Development and Psychometrics of a Questionnaire to Assess the Importance of Integrated Education in Undergraduate Nursing from the Perspective of Faculty Members

Toghyani A1, Rahmani J2*, Salehi Sh2, Adelmehraban M3*

1Department of Curriculum planning, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran
2Department of Community Health Nursing, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran
3Department of Community Health Nursing, School of Nursing and Midwifery Isfahan University of Medical Sciences

*Corresponding Author: Department of Curriculum planning, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran
Tel: 0098- 9134716751
Email: rahmani@khuisf.ac.ir

Received: 13 Oct 2020    Accepted: 2 Nov 2020

Abstract

Background: Despite the importance of integrated education in nursing, limited studies have been conducted to develop appropriate tools to assess its importance in Iran.

Objectives: The present study aimed to develop a questionnaire and psychometrically assess the importance of integrated education in nursing from the perspective of faculty members.

Methods: This is a consecutive exploratory mixed study conducted in two stages. In the first stage, the concept of integrated training was explained via qualitative theme analysis and the relevant key themes of the identification articles were coded. Sampling was purposeful and continued until saturation. In the second (quantitative) stage, first the face and content validity was reviewed and the necessary corrections were made by 15 experts. Then, the reliability of the questionnaire was calculated using internal consistency method (Cronbach's alpha) and the construct validity of the instrument was calculated using exploratory factor analysis.

Results: 203 items were extracted via qualitative content analysis and review of related scientific texts. After performing face and content validity (qualitative and quantitative) 162 items remained. Exploratory factor analysis led to the removal of 50 items and thus 112 items in 4 factors (dimension or scope), including educational content, educational activities, context and conditions. An evaluation was extracted which explained these 4 factors of 87.774 of the total variance. The reliability of the instrument with Cronbach's alpha was 0.92.

Conclusion: The questionnaire on the feasibility of the integrated curriculum in the field of nursing with features such as reliability and validity can be easily used by faculty members and policy makers. It is suggested that other psychological features of the instrument such as convergent and divergent validity be examined in future studies.

Keywords: integrated curriculum, nursing, psychometric assessment, questionnaire
very important to provide quality care, meet the health needs of the community, and raise the need for changes in educational methods and the use of new methods in this field [2]. On the other hand, due to the fact that many nursing trainings take place in clinical departments, it is not possible to use e-learning alone [3-4]. The use of blended method in nursing education using modern educational techniques can simultaneously employ both face-to-face and non-face-to-face methods. This method will provide the opportunity to deepen learning and improve the quality of education [5]. Conversely, without using the integrated method, there may not be enough opportunity to express all the material to the learners’ mood. Despite the importance of integrated education in nursing, no tool was found to measure the importance of this education from the perspective of curriculum specialists and nursing professors in Iran. Some tools have been designed about the importance of this type of education in fields other than nursing, which have been used repeatedly in Iran and many other countries [6-18]. The designed tools only assessed some of the factors of integrated training and none of them paid attention to all the factors associated with the integrated curriculum. Therefore, the present study aimed to develop a psychometric assessment of integrated training assessment tools in nursing from the perspective of nursing faculty members.

Methods
The present study was conducted via mixed research method, a consecutive exploratory (qualitative-quantitative) type of research which is part of the larger study of the doctoral dissertation on curriculum planning entitled "Designing and validating an integrated curriculum model (virtual-non-virtual) in the field of nursing education". This study was conducted within three years from 1997 to 1999 with the participation of nursing faculty members in medical universities (including Tehran, Iran, Shahid Beheshti, Mashhad, Tabriz, Shiraz, Isfahan). The following stages of tool development and psychometrics based on methodology, Ebadi and Zareian (1397) are mentioned in detail.

To produce the item by content analysis method, domestic and foreign databases including SID, Meg Iran, Jahan-e-Islam, Pabmad were analyzed using a combination of virtual, semi-virtual, integrated, and keyword phrases. At this stage, 115 articles were obtained, from which 203 items related to integrated education were extracted.

Step 2: Item reduction
The items extracted from the content analysis were emailed to a number of specialists in the field of curriculum planning and nursing. In this stage, similar and sometimes repetitive items of the previous stage were removed or merged and some phrases and words were revised and corrected. After the changes, the initial questionnaire with 162 items was prepared for psychometrics.

Step 3: Formal validity and content validity:
In order to evaluate the face validity qualitatively, the items of the questionnaire were examined in terms of difficulty, appropriateness and ambiguity. In this stage, there were ten nursing faculty members and five curriculums planning faculty members who presented their corrective opinions. To determine the validity of the content, a questionnaire was given to 15 faculty members in the field of nursing and curriculum planning to express their expert opinions on the observance of grammar and use of appropriate words, placement of items in their proper place. In this section, participants were asked to comment on the need for each item in the questionnaire (content validity ratio) based on a 3-part Likert scale (necessary-useful but not necessary, and not necessary).

Step 4: Structural validity:
We used the exploratory factor analysis as a common method to determine the validity of the questionnaire structure. Various methods have been mentioned to determine the sample size for performing the analysis factor. For example, sources have shown at least three examples per item. However, in special circumstances where there is limited access to the sample, the sample size required for factor analysis is considered to be at least 150 sufficient (source). However, questionnaires were sent to all faculty members of the mentioned universities, and finally 165 questionnaires were completed by faculty members.

Step 5: Reliability:
Internal consistency emphasizes the uniformity of the components of a questionnaire. In this study,
the reliability was examined by internal consistency method (Cronbach's alpha). We considered the right of each participant to choose to accept or reject participation in the study and ensure about the confidentiality of personal information and confidentiality. The findings will also be published anonymously and in groups.

**Results**

The number of items in the questionnaire reached 130 items after face validity. In the content validity stage, based on the table of contents and according to the number of participants, 18 items were removed from the items that had a CVR less than 0.51. The correlation matrix showed that many of the coefficients above the acceptable coefficient were 3.

The result of Meyer Eklin's Kaiser Test was 0.737, which is higher than the acceptable level of 0.6. The factor analysis of the correlation matrix was confirmed. Factor analysis of the questionnaire and the results of factor analysis by principal component analysis (PCA) method led to the formation of seven factors (domains) with 112 items. A sample of nine items in each domain is provided in Table 1 (Table 1). Pebble results are also shown in Figure 1 that supports the presence of 7 factors (domains). In the reliability study, Cronbach's alpha coefficient of the total 112 item questionnaire was equal to 0.921.

| Item No | Factor load of each item | Total variance | Item title |
|---------|--------------------------|----------------|------------|
| Appropriate e-learning content should be prepared in accordance with the correct and standard principles. | 0.899 | 47.978 | Item 1 |
| Balance the time and volume of classroom and virtual activities. | 0.555 | | Item 9 |
| Combination of face-to-face and online training appropriately. | 0.947 | | Item 10 |
| The design must be flexible and adapt to changing needs. | 0.725 | | Item 20 |
| In online classes, the learner and the teacher must communicate with each other from any place and at a specific time, such as a face-to-face class. | 0.737 | | Item 23 |
| The online student must have access to the curriculum elements at all times. | 0.744 | | Item 24 |
| The integrated curriculum should be evaluated on an ongoing basis. | 0.774 | | Item 30 |
| The initial, middle and end of the semester evaluation must be considered. | 0.663 | | Item 32 |
| Learners, teachers and technology tools must be constantly evaluated. | 0.654 | | Item 33 |

**Facilities and conditions**

| Factor load of each item | Total variance | Item title |
|--------------------------|----------------|------------|
| Technological infrastructure (e.g., telecommunication infrastructure systems, networks and Internet service providers, bandwidth) are required. | 0.871 | 18.680 | Item 38 |
| Setting up a virtual education system requires technical and support staff, technical and educational designers. | 0.705 | | Item 50 |
| Integrated learning, like any other major change in the business and educational environment, requires executive support. | 0.767 | | Item 52 |
| Online course teachers should be empowered for support. | 0.915 | | Item 53 |
| It is necessary to consider a support system for teachers who are experiencing integrated learning for the first time. | 0.746 | | Item 57 |

**Educational activities**

| Factor load of each item | Total variance | Item title |
|--------------------------|----------------|------------|
| The teacher should use asynchronous tools to design a variety of learning activities to suit learners. | 14.276 | | Item 58 |
| Before teaching, the teacher should decide on the duration of the simultaneous session, the day of the session, the time and time of the session in the day and the geographical areas of the learners. | | | Item 62 |
| Factor technology is used for more adaptation and coordination in learning and teaching approaches. | | | Item 68 |
Learning content should be conveyed to the learner in the form and image that is most appropriate for them.  
Simultaneous and asynchronous access to learning resources and curriculum should be possible.  
In the online learning environment, it is possible for the student to communicate simultaneously and asynchronously with different people and resources.

| Evaluation  | Total variance |
|-------------|----------------|
| Item 75     | 13.771         |
| Item 84     | 13.772         |
| Item 85     | 13.773         |
| Item 93     | 13.774         |
| Item 94     | 13.775         |
| Item 95     | 13.776         |
| Item 98     | 13.777         |
| Item 101    | 13.778         |

![Scree Plot](image)

**Figure 1: Pebble diagram of the number of factors of integrated education from the perspective of nursing faculty members**

**Discussion**

This study was conducted to create and psychologically measure the feasibility of integrated education tools in nursing from the perspective of faculty members. The above questionnaire can be considered as a new approach in Iran because its main structures have been extracted and identified from the perspective of nursing experts by the method of content analysis approach. In this study, after the instrumentation stages, we obtained four dimensions (scope) of educational content, context and conditions, educational activities, and evaluation.

The first dimension of the questionnaire is "educational content" including content objectives (curriculum content and resources, balance between classroom and virtual activities, attention to learners' educational needs) and "flexibility" (curriculum flexibility, time flexibility, Spatial flexibility) and "control and evaluation" (course evaluation, teacher evaluation). To design a program, we should consider the content content analysis (learning needs), learner analysis (learning objectives). Intergrated training enhances active learning and communication between learners and provides the ability to adapt to learners' circumstances. Intergrated training classes give students the flexibility to do some of their learning activities individually at any time and place and provide the right educational opportunities at the right time and place for everyone. These findings are consistent with the findings of similar studies in this field. Sidi and Yaghoubi (2012), Savari and Fallahi (2017), Lane (2008), Seraji (2008), Nizam Abadi et al. (2014), Ajam et al. (2013), Salehi Imran and Salari (2012) Hao and Barich (2010). In the educational content, Sidi and Yaghoubi paid attention to the opinions of experts and needs assessment of the
field (11) regarding the importance of the content goals of the riding and welfare curriculum in relation to the resources of the learning topic [19]. Lane mentioned the variety of methods of presenting content and thus meeting the diverse needs of learners [20]. Seraji emphasized on updating and encouraging learners to work continuously, providing evaluation opportunities, and fitting resources with the overall objectives of the curriculum [21]. Nizamabadi et al. paid attention to improving clinical skills and transferring the learned to the clinical field [22]. Regarding the flexibility of Ajam et al., Integrated training increases the effectiveness and quality of training due to its flexibility in the time and the place [23]. Regarding humanity and flexibility [24], Hao and Barich (2010) focused on evaluating the online learning environment (inputs, activities or transactions and outputs) [25].

The second dimension obtained in this questionnaire was related to "context and conditions", which included "technological capabilities" (i.e., technological skills, technological infrastructure) and "support system" (i.e., educational support, technical support). A prerequisite for using Integrated training is the presence of the necessary contexts. Regardless of these infrastructures and standards, this type of learning fails to achieve its goals. Setting up a Integrated training system requires technical and support staff, technical and educational designers, faculty members, students, planners and managers as the main users and actors of the Integrated training system. Also, having extensive knowledge of skills familiarity with computer, scientific journey on the web instead of aimless web surfing, familiarity with software, troubleshooting and debugging and new attitudes, and change of mindset and understanding of all the factors involved. Working and rebuilding roles, relationships, and ways of doing things are essential. These findings are consistent with the findings of similar studies in this field. Afyooni et al. (2012), Mahmoudi et al. 2016, Hashemi Nejado et al. (2013), Moradi et al. (2011), Vafaie et al., 2009), Yaghoubi (2010), Lee et al. (2011), afyooni et al. who set up a virtual education system and paid attention to technical and support staff, technical and educational designers, faculty members, students, planners and managers [26]. Mahmoudi et al. paid attention to hardware and software facilities [27]. Hashemi Nejado et al. examined access to computers and the Internet at sufficient speed. Existence of sufficient network with sufficient bandwidth [28]. Moradi et al. considered personal, infrastructural and equipment barriers, economic, managerial and organizational as the most important factors hindering the development and application of integrated education [29]. Vafaie et al. considered the appropriate context for virtual education as the most important factor in not using this educational method [30]. Yaghoubi identified the appropriate educational content, the availability of information and communication technology infrastructure, the use of software, and the selection of appropriate educational media, as factors affecting the success of the e-learning system [31]. Lee and Bruges paid attention to the provision of a support system to provide the necessary guidance to the [32] students on an ongoing basis.

The third dimension of the "Teaching-Learning" questionnaire, which includes "teaching activities" (including teaching strategies, optimal combination of education with technology, guidance and support) and "learning activities" (including various interactions, use of simulation programs, self-centered learning, Simultaneous and asynchronous (integrated) learning). Integrated education gives educators the opportunity to design education based on different learning styles and student interests. In fact, integrated education is an intelligent combination of educational methods that any student with any level of knowledge and familiarity with the curriculum can use the features of self-guidance in this education. Integrated education learning increases student-faculty and student-student interactions. Students became more interested in communicating using electronic media. On the other hand, online education allows students to have unlimited access to educational materials, spend more time, compensate for their backwardness, and pursue education according to personal taste. These findings are in line with the findings of similar studies in this field, such as (Seraji, 1394), Goldberg and Pilkington (2007) Avalus (2011) Rosette, and Farzi (2006), Valitan (2002). Seraji posited that the teacher should decide on the duration of the simultaneous
session, the day of the session, the time and time of the session per day, and the characteristics of the learners' geographical areas [33]. Goldberg and Pilkington examined that the major roles of virtual teacher; establishing social relationships, facilitating discussion, providing feedback, managing the learning process, participating in the discussion, organizing learning activities, initiating discussion, and introducing more resources for study are often done through asynchronous communication [34]. According to Avalus, virtual teacher provides integrated training via communication tools at the same time, such as virtual classrooms, video conferencing, and voice chat tools [35]. Rosette and Farzi found that integrated education provides multiple opportunities for communication, collaboration, interaction, and learning control. According to [36] Savari and Fallahi, integrated education makes it possible to simulate highly complex practical activities in a computer environment to teach the subject to learners at a lower cost, time, and risk. Valiout used integrated education to describe learning activities based on a variety of events, such as face-to-face learning, live e-learning, and self-centered learning [37]. As Frank would posit, giving effective and efficient instruction provides combining online instruction with basic face-to-face interactions in the classroom [38].

The fourth dimension introduces the "Evaluation" questionnaire, (e.g., performance feedback including class and research activities, assessment and testing) and "evaluation methods" (i.e., comprehensive assessment, self-evaluation). Online education is a successful and efficient system if the educational content is properly compiled and evaluated. Principles that appear to be relevant to student evaluation include; Giving students the opportunity to self-evaluate specialized subjects, emphasizing continuous evaluation as part of the process of learning specialized problems and issues, emphasizing problem solving as part of evaluation, paying attention to the evaluation of specialized subjects by classmates, using evaluation to improve, eliminating the shortcomings of students' learning in specialized subjects, evaluating students' group activities on specialized subjects, emphasizing the evaluation of students' creativity, and innovation in specialized subjects. Using the various methods and tools of these findings is consistent with the findings of similar studies. Borang et al. (2015), Hasin et al., 2009). Ajam (2017). Borang et al. pay attention to individual differences and the needs of learners, problem solving, creative thinking and other high-level cognitive skills, which are usually helpful [39]. Hasin et al. considered constructive and timely feedback by the virtual instructor to be important in integrated teaching [40]. Ajam considered the following as important in integrated education: writing scientific articles, case studies on specialized issues, presenting methods for doing things (solutions) on problem solving, designing precise questions, conducting individual and group research projects, and e-portfolio [22].

One of the limitations of this study is that it was conducted in the period of 2000-2018 in the field of nursing, so we should be wary of generalizing the results to other fields. In conducting the questionnaire, the researcher faced restrictions and the respondents' refusal in distribution and collection. It is suggested that a similar study be conducted in other fields of medical sciences and in different time periods.

Conclusion
Due to the increasing progress of science in the field of nursing and that the field of nursing is a combination of theoretical and clinical sciences, we need to use Integrated training in this field. The current study in the form of an integrated study was able to design a tool with 112 items in 4 dimensions of educational content, context and conditions, teaching-learning and evaluation, which can be used for policy makers, administrators and even professors in this field, so they could evaluate their teachings.

Acknowledgements
This article was taken from the doctoral dissertation in the field of curriculum planning of Isfahan Azad University (Khorasgan) (approved code 23820603952066).

Conflict of interest
Authors declare no conflict of interest in this study.

References
1. Shahsavari Isfahani S. Designing and Implementing the Integrated Learning Approach
in Nursing Education: the Integrating Problem-Based Learning and Role Playing Methods in Teaching the Practical Part of Patient Education. Teb Va Tazkhe; 26(3): 219-27. [In Persian]
2. Sheen S-TH, Chang W-Y, Chen H-L, Chao H-L, Tseng CP. E-Learning Education Program for Registered Nurses: The Experience of a Teaching Medical Center. J Nurs Res. 2008; 16(3): 195-201.
3. Yuksekdog Bb. The Importance of distance education in nursing. Int Women Online J Distance Educ. 2015; 4(1): 8-12.
4. Mosalanejad L, Alipour A, Zandi B, Zare H, Shabiri SM. A blended educational program and its psychological effects on the students. J Pars Univ Med Sci (Jahrom Univ Med Sci): 2010, 8(1): 52-62. [In Persian]
5. Mohammad Khani M. Blended learning. Tadibir, 2006; 172: 35-40. [In Persian]
6. Najafi H. The Relationship between Dimensions and Indicators of Combined Education and Quality of Learning in Payame Noor University. Information Communication Technol Educ Sci. 2016; 7(4): 59-80.
7. Mahmoudi M, Moghadasi F, Rezazadeh F. The Requirements of Using a Combined Educational System from the Perspective of Faculty Members Studied: Payame Noor. International Conference of Management Elites; 2016.
8. Esfijani A. The Impact of Combined Education on Academic Performance and Student Satisfaction. 2017; 13(1): 45-66. [In Persian]
9. Hashemi Nejad A, Hosseini M, Hejazi Y. Analysis of prerequisites of applying blended learning system from perspective of Khuzestan province natural resources and agriculture faculty’s members. Iran J Engin Educ. 2013; 15(57): 37-50. [In Persian]
10. Zamani B, Babri H. Prospects of Combined Education Planning in Teaching-Learning Activities of Isfahan University of Medical Sciences Based on swot model. Dev Stride Med Educ. 2013; 10(1): 95-108. [In Persian]
11. Sayyidi M. Yaghoubi Z. Design and Implementation of a Combined Education System for Teaching Rehabilitation Students in Interdisciplinary. J Vir Educ Med Sci. 2011; 3(2): 42-50. [In Persian]
12. Ofelewe CJ, Agomuo EE. Effects of blended and F2F learning environments on students’ achievement in QBASIC programming. Comput Educ. 2016; 103: 76-86.
13. Paechter M, Maier B, Macher D. Students’ expectations of, and experiences in e-learning: Their relation to learning achievements and course satisfaction. Comput Educ. 2010; 54(1): 222-29.
14. Rowe M, Frantz J, Bozalek V. The role of blended learning in the clinical education of healthcare students: a systematic review. Med Teach. 2012; 34(4): 216-21.
15. Lopez Perez MV, Perez Lopez MC, Rodriguez Ariza L. Blended learning in higher education: students’ perception and their relation to outcomes. Comput Educ. 2011; 56(3): 818-26.
16. Fearon, Colm; Starr, Simon; McLaughlin, Heather.(2011). Value of Blended Learning in University and the Workplace: Some Experiences of University Students. Ind Commerc Train. 2011; 43(7): 446-50.
17. Lopez MV, Lopez MC, Lazaro R. Blended learning in higher education: students perception and their relation to outcomes. 2011; 56(3): 818-26.
18. Garrison RD, Vaughan ND. Blended learning in higher education: Framework, principles and guidelines. SanFrancisco: Jossey-Bass; 2007.
19. Sevari K, Falahi M. Development and Improvement of Teaching and Learning through Combined Learning. 2016; 5(2): 20-26. [In Persian]
20. Lin Q. Student satisfactions in four mixed courses in elementary teacher education program. Internet High Educ. 2008; 11(1): 53-59.
21. Seraji F, Attaran M, Asgari M A. Characteristics of Curriculum Design of Iranian Virtual Universities and Comparison with Virtual University Curriculum Design Guidelines. Iran Res Plan High Educ. 2009; 14(4): 97-118. [In Persian]
22. Jafari Golestan N, Nezamabadi Z, Farsi Z, Zareian A. Application of E-learning in Clinical Nursing Skills Education. Army Univ Med Sci. 2003P; 4(2): 92-93. [In Persian]
23. Ajam A, Jafariyesani B, Ahanchian M. The role of motivation and computer skills of students in their views about blended learning approach. J New Approach Educ Admin. 2013; 4(3): 63-81. [In Persian]
24. Salehi Omran E, Salarizan H. Combined Learning- A New Approach to Development of
Teaching and Learning Process / Learning. Ir Q Training Strategies. 2012; 1(2): 69-75. [In Persian]
25. Hao Y, Borich G. A Practical Guide to Evaluate Quality of Online Courses. In: Holim Song & Terry Kidd. Handbook of Research on Human Performance and Instructional Technology. New York: Information science reference.
26. Afyooni S, Foroughi Abri AA, Yarmohammadian MH. Feasibility Study of Implementation of Virtual Education Course at Islamic Azad University, Khorasan Branch (Isfahan). Research Curriculum plan. 2013; 10(39): 80-92. [In Persian]
27. Mahmoudi M, Moghadasi F, Rezaazadeh F. Implications for Implementing a Combined Educational System. International Conference on Management Elite. [Cited 2016]; Available from: URL: http://scholar.conference.ac/index.php/download/file/5299-Requirements-using-a-combination-of-educational-system
28. Hasheminezhad A, Hoseini M, Hedjazi Y. Analysis of Prerequisites of Applying Blended Learning System from Perspective of Khuzestan Province Natural Resources and Agriculture Faculty s Members. Iran J Engineering Educ. 2013; 15(57): 73-50. [In Persian]
29. Moradi H. Karami Gh. Bijeni M. Analysis of Barrier Structures in Development of Integrated Teaching from the Viewpoints of Faculty Members (Case Study: Ramin Ahwaz and Razi Universities of Kermanshah). Iran J Engineering Educ. 2011. 13(50): 123-36. [In Persian]
30. Vafaeei Najar A, Mohammadi M, Khibabatana B, Ebrahimipur H. Attitudes and practices of faculty members to implement virtual education system in mashhad. Iran J Med Educ. 2011; 11(2): 120-27. [In Persian]
31. Yaghoubi J. Analysis factors affecting the success of e-learning from point of view virtual students. Tehran: International Conference on E-Learning and Teaching; 2010. [In Persian]
32. Lee A, Berge ZL. Second Life in healthcare education: Virtual environment's potential to improve patient safety. Knowledge Management and E-Learning: An International Journal. 2011; 3(1): 17-23.
33. Seraji F. Virtual Teacher. Iranian Encyclopedia of Curriculum. [Cited 2016]; Available from: URL: http://www.daneshnamehicsa.ir/userfiles/file/article/D9%85%D8%B9%D9%84%D9%85%20D9%85%D8%AC%D8%A7%D8%B2%DB%8C% D8%8C%20%D8%AF%DA%A9%D8%AA%D8%B1%20%D9%81%D8%B1%D9%87%D8%A7 %D8%AF%20%D8%B3%D8%B1%D8%A7%D8%AC%DB%8C.pdf
34. Guldberg K, Pilkington R. Tutor roles in Facilitating Reflection on Practice Through Online Discussion. Educ Technol Soc. 2007; 10(1): 61-72.
35. Avalos B. Teacher professional development in Teaching and Teacher Education over ten years. Teach Teach Educ. 2011; 27(1): 10-20.
36. Rossett A, Frazee RV. Blended learning opportunities. AMA Real Estate: AMA Special Report; 2006: 1-27.
37. Valitan A. Blended learning models. Chatsworth: Media Inc. [Cited 2002]; Available from: URL: http://www.learningcircuits.org
38. Frank J. A model for blended learning. AMA Real Estate: AMA Special Report. [Cited 2004]; Available from: URL: http://www.usdla.org/html/journal/MAY02_Issue/article03.html
39. Borang MA, Safari Sani H, Saberi R, Shokoohifard H. Designing and validating a quality virtual teaching model in the Iranian higher education system. Qualitative Res Curriculum. 2016. [In Persian]
40. Hussin H, Bunyyarit F, Hussein R. (2009). Instructional design & e-learning: Examining learner perspective in Malaysian institution of higher learning. Campus-wide information systems. 26(1): 4-19.