

التعليم الإلكتروني وعلاقته بجودة التعليم العالي

(كلية الإمام الكاظم وجامعة بابل أنموذجاً)

E-learning and its Relationship with the Quality of Higher Education:

Imam Al-Kadhim College and Babylon University as a Model

إعداد

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## المستخلص

تهدف هذه الورقة إلى مناقشة بعض التطورات في عملية إنشاء تعليم إلكتروني جيد. وقد شملت هذه التطورات طرائق تنسيق أنظمة التعلم الإلكتروني، والخدمات المقدمة للمتعلم في نظام التعلم الإلكتروني، وظروف تقييم التعلم الإلكتروني، ومتطلبات الجودة. تم اختيار عينة الدراسة من كلية الامام الكاظم وجامعة بابل من مجموعة مكونة من 40 طالبًا بشكل عشوائي، و 30 مدرسًا. لتحقيق أهداف الدراسة، تم اختيار الاستبانة أداة لجمع البيانات. خرجت هذه الدراسة ببعض النتائج، ومن أهمها: هناك مؤشرات إيجابية للنظام التعليمي؛ أسباب الضعف العلمي؛ الحاجة إلى تدريب المعلمين على تكنولوجيا المعلومات والاتصالات؛ الحاجة الماسة إلى الشروط الصحيحة لتنفيذ نظام التعلم الإلكتروني. وأخيرًا، شجع التعلم الإلكتروني بعض المعلمين على تقديم محاضرات على YouTube واستخدام مجموعة من المنصات عبر الإنترنت لإظهار قدراتهم الإبداعية وكذلك الطلاب الذين يحضرون جلسات البحث الخاصة بهم، وخاصة الطالبات. أختتمت هذه الدراسة ببعض التوصيات.

**الكلمات المفتاحية:** العوامل، الجودة، الإدارة الالكترونية، الأنظمة

## Abstract

This paper aims at discussing certain developments in the process of establishing quality e-learning. These developments have covered methods for harmonizing e-learning systems, service provided to the learner in the e-learning system, e-learning evaluation conditions, and quality requirements. The study sample was chosen from the Imam al-Kadhum College and the University of Babylon. A group of 40 students was randomly selected, and 30 teachers. To achieve the study goals, a questionnaire has been chosen as a tool for data collecting. This study has come out with certain results, here are some important ones: there are benefits to the educational system; the reasons behind scientific weaknesses in workplace courses and the usage of email; the need for teacher training in ICT; the bad need for correct conditions for implementing an e-learning system; and finally, E-learning has encouraged some teachers to provide YouTube lectures and use a

range of online platforms to showcase their inventiveness as well as students who attend their research sessions, particularly female students. This paper is concluded with some recommendations.

**Keywords:** factors, quality, electronic management, systems

## **Introduction**

The management of educational institutions has gotten increasingly complicated since their environment has changed rapidly. Changes in the environment prompted the start of quick and creative projects, such as electronic systems 1 with high quality issues and measurements. Universities have a number of issues, including determining when and how scheduled operations will take place. How can educational institutions have the most structured and better impact while retaining the quality of education provided? It's worth emphasizing that today's rivalry is the most intense because we're in the midst of a population explosion. Students are interested in them, and they are critical for instruction, application, and upkeep. Education ,one of the key areas of current educational marketing that spans all sectors of education is the implementation, maintenance, and development of educational quality through advanced electronic systems. The quality of e-learning has become one of the determining criteria in university and other educational institution educational techniques. In this regard, we will address the importance of e-learning by knowing the database and how to use it and ways to search for it by the beneficiaries and what is the importance of the database for e-learning by conducting a survey that included a number of faculty members and a number of students. The results were reached We will mention it later.

## **Research problem**

There have been various developments in the process of establishing quality e-learning that have raised the following issues:

- 1- Methods for harmonizing the culture of the core e-learning system's parts with assessment needs based on full quality standards at the level of "teacher, student, administrative staff, 3.
- 2- The service provided to the learner in the e-learning system is not commensurate with the level of service quality that matches his desires and expectations.
- 3- The existing evaluation conditions in the e-learning system are not adequate according to complete quality requirements.
- 4- Adhere to full quality requirements while using evaluation methods and procedures that are incompatible with the e-learning system.

## **Hypothesis**

- 1- Desire to achieve immediate and not long-term results. Provides the necessary electronic infrastructure to enable e-learning Teachers and students can start using e-courses from home. This requires a personal computer and a home Internet subscription for the teacher and most or a large percentage of his students.
- 2- It also requires basic technical skills of the teacher such as surfing the Internet, chatting, how to search for educational websites on the Internet, and knowledge of the main tools of the electronic course.
- 3- How to design e-learning activities different from traditional book-based activities. Explain teaching and the teacher, how to design and create discussion topics, how to manage discussion among students, and use email to communicate with students.

## **Research Importance**

Educational institutions have a clear interest in creating and promoting e-learning, improving educational quality, and allowing students to manage their own educational advancement, therefore they must define realistic goals, practical strategies to attain them, and tools to verify their achievement objectives. The value of electronic quality determines the best way for pupils to communicate to communicate and present their work properly.

## **Research Aims**

1. Discuss the importance of e-learning in Iraqi higher education.
2. The ability to update and improve educational content.
3. The significance of simplifying e-learning programs in order to ensure that they are understood.
4. Allow pupils to conduct proper research, evaluation, and application of study parts.
- 5- Providing data about research methodologies to aid in the development of research strategies

## **History of E-Learning**

The seeds of e-learning have always been planted (many educators point to the so-called 1930s in the programmed books that US Army soldiers use as training programs), and this idea has been studied, revised, taught, and changed until they realize what they gain from the fruits from which it is harvested. In these countries, many thinkers say: According to Ghazi Al-Qasabi, this education began in the mid-sixties in Chicago and Moscow, but did not give birth to a true world birth until 1970 with the Open University in England. It was initially known as the Fourth

Post and Television Principle. It stands for electronic learning. Currently, the Internet is edging closer to the two older technologies in terms of commercial growth.

### **E-Learning Development Stages**

- a. Step 1: Prior to 1983, a traditional course in which the teacher and student had face-to-face interaction at home, as stated in a special report.
- b. Step 2: From [1984:1993]: Visual and audio time, with frameworks such as Windows, Macintosh, and CD-ROM serving as major training vehicles.
- c. The third stage: development of the worldwide data system "Internet" from [1993 to 2000].
- d. The fourth stage: Beginning in 2001, the World Wide Web's second period, during which website configuration is progressively improved.

The citation (1425 AH, Dr. Al-Mousa). There are four steps to the e-learning development process: - remote learning - computer-assisted education - Internet-based education - e-learning.

### **E-Learning Technologies**

- 1- Use of multimedia
- 2- Self-education
- 3- Design
- 4- The application of contemporary technology

### **Some Facts About E-Learning**

1. Information, communication, education, and training are all part of high-quality e-learning.

2. High-quality e-learning is utilized for a variety of applications beyond than e-training, such as knowledge management and performance management.
3. The quality of e-learning is influenced by company culture, leadership, and change management, in addition to technology.

For educational institutions to reach the aim, quality strategies must be consistent with e-learning techniques; it is a means, not an end, because it is not always a replacement for traditional practice, but it can be a complement.

### **The Relationship of E-Learning to Quality and Its Development**

Modern electronic management, based on modern technology, offers a qualitative leap that has helped to the improvement of public utilities by optimizing quality components and abandoning traditional management approaches. In educational administrations and institutions connected to the Internet, the Ministry of Higher Education deployed new technology resources. which had a positive impact on the quality of education in Iraq.

### **Obstacles to E-Learning**

- 1- Confidentiality and privacy: Any website can be hacked.
- 2- Students' adoption of electronic classes has decreased due to challenges in accessing information, such as bad internet, power interruptions, and material expenses.
- 3- Teachers are difficult to argue with in class.
- 4- When a learner hears information, direct communication has a favorable influence.

### **The Goals of Quality and E-Learning and Their Advantages in The Quality of Education**

- a. Enhance confidence in academic competence and credibility of the system and an introduction to recognition and acceptance of this type of learning in local and international councils.
- b. Protecting students from enrolling in primary education institutions.
- c. Facilitate the movement of students between international higher education institutions.

## **Database**

Any set of data or information that is arranged for the purpose of searching and quick retrieval by a computer is referred to as an electronic database. The database is set up to allow for the storing, retrieval, modification, and deletion of data while performing various processing tasks at the same time.

The value of databases has grown in recent years, particularly in the field of e-learning. Databases and electronic information sources have a big impact on the development of higher education environments, and one of its main goals is to keep track of information about students, professors, and anything else that has to do with higher education, including programs. Table of accounts.

As a result, in order to retrieve information, the database must be recorded on a frequent basis. User data, student information, salary, billing, project management, and office books are all examples of data that can be conveniently managed by this type of system. The designs of these systems are extremely varied.

Tasks must be completed manually without database administration, which takes more time. Data can be categorized and built to meet the demands of the current organization.

In education, the importance of an e-learning database and its quality:

The database aids in the management of vast amounts of data and allows users to accomplish multiple tasks at once, as well as:

1. Eliminate data redundancy.
2. Improve consistency and reduce update mistakes.
3. Data integrity and independence from application programs have improved.
4. Using host and query languages, make data more accessible to consumers. Improve the security of your data.
5. Lower data entry, storage, and retrieval costs.
6. Assist in the development of new software applications.

### **Research Field and Society**

The society of the study represents both Imam al-Kadhumi College, Pease to him and the University of Babylon. The selection was made on the basis of proximity to the place and place of coexistence in the governorate, as well as the knowledge and harmony of students in e-learning and their knowledge and use of databases. The first model is for students, and a random sample of 40 male and female students in different disciplines was selected. A group of students was randomly selected, and their number was 40 students in various scientific departments. The second model is for faculty members from all members of society and they are 30 teachers.

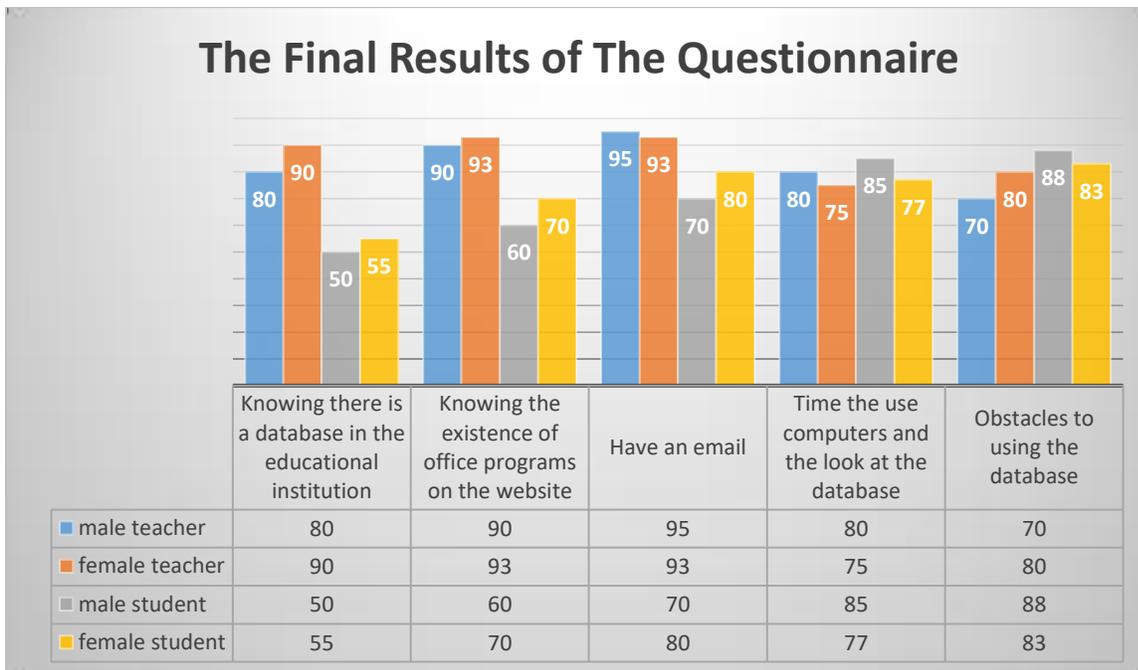
To achieve this goal, the questionnaire was chosen as a tool for collecting data from the target segment. The research questionnaire included 6 main parts:

- 1- Basic data.
- 2- Knowing there is a database in the educational institution.

- 3- Knowing the existence of office programs on the website.
- 4- Have an email?
- 5- Time the use computers and the look at the database.
- 6- Obstacles to using the database.

### Data Analysis

The following table which is prepared by researchers reflects the final results of the questionnaire.



### Survey Results

Looking at the table, the researchers have come to the following results:

1. There are benefits to the educational system, including but not limited to time and location.
2. Scientific weaknesses in workplace courses and the usage of email, which affects all scientific departments.

3. A lack of information from teachers about how to use computers and how to deal with them.
4. As a result of the questionnaire, many teachers are interested in implementing an e-learning system if the correct conditions are made for them.
5. E-learning has encouraged some teachers to provide YouTube lectures and use a range of online platforms to showcase their inventiveness as well as students who attend their research sessions, particularly female students.

### **Conclusions and Recommendations**

From the foregoing, the following conclusions can be drawn:

In all parts of life, including higher education, logical and inventive advances are obvious, and this is the reason for these developments, particularly in our country, Iraq, which is experiencing a significant crisis in the field of higher education. Information and communication technologies, as well as electronic equipment, are examples of scientific and technological advancements the so-called e-learning. Computer learning, e-access tactics, online learning, and database learning are all examples of high-quality e-learning.

The majority of evaluations of e-learning outcomes confirm the inadequacy of this sort of training in developing students' and teachers' competencies, and a large number of countries have undertaken attempts to allow the sharing of e-learning with others.

The recommendations that can be drawn from this research are:

1. The need to use a variety of e-learning methods and strategies to stay up with advances in knowledge and technology in our colleges.
2. Financial support for e-learning needs and technology, such as computers, electronic display devices, and online communication networks.

3. Organizing information and communication technology (ICT) and educational program training courses for instructors and students.

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