



Digital Education as an Alternative to Traditional Education - A Reading in Concept and Importance

*Khouini Ourida**

*Martyr Sheikh Larbi Tebessi University - Tebessa -
Algeria*

ourida.khouini@univ-tebessa.dz

Azzaz Halim

*Martyr Sheikh Larbi Tebessi University - Tebessa -
Algeria*

halim.azzaz@univ-tebessa.dz

Abstract

Digitization represents a fundamental step toward achieving modern education. Educational systems worldwide are witnessing a radical transformation thanks to the digital revolution, where digitization has become a vital means to improve the quality of education. The Algerian government has sought to launch initiatives to digitize schools with the aim of enhancing access to education and improving its quality.

Despite the major challenges related to infrastructure, training, and funding, the progress achieved and what education in Algeria has reached reflects the government's commitment to achieving digital transformation goals, attempting to overcome difficulties and ensure sustainable digital education for all students.

Through this, this article came to discuss the topic of Digital Education as an Alternative to Traditional Education - A Reading in Concept and Importance by relying on analysis and discussion and answering the following questions: What is the definition of digital education? What are the types of digital education? What are the requirements of digital education? And what is the importance of digital education?

Article info

Received

February 05.2026

Accepted

March 05.2026

Keywords:

- ✓ *Digital education*
- ✓ *digital education requirements*
- ✓ *educational technology*
- ✓ *digital book*
- ✓ *interactive whiteboard*

* Corresponding author

Introduction

Technology and educational technology have contributed to the emergence of new patterns of education, such as e-learning, distance education, self-education, and digital education. Digital education is considered one of the most important means that support the educational process and transform it from the phase of indoctrination to the phase of creativity, interaction, and skill development. Digital education includes all forms, systems, and electronic media that facilitate the teaching and learning process, where the latest modern methods in education are used and technological educational media are employed using computers, networks, and modern technologies in education. Digital learning is one of the important educational concepts that emerged as a result of the transformation of the nature of life to digital life. It is learning that takes place in a digital learning environment where scientific content is presented in digital form, including activities, skills, and experiences through various digital technological means and programs. From here, the article addresses the study of digital education, its concept, importance, and the most important requirements for its application in reality, and the challenges it faces.

2. Concept of Digital Education

Digital learning is one of the important educational concepts that emerged as a result of the transformation of the nature of life to digital life. It is learning that takes place in a digital learning environment where scientific content is

presented in digital form, including activities, skills, and experiences through various digital technological means and programs in order to achieve the desired educational objectives of learning, whether synchronously or asynchronously in the educational blog (Abdel Hamid Ahmed, 2006, p. 56).

Al-Owaid et al. (2002) define it as education that aims to create an interactive environment rich in applications based on computer and Internet technologies, enabling the learner to access learning sources at any time and from any place.

Allen defines it as the purposeful and organized use of electronic systems or computers in supporting learning processes (Zeitoun Hassan Hussein, 2003, p. 36).

Zeitoun also defines it as presenting electronic content via multimedia on computers and their networks to the learner in a way that allows them the possibility of active interaction with this content and with the teacher or peers, whether synchronously or asynchronously, as well as the possibility of completing this learning at the time, place, and speed that suits their circumstances and abilities, in addition to the possibility of managing this learning also through those media (Zeitoun Hassan Hussein, 2003, p. 40).

3. Types of Digital Education

Digital education is the purposeful and organized use of electronic systems or computers in supporting learning processes through various digital technological means and programs in order to achieve the desired educational

objectives of learning, whether synchronously or asynchronously in the educational blog. There are several types of digital education, which we mention:

3.1 Synchronous Education: It is live online education and is so named because it uses synchronous tools and software that require the presence of the teacher and student at the same time in front of the computer to conduct discussion between students themselves and between them and the teacher without spatial boundaries. Examples of its tools include: whiteboards - sharing in some programs - video conferences - audio conferences - chat rooms (Al-Dalholi Saleh, 2001, p. 72).

3.2 Asynchronous Education:

The self-learning system is indirect education and is so named because it does not require learners to be present at the same time or place. It uses asynchronous tools and software that allow the student to interact with them, such as: performing exercises and homework, reading lessons, discussion forums, mailing lists, grades, and sending assignments. It enables the student to review the educational material and interact with its content through the global network.

3.3 Blended Education:

It is education in which interconnected communication means are used to learn a specific subject. These means may include a mixture of direct lecturing in the lecture hall, online communication, and self-learning. In it, the teacher uses the network to obtain various sources of information (Al-Howaidek Rajaa, 2020, p. 5).

This type requires integrating traditional education on one hand and using technology on the other.

4. Education Under the Use of Digitization Technology

Every educational or teaching system necessarily looks to the future, and therefore the attempt to predict the probable and possible future of the teaching system, educational technology is necessary when we think about reforming existing educational or teaching systems, or when we think about planning them (Diaa Zaher and Kamal Youssef Iskandar, 1992, pp. 51-52).

Here we say that educational technology is merely the introduction of the latest uses of modern technology, including electronic devices, equipment, and other means of communication in the field of education because of its importance in its use for both the teacher, student, and the educational process. For this to be achieved optimally in educational institutions at different levels, we must work to make the means and technology an integral part of the educational practices that take place in school.

The great developments in digital technology have led to corresponding developments in the field of digital content, its processing, and storage for those developments. Many schools around the world are now moving toward using digital content instead of traditional forms of content. Regardless of the reasons that drive schools in this direction, digital content remains one of the most significant things that the information revolution has provided to the education sector. The motive behind a school's orientation toward digital content may stem from its belief and pursuit of developing education (Abu Hamid Al-Sharman, 2019, p. 35).

"We need the new education to create the nucleus of a research and educational base that lives on generating and producing technology and advanced scientific methods. Accordingly, our education must result in modernizing curricula, teaching methods, and evaluation and examination activities alike. It also requires employing educational technology, media, and communication channels in order to eliminate private lessons, improve the quality of education, and the quality of its contents" (Hassan Shehata, 2009, pp. 25-26).

This indicates to us that educational technology is considered one of the greatest achievements in the field of education. The nineties witnessed development in technology, which paved the way for an educational revolution that has actually begun to gather its threads. Thus, educational technology can be considered a new educational energy. Technology has recently witnessed developments and achievements that have radically changed the field of education both inside and outside formal institutions. We will address the most important of these innovations, their fields, and the extent of their contribution to developing the future of the educational and teaching system so that they serve as options for decision-makers and education planners: handheld computers, microcomputers, videodisks, language generators (Jalaa Abdel Fattah Taha Ashry, p. 145).

Barbara Seels and Rita Richey believe that "educational technology is the theory and application in designing, developing, using, managing, and evaluating processes and resources for 'education'", which

clarifies the importance of educational technology (Barbara Seels, Rita Richey, p. 35).

Despite all these clarifications, we cannot envision the future of educational institutions under the use of digitization to our current era, an era of much change and development. Therefore, there are still several other predictions that the world of informatics and technological means that have facilitated human life may witness.

5. Technological Means and Digital Education Requirements

The world is witnessing continuous development, especially in the age of technology that has become used in all vital sectors, the first of which is education as an important sector in development because it is the only one capable of forming and preparing human resources contributing to development. For this reason, it was necessary for this sector to keep pace with development and use technologies, whether in educational administration or in the educational process at its core. "The importance of using educational technology is due to its possession of many capabilities that provide learners with life and mental experiences that traditional educational tools do not provide, and thus the learner can face any obstacle or problem" (Dalal Saad Al-Sakhri, 2012, p. 25).

These modern technologies were an opportunity for developing countries to catch up with developed countries because they allow us to reconsider our education and our level. "This indicates that educational technology is based on a knowledge base and a theoretical scientific foundation that is directed,

employed, and benefited from in the field of education according to a specific system and as it leads to the objectives of education" (Abdel Hamid Talba, 2010, p. 14).

The educational process has begun to transcend educational methods through what technologies have made available, which have contributed to enriching the educational material with the knowledge and useful information they provide with minimal effort. "These technologies work to develop the human mind because it has become the capital of developed and developing countries" (Mahmoud Al-Safi, 2010, p. 17).

However, technology in its various types and forms has been accompanying the course of education for a long time. It is part of the teaching and learning processes, and its role has grown as a result of its development, which facilitated its integration into the educational process.

The industrial, scientific, and informational revolution has led to the development and spread of these means in modern schools (Faisal Hashem Shams El-Din, 2014, pp. 9-10).

These include computers, the Internet, satellite channels, and the remaining devices, tools, and supplies for educational activities.

The term educational media has received acceptance from educators as it facilitated the educational process for both the teacher, student, and employees and solved the problem of individual differences among students and provided the opportunity to learn experiences that

are difficult to obtain (temporal and spatial dimension). Among these means:

Computer

It is an electronic device capable of being programmed that accepts data and instructions, stores them, processes them, and then outputs results according to the instructions given to it. Its types:

Single-purpose special computer: which is used for a specific application and is sometimes called a control computer.

Multi-purpose general computer: which can be used in multiple applications and fields.

Personal computer: Usually used by an individual or small organization for computing and data storage work and has relatively limited processing capacity.

Mini computer: This computer enjoys medium capabilities in terms of processing and storage that exceed those available for personal computers by large multiples.

Main computer (Mainframe): The mainframe is characterized by great processing and storage capacity and is therefore extremely expensive and used by huge institutions where the number of users of this device at one time can exceed a thousand users who are connected to the device with a special terminal unit for each user (Naglaa Abdel Fattah Taha Ashry, 2014, pp. 91-92).

Optical Projection Devices:

The technological progress that accompanied the Industrial Revolution at the end of the nineteenth century and the beginning of the twentieth century had its

impact on preparing many inventions that provided other sources of knowledge such as:

Photographic cameras, cinematographic cameras, slide projectors, overhead projectors, still and motion picture projectors. These devices and their tools were called visual aids (Mohamed Abdel Hamid Ammar, 2011, pp. 95-96).

"However, the discovery of their effectiveness and enormous potential directed their use to serve various educational purposes until optical projection devices became pillars of educational media that will continue to be used constantly in the educational process" (Mahmoud Al-Safi, 2010, p. 35).

Modern electronic media have contributed to providing individuals with experiences and facilitated the educational process for them. The progress in the field of education opened up to these means and their integration into the teaching and learning processes, which gave it the opportunity to become familiar with new means, including the computer, which in turn stores information easily and for long years.

6. Transition from Paper Textbooks to Digital Textbooks

In recent years, educational institutions worldwide have witnessed a trend toward converting paper textbooks into digital forms. This is due to their determination to reduce the significant cost that textbooks drain at the beginning of each academic season. A group of governments have also adopted digital textbooks in education. At the beginning of 2012, the American administration demanded that all high

schools in the United States accelerate the process of transitioning from paper textbooks to digital textbooks and work to deliver digital textbooks to every student by 2017 (Al-Dahshan Jamal Ali, 2016, p. 30).

South Korea is also considered one of the countries that began adopting digital textbooks in schools and universities. In 2011, the Ministry of Education in South Korea announced a very large budget for converting paper books to digital books by 2015. This investment is part of the government's education plan, which it called smart education, which would allow students throughout the country to carry a relatively light device instead of heavy textbooks.

Turkey has also embarked on an e-learning program called the Fatih Project, at a cost of \$7 billion, involving the distribution of more than 15 million electronic tablets containing the entire curriculum to learners, distributing more than one million electronic tablets to teachers free of charge, and 260 thousand smart boards to classrooms. This was accompanied by qualifying teachers and learners for this qualitative leap and disseminating high-speed Internet to all schools. It is a process aimed at transitioning the learner and teacher from traditional education to electronic education and developing it toward digitization and openness to the world of knowledge and modern technology (Sameh Zenhom Abdel Gawad, 2013, p. 20).

The electronic textbook has been known in two formats or forms of digital output, which can be summarized as follows:

Illustrated Text E-book: This type of e-book includes a large number of words that combine with each other to form the paragraphs of this book. It may include static, non-interactive images and diagrams. The text e-book may be similar in its components to the traditional paper book, except that it is characterized by the presence of indexes and search service, and can be read using a laptop, smartphone, or electronic tablets.

Interactive E-book: The interactive e-book consists of several pages that the learner can flip through and browse in a manner similar to the paper book. Each page contains a set of multimedia (text, sounds, images, graphics, video clips). The learner can interact with the multimedia on each page by viewing a large number of images and video clips and listening to stored sounds related to the subject. The learner can also add notes and comments to the margins of the book. In case of Internet connection, the user can solve homework that exists in the book if this book is used in education and submit it to the teacher via email. The book user can navigate between pages in a branching manner that adopts the hyperlink feature (Lien HyperTexte) by clicking on a specific word, sentence, image, or any element present on the book page if it has a link symbol with other pages, then they move to the specified page. This enriches the content and connects the learner to sources and references directly (Al-Dahshan Jamal Ali, 2016, pp. 35-36).

Among the most important current programs in the field of interactive digital textbooks is the CourseSmart program, which is an online store with more than 50,000 digital textbooks. This program enables learners and teachers to:

Access the largest collection of electronic textbooks globally and other digital academic materials.

Enable learners and people with special needs to access digital textbooks without an Internet connection.

Browse books easily with the ability to add comments, conduct research, highlight texts, and copy them.

The ability to update and access the latest amendments to curricula.

Compatibility of digital books provided by this program with all electronic devices, laptops, and smartphones.

Monitoring each learner's progress individually by viewing the achievements and failures that the learner faces through sending periodic reports from the learner's account to the teacher's account.

It facilitates the teacher in developing an evaluation and support plan targeting each learner individually based on their special needs (Classroom Contemporary Issues in Education Research (3), p. 185).

7. Advantages of Using E-books in Education

Saving printing, binding, storage, and return costs for universities and schools to benefit from them in providing universities and schools with e-book technology.

Implementing electronic assessment through direct connection between students, the educational material in the e-book, and faculty members.

Providing various forms of interaction between book authors, specialists, faculty members, and students, which helps develop and integrate educational experiences for faculty members.

Teaching scientific skills using moving video clips, which helps achieve their educational objectives.

Providing various forms of information in the e-book, which makes it easier for students to understand information (faire, p. u, f, Paris, p30).

Using the e-book in distance education, away from the constraints of formal study.

More enjoyable than the paper book, especially in the case of multimedia.

The e-book is characterized by displaying different formats of media.

It provides several benefits to the author, including:

The author can publish it themselves and distribute it on the Internet, which increases the author's profitability.

It does not accept waiting if the author wants to publish it immediately.

Changeable or modifiable easily without the need for a printing cycle or searching for a publisher or canceling and dispensing with the old edition.

8. Digital Education and Improving the Teaching-Learning Process

Recent trends in education emphasize the need to transcend traditional methods of

learning that necessarily depend on considering the teacher as the owner of scientific knowledge and the hub around which the learning process revolves. They also limit the learner's capabilities and make them merely a passive recipient. In contrast, we see recent trends emphasizing the need for the educational institution to keep pace with the changes the world is witnessing in light of the digital and technological revolution, as it has become futile to maintain the same pedagogical means in learning, especially with the rising level of individual interest in modern technologies in their daily reality. This situation has also been reflected on the educational institution, which has become required to develop and modernize its pedagogical and didactic methods (Iyad Altaf, 2019, p. 100).

Some reports, such as the Ofcom 2014 report titled Children and Parents: Media Use and Attitudes Report, highlight the dominance of technology use among those aged 5 to 15 in the United States, where approximately 9 out of 10 children (80%) access the Internet at home, and 7 out of 10 (71%) access a tablet at home.

The importance of digital learning and its positive reflections on the educational process can be discussed from three basic aspects:

- Cognitive aspect: Represented in mastering and improving basic learning in terms of reading and writing, mastering languages, mastering scientific research skills, in addition to linking education to the technological development that society is experiencing.

- Educational aspect or life skills aspect (soft skills): These represent the practical skills that every individual needs to master in order to live a more independent life, integrated into society positively. The need for life skills is increasing as those means and methods that enrich our life experience in the fields of education, work, relationships, and achievement, because they address methods and models of excellence and performance methods.
- Digital learning represented in distance learning (l'enseignement à distance) works to achieve these two aspects by providing learning opportunities for all individuals as it is not restricted by a specific place, time, or certain category over another. It is also not limited to a specific type of education where the learner follows their learning according to their capabilities and abilities (Saadi Fatima, 2018, p. 506).

It is clear from the above that digital learning is based on a set of basic and necessary components:

- Component related to the educational aspect: Which includes the components or poles of the pedagogical triangle consisting of
- Component related to the educational-technological aspect: Which is the aspect that includes everything technological from electronic sites that are accessed from computers, electronic tablets, and networks that convert content into everything digital. The component related to the educational-administrative aspect is those plans, procedures, and time

schedules that we put in place to measure the extent to which the desired objectives of digital learning are achieved, or in other words, it is a comprehensive philosophy of digital education (Al-Hadi Mohamed, 2005, p. 32).

All studies indicate the necessity of using technology, especially computers in teaching Arabic, to contribute to active learning centered on the learner, providing them with sound, image, and movement, and conducting dialogue between the teacher and learner, making the learner live in atmospheres close to the reality of the lesson subject, as well as presenting in an enjoyable, interesting, and attention-grabbing manner for students, which has a clear impact on understanding these lessons and consolidating them in their minds, and enabling students to self-learn (Al-Maliki Houria, 2000, p. 13).

The teacher's role emerged as the key to knowledge and sciences for the learner. To the extent that they possess scientific and educational experiences and effective teaching methods, they can produce excellent creative learners. In computer education, the importance of the teacher increases and their role becomes greater. This requires them to be equipped with everything new in their field of specialization because computer learning is not just software and hardware, but rather a teacher who possesses all the specifications and characteristics that enable them to employ computers in the teaching-learning process. Development does not stop at the teacher but must also develop the learner and prepare them for the requirements of their era and its challenges through creative thinking while mastering computer culture with its Arabic

programs and enabling the learner to master their Arabic language in its basic skills and functional methods, to serve the new information society and face the open world and the technology revolution with conscious thought. For the success of this technique with Arabic: updating education by developing its curricula to keep pace with the spirit of the age. Using technologies in teaching Arabic is the foundation for developing this language: language laboratories, recorded and filmed tapes, and others, while grammar and morphology are still taught in their old form. Developing Arabic language learning skills according to educational technology data. Arabic is a language that is flexible for computer processing, due to its characteristics and advantages. Therefore, the computer will help show the four skills (listening, speaking, reading, and expression) of Arabic through its processing, as it is one of the most prominent modern technological means in our modern era.

9. Importance of Digital Education

Digital education was viewed as a tool to eliminate traditional classical education that takes place within the educational institution space, where the hub and foundation of learning are the teacher, learner, and also the educational material. However, recently, digital education has come to be viewed as an essential tool for renewing and developing the educational process, in line with modern technological changes. A group of scientific research has indicated that digital learning increases learner efficiency and academic achievement.

Digitization means introducing modern technology into education to transform

traditional methods to others that rely on digital tools.

Improving the quality of education: Digitization contributes to providing modern and comprehensive educational resources such as electronic platforms and digital content.

Enhancing efficiency: Digital tools allow for improving time and resource management within educational institutions.

Making education available to everyone: Technology can reduce the educational gap between different regions.

UNESCO has also considered that "Under appropriate conditions, modern information and communication technologies can have a very significant impact on expanding training possibilities for a population that continues to grow and diversify in number, regardless of cultural barriers, outside educational institutions and geographical boundaries." Technologies can improve teaching and learning processes by facilitating the reform of traditional educational patterns, improving the quality of results and learning, helping to acquire qualitative competencies, supporting lifelong learning, and improving institutional management (Al-Hamza Munir, 2011, p. 72).

Education specialists have emphasized that digital and technological means contribute to raising the quality of education, improving and enhancing learning, as they develop positive attitudes in the learner toward the curriculum and develop their learning motivation and desire to develop their skills and competencies, especially since digital technologies have covered all aspects of life and have begun to take up all of

individuals' time, as they spend long hours in front of everything digital: computers, mobile phones, electronic tablets, etc. From here, the need became urgent to try to integrate these technologies into the educational process (Abdel Rahman Farah, 2005, p. 23) to achieve the following objectives:

Improving the quality of education by providing modern digital educational tools.

Statistics and progress achieved: Internet coverage in schools.

Equipping schools with technology: 150,000 computers were distributed to schools compared to 90,000 devices in 2018.

70% of Algerian schools have become connected to the Internet compared to 55% in 2020.

The percentage reaches 95% in major cities while it decreases to 40% in rural areas.

Distribution of 25,000 smart boards to support interactive learning.

By the end of 2023, 50,000 teachers were trained in using digital tools, with a plan to increase the number to 80,000 teachers by 2025 (Ministry of National Education, 2023).

10. Challenges of Digital Education in Algeria

The education sector in Algeria has witnessed notable transformations toward digitization with the aim of improving the quality of education and facilitating access to information. According to reports from the Ministry of National Education (2023), there are several challenges facing digital education and its applications in Algeria, including:

Weak digital infrastructure in schools: Many schools, especially in rural and remote areas, suffer from a lack of

technology equipment such as computers and Internet.

Internet coverage: Many educational institutions, especially in remote areas, suffer from weak Internet coverage. This shortage poses a challenge to achieving comprehensive digitization in the education sector.

Technological equipment: Reports indicated that some schools lack the necessary digital devices. Algeria faces multiple challenges in applying digitization at the educational level.

Lack of training and education: Teachers face a lack of digital skills due to the unavailability of sufficient training programs.

Digital divide: The disparity is clearly visible between major cities and rural areas in accessing digital educational resources. A large percentage of schools still lack the basics of digitization, which exacerbates educational marginalization.

11. Recommendations

Through what has been presented and our understanding of digital education, its importance, its most important requirements, and the most important challenges facing its application in Algerian schools, we list a set of recommendations:

- Focus on digital infrastructure in Algerian schools.
- Supply schools with technological equipment and distribute it equally to all schools, in different regions.
- Retrain trainers and train them on modern technologies in education.
- Pay more attention to educational technology in schools.

- Attempt to reduce the digital divide between regions in applying digital education.
- Expand digital education in all schools at different educational levels.

12. CONCLUSION

• Digital education is a distinguished step toward a more flexible and effective educational future. It helps students become self-reliant and apply what is known as self-learning and ensure scientific and technological culture, ensure global openness, and develop critical thinking. Digital education is considered a dimension of digitizing the Algerian school to ensure the quality of digital education and transform it from technological tools to a qualitative leap in the policy and philosophy of Algerian education, despite the difficulties facing digital education such as weak infrastructure, the digital divide, lack of qualified and trained personnel, and weak training in the field of digital education and educational technology; of recommendations Reduce traditional education and pay attention to applying digital education; Allocate budget and material resources for applying digital education in Algerian schools; Focus on digital infrastructure in Algerian schools; Supply schools with technological equipment and distribute it equally to all schools, in different regions.

- Allocate budget and material resources for applying digital education in Algerian schools.
- Reduce traditional education and pay attention to applying digital education.

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