economic and other geographical barriers. The Scheme provides support to States/UTs to establish computer labs on sustainable basis. This review presents research about blended learning effectiveness from the perspective of learner characteristics/background, design features and learning outcomes. It also gives the factors that are considered to be significant for blended learning effectiveness where student learning faces challenges with regard to learner characteristics and blended learning features in adopting the use of technology in teaching and learning.

Keywords: Blended Learning, Conventional Method, Literature Review.

1.0 Introduction:

Today ICT in schools is a constant part of Rastriya madhyamic skisha abhiyaan (RMSA). When honorable Prime Minister Mr.Rajiv Gandhi introduces ICT in India, It covered all arrays and education sector also felt its importance and in 2004 RMSA introduced ICT in Indian schools and use of ICT gave birth to many innovative pedagogy like blended learning. In this paper we examine the effectiveness of blended learning strategies over conventional chalk and duster method of giving instruction in the light of few dimensions like retention and active engagement. Traditional learning and e-learning environments have both advantages and disadvantages. In a traditional learning environment instructors can control the learning environment. As traditional teaching was inadequate, e-learning applications were needed and teaching activities were performed in a blended way. An effective teaching planning is ensured by taking account of student's characteristics and necessities (Şimşek, 2009). So that blended learning takes account of individual learning speed can create an effective and flexible learning environment.

1.1 Blended Learning :

Blended learning is defined a combination of f2f means face to face ie traditional mode of giving instruction and online modes of learning. The Australian National Training Authority (ANTA) described blended learning in as *the integrated combination of traditional learning with web-based online approaches*. When technology introduces in traditional teaching mode

of delivery changed and showed an effective impact on learning. Blended learning is defined as a combination of three different method.

- 1- Mixing of traditional teaching with technology and gives other pedagogy(virtual classroom, flipped classroom, e-learning).
- 2- Mixing of other approaches (cognitivism, behaviorism)
- 3- Mixing of traditional teaching with technology like U-tube, skype, video, power point presentation, CD-ROM, etc.

1.2 Component of Blended Learning:

There are three component of blended learning. All three components make this technique more effective for learners rack brain.

- 1- Face to face learning :

When teacher physically present in the classroom and give guidance to learners and taught via online tools.

- 2- Self paced learning :

When learner learned the content on his own, treated as self paced learning. because every learner have different capability.

- 3- Online learning :

Internet used as a massive way for this type of learning, learner connected with his guide via email or other tools and it is very useful for distance learning.

1.3 Characteristics of Blended Learning:

All the benefits of e-learning is very much supported by blended learning including cost reductions, time efficiency and location convenience for the learner as well as the essential one-on-one personal understanding and motivation that face to face instructions presents. (Brown, 2003; Rice, 2012; Yonge, 2014). Blended learning can help foster critical and reflective thinking (Garrison and Kanuka 2004). Northern Illinois University (2015) stated that blended learning is flexible, social atmosphere and reusable learning object.

Characteristics of blended learning are cost effective, time saving and flexible. It also helps students to learn according to their pace and time. It is the combination of digital content and face to face content. In blended learning the learners have enough freedom for learning and time to time feedback is given by the teachers. It is the best way of interface between teacher and students.

- Most common characteristics cited by Egbert & Hanson-Smith (1999)
- Learners have opportunities to interact socially and negotiate meaning.
- Learners have enough time and feedback.
- Learners are guided to attend mindfully to the learning process.
- Learners work in an atmosphere with an ideal stress/anxiety level.
- Combination of digital content and face to face classes
- Reflective thinking
- Flexible
- Time saving
- Cost effective
- Reusable learning object

- Critical thinking
- Cooperative Learning

Blended learning develops cooperative feeling among students. The NPE (1986) had laid special emphasis on the special use of computer for improving quality of education.

1.4 Model of Blended Learning:

So many models for blended learning are present, but only four model of blended learning are most commonly used. These are shown below.

1.4.1 Face to face interaction:

Some instructional tool (like video, U-tube, PPT) are used by teacher for giving instruction to learner, and learners clarified their queries. This type of instruction is called face to face instruction.

1.4.2 Station-Rotation Model:

In rotation model, students rotate on a fixed schedule or at the teacher's discretion among classroom-based learning modalities. The rotation includes at least one station for online learning. The station-rotation model differs from the individual-rotation model because students rotate through all of the stations, not only those on their customized schedules. The station-rotation model give students the opportunities to rotate around or between a given stations. The class is divided into different segment from where the teacher supplement his traditional face-to-face teaching with some online posts which may be video, screen cast about the subject under discuss. The station-rotation allows students to visit various station during the allocated time for the online class. They may rotate between one-on-one or in small-group with the discretion of the teacher.

1.4.3 Flex:

The flex blended learning model is a model in which the curriculum is delivered through an online content provider with classroom teachers providing onsite support. The flex model is used in many dropout-recovery and credit recovery programs that are designed to either bring students back from declining attendance or enable them to graduate on time (Staker, 2011) [21]. The flex model is not fixed but fluid, allowing for real-time changes in schedules to meet ever-changing student learning needs. This model relies on personalized online systems, teachers-of-record, and other adults to continuously use data, such as student performance analytics from the online system, to know how to best support each student in accomplishing predetermined goals. Instruction is delivered by an online teacher and there is always a classroom teachers to supervise the learner (Gairla,

1.4.4 Laboratory-Rotation Model:

The online lab model is the model where an online course is delivered in a physical classroom or in a computer lab without direct instruction from a face-to-face teacher. The learning takes place at school and teachers either delivers it asynchronously or synchronously but it is purely an online course. The online teacher delivers the content via an online learning management system. The online labs or classrooms are monitored by teachers who are not necessarily certified in the area of instruction that the online teacher is certified in. Monitors are not trained necessarily in the subject area but are present to deal with any technology or discipline related issues.

1.5 Conventional teaching strategy:

It is based on chalk and duster method. Teacher plays a role of instructor and behaves as dominant factor in learning environment and learners treated as knowledge hole. Teacher filled this hole by delivering his instruction. Generally lecture method is used in conventional teaching.

2.0 Review of Literature:

A literature review is critical analysis of research and non research material which is available of showing the effectiveness of blended learning strategy. Its purpose is to bring the reader up to date with current literature and show a picture of using ITC in India and form a base for future research. There is a very basic difference between academic paper and literature review paper that is in a literature review paper, we take summery and ideas of others as they are. I mean to say without any adding of new thing.

Systematic literature reviews and their analysis

Under this heading, providing a complete list of published work on using ICT and blended learning approaches in India as much as possible of last ten years.

Kumari Munni (2017):

"Effectively of computer assisted instruction on the academic achievement and retention in mathematics for secondary school students" PhD Thesis

Mathematics is too tough for students, so researcher tried to make it easy for students and computer assisted instruction completed her effort. Researcher found in her study that computer assisted learning gave a positive impact on achievement of learners and retention was also improved after using it .achievement of experimental group of her study was more as compared to control group. She used quasi experimental method for her research work.

Nair Tara (2016):

"Effect of blended learning strategy on achievement in Biology and social and environmental attitude of students at secondary level" Ph.D Thesis

Purpose of this study is to develop a blended learning strategy for learning Biology and find out its effect on achievement in Biology.

Method used by the researcher is experimental cum survey method. Survey method was used to identify the environmental and social attitudes.

Sample used by the researcher is 450 students of secondary schools of a district of Maharashtra and 84 students taken by the researcher for experimental method and sample selection by the stratified random sampling technique.

Findings of present study are that blended learning provides a significant increase in the effectiveness of learning.

Kulkarni Vishnupanth Manisha (2014):

"Effect of varied ICT instructions approaches on academic achievement and retention in science among secondary school students" Ph.D Thesis

Purpose of this study to examine the effect of ICT approaches on academic achievement

Method used by the researcher is experimental method and used EDUNEXT software.

Sample used by the researcher is 75 students selected by the stratified sampling technique and area of the study is a small district of Karnataka.

Finding of this study showed that computer based learning is more fruitful over traditional learning.

Mohammad (2013):

"Effectiveness of blended learning in achievement in physics of 8th standard students" Ph.D Thesis

Method used by the researcher is experimental method and power point presentation is used for delivering the content and sample selected by simple random method from small district of Hyderabad. Finding of this study is that blended learning is more effective strategy than conventional strategy.

Repswal Pushpa (2012):

"Comparative study of the effectiveness of teaching through the traditional and the multimedia approach at the upper primary school label with reference to achievement" Ph.D Thesis

Purpose of this study to find out the effectiveness of teaching through multimedia approach like power point presentation of the content

Method of this study used by the researcher is experimental cum survey.

Sample of this study used by the researcher is 84 students of secondary school.

Finding of this study is that multimedia approach gave significant impact on learners as compared to traditional method.

Recently in 2017 Shashi Rekha Muni Reddy did a survey and their research problem is Blended learning in India- Are teachers in India are ready to go blended ?

She did a survey via interview method of 615 males and females teachers of aided and unaided private schools in Bengaluru, and found that teachers of 21-39 years age group having particular computer knowledge and they are ready to do something innovative.

3.0 Conclusion:

After studying above meta analysis of literature review, it is very cleared that India welcomes this new pedagogy. Most of the work in blended learning done in rest part of India except UP, and there are many dimensions where so many possibilities of doing research is available like brainstorming of learners. Vidyagyan school of Shiv Nadar foundation helped UP govt. to develop ICT in their parishadiya schools. But in India teachers are ready to use ICT tools for

delivery of content which are already available in Internet, like U-tube, EDUNEXT software etc. But internet provides so many relevant knowledge about the content which are higher the understanding label of secondary schools students which creates more confusion among them. So in future research teacher should blend available information of internet and form a software programmed for their students which are matched their understanding label and improve their brainstorming, than find out efficiency of blended learning strategy over conventional method by students outcome government gives guideline to National and State level agencies, like the National Council of Educational Research and Training, the Central Institute of Educational Technology, the National Institute of Open Schooling, the State Councils of Educational Research and Training, the. State Institutes of Educational Technology or any other public educational agency designated by the State will develop curriculum, resources, and undertake capacity building programs, which will serve as models for adaptation and implementation across the system. These activities will not be outsourced.

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