Implementing Blended Learning:

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Abstract

This Literature Review provides information on the effects of implementing blended learning in schools. These articles explain the benefits of transitioning from a traditional face-to-face classroom to a blended learning environment. Schools can maximize the use of their tools to implement blended learning. Blended learning provides an increase of engagement for students to improve their understanding. Students get inspired to take ownership of their learning and use their voices to make choices; this motivates them to take the initiative to lead their education. This review provides benefits for students and schools when blended learning is implemented. The challenges that blended learning faces are putting technology; first, educators think it is time-consuming, and shifting the control from teacher center to students' center.

Introduction

Education is changing, and now is the best time to be a learner. As educators keep up with the technology changes, student engagement, and aiming for higher achievement, educators are also learning new ways to drive students' learning. Blended learning is a model and term that many schools are turning towards. The leaders feel an urgency to prevent struggling students from falling through the cracks while helping other advanced students move ahead (Clayton, C., Horn, M., B., & Staker, H.,2013). Blended learning has many different models, and schools choose what best suits their learners and make changes. It allows learners of all abilities to have the opportunity to advance at their own pace that works for their knowledge. The benefit of blended learning is that it will provide students with choice, ownership, and voice through authentic learning opportunities. Implementing blending learning can be challenging; however, students' learning and ownership will grow with proper implementation. This literature review will explore the benefits of blended learning, including increased engagement and the usage of technologies, and explore the best implementation methods and their challenges.

Benefits of Blended Learning

Blended learning is a widespread transition in education. Blended learning provides students with the opportunity of traditional teacher interaction and online learning (Clayton et al., 2013). One model of Blended Learning is Station Rotation. One station is a small group direct instruction, the second station is individual learning, and the third station is student collaboration. The students in the classroom are divided into these stations (Arney, L. (2014). The benefit of small groups is that teachers can give direct, explicit instruction to a small number of students. Students feel more comfortable asking questions and asking for clarifications. As well, students

tend to be more focused. While the teacher is doing a small group, other students can be working in a collaboration group. Students learn from each other in this collaboration station and set personal boundaries and learning goals. Working with others will give you the opportunity to share and model what you are doing, and in the process, you will not only find your voice you will also clarify your thinking and transform your own learning and transform your learning environment (Harapnuik et al., 2018). The third Station Rotation is individual learning, where students learn at their own pace on the computer—giving students to take control of their education. Genuine choice requires authentic learning opportunities that are important to the learner (Harapnuik et al., 2018).

Blended learning is a hybrid approach in education that allows students to power their engine based on personalized and competency learning (Clayton et al., 2013). In addition, blended learning provides students with a more outstanding agency, voice, and choice in how they learn, what they know, when they learn, and where they learn—and blended learning delivery models enable these shifts (Watson, 2015). This combination of face-to-face, self-paced, and online learning aims to build and create an innovative and effective learning experience for students. Blended learning goes hand in hand with giving students more control and flexibility (Harapnuik et al., 2018). Students could not work on their school work or missed assignments with traditional teaching methods. With the help of technology, students can access materials anytime and anywhere.

Engagement

"Dewey (1916, 1938) students learn best in an environment where they can work no real-world problems and actively take ownership of their learning" (Harapnuik et al., 2018, p. 8). Many students ask why is this important? Why must we know this? Learners connecting to

their world keeps the interest going. School is better when it feels relevant (Clayton et al.,2013). Students taking ownership of their learning means teachers will need to loosen up the reigns and let students take control of their education. We need to help our students take ownership of their learning and grow into people expressing their full potential (Harapnuik et al., 2018, p. 23). Students will have the opportunity to set challenging but achievable goals. This model will give teachers more time and energy to create more significant personalized learning opportunities for the learners. Blended learning allows teachers to personalize education to increase student academic achievement and engagement (Watson, 2015).

Technology

The world of technology is changing, and we have the opportunity in the education system to embrace the change and do what is best to close our student's learning gaps**.** Technology is the resource for personalizing learning, providing choices, and engaging students (Horizon, 10). Our students depend on technology to provide information. They receive information through iPads, smartphones, laptops, video consoles, etc. The station, which incorporates educational technology tools, will enable students to learn at their own pace and receive real-time feedback to improve their material (Watson, 2015).

In addition, during student collaboration, they will be able to utilize technology variously to achieve a common goal. Whether students are going back to the lessons for clarification, doing research, or collaborating on an assignment, they will be able to navigate through their work. When students take control of their learning, they will work hard. The disruptive option is to deploy online learning in new models that depart from the traditional classroom (Clayton et al.,2013).

School and district leaders phased technology slowly into classrooms to emphasize that blended learning is an instructional delivery model, not a technology plan (Group, E. E, 2015). Each classroom began with just a few tower computers for students to use during their rotations, and over time, the school added computers, tablets, and interactive whiteboards (Watson, 2015). As teachers, we can deliver content via online platforms; teachers are left with more time and energy to create the most positive, interactive learning experiences possible for students on their campuses (Clayton et al., 2013).

Implementation

Since many schools have gone to a ratio of 1:1 student to computer, the expense of technology will not be considered. Schools and classrooms will not need renovations; therefore, schools and districts will not incur additional costs. Schools have used computer labs for decades; the critical difference today is that teachers are starting to integrate computer time with classroom time to create a seamless course (Clayton et al., 2013). Blended learning requires commitment and flexibility. Teachers will need to be open-minded to blended learning and customize a learning plan for their students. If we hope to have all children succeed in school, we need to customize education (Horn & Staker 2015).

The school used the Station Rotation Model of blended learning for all core subjects. Students rotated between three learning stations—individual, collaborative, and direct instruction—every 20 minutes and then changed subjects after a complete set of rotations. Students spend at least 80% of the school day learning in a blended model and have some control over their pacing when using an online curriculum (Group, E. E, 2015). On the other hand, some high-quality implementations of sustaining blended-learning programs lead to breakthrough improvements for traditional classrooms (Horn & Stalker 2015).

Challenges of Blended Learning

There will be initial struggles that need to be persevered through (Kellerer et al., 2013). One mistake most teachers have made is putting technology first before learning. However, we must place the teaching first and technology second. As you enter blended learning and obstacles come up, you will be able to customize your students' learning as you go. Changes can be made as teachers and students reflect on activities and outcomes. Several respondents indicated that while it may seem time-consuming and difficult at first, the benefits later greatly outweigh the cost (Kellerer et al., 2013). Challenges will occur when blended learning is implemented, and adjustments will need to be changed to adjust to the learners' needs. When blended learning is implemented effectively, students are more engaged, their learning increases, and they can deepen their level of understanding of concepts (Staker & Horn, 2015).

Conclusion

In conclusion, blending learning is not just adding technology to the classroom but about giving students a choice in their education. Whether we accept it or not, education is fastly changing, and we must change with it, or it will change without us. Blended learning is an innovative way to change education for our current learners. Numerous schools have adopted blended learning in their schools and have seen the positive benefits in their students. So the question is will you let education change without you, or will you change with it?

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