



ACTIVITY BASED BLENDED LEARNING STRATEGY ON PROSPECTIVE TO TEACHER EDUCATION

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Abstract

Blended learning is a combination of face-to-face classroom teaching with lecture and class formats and the use of an asynchronous online classroom. The students undertake a range of learning activities based on their classes. These enhance their knowledge through additional activities and through browsing relevant linked websites, with other activities such as self-assessments, exercises and group tasks and structured discussions. A new paradigm in society development must be innovated upon a new paradigm in education. A pupil-centered educational system is demanded whose end is the fullest development of the capacities of everyone. Quality education can now be made widely accessible and affordable. Inversely important, unborn education must be made applicable to the fleetly changing requirements of society. New technology can grease a shift from the donkeywork of unresistant knowledge transfer and memorization to the exhilaration of active literacy that fosters curiosity, discovery and original thinking. It can also help break down the intellectual boundaries between disciplines, making possible a more comprehensive, transdisciplinary, intertwined approach to knowledge. A revolution in advanced education is upon us.

The present paper concentrated the 'Activity Based Blended Learning Strategy for teacher education with high objects are (i) To know and understand the concept of Activity Based Blended Learning Strategy. (ii) To analyze the Significance of 'Activity Based Blended Learning Strategy for Student Centric Education. (iii) To illustrate Role of Teacher Activity Based Blended Learning Strategy.

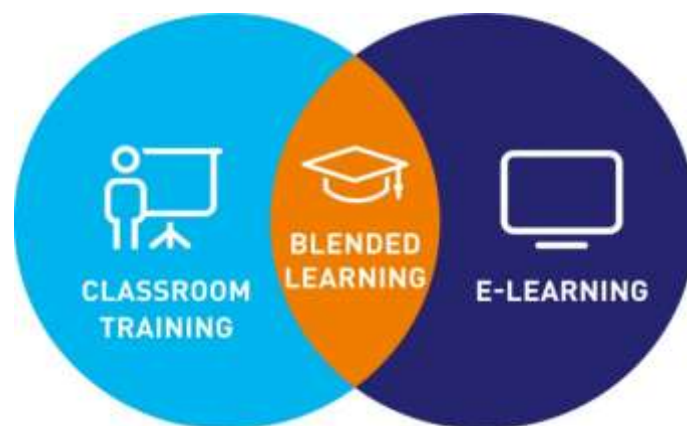
The methodology of the exploration is a different type involving an interpretive, discussion and study secondary sources, like books, papers, journals, thesis, university news, expert opinion, and websites, etc.

Key Words: *Activity Based Blended Learning Strategy, Teacher Education*

Introduction:

Teaching Learning approach that combines face to- face classroom styles with computer intermediated conditioning to deliver instruction. This pedagogical approach means a admixture of face- to- face and online conditioning and the integration of coetaneous and asynchronous literacy tools, therefore furnishing an optimal possibility for the arrangement of effective literacy processes. Blended literacy is the term given to the educational practice of combining digital literacy tools with more traditional classroom face to face tutoring. In a true amalgamated literacy terrain, both the pupil and the schoolteacher should be physically

located in the same space. Despite this, the digital tools used should be suitable to be employed by the scholars in order to apply some control over the speed or motifs of their literacy. The flipped classroom model is an analogous program that aims to use technology to rearrange the literacy experience and maximize the effectiveness of precious face to face time in the classroom. In a flipped classroom program, scholars would be encouraged to pierce digital literacy accoutrements via a pall- grounded literacy platform during their own time.



Blended Learning

Oxford Dictionary Definition Of Blended Learning: a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.

Reviews related Blended Learning:

- ✓ The most common approach to amalgamated education involves bedding face- to- face instruction with web- grounded ways and educational tools. Preceptors condense face- to- face instruction with parts of tone- paced web- grounded assignments (Rowe, 2000).
- ✓ Bonk, Olson, Wisher, & Orvis (2002) described a amalgamated instruction model where preceptors combine web- grounded and coetaneous online instruction with face- to- face instruction. Blended instruction, when enforced rightly allows transparent commerce among preceptors and learners engaged in a course of study (Draffan & Rainger, 2006).
- ✓ Blended education, also known as cold-blooded instruction has numerous delineations as it's enforced in multiple ways using a variety of models. The general agreement is that amalgamated education is an unformed term (Tucker, 2012) and isn't easy to

describe. Multiple authors who have written on amalgamated education have offered a variety of delineations.

- ✓ For case, Singh and Reed (2001) appertained to amalgamated education as instruction and literacy which involves a combination of online and offline learning, tone- paced and cooperative literacy, structured and unshaped literacy, custom content and off- the shelf content, and incipiently, as a combination of coetaneous and asynchronous formats.
- ✓ Smith (2001) defined amalgamated literacy as an educational system that uses a combination of distance education, technology (high- tech, similar as TV and the Internet or low- tech, similar as voice correspondence or conference calls) and traditional (or, stand- up) education. Lim, Morris, & Kupritz (2006) also described amalgamated literacy as a literacy approach where different delivery modes are employed to maximize pupil success and to reduce cost. They described amalgamated literacy as a admixture of educator- led and pupil- centered conditioning supported by technology.
- ✓ Garrison and Vaughan (2008) classified amalgamated literacy as a careful combination of classroom face- to- face instruction with online literacy technologies. The introductory tenet of Garrison and Vaughan's description is that the integration of the different modes of delivery leads to a dynamic literacy experience.
- ✓ Lin (2008) defined amalgamated instruction as a combination of traditional face- to- face tutoring exercising innovative technologies like multimedia, streaming vids, web- conferencing, virtual office hours and other web technologies.
- ✓ Also, Lim & Morris (2009) define amalgamated literacy as an intertwined system that uses strategically planned educational or non-instructional approaches to promote literacy.
- ✓ Eventually Snart (2010) addresses about the use of amalgamated literacy in academia as the type of learning commerce that's appertained to as cold-blooded instruction which denotes a combination of the effective aspects of online and face- to- face instruction. In short, amalgamated literacy refers to the delivery of a combination of different types of learning including - learning.

The new forthcoming trends in education changed the present script and espoused the amalgamated literacy approach which is moral and more focused on innovative conditioning and knowledge accession and thus, the academic results of the scholars of amalgamated literacy classrooms are better than traditional classrooms.

Objectives of the Study:

- (i) To know and understand the concept of Activity Based Blended Learning Strategy.
- (ii) To analyze the Significance of 'Activity Based Blended Learning Strategy for Student Centric Education.
- (iii) To illustrate Role of Teacher Activity Based Blended Learning Strategy.

Researcher, finalized the above objectives for the present Research and focused on Blended Learning Strategy (BLS)-

Blended Learning Strategy (BLS) is the process that says learners creates and develop the construct knowledge rather than just passively take in information.

Blended literacy, also known as mongrel literacy, is an approach to education that combines online educational accoutrements and openings for commerce online with traditional place-grounded classroom styles.

Methodology of Research:

The methodology of the exploration is a different type involving an interpretive, discussion and study secondary sources, like books, papers, journals, thesis, university news, expert opinion, and websites, etc.

Types of Blended Learning:

The Flipped Classroom, Hybrid Learning You can read more about the most common types of blended learning, if that's useful.

- ✓ Contributing Factors: Rise of digital and mobile learning technology
- ✓ Related Educational Concepts: Project-Based Learning, Growth Mindset, Design Thinking, Robotics
- ✓ Related Cultural Trends: eLearning and distance learning; the shift from 'television' to 'YouTube', growth of social media, working from home/remote offices
- ✓ Blended Learning Tools & Resources: Google Classroom, YouTube, Zoom, Microsoft Teams, Skype, Moodle, Blackboard

- ✓ Examples of Blended Learning: Students doing face-to-face group work in a classroom, then going home to analyze that work and turn in a video as an assessment form; taking a course online, then receiving face-to-face tutoring between online lessons.

Blended Learning Approach for Student Centric Education:

Blended Learning Approach (BLA) is an effective learner- centered and pupil-centered pedagogy strategy to develop independent and flexible scholars with tone- efficacy and perseverance to break problems at their own pace through using learners ' enjoy technologies, online communities, and instant messaging; supporting literacy at any place and at any time (Gyamfi, 2015).

Blended Learning Strategy (BLS):

There are many different ways to approach this type of training. Let's look at some of the most habituated amalgamated literacy models.

Flipped Model Approach:

This amalgamated literacy model allows coaches to prioritize active literacy during class time, by giving learners the training accoutrements and donations before the factual class. The coach can simply partake the content via a literacy operation system (LMS), dispatch, or still training is delivered.

Face- to- face Motorist Model Approach:

This is the closest to a traditional classroom structure. Rather of the session taking place in a physical classroom, learners log into a webinar or meeting session, like a Zoom Meeting. The literacy happens online, with assignments being set latterly. This amalgamated literacy model is fluently delivered using an LMS. With one, you can deliver the training session and share assignments with learners before or after the session has taken place.

Amended Virtual Approach:

A volition to full- time online training that allows learners to complete the maturity of coursework online, and also attend webinars for face- to- face literacy sessions with an educator. Attendance is ad hoc and at the learners discretion, giving them the inflexibility to learn at their own pace.

Blended Literacy creates tone- motivated learners through the responsibility of sharing in a community that's interacting with the literacy accoutrements together, rather than counting on scholars completing schoolwork before they come to class.

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Blended Learning makes Education more Accessible:

With traditional tutoring styles, educational accoutrements were only available during classroom hours. Scholars may have been suitable to take their handbooks home with them, but they did not have a way to actually interact with or engage the material. With new literacy apps and other technological advances, they've further inflexibility to pierce and engage academia from home. This availability could restate to a much lesser interest in literacy and further successful issues.

Scholars can pace themselves:

Blended literacy that uses apps, games, or measurable programs to educate generalities allows scholars to engage the material at their own pace. This helps to balance a classroom that contains both quick and slow learners. Every pupil can exercise and attack new material with timing that's perfect just for them. It can promote deeper literacy, reduce stress, and increase pupil satisfaction.

Preceptors can come more engaged with their scholars:

Blended literacy presents a raised occasion for scholars to connect with their professors and preceptors. They can connect via dispatch, through progress reports on the program, or on communication boards. This literacy style promotes a number of effective means for preceptors and scholars to come more engaged with one another. In the end, both parties can profit from this shift in the relationship. Preceptors can stay in touch with pupil progress, while scholars can ask further questions and gain deeper knowledge.

BL system is further fun for everyone:

Scholars used to dread the lengthy lectures and boring forums that comprised their academic day. Now, they find that literacy can be further fun which is extremely profitable to all involved parties. An entire generation of scholars who discover that amalgamated literacy can

be delightful could shape the future of education. Scholars may be more apt to pursue advanced education if they've a positive experience with literacy in their constructive times. Fun should not be undervalued as one of the numerous benefits of amalgamated literacy.

There arises a need to borrow a new pedagogy which encourages the learner to construct a sense of her own tone, the development of her autonomy, alongside her progress within the group for interpersonal growth. BL is one similar approach where conditioning are proposed to scholars that are meaningful for them and the learner reflects, quests, uses her capacity for taking enterprise and for being creative. BL in which exertion supplements lecture, learners are handed openings to construct their own understanding on the base of an commerce between what they formerly know.

Role of Teacher in Blended Learning:

Blended literacy shifts the schoolteacher's part from knowledge provider to trainer and tutor. This shift doesn't mean that preceptors play a unresistant or less important part in scholars' education. A schoolteacher isn't just a facilitator of knowledge but he/ she's also a tutor, a companion, a friend and a part model for the scholars. Whether it's on the online interactive platform or in a physical classroom, preceptors as instructors are trained to handle different emotional issues that scholars face.

Blended literacy provides an applicable balance between online instruction, which offers the interactive, tech- grounded literacy, personalized pacing, and sequestration that keep scholars continuously engaged and motivated, and schoolteacher- led instruction, which personalizes the literacy experience and adds the mortal rudiments of stimulant, compassion, and minding guidance that only preceptors can give.

Blended literacy shifts the schoolteacher's part from knowledge provider to trainer and tutor. This shift doesn't mean that preceptors play a unresistant or less important part in pupil's education. Quite the negative, with amalgamated literacy, preceptors can have an indeed more profound influence and effect on pupil's literacy. In the traditional model, the schoolteacher is the provider of knowledge. Blended Learning, on the other hand, positions the pupil as an active murderer of knowledge. So while scholars will spend further time learning at computers, they still need a great deal of guidance in learning how to learn. Below is a list of all the places the schoolteacher takes in the Blended Literacy classroom-

Facilitator: In the amalgamated literacy system, the part of the schoolteacher changes, and they move from being the ‘ Savant on the Stage ’ to further of a ‘ Guide on the side ’.

The schoolteacher’s main part is to grease the gaining of knowledge and understanding of information.

Coach and Tutor: A schoolteacher needs to encourage scholars and celebrate their successes. Schoolteacher should also works with them one- on- one during pupil literacy time.

Classroom Planners: The amalgamated classroom requires a schoolteacher to conclude for long- term planning of class and instructions in advance. Class planning as well as educational strategies must be figured in advance indeed before the session starts. The class design must feature essential erected- in coffers for accommodating discerned educational strategies as well as assistive rudiments, rather than changing the design latterly when similar a stoner may conclude for a course.

Content Experts: A amalgamated setting requires preceptors to master the art of content creation as well as happy application. Not only is it imperative for preceptors to transfigure the stretched- out literacy accoutrements in hastily, brief, and more engaging micro content, but also to render that content in different formats similar as videotape, tutorials, learning through doing, eBooks, online lectures, podcasts, and others, so as to capture the literacy style of different scholars in their classrooms.

Collaboration: Scholars should be helped in figuring out, how to make cooperative openings productive as well as guidance on using online collaboration programs.

Occasion for extension of learning Maybe the most important aspect of metacognitive literacy is a pupil’s capability to question, cover, and explain his or her own literacy. The part of the schoolteacher then's immense — tutoring scholars to understand their own literacy and estimate their own confusion. Eventually, it's frequently the schoolteacher who helps scholars identify their challenges and successes — and set attainable, high pretensions.

Analyzer of pupil data to support educational opinions Technology makes it easier to collect and dissect immediate feedback and scores but only a schoolteacher can determine the coming stylish step for the class and each pupil.

Conclusion:

Education needs to be shifted from placing content in scholars' centric knowledge structure. Student centered class are the philosophical and pedagogical foundations for Blended Learning Classrooms.

- ✓ The focus on scholars constructing their own knowledge through experience
- ✓ Instruction grounded on learner needs
- ✓ The schoolteacher acting as a facilitator participating power with scholars

Scholars working collaboratively to apply their chops and knowledge to the task using cooperative exploration and support of scaffolded coffers that the schoolteacher provides while engaging in a growth mindset.

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