

Social Development of a Student through Blended Education Model

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Abstract

The use of technology as part of a blended learning approach has been widely recognized as an approach that can bridge many of the educational barriers that exist in low- and middle-income countries. Increasingly, combining the Internet and other technological approaches with more conventional education methods is proving to provide the flexibility and affordability required in low- and middle income countries, where still successfully improving knowledge, attitude and skills. Blended learning techniques are as an effective way to strengthen programs through combining existing materials and various modalities (radio programs, e-learning, print materials, etc.), and to lower the costs associated with face-to-face instruction in low resource locations. Blended learning creates a learning environments to achieve mastery and application of knowledge and skills. The aim of this paper is to find practices for utilizing blended learning in developing social behavior in low-resource settings. An essential component of the paper is to make an effort to develop capacity in developing and implementing social development programs by determining the most effective and efficient methods for facilitating and sustaining the learning process for learners.

Key Words: *Blended learning model, Social development*

Introduction

The use of technology and online learning in social work education has increased in recent years. These innovations are having an impact on traditional education as they become integrated into face-to-face classes. The result has been a rising convergence between online and traditional education and the emergence of a new educational paradigm that aims to purposefully integrate elements of both approaches. Blended learning is a technique in learning that amalgamate virtual educational resources and golden opportunities for interaction online with conventional place-based classroom techniques. It needs presence of both teacher and student physically with some control on students, time, place, path and pace, whereas students still attend schools with face-to-face classroom practices that are connected with computer-aided learning activities in respect of

content and transaction. Now a days Blended learning is being used in professional trainings.

Blended learning is totally context based, So universal conception in respect of blended learning is very difficult. A well-cited 2013 study broadly defined blended learning combines online and in-person delivery, where the online learning has replaced face-to-face contact and time rather than supplementing.

Since 2015, that historically went back at a overall review of paper-based research studies in blended learning and found common points in defining that blended learning was "accepted as mixture of conventional modes and online modes of learning, based on technological instruction in which all children in the learning process are separated in respect of distance for some of the time. This report also concludes that student achievement was higher in blended learning experiences in comparison to face-to-face learning experiences.

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"Blended learning" is sometimes used in the same breath as "Individualized Learning" and instructional based.

This blended learning may have much potential for social work in providing educational opportunities that take benefits of the best through online and traditional education can offer. This article proposes that it is time for social development to more fully explore this new approach to education. Recommendations for research in evaluating the effectiveness of blended learning are made.

It has been shown through so many researches that the results of blended learning approaches are similar to, and in some cases better than conventional classroom approaches (Aggarwal et al., 2011; Arroyo-Morales, Cantarero-Villanueva, Fernandez-Lao, Guirao-Pineyro, Castro-Marin, & Diaz-Rodriguez, 2012; Means, Toyama, Murphy, Bakia, & Jones, 2010; Valk, Rashid, & Elder, 2010). Most of these researches however tends to focus on the use of blended learning in academic settings or in programs that focus on the acquisition and application of "hard skills". Less research has focused on the use of blended learning approaches in programs focusing on "soft skills" such as communication skills, creativity and critical thinking. The effectiveness of blended learning approaches in courses focusing on "soft skills" particularly important when looking at designing and implementing social development programs, as social programs seek to use communication to positively influence social dimensions and well-being.

While some of the researches has shown that blended learning techniques to be effective as a whole, less is understood about the effectiveness of variations within blended learning. Many factors can influence the effectiveness of a blended learning program, and it can be challenging to identify the

best "blend" of approaches to complement the learning objectives, meet the needs of participants, and match the program's context.

Models of blended learning

There are many blended learning models suggested by some educational researcher and educational thinkers. These models include.

- Face-to-face driver – where the teacher executes the instruction with digital tools and transact content.
- Rotation – Students Schedule for online study and face-to-face classroom time.
- Flex –Curriculum delivery via digital platform and teachers are available for all support.
- Labs – The entire curriculum may be transacted through digital platform but in a consistent physical location. Students may take traditional classes in this case.
- Self-blend – Students choose to learn through virtual mode.
- Online driver – Students finish an entire syllabus through an online platform with possible teacher inputs. All curriculum and teaching is transacted through digital learning and face-to-face meetings are scheduled whenever necessary.

It is necessary to note that blended learning models can also be mixed up and may be implemented with all dimensions as bigger blended learning strategy.

There are so many elements which comprises blended learning model, including "instruction-based delivered content, e-learning, webinars, conference, seminars and online sessions with social media, for instance face book, e-mail, chat rooms, blogs, podcasting, Twitter, You Tube, Skype and web boards".

Blended learning is being reported more effective than face-to-face or just virtual classes. Through Blended learning methods, Student's achievement is more than face-to-face learning.

Through Blended learning students support themselves in learning rather than just dependent on teachers. It is very effective tool for teachers through which He/She can reach to all students and transact their content and methodologies keeping in view, potential of each student.

Propellers of blended learning comments that incorporation of "asynchronous Internet communication technology" into higher education courses serves as facilitating independent as well as collaborative learning experience". It is a major contribution for student support . The use of information and communication technologies has been found to improve student attitude towards learning

Advantages

Blended learning incorporate software that compile student's data and measures student's academic progress and providing detailed student data to teachers as well as parents. Often, tests are scored and providing instantly feedback. Schools with blended learning programs may also choose to modify resources to motivate student achievement outcomes.

Students with talents or for catering their interests use educational technology to advance their skills. Blended learning allows for individualized education, replacing the conventional role of teacher i.e. stands in front of the classroom and everyone is expected to go at the same pace. "Blended learning convince students to work with their own pace and ensure students are fully understanding new concepts before going ahead.

A classroom environment where blended learning is being used, It naturally requires learners to demonstrate with more autonomy, self-regulation, and independence for success.

If teacher's orientation is effective before introducing blended learning strategies, it prepares student to feel confident and navigate the different components and cumulate sense of stronger independence.

Some of the institutions interact with students through web conference technology to form a digital classroom. Some of the blended learning from Kindergarten to XII grade of education may be found under educational technology. It is also one of the most efficient way for individualized learning at bigger scale.

Blended learning also supports the standard wise learning, so it manages quality and ease of use. It incorporates multiple kinds of standards: Like the SIF, Learning Tools, Academic standards like state standards and Common Core State Standards, which encourage integration of technology into a variety of subjects.

A learning management system helps to develop a better feel for virtual community ,where interactions can be held to better aid students.

The advantages of blended learning depends on the quality of the programs. Some of blended learning program, which are good enough "facilitating student learning, Communicating ideas in efficient way, demonstration of interest in learning, and fair assessment.

The term "21st century literacy" was developed by The National Council of Teachers of English which connotes the social nature of learning which is supported by the ability to associate using digital technologies in learning. The set of skills like

strong communication, collaboration, expertise in technology, innovative and creative thinking and an ability to solve problems, manage, analyze and synthesize multiple streams of simultaneous information will prepare citizenry for a changing and interconnected world.

Conclusion

Blended learning approaches offer efficient and effective options for providing learning opportunities in low-resource settings for a variety of subjects, including capacity building for social development. However, while blended learning programs have been used in a variety of contexts and curriculum, more focused research on its implementation in relation to capacity building for social and behavior change is needed for better understanding and to maximize its impact. In particular, research should move beyond initial knowledge gain and look towards long-term application of knowledge and skills. There is also a need for more experimental design to illuminate the impact and effectiveness of individual components within a blended learning design. A classroom environment where blended learning is being used, it naturally requires learners to demonstrate with more autonomy, self-regulation, and independence for success.

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