

Literature Review Feedback

Title: Evaluating the Impact of Blended Learning on Student Engagement in Higher Education in Qatar

Date: June 2025

1. Knowledge and Understanding

This literature review demonstrates a strong and well-contextualised understanding of blended learning in higher education, specifically within the Qatari context. The discussion is grounded in national policy (Qatar National Vision 2030) and incorporates relevant theoretical models—TAM, TPACK, and Col—that add conceptual depth and coherence. The review's framing of engagement into emotional, behavioural, and cognitive components is appropriate and academically sound. The treatment of localised challenges and the policy environment illustrates a thorough appreciation of regional relevance and nuances.

2. Criticality

The review engages in sustained and thoughtful critique, particularly in the discussion of implementation challenges and research gaps. Contradictory findings in the literature are acknowledged and interrogated. The review evaluates the limitations of both technology use and pedagogical approaches, and addresses institutional capacity issues with a critical lens. While much of the critical analysis is reserved for the later sections, it could be even more impactful if earlier thematic sections also incorporated greater synthesis and comparative commentary.

3. Use of Relevant Sources

The review draws on a well-curated and relevant set of 16 sources, including international peer-reviewed journals, regional policy documents, and empirical studies. There is an appropriate balance between theoretical and applied research. Most references fall within a 2016–2025 range, ensuring topical relevance. Source integration is consistently strong, with theoretical models explicitly tied to cited literature throughout the review. Some inclusion of longitudinal or mixed-method studies, as noted in the text, would further deepen this already strong foundation.

4. Structure and Presentation

The review is logically organised, professionally presented, and consistently written in an academic tone. Headings are clear and support the logical progression of the argument. The introduction, methodology, and conclusion sections are well-developed and linked to the guiding question. A formal abstract is missing, which would enhance the completeness of the academic format. Overall, the document is polished, fluent, and accessible, with no significant issues in coherence or expression.

5. Academic Integrity

Harvard-style referencing is accurately and consistently applied. All sources are properly cited in-text and listed in the reference section. There is clear evidence of original academic work, with appropriate use of paraphrasing and quotation. No issues of academic misconduct are present.