# Educational Learning Experiences Using a Blended Learning Format Towards a Revised Instructional Material in world literature

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## Abstract

Blended learning, which combines face-to-face and online instruction, has emerged as an effective and flexible approach in modern education. This model addresses the diverse learning needs of 21st-century students and is especially relevant in teaching **World Literature**, a subject requiring critical analysis, cultural understanding, and exposure to multimedia texts. However, traditional instructional materials often fail to meet the interactive and differentiated demands of blended environments. This study aimed to explore students' learning experiences in a blended learning format and evaluate the effectiveness of revised instructional materials in a World Literature course. It sought to improve teaching strategies, promote engagement, and align instructional content with learners' needs in both digital and classroom settings.

*Keywords:* Blended learning, world literature, instructional materials

# Introduction

## Theoretical Framework

The research is grounded in the **Community of Inquiry (CoI)** framework developed by Garrison et al. (2010), which emphasizes **teaching presence**, **social presence**, and **cognitive presence** in online and blended learning. In addition, **constructivist theories** from Dewey (1916), Piaget (1973), and Vygotsky (1978) highlight the importance of knowledge construction through interaction, collaboration, and personal experience. These frameworks guided the design, development, and assessment of instructional materials used in this study.

## Methodology

A **mixed-methods approach** was used to gather both quantitative and qualitative data. The participants included **80 students and 8 teachers** from a World Literature class. Quantitative data assessed the instructional materials in terms of **content**, **design and presentation**,

**accessibility**, and **assessment**, while students' blended learning experiences were evaluated using the CoI framework.

Qualitative data were gathered through students' **in vivo** statements and analyzed using **Interpretative Phenomenological Analysis (IPA)** with a **thematic approach**. Sampling was **purposive**, and statistical tools such as **Pearson's correlation coefficient**, **t-test**, and **Cronbach's Alpha** were used to determine relationships, differences, and reliability.

## Key Findings

1. **Instructional Material Evaluation**: Both students and teachers rated the instructional materials as **excellent** across all categories—content, design, accessibility, and assessment.
2. **Blended Learning Experience**: Students expressed **strong agreement** that the materials enhanced collaboration, allowed for differentiated learning strategies, supported various learning styles, and matched syllabus specifications.
3. **Correlation Results**: A **Pearson r value of 0.59** indicated a **significant positive relationship** between students' blended learning experiences and their evaluation of the instructional materials.
4. **t-Test Results**: There was **no significant difference** between student and teacher evaluations, supporting the consistency and effectiveness of the materials.
5. **Thematic Analysis**: Seven dominant themes emerged from student responses:
   o **Innovation**
   o **Flexibility**
   o **Exploration**
   o **Information**
   o **Collaboration**
   o **Creativity**
   o **Communication**

   These themes highlight the materials' ability to promote active engagement and 21st-century skills.

6. **Instructional Impact**: The materials encouraged the use of online games, quizzes, interactive activities, and multimedia, which fostered a sense of community and improved knowledge retention. The **teacher's role** remained vital, with online discussions enhancing teacher-student relationships even more than in traditional settings.

## Enhancements Made

Based on student and teacher feedback, the instructional materials were revised to include:

- More literary texts and genres
- Additional online exercises and games
- Improved PowerPoint slides, graphics, and visuals

- Enriched content with links, videos, and audio support

## Conclusions

1. **High-Quality Instructional Materials**: The instructional materials, rated excellent in all areas, are effective tools for blended learning.
2. **Teaching Presence Maintained**: Despite partial online delivery, teacher feedback and interaction remained essential to student learning.
3. **Student-Centered Learning**: Blended learning supported students' autonomy, learning preferences, and engagement through interactive formats.
4. **Constructivist Learning Evident**: Students constructed knowledge through exploration, collaboration, and discussion, as supported by CoI and constructivist theories.
5. **Instructional Themes Identified**: Innovation, flexibility, and other themes provided insight into how blended learning benefits World Literature instruction.

## Recommendations

1. **Institutional Support**: Schools should foster 21st-century learning environments and equip teachers with training in instructional technology and blended learning strategies.
2. **Interactive Enhancements**: Students should supplement learning with visuals, collaborative tools, and digital platforms to deepen understanding and retention.
3. **Faculty Encouragement**: School leaders should promote the use of blended learning to enhance cognitive, social, and teaching presence in instruction.
4. **Further Research**: Additional studies should explore blended learning across other subjects and platforms to continue improving instructional design and learning outcomes.