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Blended learning: Uncovering its transformative potential in higher education

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Abstract

The purpose of this paper is to provide a discussion of the transformative potential of blended learning in the context of the challenges facing higher education. Based upon a description of blended learning, its potential to support deep and meaningful learning is discussed. From here, a shift to the need to rethink and restructure the learning experience occurs and its transformative potential is analyzed. Finally, administrative and leadership issues are addressed and the outline of an action plan to implement blended learning approaches is presented. The conclusion is that blended learning is consistent with the values of traditional higher education institutions and has the proven potential to enhance both the effectiveness and efficiency of meaningful learning experiences.



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Keywords

Blended learning; Leadership; Higher education; Higher-order learning; Communities of inquiry; Transformation; Action plans

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