



Blended Teaching and Learning Evaluation

Salve B.S.

Adarsh Education Society's Arts, Commerce & Science College, Hingoli

E-mail: dr.salvebs@gmail.com

Abstract

Blended learning, which combines the strength of face-to-face and technology enhanced learning, is increasingly being seen as one of the most important vehicles for education reform today. Blended learning allows both teacher and learner to access to radically increased possibilities for understanding how we transmit and receive information, how we interact with others in educational settings, how we build knowledge, and how we assess what we have taught or learned.

Blended learning is developing rapidly in academic area. It is one of contemporary trends of education. Zoology subject teaching by means of eLearning is often following through more slowly than eLearning used in technical or science subjects. In zoology subject teaching, therefore a new method was applying gradually. The method seemed to be more suitable. It was blended learning, that is a combination of the contact teaching with a teacher and of a self-contained preparation using on-line education. Success of Blended learning depends not only on the quality of the course and the virtual environment but also on the grade to which the students are prepared to work in their virtual study environment. An effective use of the ICT in eLearning is influenced to a large extent by a responsible student attitude to the work on a given task. It also depends on their ability to make themselves organized in each background and use all the tools offered by the LMS.

Keywords: ICT, distance education, Blended learning, evaluation, zoology subject.

Introduction

Blended learning (BL), or the integration of face-to-face and online instruction (Graham 2013), is widely adopted across higher education with some scholars referring to it as the “new traditional model” (Ross and Gage 2006, p. 167) or the “new normal” in course delivery (Norberg et al. 2011, p. 207). However, tracking the accurate extent of its growth has been challenging because of definitional ambiguity (Oliver and Trigwell 2005), combined with institutions’ inability to track an innovative practice, that in many instances has emerged organically. One early nationwide study sponsored by the Sloan Consortium (now the Online Learning Consortium) found that 65.2% of participating institutions of higher education

(IHEs) offered blended (also termed hybrid) courses (Allen and Seaman 2003). A 2008 study, commissioned by the U.S. Department of Education to explore distance education in the U.S., defined BL as “a combination of online and in-class instruction with reduced in-class seat time for students” (Lewis and Parsad 2008, p. 1, emphasis added). Using this definition, the study found that 35% of higher education institutions offered blended courses, and that 12% of the 12.2 million documented distance education enrolments were in blended courses.

In connection with an actual introducing of e-learning into didactical practice the conviction had been strengthening that the most useful way of using e-learning does not draw on its self-contained forms, but on a combination with a classic form of contact teaching. The English-speaking countries had come to those findings earlier than our country and in the western education environment had been that combined medium termed. It had been called blended learning. Blended learning is developing rapidly in academic as in firm area. It is one of contemporary trends of education. Zoology subject teaching by means of eLearning is often following through more slowly than eLearning used in technical or science subjects. In zoology subject teaching, therefore a new method was applying gradually. The method seemed to be more suitable. It was blended learning, that is a combination of the contact teaching with a teacher and of a self-contained preparation using on-line education. We mustn't forget that the teacher's role is very significant throughout the study of a zoology subject and so is the role of conversation.

Virtual learning environment

Success of Blended learning depends not only on the quality of the course and the virtual environment but also on the grade to which the students are prepared to work in their virtual study environment. It also depends on their ability to make themselves organized in a given background and use all the tools offered by the LMS. An effective use of the ICT in eLearning is influenced to a large extent by a responsible student attitude to the work on a given task. We can find it across the spectrum of graduation and post-graduation. The University of Central Florida (UCF) began a longitudinal impact study of their online and blended courses at the start of the distributed learning initiative in 1996. The collection of similar data across multiple semesters and academic years has allowed UCF to monitor trends, assess any issues that may arise, and provide continual support for both faculty and students across varying demographics.

Experience with blended learning use and its student's evaluation

It would of course be ideal to assemble a team of authors who would make a course. The team should represent designers, programmers, subject-matter specialists, and educators. Practically, however, the whole team is often displaced by authors-educators.

The author is responsible for learning content, for material of the course. He is an author of texts as multimedia study supports. He plays the role of an examiner. A disadvantage may be seen in the fact that an author often has no satisfactory experience with the eLearning courses development. A tutor is an important factor in the area of virtual education. He explains to students the study system, sets important tasks, is a companion throughout their study, he checks their work. The tutor is commonly represented by an educator in our case. Some advantages use to be mentioned in connection with blended learning. An individual space of study is given as a main advantage. Each student elects his own pace, place, and time mostly suitable for study. An important role is played by immediate feedback. Blended learning provides a checking of student's effort a survey of achieved results. It often makes possible an anonymous comparison with other students. This fact is highly appreciated by them. Speaking about advantages we must mention some disadvantages connected with blended learning: an inappropriate use of it by some kinds of students; an inappropriate use of it in some areas of education; dependence of it on other technological equipment, a demanding arrangement of its content concerning teachers. The design of our online subject courses is very simple. All lessons are organized in an identical way. Therefore, they are well understandable, the work with them is easy and purposeful. The courses are directed to practicing grammatical issues, to working with original zoology-subject texts, to listening to these texts. The courses are used first as blended learning within the full-time studies. Next to it, we have a nine-term long practice with the use of subject courses within the scope of inter-university studies. We usually conduct questionnaire research among the students to the end of a term to find out how happy they are with the blended learning-form of teaching. We try to find out their satisfaction with the course format. We ask them for possibilities of an improvement of the process. The respondents were 100students, the questionnaires were filled in a submitted by 100 students. All students appreciate the freedom of choosing place and time for study provided by on-line courses. They are not bound up with a fix lesson, they have a permanent possibility of consulting and communicating with the teacher in the teaching process at the same time.

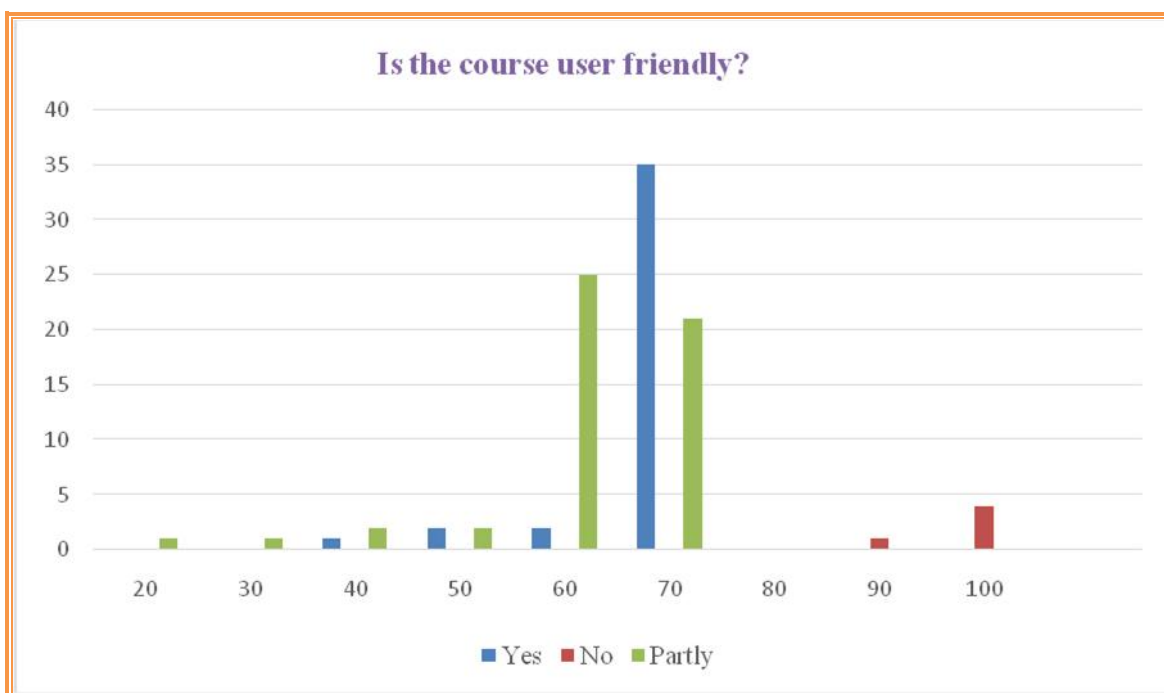
Virtual study environment:

We can easily come to some conclusion based on separate graphs: On-line courses as study supplement suit the most students. Some examples may show that higher-term students have their better relation to

blended learning. They are used to autonomous work, to the course construction and its control. They have learnt to work better with separate tools of the course, their orientation in the tasks set is better. They understand better what is required from them and that is why they find the course more users friendly.

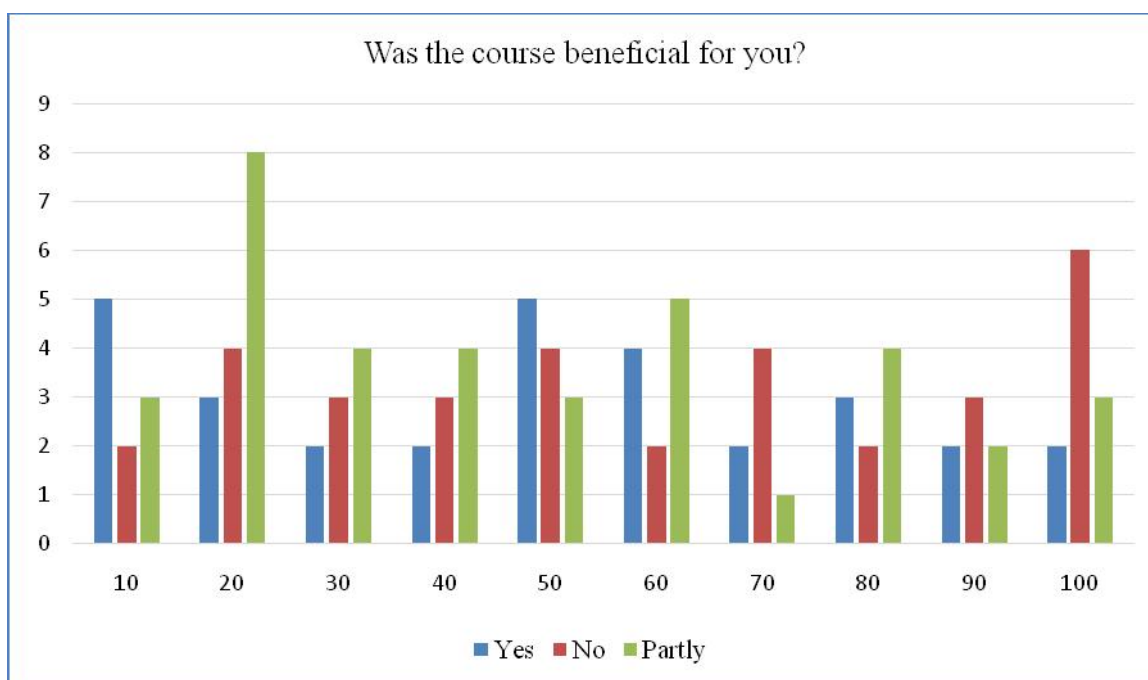
Table 1. Is the course user friendly?

Percentage of students	Yes, understood saying students	Partly Understood saying students	Not understood saying students
10	00	01	00
20	00	01	00
30	00	01	00
40	01	02	00
50	02	02	00
60	02	25	00
70	35	21	00
80	00	00	00
90	00	00	01
100	00	00	04



Graph: Was the course beneficial for you?

% of the students	Yes	No	Partly
10	5	2	3
20	3	4	8
30	2	3	4
40	2	3	4
50	5	4	3
60	4	2	5
70	2	4	1
80	3	2	4
90	2	3	2
100	2	6	3



Conclusion

This study addressed increasingly important issues of student success, withdrawal, and perception of the learning environment across multiple course modalities. Arguably these components form the crux of how we will make more effective decisions about how blended learning configures itself in the new normal. The results reported here indicate that blending maintains or increases access for most student cohorts and produces improved success rates for minority and non-minority students alike. In addition, when students express their beliefs about the effectiveness of their learning environments, blended learning enjoys the number one rank. However, upon more thorough analysis of key elements students view

as important in their learning, external and demographic variables have minimal impact on those decisions. For example, college (i.e., discipline) membership, course level or modality, expected grade or desire to take a particular course have little to do with their course ratings.

The research conducted shows that blended learning is not only acceptable but very favoured by students. The students of today accept new technology rapidly and learn easily to handle it. Blended learning as a combination of contact teaching using some constructivist principles and electronic format of teaching is a suitable and required way even for zoology subject teaching.

References

- Sarka Hubackova and Ilona Semradova / Procedia – Social and Behavioral Sciences 217 (2016) 551 -557
- Cahill, J. L. (2014). Implementing online or hybrid courses in a traditional university. eLearning Papers 24, 2011. Retrieved October 09, 2014 from: <http://elearningpapers.eu/en/article/Implementing-online-or-hybrid-courses-in-a-traditional-university>.
- Frankle, K. M (2012).. Blended Learning: The Key to Successful Web-Based Training and Education. Retrieved October 09,2012 from: <http://www.citeconsortium.org/PDF/articles-papers-presentations/World%20Congress%20Paper%201014%20-%20July%2005.pdf>.
- Hannock, S., Wong, T. (2011). Blended learning. ETEC 510, 2011. Retrieved October 09, 2012 from: http://sites.wiki.ubc.ca/etec510/Blended_learning.
- Hubackova, S.; Ruzickova, M. (2011). Experience in zoology subject teaching with ICT support. In Procedia Computer Sciences by Elsevier Ltd., Volume 3, 2011, Pages 243-247. C ISSN: 1877-0509. Retrieved February 08, 2011 from <http://www.sciencedirect.com/science/article/pii/S1877050910004163>
- Ross, B., & Gage, K. (2006). Global perspectives on blended learning: Insight from WebCT and our customers in higher education. In C. J. Bonk, & C. R. Graham (Eds.), Handbook of blended learning: Global perspectives, local designs, (pp. 155–168). San Francisco: Pfeiffer.
- Norberg, A., Dziuban, C. D., & Moskal, P. D. (2011). A time-based blended learning model. On the Horizon, 19(3), 207–216. <https://doi.org/10.1108/10748121111163913>. Article Google Scholar.
- Oliver, M., & Trigwell, K. (2005). Can ‘blended learning’ be redeemed? e-Learning, 2(1), 17–25.
- Allen, I. E., & Seaman, J. (2003). Sizing the opportunity: The quality and extent of online education in the United States, 2002 and 2003. Retrieved from <http://files.eric.ed.gov/fulltext/ED530060.pdf>
- Lewis, L., & Parsad, B. (2008). Distance education at degree-granting postsecondary institutions: 2006–07 (NCES 2009–044). Washington: Retrieved from <http://nces.ed.gov/pubs2009/2009044.pdf>.

Access this Article in Online	
	Website: www.ijarbs.com
	Subject: Education
Quick Response Code	
DOI: 10.22192/ijarbs.2021.08.11.011	

How to cite this article:

Salve B.S. (2021). Blended Teaching and Learning Evaluation. Int. J. Adv. Res. Biol. Sci. 8(11): 101-105.
DOI: <http://dx.doi.org/10.22192/ijarbs.2021.08.11.011>