

APPLYING FLIPPED CLASSROOM IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

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TÓM TẮT

Dạy tiếng Anh chuyên ngành thông qua Lớp học đảo ngược đã trở thành một phương pháp sư phạm đạt được nhiều thành công và nhận được sự ủng hộ từ nhiều giáo viên trên khắp thế giới. Sự phát triển của truyền thông kỹ thuật như Internet, World Wide Web, E-learning; cùng với sự phổ biến của những thiết bị di động như điện thoại di động và máy tính bảng, kết hợp với những ứng dụng và phần mềm giúp cho việc tổ chức lớp học đảo ngược trở nên đơn giản và khả thi. Bài báo này nhằm xem xét hiệu quả của việc áp dụng Lớp học đảo ngược trong chương trình giảng dạy Tiếng Anh chuyên ngành bằng cách phân tích kết quả của những tài liệu đánh giá về phương pháp Lớp học đảo ngược và tìm ra những ưu điểm của phương pháp này. Sử dụng phương pháp nghiên cứu định tính, bài báo đề xuất các phương pháp áp dụng Lớp học đảo ngược một cách cụ thể trong lớp học tiếng Anh chuyên ngành, phân tích những trở ngại có thể gặp phải và đề xuất biện pháp khắc phục.

ABSTRACT

Teaching English for Specific Purposes via the Flipped Classroom has become an undeniably successful pedagogy, propelled by the enthusiasm of many teachers around the world. These dedicated educators are making a significant difference in how students learn and, as a result, improving learning outcomes. The unparalleled capabilities of new digital media, such as the Internet, the World Wide Web, and E-learning Moodle, have also enabled this evolution. An ever-expanding variety of powerful applications has been made available on top of this framework. Moreover, in the current decade, mobile technologies like tablets and smartphones have fundamentally altered the ease and convenience with which students and teachers can access digital content. This paper examines the efficacy of using the Flipped Classroom pedagogy in an English for Specific Purposes curriculum by reviewing the results of literature reviews on the Flipped Classroom pedagogy and exploring the advantages of this technique. This paper shows the author's qualitative reflections based on personal pedagogical experience, and it suggests approaches to apply the Flipped Classroom pedagogy in an English for Specific Purposes module. Finally, the paper will look at the obstacles that may be encountered and how to overcome them.

Title: *Using exploratory factor analysis (EFA) technique to evaluate measurement models in scientific research: some summary and implications*

Từ khóa: *tiếng Anh chuyên ngành, lớp học đảo ngược*

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1. Introduction

Teaching English for Specific Purposes to undergraduate students in universities where English is the language of instruction is of vital importance to these students, since failing to learn academic English for the specific major would hinder their opportunity to study in their professional fields, so mastering the English technical language trains students to fulfill the demands of their faculties.

Due to classroom time constraints, the difficulty of technical and semi-technical language, and the availability of internet educational materials, the flipped classroom approach to teaching ESP has proven particularly appealing in the setting of Vietnamese tertiary education. This inverted learning approach includes students learning outside of class by viewing lectures, reading subject-related articles, and conducting research, as well as participating in class activities through pair work or group work led by their teacher. As a result, Bloom's taxonomy ("Remember, Understand, Apply, Analyze, Evaluate, Create") will be flipped in class, with a focus on mastery of higher-order cognitive capabilities. In studies of flipped learning in ESP classrooms, some improvement has been made in the development of productive abilities. The author does point out, however, that there isn't enough information comparing student learning results in a flipped classroom against a typical classroom.

With today's millennial students who belong to the virtual world, using a pedagogy that is tailored to their interest is essential for its success, as embracing

digital learning is what may engage the 21st century students. According to Trucano (2005), information and communication technologies encourage both teachers and students, rendering the classroom student-centered rather than teacher-centered. Moreover, the standard of graduates nowadays needs to be improved, as they cannot be just vessels to be loaded with information from the instructor, but they should be able to interpret information and do analysis. According to Evseeva (2015), there is a transition from "education for life" to "lifelong learning," which is described as a "continuous and self-motivated quest for information for various reasons, whether technical or personal." As a result, a new teaching pedagogy was needed, one that shifts the teacher's position from knowledge disseminator to learner mentor and helper.

Lage first proposed the Flipped Classroom method in the year 2000, and it was later developed and popularized by two high school chemistry professors. They first used it to overcome the need to give after school help to student athletes to be able to grasp what they missed while they were absent attending competitions. It began in 2017 at Yersin University of Dalat, when there was a suggestion that teachers proposed piloting this new pedagogy to improve students' learning. Students in this Flipped mode are exposed to course material outside of the classroom and then participate in content at a deeper level within the classroom, according to Strayer (2012), because "interactive technology allowed educators to qualitatively reconceptualize the teaching and learning dynamic." In other words, the Flipped

Classroom approach inverts the conventional lecture mode classroom by letting students study course material outside of class, freeing up class time for hands-on exercises, constructive learning using higher order reasoning tasks (application, review, and synthesis), and clearing myths by discussions with the instructor and peers.

This paper aims to assess the efficacy of the Flipped Classroom pedagogy in an English for Specific Purposes class at Yersin University of Dalat. It will start with a literature review of the previous studies on the Flipped Classroom approach; then, it will illustrate the research methodology used. Following that, the paper will include advice and recommendations for a Flipped Classroom application focused on the author's own experience; and eventually, it will examine potential obstacles and how to solve them.

2. Literature review

The usefulness of the Flipped Classroom pedagogy has been researched thoroughly. According to O'Flaherty and Philips' observations (2015), the Flipped mode of learning leads to better academic success, enhanced teacher and student confidence, and the growth of lifelong learning skills. Moreover, Roach (2014) implemented this approach on a partially Flipped Classroom microeconomic course over one semester and recorded students' perception regarding this Flipped Classroom pedagogy and the results showed that they were in favor of this pedagogy and that the instructional design is beneficial across student groups. Similarly, Elliot (2014) studied a Flipped

Classroom sophomore-level information technology course using a survey and reflective comments, and his findings suggest that the students were initially sensitive to the Flipped Classroom concept; however, by the end of the course, there was considerable satisfaction with the Flipped Classroom pedagogy. Furthermore, Gilboy et al. (2014) used the Flipped Classroom pedagogy in two undergraduate nutrition courses, and the majority of the 142 students surveyed demonstrated satisfaction with this new method of learning and preferred it to conventional pedagogy. He asserted that this educational approach was a victory for both students and teachers. Furthermore, Evseeva and Solozhenko (2015) used this strategy in a language class, with the result that students' enthusiasm increased and their academic performance improved. Hung (2016) also completed a report on English Language Learners using the Flipped Classroom pedagogy, with the findings showing better academic performance as well as enhanced student satisfaction and involvement in the learning process. Talley (2013) has used the Flipped Classroom mode for undergraduate psychology students, and the findings showed an improvement in the students' final grades, demonstrating the Flipped Classroom strategy's positive impact on their academic success.

Several other research studies have been conducted to test the efficiency of the Flipped Classroom strategy and their results are promising (Atteberry, 2013; Butt 2014; Elliot, 2014; Gilboy, 2015). In this Flipped Classroom mode of learning students were better prepared for class (Elliot, 2014); were more engaged,

enthusiastic and motivated (Butt, 2014), scored higher grades (Mason et al., 2013); were more eager for cooperative learning (Strayer, 2012); became personalized learners and proficiently adopted problem-solving skills (Mason et al., 2013).

On the other hand, only a few studies had different results. Felder (2013) performed a study using this Flipped Classroom technique, and the findings showed that participants were initially inspired and committed, but that this soon faded as students struggled to establish normal study habits and required teachers to give them reminders to convince them to complete their flipped pre-classroom assignments. In addition, Atteberry (2013) used the Flipped Classroom method, and his results suggest that it can “promote students' imagination, especially in terms of fluency, versatility, and novelty.” Students, on the other hand, faced a number of obstacles as a result of their lack of readiness for the transition in learning approach. Furthermore, Strayer (2012) performed a study in an introductory statistics university course using the Flipped method, but students were dissatisfied with the framework of addressing course assignments in the Flipped Classroom mode, but this pedagogy improved their teamwork, creativity, and task orientation. Moreover, Atteberry (2013) completed a three-year analysis at Harvey Mudd College, with partial results indicating no differences in student outcomes.

3. Research methodology

This paper will assist examine the effectiveness of the application of the Flipped Classroom instructional method in

an English for Specific Purposes course by the investigation of the discoveries of the overwriting audit of the Flipped Classroom instructional method, examination of the benefits of this procedure, the author's subjective reflections based on individual academic involvement which is able to recommend ways to execute the Flipped Classroom pedagogy in an ESP module and finally it will look at the challenges that will be confronted and ways to overcome them. According to the aim of this study, the research objectives are as follows:

- To see how well a Flipped Classroom solution works in an English for Specific Purposes class.
- To demonstrate recommendations and guidance for implementation of this Flipped Classroom pedagogy based on actual experience.
- To examine the challenges that may face educators in application of the Flipped Classroom approach.

4. Advantages of the Flipped Classroom approach.

The Flipped Classroom method has a number of benefits. For one, it exposes students to constructivist (in class) and behaviorist (outside of class) learning concepts (Hawks, 2014). This is because outside of training, students access the foundational certified curriculum that is required in behaviorist learning philosophy, which can include seminars, tutorials, and exercises, all of which are supervised by the instructor (Hawks, 2014). The Constructivist learning theory, on the other hand, is focused on building on students' prior knowledge and enabling them to take responsibility for their own

learning, so that a teacher is no longer a "sage on the stage," as Mason (2013) put it, but rather a "guide on the side." Student-centered learning, problem-oriented learning, and peer-assisted learning are some of the other learning philosophies that the Flipped Classroom pedagogy is based on, according to Elliot (2014).

Second, the Flipped Classroom approach encourages students to view the material at any time, enabling them to explore new topics on their own timetable. Any students would be too timid to interrupt the instructor if he or she was going too quickly in a regular lesson, but in the Flipped Classroom mode, students can pause and rewind the video before they master the content (Butt, 2014). Furthermore, if a student registers late, he or she can watch the videos and keep up with the rest of the class; or, if students are sick or unable to attend the class for one purpose or another, they can quickly understand the course content from the videos and materials available on e-learning.

Thirdly, teachers will accurately track students' progress using the e-learning dashboard, which would display the questions that the majority of students were unable to correctly address, allowing teachers to recognize information gaps that need more explanation, so that they could discuss these concerns and assumptions in class by hands-on exercises, reducing students' mistaken views.

Fourth, class time is used to participate in content at a deeper level, culminating in the creation of "learning related groups" (O'Flaherty, 2015). In other words, in class, students will be interested in integrating

the curriculum they learned before class by constructive learning exercises such as "collaborative practices and peer learning, which is indicative of how the systems analysis and design process is performed in a real life environment," according to Evseeva (2015). That is to say, students engage in critical thinking, dialogue, problem-solving, collaboration, and input in class, all of which are essential skills in the real world, especially in the workplace. These in-class exercises should encourage students to use their higher-order thought skills, such as analysis, synthesis, appraisal, and development, as defined in Bloom's Taxonomy (1984).

Fifth, since the onus of learning is put on the students, the Flipped Classroom pedagogy grants students control of their learning. Since "marrying the technical methods and asynchronous information distribution used in a Flipped Classroom with a student driven approach to determining what is studied will build an atmosphere in which interest thrives," this happens in the Flipped Classroom mode of learning (Elliot, 2014). Students are motivated in this setting and they are responsible for their own learning, which gives them an inherent drive to learn. This is not extrinsic outside enforced control imposed by their professors, who are no longer the focus of the class, but rather facilitators assisting students in preserving information, tracking development, boosting trust, sustaining enthusiasm, and providing input (Mason, 2013). Until teachers begin using this new technique, this new teacher position should be thoroughly demonstrated to them.

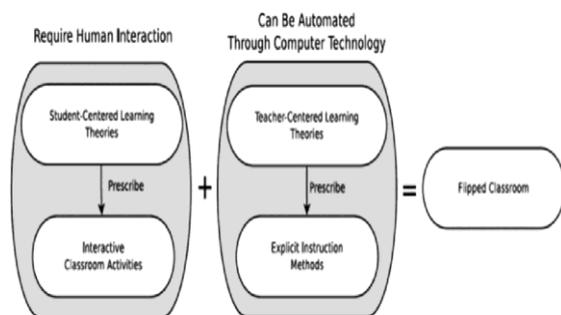
Sixth, the students' participation in online and in-class debates and forums lets them improve their speech skills, which assists them in learning the language (Evseeva and Solozhenko, 2015).

Last but not least, the Flipped Classroom pedagogy explores students' differences in language competence, learning style, and language learning speed, as they will vary in their ability to understand module content and complete assignments. As a result, students will be able to “choose the pace, speed, and volume of the material they need to study” in the Flipped Classroom mode (Evseeva and Solozhenko, 2015). Many of the above benefits caused colleges and schools to turn to Flipped Classroom mode.

5. Implementation of a Flipped Classroom in English for Specific Purposes Module

Before examining the Flipped Classroom pedagogy in an ESP module, it is necessary to make a comparison between the traditional classroom and the Flipped Classroom, which can be seen in the chart below:

Fig. 1: flipped classroom activities (adopted from Hawks, 2014)



The Flipped Classroom approach is a student-centered learning philosophy that promotes immersive educational

experiences that incorporate realistic activities focused on active learning, as shown in the above map. Productive learning, according to Lage (2000), happens as students are offered “instructional tasks” in which they are interested “in doing something and worrying about what they are doing.” In other words, rather than making the instructor repeat the lesson content in class as in the conventional style of teaching where the teacher-centered theory is introduced, class time is devoted to evaluation, measuring students' level of retention and appreciation of the course material. As seen above, the standard mode prescribes straightforward teaching strategies in class, and students focus on their tasks at home, which are typically difficult for poor students who are unable to imitate the instructor in class and therefore fail to complete them at home. The Flipped Classroom mode addresses this issue by encouraging vulnerable students to watch videos or read assigned content several times, and tasks are done in class with the assistance of an instructor who discusses complex concepts that some of these students may need.

The following is how the Flipped Classroom pedagogy could be used in an English for Specific Purposes Module:

A. Pre-Class Tasks

Two videos or screencasts: Each video or screencast is 10-15 minutes long to prevent boredom and distractions among students. If the available videos are not sufficiently configured to suit the module's intended learning goals, these videos may be selected from YouTubeEDU or produced using Screenomatic. Following each video,

there is a short interactive quiz of truth or wrong, multiple choice, and fill-in-the-blank questions for self-practice. There are basic questions that students should answer if they appreciate the video's content. The video and questionnaire are available on e-learning, and students can take them as many times as they want whilst receiving instant input on questions they answered incorrectly. Students should not miss points if they make errors on these quizzes, because there is no fear of punishment; however, they are counted as part of the students' attendance. Teachers should keep track of their students' responses in order to spot issues before the lesson. Students who do not watch the videos or take the follow-up quizzes are given warning e-mails to convince them to do so, or they may be barred from making their final tests. When viewing the films, students are allowed to take notes and write questions to carry to class for debate. This is an important component of the Flipped Classroom pedagogy because in the first semester that this strategy was piloted at the British University in Egypt, some students when asked a question about the pre-class videos mentioned that they forgot the content that they watched because they were not requested to take notes or write short summaries and bring them to class. Watch, Summarize, and Question (WSQ) is a framework advocated by Trayer (2012). If students accept this structure, they will be able to improve their academic ability and fulfill their full potential.

Students are asked to read a book chapter or an evidence-based journal article of varying quality to supplement the substance of the captured videos. Academic

Word List events: students are invited to engage in these educational activities in order to broaden their academic vocabulary. They are also expected to use the technical vocabulary that they have acquired through their writing tests.

B. In-Class Tasks

Question and answer period (10-15 minutes): this occurs at the beginning of each class to ensure that students have watched the videos and read the required material. To participate in the discussion, students must have their questions and notes with them. Students sit in groups and discuss the issues that they are dealing with. The teacher holds an eye on things and then leads a whole-class conversation to resolve the students' tough issues. In-class formative quiz (10-15 minutes): this is usually done with Socrative because students take the quizzes on their phones and teachers get a Wi-Fi access point so that students can access the internet.

Socrative quizzes are interactive and automatically graded, meaning teachers can see their students' scores on the computer in class. These quizzes are intended to assess students' retention of the content they learned prior to class. These quizzes are intended to assess students' retention of the content they learned before class. These quizzes are graded because, according to Toto (2009), students need a "carrot and stick" technique to convince them to ingest course content before class if they believe they will be graded on whether or not they complete these pre-class assignments.

Think-pair-share (15 minutes): this involves a discussion of a dilemma that students

attempt to tackle independently before sharing their solution with their partner.

This group-work hands-on exercise (30 minutes) is intended to get students to work together in a group activity to practice and apply what they learned in class. Higher-order thinking skills such as synthesis, evaluation and analysis should be required for this activity.

Group presentations (10 minutes): This was a pilot program that allowed students to give a two-minute mini-presentation on one of the challenges they encounter while giving a presentation. Before making their presentation, they must do analysis and engage in a Forum debate. The teacher keeps track of the students' progress and provides guidance so that they can be more prepared for their Final Presentation.

C. After-Class Tasks

Students consider the causes and consequences of a problem, review prior solutions, and inform the reader of their best answer in this problem-solving essay (summative assessment). This is achieved as part of a Web Quest. According to Hung (2015), structuring the Web Search into five main elements (Introduction, Process, Task, Evaluation, and Conclusion) is an important active learning technique for flip teaching.

The students have to use their newly acquired words from the AWL. Analysis of a journal article: Students use the technical language they learned from the Academic Word List to study and critique a research article that focuses on current course material in order to show that they have met the module's learning objectives.

When offering lectures, students explore solutions to the challenges they are encountering.

Discussion Board is where students will ask their instructor or friends for guidance if they are having problems viewing the videos or reading the content that has been shared.

Each student records a video of himself teaching the intended learning objectives that he acquired in this module to an imaginary class (Tally, 2013). The teacher watches the video and provides guidance to the student on any sections that need to be reviewed or missed due to misunderstandings or misconceptions. To be able to produce narration in his or her recording, the student should have understood and interpreted the course material as well as achieved the planned learning objectives.

To prevent needless overload or busywork for students who had other assignments and quizzes in their faculties, the above activities were spaced out equally over the 13-week semester. It is critical to emphasize that the activities mentioned above should be properly prepared so that they are all aligned together to create a synergistic impact in which the entire is better than the sum of its parts and that they all work together to help students meet the module's expected learning goals by the end of the semester.

6. Results and findings

An end-of-semester debate was held to find out what students think about the FLIPPED CLASSROOM approach, and the following questions were asked:

What did you like about this semester?

What did you not like at all?

How did you feel about the online classes?

Did you like getting the lectures at home?

What do you think could be done to make the experience more enjoyable?

The majority of the students expressed satisfaction with the Flipped Learning Classes, as shown by the following comments from some of the students:

Good facets of this module include: first, the online courses have given me more knowledge and experience, which has helped me develop my face-to-face classes. Second, the approach of teaching as a very involved teacher in the classroom, using a range of teaching techniques to inspire us in class.

This was the English stage from which I benefited and improved the most. I loved how we did exercises in class to learn. I liked how the doctor helped us learn a lot of things at once without being bored in class.

Quizzes can be completed at any time while students have access to the internet. should have understood and interpreted. The flipped classroom is very useful because it serves as a tool for me to determine whether or not I am on the right track. The online classes were effective and easy to be understood, which was one of the things I enjoyed this semester. What I liked in the course, first, your way of teaching as a very active teacher in the class by using different teaching methods to make the class interesting for us. Second, the online classes are providing me more skills and information which enhance the face to face classes.

7. Challenges that Face the Flipped Classroom

Some students do not have internet access. In this case, teachers should burn the videos or screencasts on DVDs or save them on a flash pen and prepare copies as a plan B for such students to avoid creating a divide between students who have and do not have internet.

Students can never watch the pre-class videos or read the pre-class content if the classroom is flipped. However, if attendance or grades are linked with these pre-class tasks, students will definitely attempt them eagerly to get the grades. It is important to stress that grades should not be issued purely on the grounds of presenting an evaluation or taking a quiz, but also based on the nature of the students' work.

Any students tend to work alone and stop going online or participating in groups. This may be solved if students comprehend the reason for using the Flipped Classroom mode of instruction. When the latest Flipped Classroom technique was piloted at the British University in Egypt at the beginning of the semester, an animated video was produced using PawToon to illustrate the new teaching methodology to the students. It was very useful because it simply outlined the Flipped Classroom technique, as well as the student and instructor roles.

Occasionally, course instruments and equipment are not adequately or correctly planned. As a result, it's critical to plan "good teaching and learning experiences" to ensure students' proficiency and interest, which can help foster innovation (Gilboy,

2015). Teachers will use the Felder-Soloman Index of Learning Styles questionnaire to classify students' learning styles on four scales: visual/verbal, sensing/intuitive, active/reflective, and sequential/global, which can help them choose the content to use when studying for the module.

8. Conclusion

The Flipped Classroom approach has been widely implemented in universities to boost student success, participation, problem-solving skills, teamwork capacity, and student-teacher and student-student contact. In its study of the efficiency of the Flipped Classroom style of teaching in English for Academic curriculum, this paper attempted to contribute to the literature of Flipped Classroom pedagogy. Future research is needed to test its effectiveness when used in other modules that do not include languages.

Although the study's findings are insufficient to make conclusions regarding learning outcomes in a flipped classroom, the information gathered may aid

university language teachers in teaching English for specific reasons. This might also help with the development of a new ESP syllabus aimed at improving professional communicating abilities. The flipped classroom paradigm opens up a lot of possibilities for developing students' terminological competency through active learning. Instead of being forced to perform the same vocabulary exercises as everyone else, students can choose online activities that appeal to their ESP competence and cognitive level. Instructors may be more imaginative in offering relevant practice for a wide variety of vocabulary structures and functions since classroom time is freed up for problem-based and case-based learning. Some practical suggestions can include teaching students how to use internet resources like corpora and visual thesauri for terminology analysis and ESP vocabulary study. They could be used to help students consider how useful terminology is in their professional area and make their own choices on what terminology to work on.

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