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Blended and Online Mode of Teaching and Learning: The Need of the Hour

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ABSTRACT

The year 2020 has been severely impacted by the COVID-19 epidemic, which has caused the whole globe to suffer a socioeconomic catastrophe and is harming humans on all fronts. The most severe setback is that the global education system is being severely impaired due to the implementation lockdown and the closure of schools and institutions. During this pandemic situation, blended and online learning played a vital role in imparting education to different students. This study explores the extra dimension and various significance of blended and online learning in this pandemic situation. The researcher followed the conceptual, qualitative research method for this study. In the end, the study concluded that blended e-learning is using various e-learning technologies in classroom instruction to improve the teaching and learning experiences of students and teachers by allowing them to engage more proactively.

Introduction

The year 2020 has been severely impacted by the COVID-19 epidemic, which has caused the whole globe to suffer a socioeconomic catastrophe and is harming humans on all fronts. The most severe setback is that the global education system is being severely impaired due to the implementation lockdown and the closure of schools and institutions. The crisis had a negative impact on both the primary and secondary education systems. Educationalists

are already considering converting the traditional teaching practice to virtual learning through new technical instruments. Nowadays, internet education is a boon for both students and instructors. This can be in the modern world of education, yet the breakout of COVID-19 has pushed the future forward. As a result, in addition to online teaching, adopting innovative teaching approaches will improve the educational process. Blended classroom learning is one of the most compelling new teaching methods. Blended classroom learning is a hybrid of traditional classrooms and the most cutting-edge online teaching approach, combining face-to-face coaching with a high-tech online teaching mode. We are emphasizing the significance of merging modern technology with traditional teaching approaches here. To overcome the constraints of e-learning while maintaining the spirit of conventional learning, we advocate combining traditional face-to-face contact of students and teachers with full-fledged unique new technology instruments for teaching, learning, and evaluations. In the coming days, blended learning will improve students' understanding and engagement using established and current ways by enabling teaching-learning more meaningful. Blended learning is a rapidly emerging technical term that refers to integrating technology tools and instructional methodologies that will usher in a new era of edutainment.

Blended and Online Mode of Teaching and Learning: A New Normal Approach

Blended learning is a type of hybridized learning in which numerous digital resources supplement the classroom method. Hybrid learning divides education into two parts: face-to-face classes and digital classes. These approaches are combined with digital technologies to produce a consistent yet diverse educational experience in blended learning and teaching.

Blended learning and teaching is classified into several forms based on its application and approach, such as Virtual Collaborative Learning, Flipped Lecture, and Skill Blended Learning. However, it is widely divided into two categories: real-time learning and delayed learning.

There is no question that tech enhances learning and teaching ignites the ultimate goal of education, Information Sharing, and helps learners in a comprehensive classroom environment. Blended learning is a blend of conventional and advanced technologies that makes it easier for instructors to adapt to new technology while using the traditional way as a backup.

Blended learning and teaching expands access to education while increasing flexibility. A composite learning paradigm meets students where they are by offering knowledge in a self-directed, digital manner.

Literature Review

Garrison & Kanuka (2004) stated that the contemporary practice of supplementing face-to-face sessions with internet-based resources is known as "blended learning." Although this is popular in many countries, the general education system in India is based on regular modes of communication inside the institution, which is occasionally supplemented with online methods of information exchange.

Stockwell et al. (2015) performed a randomized controlled experiment of blended learning and discovered that problem-solving in class improved test performance, while video assignments enhanced attendance and satisfaction. Due to student demonstrations that disrupted normal lectures at numerous South African institutions in 2016, teaching and learning had to be changed to complete the academic year effectively.

Kharb and Samanta (2016) discovered that blended learning boosted most anatomy students' interest in the topic. It also encouraged students to build self-directed learning capabilities. Blended learning, teachers agreed, urged pupils to perform self-study and boosted learning.

Radha et al. (2020) performed a survey to understand the attitudes of Indian and international students about e-learning. The findings demonstrated the effects of online learning and students' enthusiasm in using online courses and their effectiveness.

Bruggeman (2021) studied the teacher characteristics needed to execute blended learning. Adaptive characteristics such as identifying the need for innovation in pedagogy, linking technologies creatively with learning, and so on were discovered to be crucial. In this rapidly developing pandemic situation, where the Indian government is forced to close educational facilities, online education has gained centre stage in India. At the same time, it is critical to consider our students' socioeconomic origins and technological limitations that may impede the online style of instruction.

Objectives of the study

- The study aims to explore a different dimension of blended and online learning and teaching.

- To find out the various significance of blended and online learning and teaching in this pandemic situation.

Research Methodology

The researcher followed the conceptual, qualitative research method to explore different dimension and various significance of blended and online learning and teaching. The researcher collected different information related to "blended and online learning and teaching" from reliable sources from additional secondary published reports and journal articles.

Types of Blended and Online Mode of Learning and Teaching

Several educational institutions have recognized that integrated e-learning is the way to go. Many have even begun their blended e-learning since they believe it is the most acceptable practice in the teaching and learning process. The following are the factors that have contributed to blended e-learning being a best practice in teaching-learning.

Virtual Model Driver: Students work from remote places in such a strategy and get all their instructions from different e-learning resources through internet platforms. The number of students choosing this approach has increased in educational institutions.

Flexible mode: This strategy gives students unique timetables and other course materials individually for their online work. Teachers serve as facilitators in this paradigm, and the learners are primarily dependent on online education.

Rotation Model Learners in the Rotation Model study one task and then move on to the next, either in a structured learning session guided by the teacher or online in a self-directed method. As the timetable is determined, students will initially engage personally with professors before moving on to online assignments.

Self-blend Model: This methodology, which incorporates resources like videos, webinars, and blog articles, improves student self-learning. The benefit of this model is in the situations given below.

The face-to-face learning model: It is known as ILT or Classroom Training since teachers deliver courses via online media in this model. Various classrooms are the best choice for this strategy, where students work according to their skills and skills.

Blended and Online Learning – A Success in Teaching and

Learning

Several educational institutions have recognized that blended e-learning is the future. Many have even begun their blended e-learning, believing it to be the finest practice in the teaching-learning process. The following are the factors contributing to blended e-learning being regarded as a best practice in teaching-learning.

Sufficient Interaction Time - There is a greater possibility of interaction in blended classroom teaching as the students get much time it interacts with their teachers and gets immediate feedback that, in turns, is favourable for the teaching-learning process.

Online techniques of learning – Online learning may employ several strategies in mixed e-learning. For example - content-related videos, blog sharing and e-book visits provide an up-to-date view of the material. A study pilot of online education in high schools has demonstrated that virtual and personal teaching techniques have improved (Shinde & Deshmukh, 2012).

Interaction with peers – Within the school, children learn in official ways, and when they engage with peer groups, they also learn informally. In non-formal engagement with their peer groups, many required life skills and social values are practised face-to-face or online.

Group Discussion and exchange - Combined e-learning gives teachers and students interactions, but effectively developed techniques allow students to explore different elements and trade thoughts with their peers.

E-Library Access - In the conventional method, the school library is restricted, but the digital library offers them access to different books on their subject and diverse fields. This expands your perspective and enriches your expertise.

Virtual Classroom – A virtual school offers pupils the possibility of learning wherever and everywhere. Pupils can participate in virtual classroom meeting with their students and cyber teachers regardless of geographical limitation.

Online Evaluation – Immediate feedback is a crucial motivating aspect for students and based on readiness concepts. Online evaluation helps to improve the formation, transparency and speed of the evaluation system. It's becoming trusted and objective.

E-tuitions – Some students do not profit from the instruction in the classroom since their direction and attention are continually required. Such pupils can decide if a private teacher is meeting and receive personal advice through video

conferencing in cyberspace.

Accessing and maintenance of educational blogs - Students receive less chance of appreciating their originality due to a rigorous schedule in typical classes. Still, academic blogs allow students to demonstrate their originality and to gain feedback.

Webinars -A webinar implies that students engage through an online connection in seminars on various essential themes. All participants are linked to present their paper and engage in discussions using video conferencing with neutral software such as Skype, Google, and others.

YouTube lectures from experts – Mixed e-learning allows students to benefit from the content of the courses they study because famous experts from various disciplines on your tube can easily follow different lectures.

Online Learning via Movies or Audios – Many recordings, animated videos that quickly and interestingly teach various topics representing reality and life links. Variable

Need of Blended Classroom in future

In the future, student-centred and integrated classes will need the most time of a pandemic. The epidemic has been quite adequate, and the issues experienced by both students and instructors have been solved during the epidemic's early stage. Many new applications, deployed and known to everyone, were not extensively utilized until the instructor and student successfully employed this epidemic. Face-to-face education with digital media has made it more straightforward in this day and age, and it is a benefit to the teaching profession. New programs such as Google Classroom, Zoom, Google Meet, WebEx, Microsoft Teams, and many more are utilized for teaching and making it easier for students to learn, as face-to-face teaching as well as viewing videos, PPTs, and other materials is possible. Students may also clarify topics and post assignments, making both the teaching and learning processes easier. In most situations, a student may pick the most comfortable speed and rhythm of learning for himself (herself), as well as the possibilities for mastering the online program. He (she) does, however, require more incentive and accountability. The student learns self-discipline that is more severe and long-lasting than on a university campus, where a timetable governs the bulk of classes. Most academics agree that blended learning is a modern, communal teaching style that focuses on students' specific requirements.

Conclusion

Blended e-learning uses e-learning technologies into classroom instruction to improve teaching and learning experiences for students and teachers by allowing them to engage in ways that would not ordinarily be possible in a traditional context. Blended e-learning is a fantastic alternative for making students' knowledge correspond with current technological advancements and globalization, minimizing teaching mistakes, improving quality, and increasing students' exposure to the e-learning aided teaching-learning process. Blended e-learning adds a new dimension to the teaching-learning process, introducing students to a vast reservoir of information and opening up many learning options for them. This kind of instruction can help all sorts of students in the modern era.

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