APITEL 2020

Second International Conference

Alexandria Pedagogical Innovation and Technology EnhancedLearning

ONLINE LEARNING: A PARADIGM SHIFT IN HIGHER EDUCATION IN RESPONSE TO COVID-19 PANDEMIC

October 24 - 26, 2020 PROCEEDINGS

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Former President of Alexandria University and President of Alamein University

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APITEL 2020

Deuxième Conférence Internationale d'Alexandrie

Innovation pédagogique et apprentissage amélioré par la technologie

APPRENTISSAGE EN LIGNE: UN CHANGEMENT DE PARADIGME DANS L'ENSEIGNEMENT SUPERIEUR EN REPONSE A LA PANDEMIE COVID-19

Actes du colloque du 24 au 26 octobre, 2020

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Prof. Essam Elkordi

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Directrice de l'unité d'innovation pédagogique et de l'enseignement à distance de l'Université d'Alexandrie

Preface

Alexandria University has proudly created the Pedagogical Innovation and Distance Learning Unit (ADIP) in 2019, Egypt's Education Year. In the same year, it has launched the conference series "Alexandria Pedagogical Innovation and Technology Enhanced Learning- APITEL". In its second year, APITEL is proud to be organized within the activities of the Francophone Rectors Conference of the Middle East "Confremo".

This year's theme discusses what we are moving to in Education after Covid 19. The event itself is held online and it comprises keynotes, two tutorials, three workshops, a competition on pedagogical innovation practices, a competition on pedagogical innovation information technology applications and recognizing a success story in education. Lots of interesting stuff are in these proceedings. Enjoy reading them. You can also watch the conference sessions on

https://youtube.com/playlist?list=PL2y4AZEEnQLn8OAgFNdnF92mzh2kj8ljZ

Conference Co-Chairs
Prof. Hesham Gaber and Prof. Ghada El Khayat

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ضيوفنا الكرام من مختلف جامعات العالم والذين حرصوا على المشاركة في هذا المؤتمر
السادة الضيوف من عالم الصناعة والأعمال
طلابي الأعزاء,
الحضور الكريم,

يسعدنى الترحيب بحضراتكم فى جامعة الإسكندرية حتى وإن كنا فى تواصل عن بعد.. تلك الجامعة العريقة المتعددة التخصصات والتى نفخر كلنا بالإنتساب إليها والتى تمتد فروعها خارج مصر وينهل من علمها الكثيرون... ويسعدنى أن أرحب بحضراتكم فى هذا الحدث الهام وهو المؤتمر الدولى الثانى للإبتكارات التربوية والتعلم المدعوم بالتكنولوجيا والذي تنظمه وحدة الابتكارات التربوية بجامعة الإسكندرية فى نسخته الثانية والذى يعقد فى إطار أنشطة مؤتمر رؤساء جامعات الشرق الأوسط ."Confremo" هذا العام . يعد هذا المؤتمر الأول من نوعه فى الجامعات المصرية وهو يبحث فى أمور الإبتكارات التربوية والتعلم المدعوم بالتكنولوجيا. وقد تم إطلاقه فى 2019 مجسدا لرؤية جامعة الإسكندرية فى تطوير التعليم وتعزيزه بالتكنولوجيا, تلك الرؤية التى تبنتها جامعة الإسكندرية منذ نوات بعيدة وقبل أن نتخيل أن وباء Covid 19 سوف يأتى ويؤدى إلى إختيارات تقنية فى إدارة العملية التعليمية. لقد إستشرفت جامعة الإسكندرية أهمية تطوير طرق التعليم والتعلم فمرت علينا الأزمة مرورا كريما لم يمتعنا من إستمرار العملية التعليمية حتى ولو كان يدرس داخل جامعتنا الحبيبة قرابة المأتى ألف طالب وطالبة.

ونحن نفخركل الفخرأن تكون جامعة الإسكندرية أول جامعة مصرية تطلق هذا النوع من المؤتمرات والتي تعدعلامة فارقة ومؤثرة في تطور منظومة التعليم وسبيلا للوصول إلى التميز في التعليم العالى. ويعد هذا المؤتمر دعوة للتربويين والباحثين, والأساتذة من مختلف التخصصات, وغيرهم من الممارسين المهنيين للمشاركة بأفكارهم وتجاربهم في الابتكارات التربوية, ومناقشة تطبيقها وتقييم أثر الممارسات التربوية المبتكرة على مخرجات التعليم والتعلم, وهو أيضا فرصة لمناقشة الإصلاحات فى العملية التعليمية الجامعية.

أنه لمن عظيم سرورى ان اكون مع حضراتكم لإفتتاح فاعليات هذا المؤتمر والذى جاء فى وقت فرضت فيه الظروف علينا الاعتماد علي ادوات وأساليب التعلم عن بعد لمواجهة تداعيات جائحة كورونا.. إعتمادا سيستمر بل سيمثل تغييرا جذريا فى الأطر الفكرية والمفاهيمية فى التعليم العالى كما جاء عنوان المؤتمر هذا العام. وقد كان لجامعة الإسكندرية السبق في إنشاء وحدة للابتكارات التربوية والتعلم عن بعد والتي ساهمت بشكل كبير وفعال في دعم العملية التعليمية في الجامعة قبل ووقت الجائحة من خلال تدريب السادة أعضاء هيئة التدريس بالجامعة علي تبني الادوات التكنولوجية .... والحق يقال انه رغم

الأعباء الشديدة علي السادة أعضاء هيئة التدريس بجامعة إلاسكندرية إلا أن واجبهم الوطني وحبهم للمعرفة كان لهم الأثر الأكبر في تلقي التدريب والبحث دوما عن الأسلوب والاداة الافضل لتوصيل المادة العلمية لأبنائنا الطلاب.. ولأننا نعيش اليوم في عالم يتغير بخطى سريعة, فالتحديات والتغيرات المعاصرة كثيرة ومتلاحقة, وتتطلب إصلاحات تربوية مستمرة في المنظومة التعليمية بكل ما فيها من: طلاب, وأساتذة, وإداريين و ومحتويات تعليمية.

وما لا يخفي عن الجميع انه رغم وجود بنية تحتية ضعيفة في الانترنت فى بلادنا إلا أن العملية التعليمية عن بعد وقت الأزمة أتت بثمارها واننا على يقين اليوم (بل منذ أمس) أن التعليم عن بعد ليس برفاهيه أو طريقة نستخدمها خلال الأزمات فقط وانما هي منهج له أساس وله قاعدة ويمكن الاعتماد عليه مع المحاضرات وجها لوجه ليستفيد من ذلك جميع الطلاب ولتقديم نموذج تعليمي يحوى فى طياتة مزايا عددة .. فقد حان الوقت أن تخرج الجامعة من حوائطها الاسمنتية الجامدة وان تستثمر في الطرق المختلفة والميسرات للعملية التعليمية لبناء بيئة خلاقة يعتمد عليها الطلاب ليبدعوا وينتجوا ويكون لهم القدرة علي التعامل مع التكنولوجيا والتي فرضت نفسها علي العالم أجمع.

ومنذ سنوات عدة رأت جامعة الاسكندرية ان الفرنكوفونية تعد أحد أضلاع التعددية التى تؤمن بأهميتها فكان للجامعة الريادة في برامجها الفرنكوفونية وفي مشروعاتها مع شركائها الفرنكوفويين واصبح لها تواجدا وبصمة كبيرين في منطقة الشرق الاوسط وافريقيا وفي العالم الفركوفوني بوجه عام. وأنه ليسعدنى أن أذكروأشكر الدور الهام الذى يلعبه المكتب الإقليمى للوكالة الفراكوفونية الجامعية فى دعم وتشبيك جامعات الشرق الأوسط التى تشترك فى الكثيرمن خلال أنشطة وتنظيمات عدة على رأسها مؤتمر رؤساء جامعات الشرق الأوسط والذى رأسته جامعة الإسكندرية فى عدة دورات.

وأحب أن أتوجه بكامل الشكر لكل من شارك فى تنظيم تلك التظاهرة وأخص بالذكر فريق عمل وحدة الإبتكارات التربوية والتعلم عن بعد بالجامعة وكافة الإدارات الجامعية التى عملت على التنظيم فشكرا لهم.. وفي النهاية اتمني من الله عز وجل أن تستمر جامعة الإسكندرية في عطائها وتذليل كل ما يقف حائلا بين عضو هيئة التدريس والطالب.

وفقنا الله وإياكم إلى خير جامعاتنا ورفعة أوطاننا الحبيبة.

Mot de Bienvenue - Prof. Hesham Gaber

Président par Intérim de l'Université d'Alexandrie

Monsieur le professeur Docteur - Essam EL KORDI - Président de la Conférence des recteurs du Moyen-Orient
Monsieur Jean-Noël Baléo - Directeur Régional de l'Agence Universitaire de la Francophonie au Moyen-Orient
Messieurs, les Présidents actuels et précédents des universités et leurs adjoints au Moyen-Orient
Mesdames et messieurs membres du corps professoral et leurs assistants au Moyen-Orient
Honorables invités de diverses universités du monde qui ont tenu à participer à cette conférence
Chers invités du monde de l'industrie et des affaires
Chers étudiants
Mesdames et Messieurs,

Je suis heureux de vous accueillir aujourd'hui au sein de l'Université d'Alexandrie- même si cet accueil est à distance-, cette prestigieuse université multidisciplinaire à laquelle nous sommes tous fiers d'être affiliés, dont les branches s'étendent hors d'Egypte et où beaucoup ont été formés. Je suis heureux de vous souhaiter la bienvenue dans cet événement important, qu'est le deuxième colloque international sur les innovations en matière d'apprentissage soutenu par la technologie, qui est organisé par l'Unité d'Innovation Pédagogique et d'enseignement à Distance de l'Université d'Alexandrie dans sa deuxième édition, et qui se tient cette année dans le cadre des activités de la CONFREMO. Ce colloque est le premier en son genre dans les universités égyptiennes qui porte sur les innovations pédagogiques et l'apprentissage assisté par la technologie. Il a été lancé en 2019 pour concrétiser la vision de l'Université d'Alexandrie en ce qui concerne le développement de l'enseignement basé sur la technologie, une vision que l'Université d'Alexandrie a adoptée il y a longtemps et avant que nous n'imaginions que la pandémie de la Covid 19 aura lieu et conduirait à des choix techniques dans la gestion du processus éducatif. L'Université d'Alexandrie a prévu l'importance de développer des méthodes d'enseignement et d'apprentissage bien avant la crise, ce qui ne l'a pas empêchée de poursuivre son processus éducatif, même avec le grand nombre d'étudiants qui atteint presque les deux mille.

Nous sommes très fiers que l'Université d'Alexandrie soit la première université égyptienne à lancer ce type de colloque, qui constitue une étape décisive et influente dans le développement du système éducatif et un moyen efficace pour atteindre l'excellence dans l'enseignement supérieur. Ce colloque est une invitation aux pédagogues, chercheurs, professeurs de diverses disciplines et autres praticiens professionnels à partager leurs idées et expériences en matière d'innovation pédagogique, à discuter de leur application et à évaluer l'impact des pratiques pédagogiques innovantes sur les acquis de l'enseignement et de l'apprentissage. C'est également l'occasion de discuter les réformes du processus d'enseignement universitaire.

Je suis également très heureux d'être parmi vous aujourd'hui dans ce colloque organisé en ces circonstances difficiles imposées par la Pandémie de la Covid 19 et qui nous ont poussés à utiliser les outils d'enseignement et d'apprentissage à distance pour faire face à cette crise qui constitue un tournant décisif dans l'enseignement supérieur comme l'indique le titre du colloque. Notons également que l'Université d'Alexandrie a été pionnière dans la création d'une unité d'innovation pédagogique et d'apprentissage à distance, qui a contribué de manière significative et efficace à soutenir le processus éducatif à l'université avant et au moment de la pandémie en formant les membres du corps professoral de l'université à l'utilisation des outils technologiques. A vrai dire, malgré les lourdes charges qui pèsent sur les membres du corps

professoral de l'Université d'Alexandrie, et en raison de leur devoir patriotique et leur amour pour la connaissance, ils ont su profiter au maximum de tous les outils et méthodes pour fournir à leur étudiants la meilleure formation. Et parce que nous vivons aujourd'hui dans un monde accéléré, les défis et les changements contemporains sont nombreux et successifs, et nécessitent des réformes pédagogiques qui toucheront étudiants, professeurs, administrateurs et contenus pédagogiques.

Je ne peux également nier que malgré l'existence d'une infrastructure Internet faible dans notre pays, le processus d'enseignement à distance au moment de la crise a porté ses fruits, et nous sommes certains aujourd'hui que l'enseignement à distance n'est pas un luxe ou une méthode que nous utilisons uniquement pendant les crises, mais c'est plutôt une approche qui pourra soutenir l'enseignement en présentiel et fournir aux étudiants une formation modèle qui possède plusieurs avantages. Il est temps pour l'Université de sortir de ses murs de béton rigides et d'investir dans diverses méthodes et facilitateurs du processus éducatif pour construire un environnement créatif qui poussera les étudiants à innover et à savoir faire face à la technologie, qui s'est imposée dans le monde entier.

Depuis plusieurs années et jusqu'à présent, l'Université d'Alexandrie considère la francophonie comme l'un des piliers du pluralisme et croit en son importance. L'Université a été pionnière dans ses programmes et projets francophones avec ses partenaires francophones, et elle a eu une présence et une empreinte significative au Moyen-Orient en particulier, en Afrique et dans le monde francophone en général. J'ai le plaisir de saluer le rôle important joué par le bureau régional de l'Agence universitaire de la Francophonie dans le soutien et la mise en réseau des universités du Moyen-Orient, qui partagent beaucoup à travers plusieurs activités et événements, notamment la Conférence des Recteurs du Moyen-Orient qui a été présidée par l'Université d'Alexandrie à plusieurs reprises.

Je tiens à remercier chaleureusement tous ceux qui ont participé à l'organisation de cet événement, en particulier l'équipe de travail de l'Unité d'Innovation Pédagogique et de Formation à Distance de l'Université ainsi que tous les départements universitaires qui ont contribué à ce que ce colloque voie le jour.

Que Dieu guide nos pas et vous guide vers le bien de nos universités et le développement de nos pays bien-aimés.

كلمة السيد الأستاذ الدكتور/ عصام الكردي

رئيس الـCONFREMO

السيد الأستاذ الدكتور/ هشام جابر - القائم بأعمال رئيس جامعة الإسكندرية
السيد جون نويل باليبو المدير الإقليمي للوكالة الجامعية الفرانكوفونية بالشرق الأوسط
السادة رؤساء الجامعات الفرانكوفونية الأعضاء في ال CONFREMO وممثليهم
السادة رؤساء الجامعات في الدول الشقيقة وممثليهم
السادة عمداء الكليات في الجامعات الفرانكوفونية والجامعات الشقيقة ووكلائهم
السادة عمداء كليات جامعات مصر وجامعة الإسكندرية ووكلائهم
السادة أعضاء هيئة التدريس الأجلاء ومعاونيهم من خارج جمهورية مصر العربية وداخلها
الطلاب الأعزاء
الحضور الكريم

بصفتي رئيسا لمؤتمر رؤساء الجامعات الفرانكوفونية في الشرق الأوسط ورئيسا لجامعة العلمين أود أن أرحب بكم جميعا في هذا اليوم الحافل الذي يشهد للعام الثاني على التوالي إطلاق مؤتمر الإسكندرية الدولى الثانى للابتكارات التربوية والتعلم المدعوم بالتكنولوجيا, والذى يأتي فى إطار أعمال مؤتمر رؤساء الجامعات الفرنكوفونية في الشرق الأوسط لهذا العام وتنظمه وحدة الإبتكارات التربوية والتعلم عن بعد بالجامعة, تحت عنوان "التعلم عبر الإنترنت: تحول فى الأطر الفكرية للتعليم العالى فى ظل أزمة كوفيد- ١٩".

ويعد هذا المؤتمر ثاني أكبر حدث ينظم عن بعد هذا العام في إطار رئاستنا لمؤتمر رؤساء جامعات الشرق الأوسط, بعد **المسابقة الإقليمية الطلابية في ريادة الأعمال** التي أطلقتها جامعة الإسكندرية يوم ٣١ مايو الماضي على الموقع الإلكتروني المعد خصيصا لها بالتعاون مع شركاء كان لهم أكبر الأثر في إنجاح تلك المسابقة وخاصة في ظل الظروف الاستثنائية التي يواجهها العالم أجمع نتيجة جائحة الكورونا وهم: الوكالة الجامعية الفرانكوفونية في الشرق الأوسط, من خلال مشروعها CIPIEE (المسارات والإدماج الوظيفي والابتكار وريادة الأعمال في مصر) و شركة IBDL (الرخصة الدولية لقيادة

الأعمال), وحاضنة أعمال كلية الاقتصاد والعلوم السياسية بجامعة القاهرة, مدينة الأبحاث العلمية والتطبيقات التكنولوجية بالإسكندرية, جمعية رجال أعمال الإسكندرية, غرفة التجارة والصناعة الفرنسية بمصر.

وقد شارك في تلك المسابقة 83 فريقا, بإجمالي عدد طلاب 314 طالبا ممثلين ل 14 جامعة من الجامعات الأعضاء في ال CONFREMO و 6 دول هم: لبنان (5 جامعات), العراق (جامعة واحدة), السودان (جامعتان), جيبوتي (جامعة واحدة), فلسطين (جامعة واحدة), مصر (4 جامعات). و تعد تلك المسابقة الأولى من نوعها على مستوى الشرق الأوسط في ريادة الأعمال التي تم إدارتها منذ بدايتها وحتي نهايتها عبر الإنترنت مما يعد سبقا في عالم ريادة الأعمال والتكنولوجيا ومثالا يحتذى به في التعليم والتعلم عن بعد.

وها نحن اليوم أمام حدث جلل آخر تشهده جامعة الإسكندرية في إطار أنشطة ال CONFREMO لهذا العام ألا وهو **مؤتمر الإسكندرية الدولى الثانى للابتكارات التربوية والتعلم المدعوم بالتكنولوجيا** والذي يحمل في طيات عنوانه ما يشهده العالم أجمع حاليا من تحول فى الأطر الفكرية للتعليم العالى فى ظل أزمة كوفيد- ١٩. فمثلما اجتاح وباء كورونا المستجد حواجز الزمان والمكان, جاءت دعوات "التعلم عن بعد" والتي صاحبت انتشار الفيروس, لتجتاح هي الأخرى حواجز المكان والزمان. اجتياح مكاني جعل من غياب الحواجز المكانية الثابتة مثارًا للارتقاء إلى عوالم مختلفة عن طريق شبكات الإنترنت الفسيحة, واجتياح زماني امتلك أدوات التخلص من روتين الذهاب والإياب ومزاحمة الآخرين بحثًا عن سرعة الوصول إلى حيز مكاني ربما كان أضيق مما تحتمله رحابة العقول. وبكل ما يمتلكه من موارد سمعية وبصرية ورسوم توضيحية وصور متحركة, تحول التعليم عن بعد من أسلوب "التلقين" إلى أسلوب "تفاعلي" مصحوبا بمؤثرات بصرية وسمعية, تجعل من العملية التعليمية "الجامدة" عملية أكثر جذبًا, وتساعد الطلاب على الدخول إلى المحتوى دون التوقف عند عتبات رائحة الأوراق.

لذا فإن هذا المؤتمر بكل ما يحتويه من جلسات وأوراق بحثية وورش ومسابقات يأتى استمرارًا لأنشطة مؤتمر رؤساء الجامعات الفرنكوفونية بالشرق الأوسط تعليميًا وبحثيًا ومجتمعيًا على الصعيد المحلي والعالمي, في مواجهة الأزمة العالمية المصاحبة لجائحة كورونا , كما يعد هذا المؤتمر مثالا حيا للتغلب على أى معوقات تفرضها الظروف الراهنة وتأكيدًا على المشاركة الفاعلة للتكاتف مع جهود الدولة وتنفيذًا لتعليمات القيادة السياسية الواعية في مواجهة الازمة.

ونحن مستمرون في العطاء في ظل رئاستنا لل CONFREMO حيث سنعمل قريبا على إتاحة فرص تدريب عن بعد لأعضاء هيئة التدريس ومعاونيهم بالجامعات الأعضاء في ال CONFREMO على مستوى الشرق الأوسط على كيفية استخدام نظم إدارة التعلم عن بعد المختلفة. ويهدف هذا التدريب إلى تعزيز القدرات التكنولوجية اللازمة لأعضاء هيئة التدريس ومعاونيهم للتعليم عن بُعد, الأمر الذي سيسمح لهم بتحسين أساليب التدريس وطرق التقييم, بالإضافة إلى تعريفهم بمختلف الأدوات التكنولوجية, التي تمكنهم من التفاعل الافتراضي مع الطلاب في الصفوف الدراسية.

وأخيرا أود ان أضيف أن "الأزمات تحمل أحيانا في طياتها الفرص والمنح", فقد غيَّرت تلك الجائحة في توجهات العملية التعلمية وتشكيلها على مستوى التعليم الجامعي المحلي والإقليمي والدولي, ودفعت بقضايا التحول الرقمي ودور التكنولوجيا الرقمية في العملية التعليمية إلى واجهة النقاش, ومعها تساؤلات مُستمرة حول مستقبل المؤسسات التعليمية والمهارات المطلوبة للمستقبل وخصوصًا في عالم ما بعد الجائحة العالمية.

أشكركم شكرا جزيلا وألقاكم قريبا في فعاليات أخرى من فعاليات مؤتمر رؤساء الجامعات الفرنكوفونية في الشرق الأوسط.

Mot de Bienvenue - Prof. Essam Elkordi

Président de la CONFREMO

Monsieur le Professeur Hesham Gaber - Président par intérim de l'Université d'Alexandrie
Monsieur Jean-Noël Baléo, Directeur régional de l'Agence Universitaire de la Francophonie au Moyen-Orient
Messieurs Les Présidents et Représentants des universités francophones membres de la CONFREMO
Messieurs les Présidents et Doyens d'établissement d'enseignement supérieur,
Mesdames et Messieurs les membres du corps professoral
Chers étudiants
Mesdames et messieurs

En tant que président de la CONFREMO et Président de l'Université d'El Alamein, je vous souhaite à tous la bienvenue en cette journée exceptionnelle qui, pour la deuxième année consécutive, voit le lancement de la deuxième édition du Colloque international d'Alexandrie sur les innovations pédagogique et l'apprentissage assisté par les technologies. Ce colloque, qui s'inscrit cette année dans le cadre des activités de la CONFREMO, est organisé par l'unité d'innovation pédagogique et d'apprentissage à distance de l'université d'Alexandrie, sous le titre d'«Apprentissage en ligne: un changement de paradigme dans de l'enseignement supérieur en réponse à la pandémie de la Covid-19».

En fait, ce colloque est le deuxième plus grand événement organisé à distance cette année dans le cadre de notre présence en tant que président de la CONFREMO, après la compétition régionale étudiante en entrepreneuriat qui a été lancée par l'Université d'Alexandrie le 31 mai dernier en coopération avec des partenaires qui ont contribué énormément à sa réussite, surtout en ces circonstances exceptionnelles auxquelles le monde entier fait face en raison de la pandémie de la COVID-19 et qui sont : L'Agence Universitaire de la Francophonie au Moyen-Orient, qui a apporté tout le soutien matériel et moral nécessaire à cette compétition surtout à travers son CIPIEE (Carrières et insertion professionnelle, innovation et entrepreneuriat en Egypte) et l'entreprise IBDL (International Business Driver License) qui a organisé et géré la compétition avec brio, l'incubateur d'entreprises de la Faculté d'économie et de sciences politiques de l'Université du Caire, la Cité de la recherche scientifique et des applications technologiques à Alexandrie, l'Association des hommes d'affaires d'Alexandrie, et la Chambre de commerce et d'industrie française en Égypte

Cette compétition a débuté le 31 mai avec 83 équipes inscrits, qui correspondent à un nombre total de 314 étudiants représentant 14 universités membres de la CONFREMO et 6 pays: le Liban (5 universités), l'Irak (une université) , le Soudan (deux universités), Djibouti (une université), la Palestine (une université), l'Égypte (4 universités).83 équipes ont participé à ce concours, avec un nombre total de 314 étudiants représentant 14 universités des universités membres de CONFREMO et 6 pays: Liban (5 universités), Iraq (une université), Soudan (deux universités), Djibouti (une université). , Palestine (une université), Égypte (4 universités). Il est à noter que cette compétition fut la première compétition en entrepreneuriat au Moyen-Orient, qui a été gérée depuis son lancement jusqu'à sa fin via Internet, ce qui est considéré un incident marquant et sans précédent dans le monde de l'Entrepreneuriat et de la technologie.et un exemple à suivre dans l'éducation et la formation à distance.

Et nous voici aujourd'hui face à un autre grand événement organisé par l'Université d'Alexandrie dans le cadre des activités de la CONFREMO pour cette année, à savoir le deuxième Colloque international d'Alexandrie sur l'innovation pédagogique et l'apprentissage

appuyé par la technologie, qui porte dès son titre même les éléments clés de cette révolution dans l'enseignement supérieur à la suite de la pandémie de la Covid - 19.

Tout comme cette nouvelle pandémie qui a dépassé les barrières du temps et de l'espace, les appels à « l'apprentissage ou l'enseignement à distance» qui ont accompagné la propagation du virus, sont venus abattre les barrières de l'espace et du temps. L'effacement des barrières spatiales a permis un libre accès virtuel à différents mondes et ceci grâce à cet outil puissant qu'est Internet. L'effacement des barrières du temps, quant à lui, a été un outil magique pour débarrasser les corps et les esprits de la routine d'aller et de venir, et d'évincer les autres à la recherche d'un accès rapide à un espace peut-être beaucoup plus étroit que celui des esprits. Grâce à une panoplie de ressources, l'enseignement à distance est passé d'une méthode « transmissive » à une méthode «interactive» qui rend le processus éducatif autrefois «rigide et parfois assommant» plus intéressant et plus fascinant et permet aux apprenants d'accéder au contenu avec aisance et liberté

Ainsi, ce colloque, avec toutes les recherches, toutes les sessions, toutes les activités, tous les ateliers et concours qu'il regroupe, s'inscrit dans la continuité des activités de la CONFREMO qui touchent à la fois les domaines de l'éducation, de la recherche et de la société au niveau régional et mondial, face à la crise mondiale engendrée par la pandémie de la Covid-19. Ce colloque est également l'exemple le plus latent qui prouve comment on peut surmonter les obstacles imposés par les circonstances et épauler les efforts de l'Etat et de la direction politique face à la crise.

En tant que Président de la CONFREMO, nous allons offrir très prochainement des opportunités de formation à distance aux membres du corps professoral dans les universités membres de CONFREMO au Moyen-Orient afin de les initier à la gestion des différents espace et plateformes d'enseignement à distance. Cette formation vise à renforcer les compétences technologiques des membres du corps professoral et à améliorer les méthodes d'enseignement et d'évaluation, en plus à leur faire découvrir divers outils technologiques qui leur permettront d'interagir avec les apprenants à distance.

Enfin, je voudrais ajouter que «les crises sont parfois porteuses d'opportunités et de chances». Cette pandémie de la Covid-19 a révolutionné les méthodes d'enseignement et le processus d'apprentissage dans l'enseignement supérieur et a fait surgir sur la scène locale, régionale et internationale les enjeux de transformation numérique et le rôle de la technologie dans le processus éducatif, et a soulevé des questions sur l'avenir des établissements de l'enseignement supérieur et les compétences requises pour faire face à l'avenir, en particulier dans le monde postpandémique.

Je vous remercie et à très bientôt dans d'autres activités qui s'inscrivent dans le cadre de la CONFREMO.

Mot de Bienvenue – M. Jean Noel Baleo

Directeur Régional de l'AUF au Moyen-Orient

Messieurs les présidents et Recteurs,
Mesdames et messieurs, chers amis,

C'est pour moi un très grand plaisir d'être parmi vous aujourd'hui, bien qu'à distance depuis le Liban, et je voudrais saisir cette occasion pour souligner la vitalité de la relation de coopération, riche et féconde, qu'entretiennent l'AUF et ses membres en Égypte.

Je salue en particulier l'Université d'Alexandrie, organisatrice de cette conférence avec la CONFREMO, avec une conférence dont le sujet est désormais au cœur de nos préoccupations stratégiques régionales.

En effet, la fermeture d'établissements universitaires et l'obligation soudaine de proposer un enseignement à distance à la suite de la pandémie de Covid-19, a constitué un choc pour une majorité des établissements d'enseignement supérieur du Moyen-Orient, qui étaient peu préparés à s'engager dans la transition vers l'apprentissage numérique.

Le premier impact a été la nécessité, pour nombre d'universités, de mettre en place dans l'urgence une offre de cours hybride ou complètement en ligne, d'un point de vue technologique, pédagogique et organisationnel, et ce malgré la généralisation des équipements et des réseaux informatiques

Or l'importance stratégique de l'utilisation de la technologie numérique dans les pratiques d'enseignement, est désormais évidente : assurer la continuité pédagogique est soudainement devenue une nécessité, mais il y a aussi des opportunités en termes d'innovation pédagogique et de massification de l'accès à l'enseignement.

A ce jour néanmoins, nombre d'universités du Moyen-Orient ne sont toujours pas en mesure de mettre en œuvre cette transition critique.

Par ailleurs, il faut le rappeler, l'enseignement en ligne n'est pas non plus la panacée universelle qui peut résoudre tous les problèmes, qui sont nombreux. Quelques exemples :

- dans certains pays, les cours en ligne dans l'enseignement supérieur ne sont pas censés conduire à la délivrance d'un diplôme officiellement reconnu, et ne disposent pas d'un cadre juridique ;
- un autre défi réside dans les programmes d'études que l'on ne peut pas entièrement numériser, je fais référence aux formations médicales et paramédicales par exemple ;

- vient ensuite, par exemple, la question de l'organisation d'évaluations et d'examens équitables des étudiants à distance, même si des possibilités techniques existent pour surmonter les principales difficultés.

Aujourd'hui, les universités doivent engager cette transition sur une base rationnelle et efficace, avec un degré d'hybridation adapté au contexte local.

Elles doivent aider les enseignants à acquérir de nouvelles compétences pédagogiques et technologiques, et développer leurs infrastructures informatiques. L'introduction du modèle de classe inversée dans les cours, à titre d'exemple, peut constituer un moyen à la fois d'assurer l'hybridation de la formation, mais également d'approfondir le soutien pédagogique et d'améliorer l'efficacité de l'enseignement.

Je voudrais souligner quelques points qui me paraissent essentiels en termes d'enjeux pour nos universités, sans même aborder les questions purement technologiques, dans ce processus de passage au numérique :

- les enjeux pédagogiques, pour renforcer les processus d'apprentissage en ligne, pour permettre un apprentissage centré sur l'apprenant, pour partager les ressources et les meilleures pratiques telles que la mise en place de scénarios hybrides ;
- les enjeux réglementaires, avec pour chaque pays un cadre juridique encadrant l'apprentissage en ligne et sa reconnaissance ;
- enfin les enjeux liés à la qualité, et il est essentiel d'établir un cadre pour l'accréditation de la qualité des cours en ligne.

La région du Moyen-Orient ne fait pas exception et s'inscrit dans un contexte mondial de l'enseignement supérieur où la tendance de base sera désormais à l'introduction de programmes d'études hybrides. Les universités qui ne se conformeront pas à cette tendance prendront le risque d'une forme de déclassement.

La stratégie de l'AUF, comme vous le savez, est basée sur une approche par projets, au service du soutien à ses membres, pour les aider à répondre aux défis stratégiques auxquels ils sont confrontés. La transition numérique l'enseignement supérieur, évidemment, est aujourd'hui au cœur des objectifs stratégiques de nos membres, et l'AUF prendra pleinement sa part, avec ambition et volontarisme, pour les épauler. Le numérique sera au cœur de notre stratégie pour les années à venir, à votre service.

Il ne me reste plus qu'à vous souhaiter des échanges fructueux, dans cet esprit de partenariat et d'amitié qui est au cœur des valeurs portées par l'AUF.

Je vous remercie de votre attention.

كلمة السيد/ جون نويل باليو

المدير الإقليمي للوكالة الجامعية الفرانكوفونية بالشرق الأوسط

السادة رؤساء الجامعات,

السادة العمداء,

السيدات والسادة,

الأصدقاء الأعزاء,

إنه لمن دواعي سروري أن أكون معكم هنا اليوم, وإن كنت أتحدث إليكم عن بعد, من لبنان, وأود أن أغتنم هذه الفرصة للتأكيد على حيوية علاقة التعاون الغنية والمثمرة, بين الوكالة الجامعية الفرنكوفونية وأعضائها في مصر. كما أود أن أخص بالتحية جامعة الإسكندرية, التي تولت تنظيم هذا المؤتمر بالتعاون مع CONFREMO, هذا المؤتمر الذي يتناول موضوعا يقع في قلب اهتماماتنا الاستراتيجية الإقليمية.

ففي الواقع, جاء إغلاق مؤسسات التعليم العالي وإلزامها بتقديم خدمة التعليم عن بعد في أعقاب جائحة كوفيد -19, بمثابة صدمة لغالبية مؤسسات التعليم العالي في الشرق الأوسط, التي لم تكن مستعدة بعد لهذا التحول الرقمي في التعليم. وكان الأثر الأول لهذه الصدمة هو شعور العديد من المؤسسات الجامعية بضرورة اتباع وتطبيق نظام التعليم الهجين أو عبر الإنترنت بشكل عاجل, وذلك من الناحية التكنولوجية والتعليمية والتنظيمية, على الرغم من توافر أجهزة الكمبيوتر والشبكات لدي تلك المؤسسات.ومع ذلك, فإن الأهمية الاستراتيجية لاستخدام التكنولوجيا الرقمية في الممارسات التدريسية أصبحت الآن واضحة: ألا وهي ضمان الاستمرارية في التعليم الذي بات ضرورة ملحة, تعميم فكر الابتكار التربوي وزيادة أعداد المتعلمون. لكن حتى يومنا هذا, لا تزال العديد من الجامعات في الشرق الأوسط غير قادرة على تطبيق هذا التحول الحاسم.

من ناحية أخرى, يجب أن نتذكر أن التعليم عبر الإنترنت ليس حلاً شاملاً لجميع المشكلات, وأذكر منها على سبيل المثال:

- في بعض البلدان, لا يؤدي التعلم عبر الإنترنت في مرحلة التعليم العالي إلى منح شهادة معترف بها رسميًا, ولها إطار قانوني.
- هناك تحدٍ آخر يكمن في البرامج الدراسية التي لا يمكن رقمنتها بالكامل, مثل البرامج الدراسية الخاصة بالمجال الطبي والمجالات الشبيهة.
- ثم تأتي بعد ذلك, على سبيل المثال, مسألة تنظيم التقييمات والامتحانات للطلاب عن بعد بصورة عادلة, حتى وإن توفرت الإمكانيات التقنية للتغلب على الصعوبات الرئيسية.

اليوم, يجب على مؤسسات التعليم العالي البدأ في هذا التحول الرقمي ولكن على أساس عقلاني وفعال, آخذة في الاعتبار تطبيق التعليم الهجين الذي يتفق مع السياق المحلي.

يجب أن تساعد مؤسسات التعليم العالي أعضاء هية التدريس على اكتساب مهارات تعليمية وتكنولوجية جديدة بالإضافة إلى تطوير البنى التحتية لتكنولوجيا المعلومات الخاصة بها. ويمكن أن يكون تبنى نموذج الصف المعكوس في التدريس, على سبيل المثال, وسيلة لضمان تطبيق نظام التعليم الهجين, وزيادة الدعم التربوي وتحقيق الكفاءة في التعليم.

وأود أن أسلط الضوء على بعض النقاط التي تبدو أساسية بالنسبة لي فيما يتعلق بالقضايا والتحديات التي تواجهها جامعاتنا في عملية التحول الرقمي هذه, وذلك دون الخوض في الأمور التقنية و المشكلات التكنولوجية البحتة:

- التحديات التربوية, وذلك من أجل تعزيز عمليات التعلم عبر الإنترنت, تمحور التعليم حول المتعلم, وتبادل الموارد وأفضل الممارسات مثل تبني السيناريوهات التعليمية الهجين؛
- التحديات التنظيمية, وذلك عن طريق وجود إطار قانوني لكل دولة يحكم التعلم عبر الإنترنت ويعترف به؛
- أخيرًا, التحديات المتعلقة بالجودة, وذلك عن طريق إنشاء إطار لاعتماد جودة التعليم عبر الإنترنت.

ومنطقة الشرق الأوسط ليست استثناءً, وتشكل جزء لا يتجزأ من المنظومة العالمية للتعليم العالي التي تخطو بخطى ثابتة نحو البرامج الدراسية الهجينة. والجامعات التي لن تتبنى هذا التوجه سوف تتراجع من مصاف الجامعات المتميزة. و تعتمد استراتيجية الوكالة الجامعية الفرنكوفونية, كما تعلمون, على نهج قائم على المشروعات, لدعم أعضائها, ومساعدتهم في التصدى للتحديات الاستراتيجية التي يواجهونها. والجدير بالذكر أن التحول الرقمي في التعليم العالي, هو الآن ومما لا شك فيه من صميم الأهداف الإستراتيجية لأعضاء الوكالة, وسوف تستمر الوكالة في القيام بدورها بالكامل, بكل طموح وعطاء, لدعمهم وستكون التكنولوجيا الرقمية أساس استراتيجيتنا للسنوات القادمة.

وفي النهاية لا يسعني سوى أن أتمنى لكم مؤتمرا مثمرًا, تخيم عليه روح الشراكة والصداقة التي هي من صميم القيم التي تتبناها AUF. شكرا لحضراتكم على حسن استماعكم.

Opening Presentation

Title: The Alexandria University Experience Managing the Educational Process Pre, During and Post Covid-19

His Excellency Prof. Hesham Gaber

Acting President of Alexandria University

In this presentation, the following points are addressed and they are detailed below:

- Actions pre Covid-19.
- Digital learning initiatives in Alexandria University over the years.
- Participation in Pedagogical Innovation Projects.
- Teaching and Learning Differently in Alexandria University.
- Actions during Covid-19 (Awareness, Expecting Closing and Training Initiative, Survey to assess professors and students needs and satisfaction, and more).
- Vision post Covid-19.

Digital learning initiatives in Alexandria University over the years:

- Pioneer in Open Education in different disciplines and in creation of electronic content to students.
- Online master degrees in Business Administration and Neurobiology in collaboration with French Universities.
- Initiatives with ICTP.
- Joint programs in Business Administration and Information Technology with the Egyptian e-Learning University.
- New blended learning programs with Ocean University (in the pipeline).
- Pioneer in the creation of a Pedagogical Innovation Unit and more to come….

Participation in Pedagogical Innovation Projects:
European Projects:

- TEMPUS ADIP Project (CBE, Online Masters Degrees and Creation of Pedagogical Innovation Units).
- Xcelling Project (Technology Enhanced Learning in Languages field).
- Elearning in Medical Education and more …

Teaching and Learning Differently in Alexandria University:
Many experiences in novel teaching and learning are recognized in Alexandria University ….
We continue to recognize innovative practices:

- Learning through arts in the faculty of Tourism and Hotels.
- Project Based Learning in the faculty of Agriculture.
- Learning through storytelling in the faculty of arts.
- Simulation Based learning in the faculty of Nursing.
- Workplace based evaluation in the Faculty of Medicine.
- Content Production based Learning in the Faculty of Commerce and more……..

Actions during Covid-19 (Awareness):

- Presenting Corona Virus and the potential danger in all meetings held in the university at different levels.
- Taking all protective measures in faculties (sterilizing, social distancing, and display of protective practices….etc.).
- Preparedness of medical crews in the university.
- Transforming some places in the university into “Isolation Sites”.

Actions during Covid-19 (Expecting Closing and Training Initiatives):

- Training initiatives started before university closing was decided.
- ADIP unit launched a training initiative including the following topics.
- Tools for producing lectures augmented with professor’s voice and video.
- Learning platforms (Google Classroom, Teams and Moodle).
- Communication tools with students.
- Tools for formative assessment.
- In faculty training until university closing.
- Producing a number of videos on the different e-learning tools.
- Launching a series of online workshops under the title “Ramadan Gana” during the month of Ramadan.
- Launching a series of online workshops under the title “Lets Share”.
- Launching a series of online workshops under the title “Do22o Eshamassi”.
- Online Training for 550 Faculty members on Moodle LMS.
- Top level committee reporting to the President of the University.
- Daily follow up of e-learning activities in the university.
- Decision to use only approved platforms by the university.
- Facilitating issues and solving problems in faculties …….etc.

Actions during Covid-19 (Survey to assess professors and students needs and satisfaction)

- 24 Faculties and Institutes.
- 1572 Faculty Members Responses.
- 30511 Student Responses.

Major Problems:

- Inconsistency between faculty members and student responses in many cases.
- Week understanding of the concept of e-learning.
- Thinking of e-learning as a synchronous model duplicating face to face learning.
- Use of non-adapted digital tools.

WE NEED MORE TRAINING INITIATIVES AND EVENTS LIKE THIS ONE

Electronic examination and evaluation were held in the university
In faculty exams were held for seniors
We had great initiatives!
Pre Covid-19

- Traditional teaching was the most common in Alexandria University before Covid-19.
- Using traditional tools such as white boards and pens as well as paper resources was the most common in Alexandria University before Covid-19.
- The professor was the center of the educational process and there was more passive students than active in Alexandria University before Covid-19.

A Look Post Covid-19

- Reviewing the following becomes a must:
- Learning Content.
- Role of the faculty member.
- Role of the student (learner).
- Learning environment.
- Means of communication.
- Means and Methods of Assessment.

Dealing with these new elements becomes a must:

- Intellectual Property Rights.
- New training needs.
- Need for human resources with new skills.
- Need for new investments.
- Review of quality practices and standards.
- Building partnerships to benefit from experiences of other institutions.
- Looking for partners nationally and internationally.

Involving faculty members and preparing them to the experience:

- Providing appropriate training.
- Providing incentives.
- Providing compensation against extra work loads.

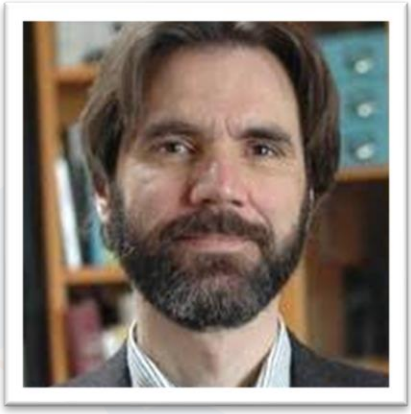
Let’s plan and assess our new experience through the new Educational Policies Committee held continuously), we think of:

- Indicators for measurement.
- Input of external evaluators.
- Continuous rectification to reach to the sought performance in e-learning.
- Quality standards we need to follow.

A WAY TO GO

KEYNOTE SPEAKERS

Bernold Hasenknopf
Sorbonne Université, France



Bernold Hasenknopf is chemistry professor since 1997 at Sorbonne University (formerly UPMC) in Paris, France. His research interests focus on supramolecular chemistry of multimetallic assemblies, and their interactions with biomolecules. His current projects concern cyclodextrin-polyrotaxanes for bimodal imaging and switchable magnetic tweezers. As a teacher, he always engaged in innovative teaching. He took up responsibilities as coordinator of inorganic chemistry, then for the molecular chemistry branch of the Master studies, vice-director of the Master of chemistry, dean of studies of the department of chemistry and now director of the Master of chemistry.

He was member of the advisory board for the vice-president of teaching and learning, and of the pilot team for innovative teaching at his university. He is regularly appointed to national and international academic evaluation committees and takes part in international projects in Higher Education. Currently, he is member of the Academic Council, and board member of the educational support center Capsule in his university, where he is in charge of the coordination of the training programme for academic development.

Talk Title: How to Establish a Lasting Covid-19 Compatible Teaching

Abstract: The sanitary crisis of covid-19 forces universities to provide distance teaching and learning. This paper discusses three approaches: i) replicating existing lectures on video, ii) comodal teaching with the division of student audience into groups for face-to-face and distance learning, and iii) blended learning with a redistribution of learning activities.

Narimane Haj Hamou
Clicks, UAE

Dr. Narimane is the Founder and the CEO of the Center of Learning Innovations and Customized Knowledge Solutions (CLICKS). Previously she was the Assistant Chancellor for Learning and Academic Development (Provost) at the Hamdan Bin Mohammed Smart University in Dubai, UAE where she has established and led the academic, research and eLearning vision of the first online University to be recognized and accredited by the Ministry of Higher Education and Scientific Research in the UAE. She has assumed other leadership roles including acting as a Dean for Students Affairs, a Dean for Learning and Teaching and a Director of e-Learning. Drawing on more than 18 years of experience Dr. Hadj-Hamou expertise and professional background span areas such as technology integration and e-learning in higher education; teaching and learning, quality assurance and accreditation and governance. She has been the driving force in the promotion

of online education and blended learning in the Region by leading many pioneering projects and initiatives.

She is Founder and was the first elected President of the Middle East eLearning Association (MEeA), led the establishment of the MENA Association of University Presidents and chairs the MENA Higher Education Leadership Forum. Over the years she has delivered more than 120 keynote addresses and workshops and led numerous roundtables and panel discussions. Dr. Hadj-Hamou has also been active in publishing articles, book chapters, case studies, and was the founder and editor of the International Journal of Excellence in eLearning for several years. Dr. Narimane consults for various HEIs across the region in areas related to QA, technology integration, governance and strategy development and serves as an expert for various regional UNESCO offices. In addition, she acts as an external reviewer for accreditation agencies and provides advice on QA related matters. Dr. Hadj-Hamou was listed among the 200 most influential Arab Women by Forbes Magazine in 2014; have received the Arab Women Award for Education in 2016 and the Influential Education Leaders Award at the University of Cambridge in 2017.

Talk Title: Reimagining Higher Education after Covid-19: A Strategic Perspective for Effective Long Term Implementation of Online Learning

Abstract: The Pandemic has been for sure a catalyst when it comes to the implementation of online learning; which will most certainly continue post COVID-19. This means that the higher education sector will need develop clear strategies and plans for the long term sustainable deployment of online learning. Beyond that governments and policy level will need to enable this new form of learning delivery. The keynote will address the long term impact of COVID -19 and specifically address what it takes to implement effective online learning at the macro, meso and micro level.

Mona Laroussi
IFEF (OIF), Sénégal

Mona Laroussi est enseignante-chercheure à l'Université de Carthage Tunis et à l'Université de Lille. Elle occupe actuellement le poste de directrice adjointe à l'Institut de la Francophonie pour l'éducation et la formation (IFEF) à Dakar (Sénégal) structure relevant de l'Organisation Internationale de la Francophonie (OIF).

Elle a été, de septembre 2014 à septembre 2017, directrice exécutive de l'Institut de la Francophonie pour l'ingénierie de la connaissance et la formation à distance (IFIC), de l'Agence universitaire de la Francophonie (AUF) basé à Tunis.

Les activités de recherche de Mona Laroussi concernent les EIAH (Environnements Informatiques pour l'Apprentissage Humain) et plus particulièrement la manière de conjuguer l'adaptation, la contextualisation et l'appropriation des technologies éducatives. Mona Laroussi est co-auteure de plusieurs chapitres et de publications dans des revues internationales ainsi que dans des conférences nationales et internationales.

Mona Laroussi is a professor at the Université de Carthage (Tunis) and the Université de Lille 1 (France). She is currently the Deputy Director of the (IFEF, Insitute of the Francophonie for Education and TVET) based in Dakar, Sénégal. This institute comes under the OIF (International organisation of the Francophonie).

From September 2014 to September 2017, she worked for the Agence universitaire de la Francophonie (AUF) as Executive Director of the Institut de la Francophonie pour l'Ingénierie de la Connaissance et la formation à distance (IFIC).

Mona Laroussi's research activities focus on TEL (Technology Enhanced Learning), and more specifically PEL (Personalized Learning Environment), how to combine adaptation and contextualisation in learning environments. She is the (co-)author of several books and articles for international reviews and national and international conferences.

Talk Title: Educational Initiatives in Francophone Africa to Face Covid-19

Abstract: In March 2020, measures taken to contain the COVID-19 virus caused the sudden interruption of studies in 189 countries preventing millions of students from continuing their education at school benches like them and they do. Normally would have done. Education monitoring reports put the figure of 300 million students no longer receiving classroom lessons due to the lockdown.

Wadad Wazen Gergy
USJ, Lebanon

Wadad Wazen is head of New Educational Technologies unit (UNTE) at Saint-Joseph University of Beirut (USJ). She is responsible for the evaluation, design, development, and deployment of educational technology in support of advancing the university's teaching and learning mission. In 2008, Wadad got involved in instructional design, online course development and e-learning web services. In 2010, she started developing and delivering several instructional technology related trainings to support teacher's use of technology. Since 2015, she delivers international talks on techno-pedagogical innovation and participates in regional developmental projects. Wadad holds a master's degree in telecommunications engineering and a degree in Innovative Teaching Approaches from USJ.

Talk Title: Moving From Adapting Teaching to Online to Adapting Online to Teaching

Abstract: Almost overnight, remote teaching became an imperative for the university to ensure its academic continuity. In response, and within a very short timeframe, our University got organized and put in place all the necessary means to carry out this digital transformation. The establishment of an entire support system (crisis unit, sub-committee of the university educational technology network …) secured a fast sharing of good practices among professors, who are faced with an unprecedented situation, to help them ensure educational continuity.

Ali Hamié
AUL, Lebanon

Prof. Ali HAMIE is Vice-President for Academic Affairs at Arts, Sciences & Technology University in Lebanon, Consultant at the Lebanese Parliamentary Information & Communication Committee and member of the Lebanese National Team for implementing a national strategy for cybersecurity and countering cybercrime.

He is qualified as Professor by the Lebanese University, a lecturer at the Master program, supervisor of more than 10 PhD theses in the field of optical communications, electronics, informatics and financial risks in collaboration with French and British universities. He earned his master's degree in sciences and Technology of Telecommunications in the year 2001 from Ecole Nationale d'Ingénieurs de Brest (ENIB) France, as well as his PhD from Université de Bretagne Occidentale (UBO) France where he defended his PhD thesis in Electronics/Optical Communications in 2004 within two years and 8 months. In 2014 he earned his Habilitation to Direct research (HDR) degree in Optical Communications from UBO. During his years of studies in France he was a temporary lecturer and researcher in the Electronics department at ENIB.

Visiting researcher in several French and British universities, senior member at Institute of Electrical & Electronics Engineers (IEEE), expert Member of the commission of "Quality Assurance and Accreditation Process" of CONFREMO and member in the Council of Quality Assurance and Accreditation of Arab Universities. Member in the European Tempus project "Distant Learning and Pedagogical Innovation", a referent member of the "Digital Education Committee" of CONFREMO which includes references from 49 universities in the Middle East. Moreover, he is a member in the "Higher Education Quality Assurance Ad hoc committee" assigned by the Lebanese Directorate General of Higher Education, member in the "University Governance Screening Card Program" to improve quality and governance in tertiary Education in the MENA region supported by the World Bank and a member in the AUF project for student entrepreneurship development in Lebanon. His scientific research focused on the multi-use of SOA as intensity modulator of the wireless and telecommunication standards and to realize all-optical functions as well, which both are required in advanced high-speed optical communications systems. He was a member of an EU-funded research project on the development of the optical communications network in Britain. He has published a patent in accident reporting system and has 68 publications in specialized refereed international periodicals and refereed international conferences. He is as well a reviewer at several refereed journals and conferences and an examiner in PhD and master's committees in Lebanon, France and Britain. He participated in more than 85 local and international pedagogical meetings, seminars, workshops and conferences revolving around: Distant learning, standards and guidelines for quality assurance, accreditation, competency-based approach, key performance indicators and governance in higher education.

Talk Title: Concept and Components of Quality in Distance Learning

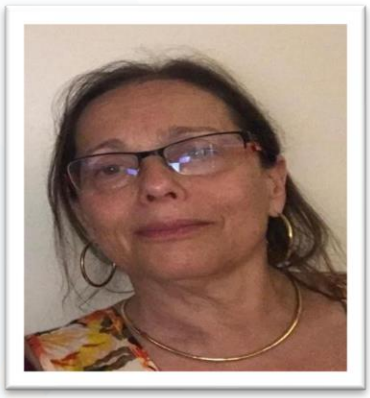
Abstract: This intervention aims to shed light on the quality standards that should be followed for the implementation of outstanding level distance learning programs in an attempt to adopt best practices that are applied in some of the leading countries in the areas of distance learning, leading to a unified Arab Framework Project for Quality Assurance Standards in

Arabic Higher Education Institutions that offer distance learning programs, as the guide provides basic practical procedures to ensure the quality of distance learning, and it is also a brief manual for the proper utilization of distance learning technologies, especially in times of crisis.

Several countries faced during the COVID-19 pandemic certain challenges in implementing distance learning with different intensities between one country and another according to the technical and scientific capabilities and resources of each country. Examples of these challenges are the weak qualifications of teachers, the limitations of the technological options in the educational system, problems in Internet services and the necessary maintenance they require, the unavailability of modern computer technologies due to material and human obstacles, etc. Despite these challenges and obstacles, distance learning with its various styles spread in many countries, and it became popular among various categories and members in the society.

Due to that need, we have to identify the concept and components of quality in distance learning, and to take into account that many quality assurance policies in higher education institutions that offer distance learning programs are built on several axes.

France Uebersfeld
Sorbonne Université, France



Ingénieure de recherche, Experte VAE, Psychologue Clinicienne. Chef de projet en Ingénierie de formation, Ingénierie compétences, accompagnement VAE et reprise d'études, Coordinatrice du pole Reprise d'Etudes et Validation des Acquis de l'Expérience à Université Sorbonne -Université, Formation Continue depuis 1995.
Membre de la commission recherche de Sorbonne Université.
Elle intervient depuis 1990 en tant que formatrice spécialisée en VAE, parcours professionnel et techniques de recherche d'emploi. Expert dans les Groupes de travail VAE, elle est membre, du groupe VAE de la formation Continue Universitaire (FCU).

Depuis 2000 elle copilote et participe à des projets européens (FSE- Leonardo- Tempus) d'ingénierie FTLV, VAE et formation continue.

Responsable d'enseignement, notamment d'un programme de formations qualifiantes pour les professionnels de la VAE à la formation continue de l'UPMC depuis 2008 et depuis 2005 d'un cours sur la VAE dans le Master de Sciences et Technologies mention « Sciences et Management» spécialité « Management des connaissances, contenus et des contextes » - Université UPMC

Vice-Présidente depuis 1992 et cofondatrice de SIDA INFO SERVICE, elle est volontaire depuis 1987 à AIDES Ile de France dont elle fut également la présidente et vice-présidente.

Talk Title: E-Portofolio: un outil soutenant l'enseignement en ligne

Nous sommes dans une période de grande transformation, qu'il s'agisse des mutations numériques et technologiques, des changements sociétaux liés aux exigences de performance, de rapidité, d'adaptabilité et de flexibilisation du travail dans un contexte de mondialisation.

Dans le même temps les publics de l'enseignement supérieurs augmentent et sont de plus en plus hétérogènes et l'enseignement supérieur doit contribuer au développement de la société de

la connaissance. Pour cela l 'Enseignement Supérieur doit veiller au développement de l'employabilité des étudiants et à leur mobilité à l'international.

Depuis le début de l'année 2020, la pandémie du Covid 19 a obligé les enseignants à mettre leur cours en ligne ouvrant une réflexion non seulement sur les pratiques pédagogiques mais aussi sur les usages des outils pouvant soutenir renforcer ou innover les pratiques pédagogiques.

La pédagogie basée sur l'Approche Par Compétences permet de répondre aux évolutions nécessaires de l'enseignement supérieur en respectant la liberté des enseignants. Elle permet également de choisir des outils d'enseignements à distance facilitant une pédagogie centrée sur les besoins de l'étudiant et développant le travail collaboratif et l'autonomie dans l'apprentissage.

Une des questions posées, tant par l'enseignement à distance que par l'Approche par Compétences, est de notre point de vue, celle d'une évaluation pertinente facilitant l'ancrage des connaissances et le développement des compétences.

Le e-portfolio « ensemble évolutif de documents et de ressources électroniques capitalisées dans un environnement numérique décrivant et illustrant l'apprentissage et les compétences de son auteur au travers de différents flux d'information » est un outil inhérent à l'Approche par Compétences qui permet.

A l'enseignant de définir des critères de progression dans les apprentissages et dans le niveau attendu de la compétence.

A l'étudiant de s'auto évaluer et de rendre compte de ses apprentissages pour qu'il puisse être évalué sur sa progression dans ses apprentissages et sur le niveau des compétences mobilisées.

Le e-portfolio est donc de notre point de vue un outil soutenant l'enseignement en ligne tant pour l'enseignant que pour l'étudiant dans une démarche de transformation et d'innovation pédagogique étayée par l'APC.

Bilal Said
AUL, Lebanon

Bilal is currently the Head of the Lebanese Center for Pedagogical Innovation (LCPI) at the Arts, Sciences and Technology University in Lebanon (AUL), as well as a part-time lecturer at the computer science department of the American University of Beirut (AUB) and the Lebanese University.

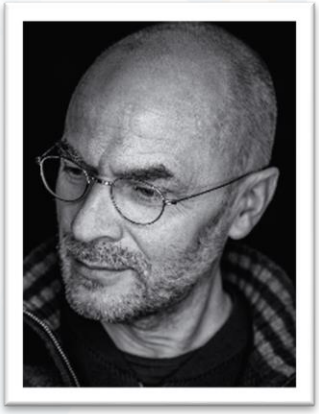
At the LCPI, he closely works with the various faculties and the university board on defining the strategies that aim at enhancing the pedagogical practices. Accordingly, the center provides the required training and resources to engage the academic body, i.e. faculty members and students, in the process of development, application and assessment of various pedagogical methodologies. Through collaborations with homologous centers and peers, he is engaged in various research and capacity building projects that revolve around pedagogical innovation in general, and technology enhanced teaching, learning and assessment, in particular.

The major passion for him is still the field of computer science, specifically AI, formal methods and software engineering. He started his journey in this arena around 15 years ago, and he is still currently teaching, supervising students and pursuing his research activities in it.

Talk Title: Learning Labs as an Instrument to Support Educational Transformation

Abstract: Since the widespread of the CoViD-19 pandemic, we have witnessed a forced shift in all our daily life routines, from personal to professional activities, and most noticeably in our educational practices, namely the way teaching, learning and assessment are performed outside of the physical classroom walls. Learning Labs and networks of pedagogical innovation centers have been long established throughout the whole spectrum of higher education institutions in order to continuously develop and enhance the academic practices and experiences of students and academic members. In this talk, we explore the role played by these structures in designing the emergency plans to cope with the effects of the pandemic wave, as well as their great potential in shaping the future solid transformations in the educational landscape.

Samuel Nowakowski
Université de Lorraine, France



Samuel NOWAKOWSKI is Senior Lecturer in HDR at the University of Lorraine. He is a researcher at LORIA (Laboratory of Computer Science and its Applications - UMR 7503) and more specifically in the KIWI team (Knowledge Information and Web Intelligence).

His current research is mainly focused on modeling the uses of the web, artificial intelligence.

Talk Title: The Pandemic, an Opportunity to be Bold in Teaching at University?

Abstract: Let us dare to be bold in teaching by calling on pedagogy in a positive way by making an increasingly important place for reflection on ways of teaching and training. Talking about digital without giving it all the space, but allowing to consider evacuating simultaneous teachings, crowded amphitheaters, inherited from the 17th century. Educational audacity in order to ban "sermons" intended to convert as many students as possible at one time, when it is a question of making students actors in their learning.

Lilia Cheneti
Sousse University, Tunisia

She is an associate professor of Computer Sciences at the Higher Institute of Computer Sciences and Communication Technologies, University of Sousse, Tunisia, and a graduate of the University of Braunschweig in Germany where she read for an engineer and master's degree in Computer Sciences. She is a member of the PRINCE Research Lab at the University of Sousse and was associate researcher at the Computer Science department at Telecom Bretagne, Brest in France. Her PhD was realized in collaboration with the Semantic Web group at the Institute of Information Systems of the University of Hannover in Germany. She has also a diploma of « Habilitation à Diriger des Recherches » (HDR) in Computer Sciences. Her research interests include Technology Enhanced Learning, Semantic Web and E-assessment and E-learning She is associated as Technology Enhanced Learning Expert with many national and International organizations (VUT: Virtual University of Tunis, AUF (Agence Universitaire de la Francophonie, ILO: International Labor Organization). She is involved, as part of her ongoing research, in several e-learning projects and has co-authored various online courses and a Massive Open Online Course (MOOC) on Object Oriented Modeling of Computer applications. She is currently head of online learning department and coordinator of Pedagogical Innovation Unit at her University. Her recent Technology Enhanced Learning Projects are: LET'SEGA (2017-2019): A Framework for Assessment of Competencies based on (2019-2020) Serious Games for Lebanon, Egypt and Tunisia; Learning Lab LETS (Lebanon, Egypt, Tunisia and Switzerland) in MENA Network; Erasmus+ InSIDE project (2019-2021) (Including Student with Impairments in Distance Education).

Talk Title: Towards Open and Hybrid Scenarios for E-learning During Educational Disruption

Abstract: There are several critical challenges that must be considered in the development and implementation of e-learning environments. These include encouraging blended and lifelong learning, valuing both informal and formal learning, addressing the open and social dimensions of learning, and recognizing the different contexts in which learning takes place. It is also crucial to address what today's learners need. We observe that during the last years, knowledge and learning are distributed and happening in a world without boundaries. Moreover, the openness of knowledge resources and the social nature of the Web through participation, collaboration, aggregation and distribution are leading to a new generation of learning, driven by openness, networking, and sharing. Open and Hybrid Learning improves student attitudes and develops thinking and involvement of the student in the learning process.

In this talk we first describe briefly our experience and a set of activities conducted during the last few months to design and provide online learning for students. Based on lessons learned, we then propose a set of scenarios for design and delivery of open and hybrid learning in particular in a context of educational disruption.

Rima Malek
Lebanese University, Lebanon

Dr. Rima Malek is an associate professor of information and communication technology (ICT) for education in the following faculties: Pedagogy, Information, and Letters, at the Lebanese University. She teaches and conducts research on ICT integration for education, ICT integration for special needs, and also on digital humanities, on e-libraries, e- heritage, e-diplomacy, and Open Educational Resources. Malek is currently in charge of a three-year funded project by the European Commission Erasmus plus, as part of Jean Monnet Action's and she gives conferences in different countries and on different subjects. She has an extensive experience in international projects, training programs for school teachers, and in being a trainer of trainees (Instructional Design, blogs, ICT tools for education, interactive lessons…) in Lebanon and the MENA region. Rima Malek has been involved in numerous advisory and consultancy capacities in a variety of educational projects involving ICT with international organizations AUF, IF… She obtained her Ph.D. in Education from Université de Rouen, France.

Talk Title: Digital Humanities for Online Education in the Age of Covid.

TUTORIALS

Ola El Dardery
Egypt Japan University for Science and Technology, Egypt

Ola El Dardery is a Teaching Assistant of Accounting Information Systems in the Faculty of International Business and Humanities (FIBH), Egypt-Japan University of Science and Technology (E-JUST). Her main research interest area is kaizen measurement and implementation in different sectors. Ola's Journey with Kaizen started from her master's degree in the effect of kaizen on operational performance which she obtained in 2018 from Alexandria University. Then, she received a PhD scholarship in Accounting Information Systems from Egypt Japan University of Science and Technology, where she is working on developing a kaizen measurement system for the service sector. She has participated in organizing many events, and kaizen workshops.

Tutorial Title: Kaizen in Education

Abstract: Kaizen is a Japanese philosophy that is used to make small incremental changes, and improve lives, it is used in the manufacturing and service fields to improve the products and services and enhance the lifestyle of employees. Kaizen is also used as an improvement technique in the education filed with the purpose of improving both the quality of education process and educational level of students.

In the tutorial session, we will discuss Kaizen, its history and development, hierarchy and pillars, also will cover some practical examples of using kaizen in education.

Ashraf El Sheikh
Elite, Egypt

Managing Director at Elite for Training, Data Science & Web Solutions
Mos Expert, Ciw Certified | Data & Business Analytic | Trainer | BI Analyst

I have span of work for the +15 years in the training field as a professional Instructor/Trainer/Lecturer and consultant, I Passed the MOS Certificate (Microsoft Office Specialist) several time in Microsoft field and CIW Certificate in Web field.

I dedicated my career as a freelance trainer and instructor with a focus on Data Analysis, Decision Making, Quantitative Research Methods, Systems Thinking and System Dynamics.

My goal is to share extensive knowledge and experience outside the academic field, targeting corporate and business clients. Individuals trained represent different sectors such as Petroleum, Cement, Banking and ICT.

I developed my own portfolio of training courses that I believe are essential for any organization to understand the complexity of business and the decision-making process. My courses include:

Data Analysis and Dynamic Reports, Building Data Models with Power Pivot, Business Intelligence and Data Visualization using PowerBI or Tableau or Qlik or Excel BI, Research Skills for Business, Analytical Issues in Aggregate Analyses, The Seven Methods for Analyzing Data that Solve 80% of Business Problem, The Effects of Data Aggregation in Statistical Analysis always provide a framework for participants to help change their mindset and behind Every Good Decision both professionally and personally.

Since 2002 I have taught quantitative/analysis business using 100% Excel in all classes Business Analyst Skills:

1- Tools:
   Excel & Power BI Expert, including M Code, DAX & Complex Data Modeling, Tableau, Qlik, Converting Big Data into Insight.
2- Skills: Skills:
   1) Excel Data Cleaning, Modeling and Reporting, 2) Power BI Data Cleaning, Modeling and Visualization, 3) Power Query and M Code, 4) DAX Code, 5) Advanced Spreadsheet Formula Coding, including Dynamic Array Formulas.

As a Business Analytics instructor my accomplishments are:

Converted traditional business content classes like Statistics, Finance, Math and Accounting into classes taught in a computer lab where the business content is taught using Excel or any data analysis platform for all calculations and data analytics.

The goal is to teach the business content in a real-world context and get trainees to automatically think about analytic/quantitative tasks in efficient spreadsheet creation terms.

Officially, I have a course about Data Analysis using MS Excel on the Mentor Platform. https://www.almentor.net/ar/course/Business-Data-Analysis-Using-Excel

Tutorial Title: Practical Data Science

Abstract: As an experienced Data Analyst, I understand the job market and the expectations of employers. This data science session is specifically designed with those expectations and requirements in mind. As a result, you will be exposed to the most popular data mining tools, and you will be able to leverage my knowledge to jump start (or further advance) your career in Data Science. You do not need an advanced degree in mathematics to learn what I am about to teach you. Where books and other courses fail, this data science course excels; that is each section of code is broken down through explained in an easy to digest manner. Furthermore, you will get exposed to real data and solve real problems which gives you valuable experience!

What's the focus area of learning?

The Session allows learners to enhance their analytical skills and make a transition into the analytics industry with high-in-demand skill sets of Advanced Excel, Business Intelligence or Visualization tools.

Session outlines:

- Introduction to business analytics
- How to handle 100 million records using bi
- Understanding power pivot and the power bi tools
- Importing data into power pivot
- Creating the data model

- Using data analysis expressions
- Loading and transforming data with power query
- Importing data into tableau
- Data visualizations using tableau
- Dashboard using tableau
- Finalize your dashboard using story line

PEDAGOGICAL INNOVATION PRACTICE COMPETITION

Fayza Eldlaal
Alexandria University, Egypt

Assistant Professor, Department of Decoration, specializing in Interior Architecture, Master's and Ph.D. in Decoration, Participation in many international and local conferences in New York University, University of Nevada and in Alexandria University. Publishing in many international and local magazines, holding many art exhibitions on interior design with Egyptian identity and a lot of community service activities. Supervisor and discussant of master's and doctoral students. Held many administrative positions dealing with the process of quality and educational effectiveness, contributions to the preparation of technical workshops within the college, participation in many workshops and lectures at Alexandria University and in many American universities.

Practice Title: Peer Learning: Learn a part and teach it to your colleagues

Aim. The artistic experiment aims to try to adapt what the student perceives of the characteristics of nature in terms of colors and textures created by God around him, and to adapt computer technology according to the requirements of contemporary design thinking and what it can add in terms of artistic touches that make the student see nature in a new way.

This is done by encouraging team spirit among students of different study teams within the department with different specializations. By setting a set of design axes for these students, each according to his talent, especially the different coloring techniques and their importance in the existence of a balanced external environment with a distinct thought for each student according to his talent, vision, and technological capabilities of computer programs such as Photoshop, pic art, polar Emphasizing the affirmation of the student's personality and the associated modification of the spatial perception of the surrounding environment.

The motivation of students to innovate and work came through an integrated work team that includes several types of different disciplines and the existence of an educational process based on peer learning from students of the Faculty of Fine Arts - Alexandria University - Department of Decoration, Therefore, the second workshop came as an attempt to find a set of creative methods for a new view of Still life through the various elements of composition, lighting, and how to idealize it. And it included in two phases, the first of which teaches the student how the elements are visually balanced by seeing them in the available natural lighting field and then moving to a phase of existence as known as direct and focused lighting on nature through conditions that were previously controlled in order to reach a specific artistic formula and communicate certain ideas through Photographic image, and the ancient Egyptians used this type of photography to decorate the walls of temples.

Applied Case

The installation groups method used focuses on student activity in two windows: the parent group and specialization, the class is divided into groups in each group of 5-6 students, and, in the mother teams each student is trying to specialize in a specific task to convey information to members of the teams reached by the band which Specialization They discussed the same task, and this stage is called the stage of education student-students so that each student is the teacher's role, members of the class tries to install these sections are resulting in overall shape

of the material is like a game of installation and the mark that takes the student is a personal mark and not the group mark.

Stages of work:

1- **Identification phase:**

Which is to understand the problem or task at hand and determining eligibility of implementation and needed time.

2- **The crystallization phase:**

Where happens the agreement on the distribution of roles and how to cooperate and identify collective responsibilities and shared decision-making, and how to respond to the views of the group and to apply problem-solving skills.

3- **The production phase:**

Where we engage in work by members of the group and cooperate based on the principles and standards agreed upon.

4- **Viewing the results of collaborative work and discussion:**

Each group presents the results and the findings by the group coordinator, and the teacher listens attentively to each group, and documents the basic elements that are achieved by the students during the practical task.

5- **Evaluation:**

Evaluation of the collaborative work and estimating the degree of cooperation between members of the group, and the validity of their findings.

Case study 1: A workshop entitled **Nature and Innovation:** which was held from 11/29/2018 to 6/12/2018 in the Decor department

Theoretical lectures were given on the different technical photographic schools and the student's vision of nature was followed and they designed to come up with designs achieving the objectives of the technical workshop to work through a group of clips for a group of different elements of nature and their introduction into computer programs and photography programs by choosing a color group that stems from an art school chosen by the student, signed on the color circle, and then applied to the selected shot and was presented on a 35 x 50 cm panel. Thus, students were able to achieve the dynamic of colors within the outdoor landscape painting.

Case study 2: A workshop entitled **Secrets of Light and Silent Nature:** which was held on Monday 3/12/2018 in the Decor Department through:

Giving a theoretical lecture on how to create a silent, balanced nature in a number of different ways, how to choose the elements and their proximity, and the multiplicity of touches and levels, which play their role when interacting with the element of natural or industrial lighting, which appeared in the second stage of the workshop, where the explanation of how to put the lighting element and how the elements of nature appear through it was made. Mentors followed up on the student's vision of the elements and designing them in a new way to come out in the final form, achieving the objectives of the technical workshop to work through a group of snapshots of a group of different elements photographed.

Results

- Design thinking is a creative process based on "constructive" ideas, and we cannot judge on design thinking in its infancy. This eliminates the fear of failure and encourages students to put up many inputs in the two phases of imagination and early model prototype.
- Design thinking encourages to think outside the box in this early operations.
- The most important factors affecting the process of creative thinking are:
    - Sensitivity to the problems where students are swinging between knowledge of nature and of nature moods, fluency, flexibility and originality.
    - The ability of innovative thinking and its overlapping components are still in need of serious research to enrich the educational and psychological studies to be able to guide the generations towards the desired best outcomes.
    - The concept of innovative thinking is one of the modern concepts that have been developed in the field of educational psychology. Cooperative learning helps officials in educational institutions to discover students and this can take us to technical innovations and mechanical inventions that are a vehicle of development and progress.
    - The basic purpose behind education programs is not only the thinking of students but also helping them to create a frame, a reference, and their own individual way to know the reality in which they live.
    - The components of the Guaranteed Learning Model are the following: design a task analysis, develop criterion tests and performance measures, develop interactive instructional materials, validate the interactive instructional materials, and create simulations or performance activities that are due to a new way of thinking for students.
    - Linking applied study in the faculties of fine arts to scientific equipment which are reflected by digital technologies such as computers to implement the student designs.

PEDAGOGICAL INNOVATION APPLICATION COMPETITION

Mohamed Mahmoud Abdelfattah
Egypt Japan University for Science and Technology, Egypt

Mohamed Mahmoud Abdelfattah is from the Faculty of international Business, Level 4, studying in Egypt – Japan University of Science and Technology. He is working on 5 startups, 2 of them will be launched soon. He achieved 1st place in the on campus phase in Hult prize 2019 and 2020 and was among the top 6 in Egypt in 2021. He also achieved the 1st place in Nile University Innovation Competition and InnovEgypt Entrepreneurship Program. Mohamed achieved the 5th place among 132 teams in the IEEE Zewail city competition. He was the vice Project Manager in Enactus 2020.

Application Title: K-Boom

Abstract: Application is an alternative to chemical laboratories. A high school student can conduct chemical experiments through it. The application is designed with augmented reality. The student can choose the tools and choose the chemicals in the specified quantities and then point the mobile on a table and perform the experiment.

PEDAGOGICAL INNOVATION SUCCESS STORY

Abeer Attia
Dean of the Faculty of Tourism and Hotels, Alexandria University

She is Professor in the Tourism Studies Department, previously the Head of the Department, as well as the Vice Dean for Education and Students' Affairs of the Faculty. She is specialized in tourism development. Her research focuses on sustainable tourism development, tourism geography, world tourism regions, tourism marketing and service quality. Her papers were published in international academic journals and presented at numerous conferences. She is a member of several committees in the faculty and in the university; besides, the reviewer of many papers for several journals. Moreover, she is a referee in the permanent scientific committee for the tourism sector and the supervisor of several master and Ph.D. theses.

Title: The Restaurant Management and Operation program-The Reciprocal Education

The Restaurant Management and Operation program provides an opportunity for young people to learn and complete their studies while working. It also aims to build bridges of partnership and achieve cooperation between the University of Alexandria and the private sector. The Egyptian Company for Global Tourism Projects (Americana), with its more than 400 restaurants across Egypt, is considered a strategic partner.

The reciprocal study means that part of the study is done at the Faculty of Tourism and Hotels - Alexandria University, representing the basic academic study, while the other part of the study is done during practical training at the restaurants of Americana.

The duration of the study is 4 years (8 semesters), where students, who has successfully completed the study of 123 credit hours are granted a "Bachelor's Degree in Restaurant Management and Operation".

Hands-on training is equivalent to 67 credit hours while the of theoretical study at the Faculty of Tourism and Hotels - Alexandria University for eight semesters is equivalent to 56 credit hours.

Those enrolled in this program receive hands-on on-the-job training at Americana restaurants and are provided the opportunity to study one day a week at the Faculty of Tourism and Hotels - Alexandria University.

Working students are given a one month's leave each year, for preparing for examinations. They are granted a monthly allowance of 1200 EGP during the first year and are offered an annual increase as well as additional incentives during July, August and September.

RESEARCH PAPERS

How to Establish a Lasting Covid-19 Compatible Teaching

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***Abstract* – The sanitary crisis of covid-19 forces universities to provide distance teaching and learning. This paper discusses three approaches: i) replicating existing lectures on video, ii) comodal teaching with the division of student audience into groups for face-to-face and distance learning, and iii) blended learning with a redistribution of learning activities.**

I. INTRODUCTION

The covid-19 crisis has brought distance teaching into the focus of nearly all universities. Within days or weeks, teaching staff had to modify their practice and use teaching modes that were unfamiliar to most of them. The result, named emergency remote teaching,[1] secured the end of the academic year, but a degradation of the quality was unavoidable. As a relief of the sanitary crisis is still not within short sight, distance teaching becomes the new normalcy in universities. The persons in charge of curricula must therefore decide how to transform the programs to cope with two apparently contradictory values: first, the health and safety of their students and staff; second the quality of teaching and learning. Having been confronted with this dilemma at my university in Paris, France, I share in the following my personal thoughts and arguments to build a lasting covid-19 compatible teaching.

Health regulations require social distancing and can easily be met by distance learning. Although excellent programs entirely remote are developed, distance learning does not fit all type of learners. In particular the average student population who is today at universities is used to face-to-face learning, and is not prepared to stay away from the campus. Their student life and interaction with peers is part of their learning experience and an important factor of their motivation. This is important for all study years, but particularly for freshman years. They come directly from High School where they were neither trained for distance learning, not prepared for autonomous learning. Teaching in universities during the covid-pandemic should therefore, as much as possible, include face-to-face sessions, in addition to remote teaching and learning. The way how to articulate both is challenging, and should be carefully considered. The most straightforward solutions might not be the best ones to maintain efficient learning.

II. VIDEO-LECTURING

A simple way of distancing the teacher and the students is to place a camera and a screen in between. The teacher is recording or live streaming his lecture, and the students are listening. This is appealing to many teachers because they only have to learn how to use the video equipment, and can then perform as they are used to do. However, by doing so, the quality of the outcome is usually very poor, even if the technical part (sound and image quality) is satisfactory. One factor is fatigue. In our former on-campus teaching, our students had usually different classes that add up to four to eight hours per day in a classroom or lecture theater. The transposition of the sessions with the same length in front of a screen is useless, students will not be able to pay attention over such a long time. This sounds of course evident to every teacher, and nobody would ever ask students to listen to him or her for so many hours. But another consequence is that teachers within a department must cooperate to make sure that on a day when they program a video session, their colleagues don't do the same.

Another drawback of video-lecturing is the lack of interaction.[2] The teacher loses the feedback from the audience that he usually feels intuitively as a competent professional. This feedback is essential for the teacher to adapt his/her behavior, such as accelerating or slowing down, reexplaining or remotivating. In addition, students are left in the role of the passive receiver of content. Due to the isolation and anonymity in front of their screen, they are often adopting a consumerist attitude. Many are no longer asking questions or giving comments. Students who feel more comfortable to post a question in an online chat than in front of a lecture theater, do exist, but they are not the majority. The teacher must therefore build into his lecture sequences where the students are obliged to react. Audience response systems are a useful tool for that purpose and can bring some improvements. Another possibility is to cut long video lectures into short sequences, and insert quizzes, exercises or other type of work.

III. COMODAL TEACHING

As soon as they recognize the importance of face-to-face teaching, teachers exclude the exclusive use of video lecturing. The idea of comodal teaching appears

MICROPLANNING OF COMODAL TEACHING SESSION[a.]

Time	Content	Teaching and learning activities		Management and equipment required
		Teacher	Student	
	Indicate learning outcomes of the session	*Indicate the activity of the teacher DURING the session*	In class: *Indicate the activity of the student present in class DURING the session* At distance (Synchronous): *Indicate the activity of the remote student DURING the session* At distance (Asynchronous): *Indicate the activity of the remote student DURING the watching of the recorded session*	*Indicate all operations and productions by teacher and students, and the equipment required*
			In class: At distance (Synchronous): At distance (Asynchronous):	
			In class: At distance (Synchronous): At distance (Asynchronous):	

[a.] Translated and adapted from U Laval.

rapidly. It means that some students are present together with the teacher in a room, and others are following by video, either at the same time (live streaming) or later (recording).[3] The concept is well established and in use for instance at institutions with more than one campus, or to accommodate student populations with significant commuting.[4] The University of Laval has offered comodal teaching with a free choice by each student.[5] They can decide individually if they prefer to come to class, or watch it synchronously or asynchronously from home. Comodal teaching is challenging for the teacher, because it is necessary to consider three different audiences (on site, synchronous at distance, asynchronous at distance). For instance, usually the teacher is the only person with a microphone. Questions from the audience in the classroom are not audible for remote participants, and as a minimum the teacher must repeat them before answering. At the same time, he/she must keep an eye on the broadcasting system to see if any questions come from remote participants. Similarly, a live discussion in class is very interesting for those on site. They can confront their ideas and conceptions with their peers, and the teacher can directly intervene. Remote students will only be able to participate if they are connected in real time, all people in the room use a microphone, and a moderator distributes speech time equally between the on-site and the distant participants. Asynchronous remote students are left behind, because watching a discussion passively does not give the same learning experience.

Teacher who want to switch to comodal teaching are therefore obliged to design a microplanning of their sessions that includes the content of their class, their own activity and what each of the different audiences is supposed to do. This can be done in form of a table as suggested by the University of Laval (Table I.[6]).

The University of Lausanne, Switzerland, recommends their teachers to include in comodal lectures every 12-15min an activity on Wooclap or similar audience response systems to maintain the engagement and participation of all students.[7]

The bottom line is that comodal teaching requires more investment from the teacher than setting up equipment for recording and broadcasting. Teaching sequences must be designed carefully beforehand, and some degree of multitasking is required during teaching.

IV. BLENDED LEARNING

Instead of dividing the audience into groups that follow on site or at distance, one might think of dividing the lecture into parts to be done face-to-face or remotely. Thus, it comes to blended learning.[8] Despite extensive literature and practice of blended learning, many teachers in higher education have not thought of it before the covid-19 pandemic. Most of us tend to reproduce teaching modes that we experienced and appreciated when we were students, and blended learning was rarely in place when nowadays academics were sitting themselves in the rows of lecture halls.

I often witnessed that teachers, when asked to move parts of their lecture to distance learning, were checking which of their chapters they want to keep face-to-face and which one can be done at distance, then looking for tools to efficiently transmit information abroad. This approach does not consider what it needs for the student to be done to acquire that content, i. e. it ignores learning activities. An efficient switch from face-to-face teaching to blended learning must therefore start by going one step back and reconsider the learning outcomes of the class. For each of the learning outcomes, there should be several learning activities

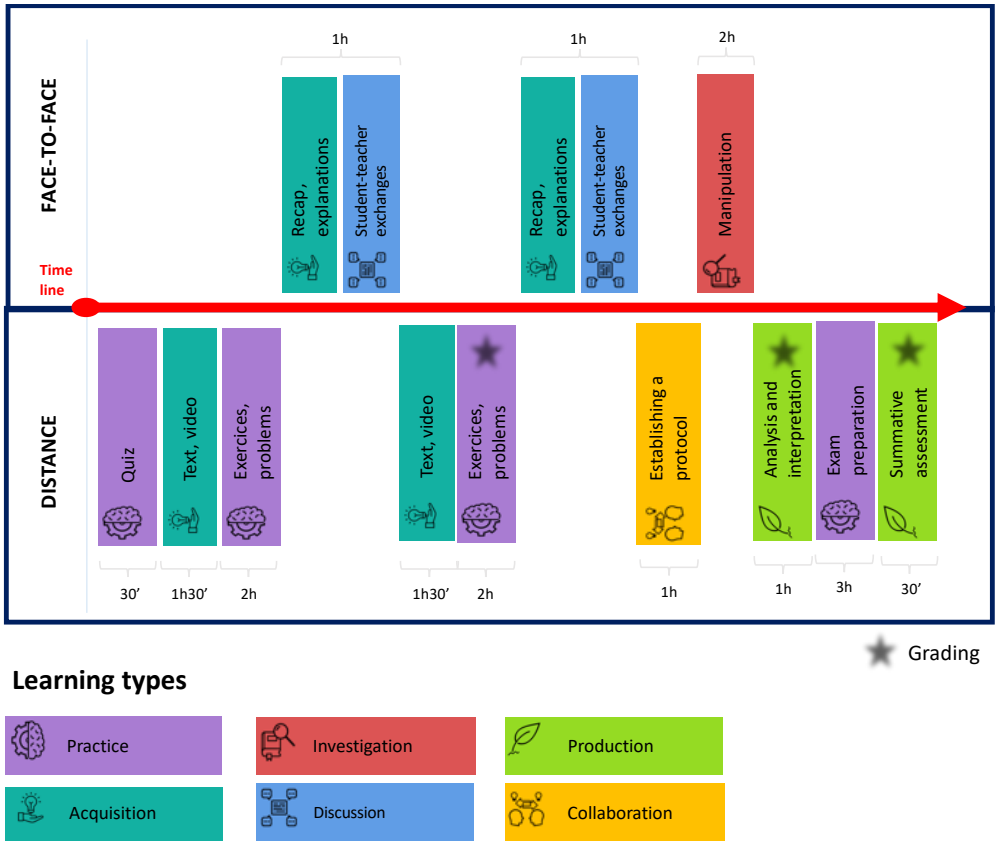

Fig. 1. Example of a distribution of learning activities between face-to-face and distance sessions.

possible to achieve them. The teacher should list them, and then categorize them according to where his/her input is the most valuable (supervision / autonomy), and when all students should work together at the same time or individually at their own pace (synchronous / asynchronous). Once this has been done, the teacher can decide what activity should be kept in class, and what can be done at distance. The decision should be made on a pedagogical base, not depending on technical considerations. For example, some learning outcomes can be met by group work. Students can work together in small groups when sitting together around a table in a classroom, but they can also work on a shared document (google docs, sheets and slides are just one example) while sitting each one at home. So, the type of work to be done does not justify in general the decision between face-to-face and distance learning sessions. The teacher must consider how his/her student population would behave. One might think that Freshman are less used to group work on a new subject, and more easily distracted when not in class, whereas in graduate school or vocational training, the students are more autonomous, more self-guided and target oriented and are very well able to organize group work at distance.

In order to break down a course sequence with its set of leaning outcomes into learning activities, one might use the ABC Learning Design[9] that was developed by UCL, London and is now in use by many universities, including my own.[10] Learning activities are organized into six groups of learning types:[11] acquisition, [a] collaboration, [b] discussion, [c] investigation, [d] practice, [e] and production. [f] Within each group coexist learning activities with and without digital technologies. Teaching teams can combine learning activities of different types within a storyboard for their course or curriculum. Although the ABC method can be used for any teaching mode, it is particularly useful when switching from conventional

[a] Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos.

[b] Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition, it is about taking part in the process of knowledge building itself.

[c] Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers.

[d] Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught.

[e] Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal.

[f] Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice.

teaching to blended learning. As an example, Figure 1 is showing how to rearrange a science class that originally had a lecture, a tutorial and a laboratory session into distance and face-to-face sessions. The overall working time for the student is constant, but the time of face-to-face sessions is reduced. During the covid-19 pandemic, this allows to organize smaller groups and ensure social distancing. After the pandemic, such a blended approach opens new possibilities for the organization of our curricula with less space-time constraints.

The teacher focuses his/her face-to-face interventions on those sessions where they are the most valuable, i. e. for explanations, discussions, or demonstrations. During the distance learning sessions, he/she is not absent, but the input is in form of the organization of the teaching material, and feedback to exercises.

V. CONCLUSIONS

Increasing the part of distance teaching and learning as a response to the sanitary crisis can take different forms. Recording lectures on video is straightforward, but the pedagogical value is very limited. Comodal teaching is appealing, but it requires careful microplanning and places the teacher in the challenging situation to deal with different audiences at once. Blended learning seems to be a better choice. In order to redesign existing lectures, it is important to go back to the learning outcomes, and redistribute learning activities between face-to-face and distance learning, supervised and autonomous learning, synchronous and asynchronous learning. Only when this is done, one should think about the tools, digital or conventional, to be employed. Teaching support centers in higher education institutions therefore must not only provide technical guidance with IT, but also give individual support for learning design to go through the sanitary crisis.

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E-Learning in Alexandria Faculty of Dentistry: COVID-19 after 10 years' experience

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***Abstract*—The Faculty of Dentistry Alexandria University (FDAU) has established a system for e-learning ten years ago. Rises and falls in the pattern of its use were observed over this period till the present time when there was a sharp increase during the COVID-19 crisis. This paper describes the changes in the use of the system over this period and the factors affecting the future strategy for e-learning in the College.**

I. BACKGROUND

In 2010, the Faculty of Dentistry, Alexandria University (FDAU) used a grant from the Ministry of Higher Education, Egypt to establish a system for e-learning using the open-source platform Moodle for undergraduate students in two programs: the Year-Based Program (YBP) and the Credit Hour Program (CHP) [1,2]. Since that time, Moodle has been used for the CHP and far less so for the YBP with few e-courses added for postgraduate programs.

Ten years on, the COVID-19 crisis hit countries all over the world and the use of e-learning increased overnight [3] to support the teaching-learning process in academic institutions following lockdown in most countries resulting in closure of higher education institutions.

The present study aims to:

1. Assess the change in using Moodle as a learning management system (LMS) in FDAU over 10 years regarding the number of users, courses, resources and activities.
2. Compare the satisfaction of students with e-learning provided during the COVID-19 crisis in FDAU to that of students in other colleges in Alexandria University and in other universities.
3. Conduct a SWOT analysis to plan the future strategy of e-learning in FDAU.

II. METHODS

Moodle reports were used to obtain data about the number of courses, users, activities and resources in over the last four years, from July 2016 to July 2020. This information was compared with statistics published [1, 2] about Moodle use in FDAU in 2012-2013 when the e-learning system has been established for 1.5 year.

A global online survey about the impact of COVID-19 on students in higher education institutions all over the world was conducted from May 5th to June 7th, 2020 including 30,800 students from 100+ countries and 150+ universities [4]. The part of survey data collected in Egypt was used. Academic institutions were classified into: (1) FDAU, (2) colleges in Alexandria University other than FDAU and (3) other universities. The survey assessed the gender of participating students (male and female), the program (Bachelor and higher), the type of online lectures the students received during the lockdown and their satisfaction with them, how the faculty members managed the teaching/ learning process during the crisis, students' satisfaction with faculty members, IT support and Students Services in addition to their satisfaction with how the University in general handled the crisis.

Based on the experience of FDAU with e-learning during the COVID-19 crisis and the announced higher education strategies and policies post COVID-19 [5], analysis was conducted for the strengths and weaknesses in FDAU s well as the opportunities and threats outside FDAU (SWOT analysis) related to

future implementation and growth of e-learning in FDAU.

III. RESULTS AND DISCUSSION

From 2012 to 2020, dependence on Moodle as an e-learning platform in FDAU increased with sharp increase during the COVID-19 crisis. Two major changes occurred. In 2012, a local server with computers connected in an intranet was used in the computer lab of FDAU to host an examination Moodle for the CHP where all quizzes, midterm and final exams with close-ended questions were conducted. The main purpose of this shift was to circumvent internet and electricity problems and ensure security and confidentiality of exams since most of the grade was allocated to this assessment in the CHP. Later, in December 2019, a separate Moodle was designated for the CHP and another one for the YBP to maintain the confidentiality of grades posted on e-courses' grade centers in the CHP. Each Moodle version was hosted on a separate cloud server.

Figures 1 and 2 show that between 2012 and 2020, 18 semesters have passed. In this period, users increased from 1,728 to 5,161 in 38 compared to 150 courses with a greater percent increase in courses (294.7%) than users (198.7%). Most courses were for the undergraduate programs and only few were for postgraduate programs. There was a reduction in the average number of users per course from 45.5 to 34.4 indicating a shift to develop e-courses for smaller groups of students. Labels are used on Moodle to build structured e-courses. The increase in labels (3.9%) was far less than that in courses (294.7%) with an average of 18 labels per course in 2012 compared to 4.7 in 2020 indicating that most of the newly developed e-courses by 2020 may have lacked the organized structure that existed in 2012 e-courses. The increase in the number of questions on Moodle in 2020 from 2012 (13,584 and 173 questions) was much greater that the increase in posted resources (4162 and 1259 files, links and pages) with percent increase= 7752% and 230.6% respectively. The bulk of these questions was on the YBP Moodle indicating a shift to using Moodle for the assessment of pre-senior students during the COVID-19 crisis. The difference in courses, resources and activities between 2012 and 2020 show an expansion in developing e-courses that can benefit from more focused organization with greater emphasis on using Moodle as a platform for assessment than a platform to post educational resources.

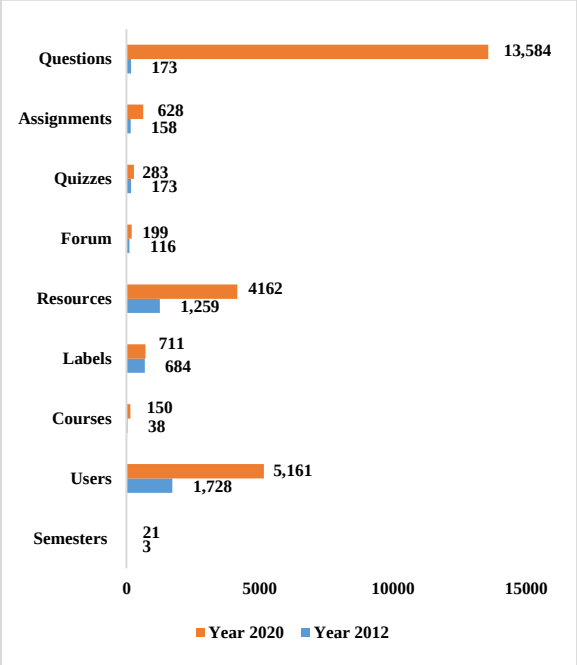

Fig. 1. Comparison of courses, users, resources and activities on FDAU Moodle between 2012 and 2020

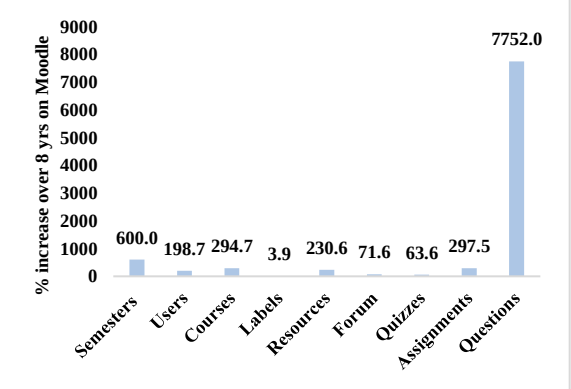

Fig. 2. Percent increase in courses, users, resources and activities on FDAU Moodle over the study period

Figure 3 shows that from June 2016 to June 2019, there was a steady pattern of increase in the number of views around December, probably to prepare for the mid-year/ end of semester exams and decrease in number of views around June when the exams are already ongoing or have finished. A sharp increase in views is observed during the academic year 2019-2020 with earlier increase in views by students (starting December 2019) than by teachers where the later increase occurred by the start of the pandemic in March 2020. The drop in views seen around June in the years 2016-2019 was not seen in June 2020.

There was a considerable number of views from guests that reached maximum level in the COVID-19 period. This was attributed to the emergency plan adopted by FDAU to allow students to access learning resources on Moodle after closure. At that time, only 4th year students had user accounts with institutional emails on the e-learning platform. Due to the absence of personnel to manage the creation of accounts for the

large number of students in the YBP, the decision was made to give access to students as guests using enrollment keys specially created for each course and distributed by Students Services. By the time of final exams, the required accounts were created and used by the students to access the system in their own names which was important for identity verification during the online exams conducted for pre-senior year students.

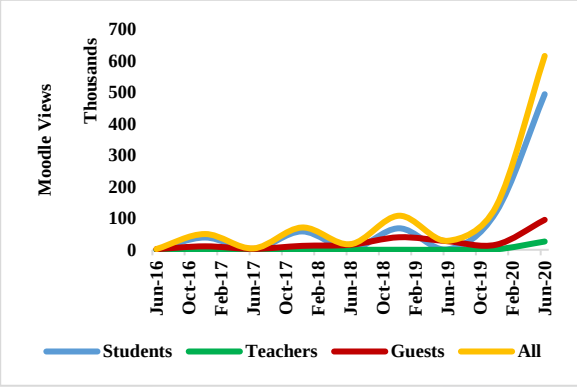

Fig. 3. Trend of views of all Moodle items in the last 4 years by students, teachers, guests and all users

Figure 4 shows that the greatest increase in views over the last 4 years was among teachers (48.2%) followed by students (2.4%) which is mostly attributed to the low number of teachers who were using Moodle 4 years ago.

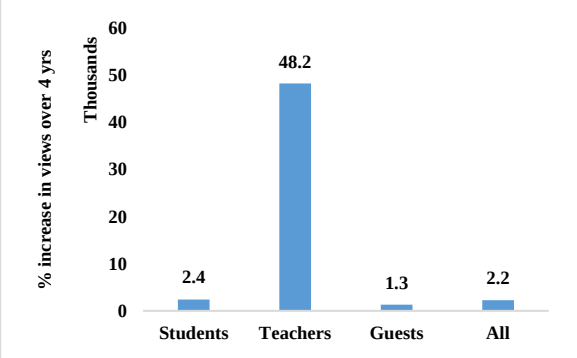

Fig. 4. Percent increase in user views between 2016 and 2020

The feedback about e-learning during the COViD-19 crisis was assessed alongside the global study of the impact of COVID-19 on higher education students. The study included 221 (59.7%) dental students from Alexandria University, 105 (28.4%) students from other colleges in Alexandria University and 44 (11.9%) students from universities other than Alexandria University with a total of 370 students. Most students were studying for their first university degree (93.7%) and were females (69.8%).

FDAU students reported that they mostly received online lectures as video-recorded (31.7%), audio recorded (29.6%) or as PowerPoint files (31%) with 6.3% reporting that they received real time online lectures through applications such as Zoom and 1.4% reporting that written communication was used for lectures.

Figure 5 shows that FDAU students were most satisfied with video- (mean= 3.2) and audio- recorded online lectures (mean= 3.0). They were least satisfied with receiving the PowerPoint files of their lectures online (mean= 2.3).

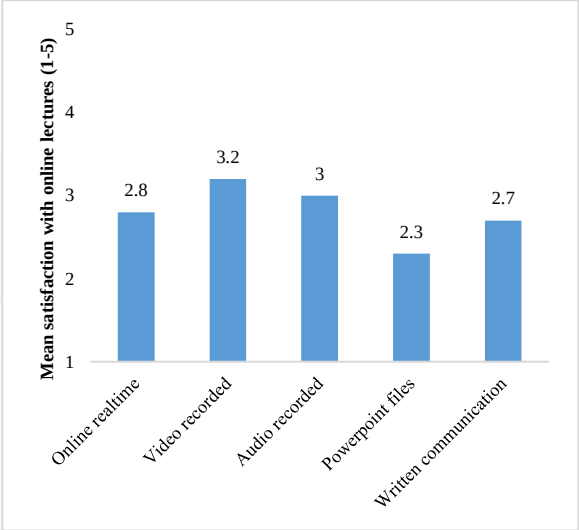

Fig. 5. Satisfaction (on a scale from 1 to 5) with different forms of online lectures

Figure 6 shows that FDAU students had greater satisfaction than non- FDAU students (those from other colleges in Alexandria University and those from other universities) with teaching staff (mean= 2.9 and 2.6), IT support (mean= 2.8 and 2.6), Students Services (mean= 2.7 and 2.5) and the University in general (mean= 2.6 and 2.4).

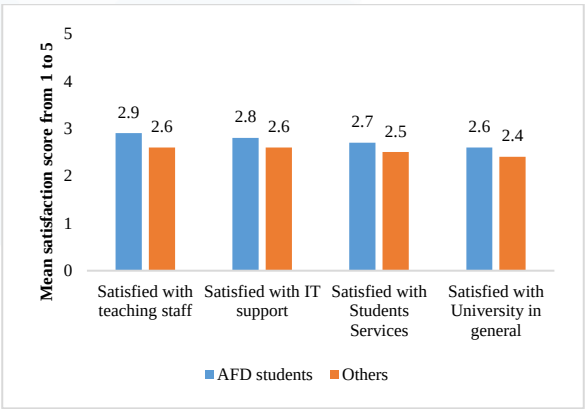

Fig. 6. Comparison between FDAU students regarding satisfaction with those involved with e-learning during the COVID-19 crisis

Figure 7 shows the major strengths supporting the implementation and expansion of e-learning in FDAU. Producers and users of e-learning in FDAU were sensitized to the process during the time of COVID-19. The crisis seems to have brough e-learning back to the forefront of attention of both parties raising students' expectations and instructors' standards. FDAU

provided in-house training and the University also provided training for all colleges including FDAU and this helped in improving the skills of faculty over a short period of time.

The greatest impediment to the implementation and expansion of e-learning in FDAU is the absence of IT unit to manage the process in the YBP and the digital transformation of the educational process in general. During the time of the crisis, personnel assigned to the CHP temporarily managed the e-learning activities in the YBP with the help of some dental interns whose clinical tasks were suspended because of the closure. In addition, some personnel from Students Services temporarily helped in creating Moodle accounts and the associated institutional emails. However, without prior training of the new administrative staff, their contribution was limited. Because the bulk of the students who were in the YBP were included neither in an electronic student registration system nor in Moodle, there were problems in granting them access to the LMS and guest accounts had to be used and this represented another weakness that needs to be addressed. After the electronic exams were conducted on Moodle for pre-senior year students, the grades had to be downloaded as MS Excel files and sent to the traditional Grades Control Unit following the rules followed in Egyptian universities. Thus, the electronic form of the grades which were already attached to specific students in various courses was not used and the efficiency of Moodle in handling grades was lost. This underscores the importance of establishing digital systems to handle students' registration, learning management system, grades control and transcripts to maximize efficiency, reduce human error and speed up students- related processes. Whereas it is always critical to assess the satisfaction and feedback of users- mainly students- for educational services including e-learning, it is important to remember that the psychological pressure due to fear of infection, interruption of study and worries about grades and their future may have biased students' evaluation of the process during COVID-19 to lower levels. The main concern during the COVID-19 crisis for faculty members was the security and authenticity of online assessment. In previous evaluation of online assessment in FDAU [2], it was concluded that low stakes, minimal grades summative and formative assessment were more suited for online activities. The COVID-19 lockdown challenges the sustainability of this conclusion as a viable option for the present time. A revision of student assessment methods is needed in higher education institutions in general and in FDAU in particular as part of academic dental institutions.

The COVID-19 crisis has emphasized the need for e-learning and the opportunities it can offer to the higher education sector in Egypt. The governmental decisions during the crisis and plans for post COVID-19 implementation of e-learning indicate commitment to its continuation which represents a good opportunity for FDAU to further develop its 10-year old e-learning system. Regional and international demand for online courses, degrees and programs is expected to rise in the post COVID-19 period. It is important to build on the competitive edge of FDAU and the expertise of its faculty members after assessing the needs for online learning in neighboring and collaborating dental academic institutions.

Further development and growth of e-learning in FDAU has to be facilitated by restructuring of accreditation rules to approve future online courses, degrees and programs that may be developed by FDAU and other higher education institutions in Egypt. In addition, without reliable and affordable internet access to faculty members, students and administrative staff on campus and off-site, it will not be possible to build on the success of e-learning that occurred during the closure of higher education institutions because of the COVID-19 crisis.

Fig. 7. SWOT analysis for e-learning implementation in FDAU

IV. CONCLUSION

The COVID-19 crisis was associated with renewed interest in e-learning in higher education institutions worldwide and also in FDAU where the e-learning system was established 10 years ago. The previous experience of FDAU with the use of LMS made possible the transition to online learning and assessment during the time of the crisis. Ensuring the availability of trained personnel, reliable internet access and restructuring of higher education rules and regulations to allow the accreditation of online courses are key factors to enable further development and growth of e-learning in FDAU.

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Exploring Online Learning in the Digital Age

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***Abstract*—online learning is one of the viable growing techniques in the field of educational provision. In recent years, dynamic teaching and learning in higher education institutions have moved from conventional classrooms to more interactive and collaborative environments. This is due to the demand of students for online learning and the desire of academic institutes to deliver courses throughout the world. Online learning became applicable at higher education level, since students might often need to travel some distance in order to take up a place at the university. Therefore, this development allows the existence of flexible online learning environments using digital technology methods in terms of how, when and where students can learn. The paper is engaged to present the transformation of education in the digital age and to explore the characteristics of the main elements of online learning environment to reach the best practices that can be applied using digital learning and teaching methods.**

Keywords—digital, environment, learning, online, teaching

I. INTRODUCTION

Generally, in developing countries and particularly in Egypt, the delivery of education using innovative technologies is increasingly becoming an accepted phenomenon in most higher education institutions this emerges from the desire to promote the advantage potentials that modern technologies have in enhancing education delivery. Elsewhere, advancements in digital learning and teaching methods have caused several changes in higher education institutions. Consequently, the success of technology integration and digital education arise from a clear understanding of the determinants and conditions that influence the education environment. Digital education is an approach that combines diverse types of multimedia technologies to establish better education experiences for instructors and students.

In this sense, designing effective digital environments for higher education in Egypt is considered as a challenge for both instructors and students. That is why, it is important for higher institutions to design learning environments that include digital technology tools to help the improvement of learning experiences. Egypt is only just beginning to take part with online learning, and as a consequence, many people within the country started to understand and appreciate the power and benefits provided by digital education especially after the pandemic of COVID-19. This led that universities and community colleges started to be incubators of exploration and invention. Instructors are collaborators in learning seeking new knowledge and constantly acquiring new skills alongside with their students.

The paper explores the significance of online learning environments using digital technologies for more dynamic and immediate practices. Also, it presents the main components of online learning environments and its characteristics to highlight the generative role of each element. Finally, the paper concludes the effective aspects of learning and teaching that can be adopted to achieve the best practices in online education using digital technologies.

The main aim of the paper is creating effective online learning environments using digital resources and systems that allow higher education to move towards contemporary learning environments and enhance the students' educational knowledge and practices.

II. AWARNESS OF ONLINE LEARNING ENVIRONMENTS

Throughout history, different technologies have been used for teaching and learning environments such as: radio, television, records, tape recorders, overheads … etc. which enabled the presentation of the educational content in textual, audio and video format. However, the introduction of technology and digital tools created the possibility of obtaining the educational material from any place at any time, which led gradually to the development of online learning.

Online learning is a practice that specifies the use of digital technology and is becoming increasingly used in higher education institutions (Fig. 1). It covers a broad set of applications and processes including computer-based learning, mobile phones, social media pages and text messaging, digital collaborations… etc. It is important to note that online learning has three common characteristics which are the distance between the instructor and the student, the opportunities offered by technology for difficult delivery techniques and the expectations on the student to work more independently.

Fig. 1. Online learning through digital tools and methods

Digital education plays numerous roles in the process of learning. For example, it could be used for online learning or to support learning on campus. In the last two decades, digital education has become an important support tool for traditional learning methods, if not an alternative, as it offers several qualities which are not achievable in the traditional means like flexibility, low-cost, diversification, instructionally-designed contents and easy access for more number of students.

Generally, the design of the digital educational environment starts by defining the outcome of learning and predicting the method of knowledge assessment, on which the educational process and content are based. During the process, different teaching and learning strategies are used which motivate and encourage students to self-directed learning [1] (Table I).

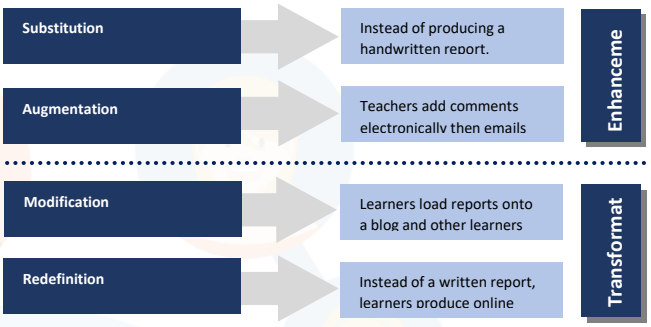
A COMPARISON FOR TEACHING AND LEARNING METHODS BETWEEN CONVENTIONAL AND ONLINE LEARNING ENVIRONMENTS SOURCE: THE RESEARCHER

Teaching and learning methods	Conventional classroom environment (face-to-face)	Online learning environment
Attendance	Attend class to keep alongside of course information.	Read course module notes, e-mails messages posted to discussion area, course outline, and review calendar information.
Interactive learning	Participate in discussions.	Participate in discussions, read, respond, post to discussion area or chat room.
Cooperative learning	Collaborate with other students.	Collaborate with other students, read, respond, post messages via e-mail, discussion topic, chat room.
Research	Research and read specific information.	Research and read specific information through the internet.
Case studies	Participate in role plays and case studies.	Collaborate with other students, read, respond, post messages via e-mail, discussion topic, chat room.
Assignments	Hand in assignments	Submit assignments via e-mail or the discussion topic.
Quizzes and exams	Complete quizzes and exams.	Complete online self-tests.

The digital method allows teachers to support educational materials and the related knowledge to a wide-range of students by using more effective and efficient communication approaches. In a typical digital scenario, learners are not required to attend classrooms to follow face-to-face lecture parts of the given courses. Rather, they are enabled to join special course sessions and to establish contacts with other learners or teachers via some advanced tools with the support of the conventional or digital telecommunication infrastructure.

The students have access to resources and knowledge beyond traditional education structures and practices. They are less dependent upon traditional education for knowledge acquisition and are much self-reliant, exercising their internet-based skills to combine data and information [2].

The SAMR (substitution, augmentation, modification, and redefinition) model developed by Dr. Ruben Puendedura is a useful reference when considering the implementation of technology in the classroom. The model shows the stages that adopters of educational technology often follow as they integrate their teaching and learning with technology [3] (Dig. 1).

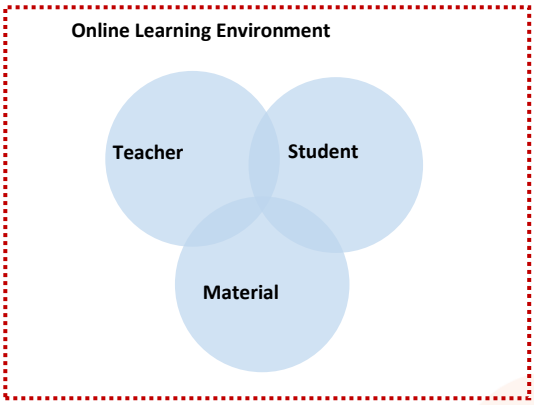


Dig.1. The SAMR model for using technology in teaching and learning (Source: The researcher)

Today researchers place emphasis upon effective learning systems and provide more advanced and interactive digital educational environments and applications that enable teachers to make technical courses more attractive for students. At this point, it is important to present the components of online learning environments and explore digital technology that can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent approaches to learning and collaboration, shrink long-standing equity and accessibility gaps and adapt learning experiences to meet the needs of all learners [4].

III. COMPONENTS OF ONLINE LEARNING ENVIRONMENTS

At any level, the educational environment includes three fundamental elements: a person who teaches (a teacher/instructor), a person who is taught (a student/learner) and an educational content. The quality of the educational goal depends on two key factors: the teacher who creates the educational environment and the student who receives the educational content (Dig. 2).



Dig.2. Components and relation of online learning environments (Source: The researcher)

Due to social distancing, more and more institutions are pushed into online learning environments and new skills and approaches of teaching are needed to develop learning. The following are some best practices that can adopted to achieve better outcomes in online learning environments.

A. Teacher / Instructor

The role of a teacher in online learning is not limited to being the presenter of knowledge. In traditional lecture-based education, students and teachers are at the same place at the same time, learning the same lesson. However, in online learning systems, the main source of knowledge is not the teacher but knowledge-bases are collected and placed in the online learning system. The teacher role changes from a lecturer to a course developer and once a course in session, a course facilitator.

The following five principles express the teaching strategies and behaviors which work hand-in-hand with the course design elements to support student success, adapt to technological innovation and educational environment. Teachers can make the best use of technology in the classroom by developing their awareness of a range of digital technologies and considering carefully both how and why they can be used to support students' learning. Effective selection of software and devices is only part of the story. The consideration of what learning will be achieved and how the technology may help is fundamental to its effective deployment.

a) *Present within the course:* When studying online, students need to know that they have a teacher who cares, supports and guides them and that they are part of the active learning community. Effective online teachers thoughtfully cultivate their presence at the course level and one-to-one with the students. These interactions produce a relationship based on trust, which is the inspiration of a learning environment.

b) *Respond to students' needs:* Basically, effective teaching is inherently dynamic. Each time an instructor teach a course present a lecture, or engage students in a learning activity, he/she responds to student questions and feedback. Efficient teachers use experience to change a lesson from semester to semester using formative and summative assessment and course analytics to monitor students' interaction and gaining knowledge and responding appropriately.

c) *Apply equitable methods:* Students find purpose in their learning process when they can connect with the instructor and when learning goals and course content relate to their personal experiences. Applying suitable techniques benefits students access and fulfilment while acknowledging institutional obstacles. This principle addresses effective practices to improve reasonable results across disciplines, moving towards equity-minded online classrooms that are helpful and student-centered.

d) *Teach ethical interaction:* Online instructors are balanced to play an active role in the improvement of students' digital footprint. Students seek to be like their teachers who actively model safe and professional use of the digital tools and resources. Students using the web is an essential part of becoming digitally literate and such learning is not tied to a textbook.

e) *Recognize ongoing professional development*: Many portray that education plays a significant part in preparing students for the workforce. Because the global economy has become increasing dependent upon digital technologies, students preparing to participate in this economy should learn to use these technologies. In short, ongoing professional development, is a central component of effective online teaching. Many people who support digital learning argue that students should achieve a high level of digital literacy to succeed in the workplace [5].

B. Students / Educators

Learning tools and technology enable students to develop effective self-directed learning skills. They are able to identify what they need to learn, find and use online resources, apply the information on the problem and even assess the resultant feedback. Digital learning tools increases their performance and productivity, sharpen their critical thinking skills, which are the basis for the development of analytic reasoning. The following characteristics are essential to be applied by students to achieve a dynamic learning environment.

a) *Students' motivation and accountability:* Students using digital learning tools and technology become more involved in the online learning process and interested in growing their knowledge base. They are actively learning through engaging methods such as peer education, teamwork, problem-solving, reverse teaching, concept maps, gamification, staging, role playing and storytelling. Since digital learning is far more interactive and memorable than voluminous textbooks or one-sided lectures, they provide better context, a greater sense of perspective methods. This allows students to better connect with the learning material. Further, they often offer a more interesting and involving way to digest information. Also, when students can track their own progress which can add motivation and responsibility.

b) *Information sharing:* In the last few years, the move from printed to digital has impacted learning and transformed formal education to increasing learning opportunities. Online learning is not only allowing students to access more information but also ensuring that the information in question is desirable and suited to their personal needs. The possibility to help every student to research at the best pace and path for

them is the most important benefit of digital learning. Online learning technology and digital methods allow students to quickly share information with other students in real–time. The explosion of free and open content and tools has created an environment of sharing economy.

c) *Students' employability:* Digital solutions based on problem-based learning highlights on learning methods that are constructive, collaborative and calls the students' attention to a real-world approach to learning. Online learning technology and digital tools in higher education prepare students for modern careers by helping them acquire skills including problem-solving, familiarity with emerging technologies and self-motivation.

C. Training Materials

In order to provide effective digital learning experiences for students, it is important to consider two different aspects of digital learning systems and applications: firstly, the digital learning activity platform, which is a complex environment with a number of integrated tools for teaching, learning, communicating and managing lessons contents or materials. Secondly, the educational module, which is the educational content provided through the related activity platform. At this point, ensuring harmony between activity platform and the educational module is an important aspect of the system design [6].

a) *Computer tutorials and online learning activities*: Computer tutorials and online learning activities have the potential to make students learn at their own convenience. They also receive immediate feedback while working in a learning environment that is student-centered. When a student is given a comment on an incorrect response, the feedback will strengthen the information. In addition, a positive feedback is an indication that learning has indeed taken place encouraging the student to keep working on more materials regardless the extent of difficulty.

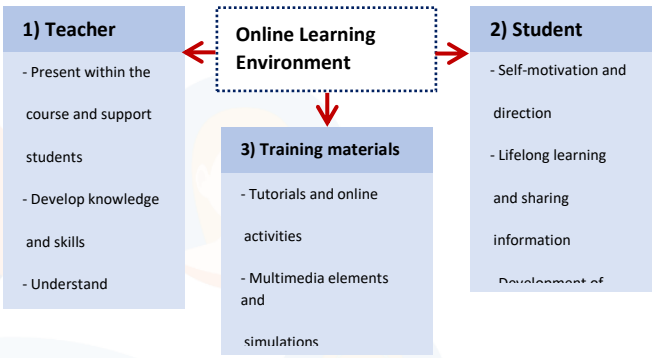
b) *Use of inclusive language:* The language used within the training materials has an important effect on how messages are heard and considered. In digital education, the content speaks directly to the learner as an individual rather than addressing the learning audience as a group. Comprehensive language helps build the feeling of a personalized learning experience and generates an emotional connection with the content.

c) *User friendly and easy navigation:* Digital education is easy to use and allows learners to manage and find what they need quickly. Students are capable to search the course automatically through course design that implements sound user experience principles.

d) *Includes relevant, relatable, real-life scenarios:* Meaningful content is the key to digital education to engage and keep attention. Immersive situations that place learners in a relatable situation should then problem-solve to a successful product which can be effective.

e) *Enables personalization:* Personalization is another key feature of digital education as it allows learners to modify and adjust the learning experience by selecting a visual theme or accommodating individual comfort and accessibility by enabling learners to control volume and screen text font sizes.

f) *Connects through multi-sensory interaction:* Engaging learners through visual, auditory and kinesthetic methods simultaneously immerses the learners in the educational content to ensure learning is remembered. Challenge interactive activities should be provided throughout to prompt learners to think critically about the application of skills and knowledge (Diagram 3).



Dig.3. Factors that affect building effective online learning environment (Source: The researcher)

IV. BUILDING AN EFFECTIVE ONLINE LEARNING ENVIRONMENT

It is important to understand the ways in which people learn to successfully design a digital learning environment. Therefore, the digital technology contained in educational materials is more important than educational materials used for its conveying (Table II). Generally, instructional design combines knowledge in technology and pedagogy and it includes: determining the learning objective, comprehension of the educational context (culture, students' characteristics such as previous knowledge, age, competence, etc.) availability of resources, material development, the use of teaching and learning methods and learning outcomes assessment [5].

WAYS OF ENHANCING LEARNING AND TEACHING METHODS THROUGH DIGITAL TECHNOLOGY SOURCE: THE RESEARCHER

No.	Aspects of teaching and learning	Effective online learning environment
1	Provision of quality educational content	Learners and educators have access to multitude of additional online educational context as well as being able to create new digital content that can support education.
2	Tailoring approach to deliver personalized learning	A range of digital tools and services (apps, games, websites, etc.) allow educators to offer a number of approaches to learning and learners can choose the approach that best suits them.
3	Engaging and motivating learners	Educators have an access to a range of engaging digital tools and services.
4	Ensuring education is relevant to learners' experience	Educators can deliver learning in a digital context using digital tools and services. This better aligns with learner's experience of today's digital world.
5	Opening up experiences and opportunities for learners	Educators provide learners with access to a range of digital resources which allow anytime/anywhere learning and a level of digital skills which will be vital in today's digital world.
6	Providing quality assessment, personalized feedback and data to inform subsequent learning and teaching	Educators can reduce work load by using appropriate digital assessments that provide instant results and personalized feedback.
7	Allowing sufficient time for learning and teaching, enabling learners to develop their knowledge and skills	Online digital networks allow educators to share resources and digital tools and services expedite lesson planning. Digital assessment eliminates marking time. The time saved can be devoted to quality learning and teaching.
8	Equity of educational choice	Live video streaming and digital tools and services allow the potential for learner to study subjects via online distance learning

V. DISCUSSION

So far, the paper presents online digital education that involves the use of technological tools for teaching and learning which enable students to study anytime and anywhere. This means that online learning is flexible and dynamic when issues of time and place are taken into consideration. Digital technology can enhance the learning experience of students in higher education institutions through the use of efficient knowledge and qualifications via ease access to a huge amount of information. It is clear that students have a strong exposure to digital technology and that they would support its increased use as part of their education.

In tandem with enriching the learning experience, digital technology can also improve teaching and provide opportunities for relations between teachers and learners through the use of discussion forums. This potential lies not in the technology itself but in the instructors and students. If used appropriately, digital technology can act as a powerful, flexible, engaging tool for educators that can enhance teaching.

Also, it is clear that excellent teaching leads to excellent educational outcomes for students and it takes into consideration the difference between individual learners. Digital technology can be used to enhance learning and teaching ways to help improve educational outcomes for all Egyptian students.

On the other side, the online learning has some disadvantages that could be overcomed as students undergo contemplation, remoteness as well as lack of interaction and relations. In this way, students feel isolated because there is no face-to-face contact and the lack of social participation and community sharing experience. In addition to this, learning online require good knowledge and skills for the use of multimedia and web technology.

VI. RECOMMNEDATIONS

With the expansion of digital learning and teaching technology, the training and professional development of teachers should fully realize the potential of resources to foster students' learning. Also, it is significant to prepare instructors to take full advantage of technology for learning and requires new learning content on several key ideas and skills.

Providing digital education technologies is not enough to get instructors and students start using technology in education. Literature shows that effective implementation of digital education requires keen consideration and provision of different kinds of support services to both students and instructors.

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Shifting to Virtual Design Studio in Interior Design Courses: Development for Further Online Practices

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Abstract*— Interior design education is more about hands on projects rather than theoretical learning only. Design Studio (DS) education is considered by many to be the signature pedagogy. The sudden move of studio courses to the online learning during the pandemic of coved 19 revealed many educational opportunities as well as many obstacles. The need to address and analyze the virtual design studio (VDS) experience is required to develop the educational practices in the field of interior design. This paradigm shift did also reveal very promising potentials that can add value and be utilized to enhance to the educational process. However, there were many drawbacks to the online learning Process of the DS specially with the Lack of adaptation and training of faculty members to the paradigm shift , as well as uncertain strategy towards the different online teaching tools and panels during the pandemic. The aim of this paper is to explore these potentials that can change the interior design education completely and to suggest improvements to reduce the VDS drawbacks. The study is held through the methodology of investigative and comparative analysis focusing on the practice of teaching two graduation project courses during spring 2020 that were conducted in two different universities in Egypt. The first is at Alexandria University – Faculty of Fine Arts – Décor Department and the second is at October University for Modern Sciences and Arts – Faculty of Art & Design – Interior Design Department. This paper examines sample of the student's reflections that were enrolled on these graduation project virtual studios as well as a sample of the educators' reflections that were facilitating these courses. This study focuses on analyzing online class management, critiques, communications and interactions, project assessment in addition to general satisfaction and recommendations within the VDS. Additionally, Online digital tools and platforms are evaluated according to the two case studies to present a set of recommendations that would help in creating a functional "Graduation Project" as a VDS that can be maximized to be applied in the future whether locally or internationally. This is done through a descriptive analytical method.

Keywords—Virtual Design Studio, Interior Design Education, Online Learning.

I.INTRODUCTION

The transformative pedagogy of the virtual design studio (VSD) challenged the educators' ability to withhold the traditional design studio practices online without face to face contact. There were many previous studies that were conducted on the VDS in the interior design field. Studies piloted on innovative online and distance learning experiments were done throughout the late 90's. Yet, educators always thought that the online education was an option to be applied as a course or a project but not a necessity that can be applied on all courses especially in the field of interior design. Many of the Interior design educators had doubts having a mostly practical content and a structure that is based fundamentally on desk critiques, one to one follow-up and group discussions. The paradigm shift in the education system that were compulsory upon the world due to the outbreak of COVID – 19 pandemic did actually force all the universities, including interior design departments, to switch their teachings online. This change provided almost a semester of online experience. The educators had to change their teaching strategies and to adapt to the circumstanced changes. Additionally, the students had to accept what was happening in terms of their learning process. Both educators and students tried out the online shift through trial and error; exchanging experiences from everyone within the field as they were all facing the same set of challenges. Although there are actual teaching experiences in graduation project virtual studios, they are not highly explored and investigated in the field of interior design that can utilize the VDS practices and the whole education process. The aim of this paper is to investigate previous trials in the graduation project VDS that were conducted in the Spring 2020 in order to provide a set of recommendations to reduce the drawbacks of the VDS and to exploit its potentials. "Virtual teaching can, and probably should, be used to reconsider and revise the current model of teaching design." (Al Qawasmi, 2000)

II. VIRTUAL DESIGN STUDIO

A.*The Virtual Design Studio*

VSD is defined to be a networked studio divided among space and time. Where students can collaborate internationally and contribute from different educational institutes using a computer-mediated environment and digital platforms as if they belong to the same design studio in one physical space. (Salama and Wilkinson, 2007;Schnabel, 2011;Masdéu & Fuses,2017), Researches prior COVID-19 linked the VSD to local and international collaborative possibilities. However, moving design studios online in March 2020 in response to the COVID-19 pandemic emerged

a unique threat for design education. Digital tools and platforms that develop and emerge everyday have allowed many formal teaching interactions to move to online. (Grover & Wright, 2020) Moving the studio online did put the VDS research in the experimental mode. Each and every design school revealed different experience. As the VDS promotes collaboration and interactions to create a pedagogy of "Design without boarders", the COVID-19 experience challenged its ability to keep students within the same school connected. It also encouraged leaderships of the design courses to investigate online digital tools and platforms that can help in the continuity of the educational process during the drastic conditions of the pandemic.

B.Online Digital tools and platforms

Online Digital tools and platforms were divided between several needs. The need of having live communication sessions for an online critique and follow-up ex. Zoom, MS Teams, Google Meets and Cisco Webex. The need of virtual digital boards for sharing ideas and conceptualization allowing students to view each other work in order to create a peer to peer connection, ex. WikiWall, Glogster, PadLet, Linoit, Twidla, Trello, Miro, and Rizzoma. (Bodnenko, Kuchakovska and Proshkin, 2020) The need of an online digital platform that provides tools for session record for theoretical content that supports the studio work that was tried out by Panopto, Microsoft PowerPoint slide recording tool, and Zoom recording tool. Finally, a student portal and a communication channel in which announcements, and course resources and grades are communicated through Learning Platforms or course management systems (lms) ex. Moodle and Google Classrooms. Additionally, design educators need to have hardware that assist them in their annotations ex. Pen Based Tablets.

C. VDS Advantages

VDS promotes collaboration among students in a way that is beyond physical studio setting and instill teamwork values. It boosts students' independence and encourage self-directed learning. (Kramer, B., Neugebauer, J., Magenheim, J., & Huppertz, 2015; Rodriguez, Roland Hudson &Niblock, 2016,) According to AL-QAWASMI VDS can be considered "immersive, reflective, integrative and interactive." (2000)

D. VDS Disadvantages

In his in-depth studies on the VDS in 2000 Al Qawasmi concluded that the VDS still have challenges in terms of technical, managerial, and academic issues that needs to be

considered carefully to regulate its impact on staff members, students, and design learning in general.(2000) Although that the main strength of the VDS was being able to collaborate more and to extend the studio culture and experience beyond its physical boarders, Tuckman (2007) stated that although distance communication is achievable in many situations, the concerns arise that "students may lack opportunities to interact directly, to actually collaborate and to receive feedback and support, all of which could lead to less engagement in learning activities." Practical constraints can emerge during the implementation of VDS, including a lack of resources and the ability to control large student groups and software incompatibilities (Lavia, 2011).

These issues were very accurate as they were predicted in previous researches when Grover & Wright (2020) NATIONAL DESIGN STUDIO SURVEY Initial results A sample of 798 students and 121 tutors from 29 UK universities were surveyed on their experiences in the VDS they did reveal that while even though universities adapted quickly to move their studios to be taught online, "the absence of a physical workplace resulted in an overall detrimental impact on student learning. There was a 58% fall in student satisfaction after the move to online learning and only 7% of students preferred online delivery over its face-to-face equivalent."

III. VIRTUAL DESIGN STUDIOS EXPERIENCE IN EGYPTIAN UNIVERSITIES

A. Alexandria University

Alexandria University – Faculty of Fine Arts – Décor Department used several online digital tools and platforms to facilitate their design studios as on campus. After conducting workshop to the staff members on 15/3/2020, Google classroom online platform was identified as the main communication channel to all academic courses. A survey was conducted to evaluate the VDS in addition to the advantages and the disadvantages of the used online platforms in relation to the learning outcomes that were reached from this academic experience. As shown in fig.1 and fig. 2 staff members communicated through google classroom. Live Q&As sessions were conducted to answer students' inquiries. Digital annotation was used to send a specific feedback.

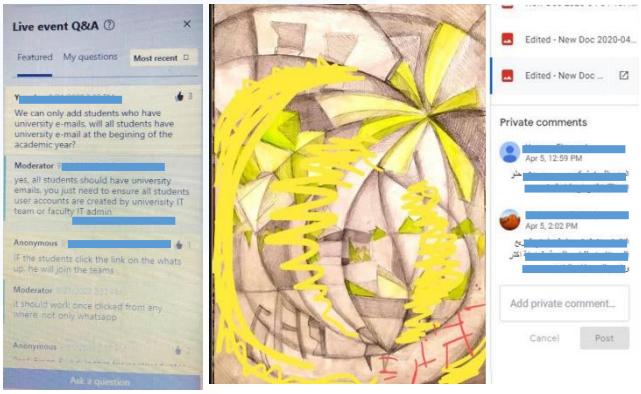

Fig. 1. Usage of Google Classroom as an official online digital platform

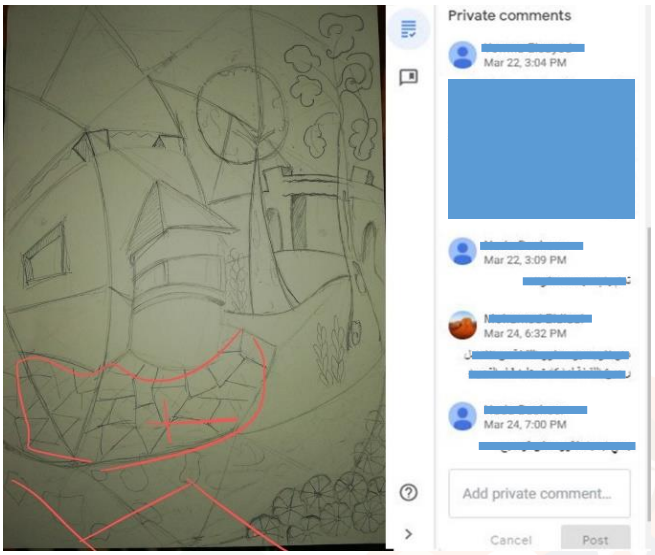

Fig. 2. Ongoing discussions reflecting on students' work on Google Classroom.

In graduation project course in Décor department students were distributed among several instructor creating subgroups. Each instructor managed his/her group according to his/her vision and online digital tools' preferences. Google classroom was identified as the main communication channel between instructors and students beside Facebook groups and individual chats. However, some of the instructors added zoom to maintain the direct critique through online meetings. Critiques were based on the comments and the annotations of the instructors and the assistants. Fig. 3 and fig. 4 show students' progress through the graduation project where instructors use digital annotations to discuss and elaborate design ideas. In fig. 4 one can see that students send modelling format 3DS Max directly to discuss an idea.

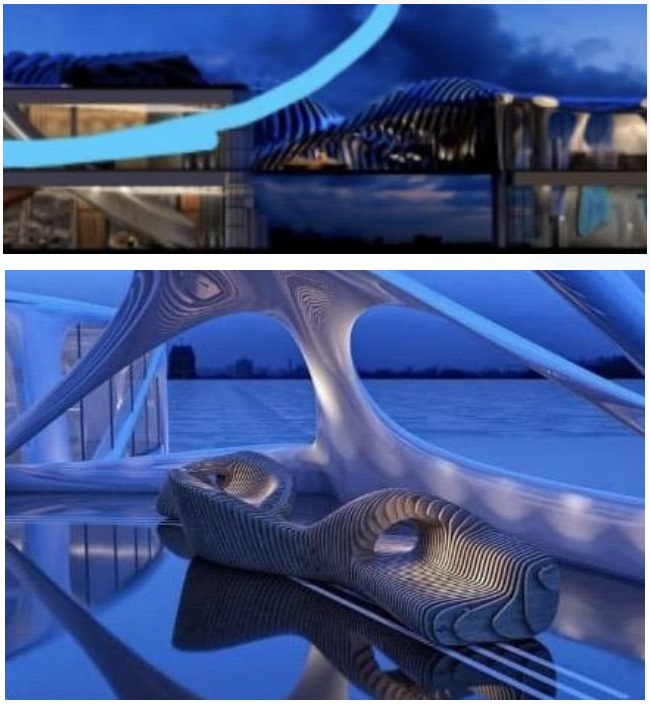

Fig .3. Student's progress in graduation project showning instructor's digital annotations to elaborate an idea.

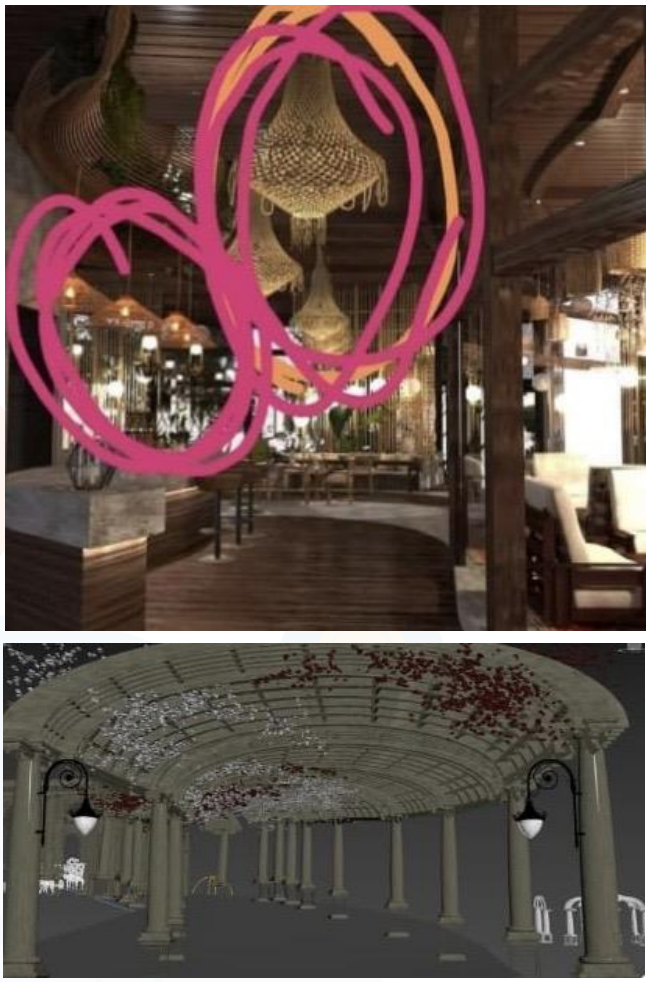

Fig. 4. Student elaborating a design idea by sending a direct screen shot from modelling program 3Ds Max along with digital annotations.

Communication and interaction methods were based on individual preferences, students mainly used social media channels to communicate with their instructors and assistants as shown in fig. 5. Peer to peer communication was left to the students' and TAs desire but there was no defined platform or regulations for this interaction.

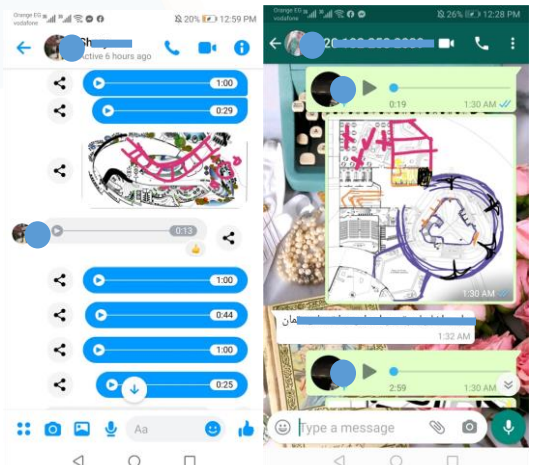

Fig. 5. The use of social media channels such as facebook messenger and whatsapp messengers to discuss design progress. Voice note tool was highly used.

Project assessment was held in groups of five according to set rubrics, whereas the projects were discussed in an oral presentation in the presence of three jury members, with limit of 11 attendees in the hall for health safety measures. Projects were submitted ahead through Microsoft Teams through the official collage email address and uploaded on CD and printed as an A3 paper to be kept in the university control unit.

Final rubric was distributed as follows: -Design Concept /20 including originality and idea implementation. - Design Considerations /65 including functionality, Circulation and Use of space. -Performance Skills /15 including Project Presentation Techniques and Verbal Presentation communication Total = (100) Fig. 6 and fig. 7 are examples of final project submissions of two students. It is very clear that students used computer aided programs to present their final projects as all their project progress was done by CAD programs.

Fig. 6. Example of a final graduation project - Alex University by Mariam Victor

Fig. 7. Example of a final graduation project - Alex University by Mariam Abdel-Aziz

A survey was conducted to investigate the feedback of both the educators and the students that were involved in this graduation project course. The sample was completely random therefore results are to be considered only indicative. Comments by the educators and students are reviewed upon majority agreement of the sample. As answers revealed same issues and potentials, a summary of this survey is presented in a schedule reflecting both the feedback of the educators and the students on their VDS experience.

TABLE I. SURVEY SUMMARY

Criteria	Survey Comments	
	Educators	***Students***
Class Management	Educators were between google classroom and zoom as effiecient platforms to communicate with the students. Shown in fig. 16 and fig.. 17.	Students were equally in preference of Zoom and MS Teams application as it is easy to preview their work and discuss with their instructors while seeing and hearing them. Shown in Fig 16 and Fig. 17.
Critique	Frequency of follow up was high from the point of view of the staff members. The use of digital annotations and pen based tables are prefered while some scaned the drawings and drew manually to the students and uploaded them again which was so time concuming. Shown in fig. 18 and fig. 19. All educators prefered the sharing of a compiled PDF file in order to see all the progress.	Frequency of critique was not high enough with instructors and course Teacher assistants. Students preferred annotations and the use of pen-based tables usage in their feedback sessions. Shown in fig. 18 and fig. 19. Students declared the preference to sharing mood boards and references, as well as their AutoCAD/3D file directly with educators.
Communications and Interactions	Educators found that peer to peer interaction level was not affected as it is left to the students themselves. Others believe that it was affected by the use of waiting rooms and limited contact hours. Additionally, they belived that the usage of camera was not important as they were focusing on the shared work. Some did state that it was more comfortable and some believe it was not obliged by the faculty management.	Peer to peer interaction was highly affected from students' point of view. Some did state that it is due to limited contact hours and some agreed that it is due to the use of waiting rooms and not being able to see others' work. Some Students chose live sessions as the most efficient communication method, while some did see that social media channels were easier in communication.
Course Assessments	Assessment were the same as on campus. Rubrics were more detailed and anounced to students early.	Students pointed out that they needed more follow up time in order to be evaluated.
General Satisfaction	Satisfaction level is neutral for educators. Educators agreed that the virtual learning did not save them time at all. They believe that time management is worse than on campus. Time is consumed trying to communicate an idea remotely. Shown in fig. 20 and fig. 21.	Satisfaction level is low this is mainly referred to that their instructors of older age were not used to digital technologies. Most students agreed that the virtual learning did save them commute time, energy and money. But they all agreed that they consumed more time understanding within the online session sharing their ideas. So they all thought its better to have it on campus. Shown in fig. 20 and fig. 21.

B. October University for Modern Sciences and Arts

MSA University – Faculty of Art & Design – Interior Design Department were using the Moodle Learning Platform or course management system (CMS) as the main communication channel prior to COVID-19 by more than ten years shown in fig. 8.

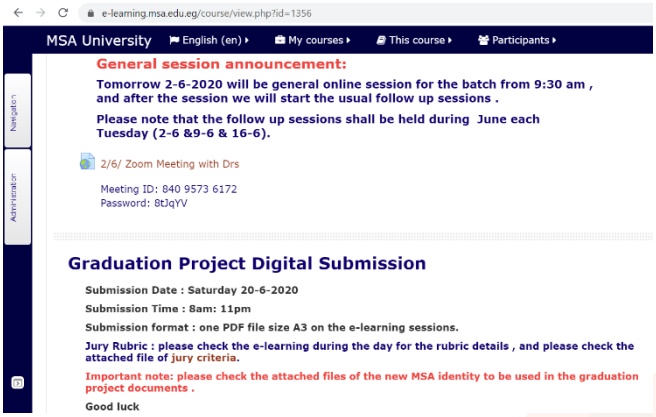

Fig. 8. The usage of the Moodle Learning Platform or course management system (CMS)

In addition to the Moodle a workshop was conducted to the staff members on 15/3/2020 to introduce zoom application; as it was identified as the main live meetings that were followed as the physical class schedule. A survey was conducted to evaluate the VDS in addition to the advantages and the disadvantages of the used online platforms in relation to the learning outcomes that were reached from this academic experience. A general briefing session by the beginning of each week by staff members involved in the graduation project course to get all groups aligned with the same briefs. These briefing sessions were conducted via zoom application. Parallel sessions after that were opened as the exact on campus schedule. The parallel sessions we moderated by the course assistants. Fig. 2 is the initial schedule that was directly executed as soon as the education was all shifted to be conducted online.

INTR406 Graduation Project Zoom Meetings Schedules Sunday/ Tuesday			
	Assoc. Prof. 1	Assoc. Prof. 2	Assoc. Prof. 3
10:00 AM - 10:40 AM	LA/ 1	LA/ 2	LA/ 3
10:50 AM - 11:30 AM	LA/ 4	LA/ 5	LA/ 6
11:40 AM - 12:20 PM	LA/ 7	LA/ 1	LA/ 2
12:30 AM - 1:10 PM	LA/ 3	LA/ 4	LA/ 5
1:20 PM - 2:00 PM	LA/ 6	LA/ 7	LA/ 1
2:10 PM - 2:50 PM	LA/ 2	LA/ 3	LA/ 4
3:00 PM to 3:40 PM	LA/ 5	LA/ 6	LA/ 7

Notes:
Each Student will have 10 Mins only with the Instructor / while the others are in the waiting room
Meetings are operated by TAs/LAs While Dr. Available to Handle Waiting Rooms
While The Dr. is with another group To give Follow Up
Attendance and Follow up to be recorded be each Group havig 2 followups: 1 with the instructor and 1 with the Tutor

Fig. 9. Online schedule followed by MSA University - Graduation Project

Each instructor spent from 40-60 minutes giving feedback to two or three students scheduled ahead by the lecturer assistant with a timeslot. Students received a feedback by one instructor on day 1 and were always encouraged to get their next feedback by another instructor and so on. Assistants attended the instructors' online critiques with each student in addition to the constant extra communications through social media channels.

As in fig. 10 and fig. 11 show students' progress through the graduation project where instructors use digital annotations to discuss and elaborate design ideas

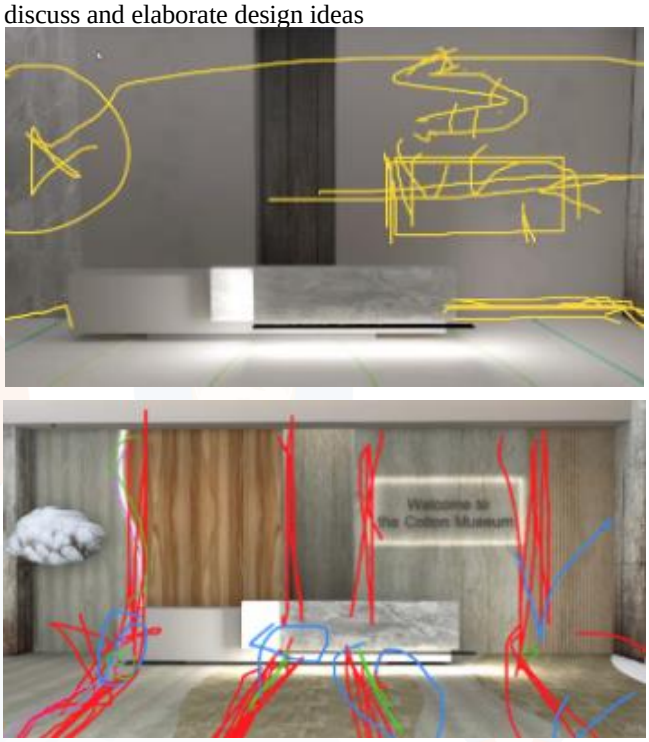

Fig. 10. Student's progress in graduation project showning instructor's digital annotations to elaborate an idea. Photo credits: MSA University Graduation Project Course Staff members

The instructors throughout the online critique used their touchpads and digital annotation methods to communicate and discuss the students' designs. Some instructors did also provide reference photos to elaborate more their ideas, opinions and guidance.

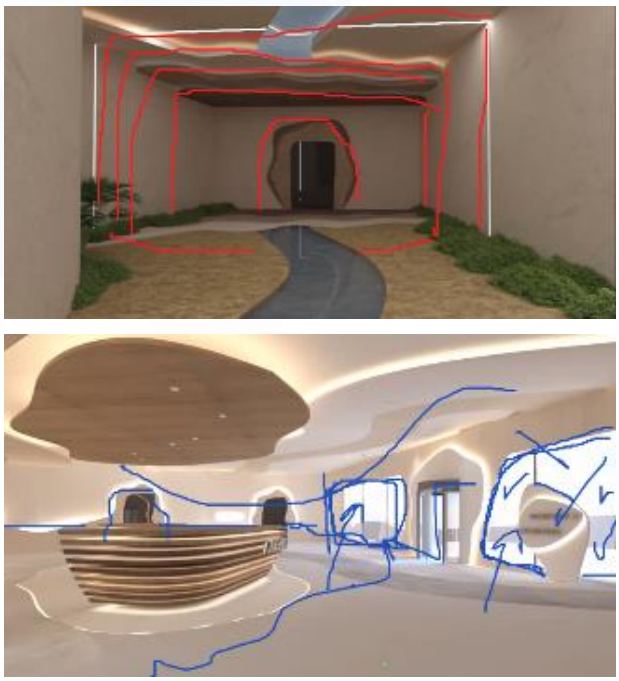

Fig. 11. Graduation Project Course Student's progress in graduation project showning instructor's digital annotations to elaborate an idea. Photo credits: MSA University Graduation Project Course Staff members

Communication and interaction between each group and their lecturer assistants and students with the instructors were on social media channels for extra follow-ups and guidance. Additionally, the instructors were greatly in touch with the students also as to offer extra follow up time through social media channels. It was clear that social media channels were easier than email communication as it was easier to record a voice note explaining something rather than typing it and sometimes get misunderstood shown in fig. 12. Also with the ability to record a feedback it saved a lot of time to the instructors and assistants than writing an email.

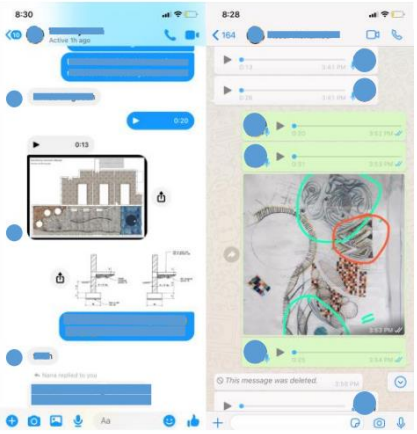

Fig. 12. The use of social media channels such as facebook messenger and whatsapp messengers to discuss design progress. Voice note tool was highly used.

There was no peer to peer communication by any means that was monitored or encouraged by the staff members. This could be traced back to the lack of time and the effort to be precise and efficient within the given time and circumstances so the staff and the students did prefer having their meetings one to one and interestingly the students were not eager at all to share their work with their mates or to let their mates in to listen to the feedback.

Fig. 13. Example of a final graduation project – MSA University by Silvana Tawfik

Fig. 14. Example of a final graduation project – MSA University by Sara Wael

Projects were assessed by a jury including the three course instructors and two external members. The jury was distributed among four days each student presenting his/her project in 5-minutes followed by a 5-minute discussion by the jury members. Projects were submitted ahead through the student portal on the Moodle Learning Platform.

Final rubric was distributed as: - Concept, Theme Relevance and Design Process / 20 - Problem Solving, Functionality and Sustainability / 20 - Creativity and Aesthetics Values /20 - Building Systems &Technology considerations / 20 - Representation in 2D& 3D Drawings& oral presentation/20 Total = (100)

The same survey as Alex University's case study was conducted to investigate the feedback of both the educators and the students that were involved in the graduation project course in MSA University. The sample was completely random therefore results are to be considered only indicative. Comments by the educators and students are reviewed upon majority agreement of the sample. As answers revealed same issues and potentials, a summary of this survey is presented in a schedule reflecting both the feedback of the educators and the students on their VDS experience.

TABLE II. SURVEY SUMMARY

Criteria	Survey Comments	
	Educators	***Students***
Class Management	Staff members agreed that Zoom was the most efficient application. However, their reason of choice was due to that they did not try another platform for the live communication sessions. Shown in fig. 16 and fig.17.	Students agreed that that they found zoom the most efficient application. As it was easy to use and the option of sharing their screen was beneficial. Shown in fig. 16 and fig.17.

Criteria	Survey Comments	
	Educators	***Students***
Critique	The frequency of critique was very high. The staff members did acknowledge that they were very involved with the students. Digital annotation sketching was the main tool of communicating ideas. Shown in fig. 18 and fig. 19.	The frequency of critique with instructors was high from the student' point of view Communicating ideas preferences were between the digital annotation tools and the screen controlling method. (TeamViewer) Shown in fig. 18 and fig. 19.
Communications and Interactions	Peer to peer interactions were highly affected due to the limited contact hours that were all directed to the staff critiques. Most of the staff members did not open the camera while meeting their students. Some did give the reason of privacy as their homes did not have an office place and having their children around. Others did state that the camera was not needed in this type of communication.	Peer to peer communication was affected by the online learning. That was due to limited contact hours, using the waiting rooms so they do not see each other's work and limited group critiques. Students agreed that they did not open their cameras only because the course staff did not ask them to. Two students did state that they do not open the camera for home privacy issues.
Course Assessments	It was agreed that the project assessment as a whole was fair and same as on campus assessments. But assessment online did consume more working hours.	Students found that the assessment were fair as campus.
General Satisfaction	Virtual learning saved the commute time and its energy and it did save also on the students they waiting time for their turn for their critique. Staff members did suggest that trainings are needed for online programs that are available. To enforce rules by the faulty to ensure that the students do attend and work through the virtual settings. To add recorded tutorials and videos to guide the students. To reach out for international collaborations as there are no boundaries within the VDS. To create a blended learning systems as there would be on campus and off campus schedules. Shown in fig. 20 and fig. 21.	Virtual learning did save them the commute time and energy. Also knowing the previously appointed critique time did help them a lot in saving time. More online sessions and private meetings between the instructors are needed. Allowing high communication through social media channels. Increase peer to peer communication within the sessions as to avoid creative blockage and opening the cameras for more interactions. Shown in fig. 20 and fig. 21.

IV. Findings

This paper findings are reached by reviewing the course general management in addition to survey comments that analyzed educators' and students' reflections on the VDS. Tab. III presents the findings regarding the use of different online digital tools and platforms. Online digital tools and platforms.

TABLE III. SURVEY FINDINGS BASED ON ONLINE DIGITAL TOOLS AND PLATFORMS

Online digital tools and platforms	Survey Findings based on online digital tools and platforms			
	Learning Objective	***Interaction***		***Time Consumption***
		Educators	***Course Assistants***	
Google Classroom	Communication channel for announcements and submissions. Provide uploading space for recorded lectures and assignments.	Instructors and Course assistants add their feedback whether in text format or in annotation format. Students are able to see each other work. Instructor and course assistants exchange the feedback comments. Videos and recorded lectures were uploaded on this platform for students' guidance		Static. Consumes time for downloading and annotating and uploading back to the students. Lack live communication. Allows the upload of recorded materials.
Moodle	Communication channel for announcements and submissions. Provide uploading space.	Students submit their assignments and receive their grades. Recorded lectures and presentations are uploaded as well.		Saves time in delivering information to students.
Zoom	Live communication – Screen sharing	Annotation directly on student's screen. Live communication allows for more discussion and clarification. Used by both instructors and course assistants.		Saves time as the process of download and upload is reduced. Consumes time as discussions take time in explaining the ideas. Cuts every 40mins session in free subscription
Microsoft Teams	Live communication – Screen sharing	Suggested to be instead of Zoom in further online communication		No time limit and includes record and automated upload to the team so students can get back to the discussion.

Both case studies revealed that regardless of which tool is used there is a constant need for 1. A learning platform or course management system (CMS) 2. Live communication sessions with screen sharing tool. 3. Virtual digital boards for

collaboration 4. Session recording tools. Both case studies did try to find alternative platforms to meet these four needs. Fig. 15 shows that the only need that was not utilized by any of the used platforms in the use of digital virtual boards to encourage collaboration.

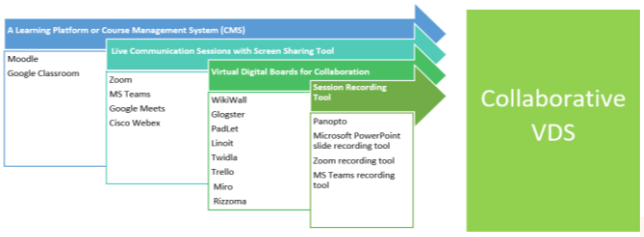

Fig. 15. Findings based on online digital tools and platforms

COVID-19 pandemic gave the educators the opportunity to experiment the VDS moving all the teaching online as a very significant step to the interior design education process where the two case studies conducted on Alexandria University – Faculty of Fine arts and October University for Modern Sciences and Arts revealed the following findings:
The efficiency of the digital tools used in the VDS is related to what the educators' and the students' did try out and was convenient enough shown in fig. 16 and fig. 17.

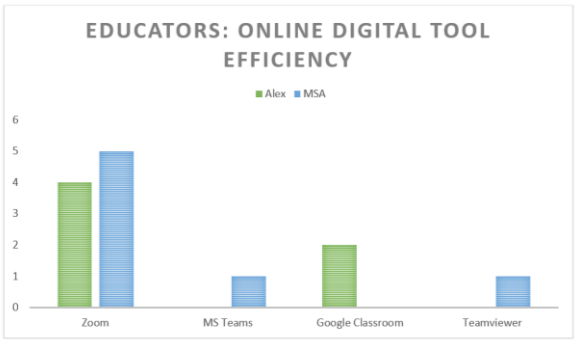

Fig. 16. Educators: Online Digital Tool Efficiency

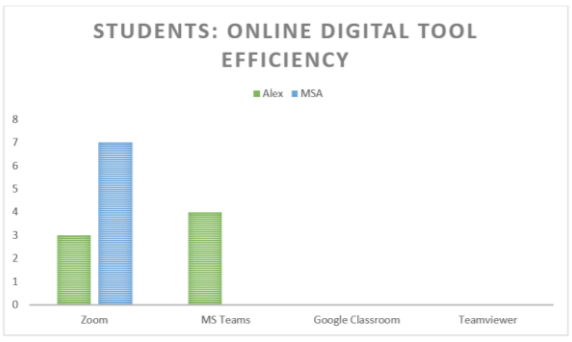

Fig. 17. Students: Online Digital Tool Efficiency

Online digital tools and platforms preferences whether from the educators' point of view or the students' point of view is limited to what was used within the their VDS experience. There were no other options used due to lack of planning time.

In the survey reveals that methods and tools used within the VDS critique sessions fig. 18. And fig. 19 that the digital annotation is a key element in the online critique process. Pen-Based tablets are useful for this process as it can reduce the time consumed in drawing. Screen control tools help in technical issues in CAD tools that can be accessed by a staff member and solved quickly to save the hassle of explaining a technical solution.

The urge to use of different online digital tools and platforms to give the staff members and students an experience of which tool helps in which part in the design process is important. Time consumption is the main trigger that made the faculty rethink their official communication channels.

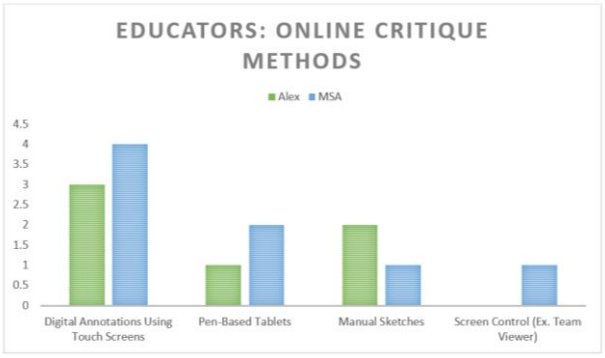

Fig. 18. Educators: Online Critique Methods

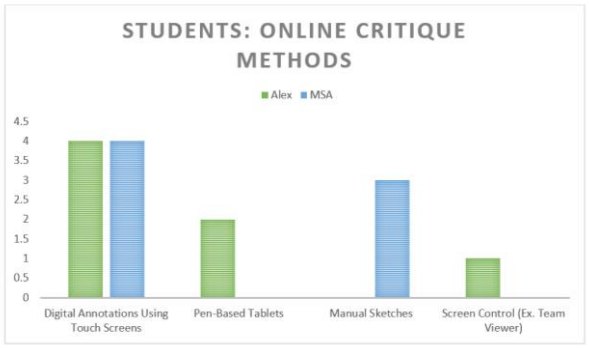

Fig. 19. Students: Online Critique Methods

The use of social media channels was high in comparison with the official communication channels that were announced by the faculty.

Interactions were prompted more from instructors and assisting staff; while older professors were less interactive due to the lack of technological knowledge.

The weakness of Egypt's network infrastructure which affected the online educational process. There is a vast need for better internet connections, providence of electronic devices and access to software programs that should be provided by the universities' management.
Electronic resources provided from instructors and professors need to be protected by copy writes regulations; as the faculty members were not comfortable to share their materials online.

V. Recommendations

Class management preparation and appropriate management are the key to the success of a VDS while putting in mind that the content needs to be communicated and the students' need to be engaged. A system would give the students equal benefits that can after that be equally assessed.

Training and development workshops are constantly needed to prepare the faculty staff to teach online using online digital tools and platforms.

In critique development, there are many online platforms that can help develop the educational process of the virtual design process. There is a constant need for a student portal and a communication channel in which announcements, and course resources and grades are posted through an E-Learning software's ex. Moodle and Google Classrooms. Live communication tools, where simulation of face to face interactions can happen with the ability to share screens, provided by applications such as Zoom, MS Teams, Google Meets and Cisco Webex. A need of virtual digital boards, where sharing ideas and conceptualization allowing students to view each other work in order to create a peer to peer connection, provided by WikiWall, Glogster, PadLet, Linoit, Twidla, Trello, Miro, and Rizzoma. (Bodnenko, Kuchakovska and Proshkin, 2020) And finally, a need of a digital platform that provides tools for session record, where theoretical content that supports the studio work can be recorded, provided by Panopto, Microsoft PowerPoint slide recording tool, Zoom recording tool and MS Teams recording tools.

Every day there are new digital tools that are developed to meet required needs. There is no specific tool that works better. It is about how is the class is planned for to work online and to support engagement and interactivity. Each school managed to work with a different digital tool but at the end its not which tool is used as much of how the instructor utilized available tools to his/her teaching plan and strategy. Just merging live communication sessions, virtual digital boards, recorded sessions, and a student portal as a communication channel is essential to increase the level of interaction and engagement. Extra meeting hours are needed more than the physical studio as it takes time to elaborate an idea online so it is advised that the teaching staff might be increased than the physical studio so that the staff can be supervising fewer students.

Communication and interactions can be developed with the VDS by camera usage as it is very important for creating a relation between an educator and a student. Even though most survey responses whether educators or students agreed that the privacy and the unavailability of a work area within homes is an issue. A solution of virtual backgrounds might help to support the privacy issues. Social media channels were very much in use from the student's side and educators had the sense of obligations to reach out too through these mediums. Some of the social media channels' communications are easier than emails in writing forms. Methods of communications need to be reexamined to find a way of posting an inquiry whether in writing forms, voice notes, or sketches to the staff members but less invasive than their personal social media channels. This might be regulated to be answered on specific office hours.

In order to create a fair assessment within the VDS, students should have equal opportunities for critique and follow-up time. Studios should be monitored with clear management system to the students to ensure they all have the same chances. Constraints such as the internet connections, electronic devices, and software access solutions should be addressed and examined with providing flexibility to students, so they all get equal chances for fair assessments.

Literature revealed that previous experiments prior to COVID-19 pandemic that the VDS is very potential in creating collaborative environments that can operated without boarders. Issues resulted when VDS operated within the same class as on campus was revealed in this paper. The abandonment of the physical design studios in a sudden manner to a totally distance learning context did reveal huge of technical, procedural, practical, large students' groups, and software compatibilities constraints that affected the level of satisfaction of the educators and students fig. 20 and fig.21. These issues were all brought up by both educators and students in the conducted survey.

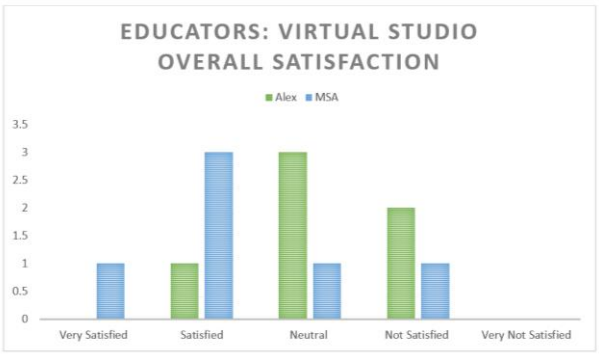

Fig. 20. Educators: Virtual Studio Overall Satisfaction

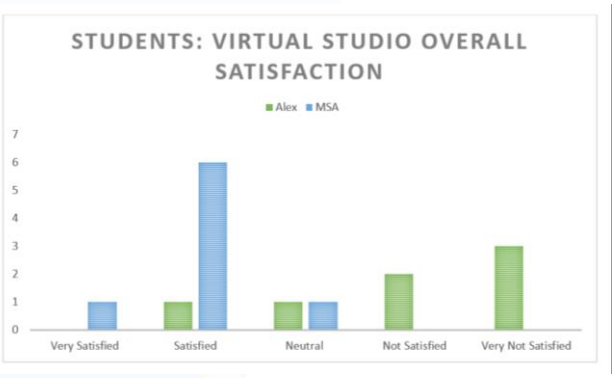

Fig. 21. Educators: Virtual Studio Overall Satisfaction

VI. Limitations

The most fundamental limitation in this study is the measurement of the effect of the COVID-19 pandemic. The notion of having everything turn online in few days did not allow for any planning to be achieved. Also, to measure students and staff satisfaction the factor of the drastic panic should be eliminated to have accurate findings.

This study can be considered as a primary assessment of the pilot semester of the online learning. It is highly recommended to conduct a study on Summer 2020 (non-graduating and Spring 2021 for graduating students) students who were already introduced to the online system and continued using it in a new semester.

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Transcending Boundaries: Implications of Online Language Learning

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***Abstract*— the current Covid-19 pandemic has caused a drastic shift in the educational process in various disciplines. Although online learning was resonating within the educational fields before the spark of the new millennium, it was only recently made the teaching norm for schools and universities throughout the world. Traditional classrooms were suddenly redesigned into online platforms and students and teachers alike were forced to incorporate these new techniques in every aspect.**

Keywords—hybrid, blended, flipped classrooms, online learning, virtual classrooms

I.INTRODUCTION

The term online learning takes on many definitions ranging from virtual classrooms and E-learning to prerecorded online sessions. The shift in this apparently new trend led to confusion which sparked even larger debates on the effectiveness of such techniques and their compliance to intended ILOs. One of such debates was online language learning since language teaching is skill-based and relies on human interaction and acquisition. Many scholars have raised the question of effectiveness regarding various aspects that go into the language learning process. These include psychological, technical and linguistic aspects that may affect comprehension and integration of the four skills: reading, writing, listening, and speaking.

The demand for second language learning has increased recently to cope with the ever-increasing global job market. More and more learners are attempting to acquire languages to give them an edge and help them secure a more successful career. This massive trend has opened the way to various online and distance courses which previously sparked the discussion into the effectiveness of such courses and the credibility of their instructors. Rather than being a purely educational medium, such courses were becoming a means to make money regardless of qualifications. This study will attempt to understand these claims and reach a proposed solution to a more inherent learning process that takes into consideration all previous assumptions in relation to formal courses.

A Glimpse into the Origin of Online Language Learning

Online teaching originated from distance education which was initiated to overcome the social and time constraints faced by learners during the early 1990s [1]. This form of education was based on correspondence teaching in addition to print-based material with an absence of adequate feedback from the participants [2]. It took the form of one-way knowledge intake and lacked interaction between instructor and students in addition to minimal inter-student collaboration. Today, distance education has evolved into the online learning we now know with the Internet accelerating the learning process and new technological platforms staging the way for higher interactive communication and activities with real-time feedback [3]. Formal courses usually take place in a VLE (Virtual Learning Environment) or LMS (Learning Management System) like *Moodle* or *Blackboard* which allow users to create courses, form teams, gamify content, and interact. Informal courses are found on MOOCs (Massive Open Online Courses) however one of its main challenges is evaluating outcomes and maintaining the credibility of its instructors [1].

With the advancement in technology, the Internet has been used for various educational purposes. Instructors are now designing and fully implementing online courses for learners, shifting trends to hybrid courses whereby online and face-to-face classes are combined [4]. These include flipped classrooms and technology-enhanced physical sessions where instructors rely on the Internet during the instruction process. As the study will show, these are the most effective mode of online language learning.

II. ONLINE VS. FACE-TO-FACE COURSES

However, the dilemma remains that researchers are at a loss as to the effectiveness of the online technique, specifically in the case of language learning. Previous studies have foretaken that online learning has improved student success rate and knowledge intake [5], [6]. Studies have shown that new technologies have actually promoted an enhanced learning performance and increased motivation [7], [8], [9], [10], [11]. Larsen-Freeman & Anderson (2011) and Dawson et al., (2008) continue to state that computer-aided activities bring “the learning experience to the learners’ world” which in turn fuels drive and motivation [12], [13]. Motivation is an essential part of the learning process since it is the force that activates and encourages learners to accomplish learning goals. Subsequently, studies have shown that high levels of motivation result in better grades in online courses [14], [15].

On the other hand, other previous research has denoted no change in knowledge intake regarding online and face-to-face classes, resonating the ‘no significant difference’ phenomenon by Thomas Russel, while others incorporated an opposing point of view [16]. Rovai et al. [17] state that online courses alienate students since they lack the feeling of belongingness and social interaction found in face-to-face

classes. Donlevy (2013), claims that the absence of peer-interaction can affect the learning process in a negative way which in turn will reduce motivation [16]. It has also been noted that students who have low self-motivation or self-regulation score poorly on online courses [18], [19].

Brown (2014) studied the different aspects of both methods mentioning that online classes are "asynchronous" giving students the ability to learn at their own pace due to their flexibility [20], [21]. This in turn, may increase the number of enrolled students in language courses. However, he also stated that face-to-face classes allow more interaction and live feedback from teachers and students as well as a higher level of commitment [21]. His idea leads to the commonly known hybrid courses currently used. According to Riasatiet al. (2012), although students need to have the freedom to attain knowledge at their own pace, the instructor still needs to play his/her role to guide students whereby they know they are monitored and held accountable throughout the course for assignments and peer-interaction [13].

III. BLENDED/HYBRID COURSES

These courses are also known as mixed modality or flipped classrooms whereby learners attain the online experience yet retain substantial face-to-face sessions. According to Twigg (2003), there are two basic types of hybrid courses: the *replacement model* and the *supplemental model* [21]. The replacement model states that formal face-to-face classes are partially replaced with online educational techniques; hence the number of hours remains the same. However, in the supplemental model, the number of face-to-face teaching hours remains constant and learners are required to rely on online educational sources to add more to their learning experience. In light of the current Covid-19 situation, many educational institutions using hybrid courses rely on the replacement model.

According to the results of previous studies, incorporating both *synchronous* and *asynchronous* learning can enhance the language learning experience [21]. Structuring a course in a way to allow both aspects can overcome many of the drawbacks of a completely standardized learning technique allowing for more student-to-student engagement [22]. Numerous scholars support this form of integration claiming its efficiency over pure online or face-to-face courses [6], [23]. According to Ahmadi [24] instructors should attempt to integrate "technology into the curriculum and aim to embed technology into teaching to support the learning process" (p.116). Structuring a course is of upmost importance when using this method since reliance is not only on content but rather utilization of technological tools to maximize language learning.

Freeman et al. (2014) stated that one of the main advantages of blended classes or flipped courses is employing active learning in the educational process which increases knowledge intake and effectiveness of the learning process [25]. This promotes deep learning since students are enticed and encouraged to discuss and ask questions concerning self-attained knowledge. Ahmadi [24] affirms that technology gives learners self-direction helping them acquire more responsible behavior which enables better information retainment.

To adapt to the changing trend mutual literacy must be the basic factor at hand. Teachers and learners alike must be literate in various fields, but digital literacy is currently one of the most important [26]. According to Dudeney, et. al. [27], to "teach language solely through print literacy, is in the current era, to short-change our students on their present and future needs" (p.3). This literacy expands to the exploitation of all necessary tools and sources to facilitate language intake by the learners, whether they be resource material, activities, gaming, or role play and problem solving [11], [28]. Motivation alone cannot improve proficiency but relies on content and role of instructor as well which relies on the extent of digital literacy.

However, for optimum utilization of technology within a structured course, instructors and students alike must be given the proper training to overcome fear and enhance the teaching and learning experience. According to Palloff & Pratt [29], institutions must invest in strong training programs to equip instructors with the know-how rather than simply provide them with a platform of instruction if they intend on reaching intended ILOs. Students must feel comfortable using various online platforms to avoid incompetency due to ignorance of the system. The increased knowledge and experience will allow students and teachers the opportunity to transcend the boundaries of the traditional classroom and curricula, enhancing and elevating the whole learning experience.

IV. PROBLEMS WITH ONLINE LANGUAGE LEARNING

As previously discussed, lack of experience or fear of new technologies may inhibit advancement or utilization of online platforms and tools. However, there are other aspects that may provoke resistance among learners and educators alike. Previous sociocultural conceptions about the effectiveness of traditional educational methods is one. The belief that online methods are incompetent may prevent instructors from attempting to utilize such techniques which can reflect negatively on course quality. Students unwilling to rely on themselves for self-regulation and time-management may present misleading negative results as to the effectiveness of the course. These misconceptions must be tackled for the method to be successful and results attainable.

Perceived behavioral control has also been the subject of numerous studies related to online language learning. According to a recent study by Alhamami [13], results showed that participants had positive beliefs about their ability to attain a language face-to-face; however, they posed a negative attitude to online language courses and their ability to attain the foreign language. This attitude plays a major role in a learner's self-efficacy which in turn inhibits his/her ability to succeed.

Another aspect pertains to the fact that learning a foreign language requires a multidimensional framework. Instructors must be trained to incorporate all language acquisition skills and techniques within the course design [30, 31]. Speaking and listening must be tackled and situated within the design in a way to prevent technical and social mishaps from hindering the intake process which may negatively be reflected on the learner's motivation and self-efficacy.

V. CONCLUSION AND RECOMMENDATION

Technology has enhanced lives in various aspects including language learning. However, various elements go into the process of language acquisition and complete online courses fall short from attaining the ILOs of foreign language courses. Instructors should take advantage of such technologies, utilizing them to their advantage to help increase resources and material and provide extra self-regulated tasks for students. To overcome the ever-impending fear of new technology, institutions should train instructors and increase their knowledge of online tools and platforms.

Students should be aware of the vast amount of information and tools they could use to enhance their learning experience. Although, blended learning has proven to be the better option in language learning, research still needs to study the optimal utilization of the technique to guarantee the highest level of effectiveness. Language learning requires more than digital methods and quick face-to-face sessions, students need to understand how to use technology to enhance human communication rather than replace it and the best way is through language courses designed to reflect novice technology integrated with social interaction.

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External Auditor Face to Face with Blockchain Technology: Towards Reducing the Gap between the Profession and Academia

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***Abstract*—the purpose of this paper is to discuss how teaching blockchain technology in the accounting and auditing curricula will help in reducing the gap between the accounting profession and academia. In order to fulfil this objective, the author will start by exploring the concept, process, types, features and advantages of blockchain technology and then analyze the implications of blockchain technology on the audit process, starting with client acceptance / continuance decision and passing by understanding the client industry and environment, assessing risks of material misstatement in the financial statements, auditing procedures and collection of evidence and finally the issuance of audit report. The author will propose a teaching methodology to include blockchain technology in the accounting and auditing curricula. By understanding these implications and including the blockchain technology in the accounting and auditing curricula, a step towards reducing the gap between the accounting profession and academia will be taken.**

Keywords: Blockchain, audit process, accounting students.

I.INTRODUCTION

The accounting profession was interrupted by the drastic technological development of blockchain technology, which is emerging and rapidly developing (Dai & Vasarhelyi, 2017). In 2008, Satoshi Nakamoto invented the Bitcoin, which is the first application of blockchain technology (Kokina, Mancha & Pachamanova, 2017). Blockchain technology enables parties, who don't know each other, to conduct transactions with each other without the need for intermediaries or third parties, and this results in reducing settlement time and reduce transaction costs (Deloitte, 2017). Although blockchain will provide auditors with a trusted environment and will assure that the data and transactions posted on the blockchain exist, however it doesn't provide enough information on the integrity or the nature of information. Accordingly, we still need audit (Ortman, 2018).

Concerning the market of audit services, auditors should be adapted to such technological environment, in the form of sufficient and adequate background, appropriate training and the switch to continuous online auditing approaches and different assurance and advisory services (Deloitte, 2017; Liu, Wu & Xu, 2019).

In order to understand how teaching blockchain technology can help reduce the expectation gap between academia and profession and what accounting students should learn in order to be good accountants in the future, it is important to cover the following points: What is blockchain? How does it work? What are the different types of blockchain? What are the features and advantages of blockchain technology? How can blockchain technology affect the audit process, starting with client acceptance / continuance decision, passing by understanding client environment, assessing the risk of material misstatement, performing audit procedures, collecting audit evidence, and issuing audit report. Finally, it is important to highlight how teaching blockchain to accounting students will help reduce the gap between academia and the profession through proposing a teaching methodology to include blockchain in the accounting and auditing curricula to narrow the professional development gap and improve the level of accounting graduates who are willing to join the accounting profession.

II. WHAT IS BLOCKCHAIN?

Blockchain is the main technology used to create cryptocurrency, such as bitcoin, Ethereum and Ripple (Chen, Xu, Lu & Chen, 2018). It is a distributed ledger that records transactions and protects its information using cryptography (Rozario & Thomas, 2019; Stratopoulos, 2020). Sarkar (2018, p. 74) defined blockchain as "an open, distributed database or public ledger that can record all transactions or digital events between two parties efficiently and in a verifiable and permanent way". Blockchain represents a list of records, which are called blocks that are linked and secured using cryptography (Vajpayee, 2018).

Accordingly, it is clear that blockchain relies mainly on cryptography which allows users to interact and conduct transactions in a trusted environment without the need for intermediaries or third parties.

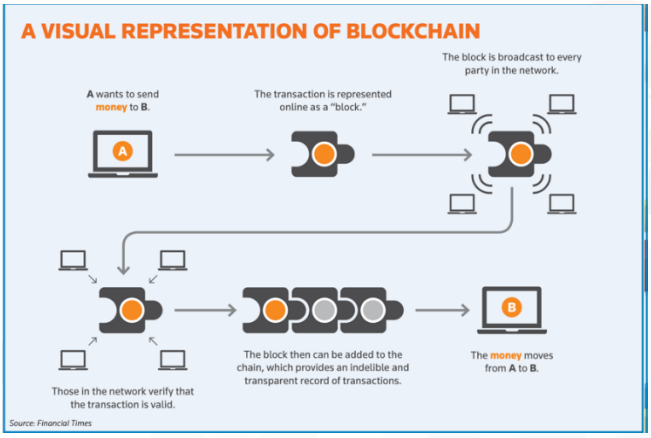
III. HOW DOES BLOCKCHAIN WORK?

The process starts when a user requests a transaction from the blockchain, a pair of private[1] and public[2] key is used to identify the identity of the user, and then the transaction is announced to all nodes in the blockchain for verification and validation and the miner who validates the transaction and

[1] A private key is the key used to sign or authorize transactions and shouldn't be shared with anybody (Deloitte, 2017)

[2] A public key is freely available to anyone and is used to identify the identity of the user on the blockchain (Deloitte, 2017)

solves the mathematical problem first by generating a digital signature for the block which meets a pre-defined rule using the hash[3] function[4] (Proof of Work) is the one who approves the transaction and adds it to the blockchain and will receive bitcoins as a reward (Chen et al., 2018). Each transaction in the blockchain has a specific timestamp and blocks are linked by this timestamp. So, the data on the blockchain has property of time and the length of the blockchain is continuously growing (Chen et al., 2018). The process of the blockchain can be illustrated in the following figure (Rennock, Cohn & Butcher, 2018)



IV. WHAT ARE THE DIFFERENT TYPES OF BLOCKCHAINS?

Based on data accessibility, Lin & Liao (2017) categorized blockchains as follows:

1. Public blockchain: where anyone on the blockchain can read and submit transactions
2. Private blockchain: where members of an organization or group can read and submit transactions
3. Community/consortium blockchain: where group of organizations form a consortium and can read and submit transactions to the blockchain

Based on the permission to participate in the blockchain, Rennock et al. (2018) classified blockchains as follows:

1. Permissionless blockchain: where anyone is allowed to participate in the verification process of the blockchain and there is no need to have a permission to participate.
2. Permissioned blockchain: where only authorized parties are allowed to participate in the verification process

V. WHAT ARE THE FEATURES AND ADVANTAGES OF BLOCKCHAIN?

Chen, et al. (2018) discussed the features of Blockchain which are; decentralization, traceability, immutability and currency properties. As blockchain technology doesn't involve intermediaries, the process of data verification, transmission and maintenance rely on distributed based system structure and the trust between these distributed nodes is centralized and is based on Proof of Work system[5]. Because all transactions on the blockchain are arranged in a chronological way, it is easy to trace them and know the information in each block. Also, data included in the blockchain can't be altered, as transactions in each block are stored with one hash key linking from the previous block and one hash key linking to the next block. So, any change in the data will be detected by other nodes and this avoids the problem of double spending from the same digital wallet (Rozario & Thomas, 2019). Finally, blockchain and cryptocurrency are inseparable, so any blockchain has a form cryptocurrency property (Chen et al., 2018).

Advantages of blockchains are: reliability, as applications built on blockchain are characterized by their reliability because the failure of a single node doesn't affect the operation of the whole network, security, as blockchain technology depends on the one way hash function, where the output is not related to the input and any change in one of the blocks will affect the whole change, and efficiency, as blockchain works according to preset rules, that makes the transactions faster and more efficient by reducing the number of intermediaries (Chen et al., 2018).

Based on the above discussion, it is clear that blockchain is a highly secured real-time distributed ledger, as it is impossible to hack all the nodes. Blockchain eliminates the need for reconciliation because transactions are recorded near real time. Transactions recorded on the blockchain are reliable and authenticated because they are digitally timestamped and cryptographic, and once they are posted to the blockchain, they can't be altered or reversed (Dao and Pandurangiah, 2018).

VI.HOW CAN BLOCKCHAIN TECHNOLOGY AFFECT THE AUDIT PROCESS?

Because of the distinctive features of blockchain technology and the related risks, one would expect that audit procedures related to such disruptive technology will be different. Also, it is expected that blockchain will reduce the time and cost of audits and will open the door for different audit services to be offered by the auditors (Bansal, Batra & Jain, 2018). The question here is how can blockchain technology affect the audit process, starting from client acceptance/continuance decision to the issuance of audit report.

[3] A hash is an alphanumeric unique code consists of 64-characters and is assigned to a transaction. A hash acts as a fingerprint of person making the transaction unique and prevents third parties from seeing the original information (Rao & Pandurangiah, 2018).

[4] A hash function is an encryption technique that takes the input and change it in a way, according to a set of rules, into a fixed length output (Ortman, 2018)

[5] A Proof of Work (PoW) system is a consensus algorithm, that requires proof of effort and mathematical power. In blockchain, miners compete to complete the transactions on the blockchain and the miner who succeeds will be the one who adds a block to the blockchain and get rewarded.

A. Client acceptance / continuance decision

According to ISA 220, the audit firm should establish policies and procedures for the acceptance and continuance of clients. These policies and procedures are designed to provide reasonable assurance that the audit firm is competent to perform the audit engagement and has sufficient and competent human resources. In the blockchain technology, audit firms should provide reasonable assurance that they have sufficient time, capabilities and qualified auditors, who have the required knowledge and training that enable them to audit blockchain transactions. This means that in the audit team, there should be at least one expert in information technology in general and blockchain technology in particular. This is also applicable for client continuance decisions. That is if the existing client starts to rely on this technology in his business transactions, audit firms should make sure that they have the sufficient capabilities to audit these transactions and take continuance decision. It is important that if the audit client is engaged in blockchain transactions, the auditor should increase his competence level in this area through education and training and may hire an expert in the audit team (Vincent & Wilkins, 2019).

B. Understanding the client's business, industry and environment

According to ISA 315, auditors should have sufficient understanding of the client's business, industry, environment and internal controls in order to identify and assess the risks of material misstatement, whether due to fraud or error, in the financial statements as a basis for designing and implementing appropriate responses to the assessed risk of material misstatement. In the blockchain technology, the auditor should understand how the entity is involved in blockchain transactions and to what extent. Again, the auditor should have sufficient background in blockchain technology, its features and the risks related to such new technology in order to assess the internal controls surrounding the blockchain transactions and design the responses suitable for these assessed risks. According to Smith and Castonguay (2020), auditors should have sufficient understanding of the embedded code in the blockchain and audit the accuracy of the rules in each chain, as auditors can't rely on the information in the blockchain until they assure that the blockchain store and process information accurately. Also, auditors should understand the risks related to the reliability of information posted to the blockchain and its potential to be inaccurate or corrupted.

C. Assessing the risks of material misstatement and design further audit procedures

According to ISA 315, auditors should assess the risks of material misstatement in order to identify the timing, nature and extent of substantive tests. In the blockchain environment, auditors are required to test the operating effectiveness of controls surrounding the information posted to the blockchain and the general controls related to the blockchain environment (AICPA, 2017; Deloitte, 2017; Smith and Castonguay, 2020). Chen et al. (2018) expect that blockchain technology helps in reducing the degree of fraud, however, auditors face different types of risks, in comparison with that in the traditional audit environment. For instance, auditors may have difficulty identifying the full scope of related parties and also the private keys under the company's control (Pimentel, Boulianne, Eskandari & Clark, 2020). Also, auditors face cybersecurity threats that may result from collusion and lost or stollen private keys (Deloitte, 2017; Rozario & Thomas, 2019). In addition, auditors may not be able to collect sufficient appropriate audit evidence from the transactions recorded on the blockchain for several reasons; such transactions might be illegal, executed between related parties or incorrectly classified in the company's financial statements (AICPA, 2017). It is important to note that professional judgement and skepticism should be maintained when auditors audit blockchain transaction (Turker and Bicer, 2020)

D. Performing audit procedures and collecting audit evidence

Based on the auditor's assessment of related risks and his evaluation of internal control and its operating effectiveness, the auditor will perform the suitable audit procedures to assess the financial statement assertions and will collect audit evidence that will enable him to achieve the audit objectives. It is important to note here that auditors will need to evaluate the assertions related to blockchain transactions. If the client is involved in blockchain transactions and owns cryptoassets[6] or cryptocurrency, the auditor is required to assess the financial reporting assertions related to cryptocurrency and design appropriate audit procedures as follows (Vincent & Wilkins, 2019):

- Existence: the controls related to access and storage of private and public keys and the safety of wallets need to be tested and auditors should examine the source or documents supporting the cryptocurrency
- Rights and obligations: the auditor will need to assure that the holder of the digital currency is the audit client. In this case, audit firms may need to develop proprietary software to identify and verify cryptocurrency accounts that belong to their clients or hire specialists or experts in this field.
- Completeness: the auditor will need to assure that all cryptocurrency transactions are recorded on the blockchain. The auditor may make reconciliations between the blockchain and the accounting records.
- Valuations and accuracy: accounting policies used to value cryptocurrency should be identified and disclosed and the volatility of the market and consistency of measurement should be taken into consideration. Here, the auditor may review the reconciliation controls, make some re-computations, and inspect the related documents, and understand and test the internal controls to find evidence of accuracy. Also, the auditor will need to examine data entry integrity controls, access, and

[6] Crytoassets are digital assets, such as utility coins and security tokens.

storage controls at the client level to ensure the accuracy of the cryptocurrency transactions.

- Authorization: Internal control review and testing, re-performance, and inspection of source documents supporting recorded transactions may provide audit evidence that the financial statements consist of authorized transactions. Here, the clients should have separation of duties between the authorization, custody, and recording of cryptocurrency transactions.
- Cut off: the auditor will search for evidence of cut off assertion to ensure that transactions are recorded in the correct period. Here, the auditor will have to gather evidence of client and exchange internal controls over the accuracy of processing transactions
- Occurrence: Auditors should obtain an understanding of the internal controls surrounding occurrence at the exchange and client level; such as physical controls over private keys and IT application controls
- Disclosure: the auditor will need to assess the adequacy of the client's disclosures related to cryptocurrency, such as the nature of the asset, fair value, measurement basis, and risks related to cryptocurrency

In general, the blockchain environment has a significant impact on the audit procedures (Appelbaum & Nehmer, 2019):

- Observation and inquiry: auditors can observe the timestamp and whether the block is being hashed or not. The auditor may note from the increasing length of the blockchain whether the implications of the hashing algorithm exists or not (this may serve the assertions of existence, occurrence and valuation). Inquiry will help to collect evidence regarding the users' understanding of the governance characteristics of the network and blockchain.
- Confirmation: confirmation with the peer network can be with the members of the peer network regarding the design and functioning of the hashing algorithm being used. Also, instead of making manual confirmation of customer balances, the auditor may confirm the balances from the blockchain ledger which is publicly available (Deloitte, 2017)
- Inspection of records, documents and tangible assets: the auditor can inspect the documents that support the configuration and the governance of the peer network
- Re-calculation and reperformance: The blockchain could record alerts of transactions that violate the contract conditions, while simultaneously sending notices of the anomalies to the audit staff.
- Analytical procedures: the auditor can perform statistics on the blockchain data

To discuss the implications of the blockchain technology on the sufficiency and reliability of audit evidence, there is evidence that auditors can extract and test the total population instead of relying on a sample of transactions (Deloitte, 2017; Rozario & Thomas 2019). Also, the auditor can identify the originator of the transaction, as the hash contains the digital signature of the user and can have access to all the reconciled transactions between his client and his customers. The decentralization, timestamp functionality, unique hash ID and cryptography of the blockchain enable auditors to have audit trails that are tamper resistant, and this will provide auditors with audit evidence that are highly reliable (Smith, 2018; Rozario & Thomas, 2019). The immutability, decentralization and accountability of blockchains enhance the integrity and reliability of audit evidence (Rozario & Thomas, 2019).

Also, in the blockchain environment, a transaction of low value will take up to 10 minutes to be verified and a transaction of high value may take up to one hour to be verified and so auditors can implement audit procedures close to the transaction date and move to the continuous online and real-time assessments instead of making interim or year-end assessments (Kokina et al., 2017; Deloitte, 2017; Ortman, 2018). In addition, they can use smart audit procedures that allow them to perform auditing procedures based on pre-defined parameters and automate manual and repetitive audit procedures that don't require audit judgement and this will help auditors to focus on high risk areas that require complex audit judgements and internal control related issues (Sarkar, 2018; Rozario & Thomas, 2019). Finally, auditors may obtain reliable third-party evidence from external parties on a private blockchain directly from the blockchain (Smith and Castonguay, 2020).

It is important to notice here that Big 4 audit firms have taken serious steps to audit blockchain transactions, for instance, Deloitte was one of the first audit firms to audit blockchain protocols successfully and PriceWaterhouse Coopers (PWC) and Ernst & Young (E&Y) developed auditing software that are suitable to audit blockchain transactions (Rozario & Thomas, 2019).

E. Form an opinion and issue the audit report

Auditors issue their reports to express their opinions on the financial statements and whether they are prepared according to the accounting standards, regulations and legislation (Alkhatib & Marji, 2012). In order to provide investors with timely information that will enable them to take their decisions, financial statements should be issued on timely basis and auditors should complete their work and issue their audit reports on a timely basis. Based on the features of the blockchain and its implications on the audit process and procedures, it is expected that auditors will move to continuous online and real-time audit reporting. Auditors may also develop special software to write, edit and issue their real time audit reports.

Accordingly, it is clear that Blockchain technology will make a drastic change in the procedures taken by auditors in comparison with the traditional environment. These implications are summarized in Table (1).

TABLE I. IMPLICATION ON BLOCKCHAIN TECHNOLOGY ON THE AUDIT PROCESS

Audit aspect	Implication of blockchain technology
Client acceptance /continuance decision	- Policies and procedures should be established for client continuance and acceptance decisions. - Emphasis should be placed on whether the audit firm and team have the required technical capabilities and sufficient background of blockchain technology
Understanding of the client's business, industry and environment	- Auditors should have sufficient understanding of the client's industry and its environment. - Emphasis should be placed on the nature of business related to blockchain technology and the extent of the client's engagement in this technology. - Auditors should understand the embedded code in the blockchain, and the risks related to the reliability of information posted to the blockchain and its potential to be inaccurate
Assessment of risks of material misstatements	- Auditors should assess the risks of material misstatement in order to identify the timing, nature and extent of substantive tests. - Auditors should test the operating effectiveness of General Internal Controls (GIT) surrounding the information posted to the blockchain and the general controls related to the blockchain environment. - Emphasis should be placed on risks related to blockchain; cybersecurity threats, fraud risk, risk of collusion and stollen or lost wallets, and risk related to related party transactions. - Professional judgement and skepticism will still be needed and maintained in auditing blockchain transactions.
Audit procedures and evidence collection	- Auditors should assess the financial statements assertions related to blockchain transactions and balances; existence, occurrence, completeness, cut off, rights and obligations, valuation and accuracy and disclosure - Auditors should understand that audit procedures; confirmation, observation, inspection of records and documents, recalculation and reperformance and analytical procedures are different in the blockchain environment. - Auditors can test the whole population instead of relying on a sample of transactions - Auditors can move to the continuous – online and real time auditing as audit procedures will be so close to the transaction date. - Auditors can use smart audit procedures that allow them to perform auditing procedures based on pre-defined parameters and automate manual and repetitive audit procedures. - Auditors can rely on the blockchain to have a tamper resistant audit trail that is highly reliable - Auditors may obtain reliable third-party evidence from external parties on a private blockchain directly from the blockchain - Auditors may develop audit software that is suitable to audit blockchain transactions
Issuance of audit reports	- Auditors may be required to issue real-time and continuous online audit reports - Auditors may also develop special software to write, edit and issue their audit reports.

VII. HOW TEACHING BLOCKCHAIN TECHNOLOGY WILL HELP REDUCE THE GAP BETWEEN ACADEMIA AND PROFESSION?

Because continuous professional learning and education will help auditors to make reliable and efficient professional judgement, which will be reflected on the sustainability and growth of audit firms, it will enable them to fulfil their responsibilities, as required by the international auditing standards and educe expectation gap (Elsayyed, 2018).

Accounting professionals who want to sustain their competitive edge and remain in the market should understand blockchain technology and have adequate training to understand its impact on the services provided to their clients (Stratopoulos, 2020) and know that new assurance services will evolve, such as the assurance of the reliability of the blockchain (Turker & Bicer, 2020)

As accounting students are specialized in accounting and they don't want to be programmers or cryptographers in the future, they should have the essential background in blockchain that will enable them to make financial statement audit of blockchain transactions. Meanwhile, auditors are hesitant to accept mandates in the blockchain sector due to their lack of knowledge in areas such as computer programming, information security and cryptography (Pimentel et al., 2020). In Egypt, accounting students take three auditing courses on average; internal auditing, external auditing and auditing computerized systems. After completing these courses, students understand the internal control systems, their components and objectives, the internal audit process and the responsibilities and qualifications of internal auditors, the external audit process and the responsibilities of external auditors and finally how to audit transactions conducted through computers.

Nowadays, companies are moving towards a rapidly changing technological environment that rely totally on the internet. It is important that students graduated from the accounting section, who are willing to work as auditors in one of the audit firms, to be highly qualified and have the essential background that enables them to audit these internet-based transactions. Students should understand the main foundational terms related to blockchain, such as Block, Miner, Node, Nonce, hash, Proof of Work, immutability, hash function and consensus agreement.

Regulatory bodies need to update their standards and lifetime education to these technological advancements and auditors should be innovative concerning education (Turker & Bicer, 2020)

The current education of students and training of new employees will be changing as a result of the evolution of blockchain technology and those who are willing to join the accounting profession need to place more emphasis on information technology (Jackson, 2018)

VIII. TEACHING METHODOLOGY

In order to introduce blockchain technology to accounting students who are willing in the future to join accounting firms, a teaching approach should be applied to assist help students to learn the concept of blockchain, process, features, advantages and limitations and its implications on the audit process. This approach is assumed to be as follows:

Part 1: **Blockchain: Concept, features and process**

This part will focus on the new concepts related to blockchain technology; such as blocks, miners, nodes, hashing, immutability, and proof of work and so on. Students should understand these new concepts in order to be familiar

with this technology. Also, students should understand the blockchain process, how it works and the steps that should be taken starting from user's request to make a transaction until the transaction is completed. Finally, in this part, students should understand the features of blockchain, and the advantages and new risks related to this disruptive technology. This part will rely mainly on theoretical foundation and may include some applications using blockchain and some case studies. After completing this part, students should understand the features and process of blockchain and know that this technology has its own advantages and limitations.

Part 2: Implications of blockchain technology on auditing

This part will focus on the implications of blockchain technology on the auditors and the audit process and will start with a theoretical foundation of the impact of blockchain technology on the audit process starting with client acceptance and continuance decision till the issuance of audit report. Students should understand the importance of information technology general controls and their operating effectiveness in the auditors' assessment. In addition, students should understand that the auditors' responsibility will not change as a result of the client's involvement in blockchain transactions, however their audit procedures need to be updated. This part will rely partly on theoretical foundation so that students understand the implications of blockchain technology on auditing and on case studies and applications of blockchain. Simulation to blockchain environment may be used and students may be asked to assume that they are auditing these transactions and show how their evidence collection procedures will be changed as a result of the new environment.

IX. RECOMMENDATIONS

Based on the above discussion, the researcher recommends the following:

- Blockchain technology and its implications should be included in the accounting information systems (AIS) and internal and external auditing curricula, so that accounting students will learn the technical features of this technology in the AIS course and its impact on the internal control systems, audit process and auditors in the auditing courses.
- Emphasis should be placed on the topic of blockchain technology, its features, process, advantages and disadvantages and applications.
- Local conferences on blockchain and its effect on the auditors' capabilities and competencies and the audit process are to be held in the universities in Egypt
- Training sessions and workshops on blockchain technology and its implications are to be held by the audit firms and the Egyptian Society of Accountants and Auditors (ESAA)
- Establishment of a strong professional organization that emphasizes the professional qualifications and development of auditors in Egypt.
- More emphasis should be placed on the enactment of the continuous development and learning plans set by the audit firms in Egypt, as technology is growing in a quick and disruptive pace and auditors should be updated and keep pace with the new technologies

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L'impact de la COVID-19 sur le système éducatif égyptien

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***Abstract*—«Assurer une bonne qualité d'apprentissage en Égypte» est considéré comme étant un défi fort crucial à l'époque pré-corona virus. Actuellement face à cette pandémie, le pari s'avère de plus en plus contrarié. L'avenir verra la nécessité de l'introduction de la technologie moderne 4G comme étant une composante nécessaire dans le secteur de l'éducation. En effet, la question est de savoir comment cela se produira dans le meilleur intérêt du système éducatif égyptien ainsi que les meilleures conditions de la société toute entière?**

Keywords—Impact, Covid-19, préparation, coopération, traitement, écoles, jeu ludique, internet, Académie des professeurs.

I. INTRODUCTION

«Assurer une bonne qualité d'apprentissage en Égypte» est considéré comme étant un défi fort crucial à l'époque pré-corona virus. Or, actuellement face à cette pandémie, le pari s'avère de plus en plus contrarié. Il semble que l'avenir verra la nécessité de l'introduction de la technologie moderne 4G comme étant une composante nécessaire dans le secteur de l'éducation. En effet, la question est de savoir comment cela se produira dans le meilleur intérêt du système éducatif égyptien ainsi que les meilleures conditions de la société toute entière?

Par conséquent, il est nécessaire d'entamer clairement les démarches entreprises dans le domaine de la technologie éducative ces dernières années. Ceci a pour but de remédier d'une façon palpable à la situation éducative post-COVID-19. Le 16 mars 2020, date mémorable, celle qui marqua le début de confinement en Égypte. En effet, 777 millions d'élèves et d'étudiants avaient déjà été forcés de quitter leurs écoles ou universités dans un total de 100 pays, 85 gouvernements fermant des écoles à l'échelle nationale et 15 autres imposant des fermetures d'écoles à des échelles locales, selon l'UNESCO. Une grande majorité d'entre eux à savoir presque 670 millions sont en phase préscolaire ou ont moins de 18 ans.

II.LA SITUATION ACTUELLE EN ÉGYPTE

En 2018, l'Égypte a commencé à favoriser l'utilisation des tablettes dans l'éducation. Ce nouveau projet de développement du système éducatif a été financé par un prêt de la Banque mondiale lors d'un accord signé à Washington en 2018.

En effet, cette perspective a rencontré divers obstacles lors de cette crise actuelle et même avant elle. Ces entraves n'ont pas été dues à des défauts de ce produit technologique. Cependant, c'est parce que l'usage des tablettes n'a pas été associé à des changements dans le contenu des systèmes éducatifs, d'une part. D'autre part, les conditions dans lesquelles l'étude se déroulait tant pour les enseignants que pour les apprenants n'ont pas été exhaustives.

De plus, les études de faisabilité sur l'introduction de cette technologie et les objectifs de le faire n'ont pas été profondément développées. En d'autres termes, nous avons simplement remplacé les livres par des écrans. Rien n'a changé dans le programme d'études, bien que la réalité soit le fait de moderniser, de développer les présupposés intellectuels, philosophiques et scientifiques de l'éducation en Égypte ainsi que l'infrastructure qui régisse l'apprentissage lui-même.

Le curriculum, qui est l'artère vitale de tout changement primordial dans la structure de l'éducation, n'a rien vu de nouveau depuis des décennies ou des années depuis l'introduction des tablettes dans le système éducatif. Avec l'entrée des tablettes, malheureusement, les étudiants ont été testés sur eux deux heures par jour pendant une semaine deux fois par an, puis remis en stock.

En fait, la crise actuelle du coronavirus a révélé l'importance de la technologie moderne et de l'enseignement à distance ainsi que l'utilisation de tablettes. Ces dernières font partie de l'introduction de la technologie dans l'enseignement lié à Internet.

Malheureusement, ces tablettes ne s'intègrent pas efficacement le système de l'enseignement préuniversitaire dans un pays où le taux de pauvreté est très élevé estimé par 32,5% à travers le pays pour 2017-2018, une hausse de 4,7 point par rapport aux 27.8% enregistrés en 2015, a indiqué la Capmas. (L'Agence centrale pour la mobilisation et les statistiques publiques).

La situation contemporaine nous a imposé un ensemble de modifications éminentes qui nous obligent à nous adapter aux circonstances actuelles. L'univers terrestre tout entier est en état d'urgence à cause de l'expansion de la COVID-19. C'est pourquoi le ministre des télécoms, Amr TALAAT a déclaré que son département se coordonnera avec le ministère de l'Éducation et de l'Enseignement technique et le ministère

de l'Enseignement supérieur et de la Recherche scientifique pour soutenir l'apprentissage en ligne au profit de tous les étudiants.

Le ministre a également souligné l'importance d'une synergie d'efforts entre l'Autorité Nationale de réglementation des télécommunications (NTRA) et les opérateurs de télécommunications pour permettre aux écoliers, aux élèves et aux étudiants de poursuivre leur apprentissage à l'échelle nationale malgré la pandémie.[n4]

M. Talaat a conclu un accord d'un accès gratuit au site web du ministère de l'Éducation et de l'Enseignement technique ainsi qu'à celui du ministère de l'Enseignement supérieur et de la Recherche scientifique et à d'autres plateformes électroniques qui fournissent du contenu éducatif ; l'augmentation de 20% du quota mensuel de téléchargement d'Internet à domicile pour tous les abonnés, en coordination avec les fournisseurs de services Internet. Le coût supplémentaire de 200 millions EGP que cette augmentation suscitera sera à la charge de l'État.

À ce moment-là, professeurs et étudiants se trouvent contrarier face à cette pandémie exigeant la distanciation sociale. Pour faire face à ce challenge, toutes les institutions d'enseignement se sont dirigées vers l'usage de la technologie moderne tout en lançant des plateformes électroniques pour poursuivre les cours à distance afin de terminer l'année scolaire malgré la crise actuelle.

III.STRATÉGIE DE COMPLÉMENTARITÉ

D'ailleurs, les enseignants ont adopté cette stratégie de complémentarité par ses trois phases à savoir: la préparation, la coopération et le traitement.

A. La phase de la préparation

En Égypte, cette stratégie de complémentarité a permis aux apprenants de corriger leur utilisation des technologies éducatives tout en suivant les démarches pédagogiques proposées par les enseignants. Ces derniers commencent par la première phase de préparation tout en initiant les apprenants afin de se familiariser avec la plateforme.

Dans les établissements scolaires, il existait des petits groupes d'enseignants innovateurs qui s'étaient jusqu'à présent engagés dans un emploi volontariste des outils numériques. Or, en primaire, peu sont les enseignants qui utilisent les PowerPoint (PPT) à la place de photocopies, c'est pourquoi nous trouvons que les enseignants sont peu équipés par les pouvoirs publics.

Actuellement, l'Académie nationale des professeurs en Égypte a souligné qu'entre mille et dix mille enseignants ont reçu une formation intensive dans le cadre de perfectionnement de leur apprentissage dans le domaine de l'informatique. Actuellement, ils sont aptes d'intégrer aisément la plateforme Edmondo ainsi que d'autres techniques dans leur enseignement.

Dans la période à venir, les groupes de professeurs innovants pourront aider ceux qui sont peu à l'aise avec l'usage du numérique à savoir: les boîtes mails, traitements de textes, PowerPoint et Excel. Ce qui est à faire en direction des élèves ou entre équipes d'enseignants (la coopération devient une exigence) ce qui nécessite l'emploi des outils de travail collaboratif à savoir: Discord, What`s App, Google drive en petits groupes de travail: enseignants vs enseignants ou enseignants vs apprenants ou apprenants vs apprenants pour maintenir les classes virtuelles.

D'après ce qui a été avancé dans cette phase de préparation, nous pouvons donc jeter la lumière et expliquer en détail les démarches et les étapes entreprises dans la phase de coopération.

B. La phase de la coopération

Quant à la seconde phase de coopération, celle-ci exige un lien fort noué entre l'élève et le maître afin de mieux profiter du cours en ligne. Citons à titre d'exemple l'usage des jeux ludiques testant les connaissances des apprenants ainsi que les jeux vidéo éducatifs:

https://www.logicieleducatif.fr/index-college.php, ou les jeux élaborés par l'enseignant: https://kahoot.com/ .

Selon Wikipédia, «Un jeu éducatif est un jeu visant l'apprentissage de compétences ou de connaissances et le développement de plusieurs aptitudes. Il peut être un jeu vidéo (voir jeu vidéo éducatif). Ils sont notamment utilisés à l'école comme outils pédagogiques.» Il est à indiquer que le jeu est un ingrédient essentiel dans le processus de l'apprentissage. Ce n'est pas un élément frivole. Le jeu, à son tour, permet aux élèves d'imiter les comportements adultes, tout en exerçant leurs habiletés motrices, afin de traiter les événements émotifs et d'en apprendre beaucoup sur le monde qui les entoure.

Il est à noter que l'Égypte a un avantage comparatif dans la mesure où 35% de sa population est composée d'enfants et de jeunes adultes, ce qui peut être une force puissante lorsqu'elle est mobilisée pour assurer une bonne éducation pour tous. Nous aurons la possibilité de parvenir au développement et à l'autosuffisance, mais pour ce faire, il n'y a pas d'alternative à celle de la modernisation de notre système éducatif à la lumière de la stratégie 2030 et à l'ouverture d'un dialogue avec des spécialistes qui peut contribuer à un conseil national de scientifiques et de penseurs.

Grâce à l'utilisation de la technologie, l'éducation a été l'un des secteurs les moins interrompus pendant cette pandémie. Les établissements d'enseignement: scolaire ou universitaire se sont précipités vers l'apprentissage en ligne à distance pour que les rouages du système éducatif continuent de tourner, même s'il y a eu une certaine controverse sur l'apprentissage en ligne parmi les enseignants et les élèves, certains étant mal préparés ou ne sachant pas comment l'utiliser.

Certains enseignants estiment que l'utilisation de la technologie dans l'éducation est une garantie de compréhension des élèves. Cependant, les élèves ne peuvent généralement pas bien comprendre ce qu'on leur enseigne en l'absence d'enseignants créatifs. La présence d'enseignants créatifs est donc une priorité pour le système éducatif, avec le déploiement de la nouvelle technologie.

D'après un sondage basé sur les témoignages de quelques élèves au sein de plusieurs écoles égyptiennes à savoir: des écoles gouvernementales, des établissements privés et des institutions internationales qui ont utilisé les applications Zoom et Microsoft teams, dans leur enseignement. Nous

avons constaté à vrai dire des points positifs et d'autres négatifs. Soulignons à titre d'exemple

Parmi les points positifs:

- # La leçon donnée est conçue comme étant une leçon privée.
- # L'absence du contact réel avec son interlocuteur, car parfois certains élèves ont peur de parler devant leur professeur
- # La réduction de la perte du temps.
- # L'absence de la fatigue due au fait de rester à la maison sans utiliser les moyens de transport.

Parmi les points négatifs:

- # L'ennui.
- # La déconcentration.
- # L'obligation de se tenir plusieurs heures devant l'ordinateur.
- # Le manque d'interaction.
- # Certains problèmes techniques dus à l'absence de l'Internet ou à des bugs dans quelques applications.

Pour faire face à ces problèmes techniques et logistiques évoqués lors de la phase de coopération, il est nécessaire donc de les maintenir et de les traiter d'une façon efficace, ceci sera réalisé lors de la phase de traitement.

C. La phase de traitement

L'objectif de cette phase est de faire un bilan pour moderniser le système éducatif égyptien afin que tous les élèves jouissent d'un enseignement de qualité pendant cette période de crise et même après. Nous allons souligner cette idée dans la partie suivante. C'est pourquoi nous nous posons les questions suivantes: comment pouvons-nous poursuivre l'éducation pendant cette pandémie mondiale ? Quel est le rôle joué dans la limitation de la propagation du virus ? Quelle est la stratégie éducative adoptée dans la prévention de futures pandémies ?

Tout d'abord, il s'agit d'assurer des services éducatifs d'urgence jusqu'au moment où les écoles peuvent rouvrir en toute sécurité. Si actuellement les établissements scolaires sont fermés en raison de cette crise, les administrateurs, les enseignants doivent prendre en considération que l'enseignement et l'apprentissage ne doit point être interrompu. Ces curricula peuvent se poursuivre par le truchement de programmes utilisant des approches innovantes.

a) Les moyens d'enseignement-apprentissage

D'ailleurs, il existe de nombreuses options sur lesquelles s'appuient les systèmes éducatifs et les programmes d'apprentissage tels que: la radio, la télévision, le téléphone portable et Internet. Or, les apprenants préfèrent utiliser Internet dans l'apprentissage. Récemment, l'UNESCO a publié une liste de plateformes et de programmes d'apprentissage en ligne qui pourraient être utiles aux écoliers et aux établissements scolaires. Si l'enseignement à distance doit se faire sur le long terme, une attention particulière devrait être accordée à la langue d'enseignement, à l'évolution du contenu et à sa pertinence pour les élèves.

Sur le plan financier, il est fort important de continuer à payer les enseignants et le personnel pendant la fermeture des écoles. Cela permet non seulement d'assurer leur stabilité économique pendant la crise, mais aussi de leur éviter de chercher un autre emploi et de quitter la profession.

b) Maintenir l'enseignement en présentiel ou à distance.

Après cette pandémie, nous espérons que les élèves des zones affectées pourront regagner leurs écoles tout en s'assurant que les autres écoliers ne seront pas infectés. Ceci sera réalisable en sorte que l'éducation soit mise en place à travers la division des enfants en groupes pendant ou après la crise.

L'investissement dans l'éducation contribue ainsi à assurer non seulement une certaine normalité et une voie pour que nos jeunes participent pleinement à l'économie et à la société, mais aussi, cela alimente également l'innovation, la créativité, les compétences et les talents qui seront nécessaires pour faire face aux futures pandémies ou crises.

Il est évident de se rappeler que cette crise a un impact sur l'épuisement des ressources. Face à ces choix, il est impératif de se rappeler que les enfants d'aujourd'hui sont l'essence de l'avenir, ils sont les infirmières, les épidémiologistes, les médecins, les chercheurs et les experts en santé publique de demain. Dans le temps à venir, plusieurs gouvernements devront faire des choix difficiles concernant leurs investissements dans l'éducation. Nous devons continuer d'investir dans leur apprentissage afin que le monde soit préparé pour résoudre les éventuelles épidémies et crises au futur.

IV.CONCLUSION

En conclusion, la pandémie de la COVID-19 marquait donc le début d'une révolution au secteur de l'éducation. L'impact économique du COVID-19 est déjà dévastateur et ne pourrait qu'empirer. Sachant que l'éducation est la clé pour inverser cette tendance, la COVID-19 n'offrirait-elle donc pas une opportunité de transcender les défis actuels, de revoir le fonctionnement de nos systèmes éducatifs afin de mieux les reconstruire.

L'éducation est donc l'enjeu du globe terrestre : elle ne peut se limiter aux cabinets ministériels. C'est pourquoi il s'avère nécessaire d'établir des partenariats véritables avec tous les acteurs concernés, société civile et secteur privé compris tout en définissant clairement le rôle et les responsabilités de chacun.

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أهم المشكلات التي واجهت تجربة التعلم عن بعد بجامعة الإسكندرية في ظل جائحة كورونا للعام الدراسي 2020/2019

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ملخص: **لجأت جامعة الإسكندرية إلي تطبيق التعليم عن بعد مثلها مثل باقي مؤسسات الدولة لاستكمال العام الدراسي 2020/2019 بسبب جائحة كورونا، وقد تم تعليق الدراسة المباشرة والاعتماد بشكل كامل علي التعليم عن بعد، والدراسة تحاول إلقاء الصور علي أهم المشاكل والتي تعرض إليها طلاب جامعة الإسكندرية، وأعضاء هيئة التدريس بالجامعة، وقد أسفرت النتائج عن إن البنية التحتية المعلوماتية ليست علي قدر كبير من القدرة علي استيعاب كم التخصصات بالجامعة، وإن كلاً من الطلاب وأعضاء هيئة التدريس في الجامعة بحاجة إلي التدريب علي استخدام وسائل التعلم الالكتروني، وأن يكون التعليم عن بعد جزءً وليس كل العملية التعليمية تكون اعتمادها الكلي عليه، ووصت الرسالة باستخدام التعليم الهجين.**

الكلمات الاسترشادية – التعلم عن بعد، جامعة الإسكندرية، فيروس كورونا، وسائل التعليم عن بعد.

I. مقدمة

تعد جامعة الإسكندرية من الجامعات العريقة المصرية، وهي جامعة حكومية أنشأت عام 1942 تحت اسم جامعة فاروق الأول، وهي تضم حاليا حوالي 20 كلية و3 معاهد بحثية عليا، وقد حصلت 16 كلية من جامعة الإسكندرية علي شهادة الجودة، وهي جامعة أصيلة لها باع في خدمة المجتمع، لديها 11 مستشفي جامعي، و23 مكتبة بالكليات، غير الوحدات الخاصة التابعة للكليات والتي تخدم المجتمع بشكل مباشر، وقد كان السبق لجامعة الإسكندرية دوماً في الاهتمام بالتعليم الالكتروني، وقد أنشأت وحدات داخلية بالجامعة تهتم بهذا الصدد، حتى تبنت جامعة الإسكندرية في يناير2019 فكرة إنشاء وحدة الابتكارات التربوية والتعلم عن بعد بجامعة الإسكندرية، والتي كانت أحد مخرجات مشروع TEMPS (ADIP)، وقد كانت تدعو أعضاء هيئة التدريس من خلال مجتمع الجامعة الي تبني أفكار جديدة مبتكرة لتوصيل المادة العلمية إلي الطلاب، وحث السادة اعضاء هيئة التدريس علي التواصل مع الطلاب عن بعد، إلا إنه خلال إجتياح فيروس كورونا المستجد (كوفيد-19) في منتصف مارس 2020، أصبح لزاماً علي جميع مؤسسات الدولة ومنها جامعة الاسكندرية التحول لوسائل التعلم عن بعد لإستكمال الفصل الدراسي الثاني للعام الجامعي 2020/2019 في تدريس المقررات، مما سارع من تعميم عملية التعليم عن بعد ليشمل جميع أعضاء هيئة التدريس والطلاب.

II. مشكلة البحث

تتمثل مشكلة البحث الرئيسية في محاولة قياس أهم المشاكل التي تعرض إليها الطلاب من ناحية وأعضاء هيئة التدريس من ناحية أخري، في إستخدام الوسائل التعليمة المختلفة والتفاعل معها في توصيل المادة العلمية خلال جائحة كورونا، وهو نظام اتبع لأول مرة بمفهومه الكامل في التعليم، حيثأجبرت عليه كليات ومعاهد الجامعة في إستخدامه لإتمام الفصل الدراسي الثاني من العام الجامعي 2020/2019.

III. أهداف البحث

تتمثل مشكلة البحث الرئيسية في: 1- التعرف علي أهم المشكلات التي واجهت الطلاب في عملية التعلم عن بعد بجامعة الإسكندرية ومعرفة أسبابها، 2- التعرف علي أهم المشكلات والتي واجهت أعضاء هيئة التدريس بالجامعة ومعرفة أسبابها كذلك، مع الأخذ في الاعتبار بعض الأهداف الفرعية المتمثلة في: تقييم درجة تفاعل أعضاء هيئة التدريس والطلاب لأهم الوسائل التي تم استخدامها في عملية التعليم عن بعد.

IV. مصادر البيانات والأسلوب البحثي والتحليلي

اعتمدت الدراسة بصورة اساسية علي البيانات الأولية المستخرجة من إستمارة الاستبيان المقدمة لاعضاء هيئة التدريس بالجامعة في 23 (كلية/معهد) تحت إدارة جامعة الاسكندرية، وقد قام بتجميع الاستمارة فريق عمل وحدة الابتكارات التربوية والتعلم عن بعد الكترونياً خلال الفضل الدراسي من العام الجامعي 2020/2019، والجدير بالذكر أن هؤلاء الطلاب يمثلوا عينة مثالية من حيث درجة تلقي التعليم، حيث أنهم قاموا بالدراسة طوال الفصل الدراسي الاول من العام الجامعي 2020/2019، بالطريقة التقليدية الطبيعية، كذلك من بداية الدراسة في الفصل الدراسي الثاني من نفس العام، كذلك تم الاعتماد علي بعض البيانات من الجهاز المركزي للتعبئة العامة والاحصاء من خلال النشرة السنوية للطلاب المقيدون واعضاء هيئة التدريس للتعليم العالي، أما عن الاسلوب التحليلي فقد تم الاستعانة بالمقاييس الاحصائية الوصفية والتي تفيد في إعطاء لمحة سريعة عن نتائج البحث خلال فترة الدراسة، مع الأخذ في الإعتبار الوزن النسبي لكل كلية ممثل في عدد اعضاء هيئة التدريس والطلاب في تعميم النتائج.

V. النتائج البحثية

أولاً: عينة الدراسة:

حسب آخر إحصائية للجهاز المركزي للتعبئة العامة والإحصاء، تضم جامعة الإسكندرية حوالي 183،264 ألف طالب، يمثلون حوالي 8.01% من الطلاب المقيدين بالجامعات الحكومية والأزهر (تمثل الجامعات الحكومية والأزهر حوالي 73% من إجمالي عدد الطلاب المقيدون للدراسة في مصر)، كذلك تضم الجامعة حوالي 6.624 ألف عضو هيئة تدريس معاونيهم، يمثلون حوالي 6.55% من إجمالي أعضاء هيئة التدريس بالجامعات الحكومية و الأزهر (تضم الجامعات الحكومية والأزهر 80% من أعضاء هيئة التدريس في مصر)، وذلك للعام الجامعي 2019/2018، وهي بذلك تعتبر كذلك عينة ممثلة للجامعات الحكومية و الأزهر.

جدول(1)، أعداد طلاب جامعة الإسكندرية، وأعضاء هيئة التدريس ومعاونيهم للعام الجامعي 2019/2018:

البيان	العدد بالألف	%	
الطلاب المقيدين بجامعة الإسكندرية	183.264	8.01	(من الجامعات الحكومية والأزهر)
الطلاب (عينة الدراسة)	30383	16.8	(من جامعة الإسكندرية)
أعضاء هيئة التدريس بجامعة الإسكندرية	6.624	6.55	(من الجامعات الحكومية والأزهر)
أعضاء هيئة التدريس (عينة الدراسة)	1584	24	(من جامعة الإسكندرية)

المصدر: الجهاز المركزي للتعبئة العامة و الاحصاء، نشرة الطلاب المقيدون – اعضاء هيئة التدريس بالتعليم العالي 2019/2018.

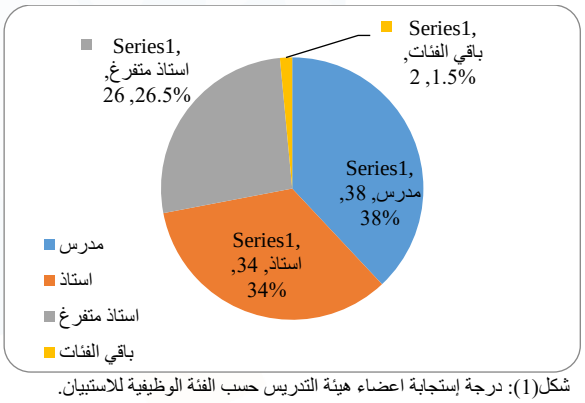
يوضح جدول (1)، أن عينة الدراسة المأخوذة من جميع كليات ومعاهد الجامعة تمثل حوالي 24% من إجمالي أعضاء هيئة التدريس ومعاونيهم بالجامعة، وتمثل حوالي 16.8% من إجمالي عدد الطلاب بالجامعة، وهي بذلك عينة ممثلة لمجتمع الدراسة وممثلة لكل الكليات والمعاهد بجامعة الإسكندرية.

ثانياً: السادة أعضاء هيئة التدريس بجامعة الإسكندرية:

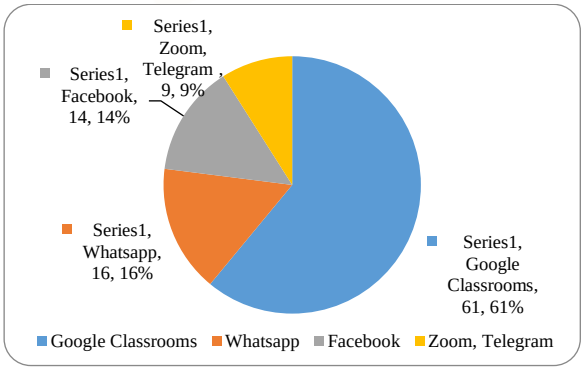
1) **درجة استجابة أعضاء هيئة التدريس للاستبيان**: يتضح من مفردات العينة بأن عدد أعضاء هيئة التدريس والذين قاموا بالاستجابة لاستمارة الاستبيان، أن كلية العلوم تأتي في المركز الأول بواقع استجابة 197 عضو هيئة تدريس يمثلون حوالي 12.44% من إجمالي استجابة أعضاء هيئة التدريس بالجامعة، تأتي بعدها بالمركز الثاني كلية التربية بواقع 192 عضو هيئة تدريس بنسبة 12.4% من إجمالي استجابة أعضاء هيئة التدريس، ثم تأتي كلية الآداب بالمركز الثالث باستجابة 152 عضو هيئة تدريس بنسبة 9.5% من إجمالي أعضاء هيئة التدريس، تأتي بعدها في المراكز اللاحقة كليات التربية الرياضية، ثم الهندسة والزراعة وباقي الكليات.

2) من حيث **فئة عضو هيئة التدريس**، يلاحظ إن أكثر فئة قامت بملء الاستبيان، هي فئة (مدرس) ثم فئة (أستاذ) ثم فئة (أستاذ متفرغ) بواقع نسب 38%، 34%، و 26.5% علي الترتيب ومثلت باقي الفئات (أستاذ مساعد)، (أستاذ غير متفرغ) حوالي 1.5% فقط، وهو يدل علي إن أكثر الفئات استجابة وتعاملاً مع أدوات التعليم عن بعد وهي فئة (مدرس)، وهي التي لديها القدرة الأكبر علي التدرب والاستعداد لتقديم المحتوي العلمي للطلاب عن بعد، وقد يعود ذلك لصغر السن، ولان طبيعة العمل الخاصة بهم تتطلب التعامل مع أجهزة الحاسب الآلي والهواتف الذكية بصفة أساسية وضرورية.

3) من حيث **الوسائل/الطرق/القنوات** التعليمية والتي استخدمها أعضاء هيئة التدريس في نقل المحتوي العلمي للطلاب، تم الاعتماد في هذه الجزئية علي ما تم الحصول عليه من استمارة الاستبيان الخاصة بأعضاء هيئة التدريس والطلاب **معاً**، ويلاحظ إنه كان هناك اعتماد شبة كلي علي تطبيق Google Classrooms بنسبة تجاوزت 61%، يأتي بعدها تطبيق Whatsapp بنسبة 16% ، ثم تطبيق Facebook بنسبة 14%، وتأتي بعد ذلك بعض التطبيقات مثل: Zoom، Telegram وغيرها بنسبة 9%، ويلاحظ ان تطبيقات التواصل الاجتماعي مثل: facebook وWhatsapp كانت علي قدر كبير من المنافسة، علي الرغم من عدم وجود مزايا تعليمية تذكر في هذه التطبيقات إلا انه تم الاعتماد عليها لتداولها وانتشارها العالمي، كذلك سهولة التعامل معها، وإنها لا تحتاج تقريباً إلي تدريب للاعتماد عليها في العملية التعليمية، علي الرغم من قصورها الشديد في العملية التعليمية كما ذكر آنفاً.

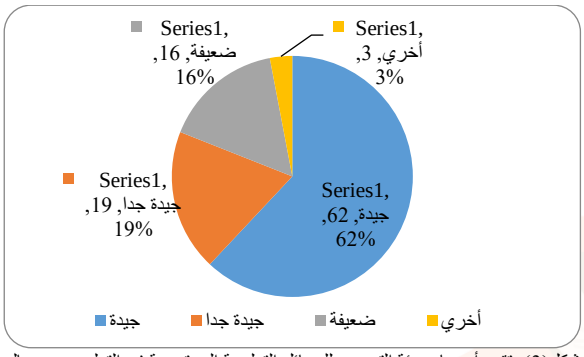


شكل(1): درجة إستجابة اعضاء هيئة التدريس حسب الفئة الوظيفية للاستبيان.



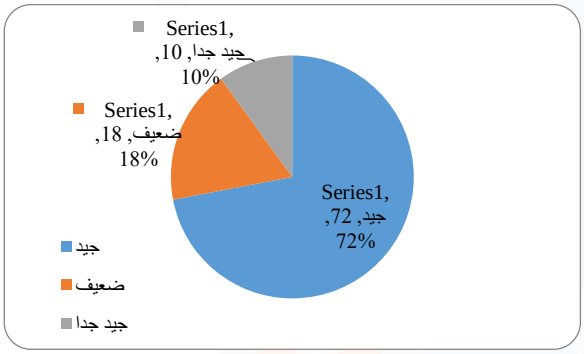
شكل(2): التطبيقات التي استخدمت في العملية التعليمية عن بعد بالجامعة خلال فترة الدراسة.

4) **تقييم أعضاء هيئة التدريس للوسيلة التعليمية** المستخدمة، فقد تم توصيف الوسيلة علي إنها (جيدة) بنسبة 62%، و(جيدة جداً) بنسبة 19% و(ضعيفة) بنسبة 16% علي الترتيب، وباقي التقديرات حصلت علي 3% من (ممتازة) و(مقبولة).



شكل(3): تقييم أعضاء هيئة التدريس للوسائل التعليمية المستخدمة في التعلم عن بعد بالجامعة خلال فترة الدراسة.

5) **تقييم أعضاء هيئة التدريس لمدي تفاعل الطلاب** مع الوسيلة التعليمية والتي استخدمت في الدراسة عن بعد، وقد تم توصيف مدي هذا التفاعل علي إنه (جيد) بنسبة 72% و(ضعيف) بنسبة 18%، و10% (جيدا جداً).

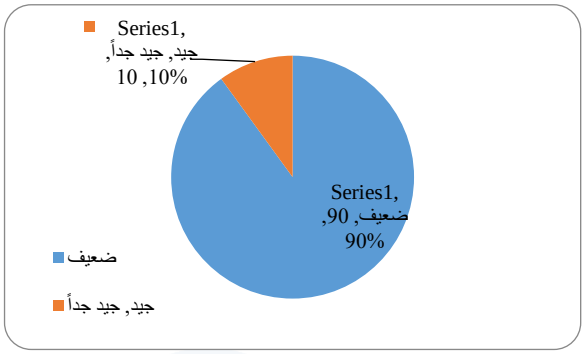


شكل(4): تقييم أعضاء هيئة التدريس لمدي تفاعل طلاب الجامعة في التعلم عن بعد خلال فترة الدراسة.

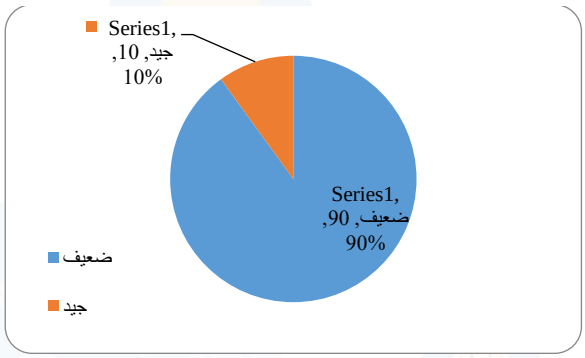
ثالثاً: طلاب جامعة الإسكندرية:

1) **درجة استجابة الطلاب للاستبيان**: تأتي كلية التربية بالمركز الأول بحوالي 7257 طالب بواقع 23.8% من إجمالي عدد الطلاب الذين استجابوا للاستبيان، تأتي بعدها كلية الآداب بالمركز الثاني بواقع 6351 طالب يمثلوا حوالي 20.9% من إجمالي عدد الطلاب، ثم كلية الهندسة في المركز الثالث بحوالي 2715 طالب يمثلوا حوالي 8.9% من إجمالي عدد الطلاب، ثم تأتي كليات العلوم والزراعة والتجارة والفنون الجميلة في المراكز اللاحقة.

2) **تقييم الطلاب للوسيلة التعليمية المستخدمة**: يلاحظ أن الطلاب قد قاموا بتقييم الوسيلة التعليمية المستخدمة في التعلم عن بعد بـ(ضعيف) بنسبة تجاوزت 90%، يليها بعد ذلك (جيد) و(جيد جداً) بنسبة حوالي 10%، ويلاحظ أن المعاهد البحثية العليا هي تلك التي أعطت تقديرات (جيد) و(جيد جداً) من حيث استخدام هذه الوسائل وقد يعود ذلك لصغر عدد الطلاب بتلك المعاهد، واقتصار الدراسة علي طلاب الدراسات العليا فقط، والذين لديهم الخبرة في التعامل مع أجهزة الحاسب الآلي والهواتف الذكية ولديهم كذلك الاستطاعة المادية في تحمل تكاليف الاتصال بالانترنت غير طلاب باقي الكليات.



شكل(5): درجة تقييم الطلاب للوسيلة التعليمية المستخدمة.



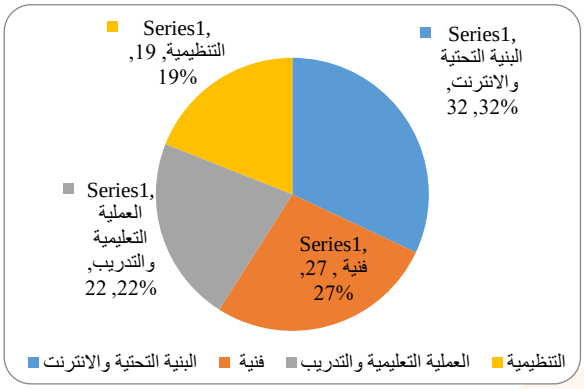
شكل (6): تقييم الطلاب للتفاعل بين أعضاء هيئة التدريس.

3) **تقييم الطلاب للتفاعل بين اعضاء هيئة التدريس** معهم من خلال الوسيلة التعليمية المستخدمة: يتبين كذلك أن (ضعيف) كان لها النسبة الأكبر و التي تجاوزت كذلك 90% من إجمالي التقييمات، يليها بعد ذلك (جيد) بنسبة 10% فقط، مع التحفظ علي إن تقييم جيد أغلبه صادر من طلاب المعاهد البحثية العليا بالجامعة كذلك.

يتبين من النتائج السابقة والمتحصل عليها من استمارة الاستبيان إن هناك مشكلة ظاهرة في استخدام الوسيلة للتعلم عن بعد من قبل الطلاب، ومدي التفاعل الحادث بين أعضاء هيئة التدريس والطلاب علي الوسيلة التعليمية المستخدمة من قبل أعضاء هيئة التدريس والطلاب وإن كان الطلاب أكثر تأثراً بذلك، ولذلك كان لزاماً علي الدراسة، تناول المشكلات والتي تواجه كلاً من أعضاء هيئة التدريس والطلاب في عملية التدريس عن بعد باستخدام الوسائل التعليمية المختلفة.

رابعاً: المشاكل التي واجهت أعضاء هيئة التدريس بجامعة الإسكندرية في التعليم عن بعد:

1) مشاكل متعلقة **بالبنية التحتية والانترنت**: وتمثل هذه المشاكل حوالي 32% من إجمالي المشاكل التي تعرض لها أعضاء هيئة التدريس في القيام بواجبهم إزاء الطلاب، وتمثلت هذه المشاكل في: بطء الانترنت بشكل عام سواء المنزلي أو الجامعي، ضعف الانترنت بالكلية، وإن بعض الأقسام بالكليات لا يوجد بها انترنت أو بها بعض المشاكل الفنية.
2) مشاكل **فنية** متعلقة بالعملية التعليمية: ومثلت هذه المشاكل حوالي 27% من إجمالي المشكلات التي تعرض إليها هيئة التدريس: مثل عدم وجود منصة موحدة للتعليم عن بعد خاصة بجامعة الإسكندرية، صعوبة رفع ملفات الصوت والفيديو، صعوبة التقييم والتقويم لبعض الممارسات التقنية، عدم توفر الأجهزة والمعدات للطلاب للممارسة العملية، عدم وجود دعم فني من الجامعة لتسجيل المحاضرات وطرحها عن بعد، بعض البرامج المستخدمة غير مجانية في تقديم بعض المميزات للطلاب مثل: اقتصار منصات Google Classrooms علي 250 طالب فقط بكل صف، و100 طالب فقط علي تطبيق Zoom، عدم توفر أجهزة عالية الدقة في التصوير، وصعوبة تقديم المحتوي العلمي بجودة عالية بشكل عام، كذلك عدم استطاعة إدارة الكليات المختلفة من مساعدة الطلاب المتعثرين والذين يجدون مشاكل بالانترنت.



شكل(7): أهم المشاكل التي واجهت أعضاء هيئة التدريس في التعلم عن بعد خلال فترة الدراسة.

3) مشاكل متعلقة **بالعملية التعليمية** والتدريب: وتأتي هذه المشكلات بواقع 22% من إجمالي المشكلات التي تواجه أعضاء هيئة التدريس في التعليم عن بعد، يذكر منها: أن الطلاب غير قادرون بعد علي تقبل مفهوم التعلم عن بعد وإنهم مرتبطين بنظام الدراسة التقليدي لاسيما طلاب السنة الأولي والإعدادي في بعض الكليات وإن بعض الطلاب ليس عندهم الجدية في تقبل الدراسة عن بعد، كذلك أن الطلاب لا يستطيع اغلبهم القيام بالبحث العلمي لإيجاد مصادر متعددة للمادة العلمية من علي الانترنت، كذلك لا يوجد ملاحظة مباشرة لأداء الطلاب أثناء المحاضرات ولا اتصال عيني يتم بين الطالب وعضو هيئة التدريس، ولا يوجد تفاعل بين الطلاب بعضهم البعض وذلك في محاولة من أعضاء هيئة التدريس في عمل مجموعات عمل مصغرة للقيام بمهام مختلفة يكلفها بهم عضو هيئة التدريس، وإنه كذلك لاتوجد طريقة عادلة لتقييم الطلاب، وإن الكثير من الطلاب لا يشاهدون ملفات الفيديو المرفقة في المحاضرات، كذلك يري أعضاء هيئة التدريس إنهم لم يحصلوا علي التدريب الكافي للتدرب علي الوسائل والقنوات التعليمية المختلفة والتي تمكنهم من توصيل المحتوي العلمي للطلاب بالطريقة المناسبة لهم.
4) المشاكل **التنظيمية**: والتي تمثل حوالي 19% من إجمالي مشكلات أعضاء هيئة التدريس تمثلت في: عدم تواجد الطلاب في الأوقات المحددة لهم من قبل إدارة الكلية للمحاضرات التي تتم بالبث المباشر، ضعف استجابة الطلاب للتغيير الحادث في الانتقال من الدراسة التقليدية للدراسة عن بعد، كذلك بعض أعضاء هيئة التدريس وخاصة كبار السن ليس لديهم القدرة علي التفاعل مع الطلاب عن بعد، وذلك لعدم قدرتهم علي إجادة استخدام الوسائل التعليمية.

خامساً: أهم المشكلات التي واجهت طلاب جامعة الإسكندرية في التعليم عن بعد:

1) المشاكل المتعلقة **بالبنية التحتية والانترنت**: مثلت هذه المشاكل بالنسبة لطلاب جامعة الإسكندرية حوالي 42% من إجمالي المشكلات التي واجهت الطلاب، وهي نسبة أكبر من تلك النسبة التي مثلت مشاكل لأعضاء هيئة التدريس بالجامعة، حيث عاني الطلاب من مشاكل خاصة بانقطاع الكهرباء أحياناً، وعدم توفر خط تليفون أرضي بمنازل بعضهم وبالتالي صعوبة الحصول علي إنترنت ارضي وحتى إن تم الحصول عليه فإن شركات الانترنت تتسم بانقطاع مستمر في خدمة الانترنت مما يجعل حضور المحاضرات والتي لها طابع البث المباشر صعب، وأن البديل لديهم هي باقات الانترنت علي هواتفهم الذكية والتي وصفوها بأنها مكلفة جداً بالنسبة لهم ولا تمكنهم من مشاهدة الفيديوهات وتصفح المادة العلمية بسهولة، كذلك فقد تعرضوا لمشاكل عدم امتلاكهم لأجهزة حاسب آلي سواء محمولة أو في المنازل، أو عدم امتلاكهم لهواتف محمولة ذكية علي قدر كبير من المساحة التي تساعدهم علي تحصيل المادة العلمية، كذلك اشتكي بعض الطلاب من عدم وضوح الرؤية من خلال الهواتف المحمولة خاصة صغيرة الحجم، كذلك إنه أحيانا تتعرض الأجهزة لبعض المشاكل مما يستوجب صيانتها.
2) المشاكل المتعلقة **بالمحتوي التعليمي**: مثلت هذه المشاكل حوالي 24% من المشكلات التي واجهت طلاب جامعة الإسكندرية، يذكر منها: أن معظم المادة العلمية المقدمة في صورة PDF أو PPT فقط، وقليل هم من قاموا

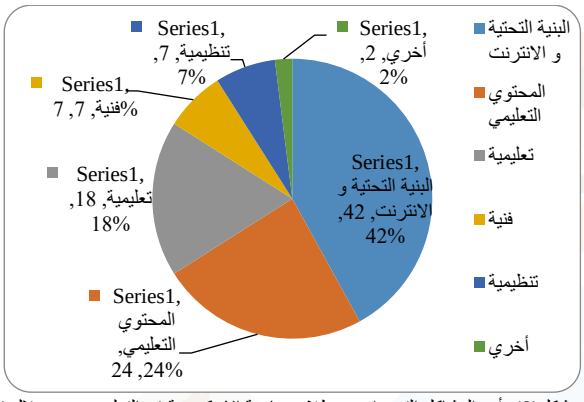
بتقديم المحتوي العلمي هلي هيئة مقاطع صوتية أو مرئية ومثلت هذه المشكلة أكثر من 90% من هذه النوعية من المشكلات لدي الطلاب، وإن المحتوي التعليمي اكبر من اللازم عن الطبيعي و ان عضو هيئة التدريس كذلك قد يضغط وقت المحاضرة ليصل إلي 10-15 دقيقة في الفيديوهات المقدمة لمحاضرات تتجاوز وقتها عن الساعتين في الطبيعي، وإنه كذلك في بعض الكليات لا يتم إرسال شرح وافي عن المحاضرة، كذلك أن هناك مشكلة متمثلة في عدم إعادة شرح للمحاضرات التي يتم بثها مباشرة، أحياناً يتطلب الأمر وجود محتوي ورقي للمقرر بالكامل كمصدر علمي بجوار المحتوي العلمي المطروح عن بعد، نهاية بغموض بعض الأجزاء العلمية و التي تطلب شرح وافي لا يقتصر علي التعليم عن بعد فقط.

3) مشاكل متعلقة **العملية التعليمية**: تمثل هذه المشاكل حوالي 18% من إجمالي المشكلات التي واجهها طلاب جامعة الإسكندرية في التعلم عن بعد، مثلاً: لا يوجد تفاعل بين الطلاب وأعضاء هيئة التدريس علي المنصات المختلفة وقد مثلت هذه المشكلة وحدها حوالي 68% من هذا النوع من المشكلات، كذلك مشاكل متعلقة بعدم القدرة علي التأقلم مع فكرة الدراسة عن بعد وعدم تدريب الطلاب علي استخدام الوسائل والطرق التعليمية، وإن أعضاء هيئة التدريس ليسوا علي قدر كاف من القدرة علي استخدام أدوات التعليم والتدريب المختلفة، وإنه أحيانا يقوم عضو هيئة تدريس واحد فقط من لجنة تدريس المقرر بالتواصل مع الطلاب علي المنصة، ولا توجد أداة لقياس مدي فهم الطالب من المحاضرة، وعدم تصحيح الواجبات الدراسية للطلاب بشكل مباشر وسريع وأحياناً دون ملاحظات قد تفيد الطالب فيما بعد، وان هناك بعض المشاكل المتعلقة بالخامات للتدريب العملي مثل عدم توفرها أو ندرتها أو عدم القيام بالواجب العملي مثل: عدم وجود (بيانو) مثلاً لطلاب الموسيقي في التربية النوعية ليقوموا عليه بالمطلوب.

4) المشاكل الفنية: مثلت حوالي 7% من إجمالي مشكلات الطلاب بجامعة الإسكندرية، مثلاً: إن بعض الهواتف لا تتمكن من فتح جميع الملفات المرفقة في المحتوي العلمي، تلك المشاكل المتعلقة بسيرفر الجامعة في حال استخدام منصة MOODLE ولم يستطيع الطلاب من تحميل المادة العلمية، بعض ملفات الفيديو والمحملة علي Google classrooms لا تعمل أو لها مساحة كبيرة فتعمل و يتم تحميلها ببطء، توقف بعض التطبيقات فجأة عن العمل، في حالة تقديم مشروع فإن المشروع لا تظهر تفاصيله واضحة كما هو علي الطبيعة عند عرضه عن بعد، بعض المشاكل المتعلقة بعدم وضوح الصوت والصورة في بعض الفيديوهات المسجلة، كذلك بعض المشكلات المرتبطة مع مشكلات أعضاء هيئة التدريس مثل: إن برنامج Zoom لا يسمح بتواجد عدد أكبر من 100 طالب، وإن Google Classrooms لا يضم أكثر من 250 طالب في الصف الواحد، عدم وجود طريقة فعالة لطرح سؤال علي المنصة او رد عضو هيئة التدريس علي المنصة، عدم معرفة إذا تم وصول المطلوب من الطلاب لأعضاء هيئة التدريس ام لا، عدم القدرة كذلك علي توصيل الفكرة لأعضاء هيئة التدريس عن طريق الكتابة فقط في بعض المنصات خاصة وإن كانت عن طريق ملفات مرفوعة فقط يقوم بها الطالب علي برنامج AutoCAD و 3D Max، بعض الأسئلة التي يطرحها أعضاء هيئة التدريس علي المنصات بعد المحاضرة من السهل جدا غشها، ومن ناحية أخري فإنه لا يوجد مصادر لحل بعض الأسئلة المطلوبة، أحيانا يجد الطلاب إن المادة العلمية المرفوعة لهم بغير مادة دراستهم مثلاً: طلاب اللغة الانجليزية يجدوا المحتوي العلمي المطروح لديهم باللغة العربية.

5) مشاكل تنظيمية: مثلت كذلك 7% من إجمالي المشكلات والتي واجهت طلاب الجامعة في التعلم عن بعد، مثل: وجود العديد من الملفات علي تطبيق MOODLE وعدم وضوح فهرسة المحتوي العلمي عليه، عدم وجود خطة واضحة وجدول زمني لاستكمال المحتوي التعليمي عن بعد، عدم التزام بعض أعضاء هيئة التدريس، بمواعيد المحاضرات او تأخيرها أو نزولها مرة واحدة علي المنصة، تعدد المنصات لكل مادة، أخذ الغياب من خلال المنصات علي الرغم من رفع الغياب خلال تلك الفترة، صعوبة التواصل مع نفس فريق العمل الذي قام أعضاء هيئة التدريس باختيارهم للطلاب للقيام بمهمة محددة، عدم معرفة الطلاب بوقت البث المباشر للمحاضرات بوقت كافي، أحيانا تكون بعض أكواد المواد المعطاة للطلاب غير صحيحة للدخول علي المقرر الدراسي الكترونياً.

مشاكل أخري: مثلت حوالي 2% من إجمالي المشكلات، مثل: الضغط النفسي للطلاب من خلال تخوفهم من انتشار وباء كورونا وتشتيت ذهنهم وعد قدرتهم علي التركيز في المواد العلمية، كذلك يري بعض الطلاب إن هناك ضغط من أعضاء هيئة التدريس عليهم في طلب الأبحاث و تسليمهم مشاريع بحثية في وقت قصير، كذلك الضغط النفسي المتولد من إن المادة العلمية والتي تؤخذ لأول مرة دون وجود طريقة بسيطة للتواصل مع أعضاء هيئة التدريس، والخوف من مصير الفصل الدراسي هل سيتم الامتحان ام تقديم بحث ام سيتم تأجيل أو تعليق الدراسة، كذلك التشويش الناتج من التطبيقات الأخرى والمثبتة علي الهواتف المحمولة، والتشويش الناتج من وجودهم بالمنزل كذلك وليس في قاعات المحاضرات المهيأة للدراسة، صعوبة تقبل فكرة الدراسة عن بعد بشكل عام، كذلك المشاكل المتعلقة بطلاب الفرقة الأولي والذين لا يمتلكون الخبرة الكافية للاعتماد علي أنفسهم في تصفح المادة العلمية و تحميلها و التعلم منها.



شكل(8): أهم المشاكل التي واجهت طلاب جامعة الإسكندرية في التعلم عن بعد خلال فترة الدراسة.

VI. التوصيات

مما لا شك فيه إنه قد نتج بعض الإيجابيات والسلبيات عن تطبيق تجربة التعليم الإلكتروني داخل جامعة الإسكندرية خلال الشهور الماضية في ظل جائحة كورونا ورغم أن التعليم الإلكتروني جزء لا يتجزأ من خطة الدولة نحو إستراتيجية التحول الرقمي إلا أن البنية التحتية المعلوماتية أظهرت ضعفا كبيرا لم يختلف عليه أحد، فضلا عن ضرورة تأهيل أعضاء هيئة التدريس والطلاب لاستخدام التقنيات الحديثة الداعمة للتعليم عن بعد، ويمكن أن توصي الدراسة بما يلي:

1- بعض المشكلات والتي تتطلب حل وتدخل فوري من الدولة تتمثل في: تحسين خدمة الانترنت المقدمة لعملائها من ناحية، وتوفير خدمات وباقات الانترنت بأسعار مقبولة بالنسبة للطلاب.
2- بعض المشكلات علي مستوي المؤسسة يمكن حلها مثل: عدم وجود منصة موحدة لجميع المقررات والكليات يمكن من خلالها التقييم المستمر لأداء العملية التعليمية.
3- تقديم حزم تدريب متكاملة لكل من الطلاب وأعضاء هيئة التدريس للتدريب علي عملية التعلم عن بعد، خاصة و إن بعض المشكلات والتي واجهت الطلاب وأعضاء هيئة التدريس تكمن في عدم التعرف علي بعض الخصائص للتطبيقات المستخدمة، مع الاهتمام بنوعية التدريبات التي تتناول التعامل مع الأساليب والطرق لمختلفة في استخدام أدوات التعلم عن بعد والصف المعكوس.
4- تطوير أستوديو للتصوير مع دعم أعضاء هيئة التدريس في تطوير المحتوي التعليمي وتقديمه في صورة رقمية للطلاب.
5- تبعاً للتجربة السابقة فإن الاعتماد الكلي علي التعليم عن بعد وحده غير مجدي، ولكن التعليم الهجين سيكون له مميزات تضاف للتعليم التقليدي، خاصة وأن جميع فئات الطلاب الحالية قد مرت بتجربة التعلم عن بعد.

ومما لا شك فيه أن السنوات المقبلة ستشهد تحولاً جذرياً في منظومة التعليم لتصبح المباني الجامعية مجرد مقرات لالتقاء الطلاب، والتفاعل الطلابي لذلك فإن التحولات التكنولوجية تشير إلى ضرورة توجيه الاستثمارات المستقبلية في تطوير البنية الأساسية المعلوماتية وليس إنشاء مبان خراسانية، ولا يمكن إغفال أهمية وجود حرم جامعي للتواصل البشرى بين الطلاب لتنمية مهاراتهم الناعمة التي تميز بين الإنسان والآلة وتميزه في كل زمان ومكان.

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فنون المسرح ودورها في توعية للطفل من خلال مواقع التواصل الاجتماعي (جائحة كورونا نموذجا)

Theater arts and their role in educating children through social networks (The Covid 19 Case)

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كلية التربية للطفولة المبكرة - جامعة الإسكندرية

I.مقدمة

جائحة كورونا ليست فقط فيرس يعمل على هلاك الانسان، وإنما هي انذار بأن ما فات قد فات وعلينا الاستعداد لما هو آت فمن المنطقي أن الوضع في المستقبل القريب للتعليم، المعرفي أو التربوي أو السلوكي أو المهاري، لن يستمر بصورته التقليدية بأي شكل من الاشكال، حيث أصبح التواصل عن بعد الشغل الشاغل للعالم أجمع.

الأمر الذي أثار انتباه الدراسة إلى أهمية استغلال تلك الوسيلة لتحقيق فكر توعوي هادف حول جائحة كرونا سواء للطفل أو الأسرة، خلال توظيف المسرح بصورة تتوائم مع التواصل عن بعد لتقريب المسافات الفكرية وتحقيق الهدف التوعوي المنشود.

فالمسرح من أهم الوسائل الفاعلة في تنمية الفرد عاطفيا وجماليا ولغويا وثقافيا، وإذا كان مسرح الطفل واحدا من أهم الوسائط التربوية، التي تشغل العديد من المسرحيين والتربويين، وذلك لما يحققه المسرح من تدعيم للقيم الإيجابية، وتقديم النموذج الإيجابي، الذي يتوحد معه الطفل، فضلا عن الجانب الترفيهي الهادف، الذي يساعد على إمتاع الطفل من جهة، وتمثله لثقافة بيئته وقيمها وأعرافها من جهة أخرى؛ حتى يتكيف مع مجتمعه، بجانب ما لمسرح الطفل من أهداف تربوية وتعليمية، تساعد على النمو النفسي السوى، وخلق توازن نفسي للطفل وإشباع بعض من احتياجاته المعرفية، لذلك سعت الدراسة إلى توظيف المسرح، باعتباره وسيلة فاعلة للطفل للقيام بالدور التوعوي المنشود بماهية جائحة كرونا، وطرق الوقاية منها.

إلا أن الإجراءات الاحترازية، التي توجب الامتناع عن التزاحم الاجتماعي، والمسرح هو طقس احتفالي يعتمد على الجمهور وتواجده الآني، في أثناء اللعبة المسرحية ، الأمر الذي يتعارض مع أهمية الاحتماء في المنزل مع اتباع قواعد السلامة فأصبح الأمر سلاح ذو حدين، فإن تمكنا من الوقاية من الإصابة بالعدوى، كيف سنقدم عرض مسرحي جماهيري في ظل هذه الظروف؟

من هنا جاءت فكرة البحث عن طريقة تتناسب مع كل تلك المعوقات، شريطة أن تحقق المتعة والتشويق وتمنح أساليب لقضاء الوقت الممل داخل المنزل بطريقة مسلية مشوقة مبنية على تنمية مهارات الطفل ومن ثم بث روح الألفة والمحبة بين أفراد الأسرة، التي اعتادت على الاغتراب فيما بينها.

فوقع الاختيار على توظيف فنون المسرح بشكل افتراضي / رقمي يتناسب مع الوضع الراهن، حتى يناقش جائحة كرونا وطرق التعامل معها، ولكن بطريقة تثير الضحك والمتعة والتسلية . وتحد من حدة الملل وحدوث المخاطر للأطفال، خاصة وهم في حالة ضيق شديد بسبب منعهم من الخروج واللعب خارج المنزل، أو الذهاب للمدرسة أو اللعب مع أقرانهم.

وهنا تأتي إشكالية جديدة، كيف سنتمكن من عمل أعمال مسرحية في تلك الظروف، التي تمنع تواجد الممثلين في مكان مغلق، لما لذلك من أخطار انتشار العدوة، الأمر الذي أكد أهمية دور الدمية في الوقت الراهن لتحقيق الهدف التوعوي والتشويقي بما يتناسب مع كافة الإجراءات الاحترازية، فضلا عن امكانية التنفيذ بفرد واحد.

II.أهمية الدراسة

تسليط الضوء على ما يمكن تحقيقه خلال مسرح الدمى لتجسيد رسائل التوعية سواء أكان للطفل أو للأسرة بالصورة، التي تجعل عملية التلقي أكثر إيجابية، وأعمق تأثيرا ورسوخا للقيمة المستهدفة حيث التوعية بالجائحة، فضلا عن بساطة المحاكاة والتنفيذ .

III.إشكالية الدراسة

تتمثل في النقاط التالية:

كيفية توظيف عروض مسرح للطفل باستخدام الدمية وفنون الحكي لتقديم توعية حول جائحة كرونا بهدف الوقاية وانتشار العدوى.

كيفية اكساب مهارات تنفيذ الدمى بأبسط الطرق وعمل مسرح صغير داخل المنزل، حتى تتمكن الأم من توظيفه للتوعية بماهية الجائحة وطرق الوقاية منها.

وقد طرحت الاشكالية بعض التساؤلات :

- هل من الممكن توظيف مواقع التواصل الاجتماعي كوسيط فعال، لتقديم مسرح دمى رقمي يحقق التأثير الإيجابي لدى المتلقي بشكل عام والطفل بشكل خاص، بهدف اكسابه مهارات توعوية وفنية وإبداعية حول الجائحة؟
- هل يمتلك المسرح الرقمي درجة تأثير تحقق الهدف المنشود من رسالة النص؟
- ما أهمية نقل مهارات الحكي وتنفيذ الدمية داخل الأسرة لتحقيق الفائدة خلال تقنية قلب الدور؟

IV.المنهج العلمي

الوصفي التحليلي وكذلك التطبيقي:

بات العالم يعاني الكثير من الصراعات والأزمات، التي أصبح لها تأثيرا كبيرا على حياة الفرد وتطلعاته للمستقبل، الأمر الذي انعكس على الحالة النفسية ومدى القدرة على مواكبة المواقف و الأحداث بالصورة، التي جعلت البالغين غير مهيئين للقيام بدورهم تجاه الأبناء وخاصة الصغار، حيث التوجيه والتوعية فبات الصغار بلا توجيه أو إرشاد، الأمر الذي جعل منهم معلم ومتعلم في الوقت ذاته، خلال الحصول على المعرفة أيا كان مصدرها وتوجهاتها.

"وتعد مواقع التواصل الاجتماعي صاحبة النصيب الأكبر في هذا الأمر، حيث أثرت بدرجة كبيرة في تنشئة الأطفال والشباب، ويختلف هذا التأثير فإما إيجابي، استناداً إلى أنه يمكن توظيف وسائل التواصل الاجتماعي كأداة لبث القيم الإيجابية كالولاء والانتماء والمشاركة الفاعلة في بناء الأوطان وتنميتها؛ والتوعية من الأخطار والأضرار، وهناك من يرى سلبية التأثير من منطلق أنها أسهمت في تراجع الدور الذي تقوم به مؤسسات التنشئة الأصيلة كالأسرة، التي لم تعد مخزن للقيم بعد أن استولت وسائل التواصل الاجتماعي على عقول النشء والشباب إلى درجة الإدمان، وبدأت تهدد كثيرا من القيم التي كانت تحرص عليها الأسرة، بعد أن أصبح الشباب خاضعين لقيم العالم الافتراضي التي تبثها وسائل التواصل الاجتماعي على مدار الساعة" [1].

[1] فهيمة بن عثمان، دور مواقع التواصل الاجتماعي في تغيير القيم الأسرية: الفاسي بوك أنموذجا، مجلة جيل العلوم الانسانية والاجتماعية العدد(47)، ص 99

فإذا كانت هذه المواقع سببا في انتزاع الفرد وخاصة الطفل من واقعه وأسره داخل عوالم افتراضية، قد تكون بعيدة عن الرقابة الوالدية في كثير من الأحيان، سعت الدراسة لجعل هذه المواقع وسيلة تعمل على جمع الشمل وتوفير الدعم والتوعية، وتحويل الآلة من وسيلة اغتراب إلى وسيلة اتصال وتواصل فعال.

وقد جاءت هذه الدراسة نموذجا تطبيقيا فعليا، تم مع شريحة تفوق 5000 فرد من جمهور مواقع التواصل الاجتماعي، هم جمهور صفحات تم انشائها على برنامج فيس بوك وتويتر، بهدف نشر التوعية بجائحة كرونا وطرق الوقاية والحد من انتشار العدوى، ليس هذا فحسب بل العمل خلالها على خلق قنوات اتصال بين الطفل والقائمين على تنشئته سواء أكان داخل أسرته أو في المؤسسات المنوطة بتوجيهه.

فجائحة كورونا ليست فقط فيرس يعمل على هلاك الانسان، وإنما هي جرس انذار بأن ما فات من الطرق التقليدية لنشر الوعي والتعليم والتعلم، ليست كافية ويلزم علينا أن نواكب التطورات التكنولوجية، ليس فقط في اهدار القوت واللعب وصرف المال، وإنما إدراك أن التواصل عن بعد جزء لا يتجزأ من حياة الفرد بعد كرونا، الأمر الذي يحتم توظيفه وتطويعه بما يناسب التخصصات المختلفة لتحقيق الأهداف المنشودة.

من ذلك سعت الدراسة لتوظيف تلك الوسيلة بهدف نشر التوعية بشكل عام، وعن جائحة كرونا بشكل خاص، خلال توظيف فنون المسرح من الإبهار والتشويق والحكي والموسيقى والمؤثرات والدمى بأنواعها، بصورة تتوائم مع ماهية مواقع التواصل عن بعد، لتقريب المسافات الفكرية وتحقيق الهدف التوعوي المنشود.

وذلك استنادا إلى أهمية المسرح، حيث يعد من أهم الوسائل الفاعلة في تنمية الفرد عاطفيا وجماليا ولغويا وثقافيا، وإذا كان مسرح الطفل واحدا من أهم الوسائط التربوية، التي تشغل العديد من المسرحيين والتربويين، وذلك لما يحققه المسرح من تدعيم للقيم الإيجابية، وتقديم النموذج الإيجابي، الذي يتوحد معه الطفل، فضلا عن الجانب الترفيهي الهادف، الذي يساعد على إمتاع الطفل من جهة، وتمثله لثقافة بيئته وقيمها وأعرافها من جهة أخرى ؛ حتى يتكيف مع مجتمعه، بجانب ما لمسرح الطفل من أهداف تربوية وتعليمية، تساعد على النمو النفسي السوى، وخلق توازن نفسي للطفل وإشباع بعض من احتياجاته المعرفية، لذلك سعت الدراسة إلى توظيف فنون المسرح، باعتبارها وسيلة فاعلة للطفل للقيام بالدور التوعوي المنشود بماهية جائحة كرونا، وطرق الوقاية منها والحد من انتشارها.

إلا أن الإجراءات الاحترازية، التي توجب الامتناع عن التزاحم الاجتماعي، في حين أن المسرح عبارة عن طقس احتفالي يعتمد على الجمهور وتواجده الآني، في أثناء اللعبة المسرحية وذلك يتعارض مع حتمية التواجد في المنزل، فضلا عن اتباع قواعد السلامة فأصبح الأمر سلاح ذو حدين، فلكي نلتزم بكافة الإجراءات الاحترازية للحد من انتشار العدوى، فكيف سنقدم عرض مسرحي جماهيري في ظل هذه الظروف؟

من هنا جاءت فكرة البحث عن طريقة تتناسب مع كل تلك المعوقات، شريطة أن تحقق المتعة والتشويق فضلا عن، ابتكار طرق تفاعل حقيقي لأفكار ابداعية بسيطة غير مكلفة ومسلية مشوقة مبنية على تنمية مهارات الطفل، وبث روح الألفة والمحبة بين أفراد المجموعة سواء داخل الأسرة أو خارجها، خاصة وهم في حالة ضيق شديد بسبب منعهم من الخروج واللعب خارج المنزل، أو الذهاب للمدرسة أو اللعب مع أقرانهم.

وهنا تأتي إشكالية جديدة، كيف سنتمكن من عمل أعمال مسرحية في ظل تلك الظروف، التي تمنع تواجد الممثلين في مكان مغلق، لما لذلك من أخطار انتشار العدوى، الأمر الذي أكد أهمية دور الدمى لتقديم فنون المسرح بشكل افتراضي، لتحقيق الهدف التوعوي والتشويقي بما يتناسب مع كافة الإجراءات الاحترازية فضلا عن امكانية التنفيذ بفرد واحد.

فأهمية ذلك:

- تسليط الضوء على ما يمكن تحقيقه خلال فنون المسرح، لتجسيد رسائل التوعية سواء أكان للطفل أو للقائمين على تنشئته مؤسسيا أو أسريا بالصورة، التي تجعل عملية التلقي أكثر إيجابية، وأعمق تأثيرا ورسوخا للقيمة المستهدفة، فضلا عن بساطة المحاكاة والتنفيذ.
- كيفية توظيف عروض مسرح افتراضية للطفل، باستخدام الدمية وفنون الحكي لتقديم توعية حول جائحة كرونا هدف الوقاية والوعي.
- كيفية اكساب مهارات تنفيذ الدمى بأبسط الطرق وعمل مسرح صغير داخل المنزل، حتى تتمكن الأم من توظيفه للتوعية بماهية الجائحة وطرق الوقاية منها.

مواقع التواصل الاجتماعي والتأثير على المتلقي الطفل:

عندما يتحول الفكر، والشعور إلى إبداع للطفل في صورة " فنون أدبية افتراضية تُخَاطِب الحِس، والشعور جمالياً، وتُخَاطِب العقل من خلال الأفكار، وتنمية المهارات من خلال المُعْطَيَات الرقمية للصور الرمزية الدلالية، والأصوات المُعَبِرة عن مدلولات تلك الصور، والألوان التي تُمَاثِل الواقع، والحركة التي يتحرك معها خيال الطفل وأحاسيسه ؛ فيدفعه هذا إلى الاندماج مع معطيات هذا الإبداع؛ مما يساعد في إكسابه المفاهيم المختلفة في سن مبكرة، وتنمية مهاراته التي يستطيع بها مواجهة التحدي التكنولوجي، و تزايد المعارف يوماً بعد يوم [2].

الأمر الذي يستدعي منا توجيه انتباه الأطفال إلى نوافذ جديدة للمتعة والتشويق، خلال مواقع التواصل الاجتماعي، تستهدف تنمية مهارات الطفل لاستخدام امكانات العالم الافتراضي بما يتفق مع ميوله، وليس العكس حيث يستخدم العالم الافتراضي عقول أطفالنا ويوجهها كما يحلوا لصانعيه.

وهنا جاءت فكرة انشاء مجموعة تفاعلية على موقع face book الأكثر شهرة والأيسر في التعامل والوصول إلى أكبر شريحة ممكنة، ومحاولة اجتذابها للفكرة.

تم أطلاق اسم المسرح والطفل .. فن .. علم .. نمو .. ارتقاء .. مهارات .. تقبل على المجموعة وهي مجموعة عامة وصل عدد الأعضاء 3200 عضو تقريبا.

وقبل التطرق لماهية هذه المجموعة وطريقة تفاعلها مع جمهور التواصل الاجتماعي، نتطرق إلى نقطة هامة حيث:

ماهية أضرار الفيس بوك على الأطفال:

يشكل الفيس بوك خطرا حقيقيا على الأطفال في بعض الحالات، فقد تتحول الرغبة في الدخول إلى الفيس بوك إلى حالة إدمان قد تبعده عن الواقع وعن واجباته كما قد تسبب له السمنة والكسل، ومن جهة ثانية قد يلعب الفيس بوك دورا في إبعاد الطفل عن ثقافته الأصلية سواء المجتمعية أو العائلية.

وقد يؤدي تعمق الطفل في استخدام الفيسبوك إلى احتمال ضعف تركيزه، بالتمييز بين الأصدقاء الحقيقيين والافتراضيين، كما قد يدخله في حالة من العزلة والانطوائية. [3].

فبالرغم من عيوب فيس بوك فله فوائد للأطفال كأحد أهم مواقع التواصل الاجتماعي، فبالرغم من كثرة المخاطر في الـ «فيس بوك» إلا أنَّ له فوائد منها:

- يكسب الطفل المعلومات والبحث عنها.
- الاحترافيَّة في استخدام الإنترنت والكومبيوتر، خاصة في هذه الفترة، التي يعد الاستخدام الاحترافي فيها من أهم المتطلبات.
- تبادل المعلومات بين الزملاء، خاصة المدرسيَّة فيما بينهم.
- التواصل مع باقي أفراد الأسرة في الدول الأخرى [4].

فيس بوك ونشر التوعية:

يعتبر موقع فيس بوك الأفضل في نشر أي فكرة، الأمر الذي جعل اختيار الدراسة لهذا الموقع لانطلاق فكرة التوعية، للطفل والاسرة حول ماهية فيرس كورونا وطرق الوقاية منه، فضلا عن نشر أفكار ابداعية لتمكين الأسرة من قضاء وقت مثمر في فترة الحظر . فموقع فيس بوك يتميز بمميزات عدة تمكنه من تحقيق انتشار الأفكار الوليدة، حيث يتميز بالآتي:

- كونه بيئة تواصل وتفاعل غير محصورة بالزمان أو المكان.
- بسيط و مجاني وسهل الاستخدام.
- واسع الانتشار ولا يخلو أي هاتف منه.
- يجعل جمهوره مشاركين بفعالية وإيجابية.

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[2] ا.د. عصمـــت مصباح يوسف تطبيقات عملية لمحو الأمية الرقمية لدى "طفل المرحلة المبكرة يونيو 26, 2020
https://alhwar.com/2020/06/26/428649\

[3] https://www.sayidaty.net/node/217686 مخاطر "الفيس بوك" على طفلك
جدة - رغدة السليماني |الجمعة 10-07-2015

[4] نفسه

- يُوافق مختلف الفئات العمرية.
- يُسهل ويعزز التواصل والتعاون بين كافة الفئات [5].

كما يمتلك الموقع طرق ووسائل بسيطة لتحويله، لمنصة تعليمية تفاعلية منها:

- البث المباشر.
- التعليق المباشر.
- نشر الفيديوهات والصور.
- بساطة التشغيل والتنقل.
- امكانية انشاء مجموعات تعاونية منفصلة.

هذه المميزات اعتمدت عليها الدراسة، خلال طرح أكثر من فكرة ومنها على النحو الآتي:

1. طرح الأسئلة النقاشية مع الأعضاء حول التوعية في أي موضوع، سواء أكان خاص بفيروس كرونا أو أي قضية تهم الطفل.
2. طرح مساحة من الاختيار للأعضاء لتحديد موضوع يتم التحاور معه.
3. منح الأعضاء اختيار موضوع لتقديم حكاية او حدوته تتناول عناصره.
4. نشر أعمال فنية باستخدام الدمية عن التوعية بكرونا وطرق رفع المناعة، خاصة للأطفال .
5. نشر أغاني عن فيرس كرونا للأطفال.
6. تقديم محاضرات توعية تتناول أفكار ابداعية لقضاء الوقت في المنزل بشكل ممتع، مع تنمية مهارات الطفل.
7. تقديم محاضرات توعية للأم والأب حول طرق التعامل مع أطفالهم سواء من ذوي الإعاقة أو غير المعاقين.
8. نصائح تخص تحويل وسائل التواصل الاجتماعي من وسائل مسببة للاغتراب، إلى وسائل تحقق التواصل الفعال بين افراد الاسرة.
9. تعديل اتجاهات الطفل لتوظيف وسائل التواصل الاجتماعي، لاختيار البرامج والمواد الفلمية التي تعمل على تطوير مهاراته.
10. الاهتمام بنشر المواد الفلمية، التي تقدم طرق تصميم العاب تعليمية تصميم الدمى بأنواعها المختلفة.
11. طرح الكثير من طرق تنفيذ أفكار ابداعية لقضاء وقت المناسبات مثل الأعياد – رمضان – شم النسيم بأساليب تحقق الالتزام بالجلوس في المنزل، بطرق لا تسبب الملل.
12. عمل حواديت باستخدام الدمى تجسد نماذج لشخصيات تقضي الوقت في الاحتفالات والاعياد بطرق تحقق الوقاية من انتشار الفريس.
13. انشاء قناة على اليوتيوب [6].

جاءت أهداف المجموعة والقناة على النحو الآتي:

- لم شمل الأسرة واستعادة روح الود والألفة من جديد.
- خلق جو من الحكايات، وما لها من سحر وروعة في التناول الفني، بهدف استغلال تأثيرها الراسخ على الطفل وتوظيف ذلك، لخدمة الهدف التوعوي سواء للطفل أو أسرته.
- إطلاق رسائل توعوية مسجلة (فيديو) أو بث مباشر أو لقاء تفاعلي متزامن خلال تطبيق (zoom).
- التوعية لكل مناسبة يتم استقبالها بأهمية الالتزام بالقواعد الاحترازية.
- تفعيل ورش عملي، خلال برنامج zoom للأطفال بحضور الأم أو من هم أكبر منهم لتمكينهم من التفاعل عن بعد بشكل صحيح.
- الظهور في تليفزيون الاسكندرية أكثر من مرة لتناول الأفكار المطروحة.
- تقديم أكثر من لقاء إذاعي لتناول الأفكار ..
- حدث تواصل من اكثر من باحث ماجيستير ودكتوراه، حول نقاط بحثية تتناول الأفكار المطروحة.
- تم تفعيل فكرة حكي الحكايات مع الأطفال داخل الأسرة، واستعادة حالة الالتفاف حول الأم / الجدة في أثناء حكي الحكاية.
- قيام الأطفال بلعب دور الحكاء مع إضافة وجهة نظر الطفل تجاه شخوص الحكاية قامت بعض الاسر باستغلال خامات البيئة مثل (المعلبات الفارغة – الكرتون – الزجاجات البلاستيكية) وتنفيذ ألعاب تعليمية تخدم مهارات التفكير المنطقي والمهارات الحركية والموسيقية واللغوية وغيرها .. بالصورة التي تعمل على تنمية الذكاءات المتنوعة لدى الأطفال.
- تم تنفيذ الدمية الورقية والقفازية والإصبع، وتقديم حكايات حول مفهوم الوقاية ودعم مناعة الجسم خلال الغذاء الصحي.

V.نتائج الدراسة

خلال ما تم طرحة حول توظيف وسائل التواصل الاجتماعي، كوسيط فعال يتم استخدامه للتوعية عن بعد بماهية فيرس كرونا وطرق الوقاية منه، فضلا عن منح الأم أو الأسرة كما من الأفكار الابداعية التي تمنح الأسرة قضاء وقت ممتع هادف مثمر، وقد توصلت الدراسة للنتائج الآتية:

- تعتبر مواقع التواصل الاجتماعي وسيلة فاعلة، لنشر الوعي بطرق ابتكارية مشوقة تجتذب الجمهور بالطرق، التي ترضي الفروق الفردية.
- تواجه الأساليب الجديدة نوعا من النفور، الذي يتم التغلب عليه خلال ابتكار طرق ووسائل تساهم في ترسيخ الأفكار وتقبل التغيير والتطوير.
- تمكنت الحكايات الافتراضية ومسرحيات الدمى الافتراضية، من استرضاء المتلقي ومنحه فسحة ابداعية، تتناول من الطرح القصصي وسيلة لطرح كم من المعلومات التوعوية والمعرفية المتنوعة والمتعددة المجالات.
- لاقت مجموعة الفيس بوك اقبالا من جمهور مواقع التواصل الاجتماعي، أكثر من اقبالهم على موقع يوتيوب، لما يتطلبه اليوتيوب من تفعيل Email على موقع Google فضلا عن عدم تحميله من بعض الأشخاص على هواتفهم.
- تمكنت الدراسة من إثارة انتباه الكثير من القائمين على الطفل، من معلمات رياض الأطفال وغيرهم، وتحفيزهم لتنفيذ الأفكار بشكل مباشر مع الأطفال في فترة التحرر الجزئي من الحظر.
- تعتبر فكرة تفعيل مواقع التواصل الاجتماعي نوع من مواكبة الفكر التطويري لعملية التلقي عن بعد، فضلا عن تمكينها للمتلقي من متابعة المادة المعروضة أكثر من مرة، (غير متزامن) ومناقشتها أو التحاور حولها، خلال البث المباشر أو التواصل عبر برنامج zoom (متزامن).

نستخلص مما سبق أن وسائل التواصل الاجتماعي تمتلك إمكانات فرجويه وإمتاعيه وتشويقية فضلا عن، سهولة انتشارها والوصول إليها بأقل التكاليف، وهو ما يجعل علينا الاستفادة من تلك الإمكانات بالشكل الذي يحقق الهدف المنشود ويقاوم سلبياتها وما تسببت فيه من اغتراب الأطفال واضعاف مهاراتهم وقدرتهم على الاتصال والتواصل الفعال.

وتوصي الدراسة بالآتي:

- أهمية منح مواقع التواصل الاجتماعي قدرا أكبر من اهتمام القائمين على الطفل، والعمل على انتاج أفكار متنوعة لألعاب مبنية على الإبداع والامتاع تنطوي على فكر توعوي شيق يتخذ من الاقناع سبيلا لتحقيق الهدف.
- العمل على انتاج عروض مسرح افتراضي تنقل قيما وتوعية وسلوكيات.

تستهدف الفئات العمرية المختلفة لمرحلة الطفولة، حتى تكون وسيلة متاحة لاكتساب الخبرات عن طريق الأحداث ومتابعتها والتفاعل معها، عبر مواقع التواصل الاجتماعي الامر الذي يجعلها وسيلة هامة في بناء الطفل نفسيا واجتماعيا ومهارا، باعتباره بديلا إيجابيا لما تتسبب فيه من تدمير وتخريب عقول الصغار وافساد هويتهم، فضلا عن اكسابهم أمورا قد تودي بحياتهم.

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[6] قناة المسرح والطفل والاسرة مع دكتوره شيرين الجلاب http://www.youtube.com

VI.ملحق الصور

VII. المصادر

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[2] خمس حلقات كوميدية (حلقات مجنونة أنا وجوزي والكورونا) https://www.youtube.com/watch?v=9McF5sRtHII&t=6s

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[5] قصة فيروس كرونا والأطفال الشجعان https://www.youtube.com/watch?v=MZchHuXKqNA

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[2] ا.د. عصمـــت مصباح يوسف تطبيقات عملية لمحو الأمية الرقمية لدى "طفل المرحلة المبكرة يونيو 26، 2020 ttps://alhwar.com/2020/06/26/4286492

[3] أخطار "الفيس بوك" على طفلك https://www.sayidaty.net/node/217686

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رؤية مستقبلية لبعض مواقع شبكة المعلومات الرياضية (مواقع الكرة الطائرة) فى ج.م.ع.

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ملخص **- ترجع اهمية هذا المقال الى لفت الانظار ثم الانتباه ثم وضع رؤية لاهمية تقويم مواقع شبكة المعلومات الرياضية ج.م.ع. (رؤية مستقبلية لمواقع الكرة الطائرة). وذلك من خلال دراسة مسحية لبعض مواقع شبكة المعلومات الرياضية وبعض مواقع شبكة معلومات الكرة الطائرة، حيث ينبغى على المؤسسات الاكاديمية الاهتمام الكافى لجودة الخدمات الالكترونية التى تقدمها، وذلك بهدف تحسين الخدمة المقدمة للمستفيدين من هذه المواقع.**

الكلمات الرئيسية: رؤية مستقبلية، مواقع شبكة المعلومات الرياضية ج.م.ع. ، مواقع الكرة الطائرة.

I.المقدمة

اصبحت المواقع الالكترونية هى الاساس فى التعاملات العالمية للوصول الى المستخدمين، لذلك ينبغى على المؤسسات الاكاديمية الاهتمام الكافى لجودة الخدمات الالكترونية التى تقدمها، وذلك بهدف تحسين الخدمة المقدمة. وتختلف مواقع شبكة المعلومات حسب الهدف من كل موقع، فيوجد مواقع شخصية و تعليمية، وحكومية وتجارية وعسكرية وصحافة واخبار ودفاعية للدفاع عن قضية ما وغيرها كلا حسب نشاطه.

وتذكربعض مواقع شبكة المعلومات ان الاسس الرئيسية لتقويم مواقع شبكة المعلومات : التصميم – المحتويات – الروابط – ادوات الابحار – البريد الالكترونى – خدمات الحوار- خدمات تفاعلية مع المستخدم – الارشيف – دقة وسرعة التحديث – عنصر استقرار وثبات المصدر المرجعى.

ويذكر اخرون المقدمة والمسؤلية والتصميم والهوية البصرية والتوثيق والدقة والمعالجة والمستوى التكنلولوجي للموقع والإمكانات والتصميم والبحث عن الموقع وقابلية الوصول اليه وتحديث الموقع والمضمون والمحتوى والأمان والقواعد الأساسية للكتابة للمواقع الالكترونية، والبعض الاخر الكفاءة التعليمية والفنية والبرمجية والمنهجية. ويذكر اخر المحتويات والدقة والمصداقية وسهولة الوصول اليه التحديث وشكل تقديم المعلومات. اذن تختلف اسس التقويم بناء على اهداف المواقع. وتناولت بعض الدراسات السابقة تقييم بعض مواقع شبكة المعلومات المتاحة فى شتى المجالات المتاحة. وتم التقييم اعتمادا علي قائمة مراجعة مقسمة علي أربع فئات رئيسة هي: محتوى الموقع والتصميم والبنية الفنية وإمكانية الاستخدام والخدمات. واعتمدت الدراسات علي المنهج المسحي التحليلي لرصد وتحليل مواقع شبكة المعلومات ومدي الإفادة منها. لذا اتسائل اين اسس تقييم مواقع شبكة المعلومات الرياضية حيث ان لهذه المواقع اهداف تختلف عن المواقع المختلفة وفقا لاهدافها والمستفيدين ونوعية المعلومات المقدمة وديناميكية حداثة الاحداث بها والخ؟

II.تساؤلات المقال

لفت الانظار ثم الانتباه ثم وضع تصور لاهمية دراسة تقويم مواقع شبكة المعلومات الرياضية ج.م.ع. (رؤية مستقبلية لتخصص الكرة الطائرة) لذا تساؤلاتى:

- ماهى متطلبات تصميم وتقييم مواقع وصفحات شبكة المعلومات الرياضية؟
- ما هى الصعوبات و المعوقات التى واجهت المستخدمين فى استخدام شبكة المعلومات الرياضية؟
- هل يوجد فروق فى انماط افادة المستفيدين سواء المتخصص والغير متخصص؟
- من مصمم هذه المواقع؟

III.اجراءات المقال

بدراسة مسحية وفى حدود علمى وما توصلت اليه لمواقع شبكة المعلومات الرياضية ج.م.ع. بهدف تشخيص نقاط قوة وضعف المواقع والصفحات والاسباب التى تجعل بعض المواقع تتميز بالجودة من الاستفادة منها فى معالجة مشاكل المواقع القائمة من جهة وانشاء مواقع جديدة من جهة اخرى. لذا لنتعرف ولنناقش ولنضع احتياجات جميع فئات المستفيدين الحالية والمستقبلية لتطويرها مما يؤدى الى الارتقاء بالاداء الاكاديمى والمهنى:

1. تم حصر بعض مواقع وصفحات شبكة المعلومات الرياضية والمتخصصة فى الكرة الطائرة فى ج.م.ع.
2. ما هى اهداف واشكال وتصميمات ولغات مواقع وصفحات شبكة المعلومات الرياضية والمتخصصة فى الكرة الطائرة فى ج.م.ع.
3. بيان أنماط وطرق تقييم مواقع وصفحات شبكة المعلومات الرياضية والمتخصصة فى الكرة الطائرة فى ج.م.ع.
4. تقييم المواقع والصفحات علي شبكة المعلومات الرياضية والمتخصصة فى الكرة الطائرة فى ج.م.ع. .وتم تطبيق وتحليل المعايير التي تم استنباطها إلي جانب عرض لنتائج تطبيق بعضها. (عرض أسس تقييم المواقع مقسمة إلي أربعة فئات رئيسة هي محتوى الموقع والتصميم والبنية الفنية ومدي إتاحة الموقع والخدمات التي يقدمها والتى تم استخلالصها من الدراسات السابقة).
5. مدى الافادة من المواقع والصفحات كمصدر من مصادر المعلومات .
6. المعوقات التى تحول دون الاستفادة من المواقع والصفحات
7. مقترحات مستقبلية لتطوير مواقع وصفحات شبكة المعلومات المتخصصة للكرة الطائرة فى ج.م.ع.

IV.نتائج المقال

توصلت بعد تصفح بعض مواقع وصفحات شبكة المعلومات فى ج.م.ع. الى: يتميز بتنوع قواعد البيانات على اختلاف انواعها والتى يمكن التعامل معها اما مجانا او بمقابل وتختلف محركات البحث مع بعضها البعض تبعا لطبيعة البحث ومدخلات البحث وقوة المحرك البحثى. وترجع اهميتها لتوفير وسائل تنمية المعارف والاتجاهات الرياضية الحديثة والاحدث.

كما وجدت الكثير من القصور والضعف فى تصفح هذه المواقع على سبيل المثال وليس الحصر: نقص وعدم تحديث بعض المعلومات، وضعف تصميم المواقع، وعدم التجديد والتطوير. عدم الاستعانة بالدعم الفنى والمتخصص العلمى للمواقع.عدم تحديد المصادر المرجعية، تشابه الكثير من المواقع فى المحتوى والاخطاء نتيجة التقليد والنقل دون قراءة ودون اسلوب علمى للتاكد من المعلومات، ولغة الكتابة ردئية وغير علمية.

كما وجدت ان غالبية بعض المواقع هدفها الاساسى هو نشر مشاكل وقضايا اللاعبين ومجالس الاندية على صفحات المواقع دون مراعاة لصحة ودقة الاخبار، كما توجد تعليقات فى المنتديات لا تليق للمستوى الادبى مما يزيد من حدة المشاكل وليس حلها. ولاحظت اختلاف اسلوب عرض المعلومات والموضوعات وتقسيم الروابط وغيرها من محتويات الموقع وفقا لطبيعة المستفيدين.

ويقع على عاتق اعضاء هيئة التدريس ومعاونيهم بكليات التربية الرياضية وطلاب البكالوريوس والدراسات العليا المتخصصين فى نشاط الكرة الطائرة مسئوليات اعباء ومهام كثيرة سواء علميا او ادرايا ومنها على سبيل المثال وليس الحصر: التدريس واعداد الدراسات المبتكرة من اجل الترقى، وكذلك الاشراف على البحوث وتقديم الخدمات والاستشارات العلمية

والتحكيم العلمى، بالاضافة الى اعداد المراجع وتنمية تخصصاتهم وحضور المؤتمرات وتقديم بعض الاوراق الخاصة بها.

لذا تصفحت بعض مواقع وصفحات مواقع شبكة المعلومات الرياضية فى ج.م.ع. وهى كالاتى:

(الكرة الطائرة – المدارس الرياضية التجريبية – المدارس الرياضية العسكرية – الاتحاد المصرى للكرة الطائرة – الاتحاد العربى للكرة الطائرة – النوادى الرياضية المصرية – منتديات الكرة الطائرة – اتحاد المكتبات المصرية – بنك المعرفة المصرى – بعض صفحات المقررات الالكترونية للكرة الطائرة على مواقع كليات التربية الرياضية ج.م.ع) البريد الالكترونى لبعض المواقع المتخصصة فى الكرة الطائرة فى ج.م.ع.

ومن خلال التصفح لبعض المواقع التخصصية ج.م.ع. بالنسبة لنشاط الكرة الطائرة بالاندية: لم تحصل الباحثة على جميع المعلومات الخاصة بهذاالنشاط ولكنها وجدت اخر الاخبار لفوز او خسارة فرق الكرة الطائرة وبعض الصور، ولم يتوفر على الموقع المعلومات الكافية عن نشاط الكرة الطائرة من حيث (مستويات الفرق – لاعبين – مدربين – صور الجهاز الفنى ولاعبين) وبتصفح نشاط الكرة الطائرة بمواقع الاندية الرياضية لم تجد الباحثة معلومات كافية عن لعبة الكرة الطائرة. فلماذا؟

وبتصفح بعض المدارس الرياضية والمدارس العسكرية الرياضية فى ج.م.ع. (حيث يوجد بهم تخصص تدريب الكرة الطائرة) وجدت ان غالبية مواقع هذه المدارس مجرد اسماء للمدارس وعنوان والبريد الالكترونى فقط . كما وجدت صعوبة فى تصفحها؟ وبعضها لم يتم تطويره؟ ولم تجد غير مدرسة الرياضية التجريبية ببنها والمدرسة العسكرية الرياضية على صفحات منتديات التواصل غير متوفر بها المعلومات الاساسية. وباقى المدارس على مستوى الجمهورية ليس لها مواقع اساسا.

وبعض مواقع المدارس التجريبية الرياضية مجرد صفحات كمنتدى للتجمع، وليس موقع شامل وكامل المعلومات عن المدرسة الرياضية للنشاط التخصصى الكرة الطائرة من حيث (اختبارات قدرات الكرة الطائرة – وشروط الالتحاق – ومدة الدراسة – وشروط وواجبات الدارسين بالمدرسة – والمدربين – وكيفية الدراسة – وكيفية تغيير النشاط او تغيير المدرسة فى حالة عدم القبول ... الخ).

وبعض مواقع الكرة الطائرة التخصصية فى الافلام سواء لتعليم وتدريب ومباريات ينقصها الاسلوب العلمى فى تناولها وتداولها. والغاء التعليقات الغير علمية حيث يوجد طريقة للتواصل مع جميع المواقع.

وبتصفح مواقع الاتحاد المصرى للكرة الطائرة لم يتوفر بهما المعلومات الكافية لمختلف فئات المستفيدين فهما مجرد موقع غير مفعل؟ وقد تم مراسلة بعض المواقع بالبريد الالكترونى للتعرف على المعلومات المطلوبة ولم تهتم اداراة المواقع بارسال المعلومات. فلماذا ؟ ومن القائمين على ادارة هذه المواقع؟

وقد لاحظت ان بعض المقررات الكترونية للعبة الكرة الطائرة سواء تعليميا او تدريبيا للاقسام العلمية لبعض كليات التربية الرياضية فى ج.م.ع.، ويحتوى المقرر الكترونى (محتوى وحدات تعليمية وتدريبية وصور وافلام ومقرر نظرى وقانون واسئلة واجوبة)، وقد وجدت بعض هذه المقررات الالكترونية ينقصها الاسلوب العلمى فى كتابة وسرد المقرر، بعض الافلام التعليمية بها اخطاء فى الاداء الفنى للمهارات والبعض به مادة نظرية كثيرة، وبعضها لا يوجد المصادر العلمية للمعلومات وعدم تحديث المواقع. كما بلغونى (البوابة اللالكترونية بالكلية) بانه لا يمكن تصميم موقع الكترونى اخر لتخصص الكرة الطائرة حيث انه يوجد موقع باحد الجامعات، ويمكن الاستعانة به بالرغم من اختلاف المقررات بكليات التربية الرياضية فى ج.م.ع. مما لا يحقق اهداف هذه المنصات.

كثرة منتديات الكرة الطائرة بها موضوعات متنوعة غير كاملة المعالم بعضها منقول من مراجع معروفة وغير مدرجة بالمواقع (امانة علمية ذكر مصدر المعلومات) او مجرد سرد لمعلومات غالبية متخصصى الكرة الطائرة يعرفها ومجرد كتابتها فى هذه المواقع لا يعتبر مصدر علمى يحتذى به الباحثين للحصول على المعلومة. واغلب مناعد هذه المواقع او الصفحات سواء معاونين او اعضاء هيئة تدريس ليست لديهم خبرة فى تصميم المواقع.

تم اكتشاف ان غالبية هذه المواقع مجرد وضع بعض العناوين التى تهم التدريب الرياضى كتربية رياضية عامة وتخصص الكرة الطائرة كلعبة فقط؟ ولا يوجد اى مدلول علمى عليها. حتى الاشتراك بها لا اعرف مقصور على اى نوعية من مريدى هذه المواقع ؟ فانا اشخصيا لم يقبلونى عضوا بها ؟ فلماذا يا ترى؟

وبتصفح موقع اتحاد المكتبات المصرية وبنك المعرفة حيث انى من المستخدمين، لم تجد المعلومات الكافية عما تبحث عنه فهو يعتبر كفهرس للرسائل والدراسات السابقة والابحاث العلمية والكتب والمراجع العلمية. بالاضافة ان بعض ملخصات الابحاث الموجودة غير مكتوبة باسلوب علمى ليعطى للباحث المعلومات الاساسية عن موضوع الدراسة، ثم لم اجد وسيلة مراسلة لارسال تعليق او مقترح. اذن اين الهدف المصمم من اجله الموقع؟

بعض منتديات التواصل على المواقع الرياضية المتخصصة للكرة الطائرة بها سرد للمعلومات الرياضية وتعليقات غير لائقة وغير علمية سواء كان متفق او معارض للتعليق،وبعضها يستخدم لاهداف غير علمية او لغير ما صممت من اجله.

V. الملخص

ما تم تقييمه بالملاحظة فى ضوء بعض اسس تقييم مواقع شبكة المعلومات الرياضية وجد الاتى فى حدود علمى وما تم اثناء التصفح حين اذن:

اولًا: الايجابيات:

بعض المواقع تتوفر فيها المعمارية والابحار من حيث المعلومات المنظمة والمصنفة ومرتبطة بعضها البعض، وتوجد بها قائمة تصفح واضحة وسهلة الاستجابة مع المستفيد وبسهولة وباقل زمن، وتتوفر فيه معيار جودة المحتوى من حيث صحة وسلامة المحتوى العلمى والمصادر المرجعية والسلطة الفكرية والتحديث بالموقع. اما بالنسبة لسهولة الاتصال ووسائل الاتصال بعضها سهل الاستخدام ومحركات البحث كثيرة للوصول له. وتزيد جودة تصميم الموقع فى الهدف والشكل والالوان ومحركات البحث وسهولة الوصول اليه مع تحميل المعلومات ووجود وسيلة اتصال مع ارسال رسائل تنبيه عند حدوث خطا من تكرار الاستخدام له.

ثانياً: السلبيات:

بعض المواقع على شبكة المعلومات على سبيل المثال وليس الحصر: صعوبة فتح الموقع، نقص وعدم تحديث بعض المعلومات، وضعف تصميم المواقع، وعدم التجديد والتطوير. عدم الاستعانة بالدعم الفنى والمتخصص العلمى للمواقع. عدم تحديد المصادر المرجعية، تشابه الكثير من المواقع فى المحتوى والاخطاء نتيجة التقليد والنقل دون قراءة ودون اسلوب علمى للتاكد من المعلومات، ولغة الكتابة ردئية وغير علمية. منتديات التواصل الاجتماعى لا ترقى للمستوى العلمى والاخلاقى فى بعض الصفحات. استخدام بعض اسماء المتخصصين على المواقع بدون حفظ حقوقهم العلمية والفكرية. عدم توفر الامن والامان لمالك الموقع وللمادة العلمية ايضا.

VI. ملخص المقال

اصبحت شبكة المعلومات مصدرا مهما من مصادر الحصول على المعلومات مع الحرص على متابعة التطورات الحديثة فى مجالات التخصص وذلك للقيام بالمهام الاكاديمية المختلفة بسهولة دون انفاق الوقت والمال والجهد. كما انه لم تحظا اى دراسة علمية معمقة حول هذا الموضوع فى التغير على وسائط المعلومات والتطور الكترونى ومدى الافادة منه وما هى المشكلات التى تواجه المستفيدين. وتحديد الاتجاهات الحالية فى صفحات ومواقع شبكة المعلومات من حيث عدة جوانب اهمها: المسئولية – والمحتوى والبنية والتصميم والشكل والاخراج واساليب وطرق تقييم الصفحات والمواقع. والدمج بين المتخصص التكنولوجى والمتخصص الرياضى لامداد المستفيدين باداة مراجعة لتقييم هذه المواقع. كما تمدهم بالخطوات اللازمة لتصميم وانشاء هذه المواقع. وهذا بدوره يؤدى الى تحسين وتطوير المواقع والصفحات الرياضية سواء على مستوى المجتمع العربى والعالمى. مما دعانى الى كتابة هذا المقال بعنوان رؤية مستقبلية لبعض مواقع شبكة المعلومات الرياضية (مواقع الكرة الطائرة) فى ج.م.ع.

ولاحظت خلال فترة جائحة كورونا 2020 خلال العام الجامعى للفصل الدراسى الثانى 2019-2020 الاقتصار على وسائل التواصل WhatsApp اوFacebook Messenger باستخدام التليفونات المحمولة لسهولة التعامل معهم وتوفرهم طول الوقت بدون فتح مواقع وكلمات السر وجميع التعقيدات الاخرى ببعض مواقع شبكة المعلومات التى اوصى باستخدامها خلال هذه الفترة لالقاء المحاضرات من خلالها.

ولاحظت ايضا انه اجرى بعض التحديث لهم حاليا باضافة بعض الاعدادات (غرف للحديث – تسجيل للحديث –زيادة الخصوصية والامان).

ويعد حاليا لانشاء منصات تعليمية تخصصية باشراف المجلس الاعلى للجامعات وجامعة الاسكندرية لكليات التربية الرياضية فى ج.م.ع. وبالاخص تربية رياضية بنات الاسكندرية، فعلى المتخصصين مراعاة الاسس التقويمية لها بما يحقق لها النجاح والتفوق فى الاستخدام وتحقق الاهداف المنوطة من اجلها. لذا يجب الاخذ بعين الاعتبار المتخصص الرياضى والتكنولوجى معا لاختلاف اهداف المنصات التعليمية عن المواقع الاخرى. لنحقق كفاءة فى تصميم المنصة والمحتوى العلمى بها، ولا يجب ان تتشابه المنصات ولكن ان نقتصر على منصة تعليمية تحت اشراف الجامعة والمجلس الاعلى للجامعات.

VII.الاستخلاصات

1. ييسر الانترنت للجميع بسهولة ويسر الحصول على المعلومات.
2. تميزت بعض المواقع والصفحات بالبساطة وسهولة الحفظ والنظام المنطقى الواضح.
3. توفرت بعض معايير التقييم فى المواقع والصفحات.
4. توفر خدمة البحث فى ارشيف الاخبار لبعض المواقع والصفحات.
5. امكانية انشاء مواقع لاى شخص كان دون ضوابط ادبية وعلمية.
6. صعوبة تحديد الهدف من تواجد موقع معين وصحة وحداثة المحتوى للمواقع.
7. صعوبة تحديد المصدر الحقيقى والمسئولية الفكرية للمواقع.
8. غياب المراجعة العلمية للمواقع ومحتواها وتنقيتها.
9. غياب الاطار القانونى والامنى التى تقوم عليه هذه المواقع.
10. عدم التعاون بين المتخصص التكنولوجى والمتخصص الرياضى وهذا يظهر ببعض المواقع بناء على المادة المقدمة به.

VIII.التوصيات

1. انشاء موقع الكترونى مصرى عالمى لمواقع شبكة المعلومات فى الكرة الطائرة باللغة العربية، للمتخصصين فى هذا المجال (اتحادات – حكام - باحثين – مدربين – لاعبين – اعلامين – اولياء امور- احتراف – تسويق).
2. مواقع للمدارس الرياضية التجريبية والعسكرية الرياضية ومنتخبتانا القومية الرياضية على احدث اسلوب علمى.
3. اجراء دراسات مسحية لمواقع شبكة المعلومات الرياضية فى جميع الانشطة الرياضية.
4. وضع ضوابط لمنتديات التواصل الاجتماعى على المواقع الرياضية المتخصصة.
5. تقييم المواقع من قبل جهات متخصصة رياضية تتولى مهمة الرقابة ووضع شروط لجودتها كم هو الحال فى المنظمات الدولية القياسية iso . ووضع علامات جودة تعطى للمستفيد الثقة.
6. وضع ادلة ومعايير باللغة العربية ارشادية ومخصصة لتصميم ولتقويم ولمقارنة جودة المواقع الرياضية باللغة العربية لتفيد المعنين فى عالمنا العربى.
7. العمل على ايجاد مؤسسات عربية اقليمية محايدة لتقويم جودة المواقع والخدمات الالكترونية الرياضية العربية.
8. تصميم اسلوب قانونى وأمنى مباشر لمراقبة هذه المواقع والصفحات الرياضية فى ج.م.ع.
9. رؤية مستقبلية للمواقع الرياضية المتخصصة.
10. التعاون بين المتخصص التكنولوجى والرياضى.

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