



## Developing the best blend? From blended e-learning to blended learning

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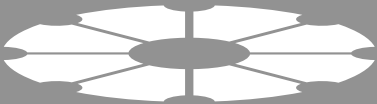
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In the literature on blended learning, the most common reason given for its implementation is that it combines “the best of both worlds”. Graham et al. (2003) state three main reasons why blended learning should be chosen. Developing activities linked to learning outcomes namely place focus on learner interaction, rather than content dis-semination. In addition, distance learning can then offer more information available for students, better and faster feedback and richer communication between a tutor and a student. Obviously, it offers more opportunities for communication (both face-to-face and on-line). 2. Access to learning is one of the key factors influencing the growth of distributed learning environments. Blended learning can increase access and flexibility for learners, increase level of active learning, and achieve better student experiences and outcomes. For teaching staff, blended learning can improve teaching and class management practices. A blend might include:

- face-to-face and online learning activities and formats
- traditional timetabled classes with different modes, such as weekend, intensive

Teachers have been blending or integrating different types of learning activities and resources in classroom, laboratory, practicum, studio contexts for a very long time. Today, the term ‘blended learning’ has evolved to mean the integration of classroom learning with online or e-learning. Activity

