Perception of Blended Learning Approaches in Higher Educator Sector: Critical Review and Proposed Learning Model for Imam Kadhim College for Islamic Science University

Amjed Abbas Ahmed

Imam Al-Kadhum(a) University Collage For Islamic Sciences

Abstract

In past years, teaching in class rooms are conducted in traditional manner with broad range of learning activities and assist the learners to fulling the teaching and learning objectives. After the evolution of internet and WWW, there was a phenomenal change in education which overcomes the negative aspects of traditional learning. Mobile and e-learning technologies are introduced to facilitate and coordinate the teaching and learning activities among teachers and students in higher education institutions. Currently technology based learning is the latest channel introduced in higher education sectors, the outcome of technology based learning is blended learning approach which combines the two set of users: technologist and education facilitators. The major strength of adapting to blended learning is to combine the traditional learning approach (i.e. offline) to information technology assisted learning approach (i.e. Online), but there are still prospective research gaps of blended learning implementation based on different countries, institution and academic disciplines which is considered as challenge of the research. The main objective of this paper is to explore, analyse, review and compare the blended learning techniques in higher education sector and propose an effective blended learning model for Imam Kadhim University College (IKUC). The focus of the research is investigated based three set of questions: a) What are the existing blended learning strategies in higher education sector b) What are the outcomes based on comparative study on blended learning experiences c) How to design an effective and sustainable blended learning strategies for Imam Khadhim College for Islamic Science University (IKCISU). In this paper, the proposed blended learning model for higher education sector will indicate the enhancement and transformation of face to face learning blended with technology in a symbolic relationship representation. Based on our study findings, it is very important for educational users and technology users to establish a symbolic relationship and integration of inter disciplinary which will show an impact on individual users practice more than their own discipline.

Keywords: Blended Learning, Teaching, Learning, Technology

1. Introduction

Recent development in Information Technology have made a tremendous change in communicating with the people in the society and public. In higher learning institutions, change was influenced by technology for the users such as teachers and students. In academics, traditional learning will have more paper works and manual process of assistance is required by the students, but after the evolution of internet and web 2.0, students not need to carry the dozens of books or handouts, for research, students do not require to visit the library in manual process of burrow and renewal or to search for the articles. Learning environment becomes virtual, there were digital libraries, online journals and ICT based education tools are globally available in the market to provide effective teaching and learning. Innovations in technology have a great reflection in learning and teaching experiences, by accessing and communicating on the internet have made a change in modern education. Globally many universities are trying to adapt to the digital culture changes by putting more efforts on buying technology and resources and provide modern digital facilities for teachers and students to create an effective e-learning environment. Strength of E-Learning is to provide ample opportunities for the learners who are working and parallel studying, those who is engaged with active life styles and individuals who are in rural locations or unable to access the learning activities. E-learning alone will not solve the all the learning issues or gaps in education sectors, there while combining e-learning and blended learning together will provide an effective education for students.

As per today modern education shifts, higher education learning institutions are interrupted by digital culture. For example, one of author Caar-Chellma [1] have mentioned that e-learning is "breaking down the elitist wall of ivory tower". Another author Blair [2], most of the European countries are using technology to bring education in life where the teaching and learning can be enhanced. Loveless [3] mentioned in his research that work and live in great times which influences the education with cultural and politics context which leads to a challenges in practice and beliefs. Keyword such as "e-learning", "blended learning", "technology based learning", "digital literacy" have been widely used in education sector. In specific, one of the most popular keyword is "blended learning" which has challenging nature of focusing on Face to Face (F2F) teaching embedded by technology which is made to fit into the common education culture. Fast growing technologies have created a huge attention on "blended learning". Author Thorne [4] stated that "Blended learning will become one the important development is 21st century". There were numerous research studies were undergone in blended learning which focusses on how to access the resources and introduce new technologies in higher learning institutions. This research has focused on blended learning experiences in higher learning

institutions in global context and propose a blended learning strategies for Imam Khadhim College for Islamic Science University (IKCISU).

The main objective this research paper is to explore, critically review and compare the blended learning strategies in higher learning institutions around the globe and provide a learning strategies as part of action plan for Imam Khadhim College for Islamic Science University (IKCISU), fast growing higher education institution located in Iraq. The paper organized as follows: In section 2, research problems associated with Blended Learning are explained. In section 3, brief background study was conducted and explained the fundamentals of e-learning and blended learning concepts. Section 4 explains in detail the comparison of blended learning with traditional learning, critical review on blended learning strategies by different authors, advantages of blended learning, assessments in blended learning and challenges were highlighted. In section 5, aim of this paper was fulfilled by recommending the proposed blended learning strategies for Imam Khadhim College for Islamic Science University (IKCISU). Expected outcomes were explained in Section 6. Future of blended learning was explained as Section 7. Finally, conclusion was made in Section 8.

2. Research Problems on Blended Learning Approaches

In today's technology world, modern learning institutions have challenges which are mainly focused on how to design, implement and deploy technology assistive learning environment, which can support and provide face to face instructions, collaborative learning groups, and for different set of locations and distance of learning. All these challenges can be taken consideration while designing the blended learning environment. In the past years, supporting educational technology such as online learning resources, portals, discussion forums and electronic based assessments are blended with face to face traditional education, which is now called as "blended learning". As per Cambridge research, education is stated as "continuous process of learning and teaching" and technology is "practical, industry oriented and more on scientific discoveries". Technology can be referred as scientific invention's such as machines and electric lights. The scope of the research lies with technology which is referred on Information Communication and Technology(ICT). Blended learning is the process of face to face learning and teaching activities blended or mixed with practical application of technology or online resources. Authors Ward [5] stated that blended learning is indicated as "Best of both worlds". Studies have shown that many education specialists have criticised the lack of validity which increased the attention of practitioners not on theory people. In this research, have explored the academic

views and educational theories which can clearly explains the concepts of blended learning.

In past reviews, blended learning has been focused on educational and technological, in which educational focus, Bliuc[6] stated blended learning as " learning activities in combination of face to face instructions, technology based student interaction, teach interaction and accessing learning resources", in technology focus, author Alan [7] stated blended learning as using different type of internet tools which includes chats, discussion forums, self-assessment tools which can assist the traditional learning programs. Therefore, research challenges observed in blended learning is more focused on technology development and design, but not education methods. Studies on blended learning are not having much pedagogical principles, but currently there is gradual increase on the construction and focus on technology and education in balanced manner, which is termed as "education in technology".

Another challenge is on different disciplinary need to have different blended learning strategies. As per studies, technology paid more attention in education technology than professional academicians or educational theorist. Socio specialist and educationalist have not put more contribution on how technology can support in education in terms of "what" or "how". Therefore, there was very less consideration of pedagogical skills, technologist have not meet the academic or learner's requirements. Our research paper is to investigate in detail the research gap of two constrained sections which includes ICT and non-ICT disciplines and compare the blended learning perceptions.

Authors Graham, Laurilard, Garisson [8][9] [10] stated a common thought on blended learning "it is a fundamental redesign approach for enhancing the learning and teaching based on revised current strategies". Another research challenge is on ethical considerations, which are as follows: a) Confidentiality: for instance, information collected through online and addressed by individual must be anonymous b) Flexibility: for instance, research survey conducted through online should not force the participant to take part in the survey, it should be voluntary basis's. c) Secure: data collected through online for purpose of teaching or learning must be secured [11] [12] [13]. In later section, specific challenges on implementing blended learning are explained.

3. Background Study on Blended Learning

3.1 E-Learning

The keyword "E-learning" is popular in education sector and widely accepted for all set of technology aided pedagogical approaches [14] [15] [16]. By applying

computers as a communication pathway, learning instructions are provided, whereas the learning tool is the major component of e-learning systems. As a part of e-learning, blended approach have shown how the effective functions of face to face instruction and online can embedded together. For example, if an instructor wants to conduct an interactive session to the students out of class room, it can be conducted based on having rich multimedia interface and contents, learning materials can be accessed by students from anywhere and anytime with the aid of accessing the internet. For the teaching faculty, e-learning tools will be more useful for evaluating the assessments, for that faculty need to be familiar with assessment approaches along with strength and limitations, which can be combined with current assessment methodologies or tools in their content of teaching which need to be organized and efficient.

3.2 What is Blended Learning

E-learning has evolved into combined program of multimedia rich content and it is indicated as blended learning, where it blends the face to face and online. The major strength of blended learning is evaluating the assessment immediately and provide feedbacks to students without delay. Blended learning approaches are very helpful to the teachers for delivering the lectures and assessing the student work using innovative approaches which includes rubrics etc. Assessments in blended learning plays a major role in evaluating and determining the knowledge of the students.as per their discipline. Concept of blended learning is depicted in below figure 1 and figure 2.
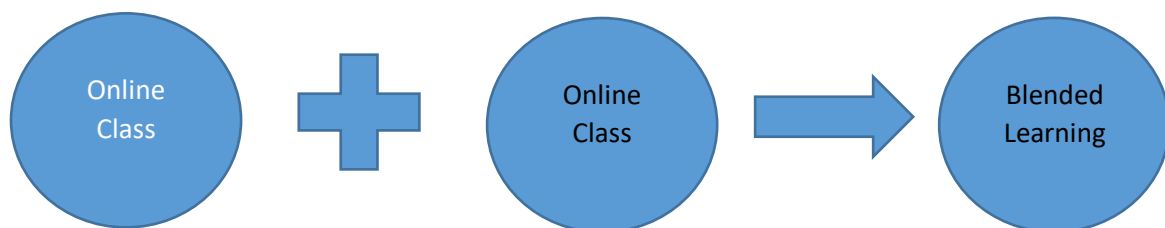
Figure 1 illustrates the Blended Learning Concepts
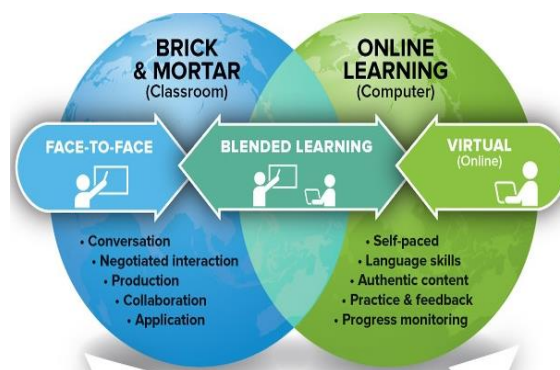
**Figure 2 illustrates the blended learning
[www.theteslaacademy.com/whatisblended/]**

Blended learning illustrated in figure 1 and figure 2 are pointing towards a learning environment which are combined with various teaching styles, different delivery mode, different format of multimedia content or combinations.

The concept of blended learning is combination of face to face and online interactions. Author Graham [17] stated that "It is a mixture of class room environment, face to face and digital learning. According to Clark [18], blended learning is an instruction from class rooms with online instructions. When designing the concept of blended learning, need to consider physical space where the students can work together in common space, availability of resources, using online space (wiki, blogs), feedbacks, class attendance, grading, consultation hours. Author Singh [19], explains more on blended learning on different perspective, where there is a possibility to gain more information's and understood the concepts. Common E-learning tools which includes form Blackboard and Moodle, various Learning Management System (LMS) are available. The options provided for implementing blended learning using digital resources are as follows:

- Blogs
- Discussion Boards
- Live Question and Answer Session'
- Video Conferencing
- Mind mapping
- Twitter
- Video capturing
- Open Education Resources

When designing the blended learning in teaching units, need to plan in advance the activities, all the components inside the activity need to be ready before student start the work and it need to fulfil the learning outcome. The activities carried out through blended learning will be more independent, so it needs to create better confidence for the students to complete the assessment tasks. Students need to be provided clear guidelines on what is the task, how it need to structured, what is the expectation and within which deadline the task need to be completed. The objective and rationale of the activity need to be defined clearly while designing the assessments through blended approach. In next section, assessment importance is explained.

3.3 Blended Learning Categories

Researchers have recommended three categories of blend, which are summarized as follows in below table 1

Enabling Blends	The focus of enabling blend is to address the issues of accessibility and convenience. For instance, when blend provides an additional flexibility to the students or blend can attempt to support the same set of opportunities or learning experience but through different set of modality
Enhancing Blends	Blends are enhanced by allowing the introducing changes in incremental manner through pedagogy approaches, but there will not be radical change in the learning and teaching occurrence. This can occur at any side of the spectrum. For instance, traditional learning of face to face learning, additional resources are required as part of online.
Transforming blends	Blends are transformed based on allowing a radical change through pedagogy. For instance, Learners who receives information through a model can be changed to learners who actively design a knowledge through dynamic interactions. The type of blends are enabled through technology as part on intellectual; activity.

Table 1 illustrates the summary of blended learning categories

3.4 Assessments

In any type of e-learning tools, assessment plays an important role and act as effective tool for determining the knowledge of the students based on the enrolled subjects. Assessments are of two types: formal and informal. Under the category of formal assessment, teacher's asses the student knowledge by conducting quiz, practical exams, tutorial tasks, assignments and final examinations. The formal assessment activities will be useful for the teachers to know what they are teaching and how the learning progress is carried through assessments by assigning grades. But in-formal assessments, teacher's asses the students using a different approach like asking open ended questions during the lecture sessions, conduction class discussion etc. The informal assessments activities will be more helpful for the teachers to know more about individual students and his learning progress, and helps teachers to collect feedbacks or opinion about the teaching learning progress from the students. Therefore, assessments are very useful for

assessing the students, it is embedded into blended learning by e-assessment or e-portfolio methods.

4. Blended Learning: Critical Review

4.1 Revisiting Higher Education and Technology

Today, education or technology, both plays an important role to improve the quality of life. For instance, author Hinton [20], states that higher education values provide an opportunity for improving the growth of the life for different people and culture. Moller [21] states that technology is the breakthrough for improving the life styles in today modern world. After the growth of ICT, there were heavy impact on learning and teaching environment in higher education institution, it is often considered as "catalyst" or "change". ICT had enhanced the quality of learning and teaching, while we frame a research question in this review section by framing a question of "What effective practises have been made to blend technology in higher education?", answer for this question will be blended learning, that would be our focus of research in this paper.

Enhancement or revisiting will be the improvement from one state to another satisfied state. The quality of learning and teaching will be improved based on Learning Outcomes(LO) for a specific course in a broader context under the values of higher education. University or College will be the physical space for educator, students, researchers who can work together for interaction and gain constructive knowledge. Higher education acts an important role for the contribution of community. As per researchers, in today modern education world, UNESCO plays four education roles, they are as follows: a) Learning to know b) Learning to do c) Learning to do d) Learning to be. All the four education values are general views from educators. Therefore, higher education is a process of learning and teaching for know things, performing, work in real conditions or live together, and develop self-personality which supports widely for the community.

As per reviews, there were big e-learning projects were failed due to pedagogy, culture and education learning environment. Factors such as globalization, educationalism and socio-cultural issues have become the biggest pressure for modern higher education. Turban [22] have proposed a Three Pressure Model for higher education. Figure 3 illustrates the Three Pressure Model for higher education.
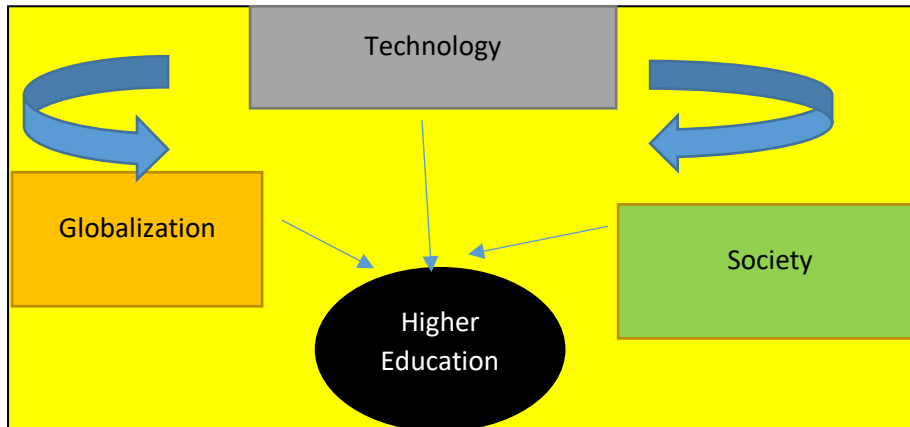
Figure 3 illustrates the Three Pressure Model for higher education.

The pressures illustrated in the figure 3 have a very effective interference role which is continuously sharpen the aim of education policies and shift on direction of education in what terms education researchers want to claim. Higher education sectors are more complicated when handling the pressures and respond to pressures, therefore there is a need to revisit the higher education roles and educational aims, therefore huge challenge for today education world is maintaining the quality of learning and teaching, when need to closely looked for a revisiting the learning and teaching objectives.

4.2   Jones Blended Learning Approach

Researcher who have introduced blended learning concepts in University of Glamorgan suggested that blended learning will be a guideline rather than stage like model for universities adoption. Figure 4 illustrates the adoption of blended learning model proposed by Jones [23]. Author identified the power point presentation and web based learning as indication of using ICT and enhance the learning as E-enhancing. E-focus is where the discussion forums, online assessments and interactive resource sharing will be conducted. More online facilities are used in creative and extensive manner. E-intensive is one of the areas, author have highlighted in teaching and learning to be conducted in online with face to face instructions.
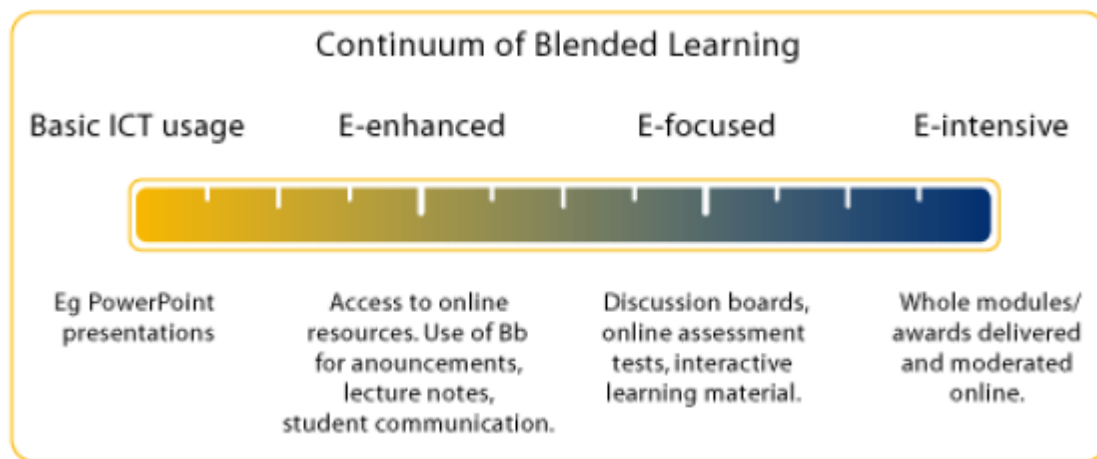
Figure 4 illustrates the adoption of continuum of blended learning model proposed by Jones [23].

Jones proposed model have similarity with Garrison and Vaghuan models, where there was a rejection of dual thoughts on identifying between traditional face to face and online learning. The proposed model provides a flexibility for education analysts to identify and decide which is the better option for implementation according to the disciplines. Additionally, there is an ability to self-evaluate and understand more choices for the implementation of this model. In this model, E-intensive approach is not suitable for all disciples, it can only be supportive for individuals who are managing their own disciplines, so there are limitations in term of unambiguous which are new to blended learning approach. Johns scale of blended learning is a very simple model, but it is more practical than other proposed learning models. Model shows the continuous progress and growth of blended learning for higher education. The scale of blended learning according to this approach will provide a direction to educators, what, how and where to embed blended learning in teaching and learning process. This model will be more supportive for individual within their disciplines rather than implementing for all programs in the higher learning institution. The review of Johns model has been compared with Allen model classification [24]. Allen [24] have classified the different level of ICT usage in education, and easy to identify the current stage based on percentage of quantity on online delivered content. Another author Cross [25] have opposed by stating percentage is not the useful way to evaluate the blended online and offline learning due to it over-simplification. John model have provided more thinking space and flexibility which is required for education. Therefore, Allen classification is not well adapted as per as John model but one limitation of john model is, it is focussing on much on technology rather pedagogy. Pedagogy approaches such as instruction based activities and social communications are not well explained in this model. Therefore, this model is not

a new approach but it is an attempt to enhance the education system in professional and systematic manner.

Proportion of Content Delivered Online	Type of Course	Typical Description	Jones' Continuum
0%	Traditional	Course with no online technology used – content is delivered in writing orally.	Basic ICT usage
1 to 29%	Web Facilitated	Course which uses web-based technology to facilitate what is essentially a f2f course. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example.	E-enhanced
30 to 79%	Blended / Hybrid	Course that blends online and f2f delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and has some f2f meetings.	E-focused
80+%	Online	A course where most or all of the content is delivered online. Typically have no f2f meeting.	E-intensive

Figure 5 illustrates the Allen Blended Learning Classification compared to John Model [24]

4.3 Garrison and Vaughan's Blended Learning Approach

Garison and Vaughan are the leading researchers in the area of blended learning, where they have well explained the concept of education process and education technology [25] [26]. Discourse and Reflection are the two key elements of educational design. Both the authors have promoted blended learning by maximizing the educational experience through a) combining online and face to face learning for improving reflection and discourse b) basically redesign and rethink the learning abilities of the students in optimised manner. Authors have developed a community inquiry framework which act as guideline for online and face to face learning and teaching instructions. Other authors have commented on garrison work by commenting that, proposed work on blended learning is promising and it considered as effective research on higher education context. In his work, he conveyed the idea of constructivism in way educational inquiry is to memorise or find out final solutions but practically to look into problems and other issues. Education process is the way for collaborative learning environment where more focus on inquiry. During this process, knowledge is refined and constructed based effective interaction and collaboration. Both the authors have argued that "Education is a "process of inquiring "who goes far from accessing on information. Inquiry is joined process and outcomes are unified, where it joins the reflection and content by motivating the student to explore and learn in collaborative manner by asking reasonable questions.

Assessments in Blended Learning Model

Assessment is part of education system to determine the knowledge of the students, it is an effective tool to evaluate student performance. Researcher Ma Xiufang [27] have proposed a model of assessment design structure based assessment policies, rules, factors, process, methodology and software's which is required for blended learning and provides the various assessment design templates to support the blended learning. Assessments in blended learning includes e-assessment, digital assessment, mobile based examinations and online based assessments. Teachers innovation and novelty in creating assessments adds the strength to the blended learning assessments

4.4 Students Perception on Blended Learning

Authors Banci [28] and his team stated that quality of education can enhanced combining two methods or strategies in an organized manner and it should be equally balanced, not creating a novel education approach by different set of education. As per the research, they have conducted a survey about blended learning to nearly 70 students, whether blended learning environment is supportive in education system or not, student achievement range and participation frequency range to the forum are measured to analyse the student's perception on blended learning. Results findings are promising in way of students have recorded more score for face to face interaction session in blended learning domain. Therefore, student perception on blended learning is more for interaction and communication on the online learning system.

4.5 Academic Strength and achievements in Blended Learning

Researcher Betul [29] have experimented a detailed survey on measuring the academic performance of the students who are adapted to blended learning environment. The findings shown that, learning environment is very positive on the academic achievements by the students. Web based teaching and learning in regular manner, attending in regular to online learning environment have huge improvement for beginners and advanced learners. The findings have also suggested to blend the face to face session with web based learning to achieve the effective learning environment. Researchers [30] [31][32] have viewed the blended learning as type of education model which have effective features in term of technology. Student who have experienced in blended learning environment, they have great motivation and positive outcome. Researchers have compared blended learning and face to face traditional learning environment, result outcome shows that e-learning environment have major role in accessing resources, personal studies, extra learning, self-progressing etc., there is no major variation

of scores for academic achievement for between blended learning and face to face learning strategies.

4.6 Challenges in Blended Learning

Blended learning implementation have certain challenges addressed by the researchers, it has also shows the view of isolation due to reducing the opportunities of social interaction and traditional face to face class room learning environment. Some of the challenges are highlighted below:

Students have difficulty with more advanced technology in the implementation of blended learning. For instance, students have difficulty in accessing the internet due to slower in connections which leads to difficulty in accessing the learning materials or participating in the e-discussions which creates more frustration for the students, it creates a negative reflection on the student learning.

Implementing blended learning in higher learning institution is based on time factors, whereas hard to plan and develop blended learning materials for huge number of students compared to traditional approaches. Amount of time spent is triple than traditional format.

For a Learning Management system design and development, cost is too heavy, based on budget, blended learning environment can be enhanced in higher learning institutions.

Finally, main challenge is students who are adopted to blended learning environment have unrealistic expectations. Student engaged in blended learning classes for their programs have thought of limited class means lesser time of teaching and working hours, it leads to time management and face problems on self-learning.

4.7 Other Critics on Blended Learning

There was numerous research carried out to highlight the important issues and strength of blended learning, some of the critics are as follows: Author Oliver [33], stated that blended learning compared to e-learning, term is not clear (i.e. ambiguous) and lack of clarity and it is satisfied for the education researchers to adapt to the system. Another author Driscoll [34] have mentioned that, blended learning environment varies for different people mind-set, it has disciplinary limitations, mainly ICT related program and non –ICT program. Whitelock [35] have stated that theoretically blended learning is not clarified, the relationship between pedagogy and blended learning is not explained clear and it remains unclear in most of the research findings. Author Chew [34] have mentioned in detail about the growth of blended learning technology, how much it is useful and

have impacts apart from educational principles. One of the main critics in his work is, blended learning environment has lack of monitoring and hard to evaluate the transformation of teaching and learning. Researchers have highlighted the lack of coaching, cost to implement, information missing, framing the type of questions in terms of where, when and how, these are the main critics addressed by the researchers in blended learning environment.

5. Research Requirement and Design: Technology for Learning and Teaching

Blended learning approach is simple and excited technology in academics and research. Technology keep evolves in teaching and learning environment. The idea behind development of blended learning environment does not fit to specific technology, as per the new technologies exists in the market, blended learning are customized for teaching and learning. Many of the research focuses on technology used in blended learning and how the student and teacher's perception about the usage of technology through case studies. Researchers have classified technology as synchronous and asynchronous or formal and informal or online and offline. Based on research survey in various higher learning institutions about blended learning environment, research design settings required are summarized in the table 3:

Face to Face Setting	Technology		
	Synchronous	Asynchronous	Self-Asynchronous
Lectures Tutorials Lab Workshops Site Visit Consultation Seminar Conference Examination	Virtual Class Rooms Online Chat and Messaging Videoconference Interactive White Board	Discussion forum Portal/Announcement Turnitin Email Search Engine News group Wiki Support Blogs Online assessments	Online resource materials Online individual assignments Podcast/DVD
	Virtual Learning Environment, Social Networking, Online Videos, Software Packages, Simulations, Virtual Reality based learning, basic tools such as PowerPoint, Word, Excel, flashcard.		

Table 3 summarizes the blended learning technology requirements

6. Proposed Model for Imam Khadhim College for Islamic Science University (IKCISU)

Imam Khadim College for Islamic Science University is located in in Baghdad and Maysan in Iraq. The university college aim is to prepare graduates to take on the task of research and teaching in preparation scientifically consistent with the teachings of Islam. College applies modern technology to the service of teaching and learning, which leads to proposed model of blended learning to maintain sustainability and create more professional graduates in study of Islam. Currently there is not much blended learning concepts implemented in the institution's Below sections propose the blended model for Islamic institution.

6.1 Purpose of Blended Learning in IKCISU

The purpose of proposing blended learning in IKCISU is provide flexible learning mechanism and create a digital space for learners to engage in studies, motivate them and fulfil their expectations as per modern technology needs. The purpose of Blended Learning are as follows:

➢ Blended learning makes the student and faculty to be innovative, forward thoughts, more enterprising and create flexibility and opportunity to everybody
➢ Academic portfolios can be maintained and monitored for fulfilling the quality requirements, professionalism and employability.
➢ Overcome the barrier balance between working and studiers, it can provide more space for convenience to work and improve the personal aspects.
➢ To improve the basic Islamic programs by offering flexible digital learning structure
➢ Helps to students who are unable to participate in higher learning program can be benefited from the IKCISU programs and refer it as study model to develop the skills
➢ Helps to improve research and teaching and transfer the knowledge for outreach program in Islamic studies
➢ Engage with other institution which offers Islamic program and create a collaborative learning environment
➢ To design and develop novel teaching and learning structure for IKCISU

6.2 Context of Blended Learning Strategy for IKCISU

IKCISU could maintain and improve the teaching standards in way of proposing modern technology in teaching, it can also be committed to be role model for other education institution by introducing innovative teaching and learning and

apply best teaching delivery methods to the students Blended learning strategy proposed for IKCISU will maintain high teaching standard based on vision and college objectives. Both the campus, when the blended strategy is introduced, need to keep the quality of delivery to the students. The context of blend need to focus on program design, pedagogy approaches, teaching principles and delivery frameworks, all of these components must be consistent and create self-learning and independent learners. Apart from that, while blended learning is implemented, need to hive more importance on staff development and training to adapt the system.

6.3 Proposed Blended Learning Model for IKCISU

The proposed model of Blended Learning in IKCISU have eight set of dimensions which includes institutional oriented, pedagogy, technology, interface, evaluating, organization, facilities and resource support and ethical policies. Each dimension available in the framework has also identified with range of issues which are been identified and addressed. Each of these issues will help to organize the thought process and results in valuable learning curve or experience. Figure 6 illustrates the proposed blended learning model for IKCISU.
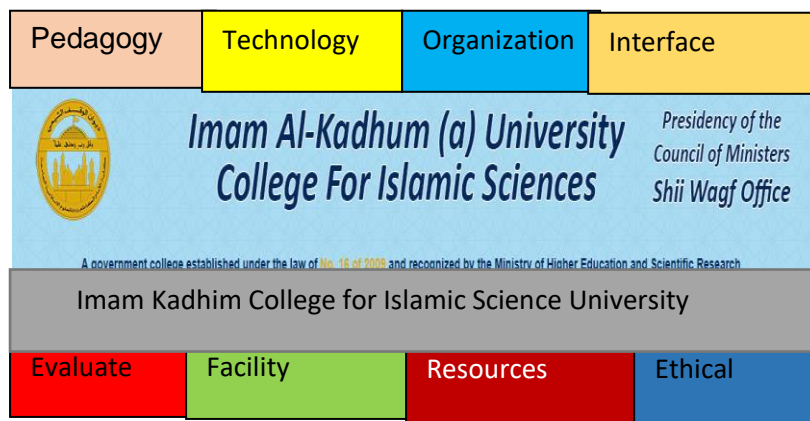
Figure 6 illustrates the proposed blended learning model for IKCISU

Proposed Blended Learning Model

Pedagogy: This component is proposed to added by combing and selecting the learning information's which need to delivered in online mode or offline mode through face to face. Pedagogy need to analyse the students learning behaviour, content objective and assess the students learning outcome.

Technology: Proposed component examines he availability in continuous, accessible and user friendly of learning management system which can enable the

blended learning synchronization. For this component to be added, need ICT expert or technical support for the system

Organization: The component focus on maintain the quality of teaching and planning based on quality assurance documents through lecture slides, tutorials and assessments. It also includes technical experts, infrastructure for multi delivery modes and facility improvement

Interface: This component more focus on the interface layouts which required for each features in blended learning.

Evaluate: This component will support to assess the impact of blended learning environment and determine the functionality and enhancement of learning management systems.

Resource and facility Support: This component includes online and offline resources based different interactive resources which ready to be available for the students.

Ethical: This component finds out the which are the ethical issues need to be addressed while implementing and deploying blended learning courses, for instance, no partiality, equal opportunity for learners, need to consider the culture, diversity and nationality of the students.

6.4 Benefits of Blended Learning for IKCISU

Once the blended learning is proposed and deployed for IKCISU, the benefits are as highlighted below:

- Support and deliver high quality learning and teaching for learners from far distance
- Distance learning approach is supported which includes pedagogy frameworks and create competiveness in education market of Iraq
- Improve flexibility, accessibility and self-learning
- Improve the potential of integration of learning with home, entertainment, social and working
- Normal E-learning skill must for ever learner in this modern computing era, so IKCISU need to train the student to adapt the e-learning principles
- It will be innovative with advance design models and best practise for learners and teachers
- Increase in student participation
- Monitor the student assessment in regular basis and provide immediate feedbacks

-   Providing big space of learning opportunity for students through broader curriculum portfolios
-   Use communication medium such as video conferencing to work closely in a collaborative learning environment

7. Expected Outcomes for IKCISU

The proposed model is implemented in IKCISU, there will be outcome of standard learning process model with a blended program for Islamic studies. The proposed model will be more on self-learning process through e-learning. Below figure 7 illustrates the expected outcome of blended learning process.
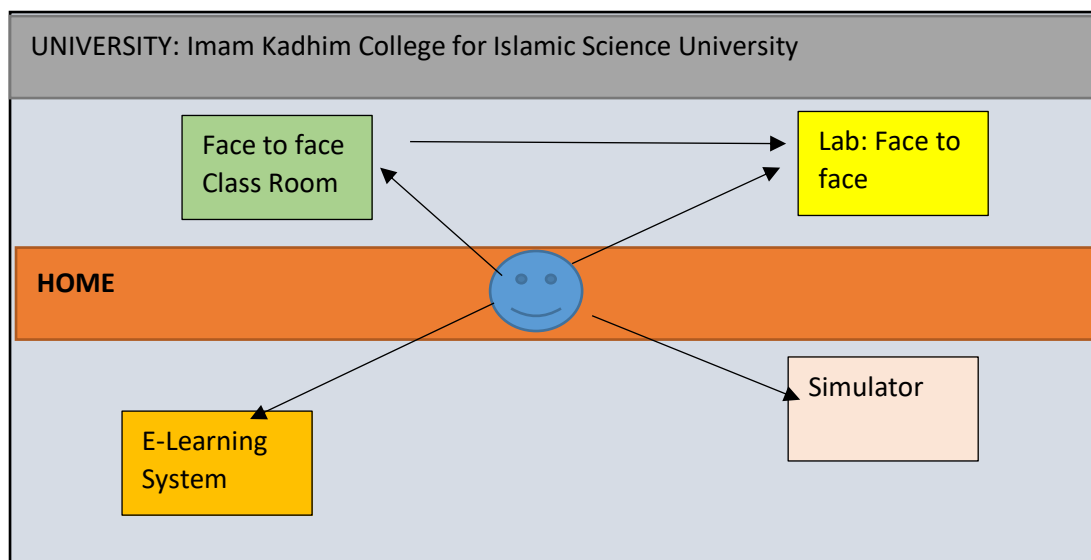
Figure 7 illustrates the expected outcome of blended learning process.

Blended learning expected outcome based on proposed model will be:

1. Students will able to learn basic through online and also in face to face lecture at the college
2. Students can perform the assessment online and submit it in digital box
3. Lecturers can conduct lecture sessions and additional discussion through online environment
4. Lectures can be simulated by recording videos and uploaded in e-learning tools and available to students for learning
5. Lecturers can verify and review the assessments and grade the assessment through online.
6. E-learning contents which includes learning materials, unit outline, assessment, reference notes, tutorials handout, lab handout are uploaded and organized in e-learning module of the university learning

management system for students to learn from anywhere and access the resource anytime.

8. Conclusion

In this paper, blending learning approaches are reviewed in detail and proposed an effective blended learning model for IKCISU. It supports flexible, collaborative, effective and different learning experience for learners and teachers. The main attraction of blended learning lies on the technology adaption which supports learning approaches and overcomes the traditional learning system. This paper has highlighted the principles and concepts of blended learning approaches in higher learning education sectors. The paper also addresses the challenges, strength and benefits of blended learning strategies in detail. The proposed blended learning model for IKCISU is to improve the current teaching practises in the college and in future more technology measures will be taken to implement a modernized learning environment.

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