PP-55-71
P-ISSN: 2716-8093 E-ISSN: 2716-8212

Innovative ICT-Based Teaching Techniques in Higher Education: Meeting the Needs of Digital Learners, Case Study of Chlef University, Algeria

Techniques pédagogiques innovantes fondées sur les TIC dans l'enseignement supérieur : répondre aux besoins des apprenants numériques, étude de cas de l'Université de Chlef (Algérie)

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Received: 22/02/2026 **Accepted:** 21/03/2026 **Published:** 15/04/2026

Abstract

The rapid expansion of Information and Communication Technologies (ICT) has transformed higher education worldwide, urging universities to reconsider traditional teaching models to meet the expectations of digital learners. In Algeria, increasing internet penetration and digital engagement have intensified the need for ICT-based pedagogical strategies that enhance student engagement, accessibility, and academic performance. This study investigates the implementation and effectiveness of innovative ICT-based teaching practices at Chlef University, Algeria, focusing on their responsiveness to the needs of contemporary learners. Grounded in student-centered and technology-enhanced learning frameworks, the research explores blended and online environments, multimedia and interactive content, mobile learning, and emerging technologies. The analysis adopts a multidimensional perspective, examining ICT infrastructure, faculty readiness, student engagement, and pedagogical outcomes. Findings reveal that Chlef University has made notable progress in integrating ICT through learning management systems, multimedia classrooms, distance learning platforms, and technical support services. Faculty members generally express positive attitudes toward digital integration, recognizing its potential to improve instructional quality and foster interaction. However, challenges persist, including limited bandwidth, unequal access to digital devices, and the continued dominance of lecture-based models that underutilize technological potential. The study emphasizes that sustainable ICT integration requires more than infrastructure investment; it demands continuous professional development, inclusive design, adaptive instructional models, and strategic institutional planning. Ultimately, the research argues that well-implemented ICT-based pedagogies can significantly enhance engagement, academic achievement, and digital literacy, preparing Algerian students for participation in a knowledge-driven global environment.

Keywords: Information and Communication Technologies (ICT)-Digital learners-Higher education innovation-Blended learning environments-Algerian universities

Résumé

L'expansion rapide des Technologies de l'Information et de la Communication (TIC) a profondément transformé l'enseignement supérieur à l'échelle mondiale, incitant les universités à repenser les modèles pédagogiques traditionnels afin de répondre aux attentes des apprenants numériques. En Algérie, l'augmentation du taux de pénétration d'Internet et de l'engagement numérique a intensifié la nécessité de mettre en œuvre des stratégies pédagogiques fondées sur les TIC capables d'améliorer l'engagement des étudiants, l'accessibilité et la performance académique. Cette étude examine la mise en œuvre et l'efficacité de pratiques pédagogiques innovantes basées sur les TIC à l'Université de Chlef (Algérie), en s'intéressant particulièrement à leur capacité à répondre aux besoins des apprenants contemporains. S'inscrivant dans des cadres théoriques centrés sur l'apprentissage orienté vers l'étudiant et l'enseignement médiatisé par la technologie, la recherche explore les environnements hybrides et en ligne, les contenus multimédias et interactifs, l'apprentissage mobile ainsi que les technologies émergentes. L'analyse adopte une perspective multidimensionnelle portant sur l'infrastructure TIC, la préparation des enseignants, l'engagement des étudiants et les résultats pédagogiques.

Les résultats montrent que l'Université de Chlef a réalisé des progrès notables dans l'intégration des TIC à travers l'utilisation de plateformes de gestion de l'apprentissage, de salles multimédias, de dispositifs d'enseignement à distance et de services d'assistance technique. Les enseignants manifestent généralement une attitude positive à l'égard de l'intégration numérique, reconnaissant son potentiel pour améliorer la qualité de l'enseignement et favoriser l'interaction. Toutefois, des défis persistent, notamment la limitation de la bande passante, les inégalités d'accès aux équipements numériques et la prédominance de modèles magistraux qui exploitent insuffisamment le potentiel technologique.

L'étude souligne que l'intégration durable des TIC ne se limite pas à l'investissement infrastructurel ; elle nécessite un développement professionnel continu, une conception inclusive, des modèles pédagogiques adaptatifs et une planification institutionnelle stratégique. En définitive, des pédagogies fondées sur les TIC, lorsqu'elles sont mises en œuvre de manière réfléchie, peuvent renforcer l'engagement, la réussite académique et la littératie numérique, préparant ainsi les étudiants algériens à évoluer dans un environnement mondial fondé sur le savoir.

Mots-clés :

Technologies de l'Information et de la Communication (TIC) – Apprenants numériques – Innovation dans l'enseignement supérieur – Environnements d'apprentissage hybrides – Universités algériennes

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Introduction

The emergence of new technologies is changing the world and notably accelerating the development of information and communication technologies (ICT). Informal learning through ICT is very popular, especially on social networks. The integration of ICT needs to be studied in depth, particularly in higher education. This analysis has as its objective to assess the use of teaching techniques based on ICT in higher education, their emergence and their capacity to meet the specific needs of digital learners. These techniques can be defined as any ICT that can be efficiently integrated into the teaching-learning process (Neggady Alami & fahssis, 2019). Current trends indicate that teaching techniques based on ICT will have a significant impact on pedagogical methods during the twenty-first century. Digital learners are effective users who integrate internet usage with various digital tools into their daily lives; they have started to emerge since late 1990s. Teaching techniques more suitable to such learners' needs may help increase student engagement which should lead to improved learning outcomes. This adjustment towards digital learners' needs is relevant when Algeria counts among the top twenty countries by web usage, growth of its digital population and training e-entrepreneurs (Laabidi & Laabidi, 2016).

1. Theoretical Framework: Integrated Information and Communication Technology (ICT) strategies possess significant potential to transform educational experiences and reduce structural gaps in higher education. When strategically implemented, ICT integration enables blended pedagogical models and student-centered engagement approaches capable of addressing the limitations of traditional lecture-based instruction. Rather than serving merely as technological additions, these strategies function as pedagogically informed frameworks designed to enhance interaction, accessibility, and learning outcomes. At Chlef University, proposed instructional improvements are grounded in a comprehensive assessment of ICT accessibility at the lecturer level, including the availability of digital infrastructure, technical support services, and pedagogical training. Effective integration requires not only hardware and software resources but also sustained professional development that equips instructors with the competencies necessary to adopt technology-enhanced methodologies. Equally important is an informed understanding of the student population, particularly their educational experiences shaped by prolonged pandemic restrictions, their degree of digital readiness, and their willingness to engage with complementary and multimodal learning platforms.

Findings suggest an urgent need to recalibrate institutional ICT investment strategies. Such recalibration must balance two interdependent factors: students' levels of engagement and digital commitment, and the realistic availability of technical resources. These elements collectively determine both the feasibility and the pedagogical effectiveness of ICT-mediated engagement. In this context, ICT should be viewed not only as a delivery mechanism but also as a tool for addressing evolving emotional, motivational, and cognitive dimensions of student learning (Antepli et al., 2019; Ennam, 2017; Jaffer et al., 2007).

Meeting the changing needs of contemporary learners, therefore, requires sustained commitment to accessible and equitable ICT integration. This involves vertically aligned institutional planning, scaffold implementation models, and context-sensitive interventions. Strategic initiatives must carefully correspond to both student profiles and faculty capacities in order to define feasible, scalable, and culturally adaptable ICT-enhanced pedagogies capable of producing long-term educational advancement.

2. Contextual Overview: Chlef University, Algeria (UC), was founded in 2001 and covers so many scientific fields in Algeria through its 9 institutes. It offers bachelors, masters, and doctoral degrees to approximately 25,000 students with an over-2,000 academic staff workforce. Most of them were trained or obtained their degrees from Western Europe, North America, or the Middle East. There are also 12 national and 7 international educational and research establishments with which UC is connected (Neggady Alami & fahssis, 2019). Major technical infrastructure consists of multi-media rooms equipped and Wi-Fi all over the university. An ICT Director coordinates services like a help desk for computers maintenance, web development support for the educational platform as well as general services that support the university community Distance learning was introduced during the COVID-19 pandemic through a variety of support mechanisms, including a consolidated online service desk, face-to-face assistance, telephone support, email communication, and training workshops (Ghounane, 2022).

Classrooms were progressively transformed into laboratories dedicated to teaching and research activities. Instructional content is delivered frequently and efficiently using digital tools such as the OH-54 system, interactive pen displays, and platforms like Moodle and PowerPoint. Additional tools are employed to record pre- and post-graduate sessions, ensuring structured, step-by-step presentation of course materials while minimizing time-consuming interruptions.

Student participation and task completion are monitored through the use of a second camera and a projector that displays whiteboard activities within the classroom. This approach enhances learners' ability to follow problem-solving processes and improves knowledge acquisition in a timely manner. While remote attendance remains possible after sessions, the university generally favors synchronous participation.

Overall, this system supports a significant portion of educational activities at Chlef University. Despite existing challenges, it contributes to the continuity of teaching, promotes digital literacy, and enhances students' career readiness (Laabidi & Laabidi, 2016).

3. ICT-Based Teaching Techniques: Conceptualization and Categorization Teaching techniques involve pedagogic methods, learning designs, and technological media that aim at active and engaging learning opportunities reflecting students' learning needs and preferences. Instructional strategies consist of students as creators, peers as viewers, social learning models, structured interaction, flexible time frames, and others. Technology-mediated content includes video lectures, textbooks, articles, and simulations which provide different ways for the learner to engage with course concepts. The choice of instructional design and

technological media to be used depends on the characteristics of the target audience such as age, location, occupation, culture, technical knowledge, and prior exposure (King 2017).

Appropriate technology-enhanced learning techniques for higher education that are widely incorporated in practice cover a variety of teaching modalities and learning styles with educational objectives. They involve synchronous and asynchronous learning environments; learning analytics and adaptive instruction; multimedia and interactive content; mobile ubiquitous learning; and virtual augmented reality (E. Marcial 2018).

3.1. Synchronous versus Asynchronous: Learning Environments Traditional practices in teaching are ever a subject of debate; especially so within higher institutions where one may find varying views on this matter. It is common for many university lecturers to consider an accurate definition of teaching as a necessary prerequisite condition for any meaningful discourse about it. However, this is not the position adopted in the present study, as has been clarified above. Rather, this issue is considered irrelevant, as the paper argues that greater time, energy, and attention should be devoted to improving the quality, usefulness, and effectiveness of interactions between university educators and their learners. Accordingly, ICT-based techniques should be considered essential tools for enhancing these interactions, particularly at Chlef University in Algeria, and more broadly in similar educational contexts.

Learning environments fall broadly into two categories: synchronous and asynchronous. Synchronous environments permit—and often require—the simultaneous participation of both teachers and learners in several possible modes: speaking, writing, drawing, programming—as well as such symbolic or visual notations as mathematical formulas or diagrams. They also include both dedicated tools and general-purpose ones (World English Journal & GHOUNANE 2022). Attention may be directed toward both specialized tools, such as Google Meet and Microsoft Teams, and more general-purpose platforms, including social media and interactive whiteboards. These technologies have been widely adopted in Algerian higher education institutions and continue to be used extensively, making them worthy of further consideration.

In asynchronous environments, teacher-student communication does not happen within a particular time window. It can be communicated, feedback can be given, and interaction may take place at the convenience of each actor gatherer. Such flexible distance-learning channels better suit the rhythm of students burdened with multiple daily obligations like travelling for an internship and family commitments outside work; all these conditions are very common in Algeria's higher education setting. A new modeling selection for these environments is being adopted by national institutions. Spaced learning and feedback intervals on such platforms allow determining how tightly the two channels overlap, verifying when students finally receive their postures or check other people's materials.

3.2. Learning Analytics and Multimedia-Enhanced Adaptive Instruction:

Learning analytics and multimedia-based interactive content together form a complementary framework for adaptive and student-centered instruction. Learning analytics enables real-time monitoring of students' activities, progress, and performance throughout the learning process. By tracking indicators such as time spent on tasks, engagement with digital materials, participation in online discussions, and completion of out-of-class activities, institutions can identify students who require additional academic support and provide timely, targeted interventions (King, 2017; World English Journal & Ghounane, 2022). Beyond performance measurement, analytics can also assess whether instructional strategies effectively address intended cognitive levels, thereby allowing educators to refine course delivery methods and align them with learning objectives.

At the same time, multimedia and interactive content enrich the pedagogical environment by fostering deeper engagement and active knowledge construction. Rooted in constructivist principles, multimedia learning shifts the focus from passive reception of information toward active participation and content manipulation. Unlike traditional textbook-centered instruction, multimedia tools—such as videos, simulations, interactive modules, and mobile learning applications—create dynamic learning spaces that encourage exploration, critical thinking, and higher-order cognitive processing (Noor Hazlina Wan Jusoh & Jusoff, 2009; Mourat, 2018). Through interactive engagement, learners are not merely recipients of information but active contributors to their own understanding.

When combined, learning analytics and multimedia technologies support a more responsive and personalized educational model. Analytics provide the diagnostic dimension, identifying learning patterns and areas of difficulty, while multimedia offers the pedagogical means to adapt content delivery in engaging and cognitively stimulating ways. Together, these approaches move higher education beyond static instructional models toward flexible, data-informed, and interactive learning ecosystems capable of addressing diverse learner needs.

3.3. Mobile and Ubiquitous Learning: Mobile learning has emerged as an alternative modality in higher education due to the growing advancements in mobile technologies which enable access to information at any time and from any location. Within the unique environment of academia, characterized by high sensitivity socially, mobile technology can become a truly liberating technology relationally. Freedom here pertains to the ability of learners to acquire knowledge about a language informally via mobile machines outside the provisioned utilities of conventional classrooms (Alsaadat, 2017). So, Virtual and augmented reality (AR and VR) are being used increasingly in higher education to improve learning experiences. Efforts have focused on the integration of mixed reality into higher-education courses as well as extensions for augmented reality within e-learning frameworks (EL KABTANE et al., 2018). Mixed reality combines real and virtual elements in three dimensions; augmented reality incorporates virtual content within the real world. Both address issues raised by the growth of mobile and online teaching, such as the perception of isolation during courses offered remotely. Innovative tools deployed in transition to distance education adopted particularly in situated

science-related disciplines include virtual environments e-textbooks tele-operated laboratories augmented reality. VR provides access to remote laboratories, their associated experimental setups, and teacher demonstrations without any need for direct intervention, while AR offers opportunities for practical activities within e-learning systems.

4. Digital Learners in Algeria: Digital learning has seen widespread adoption in Algeria since the Covid-19 pandemic, and the digital generation now represents an increasingly significant demographic. It is therefore essential to recognize Algerian youth not only as learners but also as active participants in the learning process, providing them with the tools necessary to take ownership of their education. Many courses offer similar content, and students increasingly request open educational resources (World English Journal & Ghounane, 2022). However, the needs of digital learners often exceed those of traditional learners, creating a unique context in Algeria. For instance, teachers frequently share notes and lessons with limited follow-up, which may impede effective learning. While Chlef University serves as a useful case study for examining these trends, the current discussion lacks a clearly defined research methodology. Specifically, it is unclear what data sources, collection methods, or analytical frameworks underpin the observations made. To address this gap, a structured research approach is necessary, such as a mixed-methods study combining surveys and interviews with students to assess their needs, preferences, and constraints, followed by quantitative analysis of survey data and qualitative thematic analysis of interviews. Such a methodology would provide a rigorous basis for understanding digital learners in Algeria and for developing strategies to improve online learning conditions.

5. Case Analysis: Implementations at Chlef University: Chlef University was established in 2001, which means that it has been long enough for this establishment to make great strides towards accepting ICT-based pedagogical methods. A recent study sought to analyze what institutional and pedagogical framework currently exists for integrating ICT initiatives (Ennam, 2017). This framework is made up of four aspects: availability of ICT infrastructure and resources, staff preparedness towards pedagogical innovation, student involvement and access, as well as pedagogical outcomes resulting from ICT innovations (Jaffer et al., 2007).

Chlef University has implemented a range of ICT-based teaching strategies aimed at enhancing the learning experience for digital students. The effectiveness of this integration can be assessed through a framework consisting of four key dimensions: (1) the availability and quality of ICT infrastructure and resources; (2) the preparedness of faculty and the scope of their professional development in modern teaching methods; (3) the level of student engagement and their access to digital learning tools; and (4) the pedagogical outcomes, alongside the challenges associated with delivering instruction effectively in a digital environment (Law et al., 2008). The examination revealed that significant advances have been achieved within each dimension, although several hurdles continue to impede the wider adoption of ICT-based pedagogical techniques.

5.1. Current ICT Infrastructure and Resources: The present Algerian ICT infrastructure does not meet the minimum requirements for interactive flexible learner-centric pedagogies as prescribed by local policies. Chlef University supports the MHESR in its commitment to broaden educational opportunities through ICT-based teaching techniques; however, a

variety of campus facilities have yet to be established. It is located in a developing region where most of the population does not have access to technology resources. Limited bandwidth, occasional service outages, fragmented hardware and software provision, and inadequate technician support are additional barriers that prevent teaching staff from adopting innovative ICT-based pedagogy (Laabidi & Laabidi, 2016). Further, available videos are not always provided with textual transcripts and this would limit the ability of students with hearing impairments or those having limited time to make use of such materials (Alhadi Al Ghawail et al. 2021).

The national and institutional focus on the significance of technology exploration through Content Management Systems (CMS), Learning Management Systems (LMS) and Museums University Network serves as a direct incentive for the implementation of ICT-based teaching techniques beyond personal initiatives. Current infrastructure and maritime cables support video-podcasting distribution but do not allow Chlef University to offer management of reused videos, personalized recommendations or simultaneous analysis of multiple videos which are all interactive options.

5.2. Faculty Readiness and Professional Development: Most faculty members at Chlef University see the integration of ICT in teaching practices as important and believe that they are somewhat well prepared for it. Teachers perceive ICT as a strong support to improve instruction and enhance pedagogical quality. Most faculty members report having enough access to suitable hardware, software, and professional development opportunities although quite a number seem to be having problems with these issues (et al., 2019). However, updated technologies are not being used much in either formal or informal teaching even though this comfort seems apparent. These observations support the general premise that faculty readiness is a major factor influencing the adoption of ICT in higher education (Khaloufi & Laabidi, 2017). Furthermore, it seems that the university is open to new pedagogies with continuous technological support; alternative pedagogical formations would be very welcome (Laabidi & Laabidi, 2016).

5.3. Student Engagement, Accessibility, and Pedagogical Challenges in ICT Integration:

Higher education in Algeria remains largely rooted in traditional, face-to-face lecture-based instruction, with the transition toward ICT-based learning progressing at a relatively slow and uneven pace. At Chlef University, digital learners increasingly engage with tools such as learning analytics platforms, interactive multimedia resources, and mobile-accessible learning systems that enable flexible, anytime and anywhere education. However, this digital shift occurs in the absence of comprehensive national guidelines regulating or standardizing digital learning practices. Significant disparities persist in access to ICT infrastructure, including hardware, software, stable internet connectivity, and the quality of mobile devices used to access educational platforms and digital materials. These structural inequalities continue to

shape the Algerian digital learning landscape and limit the full potential of technology-enhanced instruction.

From the students' perspective, reliance on conventional face-to-face teaching often results in unmet learning objectives, insufficient feedback, and declining motivation (Ghounane, 2022). At the same time, the rapid digital transformation occurring in society places increasing pressure on higher education institutions to modernize governance, administrative systems, and pedagogical frameworks (Okoye et al., 2023). Contemporary knowledge economies require universities to integrate technological innovation not only into classroom practices but also into institutional management, academic security systems, and quality assurance mechanisms. ICT adoption should therefore be understood as a means of expanding knowledge acquisition, strengthening institutional efficiency, and bridging the gap between academic environments and real-world technological developments (Alhadi Al Ghawail et al., 2021).

Nevertheless, the transition is not without challenges. Weak digital infrastructure, insufficient cyber security measures, and limited strategic coordination can undermine implementation efforts, as evidenced in comparable institutional contexts. Effective ICT integration thus demands a coherent model that aligns internal teaching capacities with clearly defined external educational demands, ensuring that digital transformation enhances both student engagement and institutional resilience.

6. Evaluation, Methods, and Results of Techniques Based on ICT: The development of computer tools brings about some transformations in the teaching approach at the university level in Algeria, which is initiating projects to promote the integration of ICTs (Laabidi & Laabidi, 2016). At the University of Chlef, Faculty of Humanities and Social Sciences, the techniques subjected to evaluation are WhatsApp and messenger for managing classes and audiovisual media and presentations through Youtube. Their educational utility is assessed through quantitative indicators like the number of posts and qualitative approaches such as personal experience, peer evaluation, and academic records. Further comparative study explores similar integration models applied in Morocco.

6.1 Quantitative Indicators: Most universities, including Chlef University, have embarked on vast projects aimed at integrating ICT into education. Although much remains to be accomplished, sporadic initiatives to provoke a break from traditional molds are commendable. The change in pedagogical practices depends on how far institutions have gone in implementing certain ICT strategies and resolving contextual constraints (Laabidi & Laabidi, 2016). Class observations carried out together with a larger community of practice focus on teaching methods that align with the professional growth of digital learners. These engagement metrics give an idea about the relative importance of ICT-based techniques among Chlef University instructors. However, these metrics by themselves are not enough to describe and contextualize teaching profiles; hence further qualitative probes accompany this study. The collected qualitative feedback from students and teachers about the adopted techniques to understand changes noticed in teaching-learning processes. Students found it more engaging

with better retention but were worried about too much screen time; teachers observed more effort and output from students though not evenly engaged. Students noticed less face-to-face interaction making them feel isolated while teacher observers pointed out how important online discussion was during the pandemic! Such disparities between students' experiences and those of faculty warrant further investigation, as they may also reflect local challenges related to remote learning. (Ghounane, 2022). Other issues raised were inflated workload due to perceived immediacy from digital resources plus more training needed for instructors (Laabidi & Laabidi, 2016).

6.2. Benchmark Comparisons in Regional Contexts: As a member of the Arab World, Algeria remains classified among emerging markets, facing significant challenges in establishing a fully developed Knowledge Economy. In 2022, several key indicators—such as the share of GDP allocated to education, primary education completion rates, and youth literacy levels—demonstrated that Algeria continues to lag behind many of its regional peers (Ghounane, 2022). For example, while Algeria's expenditure on education as a percentage of GDP remains moderate, countries like Tunisia and Egypt have consistently allocated higher proportions, enabling more extensive investment in educational infrastructure, teacher training, and ICT integration. Primary education completion rates and youth literacy levels in Tunisia and Egypt also exceed Algeria's figures, reflecting more effective policies and broader access to quality education. Morocco, meanwhile, has prioritized national strategies for digital education and e-learning initiatives, which have enhanced both student engagement and faculty readiness for ICT-based instruction.These regional disparities indicate that Algeria's relatively lower economic and educational development has constrained the adoption of digital technologies in its higher education system. As a result, ICT integration has been uneven across institutions, with limited access to digital resources, insufficient professional development for faculty, and inadequate support mechanisms for students. This divergence from neighboring countries suggests that Algeria's digital learning landscape is shaped not only by technological factors but also by broader systemic issues, including governance, policy prioritization, and investment patterns. Addressing these gaps is critical, as improving ICT adoption in education could help Algeria accelerate its transition toward a Knowledge Economy, enhance student learning outcomes, and better align with regional and global standards in digital education (Laabidi & Laabidi, 2016).

Furthermore, a comparative analysis underscores that Algeria's challenges are not merely technological but structural. The slower integration of ICT may exacerbate existing inequalities in access to education, especially in rural and underserved regions, where students are disproportionately affected by limited connectivity and digital tools. By contrast, Tunisia and Egypt have leveraged ICT initiatives to bridge such gaps, offering a model that Algeria could adapt while accounting for local socio-economic realities. This highlights the urgent need for strategic policy reforms, targeted investment in digital infrastructure, and capacity-building programs for educators to ensure that Algeria's youth can fully participate in and benefit from the digital learning ecosystem.

7. Policy and Institutional Support: Investment in ICT infrastructure, resources and services seems to be basically focused at Chlef University. The main priority in planning and budgeting is still hardware provision; however, for the digital gap to be reduced as well as sustainable change to happen, institutions in Algeria need at the same time to look beyond

physical resources. Equally important is the issue of equity, which demands that the government implement policies ensuring that all educational institutions are adequately supported and that their specific needs are addressed. In the context of ICT integration, disparities between institutions—such as differences in infrastructure, access to digital resources, and teacher preparedness—can exacerbate existing inequalities in educational outcomes. Without targeted interventions, students in under-resourced universities or rural areas may face significant barriers to participating fully in digital learning, limiting their ability to benefit from modern teaching methods. Therefore, national policies should prioritize equitable distribution of funding, provision of digital tools, and professional development for faculty across all institutions. By promoting equity in digital education, Algeria can foster more inclusive learning environments, enhance student engagement, and ensure that the benefits of ICT adoption contribute to reducing educational gaps rather than reinforcing them. Therefore industry and government sectors must collaborate for smooth implementation of ICT-based activities in higher education. Since there are 5 million students in Algeria who know digital tools, pedagogical techniques and approaches should also change to fit into this new digital age. Meeting global goals for digital transformation of education— equitable access, quality education, and digital skills— will take major effort by Algeria's education and training community. It is especially critical in Algeria to make educational content more widely available—to students as well as teachers—and provide opportunities to observe and analyze teaching and learning if education is not to become merely the privilege of one community with others neglected (Neggady Alami & fahssis, 2019). Collaboration among universities, schools, and private sectors should help Algerians make this change possible too. Providing support for faculty in producing instructional videos, alongside engaging students in the creation of educational content, further enhances the availability of formal learning materials, complementing the other initiatives previously discussed. (Laabidi & Laabidi, 2016).

7.1. Strategic Planning and Investment: Chlef University has very serious problems when it wants to move toward practices of higher education that are based on or mixed with ICTs. The development plan for strategic alignment with Digital Algeria Vision 2020 states that by 2030 some initiatives will be implemented to support academic programs at this university more strongly. The bigger strategy sees teaching learning process digital transformation as dependent on putting into practice an infrastructure plan which supports a set of prioritized ICT teaching techniques; thus some priorities have been identified at Chlef University for facilitating this transformation:

Ensure ubiquitous Internet, modern hardware, software, and multimedia resources in all teaching spaces. Design an academic e-platform/portal for controlling access to tools dedicated to the promotion of ICT-based teaching techniques and sharing resources, materials, and training. The establishment of a Wi-Fi connection covering all university premises will further support these priority actions and facilitate access to ICT-based and blended teaching configurations via the university portal thereby promoting the European Union's Lifelong Learning Programme. (Neggady Alami & fahssis, 2019)

7.2. Policy Frameworks for Digital Equity: Digital equity in education is an embodiment of the principle of equal opportunity for all learners with respect to access, use, and co-creation of digital content and knowledge (Muianga et al., 2013). A national policy framework on digital equity would enable the country to achieve its goals in Internet connectivity to enhance access

as well as opportunities for education and economic development while simultaneously bridging the digital and gender divides. The ICT-based teaching techniques being considered under an Algerian context are specifically aimed at meeting the diverse needs and preferences of digital learners especially those who have opted or are compelled by circumstances to learn at a distance. The means through which these techniques can accommodate the country's foremost educational policy goal of ensuring equity among higher-education students while remaining affordable for institutions continue meriting consideration (Akoh, Okpanachi, & Ocheni, 2014).

Higher education in Chlef Province is entirely public; thus, any policies or frameworks designed at a national or regional level will have automatic bearing. (Neggady Alami & fahssis, 2019). A national ICT policy does not exist to date; hence it cannot be used as a tool for promoting equity digitally by bringing institutions of education up to speed with necessary equipment and skills. Guided by the orientations given in the national strategy for upgrading higher education in Algeria, this draft policy meant to support promotion establishment as well as implementation would recognize technology with its application during this century as one very powerful lever toward continuity of education satisfying citizen needs besides, generating knowledge that goes along with development at the national level.

7.3. Collaboration with Industry and Government : The Co-Development Framework of Industrial and Higher Education was launched by the ministry of Industry, Mining and SMEs of the Government of Algeria in partnership with FEI, the General Confederation of Enterprises, and CIPA (the Co-Development of Higher Education and Industrial engineering Program Advisory Committee) to support academic curricula in engineering that would significantly contribute to articulating between higher education and the industrial/entrepreneurial sectors. This co-development framework reinforces cooperation between universities, national higher schools, and industry in Algeria. The emphasis is placed on co-elaboration engineering curricula (and today Master's curricula plus a university teaching platform of elements) allowing clearance for skills that industries require imperatively. Furthermore, when industry finds certain weaknesses in the skills and competences of PhD candidates as well as Master's students in engineering it is done by nationally hired external experts but also by self-analysis from national higher schools taking heed not to denigrate government work. A series of actions are undertaken to alert state authorities and help them find corrective measures that will assist educational system reform to cope up with necessary formations needed by Algerian industries (Antepli et al., 2019).

8. Implications for Practice at Chlef University: Digital learners in Algeria have various learning needs, preferences, and constraints requiring innovative ICT-based teaching techniques to address them. Models from the Chlef case study are presented here which were effective in meeting their specific requirements. The analysis of benefits, hurdles, and

tactics used would provide insights that could be adapted to satisfy similar demands at other regional institutions.

Digital learners in Algeria present a wide range of learning needs, preferences, and constraints that necessitate the implementation of innovative ICT-based teaching strategies. Addressing these diverse requirements is critical to ensuring effective engagement, improving access to learning resources, and supporting student autonomy in the learning process. The models and approaches designed to meet these challenges are informed by insights drawn from the Chlef University case study, which provides a practical example of how ICT integration can be tailored to local contexts. By examining the successes and limitations of such initiatives, educators and policymakers can develop more targeted interventions, optimize digital teaching practices, and enhance the overall quality and inclusivity of higher education in Algeria. Course organization, resource-sharing platforms, teaching approaches as well as collaborative activities giving opportunities for integrated usage of available ICT tools are among strategies discussed. The advantages, challenges, and strategies employed are examined, providing insights that can be adapted to address similar requirements in other regional institutions.

8.1 Scalable Models for Digital Learners: Collaborative learning is an instructional method that involves groups working together towards a common goal or task. Its potential increases dramatically when it is supported by information and communication technology (ICT). Recent research conducted at the Chlef University Center located in Algeria has revealed that group projects can be used to achieve the goals of digital learning pedagogy which is still under development facing challenges such as insufficient hardware and training.

Zoom, Google Documents, WhatsApp, and educational platforms support collaborative group work. Such tools help form e-communities that increase learners' motivation and engagement—the latter being essential for Algeria's digital learner. Interaction maintenance among group members is critical for students who have exhausted all available content.

8.2. Faculty Development Pathways: The need for faculty to appreciate the potential of ICT-based techniques goes hand in hand with the provision of distance education and an evaluative review of the educational services provided through these techniques (World English Journal et al., 2019). Since initial teacher training and socialization practices cannot fully meet a teacher's educational needs, it is recommended that guidance from educational specialists be offered in a non-intrusive way throughout the teacher's professional life supported by access to appropriate facilities, tools, and continual formative evaluation. The same applies within the Algerian context: Though training has already been provided at the level of Higher Education Institutes (HEIs), there is still a need to supplement these activities and discuss new topics with various stakeholders involved.

8.3. Student Support Services in ICT-Enhanced Education: Chlef University, located in the Chlef region of Algeria, lies approximately 200 km west of the capital, Algiers, and serves as a major center for higher education in the area.. It was established in 1998 to serve an area of more than 80,000 km² with a population exceeding 1 million inhabitants; therefore, it offers a large number of

diploma programs at undergraduate, master, and doctorate levels from different faculties and institutes almost covering all disciplines. About 95% of its students are enrolled under science and technology specializations which attract big cohorts of teachers who are willing to share their experiences and practices with students. Chlef University has a huge student population whereby approximately 30,000 active members who have specific academic demands particularly regarding sciences yet constitute just a small fraction enabling refinement and polemics; thus, The broad integration of ICT into pedagogical practices at Chlef University encompasses lecture planning, delivery, referencing, guidance, and the evaluation of student work. This growing emphasis on ICT, coupled with increasing experience in digital tools, represents a pivotal shift in teaching methodologies. Since this period, ICT-based approaches have been established that have the potential to enhance learning experiences for both current and future digital generations. (Bentum Wilson 2014).

9. Ethical Considerations and Data Privacy: The new education system is still facing problems with ethics and data privacy, even though it has modern information and communication technology (ICT). Students are using ICT to take part in the education process by giving and sharing videos and other materials or by going to online classes, but questions about data use might come up during digital meetings. The informing and educating stage encourages students to go to online courses and share learning or knowledge contents. Professional and private materials regarding these ICT contents or tools do not exist, nor do enjoyment and entertainment contents. Formal contents should be formally distributed; otherwise, it is against the code of ethics. Distraction while attending virtual classes by intervening or engaging with other activities might also happen but is rather restrained. In this situation, allowing the student attendees to engage in enjoyment and entertainment protection has also been a matter of consideration. These could be delivered through separate management rules from the students' informal channels. There are several mature established contents that participants can utilize without interruption. Enhancement of the management and engagement rules has also been a topic of consideration. Further study observation can still increase knowledge about how to apply these technologies.

Conclusion: The findings of this study demonstrate that Chlef University has taken meaningful steps toward integrating ICT-enhanced pedagogical practices that align with the evolving expectations of digital learners. The gradual incorporation of technology into teaching reflects an institutional awareness of the need to modernize instructional delivery and respond to contemporary educational demands. Faculty members have adopted a range of digital tools and strategies, including educational videos, interactive demonstrations, learning management systems, and mobile communication applications. These practices have contributed to greater instructional flexibility, improved communication, and increased opportunities for student participation, particularly in contexts shaped by post-pandemic educational adjustments. The introduction of synchronous and hybrid learning modalities represents an additional step toward adaptive and personalized instruction. Although these approaches remain in the early stages of systematic implementation, they signal a shift toward more learner-centered environments that recognize diversity in learning pace, accessibility needs, and engagement preferences. However, the diffusion of such innovative practices remains uneven, constrained

by infrastructural limitations, variable levels of digital competence among instructors, and the persistence of traditional lecture-dominated pedagogies.

The study highlights the necessity of strengthening institutional support mechanisms to sustain and expand ICT integration. Increased investment in continuous professional development pathways for faculty members is essential to move from basic technological adoption toward pedagogically transformative use of digital tools. Equally important is the promotion of research-informed teaching practices that systematically evaluate the impact of ICT on student motivation, engagement, and academic performance.

At the policy level, broader structural measures are required to ensure equitable access to digital devices, stable internet connectivity, and inclusive learning platforms. Without such measures, disparities in digital access risk undermining the potential benefits of technological innovation. A coherent and vertically integrated institutional strategy—linking infrastructure, training, pedagogical design, and quality assurance—would significantly enhance sustainability.

Ultimately, while Chlef University has made commendable progress in responding to the needs of digital learners, sustained strategic planning, inclusive access policies, and pedagogical innovation remain critical for consolidating ICT as a transformative force in Algerian higher education.

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