

Review of: "Stakeholders' Perceptions on Adoption of Blended Learning Approach in Tanzania Secondary Schools"

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Potential competing interests: No potential competing interests to declare.

Review:

Title: Stakeholders' Perceptions on the Adoption of a Blended Learning Approach in Tanzanian Secondary Schools

Overall Impression: The study provides a comprehensive investigation into the perception of stakeholders on the adoption of the Blended Learning Approach (BLA) in Tanzanian secondary schools. It offers valuable insights into the current state of blended learning, the support structures in place, and challenges faced in implementing BLA. The use of empirical evidence and contextual background effectively bolsters the study's claims and observations.

Strengths:

Contextual Background: The introduction provides a comprehensive backdrop about the significance of blended learning in today's educational landscape. References to global practices, such as those in the USA, Chile, and Malaysia, offer a comparative perspective that enriches the reader's understanding.

Methodology: The study employs a robust methodology encompassing interviews, participant observation, questionnaires, and documentary reviews. This multi-faceted approach lends credence to the findings and insights presented.

Relevance: Addressing the divergence between policy intentions and on-ground practices is crucial. The study aptly highlights this mismatch in the Tanzanian context, making it relevant for policymakers and educators.

Research Questions: The research questions are well-framed, directly addressing the central theme of the study and guiding readers through the investigation process.

Areas of Improvement:

Abstract Clarity: The abstract, while detailed, could benefit from more concise language to succinctly convey the main findings and implications.

Definition of Blended Learning: While the introduction dives deep into what constitutes blended learning, it might be beneficial to have a clear, single definition early on for readers unfamiliar with the concept.

Data Presentation: The review does not delve into how data from the 76 respondents was analyzed or presented. Including charts, tables, or any quantitative analysis could enhance the credibility of the findings.

Recommendations: The study could be further enriched by providing specific recommendations or actionable insights for policymakers and educational institutions in Tanzania based on the findings.

Future Research: A section suggesting areas for future research or how this study could be extended or replicated in other regions would be valuable for researchers in the field.

Conclusion: The study offers a timely and essential exploration into the state of blended learning in Tanzanian secondary schools. By juxtaposing policy intentions with actual practices and highlighting stakeholder perceptions, it sheds light on the challenges and opportunities inherent in adopting modern educational practices. With some refinements, this work could serve as a valuable reference for educational policymakers, institutions, and researchers interested in the integration of technology in education.

Review of the Blended Learning and Blended Learning Environments Section

Summary: The section delves deep into the conceptualization of blended learning (BL) and blended learning approach (BLA). It views BL as a fusion of traditional face-to-face teaching and digital learning modalities. The strengths and potentials of blended learning environments, as well as the conditions required for the successful adoption of BLA in secondary schools, are meticulously laid out.

Strengths:

1. **Comprehensive Definitions:** The section offers a robust and comprehensive exploration of the concept of blended learning by pulling from multiple scholarly sources.
2. **Pedagogical Implications:** The text clearly points out the advantages of BLA from a pedagogical standpoint, highlighting increased student engagement, flexibility, enhanced interaction, and the importance of self-directed learning.
3. **Detail-Oriented:** The mention of tools, methodologies, and conditions necessary for the successful implementation of BLA provides a well-rounded perspective for educators considering such an approach.

Areas of Improvement:

1. **Redundancy:** There's a slight repetition when discussing the benefits and functionalities of blended learning. Streamlining the points or offering a more concise presentation could make the information more digestible.
2. **Supporting Data:** While the theoretical implications are well laid out, integrating some empirical findings or case studies could provide a more persuasive argument in favor of BLA.
3. **Technological Considerations:** While tools like YouTube, Skype, and Google Talk are mentioned, it would be beneficial to delve deeper into modern, education-specific technologies or platforms that can further elevate BLA.

Review of the Conditions for the Adoption of BLA Section

Summary: This segment underscores the prerequisites for successfully incorporating a blended learning approach in secondary educational settings. It emphasizes the importance of teacher training, infrastructural readiness, and stakeholder awareness for the successful realization of BLA.

Strengths:

1. **Holistic Viewpoint:** The section rightly identifies not just the technological requirements but also emphasizes the importance of trained educators, flexibility in teaching methodologies, and stakeholder buy-in for the success of BLA.
2. **Practical Considerations:** By acknowledging tangible elements such as infrastructure, computer labs, and continuous assessment, the text provides a grounded and realistic view of BLA implementation.
3. **Stakeholder Engagement:** The mention of parents and guardians is a valuable addition, emphasizing that BLA's success is not just restricted to the classroom but extends to the larger educational ecosystem.

Areas of Improvement:

1. **Student-Centricity:** While teachers, infrastructure, and parents are discussed, there's a limited focus on students' role and how they can be better prepared or oriented for BLA.
2. **Digital Literacy:** Beyond teacher training, it might be crucial to address the importance of digital literacy among students, ensuring they can effectively engage with blended learning tools.
3. **Case Studies or Examples:** Providing examples or real-world case studies where these conditions were met and led to successful BLA outcomes could offer readers tangible benchmarks.

Overall: The sections provide a well-rounded examination of blended learning and its various facets. The comprehensive definitions and detailed lists of benefits and requirements make it a valuable read for educational stakeholders considering BLA. However, integrating real-world examples, addressing redundancies, and focusing on students can further enhance the impact and clarity of the information presented.

Uses of Blended Learning (BL) in Secondary Schools & The Concerns-Based Adoption Model (CBAM)

Strengths:

- **Clarity and Structured Presentation:** The article has been structured in a clear manner, dividing it into different sections, each focusing on specific aspects of BL and the CBAM.
- **Detailed Explanation of BL:** The uses and benefits of blended learning in secondary school settings are elaborated upon effectively. The article integrates several perspectives from different research studies, providing a comprehensive understanding.
- **Introduction to CBAM:** The article does an admirable job of introducing the CBAM, its historical context, its principles, and its applicability in the integration of technologies like BL in educational settings.
- **Relevance of CBAM:** The explicit connection between the CBAM and its utility in understanding how educational

institutions adopt technological innovations like BL is well-presented. The model's emphasis on the perceptions and experiences of educators and other stakeholders is underlined efficiently.

Areas of Improvement:

- **Repetitiveness:** Certain points, particularly around the benefits and challenges of BL and CBAM, are reiterated more than necessary, which might make readers feel the content is repetitive.
- **Elaboration on BL's Uses:** While the different uses of BL in secondary schools are mentioned, a deeper dive into each use case, perhaps through case studies or specific examples, would make the discussion richer.
- **Deeper Dive into CBAM:** It would have been beneficial to have a more detailed discussion on each component of the CBAM, namely levels of use, innovative configurations, and stages of worry. Practical examples linking these to BL adoption would enhance understanding.
- **Addressing Counterarguments:** The limitations of CBAM in the context of secondary school settings are briefly discussed. A more detailed analysis of these limitations, perhaps with solutions or workarounds, would provide a balanced view.
- **Broader Context:** The mention of the COVID-19 situation feels slightly abrupt. A dedicated section discussing the implications of global events like the pandemic on blended learning adoption and the relevancy of CBAM during such times might provide context.

Concluding Thoughts:

The article is informative and provides a solid understanding of both blended learning in secondary school settings and the CBAM. While there's room for deeper exploration in both areas, it serves as a comprehensive primer for those unfamiliar with these concepts. The intertwining of these two areas showcases a clear picture of the current landscape of education and technology integration.