

*Literature Review of Teachers' Perspective of Blended Learning Model in
Secondary and Higher Institutions*

Vesna Lavrič, DOBA Business School, Slovenia

The Asian Conference on Education 2023
Official Conference Proceedings

Abstract

The objective of this paper is to provide an extensive literature review of academic papers written in English about teachers' perspective of Blended learning model in secondary and higher-level educational institutions. The research shows us, that there are many factors that influence how the implementation of the Blended learning model is accepted by different educational institutions and in many cases, it comes right down to culture. This is also the reason why, the implementation tactics and acceptance can't just be copied from one country to another, or from one culture to another, so the approach changes each time. There are differences between implementing the model into different levels of education, for example secondary education or higher education and there are also differences between the perceived perspective of Blended learning model on each educational level. The results show us that a lot of the research done in this area has been connected with students' satisfaction, These results imply that more research needs to be done from teachers' perspective. Blended learning is definitely staying here for good and is has brought a lot of success to education but we can also see that more work and research needs to be done to achieve a quality education and satisfaction on all sides.

Keywords: Blended Learning, Teachers' Perspective, Review, Secondary and Higher Institutions

iafor

The International Academic Forum
www.iafor.org

Introduction

Blended learning has been around for decades, the term was first used in 1999, when the American Interactive Learning Center began to launch software programs designed for teaching over the Internet. Unlike many other pedagogical technologies, Blended learning has no specific authorship and has evolved in many ways spontaneously, as a result of numerous attempts to change existing teaching methods and principles. The spontaneous and multifaceted evolution of Blended learning presents challenges when attempting to analyze this technology, beginning with the formulation of a clear definition. Blended learning is a learning system based on a combination of face-to-face learning and computer aided learning (Fedorova, 2020). But even though the Blended learning has quite a rich history, there are still many challenges affiliated with it and are affecting the adoption of this model fully. Some challenges are connected to teachers' and students' attitudes, some challenges are cultural, some challenges arise from technology issues. This literature review research will focus on Teachers' perspectives using Blended learning model in higher and secondary education.

Terminology

The term Blended learning is, as Hrastinski (2019) points out, identified as a broad term, encompassing a range of combinations that involve merging different instructional methods, pedagogical approaches, and technologies. These blends, however, may not align with established definitions of Blended Learning. Online learning, on the other hand, refers to electronically delivered instruction through various multimedia, Internet platforms, and applications. This term is often used interchangeably with others such as web-based learning, e-learning, computer-assisted instruction, and Internet-based learning (Maddison et al., 2017). There are also authors that believe Blended learning needs a wider definition, to better describe its purpose, including Cronje C Johannes (2020) who proposed Blended learning could be defined as appropriate use of a mix of theories, methods and technologies to optimize learning in a given context. Blended learning can also be characterized as the creation of learning experiences that utilize a blend of face-to-face, remote, or online delivery methods, learning technologies, multimedia for delivery, and pedagogical methodologies. This approach aims to achieve a diverse set of learning outcomes within educational or training settings (Leal Filho Editor, n.d.).

Blended Learning in Higher and Secondary Education

There are different reasons for growing varieties of education, one of them, as Bates (2022) points out, is students' diversity, from full-time campus-based learners to lifelong learners already and to address the educational needs of individuals who haven't succeeded in the conventional school system and are seeking second-chance opportunities, especially those with advanced post-secondary education, the use of new information technologies is essential. This demand for flexibility has led to the adoption of a wider range of delivery modes, including campus-based teaching, Blended or hybrid learning, and fully online courses and programs. These varied approaches are applicable in both formal and non-formal educational settings, offering the flexibility for learning to occur at any time and any place. Tonbuloğlu & Tonbuloğlu (2023) have observed Blended learning practices have experienced increased traction in recent years, particularly during the pandemic. Despite the challenging circumstances, these practices have not only retained their prevalence but have also underscored their significance in education by leveraging technological capabilities. Studies

like this led us to believe that there are many obstacles while adopting new learning approaches, from teachers, to students, to technology, culture but nonetheless new education trends seem to be going in the direction of combined face-to-face and online learning. Blended learning has slowly found its way into all levels of education and is becoming a part of everyday learning. The gradual increase in the number of higher education students opting for the Blended option is an indicator that the preference of one learning model of learning over the other might be determined by multiple factors, including level and lifestyle. Educational institutions have responded to Blended learning differently. It has become the most revolutionary trend in higher learning institutions. Researchers have found that motivation, course design, and communication are the key determinants of the success of Blended education in higher learning institutions (Baquero & Escortell, 2022). Blended learning emerges as a precursor to substantial changes in higher education and is expected to wield a similar impact in K-12 schooling and industrial training. The flexibility inherent in Blended learning allows for the optimization of various positive educational functions (Dziuban et al., 2018). The prevalence of Blended learning models in K–12 classrooms is swiftly growing, marking a significant cultural shift in the realms of teaching and learning (Schechter et al., 2017). There are of course challenges that come with online education, like teacher’s skills, competencies and attitude. This has been approached in many studies, Ye et al. (2022) studied Chinese English teachers and found that teacher’s attitude toward Blended learning, can directly influence teachers' use of Blended learning. In 2017 Schechter et al. (2017) did a study that showed significant improvements in reading skills during the analyzed period for the students of the engaged teachers. The utilization of distance and online learning in the K-12 education sector is experiencing significant and rapid growth. However, the literature – and, in particular, the research – to support the effective design, delivery and support of K-12 distance and online learning has not kept pace (Barbour, 2019). An examination and analysis were conducted on the application effectiveness of both traditional teaching methods and Blended teaching methods, considering student learning behavior and outcomes. The findings revealed that, in comparison to the traditional teaching mode, the Blended teaching mode enhances students' engagement in learning, leading to improved teaching effectiveness. This approach proves beneficial for students in enhancing their knowledge and overall competency (Liu, 2021).

Teachers’ Perspective

Blended learning is a fairly new concept to the educational world, where a number of institutes are now implementing it. Understanding the way, in which teachers and students view the concept of Blended learning (BL) is the first step towards attaining success. Particularly, assessing the attitudes of learners toward Blended Learning (BL) allows for the identification of current opportunities and potential obstacles. Simultaneously, understanding the teachers' perspectives on the strategy aids in designing a Blended Learning-based approach. (*Blended Learning: Teachers and Students Perspectives | Free Essay Sample*, n.d.). In a study performed by Sorbie (n.d.), teachers’ perceptions of Blended learning varied and included the value of such for individualization of student learning, enhancement of organization, increased engagement, communication, and collaboration. In addition, teachers thought Blended learning allowed students to self-regulate in a student-centered environment while offering real-world relevance. Saeed (2020) has also found a positive response to Blended learning environment from teachers’, describing the results of his study by saying that, if teachers are provided with the right type of trainings and peer coaching from experts, they will be able to meet the needs of students and will be encouraged to create a Blended learning classroom. With the right type of support and time, knowledge and understanding of

Blended learning will become an asset for schools throughout the world. Different secondary education researchers, like Arokia Maria Josephine Marie S. & Sreekala Edannur (n.d.), Raymond (n.d.) and Yarborough, 2021 (n.d.) point out, there is a lack of knowledge as to what extent a high school teacher's perspective of Blended learning influences his or her implementation decisions and how teacher perspective and lack of training are critical factors contributing to teachers' reluctance in terms of technology-integrated Blended learning. The findings are similar in higher education, where one of the researchers found that extensive research has identified barriers to the adoption of technology, covering various aspects. These obstacles include issues like the information technology (IT) proficiency of faculty members, organizational climate, resistance to change, limited institutional and financial support, and time constraints. These barriers are typically categorized as first-order and second-order. First-order barriers are linked to external factors such as time, resources, and organizational culture, while second-order barriers are connected to teachers' pedagogical beliefs. Furthermore, a third-order barrier exists, which relates to teachers' ability to design learning experiences that consider the context and needs of the learners (Rizvi et al., 2017). Another author discovered that because, all of the prospective teachers find the undergraduate education they have received is insufficient in terms of gaining knowledge, skills and practices related to Blended learning. The insufficient knowledge, skills and practices related to Blended learning in undergraduate education cause prospective teachers to have difficulty in establishing a connection between social studies education and Blended learning (Bursa, n.d.). In a study on online learning during pandemic, the authors suggested Many teachers who took part in the study initially held a negative perception of online learning and felt apprehensive about adopting it due to their limited ICT skills and pedagogical knowledge. However, the transformative impact of the pandemic on education compelled them to shift their teaching approach to include online learning. Despite the considerable challenges, participants acknowledged that online learning offered advantages to both teachers and students, particularly in terms of time management, resource utilization, and opportunities for lifelong learning (Tsegay et al., 2022). The future of Blended learning primarily relies on how much the challenges teachers have faced over the years are addressed.

Cultural Influence on Blended Learning

Culture is a critical component of any learning environment. Recognizing the impact of culture within a specific learning context is crucial. Efforts should be made to shape that culture towards supporting the desired learning environment believed to be most effective. However, changing a pre-existing, dominant culture is very difficult. Nevertheless, new technologies enable new learning environments to be developed, and thus provide an opportunity to develop the kind of culture within that learning environment that will best serve your learners (Bates, 2022). The cultural values of a country play a significant role in shaping its national psychology and identity (L. Zhang, 2013). Parents often, based on their own beliefs, influence and decide their children's educational platform. In many cases, parents choose schools for their children based on shared values and beliefs. Consequently, the characteristics of learners within a school are often shaped by both the cultural influence of their parents and the prevailing culture within the educational institution. This is one of the many ways that culture can be self-reinforcing (Bates, 2022). Despite the challenges, certain educators are firm in their belief that the adoption of Blended education should not be overlooked, especially in the face of societal changes and other influencing factors. Its adoption should not over-emphasize the challenges but also the opportunities for learners, educators, and all stakeholders (Baquero & Escortell, 2022). Alsaif Mohammed (2021) noted that certainly, cultural attributes play a crucial role in shaping online presence and influencing

learners' perceptions of computer-based learning. Understanding how individuals from diverse cultural backgrounds respond to online learning necessitates careful consideration of their cultural contexts. The impact of culture on learner behavior and their acceptance of the learning environment becomes particularly pronounced in the educational context, especially when integrating tools and functions tailored to varied learning levels and aligned with cultural preferences. When teachers assume the role of implementing externally initiated educational innovations or new pedagogical approaches, they may either resist or adapt to the innovation, considering the prevailing norms of practice or their perceived preferred practices (Lee, 2019). Culture is strong force and has the power to influence the acceptance of change, it takes time to overcome challenges and adapt to changes, while implementing innovation.

Summary of the Literature and Key Findings by Relevant Authors

A review of previous research relevant to this study can provide a base for comprehension how teachers perspectives may affect the quality and outcomes of a Blended language learning environment. There are many ways to look and compare the Blended learning model implementation into the educational system. We can compare pre and post pandemic implementation and we will see that during pandemic and post pandemic era has increased the implementation because there simply was no other way to educate people, so the educational institutions were in way forced to do so. We can also compare secondary and higher education implementation and see if there were any differences. And last but not least we can also compare the implementation success between teachers' and students' perspective. This paper will focus on higher and secondary education institution and teachers' perspectives of Blended learning model. The below literature summarization includes some of what has been researched in this area so far and the results of the studies. The reason for including students' perspective is to show how much research has been done from students' perspective especially compared to teachers' perspective.

Author	Research focus	Educational stage	Key findings
(Almaiah et al., 2020)	Students	Higher education	The findings revealed three primary challenges hindering the utilization of the e-learning system, specifically, (1) issues related to change management, (2) technical challenges associated with the e-learning system, and (3) difficulties related to financial support.
(Basar et al., 2021)	Students	Secondary education	Even though online learning has demonstrated its ability to support students' well-being during the pandemic, it is deemed less effective compared to traditional in-person learning. Moreover, the absence of a resilient online infrastructure can hinder the efficacy of online learning. To enhance students' online learning experiences, teachers need to employ effective pedagogical methods.
(Bhadri & Patil, 2022)	Students	Higher education	Feedback results indicate that the Blended learning approach is characterized by greater flexibility and offers independent learning opportunities for students.

(Chakraborty, 2017)	Students	Higher education	<p>The study's conclusion was that the majority of lecturers responded positively by adjusting to the transition from offline to online learning, and the implementation of online learning has been successful.</p> <p>Three crucial areas identified as significant in the online learning environment are learners' attitude, motivation, and learning. Teachers can acquire knowledge about various aspects of Blended learning by participating in sessions and networking. This, in turn, will offer a broader range of options for student learning within Blended learning models.</p>
(Danchikov et al., 2021)	Students	Higher education	<p>In managing the online learning process, additional skills such as experience in virtual classrooms, patience, empathy, a caring attitude toward students, exceptional presentation skills tailored to specific topics, adept handling of learning tools, accessibility, and proficiency in using convenient functions were deemed essential.</p>
(Evans et al., 2020)	Teachers	Higher education	<p>Professional development, teachers remain critical to learning.</p>
(Han & Luo, 2021)	Teachers and students General	Higher education	<p>The anticipated result of constructing the hybrid teaching model, encompassing both online and offline components, is not only to fulfill the learning requirements of on-campus students but also to offer high-quality teaching resources and conditions for a broader audience of social learners.</p>
(Hussein Sami et al., 2021)	Students	Higher education	<p>The results suggested that a substantial majority of the participants hold a negative stance toward online education. Similarly, respondents expressed a preference for and deemed on-campus education more effective.</p>
(Jacob et al., n.d.)	Teachers and students	Higher education	<p>Students also expressed a positive inclination towards learning in the Blended Learning (BL) environment, indicating a preference for it over more traditional classes. Notably, teacher practice and behavior were found to have minimal impact on student perceptions of the BL environment, although certain findings suggested that teacher experience might serve as a predictor of student satisfaction with their instructors. The study's results offer valuable and detailed insights into the varied experiences of teachers and students in the context of teaching and learning within a Blended learning model.</p>

(Jiang et al., 2023)	General		Stakeholder perspectives on online education have evolved alongside the widespread adoption of the "technical revolution" and the concept of "lifelong learning" in China. The understanding of online education continues to deepen, fostering a collective appreciation of its value and practical application. This study identifies the inception of China's online education policy, categorizes its development into four stages, and comprehensively compares significant projects in both K–12 and higher education. In China, the integration of individual online learning into large-scale education initiatives reflects a commitment to realizing the vision of lifelong learning.
(Kavitha & Jaisingh, 2018)	Students	Higher education	The success of Blended learning hinges on several factors, including the quality of course materials, the mindset and learning ability of students in interactive environments, and the user-friendliness of tools and the learning environment. Additionally, Blended learning is significantly influenced by a student's attitude towards a given task. The results suggest that the Blended learning approach tends to be more advantageous for students who possess skills in utilizing specific computer programs and applications.
(Kintu et al., 2017)	Students	Higher education	The findings suggest that certain student characteristics and backgrounds, as well as design features, serve as significant predictors for student learning outcomes in Blended learning.
(Koneru, 2019)	Teachers	Higher education	Blended learning instructors found that designing and delivering Blended courses benefitted them in several ways, including: (i) planning and integrating both offline and online assessments and activities, (ii) enriching students' learning experiences with multimedia resources, such as open educational resources (OER); (iii) adopting flexible and innovative instructional practices; (iv) improving communication and interaction with students; and (v) enhancing digital literacy.
(Le & Pham, 2021)	Teachers	Higher education	In summary, Vietnamese pre-service teachers responded positively to and expressed a preference for the utilization of Blended learning in their training programs.
(Liu, 2021)	Students	Higher education	The implementation of the Blended teaching mode has been observed to enhance students' engagement in learning and contribute to an improvement in the overall teaching effectiveness.

(Lubis et al., 2022)	Students	Secondary education	With the establishment of the structural model to gauge user satisfaction in using Blended Learning Systems (BLS), several considerations should be taken into account for model enhancement. These include evaluating the indicators used, refining the sampling technique, enhancing the reflective model, and understanding respondents' willingness to answer. In conclusion, the study indicates that Information Timeliness has a negative impact on Overall Satisfaction. In contrast, variables like User Support, Perceived Utility, Software Adequacy, Computer Self-Efficacy, and Expectation of Quality have a positive influence on Overall Satisfaction.
(Meitreya et al., 2021)	Students	Higher education	Even all the research articles studied did not indicate that online education was better than offline learning. Neither study demonstrated that online learning was less effective than offline, irrespective of the statistical techniques used. We cannot yet imagine whether online learning works better than offline
(Minhas et al., 2021)	Teachers	Higher education	Positive perspectives among teachers also appear to enhance teacher efficacy, subsequently contributing to improvements in student confidence and the overall success of the Blended Learning (BL) initiative. This study reaffirms previous empirical findings emphasizing the significance of professional development in augmenting teacher efficacy.
(Muhammad et al., 2020)	Students	Secondary education	The overall expression of students was positive and perceived that teacher were consistent with good practices in the BL environment.
(Muxtorjonovna, 2020)	General Blended		Blended learning stands out as an effective teaching approach that offers flexibility and ease of access.
(Selim Shawky El-Sayed Tealib & Prof. Dr. Awatef Ali sheir, 2021)	Students	Secondary education	The findings of this research lead to the conclusion at the Blended learning model has a more substantial impact on students' achievements. There was a notable increase in student learning outcomes in information and communication technology subjects after the implementation of Blended learning.
(Sorbie, n.d.)	Teachers	Secondary education	Many of the teachers felt students could easily become disengaged from their learning due to things that do not pertain to the class like using their device to engage in gaming and social media.
(Suri, 2021)	General		Two-way communication is essential and that it is difficult to implement it in online classroom. The pandemic has presented the most significant disruption to education systems in history.

(Tayag, 2020)	Teachers and students	Higher education	While students recognize the advantages of utilizing Blended learning in their lessons, addressing the associated challenges is equally crucial for them to meet the teachers' requirements. On the other hand, teachers are seeking the provision of technical skills, training on new pedagogies, and sufficient preparation time to effectively develop lessons using a Blended learning approach model.
(Tealib Selim Shawky El-Sayed & Sheir Awatef Ali, 2021)	Students	Secondary education	In light of the research results, it can be deduced that the Blended learning model had a more significant contribution to students' achievements. As a recommendation, the study suggests the utilization of Blended learning to enhance students' academic performance.
(Tsegay et al., 2022)	Teachers	Higher education	This study brought attention to teachers' concerns, their perspectives on online learning, and the absence of adequate training in online teaching. Consistent with previous research, the study emphasized that a lack of technological knowledge among teachers constitutes a significant hurdle in the effective implementation of online learning. Many participants underscored their deficiencies in understanding and training related to online teaching and its delivery methods. These challenges seemed to impact teachers' perceptions of their competence and confidence in delivering high-quality online classes.
(W. Zhang & Han, 2012)	Students	Higher education	Upon analyzing and discussing the obtained statistics, the author concluded that, in comparison to the traditional teaching approach, participants exhibited more positive attitudes towards the Blended learning model. Additionally, participants expressed a preference for this new Blended learning model, noting that it could better stimulate their interest, promote autonomous learning and collaborative learning, and enhance their confidence.
(Yarborough, 2021)	Teachers		The findings indicate that teachers view Blended learning as both user-friendly and valuable. Additionally, teachers predominantly employ either the flipped classroom model or the face-to-face driver model for the implementation of Blended learning.
(Zhan et al., 2021)	General review		The quantity of online courses is substantial, though the quality varies; students are expected to possess increased learning autonomy and self-discipline.

The literature review shows that quite a lot of research has focused on students' perspective and experiences of Blended learning, with the biggest issues that students have been connected to their attitude towards learning, technological abilities, teaching methods used by

their teachers during Blended learning and self-discipline. Only a few works in literature demonstrate teachers' perspective towards Blended learning in secondary and higher education. And the research that has been done in this area suggests difficulties are connected to professional development, received training, technological training, preparation time given for the classes and attitude towards teaching in Blended learning environment. The previous studies reveal that the attitude and experiences that teachers have are often negative due the above-mentioned reason. Previous research can only be considered a first step towards a more profound understanding of teachers in general and their needs that will have to be understood and met in order to change the attitude and coincidentally the quality of Blended learning classes.

Conclusions

Above literature review has shown us that a lot of the research done in this area has been connected with students' satisfaction, I do see a lack of research done from teachers' perspective. Teachers play a pivotal role in interpreting innovative designs and translating them into educational practice. (Könings et al., 2007). The collaboration between teachers and learning designers is crucial to successfully implement a robust system using the Blended Learning approach for the future. Simultaneously, educational designers can enhance and create learning-friendly Blended Approaches, facilitating their practical application by students and teachers in the learning process. Bhadri & Patil (2022) say that The adoption of the Blended teaching mode represents an unavoidable trend in educational reform. Baquero & Escortell (2022) believe that the future of Blended learning primarily relies on how much the challenges teachers have faced over the years are addressed. Notwithstanding the challenges, certain teachers firmly believe that the adoption of Blended education should not be disregarded, especially as societal dynamics and other factors undergo change. Its adoption should not over-emphasize the challenges but also the opportunities for learners, educators, and all stakeholders. I do believe that more comprehensive research is needed in this area, as mentioned especially from teachers' perspective. The most formidable challenges associated with 'Blended' learning center around providing professional development opportunities for university teachers. This is particularly crucial as the role of the teacher remains critical to the learning process, whether influenced by or in conjunction with technology (Evans et al., 2020). Some teachers have failed to adapt their teaching ability to the needs of online education and have little motivation to continue engaging in online education (Jiang et al., 2023). It seems that teachers' perspective towards Blended learning really depends on their environment, organization, provided training, culture and consequently attitude. There are a few challenges along the way but with better organization of Blended learning this can be overcome. Further research on teachers' perspective on Blended learning is needed to better understand their experiences and support their needs in order to improve the attitude and perception towards Blended learning.

References

- Almaiah, M. A., Al-Khasawneh, A., & Althunibat, A. (2020). Exploring the critical challenges and factors influencing the E-learning system usage during COVID-19 pandemic. *Education and Information Technologies*, 25(6), 5261–5280. <https://doi.org/10.1007/s10639-020-10219-y>
- Alsaif Mohammed. (2021). Cultural Values that Impact Blended Learning Acceptance and Effectiveness. *International Journal of Instructional Technology and Educational Studies*, 2(2), 9–18. <https://doi.org/10.21608/IHITES.2021.88651.1046>
- Arokia Maria Josephine Marie S., & Sreekala Edannur. (n.d.). *Improving student teachers' perceptions on technology integration using a blended learning programme.*
- Baquero, A., & Escortell, R. (2022). BLENDED LEARNING: A NEW TREND IN EDUCATION. *ICERI2022 Proceedings*, 1, 4484–4491. <https://doi.org/10.21125/iceri.2022.1080>
- Barbour, M. K. (2019). *The Landscape of K-12 Online Learning: Examining What Is Known.*
- Basar, Z. M., Mansor, A. N., Jamaludin, K. A., & Alias, B. S. (2021). The Effectiveness and Challenges of Online Learning for Secondary School Students - A Case Study. *Asian Journal of University Education*, 17(3), 119–129. <https://doi.org/10.24191/ajue.v17i3.14514>
- Bates, A. W. (Anthony W. (2022). *Teaching in a digital age : general : guidelines for designing, teaching and learning.*
- Bhadri, G. N., & Patil, L. R. (2022). Blended Learning: An effective approach for Online Teaching and Learning. In *Journal of Engineering Education Transformations* (Vol. 35).
- Blended Learning: Teachers and Students Perspectives | Free Essay Sample.* (n.d.). Retrieved September 4, 2023, from <https://assignzen.com/blended-learning-teachers-and-students-perspectives/>
- Bursa, S. (n.d.). *The view of prospective social studies teachers on blended learning.*
- Chakraborty, M. (2017). Learner Engagement Strategies in Online Class Environment. *ProQuest LLC, May.*
- Cronje C Johannes. (2020, February 1). *View of Towards a New Definition of Blended Learning.* Academic Publishing International Limited. <https://academic-publishing.org/index.php/ejel/article/view/1896/1859>
- Danchikov, E. A., Prodanova, N. A., Kovalenko, Y. N., & Bondarenko, T. G. (2021). potential of online learning in modern conditions and its use at different levels of education. *Linguistics and Culture Review*, 5(S1). <https://doi.org/10.21744/lingcure.v5ns1.1442>

- Dziuban, C., Graham, C. R., Moskal, P. D., Norberg, A., & Sicilia, N. (2018). Blended learning: the new normal and emerging technologies. *International Journal of Educational Technology in Higher Education*, 15(1). <https://doi.org/10.1186/s41239-017-0087-5>
- Evans, J. C., Yip, H., Chan, K., Armatas, C., & Tse, A. (2020). Blended learning in higher education: professional development in a Hong Kong university. *Higher Education Research and Development*, 39(4), 643–656. <https://doi.org/10.1080/07294360.2019.1685943>
- Fedorova, A. (2020). APPLICATION OF BLENDED EDUCATION MODELS IN TEACHING STUDENTS OF NON-LANGUAGE UNIVERSITIES A FOREIGN LANGUAGE (ENGLISH): PROBLEMS AND PROSPECTS FOR IMPLEMENTING DIDACTIC GOALS. *SSRN Electronic Journal*. <https://doi.org/10.2139/SSRN.3750648>
- Han, Y., & Luo, L. (2021). Research on the “three Movements, Two Steps, Three Dimensions” online and offline hybrid teaching model - The Principles of Management as an example. *E3S Web of Conferences*, 251. <https://doi.org/10.1051/e3sconf/202125103081>
- Hrastinski, S. (2019). What Do We Mean by Blended Learning? *TechTrends*, 63(5), 564–569. <https://doi.org/10.1007/s11528-019-00375-5>
- Hussein Sami, Barzani Hakeem, & Jamil Rayan Jalal. (2021). Students’ Perceptions towards Online Education during COVID-19 Pandemic: An Empirical Study. *International Journal of Social Sciences & Educational Studies*, 8(2). <https://doi.org/10.23918/ijsses.v8i2p28>
- Jacob, L., Larsen, E., Correia, A.-P., Hegelheimer, V., & Boysen, P. (n.d.). *Teacher and student perspectives on a blended learning intensive English program writing course*.
- Jiang, Y., Shang, J., & Jiao, L. (2023). Review of China’s Online Education Policy, 1999–2022. In *ECNU Review of Education* (Vol. 6, Issue 1, pp. 155–182). SAGE Publications Ltd. <https://doi.org/10.1177/20965311221099581>
- Kavitha, R. K., & Jaisingh, W. (2018). A Study on the Student Experiences in Blended Learning Environments. In *International Journal of Recent Technology and Engineering*.
- Kintu, M. J., Zhu, C., & Kagambe, E. (2017). Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. *International Journal of Educational Technology in Higher Education*, 14(1). <https://doi.org/10.1186/s41239-017-0043-4>
- Koneru, I. (2019). The Effect of Blended Learning Environment on Teachers’ Course Design and Instructional Practices. In *Pan-Commonwealth Forum*. <https://moodle.org/>

- Könings, K. D., Brand-Gruwel, S., & van Merriënboer, J. J. G. (2007). Teachers' perspectives on innovations: Implications for educational design. *Teaching and Teacher Education*, 23(6), 985–997. <https://doi.org/10.1016/j.tate.2006.06.004>
- Le, P. T., & Pham, H. T. T. (2021). Using blended learning in teacher training programs: Perspectives of pre-service teachers. *Journal of Educational and Social Research*, 11(2), 115–127. <https://doi.org/10.36941/jesr-2021-0035>
- Leal Filho Editor, W. (n.d.). *Encyclopedia of Sustainability in Higher Education*. https://doi.org/https://doi.org/10.1007/978-3-030-11352-0_197
- Lee, J. C. K. (2019). Teachers' work, change and learning: roles, contexts and engagement. In *Teachers and Teaching: Theory and Practice* (Vol. 25, Issue 4, pp. 399–403). Routledge. <https://doi.org/10.1080/13540602.2019.1625616>
- Liu, Y. (2021). Blended Learning of Management Courses Based on Learning Behaviour Analysis. *International Journal of Emerging Technologies in Learning*, 16(9), 150–165. <https://doi.org/10.3991/ijet.v16i09.22741>
- Lubis, M., Hasibuan, M. A., & Andreswari, R. (2022). Satisfaction Measurement in the Blended Learning System of the University: The Literacy Mediated-Discourses (LM-D) Framework. *Sustainability (Switzerland)*, 14(19). <https://doi.org/10.3390/su141912929>
- Maddison, T., Doi, C., Lucky, S., & Kumaran, M. (2017). Literature Review of Online Learning in Academic Libraries. *Distributed Learning: Pedagogy and Technology in Online Information Literacy Instruction*, 13–46. <https://doi.org/10.1016/B978-0-08-100598-9.00002-7>
- Meitreya, D., Akademimaritim, V., & Cilacap, N. (2021). Online Learning in the Era of Pandemic: Solution or Disaster? *Jurnal Ilmiah Imu-Ilmu Maritim*, 5(3).
- Minhas, W., White, T., Daleure, G., Solovieva, N., & Hanfy, H. (2021). Establishing an Effective Blended Learning Model: Teacher Perceptions from the United Arab Emirates. *SAGE Open*, 11(4). <https://doi.org/10.1177/21582440211061538>
- Muhammad, A., Palitha Edirisingha, Ali, R., & Shehzad, S. (2020). Teachers' Practices in Blended Learning Environment: Perception of Students at Secondary Education Level. *Journal of Education and Educational Development*, 7(2). <https://doi.org/10.22555/joeed.v7i2.19>
- Muxtorjonovna, A. M. (2020). Significance Of Blended Learning In Education System. *The American Journal of Social Science and Education Innovations*, 02(08), 507–511. <https://doi.org/10.37547/tajssei/Volume02Issue08-82>
- Raymond, S. (n.d.). *High School Teacher Perceptions of Blended Learning*. <https://scholarworks.waldenu.edu/dissertations>

- Rizvi, N. F., Gulzar, S., Nicholas, W., & Nkoroi, B. (2017). Barriers in adopting blended learning in a private university of Pakistan and East Africa: faculty members' perspective. *MHealth*, 3, 18–18. <https://doi.org/10.21037/mhealth.2017.04.04>
- Saeed, N. (2020). *TEACHERS' PERCEPTIONS ON THE USE OF THE BLENDED LEARNING* _____ *A Dissertation*.
- Schechter, R. L., Kazakoff, E. R., Bundschuh, K., Prescott, J. E., & Macaruso, P. (2017). Exploring the Impact of Engaged Teachers on Implementation Fidelity and Reading Skill Gains in a Blended Learning Reading Program. *Reading Psychology*, 38(6), 553–579. <https://doi.org/10.1080/02702711.2017.1306602>
- Selim Shawky El-Sayed Tealib, & Prof. Dr. Awatef Ali sheir. (2021). *The Effect of Blended Learning Model on*.
- Sorbie, J. I. (n.d.). *ScholarWorks Exploring Teacher Perceptions of Blended Learning*. <https://scholarworks.waldenu.edu/dissertations>
- Suri, C. S. (2021). Challenges To Online Education: A Review. *Journal of Contemporary Issues in Business and Government*, 27(1).
- Tayag, J. R. (2020). Pedagogical Support for Blended Learning Classrooms: Interfacing Teacher and Student Perspectives. *Universal Journal of Educational Research*, 8(6), 2536–2541. <https://doi.org/10.13189/ujer.2020.080637>
- Tealib Selim Shawky El-Sayed, & Sheir Awatef Ali. (2021). The Effect of Blended Learning Model on. *International Journal of Educational and Psychological Sciences*.
- Tonbuloğlu, B., & Tonbuloğlu, İ. (2023). Trends and patterns in blended learning research (1965–2022). *Education and Information Technologies*. <https://doi.org/10.1007/s10639-023-11754-0>
- Tsegay, S. M., Ashraf, M. A., Perveen, S., & Zegergish, M. Z. (2022). Online Teaching during COVID-19 Pandemic: Teachers' Experiences from a Chinese University. *Sustainability (Switzerland)*, 14(1). <https://doi.org/10.3390/su14010568>
- Yarborough, K.-A. T. (2021). *Teachers' Perceptions of Blended Learning in High School Teachers' Perceptions of Blended Learning in High School Classrooms Classrooms*. <https://scholarworks.waldenu.edu/dissertations>
- Ye, L., Kuang, M., & Liu, S. (2022). ICT Self-Efficacy, Organizational Support, Attitudes, and the Use of Blended Learning: An Exploratory Study Based on English Teachers in Basic Education. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.941535>
- Zhan, Z., Huo, L., Yao, X., & Zhong, B. (2021). China's Formal Online Education under COVID-19. In *China's Formal Online Education under COVID-19*. <https://doi.org/10.4324/9781003188261>
- Zhang, L. (2013, November 21). *CHINA'S TRADITIONAL CULTURAL VALUES*.

Zhang, W., & Han, C. (2012). A case study of the application of a blended learning approach to web-based college English teaching platform in a medical university in eastern China. *Theory and Practice in Language Studies*, 2(9), 1961–1970.
<https://doi.org/10.4304/tpls.2.9.1961-1970>