

Attitudes of faculty members at the Al-Turath University College towards employing e-learning tools

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Abstract

This paper aimed to find attitudes of faculty members at the College of Cultural Heritage in Iraq towards employing e-learning in the educational process, and to identify the impact of some independent variables such as gender, specialization, and academic rank on the employment of e-learning tools, and the descriptive approach was used because it based on the research of the phenomenon as it actually exists and is concerned with it as an accurate description, and this method was used as the most appropriate method for conducting such kind of studies, and the study sample consisted of 90 faculty members at the Al-Turath University College in Iraq, and they were chosen by random method. The results of the study found positive attitudes of the faculty members at the Al-Turath University College in Iraq towards employing e-learning tools in the educational process, and the absence of differences between the average marks of the faculty members at the Al-Turath University College in Iraq on the scale of attitudes towards employing e-learning tools in the educational process due Gender, specialization, and occupational rank.

Keywords: learning tools, Employing, Al-Turath University

Introduction

Learning management systems have become a method that many faculty and training staff depend on, whether in university or school education, and most universities in the world use e-learning management systems, and content management for the field of e-learning in educational institutions and for training learners or the software of learning management systems it has a motivating element for both the teacher and the student in order to use the Internet in the educational process. (Chitra, A., Antoney, 2018, 11)

These systems have been designed in order to help teachers use the Internet in the teaching process and communicate with some students in the studied sample and easy method without need for deep knowledge of programming methods. Most systems have been used to manage e-learning, whether commercial or open source, and in this regard, many Studies show that 90% of American universities offer their programs through e-learning management systems (Beatty, & Ulasewicz 2006, 38)

With the emergence of the Coronavirus crisis and the imposition of a curfew to avoid contracting the disease, studies were suspended or suspended in Iraqi universities, so the College of Cultural Heritage resorted to the option of e-learning remotely via the Blackboard platform, and despite the use of the platform by all faculty members, it was found that they activated some The platform's tools such as uploading content, assignments, virtual lectures,

and not activating other tools such as blogs, questionnaires, tests, interactive activities, and research papers, which prompted me to identify their attitudes towards employing all platform tools. The problem of the study lies in the following questions:

What are the faculty members' attitudes towards employing e-learning tools in the educational process at the College of Cultural Heritage in Iraq?

Are there any statistically significant differences between the responses of the study sample members of the faculty members at the College of Cultural Heritage in Iraq about the use of e-learning tools in the educational process according to the variables of gender, specialization, and scientific rank?

We can simplify the object of the study as follows

Identifying the attitudes of faculty members at the College of Cultural Heritage in Iraq towards employing e-learning in the educational process

Identifying the impact of some independent variables such as gender, specialization, and scientific rank on the use of e-learning tools.

It may help in developing the educational process through the use of e-learning tools
Emphasizing the importance of using e-learning tools as a strategic and not an alternative option

Keeping abreast of recent trends in the use of e-learning tools, activating them and benefiting from them in the educational process.

1. Study terms

• ***Faculty members***

A person who is employed in the teaching process at the university level and occupies the position of professor, associate professor or assistant professor and holds a doctorate degree in one of the humanities or scientific disciplines.

As for the procedural definition of the concept, it is that they are the professors, associate professors, assistants, and the like, teaching assistants and lecturers.

• ***E-Learning:***

It is an interactive educational style based on learning and depends on designing the learning environment in a way that facilitates education, through the use of electronic multimedia in order to provide specific materials and programs to learners that achieve educational goals, whether inside or outside the educational institution. (www.fractuslearning.com)

As for the procedural definition of the concept, it is the use of electronic media based on the Internet synchronously or asynchronously in order to present lectures, lessons, exercises, discussions, and tests, whether in the study halls of the Al-Turath University College in Iraq or outside through the electronic portal of the college website, where it is a support for, and not a substitute for, traditional methods in the classroom.

2. Theoretical framework:

E-learning environments:

"Abd elAziz, 2013" sees it as one of the forms of learning that depends on the capabilities, systems, tools and programs of accounting and information technology and the

international network of information, and it can be used to provide educational content and deliver it to the point of acquiring skill, While "Alghamde, 2018" saw it as a set of means and tools that allow the faculty member the freedom to transfer information and academic content over the Internet through the use of some computer programs, and help him to communicate and share between him and his students, and it also helps the students themselves to share and communicate in a way Electronically, it breaks the barrier of time and space. (Al-Ghamdi, & Ashmi, 2018, 86)

As for "Gad, 2015", he stressed that it is an integrated environment with multiple sources over the Internet that allows the learner to register, study and evaluate through the available tools and capabilities, and that environment has its components and characteristics that simulate smart systems, and focuses on information and its presentation, and the possibility of modification by designers. The site, as it relies on standard standards in design and enhances usability. (Chou, 2005, 51)

It is clear from the above that e-learning environments are an e-learning environment through which the learner learns on his own, and he can communicate with the teacher outside or inside the classroom at any place or any time, and through this environment, various activities are provided according to the capabilities of Learners, providing educational content, and assessment for learners' performance.

Ways of e-learning environments:

There are many ways of e-learning environments in teaching and learning as follows:

- Online education: in which the educational material is provided directly through the network
- Networked education model: in which e-learning blends with traditional education in an integrated manner
- Supportive Networked Education: In which the network is used by students to obtain from various sources of information

Realistic environments: they are linked to specific places and are presented within a building where physical equipment is available, and they are study places that have a physical presence, that is, they have ceilings, walls, and physical equipment such as blackboards, tables, and chairs.

Virtual environments: They are environments that simulate reality, produced by virtual reality software, and the Internet is located, and they are synchronous or asynchronous. (Al-Atabi, & Al-Noori, 2020, 14)

3. Components of e-learning environments:

E-learning environments consist of the following:

- ***E-learning systems:***

E-learning management systems are divided into free programs or commercial programs, and a sum of money is paid by the user and companies producing commercial programs, provided that these companies provide permanent support for these programs over the network, such as the Blackboard system and the web system, while the free programs are subject to modification. And development so that any user can change, add or modify, for example, the Dokios system and the Moodle system, and the systems of e-learning environments include the following:

- ***Learning management systems:***

This system is concerned with education management systems by following up on the administrative processes regardless of the educational content, as it undertakes the registration processes, the processes of setting schedules and tests, the delivery of educational content, the follow-up of the students' submission and attempting to overcome any difficulties they face.

- ***Content management systems:***

It is a set of methods that give the teacher the ability to prepare content for a particular course and present it through the Internet, without having prior knowledge of programming languages.

- ***Learning activities management systems:***

This type of system has the ability to provide a suitable environment for the public of learners to communicate and interact with each other, and in many cases the management of e-learning activities is open source for the purpose of facilitating the preparation of educational activities, as it provides many facilities and possibilities for the teacher to form groups of participatory educational activities or individual, And provide appropriate feedback to learners, and these systems can work separately or integrated within other systems) Beatty & Uiasewicz, 2006, 35)

Technology has also provided sites and programs for the production of electronic tests, various ways in order to display and answer questions, whether they are arranged according to a specific system or randomly, so that one test is presented in more than one form with the possibility of random ordering of questions, which prevents cheating among students, in addition to Multiple publishing methods for electronic exams, whether on a computer, on networks or smart devices, and in different ways.

The electronic tests are characterized by many advantages, the most prominent of which is the saving of time and effort associated with presenting, building, presenting and correcting the tests, in addition to the great economic value they provide from the costs of preparing the exams in their traditional paper-and-pencil form, which requires great administrative efforts in collecting, analyzing, preserving, and publishing their results. In a timely manner and obtaining feedback that enables the modification of educational and training performance for all elements of the educational process. (Beatty & Uiasewicz, 2006, 35).

4. *Black Board platform:*

They are defined by "Al-Shammari and Al-Omari, 2016" as application programs that depend on the Internet, and are used in planning, implementing and evaluating a specific learning process. The Saudi Electronic University, 2014 defined it as a system that allows placing electronic content on the educational platform with text and image at the same time, and creating interaction between students and teachers through virtual classes and discussion panels, and "Omar, 2014" defines it as "an electronic learning environment alternative to the traditional learning environment based on building synchronous and asynchronous interactive methods between the teacher and student, and between students and some of them through The Internet, with the aim of addressing the shortcomings in an environment, was defined by Al-Awda "2017" as a closed source e-learning management system that includes an integrated interface to provide content and a number of communication and interaction tools available on a university's website.

advantages that make it the most widespread and most widely used in education, and among those features are the following:

Students can use the address book provided with the search process, and the teacher can send an e-mail to the entire class using a nickname or address.

Students can share their personal files with other students and files can be uploaded.

Students can create private notes about their courses

Students can create new chat rooms, the teacher can manage the conversations, and the students stop the conversation.) Teaching Effectiveness Program, 2013)

Through Blackboard, you can upload pictures and PowerPoint files, and the program also supports desktop sharing applications

The teacher and students can find out about the events through the calendar on the home page of each one of them. (Teaching Effectiveness Program, 2013)

The teacher can set the students' self-grading, set a specific time for the test, and allow the student to multiply attempts and review previous attempts, as well as provide the system with test analysis data.

The teacher can place jobs or advertisements that are specific between two dates.

The teacher can obtain reports showing the times, times, and date that students have entered the course

The teacher can prepare the content of specific courses that can be completed before they are presented to the students, and the teacher can add a method in order to obtain the course depending on the group or group members.

The program provides support for templates designed to create a course

Students can create online clubs and study as a group at the system level.

Type of tests (multiple answers, numerical answer, mixed sentence, fill in the blank, essay), and the questions can contain different elements of audio, video and images. (Bradford, et al, 20072-3)

5. *Blackboard program and principles of effective education:*

Encourages the learner to communicate and interact with the teacher and with his colleagues, based on his teacher's instructions, instructions, and educational institution's systems regarding the communication process, assignments delivery, and tests, through the use of e-mail, which supports and builds team spirit and creates confidence among students. (Mladenova, & Zhelyazova, 2016, 5)

The teacher encourages to cooperate with his colleagues through designed, scheduled and purposeful assignments, which facilitate cooperation between students, and facilitate students to understand what he should do in order to promote participation and social interaction.

It encourages active learning by presenting individual and group projects to students through the use of the communication system in the Blackboard software and a discussion

board that students can use to deposit questions and answers, with supporting documents, or answers to questions by some students, where they are asked Including a faculty member who accepts each other's criticism in their participation and discussions of idea or topic related to the educational material, and at the end of the discussion the teacher can present his participation and point of view.

Facilitating the provision of immediate feedback through the communication system that it provides to students and a faculty member at the same time, which helps to build a small collaborative class community on the network and create a kind of trust among the elements of the community.

Blackboard technology helps the commitment to complete his duties on time, as the technology provides the teacher to remind the learner of what is required of him by writing an advertisement on the page of advertisements available in the technology.

It allows the teacher to use folders, so that they close and open according to dates specified by the faculty member, including tests, activities, assignments and any other matters of interest to the learner. (Heirdsfield, et al, 2011, 4)

- ***Importance of Black Board:***

Its importance was represented in the following points:

Its importance lies in the many means and tools that that allows faculty members to easily create dynamic and interactive courses. - It helps the teacher to manage the content in a simple and flexible way so that he can carry out the daily tasks of the educational process effectively

It helps to follow up on students and monitor the adequacy of the educational process

The system provides excellent opportunities for learners to communicate with the course outside the lecture hall anywhere and at any time.

The blackboard system allows the course professor to build integrated electronic courses, put notes, works, required jobs, and advertisements, and enables him to present work, exams, and results in real time.

The system allows direct interaction and communication between the teacher and students registered in the same course, and between students with each other through dialogue windows and electronic messages.

Blackboard technology applications in the Al-Turath University College in Iraq:

The Deanship of E-Learning and Distance Learning at the Al-Turath University College in Iraq carried out extensive research on the available and used learning management systems in the major universities in the world. First semester 2020 ,this system was distinguished by its ease of use, which helps its spread among faculty members and students, and it contains many tools that help a faculty member manage his academic courses, and the Al-Turath University College in Iraq worked to develop the capabilities of faculty members through the establishment of training workshops And the courses on using the Blackboard Learning Management System and managing the educational process with ease and ease, and they are still working on that.

Obstacles to using the e-learning board at the Heritage College:

It consisted of the following points:

The difficulty of applying e-learning for some courses that require realistic viewing, and it is possible to integrate virtual laboratories into the Blackboard system.

There are no encouraging incentives for faculty members who use e-learning, and it is possible to strive hard in order to provide material and moral incentives that contribute to pushing faculty members to use e-learning.

Lack of experience in using the e-learning management system, and poor planning for synchronous lectures, and it is possible to hold training workshops for faculty members to develop their abilities using the e-learning system in teaching.

Ease of penetration of educational content and tests, and it is possible to provide necessary protection programs for e-learning systems and to secure its use for non-university members.

Students do not have computers and the Internet, and it is possible to urge all students to acquire a computer and use e-learning as the most important technology that facilitates learning.

Weak qualification of technicians and weak interruption of the Internet, and it is possible to conduct continuous rehabilitation courses for technicians in educational technologies.

Weakness of guiding lectures and educational meetings, and it is possible to conduct training courses.

Methods and ways to overcome the obstacles of e-learning:

Through the presentation of the points of obstacles to the use of the e-learning board at the Heritage College, the most important methods of overcoming them can be developed through the following:

Not providing training courses for students on how to use the e-learning management system, integrating it with the content, and it is possible to provide training courses for students on the use of e-learning.

6. *Previous studies:*

We start the reference review with the questionnaire study conducted by Ja'ashan, 2020", which aimed to know the difficulties and obstacles that students face in learning the English language for a sample of Bisha University students through e-learning and to know what the impact of e-learning and benefit from it is. The study revealed that there are many obstacles that face e-learning, including administrative, electronic, and academic obstacles. The research was conducted through a questionnaire that included 36 members of the teaching staff and about 260 English language students. The results of the study showed that the administrative, technical and academic challenges were among the most challenging that the community faced. The study results also showed that there are no statistically significant differences for males and females who are literate in the English language.

Study of " Valverde-Berrocso , 2020" , According to this study, the definition of e-learning is a method based on modern technology. The aim of this research paper was to know

the most researched methods and theories related to e-learning and then follow a specific protocol to achieve the research goals. The indexed literature was selected in the first quarter of JCR-SSCI, which is specialized in the field of educational technology, which included 248 articles. Three were updated. Texts are online teachers, online students and interactive environments with curricula. The results of the study showed that the MOOC method was the most searched e-learning method by the learners, and the technology acceptance model and the survey community were the most used theories in the analyzed studies.

Also study of " Alsoud, & Harasis, 2021" This study clarified the measures taken by international universities in light of the COVID-19 epidemic in order to ensure the proper functioning of the educational process and achieve the welfare of the students of those universities. The study aimed to shed light on Jordanian university students and discover the extent of the success of that educational experience. The data was obtained through an electronic questionnaire form, after which a descriptive analysis of the data was carried out. The results of the study showed that remote areas faced great challenges, especially with regard to the Internet and poor communication with them, which negatively affected the quality of e-learning. The study recommended that the education sector in Jordan has a real need for more emergency and scientific plans to meet these challenges, especially in remote areas, for the purpose of developing distance e-learning (King, 2021; Lancaster-Thomas, 2020; Launonen, 2021).

7. Study Methodology:

First: Study Methodology:

The descriptive approach was used because it depends on researching the behavior of the phenomenon as it exists in reality and is concerned with its accurate description in a clear scientific manner.

Second: The study sample:

The research sample included 90 faculty members at the Al-Turath University College in Iraq, and they were chosen randomly.

Table 1

Specialization		scientific rank		gender	
theoretical	scientific	lecturer	Assistant Professor	female	Male
50	40	64	3	63	27

Third: The study tool

The study aimed to know the attitudes of the faculty members at the Al-Turath University College in Iraq towards employing the method of learning in the educational process. To achieve this goal, a questionnaire was designed, and it was divided into two parts:

Firstly: consists of a set of general questions by name, gender, scientific rank and specialization

The second part: questionnaire questions consisting of 16 items, and the response scores on this questionnaire were distributed from 1-4 according to Five-point Likert Scale (strongly disagree, disagree, neutral, agree, strongly agree)

The third: Steps to prepare the study tool:

Process of preparing the study tool went as follows:

A review of some previous studies and articles related to the topic of current study in order to benefit from them in designing the current study tool and building its paragraphs.

Benefiting from the opinions of the arbitrators who are specialized in the field of educational techniques, curricula and teaching methods in developing and modifying the wording of some phrases, and in light of the arbitrators' opinions, the questionnaire was prepared in its final form.

Validity of the study tool:

In order to verify the study tool, it was sent to four arbitrators who are specialized in teaching techniques, curricula, and teaching methods in order to know their opinions about the questionnaire's paragraphs, in terms of their suitability to the study's purpose and clarity, and the accuracy of the formulation of its paragraphs, and in the light of the arbitrators' opinions and then preparing the questionnaire in its image The final 16 paragraphs.

Stability of the study instrument:

For the purpose of validating the questionnaire form, Cronbach's alpha coefficient was calculated, and the stability ratio was 0.95, which is considered a high value, which confirms that the scale has a great deal of stability.

Study tool application:

After the paragraphs of the electronic questionnaire were prepared in its final form, a link was sent to the study sample

Study Results and Discussion

The statistical analysis of the following data, according to the study questions, showed: The first question: What are the attitudes of the faculty members at the Al-Turath University College in Iraq towards employing e-learning in the educational process?

The arithmetic mean was calculated, which amounted to 102.50, and a standard deviation of 20.78, and this degree is located at the degree of approval, which indicates that all paragraphs of the questionnaire constitute positive attitudes of the faculty members at the Al-Turath University College in Iraq towards enhancing the educational process, and it is clear in Table (2) which shows the mean and standard deviation

Table 2

hub	average	standard deviation
Attitudes of faculty members at the Al-Turath University College in Iraq towards employing e-learning in the educational process.	102.50	20.78

Paragraph (1) employing the tools of the Blackboard platform in e-learning came as the highest order, with an average of 4.15, while Paragraph No. 4 came as the Blackboard is a safe and effective platform in evaluating students' work, as the lowest ranking and averaged 2.20, and this may be due to the modernity of the platform for many of its faculty members.

The previous results also showed that the attitudes of the faculty members at the Al-Turath University College in Iraq towards the employment of e-learning in the educational process are positive and high, and this is consistent with the literature and the precedent that confirmed the existence of positive trends towards the use of the Blackboard platform in the educational process.

The second question: Are there statistically significant differences between the

responses of the study sample of faculty members at the Al-Turath University College in Iraq regarding the use of e-learning in the educational process according to gender, specialization, and scientific rank.

First: To show whether there are significant statistically significant differences at the % level among the study sample members of the faculty members at the Al-Turath University College in Iraq towards the employment of e-learning in the educational process according to the gender variable, a t-test was used for independent samples, the results are as shown in Table (3).

Table No. (3) Explain the results of the t-test for independent samples to compare the faculty members of the Al-Turath University College in Iraq towards the use of e-learning in the educational process and the gender variable.

indication	T value	function h	A	average	number	Category
nonfunctional	0.86	85	19.4	102.5	27	male
	0.89		22.3	104.4	63	female

By noting the results of the statistical analysis of table 3, it was found that there are no significant differences between faculty members workers on the scale of attitudes towards employing e-learning in the educational process due to the gender factor, where the average scores of faculty members for males were 102.5, and the average scores of faculty members for The gender factor (female) was 104.4, and the t-value was equal to 0.92, which is not statistically significant at the 0.05 level.

Second: To identify whether there are statistically significant differences at 0.05 between the responses of the study sample members of the faculty members at the Al-Turath University College in Iraq towards the employment of e-learning in the educational process according to the variable of specialization, the (T) test for independent samples was the results are as shown in Table (4)

Table No. (4) Shows the results of the T-test for independent samples to compare the faculty members of the Al-Turath University College in Iraq towards the use of e-learning in the educational process and the specialization variable.

indication	T value	function h	A	average	number	Category
nonfunctional	0.47	84	18.4	100.5	30	scientific
	0.45		21.3	101.4	60	theoretical

It is evident from Table No. (4) that there are no differences between the average scores of faculty members on the scale of attitudes towards employing e-learning in the educational process due to the specialization factor, where the average scores of faculty members in relation to the scientific specialization were 100.5, and the average scores of members The teaching staff for the theoretical specialization factor 101.4, and the value of (t) was 0.64, which is not statistically significant at the level of 0.05.

The study is attributed to the absence of differences between the attitudes of faculty members of different specializations due to the effectiveness and suitability of e-learning for various courses.

Third: To identify whether there are statistically significant differences at 0.05 between the responses of the study sample members of the faculty members at the Al-Turath University College in Iraq towards employing e-learning tools in the educational process according to the

variable of scientific rank, a single analysis was used, and the results came as In Table (5)

Table No. (5) Shows the results of the one-way variance analysis of the average grades of faculty members at the Al-Turath University College in Iraq towards the use of e-learning in the educational process, according to the scientific rank.

indication	F	mean squares	degrees of freedom	sum of squares	Contrast source
0.833	0.645	0.244	4	12.40	between groups

It is evident from Table No. (5) that there are no differences between the average scores of faculty members on the scale of attitudes towards employing e-learning tools in the educational process due to the scientific rank, as the discrepancy between groups amounted to 12.20 and within groups 10.60, and the value of (P) 0.645, which is not statistically significant at the 0.05 level.

The study is attributed to the absence of differences between the attitudes of faculty members, due to the convergence of the academic environment in which they work, and the interest of faculty members in developing their skills towards the use and employment of e-learning tools in the educational process, especially now it is the best option for continuing education.

Study results:

The results of the study consisted of the following points: Positive attitudes of faculty members at the Al-Turath University College in Iraq towards employing e-learning tools in the educational process.

There are no differences between the average marks of the faculty members at the Al-Turath University College in Iraq based on the attitude scale towards the tools used in e-learning in the educational process due to gender, specialization, and job rank.

Recommendations and Suggestions

Based on the results that have been reached, Yemen has developed a set of recommendations, represented in the following:

The need to encourage faculty members to use and employ e-learning tools in presenting scientific material

The necessity of holding training courses for faculty members to be able to use all the features of the platform in activating the educational process

Conducting studies and research on the effectiveness of using e-learning assessment tools and their efficiency in measuring different skills

The need to work on converging the obstacles facing faculty members in using and employing e-learning tools in the educational process.

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