Abstract

In this paper, the use of the blended learning pedagogy as a teaching environment is studied. This pedagogy is based on a mixture of collaborative learning, problem-based learning and independent learning. Also, it is realized as a combination of a face-to-face environment and online learning, using a proprietary learning management system. More precisely, the methodological approach implemented by the Arab Open University is explored. The Arab Open University has twelve different branches distributed in eight different countries. In addition, the blended learning course design is described and the fulfillment of the corresponding learning outcomes is investigated. The study concludes that the technology provides with more learning choices. Among the choices is the blended learning that has several advantages and strength when compared to its counterpart, the classical learning. However, there are some challenges that need to be considered as well.

References

Generations: Emerging Patterns in Student Evaluation of Blended Learning, University of Central Florida.

- Blackboard. 2013. [online] Available at: [Accessed 12 July 2013].
- moodle. 2013. [online] Available at: [Accessed 12 July 2013].
- Shang, Y., Shi, H., and Chen, S. -S. 2001. &quot;An intelligent distributed environment for active learning,&quot; ACM.
- Tseng, J., Chu, H.-C., Hwang, G.-J., and Tsai, C.-C. 2008. &quot;Development of an adaptive learning system with two sources of personalization information,&quot; Computers & Education.
- SEEC. 2013. [online] Available at: [Accessed 20 May 2013].
- Moore, J. C. 2011. &quot;A synthesis of Sloan-C effective practices,&quot; Journal of
Asynchronous Learning Networks, vol. 16 no. 1.

**Index Terms**
- Computer Science
- Artificial Intelligence

**Keywords**
- Blended Learning
- Pedagogy
- Learning management system