



AN EFFECTIVE APPROACH FOR BLENDING TEACHING AND LEARNING

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ABSTRACT

The world is changing continually and the different spaces are additionally impacted by the change. There is no exception even in the schooling area. The development of the computerized learning stages has a gigantic effect in instructive foundations and has at last placed the customary strategies in the secondary lounge. Nonetheless, there are requests for both innovation and customary learning techniques. Accordingly, the craft of joining advanced learning apparatuses with more conventional study hall eye to eye educating brought forth the expression "Mixed Learning". This section bargains about the instructive changes and the essential for Mixed Learning.

BL is definitely not a simple blend of on the web and eye to eye mode, yet it alludes to a very much arranged mix of significant exercises in both the modes. The mix requests thought of a few variables, chiefly focussing on learning results and the student focused informative climate.

Given the rise of computerized advances and the arising significance of utilizing innovation for instructing advancing at all levels from school to advanced education, the NEP 2020 suggests for utilization of mixed models of learning. The NEP-2020 states that while advancing computerized learning and training, the significance of eye to eye face to face learning is completely perceived. In like manner, different successful models of mixed learning will be distinguished for fitting replication for various subjects.

KEYWORDS: computerized learning stages , customary learning techniques , chiefly focusing.

INTRODUCTION

It is an educational system, an educating and learning approach that consolidates up close and personal study hall strategies with PC interceded exercises to convey guidance. This educational methodology implies a combination of eye to eye and online exercises and the coordination of simultaneous and noncom current learning instruments, consequently giving an ideal chance to the plan of compelling growing experiences. Mixed learning is the term given to the instructive act of joining advanced learning devices with more customary homeroom up close and personal educating. In a genuine mixed learning climate, both the understudy and the educator ought to be truly situated in a similar space. Notwithstanding this, the advanced apparatuses utilized ought to have the option to be used by the understudies to uphold some command over the speed or subjects of their learning. The flipped homeroom model is a comparative program that means to use innovation to rework the growth opportunity and boost the viability of important up close and personal time in the study hall. In a



flipped homeroom program, understudies would be urged to get to computerized learning materials by means of a cloud-based learning stage during their own time.

Assets, for example, video addresses, webcasts, accounts and articles would be given to move the fundamental majority of the important information from instructor to understudy before each class. This then, at that point, saves time in class for educators to help understudies in exercises, lead conversations and work with commitment

ROLE OF TEACHERS IN BL ENVIRONMENT

BL shifts the instructor's job from information supplier to mentor and tutor. This shift doesn't imply that educators assume a latent or less significant part in understudies' schooling. A remarkable opposite — with BL, instructors can have a much more significant impact and impact on understudies' learning. Customarily, homeroom guidance has generally been educator coordinated, hierarchical, and one-size-fits-all, with a cycle of separation tossed in, however with BL, it currently turns out to be more understudy driven, base up, and tweaked, with separation as a principal highlight. A lot of this new learning dynamic is because of the upgraded job innovation plays in guidance. BL gives a suitable harmony between online guidelines, which offers the intuitive, tech-based learning, individualized pacing, and protection that keep understudies constantly drew in and persuaded, and educator drove guidance, which customizes the opportunity for growth and adds the human components of support, sympathy, and caring direction that no one but instructors can give.

This new learning dynamic advantages understudies and educators the same. Giving understudies consent and space to become dynamic students who gain information straightforwardly allows them to take command over their learning and assists them with creating confidence. As additional understudies are working freely, time opens up for educators to offer up close and personal help and individualized guidance all the more as often as possible for additional understudies, successfully further developing separation. BL gives educators a more full, more precise image of how every understudy is doing. BL yields more incessant and more private educator.

ROLE OF A LEARNER IN THE BL ENVIRONMENT

Increment understudy interest:

At the point when innovation is coordinated into school illustrations, students are bound to be keen on, centered around, and amped up for the subjects they are considering.

Keep understudies centered for longer:

The utilization of PCs to look into data and information is a huge lifeline, joined with admittance to assets, for example, the web to lead research. This commitment and cooperation with the assets keeps understudies centered for longer periods than they would be with books or paper assets, this commitment additionally creates learning through investigation and examination.

Gives understudy independence:

The utilization of eLearning materials builds an understudy's capacity to define proper learning objectives and assume responsibility for their own realizing, which fosters a capacity that will be translatable across all subjects.

Impart a demeanor of self-promotion:

Understudies become self-propelled and capable, following their singular accomplishments, which fosters the capacity to track down the assets or get the assist they with requiring, self-pushing so they can arrive at their objectives.

Advance understudy possession:

BL ingrains a feeling of 'understudy responsibility for' which can be a strong power moving the learning, this sense of obligation helps the sense of responsibility.

Permit moment analytic data and understudy criticism:

The capacity to quickly examine, audit and give criticism to understudy work, enables the instructor to tailor his showing strategies and input for every understudy while further developing time effectiveness.

Empowers understudies to learn at their own speed:

Because of the adaptability of BL and the capacity to get to web assets permits understudies to learn at their own speed, meaning an instructor can assist with accelerating the growing experience or give further developed assets if important.

Scenarios in BL

BL is a powerful mix of on the web and up close and personal mode in educating learning. The BL Execution warning of UGC states the BL mode could be utilized for every one of the courses besides of SWAYAM courses which are simply in web-based modes.

The educational plans the nation over are presently credit-based. Weeks for credit hours by and large reach from 12 to 15. for example IIT considers 12 weeks for each credit, IIT considers 13 weeks for every credit, though UGC considers 15 weeks for each credit. Absolute acknowledges per Program change according to UGC Rules and endorsements to programs by Scholarly Boards of the Colleges. for example In a specific College, M.Com. program might be presented of 80 credits while M.Sc. program might be of 96 credits. Taking into account a hypothetical program, where 15 hours study hall time is designated per 1-credit (1-credit hour * 15 weeks), all out homeroom hours are $4 * 15 = 60$ for every course. Absolute number of hours are 240 for these 16 credits are being trained in eye to eye mode. UGC is offering a decision of showing these 240 hours in a Mixed Mode, for example rather than going to 240 homeroom hours, understudies can spend upto a specific hours in web-based communications and be available in F2F mode (up close and personal) for the excess hours. Extra understudy work (self-study, amendment, tasks, projects, evaluation arrangements, and so forth.) are of 240 hours which stay unaltered.

BL Structures in Education

Many variables should be thought about while picking how to mix face to face and web based educating and learning exercises. At times, most communications among understudies and the educator, as well as the immediate conveyance of guidance, happen face to face in the homeroom, while materials and perhaps a few extra exercises are conveyed on the web. In different cases, the vast majority of the class exercises happen on the web, with rare gatherings face to face to take care of issues and backing local area building. In a few mixed game plans, understudies might pick which exercises to finish on the web and which to finish in a study hall. Preferably, mixes are customized so individual understudies have the mix that best accommodates their age, life conditions and advancing necessities. These are called individually models. Understudies pick what to take completely on the web, what to take completely face to face and, when the plan is free, mixed courses where they pick when to go to face to face classes and when to watch recordings, download readings and complete tasks on the web. This sort of personalisation isn't accessible 100% of the time. Most significant is guaranteeing that understudies can work well as students with any conveyance strategy, single-mode or mixed, regardless of whether it isn't their inclination or the best circumstance for them.

Educators are important mentors for assisting understudies with overseeing in any learning circumstance; it really depends on instructors and learning creators to offer mixed exercises that best suit the subject, the students' necessities and the educational plan prerequisites. Not all novel and intriguing BL plans are one-size-fits-all model. The following are seven example arrangements of BL exercises to consider for BL educating circumstance. These instances of BL are drawn from advanced education however can be formed to fit any instructing and learning circumstance.

- **Mixed up close and personal class**

Similarly a portion of the time called the "very close driver model," the blended eye to eye class model is arranged in the homeroom, but a ton of review corridor time has been superseded by online activities. Seat time is normal for this model, while online activities are used to upgrade the in-person classes; readings, tests or various assessments are done online at home. This model licenses students and faculty to share even more high-regard instructive time since class time is used for higher-demand learning works out, for instance, discussions and social affair projects.

- **Mixed internet based class**

Once in a while alluded to as the "online driver model," this class is the reverse of the mixed up close and personal class. The class is generally directed on the web, however there are some expected face to face exercises like talks or labs.

- **The flipped study hall**

The flipped study hall switches the conventional class construction of paying attention to a talk in class and finishing schoolwork exercises at home. Understudies in flipped classes watch a short talk video on the web and come into the homeroom to finish exercises, for example, bunch work, projects or different activities. The flipped homeroom model should be visible as a sub-model of the mixed up close and personal or mixed internet based class.

- **The revolution model**

In this model, understudies in a course turn between different modalities, one of which is web based learning. There are different sub-models: station turn, lab pivot and individual revolution. A portion of these sub-models are more qualified to K-12 training; station turn, for instance, expects understudies to pivot between stations in the study hall at a teacher's watchfulness. Others function admirably on a school grounds; the lab revolution model, for instance, requires understudies in a course to turn among areas nearby (something like one of which is a web based learning lab). In the singular revolution model, an understudy turns through learning modalities on a redid plan.

- **Oneself mix model**

While large numbers of the BL models on this rundown are at the course level, self-mixing is a program-level model and is natural to numerous undergrads. Students utilizing this model are signed up for a school however take online courses notwithstanding their customary eye to eye courses. They are not coordinated by an employee and pick which courses they will take on the web and which they will take face to face.

- **The mixed MOOC**

The mixed MOOC is a type of flipped homeroom involving face to face class gatherings to enhance an enormous open web-based course. Understudies access MOOC materials - maybe from another establishment or educator on the off chance that the course is straightforwardly open - beyond class and, come to a class meeting for conversations or in-class exercises. In 2012, San Jose State College directed a mixed MOOC utilizing MIT's Circuits and Hardware course, with understudies removing the MOOC from class while eye to eye time was utilized for unexpected critical thinking.

- **Adaptable mode courses**

Adaptable mode courses offer all guidance in different modes - face to face and on the web and understudies pick how to take their course. An illustration of this is San Francisco Express College's cross breed adaptable (HyFlex) model, which offers homeroom based and online choices for all or most learning exercises, permitting understudies the capacity to pick how they will go to classes: on the web or face to face.

List of Online Study Material/Resources in Open Access

AGRIS	http://agris.fao.org/agris-search/index.do
Aid Data	https://www.aiddata.org/
Cambridge University Press	https://www.cambridge.org/core/what-we-publish/open-access
Directory of Open Access Books*	https://www.doabooks.org/
Directory of Open Access Journals (DOAJ)*	https://doaj.org/
e-Content Courseware in UG Subjects	http://cec.nic.in/cec/
e-PG Pathshala	https://epgp.inflibnet.ac.in/
e-PG Pathshala	https://epgp.inflibnet.ac.in/
Free Open Access Books	https://www.freetechbooks.com/
High Wire	https://www.highwirepress.com/
ILOSTAT	https://ilostat.ilo.org/
National Digital Library of India (NDL)*	https://www.ndl.gov.in/
National Programme on Technology Enhanced Learning (NPTEL)*	https://nptel.ac.in/
Open Access Thesis & Dissertations*	https://oatd.org/
Open Knowledge Repository-World Bank*	https://openknowledge.worldbank.org/
Oxford Open	https://academic.oup.com/journals/pages/open_access
Project Euclid	https://www.projecteuclid.org/librarians/lib_oa
Project Gutenberg*	https://dev.gutenberg.org/
PubMed Central (PMC)*	https://www.ncbi.nlm.nih.gov/pmc/?cmd=search&term
Science Direct Open Access Content	https://www.sciencedirect.com/#open-access
Shodhganga-a reservoir of Indian Theses*	https://shodhganga.inflibnet.ac.in/
Southern Connecticut State University	https://libguides.southernct.edu/openaccess
Springer Open Journals	https://www.springeropen.com/journals
SWAYAM	https://www.swayam.gov.in
SWAYAM Online Courses	http://storage.googleapis.com/uniquecourses/online.html
Taylor & Francis Open Access	https://www.tandfonline.com/openaccess/openjournals
The OAPEN Foundation*	http://www.oapen.org/content/
UG/PG UGC-MOOCs	http://ugcmoocs.inflibnet.ac.in/ugcmoocs/moocs_courses.php

Let us study a few possible scenarios in BL in Indian Higher Education.

Scenario I: BL Mode for a 80-credit Master programme

A sample structure of one semester of a Masters programme offered by a State University is provided in Table 1:

Table 1
Sample Course Structure

Semester II: 5 courses		Credits	Classroom Hours
Courses:			
201	Instructional System Design: Theories and Models	4	60
202	Research Methodology	4	60
203	eLearning	4	60
204	OER Development	4	120 (60)*
205	Instructional Strategies for Face-to-face learning#	4	60
		* Practical course, so double number of hours	

Course 204 is an optional course, which can be skipped by the students and instead any 4-credit SWAYAM course can be completed. Remaining 4 courses can be taught using BL mode.

BL opportunity is being taken advantage of in the accompanying habits by every one of the course educators:

1. Educator A showing course 201 is showing half modules in web-based mode. There are 4 modules in this course, so 2 modules are managed in web-based mode.
2. Educator B showing course 202 (Exploration Strategy) is showing every one of the 4 modules in Mixed Mode permitting understudies to get to online assets, complete exercises in web-based mode for around 30 hours and be in the study hall for absolute 30 hours. These 30 study hall hours are being used for a few exercises, investigating, tackling questions on the read or saw contents, critical thinking, and so on.
3. Educator C showing course 203 (eLearning) has permitted understudies to join a MOOC on eLearning. While understudies are finishing this outside MOOC, educator C has likewise joined this MOOC to monitor educating getting the hang of occurring in the MOOC. S/he is leading a couple of exercises, affirming understudies' customary admittance to MOOC and fulfillment of tasks, examining and designating bunch exercises in the class too in web-based mode. Understudies are submitting tasks of the educator C all the while in web-based mode and going to classes on the grounds just for 25% of the absolute hours, for example there are just 15 grounds hours for this course.
4. Educator D is managing OER improvement course (204). S/he expected to relegate a different weightage of hours for each module. Last 2 modules require more lab hours where understudies themselves are fostering the whole OER utilizing the studio of the organization. The past 2 modules focus on their own investigations of free apparatuses and they can work more from home. According to educator's arrangement, understudies invest 80% energy in web-based mode for module 1 and 2, though 40% time on the web and 60% time in the study hall is spent for module 3 and 4. Normal 30% of the complete time is spent in the study hall for this course.

Be that as it may, all instructors A, B, C and D have presented this proposed weightage to the organization for data.

Scenario II: BL Mode for training used by a National Level Institute

A public level organization is engaged with instructor preparing at a gigantic scope. The methodologies utilized by them are pertinent even in the event of thousands of understudies learning in advanced education establishments (HEIs) or for well known courses instructed across disciplines and additionally in undeniably associated universities.

The public level foundation offers preparing in ICT utilizing the accompanying 3 methodologies:

- a. The Acceptance course of 'ICT in Schooling' Educational program for educators followed the flipped educational program approach where the 18 meetings were directed in eye to eye mode for 10 days

followed up by perusing materials on the web and doing exercises like task accommodation, gathering conversation and test on the web.

- b. Refresher seminar on 'ICT Teaching method Reconciliation in Showing Learning' followed the mixed block model where a couple of modules were on the web and a couple of modules were finished in up close and personal mode. There are 15 modules.
 - 8 modules were led in up close and personal mode.
 - 3 modules as totally through web-based just including offbeat correspondence
 - 4 modules were internet having live web-based meetings through video conferencing followed by online entries.
- c. Refresher course in 'Exploration in ICT' utilizes most extreme web-based modalities. The absolute number of hours arranged are 120. LMS is being utilized alongwith coordinated meetings through virtual class. All assets are gotten to through LMS. Coordinated classes are utilized for tackling inquiries, directing master talks, online gathering exercises. Members went to up close and personal studio just towards the finish of the course and burned through 30 hours in the organization (5-day studio) and settled research proposition. They likewise had an active encounter of SPSS in the foundation's lab.

The situations examined in this part give a couple of thoughts or carrying out BL mode.

Communication with individual understudies, educators have the potential chance to develop and reinforce understudy/instructor connections. The trust that comes with cozy connections can give educators experiences into understudies' very own battles and needs - bits of knowledge which enable instructors to solace and mentor understudies through difficulties that frequently act as hindrances to learning. In rundown, BL consolidates the best parts of web based learning with the best parts of direct guidance, assisting teachers with effectively figuring out how to do considerably more to address understudy issues without adding to a generally profound responsibility.

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