



An Exploration Of Student's Perception On The Blended Learning

SANGEETHA SHANUBOGA¹ & CHETHANRAJ²

¹ Assistant Professor, Institute of port and supply chain management. Srinivas University, Mangalore India- 575001, ORCID ID: 0009-0008-0989-3382.

²Assistant Professor, Institute of Management &Commerce, Srinivas University, Mangalore India- 575001, ORCID ID: 0009-0007-0069-4208.

ABSTRACT

With the emergence of new technologies every year, our perception of the world around us has changed. Digital technological interventions have transformed traditional face-to-face classroom teaching and learning ambience. The growth of ICT infrastructure, tools and devices like reliable internet connectivity, mobile phones, laptops have made possible online delivery of high-quality learning material anywhere, anytime, at any location, in any language. Online education offers the potential of unrestricted access to quality education.

In the current circumstances, a combination of online and traditional learning may be assuming a place as the right learning model. The study concludes that blended learning has the potential to be adopted in education. The study also finds that students are ready for blended learning as the next normal learning process. A blended learning mode provides ultimate flexibility in many aspects. Can be applied to any program which holds on to the values of traditional learning and incorporates digital media with that. It is a lot more effective and likeable than anything that has been ever before. Needed freedom/flexibility. Only transition from classroom to computer or vice methods and techniques, available resources indicate that blended learning mode “best of all worlds”.

KEYWORDS: Online education, Traditional education, blended learning, ICT.

INTRODUCTION

The simplest definition of the term blended learning is the use of traditional classroom teaching methods together with the use of online learning for the same students studying the same content in the same course. It is a “thoughtful fusion of face-to-face and online learning experiences” (Garrison & Vaughan, 2008). There are also blended programmes, in which students study some courses in face-to-face classrooms and other courses are delivered fully online.

In other words, blended learning is a term applied to the practice of providing instruction and learning experiences through some combination of both face-to-face and technology-mediated learning. During the technology-mediated components of these learning experiences, students are not required to be physically together in one place but may be connected digitally through online communities.

Classroom instruction time may be replaced or augmented by online learning experiences, and online learning can include varying degrees of interaction or just time alone in independent study and learning activities. However, in a quality blended learning experience, the content and activities of both in-person and online learning are integrated with one another and work toward the same learning outcomes with the same content. The various learning experiences are synthesised, complement each other, and are planned or orchestrated to run in parallel. Blended learning is sometimes called hybrid or mixed-mode learning. These systems of instructional design use many types of teaching and learning experiences and vary in design and implementation across teachers, programmes and schools. The potential variations of mixed-mode learning are virtually endless; a good way to get a sense of the range of possibilities is to consider some examples:

LITERATURE REVIEW

The need for rethinking education in the new normal post COVID-19 era from the perspective of curriculum studies and further, the curriculum in the new normal era should develop preparedness competencies among the students. Medical education is one of the sectors where blended learning is more challenging Cahapay (2020)

Students' perception and readiness for online learning adopted at the university level during the ongoing pandemic. 184 university students of National Capital Territory (NCT) of Delhi completed online questionnaire and the findings showed that students have a positive perception towards e-learning and are ready for the acceptance of this new learning system Khan et al., (2020).

On the other hand, Hariharan et al., (2020) in a study that investigated students' thought processes during the extended COVID-19 lockdown, examined their views about online education, their main understanding and worries, their stress levels, and their view of an eventual post COVID-19 return to college. More than 300 students at the PSG College of Pharmacy, India participated in the study and the findings indicate that the students were extremely keen on resuming practical labs but showed mixed feelings towards resuming traditional examination methods.

Research report in which the findings clearly show that blended learning is the preferred model for university students, staff, and leaders. The students expressed preference for blended learning that incorporates extensive online components alongside in-person learning Maguire et al., (2020). Investigated the preferences and perceptions of agricultural students in online classes. 307 students participated in an online survey and the results indicate that most of the respondents (70%) were ready to opt for online classes during the pandemic. They also expressed their concern about the agricultural education system where many courses are practice oriented, therefore, shifting completely to the online mode Muthuprasad et al., (2021).

RESEARCH METHODOLOGY

- **Research Objective**

- 1) To recognize the relevance of blended learning in education.
- 2) To study the readiness of students towards blended learning.
- 3) To know the students' opinion about the proportions to be studied remotely and in-person learning.

- **Sources of data**

This research is purely based on secondary data which is collected from a various article of UGC and ministry of education.

- **Limitations of the study**

- 1) It is purely second-hand data
- 2) Findings cannot be generalized.

RESULTS AND OUTCOMES

Table 1.1 shows three models of blended learning.

MODEL 1	MODEL 2	MODEL 3
Blended presentation and interaction Activity-focused face-to-face sessions blended with online resources. For example, the flipped curriculum model combines: short lecture podcasts, online resources with Face-to-face tutorial/seminars for interaction and presentation of group work.	Blended block Combination of: intensive face-to-face sessions as one day or half days weekly online tutorial/seminars for activities and interaction online content and resources	Fully online Combination of: short lecture podcasts with online resources and learning activities online tutorials (synchronous) interaction via online collaboration, discussion forums and/or group work

Source: Hannon & Macken (2014)

Table 1.2 shows Students' responses about the perception of adopting Blended learning

Item	Percentage
Strongly Disagree	(11.47%)
Disagree	(14.93%)
Undecided	(10.67%)
Agree	(52.27%)
Strongly Agree	(10.67%)

Source: Author compilation

From the above table1.2, the majority of the students that participated in the study accepted that blended learning is the next normal in education. They also agreed that blended learning should be included in the curriculum of management education and management education should be shifted to blended learning mode.

Our secondary data articles concludes that blended learning has the potential to be adopted in education, also finds that students are ready for blended learning as the next normal learning process. The findings of the study will help educational institutions in a developing country like India, to take the teaching-learning process to the next level as a new way of learning postCOVID-19 and other such situations in the future.

FINDINGS & SUGGESTIONS

- Teaching learning approaches and pedagogy for foundational literacy and numeracy in blended mode
- Extent of technology use for young children and addressing the digital divide
- Ensuring equitable and inclusive access to learning opportunities for all
- Curriculum and methods of assessments for learning outcomes
- Foundational Learning at home of Socio-emotional learning and safety of all children with support of families and communities
- Role of nutrition in school and home for holistic development of all young children
- Capacity building and training of teachers for the context of multilingualism or Differentiated approaches and solutions to address language issues in foundational learning, Strategies to scale up Multilingualism in classroom interactions
- Continuous teacher professional development with emphasis on mother tongue-based teaching-learning approaches
- Blended learning is very flexible. Most importantly, it applies to any curriculum that retains conventional educational ideals while using digital media
- Students, academics, and Policymakers recognize the need for flexibility.
- Only a well-designed blended solution can seamlessly move students from classroom to computer and vice-versa. Recently, several worldwide learning platforms have incorporated blended learning, making it one of the most popular learning methods.
- However, the benefits of online/digital education cannot be utilized until the digital gap is removed by deliberate initiatives, such as the Digital India campaign and the accessibility of affordable computer devices.
- It is crucial that the use of technology for online and digital education effectively addresses the issues of equity (NEP, 2020). The challenge of delivering high-speed internet to more than 70 percent of India's population is also important and must be addressed (Shruthi et al., 2021).
- Absolutely, without a shadow of a doubt, there is a need for a time-bound, cost-effective learning process in the Indian Higher Education domain to cope with the international standards, and blended learning can be the flagship of the Digital India effort in higher education. (Dubai, 2021). But before putting the "Blended Learning Mode"
- These problems need to be fixed so that Blended Learning can give students from all parts of society equal access to higher education, because a democracy that doesn't give everyone the same chance to get an education cannot work.
- The policy document on education, NEP-2020, has also stressed the need for the extensive use of technology in teaching to enhance learning in students, to achieve the target of 100 per cent literacy and address societal challenges.
- The policy envisages developing digital infrastructure and to empower teachers to create quality e-learning materials. Importantly, blended learning will help to pursue the objectives of NEP-2020 in internationalising indigenous knowledge through digitized course contents.

- In G20 summit panellists suggested the pyramid model of PLAN. Pedagogy, Leveraging human resources and technological resources, developing culture of appreciation, Nurturing within the family.
- **CONCLUSION**

In a nutshell, blended learning will help learners to learn at their own pace and also inculcate the spirit of collaboration enabling participants to work together and engage in discussion. The urge for learning will drive the participant towards scientific accomplishment of their syllabus and enable them to create new knowledge. As such blended learning is a journey towards 'Atmanirbhar Bharat' through a collaborative approach between learners and teachers. Such learning also enables students to promote ownership of learning. A cost-effective learning process in a time bound manner is the need of the hour and blended learning stands out as the flag bearer of Digital India initiative in higher education.

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