Applying Blended Learning Model at Nguyen Tat Thanh University in Current Digital Transformation Context: A Case Study

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***Abstract*: This research investigates the significance of implementing blended learning methodologies in higher education, using Nguyen Tat Thanh University as a case study. Blended learning, which combines traditional face-to-face instruction with online components, has gained prominence in educational settings due to its potential to enhance student engagement, flexibility, and learning outcomes. This study delves into the theoretical underpinnings and empirical evidence supporting blended learning through a comprehensive literature review. It also presents the researcher's findings, recommendations, and the methodology employed to assess the suitability of blended learning at Nguyen Tat Thanh University. The results underscore the benefits of blended learning for both instructors and students, highlighting its adaptability to various learning environments and needs. The conclusion offers recommendations based on the experiences further optimize the use of blended learning in higher education.**

***Keywords*: Blended learning, Digital transformation, Training.**

1. Introduction

In recent years, the landscape of higher education has undergone significant transformations, driven by rapid technological advancements and a shift towards more innovative pedagogical approaches. Amidst this evolution, blended learning has emerged as a pivotal educational paradigm, garnering substantial attention and interest from educators, policymakers, and students alike.

Blended learning represents a departure from traditional models of instruction by integrating face-to-face instruction with online learning components, thereby creating a flexible and dynamic learning environment that caters to the diverse needs and preferences of contemporary learners.

This paper looks for to dig profoundly into the multifaceted significance of actualizing Blended learning strategies in college instruction, with a particular center on the case of Nguyen Tat Thanh University.

The traditional higher education paradigm, characterized by lecture-based instruction in physical classrooms, has faced increasing scrutiny in light of the evolving educational landscape. Contemporary students exhibit diverse learning styles, preferences, and schedules, necessitating more adaptable and versatile pedagogical approaches.

Blended learning, which seamlessly integrates traditional and online components, offers a viable solution to this challenge. By providing students with the opportunity to engage with course materials and interact with peers and instructors in both physical and virtual spaces, blended learning fosters a more flexible and dynamic learning environment. Furthermore, the integration of digital technologies into the learning process empowers students to access educational resources anytime, anywhere, thereby cultivating greater autonomy and self-directed learning. Central to the blended learning approach is its ability to harness the potential of digital technologies to enhance the learning experience. Online components such as multimedia presentations, interactive simulations, and discussion forums complement traditional classroom instruction, enriching course content and fostering student engagement. Moreover, the flexibility afforded by blended learning allows students to progress through course materials at their own pace, catering to individual learning needs and preferences. This personalized approach to learning not only cultivates a deeper understanding of subject matter but also develops critical thinking skills, problem-solving abilities, and digital literacy—essential competencies for success in the 21st-century knowledge economy.

Nguyen Tat Thanh University serves as an excellent case study for the implementation of blended learning in the higher education setting. As an institution committed to innovation and excellence in education, Nguyen Tat Thanh University has embraced blended learning as a means of enhancing the student learning experience and promoting academic success. By leveraging digital technologies and academic best practices, the university has created a dynamic learning environment that empowers students to take ownership of their learning journey and prepares them for the challenges of the digital age. Through a comprehensive examination of the blended learning activities at Nguyen Tat Thanh University, this paper aims to illustrate the transformative potential of blended learning in higher education.

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2. Research Content

A. Digital Transformation

Digital transformation, a paradigm shift encompassing individuals and organizations, involves a fundamental restructuring of living, working, and production methods through the adoption of digital technologies. This transformation not only enhances productivity and reduces costs but also unlocks new avenues for growth, creating novel values alongside traditional ones.

In the era of the Fourth Industrial Revolution, digital transformation is an inevitable trajectory. In Vietnam, this process is often defined as the transition from traditional business models to digital ones, facilitated by the integration of emerging technologies such as big data, Internet of Things, and cloud computing. This transformation impacts not only business operations but also societal domains, including education and training.

The proliferation of technology has made integrating digital tools into teaching and learning more accessible and convenient. The development of mobile applications and social media platforms, enabling seamless interaction anytime and anywhere, has paved the way for the evolution of online education. The cornerstone of digital transformation in education lies in the availability of physical infrastructure, information technology resources, specialized digital databases, guidelines, policies, and a dedicated team of leaders, administrators, faculty, and learners.

B. Blended Learning

While online learning offers numerous advantages, the efficacy of traditional face-to-face instruction cannot be overlooked. Consequently, a blended learning model, combining these two approaches, has gained widespread adoption in higher education institutions and has garnered significant attention from educational policymakers. Although not entirely novel, blended learning remains a prevalent trend in contemporary education.

Various definitions of blended learning have emerged. Davis and Fill (2007) conceptualize it as the integration of traditional in-person teaching with online learning activities facilitated by information technology platforms. Alvarez (2005) defines blended learning as the strategic combination of diverse training media, including technology, activities, and event types, to optimize learning outcomes for specific learners. In essence, blended learning involves the synergistic integration of e-learning with traditional teaching and learning methods, aiming to enhance educational effectiveness and quality. E-learning, a component of blended learning, refers to a learner-centered approach that enables self-paced study anytime and anywhere through electronic multimedia resources. This encompasses various modalities such as m-learning (mobile learning), u-learning (ubiquitous learning), and smart learning.

Despite the diversity of definitions, blended learning consistently incorporates three key elements: digital technology, e-learning components, and interactive in-person activities. Additionally, independent learning, a hallmark of online learning, is a crucial component of blended learning.

C. Applying Blended Learning Model at Nguyen Tat Thanh University

In response to the COVID-19 pandemic, Nguyen Tat Thanh University transitioned to online teaching to prioritize epidemic prevention and control while ensuring the attainment of annual program goals and work plans. As society regained control over the pandemic, educational institutions, including Nguyen Tat Thanh University, gradually returned to normal operations, reverting to traditional teaching methods.

To leverage the advantages of traditional teaching while simultaneously familiarizing teachers and learners with the online model, the university adopted a blended learning approach. Based on a comprehensive evaluation of the advantages, disadvantages, and institutional context of blended learning, Nguyen Tat Thanh University implemented this model with flexibility.

Informed by the successful implementation of the LMS learning management system, the institution proposed the adoption of a blended learning model for select subjects in the 2023-2024 academic year. While the previous year focused on uploading lecture slide content to the LMS system and utilizing assessment exercises for active student learning, additional content was incorporated in the form of self-designed video lectures that closely aligned with the detailed course outline.

Through this implementation, we evaluated the current situation and the effectiveness of shifting teaching methods to inform future roadmaps for appropriate and effective implementation.

According to the blended learning approach, students and lecturers engage in activities that differ from those in the traditional method:

1) Student Activities

In blended courses, students utilize online materials provided by lecturers on the LMS system, including watching videos, reading documents, and completing assigned tasks. These activities take place in a virtual learning environment. Additionally, students continue to attend in-person classes for individual activities.

2) Lecturer Activities

Lecturers are responsible for designing and distributing online learning materials, such as videos, documents, and online courses, for students to study independently. Instructors provide guidance on learning methods and facilitate immediate practice. This approach enables students to grasp lesson content and learning methods more effectively. Lecturers also assign tasks and monitor students using management tools. Consequently, the role of lecturers has evolved to include preparing both online and face-to-face materials, ensuring a seamless connection between online and in-person learning, and closely monitoring student learning progress.

D. Findings and Discussion

In the process of implementing blended learning, we give students feedback to improve and enhance learning. We conducted a survey on 50 students participating in blended learning by using survey questionnaires and data processing

statistics.

Table 1
Question 1: What year of study are you currently in?

Year of Study	Percentage	Number of Students
First year	4%	2
Second year	8%	4
Third year	88%	44
Fourth year	0%	0
Graduate program	0%	0

With respect to the current year of consider, around 4% of respondents are first-year understudies, 8% in their second year, 88% in their third year. Eminently, no cooperation from fourth-year or graduate program understudies is watched, displaying a different representation over scholastic levels inside the college.

Table 2
Question 2: Which field of study are you enrolled in?

Field of Study	Percentage	Number of Students
English Studies programs	88%	44
Engineering programs	6%	3
Information Technology programs	2%	1
Administration programs	4%	2

The study conducted among understudies of Nguyen Tat Thanh College gives profitable bits of knowledge into different perspectives of Blended learning viability and understudy discernments. The larger part of respondents is selected in English studies programs (88%), taken after by Engineering programs (6%), Information Technology programs (2%), Administration programs (4%), reflecting the intrigue nature of Blended learning at the college.

Table 3
Question 3: How many blended learning courses have you participated in?

Number of Courses	Percentage	Number of Students
Never participated	2%	1
Less than 2 courses	10%	5
2-4 courses	48%	24
4-6 courses	24%	12
More than 6 courses	16%	8

When inquired almost their support in Blended learning courses, 48% detailed taking an interest in 2-4 courses, 24% in 4-6 courses, and 16% in more than 6 courses, 10% and 2% granted for less than 2 courses and never participated. demonstrating changing degrees of introduction to Blended learning among the respondents.

Table 4
Question 4: On average, how many hours per week that you spend on blended learning activities?

Hours per Week	Percentage	Number of Students
Less than 2 hours	12%	6
2-4 hours	28%	14
4-6 hours	30%	15
6-8 hours	22%	11
More than 8 hours	8%	4

On normal, members went through distinctive sums of time on Blended learning exercises per week. The larger part (30%) devoted 4-6 hours, whereas littler rates went through less 2-4

hours (28%), 6-8 hours (22%), and more than 8 hours (8%), less than 2 hours (12%).

Table 5
Question 5: Rate your own overall satisfaction with the blended learning experience

Satisfaction Level	Percentage	Number of Students
Very satisfied	12%	6
Satisfied	54%	27
Neutral	28%	14
Dissatisfied	4%	2
Very dissatisfied	2%	1

With respect to generally fulfillment with the Blended learning encounter, the larger part of clients (66%) are fulfilled, with a noteworthy impartial parcel (28%), and a little number expressing dissatisfaction (6%), highlighting the got to listen to criticism to upgrade the learning involvement.

Table 6
Question 6: Which learning method do you find most effective?

Satisfaction Level	Percentage	Number of Students
Traditional face-to-face	36%	18
Online	2%	1
Blended learning	52%	26
Hybrid Learning	10%	5

Blended learning develops as the foremost favored strategy (52%), taken after by conventional face-to-face learning (36%), with online learning and crossover learning bookkeeping for 2% and 10% individually, reflecting the users' got to combine the adaptability of online learning with the coordinate interaction of conventional learning.

Table 7
Question 7: How do you perceive the effectiveness of blended learning compared to traditional teaching methods?

Satisfaction Level	Percentage	Number of Students
More effective	34%	17
Equally effective	46%	23
Less effective	2%	1
Not sure	18	9

Discernments of the adequacy of Blended learning compared to conventional educating strategies show that 46% of clients accept both strategies are similarly effective, while 34% think Blended learning might be more successful. A little parcel (2%) feel that Blended learning is less viable, and 18% are questionable, proposing certainty within the potential of Blended learning but the require for assist investigate to evaluate its viability.

Table 8
Question 8: How do you rate the flexibility of blended learning?

Satisfaction Level	Percentage	Number of Students
Very flexible	30%	15
Flexible	46%	23
Average	20%	10
Not flexible	0%	0
Very inflexible	4%	2

Blended learning method is exceedingly evaluated for its adaptability, with 76% of clients seeing its adaptability, conceivably due to the combination of conventional and online

learning. Whereas a little parcel (4%) discovers it exceptionally resolute, no one rates Blended learning as not adaptable, illustrating far reaching acknowledgment of its adaptability.

Table 9
Question 9: How do you rate blended learning at Nguyen tat Thanh university fostered and assessed students' self-discipline in managing their learning?

Satisfaction Level	Percentage	Number of Students
Strongly agree	28%	14
Agree	42%	21
Neutral	24%	12
Disagree	4%	2
Strongly disagree	2%	1

The data analysis indicates that Blended learning at Nguyen Tat Thanh University has a positive impact on fostering and assessing students' self-discipline in managing their learning. A significant portion of students, totaling 70% (28% strongly agree and 42% agree), perceive Blended learning as effectively promoting self-discipline. This suggests a prevalent belief among students in the efficacy of this learning approach in enhancing self-discipline. While a minority express neutrality or disagreement, the overall trend suggests that the majority view Blended learning as beneficial for developing self-discipline among students at Nguyen Tat Thanh University, albeit with some variability in perception.

Table 10
Question 10: Blended learning at Nguyen tat Thanh university enhance collaboration among students during the learning process?

Satisfaction Level	Percentage	Number of Students
Strongly agree	28%	14
Agree	48%	24
Neutral	16%	8
Disagree	6%	3
Strongly disagree	2%	1

The data analysis reveals that Blended learning at Nguyen Tat Thanh University significantly enhances collaboration among students during the learning process. A notable portion of students, comprising 76% (28% strongly agree and 48% agree), perceive collaborative benefits in this learning approach. This indicates a widespread belief among students that Blended learning positively affects collaboration among peers. While a minority express neutrality or disagreement, the overall trend suggests that the majority perceive Blended learning as effective in fostering collaboration among students at Nguyen Tat Thanh University.

Table 11
Question 11: Blended learning at Nguyen tat Thanh university facilitate the development of students' creative problem-solving abilities?

Satisfaction Level	Percentage	Number of Students
Strongly agree	28%	14
Agree	54%	27
Neutral	12%	6
Disagree	2%	1
Strongly disagree	4%	2

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significant portion of students, totaling 70% (28% strongly agree and 42% agree), perceive Blended learning as effectively promoting self-discipline. This suggests a prevalent belief among students in the efficacy of this learning approach in enhancing self-discipline. While a minority express neutrality or disagreement, the overall trend suggests that the majority view Blended learning as beneficial for developing self-discipline among students at Nguyen Tat Thanh University, albeit with some variability in perception.

Table 12
Question 12: In your opinion, which factors that need improvement to enhance the effectiveness of blended learning at nguyen tat thanh university? (select multiple)

Satisfaction Level	Percentage	Number of Students
Interaction between students andinstructors	62%	31
Quality of online learningmaterials	36%	18
Online learning environment	24%	12
Technical support and academic assistance	56%	28
Flexibility in learning schedule	14%	7

Based on the data provided, enhancing the effectiveness of Blended learning at Nguyen Tat Thanh University requires improvement in several key areas. The highest priority appears to be the interaction between students and instructors, with a significant 62% indicating the need for increased engagement in the learning process. Additionally, substantial emphasis should be placed on technical support and academic assistance, as indicated by 56% of respondents. Improving the quality of online learning materials, rated at 36%, is also essential for enhancing student understanding and engagement. Furthermore, attention should be given to creating a conducive and engaging online learning environment, as highlighted by 24% of respondents. Finally, providing flexibility in the learning schedule, though ranked lower at 14%, remains an important aspect to cater to the diverse needs of students in managing their time and learning capacities. Therefore, addressing these factors comprehensively would contribute significantly to enhancing the effectiveness of Blended learning at Nguyen Tat Thanh University.

Generally, upgrading the viability of Blended learning at Nguyen Tat Thanh College requires change in key zones such as interaction between understudies and teaches, specialized bolster and scholarly help, quality of online learning materials, online learning environment, and adaptability within the learning plan. Tending to these components comprehensively would contribute altogether to upgrading the viability of Blended learning at the college.

3. Recommendations

Drawing upon the insights gained from the study conducted at Nguyen Tat Thanh College regarding the effectiveness and student perceptions of blended learning, a comprehensive framework can be proposed to address identified areas for improvement and enhance the efficacy of blended learning within the institution.

Firstly, to bridge the potential gap in understanding the experiences of students at advanced academic stages, it is imperative to actively involve fourth-year and graduate program students in future surveys and research endeavors. This will provide a more comprehensive understanding of blended learning across different academic levels and enable tailored enhancements to meet the diverse needs of all students.

To capitalize on the flexibility inherent in blended learning, the college should focus on improving student satisfaction by actively seeking and incorporating feedback. Establishing regular feedback mechanisms, such as surveys or focus groups, can facilitate ongoing dialogue between students and instructors, ensuring that adjustments and improvements are made in real-time to address any concerns or areas of dissatisfaction.

While blended learning has emerged as the preferred approach among respondents, further research is needed to comprehensively evaluate its comparative effectiveness with traditional teaching strategies. Investing in research activities that rigorously assess learning outcomes and student performance across different instructional modalities will provide empirical evidence to inform decision-making and curriculum design processes.

To leverage the recognized benefits of blended learning, such as flexibility, self-discipline, and collaboration, the college should prioritize focused interventions in key areas for improvement. This includes enhancing interaction between students and instructors through innovative pedagogical methodologies, providing robust technical support and academic assistance, curating high-quality online learning materials, and optimizing the online learning environment for seamless navigation and engagement.

By comprehensively addressing these components and continuously seeking feedback from students and instructors, Nguyen Tat Thanh College can further optimize its blended learning approach and deliver a more enriching educational experience for all stakeholders. This proactive approach will not only enhance student satisfaction and learning outcomes but also position the college as a leader in innovative teaching and learning practices within the higher education landscape.

4. Conclusion

This study has investigated the significance of implementing blended learning strategies at Nguyen Tat Thanh College, leveraging survey data to analyze student perceptions and experiences. The findings reveal a nuanced landscape wherein blended learning emerges as a promising educational approach, offering flexibility, interactivity, and effectiveness in catering to diverse student needs.

The survey results underscore the importance of recognizing blended learning as a valuable academic tool, capable of enhancing the learning experience and fostering student engagement. Despite varying levels of support and satisfaction among students, the overall sentiment towards blended learning remains positive, with the majority acknowledging its effectiveness in complementing traditional teaching methods.

However, the study also identifies several areas for improvement, including the enhancement of the online learning environment, facilitation of interaction between students and instructors, and development of flexible learning plans. These insights provide valuable guidance for educational institutions like Nguyen Tat Thanh College to refine their blended learning approaches and better meet the evolving needs of their student body.

In essence, this study highlights the transformative potential of blended learning in higher education, emphasizing the importance of ongoing evaluation, adaptation, and innovation to ensure its success. By embracing the recommendations outlined in this study, colleges can create dynamic and inclusive learning environments that empower students to thrive in an ever-evolving educational landscape.

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