Sports are deeply ingrained in our communities, nation, and world, which binds our neighbourhoods. UWI recognized the significance of sports industry and launched a BSc minor in Sports Management in 1999, which was quickly upgraded to a Sports Management BSc Major in 2002. In 2008, the Sports Management degree programme moved to UWI Evening University, which was created to cater to the working students and changing landscape of higher education in Trinidad & Tobago. UWI then launched a Postgraduate Diploma (PG Dip.) and M.Sc. in Sports Management in 2010. By 2013, the PG Dip programme transition from the traditional face-to-face format to a blended learning approach. This transition targeted persons interested in engaging in local and international projects which would significantly contribute to the enhancement of the region and allows future sports leaders to gain important education while leaving room in their schedule to gain experience in the sport industry. The continuous transformation of the Sport Management’s offerings at UWI emphasizes the need to evaluate its present blended learning format to inform future decisions for the programme.

Additionally, unprecedented budget pressures and over-burdened teachers to the need for more effective, more personalized learning to accommodate each student’s individual learning style, higher education institutions around the globe are facing complex issues. The opportunities for UWI and other institutions are enormous as well in today's digital age. Whether it is tapping the vast stores of digital information now available or using new technology tools to learn, teachers and students alike have the opportunity to move the learning experience forward in new ways. In this context, blended learning opportunities and formats in higher education become important (Azizan, 2010).

As policymakers and course designers from educational institutions and universities express interest in blending learning formats, it becomes important for researchers to explore the perspectives of its users. Many factors influence the satisfaction and perceptions of students and teachers who interact with some combination of face-to-face and online teaching and learning. In this study, student and teacher perspectives are assessed with a view to make recommendations for improving the implementation of the blended learning pilot study. The satisfaction, perceptions and recommendations of students and lecturers having interacted with the blended learning format are evaluated in the current study to pave the way forward for blended learning Programmes across the University.

A mixed methods approach was used to collect data in this study. This approach was chosen to solicit detailed, rich data to evaluate student and teacher perspectives. A survey questionnaire was constructed using validated scales to assess student satisfaction with and perceptions of blended learning formats. An interview schedule was constructed using validated questions to assess teacher satisfaction and perceptions. 40 students who participated in the pilot blended learning were surveyed with a 60% response rate and 8 teachers who delivered the blended teaching were surveyed for a 100% response rate.

Descriptive Analysis and Content Analysis were conducted on the data, which revealed that students and teachers were fairly satisfied with the sports management programme and that their perceptions were positive as well in most areas. A number of recommendations were however suggested by both students and teachers to improve blended learning and teaching. Student and teacher satisfaction, perceptions and recommendations are discussed and conclusions are derived to provide the initial step for the implementation of blended learning on a broader basis across the UWI.