

Digital educational platforms in light of the Corona pandemic - the Algerian experience as a model
المنصات الرقمية التعليمية في ظل جائحة كورونا – التجربة الجزائرية أنموذجا-

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Abstract:

University education, like other fields affected by crises such as the Corona pandemic, has led to the interruption of in-person education. It was necessary for affected countries to find an alternative to continue education in light of the challenges. Many countries, including Algeria, have resorted to creating digital platforms for distance learning. To what extent have digital platforms contributed to activating the teaching and learning process in light of disasters and crises?

Keywords: education; crises; Corona; platforms; Challenges.

ملخص:

التعليم الجامعي كغيره من الميادين الأخرى التي تضررت بفعل الأزمات كوباء كورونا، أدى هذا الوباء إلى الانقطاع الحضورى عن التعليم، فكان لزاما على الدول المتضررة أن تجد بديلا لمواصلة التعليم في ظل التحديات، وقد لجأت الكثير من الدول ومن بينها الجزائر إلى ابتكار منصات رقمية للتعليم عن بعد، فإلى أي مدى ساهمت المنصات الرقمية في تفعيل العملية التعليمية التعليمية في ظل الكوارث والأزمات؟

كلمات مفتاحية: التعليم، الأزمات، كورونا، المنصات، التحديات.

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1. INTRODUCTION

Classical education is mostly limited to the traditional pedagogical media of old educational materials such as the blackboard and the textbook. Perhaps this system is characterized by some disadvantages, which are the neglect of the role of the teacher, who is the main driver of the learning process, and its transformation from a supervisor and instructor to a mere instructor for the learner. All this affects the delivery of information to the learner and its limitation to the method of indoctrination only, and the reliance on the mental aspect of the learner represented in the amount of memorization of information, in addition to the lack of consideration of individual differences between learners, which reduces the chances of quality education due to overcrowding in the classrooms, which necessitated the creation of a new type of education that takes the place of classical education and moves the educational process from the principle of indoctrination to the stage of creativity and interaction between the teacher and the learner, so a new type of education emerged, this type of education was called e-learning.

E-learning is one of the modern educational pedagogical means imposed by the exceptional circumstances experienced by many countries during the Corona pandemic, which imposed isolation and isolation and prevented direct communication, so it

was necessary for countries that were swept by the epidemic to find alternatives to education , perhaps including e-learning, which is the latest means and form of distance education, and perhaps e-learning is a qualitative leap in the field of education , as it moved from the traditional classical education based on indoctrination to the modern education based on creativity, skills development, interaction, sharing and creativity. These features have made e-learning use the latest technological means and pedagogical media. It depends directly on the use of computers, the Internet and the technology associated with it. This type of education makes the educational environment an interactive environment during the teaching and learning process through the multiplicity of technologies used. All this facilitates the student's understanding of the scientific material according to his abilities and at any time, whether he learns in person or the lessons are registered on the platform according to the distance education system. Before talking about e-learning created by the aforementioned circumstances, we have to define E-learning in order to clarify its nature, objectives and strategies.

2. eLearning:

This type of education has many definitions established by researchers in this field, each according to his specialties and orientations, and I may summarize some of them as follows:

"The e-learning system through networks is considered one of the education systems, which are exposed within the framework of the general educational system and adopted by existing educational institutions that undertake the process of planning, supervision, follow-up and evaluation of teaching and learning processes. These multiple roles appear in the

construction of the system, its physical and human structures and the relations between them. It is considered a necessity for the learner in guiding the physical and human education process and the relations between them, guidance, guidance, coordination, content management, learning processes, participation in evaluating the performance of learners, and managing and evaluating the educational process." (Al-Ahmadi, 2010, p11).

It is also defined as "a method of teaching using modern communication mechanisms from a computer and its networks and multimedia of sound, image, graphics, search mechanisms, and electronic libraries, as well as for Internet doors and providing educational content (electronic) via computer-based media and networks to the learner in a way that allows him to interact actively with this content with the teacher and his peers, whether simultaneously or not" (Al-Sayed Ali, 2011, p96).

It was also defined as "that type of interactive education that relies on the use of electronic media in achieving educational goals and delivering electronic educational content to students without regard to temporal and spatial barriers. These electronic media may be represented in modern electronic devices such as computers and receivers from satellites or through computer networks such as the Internet and other media such as educational sites, electronic libraries, and electronic museums (Al-Halafawi, 2011, p35).

Through these definitions, it is clear to us that e-learning is nothing but a revolution in the traditional education system. When comparing the methods of e-learning with traditional methods, the differences between the systems of traditional education and e-learning are clear. Through this, we say:

"Overcoming the constraints of time and space in the educational process, taking into account the individual differences between learners and enabling them to complete the learning processes in environments suitable for them and progress according to their own abilities, and allowing learners to interact immediately and progress according to their own abilities, and allowing learners to interact immediately and progress according to their own abilities, allowing learners to interact immediately electronically among themselves on the one hand and with the teacher on the other hand." (Mohammed Barakat, 2020, p. 55) "Learners are freed from the constraints of space and time compared to traditional education. Technical support for learners in case the learner needs to benefit from programs or have dialogues with teachers and other learners. " (Younis al-Kurdi, 2021, p 409).

Through definitions, we can deduce the advantages of e-learning. We can also summarize the previous definitions that e-learning is that education that is based on modern technological means that facilitate the virtual learning process or what is called distance learning. This type of education frees learners (the e-learner) from the restrictions of the traditional education system or the so-called compulsory attendance and commitment to specific times and dates. This education aims to achieve interaction and activity for the learner through exciting presentations that include audio, video and video, through the presence of lessons permanently, recorded and reserved, and the possibility of direct communication with e-teachers and colleagues through conversations at any time, and not to be associated with the lesson on time unless necessary.

The means of modern technology used in e-learning is one of the most important systems that have been employed in order to achieve strategic goals based on effectiveness and efficiency, and here the means of educational technology helped in the development of virtual education.

E-learning prevents this fraud in attendance. Many learners create excuses in their absence under the pretext of illness or emergency matters. The existence of electronic platforms developed by the ministry eliminates these excuses, as education is of two types:

2.1 Synchronous Learning:

Learners are required to attend and interact directly with the lesson provided that they can use modern technologies to communicate through these platforms, because this enables them to age their level in the use of technological skills and develop skills that are important in research, and through this education, the interaction is direct between the two poles of the educational-learning process (e-teacher and e-learner), and their presence is imposed in this case. Interaction is a social-educational process imposed by the teacher in the virtual classroom, so he seeks to organize the chat room, and manage The classroom, in addition to good time management and organization, classroom control, and evaluating the behaviors of learners in an effort to solve problems they are especially related to the problem of understanding, the interaction in the teaching rooms increases the vitality of the learners and their activity in the new educational situation, as it works to free them from the state of silence inherited in the in-person classrooms and moves them from the negative to a new situation represented in the love of

learning, research, discussion, dialogue and asking questions to teachers and their colleagues, the presence of learners in the virtual classroom at a specific time and one helps to communicate, serious dialogue and exchange Information amongthem, especially if the chat rooms are activated by teachers or those in charge of electronic platforms.

2.2 Asynchronous Learning:

This type of education, which is preferred by learners because it does not link them to attendance, as it does not impose the presence of the teacher and the learner at the same time, and it is also called indirect education. In this type of education, the e-learner relies on himself or on what the teacher has done from recorded lessons saved on electronic platforms, and here his individual abilities that distinguish him from others are clearly shown, and he does not restrict attendance by time.

E-learning is an inevitable necessity created by exceptional circumstances, thanks to which it contributed to the rapid transfer of information and the updating of curricula and educational programs available on educational sites, and updating them whenever necessary, and through which "students control the learning processes while receiving feedback first to emphasize the efficiency of practicing learning processes, and they also generate a latent motivation to improve the efficiency of learning strategies and procedures by evaluating the various programs for which they are learning and choosing the appropriate ones,... It contributes to making learning processes more interesting. Multimedia resorts to the use of many forms of displaying diverse information, which has facilitated attracting students' attention to diverse information, which has facilitated

attracting students' attention to information. " (Zaher, 2009, p59-60) .

Electronic platforms, which are the latest and most used technological means in all parts of the world, have managed in a short period of time to obtain an advanced position within the distance education sites, especially in the recent period in different parts of the world, especially those affected by the Corona pandemic.

It cannot be overlooked that educational electronic platforms rely mainly on participatory work that concerns many sectors, and perhaps the university education sector is of particular importance, and that there are exceptional circumstances in Algeria that have created a new pattern of education.

Talking about participatory work inevitably leads us to talk about communication, because it has interaction or impact and impact. Participatory work develops the spirit of the group and eliminates individual differences. Participatory education in the university educational-learning process depends on communication and sharing experiences and knowledge to reach the desired goals of this process.

It is common for professors to have authority over who addresses them and who teaches them. This authority enables them to meet lessons topically so that reality and time size impose on him that he is the only speaker, and here he falls into the trap of indoctrination, which is a traditional process on which all modern theories of education have revolted. This traditional indoctrination does not allow the student to participate in the educational process, which is its axis, and the authority here

wishes the professor Indirect means to complete the lesson by various means and methods, even at the expense of the student, and here the role of the student, which is often negative, does not work. The involvement of the student according to the principle of participatory and teamwork is subject to the principle of influence and impact with a focus on interaction and communication, and here appears to us the problem of cognitive bullying, which was and still is the biggest concern in the aversion of learners, and after the Corona pandemic and the interruption of the students from attending school, many students found it difficult to adapt to the new situation, With regard to group conversations and collective participatory work, this is due to the absence of participatory learning strategies in which the learners' knowledge is integrated with each other and with their teacher to enhance social dynamics during the distance education process.

Collective participatory learning imposes positive associations in virtual classrooms during the learning process, through interaction and relationships. Participatory learning in these exceptional circumstances is a collective action aimed at creating a new effective environment that allows the student to cooperate with all students and participate with them in building learning. It also allows the student to discuss and start a group spirit that appears simultaneously. Participatory education here makes the student a knowledge-seeking machine that enables him to exchange experiences with his team in a communicative interactive social environment. The educational environment requires the student to share knowledge with his peers and teachers. Here, the impact of social interaction through the

context and the social environment and their role in the participatory learning process appears. This type of learning depends mainly on the interaction between learners and rejects all forms of authoritarianism and tyranny that alienate learners from receiving knowledge and experiences. The principle of interaction and sharing is the most important indicator of the success of the educational process University learning is based on interaction and communication, so it is necessary to focus on the existing relationships between the learner and the teacher or speaker and listener and activate them to make this process successful , the teacher did take the learner's hand and put him in the atmosphere of the educational learning process and actual practice qualifies him for that.

Halday states that the principle of interaction with the addressees and learners is subject to dual influence and influence, and the role of language here is a medium on which this principle of interaction and participation is based with those with whom he shares this academic discourse. Interaction and participation are based on the ideas expressed, whether by acceptance or rejection. The qualities that the teacher must have cannot be neglected. Here, the efficiency of the teacher and his participation in this process with the learner appear. The educational discourse is based on the principle of communication in order to be successful, so that the teacher strives to transfer his experiences to the learners to succeed and activate participatory education. It also inevitably leads us to ensure good communication between the poles of the communicative process, a condition for everyone to participate in this process and to remove everything that hinders or destroys what the discourse

was built for. This also leads us to the failure of the communicative process based on participation and teamwork.

The violation of any party or element leads us to eliminate the spirit of initiative on which teamwork is based.

The need for participatory work in the university process is inevitable. Many researchers believe that the reasons for its failure is the absence of links between the teacher and the learner.

The verbal act is based on interactive poses based on influence, persuasion and enjoyment. All this excites learners and drives them to seek, participate and desire to exchange information to solve problems and raise issues. It allows the construction of poses that are significant for the learner that qualify him to acquire new knowledge that he employs in his life. Here, we raise the learner from the position of the traditional recipient to the position of interaction, communication and participation with his peers in this process, by raising the sources of his knowledge, skills and abilities and employing them correctly and properly.

Participatory learning relies mainly on what is called social exchange as a basis for building knowledge through the use of pedagogical media and modern educational means, in addition to building and integrating the spirit of community, as it is based on group activities and sharing experiences, all of this has a role in academic achievement, although participatory learning is sometimes remote with the possibility of communication in the electronic classroom. Conversation rooms prove the effectiveness of this learning through the cooperation

of students with each other in accomplishing research, solving assignments and exchanging information. Here, the mentor, who is the teacher, must be aware of the learners' psychology and knowledge of the basic characteristics and encourage him to transfer their experiences and share their knowledge together, especially if the activities are divided and distributed equally to the teachers in the virtual classes, especially satisfied and working as a team , relying on the skill of the teacher who has interactive educational pillars and providing learners with guidance to solve problems, and this is through evaluation The teacher is keen to encourage collective participatory work by urging learners to participate and cooperate with their colleagues to build learning. This increases their confidence and qualifies them to continue hard and fruitful in virtual classrooms in particular, without denying the role of motivation and motivation, which play an important role in the scientific process.

3. eLearning:

E-learning has been of great importance in Algerian universities, as it is the cornerstone of progress and advancement of the educational system, and to ensure the continuity of education in crises and disasters. Therefore, Algeria seeks to pay close attention to the educational process, especially as a result of the Corona pandemic. This crisis has necessitated the closure of universities and schools and the transition from classical traditional education to distance education through educational platforms, which rely mainly on modern communication tools in order to alleviate the extent of overcrowding and maintain social distancing in order to mitigate the spread of the Corona epidemic.

The existence of these educational platforms has proven the extent of readiness to confront crises and reduce their impact on society. The crisis caused by the spread of the Corona virus has revealed the extent to which Algerian private universities need clear plans to confront such crises. Therefore, it was necessary to activate the distance education system through the electronic platforms developed for this purpose, by placing educational lessons on these platforms, whether in the form of videos or written edited texts, especially since the videos placed on these platforms have proven their effectiveness through their ability to attract large numbers of learners and their interaction , as videos are one of the most important means used in the learning process and contribute significantly to the success of the educational process. Interactive video allows learners to learn according to their own abilities and allows for repetition, modification and review according to desire, time and need.

What distinguishes e-learning from others is the ease of use where every learner, regardless of their culture and scientific level, can view the educational videos contained in the platforms. These platforms enable the learner to watch content through live broadcasting or by recording content. This interaction between the learner and the teacher is through discussion where the learner can talk through the microphone connected to the personal computer he uses with his teacher. They also provide all means of live interaction between the learner and the teacher.

4. CONCLUSION:

Technological development has brought about this new type of education that was created by the exceptional circumstances that Algeria witnessed during the Corona pandemic, which necessitated many adjustments in the in-person curricula that have become taught on electronic platforms. Despite the novelty of this educational system, it was an alternative to in-person education. It contributed to the delivery of information in rapid ways and saved a lot of effort and time. The Algerian educational system has witnessed a qualitative and rapid leap in benefiting from the services of technological development through electronic platforms that contributed to training and distance education in order to reduce the obstacles to dropping out of school at the time of the Corona pandemic. However, the role of these platforms is complementary and cannot compensate for the role of the teacher.

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