A New Paradigm for Blended Learning:

Leveraging Inverted Pedagogy and Digital Communication to Foster Effective Learning

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ABSTRACT

The world has witnessed changes in teaching and learning attitudes ever since the dawn of the technological revolution. Additionally, the overwhelming propensity for technology among Indian teachers and pupils has had a great effect on the country's educational system. On this basis, a study was done to determine how much teachers and students could gain from sharing precursory e-lessons through a messaging app. The main objective of this study was to investigate how to bring each student to one level, and how to focus parallelly while teaching. First, a pre-test was administered to the experimental group and the control group. After pre-testing, the experimental group underwent the intervention procedure. The benefits of precursory e-lesson sharing combined with face-to-face training were then evaluated using a post-test. It was concluded that this study not only made information transfer easier, more interesting, and more permanent, but also created a balance in the learning levels of the majority of students.

KEYWORDS

Advance Electronic Lesson Sharing, Active Listening, Critical Reading, Critical Thinking, E-Lessons

INTRODUCTION

The advancement of technology has revolutionized the way people interact and communicate globally, turning them into global netizens. This transformation has had a significant impact on their lifestyle, thinking patterns, interests, and preferences. The widespread use of digital communication has made it accessible to people from all walks of life, transcending boundaries and barriers. The corporate sector and diverse industries have greatly benefited from the comfort and efficiency provided by technological advancements, making digitalization an indispensable tool for enhancing productivity at work. It is worth noting that educational institutions are responsible for educating and training individuals on the operation of technology-oriented machines and computers in these sectors. All of these observations highlight the optimistic aspect of digital communication as a powerful and transformative mode of communication.

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Amidst the surge of digital addiction fueled by social media and instant messaging applications, the excessive dependence on digital communication among students in their daily lives poses a significant threat to the ethos and value of in-person classrooms, reveal its detrimental impact at the same time. While the indispensability of digital communication in modern classrooms cannot be overstated, the importance of physical classrooms should not be discounted. Digital communication has emerged as an immersive tool for contemporary learners, albeit contributing to a decline in their interest, motivation, and performance in face-to-face classrooms.

Despite the aforementioned, it is undeniable that the continuous dissemination of information by teachers via instantaneous digital communication channels serve as a potent tool to augment the efficacy of blended learning. This approach is further supported by the implementation of the inverted pedagogy, which focuses on introducing course materials outside of class, thereby maximizing in-class time for inquiry, application, and assessment to better cater to the needs of individual learners (University of Washington, Seattle, n.d.).

On one hand, Blended Learning integrates technology in the classroom to enhance the quality of education students receive (Ntuli, Kyei-Blankson, & Nur-Awaleh, 2019). On the other hand, the inverted pedagogy employs digitization to provide students with comprehensive and comprehension-based learning activities through digital platforms, effectively creating an interactive and engaging educational experience (Oermann et al., 2020).

By and large, both blended learning and the inverted pedagogy complement each other to provide students with a more comprehensive and dynamic educational experience. Through the integration of different modes of digital communication, teachers can optimize their teaching methods and foster a more collaborative and interactive learning environment for students.

The concept of blended learning has permeated every discipline, leading to significant growth in research on blended teaching and learning models. Numerous studies have shown that blended learning is a highly productive method of teaching and learning. It allows learners to progress at their own pace and schedule (Desai, 2019). In the postmodern era, information and communication technologies have played an increasingly significant role. Research has found that the more learners practice tasks using blended techniques, the better their learning outcomes (Mir & Sultana, 2016). As the impact of blended learning on learning retention and attitude has been examined, it has become apparent that learners who have more opportunities to practice through blended mediation have a better grasp of study components. Furthermore, studies have found that blended learning is more effective than traditional classrooms in ensuring retention (Kumar, 2010).

Compared to traditional classrooms, digital medium has the potential to connect learners who can study from home without having to travel long distances. Thus, digitization has opened the doors of learning to everyone, allowing students to expand their networks globally. Communication through technology across borders instils confidence in users and raises awareness of different societies, cultures, and languages. Familiarity with the technological world can help students accelerate their learning. Digitalization enables meaningful, multi-literate tasks and provides unprecedented ways to support students while facilitating collaboration and interaction among them (Lievens, 2015). Blended learning aligns with the values of traditional higher education institutions and has the potential to enhance both the effectiveness and efficiency of meaningful learning experiences (Garrison & Heather, 2004). The teaching and learning processes have seen significant changes due to blended learning, and experts like Barr and Tagg (1995) believe that blended learning, which is more prevalent in the corporate sector, is likely to take place in higher education as well. Newey (2018) states that when done correctly, blended learning can benefit an organization's training program in many ways, including expanding reach, increasing engagement, providing references, facilitating collaboration, and simplifying assessment processes.

When exploring language department options, computer-assisted language learning (CALL), a facet of blended intervention, has revealed significant potential for effectively teaching the most challenging aspects of linguistics and phonetics. English teachers have taken a notable

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