

BLENDED LEARNING: ADVANTAGES AND DISADVANTAGES OF HYBRID LEARNING

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Abstract

Today traditional learning is being replaced by blended learning, which allows students to build the learning process in such a way that students can independently gain knowledge or consolidate it both when working with digital resources and during direct work in the classroom using active teaching methods. Pure online teaching should focus on the details of experimental operations, guiding students to think deeply, and enriching learning materials to improve teaching effects. Thanks to the development in communication and information technologies, communication between the teacher and the learner has taken another dimension, whether this communication is synchronous or asynchronous, without requiring a place or time, and by multiple means, including texts, sounds, moving and still images.

With the spread of e-learning systems and the increase in the demand for their use and employment in the educational process, practical experiences and scientific research have shown positive results that encourage education officials to adopt the e-learning style; however, many studies have also shown that e-learning suffers from many shortcomings; as a result, the need for new educational approaches are needed.

This paper discusses the Progress, levels and success of Blended Learning, its advantages, disadvantages and its limitations.

Keywords: *Online and offline hybrid teaching, Teaching effect, Blended learning theory, E-Learning.*

INTRODUCTION

Since the 1990s, with the rapid development of network technology and the rise of the Internet, business managers and educators in western countries first began to reflect on the disadvantages of traditional training methods and teaching methods, and hoped to introduce Internet technology and the platform conducts corporate training and school teaching, so E-Learning - online learning came into being.

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The emergence of E-Learning has injected new vitality into corporate training and education and teaching, but with its continuous application, new problems have also emerged: people find that although E-Learning has its own advantages, it still cannot completely replace it. Traditional C-Learning. As a result, researchers began to consider integrating the advantages of C-Learning and E-Learning, making the two complement each other, and forming an organic whole, thus gradually forming a new teaching method - blended learning.¹

Concept of Blended Learning

Blended learning is a new educational thought and concept, emphasizing the combination of traditional classroom teaching (C-Learning) face-to-face (Face-to-Face) teaching methods and online (Online) teaching methods. E-Learning is organically integrated and adopts different mixed methods for different learners, to make learning easier and more convenient and achieve the best learning effect. Blended Learning defines an innovative teaching approach that combines the traditional method of the face- to-face lesson carried out in the classroom with that of e-learning, of interactive teaching, carried out with the help of IT support or mobile phones.

In fact, Blended Learning means "mixed learning" or "hybrid", but it is also called "integrated learning" and refers to all teaching methods that are not carried out exclusively face-to-face, such as seminars, workshops, or lessons, but which are an integration with distance digital learning phases. These include on the one hand real online courses, trainings or group work, on the other hand self-learning through digital materials.

RESEARCH OBJECTIVES

1. To understand the various models developed based on the hybrid learning principle,
2. To gain familiarity with the fusion of learning methods which gives value to
3. To examine Blended learning and its advantages and disadvantages.

RESEARCH QUESTIONS

1. What type of methods requires for Blended Learning?
2. Are there any disadvantages of Blended Learning?
3. Does it include any difficulties for teachers?
4. What are the difficulties linked with Blended Learning?

¹ Singh, J., Steele, K., & Singh, L. (n.d.). ERIC - EJ1317197 - Combining the Best of Online and Face-to-Face Learning: Hybrid and Blended Learning Approach for COVID-19, Post Vaccine, & Post-Pandemic World, Journal of Educational Technology Systems, 2021-Dec. <https://eric.ed.gov/?id=EJ1317197>

METHODOLOGY

The primary goal in this study was to investigate students' perception of blended learning and understand the advantages and disadvantages to both teachers and students.

Researcher was also investigating his own perception of designing and delivering the blended teaching methods from last three years.

Therefore, the research methods include analytical, conceptual and observational focus to the research which gives direction to the researcher.

ANALYSIS AND INTERPRETATION

A mixture of Online and Offline, that is, the mixed mode of "E (Electronic-Learning) + C (Classroom-Learning)". When traditional classroom teaching cannot meet the needs of actual teaching, and with the development of network technology, network teaching emerges as the times require, and E-Learning is considered.¹ The combination with traditional classroom learning has achieved certain results through practice. However, this kind of mixing is only a preliminary mixing, and it is difficult to achieve the organic unity of E-Learning and C-Learning. It cannot well abandon the shortcomings of the two, and it cannot make good use of the advantages of the two. What and how much should students learn in the classroom and online? How to improve students' awareness of online learning and verify the effect of online learning? How to make online learning more intuitive and vivid, and provide more network resources? These issues have plagued the application of blended learning theory.

Blended Learning vs. Flipped Learning: Is there any difference?

Both innovative methodological approaches that overturn the traditional learning cycle, however, describe two different teaching processes. The term "Flipped Learning", in fact, literally refers to a type of "flipped teaching/learning". In the educational field, this definition translates into practice with the inversion of the two classic moments that define learning in a broad sense: the frontal lesson, in which the notions are imparted, and the individual study phase, in which the contents received in the classroom they are assimilated by the students. In fact, in Flipped Learning, the acquisition of notions does not take place in the classrooms, but is left up to the student, who carries out the tasks assigned at her home. Individual study, on the

¹ Higher Education. (n.d.). Springer. <https://www.springer.com/journal/10734>

other hand, is moved to the classroom: here the teacher, through a tutoring service, accompanies the students in the assimilation of the didactic contents learned independently.

Unlike Flipped Learning, Blended Learning does not reverse the learning processes, but simply combines traditional teaching methods with digital tools, inserting an online learning phase alongside face-to-face teaching. The training course is thus maintained in its basic essence, while its physiognomy is modified.

Levels of blended learning:

1. Component level: Links information delivery tools with learning content. Examples of blended learning at this level include: Two-component model: based on learning using e-learning resources and tools, followed by classroom learning using the lecture.
2. Integrated: The integration of the different elements of Internet-based e-learning. Examples of blended learning at this level include: The integrated integration of three components: online information sources, online discussion groups, and online assessment.
3. Collaborative level: It is based on the integration of the teacher (as a mentor), whether he is a traditional teacher, or an online teacher, and between collaborative learning groups in the traditional classroom, or participatory online learning groups. Examples of blended learning at this level includes:
 - Combining the traditional role of the teacher and learners, and the online teacher.
 - Integrate the traditional role of the teacher and traditional learners in the classroom, and participatory online learning groups.
 - Integration between the e-teacher and traditional learners with individual learning, or between the e-teacher and participatory online learning groups.
4. The level of extension and spread (Expansive): In which traditional education is integrated within the traditional classroom, and with offline electronic learning resources, which learners can print. Such as: e-mail, e-books, and documents, learning using software and software, electronic media including available websites, and learning using a mobile phone.

SUCCESS OF BLENDED LEARNING

There are many factors that help the success of blended learning, including:

1. Communication and guidance: It include communication between the learner and the teacher, so that the teacher guides the student to the time of learning, the steps that should be followed to learn, and the programs he uses for that.
2. Collaborative work in the form of a team: It must be convinced that this type of learning needs interaction from both sides (teacher and learner), working in the form of a team, and determining the roles played by everyone.
3. Encouraging creative work: The multimedia available allows students to self-learn, through reading in print, learning in groups, and through the participation of colleagues elsewhere, thus encouraging students to create and work creatively.
4. Flexibility: Blended learning includes multiple and flexible options that suit all students of different levels and abilities, by obtaining information, and answering questions and inquiries regardless of students' previous learning.
5. Communication: Blended learning needs clarity of online options for one subject, speed of communication and its availability always between learners and teachers, so that students can be guided and guided in all circumstances, and to encourage networking between students to exchange experiences, solve problems and participate in software.

ADVANTAGES AND DISADVANTAGES OF BLENDED LEARNING

Like all teaching methods, Blended Learning also has strong points and weak points: the advantages and positive aspects of this type of training, which is a constantly evolving field, are compensated by as many flaws and shortcomings. Below is an overview.

Advantages for students:

- Greater flexibility (in the e-learning phase): Students can access learning materials flexibly and according to their needs, regardless of time and place.
- Enhancement of socialization (in the face-to-face phase): The possibility of entertaining and developing social relationships is maintained in the classrooms.
- Different types of teaching: Each student can use the teaching method that best suits his type of learning and that best allows him to assimilate the contents conveyed during the lesson.
- Blended learning has been shown to lead to higher learning outcomes than e-learning alone or classroom training.

Disadvantages for students:

- False picture of online learning (in the e-learning phase): Students often expect that fewer face-to-face courses mean less effort. Obviously, this image is misleading: Blended Learning involves a substantial amount of work and leaves no room for quackery.
- Lack of self-discipline (in the e-learning phase): Some students find it difficult to take responsibility for time management and their own learning. Without self-discipline, blended learning is extremely difficult.
- Communication problems (in the e-learning phase): Technical issues can be a problem for online courses. Also, students with outdated hardware are often at a disadvantage.

Advantages for teachers:

- It encourages the approach to new forms of interaction: Blended learning offers teachers the opportunity to experience and learn to use new interactive forms.
- Facilitates teaching success: Blended learning is a winning experience for teachers as students form an autonomous online community, delve deeper into the subject and experience the learning outcomes.
- Promotes flexibility: Flexibility of teaching time and place is also a good thing for teachers.
- Guarantees a minimum level of knowledge (in the e-learning phase): The online phase ensures teachers that all participants have the same level of knowledge by the time of the subsequent face-to-face phase.
- For teachers, this facilitates teaching management, as students are neither left to fend for themselves nor overburdened.

Disadvantages for teachers:

- Communication problems
- Technical problems often hinder the smooth running of lessons.
- Difficulties in terms of organization and management

Blended Learning requires sophisticated and context-adapted teaching. Inexperienced teachers, trainers or continuing education instructors can be overwhelmed by the management and organizational challenges of blended learning. This is why it is important that there is correct

and constant interaction between teachers, who are advised to exchange advice and share their own experiences.

More effort needed: The technical and methodological effort required to create online modules is often greater than that required to plan lessons according to traditional teaching methods. The instructor must give more time and liveliness to achieve the same quality of teaching.

Easy loss of control in the e-learning phase: During an online course it is difficult to ensure that all students listen carefully and are dedicated to carrying out the assigned tasks. In fact, there is a risk that unmotivated students will give up more quickly.

CONCLUSION

Be careful not to be dazzled by appearances, blended learning is not as easy as it sounds. In fact, Blended Learning offers many advantages, such as, greater flexibility, maintenance of regular social interactivity and the application of customizable learning methods. Teachers also appreciate that their teaching is more successful and that students achieve better learning outcomes.

Furthermore, blended learning ensures a balanced level of minimum basic knowledge, which makes it easier to teach during the course. However, the challenges related with blended learning cannot be ignored. Students must have a high level of self-discipline and must be aware that less frontal teaching does not equal less effort. Teachers must, for their part, become aware of the fact that the implementation of Blended Learning can be technically demanding and time consuming.

The blended learning concept properly combines the "teaching-oriented" and "learning-oriented" teaching designs, draws on the advantages of these two teaching modes, and constructs an ideal learning platform that can play the leading role of teachers and facilitate learning. Teachers monitor classroom teaching activities to proceed in an orderly manner, successfully complete the established teaching objectives, and ensure the systematism of imparting subject knowledge; at the same time, it can stimulate students' enthusiasm for learning new knowledge, give full play to their subjective initiative and creativity, and facilitate students' training of innovation ability and knowledge skills, is conducive to the cultivation of students' values and healthy emotions, and can combine the advantages of traditional teaching with the advantages of network digital teaching to obtain the best learning effect.

Therefore, Blended learning model in the 21st century increasing with the rapid development of the Internet, which is a teaching mode that combines traditional single classroom teaching with a variety of forms and rich content of online teaching. The blended learning mode can make full use of the convenience, richness, and cheapness of online teaching to achieve the purpose of reducing costs and improving efficiency.

However, if we have a better understanding of the essence of blended learning, learn from successful experience from others, and try our best to blended learning and sum up experiences from practice we can control the negative effect in blended learning. Blended Learning appears to be most acceptable approach for a developing country like India to increase enrolment in higher education

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