BLENDING THE TECHNOLOGIES FOR QUALITATIVE LEARNING

Dr. Manju Gera, Ph.D.*
Bandana Kumari**

ABSTRACT

The quality education can be enhanced by minimizes weaknesses and maximizes strengths. Teacher plays a pivot role in education and for enhancing the quality in education. Teacher has to enjoy the work up the fullest extent. It depends upon all the factors that come in contact with development of education like students participation, role of motivation, role of technology, healthy habits in students, faculty development programs. At the development of modern methods of education, it is necessary to take into account the rapid growth of the use of information technologies, which has been observed within the last decades, and also a large quantity of educational and technical innovations. One of such innovations is the use of the blended learning, the concept of which assumes that in the current state of the system of higher professional educations, traditional; education can be combined with the advantages of distant of educational technologies .This paper deals with what blended learning is and why the concept of blended learning is exciting to so many people and how the blended learning is helpful for qualitative learning with Blending of technologies at four levels. This paper also deals with the challenges for blending the technologies at different levels.

***Keywords:** Blending, Technologies, Quantitative learning, blended learning, Different levels*

INTRODUCTION

Swami Vivekananda is of the view that a nation cannot progress without proportionate growth in education of a person. There is severe need of students' constructive contribution to provide quality education but before introducing quality in education it's essential to make clear the meaning of quality education. Motivation is an essential component in enhancing the quality of education. Either motivation is internal or external; it plays an important role in quality formation of education.

The quality education can be enhanced by minimizes weaknesses and maximizes strengths. Teacher plays a pivot role in education and for enhancing the quality in education teacher has to enjoy the work up the fullest extent. So, we can say that quality enhancement is not the work of only teachers. It depends upon all the factors that come in contact with development of education like students participation, role of

***Assistant Professor, University School of Open Learning, Panjab University, Chandigarh**
****Assistant Professor, Guru Nanak College of Education, Dalewal, Hoshiarpur**

motivation, role of technology, healthy habits in students, faculty development programs etc. the current state of the higher professional education is determined by the necessity of permanent modification of the education process of, on the one hand, ensuring training of skilled employees in the circumstances of varying demands and on the other hand, adopting and adapting the successful experience of other educational institutions in their activity. Undoubtedly, at the development of modern methods of education, it is necessary to take into account the rapid growth of the use of information technologies, which has been observed within the last decades, and also a large quantity of educational and technical innovations. One of such innovations is the use of the blended learning, the concept of which assumes that in the current state of the system of higher professional educations, traditional; education can be combined with the advantages of distant of educational technologies. The idea is that a considerable part of the material is transformed into the distant form, allowing time at classes for various interactive forms, which would improve their efficiency. The "teacher-student" and "student-student" interactions can be also implemented in the distant from using various educational elements of the leaning management system.

Besides at studying disciplines related to the use of information technologies in professional activity of a humanitarian student, there is considerable quantity of exercise of the reproductive level, which involve fulfillment of tasks on a template. At using such exercise, it is difficult to form the creative initiative with a student; it is necessary to change the basis of tasks using elements of blended learning.

The term "Blending the Technologies" is being used with increased frequency in both academic and corporate circles. In 2003, the American Society for Training and Development identified blended learning as one of the top ten trends to emerge in the knowledge delivery industry (cited by Rooney, 2003). In 2002, The *Chronicle Of Higher Education* quoted the president of Pennsylvania State University as saying that the convergence between online and residential instruction was "The single-greatest unrecognized trend in higher education today" (Young,2002,p.a33). Also quoted in that article was the editor of *The Journal of Asynchronous LearningNetworks* who predicted a dramatic increase in the number of hybrid (i.e., blended) courses in higher education, possibly to include as many as 80%-90% of all courses (young, 2002).

BLENDED LEARNING

Blended learning is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, palace, path, or pace. While still attending a "brick- and- mortar" school structure, face-to- face classroom methods are combined with computer-medicated activities. Blended learning is also used in professional development and training setting, as it can be used to translate knowledge into a particular skill that is useful and practical for a specific job. A lack of consensus on a definition of blended learning has to difficulties in research about its effectiveness in the classroom. How is blended learning different that other terms in our vernacular such as distributed learning, e-learning, open and flexible learning, and hybrid

courses? Some define the term so broadly that one would be hard pressed to find any learning system that was not "blended" (Ross & Gage,). Others challenge the very assumptions behind blending as holding onto relics of an old paradigm of learning (Offerman & Tassava). One frequent question asked when one hears about Blended learning (BL) is "What is being blended?" While there are a wide variety of responses of this question (Driscoll, 2002), most of the definitions are just variations of a few common themes.

QUALITATIVE LEARNING

The rapid emergence of technological innovations over the half century (particularly digital technologies) has had a huge impact on the possibilities for learning in the distributed environment. In fact, if you look at four dimensions, distributed learning environment are increasingly encroaching on instructional territory that was once only possible in face to face environment. For example, in the time and fidelity dimensions, communication technologies now allow us to have synchronous distributed interactions that occur in real- time with close to the same level of fidelity as in the face to face environment. In the humanness dimensions, there is an increasing focus on facilitating human interaction in the form of computer-supported collaboration, virtual communities, instant messaging, blogging, etc. Additionally there is ongoing research investigating how to make machines and computer interfaces more social and human. Even in the space dimension, there are some interesting things happening with mixed reality environment (Kirkley & Kirkley,) and environment that simultaneously facilitate both distributed and face to face interactions. The widespread adoption and availability of digital learning technologies has led to increased levels of integration of computer-mediated instructional elements into the traditional face to face learning experience.

BLENDING AT DIFFERENT LEVELS

Blending of technologies would be at four levels. (Ross & Gage; Wright, Dewstow, Tappendin, & Topping) specifically address different levels of blending that are occurring.

The four levels are:

1. Activity level
2. Course level
3. Program level
4. Institutional level

Across all four levels, the nature of the blends is either determined by the learner or the designer/instructor. Blending at the institutional and program levels is often left to the discretion of the learner, while designers/instructors are more likely to take a role in prescribing the blend at the course and activity levels.

ACTIVITY LEVEL BLENDING

Blending at the activity level occur when a learning activity contains both face to face and virtual elements. For example, wisher outlines large scale military training events that incorporate both FACE TO FACE and virtual elements.

COURSE LEVEL BLENDING

Course Level Blending is one of the most common ways to blend. A course level blend entails a combination of distinct face to face and virtual activities used as part of a course. Some blended approaches engage learners in different but supporting face to face and virtual activities that overlap in time while other approaches separate the time blocks.

PROGRAM LEVEL BLENDING

Ross and Gage observes that blends in higher education are often occurring at the degree program level. Blending at a program level often entails one of two models- a model in which the participants choose a mix between face to face courses and online courses or one in which the combination between the two is prescribed by the program.

INSTITUTIONAL LEVEL BLENDING

Some institutions have made an organizational commitment to Blending face to face and virtual instruction. Many corporations as well as institutions of higher education are creating models for blending at an institutional level.

CHALLENGES FOR BLENDING

Role of learner: how are learners making choices about the kinds of blends that they participate in? Learners are primarily selecting blended learning based on the issues of convenience and access. But this begs questions about the type and amount of guidance that should be provided to learners in making their choices about how different blends might impact their learning experience.

Models for support and training: There are many issues related to support and training in blended environment including: (1) increased demand in instructor time (2) providing learners with technological skills to succeed in both face to face and virtual environments and (3) changing organizational, cultural to accept blended approaches. There is also a need to provide [professional development for instructor that will be teaching online and face to face. It is important to see more successful models of how to support a blended approach to learning from the technological infrastructure perspective as well as from the organizational (Human) perspective.

Cultural Adaption: What role can and should blended approaches play in adapting materials to local audiences. One strength of e-learning is the ability to rapidity distributes uniform learning materials. Yet, there is often a need for customizing the materials to the local audience to make them culturally relevant.

CONCLUSION

As we move into the future it is important that we continue to identify successful models of blended learning at the institutional, program, course and activity level that can be adapted to work in context this will involve understanding and capitalizing on the unique affordances available in both computers mediated or distributed learning environment. One of the innovations is the use of blended learning, the concept of

which assumes that in current state of the system of higher professional system blended learning is the formal educational program in which as student learns at least in part through instructions via digital and online media. With the impact of blended technology on qualitative learning, the rapid emergence of technological innovation comes into being. Blending of technologies can take place an activity level, institutional level, course level, program level etc. so its effective role of technology in higher education which enhances the quality in education system. In order to refine teaching and learning higher education there is severe need of technological blending.

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