Blended Learning vs Flipped Learning

By Halina Ostańkowicz- Bazan

According to [Horn and Staker](http://www.christenseninstitute.org/blended-learning/), blended learning is:

“**Any time a student learns, at least in part, at a supervised brick-and-mortar location away from home and, at least in part, through online delivery with some element of student control over time, place, path, and/or pace. The modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.**”

The most significant piece of the definition is the “element of student control” highlighting the flowing instructional models to enable improved student-centered learning, giving students greater than before control over the time, place, path, and/or the step of their learning tracks.

[Blended learning](http://www.christenseninstitute.org/blended-learning/) offers a balanced approach, focused on redesigning instructional models first, then applying technology, not as the driver, but as the supporter, for high-quality learning experiences that allow a teacher to [personalize](http://www.inacol.org/resource/mean-what-you-say-defining-and-integrating-personalized-blended-and-competency-education/) and make the most of the learning.

The technology helps to supply instructors with data, expand student choices for educational resources and learning materials, and deliver opportunities for students to practice and to exhibit the high-character performance.

Broadly speaking, I am for blended learning, which means taking advantage of both traditional f2f techniques and possibilities presented by new technologies.

Flipped Classrooms generally provides pre-recorded material (video or audio) followed by classroom activities. Learners watch the video before or after the class, this happens outside F2F meetings. Thank’s to that classroom time can be used for interaction, such as Q@A sessions, discussions, exercises other learning activities.

This is the perfect way to “invert” doings in the class with activities outside the teaching space.

Flipping is not just about video and technology.

Moreover, technology does not replace good teaching. It enhances good teaching.

Flipping helps us to get the best use of class time. It is a methodology that permits the instructor to involve students intensely in the collaborative community and produce a shared problem-solving workshop.

My students very frequently have to find some info, largely online, and in class, they present materials on a specific subject. We use it as a foundation for deeper analysis and actions.

Sometimes, instead of giving lectures, I call for scholars to watch chosen PPT, videos or podcasts at home, so when we gather in the course of work, we are able to concentrate on the debate, as well as interpretation of the problem.

In my point of view, there are some significant ways to involve students during a lecture such as short demonstrations, surveyed by group debate as well as PPT lecture, followed by expounding, discussing and particularizing the material.

I am convinced that dialogue is necessary for my Polish History and Culture lectures. I take advantage of novel methods to build up active learning skills and to encourage students toward further learning, or else to mature students' thinking skills. For most of my learners, the techniques I use are fresh. They come to study in Poland from all the Globe and the majority of them are not used to blended learning as well as flipped classes.

They have to be talked into active learning and taking the responsibility of their own knowledge. My role as a teacher is to be a learning coach, mentor and a source of support as well as inspiration.

Flipping provides students opportunities such as; interactive questioning, mind exploration, answer “why this is important for me to recognize this?” and student-created content.

During my language classes, I also use flipped methods because I believe in learning by researching as well as having fun while studying.

*Wolff, Lutz-Christian, and Jenny Chan. "Defining Flipped Classrooms. “Flipped Classrooms for Legal Education. Springer Singapore, 2016. 9-13.*

[*http://www.inacol.org/news/what-is-blended-learning/*](http://www.inacol.org/news/what-is-blended-learning/)

*http://www.christenseninstitute.org/blended-learning/*