

# A Qualitative Study of Blended Learning in a Malaysian Tertiary Institution

Victor Ong, Sheila Cheng & Dr. Cho Cho Wei, HELP International College of Technology, MALAYSIA



- **Blended learning** describes “courses that combine face-to-face classroom instruction with online learning and reduced classroom contact hours” (Dziuban, Hartman & Moskal, 2004).



- Blended learning usually define a situation where different delivery methods are combined together to deliver a particular course.

- In Malaysia, this is evident at tertiary institutions such as Open University Malaysia and Wawasan Open University, where part-time students learn via three modes:
  1. self-managed learning
  2. face-to-face interactions, and
  3. virtual discussions.



OPEN UNIVERSITY  
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MALAYSIA



- And even in other private colleges and universities, which collaborate with foreign partners (e.g. Southern New Hampshire University degree programmes at HELP International College of Technology), online learning is already a familiar and common feature with our full-time students.





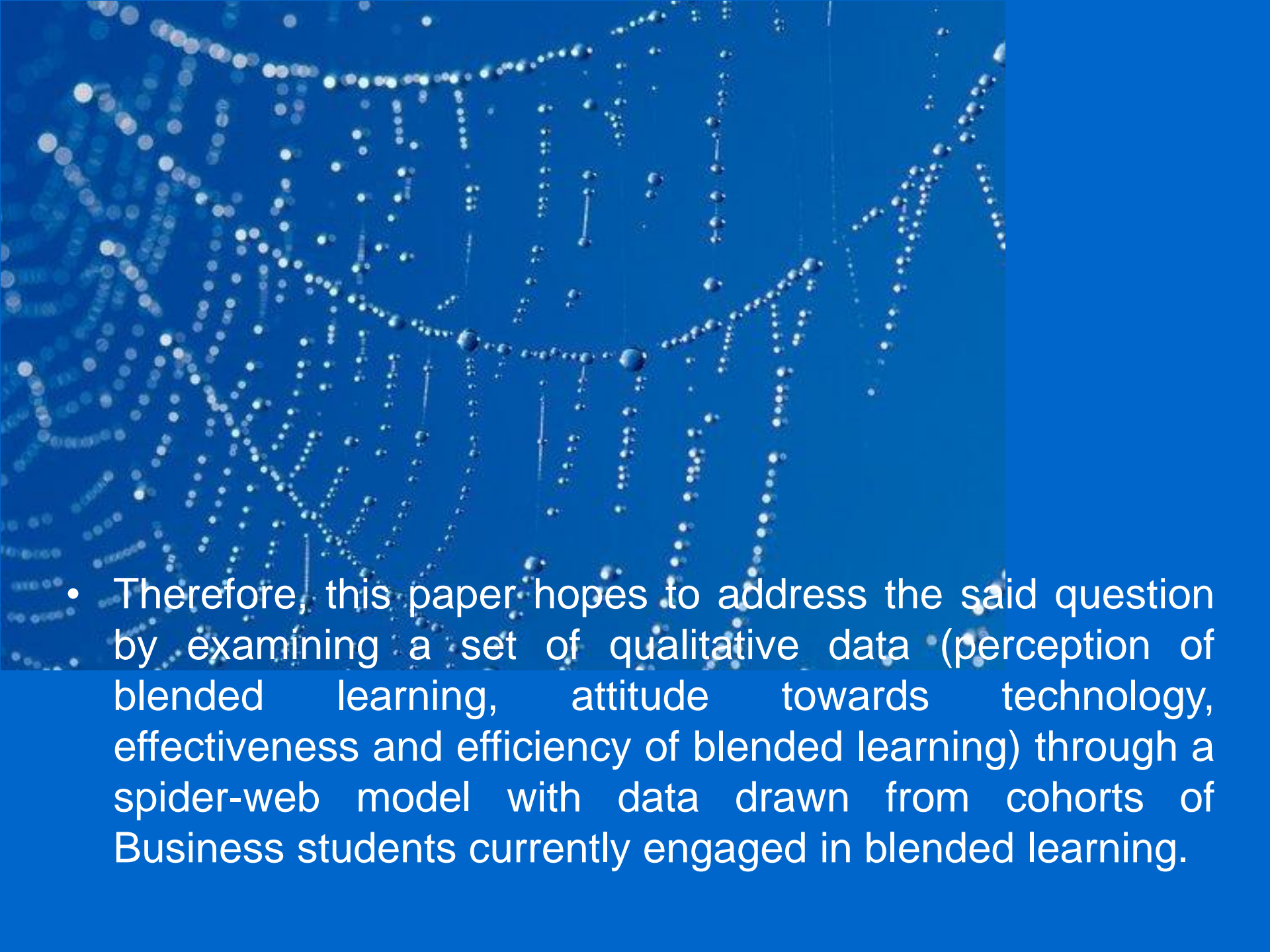
- The fact is blended learning is beneficial.
- Sharpe *et al* (2006) gave these reasons for the adoption of blended learning in tertiary institutions: the desire to widen participation, enhance the learning process and flexibility of provision, computer aided assessment and encouraging technological adoption.



- Blended learning is certainly a worthy proposition.
- It is well-known that blended learning can prop and augment meaningful educational experiences (Garrison and Kanuka, 2004), besides promoting itself as a cost- and resource-effective methodology (Twigg, 2003).

- However, even among proponents of blended learning, one primary question is constantly being asked: Which components of a blended learning approach are more appropriate and in what context?

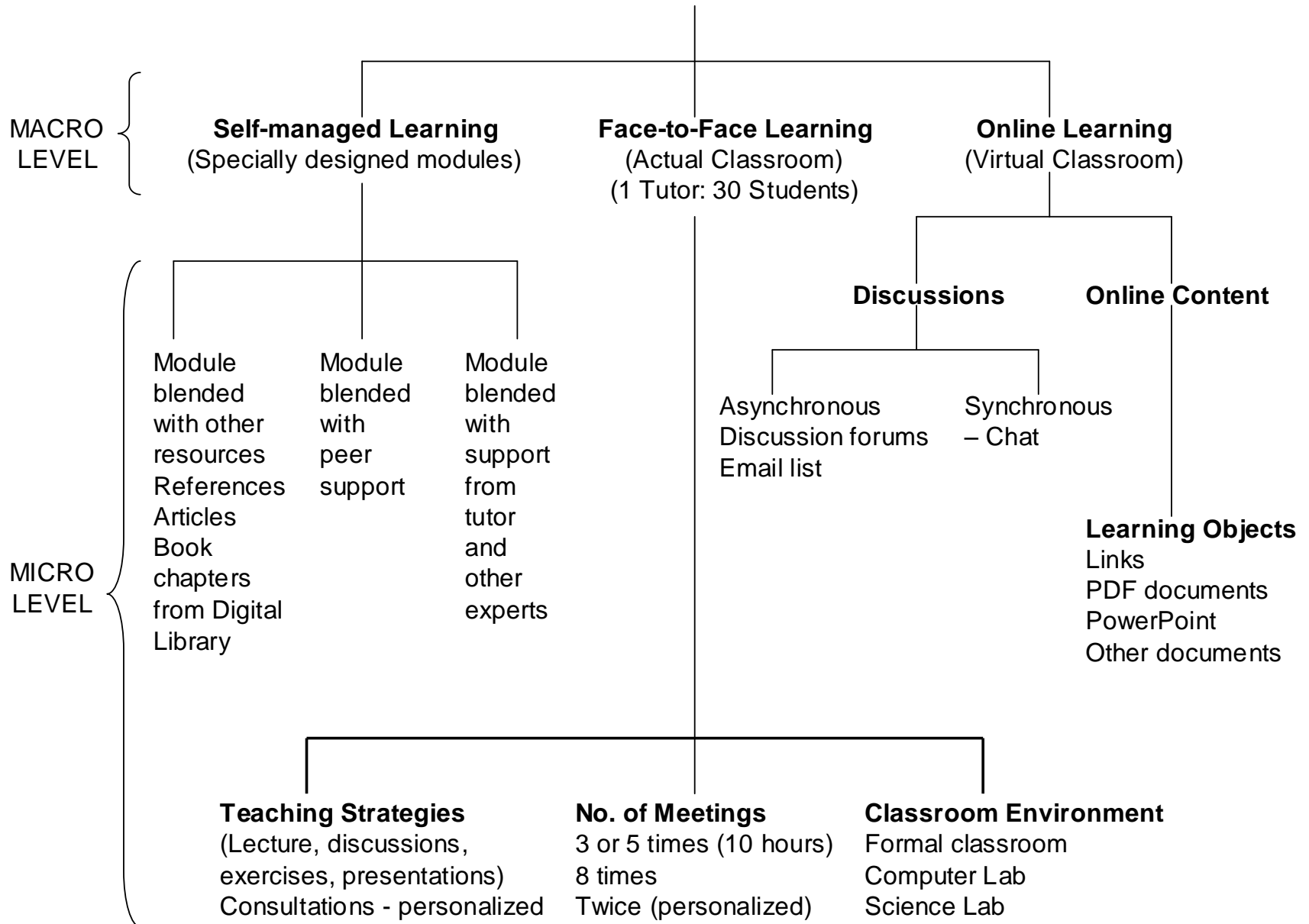


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- Therefore, this paper hopes to address the said question by examining a set of qualitative data (perception of blended learning, attitude towards technology, effectiveness and efficiency of blended learning) through a spider-web model with data drawn from cohorts of Business students currently engaged in blended learning.

- By comparing students' learning experiences, we intend to find out if a blended learning approach facilitates effective and efficient learning, and which methods do Malaysian students prefer.



# Blended Learning at Open University Malaysia

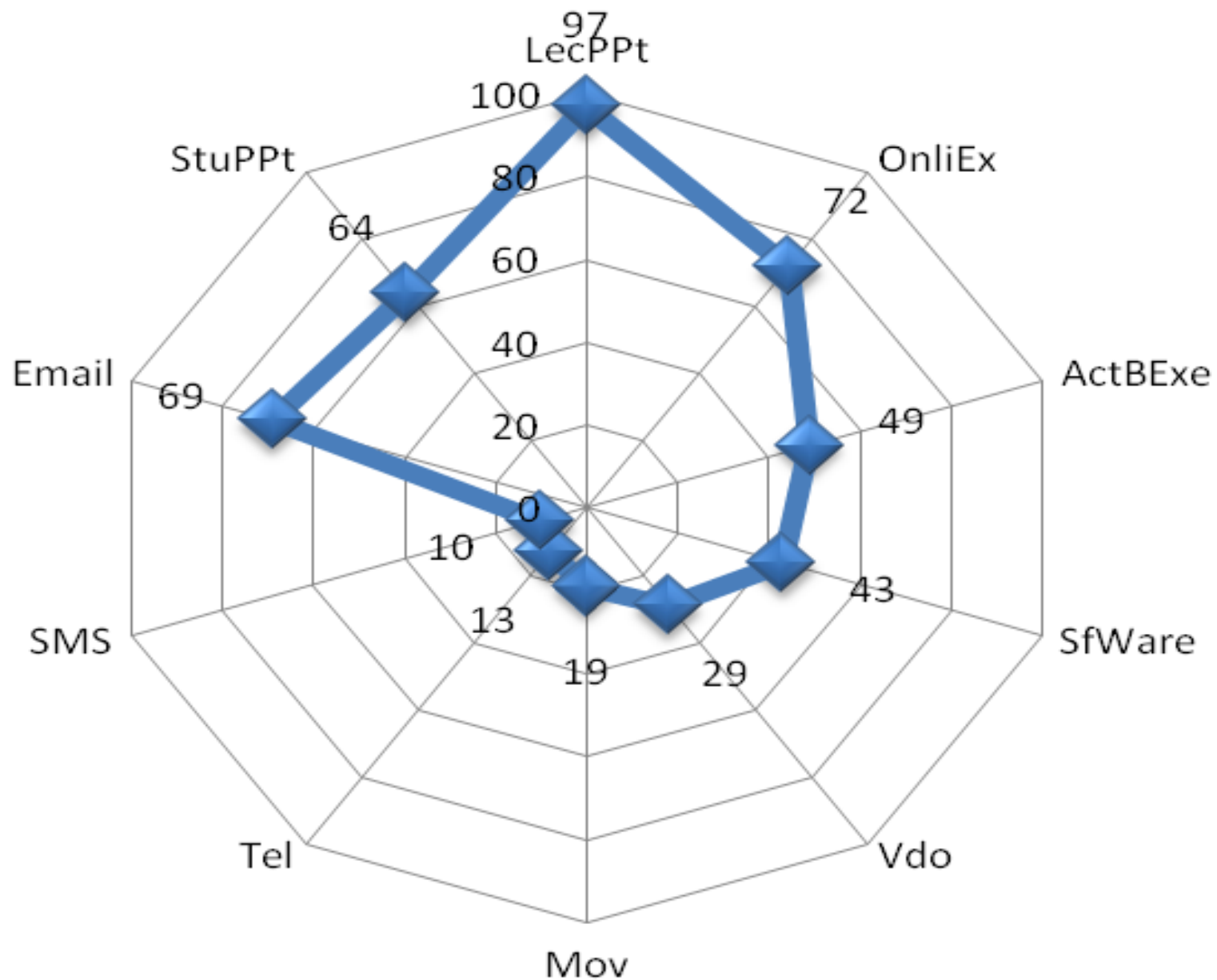


- We surveyed 189 students; these students are all enrolled on the 4+0 Southern New Hampshire University and 3+0 Edith Cowan University's undergraduate programmes at HELP International College of Technology, Malaysia.



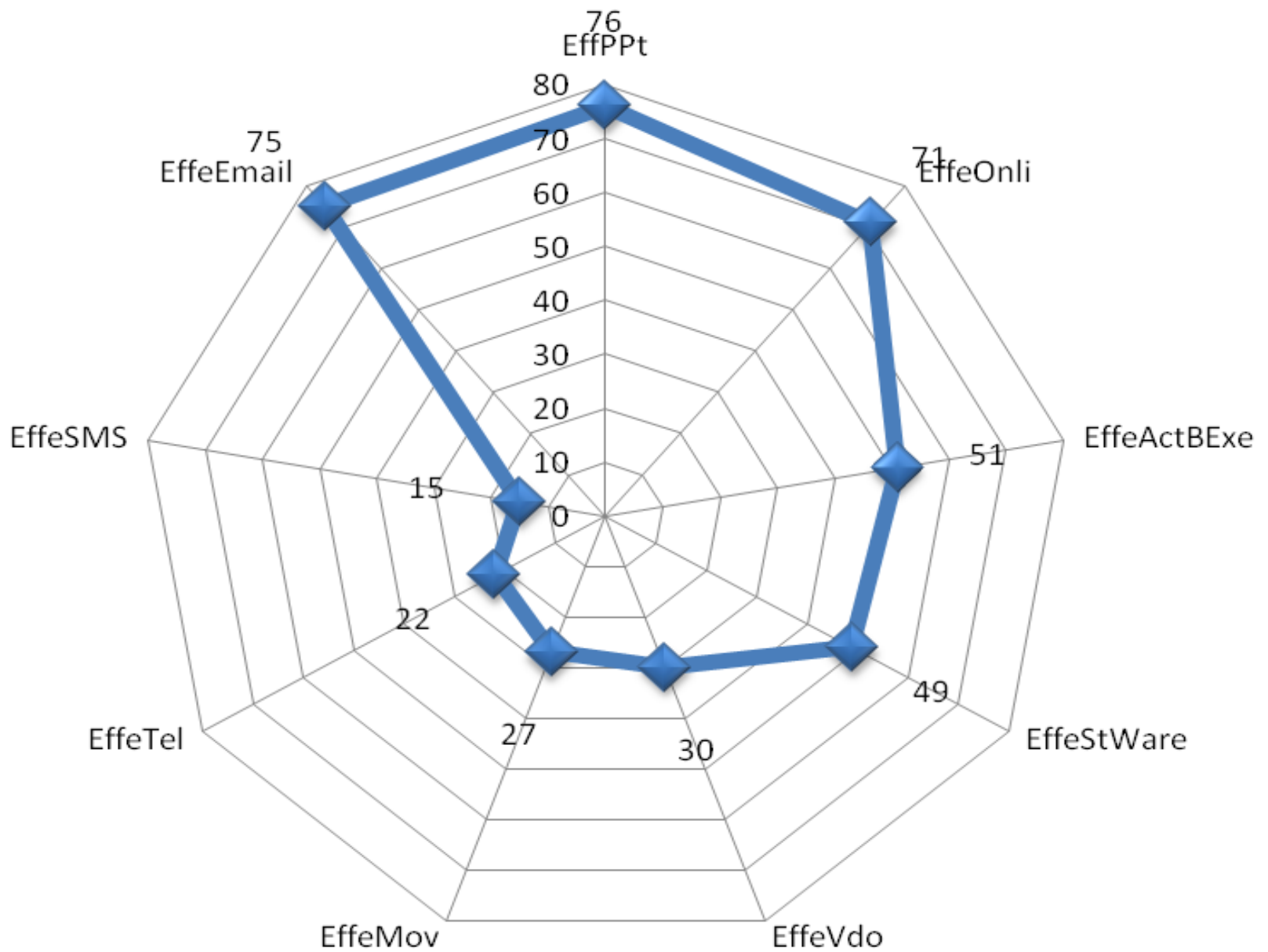
- We identified 10 methods by which students are engaged in blended learning: Lecture PowerPoint, online exercise, activity-based exercise, software, video, movie, telephone, short messaging, email, and student PowerPoint.
- The data from the said surveys are reproduced as follows:

# Usage of Blended Learning Methods



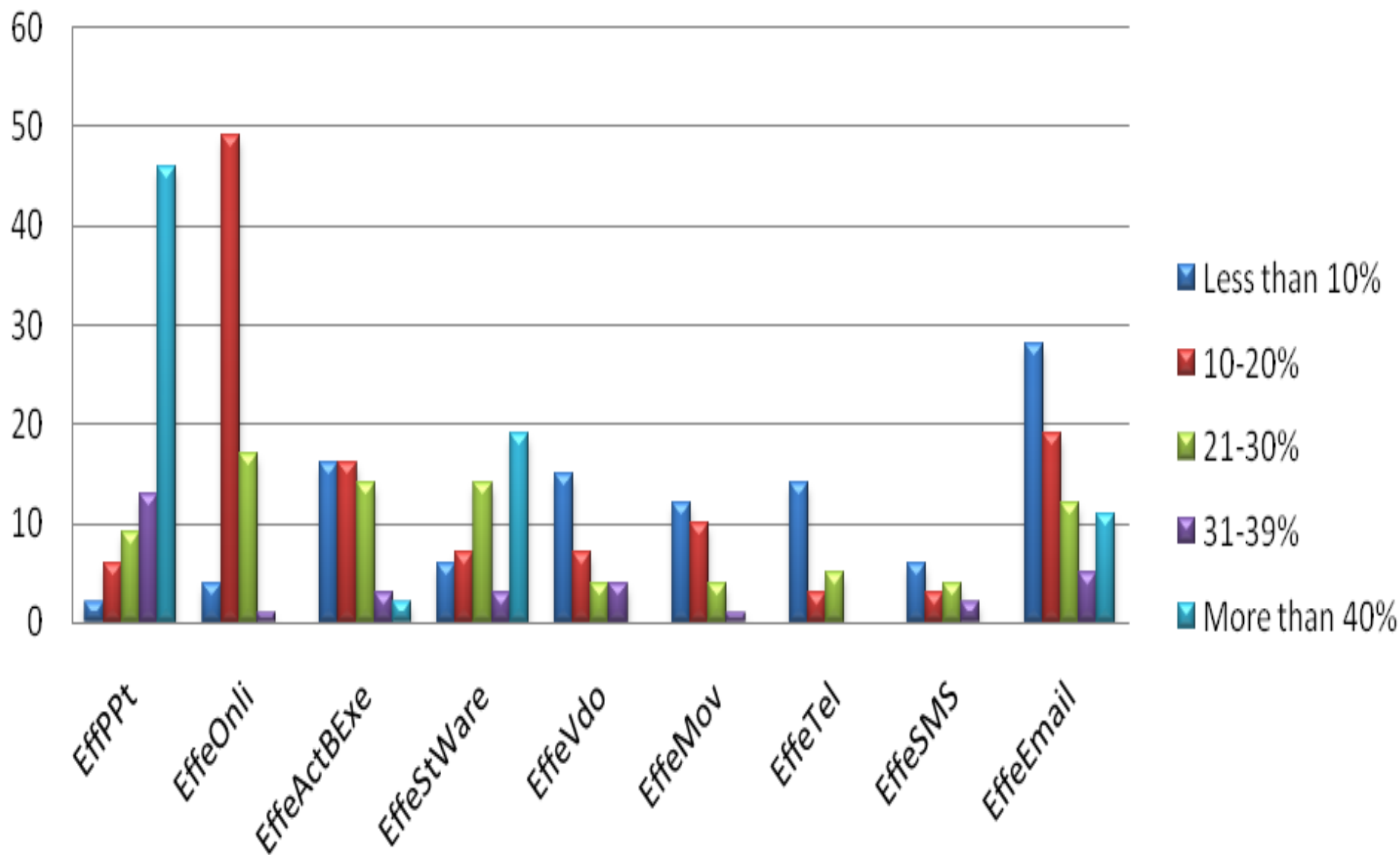


# Effectiveness of BL

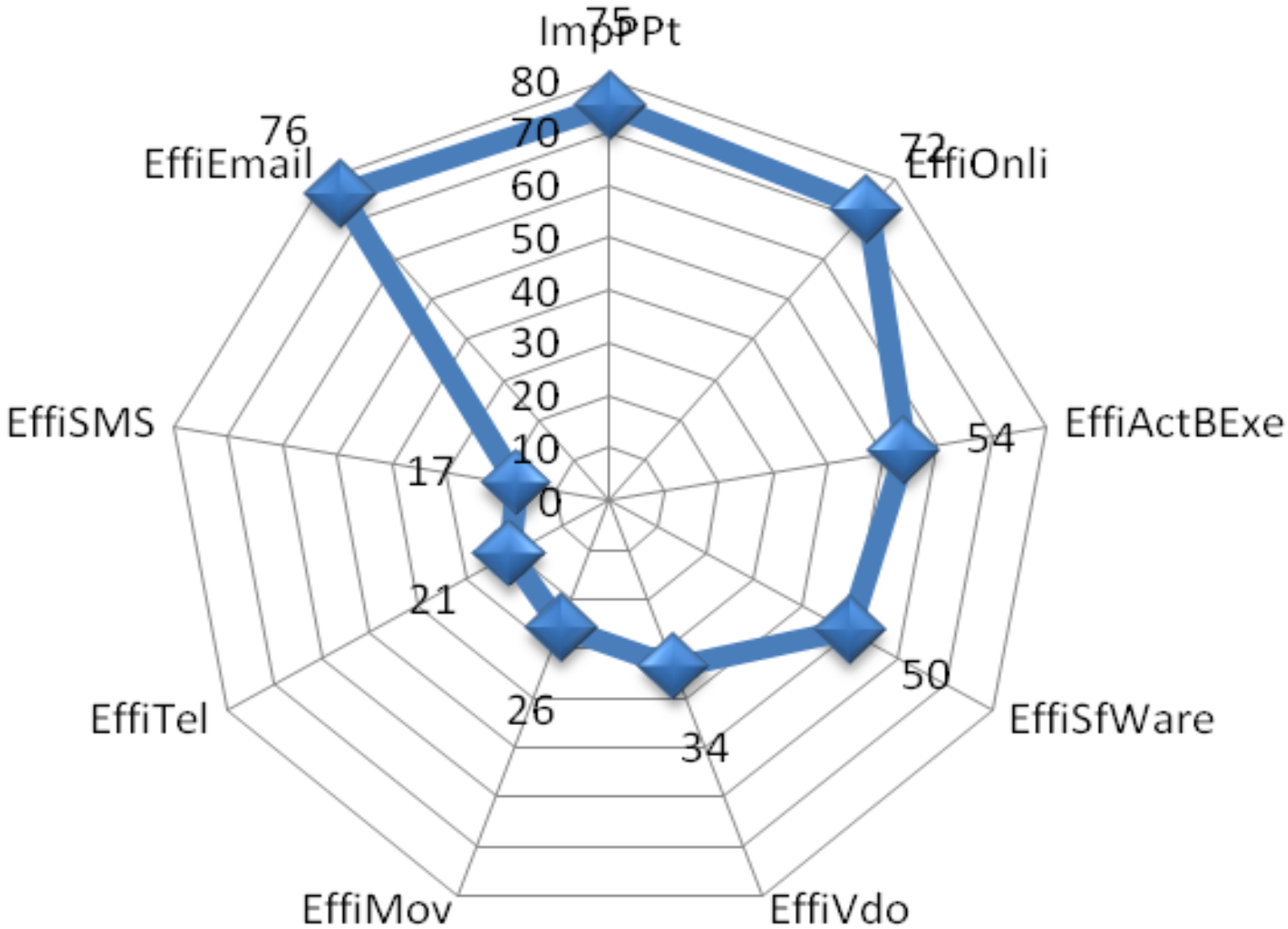




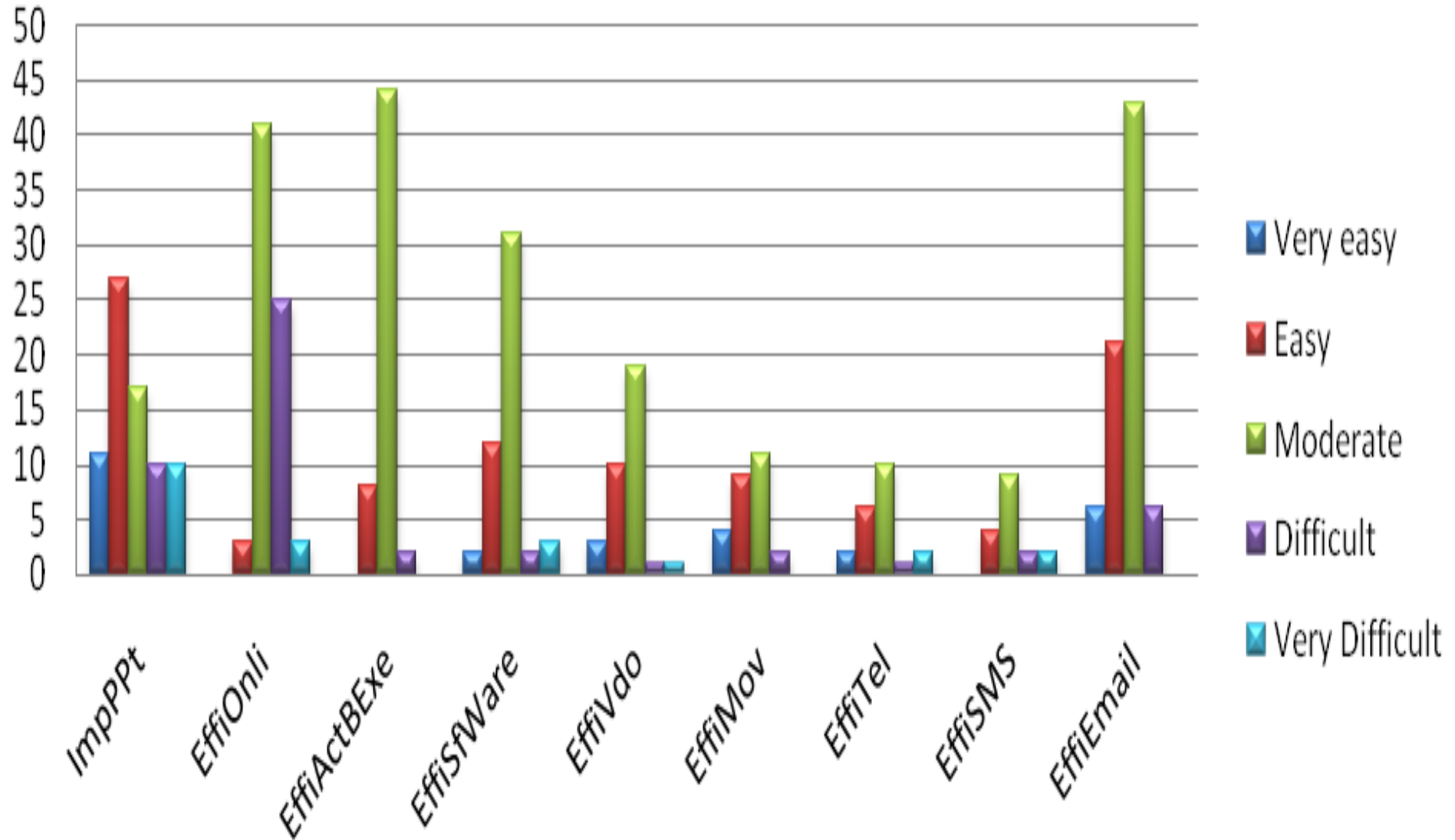
# Effectiveness of BL



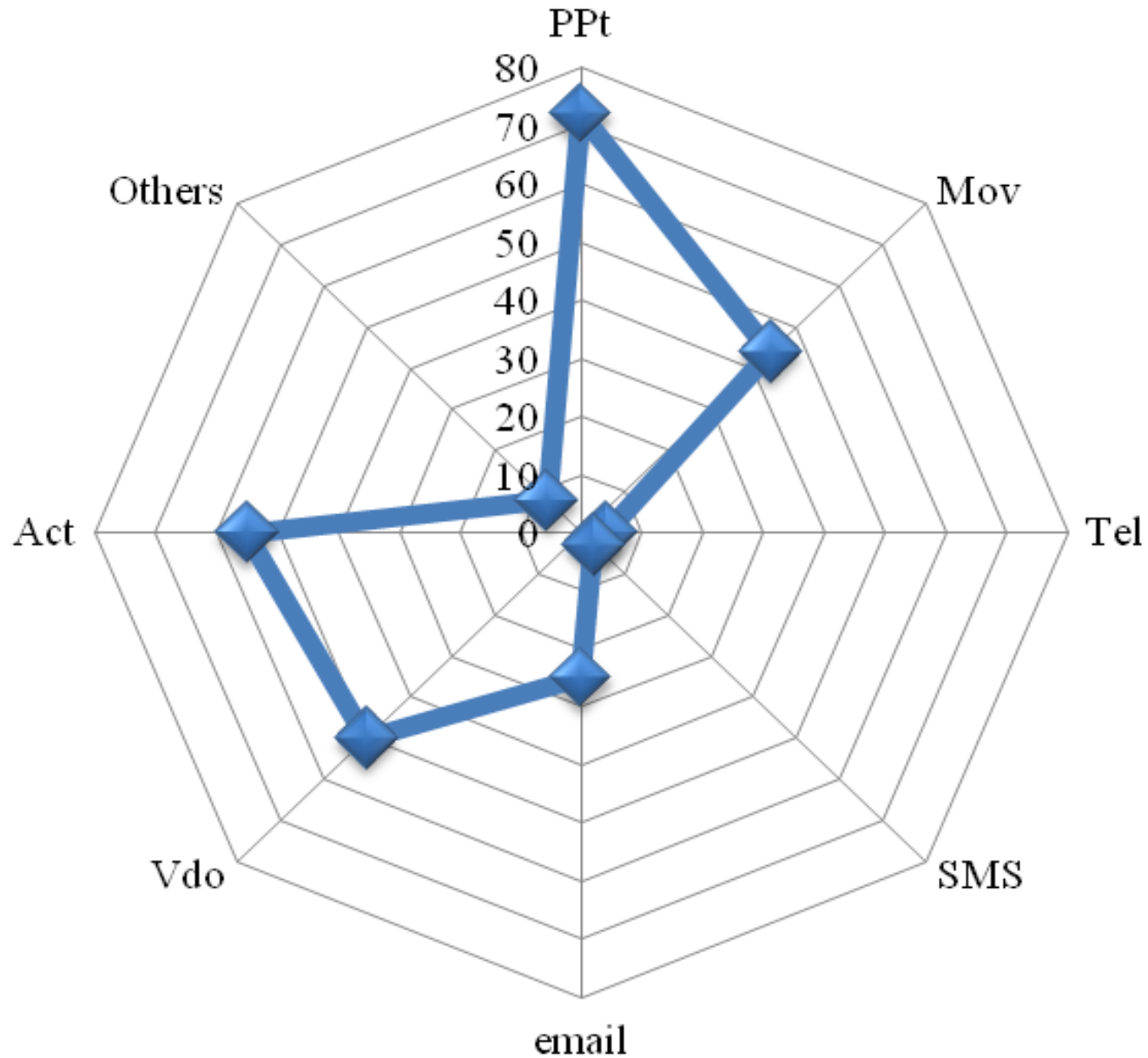
# Efficiency of BL



# Efficiency of BL



# Best Way of Learning from Student



- In conclusion, these methods:
  1. Represent learning tools
  2. Source of enrichment for students' learning.

- Malaysian students, especially those studying at HICT have shown their preference for PowerPoint, email, online activities, video and movies – this collection of methods make up what we label as *blended learning*.

- Research by Bersin & Associates (2003) find that blended learning programmes are perhaps the highest impact, lowest cost way to facilitate learning.
- Blended Learning really solves the problem of speed, scale, and impact.
- It works very well at HELP International College of Technology, Malaysia.