

**Introduction to Establishing a Hybrid Learning Course
A Learning Module
for the Vietnamese Teachers of English
at CEFALT¹**

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Abstract: This instructional design project is to examine the efficacy of an online, interactive PDF module in providing basic knowledge of establishing a hybrid learning course for to the Vietnamese teachers of English at the Center for Foreign Affairs and Language Training (CEFALT) in Hochiminh city, Vietnam. Existing research indicated that face-to-face learning environments are no longer ideal for working or nontraditional learners with time constraints; whereas hybrid learning could offer a more flexible learning condition for these learners. This design project will create an introductory interactive PDF module to teach the Vietnamese teachers of English at CEFALT basic concepts and principles of establishing a hybrid learning course through basic concepts regarding hybrid learning, using Ning as technology infrastructure and overall strategies of integrating technology into instruction. The module will include pre-, embedded, and post-tests to examine the effectiveness of the instructional delivery. Data collected from the study will assist the researcher in revising the module and creating more advanced modules for the teachers. The success of the module will place a first stepping-stone for the researcher and teachers on the path to hybrid learning.

CEFALT¹: Center for Foreign Affairs and Language Training in Hochiminh City, Vietnam

Introduction

In order to face global challenges Vietnam has urged its citizens to pursue higher education. A large number of people have been rushing to school after work for improving their skills and knowledge. Only for the English training program at the Center for Foreign Affairs and Language Training in Hochiminh city, nearly five thousand learners are enrolled and re-enrolled in classes per three-month term. There are also thousands of people who cannot register for courses at the center because there are not enough available seats for them (VietnamNet Bridge, 2008). Due to time constraints, those who are currently taking courses at the center have been experiencing a difficulty to attend a face-to-face class regularly and on time. They have to juggle jobs and family for further study. Traditional learning environments have challenged them a lot.

The advancement of information and communication technologies (ICT) continues to offer new tools for educators to create new learning environments. A myriad of schools around the world have been offering more flexible learning opportunities to working or nontraditional adult learners. Among the distance education models, hybrid learning, a mixed delivery mode of online and face-to-face instruction, has become more popular. Studies indicated that hybrid learning has proven to be a better learning condition for working or nontraditional learners, compared to a face-to-face learning environment.

In Vietnam, there have been more and more people having access to technology, particularly the Internet. In August 2009, the total number of Internet users in Vietnam was 21,822,468 which accounted for 25.44% of the country's population (Ministry of Information and Communications of the Socialist Republic of Vietnam, 2009). The Vietnamese government also planned to increase the number of Internet users up to 35%

of the population in 2010. The center and its learners may have a better access to technology than those in provinces because they are in the biggest city of the country. During the past years, the center has focused on upgrading its technology infrastructure. As a result, there are two multimedia labs established with a total of 61 computers which are connected to the Internet. Additionally, the library of the center has been equipped with a smaller number of computers to serve the readers.

Though there is an obvious advantage regarding the use of technology, the teachers and learners at the center have still tied to the traditional learning environments. The learners are struggling to meet the attendance requirements. The center continues to refuse thousands of new enrollments. Those have happened for years and there have not any feasible solutions so far. This situation has demonstrated a need for experts in establishing more accessible learning environments for learners.

The purpose of this instructional design project is to create an introductory instructional module on establishing a hybrid learning course for the Vietnamese teachers of English at the center. Through the module, the teachers will gain basic knowledge of hybrid learning and how to design a hybrid learning course. Hybrid learning is a completely new concept to the teachers at the center. Additionally, there has not been such an instructional delivery mode designed for the teachers at the center. The instructions will be presented in an interesting and engaging manner by utilizing the interactivity of a PDF file. The language used in the module is English. No jargon will be used when explaining concepts to avoid potential confusion caused by the language. All the data collected from the module trial through the tests and surveys will be used for revising the module and guiding the researcher for more advanced modules in the future.

Background

Rapid changes in the societal and work environments have presented people with new challenges which require them to pursue continuous learning. In this learning setting, most of the learners are adults with “diverse backgrounds, occupations, and time constraints (Sitter et al., 2009, p. 40). Leh (2002) observed that many of the learners were exhausted and hungry in class because they went straight to school from their workplace. At times, they had to leave class early due to family or other obligations. It is therefore remarked that a traditional face-to-face environment may not be ideal for working or nontraditional adult learners.

Beldarrain (2006) noted that the continuous advancement of technology creates new learning tools encouraging distance educators to establish better learning environments in which learners are prepared to be life-long learners. The benefits of the Internet and network technologies, in terms of geographical and time limitation, have been able to challenge and overtake face-to-face learning environments (EL Mansour & Mupinga, 2007). Nevertheless, it is required that online learners should have more autonomy and responsibilities in the learning process (Januin, 2007). For that reason, dependent or less self-regulated learners tend to get lost during a completely online course (Olapiriyakul & Scher (2006). In order to face such a challenge, Ng., Yeung and Hon (2006) recommended that “...instead of using a purely online teaching mode..., 30% of the course would be taught in a face-to-face classroom” (p. 224).

Hybrid learning establishes a more appropriate learning condition for learners with time constraints as well as for schools seeking a solution to its limitations on parking space and classroom (Rutgers University Senate, 2009). Reasons, Valadares, and Slavkin

(2005) commented that learners may benefit much from hybrid courses because they comprise both the convenience offered by online courses and the existence of traditional face-to-face interactions. Fewer face-to-face class meetings could be a contributing factor to make hybrid learning an attractive alternative for working or nontraditional adult learners (Tabor, 2007). Well-designed hybrid courses will facilitate interaction and collaboration among learners more effectively than traditional face-to-face learning courses (Rutgers University Senate, 2009).

Among the technology components required for facilitating learning in a hybrid format, technology infrastructure serves as a backbone of the entire learning systems (Garrison & Kanuka, 2004). It is crucial to consider the accessibility and security of the network systems when establishing network infrastructure for hybrid learning (Olapiriyakul & Scher, 2006). In a group with social network sites, “Ning has been a positive asset in the course by providing a formal structure for required discussions, for helping students as they work on collaborative projects, and for the informal comments and messages that helped personalize student interactions” (Hoffman, 2009, p. 96). Furthermore, it has been proven to be amongst “the social networking potentials for distance learning” (p. 98). Reynard (2008) remarked that learners will study better when they realize the importance of their mutual connections in the learning process.

In reality, combining face-to-face and online instruction has challenged many teachers (Beldarrain, 2006). The teachers have to think through the pedagogical implications of both face-to-face and online instructional delivery methods and to develop new designs for instruction and course delivery that maximize the dual environments (Reynard, 2007). In this situation, support from instructional developers

and technologists may have a significant impact on successful course redesigns (Dziuban, Hartman & Moskal 2004). It is imperative to help the teachers prepare well for a new learning environment.

Huang (2005) noticed that educational media incorporates animations, interactivity and visual design. If educational media is well-designed, it can greatly contribute to stimulating learners and making the learning process more active and engaging. Additionally, educational media is more dynamic, easily customizable, cost-effective, and eco-friendly, compared to print media which has static feature and has been the standard reference and learning resource for learners. Balci, Gilley, Adams, Tunar and Barnette (n.d.) emphasized that interactive materials will make the learning become memorable. Interactive features such as active links within the document, questions and quizzes can be found in PDF files (Horan & Lavelle, 2003). Rautiainen (2009) maintained that PDF is “an almost universally supported file format... PDF files are supported on almost all platforms, from common general purpose operating systems and Web browsers to more exotic platforms, such as mobile phones and printers” (p. 33).

Instructional Goal

The social demands for higher education have been increasing remarkably. More and more people are rushing to training units for evening courses, especially courses in English, other languages and using computers. Since most of the learners taking evening courses are working learners, attending a traditional face-to-face class regularly and on time is a challenge to them. Many people cannot register for courses at a school they wish to study because no more seats are available for them. The center for Foreign

Affairs and Language Training in Hochiminh city is unable to provide enough seats for thousands of potential learners because of its space limitation.

In order to assist the center seeking a better solution to this limitation, the researcher believes that hybrid learning will create more flexible learning opportunities for nontraditional adult learners. The purpose of this instructional design project is to provide the Vietnamese teachers of English at the center with an introductory learning module on establishing a hybrid learning course.

Upon the completion of the instructional module, the teachers as learners of the module will be able to demonstrate their basic understanding of establishing a hybrid learning course through relevant concepts and principles delivered. The module will be a first stepping-stone on their path to hybrid learning. More advanced modules will be designed for the teachers so that they are able to effectively establish a hybrid learning course for learners.

System analysis

The system that the instructional module affects will be the Center for Foreign Affairs and Language Training in Hochiminh city in Vietnam. The system analysis will be examined at the following three levels: suprasystem, system, and subsystem.

The suprasystem of the center includes the Department of Foreign Affairs in Hochiminh city and the Institute for International Relations in Hanoi. These two units belong to the Ministry of Foreign Affairs of Vietnam. The center is supervised academically by the Institute and financially by the Department. The interaction that the center has with the Department is stronger than with the Institute for International Relations because the center is one of the ten sections of the Department. As for the

Institute, the center will report learners' achievement at the end of each term and request for certificates issued to the learners who successfully complete a certificate program. In addition, the center will communicate with the Institute when it needs an approval for a new training program.

The center is in the system level of the complete system. There are seven small sections: the board of directors, academic management, accounting, pedagogy committee, technical, library, and administrative. All of the members at the center must work collaboratively and communicate well with one another to ensure the success in organizing training activities for more than five thousand learners of such three programs as English, Chinese and International Relations at the center each term. The academic management section has the strongest impact level with the director board of the center, compared to the remaining five sections in the system.

The Vietnamese teachers of English are in the subsystem. The module will affect them directly because they will be the learners of the module. Afterwards they will teach in a hybrid learning environment at the center. These teachers work at the center as part-time teachers. The academic office schedules their classes based on their time availability. They play a key role in promoting the sustainable development of the center. The teachers and the academic management staff members work closely together in order to satisfy learners' diverse needs. The interaction between the teachers and the academic management staff should be very strong. The teachers are also influenced by other human factors such as their students, their co-workers in the center and other schools, and their family. Furthermore, some intrinsic factors including time margin, intellectual margin, beliefs, expectations, prior knowledge, and values might affect their personal and

professional development. It is therefore critical to consider these factors when providing any training to them.

Instructional Analysis

The instructional module will be designed following a systems approach model to designing instruction of Walter Dick and Lou Carey (1990). However, only formative evaluation will be conducted to measure the effectiveness of the instructional module. The module content will be constructed based on the cognitive domain. Moreover, of the five Gagne's learning outcomes, "intellectual skills" will be utilized to organize the objectives in a hierarchical order.

The entire module will consist of a total number of 14 objectives including the terminal one. All the objectives will be sequenced and clustered. As the objectives will be built upon one another, the learners will be required to complete them sequentially. In order to reach the terminal objective, the learners should master the instructions in section one, section two and section three successfully. *Figure 1* below the instructional hierarchy of the module. It demonstrates an order of the objectives included in the module and how the content is chunked.

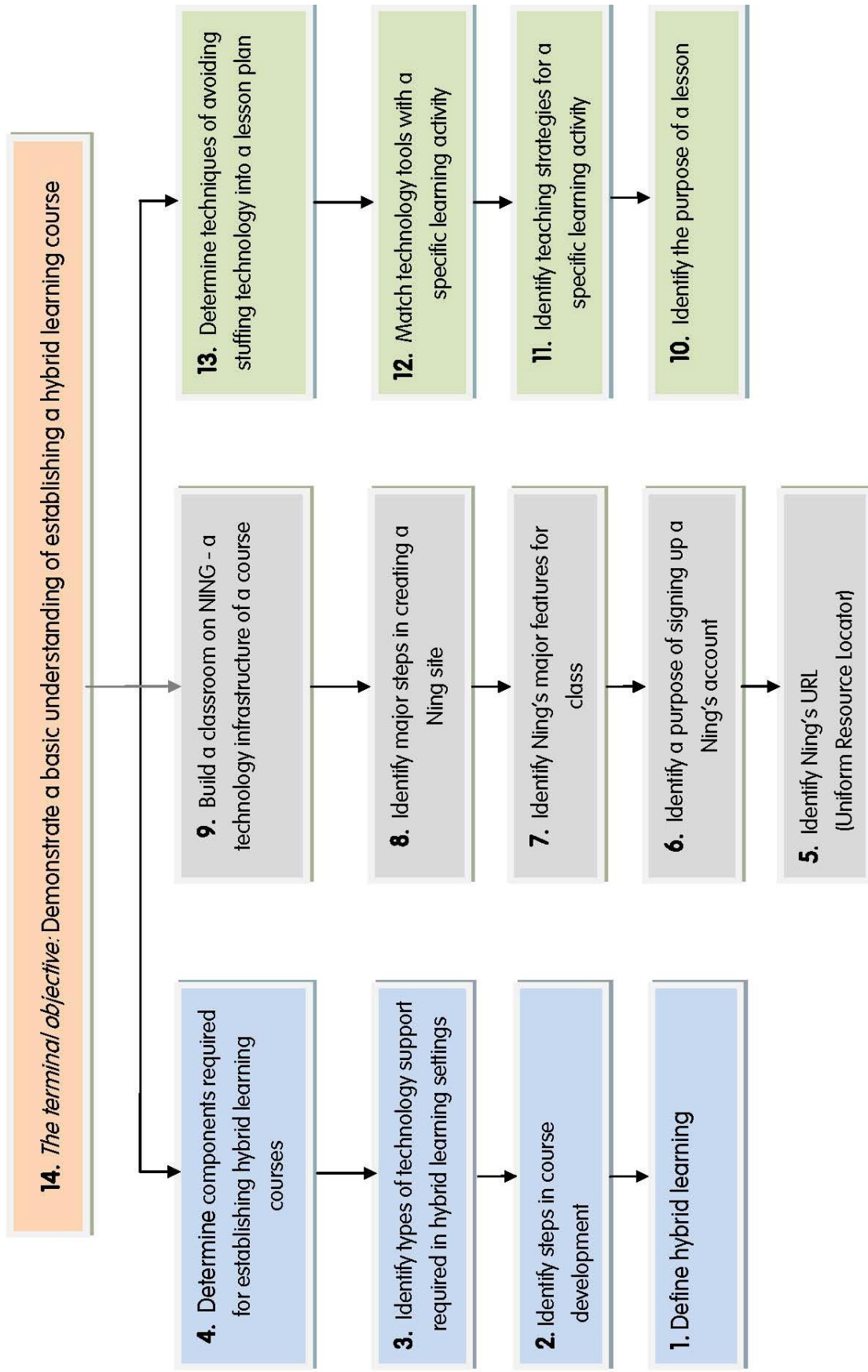


Figure 1. The instructional hierarchy of the module.

All the objectives are numbered and grouped into three sections by three different colors. Four blue rectangular boxes on the left belong to section one of the instructional module. Five grey rectangular boxes in the middle of the instructional hierarchy form section two. Section three consists of four objectives which are colored in olive green. The longest rectangular on the top of the hierarchy and in light orange is the terminal objective and goes to section four. The numbers in the instructional hierarchy indicate the sequence of skills that will be delivered in ascending order.

Nevertheless, the learners will be required to discriminate: 1) a traditional face-to-face learning environment from an online learning setting and 2) an email address from a website address. These are two prerequisite skills they need to have before the start of the module trial. These two entry-level skills are not seen in the hierarchy; however, they are embedded in the pre-test to determine the learners' prior knowledge regarding the module.

Design Methodology

The instructional design module is intended for the Vietnamese teachers of English at the Center for Foreign Affairs and Language Training (CEFALT) in the Hochiminh city of Viet Nam. The purpose of the module is to provide a basic knowledge of hybrid learning and establishing a hybrid learning course.

Target audience. The target audience of the instructional design module will be the Vietnamese teachers of English at the center (CEFALT). All of the teachers are not government officials though they are working for the center. They teach at the center based on their availability. The teachers' characteristics are assumed to be as summarized in Figure 2 below.

Cognitive characteristics	Physiological characteristics
<ul style="list-style-type: none"> • Basic skills and knowledge of using computers and the Internet • Fluency in English language (Bachelor’s degree in English and/ or higher) • Ability to work independently and collaboratively • Preference for educational media • Very selective perception 	<ul style="list-style-type: none"> • Aged 26 to 45 years • Females and males • Good health • No eye-impairment • Able to interact with the computer by hands (moving and clicking a mouse, typing and so on)
Affective characteristics	Social characteristics
<ul style="list-style-type: none"> • Interest in integrating technology into instruction • Want to be more successful in teaching • Have a love for learning • Enjoy reading materials in English 	<ul style="list-style-type: none"> • Sociable and open-minded • Straightforward in offering feedback • Vietnamese citizens • Enjoying sharing personal experiences and interchanging ideas • Ability to support themselves and family

Figure 2. Learners’ characteristics.

Module development. The instructional module will be in an interactive PDF which is created using Adobe InDesign CS4 and Adobe Acrobat 9 Pro. Some screen captures will be used to demonstrate the steps of how to create a Ning site. The remaining graphics will be utilized to make the module attractive to the learners. The instructions will be written in simple English. Jargons and technical terms will not be used to explain new concepts. Some Vietnamese translations will be provided when necessary to assist the learners in understanding the instructions.

The content will be clustered into four small sections as indicated in **Figure 3** below: 1) understanding hybrid learning, 2) using Ning as technology infrastructure, 3) avoiding stuffing technology into instruction, and 4) establishing a hybrid learning course.

Cluster 1 - Subskills		Learning time: 10 minutes
<i>Module section title: Understanding hybrid learning</i>		
Objectives:		
1	Define hybrid learning	
2	Identify steps in course development	
3	Identify types of technology support required in a hybrid learning setting	
4	Determine components required for establishing a hybrid learning course	
Cluster 2 - Subskills		Learning time: 15 minutes
<i>Module section title: Using Ning as technology infrastructure</i>		
Objectives:		
5	Identify Ning's ULR (Uniform Resource Locator)	
6	Identify a purpose of signing up a Ning's account	
7	Identify Ning's major features for class	
8	Identify major steps in creating a Ning site	
9	Build a classroom on Ning – technology infrastructure of a hybrid course	
Cluster 3 - Subskills		Learning time: 10 minutes
<i>Module section title: Avoiding stuffing technology into instruction</i>		
Objectives:		
10	Identify the purpose of a lesson	
11	Identify teaching strategies for a specific learning activity	
12	Match technology tools with a specific learning activity	
13	Determine techniques of avoiding stuffing technology into a lesson plan	
Cluster 4 – Terminal objective		Learning time: 10 minutes
<i>Module section title: Establishing a hybrid learning course</i>		
Objective:		
14	Demonstrate a basic understanding of establishing a hybrid learning course	

Figure 3. Objectives are sequenced and clustered.

Each section will have its own embedded test with feedback provided. The purpose of providing feedback is to enhance their retention. When the learners finish the instructions in each section, they will be required to complete the embedded test questions before moving to the next section.

Navigation will be constructed on the basis of offering the most convenience for the learners to interact with the module. A single mouse-click will be needed for each time of interaction. Navigation is clear and consistent throughout the module in order not to confuse the learners in tracking desired pages and sections.

The pre- and post-tests will also be designed in an interactive PDF format. They will consist of all multiple-choice questions. Each choice begins with a check box. The learners need to click on the choice that they think best answer the questions. There is no feedback for the pre- and post-tests. The results of these two tests are submitted to the researcher for analyzing the data and evaluating the module.

The module and the tests will be uploaded on the Ning site which will be created by the researcher. In order to read the module and the tests in PDF, the learners should have free Adobe Acrobat Reader installed on their computers. However, a link to the URL for the free Adobe Acrobat Reader will also be provided on the Ning site in case some learners' computers do not have it. When the learners are done with the module and the tests, they are required to submit the test results to the researcher either via email or on the Ning site.

Instructional strategy. The instructions are designed following “Gagne’s Nine Events of Instruction.”

The instructional module will begin with a page containing a few graphics which partly demonstrate the current situation of working or nontraditional adult learners in Hochiminh city. Short descriptions will be written to interpret the graphics. Then, in the next page, a small piece of writing will introduce the learners to the module. The purpose is to gain the learners' attention and inspire them with the ideas of a better learning environment.

In each section, the learners will be informed of the objectives of the lesson through a brief introduction. The introduction of the follow-up section will include the objectives of the earlier lesson. This is used to stimulate the learners' recall. New learning will be delivered in the information presentation. Examples and non-examples are used to further explain the instruction and guide the learners in reaching the objectives. Graphics will be utilized to demonstrate steps of creating a classroom on Ning.

After finishing the instruction, the learners are required to practice what they have learned by answering all the embedded test items. The pre- and post-tests will be written at the same level of difficulty. They will be written based on the performance objectives (*Figure 4* below). Upon the completion of the module, the learners are able to demonstrate a basic understanding of hybrid learning and of establishing a hybrid learning course. Importantly, they will be ready to move onto more advanced modules in the future.

Entry-level	Prerequisite skills	Performance objectives
a	Discriminate a traditional face-to-face setting from an online format	Given some definitions of online and traditional face-to-face settings, learners will discriminate them by selecting the correct statement from a list of four choices with 100% accuracy.
b	Discriminate a website from an email address	Given some website addresses and e-mail addresses, learners will discriminate them by selecting the correct statement from a list of four choices with 100% accuracy.
Objective #	Skills	Performance objectives
<i>Cluster 1: Understanding hybrid learning</i>		
1	Define hybrid learning	Given four definitions about hybrid learning, learners will define hybrid learning by selecting the one that best describes hybrid learning with 100% accuracy.
2	Identify steps in course development	Given four choices describing the process of a course design model, learner will identify steps in course development learned from the information presentation by selecting the best choice with 100% accuracy.
3	Identify types of technology support required in a hybrid learning setting	Given four choices regarding the types of technology support used in hybrid learning settings, learners will identify the types of technology required for establishing a hybrid learning course by selecting the best choice with 100% accuracy.
4	Determine components required for establishing a hybrid learning course	Given four lists of components regarding establishing hybrid learning courses, learners will select the best one with 100% accuracy.
<i>Cluster 2: Using Ning as technology infrastructure</i>		
5	Identify a purpose of signing up a Ning's account	Given four purpose descriptions in which only one is exactly about the purpose of signing up a Ning's account, learners will identify it with 100% accuracy.
6	Identify Ning's URL (Uniform Resource Locator)	Given four website addresses, learners identify Ning's URL with 100% accuracy.
7	Identify Ning's major features for a class	Given four lists of Ning's features, learners will identify the major features for a classroom by selecting the best choice with 100% accuracy.
8	Identify major steps in creating a Ning site	Given four list of steps regarding creating a Ning site, learners will identify major steps in creating a Ning site by selecting the correct list with 100% accuracy.

Figure 4. Performance objectives are written in ABCD format.

9	Build a classroom on NING as technology infrastructure of a course	Given five features required for a hybrid course, learners will build a classroom on NING which includes five required features of the course with 100% accuracy.
<i>Cluster 3: Avoiding stuffing technology into instruction</i>		
10	Identify the purpose of a lesson	Given four descriptions in which only one is about the purpose of a lesson, learners will identify it with 100% accuracy.
11	Identify teaching strategies for a specific learning activity	Given a specific learning activity, learners will identify appropriate teaching strategies for it by providing their own strategies based on the instruction in the module.
12	Match technology tools with a specific learning activity	Given a specific learning activity and four lists of technology tools, learners will match the right list of tools with the learning activity provided with 100% accuracy.
13	Determine techniques of avoiding stuffing technology into a lesson plan	Given four lists of techniques in integrating technology into a lesson plan, learners will determine the list which is about avoiding stuffing technology into a lesson plan by choosing the best answer with 100% accuracy.
<i>Cluster 4: Establishing a hybrid learning course</i>		
14	Demonstrate a basic understanding of establishing a hybrid learning course	Based on what has been learned from the three earlier sections and given a list of four statements about establishing a hybrid learning course, learners will demonstrate a basic understanding about establishing a hybrid learning course by selecting the best statement with 100% accuracy.

Figure 4. Performance objectives are written in ABCD format (Continued).

In **Figure 4** above, performance objectives are written for appropriate selection of methods and materials and for helping assure proper evaluation. Each instructional objective is written in a format following the ABCD method of writing objectives. The A stands for Audience, the B stands for Behavior, the C stands for Condition, and the D stands for Degree.

Formative Evaluation Methodology

Site. The module will be tested on the Vietnamese teachers of English at the Center for Foreign Affairs and Language Training (CEFALT) in the Hochiminh city of Vietnam. The module with embedded test, the pre-test, the post-test, and the demographic and attitude survey will be uploaded on a site created on Ning. The teachers will not be required to gather in the same place or at the same time to work on the material. They are encouraged to choose a place and a time they prefer and work at a pace they feel comfortable with, providing that they complete the instruction by due date. They can work in the library, the multimedia lab, or at home.

Test audience. The module is intended for the Vietnamese teachers of English at the center, so the test audience will be selected within the intended population. Twelve participants will be selected on the totally voluntary basis. They are females and males, aged between 26 and 45 and are currently working at the center.

In order to protect the test audience, the researcher will strictly follow the regulations required by the Institutional Review Board at the University of Hawaii (UH IRB). An application with all relevant documents including a social science letter of consent form will be completed and send to the UH IRB for approval. This letter will describe the purpose of the research and what the participants need to do on the module trial. After the researcher receives the approval from UH IRB, the consent letter will be presented to potential participants. Those who want to participate in the module trial are required to sign in the letter for the agreement. All the information collected from the participants will be kept confidential and anonymous and will only be used for this study.

Evaluation procedures. The module trial will firstly be conducted on two Vietnamese graduate students in TESL (Teaching English as a Second Language) in Hawaii for initial revisions. Then, the feedback will be sought from the content-expert who is the researcher's advisor. The module will be revised one more time before testing it on the twelve Vietnamese teachers of English at the center.

The researcher will be using the test items to collect quantitative data and the demographic and attitudinal survey to gather the qualitative data. Observational data will be collected from one-on-one reviews. There will not be any observational data from the sample population because the trial will be done online and at a distance. The qualitative data will be collected only from the demographic and attitudinal survey. The researcher will not interview the one-on-one reviewers and the content-expert.

Instruments. The tests and questions from the demographic and attitude survey will be used as the measurement instruments of the module.

The pre-test will be administered to determine the learners' prior knowledge of the module. There will be 16 questions for the pre-test which is estimated to take the learners 16 minutes to complete. When the learners work on the module, they have to do the embedded test which is available for each module section. The total number of test items for the embedded test of four sections will be 14. Feedback will be provided for the embedded test to enhance the learners' learning and retention. The post-test will be done when the learners complete the instruction delivered in the module.

The anonymous demographic and attitude survey will be distributed to the participants via email after they finish the module and all the tests. The questions focus on asking the information on the module and the learners' background. The survey will

be created using Survs.com software. The attitudinal section of the survey will include Likert-scale and open-ended questions.

Data analysis plan. The data will be collected from two one-on-one reviewers, one content-expert, and the sample population which consists of twelve Vietnamese teachers of English at the center.

The data from the one-on-one and content-expert review will be used to revise the module prior to the trial on the sample population. Anecdotal data will also be collected from the researcher's live observation. A descriptive writing piece for the demographic, attitude, and anecdotal data will mainly concentrate on evaluating the strengths and weaknesses of the module content, format and process. The module revisions will be made based on the recommendations of the reviewers.

The data from the sample population will be used to evaluate the effectiveness of the module designed for the Vietnamese teachers of English at the center. The quantitative data from the pre-test, embedded test and post-test will be organized into tables by learners and displayed as line and bar graphs by frequencies. The comparison made on the three test scores will help disclose any anomalies. The embedded test scores will help reaffirm if the learners are able to master the information presented for each objective. Further, the data from the pre-test and post-test will be placed in the instructional hierarchy for the ease of determining the learners' new learning.

The qualitative data collected from the sample population will be summarized. The demographic and attitudinal data will assist the researcher in explaining anomalies and learning trends, as well as determining the appropriateness of the module. The

quantitative part of the attitudinal data will be displayed as a pie chart in order for comparing the learners' attitudes towards the module.

Timeline

The study involves many tasks which are required to be done by the researcher and the participants in an allotted period of time. A sequence of tasks and target dates is created to make sure that the researcher completes the study on time. ***Figure 5*** below indicates the tasks and targets dates of the researcher.

Target dates	Tasks of the researcher
9/29/2009	<ul style="list-style-type: none"> • Create a demographic and attitude survey
10/1/2009	<ul style="list-style-type: none"> • Submit the literature review, human subjects package and complete proposal to the advisor, Dr. Curtis Ho
10/31/2009	<ul style="list-style-type: none"> • Write the pre-test and post-test items • Revise the proposal based on the feedback from the advisor
11/20/2009	<ul style="list-style-type: none"> • Prepare the instructional content for the entire module, including the embedded test
12/1/2009	<ul style="list-style-type: none"> • Submit the human subjects package to the Institutional Review Board at the University of Hawaii (UH IRB)
12/10/2009	<ul style="list-style-type: none"> • Have a draft of the instructional module in an interactive PDF
12/18/2009	<ul style="list-style-type: none"> • Have a final draft of the module in an interactive PDF format • Distribute the consent letter approved by the UH IRB to potential participants via email for a purpose of seeking 12 participants for the module trial

Figure 5. Tasks and target dates of the researcher.

12/26/2009	<ul style="list-style-type: none"> • Seek feedback from two one-on-one reviewers who are TESL graduate students from the University of Hawaii Pacific • Seek feedback from the content-expert (Dr. Curtis Ho) • Collect copies of the consent letter signed by the participants. A friend of the researcher will help the researcher collect, scan all the consent letters signed, and send to the researcher.
12/31/2009	<ul style="list-style-type: none"> • Revise the materials (the module, the test items, the surveys) based on the feedback from one-on-one and content-expert reviews • Create a testing site on Ning for uploading the materials
1/1/2010	<ul style="list-style-type: none"> • Upload the demographic survey, and pre-test • Invite the sample population to work on the materials
1/10/2010	<ul style="list-style-type: none"> • Collect the demographic data and the pre-test results • Upload the module with the embedded test, the post-test, and the attitude survey
1/24/2010	<ul style="list-style-type: none"> • Collect data from the tests and the attitude survey from the sample population
1/25/2010	<ul style="list-style-type: none"> • Send a thank-you letter to the sample population
2/20/2009	<ul style="list-style-type: none"> • Finish with the write-up and complete the study

Figure 5. Tasks and target dates of the researcher (Continued).

The researcher also lists all the tasks and set the due dates for the participants as represented in *Figure 6* below.

Target dates	Tasks of the participants
One-one-one and content-expert reviews:	
12/19/2009 to 12/26/2009	<ul style="list-style-type: none"> • Reviewer 1: works on the materials and offers feedback • Reviewer 2: works on the materials and offers feedback • Content-expert: work on the materials and offers feedback
A small group review:	
12/18/2009	<ul style="list-style-type: none"> • Receive the consent letter from the researcher via email

Figure 6. Tasks and target dates of the participants.

12/24/2009	<ul style="list-style-type: none"> • Read, sign and return the consent letter to a friend of the researcher in Vietnam. That person will scan all the consent letters and email back to the researcher on December 26, 2009
1/1/2010	<ul style="list-style-type: none"> • Receive an inviting email which conveys the URL address to the demographic survey and pre-test.
1/10/2010	<ul style="list-style-type: none"> • Finish with the demographic survey and the pre-test • Receive the remaining materials: the module with the embedded test, the post-test, and the attitude survey
1/23/2010	<ul style="list-style-type: none"> • Finish working on the module, the post-test, and the attitude survey
1/25/2010	<ul style="list-style-type: none"> • Receive a thank-you letter from the researcher for participating in the module trial

Figure 6. Tasks and target dates of the participants (Continued).

Limitations of the research

The instructional module will not cover the whole picture of hybrid learning. Also, it will not provide the local Vietnamese teachers of English at the Center for Foreign Affairs and Language Training in Hochiminh city a full understanding of how to establish a hybrid learning course from a traditional face-to-face format. The teachers may find it hard to implement their new learning into practice. It would be certain that more advanced modules should be designed. Then, the teachers could obtain adequate knowledge to be successful in a hybrid learning environment. Furthermore, the instructional module will only be tested on a small group of 12 teachers at the Center. The trial will be conducted at a distance, so the researcher could not collect observational data. Therefore, the data analysis would depend on the test scores and the surveys.

Implications of the research

The project may prompt the teachers to think about a more convenient and accessible learning condition for working or nontraditional adult learners. New knowledge gained from the instructional module will bring the teachers closer to distance education models, particularly to hybrid learning. Their interests in hybrid learning will have great impact on the researcher's future plan of adopting a hybrid learning model for the center. Finally, though hybrid learning has not been implemented into the educational setting at the center, the knowledge acquired from the module will enable the teachers to use the available technology in a more effective way.

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CEFALT¹: Center for Foreign Affairs and Language Training in Hochiminh City, Vietnam. CEFALT was founded by the Minister of Foreign Affairs on December 13, 1997. CEFALT offers diverse training programs in international relations and foreign languages (English and Chinese) to government officials and all who demand in the city and the country.

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