

# ASSESSING THE FEASIBILITY OF BLENDED LEARNING: UNIVERSITY OF NAIROBI STUDENT PERSPECTIVES

<sup>1</sup>Anderson Wangia Victoria and Sabina Wangia<sup>2</sup>

*1University of Kansas Medical Center School of Nursing, Kansas City, Kansas*

*2Department of Agricultural Economics University of Nairobi*

## Abstract

Technological advances such as computers, mobile technology, the Internet have influenced a wide variety of areas including education. Blended learning is an innovative approach of learning that is possible because of these advancements. It educates students by combining traditional classroom instruction with the use of information technology (IT) to support the learning process. This use of IT to support the learning process is referred to as e-learning. The adoption of blended learning in a circumstance where the curriculum is entirely classroom-based requires determining feasibility. Feasibility assessment can involve all stakeholders or subsets of stakeholders. Students are important stakeholders because they are the ultimate benefactors of the educational process. The objective of the pilot study was to assess the feasibility of combining traditional classroom-based instruction of Agricultural Economics courses with elearning.

A survey administered to University of Nairobi students and lessons learned from the University of Kansas informed the survey design and study. An online survey was developed and administered to Agricultural Economics students. Instructions for completing the survey and definitions were included. The data was analyzed in SPSS with focus on descriptive statistics and qualitative data analysis. Results showed that students agreed blended learning would improve their learning. Ninety percent of the survey respondents indicated that blended learning was their preferred way of learning. They identified challenges and advantages of adoption, noting their expertise with technology. They identified a variety of ways they use their computers with 90% of the students using their computers for Internet access. As technology continues to advance educators have immense opportunity to adopt it to meet learning needs and challenges, to improve learning outcomes and, to meet student expectations. The technology should be selected to match needs and optimized for instructional quality.

**Key words:** teaching technology, classroom-based instruction, e-learning, blended learning