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## DESIGNING AND EVALUATING THE IMPACT OF USING A BLENDED ART COURSE AND WEB 2.0 TOOLS IN SAUDI ARABIA

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### ABSTRACT

Aim/Purpose	This study designed and evaluated the impact of using a blended course and Web 2.0 tools into the “Design Fundamentals and Elements” course of a fine arts bachelor’s program at a Saudi Arabian university. The study also examined how students used Web 2.0 tools to improve their learning in the design of a blended (hybrid) course following the Quality Matters™ Higher Education Rubric (QMHER).
Background	Web 2.0 tools such as Voki, YouTube, Pinterest, and Instagram feature educational technology that offers resources, helps instructors submit their lesson plans, create presentations, and conduct online student meetings.
Methodology	The research adopted a mixed-method approach: a qualitative and quantitative pilot study. Data were collected through a pre-survey, pre-test, and post-test for one focus group, and in-depth individual interviews.
Contribution	Blended courses should be integrated with the QMHER and Web 2.0 tools into art and design curricula. Art and design teaching and learning should be transformed through Web 2.0 tools, allowing students to explore their design capabilities in the fine arts, art education, interior design, fashion design, and graphic design fields.
Findings	The findings revealed three themes in the data: 1) how to design blended learning best with the QMHER in an art education course, 2) Voki’s impact on learning 21st-century skills in a blended course, and 3) Voki’s impact on personal interactions from students’ perspectives.

**The full paper was previously published as the following and is being presented at this conference:**

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Recommendations for Practitioners	The study suggests that blended courses featuring Voki animation activities play an important role in art education during the Covid-19 pandemic; students' favorite Web 2.0 tools can improve their learning, and Voki can offer a new method and animation tool that can be integrated into activities for art students.
Recommendations for Researchers	Blended courses using Voki should be implemented as they can lead to improvements in students' 21st-century skills (including technology literacy, creativity, decision-making, problem-solving, and collaboration and communication).
Impact on Society	The QMHER was valuable for students' understanding of the course requirements and to improve their grades. Moreover, many Web 2.0 tools were helpful in teaching and learning art and design concepts. The findings highlight how students' 21st-century skills increased using Voki in a blended course.
Future Research	The QMHER should be applied internationally to online and blended higher education courses.
Keywords	blended course, Web 2.0, fine art

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