



## **USING HYBRID LEARNING APPROACH TO DEVELOP ACADEMIC WRITING AND RESEARCH SKILLS APPLIED TO DOCUMENTATION AND REFERENCING SOURCES**

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### **Abstract**

With strong emphasis on promoting intellectual honesty, and advancing academic writing and research skills, teachers need to design an effective instructional strategy that will enable students to be familiar with and efficiently apply any required institutional documentation and referencing style. Given the numerous rules, types of sources and the updates of a documentation format, teaching and learning how to cite sources in-text and build a reference list becomes a complex task. The conventional approach of lecturing and testing students on specific documentation format (e.g. APA, MLA, Chicago, IEEE, CSE, Harvard and other popular styles) is interrogated in this action research as to how it achieves the learning outcomes compared to a hybrid learning approach. This panel study surveyed the perceptions of student, that included 93 respondents from six classes over two terms in subsequent academic years (2016-2018). The survey was designed integrating the concepts of the ADDIE instructional design model for technology use (Branch, 2009), to evaluate the hybrid learning process that introduced the learners to the functions of the MSWord Referencing application. Findings show that students positively perceive the hybrid learning approach in terms of meeting learning objectives, content, lesson structure, assessment and use of instructional technology, while their general qualitative observations indicate that they find the hybrid approach more helpful and significant to their learning experience as compared to the conventional approach. With these findings, this paper reflects on vital instructional design aspects that could guide teachers in their lessons on technical, academic and research writing.

**Keywords:** Hybrid Learning, Academic Writing, Instructional Technology.

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