

APPENDIX-A (STUDENT INTERVIEW PROTOCOL BEFORE THE COURSE)

Thank you for allowing me to interview you. The purpose of the interview is to learn how you perceive the current traditional face-to-face learning and online education practiced during the Covid-19 pandemic for your education. If at any time during the interview, you feel uncomfortable and need to stop, the interviewer will end the interview.

Date: _____ Time: _____

Location: _____ Interviewer: _____

Interviewee: _____

1. Describe your experiences with the online education you are now doing at your university.
2. Describe the advantages of recent online education you have done during the pandemic in Bangladesh.
3. Describe the disadvantages of that online education.
4. Describe the advantages of face-to-face education.
5. Describe the disadvantages of face-to-face education.
6. What are your perceptions about blended education?
7. Will you participate in a blended course at the University? If yes, why?
8. How can you best benefit best from blended learning education at your university?

(Thanks a lot for your cooperation)

(APPENDIX-B) STUDENT INTERVIEW PROTOCOL AFTER THE COURSE

Thank you for allowing me to interview you. The purpose of the interview is to learn how you perceived the blended learning course in English Writing Course. If at any time during the interview, you feel uncomfortable and need to stop, the interviewer will end the interview.

Date: _____ Time: _____

Location: _____ Interviewer: _____

Interviewee: _____

1. What did you like most about the blended course?
2. What did you like least about the blended course?
3. Describe what elements of the course you found most effective in achieving your learning outcomes.
4. Describe what elements of the course you found most satisfying and why?
5. In what ways do you believe the learning experiences and activities used in this course helped you better understand the overall material?
6. Describe your most memorable learning experience over the past 12 weeks in this class.
7. How did you feel about the technical component of the blended course?
8. How will you describe the opportunities to interact with others in a blended course?
9. What benefits/ harms can the blended learning do to the higher education of Bangladesh?
10. How can blended course solve the current problems of higher education in Bangladesh?
11. How can blended learning help to solve the problem of seats in Bangladeshi higher education institutions?
12. How will you describe the usefulness of blended learning in enhancing employment skills of university students?
13. How satisfied were you with the blended course in English Writing Skills?
14. Would you enroll in another blended course why/why not?
15. What advice would you give to a student new to blended courses?
16. What are your expectations from your teachers in blended course?

(APPENDIX-C) FACULTY INTERVIEW

Please tell us about yourself:

Your institution:

Course(s) Taught:

Gender: Male/ Female	Adjunct
Age:	Instructor/Lecturer
	Assistant Professor
Teaching Experience:	Associate Professor
	Professor
Classification (check one):	Other

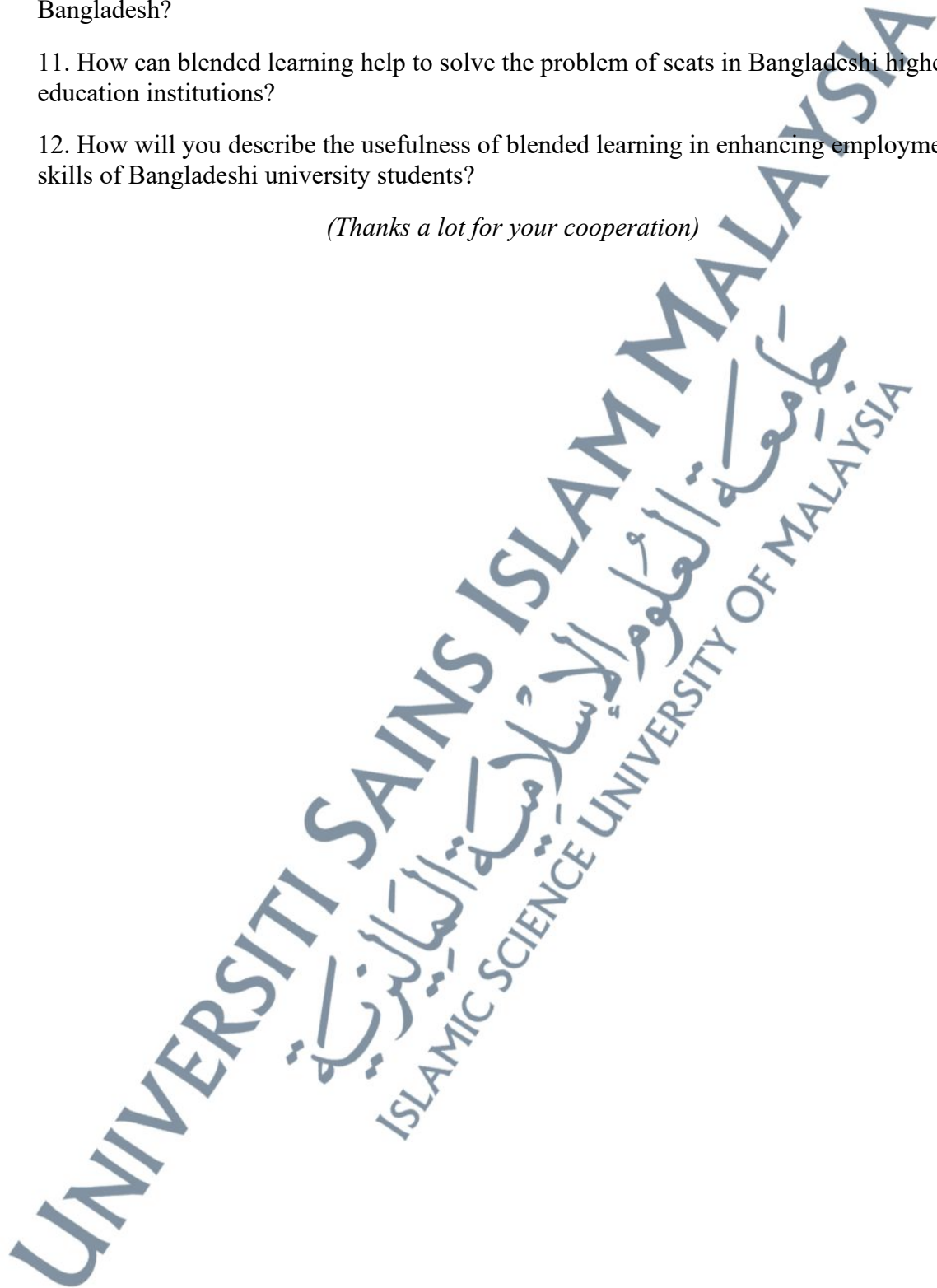
1. Is there any additional support, technology, or training that you feel could be provided that could help you in your blended courses? Please explain.
2. How does your assessment of student achievement in blended classes differ from your face-to-face assessment?
3. How does your assessment of student achievement in blended classes differ from your recent online assessment during Covid-19 pandemic?
4. What are the most positive aspects of teaching a course using the blended format?
5. What are the least positive aspects of teaching a course using the blended format?
6. Describe what elements of the course you found most effective in achieving your learning outcomes.
7. Describe what elements of the course you found most satisfying and why?
8. Describe your most memorable teaching experience over the past 12 weeks in this class.
9. What advice would you give to a faculty member considering a blended course for the first time?

10. How can blended course solve the current problems of higher education in Bangladesh?

11. How can blended learning help to solve the problem of seats in Bangladeshi higher education institutions?

12. How will you describe the usefulness of blended learning in enhancing employment skills of Bangladeshi university students?

(Thanks a lot for your cooperation)



APPENDIX –D. STUDENT CONSENT FORM



UNIVERSITI SAINS ISLAM MALAYSIA
جامعة العلوم الإسلامية الماليزية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

Faculty of Major Languages

CONSENT FORM

STUDNETS

This notice is for an USIM-Faculty of Major Languages approved Research Study for a Doctoral Dissertation by Md Khaled Bin Chowdhury. It is not an Official Message from USIM. You are invited to participate in a research study entitled **EXPLORING A BLENDED LEARNING APPROACH IN TEACHING AN ENGLISH WRITING COURSE AT A BANGLADESHI UNIVERSITY** conducted by Md Khaled Bin Chowdhury, Faculty of Major Language Studies at the University Sains Islam Malaysia. The conduct of this study will adhere to the Faculty of Major Languages approved protocol.

Study Purpose

In recent years, many higher education institutions worldwide started implementing different modes of teaching to include: face-to-face, online, and blended. However, in Bangladeshi higher education institutions, it is progressing slowly. There seems to be a hesitation toward offering other modes of teaching, online or blended courses, and preference is made toward traditional full face-to-face learning. The researcher thinks that in the backdrop of pandemic and real- life realities in the country as well as the world, Bended Learning, an alternative mode of education, can be a good solution to many problems associated with face-to-face education. So, in this study, students as well as teachers will be interviewed to investigate their attitude toward the course in blended mode.

Please carefully read and fill out this form. Please check the necessary boxes to indicate your willingness to participate in the study before signing the statement. Please ask for clarification if you have any questions or would like more information.

The researcher has effectively explained the research topic to me in writing.

YES / NO

I'm aware that the research will entail:

Minimum of 30 minutes of interview on the experiences about Blended Learning in a Bangladeshi university.

YES/NO

Identifying key questions which might be used to inform national policy on the use of blended learning in Bangladeshi universities.

YES / NO

I am aware that I have the right to withdraw from this study at any time without giving an explanation.

YES/NO

I am aware that any information pertaining to me will be held in the strictest confidence and that my name won't appear in any published materials resulting from this study.

YES / NO

I am aware that any information gathered will only be used for research purposes and will be deleted once the research is over.

YES / NO

I am aware that the study team will be the only ones to discuss the data.

YES / NO

I am aware that no names of study participants or the organizations on which they work will appear in ensuing write-ups or other materials submitted for publication.

YES / NO

I voluntarily agree to take part in this research project, and I have been provided a copy of this permission form for my records.

Signature:

Name (capital letters)

Date:

Contact details: (include address, email and telephone number)

APPENDIX -E. TEACHER CONSENT FORM



UNIVERSITI SAINS ISLAM MALAYSIA
جامعة العلوم الإسلامية الماليزية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

Faculty of Major Languages

CONSENT FORM

TEACHERS

Dear Faculty Member,

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Please carefully read and fill out this form. Sign and date the declaration at the conclusion if you are prepared to take part in this study. Please ask for clarification if you have any questions or would like more information.

In order for me to learn more about your experiences in the teaching blended course, I need your assistance. Participating in this interview carries no known risks.

You may rest certain that I will keep your responses private and that no one will ever be able to identify you specifically. Your agreement to participate is indicated by completing

the interview. You are free to skip any questions you don't feel comfortable answering and to end the interview at any point.

I appreciate you spending the time and energy necessary to complete this interview. Your willingness to participate is greatly appreciated.

You are not surrendering any legal claims, rights, or recourse by signing this consent form. You'll receive a copy of this permission form. You have given your permission to take part in the study mentioned above by signing the form below.

Subject's Signature Printed Name Date

Investigator's Statement

I attest that I have discussed the nature, goal, potential advantages, and potential risks of taking part in this research study with the aforementioned person, as well as addressed any queries he may have had, and have seen the aforementioned signature. This signed consent form has been given to this researcher by me.

Signature of Investigator _____ Date _____

APPENDIX -F. STUDENT BLOG SAMPLE



sunnygazi2016
Jun 25, 2021



Sansa stark vs Arya Stark

in Authors Forum

(From english series, "Game of thrones")

Sansa and arya stark are two of the strongest and most developed characters on Game of Thrones series . Their journeys differed drastically. They had two of the best story arcs in the entire series .Some fascinating points closes are. They Make An Amazing Team: Despite the fact that they're sisters, Sansa and Arya didn't have a close relationship as children. They grew even further apart once they were separated from each other. Thankfully when they reunited they became one of the most powerful tag teams. Arya is an assassin who can literally change who she is on a whim and Sansa is one of the most talented politicians in the world who knows how to manipulate someone into a death trap. They should both be a little scared of each other. Many of the characters in Game of Thrones can't get over their differences long enough to actually team up, which is unfortunate given that if they actually could manage to do that they'd be a nearly unstoppable force. They Hardly Know Each Other: Sansa and Arya didn't have much of a friendly bond to begin with, but the separate journeys they go on after being split up in King's Landing are absolutely insane. They truly become almost entirely different people in the years that they're apart. So when they reunite ,they know and understand each other even less than they did to begin with. Building any kind of relationship on such a shaky foundation would have been understandably difficult. They Have Nothing In Common: One thing that makes their relationship more difficult both when they're children and when they reunite is that they simply have nothing in common. Their personal interests, points of view, and personality types are drastically different from one another, so trying to create any kind of relationship between them is indescribably more difficult. Aside from the fact that they're Starks and they spent their childhoods together, they have a hard time finding any common ground with one another. Both Arya and Sansa learned the true value of their family during their trials and tribulations, and while their methods might differ or their perspectives might not always match up, they were both willing to do anything to protect their remaining family. They Can Hardly Trust Anyone: Game of Thrones Sansa ,Arya Argument

APPENDIX -G. STUDENT DIARY SAMPLE

Date: 05-May-21

In the first class and first week. I learnt how to start write an essay. And the first was excellent for my part of learning. I did about nine classes in physically and about three classes in online. All classes performance was good that class first time I did. On this course, I have got several experience that is ongoing Covid-19 pandemic I start this course. For this pandemic I suffers lots to transform and the situation was lockdown all-over the country no vehicles, and proper way, and reasonable vehicles, vehicles is rare in metro also vehicles rent is for passengers. The double rent carries to students were difficult to manage every week. On the others

Date:.....

hand, sometimes we suffered lots of
for getting vehicles seats, because
sometimes we could not get seats.
Moreover, contractors could not allow
students to get seats, also sometimes
we would wait for long time for a
obtain seats. Therefore the problem was
actually for ongoing covid-19.

Main profits on this course:

Focusing in self-evaluation to improve
the learning process, help me to set goals
and be aware of my own mistakes.

When the English composition course,
I started to learn how to write a essay.
I wanted to able to express my thoughts
and my ideas in an effective way.
The continuation of my education was

PRONEX-40
Esomeprazole USP Injection

Date:.....

very difficult, and I began to doubt myself when faced with the first couple of weeks. My first assignment was my most difficult assignment, and found myself having trouble sticking to theis, because I had so many idea that I did not know ~~but~~ how to organize, and that was the primary purpose of taking this course, to learn to make my writing more organized. I chose the three assignment out of the four, which were not only favorite assignments, they are all written in classical perspective.

I write to prefer classical perspective to my personal opinion to a specific audience. As I wrote each assignment I described my past experiences and how I get my audience to feel as I felt

PRONEX-40
Esomeprazole USP Injection

Date:.....

was my goal. I wrote in classical perspective in the interest of writing my personality and voice, but it is also shows how i perceive my audience. By changing the structure and organizing my thoughts i was able to shape the overall characters of my work. In all three assignments, i wrote in first person point of view.

Name: Monir Hossain

ID: 200129015

APPENDIX -H. STUDENT SURVEY TOOL (BLENDED LEARNING TOOLKIT-11)

Please answer the following questions as clearly as you can by checking the box or line, as appropriate. BLENDED courses have some face-to-face class meetings, but also have some class sessions that are replaced with online instruction.

Institution: _____

Course: _____

Age: _____ Gender: _____ Marital Status: Married/Significant other: _____ Single: _____

	0 I'm not working	1-9 hours	10-19 hours	20-29 hours	30-39 hours	40+ hours
How many hours a week are you employed?						

	African American/Black	American Indian/ Alaskan Native	Asian	Hispanic / Latino	Native Hawaiian/ Other Pacific Islander	White	Other
Ethnicity							

	Freshman	Sophomore	Junior	Senior	Graduate	Other

Academic Standing						
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	3.5-4.0	3.0-3.49	2.5-2.99	1.5-1.99	Less than 1.5
Current Overall GPA					

1. Including courses this semester, how many blended courses have you taken?

2. Have you ever had to withdraw from a blended course (after add/drop)? Yes: _____

No: _____

3. If yes, then why did you withdraw? (Please check all that apply)

___ Didn't like the blended modality

___ Conflict with the teacher

___ Personal reasons conflicted with school

___ The class was too much work

___ Medical or health reasons

___ The course content was too difficult

___ Other (please explain):

4. Please share any comments you have about withdrawing from blended courses

	Very satisfied 5	Generally Satisfied 4	Neither 3	Generally dissatisfied 2	Very dissatisfied 1
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In general, how satisfied were you with your blended course(s)?					
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5. Please share any comments you have about blended courses

	Definitely 5	Possibly 4	Undecided 3	Not Possibly 2	Definitely not 1
Given a choice, would you enroll in another blended course?					

6. In general, how do you feel the technology component of your blended course(s) affects the following, when compared with your face-to-face courses?

	Much better 5	A little better 4	About the same 3	A little worse 2	Much worse 1
a. The <u>amount</u> of your interaction with other students					
b. The <u>quality</u> of your interaction with other students					

c. The <u>amount</u> of your interaction with the instructor					
d. The <u>quality</u> of your interaction with the instructor					

Comments:

	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
I'm more likely to ask questions in a blended course					
There are more opportunities to collaborate with others in a blended course					
My blended course experience has increased my opportunity to access and use information					
I have more opportunities to reflect on what I've learned in blended courses					
Blended learning helps me better understand course material					
Generally, I understand course requirements better in an blended course					

	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
Because of blended courses, I am more likely to get a degree					
Generally, I am more engaged in my blended courses					
My personal devices (e.g. cell phone, mp3 player, PDA) help with my learning					
Social networking applications (e.g. Facebook, Twitter) help me with learning					
Social bookmarking tools (e.g. Del.icio.us, Digg) help me with learning					
I am a multitasker					
I have strong time management skills					
I am motivated to succeed					
My university provides the resources necessary for students to succeed in blended courses					

7. Which class modality do you prefer?

___ Entirely face-to-face

- ☐ Minimal use of the Web, mostly held in face-to-face format
- ☐ An equal mix of face-to-face and web content
- ☐ Extensive use of the Web, but still some face-to-face class time
- ☐ Entirely online with no face-to-face time

8.What are your primary reasons for choosing blended courses (choose all that apply)

- ☐ I like the flexibility of accessing the class content anytime online
- ☐ I prefer technology in classes
- ☐ I choose based on the instructor, not the modality
- ☐ Blended courses “fit” in my schedule
- ☐ I have no choice because some are only blended courses
- ☐ I like the convenience of not coming to campus as much
- ☐ Other (please explain):

9.What do you like most about blended courses?

10.What do you like least about blended courses?

11.What advice would you give to a student new to blended courses?

APPENDXIX -I. FACULTY SURVEY (BLENDED LEARNING TOOLKIT-11)

Please tell us about yourself:

Your institution:

Course(s) Taught:

Gender:

_____ Male

_____ Female

Are you (check one):

_____ Tenured

_____ Not-yet tenured

_____ Non-tenure earning

Age:

Other: _____

Ethnicity (check one):

_____ African American/Black

_____ American Indian/Alaskan

Native

_____ Asian

_____ Hispanic/Latino

_____ Native Hawaiian/Other

Pacific Islander

_____ White

_____ Other

Total number of years teaching:

Classification (check one):

_____ Adjunct

_____ Instructor/Lecturer

_____ Assistant Professor

_____ Associate Professor

_____ Professor

_____ Other: _____

We would like to ask you some questions regarding your teaching experience. Please answer the questions that apply to you, and your experience with the blended format.

1. On average, how many students do you feel you can effectively teach in the blended format?

2. On average, how satisfied you have been with your blended courses?

Very Satisfied 5	Generally Satisfied 4	Neutral 3	Generally Dissatisfied 2	Very Dissatisfied 1

Comments:

3. In question 2, you indicated you have been dissatisfied with your blended experience, what do

you feel has contributed most to your dissatisfaction?

4. In the future, *if you had a choice*, would you consider teaching a course in the blended format?

Definitely 4	Probably 3	Probably not 2	Definitely not 1

Comments:

5. If, on question 4, you indicated you would probably or definitely not teach using a blended format in the future if you had a choice, why not?

6. How would you rate the quality of the educational experience in your blended courses compared to the face-to-face format?

Much better 5	Better 4	About the same 3	Worse 2	Much worse 1

Comments:

7. Consider the amount of interaction in your blended class. How would you say it compared with the amount of interaction in a face-to-face course with no web components?

Increased 5	Somewhat increased 4	About the same 3	Somewhat decreased 2	Decreased 1

Comments:

8. Consider the quality of interaction in your blended class. How would you say it compared with the quality of interaction in a face-to-face course with no web components?

Much Better 5	Better 4	About the same 3	Worse 2	Much worse 1

Comments:

9. Did you use any of the following instructional technologies in your blended class?

Categories of Instructional Technologies	Currently Use	Planning to use	Interested in Using	Not planning to use

Social networking (Twitter, Facebook, MySpace)				
Content Management (Lecture Capture, Wikipedia, course wiki, blogs, RSS feeds, Podcasts)				
Communication (chat, web/video conferencing)				
Student Response Systems (iClicker, Turning Technology, eInstruction)				
Plagiarism Detection Software (e.g. Turnitin.com, Web Assign)				
Other—explain				

9. How effective was the tool kit in helping you design and implement your blended Course?

Very Effective 5	Generally Effective 4	Neutral 3	Generally Ineffective 2	Very Ineffective 1

11. Is there any additional support, technology, or training you feel could be provided that could help you in your blended courses? Please explain.

12. How does your assessment of student achievement in blended classes differ from your face-to-face sections with no web components?

13. What are the most positive aspects of teaching a course using the blended format?

14. What are the least positive aspects of teaching a course using the blended format?

15. Has your experience teaching blended courses influenced your face-to-face course(s)?

If yes, how?

16. What advice would you give to a faculty member considering a blended course for the first-time?