



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2019; 5(8): 363-365
www.allresearchjournal.com
Received: 04-06-2019
Accepted: 05-07-2019

Poonam Devi
Assistant Professor, G.T.B.
Khalsa College of Education,
Dasuya, Punjab, India

Blended learning: It's types and benefits

Poonam Devi

Abstract

The purpose of this paper is to study about blended *learning: its types and benefits*. Their use in and outside the classroom can provide more supportive and successful learning opportunities, teacher and peer support, as well as innovation in course design. Blended adapting needs thorough endeavors, right attitude, attractive spending plan and highly motivated teachers and students for its successful implementation. As it consolidates various modes so it is complex and organizing it is a troublesome assignment. Blended learning is a mixture of learning techniques that can join numerous learning models like Online, Rotation, Flex, Personalized mix, Online job and Self blend. This article discuss about the types of lending learning like Station Rotation, lab Rotation, Remote Blended, flex Blended, Project Based Blended Learning, self-directed blended learning, inside out and outside blended learning and its benefits.

Keywords: Blended learning, types of blended learning

Introduction

Blended learning is a mixture of learning techniques that can join numerous learning models like Online, Rotation, Flex, Personalized mix, Online job and Self blend. "Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or place."

Types of Blended Learning

- **Station Rotation Blended Learning:** Station-Rotation mixed learning is a: "model (that) enables students to turn through stations on a fixed schedule, where no less than one of the stations is a web based learning station. This model is most basic in grade schools since educators are as of now familiar rotating in "focuses" or stations."
Like: Lab Rotation blended learning
- **Lab Rotation Blended Learning:** 'The Lab Rotation' model of blended learning, like "Station Rotation," works by "allowing students to rotate through stations on a fixed schedule in a devoted PC lab allowing for adaptable planning courses of action with educator enabling schools to make utilization of existing PC labs."
Like: Station Rotation blended learning
Primarily characterized by: the utilization school PC labs in new ways
- **Remote Blended Learning (additionally alluded to as Enriched Virtual)**
In Enriched Virtual blended learning, the student's emphasis is on completing on the web coursework while just gathering with the teacher intermittently as-required. This methodology varies from the Flipped Classroom demonstrate to be decided of online to face-to-face and personal instructional time. In an Enriched Virtual blended learning model, students wouldn't see or work with/gaining from an educator once a day face-to-face and personal however would in a 'flipped' setting.
Like: A blend of Self-Directed, Flex blend learning, Flipped Classroom
- **Flex Blended Learning:** The 'Flex' is incorporated into types of Blended Learning and its model is one in which "a course or subject in which web based learning is the foundation of student learning, regardless of whether it guides student to offline activities at times. Students precede onward a individually customized, fluid plan among learning modalities. The teacher of record is nearby, and Students adapt for the most

Correspondence
Poonam Devi
Assistant Professor, G.T.B.
Khalsa College of Education,
Dasuya, Punjab, India

part on the brick-and-mortar campus, with the exception of any homework assignments. The teacher of record or different grown adults provides face-to-face and personal help on an adaptable and versatile as-required premise through activity, small-group instruction, groups activities, and individual mentoring."

Like: Remote blended learning, Inside-Out mixed learning

Primarily characterized by: its flexibility to address the issues of a variety of formal and informal learning forms (schools, associations, self-teaching, and so on.)

- **The 'Flipped Classroom' Blended Learning:** Maybe the most broadly known variant of blended learning, a 'Flipped Classroom' is one where students are acquainted with content at home, and practice on working through it at school upheld by a teacher or peers. Along these lines, conventional role for each space are 'flipped.'

Like: Remote blended learning

Essentially characterized by: the maintenance of conventional learning frames in new settings (i.e., learning at school and learning at home)

- **Individual Rotation Blended Learning:** The Individual Rotation model enables students to rotate through stations, yet on individual timetables set by teacher or software algorithm. Not at all like other turn models, students don't really rotate to each station; they rotate just to the exercises planned on their playlists."

Like: Mastery-Based Blended learning

Basically characterized by: the personalization of student learning as controlled by individual schedules that get the opportunity to all the more likely address the issues of every student.

- **Project Based Blended Learning:** Blended Project-Based Learning is a model in which the student utilizes both internet adapting—either as courses or self-coordinated access and face to face and instruction and cooperation to configuration, emphasize, and publish project based learning assignments, items, and related artifacts.

Like: Self-Directed Blended learning, Outside-In Blended learning

Fundamentally characterized by: the utilization of online resources to help project based learning

- **Self-Directed Blended Learning:** In Self-Directed blended learning, students utilize a blend of on the web and face to face and personal inquiry out how to control their own personalized inquiry, accomplish formal learning objectives, associate with coaches physically and carefully, and so on. As the learning is self-directed, the roles of 'internet learning' and physical teachers change, and there are no formal online courses to complete.

In Self-Directed blended learning, one challenge for instructors is to almost certainly judge and accomplishment of the learning experience without de-validating it. For students, the challenge is to search out models of items, procedures, and potential that can give the sort of sparkle that can support learning while at the same time acting naturally sufficiently mindful to recognize what's working and why, and to make alterations in like manner. A few students need next to no to take off, while others need

support through extremely clear pathways that they can manage themselves through with self-rule and self-analysis. Like: Inside-Out Blended learning, Project-Based Blended learning fundamentally characterized by: the exchange of traditional academic work for student-centered inquiry.

- **Inside-Out Blended Learning:** In Inside-Out blended learning, experiences are wanted to 'completion' or 'end up' past the physical study hall, yet at the same time require and advantage from the one of a kind points of interest of both physical and advanced spaces.

In both the Outside-In and Inside-Out models, the nature of the 'web based learning' is less basic than the emphasis on stages, spaces, individuals, and opportunity beyond the school walls. (The 'on the web' parts could act naturally coordinated request as well as formal E-Learning courses and educational programs.)

Since the learning design is 'outward,' Project-Based blended learning is an astounding example of the Inside-Out model.

As with Outside-In blended learning, there is a requirement for expert guidance, learning input, content teaching and mental and moral help from face to face and personal connections every day. Well structured, every one of the three 'regions' plays to its qualities and supplements the other two.

Like: Outside-In blended learning, Blended Project-Based Learning

Principally described by: student development among computerized and physical spaces

- **Outside-In Blended Learning**

In Outside-In blended learning, experiences are intended to 'begin' in the non-scholarly physical and digital conditions students use every day, except completion inside a classroom. This could mean traditional letter evaluations and assessments forms, or less traditional teaching and discovering that essentially utilizes the study hall as a 'shut circuit' distributing 'stage' a protected space to share, be innovative, team up, and give and get criticism that develops student work. Well structured, every one of the three 'areas' plays to its qualities and supplements the other two. While the example is Outside-In, in contrast to Remote blended learning there is as yet a requirement for direction, teaching, and support from face-to-face interactions once a day.

Like: Inside-Out blended learning: Essentially described by: understudy development among computerized and physical spaces; the potential authenticity of student work.

- **Supplemental Blended Learning:** In this model, students total either completely online work to enhance their everyday face to face and personal learning or altogether eye to eye learning experiences to enhance the learning gained in online courses and exercises. The huge thought here is enhancing basic learning goals are met altogether in one space while the opposite' space gives the student explicit enhancing experiences that the other did not or couldn't give.

- **Mastery Based Blended Learning:** Students rotate among on the web and face to face learning (exercises, evaluations, projects, and so forth.) in view of the completion mastery based learning goals. Assessment design is urgent in any mastery based learning knowledge; the capacity to face to face and advanced evaluation instruments is either incredible or 'convoluted' contingent upon the attitude of the learning planner.

The Benefits of Blended Learning

- **Flexibility:** A blended learning approach gives extreme adaptability in displaying content. Complex topics can be exhibited in the classroom, while other topic can be accessible on the web. With an online segment, you'll likewise build adaptability and comfort over how and when your employees participate in training.
- **Effectiveness:** Garrison and Kanuka have examined blended learning. Their exploration presumes that "blended learning" has the demonstrated potential to upgrade both the effectiveness and efficiency of important learning experiences."
- **Efficiency:** With a well-planned blended learning methodology, you can proficiently and rapidly convey preparing to a wide gathering of audience. What's more, with computerized resources, for example, recordings and accounts and E-Books, the potential for re-use is huge. You can undoubtedly enable more individuals to get up-to-speed after the underlying rounds of preparing have passed.
- **Cost-effectiveness:** A large portion of us like systems that can save our organization money. What's more, blended realizing is one of them. Counting progressively online options in your preparation program saves money on travel and missed work. When you are facilitating live events on the web, you dispense with worker and educator travel costs. At the point when the setting is your own work desk, that is clearly a savings over large rooms.
- **Personalization:** Any preparation that isn't very much implemented can make a isolating, cookie-cutter, impersonal learning experience. Be that as it may, fortunately an all-around made blended solution can give a consistent change from classroom to PC or the other way around. You can plan methods for proceeding with discussion themes and personalizing content to an individual's specific activity or interests.
- **Extended reach:** often, creating a blended learning methodology decreases classroom teaching time. By digitizing the mastery of capable teachers or subject-matter experts, you can reach more people with high-quality content at a fraction of the cost. That frees up knowledgeable instructors to offer more classes, or create more training content, or work on other things.
- **Covers all learning styles:** It's always important to take learning styles into account then designing training for adults. Effective blended learning is a "best of all worlds" solution that can help you cater to all learning styles through a variety of mediums and techniques.

Conclusion

The blended learning in accuracy has been advancing as an extra learning viewpoint notwithstanding the current one. This doesn't mean it has all the capacity to cook, the necessities of the present and future age students. Yet, it is somewhere around a stage forward in the progression of the educating and learning process with the help of accessible innovation. Blended learning has a wide range of structures and will keep on developing as new innovation and practices are presented. It ought not be seen as a single model but rather as a methodology that shares a definitive objective of the arrangement of better educational experiences and outcomes. Students total either completely

online work to enhance their everyday face to face and personal learning or altogether eye to eye learning experiences to enhance the learning gained in online courses and exercises.

References

1. Ferriman J. Types of blended learning. Retrieved March 2019, from, 2013. <https://www.learndash.com>.
2. N.d. Types of blended learning. Retrieved March 2019, from, 2018. <https://teaqchthought.com>.
3. Thompson J. 6 Blended learning models: When blended learning is What's up for successful students. Retrieved March 2019 from <https://elearningindustry.com>.