

## **BLENDING LEARNING IN UNIVERSITY EDUCATION: AFFORDANCES AND DRAWBACKS FOR DIGITAL NATIVES AND DIGITAL IMMIGRANTS IN DEVELOPING NATIONS**

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### **ABSTRACT**

This paper stressed the importance of blending learning in the university education. It argued that blended learning will infuse the digital natives and the digital immigrants into a common front where both groups could share a common knowledge together. It also argued that the third world nations that are low in technology could combine ideas with the developed nations high technological inputs to strike a balance to close the gap in their digital divide. This will necessitate each group to learn from one another. The developing nations in the process would enhance economic development, reduce unemployment and improve the standard of living through blended learning integration. The fact is achieved through the theoretical framework of constructivism, Vygotsky social theory and Piaget's theories. The engagement theory outlined the process of making the students highly involved in the learning process. However, besides, the digital natives and digital immigrants' interaction in a classroom setting would create opportunity for affordance in the learning process. However, the drawbacks have equally been discussed. The paper conclude that while the developed nations are technologically advantaged and the developing nations are disadvantaged, that their interaction and interconnectivity through blended learning would enable the third world nations meet up with the technological advancement of the developed nation. Consequently, the developing nations would be pulled out of their dependency syndrome.

**Keywords:** Blended learning, affordances, drawbacks, digital natives, digital immigrants, develop ping nations and developed nations.