



A Successful Way to Teach Literature Survey in Blended Learning – An Efficient Methodology and Applications

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Abstract. During the Covid-19 pandemic, Sri Lankan state universities promoted e-learning, increasing demand for courses like Literature Surveys. Academics proposed a 15-h blended mode course methodology involving content delivery, assessment marking, and session plan evaluations with well-defined rubrics. The procedure was tested, revealing the achievement of most intended learning outcomes (ILOs). The proposed teaching method, combined with applications and web resources through this study, was recommended for its effectiveness in achieving learning outcomes.

Keywords: Literature Survey · Teaching Methodologies · Intended Learning Outcome · Online Teaching · Continuous Assessments · Teaching Applications

1 Introduction

The COVID-19 pandemic has transformed higher education from face-to-face to online and hybrid delivery modes, requiring lecturers to adapt their teaching methods. Teaching literature analysis in Hybrid mode is a crucial discussion topic for research training programs. This shift presents challenges, including a flipped classroom model, synchronous discussions, and technology-enhanced learning experiences. However, lecturers must ensure access to technology, resources, and asynchronous communication to maintain cohesion and community in the classroom. This experience report aims to share a productive approach for teaching and evaluating students in blended mode, focusing on systematic literature surveys and practical applications to achieve course modules' intended learning outcomes (ILOs).

2 Literature

Online teaching has recently become increasingly popular and relevant, especially after the COVID-19 pandemic. As a result, there has been a significant increase in research on best practices for online teaching. Some of the key findings and recommendations