

Excerpts of Reviewed Literature

Sl. No.	APA Style Reference	Method	Findings
260	(Kilis, Gülbahar, & Rapp, 2016)	Descriptive study covering 583 instructors from 39 countries focusing on the impact of a social media tool kit on influencing their incorporation of social media in instruction through a 4-pronged query	Even though teachers aspired to achieve learning outcomes of comprehension and application, their methods were still rooted in conventional techniques like text-book instruction, while modern innovations such as performance portfolios and group projects were occasionally employed.
259	(Youde, 2016)	Mixed method approach for detailed exploration of emotional competences of 8 tutors teaching blended courses online collecting interactive data about teachers' practices through interviews, and feedback about student perceptions of teachers using questionnaires	Findings provided insight into factors like emotional competence contributing to teacher effectiveness in the process of online instruction. In the process they endorse certain propositions of Goleman (2001) about emotional intelligence while questioning certain others.
258	(Ozarslan & Ozan, 2016)	677 students pursuing online course were covered in a survey through 6092 self-assessment tests along with antecedent details of learner profile and consequent details of their final exam performances	Findings confirmed that student maturity as required for regular participation in self-assessment exercise as significant factor that positively influenced their exam performances and also reflected in their perceived satisfaction about the course

REFERENCES

- Kilis, S., Gülbahar, Y., & Rapp, C. (2016). Exploration of teaching preferences of instructor's use of social media. *European Journal of Open, Distance and E-Learning*, 19(11), 1-18.
- Ozarslan, Y., & Ozan, O. (2016). Self assessment quiz taking behaviour analysis in an online course. *European Journal of Open, Distance and E-Learning*, 19(2), 15-31.
- Youde, A. (2016). Tutor emotional competences valued by learners in blended learning context. *European Journal of Open, Distance and E-Learning*, 19(2), 81-97.