

**EVALUATION OF BLENDED LEARNING
AND
CLASSROOM LEARNING ON STUDENT ATTAINMENT**

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ELISA MARIA POP

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LECTURER: GIRIHAR KATTI

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Abstract

The following report was made regarding the facilities that will be found at this time for studying from a variety of types and how the teaching improved over the years. Based on the research that was done a few of the models which were offered for the students to gain the knowledge and graduate with success following one or more types of course selecting from classroom learning, blended learning or flipped learning whichever is more suitable for the individual itself. The following report will present an analysis of each scenario and the differences between the way of teaching and studying become therefore accessible in the 21st century.

Blended learning is a new perspective which has been implemented in the last few years to improve the teaching and learning experiences for students and teachers by combining face-to-face learning activities with online learning elements. Even if some of the teachers are not entirely satisfied with this approach, in daily life everything is based on, blended'' as every person is using the internet to take information that allowed them to complete more efficiently their tasks and in a way that is adapted to their lifestyle. Blended learning is intending to create learning and teaching experiences more flexible, efficient, and effective for each person style. It also has different names like, mixed learning' or, hybrid learning.'

Based on advanced technology and the improvement of online resources, the schools and universities around the world view a big chance in education and learning methodology (Harahap, Nasution and Manurung,2019).

To become a student-centered learning is more effectively to use the modern technology which is interactive learning, video lessons and online interaction where essentially the student can do his own research being able to attain what he desires with he's own effort and it can be done either attending a full course or blended learning course depending on the organization goals (Mestan,2019; Suana, et al 2019; Vertejee, et al 2015).

Students are learning the material at home from video lessons, online collaboration, and we-based information instead of attending university and subsequently presenting their creation face to face on the classroom meetings.

Hrastinski said that there is not set definition for blended learning in the literature' (2019).

Some of the university created a model shift in teaching and learning procedure from the one basic and traditional when the teachers it delivers you all the information on the lesson in a classroom to a one where teachers are now trained to guides you to find the information by yourself and have an active engagement in your own learning procedure.

Weave Synchronous and Asynchronous Interactions

Interaction that happens between people together and in real-time is synchronous. In a blended course, synchronous interactions may happen face-to-face during onsite meetings or in conversations. But synchronous interactions may also happen online, e.g., through live chat or video conferencing.

Asynchronous interactions are those that happen without people having to be in the same place at the same time. This provides significant flexibility to teach and learn together regardless of individuals' schedules. A blended course design purposely chooses synchronous or asynchronous learning interactions based on the strengths or weaknesses of each to achieve learning outcomes while maximizing flexibility.

Advantages and Disadvantages of Blending Learning

Blended learning – a mix between and traditional learning....

It seems that even if is a stand-alone program or mixed with a traditional program some of the students and teachers are not happy with it but considering this point the policy are positive.

E-learning is supposed to be a complement, like an easier way to help both sides, the teachers, and the student to get a better understanding and an easier delivery of the material but now is not trying to replace the traditional teaching.

An analysis of performance was made with Scottish Qualifications Authority and was included the whole national cohort for every 2 years and is showed performance made by the students and as well the differences which varied depending on the subject and the level of examination.

Teachers are finding blending online learning with traditional learning difficult because it requires new pedagogic skills, they need first to accumulate the new skills for themselves and after to be delivered to the student in the appropriate and plausible way. While the students are more open to practicing online learning because it is more flexible and additionally if the student feels writhed, he can access the information, material and do more research from home using the internet.

The advantages of online learning are flexibility, a variety of learnings pedagogies and the design to permit learning t the student speed.

A disadvantage is that it is preventing in person communication, and it is required to have additional self-motivation and to be more self-regulated.

The result of student achievement regarding online learning varies.

Some of the students found that it is an effective way to achieve positive results even though others found that both combines are creating near equivalent results. (Delanna et al.;200; Inversion, Colky and Cyborn,2005).

Classroom learning is a way to gain information and help students to achieve their goals in a friendly environment in a room with a group of students and a teacher. The students and teachers need to be physically present in the classroom. The aim of classroom learning is to distribute information and materials, and open exchange of ideas face to face.

In the classroom the students can share their ideas between them solving tasks given by the teacher in groups or individually, answer questions or ask questions related to the lessons. The student can have a better overview of the lessons and activities being there and taking part physically.

In traditional performing classes, students passively follow the examples of demonstration provided by the teacher and focus on repetitive practice.

The classroom learning succeeds in higher education as the general teaching method. The traditional college classroom design is based on the educational space that first appeared in medieval universities. Meanwhile the classroom has not changed except in their size. Based on a survey questionnaire which was conducted to establish the educational effect of student learning in an active learning classroom comparing with the result attain regarding a traditional classroom resulted that it can be prov the existence of a, golden zone'' and a shadow zone'' in traditional

classroom, which categorize student 's knowledge depending on location into the teaching space where in to ALC did not produce such positional discrimination.

Advantages and Disadvantages of Classroom Learning

Classroom learning, also recognized as traditional learning, has been the most common way of teaching children for centuries.

As well as other things in life it comes with disadvantages which are:

Time management- as a busy person which is having children, working a full-time job and study at the same time on a course which is based just on traditional learning if you are not organizing your time properly you can lose a lot of important material which the teacher has presented on class when you were not there, and you may find it exceedingly difficult to recover and be important for your assignments

Travel problems- as you may be late because of traffic, financial difficulties and not be able to spend money on train tickets or fuel or the car.

Not having access to the varied information- lack of resources to find information (ex: accessing the internet in few seconds to find out promptly information instead of going true a book which it may have over 300 pages)

But it also came with advantages like:

Receive immediate feedback-the teacher can more easily answer your questions and give you an immediate answer about your leaning approach or difficulties.

Get to know new people – sharing experiences and ideas with your colleague face to face and making groups becomes an easier approach to study may benefit your learning skills.

The teachers can view your learning skills as you are more observable in class, and you can answer questions in class while in blended learning is more difficult as the teacher is more focused on the student in the classroom than online.

Flipped teaching is a trend within higher education. Through flipped teaching the learning environment can be altered by moving the lecture out of the classroom through online recordings, while in-classroom sessions focus on active learning and engaging students in their own learning process. It was conducted a qualitative research course with the aim of understanding the ways in which it might improve active student engagement and motivation within the flipped classroom. The findings indicated that, within the flipped classroom, students mix surface and deep-learning approaches. The online recordings, which students interact with through a surface approach, can function as a steppingstone toward a deep-learning approach to in-class activities, but only if students come to class prepared. The findings therefore suggest that students must be made aware of the importance of preparation prior to flipped classroom in-class activities to ensure the active learning process is successful. By not listening to the recordings (e.g., due to technological failure, as was the case in this study), students can result in only engaging in a surface method.

The flipped classroom and the use of online segmented lecture recordings have the potential to increase students' activity levels within the classroom. Specifically, it allows students to watch online course recordings outside the classroom and

subsequently enter the classroom and actively participate in group sessions. Within social sciences, there is particularly promising potential in courses that exhibit a high learning-by-doing component, such as the graduate course in qualitative research that is under study here. This course was flipped to encourage active learning within the classroom. Students gain hands-on experience by conducting research under the guidance of their teachers. By flipping the course, the teachers, at least theoretically, have more time to support the students during their project work; however, for the flipped classroom experience to be a success, it is crucial that students adopt the information presented to them via the online recordings, as they need to apply this knowledge during both the in-class activities and hands-on research process (Carbaugh. and Doubet, K.2016).

Flipped learning enables students to have more opportunities to practice and interact with peers and the teacher in the class.

In flipped learning, proper learning design could be beneficial to increasing students' creativity.

Current research confirms (again) that computer technology can create interactive and engaging (additional) learning environments which may have positive effects on knowledge gain, skill acquisition and student perception (e.g., Chen, Wang, Kirschner, & Tsai, 2018).

However, blended learning also claims not only to enrich classroom learning but also to redesign the learning environment with higher degrees of freedom for learners (Smith & Hill, 2019).

Students should be able to study more independently of time and place and determine content and learning pace individually.

Both flipped and differentiated classrooms require investment and proactive planning. Both models require employing a student-centered approach to instruction, and both models require shifts in paradigm and structure. Fortunately, these shifts do not run counter to one another; in fact, flipping and differentiating a classroom are very complementary transformations.

“Basically, the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class” (Bergmann & Sam's, 2012, p. 13).

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