

Teachers' Perceptions in Adopting Blended Teaching and Learning Social Sciences

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ABSTRACT

This study was conducted to analyze the perceptions of the university teachers in adopting blended learning and teaching for the social sciences. The research is inductive in nature, and a qualitative methodology along with thematic analysis was adopted. Ten lecturers who had practiced blended learning and teaching methodology were interviewed based on a discussion guide made by the researcher. Results of the study indicated that the majority of them perceived blended learning and teaching to be more effective compared to traditional classes or online classes alone. It also demonstrated that blended learning provides a seamless experience in using both traditional and online teaching methods and it appears to be well suited for different teachers irrespective of their teaching styles and the students' learning styles. The issues regarding the implementation of technology, initiation of smart blackboards and necessary other devices, and training for teachers and students should be addressed.

Keywords: Teachers' perceptions, Blended teaching and learning