



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2019; 5(8): 372-375
www.allresearchjournal.com
Received: 08-06-2019
Accepted: 10-07-2019

Gurjot Kaur
Student Guru Nanak College of
Education, Gopalpur, Odisha,
India

The impact of blended and traditional approach on achievement and performance of undergraduates

Gurjot Kaur

Abstract

Blended learning approach is a hybrid of traditional classroom learning and online learning that includes various e-content materials for the same with real-life examples. The purpose of this study was to explore the impact of blended and traditional approach on achievement and performance of undergraduates in a Physical Education in Early Childhood course. The pedagogy was intentional and formed to grapple the learning needs of students and the course's objectives. The t-test analysis of independent samples revealed statistically significant differences in undergraduates' performance. Based on the findings, blended instruction appears as an alternative teaching practice that should be embraced by teachers, in order to assist undergraduates to improve their performance.

Keywords: Blended Learning, Student Performance, Information and Communication Technology, Physical Education

Introduction

In recent years, with the continuous development of knowledge and Communication Technology (ICT), Blended instruction emerges as most likely the primary distinguished instruction methodology in education, particularly in Higher Education. The pedagogy of integrated learning surroundings is "based on the belief that there are inherent benefits in face-to-face interaction moreover because of the understanding that there are benefits to victimization on-line methods". Integrated learning could be a mixture of the standard face-to-face and therefore the online learning in order that instruction happens each in the schoolroom and online. It's essential to suggest that the online element becomes a natural extension of the traditional schoolroom learning. It's been acknowledged that integrated instruction, is Associate in a Nursing rising trend and it is making an attempt to grant students the benefits of every methodology.

The traditional surroundings during which face to face instruction takes place, aside however intensively technology is employed, has some major restrictions. A number of these restrictions are the restricted matched teacher-student interaction, the delayed feedback that's given to the scholars and therefore the limitations in visual aids and materials that the instructor will use within the category session. Maybe one in every of the simplest reasons to develop integrated courses is that they provide a viable choice for college students who request the pliability of distance solely courses however conjointly want to own some personal contact with college and alternative undergraduates in schoolroom settings. Integrated learning goes on the far side barriers of time, location, and culture and has created several increased opportunities for learners and instructors. In alternative words, blended learning endeavors to purposefully and seamlessly integrate online and ancient learning so as to form a distinct, new approach with its own deserves. Therefore, integrated learning represents a brand new instructional paradigm.

Additionally, by providing students with additional management over their learning, integrated learning will facilitate foster critical thinking. It's been urged that such Associate in nursing surroundings promotes student-centered learning and encourages bigger interaction between students. What is more, it's been according to that student who participates in integrated learning environments exhibit an equivalent or higher learning outcomes compared to ancient teaching. More specific, Delialioglu and Yildirim, investigated the effectiveness of the hybrid instruction in respect to students' action, data

Correspondence
Gurjot Kaur
Student Guru Nanak College of
Education, Gopalpur, Odisha,
India

Retention, attitudes towards the topic, and course satisfaction as compared to traditional schoolroom instruction. They according no vital distinction between the integrated course and therefore the traditional course in students' action, moreover as in data retention, satisfaction, and perspective. Conjointly Riffell & Sibley tried to gauge the effectiveness of the web portion of a hybrid course in Associate in nursing introductory environmental biology course for non-science majors and located that the hybrid course format was higher or equivalent to the standard course in respect to students' performance on a post-course assessment take a look at. However, the implementation of integrated instruction in skilled photography, nonsecular studies, and engineering, has produced conflicting results.

Despite the cautious, however nevertheless quite feedback, researchers and educators still worry that the integrated course choice might not be the solution to distance education issues. Undergraduates' confusion concerning the mix of online and ancient delivery ways, augmented undergraduate work in integrated sections, and weak on-line parts are all the considerations being raised. What is more analysis in education teaching has been restricted thusfar. During this study, an integrated model of instruction was designed and developed to deliver content of "Physical Education in Early Childhood" course by technological means that. The aim of this study was to analyze the effectiveness of the integrated course in terms of undergraduates' performance, as compared to ancient instruction. There search question that guided this study was: Is there a big mean distinction between experimental (exposed to an integrated course) and management (exposed to ancient instruction) teams in performance at the top of the experiment?

Design of the Study

In this study, a check and an impression collection experimental style were used. A homogenized course covering Physical Education in time of life was developed. The experimental variable of the study was the treatment (blended course - ancient face-to-face course); the variable was an undergraduate's performance when the completion of the course.

Sample of the Study

In this study, a check and an impression group experimental style were used. A homogenized course covering Physical Education in time of life was developed. The experimental variable of the study was the treatment (blended course - ancient face-to-face course); the variable was an undergraduate's performance when the completion of the course.

The Blended Course

For the aim of this study, the "Physical Education in Early Childhood" course was redesigned and developed in a blended course format (part online, half face-to-face) in line with Kerres's and Diamond State Witt's 3C-model of didactical parts in a very blended learning arrangement. This model includes 3 parts that require to be taken into consideration

- a) A content part that produces learning material on the market to the learner
- b) A communication component that gives social exchange between learners or learners and tutors and

- c) Constructive part that facilitates and guides individual to actively operate learning tasks (or assignments) with totally different degrees of quality (from multiple-choice to comes or drawback primarily based learning). In coming up with the blended course, formal and informal knowledge gathered from the undergraduates who had already taken the course were examined. Then the instructors specified such the required outcomes of the course in terms of goals and objectives. In the end, the content, the apply items and also the assessment instruments were determined supported the course basic goal and objectives.

The online part was delivered victimization the asynchronous course management system (e-Class). E-Class included a course description, course schedule, documents (course content), announcements, forums, links and undergraduate papers. The course length was twelve weeks, and also the undergraduates met for a 90-minute lecture with the teacher a pair of times, at the beggary and at the tip of the semester. The course commenced with a 90-minute face to face lecture wherever the learners had the chance to fulfill one another and also the educator. During this F2F introductory session, undergraduates were presented with the educational objectives of the course. The mixed learning course needed self-paced learning time since the course content was online, leading to a serious reduction in room lecture time. Undergraduates were expected to log onto the course on an individual basis from home, work or a University computing group, whichever was most convenient, and skim that week's course material, transfer resources (such as lecture transcripts and journal papers), and follow directions to complete tasks. Assignments emphasized application and authentic tasks all complemented with textbook readings. The blended course was structured to incorporate bi-weekly on-line assignments centered on active-learning exercises Weekly quizzes and self-evaluation queries got on-line.

Undergraduates may communicate and act with the teacher and with one another by e-mail or over forums. Undergraduates were expected to post their comments often in an associate asynchronous online forum and to inquire into and generate ideas with different undergraduates whereas the teacher coordinated the procedure. Topics of discussions were connected with the concepts introduced within the course's modules. All contributions were ranked. Undergraduates' analysis was supported their performance to the 2 weekly assignments associated to an examination at the tip of the semester and additionally to their participation in a very weekly discussion regarding the thematic space of the week.

To evaluate the effectiveness of the web-based part of the blended course, the course was schooled simultaneously with a standard course within which passive lectures were accustomed cowl material within the online assignments. Each course received a similar active-learning activity.

Results

To explore the efficiency of the blended approach in terms of performance of undergraduates, as compared to the traditional approach, a t-test analysis for independent samples was conducted. The similarity of variance was verified by the Levene's test. The outcomes showed that there were important differences between undergraduates who attended the course based on traditional approach and

those who attended the blended approach instructions ($t(51) = 2.66, p > .05$), with undergraduates who attended the course with blended approach to show higher performance as compared to undergraduates who attended the course with traditional approach as shown in Table 1. Based on the findings, it can be concluded that there was a significant mean difference between the experimental (blended approach) and the control (traditional approach) groups in achievement and performance.

Table 1: Means and standard deviations of students' performance

Performance	Instruction method	N	M	S.D.
	Traditional	29	6.34	0.81
Blended	24	7.08	1.14	

Conclusion

This research represents an initial attempt to measure the performance of undergraduates between blended and traditional approaches. Conclusions emanating from the research indicated that undergraduates who attended blended instruction had higher performance scores than those who attended traditional instruction. The investigation results are in agreement with Gomez & Igado, who also argued that Web-based training and especially the blended learning environments have the potential to strengthen the core of teaching and learning, to provide the higher learning to undergraduates but also have an impression in areas of daily living. This finding provides a persuasive argument to blended learning supporters that effective learning can also take place in a nontraditional or a blended learning environment. This finding is also consistent with other studies in the literature which indicated that the performance of undergraduate in blended courses was equivalent or slightly higher to traditional courses. The approach of blended learning is a method currently gaining more and more area and recognition and thus appears as an alternative teaching practice that can be applied directly to assist the undergraduates to improve their performance. Overall, the results reinforce the view that a blended learning environment promotes student-centered learning by empowering undergraduates to take more responsibility for their learning and to increase the involvement and involvement necessary for that learning.

Outcomes purporting higher learning performance by the undergraduates might be influenced by the more active classroom teaching approach utilized in the blended format. A blended course model may actually lend itself to more active learning due to undergraduates becoming more responsible for learning content on their own time, while classroom time is spent with the application of recently acquired knowledge. This environment demands a more thorough investigation.

In the literature, there are a limited number of research studies that look at performances of undergraduates in Physical Education settings. Therefore, the present investigation revealed valuable insights that could help and guide other teachers and creators in adopting and developing blended courses. So as to have the capacity to make more generalizations there is a need for further research studies in this area, at different undergraduates' levels, and with different design and development models. Based on these results, it can be concluded that there are strongly supported indication in favor of blended learning approach as an integral part of the instructional strategy in higher education

and specifically to Physical Education in Early Childhood course.

Future research should investigate alternative plans aiming at higher levels of performance. The explosion of blended learning approach in supporting learning has made it enormously significant to study the determinants crucial that would enable undergraduates to use the blended model and therefore improve their performances. Comprehending the basics of what is the perfect blend for a successful blended course can provide great management insights into developing effective approaches that will allow universities to create new opportunities for their undergraduates and instructors.

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