

Blended Learning Modality in the New Normal: Its Impact to Higher Education Teachers

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Abstract

Purpose: The pandemic has brought about changes in the lives of teachers and the way they teach. The attention of educators right now is on online learning as a means to deliver instruction to students at home. In the new normal, teachers have difficulty communicating with students because of limitations due to the pandemic. Thus, this study described teachers' experiences using the Blended Learning modality in the new normal. Also, it looked at the problems encountered and the approaches/strategies of teachers in teaching using Blended Learning.

Design/Methodology/Approach: The study used Mixed Method to obtain valid results in fact-finding with aid of modified survey questionnaire administered to Higher Education teachers.

Main Findings: The following were the findings of the study: Majority of the teachers felt good in implementing Blended Learning (BL) modality in the time of pandemic. Most teachers have access to online teaching. Majority of the teachers were using laptops and desktops at home and found remote learning moderately effective. Most teachers revealed that BL is not stressful and has been offering them very helpful resources to teach from home where they have well managed their time and enjoyed teaching. Teachers revealed that their co-teachers were helpful in using Blended Learning. Most teachers perceived that face-to-face class is important while teaching through Blended Learning.

Majority of the teachers described Blended Learning as practical / timely and challenging in this time of pandemic. Others found the modality as beneficial; effective / efficient; helpful / useful; accessible / flexible; comfortable / convenient; and integrative.

Most of the teachers encountered problems / challenges in conducting classes using Blended Learning. Majority of the teachers encountered problems on internet connectivity and unable to check students' attention / monitoring / difficulty in performing activities. Other problems encountered were: Less students' participation / interaction; Limited access to books and references / resources; Cheating / plagiarism; Attendance of students / absenteeism; and Students' behavior / attitude. There were those who have problems on Technology incompetence / technical know-how, and Noisy background / too many distractions.

Teachers used different ways in teaching using Blended Learning. Most of the teachers used GMeet / online teaching with aid of PowerPoint Presentations and slide. Other ways were modular and use of available resources such as video lessons / worksheets / visuals. Some teachers utilized demo teaching / storytelling / limited face to face; set rules and examples; and interactive strategies. Future researchers can study on other variables relevant to Blended Learning with focus on other strategies / approaches to teaching.

Research Implications/Limitations: This study was focused on describing the Higher Education teachers' problems and approaches / strategies in using Blended Learning. School administrators should look on ways to assist teachers in the delivery of instruction. Such ways may include provision of training and seminars to teachers on technical assistance; internet connectivity; and monitoring mechanism. Future researchers can study other variables about Blended Learning that would help to further improve teaching and learners' performances.

Keywords: *approaches to teaching, blended learning, new normal education, higher education teachers, problems, perception, teaching strategies*

Introduction

The pandemic has brought about changes in the life of human beings all over the world. The new normal of society is anything but becoming ordinary. The attention of educators right now is on online learning as a means to deliver instruction to students at home. It is okay to push for online learning as the new normal in education.

The 1987 Philippine Constitution recognizes and promotes education. Section 2 of Article XIV declares the State to establish, maintain and support a complete, adequate, and integrated education system. This should be relevant to the needs of the people and society. Furthermore, it encourages teachers and school leaders to identify community needs and support learning systems. School leaders and teachers are two key figures in schools to promote education. They should work together to uplift learners' performance. The well-being of students is always given top priority. Teachers teach students to be responsible in times of pandemic. Since face-to-face classes are not yet possible, teachers continue to reach out to learners and monitor their educational progress.

Furthermore, teachers integrate and implement new normal modality tools in 21st-century pedagogy. With this, schools should ensure that teachers do not simply transfer or translate learning. Nowadays, the provision of modules may be good in bringing the curriculum content, but just having modules do not automatically translate to better instructional outcomes.

Most studies on using the Blended Learning modality were done in the normal setting of face-to-face classes. In the new normal, teachers have difficulty communicating with students due to the pandemic's limitations. Thus, this study described teachers' experiences using blended learning modality in the new normal.

Schools should have a clear vision of how learners can learn despite the threat of the spread of coronavirus. In making the delivery of instruction to learners responsive, efficient, and effective, Higher Education Institutions order faculty members to intensify school process and service delivery related to access, quality, or governance, with the end view of improving learning outcomes. Effective and efficient teaching encourages learners to become more flexible in learning. Likewise, teachers and

school leaders should foster and maintain a balanced working relationship. Making instruction more flexible for the learners is the main focus of the educational curriculum.

Engaging learners in the lesson is profound in the learning process; it is the scaffolding stage of students' knowledge. It is building what students know and how they can create and establish the reason for learning. Clarke and Clarke (2014) mentioned that developing connections are used to reach the goals effectively.

Giving feedback between teachers and school leaders may provide clear and explicit goals connected to teaching pedagogy and support learning goals. Making connection with teachers provides clear direction in processing learning in learners. Through this, learners will be guided with help from teachers.

The landscape of the academe has dramatically changed upon the unwelcomed arrival of SARS-CoV that put a halt to the traditional face-to-face classroom set-up when Philippine President Rodrigo Roa Duterte declared the implementation of Enhanced Community Quarantine (ECQ) in March 2020 in order to mitigate the spread of the virus. SARS-CoV eventually was coined COVID-19 which soon was given the horrific name pandemic COVID-19. This catastrophic event prompted a paradigm shift in the teaching and learning process.

To avoid the impediment of the education of the Filipino students, Basic Education-Learning Continuity Plan (BE-LCP) was carried on. Two teaching and learning delivery modes were introduced at the start of the pandemic: Synchronous and Asynchronous Modalities. Synchronous Modality means both teachers and students go online at the same time in a given virtual classroom where both may access even when they are at the comforts of their own homes. On the other hand, Asynchronous Modality means teachers provide students modules be it printed or through the Learning Management System (LMS) or through Google Forms wherein students will work on the activities at their own pace. In Asynchronous Modality, teaching and learning happen in different locations at different times. Encouraging students to make research through the use of the internet is not a practice of Blended Learning.

Oxford and Cambridge dictionaries define Blended Learning as a way of teaching and learning a subject through a combination of traditional face-to-face class setting and the use of internet. On the other hand, Garrison and Kanuka (2004), as quoted by Yuen (2011) noted that Blended Learning is a combination of face-to-face and online learning modalities. Yuen (2011) also quoted Garrison and Vaughan (2008) who reported that Blended Learning is the “thoughtful fusion of face-to-face and online learning experiences”.

Anchored in the Republic Act No. 11469 otherwise known as the Bayanihan to Heal as One Act, the Commission on Higher Education (CHED) posted a CHED Memorandum No. 4 Series of 2020 announcing the Guidelines on the Implementation of Flexible Learning which CHED defined as “a pedagogical approach allowing flexibility of time, place, and audience including, but not solely focused

on the use of technology”. CHED mandated that Flexible Learning be implemented beginning Academic Year 2020-2021 and maybe extended as the need arises.

Consequently, it was reported that government owned basic education schools and some Higher Education Institutions (HEI) teachers personally delivered printed modules to the barangays of the students who do not have electronic gadgets and internet connectivity. On the other hand, privately owned schools started their online classes. Eventually, Blended Learning was born. However, DepEd Secretary Leonor Magtolis Briones, in her official statement posted on June 8, 2020 in the website of DepEd, she announced that “radio, television, online and modular learning are pre-existing methods and were already used for decades”.

Adopting Blended Learning as mentioned by Lapitan, Jr., Tiangco, Sumalinog, Sabarillo, and Diaz (2021) would increase the involvement of the students instead of not participating orally during the synchronous discussions. Moreover, Graham Stanley on his interview telecast live via Facebook Live by the Teaching English-British Council in September 2020 stated that, “Blended Learning adds an element of face to face to augment or improve the experience of online learning.” Furthermore, learners are given the chance to benefit on the traditional and e-learning modalities wherein new learning strategies may be developed based on the report of Bele and Rugelj (2007) of the University of Ljubljana.

On the other hand, it was noted that seventy-one percent of the respondents of the study conducted by Bele and Rugelj (2007) preferred Blended Solutions, a combination of printed learning materials and e-materials that their respondents found more convenient to use.

The overall success and withdrawal rates of students had a slight advantage under the Blended Learning modality, as reported in the study conducted by Dziuban, Charles, Graham, Charles R., Moskal, Patsy D., Norberg, Anders, and Sicilia, Nicole (2018) who also have reported that the University of Central Florida (UCF) started a study on the longitudinal impact of their online and blended courses being implemented since 1996. They also discovered that an opportunity for optimizing face-to-face instruction had been provided through the effective use of online components. In addition, they also discovered that competitiveness and lower overall withdrawal rates were observed in the blended modality compared with either face-to-face or online courses.

In 2017, Laura Hesse of the University of Northern Iowa studied *The Effects of Blended Learning On K-12th Grade Students*. She analyzed twenty-five peer-reviewed studies published between 2008 and 2016. She discovered that when Blended Learning was used, there was an increase in the students' perceptions of learning, engagement, and achievement. However, she also noted that more than incorporating technology that provided rote drilling is needed to develop the students' higher-order skills. She also suggested that teachers must properly choose online activities so that students with different needs will be catered. In addition, switching passive learning to active learning is one of the advantages of Blended Learning. Students are given the freedom to read, recite, think, choose between

face-to-face or working with groups, or go online. This strategy will give the teachers the signal to assess the interest and accountability of their students.

In the study of Tupas and Laguda (2020) entitled *Blended Learning – An Approach in Philippine Basic Education Curriculum in New Normal: A Review of Current Literature*, they discovered that Blended Learning allows the students to participate actively and to have their behavior towards learning increased. Moreover, they noted that “students are empowered to become leaders, coaches, and mentors to [their] fellow students”. Furthermore, Alsalhi, Eltahir, & Al-Qatawneh (2019) as cited by Hashemi and Si Na (2020) noted that the use of classroom time is more successful in Blended Learning. They also pointed out that students are more engaged, confident, innovative, and prepared. They also concluded that the in teaching and learning English language skills, the use of Blended Learning are remark able especially for the writing skills. On the contrary, they also noted that few learning skills and familiarization of all the language skills may not be materialized by online learning.

On June 24, 2021, John Eric Mendoza of INQUIRER.net quoted Diosdado San Antonio, the Department of Education (DepEd) Undersecretary for Curriculum and Instruction, saying that Blended Learning was acknowledged by DepEd as a good and valid way to carry through education and DepEd considers the implementation of Blended Learning Modality after COVID-19 pandemic.

Tshabalala, Ndeya-Ndereya and van der Merwe (2014) as cited by Alvarez Jr. (2020) investigated the perceptions of the faculty members regarding Blended Learning. The researchers pointed-out the different challenges the teachers have experienced on the use of blended-based approach. Their study identified that some respondents recognized that teaching and learning flexibility maybe conceivable through Blended Learning which may also provide the possibilities of networked learning and accessibility and the promotion of independent learning.

On the contrary, it was also noted that the execution of Blended Learning in the classroom environment is difficult because of the absence of institutional policies, lack of Information Communication Technology (ICT) training and prior knowledge, lack of self-confidence, and limited access to computer laboratories. Moreover, Tupas and Laguda (2020) noted that the Department of Education (DepEd) has a unique challenge in implementing Blended Learning of the need for more facilities like gadgets or computer sets and connectivity.

Furthermore, in the study by Kaur (2013), he enumerated the disadvantages of Blended Learning. He discovered that the management overlooked to see the complexities of Blended Learning. He reported that traditional classroom training is more effective than Blended Learning.

Moreover, he noted that the facilitator’s role should be redefined and the progress of the participants should be managed and monitored. He also reported that challenges in the instructional designed should be taken into account such as what and how to teach, the best delivery medium and performance objectives should match, interactive online offerings should be observed at all times, the

commitment of the participants should be guaranteed, and the coordination of all the elements of the Blended Learning should be established. Furthermore, for teachers to be more efficient and more effective, they are expected to have the needed knowledge and skills in the use of Blended Learning. Because of this reality, conflicts arise because not all teachers are technologically equipped.

In addition, in the study conducted by Kintu, Zhu, and Kagambe (2017) where they cited Hadad (2007) stating that the confidence and capability of teachers' and students' participation in Blended Learning lead to the success of e-learning and blended learning. They also cited Shraim and Khlaif (2010) mentioning that 75% of students and 72% of teachers lack skills in utilizing ICT based learning components because of insufficiency in skills and experience in computer and internet applications which can be a cause of failure in e-learning and blended learning. Computer competency of both teachers and students is important in Blended Learning which requires a great deal in the use of computers. Moreover, Martin & Nunes (2016), and Previtali & Scarozza (2019), as cited by Abel V. Alvarez Jr. in his study, expressed that the perceptions of the teachers and the exploration of their teaching and learning satisfaction towards Blended Learning must be scrutinized.

Evans, Yip, Chan, Amatas, and Tse (2019) discovered in their study that despite or because of technology, teachers stay critical to learning which results in the most difficult challenge of Blended Learning which requires new teaching approaches and designs, and professional curriculum development calls for more time and continuous support for teachers. They also cited Brown (2016) and Torrisi-Steele & Drew (2013), noting that despite the numerous Blended Learning articles in higher education, the majority of these articles are about the student perspective and the learning process.

The need for more studies on academic development, teaching perspective, and practice has been identified. They also pointed out that for teachers to become digitally literate, they need to embrace new roles and develop new competencies. They also cited George-Walker and Keeffe (2010), stating that the role of the teachers is not to prescribe the nature of the blended course but instead to device courses with diverse teaching techniques to assist in developing students' self-directed learning. In the research of El Said (2021) he mentioned that Future University in Egypt (FUE) conducted interviews with eight full-time professors with different specialization to know their teaching experiences during the COVID-19 lockdown. It was discovered that four of the professors expressed that a major obstacle in their distant teaching is the quality and reliability of the internet connection. Majority of the professors noted that teaching assistants failed to provide students face-to-face and one-on-one assistance and some support mechanisms were not extended to students with low Cumulative Grade Point Average. The interviewees unanimously agreed that the cancellation of campus activities and summer training internships are the main disadvantages of the lockdown.

Moreover, it was also noted that one professor reported that "teaching and working from home increased working hours. In addition, Embudo and Mateo (2021) reported on The Philippine STAR / OneNews.PH that teachers admitted that they thought they had much work before the COVID-19

pandemic but realized that they are now facing more work because of the implementation of Blended Learning. Teachers and parents struggle after a year of implementing Blended Learning or Flexible Learning. They also mentioned that based on their interview with Maricar Pantaleon, a Senior High School teacher, “the current school year has been challenging for them as they have to multitask and discover many things.” They also mentioned that Pantaleon revealed that assessing her students’ performances is difficult. As mentioned, Pantaleon spends much time checking their outputs. Some of her students do not attend online classes and submit their requirements late. They also added that the teacher mentioned that she suffers from swollen eyes and headaches because of prolonged time in front of the computer screen to read and check her students’ output. Furthermore, the teacher shared that her personal and social life are sacrificed due to her workload.

Teachers struggled in the Distance Learning Program, poor internet connections, and lessons according to the article written by Kaithreen Cruz posted in the Manila Times on September 13, 2021. It was also noted that teachers worry if their students were getting the right education. Cruz (2021) also reported the result of the survey conducted by the Movement for Safe, Equitable, Quality and Relevant (SEQuRe) Education wherein it was discovered that the shift to distance learning had burdened both the teachers and the students. These burdens include heavier workloads, internet connectivity and cost problems, and limited resources.

In addition, among the 1,278 public school teachers interviewed by SEQuRe, 52 percent reported that one in two students is “behind in terms of attendance and/or in submitting modules and other requirements” and 85.2 percent believed workloads became heavier and 47.8 percent reported that “they did not receive enough financial aid to cover the costs of conducting distance learning”. The inadequacy of resources was also reported.

Malipot (2021) on her report to the online portal of Manila Bulletin she mentioned that based on the Social Weather Stations (SWS), Blended Learning is “more difficult” than face-to-face set-up according to 9 out of 10 Filipino families. She also noted that DepEd Leonor Briones admitted that Blended Learning is more difficult practically for everyone. Briones was quoted saying “Yes, blended learning right now is difficult. It is not only because the concept of Blended Learning envisions a mix of different approaches, it is also because the environment within which we are implementing blended learning is also very tough and challenging even for the grown-ups for the parents, for the teachers, for the policy makers.”

Batac, Kenneth Ian T., Baquiran, Jonnedel, and Agaton, Casper B. (2021) reported that the procurement of online teaching equipment and the reproduction of learning modules are just two of the many challenges of the teachers in implementing Blended Learning. These lead the teachers to ask for voluntary contributions, in-kind and monetary. The Brigada Eskwela, which is a DepEd program, allows public school teachers to solicit help from external stakeholders. Moreover, they concluded that “schools are not equipped with the facilities such as enough computers with an internet connection, printing machines for the modules, school supplies, and training for distance learning

education at times of uncertainty” as far as the implementation of Blended Learning. They also discovered that teachers, particularly the older ones, struggle with the use of technology. The researchers also noted that despite the flexibility of the use of blended learning, the teachers were challenged in their “readiness, technology literacy, access to technology, financial difficulties, and health risk.”

Identifying the new normal learning modality brought by the spread of the virus gave the researchers a problem to investigate. Through this, intervention activities and future actions can be planned. In the new normal, teachers have transformed how they teach, whether Online, Blended Learning, Modular, or a combination of both Online and Modular, especially since online tools and resources present numerous affords that teachers and students can use. The use of the Blended Learning modality in maximizing learning in students can be of great help to teachers.

Blended Learning results in student success and satisfaction. Also, there is improvement in students’ sense of community compared with face-to-face classes (Means, 2013). Blended Learning follows blending techniques: modular activities and assessments. It uses online instruction, e-mail, class web sites, chats. Furthermore, it utilizes mapping and scaffolding tools, computer, interactive presentations, writing activities, electronic portfolios, learning management systems, and virtual sessions (Dziuban, 2015). Implementing blended learning aims for the following goals: helping students achieve course objectives, creating an environment that helps students learn, and communicating ideas and information to learners. Blended Learning is an instructional model for student achievement and success (Swan, 2015).

The above studies gave the researchers the necessary background and information to formulate their theoretical framework. Moreover, these varied but insufficient findings on the teachers' experiences triggered the researchers' eagerness to pursue this study. Furthermore, most studies were about the students' and DepEd teachers' experiences and perceptions. This research is different from the studies made because this research was focused on the impact of the Blended Learning modality in the new normal to full-time higher education teachers.

More than just teaching, instructions should be encouraging to learners to perform task independently. Effective and efficient teaching encourage learners to become more flexible in learning. The purpose of the study was to determine the impacts of Blended Learning modality in the new normal to the Higher Education teachers. Specifically, this study attempted to answer the following questions:

1. How may the teachers perceive about Blended Learning as modality in time of pandemic?
2. How may the teachers describe their experiences in using blended learning modality in the new normal?
3. What problems were encountered by the teachers in using blended learning modality in the new normal?
4. What are the blended learning approaches/modalities used by teachers in teaching the learners in the new normal?

Method

The main objective of this study was to determine the impacts of Blended Learning Modality in the new normal for Higher Education teachers. Moreover, the researchers aimed to have valid results in this fact-finding study. Therefore, the researchers decided to use a Mixed Method design where they attempted to determine the effects of the Blended Learning modality on teachers' performance. The researchers want to follow the quantitative results with qualitative data (Edmond & Kennedy, 2017). Also, the researchers conducted quantitative and qualitative data analyses on the research process, weighed the methods equally, analyzed variables, and interpreted the results together. This would strengthen the findings and the conclusions of the study. Thus, the qualitative data is used in the subsequent interpretation and clarification of the results from the quantitative data analysis. Teachers described their perceptions on Blended Learning modality as well as their experiences in using it in time of pandemic. Furthermore, it determined the problems of teachers in using Blended Learning in the new normal. Lastly, it identified the Blended Learning approaches/modalities that are useful to teachers.

The study was conducted at Baliwag Polytechnic College, and the respondents were chosen through purposive sampling. Of 141 faculty members, fifty-seven (57) are full-time and served as the respondents. The college has five institutes, namely the Institute of Arts and Sciences, Institute of Business and Accountancy, Institute of Education, Institute of Information Technology and Engineering, and Institute of Hospitality Management and Tourism. The modified survey instrument was used in answering the posed questions. The instrument of Manabat (2021) in her study "Monitoring Teaching Performance: Reflections of Teachers on Blended Learning" was borrowed and modified to fit the present study. The researchers communicated with the proponent of the survey instrument to allow them to use the tool.

The researchers administered online survey through the Google Form. Likewise, the assistance and cooperation of all teachers was sought during the implementation of the Blended Learning modality in teaching during pandemic. Reflections and problems encountered by teachers on Blended Learning were described. A dry-run was administered to the teachers who were the respondents of the study. Manual computation of the gathered through the Google Form was done. This process was followed by the tabulation of the data using Microsoft Office Excel 2016. The data were then tallied using the IBM Statistical Package for Social Sciences (SPSS) version 22. The data was subjected for analyses and interpretation.

Results

Table 1. Frequency Distribution and Mean Value of Teachers' Feeling About Blended Learning

Question	Excellent	Good	Average	Below Average	Mean	Interpretation
1. How do you feel overall about Blended Learning?	7	27	14	2	2.78	Good

Table 1 presents the teachers' experiences on Blended Learning. It revealed that majority of the teachers (27) felt good in implementing Blended Learning modality in the time of pandemic with mean value of 2.78. Other respondents (14) have average feelings in using Blended Learning while there were some who felt excellent feeling (7). Only two teachers answered to have below average feeling (2). This indicates that teachers can do online teaching with help of technology and are becoming at ease in using Blending Learning in this time of pandemic.

Table 2. Frequency and Percentage of Teachers' Access to Online Teaching

With Access to Online Learning?	Frequency	Percentage
Yes and without a problem	41	82
Yes but it didn't work well	9	18
None	0	0

Table 2 reveals that most teachers have access to online teaching. Eighty-two percent of the teachers are fine in online teaching. This means they can present the lessons to their students without a problem. However, nine teachers (18 percent) admitted having difficulty using the online flat forms in teaching. They admitted that their device did not work well while facilitating teaching.

Table 3. Frequency and Percentage of Device Use in Blended Learning

Device	Frequency	Percentage
Laptop	42	84
Desktop	7	14
Smartphone/mobile phone	1	2

Table 3 shows that teachers were using a device in conducting online classes. Most of the teachers were using laptop (84%) in teaching using Blended Learning. There were some teachers who used desktop at home (14%) while only one teacher used smartphone/mobile phone in conducting classes.

Table 4. Frequency and Mean Value of the Effectiveness of Blended Learning

Question	EE	VE	E	ME	SE	Mean	Interpretation
How effective has remote learning been for you?	1	14	1	31	3	2.58	Moderately Effective

Legend: 4.21-5.00 -Extremely Effective (EE)
 3.41-4.20 -Very Effective (VE)
 2.61-3.40 -Effective (E)
 1.81-2.60 -Moderately Effective (ME)
 1.00-1.80 -Slightly Effective (SE)

Table 4 reveals that the teachers find Blended Learning as moderately effective with a mean value of 2.58. Most teachers (31) found remote learning moderately effective. Fourteen found using Blended Learning a very effective modality in reaching the learners. However, three (3) respondents admitted that remote learning was slightly effective.

Table 5. Frequency and Mean Value of the Helpfulness of Blended Learning

Question	EH	VH	H	MH	SH	Mean	Interpretation
How helpful has Blended Learning been in offering you the resources to teach from home?	6	20	2	19	3	3.14	Helpful

Legend: 4.21-5.00 -Extremely Helpful (EH)
 3.41-4.20 -Very Helpful (VH)
 2.61-3.40 -Helpful (H)
 1.81-2.60 -Moderately Helpful (MH)
 1.00-1.80 -Slightly Helpful (SH)

Table 5 shows that teachers found Blended Learning helpful with mean value of 3.14. Most of the teachers (20) revealed that Blended Learning has been offering them very helpful resources to teach from home. Nineteen teachers mentioned that this modality was moderately helpful in conducting online teaching while six respondents found it extremely helpful. However, three teachers expressed that Blended Learning was slightly helpful and that they still prefer to conduct classes in a school setting.

Table 6. Frequency and Mean Value of Stress in Using Blended Learning

Question	VS	S	AS	QS	NS	Mean	Interpretation
How stressful is Blended Learning for you during the COVID-19 pandemic?	0	1	7	10	42	1.74	Not Stressful

Legend: 4.21-5.00 -Very Stressful (VS)
 3.41-4.20 -Stressful (S)
 2.61-3.40 -Adequately Stressful (AS)
 1.81-2.60 -Quite Stressful (QS)
 1.00-1.80 -Not Stressful (NS)

Table 6 presents that using Blended Learning in teaching was not stressful with a mean value of 1.74. Majority of the respondents mentioned that Blended Learning modality was not stressful while 10 of them admitted it to be quite stressful. Only one respondent admitted that the approach is stressful and frustrating.

Respondents supported their answers with the following explanations:

“The challenges are on the starting point only. Learning new approaches in conducting virtual classes at first are quite stressful.” (R3);

“It is quite stressful in the beginning because the new modality of learning is confusing and contemporary. I managed the stress by getting organized and managing my time more wisely. I also take self-reflection to gauge my physical and mental health.” (R6);

“Quite stressful coz of not being techy or used to modern technology to adjust in the new mode of learning system.” (R8);

“It is stressful, It makes you wonder if the student is really learning what you teach in the online class.” (R9);

“It is stressful since we have to prepare a lot of materials, such as PowerPoint Presentations and Excel files for computation, to ensure that our students really understand the subject matter. Also, it is hard to tell if the students really understood the topics.” (R25);

“It is stressful when I have problems with my connections, sometimes the provider fail. It is also stressful when someone in the family is sick. I was able to prepare things that are needed just in case we might get infected, emotional stress can be more damaging since I am more scared for my family than for myself.” (R49)

“The stress that I get is mainly due to late submissions & files that do not open for the browser does not support the file.” (R12);

“The stress is triggered mostly by the unstable connection signal and also by the student's lack of means to join the class.” (R15);

“Blended learning only become stressful when the internet connection and reception/signal is poor.” (R19);

“At first, it was stressful since it is very new to me as a teacher. But after studying this blended learning system, I realized that it is also effective.” (R21);

“Slightly stressful but we have to overcome it since this is the best system/platform for the learners and for the whole institution.” (R22);

“Very stressful specially when the internet connection is not cooperative causing the students non-participative.” (R42);

“*Very stressful. My ways to reduce stress 1. Time management 2. Listening to music while checking.*”
 (R40)

Table 7. Frequency and Mean Value on Managing Time in Teaching

Question	VWM	WM	M	MM	NM	Mean	Interpretation
How well could you manage time while teaching remotely?	21	23	6	0	0	4.3	Very Well-Managed

Legend: 4.21-5.00 –*Very Well-managed (VWM)*
 3.41-4.20 –*Well-managed (WM)*
 2.61-3.40 –*Managed (M)*
 1.81-2.60 –*Moderately Managed (MM)*
 1.00-1.80 –*Not Managed (NM)*

Table 7 shows that teachers have very well managed their time in teaching using Blended Learning, giving a mean value of 4.3. This reveals that they were fine with meeting their students during online classes.

Forty-six percent (23) of the respondents admitted to having well managed their time, while forty-two percent (21) mentioned they had very well managed the time. Respondents answered moderately managed and not managed the time.

Table 8. Teachers Who Enjoyed Teaching Using Blended Learning

Question	Frequency	Percentage
Yes and without a problem	17	34
Yes but I want to learn more	28	56
No, there are some challenges	5	10

Table 8 reveals that more than half of the respondents (56 percent) have enjoyed teaching using Blended Learning modality. Responses to this question was “*Yes, but I would like to change a few things, learn more*”. They also mentioned to want to learn more in using Blended Learning.

Also, seventeen respondents (34 percent) answered that they absolutely enjoyed teaching without encountering problem. Respondents gave a response of “*Yes, absolutely*” to the question. However, there were five teachers (10 percent) who answered they did not enjoy due to some challenges. They answered the question with “*No, there are quite a few challenges*”.

Table 9. Helpfulness of Co-Teachers in Teaching Online

Question	EH	VH	H	MH	SH	Mean	Interpretation
How helpful are your co-teachers while teaching online?	4	27	4	10	5	3.3	Helpful

Legend: 4.21-5.00 -Extremely Helpful (EH)
 3.41-4.20 -Very Helpful (VH)
 2.61-3.40 -Helpful (H)
 1.81-2.60 -Moderately Helpful (MH)
 1.00-1.80 -Slightly Helpful (SH)

Table 9 presents the frequency and mean value of the helpfulness of co-teachers while teaching through Blended Learning modality. Data showed that the co-teachers were helpful with a mean value of 3.3. Most of the respondents answered “very helpful” (54 percent); ‘moderately helpful” (20 percent); and “slightly helpful” (10 percent).

Table 10. Importance of Face-to-Face Communication to Teachers

Question	EI	VI	I	MI	NI	Mean	Interpretation
How important is face-to-face communication for you while teaching through Blended Learning?	7	13	20	6	4	3.26	Important

Legend: 4.21-5.00 -Extremely Important (EI)
 3.41-4.20 -Very Important (VI)
 2.61-3.40 -Important (I)
 1.81-2.60 -Moderately Important (MI)
 1.00-1.80 -Not Important (NI)

Table 10 reveals that the use of face-to-face classes is important while teaching through Blended Learning with a mean value of 3.26. Majority of the respondents answered the question “important” (40 percent); “very important” (26 percent); “extremely important” (14 percent); and “moderately important” (12 percent). Likewise, four respondents (8 percent) answered it is “not important”.

Table 11. Teacher’s Description in Using Blended Learning

Teachers’ Description of Blended Learning	Frequency	Percentage
a. Practical / Timely	26	52
b. Challenging	23	46
c. Beneficial	11	22
d. Effective / Efficient	9	18
e. Helpful / Useful	7	14
f. Accessible / Flexible	5	10
g. Comfortable / Convenient	5	10
h. Integrative	2	4

Table 11 reveals the description of teachers using Blended Learning. Most of the respondents provided multiple answers in describing Blended Learning. It showed that most respondents found Blended Learning practical and timely (52 percent) and challenging (46 percent) during this pandemic.

Others found the modality as beneficial (22 percent), effective/efficient (18 percent), helpful/useful (14 percent). Still, some respondents answered that Blended Learning was accessible/flexible and comfortable/convenient (10 percent respectively). Two respondents (4 percent) mentioned Blended Learning as integrative. The following were their descriptions of Blended Learning:

“Safe learning, practical, saves time in checking the activities using google forms.” (R5)

“It is a nice approach since students will be given the opportunity to meet their instructor once in a week. Instructions will be more personal. Students would be comfortable to asked questions or queries regarding the subject matter that is not clear to them.” (R8)

“Blended learning extends my horizon in teaching. It offers other ways of delivering and presenting my lessons. It uplifted my teaching prowess to a higher level. More new apps are to be discovered and learned to apply in my teaching profession, making our learning uplift to a higher standard.” (R10)

“Blended learning is a way to help students continue acquiring knowledge even in the absence of classroom interaction. It prevents young people from engaging themselves in worthless or harmful habits and activities. It develops the student's patience and perseverance. It improves discipline. It avoids waste of time for students who want to finish their course. It develops strong faith in God.” (R15)

“Blended learning enables. the students to learn even if they are at home.” (R16)

“In blended learning there is online discussion and students were given modules for their asynchronous activities. Students can still learn through blended learning although they do not have good quality gadgets to support their online class.” (R18)

“During the outbreak of a pandemic, the only option is blended learning. However, I believe that face-to-face interaction is more effective than blended learning if it is now possible to do so without jeopardizing our learners.” (R17)

“Efficient and effective.” (R21)

“Blended learning, I can say is appropriate, helpful, timely, affordable, effective, and easy.” (R29)

“Helpful for us teachers to continue to engage and interact with the students during pandemic effective Where students can receive instruction from us via online.” (R36)

“This is a method of teaching which is being used during pandemic and it really works in delivering instruction to learners. This method integrates technology with traditional classroom activities which facilitated by the most influential person in the teaching arena - THE TEACHER.” (R45)

“It is the combination of face-to face and online learning. Due to the pandemic, it is not possible to conduct face-to-face classes. Blended learning (online and modular) during this time is the safest way, teaching in the comfort of our home.” (R47)

“Blended learning might be effective to the learning process of the students. It makes education more accessible but it can also be challenging given the issue of the pandemic.” (R49)

“It opened doors for a different way of learnings aside from the traditional classroom settings. I am a product of healthy and productive online classes too so I can really attest the effectivity of this type of modality and hoping to continue in this manner.” (R3)

Table 12. Problems Encountered by Teachers in Using Blended Learning

Problems encountered in using Blended Learning	Frequency	Percentage
Internet Connectivity	31	62
Unable to check students' attention / monitoring / difficulty in performing activities	12	24
Less students' participation / interaction	9	18
Limited access to books and references / resources	7	14
Cheating / plagiarism	6	12
Attendance of students / absenteeism	6	12
Students' behavior / attitude	6	12
Technology incompetence / technical know-how	4	8
Noisy background / too many distractions	4	8

Table 12 shows that teachers encountered problems in using Blended Learning. Most of the teacher-respondents (62 percent) encountered problem with internet connections. This is supported by having a weak signal during online classes. Some of the answers related to connectivity are the following:

“Problem in Internet Connection “(R1). “Network communication issues mostly.” (R3)

“Poor connection of the internet and the assurance if the students are listening attentively.” (R4)

“Poor internet connection of the students and no/ limited devices for online learning.” (R6)

“Problem in internet connection, few students attending in class.” (R9)

“Internet connection, gadgets to be used in online class, time management for the working students since most of them prioritize their work.” (R8)

“Inability of wi-fi connections, getting to know personally about my students, some practical activities are difficult to disseminate.” (R10), (R14), (R15)

“Common issues are internet connectivity, lack/ less focus of the students during online discussions.” (R21) (R22)

“Usually, the problems that I encountered were the internet connection and electricity.” (R25), (R26)

“Sometime I encounter internet glitches and also the students are not all focus on the topic because of many destructions in their environment at home.” (R31), (R32)

There were also problems in monitoring students (24 percent). The following were some of the answers:

“Inability of wi-fi connections, getting to know personally about my students, some practical activities are difficult to disseminate.” (R10)

“One is my incompetency in the use of modern technology. Second is there is less personal interaction so I am quite unsure on the students' attentiveness to the discussions. Third is the reliability of the quiz and test scores.” (R11)

“Weak or poor internet connection. Poverty - many students could not cope with the lessons because they don't have gadgets and/ or money to buy loads for their data, Lack of focus because of environment that is not conducive for studying. It is difficult to monitor students. Because they are not going to physical school, many students find part-time jobs that oftentimes cause their absenteeism and poor absorption of knowledge.” (R15)

“Sometimes communication becomes challenging due to poor connection.” (R19)

“Monitoring of students.” (R27)

“I couldn't see in my end if my students are focused on what I'm explaining.” (R38)

There were also problems on students' interaction and participation during online classes (14 percent) with responses like:

“Students cooperate less compare to face to face “(R2)

“I couldn't see in my end if my students are focused on what I'm explaining.” (R38)

“Weak internet connection, non-participation of students, plagiarism is rampant.” (R42)

“Modular learning is not as effective as face-to-face learning; some students cannot thoroughly understand the lessons and instructions without the guidance of the teacher. Not all students can access online learning. Students have limited resources such as gadgets and internet connections.” (R47)

Other problems encountered by teachers were the following: cheating / plagiarism; attendance / absenteeism; and students' attitude / behavior (12 percent respectively). Related responses to these are the following:

"I didn't experience too much problems with blended learning except with the attitude of some students towards online learning and the lack of proper resources like the internet and devices on the end of students." (R29)

"Limited time, limited interaction, lack of basic computer skills, weak relationship between students, poor internet connection, distraction during class hour, and lack of focus with your students." (R36)

"Few of my students cannot be reached at all while some were not able to comply due to family problems or employment issues for working students." (R23)

"Weak internet connection, non-participation of students, plagiarism is rampant." (R42)

"Most of the exam, submitted activities are copy paste." (R46)

Least problems encountered by teachers in using Blended Learning were on technological incompetence / technical know-how, and noisy background and distractions (8 percent). Their responses include:

"There are too many distractions, I have difficulty concentrating, lack the right resources struggle with time management." (R11), (R13)

"I can say that I am not so adept in Classroom apps, I have only very limited knowledge in its application but I am trying to improve." (R28)

"There are too many distractions, you have difficulty concentrating lack the right resources struggle with time management." (R44)

Table 13. Teachers' Approaches / Modalities in Teaching Using Blended Learning

Teachers' Ways in Teaching Using Blended Learning	Frequency	Percentage
Google Meeting/ Online Teaching	29	58
Discussing with Power Point Presentations	10	20
Use of Modules	9	18
Use of Available Resources/Video lessons/Worksheets/ Visuals	9	18
Use Demo Teaching / Story Telling / Limited face to face	7	14
Set Rules and Examples	5	10
Use Interactive Strategies	3	6

Table 13 reveals that teachers use different approaches / strategies in teaching through Blended Learning. Most of the respondents utilized Google Meeting for online teaching ((58 percent). This is supported by the use of online applications like Google Classrooms organized for the students and the institution's Google Work Space where teachers and students conduct their online classes. The following were their responses:

"Using the different applications online." (R4)

"Online Distance Learning." (R7)

"Google classroom, group chat, messenger, google meet." (R13)

"Google classroom, Facebook messenger group chat, and individual email." (R14)

"Synchronous - discussion/ interaction with the learners; asynchronous - giving instructions/ monitoring students via Google classroom and group chats." (R15)

"Synchronous and asynchronous thru the use if Google Meet and Google Classroom." (R22) (R26)

"The lesson/ needed information is discussed in an online discussion. I used to read assignment techniques to help them learn what they needed to know." (R17)

"The lesson/ needed information is discussed in an online discussion. I used to read assignment techniques to help them learn what they needed to know." (R18)

"Online/ virtual Classes, Assignments and Quizzes through google classroom." (R21)

"I am using all possibilities to reach out every student's need. If I found them not compliant in activities assigned to them, I am calling their attention through sending PMs or DMs or calling them individually. I am announcing to g-classrooms my instructions and advises they are supposed to do." (R28)

“Virtual meeting (gmeet), Google classroom (posting of assignments, exams, quizzes and learning materials), using fb messenger for fast communication and announcement.” (R31) and (R34)

“Synchronous and asynchronous teaching through Google Meet, video presentations, slides presentations, online quizzes like quizzes, etc.” (R47) and (R48)

Some teachers (20 percent) used Power Point Presentations and slides in the discussion of the lessons.

“Using Slide presentations.” (R10)

“For online classes, I always present not just slide presentations but also show stock footages of videos and pictures related to our lesson. To uplift the spirit of my students, I would tell them stories from the past with a touch of current trends and joking with them.” (R12)

“With the use of my personal laptop, I was able to show my prepared presentation to all my students via gmeet link. I am also using video clips as part of the demonstration of the course. Offline activities are also part of the instructions. Individual and group offline and online activities as well.” (R37)

“Power point presentation (interactive discussion), research and online activities.” (R42)

“Use of powerpoint presentations, video presentations and video projects.” (R49)

Still, some teachers (18 percent) mentioned using modular approach in the delivery of instructions to learners. They were guided by the modules prepared for the subjects they handle.

“Modules’ (R2), “Modules and discussing the topic through online class.” (R9)

“Sending modules thru google classroom.” (R16)

“Printed modules.” (R19)

“Using self-learning modules and never-ending communication with students.” (R20)

“Online classes using module we also use group chat” (R24)

“Modular and Blended but consider each and every student’s particular case” (R35)

“Printed module material, Video clip, give assignments, provide timely feedbacks, establish a one stop portal with key resources and guidance, Direct instruction/use discussion to encourage students to ask question, use power point/ canva, Project executing actual demo.” (R36)

Likewise, some teachers (18 percent) used available resources like video lessons, worksheets, and visuals in teaching.

“Handouts are still distributed thru online classes. teaching techniques are still the same the only difference is it is through online” (R8) “Thru videos and tutorial” (R27)

“I used PowerPoint Presentations for the discussion of the concepts, and for the computation part, I usually used Microsoft Excel. To test whether they understand the topic or not, I usually give them an activity or assignment/worksheet after the discussion.” (R25)

“I provided presentations that summarize the lesson. additional to that, I provided videos of myself demonstrating the skills and posted in google classroom for the students’ reference. I also set examples of my experience working in Cruise ship for 6 years to motivate the BSHM students and give them set of expectations in the field.” (R30) ‘Visuals’ (R50)

There were teachers who used interactive strategies in teaching that is a combination of different modalities.

“Despite the limitation caused by distance learning, I made my online instruction interesting, creative, and productive through: -boning the students’ multiple intelligences and learning styles, employing GRASP method in the performance task, providing contract activity kit that provides multiple options for student’s products/performance, providing a variety of interactions, using varied online learning resources” (R23)

“I use interactive modalities learning with the use of online games, google classroom, slides documents, videos, and pdf module.” (R29)

Conclusion

The following were the conclusions drawn from the findings of the study.

1. How may the teachers have perceived about Blended Learning as modality in time of pandemic?

- Most teachers felt good about implementing the Blended Learning modality during the pandemic. Others have average and excellent feelings. The last feeling was below average.
- Most teachers can access online teaching and are fine in using it.
- Majority of the teachers were using laptops in teaching with Blended Learning. Others used desktops at home, while only one teacher used a smartphone/mobile phone to conduct classes.
- Overall, teachers found Blended Learning moderately effective. Majority found remote learning moderately effective. Other teachers found using Blended Learning a very effective modality in reaching the learners, while three respondents found remote learning slightly effective.

- Teachers found Blended Learning helpful. Most teachers revealed that Blended Learning has been offering them very helpful resources to teach from home. Others found it moderately helpful while for some extremely helpful.
- Majority of the teachers found Blended Learning modality as not stressful. Likewise, there were some who found Blended Learning quite stressful while one respondent admitted that the approach is stressful and frustrating.
- Teachers have very well managed their time in teaching using Blended Learning. The majority of the teachers have managed their time well, while others have managed very well. No teachers answered moderately managed and not managed.
- More than half of the respondents have enjoyed teaching using the Blended Learning modality. Some teachers enjoyed teaching without encountering problems. Five teachers did not enjoy it due to some challenges. Teachers revealed that their co-teachers were helpful in using Blended Learning. Most mentioned “very helpful” and ‘moderately helpful’ for some they found it “slightly helpful”.
- Teachers perceived that face-to-face class is important while teaching through Blended Learning. Majority of the respondents answered it is “important”; “very important”; “extremely important”; and “moderately important”. Only one respondent answered it is “not important”.

2. How may the teachers describe their experiences in using Blended Learning modality in the new normal?

Most teachers described Blended Learning as practical, timely, and challenging in this pandemic. This implies that the Blended Learning modality can be utilized by teachers whenever and wherever possible, considering the health and safety of both teachers and learners. Others found the modality beneficial, effective/efficient, helpful/useful. Some respondents answered that Blended Learning is accessible/flexible and comfortable/convenient. The last description was integrative.

3. What problems were encountered by the teachers in using Blended Learning modality in the new normal?

Most teachers encountered problems/challenges in conducting classes using Blended Learning. Majority of the teachers encountered problems with internet connectivity and were unable to check students' attention/monitoring/difficulty in performing activities. Other problems encountered were: less student participation/interaction; Limited access to books and references / resources; cheating / plagiarism; Attendance of students / absenteeism; and Students' behavior / attitude. Some had problems with Technology incompetence / technical know-how, and Noisy backgrounds / too many distractions. With the identified problems, school administrators should look for ways to assist teachers in delivering instruction. Such ways include provision of training and seminars to teachers on technical assistance; internet connectivity; and monitoring mechanism.

4. What are the Blended Learning approaches/modalities used by teachers in teaching the learners in the new normal?

Teachers used different ways in teaching using Blended Learning. Most of the teachers used Google Meeting / online teaching with aid of Power Point Presentations and slide. Other ways were modular and use of available resources such as video lessons / worksheets / visuals. Some teachers utilized demo teaching / storytelling / limited face to face; set rules and examples; and interactive strategies. Future researchers can study on other variables relevant to Blended Learning with focus on other strategies / approaches to teaching.

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