



Study Habits of Allama Iqbal Open University Learners during COVID-19: Advantages and Dis-Advantages

Aqsa Saleem *

Shafaq Arif †

Muhammad Shahid Tufail ‡

Vol. V, No. III (Summer 2020)

Pages: 263 – 272

DOI: 10.31703/gesr.2020(V-III).27

Abstract: Due to COVID-19, the shutdown of learning organizations, the main experiment with the teachers and universities and students was engaged in virtual learning. This study will deliberate to analyze the study habits of postgraduate learners of Allama Iqbal Open University, Pakistan. Learners who are enrolled in Allama Iqbal Open University (both genders) from rural and urban areas were the study population. A questionnaire was the primary source of data collection. It was concluded that learners study daily, they attend workshops regularly via online means, and solve all the assignments by him. The study aimed to find out the berries to online learning. The education findings suggest beneficial awareness of students' approval of available education and creating a more speaking, systematized, and the creative average for upcoming education. It is recommended that students may guide to improve their study habits, and different strategies may be developed to assess the learners who spent time analyzing their study habits.

Key Words: Study Habits, Learners, Covid-19, Advantages, Dis-Advantages

Introduction

COVID-19 standpoints for Corona Virus Illness 2019 (Zhong et al. 2020), which looked as communal phenomena in December 2019 in Wuhan, China (Huang et al., 2020)). When the germ range to other countries, the World Health Organization termed it a pandemic (WHO, 2020), in Pakistan, the central incident of COVID-19 looked in late February 2020, the nearby country with China. Due to Covid-19, all the institutions of the world close. The Higher Education Commission (HEC) of Pakistan (a constitutional specialist adaptable to universities' workings) supplied instructions to all the universities to start online classes. The universities asked the teachers to use any stages such as WhatsApp, Google classroom, Zoom, Microsoft Teams, or any additional to teach online. So, this Sickness also forces Allama Iqbal Open University (AIU) Pakistan to stay face-to-face education actions and shortly shift to an online course.

Connected education mentions to education skilled in synchronous or asynchronous surroundings by the internet, where students interrelate with teachers and associated students from any place (Singh & Thurman, 2019). Online remoteness education databases have enhanced an extensive process for education at both the progress and undergraduate level since the 1990s. According to the United Nations Educational, Scientific and Cultural Organization (2020), as many as 1,186,127,211 beginners were precious through the globe, or about 67.7% of the total registered students from 144 country-wide conclusions, and nations had to variation their learning systems due to COVID-19 (Basilaia et al., 2020).

Distance or online education is an important part of the third group. Hiltz established the first tutorial room of Allama Iqbal Open University in a seminar skilled by Suzanne Keller, at Princeton University, in 1977 (Hiltz, 1994). But it was not until 1984 that the first whole program was planned and distributed by the New Jersey Organization of Technology. This means that online or space education

* PhD Scholar (Education), University of Lahore, Lahore, Punjab, Pakistan. Email: aqsasaleem@gcwuf.edu.pk

† Assistant Professor, Lahore Business School, University of Lahore, Lahore, Punjab, Pakistan.

‡ Assistant Professor, Lyallpur Business School, Government College University, Faisalabad, Punjab, Pakistan.

was thrown previously to the creation of visual and iconic surroundings (Ashraf, Li, & Mehmood, 2017). Operational instructors did not use education organization systems before 1995. Still, instead, they related asynchronously with the learner's complete bulletin boards, forward, list serves, and a couple of experimentations with synchronous writing tablets (audio graphics) and original search engines such as veronica and gopher Liguori, & Winkler, (2020).

In the wake of COVID-19, online learning is no lengthier a selection with educational organizations; instead, there is no additional choice lacking it. The educational institutions acknowledged the need for digitizing their processes and introduced measures for ordinal education (Dhawan, 2020). Moore & Kearsley (2011) provided definitions for three distinct types of interaction in the AIOU learning environment. M.G. Moore conceptually defines learner-instructor interaction as an interaction between the student and the person acting as the instructor (Li, Ashraf, et al., 2020). Moore points out that the teacher may not always lead these interactions. In many cases, learner-instructor interactions consist of the teacher speaking and the learner listening and taking notes. However, such interactions also occur when the student seeks clarification on a point or presents his or her learning to the teacher (Ashraf, Li, Butt, Naz, & Zafar, 2019).

[Moore& Kearsley \(2011\)](#) conceptually defines learner-content interaction as the interaction between the learner and the content or subject of study. Calling this interaction the defining characteristic of education, he lists both electronic and non-electronic modes by which this interaction can occur. In this study, learner-content interaction will be a lessor focus and will be conceptually defined as any interaction, electronic or otherwise; a student has the subject matter that does not directly involve the teacher. It also conceptually defines learner-learner interactions. Moore shows that these interactions are especially important for younger learners. This observation is consistent with other research discussed in chapter two. While the researcher acknowledges the importance of interactions among learners working toward a common educational goal, this study will not directly involve learners.

These interactions will be a lessor focus of this study. This study also examines effective Internet-based technologies for facilitating instruction in online high schools. Distance learning or distance education is that type of education for the learners who may not be physically available at the institution. Usually, this involved correspondence courses wherein the student communicates with the institution via the internet or post (Favale et al., 2020). This study was designed to study habits of AIOU learners during covid-19; advantages and disadvantages of postgraduate learners of distance learning institutions learning by AIOU model.

Statement of the Problem

Updated technologies can potentially create new learning environments where it is possible to have multiple social interactions, eliminating learners' isolation in distance education (Mourad, Tarik, & Pascal, 2015). Getting an education is the right of all the individuals of the society. But it depends on their will that how they want to complete their education, i.e., distance education or regular education. There are two types of education, formal and informal. There are two main types of ways to get distance education, i.e., the correspondence model and the AIOU model. In this study, the researcher will try to determine the study habits of learners who are completing their education by the AIOU model. In today's world, students have access and exposure to every kind of information both in educational institutions and at home. Therefore, changes the teaching-learning paradigm to student-centred from traditional teacher-centred classroom practices (McLoughlin & Lee, 2010). Therefore this study will be deliberate in analyzing the study habits of postgraduate learners of AIOU of Pakistan and will address the advantages and disadvantages during Covid-19.

Objectives of the Study

Based on the literature review, the following objectives were formed:

1. To analyze study habits of postgraduate AIOU learners during Covid-19.
2. To make a comparison of study habits of male and female postgraduate level AIOU learners during Covid-19.

3. To make a comparison of study habits of rural and urban postgraduate level AIOU learners during Covid-19.

Significance of the Study

The study will be conducted to analyze the study habits of postgraduate-level AIOU learners. This study provided deep insight into the study habits of AIOU learners. The study will be helpful to learners to understand what kinds of study habits are helpful for them. Besides, it will help teachers, parents, educators, and policymakers to identify important variables that directly or indirectly can affect the study habits of AIOU learners. The study will inspect the factors that affect the study habits of AIOU learners. The study will also be helpful as an initial reference for further research on factors that affect the study habits of AIOU learners. Lastly, the study will be supportive to organizations to universities, and institutions to make efforts to improve the study habits of AIOU learners.

Review of Literature

Although the distance education history is very old for the first time in a modern way, the distance education course existed delivered by Sir Isaac Pitman in the 1840s. He trained a scheme of shorthand for his learners by sending texts recorded into shorthand on postcards and receiving copies in response for improvement from learners. The division of student response was an essential invention of Pitman's system. In 1840 across England, this system was ready to thinkable by summarizing uniform postage rates (Ayebi-Arthur, 2017).

This foundation was effective, and the record player Communication Society (PCS) was originated after three years to establish these courses more appropriately. Across the country, society covered the way for the advanced development of Sir Isaac Pitman Universities. In 1728 in the Boston Gazette for "Caleb Philipps, one of the first efforts was promoted, Teachers of the new method of Short Hand," who required students who learn complete daily transmitted educations? The first communication institute in the Joint Conditions was the Society to Encourage Studies at Home, founded in 1873.

Rapid advances in technology have made distance learning easier. Distance education is one of the fastest-growing domestic and international educations. Learners are kept separate by teachers. They live at home and are free to work at any time of the day (Hongbo et al., 2020). The technology is being used by both teachers and learners, providing additional comfort to both. Learning times are also flexible so that learners learn as much as possible. This kind of education can be given to any member of society (Jones & Sharma, 2020).

Allama Iqbal Open University was an innovator of remoteness education or distance education in Pakistan and Asia, and worldwide. Originated in May 1974, type it the first Open University in Asia or Africa and the second largest creation. In the 1960s, the first Open University was established in England. Next, the achievement of the Government Open University, several open universities were recognized to offer education to the public, especially women, at their entrance (Brown, 2019). The two main models used in distance education are the correspondence model and the AIOU model. The correspondence model is the eldest and most generally used classical: so to speak, in addition to the "exam planning" perfect, fixed education by offering written or published texts and projects, their improvement, And through a permanent and ad-hoc communication between enlightening organizations and beginners (Li, Murad, Shahzad, Khan, & Ashraf, 2020).

This model is simple and comparatively cost operative because the printing press can produce textbooks on a large scale. We must see and recognize that over a history of 150 years, this model has established an important number of specific teaching methods specific to distance education, which is a method that is not required, and so other forms of informative teaching. I am unknown. They are related as their focus is on distance learners, not on-campus learners. Currently, when our attention and interest are advancing tremendously in electronic material and communication media, there is a danger that this actual art of detachment understanding will stand ignored, overlooked and eventually lost.

Despite wide-reaching attention in the digitization of space teaching, this model is still widely

used. It is also extensively used by distance learning universities that take superiority in announcing that they are several means and open universities. Frequently it still symbolizes an exact part of their education and forms these educational learning systems (Chick et al., 2020). Therefore, it is useful, and there is no point in learning the method of teaching correspondence in ancient times. A distinctive organization by this perfect has been the University of South Africa. On current, the university seeks to match additional worldwide open universities by incorporating essentials of more contemporary copies.

There are moreover colleges of English communication, and, for example, the French Ecole University. He has placed the establishment for space education. Their organization is ancient, unfashionable, found in the dust. However, if you want to recognize how to teach an expanse fully - you need to educate this first group on distance learning (Cohen, & Kupferschmidt, 2020). By the proliferation of Internet knowledge, space learning is affecting experiments far beyond the customary classroom. Though the physical distance still exists, the actual learning 'places' between learners are closer. Communication can be more active than traditional classrooms, particularly when customary teaching is given in big schoolrooms and is not suitable for exchanging thoughts.

Additionally, it is only through the custom of the internet and the Creation Inclusive Net that remoteness education is moved from an objective perspective to a constructive atmosphere (Wasserman, Holbert, & Blikstein, 2020). AIOU Campus is the main university in Pakistan to be founded totally on contemporary material and announcement tools. It was recognized through the management as a civic area, not a for-profit organization. Recognized by the Management of Pakistan in 2002 to stimulate space education in Information and Communiqué tools as one of its core aims, the university offers its operational talks and difficult programs anyway of the bodily place of its learners (Saqlain et al., 2020).

The university offers undergraduate and postgraduate courses in Business Administration, Economics, Computer Science, and Information Technology. Due to the heavy reliance on lectures through the Internet, Pakistani learners abroad in many other countries in the region are also enrolling in university programs (Salam, Jianqiu, Pathan, & Lei, 2017). Encouraging hard study can be a big challenge for learners, but it never takes long to develop effective reading habits. If you want to learn how to read more effectively, read this blog. You will find some good reading habits for learners to motivate you to study hard (Pace, Pettit, & Barker, 2020).

Methodology

This study must analyze the study habits of postgraduate level AIOU learners, so it was descriptive. According to Fisher & Marshall (2009), descriptive research is a type of research that collects data to answer questions that relate to the current status of the study subject. It was a kind of survey and an investigative kind of research. Regarding research, Byrne (2007) said that this is the research in which the researcher seeks new insights on topics on which he thinks more information should be used.

According to Sekaran (2003), "Population is the group on which the researcher would like the results of a study to be made public." Therefore, learners from rural and urban areas enrolled in Pakistan's AIOU University (both genders) were the study population. The method of sampling is the process of selecting the number of individuals for the study in such a way that they are close to the larger group from which they are selected. In this study, the researcher used the convenience sampling technique. It is a type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in the study. It is a type of sampling where the first available primary data source will be used for the research without additional requirements. In other terms, this sampling method involves getting participants wherever you can find them and normally wherever is convenient. In convenience sampling, no additional criteria are known prior to select subjects, and all subjects are invited to participate, so the researcher used this technique.

The questionnaire developed on 5 points Likert scale to record the responses of the learners. It was comprised of three sections. Section A will be about demographical information, and Section B will have a close-ended statement.

The researcher himself will collect data from AIOU learners through online questioning. The data collected by the tool will be analyzed using the Statistical Package for Social Sciences (SPS, version 20).

Each response will be coded to make entries for the collected data in SPSS. Before running the data analysis process, the data will be cleaned and screened to avoid misleading results. To make the data error-free, missing values and out-of-range values will be identified by running a frequency analysis for each variable and statement. Their closest dealings replaced excluded items and out-of-bounds values.

The frequency of the percentage of responses of agrees and disagrees will be calculated. A pair sample t-test will be used to calculate the significant difference between agreeing and disagree of responses. An Independent sample t-test will also be applied.

Analysis and Interpretation of Data

In the previous chapter, the research methodology of the study was discussed. The descriptive research method was adopted to investigate the effect of pay level on respondent's performance and work motivation. Questionnaires were personally given to 150 AIOU learners to collect data. Statistical Package for Social Sciences (SPSS) was used for analyzed the collected data. Descriptive statistics, i.e. average, percentage, standard deviation, frequency and T-test of independent samples, were applied. This chapter shows data analysis in tabular form.

Table 1. Study Daily

Statement	SD %	DA %	N %	A %	S.A. %	Mean	Std. Dev.
I study on daily basis	11.5	7.9	8.5	9.1	62.9	4.04	1.43

Table 1 indicates respondent's opinions about I study daily. Approximately 73% of the respondents agreed that they study daily. Though about 8.5% of them remained neutral about the statement, and only 19.4% of respondents disagreed. The mean score (4.04) indicates that respondents responded positively to this statement.

Table 2. Attend Workshops Regularly

Statement	SD %	DA %	N %	A %	S.A. %	Mean	Std. Dev.
I attend workshops regularly	2.4	3.7	3.4	30.4	60.1	4.42	.90

Table 2 indicates Respondents opinions about I attend workshops regularly. From the data, it is clear that 90.5% of the respondents agreed that they attend workshops regularly. However, 6.1% of respondents disagreed, and 3.4 % of respondents endured neutral about this statement. The Mean score value (4.42) specifies that respondents gave positive views about the statement.

Table 3. Solve all the Assignment by Myself

Statement	SD %	DA %	N %	A %	S.A. %	Mean	Std. Dev.
I solve all the assignment by myself	4.8	18.6	6.0	41.5	29.1	3.29	1.22

Table 3 indicates a Respondents opinion about I solve all the assignments by myself. It is clear from the data that 70.6% of the respondents agreed that they solve all the assignment by themselves. However, only 23.4% of the respondents disagreed, and about 6% of them remained neutral about the statement. The mean score (3.92) indicates that respondents gave positive opinions about this statement.

Table 4. Send all Assignment on the Due Date

Statement	SD %	DA %	N %	A %	S.A. %	Mean	Std. Dev.
I send all assignment on due date	0.4	6.1	7.8	63.6	22.1	4.00	.76

Table o indicates respondents opinions about I send all assignments on the due date. About 85.7% of the respondents agreed that they send all assignment within due date. Though about 7.8% of them

remained neutral, and only 6.5% of the respondents disagreed about the statement. The Mean score value (4.00) specifies that respondents gave positive views about this aspect.

Table 5. I always follow the Instructions of Tutors

Statement	SD %	DA %	N %	A %	S.A. %	Mean	Std. Dev.
I always follow the instructions of tutors	3.9	35.1	7.6	28.2	25.2	3.35	1.29

Table 5 indicates respondents opinion about I always follow the instructions of tutors. The data clearly shows that 53.4% of the respondents agreed that they always follow tutors' instructions. Though about 7.6% of them remained neutral, and only 39% of the respondents' disagreed about the statement. The Mean score value (3.35) indicates that respondents gave positive views about this aspect.

Table 6. Prepare my Exam by Studying Books Thoroughly

Statement	SD %	DA %	N %	A %	S.A. %	Mean	Std. Dev.
I prepare my exam by studying books thoroughly	5.0	11.3	7.0	56.7	20.0	3.75	1.05

Table 6 indicates respondent's opinions about I prepare for my exam by studying books thoroughly. The data shows clearly that 76.7% of the respondents agreed that they prepare for their exam by studying books thoroughly. However, about 7% of them remained neutral, and only 16.3% of the respondents disagreed and with the statement. The Mean score value (3.75) indicates that respondents gave positive views about this aspect.

Table 7. I Discuss my Problems with Tutors on Tutorials

Statement	SD %	DA %	N %	A %	S.A. %	Mean	Std. Dev.
I discuss my problems with tutors on tutorials	3.5	8.9	12.1	50.3	25.2	3.84	1.01

Table 7 indicates Respondent's opinions about I discuss my problems with tutors on tutorials. The data specifies that 75.5% of the respondents agreed that they discuss their problems with tutors on tutorials. However, about 12.4% remained neutral, and only 12.1% of the respondents disagreed about the statement. The Mean score value (3.84) indicates that respondents suggest positive views about this aspect.

Table 8. I Revise my Learned Lessons Regularly

Statement	SD %	DA %	N %	A %	S.A. %	Mean	Std. Dev.
I revise my learned lessons regularly	2.4	12.1	10.4	52.3	22.8	3.81	.99

Table 8 indicates the respondent's opinion about I revise my learned lessons regularly. The data shows that 75.1% of the learners agreed that they revise their learned lessons regularly. However, about 10.4% remained neutral, and only 14.5% of the respondents disagreed about the statement. The Mean score value (3.81) shows that respondents gave positive views about this aspect.

Table 9. I am Satisfied with the Time I Spent on Study

Statement	SD %	DA %	N %	A %	S.A. %	Mean	Std. Dev.
I am satisfied with the time I spent for study	8.2	9.3	8.6	53.0	20.9	3.69	1.14

Table 9 indicates respondent's I am satisfied with the time I spent for study. From the data, it is clear that 73.9% of the respondents agreed that they are satisfied with the time they spent for study. However, about 8.6% remained neutral, and only 17.5% of the respondents disagreed about the statement. The value of Mean (3.69) indicates that respondents gave positive opinions about this aspect.

Table 10. I Feel that I Spend Enough Time for Study

Statement	SD %	DA %	N %	A %	S.A. %	Mean	Std. Dev.
I feel that I spend enough time for study	6.4	8.2	6.7	49.2	29.5	3.87	1.11

Table 10 indicates respondent's opinions about I feel that I spend enough time for study. About 78.7% of the respondents agreed that they feel that they spend enough time studying, which is clearly shown in the data. However, about 6.7% of them remained neutral, and only 14.6% of the respondents disagreed about the statement. The value of the Mean score (3.87) indicates that respondents gave positive views about this aspect.

Findings, Conclusions, and Recommendations

Findings

Based on the data analysis, the following findings were formed:

- Approximately 73% of the Respondents agreed that they study daily. However, only about 8.5% of them remained neutral, and 19.4% disagreed about the statement. The value of Mean (4.04) specifies that respondents gave positive views about the said statement.
- About 90.5% of the respondents agreed that they attend workshops regularly. However, 6.1% of respondents disagreed, and 3.4 % of respondents were neutral about this statement. The value of the Mean score (4.42) shows that respondents gave positive views about the statement.
- About 70.6% of the respondents agreed that they solve all the assignments by themselves. However, only 23.4% of the respondents disagreed, and about 6% of them remained neutral about the statement. The mean score (3.92) indicates that respondents gave positive opinions about this statement.
- About 85.7% of the respondents agreed that they send all assignments on the due date. However, only about 7.8% of them remained neutral 6.5% of the respondents disagreed about the statement. The value of the Mean score (4.00) shows that respondents gave positive views about this aspect.
- About 53.4% of the respondents agreed that they always follow the instructions of tutors. However, only about 7.6% remained neutral, and 39% of the respondents disagreed about the statement. The Mean value (3.35) indicates that respondents gave positive views about this aspect.
- About 76.7% of the respondents agreed that they prepare for their exam by studying books thoroughly. However, only about 7% of them remained neutral, and 16.3% disagreed about the statement. The value of Mean (3.75) shows that respondents gave positive views about this aspect.
- About 75.5% of the respondents agreed that they discuss their problems with tutors on tutorials. However, about 12.4% remained neutral, and only 12.1% of the respondents disagreed about the statement. The value of Mean (3.84) indicates that respondents gave positive views about this aspect.

- About 75.1% of the respondents agreed that they revise their learned lessons regularly. However, about 10.4% remained neutral, and only 14.5% of the respondents disagreed about the statement. The value of Mean (3.81) shows that respondents gave positive views about this aspect.
- About 73.9% of the respondents agreed that they are satisfied with the time they spent for study. However, about 8.6% remained neutral, and only 17.5% of the respondents disagreed about the statement. The value Mean (3.69) indicates that respondents gave positive views about this aspect.
- About 78.7% of the respondents agreed that they feel that they spend enough time for study. However, about 6.7% remained neutral, and only 14.6% of the respondents disagreed about the statement. The value of Mean (3.87) indicates that respondents gave positive opinions about this aspect.

Conclusions

It was concluded from the discussion the learner study daily. Also, it shows from the data that they attend workshops regularly. Most respondents say that they send the assignments within the due date. It was also concluded that they attend workshops regularly. More than half of the respondents agreed that they solve all the assignment by themselves. It was concluded that they send all assignment on the due date. It was concluded that they always follow the instructions of tutors. It was concluded that they prepare for their exam by studying books thoroughly. It was concluded that they discuss their problems with tutors on tutorials. It was concluded that they revise their learned lessons regularly. It was concluded that they are satisfied with the time they spent for study. It was concluded that they feel that they spend enough time for study. As per the World Economic Forum, the Covid-19 pandemic has also changed how several people receive and impart education. To find new solutions for our problems, we might bring in some much-needed innovations and change. This research was conducted with the hope that it would help online distance education to improve its quality, and specifically a step towards the improvement of existing practices in the online distance education offered by an Allama Iqbal open university in Pakistan.

Recommendations

From the result of data analysis and findings following were the recommendations of the study:

- It is recommended that students may provide guidance to improve their study habits.
- Different strategies may be developed to assess the learners spent time to analyze their study habits.
- Different types of studies may be conducted to assess the study habits of learners at different levels.
- Different techniques must use by the researchers to facilitate the teachers and students during Covid-19.
- Other variables should use by the researchers in the future.

References

- Adair, J. (2009). *Effective teambuilding: How to make a winning team*. Pan Macmillan.
- Akyol, Z., Arbaugh, J. B., Cleveland-Innes, M., Garrison, D. R., Ice, P., Richardson, J. C., & Swan, K. (2009). A response to the review of the community of inquiry framework. *International Journal of E-Learning & Distance Education*, 23(2), 123-136
- Alvermann, D. E. (2002). Effective literacy instruction for adolescents. *Journal of Literacy Research*, 34(2), 189-208.
- Anderson, T., Liam, R., Garrison, D. R., & Archer, W. (2001). Assessing teaching presence in a computer conferencing context.
- Arafeh, S. (2004). *The Implications of Information and Communications Technologies for Distance Education: Looking toward the Future*. Final Report. Online Submission.
- Ashraf, S. F., Li, C., Butt, R., Naz, S., & Zafar, Z. (2019). Education as Moderator: Integrative Effect towards Succession Planning Process of Small Family Businesses. *Pac. Bus. Rev. Int*, 11, 107-123.
- Ashraf, S. F., Li, C., & Mehmood, B. (2017). A Study of Premium Price Brands with Special Reference to Willingness of Customer to Pay. *International Journal of Academic Research in Business and Social Sciences*, 7(7), 619-639.
- Augoustinos, M., Walker, I., & Donaghue, N. (2014). *Social cognition: An integrated introduction*. Sage.
- Barbour, M. K., & Reeves, T. C. (2009). The reality of AIOU schools: A review of the literature. *Computers & Education*, 52(2), 402-416.
- Barbour, M., & Adelstein, D. (2013). Voracious appetite of online teaching: Examining labour issues related to K-12 online learning.
- Bell, R. L., Gess-Newsome, J., & Luft, J. (Eds.). (2008). *Technology in the secondary science classroom*. NSTA Press.
- Blanchard, A. L., & Markus, M. L. (2004). The experienced sense of a AIOU community: Characteristics and processes. *ACM Sigmis Database*, 35(Hongyun, Iqbal, Ashraf, & Bashir), 64-79.
- Booth, C. (2011). *Reflective teaching, effective learning: Instructional literacy for library educators*. American Library Association.
- Brophy, J., Alleman, J., & Halvorsen, A. L. (2016). *Powerful social studies for elementary learners*. Cengage Learning.
- Clark, T. (2003). AIOU and distance education in American schools. *Handbook of distance education*, 673-699.
- Collins, J. C., & Porras, J. I. (2005). *Built to last: Successful habits of visionary companies*. Random House.
- Fairclough, N. (2014). *Critical language awareness*. Routledge.
- Garrison, D. R. (2011). *E-learning in the 21st century: A framework for research and practice*. Taylor & Francis.
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*, 7(2), 95-105.
- Garrison, D. R., Anderson, T., & Archer, W. (2010). The first decade of the community of inquiry framework: A retrospective. *The internet and higher education*, 13(Hongyun et al.), 5-9.
- Golio, M. (2015). Fifty Years of Moore's Law [Scanning Our Past]. *Proceedings of the IEEE*, 103(10), 1932-1937.
- Hongbo, L., Waqas, M., Tariq, H., Abena, A. A. N., Akwasi, O. C., & Ashraf, S. F. (2020). I will hurt you for this, when and how subordinates take revenge from abusive supervisors: A perspective of displaced revenge. *Frontiers in Psychology*, 11.
- Hongyun, S. A. D. T., Iqbal, S., Ashraf, S. F., & Bashir, I. (2021). Impact of Organization Learning Capability on Performance Innovation: Mediating role of Information Technology. *Technology*, 3(01), 146-150.
- Kang, H., & Gyorke, A. S. (2008). Rethinking distance learning activities: A comparison of transactional distance theory and activity theory. *Open Learning*, 23(3), 203-214.
- Klemets, A., & Oliveira, E. (2008). U.S. Patent No. 7,451,229. Washington, DC: U.S. Patent and Trademark Office.

- Korres, M. P. (2015). Promoting Interaction in an Asynchronous E-Learning Environment. In *Assessing the Role of Mobile Technologies and Distance Learning in Higher Education* (pp. 154-175). IGI Global.
- Lendy, S. J. (2014). *Distance learning: Adult learners and computer-mediated communication* (Doctoral dissertation, Northern Illinois University).
- Li, C., Ashraf, S. F., Shahzad, F., Bashir, I., Murad, M., Syed, N., & Riaz, M. (2020). Influence of Knowledge Management Practices on Entrepreneurial and Organizational Performance: A Mediated-Moderation Model. *Frontiers in Psychology, 11*.
- Li, C., Murad, M., Shahzad, F., Khan, M. A. S., & Ashraf, S. F. (2020). Dark tetrad personality traits and counterproductive work behavior among doctors in Pakistan. *The International Journal of Health Planning and Management, 35*(5), 1173-1192.
- Maddix, M. A., Estep, J. R., & Lowe, M. E. (Eds.). (2012). *Best practices of online education: A guide for Christian higher education*. IAP.
- Moore, M. G., & Kearsley, G. (2011). *Distance education: A systems view of online learning*. Cengage Learning.
- National Research Council. (2000). *How people learn: Brain, mind, experience, and school: Expanded edition*. National Academies Press.
- Purdy, L. D. (2016). *Conceptual Models for AIOU High Schools*. University of Louisiana at Lafayette.
- Reardon, S. F., Valentino, R. A., & Shores, K. A. (2012). Patterns of literacy among U.S. learners. *The Future of Children, 22*(2), 17-37.
- Rice, K. (2014, January). Research and history of policies in K-12 online and blended learning. In *Handbook of research on K-12 online and blended learning* (pp. 51-81). ETC Press.
- Rovai, A. P. (2007). Facilitating online discussions effectively. *The Internet and Higher Education, 10*(Hongyun et al.), 77-88.
- Rovai, A. P., & Barnum, K. T. (2007). Online course effectiveness: An analysis of student interactions and perceptions of learning. *International Journal of E-Learning & Distance Education, 18*(Hongyun et al.), 57-73.
- Salins, P. (2014). *The Smart Society: Strengthening America's Greatest Resource, Its People*. Encounter Books.
- Spector, J. M. (2015). *Foundations of educational technology: Integrative approaches and interdisciplinary perspectives*. Routledge.
- Zibelius, M. (2014). *Cooperative Learning in AIOU Space*. BoD-Books on Demand.