



**INTERNATIONAL
SCHOOL**
VIETNAM NATIONAL UNIVERSITY, HANOI

Implementing Blended Learning at International School, Vietnam National University, Hanoi Obstacles on the way, a case study

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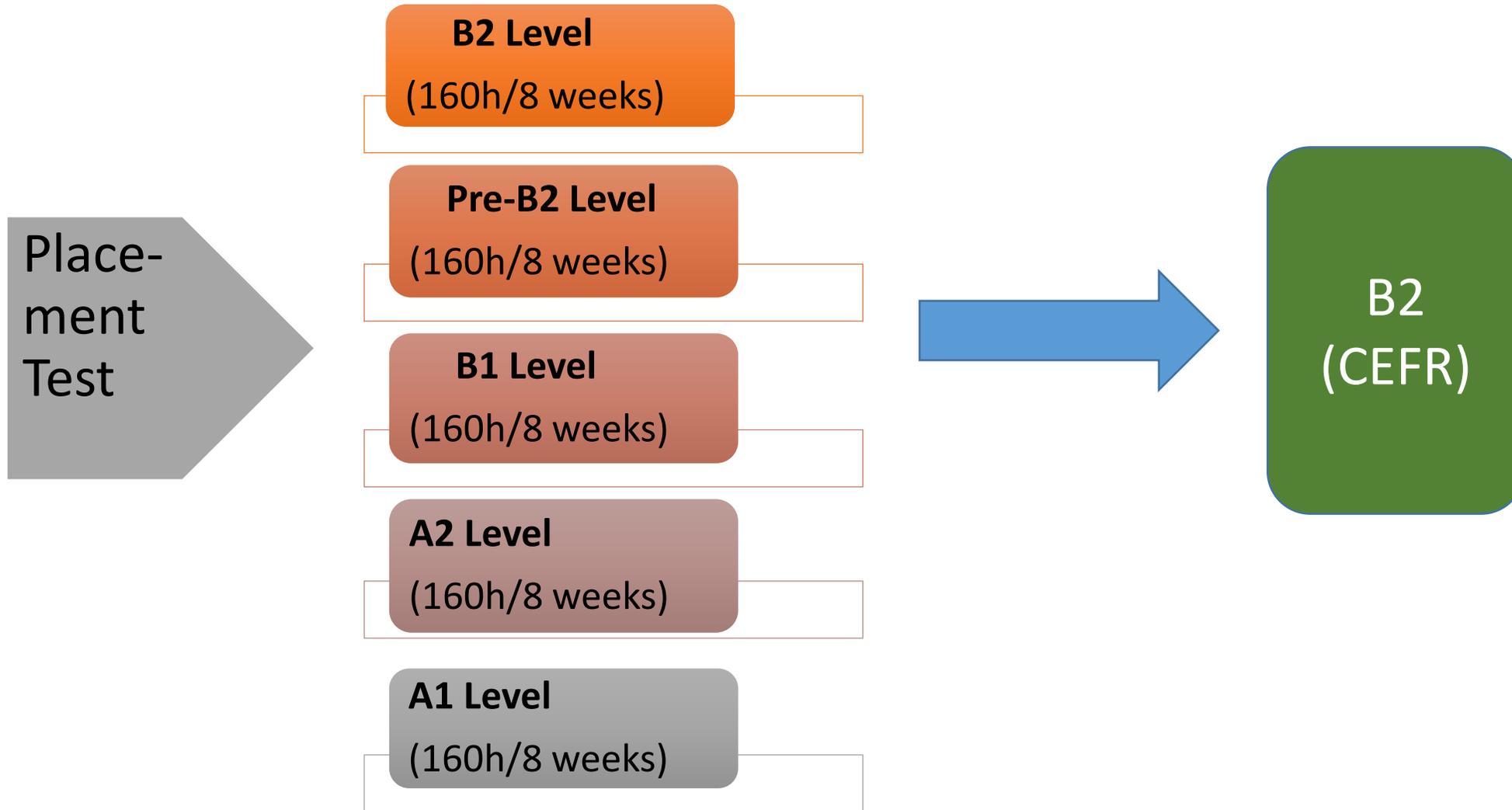
Vietnam National University - International School

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Introduction

English teaching context at Department of Academic Foundations



“Knowledge Transmission” – a case at VNU-IS



Research question

What are the academic staff perceptions that affect the adoption of blended learning in the Department of Academic Foundations?

Literature Review

1. What is Blended Learning?

2. Benefits of Blended Learning

3. Drawbacks of Blended Learning

Blended Learning in Teaching English

*Blended learning is realized in teaching and learning environments where there is **an effective integration** of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to **the use of technology** combined with the best features of **face to face interaction**.*

(Krause, 2007)

Benefits of blended learning

- Broaden the spaces and opportunities available for learning;
- Support course management activities (e.g., communication, assessment submission, marking and feedback);
- Engage and motivate students through interactivity and collaboration.

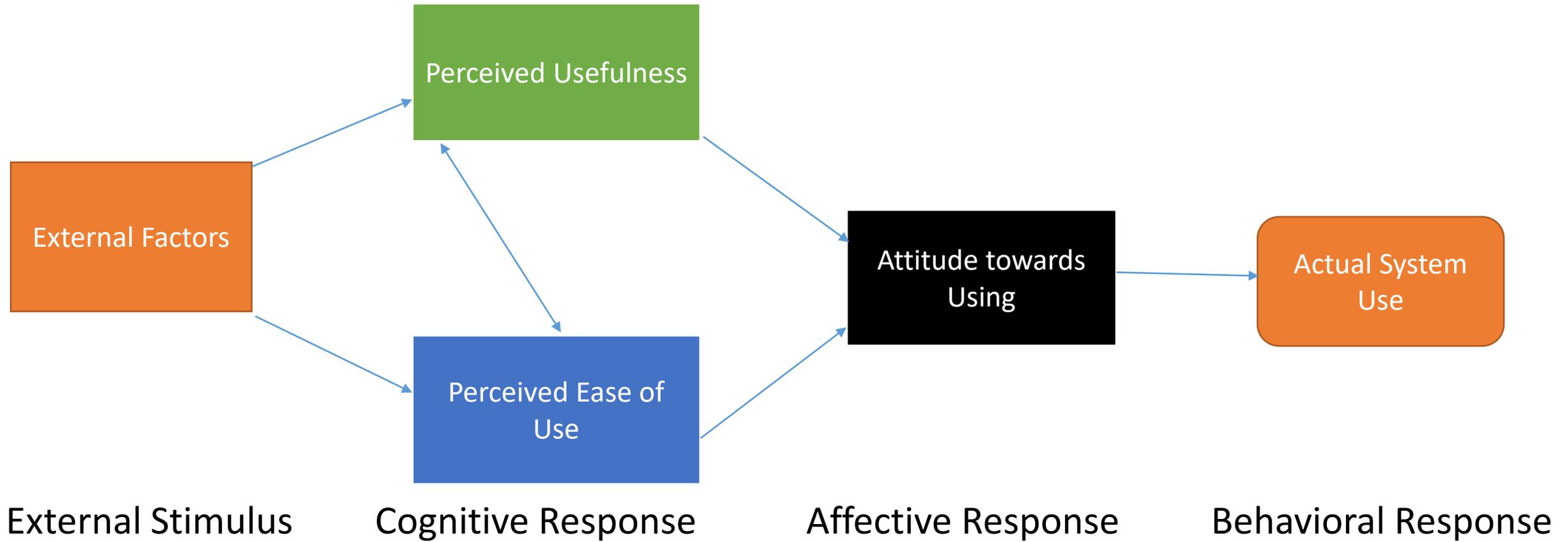
Drawbacks of blended learning

- Lack of IT knowledge
- Attitudes towards innovation and change
- Time required for implementation
- Level of institutional support
- Available technology infrastructure

Literature Review

- Technology Acceptance Model (TAM)
- Innovation Diffusion Theory (IDT)

Technology Acceptance Model (TAM)



Technology Acceptance Model (Adapted from Davis, 1993)

Innovation Diffusion Theory

(Adapted from Rogers, 1983)

Category	Description
Innovators	Risk takers who take the initiative to try something new
Early Adopters	Respected group leaders who encourage adoption by the whole group
Early majority	Careful and unwilling to take risks
Late Majority	Always suspicious of or resistant to change and are difficult to influence
Laggards	Adamant in resisting change

Research Design and Methodology

- 1. Determine and define the research questions**
- 2. Select the cases and determine data gathering and analysis techniques**
- 3. Prepare to collect the data**
- 4. Collect data in the field**
- 5. Evaluate and analyze the data**
- 6. Prepare the report**

A case study research design (McMillan and Schumacher,2010)

Research subject and scope

- Research subject: “Knowledge transmission”
- Research scope: Department of Academic Foundations staffs (16 lecturers)

Data collection methods

- Focus group interviews with lecturers
- Individual interviews with heads

Findings –IDT

(the rate of adoption of blended learning)

Category	Description	Results
Innovators	Risk takers who take the initiative to try something new	1
Early Adopters	Respected group leaders who encourage adoption by the whole group	0
Early majority	Careful and unwilling to take risks	15
Late Majority	Always suspicious of or resistant to change and are difficult to influence	0
Laggards	Adamant in resisting change	0

Findings –IDT

(the rate of adoption of blended learning)

- There exists blended learning adoption gap.
- Most lecturers are cautious taking digital innovation in teaching practice.
→ Slow adopters

Findings (IDT- Innovation Diffusion Theory)

Theme	Interview Questions	Responses
Understanding of Blended Learning (UOBL)	1. What is your understanding of blended learning?	<ul style="list-style-type: none">• Mixed teaching methods• Use of computers in teaching and learning

Findings (IDT- Innovation Diffusion Theory)

External Factors (EF)	2.	Do you think your level of technology knowledge is sufficient for teaching a blended course? Why or why not? (Lecturers)	<ul style="list-style-type: none">• Inadequate technology knowledge, need training• Adequate enough
	3.	How has the introduction and implementation of blended learning in Department influenced your decision to engage or not to engage in blended learning?	<ul style="list-style-type: none">• Not influenced, using blended learning out of personal interest• Not realized any implementation• Discouraged by inadequate technological resources
	4.	Do you think that the Department has an enabling structure for the implementation of blended learning? Why or why not?	<ul style="list-style-type: none">• No blended learning structure in place• No guiding policy for blended learning implementation

Findings (IDT- Innovation Diffusion Theory)

Perceived Usefulness (PU)	5.	What do you perceive to be the benefits of using blended learning in higher education?	<ul style="list-style-type: none">• Time saving and benefiting large classes–reaching a large group in a short time• Easy access to electronic resources• Flexibility–accessibility of learning resources at all times• Promoting student independence• Creating opportunities for networking
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Findings (IDT- Innovation Diffusion Theory)

Perceived Ease of Use (PEOU)	6.	What is your perceived level of difficulty of using blended learning?	<ul style="list-style-type: none">• Uncertain• Difficult without support• Not doable
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Findings (IDT- Innovation Diffusion Theory)

Attitude Towards Using Blended Learning (ATUBL)	7.	Are you currently using blended learning as a teaching mode? Why or why not?	<ul style="list-style-type: none">• Not using blended learning due to a lack of knowledge• No, students have very limited access to computers• Yes, my personal interest
	8.	What are your views on the barriers that impede lecturers from engaging in blended learning?	<ul style="list-style-type: none">• Lack of a policy on blended learning• Computer illiteracy of students and lecturers• Inadequate technological resources• Lack of institutional support
	9.	What are your recommendations for the introduction or improvement of the implementation of blended learning in the Faculty of Education? (HODs and Dean)	<ul style="list-style-type: none">• Incorporate blended learning into the curriculum• Provide e-learning infrastructure in the Faculty• Develop e-learning skills of staff and students• Monitor and evaluate the implementation of

Conclusions and recommendations

References

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Thank
You

A blue paper cutout with the words "Thank You" in white, hanging from a string. The text is in a bold, rounded, sans-serif font. The cutout has a scalloped edge and a small hole at the top center where a string is attached. The background is white.