RESEARCH ARTICLE

The effect of Applying (E-learning) in Higher Education: Study on a Number of Students from different Universities in Iraq

Maryam Qutaiba abd-alrazak[1*)]; Shatha Talib Rashid[2*)]

Abstract

COVID-19's pandemic has hastened the expansion of online learning across all levels of education. Countries have pushed to expand their use of distant education and make it mandatory in view of the danger of being unable to resume face-to-face education. This study aims to determine the challenges and obstacles face by students in Iraqi universities with e-learning. It founds that the main problems that influence and impact online learning during COVID-19 are related to technical, academic, and communication challenges. The study results show that a total of 39.89% agreed that e-learning facilitates the learning process from various aspects, and a total of 42.13% disagreed with that, and a total of 17.8% are moderate.

Keywords: e-learning, questionnaire, E-learning platform

INTRODUCTION

Since the traditional classes and schools began to be prevalent, where a teacher and a group of students physically meet in the same time and place. Also, students use a paper and pencil to write down the lecture notes directly from the teacher. Cost reduction pressures and concurrent quality create the stipulations to transform the higher education [1].

Electronic educational technology, mostly called e-learning, has become more and more important in the last decade. Computer-based learning systems provide benefits for students as wells as lecturers by offering more flexibility about place, time and pace. In addition, these platforms often offer more ways for interactions and motivation than traditional learning settings.

The fast improvement in communication and information technology resulted development for all aspects of life. The cost-effective as well as widespread technologies utilized to reach information and link students greatly changed the learning idea as the Internet and computer technology arose, the learning's long-established setup of is being developed into what is called e-learning [2].

E-learning can be defined as the Internet technology usage for enhancing performing as well as knowledge. Every technology of E-learning enables students to control the content, time, pace of learning, learning sequence and media, permitting them so as they can tailor the experiences of theirs to satisfy their individual learning goals [1].

2- E-learning Definition and Types

2.1- Distance Education and E-learning

In distant education, students can study in their own time and at any place they choose (house, office or library) without a direct contact with the teacher. Technology is considered to be a critical element of this type of education.

E-learning, which is pointed to as an electric learning or learning on the Internet, can be a knowledge gaining that happens through media as well as every electronic technology. In plain languages, it can be denoted as "learning that is enabled electronically". Normally, it can be undertaken online, as learners have the ability to reach their items of learning on the Internet no matter where or when. It usually happens in as courses, programs and degrees on the Internet [3].
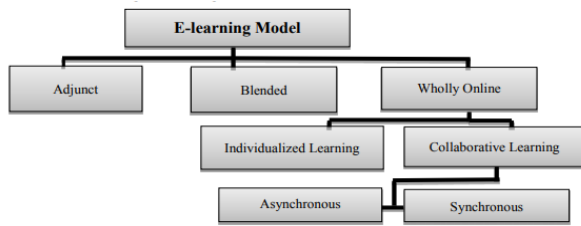
2.2 Types of E-learning

[1-2] Al-Bayan University

*) corresponding author

Maryam Qutaiba abd-alraza

Al-Bayan University

Email: Mariam.q@albayan.edu.iq

- *Adjunct*

The adjunct E-learning can be considered as the situation that E-learning is utilized as a helper in a conventional class supplying relative independence to students.

- *Blended*

Blended e-learning, Algahtani (2011) and Zeitoun (2008) showed that, for utilizing e-learning, the delivering of the materials of courses can be divided between the method of conventional learning and the method of e-learning.

- *Wholly Online*

That can be the method on the internet which could be free from taking part in conventional learning or classroom taking part [3].

This Type can be divided into:

Asynchronous e-learning: - usually made easier by media like discussion boards and e-mails, backs the relationships of work between students and with instructors, even as a participant does not have the ability to connect to the Internet simultaneously. So, it can be considered as a flexible e-learning's key component. Actually, a lot of persons have a course on the Internet due to their asynchronous nature, merging work, family with education.[4],[5].

Synchronous e-learning:- usually backed by media like chatting and videoconferencing. Students and instructors try out synchronous e-learning as more sociable and being away from frustrating via asking questions and answering them at the same time. synchronous sessions assist every e-student feels as he/she is a participant more than an isolated person [4].

2.3 Advantages and Disadvantages of E-learning

Advantages	Disadvantages
It can be adaptable as the problems of place and time are thought of.	E-learning, is an educating way, gets every student subject to contemplating, being remote and shortage of relationship or interacting.
E-learning develops the effectiveness of qualifications and knowledge by easily reaching a lot of information.	Concerning clarifications, interpretations and explanations, the way of e-learning might be less efficient than conventional learning ways.
E-learning can be cost-effective which means that	Since assessments and exams in e-learning can

learners do not require going abroad.	frequently be under supervision by proxy, it might be hard, if possible, for controlling or regulating actions like when a student cheats.
E-learning assists the compensation for the shortages of academic staff, comprising instructors, lab assistants and facilitators etc.	E-learning might as well result congesting or heavy usage of a few sites. That might cause unexpected expenses in money and time.

3- Methodology

A questionnaire on the Internet for examining learners' perceptions with respect to e-learning was conducted and distributed to number of students in different universities in Iraq.

In this study, a number of general questions was addressed and can be divided into four categories:

1. E-learning platform and technologies that were used during E-learning.
2. The ways that the topics were represented during e-learning.
3. The capability of learning and assimilating information about solely learning on the Internet.
4. The way that teachers evaluate students' daily performance during class.

The questions were written in Arabic to be more understandable by most of the students for accurate answers.

3.2 Participants

Students from different universities in Iraq including government universities (The University of Baghdad, The University of Technology, Al-Nahrain University) and various private universities (Al-Bayan, Al-Salam, etc.)

3.3. Data Collection Method

The form was sent through social media (Facebook, LinkedIn, Instagram) and through google classroom and so on, and the questionnaire lasted for a month.
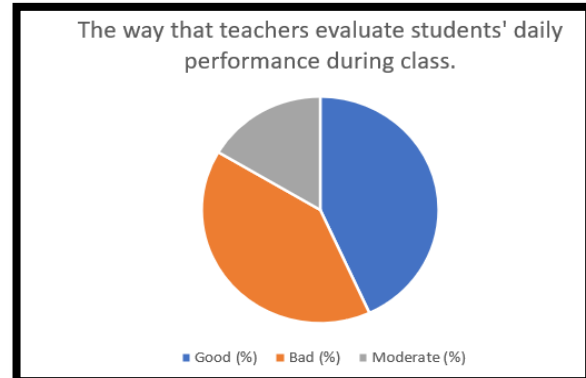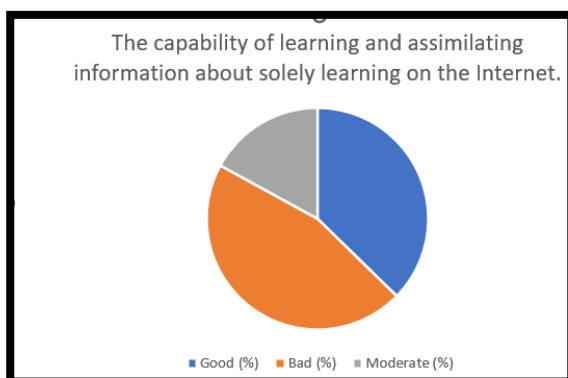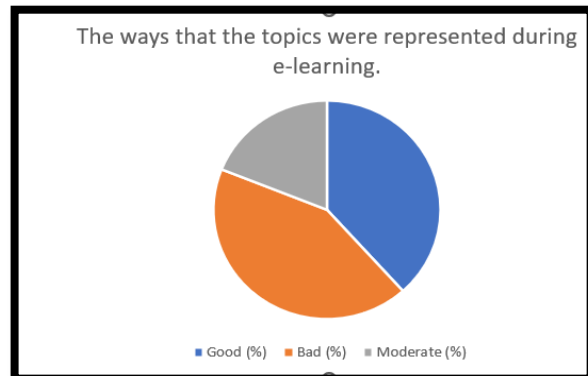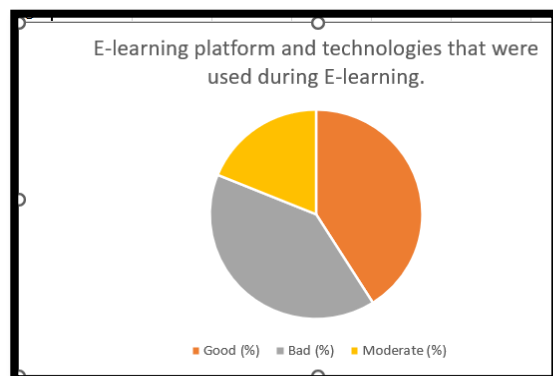
4- Results

The results below were obtained from the questionnaire. Each category contains a group of various questions. "Good" exemplifies the learners' percentage that is compatible with e-learning and "Bad" exemplifies the learners' percentage who is not compatible.

	Category	Good (%)	Bad (%)	Moderate (%)
1	E-learning platform and technologies that were used during E-learning.	40.83	39.93	18.76
2	The ways that the topics were represented during e-learning.	38.33	42.7	18.96
3	The capability of learning and assimilating information about solely learning on the Internet.	37.3	45.66	17.03
4	The way that teachers evaluate students' daily performance during class.	43.1	40.23	16.46

From the results of the questionnaire, we found that a total of 39.89% agreed that E-learning facilitates the learning process from various aspects, and a total of 42.13% did not agree with replacing the traditional classroom learning with E-learning and that they would have learned more effectively in a traditional course, and a total of 17.8% are moderate with the idea of E-learning.

E-learning platform and technologies that were used during E-learning.

Good (%)   Bad (%)   Moderate (%)

The ways that the topics were represented during e-learning.

Good (%)   Bad (%)   Moderate (%)

The capability of learning and assimilating information about solely learning on the Internet.

Good (%)   Bad (%)   Moderate (%)

The way that teachers evaluate students' daily performance during class.

Good (%)   Bad (%)   Moderate (%)

5- Conclusion

This paper gives an assessment of the influence of an e-learning system on individual students in Iraq. This paper has shown that e-learning could give greater flexibilities on the learning process. The main benefit of e-learning is that it enables learning at any place and time while its disadvantages are the students may find it difficult to understand most of the information without face to face contact with the educator and some of them find difficulty in reaching the needed resources and materials. In short, e-learning is considered as an integration of technologies in teaching and learning. It allows students to learn effectively but eventually it is the teachers who still need to play their roles and carry out their tasks in order for learning process to happen.

REFERENCES

T. FitzPatrick, "Key Success Factors of eLearning in Education: A Professional Development Model to Evaluate and Support eLearning", US-China Education Review, 2012, A 9 , 2012, 789-795.

H. Drachsler and W. Greller, "The Pulse of Learning Analytics Understandings and Expectations from the Stakeholders," in Proceedings of the 2Nd International Conference on Learning Analytics and Knowledge, New York, NY, USA: ACM, 2012, pp. 120–129.

S. Abou El-Seoud, N. Seddiek, I. A.T.F. Taj-Eddin, P. Ghenghesh, A. Nosseir, M. M. El-Khouly. "E-Learning and Motivation Effects On Egyptian Higher Education", 16th International Conference on Interactive Collaborative Learning (ICL2013) and 42nd International Conference on Engineering Pedagogy, September 25th - 27th , 2013, ISBN:978-1-4799-0152-4/13, ©2013 IEEE , 714-720, Kazan, Russia.

B. O'Connell, "A Poor Grade for ELearning. (Classroom Students Did Better)", Workforce, 81(7), 15. iJET – Volume 9, Issue 4, 2014

Alkhalaf, S., Nguyen, A., & Drew, S. "Assessing System in the kingdom of Saudi Arabia'sHigher Education Sector:An r exploratory analysis", International Conference on Intelligent Network and Computing (ICINC 2010), (2010, 26- 28 ,Novembe). Kuala Lumpur, Malaysia.

M. Nehme, "E-Learning and Students' Motivation", (2010) 20 Legal Education Review, 223-239, SSRN-id2347142, 2010. Retrieved from SSRN: http://ssrn.com/abstract=2347142.