

ABS 92

by Icels_2 Abs 92

Submission date: 30-Sep-2020 01:10PM (UTC+0700)

Submission ID: 1401088263

File name: full_paper_abs-92_7481993594.docx (65.14K)

Word count: 3446

Character count: 21793

1 **Customizing Blended Learning: Where Technology and Pedagogy Meet the Students**

2 **Halfway**

3 ¹Teguh Trianung Djoko Susanto*, ¹Evitha Soraya, ¹Umiyatun Hayati Triastuti, ¹Sofia Hartati,

4 ¹Supadi, ²Nurhasanah Halim

5 ¹Department of Educational Management, Faculty of Education, Universitas Negeri Jakarta,

6 13220, Jakarta

7 ²Department of English Language Education, STKIP Kusumanegara, 17134, Jakarta

8 teguhtrianungdjokos@gmail.com

9 +62811840910

10

11

12 Customizing Blended Learning: Where Technology and Pedagogy Meet the Students

13 Halfway

15 ABSTRACT

16 The advance of Information and Communications Technologies (ICT), along with its pedagogical
17 methods in teaching, has brought a massive change to global education. And today, the Pandemic
18 of COVID-19 has push teachers to adopt blended learning instruction which combine the online
19 learning and traditional method. This study aims to investigate how to custom adaptive blended
20 learning from students' and teachers' perceptions. The study is a descriptive research method using
21 a one-shot-survey design. It is intended to obtain data on students' and teachers' perceptions of the
22 ongoing online-learning to provide a recommendation for blended learning. Data was collected
23 using e-questionnaires. ²⁶ Quantitative data comprised of the numbers of responses were analyzed
24 using basic statistical figures in the form of a percentage; ²⁴ qualitative data comprised of open
25 responses were analyzed through data description, data display, and verification. The research
26 findings reveal that customized blended learning should be student-centered. It should be able to
27 facilitate easy access to learning technology, facilitate better interaction and communication
28 between students-students and students-teachers, develop autonomous learner

29 **Keywords:** constructivism, students' perception, teachers' perception, interaction

31 Introduction

32 Disruptive innovation is the most of the talk around education technology nowadays. Along with
33 the advance of ICT and the constructivism approach underlying the pedagogical methods in online
34 teaching, this innovation has also brought massive changes to education. For instance, once

35 considered a disruption to the classroom learning, computer-based learning or online learning has
36 now begun to make its ways into the education system and showed signs of growing at lightning
37 speed. However, this so-called disruption cannot completely transform the way of instructions
38 delivered as technology will somehow 'disrupt' or revolutionize education (Teräs, Suoranta, Teräs,
39 & Curcher, 2020).

40 ¹⁰ The COVID-19 pandemic unexpectedly took the world by surprise. Workplaces close, factories
41 cease operation and schools shut down. Teachers have to transform their real class rooms into
42 virtual classes, begin and design the ²² *emergency remote teaching* which is defined as a temporary
43 shift of instructional delivery to an alternate delivery mode due to crisis circumstances (Hodges et
44 al., 2020). This shift either adopts online learning or blended learning mode. Until today, this shift
45 might be the best alternative to keep students and teachers safe from the risks of COVID
46 transmission. Based on a recent study involving 15,438 school teachers supporting ⁵ online teaching
47 programs as the epidemic prevention and control initiative, it was found that most ⁵ teachers were
48 positive about the effects of online teaching. Several teachers still have concerns over students'
49 inabilities to apply self-study skill; the ⁵ instability of internet connection and online platform;
50 teachers' unfamiliarity with relevant technology and techniques; the difficulty of controlling the
51 course progress, the limited interaction with students in class. These findings complied that
52 differentiated instructions do not lie solely on the way students learn, but also on the tools or
53 learning materials involved (Lagace, 2008; Harunasari& Halim, 2019). Therefore, although
54 technology-assistance is meant to transform classroom instruction into distance online learning,
55 teachers are the ones to customize the learning, where the students meet the technology and
56 pedagogy halfway.

57 Meanwhile, students have to continue their learning utilizing from the latest learning platform
58 technologies to printable worksheets. The Second Annual Global Learner Survey (2020) to 7,000
59 people in 7 countries reveals that 88% of respondents want schools to take actions addressing
60 issues of equal access to education by suggesting the government to prioritize education
61 expenditure on technology preparation for emergency use during the pandemic covering the price
62 and costs of online learning. It also highlighted that 78% of learners believe education will
63 fundamentally change because of this pandemic. This means there is no “turning point” to what is
64 called “pre-COVID 19 education”.

65 *Where the Students Meet the Technology and Pedagogy Halfway*

66 The push to apply the emergency remote teaching through online learning occurred during the
67 pandemic. And this has left many students in “the blind spot” where they are unable to access
68 school learning. These spots are real in Indonesia at which 48,331 schools do not have access to
69 electricity and the Internet (Kompas, 2020). Moreover, many schools struggled to adjust their
70 delivery of instructions into distance-online-learning while suffering during the preparation and
71 provision of learning-from-home program with less training and insufficient competencies.
72 Students also reported that the learning-from-home program to be even more stressful than regular
73 classrooms. Many students also claimed that online classes' workload is larger than that of regular
74 face-to-face classes (The Jakarta Post, 2020). It is clear, that it is not only the shift of teaching and
75 learning mode that everyone has to deal with.

76 The constructivist approach views learning as learners' interaction with the world and the best
77 learning comes from engaging in authentic activities, and social interaction and negotiation
78 (Miguel & McPherson, 2006; Bryant, & Bates, 2015). In the online learning, learners make sense
79 the world by constructing knowledge through interaction with others, texts, social media, etc.

80 Regardless, the push to apply online learning, a review on constructivist approach has revealed
81 ³ that there is a significant increase in implementing constructivist approach in every level of
82 education (Kara, M, 2019). This approach ¹³ has influenced educational thinking about curriculum
83 and instruction by emphasizing on the integrated curriculum.

84 An assumption taken from this approach ¹³ is that teachers should not teach in the traditional sense
85 of delivering instructions to students. Teachers adopting the ¹¹ constructivist approach to their
86 teaching put emphasis of learning, learner autonomy and active participation in learning (Soykurt,
87 & Uzunboylu, 2018). ³² Teachers should structure situations to make learners actively involved with
88 the content by manipulating materials and social interaction. Activities could include observing
89 ¹³ phenomena, working collaboratively with others, visiting sites outside of the classroom, either
90 ²⁰ digitally visual or on-site. Students are taught to be autonomous and to take active role in their
91 learning by setting learning goals, monitoring and evaluating progress, and going beyond basic
92 requirements by exploring interests (Schunk, 2013). Hence, online learning with all the concerns
93 from school teachers has revolutionized constructivist approach into epidemic prevention and
94 control initiative.

95 *Perspectives on Online and Blended Learning*

96 Despite the overlapping understanding between the two terms, there are clear contrast of online
97 and blended learning. Online learning is the first term ² used in 1995 when the WebCT was
98 developed as the first Learning Management System (LMS), and later known as Blackboard.
99 (Singh & Thurman, 2019). ³⁸ In this context, substituting classroom interaction with discussion
100 boards, synchronous chat, electronic bulletin boards, and e-mails or even uploading text and pdfs
101 online had been considered online learning (Ni, 2013; Bates, 2014) Within its development, the
102 use of Internet has become the emphasis of defining its terms. Yet, once again with the disruptive

103 innovation in education technology, it has been debatable when face-to-face instruction becomes
104 one the characteristics of online learning.

105 Blended learning, on the other side, is ⁴⁴ defined as the combination of online and face-to-face
106 instructions. It is surprising that blended learning has been implied as the best alternative solution
107 within and the post pandemic as the goal ¹ is to move teachers away from using a “standard” or
108 “canned” curriculum to one that is personalized and focused on increased student understanding
109 and continued learning. The considered disruption to education known as ¹ technology allows
110 teachers to deliver instruction and content more efficiently to better serve all students. (Pointek,
111 2013). From this point of view, it can be interpreted that the emergent remote teaching discussed
112 above shares many characteristics with blended learning.

113 Not only the overlapping definition, but also the effectiveness of both instructions has left “never-
114 ending” debate. The absence of face to face instruction might bring negative perception toward the
115 substitution of concepts explanation with the considerable numbers of practices and activities. This
116 has been in line to what has reported that many students stated the ¹⁰ workload of online classes is
117 larger than that of regular face-to-face classes (*The Jakarta Post*, 2020). On the contrary, effective
118 teaching does not come from blending face-to-face learning with ICT only. It must rely on solid
119 learning theory and pedagogical strategies. And for this, blended learning has been identified as
120 promising mode of instruction during and may be the post-pandemic with such benefits as the ease
121 ¹ of access to high quality, relevant and engaging content in a variety of forms; the more flexible
122 class time and structure, the ease to adapt to the learning needs of students; the students’ large
123 access to multiple sources of instruction and assessment, and diagnostic tools to help direct the
124 pace and format of their learning; the facility for teachers to tailor their instruction and guidance

125 to ensure progress and mastery for all students, with a focus on those who have historically been
126 underserved (Pointek, 2013)s.

127 *Objectives of the study*

128 To get all the benefits of blended learning and better understand how to customize blended learning
129 in fulfilling the needs of students during the pandemic, the researchers address the following
130 research questions:

131 RQ1: How do students perceive online learning during the pandemic?

132 RQ2: How do teachers perceive online learning during the pandemic?

133 RQ3: What recommendations should be made to customize blended learning based on students'
134 and teachers' perceptions to fulfill students' needs within the pandemic?

135

136 **MATERIALS AND METHODS**

137 *Research Design*

138 The study is a descriptive research method using a one-shot-survey design (Lodico, Spaulding &
139 Voegtler, 2006). Surveys are sent to participants at one particular point in time to gather their
140 perceptions about a current issue, in this case, to obtain data on students' and teachers' perceptions
141 of the ongoing online-learning for a recommendation for customized blended learning.

142 *Research Participants and Data Collection*

143 Data on students' perceptions were collected using an e-questionnaire available at
144 <https://forms.gle/aqQkFncygAvJfWc36>. Participation is voluntary with a total of 60 students from
145 grades 4,5,6 of an international primary school in Jakarta, Indonesia, were involved. The students-
146 respondents were selected using purposive sampling due to their experience attending blended
147 learning at the time of the study. Following a pilot test, a brief closed-ended questions survey was

148 used to obtain data on students' perception on three aspects related to blended learning i.e. *1)*
 149 *access to technology*, *2) interaction and communication*, and *3) learning outcomes*. A pre-
 150 notification message and brief constructed instrument in the Indonesian language were the
 151 strategies used to increase the response-return rate to a minimum of 50% as a favorable response
 152 rate (Creswell, 2012). To obtain data on teachers' perceptions of online learning, the researcher
 153 used an e-questionnaire adapted from Yang (2020). The questionnaire is available at
 154 <https://forms.gle/P5TmSumXuNWYbrgF7> and sent to 41 teachers who are teaching in the online
 155 mode within the time of the study selected using purposive sampling.

156 ²⁶ **Data analysis**

157 ²⁴ The quantitative data were analyzed using basic statistical figures in the form of a percentage. The
 158 qualitative data were analyzed through data description, data display, and verification. Students
 159 response in percentage is analyzed using categories ⁴⁶ presented in Table 1.

160 *Table 1. Student's Perception Categories*

³⁵ Percentage (%)	Categories
81-100	Very high
61-80	High
41-60	Low
≤ 40	Very low

161

162 **RESULT AND DISCUSSION**

163 *Respondents' demographic data*

164 The responses to the e-questionnaire returned by 38 students- respondents, generating score of 0.63
 165 or 63% as the response return rate exceeding the minimum of 50% as a favorable response rate
 166 suggested by Cresswell (2012). Research data on teachers' perceptions returned by 32 respondents,
 167 generating 78% as the response return rate, which exceeds 50%. The collected data reveals the

168 teacher-respondents' demographic information. A number of 81% of teachers have an
169 undergraduate degree, and 19% with a Master's degree. Their teaching experiences are varied,
170 ranging from 1-5 years (16%), 6-10 years (16%), 11-15 years (44%), and more than 15 years (25%).

171 *Students' Perception Toward Online Learning During the Pandemic*

172 Students' positively perceived the online learning during the pandemic with its high level of
173 accessibility to high quality, relevant and engaging content in a variety of forms; and to multiple
174 sources of instruction and assessment. Yet, they are negative toward the learning contribution to
175 both student-student and student-teacher interaction. They also perceived that the learning
176 outcomes has not been satisfactorily. Only 52.5% student participants satisfied with the overall
177 online learning even it has involved face-to-face instruction to assure teachers' presence in
178 concepts or theories explanation. The researcher sees this as closely related to what has been
179 suggested by the PISA 2018 report (OECD, 2029) that students scored higher when they greatly
180 cooperate with their peers. Students who perceived greater support from teachers will also score
181 higher in reading. This finding also supports what has been revealed that interactions between
182 students, teachers and content are found to influence online learning and blended learning related
183 to learning outcome, student satisfaction, and engagement (Nortvig, Petersen & Balle (2018);
184 OECD, 2019). At the same time this confirms a view of achieving the best learning with engaging
185 authentic activities, and the high-level of social interaction (student-student; student-teacher) and
186 negotiation. However, 68% reported their satisfaction using online learning on the aspect of access
187 to technology. This is in the contrary with what has been reported by Kompas (2020) and The
188 Jakarta Post (2020) that many Indonesian students do not have proper access to the Internet. This
189 might be due to the respondents are best-equipped students from a private international school.
190 These findings on online learning will add a positive side to the recommendation of blending

191 ⁴⁵ online learning and face-to-face instruction. Table 2 visualized ²³ the summary of students'
 192 perception of Online Learning during the Pandemic.

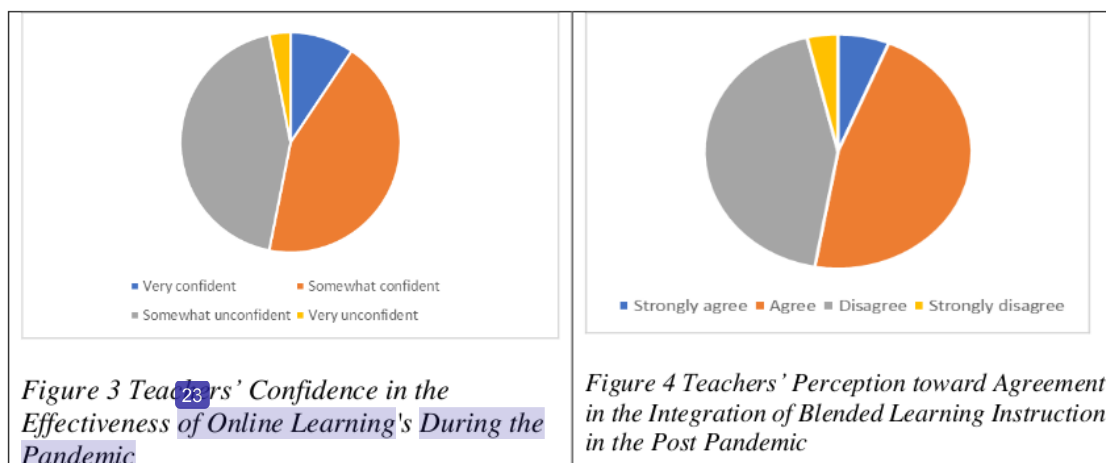
193 ²³ *Table 2. Summary of Students' Perception of Online Learning during the Pandemic*

Dimension	Indicators	Yes (%)	No (%)
1. Access to technology	Students perceive:		
	• online learning is flexible	78.9	21.1
	• digital learning tools are easy to use	60.5	39.5
	• online academic resources are easy to access	60.5	39.5
	• digital materials are favorable	73.7	26.3
	Average	68.4	31.6
2. Interaction and communication	Students perceive:		
	• online learning environment is enjoyable	60.5	39.5
	• online learning encourages peers communication and engagement	44.7	55.3
	• consultation time with teachers is flexible	44.7	55.3
	Average	49.96	50.03
3. Learning outcome	Students perceive:		
	• learning becomes easier	31.6	68.4
	• online learning develops autonomous learner	47.4	52.6
	Average	39.5	60.5

194

195 *Teachers' Perception Toward Online Learning During the Pandemic*

196 A quite balance percentage of teachers (43.8% and 46.9%) stands for being unconfident and
 197 confident in online learning's effectiveness during the pandemic. There are less than 10% of
 198 teachers who are very confident (9.4%) and very unconfident (3.1%) of the online learning's
 199 effectiveness. See *Figure 1* for the visual of Teachers' Confidence in the Effectiveness ²³ of Online
 200 Learning's During the Pandemic.



201

202 In the same tone, teacher-respondents were grouped into two slightly different agreements on the
 203 idea of integrating blended learning instruction in the post-pandemic. There were 43.8% teachers
 204 opposing 46.9% who agree to the integration. While the rest 6.3% and 3.1% were respectively,
 205 strongly agree and strongly disagree with the idea.

206 ***Recommendations in Customizing Blended Learning Based on Students' and Teachers'***
 207 ***Perceptions during The Pandemic***

208 Teachers perceive customizing blended learning instructions as those shared by the view of
 209 constructivist approach. Therefore, the instructions should engage students in authentic activities,
 210 have high level of social interaction and negotiation. This implies the support to student-led
 211 activities within the process of learning. Moreover, teacher should teach in the so-called the latest
 212 technology to show the revolution of learning process. This is in the contrary to teachers' concerns
 213 and the considered disruption in classroom learning. As a matter of fact, they have become the
 214 strength of blended learning instructions during the pandemic. Furthermore, there should be more
 215 interaction (both student-student and student-teacher negative) using another learning tools such
 216 as digital backchannel and multimedia application. Digital backchannel offers the sense of

217 engagement and make students feel more social because the tool run parallel to spoken remarks
218 (Harunasari & Halim, 2019). Meanwhile, the provision of interactive multimedia application can
219 promote student-teacher collaboration. These tools would bring various interaction between
220 students and the nowadays' technology to develop learners' autonomy.

221 CONCLUSION AND RECOMMENDATION

222 This study aimed to suggest recommendations on customizing blended learning where students
223 can meet technology and pedagogy in the best way. The research findings confirmed blended
224 learning as epidemic prevention and control initiative that revolutionized learning instructions.

225 Due to practical constraints, this study cannot provide a review from institutional perspectives. A
226 further study to investigate the possibility of implementing blended learning on a larger scale and
227 an assessment from institutional perspectives is highly recommended. It is also crucial to
228 investigate what supplement of digital learning material should be developed to help students while
229 on the independent-learning session.

230 REFERENCES

- 231 Alsalhi, Eltahir, & Al-qatawneh,¹⁸ (2019), *The effect of blended learning on the achievement of ninth*
232 *grade students in science and their attitudes towards its use*, Heliyon,
233 <https://doi.org/10.1016/j.heliyon.2019.e02424>
- 234 ⁸ Angdhir, Rarkryan P. *Challenges of home learning during a pandemic through the eyes of a*
235 *student*, *The Jakarta Post*, Retrieved from
236 [https://www.thejakartapost.com/life/2020/04/11/challenges-of-home-learning-during-a-](https://www.thejakartapost.com/life/2020/04/11/challenges-of-home-learning-during-a-pandemic-through-the-eyes-of-a-student.html)
237 [pandemic-through-the-eyes-of-a-student.html](https://www.thejakartapost.com/life/2020/04/11/challenges-of-home-learning-during-a-pandemic-through-the-eyes-of-a-student.html), accessed on July 21, 2020.

- 238 ² Bates, A.W. (2001) *Beyond Button-Pushing: Using Technology to Improve Learning*, in R. Epper
239 & A.W. Bates (Eds) *Teaching Faculty How to Use Technology: Best Practices From Leading*
240 *Institutions*, pp.141–152. Westport: American Council on Education/Oryx Press.
- 241 Bryant, J., ¹¹ Bates, A.J. (2015). *Creating a Constructivist Online Instructional Environment*.
242 *Techtrends Tech Trends* 59, 17–22. <https://doi.org/10.1007/s11528-015-0834-1>
- 243 ¹⁵ Camilleri, M.A. & Camilleri, A.C. (2020). *The Use of Mobile Learning Technologies in Primary*
244 *Education*. In Zheng, R., *Cognitive and Affective Perspectives on Immersive Technology in*
245 *Education*. IGI Global, Hershey, USA.
- 246 ² Creswell, John W. (2012) *Educational Research: Planning, Conducting, and Evaluating*
247 *Quantitative and Qualitative Research*. Boston (MA): Longman Pearson.
- 248 ¹² OECD (2019), *PISA 2018 Results (Volume III): What School Life Means for Students' Lives*, PISA,
249 OECD Publishing, Paris, <https://doi.org/10.1787/acd78851-en>
- 250 ⁷ Hodges, C., Moore, S., Lockee, B., Trust, T. and Bond, A. (2020), “The Difference Between
251 Emergency Remote Teaching and Online Learning”, *Educause Review*, available *at*:
252 [https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-](https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning)
253 [teaching-and-online-learning](https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning) , accessed on September 1, 2020.
- 254 ²⁵ Harunasari, S.Y., & Halim, N. (2019). *Digital Backchannel: Promoting Students' Engagement in*
255 *EFL Large Class*, *International Journal of Emerging Technology in Learning*, Vol 14, 163-
256 178.
- 257 ³ Kara, M. (2019). A Literature Review: The Usage of Constructivism in Multidisciplinary Learning
258 Environments, *International Journal of Academic Research in Education*, 4(1-2), 19-26. DOI:
259 10.17985/ijare.520666

- 260 Kengwee, Jared & Joachim Jack (Editors), (2015), *Models for improving and optimizing online*
 261 *and blended learning in higher education*, Hershey (PA): IGI Global, [https://www.igi-](https://www.igi-global.com/book/models-improving-optimizing-online-blended/104615)
 262 [global.com/book/models-improving-optimizing-online-blended/104615](https://www.igi-global.com/book/models-improving-optimizing-online-blended/104615)
- 263 Kompas, (13/7/2020) *Sekolah Pelosok Tak Bisa Gelar Pembelajaran Daring*, Retrieved from
 264 [https://kompas.id/baca/humaniora/dikbud/2020/07/13/sekolah-pelosok-tak-bisa-gelar-](https://kompas.id/baca/humaniora/dikbud/2020/07/13/sekolah-pelosok-tak-bisa-gelar-pembelajaran-daring/)
 265 [pembelajaran-daring/](https://kompas.id/baca/humaniora/dikbud/2020/07/13/sekolah-pelosok-tak-bisa-gelar-pembelajaran-daring/) (accessed on September 1, 2020)
- 266 Lagace, Martha (2008) *How Disruptive Innovation Changes Education*
 267 <https://hbswk.hbs.edu/item/how-disruptive-innovation-changes-education>, (accessed on
 268 August 7, 2020).
- 269 Lodico, Dean T. Spaulding, and Katherine H. Voegtler (2006), *Methods in educational research :
 270 from theory to practice*, San Francisco: Jossey-Bass.
- 271 Miguel Nunes & Maggie McPherson (2006) *Learning Support in Online Constructivist*
 272 *Environments in Information Systems, Innovation in Teaching and Learning in Information*
 273 *and Computer Sciences*, 5:2, 1-9, <https://doi.org/10.11120/ital.2006.05020006>
- 274 Nortvig, A., Petersen, A., & Balle, S.H. (2018). *A Literature Review of the Factors Influencing E-*
 275 *Learning and Blended Learning in Relation to Learning Outcome, Student Satisfaction and*
 276 *Engagement. Electronic Journal of e-Learning*, 16, 46-55.
 277 [https://www.semanticscholar.org/paper/A-Literature-Review-of-the-Factors-Influencing-](https://www.semanticscholar.org/paper/A-Literature-Review-of-the-Factors-Influencing-and-Nortvig-Petersen/1462df81936e74422d9d365b851c769a72784222)
 278 [and-Nortvig-Petersen/1462df81936e74422d9d365b851c769a72784222](https://www.semanticscholar.org/paper/A-Literature-Review-of-the-Factors-Influencing-and-Nortvig-Petersen/1462df81936e74422d9d365b851c769a72784222).
- 279 Ni, A. Y. (2013). Comparing the Effectiveness of Classroom and Online Learning: Teaching
 280 Research Methods. *Journal of Public Affairs Education*, 19(2), 199–215.
 281 <http://doi.org/10.1080/15236803.2013.12001730>

- 282 Pearson (2020) ²⁷ *The Global Learner Survey*, Retrieved from: [https://www.pearson.com/news-and-](https://www.pearson.com/news-and-research/the-future-of-education/global-learner-survey.html)
 283 [research/the-future-of-education/global-learner-survey.html](https://www.pearson.com/news-and-research/the-future-of-education/global-learner-survey.html), (accessed on 1 September 2020)
- 284 Pointek, Jeff ²⁹ (2013). *Introduction to Blended Learning for Elementary Schools, Personalizing*
 285 *Math Instruction in the K–5 Classroom*. A White Paper: Intelligent Adaptive Learning.
- 286 ⁴² Teräs, Marko., Juha Suoranta, Hanna Teräs, and Mark Curcher. ³ (2020). Post-Covid-19 Education
 287 and Education Technology ‘Solutionism’: A Seller’s Market. *Postdigital Science and*
 288 *Education* <https://doi.org/10.1007/s42438-020-00164-x>
- 289 Sergis, S., et al., (2019), ¹⁴ *Using Educational Data from Teaching and Learning to Inform Teachers’*
 290 *Reflective Educational Design In Inquiry-Based STEM education*, Computers in Human
 291 Behavior, <https://doi.org/10.1016/j.chb.2017.12.014>
- 292 Schunk, Dale H. ³⁹ (2012), *Learning Theories: an Educational Perspective, 6th Edition*, Boston
 293 (MA): Pearson Education Publishing.
- 294 ⁹ Singh, V., & Thurman, A. (2019). *How Many Ways Can We Define Online Learning? A Systematic*
 295 *Literature Review of Definitions of Online Learning (1988-2018)*. *American Journal of*
 296 *Distance Education*, 33(4), 289–306. doi:10.1080/08923647.2019.1663082.
- 297 Soykurt, M., Uzunboylu, H. ¹⁹ (2018). The Impact of Creative Activities Integrated Into Curriculum
 298 For Tolerance Education And Teachers’ Reflections. *Qual Quant* 52, 913 - 927
 299 <https://doi.org/10.1007/s11135-017-0543-2>.
- 300 ⁶ Wilkes, S., Kazakoff, E. R., Prescott, J. E., Bundschuh, K., Hook, P. E., Wolf, R., Macaruso, P.
 301 (2020). *Measuring the Impact of a Blended Learning Model on Early Literacy Growth*.
 302 *Journal of Computer Assisted Learning*. <https://doi.org/10.1111/jcal.12429>
- 303 Yang, Xiaozhe ³⁰ (2020), *Teachers’ Perceptions of Large-Scale Online Teaching As an Epidemic*
 304 *Prevention and Control Strategy in China*, ² retrieved from

305 <https://journals.sagepub.com/doi/full/10.1177/2096531120922244>, accessed on September 1,
306 2020.

ORIGINALITY REPORT

33%

SIMILARITY INDEX

29%

INTERNET SOURCES

20%

PUBLICATIONS

24%

STUDENT PAPERS

PRIMARY SOURCES

1	docplayer.net Internet Source	3%
2	www.tandfonline.com Internet Source	2%
3	dergipark.org.tr Internet Source	2%
4	www.scirp.org Internet Source	1%
5	journals.sagepub.com Internet Source	1%
6	Submitted to Northampton High School Student Paper	1%
7	www.emerald.com Internet Source	1%
8	Submitted to Contra Costa Community College District Student Paper	1%
9	iite.unesco.org	

Internet Source

1%

10

www.thejakartapost.com

Internet Source

1%

11

link.springer.com

Internet Source

1%

12

fne.pt

Internet Source

1%

13

moam.info

Internet Source

1%

14

educationaltechnologyjournal.springeropen.com

Internet Source

1%

15

papers.ssrn.com

Internet Source

1%

16

www.springerprofessional.de

Internet Source

1%

17

www.macrothink.org

Internet Source

1%

18

Submitted to Higher Ed Holdings

Student Paper

1%

19

Submitted to University of Aberdeen

Student Paper

1%

20

www.cdtl.nus.edu.sg

Internet Source

1%

21	Submitted to Laureate Higher Education Group Student Paper	1%
22	Submitted to Cork Institute of Technology Student Paper	1%
23	Marko Teräs, Juha Suoranta, Hanna Teräs, Mark Curcher. "Post-Covid-19 Education and Education Technology 'Solutionism': a Seller's Market", Postdigital Science and Education, 2020 Publication	1%
24	online-journals.org Internet Source	1%
25	Submitted to University of Hull Student Paper	1%
26	Siti Yulidhar Harunasari, Nurhasanah Halim. "Digital Backchannel: Promoting Students' Engagement in EFL Large Class", International Journal of Emerging Technologies in Learning (iJET), 2019 Publication	1%
27	Submitted to University of Sydney Student Paper	<1%
28	Gidey Mu uz. "Co-educational tutorial classes and their significance on gendered test scores of Wollo University students: A before-after	<1%

analyses", Educational Research and Reviews, 2015

Publication

29	www.editlib.org Internet Source	<1%
30	Submitted to The University of Manchester Student Paper	<1%
31	und.edu Internet Source	<1%
32	Submitted to (school name not available) Student Paper	<1%
33	Submitted to liberty Student Paper	<1%
34	issuu.com Internet Source	<1%
35	digilib.unimed.ac.id Internet Source	<1%
36	scholarworks.waldenu.edu Internet Source	<1%
37	www.issuelab.org Internet Source	<1%
38	unipasby.ac.id Internet Source	<1%

etec512piagetconstructingknowledge.weebly.com

39

Internet Source

<1%

40

www.igi-global.com

Internet Source

<1%

41

Michael P. Leiter, Phyllis Harvie.
"Correspondence of supervisor and subordinate perspectives during major organizational change.", *Journal of Occupational Health Psychology*, 1997

Publication

<1%

42

Submitted to Vaal University of Technology

Student Paper

<1%

43

ji.unbari.ac.id

Internet Source

<1%

44

www.npacharter.org

Internet Source

<1%

45

www.emich.edu

Internet Source

<1%

46

www.ascilite.org

Internet Source

<1%

47

www.literacyandtechnology.org

Internet Source

<1%

48

pt.scribd.com

Internet Source

<1%

49

Norma Scagnoli. "A Review of Online Learning and its Evolution in Latin America", Policy Futures in Education, 2009

Publication

<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off