

**MINISTEY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

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**Title:**

**E-Learning in Higher Education in  
Algeria**

**Case study university of chlef**

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## Abstract

We tried through this study to dive into the field of e-learning in higher education in Algeria and the University of Chlef was our study sample that we have tried to understand it E-Learning system and its problems. We focused on scientific documents online sharing as a first step into e-learning and the instructors were the center of our study in order to understand the reasons of why teachers of higher education are not able to put their own lessons on the Internet and the difficulties they face to transfer from traditional education to the modern electronic ones.

We also covered the distance-learning center at Chlef University and discovered its quality of services that provides, we came out with results and suggestions that help teachers share their lessons on the Internet in order to contribute the electronic education integration in the Algerian university the sooner possible.

**Key words :** E-learning, online Sharing courses, e-learning integration in the Algerian University

## Résumé

A travers cette étude , nous avons essayé de nous plonger dans le domaine du e-learning dans l'enseignement supérieur à l'Université d'Algérie. L'Université de Chlef constituait l'échantillon de l'étude que nous avons essayé de comprendre par le biais de l'enseignement électronique et des difficultés auxquelles elle était confrontée.

Nous nous sommes concentrés sur l'échange d'informations et de leçons sur Internet en tant que première étape de l'apprentissage en ligne. Notre étude a été centrée sur l'enseignant afin de comprendre les raisons pour lesquelles les enseignants de l'enseignement supérieur ne sont pas en mesure de mettre leurs propres leçons sur Internet et les difficultés qu'ils rencontrent pour passer de l'éducation traditionnelle à l'éducation moderne. .

Nous avons également abordé le centre d'enseignement en ligne de l'Université de Chlef ainsi qu'on a découvrir les services qu'il fournit. Nous avons tiré des résultats et des suggestions qui aident l'enseignant à partager ses leçons sur Internet afin de contribuer à l'intégration de l'enseignement numérique dans l'université algérienne.

**Mots clés :** E-learning, partage des leçons en ligne, intégration de l'e-learning Dans l'université algérienne.

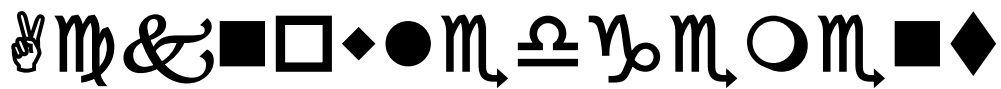
## ملخص

حاولنا من خلال هاته الدراسة أن نفوس في مجال التعليم الإلكتروني في التعليم العالي بالجامعة الجزائرية وجامعة الشلف كانت عينة الدراسة التي جربنا أن نفهم عبرها التعليم عن بعد والصعوبات التي تواجهه.

ركزنا في موضوعنا على تبادل المعلومات والدروس على الأنترنت، كخطوة أولية في طريق التعليم الإلكتروني والأستاذ الجامعي كان محور دراستنا بغية فهم الأسباب التي تمنع أساتذة التعليم العالي من وضع دروسهم الخاصة على الأنترنت والصعوبات التي يواجهونها في الانتقال من التعليم التقليدي الى التعليم العصري الممزوج بتقنيات التواصل الحديثة.

كما قمنا بتغطية مركز التعليم عن بعد بجامعة الشلف ومعرفة الخدمات التي يقدمها، وخرجنا بنتائج واقتراحات تساعد الأستاذ على مشاركة دروسه على الأنترنت من أجل المساهمة في دمج التعليم الرقمي بالجامعة الجزائرية مستقبلا.

**الكلمات المفتاحية:** التعليم الإلكتروني، مشاركة الدروس على الأنترنت، دمج التعليم الإلكتروني بالجامعة الجزائرية.



*It is sadly one someone sends his thankfully words to the dead spirits, but it's still a big pleasure to send it to all those who aided me from whatever it was morally or physically or financially. The beginning must be with Derral Mahfoud 1965 -2013, my friend and hero. Then comes Derral Abdel Aziz 1995-2019 the little warrior.*

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**Abbreviations and acronyms**

<b>ICT</b>	<b>Information Communication Technology</b>
<b>GNU</b>	<b>General Public License</b>
<b>LMS</b>	<b>Learning management system</b>
<b>MOOC</b>	<b>Massive Open Online Course</b>
<b>CMS</b>	<b>Course Management System</b>
<b>LCMS</b>	<b>Learning Content Management System</b>

# **INTRODUCTION**

## General Introduction

During our preparation of this thesis, we have recognized many student partners whom facing issues with their busy supervisors, they do not really aid their students to accomplish their Master thesis in finest circumstances , so it was a good chance to analyze and focus on teachers as a study sample of E-Learning in higher education in Algeria.

The launch of the internet had many effects on our life and how to live and interact with each other's. Also the way we learn in our universities. Education was known for centuries in a classroom with a professor who led the process, face to face. Until the Technology has advanced, so much that we got couples of tools that make you feel as if you are inside the classroom, including degree and certificate programs are now being offered by universities worldwide.

E-Learning in higher education in Algeria is still in an Early stage, shaped by a tendency for development so that it adapts to the improvement that shaped global education worldwide. Algerian universities start using some advanced tools that facilitate the learning process like “power point”, and offering chances of laptops use to students plus an internet free Wi-Fi inside the university.

E-Learning is a great opportunity to improve The Algerian educational system after convincing teachers and researchers share their scientific documents on the internet. Furthermore, in order to reach a definite result, we have adopted an inductive methodology focused on the case study of the well-know Chlef University, which will represent a model of the study, representing the Algerian University.

Another vital reason for choosing the higher education is the methodological liberty, they offers to teachers, higher education teachers appreciate more freedom compared to the primary or high school teachers which are more controlled in the methodological Education programs made by the Minister of Education. Hassiba Ben Bouali University of Chlef<sup>1</sup> is ranked 9th nationally this year and 4898th internationally. It holds 1183 Teacher and 29976 students plus More than 684 researchers.

### Problematic:

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<sup>1</sup> “The University of Hassiba Ben Bouali” and “University of Chlef “ both are synonyms in this thesis .

The main question of this research is: “**What is the contribution of scientific documents online sharing on e-learning integration in higher education in Algeria?**”

Four questions are drifting from the problematic question:

➤ **Question 01:**

What are the benefits behind teachers<sup>2</sup> (researchers) scientific documents sharing on the internet?

➤ **Question 02 :**

Why do Algerian teachers (researchers) prepare their lessons from the Internet without setting their private courses on it?

➤ **Question 03 :**

Is there any providing aids from the higher minister of education to teachers to share their scientific documents online?

➤ **Question 04 :**

Is there any drawbacks of online scientific documents sharing by teachers (researchers)?

According to the previous questions, the following hypothesis are proposed:

✓ **Hypothesis 1:**

Lack of teacher’s awareness into online scientific documents sharing Importance.

**Hypothesis 2:**

Lack of technological materials (computers, smart phones.)

✓ **Hypothesis 3:**

Teachers necessary skills Lack on how to share scientific documents online.

✓ **Hypothesis 4:**

Teachers avoid sharing their courses online under a fearful sense of losing their well-known value against E-Learning.

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<sup>2</sup> “Researchers” “instructors” and “professor” are all synonyms to “teachers in higher education” in this thesis.

**Chapter 01: The methodology  
And conceptual framework**

## Chapter 01: The methodology and conceptual frame work

### Section one : The methodology

#### 1. Literature Review:

Not Much reading underlies this thesis, but only one of them have searched nominally on E-Learning in higher education in Algeria. At least eight strict literature studies have been conducted at the international level:

- **(BELBACHIR, 2015-2016)** Has been studied the importance of internet in learning and the possibility of taking it as a method of learning.  
She concluded that The Internet is a very important way in the lives of students because of the information and knowledge availability at any time from anywhere, also the information exchange and sharing between different cultures.
- **(Jarvenpaa, 1995)** Has been studied the relationship between IT and learning and being associated with the principal learning schools and model theories. According to these authors IT, based learning contributes, not only to the creation of knowledge by learners, but to its sharing and dissemination as well. Its contribution to knowledge, experience is low, but it can provide a certain degree of contextual realism. Additionally, it provides opportunities for sharing and group work.
- The public administration program at the Faculty of Public Administration, University of Ljubljana presented an analysis of factors that influence the usefulness of e-courses. Showed that the general impression regarding the e-courses, their consistency with the face-to-face teaching and the teacher's responsiveness had a significant influence on the students' perception of the usefulness. **(Aristovnik, Damijana Keržič, & Nina Tomaž, 2016)**

- There was a study done at the University of Technology of Malaysia (UTM) City Campus, and evaluates the application of Technology Acceptance Model (TAM) to e-learning (**Masrom, 2007**). Major finding and conclusions of this study are: there was an agreement with what TAM postulates that, perceived usefulness has significant influence on students' intention to use the technology. Furthermore, the study revealed that in order to foster individual intention to use a technology, positive perception of the technology's usefulness is crucial. The study also concludes that students' attitude towards using the technology may not be of equal importance.
  
- In a research at the Maryland State University to identify students' preference for the various e-learning types, it was reported that majority (51.1%) of the respondents preferred hybrid courses to traditional face-to-face courses, 25.9% were neutral on this, while 23% disagreed. These research further shows that the majority of the respondents will be interested in taking a fully online course in the future - 52.3% agree, 22.0% were neutral and 25.7% disagreed (**Buzzetto-More, 2008**).
  
- Additionally, a study conducted by (**Rhema & Miliszewska, Prosumption and Web 2.0 Challenges Faced by African Countries Users, 2010**) about towards E-Learning in Higher Education in Libya. This study showed that the hopes of using ICT and E-learning are still in an early stage, in many of Libyan universities. In Garyounis University, Alfateh University and Academy of Postgraduate Studies and Economic Research, they have the essential ICT infrastructure (such as computers, Internet access, and a local area network), these mean the using of E-Learning in higher education institutions in Libya still below the international level. The high failure rates of E-learning implementation projects and initiatives, like any projects related to the implementation of information and communication technologies in different sectors, shows that must be carefully planned and examined the strengths and weaknesses to avoid failures in the implementation of these projects. The implementation of e-learning facing different challenges it can be ranged in different technological levels, administrative and organizational. These challenges have been token in account when any institution wants to implement e-learning projects.

- **(Dobrin & J, 1999)** Found that 85% of the faculty teaching online courses felt that student-learning outcomes were comparable to or better than those found in face to- face classrooms. E-learning has an advantage in nearly every area, including efficiency and velocity.
  
- Finally, another study that adopted the Technology Acceptance Model (TAM) as the theory, attempted to get students' perceptions of incorporating e-learning into teaching and learning at the University of Ghana. The results from the study indicated that students who entered the university with relatively good computer skills were able to participate in an e-learning. It was also concluded that male students were more likely to use the internet than female students, hence male students are more likely to engage with e-learning. Finally, it was realized that students preferred type of e-learning was web-supplemented courses and thus, in the immediate future students thought that mixed mode courses were a more attractive proposition than web dependent online-only courses (**Tagoe, 2012**).

## **2. The Aims and the Epistemology of the research**

### **A. The research aims:**

The study aims to debate and evaluate the e-Learning environments in Higher Education in Algeria and investigate the opportunities and challenges of the e-learning paradigm, from the teacher (researcher) perspective in the Universities. These aims were to evaluate one factor, which is the online knowledge sharing, presented in the teachers online scientific documents influencing the integration of E-learning in Algerian higher education, finishing by figuring out some recommendations that could help the decision-makers in the international organizations and Algerian organizations that attempt to develop and implement E-Learning projects in Algeria.

### **B. The research Epistemology:**

The objective of this study is to reach the importance of sharing scientific documents on internet in purpose to attend the sense of e-learning maturity and its effectiveness while serving the humanity in general through the exchange of lessons and information between different members to enrich the Algerian society.

The ultimate of this research is to provide answers from a real experience.

The achieved results from this Quantitative research method are logical after doing Data collection using a structured method and conducted on larger samples, which represent the entire population.

### **3. The Interest and the boundaries of the Research**

#### **A. Interests:**

- A portion of E-Learning and sharing lessons with everyone.
- Serving to develop the education sector more.
- Trying to increase The Algerian education transparency and credibility.
- There is an Algerian famous said, “The Learner is who have learned earlier which I’d like to transfer it to “You can learn anything anytime by E-learning “.
- Recognize the attitude of the Algerian teacher more.

#### **B. The obstacles:**

- The Difficulty of communicating with teachers because most of them are busy correspondingly having Irregular working hours.
- Most Algerian Teachers do not replay on surveys by e-mail.
- The political Crisis in the country this year attended us to unexpected strikes that blocked the educational sector validity.

### **4. The research methodology**

#### **A. The adopted methodology**

The present research is divided into two parts. The first part is devoted into theory, while the second part is concerned to the fieldwork.

Part one includes a literature review as it contains the research methodology in addition to the

theoretical range.

Part two includes the fieldwork. It presents the survey results and discussion.

In short, our research is looking to answer on some clear questions, ended by creating knowledge and finding solutions after bringing more strong clarifications on the reality of the E-Learning prospect in the Algerian university and how to drive and convince teachers to share their own lessons online.

### **B. The chosen approach**

In order to address the issue in a precise and effective manner, we have chosen to study the state of the University of Chlef using a qualitative method by distributing questionnaires to various teachers by taking on considerations all the possible variables, which are related to time, teachers psychology besides environment culture .

The main research methodology chosen for the study was a quantitative approach, through a survey to collect data. The Quantitative Research method is always used to quantify the problem by a way of generating numerical data. Firstly, the study focuses on information's collected from books, reports and articles about E-Learning in general. Secondly, it focuses on reports and articles about using E-Learning in Chlef universities.

Data was needed for a large amount of people. This is why surveys often are used instead of interviews. Interviews are often used in smaller groups of people that are subjects for the investigation. Surveys also tend to be more reliable since respondents tend to feel more anonymous and thus gives answers without worrying. So that we have made a composed a closed questionnaire of 19 question to reduce it to 17 after reviewing it, then start to distribute it to the targeted participants ending by collecting data and analyzing it to determine a certain result.

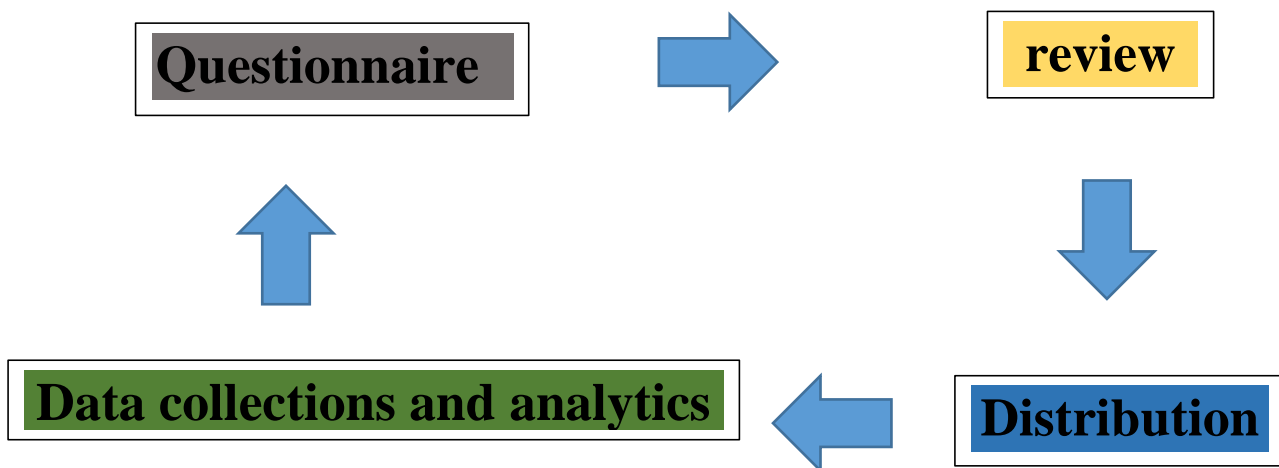
### **C. The collection of the data**

Survey Research is the ultimate tool for all quantitative research methodologies and studies. So During our research, we have chosen a Quantitative research by gathering calculable data using sampling methods and sending out questionnaires to teachers face to face, the results of which can be depicted is in the form of numerical. As well, it must be mentioned that we first have tried to answer on our problematic after a careful understanding of these numbers in order to compare it with the theoretical research.

#### D. The Data Collection Method:

As long the current study, we will adopt one main research tools; which is a survey. A survey is a research instrument consisting of a series of questions for the purpose of gathering information and data from respondents before evaluating them. In this study, we would make a questionnaire with the maximum amount of teachers in different modules and faculties to investigate their views on the distance education as well as their needs besides difficulties. Our questionnaire would be distributing hand to hand containing direct as well as indirect questions in purpose of gaining the precious results we aspire to.

**Figure 1 : Survey process**



Source: Made by the author

#### E. Ethics

Ethical issues are essential in all sorts of research. Regardless of the type of the research. This one in no dissimilar. Which has been conducted via a survey, ethical principles have been taken into consideration by focusing on protecting our research participants (the respondents). The given questionnaire assured Respect of the autonomy focusing on minimizing the risks (physically, psychologically and socially) and maximizing the benefits to our research participants, moreover protect and respect their values inside their community. Here are the steps that we have followed during our survey questions preparation and distribution of the participants:

### **Step one: Survey questions**

- Protect the responder confidentiality and anonymity.
- Following healthy, inspiring questions to create a comfortable atmosphere to the participant.
- Using arranged short and simple Questions in a logical sequence (Easy & simple to difficult & complicated).
- Avoiding the use of long as well as forceful or violent questions.
- Using Direct and Indirect plus Closed Question.
- Using the Arabic native language to escape any form of misunderstanding.

### **Step two: questionnaire distribution process.**

Survey distribution to collect data is another key aspect of the survey process.

There are different ways of survey distribution:

- Responding to the survey is voluntary for the responder.
- Showing respect and gratefulness for the participant time.
- Introduce the survey and provide information's about it to the participant.
- Chasing a comfortable atmosphere around the responder via suggesting all the desirable tools aimed at accomplishing the questionnaire in the greatest approach (pen, chair, table, calm place...).
- Interacting with teachers has a special taste, full of emotions of honor in addition to proud, so I tried to be formal while I am asking teachers to respond to my questionnaires as I spent enormous efforts to detect their locations inside and outside the University of Chlef between its faculties.

## F. The structures of the questionnaire guide

**Table 1 : The questionnaire guide structures**

REALATED QUESTIONS	OBJECTIVES
Q01: How old are you?	We aim via this question to know if teacher's age is related into E-Learning.
Q02: What is your Gender?	Here we likes to know if teachers' gender has any related into E-learning .
Q03: Do you have an Email?	In 2019, Ordinary teachers must have an email, so we aim behind this question to check this fact validity.
Q04: How many hours Do you spent on the internet per day?	To discover the Time size of ICT use by teachers.
Q05: Do you have any idea on What is "E - learning"?	The objective of this question is to know how far teachers are from E-Learning ability of Applying.
Q06: Have you ever shared one of your Own courses on the Internet?	Here we aspire behind this direct question a clear, honest response to discover the percent of teachers whom did putted their courses online.
Q07: Are you used to visit Algerian educational websites?	The Objective behind this Question is to know if Teachers prepare their courses from the Internet or Not.
Q08 :If yes , which one ?	We look forward to gather a more precise information if its governmental or private platforms
Q09: are you used to visit abroad educational websites?	Here we likes to discover the aptitude of teachers and their interests on internet.
Q10: In which time you prefer to share your courses on internet?	We seek here to discover If there is a suitable time of teachers for sharing courses Online or there is no attention at all.

Q11: What is Your favorite language while you are Online?	We aim here to know the fittest language for our teachers Online via discovering if The language of science (English) is considered as an obstacle or not
Q12: What is your favorite method of learning?	We seek to know if teacher still favorite the traditional method (papers) or the new one (distance education via ICT)
Q13: Do you consider internet usage fees as an Obstacle?	We aim here to check if teachers consider Internet usage fees as an excuse or obstacles for not sharing their courses online.
Q14: - Do the university you are affiliated with having a MOOC distance-learning platform?	This One is a tricky question because all universities have a MOOC e-learning platform, that we aim to test the responder knowledge on it.
Q15: Do you know any of the MOOC distance learning platforms of the Algerian Ministry of Higher Education?	Here is another tricky question that we aspire behind it to check the knowledge of teachers and their readiness for E-Learning recognitions.
Q16: Do you think there is a concurrent environment between Teachers to develop the use of this type of courses?	We seek via this question to know if the E-Learning became an interesting subject between teachers to improve more.
Q17: Do you need any Motivation for sharing MOOC courses?	We want to discover behind this question if teachers need to be motivated for sharing their courses online or not

Source: Made by the author

## G. Quantitative data analyses

The survey is defined as the questioning performance, a selected sample of persons to achieve data; a researcher can evaluate it theory based on it-collected data. In most cases, data collection is the most important step of research, regardless of the field of the study. The most critical objective of data collection is ensuring that reliable data is collected for an analysis that end by permitting the research to test and discuss his hypotheses and produce a right decision.

In our study, we have followed a paper survey method in purpose to reach the maximum quantities of people, but we have failed to catch any Responses via using mailing lists method ending by collecting these data then analyses it using SPSS Software. There are many advantages of quantitative research. Some of the major advantages are:

- As data is collected, analyzed and presented in numbers (percent), the obtained results will be extremely trustworthy. Numbers are facts. They present a straightforward image of the conducted research without discrepancies also is extremely correct.
- As quantitative research is carried out by a group of respondents who represent a population. So the research, quantitative method applied to these respondents and the involvement of statistics, conducting and analyzing the results is quite honest and less time wasting.
- The quantitative studies permit of obtaining quickly of facile clear

## Section Tow : The conceptual framework

### Introduction

Over the civilization growth, many sciences found itself obliged to progress with the new ICT development; such as medicine or industry, but education is, quiet the only lost one, without a clear path. After the integration of ICT in this sensible domain, many questions have been presented with the new learning method prospect of how to share knowledge besides its benefits and difficulties.

#### 1. E-Learning definition:

There are various definitions of Electronic Learning (e-Learning) by different researchers and scholars. **(Rosenberg, E-Learning: strategies for delivering knowledge in the digital age, 2001)** Holds that e-Learning is ‘the use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance’. Rosenberg has indicated that there are three basic criteria to define the concept e-learning; first, the capabilities of e-Learning inputs new information, recovers, removes and distribute information; second, e-Learning interacts among learners via a computer and Internet connection; lastly, e-Learning is flexible learning. It goes further with the traditional training in many aspects. Critical learning conditions, such as reactions, motivators and information sources, are integrated and contained in an e-learning system.

**(Ali & Magahaes, E-learning adoption in the banking workplace in Indonesia, 2008)** Emphasis that e-Learning provides the appropriate information suiting in person and time and a person can adjust the information to be fit for the real world. **(Bennet & Bennet, Changing Citizenship in the Digital Age, 2008)** Discuss ‘e-Learning systems are playing a leading role in both informal continuous learning and formal education structures in the business and academic communities’.

We will try to focus on the formal educational ground in this thesis, by searching into the impacts of scientific documents online sharing of Algerian higher education teachers (researchers) on The E-Learning growth in Algerian universities.

## 2. Distance education:

We may have many similarities between E-Learning and Distance Education but in fact, there is a big difference between these two concepts on these three main aspects **(Location/Interaction /Intention)**.

The following points clarify that distinction:

- E-Learning is a style of learning but Distance Education is a method to learn without a physical presence.
- Online learning requires some degree of in-person teacher interaction.
- E-Learning is used in local settings, so distance isn't as much of a factor while Distance learning is designed in order to be accessible no matter where you are in the world , This can be through webcams or chat programs .
- Online learning works as a supplement to the direct teacher guidance
- E-Learning has a blended learning environment, students use online learning for a portion of class time before transitioning to class discussion, skills practice, lecture, or projects .
- Distance Education fees are less than E-Learning.
- E-Learning Makes learning more interactive.
- Adults find learning much easier and fitter when they are doing so through E-Learning systems. Them to improve their skills, during their free time.
- E-learning is using electronic tools (NICT) and specially the Internet, but distance education (more general) can use other "traditional" tools (like "traditional" mail: letters from the post-office, printed books...). So, e-learning is the modern form of distance education.

### 3. E-Learning conditions of realization

- **The technological Infrastructures:**

A particular form of training of e-learning is dependent on the type of organization in which it is inserted by making the strategic vision of the institution. For a long time, it was obvious to think that e-learning required a good level of equipment in terms of technological infrastructures, that is to say equipment. (Open and Distance Learning in the European Community, 1991).

More than twenty years ago, these infrastructures were a prerequisite for any training in e-learning: without electricity or internet network, this type of device was everything. simply impossible to implement without it. This is also one of the constraints facing students in sub-Saharan Africa: the instability of the networks (the cuts can sometimes go up to one or even two weeks), not to mention the high costs of connections. In many countries still the fracture digital, even technology is a reality and internet users appear as privileged.

According to the 2017 figures of the World Bank, Internet users were 81% in France; 12% in Togo; 23% in Cameroon and 43 % in Algeria...

The Algerian percent may indicate to a fast growth of the internet use by Algerians, but still weak compared to advanced countries or even neighbors of them such as morocco with 62 % or Tunisia with 56 %.

**Table 02 : Individuals using the Internet (% of population)**

Country	2016	2017
<b>Niger</b>	<b>4.32</b>	<b>10</b>
<b>Togo</b>	<b>11.31</b>	<b>12</b>
<b>Cameroon</b>	<b>25</b>	<b>23</b>
<b>Cambodia</b>	<b>22.32</b>	<b>34</b>
<b>Iraq</b>	<b>32.39</b>	<b>49</b>
<b>china</b>	<b>53.2</b>	<b>54</b>
<b>Tunisia</b>	<b>49.6</b>	<b>56</b>

<b>Morocco</b>	<b>58.27</b>	<b>62</b>
<b>Saudi Arabia</b>	<b>74.88</b>	<b>80</b>
<b>japan</b>	<b>93.8</b>	<b>91</b>
<b>Libya</b>	<b>19.01</b>	<b>20.4</b>
<b>Mali</b>	<b>10.33</b>	<b>11.14</b>
<b>South Africa</b>	<b>54</b>	<b>-</b>
<b>Algeria</b>	<b>42.94</b>	<b>-</b>
<b>Kuwait</b>	<b>78.36</b>	<b>98</b>
<b>Estonia</b>	<b>87.23</b>	<b>88.1</b>
<b>Canada</b>	<b>87.23</b>	<b>88.1</b>

Source : (the World Bank, 2017)

#### 4. Sharing knowledge is a fundamental issue

To (Vygotskij, 1934) learning is connected to the environment through actions and cannot be isolated to the brain. The learning is connected to social interactions.

Open dialogue and opportunities to share knowledge of both successes and failures is also important for organizational learning (Tynjälä & Häkkinen, 2005) and especially in a consultant company that has many projects and many useful experiences to share between colleagues and different projects.

A condition to get effective learning is always that the learners are given time for reflection and dialogue with co-workers or teachers. A condition to reach effective learning is that the knowledge has a connection to a wider context and that it gradually broadens and become more general.

David Allen, in his book “Die empty “ has involved on this subject with a very innovational method as he claimed in his book on that someone must not Die Full of its Best Work but share what he know with others, his books included much wise Principe’s with in “Establishing genuine connections with others will prevent guardedness from infecting your life” as well as he claimed to Make it a habit to regularly engage in conversations with others. (Henry, 2017)’’Do not make a production of it; just work them naturally into

conversation. As you do, you will find that they clear the air of a lot of tension, and help build trust and alignment in your relationships”.

## **5. PowerPoint technology in higher education**

PowerPoint is a Computer Aided Presentation Software. It allows preparing presentations containing text, images, visual effects, sound.

Regardless of power points detrimental effects on “dialogue, interaction, and thoughtful consideration of ideas” (Cyphert, 2004) but still considered as a very useful common tool to use in higher education classes, it classified within blended E-learning type where instructors use technology to deliver certain information’s to their students .

As a society, we should be mindful that PowerPoint, in concert with allied computer and Internet-based technology, is having a profound effect on higher education and E-Learning process gradual integration.

## **6. Massive Open Online Courses**

MOOCs are web based online courses for an unlimited number of participants held by professors or experts.

The following constitutive characteristics can be identified (Clow, 2013):

1. Largest number of participants (“massive”):

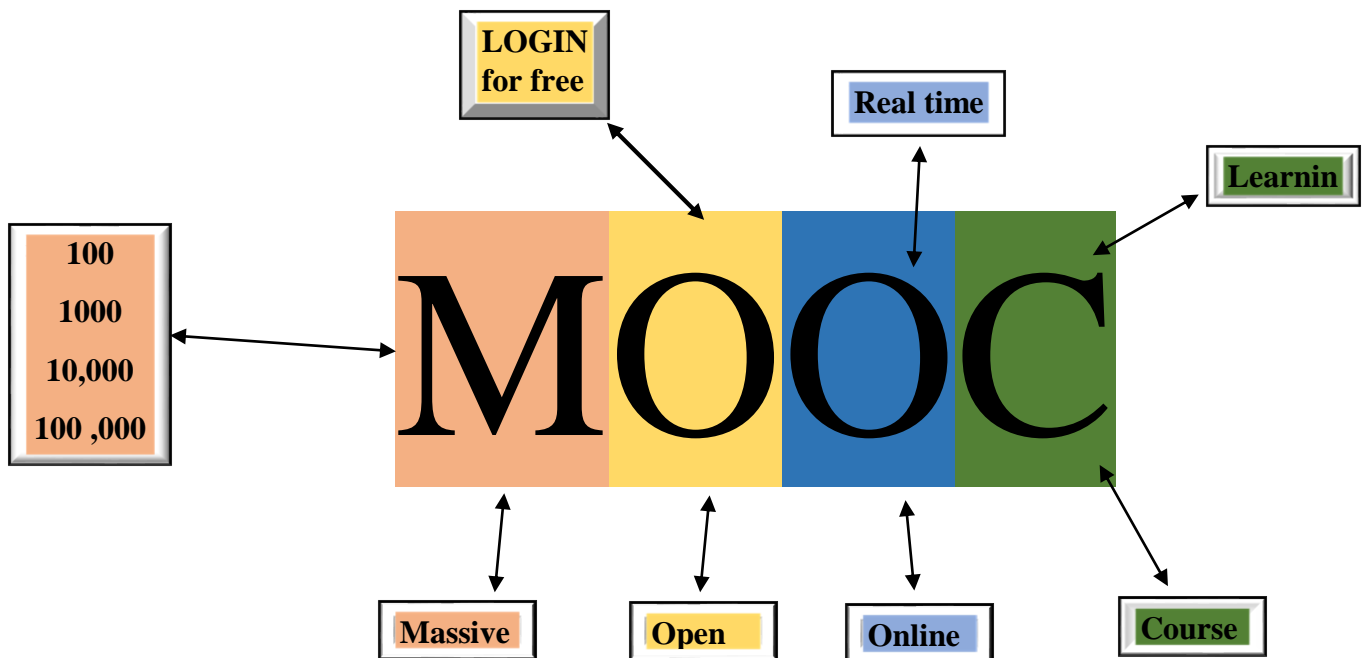
In contrast to traditional distance learning courses, MOOCs address an unlimited number of participants.

2. Open accessibility (“open”): There are no, or very few, formal conditions for participation. The courses address a global target group. Specific previous knowledge is only required if the course is embedded in a degree program. Moreover, MOOCs are often free of charge or impose only low participation fees.
3. Digitization (“online”): Courses are exclusively conducted via the Internet and thus are not location-dependent.

Digitization comprises the learning material, the teaching process, social interaction of participants as well as their examination.

4. Didactical concept (“course”): The learning content is structured according to a didactic concept. The teaching process and the development of knowledge follow pre-defined learning objectives. Elements of design may include course scheduling, a restructuring of the learning content, the control of social learning interaction, as well as the execution of reviews of educational objectives and tests.

**Figure 02: MOOCs letters**



Source: Made by the author

## 7. MOOC courses Principles

- ❖ A 100% online course
- ❖ Videos of teachers providing their teaching, available asynchronously.
- ❖ Quiz and multiple-choice questions, to validate the learning and move on to the next step of the course.
- ❖ Forums, where students can communicate with each other and ask questions to teachers.
- ❖ Duration: 6 to 10 weeks.
- ❖ Weekly work: 2 to 4 hours.

- ❖ Possibility of passing and obtaining a certificate.
- ❖ Free access to classes, only certification is paying.

## **8. The dissimilarities between E-learning and MOOC**

### **➤ The characteristics of E-Learning**

- The closed online course goes through the dissemination of modules or training courses on an LMS platform to a target audience.
- Learners can take the course individually or collectively.
- Courses are usually delivered by training organizations or schools and require prior registration.
- The content posted online can be a diploma or not and are assisted by a teacher or trainer.
- The big difference in this delivery mode is the tracking and interaction that can be done by the tutor through the private mailbox or threads. The resources put on line relate to interactive exercises and visual and auditory animations. Courses are broadcast on the platform often requires manual correction by the trainer.
- The open online course is a course available and open to all, not requiring registration in advance. It is often distributed by training organizations or schools and the validation of training does not necessarily require a certification or diploma.
- No teacher or trainer should follow up because the content is usually a quiz exercise with an automatic response system.

### **➤ The characteristics of the MOOC**

- The MOOC is a mix of closed and open online courses.
- It allows to train online for free and to have a multitude of diverse and varied resources.

- MOOCs provide free access to resources and provide a means of stopping trains at any time.
- A community can be created around the MOOCs and interactions can be made between different learners in the forums such as forums or blogs.
- The great distinction is the number of resources disseminated and followed by learners.
- Some people are cautious about the educational value of MOOCs, which can be created and put online by any type of individual.

## 9. E-Learning Forms

### ➤ Synchronous Learning

This form of learning is done in real-time with an instructor, The electronic media that are available in synchronous learning and that are used to create a full, rich learning experience along with a sense of community among participants include the following (**Obasa & al, 2013**) and (**McGreal & Elliott, 2004**):

- Audio conferencing: this is a real time discussion among participants or between participants and instructors.
- Chat: this enables information sharing in text and graphics formats.
- Instant messaging: these are short messages sent electronically from computer to computer. This format allows instantaneous messages to be delivered and contact is made between participants and instructors.
- Video conferencing: video conferencing enables real time interaction between instructors and participants,
- Web conferencing: this format allows instantaneous sharing of presentation, documents and application demonstrations
- White boarding: white boarding emulates the process of writing or drawing on a blackboard as the conventional classroom setting. Using a mouse - or an electronic stylus with a tablet - instructors can explain ideas and theories through the written word.
- Application sharing: participants have the ability to work on documents together at the same time, from different locations. With this facility, students can work in groups on assignments and presentations.

### ➤ **Asynchronous Learning**

This form of learning involves self-paced or self-contained learning and offers greater flexibility than the synchronous learning approach. This flexibility gives participants a variety of options, allowing them to learn at their own pace and in their own time. In contrast with synchronous learning (or a conventional classroom setting), this form of learning links participants to referenced materials instead of live, real time instructors .

The tools that are employed in this form of learning include the following (**Obasa & al, 2013**) and (**McGreal & Elliott, 2004**) :

- Databases: these are repositories of teaching and learning resources, which are readily available for participants to access at any time.
- Document libraries: document libraries enable participants track their learning and to keep abreast of how far they have progressed at any given point in time
- E-books: electronic books are available to course participants. These e-books can be downloaded and read offline.
- Forums: these enable easy collaboration and sharing of ideas among participants.
- Messaging (e-mail): enables participants to share course materials among themselves.
- Streaming audio: audio streaming takes the form of pre-recorded lectures, interviews with experts or sound bites that are relevant to what is being studied. Audio materials are available and can be replayed several times by course students as and when needed
- Streaming video: just like audio streaming, video streaming involves the streaming of videos of pre-recorded content that is relevant to the course of study.
- Web logs (Blogs): web logs enable the dissemination of ideas and comment.
- Website links: this approach creates a resource that directs users to additional resources on external web pages.

### ➤ **Blended Learning**

- It is a way of teaching that combines online resources with in-person instruction to create a more personalized learning environment.
- Blended learning allows for students/trainees to take information home and have their own time and place to understand it without the pressure of keeping up with the rest of the class.

- it only saves time, but you can gain time while you make more effective use of class time for discussions and higher thinking activities.(Fares & BENKRADIDJA Mohammed, 2019)

## 10. The benefits and drawbacks of online learning

- **No Boundaries, No Restrictions**

Along with location restrictions, time is one of the issues that learners and trainers, both have to aspect in learning. In the case of face-to-face learning, the location limits attendance to a group of learners who have the ability to participate in the area, and in the case of time, it limits the crowd to those who can attend at a specific time. E-learning, on the other hand, facilitates learning without having to establish when and where everyone who is attracted in a course can be present.

- **More Fun**

Designing a course in a way that makes it interactive and fun through the use of multimedia and colors.

- **Cost Effective**

This is directed to both apprentices and teachers, but there is a good chance that whatever your role you had to pay exorbitant sums of money at some point to acquire updated versions of textbooks for school or college. While textbooks often become obsolete after a certain period, the need to constantly obtain new editions is not present in e-learning.

- **It Just Fits!**

As businesses and organizations adopt technologies to improve the efficiency of day-to-day actions, the use of the internet becomes a necessity. As multinational corporations expand across the globe, the chances of working with people from other countries rises, and training all those parties together are an issue that e-learning effectively addresses.

➤ **Concerns that arise with e-learning**

- Practical abilities are somewhat harder to pick up from online funds. For example, although building a wooden table is something you can easily share information about, record videos of and explain, the practical experience is crucial. Pottery and car engineering are examples of skills that require hands-on experience.
- Isolation though e-learning offers ease, flexibility and the ability to remotely access a classroom in the student's own time, learners may feel a sense of loneliness. This is because learning online is a solo act for the most part, which may give the learner the feeling that they are acting completely alone. As technology progresses, learners can now engage more actively with professors or other students, using tools such as video conferencing, social media, and discussion forums between others.
- E-learning requires the use of laptop and other such devices; this means that eyestrain, bad posture and other physical problems may affect the learner. When running an online course, it is a good practice to send out guidelines about correct sitting posture, desk height, and recommendations for regular pauses.

## **11. E-Learning in Hassiba Ben Bouali**

We will start by presenting the distance education system in Chlef university.

➤ **Center Presentation (CNSI)**

The CNSI Center is the Center for Systems, Media, Communication, Television, Education and Distance Education at the University of Hassiba Ben Bouali in Chlef who is responsible for:

- Manage network structures.
- Using the applications of automated media for the management and development of pedagogy.
- Development and implementation of television education and distance education projects.

- Ensure technical support for the design and production of lessons through automated media including assistance and provision of resources for student users and faculty members of university teachers and researchers.
- Formation and framing of those involved in distance learning.
- Improve the work progress and develop the information system at the university.
- Operating and developing networks and servers

➤ **It covers the following branches:**

✓ **Systems Branch:**

This interest is responsible for the development, maintenance and security programs and information necessary for the administration of the University. Its mission is to facilitate teaching and administrative tasks by developing information systems for:

- The management of human resources
- Salary / budget management
- Management of the Department of Education: students, composition, observations, results, etc.

✓ **networks branch:**

• **Network infrastructure:**

The center provides a 100 Mbps network with more than 1800 devices (computers / laptops / smartphones) connected daily, and there is also a Wi-Fi network in most buildings and university spaces.

• **Servers:**

The Center provides various servers (HP, Dell) and operating systems (Linux, Windows) to run various services and applications, documentation, storage, databases, etc.... and many virtual servers that facilitate network operation.

- **Storage:**

Data storage is one of the most important services in the CRSI Center at the University of Chlef. Where it allows data storage service in all areas.

- **Save:**

The CRSI Center manages the backup service for data retention.

- ✓ **TV Education and Distance Education Branch**

The functions of this section are:

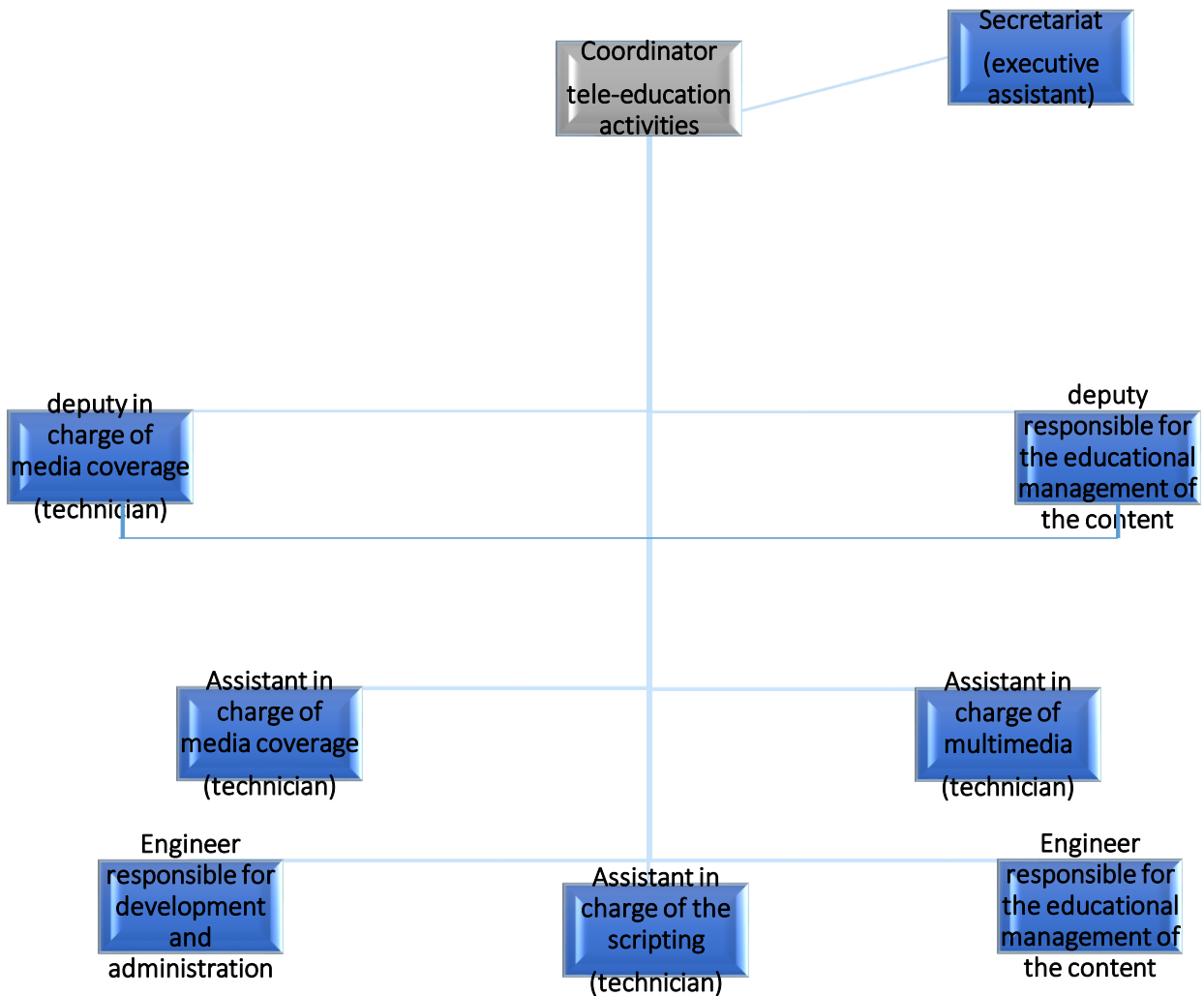
- Install the distance learning system
- Management of the distance learning base
- Programming training courses on distance learning
- Meeting requests for the establishment of accounts on the basis of distance education
- Accompany teachers in everything related to the establishment and placement of on-line tutorials.
- Programming and following lectures remotely
- Distance Learning

- **Benefits of distance education system in Chlef university**

- Education is one of the most modern ways of coaching and teaching. This method of education provides individuals with the difficulty of moving relatively long distances to reach different educational institutions. This is the main idea of this method of education. The liner in place, the presence of the teacher and the educational institution elsewhere.
- Helps clearly and significantly in raising the individuals level and scientific communities; it offers alternatives to people who are unable to go to educational institutions to circumvent what prevents them from doing so ; this method is to employ people's capabilities and even development rather than waste and loss.
- Helps very much to increase the student from the dependence on himself, which leads to an increase in the ability of the information that he studies and learns during his learning trip.

- Helps to overcome the problems and challenges that may face individuals while attending school in an educational institution, the student may be exposed during the period of study to the injustice or separation, or deprivation for some reason, which leads to the inability to continue his education and obtaining the certificate that opens His future prospects.
- Provides many educational means for learners in contrast to traditional methods of education, and this method helps in some way to give some flexibility in the Acceptance of those wishing to complete their education.

**Figure 3: The Model of Tele Teaching Structure in Chlef University**



Source: Made by the author

### ➤ Moodle in Chlef University

Moodle is a modern open source system for the automation of educational activities and is:

- ✓ **CMS-Course Management System**
- ✓ **an LMS-Learning Management System**
- ✓ **an LCMS-Learning Content Management System**
- ✓ **One eLearning Platform (eLearning Platform)**

It is not only a container for courses, but also can be developed educational activities, and is used by universities, colleges, secondary schools, businesses, and even a lecturer can use it to add Web technology to the courses. Moodle is currently used by thousands of educational institutions around the world to find and produce online courses and to support traditional courses (face-to-face education) as well as to find websites on the Internet.

Moodle is an Open Source software and is distributed under the GNU General Public License. This means that everyone has the right to download, install, use, modify and distribute it for free. Overall, it is user friendly and even includes activity modules such as forums, sources, Tests, surveys, choices, tasks... etc.

➤ **Chlef university E-learning System Definition:**

Is an e-learning management system (open source) designed on an educational basis to assist the instructor in providing an e-learning environment. The system provides the professor with the possibility to create and design a set of his own ease and easy to manage the course in electronic format.

The educational design capabilities provided by the system are:

- Courses can be developed online.
- The system provides several options for the professor of the course to choose the appropriate method in teaching the course.
- The potential of communication between the professor and students
- The system enables users to communicate via private messages within the course.
- The system has a forum for dialogue between students and faculty members.
- There is a forum in the system for dialogue among faculty members among them.
- The system enables simultaneous communication between users via chat rooms feature.
- Television Education<sup>3</sup>.

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<sup>3</sup> Televised education is a means of communication increasingly used by educational institutions today. For convenience, it is a video conferencing (teleconferencing) used by institutions that wish to communicate remotely with other universities, institution or people.

➤ **Others notes on Chlef University distance education :**

- Hassiba Ben Bouali university platform of distance education is responsible for many roles in addition of setting courses online. Like following teachers by guiding them and answer on all their concerns.
- One of the essential problems which face the distance education department is the ancient materials, especially of video conference camera and laptops, as every day the world recognizes new programs as well as advanced versions of applications, we found a big need to modernize the materials of the department every moment.
- The distance education department in Chlef University surface certain issues between teachers after they share their courses online on the platform. It happened when teachers use others teachers courses and try to share it on the platform without the original holder agreement, and there for a special community to solve these situations of plagiarism<sup>4</sup>. By the use of traditional tools and applications of plagiarism besides signature, check software.
- The distance education department contains a rich equipment with high skills in informatics as they can access to any valuable course online and learn from it free, but still lack the chance to have the modern materials and applications as we have mentioned before.
- The distance education department materials have been sent by the government by freely before 2009.
- The majority of the delivered scientific documents are on PDF<sup>5</sup> and WORD<sup>6</sup> formats.
- There is only one teacher who did made a MOOC course using the e-learning management system but still did not settled it on Hassiba ben bouali university platform for some mysterious personal reasons. .

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<sup>4</sup> Plagiarism is the "wrongful appropriation" and "stealing and publication" of another author's "language, thoughts, ideas, or expressions" and the representation of them as one's own original work.( Wikipedia) .

<sup>5</sup> The Portable Document Format (PDF) (redundantly: PDF format) is a file format developed by Adobe in the 1990s to present documents, including text formatting and images, in a manner independent of application software, hardware, and operating systems. (Wikipedia)

<sup>6</sup> Microsoft Word is a word processor developed by Microsoft. It was first released on October 25, 1983 under the name Multi-Tool Word for Xenix systems. (Wikipedia)

**Conclusion:**

We may conclude from the writings above that “E-Learning” do not really exist in Chlef University. But “distance education” is growing slowly using ancient materials with free traditional software’s to accomplish several missions within guiding teachers on how to share their scientific documents online and try to convince and assist them to share their MOOC courses on the university platform.

The platform still provides a Fertile Space for information’s exchange that may encourage the gradual integration process of E-Learning in Hassiba ben bouali .

## **Chapter 02: Results and discussion**

## Chapter 02: Results and discussion

### Section One: The Survey Results

As we have mentioned before, we have done a quantitative study by distributing around 244 questionnaires' on teachers at the university of Chlef, aspiring to hunt the maximum amount of responses in all its different faculties from both genders and all categories .

The gathered results were as a fellow:

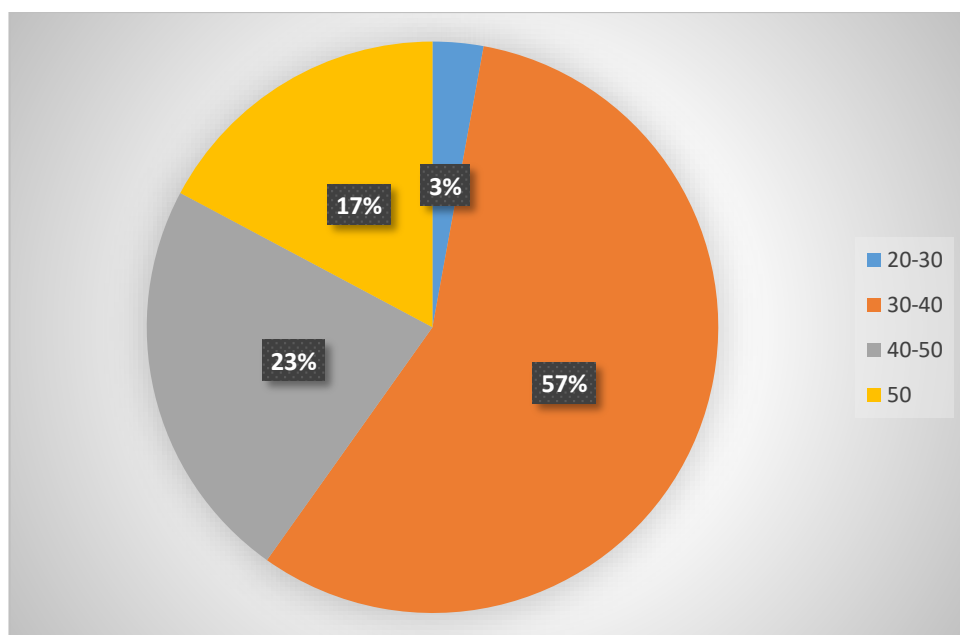
#### ➤ Teachers age

**Table 03: Teachers Age**

	Age	Teachers	Percent %
1	20-30	7	2.86
2	30-40	139	56.96
3	40-50	56	22.95
4	+50	42	17.21
<b>Total</b>		<b>244</b>	<b>100</b>

Source : Made by Spss

**Figure 04: Teachers Age**



Source: Made by Excel

➤ **Comment :**

we notice that The responders ages percent is divided into just 3% to (20 – 30) years old , 57 % to (30 – 40) years old and 23 % to (40 – 50 ) while ( + 50) years old are Only 17 %.

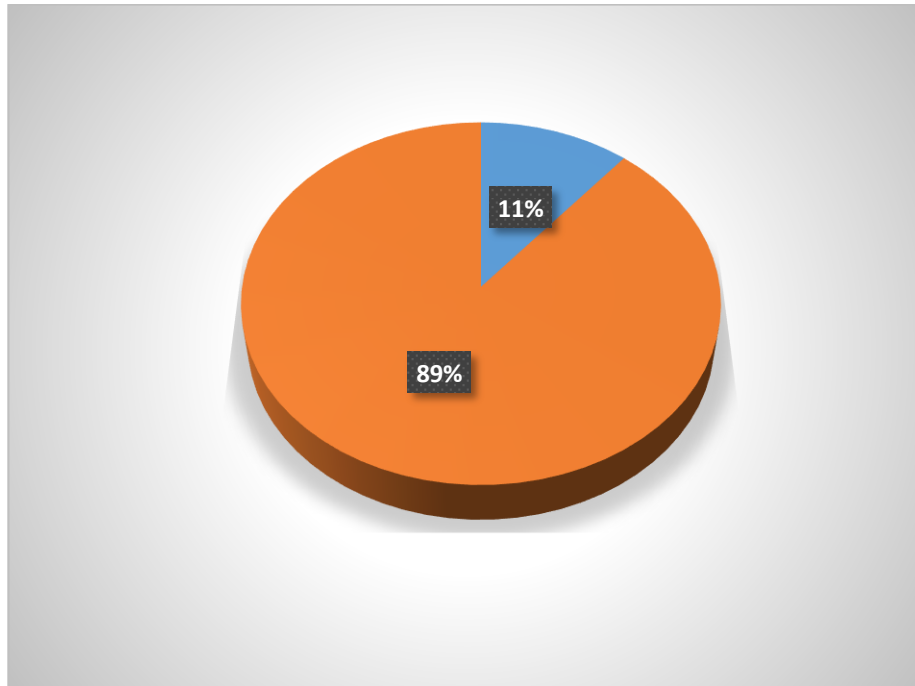
➤ **Teachers Gender**

**Table 04: Teachers Gender**

	<b>Teachers</b>	<b>Percent %</b>
<b>Male</b>	<b>216</b>	<b>89</b>
<b>Female</b>	<b>28</b>	<b>11</b>
<b>Total</b>	<b>244</b>	<b>100</b>

Source : Made by Spss

**Figure 05: Teachers Gender.**



Source: Made by Excel

➤ **Comment :**

Our survey has covered both genders with an 89 % for “males” while the rest was “females” with only 11 %.

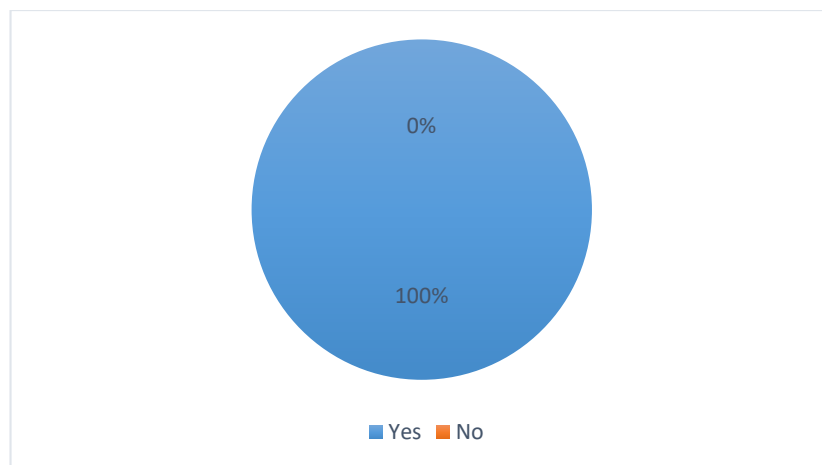
➤ **Teachers who have a personal Email**

**Table 05: having a personal email**

	<b>Teachers</b>	<b>Percent %</b>
<b>Yes</b>	<b>244</b>	<b>100</b>
<b>NO</b>	<b>00</b>	<b>00</b>
<b>Total</b>	<b>244</b>	<b>100</b>

Source : Made by Spss

**Figure 06: Teachers who have a personal Email**



Source: Made by Excel

➤ **Comment :**

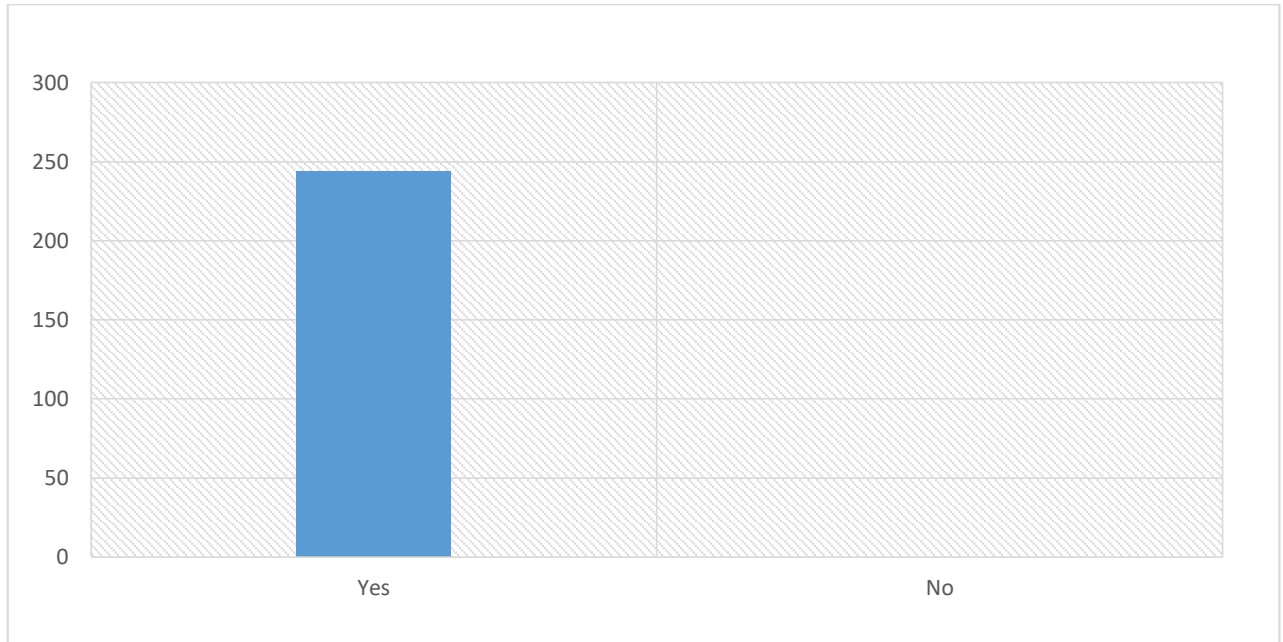
All participants have responded positively by “Yes” with a 100 % on having a personal Email query.

➤ **Having an idea on what is E-Learning**

**Table 06: Having an idea on what is E-Learning**

	<b>Teachers</b>	<b>Percent %</b>
<b>Yes</b>	<b>244</b>	<b>100</b>
<b>NO</b>	<b>00</b>	<b>00</b>
<b>Total</b>	<b>244</b>	<b>100</b>

Source : Made by Spss

**Figure 07: Teachers who have an idea on what is E-Learning**

Source: Made by Excel

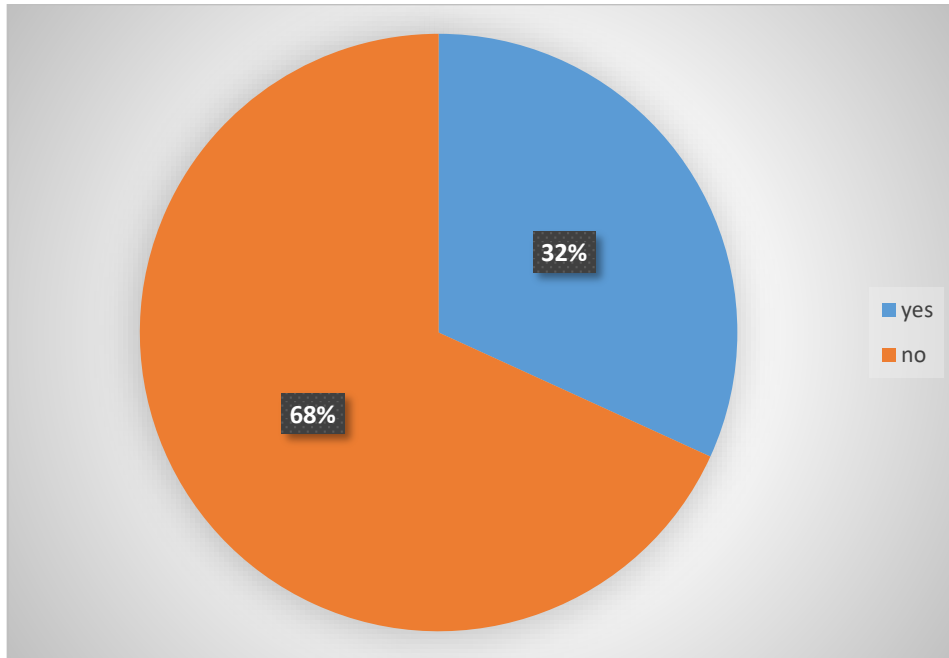
➤ **Comment :**

100% of the responders have answered positively to this question thru “Yes” on having an idea on what is E-Learning.

➤ **The readiness of sharing courses by teachers****Table 07: The readiness of sharing courses by teachers**

	Teachers	Percent%
Yes	84	34.4
NO	180	65.6
Total	244	100

Source : Made by Spss

**Figure 08: The readiness of sharing courses by teachers**

Source: Made by Excel

➤ **Comment :**

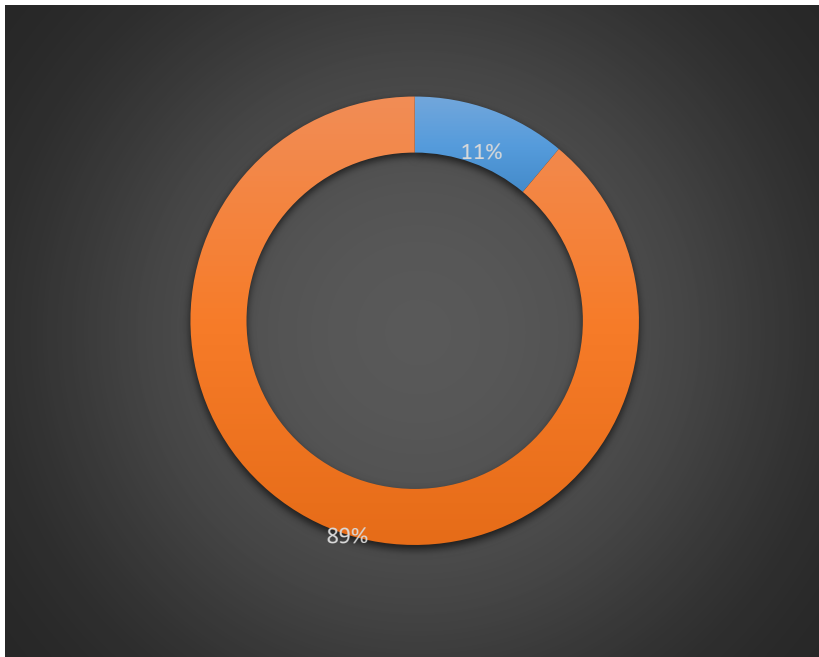
The participant's responses are divided into 32 % for "YES" and 68% for "NO" on the readiness of sharing courses by the teacher's query.

➤ **The aptitude of visiting abroad educational websites**

**Table 08: The aptitude of visiting abroad educational websites**

	Teachers	Percent %
Yes	216	88.52
NO	28	11.48
<b>Total</b>	<b>244</b>	<b>100</b>

Source : Made by Spss

**Figure 09: The aptitude of visiting abroad educational websites**

Source: Made by Excel

➤ **Comment:**

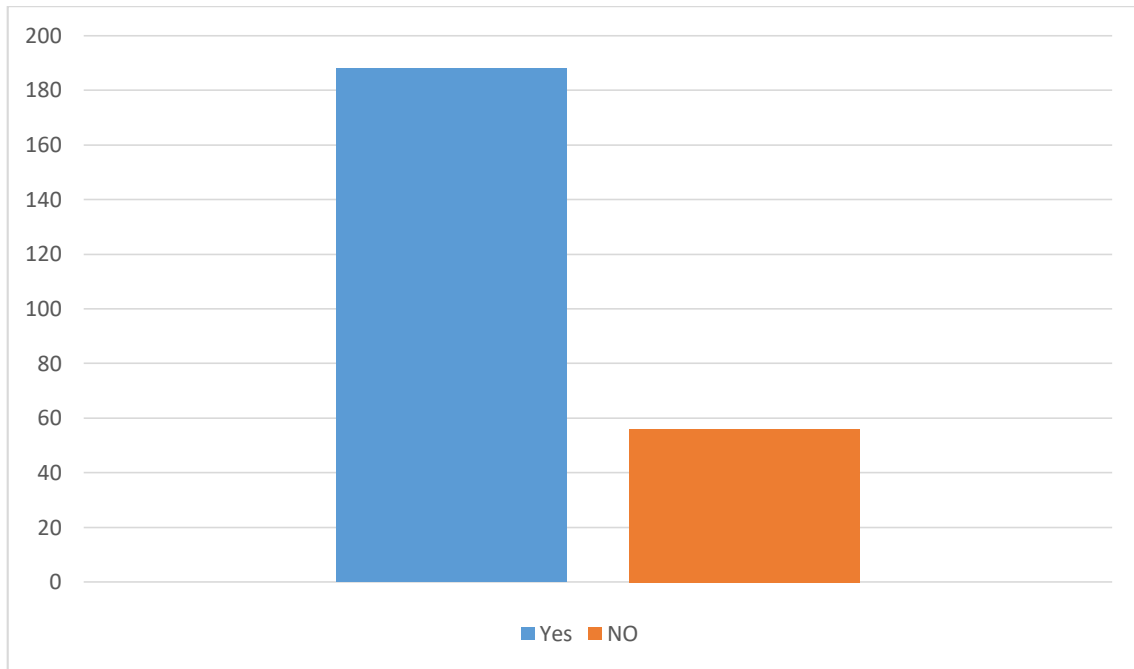
The responders have answered to this question via 89 % to “YES” while the rest of the 11 % have responded with “NO”.

➤ **The aptitude of visiting Algerian educational websites**

**Table 09: The aptitude of visiting Algerian educational websites**

	Teachers	Percent %
Yes	188	77
NO	56	23
<b>Total</b>	<b>244</b>	<b>100</b>

Source : Made by Spss

**Figure 10: The aptitude of visiting Algerian educational websites**

Source: Made by Excel

➤ **Comment :**

Here we have a 77 % of responders who have responded with “YES” on their attitude of visiting Algerian educational websites query, while the rest of the 23 % have answered with “NO”.

➤ **which one :**

**Table 10: The aptitude of visiting Algerian educational governmental and private websites.**

	Teachers	Percent %
<b>Governmental</b>	<b>153</b>	<b>65.66</b>
<b>Private</b>	<b>77</b>	<b>34.44</b>
<b>Total</b>	<b>230</b>	<b>100</b>

Source : Made by Spss

➤ **Comment :**

We have a 65.66 % to “governmental” websites and 34.44 % for “private” websites as we may also notice that 10 teachers have refused to answer to this question.

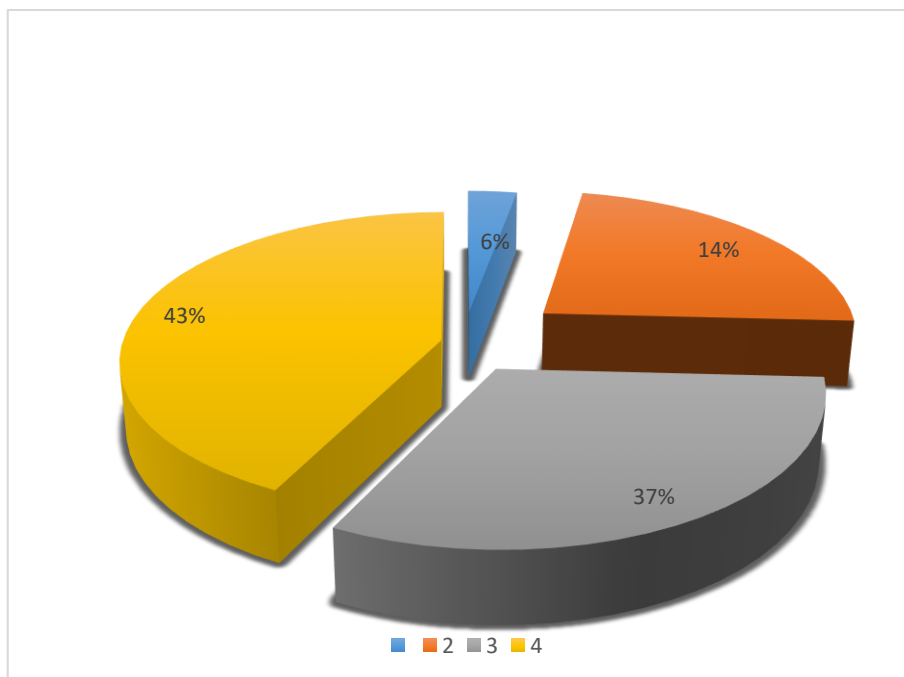
➤ **The favorite time of sharing courses Online**

**Table 11: The favorite time for sharing courses Online**

	Teachers	Percent %
<b>Morning</b>	<b>14</b>	<b>5.73</b>
<b>afternoon</b>	<b>35</b>	<b>14.34</b>
<b>Evening</b>	<b>91</b>	<b>37.29</b>
<b>NO particular time</b>	<b>104</b>	<b>42.66</b>
<b>Total</b>	<b>244</b>	<b>100</b>

Source : Made by Spss

**Figure 11: The favorite time for sharing courses Online**



Source: Made by Excel

➤ **Comment :**

The question above was on the favorite time for sharing courses Online; the responses were only 6 % to whom preferred “morning” time and 14 % to “afternoon” while the “evening” is with 37% while the highest percent have responded on “no particular time “with 43 %.

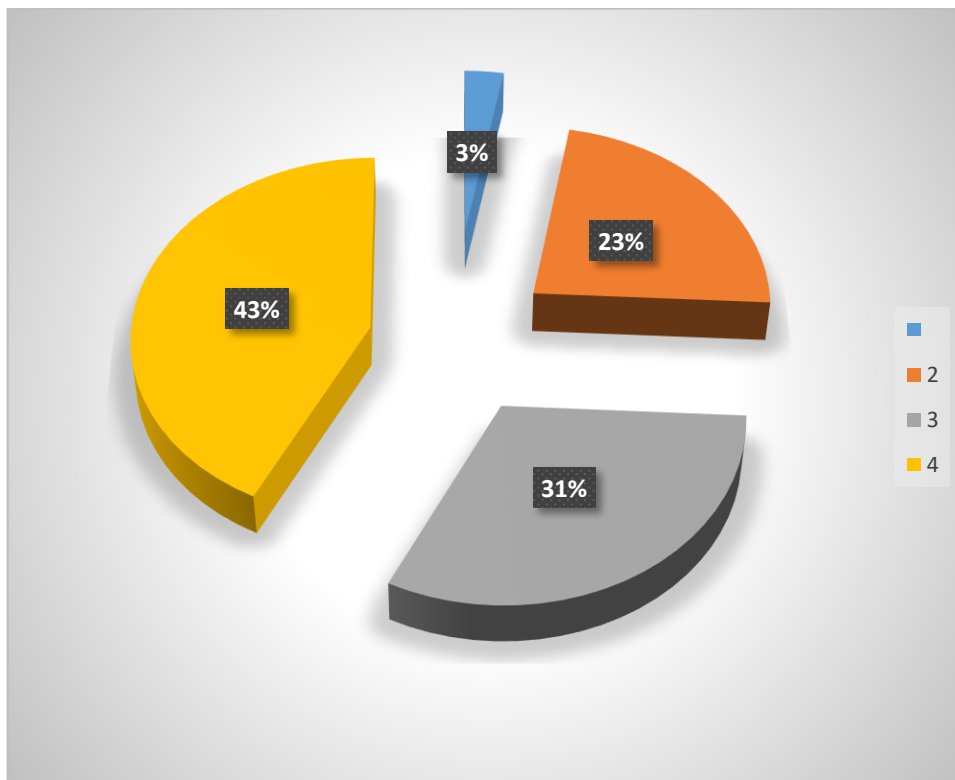
➤ **The internet consumed hours per day**

**Table 12: The consumed hours on internet per day**

	Hours	Teachers	Percent %
<b>1</b>	1-0	7	2.86
<b>2</b>	1-2	56	22.95
<b>3</b>	3-2	77	31.55
<b>4</b>	+3	104	42.62
<b>Total</b>		244	100

Source : Made by Spss

**Figure 12: The consumed hours on internet per day**



Source: Made by Excel

➤ **Comment :**

We notice that only 3% of the responders consume (0 – 1) hours per day, while 23 % do consume (1 – 2) hours per day and 31 % are consumed (2 – 3) hours per day then comes the rest of 43 % which are consuming more than (3 hours) per day.

➤ **Teachers favorite language online**

**Table 13: Teachers favorite language online**

	<b>Teachers</b>	<b>Percent %</b>
<b>Arabic</b>	<b>171</b>	<b>45.72</b>
<b>French</b>	<b>147</b>	<b>39.30</b>
<b>English</b>	<b>56</b>	<b>14.97</b>
<b>Others</b>	<b>00</b>	<b>00</b>
<b>Total</b>	<b>374</b>	<b>100</b>

Source : Made by Spss

➤ **Comment :**

We notice here that the responder's percent of who desires "Arabic language" is 45.72 % also "French language" with 39.30 % while "English" is desirable with only 14.97 %. We may also remark that no one have chosen any "other language" and at least 133 responders have desired at least one language.

➤ **Presence of internet usage fees as an Obstacle**

**Table 14: Presence of internet usage fees as an Obstacle**

	<b>Teachers</b>	<b>Percent %</b>
<b>Yes</b>	<b>56</b>	<b>23</b>
<b>NO</b>	<b>188</b>	<b>77</b>
<b>Total</b>	<b>244</b>	<b>100</b>

Source : Made by Spss

➤ **Comment :**

77% of teachers have responded on "NO" to the presence of internet usage fees as an obstacle query while the rest of the 23 % have answered with "YES".

➤ **Teachers favorite method of learning**

**Table 15: Teachers favorite method of learning**

	Teachers	Percent %
classical	21	7.92
Electronic	35	14.34
Both	188	78.86
Total	244	100

Source : Made by Spss

➤ **Comment :**

We have a 7.92 % of teachers who chooses “classical method” while 14.34 % who selects “electronic method”, where the majority of 78% have chosen “both methods”.

➤ **Teachers knowledge on any MOOC distance learning platforms of the Algerian Ministry of Higher Education**

**Table 16: teacher’s knowledge on any MOOC distance learning platforms of the Algerian Ministry of Higher Education**

	Teachers	Percent %
Yes	91	37.29
NO	153	62.7
Total	244	100

Source : Made by Spss

➤ **Comment :**

62.7 % of the responders have answered with “Yes” on this question while the rest of the 37.29 % have answered with “NO”.

- **The existence of MOOC distance-learning platform in the teacher affiliated university**

**Table 17: The existence of MOOC distance-learning platform in the teacher affiliated university**

	<b>Teachers</b>	<b>Percent %</b>
<b>Yes</b>	<b>105</b>	<b>43.1</b>
<b>NO</b>	<b>139</b>	<b>56.9</b>
<b>Total</b>	<b>244</b>	<b>100</b>

Source : Made by Spss

- **Comment :**

The answers of this question were very close (56.9 % with YES and 43.1% with NO).

- **The existence of any concurrent environment between Teachers to develop MOOC courses**

**Table 18: The existence of any concurrent environment between Teachers to develop MOOC courses**

	<b>Teachers</b>	<b>Percent %</b>
<b>Yes</b>	<b>35</b>	<b>14.35</b>
<b>NO</b>	<b>209</b>	<b>85.65</b>
<b>Total</b>	<b>244</b>	<b>100</b>

Source : Made by Spss

- **Comment :**

The participant's majority has responded with "NO" on this question with an 85.65 %, while the rest of 14.35 % said "YES".

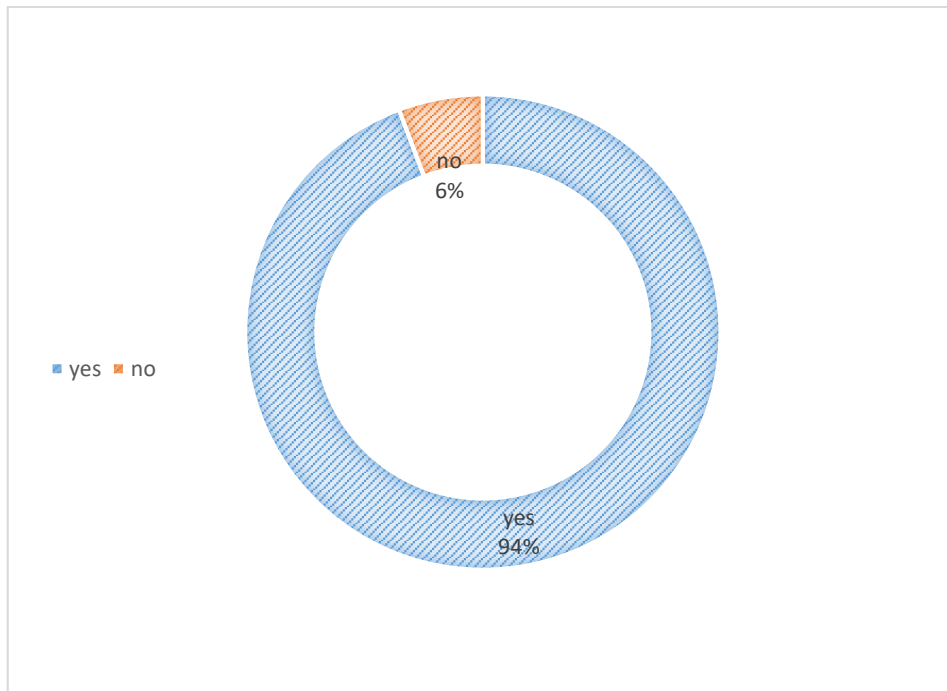
➤ **The requirement of Motivation for sharing MOOC courses**

**Table 19: The requirement of Motivation for sharing MOOC courses**

	<b>Teachers</b>	<b>Percent %</b>
<b>Yes</b>	<b>230</b>	<b>94.2</b>
<b>NO</b>	<b>14</b>	<b>5.8</b>
<b>Total</b>	<b>244</b>	<b>100</b>

Source : Made by Spss

**Figure 13: The requirement of Motivation for sharing MOOC courses**



Source: Made by Excel

➤ **Comment:**

The global answers to this question was “YES” with more than 94 %, while the rest have answered via “NO” with a 5.8 %.

## **Section Two: The survey discussion**

We are going to ponder and analyze each question alone to devote a certain specific result of the discussion. It is worth to mention that the total population of our study was more than 1100 participants, but for some Compelling reasons we only have 244 responses.

We have mixed the gathered information's to our personal logic and view plus experiences besides our backgrounds to achieve the finest precise result we can have.

### **➤ Age**

We Note that the predominant age percentage of the questionnaire responders are between (30 – 40) years old with a 57 %. It provides us with an initial judgment of that, most of the respondents who accepted to accomplish the questionnaire are youth, interest in our subject besides their passion in Distance education and the Internet in general, we may consider it as an encouraging sign which is indicated to the rapidity of our higher educational teachers (researchers) adaptation to The Internet.

### **➤ Gender**

We remark that the Majority of teachers who have responded to the questionnaire Are “Male” with a percent of 89 %. This is a contrast result, compared to the large amount of female Teachers at the University of Chlef, but it may also signify to that female are less interesting in Distance education compared to male. In addition, it may refer to the Algerian conservative society and culture as well as religion effects on gender behaviors.

### **➤ Email**

Email is one of the basic tools of communication in the digital era. A tool used by nearly every person with an internet connection. It allows you to, at no cost; send a letter of unlimited length to one person or many people at once. It arrives almost instantly, and they can reply straight away. Setting up your own email account will allow you to communicate with people you know in ways you never thought possible.

We observe here that all of our participants have a personal email account, which is considered as a very encouraging sign in purpose of ICT integrating in education.

➤ **Having an idea on what is E-Learning**

We wish overdue “E-Learning” to design tomorrow’s education, promoting e- in education, and preparing universities for that modification.

The responses to this question were very positive on “having awareness on E-Learning or not” query which is considered as another promising sign for a distance education future in Algerian higher education.

The reason of that awareness could refer to the educational global market in adding to the NICT integration in the entirely domains over the world.

➤ **The readiness of sharing courses by teachers**

This was one of our key question, that we aspired to identify behind it if the Algerian teacher in higher education is ready to share his own courses (scientific documents) on the internet or not.

One of the biggest mysterious obstacles that we face through understanding the scientific documents online is sharing contribution in the E-Learning integration in higher education in Algeria.

It is weird when we visit various local educational websites to sign that there is only 2 or 3 persons who settle their courses online while hundreds of people do only download it free.

There is a clear discrepancy between information requesting and posing on the internet. This is we look forward to understand this case more deeply via that question. The responses we have are dissimilar, 65 % are not ready to share their courses online while the rest of 35% are ready for this.

Which pose a big question mark on why do the 65 % refuse to share their courses online and why they are not ready yet? What is the reason of their hesitation?

Teachers have a high rank in any society, with their ethical and humanity’s role. Sensibly, we should discuss what each of the other is doing at the institutions so that we can learn from each other. As well as if we Share our best practices, and see different perspectives on the common issues we all face we would be invincible as a community.

We will try to answer to this query through the aid of next responses.

➤ **The aptitude of visiting abroad educational websites**

Here we want to check if our high education teachers are Inspired from the abroad educational websites or not. The answers to that question led us to an 89 % of Teachers who visit abroad educational websites, which gave us a Clear proof to that Algerian teacher in higher education, do truly prepare their courses from a broad educational website. These phenomena might refer to political as well as historical background effects on our educational system. (Russian education system in past, French reformer group of the Algerian educational programs at the present).

➤ **The aptitude of visiting Algerian educational websites**

We aimed behind this point to test the level of local educational platforms contents and the fact of teachers Approval on it or not. The respondent's majority on this question have also answered positively with a 77 %, which confirm the fact of that Algerian teacher in higher education, prepare their own courses from the internet (abroad and local) educational websites. We may clearly reveal that the local visited websites percent is less, but still near to the broad educational websites percent.

➤ **Governmental or private websites**

We observe that more than half of respondents do visit governmental websites while the rest prefer to visit private websites.

This answer is coherent, especially if we note that teachers in higher education are bound by the high minister of education in couple of strict rules and dates of work. As a result, teachers do often visit the governmental website because it is the First original honest source of information's.

That means that scientific documents sharing is highly related with higher minister of education and it policy.

➤ **The favorite time of sharing courses Online**

This was a tricky question that we aspire behind it to recognize if the respondent have an initial will of courses online sharing at any specific time or has no will to share at all. The responses were acceptable, 43 % to “no particular time”, which means they have no attention to share their cars at all. Still, we have an important percent to 37 % to who are ready to share their courses on the internet at night.

It is a very logical answer because the majority of Algerian people from some cultural backgrounds pass their free time on the internet at night so it would be an occasion to share their courses online after a long fatigued day.

➤ **The consumed hours on internet per day**

This question aspires to understand a part of the ICT infrastructure state and Teachers capability to use sufficient internet. We state that the majority of participant’s uses internet more than 2 hours per day, which lead us to leave the probability of lack of infrastructures relatively, tools (smart phones, laptops) and internet connection, especially with the cruel high concurrences between mobile companies’ offers. Moreover, instructors advantages to connect for free inside their universities.

➤ **Teachers favorite language online**

This question was related to languages self-capacities of teachers, the common response to this question was the “Arabic language” with 46 %, and then comes “French” with 37 %. this is another consistent fact, because Arabic is our first language, then comes French as it could refer to that Algerian teacher in higher education have no attitude of using English language yet even though they recognize its power in education. As the English language is, the most used on the internet’s dealing with it would be a crucial challenge item for Algerian teachers through the E-Learning integration purpose.

➤ **Presence of internet usage fees as an Obstacle**

This question was related to teacher's financial query. The responses on this question shows that most teachers do not consider internet usage fees as an obstacle with a percent of 77 %. It is a logical reply if we compare the teacher's Average salary with Internet average fee prices. Adding to the new Internet fees reductions from Minister of communication and others Granted Privileges from higher education minister to teachers.

If we blend this result to the result in the number 10, we can definitely conclude that Algerian teachers in higher education do not face any issues with the NICT infrastructures to practice their aimed activities using new ICT materials in education.

➤ **Teachers favorite method of learning**

Here we try to read the teachers' behaviors to their most fit method while they are practicing their works. If they feel more comfortable with the old traditional method by using paper or looking forward to replace it with electronic education. Therefore, this is another key question to understand teachers' manners counter E-Learning method after the integration of ICT in education.

The responses we have shown that teachers prefer both methods mixed with an 86 % plus a considering percent of the electronic ones with a 14%. Which means that teachers have established their comfort using the internet as well as to prepare their courses from. It is remarkable that teachers are stuck with class teaching in face-to-face traditional method, which may refer to a sense of fear of that technology may replace the role of teachers ending by eliminating their jobs.

If we add this result to the outcome we have from question 5, we may conclude to that E-Learning in higher education confront a psychological conservation Stems from fear of that technology may reduce the teacher known position in society.

➤ **Checking teachers knowledge on any MOOC distance learning platforms of the Algerian Ministry of Higher Education**

We tried by this question, to check the teachers' knowledge on any MOOC E-Learning platforms in higher education. In fact, all universities have their personal MOOC platform, provided by the Ministry of higher education, but through the responses, we perceived that

more than half of Teachers with a 62 % have answered with NO. Which means they have no real awareness of the numeral skills or the aptitude of visiting others universities platform.

➤ **The existence of MOOC distance-learning platform in the teacher affiliated university**

We aspire by this question, to check if teachers used to visit their university platform or not. As we have mentioned before, all universities have their personal MOOC platforms, providing by the Ministry of higher education, but over the responses, we observed that more than half of Teachers with a 57 % have answered with NO. Which means that they have no real awareness of the numeral abilities or attentions of visiting their universities platform.

➤ **The concurrent environment existence Between Teachers to develop MOOC courses**

This was a direct question to determine if teachers have intentions to develop MOOC Courses on the internet or not.

The gathered responses was Shocking although the majority have answered that there is no concurrent environment between teachers at all with almost 86%. Which means that teachers in higher education still do not have the aptitudes of developing MOOC courses yet. Even if the E-Learning Chlef system provides all the required tools and atmosphere to accomplish this mission.

➤ **The requirement of Motivation for sharing MOOC courses**

Motivation has been always an essential aspect to Access to any goal. This was a direct question, to recognize if Algerian teachers in higher education require more motivation to share MOOC courses online or not.

The gathered responses lead us to a 94% saying “YES” while the rest of 6 % said “NO” . Which means that teachers are looking forward into more motivational returns for their personal MOOC courses involvement and online sharing.

If we add this response to the previous responses, especially the attained ones from question number 13, we can end by an approximate answer on why do not Algerian teacher shares their

courses online. This will no doubt guide us into a psychological issue; the requirement of motivation here does not relate to financial issues as mental ones.

➤ **General Result :**

- ✓ The ultimate hidden fact may back to an important percent of Algerian teachers in higher education who download and use others teachers or researchers free courses from internet without taking their permission or mentioning the original course owner reference. This would be a logical explication on “why do not Algerian teachers share their scientific documents online? “, the answer is simple, it is because most of the teachers uses already others researchers online prepared courses, so sharing it online or not would be needless.

Generally, any scientific document is based by gathering others researcher’s intellectual products, but the course presentation technique changes from a teacher to another, depending on their view and personality plus skills which led us to an opportunity of sharing “power points” courses online. The PowerPoint course format might summarize any scientific document key points without mentioning its presentation process or any additional detailed skills by the instructor.

- ✓ We have seen that majority of Hassiba Ben bouali Teachers favorite to visit abroad and local governmental platforms, adding to their desire of Arabic and French languages online which means that most of them are preparing their courses from those websites with no real attention to share their own scientific document’s contents in any format on local private platforms. You may download any scientific document easily in moments but uploading it is harder and may take a long time with high NICT skills, this is another strong reason on why do not Algerian teachers share their courses online. Fortunately, the higher Minister of education has published an order<sup>7</sup> to oblige all higher education teachers to settle their courses online thru providing all the desirable options in purpose of accomplishing this mission by applying formations on how to share a course online. Which would lead us to a tough concurrence between teachers into uploading their best courses online.
- ✓ Teachers in addition to fear of their value degradation under the free online open courses. They are looking forward to receive more Guarantees to their intellectual

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<sup>7</sup> The training location is in Constantine where all universities Teachers are demanded To register and put their own lessons on the platform of distance education.

products on the internet. Teachers in higher education, aspire more safeties to their own intellectual products after they share it on the internet, as they do not really trust the governmental online guarantees to their intellectual's products as the survey displayed. It is not fair when one teacher makes all the effort while hundreds use it with no respect to the original source reference so here comes the role of best practices against plagiarism after applying a pure Algerian data center.

- ✓ Male instructors are more engaged in distance education than females.
- ✓ As Learning should integrate into every aspect of our lives, and as we are famous Algerian citizens with our rich history against all kinds of oppressions, fully nation of ethical values of hospitality and well behaviours, we can make a big effect of our simple acts like to publish our own courses online for the goods for others. Socialistic system has offered the benefit of free education, which contributed us to hundreds of graduate students from universities each year. It is worth to state that the public Employment offers surface massive demands from the educational different sectors every year in Algeria.

Why not each student or teacher start sharing his own courses online, especially if we note that new ICT technology provide all the high quality tools to realize this step in a short time. Any Algerian citizen can easily scan his own documents and publish it on a social media page or a website as I am doing personally. Whatever was his educational level or the skills he has or the languages he can use, he even can learn almost anything on YouTube<sup>8</sup>. He still can create a free blog or website to publish his own usefully documents Online. At the end, the challenge will not be in how to learn, but the most important is in how to use learning to create something more, to communicate and develop our society civilization.

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<sup>8</sup> YouTube is an American video-sharing website headquartered in San Bruno, California. Three former PayPal employees—Chad Hurley, Steve Chen, and Jawed Karim—created the service in February 2005. Google bought the site in November 2006 for US\$1.65 billion; YouTube now operates as one of Google's subsidiaries. Wikipedia

➤ **Hypothesis review:**

From the discussion of data, analyzing we may confirm that:

- ✓ YES, there is a clear lack of consciousness of teachers into the online courses sharing importance.
- ✓ No, Despite Chlef University Distance education center ancient materials, but still, there is an Abundance of NICT tools among teachers (instructors) to use.
- ✓ Yes, there is a clear ignorance of teachers with the necessary skills on how to share a scientific document online.
- ✓ Yes, E-Learning represent a big threat to higher education teachers.

➤ **Limits of the study**

This subject was so precise on one aspect of the e-learning prospects presented in teachers Courses sharing on the internet as well as the study limitation goes back to the decision makers, which have the authority to create and apply cybercrime laws, structures in a data center to manage the local intellectual products on the internet in a strictly organized plan of rules using effective software's and programs against plagiarism.

➤ **Recommendations for the future research's**

Next researchers are demanded to study more on E-Learning prospects on other aspects, like formations or infrastructures and all safe possibilities of creating and managing the researchers, intellectual works on internet in Algeria as well as it demanded to study more deeply on the higher education environment and Algerian teacher psychology and behaviors.

# **Conclusion**

We noted that Chlef University distance education center, despite its ancient materials still goes through the right path for offering effective services to learn online. Moreover, the political implements from the higher minister of education, which have led, to convince Teachers to place their courses on the Internet after guiding them on how they do it, step by step.

Algerian Researchers in higher Education in purpose to integrate E-Learning is needed for a starting point to share their online knowledge in various formats (MOOC; Pdf; Word), at least on “Power point” format. To change the mindset culture of Algerian society and facilitates the process of integrating electronic education in higher education. The main reason on why do not Algerian teacher shares their courses online was not lack of NICT infrastructure materials or any political issue presented in socialism backgrounds of free education with low quality, but the main reasons were psychological and technical.

The first reason was on teacher’s awareness lack of online courses sharing importance while the Second, psychological problem has been about a fear threat since E-Learning ability of replacing the teacher’s role thru NICT tools ending by eliminating their jobs. The third reason was about teacher’s technical ignorance on how to make and share a scientific document online.

Decision makers are required firstly to encourage scientific research’s on Knowledge sharing and work to attend the accurate solutions for it, Even if it required to apply more formations on how to upload scientific documents online in different formats, secondly try to Conscius Researchers on the importance of online knowledge sharing after offering a couple of motivation awards for it, finally The author rights protections for internet in Algeria may well also need more Guarantees through saving researchers, intellectual products in a safe data center, adding to use the best practices against plagiarism (“authenticated<sup>9</sup>” or “VroniPlagWiki<sup>10</sup>” ).

We concluded to that E-Learning in Algerian higher education is like an untouchable mirage, and distance education is all we have until now. As we have impressed much passion from teachers into E-Learning while distributing questionnaires.

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<sup>9</sup> iThenticate is the leading provider of professional plagiarism detection and prevention technology in plagiarism and originality checking for educational institutions worldwide. The company is headquartered in Oakland, California with an international office in Newcastle, United Kingdom.

<sup>10</sup> The VroniPlag Wiki is a wiki started 28 March 2011 at Wikia that examines and documents the extent of plagiarism in German doctoral theses.

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# **Annexe**

## لماذا لا يضع الأساتذة دروسهم على الإنترنت في الجزائر؟

تهدف هذه الدراسة إلى فهم أفضل لآفاق التعلم عبر الإنترنت في الجزائر والصعوبات التي يواجهها الأساتذة الجزائريون.

1. العمر





2. الجنس



3. هل لديك بريد إلكتروني؟



4. هل لديك فكرة عن ما هو "التعلم الإلكتروني"؟



5. هل سبق لك أن وضعت الدروس الخاصة بك على شبكة الإنترنت؟



6. هل تزور عادة المواقع التعليمية الأجنبية؟



7. هل تزور عادة المواقع التعليمية الجزائرية؟



8. إذا كان جوابك نعم ، أي موقع؟



9. في أي وقت تفضل مشاركة دوراتك الدراسية على الإنترنت؟

10. كم عدد الساعات التي تقضيها على الإنترنت يوميًا؟





11. ماهي اللغة المفضلة لديك عند استخدام الإنترنت ؟





12. هل تظن أن تكاليف استخدام الإنترنت تمثل عائقا لك ؟



13. أي طريقة تعليمية تظن أنها الأفضل ؟




14. هل لك علم بأي من منصات التعليم عن بعد MOOC التابعة لوزارة التعليم العالي الجزائرية ؟



15. هل تملك الجامعة التي أنت تابع لها منصة تعليم عن بعد MOOC ؟



16. هل هناك بيئة تنافسية بين الأساتذة لتطوير استخدام هذا النوع من الدورات ؟



17. هل تعتقد أن من المهم تقديم تحفيزات من أجل مشاركة دورات MOOC ؟