

Annemette Kjærgaard: Blended Learning in Management Education (BLiME) research programme.

Blended learning in management education (BLiME) is an interdisciplinary research program focused on improving student learning in business and management education through enhancing the understanding, conceptualization, methodology and the policy of blended learning practices in business schools and higher education in general. The scope of BLiME includes new teaching and learning activities, changes to roles and identities of teachers and students as well as requirements for organizational change and changes to the roles of universities in the future.

Blended learning is a delivery form with the aim of combining online and face-to-face learning to create new learning opportunities for students. It is expected that blended learning as a form of technology-enhanced learning will become a standard delivery method in higher education in the future.

The aim of the BLiME program is to identify, collect, analyze and systematize empirical evidence to improve our understanding of the learning opportunities that blended learning provides as well as the challenges and changes to the organizational context it incurs. While many business schools are currently implementing new technology-enhanced teaching and learning activities, systematic knowledge of the impact of blended learning is still rather limited and practice- rather than theory-driven. BLiME aims to address these opportunities and challenges to inform the development of new blended learning approaches that foster the skills, knowledge and capabilities that students in business and management need for the future. BLiME is organized around three interrelated research themes:

Theme 1. Blended learning practices in management education

- What pedagogies can best inform blended learning designs to support students in developing the skills, knowledge and capabilities required in management education?
- What blended learning designs work for whom, where and how in management education?

Theme 2. Changes to roles and identities

- What changes to student roles and identities are needed to benefit from blended learning activities? How can this be facilitated and what are the challenges?
- What competences are needed for teachers and how do they respond to the changes that blended learning creates to their role and identity?

Theme 3. Organizational and institutional change

- What are the organizational implications of implementing blended learning and how does university management manage the change process?
- What are the implications for higher education policy?
- How does blended learning and technology-enhanced learning in general change the role of universities in society including the relationship with business and industry?

