

LINKING BRICKS AND CLICKS

**NAVIGATING THE DISRUPTIVE FORCE OF IMPLEMENTING AND
ACCESSING BLENDED LEARNING IN HIGHER EDUCATION**



ICT IN THE CLASSROOM

- **Endless possibilities**
- **No limitations of time and space**
- **Opportunities for all demographic of students**
- **Creative models of teaching and learning**
- **Revolutionised education**

BLENDED LEARNING

- **“a systematic mix of e-learning and learning in face-to-face contexts, in which coherence across the two contexts... Is achieved by focusing on the same intended learning outcomes”
(Ellis & Calvo, 2007 p.61)**

BLENDED LEARNING

- **TRANSFORMATIVE**
- **DISRUPTIVE**

QUALITY ASSURANCE IN BLENDED LEARNING

- **Increased use of blended learning = Increased need for Quality Assurance**
- **What should be quality assured?**
- **Who decides what is quality assured?**

QUALITY ASSURANCE IN BLENDED LEARNING: THE STUDENT VOICE

The Student Voice

- **Essential**
- **Wealth of information**
- **Inform us of practices that are most likely to generate productive learning**

OBJECTIVES OF THE RESEARCH

- **Give voice to the multiple realities of students enrolled in blended courses...**
- **Allow quality indicators to emerge from the students' voice throughout the study...**
- **Implement these indicators while continuously evaluating and capturing the student voice**

RESEARCH QUESTIONS

- **What are students' perceptions of blended learning?**
- **How do students navigate the disruptive force of blended learning?**
 - **What do students perceive as benefits derived from blended learning?**
 - **What are the perceived challenges faced by students during blended learning?**
- **What quality indicators will emerge from students' experiences in blended courses?**

METHOLOGY

- **Questionnaires, Focus Group Interviews, Written Reflections**
- **118 student-participants (enrolled in Year One to Year Four)**
- **55 Full-time/Day students**
- **63 Part-time/Evening students (worked at least 15 hours/week)**

FINDINGS

First face-to-face session

- **Majority (70%) of students had a negative perception of blended learning**
- **Students reported that they did not like it**
- **They saw it as:**
 - **an inconvenience,**
 - **a health risk,**
 - **a learning modality in which they would prefer not to engage.**

FINDINGS

STUDENT VOICE

Perceptions of blended learning:

- I don't like online learning. I want to see the teacher in person and talk to him/her. I want to be able to ask questions about the particular topic and get my questions answered immediately **(student 1)**
- I don't like online learning because these gadgets are bad for our health. When I stare at a laptop for too long, my eyes hurt and I get a minor headache **(student 3)**

FINDINGS

The students dislike and negative perception of blended learning stemmed from previous experience with blended learning:

- ... the online sessions are frustrating. I had problems getting around Moodle (LMS) from home and even on campus. I had to use the e-lab to get proper connection. **(Student 4)**
- I typically don't enjoy having online sessions as I feel they aren't very straightforward leaving no room for reinforcement as opposed to a face-to-face teaching and learning environment where this can be achieved. **(Student 5)**

FINDINGS

FIRST ONLINE SESSION REFLECTIONS

- **Advantages of blended learning**
 - **FLEXIBILITY** – ... I can sleep a little longer and stay at home in my comfort zone. **(Student 8)**
 - **COST EFFECTIVENESS** - ... very economical. ...save me travelling time and cost. **(Student 9)**
 - **FUTURE ORIENTED** - ... we are in a technological world... as teachers/leaders we need to know and learn more about this modality so that we can guide these children of technology. **(Student 10)**
- **Disadvantages of blended learning**
 - **No access to the Internet**
 - **Poor Internet connections**
 - **Not being technologically savvy**

FINDINGS

- **STUDENTS WERE ASKED TO MAKE RECOMMENDATIONS**

- **Instructor feedback**
- **Training for students**
- **Use of videos, video chat etc. in addition to text-based material**

- **Instructor Feedback was most important to participants:**

I would recommend that the online component is less than face-to-face and we should get IMMEDIATE FEEDBACK. **(Student 6)**

FINDINGS

EMERGING QUALITY INDICATORS – ONLINE COMPONENT

- **TEACHING AND LEARNING**

- **Use of Multi-media**
- **Feedback within 24 hours**
- **Proper internet connection on campus to handle the teaching and learning traffic**

- **STUDENT SUPPORT**

- **Training in ICT**
- **Study skills workshop**
- **Communication**

CONCLUSIONS

- **BLENDED LEARNING CREATES ENDLESS POSSIBILITIES**
- **BLENDED IS DISRUPTIVE**
- **STUDENTS HAVE A WEALTH OF INFORMATION AND ARE IN BEST POSITION TO INFLUENCE EDUCATIONAL CHANGE.**

THANK YOU

QUESTIONS?

TENNISHA A. MORRIS

BARBADOS ACCREDITATION COUNCIL

ta-morris@bac.gov.bb