

1 REVIEWED PAPERS

1. Garrison, D. R., & Vaughan, N. D. (2008). Blended learning in higher education: Framework, principles, and guidelines.
 - Summary - This paper introduces the concept of blended learning in higher education, presenting a framework, principles, and guidelines for its implementation. It discusses the integration of traditional face-to-face instruction with online learning, emphasizing the design considerations and the benefits of combining these modalities to enhance the educational experience.
 - Key takeaways - This paper discusses some of the elements of distance learning that have positively impacted modern education and provides logical support as I infer learning outcomes from student engagement.
2. McLaughlin, B., & Nayak, N. (1989). Processing a new language: Does knowing other languages make a difference. *Interlingual processes*, 1(5), 179-187.
 - Summary - This paper examines whether prior knowledge of multiple languages affects acquiring a new language. It delves into interlingual processes, exploring how knowledge of one language influences the learning and acquisition of another language and investigating potential advantages or challenges multilingual individuals face when learning a new language.
 - Key takeaways - As part of the critique, I think learning different languages has different learning curves, especially for other native speakers. This paper provides ample arguments for my statement.
3. Richardson, J. C., & Swan, K. (2003). Examining Social Presence in Online Courses about Students' Perceived Learning and Satisfaction.
 - Summary - Focuses on online learning environments; this paper investigates the concept of social presence and its impact on students' perceived learning outcomes and satisfaction. It explores how interaction and communication among participants in online courses contribute to creating a sense of social presence, affecting students' overall learning experiences and satisfaction levels.
 - Key takeaways - This article provides the theoretical support necessary to refine the logical chain from social interactivity to motivation to learning engagement and outcomes.
4. Schiefele, U. (1991). Interest, learning, and motivation. *Educational psychologist*, 26(3-4), 299-323.

- Summary - This paper delves into the relationship between interest, learning, and motivation in educational contexts. It examines how individual interests influence motivation and subsequently impact learning outcomes. The paper discusses theories and empirical evidence regarding the role of interest in fostering motivation and enhancing learning processes.
 - Key takeaways - Since the participants in my study come from culturally diverse backgrounds and different native languages, it is difficult for me to have a common starting point to assess their final learning outcomes. This article helps me explain and further understand this phenomenon and its reasons.
5. Wogan, M., & Waters, R. H. (1959). The role of repetition in learning. *The American journal of psychology*.
- Summary - Focusing on the role of repetition in the learning process, this paper explores how repeated exposure to information influences retention and learning. It examines various aspects of repetition, such as its impact on memory, skill acquisition, and the effectiveness of different repetition strategies in facilitating learning and long-term retention.
 - Key takeaways - This article highlights the critical role of repetitive behaviours for skill learning and reinforcing memory and looks ahead to how repetitive behaviours can be embedded in the learning process for better learning outcomes.
6. Ha, Y., & Im, H. (2020). The Role of an Interactive Visual Learning Tool and Its Personalizability in Online Learning: Flow Experience. *Online Learning* (Newburyport, Mass.), 24(1), 205–. <https://doi.org/10.24059/olj.v24i1.1620>.
- Summary - This study investigated the impact of interactive online learning tools on college students' learning experiences, guided by the “Flow” concept. The study examined how dynamic visual learning affected students' experience, test performance, and perceived value of the activity. Additionally, the study explored how the personalizability of difficulty levels in online activities influenced students' enjoyment and satisfaction.
 - Key takeaways - The study highlights the positive impact of interactive online learning tools on student learning, including increased attention, curiosity, and interest in the activities. Additionally, the study suggests that the personalizability of difficulty levels can boost students' enjoyment and satisfaction, underscoring the potential of customization in fostering curiosity and engagement in learning.

7. Zou, L., & von Ahn, L. (2023). Interview with the founder of Duolingo. YouTube. https://www.youtube.com/watch?v=ejlixcznawg&ab_channel=%Ed%BP%jFLin%Ej%AF%BO.

- Summary - This video is from Lindsay's interview with the founder of Duolingo, which discusses how Duolingo came to be, how and why Duolingo is now the most popular learning software, its design philosophy, and its business model, among other exciting topics.
- Key takeaways - Duolingo's course design philosophy sparked my interest and helped me methodologically understand and refine the logical chain from curiosity and drive to learning outcomes. Because Duolingo's design was highly relevant to the topics I wanted to discuss in my final project, I chose it as the online learning platform for the participants in my research group.