

ASSESSING READINESS ON BLENDED LEARNING AMONG
LECTURERS IN UNIVERSITI TEKNOLOGI MARA
(PERLIS)

NURUL ANIS BINTI AWANG ALI
2011360125

BACHELOR OF OFFICE SYSTEMS MANAGEMENT (HONS.)
FACULTY OF BUSINESS MANAGEMENT
UNIVERSITI TEKNOLOGI MARA
KELANTAN

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ABSTRACT

Blended learning, involves the combination of two fields of concern: technology and education; or two groups of people: technologists and educationists. However, the readiness of lecturers in using or assessing a blended learning is very important in applying this to their students. This study aimed to investigate the extent to which the lecturers of UiTM are ready on the blended learning. This study also include to identify the factors those affect the readiness among lecturers on blended learning. The research is reflected in 4 questions: (1) Is the appropriate technology for blended learning is available? (2) Has lecturers shows their confidence in using technology that provided by institution? (3) What are the factors that affect readiness on blended learning among lecturers? (4) Is teaching experience will affect the readiness of using blended learning in lectures? The lecturers were given questionnaires and were interviewed in order to determine their experiences in the Blended Learning environment. The findings indicate whether the lecturers totally ready or not with the blended learning. I used a blended learning model which include people, technology, institution and content that indicates the boundary of the current literature and research findings, and a blended learning definition an educational-focused process to enhance and transform face to face learning with the blend of technology in a symbiotic relationship. The wide use of online technologies and Internet in the field of education and the opportunity of blending face-to-face instruction with online teaching environments foreshadow a shift in the way of delivering instruction to the learners as well. The analysis shows that lecturers mostly are ready on assessing a blended learning in UiTM.

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CHAPTER 1

INTRODUCTION

Background of the Study

Buzzwords such as learning, blended learning, technology enhanced learning, and digital academic and digital literacy have become common place in the educational world. Blended learning means the process of face to face learning and teaching events that are mixed with practical use of technology or online activities. Ward and La Branche (2003) claim that blended learning is often labeled as “the best of both worlds”. The definition of blended learning, however, is controversial among researchers and practitioners (Whitelock, 2004; Oliver and Trigwell, 2005). Macdonald (2007) describes blended learning as a “hot topic nowadays but everyone has a different understanding of what it means”. Blended learning is a widely used term but some researchers criticized the term’s lack of validity which has gained ground with practitioners and not particular. Blended learning due to its provocative nature of highlighting face-to-face education mediated by technology that fits into the common culture of higher education. Experts stated that blended learning is those that “integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner” (Sloan, 2000).