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Mohammed Abujarour

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TREO Talk Paper

Mohammed AbuJarour
XU University of Applied Science, Germany
m.abujarour@xu-university.de

Abstract

The outbreak of the Coronavirus pandemic in late 2019 has significantly transformed various aspects of life, leading to a lasting impact on post-pandemic society. This TREO Talk Paper proposal acknowledges the paradigm shift brought about by the pandemic and focuses on the future role of online learning in educational institutions. In particular, the proposal explores the implementation of blended or hybrid learning models, which combine online and on-campus learning activities (Hrastinski 2019). The understanding and application of blended learning vary across higher education institutions, creating ambiguity regarding the most suitable approach for different scenarios. To address this challenge, the proposal suggests analyzing a pilot case that follows a blended format in two universities—one in Europe and one in the Middle East—using a complete module (course) delivered by the same instructor.

In the context of this study, we selected two comparable modules running at a German university and at a Palestinian university. Both selected modules were taught by the same instructor to avoid any bias in the results. Also, both modules were offered in the same language, namely, English. Each module consists of two parts: lecture and lab. Both modules were offered in the Fall of 2022 with relatively small student groups.

The research aims to answer the following research questions:

1.   What are the key factors that determine the optimal balance between online learning and on-campus learning within a blended learning model?
2.   To what extent do cultural differences influence the success of blended learning implementations?

To gather data and insights to answer these research questions, an online survey will be conducted among students participating in the pilot model. The survey will encompass various dimensions, such as perceived usefulness, behavioral intention, support, and satisfaction.

By investigating these research questions, this study intends to shed light on the factors influencing the effectiveness of blended learning and the impact of cultural differences in educational settings. The findings will contribute to enhancing the understanding of blended learning models and inform educators and institutions in making informed decisions regarding the integration of online and on-campus learning approaches.

References

Hrastinski, S. (2019). "What Do We Mean by Blended Learning?," TechTrends (63) 5 2019.