



## **Blended approach towards teaching-learning for new era of the 21st century**

I.Thenmozhi\*<sup>1</sup>, V. Sharmila<sup>2</sup>

<sup>1</sup>Research Scholar, Department of Educational Technology, Tamil Nadu Teachers Education University, Chennai-97 Tamil Nadu, India

<sup>2</sup>Department of Educational Technology, Tamil Nadu Teachers Education University, Chennai-97,

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### Abstract



The world is changing continuously and several domains are additionally influenced by the change. There is no exemption even in the education domain. The evolution of digital knowledge of platforms has had a huge influence on educational institutions and has sooner or later put traditional methods in the back seat. However, there are demands for both technological know-how and usual learning methods. As a result of this, the artwork of combining digital learning equipment with more traditional classroom face-to-face teaching gave birth to the term "Blended Learning". The 21st century has shown tremendous change in the teaching and learning process, due to advancements in information and verbal exchange technology (ICT). The most recently used teaching and learning technological know-how is blended learning. This paper strives to explain blended getting to know with major objectives being, to be aware of what is blended learning, to comprehend why blended is needed in teaching and gaining knowledge of the process, to recognize models of blended learning, and to know the advantages and advantages of blended learning.

### \*Corresponding Author

Name: I.Thenmozhi

Phone: +91 9894026003

Email: [thenmozhiisaac7@gmail.com](mailto:thenmozhiisaac7@gmail.com)

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### **INTRODUCTION**

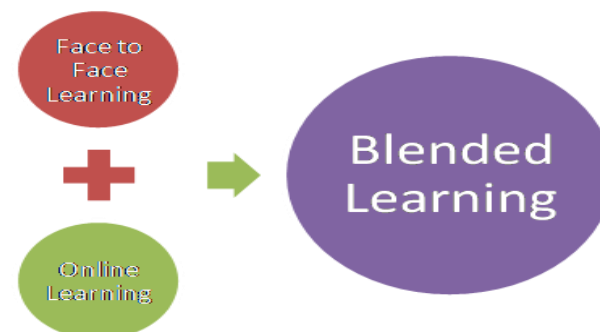
New advancements in technology have introduced changes and challenges from usual to more advanced modes of teaching and learning processes. To say a shift from ordinary chalk-and-talk classification room to technologically based web-based learning, e-learning, M-learning, e-resources, cloud computing and blended learning or hybrid learning. This combines electronic-based learning and a traditional learning

environment. Blending learning is about finding higher ways of supporting college students in achieving the knowledge of targets and imparting them with the best possible learning and teaching experiences, as well as supporting teachers in their profession. Besides, blended mastering is a learning method formed with the aggregate of the different knowledge of environments and activity sorts for a certain group with the addition of electronic sources to the face-to-face getting to know the 21st century has shown tremendous alternate in the teaching and gaining knowledge of process, due to advancement in facts and communication technological know-how (ICT). The most recently used education and learning technological know-how is blended learning. Blended learning brings traditional physical classes with elements of virtual education together (Finn & Bucci, 2004).

Given the emergence of digital technologies and the emerging significance of leveraging technology for teaching-learning at all ranges from college to greater education, the NEP 2020 recommends for use of blended models of learning. The NEP-2020 states that whilst promoting digital learning and education, the importance of face-to-face in-person studying is fully recognized. Accordingly, one-of-a-kind high-quality models of blended learning will be identified for appropriate replication for specific subjects.

The ordinary chalk-and-talk approach used for the teaching and learning process is found to be ineffective in terms of learners' participation and interaction, which has triggered the emergence of a new learning environment that the 21st-century demands. It is thought that blended learning, which has been tried in many educational settings, has given positive results. This approach has the services to meet the requirements of our time. The reality that it is applicable and renewable,

and it has the technological innovations that are brought by our present-day age stands as a proof strategy that is useful for study. Hence this learning has taken up.



**Figure 1 Blended learning**

### **OPERATIONAL DEFINITIONS OF KEY TERMS**

#### **Blended Learning:**

Graham (2006) defines blended learning as "the combining of the two different education models, traditional face-to-face learning and distance learning".

Horton (2000) defines it as "combining some strong and advantageous aspects of online learning and the learning in the classroom"

Morgan (2002) explains that blended learning is conducted to blend the best aspects of online learning and face-to-face learning.

According to (Krause, 2007) blended learning is realized in teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching, and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction.

#### **Technology:**

The software of the knowledge and utilization of tools and techniques to control one's environment.

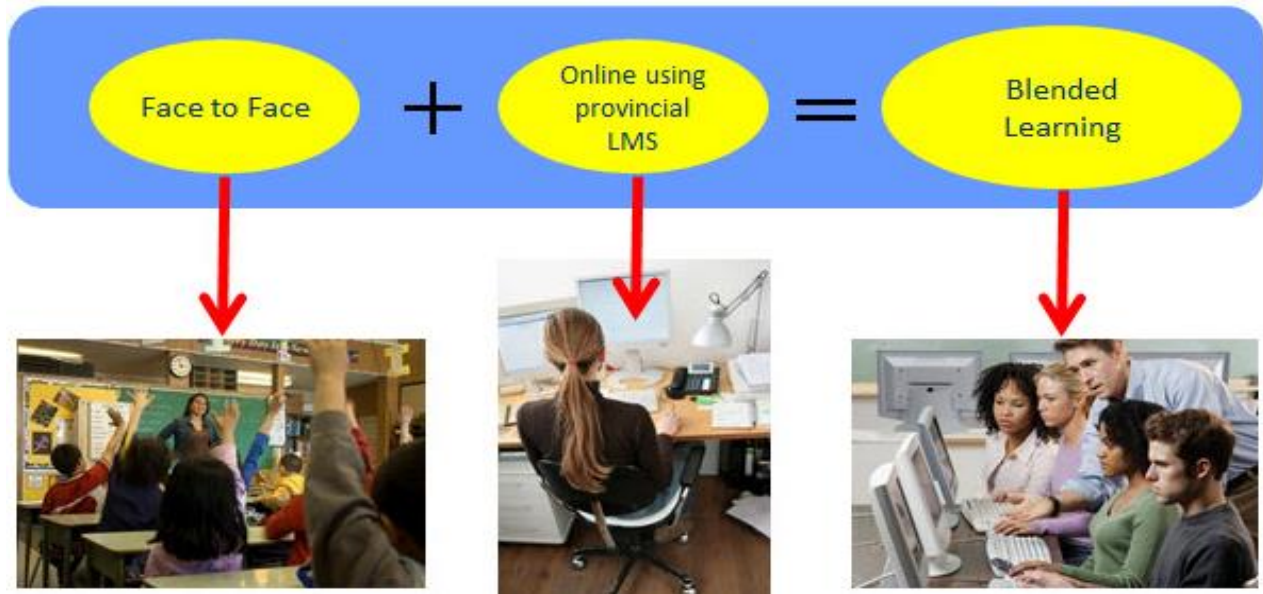


Figure 2 Blended learning

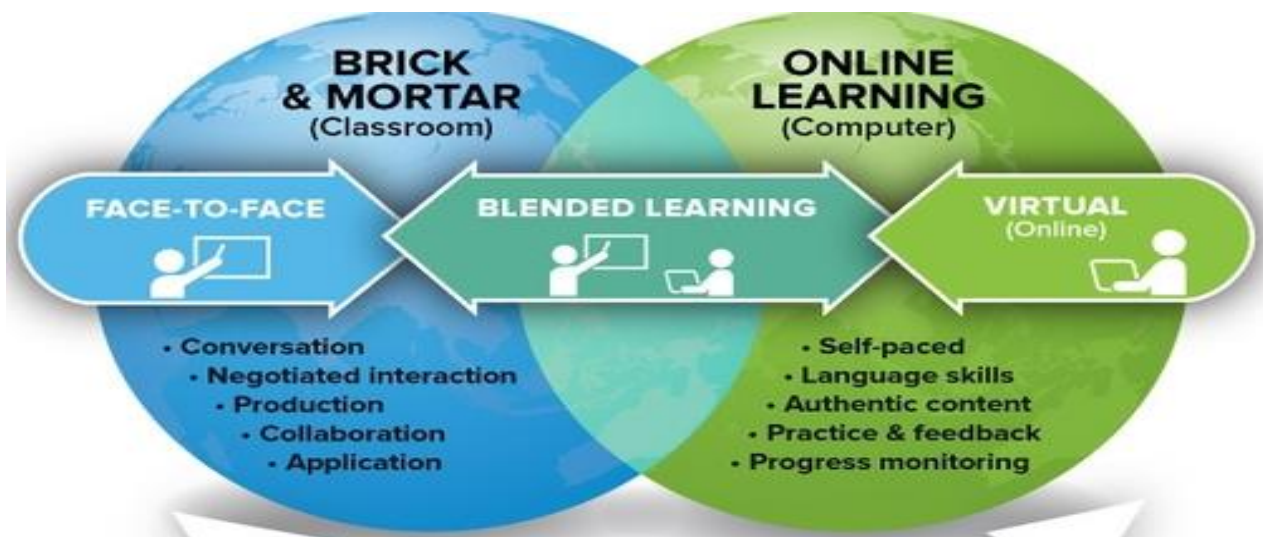


Figure 3 Mixed learning

**Teaching:**

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**Learning:**

The acquisition of knowledge or competencies through study experience or being taught.

**Blended learning**

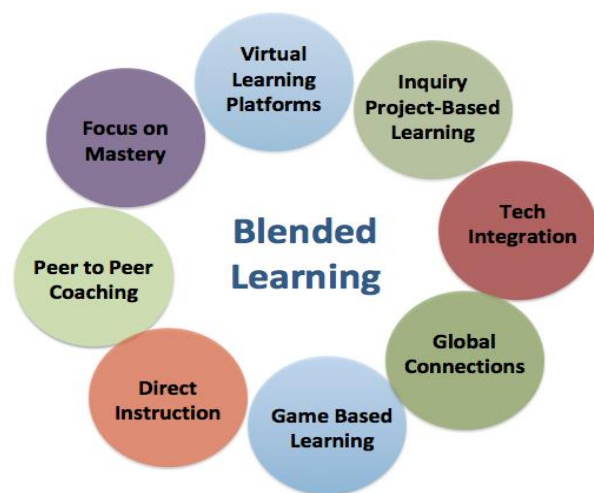
Blended learning is a formal educational application in which a student learns at least

in section through online delivery of coaching and content with some factor of student control over time, place, path, and pace and at least in part in a supervised brick-and-mortar location away from home.



Figure 4 Application of blended learning

Blended learning helps in achieving better student learning experience and academic outcomes, and high-quality teaching management. It is all about effectively integrating information and communication technologies into designing courses and term-enhancing teaching and learning experiences for each student' and teachers. It involves the amalgamation of shipping modes, teaching tactics, and learning styles. acquisition of expertise or skills through study experience or being taught.



**Figure 5 Approaches of blended leaning**

**MODELS OF BLENDED LEARNING**

Six models of blended learning:

**a) Face-to-Face Driver Model**

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**b) Rotation Model**

In this form of blended learning, students rotate between different stations on a fixed schedule – either working online or spending face-to-face time with the teacher. The rotational model is more widely used in elementary schools. In this model, students became more active learners and often challenged themselves to work harder and learn material that had not yet been introduced in their classroom.

**c) Flex Model**

Schools that support a large number of non-traditional or at-risk students often choose the flex model of blended learning. With this approach, the material is primarily delivered online. Although teachers are in the room to provide on-site support as needed, learning is primarily self-guided, as students independently learn and practice new concepts in a digital environment.

**d) Online Lab Model**

As schools face increasingly tighter aid constraints, the online lab model of blended learning is a conceivable option for assisting students to complete courses, which includes these not presented at the precise school site. In this scenario, students learn completely online however tour a dedicated PC lab to complete their coursework. Adults supervise the lab, however they are no longer trained teachers. This now not only permits colleges to provide courses for which they have no teacher or not enough teachers but also allows school students to work at a pace and in a challenging location that suits them besides affecting the learning environment of different students.

**e) Self-Blend Model**

Popular in high schools, the self-blend model of blended getting to know allows students to

take classes beyond what is already offered at their school. While these individuals will attend a traditional school environment, they also decide to complement their mastering via online courses offered remotely. For this technique of blended gaining knowledge to be successful, students must be rather self-motivated. Self-blend is perfect for the scholar who wants to take additional Advanced Placement courses, or who has an interest in a situation area that is not included in the traditional course catalog.

### **f) Online Driver Model**

At the opposite end of the spectrum from face-to-face driver, we have online driver, which is a form of blended learning in which students work remotely and material is primarily delivered via an online platform. Although face-to-face check- is optional, students can usually chat with teachers online if they have questions. This model of blended learning is ideal for students who need more flexibility and independence in their daily schedules.

### **ROLE OF TEACHERS IN BLENDED LEARNING (BL) ENVIRONMENT**

BL shifts the teacher's role from knowledge issuer to coach and mentor. This shift does not mean that instructors play a passive or less essential position in students' education. Quite the contrary—with BL, teachers can have an even extra profound influence and effect on students' learning. Traditionally, classroom coaching has mostly been teacher-directed, top-down, and one-size-fits-all, with a bit of differentiation thrown in, but with BL, it now becomes extra student-driven, bottom-up, and customized, with differentiation as a foremost feature. Much of this new learning dynamic is due to the improved role science plays in instruction. BL affords an appropriate balance between online instructions, which provides interactive, tech-based learning,

individualized pacing, and privacy that keep students continuously engaged and motivated, and teacher-led instruction, which personalizes the gaining knowledge of experience and adds the human factors of encouragement, compassion, and caring coaching that solely teachers can give.

This new learning dynamic advantages college students and teachers alike. Giving college students permission and area to end up active newbies who achieve understanding directly lets them expect some manipulate over their learning and helps them develop self-reliance. As more students are working independently, time opens up for teachers to grant face-to-face assistance and individualized preparation frequently for more students, effectively improving differentiation. BL provides teachers with a fuller, more accurate image of how each student is doing. BL yields more frequent and more personal trainer interaction with person students, teachers have the chance to deepen and support student/teacher relationships. The trust that comes with close relationships can give teachers insights into students' private struggles and wishes -insights that empower instructors to alleviate and instruct students through challenges that often serve as obstacles to learning. In summary, BL combines the quality components of online learning with the pleasant elements of direct instruction, supporting teachers to easily manage to do a lot more to meet scholar needs without including an already weighty workload.

### **BENEFITS OF BLENDED LEARNING**

- a. Inclusion of more differentiated/personalized instruction.
- b. Increased access to resources, experts, and learning opportunities.

- c. More authentic and student driven tasks being incorporated into the curriculum.
  - d. Higher student engagement.
  - e. Greater opportunities for collaboration (especially beyond the classroom and involving the wider school community).
  - f. Exposure to a wide range of Web 2.0 technologies and acquisition of contemporary literacy skills.
  - g. Better access to infrastructure and, anytime, anywhere learning.
- with a zoo/museum/gallery or virtual excursions to overseas historical or culturally significant landmarks.
  - Broaden the spaces and opportunities available for learning.
  - Support course management activities (e.g., communication, assessment submission, marking, and feedback).
  - Support the provision of information and resources to students.
  - Engage and motivate students through interactivity and collaboration.

### **ADVANTAGES OF BLENDED LEARNING**

- An increase in learning outcomes.
- An opportunity for students to practice technology skills in navigating online course materials and creating their digital content for assessment.
- An increase in student-teacher and student-student interaction through the use of communication tools like discussion forums, blogs, and shared web content on the electronic whiteboard.
- The ability to reserve face-to-face time for interactive activities, such as higher-level discussions, small group work, debates, demonstrations, or lab activities.
- Flexibility and the freedom to learn anytime, anywhere.
- Some level of control over the pacing of their learning. Difficult concepts can be reviewed as often as necessary.
- More engaging content that they can create and use their initiative, and networks to shape.
- The opportunity to engage and draw on expertise that would otherwise not be available to them without costly travel, such as virtual conferencing

### **CONCLUSION**

The transformation of education in the 21<sup>st</sup> century has sparked a great deal of debate and controversy. Some professional educators completely support blended and virtual education. They believe it heralds the beginning of a new and exciting direction in teaching and learning because it utilizes the latest trends in technology while optimizing student fascination with online activity. Other professional educators lament the impersonal, disconnected elements of blended and online education and believe that virtual and blended classrooms eliminate the human element of teaching and learning by minimizing in-person contact with peers and teachers.

Information and communication technologies, which have been developing rapidly, have become one of the indispensable elements of the 21st century. They have influenced, like all other fields, educational institutions which are the most important sub-institutions of the social structure. They have offered a favorable environment for the development and use of various methods and tools. Adopting a blended learning approach offers the appeal of combining different learning elements using the power of ICT while retaining a

human touch. It can be concluded that synchronous communication environments should coexist with asynchronous ones. Hence, students will be exposed to more productive learning experiences. Face-to-face and online environments can be reorganized by examining the learning styles of students in blended learning environments.

### **Ethical Approval**

No ethical approval was necessary for this study.

### **Author Contribution**

All authors made substantial contributions to the conception, design, acquisition, analysis, or interpretation of data for the work. They were involved in drafting the manuscript or revising it critically for important intellectual content. All authors gave final approval of the version to be published and agreed to be accountable for all aspects of the work, ensuring its accuracy and integrity.

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