

## REFERENCES

- Abhari, K. (2017). A Connectivist Approach to Meeting the Needs of Diverse Learners: The Role of Social Technologies. *Teaching, Colleges & Community Worldwide Conference, April*, 0–6.
- Aksal, F. A., Gazi, Z. A., & Bahçelerli, N. M. (2013). Practice of Connectivism as Learning Theory: Enhancing Learning Process through Social Networking Site (Facebook). *Gaziantep University Journal of Social Sciences*, 12(2), 243-252.
- Alberghini, E., Cricelli, L., & Grimaldi, M. (2010). Implementing Knowledge Management through IT Opportunities: Definition of a Theoretical Model Based on Tools and Processes Classification. In *Proceedings of the European Conference on Intellectual Capital* (Issue March, pp. 21–33).
- Aldahdouh, A. A. (2019). Individual Learning Experience in Connectivist Environment: A Qualitative Sequence Analysis. *International Journal of Research in Education and Science*, 5(2), 488–509.
- Aldahdouh, A. A. (2018). Jumping from One Resource to Another: How do Students Navigate Learning Networks? *International Journal of Educational Technology in Higher Education*, 15(1), 2–17. <https://doi.org/10.1186/s41239-018-0126-x>
- Aldahdouh, A. A. (2012). A Proposed Model of Using Facebook at Palestinian Universities. *Islamic University of Gaza*.
- Aldahdouh, Alaa A, Osório, A. J., & Caires, S. (2015). Understanding Knowledge Network, Learning and Connectivism. *International Journal of Instructional Technology and Distance Learning*, 12(10), 3–21.
- Allison, R., Hayes, C., McNulty, C. A., & Young, V. (2019). A Comprehensive Framework to Evaluate Websites: Literature Review and Development of GoodWeb. *JMIR Formative Research*, 3(4), e14372.
- Alman, S. W., Frey, B. a, & Tomer, C. (2012). Social and Cognitive Presence as Factors in Learning and Student Retention: An Investigation of the Cohort Model in an iSchool Setting. *Journal of Education for Library and Information Science*, 53(4), 290–302.
- Anderson, J. (2012). Reflective Journals as a Tool for Auto-Ethnographic Learning: A Case Study of Student Experiences with Individualized Sustainability. *Journal of Geography in Higher Education*, 36(4), 613–623. <https://doi.org/10.1080/>

03098265.2012.692157

- Anderson, T. (Ed. ). (2008). *The Theory and Practice of Online Learning*. Athabasca University Press.
- Anderson, T., & Dron, J. (2011). Three Generations of Distance Education Pedagogy. *International Review of Research in Open and Distance Learning*, 12(3), 80–97. <https://doi.org/10.19173/irrodl.v12i3.890>
- Armatas, C., Spratt, C., & Vincent, A. (2013). Operationalizing Connectivist Principles in Online Tertiary Course Design. In *ICICTE 2013 Proceedings* (pp. 109–120).
- Armatas, C., Spratt, C., & Vincent, A. (2014). Putting Connectivist Principles Into Practice: A Case Study of an Online Tertiary Course. *American Journal of Distance Education*, 28(2), 81–91. <https://doi.org/10.1080/08923647.2014.901782>
- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. USA:Cengage Learning.
- Álvarez Valencia, J. A. (2014). *Language, Learning, and Identity in Social Networking Sites for Language Learning: The Case of Busuu* (doctoral dissertation). Retrieved from ProQuest LLC.
- Aversa, E., & Maccall, S. (2013). *Profiles in Retention part 1: Design Characteristics of a Graduate Synchronous Online Program*. 54(2), 147–161.
- Banihashem, S. K., & Aliabadi, K. (2017). Connectivism : Implications for Distance Education. *Interdisciplinary Journal of Virtual Learning in Medical Sciences*, 8(3). <https://doi.org/10.5812/ijvllms.10030>
- Barabási, A. L. (2002). *Linked: The New Science of Networks*. Cambridge, MA: Perseus.
- Barnett, J., McPherson, V., & Sandieson, R. M. (2013). Connected Teaching and Learning: The Uses and Implications of Connectivism in an Online Class. *Australasian Journal of Educational Technology*, 29(5), 685–698. <https://doi.org/10.14742/ajet.243>
- Bates, AW. (1995). *Technology, Open Learning & Distance Education*, Routledge, London.
- Bates, A. W. (2019). *Teaching in a Digital Age – Second Edition*. Vancouver, B.C.: Tony Bates Associates Ltd. <https://pressbooks.bccampus.ca/teachinginadigitalagev2/>
- Baturay, M. H., & Yukselturk, E. (2015). The Role of Online Education Preferences on Student’s Achievement. *Turkish Online Journal of Distance Education*, 16(3), 3–12. <https://doi.org/10.17718/tojde.47810>
- Bell, F. (2009). Connectivism: a Network Theory for Teaching and Learning in a Connected World. *Educational Developments, The Magazine of the Staff and Educational Development Association*, 10(3). <https://usir.salford.ac.uk/id/eprint/2569/1/ConnectivismEdDev.pdf>

- Bell, F. (2010). Network Theories for Technology-enabled Learning and Social Change: Connectivism and Actor Network Theory. *Seventh International Conference on Networked Learning*, 526–533. <http://usir.salford.ac.uk/9270/1/Bell.pdf>
- Bell, F. (2011). Connectivism: Its Place in Theory-informed Research and Innovation in Technology-enabled Learning. *International Review of Research in Open and Distance Learning*, 12(3), 98–118.
- Berge, Z. L. (2002). Active, Interactive, and Reflective Learning. *The Quarterly Review of Distance Education*, 3(2), 181–190.
- Bessenyei, I. (2008). Learning and Teaching in the Information Society . Elearning 2 . 0 and Connectivism the Crisis of Education , Finding a Way Out , Answers. *Revista de Informatica Sociala*, 17(9), 4–14. Conrad
- Bhaskaran, V., & Leclaire, J. (2010). *Online Surveys for Dummies*. John Wiley & Sons.
- Blömeke, S. (2017). Modelling Teachers' Professional Competence as a Multi-dimensional Construct. In S. Guerriero (Ed.), *Pedagogical Knowledge and the Changing Nature of the Teaching Profession* (pp. 117–145). Paris: OECD Publishing.
- Boitshwarelo, B. (2011). Proposing an Integrated Research Framework for Connectivism: Utilizing Theoretical Synergies. *International Review of Research in Open and Distance Learning*, 12(3), 161–179. <https://doi.org/10.19173/irrodl.v12i3.881>
- Boklaschuk, K., & Caisse, K. (2001). Evaluation of Educational Websites. Retrieved from <https://etad.usask.ca/802papers/bokcaisse/bokcaisse.htm>
- Bouchard, P. (2011). Self-directed Learning and Learner Autonomy. In S. Norbert (Ed.), *The Encyclopaedia of the Sciences of Learning*. New York: Springer Science and Business Media, LLC.
- Bouchard, P. (2009). *Some Factors to Consider When Designing Semi- autonomous Learning Environments*. 7(2), 93–100.
- Braun, V. & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3, 77–101. <https://doi.org/10.1017/CBO9781107415324.004>
- Brindley, J., Blaschke, L. M., & Walti, C. (2009). Creating Effective Collaborative Learning Groups in an Online Environment Creating Effective Collaborative Learning Groups in an Online Environment Introduction : The Challenge of Creating. *International Review of Research in Open and Distributed Learning*, 10(3), 1–18. <https://doi.org/https://doi.org/10.19173/irrodl.v10i3.675>
- Brown, A. L. (1978). Knowing When, Where, and How to Remember: A Problem of Metacognition. In R. Glaser (Ed.), *Advances in Instructional Psychology* (pp. 77–165). Hillsdale, NJ: Erlbaum.

- Brown, T. H. (2006). Beyond Constructivism: Navigationism in the Knowledge Era. *On the Horizon*, 14(3), 108–120. <https://doi.org/10.1108/10748120610690681>
- Buchanan, T., Joban, S., & Porter, A. (2014). Internet Self-efficacy does not Predict Student Use of Internet-mediated Educational Technology. *Research in Learning Technology*, 22(1063519), 1–14. <https://doi.org/10.3402/rlt.v22.19585>
- Butterworth, J. & Thwaites, G. (2013). *Thinking Skills Critical Thinking and Problem Solving (Second edition)*. Cambridge: Cambridge University Press. <https://doi.org/10.1177/019263658506948024>
- Capel, S., Hayes, S., Katene, W., & Velija, P. (2009). The Development of Knowledge for Teaching Physical Education in Secondary Schools over the Course of a PGCE Year. *European Journal of Teacher Education*, 32(1), 51–62. <https://doi.org/10.1080/02619760802457216>
- Chatti, M. A., Jarke, M., & Quix, C. (2010). Connectivism: the Network Metaphor of Learning. *International Journal of Learning Technology*, 5(1), 80–99. <https://doi.org/10.1504/jilt.2010.031617>
- Chen, C. (2019). Using Anonymity in Online Interactive EFL Learning: International Students' Perceptions and Practices. *International Journal of Education and Development using ICT*, 15(1).
- Cho, M. H., & Heron, M. L. (2015). Self-regulated Learning: the Role of Motivation, Emotion, and Use of Learning Strategies in Students' Learning Experiences in a Self-paced Online Mathematics Course. *Distance Education*, 36(1), 80–99. <https://doi.org/10.1080/01587919.2015.1019963>
- Choy, D., Lim, K. M., Chong, S., & Wong, A. F. L. (2012). A Confirmatory Factor Analytic Approach on Perceptions of Knowledge and Skills in Teaching (PKST). *Psychological Reports*, 110(2), 589–597. <https://doi.org/10.2466/03.11.PR0.110.2.589-597>
- Choy, D., Wong, A. F. L., Lim, K. M., & Chong, S. (2013). Beginning Teachers' Perceptions of their Pedagogical Knowledge and Skills in Teaching: A Three Year Study. *Australian Journal of Teacher Education*, 38(5) 68–79). <https://doi.org/10.14221/ajte.2013v38n5.6>
- Cinganotto, L., & Cuccurullo, D. (2016). PLE & PLN for Language Learning and Teaching: A Case Study. *International Journal for 21st Century Education*, 3(2), 35–48.
- Clarà, M., & Barberà, E. (2014). Three Problems with the Connectivist Conception of Learning. *Journal of Computer Assisted Learning*, 30(3), 197–206. <https://doi.org/10.1111/jcal.12040>
- Cochran, J. D., Campbell, S. M., Baker, H. M., & Leeds, E. M. (2014). The Role of Student

- Characteristics in Predicting Retention in Online Courses. *Research in Higher Education*, 55(1), 27–48. <https://doi.org/https://doi.org/10.1007/s11162-013-9305-8>
- Colorado, J. T., & Eberle, J. (. (2010). Student Demographics and Success in Online Learning Environments. *Emporia State Research Studies*, 46(1), 4–10.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of Experience and Narrative Inquiry. *Educational Researcher*, 19(5), 2–14. <https://doi.org/10.3102/0013189X019005002>
- Conrad, D. (2014). Interaction and Communication in Online Learning Communities: toward an Engaged and Flexible Future. In O. Zawacki-Richter and T. Anderson (Ed.), *Online Distance Education: Towards a Research Agenda* (pp. 381–402). Edmonton, AB: Athabasca University Press.
- Conradie, P. W. (2014). Supporting Self-Directed Learning by Connectivism and Personal Learning Environments. *International Journal of Information and Education Technology*, 4(3), 254–259. <https://doi.org/10.7763/ijiet.2014.v4.408>
- Couros, A. (2009). Open, Connected, Social - Implications for Educational Design. *Campus-Wide Information Systems*, 26(3), 232–239. <https://doi.org/10.1108/10650740910967393>
- Creswell, J. W. (2014). *Research Design (4th edition)*. SAGE publications.
- Dabbagh, N., & Fake, H. (2017). College Students' Perceptions of Personal Learning Environments through the Lens of Digital Tools, Processes and Spaces. *Journal of New Approaches in Educational Research*, 6(1), 28–38.
- Darrow, S. (2009). *Connectivism Learning Theory: Instructional Tools for College Courses* [Master thesis, Western Connecticut State University Danbury].
- Dash, N. R., Hasswan, A. A., Dias, J. M., Abdullah, N., Eladl, M. A., Khalaf, K, ... & Guraya, S. Y. (2022). The Educational Use of Social Networking Sites among Medical and Health Sciences Students: A Cross Campus Interventional Study. *BMC Medical Education*, 22(1), 1-11.
- Delvecchio, F. L. (2011). *Students' Use of Metacognitive Skills While Problem Solving in High School Chemistry (Doctoral dissertation)*.
- Downes, S. (2005). *An Introduction to Connective Knowledge [web blog post]*. <http://www.downes.ca/cgi-bin/page.cgi?post=33034>
- Downes, S. (2006). *Learning Networks and Connective Knowledge*. <https://www.downes.ca/cgi-bin/page.cgi?post=36031>
- Downes, S. (2007). *What Connectivism is [web blog post]*. <https://halfanhour.blogspot.com/2007/02/what-Connectivism-is.html>
- Downes, S. (2008). An Introduction to Connectivist Knowledge. In Hug T (Ed.), *Media*,

- Knowledge & Education – Exploring New Spaces, Relations and Dynamics in Digital Media Ecologies* (pp. 25–27). Innsbruck University Press.
- Downes, S. (2009). Half an Hour: Connectivist Dynamics in Communities [Web log post]. <https://halfanhour.blogspot.com/2009/02/connectivist-dynamics-in-communities.html>
- Downes, S. (2010). *Half an Hour: What is Democracy in Education* [Web log post]. <https://halfanhour.blogspot.com/2010/10/what-is-democracy-in-education.html>
- Downes, S. (2012). *Connectivism as Epistemology. Half an Hour* [Web log post]. <http://halfanhour.blogspot.co.uk/2012/06/connectivism-as-epistemology.html%0A%0A>
- Dron, J. & Anderson, T. (2007). Collectives, Networks and Groups in Social Software for E-Learning. In T. Bastiaens & S. Carliner (Eds.) (Ed.), *Proceedings of E-Learn 2007--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 2460–2467). Quebec City, Canada: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/noaccess/26726/>
- Duke, B., Harper, G., & Johnston, M. (2013). Connectivism as a Digital Age Learning Theory. *The International HETL Review*, 1966, 4–13. <https://doi.org/10.1.1.87.3793>
- Dunaway, M. K. (2011). Connectivism: Learning Theory and Pedagogical Practice for Networked Information Landscapes. *Reference Services Review*, 39(4), 675–685. <https://doi.org/10.1108/00907321111186686>
- Eliasquevici, M. K., Rocha Seruffo, M. C. Da, & Resque, S. N. F. (2017). Persistence in Distance Education: A Study Case Using Bayesian Network to Understand Retention. *International Journal of Distance Education Technologies*, 15(4), 61–78. <https://doi.org/10.4018/IJDET.2017100104>
- Eskelinen, J., Kokkinen, A., Koskinen, M., & Tyrvaïnen, P. (2004). Comparing the Applicability of Two Learning Theories for Knowledge Transfer in Information System Implementation Training. *IEEE International Conference on Advanced Learning Technologies, 2004. Proceedings.*, 206–210. <https://ieeexplore.ieee.org/abstract/document/1357404>
- Fini, A. (2009). The Technological Dimension of a Massive Open Online Course: The Case of the cck08 Course Tools. *The International Review of Research in Open and Distance Learning*, 10(5), 1–26.
- Firdausiah Mansur, A. B., & Yusof, N. (2013). Social Learning Network Analysis Model to Identify Learning Patterns. *Computers & Education*, 63, 73–86.

- <https://doi.org/https://doi.org/10.1016/j.compedu.2012.11.011>
- Foroughi, A. (2015). The Theory of Connectivism: Can It Explain and Guide Learning in the Digital Age? *Journal of Higher Education Theory and Practice*, 15(5), 11.
- Garcia, L., & Ferreira, M. J. (2014). The Impact of Chaos and Connectivism in Collaborative/Cooperative Learning. *Research Journal in Organizational Psychology and Educational Studies (RJOPEs)*, 3(2), 76.
- Gatbonton, E. (1999). Investigating Experienced ESL Teachers' Pedagogical Knowledge. *Modern Language Journal*, 83(1), 35-50.
- Gatbonton, E. (2008). Looking beyond Teachers' Classroom Behavior: Novice and Experienced ESL Teachers' Pedagogical Knowledge. *Language Teaching Research*, 12(2), 161-182.
- Gaytan, J. (2015). Comparing Faculty and Student Perceptions Regarding Factors that Affect Student Retention in Online Education. *American Journal of Distance Education*, 29(1), 56-66. <https://doi.org/10.1080/08923647.2015.994365>
- Gilster, P., & Glister, P. (1997). *Digital Literacy*. New York: Wiley Computer Pub.
- Gleick, J. (2008). *Chaos: Making a New Science*. New York: Open Road Media.
- Global Digital report. (2019). *Digital 2019: Global Internet Use Accelerates*. <https://wearesocial.com/blog/2019/01/digital-2019-global-internet-use-accelerates>
- Goldie, J. G. S. (2016). Connectivism: A Knowledge Learning Theory for the Digital Age? *Medical Teacher*, 38(10), 1064-1069. <https://doi.org/10.3109/0142159X.2016.1173661>
- Gomez, D. (2013). Leadership Behavior and Its Impact on Student Success and Retention in Online Graduate Education. *Academy of Educational Leadership Journal*, 17(2), 13-37.
- Grossman, P. L., & Richert, A. E. (1988). Unacknowledged Knowledge Growth: A Re-examination of the Effects of Teacher Education. *Teaching and Teacher Education*, 4(1), 53-62.
- Guerriero, S. (2017). *Pedagogical Knowledge and the Changing Nature of the Teaching Profession*,. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264270695-en%0A%0A>
- Hague, C., & Williamson, B. (2009). *Digital Participation, Digital Literacy, and School Subjects: A Review of the Policies, Literature and Evidence*. Bristol: Futurelab.
- Hammond, D., & Shoemaker, C. (2014). Are There Differences in Academic and Social Integration of College Of Agriculture Master's Students in Campus Based, Online and Mixed Programs? *NACTA Journal*, 58(3), 180-188.

- Haneefa, K. Mohamad & E. Sumitha (2011). Perception and Use of Social Networking Sites by the Students of Calicut University. *DESIDOC Journal of Library and Information Technology*, 31(4), 295-301.
- Happo, I., & Määttä, K. (2011). Expertise of Early Childhood Educators. *International Education Studies*, 4(3), 91–99. <https://doi.org/10.5539/ies.v4n3p91>
- Harasim, L. (2012). *Learning Theory and Online Technologies*. New York: Taylor & Francis.
- Harding, A., & Engelbrecht, J. (2015). Personal Learning Network Clusters: A Comparison between Mathematics and Computer Science Students. *Journal of Educational Technology and Society*, 18(3), 173–184.
- Helou, A. M., & Rahim, N. Z. A. (2014). The Influence of Social Networking Sites on Students' Academic Performance in Malaysia. *International Journal of Electronic Commerce*, 5(2), 247–254.
- Hmelo-Silver, C. (2004). Problem-based Learning: What and How do Students Learn?. *Educational Psychology Review*, 16, 235–266.
- Hockly, N. (2012). Digital Literacies. *ELT Journal*, 66(1), 108–112. <https://doi.org/10.1093/elt/ccr077>
- Hollingshead, A., & Carr-Chellman, D. (2019). Engaging Learners in Online Environments Utilizing Universal Design for Learning Principles. *ELearn*, 2019(2), 3. <https://dl.acm.org/doi/fullHtml/10.1145/3310377.3310383>
- Hollingshead, A. (2018). Designing Engaging Online Environments: Universal Design for Learning Principles. In *Cultivating Diverse Online Classrooms through Effective Instructional Design* (pp. 280–298). IGI Global.
- Hudson, P. (2004). Toward Identifying Pedagogical Knowledge for Mentoring in Primary Science Teaching. *Journal of Science Education and Technology*, 13(2), 215–225. <https://doi.org/10.1023/B:JOST.0000031260.27725.da>
- Hudson, P., English, L., Dawes, L., King, D., & Baker, S. (2015). Exploring Links between Pedagogical Knowledge Practices and Student Outcomes in Stem Education for Primary Schools. *Australian Journal of Teacher Education*, 40(4) 134–151). <https://doi.org/10.14221/ajte.2015v40n6.8>
- Hung, M. L., Chou, C., Chen, C. H., & Own, Z. Y. (2010). Learner Readiness for Online Learning: Scale Development and Student Perceptions. *Computers and Education*, 55(3), 1080–1090. <https://doi.org/10.1016/j.compedu.2010.05.004>
- Huong, N. T. L. (2018, May 14). Thực Trạng Sử Dụng Mạng Xã Hội Của Thanh Thiếu Niên ở Việt Nam Hiện Nay. *Van Hoa*.
- Husaj, S. (2015). Connectivism and Connective Learning. *Academic Journal of Interdisciplinary*



- Studies*, 4(1), 227–230. <https://doi.org/10.5901/ajis.2015.v4n1s2p227>
- Jain, N. K., Verma, A., Verma, R. S., & Tiwari, P. (2012). Going Social: The Impact of Social Networking in Promoting Education. *Online Submission*, 9(3), 483-485.
- Janesick, V. J. (1999). A Journal about Journal Writing as a Qualitative Research Technique: History, Issues, and Reflections. *Qualitative Inquiry*, 5(4), 505–524. <https://doi.org/10.1177/107780049900500404>
- Jeong, H., & Hmelo-Silver, C. E. (2010). Productive Use of Learning Resources in an Online Problem-based Learning Environment. *Computers in Human Behavior*, 26(1), 84–99.
- Johnson, B. & Christensen, L. (2014). *Educational Research: Quantitative, Qualitative, and Mixed approaches (5th ed)*. USA: SAGE publications.
- Joksimović, S., Gašević, D., Kovanović, V., Riecke, B. E., & Hatala, M. (2015). Social Presence in Online Discussions as a Process Predictor of Academic Performance. *Journal of Computer Assisted Learning*, 31(6), 638–654.
- Joo, Y. J., Lim, K. Y., & Kim, E. K. (2011). Online University Students' Satisfaction and Persistence: Examining Perceived Level of Presence, Usefulness and Ease of Use as Predictors in a Structural Model. *Computers & Education*, 57(2), 1654-1664.
- Julien, H. (2008). Survey Research. In L. M. Given (Ed.), *The Sage Encyclopedia of Qualitative Research Methods* (pp. 846 – 848). London, UK: Sage publications.
- Keengwe, J., Diteeyont, W., & Lawson-Body, A. (2012). Student and Instructor Satisfaction with E-learning Tools in Online Learning Environments. *International Journal of Information and Communication Technology Education*, 8(1), 76–86. doi:10.4018/jicte.2012010108
- Kerka, S. (1996). Journal Writing and Adult Learning. *ERIC Digest No. 174.*, 1–7.
- Kerr, B. (2007). A Challenge to Connectivism. *Learning Evolves*. <http://learningevolves.wikispaces.com/kerr>
- Keskin, S., & Yurdugül, H. (2020). Factors Affecting Students' Preferences for Online and Blended Learning: Motivational Vs. Cognitive. *European Journal of Open, Distance and E-Learning*, 22(2), 72–86. <https://doi.org/10.2478/eurodl-2019-0011>
- Kizito, R. N. (2016). Connectivism in Learning Activity Design: Implications for Pedagogically-based Technology Adoption in African Higher Education Contexts. *International Review of Research in Open and Distance Learning*, 17(2), 19–39. <https://doi.org/10.19173/irrodl.v17i2.2217>
- König, J., Blömek, S., Paine, L., Schmidt, H. L., & Hsieh, F.-J. (2011). General Pedagogical Knowledge of Future Middle School Teachers: On the Complex Ecology of Teacher Education in the United States, Germany, and Taiwan. *Journal of*

- Teacher Education*, 62(2), 188 –201.
- König, J., & Rothland, M. (2012). Motivations for Choosing Teaching as a Career: Effects on General Pedagogical Knowledge during Initial Teacher Education. *Asia-Pacific Journal of Teacher Education*, 40(3), 289–315. <https://doi.org/10.1080/1359866X.2012.700045>
- König, J. (2013). First Comes the Theory, Then the Practice? On the Acquisition of General Pedagogical Knowledge during Initial Teacher Education. *International Journal of Science and Mathematics Education*, 11(4), 999–1028. <https://doi.org/10.1007/s10763-013-9420-1>
- König, J., Blömeke, S., Klein, P., Suhl, U., Busse, A., & Kaiser, G. (. (2014). Is Teachers' General Pedagogical Knowledge a Premise for Noticing and Interpreting Classroom Situations? A Video-based Assessment Approach. *Teaching and Teacher Education*, 38, 76-88.
- König, J., & Pflanzl, B. (2016). Is Teacher Knowledge Associated with Performance? On the Relationship between Teachers' General Pedagogical Knowledge and Instructional Quality. *European Journal of Teacher Education*, 39(4), 419–436. <https://doi.org/10.1080/02619768.2016.1214128>
- König, J. (2017). Motivations for Teaching and Relationship to General Pedagogical Knowledge. In S. Guerriero (Ed.), *Pedagogical Knowledge and the Changing Nature of the Teaching Profession* (pp. 151–169). Paris, OECD Publishing.
- Kop, R. (2011). The Challenges to Connectivist Learning on Open Online Networks: Learning Experiences during a Massive Open Online Course. *International Review of Research in Open and Distance Learning*, 12(3), 19–38. <https://doi.org/10.19173/irrodl.v12i3.882>
- Kop, R., & Hill, A. (2008). Connectivism: Learning Theory of the Future or Vestige of the past? *International Review of Research in Open and Distance Learning*, 9(3). <https://doi.org/10.19173/irrodl.v9i3.523>
- Lalnunpuii, E., & Verma, M. K. (2019). *Impact of Social Networking Sites (SNS) on College Students: A Case Study of Regional Institute of Paramedical and Nursing Science (RIPANS), Aizawl*.
- Lankshear, C., & Knobel, M. (2004). *A Handbook for Teacher Research: From Design to Implementation*. New York: McGraw-Hill Education.
- Lebenicnik, M., Pitt, I., & Istenic Starcic, A. (2015). Use of Online Learning Resources in the Development of Learning Environments at the Intersection of Formal and Informal Learning. The Student as an Autonomous Designer. *Ceps Journal*, 5(2), 95-113.

- Lee, Y., Choi, J., & Kim, T. (2013). Discriminating Factors between Completers of and Dropouts from Online Learning Courses. *British Journal of Educational Technology*, *44*(2), 328–337. <https://doi.org/10.1111/j.1467-8535.2012.01306.x>
- Leijen, Ä., Malva, L., Pedaste, M., & Mikser, R. (2022). What Constitutes Teachers' General Pedagogical Knowledge and How It can be Assessed: A Literature Review. *Teachers and Teaching*, *28*(2), 206–225.
- Levy, Y. (2007). Comparing Dropouts and Persistence in E-learning Courses. *Computers and Education*, *48*(2), 185–204. <https://doi.org/10.1016/j.compedu.2004.12.004>
- Li, Y., Dong, M., & Huang, R. (2009). Toward a Semantic Forum for Active Collaborative Learning. *Journal of Educational Technology & Society*, *12*(4), 71–86.
- Lim, J., & Richardson, J. C. (2016). Exploring the Effects of Students' Social Networking Experience on Social Presence and Perceptions of Using SNSs for Educational Purposes. *The Internet and Higher Education*, *29*, 31–39.
- Lin, J. W., Huang, H. H., & Chuang, Y. S. (2015). The Impacts of Network Centrality and Self-regulation on an E-learning Environment with the Support of Social Network Awareness. *British Journal of Educational Technology*, *46*(1), 32–44. <https://doi.org/doi:10.1111/bjet.12120>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Newberry Park, CA: SAGE Publications.
- Lombard, M., & Ditton, T. (1997). At the Heart of It All: The Concept of Presence. *Journal of Computer-Mediated Communication*, *3*(2). <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1083-6101.1997.tb00072.x>
- Mackness, J., Mak, S. F. J., & Williams, R. (2010). The Ideals and Reality of Participating in a MOOC. *Networked Learning Conference, Aarlborg*, 266–274.
- Mahle, M. (2011). Effects of Interaction on Student Achievement and Motivation in Distance Education. *Quarterly Review of Distance Education*, *12*(3), 207–215.
- Mallon, M. N. (2013). Extending the Learning Process: Using the Theory of Connectivism to Inspire Student Collaboration. *Kansas Library Association College and University Libraries Section Proceedings*, *3*(1), 18–27. <https://doi.org/10.4148/culs.v1i0.1833>
- Malva, L., Leijen, Ä., & Baucal, A. (2020). Towards Measuring Teachers' General Pedagogical Knowledge—A Mixed Method Investigation of a Pilot Test. *Studies in Educational Evaluation*, *64*, 100815.
- Marais, N. (2011). Connectivism as Learning Theory: The Force behind Changed Teaching Practice in Higher Education. *Education, Knowledge and Economy*, *4*(3), 173–182.

- Marhan, A. (2006). Connectivism : Concepts and Principles for Emerging Learning Networks. *The 1 St Conference on Virtual Learning, 13*, 1–8.
- Marín-Juarros, V. I., Negre-Bennasar, F., & Pérez-Garcias, A. (2014). Construction of the Foundations of the PLE and PLN for Collaborative Learning. *Comunicar, 21*(42), 35–43. <https://doi.org/10.3916/C42-2014-03>
- Martin, N. K., Yin, Z., & Mayall, H. (2006, February). Classroom Management Training, Teaching Experience and Gender: Do These Variables Impact Teachers' Attitudes and Beliefs toward Classroom Management Style? *Paper presented at the Annual Conference of the Southwest Educational Research Association*, Austin, TX. <https://files.eric.ed.gov/fulltext/ED494050.pdf>
- Masethe, M. A., Masethe, H. D., & Odunaiké, S. A. (2017). Scoping Review of Learning Theories in the 21st Century. *Proceedings of the World Congress on Engineering and Computer Science*. [http://www.iaeng.org/publication/WCECS2017/WCECS2017\\_pp227-231.pdf](http://www.iaeng.org/publication/WCECS2017/WCECS2017_pp227-231.pdf)
- Mason, R. , & Rennie, F. (2008). *Elearning and Social Networking Handbook: Resources for Higher Education*. New York and London: Taylor & Francis. [https://doi.org/10.1111/j.1467-8535.2008.00925\\_7.x](https://doi.org/10.1111/j.1467-8535.2008.00925_7.x)
- Mason, M. (2008). Complexity Theory and the Philosophy of Education. *Educational Philosophy and Theory, 40*(1), 4–18. <https://doi.org/https://doi.org/10.1111/j.1469-5812.2007.00412.x>
- Mattar, J. (2018). Constructivism and Connectivism in Education Technology: Active, Situated, Authentic, Experiential, and Anchored Learning. *RIED. Revista Iberoamericana de Educación a Distancia, 21*(2), 201–217. <https://doi.org/10.5944/ried.21.2.20055>
- Mehmood, S., & Taswir, T. (2013). The Effects of Social Networking Sites on the Academic Performance of Students in College of Applied Sciences, Nizwa, Oman. *International Journal of Arts and Commerce, 2*(1), 111-125.
- Meichenbaum, D. (2017). Teaching Thinking. In D. Meichenbaum (Ed.), *The Evolution of Cognitive Behavior Therapy: A Personal and Professional Journey with Don Meichenbaum*. Routledge.
- Miller, G. A. (2003). The Cognitive Revolution: A Historical Perspective. *Trends in Cognitive Sciences, 7*(3), 141–144. [https://doi.org/10.1016/S1364-6613\(03\)00029-9](https://doi.org/10.1016/S1364-6613(03)00029-9)
- Miller, R. D. (2009). *Developing 21st Century Skills through the Use of Student Personal Learning Networks* [(Doctoral dissertation, Northcentral University, Prescott Valley, AZ)]. [https://media.proquest.com/media/pq/classic/doc/1904879031/fmt/ai/rep/SPDF?\\_s=wSeW6DiKGkSyTlyZ48PuuW1I58I%3D](https://media.proquest.com/media/pq/classic/doc/1904879031/fmt/ai/rep/SPDF?_s=wSeW6DiKGkSyTlyZ48PuuW1I58I%3D)

- Milligan, C., Littlejohn, A., & Margaryan, A. (2013). Patterns of Engagement in Connectivist MOOCs. *Journal of Online Learning and Teaching*, 9(2), 149–159.
- Morrison, K. (2008). Educational Philosophy and the Challenge of Complexity Theory. In M. Mark (Ed.), *Complexity Theory and the Philosophy of Education* (pp 16–31). Wiley-Blackwell.
- Mullock, B. (2006). The Pedagogical Knowledge Base of Four TESOL Teachers. *Modern Language Journal*, 90(1), 48–66. <https://doi.org/10.1111/j.1540-4781.2006.00384.x>
- Muljana, P. S., & Luo, T. (2019). Factors Contributing to Student Retention in Online Learning and Recommended Strategies for Improvement: A Systematic Literature Review. *Journal of Information Technology Education: Research*, 18, 19–57. <https://doi.org/10.28945/4182>
- Nguyen, V. A. (2017). The Impact of Online Learning Activities on Student Learning Outcome in Blended Learning Course. *Journal of Information & Knowledge Management*, 16(04), 1750040. doi:10.1142/s021964921750040x
- Nichols, M. (2010). Student Perceptions of Support Services and the Influence of Targeted Interventions on Retention in Distance Education. *Distance Education*, 31(1), 93–113. <https://doi.org/10.1080/01587911003725048>
- Nievas-Soriano, B. J., García-Duarte, S., Fernández-Alonso, A. M., Bonillo-Perales, A., & Parrón-Carreño, T. (2021). Users Evaluation of a Spanish eHealth Pediatric Website. *Computer Methods and Programs in Biomedicine*, 212, 106462.
- Nunan, D. (2002). *Research Method in Language Learning*. Cambridge: Cambridge University Press.
- O'Neill, D. K., & Sai, T. H. (2014). Why not? Examining College Students' Reasons for Avoiding an Online Course. *Higher Education*, 68(1), 1–14. <https://doi.org/10.1007/s10734-013-9663-3>
- Parkes, M., Gregory, S., Fletcher, P., Adlington, R., & Gromik, N. (2015). Bringing People Together While Learning Apart : Creating Online Learning Environments to Support the Needs of Rural and Remote Students. *Australian and International Journal of Rural Education*, 25(1), 65–78.
- Pegrum, M. (2009). *From Blogs to Bombs: The Future of Digital Technologies in Education*. Crawley, Western Australia: UWA Publishing.
- Pegrum, M. (2010). Modified, Multiplied, and (Re-)mixed: Social Media and Digital Literacies. *Digital Education*, 1–20. [https://doi.org/10.1057/9780230118003\\_2](https://doi.org/10.1057/9780230118003_2)
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions. In *Handbook of Research on Student Engagement* (pp.

- 365–386). Springer, Boston, MA. <https://doi.org/10.1007/978-1-4614-2018-7>
- Pinchbeck, J., & Heaney, C. (2017). Case Report: The Impact of a Resubmission Intervention on Level 1 Distance Learning Students. *Open Learning: The Journal of Open, Distance and e-Learning*, 32(3), 236–242. <https://doi.org/10.1080/02680513.2017.1348290>
- Pintrich, P. R., Smith, D., Garcia, T., & McKeachie, W. (1991). *A Manual for the Use of the Motivated Strategies for Learning Questionnaire (MSLQ)*. Ann Arbor, MI: The University of Michigan. <https://doi.org/10.5901/mjss.2015.v6n1p156>
- Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon*, 9(5).
- Punch, K. F. (2014). *Introduction to Social Research (3rd ed)*. London: SAGE Publications.
- Raju, D., & Schumacker, R. (2015). Exploring Student Characteristics of Retention That Lead To Graduation in. *Journal of College Student Retention: Research, Theory & Practice*, 16(4), 563–591. <https://doi.org/10.2190/CS.16.4.e>
- Reja, U., Manfreda, K. L., Hlebec, V., & Vehovar, V. (2003). Open-ended vs. Close-ended Questions in Web Questionnaires. *Developments in Applied Statistics*, 19(1), 159–177.
- Rennie, F., & Morrison, T. (2013). *E-learning and Social Networking Handbook: Resources for Higher Education*. Routledge.
- Rice, R. L. (2018). *The Influence of Connectivist Learning Networks on Self-Regulation in Middle School* [Doctoral dissertation, Grand Canyon University, America]. <https://search.proquest.com/docview/2150252676?pq-origsite=gscholar>
- Richards, T. (2015). *Problem Solving: Proven Strategies to Mastering Critical Thinking, Problem Solving and Decision Making*. CreateSpace Independent Publishing Platform.
- Ritter, L. A., & Sue, V. M. (2007). Conducting the Survey. *New Directions for Evaluation*, 115, 47–50. <https://www.learntechlib.org/p/101173/>.
- Robson, C., & McCartan, K. (2016). *Real world research (4th ed)*. London: John Wiley & Sons.
- Rocha, L. M. (1998). Selected Self-organization and the Semiotics of Evolutionary systems. Retrieved January 2, 2023 from <https://casci.binghamton.edu/publications/ps/ises.pdf>
- Rosenberg, J., & Ranellucci, J. (2017, May 8). *Student Motivation in Online Science Courses: A Path to Spending More Time on Course and Higher Achievement*. *Michigan Virtual Learning [blog post]*. <https://michiganvirtual.org/blog/student-motivation-in-online-science-courses-a-path-to-spending-more-time-on-course-and-higher-achievement/>

- Şahin, M., Keskin, S., Özgür, A., & Yurdugül, H. (2017). Determination of Interaction Profiles Based on Learner Characteristics in E-learning Environment. *Educational Technology Theory and Practice*, 7(2), 172–192. <https://doi.org/10.17943/etku.297075>
- Salmon, G. (2013). *E-tivities -the Key to Active Online Learning*. Routledge.
- Samad, S., Nilashi, M., & Ibrahim, O. (2019). The Impact of Social Networking Sites on Students' Social Wellbeing and Academic Performance. *Education and Information Technologies*, 24(3), 2081-2094.
- Schraw, G., Crippen, K. J., & Hartley, K. (2006). Promoting Self-regulation in Science Education: Metacognition as Part of a Broader Perspective on Learning. *Research in Science Education*, 36(1–2), 111–139. <https://doi.org/10.1007/s11165-005-3917-8>
- Shah, M., & Cheng, M. (2018). Exploring Factors Impacting Student Engagement in Open Access Courses. *Open Learning: The Journal of Open, Distance and e-Learning*, 34(2), 187–202. <https://doi.org/10.1080/02680513.2018.1508337>
- Shaw, M., Burrus, S., & Ferguson, K. (2016). Factors that Influence Student Attrition in Online Courses. *Online Journal of Distance Learning Administration*, 19(03), 211–231.
- Shriram, R., & Warner, S. C. (2010). Connectivism and the Impact of Web 2.0 Technologies on Education. *Asian Journal of Distance Education*, 8(2), 4–17. <https://doi.org/10.4324/9780203390740>
- Shrivasta, A. (2018). Using Connectivism Theory and Technology for Knowledge Creation in Cross-cultural Communication. *Research in Learning Technology*, 26, 1–16. <https://doi.org/10.25304/rlt.v26.2061>
- Shulman, L. (1987). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review*, 57(1), 1–23.
- Siemens, G., & Tittenberger, P. (2009). *Handbook of Emerging Technologies for Learning*. Canada: University of Manitoba. <https://www.share4dev.info/telecentreskb/documents/4532.pdf>
- Siemens, G. (2004). *Connectivism: A Learning Theory for the Digital Age*. <https://www.learningnetwork.ac.nz/shared/professionalReading/TRCONN2011.pdf>
- Siemens, G. (2005). Connectivism: A Learning Theory for the Digital Age. *International Journal of Instructional Technology and Distance Learning*, 2(1), 3–10.
- Siemens, G. (2006). Knowing Knowledge. Lulu. com. <http://www.lulu.com/shop/george-siemens/knowing-knowledge/paperback/product-545031.html>
- Siemens, G. (2018, July 23). *PhD. EdTech Winter School 2018 [Video file]*.

- <https://www.youtube.com/watch?v=tEvCITc87Ek>
- Silverman, D. (2004). *Qualitative Research: Theory, Method & Practice*. SAGE publications. <https://doi.org/10.1108/978-1-78560-651-920152003>
- Simpson, O. (2004). The Impact on Retention of Interventions to Support Distance Learning Students. *Open Learning*, 19(1), 79–95. <https://doi.org/10.1080/0268051042000177863>
- Skrypnyk, O., Joksimovic, S., Kovanovic, V., Ga, D., & Dawson, S. (2015). Roles of Course Facilitators, Learners, and Technology in the Flow of Information of a CMOOC. *International Review of Research in Open and Distributed Learning*, 16(3), 188–217. <https://doi.org/10.19173/irrodl.v16i3.2170>
- Smidt, H., Thornton, M., & Abhari, K. (2017). The Future of Social Learning: A Novel Approach to Connectivism. *Proceedings of the 50th Hawaii International Conference on System Sciences (2017)*, 2116–2125. <https://doi.org/10.24251/hicss.2017.256>
- Smith, B.G. (2010) *E-learning technologies: A Comparative Study of Adult Learners Enrolled on Blended and Online Campuses Engaging in a Virtual Classroom*. Doctor of Philosophy thesis, Capella University. Retrieved September 11, 2022, from <https://www.learntechlib.org/p/115478/>.
- Song, J., Liang, Y., Liu, L., & Du, Z. (2012). Creating Effective Collaborative Learning in a CALL Environment. In *2012 International Symposium on Information Technologies in Medicine and Education* (pp. 422–425). IEEE.
- Sothayapetch, P., Lavonen, J., & Juuti, K. (2013). Primary School Teachers' Interviews Regarding Pedagogical Content Knowledge (PCK) and General Pedagogical Knowledge (GPK). *European Journal of Science and Mathematics Education*, 1(2), 84–105.
- Stone, C., & Springer, M. (2019). Interactivity, Connectedness and 'Teacher-presence': Engaging and Retaining Students Online. *Australian Journal of Adult Learning*, 59(2), 146-169.
- Strong, K., & Hutchins, H. M. (2009). Connectivism: A Theory for Learning in a World of Growing Complexity. *Impact: Journal of Applied Research in Workplace E-learning*, 1(1), 53-67.
- Surjono, H. D., Muhtadi, A., & Trilisiana, N. (2019, July). *The Effects of Online Activities on Student Learning Outcomes in Blended Learning Environment*. In *Proceedings of the 2019 3rd International Conference on Education and Multimedia Technology* (pp. 107-110).
- Tapscott, D. (2009). *Grown up Digital: How the Net Generation is Changing Your World*.



- New York: McGraw-Hill. <https://doi.org/10.5860/choice.47-3242>
- Taylor, S. J., Bogdan, R., & DeVault, M. (2016). *Introduction to Qualitative Research Methods: A Guidebook and Resource (4th ed)*. New Jersey: John Wiley & Sons.
- Techakosit, S., & Wannapiroon, P. (2015). Connectivism Learning Environment in Augmented Reality Science Laboratory to Enhance Scientific Literacy. *Procedia - Social and Behavioral Sciences*, 174(2), 2108–2115. <https://doi.org/10.1016/j.sbspro.2015.02.009>
- Tello, S. F. (2007). An Analysis of Student Persistence in Online Education. *International Journal of Information and Communication Technology Education (IJICTE)*, 3(3), 47–62. <https://doi.org/10.4018/jicte.2007070105>
- Terry, N. (2001). Assessing Enrollment and Attrition Rates for the Online MBA. *THE Journal*, 28(7), 64–68.
- Thien, D. (2019, October 3). Kinh Tế Số Việt Nam Đạt 12 Tỷ USD, Dẫn Đầu Đông Nam Á. *Tuoi Tre Online*. [https://congnghe.tuoiitre.vn/kinh-te-so-viet-nam-dat-12-ty-usd-dan-dau-dong-nam-a-20191003135041727.htm?fbclid=IwAR1x-4PKzZp-YcyOzsUFtN4Uy7D5Jw\\_l1BrZWwscshOZYHQ2A5pv1HtE4ZU](https://congnghe.tuoiitre.vn/kinh-te-so-viet-nam-dat-12-ty-usd-dan-dau-dong-nam-a-20191003135041727.htm?fbclid=IwAR1x-4PKzZp-YcyOzsUFtN4Uy7D5Jw_l1BrZWwscshOZYHQ2A5pv1HtE4ZU).
- Thota, N. (2015). Connectivism and the Use of Technology/Media in Collaborative Teaching and Learning. *New Directions for Teaching and Learning*, 2015(142), 81-96. <https://doi.org/https://doi.org/10.1002/tl.20131>
- Torres Kompen, R., Monguet, J. M., & Brigos, M. M. (2015). Constant Change. *Quarterly Review of Distance Education*, 16(2), 119–128. <https://www.learntechlib.org/>
- Trnova, E., & Trna, J. (2012). Influence of Connectivism on Science Education with Emphasis on Experiments. *E-Book Proceedings of the ESERA 2011 Conference: Science Learning and Citizenship. Part 4, February*, 83–89. [http://www.esera.org/media/ebook/strand4/ebook-esera2011\\_TRNOVA-04.pdf](http://www.esera.org/media/ebook/strand4/ebook-esera2011_TRNOVA-04.pdf)
- Tschofen, C., & Mackness, J. (2012). Connectivism and Dimensions of Individual Experience. *International Review of Research in Open and Distance Learning*, 13(1), 124–143. <https://doi.org/10.19173/irrodl.v13i1.1143>
- Tsui, A. B. (2005). Expertise in Teaching: Perspectives and Issues. In K. Johnson (Ed.), *Expertise in second language learning and teaching* (pp. 167-189). New York: Palgrave Macmillan.
- Vas, R., Weber, C., & Gkoumas, D. (2018). Implementing Connectivism by Semantic Technologies for Self-directed Learning. *International Journal of Manpower*, 39(8), 1032–1046. <https://doi.org/10.1108/IJM-10-2018-0330>
- Veenman, M. V. J., Hesselink, R. D., Sleeuwaegeen, S., Liem, S. I. E., & Van Haaren, M. G. P. (2014). Assessing Developmental Differences in Metacognitive Skills with Computer

- Logfiles: Gender by Age Interactions. *Psihologijske Teme*, 23(1), 99–113.
- Verhagen, P. (2006, November). *Connectivism: A New Learning Theory?*  
<https://www.scribd.com/doc/88324962/Connectivism-a-New-Learning-Theory>
- Veselá, K. (2013). Connectivism in Foreign Language Education. *Education and Languages in Europe / Bildung Und Sprachen in Europa.*, 25(17), 320–325.
- Vitoulis, M. (2017). Prospects of Connectivism in Lifelong Professional Training of Early Childhood Educators in the Framework of Digital Pedagogy - Perceptions , Attitudes and Intentions. *European Journal of Social Sciences Studies*, 2(7), 1–22. <https://doi.org/10.5281/zenodo.836290>
- Voskoglou, M. G. (2022). Connectivism vs Traditional Theories of Learning. *American Journal of Educational Research*, 10(4), 257-261.
- Voss, T., Kunter, M., & Baumert, J. (2011). Assessing Teacher Candidates' General Pedagogical/Psychological Knowledge: Test Construction and Validation. *Journal of Educational Psychology*, 103(4), 952–969. <https://doi.org/10.1037/a0025125>
- Vuong, N. H. A., & Le, N. T. K. (2021). Using Reflective Journals for Learning English Among Primary School Students via Google Drive. *International Journal on E-Learning Practices (IJELP)*, 4, 92-107.
- Wang, Z., Anderson, T., & Chen, L. (2018). How Learners Participate in Connectivist Learning: An Analysis of the Interaction Traces from a cMOOC. *International Review of Research in Open and Distributed Learning*, 19(1), 44–67.
- Wang, Z., Anderson, T., Chen, L., & Barbera, E. (2017). Interaction Pattern Analysis in cMOOCs Based on the Connectivist Interaction and Engagement Framework. *British Journal of Educational Technology*, 48(2), 683–699. <https://doi.org/10.1111/bjet.12433>
- Wang, Z., Chen, L., & Anderson, T. (2014). A Framework for Interaction and Cognitive Engagement in Connectivist Learning Contexts. *International Review of Research in Open and Distance Learning*, 15(2), 121–141. <https://doi.org/10.19173/irrodl.v15i2.1709>
- Wiley, D. A., & Edwards, E. K. (2002). ). Online Self-organizing Social Systems: The Decentralized Future of Online Learning. *Quarterly Review of Distance Education*, 3(3), 33-46.
- Wen-chi, V. W., Yen, L. L., & Marek, M. (2011). Using Online EFL Interaction to Increase Confidence, Motivation, and Ability. *Journal of Educational Technology & Society*, 14(3), 118–129.
- Wilkinson, D. & Birmingham, P. (2003). *Using Research Instruments: A Guide for Researchers*: London: RoutledgeFalmer.

- Wladis, C., & Hachey, A. C. (2017). Using Course-level Factors as Predictors of Online Course Outcomes: A Multilevel Analysis at a U.S. Urban Community College. *Studies in Higher Education, 42*(1), 184–200. <https://doi.org/10.1080/03075079.2015.1045478n>
- Wong, A. F. L., Chong, S., Choy, D., Wong, I., & Goh, K. (2008). A Comparison of Perceptions of Knowledge and Skills Held by Primary and Secondary Teachers: From the Entry to Exit of Their Preservice Programme. *Australian Journal of Teacher Education, 33*(3 77–93). <https://doi.org/10.14221/ajte.2008v33n3.6>
- Yen, C.-J., Tu, C.-H., Sujo-Montes, L., & Sealander, K. (2016). A Predictor for PLE Management: Impacts of Self-Regulated Online Learning on Students' Learning Skills. *Journal of Educational Technology Development and Exchange, 9*(1), 29–48. <https://doi.org/10.18785/jetde.0901.03>
- Yu, A. Y., Tian, S. W., Vogel, D., & Kwok, R. C.-W. (2010). Can Learning be Virtually Boosted? An Investigation of Online Social Networking Impacts. *Computers & Education, 55*(4), 1494–1503.
- Yurdugül, H., & Demir, Ö. (2017). An Investigation of Pre-service Teachers' Readiness for E-learning at Undergraduate Level Teacher Training Programs: The Case of Hacettepe University. *H. U. Journal of Education, 32*(4), 896–915. <https://doi.org/10.16986/HUJE.2016022763>