

# **Conceptions of, and approaches to, teaching blended context: A review of research**

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Over the last 25 years, a substantial amount of research has been carried out to investigate teachers' conceptions of and approaches to teaching in higher education. The majority of the research into teachers' conceptions of and approaches to teaching is focused on face-to-face university settings and little blended/networked learning. The aim of this paper is to present a critical review of research on teachers' conceptions of and approaches to teaching in face-to-face and online (blended/networked) settings. This paper proposes a line of research on technical and vocational education and outlines the design of the study in a new area of teachers' conceptions of ICT in profession. This review will play an important role in understanding how university teachers conceive and approach to their teaching in blended contexts; that can be employed for developing our understanding of learning and teaching in particular situations; thus helping teachers to change and develop their practices.