Blended Teaching Pedagogies and Facilitating Online Interaction

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ABSTRACT-

Blended Teaching Pedagogies and Facilitating Online Interaction The use of Information Communication Technology in teaching at higher education has greatly increased. Blended modules are used to replace the traditional mode of teaching and learning which allows the use of two modes of training that may lead to eliminating most of their drawbacks. This paper highlights different pedagogies and online interactions used when designing and teaching a blended module. The paper dwells on the following teaching pedagogies that could be used namely Chickering and Gamson's "Seven Principles for good Practice in Undergraduate Education", adult learning theories, constructivist and objectivist paradigms, problem-based learning and the Engagement theory. The author further discusses different ways of facilitating online interaction via student to content/interface, student to teacher, teacher to student, student to student and student to himself/herself and finally, different blended learning designs will be demonstrated. The paper thus recommends adopting the relevant blended teaching pedagogies and blended learning module design that caters to the students' different learning styles together with facilitating online interaction to reduce student-teacher distance in the online environment. The author argues that the success of an online Blended Learning Module (BLM) and reaching its intended learning objectives coalesce around the selection of the appropriate blended teaching pedagogies and module design together with proper online interaction facilitation.

Blended Teaching-Pedagogies-online interaction-Blended design

I. INTRODUCTION

Over the past two decades, with the evolution of technology and its development, and the availability of the internet and the increase in its speed, education has shifted from the traditional face-to-face teaching and learning to a new type of learning named Blended Learning which is an integration of face-to-face learning with on-line learning. Furthermore, with the advent of Covid 19 and the need for social distancing, many schools and universities have found it necessary to use this Blended Learning (BL) approach which caters to the current situation that prevents the sole use of traditional teaching and learning. Dziuban (2006) refers to this pedagogical concept as the 'new normal' in higher education [1]. Moreover, Cartner (2009) stated that developing a virtual learning environment together with the face-to-face classes may present a great chance to deliver the students' different cognitive learning needs [2]. Similarly, Ziegler (2006) asserted that the goal of using a blended approach is to find a harmonious equilibrium between online access to knowledge and face to face human interaction [3]. The application of blended learning affects both

students, various institutional systems and structures, and faculty members' attitudes and pedagogical beliefs which makes it, therefore, crucial to conduct a study on blended teaching pedagogies, blended module designs and facilitating online interaction to achieve the intended learning objectives and develop teaching and learning

II. RESEARCH LITERATURE REVIEW

Zydneya (2020) conducted a study using research methodology in a graduate education course to design, assess and implement a blended synchronous learning environment using a protocol structured discussions pedagogy [4]. His findings include (a) enabling active participation through distributed roles, (b) creating equity through flexible structures, (c) fostering trust through establishing norms, and (d) prompting connections with texts by reducing task complexity. They believe that the use of these structured discussion protocols that are explained to students before they start these discussions would be successful only if firstly, the group discussions include a role for each participant. Secondly, if each participant is responsible to equally participate in these structured discussions. Thirdly, the rules of interaction lead to the creation of a safe environment that motivates the participants to contribute their ideas. The fourth requirement for the success of these discussions included the participants collective interpretation of texts that they read together.

Moreover, Pahinis (2007) conducted an action research evaluating a Blended-Learning module that was taught to different groups of learners in a Dental school using different pedagogical approaches which in their findings were perceived as a catalyst that resulted in collaborative learning [5]. Their findings also highlighted that the learners believed that both online structured sessions together with the online sessions were valued and easily comprehended.

Furthermore, Mamun, Laurie and Wright (2020) asserted the importance of using scaffolding in the structural design of online learning via the constructivist pedagogy using four main strategies namely, predict, observe, explain and evaluate [6]. He also stated that he recommends the implementation of these steps which "can represent exemplars illustrative of an enriched instructional design paradigm to support students' independent study in blended environments."

In addition, Blau (2019) conducted a qualitative analysis study on how an innovative pedagogical design of an academic blended module that included the Digital Literacy Framework which supported students in regulating collaborative technology enhanced learning and helped them deal with the sense of psychological ownership over collaborative learning outcomes [7]. He postulated that this Framework should include: photo-visual, information, reproduction, branching, social-emotional, and real-time thinking skills.

Moreover, Tsai (2015) conducted a study about the effects of redesigning a blended module by integrating in it 'web-enabled self-regulated learning' and their findings indicate that this led to enhancing the students' learning and thoughts regarding this blended course and interventions concerning self-regulated learning [8]. Another study conducted by Tsai (2014) was an action research in which he adopted collaborative learning (CL) with initiation and self-regulated learning (SRL) with feedback to develop students' collaborative skills and regular learning habits [9]. According to the findings in this study, students who received the combined treatment of online CL with initiation and SRL with feedback had the best grades. A third study by Tsai (2013) re-designed an academic blended course by combining different teaching methods namely the use of web-mediated Collaborative learning with initiation and Self-Reflected Learning with feedback and monitored the effect on students' academic involvement in this blended course [10]. The study's findings related the fact that this innovative teaching pedagogy significantly improved their involvement in this blended course from its beginning to the end and the students believe that this blended course was much better than the previously traditional courses that they had taken.

In addition, Cesareni, Cacciamani and Fujita (2016) pinpointed the importance of role taking in university blended courses which fosters knowledge building via collaborative online learning based on the principle of collective cognitive responsibility [11]. Thus, he believes that role taking is an established approach for promoting social cognition. He suggested different roles namely, "the Skeptic [who] prioritizes questioning of content, the Synthesizer [who] emphasizes synthesizing of content, and the Social Tutor [who] privileges maintaining of relationships;"

III. RESEARCH METHODOLOGY

This paper will further investigate the different teaching pedagogies, blended module designs and various ways to facilitate online interaction in blended academic courses in higher education by the analysis of the findings of the above literature review, examination of different pedagogies/methods to facilitate online learning and the author's qualitative reflections based on personal pedagogical experience which will lead to final recommendations

According to the aim of this study the research objectives are as follows:

- To evaluate the different teaching pedagogies that could be used in a blended academic course in higher education.
- To demonstrate methods that may facilitate online interaction in blended learning courses.
- To recommend the appropriate blended teaching pedagogies and blended module design together with proper online interaction facilitation

IV. DISCUSSIONS

A. Effective Blended Online Environment

To create an illuminative and informed blended classroom environment, Chickering and Gamson's (1987) seven principles for good practice may be used and they include the following: firstly, encouraging contact between students and faculty; secondly, developing reciprocity and cooperation among students; thirdly, encouraging and using active learning techniques; fourthly, giving students prompt feedback; fifthly, emphasizing time on task; and sixthly, communicating high expectations; and seventhly, respecting diverse talents and ways of learning[12].

All the above is of paramount importance to guarantee the success of a blended module. This is because if students and faculty are not in constant communication, students will not get feedback, nor receive answers to their queries, and will have no motivation to learn. Furthermore, if students fail to work together and complete their group work projects, they will not develop the skills that they will need to communicate with society when they graduate and start their careers. Moreover, if students remain passive and are not active learners, it will be difficult for them to be engaged and eager to learn. In addition, teachers need to provide their students with prompt feedback to enable the latter to develop throughout their coursework assessments and they are entitled to know the deadlines before they start working on their assignments. Another important matter that teachers should put into consideration, is that they are expected to encourage students to be high achievers while acknowledging their different learning styles and diverse backgrounds. This is because students have different personalities, interests, learning pace, and IQ, so it is not expected that they all get the same grades or learn in the same manner.

B. Different Teaching Pedagogies

1. The Adult Learner

Miller (2011) asserted that this pedagogy was mainly used first when teaching adult learners as its name suggests. Then it became to be used with people of all ages. It relies on the idea that people learn when they themselves are motivated to do so [13]. Furthermore, this pedagogy emphasises the importance of illustrating to learners the rationale behind their learning and its significance to their own experiences. For example, when using this pedagogy in a history thematic course about The American Civil Rights Movement, the African American students may make "clear-cut connections to the activities, motives, circumstances, people, and places during the civil rights movement that have distinct effects on the life they live today" [13]. This might lead to their realizing the importance of what they are learning and thus become motivated to develop their learning outcomes.

2. The objectivist Pedagogy

According to objectivists, the learner endeavours for complete and correct interpretation of the multiple structures (entities, properties), in the world around him/her. Objectivist pedagogy could be recommended in a lower-level survey course, in which students need to attain, retain, and recall facts, events, dates, people, and places, focusing on chronology. Here, objective online exams and quizzes (i.e., with multiple-choice, true-or-false, and fill-in questions) can be

prepared to confirm students' progress and understanding of complete and correct information, structures, and timelines. This pedagogy works well in core general education courses, including history, sociology, political science, psychology, philosophy.

3. The Constructivist Pedagogy:

It argues that knowledge is related to our multiple interpretation of any and every experience that is undergone. The constructivist approach according to Hendry (1996) could be classified into seven main principles: firstly, that knowledge is found mainly in the brains of people; in other words, if teachers want to know the students' prior knowledge about a certain topic, she/he needs to ask them questions, so they could express it and construct new knowledge based on their schemata [14]. Secondly, people's interpretation relies on their existing knowledge, so teachers and students understand meanings according to the knowledge that they have. Thirdly, knowledge could be constructed from within an individual who is in interrelation with the world; in other words, knowledge cannot be constructed in isolation. Fourthly, knowledge can never be certain; therefore, if teachers want students to create acceptable knowledge, then he/she should be able to infer the alternative meanings that students may have. Fifthly, that common knowledge is shared by people who belong to the same universe; in other words, students and teachers, for example, may share certain basic knowledge that is known by everybody. Sixthly, knowledge is constructed through perception and action, so if students sit in a passive state and just listen to the teacher's lecture with no active participation, knowledge may not be constructed. Lastly, construction of knowledge needs energy and time. So, for instance, if students may think that they do not need to exert effort to develop and construct their knowledge, they may fail to do so because of their wrong assumption.

It is interesting to highlight here that the constructivist pedagogy if misinterpreted could lead to a lot of damage to the educational process. If, for example, it is believed that the teacher should not have any subject knowledge and that all ideas constructed by students are accepted, then here lies the error. Windschitl (1999) adds that in the teacher must not only be familiar with the principles underlying a topic of study, but must also be prepared for the variety of ways these principles can be explored [15]. Similarly, Gordon (2009) argues that to justify the misguided notion that knowledge is only relative and that students do not need to be held to rigorous academic standards, opens the door to a relativist model of teaching in which we accept all students' interpretation whether they are correct or irrelevant [16]. So, teachers need to learn how to balance their desire to motivate students to construct new meaning, with their need to answer students' questions and offer clarifications on issues that are confusing to students using their content expertise

The constructivist approach could be used in upper-level courses in which students use their higher order thinking of Bloom's taxonomy, namely, analysis, synthesis, evaluation and creation to construct new knowledge. An online theory-based literature course could use this pedagogy where students could analyse and evaluate their readings according to its related context and could also find associations and connections with their own personal lives.

4. Problem-based learning (PBL)

It starts learning with problems for students to solve, discuss, and dissect. It is considered a professional preparation strategy that is multifaceted and cross-disciplinary. With PBL, students learn concepts, theories, strategies, terms, and paradigms to assist them in finding solutions. The problems are usually similar to the ones students will face in their particular professions. Garrison (2007) believes that this approach works well in courses that require students to call on prior content knowledge (Schemata) and is best delivered in scenarios often found in discussion-based online learning discussion boards, virtual classrooms, and chats [17]. the PBL approach works well in courses that focus on application, analysis, synthesis, evaluation and creation (the higher-order thinking aspects of Bloom's taxonomy).

5. The engagement theory

This theory demands learners to be actively engaged in meaningful tasks in order for effective learning to occur. Engagement theory requires all learning to have three major characteristics:

collaboration, a problem-based approach, and authenticity. This theory utilizes elements from the other pedagogical theories recognizing that multiple approaches to teaching are conducive to optimal effective learning.

6. Collaborative Learning (CL)

It refers to teaching a specific educational objective through a coordinated and shared activity by means of social interactions among the group members. Garrison (2001), Johnson and Johnson (1999) and Krijns (2003) asserted that CL entails deeper level learning, shared understanding, critical thinking, and long-term retention of the learned material [17, 18 & 19].

Moreover, Kienle and Ritterskamp (2007) and Stahl (2007) maintain that CL involves the active role of learners which mainly implies that participants learn from each other by actively constructing knowledge. It usually consists of three stages: information sharing, cooperation and collaboration [20 & 21].

Collaboration could include role taking between participants that may result in knowledge building, cognitive responsibility, social cognition, peer contribution awareness, group cohesion and positive interrelations and dependence on others in the group. Fujita (2013) used role-taking to foster knowledge building in university blended courses [22]. He assigned students four different roles, namely, Social Tutor who is responsible for all members' participation in the group and this is aligned with democratizing knowledge; the Synthesizer is responsible for synthesizing the content of the discussion and this is consistent with knowledge building and improving of ideas. Moreover, the Concept Mapper is responsible for presenting the concept map graphically representing knowledge that is created by his/her group to other groups during the face-to-face discussion. Finally, the Skeptic, who emphasizes promising ideas and avoids commonplace ideas in the group discussion in order to generate prolific doubts.

C. Different Blended Learning Designs

Spencer (2013) advocates the use of five social media literacies that are integrated to develop student learning via educational technology [23]. These five literacies include attention, participation, collaboration, network awareness, and critical consumption.

Another example of a blended course design is that proposed by Neumeier (2005) which consists of six categories: mode (face-to-face or online), model of integration (obligatory or optional), distribution of learning content (parallel or isolated), language teaching methods (online material and face-to face teacher), involvement of learning subjects (students and teachers) and location (home-class- new technologies e.g., mobile phones) [24].

This blended course design has benefits like in the model of integration having some tasks optional and others obligatory which give students flexibility, as they realize that they are regarded as autonomous learners and should take responsibility for their own learning. However, the drawback when used by Grgurovic (2011) in her case study was that the instructor relied only on one textbook titled *NorthStar* in class and online material and *MyNorthStarLab* for on-line homework [25]. This procedure in spite of the fact that it integrates the class and on-line material and saves teacher's time in creating new on-line activities, or importing outside material into ELearning, yet it limits the scope to one specific textbook which may not cover all the intended learning objectives of a particular English module.

A more developed blended course design is that proposed by El Khalili which is based on Bower's (2008) technology-based learning design which has three components namely content design, activity design and technology design [26 & 27]. Khalili (2012) suggested a design that incorporates three taxonomies. The first is Bloom's Taxonomy which indicates the learning objectives of the course content. Bloom classifies the thinking and learning process as follows: Remember, Understand, Apply, Analyze, Evaluate, Create and collaborate. The second is Redeker's (2003) Taxonomy which clarifies the activity component which includes three types: receptive, internally interactive, and cooperative [28]. The third is Geurra's (2004) scale which is employed to demonstrate learning tools and technologies. This is a scale from one to ten based on different factors like, for example, students

increased interactivity complexity of functionality and development:

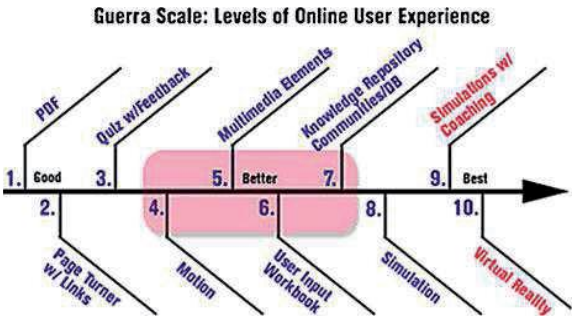

Figure 1 Geurra's Scale: Levels of Online User Experience

The above scale gives specific learning on-line tools that could be used in a blended learning course with three evaluations. The first is good to include PDF, Page Turner with Links and Quiz with Feedback (1, 2 &3). The second is better that comprises Motion, Multimedia Elements, Knowledge Repository Communities and User Input Workbook (4, 5, 6 &7). The third is best which contains Simulation, Simulations with Coaching and Virtual Reality.

The following table (1) also devised by El Khalili (2012) gives an example of this blended learning design using the three previously described taxonomies:

Bloom's Taxonomy Content design level	Redeker's Taxonomy activity design level	Guerra Scale Technology design level
Remember, Understand	Receptive	PDF- Web links- Motion-Multi-media elements
Apply, Analyse	Interactive	Quiz feedback-User Input Workbook- Simulation-Virtual Reality
Analyse, Evaluate, Create	Collaborate	Knowledge communities Simulations-Simulation with coaching

Figure 2 El Khalili's (2012) Blended Learning Design

The above Bloom-Redeker-Guerra mapping model could be used in designing a blended learning module due to its reliance on proven learning theories, as is apparent in the three above taxonomies of Bloom's Taxonomy, Redeker's Taxonomy and Guerra Scale Technology. Another reason for using the above B-R-G mapping model is that it covers the seven principles of good practice in teaching suggested by Chickering (1996) which include the following: stimulate student-teacher contact (interactive); stimulate cooperation among students (collaborate); stimulate active learning (receptive); offer fast feedback to students (interactive); highlight the time invested in the assignment (interactive); transmit high expectations(interactive); and respect different ways of learnings, abilities and talents(module design) [29].

Another major requirement in a blended learning module is the evaluation process of the technologies that is used and this could be implemented by monitoring the percentage of the following three criteria in the designed blended learning module: course content format, interaction and collaboration [26]. The latter terms were selected based on theory as Ally (2008) and Churches (2008) stated that knowledge could be classified to three dimensions to know what (facts), to know how (process) and to know why (higher-level thinking [30&31].

It is interesting to add here that a fundamental requirement that should be taken in consideration in the blended learning module design is that it should according to Keller (2010) conform to the human environment interaction model that was developed by him [32]. The following table gives details of this model with sample strategies and tools.

ARCS	ARCS Components	ARCS Subcategories
Attention	1. Capture interest (Perceptual arousal) 2. Stimulate inquiry (Inquiry arousal) 3. Maintain attention (Variability)	1.What can I do to capture their interest? 2.How can I stimulate an attitude of inquiry? 3.How can I use a variety of tactics to maintain their attention?
Relevance	1. Relate to goals (Goal orientation) 2. Match interests (Motive matching) 3.Tie to experiences (Familiarity)	How can I best meet my learner's needs? (Do I know their needs?) 2.How and when can I provide my learners with appropriate choices, responsibilities, and influences?

		3. How can I tie the instruction to learner's experience?
Confidence	1.Success expectations (Learning requirements) 2. Success opportunities (Learning activities) 3. Personal responsibility (Success attributions)	1.How can I assist in building a positive expectation for success? 2.How will the learning experience support or enhance the students' beliefs in their competence? 3. How will the learners clearly know their success is based upon their efforts and abilities?
Satisfaction	1.Intrinsic satisfaction (Self-reinforcement) 2.Rewarding outcomes (Extrinsic rewards e.g., grades) 3.Fair treatment (Equity)	1.How can I provide meaningful opportunities for learners to use their newly acquired knowledge/skill? 2. What will provide re-enforcement to the learners' successes? 3.How can I assist the students in anchoring a positive feeling about their accomplishments?

Figure 3. Keller's (2020) Motivational Design for Learning and Performance

D. Facilitating Online Interaction

1. Student to Content & Interface

Students should become familiar with the module's content and interface. This should start by designing a clear user-friendly Moodle which could be easily accessed and understood by the students. The Moodle should contain variety to cater to the students' different learning styles. Moreover, it should include interactive self-tests and short quizzes to help students digest the course syllabus. Furthermore, Forums should be an integral part of their weekly tasks to encourage collaboration and construction of knowledge. The teacher needs to instigate discussion by starting a topic that sparks controversy and debate.

With regards to student to interface, the students should acquire what Dillenburg (1999) calls 'Digital Literacy which includes the following points:

Photo-visual thinking:
the ability to understand and intuitively use visual information.

Real-time thinking:
the ability to quickly and effectively process a variety of simultaneous stimuli that the learners are exposed to.

Information thinking:
the ability to correctly evaluate and effectively combine information from multiple digital sources.

Branching thinking:
the ability to successfully navigate in non-linear hyper-media environments.

Reproduction thinking
using technological tools to design content or remix existing digital content to create original artifacts or outcomes with new interpretation.

Social emotional thinking
understanding the "rules" that prevail in cyberspace and applying this understanding to digital communication and teamwork [33].

2. Student to teacher

It is important to note that students need to maintain frequent contact with their teachers via different methods such as email, office hours, in class and in social media (if allowed). Students should be informed when they are allowed to ask and answer questions without feeling intimidated by their peers or the teacher's attitude. The students in online discussions should be able to follow the teacher's interaction as her/his presence is very important to motivate students to continue with their discussions and be able to formulate and construct knowledge together in a collaborative manner. Students should know when to expect the teacher's answers to their emails (on the same day, work day, week ends) and this should be written clearly on Moodle. This is because it alleviates students' anxiety and confusion when they are expecting a response to their questions or email.

3. Teacher to Student

The teacher's role is no longer a purveyor of knowledge, but could be actually summarized in the following words: initiator, facilitator, organizer and mentor. This is due to the fact that the teacher should be able to guide the students while they are investigating and searching for knowledge. He/she are expected to help students activate and develop their critical reading and thinking skills to aid them in the process of constructing knowledge collaboratively. This could be implemented by using the technique of initiation. If, for example, the teacher wants the students to develop the skill of argument with regards to a controversial issue and the task was for the students to practice this in groups. It is advised that before the groups start to create controversial situations and to argue either for or against a topic, the teacher gives the student a demonstration in which she enacts an argument and presents her logical evidence either as an opponent or a proponent.

4. Student to Student

It is necessary for students to interact with each other via online discussions in which they display the following characteristics namely an open mind, varied roles, connection with texts, listening skills, equity and trust. Garrison (2001) recommends that to facilitate online interaction, students should go through the following stages:

- 1. Triggering events:

What were the key questions identified this week?

- 2. Exploration:

What opportunities and challenges were discussed?

- 3. Integration:

What recommendations and conclusions can you draw from the discussion?

- How can we apply the "lessons learned" from this discussion to our course assignments and future career plans?
- 5. Key Resources

e.g., websites, articles, books that we could use to find further information and ideas about this topic?

- 6. Collaboration

What means of communication/social media would be used for working collaboratively on our project?[34]

5. Student to himself/herself

This is referred to as self- regulated learning and is defined according to Zimmerman (2000) in terms of self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of students' own goals [35].

It is important to assert that self-regulated learning strategies (SRL) according to Yukselturk and Bulut (2007) are emphasized in the hypermedia and online learning [36]. SRL includes students' monitoring, evaluating, and managing their own learning experience which increases their academic involvement. An example of self-regulated learning is when students create a journal entry at the beginning and end of the semester in which they write what they expect to learn from the module or what is their prior knowledge about it and at the end they state in their journal what new knowledge did they gain and what was difficult for them to comprehend.

All these types of interaction should be considered by the teacher when selecting the pedagogies and the design of the blended module that is being taught. It is noteworthy that being aware of all types of interaction will help the teacher facilitate the tools by which students may feel comfortable in their learning environment which entails their motivation to construct knowledge and engage in learning.

Students should be familiar with the Netiquette to be able to express their views while respecting the opinions of others. This transparent display of the rules of online discussion may alleviate the intimidation of the students who are introverts and find it difficult to interact with others even in a virtual mode. Different interactive activities that may be used in the face-to-face classrooms could be adapted to fit the virtual sessions. Teachers could vary the use of these activities to avoid the students' feelings of boredom if the same ones were repeated every session.

It is important to highlight here the importance of students being in a state of 'Flow' when they are interacting whether online or in class. Flow, as defined by Csikszentmihalyi (1997), is a subjective state that people report when they are completely involved in something to the point of forgetting time, fatigue, and everything [37]. A person when in a state of flow is fully concentrated on the activity itself and he/she is able to function at full capacity. Flow creates intrinsic motivation which leads to engagement and learning. The elements of flow that should be considered when designing the online part of a blended module are to include a balance between skills and challenges, to provide prompt feedback, and to allow learner control.

It is important to note that in most of the above relationships, discussion plays a pivotal role in activating students' interest and engagement. Communication between all parties is of paramount importance as was explained in the previous points. It is therefore crucial that teachers do not just spark discussion and conversation between the students without having a pre-prepared discussion rubric to give students feedback accordingly.

The following discussion rubric could be used by teachers to assess students' discussions:

Criteria	Needs Improvement 0-1	Fair 1.25-1.5	Excellent 2-2.5
Quality of Content	-No addition of useful ideas but a representation of other's views -Personal experiences are stated but not related to topic -Viewpoints are not substantiated by textual examples	- Adds some useful ideas to the group to process -Contribution based more on relationship (e.g "I agree with you" or "you did great" without much substantive cognitive contribution -Digresses from topic but returned to it	-Substantive presentation of critical and useful ideas presented in a logical manner -Cognitively stimulating or challenging views -Textual examples are referenced and related to topic -Stays with topic; not side-tracked
Attitude towards participation	A negative attitude through minimal participation, less than substantive posts, being less open to other's ideas, and little or no original explanation	-Attitude reflects that participation is more to fulfil requirement than a real interest -Appears less eager to challenge the views of participants to maintain interest in the discussion -Late to join the discussion	-Positive general attitude works to advance the group conversation -Encourages others to participate by posting additional questions related to the topic or reading -Receptive to differing viewpoints allowing the group to explore all members' perspectives
Effort Input	-Not well prepared for discussion within the timeline -Needs encouragement from others to enhance participation -Contributes minimally	Participation in chunks instead of spread consistently throughout discussion	-Starts group discussion immediately -Does fair share of the work or takes responsibility for enhancing discussion -Contribution consistent and spread out

Figure 4 **Glazer's** (2011) Discussion Rubric[38]

V. CONCLUSION

With successful integration of Internet technology in a blended learning module and the right suitable choice of pedagogies/design that fit the students' learning styles, diverse broad multiple nature, the level of the taught course (low-level or high-level) and the students' year (prep or first, second, third year [who are used to blended learning]), a community of inquiry could be created [39]. Garrison and Kanuka (2004) clarified this in the following figure:

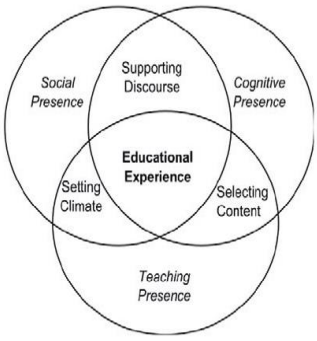

Figure 5 Garrison and Kanuka's Community of Inquiry

It could be concluded that students in order to reach the intended learning objectives in their blended learning modules cannot learn in isolation, but need, as is clear in the above figure their peers' discourse support, their own cognition, their social presence together with their teacher's climate and content setting, and his/her presence in order to achieve an authentic educational experience.

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