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Blended Learning: A Need for Change in Education System

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Abstract: *Immediate access to people and knowledge through technology is increasing, and this is often transforming our everyday lives. Using connected mobile tools like smartphones, tablets, and laptops, we purposefully "blend" physical and online activities to make optimal experiences. This is often what blended education is all about: situating learning experiences online or onsite based on the relative strengths and weaknesses of each mode. Research suggests that blended courses can have a positive impact on efficiency, convenience, and learning outcomes. By moving more of the training to online environments, blended courses add flexibility to participants' schedules, provide learning benefit through automated and asynchronous online tools, and may tap into the modern, social Web to assist learners venture beyond the traditional confines of the classroom. To consistently achieve such benefits, teachers have to go beyond a simple "digital facelift." Instead, teachers should aim to make transformative blends through an intentional course redesign process.*

Keywords: Blended Learning, learning outcomes, asynchronous online tools, transformative blends.

I. INTRODUCTION

"Technology won't replace teachers.
But teachers who use technology will replace those that don't."– Christine Meloni as technology has advanced, we've seen more and more "traditional" courses adopt technology. This usually starts small, by posting a syllabus online, communicating via email, or posting slides or lecture notes. This has allowed traditional courses to require advantage of technology efficiencies without forcing faculty out of their pedagogical comfort zone, or without risking loss of a number of the valued humanness factors commonly associated with face-to-face interactions. because the capabilities of technology have increased, as more information continues to be created online, and as connections with people around the world continue to be facilitated, we predict that teachers will adopt more and different technologies, moving them from the realm of simply technology-enhanced toward blended.
Though there's no single definition of "blended," this mainly focuses on blended courses as a mixture of onsite (i.e. face-to-face) with online experiences to supply effective, efficient, and versatile learning. People live their lives "blended," as a mixture of physical and online activities and experiences. Blended learning not only fits into the fashionable, connected lifestyle, but also can provide specific benefits to students, teachers, and administration.
Blended learning offers teachers a chance to take big strides forward by not just employing technology to fit the changing world, but after all adapting and redesigning their teaching to produce transformative learning experiences. A blended course replaces some proportion of onsite learning experience with online experiences. However, good blended learning isn't just a digital facelift of the traditional onsite course. Blended learning can create opportunities to bridge formal learning to informal learning, and encourage lifelong learning habits.

1.1 Objectives

By making in-person and online learning complementary, blended learning creates a very integrated classroom where the needs of all types of learners can be met. Keeping students engaged, stimulated, and motivated also helps teachers to be simpler and make greater gains with their students. the most objectives of this study is to find out whether it is helpful…

1. To enhance access and convenience for the scholars.

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2. To supply improved learning mechanism.
3. To decrease (or more flexible) costs for both students and administration.

II. RESEARCH METHODOLOGY

This study was conducted by using the Secondary Data source. Secondary data are basically second-hand pieces of data. This secondary data is gathered from different sources which may be classified as:

2.1 Published Sources

Secondary data which is gathered from the published (printed) sources, few major sources of published information are as follows:

- Published articles of local bodies, and central and state governments
- Magazines, journals, and periodicals
- Reports presented by research scholars, bureaus, economists, etc.

2.2. Unpublished Sources

Statistical data is obtained from several unpublished references, number of the major unpublished sources from which secondary data is gathered are as follows:

- The research works conducted by teachers, professors, and professionals
- The records that are maintained by private and business enterprises
- Statistics maintained by different departments and agencies of the central and therefore the state government, undertakings, corporations, etc.

III. DATA COLLECTION

As technology has advanced, we've seen more and more "traditional" courses adopt technology. This usually starts small, by posting a syllabus online, communicating via email, or posting slides or lecture notes. This has allowed traditional courses to require advantage of technology efficiencies without forcing faculty out of their pedagogical comfort zone, or without risking loss of a number of the valued humanness factors commonly associated with face-to-face interactions. because the capabilities of technology have increased, as more information continues to be created online, and as connections with people around the world continue to be facilitated, we predict that teachers will adopt more and different technologies, moving them from the realm of simply technology-enhanced toward blended.

Blended learning is an academic methodology that blends online or digital components with face-to-face instruction. Including technology in education helps set students up for fulfilment later in life, because computers and other connected devices are so integral to communication and business today. When students learn during a blended learning setting, they are doing more than master the subject they're learning; they also master the use of technology. In-person instruction from an educator is essential to the blended learning approach. Developing listening skills additionally to visual and kinaesthetic skills is important for student development. When a course is redesigned as blended, many new possibilities and challenging variables emerge. Among the foremost important are the concepts of mixing synchronous with asynchronous interactions, planning for learning time, and incorporating the proper technologies.

3.1 Weaving Synchronous and Asynchronous Interactions

The web allows us to communicate with others and access information nearly anywhere and anytime. This facilitates asynchronous interactions, which simply means interactions don't have to happen at the identical time. This provides significant flexibility to show and learn together, but with different schedules. The sorts of interaction that happen together in real time are called synchronous. during a blended course, synchronous interactions may happen face to face during onsite meetings, or they'll happen online, through live chat or videoconferencing. While any course can incorporate both asynchronous and synchronous interactions, a blended course design can easily choose either.

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3.2 Planning for Learning Time

Learning time doesn't automatically equate to learning. While time on task is vital , some students begin with more background and experience, and a few students learn faster or more efficiently than others. Indeed, this is often one of the advantages of blended learning: online resources and activities do not have to be one-size- fits-all. they will extend beyond the needs of the average student, and supply additional instruction or remediation for students with less background knowledge. Teachers can construct frameworks whereby students engage with the teacher or their peers only the maximum amount as they need to. Blending allows students to require some ownership of their learning path, supported assessment of their individual needs.

3.3 Supporting Student Success

Today's traditional college-age students are easier with experimenting with new technologies than previous generations, they aren't necessarily fluent altogether tools, nor do they understand the way to use them to be productive lifelong learners, which, may be a skill that all college classes can contribute to developing. Moreover, college classes can contains generationally diverse groups of students. You'll have students, very similar to my apprehensive students, who become anxious at the prospect of taking a category that integrates technologies they've never used. The key to supporting the success of all of your students is to start students off on a solid foot the moment a class begins. Implementing the strategies will make sure the students are clear, from the beginning, about why you're requiring them to use tools in your class, how the tools will enhance their experiences, and what's appropriate and inappropriate behaviour and content. Today, we've many students who are enthusiastic about using mobile apps or social media in a class, but, at the same time, we even have multiple generations of students on college campuses now, students with disabilities which will be challenged by using particular tools, et al. that may be supported more effectively in a rich-media environment. Considering the scholar experience is an essential part of teaching effectively with emerging technologies. Students also want to know why you are using the technologies. This is often important to share for two reasons-

First, because it illuminates the connection between learning (the student's goal) and technology.

Second, hearing your explanation may turn a reluctant boomer with little to no technology skills into a curious learner who is ready to try something new. Moreover, this will be an empowering experience for both the student and the instructor.

Continual advancements in technology and our connections to the web are changing our way of life to the point that we live "blended" with online information and services. Blended learning offers teachers a chance to take big strides forward by not just employing technology to fit the changing world, but after all adapting and redesigning their teaching to produce transformative learning experiences. This provides various benefits as:

- **Increased Access and Convenience:** When done right, blended courses leave increased access and convenience without giving up and sometimes even enhancing the things that many students associate with a satisfying, effective learning experience. the worth of online courses for many students is that they no longer have to come to campus to take the course. For non-traditional students, who may go or have a family to care for, online courses can mean the difference between achieving goals and stagnating during a dead-end career. While still requiring some onsite attendance, blended courses provide more flexibility and freedom than purely onsite courses by moving a big amount of onsite class sessions online.
- **Improved Learning:** Blended courses are simpler compared to both face-to-face and online. When blended courses compared with fully online courses it's found that "instruction combining online and face- to-face elements had a larger advantage than did purely online instruction". There are some ideas which incorporates Blended learning as an effective or even more effective than onsite courses.
- **Improved Instructional Design:** Blended courses (like online courses) could also be more intentionally designed than face-to-face counterparts, if only because institutional initiatives for blended courses often involve instructional designers or educational technologists who support the school in a scheduled redesign process.
- **Increased Guidance and Triggers:** Students working during a face-to-face class receive guidance from the teacher during class time and from a syllabus when working on their own. During a blended course, the course

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environment provides a transparent path through resources, activities, and assessments with explicit guidance each step of the way.

- Easier access to learning activities- Putting materials and activities online allows more of the category to engage with these on their own schedule, which can lead to more complete learning.
- **Individualized Learning Opportunities:** Because digital materials could also be accessed according to students' individual needs, and reviewed upon demand, the supply of digital materials allows students to self-direct certain learning activities to fill their knowledge gaps. Automated assessments often utilized in online learning environments may also provide immediate, corrective feedback that directs students to revisit materials.
- **Increased Engagement through Social Interaction:** Students during a face-to-face course may have limited opportunities to engage with each and every one of their classmates, and therefore the face-to-face environment itself may inhibit some students from participating. Online environments that facilitate class discussions, collaboration, etc. may increase the quantity of student- to-student interaction. This may, in turn, enhance their engagement with the topic matter and provide motivational benefits from the increased social interaction.
- **Time on Task:** Blended and online courses tend to accentuate student focus on more relevant work through the course website. This might be true because of increased guidance and access, and improved instructional design as described above. It's going to also be that time on task is simply more visible in a blended course because student activity in an online environment can be tracked on every page and every click.
- **Decreased (or More Flexible) Costs:** Blended courses can decrease costs to teachers, students, and institutions. Teacher and students can enjoy less travel time, transportation savings, and fewer parking costs. From an institutional perspective, use of physical campus resources is often reduced. When a blended course cuts its onsite time by a minimum of 50%, this reduction can provide significant resource savings to institutions challenged with maximizing physical classroom space.

Blended course development can provide compounding dividends for the institution. All of this will add to the institution's body of knowledge and experience supporting good practices in teaching and learning. And, by growing blended courses, an establishment may increase its attractiveness to students who increasingly favour blended and online modes.

IV. CONCLUSION

Today's industrial revolution , with its order of magnitude advances that have left little of common life unchanged, presents an open challenge to the University to once more "reinvent" itself. Indeed, it might be argued that the pressure for change placed on the University today is greater than any it has faced in any previous historical epoch. Blended learning may be a learning process that combines face-to-face learning with online learning to produce valid, effective and efficient learning. Blended learning, one among the teaching model, mixed traditional methods of teaching with a web courses for achieving specific learning goals.

- A blended learning approach provides access to diverse and versatile learning environments and nurtures enriched literacy and learning.
- By creating a system of support that puts people first, course providers will work responsively to ensure educators are equipped with the knowledge and resources they need to create high-quality, collaborative learning experiences where learners develop confidence and competence using technology for learning, for work and in their daily lives.
- In implementing Blended Learning, they were three procedures were seeking of data, acquisition of data and synthesizing of knowledge.
- Blended Learning is often used as a teaching media and an assessment. The teachers' as facilitator helped students to develop their knowledge and their skill not as a resource for college kids.

Learners who experience blended learning will see the planet as they know it reflected in the programs where they learn and will deploy critical thinking skills to participate in a society where we are required to create, collaborate and communicate in digitally mediated networks.