### Chapter 8

# Growing Through Change: Blendspace as a Digital Tool for Teaching and Learning Post Pandemic

#### Farrah Dina Yusop

https://orcid.org/0000-0002-5796-4463 *Universiti Malaya, Malaysia* 

#### Vijaya Sooria Sangaran Kutty

Independent Researcher, Malaysia

#### Srikumar K. Ramayan

Sunway University, Malaysia

#### Vanieswari Gunaseelan

University Malaya, Malaysia

#### **ABSTRACT**

This chapter explores Blendspace as a digital teaching and learning tool, its benefits and setbacks, ways to use it, and provides a guide on how to use it. Blendspace.com (now known as TES Teach) is the online educational curriculum tool of TES.com. Blendspace is a web-based learning tool developed and used to gather and package information for teaching and learning purposes. This digital platform is open to non-technical teachers and students from all levels, grades, and subject areas. Blendspace enables teachers to enter the classroom in a seamless, or what can be considered a "hybrid," manner efficiently and effectively. Correspondingly, Blendspace allows students to create interactive content to showcase their work related to the subject matter. As a content curation platform, students can build interactive content such as storyboards, scrapbooks, and vlogs, among others. Additionally, due to its affordances, teachers can access a range of tools and create immersive lessons by blending digital content with inclass experiences. Blendspace is an alternative digital platform that offers many possibilities for the creation of digital content in one place, the design of fun and interactive lessons, and the monitoring and assessment of student learning through the use of quizzes and discussions. The chapter ends with a sample hands-on activity using Blendspace.

DOI: 10.4018/979-8-3693-3124-8.ch008

Figure 1. Digital content and files that Blendspace affords for collation



#### INTRODUCTION

During the pandemic, the use of online learning merely supplemented instructors' regular teaching approaches. However, as the globe approaches endemicity, teachers and students alike have seen that blended-learning models that optimise online learning materials allow greater freedom in terms of the time, location, direction, and speed of their learning (Cobo-Rendón et al., 2022). Furthermore, efficient utilisation of online platforms and applications allows for more rich learning experiences while building more personal ties between instructors and students (Arnett, 2021). To that purpose, this chapter investigates the impact of Blendspace as an educational instrument for post-pandemic teaching and learning enhanced by the use of blended-learning methodologies. During the pandemic, the use of online learning merely supplemented instructors' regular teaching approaches. However, as the globe approaches endemicity, teachers and students alike have seen that blended-learning models that optimise online learning materials allow greater freedom in terms of the time, location, direction, and speed of their learning (Cobo-Rendón et al., 2022). Furthermore, efficient utilisation of online platforms and applications allows for more rich learning experiences while building more personal ties between instructors and students (Arnett, 2021). To that purpose, this chapter investigates the impact of Blendspace as an educational instrument for post-pandemic teaching and learning enhanced by the use of blended-learning methodologies.

Blendspace can effectively be used as a teaching and learning platform meant to engage students in an active learning process to acquire and retain important information in their long-term memory. The main goal of Blendspace is to enable teachers to use or combine multimedia learning materials in the classroom effectively and systematically by facilitating the creation of interactive lessons via the collation of various materials from several digital platforms such as YouTube, educational websites, Google Search, or other online sources and their computers or cloud storage (Agrawal, 2019). Figure 1 presents some of the files and platforms supported in Blendspace.

Teachers and students can sign up for an account with Blendspace, accessible via the website https://www.blendspace.com/lessons, Chrome, or iPad applications. There are two ways to use this application: either by downloading it onto a mobile phone or streaming it on their website. Blendspace is compatible with any web browser, such as Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. It is simple enough for anyone to use and engage in, and it allows assessments to be done on one single platform, which makes it possible to create digital lessons within minutes (Figure 2).

## 26 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/growing-through-change/344305

#### Related Content

#### Retention of Online Learners: The Importance of Support Services

Pamela A. Lemoine, Gina Sheeks, Robert E. Wallerand Michael D. Richardson (2019). *International Journal of Technology-Enabled Student Support Services (pp. 28-38).*www.irma-international.org/article/retention-of-online-learners/244209

#### Nurturing Curiosity Learning Through STEM in Physical Education in Zimbabwe

Thembelihle Gondoand Jenet Jean Mudekunye (2020). *International Journal of Technology-Enabled Student Support Services (pp. 20-30).* 

www.irma-international.org/article/nurturing-curiosity-learning-through-stem-in-physical-education-in-zimbabwe/270261

Do Loneliness and Social Connectedness Improve in Older Adults Through Mobile Technology? Rochell R. McWhorter, Julie A. Delello, Christine S. Gipson, Beth Mastel-Smithand Kleanthe Caruso (2020). Disruptive and Emerging Technology Trends Across Education and the Workplace (pp. 221-242). www.irma-international.org/chapter/do-loneliness-and-social-connectedness-improve-in-older-adults-through-mobile-technology/252319

Visualizing Online Education in the COVID-19 Pandemic Based on the Bibliometric Method Lei Liang (2022). *International Journal of Technology-Enhanced Education (pp. 1-19)*. www.irma-international.org/article/visualizing-online-education-in-the-covid-19-pandemic-based-on-the-bibliometric-method/315598

## Extraction and Annotation of News Topics From TV Streams for Web Video Sharing: A Contribution to Produce Reliable Online Video News Content

Tarek Zlitniand Walid Mahdi (2019). Knowledge-Intensive Economies and Opportunities for Social, Organizational, and Technological Growth (pp. 272-294).

www.irma-international.org/chapter/extraction-and-annotation-of-news-topics-from-tv-streams-for-web-video-sharing/214337