Distance Teaching and Hybrid Learning Strategies

Academic, supervisory and leadership category

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No.	The main elements of the program
1	The concept of electronic teaching, distance teaching and teaching in times of disasters and crises
2	Integrated distance education and hybrid learning strategies
3	Creativity and innovation at work
4	Effectively manage change into hybrid and distance learning
5	Problem solving in distance learning and decision making
6	Design interactive educational materials and experiences
7	Electronic interaction strategies
8	Electronic classroom administration
9	Best practices in distance education

General Objective

Raising the quality of teaching by raising the efficiency of teachers and academic leaders in the strategies of e-teaching and distance teaching

Detailed Objectives

The participant is expected to recognize and possess the following capabilities:

- How to move smoothly from traditional classroom education to distance education
- New roles and skills required while designing a distance learning experience
- Learn about the most prominent characteristics associated with distance education
- How to deal with the main challenges during the distance education process
- Steps to design interactive educational materials, experiences and activities using available technologies
- Necessary factors to ensure the use of tools and applications that are consistent with educational objectives

Number of Hours

12 training hours

Dates of the Training Course

Saturday 10 October 2020 (remotely)

Saturday 24 October 2020 (Distance Training Group - Limited seats - Group 1- Live Training)

Saturday 7 November 2020 (remotely)

Saturday November 21, 2020 (Distance Training Group - Limited seats - Group 2 - Live Training)

Saturday 5 December 2020 (remotely)

Saturday 12 December 2020 (remotely)

Time: 10:00 AM - 12:00 PM

First: Integrated Learning: its definintions, advantages and samples

Introduction

The introduction of new technology to the teaching and learning process is what provided blended learning for the spotlight, and the term blended learning was used as a response to the sometimes inappropriate overuse of technology. Inclusion is considered an art form that the teacher uses to combine different resources and activities within the range of learning environments that enable the learner. From interaction and building ideas (El-Feki, 2011).

The idea of this article is based on integrating knowledge about everything related to blended learning in a theoretical framework that includes definitions and importance as well as previous studies and models of its application in a purposeful educational environment.

Where this research presents blended learning in terms of its concept, nomenclature, and why the interest in it has emerged in the educational process and its historical stages through which it has passed, and it also presents its objectives, pros and cons, its future and challenges facing it, as well as the most important models of blended learning and how a blended learning environment can be designed using each model separately, and studies which dealt with blended learning as a field experience.

This research also aims to form a clear perception about blended learning and its relationship with educational technologies.

It also aims to integrate knowledge and allocate it towards determining the relationship between blended learning and e-learning by presenting its objectives, positives and future, as well as knowing its relationship with educational design by presenting the blended learning models and how the merging process takes place.

Definition of blended learning

Al-Feki (2011) defined blended learning as a term to describe a solution that combines several delivery methods such as collaborative learning, web-based courses, electronic performance support systems, knowledge management practices with face-to-face classrooms and live e-learning.

Al-Feki (2011) also defines blended learning as "a combination of traditional teacher-directed training, synchronized internet-based conferences, and asynchronous self-paced study".

Blended learning is a new form of training and learning programs that appropriately blends classroom and electronic learning according to the requirements of the educational situation, with the aim of improving the achievement of educational goals at the lowest possible cost.

Also, (John and Gels, 2012) indicated that blended learning describes a hybrid model of e-learning that allows for the existence of traditional teaching methods alongside modern e-learning resources and activities in a single course.

Alsayyed (2012) defined blended learning as a formula in which e-learning and its tools are combined with classroom learning in one framework, where e-learning tools are used in theoretical and practical lessons, with the teacher being with his students face to face at the same time.

AlSayyed (2012) pointed out that blended learning is "the use of technological innovations in combining objectives and content, active sources of learning and methods of communicating information to create positive interaction between the teacher and students and the content and provide harmony between the student's needs and the study program presented to improve learning productivity" (in Ismail 2009).

Abu Musa and Al-Sous (2014) also indicated that there are many studies that dealt with the definition of blended learning and models, including the study of Dre School (2002), which indicated that there are four different meanings of the meaning of paradigm learning, namely:

- The combination of different types of technology based on the Internet to achieve an educational goal.
- The combination of different teaching methods based on multiple theories such as constructivism, behaviorism and cognitive.
- Blending any form of technology with face-to-face tutoring by the teacher.
- Blending technology in teaching with real work tasks to create real innovations that affect the harmony between learning and work. Pearson (2004) has further indicated that this is the definition of modeled learning.

There is no specific definition of blended learning

It is not possible to reach an accurate definition of the concept of blended learning, as all definitions are incomplete and deficient, so the precise definition must be inclusive, prohibiting all descriptions of art or the term, preventing it from overlapping with others. These conditions are not available in the definitions of blended learning because it interferes with e-learning and does not combine

specific specific specifications. Also, because of the difference in the vision for blended learning, whether from teachers, learners, experts and specialists (quoted from Dr. Hassan Al-Zahrani for the year 1438-1439).

Blended Learning Labels

There are many names for this type of learning, namely:

1. Blended learning.

2. Mixed learning.

3. Hybrid Learning (Abu Musa and Al-Sous, 2014)

Why did interest in it emerge?

Abu Musa and Al-Sous (2014) have indicated in several studies the importance of blended learning and its effectiveness for the student and the teacher, and this is what prompts us to know why the interest in it has emerged in this way. The effect of modeled learning on achievement has an effective effect. Students who learned through the modeled learning method had higher achievement than students who learned through traditional learning (face to face) and complete e-learning. Also, it has an impact on increasing students' learning retention rate over traditional (face-to-face) and complete e-learning.

The modeled learning also improved students 'achievement level (in Abu Musa and Al-Sous, 2014).

It can also be noted that blended learning has reduced nearly half the learning time, as well as half the cost, by mixing direct e-learning, self-advancement and face-to-face classroom learning.

Also, the students' attitudes to using e-learning technology within the classroom in the educational process may contribute to the interest in blended learning to help them increase their motivation to learn, develop the knowledge and performance acquisition, and meet their individual needs so that each of them learns according to their own speed, as well as increasing their sense of equality of opportunities. Educational (Alsayyed., 2011).

Alsayyed (2011) pointed out that the various challenges and problems facing e-learning, such as the absence of the teacher's role, the material cost, the weakness of discipline, responsibility, and scientific honesty led to the emergence of blended or mixed learning, which in turn is considered the natural and logical development of e-learning, and this is considered one of the most prominent reasons that called for attention with blended learning.

The relationship of this type of blended learning to educational technologies

Blended learning has historical stages related to its emergence as a term, and there are commonalities between it and education technologies. We may find the history of blended learning is the same as the history of educational technology, and it is the same as the history of computers. Blended learning is integral to the science of educational techniques, so we find its roots in every stage of its stages, but it develops with the development of time (quoted from Dr. Hassan Al-Zahrani for the year 1438-1439)

When thinking about the history of blended learning, there are two paths associated with the term blended learning:

- A path to the history of blended learning before its emergence.

- Another path after the emergence of the term as a complete educational innovation (quoted from Dr. Hassan Al-Zahrani for the year 1438-1439).

- There is an overlap in the historical tracing of blended learning, whether for knowledge or comparison with the history of educational technologies, because there are common denominators between them. Blended learning is an integral part of educational techniques, so we find its roots extend into every stage of the historical stages of ed   ucation technologies (quoted from Dr. Hassan Al Zahrani in 1438 -1439).

History of Blended Learning

We can explain seven stages in which blended learning developed with a common denominator with educational technologies (quoted by Dr. Hassan Al-Zahrani for the year 1438-1439).

1900-1910 It was during this decade that mass media and communication began to be used for educational purposes, such as holograms, slides, films, tables, charts, and other educational materials. It was seen as a mere supplementary material to the school curriculum, and then began to use visual aids to support the learning process, which was known at the time by the term (Visual Instruction), and visual education.

1911-1923 During this period, the growth of the visual learning orientation increased, which led to the emergence of a number of professional institutions specialized in this field and practical magazines that focus on this direction, in addition to training courses targeting this type of learning.

1924-1940 During this period, a number of books were written, authored and published directed to the field of visual education, the most prominent of which is the book of the curriculum visually, and the direction of behavioral goals emerged, which Ralph Tyler is the father of this new direction.

1941-1950 During World War II, audiovisual devices were used extensively in the military and industrial sectors for training purposes. In 1946 Edgar Dale presented his famous pyramid, known as the Cone of Experience, as well as Bloom's Taxonomy of Educational Objectives.

1951-1979 During this period, the use of educational television spread greatly, which was a major factor affecting the direction of audiovisual materials for educational uses.

 1999-1980 After the personal computer became available for public and private use, the use of the computer as an educational tool in schools became more widespread. By January 1983, 40% of primary schools and 75% of high schools had employed computers for educational purposes in America.

2000- To this day, there is now a wide range of technology tools and applications available anywhere and at any time through interactive e-learning courses.

What is incorporated into the blended learning environment?

Al-Feki (2011) noted that blended learning is a combination of traditional teacher-oriented training, synchronized online conferences, and asynchronous self-paced study.

This definition implies a combination of the following elements that serve as an answer to the question (what integrates):

- Diverse presentation media (traditional and internet-based)

- Various learning events (Self-Paced, Individual, Individual & Collaborative, and Group-based)

- Electronic Performance Support and knowledge management. (El-Feki, 2011)

Inclusion may be represented in the dimensions of blended learning as mentioned by Al-Sayed (2011). These dimensions lie in:

1. Blending direct and online learning with indirect learning.
2. Blending self-stepping and direct learning.
3. Mixing planned and unplanned learning.
4. Mix custom content (prepared as needed) with ready-made content.
5. Blending learning and practice.

Briefly, what is incorporated into the blended learning environment can be defined in the following points:

- Learning face to face.
- E-learning.
- Internet-based learning.
- Web-based learning.
- Computer-based learning.

Blended Learning Objectives

There are two types of objectives associated with blended learning:

First: The general main objectives of blended learning:

- Improving the quality of education (quoted by Dr. Hassan Al-Zahrani for the year 1438-1439).

- Increase student participation.

- Increase the effectiveness of learning

Second: detailed procedural goals for blended learning:

As John and Bagels (2012) indicated a set of goals that blended learning seeks to achieve, such as:

- Enhancing students' performance by employing technological innovations

- Increasing direct and indirect interaction with teachers and educational content

- Reducing expenses

- To develop the students' knowledge and performance side

- Democracy in education and self-learning

Benefits and features of blended learning

Methods for thinking about the benefits of blended learning:

When we merge any two educational components with traditional electronic, this merging is either iterative or one of them supports the other, or there is actually an organized and organized scheme for the merging process that results in a new type of learning that is not present in both types of learning, so the positives are either: reformulation and improvement, Or a new species that is not present in both types and did not appear except through merging (quoted from Dr. Hassan Al-Zahrani for the year 1438-1439).

John and Biggles (2012) have indicated that blended learning has many advantages, which are summarized as follows:

- The possibility of changing our attitudes not only towards the place and time of learning practice but towards the resources and tools that support learning.

- Reducing learning expenses compared to e-learning, saving effort and time for the learner.

- Provides flexibility in learning time and enrollment time.

- It provides opportunities for simultaneous interaction along with opportunities for coordination and asynchronous cooperation.

- Taking into account the individual differences between the learners so that each learner can walk in learning according to his needs and abilities.

- The widening of the learning area to include the world and not be limited to the classroom.

- The student is allowed to learn at the same time that his colleagues learn without being late for them.

Downsides of blended learning

As indicated by John and Biggles (2012), blended learning has many drawbacks and problems that it suffers from, which can be summarized as follows:

- The reliance of blended learning on technologies that are still not supported. The Internet is still ineffective in some parts of the world, especially rural or remote places.

- Its effective use requires the student to be familiar with the use of technology well.

- The adoption of blended learning on computer devices that cost a lot of money, maintenance and installation work.

- The low level of actual participation of specialists in curricula in the manufacture of integrated e-courses.

- Focusing on the cognitive and skill aspects of students more than the emotional aspects.

- Feedback and incentives and incentives and compensation may not be available sometimes.

- The low level of effectiveness of the monitoring, evaluation, correction, attendance and absence system among students.

Challenges to blended learning

The challenges facing blended learning (quoted by Dr. Hassan Al-Zahrani for the year 1438-1439) can be identified as follows:

Challenge 1 is related to definition: there is no overarching definition that precludes blended learning.

Challenge 2 is the value and feasibility of this type of learning: Researchers believe that blended learning may arise because of the flexibility it provides and not because of the benefit or feasibility that this type of learning provides.

Challenge 3 Assessment and Measurement: How is what has been learned through the inclusion process measured?

Challenge 4 is related to educational design: How can many educational components be put together to serve one goal, taking into account that each component has its own procedures and equipment?

Challenge 5: the cultural framework in societies:

- Human challenges: lack of desire for change and adherence to traditional education for the teacher and the lack of many skills for the learner such as participation, interaction, self-learning and the skill of using the computer.

- Technical Challenges: Providing a Learning Management System (LMS) or providing an electronic course for each E-course

- Administrative challenges: decreased awareness and planning for blended learning.

- Social and economic challenges: The low awareness of blended learning and the high cost of devices.

The future of blended learning

The future of blended learning depends on overcoming difficulties, so when we are able to overcome them, the blended learning will be ready to be the best undisputedly, and if it is not overcome, then there will be problems in the future. Among the challenges that face us is the fact that its future is linked to the development of the external environment, which causes pressures on the internal environment, as blended learning will be the best option in the future to accommodate these variables and put them in one place so that the educational environment does not become isolated from the developments and acceleration that occurs in the educational environment and Abroad (quoted from Dr. Hassan Al-Zahrani for the year 1439-1438).

Khan Sample

Model definition and steps:

Al-Feki (2011) defined Khan's model as "an eight-dimensional model used for planning blended learning and each dimension in this framework represents a class of issues that need to be addressed. These issues help to organize thinking and create self-learning.

These dimensions include the following:

1. Institutional dimension: It focuses on administrative and organizational academic affairs, student services, and content availability.

2. The pedagogical dimension: it focuses on analyzing the content of the curricula, analyzing the general and specific goals and ensuring their suitability, analyzing the educational media and learning strategies.

3. The Technological dimension: It includes creating the learning environment and the tools necessary to provide the educational program such as software and online learning tools such as chat rooms and e-mail.

4. Interface design dimension: This dimension relates to the design of pages, the site, and the content design. The interface must be sophisticated enough to integrate the different elements of the blended learning.

5. The Evaluation Dimension: Relates to the ability to evaluate the effectiveness of the learning program and evaluate the performance of each learner.

6. The management dimension addresses issues related to registration, scheduling, and blended learning management.

7. Resource support: It is based on providing and organizing the direct and indirect electronic sources on the Internet and it can be via a consultant or by e-mail.

8. The ethical dimension: taking into account the feelings of the learners and providing them with alternative options (Al-Feki, 2011).

الصورة تحتوي على:

١- تربوي
١-١ تحليل المحتوى
٢-١ تحليل الجمهور
٣-١ تحليل الأهداف
٤-١ تحليل الوسيطة
٥-١ مدخل التصميم
٦-١ التنظيم
٧-١ الطرق والاستراتيجيات

٢- فني
١-٢ تخطيط البنية التحتية
٢-٢ الأجهزة
٣-٢ البرمجيات

٣- تصميم الواجهة
١-٣ تصميم الصفحات والموقع
٢-٣ تصميم المحتوى
٣-٣ التصفح
٤-٣ إمكانية الوصول
٥-٣ اختبار إمكانية الاستخدام

٤- التقويم
١-٤ تقييم المتعلم
٢-٤ تقويم التدريس وبيئة التعلم

٥- الإدارة
١-٥ تطوير محتوى التعلم الإلكتروني
٢-٥ تحسين التعلم الإلكتروني

٦- دعم المصادر
١-٦ الدعم الالكتروني المباشر
٢-٦ المصادر

٧- أخلاقي
١-٧ التأثير السياسي والاجتماعي
٢-٧ التنوع الثقافي
٣-٧ التحيز
٤-٧ التنوع الجغرافي
٥-٧ تنوع المتعلمين
٦-٧ التوزيع الرقمي
٧-٧ نظم التصرف
٨-٧ القضايا القانونية

٨- مؤسسي
١-٨ الشئون الإدارية
٢-٨ الشئون الأكاديمية
٣-٨ خدمات الطلاب

How to design a blended learning environment using the Khan model?

1. Al-Feki (2011) pointed out the steps of a proposed model that follows the Khan model approach that includes integrating face-to-face learning using lecture, discussion and e-learning with undergraduate educational sites as follows:

2. The institutional dimension: organizing and managing content for learners, and preparing the first meeting with students to explain the nature of the course.

3. After designing the interface: determining the ability to enter and navigate, and how to specify the username and password for each student to enter the Internet site and determine the weekly study plan and dates for face-to-face meetings with the teacher

4. The educational dimension: determining the teaching methods and methods such as lecturing, discussion, and multiple media via the Internet.

5. The technical dimension: providing computers as educational technological means and providing maintenance for them at any time.

6. The management dimension: scheduling lectures, using multimedia, and improving learning using inclusion.

7. The moral dimension: the students' cooperation in completing the activity on a weekly basis and sending it to the teacher electronically.

8. After supporting the sources: The teacher answers all questions and inquiries that students raise through the forum within the following 24 hours.

9. After the evaluation: students answer the formative evaluation individually at the end of studying each of the course units, and the final evaluation at the end of the semester is presented to students face to face.

The ADDIE model

Definition of ADDIE model

It is "one of the most frequently used descriptions of educational design and development, which is an acronym for the words: analysis, design, development, implementation, and evaluation." It is a guideline model for the development of the educational process based on instructional design (Brown&Green,2016).

نموذج ADDIE لتصميم التعليم

A Analysis التحليل
. تحليل المهام
. تحليل المتعلمين
. تحليل الإمكانات المادية والبشرية
. تحليل المحتوى

D Design التصميم
. تحديد الأهداف السلوكية
. عمل المخطط الأولي للوسيلة التعليمية
. تحديد إستراتيجية استخدام الوسيلة
. تحديد نوع الوسيلة

D Development التطوير
ترجمة مخرجات عملية التصميم من مخططات وسيناريوهات إلى مواد تعليمية حقيقية

I Implementation التنفيذ
وهي عملية تطبيق الوسيلة التعليمية في الواقع بشكل فعال

E Evaluation التقويم
. جودة الوسيلة ومدى تحملها.
. تفاعل المتعلمين في استخدام الوسيلة.
. النتيجة ومدى تحقيقها للهدف
. الأداء وهو كيفية تحقيقها للهدف

Steps of ADDIE Sample

Wang & Hus (2009) pointed out the following steps for the model:

Analysis stage: where aspects related to the educational process are analyzed and include task analysis, learners' analysis, content analysis, resource analysis, and limitations of learning resources and the educational environment: such as material and human capabilities.

Design phase: where teaching and design goals and learning strategies, learning activities, assessments, methods of organization and presentation of content are defined and methods and procedures are described.

Development stage: where the outputs of the design process are translated from plans and scenarios into real educational materials. In this stage, components of the position or the educational product are created and produced.

The implementation phase: in this phase, is the actual implementation of the teaching. It aims to achieve efficiency and effectiveness in education, and through which it is ensured that the teaching materials and activities work well with students.

Evaluation. At this stage, the efficiency and effectiveness of teaching and learning processes are measured. Evaluation may be formative or final (Formative Evaluation, Summative Evaluation)

How to design an integrated learning environment using the ADDIE model?

Al-Hailla (2012) pointed out that "all the models were derived from the systems approach to designing education, which consists of several systematic and logically organized elements," which are analysis, design, development, implementation and evaluation. On this basis, the Dick and Carrie model, as illustrated by Al-Hail (2012), can be used in designing a proposed blended learning model that follows the ADDIE model in the following steps:

1. Determine the general goals of the course (Al-Haila, 2012) (science learning objectives) for the second intermediate grade using an electronic

educational website with the teacher's explanation and the use of the school book.

2. Analysis of partial educational tasks (in Al-Haila, 2012), such as dividing the study units into parts that are taught in one or a number of lessons.

3. Defining requirements according to the characteristics of the learner (Al-Haila, 2012) by diversifying the use of technology by browsing educational electronic websites over the network or using PowerPoint presentations with the textbook.

4. Building a formative evaluation exam (Al-Haila, 2012) using the school's on-line sites and a final paper evaluation.

5. Development of educational strategies (Al-Haila, 2012), whether through discussion, project work, or self-learning.

6. Selecting and developing the learning material (Al-Haila, 2012) using CDs or PowerPoint presentations with guidance from the teacher.

7. Review the educational program based on the results of the formative evaluation in order to judge the quality of this program (Al-Hailah, 2012).

Conculsion

Blended learning has a great future as it is a facilitating framework between full technology and traditional learning, despite the challenges it faces, but it is moving forward towards more effectiveness, as the possibility of applying its models is available and is flexible to reach the goal and improve the quality of learning.