EFFECTIVENESS OF BLENDED LEARNING

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Henryson (2020) states that the transition to blended learning has placed students and educators in a whole new world. Therefore, educators need to stay connected with their students as much as possible. Teachers should plan to hold at least some live classes to observe the effects of the class and connect with the students individually over time. Recorded lessons or interactive worksheets cannot replace live interactions. Therefore, if the teacher finds an accessible way to connect with the learners, the students can work well during distance learning. When instructors pay attention to potential problems, make connections, and take advantage of the many tools available, they can help students adopt and adapt to new realities. In addition, Loeb (2020) states that blended learning has grown too large among K12 students in recent years. Teachers help facilitate virtual discussions between students, assign homework, and follow up with individual students. However, to teach effectively, teachers need to allow students to engage in thoughtful research, and in most cases, students need to interact with each other effectively. Online courses are generally not as convenient as face-to-face classes, but it is better than no classes.

Moreover, Marineni et al. (2020) stated that the sudden and unexpected global shift to blended learning creates difficulties in several aspects, including access to online systems, the abilities and teaching methods of blended learning teachers and students, and the requirements of a particular field of study. Therefore, the effectiveness of blended learning, which can lead to student academic excellence, is about the appropriate infrastructure, the faculty's ability to adopt an online teaching approach to the subject,

and how students adapt to it. It depends on understanding and experiencing the transition. Without these, learning is ineffective.

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