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# The Digital Environment and the Crisis of Transition Towards e-learning in Light of the Corona Pandemic: A Socio Analytical Study on the Reality of Electronic Education in Iraq in the Context of the Coronavirus Pandemic and After

## Abstract

*In most countries of the world, university education faces several crises that vary according to their severity and the nature of their impact. Some are serious and some are harmful, and some have negative long-term effects where they occur. Some are light and ephemeral. The educational system in all countries of the world has witnessed the Coronavirus pandemic crisis, which has no alternative that this system could do. This led them to resort to electronic education as a solution to the crisis and to work to integrate education in its traditional and electronic way at best to proceed with the academic year with the least damage. This research therefore comes to know how to deal with the crisis, as the pandemic has swept all social sectors, including the university education sector, in which three parties are represented (the student, the educational institution, with an indication of the importance of digital transformation) and the need for this to be done through the field of university education in the first century, and through effective mechanisms, such as the upgrading it, through university education, and what can be done through the university education field Twenty-three major advances in science and technology and modern means of communication were made possible by digital technology, which provided new and flexible media in electronic or distance education.*

**Keywords:** Digital Environment, Crisis, e-learning, Corona Pandemic.

## First Theme: Research Elements and Concepts

### 1) Search Items

#### 1. Search Problem

The education sector, especially university education in all countries of the world, has been

exposed to the coronavirus pandemic, which has created imbalances in the social structure of all societies and damaged their educational institutions. E-learning or distance education has been one of the solutions created by universities to complete their educational process. The transformation of university education from

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traditional to electronic education is one of the most rapidly growing areas, as a result of the scientific and technical developments that were the result of the fourth industrial revolution, where the demand for integrating technology into education has increased. The goal is to build a generation capable of keeping up with the new vocabulary (the digital age). This has created a problem that has increased the burdens on educational institutions (universities). The urgent need to use information and communication technology in the educational process has emerged, so these institutions have the duty to prepare their students to confront these developments and developments, especially after the spread of the pandemic of the digital age which was the 19-99 which was the main reason (Lewis, 1998).

## **2. The Importance of Research**

The importance of theoretical research lies in recognizing the reality of electronic education and the extent of its successful application in Iraqi universities in light of the coronavirus pandemic crisis and beyond, and by emphasizing the importance of digital transformation in education, which represents a new trend that our educational institutions seek to follow and develop. It also aims to work to create an active learning environment that increases the interaction of the learner (the student) and his follow-up of the educational process in the digital environment.

## **3. Search Objectives**

1. Recognizing the Crisis of University Education in the Transition to Electronic Education in the Context of the Coronavirus Pandemic.
2. Recognizing the Most Important Challenges of University Education in the Context of the COVID-19 Pandemic.
3. E-Learning Beyond the COVID-19 Pandemic.
4. Highlight the main challenges of e-learning for application in educational institutions.

## **2) Search Concepts**

### **1. Digital Environment**

In other words, this paved the way for the establishment of a new concept for societies, which is the Paper Society or the Digital Society. There is no doubt that modern digital technology has greatly and fundamentally affected the value and identity of information, as it has become

easy to reduce or penetrate the various information formats. It has thus become possible to break down the security barriers that protect information, especially in its digital form. This requires the rapid development of new legislative measures, adapted to the course of the digital environment, to protect the classifications and to create mechanisms that support the contribution of the digital community to the protection of actors in the production of information from publishers and beneficiaries.

## **2. Educational Crisis**

The crisis is defined as the situation, which causes an error in the work of the organization, and thus loss and damage, which causes the organization to lose its balance and may cause larger crises. It is a critical moment, at which the individual may have severe difficulty in acting, which makes him extremely confused and unable to make decisions, because of a lack of knowledge and the confusion of reasons with results and increases the degree of uncertainty about future developments, both from the crisis and the crisis itself. The educational crisis is caused by the accumulation of a host of external influences surrounding the educational system, or by a sudden imbalance affecting the main components of the educational system and posing a clear and obvious threat to its survival (Mohsen, 1998).

### **a) Electronic Education**

It is a method of teaching using modern communication mechanisms from a computer, its networks and multimedia, such as images, sound, graphics, search mechanisms, electronic libraries and Internet portals, whether remotely or in the classroom (Teller, 1993).

### **b) COVID-19 Coronavirus**

It is a disease pandemic that started in the world in late 2019 and early 2020, in Wuhan, China, and spread to all countries of the world, and it continues until now. This is the name that the World Health Organization (WHO) has given to the virus that causes acute respiratory syndrome, known as Coronavirus, and has helped it as a global pandemic.

## **Second Axis: Digital Environment**

It is the environment that forms a new type of society, which is called the "digital society." This society represents a major development in the use of information technology through the challenges that this environment poses in

obtaining information and resources from university curricula or libraries, such as digital libraries, which represent an important pillar of electronic information, so that it is more accurate and effective in terms of organizing information and data, storing, updating and preserving it. This reflects positively on the retrieval of information and data and is called the era in which we are in the digital age, through the introduction of modern technological alternatives to change all the practical foundations of those systems that have been prevalent since ancient times. We note that the complete text (Full Text) has replaced text and electronic media with the substitution of digital information systems, and replaced digital media systems More common and open, such as country, regional and international networks based on advanced software and open and distributed designs, the Internet today is the general framework around which all information systems with all their components are built, such as a network structure, a structure of knowledge content and a quality of communication services within it (Abdul Ghafoor, 2003).

In addition to this concern for a vital element, which is the formation and continuous training in the field of modern technologies, which is an imperative in all areas of knowledge for the optimal performance of functions in a renewed world characterized by continuous transformation and change, some define the digital environment, or are called the technological environment, which is a group of elements varying in tasks, competencies, functional degrees, convictions, and scientific competencies that interact with each other according to a system for the accomplishment of specific tasks. In other words, the environment is the result of various technological applications in different institutions, and human interaction and acceptance of the digital environment (the new technological environment and its acceptance of changes). However, it is a place in which the digital environment is needed, and where the computer needs to be connected to any new environment, and where the information needs to be transmitted Using certain strategies and methods to retrieve the references and sources that he is looking for, and from this we notice that it is the Internet environment that the researcher only needs a network and a computer to communicate with, so we can call the Internet what is called the digital environment (Ali, 2011).

## ***The Philosophical Intellectual Framework of the Digital Age***

### ***What the Digital Age Is***

Humanity has entered the era of new revolutions, including those directly related to the way of life, which some call microwave revolutions or microrevolutions. The scope for their occurrence is limited in a social, political, economic or technological context. There are macro-revolutions or mass revolutions, to which the digital revolution belongs. The digital age is defined as the age through which a digital revolution is created, through which information is transformed from an image written on paper to an image kept on the machine so that it can be circulated on a local network or the International Information Network. It is an era whose uses are linked to information and communication technologies to strengthen academic work in terms of conducting and disseminating studies and various research, as well as the ability to find appropriate mechanisms for the dissemination and protection of intellectual property rights, in addition to university teaching. This is imperative to spread awareness of digital culture among all the children (Buhaniyeh, 2004).

So there's a new philosophy of education, and that's that the information revolution has affected many areas, including:

- Training requirements (new knowledge pattern emerging).
- Training methods (change on the instrumental side by introducing a non-stereotypical format).
- Training, education and feedback (interrelated and interactive).
- Nature of structures and institutions (MSF-VMs- SUDs).

That's why our educational institutions need:-

- Conscious management adapts by employing human capital that interacts with the past and adapts to the present and builds the future
- Identify and build carefully and rapidly evolving teaching software frameworks.

Therefore, we are no longer able in this era to close our eyes and our consciousness. The other has become strongly able to penetrate the present and reach it through virtual reality, which transcends the five senses and deals with the worlds of sensuality and creative analysis in depth. 3 The digital age is a form of information

and information is in the form of a digital image, whether text, graphics, still or moving images. This information can be transmitted through the international information network through intermediate electronic devices (computer-mobile phone and mobile phone), as illustrated by this age, the possibilities of achieving the present information networks of communication, through which a huge amount of information can be stored and distributed continuously and steadily (Nada, 2015).

### ***Philosophy of University Education in the Digital Age***

The philosophy of education in the digital age is based on an updated model of education in which the learner is active in acquiring knowledge through research into a plethora of information and multiple sources of knowledge. This new approach to education in research and exploration focuses on developing the learner's personal motivation and ability to control educational activities in order to obtain scientific knowledge through education and interactive application (Nabati, and Sanaa, 2012). In fact, attention to the human element needs adapted university educational methods, since the era of information offers new concepts such as : democracy of knowledge, power of knowledge, power of information, where there are the conditions that this covenant needs to address.

1. Competition has become universal rather than local, national, or regional.
2. Competition has made speed one of the important foundations of work performance and time has become a decisive factor in intense competitiveness.
3. Competition for opportunities for competitors is the pursuit of the policies of the market economy in all its forms and of educational colors, in particular, such as international consultations in the field of higher education and the international management of universities.
4. Competition has produced new concepts at the level of institutions and work activities that can be summarized in competition at the same time while preserving global quality, focusing on comparative advantage and competitiveness, and the importance of rapid response to market reaction (educational, political, economic).
5. Competition has laid new foundations for production based on: innovation and difference versus repetition and stereotypes; production of speed versus

abundance; intensive production of information versus production of labor (creative organizations) with the availability of information contribute to the change of the form of educational institutions, where the emergence of new organizational structures with lower administrative levels and based on Team work as well as the emergence of many virtual institutions that carry out work without headquarters and huge structures. Competition no longer depends primarily on material capital, as it has become based mainly on the competence of the human element, and thus development becomes the investment in the future (Nabil, 2001).

### ***Effectiveness of University Education and Modern Educational Environment***

Our university institutions face a major challenge, and that is trying to adapt, not access. This is a difficult demand, at least in the short and medium term-and we must emphasize that effectiveness is tied to the achievement of the goal, and that the goal is tied to the educational vision. This vision is linked to an important pillar, education, which has become a complex problem for intertwined reasons, resulting in a crisis in education.

1. The absence of a social philosophy on which a realistic and coherent pedagogical philosophy is built. It is no secret that our cultural arena is dispersed.
2. The method followed in filling the educational void by borrowing from the West. We take the idea and reverse it, without having a big role in our privacy. Rather, we stand in its direction through the stance of the critic and did not read the social conditions that necessitated its birth.
3. Scarcity of educational organization efforts, as well as confusion between goals, goals, and procedures, and standing within the limits of general principles and principles that are not disputed.
4. It is also necessary to adhere to the methods of preserving and indoctrination, and to reject the principles of analysis, criticism, and incitement, as well as discussion based on reason, and to resort to facts that are distinguished, especially for the humanities (Ali Hadada, 2019).

It is clear from this that the extent of the university's progress and development is largely related. This is reflected in its interest in information and communication systems and technology, which is reflected in the university's work system, and therefore it strives to achieve a number of goals from it.

### **1. Achieving Digital Curricula: in Terms of its Concepts and Elements**

This is achieved through the rapid technological and digital growth and the information revolution, as the need to find new curricula and methods has become necessary. They have to keep up with the demands and challenges of the times, such as the increasing demand for education, the small number of educational institutions, and the ways to benefit from technology in education. This has helped the emergence of one of the new types of education, electronic education, which has supported and helped the learner to learn anywhere and at any time. The digital curriculum is known as a collection of educational and scientific experiences that are provided to the learner through the great potential provided by information and communications technology (Mohamed, 2005). Therefore, we have to review the advantages of the digital curriculum, among the most important of these features:-

- Is concerned with the overall growth of the student.
- He is interested in guiding the right behavior and modifying the behavior of the students.
- Helps students or students gain experience by interacting with the environment.
- The curriculum links to local environment problems.
- It discovers students' abilities and strengths and weaknesses and takes into account individual differences.

### **2. Improving the Quality of Curricula and Educational Programs**

The design of scientific programs, decisions, and materials must be based on international principles and standards that explain how educational tasks are performed. The reliance on traditional curricula no longer corresponds to developments in scientific knowledge and specializations, but must be developed in accordance with global developments to absorb new information and knowledge.

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One of the skills that teachers should possess in the digital age is to develop the higher skills of thinking, and to give students life skills. We find that the teacher or teacher not only provides his students with academic knowledge but also provides information related to the way of communication, management of dealings, and skills of the self. There are those who see it necessary to include in the curriculum independent courses, under the name of life skills, which are divided into personal skills such as decision-making, self-criticism, self-promotion, capacity development, goal setting, interpretative consensus, self-confidence, time management, flexibility. They also include social skills such as dealing with difficult characters, controlling anger, teamwork, dealing with stress ant situations, building successful social relationships, negotiation, dialog, persuasion and acceptance of others (Badr, 2015).

knowledge economy: The knowledge economy plays an important and essential role in creating and investing knowledge and thus in achieving wealth. We note that the most important features of the knowledge-based economy are the speed of generating and spreading knowledge investment, the increase in the global competitive environment, the increase in the importance and role of knowledge and innovation in economic performance and in accumulation of wealth, trade liberalization, and

the increasing proportion of technology in exports. Through distinguished teaching, the ability to manage students' abilities is possible. Differentiated teaching aims at raising the level of all students, not only students with problems in achievement, but also a policy that takes into account the characteristics and previous experiences of the individual and its goal is to increase the capabilities and abilities of the student.

- ***Changing the Course of University Education in a Digital Environment***

The importance of education in general, and university education in particular, whether in developed or developing countries, which are striving to catch up with contemporary technological progress, at a time when development has brought about the least scientific and technological knowledge of members of society, has irrevocably lapsed, and reaching the desired level of development requires the provision of a broad base of scientific and technological knowledge in addition to practical experience in dealing with machines, tools, modern technical means and high intellectual capabilities. Higher or university education has become the surety means by which the solid foundation for development is created and the society is provided with qualified and trained manpower and the leading groups that are responsible for ensuring its continued development and development towards achieving the objectives. (Mohamed, 2005).

In the context of the digital environment, we see the great impact that the information and communication technology revolution has had on all societies in general. It has become a point of progress and development for any country. After the issue of access to information took time and great effort, especially using traditional means, today it has been made easy, and with minimal effort. In this environment, education has become digital or electronic education, which is the result of modern methods that have been used to search for information and access it quickly and without any effort. The reason for this is modern technical development, which has given the educational environment a special character in terms of the exchange process in the transfer of knowledge and science, especially in universities. In universities, digital or electronic education is mainly based on plans that make it possible to determine the content of teaching through the preparation of a lecture plan and teaching methods between groups that want to receive information in a manner that is appropriate to the university Skill and abilities (Hafsa, 2019).

And looking at our situation today, we look at this intergenerational cycle of the following stages: But what we are hoping for is that the student will graduate and become an unemployed person, or someone who cannot be employed, mainly because of his inability to produce and serve society. This is where there is a need for a change in the course of university education and for working to develop it and keep pace with the scientific revolution.

If we look at the reality of university education in Iraq, we see that despite the efforts that are being made to develop and adapt higher education outputs to market requirements and society's needs, and to improve them in order to achieve its desired goals. Despite the large increase in the number of universities, we see the low levels of graduates and their lack of compatibility with the requirements of the labor market and society's needs. the inefficiency of the production apparatus and the general economic condition of the country, that it is unable to absorb the large number of graduates.

The lack of planning by the relevant authorities to absorb the large number of graduates. The problem of unemployment and the employment of the national workforce is one of the most important issues with social, economic and political implications in Iraq. An important explanation for the problem of unemployment is the inadequacy of higher education outputs for the needs of the labor market, in addition to the identification of some higher education indicators in Iraq with the aim of planning the future on realistic bases (Asmaa, 2020).

According to United Nations statistics, more than 45,000 people graduate annually at universities and institutes in Iraq. In 2019 alone, there were about 50,000 graduates, and only about 2,000 of these graduates were appointed. This is the reason for the mistaken policies of successive Iraqi governments on power after 2003, which have contributed to the rise in unemployment and pushed important social segments of young people to choose party affiliation and joining militias to escape the nightmare of forced incapacity. The latest report of the World Food Program (WFP) reported that the rate of poverty among Iraqis is more than 31%, and unemployment exceeds 40% (Saadiya, 2018).

***Theme 2: The Crisis of University Education in the Shift Towards Electronic Education in Light of the Coronavirus Pandemic COVID-19***

The crisis requires society to renew itself, albeit in a destructive way, as the Covid-19 pandemic and its dynasties work to change working and living methods and connect with each other at the global level in a sudden and

dramatic way. Therefore, the focus should be on the field of education to show how institutions of higher education are undergoing radical transformations, driven by the need to digitize education and training operations in record time with academics who lack the innate technological capabilities for teaching via the Internet. This is why the university overcomes the situation so that it is able to compete and provide high-quality education in a scenario of digital transformation, disruptive technological innovations, and accelerated change, to achieve its goals. A working paper titled covid-19 diagnosed the challenges arising in higher education and the transformation of resources, was diagnosed by the addition of some of technological obstacles and the challenges, which were added to the challenges of resources that were used by universities In the current scenario of transforming higher education to face the disorder of COVID-19 and its strains.(<https://www.aljazeera.net> 2021).

Today, our world is witnessing many changes and developments in all areas of life, due to the great openness in the fields of knowledge and technology sciences. This has had a great impact on institutions and organizations, including educational institutions, which led to many educational, social, economic, political and biological crises, leaving a clear mark on the progress of their work. In the first half of 2020, we faced a fierce crisis that affected humanity all over the world, namely the novel coronavirus (COVID-19) pandemic, which started in Wuhan (China) in December 2019, and which affected the social, economic and psychological aspects of our life. Following the World Health Organization's announcement of the new coronavirus, COVID-19, and the global pandemic, governments in all Arab countries, including Iraq, began to take precautionary measures to prevent the spread of this virus. One of the most important precautionary decisions is to suspend studies in colleges and universities. This led all higher education institutions to move from traditional to electronic education. Some studies pointed to a number of obstacles that accompanied the process of transition from traditional to electronic education, and the application of distance education, such as infrastructure, material costs, and the inability to adapt to the electronic system and its impact on students. (Garcia, 2021).

That the most important challenges that university education faced in light of the coronavirus pandemic has created an educational crisis and disrupted its academic activities in various parts of the world for the first time in the history of higher and university

education, so the closure was swift and catastrophic in its impact on the lives of students, and on the level of their education, and extended its great impact, to include the situation of university evaluation and exams. These challenges are as follows.

### **1. College Calendar Mess**

The closure of educational institutions around the world has been a strong shock to educational policy makers, including university leaders, department heads, and teachers. They did not have a clear vision or vision of the qualifications and methods that could be adopted to hold quarterly or final exams. In the context of the COVID-19 crisis, there was considerable confusion at this level, so some experts could see students sitting at least one meter apart, while others called for distance examinations through electronic platforms. Others suggested simplifying the grading system by giving all students a state of success or failure. Some experts recommended moving the grades from the previous semester to the current semester, meaning that students would have the same grades without conducting any tests, and that would reveal the concern of all students, particularly those who have perceptive mechanisms Preparing for the final Scientific Certificate Examinations (Guri-Rosenblit, 2005).

### **2. University Professors in the Face of the Pandemic**

University professors have been mobilized to work systematically under the difficult conditions of the new coronavirus pandemic and to work to prepare themselves for this difficult confrontation. They have trained themselves and enrolled in training and guidance courses for work and teaching using electronic technologies and virtual platforms that enabled them to communicate effectively with their students and follow up their educational efforts. They were able to gradually adapt to the means of communication and the platforms. Their skills and experience began to develop, and then they moved on to the second stage, which was characterized by great mastery and creativity. This helped them to be effective in their teaching and communication with their students. The sudden and immediate transition of faculty members to distance or e-learning was very difficult, as most of them were not qualified for this transition.

### **3. Students in the Shadow of Disaster**

University students have witnessed great concern because of the closure of universities, the suspension of official working hours, the adoption of electronic education, and the resulting purchase of laptops, smartphones, and tablets. This has put a heavy burden on their families, who have suffered impoverishment as a result of the economic impact of the coronavirus. (Asad and Tufa, 2021).

In Iraqi universities, there is a crisis related to students whose graduation projects depend on laboratory experiments, especially since Iraqi educational institutions lack technological infrastructure, making electronic education useless, especially since many students did not join the Claes Room program through the Internet because they do not know how to use it. Some of them do not have smart devices, do not have Internet service in their homes, especially in remote areas. In addition, there is a problem with the students in the scientific departments, they need lectures in laboratories to conduct practical experiments, which electronic education cannot provide for them. However, the graduation research and projects are not complicated, and they have been replaced by scientific reports, through the teaching of students who graduate through electronic applications ((Guri-Rosenblit, 2005)), this has forced students to adjust their lives to social conditions, while the hunger and hunger "to the return home of most students studying away from their families, both inside and outside the country, and tens of thousands of students in the FDA countries have been stranded waiting for the school year to resume because they are unable to return home because of" Airport and Border Closures. In a study conducted in the last week of March 2020 on a sample of higher education students in the United States, 75% of the sample stated that they suffered from anxiety and depression as a result of the crisis. They suffer from the financial costs and heavy burdens on their quarantine-affected families, which they are unable to continue to bear the associated costs.

In general, governments with the capacity to do so have sought to take administrative measures to protect the functioning of the system, such as modifying admission calendars or examinations and facilitating reprogramming and ongoing accreditation or quality assurance procedures. Distance learning or e-learning has been the major contributor to overcoming specific challenges for students, such as problems with technology, "poor or non-existent" Internet access, lack of knowledge of basic computer skills, enormous online duties, courses and refusal to accept distance learning design

because of its use in traditional classroom education. (Saadiya, 2018).

### **4. University Budget Crisis**

Economists predicted an economic recession that would lead to a significant decline in economic investment in education. This is what we saw in private educational institutions, which were forced to close their doors as they were hit by an economic crisis due to the outbreak of the epidemic.

Higher and university education in developed countries such as America and Europe are facing a severe financial crisis as students from these countries study not only but also from the world's elite, because many of their universities depend on fees paid by students, whether local or foreign. The students who tried the study from home last semester, as well as their parents, will not accept to pay 20,000 dollars a year, for example, for an education they believe should cost much less. Because the experience of university education, which included traveling from the countries of origin of these students to the new university campus in the country of emigration, in addition to mixing with students, professors, administrators and visitors, and engaging in new experiments, has been reduced and is now limited to the process of learning from home. (Nelson, 2020).

Since the imposition of precautionary measures to prevent the spread of the coronavirus, attendance at universities, institutes, colleges, and private and government schools has been canceled. Iraq has been affected by the collapse of oil prices, which led the government to increase the exchange rate of the dollar, and delayed the distribution of salaries due to lack of financial liquidity, which led to families' reluctance to pay the salaries of private schools and universities.

Since the beginning of the pandemic, university and community college students have appealed to the government to issue directives to private colleges to exempt them from paying their financial premiums, or to reduce them by half, due to the economic recession they experienced and their being affected by the delayed distribution of salaries in the governmental and private sectors, as well as some families completely lost their daily income. This decision was a reduction of 20% at the beginning of 2021, when the Ministry of Higher Education and Scientific Research announced reaching an agreement with private colleges to reduce 20% of the value of wages for students with limited income and families.

"Parallel education wages have dropped by half, and the agreement reached with private



colleges is to reduce the salaries of students with limited incomes and needy families to 20%," ministry spokesman Haidar al-Abboudi told the official news agency.

"Private universities have the major power to reduce as private sector institutions, and they have the power of economic and financial independence under Law No. 25 of 2016.

According to this law, private universities have the power to reduce, and they have responded in a large way, providing free paid seats for the year 2021 under the title "Free Grant Initiative", which accommodated 2776 students who were accepted free of charge in medical specializations in private universities and colleges. This has been complained by educational bodies, external lecturers and employees of "the refusal and refusal of universities and private colleges to pay their salaries in light of the coronavirus crisis, which made some of them leave work or submit complaints to the Ministry of Education to force these universities and colleges to pay their dues after their financial dues were stopped, under the pretext of not paying the annual installments due to the health, security and economic conditions experienced by the country.

### *Theme 3: E-Learning Beyond the COVID-19 Pandemic*

The question that comes to mind is whether electronic education will be relied upon as an alternative or a complementary solution to traditional education until after the COVID-19 pandemic, and what the challenges that education will face. The university nowadays takes the humanitarian character of preparing for the Fourth Industrial Revolution, through which achievements flow and it turns into a digital fortress driven by flashes and algorithms. Industrial intelligence will play an active role in education, as reflected by the student's wandering around time, place, movement, and human feeling freely, penetrating the past, present and future. The transformation that took place in university education is symbolized in contemporary literature by concepts such as "the death of the university" or "post-university," where its university's waves may be confronted with the temptation of the industrial revolution, where we uncover these concepts.

The most important challenges are:

1. The apparent failure to meet the requirements of the transition from traditional to distance education:- Distance learning requires not only the ability and understanding of the teacher and the student, but also an information structure, including powerful Internet

servers that a large number of students can access simultaneously, as well as the power of the Internet at home. If these factors are not present, distance learning will not be possible or difficult to achieve.

2. The poor living conditions of a large part of the population and the lack of access to internet coverage in all areas of the country, which can lead to the strengthening of the class disparity among the population. The news of the wealthy class have the required equipment, and they can even benefit from private lessons inside their homes at the time of quarantine, (despite the attempts of several countries to prevent these lessons during this period), which is denied to the poor who only find public universities for the sake of education (Nada, 2015).
3. Interactivity in education can be an absence dimension and a challenge in the case of introducing a distance education system. Some people consider that the lack of realism in the educational process is considered the most important defect in this method of education, which sometimes needs human touches between the teacher and the learner. It is difficult to communicate feelings through the immediate text like anger, but not impossible. In traditional education (face to face), students see each other, know each other well and interact with the teacher during the educational process.
4. The education systems in these countries are "largely static" and suffer from several problems, including a focus on degrees rather than skills, and an excessive care for discipline, which leads to motivation and negative learning by teachers without the active participation of students. We note that the organizational structure of our educational institutions does not help achieve this change in the ways of learning and learning. In addition to the absence of legislation in support of e-learning, in most countries of the region, the law of distance education or the evaluation of such learning, in the midst of the current crisis, these legal issues are overlooked by governments to allow universities to continue their teaching programs via the Internet, and we hope that this crisis may speed up changes in national laws on this.
5. The challenge of calendar and exams, where the issue of the most critical challenges facing education in the context of the coronavirus pandemic and

beyond, and we see that many countries have already held final examinations in universities and extended the suspension of educational activities at the local level. Evaluating the practical and oral aspects of the courses and evaluating their skills, is considered the most serious challenge facing remote assessment. Despite the obvious development in electronic evaluation, the automation of evaluation, and the existence of many software related to electronic examinations and question banks, evaluating the practical aspect still represents a challenge facing the Arab countries. This is why many countries have postponed the evaluation of this aspect until the end of the academic year, hoping to improve the circumstances in confronting this pandemic. On the other hand, the evaluation of students was one of the most prominent challenges facing Arab universities, and trying to overcome it, as they are the transformation in the country, which is the digital transformation, which is the following the study It is possible to refer to the expectation of the futurist Clayton Christensen from Harvard University, who has a theory of disruptive innovation or creative chaos, that 50% of American universities and colleges will be bankrupt in the near future as a natural result of the spread of the COVID-19 pandemic to confirm the progress that has taken place in the field of digital science and technology. The truthfulness of this prediction was evident in the fact that universities are on the verge of collapse due to their returns and investments. However, in this situation, there is an expectation of success for institutions combining artificial intelligence and the social aspect in a new form appropriate to learning in the 20th century (Nadia, 2020).

6. The difficulty of controlling the process of online education on a large scale in light of the large numbers, especially that the houses for each student have his circumstances and abilities. This will create confusion and may require focused study in digital distance education, to uncover its effects and to know its pros and cons before launching it,
7. Lack of awareness and integrated vision about distance education among all parties to the educational process. We all know that we must acknowledge that we are not prepared to deal effectively with

this shift in the pattern of distance education. The first challenge we face is the absence of full or partial awareness about what distance education is.

8. The shift to online education increases inequality and equal educational opportunities in the Arab region. Digital transformation causes a shift towards education via the internet. This was due to the spread of the COVID-19 pandemic. This has led to an increase in inequality in access to education among students in light of the varied reality of the spread and speed of the internet for each country. In addition to the possibilities of owning personal computers and smartphones, this can lead to an increase in the digital divide and the inequality in the possibilities of internet communication and its repercussions, where 7.3 billion people lack access to the internet.
9. This can be considered one of the biggest challenges, and the reason for this is that it is unrealistic to expect that children will readily accept the idea of "staying home" in their homes. Universities are the breathing space they resort to to learn about colleagues or friends and spend good time with them, and we find that this transition may be confronted with a kind of violent resistance from children (Jamal, 2021). Among other challenges that electronic education will face will be the interests of digitization and distance education, the problem of electronic piracy, viruses that penetrate educational platforms and damage sites. Future projections of the COVID-19 pandemic have accelerated the spread of e-learning, so expectations of increased e-learning by \$2025 billion, until the end of 253 billion, until the use of mobile learning increases 200. Therefore, electronic education must be relied upon to become an officially adopted and followed strategy in the education sector. Accordingly, an appropriate environment must be created for passing the distance learning process.

The ceiling of the challenge has been raised by international standards. Therefore, solutions must be found for the high cost of participating in networks in light of the global economic growth, which makes families with national or limited income unable to bear the financial burdens required by electronic education. Also, in order for education to be converted to digital education smoothly and successfully, it is necessary to work on changing the educational culture of

teachers and students, and to find alternative methods so that electronic education is provided in a large and distinguished way for both bad students and students with special needs.

Fifty trends have been diagnosed that could be used as key and differentiating determinants of the "post-coronavirus world". These trends are political, economic, environmental, social, and technical, as these determinants have a correlated effect on the post-coronavirus world, which is the emergence of a highly automated production infrastructure using artificial intelligence and robotics. This will create greater confidence in the technology sector and the facilities and services it provides in various areas of life. In our study, we are looking at the subject of electronic education, which is not a new subject, as it has been present since 2000 and has not been effective in countries, but the coronavirus pandemic has had a major impact on this transformation that occurred in education. According to a report by UNESCO, more than 188 countries have suspended their attendance and educational institutions, due to the number of nearly 100 million students in the world Forty-four million people, or 5% and 82% of the world's students, among them about 83 million students in Arab countries. Some of these students received incomplete education using technical tools, and some did not receive any education at all during that period. This may be due to countries and their potential. Moreover, evaluation mechanisms differ from one country to another. An important thing we must diagnose is that the return of students to school may not be complete as they used to be. It is possible that countries will have health controls and standards for students and the mechanism of their future mixing with their peers. (Mohamed, 2005) Although resistance to this type of education is no longer as strong as it was in the past, we must show that what has been achieved in the field of electronic education is not achievable after two months, especially what we may be able in the future decision-makers, especially in the future technology and distinctive content, not buildings. Therefore, one of the most important patterns that will emerge in the near future, especially in the field of education, is the following:-

growth of distance learning pattern, e-learning pattern, integrated learning pattern, artificial intelligence pattern, pattern of robots (robots).

### ***University Education in Iraq under Coronavirus Pandemic***

This has required urgent adjustments, especially in the education sector, especially

since Iraq has undergone harsh conditions. In addition to the pandemic, Iraq has undergone popular demonstrations (October demonstrations), most of which were held by university students. These demonstrations began on 10/2019, the beginning of the 2019-2020 academic year, which caused a complete halt in attendance and study until February 2020. This was followed by a period of not more than one month of partial school attendance for students. In mid-March, university classes were halted due to the spread of the virus, and since the spread of the virus, the Ministry of Higher Education and Scientific Research has attempted to implement this first academic decision. The implementation of electronic education has allowed the ministry to successfully complete the 2019-2020 academic year according to its claim. However, there were a number of observations from this experience, namely that Iraq did not implement electronic education in advance, which has increased the suffering of both teachers in adapting to the electronic environment to give lectures and communicate with students. Likewise, students have suffered in terms of the availability of the Internet, frequent power outages, and the use of electronic platforms. Electronic education has thus been limited to giving video lectures that students prepare and watch. This has led to a low level of learning and understanding of the scientific material in the student, due to the lack of interactive interaction with teachers, which is available in the classroom. (Mohamed, 2005).

### ***Higher Education in Post-coronavirus Iraq***

This may lead teachers, colleges, and departments to think seriously about what part of the curriculum will be presented through the classroom lectures and what part will be presented via the Internet. This will face opposition from many students to this type of education, and despite the lack of teachers' knowledge and methods of use, as well as their lack of knowledge and experience in teaching via the Internet, so we have seen that the announcements of the training courses for distance learning platforms flood social networking sites, calling for their participation. Here, shapes may appear that the organizational structure of universities may not help achieve this change in the teaching methods and learning, as it is considered historically the biggest obstacle in the organizational structure, which has prevented the change in the educational system, which has been the system. After that, we moved to the quarterly course system because of the academic and functional

barriers between the colleges and departments, and between the two institutions.

As for the expectations expressed by Dr. Muhammad Al-Rubaie through his article, in which he confirmed that calls will increase for the independence of universities as a result of the ministry's failure to manage education during the coronavirus pandemic. This will strengthen the free and non-profit higher education, and this will show the need to ensure the quality of the implementation of new teaching techniques in higher education, which will be a prerequisite for the implementation of new policies in education and electronic learning. In addition, the certificates that depend on distance study, especially those granted by reputable international universities, will be recognized, along with the need to take new legislative measures to pressure universities to open themselves to innovation and the continued partnership in the transfer of knowledge with employers, local communities, and non-governmental organizations. This may be noted, as well as the need to reintegrate with the public and private universities, In the future, we will see the introduction of courses whose main objective is personal learning, digital learning and vocational education, and the introduction of new methods of examinations through the measurement of efficiency, results and laboratory work, with the provision of extensive advisory services for digital and functional learning. (Badr, 2015).

The obvious fact that electronic education in the countries of the world ensures the joining of large numbers of students and helps absorb different segments of society due to the low cost of classical education, which requires the student's attendance at university, the cost of housing, transportation, food, clothing and other things. Hence, the countries of the world have not found it difficult to shift from traditional university education to electronic education, which includes the availability of a strong electronic network and digital learning, which reach many other segments of society, and which is more important for the presence of lectures, in addition to the presence of courses Intention via different learning platforms. (Nada, 2015).

In Iraq, the opposite is true. Electronic education will deprive many groups of the right to education, such as remote areas and citizens who live below the poverty line due to the weak infrastructure of electronic education. If the state wants to succeed in transforming to distance education and achieving equal opportunities for all, it must take many measures, the most important of which is providing a strong Internet network, in addition to supporting poor

segments, who do not have the electronic devices required to communicate with educational platforms, in addition to the importance of training teachers and students on the use of this technology to keep up with the scientific development reached by the countries of the world through holding courses.

In addition to the aforementioned obstacles, we notice that the conviction of both sides of the educational equation (teachers and students) makes it difficult to rely 100% on electronic education without traditional education. This is because we will lose the influence and influence between the teacher and the student, as well as the difficulty of effective communication with students electronically and remotely, especially in the field of electronic tests. The student may bring you the test result from a website without any monitoring by anyone. This shows us that every successful education has clear goals, a specific time and a specific place, where there is no specific time for electronic education in the shadow of the coronavirus pandemic, and this makes teachers and students lose the achievement of the desired or planned goals for this education. Electronic education under the conditions of the coronavirus pandemic and the mechanisms for its application and activation, is still not able to become a tangible reality for successful teaching, as it is still placed between the dialectic of the framework and the effectiveness of the content. (Nadia, 2020).

### **Top Search Results**

1. The implementation of electronic education in Iraq requires infrastructure, mainly good Internet service and educational electronic platforms, with continuous availability of electricity.
2. Support poor students by providing electronic devices and mobile phones to help them communicate with electronic platforms
3. In order for the examination to be conducted electronically, there must be instructions to verify the identity of the student through the camera system that monitors the progress of the examination. Each student must have an electronic computer (email)
4. The difficulty of online learning due to students' need for training in how to communicate with educational platforms
5. Many teachers have struggled with the transition to e-learning because it can be a burden to them in preparing e-lectures and also because they have little experience in using this new type of education

6. This is done if e-education is implemented, and if this is needed, we can turn the scales of education in the heart and in the heart of the education system. This is done by providing laboratories and equipping them with the latest equipment, providing communication networks, providing electronic libraries and digital curricula, achieving the vision Iraq aspires to in 2030 by building a human being and working to create generations capable of innovation, creativity and achievement, and by creating a diverse economy and a sustainable environment that enjoys justice and good governance.

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