

Over the last decade, blended learning has gained popularity all over the world. With advanced technology, students are now more convenient to learn outside classroom, and can fine-tune their studying pace based on individual progress. In Chinese University of Hong Kong, many undergraduate courses are now incorporated blended learning elements into the course design. A more remarkable move has been made by the MBA office since 2015. MBA part-time students can now choose to study in FLEX mode to study outside the classroom and enjoy the greater time flexibility.

Despite existing literature generally provides supporting evidence for the benefit of blended learning, people also argue that blended learning has its drawbacks that cannot be ignored. Moreover, whether the effectiveness of blended learning is the same across students is still an open question.

The above concerns have motivated us to conduct this study. The objective of this study is to evaluate the effectiveness of blended pedagogy in teaching and learning. The results also provide insights and suggestions for the institution to improve the blended learning pedagogies for both undergraduate and postgraduate programs. Also, the study will later be used for paper submission to shed light on related literature.

The study utilizes a database, which includes 10 MBA classes (291 students) and 3 undergraduate classes (199 students) from 2015 to 2018. The subject of those classes is either Financial Management or Macroeconomics. To control for the effect from instructor, class of the same subject in this sample is conducted by the same instructor. Three measures are used to assess the learning outcome: course teaching evaluation, examination result, and surveys.

The findings can be roughly summarized as follows:

First, both undergraduates and postgraduates are positive on the blended learning elements. When it comes to comparison, undergraduates are more positive on the e-learning elements. In sum, blended learning students concern on the lack of connection with peers/teachers, while enjoy the greater flexibility in study. Also, there is no significant change in e-learning attitude after students experienced blended learning.

Second, student response in course teaching evaluation is similar between blended learning classes and traditional teaching classes, except several dimensions. For example, student in blended learning give a relatively lower score on the interest of course and the level of knowledge enhanced.

Third, examination score is slightly lower for students in blended learning, and this difference is not affected by gender.

In general, the performance of students in blended learning perform close to that in traditional teaching, except in a few dimensions. It is understandable as traditional teaching

has been established for a long time, while blended learning has just been emerged since last decade. Thus, by analyzing results in this paper and consolidating comments in other literature, this study provides several suggestions in institutional perspective and instructor perspective to provide a better learning experience to students. In sum, we believe that the center of question is not whether blended learning is needed, but how blended learning should be conducted.