



Perceptions on performance of journalism students in blended learning environment

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Abstract

As this is digital age, the blended learning environment can be developed to student community for improving their academic performance. In this connection, the present research was conducted to appraise the status of attitude of students of Journalism regarding the blended learning environment. In addition, it was conducted to educate them in blended learning environment and to appraise their academic performance on media laws. The appraisal on attitude exposed the easiness, eagerness and expediency of learning of student community through blended learning environment. The appraisal on attitude also exposed the availability of comfortable, collaborative and competent learning processes to the student community in the blended learning environment. The appraisal on academic performance exposed that the student participants learnt in blended learning environment could excel in knowledge, understanding and applied thinking level tests. The appraisal on academic performance also exposed that the student participants learnt in blended learning environment could get the marks more than the bench mark of first class with distinction. It could be concluded that blended learning environment would be developed to impart knowledge, understanding and applied thinking skill in specific Journalism subjects to the target community for improving its academic performance.

Keywords: attitudinal status, academic performance, blended learning environment

Introduction

The technological innovations are introduced at an accelerating pace in media landscapes and utilization of these enhanced media landscapes in education has become necessary and inevitable due to its positive effects in the teaching and learning process (Beutelspacher and Stock, 2011) ^[1]. The researchers show that the blended learning method is the technique that combines face to face and online learning methods (Adas and Wafa, 2011) ^[2]. The researchers also show that blended learning model is more effective than the traditional model towards imparting education in specific subjects to specified target groups (Badawi, 2009) ^[3]. It is appropriate to assert here that the researches pertaining to expectancy, execution and effectiveness of blended environment in teaching and learning of selected subjects are required for the benefits of partakers of higher education. In this connection, the present investigation was conducted with the objectives such as (i) appraisal of attitudinal status of Journalism students towards learning in blended learning environment (ii) appraisal of academic performance of Journalism students at knowledge and understanding levels in blended learning environment and (iii) appraisal of academic performance of Journalism students at applied thinking level in blended learning environment. The standard methodology was adopted and the research outcomes have been recorded in this research paper for the benefit of educators of journalism, users of media and researchers worldwide.

Methodology

In the present research, an integral subject of journalism namely MEDIA LAWS was selected. In this subject, the

topics such as Indian constitution, fundamental rights, rights to information, freedom of expression and freedom of press were taught to a total of thirty Journalism students by chalk and talk method (Kundra, 2005) ^[4]. Subsequently, the prepared digital modules on the topics such as (i) Press and registration of books act, (ii) Telegraph act, (iii) Copy right act, (iv) Official secrets act and (v) Indecent representation of women (prohibition) act were electronically shared to the same students and they learnt the contents of digital modules (Neelamalar, 2009) ^[5]. It is to be noted here that the outline of these topics were also presented through chalk and talk method before sharing the digital modules to the student participants.

In the present research, the researcher made an assessment on the attitude of the student respondents through their responses of strongly agree, agree, disagree and strongly disagree to the 10 affirmative and negative statements in the four point Likert type scale. The researcher also made assessments of academic performance of student respondents through their answers to the questionnaire with 30 questions (in which each 10 questions were related to assessment on knowledge, understanding and applied thinking skill in subject respectively). It is to noted here that the questionnaire consisted of multiple choice questions with four responses options with only one correct answer (Shylaja, 2018) ^[6]. The assessments were consolidated and the academic performance of student participants has been documented in this research paper.

Results and discussion

The perception on performance of Journalism students in

blended learning environment is the present research. The Table 1 presents the profile of Journalism students, whereas

the Table 2 and Table 3 present the attitudinal status and academic performance of the same students.

Table 1: Profile of student respondents

Parameters	Descriptions
Academic level	UG third year
Academic course	Journalism and Mass Communication
Residential and college location	Urban
Media that are used daily	Print and electronic media
Purposes for using media (General)	Updating news & current events, Communication and Entertainment
Purposes for using media (Education)	Gaining knowledge & Common academic activities
Time spent and years of usage (Minimum)	One hour daily & ten years

Table 2: Attitudinal status of student respondents

Statements (BLE refers to Blended Learning Environment)	Response
Learning in BLE is easy	Agree & Strongly agree
Learning in BLE is exciting	
Learning in BLE is convenient	
Learning in BLE is comfortable	
Learning in BLE is collaborative	
Learning in BLE is competent	
Learning in BLE is interactive	
Academic assessment in BLE is unfeasible	Disagree & Strongly disagree
Academic score at benchmark level in BLE is unachievable	
Academic activities through BLE are unrealistic	

Table 3: Academic performance of student respondents

Parameters	Marks (%)			
	Minimum	Maximum	Average	Standard Deviation
Knowledge level	80	100	87.3	0.57
Understanding level	80	90	84.3	0.50
Applied thinking level	70	80	76.6	0.48

As the student participants were students of Journalism and they had urban background, they were familiar with print media, new media and social media. Their tenure of experience with media was considerable and so they could adopt with the blended learning environment.

All the participants could excel in knowledge, understanding and advanced thinking level tests and they got academic marks that crossed the bench mark of first class with distinction. As per the statements of the student participants, the academic performance could be associated with the face to face to communication, provision for direct interaction and presentation of learning materials to the learners in the traditional method (David Westerman *et al.*, 2016) ^[7]. The academic performance could also be associated with quality of contents of digital modules, provision for digital interaction and presentation of associated study materials to the learners in the novel method (Mohammad Mohammad Nasser Hassan Jaashan, 2015) ^[8]. The academic performance could be correlated to easiness, eagerness and expediency of student participants towards learning through blended learning environment (Akkoyunlu and Yilmaz, 2006) ^[9]. The academic performance could also be correlated to the availability of comfortable, collaborative and competent learning processes in the blended learning environment (Abdul *et al.*, 2013) ^[10]. The participant students gave the affirmative feedback that the blended learning environment imparted knowledge,

understanding and applied thinking in the subject. They also gave the affirmative feedback that the learning 'media laws' in blended learning environment was beneficial to them.

It could be concluded that blended learning environment would be developed to impart knowledge, understanding and applied thinking skill in specific Journalism subjects to the target community for improving its academic performance.

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