Investigating student and instructor variables in the implementation of blended learning in a Ugandan university context

Public defense to obtain the degree of DOCTOR OF EDUCATIONAL SCIENCES of

Mr. Kintu Mugenyi Justice

which will take place on
06th of October, 13:30
Promotiezaal, D2.01
Campus Etterbeek

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Summary

Paradigm shifts in teaching and learning methodologies form part of educational development. The need to change to and adopt new methods in our education system can be realized if the participants’ characteristics are examined. This examination is done in order to avoid pitfalls once heavy investment is done to enhance teaching and learning methodologies through technology. The adoption of online learning, in addition to the traditional face-to-face teaching is such one way of improving teaching and learning in higher education. This blended learning approach builds on the strengths of face-to-face learning and adds to the advantages of online learning approaches.

This dissertation mainly focusses on student and instructor variables that can enable the implementation of a blended learning approach in a Ugandan university context. The use of technology features is investigated along with how it can lead to meaningful outcomes for successful blended learning. The research establishes the significant and non-significant predictors of blended learning outcomes among the independent variables and recommends appropriate strategies to consider in blended learning implementation.

Curriculum Vitae

Kintu Mugenyi Justice did a diploma in education before proceeding to do a Bachelors’ degree at Makerere University (Uganda). He continued to the University of Bergen (Norway) for an MPhil degree and shortly after enrolled for a PhD at the department of Educational Sciences at the Vrije Universiteit Brussel.

During his PhD, he focussed on a blended learning implementation study by investigating the student and instructor variables involved in blended learning implementation. His second and third studies were published in The Electronic Journal of e-Learning and The International Journal of Educational Technology in Higher Education respectively. His fourth and fifth studies were submitted for review and possible publication in The International Journal of Technology Enhanced Learning and International Journal of Mobile and Blended Learning respectively. He presented various parts of his research at four international conferences in South Africa, Ghana and Spain. He also co-authored and published a paper in Technology, Pedagogy and Education Journal.

He is interested in self-regulated learning, e-learning and educational technology. He will be going back to teach at Mountains of the Moon University (Uganda) after his doctoral studies in Belgium.