

BLENDING LEARNING: INNOVATIVE & EFFECTIVE STUDENT CENTERED EDUCATIONAL STRATEGIES IN THE NURSING PROFESSION

Godhuli Gosh, Subuhi Anwar*

*Era College of Nursing, Department of Pathology**

Era's Lucknow Medical College & Hospital, Era University, Sarfarazganj, Lucknow, U.P., India-226003

Received on : 25-09-2021

Accepted on : 16-11-2022

ABSTRACT

Blended learning, a pedagogical approach is nowadays widely accepted as a combination of both “face-to-face” and online learning components. Concerns have grown throughout time regarding an instructional methodology and a teaching and learning strategy. Several studies and reviews all over the world highlighted that Blended Learning is the most effective method of transferring knowledge to the students and implementation of this approach in professional fields like medical, nursing, and paramedical courses will not only improve the teaching-learning environment but also motivate the students in the self-directed learning approach. The term is specifically given to the educational practice of using a combination of traditional classroom teaching and digital learning. National and internationally this method are being used in an educational institution to motivate the students in effective learning. Computers and technology have their own impact on Integrated learning and the teaching-learning process utilizes these impacts to improve the learning methods of the students.

KEYWORDS: Pyloric Gland Adenoma, Endoscopy, Stomach.

INTRODUCTION

Constant modification within the Education System is detected worldwide, as a result, completely different domains of learning are being influenced. Within the same context Karen McCutcheon, Maria divinity, Daphne Martin & Marian Traynor conducted a review in 2015 on “An analysis of the effects of online or emulated learning compared to in-person instruction on the acquisition of clinical skills in college man nurse education”. The aim of the study was to see whether or not the utilization of a web or emulsified learning paradigm may improve the way that clinical skills are taught in college man nursing. Mixed strategies the Joanna Briggs Institute User Guide form of a systematic review five was used because of the review style. Knowledge was collected by computerized searches of 5 databases for the amount 1995-August 2013. The analysis of the findings was focused on the following four areas: Knowledge, self-efficacy and clinical confidence, as well as performance and clinical talent, as well as user pleasure. All the research used various e-learning interventions. Once the study, the conclusion shows that market proof suggests that the effectiveness of online learning for imparting clinical skills is comparable than an ancient suggestion. The review emphasised that the absence of accessible proof regarding the execution of an emulsified teaching clinical skills using a learning method in college man

nurse education. more analysis is needed to analyse the efficiency of this instructional style. (11) The innovation of the digital learning technique has unfolded a large impact on instructional establishments within the world of the health care system and has eventually placed the normal “face-to-face” learning technique within the way back bench, though there are unit request for each techniques and ancient learning strategies. This is why the skill of combining digital learning with additional ancient schoolroom, the phrase "Blended Learning" was created through teaching. Emulsified Learning isn't simply a a combination of online and in-person interactions modes, however, it describes a thoughtful fusion of significant activities. This technique of learning consists of many factors, significantly absorption on learning outcomes and therefore the learner-centered educational surroundings. The National Education Policy 2020, approved by the Union cupboard of the Asian country in July 2020, clearly states that it's time to adopt AN approach that's beyond question student-centric. The return of time to acknowledge the fact that the scholars square measure the most beneficiaries and therefore efforts should be taken to create a system reply to their hopes and aspirations. During this read, the new rule has accepted several modes of learning as well as online learning, in-person instruction, and remote or virtual mode. Additionally, it encourages the use of multidisciplinary, commercial, and multimodal

Address for correspondence

Ms. Godhuli Ghosh

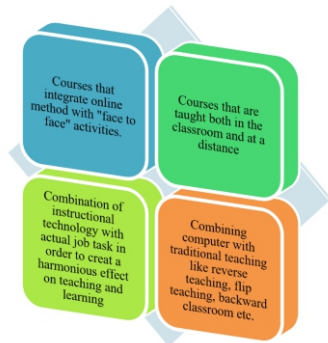
Era College of Nursing,

Era University, Lucknow-226003

Email: aplko.godhuli1989@gmail.com

Contact no: +91-9648704342

techniques thereby engrossment in integrated teaching-learning (1).



Blended Learning Involves

(Fig 1: Methods of Instructions in Blended Learning)

A mixed learning approach provides flexibility in altogether aspects. It may be applied to any program within the field of the medical system that remains fast to the principles of ancient learning with the use of digital media beside that. Students, academics, policy makers, and others value the necessity of flexibility /freedom within the instructional approach. Solely a well-crafted mixed mode will give a smooth change from one space to another technology or vice-versa. Although their area unit several ways of teaching and techniques, however on the market various sources claim that the mixed the best possible scenario is learning mode". It's best as a result it supports all learning necessities and designs through a variety of channels and methods.

The necessary options for mixed Learning setting are:
Inflated student participation in learning.

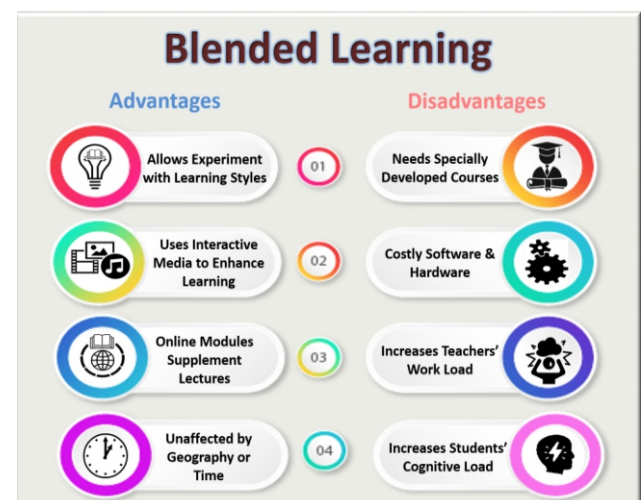
- Increased student-teacher interaction.
- Learning accountability.
- Flexibility and time management
- Better results for student learning
- Increased institutional name.
- A lot of versatile teaching and learning setting
- Self-learning and lifelong learning are very much encouraged.
- More chances for hands-on learning

Blended Learning improves the training skills, larger the access to info, increases the satisfaction level among the scholars and improves the training outcome, and additionally increases the opportunities to find out with others and to show others. A recent analysis study conducted by Heidi Kristine Gronlien, trio Eker Christoffer sen et al in March 2021 on "A mingling nursing students perform better when

they are learning and teaching strategies associated consequence of one's own learning action in a physiology, anatomy and organic chemistry course - a small-scale experiment shows that contrasted with students receiving traditional face-to-face instruction in the past, the scholars with a mingling learning approach performed higher on their national communicating with a tiny low to medium result size (Cohen's $d=0.23$). The students reported that they were able to achieve their learning objectives with the help of digital tools, that they had a better understanding of what was expected of them by the teacher and that they were really content with their virtual learning environment. (3) Laurie Posey and Christine Pintz in Sept 2017 conducted a study on "Successes, difficulties, and results of the transition of a bachelor's degree in nursing to blended learning". This project explored the employment of mingling learning to: modify versatile strategies to help teachers achieve their objectives and deal with problematic courses, offer students with new varieties of freelance activities that extend learning beyond the normal room, multiply the chances for active learning within the room enhance students' learning digital learning and lifelong learning abilities. Program results and knowledge gained are conferred future innovations in education and analysis associated with mingling learning in undergrad nursing education. The result shows the effectiveness of mingling learning in educational activity, associated promotes enhancing teaching by utilising digital resources and improvement of students' study expertise (9).

ADVANTAGES & DISADVANTAGES

The undermentioned figure will show the benefits and drawbacks of blended learning.



Blended Learning Involves

(Fig 2: Benefits and Drawbacks of Blended Learning)

ROLE OF TEACHERS IN BLENDED LEARNING

Blended Learning converts the role of the teacher from data supplier to education and mentor. This variation doesn't mean that a lecturer can have a minor or inactive function in students learning, on the opposite hand with this approach, academics will have a lot of instance influence on the students' education. Antecedent ancient room teaching supported top-down, teacher-directed, and one-size-fits-all techniques, however with homogenized learning, it's currently becoming a lot of student-driven, bottom-up, and customized approaches.

1. Homogenized learning provides a relevant balance between online directions that provide interactive, technology-based education, personalized Pacing and discretion that maintain the student perpetually concerned and motivated.
2. Homogenized learning influences the instructors to encourage and supply caring steerage to reinforce the training expertise of the learner.
3. This new learning dynamic advantages the learner also because of the academics.
4. This learning approach provides permission and area to the learner to become active participants United Nations agencies gain data directly by involving themselves.
5. Homogenised Learning let the scholars suppose some management and support them in their learning develop independence.
6. Because the mentees are concerned severally within the method of learning, academics are liberated to give face-to-face support and personalized instruction a lot of ten times and suddenly for the effective improvement of the learner.
7. Homogenized Learning provides the mentor a comprehensive or a lot of correct image of how every student is performing arts.
8. Homogenized learning strengthens student/teacher relationships by up the mentor's interaction with individual mentees.
9. Homogenized Learning helps to beat the challenges that usually function obstacles, two-faced by the academics and students.
10. BL serves the most effective aspects of online learning with the most effective exposure to direct instruction, serving the teacher to fulfill the core desires.
11. Homogenized Learning helps academics to supply the feedback for the scholars a lot of expeditiously and accurately.

12. Teacher will facilitate speed up the training method or offer a lot of advanced resources if necessary.

ROLE OF LEARNERS IN BLENDED LEARNING

1. Increase student interest: As techniques are eventually obtaining included additional into the study lessons, it will increase the interest in learning among the learners, and create additional centred on and excitement regarding the topics they're learning.
2. Keep students centred for longer: the employment of technology for the search knowledge of knowledge} & data is enormous acts as a lifesaver. Internets resources square measure accustomed conduct numerous researches and studies that facilitate the learner to boost their data. Involvement of technology enhances the student's interest and facilitates them to be additional cantered than they'd be with books or written materials.
3. Provides student autonomy: the employment of E-Learning will increase the learner's ability to line own centred learning objectives and take initiative for his or her own learning, which develops associate degree autonomy among them.
4. Infuse stance on self-advocacy: Students become additional self-enthusiastic and accountable, studying their accomplishments on an individual basis, which helps them to drill the power to search out the resources of their own or get the assistance they required, promoting oneself so they can accomplish their objectives.
5. Support ownership of student: This approach established a way of 'ownership of education, among the learners, which might be powerful stamina to attain the data. This sense of possession will increase the senses of responsibility that helps to develop and gain goals.
6. Allow the scholars to be told at their own speed: As alloyed learning provides flexibility and therefore the ability to use technology in kinds of the web to go looking for the resources, it permits the scholars to manoeuvre ahead with the flow and grasps the maximum amount data as they will.

STUDENT'S FUTURE WITH BLENDED LEARNING

1. Improve Research skills
2. Elevate Self-learning
3. Self-engagement is encouraged
4. Promotes the growth of a " self-driving power "

5. Enhanced making choices
6. Encourages a greater sense of accountability
7. Improved and enhanced Computer literacy

BLENDED LEARNING APPROACH IN EDUCATION

Many factors area unit to be thought-about whereas selecting a way to mix face-to-face and on-line teaching and learning methods. In some cases, interactions area unit delivered through ancient technique between students and also the teacher and probably study materials, resources, and extra activities area unit delivered on-line. Whereas on the different hand, Most activities in this area are done online, with rare conferences personally to unravel issues and create calls. Students play an important role to decide on activities to be completed online i.e. by victimization technology online and that to be completed in a very room (face to face) or personally. Most significantly the scholar's area unit is ready to respond well as learners with any learning technique which will be single-mode or amalgamated. lecturers area unit precious mentor UN agency guide the learners to adopt any learning scenario and style the course in such the simplest way that provides best-amalgamated activities that suits the course of study. Essentially amalgamated learning is drawn for upper education however will slot in any teaching-learning scenario. As not all the amalgamated learning ways area unit appropriate within the teaching-learning method, following area unit the seven activities which may be best utilized in delivering the data.

Amalgamated face-to-face class:- it's additionally referred to as the "face-to-face driver model". It involves an excellent deal of scholars and school interactions. The amalgamated face-to-face category isn't solely delivered through room teaching however additionally some notable quantity of room Time has given way to digital learning. For this model, you need to sit still, whereas online activities area unit accustomed an addition to the personal categories, Books and tests, and other evaluations are completed online. Due to the fact that category Higher-order learning tasks are carried out in spare time like debates and cluster meetings, this approach enables students and schools to share additional high-value tutorial time. **Amalgamated online class:-** This category is the opposite of the combined face-to-face category, which is typically noted because of the "Internet driver model.". There are certain obligatory in-person activities, such as lectures or laboratories, even though the majority of the programme is online.

The flipped room:- The traditional pattern of paying

attention to a lecture at school and completing preparation tasks before reception is reversed in a flipped classroom. When classes are taught in a flipped format, students see a brief lecture video online before entering the classroom to perform tasks like cluster work, quizzes, or other exercises. The amalgamated face-to-face or amalgamated online category will be considered as including the flipped room model as a sub-model.

Rotational model: - In this concept, students in a single course alternate among different modalities, including online learning. They used a variety of sub-models, including station rotation, rotation in the science lab, and one-on-one rotation. A few of these sub-models have elements that are more appropriate for K–12 education; for instance, station rotation calls for students to switch between stations in the same room as defined by the associate degree instructor. Others function well on a university campus; For instance, the research lab rotational model calls for students in a particular courses to cycle between positions on the field (Every one of those is, at the absolute least, an online learning lab). According to a specialised schedule, a student rotates through various learning modalities when using the individual rotation strategy.

The self-blend model: - Self-blending is a model that might be used at the programme level and is well-known to many school students, unlike other of the BL models on this list that are presented in courses. Students that enrol in this model the same faculty but additionally take online courses in addition to their customary in-person classes. They choose to enrol in online and in-person courses on their own initiative without the guidance of a college staff member.

The amalgamated MOOC: - The combined MOOC might be a hybrid of sorts, a large open online course supported by in-person class meetings. If the course is freely accessible, students may get MOOC materials from another institution or professor. As a result, they gather once more in a group setting for conversations or in-class activities. While time spent in person with more problem-solving, students engaged in less sophisticated MOOCs at San Jose State University's experimental project in 2012 using MIT's Circuits and Natural Philosophy course.

Flexible-mode courses: - Flexible learning formats give all training in both personal and online formats, allowing students to choose how they want to take the course. The hybrid versatile (HyFlex) model of Michigan State University, It enables students the freedom to pick how they will attend classes and provides classroom-based and online options for all or

most learning activities: person or online or person, is an associate degree example of this.

CONCLUSION

Hee Young Kang and Hae Ran Kim examined the viability of the flipped learning environment with team-based instruction as a homogenised learning strategy in their study " Effects of homogenised learning on the course's learning objectives in public care: a review of flipped room with team-based learning," published in 2021. They found that it was ready to produce improvements in the learning outcomes of nursing students. As an alternative to conventional methods in nursing education, homogenised learning techniques are also effective. (5). Yea Seul Yoon ,Young Man Kim, Ari Min and Hye Chong Hong found in their 2019 study " Effects of patient safety training employing a flipped room approach among collegian nursing students: A semi-experimental research" that the online training for patient safety was beneficial in increasing patient safety ability among collegian nursing students in terms of angle, skills, and information. (6). Higher verify studies suggest that the homogenised learning approach is one of the most effective developments in the field of medical education in the twenty-first century and that it should be used nationally to motivate students from different disciplines to succeed and schools to provide information, enhance ability, and foster a positive attitude toward education. Each institution should strive to be a model institution to show how successfully this mode of learning has been implemented in our country's educational system. The homogenised learning approach should be strictly and tactfully implemented, and classroom time should not be substituted as a privilege.(1)

REFERENCE

1. Blended Mode of Teaching and Learning: Concept Note, UGC, New Delhi.
2. Hee Young Kang & Hae Ran Kim. Impact of blended learning on learning outcomes in the public healthcare education course: a review of flipped classroom with team-based learning. *Med Educ*. 2021 Jan 28; 21(1): 78.
3. Heidi K. G., Trine E. C., Oystein R., et al. A blended learning teaching strategy strengthens the nursing students' performance and self-reported learning outcome achievement in an anatomy, physiology and biochemistry course - A quasi-experimental study. *Nurse Educ Pract*: 2021 Mar; 52:10.
4. Ji Y. C., Seung E. L., Juyeon B., et al. Undergraduate nursing students' experience of learning respiratory system assessment using flipped classroom: A mixed methods study. *Nurse Educ Today*. 2021 Mar; 98:104664.
5. Jane K., Lucie M R., Bronwyn E., et al. Sage on the stage or guide on the side"-Undergraduate nursing students' experiences and expectations of bioscience tutors in a blended learning curriculum: A qualitative study. *J Clin Nurs*. 2020 Mar; 29(5-6): 863-871.
6. Young M. K., Yea S. Y., Hye C. H., et al. Effects of a patient safety course using a flipped classroom approach among undergraduate nursing students: A quasi-experimental study. *Nurse Educ Today*. 2019 Aug; 79:180-187.
7. Shefaly S., An L. S, Emily A., Experiences of nursing undergraduates on a redesigned blended communication module: A descriptive qualitative study. *Nurse Educ Today*. 2018 Feb; 61:77-82.
8. Khalil M. K., Eiman M. A. M., Ihsan A. E., Teaching of anatomical sciences: A blended learning approach. *Clin Anat*. 2018 Apr;31(3): 323-329.
9. Laurie P. and Christine P. Transitioning a bachelor of science in nursing program to blended learning: Successes, challenges & outcomes. *Nurse Educ Pract*: 2017 Sep; 26:126.
10. Rodney A. G. , Laura Y. W., Impact of introduction of blended learning in gross anatomy on student outcomes. *Anat Sci Educ*. 2016 Oct; 9(5):422-30.
11. Karen M., Maria L., Marian T., et al. A systematic review evaluating the impact of online or blended learning vs. face-to-face learning of clinical skills in undergraduate nurse education. *J Adv Nurs*. 2015 Feb; 71(2):255-70.
12. Jacqueline A. O'F. , A Laws T., Nursing student's evaluation of a virtual classroom experience in support of their learning Bioscience. *Nurse Educ Pract*. 2014 Nov; 14(6):654-9.
13. Marie-P. G., Johanne G, Marie D., et al. The impact of blended teaching on knowledge, satisfaction, and self-directed learning in nursing undergraduates: a randomized, controlled trial. *Nurs Educ Perspect*. Nov-Dec 2013; 34(6):377-82.
14. Sile A C. , Ann M. C., Development of a blended model of teaching and learning for nursing students on rostered placement to ensure competence in information and communication technology for professional practice in Ireland. *Comput Inform Nurs*. 2012 May; 30(5):274-9.

15. José A. P., Eulogio P., Alex M. et al., Effectiveness of using blended learning strategies for teaching and learning human anatomy. Med Educ. 2007 Feb;41(2):189-95.
16. Rodrigo E E.-O. , Jesús A. M.-G., Santos L. Traditional teaching supported by computer-assisted learning for macroscopic anatomy. Anat Rec B New Anat. 2004 May;278(1):18-22. ■ ■ ■

Orcid ID:

Godhuli Ghosh - <https://orcid.org/0000-0003-0588-6034>

Subuhi Anwar - <https://orcid.org/0000-0002-0505-1494>

How to cite this article:

Ghosh G., Anwar S. Blended Learning: Innovative & Effective Student Centered Educational Strategies in the Nursing Profession. Era J. Med. Res. 2022; 9(2): 212-217.

Licensing Information

Attribution-ShareAlike 2.0 Generic (CC BY-SA 2.0) Derived from the licensing format of creative commons & creative commons may be contacted at <https://creativecommons.org/> for further details.