

Preferred Teaching Strategies in Academic Literacy: Perceptions of First Year Bachelor of Education Students

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Abstract

The last few years have seen the education sector thrust into the online learning space. With the return of some level of normality the education landscape has once again been presented with the possibility of retaining learning in online spaces, returning to venue-based learning or adopting a blended learning approach. This paper is based on a study that explored the learning preferences of first year Bachelor of Education students within the context of an academic literacy module. The paper focuses specifically on the teaching and learning strategies that these students found to be most effective and the reasons behind their choice. The study adopted a qualitative approach and used qualitative questionnaires to generate data from 120 participants. The data was then analysed thematically. The findings revealed that participants enjoyed a combination of traditional teaching strategies and strategies that were available online via the learning management system. The motivation behind these preferences was that this combination allowed for lecturer-student interaction but still allowed for flexible learning.

Keywords: blended learning, flexible learning, student-lecturer interaction, traditional learning, peer interaction