

Blended Learning: A Student Perspective of Cluster University of Jammu

Suresh Kumar Bhat¹ and Ajaz Ahmad Lone^{2*}

¹Associate Professor, Department of Chemistry, PSPS Government P.G College for Women Gandhi Nagar Jammu Department of Higher Education Jammu & Kashmir, India

²Assistant Professor, Department of Education, PSPS Government P.G College for Women Gandhi Nagar Jammu Department of Higher Education Jammu & Kashmir, India

*Corresponding author: 1986lone@gmail.com

Received: 17-01-2022

Revised: 29-03-2022

Accepted: 10-04-2022

ABSTRACT

Technology plays an important role in every aspect of our lives and has certainly impacted the way we live. There has undoubtedly been a revolution in the education system through the gift of technology. A mix of technology with the conventional education system is a great combination if used with right reason and vision. This paper aims to observe the inclination of students towards blended learning. For this purpose, a student survey was carried out in Cluster University Jammu, to unveil the significance and effectiveness of blended learning as a mode of education. It was concluded that the students prefer blended learning over the conventional learning that provides great possibility to enhance the learning outcome of the students. The study proposes to infuse blended learning in education system to enhance the quality of education.

Keywords: Blended Learning, Technology, Conventional Learning, Education

Education has a far-reaching influence on the growth and progress of the society. Technology, as we observe has crept in to every aspect of human life like video conferencing, online banking, researching medical symptoms, getting free legal advice online so on and so forth and its use in education sector cannot be overlooked. Through the adoption of tools such as the internet and e-mail for word processing, spreadsheets, presentations and communications for office productivity, electronic databases for record keeping, and robots and artificial intelligence for automation, the technology has taken over industries and work places. Technology has grown so pervasive in our daily lives that it has infiltrated every part of our professional lives, including academics.

Digital Teaching and Blended Learning

Digital teaching is becoming a more vital part

of today's complete, broad-based education. Technology has the potential to improve access to basic education, which has long been a concern. According to a UNICEF report released in January 2015, about 58 million children in elementary school and 68 million children in middle school were not registered in 2012. The importance of technology as a digital teaching tool became apparent during the Covid-19 epidemic, when teachers and students were exposed to technology-driven instruction on a daily basis. Without a doubt, technology is infiltrating every area of our daily lives, but the question is whether modern education should rely on technology and adopt it as the way forward. It is

How to cite this article: Bhat, S.K. and Lone, A.A. (2022). Blended Learning: A Student Perspective of Cluster University of Jammu. *Educational Quest: An Int. J. Edu. Appl. Soc. Sci.*, 13(01): 45-50.

Source of Support: None; **Conflict of Interest:** None



important to remember that every new innovation includes advantages and disadvantages. The misuse of technology in the realm of education must not be overlooked. It may jeopardize students' privacy, and the mechanization and standardization of digital education may result in depersonalized learning. In reality, education necessitates human interaction. With his expertise, wisdom, and compassion, the teacher creates a conducive learning environment. However, in extreme cases, like as the Covid-19 pandemic period, when it is necessary to close educational facilities for a longer period of time, technology-driven instruction is the best way ahead. However, one could argue that electronic education cannot be as efficacious as classroom instruction. However, a more realistic strategy may be to find a healthy balance between traditional and technology-driven education and to embrace a blended method of teaching in which students can benefit from the best of both worlds by learning through both electronic media and traditional face-to-face teaching. This form of learning requires students to attend classes in a traditional classroom setting and then complement the lesson plan with on-line multimedia course work.

Literature Review

We live in an ever-changing world" (Sethy, 2008). Over the last few decades, the world of education has been transformed by the fast and rapid transformation in computer and Internet technology, which, according to Sethy (2008), "generates and establishes new results with dizzying speed". This has transformed teaching and learning, specifically remote or distance learning. The arrival of World Wide Web (WWW) has increased the demand for distance education and concepts like online learning or e-learning has emerged, as a result. The online learning system has been widely employed in higher education, and numerous research have been conducted to determine both its merits and weaknesses (Wang, 2010; Thakur, 2020).

Because e-learning environments have several drawbacks, such as restricting individuals' socialization processes, resulting in a lack of face-to-face communication, a new environment has emerged. This new learning environment mixes e-learning and traditional learning venues and has been referred to as blended learning, hybrid

learning, or mixed learning. The primary purpose of blended learning was to overcome the disadvantages of pure online instruction. Because both pure e-learning and traditional learning have advantages and disadvantages, it is preferable to combine the advantages of both learning environments to create a new form of delivery known as blended learning (Azizan, 2010). As a result, teachers are increasingly using blended instruction because they believe that varying delivery techniques can improve students' pleasure with the learning experience along with their learning outcomes (Lim, & Morris, 2009). Several studies have reported that blended learning has been preferred over pure conventional learning (Bhadri and Patil, 2022; Gjestvang *et al.* 2021; Peake and Reynolds, 2020). As summarized by Lalita and Dangwal (2020) that blended learning is, to some part, a solution to the difficulties that plague our educational system. It has the potential to become the future of our educational system if done in a well-planned, organised manner with the appropriate attitudes. It is in our best interests to begin using blended learning as soon as possible. Balakrishnan *et al.* (2021) highlighted that except for intrinsic goal orientation, task value, control of learning belief, and help seeking, students in the blended learning group used all motivational and learning techniques more frequently than students in the didactic and web-based e-learning groups. Furthermore, students prefer mixed (blended) learning to didactic and pure online courses. The findings of the survey carried in two different universities unveiled that blended learning options (web, mobile, or digital device-based blended learning) are more effective than traditional e-learning or face-to-face learning (Kumar *et al.* 2021).

The section that follows contains thorough evaluations of key literature on online and mixed learning. Different meanings of the phrase "Blended Learning," as well as its utility and efficacy, are examined further.

Blended Learning in light of literature review

The body of blended learning literature demonstrates that there is no consensus on the definition of blended learning. Blended learning, as defined by Driscoll (2002), is a combination of instructional techniques. Delialioglu and Yildirim (2007), on the other hand, suggested that the systematic

and strategic integration of ICT technologies into academic courses brings a new strategy to instructional aims. Blended learning, mediated learning, hybrid education, web-assisted instruction, and web-enhanced instruction are all names for this instructional technique. Blended learning, according to Delialioglu and Yildirim (2007) and Gülbahar and Madran (2009), is just like hybrid instruction, which combines the benefits of web-based training with those of classroom methods as shown in Fig. 1. Garrison and Kanuka (2004) discovered that mixed learning settings seize the virtues of traditional classes, improving the effectiveness of experiential learning in their study on the transformative potential of blended learning. Bonk (2004) on the other hand, provided the three most popular definitions of blended learning: A combination of instructional modalities (or delivery media).

1. A combination of instructional methods.
2. A combination of online and face-to-face instruction.

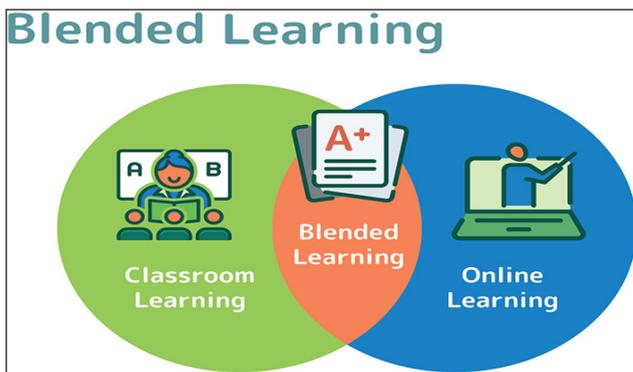


Fig. 1: Blended Learning Environment

Scholars, on the other hand, largely embrace the third definition. Picciano (2006), for example, stated that there are two important components in defining blended learning: online and face-to-face training. Furthermore, Rovai and Jordan (2004) defined blended learning as a combination of online learning and classroom instruction that includes some of the benefits of online courses while also allowing for face-to-face interaction. Other researchers suggest that blended learning systems combine face-to-face and computer-mediated instruction (Graham, 2006; Stubbs, Martin & Endlar, 2006; Akkoyunlu & Soylyu, 2006). Hassan and Mirza, 2019 suggested blended learning needs

to be implemented for much superior, rapid and effective teaching-learning processes. Zhang *et al.* (2018) investigated that on comparative basis the students following blended mode of learning in the studies had better academic achievements in ESL courses than the students who preferred traditional face to face mode of learning. Yang and Kuo (2021) investigated that mixed mode of learning also called as blended learning helped college students to establish cross-cultural communication through online social connections with English teachers who were from different cultural backgrounds and they learned the foreign English Language effectively. Wang and Zhang (2022) proposed that in College English curriculum design the optimum blended learning mode will increase foreign language learners' motivation to learn, as well as their ability to learn independently, allowing them to develop and strengthen their independent learning behaviour.

This research uses Colin and Moonen's (2001) concept of blended learning, which is defined as "a combination of traditional face-to-face and online learning where instruction takes place both in the classroom and online" and where the online component is viewed as a natural extension of traditional classroom instruction" (Colis & Moonen, 2001 cited in Rovai & Jordan, 2004). As such type of novel research has not been carried out so far on the students of Cluster University of Jammu (CLUJ). This study will be conducted on CLUJ students in order to determine their inclination and tendency towards blended mode of learning, moreover, in view of the emerging challenges like epidemics and pandemics the study needs to be conducted so as to meet out all such challenges and aspirations of the learners. It has been well elaborated under National Education Policy, 2020 that online digital platforms need to be strengthened which also carries a great demand for conducting research on blended mode of learning.

Research Methodology

The following research methodology was adopted for the study.

Research design

Descriptive survey research was done:

Statement of the problem

Blended Learning: A Student Perspective of Cluster University of Jammu.

Objective of the study

Is blended learning the future approach of leaning.

Sampling

A sample of 1000 students were selected for the study through random sampling technique among the students of Cluster University of Jammu. During survey 1000 students were made to respond an online questionnaire, which consists of 30 questions divided under three major headings.

Summary

There were three major questions, in response to first question 61% students are in favour of blended learning that enables new ways of learning communication and collaboration and offers students best of both the worlds. Blended learning provides flexible approach to allow students to learn at their pace. There were only 17% who do not think technology has any role in communication and collaboration other than conventional learning and there were 22% students who are unsure about role of technology in teaching and learning. The responses collected for question first are summarized in pie chart in Fig. 2.

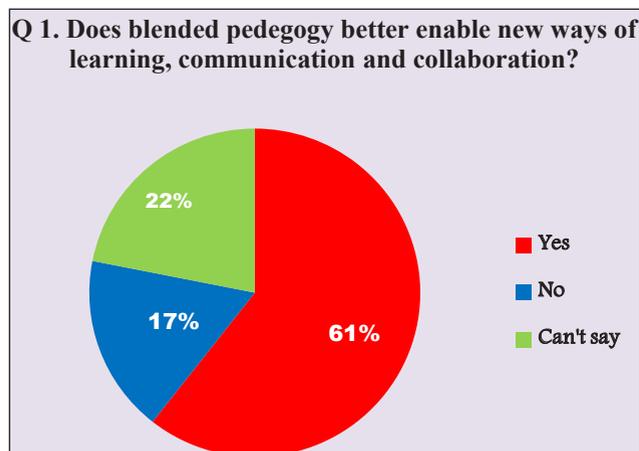


Fig. 2: Responses collected for question first

In response to the second question 70% students have given positive response to blended learning as technology in blended learning provides possibility to reach more students and has ensured continuous education at home even during the crisis

like Covid-19 pandemic with the advancement of technology. The preference to blended learning given by majority students is because it provides flexibility. There were 21% students who do not think technology makes learners more responsible and 9% of students were unsure about role of the technology. Collected responses are summarized below in pie chart in Fig. 3.

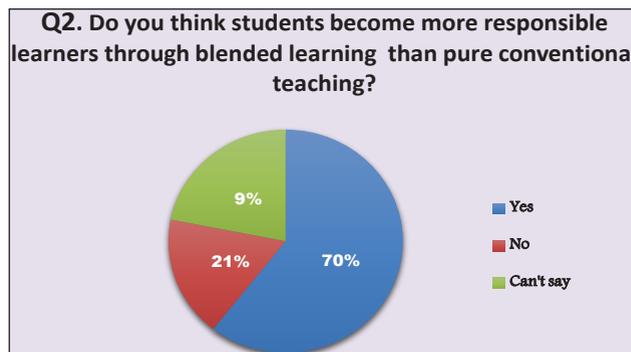


Fig. 3: Responses collected for question third

In response to third question 65% students favour use of technology that enables students to study at their own pace and allows both slow and quick learners to comprehend new course content at a speed that suits them. The positive response to the question third by majority of the students is because blended learning provides opportunity to every learner to learn different things through their own unique learning style. Moreover, the independence in learning provided by blended learning allows students especially the weaker students to learn with interest, resulting in effective learning. There were 18% of students who do not think role of teaching in individualistic learning and 17% of students were unsure about the question. Collected responses are summarized below in pie chart in Fig. 4.

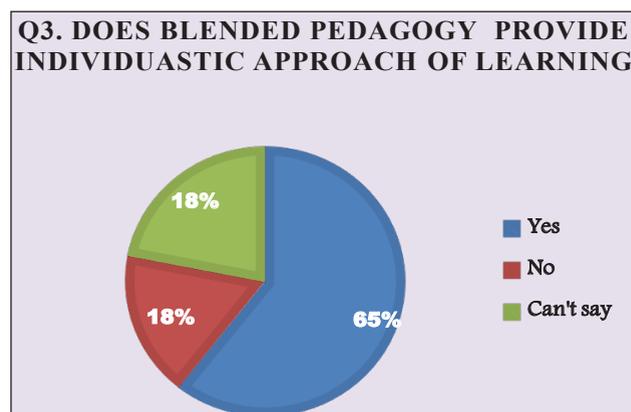


Fig. 4: Responses collected for question fourth

CONCLUSION

In this survey, related to adoption of blended learning as new learning tool, the students irrespective of their age and other factors have held a positive view towards blended learning. As the target group was students of Cluster University of Jammu who face many issues in the educational institutions particularly issues of health, time, management, finance, safety and security, to attend daily class work prefer blended learning over the conventional learning. This is in agreement with the responses of the students received to the questionnaire developed for the survey. The blended learning provides a great possibility to enhance the learning outcome of all the students as it provides benefits of both online and in person teaching.

REFERENCES

- Akkoyunlu, B. and Soylu, M.Y. 2006. "A Study on Students' Views About Blended Learning Environment". *Turkish Online Journal of Distance Education-TOJDE*, 7(3): 453-56.
- Azizan, F.Z. 2010. Blended Learning in Higher Education Institution in Malaysia. In *Proceedings of Regional Conference on Knowledge Integration in ICT*, pp. 454-466.
- Balakrishnan, A., Nair, S., Kunhikatta, V., Rashid, M., Unnikrishnan, M.K., Jagannatha, P. S., ... and Thunga, G. 2021. Effectiveness of blended learning in pharmacy education: An experimental study using clinical research modules. *PLoS One*, 16(9): 0256814.
- Bhadri, G.N. and Patil, L.R. 2022. Blended Learning: An effective approach for Online Teaching and Learning. *Journal of Engineering Education Transformations*, 35: 53-60.
- Bonk, C.J. and Graham, C.R. (Eds.). 2004. Handbook of blended learning: Global Perspectives, local designs. John Wiley & Sons, San Francisco, CA: Pfeiffer.
- Colis, B. and Moonen, J. 2001. *Flexible learning in a digital world: Experiences and expectations*. London: Kogan-Page.
- Delialioglu, O. and Yildirim, Z. 2007. "Students' Perceptions on Effective Dimensions of Interactive Learning in a Blended Learning Environment". *Educational Technology & Society*, 10(2): 133-146.
- Driscoll, M. 2002. Blended learning: Let's get beyond e-learning. Retrieved from: <http://www.elearningmag.com/elearning/article/articleDetail.jsp?id=11755>
- Garrison, D.R. and Kanuka, H. 2004. "Blended learning: Uncovering its transformative potential in higher education". *Internet and Higher Education*, 7: 95-105.
- Graham, C. 2006. "Blended learning systems, definitions, current trends and future directions". *The handbook of blended learning: Global perspectives, local designs*. San Francisco: John Wiley and Sons, pp. 3-21.
- Gülbahar, Y. and Madran, R.O. 2009. "Communication and Collaboration, Satisfaction, Equity, and Autonomy in Blended Learning Environments: A Case from Turkey". *International Review of Research in Open and Distance Learning*, 10(2): 1-22.
- Gjestvang, B., Høye, S. and Bronken, B.A. 2021. Aspiring for competence in a multifaceted everyday life: A qualitative study of adult students' experiences of a blended learning master programme in Norway. *International Journal of Nursing Sciences*, 8(1): 71-78.
- Hassan, M.M. and Mirza, T. 2019. Curriculum Complexity Based Model of Blended Learning. *International Journal of Research in Advent Technology*, 7(2): 729-732.
- Kumar, A., Krishnamurthi, R., Bhatia, S., Kaushik, K., Ahuja, N. J., Nayyar, A. and Masud, M. 2021. Blended Learning Tools and Practices: A Comprehensive Survey. *IEEE Access*.
- Lalima, D. and Lata Dangwal, K. 2017. Blended Learning: An Innovative Approach, Universal. *The Journal of Educational Research*, 5(1): 129-136.
- Lim, D.H. and Morris, M.L. 2009. "Learner and Instructional Factors Influencing Learning Outcomes within a Blended Learning Environment". *Educational Technology & Society*, 12(4): 282-293.
- Peake, J. and Reynolds, A. 2020. "Implementing social media bridges for student-teacher chasms created during the sCOVID-19 pandemic". *CEA Critic*, 82(3): 274-284.
- Picciano, A.G. 2006. "Blended Learning Implication for growth and access". *Journal of Asynchronous Learning Networks*, 10(3), 95-102.
- Royal, A.P. 2004. "A constructivist approach to online college learning". *Internet and Higher Education*, 7(2): 79-93.
- Royal, A.P. and Jordan, H.P. 2004. "Blended Learning and Sense of Community: A comparative analysis with traditional and fully online graduate courses". *International Review of Research in Open and Distance Learning*, 5(2): 1-13.
- Sethy, S.S. 2008. "Distance Education in the Age of Globalization: An Overwhelming Desire towards Blended Learning". *Turkish Online Journal of Distance Education*, 9(3).
- Stubbs, M., Martin, I. and Endlar, L. 2006. "The structuration of blended learning: putting holistic design principles into practice". *British Journal of Educational Technology*, 37(2): 163-175.
- Thakur, M. 2020. E-learning as an effective solution to sustainable education. In: *Sustainable Society; A new Beginning*. Edts Shabana, A.M and Sivakumar, A. Lulu Publication, Hillsborough St, Raleigh, United States, pp. 238-251.
- Wang, M.J. 2010. "Online collaboration and offline interaction between students using asynchronous tools in blended learning". *Australasian Journal of Educational Technology*, 26(6): 830-846.

Wang, X. and Zhang, W. 2022. Improvement of Students' Autonomous Learning Behavior by Optimizing Foreign Language Blended Learning Mode. *SAGE Open*, **12**(1): 1-10.

Yang, Y.F. and Kuo, N.C. 2021. Blended learning to foster EFL college students' global literacy. *Computer Assisted Language Learning*, pp. 1-22.

Zhang., Wei., Zhu. and Chang. 2018. Comparing Learning Outcomes of Blended Learning and Traditional Face-to-Face Learning of University Students in ESL Courses. *International Journal on E-Learning*, **17**(2): 251-273.