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Blended Learning and Flipped Classroom Approaches

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Abstract: Education has proved to be more critical than natural resources as seen in nations such as Singapore, which has minimal resources but an excellent economy (Sayed & Baker, 2014). Informational inventions have become a central part of the educational systems forvarious countries. Technology is used in teaching different subjects, including foreign languages; hence it is vital in the education sector. One of the communication innovations that have been integrated into the learning system is e-learning in which the student and the tutor do not see each other face-to-face as they do in traditional learning (Buran & Evseeva, 2015). Two methods, blended and flipped, have been said to be effective tools of education.

Keywords: blended learning, flipped classroom, approaches.

INTRODUCTION

Flipped and blended classroom model has been in operations for the last few years. The approach to education has aroused interest in various circles and it has assisted educators in various regions of the world. Basically, the flipped and blended classroom presents a method of sharing educational content with learners, through electronic means, at their homes. Common strategies that are used to avail materials include lecture videos. The approach has been praised for its benefits in the education sector.

BLENDED LEARNING

The application of blended learning is increasing in the modern learning environment due to the availability oe instruments, suach as YouTube. Blended learning is the most efficient and perspective mode that can be incorporated in the educational process. Effective practice in blended tutoring integrates the best features from different contexts and creates interdependency between the layers involved. The system also enables lecturers' presence in both the online and face-to-face settings (Douglas, Lang & Colasante, 2014). Therefore, blended learning is a system of tutoring that involves mixing e-learning with the traditional modes of learning.

The e-learning elements, including software, computer tools, and the internet are combinedwith regular lectures. Face-to-face is an old synchronous type of teaching whereas; e-learning incorporates technological inventions to give synchronous and asynchronous directives (Kiviniemi, 2014). Hence, blended learning denotes an educational environment that encompasses inventions in the classroom learning. With putting into consideration the scopes that produce quality education. Additionally, it suggests that the receptive abilities, writing, and grammar need to be completed personally with tutors focusing on speaking activities and explainingthe challenging materials in-depth.

Pros and Cons of Blended Learning

Understanding the significant models of blended teaching assists tutors in determining suitable discussion materials for their classes and the learners. Essentially, the technique has various advantages and disadvantages that influence its incorporation (Tosun, 2015). One of the benefits is that the process is flexible and readily compliant with the students'needs. Theapproach offers learners an opportunity to be involved in the planning of course material, thereby promoting creativity and critical thinking (Fadde & Vu, 2014). Additionally, blended

learning enables students to be independent when reading outside the classroom and givescontinuous reports without the teachers help. Regarding the negative aspects of blended learning, foremost, a majority of the online courses are formed correspondingly as their predecessors. The subjects have identical resources, such as credit hours and directed by the tutorswhohave had face-to-face interaction with the learners. Secondly, only a few instructors are trained in the technique. Therefore,its implementation is limited (Rivera, 2017). Thirdly, some teachers do not fully embrace the approach. Instead, they prefer the old form of teachings, which significantly affects the use of the new method negatively. The primary challenge that faces the blending concept is the lack of computer and general technical knowledge among lecturers and students.

The Effectiveness of Blended Learning

Numerous studies have been undertaken to determine the effectiveness of blended learning in enhancing the success of learning in schools. Notably, most of the investigations found that blended teaching is effective in promoting in-depth education among the learners (Güzer & Caner, 2014). For instance, a combination of adequately developed blended learning with practical assistance bylecturers encourages coursework submission and subject retention with minimum struggle. The approach increases contentment among scholars compared to the traditional method of teaching. An investigation into the students' achievement between the old and blended mode of schooling indicated that the latter produces better results than the former (Güzer & Caner, 2014). The methodology in question provides systematic ways of assisting students to obtain a maximum understanding of modules and have in-depth knowledge of the course.

Blended Learning Approaches

The blended learning models are divided into three segments: the low, medium, and high-impact.

Low-Impact Blend

In the low-impact practice, online activities are integrated into the traditional form of teaching. Numerous researches indicate that tutors that develop blended courses add an online feature to their old courses without removing their components (Alammary, Sheard & Carbone, 2014). The method has some benefits for the users, such as providing a simple way of establishing blended learning materials. While the tutors fearto fail to assess the scholars effectively when using the method in question, the system also has minimal chances of failing when integrated carefully. Moreover, little expertise is needed to design the process as it is based on the traditional mode of learning.

The approach has some limitations.For example, the instructors need to have some technological understandings to integrate the system (Alammary, Sheard & Carbone, 2014). Moreover, incorporating an extra activity without eradicating an old one can increase a tutor's workload. Lastly, additional coursework is usually not acknowledged by administrations hence educators are not remunerated for their work.

Medium-Impact Blend

In the medium-effect technique, a course is restructured by substituting some of the face-to-face approaches with the online features. The rationale behind the method is the other areas of a subject are substantially effective when integrated with the online activities (Alammary, Sheard & Carbone, 2014). The advantages of the system include the process enables tutors to begin and integrate the activities incrementally and change the course modules as required and the expertise obtained by teachers can assist in building their assurance in establishing a blended learning tutorial. Nevertheless, instructors need to have a significant technological understanding and confidence in executing this form of learning. The substitution and incorporation of the current subject components to create a blended course demand dedicating time and energy, which may derail implementation (Alammary, Sheard & Carbone, 2014). There are limited standards to direct decisions on various parts of the tutorial that can be replaced. Consequently, rigorous long-term scheduling, observation, and assessment of the course materials are essential for an effective blending approach.

High-Impact Blend

In the high-impact system, the blended learning material is developed from scratch and is aligned with establishing a curriculum known as constructive alignment. The mechanism offers the opportunity of enhancing or minimizing the challenges of a course (Alammary, Sheard & Carbone, 2014). Additionally, the method allows an effective integration of online and face-to-face aspects of the learning process. Therefore, it enables the tutors to obtain the maximum benefits of blended teaching and efficiently attain the scholars' needs. However, the method has some disadvantages, such as it requires expertise to develop. The mechanism has a substantial risk of failure since it is a new concept (Alammary, Sheard & Carbone, 2014). Planning and creating new blended tutorial takes time to incorporate hence can be wasteful to the users. Moreover, instructors must deliberate on the significant number of blended learning segments and have an in-depth knowledge of their complications.

THE FLIPPED CLASSROOM

The flipped classroom is a technique that involves two segments of interactive learning during the lesson and personal teaching based on watching videos (Ozdamli & Asiksoy, 2016). The approach is a special form of blended teaching that attracted the attention of instructors in 2007 leading to its use in various institutions. The primary objective of the current flipped classroom approach is to prepare the scholars for different subjects before the modules (Ozdamli & Asiksoy, 2016). The mechanism enables tutors to integrate activities that boost the effectiveness of face-to-face education. A flipped classroom is a student-based learning approach that comprises two portions: interactive learning undertakings during classes and personal studies based on computers. Notably, before the start of the lecture, learners view the theoretical segment of the subject through various tools, such as online videos, presentations, and take notes (Rotellar & Cain, 2016).

During the tutorials, apprentices obtain supporting documents, including answers to questions developed before the lesson. As such, the flipped classroom is a method that transmits the learning obligations from the educator to the student. The model has four distinct features that help teachers create comprehensive blended teaching (Schultz, Duffield, Rasmussen & Wageman, 2014). The elements include a flexible setting, learning culture, intentional content, and professional educator. Notably, problem-solving using a flipped classroom form is helpful to the apprentices as the process promotes the acquisition of skills.

FLIPPED CLASSROOM MODELS

Flipped classroom models are divided into two: the traditional system and the holistic flipped classroom techniques.

Traditional Flipped Classroom Model

In the traditional flipped classroom method, scholars learn by watching lecture videos. The class begins with short questions and answers followed by a comprehensive exploration of the subjects that prove to be challenging (Ozdamli & Asiksoy, 2016). Eventually, the instructor creates activities depending on the questioning and offers face-to-face support to the students. Notably, teachings of the module usually take most of the subject's time as the approach is based on learning-centered mechanism.

Holistic Flipped Classroom Technique

In the holistic flipped classroom is a mechanism, every learning activity is considered a classroom affair since they are supported and monitored by the instructor (Ozdamli & Asiksoy, 2016). In essence, by logging on the holistic flipped classroom portal, apprentices can preview module lectures, join contemporary class settings, and deliberate subject matters with their teachers.

Benefits and Limitations of Flipped Classroom Approach

There are numerous benefits of using flipped classroom approach in the educational system with the primary advantage being the enhancement of interactive periods within the tutorial sessions. Furthermore, the method allows learners to deliberate with their instructors, an advantage that the conventional mode of schooling

does not have (Roehling, Root, Richie & Shaughnessy, 2017). The flipped classroom mechanism alsopromotes teamwork in the classroom setting. Apprentices can retrieve lecture videos whenever they need them and enable the scholars to learn at their speed.

However, despite the benefits, the method has some limitations that might derail its effective implementation. For instance, the learners may be stubborn at the start of the course and can lack necessary equipment, such as smartphones, for completing activities (Aydın & Demirer, 2016). The most significant limitation is that tutors cannot prepare or show the video lectures prior but develop the tutorials during class hours and incorporate themin a flipped classroom system. The provision of communicative classroom resources,including videos, when integrating the approach can be quite demanding for the instructors (Karabulut-Ilgu, Cherrez & Jahren, 2018). Moreover, it is hardfor educators to tell whether scholars learn from the videos.

How Instructional Technology can be Used to Implement the Techniques

Instructional technology is designed to help both the student and the teacher in understanding the course concept effectively. Therefore, the invention needs to adapt to the scholars' capability to minimize the likelihood of boredom and difficulty in accessing the materials (De Vriendt, 2015). Additionally, integrating adaptive instructional invention helps the instructor to comprehend the apprentices that havea low mastery level and then offer them scaffolding and instructional guidelines. The instructional program can be used to capture the students' informative materials thereby enabling the tutor to view the data of students who experience difficulties in a given assignment. Moreover, the information forms the instructional process, which assists the lecturer effectively guide to the novices that need support (Latif, Matzin, Jawawi, Mahadi, Jaidin, Mundia & Shahrill, 2017). The technique can provide materials for the tutor-led instructions that can be used to develop the course activities that align with the scholars' capability.

As the world changes and new technologies develop, the needs of learners at different levels of education change too. Therefore, it is imperative for the education sector to evolve with the said changes to make learning meaningful and exciting. Stakeholders in the education sector have been working to create learning mechanisms that would have the most positive impacts on students. The internet is arguably one of the most important innovations in the world. It has been especially attractive to children, adolescents, and the youth, who form the most significant percentage of learners. Today's learners find traditional modes of learning rather uninteresting; therefore they do not get the most out of them. Consequently, stakeholders in the education sector have resorted to incorporating unconventional means of learning in schools to spark student's interest. Blended learning is the most efficient and perspective mode that can be used in the educational process to attain successful learning. The flipped classroom is an approach that involves two segments of interactive learning during a lesson and personal teachings based on watching videos. One of the benefits of blended learning is that the process is flexible and easily adaptive to the students' requirements hence allows interactionamong the colleagues. However, many teachers are not trained in the technique. Thus they impede its effective implementation. The blended learning models are grouped into three sections: the low-impact, medium-effect, and high-influence. In contrast, the flipped classroom concept is divided into two fragments: the traditional system and holistic flipped classroom mechanism. Notably, with the flipped classroom approach, learners can get opportunities to discuss the challenges that they face with their instructors, a situation that the traditional form of learning does not enable.

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