Chapter 2
Building a Conceptual Relational Model Among Blended Learning Aspects in K–20 Education

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ABSTRACT

In this chapter, a conceptual relational model is built addressing the main actors of the K-20 education programmes and the key aspects of blended learning approach. The chapter goes beyond by addressing the K-20 education system in a lenses of technology integration in education, and that the K-20 education system cannot exist in remote. The chapter discusses the way blended learning and its related aspects and approaches are related to the K-20 education system. In its broad sense, the chapter suggests appropriate forces and delivery approaches be used in K-20 education.

INTRODUCTION

Debates on holistic education system in the global is visible. It takes an integrated aspect such as the connection from schools to the university level, of which the K-20 education system is voted to be the best option. It has been branded with a variety of names like K-20 education system, K-20 approach, and the K-20 education programme. It has been known as P-20 initiatives in some part of America (Lynch, 2014). More intense is in America, China, New Zealand and Nigeria K-20 education system where the major goal is to reduce inequality between students from low-income families and high-income families who an opportunity to finish their college education. It is also aimed to reduce the number of postsecondary students who seek remedial class to cope up with university education.

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It is unlike formal and informal of education approaches, K-20 education system describes what a learning community expects not only from schools but also connected to skills and knowledge imparted to students in higher education and success in their working life. The term K-20 education is defined differently to different audiences. It has been referred to as initiatives which support collaboration between academics and workforce training (Lynch (2014). In the American perspective, the K-20 initiative aims to enhance student transitions between the K-12 education system and higher education. Moreover, that, most of K-20 education programmes have been designed to assist needy students from a disadvantaged community, low-income and marginalised who have 'traditionally experienced barriers to academic readiness, success and educational attainment' (Pitre, 2011, p.2).

Moreover, globally, unemployed graduates have been dramatically increased, and most of them have been associated with a lack of required skills for job entre. In most cases, it has been difficult for students from low-income communities to secure employment because they do not hold a university degree. Moreover, most of these unemployed graduates did not finish their college diploma or university degree. Universities have been argued to extend student supports even after graduate through graduates' career networks. Although world-class universities have established career services to explore professional career option, retain jobs and find future direction. In most universities in Europe and some part of Africa, career services centres are used to guides students to secure jobs, volunteers and build their future strengthen to engage in professional activities abroad. However, most approaches have existed for a long time, and currently, technology integration in education has changed most of teaching and learning in different levels of education. Universities with K-20 education system strive to assist their graduates through a variety of approaches like blended learning, mobile learning, online tutoring, e-monitoring, and related technologies. In this chapter, a conceptual relational model among essential blended learning aspects and K-20 education are discussed.

BLENDED LEARNING

To blend is to combine, to mix or to merge different ingredients with different characteristics, features and principles. It is the process of which the primary aim is to influence innovation in the relevant undertaking. We normally engage in balancing the best options in both elements to enrich the process. The action of blending engages diverse formalities aiming to achieve predefined learning outcomes. The process of blending of two or more ingredients let say learning styles, approaches and methodologies should be backed with a comprehensive understanding of predefine expected learning outcomes and the philosophy behind the process of blending. In education and training, learning activities, methodologies, approaches and styles are blended to enhance teaching and learning practices. For example, if the mix of two learning approaches (i.e., deep and strategic or surface and strategic) would strengthen student ability to engage in meaningful learning, its option is fathomable for successful of prescribed objectives and expected to learn outcomes. The concepts of learning approaches have been established in Table 1. Bright idea 1.

In technology-enhanced-learning environments, blended learning is also referred as distance learning technologies because to blend is to combine traditional face-to-face instructional modes and innovated computer-mediated instruction (Bonk & Graham, 2006; Hung & Choub, 2014). However, the aim is to influence appropriate teacher facilitation and student learning through multiple limitless resources via the internet. In other words, these distance technologies have opened new ways to access various information