

Abstract

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Self-Determination Theory: Opportunities and Challenges for Blended e-Learning in Motivating Egyptian Learners

Learner motivation is considered an important premise for the BL method. A self-administered questionnaire was used to collect data from 616 undergraduate learners who were geographically widely spread around the Colleges of International Transport and Logistics (CILT) at the Arab Academy for Science, Technology and Maritime Transport (AAST&MT) in Egypt. Respondents were drawn from three branches in Greater Cairo, Alexandria, and Port Said. The data was analysed using SPSS22 and AMOS18. This paper contributes to the application of Self-Determination Theory (SDT) within the field of Blended e-Learning (BL) through an analysis of the views of learners towards the opportunities and challenges that BL offers to Logistics Education (LE) in Egypt.