LEARNING IN A BLENDED COURSE: BIOMEDICAL SCIENCE STUDENTS' LEARNING ADAPTATIONS

Chloe Smallwood, Louise Ainscough, Kay Colthorpe

Presenting Author: Chloe Smallwood (c.smallwood@uqconnect.edu.au)
School of Biomedical Sciences, University of Queensland, St. Lucia QLD 4072, Australia

KEYWORDS: blended learning, self-regulated learning, biomedical science

BACKGROUND

Blended learning is becoming increasingly popular in higher education as it is an effective approach to enhance learning environments by incorporating online resources (Alammary et al., 2014; Smith & Hill, 2019). In higher education, the quality of a student's self-regulated learning is associated with academic achievement (Cohen, 2012). However, certain learning strategies may be more effective than others for the blended environment. Therefore, it would be beneficial to understand if and how students adapt their strategies to suit blended learning.

METHODS

Respondents (n=268) were enrolled in a second-year physiology course which was delivered in a blended learning environment. Students were asked about the strategies they used to aid their learning in the course and if they differed from those used in traditional face-to-face courses. Responses were coded using inductive thematic analysis.

RESULTS & DISCUSSION

When comparing learning strategies used in the blended course to other courses, most students adapted by adopting new strategies (n=126). Remaining students modified existing strategies (n=35) or implemented minor changes to existing strategies (n=69) with few identifying format (n=16) as an adaptation. However, some students did not adapt their strategies (n=53). These findings suggest most students recognised the need to adapt their self-regulated learning strategies to suit a blended course.

REFERENCES

Alammary, A., Sheard, J., & Carbone, A. (2014). Blended learning in higher education: Three different design approaches. *Australasian Journal of Educational Technology*, *30*(4), 440-54.
Cohen, M. (2012). The importance of self-regulation for college student learning. *College Student Journal*, *46*(4), 892-902.
Smith, K., & Hill, J. (2019). Defining the nature of blended learning through its depiction in current research. *Higher Education Research & Development*, *38*(2), 383-97.