

Students' preferred learning structure in Blended Delivery Mode: An evidence-based model building process

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Abstract

The study presents an evidence-based model of students' preferred learning structure in a Blended Delivery (BD) learning mode. The model is developed from data gathered from the students in the Discipline of Counselling (DoC) at Australian College of Applied Psychology during the week 11 Unit and Teacher Evaluation Surveys (UTES) in 2015 and 2016. In this study, BD is defined as a study mode which encompasses both online and face-to-face learning. There is a workshop component where students attend campus to practice their skills and synchronous online sessions where students integrate theory and practice. Student responses in the UTES consistently indicated satisfaction levels around 83-84 per cent for on-campus workshops, and 74-75 per cent for online synchronous sessions. A thematic analysis was conducted on the open-ended qualitative comments. A descriptive model building process was conducted to identify key components in a successful BD framework. This knowledge will assist in validating components of the BD mode currently available in all courses in the DoC.

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