THE DESIGN AND DEVELOPMENT OF CURRICULUM PLANNING AND BLENDED LEARNING WITH CLASSROOM LEARNING

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Abstract- The design and development of curriculum planning and blended learning with classroom learning aims to manage the learning style through remote learning and blended learning (online and electronic classrooms). The main purpose is to create the pattern of new style of learning combining face-to-face classroom and online classroom. This research aims to support self-learning through blended learning as it is believed that it will encourage students to have life-long learning habit. Moreover, blended learning can save cost for the institute in terms of teaching staff and location, and it expand the learning opportunity to everyone in outreach area. In order to have the most practical result, 3 experts from learning management, online curriculum planning and blended-learning section had examined the content in the questionnaires before launching. Content validity was checked its accuracy. After editing the model, the questionnaires were used among 20 participants in the sample group to get the reliability value. After analyzing the answers in all area, the arithmetic mean of the research was 3.85 and the SD was 0.33, which indicated that the model was good enough and could be used in curriculum planning in the campus.

Keywords- Design and Development of Curriculum, Blended Learning, Classroom Learning

I. INTRODUCTION

It is recognized worldwide that the world has changed rapidly. New technology has made the world smaller. Digital world has transformed the entire globe to be one community. People today can communicate faster in real time by being online.

Table 1: Blended Learning Level

Meaning	Online Learning
Online Learning	80 – 100 %
Blended Learning	30 – 79 %
Web Facilitation	1 – 29 %
Tradition	0 %



Fig. 1 Blended Learning Product

Blended learning is the new way of learning that combine classroom style and new technology together to make a lesson. Activities in blended learning style will be more flexible and focus on creating learning environment and encourage learners to do self-study. Teachers provide various ways of teaching courses, mixing all materials and lessons together to suit students' interest. Lessons will be taught through many channels. It can be face-to-face classroom or online classroom. After all, blended learning is aimed to serve different learners who have different preferences. Assembling various activities, both classroom activities and E-Learning broadcasting is the new educational innovation. This way can benefit students so greatly. Students can study the particular lesson as often as they want from the online lessons. New technology and internet has played a big role in blended-learning lesson plan since teachers use it as another channel to educate their students. Media and educational resources are the essential tools for blended learning as well. They have changed the role of 'teacher' to be 'instructor and advisor' who guide students on how to use the tool, how to get the use of digital knowledge resources and how to learn from them.

II. DESIGN AND DEVELOPMENT OF BLENDED LEARNING CURRICULUM MODEL

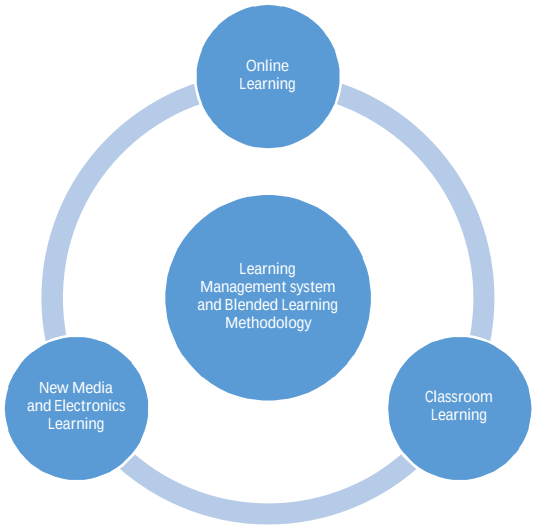


Fig. 2 The framework of blended learning curriculum for classroom model

There are 4 ideas of blended learning adaptation to use in classroom.
1. The collection of web-based technology in classroom, such as live virtual classroom, self-paced instruction, collaborative learning, video streaming, and audio and text materials.
2. The combination of various pedagogical approaches
3. The combination of any form of instructional technology with face-to-face instruction, such as using CD-Rom, video, web learning or movies learning. This is the most popular idea among teachers.
4. The combination of instructional technology with actual job tasks

The evaluation of this research has the mean of 4.05 and SD of 0.24, which indicate the performance of this blended-learning method as a "very good" method. The designed blended learning and electronic lessons are suitable for both teachers and students in all programs.

Considering the value of money and investment, the result showed the mean of 3.97 and SD of 0.25, as well as the evaluation of learning management which has the mean of 4.26 and SD of 0.32. This score stated that online and electronic classrooms with face-to-face classroom style are worth the investment in the long run.

III. THE FRAMEWORK OF HOW TO USE BLENDED LEARNING IN CLASSROOM

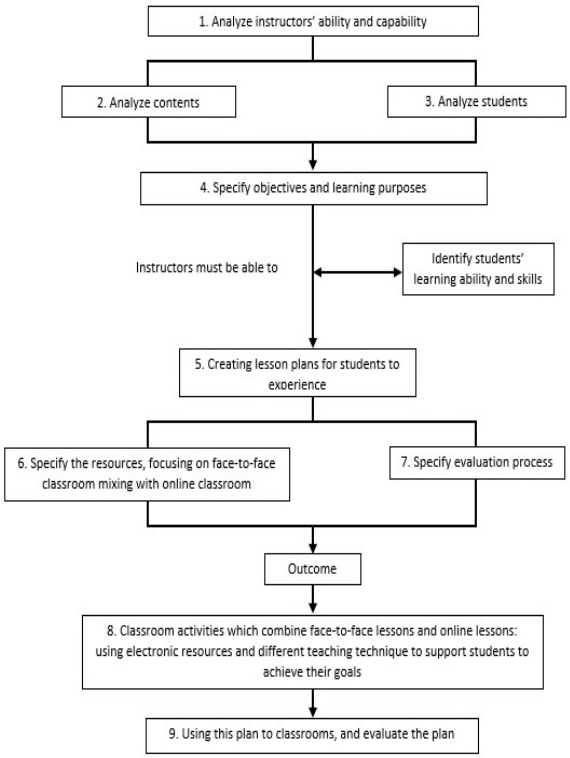


Fig. 3 Lesson planning process for classroom with blended-learning approach

Figure 3 has showed that teachers and instructors must be knowledgeable and know how to create lessons by blended learning method, which can be followed by these steps.
1. Analyze their skills and ability
2. Analyze the content in the lessons: how can we help students understand the content
3. Analyze students: find out who they are, what they are capable of, what they really want to learn
4. Specify the objectives and purposes: teachers have to find out what they want students to learn at particular time and see in which domain you want to teach them
4.1 Cognitive domain : the ability to learn and understand
4.2 Affective domain: the psychological behavior and how people response emotionally
4.3 Psychomotor domains: the physical movements



Fig. 4 Blended Learning Training 1

5. Create lesson plan: teachers should plan the lesson based on students' point of view and interest. Teachers and instructors have to keep in mind that blended-learning philosophy is to involve students when planning a lesson as it can encourage and stimulate students to learn and develop their intellectual, emotional and social skill. Students will also be able to develop their critical thinking skill through this integrated lesson plan.

6. Specify the learning resource for appropriate lesson

7. Specify the evaluation process: teachers should provide the clear method of evaluation, whether it will be activities in class or papers. The evaluation must encourage students to be more critical and creative in different situations and tasks. The result will be reported to them in both individual and group tasks, which will help students improving in the future.

8. Activities in blended-learning style together with learning environment will support students to experience the lessons as expected.

9. Using the plan in class and improving: teachers should always evaluate their lesson plans to see if the lesson works well and successful. Are students' interests involved in the lesson?



Fig. 5 Blended Learning Training 2

IV. LESSON PLANNING AND BLENDED LEARNING WITH CLASSROOM LESSON

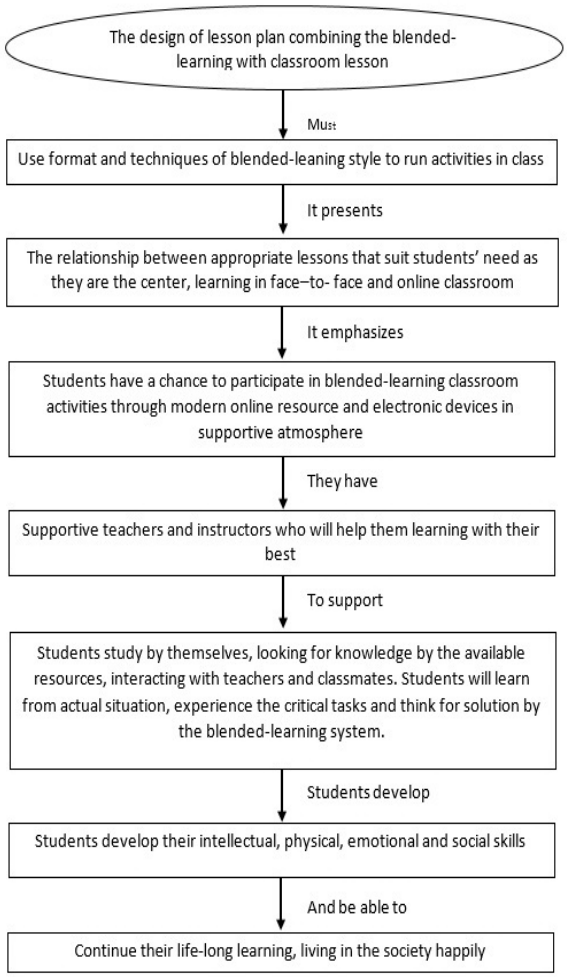


Fig. 6 Lesson planning in blended-learning style mixing with face-to-face classroom

From figure 6, we can see that teachers and instructors must be aware all the time that lesson planning is very important, especially the student-center planning. This will support students be excited to learn and see the importance of learning. This learning style helps student to develop their intellectual, emotional and social skills. Integrated learning method will help students to benefit the most in each class.

1. Specify learning resource to make each lesson the most useful for students. Appropriate teaching materials and resources should be available in both face-to-face and online lessons.
2. Specify the evaluation process to evaluate students' improvement and development. The evaluation process must be clear, creating based on the actual activities in both electronic and face-to-face classrooms. Students should be able to use creative thinking skill to solve each task during evaluation. Students should have access to the available resources to practice and review. The evaluation result will be reported to students in both group and individual tasks for their development and improvement.
3. Activities in face-to-face classroom and electronic resources, including evaluation and educational environment, should support students to have the expected learning experience.
4. Teachers should improve their lesson plans and evaluate their teaching every time to see if the lessons work well in class and support the student-center learning method.



Fig. 7Blended Learning Training 3

V. SUMMARY

Blended-learning classroom using electronic and digital devices consisted of 8 functions: monitor, video conference, forum, online lesson, teaching materials, online tests, extra materials and search engine. After analyzing and evaluating, experts agreed that the blended-learning style is suitable to be used in face-to-face classrooms. The style also suits students' need, as students agreed and gave a very high score on the evaluation form.



Fig. 8Blended Learning Training Awards

The evaluation of this research has the mean of 4.05 and SD of 0.24, which indicate the performance of

this blended-learning method as a "very good" method. The designed blended learning and electronic lessons are suitable for both teachers and students in all programs.

Considering the value of money and investment, the result showed the mean of 3.97 and SD of 0.25, as well as the evaluation of learning management which has the mean of 4.26 and SD of 0.32. This score stated that online and electronic classrooms with face-to-face classroom style are worth the investment in the long run.

Overall, the total mean was 3.85 and SD was 0.33, which concluded this research that blended-learning classroom style and online classroom can be run together with the face-to-face classrooms. The method can be used in classrooms in all programs.

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