

# THE EFFECTIVENESS OF BLENDED LEARNING: A CASE STUDY

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## Abstract

Recent policy announcements by the Thai government: Thailand 4.0, and its education component: Education 4.0, advocate the use of innovation and digital technology in schools and universities to improve the quality of education. We explore here the effectiveness of blended learning at an institute of higher education with a case study for one subject taught at the undergraduate level at Assumption University. Blended Learning in this study is defined as supplementing traditional classroom lectures with an online eLearning course in the same subject, using the same lecturers and course materials. Students had the opportunity to watch online video lectures before and/or after attending classes throughout the semester. At the end of the semester an online survey was conducted to determine the frequency of access to the online course, the level of student satisfaction, and the effectiveness of blended learning in terms of their understanding of the subject. Lecturers were interviewed to determine their view of the success or otherwise of the program and to inquire about exam results. Evaluation of survey questionnaires and lecturers' opinions revealed that students were satisfied with the program because it had impacted positively on their understanding of the subject and had improved their exam results above prior expectations.

Keywords: eLearning, Online Learning, Blended Learning, Thailand 4.0, Education 4.0

## INTRODUCTION

The Graduate School of eLearning (GSeL) was established in 2002 within Assumption University to offer online learning (eLearning) through the Internet for graduate studies. All eLearning systems use software

called Learning Management System (LMS) to connect experts (lecturers) who provide course content: text, audio, and video materials, with students who view these items online.

Moodle was recommended for the development of courseware in this case

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