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IMPLEMENTING BLENDED LEARNING IN A PRAGMATIC CLASS FOR COLLEGE STUDENTS: WHAT MAKES BLENDED LEARNING ENGAGING?

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Abstract: Blended learning brings technology and education together. On the other hand, the contemporary literature pays less attention to the potential gap in the blended learning experience. This paper investigated blended learning practices in a pragmatic course based on the cognitive presence and effective blended learning courses. This paper is reflected in two questions: How is cognitive presence conducted in pragmatic class? What makes online learning engaging? About seventeen students joining this class became the subjects of the study. The primary data included screen time, the student's comments in the discussions and the interviews. This study has found that blended learning is a complex phenomenon involving multi-facet aspects. The students find blended learning enjoyable if the facilitators create a triggering situation, facilitate the learning process, become active in giving comments/feedback, and use multi-learning media to deliver instructions.

Keywords: blended learning, Pragmatics, Community of Inquiry, engagement

INTRODUCTION

There is a strong connection between the way teachers facilitate learning and how their students respond to such teaching practices in online classes. Facilitating the students to learn is essential in online learning, and this online teaching procedure covers activities such as organizing, directing and developing life experience (Greenwalt, 2016). In addition, facilitating learning also means guiding the students to find the right learning paths so that they are challenged to explore and get as many information sources as possible for themselves.

The inventions and the developments of communication technology have given new perspectives on teaching methods and media. Previously, teachers depended solely on traditional face-to-face interactions (Yamat, 2013; Teneqexhi & Kuneska, 2016). The teacher and students come to the classroom to discuss materials. With the help of technology, there has been a significant shift from offline to online platform activities or the combination of offline and online learning. The latter is commonly called blended learning. The term 'blended' also means how traditional instructor-led training is being supplemented with other electronic formats (Altay & Altay, 2019; Fuller, 2021). For example, blended learning programs use many different forms of e-learning, complemented with other live-formats (Bersin, 2004).

One of the most well-known frameworks in online teaching practices is Community of Inquiry (CoI) created in 1996-2001 by a research group of the University of Alberta (Garrison, 2007; Arbaugh et al., 2008). This method is designed to bring a new theoretical perspective. Garrison, Anderson, & Archer (2000) point out the goal of the CoI framework as the provider of the conceptual framework that can give a system, independent understanding, and the methodology for finding the effectiveness of online teaching. The concept of CoI itself is not a brand-new topic. An American philosopher and educational reformer, Dewey (1916), had started the concept of Community in Inquiry. Dewey believes that the role of the community is essential in terms of an individual inquiry. The result of inquiry will not become optimal without the community that brings more direction by arguments that lead to judgment. This concept becomes fundamental to the CoI framework for education nowadays.

Garrison (1991) has theorized a comprehensive framework by categorizing three elements into some presences: cognitive presence, social presence, and teaching presence. All of these presences are closely related to one another. Cognitive presence is associated with higher

education's ultimate goal: critical thinking (Garrison et al., 2001). Cognitive presence also indicates that the objective of the learning has been achieved. Meanwhile, social presence can encourage students to enterprise themselves socially and effectively into the community of inquiry. The teaching presence is "a significant determinant of student satisfaction, perceived learning, and sense of community" (Garrison et al., 2020).

Even though Garrison emphasizes the importance of the three presences in the online teaching practices, the fundamental question in our minds is how those presences can be conditioned? Paying attention to the importance of the relationship between the three presences in online learning activities, this study is aimed to focus on the role of cognitive presence in online learning success. While maintaining a favorable online class atmosphere, the teachers need to challenge the students to think critically through questions and explanations in the discussion. Harb and Krish (2020), who have studied blended learning at Al-Balqa Applied University Jordan, found that cognitive presence is significant in applying the blended learning environment. This presence improves the competence and performance of the student in the language learning course.

Recent studies on cognitive presence have a lot to do with the intensity and role of discussions in online modules. However, the extent to which cognitive presence occurs and which aspects encourage students to think critically in online classrooms is a gap that has not been studied further. This paper raises two research problems to investigate: how is the teaching presence conducted in the blended learning program in Pragmatic class; and what makes online learning engaging.

REVIEW OF RELATED LITERATURE

Siemens (2005) emphasizes the importance of the learning process through the relationships between networks. Learning is an active mental process through which people adopt and adapt new knowledge. This knowledge or information is obtained from a network connection from one person to another via the internet. In short, these connections have a positive effect/impact on each other. First, one's self-development is not due to technology but rather because knowledge is constructed through the connections and interactions between learners, teachers, and resources. This process comes from critical dialogues and inquiries (Ryberg et al., 2012).

Garrison et al. (2020) construct the theoretical building of online learning patterns through three principal presences: cognitive presence, social presence, and teaching presence. Cognitive presence is defined as the exploration, construction, resolution, and confirmation of understanding through collaboration and reflection in a community of inquiry (Garrison, 1991). The second element is social presence, as the ability to stand out and build a personal and purposeful relationship (Garrison, 2007). The teaching presence is the determinant to signify the student's satisfaction, sense of community, and perceived learning. All of the presences are strongly connected. For example, cognitive presence happens when the teacher has a good teaching presence in an online class.

Meanwhile, social presence helps the students feel safe and comfortable in the online learning platform. This favorable learning atmosphere motivates them to interact with the teacher and their fellows to master the topics. This learning process is also known as cognitive presence.

The highest meaning of the tools assessing cognitive presence relies upon using the critical thinking model and its ability to reflect educational practice. Critical thinking is not only dealing with learning outcomes but also addressing the process of the thinking itself. Critical thinking involves comprehension, creativity, problem-solving, intuition, and insight (Garrison, 1991)

The practical inquiry model's four phases lead to a critical inquiry process (Garrison, 2007; Garrison et al., 2020): the triggering event and exploration, integration, and resolution. A triggering event is the starting process when the student finds the problem, dilemma, or issue that should be identified. In this phase, students' confusion happens as a sign of their attention and

response that starts to process new things in their minds. The success of this stage depends on the way the teacher presents the material clearly and accommodates engagement with the students.

The next stage the students go through after the triggering event phase is called exploration. In this phase, they start exploring relevant information regarding the problem. As they can gather some information, the students begin to sort them out to answer the problems. In this exploring phase, the student might do some brainstorming, questioning, and even exchange the information from another student.

In the third phase, integration, the students start constructing the meanings from the information and ideas. In this phase, the student assesses the relevancy of the ideas and information. They bring their understanding into the discussions. The last phase of practical inquiry is the resolution. Garrison et al. (2001) state that the resolution phase usually "entails a vicarious test using thought experiments and consensus-building within the community of inquiry." In this stage, the student's critical thinking progress should have clear expectations and opportunities for the new knowledge to come in. After the student had to go through all the stages, they reached the learning goals by acquiring new helpful knowledge. The end of the full practical inquiry is marked by moving on to a new problem to solve (Garrison et al., 2000).

METHOD

This study focuses on blended learning activities in a Pragmatics class. This class was held from 31 January 2019 to 4 April 2019. There were about ten face-to-face meetings and seven asynchronous online modules. The offline class or face-to-face meeting was held every Thursday from 10.20 AM to 12.00 AM, with the duration of each meeting being 100 minutes. At the same time, the online class was held since the instructor uploaded the module on Friday. The students could access and work on the module until Wednesday before discussing the material in a face-to-face meeting on Thursday.

About seventeen students joined this class, with one facilitator developing and leading the online modules. To keep the privacy of all participants, their identities are made pseudonyms. In the previous face-to-face meetings, the instructor explained that learning materials could be accessed on the Canvas platform. The students were able to access the online class from Friday until Wednesday. The facilitator used the flipped method where students had been required to actively study the material and discuss with their friends on the Canvas platform before face-to-face meetings in class. On the Canvas platform, the students were required to answer the discussion prompts and five comments at least three times. The students were required to elaborate, explain and analyze the concepts. They were challenged to respond to their friends' ideas or sometimes give along with logical reasons. In the face-to-face meeting, the students met the lecturer. The latter helped them with some confusion they encountered during the online discussion.

The focus of this research was the discussion section in an online class. The discussion section aimed to elaborate, deepen, and share the thought and understanding of the student from one to another. The primary data included the digital learning recordings on Canvas, such as duration of online hours, numbers of comments, and the content of the students' comments during the discussions and the interviews with some students. The key informants were selected based on their achievement of the Pragmatic course.

The research data were analyzed using descriptive statistics (also known as descriptive analysis). This data analysis procedure allowed the author to summarize the data and find patterns, including some information such as the mean value, frequency distribution, and percentage. Meanwhile, the writer carried out several analysis steps for the qualitative data obtained through interviews, including reading the data, transcribing the data, and developing a framework (coding or indexing). In this stage, the author identified broad ideas, concepts, behaviors, or phrases and assigned codes to them. After the data had been successfully coded, the authors identified themes to get general patterns that responded to the research problem formulation.

FINDINGS AND DISCUSSIONS

Findings to answer research question 1: How is cognitive presence conducted in Pragmatic class?

Critical Thinking

The critical thinking processes can be observed from how students shared their ideas in the discussions. When designed and managed correctly, discussion plays an important role that raises students' inquiry (Garrison, 1991; Sezgin, 2021). Ginting (2017) also adds that how discussion nurtures students' cognitive presence. In this paper, the presentation of the critical thinking analysis in online Pragmatics modules is shown in Table 1. We observe students' critical thinking from the student's comments on the discussions. This study found that the most dominant descriptors of the critical thinking include inquisitive, or the process of exploring in critical thinking, followed by tentative (the process of integration), evocative (the process of triggering event), and the resolution.

Table 1 Total of Critical Thinking's Comments

Descriptor	Indicators	Chapter			Total	Average
		4	5	7		
Evocative	Recognizing the problem (E1)	1	0	15	33	5.5
	Sense of Puzzlement (E2)	5	7	5		
Inquisitive	Divergence-within the online community (I1)	1	0	5	160	8.9
	Divergence-within a single message (I2)	16	15	15		
	Information exchange (I3)	28	19	22		
	Suggestions for consideration (I4)	16	4	4		
	Brainstorming (I5)	3	5	4		
	Leaps to conclusions (I6)	1	2	0		
Tentative	Convergence- among group members (T1)	8	3	1	82	6.8
	Convergence- within a single message (T2)	1	0	0		
	Connecting ideas, synthesis (T3)	19	17	2		
	Creating solutions (T4)	1	15	15		
Committed	Vicarious application to real-world (C1)	3	0	0	5	0.5
	Testing solution (C2)	0	1	1		
	Defending solution (C3)	0	0	0		
Total		103	88	89	280	6.22

The following comment represents the process of triggering an event from [student 10]. The underlined sentence clearly shows the sign of a sense of puzzlement. This is a part of the evocative indicator. [Student 10], with his understanding, gets puzzled when reading the answer from [student 9], who has a different perception. The sense of puzzlement triggers [student 10] to read reading sources and thus he gain more information. He begins to search for more information in order to understand the topics and to fulfil his curiosity.

"Good example [student 9], I just realize that the moment when Ben says Beautiful..can also be included in the cataphoric type. Moreover, now I'm confused hahahaahahaha(...)."

The most dominant descriptor on the discussion is inquisitive, which is a part of the descriptor of the process of exploration. The students are challenged to find as much information as possible by exploring another student's ideas. They put many different ideas in their comments. Divergence- within a single message occurs as the students are obliged to answer the lecturer's question and comment on other student's posts. The next phase is inquisitive, as shown by the comment from [student 8]:

"[student 15], I like the way you put the color on each important point, which makes it easier to read, and the four maxims. I did not realize she flouts all of the four maxims. Thanks to you, I realize it now."

As all the students put their opinions on the discussion thread, they explore new information related to the topics. These activities are called the exploring phase. The underlined sentence shows [student 8] finds a new idea, which helps her understand the materials. The following descriptor at the second position is tentative, which is a part of the integration process. In this phase, the students start to construct the meaning from the information and ideas. Not only do they collect the information, but they also process and filter the information. They begin to

negotiate the information: they end up with an agreement upon the ideas. Here is the example of the comment from [student 11]:

Hey, [student 9]. Do you think the word 'she' in your example is anaphoric? I think it is cataphoric since when the man says that, the woman misunderstands the referent he just said. However, if the man said the name of Claire first in the first sentence, then he said 'She is so hot...' I think the word 'she' here will be clear to understand and make an anaphoric example. Nevertheless, it is good to see your explanation!"

[Student 11] seems to be satisfied with his understanding after exploring many sources and comments. Then, he shares his understanding with his fellows in the discussion. The underlined sentences show how [student 11] has a different perspective and explain [student 9].

The last is called the resolution phase. In this phase, the students usually come to a complete understanding of the topics. The students put their knowledge into practice. They use their new knowledge to solve problems. Here is an example of a comment made by [student 3]:

"Hi [student 2]! I think you just misunderstood the concept of anaphoric, cataphoric, and ellipsis. If I'm not mistaken, Anaphoric reference is a process of continuing to identify exactly the same entity as denoted by the antecedent. For example, 'Maya is thrilled. Her final score of Pragmatics is 100.' 'Maya' here is the antecedent and 'her' in the second sentence is the anaphora. We know that 'her' belongs to 'Maya.' Therefore, cataphoric is when the anaphora comes first before the antecedent. For example, 'He is my first love. He is always there every time I need him. My father is everything to me. From the example, the anaphora (he) comes first and then the antecedent. This pattern sometimes happens in literature. Last but not least, an ellipsis is when no linguistic expression is present or zero anaphora. For example, 'Cook for three minutes. Cook what? There is no linguistic expression (such as pronoun, indefinite pronoun, or definite pronoun) on that sentence. Therefore, we call it ellipsis. Correct me if I'm wrong :D However, you have tried your best! Keep fighting!"

[student 3] wholly understood the new knowledge in the module and tried to help [student 2] understand by giving the example that she made by herself to explain her understanding. [student 3] has passed all three phases of critical thinking, and she was able to practice her understanding in the discussion.

The research findings found that critical thinking was found in discussions. In the discussion, the participants were challenged to think highly: analyzing and evaluating problems and finding solutions. This study found that students were active in reasoning, estimating, analyzing, questioning, and problem-solving. They enjoy exchanging ideas through the discussion method. It can be said that the discussion made students more active in understanding the Pragmatics materials and improved their advanced thinking skills. The findings in this study are in line with research by Preus (2012) which says that discussions involving the methods of asking open-ended questions, giving short texts, assigning tasks to the students, using visual sources, having discussions, and face-to-face explanations have an impact on increasing critical thinking skills of the students. Moreover, the findings of this study are also in line with the results of research conducted by Lim et al., (2011) and Kalelioglu and Gulbahar (2014). In addition to the students' motivation, they have said that virtual discussions are related to the critical thinking phenomenon. Whether students will use their critical thinking abilities depends on the instructional techniques the facilitators use in the learning programs.

Students' Engagement

A good learning process is generated from students' engagement. This engagement is seen from the calculation of their online activity durations. Students' learning activities are intended to watch videos, complete reading texts, complete short quizzes, and join discussions with the entire classmates and the lecturer. Table 2 shows the estimated duration for one module is more or less 113 minutes or 1.8 hours. If the student does not pass this standard, they will not optimally complete the assignments in the online Pragmatics class.

Table 2. The estimation of students' online activities per module

Activity	Quantity	Total duration (minutes)
Reading articles	3 reading texts	18
Watching videos	1 video	15
Completing quiz	1 quiz	20
Joining discussions	1 discussion	60
	Total	113

Table 2 shows how the performance of the students taking Pragmatic classes exceeds the expected estimation. This class can be said to become successful in terms of learning duration. The majority of the students do spend time beyond the estimated hours, as presented by Table 2. They do deep learning, as seen from their time duration at online learning. In reality, eleven out of seventeen students in the class spent more hours per module through the Canvas (see Table 3). Of course, other students do fewer hours. For some reason, it is because not all of the students have the same learning pace.

The students' engagement in this present study is also observed their recorded screen time from Canvas platform. Table 3 shows the students' online learning activity duration data in the Pragmatics class sorted from the highest to the lowest. This table show how the majority of the students seem to be engaged in learning. One of the students have spent 10 hours per module, meaning that she might spend about 1.5 hours/day. Other students spent about five hours per module or thirty minutes per day.

Table 3. Students' screen time on learning Pragmatics class

Name	online duration for all modules	online duration for one module	Description
[student 10]	47:43:21	10	Extraordinary
[student 3]	26:09:31	5	High
[student 14]	23:39:02	5	High
[student 1]	23:38:04	4	High
[student 7]	21:32:33	3	Medium
[student 11]	19:51:57	3	Medium
[student 16]	19:09:40	3	Medium
[student 2]	16:59:10	3	Medium
[student 4]	15:30:18	3	Medium
[student 12]	13:47:03	3	Medium
[student 13]	13:29:42	3	Medium
[student 6]	11:58:10	2	Medium
[student 8]	10:08:43	2	Medium
[student 5]	06:54:26	1.2	Low
[student 9]	06:35:41	1.2	Low
[student 17]	03:25:47	0.6	Low
[student 14]	02:42:38	0.4	Low

Description: 1,8 hours is the standard for completing assignments in one module.

Screen time is an indicator of how long students expose themselves or are exposed to material on a computer screen. The screen time can be detrimental or beneficial, depending on the quality of the information contents (Silverman & Keane, 2021). Nevertheless, screen time may also imply how much students are engaged in learning. Paying attention to the content of meaningful information and managing to grasp and learn the content are indications of how students' positive engagement occurs and that is the purpose of learning (Ginting, 2021). This study found that the students feel that access to the electronic gadgets, such as computers or androids, provides an exciting mechanism for knowledge building and connection among themselves and the teacher. Students in this study used screen time effectively to answer questions through several methods such as the works of pairs and groups. Previous studies by Alkaya (2006), Gokhale (1995) and Kaasboll (1998) stated that critical thinking education involving group work improved critical thinking skills. Based on these findings, it is concluded that the Pragmatic module design transforming into subject-based critical thinking education positively contributes to critical thinking skills of the students.

Student's Active Participation

Students' activeness in the discussion is an accurate indication that they have a solid motivation to learn. This study found that student's motivation to learn online was indicated by the number of comments they gave on discussion assignments. This is in line with the thinking of Rakes & Dunn (2010), which states that if the intrinsic motivation to learn decreases, the ability to motivate oneself decreases, eventually, procrastination increases. Conversely, if students have

high motivation to learn, they will not hesitate to be active in online classes. The following table shows the total comments in seven modules. The data are shortened from the highest to the lowest.

Table 4. Students' total comments in Pragmatics modules

Name	Total Comments	participation
[student 3]	54	Active
[student 1]	43	Active
[student 11]	45	Active
[student 10]	37	Active
[student 15]	38	Active
[student 13]	38	Active
[student 12]	36	Active
[student 7]	31	Active
[student 16]	30	Active
[student 2]	29	Active
[student 4]	25	Passive
[student 8]	24	Passive
[student 9]	20	Passive
[student 6]	20	Passive
[student 17]	17	Passive
[student 5]	17	Passive
[student 14]	8	Passive

Description: >28 comments categorized as active participation; <28 categorized as passive participation (below the requirements).

Each student must follow the rules set by the teacher regarding how to give comments to their classmates' work. In the discussion, the lecturer puts the instruction: each student has to answer the discussion prompts and three replies or comments to other students' posts in the discussion thread. If four replies should be made for each module, then this number is multiplied by seven (modules), making twenty-eight comments. Table 4 shows that the majority of the students have passed the requirement.

Findings to answer research question 2: What makes online learning engaging?

Being Able to Create a Triggering Situation

The students mention that this triggering event can become an important issue that makes them learn. They admit that the topic and problem brought to the discussion motivate them to be more active. One respondent has said:

"When the lecturer gives specific instructions to the students, especially if the topic is related to our life, all the ideas, opinions, or even point of views will mix in our mind, and our brain will extremely arrange all the words to be written in the discussion box."

The triggering event is impactful. The students mention that this happens as the lecture has flipped the class. He asks the students to start learning online before offline learning (face-to-face meeting) in the classroom. This makes them learn and figure out new materials themselves. They watch videos prepared by the lecturer. Anytime they do not understand the concepts, they do some reviews by watching the movies again at their own pace.

The lecturer did not give us an offline class or review the desired chapter initially, so I was aware that my only resource was the book and myself. So when the discussion occurred, I actively dug as much information and knowledge toward the chapter."

To deepen their understanding, the students take the multiple-choice quiz. Later, they join the discussion. The students learn more and more about new topics from the discussion. According to the students, exciting movie content and interactive instruction in the discussion are perfect combinations that effectively trigger events.

"Personally, I see myself have a big interest in learning about linguistics studies. Even though I am an English Literature student, when I learned about linguistics studies, I never felt sleepy and found it enjoyable. This is the main reason why I actively joined the pragmatics class."

The instruction given at the beginning of the discussion prompts the student to dig new concepts more and more. They learn the materials on Canvas, and they independently seek additional information on the internet.

Facilitating meaningful learning process on the online platform

The lecturer helps the students to identify the problems by giving guidance. The lecturer gives some hints to the student about new topics but never gives the answers directly. This technique keeps the students engaged and focused on the assignments. In the discussion, the lecturer gave suggestions by highlighting specific phrases or essential words. This teaching

strategy results in discussion among the students. Another great strategy the lecturer makes is using WhatsApp groups to inform and help the students with the topics. This way helps the students to update and learn the contents better.

"Online discussion can be done anywhere and anytime. This kind of discussion does not force students to finish the discussion in one period of time. Students can do the discussion if they feel they have the mood to do it as long as they do not pass the lecturer's period. If they are too lazy to do it in the morning, maybe they can do it at night when they are chilling before going to bed. They also have enough time to research before posting their answer. They can read the question first and later on open some sources and books to find the right answer before triggering a serious discussion in their class with their classmates."

There is an introverted student who feels comfortable with blended learning. He has said:

"I like online classes, until today. I am an introverted person. Doing things behind the screen makes me more comfortable. The pragmatic class I joined was also quite interesting and easy to follow."

The organization of Pragmatic modules is very well designed. The instructor has successfully communicated essential course topics, course goals, instruction, and due dates/time frames clearly, and the students are easy to understand. The course topics and goals have been stated at the very beginning of Pragmatic Class on Canvas. That the lecturer has a habit of reminding the students about the coming schedules (assignments or deadlines) is very helpful for the students to keep track of the modules. In fact, for most students, it is also the representation of the lecturer's seriousness to facilitate students with practical learning.

Giving Comments and Feedback regularly

Giving comments or feedback to the student is an effective way to engage the students with the online modules. Instead of providing direct answers, the lecturer finds that giving hints to the students on the discussion helps them learn the new topics. The students call this "imperfect information.

"In some cases, the lecturer gave the student some 'imperfect' detailed information about the topics, and it triggered the student's curiosity to find out. In another case, the lecturer might give some real cases to be solved by the students with the lesson they have learned. In shorter words, the lecturer may not indulge their students too much but should not also leave them away. Answering questions with questions (not with direct answer) will grow a huge curiosity, critical thinking, and the student will learn something from it."

The students feel motivated to find more references because of the unclear feedback given by the lecturer. This has triggered the students to become self-introspect. Sometimes, the lecture suddenly brings up questions or hints in the WhatsApp group related to the Pragmatic issues discussed online. With this instant messenger, the lecturer sometimes makes use of media to teach the students. He suddenly explains the topics by giving examples or illustrations from a daily conversation.

"Students, Look at [student 8]'s example!" "[student 10], please add more. So, what is the implication you get from your analysis of the entailment? Do not get dizzy yet."

Furthermore, giving announcements and reminding the students to join the discussion immediately represent the lecturer's care and attention. It is the WhatsApp group that helps the lecturer and students get connected anytime and anywhere. Chen & Jang (2010) have said that the support from this infrastructure is essential to increase student motivation in learning online. Facilitators, in this case, can do several things to strengthen their support to students, for example, create an open, interactive, and learner-centered atmosphere. These methods make students express their feelings, thoughts, and concerns freely.

Using multi learning media

Variation is a very crucial issue in online learning. The instructor has used different kinds of media for delivering his lectures online, such as reading material of e-book, articles, infographics, and videos. These different types of media are beneficial for students to learn new topics. In the interview, one of the female students mentions that the variety of media can increase her enthusiasm to join discussions.

"In my opinion, the variation of the course and the encouragement from the lecturer could make the online discussion or online learning successful. It will boost the student's spirit of learning something new, especially related to our social life. The creativity of the lecturer by making the variation of learning would make the students even more enthusiastic to join the class or the discussion."

Another female student shows her support for the usage of multi-learning media. She admits she is an auditory learner who likes to listen to audio recordings provided by the lecturer.

It depends on the subjects of discussion. It can be done in two ways, calling online and writing comments because not all students can learn in the same way to study. For example, some students like to listen and observe the discussion without any comments. Also, some like to be in the discussion. However, I think it will be nice and conductive to do discussion by calling because it feels like we have an offline class."

Kulvietiene & Sileikiene (2006) mention that students are very interested in using multi-mode in online classrooms. In addition to learning material with various modes, students are also challenged to study with various activities such as working collaboratively and working individually, in combination with face-to-face instruction, virtual instruction, and studying from written materials provided

CONCLUSIONS

This study is trying to portray a sketch of two issues: the cognitive presence in the online discussion and aspects that make online class effective. Online learning is a complex phenomenon. Effective online learning cannot happen all of a sudden. It takes place supported by careful measures and effective instructional designs. In addition, the online facilitators need to consider the interplay of students' intrinsic motivation and external support. To keep students' motivation high in the online class, the facilitators need to facilitate a favorable learning atmosphere: challenge them to think critically, be active in giving feedback, and pay attention to their learning progress. Making them updated with the learning schedules and helping them learn with quick meaningful feedback through online modules or social media are practical ways to lead the students on the right learning track.

In addition, teachers are required to be patient in guiding students. Teachers must be fully aware of student presence as unique individual with different abilities, interests, and learning styles. With smart students, the teacher enriches them with other, more challenging materials. If necessary, involve these smart people to help their friends. For example, this student was assigned as a discussion facilitator. Let them set the tone for the discussion and practice commenting on their classmates' performance. For students who are less intelligent, the teacher should help build their schema of knowledge. Teachers need to introduce the basic concepts of the subject matter so that they are ready to engage in more challenging tasks.

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