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## BLENDDED MODE OF TEACHING AND LEARNING FOR TEACHERS COMMUNITY

### Volume -2

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## **Blended Mode of Teaching and Learning for Teachers Community**

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# BLENDING LEARNING MODELS AND TEACHER'S ROLE IN A BLENDED LEARNING ENVIRONMENT

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## Abstract

Technology is critical in the teaching process at university. Technology enhances online learning by using a phone where the students and teachers share knowledge. Technology is useful in education, whereby students need to interact with computers and phones. Provision of new skills, methods, and processes to simplify work from different perspectives. Society benefits from technology by making activities easy with the accompaniment of telephone, radio, television, and computer. Technology brings changes in communication, learning, and thinking. People communicate by using emails, social networking, where they connect the dots in learning. Teachers use online learning to conduct exams, quizzes. Blended learning allows students and teachers to use online learning and traditional learning. The students can join online learning as well as visit the physical classes. Utilization of blended learning models in the 21st century at university is essential, like watering the garden in the desert area. The application of teaching, especially in higher education, improves learning outcomes. Blended learning models include rotation models (station, lab, individual, flipped models); Self blend mode Flex brings innovation, flexible teaching, achievement in learning outcomes, and lead to motivation among instructors and students. This study says about blended learning models in higher education, blended Learning Models and Flexible Teaching in Learning Process, Blended Learning Models and Learning Outcomes, Teacher's role in a blended learning environment are being examined in the present study.

**Keywords:** Blended Models, Technology, Higher education, and learning.

## Introduction

Technology is critical in the teaching process at university. Technology enhances online learning by using a phone where the students and teachers share knowledge. Technology is useful in education, whereby students need to interact with computers and phones. Provision of new skills, methods, and processes to simplify work from different perspectives. Society benefits from technology by making activities easy with the accompaniment of telephone, radio, television, and computer. Technology brings changes in communication, learning, and thinking. People communicate by using emails, social networking, where they connect the dots in learning. Teachers use online learning to conduct exams, quizzes. Blended learning allows students and teachers to use online learning and traditional learning. The students can join online learning as well as visit the physical classes. Students are free to access Lab rotation time and location. The approach



combines online learning with traditional learning, but it is student entered. Learning demands the availability of a teacher and learners. In the 21st-century, learning models rapidly increased in higher education. Higher education learning shifted from traditional to blended learning classrooms. Students and teachers in higher education use mobile phones and computers to learn and teach Teachers conduct the class far from campus. Students can access classes far from campus with flexibility. Blended learning makes students get in touch with the teacher during face-to-face classroom. Students interact with learners, teachers, and content with flexibility. A learning model systematically based on the theory of learning. Additionally, it describes an object, system, or concept that is often simplified or idealized. Blended learning models integrate with formal learning, non-formal learning, class work, independent work, students to student interaction. The blended model combines online teaching and classroom teaching .On the same idea, blended courses are taught in the classroom. Models are associated with online technology-based.

### **Blended Learning Models and Flexible Teaching in Learning Process**

Online learning makes students flexible in choosing the place and time to study. The study explains that blended learning models make learning flexible in evaluation. Therefore, the use of evaluation in a blended learning model is necessary. Students do online assignments and are graded by the instructor. Students allowed to complete online work then can prepare for the lab in practice. The student has demonstrations and interactive activities in the face-to-face classroom. To support the idea Flex blended model based on student- and interaction way. Students control time, place, and path for learning. Large numbers of students in the classroom with low cost. Students can choose to work in a small group through the online and traditional classroom. It makes teaching and learning more flexible for students and teachers, and management.

### **Blended Learning Models and Learning Outcomes**

Blended learning models are more effective. The Blended learning models increase learning outcomes through three models, online before campus (OBC), Online during campus (ODC), and online after campus (OAC). These models help students to have skills and knowledge. Students are comfortable in the classroom in prescription and writing, time to learn on the improvement outcome by using different models

### **Challenges of Blended Learning**

Blended learning Models still face some challenges whereby no models exist that describe the motivation that can affect the instructor in the process of teaching and learning, whether online or traditional classroom. Internet connectivity, low number of internet in laboratories, poor use of the online platform as the challenges.

## **Teacher's role in a blended learning environment**

### **Blended Learning**

Learning always includes a combination of inputs such as new information blending with existing knowledge, concepts from a lecture reasoning with personal experience, a diagram illustrating a new viewpoint on a written description or discussion with peers clarifying chapters from books. With advent of Information and Communication Technology (ICT), blended learning modernized and considered to be the proper combination of technologies in addition to face to face learning. Blended learning is also a bridge between traditional teaching and online teaching. Blended learning approach may be considered as extended form of traditional learning because it is a mixture of technologies just like a delicious soup which is the appropriate mixture of ingredients. Learning impact depends upon the proper usage of technologies with face to face teaching enrolments.

### **Blossoms Initiative**

BLOSSOMS (Blended Learning Open Source Science or Math, promote the critical reasoning and creating interest for advanced studies. These video modules are not simple video lectures; these are based on blended learning pedagogy. Demand-supply aspect of BLOSSOMS initiative may define supply side as development of BLOSSOMS video modules and demand side is the usage of these video modules

### **Blended Learning Pedagogy**

Traditional teaching approach is teacher-centered. This approach based on pedagogies that focus on memorization, and overlooking the logical/conceptual understanding, logical reasoning and implementation of learning. In such a way, students are not involved actively and overloaded with knowledge to be memorized. Innovative minds may ignored in these conditions. BLOSSOMS pedagogy is very optimum in nature. BLOSSOMS video module is far different from a simple video lecture. Generally, it consists of four to five small segments of duration 4-5 minutes each. BLOSSOMS teacher gives concept in a segment and at the end of each segment gives a small class activity. Then class attention transfers to classroom teacher and he/she should have good skills to facilitate class activity including discussion, calculation, practical and a particular daily life experience. After this activity, students gains some knowledge and BLOSSOMS module resumes for next segment. This iterative process continues until the module is over. Blended learning is challenging for the teacher due to the modification in responsibility and due to a sense of danger that teachers may get stuck in the role of just giving technical advice while e-learning is highly motivating for the students, especially for shy students, without being a boredom for those who are achieving well in the more traditional school learning environments.

## **Teaching Competition**

Government of the Punjab initiated a grand youth festival 2012; consisting number of events and competitions related to various fields of life including sports, agriculture, health, art & craft, education, IT and engineering. It was planned to promote blended learning skills using BLOSSOMS pedagogy. Young teachers have passion for innovative teaching skills and love to teach under the shadow of experienced BLOSSOMS teachers, such as faculty of MIT, Virtual University (VU) of Pakistan, Quaid-i-Azam University etc. This competition was focused on the promotion of blended learning approach by using BLOSSOMS pedagogy among the young teachers to enhance their teaching skills with following objectives.

## **Teacher Roles in Blended Learning**

Teachers—parents too—often mistake Blended Learning for an approach that usurps the teacher to replace her with a digital learning tool. This is far from the truth. The teacher's role changes but without her, Blended Learning doesn't work. 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. So while students will spend more time learning at computers, they still need a great deal of guidance in learning how to learn, as this article explains. Below is a list of all the roles the teacher takes in the Blended Learning classroom (adapted from "Role of Teacher and Student in Blended Learning")

**Coach and tutor** - A teacher needs to encourage students and celebrate their successes. He also works with them one-on-one during student conference time.

**Facilitator of deep learning, discussion, and collaboration** - Students need help figuring out how to make collaborative opportunities productive as well as guidance on using online collaboration programs.

**Designer of problem-based opportunities for the extension of learning** - For example, teachers encourage students to generate questions they want to research.

### **Introducing content and providing instruction on foundational skills**

**Analyzer of student data to support instructional decisions** - Technology makes it easier to collect and analyze immediate feedback and scores but only a teacher can determine the next best step for the class and each student.

**Cooperative grouping coordinator** - An example might be using discussion boards or blogs for group work opportunities.

**Manager of effective differentiation of learning** - Teachers research and assign various resources for students to use for learning in a blended learning environment, both traditional and online, and they tailor levels for each student.

**Evaluator** - Teachers assess and provide students with actionable feedback.

Select a Realistic and Sustainable Facilitation Role Sustainability isn't a term frequently associated with education, but it should be. Traditional teachers often have more work than they can manage. Adopting a blended learning model must provide both teachers and students a preferable experience to the traditional teaching paradigm. As a result,

teachers must decide on a role that will make them effective and efficient in this new blended setting. Teachers who already feel overwhelmed by their current workload may wonder how much additional time a blended learning model will require. Many teachers worry that they will need to be online all the time to respond to questions and monitor student work. The reality is that teachers do not live online, nor should they be expected to. Students should not assume they will have unlimited access to their teachers, which is why it is important to identify a realistic role for yourself before venturing online with students. Ultimately, adding technology should both save you time and create more opportunities for individualized instruction. Technology should enable you to design learning opportunities that allow students to progress at their own pace, connect with additional resources, and tap into the collective intelligence of their class community without adding substantially to your workload. This role will allow you to support them at the beginning of their work online by posting comments, compliments, suggestions and questions. Once your students understand how to engage online in an academic, respectful and supportive way, then you can transition to a silent facilitator role, allowing the students to drive their own online conversations. What is the goal of your online work? What is the language proficiency? How much support do your students typically need when working? What age level are you teaching? How many students are you working with?

## **Clearly Communicate the Role and Responsibilities**

### **Online Facilitators**

For most educators, teaching students how to communicate, collaborate, ask questions, and problem solve is easier in the context of the physical classroom. Most traditional teachers feel confident in their ability to teach in the classroom; however, work online requires a different skill set. Teachers must become facilitators in the online environment. An online facilitator “plays a vital role in developing and maintaining an online program that is effective, smooth, and that will support the realization of the planned learning outcomes” Make sure the audience and the content are in sync. Guide participants through the curriculum, Keep the discussion on-topic, Keep the discussion alive, prevent stagnancy, Model participation and discussion techniques for participants, Foster communication between participants, Provide behind-the-scenes support via email, Establish clear goals and expectations at the outset, Make everyone feel welcome and heard; create a comfortable environment, that provides specific suggestions for successfully facilitating online work.

### **Involved Facilitator**

Involved facilitators regularly engage with students in online discussions and work. This role “allows the teacher to steer the direction of the dialogue to ensure that conversations stay focused on particular aspects of the curriculum. The teacher also has the opportunity to model online etiquette, ask follow-up questions, compliment student responses, and clarify confusions online. This approach offers more student support as they engage in discussion and complete work online. If you are working with younger



students, a smaller group of students, or a group that needs more support, the involved facilitator role is ideal. This role allows teachers to actively engage with students to guide the conversations to ensure they stay on track. They can also provide support within the discussions by prompting students with questions to ensure that the conversation does not become stagnant.

### **Silent Facilitator**

The silent facilitator “uses online discussions and work to complement and extend in-class curriculum. Limits his or her involvement to posting questions for students to discuss and designing activities for students to complete. This role gives students the opportunity to take charge of the discussion and, subsequently, their own discovery of knowledge”. This role is ideal for teachers with a large number of students, where it may not be realistic for them to be an active participant in online work. This role also works well for a student population that does not need additional support. Instead of spending time actively engaging with students online, silent facilitators invest their time and energy into taking the information, insights, questions, and ideas presented in the online space and weaving them back into the physical classroom. For many teachers, this approach provides them with more time to design dynamic blended lessons that pull together the work completed online and in class.

### **Blended Learning Teachers**

Blended learning requires that educators be both strong teachers in the classroom and effective facilitators in the online space. In their article “5 Skills for Blended-Learning Teachers,” assessed that the blended learning teacher must be comfortable with chaos, able to use data to drive instruction, create targeted learning opportunities, and develop technology expertise. This is both daunting and exciting for educators who do not have experience teaching online. However, to be successful, you must define your role in this new education landscape and learn to weave together the work done in each environment—in person and online—to improve learning outcomes for students.

### **Conclusion**

Elementary schools across the United States are increasingly using adaptive learning software to provide students with personalized learning activities based on students’ ability. However, little is known regarding how teachers support students’ personalized learning when using adaptive learning software or the challenges that teachers encounter when they attempt to fulfill those responsibilities. In this case study, 11 teachers of ELLs were sampled and participated in a 45-minute interview. The interview analysis found that teachers’ perceived responsibilities were (a) orienting students to the software and learning expectations, (b) troubleshooting technical issues, (c) motivating students to fully engage with the software, (d) monitoring students’ behavior and personalized learning in the system, and (e) providing students with additional instruction in small groups or individually. While teachers recognized the need to provide students with personalized instruction based on the assessment data, they found it difficult to do so due to the lack of

time, professional development, and data dashboards and resources that were easily accessed and used. Based on these findings, the article recommend that more effective and intuitive data dashboards and instructional resources be developed and included in adaptive learning software and also recommend that teachers be provided the time and professional development they require to fulfill their responsibilities.

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