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| **Selected track** | Best models of blended learning fitting the Algerian university classroom during and after the Covid-19 pandemic |
| **Title of paper** | **The Relevancy of Blended Learning in the Algerian University Classes: A Selective Related Review of the Literature** |
| **Abstract (Max 300 words)** | Through the beginning of the millennium, the Algerian educational milieus have constantly witnessed the introduction of information technologies which made it even possible for present-day teachers to design and utilise new instructional methodologies that are realistic, authentic, and engaging. In this connection, much of the present paper is dedicated to accentuating the relevancy of one teaching approach labeled "Blended Learning" (BL for short), with the latter being a strategy that merges face-to-face classroom methods with computer-mediated activities to deliver instructions, in the Algerian context. More precisely, this study aspires to review a selective, related literature that underscored the best models of BL whose practicalities have been incontestably proved to be both useful and fitting in the Algerian classes during and in the follow-up of the Covid-19 pandemic era. Otherwise stated, divulging the optimal exemplars of BL that are deemed and, simultaneously, expected to be ideally applicable in the Algerian University classes during and after the quarantined epoch is the central objective of this study. Then, more attention is to be paid to articulating a critical synopsis which does not only evaluate and synthesise the reviewed body of literature that is closely interwoven with the topic under-discussion, but also, and quite importantly, which foregrounds the pertinent points that amalgamate together to shape the paper's major contribution. |
| **Key-words Max 5 words** | Instructional methodologies, Blended learning (BL), Information technologies, Algerian classes, Covid-19 pandemic era |