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Student perception and marks of Tax 300 Blended teaching compared to Traditional Face-to-Face teaching

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Abstract

The 3rd-year TAX 300 course has undergone significant changes and refinements over the past 5 years. Initially, lecturing entirely face-to-face was shifted to a blended teaching approach. This model integrates the delivery of technical content through prerecorded videos that students must review before attending in-person classes. The on-campus sessions focus on the practical application of the pre-acquired knowledge, using real-life scenarios to enhance the learning experience. The rationale behind this transition is to foster lifelong learning. The aim is to enhance student engagement and academic performance, with the expectation that students will actively apply the knowledge gained from the technical content in a practical, interactive setting. While student marks have improved, some challenges persist. This study seeks to evaluate the efficiency of this new blended teaching approach. A Google Form questionnaire was distributed to all students enrolled in the course from 2021 to 2025 to gather feedback on their perceptions of the teaching model. The feedback will be analyzed to assess how students' views have evolved over time and to examine the correlation between student engagement with online content and academic performance. Additionally, a comparison of Tax marks from the traditional teaching period with those since the implementation of the blended model will be conducted. The results of this study will provide valuable insights into whether the blended teaching model has achieved its intended outcomes and whether adjustments, such as changes to the timetable or course structure, are needed to further enhance student success.

Keywords: Academic Performance; Comparison; Feedback; Higher Education; Real Life