# Article information:

Online learning and blended learning: new practices derived from the pandemic-driven disruption | SpringerLink  
<https://link.springer.com/article/10.1007/s12528-023-09350-9>

# Article summary:

1. The COVID-19 pandemic has accelerated the adoption of online and blended learning in higher education institutions worldwide, leading to changes in teaching and learning practices, student behaviors, and engagement.

2. This special issue presents nine papers that explore the use of educational and technological innovations to support teaching and learning under social distancing requirements imposed by the pandemic. Topics include online distance instruction, chatbots for student support, teacher-student interaction in online spaces, faculty development for emergency remote teaching, and blended learning outcomes.

3. Key findings from these studies suggest that successful online and blended learning requires teacher training, effective use of technology for educational purposes, goal setting and social presence through chatbots, interactive teacher-student models, adaptation of existing resources to meet institutional needs during emergencies, and a focus on intensive theory application strategies for better academic outcomes in blended learning environments.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

该文章主要介绍了疫情期间在线学习和混合学习的新实践，并对这些实践进行了简要概述。然而，该文章存在一些问题。

首先，该文章没有充分探讨在线学习和混合学习的潜在风险和挑战。例如，由于缺乏面对面交互，学生可能会感到孤立和缺乏社交支持，这可能会影响他们的学术表现和心理健康。此外，在线课程可能会受到网络连接不稳定、技术故障等因素的干扰，从而影响学生的学习体验。

其次，该文章没有平等地呈现双方观点。它只关注了在线学习和混合学习的优点，并未探讨传统面对面教育的优势。事实上，在某些情况下，传统面对面教育仍然是最有效的教育方式之一。

此外，该文章中提到了一些研究结果，但并未提供足够的证据来支持这些结果。例如，在第二篇论文中，作者声称使用聊天机器人可以促进在线学习活动中的行为参与度、知用性和易用性。然而，并没有提供足够的数据来证明这种方法确实有效。

最后，该文章似乎过于宣传在线学习和混合学习，并未充分考虑其他因素对教育质量产生影响。例如，师资力量、课程设计、评估方法等都是影响教育质量的重要因素。

综上所述，尽管该文章介绍了一些有价值的信息和研究成果，但它也存在一些偏见、片面报道、无根据主张以及忽略其他重要因素等问题。

# Topics for further research:

* Potential risks and challenges of online and blended learning
* Advantages and disadvantages of traditional face-to-face education
* Insufficient evidence to support some of the claims made in the article
* Other factors that affect educational quality
* such as faculty
* curriculum design
* and assessment methods
* Biases and one-sided reporting in the article
* Overemphasis on online and blended learning without considering other important factors.

# Report location:

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