Piloting of Blended Learning: Implementation and Benefits

Abstract

This paper is based on piloting of blended learning as a transformative learning process in order to keep pace with technological innovation. Our redesign of the course was the intention of the use of blended learning as a tool for high-quality, meaningful and longer lasting knowledge, improvements in learning outcomes and greater engagement of students in learning. We chose Moodle platform as a highly sophisticated learning management system with many modules and its possibilities of application in the learning context to develop the online component as a supplement to classroom lessons. After conducting an analysis of the course and a questionnaire, we concluded that students use all the segments of the online component and they become more engaged, their assignments end on time and at the end they would express their satisfaction with the course redesign. Using the T-test for large independent samples there is statistically significantly better performance in the final test (p<0.01) for students who have used Moodle compared to students from the previous generation attending traditional classes, while in the theoretical part of the exam there are higher grades instead of middle, but without statistical significance (p>0.05), which leads us to the view that blended learning helps, above all, average students to upgrade and advance their knowledge. Considering that many of our students are athletes, blended learning is a good choice for them as they are professionally engaged in sports and they can follow the course and complete their assignments in addition to sports commitments. This piloting will serve as a parameter for future use of blended learning to be more adapted to the needs and objectives of students and eliminate any disadvantages.

Keywords: blended learning, Moodle, higher education, sports science