

**The Degree of Compatibility of Study Plans With Teaching Strategies Applied in the Distance Learning System, From the Point of View of Master's Students in the Faculty of Educational Sciences at JARASH University**

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**Abstract:**

The current study aimed to identify the degree of compatibility of study plans with teaching strategies applied in the distance learning system from the point of view of Master's Students in the Faculty of Educational Sciences at JARASH University. Master's degree in the Faculty of Educational Sciences at the University of JARASH, and the results of the study concluded that the average total score for the answers of the study sample on the degree of compatibility of study plans with the teaching strategies applied in the distance learning system came average with an arithmetic mean (3.21) and a medium score, and the results of the study proved the existence of significant differences Statistical significance in the degree of compatibility of study plans with teaching strategies applied in the distance learning system from the point of view of the students of the Faculty of Educational Sciences at the University of JARASH according to the study variables (scholastic level, specialization) and in light of the results of the study, the study recommended directing university professors to ensure the compatibility of study plans With distance teaching strategies and adding courses to the educational faculties' plans that deal with teaching strategies that are compatible with the distance education system.

**Study background**

Many educators and specialists raise questions about the study plans for the curricula and the strategies used in distance learning, as all countries tend to develop in university education through the employment of distance learning. This learning in light of the Corona pandemic that swept the whole world, which led to the emergence of challenges in the teaching-learning process, as traditional teaching strategies need to be developed and changed to match the skills of the digital future and achieve educational goals (Al-Shbul & Walid, 2018).

Education systems in the world in general and in Jordan in particular are facing many challenges imposed by the Corona pandemic, and it was necessary for educational institutions in Jordan to implement the distance education system to ensure the continuity of the educational process. Salem bin Muhammad Al-Malik that the post-Coronavirus world is looking forward to the future of education, and facing the challenges of the next stage by developing innovative plans and curricula, study programs, paths and alternative educational strategies that ensure the continuation of the educational process (Malik, 2020).

The development of teaching strategies is an important necessity, to reach the various

desired educational outcomes, and to overcome the individualism that permeates the existing educational situation through traditional learning strategies, which are characterized by memorization and indoctrination, and directing the student's energy and abilities to participate in the educational process effectively.

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The researcher believes that the use of modern teaching strategies in the distance education system needs study plans that are compatible with the development of the educational learning process on the one hand, and with strategies on the other hand, and based on the recommendations of previous studies such as the Al-Qahtani study (2019) and the Oweish study (2019), which emphasized the need to employ strategies Modern teaching in distance learning, it was necessary to talk about the study plans and their compatibility with the teaching strategies used in the distance education system.

### **The study Problem**

The development of teaching strategies coincided with the application of the distance education system, as this system called for the development of strategies that are compatible with the use of technology in teaching, and the owner (2020) believes that the post-Coronavirus world requires anticipating the future of education, and he must prepare to meet the challenges of the next stage through the development of plans and curricula. Teaching programs and educational paths.

And through the work of the researcher, a university professor at the Faculty of Educational Sciences at Jerash University, he realized the importance of the step taken by the university by amending the study plans, but the question remained, is the modification of study plans compatible with the teaching strategies applied in the distance learning system? Therefore, the researcher decided to study the degree of compatibility of study plans with teaching strategies applied in the distance learning system from the point of view of master's students in the Faculty of Educational Sciences at Jerash University.

### **Study Questions**

This study came to answer the following questions:

The first question: What is the degree of compatibility of study plans with teaching strategies applied in the distance learning system from the point of view of master's students in the Faculty of Educational Sciences at Jerash University?

The second question: Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the degree of compatibility of study plans with teaching strategies applied in the distance learning system from the point of view of master's students in the Faculty of Educational Sciences at Jerash University that are due to the variables of academic level (first

year) , second year), specialization (educational administration, general curricula and teaching))?

### **Objectives of the study**

The current study aimed to identify:

- The degree of compatibility of study plans with the teaching strategies applied in the distance learning system from the point of view of master's students in the Faculty of Educational Sciences at Jerash University.
- Statistically significant differences in the degree of compatibility of study plans with teaching strategies applied in the distance learning system from the point of view of master's students in the Faculty of Educational Sciences at Jerash University due to the variable of academic level and specialization for master's students.

### **The importance of study**

The importance of the study lies in the importance of its subject, which focuses on the degree of compatibility of study plans with teaching strategies applied in the distance learning system from the point of view of master's students in the Faculty of Educational Sciences at Jerash University. In universities to identify the degree of compatibility of study plans with the teaching strategies applied in the distance learning system, in order to benefit from them in modifying plans according to the strategies used in distance education.

### **Study hypotheses**

First hypothesis:

There are no statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the degree of compatibility of study plans with teaching strategies applied in the distance learning system from the point of view of master's students in the Faculty of Educational Sciences at Jerash University due to the two variables (school level (year) First, second year), specialization (Educational Administration, General Curricula and Teaching)).

### **Procedural definitions of the study**

**Study plans:** a set of compulsory, elective and free courses that constitute requirements to graduate from a specific course and students must pass it successfully to obtain the degree. The researcher defines it as the group of compulsory, elective and free courses included in the master's plans in the Faculty of Educational Sciences at Jerash University.

**Teaching strategies:** a set of pre-established procedures and measures by the teacher to be implemented in the teaching process in an elaborate manner. It achieves the desired goals within the simplest possibilities and conditions, and the researcher defines them by the set of procedures, measures and strategies set by the university professor in the study plans of master's students at the Faculty of Educational Sciences at Jerash University.

**Distance education:** It is a type of e-learning followed by Jerash University to teach master's students in the College of Educational Sciences. It is characterized by the absence of direct communication between the university professor and the student, where educational materials

are prepared electronically and then published using technical means and educational platforms specified by the university.

### **The limits of the study**

**Time limit:** The study was applied during the first semester of the academic year 2020/2021

**Spatial Limit:** The study was limited to master's students in the Faculty of Educational Sciences within the academic level (first year, second year) at Jerash University.

**Objective limit:** The objective limits of this study are the degree to which the study tool has the psychometric properties and the accuracy of the study sample's response to the study tool's paragraphs.

### **Previous studies**

After the researcher tried to refer to the previous theoretical literature related to the subject of the study and related to the degree of compatibility of study plans with the teaching strategies applied in the distance learning system from the point of view of students of the Faculty of Educational Sciences at Jerash University, and searching through libraries, search engines and electronic libraries, the researcher did not find studies that dealt with compatibility Plans with teaching strategies on the one hand and the plans' compatibility with teaching strategies in the distance learning system on the other hand, so the researcher tried to present some of the previous studies that dealt with study plans and the strategy of teaching and distance education as follows:

(Mousa, 2021) The study aimed to reveal the degree of use of modern teaching strategies in distance learning among primary school teachers in private schools in the capital Amman. In the capital Amman, the researcher prepared a questionnaire consisting of (52) items, and the results showed that the degree to which teachers of the basic stage use the modern teaching strategy in distance learning in private schools in the capital Amman governorate was high from the point of view of teachers, and the study found no There are statistically significant differences in the degree of using modern teaching strategies in distance learning that are attributed to the gender variable. After due to the variable number of years of experience in teaching, the study made recommendations, the most important of which is adding practical training in field training to apply distance teaching strategies for male and female teachers.

Also, Almanthari, Maulina & Bruce, 2020 conducted a study aimed at identifying the challenges of applying e-learning during the Covid-19 pandemic from the point of view of mathematics teachers. The study sample consisted of 159 female secondary school mathematics teachers in Indonesia, who were chosen randomly. The results of the study showed that the level of challenges of applying e-learning during the Covid-19 pandemic from the point of view of mathematics teachers in secondary schools was average, where the average teacher's challenges and curriculum challenges were low, while the level of school challenges and students' challenges were medium.

(Aqel, 2019) This study aimed to design an electronic learning environment that employs active learning strategies, and measure its effectiveness in developing future thinking skills in technology for seventh grade students. On a sample of Eilaboun Common Basic School students to be a field for study, they numbered (70) students. The study tools included a test of future thinking skills consisting of (20) items, a questionnaire consisting of (20) items to measure future thinking skills, and a personal interview consisting of a card (4) Paragraphs to measure future thinking skills, and the results of the study resulted in the presence of statistically significant differences between the average scores of the experimental group students and the average scores of the control group students in the dimensional future thinking skills test, in favor of the experimental group students, as well as the presence of statistically significant differences between the average scores of The students of the experimental group and the average scores of the students of the control group in the questionnaire of dimensional future thinking skills, in favor of the students of the experimental group, as well as There are statistically significant differences between the average scores of the experimental group students and the average scores of the control group students in interviewing the dimensional future thinking skills, in favor of the experimental group students.

(Al-Shboul, 2018) The study aimed to reveal the reality of the study plans of the Islamic studies program at the Faculty of Sharia at Yarmouk University in the light of quality standards from the point of view of faculty members and graduate students, using the descriptive approach, and the study tool consisted of (25) paragraphs. The results showed that the study plans of the Islamic studies program lacked quality standards for preparing study plans, and that their reality in light of quality standards and dimensions from the point of view of faculty members and graduate students together was within the degree of approval (neutral), and the absence of a statistically significant difference due to the variable (the party educational). As well as the reality of the study plans of the program from the point of view of the students of the different tracks. It was within the degree of agreement (neutrality), and there was no statistically significant difference due to the variable (sex), and the presence of a statistically significant difference due to the variable (track); In favor of the family studies track in the first place and the Islamic education track in the second place, and the path of preaching and Islamic media in the third place.

(Alawi & Bakhshush, 2017) This study aimed to reveal the extent to which some modern teaching strategies contribute to improving the teaching process from the point of view of secondary education teachers by answering the main question that is, to what extent do some modern teaching strategies contribute to improving the teaching process from The point of view of secondary education teachers, as it contains sub-questions represented in the extent of the contribution of the cooperative education strategy to improving the teaching process from the point of view of secondary education teachers? To what extent does the problem-solving strategy contribute to improving the teaching process from the point of view of secondary education teachers? To what extent does the role-playing strategy contribute to improving the teaching

process from the point of view of secondary education teachers? In order to achieve the objectives of the study, the descriptive survey method was used based on describing the results of the study, where the researcher built a questionnaire that was distributed after confirmation of its validity and reliability to the sample members, which numbered (132) professors in secondary education distributed over 07 secondary schools in the municipality of Ain Al-Bayda (Umm El Bouaghi) during the academic year (2016-2017) and after processing the statistics, we reached the following results: The cooperative education strategy contributes to a high degree to improving the teaching process from the point of view of secondary education teachers. Secondary The role-playing strategy contributes to a high degree in improving the teaching process from the point of view of secondary education teachers.

### **Commenting on previous studies**

The previous studies aimed at the reality of the study plans, such as the study (Al-Shbul, 2018) and revealing the extent of the contribution of some modern teaching strategies to improving the teaching process, such as the study (Alawi & Bakhshush, 2017), while the current study aimed to know the degree of compatibility of study plans with the teaching strategies applied in the system Distance learning. The current study coincided with previous studies in using the descriptive analysis method for its relevance to educational studies.

### **Study Methodology**

The researcher used the descriptive survey method for its suitability for the purposes of the study.

#### **Study community**

The study population consists of all master's students in the College of Educational Sciences within the academic levels (first year, second year) at Jerash University who are enrolled in the first semester 2021/2022.

#### **The study sample**

The study sample consisted of (45) male and female students in the majors (Educational Administration, General Curricula and Teaching) in the Faculty of Educational Sciences at the academic level (first year, second year) at Jerash University who are enrolled in the first semester 2021/2022. They were selected by simple random method.

**Table 1**  
**Distribution of study sample members according to demographic variables**

<u>Variables</u>		<u>Number</u>
<b>Academic level</b>	First year	25
	Second year	20
<b>Specialization</b>	specialization	21

**The study tool**

The researcher developed the study tool by reviewing the theoretical literature and reviewing previous studies on the subject of the study. The study tool in its initial form consisted of (19) paragraphs, and after presenting the tool to a group of arbitrators, the study tool in its final form consisted of (15) paragraphs. A five-point Likert scale (very high, high, medium, low, very low) was used in grading the study instrument. Its validity and reliability were verified as follows:

**The validity of the tool:** The study tool was verified by presenting it to (10) arbitrators from specialists in assessment, evaluation, educational planning, curricula and teaching methods. And amend the wording (9) paragraphs.

**Stability of the tool:** The stability of the study tool was verified by applying it to a pilot sample outside the study sample (12) and using Cronbach's stability coefficient alpha, and the degree of stability of the study tool was (0.89), and this value is acceptable for the purposes of the study.

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**Study procedures**

The study procedures were carried out as follows:

1. After reviewing previous studies and the theoretical literature on the subject of the study (the degree of compatibility of study plans with the teaching strategies applied in the distance learning system from the point of view of master's students in the Faculty of Educational Sciences at Jerash University), the study tool (the questionnaire) was developed.
2. The psychometric properties (validity and reliability) of the study tool were verified.
3. The tool was applied to the study sample, which is represented by master's students in the Faculty of Educational Sciences at Jerash University who are registered in the first semester 2021/2022. Then the data was collected.
4. The data was unloaded and processed using the SPSS statistical analysis program to answer the study question, and the grades were estimated on the items (very high score = 5, high score = 4, medium score = 3, low score = 2, very low score = 1) Reverse this gradation for negative paragraphs.
5. The degree of paragraphs was judged as follows:

- The paragraph score is low if the arithmetic mean of the paragraph is less than or equal to 2.33.
- The degree of the paragraph is medium if the arithmetic mean is between (2.34 - 3.66).
- The paragraph score is high if the arithmetic mean is between (3.67- 5).

6. Extracting the results, discussing them and writing recommendations.

### Statistical processors

- To answer the first question of the study, the arithmetic means, standard deviations, and the degree were calculated for the answers of the study sample members on the study tool.
- To answer the second and third study questions, arithmetic means, degree and one-way analysis of variance were calculated.

### Study results and comments

#### First: The results related to the first question:

To answer the first study question: What is the degree of compatibility of study plans with teaching strategies applied in the distance learning system from the point of view of master's students in the Faculty of Educational Sciences at Jerash University? The arithmetic averages and the score were calculated for each item of the study tool and the total score, and Table (2) shows these results.

**Table (2)**  
**The arithmetic averages and the degree of the answers of the study sample members to Study tool paragraphs**

Num ber	Paragraph	educational administration				General Curriculum and Teaching			
		First year		Second year		First year		Second year	
		Avera ge	egree e	vera ge	egree e	verag e	Degree	Averag e	egree e
<b>1</b>	The study plan aims to implement the two currencies of continuous electronic assessment and evaluation	<b>3.22</b>	<b>medium</b>	<b>3.22</b>	<b>medium</b>	<b>3.30</b>	<b>Medium</b>	<b>3.32</b>	<b>medium</b>
<b>2</b>	The study plan aims to present the content using an electronic medium	<b>3.43</b>	<b>medium</b>	<b>3.27</b>	<b>medium</b>	<b>3.23</b>	<b>Medium</b>	<b>3.55</b>	<b>medium</b>
<b>3</b>	The study plan aims to measure the extent to which the educational content is benefited by using electronic questions	<b>3.35</b>	<b>medium</b>	<b>3.18</b>	<b>medium</b>	<b>3.05</b>	<b>Medium</b>	<b>3.48</b>	<b>medium</b>



<b>4</b>	Study plans employ modern technological means embodied in audio, video, animation, and image used in education	<b>3.30</b>	Medium	<b>2.90</b>	Medium	<b>2.86</b>	Medium	<b>3.38</b>	Medium
<b>5</b>	Study plans employ electronic activities	<b>3.20</b>	Medium	<b>2.93</b>	Medium	<b>2.75</b>	Medium	<b>3.29</b>	Medium
<b>6</b>	The master plan combines e-learning with traditional education patterns	<b>3.28</b>	Medium	<b>3.07</b>	Medium	<b>3.01</b>	Medium	<b>3.37</b>	Medium
<b>7</b>	The plan highlights the tools used in blended learning	<b>3.39</b>	Medium	<b>3.16</b>	Medium	<b>3.22</b>	Medium	<b>3.41</b>	Medium
<b>8</b>	The study plan specifies the location of the blended learning application as a multimedia room	<b>3.63</b>	Medium	<b>3.48</b>	Medium	<b>3.32</b>	Medium	<b>3.80</b>	High
<b>9</b>	The study plan employs the use of e-mail for correspondence between the university professor and the student	<b>3.19</b>	Medium	<b>3.13</b>	Medium	<b>3.10</b>	Medium	<b>3.27</b>	Medium
<b>10</b>	The study plan combines traditional exams and electronic exams	<b>3.21</b>	Medium	<b>3.16</b>	Medium	<b>3.32</b>	Medium	<b>3.22</b>	Medium
<b>11</b>	The study plan includes providing the electronic content of the course to students and the mechanism for obtaining it	<b>3.18</b>	Medium	<b>3.98</b>	High	<b>3.98</b>	High	<b>3.68</b>	High
<b>12</b>	The study plan provides a site for electronic dialogue between the university professor and students	<b>3.07</b>	Medium	<b>3.87</b>	High	<b>3.54</b>	Medium	<b>3.48</b>	Medium
<b>13</b>	The study plan includes providing feedback to students through e-mail	<b>3.00</b>	Medium	<b>3.55</b>	Medium	<b>3.75</b>	Medium	<b>3.59</b>	Medium
<b>14</b>	The study plan aims to integrate learning theories with each other and employ them through electronic content	<b>2.89</b>	Medium	<b>3.97</b>	High	<b>3.65</b>	Medium	<b>3.75</b>	Medium

<b>15</b>	The study plan aims to integrate more than one means of teaching and learning such as live speech, multimedia and e-mail	<b>2.88</b>	<b>mediu m</b>	<b>3.85</b>	<b>High</b>	<b>3.25</b>	<b>Mediu m</b>	<b>3.89</b>	<b>High</b>
	<b>average and overall score</b>	<b>3.21</b>	<b>Medi u m</b>	<b>3.38</b>	<b>Medi u m</b>	<b>3.28</b>	<b>Mediu m</b>	<b>3.49</b>	<b>Mediu m</b>

Table (2) shows that the average total score for the answers of the study sample on the degree of compatibility of the study plans with the teaching strategies applied in the distance learning system came average with an arithmetic mean (3.21), and the degree of the response of all members of the study sample in all disciplines and all levels of study was medium, where All the first-year master's students in the educational administration specialization answered answers that reached a medium degree on all the study paragraphs, while the paragraphs (11, 12, 13, 14) occupied a high degree from the point of view of the second year students of the educational administration specialization, so that the highest paragraphs were the average of the paragraph (11) which stipulated, "The study plan includes providing the electronic content of the subject to students and the mechanism for obtaining it." To a high degree, this is due to Jerash University employing special educational platforms through which distance education is implemented and includes the academic content of students. As for the least average paragraphs from the second year students' point of view, paragraph No. (4), which states, "Study plans employ modern technological means that are embodied in sound, video, animation and image used in education." This is due to the development of educational platforms in universities in record time in order to preserve the continuity of the education process. The educational platforms used in distance learning still need to be developed in line with the plans and strategies used in the distance learning system.

As shown in Table No. (2), master's students majoring in curricula and teaching from the first year agree with the first year students of the Master of Educational Administration in the answers, as the highest arithmetic average and at a high degree were reached for paragraph No. (11) which stipulated that "the study plan includes the provision of electronic content of the subject to students and a mechanism Obtained." To a high degree, this is due to the ease of access of students to electronic content with ease. As for the least average paragraphs from the point of view of first-year students, paragraph No. (5) states that "study plans employ electronic activities" and this is due to the lack of study plans for strategies that support the application of electronic activities. While the highest average and at a high degree for second year students was on paragraph No. (15), which states, "The study plan aims to integrate more than one means of teaching and learning such as direct speech, multimedia and e-mail," while the lowest arithmetic average reached an average degree at paragraph No. (10) ) which states, "The study plan mixes traditional tests with electronic tests" and this is due to the fact that the study plan does not include clear, specific and diverse methods of measurement and

evaluation that are compatible with the distance learning strategies applied in the college.

Second: The results related to the second question

To answer the second study question: Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the degree of compatibility of study plans with teaching strategies applied in the distance learning system from the point of view of master's students in the Faculty of Educational Sciences at Jerash University due to the variables of specialization and level course for masters students? The arithmetic averages and the degree of compatibility of study plans with the teaching strategies applied in the distance learning system were extracted from the point of view of master's students in the Faculty of Educational Sciences at Jerash University, according to the variable of study level for master's students and specialization, and table (3) shows this.

**Table (3)**

**The arithmetic mean and the degree of the answers of the study sample on the study tool according to the variables of academic level and specialization for master's students**

Specialization variable	Academic level variable	Academic level variable	Degree
Education management	First year	3.21	Medium
	Second year	3.38	Medium
General Curriculum and Teaching	First year	3.28	Medium
	Second year	3.49	Medium

Table (3) shows apparent differences in the arithmetic averages and scores in the answers of the study sample according to the variables of specialization and academic level. To clarify the significance of the statistical differences between the arithmetic averages, a one-way analysis of variance was used, and Table (4) shows the results.

**Table (4)**

One-way analysis of variance to indicate the differences in the average responses of the study sample members to the study tool according to the variables of specialization and academic level

Contrast source	Freedom degree	Sum of squares	of average sum of squares	<b>P value</b>	Significance level
Academic level	1	2.106	2.106	4.033	.045
Specialization	2	4.458	8.915	5.544	.004

Table (4) shows that there are statistically significant differences in the degree of compatibility of study plans with teaching strategies applied in the distance learning system from the point of view of master's students in the Faculty of Educational Sciences at Jerash University, according to the academic level variable, where the significance level reached (.045). ), which is a statistically significant value at the significance level ( $\alpha = 0.05$ ). As well as the presence of statistically significant differences in the degree of compatibility of study plans with the teaching strategies applied in the distance learning system from the point of view of master's students in the Faculty of Educational Sciences at Jerash University, according to the variable of specialization, where the significance level reached (.004), which is a statistically significant value at the level of The significance ( $\alpha = 0.05$ ) is attributed to the students' awareness and awareness of the necessity of compatibility of study plans with strategies, in addition to the fact that the formulation of study plans and educational strategies is among the specialization of the study sample.

### **Recommendations:**

Directing university professors to ensure that study plans are compatible with distance teaching strategies.

Adding courses to the educational colleges' plans dealing with teaching strategies that are compatible with the distance education system.

- Raising the efficiency of study plans to include assessment and evaluation strategies, developing problem-solving and cooperative learning skills, and developing higher-order thinking skills in line with distance education strategies.

A specialized committee is formed to study and review study plans and ensure their compatibility with distance education strategies.

- Conducting several studies on the compatibility of study plans with modern strategies applied in the distance education system and on all scientific and literary faculties, from different points of view, such as students, university professors and educational specialists.

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