**Blended learning: Issues, Challenges and Prospects through the lens of Students’ and Teachers’ perspectives**

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Emerging in the academic spaces more prominently around two decades ago with the advancement in technology-mediated education, blended learning entered the Pakistani traditional university milieu recently. It can take different forms like combining instructional modalities or delivery media, combining instructional methods, and combining online and face-to-face instruction (Graham, Allen, and Ure 2003).Though blended learning is believed to provide students with opportunities for problem based learning along with offering them more flexibility, autonomy and responsibility about their own learning , it has remained underexplored with respect to how the students and the concerned faculty perceive it and their views about its effectiveness or otherwise. This paper presents an investigation into students’ and teachers’ perceptions and attitudes regarding Blended Learning courses introduced at COMSATS University Islamabad, Pakistan with a view to finding ways about how the learning experience can be made more effective by highlighting issues faced by both the stake holders and what they think about its strengths and weaknesses. For this purpose, we conducted a survey through a questionnaire from teachers as well as students. Moreover, focus group interviews were also conducted to elicit more elaborate responses from both the parties. The data were analyzed both quantitatively and qualitatively. Being exposed to blended learning for the first time in their educational careers, many students initially display some resistance, discomfort or unrest. By identifying the perceptions and attitudes towards the curriculum objectives, content, delivery methods and tutorial discussions in their blended learning experience, this study provides recommendations on how the technological, pedagogical and curriculum development and delivery aspects can be modified to make the experience more effective and beneficial which can serve as a guideline for future implementation in other institutions and at other places as well.

**Keywords:** technology-mediated education, blended learning, problem based learning, learners, and perceptions