

Blended learning as a Disruptive Innovation in Higher Education: Student Perceptions Towards the Diffusion of Innovation

Purpose – The advent of Information and Communication Technologies (ICTs) has brought about disruption in the higher education landscape. Leveraging on these technologies, disruptive innovations such as blended learning are beginning to take centre stage providing the 21st century student with more stimulating and innovative approaches towards learning. The purpose of this paper is to investigate factors that impact the rate at which this innovation is adopted by students in the foundation bachelor of commerce programme at the University of KwaZulu-Natal in the college of law and management studies. The programme consists of a class of 60 students of which all took part in the study. **Design/methodology/approach** – The study made use of a quantitative research methodology approach and a questionnaire was used to gather the data. Students in the foundation programme were exposed to the blended learning approach of flipping the classroom of which was optional to students and later were surveyed to examine their perceptions towards their adoption of this innovation for their learning. **Findings** – The results revealed that relative advantage was the main reason students adopted the innovation early (76 percent). Moreover, the results also revealed that students who delayed in adopting this innovation were eventually convinced to use it after being given opportunities to test the innovation beforehand. **Keywords:** Information and Communication Technologies, disruptive innovation, flipped classroom.

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