A Study about Blended Learning - Its importance and Concept

Dr. R.Jayanthi
Assistant Professor
Vidhya Sagar Women's College
Department of Commerce
G.S.T. Road, Vedanarayanapuram,
Chengalpattu – 603 111,
Kancheepuram District, Tamil Nadu, India

Abstract: Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings. Blended learning allows students to learn at their own pace and their own ability level. By including a virtual environment, learning is not limited to a physical classroom. Learning can happen in long periods, in bits and pieces, from home, from a coffee shop, or during a lunch break, depending on what works for your schedule. Blended learning allows increased flexibility, as it enables anytime anywhere learning. It eliminates the need to attend class, which allows a further geographical reach. This favours students who cannot attend class at set times every day or week. This can include learners with young children, full-time jobs, physical disabilities, or who live in different cities. The main purpose of this paper is to study and analyze the available literature based on the Blended learning and to understand how it has been studied and evaluated by different authors who are working in this area. Current literature focuses on Blended Learning - Its importance and Concept. This paper focuses on the current situation of Blended Learning and its future. Data has to be collected from multiple sources of evidence, in addition to books, journals, websites, and news papers. It explores the main issues in adoption of Blended Learning techniques and practices.

"Blended learning is not just a trend, and we're starting to see technology integrated in really intentional ways.—Katie Linder.”

Keywords: Blended Learning, Education, Internet, Technology, Teacher and Students.

1. INTRODUCTION
The definition of blended learning is a formal education program in which a student learns:
- At least in part through online learning, with some element of student control over time, place, path, and/or pace;
- At least in part in a supervised brick-and-mortar location away from home;
- And the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.
The concept of blended learning, generally three main delivery modes exist: face-to-face, flexible and distance learning. Importantly, learning technology applies to all three modes; technology can be used to:
- Enrich traditional face-to-face teaching
- Enhance existing flexible forms of delivery
- Increase the level of engagement and social presence of students studying at a distance.
In each delivery mode, technology can be used to blend the best of conventional teaching with online forms of learning.
2. **BLENDING LEARNING MODELS**

The majority of blended-learning programs resemble one of four models: Rotation, Flex, A La Carte, and Enriched Virtual. The Rotation model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

### A. Rotation model

— a course or subject in which students rotate on a fixed schedule or at the teacher’s discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. The students learn mostly on the brick-and-mortar campus, except for any homework assignments.

### Station Rotation

— a course or subject in which students experience the Rotation model within a contained classroom or group of classrooms. The Station Rotation model differs from the Individual Rotation model because students rotate through all of the stations, not only those on their custom schedules.
• **Lab Rotation** — a course or subject in which students rotate to a computer lab for the online-learning station.

![Blended Learning Model: Lab Rotation](image)

• **Flipped Classroom** — a course or subject in which students participate in online learning off-site in place of traditional homework and then attend the brick-and-mortar school for face-to-face, teacher-guided practice or projects. The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night.

![Flipped Classroom](image)

• **Individual Rotation** — a course or subject in which each student has an individualized playlist and does not necessarily rotate to each available station or modality. An algorithm or teacher(s) sets individual student schedules.

![Individual Rotation](image)

B. **Flex model** — a course or subject in which online learning is the backbone of student learning, even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities. The teacher of record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. Some implementations have substantial face-to-face support, whereas others have minimal support. For example, some Flex models may have face-to-face certified teachers who supplement the online learning on a daily basis, whereas others may provide little face-to-face enrichment. Still others may have different staffing combinations. These variations are useful modifiers to describe a particular Flex model.
C. **A La Carte model** — a course that a student takes entirely online to accompany other experiences that the student is having at a brick-and-mortar school or learning center. The teacher of record for the A La Carte course is the online teacher. Students may take the A La Carte course either on the brick-and-mortar campus or off-site. This differs from full-time online learning because it is not a whole-school experience. Students take some courses A La Carte and others face-to-face at a brick-and-mortar campus.

D. **Enriched Virtual model** — a course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remote from the face-to-face teacher. Online learning is the backbone of student learning when the students are located remotely. The same person generally serves as both the online and face-to-face teacher. Many Enriched Virtual programs began as full-time online schools and then developed blended programs to provide students with brick-and-mortar school experiences. The Enriched Virtual model differs from the Flipped Classroom because in Enriched Virtual programs, students seldom meet face-to-face with their teachers every weekday. It differs from a fully online course because face-to-face learning sessions are more than optional office hours or social events; they are required.
3. **OBJECTIVE OF THE STUDY**

The objective of the present study is to review the following:

i. The importance of Blended Learning

ii. Analyze the Concept, Need, Challenge and Trends of Blended Learning.

4. **RESEARCH METHODOLOGY**

The study has been done mainly on the basis of secondary data and information available from books and published works and reports.

5. **IMPORTANCE OF BLENDED LEARNING**

Blended learning is important because it breaks down the traditional walls of teaching, one that don’t work for all students. But now with access to present day technologies and resources we can tailor the learning experience for each student. Blended learning is the one that offers flexible time frames that can be personalized to each person, offering them the ability to learn at their own pace.

Blended learning is live interaction between teacher and student that uses technology. This type of learning allows flexibility for students and teachers. Students can enjoy personalized learning that suits their study plan through blended tools. Teachers can interact with students more efficiently by monitoring their growth and giving instant feedback.

Blended learning allows students to personalize their learning experiences by using additional tools beyond the classroom. Learners can identify areas that need more attention and personalize their learning schedule to accommodate this. Teachers can also use blended learning methods to enhance their lessons. This is a modernized way of teaching that can have a positive impact on a student’s training experience.

This type of learning prepares students to work at digital based jobs that require technology proficiencies.

**Blended learning also improves other factors for the teacher including:**

- More engaged students
- Better information and feedback on work
- Team teaching
- Extended time with students
- More leadership roles
- Focus on deeper learning
- Motivate hard to reach kids
- New options to teach at home
- More earning power
- Individualized professional development plans

**Improved Teaching Conditions**

Blended learning tears down the traditional bricks and mortar approach to teaching, which can improve conditions such as:

- Reduced Isolation
- More opportunities for collaboration
- Meaningful professional development
- Better student data
- Improved Time efficiency
- Role-differentiation
6. THE HISTORY OF BLENDED LEARNING

In order to create a successful blended learning strategy, it’s wise to learn as much as possible about its key ideas and values. To understand these, we must first know how Blended Learning got started and the historical highlights that shaped its core principles along the way.

1840’s: First Distance Course

Sir Isaac Pitman launches the first distance education course. Though there were other variations on the concept prior to Pitman’s, his was to resemble distance learning as we know it today. His course centered on shorthand. Pitman sent shorthand texts to his students via mailed postcards and they were required to send them back to be graded and corrected. Even though computers and mobile devices weren’t involved, and wouldn’t even be invented for roughly a century, effective feedback and assessments were still an integral part of the process.

1960’s & 1970’s: Mainframe Computer-Based Training

Modern computer-based training can be traced back to the mini-computer and mainframe training of the 60’s and 70’s. It was the first time that training could be deployed to countless workers within an organization without having to rely on printed materials and face-to-face instruction. Employees could simply log in to their character-based terminals to access the information. One of the most notable systems was Plato, which was developed by Control Data and the University of Illinois back in 1963. In fact, Plato is still around today.

1970’s to 1980’s: TV-Based Technology to Support Live Training

At this stage in the blended learning timeline, companies began using video networks to train their employees. The instructor no longer had to be physically on-site in order to onboard new hires or broaden the skill sets of existing staff members. This made the training experience more interactive and engaging. Learners were able to communicate with their peers, watch the instructor on TV, and even address any questions or concerns sending them by mail. Think of it as the predecessor to webinars and video conferencing. One of the most successful satellite-based training case studies is the Stanford University Interactive TV network. Stanford devoted resources to their video network in the 70’s and 80’s so that professors could hold classes in multiple locations throughout SF at once, and it is still running to this day. Instead of having to send assignments to the professor by mail or courier, learners can now submit their work for review online.


As technology evolved, so did blended training strategies and applications. Schools and organizations began using CD-ROMs to deliver more interactive learning experiences, such as those that feature video and sound. This delivery format could hold larger quantities of information, which made them ideally suited for distance learning. For the first time in eLearning history, computer-based courses were now able to offer a rich and comprehensive learning experience. In some cases, it even took the place of face-to-face instruction. This is also when the first Learning Management Systems (LMS) were introduced, though they didn’t offer the same functionality as the solutions available today. Organizations wanted to be able to track learner progress and improve online training courses, and these systems helped to monitor eLearning course completion, enrollment data, and user performance within the CD-ROM network.

1998: First Generation of Web-Based Instruction

Blended learning, and eLearning as a whole, has seen rapid change in the past two decades, beginning in 1998 with the first generation of web-based instruction. Computers were no longer just for organizations and the wealthy few, but for the masses. More and more households began purchasing personal computers for their families to enjoy, while companies made PCs readily available for every employee. Then computers started to offer greater interactivity. Graphics, sound, and video became more immersive, while browsers increased connection speeds and gave virtually everyone access to Internet learning resources. Rather than having to distribute CD-ROMs to learners, organizations could simply upload material, eLearning assessments, and assignments via the web, and learners could access them with a click of a mouse button. At first, many CD-ROM developers tried to simply publish their eLearning courses to the Internet without making any modifications. However, they quickly learned that their existing online content, such as large video files that took minutes to download, would need to be finely tuned to meet the needs of web-based learners.

2000 Until Today: Blended Learning Integration

Currently we find ourselves in an exciting time for blended learning. Technology is rapidly changing and an increasing number of organizations and private learning institutions are beginning to see the benefits of a blended learning approach. From interactive scenarios in the classroom to webinars and online tutorials, learners now have a wide range of tech tools and applications at their disposal. Companies have the opportunity to train their employees anywhere at any time, while online learners can participate in online communities and interactive eLearning courses from anywhere in the world. Gradually, the union between face-to-face instruction and technology-based learning is producing new and creative ways to enrich the educational experience and make learning fun, exciting, and even more beneficial.

Blended learning has a proven track record of bringing traditional classrooms into the tech-friendly 21st century.

7. CONCEPT OF BLENDED LEARNING

Generally, three main delivery modes exist: face-to-face, flexible and distance learning. Importantly, learning technology applies to all three modes; technology can be used to:

- Enrich traditional face-to-face teaching
- Enhance existing flexible forms of delivery
- Increase the level of engagement and social presence of students studying at a distance.

In each delivery mode, technology can be used to blend the best of conventional teaching with online forms of learning.
Learning technology is not a single entity and it can be used for multiple purposes. With this point in mind, we describe the concept of blended learning. Blended learning is an educational context in which learning is delivered both online and face-to-face. The diagram below illustrates that blended learning can operate on both a horizontal and vertical level. On the horizontal level, it refers to using technology to blend different modes of delivery to create more flexible learning opportunities (Garrison and Vaughan, 2008). In other words, both face-to-face and distance learners benefit from the flexibility that a blend can offer. On the vertical level, it refers to blending (integrating) a range of teaching methods and technologies within a single delivery mode to enhance learning outcomes.

The broadest conception of blended learning is when learning technology is used to realize both intentions. The magic is in the mix (Cross, 2006). However, there is no singularly accepted definition of blended learning and the concept can operate on a number of planes. For example, blended learning is also a way to provide multiple pathways to achieve learning outcomes - that is, different modes in parallel that give choice to the student. Other blends include:

- one cohort with another
- one campus with another
- static with dynamic resources
- synchronous with asynchronous
- traditional with new forms of pedagogy.

The last point of blending old and new pedagogy is crucial as it strikes at the core of transforming learning through new technology. As Garrison and Vaughan (2008) point out, Blending Learning is not an addition that simply builds another expensive educational layer.

On the contrary, it represents a fundamental attempt to redesign the structure of, and approach to, learning and teaching. Garrison and Vaughan describe three key assumptions of blended learning:

- thoughtfully integrating face-to-face and online learning
- fundamentally rethinking the course design to optimize student engagement
- Restructuring and replacing traditional class contact hours.

Thus, blended learning emerges from an understanding of the relative strengths of different teaching approaches. In this sense, the concept goes well beyond enhancing the traditional lecture and evokes a broad range of flexible design possibilities and the challenge of doing things differently.

8. FEATURES OF BLENDED LEARNING

Blended learning makes learning more fun as there is better involvement on the part of students. It also has a number of advantages over other methods of teaching. Blended learning gives the learner more control over what they learn and how much time they need to learn it well.

Blended learning is flexible: There is immense possibility in presenting content. Complex topics can be covered in the classroom and since a chunk of the content is available online, students can work on learning the subject within a given timeline.

Blended learning is efficient: With a well-planned blended learning strategy, you can efficiently and quickly deliver training to a broad audience. Also, digital content like videos, recordings and e-books can be reused, which is an added advantage.

Blended learning has extended reach: Creating a blended learning strategy reduces classroom teaching time and, by digitizing the expertise of talented instructors or subject-matter experts, you can teach more students with world-class content.

Blended learning enables collaboration: Online assignments, course commenting and discussion boards naturally encourage student collaboration. Therefore, both online and offline teamwork opportunities are more.

Blended learning supports personalized learning: Each person learns in a unique way and blended learning supports it. For example, you can assign reading comprehension passages according to the comprehension level of each student which can prevent unnecessary burdening for students who need to work harder.

Blended learning enables tracking and reporting: One of the greatest benefits of online learning, especially through an LMS, is data tracking and reporting. LMSs have the ability to track each step the student takes throughout the course, including logins, time tracking and grading. This brings online learning full circle, allowing you to better engage with your students and provide personalized materials based on what the data says.

9. NEED FOR BLENDED LEARNING IN THE INDIAN EDUCATION SYSTEM

The impact of Union Budget 2017 over the education sector has made the higher education to be multidimensional. Everyone is willing to have modernized education along with the personality development which gives an open way for employment.

Government’s Vision of Education System

The digitization is one of the trendy norms of the government and it has released the following measures to support the online education.

- Swayam – An online portal
• NEP – National Education Policy
• HEERA – Higher Education Empowerment Regulation Agency
• UGC – University Grants Commission

The ultimate aim of all the above schemes is to groom the students to face the challenges of the digital India. The potentials of the students should be efficient enough to meet the fast changing and vibrant technologies.

The Unique Solution

To develop the skills and knowledge of the students, both the online and traditional mode of learning is essential. Such a blended learning gives the strong insight for students in the current changing work culture.

Both the students and teachers are beneficiaries in the blended learning which enables the students to get easy access to the advanced education with the help of internet. Through the hybrid learning the students can get the global knowledge apart from the conventional education syllabus. It is also helpful for the teachers to understand the capacities and behavior of the students and to relax their work burden.

The blended learning offers the open way for many students who can get through the physical and cultural barriers in the education. The noteworthy example is Mr. Anant Agarwal who has completed his graduation in IIT Madras and successful groom himself with the wide knowledge from various global studies and today he is the CEO of Harvard and the online learning platform edx of MIT.

With the blended education in the future, the students can pursue their education in the online openings and utilize the classrooms for the further proceedings.

10. ADVANTAGES AND DISADVANTAGES OF BLENDED LEARNING

ADVANTAGES OF BLENDED LEARNING

**It can keep students focused for longer periods of time.**

a. The use of computers to look up information/data is a tremendous time saver, especially when used to access a comprehensive resource like the Internet to conduct research.

b. This time-saving aspect can keep students focused on a project much longer than they would with books and paper resources, and it helps them develop better learning through exploration and research.

**It makes students more excited to learn.**

a. When technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying.

b. Subjects that might be monotonous for some – like math and science – can be much more engaging with virtual lessons, tutoring, and the streaming of educational videos.

**It enables students to learn at their own pace**

a. With the integration of technology, students are able to get direct, individualized instruction from the computer.

b. This form of supplemental teaching allows them to engage with the information at times that are most convenient for them and helps them become more self-directed in the learning process.

c. It also gives the teacher more time to accomplish classroom objectives, while freeing them up to help the students who might be struggling with certain lessons.

**It prepares students for the future**

a. By learning to use technology in the classroom, both teachers and students will develop skills essential for the 21st century.

b. But more than that, students will learn the critical thinking and workplace skills they will need to be successful in their futures.

c. Education is no longer just about learning and memorizing facts and figures; it’s about collaborating with others, solving complex problems, developing different forms of communication and leadership skills, and improving motivation and productivity.

DISADVANTAGES OF BLENDED LEARNING

**Abusing internet privileges for non-school related activities**

a. Of course, as with anything, there are also some perceived negative aspects to using technology in the classroom, such as abusing internet privileges for non-school related activities.

b. However, in most cases, the pros largely outweigh the cons.

c. The best way to guard against any negative effects of technology integration and implementation is to make sure teachers and students are trained on

d. Teachers should always understand how and why each piece of technology is being used by their students, and they should monitor student activities to the best of their abilities.

e. Nothing is perfect, and we certainly shouldn’t diminish the roles of traditional learning processes – such as handwriting – but when used correctly, technology can help both teachers and students soar to success.

11. IMPLICATIONS OF BLENDED LEARNING

Implications on classroom

• Provide students with time flexibility and improved learning outcomes

• More student-teacher interaction

• Increase student engagement
• Allow for continuous improvement in a course
• Enhance an institution's reputation
• Expand access to educational offerings
• Acquire more technological literacy and greater confidence using new technologies
• Improving communication between teachers and students and extending relationships across boundaries.

But
• Students spend more of their study time using social media and chatting with friends than doing their schoolwork
• Teacher lay-offs
• Higher student-teacher ratios
• Unforeseen educational

Examples of Teaching and Learning activities that use Blended Learning
• Self-directed learning- meaning students can go through the content on their own
• Story mapping- prepares a visual depiction of a story related to the concepts covered online.
• Online self-assessments- quizzes
• Discussion forums

12. BLENDED LEARNING TRENDS IN 2017
Several trends will influence how blended learning initiatives are developed, delivered, and received in 2017. Here are the eight that we expect to have the most significant impact:

Video: According to a recent study, today’s employees are 75 percent more likely to watch a video than to read emails, documents, or web articles. With the availability of high-quality cameras and inexpensive, less-sophisticated video-editing tools, any teams can create, edit, and add more video training to their initiatives.

Micro Learning: As learners deal with increasing time crunches and shortening attention spans, the days of the e-learning module that requires one hour or more to complete will come to an end. Modules will be shorter, more focused, and include regular challenges to keep learners engaged.

Mobile Learning: Learners face yet another challenge: lives that are more and more “on-the-go.” To accommodate them, tools such as Learning Management Systems and e-learning need to be available on smartphones and tablets. As an increasing number of LMS and authoring tools create content with responsive design, learners will be able to access content anywhere and anytime a laptop is not a viable option.

Curation: Curation – gathering, filtering, and re-purposing existing content to add value – will rise. While this approach is common already with reading materials, the practice will accelerate with other forms of content such as videos. This will help any teams create a modern and holistic set of learning content more quickly. In some cases, spending the time and expense to develop a new video will make less sense than taking one from YouTube.

“If you say ‘e-learning’ again, I’m going to have to ask you to leave.”: In the minds of learners, the term “e-learning” has almost become an obscenity, a term synonymous with long, boring, and ineffective modules that learners are tempted to simply click through in order to complete. What we think of as e-learning will continue to evolve while users and suppliers use new terms such as “online learning,” “digital performance enablement,” and the aforementioned “micro learning” and “mobile learning.” A term such as “e-learning” is much broader than it was just a few years ago and there will be a general mindset shift to modernize learning design.

Assessment, Measurement, and Practical Application: Today, under increasing pressure to demonstrate a return on investment in learning initiatives. Therefore, more attention will be paid to assessing the needs of learners, identifying Key Performance Indicators, and measuring the actual impact of learning initiatives on learner performance and quantifiable business results. There will also be increased emphasis on the acquisition or development of tools that learners can use on-the-job to support practical application.
**Business Simulations**: Business simulations are recognized as a way to emulate the 70% percent of learning that occurs on-the-job by creating a risk-free environment for learners to practice concepts and adopt new behaviors. When appropriate, designers will integrate simulations into corporate learning and development initiatives more often.

**Back to the Classroom**: The general trend has been for initiatives to move from the classroom to online modalities such as e-learning, webinars, and virtual classrooms. This comes as no surprise since new technologies can not only help increase engagement and impact, but they can also reduce time, monetary, and other costs. Although this migration will undoubtedly continue, leads to increasingly recognize that classroom training with live, face-to-face interaction and discussion can be more effective in some cases. Initiatives or parts of initiatives covering topics such as marketing, soft skills, and technical training that have moved online will shift back to the classroom.

**BLENDED LEARNING TRENDS**

- The deeply student-centered learning experience
- Soaring numbers of digital learners
- Supporting standards and higher-order thinking skills
- Realizing benefits for both teachers and students
- Data-driven instruction to personalize learning
- Personalized learning accompanied by a lean, blended, iterative approach
- Productive gamification
- The mobile world is where learner’s live now
- BYOD (BYOD is used here synonymously with BYOT - Bring Your Own Technology) is here and key to active three-screen days
- More broadband, please!

13. **CHALLENGES IN BLENDED LEARNING**

Despite the opportunities provided by blended learning, the students, instructors and institutions face some challenges with its implementation. These include the following:

- Studies have shown that students enrolled in blended courses can sometimes have unrealistic expectations. The students in blended learning programmes assumed that fewer classes meant less work, inadequate time management skills were inadequate, and they experienced problems with accepting responsibility for personal learning.
- Students in such courses have also reported feeling isolated due to the reduced opportunities for social interaction in a face-to-face classroom environment.
- Having difficulty with more sophisticated technologies is another challenge when implementing blended learning. For example, students may have to rely on slow (e.g., dialup) Internet connections. Poor Internet connectivity has been reported to inhibit students’ ability to engage in online discussions, which could lead to considerable frustration and have a negative impact on learning.
- The challenge for implementation of blended learning in higher institutions is time commitment. Thus, estimates that planning and developing a blended learning course for large numbers usually takes two to three times the amount of time required to develop a similar course in a traditional format.
- Funds are insufficient for the development of a Learning Management System (LMS), which is required to enhance blended learning in higher institutions.
- Technical support for course design may be lacking. This results from insufficient interrelation between the information and communication technology (ICT) experts and faculty members offering blended learning courses. In order to ensure a successful blended learning experience for students; there should be university support for course redesign, which may involve deciding what course objectives can best be achieved through online learning activities, what parts of the course can best be accomplished in the classroom, and how to integrate these two learning environments.

14. **FUTURE OF BLENDED LEARNING ENVIRONMENTS**

Blended learning environments (BLEs) promise to be an important part of the future of both higher education and corporate training. Over the past decade, with the increased availability of technology and network access, the use of BLEs has steadily grown. However, the amount of research done related to the design and use of BLEs is relatively small and additional research is needed. In particular, research is needed that will help instructors to understand the strengths and weaknesses of methods used in Face-to-Face (F2F) and computer-mediated (CM) instructional environments and know how to appropriately combine both types of instruction. Cases across various levels and types of blends need to be documented and analyzed in order to better understand the tradeoffs that must be made when designing instruction in a blended learning environment.

15. **CONCLUSION**

- Blended Learning Environments promise to be an important part of the future of both higher education and corporate training. Over the past decade, with the increased availability of technology and network access, the use of Blended Learning Environments has steadily grown.
- It provides students with time flexibility and improved learning outcomes.
- The blended learning offers the open way for many students who can get through the physical and cultural barriers in the education.
- By learning to use technology in the classroom, both teachers and students will develop skills essential for the 21st century.
• But more than that, students will learn the critical thinking and workplace skills they will need to be successful in their futures.
• Education is no longer just about learning and memorizing facts and figures; it’s about collaborating with others, solving complex problems, developing different forms of communication and leadership skills, and improving motivation and productivity.
• Despite initial hurdles and challenges, the future looks promising for blended learning adoption in the developing country like India. In fact, if the current growth rates continue, India might soon pass western countries in blended learning adoption.
• The challenge for implementation of blended learning in higher institutions is time commitment. Thus, estimates that planning and developing a blended learning course for large numbers usually takes two to three times the amount of time required to develop a similar course in a traditional format.

“Blended learning is not just a trend, and we’re starting to see technology integrated in really intentional ways.—Katie Linder.”

REFERENCES
[10] The Role of Teacher in Blended Learning Classroom - www.edgenuity.com