

**MANAGEMENT OF ICT-BASED BLENDED LEARNING OF GRAMMAR
A MICRO-ETHNOGRAPHY STUDY**

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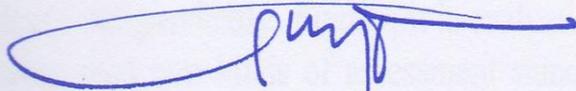
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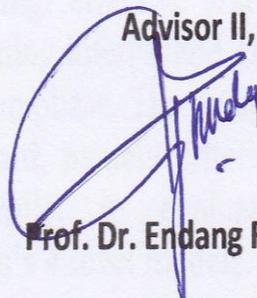
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MANAGEMENT OF ICT-BASED BLENDED LEARNING OF GRAMMAR

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Abstract

The main purpose of this study is to describe the management of ICT-based blended learning of grammar at English Department of Universitas Muhammadiyah Parepare. This study is a qualitative research with an ethnography approach. In collecting data, it employs participative observation, in-depth interview and documentation. This study presents three phases of instructional management. *Firstly*, it is aimed to describe the planning of ICT-based blended learning of grammar. The result shows that the planning including material taught, media used and method chosen is managed based on what content of material taught, student needs and what the learning objective or competence to be achieved. *Secondly*, it is implementation of ICT-based blended learning of grammar. The result describes that the implementation of ICT-based blended learning of grammar can create an interesting, effective and efficient learning environment so it can build the student's learning interest and motivate the student to learn independently. *Finally*, it is evaluation phase. The result indicates that the teacher uses two kinds of assessment standard, namely criterion-referenced and normative-referenced assessment. Meanwhile, in evaluating the student achievement the teacher refers to Kirkpatrick's 4 level models.

Keywords: *Blended learning, Grammar, ICT, Instructional management*

INTRODUCTION

Nowadays, the existence of information communication and technology (ICT) has provided a lot of facilities enabling the teachers carry out traditional teaching and learning which is no longer limited by place and time (Khalifa and Lam, 2002). Its rapid and quick development has brought a lot of new changes and paradigms in distance learning, above all in blended learning. Kose, Garrison and Kamuka in Vesisenho (2010); Krause (2009); Wilson and Smilnach in Jordan

(2008) pointed out that blended learning is a learning model or strategy combining classroom meeting (face-to-face) with fully online learning by using ICTs to enhance learning that bring an optimal learning outcomes. Schacter and Kelly in Pitler, et al., (2007) stated the technology implementation can augment student's motivation to learn and encourages collaborative learning.

The advance of ICT has encouraged several researchers to conduct a research related to a blended learning in teaching English. Behjat's study (2012) found that blended learning environment has enhanced the student's comprehension of English. The use of social networking websites such *Facebook* is applied by Ab Manan (2012) as an ESL pedagogical tool in blended learning environment that can appeal the student's learning interest. Besides that, the use of blended learning has changed the teacher's attitudes to be more active and creative in their teaching (Bijeikiene, et al., 2011). Grgurovic (2011) had indicated in his study that all language skills can be successfully integrated into both modes, namely traditional and online learning. Blended learning implicating the use of ICTs in learning process has activated and motivated the student's collaboration learning (Vesisenaho, M., et al. 2010).

The implementation of blended learning in a learning process needs the understanding of teacher regarding good management that the learning process can run well. Linked with teaching and learning, Bush (2008) cited an opinion of The South African Task Team on Education Management that a management provides a supportive framework for teaching and learning. Specifically, the instructional management includes three main phrases or approaches, namely (1) planning, (2) implementation, and (3) evaluation (Majid, 2007; Syaifurrahman and Ujiati, T. 2013). These approaches must be able create learning environment, teach and train the student's expectation, and improve the learning activities and student's disciplines (Rohman and Amri, 2011).

Majid, (2007); Richards and Renandya, (2002) and Raka Joni in Hamdani (2011) stated that the ability in planning the instruction includes the teacher's ability in planning the materials, activity management, classroom management, the use of media and source, the use of instructional method and the evaluation of

student achievement. Therefore, the role of instructional material, media and method in learning activity is very important.

The material functions as a guide both for teacher and student in whole learning activities so it must be able to optimize the learning result (Hamdani, 2010; AECT in Hamdani, (2010); Zang and Maguire, (2007). Holden and Westfall (2010); White and Manfred (2012) defined media as vehicles that deliver content and function to engage learners powerfully in learning process which can be classified such as the kinds of media, namely printed media, graphic media, photographic media, audio media, television/video, computers and simulation and game.

White and Manfred (2012) defined method as the means or way that is used to teach the material to the students. He added that the choice of media is depended on what content and who are teaching as well as the level of competence expected. In its developing, the development of science and technology has brought the changing of instructional material (Faturrahman and Sutikno, 2009).

In implementing the planning, the teacher needs to determine the human resources and activities and must fit the teaching style, personality and belief in order to reach the aim (Houff, 2009; Suhardan, et al., 2011). Therefore, it is important to create learning environment that can accommodate the range of learning preferences including physical facilities, the psychological atmosphere, instructional methods, media and technology and takes place all the time (Reid, 2007; Smaldino, et al., 2007). Here, the teacher roles to direct or guide the student in doing the organized learning activity in order to attain the learning objective. It is necessary to be thought out and articulated by a skillful and creative educator (Duffy and McDonald, 2011).

According to Usman (2010) directing refers to the activities related to motivation, leadership, communication, building trust and ability, as well as performance assessment. To assure the real activities and planned activities are suitability, the teacher needs controlling. The controlling covers the establishment of the performance standard, the performance measurement, the comparison

between performance and recommended standard, and the taking of corrective action when find out failure (Suhardan, et al., 2011).

The last phase in instructional management is evaluation. This aims to know the extent of a particular program of an activity achieves the predetermined goals (Reece & Walker in Anurrahman (2009). In evaluating the learning, the teacher should be able to determine the appropriate model and standard of an evaluation. According to Hamdani (2010) there are two kinds of assessment standard of learning. They are criterion-referenced assessment and normative-referenced assessment. Meanwhile, Widoyoko (2012) stated that apt model for learning is Kirkpatrick's 4-level model. The four levels of this model include reaction, learning, behavior and result.

Since 2011, blended learning is a new model implemented in learning grammar at English Department of Universitas Muhammadiyah Parepare by applying various facilities of ICTs. Universitas Muhammadiyah Parepare (UMPAR) is the largest higher education located on Jalan Jenderal Ahmad Yani KM 6 in Parepare and has the number of students 5,319 and 154 lecturers, which is spread into six faculties. The six faculties are Faculty of Teaching and Education (FKIP) consisting of three study programs, Faculty of Economics (FEKON) consisting of two study programs, Faculty of Health (FIKES) consisting of one study programs, Faculty of Islamic Study (FAI) consisting of four study programs, Faculty of Agriculture (FAPETRIK) consisting of four study programs and faculty of Engineering (FTEK) consisting of three study programs ([www.umpar.co. id](http://www.umpar.co.id)).

The availability of ICT-based multimedia room in UMPAR supported the implementation of blended learning. Though a social online network, the writer got information concerning the implementation of ICT-based blended learning of grammar at English Department of UMPAR. Grammar is one of linguistic materials of several linguistic materials such as phonology, morphology, and syntax which the teacher handled in his blended learning. However, grammar became interesting subject for the researcher to be investigated. The priority reason was that grammar teaching involves any instructional technique that draws

learner's attention to some specific grammatical form (Ellis, 2006). In its teaching, it viewed as the presentation and practice of discrete grammatical structure (Ur, 1999).

Based on the previous opinion, the question which is necessary to be answered is how is the management of ICT-based blended learning of grammar at English Department of Universitas Muhammadiyah Parepare? Generally, this study aims to describe how the management of ICT-based blended learning of grammar at English Department of Universitas Muhammadiyah Parepare. This includes three main things; they are planning, implementation and evaluation of ICT- based blended learning of grammar at English Departement of Universitas Muhammadiyah Parepare.

RESEARCH METHOD

This research was a qualitative research with an ethnography approach. Ethnography is a study allowing the researcher to explore and interpret the culture and social system (Murchison, 2010). Fauziati (2009) stated that one of ethnographic principles is focused on human behavior within a particular setting and cultural patterns. This research conducted at grammar class of English Department of Universitas Muhammdiyah Parepare in academic year 2011-2012 ranging for three months. It started on November 2012 until July 2013. The subject of this research was one teacher, one teacher assistant and ten students of the fifth semester who randomly taken from 157 populations which were spread into five classes.

The data used in this research consisted of primary data and secondary data which were taken from three sources. They were event concerning the whole learning activity in natural setting activities, informant who was participating in ICT-based blended learning of grammar, and document including written information related to ICT-based blended learning of grammar.

The technique of data collection used in this research was participative observation, in-depth interview and documentation. To analyze the data, the research did four steps, namely data collection, data reduction, data display and

conclusion. Meanwhile, to determine whether the data is valid or not, this research used triangulation method.

THE RESEARCH RESULT AND DISCUSSION

Based on the purpose of the research, the researcher draws the result of this research gained through the observation, in-depth interview and document analysis and then it is discussed based on the theory and previous studies. The result of the research covers three main focuses. They are planning, implementation, and evaluation of ICT-based blended learning of grammar.

Planning

The result showed that the teacher had organized the instructional planning based the outlines of teaching program which has provided by the English Department. It is a lecturing contract including the objective and description of subject, learning strategies, instructional resource and schedule of lecturing. The content of this lecturing contract showed suitability with the concept offered by Majid (2007); Raka Joni in Hamdani (2010) and Richard and Renandya (2002) that the ability in planning the instructional planning is the teacher's ability in planning the material and content, method and approach, media and source, activity management, classroom management and the evaluation of student achievement.

Organizing Instructional Material

Related to the material, gained that the teacher did not organize material for teaching grammar but the teacher provided two main books by La Palombara entitled "*An Introduction to Grammar*" and by Walter A. Cook entitled "*Introduction to Tagmemic Analysis*" and one supporting book by Abdul Muis Ba'dulu entitled "*English Syntax*". Third of these books have compatibility with the material regarding the school of grammar including *traditional grammar*, *structural grammar*, *transformational grammar*, and *tagmemic analysis*.

The suitability between the book selected and the material indicates the teacher's ability in selecting appropriate material so it can guide the student in

learning the material and optimize the learning result. This is appropriate with the theory stated by AECT in Hamdani, (2010); Hamdani, (2010); Zang and Maguire, (2007) that material functions as guide for the teacher and students to optimize the learning result. Moreover, in developing the material, the teacher planned the use of internet such as youtube and websites. This plan applies the theory uttered by Faturrahman and Sutikno (2007) stating that the development of science and technology has brought the changing of instructional material.

As regards the time allocation, there were fourteen meetings with fully class meeting. Based on the result interview with the teacher, the researcher gained information that the use of online learning was just as supporting activity aiming to develop the student's learning independence. Meanwhile, online learning was depended on her rushing rate.

Selecting the Instructional Media

The result indicated that the teacher planned the use of various ICT in implementing the ICT-based blended learning of grammar such as printed book, laptop or notebook, Light emitting diode (LED) and Light Chrome Diode (LCD), social online media such as edmodo and facebook, video recorder and the use of websites such as youtube. Media selected was suited with the student's competence or understanding of the use of ICT and material which will be taught. This is appropriate with the theory stated by White and Manfred (2012) that media function to deliver content and engage learners powerfully in learning process such as printed book, graphic and photographic media, audio and video, computers, simulation and game.

Determining the Instructional Method

The result described that the teacher planned the use of discussion method in learning process of grammar which was determined based on what content and who are teaching and level of competence expected. The student's understand regarding the use of social online media such as edmodo and facebook providing chatting facilities enables the teacher to plan collaborative learning or online group learning. This appropriate with the theory stated by White and Manfred (2012) that method is the means or way used to teach

material to the student and it is depended on what content and who are teaching as well as the level of competence expected. This is also compatible with Schacter and Kelly's opinion in Pitler, et al (2007) stated the technology implementation can augment student's motivation to learn and encourages collaborative learning.

Implementation

The result showed that the maturely organized planning by the teacher was realized in real implementation. As stipulated in lecturing contract and observation result, the teacher divided the student into small group randomly.

Organizing the Instructional Activity

The result showed that the teacher organized a set of the activities by applying discussion method and the use of ICT to create an interesting, effective and efficient learning in order to improve the student's material mastery. According to the teacher, it was crucial to communicate the planning with the students to get agreement before implementing the learning activities in order to make easy in achieving the intended learning objective or competence. This tendency supported the Grgurovic's study (2011) indicating that all language skills can be successfully integrated into both modes, namely face-to-face and online learning. However, the difference of both researchers is located on the subjects taught where the current study only focuses on grammar while previous study focuses on all skills of language.

Managing the Learning Environment

The result of observation indicated that the implementation of discussion method supported by the utilizing of ICT-based multimedia room had built the student's learning interest and awareness to learn even though without the presence of the teacher. They came in sight serious and enthusiastic to follow the learning. Therefore, the use of ICT media-supported discussion method can build the student's interest and awareness in cooperative learning. Besides that, the result of interview with the students informed that learning through social online

network such as facebook and edmodo has created an interesting, efficient, and effective learning for the student.

This is appropriate with the previous study done by Manan (2012) expressed that facebook as an ESL pedagogical tool in blended learning environment appealed the student's interest. Nevertheless, the difference shown by both research results are located on the subject and the kinds of social online used. Both researchers use facebook as pedagogical tools in blended learning but the current study develops the blended learning by using edmodo. The reason why is that edmodo is a new social online media provided for education.

Directing the Students to Instructional Activity

The ability of the teacher in directing the student can be seen through the result of observation and interview with the students. The teacher more tended to direct to student-centered leaning approach. The teacher asked for the student to use English in learning process and developed their materials by searching the topic-related materials on youtube and websites as what the teacher recommended. Meanwhile in online learning, the student was asked to create status concerning the problems of difficulties they met during learning process. Thus, the function of directing more refers to the building of the student's interest and the student motivations to learn independently.

The other result of the current study is that the implementation of ICT-based blended learning has motivated the student to learn independently by directing to the student-centered learning approach. This result supported the Vesisenaho's study (2010) finding that blended learning implicating the use of ICTs in learning process has activated and motivated the student's collaboration learning. Besides that, the use of student-centered learning approach in current study shows the activeness of the student and student's collaboration in learning process.

Controlling the Student Achievement

The findings resulted that in controlling the student achievement, the teacher assigned to the student to film their performance in mastering the material by using video recorder and the result was given to the teacher. Besides that, though

chatting carried out in the night, uploading the result of discussion, and the student's presence shown by attendance list, the teacher can also control the student achievement. Thus, the function of controlling is to ensure the suitability between real activities and planned activities in order to enhance the student achievement.

The function of controlling done by the teacher in ICT-based blended learning of grammar also draws the teacher's ability to maintain interesting, effective, and efficient learning environment and enable the suitability between the real activities and planned activity in order to augment the student achievement. This has relevancy with Behjat's study (2012) resulting that blended learning environment has enhanced the student's comprehension of English. However, the difference of both researchers is located on the subjects.

Evaluation

The result showed that the teacher carried out various assignments to evaluate the student achievement. These assignments included the presence and participant of the student in learning activities, student's task, and final test. Because of her rushing, the teacher did not carry out the quiz for the student but it was changed with individual assignment. It was a recording video containing the performance of student in explaining the material.

Assessment Standard Used

The result of interview indicated that the teacher used two standards in assessing the student achievement. They were *criterion-referenced assessment* and *normative-reference assessment*. Meanwhile, in evaluation the student achievement the teacher carried out final test. Based on the result of interview with some students, the test was a written test covering the content of material learnt. The test consisted of three numbers including the difference of the fourth school of grammar and sentence analysis. The standard used by teacher referred to the Hamdani's opinion (2010) stating that the standard of assessment consisted of *criterion-referenced assessment* and *normative-referenced assessment*.

Evaluation Model Used

In evaluating the learning grammar, the teacher referred to Kirkpatrick's 4 level models. This model includes reaction, learning, behavior, and result. Related to the reaction, the evaluation is intended to measure the participant's reaction to instructional program. By using discussion method with question and answer technique, the teacher can measure the student's performance for both modes of learning grammar.

Learning is intended to determine what the participants learn during the learning event. The result displayed that during learning process, the students learn materials which is appropriate with the lecturing contract. Behavior is purposed to find out if the learning activity changes student's learning behavior as a result having attended and participated in the learning activities. The research result showed that learning grammar by implementing ICT-based blended has changed and improved the student's learning motivation and independence.

The last is result aiming to find out if the learning activity led to final results. The research result showed that the teacher carried out final test to measure the student achievement. The teacher just gave test to the student in written test form including the materials which were compatible with the learning material of grammar.

In this study, the eminence that can be shown is the use of edmodo as a social online media providing virtual classroom for blended learning model. This media provide education service including posting assignments, creating polls for student responses, embedding video clips, create learning groups, post a quiz for students to take, and create a calendar of events and assignments. Students, here, can also turn in assignments or upload assignments for their teachers to view and grade. Meanwhile, teachers can annotate the assignments directly in edmodo to provide instant feedback. However, the teacher did not use this media in carrying out final test because of her rushing.

CONCLUSION

Based on the result and discussion of this research, the writer concludes three main focuses of the research, as follows:

First, in managing of the planning of ICT-based blended learning of grammar at English Department of Universitas Muhamadiyah Parepare, the teacher needs to organize the instructional planning maturely in order to achieve the expected learning objective. The planning created is based on the outlines of teaching program which has provided by the department. In this research, there are three functions of planning management. They are organizing material, selecting apt media, and determining the apt method. They are planned based on what content of material taught, the student needs and what the learning objective or competence to be achieved.

Second, in managing the implementation the ICT-based blended learning of grammar, the teacher can organize a set of activity which can create interesting, effective, and efficient learning environment. By giving clear direction to the student in instructional activities, the teacher can build the student's interest and motivate them to learn independently. By implementing discussion method the teacher can create student's cooperative learning and student-centered learning and build their trust and ability to improve their achievement. Further, through giving the assignment in learning process, the teacher can control the student achievement.

Finally, in evaluating the learning result the teacher used two kinds of evaluation standard. They are criterion-referenced evaluation and normative-referenced evaluation. Meanwhile, model used by the teacher is referring to Kirkpatrick's 4 level including reaction, learning, behavior and result.

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