

Chapter 15

Study of Blended Learning in Higher Education and the Role of Social Media Applications With Special Reference to Vietnam

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ABSTRACT

The present study aims to examine the effect of the combination of learning methods, in which diverse IT resources are applied to facilitate study activities of Vietnamese undergraduate students. The main focus of this study is that in the blended learning context of Vietnam education, the combination of various communication means such as F2F and traditional education technologies can enable the level of engagement of students with the blended courses. The study measured the level of students' engagement in the blended learning program, in which physical classrooms and different IT resources are implemented. The authors distinguish two kinds of IT resources: traditional education technologies and social media applications. It is proposed that while F2F classrooms and traditional education technologies can enable students' engagement, which leads to stronger satisfaction and motivation. Meanwhile, social media applications can intensify those relationships.

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INTRODUCTION

Blended learning was initially built from distance education (Brody, 2006) in which ICT resources such as sound and video recording, television and computer are implemented broadly in teaching (Akkoyunlu & Soyly, 2008). While there is debate around just how to define blended learning, researchers such as (Bonk, Graham, Cross, & Moore, 2006; Kaur, 2013; Voos, 2003) suggested that it is now commonly associated with being a combination of different modes of delivery, models of teaching and styles of learning which are exercised in an interactively meaningful learning environment. Meanwhile, Garrison (2004) stated similarly that blended learning includes courses that combine online and classroom learning activities and optimally uses resources in order to improve students' learning outcomes and to address critical institutional issues to enhance effectiveness and socialization opportunities of the classroom and the technologically active learning possibilities of the online environment (Garrison, 2004). More and more institutions, teachers and learners are choosing blended learning over other learning options including fully online (Bonk et al., 2006; Kim & Bonk, 2006). Educational technology capabilities (ETC) provide complementary insights to identify the best approach when aligning learning goals in technology-based implementations (Robin Castro 2019)

Blended learning have been firstly applying in many universities in developed countries and brought some benefits such as: expanding access, improving quality, serving diverse student populations, reducing time to graduation, addressing student desire for technology in education, and greater insight and tracking of student progress (Porter, Graham, Spring, & Welch, 2014). Service quality, course quality, and student–instructor interaction have indirect and positive effects on learners' continuance intentions for online learning, while the variable of perceived value is a significant mediator for online learners' retention and has a direct influence on their continuance intentions. Student–student interaction and student–content interaction do not have direct or indirect effects on online learners' continuance intentions. (Yiwen Li 2021)

This study aims to examine the effect of the combination of learning methods, in which diverse IT resources are applied to facilitate study activities of Vietnamese undergraduate students. The main point of this study is that in the blended learning context of Vietnam education, the combination of various communication means such as F2F and traditional education technologies can enable the level of engagement of students with the blended courses. It is proposed that the positive attitude of openness when using social media applications for learning purposes before and after class can have an impact on the engagement. Student's enjoyment of sharing information related to study, which obtains when using social media application can also enhance the relationship among blended learning strategies and student's learning experience. Student's good experience, in result, is believed that can lead to better learning attitude such as satisfaction and motivation.

First, the study adds a different view of this research field by having a look at the perspectives of students from Asia. Second, an extensive look into students' behavior and attitude in a new form of learning in Vietnam education is also provided. With the implementation and engagement, the students show various responses both positive and negative towards the implementation of blended learning. It is believed that this study provided insights into student views and impact on blended learning practices in similar contexts in Vietnam. In particular, as it presents a sample of student views, it can help inform the further development and implementation of blended learning in Vietnamese universities. It could, for example, enable university managers and faculty to have a better understanding of the student experience in these environments, which are very new to stakeholders. Finally, by providing a picture of

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