

Effect of Blended Learning on Achievement of Prospective Teachers Towards Educational Psychology

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ABSTRACT

Blended learning is an instructional methodology that combines face-to-face classroom methods with digital activities. Ideally, in a blended classroom, students will be able to learn according to their unique learning styles many researches have reported on blended learning since it flourished. The lack of technological availability prevented blending of traditional face-to-face learning with distributed learning environments. This research aims at investigating the effect of blended learning on the achievement of education psychology. The study is Quasi Experimental in nature and pretest-posttest non-equivalent groups designs has been employed here in study to respondent of 100 B.Ed. first year student of St. Xavier's College Of Education, these students were further divided into two groups one was Experimental other was Control group, Experimental group was taught few topic of educational psychology using Blended Strategy and Control group was taught through Conventional method . The data was analyzed through applying required statistics method mean, S.D and T-test. The results indicate the positive direction of blended learning on achievement of prospective teachers toward Education Psychology. To sum up, recent developments in technology encourage teacher educators to apply blended learning in their classrooms.

Keywords : Blended learning, Achievement, Prospective teachers , Educational Psychology.

Introduction:

Education plays very important role in development of the society . Educational system has been evolving faster than ever before. Education translates into opportunity and hope for the future to guide students in dealing with massive amounts of content, to develop the skills and understanding necessary to use technology as an effective tool in a responsible manner, and to assist learners with developing their personal learning styles. A paradigm shift has occurred in education and have moved far from the simple image of teacher centered lecturing in a physical classroom, ways of learning have dramatically changed or expanded to be more precise in the past two decades. The focus of the classroom shifts from the teacher being the presenter to the teacher being the facilitator; students collaborate and are active participants in the learning. One big challenge is about how learners can successfully use technology ensuring participants' commitment emphasizing individual learner characteristics and encounters with technology.

Blended learning is a pedagogical approach where more than one delivery mode is used to optimize leaning outcome (Singh & Reed 2001). It is a coherent teaching approach that openly integrates the strength of face to face and online learning (Garrison & Vangham, 2008).

The researcher illustrates how blended learning pedagogy can be integrated into a mixed methods research course, how these pre service teaching student leaning outcomes can be improved. Thus the mix of traditional teaching with online teaching and interactive forms of classroom training will increase and support student engagement and persistence in the class(Throne, 2003) According to McKeachie and svinicki (2006), blended leaning result in positive cognitive outcomes far a wide range of student including adult learner.

According to recent research (Hess, Hagemeir, Blackwelder, rose, Ansari and Branham 2016), Compared to traditional learning formats blended

learning can " help overcome the limitation of meeting time and space , reach a larger number of students, support instructional methods hard to achieve using textbook, save training costs, produce high students rating, increase student perception of achieving course objectives and achieving academic result equipment to strict face to face teaching" combining physical classroom instruction with E- learning, Blende learning can maximize the benefits of both face to face and online (Bicen, Ozdamli and Uzunboylu, 2014) It can also include many different forms or strategies, sometimes complement with instructor- led training and other learning formats. Researcher has reported high student satisfaction with blended learning .

Significance of study:

This paper aimed at presenting the main benefit of blended learning. It is through understanding the benefits, that we can truly use this learning style to our benefit. The underlying premise of blended learning is based upon consensus building through co-operation by group members. Today conventional techniques of teaching are not giving satisfactory results which lacks in inculcating scientific attitude and training in scientific method among the students, as a results of which, an important objectives of scientific teaching cant be fulfilled successfully and all the effort of teachers will prove to be wastage of time. Blended learning can become a substitute of conventional type of teaching educational psychology is a very important subject of B.Ed. Curriculum and blended learning method provide opportunities to express their view education psychology is a multidisciplinary subject which deals different unit in different styles.

Blended learning is a mixture of both face to face and online learning both, so using this method prospective teacher get aware to computer technology. Investigator has chosen this topic because in Indian context not much work has been done on this topic. Secondly it is a new dimension of the studies in which Cognitive, Affective and Psychomotor aspects are taken together. Blended learning provide proper channelization of group dynamics.

Educational Psychology which is helpful to

understand teaching the different stage of child development learner individual difference, intelligence, creativity, personality, guidance and counseling is very important subject for prospective teachers. The blended learning is new emerging trends in education technology , limited study have been done in India in this area .

This study is an attempt to enhance the quality of teachers , their professional improvement and training. Its findings will definitely help in the prospective teacher educational programs and its development.

Statement of the problem:

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Objective of study

- To design the blended learning lesson plan in educational psychology for prospective teachers
- To study the effect of blended learning on the Achievement in Educational Psychology of prospective teacher.
- To study the sex related difference in the Achievement in educational psychology of prospective teachers learning through blended learning.

Hypotheses

- There is no significant difference between mean scores in achievement in educational psychology of perspective teachers learning through Blended learning and learning through traditional method.
- There is no significant difference between the mean scores in achievement in educational psychology of male and female prospective teachers through the Blended learning.

Methodology

The main objective of this study was to find the relationship between Blended learning and achievement of student in Educational psychology. Therefore the study is Experimental study . The specific design used here is a quasi experimental design i.e pretest- post test non equivalent design for studying the effect of blended learning on the achievement of prospective teacher toward Educational psychology.

Design of the study :

Random Assignment of Group	Pretest	Treatment	Post-Test
Experimental Group (Intact Classroom section -A)	Achievement test in Education Psychology	Learning through Blended learning	Achievement test in Education
Control Group (Intact classroom section -B)	Achievement test in Education Psychology	Learning through Traditional method	Achievement test in education Psychology

Sample of the study:

The subjects of the study are 100 B.Ed. First Year student of St. Xavier College Of Education, Digha, Patna 2017-18 batch.

Tools of study: Developed and validated by the investigator

- **Instructional tools:** Blended learning based lesson plan in Educational psychology
- **Achievement Test** on Educational Psychology (ATEP)

Procedure of Experimentation:

In the beginning of the study both the group (Experimental and control) of prospective teachers were administered with pretest on achievement towards education psychology then Experimental group was taught on one topic of education psychology through blended learning method in four session and Control group were taught the same time period by conventional method of teaching. The investigator kept close observation on students during the classes. After the treatment period spread over two weeks both the groups were again administered with Post-test on Achievement in Education Psychology of prospective teachers.

Analysis of Data:

The data collected through the administration of the two test were analyzed through applying required statistics i.e mean, S.D and t-test.

Results :

The researcher has carried out experimental methods on effect of blended learning on achievement towards educational psychology among prospective teachers. On the basis of the analysis results are as followed:

Table - 1

Level Achievement of prospective teacher student learning through Blended learning

Achievement of prospective teacher through blended learning	Number	Percentage
High	4	8%
Average	38	76%
Low	8	16%

As stated above in Table 1.1 Among the sample for Achievement Experimental Group For blended learning method 8% prospective teachers have high achievement 76% have moderate 16% have low achievement 16% have low achievement in Education psychology.

Table - 2

Level Achievement of male prospective teacher student learning through Blended learning

Achievement of male prospective teacher through blended learning	Number	Percentage
High	1	10%
Average	4	40%
Low	6	60%

Among samples for achievement in experimental group for blended learning method 10% male students have low achievement in Education psychology learning in blended learning method.

Table - 3

Level Achievement of Female prospective teacher student learning through Blended learning

Achievement of female prospective teacher through blended learning	Number	Percentage
High	3	7.50%
Average	34	87.17%
Low	2	5%

Achievement in experimental group for blended learning method 7.50 % female prospective teacher have high achievement 87.17% have moderate and 5% have low achievement in Education Psychology.

Findings on Hypothesis

1. There is significant effect of blended learning on the Achievement of Prospective teachers in educational psychology.
2. There is no sex related difference on the effectiveness of blended learning on Achievement of Prospective teachers in educational psychology.

It can be more cleared from the table given below

Mean, SD and t value of gain scores of male and female prospective teachers

Sex	N	Mean	SD	df	t
Female	39	6.69	3.213	48	.228
Male	11	6.45	3.012		

It can be seen in above table that the number of male and female prospective teacher in Experimental is 39 and 11 respectively, The mean of female prospective teacher is 6.69 and male is 6.45, SD of female teacher is 3.213 and male is 3.012 . Here df is 48 and t value is .228 . The tabulated t value offer 48 df is .228 which clearly shows that t value is not significant at 0.05 level . Hence Null Hypotheses is accepted and there is no sex related differences on the effectiveness of blended learning on achievement in Educational Psychology among Prospective teachers.

Discussion and Conclusion

The investigator did his study on effect of blended learning and achievement of prospective teacher towards education psychology. Through the study the investigator found that there is a significant and positive direction of relation between blended

learning on Achievement of prospective teacher toward Education Psychology. In teaching learning process investigator found that the students are actively participating in solving the problems. Blended learning provides the opportunities of learning is through ICT, online or off-line mode so teachers and students get more time in the classroom for creative and cooperative exercise. It also provides students to gain advantage of online learning and CAI without losing social interaction element and human touch of traditional teaching. It provides the opportunity to the students to express the views of students. Students who have very shy nature also participate in group activities and remove their hesitation. It provides more scope for communication. Students become more techno savvy and they gain enhanced digital fluency. Blended learning provide opportunity to learner to strengthened professionalism they develop qualities like self- motivation, self-responsibility, discipline, It updates course content and so gives new life to established courses and hence enhance the border and effective learning outcome.

Cobnoglu and Yurdakul (2014) considered blended learning as dominant instructional model in higher Education. Muniyandi(sep 2015) through his study revealed that blended learning is more effective than conventional method of teaching. Wu Patel (2016) illustrated Blended learning can be integrated into a mixed research course and Blended learning can improve Inservice teacher training and also help them for daily teaching practice Margulier and Mccracken, Catrambore(2016)defines the courses that mixes face to face and online learning for effective learning Students get face to face interaction as well they interact in virtual space - students get ample of time to interact with other students pursuing same course. Students get full experience in using new technology the present century is the century of ICT. Today all professions demand expertise in ICT s o blended learning help to make student's ICT experience rich. Students get training in different life skills. The blended learning help students to practice various life skills like critical thinking, self management, decision making, communication through the online experiences. ICT mediated learning provides them indirect interaction with their course content in a versatile and diverse interesting way. Group discussion and exchange of ideas provides students interaction

with teachers but well designed strategies give students to undergo discussions with their class mates on different aspects of the course and exchange ideas. This helps to develop confidence in students. As well as student can get attach to other experts and enhance his knowledge. Blended earning provides student to gain advantage of the experts of the course content they are studying as they can easily watch different lectures by renowned experts from different fields available on you tube.

This study recommends the following based on the results:

1. The Study can be replicated with other populations including students at school level or primary level.
2. Studies can be undertaken with increased sample size and with more sophisticated experimental designs to arrive at even more dependable conclusion.
3. The present study of blended learning strategy is limited to science learning and therefore it can be extended to other discipline.
4. A Study could be undertaken by incorporating various other online component such as synchronous communication like instant messaging (chat), Video Conferences.
5. The study can be extended to investigate the effect of blende learning strategy on other variables such as decision making, attitude towards science and social skills of students,
6. It might be educative to study the relationship between critical thinking and problem solving skill of students.
7. The study can be extended by considering affective disposition of critical thinking along with its cognitive components.
8. It could be further investigated whether similar studies conducted over a longer period could produce better results.
9. A study could be undertaken by considering other learning styles such as Kolb's learning styles.

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