



Students' Perception on Using Blended Learning Method During COVID-19 Pandemic in Public Listening Subject

Dewi Chintia Kolbuniah¹, Abdul Ngafif², Basuki³
{dewichintia8999@gmail.com¹, abdulngafif@gmail.com², basuki@umpwr.ac.id³}

English Language Education, Universitas Muhammadiyah Purworejo, Indonesia¹²³

DOI: 10.37729/scripta.v9i1.1484

Abstract. This research aims to know how the students' perception of blended learning toward Public Listening subject during COVID-19 pandemic. The researchers collected the data through questionnaires. There were 38 students from the 4th semester of English Language Education participated in this research. This research used descriptive qualitative research. From the data analysis, it is found that the students gave positive perceptions in following Public Listening subject by using Blended Learning method. From the computation, the highest average was 4.37 and the lowest average was 2.68. Moreover, there were 18 of 38 students felt excited during learning process. Furthermore, the students agreed with Blended Learning Method (combining online and offline) in Public Listening subject because it can improve their communication better than using offline or online method only with the percentage of satisfaction level 44.5% in which belongs to medium level. This study also found that the Blended Learning method benefited them and piqued their interest in learning. It also encourages student to be more active and responsible.

Keywords: Students' perception, Blended learning method, COVID-19 pandemic

1. Introduction

Corona virus disease (COVID-19) presents new challenges for higher education institutions. To fight COVID-19 the government prohibits the crowd, suggests social and physical distancing, wearing masks and always washing hands. To stop the spread of the COVID-19 virus, the recommendation to stay at home was followed by work from home and learning from home. The Minister of Education issued a circular letter prohibiting all forms of face-to-face meetings from being replaced by online learning [1], [2]–[5]. As a result of this situation, lecturers, and teachers, including those at Universitas Muhammadiyah Purworejo are forced to teach students through online learning. It is conducted in all university subjects, including public listening. This makes it difficult for the lecturer and students to successfully teach and learn. The emergence of pandemic COVID-19 has changed learning system organized by universities [6], [7]. Campuses were compelled to implement online learning in a short amount of time, which had traditionally been done face-to-face in the classroom. The Blended Learning approach is a learning method that describes a harmonic blend of face-to-face and online learning and is one of the learning methods suitable for usage at current moment. In other words, blended learning is a method of learning that combines classroom (face-to-face) and online components. Other words that are frequently used alongside blended learning include blended e-learning and hybrid learning. The term implies 'combination, mixture or combination of learning' [8], [9]. However, the term of blended learning method is preferred and widely used.

The study by Sofiana entitled "Implementation of Blended-Learning in Extensive Listening Courses ". The students of Nahdlatul Ulama 'Jepara Islamic University' showed that the blended-learning technique was well-received [10]. The blended-learning paradigm was well received by the study participants. Furthermore, students in Extensive Listening classes feel more effective in gaining listening skills and find it easier to absorb the subject. The importance of good listening skills in English, as well as the success of previous studies that used blended learning to improve listening skills and researchers started looking for learning approaches that were compatible with the features of first-semester students in regular English classes.

In higher education should be easier to adapt to Blended Learning since students already use

independent learning patterns, which are different from those used in schools. The implementation of Blended Learning in each educational institution, a lecturer must be good concocting himself because the implementation of Blended Learning varies in each class according to student needs. The emphasis is on giving easy-to-understand materials and recommendations. The use of Blended Learning is proceeding well among Universitas Muhammadiyah Purworejo students of English language instruction, despite some obstacles. The implementation of lectures using Blended Learning method takes place once every two weeks, sometimes even once in 3 weeks. Most of the materials given to students are audio because they are basic for Public Listening materials. However, sometimes lecturers also provide material in the form of audio visual. The researcher is interested in studying students' perceptions of the implementation of blended learning in the public listening topic at Universitas Muhammadiyah Purworejo during the COVID-19 pandemic, based on the study's background.

2. Literature Review

Listening

According to [11] says that beginners should learn to listen as the first basic skill and capacity in learning a new language. Furthermore, according to Thomlison in [12], listening is defined as the ability to perceive and comprehend what others are saying. According to [13], there are three processes of listening.

- 1) The listener is informed of sounds.
- 2) The listener decodes the sounds he or she has heard, recognizing particular linguistic structures in the process
- 3) The listener analyzed the previously detected forms and understood their meaning this time.

Listeners normally found no difficulty in the first process. However, what restrained them was the second process. In the words, learners were trapped in the second stage, which made them unable to translate the perceived sounds into forms. There are two forms of listening, based on the purpose and the method in which the listener engages in and responds to the listening process [14]. In detail [14], classifies types of listening into appreciative listening, critical listening, active listening, and discriminative listening:

- 1) Appreciative listening is listening for pleasure and enjoyment. Listen to what the other person has to say to find ways to accept and appreciate them. It is also looking for ways to praise, such as through music.
- 2) Critical listening is listening with the goal of evaluating a message, criticizing, or otherwise passing judgment on what someone else says depending on your evaluation. It concentrates on determining whether or not the messages are logical and reasonable.
- 3) Active listening is listening in a way that shows interest and encourages the speaker to continue talking. Because it incorporates the abilities of listening and responding to the speaker's comments, providing the speaker your personal opinion or advise, and pulling the conversation's ownership away from the speaker, it is perhaps the most significant listening skill.
- 4) Discriminative listening is the most essential type of listening. It does not imply that the meaning of the words or phrases is understood, but rather that the varied sounds created are. This style of listening is related to discriminative listening. That is equally true for all subtypes, but comprehension listening entails understanding and seeking meaning from the messages being communicated.

Apart from that, there are other factors that make it difficult for students to accept competent listeners, as illustrated by the styles of listening described above. According to [15], the primary difficulties are organized as follows:

- a. Inability to control the rate at which speakers talk
This is a prevalent issue that students frequently raise. They go on to say that the pupils' perception of speed is related to their failure to identify phonological variation in a stream of speech. This is an important to the students control their skill.
- b. Not being able to get things done in a responsible way
This is the issue that distinguishes listening apart from other subjects. It is not always possible for the listener to get the speaker to repeat a sentence.
- c. The listener's narrow vocabulary
Because the speakers choose their own words, the listeners can only follow along. If they don't

understand the meaning of a word, they may try too hard to comprehend it and miss the following section.

- d. Non-recognition of the signal
Both in audio cassette and video, acquaintance with signals is especially vital. As a result, students must learn the markers that are common in a discourse.
- e. The issue of interpretation
The learners will have difficulties understanding the words due to their unfamiliarity with the context. Interpretation issues arise not only between speakers from different cultural backgrounds, but also among speakers from the same culture.
- f. An inability to focus
In listening, concentration is key; even the smallest gap in focus can substantially damage comprehension. The topic's interest will have an impact on concentration. Furthermore, students may find it challenging due to low recording quality and a terrible machine.
- g. Learning habits that have been established
The majority of students have developed learning habits in which they were encouraged to absorb everything by paying close attention to lecturers who talk slowly and clearly. They quit listening when they are unable to comprehend every word.

Blended Learning

Blended learning consists of two words, blended (mix) and learning (studying). Blended learning is an educational program that blends online digital material with traditional classroom approaches, whether official or informal. Blended learning combines face-to-face, mobile, and online teaching and learning approaches, and contains features of both synchronous and asynchronous online learning alternatives [14].

Besides, Zhingan defines Blended learning is defined as a method of delivering training that combines a traditional classroom-based approach with e-learning [16]. In the world of education, blended learning is not a new idea. Blended Learning approaches have been used in schools with diverse models in various parts of the world. Moreover, Staker and Bor [17] in his book *Blended: Using Disruptive Innovation to Improve Schools* in implementation of Blended Learning in type places in the world can be divided into four models, namely: (1) Rotation Model, in rotate model students rotate between learning modes, one of which is online learning within a set timetable or based on teacher instructions, under the Rotation Model of learning; (2) Flex Model, in Flex Model students have complete control over their education. Students transition from one learning mode to the next on a flexible schedule that is individualized needs of each learner. Face-to-face facilitation of instructors is provided as needed; this support can take the shape of small-group teaching, group projects, or personal guidance; (3) A La Carte, in this model students participate both in full-online and offline learning in instruction at a learning center or school. Instruction assistance is accessible not only for in-person learning, but also for online learning; and (4) Remote model or Enriched Virtual, in this model at school, students learn face-to-face, and at home, they learn online (outside of school). Offline learning takes place when students request it (which is uncommon), and online learning is used to enhance face-to-face interactions. According to [18], Because students often have diverse learning styles, blended learning allows students to learn and access material in a variety of ways.

Blended Learning allows to switch between studying new content and working for yourself. According to [19], Hybrid or mixed-mode learning is another term for blended learning. Many different forms of teaching and learning experiences are used in these instructional design systems, which vary in design and implementation between teachers, programs, and schools. The options for mixed-mode learning are nearly unlimited; consider the following examples to get a sense of the possibilities:

- In one school, a few teachers use mixed-mode delivery in their classrooms. Another example is when an entire program decides to utilize blended learning as its primary mode of delivery for all students, and all teachers collaborate to learn how to teach in this format.
- Video recorded lectures, live video, and other digitally enabled learning options can be a student's primary instructional contact with other students and the teacher. Students may work independently on online classes, projects, and assignments at home or elsewhere, only meeting with teachers on a regular basis to check their progress, discuss their work, ask questions, or receive help with complex ideas. In other circumstances, children may spend their full school day in a typical classroom, but they will spend more time working online and independently than receiving instruction from a teacher.

Perception

Perception is the one of organization, identification, and interpretation of sensory information in order to represent and understand the environment. It comes from the Latin word *perceptio*. The process of becoming aware of or interpreting sensory information, or the way of thinking about something, is known as perception [18]. Atkinson in [20] states that perception is the organizing and interpreting a sensory pattern is a process. It implies that perception is a mental process. It does not happen by chance, but it takes a long time for certain events and experiences to be perceived. Furthermore, Altman in [21] states that perception is the way stimuli are chosen so that they can be meaningful.

According to Irwanto in [22], there are two types of perception that result from the interaction of person and an object.

(1) Positive Perception

All information and knowledge can be described as having a positive perception (known or unknown). Positive perception also refers to positive interpretations that humans make when evaluating something in their environment. If someone has a positive perception of the perceived object, he will accept and support it.

(2) Negative Perception

Negative perception is the perception of information (known or unknown) as something that is negative or unsuitable for the object being perceived. In other words, negative perception occurs when a person evaluates something in their environment. If someone has a negative perception in this case, he will reject and defy any perceived effort.

Then, selection, organization, and interpretation are the three stages of the perception process which is illustrated in figure 1 as follows:



Figure 1. The Process of Perception

1) Selection

The first stage in the perception process is selection, where the environmental stimulus is transformed into meaningful experience. Humans are continually inundated with such a large variety of information that they can also face these stimuli in a blink of an eye: the words they hear, to mention a few, a witness to an accident, the ticking of a timepiece. Because the world includes everything, our sensory organs are assaulted with various stimuli that must be processed.

2) Organization

An organization is the second stage in the perceiving process. After gathering data from the outside world, it must be organized in a certain manner by identifying relevant patterns.

3) Interpretation

The interpretation stage is the third level of perception. This is the process of ascribing several meanings to the stimulus's choosing. Despite the fact that the stimuli are same, each person will interpret them differently [18].

Most attitudes, behaviors, and adaptations appear to be determined by one's perceptions, based on the perceptual process and all the factors that influence it. A range of internal and external factors influence perception, causing each person to perceive things differently.

Review of related research

The first previous study is research conducted by Talis [21]. The goals this study is to known perception the implementation and advantages of the Blended Learning method in English Language Teaching (ELT). The research was descriptive qualitative research. A questionnaire and an interview are used to collecting the data. Purposive sampling was used to collect data from one fifth-semester class of 35 students. The result students in fifth semester of Makassar Muhammadiyah University gave their positive perception and get some benefits from toward the implementation of Blended learning. When the lecturer used the Blended Learning method, their agreement showed that they enjoyed learning.

The second previous study conducted by Alnuari [23]. This was descriptive research. The goal of this study was to determine the efficacy of a blended learning model for improving students' reading comprehension of exposition texts and to describe the blended learning model's impact at SMA Yapip

Makasar Regency. The data collection used pre-test and post-test. The study found that employing a blended learning model to promote reading comprehension was effective, and that using e learning outside of the classroom can increase student participation.

The third previous study is research conducted by Mulyani [24]. The goals of this study are to learn the students' perception towards English E-Learning during COVID-19 pandemic at SMA N 1 Suruh. A questionnaire and interviews were used to gather information. There were 64 tenth-grade respondents. This study's findings were presented in a descriptive manner in order to illustrate the students' perceptions and motivation in full depth. The researcher discovered that E-learning is very well because it is both flexible and effective.

2. Method

This study was a descriptive qualitative method. The researchers' goal in this study is to learn about students' perceptions of the implementation blended learning method Public Listening subject during COVID-19 pandemic in English Education Program of Universitas Muhammadiyah Purworejo. The subject in this research was two classes A and B. The subject is 38 students. The researchers used questionnaire as the instruments to collect the data. In collecting the data, the researchers conducted several steps. The first was preparing the instrument (questionnaire question), the second was consulted the instrument to the expert, the third was to have the respondent fill out a questionnaire that was already available through the Google Form application, there were 20 items of questionnaire, respondent were asked to indicate the extent to which they agreed or disagreed with these items by marking such giving tick mark (V) on the scale of "strongly agree" to "strongly disagree". The data were obtained by scoring the subjects' responses, Strongly Agree (SA)=5, Agree(A)=4, Neutral (N)=3, Disagree (DS)=2, and Strongly Disagree (SDA)=1. The third verifying and interpreting from the result of questionnaire were analyzed. Finally, the research findings were analyzed and conclusions were drawn from the data. To analyze the data, the researchers used descriptive analysis. Below is the interpretation of the mean score of students' perceptions.

According to [25], there are three different types of mean score criteria. There are three levels of difficulty: low, medium, and high. Low values indicate low agreement, while medium means indicate medium to high agreement.

Table 1. Interpretation of mean score based on interval

No.	Interval mean score	Interpretation of mean score
1	1.00 – 2.33	Low
2	2.34 – 3.66	Medium
3	3.67 – 5.00	High

(Source: N.A. Al-Nouh, M. Abdul, and H. Taqi, 2015)

3. Findings and Discussion

This section presents the findings of this study. The questionnaire items were measured by applying a Likert scale from 5-1. 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree), and Strongly Disagree). The research findings for each indicator presented in the table below.

Table 2. Descriptive statistics of students' perception toward the implementation of Blended Learning method

No.	Statement	SA	A	N	D	SDA	M	Interpretation
1	I know the concept of BL method	4	25	7	1	1	3.79	High
2	I had participated and interested in learning process with BL method	4	16	11	6	1	3.42	Medium
3	The use of technology in higher education is very possible.	11	20	6	1	0	4.08	High

4	BL method is more effective and efficient	6	14	14	3	1	3.55	Medium
5	BL method can improve communication with lecturers,	7	16	12	2	1	2.68	Medium
6	I am excited in learning Public Listening with BL method during pandemic.	5	18	11	2	2	3.58	Medium
7	In BL method, the lecturers prepare extensive information as a technical support.	10	22	5	2	0	4.08	High
8	With BL method during pandemic, the student can study and do assignments anytime and anywhere.	17	16	5	0	0	4.32	High
9	I prefer online learning rather than offline Learning	3	10	15	8	2	3.11	Medium
10	BL method makes me more interested in studying Public Listening course.	3	17	15	2	1	3.50	Medium
11	BL method makes more independent and responsible.	4	20	13	0	1	3.68	High
12	Using learning platform makes students and lecturers provide feedback faster.	3	17	12	3	3	3.37	Medium
13	With BL method, I can get material and collect assignments to be more flexible	10	20	8	0	0	4.05	High
14	Offline learning is usually dominated by the lecturers.	5	17	16	0	0	3.71	High
15	Offline learning allows us to meet friends and lecturers every day.	17	18	3	0	0	4.37	High
16	Offline learning more effective than online Learning	11	15	12	0	0	3.97	High
17	I prefer to participate in offline teaching.	9	12	15	1	0	3.68	High
18	I feel more focused if learning in the classroom.	9	13	15	1	0	3.79	High
19	Offline learning more structured and place-oriented.	6	21	9	2	0	3.84	High
20	The assessment process was objective in the classroom directly.	9	16	12	1	0	3.87	High

The data presented above clearly demonstrated students' perceptions of the five previously mentioned indicators. After analyzing the data obtained from the questionnaire, it was found that fourth semester students of English Language Education in Universitas Muhammadiyah Purworejo have positive perception toward the implementation of blended learning method in Public Listening subject during COVID-19 pandemic. The researcher discusses various aspects based on the research findings. First step is about the whole or overall data, based on the students' responses to the questionnaire, the highest average from the entire data is 4.37. It comes from the 15th question. Question number 5 had the lowest average score in the entire data set, with a score of 2.68. It had a positive response because of the students' impressions of how they felt when they were given the Blended Learning method to use in their learning process. The student is excited to following learning process, especially in public listening subject with Blended Learning method during pandemic. It

indicates in student response that the highest percentage of student choice agree are 47.4% into medium level. The most significant reasons were related to the learning process such as make a student more independent and responsible 52.6% into the high level.

Meanwhile, students also responses that the use of blended learning methods in the classroom is more effective and efficient because it uses technology such as Google Classroom, Zoom Meeting, WhatsApp, etc. can applied in higher education. Regarding this statement, this finding supports previous research by Sofiana [10] which states that The blended-learning method was well received by the study participants. The student felt successful in developing listening skills and found it simpler to understand the information in the Extensive Listening course. Apart from that, students in the Public Listening subject approve of the online and offline learning processes because they may increase communication with lecturers not only face to face but also through web and application features. It indicates in student responses with the percentage 44.5% into the medium level. Therefore, implementing blended learning in the Public Listening subject by combining online and offline learning can help them be more adaptable and receive feedback more quickly. Also, in the findings of Sokoloff [26], students were more satisfied with mixed learning since they received instructor feedback and scores faster in online courses than in traditional classrooms. More interestingly, this research found that perceptions of face-to-face activities was almost the same as online activities, indicating that fourth-student majority of English Language Education agree with the online and face-to-face learning mode in their blended learning.

4. Conclusion

Based on the findings and discussion, it can be stated that the respondents in this study had a positive perception to the use of Blended Learning in the subject of Public Listening subject during COVID-19 pandemic in English Language Education. The respondents' positive perception derived from their experience studying through the Blended Learning method. As can be seen from the students' responses to the questionnaire, they agree that they like learning when the lecturer uses the BL approach. Furthermore, the benefits of the Blended Learning technique for students increase their enthusiasm in learning, particularly in the area of Public Listening. The learners' responses to the questionnaire show that they all benefited from the strategy in the same way. They became more active and responsible in their learning as a result of one of them. Furthermore, the lecturer may see that the students require more variety in their learning, as evidenced by the utilization of Blended Learning in the Public Listening course.

5. References

- [1] "Surat Edaran Direktur Jenderal Pendidikan Tinggi Nomor 1 Tahun 2020," 2020.
- [2] I. Kusuma, A. Ngafif, and E. S. Masykuri, "E-Learning Usage Analysis in English Language in Universitas Muhammadiyah Purworejo," *Scr. Engl. Dep. J.*, vol. 8, no. 2, pp. 35–44, 2021.
- [3] I. Edi Sunjayanto Masykuri Ike Nugraeni, J. Kumar, "Performing Discourse Student's Skill by Using Video," in *Islam, Media, and Education in Digital Era*, Taylor and Francis, 2022, pp. 336–319.
- [4] J. M. O. Parapi, L. I. Maesaroh, B. Basuki, and E. S. Masykuri, "Virtual education: A brief overview of its role in the current educational system," *Scr. Engl. Dep. J.*, vol. 7, no. 1, pp. 8–11, 2020.
- [5] T. Ermayani, R. Nurhadi, and E. S. Masykuri, "The Problems of Digital Da'wah during the COVID-19 Pandemic," 2021.
- [6] E. Sunjayanto Masykuri, "the Use of Code-Switching in Javanese Art Performance Done by Students of SMPN 1 Kesesi Kabupaten Pekalongan," Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Purworejo, 2017.
- [7] S. D. Santoso, E. S. Masykuri, Y. Widiyono, and K. Sholeh, "Does Sony Vegas Platinum Pro 13 Help Students to Understand Pragmatic Well?," 2018, pp. 322–325.
- [8] E. S. Khabib Sholeh Bagiya Bagiya, Frida Nur Aini, Main Sufanti, "Pengaruh Media Cetak dan Audio Visual Terhadap Kemampuan Menulis Teks Berita pada Siswa MTs Bergaya Kognitif Field Dependent dan Field Independent," *J. Pendidik. Surya Edukasi JPSE*, vol. 6, no. 1, pp. 33–48, 2020.

- [9] R. Nurhadi and E. S. Masykuri, "Symbol Meaning and Dialectic Perspectives on Social Media," 2020.
- [10] N. Sofiana, "IMPLEMENTASI BLENDED LEARNING PADA MATA KULIAH EXTENSIVE LISTENING," *J. Tarbawi*, vol. 12, no. 1, 2015.
- [11] N. Hendrawaty, "The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya," *Loquen Engl. Stud. J.*, vol. 12, no. 1, p. 56, Jul. 2019, doi: 10.32678/loquen.v12i01.1192.
- [12] A. Hamouda, "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom," *Int. J. Acad. Res. Progress. Educ. Dev.*, vol. 2, no. 2, pp. 113–155, 2013.
- [13] H. Yonezaki, "Effectiveness of Dictation in Improving English Listening Ability of Japanese High School Students," vol. 50, p. 10, 2014.
- [14] Melbourne, *Blended Learning a synthesis of Research findings in victorian education 2006-2011*. State of Victoria (Department of Education and Early Childhood Development: Ultratnet and Digital Learning Branch Department of Education and Early Childhood Development, 2012.
- [15] H. Yılmaz and F. Yavuz, "The Problems Young Learners Encounter During Listening Skills," *Procedia - Soc. Behav. Sci.*, vol. 197, pp. 2046–2050, Jul. 2015, doi: 10.1016/j.sbspro.2015.07.570.
- [16] L. Zhingang, "Switching to Blended Learning: The Impact on Students' Academic Performance, Journal of Nursing Education and Practice," *J. Nurs. Educ. Pract.*, vol. 4, no. 3, 2014.
- [17] H. Staker and M. B. Horn, "Classifying K–12 Blended Learning," *Innosight Inst. Inc.*, p. 22, May 2012.
- [18] O. Qiong, "A Brief Introduction to Perception," *Stud. Lit. Lang.*, vol. 15, pp. 18–28, 2017.
- [19] C. Hannon John Macken, "Blended and online learning curriculum design toolkit," *Trobe Univ.*, 2014, [Online]. Available: https://www.latrobe.edu.au/__data/assets/pdf_file/0006/602178/Blended-learning-Toolkit-v4.pdf
- [20] K. Sarkol, "STUDENT PERCEPTION OF LEARNING ENGLISH IN SENIOR HIGH SCHOOLS OF KAIMANA, WEST PAPUA," Sanata Dharma University, Yogyakarta, 2016.
- [21] S. S. N. Talis, "ENGLISH EDUCATION DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION MAKASSAR MUHAMMADIYAH UNIVERSITY," *Makassar Muhammadiyah Univ.*, p. 95, 2018.
- [22] S. Hariyati, "Submitted Partial Fulfillment of the Requirements For the Degree of Sarjana Pendidikan (S.Pd) English Education Program," p. 108, 2020.
- [23] N. A. Alnuari, "Using Blended Learning Model in Teaching Students' Reading Comprehension of Exposition Text at the Second Grade of Senior High School Yapip Makasar," Universitas Islam Negeri Alauddin Makassar, 2018.
- [24] S. Mulyani, "ENGLISH EDUCATION DEPARTMENT TEACHER TRAINING AND EDUCATION FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA 2020," STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN), 2020.
- [25] N. A. Al-Nouh, M. Abdul, and H. Taqi, "EFL College Students' Perceptions of the Difficulties in Oral Presentation as a Form of Assessment," vol. 4, no. 1, Oct. 2015, doi: 10.5430/ijhe.v4n1p136.
- [26] W. Sokoloff, J. Korr, and B. D. Ellen, "Transitioning an Adult-Serving University to a Blended Learning model," *Routledge*, vol. 60, no. 1, pp. 2–11, 2012.