Towards a theoretical model to design and evaluate blended learning environments in adult education

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**Problem statement**

If the blended delivery model becomes a mainstream for higher education, then more clearly defined models and examples of effective course designs are needed (McGee & Reis, 2012). Graham et al. (2014) propose the use of iterative design research to develop (explore, test and adjust) models and theories that have a wide applicability.

**Background**

Main aim = development of a theoretically sound and empirically valid guidelines to design and evaluate blended learning environments for primarily vulnerable adult learners

1. Which core elements are included in the existing models and good practices to design blended learning environments?
2. Which characteristics typify pre-service teachers with a background in vocational or technical secondary education?
3. How do the current learning environments look like that aim at supporting understanding of pedagogical concepts of pre-service teachers with a vocational/technical secondary background?
4. What is the effect of redesigned learning environments on the use of these environments and on students’ performance, motivation and satisfaction?

**Method**

- Mixed methods
  - Qualitative: Interviews, Classroom observations, Journal/diary, Log-files
  - Quantitative: Questionnaires, Tests

- **Central variables**
  - Design elements (e.g. self-efficacy, collaborative, performance-based)
  - Learners (e.g. background, characteristics)
  - Teacher (e.g. background, characteristics)

**Review study**

Analysis of core elements in the existing models to design and implement blended learning environments.

To be presented at ORD (Onderwijs Research Dagen) in Leiden.

**Current state analysis**

Analysis of...

- existing learning environments in the specific teacher training in two centers for adult education (CVO het perspectief and CVO de oranjerie). Method interviews with lecturers and classroom observations

- characteristics vulnerable adult learners: adult learners with a background in vocational or technical secondary education. Method student questionnaires/interviews and interviews with lecturers

**Iterative design research**

Design guidelines: the establishment of guidelines to design blended learning environments.

Course redesign: several theoretical courses in the specific teacher training will be redesigned on the basis of the elaborated design guidelines.

**References**


