

Blended Learning

There is no doubt that technology is changing our ways of life, technology is redefining the way things are being done in our generation, technology is helping us to find solutions to problems that looks unsolvable many years ago. Above all, technology is changing the way we are leaning and the way the teaching process is being carried out. The digital revolution we are experiencing enabled by social and ubiquitous technologies is constantly transforming macro and micro-levels of society including industry, organizations, and government as well as ways in which we communicate, we work, we learn and we carry on our daily lives.

Formal learning offered by higher education institutions and non-formal education from a variety of providers in both private and public sectors are being rethought in order to leverage emerging technologies and in accordance with the principles of open accessible education. The response is enabling all kinds of learning scenarios and personalization opportunities for learning. We could conclude that the setting is sufficiently grounded to support lifelong learning and personal and professional development in every field of endeavor.

Teachers and students around the world are embracing technology to improve the learning and the teaching process. Many who have not fully substituted technology for the purpose of learning are combining it with traditional teaching and learning method in a blended learning environment to achieve better result and make education more fun and personalized.

Education is therefore also being challenged to respond to evolving societal demands by supporting the development of competent and engaged citizens. In this environment, individuals' capability to get involved and exploit the affordances of networked environments for learning and development may condition their opportunities to cope with societal and labor demands which are more technologically based than ever.

Learning ecologies allow us to explore frontier pedagogies connecting formal, non-formal, and informal educational contexts, acting as personal strategies that may orchestrate lifelong, life-wide, and life-deep learning. We start by defining and framing learning ecologies, providing the

theoretical roots, and reviewing some recent studies in the field. We articulate from this perspective several trends in the area of self-directed learning located in the technological and pedagogical intersection: MOOCs, current awareness, e-portfolios, and social networks.