

# ROLE OF CLASS TEACHER IN BLENDED LEARNING ENVIRONMENT

M KASHIF FAROOQ  
PUNJAB INFORMATION TECHNOLOGY BOARD (PITB)

[HTTP://WWW.LINKEDIN.COM/IN/KASHIFAROOQ](http://www.linkedin.com/in/kashifarooq)

Presented on  
June 18, 2013  
Cambridge, Massachusetts



LINC 2013 Conference

# ***BLEND*ED LEARNING**

Learning always blend of

- new information
- existing knowledge
- concepts from a lecture
- reasoning with personal experience
- diagram illustrating
- written description
- discussion with peers
- clarifying from books

**With Advent of ICT**

blended learning modernized and considered to be the proper combination of **technologies in addition to face to face learning**

Blended learning is also a **bridge between traditional teaching and online teaching**

**Teaching aids + Class activities**

*such as virtual teacher, digital media etc*



*like a delicious soup which is the appropriate mixture of ingredients.  
Learning impact depends upon the  
proper usage of technologies with face 2 face teaching*

# BLOSSOMS

*(Blended Learning Open Source Science Or Math Studies)*

Initiative of MIT to develop a huge open and free resource of conceptual videos for high school math and science levels produced and gifted by volunteer faculty members initially from MIT and beneficiaries are the educators in various countries.

- Areas: Mathematics, engineering, physics, biology and chemistry
- High School Level
- A BLOSSOMS lesson is not a lecture.
- A BLOSSOMS lesson presents a topic from an unusual, interesting angle.
- Each BLOSSOMS topic consists of few segments and each segment's duration is 3-4 minutes.
- The first segment aims to excite the interest of both teachers and students.
- Each segment provides challenging, thought-provoking classroom activities for the video breaks.



# ABSTRACT

*In Pakistan, various techniques were used to promote BLOSSOMS during last few years.*

*Recently, a novel experiment was exercised i-e*

## ***“Blended Learning Teaching Competition”***

*It was realized that classroom teacher is an anchor person of whole blended learning show. This role is responsible for the best utilization of BLOSSOMS modules and involvement of learner.*

*At the end, lesson learned have been suggested for better execution*



# PROGRESS OF BLOSSOMS

## Supply Side:

Increase in the repository of BLOSSOMS topics

## Demand side:

Usage of BLOSSOMS modules

Demand encourages the supply side of project. Therefore, this paper focuses the demand side.

LINC's premise is simple and compelling:

*With today's computer and telecommunications technologies, every young person can have a quality education regardless of his or her place of birth*



# PUNJAB YOUTH FESTIVAL (PYF). 2012

Government of the Punjab initiated a grand youth festival 2012; consisting number of events and competitions related to various fields of life including sports, agriculture, health, art & craft, education, IT and engineering.

- Total 256 events
- <http://sportsportal.punjab.gov.pk>
- <http://sportsportal.punjab.gov.pk/EngineeringEvents/BlendedLearning.html>



# PYF 2012: BLENDED LEARNING TEACHING COMPETITION

Young teachers have passion for innovative teaching skills and love to teach under the shadow of experienced BLOSSOMS teachers, such as faculty of MIT, Virtual University (VU) of Pakistan, Quaid-i-Azam University etc.

## Aims & Objectives

- Promotion of BLOSSOMS pedagogy
- Increase in the demand of BLOSSOMS video modules
- Awareness of skills for hosting virtual teacher
- Exhibit the experience to conduct the class activity
- Ability to involve the class
- Create model videos to understand the BLOSSOMS pedagogy



## Marketing:

- Over 120 K emails
- Promotion on Facebook
- 1 K posters at public & schools

## Participations:

- Registrations 300
- First Selection 60
- Final Contestants 38



**ENGINEERING  
& IT SECTOR**  
EXPLORING NEW HEIGHTS



# Blended Learning Teaching & Quiz Competition



Punjab Youth Festival 2012 is announcing the Blended Learning Teaching and Quiz Competition. BLOSSOMS (Blended Learning Open Source Science or Math Studies) is an initiative of MIT: <http://blossoms.mit.edu>. Blended learning refers to a mixing of the BLOSSOMS video teacher with the face-to-face classroom teacher. The objective of BLOSSOMS is to create a large free and open video library contributed by volunteer teachers. Initially video modules developed in five areas of mathematics, engineering, physics, biology and chemistry.

The competition will focus on young Teacher Candidates from educational institutes who will register to present a particular BLOSSOMS lesson. A few groups of high school students will be registered as an audience for each presented lesson. Candidate will host and present a BLOSSOM topic. Jury will evaluate the performance of contestant.



Sports Board Punjab, National Hockey Stadium,  
Ferozepur Road, Lahore.

 SportsBoardPunjab  
Call: 042-111-333-727

Register at: <http://www.sportsportal.punjab.gov.pk/EngineeringEvents/BlendedLearning.html>  
For Details: [www.pitb.gov.pk/BlendedLearning](http://www.pitb.gov.pk/BlendedLearning)



# DISCUSSION

*“To learn without thinking is fruitless; To think without learning is dangerous”*

Confucius

1. Implementation of BLOSSOMS in developing countries as an enabler for economic development and prosperity
2. The major objective of blended learning is to refine the quality of teaching in classroom
3. A suitable blend of online, offline resources and class teacher resulted to offer the best expectation



# DISCUSSION

4. Learner-centered blended learning verses teacher controlled (the choices of what and when to blend will increasingly be manipulated and controlled by learners rather than by the teachers)
5. Research results indicate that blended learning approach is more effective than the exclusively online learning approach.



# DISCUSSION

6. While some teachers feel a sense of danger that teachers may get fixed in the role of just giving technical advice
7. It is a real challenge of addressing tensions such as lack of training, time to explore and incentives for innovations.



# LESSONS

1. All BLOSSOMS partner countries may conduct such type of teaching contests for the promotion of BLOSSOMS pedagogy with thrill and competition.
2. Competition recorded performances which could be used as training asset for classroom teacher that how to use these BLOSSOMS video module. Web-based teacher trainings are very effective for mass level.



## LESSONS...

3. Teachers and learner should know the difference between video lecture and BLOSSOMS video module.
4. While hosting a BLOSSOMS module, classroom teacher should follow the sequence of segments. Each segment has its own learning outcomes. Students might be confused on disordering the segments by classroom teacher.



## LESSONS...

5. With respect to BLOSSOMS, virtual and classroom teachers must be on same page means that they must have same teaching goals. Their all efforts lead towards common learning outcomes. All blended learning resources must be cohesive.
6. Most of BLOSSOMS video modules fall in blended Problem Based Learning (PBL). Therefore, classroom teacher and students should be familiar with blended PBL.



## LESSONS...

7. The self-rating technique, utilizing video replay could be an effective method for modifying teacher performance to some extent. Teachers who employed this method significantly outperformed teachers from all levels who did not use the self-rating instrument and consistently improved their performance from video to video.
8. There should be tremendous promotion required to aware the difference between self-learning video lecture and BLOSSOMS pedagogy



# VIDEOS OF CONTESTANTS

Selected videos of contestant's performance are available at following album

<https://vimeo.com/album/2400233>





<http://www.linkedin.com/in/kashiffarooq>

