Motivation

Nelida Ibra (Rujiena Secondary School):
We are looking for introducing B-Learning to improve quality of teaching and learning. Results of national exams demonstrate gaps, which have to be overcome, and new technology enriched approaches are necessary for meeting needs of students with different aims, intentions and abilities.

Kārlis Strautiņš (Rigas English Grammar School):
They need further support in applying blended learning methods in the education process.

Maja Kukare (Riga English Grammar School): B-Learning provides the opportunity of personalized learning for students, according to their abilities, interests and learning needs.

Conclusions

1. National policies do not sufficiently support blended learning in Cyprus, Austria, the United Kingdom and Latvia, and the idea of blended learning is not widely known and not applied often by educators. Whilst almost all respondents share a commitment to preparing children for work in a digital economy the support for such developments at the curriculum level is both confused and weak.

2. The dominant mode of learning at schools remains ‘face to face’ teacher driven learning. There is a lack of systems and use of Blended Learning models. Blended Learning must be adequately incorporated into schools’ practices and applied strategically at a school level. Individual initiatives are hardly to be taken without strategic-led implementation support because of the tight timelines for the curriculum.

3. Methodology for blended learning should be elaborated in schools, involving teachers and school leaders in learning. Further support in applying blended learning in practice is needed. Teachers need further support in using technological solutions and suggestions for different courses, as well as evaluation strategies and management tools.

References


More information and materials available on www.blearning-project.eu from 01/09/2017

B-Learning makes education flexible, as knowledge and information are accessible at any time and from anywhere. Benefits of Blended Learning according to litera- ture review (Ayocock, Garnham and Kaleta, 2014; Ayocock et al., 2004; Ayocock, Tucker, Wycoff and Green, 2010; Tucker, Wycoff and Green, 2015) include:
- encourages learners to think critically and to make their own choices regarding the content of learning; 
- provides students with flexibility regarding the content of the lessons - students can independently choose their own pace towards learning and monitor time efficiency for students; 
- encourages students to discover and to develop their own learning style; 
- follows multiple styles and types of cognitive level; 
- promotes collaboration between students and enhances a creative, pedagogical; 
- strategies; 
- monitoring students’ progress is more systematic than by using a traditional class; 
- provides learners with an extra motivation to study from any place, thus, learning easily becomes a part of their everyday life; it can retain students’ motivation and af- ford them a longer time than their traditional practices; 
- “measured interaction” - blended courses increase the level of interaction of stu- dents, while other learning materials and with other students via a variety of internet re- sources (comparing only attending face-to-face classes); 
- can improve students’ academic achievement and reduce educational costs.