A NEW APPROACH OF BLENDED LEARNING

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Abstract

Learner and learning ability is the greatest gift of god to mankind. Nothing exists in the cosmos or above the cosmos escaping the arena of learning. Using different innate, man-made tech-enabled and mysterious skilled strategies and "Blended learning" is the recent hybrid birth that as prepared in the learning track. This article attempts to explain three model of blended learning briefly explaining its nature, need and its winning edge over the other competing strategies.

Introduction

Learning is life and for life; without learning, the resultant is the extinction of the special and human being exist by learning and its imperative that they learn for leading a self-fulfilled life and a productive life for others with a shade of utilitarianism. Streams of learning strategies have been conceptualized down the ages from time to time in the ocean education for learning formal among the formal learners be it young or adult and blended learning has become a rainbow method drawing the attention of student and teachers, solving the puzzles and myths of teaching. Blended learning is also known as "integrated learning" or "hybrid learning" or "mixed model learning".

"Using two or more information delivery method to fortify learning content and learner experience "is defined as a blended learning mantyla (2001) graham (2006) limits its scope and says "it is a system that combines face -to- face instruction with computer-mediated instruction". Dudeny and hockly (2007) have defined it is a mixture of online and face to face course delivery. Thus blended learning is not a mere combination of online and offline instructional modalities or instructional tools.

Meaning

A blended learning approach combines face to face classroom methods with computer-me1diated activities to from an integrated instructional approach. In that past, digital materials have serves in a supplementary role, helping to time support face to face instruction. For example, a blended approach to a traditional, face to face course might mean that the class meets once per week instead of usual three session format. Learning activities that otherwise would have taken place during classroom time can be moved online.

Need for BL

The goal of a blended approach is to join the best aspect of both face to face and online instruction classroom time can be used to engage student in advanced interactive experiences. Mean while, the online of the course can provide students with multimedia rich content at any time of day anywhere the student has internet access, from anywhere. This allows for an increase in scheduling flexibility for students.

Nuances of BL

There are no rules in place to prescribe what the ideal blend might be (Bonk reference). The terms "blended" encompasses a broad continuum, and can include any integration of face to face and online instructional content. The blend of face to face and online material will vary depending on the content the needs of the students, and the preferences of the instructor. See the section of these site title instructional strategies for information on selecting ideal blend and designing a blended course.

BL Approaches

The blended learning approaches is one, which is most cases, will enhance and extend the learning opportunities for out 21st century learners. Blended learning is a blanket term for an approach. Providing the complete learning environment for the students, would help the students and this include the following:

- Full provision of module related documents in electronic format
- Regular formative assessment with feedback
- Opportunities to learn from each other collaboratively
- Electronic personal development planning
- Face to face learning

BL Approach and ELT Consideration
Students Preferences for Learning Methods

The information obtained through target learners focus group should that students prefer face to face classes to online learning. They mentioned the feeling isolation they have experienced in other subjects they had taken in a e-learning fashion.

Students need to Communicate Effectively in English

Technology would given learners more opportunities for exposure to l2 input and interactive with the possibility of many hours of independent work at their own pace.

Students need to Reach two Goals: Learning English and Mastering ICT

Students need to achieve not only the goal of learning English effectively but also mastering the used of ICT. The complete communicative English programs are made up of four modules implemented in the Udec English online web platform and last total of two academic years.

Models

- Face to face driver
- Rotation
- Flex
- Online lab
- Self blend
- Online driver

The Supplemental model

The supplemental model retains the basic structure of the traditional course and uses technology resources to supplement traditional lectures and textbooks. The supplemental model for blended learning incorporates technology into the instructional approach of the course, but does not alter its basic structure. Students may be required to complete online readings or activities or participate in lab session. However there is no reduction in course meeting time under the supplemental model; a three hour course would still meet in class for three hours per week.

The Replacement Model

The replacement model reduces the number of class meetings of classroom "seat time" and:

- Replace some in class time without of class online interactive learning activities
- Makes significant changes in remaining in class meetings

Under a replacement model there are fundamental changes to the course. Unlike the supplement model, the online resources in a replacement model are fully integrated into the overall instructional effort. The online resources in a replacement for time that have been spent in a lecture hall consequently the nature of the in class activities is changed as well.

The Emporia Model

The emporium model eliminates all class meetings and replaces them with a learning resource center. This resource center typically a large computer lab, offers

access to course online material addition to live assistance and guidance. The emporium model is radical reconceptualization of the traditional course.

Conclusion

Tech enabled learning enable learning at ease for all learners. Blended learning is electric in nature combining the best practices in online and offline mode learning. Thus at an advantages position of benefiting the traditional and modern Y generation learners Adopting this innovation BL approach would be much welcomed by the learning community globally when it is supported by required men methods and material resources.

References

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