

# Students Week Celebration, 2023

## Blended Mode of Teaching & Learning: Concept Note

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# Blended Learning (BL): Theoretical Background

- The world is changing constantly. There is no exemption even in the education domain. The evolution of the digital learning platforms has a huge impact in educational institutions. However, there are demands for both technology and traditional learning methods. Hence, the art of combining digital learning tools with more traditional classroom face-to-face teaching gave birth to the term “Blended Learning”.
- BL is not a mere mix of online and face-to-face mode, but focuses on learning outcomes and learner-centered instructional environment.

# Flexibility: the Hallmark of Blended Learning

- The National Education Policy clearly states that it is time to take on a policy that is undoubtedly student centric. In this line of thinking the new policy gives the acceptability and flexibility of many modes of learning including that of face to face learning, online learning and distance or virtual mode. It also promotes use of vocational courses, multi-disciplinary courses and multi-modal approaches thereby focussing on Blended teaching-learning.

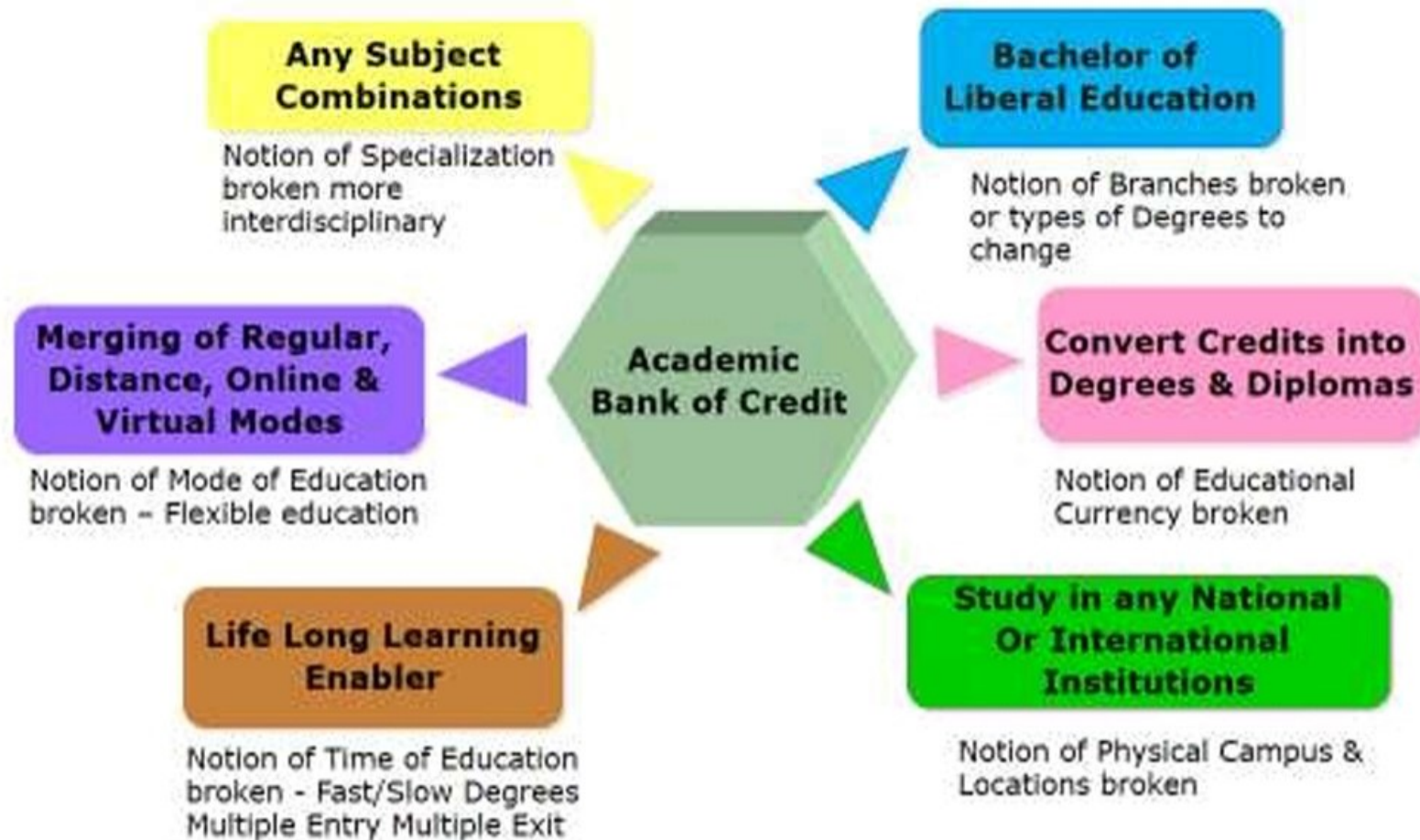
# Academic Bank of Credit (ABC)

- ABC is a set of building blocks that has flexibility for everybody top level higher learner to go on fast track while the slow learner would require extra time and assistance to meet their academic targets.
- ABC can mainly be understood through six building blocks:
  - 1. Any subject combinations that would include specializations that are inter vocational courses at par
  - 2. Flexible education or the merging of regular, distance, online and virtual modes
  - 3. Flexibility would be given to students to study in any national or international institutions
  - 4. Converting credits into degrees and diplomas
  - 5. Enabling a lifelong learning process so that the notion of a fixed time for education is done away with option of multiple entry and exit points
  - 6. Opportunity for the student to indulge in something called a Bachelor of Liberal Education in the event of credits not adding up to a specific discipline.



# Academic Bank of Credit: 6 Blocks

## ABC Building Blocks



# 9 Features of Blended Learning

- NEP-2020 states that while promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized.
- 9 Features:
- Increased student engagement in learning.
- Enhanced teacher and student interaction.
- Responsibility for learning.
- Time management and flexibility
- Improved student learning outcomes
- Enhanced institutional reputation.
- More flexible teaching and learning environment
- More amenable for self and continuous learning
- Better opportunities for experiential learning



# Key Benefits of Blended Learning

- **Opportunity for collaboration at a distance:** Individual students work together virtually in an intellectual endeavour as a learning practice.
- **Increased flexibility:** Technology-enabled learning allows for learning anytime and anywhere, letting students learn without the barriers of time and location but with the possible support of in-person engagement. (Any speed, any mode, any language)
- **Increased interaction:** BL offers a platform to facilitate greater interactivity between students, as well as between students and teachers.

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# Key Benefits of Blended Learning

- **Enhanced learning:** Additional types of learning activities improve engagement and can help students achieve higher and more meaningful levels of learning.
- **Learning to be virtual citizens:** Learners practice the ability to project themselves socially and academically in an online community of inquiry. Digital learning skills are becoming essential to be a lifelong learner, and blended courses help learners master the skills for using a variety of technologies.
- BL provides making learning resources and experiences **repeatable, reliable and reproducible.**



# Role of Teachers in BL Environment

- BL shifts the teacher's role from knowledge provider to coach and mentor. This shift does not mean that teachers play a passive or less important role in students' education. Quite the contrary—with BL, teachers can have an even more profound influence and effect on students' learning.
- Traditionally, classroom instruction has largely been teacher-directed, top-down, and one-size-fits-all, but with BL, it now becomes more student-driven, bottom-up, and customized, with differentiation as a main feature.

# Role of Teachers in BL Environment

- BL provides an appropriate balance between **online instructions** (*which offers the interactive, tech-based learning, individualized pacing, and privacy that keep students continuously engaged and motivated*) and **teacher-led instruction** (*which personalizes the learning experience and adds the human elements of encouragement, compassion, and caring guidance that only teachers can give*).
- BL combines the best aspects of online learning with the best aspects of direct instruction, helping teachers easily manage to do much more to meet student needs without adding to an already weighty workload.

# Learners' Benefits in the BL Environment

- Increase student interest
- Keep students focused for longer
- Provides student autonomy
- Instill a disposition of self-advocacy (self-driven and responsible)
- Promote student ownership
- Allow instant diagnostic information and student feedback
- Enables students to learn at their own pace
- Prepares students for the future real-world skills, that directly translate into life skills



# Scenarios in BL

- **Blended face-to-face class:** Based in the classroom, although a significant amount of classroom time has been replaced by online activities like quizzes or other assessments are done online at home.
- **Blended online class:** The class is mostly conducted online, but there are some required in-person activities such as lectures or labs.
- **The flipped classroom:** The flipped classroom reverses the traditional class structure of listening to a lecture in class and completing homework activities at home. Students in flipped classes watch a short lecture video online and come into the classroom to complete activities such as group work, projects or other exercises.

# Scenarios in BL

- **Rotation Model:** Students in a course rotate between various modalities, one of which is online learning. There are various sub-models: station rotation, lab rotation and individual rotation on a customised schedule.
- **The self-blend model:** Learners using this model are enrolled in a school but take online courses in addition to their traditional face-to-face courses. They are not directed by a faculty member and choose which courses they will take online and which they will take in person.
- **The blended MOOC:** Students access MOOC (massive open online course materials - perhaps from another institution or instructor if the course is openly accessible - outside of class and then come to a class meeting for discussions or in-class activities.

# Implementing BL: Platforms & ICT

## Tools

- Significant ICT initiatives useful for the higher education teachers of our country while implementing BL are—
- **OER:** Open educational resources are educational materials in the public domain or introduced with an open license supporting legal and free copying, usage, adaptation and sharing. **Creative Commons (Motto: When we share, everyone wins)** is a global, community for sharing of free easy-to-use materials to enable greater access and equality; it supports education for everyone. This allows potential users to filter their searches by “usage rights” in Google Advanced Search.



# Implementing BL: Platforms & ICT

## Tools

- **MOOCs:** Massive open online course is an online education system providing various courses, which aims at large-scale interactive participation and open access via web to provide real time education online with the help of features like videos, study materials, quizzes and online exams.
- **SWAYAM:** (Study Webs of Active-Learning for Young Aspiring Minds) is a MOOC platform developed by AICTE in 2016 to facilitate hosting of online courses accessed by anyone, anywhere at any time free of cost to achieve three cardinal principles of access, equity and quality.

# Implementing BL: Platforms & ICT Tools

- FOSSEE: Free/Libre and Open Source Software for Education project promotes the use of educational tools in academia and research. It is a part of the National Mission on Education through Information and Communication Technology (NMEICT), Ministry of Education, Government of India.



Ministry of Education  
Government of India

Providing colleges  
with access to  
**FLOSS labs** virtually



Scilab

R

eSim

DWSIM

OpenFOAM

# Assessment & Evaluation in BL

- Continuous Comprehensive Evaluation
- Innovative trends in Evaluation and Assessment
- Summative Evaluation Strategies:
  - a. Open book examination
- Formative Evaluation Strategies
  - a. **ePortfolio:** compilation of a few best assignments, activities of a learner throughout the programme, but his/her reflections about the assignments, experience and challenges faced during the process
  - b. Classroom/Online Quizzes
  - c. Use of AI tools for Proctoring as well as assessments:



# Conclusion: Indian Framework for BL

- **IPSIT Model** is proposed for the higher education institutes in India. Every higher education teacher planning to offer his/her course in BL Mode should necessarily follow all phases of the IPSIT Model.
- **IPSIT stands for:**
- Identify Resources and Learner-centred Activities
- Provide resources and announce activities on LMS
- Scaffolding and Support to learners
- Identification of learning gaps and feedback
- Testing