



Journal of Tertiary Education and Learning (JTEL)

ISSN: 2994-4015 (ONLINE)

VOLUME 3 ISSUE 2 (2025)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA



Applying UDL to Blended Learning: A Case Study of The Latin American Literature Course

Phan Duy Khoi¹, Nguyen Thanh Trung^{1*}, Nguyen Thanh Tuan¹, Võ Kim Ngoan¹

Article Information

Received: February 20, 2025

Accepted: March 28, 2025

Published: April 26, 2025

Keywords

Blended Learning, Digital Transformation, Higher Education, Latin American Literature, Universal Design for Learning (UDL)

ABSTRACT

This article was conducted in the context of modern education, which demands flexibility and diverse approaches to meet students' learning needs, particularly during the era of digital transformation and post-pandemic recovery. The study employs three main methods: (1) theoretical research to establish a scientific foundation for UDL (Universal Design for Learning) and blended learning; (2) an experimental method to design, implement, and evaluate a teaching model applying UDL to the Latin American Literature module; and (3) a sociological survey method using questionnaires and interviews to gather feedback from students and lecturers on the model's effectiveness. The predicted results suggest that applying UDL will enhance interactivity, engagement, and comprehension among students in a blended learning environment. The significance of the study lies in providing a practical framework for integrating UDL into higher education in Vietnam, contributing to improved teaching quality. Initial research findings confirm that this model is not only feasible but also yields positive outcomes in personalizing learning experiences and promoting flexibility in teaching methods.

INTRODUCTION

In the context of globalized higher education and rapid digital transformation, particularly following the COVID-19 pandemic, the integration of face-to-face and online teaching also known as (blended learning) has emerged as an inevitable trend, necessitating flexible and comprehensive pedagogical approaches to meet the diverse needs of students. In Vietnam, the University of Education, Ho Chi Minh City, with its mission of training educators, faces the challenge of enhancing the quality of teaching in humanities subjects such as Latin American Literature—a field rich in symbolism and cultural complexity. Universal Design for Learning (UDL), with its three core principles of providing multiple means of representation, offering flexible opportunities for engagement, and allowing diverse ways of expression, emerges as a promising solution to optimize the learning experience within a blended model. This study focuses on applying UDL to design and implement the Latin American Literature module, aiming to explore the effectiveness of this approach in enhancing student engagement, deepening understanding, and developing analytical skills, while contributing to educational innovation within the Faculty of Literature specifically and Vietnamese higher education broadly.

In practice, traditional teaching methods, which rely on a unidirectional and uniform approach, reveal significant limitations when applied in a blended face-to-face and online environment. These limitations include a lack of flexibility in addressing students' diverse needs, difficulties in maintaining active engagement during online learning, and restricted capacity to leverage technological tools to support deep learning, particularly in a culturally rich and creative subject like Latin American Literature. In

contrast, UDL, with its three foundational principles—offering multiple means of representation, fostering flexible engagement opportunities, and enabling students to demonstrate knowledge in various ways—holds substantial potential to address these shortcomings. UDL not only accommodates the diverse learning needs of students, from literary analysis skills to online interaction capabilities, but also optimizes the learning experience in a blended environment, promising to elevate the quality of teaching and learning at the Faculty of Literature, University of Education, Ho Chi Minh City. This research seeks to investigate and demonstrate the effectiveness of UDL within the specific context of the Latin American Literature module, contributing to the renewal of pedagogical methods in the digital era.

Based on the theoretical and practical needs outlined above, we propose the research topic: "Application of Universal Design for Learning (UDL) in Organizing Blended Face-to-Face and Online Teaching: A Case Study of the Latin American Literature Module at the Faculty of Literature, University of Education, Ho Chi Minh City." This study aims to explore the feasibility and effectiveness of applying UDL in a blended teaching model by evaluating the implementation of UDL's three principles (multiple means of representation, engagement, and expression) in both face-to-face and online settings, while measuring the impact of this approach on students' learning outcomes and participation in the Latin American Literature module. Additionally, drawing on the findings from this specific case study, the research seeks to propose a practical framework for applying UDL in Vietnamese higher education, offering guidelines for lecture design, learning activity organization, and assessment tailored to the diverse training context. This effort aims to enhance

¹ Linguistics and Literature Department, HCMC University of Education, Vietnam

* Corresponding author's e-mail: trungnt@hcmue.edu.vn

teaching quality and meet students' learning needs in the era of educational digitalization.

LITERATURE REVIEW

This topic originates from the question of how Universal Design for Learning (UDL) can be integrated into the Latin American Literature module. In other words, to what extent can the compatibility of UDL address the challenges in teaching Latin American Literature, and how can these challenges be resolved (Question 1). Although it does not fully align with the scope of the study, the analysis by Orkwis, Raymond, McLane, and Kathleen in *A Curriculum Every Student Can Use: Design Principles for Student Access* (1998) confirmed the promising effectiveness of this approach:

Universal design for learning is described as providing flexible curricula materials and activities ... how universal design for products and environments ... with its three essential curriculum qualities (representation, expression, and engagement)... It describes alternatives that reduce perceptual barriers, cognitive barriers, motor and cognitive barriers to expression, and describes alternative ways of encouraging engagement in the learning environment. (Orkwis *et al.*, 1998)

In practice, survey Detailed syllabus of Latin American Literature course (Internal document), Online pedagogical scenario of Latin American Literature course (Internal document) revealed that the application of Universal Design for Learning (UDL) and blended learning (online and face-to-face) can effectively support the achievement of module learning outcomes, including PI3.4: Communication and collaboration yielding results based on respect for individual and group differences; and PI5.1: Application of literary knowledge and skills to address scientific issues within the field of literature. These two modules learning outcomes are aligned with the Latin American Literature specialized module, as mapped in the matrix and training program learning outcomes of the Literature Program 2022 and 2024 at the University of Education, Ho Chi Minh City. By the academic year 2024-2025, the Latin American Literature module was adjusted in accordance with Notification No. 610/TB-ĐHSP dated October 21, 2024, regarding the revision of the progress plan for reviewing, upgrading, and developing new online courses in university-level training for 2024. It was upgraded to a B1-level online module (i.e., 50% online). This practical development raises the question (Q2): How does the UDL-based blended learning model impact students' learning experiences? Dewi & Dalimunthe, (2019) in *The Effectiveness of Universal Design for Learning*, confirmed that "the application of the principles of UDL proven effective in improving the quality of learners' learning process. UDL should have applied in usual schools, and inclusive schools can be used to teach students from children to adults such as college students and might have used for a wide variety of characteristics and abilities of students." (Dalimunthe, 2019). Besides, García-Campos

in *Executive functions in universal design for learning: Moving towards inclusive education* (2020) showed out that UDL "...not only constitutes a framework that enhances improvement towards barrier elimination to students' learning and participation, but it also provides guidance for classroom practices that can improve the executive ability of students" (García-Campos, 2020); this is consistent with the conclusion of the study *Effects of training in universal design for learning on lesson plan development* – "The results suggest that a simple introduction to UDL can help teachers to design a lesson plan accessible for all students" (Spooner *et al.*, 2007). In addition, articles such as *Improving STS Teaching Practice Through Transversal Competencies Towards Seamless Blended Digital Learning*, *Academic Satisfaction: A Comparative Analysis Between Blended Schedule and Everyday Classroom Instruction Among College Students*, etc. also provide rich perspectives on the research issue.

Thus, the majority of studies indicate that the application of Universal Design for Learning (UDL) in blended learning yields numerous positive outcomes. UDL, with its flexibility in providing diverse ways of representing content, fostering opportunities for engagement, and allowing students to demonstrate knowledge, holds promise for enhancing student interest, accessibility, and learning effectiveness in both in-person and online environments. However, a gap persists between UDL theory and its practical implementation, particularly in the context of teaching Latin American Literature in Vietnam in general, and at the Faculty of Literature, University of Education in Ho Chi Minh City in particular. Here, factors such as educational culture, technological infrastructure, and the specific nature of the subject pose challenges that need to be addressed. Specifically, researchers need to clarify: Are students' experiences in participating in UDL-based learning activities positive? What advantages and difficulties do they encounter? (Question 3) – for example, does the integration of online materials facilitate learning or lead to overload? And how are learning outcomes improved or altered? – for instance, does students' ability to analyze literary works become more profound thanks to diverse methods? (Question 4). These issues require rigorous empirical evaluation to ensure the effectiveness and feasibility of UDL in actual teaching practice. From this, three research hypotheses are formulated as follows: H₁, The UDL principles in organizing blended (online and in-person) instruction for the Latin American Literature module provide multiple means of content representation.

H₂, The UDL principles in organizing blended (online and in-person) instruction for the Latin American Literature module create diverse opportunities for student engagement.

H₃, The UDL principles in organizing blended (online and in-person) instruction for the Latin American Literature module diversify the ways students express their knowledge.

Theoretical Framework

UDL

To date, more than four decades have passed since Ronald Mace introduced the term Universal Design in the 1980s. Subsequently, in 1984, David Rose and Anne Meyer, along with CAST, Inc., the Center for Applied Special Technology, introduced the concept of Universal Design for Learning into education. This concept has been highly regarded for its ability to socialize and equitable education, as David Rose noted in *Universal design for learning* (2001) – “At this moment in history, when innovative new educational technologies are being designed and distributed to classrooms, there is a unique and urgent opportunity to right this injustice... The overall benefits will be shared not only by children with disabilities, but by all children.” (David Rose, 2001). Bernacchio and Mullen (2007) in “Universal Design for Learning” explored the application of UDL (Universal Design for Learning) in psychiatric rehabilitation education, emphasizing its accessibility and flexibility in supporting learners with special needs. The book of *Universal Design for Learning in the Classroom: Practical Applications* (Hall *et al.*, 2012) presented how to apply Universal Design for Learning (UDL) in the classroom through three principles: providing multiple means of content representation, offering flexible opportunities for engagement, and allowing students to demonstrate knowledge in various ways, with practical examples drawn from multiple disciplines. The article written by Al-Azawei *et al.* (2016), “Universal Design for Learning (UDL): A Content Analysis of Peer Reviewed Journals from 2012 to 2015”, analyzed 42 studies, indicating that Universal Design for Learning (UDL) is increasingly recognized as an effective solution to support learner diversity, although robust empirical data remains limited. Synthesized from these studies, blended teaching—combining in-person and online methods—can be defined as an instructional approach that integrates face-to-face and online learning activities, flexibly designed based on UDL principles to optimize student engagement, access to content, and demonstration of knowledge, thereby addressing diverse needs in modern learning environments.

Blended Learning

In “Blended Learning: Perspectives on Mixing Online and Offline Communities of Enquiry” (2011), published in *E-Learning and Digital Media*, Vol 8, Num 4, pp 423-433, Rix explored the integration of online and offline communities of enquiry within the blended learning model. The author argues that this integration creates a flexible learning environment where students can engage in deep discussions and construct knowledge through both face-to-face and online interactions. The study emphasizes the role of communities of enquiry in fostering critical thinking and collaboration, while also highlighting that the success of blended learning depends on the careful design of activities to fully leverage the strengths of both modalities. Rix also discusses the

challenges of maintaining student engagement and ensuring a balance between online and offline elements, concluding that blended learning has the potential to enhance the educational experience when implemented strategically. Besides, an article published by Singh *et al.* (2021) in *International Journal of Tourism and Hospitality in Asia Pacific* compared the effectiveness of online and offline learning in higher education, indicating that online learning offers greater flexibility, while offline learning excels in interaction. They emphasized that blended learning represents a balanced approach, optimizing the overall learning experience. Wang (2010), in *Australasian Journal of Educational Technology*, explored online collaboration and offline interaction among students through asynchronous tools in a blended learning model, emphasizing the role of technology in enhancing communication and learning effectiveness. Guo *et al.* (2022), in *Scientific Programming*, proposed a quality assessment model for online and offline blended teaching in universities based on a BP neural network, asserting that the integration of these two modalities improves teaching quality when optimized by technology. Synthesizing from various studies, online and offline blended learning can be defined as an educational approach that flexibly integrates online learning activities (utilizing technology to deliver content and facilitate interaction) with in-person offline sessions (focusing on face-to-face communication and practical application), aiming to leverage the strengths of both to enhance learner effectiveness and engagement in the context of modern education.

Evaluate the advantages and disadvantages of the model presented in the article “A Study on the Online-Offline and Blended Learning Methods” by Sharma and colleagues (2022), published in the *Journal of The Institution of Engineers (India): Series B*, Volume 103, Issue 4, pages 1373–1382. This study investigates the transformation in education under the influence of technology, focusing on three learning methods: online, offline, and blended. Through a survey of 654 undergraduate engineering students, the research assesses preferences, strengths, and challenges associated with each method. The findings indicate that online learning offers flexibility but lacks interaction, offline learning better supports practical application but is less flexible, while blended learning strikes a balance between the two, though it requires robust technological infrastructure. The study underscores the role of technology in the context of the COVID-19 pandemic and recommends that instructors adapt teaching methods based on student feedback and invest in training to optimize modern learning. It provides a practical foundation for designing effective education in the digital era. The authors conclude with the significant insight that “Learning in any mode is dependent on the learner’s thirst for knowledge and the skill of the instructor to impart that knowledge and the competency of both the learner and the instructor.” (Sharma *et al.*, 2022). In addition, the article by Graham *et al.* (2005), titled “Benefits and Challenges of Blended Learning

Environments” in the Encyclopedia of Information Science and Technology, focuses on analyzing blended learning as an integrative approach combining face-to-face and online instruction. It emphasizes benefits such as enhanced flexibility, improved access to resources, and personalized learning, while also highlighting challenges including the need for technological skills, reliance on infrastructure, and difficulties in maintaining social interaction. Meanwhile, the study by Namyssova *et al.* (2019), titled “Challenges and Benefits of Blended Learning in Higher Education” in the International Journal of Technology in Education, based on a survey in higher education, confirms the advantages of blended learning, such as improved academic outcomes and increased student engagement. However, it also underscores drawbacks, including a lack of digital skills among both instructors and students, as well as time management pressures. Collectively, blended face-to-face and online learning offers significant advantages such as flexibility, enhanced accessibility, personalized learning, and improved academic performance; nevertheless, it faces limitations such as dependence on technology, the need for digital competencies, challenges in sustaining social interaction, and effective time management.

Applying UDL in teaching a blended learning module on Latin American Literature

To date, studies on the teaching of Latin American literature in Vietnam, though not directly addressing the Universal Design for Learning (UDL) orientation in blended online and face-to-face instruction, have inadvertently laid groundwork consistent with this philosophy. For instance, in the article “Magic and Literature – The Case of Modern Latin American Magical Realist Novels” (Trung, 2016), the author analyzes the element of the fantastic as a prominent feature, reflecting the social and cultural realities of the region through representative works. This study underscores the importance of deeply understanding cultural and artistic elements, establishing a foundation for designing diverse learning content—a core principle of UDL (diversifying the means of knowledge delivery). Meanwhile, the summary report of the project “Measures to Enhance the Quality of Teaching Latin American Literature at the Faculty of Literature, University of Education, Ho Chi Minh City” (Trung, 2019) focuses on improving teaching methods, proposing enhanced instructor-student interaction, the development of analytical skills, and the use of diverse materials to enrich the learning experience. These suggestions align with UDL principles of promoting engagement and providing multiple means of expression for learners. When combining these two studies, an implicitly outlined integrated teaching model emerges: face-to-face sessions are well-suited for in-depth discussions on the magical and cultural characteristics of Latin American literature, leveraging direct instructor-student interaction, while the online environment can serve a complementary role by offering rich resources

(texts, images, videos), discussion forums, and flexible assignments (quizzes, essays). This approach not only optimizes student engagement and understanding of a unique literary tradition but also reflects the spirit of UDL—meeting learners’ diverse needs through flexible methods and media. Although not explicitly framed through the lens of UDL, these studies have laid the foundation for a promising direction, particularly in the context of modern education, which demands a harmonious blend of online and face-to-face approaches. From an organizational perspective, the detailed syllabus for the Latin American Literature module, part of the elective specialized course group, is designed to equip students with foundational knowledge about the developmental trajectory of this region’s literature from its origins to the 20th century. The module’s content not only emphasizes the dynamic evolution and distinctive imprint of Latin American literature but also highlights its influence on modern world literature. Accordingly, the module aims to develop students’ capacities for reading and interpreting modern literature, identifying cultural characteristics, and analyzing the content and artistic value of works. A standout requirement is the completion of a research essay, which demands comprehensive application of knowledge and skills. In practice, to meet the demands of applying UDL (Universal Design for Learning) in a blended online and face-to-face teaching context, this module has flexibly integrated various learning methods and tools. UDL emphasizes providing multiple means of representation, expression, and engagement to address learners’ diverse needs. Specifically, the module is divided into four parts, combining face-to-face learning (parts 1 and 4) with online learning (parts 2 and 3). Within this structure, 43 online activities include watching lectures, listening to audio files, reading materials, viewing illustrations, answering quizzes, completing essay assignments, and engaging in practical exercises. These activities clearly embody UDL principles: diversifying the means of knowledge delivery (video, audio, text, images) to accommodate different learning styles while encouraging learners to demonstrate understanding through various formats such as quizzes, essays, and practical tasks.

MATERIALS AND METHODS

From the theoretical and practical perspectives of Vietnamese educational science, this article applies the Marxist dialectical materialism research methodology, a significant philosophical foundation in educational science research, with its fundamental principle being: All of the natural world that we can study constitutes a system, a collection of interconnected entities. Here, entities are understood as all material realities, ranging from celestial bodies to atoms, and even to ether particles, should we acknowledge their existence. The fact that these entities are interrelated implies that they influence one another, and this mutual influence is precisely what constitutes motion (Marx & Engels, 1994).

This methodology rests on two core principles: the principle of universal interconnection, which emphasizes that all educational phenomena (such as the teaching-learning process or learners' behaviors) are interlinked and mutually influential within a holistic system; and the principle of development, which asserts that education is a process of continuous motion and transformation over time. The three dialectical laws include: the law of the unity and struggle of opposites, which explains educational development as arising from internal contradictions (e.g., between tradition and innovation); the law of the transformation of quantitative changes into qualitative ones, which demonstrates how gradual accumulation in educational reforms leads to significant turning points; and the law of the negation of the negation, which reflects the progression of education through the inheritance and transcendence of outdated elements. Additionally, six fundamental pairs of categories—universality and particularity, content and form, essence and phenomenon, cause and effect, necessity and contingency, possibility and reality—provide analytical tools for examining various aspects of education, such as the relationship between general theory and specific practice, or the causes leading to learning outcomes. Applying this methodology to educational research enables scientists to identify the essence, laws, and developmental trends of educational phenomena comprehensively and scientifically.

Using Marxist dialectical materialism, this study examines the application of Universal Design for Learning (UDL) in blended teaching (in-person and online) of Latin American Literature at the Faculty of Literature, University of Education, Ho Chi Minh City. The methodology involves a three-level approach: First, the principle of universal connection explores interactions among UDL-based teaching (representation, engagement, expression), content, format, and learning outcomes, forming a cohesive system. The principle of development analyzes the teaching process—design, implementation, assessment—tracking outcome improvements (e.g., literary analysis skills) across two academic years due to online integration. Second, the three laws are applied: the unity and struggle of opposites highlights tensions between traditional and modern UDL methods, fostering innovation; the transformation from quantity to quality shows how incremental changes (e.g., more online resources) enhance learning; and the negation of negation reflects teaching evolution through past experiences and new UDL elements. Third, the six category pairs—universal/particular, content/form, essence/phenomenon, cause/effect, necessity/contingency, and possibility/reality—assess UDL's general principles, content alignment, deeper outcomes, teaching impact, fixed/random factors, and potential versus actual results. This study confirms UDL's effectiveness and predicts trends in modern educational development.

Research Design

Conducting the study “Application of Universal Design

for Learning (UDL) in Organizing Blended Learning” for the Latin American Literature module at the Faculty of Literature, University of Education in Ho Chi Minh City holds significant importance for three reasons. Firstly, according to the plan for the network of higher education and pedagogical institutions for the period 2021-2030, with a vision to 2050, the University of Education in Ho Chi Minh City is identified as the institution with the largest pedagogical training scale in the country, training 22,000–24,000 teachers, necessitating innovative teaching methods to meet the demand for high-quality education. Secondly, the Faculty of Literature is the largest unit within the university, leading in the number of training programs and students; thus, the application of UDL will create a strong ripple effect in enhancing teaching effectiveness. Thirdly, the Latin American Literature module, established in 2009 by Dr. Nguyen Thanh Trung, is a unique and unparalleled course in Vietnam at this institution, with a long history of development, making it an ideal candidate for testing and evaluating the effectiveness of a UDL-based blended learning model. This research not only contributes to optimizing the teaching and learning process but also reinforces the university's pioneering role in educational innovation.

Data Collection Method

In the study titled “Application of Universal Design for Learning (UDL) in Organizing Blended Learning” for the Latin American Literature module at the Faculty of Literature, University of Education in Ho Chi Minh City, the data collection methodology was designed to be diverse and comprehensive to ensure the scientific rigor and reliability of the results. Initially, theoretical research was conducted by analyzing documents related to UDL and blended learning models, establishing a solid theoretical foundation for implementation. Subsequently, an experimental approach was employed by designing and implementing a UDL-based teaching model for the Latin American Literature module over 10 weeks, comprising a total of 30 sessions—15 in-person and 15 online—to assess the feasibility and practical effectiveness of the model. Finally, a sociological survey method was utilized, involving a questionnaire administered to 50 students to collect quantitative data on their experiences and satisfaction levels, complemented by in-depth interviews with 10 students to explore detailed insights and personal perceptions of the learning process. This combination not only facilitated the collection of multidimensional data but also ensured objectivity and comprehensiveness in evaluating the impact of UDL within the context of blended learning.

Data Analysis Method

The data analysis method is designed to integrate both qualitative and quantitative approaches to ensure the comprehensiveness and reliability of the results. Specifically, for qualitative analysis, opinions collected from in-depth interviews with lecturers and students will

be coded according to key themes, such as perceptions of UDL's flexibility, the level of interaction in the blended learning environment, or challenges encountered during implementation. This coding process facilitates the identification of trends and core factors influencing the application of UDL. Concurrently, quantitative analysis is performed by statistically analyzing survey questionnaire results, focusing on indicators such as student satisfaction with the teaching method, learning effectiveness (measured through grades or content comprehension), and participation rates in online and in-person learning activities. This combination not only provides deep insights into real-world experiences but also yields specific measurable data, supporting a comprehensive evaluation of the effectiveness of the UDL-based teaching model within the context of the Latin American Literature module.

Research Subjects

This article identifies the research subject as the Universal Design for Learning (UDL) model, with the research scope being the Latin American Literature Specialized Module designed for students majoring in Literature at the Faculty of Linguistics and Literature, University of Education, Ho Chi Minh City. The research was conducted from October 2023 to December 2024, involving a total of 100 students participating in two module classes. The study aims to clarify the nature, characteristics, and application of UDL in organizing teaching activities for the Latin American Literature, as well as to evaluate the effectiveness and developmental direction of this model. Based on the research objectives, subject matter, scope, hypothesis, and methodology, the research model of this paper is illustrated as follows:

Table 1: Research model

Research Hypothesis	Provide multiple ways of presenting content (Multiple Means of Representation)	Create diverse opportunities for student engagement (Multiple Means of Engagement)	Diversify the ways students demonstrate knowledge (Multiple Means of Action and Expression)
Research Methodology	Theoretical research	Experimentation	Sociological investigation
Characteristics	Diversification of content	Activation of the learning process	Practical application of knowledge through activities
Research Aspect	Volume of knowledge and activities	Level of learner participation and interaction	Evaluation outcomes
Significance of the Research	Clarification of UDL (Universal Design for Learning) principles in blended online and in-person teaching	Enhancement of interactivity in the teaching and learning process	Strengthening the ability to apply theory to practice

RESULTS AND DISCUSSIONS

Experimental Results

The organizational design model for teaching the Latin American Literature module at the Faculty of Literature, University of Education in Ho Chi Minh City, is based on the principles of Universal Design for Learning (UDL) and integrates both in-person and online instruction. This model holds particular significance in the context of modern education. The application of UDL ensures accessibility and flexibility, enabling students with diverse learning styles and needs to effectively acquire knowledge through various media, such as text, audio, video, and hands-on activities. The combination of online and in-person learning not only optimizes educational resources but also fosters self-directed learning, enhances students'

autonomy skills, and maintains direct interaction with instructors for in-depth discussions of complex literary works. This model not only improves the quality of teaching but also contributes to training literature teachers who meet the demands of educational innovation, reinforcing the university's pioneering role in adopting modern pedagogical approaches. According to the regulations on output standards distribution, the detailed module syllabus, and the online pedagogical script, the organizational design model for teaching the Latin American Literature module at the Faculty of Literature, University of Education in Ho Chi Minh City—grounded in the principles of Universal Design for Learning (UDL) and blending in-person and online instruction—can be summarized in the following table:

Table 2: Design model for organizing teaching of Latin American Literature course at Faculty of Literature, Ho Chi Minh City University of Education, based on Universal Design for Learning (UDL) principles and combining direct and online teaching

Latin American Literature					
Online			Offline		
Duration (period)	Contents/materials	Quantity	Duration (period)	Contents/materials	Quantity
15	Study guide	1	2	Introduction	1
	Reading materials	7	4	Practice	2
	Textbook	1			
	Illustrative images	6			
	Audio files	7			
	Videos	10	6	Presentation	3
	Quizzes	150			
	Essay	1			
	Practice	1	3	Outline revision	3
	Examples and illustrations	5			

The teaching model for the Latin American Literature at the Department of Linguistic and Literature, University of Education in Ho Chi Minh City, integrates online and face-to-face components across 15 sessions each, designed under Universal Design for Learning (UDL) principles to ensure flexibility, accessibility, and engagement. The online component offers diverse resources—1 study guide, 7 reading materials, 1 textbook, 6 images, 7 audio files, 10 videos, 150 quiz questions, 1 essay, 1 practical exercise, and 5 examples—supporting multiple means of representation and expression, though its extensive materials may challenge students’ time management. The face-to-face component includes 2 introductory sessions, 4 practice sessions, 6 presentation sessions, and 3 parts of outline correcting, emphasizing practical activities and

direct interaction to reinforce online learning and develop analytical skills. While its time allocation is effective, the shorter 5-week duration compared to the 10-week online segment may limit in-depth instructor-student interaction on complex literary topics.

To evaluate the effectiveness of this research model, we conducted an experimental implementation of the UDL-oriented Latin American Literature teaching model, utilizing a blended learning approach that combines online and face-to-face instruction for the module class in the 2024-2025 academic year (Semester I). The results were compared with the grade statistics of a Latin American Literature module class conducted entirely face-to-face. The comparative outcomes are presented in the following chart:

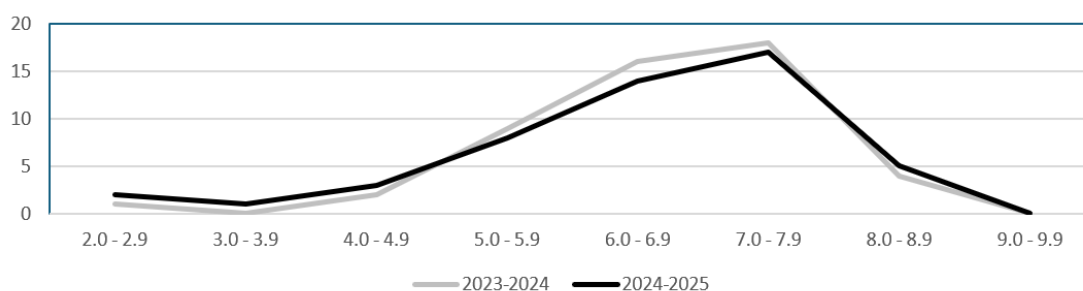


Figure 1: The graph of the score distribution for the Latin American Literature course in the academic years 2023-2024 and 2024-2025

The graph comparing the grade distribution of the Latin American Literature module at the Faculty of Literature, University of Education in Ho Chi Minh City reveals a significant difference between the 2023-2024 academic year (100% traditional in-person teaching) and the 2024-2025 academic year (implementing UDL principles, combining in-person and online teaching). In the 2023-2024 academic year, the grade distribution was concentrated in the range of 5.0–7.9, with the highest number of students scoring

6.0–6.9 (16 students), followed by 7.0–7.9 (18 students). In contrast, the 2024-2025 academic year exhibited a notable shift in grade distribution: the number of students scoring 6.0–6.9 decreased to 14, while the number achieving 7.0–7.9 remained high (17 students). Notably, the number of students with low scores (2.0–4.9) slightly increased (from 3 to 6 students), while those achieving high scores of 8.0–8.9 also rose from 4 to 5 students. This indicates that the blended learning model has resulted in

a more pronounced differentiation in students' academic performance.

The 2024-2025 academic year results show a wider grade distribution in the Latin American Literature module compared to 2023-2024, with more students scoring both high (8.0–8.9) and low (2.0–4.9). This shift stems from a blended learning model incorporating UDL principles, which supports diverse learners through multiple engagement, representation, and expression options. Combining online resources (videos, audio, quizzes) with in-person activities (practice, presentations), the model accommodates varied abilities and learning styles. While self-directed learners excel using online tools, the

slight rise in low scores indicates some students struggle to adapt, requiring extra instructor support. Unlike the 2023-2024 scores, mostly clustered at 5.0–7.9, the 2024-2025 range of 2.0–8.9 reflects greater participation and diverse outcomes enabled by this approach.

This not only affirms the effectiveness of UDL in ensuring accessibility and equity in education but also underscores the potential of the blended learning model in meeting the diverse needs of students, thereby contributing to the enhancement of training quality at the Faculty of Literature, University of Education in Ho Chi Minh City. The grade distribution ratios of the two classes are also illustrated in the following two charts:

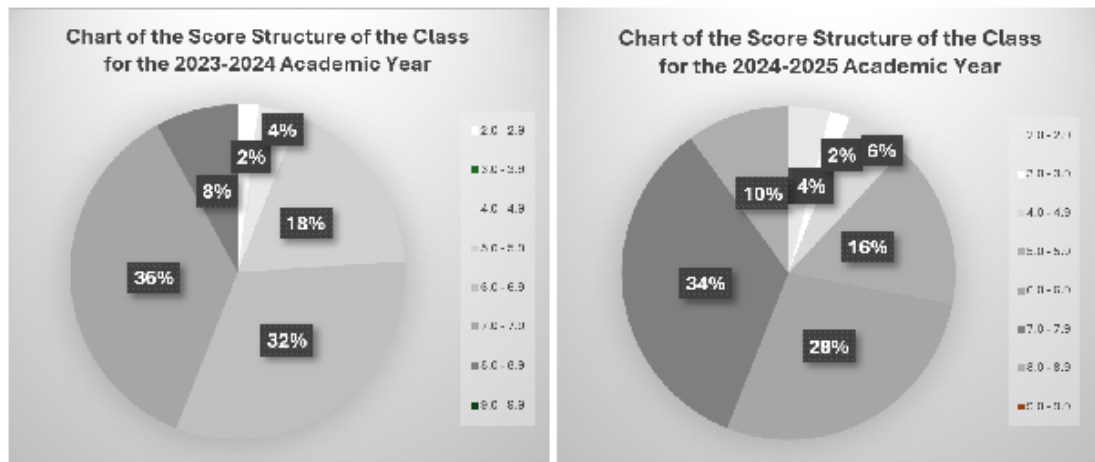


Figure 2: Score structure

The pie chart comparing the grade distribution structure of the Latin American Literature module at the Faculty of Literature, University of Education in Ho Chi Minh City, between the academic year 2023-2024 (100% traditional face-to-face teaching) and the academic year 2024-2025 (applying UDL principles, combining face-to-face and online teaching) reveals significant changes. In the 2023-2024 academic year, grades were predominantly concentrated in the 6.0-6.9 range (36%) and the 7.0-7.9 range (32%), with the proportion of students scoring low (2.0-4.9) accounting for only 6% and high scores (8.0-9.9) comprising 12%. In contrast, the 2024-2025 academic year exhibited a broader grade distribution: the proportion of scores in the 6.0-6.9 range decreased to 34%, the 7.0-7.9 range dropped to 28%, while the percentage of low scores (2.0-4.9) rose to 12%, and high scores (8.0-9.9) increased to 16%. A notable observation is that the blended learning model incorporating UDL resulted in a more pronounced differentiation, as evidenced by the increase at both ends of the grade spectrum, demonstrating its ability to address the diverse needs of various learner groups. The standout feature of this model lies in its flexibility in accessing and demonstrating knowledge, enabling students of varying abilities to participate effectively, thereby affirming the efficacy of UDL in ensuring fairness and inclusivity in education.

Sociological Survey Results

After completing the course module, a survey of 50 students participating in the Latin American Literature module, designed with a Universal Design for Learning (UDL) orientation and delivered through a blended online and in-person format, was conducted. The students' feedback on the interactivity, flexibility, and accessibility of this new instructional model is presented in the chart below.

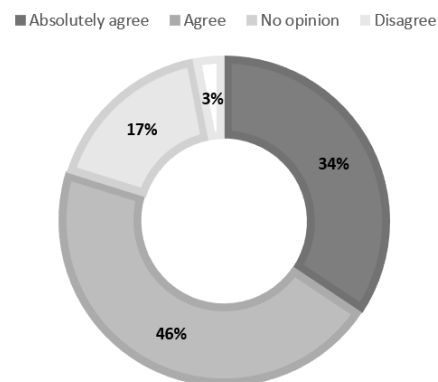


Figure 3: The results of blended online and in-person learning show increased interaction, engagement, and higher comprehension compared to traditional methods.

The pie chart illustrating student responses to the Latin American Literature module at the Faculty of Literature, University of Education in Ho Chi Minh City for the academic year 2024-2025—implementing UDL principles and combining in-person and online teaching—demonstrates significant improvements in interactivity, flexibility, and accessibility compared to the fully in-person traditional teaching method of the 2023-2024 academic year. Specifically, 34% of students strongly agreed and 46% agreed that this blended model enhances interactivity, flexibility, and accessibility, while only 17% remained neutral and 3% disagreed. Notably, the high positive evaluation rate (80%) underscores the prominence of UDL in providing multiple means of engagement and expression, thereby addressing the diverse needs of learners. The flexibility of this model facilitated effective participation from a broader range of students, resulting in a wider grade distribution in the 2024-2025 academic year, with more students achieving high scores (8.0–9.9) compared to the previous year. This reflects increased engagement, expression, and achievement across diverse learner groups, affirming the effectiveness of this modern instructional approach.

Prediction Results

Based on research findings regarding the Latin American Literature module at the Faculty of Literature, University of Education in Ho Chi Minh City during the 2024-2025 academic year, expanding the teaching model according to the principles of Universal Design for Learning (UDL) with a combination of in-person and online instruction is predicted to significantly enhance personalized learning experiences and student satisfaction. A broader grade distribution, with increases at both ends (low scores of 2.0–4.9 and high scores of 8.0–9.9), alongside positive feedback from 80% of students regarding interactivity, flexibility, and comprehension, indicates that this model effectively addresses the diverse needs of learners. The richness of online resources (videos, audio, quizzes) and in-person activities (practice, presentations) not only enables students to adapt their learning methods to suit their individual abilities but also fosters a flexible learning environment that encourages participation and self-expression. Consequently, expanding this model promises to further elevate personalized learning experiences, thereby increasing student satisfaction and learning effectiveness in the future.

RESULTS AND DISCUSSION

Significance of the Results

The research findings on “Applying Universal Design for Learning (UDL) to Organize Blended In-Person and Online Teaching” for the Latin American Literature module at the Faculty of Literature, University of Education in Ho Chi Minh City hold significant importance from both theoretical and practical perspectives. Firstly, the study confirmed the feasibility of UDL in blended learning, as evidenced by a broader grade distribution

in the 2024-2025 academic year, with increases in both the high-score group (8.0-9.9) and participation from diverse learner groups, alongside positive feedback from 80% of students regarding interactivity, flexibility, and comprehension. This demonstrates that UDL can address the diverse needs of students, ensuring equity and effectiveness in education. Furthermore, the research contributes to educational theory and practice in Vietnam by providing an advanced teaching model that can be scaled to other teacher training institutions, while also offering a scientific basis for innovating teaching methods. This is particularly relevant given the University of Education in Ho Chi Minh City’s leading role in the scale of teacher training, thereby enhancing the quality of national education.

Comparison with Previous Studies

The study on “Applying Universal Design for Learning (UDL) to Organize Blended In-Person and Online Teaching” for the Latin American Literature module at the Faculty of Literature, University of Education in Ho Chi Minh City surpasses previous research in two key aspects. First, while international studies on UDL and blended learning, such as those by Rose and Meyer (2002) or Rao and Meo (2016), primarily focus on proposing theoretical models without conducting specific experiments to compare results, this study implemented practical experimentation. It collected data through grades, student feedback, and effectiveness analysis, thereby proving the model’s feasibility in enhancing interactivity, flexibility, and comprehension (with 80% of students providing positive evaluations). Second, the novelty of this research lies in its application of UDL within the Vietnamese context, specifically for the Latin American Literature module—a unique course established in 2009 and the only one of its kind in Vietnam, offered by the University of Education in Ho Chi Minh City. This affirms the model’s suitability and effectiveness in Vietnam’s higher education environment, particularly for specialized literature courses.

Limitations of the Study

Despite its many positive outcomes, the research on “Applying Universal Design for Learning (UDL) to Organize Blended In-Person and Online Teaching” for the Latin American Literature module at the Faculty of Literature, University of Education in Ho Chi Minh City has notable limitations. First, the study’s scope is limited to a single module, making it challenging to generalize the findings to other modules or disciplines within the university. Second, the experimental duration was short, spanning only 10 weeks, which may not suffice to fully assess the long-term impact of this blended learning model on academic performance and students’ skill development. Third, although the grade distribution in the 2024-2025 academic year reflects more diverse participation, the spread of scores also indicates a decline in the high-score group (8.0-9.9) compared to

expectations, suggesting that the model may not yet be optimized to support high-achieving students in excelling. These limitations should be addressed in future research to enhance the effectiveness of UDL applications.

CONCLUSION

In summary, the application of Universal Design for Learning (UDL) in blended in-person and online teaching for the Latin American Literature module at the Faculty of Literature, University of Education in Ho Chi Minh City has yielded remarkable results in the 2024-2025 academic year. Overall, the hypotheses align well with the research outcomes; the methodological framework proved effective in addressing the research questions; and, importantly, this study proposes a model with both theoretical and practical significance for UDL-oriented teaching through blended learning. The model's value lies not only in improving teaching quality but also in meeting students' diverse needs, thereby promoting equity and inclusivity in education. Based on these findings, the study proposes several recommendations to optimize and expand the application of UDL in higher education. First, UDL should be extended to other modules within the Faculty of Literature and other faculties at the University of Education in Ho Chi Minh City, especially those requiring high interactivity and complexity, to further promote accessibility and learning effectiveness. Second, the university should organize in-depth training programs for instructors on UDL and supporting technologies for blended learning, equipping them with the knowledge and tools to implement this model effectively. Finally, long-term studies are needed to evaluate the broader impact of UDL in blended learning, not only on academic outcomes but also on students' development of self-learning skills, critical thinking, and adaptability in modern educational contexts. These steps will reinforce the university's pioneering role in educational innovation.

Ethical Considerations

This study adhered to all relevant ethical guidelines for research involving human participants. Ethical approval was obtained from the Research Ethics Committee of Ho Chi Minh City University of Education. All participants provided informed consent before contributing to the study, ensuring their voluntary participation and confidentiality.

REFERENCES

- Al-Azawei, A., Serenelli, F., & Lundqvist, K. (2016). Universal Design for Learning (UDL): A content analysis of peer reviewed journals from 2012 to 2015. *Journal of the Scholarship of Teaching and Learning*, 16(3), 39-56. <https://files.eric.ed.gov/fulltext/EJ1104867.pdf>
- Bernacchio, C., & Mullen, M. (2007). Universal design for learning. *Psychiatric Rehabilitation Journal*, 31(2), 167. <https://doi.org/10.2975/31.2.2007.167.169>
- Dewi, S. S., & Dalimunthe, H. A. (2019). The effectiveness of universal design for learning. *Journal of Social Science Studies*, 6(1), 112-123. <https://doi.org/10.5296/jsss.v6i1.14042>
- García-Campos, M. D., Canabal, C., & Alba-Pastor, C. (2020). Executive functions in universal design for learning: Moving towards inclusive education. *International Journal of Inclusive Education*, 24(6), 660-674. DOI:10.1080/13603116.2018.1474955
- Graham, C. R., Allen, S., & Ure, D. (2005). Benefits and challenges of blended learning environments. In *Encyclopedia of Information Science and Technology, First Edition* (pp. 253-259). IGI Global. DOI:10.4018/978-1-59140-553-5.ch047
- Guo, S., Chai, Q., & Wang, M. (2022). Evaluation model of online and offline mixed teaching quality in colleges and universities based on BP neural network. *Scientific Programming*, 2022(1), 7560227. <https://doi.org/10.1155/2022/7560227>
- Hall, T. E., Meyer, A., & Rose, D. H. (Eds.). (2012). *Universal design for learning in the classroom: Practical applications*. Guilford pressPress.
- Hilot, C. A. M. F., Paderog, J.-K. B., Gaduyon, A. F. E., Jumao-As, J. P., Lagrada, L. M. V., Lamoste, C. M. A., & Batiandila, M. J. Q. (2025). Academic Satisfaction: A Comparative Analysis Between Blended Schedule and Everyday Classroom Instruction Among College Students. *American Journal of Human Psychology*, 3(1), 25-29. <https://doi.org/10.54536/ajhp.v3i1.4097>
- Marx, K., & F. Engels, F. (1994). *Collected Works* (Volume 20). National Political Publishing House, Hanoi.
- Lawsin, N. L. P., & Prudente, M. S. (2023). Improving STS Teaching Practice Through Transversal Competencies Towards Seamless Blended Digital Learning. *American Journal of Education and Technology*, 2(1), 29-36. <https://doi.org/10.54536/ajet.v2i1.1122>
- Namyssova, G., Tussupbekova, G., Helmer, J., Malone, K., Afzal, M., & Jonbekova, D. (2019). Challenges and benefits of blended learning in higher education. *International Journal of Technology in Education*, 2(1), 22-31. <https://files.eric.ed.gov/fulltext/EJ1264247.pdf>
- Nguyen, T. T. (2016). Magic and literature: The case of modern Latin American fantasy novels. *Journal of Science*, 5(83), 91. [https://doi.org/10.54607/hcmue.js.0.5\(83\).402\(2016\)](https://doi.org/10.54607/hcmue.js.0.5(83).402(2016))
- Nguyen, T. T. (2019). *Measures to enhance the quality of teaching Latin American literature at the Faculty of Literature, University of Education, Ho Chi Minh City: Summary report of the university-level Science and Technology research project* (scientific research Doctoral dissertation, University of Education, Ho Chi Minh City). [https://doi.org/10.54607/hcmue.js.18.2.2987\(2021\)](https://doi.org/10.54607/hcmue.js.18.2.2987(2021))
- Nguyen, T. T. (2022). *Detailed syllabus of Latin American Literature course* (Internal document). Ho Chi Minh City University of Education.
- Nguyen, T. T. (2024). *Detailed syllabus of Latin American Literature course* (Internal document). Ho Chi Minh City University of Education.
- Nguyen, T. T. (2024). *Online pedagogical scenario of Latin*

- American Literature course* (Internal document). Ho Chi Minh City University of Education.
- Orkwis, R., & McLane, K. (1998). *A Curriculum Every Student Can Use: Design Principles for Student Access*. ERIC/OSEP Topical Brief. ERIC/OSEP Special Project.
- Rix, R. W. (2011). Blended learning: Perspectives on mixing online and offline communities of enquiry. *E-Learning and Digital Media*, 8(4), 423-433. <https://doi.org/10.2304/elea.2011.8.4.423>
- Rose, D. (2001). Universal design for learning. *Journal of Special Education Technology*, 16(4), 64-67. <https://www.learntechlib.org/p/94000/>.
- Sharma, D., Sood, A. K., Darius, P. S., Gundabattini, E., Darius Gnanaraj, S., & Joseph Jeyapaul, A. (2022). A study on the online-offline and blended learning methods. *Journal of The Institution of Engineers (India): Series B*, 103(4), 1373-1382. <https://doi.org/10.1007/s40031-022-00766-y>
- Singh, P., Sinha, R., Koay, W. L., Teoh, K. B., Nayak, P., Lim, C. H., ... & Aryani, D. N. (2021). A comparative study on effectiveness of online and offline learning in higher education. *International Journal of Tourism and Hospitality in Asia Pasific*, 4(3), 102-114. <https://doi.org/10.32535/ijthap.v4i3.1212>
- Spooner, F., Baker, J. N., Harris, A. A., Ahlgrim-Delzell, L., & Browder, D. M. (2007). Effects of training in universal design for learning on lesson plan development. *Remedial and special education*, 28(2), 108-116.
- Wang, M. J. (2010). Online collaboration and offline interaction between students using asynchronous tools in blended learning. *Australasian Journal of Educational Technology*, 26(6).