**Challenges for University-wide Blended Learning Implementation: A Teachers’ Perspective**

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**Abstract**

Blended learning is being perceived a method of instruction that provides affordances such as increased access to learning, increased flexibility, and enhanced learner performance. In addition, with the recent events related to COVID-19 pandemic, many universities have embraced the pedagogic approach, aiming to mitigate the challenges resulted due to the reduced on-campus face-to-face interactions. However, adoption and implementation of blended learning by teachers can be uneven in universities, consequently, can yield inconsistent and inequitable learning experiences among learners. Using a case study method, this study explores challenges that are faced by teachers in implementing blended learning across eight subject disciplines in a university. Participants were 24 university teachers who involved with institutional adoption and implementation of blended learning in the Maldives. Semi-structured interviews were conducted with teachers to collect data, and several artefacts that are related to adoption of blended learning were also gathered and analysed. Results show policy issues, resistance for adoption, teacher low self-efficacy, increased workload, and lack of readiness can be barriers for teachers to use of blended learning. Implications for adoption and implementation of blended learning in higher education will be discussed.

***Keywords:*** blended learning, adoption of technology, diffusion of innovations, higher education