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**The Digitalization of Distance Education via
Digital Platforms and its Role in Improving
the Pedagogical Performance of University
Professors
-A Field Study at Ziane Achour University of
Djelfa –**

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ABSTRACT

: This field research study, conducted with a sample of newly appointed university professors at the Faculty of Social Sciences and Humanities at Ziane Achour University of Djelfa, aims to highlight the reality of the digitalization of distance education via digital platforms and its effective role in improving the pedagogical performance of university professors. This includes enhancing their ability to acquire knowledge, deliver it, and exchange it with learners through various modern technologies and programs within the framework of distance education, also known as active and effective technological learning.

The study aims to enhance the competencies of university professors and develop their skills in the field of information and communication technology. Thus preparing them to integrate the concept of distance education in a way that saves time and effort for both students and without physical presence in the classroom.

Keywords :Higher Education, Distance Education, Digitalization of Education

INTRODUCTION

Higher education, in its fundamental principles, aims to enrich and develop knowledge and enhance various competencies, thereby accumulating science and knowledge and investing in human capital across diverse fields. This is achieved through research into beneficial sciences and their optimal utilization, meaning the application of human skills and competencies in research and exploration of diverse knowledge and information. The goal is to integrate theoretical knowledge with research practices to extract the practical applications resulting from these sciences and knowledge, utilizing various modern technologies that facilitate and accelerate the research and exploration process. This has led Algerian universities to introduce a qualitative shift in **"the training of university professors, or what is known as the distance learning of newly recruited professors, overseen and managed by the University of Constantine ,Brothers Mentouri."** This is accomplished through a modern educational system that complements traditional education in delivering knowledge and information to professors as a practical foundation for knowledge transfer via numerous digital platforms operating on the internet.

These platforms provide diverse knowledge and sciences across various fields in a technical manner through their electronic links, which open up spaces for remote communication and interaction, serving the needs of researchers. Students can easily receive knowledge and information, which provides an opportunity to learn and adapt to the digital platforms imposed by today's world, and to enter the world of knowledge through media and communication technologies, moving from the concept of traditional education to modern electronic and digital education. This responds to the requirements of higher education, which necessitate entering the world of digitization in order to seek knowledge and present sciences in ways that are easily accessible and that save time and effort in obtaining knowledge. It achieves the fundamental goal of fulfilling the requirement of digitizing the higher education and scientific research sector, advancing the university community towards modern scientific development, making it more prepared to face various challenges, and moving towards adopting a practical educational system that meets the educational, professional, and social needs of researchers and students.

2. Research Problem:

Adopting a distance learning system as a pedagogical support for newly recruited university professors enhances their professional development and fulfills the demands of the Ministry of Higher Education and Scientific Research for the digitization of the higher education sector and the advancement of knowledge. This aligns with technological developments that strengthen communication between teachers and students in acquiring knowledge and sciences through various modern technologies and methods. This is embodied in the newly developed pedagogical support system, known

as the "Distance Learning of New Professors" platform (PÉDAGOGIE ET TIC), which aims to enhance the competencies of university professors and develop their communication skills. This includes effective training in using the latest educational programs to deliver knowledge and information interactively between professors and students via various digital educational platforms. This fosters self-directed learning, enabling students to access knowledge and sciences without the teacher's physical presence. The content provides distance learning materials, embodied in all educational courses via the internet, allowing students to learn and acquire diverse knowledge outside the university setting. This facilitates access to information through various modern technologies in a more interactive and effective manner.

To study this topic in depth, our research problem focuses on the following main question:

- What does distance learning in the higher education sector mean and how does it contribute to preparing newly hired university professors for distance teaching?
- Does familiarization with digital platforms for distance learning during the training process contribute to developing the skills of newly hired university professors and qualify them for distance teaching?
- Do the online courses that newly hired university professors encounter during the training process constitute an effective teaching method for developing their competencies?

3. Research hypotheses:

- 1.Familiarization with digital platforms for distance learning during the training process plays a role in developing the skills of newly hired university professors and qualifying them for distance teaching.
- 2.The online courses that newly hired university professors encounter during the training process constitute an effective teaching method that contributes to developing the competencies of university professors.

4. Study Objectives:

- 1.To highlight the practical functional role of distance learning via digital platforms and its contribution to developing university professors' skills in the field of information technology and modern technology.
- 2.To determine the importance of training via digital platforms as a practical pedagogical support in enhancing university professors' competencies, thereby strengthening their abilities and skills in distance teaching across various digital platforms, from traditional to digital e-learning.

5. Significance of the Study:

The significance of this study lies in the global, Arab, and local spread of the concept of e-learning and digital education as a modern tool for digitizing higher education and scientific research. This digitization is timely, meeting the demands of university students in accordance with the needs and requirements of universities by developing

university professors' competencies in the field of information and communication technology and preparing them to integrate with the concept of distance learning in teaching students. This approach saves time and effort for both students and instructors in acquiring knowledge and skills.

6. Defining Study Concepts:

6.1. Higher Education:

According to the Official Gazette, higher education is defined as: “Any form of training or research offered at the post-secondary level by institutions accredited by the state. These institutions consist of universities, university centers, schools, and institutes outside the university. Institutes may also be established within other ministerial departments by a report from the ministry responsible for higher education” (Najat Fanour & Adel Chiheb, 2023, p. 2)

Al-Ghamdi and Abdel-Jawad define higher education as “the stage of scientific specialization in all its types and levels, nurturing those with competence and talent, developing skills, and meeting the various needs of society in its present and future, in line with beneficial development that achieves the nation’s goals and objectives.” (Radwan Bouab & Sabrina Milat, 2021, p. 31)

6.2. Distance Learning:

Elliot Masie defines distance learning as: “The process of using network technologies to select, deploy, and manage training courses.” (Aisha Samsoum & Amal Tabani, 2022, p. 12)

Cisco Systems defines it as “The process of training using the internet, based on broadcasting and distributing content in various formats, managing the training process and the group of trainees over the network, with specialists in the training process and the content. Distance learning increases employees' access to training and learning, and this is done quickly and at low cost, in addition to involving them in the training process.” (Aisha Samsoum & Amal Tabani, 2022, p. 12).

This is achieved through E-learning media that shorten distances and reduce effort and cost by using information and communication technology as a modern educational approach that keeps pace with the era of development and technology. This aims to improve the learner's abilities and competencies in the field of information and communication technology through computers and various media.

Therefore, we find that adopting a distance learning system requires the transfer of knowledge and skills through E-learning, which we summarize in the following definition:

E-learning is defined as: “An educational system for delivering educational or training programs to learners or trainees anytime and anywhere using interactive information and communication technologies such as the internet, local channels, email, CDs, computers, etc., to provide a multi-source interactive learning environment in a synchronous manner in the classroom or asynchronously remotely without being bound by a specific location, relying on self-directed learning and interaction between the teacher and the learner.” (Youssef Houchine, 2020, p. 386)

This requires a set of educational technologies and tools that the learner is to be familiar with and know how to use and manage effectively in order to complete the training course and achieve the desired learning objectives.

Distance learning is defined as "the transfer of knowledge to the learner at their workplace or residence, instead of the learner traveling to the educational institution. It is based on delivering knowledge, skills, and educational materials to the learner through various technological means and methods, where the learner is physically distant from the teacher or administrator. Technology is used to bridge the gap between the two parties, mimicking face-to-face communication." (Al-Alami Qawasmiya, Ikram Qasmi, 2022, p. 3)

In this research study, we focus on the practical, applied aspect of distance learning, aiming to enroll newly hired university professors in an online training course. This initially requires familiarity with computers and their various technologies, as well as proficiency in using multimedia. The internet then serves as the medium for the training process, facilitating interaction between the instructor and trainees through computer-based training programs that integrate multiple media and resources. Communication occurs electronically via the internet. In the newly developed online platform, practical training takes place through a series of workshops that present trainees with videos using various techniques. These videos explain methods of teaching and how to use innovative technologies, programs, and diverse media to deliver knowledge to students.

Among the objectives of training newly hired professors are:

- Developing and enhancing the university professor's skills in the field of computer science and modern technology.
- Enhancing the university professor's skills in exchanging knowledge and information through a range of educational software and websites that support distance learning, using modern technologies and media to deliver knowledge and information to students and communicate with them.
- Enhancing the university professor's skills through pedagogical support via a training course that covers various methods, approaches, and technological techniques for designing lessons using platforms such as Opale, Vue, and edX. This will help them adapt to the concept of distance learning and education via digital platforms by learning the stages of designing and constructing a remote lesson using various modern digital media and platforms.

7. Review of the methodological aspect of the study:

1- Study Methodology: Based on the nature of the subject we are dealing with, and based on the stated objectives, the defined problem, and the formulated hypotheses, the descriptive method was adopted as a scientific method that studies the phenomenon as it exists in reality, and is concerned with describing it accurately and expressing it qualitatively. The qualitative expression describes

the phenomenon and clarifies its characteristics, while the quantitative expression gives it a numerical description that clarifies the extent or size of this phenomenon and the degrees of its correlation with other different phenomena. (Ammar Bouhouch, Al-Dhanibat, 1995, p. 129)

2-Research Population and Study Sample:

Research Population: The study population consists of newly appointed university professors, specifically those at the Faculty of Social Sciences and Humanities, Ziane Achour University in Djelfa, who received distance learning training within the framework of: "Training Newly Employed University Professors in Distance Education Techniques Using Information and Communication Technologies," also known as active and effective technological education. This training was conducted through a series of workshops overseen by the Brothers Mentouri University of Constantine, which managed and evaluated the various activities. The aim was to enhance the competencies of university professors, develop their skills, and equip them with new knowledge and competencies in the field of information and communication technologies. This, in turn, would improve the required performance level of university professors and ensure the quality of knowledge and science in higher education.

The Sample: To ensure accuracy in presenting the results and representing the target population of the study, a sampling method was adopted. Purposive sampling was chosen as the most representative sample for our research. The sample consisted of 25 professors (male and female) directly employed in 2023/2024 and received training remotely via the digital platform of the University of Constantine.

Table No. (01): shows the distribution of the sample by gender

Sex	Frequency	Ratio
Male	10	40.0
Female	15	60.0
Total	25	100.0

The table above shows that the research sample was distributed as follows: 60.0% females and 40.0% males. Therefore, we can deduce that it is very beneficial for the research sample to be diverse, including both genders, in order to benefit from the opinions of the respondents in a representative manner. This aims to provide a true and comprehensive picture of the research population under study, without being limited to one gender. The relative higher percentage of females is due to the nature of the demographic structure, which necessitates women's education and advancement to many senior positions, especially in the fields of education and scientific research.

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Table No. (02): shows the distribution of the sample by age.

Age	Frequency	Ratio
More than 30	14	54.0
40 or more sometimes	11	46.0
Total	25	100.0

The table above shows that the study sample was distributed across two age groups. The largest age group is those in their thirties to early forties, representing 54.0%, followed by those over forty years of age, representing 46.0%.

This relative convergence between age groups stems from the nature of postgraduate studies, which offer opportunities for recent graduates, employees, and those who graduated some time ago and returned to pursue postgraduate studies in various sectors participating in postgraduate programs. Thus, the largest group comprised newly graduated PhD holders in their thirties, covered by the 2023 employment law, as well as their colleagues in their forties who benefited from the exceptional recruitment of unemployed PhD holders in Algerian universities. Despite engaging in various trades and professions, they maintained constant contact with the university, never losing hope of employment.

Table No. (3): Shows the distribution of the sample regarding the difficulty of distance teaching.

Difficulty of distance learning	Frequency	Ratio
Yes	3	12.0
No	14	56.0
Sometimes	8	32.0
Total	25	100.0

The table above indicates that the study sample was distributed as follows: 56.0% of professors do not find distance teaching (posting online lessons) difficult, compared to 32.0% who sometimes find it difficult, and finally, 12.0% of professors who find it difficult. The figures in the table above highlight the importance of distance learning in introducing new faculty members to digital platforms and equipping them with the skills to manage and utilize these platforms through various educational activities programmed within the training process. These activities utilize different technologies, particularly educational video, and include live and recorded demonstrations by instructors explaining the steps involved in creating a distance learning lesson. All of this ensures that trainees do not encounter difficulties in teaching remotely and can easily create lessons on digital platforms. This is precisely what the Ministry of Higher Education and Scientific Research aimed to achieve as a key objective of digital training

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through the educational platform of Mentouri University of Constantine. This initiative seeks to digitize the sector and transition from traditional education to active, digital, and electronic learning.

Presentation and Analysis of the Results of the First Hypothesis:

Table No. (4): Shows the relationship between receiving instruction on creating a lesson using the Moodle platform and the extent to which distance learning contributes to developing the university professor's skills in distance teaching.

Answer			Developing the competencies and skills of university professors in distance teaching		المجموع
			Yes	No	
Receive an educational explanation on how to conduct a remote lesson via the Moodle learning platform	Yes	N	20	4	24
		%	%83.3	%16.7	%100
	No	N	0	1	1
		%	%0	%100	%100
Total		N	20	5	25
		%	%80	%20	%100

The table above shows that the distribution of participants based on receiving instruction during the distance learning training on creating a remote lesson via the Moodle platform contributed to the development of 83.3% of university professors' skills in distance-teaching. This contrasts with 16.7% of those who received instruction on creating a remote lesson but did not benefit from developing their skills in distanceteaching, and 0% who did not receive any instruction.

Thus, it is clear from the table and its variables that the instruction received by newly hired university professors during their training via the digital distance learning platform significantly contributed to developing their skills and knowledge in the field of information and communication technology. This enabled them to deliver knowledge successfully to students using various and more effective methods in the learning process through different modern technologies and programs. This was achieved by enriching their knowledge through the training process and equipping them with the

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latest educational programs, as well as acquiring and exchanging knowledge and information between students and professors within the framework of what is called "**distance learning**" or what is known as active and effective technological learning through several educational and evaluation workshops. This contributed to enhancing the competencies of university professors and developing their skills with a range of new knowledge and skills that improve the required performance level and ensure the quality of higher education.

Table No. (5): shows the relationship between answering quiz questions related to the steps of designing and constructing a distance learning lesson and the development of university professors' skills in teaching using information and communication technologies.

Answer			Developing the competencies and skills of university professors in distance teaching		Total	
			Yes	No		
Answering quiz questions related to the steps of developing and constructing a distance learning lesson	Yes	N	20	3	23	
		%	%87	%13	%100	
	No	N	0	2	2	
		%	%0	%100	%100	
Total			N	20	5	25
			%	%80	%20	%100

The table above shows that the highest percentage (80%) of respondents (87%) who answered the quiz questions related to the steps of designing and constructing a distance learning lesson and benefited from developing their distance teaching skills and competencies were those who completed the quiz.

Followed by a smaller percentage of respondents (13%) who answered the quiz questions but did not benefit from developing their distance teaching skills, compared to 0% who answered but did not benefit from developing their skills. This latter group confirms with 100% certainty that their failure to answer and complete the quiz activity contributed to their lack of development in distance teaching skills.

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The results in the table above clearly demonstrate that distance learning is a practical and active educational system that relies on modern technology for teaching and learning through various technological media whose software operates via the internet. Therefore, answering quiz questions is an effective strategy through which the teacher-researcher becomes familiar with the latest techniques and methods related to the structure of an online lesson. Clearly, based on a set of rules and principles that must be followed, such as the mandatory structuring of the lesson according to Bloom's Taxonomy of Educational Objectives and other objectives outlined during the quiz phase.

Table No. (6): illustrates the relationship between the importance of the practical activities that the teacher encountered during distance learning in facilitating the steps for creating a lesson on the Moodle digital learning platform.

Answer			Simplifying the steps for creating a lesson via the Moodle digital platform		Total	
			Yes	No		
The importance of practical activities that the professor is exposed to during distance learning	Yes	ك	24	0	24	
		%	%100	%0	%100	
	No	ك	0	1	1	
		%	%0	%100	%100	
Total			ك	24	1	25
			%	%96	%4	%100

The table above shows that 96% of respondents believe the practical activities they encountered during distance learning are crucial in facilitating the process of creating lessons on the Moodle digital platform (100%), followed by 0% who believe the opposite. The remaining 4% (100%) believe the practical activities are unimportant and does not facilitate the creation of distance learning lessons.

The professor's exposure to various practical activities during the training process plays a vital role in developing their skills in the field of information and communication technology by consolidating their knowledge through practical activities that facilitate the process of creating lessons on the Moodle digital platform. Practical application

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through these activities is crucial for enhancing and developing the professor's skills. The aim is to establish distance learning as a modern educational system that relies on active and effective self-learning through training opportunities designed to solidify and expand knowledge. All of this makes the newly developed digital training on the PÉDAGOGIE ET TIC platform an active and practical training program that effectively contributes to enhancing the competencies of newly hired university professors and equips them with the skills to create online lessons.

Table No. (7): Shows the relationship between distance learning as an effective strategy for developing university education and the competencies of university professors in the field of distance teaching using information and communication technologies.

Answer			Developing the competencies and skills of university professors in distance teaching		Total	
			Yes	No		
Distance learning is an effective strategy in developing university education	Yes	ك	20	4	24	
		%	%83.3	%16.7	%100	
	No	ك	0	1	1	
		%	%0	%100	%100	
Total			ك	20	5	25
			%	%80	%20	%100

The table above shows that 80% of respondents, as a total, distributed as follows: 83.3% of respondents believe that distance learning is an effective strategy for developing university education, contributing to the development of their distance teaching skills. On the contrary, 16.7% of respondents believe that distance learning is an effective strategy but have not benefited from developing their skills. This contrasts with 100% who do not consider distance learning an effective strategy and have not benefited from developing their skills, as evidenced by the absence of any 0% who believe that distance learning is an effective strategy but have not benefited from developing their distance teaching skills.

In light of the relative interpretation of the above results, we can deduce that the training model the university professor underwent during their remote employment constitutes an effective strategy that contributes to developing their skills and competencies in the

field of information and communication technology. This facilitates their ability to design remote lessons for exploratory courses that require remote interaction between the professor and the student via computers and their various technologies and multimedia. Communication takes place electronically via the internet without requiring the student's physical presence, thus enabling the student to interact with the latest software and technologies while receiving the lecture under the professor's guidance.

8. Partial conclusion of the first hypothesis:

Statistical results confirm a strong relationship between familiarity with digital platforms for distance education during the training process and the development of newly employed university professors' skills in the field of technology and media. Training centered on reviewing practical activities helps in developing and consolidating acquired skills through the use and exploitation of knowledge gained in each educational workshop. Professors learn how to access the platform and place the lesson plan in a mind map, putting Bloom's educational objectives in consideration. Eventually, Professors become able to control the steps of designing a lesson for online education, in addition to improve and modify it through stages, and then assign roles, include activities and tests that the learners take, and know how to save and retrieve lessons.

The results of the hypothesis confirm that distance learning, as implemented by the University of Brothers Mentouri Constantine, is of great importance in developing the skills of university professors. It enables them to engage with technological advancements and keep pace with the digital world, thereby improving the quality of teaching and making university education more flexible. This empowers learners to learn anytime and anywhere, without being limited to the university campus. All of this contributes to improving the quality of higher education, helping to advance teaching methods and transition from traditional to digital (distance learning), thus serving and supporting university professors in their teaching.

Presentation and Analysis of the Results of the Second Hypothesis:

Table No. (8): Shows the relationship between the importance of engaging with online courses during distance learning and the development of university professors' competencies in the field of distance teaching.

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Answer			Developing the competencies and skills of university professors in distance teaching		Total
			Yes	No	
The importance of dealing with online courses during the educational process	Essential for a university professor	ك	16	3	19
		%	%84.2	%15.8	%100
	Unnecessary	ك	4	2	6
		%	%66.7	%33.3	%100
Total		ك	20	5	25
		%	%80	%15.8	%100

The table above shows that the majority: 84.2% of the sample (80%), distributed believe that online courses during training are important and necessary for university professors to develop their skills and competencies. On the other hand, 15.8% believe that those courses are unimportant and do not develop the professor's competencies. 66.7% of those who benefited from the training believe that online courses are not important or necessary whereas 33.3% do not see the value of online courses denying any development in their skills during the training process.

From the table above, we can deduce that developing the competencies and skills of university professors in the field of modern information and communication technology, and their ability to teach remotely, depends on the mandatory participation in a set of applied online courses that help consolidate knowledge and master the methodology. The majority of respondents consider these courses essential for successfully constructing online lessons. A range of links and explanatory videos, as well as interaction with colleagues and the exchange of experiences through the online platforms demonstrates the results obtained by those courses.

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Table No. (9): The relationship between quiz activities related to educational courses and their contribution to understanding the steps of a teaching activity and their role in constructing an online pedagogical lesson.

الإجابة			Building an online pedagogical lesson – remotely-		Total
			Yes	No	
Quiz activities for educational courses related to understanding the steps of a learning activity	Yes	N	17	0	17
		%	%100	%0	%100
	No	N	6	2	8
		%	%75	%25	%100
TOTAL		N	23	2	25
		%	%92	%8	%100

The table above shows that the overwhelming majority of respondents (92%) believe 100% that quizzes for educational courses focus on understanding the steps of a learning activity contribute to the development of an online lesson.

A majority of 75% believe they do not contribute, and 25% of the 8% believe that quizzes for understanding the steps of a learning activity are not important for developing an online lesson. Finally, 0% believe that these quizzes are neither important nor contribute to developing an online lesson.

The results above confirm that quizzes for educational courses and dedicated workshops for these courses play a fundamental role in enabling university professors to develop a pedagogical online lesson according to precise methodological steps. These quizzes contribute both theoretically, practically, and empirically, to educating professors and equipping them with the most important strategies and practical rules for developing a distance learning lesson. This is achieved through precise pedagogical rules, tools, teaching methods, and curricula, based on pre-defined scientific learning objectives that determine the lesson's progression and provide a new educational contribution.

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Table No. (10): The relationship between exchanging questions and answers with colleagues via edX platforms and the development of university professors' skills in teaching remotely using information and communication technologies.

Answer			Developing the competencies and skills of university professors in distance teaching		Total	
			Yes	No		
Exchange questions and answers with colleagues via the EDX educational platform	Yes	ك	18	3	21	
		%	%85.7	%14.3	%100	
	No	ك	2	2	4	
		%	%50	%50	%100	
Total			ك	20	5	25
			%	%80	%20	%100

From the table above, it is clear that 85.7% of the 80% believe that exchanging questions and answers with colleagues via the edX, MOOC, and rwaq educational platforms contributes to developing university professors' skills in remote teaching. On the other hand, 50% of those do not exchange questions and answers with colleagues but have advanced remote teaching skills. Conversely, 50% of the 20% believe that exchanging answers via the platform does not contribute to developing professors' skills are also 50% of those who believe that not exchanging questions and answers with colleagues leads to a lack of skill development. Finally, 14.3% of respondents stated that not exchanging questions and answers with colleagues prevents them from developing their skills. Social interaction among professors during online training through various educational platforms such as edX, MOOCs, and rwaq is a highly effective strategy that primarily contributes to enhancing university professors' skills in distance teaching technology. This interaction accelerates the consolidation of their knowledge through the training activities offered by these platforms. These platforms provide a dedicated chat space where trainees can discuss various difficulties and obstacles encountered while completing activities, and subsequently revise and correct their work through shared advice. This, in turn, clarifies for the instructor the theoretical and practical steps involved in constructing an online lesson, ensuring effective communication with students, lesson management, and control over time and the overall learning process.

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Table No. (11): Shows the relationship between the importance of online courses in the shift from traditional to E-learning and the improvement of university professors' proficiency in information and communication technology for distance teaching.

Answer			Developing the competencies and skills of university professors in distance teaching		Total
			Yes	No	
The importance of online courses in transforming teaching methods from traditional to modern	Yes	N	16	1	17
		%	%94.1	%5.9	%100
	No	N	4	4	8
		%	%50	%50	%100
Total		N	20	5	25
		%	%80	%20	%100

The table above shows that 94.1% of respondents believe online courses are important in shifting teaching methods from traditional to modern have developed distance teaching skills and 5.9% believe online courses are important but have not developed distance teaching skills. Conversely, 50% believe online courses are not important in shifting teaching methods from traditional to modern, but have developed distance teaching skills. An equal percentage of 50% do not see online courses as important and have not developed distance teaching skills.

The above results confirm that exposure to online educational courses is crucial in shifting teaching methods from traditional to modern. Familiarization with the activities of these courses plays a primary role in developing university professors' skills and instilling the values of modern technologies in preparing online lessons. This enables professors to effectively manage and conduct lessons, and subsequently master their use. Thus, exposure to these courses during distance learning facilitates the transition from traditional to modern teaching methods, which is the ultimate goal of the Ministry of Higher Education and Scientific Research. This will allow both professors and students to enter the digital world quickly and with high quality.

9. The results above confirm this. Partial conclusion of the second hypothesis:

We can conclude from the tabulated results that the online courses that professors newly hired at university encounter during their distance learning training constitute an effective teaching method that contributes to enhancing digital learning. This allows for broad and real-time access to information and its flow. These online courses provide

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professors with the opportunity to train and practice on platforms that enable them to develop their skills and enter the digital world. These educational courses allow them to create a personal space on some educational platforms, such as edX, and to create various educational activities for discussion and chat, enabling professors to communicate with their colleagues and students. All of this leads to a significant development in the university professor's skills in the field of information and communication technology, thus entering the digital world and moving from traditional to modern digital education. Herein lies the significance of "online courses," which facilitates for professors how to register and interact with various educational platforms, specifically edX, and introduces them to MOOC and rwaq platforms, including their first visit to a MOOC platform.

. CONCLUSION

From the foregoing, we conclude that the digitization of distance learning for newly recruited professors is a modern educational system that aims to integrate modern technological media into the teaching process within higher education. This integrates professors and students and adapts them to technological technologies in the field of information and communication (computers, the internet, digital platforms, etc.), forming an educational system with its inputs and outputs. This system facilitates remote communication between teachers and learners without being bound by a specific time or place for either party. This has led the relevant authorities, under the guidance of the supervising ministry and its bodies, to target the digital training system as a practical educational system. Algerian universities are on the move to develop the higher education system as a practical system that meets the educational, professional, and social needs of individuals within the requirements of the developments witnessed in today's world in the field of higher education and scientific research. The aim is to digitize the sector and move from traditional education to active and effective digital education, thus ensuring quality in education and administrative management.

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