Abstract

In a traditional and rich society like in Oman, higher education offers several unique circumstances that suggest that, curriculum delivery using blended learning is a rational choice. The purpose of this study was to identify the factors affecting blended learning adoption and whether learning process was predictive in its adoption process at College of Applied Sciences (CAS) in Oman. The present study adopted quantitative approach that was aimed to examine the effect of students learning process and students learning style on blended learning. The findings of this study revealed that in particular, the Competitive and Facilitator style significantly mediated the relationship of User Acceptance of Technology and Blended Learning adoption. Further, the demographic factors like student’s gender, age and computer experience does also significantly influenced the blended learning adoption. Blended learning design in the theoretical framework may enhance the interactions in learning environment and effective learning can be promoted through greater flexibility which may also allow the use of various learning styles.

References

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  e-Learning  blended learning design  student learning styles  behavioural intention.