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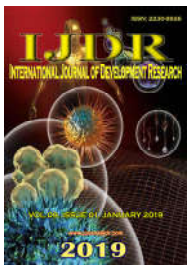

ORIGINAL RESEARCH ARTICLE OPEN ACCESS

PERSPECTIVES OF BLENDED COURSE DESIGN APPROACH IN GRAPHIC DESIGN (A CASE STUDY IN UAE)

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ABSTRACT

Channing to blended learning requires a lot of rethinking how a class is structured, how time is used, and how limited online resources are allocated. This paper aims to enable the features of successful course goals and outcomes to be applied to blended teaching methods to promote tosuccessful outcomes for students and staff. This paper main objective is to describe the Structure of redesigning and developing a higher education graphic design course with a blended learning focus, which can be used as a mind map, and a guide to answer key questions about the different components of a well-designed blended learning course. The paper considers the Benefits of blended learning implementation, students and university perspective are the main results of this paper.

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INTRODUCTION

With the rise of online technology, the up to date classroom is changing every day and one of the biggest changes is "blended learning". So what is blended learning? And how is it different from traditional classroom? "Blended learning" appears to have been in use since the popular use of the Internet World Wide in 1990s. However, like many other Internet new words around this time, its accurate concept has changed and then stabilized. From 2006 to the present, blended learning has been understood as a combination of face to face and technology-mediated instructional forms and practices. Another development that has taken place over the past 10-15 years is the rapid advance in computer and communications technology. Today, an advanced cell phone and tablets almost have the same features of a desktop computer. Because of the ever-increasing possibilities enabled by faster computers and internet connections, it is difficult to imagine a university or college that does not maintain several large and small computer labs for instruction and provides their faculty with one or more learning management systems such as Blackboard or Moodle.

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At the same time, the Internet has developed very fast during the past decade and considered as an important resource today. This technological development has gradually opened up new instructional possibilities in colleges and universities and allowed administrators to seek greater educational cost-effectiveness similar to that, which has been achieved by several corporate institutions (Williams and Hancock, 2006). The aim of this paper is to examine the benefits that blended learning provides to students' learning experiences via an institutional approach, focusing on the case of a single institution in the UAE, The application of blended learning for diploma programs at Emirates college of technology (ECT) and the students' experiences of using blended learning have been evaluated. The benefits of using blended learning for enhancing students' learning experiences, success factors for developing blended learning modules, and students' perceptions of and attitudes toward blended learning have also been identified. In addition, the similarities and differences between academics' and students' views on blended learning have been discussed. These discussions form the basis of recommendations for the development of learning and teaching practices and approaches that will potentially enhance students' learning experiences. Finally, recommendations for future research have been detailed. Good planning and design are vital for the success of any course, the strategy mentioned

in the plan was to include the use of blended learning as a delivery method in graphic design courses. ECT's approach to "blended learning" involved utilizing a combination of traditional face-to-face and online instruction. In blended learning courses, the learning materials were mainly delivered through face-to-face interaction, but they were also available via a robust learningmanagement system (Moodle) in order to provide support and enhance after-class, online classes are available via Blackboard. There are also even more digital resources to use in this course. This includes educational videos, interactive multimedia learning like gaming and Apps that enable students to interact with learning. All of this helps drive student engagement and, ultimately, performance.

MATERIALS AND METHODS

Research Questions

- Is there a significant difference in student performance between students taught with a blended model and students taught with a traditional delivery model?

Hypothesis

- (H1) There is not a significant different in student performance between students taught with a blended model and students taught with a tradition delivery model.
- (H2) blended learning will helps drive student engagement and, ultimately, performance.

Literature Review

Blended learning is a popular education topic throughout the world. Many educators in higher education had experience with it in their classrooms. It is the use of two or more distinct methods of training. This may include combinations such as: blending classroom instruction with online instruction, blending online instruction with access to a coach or faculty member, blending simulations with structured courses, blending on the job training with brownbag informal sessions, blending managerial coaching with e-learning activities (Clark, 2003). The idea is that students' understanding will increase due to the more use of technology instruction, paired with face-to-face instruction.

There has been much discussion over the term "blended learning" in recent years, yet there continues to be no agreed-upon single definition (Jonas and Burns, 2010). However, a common theme presented in the literature is "the recognition of some combination of virtual and physical environments". According to the study of Graham (2006) describes blended learning as the convergence of face-to-face settings, which are characterized by synchronous and human interaction, with Information and Communication Technology (ICT) based settings, which are asynchronous, text-based, and involve humans operating independently. It continues as Mason and Rennie (2006) extend this definition to include "other combinations of technologies, locations or pedagogical approaches". In the study of (Driscoll, 2002) identifies four different concepts of blended learning, summarize as follows: (1) combining or mixing web-based technology to accomplish an educational goal; (2) combining pedagogical approaches to produce an optimal learning outcome with or without instructional technology; (3) combining any form of instructional technology with face-to-face instructor-led training; and (4) combining instructional technology with actual job tasks. Another study of (Littlejohn and Pegler, 2007) observe that "blended learning is a useful approach because it changes the focus of learning design by shifting the emphasis from simply considering the face-to-face and online environments to the design of issues, such as considering the process and synergy of blending between online and face-to-face environments".

It carries on as (Garrison and Vaughan, 2008) define blended learning as "the thoughtful fusion of face-to-face and online learning experiences" and emphasize the need for reflection on traditional approaches and for redesigning learning and teaching in this new terrain. Blended learning in the classroom is a concept that began as a higher education idea and now transferred down into elementary grades. According to (Kuo, Blland, Schroder, and Walker, 2014), blended learning is an approach that combines face-to-face interactions with technology-based learning. Within their article, the blended learning model approach structure is described in a classroom. Blended learning can also be referred to as hybrid learning and it's based upon face-to-face interactions 67% of the time and technology interactions 33% of the time. With that, project-based learning is also implemented with the new technology resource. According to the recent model of blended learning in 2012 (Staker and Horn, 2012) it breaks down the possibilities of these blended learning combinations forms into four models. Two of these combinations (1 and 4) are for direct relevance to higher education, while the others show the kinds of combinations that are educationally feasible; these models are suitable for relatively classroom intensive combinations to ones that are more dependent on online methods:

Table 1. Blended learning four models

Model	Discretion
1. The rotation model	In which online engagement is combined or rather, embedded, within a range of face-to-face forms of instruction in a cyclical manner; "Staker and Horn" explain that these opportunities can be provided in the classroom, at a nearby computer lab, or at home, and they can be arranged according to a student's individual needs (Staker and Horn, 2012).
2. The flex model	In which multiple students are engaged primarily online, but under the supervision of a teacher who is physically present;" the emphasis on instructor supervision central to both is likely not to be suitable for higher education.
3. The self-blending model	In which students choose different courses to take independently, but do so in a setting where a supervising teacher and other students are co-present.
4. The enriched-virtual model	In which online, virtual experiences are seen as being enriched only periodically through arrangements of physical co-presence.

According to the others, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences. "Blended learning is a form of education where students receive face-to-face instruction from a teacher after that instruction from an online component" At the same time We must understand more about what motivates learners, what support they need and how these supportive

interventions can take place in practice. Only with this understanding, we can get the "blended course" right.

Evaluate "Blended learning" from different perspectives

(Stacey and Gerbic, 2008) definedsuccess of blended learning as "practice that promotes achievement of high-quality learning outcomes and positive student learning experiences, with high teacher satisfaction and a reasonable workload that allows staff time for research and scholarship". Just as blended learning affords benefits and presents challenges for students and institutions, as students and institutions meet challenges, they give rise to success. As students learn to manage their expectations and feelings of isolation, universities overcome time and support issues, and students and institutions embrace technology challenges, success emanates.

Institution perspective

The main institutional job required for successful blended learning is the allocation of dedicated services to support and assist learners and facilitators throughout the development and use of modules. This includes spending resources on communication to encourage instructors and prospective end-users to become actively involved and fully aware of blended learning initiatives (Garrison and Kanuka, 2004; Harris et al., 2009). This communication should focus on the learning and the associated outcomes rather than on the use of technology only. It should aim to encourage communication between users and developers, and help those involved to take full advantage of the resources available. Some research has focused on different aspects of blended learning. In the empirical study of (Halverson, Graham, Spring, and Drysdale, 2012) have conducted an extensive review of the publication trends in blended learning over the last 10 years. They identify the most frequently cited blended learning publications in their list of the top 50 articles, the top 25 book chapters, the top 10 books, and the top 15 non-academic publications. Out of the 100 most-cited publications, none of the studies had an institutional focus. One of their findings is that there has been limited empirical research; instead, the focus has been on definitions, models, and the potential of blended learning. The paper focuses on examining the benefits that blended learning affords in terms of supporting and enhancing students' learning experiences. In addition, it explores students' perceptions of blended learning. The findings of the research attempt to identify whether institutional factors have an impact on the implementation of blended learning and how and to what extent those impacts are felt. In addition, the (Sharpe, 2006) study found that some universities see other benefits of blended learning, notably: (1) the ability to support operating in a global context. (2) Offering greater efficiencies, especially with increased student numbers/group sizes. (3) The support it can offer professional/work-based skills development.

Student's perspectives

Consideration of learners' needs and the management of their expectations and level of understanding is important for the "development and implementation of successfully blended learning modules". Consideration of learners' needs and the management of their expectations and level of understanding is important for the "development and implementation of successfully blended learning modules". Using a blended learning approach can enhance the quality of learning experience in developing countries this can be achieved through (Gulc, 2006) Individual learners, who are disadvantaged, have a special curriculum or who are remote, or away from home/work. Guidance services that help learners to find a suitable course, which might include online applications/enrolment as well as an e-portfolio to take with them; offers a wide range of online environments to work with and learn from other individuals or groups. Virtual learning environments are the same as online master classes or collaboration with other colleges. Flexible study time with learning anytime or anywhere, to meet learners' needs wherever they want. Several studies demonstrated how student satisfaction and motivation could increase as a result of using "Blended Learning" environment. like the study of (Collopy and Arnold, 2009) who presented the participation of 80 candidates undergraduate teacher in modules system delivered in one of three ways: online only, partially blended, and fully blended. Their results showed that learners in the last two types of blended classes reported "significantly greater feelings of competence and comfort in putting what they learned into practice" and were more satisfied with how their group work teams functioned compared to the online-only group. In addition, students in the "Blended Learning" classes reported "significantly higher levels of learning". According to that it is very important to take account of learners' motivation to ensure learner readiness and learners' ability to cope with independent learning. Another study of (Mitchell and Honore, 2007) identifies the attitude and motivation of learners as particularly significant when virtual learning (e-learning) is involved, as those factors affect acceptance and participation. Furthermore, blended learning can only be successfully implemented if the learners have sufficient knowledge of, and are ready to use, the newly introduced technology. Before delivering the blended course the learners must be trained and equipped to navigate the information and communication technology used in "blended learning".

Lecturer perspective

The most effective way to make it accessible and valuable for universities teachers and students is to keep it "as simple as possible". This is true from a technological perspective as discussed above, but maybe valid from a pedagogical perspective. Most teacher and student in have been educated in a didactic manner and will not necessarily understand the new role of the instructor as "facilitator" in blended learning education, rather than as a "teacher" in the traditional sense. Therefore, the key here is that going online will help both teachers and students to overcome fears about computers and develop a range of new skills. All available literature on Blended Learning emphasizes the importance of integrating online material with the teaching goals of a classroom subject. Regarding this, the teacher's guide for each module will outline what classroom content should be covered ahead of time, in order for the module to be most effective as a teaching tool. However, just as students must adapt to blended learning technology, instructors must be taught to use the technology from the user end in order to effectively facilitate student learning. The attitude, readiness and technological skills of the course facilitators are equally important, as all of these factors affect how successfully they use, develop, and update the technology-based tools and resources in operation (Beadle and Santy, 2008). There are also technological requirements that must be met for blended learning to be successful. In the study of (Stewart, 2002) he suggests that course content and learning

approaches be evaluated for accessibility, with consideration of bandwidth, firewalls, and connection speed, so easy and regular access to technology for both facilitators and learners is a necessary prerequisite for successful delivery of e-learning. For the teachers, it is important to manage students' expectations, especially the idea that fewer face-to-face classes mean less work. In fact, students must be encouraged to take more responsibility for and autonomy over their learning.

Research Methodology

Teaching blended learning in university courses and curricula. Taking a considered and programmatic approach to designing technology-enhanced learning experiences is crucial to the ultimate success of such experiences, particularly in relation to quality learning. As with any curriculum, the learning and teaching activities need to be meaningful and relevant for the students' learning. They also need to be clearly valued and supported by the teacher, and well-integrated into the whole course experience. "Too often the opportunities and advantages of the use of technology in the learning process are poorlyexploited" (Oliver and Herrington,2003). Therefore, the preparation and decision-making are essential not only for efficient use of your time in the construction and maintenance of your resources but also for the creation of quality learning experiences for your students. This study has been conducted as a part of a larger research project on blended learning technology integration into an undergraduate program in educational technology at the emirates college of technology.
The researchers examined a key course in this program for first-year level students. The students in this course learned the principles of graphic design and expanded their learning by developing their own instructional media products. During the spring of 2015, this course merged male and female sections. This merger was most apparent when using a blended conferencing tool called Blackboard.

Facilitated the course

During the semester, the students were required to complete four main projects individually. At the same time, they were supposed to participate in seven face-to-face critique sessions in which students and instructors met as a small group and conducted peer evaluations of the students' on-going media design products. The critique sessions held in this particular course aimed: (1) to help students apply the newly learned design principles in order to formality evaluate media design products, and (2) to exchange constructive feedback on each other's projects in progress. The session was mediated by combined online communication technologies, such as the Moodle tool, including a text-based and animated PowerPoint presentation or video feature, depending on the instructional conditions and instructor preferences. Designing for blended learning requires a systematic approach, starting with:

1. Planning for integrating blended learning into your course, followed by;
2. Designing and developing the blended learning elements;
3. Implementing the blended learning design;
4. Reviewing (evaluating) the effectiveness of your blended learning design, and finally;
5. Planning for the next delivery of your course then involves improving the blended learning experience for both staff and students.

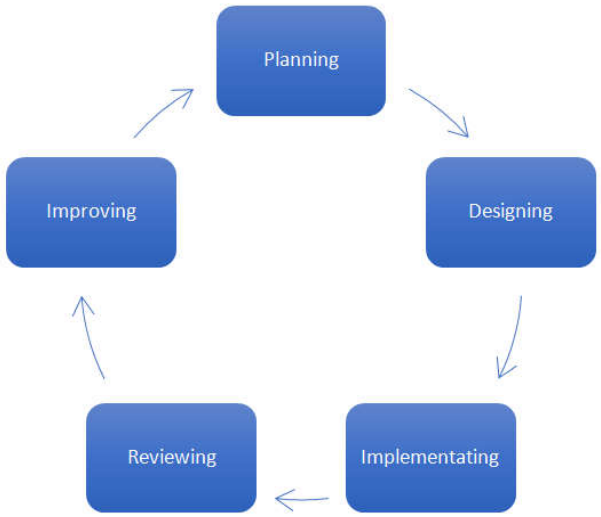

Figure 1. The blended learning design process

Blended learning in graphic design course implementation

In this paper, we aim to examine our experiment in designing a blended course for graphic design diploma in ourinstitution. This course contains both theoretical and practical parts. As our respondents are experimenting with blended solutions and learning by trial and error, there's a need to share best practice so as to accelerate the development of graphic design lecturer expertise in blended learning.

Planning

At planning point and before jumping in to designing the blended learning, we thought about a number of critical considerations: (1) Identify the context for the course, It is important to have course aims and learning objectives set before considering blended learning opportunities, also the relevant knowledge, skills and attitudes the course will help the students to achieve and the learning and teaching activities would best support the students' learning. A good blending is about establishing a balance between the instructional advantages for the learner and the learning objective. Training professionals need to have a strong understanding of the suitability of various tools for achieving learning objectives (Dorman, 2012).

Delivery Strategy and Teaching Methods

The delivery strategy of this course is based on the blended learning approach, which combines the face- to face learning, self-paced and virtual learning (Online- learning): (a) Face-to-Face (Physical meetings/ Class or Lab), They are delivered using the traditional teaching and learning methods in addition to technology integration such as (watching videos, having online quizzes, collaboration online using wikis or forums or working in one of the defined assignments. (b) Self-paced Learning sessions (Asynchronous): they are supported by well-designed study materials such aspre-recorded classes, animated curriculum, web-based resources, videos, online discussion, online collaboration using wikis, forums or discussion boards, online quizzes, and online learning communities. (c) Online Collaboration and Discussion (Asynchronous): The purpose of online collaboration and discussion is fostering the interaction between the students and instructors, or among the students themselves through online

Table 2. Course description and goals

Course description	This course introduces the learner to the theory and operation of Graphic Design and publishing. The course will also examine the aesthetics and intricacies of typography, page layout, principles of Art, elements of Graphic Design, colors theory, function and technique, and planning to organize for any Graphic Design.
Course Goals:	G1: Explain the role of art and graphic design. G2: To employ the graphical functions and elements to design layout for posters, newsletters, magazines, logos, andsignboards.

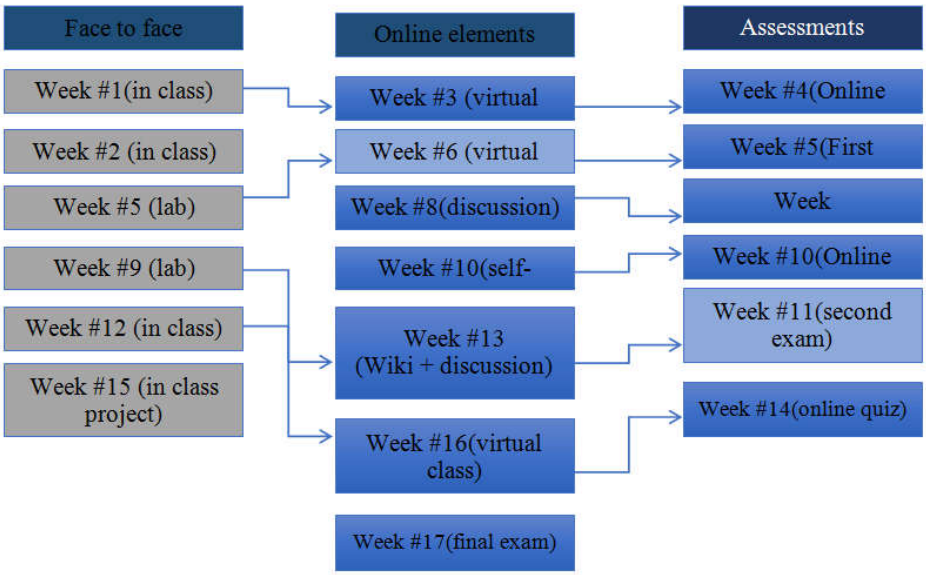

Figure 2. Blending of face-to-face and online learning and teaching activities

Table 3. Blended learning tools according to the course learning outcome

Level of learning	Types of blended learning activities
Describe Art ad Graphic Design.	Video presentation, virtual classes, and self-study.
Utilize Graphic design functions in creating posters, newsletter, magazines, logos and sign- board.	Face to face classes, assignments and lab sessions.
Evaluate and critically demonstrate the knowledge of Aesthetic in graphic design.	(Discussion forums, blogs, wiki, chat room, twitter) as well as collaborating and networking.
Employ design elements to create vector imaging.	In class mind maps, blog journaling, wiki (simple page construction), and in class workshop.
Analyze and align the products with Visual Art standards.	In class mind maps, online SWOT analysis, reporting (online charts, graphing, presentation or web publishing), online quiz.
Choose and justify the appropriate text for the designed product.	Simple mind maps, flashcards, online quizzes, basic internet searches (fact-finding, defining), Q & A discussion forums, project presentations.

communication tools usage. (d) Virtual Classes: (Asynchronous): These sessions are pre-scheduled classes delivered using online live tools. The sessions are synchronous, and students and instructors go online into virtual rooms synchronously.

Designing and developing

The designing process started by reviewing some general design principles in which you can integrate blended learning experiences in your course: Course learning objectives, teaching and learning activities that need to directly support student's achievement of the stated learning objectives, and the assessment tasks need to be aligned with the activities and the objectives, all of them need to allow students to demonstrate those learning objectives. This is called "constructive alignment". That means (1) course resources and learning and teaching activities need to directly support students achievement of the stated learning objectives, and (2) assessment tasks need to be congruent with the activities and the objectives, and they need to allow students to demonstrate those learning. Elements of course design: Course curricula are often conceived of in relation to the following major components: content and resources, student activity and collaboration, assessment, course communication and course administration. As part of the design and development phase, we consider creating a course map or plan that shows the elements of the course in relation to one another and how they will be sequenced across the duration of the course. Figure 2 shows how several elements (face-to-face, online and assessment activities) work together to support the achievement of particular learning objectives. Working in a blended learning environment can offer a range of strategies and tools to support the efficient and effective management and administration of a course, such as managing Course site, organization and graphical design, Managing your students to Keep students on track, Managing assessments and grading, and Managing feedback delivery.

Implementing

When implementing the blended learning course instructor should get his students ready for blended learning by creating an opportunity for himself and students to meet together as a group and have a Course orientation during the first face-to-face or online session to provide guidelines and tips on how to use the online course technology and identifies the purpose and Expectations of the course.

Prepare Students for Blended Learning course

Learners may not have experience with technology mediated instruction; at least not with the particular tools employed within a particular organization. As a result, it vital to train them with basic technical skills as well as to explain the purposes and benefits (as well as the problems) associated with online communication. The preparations include (1) Clarify Technology Requirements, require a student to be equipped with the necessary software and equipment (e.g., a headset for voice chat) as well as a stable Internet connection. (2) Explain Task Purpose, by express explicitly what learning outcomes and behaviors are expected from the blended activity. (3) Schedule Practice Sessions. Hold practice sessions will help students become aware of the procedures and tasks required in blended activity and to become familiar with the functions and Features of the communication tools. (4) Flexibility, The instructional plan should be flexible enough toadjust according to students' emerging needs and instructional conditions. So all the decisions made for communication tools to be used, the duration and number of virtual sessions, the number of participants per session, and the meeting times need to fit various situations.

Promote Active and Meaningful Interactions

In blended learning, instructors need to reconsider their pedagogical techniques when utilizing blended learning tools. More emphasis should be placed on active and engaging learning approaches where students are placed in charge of their own learning. Utilizing blended tools such as online class, web browsing, drawing, and chat can involve students more in the learning process and focus their attention.

Provide Faculty with Planned Supports

Many instructors in higher education remain reluctant, resistant, and reticent to use any form of technology in their classrooms. So it is not easy to know that new educational technologies seem to emerge each week with a host of unique expectations for instructors to consider and potentially find a way to embed in their classes. Blended learning instructional tools may pose an even greater challenge and risk for many instructors. The reason for the sense of risk is that blended course has various supplemental forms o such as online discussion forums, student online blogs and reflection tasks, and online testing may directly replace face-to-face lectures in which they have invested extensive time and effort and, thus, are highly passionate about. Professional development and support in the area of blended teaching and learning, therefore, is crucial. However, adapting "blended learning" approaches to existing courses requires new knowledge and skills. The ECToffer Faculty Professional Development training to provide faculty members a development program in which they (1) obtain information about the available technology tools, (2) share experiences on their use, and (3) acquire the necessary skills and knowledge to use a tool or system. These supports for design, technology, and pedagogy must be sustained continuously until instructors gradually become accustomed to effective ways of teaching with "blended learning" tools and systems.

Reviewing (evaluating)

Evaluation process not necessary to wait until the very end of a course, in this study the instructor collect feedback for continuous improvement throughout the course at different points to conduct an evaluation and obtain feedback from students. Evaluating in the blended learning environment entails the same basic elements of a course, because of "blend" and the use of technology, these will present an additional range of issues to gather data about. In Herrington et al study (2001) he designed a model of evaluation for online learning and teaching which is based around three main areas: Pedagogies - the learning activities which underpin the unit; Resources - the content and information which are provided for the learners; and Delivery strategies - issues associated with the ways in which the course is delivered to the learners such as accessibility, usability, consistency, and integration, as well as information relating to good pedagogical practices.

RESULTS

The survey was conducted on students and instructors in the graphic design college, the primary data collection methods included individual interviews with the instructors as well as the experiences of one of the researchers who participated in team teaching this course. The subjects participating in the interviews consisted of two primary faculty instructor and eight assistant instructors who were teaching blended courses in the college during the same semester. A statistician was engaged to ensure processing of data was done properly satisfying the requirements of the research project. Data were keyed in into a statistical package system and processed to obtain the results. The interviews aimed to know how instructors experienced in teaching the blended course including their perceptions about virtual classes, the strategies employed, and the challenges facing participants within the blended context. In our survey questions, the researcher's experiences in this course influenced the initial list of questions for the interviews as well as analyses of the data collected. In terms of the data is a mix of the students' experiences in this study, a course evaluation survey and the course instructors' critique assessment reports all were utilized to interpret the data collected and uncover any differences between the instructors' comments and other data sources.

DISCUSSION

In terms of learning effectiveness and satisfaction measured by the students' and instructors' feedback, the blended mode of instruction in this course was successfully implemented. A course evaluation was conducted online at the end of the semester.

1) **Table 4 discuss the course structure:** 40% combine technological and traditional learning methods in class room, 20% self-study, 20% social learning and 20% virtual classes.

Table 4. Blended learning solution includes

Virtual classes	20%
Face to face	20%
Self-study	20%
Traditional learning	40%

2) **Usability inspection, in which experienced inspectors evaluate factors related to usability:** As the table below our respondents have to take into account a wide range of factors, the most popular factor was 'how the methods will apply to accomplish the

learning objectives' average rating 85% second was the organization factors such as resources to support the learning methods average rating 83% then the Communication between learners 60% and finally the geographical spread of learner population average rating 60%.

Table 5. Factors influenced the choice of learning methods

	Rarely	Frequently
Geographical spread	60%	40%
Communication	60%	40%
Organization factors	83%	17%
Learning objectives	85%	15%

3) **Evaluating the different methods in blended course between male and female students:** According to our respondents, the averaged is different between male and female students, as illustrated in below figure.

Table 6. How student evaluate the different methods in the blended course

Teaching Activities	Male	Female
Discussion and wiki	60%	90%
Self-study	65%	65%
Virtual classes	85%	60%
Face to face	70%	90%

4) **Evaluating the blended course design and development:** Our respondents' views that blended solutions will increase in the future, and we can apply to many courses according to the structures, our respondents identify the key challenges that they face in developing and implementing blended solutions in graphics course.

Table 7. The benefits from blended learning in graphics studio

Considerations	Responds
Complete	30%
The attitude of learners to blended solutions	90%
Lack of expertise and cost	70%
The time and complexity of designing and development a blended course	80%

Conclusions

The concept of "blended learning" has been used for some time and really builds on the good practice of blending teaching and learning styles for the benefit of the learner. Instructors who adopt a variety of teaching styles are more likely to offer their learners a more rewarding and successful educational experience. This is what happens when e-learning and online learning is added to the mix, as it would be for integration of practical work in graphic design students and industrial visits. The use of new technologies can be maximized when you see how best to blend E-learning with existing programs to the benefit of learners. Blended learning is a valuable tool to have at our disposal when building and delivering our educational programs and we should be using it wherever appropriate to enhance our provision and offer tailored learning to meet the needs of our learners. In our research appears to show that most of the instructors have accepted that the learning these days needs to encompass a wide range of learning methods, the survey identified four key conclusions: First, Blended learning solutions are an important part of the learning and development plan, with most of our respondents combining technological and traditional learning methods frequently or sometimes. Combining more than one learning method in one class is no longer unusual. Second, In designing a blended course we take into account both learning objectives and university drivers which is the most common factor used in selecting learning methods to include in a blend is "appropriateness in meeting learning objectives", other key factors are linked to university drivers such as "company infrastructure and resources to support learning methods" and factors such as speed to reach all your learners, time to deliver and geographical dispersal of the learner population.

Third, our Blended courses are currently being designed using well-established learning methods such as face-to-face training, self-paced E-learning and learning resources – and virtual classes. However our respondents expect face-to-face training to reduce, and that there will be a significant increase in virtual classrooms and social learning. Fours, There are some challenges facing those wanting to introduce blended solutions in developing countries, particularly in dealing with the complexity of blended solutions and lack of internal expertise. The course evaluation survey and the findings from student interviews provided evidence that the real-time critique sessions contributed to students' satisfaction and overall learning. There were some complaints about the lack of interactions and delayed feedback expressed by some of the female students early in the semester before they were involved in the blended meetings. The appropriate use of several different blende tools and approaches played an important role in fostering quality learning experiences during this course. The advantages of face-to-face communication were multiplied by the use of combined virtual tools. Another factor impacting the results found here was that the students were experienced in educational technology use. In addition, they were majoring in educational technology; hence they likely had internal motivation to succeed here. Both of these factors might be deemed limitations of this particular study. Based on the findings of this study, the primary benefit of using "blended learning" is course flexibility. This flexibility accommodates students with varied learning styles, non-traditional course access requirements, and non-traditional course pacing preferences. A high proportion (i.e., more than 50%) of his student population was composed of mature students, many of whom had just recently returned to study after years of full-time employment. This category has different preferences and attitudes toward learning than their younger classmates. Also, most of the mature students were still working either full time or part time; therefore, flexibility is an important consideration for students.

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