

# LANDSCAPING OF BLENDED LEARNING IN LEARNING ENVIRONMENT: A REVIEW PAPER

Anupa Mistry<sup>1</sup>, Dr. S.Praveen Kumar<sup>2</sup>

<sup>1</sup>Ph.D Research Scholar, School of Commerce and Management, BIHER University, Chennai, Tamil Nadu

<sup>2</sup>Dean and Professor, School of Commerce and Management, BIHER University, Chennai, Tamil Nadu

## Abstract

The purpose of this research is to investigate the landscape of blended learning in the learning environment. It's basically a review paper, in this study more focus is given towards blended learning. This article consisted of various data, which makes this paper more informative. The research overview elaborates on blended learning, demonstrating that from the learner's perspective, effectiveness outweighs ineffectiveness in learning. This study mentions that online learning, offline learning, and mobile learning modes are engaging for learners. The finding of this study is that blended learning is helpful for many learners, but in some studies it also mentioned that students from different backgrounds are more likely to go with either an online or offline mode of learning. The study's and review paper's limitations call for more emphasis on different modes of learning and future research. As a result, more emphasis should be placed on this blended learning research at future.

**Keywords:** Blended learning, offline learning, face-to-face learning, effectiveness of learning

## INTRODUCTION

The education sector increases the economic importance of education in today's scenario. Education or the learning environment at an organization is very important. This study is based on the landscape of blended learning in a learning environment. Blended learning in learning and development is all about interactive program included learner-facilitator, learner-learner, and learner-colleague interaction. The report regarding human interaction linked active behavioural engagement, higher cognitive engagement, and more strong positive emotional engagement. (Suniti Hewett, 2019) It clearly demonstrates that blended learning in the workplace fosters engagement in both online and offline settings.

This study identifies various research overviews on the efficacy and inefficacy of blended learning. This paper examines blended learning, online learning, offline learning, and mobile learning separately and thoroughly. In this study, more focus is given to blended learning.

Blended forms of learning were emphasized by more institutions during COVID-19, but they had a greater impact after COVID-19 than before. This study shows models of blended learning, and then in the research methodology section, it shows how this research was successfully done. According to the findings of this study, more publications will be published in 2020. More papers on blended learning were published in the International Journal of Educational Technology in Higher Education. It was determined in the limitations section that blended learning required more attention. Lastly, ideas have been given for future studies and the conclusion of the whole study.

Address for correspondence: Anupa Mistry

School of Commerce and Management, BIHER University, Chennai, Tamil Nadu

Email: anupamistry346@gmail.com

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

For reprints contact: pnrjournal@gmail.com

How to cite this article: Anupa Mistry, S.Praveen Kumar, LANDSCAPING OF BLENDED LEARNING IN LEARNING ENVIRONMENT: A REVIEW PAPER, J PHARM NEGATIVE RESULTS 2022;13(4): 1793-1797.

Access this article online

Quick Response Code:



Website:

www.pnrjournal.com

DOI:

10.47750/pnr.2022.13.04.246

## RESEARCH OVERVIEW

### Effectiveness of Blended Learning In Various Institutions

Many institutions, such as medical schools, have facilities that allow for the adoption of blended learning, making things easier (Bradford Bervell, 2020). A blended learning course shows students had positive experiences with science education methods. For elementary science methods alleviate the fear of science and enjoy the course was highlighted in a study. It is expensive and time consuming as per the learner's views (Özkan Yılmaz, 2020).

In a study shows large collections of different blended learning environment at undergraduate and graduate level in that four higher education institution are presents, comprehensive picture of strategies used by teachers. They found it improves student engagement in higher education. They also found that importance of full utilization and complete both modes in blended learning to enhance student engagement. It guide students to increase sense, this may create closeness of students and teachers (asynchronously online) (Géraldine Heilporn, 2021). This mode of learning is helpful for school, university, and professional training, which improves the learner's ability. In a study, it was observed that blended learning approaches (mobile, web, or digital device) are effective as compared to traditional face-to-face e-learning and traditional e-learning. (ADARSH KUMAR, 2021). The practical pedagogical suggestions design efficient activities in the classroom and online discussion for a high level of student engagement. (Min Huang, 2022). The study shows there is clarity in new educational technology with blended learning, where students directly interact with their teachers. At last, face-to-face interactions and pre- and post-tests visualise high results based on students' performance, satisfaction, and engagement. (Adrien Vavasseur, 2020). Blended learning maintain and access most of the students alike.

As per student's expression blended learning had enjoy number one rank. By analyzing key elements student's shows essentiality in student's views was essential in their learning. (Charles Dziuban, 2018). The process view clearly and allow learner to achieve target competence. Professor roles were identified about teacher had a special role that allows guide student's learning. Blended learning facilities transformed course design and promoted flexibility and autonomy in the student learning process and development of various competences, including cognitive, technical, and procedural, integrative and communicative, reflective, and professional ones. (Elena María Trujillo Maza, 2016). Blended learning include important element of online interaction is evident more demand for combination of content expert with online expert (course instructor and face-to-face instructor) (Kyparisia Papanikolaou, 2017).

### Ineffectiveness of Blended Learning

There are certain reasons which are not support blended learning as a mode of deliver education. Mainly, blended learning consists of two forms of learning: online learning

and face-to-face learning, but in some cases, it seems learners used to select any one mode of learning based on their interests. To split up blended learning, most of the learning is done by many industries. To increase e-learning engagement weakens the flow continuance intention. They mention limitation totally online and blended learning had different interaction dynamics which will variation in student's motivation and engagement such as cognitive, cultural, and emotional engagement. Then learners become sensitive about time, skills, work-life balance, and organisational goals. (Tiong Thye Goh, 2021). They serve particularization, not generalization, in a study, and students specify blended learning as a different course in the programme due to its technology-savvy aspect, which affected the study's result. (Lam, 2015). The problems were not solved due to insufficient contact time and the huge variety of student understandings of science. Some students faced problems while learning, but on the other hand, it was found that students had a solid background in the area of science and the content was simple and motivating. Some lecturers have used face-to-face coaching and teaching for students as needed, but this approach is not well structured and organised and does not have a sudden and important effect on the learning of students. (Yeung Chung, 2016)

### Online Learning

Online learning is also called e-learning or virtual learning this mode of learning is convenient for learner's perspective for those who interested to learn. In a study describe their survey that propositional knowing student found online video lecture useful and interesting. It also found that online exercises in wikis and peer discussion for learning OLE were useful. (Tso, 2015)

### Offline Learning

Traditionally, this face-to-face learning was in use, and even now, in the 21st century, most of the learners are effectively engaged in offline learning. According to (Maryam Tayebnik) face-to-face instruction such as body language, tone of voice, facial expressions, and eye contact are important and can be used to analyse other people during classroom learning. Face to face learning in a large class is not flexible on a seating arrangement basis because it fails to identify facial expression. Likewise in a study shows, the face-to-face learning mode not supports quality reflective and cooperative learning. (Tso, 2015)

### Mobile Learning

The concept of learning on a mobile device is very convenient and can also increase distraction from social media. A study shows mobile learning facilitates very easily, it makes easy to access, learning is more affordable for anyone. In online collaboration, mobile phone learning enhances interaction anywhere and anytime. (Dr.Mohamed Ally, 2014)

### MODELS OF BLENDED LEARNING

There are various models of blended learning that are used by instructors while doing learning sessions.

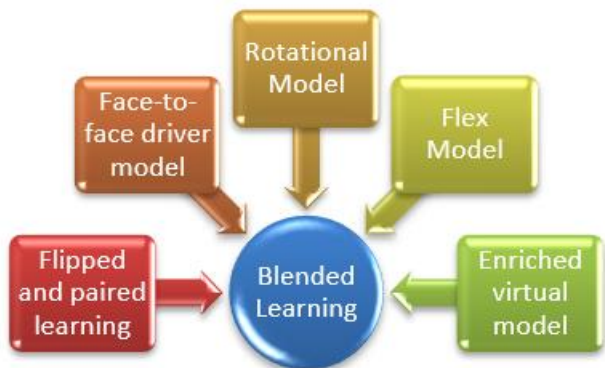


Figure No 1: Models of Blended learning

1. Flipped and paired learning: One of the models in blended learning called "flipped and paired learning" shows fruitful learning experiences in flipping a study of LMC (Learning Management Cycle)-based pedagogical activities such as short videos (LeDs), quizzes (LbDs), resource materials (LxTs), discussion forums (LxIs) and knowledge quizzes necessary to create for learning effectiveness. (Vijayanandhini Kannan, 2020).

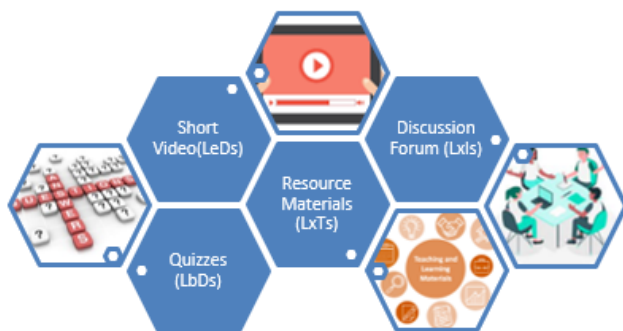


Figure 2: In flipped and paired learning pedagogical activity

2. Face-to-face driver model: The face-to-face driver model is a model where the training or learning will be done in the physical presence of teachers or instructors. A review paper shows there are no differences identified between online and offline learning (Wu, 2019).

3. Rotational Model: According to (Nur Fathin Suhana Ayob, 2020) in a rotational model, learners rotate between learning stations (sections) inside or outside the classroom. As per their study, they identified that the rotational model was quite flexible for students, and the reason is that, as per the teacher's desire, students rotate to other stations. This model has a positive outlook for students' achievements.

4. Flex Model: This model allow students whenever they want to attend the lecture they can through computer devise. The flex co-teaching model is beneficial to provide focused intervention when a student's risk is modified or changes routinely. (Harrison Hao Yang, 2016)

5. Enriched virtual model: In this model, learners must attend face-to-face learning sessions with teachers. After attending the sessions, they need to finish the remaining coursework from In a study shows that enriched virtual mode become online learning mode for students. They identified that students got engaged in this mode of learning. (Inah Kathlane Cordero, 2021)

### RESEARCH METHODOLOGY

This review paper consisted of various articles, which makes this study unique. This review paper uses a few academic research databases, such as Google Scholar, Emerald Insight, and Springer, which make this research reliable. The research is totally based on qualitative research in natural settings. Lastly, this research is based on a literature review in the landscape of blended learning in a learning environment, and consequently, it is complete

### RESULTS

The scrutinising of articles in a systematic manner Blended learning is the combination of offline and online learning. Blended learning has shown effectiveness and ineffectiveness, which show the outlook of the learning environment. Various studies have revealed that the effectiveness of blended learning is superior to its ineffectiveness. This study briefly describes other modes of learning like blended learning, face-to-face learning, online or virtual learning, and mobile learning. So, all modes of learning need further research, which will help teachers choose the best mode of learning sessions as per learners' wishes.

According to the findings, there are primarily five models of blended learning, but those models are not taken together by teachers rather than in a single form. In table no. 1, it seems like during the COVID-19 pandemic in the year 2020, many articles will be published on the topic of blended learning and online learning because that is the only mode used by all institutions and universities. There are many journals that have been used, which make this research completely successful. Of those nine journals, mostly international journals of education in higher education, they are used frequently for the publication of papers on blended learning.

Table No 01: The year of publication

SL.No	Year of Publication	Number of Publication
1	2014	1
2	2015	4
3	2016	3
4	2017	2
5	2018	2

6	2019	2
7	2020	5
8	2021	3
9	2022	2

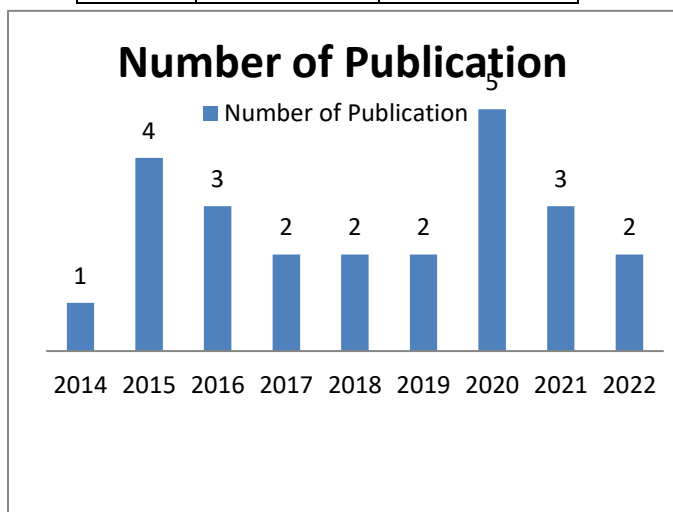


Figure No 3.: The year of publication

Table No.02: The journals where paper has published

Names of the Journals	Number of publications
IEEE	1
Insight into imaging	1
Int. J. Edu. Technol. Hr. Edu.	10
Knowledge Society Journal	1
International Journal of STEM Education	1
AAOU	4
Smart Learning Environment	3
Asian-Pacific Journal of Secong and Foreign language education	1
Education and Training	1

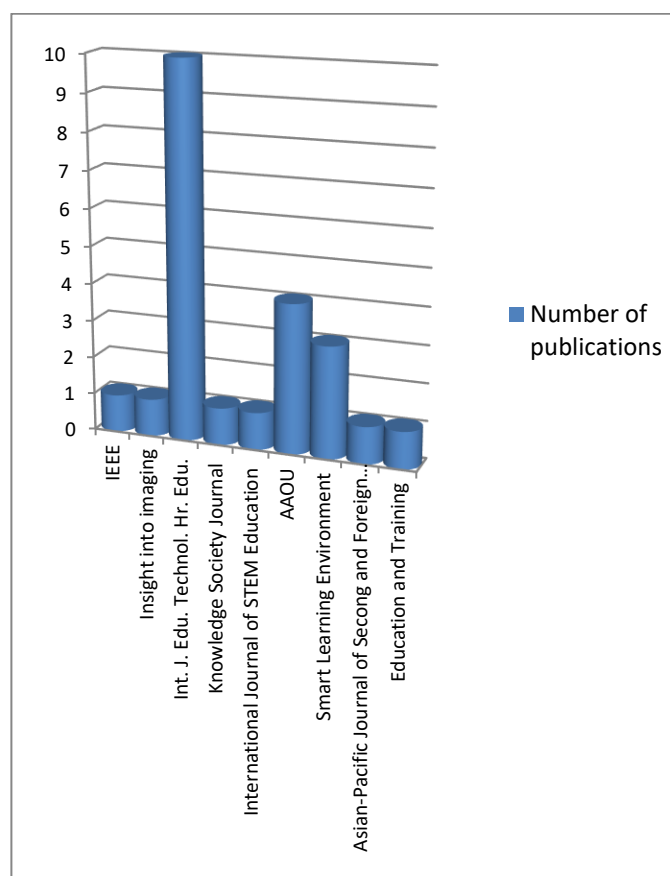


Figure No. 4: The journal where paper has published

### LIMITATION

A small number of data points were collected in this study in order to complete this paper. This study is based on the background of blended learning, and according to the database, it is proof that the combination of offline and online learning produces better results than learning in a single mode. As per the observations identified from various review papers, there are many forms of learning models available, but only a few of the learning models are applicable appropriately; not each and every model has been applied for learning sessions; this will need further study.

### CONCLUSION

Learning is the medium of our lives; this study is based on the diagnosis of blended learning in the learning environment. It is basically a review paper that visualises blended learning, face-to-face learning, online learning, and mobile learning. From the study, it was identified that learners sometimes choose either online or offline modes of learning. Studies have shown various models of blended learning, which will be helpful for teachers to select a suitable mode of learning for students. Then in the methodology section, it mentions many databases that were used to make this review paper completely successful. In this study, I mostly used nine journals and made a table for

those journals. At last, the limitations of the study identified the need for more focus on the four modes of learning, which are blended, face-to-face, online, and mobile. It is being recommended that more in-depth research is required in the field of blended learning in the future.

## REFERENCES

- Blended learning. (2022). Retrieved July 27, 2022, from Teach Thought: <https://www.teachthought.com/learning/the-definition-of-blended-learning/>
- ADARSH KUMAR, R. K. (2021). Blended Learning Tools and Practices:A comprehensive analysis. *IEEE Access*, 47.
- Adrien Vasseur, F. M.-M.-Z. (2020). Blended learning of radiology improves medical student' performance, satisfaction, and engagement. *Insights Into Imaging*, 12.
- Antonia Bralić, a. B. (2018). Integrating MOOCs in traditionally taught, courses: achieving learning outcomes with blended learning. *International Journal of educational Technology in Higher Education*, 16.
- Brandford Bervell, V. A. (2020). LMS-enabled blended learning utilization in distance tertiary education: establishing the relationships among facilitating conditions,. *International Journal of educational technology in higher education*, 16.
- Charles Dziuban, C. R. (2018). Blended learning: the new normal and emerging technologies. *International Journal of Educational Technology in Higher Education* , 16.
- Dr.Mohamed Ally, D. P.-B. (2014). What is th future of mobile learning in education. *RUSC, University and Knowledge Society Journal*, 10.
- Elena María Trujillo Maza, M. T. (2016). Blended learning supported by digital by digital technology and competency-based medical education: a case study of the social medicine course at the Universidad de los Andes Colombia. *International Journal of Educational Technology in Higher Education* , 13.
- Géraldine Heilporn, S. L. (2021). An examination of teacher's strategies to foster student engagement in blended learning in higher education . *International Journal of Education Technology in Higher Education* , 25.
- Harrison Hao Yang, S. Z. (2016). Collaborative Teaching Approaches: Extending Current Blended Learning Models. *International Conference on Blended Learning*, 49-59.
- Inah Kathlane Cordero, E. J. (2021). Phenomenologizing Filipino Medical Technology Students Experiences in the Enriched Virtual Mode of Learning. *INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN SCIENCE AND ENGINEERING*, 188-201.
- Kevin Mulqueeny, V. K. (2015). Incorporating effective e-learning principles to improve student engagement in middle-school mathematics. *International Journal of STEM Education*, 14.
- Kyparisia Papanikolaou, K. M. (2017). Learning design as a vehicle for developing TPACK in blended teacher training on technology enhanced learning. *International Journal of educational technology in Higher education* , 14.
- Lam, J. Y. (2015). Examining Student Experience of Blended Learning from the Perspective of the Community of Inquiry Framework. *AAOU Journal*, 19.
- Malone, Ö. Y. (2020). Preservice teachers perceptions about the. *Smart Learning Environments*, 21.
- Maryam Tayebinik, M. P. (n.d.). *Blended Learning or E-learning?* . 11.
- Min Huang, F. K. (2022). EFL learners engagement in different activities of blended learning environment. *Asian-Pacific Journal of Secong and Foreign Language Education*, 15.
- Mugenyi Justice Kintu, C. Z. (2017). Blended learning Effectiveness: the relationship between student characteristics, design features and outcomes. *International Journal of Educational Technology in Higher Education* , 20.
- Nur Fathin Suhana Ayob, N. D. (2020). Overview of blended learning: The effect of station rotation model on student's Achievement. *Journal of Critical Reviews*, 320-326.
- Özkan Yılmaz, a. K. (2020). Preservice teachers perceptions about the use of blended learning in a science education methods course. *Smart Learning Environment*, 21.
- Quigley, E. (2019, January 17). Learn Upon Blog. Retrieved July 28, 2022, from [learnupon.com: https://www.learnupon.com/blog/what-is-blended-learning/](https://www.learnupon.com/blog/what-is-blended-learning/)
- Silvia De la Flor López, F. F.-S. (2016). Learning/training video clips: an efficient tool for improving learning outcomes in mechanical engineering. *International Journal of Educational Technology in Higher Education*, 13.
- Suniti Hewett, K. B. (2019). Blended workplace learning: the value of human interaction. *Education and Training*.
- Tiong Thye Goh, a. B. (2021). The role of e engagement and flow on the continuance with a learning management system in a blended learning environment. *International Journal of Educational Technology in Higher Education*. 23.
- Tso, A. W. (2015). Reflective on Blended Learning: A case study at the Open University of Hong Kong . *AAOU Journal*, 10.
- Vijayanandhini Kannan, H. K. (2020). Flip & Pair – a strategy to augment a blended course with active-learning components: effects on engagement and learning. *Smart Learning Environment*, 23.
- Wu, L. P. (2019). Does online learning work better than offline learning in undergraduate medical education? A systematic review and meta-analysis. *Medical Education online*, 1-4.
- Xu, X. Z. (2015). Integration of Micro Lectures into the Blended Learning Discourse in Tertiary Education. *AAOU Journal*, 16.
- Yeung Chung, K.-c. L. (2016). Blended learning for building student-teachers' capacity to learn and teach science-related interdisciplinary subjects The case of Hong Kong. *Asian Association of Open Universities Journal* , 16.