

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/283316753>

# Developing a Framework for Promoting Blended Learning (Teachnology) among Communication Students at Daystar University

Research · October 2015

DOI: 10.13140/RG.2.1.3437.2567

CITATIONS

0

READS

69

1 author:



Rosemary Nyaole-Kowuor

Daystar University

2 PUBLICATIONS 0 CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:



Remote Teaching project [View project](#)

# Developing a Framework for Promoting Blended Learning (Technology) among Communication Students at Daystar University

By Rosemary Nyaole-Kowuor, PhD

## Abstract

The implications of emerging digital technologies and increasing interest in the computerized delivery are immense: eLearning through electronic mail, the Internet, the World Wide Web (www), and multimedia are no longer mere add-ons in education and learning. This paper is based on an action research that aimed at developing a framework for achieving blended learning framework among Communication students at Daystar University, Kenya. Two-fold problem that served as a point of departure for this research was the fact that Daystar has put in place a platform for eLearning yet, only some members of faculty and students have been able to utilize this platform for learning purposes, while others find themselves less well equipped to cope with emerging technologies. The second problem area involved better understanding why some people turn to eLearning, while others do not. These variances were at the heart of the problem areas for this study. The study was based on Denscombe's action research model and was conducted over a period of two years during which, I worked with students, as co-facilitators and peer-mentors, during every class session on rotational basis, in planning for class sessions and coming up with class activities or instructional practices that they believed would help promote active learning and critical reflection. Traditional class activities were centred on deep learning (data processing). Students did surface learning (data transfer) on the eLearning platform during their private time under the guidance of a pool of peer-mentors. Data analysis adopted Costello's (2003, pg 57) approach that "there is a close relationship between the collection of action research data and its analysis." After every class session, I met with the co-facilitators and their mentors to analyze the previous class sessions and designed activities for the next class. This implies that my data analysis was part of data gathering. It was a continuous process, as we reflected on learning activities during previous classes; adopted instructional practices that promoted reflective learning and discarded those that inhibited reflective learning. We designed each class activity in line with the lesson topic for each week. The study established a link between blended learning instructional practices and adoption of eLearning and recommends looking toward advancement of technology know-how and course design as strategies for promoting eLearning success among communication students at Daystar University.