Case Study of

Hybrid Learning at Kindergarten in UAE - Abu Dhabi

دراسة حالة للتعلم الهجين في رياض الاطفال في الامارات العربية المتحدة ـ أبوظبي

by

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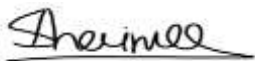
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ABSTRACT

This case study about hybrid learning in UAE – Abu Dhabi and whether hybrid learning helps students to achieve mastery in various fields. This study is situated at kindergarten school in Abu Dhabi. I collected the data through quantitative and qualitative methods. The overall numbers of participants are almost 89, consisting 69 of parents, teachers and administrators from Emirates School Establishment (ESE) and 20 students from KG-2. The qualitative methods throughout questionnaire and in quantitative we explored the percentage of participants based on their gender, having kids, kids in kindergarten, their knowledge of hybrid learning and what their preference is. This study concludes with the fact of hybrid learning will play a large role in education in the future than just traditional lectures. It will give the students, teachers, and administrators the flexibility throughout their teaching and learning journey.

الملخص

دراسة الحالة هذه حول التعلم الهجين في دولة الإمارات العربية المتحدة ـ أبو ظبي وما إذا كان التعلم الهجين يساعد الطلاب على التميز في مختلف المجالات .

تقع هذه الدراسة في مدرسة رياض الأطفال في أبو ظبي. جمعت البيانات من خلال الأساليب الكمية والنوعية. يبلغ العدد الإجمالي للمشاركين 89 مشتركًا تقريبًا ، يتألفون من 69 من أولياء الأمور والمدرسين والإداريين من مؤسسة مدرسة الإمارات (ESE)و 20 طالبًا من مرحلة رياض الأطفال -2 .

الأساليب النوعية من خلال الاستبيان والكمي قمنا باستكشاف النسبة المئوية للمشاركين بناءً على جنسهم ، لديهم أطفال ، لديهم أطفال في رياض الأطفال ، ومعرفتهم بالتعلم الهجين وما هو تفضيلهم .

تختتم هذه الدراسة بحقيقة أن التعلم الهجين سيلعب دورًا كبيرًا في التعليم في المستقبل أكثر من مجرد المحاضرات التقليدية. وسيمنح الطلاب والمعلمين والمسؤولين المرونة طوال رحلة التدريس والتعلم. لابد من واجهة الصعوبات خلال هذه المرحلة لكن علينا التغلب على هذه الصعاب من خلال اختلاق طرق جديدة للتعليم وجذب انتباه الاطفال وتحفيزهم أثناء تدريسهم عبر الانترنت.

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LIST OF DEFINITIONS AND/ OR ABBREVIATIONS

UAE	United Arab Emirates
LMS	Learning Management System
MOE	Ministry of Education
HEI	Higher education institutes
ICT	Information and Communication Technology
CSCL	Computer Supported Collaborative Learning
WDT	Western Dakota Tech

CHAPTER 1: INTRODUCTION

The COVID-19 Pandemic breakout had a devastating effect on the global economy, employment markets, and education, to name a few. Governments implemented lockdown measures at several locations in an effort to maintain a distance between the victims and the rest of society. As a result of the epidemic, several nations implemented the "Schools off Education on" policy to ensure that students' education was not disrupted when schools were closed. The majority of nations throughout the globe, including the United Arab Emirates, were open to the idea of distance learning. The implementation of e-learning by various academic institutions throughout the world was at various stages prior to the epidemic. Discussion, cause, and opportunity arose quickly following the pandemic's onset because of the necessity to adjust to the new system of distant learning. As a result of the outbreak of the pandemic, new avenues of investigation have opened up, providing a venue for the discussion of educational issues and potential solutions (Pokhrel and Chhetri 2021).

Due to pre-existing e-learning infrastructure in the UAE's Ministry of Education (MoE), which has supplied several platforms and educational materials ideal for remote learning, students at different educational institutions in the UAE may be particularly fortunate in this regard. Resources sourced from inside Ministry of Education (MoE) resources and other sources were assessed and linked to the Learning Management System before being adapted for use in the LMS (LMS). Adaptive learning systems, interactive instructional materials, and evaluation platforms are all included. As a result, instructional programs were reevaluated, changed, and put into action as soon as possible.

Teachers and students in the United Arab Emirates were being encouraged to use innovative educational technologies and pedagogies by the country's education ministry. As a result, the Ministry of Education's teachers and students were well-versed in smart learning before the epidemic ever began to take hold. An abundance of instructional content from both internal and external sources was available on the LMS platform. Students and instructors were comfortable with online self-study utilizing the instructional content that was placed on the LMS for each part, chapter, and grade level. In addition, instructors were given substantial online training (MoE) on conducting virtual laboratories as a replacement for hands-on experimentation. As it turned out, this was essential for a seamless transition to distant learning. Even though the UAE is a wealthy country, the transition may be contrasted with wealthy nations where most students are unable to use the internet because of technical and financial constraints (Adnan and Anwar 2020).

Teachers and students in the United Arab Emirates were being encouraged to use innovative educational technologies and pedagogies by the country's education ministry. As a result, the Ministry of Education's teachers and students were well-versed in smart learning before the epidemic ever began to take hold. An abundance of instructional content from both internal and external sources was available on the LMS platform. Students and instructors were comfortable with online self-study utilizing the instructional content that was placed on the LMS for each part, chapter, and grade level. In addition, instructors were given substantial online training (MoE) on conducting virtual laboratories as a partial alternative for hands-on experiments, as well. As it turned out, this was essential for a seamless transition to distant learning. Thus, the UAE's transition may be compared to other wealthy nations rather than to

those usual less fortunate countries where the large majority of pupils are unable to use the internet owing to technical and monetary challenges alike (Mailizar et al. 2020).

Many studies of student perspectives on e-learning in higher education institutions have been conducted since publications on education in the time of COVID-19 began to appear in literature (Ahmed and Osman 2020). However, other subjects such as online training in the service industry have also been studied by the authors (Tseng & Chen, 2020). There are many educational research studies that focus on the viewpoints of instructors rather than students, along with other concerns such as early childhood education, encouraging school health and the use of cellphones in e-learning (Mailizar et al. 2020). As a result, the researchers decided to look into what UAE public school students thought about distant learning.

A. Statement of the Problem

One of the most significant impacts of the COVID-19 pandemic has been on schooling across the world (Aditya 2021, p. 104). Many governments issued a strategy to reduce and combat this full-blown epidemic through the closing down of academic institutions in many of these countries (Aditya 2021, p. 104). Many children throughout the globe were greatly impacted by the shutdown of the school. To guarantee that children could continue their education despite the subsequent lockout of schools, educators were obliged to go online (Winter et al. 2021, p. 235). A successful shift to online instruction requires educators with the necessary abilities, knowledge and competences (Winter et al. 2021, p. 235).

United Arab Emirates educational institutions were shocked by the government's implementation of social distance during the epidemic, which was done in an effort to minimize any negative consequences for the country or region (Chaudhry et al. 2021, p. 1). The schools, colleges, and universities were ordered to switch to an online delivery method for educational services, which had previously always been delivered face-to-face in traditional classroom settings (Chaudhry et al. 2021, p. 1). All regional higher education institutes (HEI) were encouraged by the Ministry of Education to create online teaching guidelines and put them into practice (Chaudhry et al. 2021, p. 1). Higher education institutions (HEIs) reacted quickly and shifted from face-to-face teaching to real-time online teaching; in this way, the education system underwent an all-out transition, where instructors kept teaching and analyzing the learning outcomes using online platforms including MS Teams, Google Hangouts, and Zoom; no teaching time was wasted (Chaudhry et al. 2021, p. 2). The students and instructors in the region were unfamiliar with this new teaching method, which had a reputation for poor quality in the area because of its use of online schooling (Chaudhry et al. 2021, p. 2).

When the Covid-19 outbreak began to spread, the UAE government stated that schools would be closed, but education would not be stopped permanently. All UAE students now have access to a well-thought-out remote learning system (Khalidi and Chi 2021). Because of the leadership's unwavering commitment to K-12 education (for pupils ages 4 to 17) in UAE, this program warrants further consideration because of the country's wealthy status. Investing in smart learning programs from 2012, the UAE has provided computers for instructors and students, as well as educational platforms, to help them study (Hefnawi 2020). Teachers were required to undergo extensive online training as part of the distant learning strategy in order to guarantee that they could create and deliver high-quality online classes. Upon request, pupils at

private schools might also use electronic instructional resources and the internet (Sebugwaawo 2020).

Investing in technology for educational reasons pays dividends even in the most unexpected of situations, as shown by distant learning. Students in the United Arab Emirates, for example, were able to complete their education despite the epidemic because to the availability of gadgets, high-speed internet, and a wide range of educational platforms. If education is to progress and persist in all situations, all stakeholders must take into account the potential and difficulties presented by the UAE's new remote learning experience.

For instructors, the experience requires them to examine the difference between what they are doing and what they can accomplish if they take use of the professional cooperation possibilities that are accessible. One of the most pressing concerns for parents is how to keep tabs on their children's progress in school while also safeguarding their safety in light of the possible restrictions they may experience. Schools play a critical role in aiding parents in their attempts to safeguard, supervise, and promote their children's educational development. As families confront a wide range of economic and social challenges, authorities must explore how to avoid unfairly penalizing those in society who are already at a disadvantage because of their choice of education.

B. Conceptual/Theoretical Framework

In a hybrid learning environment, students are exposed to both face-to-face and online classes at the same time (Raes et al. 2020, p. 269). As a kind of blended learning, it brings the physical and virtual worlds of education closer together to provide a more comprehensive education.

More than a collection of methods or procedures, hybrid learning is a pedagogy or teaching technique (Raes et al. 2020, p. 270). As a result, it reflects a philosophy that serves as a framework for a broad range of blended learning teaching methods. With this method, students spend less time sitting in a classroom and more time learning online instead of via conventional face-to-face instruction. Students may participate in real-world, team-based learning activities in the classroom. Multimedia-enhanced material and avenues for continuous debate may be included in the online components.

C. Purpose

The education system around the world is in crisis. In particular, the COVID-19 pandemic has greatly affected the way classes are delivered. The rise of technology has made it possible for schools to continue teaching the students. Along with this, teachers are encouraged to be more creative in planning their lessons.

This paper explores whether or not hybrid learning helps students achieve mastery in various fields, including communication, collaboration, following direction, and problem solving. This paper aims to achieve the following objectives:

1. Define hybrid learning

2. Discuss the advantages and disadvantages of hybrid learning

3. Investigate the effectiveness of hybrid learning in UAE through quantitative and qualitative research

4. Provide recommendation to ensure the success of hybrid learning

D. Research Questions

The following questions will be the focus of this paper.

1. What is hybrid learning?

2. What are the advantages and disadvantages of hybrid learning?

3. How can schools apply hybrid learning among the pupils in the kindergarten?

4. How can a country or government implement hybrid learn successfully?

E. Significance of the Study

There had been various occasions in which classes were suspended. Be it in time of war or pandemic, schools should have an alternative system so that learning continues. Hybrid learning is one of the approaches employed across nations to guarantee students' continuous education. By exploring deeper into the nature of hybrid learning, its effectiveness, and how it works, schools across the world will have a system to adapt in case another war or pandemic arises.

F. Definition of Terms

1. Hybrid learning

Hybrid learning is a combination of face-to-face and online teaching and learning techniques. For the most part, hybrid learning is about a combination of instructional modalities such as on-site, online and self-paced learning, delivery media such as CD-ROMs, books and PowerPoint slides, instructional methods including face-to-face and technology-based sessions, and web-based technologies, such as chat rooms, wikis and virtual classrooms, as well as synchronous and asynchronous web-based technologies such as chat rooms, wikis, virtual classrooms, blogs and textbooks or on-line resources (Klimova and Kacetl 2015, p. 479).

2. Blended learning

Blended learning refers to face-to-face education using computer technology, and incorporating online and offline activities and materials (Hockly 2018, p. 97). In a blended learning setting, conventional classroom instruction is combined with cutting-edge eLearning.

3. Digital learning

When it comes to the use of digital forms of media such as texts or images, Holzberger et al. (2013, p. 774) saw digital learning as a means of delivering material over the Internet that aims at enhancing learning and promoting personal knowledge and skills. To overcome the constraints of time, place, and schedule, computers and wireless infrastructure media were used in a variety of learning circumstances, notably synchronous and asynchronous network learning (Kaklamanou et al. 2012, p. 1).

CHAPTER 2: LITERATURE REVIEW

The COVID-19 has prompted the closure of schools throughout the world. Worldwide, there are more over 1.2 billion children who are not enrolled in school. E-learning, in which pupils are educated digitally and across distances, has ushered in a major shift in the educational landscape. If research demonstrates that online learning increases retention and saves time, then advancements in education spurred by the coronavirus may be around for a long time to come. Students and academic facilities alike may benefit from the Internet in several ways. Using the Internet as a learning support tool creates new learning opportunities, collects resources, supports students' lives in terms of availability and efficiency, and provides other options for universal education. The Internet also helps educational institutions to provide students with more learning possibilities and to make better use of their educational resources.

A. What is Hybrid Learning?

Hybrid learning is a combination of online-only teaching and conventional classroom instruction, resulting in hybrid online training. Students gain from the personal engagement of face-to-face engagement with the flexibility that online assignments and conversations may bring. Study on how students feel about hybrid education is extensive, but little is known about the influence of this kind of instruction on student performance. Hybrid classrooms tend to outperform conventional classrooms when it comes to student accomplishment, but online courses have a comparable level of success. It might be difficult to evaluate approaches merely

based on accomplishment since hybrid formats are so diverse in terms of the proportion of time spent online, topic content, student demographics, etc.

The hybrid or mixed, online learning technique at the tertiary level helps to mitigate some of the drawbacks of a purely online setting. An educational method known as "hybrid instruction" combines classroom training with internet instruction. It was created with the intention of easing students' transition to online learning and alleviating any concerns they may have had about it (Oh and Park 2009). Rather of relying only on traditional classroom methods, teachers in a hybrid classroom make use of both online and offline resources. Personal contact and face-to-face communication are severely hampered in a regular classroom setting. With the absence of face-to-face interaction between students and teachers in an online course, it was hypothesized that the learning normally achieved through absorbing material and engaging in discussion was somehow lost. In addition to these issues, researchers have found that students may be feeling alone, experiencing frustration, worry, and uncertainty (Lamport and Hill 2012), and experiencing high attrition rates.

Traditional classroom teaching and online learning may benefit from one other in a hybrid context, allowing students to gain from both modes of learning (e.g., face time, personal connections). A college's decision to provide or extend hybrid programs is heavily influenced by the effectiveness of the programs' impact on student learning, which is the top objective for any educational institution. As far as how hybrid education impacts student accomplishment, there are three main types of studies: (1) those which look at how much time is spent online; (2) those which look at what level of students are being studied; and (3) those which compare hybrid

instruction to completely online instruction. Because of these three factors, the influence of hybrid education on student accomplishment is evaluated.

Hybrid training has a number of benefits for both students and instructors, including greater involvement, flexibility, lower dropout rates, and reduced expenses (Garnham and Kaleta 2002). Students with varied learning impairments and preferences may benefit from the use of hybrid education. Teaching hybrid courses may provide a number of issues, including preparing teachers to teach hybrid courses, enabling sufficient time for course modifications, and teaching students in the new format. Students and faculty's views of hybrid courses are also critical to their effectiveness. Since the introduction of online education, research has been undertaken on the influence of this kind of education with reference to student accomplishment. Online students fared better than those in a face-to-face situation, according to a number of studies. Despite the enormous amount of research comparing the online versus conventional classroom settings, few researchers have examined at the consequences of hybrid education on student accomplishment.

B. Hybrid Learning versus. Traditional Activities

This course mixes face-to-face classroom teaching with educational technology, generally employing online devices, according to McFarlin (2008). A large portion of the learning in a hybrid course takes place on the Internet (McFarlin 2008, p. 86). Most hybrid learning definitions exclude any indication of how much of the lesson should be held online versus in a physical classroom. When it comes to a hybrid course, this might have a big influence on student performance.

Even if students just spend a few minutes a day online, these courses are still considered hybrids. As a case study, Seredycz (2020) looked at a class that used Blackboard exclusively for

posting contact information and homework from the lecture, as well as for communication. Students who used Blackboard performed better in class than those who did not. When McFarlin (2008) evaluated the outcomes of conventional and hybrid class formats, he found that the hybrid format comprised of 1.5 hours/week in a regular classroom as well as 1.5 hours/week online through a WebCT site. With the exception of the first and final sessions, Martyn (2003) taught all of his classes online, save for the first and last. The McFarlin and Martyn investigations also found a link between hybrid teaching and student accomplishment, regardless of whether students spent more time online or in class.

In their study of two hybrid classes, Reynolds and Paulus (2009) found that the amount of time students spent online varied widely. Using online video teaching and an interactive online assignment system, they were able to minimize class time by 67% and 33%, respectively, in one class. Results indicated that, independent of the amount of time students spent online, they improved their performance on three final examinations by an average of 17% compared to those attending conventional courses.

Regardless of how much time kids spend online, hybrid education has a favorable effect on student success, according to the research cited above. Other research, on the other hand, has shown no difference or even a detrimental effect when employing comparable time constraints in a hybrid class. O'Toole and Absalom (2003) used the university's intranet to complement weekly class sessions in a manner similar to that used by Seredycz (2020). Attendance at the lectures, particularly the last session, boosted students' grades on the final exam, according to their results. Students that relied entirely on online content without attending lectures were unable to accomplish their targeted learning objectives. A new study by Larson and Sung (2009) extended on the prior research to examine the performance of an undergraduate course that was provided in

an online, conventional, and hybrid mode. There were eleven face-to-face meetings and five online sessions in the hybrid class, which was a total of fifteen sessions. The study found that there was no substantial difference in student accomplishment across the three types of education.

There may be a variety of factors and flaws that might have an impact on a student's academic performance. As a consequence, it is impossible to say whether or not the ratio of online to conventional training influenced the outcomes. Hybrid and conventional formats were taught by the same teacher, although others utilized separate instructors, however courses were not held concurrently, resulting in data from various students. For another thing, there was a lack of uniformity when it came to the kind of medium used in the research (e.g., Blackboard, WebCT, etc). With varied amounts of online versus classroom training, research have revealed both positive as well as negative associations between hybrid instruction as well as student accomplishment (McNaught et al., 2012).

C. Hybrid Instruction in Different Academic Levels

Most colleges and universities provide a wide range of undergraduate and graduate courses. In contrast to undergraduate studies, graduate work tends to be more narrowly focused and requires greater critical thinking and problem-solving skills. Institutions need to assess if hybrid education gives distinct learning advantages depending on the level of the course (undergraduate or graduate) before implementing it.

In the published literature, the undergraduate level is the most common emphasis. According to a study published in (2005) that compared regular and hybrid undergraduate course students, students in hybrid courses obtained considerably better grades on their final exams than students in traditional undergraduate courses. The findings of a study by Melton et al. (2009),

which looked at undergraduate student performance and satisfaction in a blended learning course, were compared to the results of a study of conventional course format performance. Traditional students (mixed versus. traditional) outscored the blended students in two situations in this research, which found no significant difference in test results between and within groups. Blended pupils, on the other hand, ended up with a better grade overall.

Taradi et al's (2005) study was followed up by one done by Webb, Gill, and Poe (2005), but this time at the graduate student level. Graduate students who took the hybrid course learned more and at a higher level. Kutner et al. (2007) compared a hybrid learning environment to a standard learning environment in order to examine the effects of hybrid learning on students. When compared to regular programs offered the previous year, the passing percentage for students in the hybrid courses rose from 12% to 23%. When comparing learning formats at various degrees, the Boyle research concentrated on student grades and didn't take into account the variables necessary for a self-regulatory learner to succeed and how these factors effect accomplishment. According to Kumrow (2005), a graduate nursing program taught in both a hybrid and a conventional format had the same effect on the five self-regulatory resource management techniques of managing time, study environment, effort control, assistance seeking, and peer learning (page 140). Only the help-seeking technique was linked to greater marks in both portions for students in the hybrid group.

Hybrid training has been demonstrated to have a favorable influence on student performance at both the undergraduate and graduate levels; however other studies have shown no association or a negative correlation. During a 15-week semester, Roscoe (2008) examined the differences between a hybrid class and a standard structure for a 300-level undergraduate program on political groups. The hybrid students took their examinations during one of the face-

to-face sessions, along with the rest of the courses. Students' grades were unaffected by either method of teaching, according to the results of the evaluations. It was shown that students who took an on-campus, online, or hybrid graduate management information systems course performed better than those who did not. WebCT was utilized just to transmit course materials and facilitate class discussions, similar to the hybrid method. Results from the tests indicated that there was minimal variation in student performance across the three modes of instruction. There was no difference in information obtained across the three forms of teaching.

D. Hybrid Instruction versus. Online-only Instruction

The hybrid format is compared to the standard face-to-face format in all of the research listed above. While this is true, the variety of programs and courses is expanding at a fast rate. Online learning has been studied in comparison to conventional learning in many research. Few studies, on the other hand, have examined hybrid and fully online education to see which has the greatest effect on student accomplishment.

Students attending an introductory contemporary politics course in the conventional style, totally online, and via a hybrid class were studied by Vengroff and Bourbeau (2006). Internet and hybrid courses were established using an online platform to maintain continuity with the conventional format, which used the same materials. Short research papers and conversations were used to gauge student progress both online and in class. According to the findings, there were no significant differences between online and conventional students on examinations, while traditional students outperformed online students on research papers. But students in hybrid classrooms performed much better on both tests and research papers than their peers in traditional classes. The findings may have been distorted by the fact that the students in the mixed courses

were all high achievers. Authors said that following testing with normal students gave comparable findings for hybrid classrooms. It was unusual for a typical course in this subject to have online resources available as supplementary material for the lectures.

Student learning in teacher education was evaluated by Collopy and Arnold (2009) using a mixed online/offline model. Surveys were conducted to measure how well the students understood the material and how satisfied they were with the course. Hybrid classrooms were shown to be more beneficial to students' learning than online programs, according to the study's findings. Although the length of conventional class time in the two hybrid courses differed, both reported equal amounts of knowledge covered, highlighting the significance of the classroom experience. Additionally, Detwiler (2008) found that students who took a GIS programming course in a mixed format did less well than those who attended the course entirely online. For the first time, students were asked to maintain a journal documenting how much time they spent studying between classes. Motivation and managerial abilities may have a greater effect in student achievement than the delivery method of course material, according to this qualitative research. Hybrid teaching is superior to entirely online courses in terms of student accomplishment, according to the results of the two prior studies. When comparing hybrid to online courses, the majority of the research found that online teaching was either more effective at raising accomplishment or there was no difference between the two methods.

A few research, on the other hand, used poor testing methodologies and failed to maintain constant variables for reliable findings. Adult, working professionals were enrolled in the online format as well as undergraduate students were enrolled in the hybrid class by Detwiler (2008). A more accurate study of motivation may have been done by comparing student diaries to statistics from the same group of students. Students in Parker & Nelson's (2009) study chose the course

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structure they preferred. Students who are already digitally proficient may sign up for online and hybrid classes, which gives them an edge in manipulating media to learn the curriculum. This might result in erroneous statistics.

E. Significance of Hybrid Teaching

Colleges and universities should weigh the pros and cons of a hybrid program before deciding to implement one. These include the attitudes of students, teacher buy-in, and administrative expenses. Students' opinions of hybrid courses were examined in several of the research affecting academic attainment discussed in this article (Melton et al. 2009). There have also been several studies that focus solely on how students view and feel about hybrid instruction (Buzzetto-More, 2008). In all of these studies, students were shown to like hybrid classes because of their convenience and teacher accessibility, but disliking them because of technical difficulties and a lack of access to aid when they needed it. However, if the course content is not suitable for the hybrid format, unfavorable impressions may ensue. The hybrid format made it more difficult for students to complete a course that required a considerable lot of hands-on teaching and technical abilities, such as educational technology.

A negative attitude toward the hybrid format can also be fostered by ineffective and inexperienced faculty. When it comes to deciding which subjects should be converted into hybrid courses and how staffs are taught to teach these courses, this is a significant discovery. Consistent research that minimizes the effects of these variables is essential if it is to be effective in aiding students' academic achievement. The comparison to other studies with so many variables makes it difficult to conclude that the hybrid format has a better academic achievement rate than traditional or online learning. Hybrid versus traditional instruction should be studied across a

wide range of colleges and universities so that the outcomes for academic achievement can be reliably compared.

F. Blended Learning

When it comes to education, blended learning is an ingenious idea that combines the benefits of conventional classroom instruction with ICT-supported, online learning. Computer-assisted training and collaborative learning are all possibilities here (CAI). Blended learning requires a lot of hard work, a positive mindset, a generous budget, and a group of enthusiastic instructors and students to succeed. Composing it is a challenge due to the fact that it utilizes a wide range of modes. Currently, the educational system is in a transitional phase. Due to various factors such as inadequate budgets, lack of facilities, and other advantages associated with face-to-face interaction, it is not yet ready to abandon traditional modes of knowledge transfer in order to meet the challenges of expansion and cater to the individual needs. It is exploring new technologies and paths in order to reach its goal of providing quality educational opportunities for all. This mental condition extends to pupils as well. Asked to choose between traditional classroom instruction and ICT-supported classroom instruction, a sample of teacher trainees was almost equally split between the two options.

Despite its flaws, the traditional method of instruction adds a human element that is sorely lacking in today's classrooms. Students' developing personalities are strongly influenced by their professors' personalities and actions. Affective, cognitive, and psychomotor goals can only be met via face-to-face engagement. Traditional face-to-face methods assist students acquire a strong sense of morality. Traditional teaching methods facilitate the development of social skills such as collaboration, sharing, expression, and respect for others' opinions. Students not only

learn from books and professors in the classroom, but also from their classmates, who teach them various skills on the playground and via tiny social encounters in canteens, lounges, and other common areas around campus. All of this is essential to a person's growth as a human.

Teaching and learning that involves both face-to-face instruction and instruction aided by ICT is referred to as blended learning. In a blended learning environment, direct instruction, indirect education, collaborative teaching, and customized computer-assisted learning are all included. Blended learning gives conventional classroom instruction its full potential, allowing students adequate opportunity to connect with their instructors and therefore be impacted by their personalities, behaviors, and value systems in the process. Synchronized communication is facilitated by face-to-face engagement. Teachers and students alike are able to get rapid feedback, which in turn aids in the teaching and learning process. Teachers and students benefit greatly from face-to-face connection because it adds a human element to the learning process.

ICT-mediated learning gives students the opportunity to connect indirectly with their course subject in a variety of engaging ways, while traditional teaching methods and the school campus provide them ability to engage directly with their course content via printed materials. In addition to adding authenticity to the information, videos may be used to share it on the web and in e-books, giving it a fresh viewpoint. Students learn both officially and informally on the school site, via their interactions with their peers. Non-formal interactions with students' peer groups provide many opportunities to develop important life skills and social ideals. During recess and spare time, students have plenty of possibilities for socializing on school grounds. Well-designed classroom tactics allow students to engage in conversations with their classmates about various areas of the course and share ideas in addition to providing students with instructor engagement.

Students' self-esteem soars when they are able to speak and listen without fear of making a mistake thanks to this method.

The use of an e-library in blended learning is a component of ICT-supported teaching and learning. Rather of being restricted to the school library's limited selection, pupils now have unlimited access to a digital library's collection of books covering a wide range of interests and topics. In order to achieve cognitive goals, this broadens and deepens their perspective and expertise. A virtual classroom allows students to study at any time, from any location, and from any instructor they want. It doesn't matter where you are in the world if you can participate in a virtual classroom meeting with your other students and your instructor. Students who are unable to attend school on a regular basis may be able to take advantage of this option since it allows the system to be more adaptable. Students may also form connections with other specialists to further their education. Through this method, kids are able to compete with their counterparts in any area of the globe and get a cosmopolitan perspective, making them more marketable.

Immediate feedback is critical in online assessment because it keeps students engaged and focuses on concepts of preparation. Online assessment contributes to a more formative, transparent, and quick evaluation procedure. As a result, it gains credibility and objectivity. Students have varying levels of ability. In certain cases, classroom education is not beneficial to kids since they constantly need personal assistance and total attention. Students who fall into this category may benefit from e-tuition, in which case they may meet with a private instructor through video conference and get one-on-one instruction via the internet. Accessing and maintaining educational blogs is another part of blended learning. Unlike conventional classrooms, educational blogs give students with a forum to showcase their creativity and get constructive criticism, which helps them develop their skills in the classroom as well as in their

personal lives. Aside from that, educational blogs provide an excellent forum for the discussion of important subjects that aren't included in the curriculum, such as drug abuse, delinquency, and other problems that affect young people. Webinars are another component of blended learning that is enabled by technology. It implies that students may engage in online lectures on a variety of subjects. Using video conferencing, everyone in the meeting is linked together using a variety of software programs, such as Skype, Google Talk, and so on.

To take advantage of the specialists in the course topic they are studying, students may quickly access lectures from prominent academics in many subjects on youtube.com. If a student is unable to attend class, he or she may still benefit from the professors' lessons through video recordings that the institution can make available. There are a variety of audio and animated films that teach different ideas in an engaging and easy-to-understand manner. Based on the premise of reality and connection to life, they are ideal. As a result, pupils have a more tangible understanding of abstract ideas and phenomena. Professional courses that require extensive laboratory work may benefit from the use of virtual labs. If the cost of constructing a physical lab is prohibitive or the experiments themselves are hazardous, students may be able to access virtual labs where they can gain the necessary skills by working in a safe environment. The term "blended learning" refers to the combination of all of these elements into a single framework.

G. Difference between Blended and Hybrid Learning

Students in blended learning may choose between two forms of instruction: conventional classroom teaching, in which they engage with their teachers and peers in person, or ICT-supported classroom instruction. Depending on the content and goals, this might vary greatly. Teaching styles may be chosen by both course creators and instructors themselves. Teachers are

fluent in both styles of instruction. The dynamic, technologically competent, and fully qualified instructors who operate in both the conventional classroom format and the ICT enabled format are an essential component of blended learning. They will be able to use both old-fashioned and new-age techniques. Students are able to communicate with one other both in person and online. Interaction with other students in the same course is encouraged. They are able to communicate with them both on and off campus. When they form a broad and diverse group, their pupils' knowledge expands and they build an understanding, love, and harmony with students from various cultures. Technology is used to the fullest extent possible by students. ICT (information and communication technology) has dominated the modern era. In today's world, being illiterate means not just being able to read and write, but also not being familiar with the latest technological advances. In today's world, almost every job requires some level of proficiency in information and communications technology (ICT). As part of their education, students who participate in blended learning learn how to take use of the latest technological advances. Life skills are taught to students.

The ability to live a tranquil, contented, and fruitful life is referred to as one's "life skills." A person's capacity to empathize with others and make wise decisions is one of the most important life skills. These talents may be honed via the use of blended learning. Some abilities, such as love, empathy, and patience, are taught to students in the classroom by their instructors and other students, while others, such as self-management, decision-making, critical thinking, and communication, are learned online. Personality development is a primary goal. Blended learning gives pupils the chance to develop their personalities in every way possible. In contrast to the conventional or ICT method, which are impossible to attain in isolation, blended learning fosters the development of all three components of a person's personality: cognitive, physical,

and emotional. Teaching in the traditional school setting helps students develop their memory and understanding of material, which aids their cognitive development, while teacher behavior, time spent outdoors, and interactions with their peers foster their emotional and physical well-being. Online learning experiences, on the other hand, aid students in developing their reflective faculties, which in turn aids the development of their higher mental faculties, as do social networking sites and other online social interactions. With a school campus, physical growth is feasible.

Online education and the use of ICT in the classroom are often criticized for failing to account for kids' physical growth. This drawback is circumvented through the use of blended learning. As a part of the school experience, students have the opportunity to play, work out, and practice yoga on campus. In this course, students are exposed to a broad variety of viewpoints and opinions on the subject matter. Students benefit from a broad range of experiences, which enhances their understanding of the material. They discover new facets of the subject matter and get information that they may put to good use. Because of the teacher's physical prescence and the conventional method, kids receive that human touch that is so important for a student's emotional quotient to be balanced, and this is especially true up to secondary education. This technique gives a multicultural and multifaceted perspective to the teaching and learning process. In order to achieve the aim of child-centered education, the teaching and learning process is made child-centered. Blended learning teachers fulfill a variety of roles, including motivator, resource person, organizer, developer, and guide. As a result, teachers are liberated from the shackles of their old duties and are able to explore a wider range of career options. Instead of only receiving information, the student creates new knowledge. Constructivism is also a part of blended learning. Instead than relying on others to devise teaching-learning tactics for them, students

build their own knowledge. While hybrid and blended learning have many of the same pedagogical approaches, they vary in that hybrid focuses only on live education while blended uses both recorded and live instruction.

The utilization of real-time student response tools is possible because of the emphasis on synchronous learning in hybrid training. On the other hand, because of the more asynchronous nature of the blended learning approach, these techniques are less often used. Educational practices are evolving, which has sparked the rise of hybrid learning environments (HLEs). Traditional educational roles, resources, and places are being restructured, expanded, or completely replaced. There are three main methods to breaking the encapsulation of classroom learning that are aiming to do it in various ways. What is causing these shifts in educational methods? Changing social and economic needs call for a variety of educational outcomes that are being pursued by legislators, citizens, parents, teachers, and business leaders alike. The goal of educational institutions is to help students become competent, lifelong learning professionals who are able to adapt to the ever-changing world around them. These habits are profoundly affecting their interaction with the environment (Tynjälä et al. 2003). The complicated and challenging character of the transition from school to the workplace is at the heart of these changes (Tynjälä et al., 2003). In an increasingly complicated environment, there is a discrepancy between what is learnt and what is expected of competent workers (Baartman and De Bruijn, 2011). Formal knowledge, work process knowledge, and practical know-how are all required to be integrated by students. As a lifelong learner, developing an integrated knowledge base is a lifetime process that occurs in both formal and informal contexts (Schaap et al., 2011). Additionally, this integrated information base must be relevant and current (Simons et al., 2000).

The classroom is the most common setting for learning. The tighter definition of the classroom, however, is augmented by the wider concept of a learning environment as a result of evolving educational methods. According to most researchers in the field of learning sciences, context is important when it comes to understanding how people learn. Contextual and social aspects of learning are particularly emphasized in situated theories of education (Lave and Wenger, 1991). There has been an increase in the use of the term "learning environment" to describe a larger space than a classroom in which learning occurs. We may use the notion of "curriculum," which can be described as a "plan for learning," as a cornerstone of the concept of learning environments (Van den Akker, 1999). According to Goodyear (2001), "a learning environment" includes "the physical and digital space in which learners carry out their tasks, including all the tools, papers and other artifacts to be found in that setting. What's more, it also incorporates the socio-cultural context in which such behaviors take place." It is possible to find several different meanings of the term learning environment in the literature. According to Kirschner (2005), "new learning environments" should be able to give students with chances to learn by providing them with the required technical and social resources. It is a similar story with the "collaborative learning environment," which reacts to social changes by increasing the emphasis on open-ended problem-solving activities through diverse, remote teams employing CSCL technology (Beers, Boshuizen, Kirschner and Gijselaers, 2005). Some definitions, such "strong learning environment" (Könings, Brand-Gruwel, and Van Merrinboer, 2005), are more comprehensive, taking into consideration the desired learning processes and learning objectives. e. Many people believe it is crucial to have horizontal ties outside of school (e.g. Billett, 2011). Designing learning environments with practitioners and decision-makers in mind, Dumont and Istance (2010) identified seven essential "principles."

Promote horizontal connectivity across activities and topics, in- and out-of-school is one of these guiding concepts. Learning is becoming more complicated, with an intentional effort to better integrate learning and working. (Järvelä & Volet, 2004). Students need to be engaged in addressing real-world issues or ambiguous professional tasks that are complicated, realistic, and hard in order to elicit active learning processes (Baartman and De Bruijn, 2011). In the Netherlands, relevant research is taking conducted, where practical and theoretical teachings are increasingly being substituted by internships and workplace simulations (Jossberger, Brand-Gruwel, Boshuizen and Van de Wiel, 2010). For minimizing the gap between school and work, there is research in Finland on joint development programs in partnership with working life (Tuomi-Gröhn, 2007). Australian higher education is expanding and increasing in its provision of students with experiences in practical settings to help them build the knowledge necessary for successful professional practice (Billet, 2011).

By using the term "work-integrated learning," Billet (2011) argues that students are increasingly expecting education to offer them with access to and participation in real instances of practice, which refers to giving them with experiences in practice settings so they may better transition into their chosen educational practice. There is a clear shift in this research from school-based learning to workplace-based learning in this study. There is also a growing number of people moving in the other direction. When it comes to the United Kingdom's workforce, workplace learning is a generally accepted practice, and Unwin (2009) points out that workplaces exist, of course, to provide products and services. Formal, school-based learning procedures, on the other hand, are primarily concerned with achieving a formal qualification. Fuller and Unwin (2004) recommend a shift to more expanded workplaces where learning is seen as an integral element of the job and is aided by proper management and supervisory systems. With an

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emphasis on explicit information and generalized abilities, school-based learning may be defined as being planned, structured, and following a formal curriculum. Knowledge is seen as a commodity that can be gained, transmitted, and shared with others on this side of the dimension. Learning exercises are designed to assist this view (Sfard, 1998). Knowledge, symbols, and mental processes are the focus of pedagogical approaches aimed at de-contextualizing knowledge, as well as individual learners. There is a distinct difference between theory and practice, and between knowledge and competence. The right-hand side of the page is dedicated to work-based learning. In this sort of learning, the consequences might be described as unplanned and informal, and the learning process is unexpected. For example, tool utilization and collaborative learning are emphasized in tacit knowledge. On the other side of the spectrum, learning occurs in real-world contexts and is described as being a part of a professional community (Sfard, 1998). Knowledge and skills are not separated in pedagogical practices; rather, the goal is to cultivate a seamless know-how. More and more casual types of school-based learning have been introduced over the previous decade, including genuine assignments, project-based learning and school micro businesses in the classroom. Recognition of earlier learning and the usage of portfolios institutionalized informal learning at the same time. As a result of this cross-pollination, new forms of learning have emerged that combine elements of formal and informal education. Rather, the emphasis is on more recent kinds of education that combine classroom instruction with practical experience in the workplace.

H. Hybrid Learning Environment

Hybrid learning environments were designed in close cooperation with the educational practices of both higher education and vocational training. A follow-up, it is currently being used

in the Netherlands in the context of secondary vocational education (SSV). Theoretical and scientific underpinnings for hybrid learning environments were also being laid via design-based research (Zitter et al., 2012; Akkerman et al., 2011). In the words of Goodyear (2001), "a learning environment" is described as the "physical and digital context in which learners carry out their work, including all the tools, papers and other artifacts to be found in that setting". What's more, the socio-cultural context for such behaviors is taken into account. According to Van den Akker (1999), we may differentiate between the physical and digital setting, which includes tools, documents and artifacts, and the socio-cultural setting, which develops from the purposeful planning and design of the educational context. There are several ways to study in order to comprehend the concept of hybridity. For the most part, learning in a corporate context is characterized by a lack of formal, pre-planned educational activities and an abundance of informal, unstructured learning experiences (Tynjäla et al., 2003). People tend to concentrate more on themselves in an educational setting than in a job setting where they're likely to be part of a team or part of an organization. Mental activities are normally the focus of classroom learning, although at work a variety of tools and devices are relatively often used. It is not a simple task to plan and build hybrid learning environments. The notion of a hybrid learning environment may benefit from additional investigation, according to previous studies. The first stage is to break down the learning environment's content into smaller components by analyzing the professional activities that make up that material.

To accommodate these more compact teams, we turned to the genuine or related entire job model of project management. A "task" and a "activity" are two distinct concepts. "Tasks are what managers establish - they are the prescribed job," states Wisner (1995, as quoted in Goodyear, 2005; in Zitter, 2010). People's daily lives are defined by their actions. Tasks are set

by educators. The task's requirements are interpreted by students. Effective learning environments make extensive use of "genuine task" as a foundational tenet. When possible, it is preferable for authentic activities to be carried out in real-world settings. As a musician, you must be able to use a wide range of talents in addition to just playing the instrument. Authentic tasks are those that are drawn directly from the world of work. However, the complexity of reality should remain an important characteristic of these assignments (e.g., they may need to be broken down into smaller portions or subtasks) (De Bruijn and Leeman, 2011: 697). Concrete, real, whole-task learning activities are a key component of Van Merrinboer, De Clark and De Croock's "Four Component Instructional Design" (4C/ID) technique, which uses a four-component approach. Traditional school assignments are well-defined and short; authentic tasks, on the other hand, are "real life problems that are mostly unstructured and/or wicked and generally require team effort to solve." For example, a whole-task approach analyzes the whole learning area as a linked whole, and then begins by teaching students about the simplest possible parts of it before moving on to more difficult parts. Three major issues in education are addressed by the whole task approach: (1) fragmentation, suggesting that students are frequently unable to integrate the various bits they've learned into coherent wholes; (2) compartmentalization, showing that students struggle with integrating acquired information, abilities, and attitudes; and (3) poor transfer of learning, indicating that learners are often unable to put what they've learned into practice. the hospitality business (the hospitality case) or sports and recreation (the sports and leisure case) serve as good examples of real-world jobs that may be found in a learning environment (sports case). Analyzing a learning environment may be done by breaking it down into its component parts, but this must be done within the context of the whole. To create the

genuine work activities and learning processes that make up the fabric of a hybrid learning environment, authentic tasks must be scheduled and integrated.

I. Advantages and Disadvantages of Hybrid Learning

As a result of anecdotal evidence, hybrid courses may be more successful than courses that are either entirely online or entirely classroom-based (Singh, 2003). As Young (2002) points out, not all students understand in the same manner, thus it is important to offer information in many different of forms. According to Stewart, the teacher at a community college should aim to provide learning activities that appeal to the greatest possible range of learning types.

University of Wisconsin-Milwaukee (Garnham & Kaleta, 2002) found that students who took hybrid courses learned more than those who took conventional classes. Hybrid-sector teachers said that students wrote better papers, fared better on examinations, generated higher-quality projects, and were able to engage in more meaningful conversations about course content. Distant media allows individuals to express themselves in a manner that a traditional classroom cannot, according to Chris Dede of Harvard University's Graduate School of Education. Online forums provide students more time to consider their responses before they are compelled to do so, allowing a more timid student to speak out (Young, 2002). There has been an improved amount of engagement between faculty and students in a mixed delivery model. This indicates that the hybrid setting provides a less-intimidating atmosphere, particularly for students who are less communicative (Gould, 2003). As a consequence of the increased engagement, the learning environment becomes more inclusive, benefiting all pupils. A study by DeLacey and Leonard in 2002 found that students were more engaged and less likely to exhibit prejudice in an online discussion forum.

Hybrid learning provides several chances for teachers and students to create social bonds, even though some instructors continue to believe that a conventional classroom is the "richest" teaching medium. Students and instructors may still engage in a way that is both convenient and flexible in a hybrid learning environment (Sitter et al. 2009, p. 42). Students who prefer asynchronous learning and those who want a "live," interactive conversation may be accommodated by a well-designed online course and a mixed course. Learning styles are accommodated by courses that are presented in hybrid or hybrid formats since they provide educational materials in a number of forms (Gould 2003). Student participation and preparation may be more rigorous in online meetings than in traditional classrooms, since students are required to be more prepared and actively engaged in the learning process. Therefore, they may be less prone to become inactive and distance themselves from the situation as a benefit of hybrid learning (Stewart 2008).

Hybrid learning may provide a variety of benefits. A few of them focus on ease of use, efficacy of instruction, and class engagement. In today's non-traditional student population, many are juggling family and work with their studies. It is challenging for many of them, therefore limiting the amount of essential hours spent in person will help them cope better (Dziuban et al. 2005, p. 5). Instructors at community colleges should be aware of the unique challenges that non-traditional students face, such as childcare responsibilities and flexible work schedules (Stewart, 2008). He points out that returning students were frequently confronted with "formidable hurdles" when they returned to school. As an adult student with numerous commitments, it is easier for a hybrid-instructional course to fit both their school and home obligations. Working individuals who require the flexibility to complete degrees or improve their professional skills will find the 'anytime, anywhere' approach of online course delivery "makes sense," say Miller

and Lu (2003). They also point out that the availability of e-courses allows students from lower socioeconomic groups to continue part-time employment while attending school. Due to its flexibility, hybrid course delivery allows students who have to juggle several obligations outside of school to have some of their schoolwork accessible in e-learning mode. Students have also appreciated the possibility to reduce travel time and expenses connected with face-to-face course delivery by using online courses (Hijazi et al. 2006). Hybrid learning methods take into account the busy schedules of students while still fostering the interpersonal relationships essential for effective communication, eventually enhancing student retention and achievement (Hijazi et al. 2006).

Schools may be able to minimize the number of overcrowded classrooms by using hybrid learning to make better use of available space. When it comes to computer laboratories, the ability to use a same physical area for several sessions is very valuable when using hybrid learning (Gould, 2003). A 25-50 percent reduction in direct instructional expenses may be achieved via better classroom utilization (Dziuban et al. 2004). In order to maximize scarce resources, "institutions may offer more classes during high demand periods of the day, thereby improving flexibility in scheduling" with the availability of hybrid courses (Gould 2003, p. 55). In addition, schools might benefit from savings from their own operations. "When it comes to paper and photocopying expenses, hybrids save money." On the course website, students get access to all course resources, including syllabuses, lecture notes, assignment sheets, and other hard copy handouts (Gould 2003, p. 55).

According to Bowen (2006), technology may "free" teachers from having to spend class time "covering" material. His recommendation is to utilize this time to show the continuous importance of direct student to teacher engagement and discussion rather than waste it. Students

and teachers gain greatly from face-to-face contact in a classroom setting, which is congruent with the idea of hybrid delivery; the physical classroom should be fully used in relevant and interactive activities. Students may read and investigate a comprehensive ethical case study, for example, online. Students are required to offer theoretical reasons on both sides of the subject during the face-to-face class session. In the classroom, the most controversial parts of the problem are discussed in small groups or a bigger, entire class debate.

Hybrid course delivery is helping reduce parking issues on college campuses, according to officials. (Hijazi et al. 2006) There is less demand for parking during peak hours since students are not on campus every day as they would be if they were on a conventional college schedule. According to WDT ("WDT enrolls record number of students"), the number of students at South Dakota's two-year Western Dakota Technical Institute increased by 20% between Fall 2008 and Fall 2009. The increased number of students necessitates the need for more parking, classroom space, and technology. There are so many ways to describe hybrid learning. In the minds of some experts, Hybrid Learning is the merging of face-to-face education with free or paid online education. In the course of his investigation, Curtis Bonk discovered: Hybrid learning has been a confusing notion for many academics I've met in nations like South Korea, Taiwan, China, the United Kingdom, and Canada. Clearly, researchers aren't sure what hybrid learning is, as seen by these definitions. Audiences and practitioners alike will be influenced by the dissemination and marketing process, and because of this, they may feel rejected or offended.

To prevent the bad consequences generated by the vague and broad connotation of hybrid learning, it is vital for us to uncover the essence of hybrid learning, and only do this, can we avoid the negative impacts. Corporate training was the inspiration for this kind of learning. One problem of online learning is that it can't fully compensate for the shortcomings of face-to-face

learning, according to the entrepreneurs. As a result, they advocated for a hybrid learning paradigm that combines face-to-face instruction with online instruction. To get the most out of both face-to-face and online learning, students who use a hybrid learning approach combine the best of both worlds throughout their studies.

"Hybrid learning's" negative effects on instructors include increased workload, difficulty selecting the best learning mode, and difficulty regulating how much face-to-face and online learning students get. Although Zhan Zehui and Li Xiaohua believe that instructors develop and implement hybrid learning, they do not see its efficacy as a reason to continue [4]. Hybrid learning necessitates that instructors devote considerable time and effort to being acquainted with the design process and methodologies of hybrid learning, as well as the features and uses of various delivery systems and media. They do their utmost to gather, organize, and compile educational materials". In recent years, we've encountered the same issue: it is difficult to govern the balance of face-to-face and online learning on hybrid learning. As a precautionary measure. We should begin by enhancing the education of teachers. Increase teachers' adoption of IT in technical training and reduce instructors' apprehensions about new technology and equipment. Instead of focusing just on the notion of hybrid learning, instructors should demonstrate many types of hybrid learning scenarios and instances to trainees, letting them know that they may run across a variety of issues and solutions while working through the course. Secondly, we need to alter the school's incentives. Increasing teacher participation and raising unit class costs are two effective ways to encourage them to try out a hybrid learning teaching style as part of an education reform initiative. Third, instructors may share preparation time and effort by working together in the classroom. Using an online teaching platform for hybrid learning, instructors may split into chapters to prepare materials and develop learning activities, and then discuss the

construction of network courses to share and reuse, considerably decreasing the load on teachers. Online tutoring portions may be created as part of the curriculum implementation process. Finally, we need to find a way to weave in hybrid learning. Webquest is one of several effective hybrid learning models from which we may learn. The answer to the question of how to balance face-to-face and online learning is based on the educational material. Time spent in face-to-face instruction is preferred over online instruction (1:3 time ratio). Face-to-face classroom education and face-to-face classroom discussion are the greatest ways for teachers to finish knowledge that is difficult for students to master on their own. It is possible for professors to create web courses that allow students to complete assignments and discussions entirely online if the information is easy to memorize and operate.

When it comes to students, the primary drawbacks of hybrid learning are related to their cognitive load, learning styles, and work environment. Hybrid learning might be misunderstood by professors who believe that they should focus more on the network platform and provide more activities to engage students. As a consequence, pupils' cognitive burden is raised, which renders hybrid learning ineffective. In addition, students from diverse backgrounds have varied learning methods; some students like to read a textbook, while others prefer to have their textbooks highlighted and commented. If we provide kids a lot of learning material and ask them for digital learning, it will impact the learning effect. Again, since the network platform's function is not excellent, it has the impact of causing navigation to be lost and making operation difficult. Finally, since high costs raise the cost of obtaining resources, the learning impact on students will be affected during the implementation of hybrid learning. When we employ media or multiple delivery methods in hybrid learning, we need consider the learner's learning style or learning attitude, this fact concentrated on the education motivation excitement and educate students

according to their ability. When a learner's expectations are aligned with the goals of a hybrid learning program, it may then spread to pupils. Hybrid learning courses include analyzing students' learning styles and the convenience of the Internet using surveys in order to have a better grasp on how students learn. Using this information, we can decide what digital materials to make available and what printed resources to make available. The online teaching support platform should adhere to the network's content design while also supporting the rich network's concepts of interactive teaching.

Students are negatively impacted by the absence of interactive and selective design in the learning tools. Using e-books as a teaching resource for hybrid learning might result in a loss of connection with pupils, according to some instructors. Students will be able to find the information they are looking for more easily if they have access to a wider range of Internet sites. In reality, having an overabundance of educational tools is a waste of time and work. Teachers in today's world have access to a wide variety of free educational materials, so they should take use of them. Teachers in the information age are also expected to guide students, educate them how to find information, and show them how to make effective use of free and open educational resources so that students may build a foundation of knowledge that will serve them for the rest of their lives. Students benefit from instructors' careful selection of high-quality instructional materials because they get new perspectives while also avoiding time-wasting confusion.

Hybrid learning assessments are diverse. In conventional classroom education, it includes student presentations, exams, and practicals; whereas in online learning, it includes student presentations, online discussions, online quizzes, and online assessments. This complicates the measurement of students' learning efficacy in hybrid learning, such as the issue of electronic job plagiarism and the percentage of assessment. While providing students with easy access to a

multitude of materials, online learning also gives rise to new families such as the "network research" and "network copy" families as well as the "passive" family. As a precautionary measure. The first step is to raise students' understanding of the seriousness of plagiarism and the importance of intellectual property rights. When teachers create assignments for pupils, they strive to create assignments for which the solution cannot be found by simply searching the Internet. Some degree of plagiarism will be avoided. Students might be required to utilize their own digital images or recordings of their own voices as teaching materials while studying image processing technology or sound acquisition and processing technology. Third, in order to prevent pupils from plagiarizing, we may use technological techniques such as anti-plagiarism detection. We may utilize the Moodle platform to develop "anti-copying plug-ins" to prevent plagiarism in online jobs based on the Moodle network. The fourth step is to conduct an assessment of hybrid learning components according to a scientific proportion. Hybrid courses in Educational Technology and Technology Integration into Curriculum have shown that face-to-face learning is the most effective mode of learning.

J. Hybrid Learning: Challenges and Opportunities

An estimated 50% of people suffer from computer-related phobias, and some adult learners returning to school may lack adequate technological abilities (Saade and Kira 2009). Even before the actual engagement with the computer occurs, people's unpleasant emotional states might be exacerbated by the mere thought of interacting with it. Productivity and learning might suffer as a result of feelings such as agitation, worry, and bewilderment that may be caused by the contact (Saade and Kira 2009, p. 179). Adult students must have access to the resources and assistance they need to be successful in the online component of a hybrid learning

experience. Educators must recognize that not all of their pupils have the same level of technical proficiency, and they must set up resources to help those children. Support may be needed for numerous e-learning activities, such as posting discussion threads, uploading course materials, taking quizzes, accessing wikis, blogging and working in virtual groups. Beginner online students may feel nervous about using new technology, so instructors should explain and demonstrate how to use it in advance of the course. Using this manner of distribution, students may learn about online teaching approaches while still being in the classroom.

Participation in a hybrid or hybrid course, like participation in a completely online course, needs students to be self-motivated learners with strong time management skills. For both the online and face-to-face aspects of the program, students are held to the same standard of accountability. In order to foster an active and engaged learning environment, this mix of pedagogical strategies aims to motivate students to learn more than in a standard on-campus classroom (Dziuban 2005). For some students, a shift from lecture-based instruction to student-centered active learning may be a radical shift, particularly for those who are more used to passive learning. Those students who come to a hybrid or hybrid class hoping for a typical classroom experience may be let down or disheartened by what they find.

Hybrid courses engage students, including those technologically skeptical, in computer and communication abilities that will prove to be important in the industry. Students may increase their computer skills while participating in an introduction to online learning and realize that they prefer to pursue future entirely online courses or that hybrid course delivery more properly meets their demand for flexibility and interpersonal ties. However, if you're an instructor who isn't on board with online learning, you may be able to perceive some of its advantages via the lens of a mixed course delivery model. A good hybrid course requires an enormous amount of

time and effort from the teacher, according to Garnham and Kaleta (2002). Course reform will need a review of teaching methodologies and evaluation approaches as well as the limits imposed by the current course management system. It is important to pick activities that can be delivered online and those that can be improved by a more conventional approach.

Instructors work with students to help them become active and participatory learners. Hybrid learning gives a unique chance to bridge generations, giving the face-to-face contact required by Baby Boomers, the freedom favored by Gen-Xers, and the connection and feeling of community needed by Net Geners (Hartman 2005, p. 6.10). It is possible for instructors who use such methods, while yet keeping the greatest aspects of face-to-face instruction, to create learning environments that are both interesting and supportive (Corcoran, 2009).

What are the connections between effective teaching methods and the principles of effective hybrid instruction? Students at the University of Central Florida (N=1,489) identified the same traits of outstanding professors regardless of generation or gender in a poll evaluating learning engagement and interaction values in online learning. In the eyes of students, excellent teaching occurs when the teacher is able to: 1) facilitate student learning; 2) communicate ideas and information effectively; 3) demonstrate a genuine interest in students' learning; 4) organize their classes effectively; 5) show respect and concern for students; and 6) assess student progress fairly and effectively (Hartman 2005, p. 6.11). Not only may all of these things be effectively completed in a mixed learning environment, some may be achieved more efficiently than in a typical face-to-face classroom.

CHAPTER 3: METHODOLOGY

In order to achieve the objectives of this study, this paper makes use of two types of methods – quantitative and qualitative. In quantitative, we explored the percentage of participants based on their gender, having kids, kids in kindergarten, their knowledge of hybrid learning, and what their preference is. The participants were all sent a consent letter to take part in the study. Those who declined the invitation were respected. All names of the participants remain anonymous. In addition, the parents were interviewed online through the Microsoft teams app concerning their opinions about hybrid learning and what they can recommend.
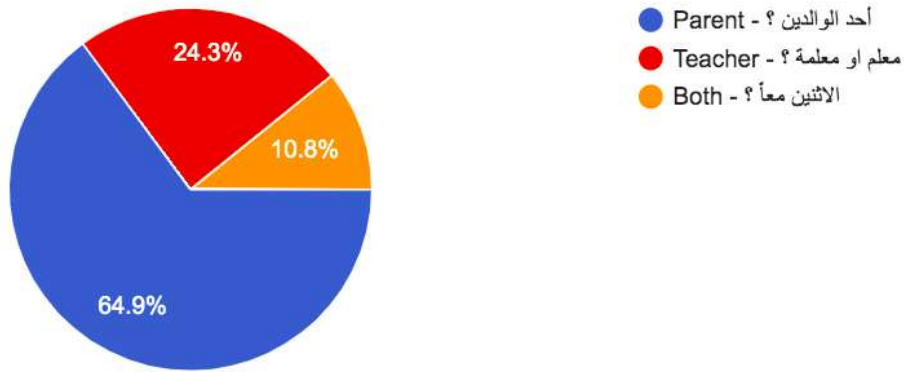
Along with this study, we also observed and compared how the students performed in Semesters 1 and 2. The first semester took place from September to December. The students engaged in hybrid learning. The students attended by groups. Group 1 had their classes every Sunday and Monday. Group 2 had their classes every Wednesday and Thursday. Finally, every Tuesday, the students were engaged in online learning. During the second semester, which took place from January to March, the students had face-to-face learning. All students attended classes in the campus.

CHAPTER 4: RESULTS

This chapter discusses the results of the study conducted in a kindergarten in UAE.

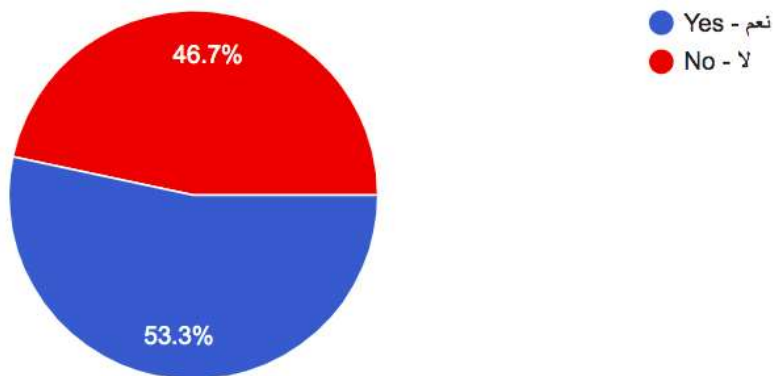<div dir="rtl">

1. Are you a - هل أنت :

74 ردًا
</div>

<div dir="rtl">

● Parent - ؟ أحد الوالدين
● Teacher - ؟ معلم او معلمة
● Both - ؟ الاثنين معاً
</div>

The chart shows that 64.9% of the participants are parents. On the other hand, 24.3% are teachers, while 10.8% are both parents and teachers.

<div dir="rtl">

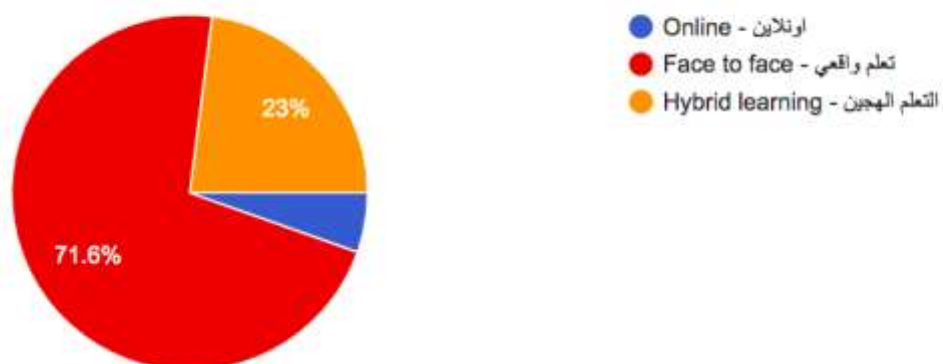2. Do you have kids in KG - هل لديك أطفال في مرحلة رياض الاطفال ؟

75 ردًا
</div>

<div dir="rtl">

● Yes - نعم
● No - لا
</div>

41

The chart shows that 53.3% of the participants have kids in kindergarten and 46.7% of them do not have kids in kindergarten.

3. Currently your kids or students study - في الوقت الحالي اطفالك يدرسون :

74 ردًا

- Online - اونلاين
- Face to face - تعلم واقعي
- Hybrid learning - التعلم الهجين

Participants were asked how their kids study and 71.6% of them said that do face-to-face learning, 23% are into hybrid learning, and a small percentage are into online learning.

4. Do you know what is hybrid learning - هل تعلم ماهو التعلم الهجين ؟

74 ردًا

- Yes - نعم
- No - لا
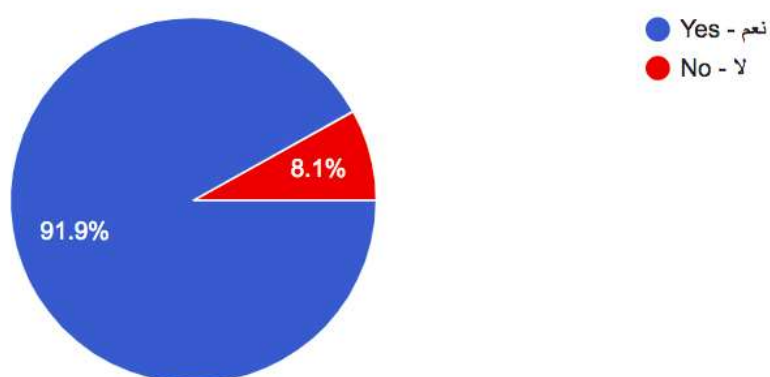
When participants were asked if they know what hybrid learning is, 91.9% of them responded by saying yes and only 8.1% responded by saying they do not know what hybrid learning is.
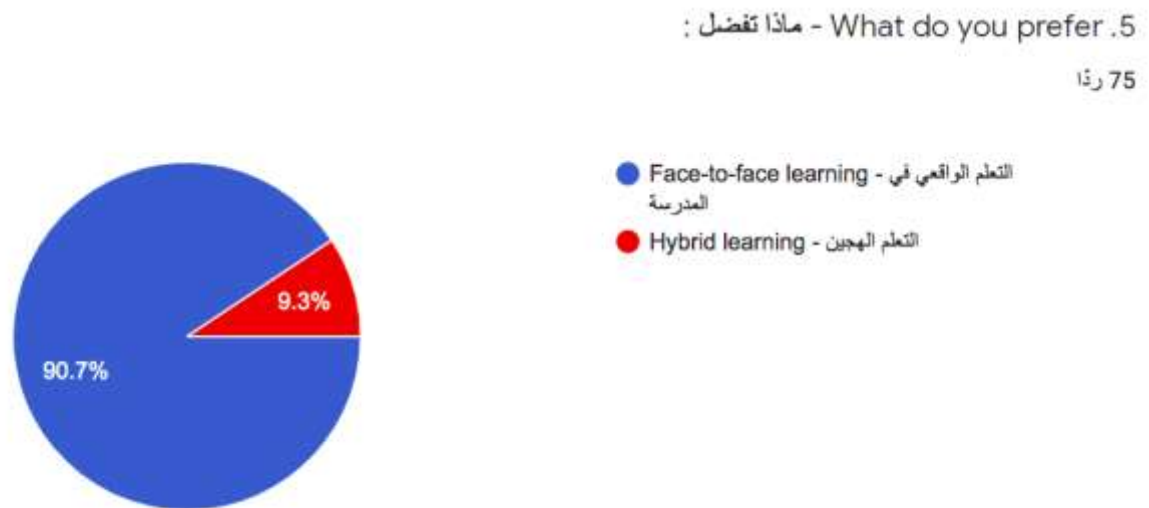
When participants were asked as to which they prefer, 90.7% wanted face-to-face learning, and 9.3% wanted hybrid learning.

The participants were also asked what they consider to be the advantages of hybrid learning. The following were their responses.

- Save the time

- In case if we have bad weather the student can join the teams and attend the class

- They learn nothing

- There is no advantages at all

- In this situation for Covid-19, the kind of learning keeps the kids safe from any diseases

- If he had Corona or if he sick, he can attend the class from home and don't miss any lessons.

- KG students they are kids, and they can't focus and stay for a long time in front of the screen

- It is good only if there is any crises and disasters

- Save time, smart learning and teach independence

- If the parents need to travel under any circumstance the student can continue his or her learning.

- No advantages at all

- Students can learn at any time and any where

- Teach the students the flexibility

- It works with adults not kids

- Every students get the chance of learning and attending the classes

- Develop the students technology skills and learn so many different skills

The participants also asked what they consider to be the disadvantages of hybrid learning. The following were their responses.

- Less concentrate

- If the school follow the group scenario " They mean the school divide the students into 2 groups, and each group attend only 2 days in school and 3 three days distance-online learning

- Poor reading skills

- Online learning is not good for kindergarten students because they are visual learner and learn best when they move

- The kids get use to the idea of we learn only in school and the classroom, home only for playing and move.

- They get bored quickly and they don't want to stay long time in front of the screen

- No communication between the student and the teacher

- Children depend on parents to do their home works and attend the online classes

- No internet available at home, no devices or Ipads for the kids because parents can't afford it

- No skills in reading and writing

- Put a lot of pressure on parents because there are other children at different stages and they need attention

- Students specially in the KG stage, the will not get used to go to school daily and they will cry

- No social skills, he\she will not gain any fine motor skills because he\she only use the IPad

The participants were asked to offer recommendations on how hybrid learning can be made more effective.

- Develop the devices to make the communication easier between the students and the teachers

- Leave hybrid learning as an option if the student can't attend to school

- Follow up the students' learning process

- Hybrid learning or blended learning good for high school students or university students

- Decrease the number of students in each class and make it small group

- Focus and encourage the students to read more and enhance the students' reading skills by create a competition between the students

- Increase the communication ways between the students and teachers

- Face to face learning is better than the blended or hybrid learning

- Create a specific program or app only for hybrid learning

- Decrease the hours spend by students in front of the screens

- Create different styles of teaching

- Provide devices for students who can't afford it

- Create online educational game for students

- Develop the programs and make it easy and clear to use

- Create apps and programs with two languages Arabic and English because some of the parents can't read in English

- Spread out awareness between parents in terms of how they can use the programs and the importance of attend the classes online and follow up with teacher

Along with giving the advantages and disadvantages, and giving recommendations, the participants were also asked what they think of the future of UAE's education. The following were their responses.

- In the future, it is a good idea to create a capsule for learning, where it will be attached to all the devices and tools that the student needs and use.

- Good future for good generation

- The level of education in the UAE is very high, and they always develop the ways of teaching in our country

- I want the ministry of education to focus more in reading and writing skills to develop the students skills

- Involve the parents and community to present their ideas in terms of how we can develop the education in the UAE

- In the future education will be hybrid and this will be successful

- Students and parents have the choice to choose between face to face learning or hybrid learning

- In Covid-19 pandemic, UAE was the first country who complete the learning process through online learning, so in future they will amaze us

- The learning process and the classes will be available for everyone at anywhere and any time

- A strong future in education by blending diverse languages and cultures

- UAE is developing very fast in education, and UAE can overcome any challenges in creative ways.

Comparing the results of the students' learning in the first and second semester, the first semester was when the students engaged in hybrid learning, and the second semester was when the students had face-to-face learning, the results of the study are as follows:

Semester 1 Skills	Communication	Collaboration	Following direction	Problem solving
September	Emergent	Emergent	Emergent	Emergent
October	Emergent	Emergent	Emergent	Emergent
November	Emergent	Developing	Developing	Emergent
December	Developing	Developing	Developing	Emergent

Semester 2 Skills	Communication	Collaboration	Following direction	Problem solving
January	Developing	Developing	Developing	Emergent
February	Developing	Developing	Master	Developing
March	Master	Master	Master	Developing

Comparing the results of the two semesters, it clearly shows that from September to October, the skills of the students, which include communication, collaboration, following direction, and problem solving, were emergent. It was only in November that the collaboration and following direction skills developed. Notwithstanding such result, the communication and problem solving skills of the students remained to be emerging. Finally, when December came, all three skills – communication, collaboration, following direction, and following direction– were developing, while the students' problem-solving skill remained emergent. When the students entered the second semester, in which classes were now conducted face-to-face, came

March, they were already masters in communication, collaboration, and following direction, while their problem-solving skill was developing.

CHAPTER 5: DISCUSSION

The study's results show that the students learn best when they engage in face-to-face learning than they engage in hybrid learning. With e-learning, Naved et al. say, students may study at their own pace with no need to go to school and a cheap cost that simply requires an Internet connection. It is important to remember that e-learning does not have a perfect track record, and that there are still issues with access to technology, gaining computer skills, and even a shortage of physical classroom space. E-learning relies on the Internet and a variety of gadgets that not everyone can access, and thus limits the number of people who can benefit from it. There are several factors that contribute to students' perceptions of excellent learning, including their own training, traits, and digital abilities. Having a physical place in an e-learning environment might help students feel more connected to their peers, which in turn helps them study more effectively. E-learning has been shown in certain studies to be less effective than face-to-face instruction. There is a concern that online students may lose their attention and miss deadlines for various projects. In the long run, both instructors and pupils may suffer from eye and back discomfort as a result of lengthy durations spent in front of computers, as well as a lack of open-space activities. Other research has shown that mixing many forms of schooling is preferable than focusing just on one. In their research, Alsaaty et al. found that a significant number of students benefited more from face-to-face learning than from e-learning. However, despite the initial problems they experienced, they have found e-learning to be a beneficial experience overall.

Students' attitudes and emotional states have also been studied in the area of e-learning and/or face-to-face learning. Students, according to some research, are dissatisfied with online education and prefer traditional, face-to-face instruction. Fear, rage, and a sense of powerlessness are common reactions among students who are used to face-to-face instruction but have now switched to an online format. E-learning, however, is becoming more popular among students with learning difficulties and those who find public speaking a difficulty. This is particularly true for students who are introverts or timid and lack self-confidence. E-learning student communities may generate sentiments of belonging and relationships with other colleagues, which might eventually become a source of information and the growth of many academic subjects. Although students' online presence might be difficult to discern, the feeling of community students have when studying online is a vital part of the learning experience. E-learning course was straightforward to navigate and helpful to their learning goals. Forums are the most popular feature of the platforms used by students and professors since they allow for asynchronous discussion between the two parties. Chats are another popular feature since they enable users to share messages and material in real time.

Students, who are the intended audience for the training, have no voice in determining the relative merits of online versus face-to-face instruction. Analysis of how people perceive these changes throughout the epidemic is essential and valuable for the educational act's long-term viability. All undergraduate, graduate, and post-graduate programs were able to complete their study online throughout the COVID-19 epidemic because to this e-learning platform. Online education has been made easier than it would have been at institutions that hadn't previously worked with such tools and relied on an emergency education strategy because of this platform's

ongoing development and updating to new technologies, as well as the previous experience of teachers with the virtual educational environment.

Study after study shows that students value time savings above all else when it comes to the advantages of online learning, which include the convenience of working from home and the ease of access that comes with it. In a survey of Polish medical students, the same favorable outcomes were found, such as the ability to remain at home, a welcoming atmosphere, and the availability of online resources. Courses tailored to certain groups of students may benefit from these benefits. These kinds of instructional exercises, when completed at their own speed, would enable pupils to think about them critically and thoroughly within a predetermined time frame. Study participants reported a lack of contact and socialization as the primary drawbacks of eLearning compared to face to face learning. This was a major drawback for them. Facing the reality that face-to-face learning will never go away entirely, but that it may be supplemented by e-learning is critical for students. Another research in the subject supports the premise that socializing is essential for students both mentally and in terms of shared activities, including projects. Another drawback of this research is the difficulty in connecting to the internet. Several investigations done in the same pandemic environment with students from different Romanian colleges have confirmed these two major drawbacks. This study also found that e-learning is not a long-term option for various disciplines of study (e.g., engineering), which requires face-to-face contact in order to deliver enough practical knowledge. Another study of agricultural students in India revealed similar drawbacks, with students complaining that the lack of Internet access in rural locations and the absence of relevant practical applications hampered their learning.

In addition, it is worth mentioning the responses from the group surveyed on the degrees of students' participation in online courses. Because of the findings (the older students think that

greater engagement in online courses is required than the other group that merely benefitted from e-learning), one could wonder why e-learning seems to include more responders than face-to-face learning. The answer is: The quality of face-to-face learning, which might be enhanced, or the shift from face-to-face learning towards e-learning, which has placed additional strain on people used to learning in a different method, may be examined in further qualitative research. A fresh viewpoint on teaching and learning from a student perspective has been established in this study, which sets up the groundwork for future solutions. Face-to-face learning may no longer be completely feasible. E-learning has both benefits and drawbacks, as both students and educators have learned the hard way. So the real issue is: what will education look like in the future? Many parts of education were previously unimaginable because of the epidemic, but now they have been brought to light. This means that the future of education may look quite different, and it may be time to move on to a new level, that of blended learning. Many scholars have investigated blended learning, often known as B-learning or BL, a relatively new pedagogical idea for the twenty-first century that mixes face-to-face instruction with online instruction to create a hybrid learning system. Their findings illustrate the advantages of this hybrid system, and some believe that it will become the "new normal" in education in the future. This "new normal" might be applied at colleges all across the globe after the terrible pandemic experience. Blended learning courses are already offered by many institutions, including the one where this study was conducted and many others that have the requisite infrastructure and expertise in the subject. As a last point of reference, one thing is for sure: face-to-face contact is a necessary part of the educational process. E-learning's advantages of accessibility, convenience, and time savings cannot be denied. They may become necessary in people's more chaotic everyday lives in the future.

CHAPTER 6: LIMITATIONS OF THE STUDY AND CONCLUSION

Despite the fact that this research sheds light on a number of issues surrounding the comparison of online versus face-to-face learning, it is not without its flaws. Only the viewpoints of students from the United Arab Emirates have been primarily explored. In addition, the sample is tiny and the responses come from a single institution and a specific geographical region with a certain profile. Qualitative analysis will begin with the findings from the quantitative study and database, which will be expanded by completing and disseminating a questionnaire to students throughout the nation in order to better understand these phenomena.

CONCLUSIONS:

Concerns abound about how effectively children learn online and the toll it takes on educators when they try to support both in-person and virtual learning at the same time. Online learning has now been shown to be successful by others, and students are reaping the rewards of this new hybrid learning model. There are many examples of this, such as kids with learning difficulties who need more time to complete homework, as well as others who need unique tools or technologies to succeed in the classroom. In the age of hybrid education, students are increasingly turning to project-based learning and video games for their entertainment. It was sorely tested in 2020 and 2021, when hybrid learning was tested. It's easier than ever before for K-12 and postsecondary educators, administrators, and families to understand the benefits of online learning while also identifying potential stumbling blocks. This will help to improve e-

learning in the long run. It was shown that students' involvement, academic accomplishment, and positive outlook on the learning process were all enhanced by hybrid and blended learning.

Teachers, administrators, parents, and students may all benefit from hybrid learning. In the wake of the Ebola crisis, many school districts were able to swiftly adjust to new ways of instruction and use the data from the preceding several years to identify what works and what does not. Students and instructors may access hybrid learning on a global and regional level. An understaffed school system in Georgia used distant instructors who taught courses electronically while local students listened in live sessions on their computers at school during the outbreak. With hybrid learning, students may attend classes regardless of their physical capability or location, while virtual learning can save many learners money.

With 78 percent of instructors choosing online tutoring and enrichment programs, virtual and hybrid educational choices are becoming more popular. Teachers during the COVID-19 epidemic want to know that their school district prioritizes their safety and the safety of their pupils. A "safe and healthy school" is the top priority for 99 percent of teachers, yet 66 percent believe their school isn't doing enough to ensure their safety. To reduce the transmission of disease, hybrid classrooms allow instructors and children to stay home when they are unwell. Students and school systems benefit from hybrid learning because it allows them to access more affordable online courses. Digital textbooks, for example, are a more affordable alternative to traditional print textbooks. For caregivers and parents, hybrid courses provide a new option: live virtual learning and class live broadcasts. Involved parents and guardians may better support their children's educational goals by watching live classes with them and interacting with them in the classroom.

Students who are actively participating in the classroom are more likely to succeed academically. Hybrid learning gives a new method to engage students in class— employing live video chat platform features like polls and quizzes, interactive virtual games, and a combination of synchronous and asynchronous learning. Hybrid learning is favored by 94% of instructors if they have access to suitable hybrid teaching tools, a curriculum, and community engagement. Hybrid learning provides instructors more insights on pupils than they've had previously. A case study of a Texas school system found that instructors were better able to notice whether a student was failing in class thanks to hybrid learning. Teachers say they can better hold students responsible and give alternative learning techniques like subtitles or a video lecture for identity study utilizing hybrid learning. They also say they can use apps to assist students acquire confidence while speaking in front of a group.

Schools used hybrid teaching methods to varied degrees during COVID-19. More than 85% of parents say they would want their kids to be able to attend lessons from home using virtual learning technologies while they are unwell. For students who study from home but want to take use of in-person learning resources, hybrid learning has several drawbacks that can't be avoided. Students who prefer a personalized hybrid learning opportunity outweigh the disadvantages of a blended or hybrid education model. Being able to choose from a wide range of educational options is a huge plus for most students. Students may examine course content at their own speed with the help of EdTech technologies like learning management systems and digital textbooks. Caregivers can also be involved in the online learning process. Students in the classroom and students at home are better able to interact in a way that was previously not possible in a successful hybrid classroom.

As a result, students are able to study at their own speed or on their own schedule and there are more learning options for students to pick from in a hybrid learning model as well. As a side note, not all students have access to the necessary gadgets and high-speed Internet. Others prefer to be in person because of their learning style or the distractions at home. It is possible that students who struggle may be unable to use their in-person tools or other technologies that are present in the classroom while they are solely studying online. Lastly, there are issues concerning e-socioeconomic learning's inequity and the accessibility of caregiver assistance, which differs widely among students studying from home. There was no other choice for continuing education during the COVID-19 epidemic except to use hybrid or virtual learning methods.

Hybrid learning will play a larger role in education in the future than just traditional lectures. As a result of student demand and available resources, school systems and states are developing innovative return-to-school strategies including hybrid learning and completely online educational settings as well as blended classrooms. For example, a $90 million grant for the acquisition of virtual meeting cameras and microphones was granted in San Antonio, Texas, as a greater long-term investment in hybrid learning. To better engage high-school students, several experts have suggested a more adaptable school day with a blend of in-person classrooms and virtual learning that is more matched to adolescents' circadian cycles.

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Appendices

Appendix A

Appendix A

Survey Questions:

Here are the questions for the survey:

1. Are you a:

   - Parent?
   - Teachers?
   - Both?

2. Do you have kids in KG?

3. Your kids or students study:

   - Online
   - Face to face
   - Hybrid learning

4. Do you know what is hybrid learning?

5. What do you prefer the face-to-face learning or hybrid learning?

6. What are the advantages of hybrid learning?

7. What are the disadvantages of hybrid learning?

8. What recommendation would you have for the school to improve their approach to remote / blended learning going forward?

9. From your opinion, what is the future of education in our country?

Appendix B

Consent Form For Parents\Students

Dear respected Parents and students:

I would like to be part of my master dissertation and help me to gather information and data.

The aim of this study is to gather information about hybrid learning and whether or not hybrid learning helps students to achieve mastery in various fields including communication, collaboration, following direction and problem solving. In addition, to investigate the effectiveness of hybrid learning in UAE and provide recommendations to ensure the success of hybrid learning.

I will observe your child throughout semester 1 & semester 2 and gather the data to use to write a master's dissertation that might be published in the future. All information will be treated with confidentiality.

If you need more information or you have any questions feel free to contact me on my following personal information:

Email: Shaim.awad@gmail.com
Phone#: 0503690905

Signature of Parent   Signature of Researcher

_____   _____

Appendix C

Appendix C

Consent Form For Parents\Students

Dear respected Parents Teachers and Administrators:

I would like to be part of my master dissertation and help me to gather information and data.

The aim of this study is to gather information about hybrid learning and whether or not hybrid learning helps students to achieve mastery in various fields including communication, collaboration, following direction and problem solving. In addition, to investigate the effectiveness of hybrid learning in UAE and provide recommendations to ensure the success of hybrid learning.

Therefore, an online questionnaire will be electronically distributed to you after signing this consent form.

The purpose of the questionnaire to explore the percentage of participants based on their age, having kids, kids in kindergarten, their knowledge of hybrid learning and more.

Your information will be treated with confidentiality and you can withdraw from the study at any time because your participation is completely voluntary.

If you need more information or you have any questions feel free to contact me on my following personal information:

Email: Shaim.awad@gmail.com
Phone#: 0503690905

Signature of Participant   Signature of Researcher

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