

Dr. Haryanto, M.Pd.I., M.Hum.



INTRODUCTION TO BLENDED LEARNING THEORY

Editor: Dr. Husni Mubarak, M.Pd.

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INTRODUCTION TO BLENDED LEARNING THEORY

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AUTHOR'S PREFACE

Praise be to God Almighty for His infinite blessings, grace, and guidance, which have enabled the completion of this book, *Introduction to Blended Learning Theory*. This book is presented as a contribution to the development of educational resources that respond to the evolving demands of higher education in the digital era, particularly for undergraduate students in the English Language Education Study Program.

The rapid advancement of information and communication technology has fundamentally transformed the educational landscape. Learning is no longer confined to traditional classroom settings but has evolved into a more flexible, interactive, and learner-centred process. Among the various innovations in educational practice, blended learning has emerged as one of the most effective approaches for integrating face-to-face instruction with technology-enhanced learning experiences. As future English language teachers, students are expected not only to possess strong linguistic and pedagogical knowledge but also to develop the digital competencies required to design, facilitate, and evaluate technology-supported learning environments.

This book has been written as a comprehensive introductory textbook to help students understand the theoretical foundations and practical applications of blended learning. It covers the historical development of blended learning, its underlying theories and principles, instructional models, learning design, learning management systems (LMS), digital learning resources, assessment strategies, and the implementation of blended learning in English language education. Each chapter is carefully organized to combine theoretical perspectives with practical examples, research findings,

case studies, and reflective learning activities that encourage meaningful engagement and critical thinking.

The author hopes that this book will not only enhance students' conceptual understanding of blended learning but also inspire them to become innovative, reflective, and technologically competent educators. By integrating educational theory with authentic classroom practice, readers are encouraged to develop instructional strategies that foster active learning, collaboration, creativity, and lifelong learning. It is our sincere hope that this book will empower future English teachers to confidently embrace educational technology while maintaining sound pedagogical principles.

The author would like to express sincere gratitude to everyone who contributed to the completion of this book. Special appreciation is extended to colleagues, students, academic mentors, and educational practitioners whose valuable insights, constructive feedback, and professional experiences have enriched the content of this work. Their encouragement and support have been invaluable throughout the writing process.

Recognizing that no academic work is without limitations, the author warmly welcomes constructive comments and suggestions for future improvement. It is hoped that *Introduction to Blended Learning Theory* will serve as a valuable reference for undergraduate students, lecturers, researchers, and educational practitioners interested in technology-enhanced language learning and teaching.

Finally, may this book contribute to the advancement of English language education by preparing future teachers who are academically competent, professionally responsible, digitally literate, and ready to address the challenges and opportunities of education in the twenty-first century.

Jepara, June 2026

Author

Dr. Haryanto, M.Pd.I., M.Hum.

EDITOR'S PREFACE

Praise be to Allah SWT, Almighty, for His abundant blessings and grace, which have made the publication of this book, *Introduction to Blended Learning Theory*, possible. This book has been developed as a primary textbook for undergraduate students in the English Language Education Study Program, providing a comprehensive foundation for understanding the concepts, principles, and practices of blended learning, which has become an integral component of contemporary education.

The rapid advancement of digital technology has transformed the educational landscape, shifting learning from a teacher-centred approach to a more flexible, collaborative, and student-centred experience. Consequently, future English language teachers are expected not only to master linguistic and pedagogical competencies but also to effectively integrate technology into teaching and learning processes. For this reason, a solid understanding of blended learning theory has become an essential competency for prospective educators in the twenty-first century.

This book is systematically organised to guide students through the fundamental theories of blended learning, its historical development, various instructional models, course design principles, learning management systems, digital learning resources, assessment strategies, and best practices in English language teaching. Each chapter combines theoretical perspectives with practical applications, enabling students to connect educational concepts with authentic teaching contexts. The accessible language, illustrative examples, and reflective activities are intended to support independent learning while encouraging critical thinking and pedagogical innovation.

As the editor, I would like to express my sincere appreciation to all contributing authors for their scholarly commitment, expertise, and dedication in producing this textbook. Their valuable contributions have resulted in a balanced resource that integrates academic rigour with practical relevance. It is our hope that this book will serve not only as a course textbook but also as a reliable reference for students, lecturers, researchers, and educational practitioners who seek to enhance the quality of technology-enhanced English language education.

No academic work is ever entirely free from limitations. Therefore, constructive comments and suggestions from readers are sincerely welcomed to improve future editions of this book. We believe that continuous revision and scholarly collaboration are essential to maintaining the relevance and quality of educational resources in an ever-evolving digital era.

Finally, we hope that Introduction to Blended Learning Theory will contribute meaningfully to the preparation of competent, innovative, and reflective English language teachers who are equipped to meet the challenges and opportunities of modern education. May this book inspire readers to embrace blended learning as a transformative approach that enriches teaching, fosters meaningful learning experiences, and supports lifelong professional development.

Jepara, June 2026

Editor

Dr Husni Mubarak, M.Pd.

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CHAPTER I

FLIPPED CLASSROOM

A. DEFINITION OF FLIPPED CLASSROOM

Flipped Classroom is a teaching approach that combines online media with conventional in-person instruction. It might also be characterised as a learning technique in which traditional classroom education is delivered outside the classroom through digital media such as videos or online learning resources. Class activities are then used to apply the knowledge through discussions, exercises, or group assignments (Murtiasih, 2022). In this method, the primary learning occurs outside of the classroom, with students having access to a range of learning materials online. The resources can include instructional videos, articles, or digital modules that students can study before attending in-person meetings. Furthermore, employing audio-visual aids, such as pre-recorded videos, might help students absorb knowledge more effectively, as they can access the material at any time and from any location.

The goal is for students to understand the core concepts first, so that when they meet the teacher in class, they will have sufficient prior knowledge to engage in the discourse. Providing material in the pre-class phase can increase students' sense of efficacy or confidence in their ability to manage time and complete assigned tasks, motivating them to set the achievement or target level they want before actually facing the class. In addition, they can independently manage their

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CHAPTER II

STATION ROTATION

A. INTRODUCTION

The blended learning model combines activities conducted in real time (synchronous) and those that can be done at any time (asynchronous), using tools such as video conferencing and digital applications to replace traditional classrooms. Every week, students alternate between live activities, such as discussions or lectures, and independent activities, such as individual or group assignments. This approach is also evolving through the integration of blended MOOCs, which combine massive open online courses with face-to-face meetings. In this model, students learn the material independently through MOOCs, while face-to-face time is used for deeper discussions or problem-solving. An example of this application is MIT's pilot course on Circuits and Electronics at San Jose State University, where students complete the MOOC online and use class time to deepen their understanding through additional exercises. (Ayob et al., 2020).

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CHAPTER III

LAB ROTATION

A. INTRODUCTION

Blended learning with the Lab Rotation model is a modern educational approach that combines face-to-face instruction with digital technology. In this model, students take turns learning in traditional classrooms and specially designed computer labs or digital platforms. This rotation allows students to access learning materials independently through digital devices, such as learning applications, interactive videos, or online simulations. Apart from that, face-to-face sessions are used for direct discussions, questions and answers, and strengthening understanding guided by the teacher. By integrating digital learning and direct interaction, this model is designed to provide a more dynamic and relevant learning experience to the needs of the digital era.

The advantage of the Lab Rotation model lies in the flexibility and personalisation of learning. Students have the opportunity to learn at their own pace while accessing material in the computer lab, increasing engagement and understanding. Teachers can also utilise data from digital platforms to identify each student's learning needs and provide more targeted guidance. By combining technology and live tutoring, this system not only increases learning effectiveness but also teaches students to take responsibility for their own learning process. This model is the right solution for creating education that is inclusive,

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CHAPTER IV

FLEX MODEL

A. DEFINITION

Flex blended learning is a learning model that combines face-to-face and online methods, allowing students to manage their study time and location according to their needs. Students can use various online resources, such as videos, modules, and online tests, to study independently while still receiving guidance from the instructor. This model is increasingly popular because it is considered effective in fostering student independence and responsibility in their learning process (Hrastinski, 2019).

The primary advantage of flex blended learning is its flexibility, which enables students to learn at their own pace while remaining within the instructor's framework. This approach enhances student engagement and learning outcomes, giving students more control over their learning process. Flex blended learning allows students to learn more personally and flexibly, thus accommodating diverse needs and learning styles (Nouri, 2019).

The flex model is a type of blended learning that schools, colleges, and other educational organisations can use as an alternative to traditional learning. In this model, online learning is the backbone, but learning activities still occur in the classroom. (<https://atomisystems.com/elearning/flex-model-definition-benefits-and-limitations/>)

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GLOSSARY

A

Active Learning

A learning approach that actively engages students in the learning process through discussion, problem-solving, collaboration, reflection, and other participatory activities rather than passive listening.

Artificial Intelligence (AI)

Computer systems capable of performing tasks that normally require human intelligence, such as providing personalised learning recommendations, automated assessment, and intelligent tutoring.

Assessment

The systematic process of collecting and interpreting evidence of students' learning achievements to improve teaching and learning outcomes.

Asynchronous Learning

A mode of learning in which students and instructors interact at different times using digital platforms, allowing learners to access materials according to their own schedules.

B

Blended Learning

An instructional approach that intentionally combines face-to-face classroom instruction with online learning activities to create a more flexible, effective, and student-centered learning environment.

C

Collaborative Learning

A teaching strategy in which students work together in small groups to accomplish shared learning goals through communication, cooperation, and mutual responsibility.

Constructivism

A learning theory suggesting that learners actively construct knowledge through experience, interaction, and reflection rather than passively receiving information.

Course Design

The systematic planning and organization of learning objectives, instructional activities, learning resources, assessments, and learning experiences within a course.

D

Digital Literacy

The ability to access, evaluate, create, and communicate information effectively using digital technologies in ethical and responsible ways.

Digital Learning Resources

Electronic materials such as videos, e-books, podcasts, simulations, websites, and interactive multimedia that support teaching and learning.

E

E-learning

Learning conducted through electronic technologies, particularly internet-based platforms, enabling students to learn regardless of time and location.

F

Face-to-Face Learning

Traditional classroom instruction where teachers and students interact physically in the same learning environment.

Feedback

Information provided to learners regarding their performance with the purpose of improving future learning and achievement.

Flipped Classroom

A blended learning model in which students study instructional materials before class and use classroom time for discussion, collaboration, and higher-order learning activities.

Formative Assessment

Ongoing assessment conducted during the learning process to monitor student progress and provide feedback for improvement.

G

Gamification

The application of game elements such as points, badges, levels, and leaderboards to increase learner motivation and engagement.

H

Higher-Order Thinking Skills (HOTS)

Advanced cognitive abilities involving analysis, evaluation, problem-solving, and creation, as described in the upper levels of Bloom's Taxonomy.

Hybrid Learning

A learning model in which some students participate physically in the classroom while others attend simultaneously through online platforms.

I

Instructional Design

A systematic process of designing, developing, implementing, and evaluating instructional materials and learning experiences to achieve specific educational objectives.

Interaction

Communication and engagement among students, instructors, and learning content that enhances understanding and promotes meaningful learning.

L

Learning Analytics

The collection, analysis, and interpretation of learning data to understand learners' progress and improve instructional decision-making.

Learning Management System (LMS)

A digital platform used to create, manage, deliver, and monitor teaching and learning activities, assignments, assessments, and communication.

Learner Autonomy

Students' ability to take responsibility for planning, monitoring, and evaluating their own learning independently.

M

Microlearning

A learning strategy that delivers instructional content in small, focused units designed for quick understanding and retention.

Mobile Learning (M-Learning)

Learning facilitated through mobile devices such as smartphones and tablets, enabling access to educational content anytime and anywhere.

O

Online Learning

Learning activities conducted primarily through internet-based technologies without requiring continuous physical classroom attendance.

P

Personalized Learning

An instructional approach that adapts learning experiences to students' individual needs, interests, learning preferences, and abilities.

Project-Based Learning (PBL)

A student-centered instructional approach in which learners acquire knowledge and skills by working on authentic and meaningful projects over an extended period.

S

Scaffolding

Instructional support provided by teachers to help students accomplish tasks that would otherwise be beyond their current level of competence.

Self-Regulated Learning

The process by which learners independently plan, monitor, and evaluate their own learning strategies and performance.

Student-Centered Learning

An educational approach that emphasizes learners' active participation, responsibility, interests, and individual learning needs.

Summative Assessment

Assessment conducted at the end of a learning period to evaluate students' overall achievement of learning outcomes.

Synchronous Learning

Learning activities conducted in real time, allowing teachers and students to interact simultaneously through physical or virtual classrooms.

T

Technology Integration

The purposeful incorporation of digital technologies into teaching and learning to improve instructional effectiveness and student learning outcomes.

V

Virtual Classroom

An online learning environment that enables real-time interaction among teachers and students through video conferencing and collaborative digital tools.

Virtual Learning Environment (VLE)

A web-based platform that supports teaching, learning, communication, resource sharing, and assessment in digital education.

W

Web-Based Learning

Learning that utilizes internet technologies to deliver instructional content, facilitate communication, and support collaborative learning activities.

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INTRODUCTION TO BLENDED LEARNING THEORY

The integration of digital technology into education has transformed teaching and learning, making flexibility, accessibility, and learner engagement essential components of modern instruction. Among the most effective educational innovations is blended learning, an approach that combines traditional face-to-face instruction with online learning experiences to create meaningful and student-centred education. As future educators are expected to possess both pedagogical expertise and digital competence, understanding blended learning has become an essential part of teacher preparation. Introduction to Blended Learning Theory is designed to provide undergraduate students, particularly those in English Language Education programs, with a comprehensive introduction to this important instructional approach.

The book presents the theoretical foundations of blended learning by exploring its historical development, key concepts, characteristics, benefits, and challenges. It examines major learning theories—including behaviourism, cognitivism, constructivism, and connectivism—that have shaped the evolution of technology-enhanced education. Readers are introduced to widely adopted blended learning models, instructional design principles, and practical strategies for integrating digital technologies into classroom instruction.

In addition to theoretical perspectives, the book emphasises practical applications in English language teaching. It discusses the effective use of Learning Management Systems (LMS), digital learning resources, multimedia technologies, online communication platforms, and assessment methods that enhance student participation and learning outcomes. Various learner-centred approaches, such as collaborative learning, project-based learning, self-regulated learning, and reflective practice, are also explored to help students develop essential twenty-first-century teaching competencies.



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