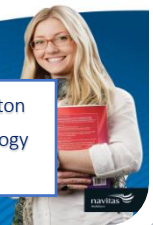


# “Students’ preferred learning structure in Blended Delivery Mode: An evidence-based model building process”



## Background:

“Blended learning is the mix of traditional methods of teaching, such as face-to-face teaching and online teaching”  
(Bliuc et al., 2007, p.233).

“When they are successfully combined, the potential result is an educational environment highly conducive to student learning”  
(Vaughan, 2007, p.82).

## Method:

The study analysed the qualitative comments from the ‘Unit Teacher Evaluation Surveys (UTES) from T1 2015 to T2 2016.

This is the first time a study across five trimesters has specifically targeted Blended Delivery in all courses at ACAP School of Counselling.

The study used Braun and Clarke’s (2006) six (6) phases of thematic analysis.

## Comments were filtered by:

Undergraduate:  
149 comments

Graduate Diploma of Counselling:  
199 comments

Master of Counselling and  
Psychotherapy:  
344 comments

## Purpose and Research Question:

The aim of the study is to identify key components in a successful BD framework.

‘How do students prefer to learn in a Blended Delivery mode?’

## Recommendations:

1. Develop innovative teaching methods linking technology and pedagogy to enhance student engagement.

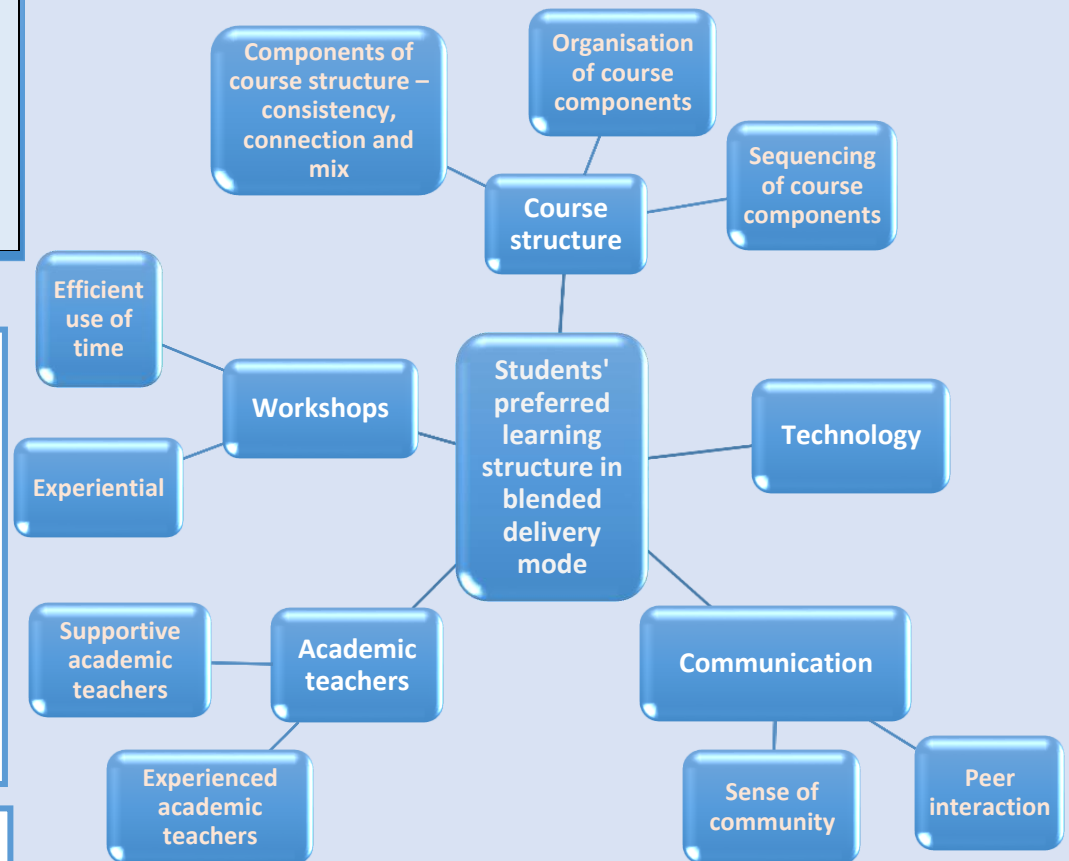
2. Ensure that students understand their role in blended delivery which is to actively ‘engage’ in all components of the course rather than to passively ‘participate’.

3. Continually revisit the course components to maintain consistency, cohesiveness and currency.

4. Ensure that academic teachers remain up-to-date with course components and technology through regular professional development.

5. Regularly check that technology matches the evolving course requirements and student needs.

## MODEL



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