

A Scoping Review: Examining the Research on Blended Learning and Online Delivery for Effective National Coaching Certification Program (NCCP) Delivery

Inclusion Factors - Summary

While the literature discussing the concept of an inclusive learning environment in Blended Learning is still limited, recent publications have provided insight, which should be considered when creating programs.

Some gender differences have been found, showing that females are often more successful than males in Blended Learning programs. Specifically, all female groups in Team-Based Learning have been the most successful, compared to mixed gender or all male groups. Males are typically stronger with technology and media, with females struggling to keep attention on media, however females were better able to employ strategies to keep focus.

Participants with different cultural differences may be unintentionally discriminated against in programs. Some cultures discourage engagement in learning on participation on specific day or times, while how a student interacts in a class may be impacted by their cultural background (e.g. it may be considered rude to ask questions, females should not speak). Cultural background may dictate in part learning styles and preferences.

Socio-economic factors continue to challenge participation in learning due to the digital divide, a social problem that refers to the technology gap between families who do not have the same access to technology or internet. Finally, age factors play a role, with older learners preferring problem-solving approach to learning, and their learning preferences deepening with age.

Original report written by: Edwards, J., Kloos, K. & Konoval, T. (2020).
