

# Blended Learning: Maximizing the Benefits of Technology in the Classroom

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## EXECUTIVE SUMMARY

*The chapter provides an overview of blended learning, an instructional method that integrates traditional classroom instruction with eLearning experiences. Blended learning offers a flexible and dynamic learning experience that allows learners to benefit from the interaction and guidance of in-person instruction while also having access to self-paced, personalized eLearning content outside of the classroom. It discusses the various forms and methods of delivering blended learning, including flipped classrooms, web-enhanced courses, flexible labs, and combined modes. The chapter also discusses challenges associated with blended learning and highlights the benefits it offers for learners, teachers, and organizations. These benefits include improved student performance, enhanced teacher effectiveness, and cost savings for organizations. Finally, it provides practical strategies for implementing blended learning in the classroom and features case studies and examples of blended learning in education, such as Rocketship Education and Khan Academy.*

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## **INTRODUCTION**

Blended learning is a teaching approach that combines traditional face-to-face instruction with online learning. This method allows learners to access a range of online learning materials and interact with their instructors and peers virtually, while still enjoying the benefits of the traditional classroom environment (Ryan et al., 2016; Watson, 2008). Blended learning can take on various forms and can be personalized to meet the particular needs of individual learners (Kumar et al., 2021). This chapter will explore the benefits of blended learning and provide practical strategies for implementing it effectively in the classroom.

### **Blended Learning**

Blended learning refers an educational approach that combines traditional face-to-face learning with online learning experiences (Hrastinski, 2019; Kumar et al., 2021). The blended learning approach is a learning model that has gained momentum due to improvements in digital technology, flexible school curriculum and dynamic learning experiences (Suartama et al., 2019). This approach allows learners to benefit from the interaction and guidance of in-person instruction while also having access to self-paced, personalized eLearning content outside of the classroom (Horn & Staker, 2014; Tucker et al., 2016).

Blended learning leverages the strengths of both methods, providing learners with opportunities for role-playing, immediate feedback, and social interaction during in-class sessions, while offering dynamic and interactive eLearning components such as “games, videos, tutorials, quizzes, and social media features” that can be accessed from a learner’s home page in the mobile device or the Learning Management System (LMS) (ELM Learning, n.d). Economics educators have been supportive of using games, videos, and social media within the classroom (Al-Bahrani et al., 2018; Rogmans, 2018; Scott, 2023).

Blended learning can take on various forms, including flipped classrooms, hybrid learning, and remote learning, and can use a range of resources and tools, such as Google Classroom, YouTube, Zoom, and Microsoft Teams (Megahed & Hassan, 2022; Zimmerman, 2019). Blended learning aims to improve the learning experience by utilizing both in-person and online instructional methods in a complementary manner. It is considered effective when technology and teaching methods work together to cater to the diverse learning styles of students (Goffe & Sosin, 2010; Margolis et al., 2017; Swoboda & Feiler, 2016).

Blended learning is different from pure eLearning because it does not replace face-to-face teaching entirely (Tayebinik & Puteh, 2013). Instead, teachers use technology to enhance the learning experience and provide additional resources that

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