

THE EFFECT OF USING BLENDED LEARNING ON DEVELOPING LEARNING MOTIVATION AND ACADEMIC ACHIEVEMENT OF THE STUDENTS OF THE COLLEGE OF EDUCATION AT KING SAUD UNIVERSITY: EXPERIMENTAL STUDY

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***Abstract** _ The current study aimed at investigating the effect of using blended learning with the students of the College of Education at King Saud University and measuring its effect on developing learning motivation and increasing academic achievement. To achieve the objective of the study, the quasi-experimental approach was used, and the researcher developed the blended learning program following ADDIE model for educational design. At the beginning of the experiment, the researcher applied the motivation pre-test to check the adequacy of both research groups. Then he applied the teaching plan to the students of both groups through delivering all lectures face to face using the e-learning tools by making use of Blackboard and digital content which he prepared electronically along with educational forums and electronic assignments. He kept using traditional teaching with the control group. At the end of the experiment, the researcher carried out a post-test of the research tools. The findings showed a difference between the distribution of grades in the post-test of the members of both groups (the experimental and the control groups) in favor of the experimental group in the variable of learning motivation. There was no difference in the distribution of grades of the post-test of the members of both groups in academic achievement. The study recommended that blended learning should be used in education, training courses and workshops be held for staff members on the use of blended learning in education and that financial as well as moral incentives should be given to staff members who use blended learning.*

Key words: *blended learning, learning motivation, academic achievement*