Effect of Blended Learning on Student Achievement

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Abstract

The purpose of this study is to evaluate the effectiveness of Blended Learning on the performance of Students. To gain in depth indulgent of the observable fact under inquiry, the data sources were collected from in depth interview with the students, classroom observation and results of the various studies already done on the effectiveness of Blended Learning on student achievement. The findings of the study recommend that student perspective about the magnetism of the Blended Learning is significant and encourage the initiation of such type of internet base learning beside traditional way of learning method.

Key Words: Blended Learning, Student Performance, Student Achievement

Introduction

The teaching and learning environment is embracing a number of innovations and some of these involve the use of technology through blended learning. This innovative pedagogical approach has been embraced rapidly though it gives through a process of Blended Learning. Recently the educational research literature has indicated that blended approaches to learning might provide an optional environment for enhancing student engagement and success. The idea of blending different learning experiences has been in existence since human started thinking about teaching. The on-going infused web based technologies into the learning and teaching process has highlighted the potential of blended learning. Collaborative web based applications have created new opportunities for students to interact with their peers, teachers and content.

Blended Learning is often defined as a combination of face-to-face and online learning. Most of the recent definitions of blended courses indicate that this approach to learning offers potential for improving how we deal with content, social interactions, reflections, higher order thinking, problem solving, collaborative learning and more authentic assessment in higher education, which could potentially lead to a greater sense of student engagement. Moskal, Dziuban and Hartman suggest that "blended learning has become an evolving, responsive and dynamic process that in many aspects is organic, defying all attempts at universal definition.

Blended Learning effectiveness has a quite number of underlying factors that pose challenges. One big challenge is about how users can successfully use the technology and ensuring participants' commitment given the individual learning characteristics and encounters with technology (Hofmann, 2014). Hofmann add that users getting into difficulties with technology may result into abandoning the learning and eventual

failure of technological applications. In a report by Oxford Group (2013), some learners (10 %) had negative attitudes to blended learning while 26% were concerned that learners would not complete study in blended learning. Learners are important partners in any learning process and therefore ,their background and characteristics affect their ability to effectively carry on with learning and being in blended learning ., the design tools to be used may impinge on the effectiveness in their learning.

E-Learning environments pave the way for instructional innovations for new generations and make individuals equipped with technologic devices and soft wares which provide ubiquitous learning environment. Rich educational that contain mobile devices, web platforms and instructional soft wares initiate a new period in education using e-learning environments (Horton, 2002) .Those environments will also help students gain digital literacy, digital ethic and self-information Computer Technologies (ICT). Instructors can use the new techniques and methodologies. One of these methodologies is blended leaning that is defined as a computer mediated instructional strategy that leverages technology and focuses on the student-teacher relationship to enhance independence, engagement and achievement.

Blended Learning (B-Learning)

There are lot of definitions and approaches about how to describe blended learning in the literature. Depending on the learning targets in the blended leaning environments, student learn through face-to-face in the class and technology based e-learning environments. The percentage of the in-class and e-learning environment varies. The definition of Blended learning ,used in the American literature for the first time concerns both pedagogical approach and learning method using media ,technology and relations between all of them, bearing in mind what to learn (Gynther ,2005).

According to Harvey and choris (2001) blended learning programme may consist of one or more programme combinations:

.Combining online and offline learning environments

.Combining collaborative and individual learning environments

. Combining structure and non-structured learning environments

. Combining pedagogical approaches (e.g. constructivism, behaviourism, cognitivism) to produce an optional learning outcome with or without instructional technology.

Singh and Reed (2001)'s definition of Blended Learning approaches it as a progress and consider that it should be composed of different environments so that instructors are able to get optimized learning outcomes and budget.

Blended Learning also known as mixed, sandwich ,hybrid learning ,is a method that conflate traditional learning environments in which led by teachers and technological based e-learning environment (Ayala,2009., Young 2002,Valiathan ,2002)

Objectives of the Study

1. To study the impact of Blended Learning on the student performance.

2. To study the opinions of the students regarding the concepts of Blended learning.

Methodology

This paper explores the student experience in blended learning and the effectiveness of blended learning on their performance. The data sources for the study come from in-depth interviews with students and data was also collected from classroom observation, online participant observation, individual teacher interviews and the results of the study on examining student experience of Blended Learning by Jeannul Yult Ching Lam.

Findings

Engaging in Blended Learning

All the students engaged in the online activities and said that these activities were useful, convenient and flexible in helping them to understand, reinforce and apply knowledge .The students elaborated that having traditional and online learning together helped them to understand the contents more thoroughly. By engaging in blended learning students demonstrated that they had deep learning through having interaction with others and doing the learning activities (Biggs and Watkins, 1995).

Integrating learning with blended activities

It was found that, in their learning, all students who studied both the traditional and online learning activities integrated the activities together, some assigned by the teachers and some initiated by them.

Instruction

Although the students often directed their own learning in a non-prescribed way, teaching presence was also found to be important in blended learning. The teachers designed the curriculum and teaching methods; and also facilitated discourse and gave direct instruction in the blended learning course.

Discussion

Blended Learning, with its mix of technology and traditional face-to-face interaction is a great approach .Blended Learning combines classroom learning with online learning, in which students can, in part control the time, pace, place of their learning effects.

Blended Learning was found to have positive effect on learner's study achievement than the face-to-face learning environments .In b-learning environment, learners cooperate effectively .This, pointed out in previous studies on a collaborative learning in an e-learning environment, means that learners acquire existing knowledge and actually create new knowledge for given task performance in the process of sharing knowledge with the peers (Insuk, Junghun, Eunmo, Seongher, 2006). It is likely that blended learning improved student's study achievement through cognitive activities .According to the analysis results of the study by Dr. Meltem Eryilmaz (2015) ,it was reputed that opinions of the students who studied in blended environment are varying

comparing other environment and blended learning environment is more effective than face-to-face and online learning environments.

Conclusion

Blended Learning has beneficial effects for students both in improvements to academic performance ,diversity of learning opportunities and enhancements to the student experience .Higher education institutions should be encouraged to facilitate the development of wider range of blended learning resources to support student's learning ,particularly with the advent of increased ,fast and reliable access to internet services for majority of students .Furthermore, educators should continue to develop innovative and useful ways for students to access opportunities using mobile devices ,which are rapidly becoming the predominant means for communication and interaction among learners. It can be declared that in the view of these statements educational practices designed within blended environment are beneficial to the students in terms of contentment, learning, attention and motivation.

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