

Blended Learning in Finance: Comparing Student Perceptions of Lectures, Tutorials and Online Learning Environments Across Different Year Levels*

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Abstract

In modern pedagogy, a blended approach is used comprising both face-to-face and online learning. This study investigates how undergraduate students majoring in finance view the different learning environments, and evaluates the changes in perception over the three years of the degree after controlling for gender, age, international/domestic student and English as a first language. Using a purpose designed survey instrument, students across the three years of undergraduate study rated the importance of lectures, tutorials and web-based learning environments in a blended learning model. The results indicate that there is still a strong preference for face-to-face learning. Additionally, there were significant differences in attitudes and perception by year level.

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