

USING BLENDED LEARNING IN DEVELOPING STUDENT TEACHERS TEACHING SKILLS

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ABSTRACT

The research aims to determine the effectiveness of using blended learning Approach in developing student teachers teaching skills, and defining teaching skills that confront students of teachers college at King Saud University need it. The research uses the Quasi- Experimental approach, with four experimental groups (Mathematics (21) – Science (15) – computer (20) – Quran (15)). The research is limited to the students of practical course in the second term of (2010/2011) academic year. Additionally, it investigates teaching skills that are not excelled by student teachers. The research uses observation skill card for teaching skills with pre-post applied, while preparing and implementing a suggested proposal for developing skills of teaching implementation of student teachers, Results of statistical treatment indicated that there were significant differences between means of pre-post treatment in Experimental groups in favor of post treatment. As Students thought, these results indicated that Blended Learning helped them to improve their Teaching skills. More details of the results are discussed in the study.

Keywords: Blended E- Learning, Teaching Skills, Student Teachers, Teacher Preparation.

INTRODUCTION

Skills of teaching implementation are one of the most important skills which should be excelled by the teacher. These skills should be acquired by students in educational colleges before they enter the educational field. Different mentors, who were inspecting student teachers in field education, have noticed that student teachers suffers from a weakness in teaching implementation skills, as well as they need to practice these skills effectively, which is definitely a barrier in front of achieving teaching goals effectively and quickly.

After exploring past literatures in educational studies, it becomes clear that the problem of unskillful student teachers was discussed by many researchers, and they make use of different strategies and entries in order to help student teachers transcend this problem and develop their skills.

Some researchers have achieved success and others have failed in their experiments, and the problem is standing still. There were trials to investigate the efficacy of using blended E- learning model, in order to develop student teachers skills in teaching implementation, because they have studied teaching methods curriculums earlier which pave the way to use E-learning in the reassessment of theoretical part of delivery skills, using normal summer education in training students on skills of teaching implementation. Moreover, they asked students to do home works and assignments that will be delivered electronically across electronic management system.

E-learning is considered as an excellent substitute for delivering educational services for learners everywhere and anywhere, as it does not have the normal obstacles of traditional education inside classrooms and labs, therefore, it complements the existent teaching styles. Also E-learning has specific characteristics: effectiveness, originality, centered around the learner, individual management, usability, direct electronic support, cost

efficacy, and provides numerous experiences, electronic evaluation, maintaining curriculum safety, and easy international access. Furthermore; it interacts with different cultures and diminishes racial discrimination. (Khan, B., p.26, 2005). Also the E-learning is an important development taking advantage of computer technologies and software, communications and information, to be employed in the process of teaching and learning, where it has become one of the alternatives in the dissemination of education and activating the training, whether direct or indirect, overcoming the obstacles of space and time and risk, and provided for the teacher's experiences effectively, enriched the learning and development teaching, and has become a Modern teaching method, employing modern communication mechanisms; to support the educational process, enrich and improve the quality. (Hussein, HB, 2011, p 43). Online learning, utilizing Web features, is increasingly important for education (Min jou et al., 2010, pp 49 - 57).

In general, Computer-Based Training, Web-Based Training, online learning, distance learning, tele tutoring, distributed learning all of that are used as examples of E-Learning which used as a name for all such forms of learning. Now Different researchers have identified E-learning characteristics, Allison Littlejohn and Chris Pegler refers to E-learning merits, and they are: Uses Virtual Learning Environment (VLE) to access Curriculum's educational sources and direct questions inside and outside the university. And You can download your notes during the lecture or use manual electoral instruments to provide instant feedback to the lecturer. Also You can collect and publish electronic achievement record for your work through the curriculum in different educational institutions. The E-learning supports the establishment of a successful and motivating relationship between the student and the teacher through the internet without the need to face to face meeting. (Littlejohn, A and Pegler, C. 2007, p9)

E-learning has become an important element in the universities and the corner stone for further learning, however; it is still challenging for most of the educators in different educational stages because of four basic reasons, and they are:

- Learners' increased expectations of effective implementation of technology, which may terrify learners and staff members from using this technology.
- Teachers should understand how to design a suitable mixture in order to interact through the internet effectively, taking in mind those who have limited time.
- Curriculum should be designed continuously, in order to establish, restore, and save learning materials easily.
- Teachers and staff misunderstanding and doubt about how they could invest their time and effort in an ever changing field.

Despite this outstanding spread in using E-learning and its applications, educational members have many reservations concerning complete dependence on the internet and computers because it has different side effects which affects learners values and desires, as well as they doubt the correctness of the information they receive from internet courses. Accordingly, different studies have supported these fears, which encouraged researchers to try to explore the effect of the complete dependence on computers and the internet by adopting blended E-learning model which employs blended E- Learning with traditional summer classrooms in teaching and learning.

Blended E- learning has been used widely around the world especially in universities, because it depends on blending and complementing learning across the internet through Web Based Learning with Face to face learning and complimentary learning environments. (Yilmaz, M.B & Orhan, F, 2010, p157). Also Blended learning is not just adding materials and educational documents across the internet, but also it should be correlated and keep peace with the characteristics of learners and scholarly subjects. (Reay, 2006, p6). But in order to achieve blended learning successfully, educational multimedia, and students' learning styles should be understood, furthermore; we should know how to use the information, and how they will deal with face to face teaching methods across the internet. (Mortera- Gutierrez, 2006, p313-337). zaytoon (2005) refers to blended learning model as it is a sort of learning and teaching in which E-learning complements traditional learning, because it employs E-learning tools, which includes computers, internet lessons, lectures, and training sessions which take place in real classrooms, such as; computer laboratories, and intelligent classes. In these classes, the teacher meets his students face to face in the same time every time. In this type of learning, the instructor leads the process of teaching and learning, but it does not mean that the instructor is responsible for students learning but it means that he is directing students' learning process, while students learn collaboratively with their peers all the time. Thus, mixed learning is usually, a student centered learning. (Zaytoon, H, 2005, p168-178)

The term ' blended e- learning' means that the opportunities of using e-learning individually in educational situations is much lesser if compared to using it in connection with other means or types in order to produce

blended e- learning. Lately, recent social software innovations have changed people's interactions with each other, and provide new opportunities for publishing personal data, and exploring new interesting issues. Moreover, students' expectations have been affected by these changes and accelerated the educational field. E-learning and blended learning have witnessed some changes which affects its future approaches, as it refers to the availability of new authenticity in using new technology in blending current teaching methods. The Blended learning enables to choose between an immense group of substitute resources on your personal computer which are available on international and regional digital stores which are accessed by creating personal accounts in order to provide a kind of personalization on blended learning on the internet. E-learning also, facilitates instructors' supervision which encourages mutual innovation. Additionally, it allows individuals to download educational content on laptops, e-books, and taking notes in the class. You can use text messages to access new innovations, and subscribe in e-games or multimedia and studying real methods of solving problems. (Littlejohn, A and Pegler, c, 2007).

One of the key advantages of blended learning is the flexibility it offers to learners. Particularly with regards to Hamdan Bin Mohammed e-University (HBMeU) model, the implemented blended learning approach addresses the 21st century learners' need for flexibility while minimizing the feeling of isolation experienced by learners' in full distance education. This feature is of high importance and relevance in a region where e-learning is still in its infancy and awareness to its viability and strengths is catching up. (Tamim, R .M. & Parahoo, S . K ,2011)

Blended E- learning gives us the ability to change the time and place of the practice, but it changes the nature of sources and tools which support learning and its means. Blended E-learning adds new dimensions which insure the relation between different places, giving the student the opportunity to learn in the school or the university, at work or at home environments. It provides flexible timetables for the learner and helps the learner keep the balance between his commitments in work and at home. It also, expands multimedia sources which could be used in the learning process. (Littlejohn, A & Pegler, C. 2007). In Addition, Blended E-learning adds new dimensions for the process of learning by Blending between place, time, and multimedia provides new capabilities ranging from different types of activities that could be accomplished by students, and the means that enable the student to cooperate using available e-tools.

Consolidating material and electronic space means that different communities could interact in different ways, which were hard to be imagined in the past, because it provides opportunities for synchronized (in the same time) unsynchronized interactions (in different time). Thus, new learning types and different types of dialogues take place. Besides, informational tools and sources enable students to constitute personal learning sources, in which they blend their innovations with scientific materials which were collected from different libraries around the world. This may arouse different questions about some traditional educational values, such as; who owns or controls knowledge? Because the modern learning activities challenge the customary means of learning and formulates new roles and literatures for teaching and learning process, moreover, it enables the learner to take control of the learning process instead of the instructor.

Despite of the flexibility of e-learning and blended learning, still there are various obstacles, they are:

- Defining the motivating power of change and making use of it.
- The necessity of finding continuous methods for learning because of the high cost of the educational process despite of its availability.
- Complex methods of the new teaching methods which affects the efforts being exerted on preparing for blended e- learning.
- The new interactive means and the free exchange of information need a strong concern about ethical issues.

All these issues have different effects on the users of this educational institution, because the principles of senior management and policy makers should provide new opportunities and logical justifications which support their adoption of blended e-learning, furthermore; the managers of e-learning should think of the needed levels of promotion and its economical effects. Sustainance team should provide advices for staff and students in universities, colleges, work environments or the individuals working in these fields. Staff members should think of new contexts for learning beside the other factors which affect blending and the interaction of all these elements. Everybody should take care of the ethical side of the new forms of interaction and the freedom of information exchange. (Littlejohn, A and Pegler, C. 2002). Therefore, different researchers have dealt with the efficacy of using blended e-learning in various researches such as; (Yilmaz, M.B and Orhan, 2010), (Siew-Eng,I et al. 2010), (Korkmaz,o and Karakus, u. 2009), (Hyde, R. and Jefferies, A. 2010), (Collopy, R. & Arnold, J. 2009); which assures the efficacy of blended e-learning in developing students' positive response toward curriculums as it contributes in developing students' thinking methods. also (Korkmaz,o & Karakus, u. 2009)

suppose the blended learning model contributes more to student critical thinking dispositions and levels, particularly at the sub-dimensions of open-mindedness and truth seeking (Korkmaz, o and Karakus, u. 2009, p 59).

THE STUDY

The aim of the research is to shed light on students weakness in the skills of teaching implementation in field education period in teachers college at King Saud University, referring to student teachers' complain of the difficulty of dealing with various behaviors inside the classroom. It, also, considers staff supervisors notes on students teachers and their weak skills in teaching implementation because they need to develop their skills, which encourages the researchers to use Blended Learning to develop teaching implementation skills of student teachers. Furthermore, students have studied teaching methods in the last term, which enables them to use e-learning in representing information and the theoretical part of performance skills. Moreover, they could use the normal classrooms in training students on skills of teaching implementation, and they could ask students to prepare assignments to be delivered electronically across the system of e-learning management. Thus, consolidating between different learning environments could achieve the main goal of blended learning besides suggesting a solution for the problem of the research. also The research tries to answer the following questions: What is the effect of using blended e-learning in developing teaching skills for student teachers? Which has sub questions:

- 1- What are the necessary teaching skills which should be taught to student teachers in Teachers college at King Saud University?
- 2- What are the main difficulties which confront students of field education in Teachers college in King Saud University?
- 3- What is the effect of using Blended Learning in developing teaching skills for student teachers?

The research use the Quasi- Experimental approach into one group; the sample was divided to four experimental groups (Mathematics (21) – Science (15) – computer (20) – Quran (15)). And The research limits to Students of field education in the teachers college at King Saud University, in the second term of the academic year (2010/2011) G 1432/1431 HJ, and It deals with teaching Skills which not excelled by student teachers in domains (The planning skills, learning strategies and classroom management skills , and evaluation skills.

In this research, the experimental groups use the blended E- learning in Field Education course, which employs E-learning tools (includes computers, internet lessons, lectures, and training sessions which take place in computer laboratory and intelligent class). The Learning management system of King Saud University (Blackboard) was used in E-learning classes. And we meet the students face to face in the same time every weak along the study period.

FINDINGS

To answer the first question “What are the most necessary teaching skills which should be taught to student teachers in Teachers college at King Saud University?” the researchers use an open questioner to introduced this question to sample consists of (100) faculty members, teachers, supervisors, and stallholders. We take the skills which ranked more than (90%) of the sample. They decided the most necessary teaching skills are:

1. The planning skills
2. learning strategies and classroom management skills
3. knowledge of subject matter skills
4. evaluation skills

To answer the second question “What are the main difficulties which confront students of field education in Teachers college in King Saud University?” the researchers use an open questioner to introduced this question to (20) faculty members in Teachers college home supervise the student teachers in schools during the period of practical study. We take the difficulties which ranked more than (85 %) of the sample. They decided the main difficulties in teaching skills are:

1. The planning skills
 - ❖ determining the educational needs of the student
 - ❖ planning for greater targets not for detailed information
 - ❖ designing suitable educational activities
2. learning strategies and classroom management skills
 - ❖ utilizing educational strategies that meet student needs
 - ❖ facilitating effective learning experience
 - ❖ involving students in problem-solving, critical thinking and creativity

- ❖ providing a climate that promotes justice
 - ❖ effective utilization of motivation methods
 - ❖ Effective time management and limiting time wasted. (time on task)
3. knowledge of subject matter skills
 - ❖ Fully understanding the basis and nature of the subject.
 - ❖ Having comprehensive knowledge of research methods.
 - ❖ Being able to integrate his subject with other subjects.
 - ❖ Ability to produce knowledge.
 4. evaluation skills
 - ❖ Self-evaluation.
 - ❖ Student evaluation.
 - ❖ Feedback.

To answer the third question “What is the effect of using Blended Learning in developing teaching skills for student teachers?” the researchers made the treatment of statistical analysis by T-test (**Paired Samples Test**), between the post and pre applied of Teaching skills scale card (TSSC) by observed the students teachers in classrooms, he differences between domains as revealed in table (1)

Table (1) the differences between domains

Domain	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Domain 1 planning	1.39112	.28509	.03383	41.116	70	.000
Domain 2 learning Strategies and classrooms management	1.46932	.29073	.03450	42.585	70	.000
Domain 3 Evaluation	1.60463	.35874	.04257	37.690	70	.000

The result in table (1) shows that there is a significant deference between the pretest and posttest in favor of the posttest, this finding indicates that the blended learning model contributes to developing the teaching skills especially over the four domains.

In Details, to check the development in teaching skills over Standards, table (2) shows the differences between standards over domains:

Table (1) The differences between standards over domains

Domain	Standards	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Domain 1 planning	determining the students educational needs	1.37089	.48403	.05744	23.865	70	.000
	planning for greater targets not for detailed information	1.49765	.61689	.07321	20.457	70	.000
	Designing suitable educational activities	1.34155	.50751	.06023	22.273	70	.000
Domain 2 learning Strategies and classrooms management	utilizing educational strategies that meet student needs	1.54930	.67504	.08011	19.339	70	.000
	facilitating effective learning experience	1.40141	.54360	.06451	21.723	70	.000
	involving students in problem-solving, critical thinking and creativity	1.38028	.45813	.05437	25.387	70	.000
	providing a climate that promotes justice	1.48944	.55330	.06566	22.683	70	.000
	effective utilization of motivation methods	1.52113	.62165	.07378	20.618	70	.000
Domain 3 Evaluation	Effective time management and limiting time wasted. (time on task)	1.52113	.46288	.05493	27.690	70	.000
	self-evaluation	1.51761	.51465	.06108	24.847	70	.000
	student evaluation	1.60161	.51729	.06139	26.089	70	.000

Domain	Standards	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
	feedback	1.72770	.65782	.07807	22.130	70	.000

The result in table (2) assess the result in table (1), its shows that there is a significant deference between the pretest and posttest in favor of the posttest, also this finding indicates that the blended learning model contributes to developing the teaching skills in standards over domain.

Generally, the Results of statistical treatment indicated that there were significant differences between means of pre-post treatment in Experimental group in favor of posttest. As Students thought, these results indicated that Blended E- Learning helped them to improve their Teaching skills.

CONCLUSION AND DISCUSSIONS:

This finding is compatible with the literature In: a study investigated the experiences of pre-service English teachers in blended learning environment (BLE) in respect to their learning approaches. Yilmaz and Orhan (2010) revealed that pre-service English Language teachers were in general highly satisfied with the blended learning environment (BLE). In addition, it stated that the courses that designed for the blended learning environment (BLE) contribute to the achievement of the students with surface learning approach. Based on these conclusions, BLE advised for training of pre-service English Language teachers with different learning approaches.

Yaman & Ggraf (2010) study Evaluated an international Blended learning cooperation project in biology teacher education, the result showed that: In-class sessions, individual learning, exercises and application ranked higher than online phases, group work, discussions and information exchange. Items evaluating the overall concept received relatively high ratings. Despite the cautious ratings some items received, the positive overall results support efforts to further develop such international teaching concepts.

Korkmaz, Özgen & karakuş, Ufuk (2009) examined the impact of blended learning model on student attitudes towards geography course and their critical thinking dispositions and levels, the study aims to determine the impact of blended learning model on student attitudes towards Geography course and their critical thinking dispositions and skills. They used the experimental pattern with pretest-posttest control group. The participants of the study consisted of (57) High School students (28 in the experiment group and 29 in the control group). The experiment group was subject to hybrid learning through the Geography web page, while the traditional learning model used for the control group. The study demonstrated that Blended learning model contributed more to student attitudes toward geography course and blended learning model contributed more to student critical dispositions and levels when both of them were compared to the traditional learning model; and there was a positive correlation between student attitudes toward geography course and their critical thinking dispositions and levels.

Brooks, Lori. (2008) analysis the factors that affect faculty attitudes toward a blended learning environment, he examined faculty attitudes toward a blended learning environment which includes traditional face-to-face interaction as well as an Internet component. 107 university faculty members in various degree programs completed the Faculty Attitudes Towards Technology-based Distance Education survey on blended learning. Of these, 57 (53.3%) were female while 50 (46.7%) were male. The most common age group was 31 to 40 years old. The qualitative results confirmed the quantitative results in that faculty with more positive attitudes toward a blended learning environment also tended to have a positive perception of educational technology, and pay/monetary rewards and work recognition were important incentives while time requirement was an obstacle.

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Appendix (1)
Teaching Skills Scale card
(TSSC)

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2011

Teaching Skills Scale card
(Isman, A et al , 2011)

Domain	Standards	Indicators	score
planning	determining the educational needs of the student	The teacher designs activities to explore the students' need and talents.	
		Uses different methods to determine the students' level of understanding.	
		Encourages students to reflect about their life and personal experience.	
		Uses dialogue as a means of knowing the needs and experience of students.	
		Involves students in setting targets for the educational plan and its components.	
		Determines the stages of lesson planning according to student needs and implements them during the time available.	
	planning for greater targets not for detailed information	teacher makes an integrated and comprehensive study of his subject to set his plan.	
		Adds to his plan motivating activities to encourage research.	
		Sets educational objectives to develop critical thinking and methods of problem solving.	
	Designing suitable educational activities	Teacher designs activities that increase effective learning time.	
		Designs educational units and lessons in the light of long-term objectives.	
		Plans lessons on the bases of his knowledge of the subject and the students.	
		Designs educational activities that allow the use of diverse strategies such as peer and cooperative education.	
		Total Domain score (13)	
		Ratio	
learning strategies and classroom management	utilizing educational strategies that meet student needs	Teacher involves all students in diverse educational experiences suitable to their skills and talents.	
		Uses different strategies to present concepts, introduce skills and explain the subject.	
		Gives students open-ended questioned and facilitates discussion to clarify and motivate the student's thinking.	
		Diversifies educational strategies to promote active student participation.	
		Utilizes technology to improve student learning.	
	facilitating effective learning experience	Teacher provides independent and cooperative learning opportunities.	
		Divides students into groups to promote interaction and learning.	
		Encourages positive interaction and cooperation among students.	
		Assists students in decision-making, time management and the sound	

Domain	Standards	Indicators	score
	involving students in problem-solving, critical thinking and creativity	utilization of subjects through learning activities.	
		Encourages students to apply what they have learnt in educational and life situations.	
		Encourages students to be inquisitive, have initiative and show creativity.	
		Assists students to make a thorough and critical study of the subject and its questions.	
		Involves students in problem-solving activities and encourages various ways to reach solutions.	
		Encourages students to put forth critical questions.	
		Helps students to analyze content and reach correct inferences.	
	providing a climate that promotes justice	Helps students to reflect on how they are being taught.	
		Helps students to respect each other regardless of their differences.	
		Assures equality and respect in the classroom.	
		Encourages students' achievements and participation without discrimination.	
	effective utilization of motivation methods	Handles inappropriate behavioral patterns in a fair way.	
		Creates a favorable educational and learning climate to encourage classroom interaction.	
		Utilizes effectively tools and equipment available in the classroom.	
	effective time management and limiting time wasted. (time on task)	Designs audio-visual aids suitable to the environment, lesson and learners.	
		Teacher achieves lesson objectives during the time limit of the lesson by using time effectively.	
		Utilizes verbal and non-verbal means to attract and maintain attention.	
		Adopts flexibility in teaching the lesson within the time scheduled for it.	
		Utilizes time in a manner that would ensure smooth transfer and progress from one stage to another.	
	Regulates classroom behavior.		
Total Domain score (28)			
Ratio			
knowledge of subject matter	fully understanding the basis and nature of the subject.	uses his subject in educational activities.	
		Analyses the subject and defines its main elements.	
		Utilizes the correct terminology.	
		Clarifies the main concepts of the subject.	
		Utilizes diverse strategies to explain the concepts and the skills in a simplified manner.	
	having comprehensive knowledge of research methods	Follows up the latest development in his subject.	
		Utilizes learning sources and the various technological methods to obtain information and knowledge and encourages students to use them.	
		Utilizes systematic observation in understanding the aspects related to the educational situation and the surrounding environment.	
		Guides students to solve problems in a scientific manner.	
		Puts forth key questions related to a particular phenomenon.	
	being able to integrate his subject with other subjects.	Relates between the concepts of his subject and those of other subjects.	
		Clarifies the relationship between the context of his subject and that of other subjects.	
		Utilizes the fundamental concepts of his subject to resolve problems related to other subjects.	
	ability to produce knowledge	Classifies data and information into harmonious groups and trains students to do the same.	
		Analyzes available information and trains students to do the same.	
		Combines between unrelated parts and makes them meaningful.	
Deduces new knowledge from available information.			
Thinks in a flexible way and accepts new things.			
Encourages student to criticize what is customary and not give in to			

Domain	Standards	Indicators	score
		tradition.	
		Helps students to discover contradictions.	
Total Domain score (20)			
Ratio			
evaluation	self-evaluation	Studies and reflects about the results of his action and decisions concerning students and colleagues.	
		Uses different tools and methods to evaluate his performance.	
		Encourages students to evaluate themselves and each other.	
		Designs tools for self-evaluation with the help of students and colleagues.	
	student evaluation	designs new and creative tools for evaluation	
		Utilizes authentic evaluation methods such as student portfolios to know the student's level.	
		Determines the weaknesses and strengths in students.	
		Designs preventive as well as curative activities to overcome the student's weak points.	
		Designs rich activities to reinforce the strengths and speed up the educational process.	
		Involving students with special needs as well as the gifted in classroom activities.	
	feedback	Involves the family in evaluating the student with the aim to promote learning and performance.	
		Utilizes evaluation results to promote his performance.	
		Utilizes the opinion and evaluation of students to improve his performance.	
		Encourages students to express their views and feelings towards certain situations and educational activities.	
Total Domain score (14)			
Ratio			
Total score (75)			
Ratio			