

## The Reliability of E-learning at University meanwhile Corona Virus

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### Abstract

This paper aims to show the effective role of 'e-learning' in teaching and learning as well. So, the research problem is based on how the e-learning could contribute to the learning process and develop the learner's level without a real teacher. Methodologically, this study is working through descriptive and analytical methods since this work is mainly based on descriptions and analyzes of case study that requires defining, explaining, comparing, describing, and interpreting. In addition, the methodological theory we intend to work through is the analytical approach since we will be focusing on e-learning as a global phenomena is multiply increasing due to certain circumstances.

**Keywords:** Virtual, e-learning, challenges, education process

### Introduction

The teaching process had been ever a hard task for both of teachers and learners because they have to work together to look for the data, analyze, and adapt it in order to reach their aim. Thus, they are obliged to meet together and exchange ideas not only through texts but also facial features, body language, verbal jesters...etc to make the understanding easier. However, during the pandemic periods norms of teaching has got changed into virtual classes attended from home so as to avoid any infection. The virtual e-courses are online courses attended from home through a personal computer or a mobile phone and the learner just listens and watches a lecturer providing with certain data and explaining some details so as to clarify the issues.

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Though, virtual universities existed before the Covid-19, the latter helped this technique to expand more and faster. Thus, this study is going to focus on the importance of autonomous learning based on e-courses as the initial and preparing step before going to class. Hence, Web-Based tasks and disciplined courses would certainly assist students to perform better in their evaluating tests, promote their autonomy, and overcome the obstacles of traditional classes such as timidity and anxiety. However, e-learning would create different problems such as less interacted learners, less authentic data, non-valid assessing evaluations, non-original source of information...etc.

Furthermore, the objective of such research is to shed light on the efficiency the web-based language teaching technique which can be integrated as a powerful source of real content and carrier content as well as a motivating factor in different scopes and areas.

### **1. The Historical Background of Virtual Courses**

It is clear that education becomes more autonomous and self-depended than the archetypal routine of normal classes, yet the internet generally had facilitated and fastened the learning process better than ever. For example, if someone has difficulties in grammar, he/she can easily refer to certain webs to get through intensive courses in order to overcome this problem as soon as possible.

Historically speaking, before the Covid-19, the distance learning has been the target of several educating institutions throughout the world, and they began with certain domains like history, art, languages...etc so as to set the initiatives for international co-operations in terms of technology and knowledge as the worldwide project for high level curriculum students, and probably European, American, Chinese, and Russian universities had ever been the top in terms of information, scientific publications, rapidity, and up to date of their webs though some were not open accessed (Anttonen at all ed,7). So, at the end of the last century, the shift had appeared evidently among students in Europe where they were able and encouraged to gain the information out of books and scientific journals and even contributed to share this new technology.

Basically, in Computers and Education, E-learning from Theory to Practice it is stated that E-learning defines the electronic information comes from the internet based courses and possibly emerged since 40 years ago; when educators, trainers, and computer researchers begun to save and extract information from within their big 'ordinateur' and gradually, newly created programs were developed to transform data and any personal detail like pictures, statistics, graphs, records...etc to anyone in this world, thus the transmission of information became easier, faster, and global habit (Fernandez et all.ed. 1,2).

In details, at the end of the nineteenth century, new correspondence schools were found in the USA to facilitate the learning process for females and workers and just when the century turned on new inventions came to link the world under one shape. For example, in the 90's America used the telephone, radio, telegram, and television to help distant particular groups of students to get their diplomas since they could not attend daily, while in 1976, the first "virtual college" called Coastline Community College was established; offering a wide variety of telecourses, followed by several colleagues used different electronic techniques such as: Computer Assisted Personalized Approach, accredited fully web-Based platform, interactive Learning Network and other networks that enabled many more institutions to come online at the same time, while in the 2000's newly adapted platforms like CourseNotes.com, Web Course Tools, YouTube, and others were announced for launch to offer online courses for free for international community (Ryan et all 7,9). So, the history of online teaching webs is long and diverse since they have been gradually developed from computer programs into international network platforms easily and open accessed for anyone and at any time.

## 2. The E-Learning Practice during the Epidemic

Nearly everyone now acknowledges that Covid-19 has changed the world from all aspects including the medical, economic, and educational. The latter got influenced in the sense that students of traditional classrooms turned into virtual learners watching and listening rather than reading and writing and most of schools, colleges, institutions, and universities were obliged to put out lessons on their official websites as online courses that exams would be part of and considered the first source of knowledge rather than their customary teachers.

For example, after a simple study we made with students of second year at Batna 2 University Mostapha Ben Boulaid we find that before the Covid 19 about 20% of them rarely accessed the official websites of their university and teachers in order to search for courses or a specific information, whereas after the pandemic, students of Master degree for example surf regularly in the university website searching for any news about: time table of tests and exams, supervisions, semester curriculum, weekly schedule, online theses ,scholarships, and most importantly online courses. So, we conclude that it is about 95% of students today have access to university sites especially when the pandemic spread over last year (2020) and forbidden them to gather like all institutions in the world. However, the 05% answered that they do not surf simply because they work, have other responsibilities, study other fields, or dwell in highly mountainous areas wherein the connection is not available all the time.

Continually, in Technology and Innovation in Learning, Teaching, and education it is mentioned that students from different parts of the world like USA, Australia, Russia, Africa and other regions have similar needs to the e- courses though its influence on European students' is not the same since modern world students has got rapidly developed due to

the current use of online courses even before the pandemic while Africans still need some guidance, practice, application, support, and motivation, and then it becomes a matter of necessity for them to push their learners to use net webs as the initial source of knowledge rather than knowing-limited teachers (Reis et al. Ed. 321, 322).

Furthermore, at first, students of third world countries -exemplified by Batna 2 University students- found it hard to study from home without any real instructor unlike modern world students who were already accustomed to use the electronic tools, and know the educating webs and how to use them. In general, education experts such as Djamilia Khiaf argues in an article entitled as: Algeria: Distances learning for students that Algerian students had not really studied via distant learning because the computer or the internet connection are not always available but the situation of university students is somehow better since they know how to access the webs despite the fact that some complain about the connection weakness in their villages and argue that this method is not democratic.

However, it could not be denied that the level of education had decreased even within the best schools due to the instable healthy situation of the worldwide and according to education experts this is an expected result of the depending on virtual courses that can never be equivalent to a real teacher who explains, interacts, describes, analyses, helps...etc unlike the abstract webs (Cheong et al. Ed 27). Besides, in an article entitled University Education in Algeria during the Covid-19 Pandemic: Limitations and Challenges written by Nassima Kerras and Salah Eddine Salhi it is supposed that the Algerian students here preferred teaching videos that even performed by their teachers explaining the course the same way they were familiar with while hard and long-paged handouts were not appreciated, and in case of any difficulty, they were asked to check other sites, the sessions time schedule become more flexible so they had had the enough time to search better before coming to class.

### **3. Role of E-Courses in Improving the Level of students**

In Transforming Education in Gulf Region collection of articles edited by Alshahrani and Ally, it is said that like other countries in the world, Saudi Arabia University for example experienced the distance teaching in order to deduce its function and how it could have an effective role in teaching and ultimately they concluded that the reliability of e-courses would eventually motivates and attracts students to the topic since they find it get closer using their phones, it improves their level indirectly because they use their sight and listening skills to analyze audiovisual data, helps them to prepare the course before coming to class, and in return, it helps the teacher to design a management system to guide him in the class and facilitates the explanation process. So, taking Saudi university as a representative, we think that the Middle East educational institutions are in urgent need to include electronic courses as mandatory modules to be studied and examined in since e-learning has played

an influential role not only during the epidemic period but even later; they would be expected to improve the listening and speaking skills of the learners, help them to prepare the course before coming to class, thus they will understand better while the teachers makes less efforts.

Moreover, another experience has been taken in Egypt during the pandemic period; and the investigation researcher said that e-learning not only in Egypt but in all parts of the world is going to lead the school into future development in the virtual world since the student becomes more familiar with software and computer applications, thus it will be possible for him to establish social networks of educational communities and YouTube channels exchanging information in all fields like medicine, business, science, computing...etc (Weber and Hamlaoui, 81) Consequently, the world will be transmitted gradually into electronic small community in which one can get the information in his bed.

#### 4. Challenges of Web- Based Teaching

On the contrary to what has been said above the use of ICTs could face several challenges and create negative effects on the learners' skills and capacities unlike what has been expected. In their studies, experts had taken into consideration a new socio scientific simulation and psychological effects noticed on the learners who constantly utilize either of computers or mobile phones that they become somehow reclusive and prefer to keep silent all the time in the sense that they would make use of certain gestures, signs, motions to express their ideas rather than engaging in long discussions and if they do they stick on yes or no or short expressions contrasting to paper books learners who read (Diaz et all. Ed 179,180). That is to say despite the fact that online courses are easy, practical, and developing, the intensive use of technology in education would create other problems in the learner's social and psychological behavior besides to its healthy hurts to one's insight and nerves.

Therefore, the third world case is totally different since both of teachers and learners are not accustomed to work through technological devices, so they would face other problems need pedagogical and technical training to better understand this technique, fix up any technical problem, know how to absorb the content out of class and decide the authenticity, and most important avoid plagiarism (Aggarwal 13,14). To simplify, normal students would surf in the virtual world and forget about the content itself since websites today become so tempting and misleading and could even make a radical change on one's ideas, beliefs, character...etc So, there should be always a guidance controlling what a student especially teenagers do in the net and limiting the scope of research according to what they need only as the total freedom of using tech would lead to unethical behaviors like electronic fraud, money laundering, accounts hacking, and plagiarism.

In addition, another problem raised through this strategy is how to make assessments, evaluations, tests, and practices simply because the latter are directing the reflection of the learners understanding (Moore and Anderson. Ed 91). To clarify, the virtual lectures could hardly know the real level of the learner since there is no direct reflection of his understanding so the lecturer will not be able to decide whether his learners understand or not and thus can't evaluate them as the case should be.

## Conclusion

To conclude, no one can deny the effectiveness of this new technology in ameliorating the learners' level in terms of improving his skills and abilities such as self-reliance, autonomous surfing, inner and outer motivations, ability of analyze, improve the listening and speaking skills. However, experts and education lecturers add that the intensive use of online courses could create other problem that would harden the educational process in the sense that learners can turn into psycho-social isolation, withdrawn in discussion, less persuasive, mental obsessions...etc. So, one cannot yet predict the usefulness and efficiency of such tech until generations prove the opposite.

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