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عدد خاص بالمؤتمر الدولي الرابع لتطوير التعليم العربي

تحت عنوان: إدارة التعليم الإلكتروني ضرورة حتمية لحل المشكلات التعليمية الناجمة عن انتشار جائحة فيروس كورونا (الآفاق، الرؤى، التطلعات، التحديات، الحلول).

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مجلة علمية دورية محكمة

تصدرها أكاديمية

رواد التميز للتدريب

والإستشارات والتنمية البشرية

During the spread of the Covid 19.

Dr. Ahmed Mohamed Ameen.

Submitted to the Fourth International Conference under the slogan:

**(Our scientific activity will not stop despite the challenges of the
kurna pandemic).**

And under the heading:

**[E-learning management is an imperative to solve the educational
problems resulting from the spread of the Coronavirus pandemic
(prospects, visions, aspirations, challenges, solutions)].**

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Abstract.

A great attempt has been dedicated to debate about the importance of distance learning in offering a flexible and available learning setting for every level of formal education. The terms distance learning presents methods that concentrate on creating more access to learning and training establishment, freeing scholars from the limitations of time and place, and providing adaptable learning chances to people.

Distance learning is one of the most fast growing education fields, and its probable effect on every education delivery method has been significantly emphasized over new improvements in information and technology.

Some of the reason why educational institutions should capital on distance learning is that it can promote quality principles in on-campus program. Many approaches have been integrated to numerous traditional courses such as the implementation of Learning Management System (LMS).

Several other methods and tools such as online and offline connection software programs are being applied in on-campus programs. This research thus aims at explaining the main problem in the field of education, what the government did and proof that the intervention worked.

The problem was that a growing concern existed in the field of education that many people were not able to afford or access learning opportunities particularly for women and other entities, who found it challenging and demanding to leave home for on-campus lessons. Learning was not cost effective, no reaction to changing conditions, lack of reliability, apt content, convenience, and lack of more quick response. People could not make decision concerning their studies, time of learning, place and assets in a more opportune way.

In this regard, governments streamlined efforts for learning institutions to fully integrate emerging technologies into their curriculum. The government to instituted e-government facilities to attain the distance education programs.

Public and Private Corporation have been initiated to mobilize assets to back e-learning creativities, cultivate incorporated e-learning program to maintain ICT in teaching and endorse distance learning and virtual establishments. Governments have provided inexpensive infrastructure to enable distribution of information and skill via e-learning programs.

There has been an increased development in the education system has more universities embrace the distance learning program and education methods.

Researchers have confirmed that through distant learning there have been many students have graduated from universities through e-learning program facilitated by ICT. E-learning has enhanced the effectiveness of knowledge and educations through ease of contact to a large amount of information worldwide. Governments have embraced the distance learning institutions and the percentage of admission cannot be linked to that of on-campus programs.

Keywords : e-learning, distance education, open learning, electronic government.

ملخص الدراسة.

هدفت الدراسة إلى: تعرف أهمية التعلم عن بعد في توفير بيئة تعليمية مرنة، ومتاحة لكل مستوى من مستويات التعليم الرسمي، حيث إن التعليم عن بعد يقدم أساليب تركز على خلق المزيد من فرص الوصول إلى مؤسسات التعلم، والتدريب، وتحرير الباحثين من قيود الزمان، والمكان، وتوفير فرص التعلم القابلة للتكيف للناس.

يعد التعلم عن بعد أحد أسرع مجالات التعليم نموًا، وقد تم التأكيد بشكل كبير على تأثيره المحتمل على كل طريقة لتقديم التعليم على التحسينات الجديدة في المعلومات، والتكنولوجيا.

بعض الأسباب التي تجعل المؤسسات التعليمية تستفيد من التعلم عن بعد هو أنها يمكن أن تعزز مبادئ الجودة في البرنامج داخل الحرم الجامعي، تم دمج العديد من المناهج في العديد من الدورات التقليدية، مثل؛ تنفيذ نظام إدارة التعلم (LMS).

يتم تطبيق العديد من الأساليب، والأدوات الأخرى، مثل؛ برامج الاتصال عبر الإنترنت، وغير المتصلة بالإنترنت في البرامج داخل الحرم الجامعي، وبالتالي يهدف هذا البحث إلى شرح المشكلة الرئيسية في مجال التعليم، وما فعلته الحكومة، وإثبات أن التدخل نجح.

كانت المشكلة أن هناك قلقًا متزايدًا في مجال التعليم من أن العديد من الأشخاص لم يكونوا قادرين على تحمل أو الوصول إلى فرص التعلم، خاصة بالنسبة للنساء والكيانات الأخرى، الذين وجدوا صعوبة وتطلب مغادرة المنزل للدروس داخل الحرم الجامعي.

لم يكن التعلم فعالاً من حيث التكلفة، ولم يكن هناك رد فعل على الظروف المتغيرة ، ونقص الموثوقية ، والمحتوى المناسب، والراحة، ونقص الاستجابة السريعة، لا يمكن للناس اتخاذ قرار بشأن دراستهم ووقت التعلم، والمكان، والأصول بطريقة أكثر ملاءمة.

وفي هذا الصدد، قامت الحكومات بتبسيط الجهود التي تبذلها المؤسسات التعليمية لإدماج التقنيات الناشئة بشكل كامل في مناهجها الدراسية، أنشأت الحكومة تسهيلات حكومية إلكترونية لتحقيق برامج التعليم عن بعد.

تم إطلاق المؤسسات العامة والخاصة لتعبئة الأصول لدعم إبداعات التعلم الإلكتروني، وتنمية برنامج التعلم الإلكتروني المدمج للحفاظ على تكنولوجيا المعلومات والاتصالات في التدريس وتأييد التعلم عن بعد والمؤسسات الافتراضية، قدمت الحكومات بنية تحتية غير مكلفة لتمكين توزيع المعلومات، والمهارات عبر برامج التعلم الإلكتروني.

كان هناك تطور متزايد في نظام التعليم حيث احتضنت المزيد من الجامعات برنامج التعلم عن بعد وطرق التعليم.

أكد الباحثون أنه من خلال التعلم عن بعد، تخرج العديد من الطلاب في الجامعات من خلال برنامج التعلم الإلكتروني الذي تيسره تكنولوجيا المعلومات والاتصالات، عزز التعلم الإلكتروني من فعالية المعرفة، والتعليم من خلال سهولة الاتصال بكمية كبيرة من المعلومات في جميع أنحاء العالم، لقد احتضنت الحكومات مؤسسات التعلم عن بعد، ولا يمكن ربط نسبة القبول بتلك الموجودة في البرامج داخل الحرم الجامعي.

الكلمات المفتاحية: التعليم الإلكتروني، التعليم عن بعد، التعليم المفتوح، الحكومة الإلكترونية.

Introduction

Distance Learning is a concept in the education systems that aims at increasing accessibility to education by helping learners take lessons despite their tight schedules by helping them overcome time constraints as a barrier to learning. More than other tenets of the education system, the concept of open and distance learning has rapidly gravitated into the core of education systems. The fast adoption of this approach is notably accelerated by today's communication technologies and technological provisions.

According to Eby, Yuzer, and Mull (2015), Keegan's definition of Distance Learning is characterized by these five factors. One is the quasi-permanent separation of the educator and the learner during the learning period.

Two is the support of the learning institution through the provision of learning resources to the learner. Three, utilization of technology such as video, print, audio, and computer to facilitate the exchange of knowledge. Fourth, the two-way communication between the learner and the educator.

Five is the absence of a quasi-permanent learning group such that the learning experience is mostly between the educator and individual learner and accessional group meetings for learning and socialization (Ademola, Stella & Esther, 2019). In summary, distance learning occurs in an informal manner with the learner(s) and educator being apart but using technological capabilities to exchange information.

This research thus aims at exploring the role of open and distance learning in the national education system and to provide information to help in decision making.

Inarguably, the adoption and integration of open and distance learning have registered a steady upward trajectory among other facets of education systems across the world. This learning structure is deemed important, particularly in developing countries where a considerable population lacks access to the education systems because of financial, location and personal reasons (Eby, Yuzer, and Mull, 2015). In developed countries, open and distance learning is now fundamental in the learning systems. The role of open and distance learning in these countries is so central because the strategy has proved to bridge the gaps that the conventional system fails to cover in terms of favoring the inhabitants of these fast-paced countries.

Therefore, open and distance learning has been integrated into general populations as well as in sparsely populated and marginalized communities. According to In Buyuk (2018), the current advances in communication technology is what has driven the successes of distance learning. The sophisticated technologies link learners and the educator and enable access to learning resources without having to attend physical classes.

With regard to the impact that this education system has, governments need to objectively examine the opportunities of the learning programs' consideration in matters of education and national development at large.

The high adoption of open and distance learning has transformed university and college learning institutions by the enhancement that comes with technological drivers.

Through technological platforms, learning in these institutions can effectively be delivered to physically absent students. The internet revolution has further fueled this type of learning as students and teachers can communicate in real-time despite being worlds apart. Besides this, open and distance learning allows students to study at a convenient time because learning schedules are flexible.

As well, open and distance learning caters to adults of over 25 years by allowing them to work and study without straining too much In Buyuk (2018) Distance learning is more preferred by some demographics than others. For example, Nigerian females have a high prevalence of open and distance learning because of the high commitment that is required of them by their families (Addah, Kpebu, & Frimpong, 2012).

Another advantage is that this structure of the learning is cost-effective as it eliminates the travel expenses and material printing costs. Distance learning is largely facilitated through emails, video conferences, video recordings, internet forums, print materials, live streaming audio calls, and other internet platforms. Through these platforms, learners and educators interact and exchange learning materials to achieve the set objectives just like in the conventional classroom.

Global Challenges to Education

The education system of a country directly affects the economic, social and cultural aspects of the country and the world at large. Economically, education determines the state of human capital required for economic growth by empowering individuals to be resourceful (Addah, Kpebu, & Frimpong, 2012).

Both developing and developed countries continue to streamline and reinforce strategies mean to educate their population to be resourceful to the economies. Socially, education has a direct impact on birth rates, independence of women, employment rates, health standards and other facets pertinent to the quality of life (Findler et al., 2019).

Therefore, despite the fact the access to education is a basic human right, the ripple effects of education must be put into perspective. Decisions regarding education policies must be aligned towards the improvement of social and cultural standards and towards upholding human dignity.

In light of this, education policies need to bridge the education inequalities especially between international levels and at country levels. By statistical findings, there are about 900 million uneducated adults worldwide and 130 million children between the ages of 6 and 11 who have no access to education (Powell, Allison and Barbour, 2011).

Such statistics prove the need to have equality in learning opportunities both in lower levels of learning as well as in higher learning institutions. Delving deeper into inequalities in education, there is a deeper realization of the challenges of education delivery.

At the helm of the causes of educational inequality is high dropout rates experience in developing countries. There is also intolerable inaccessibility to education due to the scarcity of learning centers (Powell, Allison and Barbour, 2011).

While strategizing on the remedy to these, governments are unable to finance education that meets the present and future needs because the present banks on higher learning while future needs demand investment from the lower level of education. This also extends to a shortage of resources to fit the growing populations. When assessed across the world, the Sub-Saharan region of Africa is the worst hit by these challenges but the other countries have tried to stabilize and develop their education systems.

Different strategies in different countries have been deployed to tackle financial challenges. These include privatization of selected educational functions, seeking donors to finance learning institutions, tapping into fees paid by learners and increasing efficiency within the systems.

In the future, learning institutions may be forced to cut down expenditures in the public sector and structure the education system according to efficiently utilize the funds allocated to it (Herodotou, Heiser, & Rienties, 2017). Even with these measures, there is still a need to involve technology and alternative measures to increase accessibility and improve the quality of education in every country.

The positive impact of advanced technologies in the education sector is projected to transform the world even more in the coming years. With the increased availability of technologies, people are getting more drawn to using technological devices, given that they get cheaper by the day.

Social attitudes are also changing and people are growing more open to learning regarding the channels of learning. As well, society is learning to appreciate the value and knowledge thereby investing their time into being knowledgeable and economically useful.

With people being more knowledgeable, the labor market is bound to flourish and economies to get stable and more productive. However, insufficient human resources still stand as a great bottleneck for sustainable growth. Due to this, it is advisable that planners prioritize adult education, training, and resource allocation to human resources in the implementation of open and distance learning.

Moreover, it is important to acknowledge that education technologies are fundamental in improving education outcomes. In this regard, governments are streamlining efforts for learning institutions to fully integrate emerging technologies into their curriculum (Powell, Allison, and Barbour, 2011).

Such efforts are meant to optimize the benefits of technology on education which include economies of scale, individualization, the richness of illustration, simulation, outreach, and access to information. Additionally, the use of emerging technologies in learning systems has a positive and negative impact on cognitive development in children.

Implementing these changes to upgrade and improve learning accessibility results in a more knowledge-based economy that is also founded in service delivery. Entirely, this changes the nature of a country's workforce. Primarily, there arise new jobs that demand special skills like problem-solving skills, entrepreneurial skills and customer-service skills (Simpson, 2018).

More than this, the changing nature of the work environment is beneficially flexible and that work is made easy with the application of technology. The emerging new skills are noted to be in demand for both the elite class and other levels of business as well.

Far from this, political, economic and technological integration plays a pivotal role in educational training that fits today's workplace needs. The utilization of technological means of communication favors international communication for countries to support educational needs in different countries. The same applies to the provision and exchange of human resources where it lacks regardless of geographical boundaries.

In the bid to reinforce collaboration across countries, migration regulations are found to impede the exchange of skills and human resources across countries. Cultural barriers also make working or learning in foreign countries a tad bit difficult thereby downplaying the outcomes.

The identification of such barriers has led to the development of proper communication of different cultures and through preparation for people before migration to work or learn in the foreign countries as this helps to eliminate the frustrations of cultural differences.

Concept and Contributions

In a nutshell, open and distance learning comprises; a learning goal, programs and curricula, pre-outlined learning techniques, learning materials, communication channels, students, tutors, evaluation procedures and management procedures. Open and distance learning has numerous benefits to society yet there it encounters challenges in the course of implementation.

On the upside, this system of learning enables the accessibility of learning to those lacking financial and time resources (Dash, 2018). It is applied to adult learning programs as well as for young children. Nature and techniques are attributed to the increased accessibility to education.

On the flip side, the implementation of open and distance learning struggles with scanty financial, human, technological and skill resources. In spite of these challenges, developed and developing countries have shown high propensity and regard for the value of open and distance learning by way of striving to integrate it into the conventional learning setting. For example, in Ghana, to enable personnel growth in the nation and broaden entree to learning at all stages, the government and educational program of the nation has stressed the promotion of distance learning programs through e-learning (Addah, Kpebu, & Frimpong, 2012). Sustained with data and communication skill, thousands of individuals from remotest regions of states have been capable to contact education via distance learning.

Teacher preparation is a vital field where distance education has contributed significantly. This comprises early preparation for formal experiences, in-service extra preparation for proper promotion, and persistent in-service preparation in specific topics.

Numerous instances, predominantly from developing nations, demonstrate that tutor preparation distantly might influence many teachers and have a reflective influence on the growth of nationwide education structures. In cooperation, private and public workers have contributed more importantly to the development of productiveness and trade via programs for technical and professional learning. Besides the corporate studies and technician preparation, agricultural coaching and training for community organizations and health facilities might also be revealed.

Non-formal learning and public growth exemplify other areas where distance education is utilized. Programs distantly frequently influence considerable numbers of women, in cultures where they do not have equal chances for involvement in formal education systems and exercise. Distance learning methods give themselves to the training of several of the multifaceted matters of the contemporary world, in which contribution from a diversity of fields is essential.

A broad array of developments exists in connecting school kids and adolescence in cross-ethnic electronic relations. Most of these are better instances of promotion of worldwide agreement across traditional and ethnic boundaries.

Distance learning at the tertiary stage displays a multiple growth configuration. On one hand, many single approach open colleges have developed to fascinate large groups of new students, despite the fact, alternatively, rising numbers of conventional colleges have started to provide their programs also via distance learning. This inclines to reduce the earlier dissimilarity between the two kinds of universities.

Distance education has the potency to create new forms of coaching and education. Connected as it is with signs of progress in communication and information skills, it is in a tangle with the improvement of novel learning requirements and novel forms of accessing information and application program. There is proof that it may result in improvement in normal learning, and might even have results past the dominion of learning itself. Distance education will consequently contribute an exclusively influential part in the formation of the worldwide information culture.

Government Involvement in Distance Learning

Government strategies and approved documents for distance education are of enhancing importance as apparatuses to establish responsibility and prominence. Nevertheless, because of the cross-sectorial quality of distance education, its strategies on tertiary learning do not frequently complete, and are instituted as a section of a broader strategic agenda; they might be portion of general ICT guidelines, generic learning plans towards information culture, higher teaching plans, and distance learning guidelines.

The value related matters are entrenched either plainly or indirectly in the policy purposes in these combined documents under groundwork, entrée, subjects and the divide problem.

There is a need for the government to first institute e-government facilities to attain the distance education programs. The general objective for e-government will be to attain a more citizen balanced, results-focused and well-organized administration. The importance of this strategy will be on stipulating associations amid public and management. This will be attained by enabling people through improved and better entree to government facilities.

E-government amenities will increase collaboration among government organizations, improve competence and efficiency of resource utilization, enhance competitiveness and cut operation expenses for administration, people and the private sector over the delivery of opportune data and government facilities, and offer people with an opportunity for involvement in government undertakings.

The management, therefore, has the role of planning, designing and implementing e-government and distance learning through a corporation between the administration, private sector and the public.

The government through ICT policies must promote the growth and execution of e-learning and consequently, then it needs to apply the following strategies; encourage the growth distribution and incorporation of e-learning assets to cover the educational requirements of primary, secondary and tertiary establishments; ease public-private corporation to mobilize assets to back e-learning creativities, cultivate incorporated e-learning program to maintain ICT in teaching and endorse distance learning and virtual establishments, mainly in higher learning and preparation.

The government must increase the propagation of e-learning creativities; offer inexpensive infrastructure to enable distribution of information and skill via e-learning programs, encourage the creation of a nationwide ICT center, sensitization of the chances provided by ICT as a learning instrument to the learning sector, exploit distance learning chances to provide education curriculums for export.

The government needs to provide nationwide policy documents on learning and coaching, which must include affirmation on the function of distance learning. Nationwide strategies and preparation need to address fundamental concerns on intentions, target populations, infrastructure, and association to the established system, financing, quality evaluation, and recognition. The government needs to include all the stakeholders in intersectoral consultation and strategizing.

According to Eby, Yuzer, & Mull (2015), an effective nationwide restructuring of distance education needs observable and robust management and advanced government support. Careful forecasting is vital. To assist guarantee efficient application, assessment processes must be established at the initial stages of planning.

The organizers must allow for the preparation requirements of the staff required. New resources and establishments need considerable capital to adequately handle start-up. For example, according to In Buyuk (2018), in Nigeria, the British Council supported the village universities by providing them with audio tapped educational materials utilized in augmenting outreach programs offered to adult scholars. A cost-effective process should be applied to making good usage of all existing assets.

A distance tutoring organization requires adequate assets to be competent in reacting quickly to novel requirements and circumstances. It requires a planned, ongoing edge amid all the nationwide shareholders to ensure management.

In developing nations such as Kenya, some common barriers exist to the successful application of distance learning. Lack of finances, difficulties of allotment of resources and continual backing are possibly the most significant ones, experiencing unfavorable results on quality and attainment (International, 2009).

Another difficulty is the lack of teachers with adequate capability and incentive. The third main trouble is the technological set-up that stops the operative usage of proper technologies. Finally, the lack of tactical organization and organization in addition to fluctuating donor insights and concerns might cut the degree of accomplishment.

The government should harmonize goals, clarify policies and coordinate at a nationwide level, besides regional harmonization and partnership (International, 2009). Capacity building is vital, as well as increased competence in the development and organization of distance learning structures.

Other features that the government needs to take note of are networking amongst state shareholders, improved incorporation between learning and training structures and the creative sector, and advanced self-sufficiency and capability for the permanent procedure after support has stopped.

Even though the learning community has frequently expressed hesitancy to the presentation of advanced technologies in learning, the impressive variations experienced in the technological setting of culture cannot allow learning to be unaffected (International, 2009).

A variation of technologies is accessible at diverse stages of complexity that might fit most informative desires rationally well. There is an excessive perspective for novel technologies with the ability of recording, recovering, controlling and allotting large volumes of data, and simplifying communication. All the changes can be achieved in a progressively incorporated manner and at reduced costs.

Interactivity is an important factor in most of the novel facilities that are predicted. The skills are mainly adjustable to the communication requirements of discrete users, but on the contrary, need consistent links (Eby, Yuzer, & Mull, 2015). The government and the education sector should establish itself as a main technology client and collaborator in service improvement.

The incorporation and merging of distance learning organizations with traditional educational arrangements should be part of the government strategy in this setting. To achieve this, the government needs to reconsider the functions of diverse main actors and redefine them.

The cost configurations in distance erudition are rather dissimilar from that of traditional types of learning. Capital investments regularly alternate for high persistent costs, making economies a conclusive element. Great distance learning programs might produce students at significantly lower costs than traditional establishments. This relies, nevertheless, also on diverse factors. The costs of distance learning change a significant deal in relation to the usage of learning resources, mass media and skills, and forms and institutions of scholar support facilities. To appraise costs it is essential to contemplate the degree of accomplishment of learners.

According to Powell, Allison, and Barbour (2011), the government should implement cost studies of distance learning and increase them in both scope and number. Earlier research associates the expenditures of single method distance education structures with that of traditional systems, while cost training of distance education utilized by traditional or dual method establishments are rare (International, 2009).

The institution of distance education skills should result in the rationalization of other assets, to evade increased budgets. Simple cost-productive educations do not consider wider qualitative and societal features. Distance education structures are frequently directed to other individuals, minus easy entree to conventional establishments. There are other gains that are not certainly enumerated and planned.

Opportunity expenditures and output effects of improving the personnel through in-service preparation should also be considered.

In conclusion, if distance education is to be utilized progressively by traditional organizations, funding for programs of this kind requires some coordination with funding devices for orthodox programs. It is extensively presumed that scholars in distance education, who are frequently employed individuals, needs high fee than conventional scholars. Nevertheless, this supposition should be adapted in relation to the assignment of programs, target population, and local situations.

The balance of backing from government, businesses and specific learners needs to be wisely deliberated, in the information of the reality that underfunding might have adverse qualitative and community influence.

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