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BLENDED LEARNING AS AN INNOVATIVE ZEAL IN RESOURCE MANAGEMENT

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Abstract

The Study aims at discussing the Resource management in Higher Education with Blended Learning. It is A literature Survey regarding how effective blende learning be in resource management in all the situations. It takes a review about history of Blende learning. It also discusses about the various Blended Learning Models and its Suitability for managing resources in Higher Education. The importance of various apps, tools, and resources are also being discussed.

Introduction

Through the last two decades, the higher education environments have witnessed the confluence of information technologies and new pedagogies. Use of Internet technologies as well as the networked learning made it possible to design and utilize new generation learning environments that are realistic, authentic, and engaging.

Covid-19, one of the biggest disruptions to education the world has ever known affected more than 90% of the world student's population. Many countries turned to online based distance education to ensure that learning never stops. However, some 826 million students (50%) kept out of classrooms by the pandemic do not have access to a computer at home. Many countries had to find effective solutions and television and radio have proven to be a good alternative in a context where online learning is not possible. In short we all are now trying to find out the better options of teaching learning so that Education will not stop in any way.

Blended Learning has proven a better option in all the situations and we should use it effectively in all the aspects of Higher Education.

Research Questions

1. What are various Blended Learning Models for Effective Teaching-learning in Higher Education?

2) What are various tools, apps, resources for Blended learing to apply it for effective Resource management?

3) How effective is Blended Learning with respect to Resource Management in Higher Education?

Methodology:

Method selected for exploring the skills is a literature review and survey. It includes information from books, internet sources, Schools, and teacher education institutions.

Presentation: Blended Learning: Blended learning –consists of different teaching methods to transfer knowledge in the most effective way. The combination of traditional classroom education and computer-based or online learning is considered to be the essence of blended learning.

Classroom Learning + Online Learning = Blended Learning

It has scope for collaborative learning; constructive learning and computer assisted learning (CAI). Bonk, Olson, Wisher, & Orvis (2002) described a blended instruction model where instructors combine web-based and synchronous online instruction with face-to-face instruction. Lim & Morris (2009) define blended learning as an integrated method that uses strategically planned instructional or non-instructional approaches to promote learning.

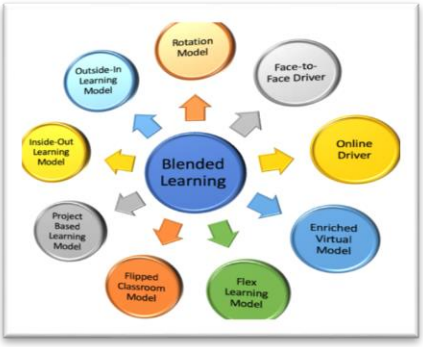
History of Blended Learning:

- 1840's: First Distance Course
- 1960's & 1970's: Mainframe Computer-Based Training
- 1970's to 1980's: TV-Based Technology to Support Live Training
- 1980's & 1990's: CD-ROM Training and Rise of LMS
- 1998: First Generation Of Web-Based Instruction
- 2000 Until Today: Blended Learning Integration

After 1998 i.e. first generation web-based instruction Blended Learning, we all are now experiencing Blend in its most advanced mode of technology. Especially in todays pandemic situation, Blended learning and online learning management is a boon in all the fields.

Blended Learning and Resource management:

There are various models of Blended Learning that can be effectively used for Resource Management in Higher Education. Following are some important models of Blended learning which can be used for instructions depending on the situation where it work best;



1. Face to face Driver Model

The traditional classroom education is the main method for knowledge delivery and technology is only used as a supplement to increase success in educational outcomes. Face-to-face classroom teaching is the main mode of delivery in this model, but technology is used to supplement learning.

Where it works best

- Classes filled with students having different knowledge levels and learning preferences.
- Not necessarily all students have to participate in online learning activities.
- Students whose mastery levels are below or above the average can take exercises that match their strengths and weaknesses and improve their skills through matching online learning methods.

2. The Rotation Model

Students both learn from a teacher in a physical classroom and take part in online sessions. There is a set schedule of real-life classes followed by the virtual sessions

- Station Rotation
- Lab Rotation
- Flipped Classroom
- Individual Rotation.

Where it works best:

- Where the traditional learning stations model has been used before with success.
- This method also works great where one teacher teaches multiple subjects and students who struggle in one subject can have more individual attention during the online class.

3. The Flex Model

Teachers are only facilitators and provide support on an on-demand basis. students move on a fluid schedule among learning activities. Students still mostly learn in a brick-and-mortar environment with the teacher on site homework assignments are submitted through an online platform.

Where it works best:

- Colleges with many alternative needs students will find this method useful to close the knowledge gap.
- It gives a great opportunity for individualization for secondary education instructors
- Freedom for students in choosing when and where to complete their assignments.

4. Online Lab School Model

Students in this model travel to the institution; however education takes place entirely online through the computer lab of the institution. Teaching takes place remotely online; however trained non-instructional professionals help students on site and supervise the facility. We can use advanced technologies, such as 3D printers, VR headsets, and many more.

Where it works best:

- This model can be the right fit for the institutions located in rural areas
- Institutions which have limited resources. The model eases the facility restrictions or the lack of certified teachers in the area.

5. Self-Blend Model

This model gives control to the students over what and when to learn, as an addition to their regular classes. Students are able to take courses online supplementing their traditional in-classroom studies, getting control over what they choose to learn.

Where it works best:

- It can work well in cases where the college doesn't offer some courses what students who would like to gain extra knowledge in specific fields.
- It is also a great way to give opportunity to students for credit recovery: those learners who have missed classes due to illness or other challenges can make up for their missed classes online.

6. The Online Driver Model

The online driver model relies most on technology – in many cases it doesn't involve any in-person instruction at all. Students can decide where they would like to learn from (home, library, on-the-go etc.) and receive all instructions and materials through virtual channels. Teachers only take a facilitator role and help students online when needed either on-demand or at agreed times. Students can use their computer, tablet or smartphone both for submitting assignments and communicating with their teacher.

- For students who need a highly flexible learning solution to be able to work while studying.
- Language schools, training centers or other secondary educational institutions could benefit the most from implementing this model.

There are various Blended Learning apps, tools and resources available such as digital badges, edmodo, lesson paths, go formative, been for education, broadcast, otus, zoom app, Google meet. Cisco webex etc.

How to make effective use of Blended learning drivers and resources?

Define Blended Learning in Your Classroom:

Refine that definition by asking yourself:

- What will the infusion of technology look like in my classroom on a daily, weekly, and monthly basis?
- Will student opportunities for collaboration increase or decrease due to the amount of time that devices are used?
- Based on the technology tool that I have, what is its optimal use?
- What does assessment look like?
- How do I know if students are learning?

Things necessary for Designing Blended Learning Modules for a Course are Technology skills, Technology access Accessibility.

The classroom environment is well suited for	The classroom environment is well suited for
Discussion of abstract content, brainstorming, and planning	Reading and asynchronous discussion
Guest speakers who are nearby	Synchronous sessions with remote guests
Practicing interpersonal skills and presentations	Team project development in online space
Discussion of practices and processes	Video and text-based cases, Reading and asynchronous discussion, Video and other media.
Review of assignments	Presentations as background for skill development
Group discussions, role play, debate, speaking practice	Repeated practice with concepts and skills using tools that allow students to work at their own pace
Providing practice and feedback to students on complex or ill-defined tasks	Reading, viewing and listening, followed by independent reflection
Hands-on learning requiring the use of specialized materials that are difficult to obtain or use without instructor supervision	Connecting virtually for conversations

Conclusion

Blended Learning is a very useful way and means of teaching learning and evaluation as far as today's education is concerned. When it comes to Higher Education, its application becomes more effective because students are mature and able to use technology effectively if it is available. Teachers, students administrators can effectively use the best suitable model of blended learning and the apps and resources for planning, management, instructions, evaluation and many such activities.

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