Students' Experience with the Rotation Blended Learning Model – Case Study
(Poster)

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חוויית סטודנטים במסגרת למידה מעורבת על פי מודל הסבב – חקר מקרה
(פוסטר)

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Abstract

In addressing contemporary educational challenges, this study investigates the impact of Techno-Pedagogy, using the Technological Pedagogical Content Knowledge (TPACK) framework, to understand how integrating content, pedagogy, and technology affects educational outcomes from the learners' perspective. Utilizing a qualitative approach, we conducted a thematic analysis of interviews with 15 graduate students from a higher education institution in northern Israel. These students were enrolled in a course structured according to the Rotational Blended Learning model over two consecutive semesters, 2021-2022 and 2022-2023, and delivered by the same lecturer. The findings offer a nuanced view, reflecting diverse student experiences: while many found the course's flexible and dynamic learning environment effective in promoting active learning, personal pacing, and the development of technological skills, others encountered challenges. These challenges included technical difficulties, a gap between expectations and reality, and resistance to adopting traditional pedagogical methods. This variation underscores the importance of addressing individual learner needs and preferences when implementing innovative educational strategies. Our study highlights the critical balance between innovation and the readiness of learners and institutions to

adapt, emphasizing the need for further research into optimizing blended learning environments and integrating digital competencies in education.

Keywords: Rotation Blended Learning Model, TPACK framework, DigCompEdu framework.

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