

Analysis of the Process of Blended Course Design and Development at Makerere University

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Abstract

This study explored the process of designing and developing blended learning courses at Makerere University. Employing interpretivism principles and a qualitative phenomenological approach, the research delved into the experiences, perceptions, and insights of individuals engaged in blended course creation, including course developers, instructional designers, and subject matter experts. The primary objective was to grasp crucial aspects of pre-analysis activities, instructional design considerations, assessment development, and the formulation of a practical blended course design framework.

Informed by the Blended Learning Curriculum (BLC) Design model by Huang, Ding, and Zhang, the research featured a purposive sampling strategy involving 19 blended courses and 12 participants. Sampling concluded at data saturation, ensuring a rich dataset. Phenomenological reduction facilitated in-depth analysis of interview transcripts and course documents to reveal the essence of the phenomenon. The study uncovered components crucial to shaping the quality of blended learning at Makerere University, emphasizing a learner-centered approach, alignment with learning outcomes, diverse learning activities, technical considerations for accessibility, collaboration, engagement, strategies to overcome challenges, and integration of evaluation and reflective practices. Recommendations aimed to enhance faculty support, encourage customization of blended learning to meet diverse needs, address identified limitations, and contribute to ongoing growth and enhancement of blended learning in higher education, fostering inclusive and effective educational experiences.

Key Words: Blended learning courses, Makerere University, Pre-analysis activities, Instructional design, Assessment development, blended learning course design framework, Phenomenological approach.