

Chapter 13

Blended Learning Factors in Education 4.0: Application and Future Perspectives

Ajay B. Gadicha

P.R. Pote College of Engineering and Management, Amravati, India

Vijay B. Gadicha

P.R. Pote College of Engineering and Management, India

Kalyani K. Sukhdan

P.R. Pote College of Engineering and Management, India

Pratik B. Bhattad

 <https://orcid.org/0009-0007-3108-906X>

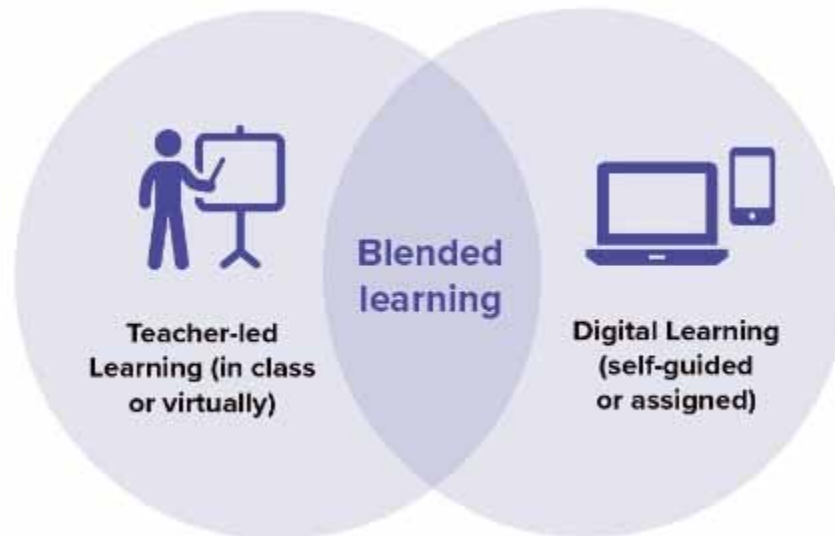
P.R. Pote College of Engineering and Management, India

ABSTRACT

This chapter explores the factors influencing the implementation of blended learning in the context of Education 4.0. Blended learning, which combines traditional face-to-face instruction with online learning components, has emerged as a promising approach to enhance education in the digital era. The chapter discusses the various factors that contribute to the success of blended learning, including instructional design principles, technology integration strategies, learner engagement techniques, and assessment methods. It also examines the application of blended learning in different educational settings and highlights the potential benefits and challenges associated with its implementation. Furthermore, the chapter explores the future perspectives of blended learning, considering emerging technologies, pedagogical approaches, and the evolving needs of learners in the Education 4.0 landscape.

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Figure 1. Venn diagram blended Learning



INTRODUCTION

Blended learning is a type of learning that combines face-to-face instruction with online learning. It is a flexible approach to learning that allows students to learn at their own pace and in their own way. Blended learning is becoming increasingly popular in Education 4.0, as it is well-suited to the needs of 21st century learners. Education 4.0 is a new vision for education that is driven by technological innovation and the changing needs of the workplace. In Education 4.0, students are expected to develop critical thinking skills, problem-solving skills, and creativity. They also need to be able to adapt to change and learn new things quickly (Van Merriënboer & Kirschner, 2018).

The Flat Model of Blended Learning is a framework that combines traditional Teacher Led-Learning / face-to-face instruction with Digital learning components in a linear and sequential manner. In this model, the online and offline components are delivered separately, with little to no integration or interaction between them. The Flat Model typically involves delivering content through in-person lectures or classroom sessions, followed by separate online activities or assignments that students complete independently (Salmon, 2011).

In this model, the online components often serve as supplementary materials or resources, providing additional information or practice opportunities for students. However, there is limited integration between the online and offline components, and the learning experiences are not designed to be seamless or interconnected.

While the Flat Model of Blended Learning can provide flexibility in terms of accessing resources and completing assignments, it may not fully leverage the potential of blended learning to enhance student engagement and interaction. This model is often seen as a starting point for institutions transitioning from traditional classroom-based instruction to incorporating online elements into their teaching practices.

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