SUMMARY OF NEW CONCLUSIONS OF PhD THESIS

Title: **Blended Learning in Teaching the Chapter "Electromagnetic Induction" in Physics 11 Textbook**

Speciality: Theory and Methods of Teaching Physics

Classification: 9 14 01 11

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New conclusions

(1) Online learning environment allows students to take on the learning tasks, discuss in groups and perform the learning tasks (learning new knowledge, doing the exercises integrated with images, videos, simualation…) and help teacher should record and analyze students' learning process to make some changes to their in-class teaching activities.

(2) Face-to-face learning environment allows students to discuss in groups, do experiments, practice, studying the technical applications, report the final results.

(3) Lab equipment plays an important role in solving difficulties and problems students face in their learning process when learning chapter Electromagnetic induction.

(4) There should be a variety of learning materials provided for students to self study and work in their groups to solve the problems.

(5) Face-to-face learning environment, online learning environment is convenient to implement measures to develop students' creative and problem-solving competency in learning physics.

(6) Blended learning can help develop students' creative and problem-solving competency in learning physics. The learning activities should be designed based on behavioral indices of problem solving and creative competence and measures to develop students' creative and problem-solving competency in learning physics.

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