


Chapter 17

Towards Blended Learning Designs Fostering Adults' Social Capital: What Do Empirical Findings Reveal?

Celine Cocquyt


Vrije Universiteit Brussel, Belgium

Anh Nguyet Diep

 <https://orcid.org/0000-0001-5134-3220>

Vrije Universiteit Brussel, Belgium

Chang Zhu

 <https://orcid.org/0000-0002-0057-275X>

Vrije Universiteit Brussel, Belgium

Maurice De Greef

Vrije Universiteit Brussel, Belgium

Tom Vanwing

Vrije Universiteit Brussel, Belgium

ABSTRACT

In responding to the ubiquitous presence of information and communication technology (ICT) in the educational landscape, blended learning has been increasingly adopted in adult education. While adult educators and practitioners face challenges due to such pedagogical shifts in instructional design, they are also encouraged to underscore the emancipatory values of adult education to contribute to the global social exclusion combat. Thus, it is of particular significance to examine how different elements of the blended learning design can result in social outcomes for adult learners. By deconstructing the blended learning design into specific online and general supportive factors, the present chapter sheds more light on the question: How does learning in a blended environment contribute to adult learners' social capital? On top of that, practical recommendations for instructors are put forward.

DOI: 10.4018/978-1-7998-8598-6.ch017

INTRODUCTION

Blended Learning in a Digital (but Socially Segregated) Society

The first decade of the 21st century has witnessed the flourishing of a variety of adult education provisions. This is due to the need to cope with the rapid growth of knowledge, evolution in means of production, and substantial advancements to information and communication technology (ICT). In conjunction with research lines focusing on adult learning theories and the accompanied pedagogical practices, ICT-based education has developed notably. This type of education emerged as a promising solution to help adults overcome barriers that interfere with their participation in adult education, including situational, institutional, and dispositional barriers (McGivney, 1993; Norman & Hyland, 2003). Blended learning, which is a mix of face-to-face and online instruction, is becoming the new traditional mode of teaching and learning (Graham, 2006; Norberg, Dziuban, & Moskal, 2011).

In the meantime, societies worldwide are challenged to include adults who experience difficulties with social exclusion and poverty (United Nations, 2016). In other words, many individuals are excluded from full participation in society (World Bank, 2013). In Europe, 23.7% of adults are at risk of poverty or social exclusion (Eurostat, 2017). Social exclusion refers to a lack of participation or resources in several life domains, such as civic participation, social relations, housing, access to services, or digital participation (Van Regenmortel, 2017).

Adult learning and education (ALE) is a proven pathway in promoting wide societal benefits while countering challenges like social exclusion (Preston & Hammond, 2002). To date, policymakers and educational researchers have underlined ALE's role in enhancing social inclusion (De Greef, Segers, & Verté, 2012; Nilsson, 2010). The concept of social inclusion is measured at a macro-level (e.g., a given state or community). However, for adult education, the empowerment and self-actualization of the individual is at stake.

This chapter will conceptualize social inclusion by the notion of social capital operationalized at the individual level. In brief, social capital consists of the bonding and bridging dimensions. The former refers to strong relationships among people of similar backgrounds and/or beliefs (Williams, 2006). The latter contains weak ties built among people of diverse backgrounds. These ties may provide access to new information and opportunities (Williams, 2006). Hence, an individual's social capital refers to his/her social relations, participation in diverse networks, and the resources that arise from it.

A Focus on Blended Learning Environments and Social Capital of Adults

The emancipatory nature of education, particularly adult education, is well recognized (Freire, 2005; Galloway, 2011). Furthermore, in the effort toward greater social inclusion in the digital age, ICT-based adult education is a valuable approach. For example, when adults are successfully engaged in an ICT-based program, they can build a strong community with their peers and feel a great sense of belonging (Rovai & Jordan, 2004). These outcomes are one aspect of relational social capital. Yet, most empirical studies have not clearly specified how ALE, organized in a blended manner, expands adults' social capital. Consequently, it is worth questioning how learning in a blended environment contributes to the broad societal goal of social inclusion as operationalized by an individual's social capital. In other words, there is a need to scrutinize the specific factors of a blended learning environment that enhance adults' social capital.

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/towards-blended-learning-designs-fostering-adults-social-capital/279735

Related Content

A Study of the Effects of Competitive Team-Based Learning and Structured Academic Controversy on the Language Proficiency of Iranian EFL College Seniors

Seyed Mohammad Hassan Hosseini (2012). *International Journal of Adult Vocational Education and Technology* (pp. 54-69).

www.irma-international.org/article/study-effects-competitive-team-based/73802

Perceived Neutrality of Technology and its Potential Impact: Recontextualizing Technology into Adult Learning Settings Using a Cultural Studies Approach

Jim Berger (2011). *Encyclopedia of Information Communication Technologies and Adult Education Integration* (pp. 810-823).

www.irma-international.org/chapter/perceived-neutrality-technology-its-potential/46611

Making Instruction Work for Adult Learners

Mitra Fallahi (2019). *Outcome-Based Strategies for Adult Learning* (pp. 1-11).

www.irma-international.org/chapter/making-instruction-work-for-adult-learners/209479

Old Paradigms, New Learners

Barbara Ann Turner and Holly A. Rick (2021). *Ensuring Adult and Non-Traditional Learners' Success With Technology, Design, and Structure* (pp. 59-70).

www.irma-international.org/chapter/old-paradigms-new-learners/274606

Rethinking the Right Teaching Methods that Work for Online Learners

Viktor Wang and Beth Kania-Gosche (2010). *International Journal of Adult Vocational Education and Technology* (pp. 14-26).

www.irma-international.org/article/rethinking-right-teaching-methods-work/45913