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## BLENDDED MODE OF TEACHING AND LEARNING FOR TEACHERS COMMUNITY

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# TEACHERS ROLE IN BLENDED LEARNING ENVIRONMENT

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## Abstract

*The world is changing constantly and the various domains are also influenced by the change. There is no exemption even in the education domain. In other words blended learning means using a variety of delivery methods to best meet the course objectives by combining face-to-face teaching in a traditional classroom with teaching online. Teachers represent faculty and staff who are responsible for using a variety of instructional strategies to address individual students' strengths and needs, thereby ensuring each student has an opportunity to learn and succeed. This research indicates that able blended can play a vital role in training sessions of vocational branches in the educational organizations and workplaces. It is also not only a matter of higher education. It can be used for any vocational training based on skill development at any level. The implementation of blended learning model in a very specific field of vocational education has yielded positive results.*

**Keywords:** *Blended Learning - Learning Materials - Students Satisfaction.*

## Introduction

Blended learning 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 student's education. In the traditional model, the teacher is the provider of knowledge. Blended Learning, on the other hand, positions the student as an active pursuer of knowledge. Information and Computer Technology (ICT) has been widely used by private and public educational institutions for teaching and learning. Higher education institutions in India have started implementing blended learning in the organizations. Blended learning approach has become more and more frequent in both research and practices. Private and government universities have facilitated their teaching and learning with Internet and ICT, especially as a supplement for their regular teaching and learning process in a blended learning environment. This means that besides face-to-face learning in a classroom, students and teachers utilize an online learning management tool or virtual learning environments.

## **Review of Literature**

**Williams, Bland, and Christie (2008)** in their articles entitled that ‘blended learning as a combination of traditional face-to-face learning and distributed learning’ the latter of which "Is an instructional model that allows lecturers, students, and content to be in different locations". This pedagogical model encourages students to learn in an interactive and collaborative environment, and at their own pace and in their own time (Graham, 2006; Saltzberg & Polyson, 1995).

**Wall and Ahmed (2008)** carried out a research entitled that “ blended learning approach for higher education institutions faced with challenges of developing and deploying continuing professional development in the construction industry”. The framework can be used by continuing education providers to determine the most suitable combination of media for a blended learning intervention, taking into consideration learner and instructor characteristics, the desired instructional goals and strategies, the nature of the learning environment, and the availability of resources.

**Yen and Lee (2011)** ) in their articles entitled that "blended learning, thoughtfully combining the best elements of online and face-to-face education, is likely to emerge as the predominant (Hwang, 2018; Simpson, 2018; Traxler, 2018; Leoste et al., 2019; Goodyear, 2020; Hod and Katz, 2020).

**Hod, Y., and Katz, S. (2020)** In this study, we found that differences between universities depending on the economic investment they had made in their facilities. In the case of the public University, the resources needed to broadcast the class from the University classroom for the blended methodology were scarce.

## **Objectives of the Study**

The main objectives of the study is to know about the economic growth and economic development and initiative taken to blended learning environment. It can promote deeper learning, reduce stress, and increase student satisfaction.

## **Main Features of Blended Learning**

- Students have the option of the two modes
- Teachers are well versed with both the modes
- Students get training in different life skills
- Makes teaching learning process child centered
- Diverse role of teacher.

## **Blended Learning Environment**

Blended learning environment refers to the blend of the effectiveness of the face-to-face teaching environment and ICT-mediated teaching and learning environment (Driscoll 2002). Graham & Allen (2009) thus, describe blended learning environment as the combination of instruction, both methods and delivery media from two archetypal learning environments, the traditional face-to-face learning environment and the ICT-mediated or e-learning environment. This is the preferred working definition of blended learning environment for this study since it captures all the relevant issues being considered.



## **Models of Blended Learning Environment**

- Transmissive pedagogy model which incorporates the provision of supplementary online resources for learning programmes conducted along predominantly traditional lines with institutionally supported virtual learning environments (VLEs). Actual teaching and learning follows the traditional face-to-face modes of lectures and seminars, but provide extra support to the students through placing lecture notes on the web.
- A holistic model of technology use to support learning. This is a newer characterization of blended learning where most learners do not distinguish between learning with or without technology. Faculty facilitates learning by using the learners' own technologies such as mobile phones, online communities and instant messaging to support the students' learning at any place and at any time

## **Benefits of Blended Learning**

- Enhanced student learning outcomes
- Greater flexibility for students and teachers
- Improved autonomy, reflection, and research skills
- Reduced student withdrawal rate
- Ability to foster a professional learning environment
- Potential cost and resource savings

## **Challenges of Blended Learning**

- Unrealistic student expectations
- Student-perceived isolation
- Technological problems for students
- Invasiveness into other areas of life
- Time commitment
- Technological problems for institutions
- Lack of support for course redesign
- Difficulty in acquiring new teaching and technology skills.

## **Conclusion**

Blended learning becoming more and more prevalent, it is vital for higher education and corporate training settings to create strategic plans and directions, focusing on pedagogical techniques in blended learning" (Bonk et al., 2006). This research indicates that blended learning can play a vital role in training sessions of vocational branches in the educational organizations and workplaces. It is also not only a matter of higher education. It can be used for any vocational training based on skill development at any level. The implementation of blended learning model in a very specific field of vocational education (footwear design training) has yielded positive results. To be sure of other vocational branches in which blended learning model can be used, more researches should be carried out with emphasis on application and practice rather than theoretical knowledge.



Blended learning becoming more and more prevalent, it is vital for higher education and corporate training settings to create strategic plans and directions, focusing on pedagogical techniques in blended learning” (Bonk et al., 2006). Blended learning, in theory, can be completed from anywhere at any time, and is ideally suited to all kind of students. However, more forward thinking schools are implementing similar methods of learning for younger students. The benefits are manifest in a more responsible learner, one that is constantly challenging, creating and discovering. This research indicates that blended learning can play a vital role in training sessions of vocational branches in the educational organizations and workplaces. It is also not only a matter of higher education. It can be used for any vocational training based on skill development at any level. To be sure of other vocational branches in which blended learning model can be used, more researches should be carried out with emphasis on application and practice rather than theoretical knowledge.

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