

Go Innovated with Blended Learning Approach

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Innovation is a driver of growth and well-being. New technologies, products, services and organizations create jobs and rejuvenate industries. To get the benefit from innovation, we should be able to suggest effective educational environment that meets students' needs.

A borderless world offers limitless connection, data and mobility to the students. They can choose to access knowledge and participate in dialogue on a global scale. They need education delivered in ways that are compatible with ICTs. Students also need to acquire skills necessary for lifelong learning.

Blended Learning approach is one, which in most cases, will enhance and extend the learning opportunities for the 21st Century learners. European [1] and American [2] experience prove the effectiveness of the approach.

This paper describes the experience of the Department of Human Engineering and Ergonomics of the Belarusian State University of Informatics and Radioelectronics in blended-learning. For us it is still an experimental practice but the results are inspiring. We started blended learning with two kinds of activity (online activity and face-to-face lessons). Teaching course is structured into two distinct kinds of instructional activities: multimedia online products/videos and off line face-to-face lessons all the lectures are recorded and the records are available for students. For on-line activity we use virtual didactic platform (SharePoint). We find it effective to use the platform for face-to-face lessons. We interviewed the students throughout the course on their needs, satisfaction and comprehension of the discipline and compared these results with those who studied the same course but in "traditional" educational approach. Students involved in blended learning have better comprehension and knowledge, feel more satisfaction and point that blended learning approach meets more of their needs. They also feel more motivation and interest to the course. One of the difficulties that we faced was some problems in using our virtual didactic platform. Our experience in blended learning allows to identify some areas for the platform improvement and will be used in educational programmes realized for students of Computer System Institute (Chicago, USA) within the collaboration agreement between Belarusian State University of Informatics and Radioelectronics and Computer System Institute.

References

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