Use of Blended Learning for a Writing and Oral Presentation Course for International Graduate Students in Japan

Mabini DG. Dizon

Department of Humanities, College of Arts and Sciences
University of the Philippines Los Banos, Philippines

Abstract: *This paper describes the use of blended learning for a technical writing and oral presentation course among 20 international graduate students in Kobe University, Japan. It used the case study research design, specifically, the illustrative and exploratory approach, to showcase the different features of the course; and Google survey (matched with thematic analysis) to determine the general feedback of students and the faculty-in-charge (FIC). Results revealed that a big majority of the students found the course and their experience as useful for their studies, research, and future presentations; and the synchronous sessions as interactive and fun, suggesting that such is unique because, in most classes in Japan, there is minimal classroom engagement among the professor and students. The said feedback is confirmed by the professor's similar observation that the students are cooperative may be because they find the course quite useful and they seem to enjoy the interactions happening during the synchronous phase. Both the professor and the students suggest that a longer period can be devoted to the synchronous phase of the course if the senior laboratory professors agree. Meanwhile, the asynchronous phase of the course is found to be compatible with the busy laboratory schedule of the students during the day, hence, interactions happen usually at night time.*

Keywords: *Blended learning, asynchronous/synchronous mode, technical writing*

1. Introduction

One of the most pressing issues worldwide in 2020 is the Corona Virus Disease (COVID-19) pandemic which, based on the UNESCO report (2020), has affected educational systems, leading to the near-total closures of schools, universities and colleges. With this global health crisis going on, it is important for educators to think of ways on continuing the academic preparations of its students, based on the health status of the community, to prepare them for their future careers. This is where blended learning comes in as can be an effective solution to provide continued education among students, in the midst of the pandemic scare. Blended learning is a common learning mode in higher education which combines the use of asynchronous and synchronous modes of learning (face-to-face, either regular classroom or online interaction).

Asynchronous online learning happens when teaching materials are posted online, and learners work through them in their own time, communicating with each other and the teacher via discussion boards or forums, or even by email. Good asynchronous teaching will include a variety of media, including (but not limited to) audio and video clips. With an asynchronous mode of teaching, the learner can work at their own pace and at times of day which are convenient for them. (https://www.open.edu/openlearn)

Synchronous learning is the kind of learning that happens in real time, where the instructor and the students simultaneously interact in a specific place (physical or virtual) and at a specific time. Methods of synchronous learning include regular classroom interaction, video conferencing, teleconferencing, live chatting, or live-streaming lectures. (https: //thebestschools.org). As with the face-to-face environment, the learners in synchronous online teaching can ask questions in real time.

Several authors have theorized that blended learning is a pedagogical model which combines face-to-face classroom teaching with the innovative use of information and communication technology and online learning experiences (Gaebel, Kupriyanova, Morais & Colucci, 2014; Garrison & Vaughan, 2008; Graham, 2006). Blended learning is considered a versatile way to introduce new elements of online media into a course while still recognizing the merits of face-to-face contact so that this mixture or 'blend' combines the best of both worlds. Such a case is specially relevant in this COVID-19 pandemic scare.

2.Review of Literature

Various authors note that in the teaching and learning of English for Specific Purposes (ESP) or English for Academic Purposes (EAP) in higher education, the traditional classroom teaching has expanded to include various levels of blending as language learning can be seen to benefit from a thoughtful integration of both classroom learning and online learning, with the strengths of both blended into a unique and effective learning experience (Garrison & Kanuka, 2004; Glazer, 2011; Lim & Morris, 2009; MacDonald, 2008; Moskal & Cavanagh, 2014).

For teachers and instructors of EAP in higher education, blended learning can thus enhance pedagogical richness through various educational possibilities in creating the best mixture of onsite and online learning for each course and set of learning outcomes (Mortera-Gutiérrez, 2006; Stein & Graham, 2014). In higher education in general, rationales for blended learning have been argued to include supporting flexibility and diversity, enhancing the learning experience, engaging students outside the classroom as well as increased efficiency and cost-effectiveness (Graham, Allen & Ure, 2005; Sharpe, Benfield, Roberts & Francis, 2006).

There are   many benefits to blended learning involving asynchronous and synchronous modes, many of which are now being recognized and studied thanks to the prevalence of online learning. The most obvious benefit for asynchronous learning is flexibility, which

allows non-traditional students to balance family, work, and school in a way that works for their schedules. This flexibility can also be beneficial to younger students with health issues that limit time in school or with other needs that cannot be met in the traditional classroom, but can be addressed through an online program. (Trach, 2018). Meanwhile, for synchronous learning, being present here and now, you can share feedback on how learners are doing in real-time. This allows them to correct mistakes right on the spot and get positive reinforcement of the desired behavior, performance, or using a new skill. In addition, this approach works two ways, an instructor can also get feedback from the learners and adapt the presentation or provide additional information if there are questions. (https://www.ispringsolutions.com/blog/what-is-synchronous-learning).

The effects of a blended learning approach on student outcomes in a graduate-level public health course in Finland had also been studied. Results of the study conducted by Kiviniemi (2014) show that shifting presentation of course content from a traditional approach to a blended learning approach, while keeping the intellectual content and course evaluation consistent, lead to an increase in student learning as assessed by exam performance and overall course point totals. Moreover, student feedback about the approach was very positive and students overwhelmingly preferred the blended approach to a more traditional course structure. According to the researcher, well implemented blended learning approaches may have strong potential for improving student learning outcomes in health sciences courses.

Ginns and Ellis (2007) have also encouraged higher education instructors with blended learning courses to not only focus on the technical possibilities and functions of the online materials and activities but also to seek to understand the students' perceptions of the learning in blended learning environments.

Aoki (2011) reports that in Japan, e-learning has become popular due to the widespread use of the Internet. However, some felt that e-learning in Japan is still far behind, not in terms of technology per se, but in terms of effective implementation of new paradigm of education where knowledge is created collaboratively using interactive media such as the Internet.

Similarly, it was generally observed that the emergence of the Internet has consolidated the role of English as the de facto global language. Consequently, Japanese universities will need to form alliances with universities overseas if they are to compete effectively in the global e-learning arena. (This is also true for universities in most other Asian countries.)

In view of the above, it is this important to have access to as many experiences there are available around on blended learning from which educators can base their future plans on engaging in blended learning, especially, during this COVID-19 pandemic scare.

3.Methodology

This paper describes the use of blended learning for a nine-week technical writing and oral presentation course among twenty international graduate students at the Graduate School of Agricultural Science, Kobe University, Japan. It used the case study research design, specifically, the illustrative and exploratory approach, to showcase the different features of the course; and Google survey (matched with thematic analysis) to determine the general feedback of students and the faculty-in-charge (FIC).

The study's research questions are the following:

(1)What are the features of a blended learning approach for a technical writing and oral presentation course for international graduate students?

(2)What are the advantages of this approach based on the feedback from students and the faculty-in-charge?

(3)What are the challenges or areas for improvement of this approach based on the feedback of students and the faculty-in-charge?

Secondary data were used to describe the course and its different features. A month before the start of the asynchronous remote learning class (e-mail exchanges), the basic profile of the students were obtained through Google survey. A descriptive analysis of the course's content and learning outcomes, use of blended learning and assessment tools, and students' feedback was done.

4.Results and Discussion
Use of Blended Learning for a Writing and Oral Presentation Course

Based on the feedback gathered from Kobe University (KU) officers and faculty, there is no course in KU catering to helping their graduate students in the writing of their research proposals in English, much needed when submitting research proposals to foreign governments and private funding agencies. Accordingly, it is also incumbent among graduate students to look for international conferences to attend to and, usually, English is used as a medium of communication, hence, the need to prepare PowerPoint slides in English. With this need, KU decided to collaborate with a Filipina professor from the University of the Philippines Los Banos for such a course.

Based on the post-course meeting, the course planners agreed that early planning is important for the course to be successful, more specifically, on   the following features: (1) announcement about the course offering; (2) screening and identifying the participants of the course; (3) provision of the course packs to the students; (3) initiating asynchronous interaction; and (4) preparing the conduct of the synchronous phase.

The Course

The intensive English Course on the Writing of a Research Proposal and Oral Presentation run for eight (8) weeks of asynchronous interaction/long distance learning through e-mail (third week of April to third week of May) between the Philippines-based English professor and Japan-based international graduate students and one (1) week of synchronous (face-to-face actual classroom) interaction conducted in Kobe University, Hyogo, Japan. The English professor stays in Japan during the synchronous interaction.

Generally, the Course is focused on improving the students' ability to engage in technical writing and presentation. More specifically, at the end of the course, the student is expected to accomplish the following: (1) write a capsule research proposal, (2) identify main ideas for presentation, (3) prepare a PowerPoint Presentation slides, and (4) effectively present the PowerPoint slides before an audience to improve their oral presentation or speech delivery techniques.

The Participants

The participants are pre-screened/selected by KU based on their English background. All the selected participants are "advanced" in English proficiency, based on the parameters of KU. During the last conduct of the course in 2019 (eight months before the lockdown due to COVID-19), there were 20 (10 male and 10 female) international graduate student-participants from six countries, distributed as follows: Japan (12), China (4), and one (1) each from Madagascar, Egypt, Bangladesh and Sri Lanka. The mean age of the participants is 25.1. In terms of degrees pursued, 75% of them pursued a Master's degree while 25% pursued a doctoral degree. A huge majority (80%) of them had not undergone any English training although most have travelled to other countries with the following countries as top choices: China, Korea, the Philippines, France. Thailand, and Taiwan. The participants' top four major fields of study include the following: agro-environmental biology, agricultural engineering, plant science, and animal science. The details of the participants' profile is shown in Figure 1.
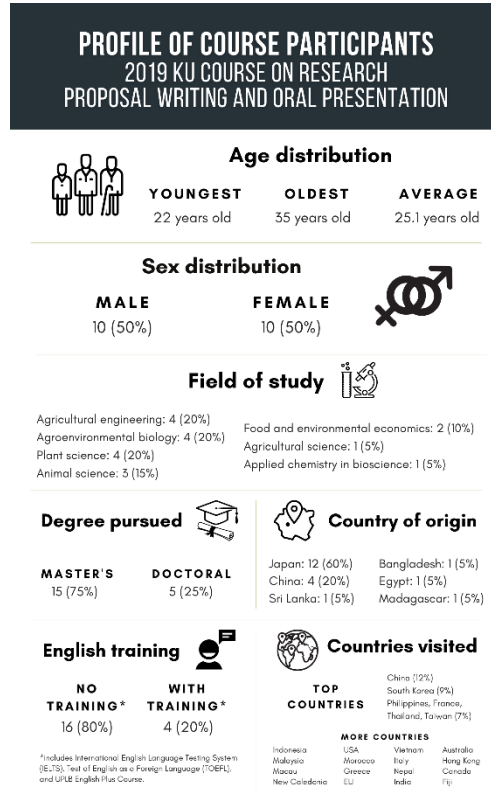
PROFILE OF COURSE PARTICIPANTS
2019 KU COURSE ON RESEARCH
PROPOSAL WRITING AND ORAL PRESENTATION

Age distribution

YOUNGEST	OLDEST	AVERAGE
22 years old	35 years old	25.1 years old

Sex distribution

MALE	FEMALE
10 (50%)	10 (50%)

Field of study

Agricultural engineering: 4 (20%)
Agroenvironmental biology: 4 (20%)
Plant science: 4 (20%)
Animal science: 3 (15%)

Food and environmental economics: 2 (10%)
Agricultural science: 1 (5%)
Applied chemistry in bioscience: 1 (5%)

Degree pursued

MASTER'S	DOCTORAL
15 (75%)	5 (25%)

Country of origin

Japan: 12 (60%)   Bangladesh: 1 (5%)
China: 4 (20%)   Egypt: 1 (5%)
Sri Lanka: 1 (5%) Madagascar: 1 (5%)

English training

NO TRAINING*	WITH TRAINING*
16 (80%)	4 (20%)

*Includes International English Language Testing System (IELTS), Test of English as a Foreign Language (TOEFL), and UPLB English Plus Course.

Countries visited

TOP COUNTRIES
China (12%)
South Korea (9%)
Philippines, France,
Thailand, Taiwan (7%)

MORE COUNTRIES
Indonesia   USA   Vietnam   Australia
Malaysia   Morocco   Italy   Hong Kong
Macau   Greece   Nepal   Canada
New Caledonia EU   India   Fiji

Figure 1. Students' profile.

Blended Learning Mode

Asynchronous Mode

A 32-paged mini-booklet on the writing of a capsule research proposal and oral presentation is usually emailed to each of the participants eight weeks before the start of the synchronous classes. The said mini-booklet is written in simple language and has a conversational tone. Topics include the following: (1) introduction to research proposal, (2) parts of a proposal and samples for each part (title, objectives, introduction, significance of the study), (3) samples of well-written completed capsule research proposal, (4) tips on effective oral presentation, (5) tips on how to answer questions. The booklet, emailed to each student, also contains instructions/reminders on the online interaction. The first e-mail to all students done by the teacher welcomes them to the blended learning journey and explains the importance of connecting regularly with the teacher to improve their capsule proposals. In addition, they are encouraged to inquire from the teacher any clarification they wish to make.

From the time the course booklet is sent, the students are usually given two to three weeks to send the first draft of the capsule research proposal or CPR (based on the guidelines and samples provided for in the booklet), after which, online interaction/editing starts. The asynchronous online interaction lasts for 6 to 8 weeks. If the Japanese student has questions or clarifications, they usually e-mail. Most of the Japanese participants are shy and they usually refuse video calls.

Most students finish the final draft of the CRP after five drafts, after which, they are allowed to prepare the 6-slide Powerpoint Presentation (PPt) based on the guidelines provided in the booklet.

Both the final draft of the research proposal and the PPt are done before the professor leaves for for Japan (last week of the course) to start the synchronous or face to face classes phase. As soon as all the final drafts of the research proposal are completed, these are sent to the GSAS faculty for scoring/assessment as there is   a competition of the best paper, to be announced later on, during the last day of the synchronous class. The parameters for the assessment for each of the research proposal   and the scoring system are   shown in Table 1.

Table 1. Parameters for assessment of the research proposal

Parameters	Details	Perfect Score (20)
1.Content	Demonstrates knowledge of the subject matter; statements are backed up by evidence; avoids generalizations that cannot be proven; addresses the research problem.	4
2.Organization	Thesis or main idea is focused and developed throughout the paper; sentences follow logically; coherent, focused paragraphs with topic sentences and effective transitions.	6
3.Mechanics	Generally free of mechanical errors such as misused commas, misplaced modifiers, etc.; strong, direct, active sentences that contain a clear subject and an appropriate verb.	6
4.Citations	References with enough information to trace accuracy of information; all sources of borrowed information and ideas are cited.	4
TOTAL		20

Synchronous

The five-day synchronous phase involving face-to-face classroom interaction (six hours daily: 9:00-12:00; 13:00-16:00) took place at the Graduate School of Agricultural Science in Kobe University, Japan for five days. Activities include the following: (lecture-discussion-reiteration of the topics/lessons contained in the mini-booklet, (2) pair-group work and presentations with peer evaluations, (3) write/workshop on proposal and/or PowerPoint revisions (if needed), and presentation of final PPt slide on the last day of classes.

The topics discussed as well as the schedule of classes during the five-day synchronous phase of the class is shown in Table below.

Table 2. Schedule of topics and activities

Day	Topics
First	Opening/Introduction on the Research Proposal Writing Guidelines
Second	Feedback on Common Mistakes Tips for Effective Powerpoint Presentation
Third	Effective Oral Presentation/Speech Delivery Answering Question on Oral Presentations
Fourth	Workshop/Practice for Oral Presentation
Fifth	Oral Defense/ Presentation Open Forum Critiquing/ Feedback Closing Program

During the last day of class when the final oral presentation is done, four professors from GSAS are invited to assess the oral presentation (representing the faculty), along with the peer evaluation of all the members of the class (the presentor, however, is not allowed to score him/herself). The parameters for evaluation and the scoring system of the oral presentation is shown in Table 3.

Table 3. Parameters for evaluation of the oral presentation

Parameters	Details	Maximum Score
1.Content	• Provided enough information about the topic to capture attention and create interest. • Introduced the topic clearly and made more understandable to audience. • Presented the topic where the viewers can relate and see the significance of the study.	6
2.Quality of Powerpoint Slides	• Font type and size are large enough to be clearly seen. • Graphics are relevant to the topic. • Texts are short and direct to the point. • Just enough text and graphics to create interest and convey the message. • Combination of colors is effective to hold the attention of the viewers. • Combination of text/words and graphics is effective to convey/ send a message to the viewer.	6
3.Manner of Presentation or Speech Delivery	• Maximized eye contact. • Showed familiarity with the topic and the slides. • Body language (posture and gesture) controlled and effective; not fixated in one place from beginning till the end. • Speaking rate just fine – not too fast and not too slow. • Speaking volume appropriate and varied. • Fluent and no fillers like - 'ahs' and 'ums." • Speaker showed enthusiasm for the topic. • Visual aids are appropriate and integrated into the PPt/presentation. • Main ideas/points are discussed clearly letting the viewer feel a unified and compact presentation. • Finished within the allotted time.	8
TOTAL	Perfect Score	20

Feedback from Students

Since it is generally believed that feedback from students regarding the course and its conduct is primarily important, the students were asked to fill-in a survey form right after the closing program to get their comments on the intensive English course and its conduct (shown on Table 4). Below are the highlight findings:

Usefulness

A big majority (17 out of 20) of the students find the course very useful for their studies, research, and presentations in Japan and elsewhere. According to them, the techniques learned can also be applied both for English and non-English presentations; the course gives them a

good opportunity to listen, write and speak in English. They also found the course generally helpful in improving their English skills.

Interactive and fun

The students (5 out of 20) also find the course interactive and fun, which makes the course exciting as it seems different from the usual classes conducted in Japan where there is minimal interaction between the professor and the students. Thus, this can be the reason why the students find the class "fresh." The said interaction resulted to students being in a friendly relationship not only with their classmates but also with their teacher whom they find "kind."

Difficult

Some students (5 out of 20), however, find the course difficult because it was hard for them to listen and speak in English. According to the students, this is because their English ability is not that "good." Thus, when their teacher and classmates speak in English, they feel anxious which leads up to their feeling the course as difficult. This may have led them to feel nervous during the presentation.

Suggestions for improvement

The students (8 out of 20) also listed some suggestions to further improve the course and its conduct, including the following:(1) provide more interactive sessions in the class room and/or more activities; (2) increase the number of the sections or frequency of offering per year, so that many students can have a chance to join the course; (3) separate masteral from doctoral students because sometimes, masteral students are shy to recite; (4) more group or general practice to avoid shyness and to gain support from each other; (5) limit the time for writing and presentations because some students wish to talk more with classmates.

While the suggestion to separate the masteral from the doctoral students may be good, the officers of KU feel that it is also commendable to combine them so that the doctoral students, who are more experienced, can mentor or coach the masteral students during the synchronous classes The suggestion from students to limit the writing activities and provide more speaking tasks seem not well because the course is, basically, a writing course.

The above results confirm what some researchers found that " that blended learning can enhance pedagogical richness through various educational possibilities in creating the best mixture of onsite and online learning for each course and set of learning outcomes." (Mortera-Gutiérrez, 2006; Stein & Graham, 2014). Per Trach (2018), blended learning allows a "balance of work and school in a way that works for their schedules." According to her, this flexibility can also be "beneficial to younger students with other needs that cannot be met in the traditional classroom, but can be addressed through an online program." In this specific case, students' need are: they are quite busy with laboratory work (thus, they did the writing assignments at night time and interacted with the FIC after lab work) and there is no English writing and oral presentation course in Kobe University, Japan, hence, many are interested to enroll. All these resulted to the blended learning approach as a better option for them.

Table 4. Feedback from students

General Feedback	Freq	Verbatim Comments
1.Useful	17	• *Very useful for studies, research, and presentations in Japan and elsewhere (10)* • *Techniques can be used for English or Japanese presentation (3)* • *Good opportunity for listening, writing and speaking in English (3)*

		• *It really can help you to improve your English skills* *(2)*
2.Interactive and Fun	5	• *Able to interact with others during the course is exciting* • *Because it was fresh for me.* • *It was interactive.* • *Have a lot of activities, kind teacher, and friendly classmates* • *I have learned a lot from the teacher and classmates. And we can be good friends with each other.*
3.Difficult	5	• *Because it is difficult for me to listen and speak in English.* • *Because my English ability is not good* • *I was nervous about my presentation (2)* • *What classmates and teacher said in English was sometimes difficult for me to understand.*
4.Suggestions for Improvement	8	• *Conduct more interactive sessions in the class room; more activities.(2)* • *Increase the number of the conference per year, so that many students can have a chance to join the course. (2)* • *One practice in general or technical topic, by group; members will help students to be interactive and that will support us in individual presentation, to avoid shyness. (2)* • *Better to separate the classes, one as participating as doctoral students or the other as participating as masteral students.* • *Time for writing and presentation was a little long; I wanted to talk more with my classmates.*

Feedback from Faculty-in-Charge

Remote learning as compatible with laboratory work

The use of blended learning or a combination of remote learning and face-to-face interaction matched what the international students need in Japan, inasmuch as there is no existing technical writing course in the university catering to this specific concern of the students. The eight (8) weeks of remote learning allowed the students to continue doing their laboratory research responsibilities during day time, while working on their course requirements in the evening.

Very cooperative students as course is useful to them

In any course, whether remote or regular/classroom face-to-face, the most important factor for its success is the cooperation of students. Kobe University students realized early on how important the said course is in their studies and future careers, hence, they really tried their best which is evidenced by their active participation and compliance of course requirements during the remote learning phase as well as during the face-to-face class sessions.

Increased interaction among students

Japanese students, the highest number of participants in the course, seem to have reduced their shyness because of the presence of other students from other countries, namely: Madagascar, Egypt, Bangladesh and Sri Lanka ,who are more interactive and/or engaging. Since they see the students from the said countries to be continually engaged, they also did the same. It was also observed that the time they had outside of their respective laboratories was something they appreciated as it was the time to bond with fellow graduate students. It was observed that graduate students in Kobe University take their laboratory responsibilities

seriously.

Sense of accomplishment

  It was also noticed that generally, the students were satisfied – sense of accomplishment, and felt good about finishing the course and completing the research proposal and PowerPoint slide presentation. Some of them could not believe they accomplish such tasks.   It was observed that they felt more confident in writing research proposals and more ready to do oral presentations. They also expressed their willingness to share what they learned in the course with their laboratory mates.

Longer face-to-face sessions

  Many students expressed desire to have the face-to-face sessions longer than the usual five days. However, this can post a problem with the students' respective laboratory senior professors as their absence for five consecutive days in the laboratory may mean a setback of five days in their scheduled research activities.

  The above reflections from the faculty reinforces what Ginns and Ellis (2007) have said on encouraging higher education instructors with blended learning courses to not only focus on the technical possibilities and functions of the online materials and activities but also to seek to understand the students' perceptions of the learning in blended learning environments.

  Aoki (2011) reports that in Japan, e-learning has become popular due to   the widespread use of the Internet. However, some felt that e-learning in Japan is still far behind, not in terms of technology per se, but in terms of effective implementation of new paradigm of education where knowledge is created collaboratively using interactive media such as the Internet.

5.Conclusion

  This paper describes   the use of blended learning for a technical   writing and oral presentation course among twenty international graduate students in Kobe University, Japan. It used the case study research design, specifically, the illustrative and exploratory approach, to showcase the different features of the course; and Google survey (matched with thematic analysis) to determine the general feedback of students and the faculty-in-charge (FIC).

  Results revealed that a technical writing and oral presentation course can be successfully implemented using the blended learning approach based on the feedback of the students and the faculty-in-charge. Majority of the students found the course and their experience as useful for their studies, research, and future presentations;   and the synchronous sessions as interactive and fun, suggesting that it is unique because, in most classes in Japan, there is minimal classroom engagement among the professor and students. The said feedback is confirmed by the professor's observation that the students are cooperative may be because they find the course quite useful, they have a sense of accomplishment, and they seem to enjoy the interactions happening during the synchronous phase. The asynchronous phase of the course is found to be compatible with the busy laboratory schedule of the students during the day, hence, interactions happen usually at night time.

  However, there were also disadvantages mentioned: for the students, some of them feel difficulty with the English language resulting to nervousness in the class and during the presentation; others feel that the time allotted for face-to-face is too limited, on which the FIC feel the same way too. However, based on the post-course meeting with Japanese officers by the FIC, the students can only have five days of face-toface classes, they can not be absent for long in their respective laboratories.

  In view of the above feedback gathered, it is therefore suggested that more support for similar initiatives be done in the area of blended learning for other English courses or other academic needs of international students in collaboration with international networked universities.

References

Aoki, K. (2011) The challenge of ICT application in distance higher education in Japan. P27. https://www.cairn.info/revue-distances-et-savoirs-2011-1-page-27.htm

Gaebel, M., Kupriyanova, V., Morais, R. & Colucci, E. (2014). E-learning in European higher education institutions. Brussels: European University Association

Garrison, D. R. & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. Internet and Higher Education 7(2), 95–105

Garrison, D. R. & Vaughan, N. D. (2008). Blended learning in higher education: Framework, principles, and guidelines. San Francisco, CA: Jossey–Bass.

Ginns, P. & Ellis, R. (2007). Quality in blended learning: Exploring the relationship between on-line and face-to-face teaching and learning. Internet and HigherEducation 10 (1), 53–64.

Glazer, F. S. (2011). Introduction. In A. J. Kezar (Ed.) Blended learning: Across disciplines, across the academy (pp. 1–12). Sterling, VA: Stylus

Graham, C. R., Allen, S. & Ure, D. (2005). Benefits and challenges of blended learning environments. In M. Khosrow-Pour (Ed.) Encyclopedia of information science and technology (pp. 253–259). Hershey, PA: Idea Group.

Graham, C. R. (2006). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.) The Handbook of Blended Learning: Global Perspective, Local Designs (pp. 3–21). San Francisco, CA:Pfeiffer.

Kiviniemi, M.T. (2014). Effects of a blended learning approach on student outcomes in a graduate-level public health course. BMC Med Educ 14, 47. https://doi.org/10.1186/1472-6920-14-47

Kumiko, A. 2011. The challenges of ICT applications in distance higher education in Japan. Distances et savoir Vol 9. P 27

Lim, D. H. & Morris, M. L. (2009). Learner and instructional factors influencing learning outcomes within a blended learning environment. Educational Technology & Society 12(4), 282-293.

MacDonald, J. (2008). Blended learning and online tutoring: Planning learner support and activity design. 2 nd edition. Farnham, UK: Gower.

Mortera-Gutiérrez, F. (2006). Faculty best practices using blended learning in e-learning and face-to-face instruction. International Journal on E-Learning 5(3), 313–337

Moskal, P. D. & Cananagh, T. B. (2014). Scaling blended learning evaluation beyond the university. In A. G. Picciano, C. D. Dziuban & C. R. Graham (Eds.) Blended learning: Research perspectives Volume 2 (pp. 34–51). London and New York: Routledge.

Sharpe, R., Benfield, G., Roberts, G. & Francis, R. (2006). The undergraduate experience of blended e-learning: A review of UK literature and practice. The Higher Education Academy.

Stein, J. & Graham, C. R. (2014). Essentials for blended learning: A standards-based guide. New York and London: Routledge

Synchronous Learning Simply Put: Definition, Benefits & Tools. (2020). https://www.ispringsolutions.com/blog/what-is-synchronous-learning

Trach, E. (2018). Asynchronous Learning: Definition, Benefits, and Example Activities. https://www.schoology.com/blog/asynchronous-learning-definition-benefits-and-example-activities

UNESCO(2020). Education: From disruption to recovery. https://en.unesco.org/covid19/educationresponse. Retrieved 2020-06-10.