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# The Experience Of E-Learning During the Covid-19 Pandemic From Media Professors' Point Of View

**By**

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## Abstract:

This research seeks to know the opinions of faculty members in media colleges and departments in Iraq about the experience of e-learning, after which it is an exceptional experience that came in abnormal circumstances that coincided with the spread of the COVID-19. The research belongs to descriptive research, the researcher relied on the survey method, using the questionnaire tool to collect field data from a sample of (150) respondents in the research sample from media teaching staff. The research reached a set of results, most notably that (47.33%) of the respondents in the research sample are not ready to accept the idea of e-learning, and that (25.37%) of them suggest organizing specialized courses and workshops for professors to provide them with e-learning skills and methods.

**Keywords:** E-learning, COVID-19, University teaching staff, digital media, media research.

## Introduction

The rapid spread of the COVID-19 has clearly affected various areas of life, and this effect has brought a qualitative transformations in the daily life of the individual, and has led to the creation of economic, social and political crises whose repercussions are gradually beginning to appear on individuals, and one of the most prominent of these crises is related to the educational process, which had the largest share of The harm of spreading the virus , as the restrictions imposed by states forced academic and scientific institutions to move from (traditional) in-person education, in which teaching staff and students were present in classrooms and scientific laboratories, to what is known as e-learning, which is education that takes place in a virtual environment , in which professors communicate with students via digital platforms that require an Internet connection, transcending the limits of time and place. Hence, this research discusses the e-learning experience and sheds light on it from the point of view of teaching staff of media colleges COVID-19 pandemic, as the research is divided into three sections.

## Chapter one

## Research methodology

***I. Research problem:***

The researcher formulated the problem of his research in a main question: (What are the opinions of teaching staff, faculty members in colleges and media departments, about the experience of e-learning in the pandemic of the spread of the COVID-19?), from which several sub-questions emerge:

1. What is the extent to which the respondents in the research sample accept the e-learning experience?
2. To what extent do the surveyed of teaching staff have previous experiences and expertise in the field of e-learning?
3. Did the e-learning process add new experiences and skills to the surveyed of teaching staff?
4. What is the nature of the relationship between the teaching staff and students in the e-learning process?
5. What are the most used applications and tools by the teaching staff in the e-learning process?
6. What courses and subjects are appropriate for the nature of e-learning in media colleges and departments?

## II. The importance of research

The importance of this research can be determined from the importance of the topic itself, as it coincides with the period in which the use of e-learning methods and tools became common, a period during which all universities and colleges in Iraq and the world resorted to this type of education due to the spread of the COVID-19, and the imposition of many restrictions to prevent gatherings in public places to reduce the spread of infection.

The importance of research for universities and colleges is evident from its results, which can be used to determine the pros and cons of this type of education, and to develop effective solutions to address its problems and overcome obstacles, whether at the level of media colleges and/or other scientific and humanitarian disciplines, which makes this research a new addition to scientific heritage and library.

## III. Research objectives

The researcher identified a set of goals that he seeks to achieve, as follows:

1. Knowing the extent to which the respondents in the research sample, media teaching staff, accept the idea of e-learning.
2. Indicate the extent to which the respondents in the research sample benefit from the e-learning process.
3. Knowing the extent to which the respondents in the research sample have previous experiences in the field of e-learning.
4. Determining the nature of the relationship between the surveyed of teaching staff and students in the e-learning process.
5. Determine the most commonly used tools and applications in the e-learning process.
6. Determining the courses and study materials that are suitable for the e-learning process.

## IV. Research areas

1. **Time field**: The researcher applied the data collection form (the questionnaire) to the sample in the period from: 1/2 to: 31/3/2021, a period that witnessed the resort to e-learning methods and methods due to the restrictions imposed by the Supreme Committee for Health and National Safety in Iraq To limit the spread of COVID-19.

2. **Place field**: It was applied within the community of Iraqi universities and colleges, and the sample was distributed in media colleges and departments: (University of Baghdad, Al-Iraqia University, University of Anbar, University of Babylon, Tikrit University, University of Kirkuk, University of Thi-Qar, University of Imam Sadiq (AS), Al-Farahidi University, Al-Rafidain University College, Al-Farabi University College, Al-Amal University College, Dijlah University College).

3. **The human field**: it is represented by academic elite that includes teaching staff and faculty members in Iraqi universities and colleges, within the specialization of media (journalism, radio and television journalism, public relations).

## V. The research community and its sample

The researcher was keen to access the available sample of teaching staff of universities and media departments, faculty members from the rank of (Assistant teacher) to the rank of (Professor), and the number of respondents in the research sample reached (150) respondents. The researcher was able to communicate with them and send the form to them via e-mail and the instant messaging application (WhatsApp) to answer the questions and the paragraphs contained therein.

## VI. The method of research

This research is considered descriptive research, which is research that "describes the nature, features and characteristics of a society, group or individual and the frequency of occurrence of various phenomena, and depends on the collection, analysis and interpretation of facts to derive their implications, and through this, it reaches to the issuance of generalizations about the phenomenon that the researcher studies" (Gharib and Helmy, 2019, p. 34). The researcher relied on the survey method, which seeks to "describe and document the current situations or trends" (Zughaib, 2009, pp. 109-110).

## VII. The research tool

The researcher used the questionnaire as a tool for collecting field research data from the respondents in the research sample, and it is a research tool "based on a set of questions directed to a group of individuals, either by mail, through an interview and confrontation, or via the Internet" (Ismail, 2011, pg. 193) , the researcher designed the questionnaire online using the (Google Form) website, and it included a number of questions and paragraphs that came in light of the questions that were raised in the research problem. An error that the respondent in the research sample neglected one of his questions or the paragraphs contained therein, thus leading to a lack of the required data, and deeming the form invalid for statistical analysis.

## VIII. Validity and Reliability

Validity is "the validity of the research tool in achieving the objectives of the study, and thus the high level of confidence in the researcher's findings so that it can be moved from them to generalization" (Al-Mashhadani, 2019, pages 167-168), and the researcher adopted the method of virtual honesty to verify the validity of the data collection form. The researcher

presented the form to a group of arbitrators (*) to test its validity. The researcher was keen to make the amendments recommended by the arbitrators to some of the questions and paragraphs contained therein, to meet the scientific conditions, and the percentage of agreement on the questions and paragraphs stated in the form was (89%), which is a good percentage. As for Reliability, it is ensuring the degree of consistency of the research tool, and obtaining identical or similar results if it is used more than once in collecting data and information, whether used by a researcher or several researchers in different times and circumstances (Wimmer and Dominic, 2013, p. 303) , the purpose of measuring stability, the researcher relied on the re-test method on (10%) of the total number of respondents in the research sample, that is, (15) respondents after four weeks of applying the tool, and the percentage was (92%), which indicates the stability of the tool.

## IX. Previous studies

The researcher was keen to access previous studies that approach the general framework of this research, which is e-learning from the point of view of the elite or University teaching staff, and the most prominent of these studies are:

1. (Mahdizadeh, Biemans, & Mulder, 2008): The study sheds light on university teaching staff' use of the e-learning environment and their acceptance of it as a virtual environment completely different from the traditional learning environment. The study was applied to (178) respondents in the research sample at Wageningen University in the Netherlands. The study relied on the survey method and the questionnaire tool in collecting data, in which the researchers reached a set of results, the most important of which is the presence of a discrepancy (43%) in the use of the e-learning environment among the respondents in the research sample, due to the extent to which faculty members realize the value of the e-learning environment's usefulness in achieving The objectives of the educational process.

2. (Yuen & Ma, 2008): The study sought to reveal teachers' attitudes to e-learning technology in general. The study was conducted in (Hong Kong) on a sample of (152) respondents. The researchers designed a questionnaire that included (The Technology Acceptance Model). It is a model that includes five concepts: (intention to use technology, perceived benefit, and perceived ease of use, objective criteria, and self-efficacy in using the computer). The study found that the concepts (objectivity criteria, self-efficacy in using the computer, and ease of use) explain (68%) of the acceptance of University teaching staff' use of e-learning and related technology.

## Benefits from previous studies

1. Contributed to clarifying the concept of e-learning and the difference between it and other types of education.
2. Its results helped in formulating the research problem and the objectives it seeks to achieve.

3. The researcher has benefited in defining the research tool and the scientific method that is commensurate with the nature of the research.

# Chapter Two

***The definition of e-learning and its characteristics***

***I. Defining e-Learning:***

E-learning is defined as education that "relies on personal electronic devices, multimedia, and the Internet to receive information and acquire experiences and skills, and is a process in which interaction occurs between the teacher and the learner" (Blezu & Popa, 2008, p. 298), this education is considered as "an interactive system based on an integrated electronic environment, and aims to build curricula in a way that is easy to communicate, through electronic networks, and by relying on programs and applications that provide an ideal environment for integrating text with image and sound" (Al-Zahi, 2012, p. 58).

It can be said that e-learning "combines all forms of e-learning and education, by adopting computers, storage media and their networks, with their bridges open to all forms of modernization in the ever-changing technology" (Al-Alousi, 2020). E-learning is not solid and static education, but rather it is education with modern contents and integrated and systematic educational principles, based on the latest principles of psychology and the most present new educational values in the field of education (Watfa, 2021, p. 67).

The researcher agrees with the foregoing definitions and sees that e-learning is a natural development of the traditional educational process that came as a result of technical and digital progress in various fields, and it is an education that depends primarily on the Internet and electronic devices, is characterized by interaction and real-time communication, and provides greater participation opportunities for the learner as it takes place in a virtual environment. Unlimited the use of this type of education was common in the early 2020s due to conditions related to public health, as a result of the spread of the COVID-19 in various countries of the world and the increase in the number of injured and deaths, so it came as an ideal solution to continue the educational process by default.

***II. The characteristics of e-learning:***

E-learning has several characteristics that distinguish it from other types of education, such as traditional (attended) education, distance education, digital education, and virtual education, and these characteristics are as follows (Shisley, 2020):

1. E-learning relies on the Internet as a primary means of communication in providing information or scientific content in general, whatever its kind.
2. The preparation and design of educational content in the e-learning process requires time, effort and thinking on the part of the teacher, as well as a high degree of interaction with technological means and tools.
3. The e-learning process is based on integration and technological interaction to create an interactive experience that is attractive to students or learners.
4. E-learning requires experience and prior training for teaching staff, faculty members or teachers, on devices, tools and platforms that will be used as means to teach students or participants, and this training does not stop at one point, but rather continues on a regular basis.
5. In e-learning, all multimedia elements are used in preparing and designing educational materials and courses, such as text, images, audio and video clips.

6. All materials and courses are available and available to students through the means and platforms used for the e-learning process, and it is very easy to access and download them.

# Chapter Three

# The results of the field study

***I. The characteristics and characteristics of the sample:***

Table (1) below shows the results of the statistical analysis of the data collected from the respondents in the research sample, and it shows several characteristics and demographic characteristics of the study sample, which are as follows:

1. ***Distribution of sample items by gender: the results indicate that the percentage of***
2. male respondents in the research sample reached (54.67%), and the percentage of females amounted to (45.33%) of the total sample of the research.
3. ***Distribution of sample items according to age: the results show that (30.67%) of the***

Respondents are aged (from 45 to less than 65) years, and (29.33%) of them are aged (from 25 to less than 35), while the percentage of the respondents whose age is limited (from 35 to less than 45) years (20.67%), then came ages (from 65 and over) with a percentage of (19.33%) of the total sample of the research.

4. ***Distribution of sample items according to academic achievement: The percentage***

Of respondents who obtained a (Master's) degree was (59.33%), and a (PhD) degree was (40.67%) of the total sample of the research.

5. ***Distribution of sample items by scientific title: The results show that (34.67%) of***

the respondents hold the title of (assistant teacher), and (27.33%) of them hold the title of (assistant professor), while the percentage of respondents who hold the title of (teacher) is amounted to (26%), and the percentage of respondents who hold the title of (Professor) was (12%) of the total number of the research sample.

6. ***Distribution of the sample items according to the exact scientific specialization:***

The results showed that (42.67%) of the respondents in the research sample had their exact scientific specialization (journalism), and (31.33%) of them had a specialization (public relations), while the percentage of respondents with a specialization (radio and television journalism) was (26%) of the total number of the research sample.

***1. Expressions of opinion about the e-learning experience.***

Table (2) below shows the extent to which the respondents in the research sample agreed on the expressions of opinion that were mentioned in the data collection form, as the results show that (47.33%) of the respondents do not agree on statement (1), which is: (I accept the idea of moving from traditional education to e-learning, until And if there are no crises), while statement (2): (I have previous experiences and experiences in the field of e-learning before the COVID-19 pandemic) received neutral responses with a percentage of

(38.67%), and it was also found that the majority of respondents in the research sample had positive responses about phrase (3): (The e-learning experience added new digital skills to me), as the percentage of agreement on it reached (78%), while phrase (4) noted: (I have sufficient skills to produce content e-learning) on high neutrality responses, which reached (69.33%).

The data also shows that there is great agreement among the respondents in the research sample on the statement (5): (E-learning created a gap between the teacher and the student) at a rate of (74.67%), and the statement (6): (I do not see a justification for using e-learning methods if the current health crisis ends ) by (64%), and phrase (7): (Students lack confidence during exams in the e-learning process) with a percentage of (52.67%), and phrase (10): (E-learning experience is stressful and frustrating for me) by (63.33%) ).

**Table (1)** shows the characteristics and characteristics of the sample

| No. | Variable | Categories | Q | % |
|---|---|---|---|---|
| 1 | Gender | Male | 82 | 54.67 |
| | | Female | 68 | 45.33 |
| 2 | Age | 45 to less than 65 | 46 | 30.67 |
| | | From 25 to less than 35 | 44 | 29.33 |
| | | From 35 to less than 45 | 31 | 20.67 |
| | | 65 and over | 29 | 19.33 |
| 3 | Academic achievement | Master's | 89 | 59.33 |
| | | PhD | 61 | 40.67 |
| 4 | Scientific title | Assistant teacher | 52 | 34.67 |
| | | Assistant Professor | 41 | 27.33 |
| | | Teacher | 39 | 26 |
| | | Professor | 18 | 12 |
| 5 | Precise scientific specialization | Journalism | 64 | 42.67 |
| | | Public relations | 47 | 31.33 |
| | | Radio and TV | 39 | 26 |
| **Total** | | | **150** | **100** |

***II. Respondents in the research sample ' responses to the questionnaire's questions and paragraphs:***

While a large percentage of the respondents in the research sample do not agree on statement (8): (Students interact well with the instructor and the material), the percentage of disagreement on it is (40%), and on statement (9): (I find it difficult to distinguish between students in the responses And the comments) were (47.33%) and (39.33%) on the phrase (11): (E-learning contributed to creating solutions to the problems of the educational process), and the percentage of respondents in the research sample disagreeing with the phrase (12): (E-learning provides High credibility in assessing students' level (64%), and on the statement (13): (I support the electronic follow-up and supervision of graduation projects) with a percentage of (68.67%).

While (74%) of the respondents in the research sample agreed on the statement (14): (E-learning allowed some students to resort to cheating), while the statement (15): (The lack

of the necessary tools for the success of the e-learning process within educational institutions) achieved neutral responses with a percentage of (52.67%).

**Table (2**) shows the distribution of respondents in the research sample' answers about the extent of their agreement on the expressions of opinion related to the e-learning experience

| No. | Phrases | Agree | | Neutral | | Disagree | | Total | % |
|---|---|---|---|---|---|---|---|---|---|
| | | Q | % | Q | % | Q | % | | |
| 1 | I accept the idea of moving from traditional education to e-learning, even if there are no pandemic/crisis | 24 | 16 | 55 | 36.67 | 71 | 47.33 | 150 | 100 |
| 2 | I have previous experiences and experiences in the field of e-learning before the COVID-19 pandemic | 40 | 26.66 | 58 | 38.67 | 52 | 34.67 | 150 | 100 |
| 3 | The e-learning experience added new digital skills to me | 117 | 78 | 33 | 22 | - | - | 150 | 100 |
| 4 | I have sufficient skills to produce e-learning content | 36 | 24 | 104 | 69.33 | 10 | 6.67 | 150 | 100 |
| 5 | E-learning creates a gap between the teacher and the student | 112 | 74.67 | 26 | 17.33 | 12 | 8 | 150 | 100 |
| 6 | I see no justification for using e-learning methods if the current health crisis ends | 96 | 64 | 7 | 4.67 | 47 | 31.33 | 150 | 100 |
| 7 | Students lack confidence during exams in the e-learning process | 79 | 52.67 | 52 | 34.67 | 19 | 12.66 | 150 | 100 |
| 8 | Students interact well with the instructor and the material | 42 | 28 | 48 | 32 | 60 | 40 | 150 | 100 |
| 9 | I have difficulty distinguishing between students in responses and comments | 42 | 28 | 37 | 24.67 | 71 | 47.33 | 150 | 100 |
| 10 | The e-learning experience is stressful and frustrating for me | 95 | 63.33 | 43 | 28.67 | 12 | 8 | 150 | 100 |
| 11 | E-learning contributed to creating solutions to the problems of the educational process | 43 | 28.67 | 48 | 32 | 59 | 39.33 | 150 | 100 |
| 12 | E-learning provides high credibility in assessing students' level | 3 | 2 | 51 | 34 | 96 | 64 | 150 | 100 |
| 13 | I support the electronic follow-up and supervision of graduation projects | 20 | 13.33 | 27 | 18 | 103 | 68.67 | 150 | 100 |
| 14 | E-learning made room for some students to resort to cheating | 111 | 74 | 39 | 26 | - | - | 150 | 100 |
| 15 | The lack of the necessary tools for the success of the e-learning process within educational institutions | 25 | 16.67 | 79 | 52.67 | 46 | 30.66 | 150 | 100 |

***2. Tools and applications used by the respondents in the research sample in delivering the scientific material.***

Table (3) shows the tools and applications used by the respondents in the research sample to deliver scientific material to students in the e-learning process. The results are as follows:

(Google Classroom) achieved the first rank with the highest total repetitions by the respondents in the research sample with a percentage of (25.19%), then (Google Meet) came

in the second place with a percentage of (24.09%), followed by the third (Telegram Groups) after achieving a percentage of (19.52%).

As for the fourth place, it was won by (WhatsApp Groups) with a percentage of (18.43%), then the application (Zoom) came in the fifth place with a percentage of (5.83%), while the category (a special platform for the university or college) came in the sixth place with a percentage of (3.47%), then the tool (E-Mail) ranked seventh with a percentage of (1.82%), then the application/website (YouTube) ranked eighth with a percentage of (1.28%), while (Facebook Groups) came in the ninth and last place with a rate of (0.37%).

**Table (3)** shows the tools and applications used by the respondents in the research sample in delivering the scientific material to students

| No. | Tools | Q | % |
|---|---|---|---|
| 1 | Google Classroom | 138 | 25.19 |
| 2 | Google Meet | 132 | 24.09 |
| 3 | Telegram Groups | 107 | 19.52 |
| 4 | WhatsApp Groups | 101 | 18.43 |
| 5 | Zoom | 32 | 5.83 |
| 6 | University or college platform | 19 | 3.47 |
| 7 | E-Mail | 10 | 1.82 |
| 8 | YouTube | 7 | 1.28 |
| 9 | Facebook Groups | 2 | 0.37 |
| | **Total** | **548** | **100** |

***3. The files used by the respondents in the research sample in explaining and interpreting* the scientific material.**

Table (4) shows the type of files used, to explain scientific materials to students in the e-learning process. The results show that (33.49%) of them use (Live interactive lectures), achieving the first rank, followed by (Audio recordings) with a rate of (24.66%) came in second place, then (Text files: Docs & PDF) came in third place with a percentage of (21.62%), while (Interactive slide shows) ranked fourth with a rate of (12.55%), followed by in fifth place (Video clips previously recorded) with a percentage of (6.06%), while the sixth and last place was achieved by (YouTube clips available online) with a percentage of (1.62%).

**Table (4)** shows the type of files that the respondents in the research sample use in explaining and interpreting the scientific material

| No. | Tools | Q | % |
|---|---|---|---|
| 1 | Live interactive lectures | 144 | 33.49 |
| 2 | Audio recordings | 106 | 24.66 |
| 3 | Docs & PDF text files | 93 | 21.62 |
| 4 | Interactive Slide Shows | 54 | 12.55 |
| 5 | Pre-recorded videos | 26 | 6.06 |
| 6 | YouTube clips available online | 7 | 1.62 |
| | **Total** | **430** | **100** |

***4. The courses that appropriate for the e-learning experience.***

Table (5) below shows the teaching staff views on the courses and subjects available in media colleges and departments inside Iraq, which are commensurate with the e-learning experience and the results, were as follows:

The data show that courses/materials (digital media and interactive media technologies) ranked first among the respondents in the research sample' responses with a percentage of (22.09%), followed by courses/materials (communication science, its means and theories) and (psychological warfare and propaganda) with a percentage of (20.93). %), followed by courses/articles (media research methods) with a percentage of (16%), followed by courses/articles (advertising and public relations) with a percentage of (6.98%), then courses/articles (public opinion and methods of measuring it). (6.69%) ranked fifth.

While the courses/articles that include practical and practical aspects came in last ranks and a low percentage. The courses/articles (investigative journalism, monitoring and analysis) ranked sixth with a rate of (3.77%), followed by the seventh rank for courses/articles (photographing, montage and directing) with a rate of (1.16). %), then came in the eighth rank of courses/materials (scenario, diction and presentation) with a rate of (0.87%), while the ninth and last rank was won by courses/materials (writing and media editing) with a rate of (0.58%) of the total responses of the respondents in the research sample.

**Table (5)** shows the courses/studies that are compatible with the e-learning experience from the respondents in the research sample' point of view

| No. | Courses/ Subjects | Q | % |
|---|---|---|---|
| 1 | Digital and interactive media technologies | 76 | 22.09 |
| 2 | Communication science, its means and theories | 72 | 20.93 |
| 3 | Psychological warfare and propaganda | 72 | 20.93 |
| 4 | media research methods | 55 | 16 |
| 5 | Advertising and public relations | 24 | 6.98 |
| 6 | Public opinion and ways to measure it | 23 | 6.69 |
| 7 | Investigative journalism, monitoring and analysis | 13 | 3.77 |
| 8 | Photography, editing and directing | 4 | 1.16 |
| 9 | Script, recitation and presentation | 3 | 0.87 |
| 10 | Media writing and editing | 2 | 0.58 |
| | **Total** | **344** | **100** |

***5. Suggestions of respondents in the research sample, media teaching staff, in* developing the e-learning experience.**

Table (6) below shows the respondents in the research sample' suggestions in developing the e-learning experience and overcoming its problems and obstacles. The results show that the proposal (training teaching staff, faculty members) came first with a rate of (25.37%), while the proposal (developing the Internet in line with the need for education) came (electronic) ranked second with a percentage of (24.17%), while the proposal (training and empowering students through courses and workshops) came in third place with a percentage of (21.80%) of the total responses of respondents in the research sample. As for the proposal (developing the digital infrastructure of the college or department) came in fourth place with a rate of (21.50%), followed by the proposal (assigning specialized technical support teams to address problems) in the fifth place with a rate of (4.17%), and the

proposal (designing special educational electronic platforms in each university) ranked sixth and last with a percentage of (2.99%).

**Table (6)** shows the respondents in the research sample ' suggestions for developing the e-learning experience and overcoming its problems and obstacles

| No. | Suggestions | Q | % |
|---|---|---|---|
| 1 | Training of teaching staff and faculty members | 85 | 25.37 |
| 2 | Develop the Internet in line with the need for e-learning | 81 | 24.17 |
| 3 | Training and empowering students through courses and workshops | 73 | 21.80 |
| 4 | Developing the infrastructure and digital for the college or department | 72 | 21.50 |
| 5 | Dedicate specialized technical support teams to address problems | 14 | 4.17 |
| 6 | Designing educational electronic platforms for each university | 10 | 2.99 |
| | **Total** | **335** | **100** |

# Conclusions and Recommendations

***I. Conclusions:***

Based on the above, the researcher reached a set of conclusions:

1. The majority of respondents in the research sample, agree on not accepting the application of the e-learning experience in normal circumstances (without crises or exceptional circumstances), and they see it as a stressful and frustrating experience that did not find solutions to the problems of the educational process.
2. The experience of e-learning in the spread of the COVID-19 has added new experiences and skills for respondents in the research sample, most notably dealing with digital technologies and tools, as well as the skills of preparing and producing educational content in a manner appropriate to each course or subject.
3. There is a gap in the relationship between the teaching staff and student in the e-learning process and the lack of confidence during the performance of electronic tests, because of the satisfaction of some students for electronic fraud and content copies of websites.
4. The respondents in the research sample agree that there is no credibility in assessing students during the e-learning process, and this is likely for reasons related to the lack of student interaction or the lack of direct contact between them.
5. Media college teaching staff prefer to use applications: (Google Classroom, Google Meet, Telegram groups and WhatsApp) at the expense of other applications and tools, to communicate with students and give lectures, which are applications commonly used in all colleges and scientific departments in Iraq and the world, being Easy to use and uncomplicated apps
6. The teaching staff are keen to communicate with students in live interactive lectures, as they allow real time communication via the Internet, which increases the opportunity for interaction and creates a virtual environment with rich elements that simulate what happens in traditional classrooms, as well as the use of audio recordings and text files.
7. The respondents in the research sample agree that the courses and materials of digital and interactive media, communication and its theories, propaganda and psychological warfare, and media research methods are compatible with the e-learning experience, and their vocabulary can be explained and explained to students through interactive lectures via the Internet.

8. The majority of the teaching staff of Media College, agree that the courses and materials that require practical and practical aspects in the field of media, such as press editing, photography, montage, directing, and other courses related to the media content industry and communication messages are not commensurate with the e-learning experience.

9. The respondents in the research sample believe that organizing training courses for teaching staff, faculty members and students, as well as developing Internet infrastructure within universities and colleges, are solutions through which the problems and obstacles of e-learning can be overcome.

## II. Recommendations

The researcher offers a set of recommendations, which are as follows:

1. There is an urgent need to devote the concept of e-learning among teaching staff and students, by organizing courses and workshops on a continuous basis that keep pace with all changes and developments, on the grounds that this type of education has become necessary and indispensable in advanced and developed societies, and this is done by employing resources People with experience and competence in this field.
2. Providing financial and material resources that suit the nature of e-learning needs, the allocation of financial budgets in each university or college, including ensuring Internet connection without problems, as well as providing the required devices as computer screens, and other tools.
3. Students are attended by this type of education, giving them opportunities to interact and provide their ideas and suggestions, taking into account the use of digital tools to assess their scientific levels and extend their understanding of courses.
4. Forming scientific committees to determine the most important courses and subjects that are compatible with e-learning, and designing an academic description for each course that matches the electronic platform through which students are communicated.
5. Using intellectual tests and questions that require intuitive speed to bypass cases of cheating and copying from websites, or using other applications approved by reputable universities.

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