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مجلة تنمية الموارد البشرية

Pedagogical Challenge of Distance Learning: Between Advantages and Constraints

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Highlights

- Distance learning at university provides increased access to knowledge, enabling learners from diverse backgrounds to pursue various educational programs.
- This study is based on theoretical research grounded in a review of the literature on distance learning.
- Our contribution aims to identify the advantages and constraints of distance learning and to propose new avenues for improving the quality of learning by promoting blended learning.

Key words: Distance Learning, Face-to-Face Learning, Teacher–Student Relationship, Technological Innovation, Motivation.

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Abstract

At present, thanks to technological advances, distance learning at the university offers increased accessibility to knowledge, allowing learners from diverse backgrounds to pursue education without geographical constraints. However, such accessibility does not necessarily ensure equity in learning, as it relies on digital infrastructures that are often unevenly distributed across the country, thereby deepening the technological divide, and also raises questions about the quality of learning. In this context, active participation, student engagement and knowledge construction require adapted strategies to avoid passive and fragmented learning. Additionally, the absence of direct human contact can have psychological repercussions on students. Moreover, the assessment of learning outcomes remains a crucial issue, balancing the need to ensure the integrity of evaluations with the adaptation of knowledge assessment methods.

Our contribution will be based on a theoretical study grounded in a review of the literature on distance learning, in which we identified presentations of the results of empirical studies conducted in the field. It aims to identify the advantages and limitations and to propose new avenues for improvement by promoting hybrid teaching.

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العنوان **التحدي التربوي للتعليم عن بعد: بين المزايا والعوائق**

الملخص:

بفضل التقدم التكنولوجي انتشر التعلم عن بُعد في الجامعة في الأفق التعليمي المعاصر، فأصبح يسمح للوصول الأوسع إلى المعرفة، مما يُتيح للمتعلمين من شتى البلدان بمتابعة التكوين دون أي قيود جغرافية. مع ذلك، لا يضمن هذا التوافر بالضرورة العدالة التعليمية، إذ يعتمد على بنى تحتية رقمية غالبًا ما تكون غير موزعة بالتساوي على أنحاء البلاد، مما يُفاقم الفجوة التكنولوجية، ويُثير أيضًا تساؤلات هامة حول طبيعة جودة التعلّم.

من خلال ذلك، فإن المشاركة النشطة، والتزام الطلبة، وبناء المعرفة، يتطلب استراتيجياتٍ مُكيّفة من أجل تجنب التعلّم السلبي والمُجزّأ، كما أن غياب التواصل البشري المباشر قد يُؤدّي إلى عواقب نفسية لدى هؤلاء الطلبة. إضافةً إلى ذلك، يبقى تقييم المعرفة المكتسبة مسألةً جوهرية، تكون بين ضرورة ضمان نزاهة التقييمات وتكييف أساليب تقييم المعرفة .

ستعتمد هذه المساهمة على بحث نظري قائم على استطلاع الأدبيات التي تتناول التعليم عن بُعد، حيث قمنا بعرض نتائج دراساتٍ تجريبية أُجريت ميدانيًا. إنها تهدف إلى التعرف على مزايا وعيوب الطريقة التعليمية عن بعد، بهدف اقتراح سبل تحسينها من خلال تعزيز التعليم المختلط الهجين الذي يجمع بين التعلم عن بعد والتعلم الحضوري.

الكلمات المفتاحية: التعلم عن بُعد، التعلم الحضوري، علاقة الطالب / لمعلم، الابتكار التكنولوجي، الدافعية.

Titre **Défi pédagogique de l’enseignement à distance : entre avantages et contraintes**

Résumé

Actuellement, grâce aux avancées technologiques, l'enseignement à distance à l’université, offre une accessibilité accrue aux savoirs, permettant aux apprenants de divers horizons de suivre des formations sans contraintes géographiques. Toutefois, cette accessibilité ne garantit pas nécessairement une équité d’apprentissage, car elle repose sur des infrastructures numériques souvent inégalement réparties dans le pays, accentuant ainsi la fracture technologique et elle soulève également des interrogations sur la qualité de l’apprentissage. Durant laquelle, la participation active, l’engagement des étudiants et la construction du savoir nécessitent des stratégies adaptées afin d’éviter un apprentissage passif et fragmenté. Aussi, l’absence de contact humain direct peut entraîner des répercussions psychologiques chez les étudiants.

De plus, l’évaluation des acquis demeure un enjeu crucial, entre nécessité de garantir l’intégrité des évaluations et adaptation des méthodes de contrôle des connaissances.

Notre contribution s'appuiera sur une recherche théorique basée sur la consultation de la revue de la littérature traitant l'enseignement à distance, dans laquelle on a trouvé l’exposition des résultats d’études empiriques réalisée sur le terrain. Elle vise à identifier les avantages et les contraintes et de proposer de nouvelles pistes d’amélioration en favorisant l’enseignement hybride..

Mot clés: Enseignement à distance, Enseignement en présentiel, Relation Enseigné / Enseignant, Innovation technologique , Motivation

Introduction

Today, distance learning is an innovative teaching method, - also commonly referred to as e-learning, distance education, online education, or correspondence courses - enables students to receive training and obtain a recognized qualification or diploma without the need to physically attend a school or university. In this way, *"Distance learning therefore, by definition, involves a separation in space and time between teaching and learning activities"* (Glikman, 2002, p. 12). This highlights the importance of taking learners' needs into consideration and carefully examining the different training modalities. (Depover & Marchand, 2002); (Sanchez et Paukovics, 2023, p.5).

Distance learning presents both significant advantages and disadvantages. On the one hand, flexibility, lower costs, and access to a wide range of resources make it an attractive option for many university students, offering them the opportunity to personalize their learning experience.
On the other hand, the lack of social interaction, reliance on technology and the need for self-discipline can pose major challenges.

However, this form of learning is not new. As early as the 1930s in Australia, *"The School of the Air"* allowed children living on remote farms to receive schooling via radio. Later, in 1962, educational television took off in France when Henri Dieuzeide became the head of *Radio Télévision Scolaire (RTS)*. (Sanchez et Paukovics, 2023,p.4).

Traditionally, the learning process is based on the pedagogical triangle: teacher, learner, and knowledge; however, in distance learning today *"the object of pedagogy is neither the teacher, nor the knowledge, nor the learner, but the activity that brings them together"* (Morandi, 1997, p. 20). Consequently, it is the activity itself that determines the act of learning and the process of acquiring knowledge. Therefore, the learner is considered a main actor in the educational process, just like the teacher-if not, in fact, the primary agent of his/her own learning.

Thus, this modern teaching method offers a wide variety of programs , it is carried out online through numerous tools and resources such as videos, videoconferences, interactive worksheets, audiobooks and more - without the physical presence of a teacher. Currently, the e-learning market is booming, as it relies primarily on digital learning using various online-accessible tools. As highlighted by Elke Nissen and colleagues (2017), these developments and enhancements stem from a range of academic disciplines, bringing together complementary methodological frameworks, including educational sciences, language sciences, educational technologies and language didactics.

- **Distance Learning and the COVID-19 Pandemic**

At the beginning of the 2020s, the health crisis brought to light, for the general public, the many benefits of remote work. To limit the risk of contamination among employees, companies made widespread use of teleworking. Parents also came to appreciate online classes, which allowed all students to continue their education from home - whether or not they were affected by COVID-19 (or any other illness). This made it possible for them to attend lessons via a screen, an effective way to reduce the risk of spreading COVID-19 within families. During this health crisis, distance learning was able to effectively substitute for schools and universities; ensuring educational continuity despite the circumstances.

In reality, the use of distance learning emerged well before the lockdowns caused by COVID-19. As early as 2019, the *Conférence des Grandes Écoles* (CGE) promoted the integration of digital

technology in pedagogy and recognized schools' expertise in distance education by creating the 4 Digital label[1], aimed at institutions that were the most advanced in online teaching. However, the pandemic acted as a catalyst and reshaped the educational landscape, in fact *"The two years of the pandemic clarified the emergence of four distinct pedagogical formats: in-person, synchronous online, asynchronous online and hybrid."*[2]. As a result, this crisis required universities to adopt new methods and implement distance and online teaching and learning strategies.

In this regard, recent technological advances, combined with global events such as the COVID-19 pandemic, have propelled distance learning to the forefront, to the point where it is now seen as an ideal solution.

This form of teaching has become an essential mode of training, and many training institutions have embraced this evolution - particularly in the academic sector, where the numbers of institutions offering this approach have steadily increased in recent years.

Based on all these developments, several key questions arise: What are the advantages and disadvantages of distance learning? Can distance learning truly replace face-to-face teaching?

The aim is to address these questions; we will rely on theoretical research in the field of learning, by consulting the literature review dealing with distance learning, in which we identified presentations of the results of empirical studies carried out in practice. This contribution aims to identify the advantages and limitations and to propose new avenues for improvement by promoting hybrid teaching. So, we are dividing our presentation into three sections;

The first section will focus on the advantages of distance learning, highlighting some of its positive aspects and key benefits. However, the second section will examine its disadvantages, concentrating on a few negative aspects, challenges and limitations associated with this type of teaching.

Finally, the third section will be dedicated to hybrid or blended learning, which represents an ideal solution and a balanced approach combining both in-person and distance learning. However, this overview is not exhaustive, as there are many other advantages and disadvantages that could also be explored.

Regarding the selection of documentary sources, we focused, within the inclusion criteria, on a range of recent scientific references from 2019 to 2024 dealing with the topic of distance learning, with the exception of a few classics addressing the pioneering theorists of learning. As for the exclusion criteria, we did not consult documentation on distance learning intended for primary and secondary school students, nor that written in English.

1. Advantages of Distance Learning

1.1 Economic Benefits

This method removes geographical barriers, making education accessible to university students worldwide - even to those living in remote areas - They can enrol in some of the most prestigious universities. Students are not required to relocate or live in university housing, which means they do not have to pay accommodation costs, often a significant expense in traditional education. This approach also enables considerable savings, by reducing the carbon footprint through lower transportation costs (bus, air travel, car, etc.), and to save time for students and professionals.

[1] The 4DIGITAL label recognizes and highlights the ability of higher education institutions to implement innovative and efficient systems that support digital and distance learning.

[2] Synchronous sessions are broadcast live (in real time), asynchronous ones can be accessed on demand (at any time), and hybrid courses are face-to-face classes that can also be attended remotely.

Moreover, tuition fees for online programs can be lower than those of many traditional institutions, since institutions are not required to cover the operational costs associated with maintaining classrooms or ensuring the physical presence of instructors.

In addition, this flexibility also allows disadvantaged students, those with low incomes, or individuals whose family situations make commuting difficult to attend classes without incurring travel expenses or purchasing school supplies.

In this context, Ennadi Mouad and Yassafi Moussa emphasize that financial accessibility is a decisive factor for many students who wish to pursue their studies without going into debt. This dynamic encourages the democratization of access to education, enabling a larger number of learners to benefit from quality training programs.

1.2 Flexible Scheduling

This type of education offers flexible scheduling, allowing students to receive their courses at home.

and they can access lectures and educational materials at any hour, since all the necessary resources - communication channels, discussion forums, and course content - are stored in databases and emails, making them easily accessible. In contrast, in the traditional education system, students must attend classes in person, take notes, or request an appointment with the instructor to obtain any missing information.

In this way, this online environment can provide learning tailored to individual needs, offering the flexibility required to integrate learning into daily life by choosing study times that fit one's personal schedule. It allows students to feel much more independent to establish their own learning pace and adapting their studies to their specific rhythm and lifestyle.

Therefore, learners benefit from greater flexibility and adaptability in scheduling**,** enabling them to balance their professional careers (if they are employed), their studies, and their personal lives. This allows them to adjust their timetables according to their individual needs, without being constrained by fixed schedules. This new form of pedagogy makes it easier for those who work or pursue a double degree to manage their time more effectively.

According to the study by Ennadi Mouad and Yassafi Moussa, this autonomy is a major source of satisfaction for students, as it empowers them to become the architects of their own educational journey**.**

1.3. Organization

Students can personalize their learning environment by creating a personal, simple and affordable study space that is conducive to learning and adapted to their individual needs. This may involve eliminating sources of distraction, setting up a suitable and comfortable workspace and ensuring that all the necessary tools and materials are within easy reach. Unlike in a traditional classroom, students do not have to carry a large amount of school supplies with them, which makes studying at home more practical and comfortable.

Online courses are adapted to learners' activities, allowing them to study at their own rhythm, revisit difficult concepts as many times as needed, and better absorb the information presented. Thus, recorded lessons can be reviewed, and this repetition reinforces concentration, comprehension and memory retention**.** It also provides the comfort of progressing more quickly through simpler topics and dedicating more time to challenging ones. In many cases, courses are accompanied by exercises

that students must complete and submit, which are then corrected by instructors. Debates and lectures are presented in the form of videos and podcasts, which can be watched, paused and replayed at any time to ensure effective learning. This allows students to have a better chance of understanding and retaining the content of their courses, thereby strengthening and sustaining their skills and knowledge over time. However, this advantage largely depends on the learner's initial level of motivation.
However, learners must demonstrate strong organizational skills in order to study independently according to their individual learning pace (managing their time effectively and conducting research). A gradual work pace, with course materials delivered progressively according to the student's schedule, facilitates this organization.

1.4 Online Accessibility to Desired Specializations and Programs

Students have the complete freedom to choose the program that best matches their goals and allows them to develop new skills and achieve their pedagogical objectives. For each specialization, field, or degree, they have the opportunity to choose among various institutions, enabling them to seize the best educational opportunities available to them.

Thus, distance learning is accessible to everyone, including people with different lifestyles and professional situations. This includes employees who wish to resume their studies, advance within their company, or retrain in other professional fields; individuals undergoing professional reintegration; students pursuing a double degree; and job seekers aiming to improve their skills to secure employment. It is also common for some students to combine in-person university studies with a distance-learning program in another field of interest.
Moreover, distance learning supports work-study programs, as students who wish to work full-time or part-time can continue their education without interruption.
It also fosters student agility and the development of remote collaboration skills with their peers, aligning learning with a professionalization approach.

Similarly, distance learning takes an inclusive approach for people with disabilities or serious health conditions that prevent them from travelling to attend regular in-person classes, they can overcome many of these barriers and freely choose the specializations and training programs that best suit their needs and aspirations.

All these situations can lead to significant timesaving, as distance learning offers an effective and flexible way to better balance studies and personal life with the possibility of combining several training programs simultaneously.

1.5 Acquisition of New Technical Skills

The implementation of distance learning via e-learning platforms allows for the provision of a wide range of educational content -videos, quizzes, podcasts, assignments, tutoring, academic articles, etc.-, and encourages the expansion of multiple learning platforms (MOOCs, forums, webinars, etc.). These platforms give students access to a diverse international array of scientific and academic resources, enabling them to benefit from a rich and valuable learning experience tailored to their level and learning pace. The study by Ennadi Mouad and Yassafi Moussa confirms that this broad spectrum of resources enhances knowledge acquisition and interacts positively with the different types of intelligence among students.

Also, this form of learning will enable students to acquire new competencies in digital**,** including content management platforms, collaboration tools, and basic technical troubleshooting.

They also learn to communicate remotely through software such as Skype, Dropbox, Slack, Trello, and Basecamp-tools that are increasingly common in companies around the world. Mastering these software tools enables students with the skills needed to succeed in a virtual work environment**.**

Today, distance-learning tools are becoming increasingly innovative and personalized, which one of the most powerful tools for remote access is Splashtop for Education,which allows students to remotely access computer lab desktops from their own devices (laptops, tablets and smartphones), without needing to be physically present**,** through operating systems such as Windows, Mac, iOS, Android, and even Chromebook. At the same time, teachers can use these tools to increase their own efficiency as well as that of their students.

1.6 Mobilization of Qualified Teachers

One of the key challenges for teachers in distance education is the need to demonstrate an even greater ability to adapt it in traditional classroom teaching, in order to maintain students' attention and engagement. Teachers benefit from greater freedom in designing their courses, using videos, interactive tools, and audio sources such as podcasts.

They can also, when necessary, access learners' devices remotely to ensure participation and regular attendance.

This mode of teaching makes it possible to mobilize teachers from around the world and bring together students from different campuses around a shared topic.

The real advantage is that, thanks to national and international academic networks, students can enrol in programs that match their interests and career goals without having to relocate**.**

From then on, online learning programs attract students from all over the world.This diversity of perspectives will enable teachers to enrich online discussions and enhances intercultural understanding. As a result, grasping new ideas and viewpoints from students with different backgrounds not only broadens learners' horizons, but also enhances their educational experience and better prepares them to achieve their future career goals.

1.7 Essential Qualities for Succeeding in Distance Learning

This individualization of learning encourages deeper engagement in the educational process by fostering a sense of autonomy. Each student can set their own pace and progress according to their abilities and level of understanding, while benefiting from personalized support, guidance and nearly unlimited mentoring from a learning coach or instructors throughout the entire program - even in the event of difficulties or failure.

However, based on a review of the literature, distance learning requires certain key qualities, the most important being: motivation, self-discipline, and self-management.

Personal motivation is an essential skill to develop throughout the learning process. It varies from one student to another depending on their goals and personal circumstances. Edward Deci and Richard Ryan (2000), developed Self-Determination Theory (SDT), an approach to human motivation based on the satisfaction of three fundamental psychological needs: autonomy, competence, and social relatedness. This motivation is essential for well-being and psychological health.

In an online environment, learners must cultivate strong time management skills, maintain their motivation and stay focused in order to finish their activities on time.

Therefore, from the very beginning, it is essential to develop self-management skills in order to define one's own tasks, set deadlines and organize the day effectively to achieve these goals. In doing so, the student becomes more responsible, gradually acquiring self-discipline and greater maturity**.**

MOTIVATION	SELF-DISCIPLINE	SELF-MANAGEMENT
-key factor in succeeding in distance learning. -Essential for achieving everything the learner undertakes.	- The ability to impose rules and actions on oneself in order to achieve goals. -Discipline and structure are naturally supported in a traditional learning environment (classroom, teacher, schedule).	- Involves setting short- and medium-term goals and sticking to them, respecting the training program's schedule, and maintaining consistency over time,...

It has been observed that distance learning has many advantages, but it is not without drawbacks, which we will attempt to address the most important ones.

2. Disadvantages of Distance Learning

2.1 Student–Teacher Relationship

One of the main constraints of this system is the difficulty of learning alone at home, since many students need consistent support and strong social interaction to feel comfortable in their learning process. Although individual follow-up can be provided by a teacher through modern communication technologies such as; Skype, phone calls, emails, or chat platforms, ... This can never fully replace real, in-person contact with a teacher who provides live explanations and demonstrations followed by discussion. By contrast, in a traditional classroom, students can easily interact with their teacher a few minutes after class or communicate face-to-face during office hours, which strengthens their learning experience.

Thus, in many cases, the physical absence of the instructor can be detrimental, particularly when the subject matter is highly technical (such as taxation, law, finance, or economics). Students are generally left to their own devices and may find it more difficult to ask precise questions when they do not fully understand certain concepts. In contrast, learners attending collective in-person classes tend to develop reflexes of solidarity and knowledge sharing, which facilitate the learning process.

2.2 Challenges Faced by Teachers

In a physical classroom environment, teachers can usually identify difficulties in real time, and students are more likely to ask questions. In an online environment, however, collaboration becomes more challenging due to the lack of immediate interaction, teachers face greater difficulties in supervision, providing guidance and cannot offer the same level of individualized attention when they are unable to see each learner's screen. Accordingly, they often struggle to determine whether students are truly understanding and making progress. As a result, some of them may fall behind due to a lack of understanding.

In addition, teachers are often limited in the way they can assign group work, particularly because of the lack of hands-on activities (such as labs and workshops) and the difficulty of organizing fair assessments, where the risk of plagiarism or cheating is high.[3] For these reasons, over time, some

[3] Today, in most cases, students enrolled in a distance-learning training must go to the university to take their exams, which are conducted synchronously with on-campus students and cover the same exam subject. In some cases,

teachers may lose interest in this mode of instruction, as it can lead to a decline in teaching quality. As noted by Héger Gabteni, Dean of Research at Paris School of Business (PSB): *"Distance learning can lead to a depersonalization of teaching, as interactions are limited."*

Consequently, online teaching staff must reinvent their way of working in order to overcome spatial, physical and emotional distance and to combat participant passivity. Generally, these adjustments in classroom organization, content restructuring, pedagogical activities and group management. (Othman, 2024, p.63).

Also, that teachers must develop activities and interactions which, according to Jean Piaget (1975) the founder of constructivism, *"On the one hand*, engaging in activities promotes the evolution of the learner's cognitive structure through the reorganization of cognitive schemes, following periods of disequilibrium and subsequent major re-equilibrations.

On the other hand, during these activities, interactions with the teacher or among peers create socio-cognitive conflicts that foster the learner's cognitive development. " (Caron, 2021, p.106). As stated by Lev Vygotsky (1934), developed the sociocultural theory of cognitive development.

Currently, Connectivism theory, developed by George Siemens and Stephen Downes (2000), is discussed as an approach to learning adapted to the digital age.

2.3 Need for Self-Discipline and Motivation

This way of learning is primarily intended for individuals characterized by self-discipline and strong motivation, as it requires significant effort and commitment to make effective use of the educational materials provided.

To succeed in distance learning, self-discipline is essential. Unlike traditional teaching, online courses do not impose fixed meeting times with instructors or strict deadlines. The student is more autonomous, freer and less guided. They must follow a course schedule, set clear goals and keep these priorities in focus to stay motivated. Throughout the distance learning, it is crucial to remain responsible, disciplined, and engaged in order to complete the program and earn a diploma.

Moreover, the authors argue that this self-discipline is not characteristic of all students, as not everyone possesses the necessary skills to organize themselves effectively and make the required sacrifices.

Some learners may be more prone to procrastination, investing less energy in their studies, especially after a long workday or during their free time and leisure hours.

Therefore, this mode of learning is less suitable for individuals who struggle with organization and concentration, as they may benefit more from structured and supervised learning environments.

2.4 Lack of Social Interaction

Distance learning, due to its individual learning format and the absence of classmates tend to isolate students, who making them less inclined to participate and share their ideas. This, in turn, limits opportunities for collaborative learning. Unlike traditional learning environments, where face-to-face classes encourage exchanges, discussions and lively interactions between teachers and peers, online learning often lacks this dynamic.

universities have foreign partners who can organize exams near the student's place of residence. (Bottin-Rousseau et Beust, 2019, p.37).

Practically, this lack of interaction can lead to feelings of disengagement and boredom, weaken relationships with classmates and teachers, and have negative effects on motivation and academic commitment, even increasing the risk of dropout. In this context, Ennadi Mouad and Yassafi Moussa emphasize that human contact is essential to foster intellectual debate and the exchange of ideas—two crucial elements in the learning process.

2.5 Degrees Requiring In-Person Training

Not all degrees can be fully completed without face-to-face instruction, as some professions require traditional training in specialized institutions. For example, learning to fly an airplane or perform a surgical operation cannot be done online. For some professions, experience and skills must be acquired through hands-on, real-world practice not solely in front of a screen.

2.6 Increased Dependence on Technology

An increased reliance on technology is another significant disadvantage of distance learning. All students must have access to reliable computer equipment - whether a desktop or a laptop - as well as a high-speed and stable Internet connection in order to access the platform and all the educational resources necessary to follow their courses effectively.

However, not all students have equal access to these resources, which can create inequalities and hinder the learning process. In addition, managing technological tools can also be a challenge for some students are not proficient in using them, as a result, they may struggle to navigate virtual learning environments, which can delay their progress and increase their stress levels.

Likewise, technical problems such as Internet outages, hardware failures, or software malfunctions can significantly disrupt students' educational journey, leading to frustration and discouragement. These difficulties can, however, be partially mitigated if the training institution provides innovative and efficient support tools to assist learners when problems arise.

Moreover, the development of e-learning aims to enable the effective delivery of distance learning through the use of new technologies, in which the computer becomes a daily working tool that provides a certain level of ease.

2.7 Health Issues Related to Distance Learning

Participating in distance learning requires spending long hours in front of a computer, daily computer use over the long term can contribute to can lead to a range of health issues, such as; visual fatigue, myopia, and the harmful effects of blue light on visual acuity. All these factors can lead to digital fatigue, which can generally diminish the student experience by limiting the richness of campus activities.

In addition, this excessive exposure to screens leads in the long term to diseases related to a sedentary lifestyle–related conditions and poor posture problems, such as obesity, back pain, migraine, and even depression …

3. Hybrid Learning (Blended Learning)

The future of teaching is likely to move toward hybrid models that combine both in-person and online learning. This approach makes it possible to capitalize on the strengths of both methods while overcoming their respective limitations. It offers students the flexibility of online learning while preserving the social interactions and engagement fostered by physical learning environments. In this way, distance learning is envisioned as a complement to traditional teaching methods, making it possible to create a rich and inclusive learning environment that meets the needs of today and tomorrow's learners.

However, some subjects could be taught entirely online, while others-particularly those requiring direct interaction and discussion-would benefit more from in-person instruction. This approach could also encourage group learning and collaborative work, while providing greater flexibility for those who prefer studying at their own pace.

Thus, *"we speak of hybridization not only between presence and distance, but also between teaching and learning — bringing these four concepts into interaction while also rethinking teaching and learning in spaces and times that have been transformed by technology."* (Mouad et Moussa, 2024, p.1320).

Today, more and more higher education institutions are adopting a hybrid learning approach, which is seen as a promising model and inspires great hope for a future of accessible and effective education for all. By leveraging new technologies, this approach enables students to access quality education regardless of their lifestyle or personal circumstances.

As a result, enriching online learning with in-person instruction and vice versa appears to be a promising solution. This perspective is supported by Olivier Jacquemond, Director of Digital Learning at ESCE, who states: *"Distance learning cannot replace in-person learning (because of concentration issues, fatigue and lack of human contact), nor is it meant to -but it should enhance it."* These limitations have contributed to the renewed importance of in-person teaching. A similar approach has been adopted at ICN Business School: *"The real advantage of digitalization in education lies in the synergy between face-to-face and online learning."*

3.1 The Experience of the Art and Technologies Management (ATM) Department

ICN Business School's Art and Technologies Management (ATM) department organizes in-person workshops where students use elements of the *Lego Serious Play* game to imagine, for example, solutions to transportation problems in Luxembourg or services that might be needed by octogenarians. *"Tangible models, such as Lego landscapes or cardboard constructions, are recorded on video in preparation for their presentation,"* explains Kamel Mnisri, professor at ICN. *"These video recordings are then enhanced with added narration and sound elements."* Killing two birds with one stone: in-person workshops are given second life online thanks to video transmission.

Other institutions also support this two-step approach. According to Olivier Jacquemond, Director of Digital Learning at ESCE: *"Learning is reinforced when sources, methods and formats are multiplied. For a hybrid course, it's important to carefully consider what should be kept in the classroom—such as exercises, revisions and deeper exploration of concepts that weren't fully understood—and what can be done outside the classroom, such as acquiring foundational knowledge, conducting personal research and producing content by the student."*

https://pro.etudiant.lefigaro.fr/article/les-avantages-et-inconvenients

Conclusion

Digital skills have become essential in today's modern world. In the field of education, the ideal approach is not to rely exclusively on either distance or in-person teaching, but rather to adopt hybrid models that combine the strengths of both.

For this blended approach to work effectively, the role of teachers must also evolve. Educators need to be trained in the use of online learning technologies and develop new skills to facilitate distance learning. By providing appropriate training, institutions can better prepare teachers to implement innovative and interactive pedagogical approaches, based on major learning theories such

as cognitive theory, constructivist theory, sociocultural theory, and connectivism theory which are crucial in the current educational landscape.

Moreover, educational institutions and universities must invest in robust technological infrastructure. This includes implementing efficient online learning platforms, providing adequate technological equipment and ensuring the availability of technical support services. By supporting both teachers and students with the necessary tools, universities can guarantee a rich and effective learning experience, regardless of the chosen mode of instruction.

In this context, Serge Tisseron suggests the creation of a national education platform that highlights and supports all initiatives in this direction, as well as the identification of persons' resources in each academic district to accompany and guide teachers in their digital teaching initiatives. (Marhic, 2021, p.16).

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