BLENDING TEACHING WITH TECHNOLOGY

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ABSTRACT

Blended learning continues to grow as an approach to meeting learners need, especially as schools, Colleges put more computers and other devices into students' hands. The growth of blended learning is generally paced at the comfort of teachers as they expand their useof digitaltools for teaching and learning. At present learning to teach with digital tools seems to other stakeholders in a rich dialog that places the learner at the center of the conversation, to be the greater focus than exploring how to deepen students' learning. The use of technology in classrooms and other innovations in teaching is a good foundation to build on traditional instructional methods. Digitalization is an opportunity to eradicate inequity in education. Blended learning or "hybrid learning" represents a learning model that combines both formal (traditional classroom) and non-formal (online courses) methodologies. But the reference that I prefer is that blended learning represents a model that integrates technology to boost learning and deliver business impact. The combination of multimedia and instructional design makes the perfect recipe for a rich learning experience. Blended learning needs rigorous efforts, the right attitude, a handsome budget, and highly and motivated teachers for its successful implementation. Face-to-face interaction meets the affective knowledge and professional skills. The result is that our students are not well prepared to meet the demands of the modern market and professions. A strategy in place keeps in mind that blended learning is a model that needs a lot of flexibility. The demand of today is an approach that blends the advantages of both the modes for the student's learning i.e. blended learning.

Keywords: *hybrid, multimedia, methodologies, innovations, blend*

INTRODUCTION

In the pre-digital age, combinations of different learning contexts were used for teaching. In the 21stcentury, learning environments increasingly incorporate 'e elements' into varied instructional contexts. In the early days, adopters had experimented with various media formats and delivery options and found blended learning works best. Blended **learning is learning that is facilitated by the effective combination of different modes of delivery, models of teaching, and styles of learning &applying them in an interactively meaningful learning Environment. There is no fixed formula for the use of technologies in Blended learning programs. Variation exists due to various course content, the learning objectives, and learners' profiles. It depends upon Learners' requirements, their level of understanding, competencies at stake, the nature of the location, and resources available. Blended Learning is an integrated approach to teaching and learning that includes multiple modes of instruction. Blended learning** uses **technology** to combine in- class and out-of-class **teaching**, maximizing the **educational impact for** students. **Blended learning is** an approach to **education** that combines online **educational** materials and opportunities for interaction online with traditional place-based **classroom methods**. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

Definition **"Blended Learning** is an integrated approach to **teaching** and **learning** that includes multiple modes of instruction and learner's practice."

Blended learning can enhance **students' learning** outcomes, improve **students'** motivation, and it is an effective way for achieving **learning** objectives. **Blended learning** also spends lower costs for training and it may enhance the **students' learning** experience.

The terms "blended learning", "hybrid learning", "technology-mediated instruction", "web-enhanced instruction",and"mixed-mode instruction "are often used interchangeably in research literature. In the pre-digital age, combinations of different learning contexts were used for teaching.Inthe21st century, learning environments increasingly incorporate 'e elements' into varied instructional contexts There is a paradigm shift in learning. Early adopters have experimented with various media formats & delivery options and realized that blended learning works best.

Blended learning is a solution that combines several different delivery methods, such as collaboration software, Web-based courses, EPSS, and knowledge management practices. Learning that mixes various event-based activities, including face-to-face classrooms, live e-learning, and self-paced learning combines self-paced learning with instructor or facilitator

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support to develop specific knowledge and skills. It requires regular feedback and support from the trainer, facilitator, or peers, blends performance support tools with knowledge management resources and mentoring to develop workplace competencies, to capture and transfer tacit knowledge. Learners must interact with and observe experts on the jobs. Blended learning is a planned combination of approaches, coaching by supervisors, participation in an online class, and competency description. Reading on the beach Reference to a manual, collegial relationships seminars, workshops, and online communities can deepen learning.

Blends are characterized by customization, integration, purpose, flexibility, redundancy. Blended learning theories are an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. This review presents research about blended learning effectiveness from the perspective of learner characteristics/background, design features, and learning outcomes. It also gives the factors that are considered to be significant for blended learning effectiveness.

The time has indeed come to recognize the fact that the student is the main stakeholder and that efforts must be taken to make the system respond to their dreams and aspirations. In this line of thinking the new policy gives the acceptability of many modes of learning including that of face-to-face learning, online learning, and distance or virtual mode. It also promotes the use of vocational courses, multi-disciplinary courses, and multi-modal approaches thereby focusing on Blended teaching-learning. Learner attitudes to blended learning can result in its effectiveness and these shapes behavioral intentions which usually lead to persistence in a learning environment blended inclusive. Any subject combinations that would include specializations that are inter-disciplinary factoring in normal and skill;. flexible education or regular, distance, online and virtual modes; the flexibility would be given to students to study in any national or international institutions; converting credits into degrees and diplomas; enabling a lifelong learning process so that the notion of a fixed time for education is done away with the option of multiple entries and exit points. The quality of learning management system content for learners can be a predictor of good performance in e-and blended learning environments and can lead to learner satisfaction. On the whole, poor quality technology yields no satisfaction by users and therefore the quality of technology significantly affects satisfaction. The important features of blended learning are:

- Increased student engagement mention learning

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. •   Enhanced teacher and student interaction.

•   Responsibility for learning

•   Time management and flexibility

•   Enhanced institutional reputation

•   Improved student learning outcomes

•   .More flexible teaching and learning environment

•   More amenable for self and continuous learning

•   Better opportunities for experiential learning.

Opportunity for collaboration at a distance: Individual students work together, virtually in an intellectual endeavor 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. Enhanced learning: Additional types of learning activities improve engagement and can help students achieve higher and more meaningful levels of learning. Learning to be a virtual citizen: 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. Making BL Work Technology integration in itself is not necessarily Blended Learning. It provides making learning resources and experiences repeatable, reliable, and reproducible. The learner characteristics/backgrounds being investigated for blended learning effectiveness include self-regulation, computercompetence, workload management, social and family support, attitude to blended learning, gender, and age. We investigate the blended learning design features of learner interactions, face-to-face support, learning management system tools, and technology quality while the outcomes considered include satisfaction, performance, intrinsic motivation, and knowledge construction. The reviewed literature clearly shows learner characteristics/background and blended learning design features play a part in blended learning effectiveness and some of them are significant predictors of effectiveness.

Broadly speaking, blended learning just means a mix of learning online and face-to- face, which means it's likely our students are already doing some form of blended learning and have for years. As digital and social media become more and more prevalent in the life of

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learners, it was only a matter of time before learning became 'blended' by necessity. In virtual blended learning, the student's focus is on completing online course work while only meeting with the teacher intermittently/as needed.

Role of Teachers in Blended Learning and Best Practices for Blended Learning:

The focus on the classroom shifts from a presentational format to one of active learning. This involves putting learners in situations that compel them to read, speak, listen and think The model of blended learning emphasizes bringing together the Online and face- to-face classroom components. Interactive content enables us to create high interest, accountability, and real assessment. Blended learning works well for covering a large amount of course material with learners who are independent and engaged. But how can we get learners to take responsibility for their own education? By putting best practices and blended learning strategies to work with the rest of your curriculum, you can make the most of a combined at-home and in-class effort. The term "21st-century literacies" was coined by The National Council of Teachers of English to describe the social nature of learning that is supported by the ability to collaborate using digital technologies in learning. These 'new literalicies' are described as "skills students will need for the society in which they will work", including "strong communication and collaboration skills, expertise in technology, innovative and creative thinking skills, and an ability to solve problems". This set of skills and understandings will "prepare the workforce citizenry for a changing, interconnected world". The outcomes under scrutiny in this study include performance, motivation, satisfaction, and knowledge construction.

Motivation is seen here as an outcome because much as cognitive factors such as course grades are used in measuring learning outcomes, affective factors like intrinsic motivation may also be used to indicate outcomes of learning. While students still attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with computer meditated technology regarding content and delivery. Blended learning is also used in professional development and training settings. This virtual learning environment helps connect professors with students without physically being present, thus making this a 'virtual cafe'. Many schools use this online tool for online classes, class work, question & answer forums, and other school-related work. Blended learning yielded positive results from the online community. The advantage of blended learning is that it has greater access to a range of appropriate, personalized and individualized learning, teaching, and resources greater accommodation for learners and teachers, of diverse ages, styles, expertise, nationalities, and cultures, who can connect from multiple settings such as homes, workplaces, libraries, countries. It has greater access to a range of appropriate, personalized, and individualized learning teaching.

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Few Blended Learning Methods:

- **Face-to-Face**: Traditional instructor-led learning sessions supplemented with technology allow learners to control their own learning pace. Benefits are role-played, mentoring, hands-on practice, and feedback.

- **Rotation:**:Students go from one learning activity to another learning activity, either in a structured learning session directed by a teacher, or online in a self-directed manner. Examples include learning stations, labs, and the flipped classroom where learners practice the lesson before attending the face-to-face training.

- **Flex:** Flex learning is a term that can be used interchangeably with personalized learning. By accessing means of integration of learning in a Learning Management System (LMS.), the students control their learning path, choosing what they to learn. The instructor is usually present in a mentoring capacity, answer questions.

- **Gamification:** One of the effective ways to motivate learners is by letting them play! By using game play elements such as points or levels, learners feel a little competition and are more motivated to experience the material on their own time.

- **Online Lab:** This blended learning model is entirely digital, with little or no instructor interaction, and takes place either before, during, or after training. Learner scan access content on mobile phones, laptops, or tablets. This modality engages and solidifies learning.

- **Self-Blend:** Self-blended learning is supplemental content—either in the form of webinars, white papers, industry blogs, or video tutorials—that helps self- motivated learners delve deeper into a subject. A robust LMS can combine diverse content sources under one system to encourage curiosity and growth.

- **OnlineDriver:** This blended learning model is entirely self-directed and takes place in a digital environment. Learners can engage with an instructor through chat, email, or message board. It provides a flexible schedule and personalized learning but lacks the face-to-face interaction of other types of blended learning. An LMS is the best way to encourage users to direct their own learning while still monitoring their process as they enjoy media and eventually, engage in classroom discussion. You can choose from existing learning management systems or opt to have an LMS developed specifically for our purposes.

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CONCLUSION:

Blended learning can be the best of both worlds and though a significant undertaking, once implemented successfully, such a program has significant benefits for the organizations and employees. The teaching and learning environment is embracing a number of innovations and some of these involve the use of technology through blended learning. This innovative pedagogical approach has been embraced rapidly though it goes through a process.

Contemporary instructional design approaches have developed some really interesting and engaging ways of making that assessment, making eLearning and instructor-led content excellent complements to each other. Blended learning" is sometimes used in the same breath as "personalized learning" and "differentiated instruction."

Moving some course content to eLearning also benefits the instructor-led sessions, allowing instructors to concentrate more on the application of knowledge or on more complicated tasks. The eLearning can provide the "what" while the instructor-led content can focus on the "how. "blends performance support tools with knowledge management resources and mentoring to develop workplace competencies, to capture and transfer tacit knowledge.

Learners must interact with and observe experts. Our aim is to investigate the effectiveness of a blended learning environment by analyzing the relationship between student characteristics/background, design features, and learning outcomes. It is aimed at determining the significant predictors of blended learning effectiveness taking student characteristics/background and design features as independent variables and learning outcomes as dependent variables on the job.

Learners must have confidence in their skills and abilities in order to remain motivated to make classroom expectations clear by giving learners ample time to practice their new skills. It Combines self-paced learning with instructor or facilitator support to develop specific knowledge and skills. It also requires regular feedback and support from the trainer, facilitator, or peer. One big challenge is about how users can successfully use the technology and ensuring participants' commitment given the individual learner characteristics and encounters with technology.

Student-teacher interaction was reported through instructors individually working with them online and being well guided towards learning goals. They did receive suggestions from instructors about resources to use in their learning and instructors provided learning input for them to come up with their own answers. An effective blended-learning environment is necessary for undertaking innovative pedagogical approaches through the use of technology in teaching and learning. An examination of learner characteristics/background, design

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features, and learning outcomes as factors for effectiveness can help to inform the design of effective learning environments that involve face-to-face sessions and online aspects. Most of the student characteristics and blended learning design features dealt with in this study is an important factor for blended learning effectiveness. None of the independent variables were identified as significant predictors of student performance. Modern blended-learning is delivered online, although CD-ROMs could feasibly still be used if a learning Management system meets an institution's standards. Some examples of channels through which online blending learning can be delivered include webcasting (synchronous and asynchronous)and online video(live and recorded). Blended instruction is reportedly more effective than purely face-to-face or purely online classes. Blended learning methods can also result in high levels of student achievement more effectively than face-to-face learning.

Students move on an individually customized, fluid schedule among learning modalities. The teacher of record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring." Assessment design is crucial in any mastery-based learning experience; the ability to use face-to-face and digital assessment tools is either powerful or 'complicated depending on the mindset of the learning designer.

By using a combination of digital instruction and one-on-one face time, students can work on their own with new concepts which free teachers up to circulate and support individual students whom anybody needs individualized attention."Rather than playing to the lowest common denominator –as they would in a traditional classroom–teachers can now streamline their instruction to help all students reach their full potential.

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