

Trends Towards Distance Education in Sudan (Case Study Stages of General Education in Al-Dueim Governorate)

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Abstract:

The rapid technological development is expected to create new challenges and opportunities, opening up broad horizons towards the future in light of the global challenges represented by digital transformation (1), and the term Distance Education reflects the reality of this modern technical progress, as it is implemented by a person far from the learner in time and place, The paper aims at greater dimensions of openness and flexibility, whether in terms of curricula or elements of the educational structure In Sudan. Therefore, this paper refers to highlighting the requirements and determinants of Distance Education with a focus on the situation in Sudan, and the possibility of adopting partial Distance Education, including pre-school, primary and secondary education. The paper reviews trends and concepts related to Distance Education, as it relied on Primary and secondary sources from different literatures, so it is considered a research result based on the results of the primary sources, through an accurate questionnaire from the White Nile State in Al-Dueim Governorate, and a survey of their views and opinions on Distance Education. Where (50) samples were randomly selected from teachers and supervisors of pre-school education and Primary and secondary stages, and their views and opinions on distance education were surveyed. In general, the results were that Distance Education is the practical way for the challenges facing the country towards digital transformation, environmental disasters, economic, political and health shocks, including the Corona pandemic (Covid-19), represented in the

lack of a joint effort to provide Distance Education, due to the lack of energy supply and Internet facilities, as the paper recommended some important issues, which must be addressed in order to better develop Distance Education, and the necessary infrastructure, tools, power supplies and virtual classrooms must be provided at all levels Educational, to examine the experience and work in accordance with approved scientific standards and results.

Keywords:Distance Education, General Education, Requirements, Determinants, COVID-19, Infrastructure of Distance Education, Digital Transformation, SPSS

الاتجاهات نحو التعليم عن بعد في السودان

(دراسة الحالة مراحل التعليم العام بمحافظة الدويم)

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المستخلص:

من المتوقع أن يخلق التطور التقني السريع تحديات وفرصاً جديدة، تفتح آفاقاً واسعة نحو المستقبل في ظل التحديات العالمية المتمثلة نحو التحول الرقمي، وان مصطلح التعليم عن بعد يعكس واقع هذا التقدم التقني الحديث، حيث أصبح ينفذ من قبل شخص بعيد عن المتعلم في الزمان والمكان، وأن الورقة تهدف إلى أبعداً أكبر للانفتاح والمرونة، سواء من حيث المناهج الدراسية أو عناصر الهيكل التعليمي. بالتالي تشير هذه الورقة إلى إبراز متطلبات ومحددات التعليم عن بعد مع التركيز على الوضع في السودان، وإمكانية اعتماد التعليم الجزئي عن بعد في التعليم، بما في ذلك التعليم قبل المدرسي والابتدائي والثانوي، حيث تستعرض هذه الورقة اتجاهات والمفاهيم المتعلقة بالتعليم عن بعد، كما اعتمدت على مصادر أولية وثانوية من أدبيات مختلفة، لذا فهي تعتبر نتيجة بحث استندت إلى نتائج المصادر الأولية عن طريق استبيان دقيق من ولاية النيل الأبيض بمحافظة الدويم، حيث تم اختيار (50) عينة عشوائياً من أساتذة ومشرفي التعليم قبل المدرسي ومعلمي المرحلتين الأساس والثانوي بولاية النيل الأبيض في محافظة الدويم، واستقصاء وجهات نظرهم وآرائهم بشأن التعليم عن بعد. وكانت النتائج بشكل عام أن التعليم عن بعد هو الطريق العملي لما تواجهه البلاد من تحديات نحو التحول الرقمي والكوارث البيئية والصدمات الاقتصادية والسياسية والصحية بما فيها جائحة كورونا (كوفيد-19)، كما تبحث الورقة في إعداد المرافق الحالية للتعليم عن بعد مع العمل على سد الفجوة المتمثلة في عدم وجود جهد مشترك لتوفير التعليم عن بعد، بسبب نقص إمدادات الطاقة ومرافق الإنترنت، حيث أوصت الورقة في بعض القضايا المهمة، التي يجب معالجتها من أجل تطوير أفضل للتعليم عن بعد، ويجب توفير البنية التحتية والأدوات وإمدادات الطاقة والفصول الافتراضية اللازمة من جميع المستويات التعليمية،

لفحص التجربة والعمل وفقاً للمعايير العلمية المعتمدة والنتائج.
الكلمات المفتاحية: التعليم عن بعد، التعليم العام، المتطلبات، المحددات، كوفيد-19، البنية التحتية للتعليم عن بعد، التحول الرقمي، SPSS

1.1 Introduction:

Today, many universities around the world give distance education services via internet. Students registered for distance education programs continue their education without leaving their environment (2). Students can follow their programs without being has to go to university thanks to distance education. It forces the limits of today's conventional school institution and makes the education a virtual fact by removing it from international dimension (3).

So, University of Bakht Al-Ruda is considered one of the effective universities in the development of education and teacher training, as its origins go back to the Bakht al-Ruda Institute of Education to train teachers, and prepare curricula for all stages of education in the country, which led to its importance in the role of education at the level of Sudan, and here we are today through modern technologies must be advancement and progress of this educational mission.

Therefore, this study of the paper is in this giant city to develop more scientific research of educational through distance educational platforms, to keeping up with the changes trends towards to digital transformation in the field of Information Technology and Telecommunications, therefore we see the developing of technology and changing definitions through Distance Education (4).

1.2 Limitations and Problem statement:

Due to the lack of access to computer equipment, especially for pupils, students; training of teachers in e-skills; cognitive adaptation to local contexts; availability of appropriate teaching support; sufficient bandwidth; and adequate material conditions both at the place of broadcast and reception, among others. These limitations in addition to socio-economic situation in the country is also contributing to shortages of fuel and cash liquidity which has been exacerbated by the containment measures.

1.3 Rationale:

There have been numerous attempts to classify distance education in the past. Most of them classify distance education in terms of

dominant technologies used. Distance education and technologies are considered inseparable as in order to reach students at a distance, one must use certain tools or technologies to do so.

While technologies of instruction have been examined closely, the organizational transformation those technologies necessitate tends to be overlooked. In changing the mode of instruction or the educational model of distance education, an institution must also rearrange or transform its organizational structure to enable and effectuate such changes.

Actually, many distance education institutions like the situation of general education in Sudan fail to transform themselves to adapt to the changes and stay behind in adopting new technologies and methods of teaching and learning.

1.4 Objectives:

1. To identify the concept of distance education, form its implementations prospective
2. To highlight the requirements needed for distance education in pre-school, primary and secondary levels (General Education).
3. To determine to which extent that distance education could be applied in narrow level as an alternative method of learning.

Literature Review

2.1 Distance Education:

The Education sector's response strategy will focus on distance learning programs for out-of-school children, including community radio and TV programs as well as paper-based at-home learning materials; conduct back-to-school multi-sectoral campaign to ensure that school management, teachers, administrators, parents and children are prepared for the safe re-opening of schools and that communities and families have been provided with clear information on minimizing the risk of COVID-19 transmission; and improve safety of learning environments by ensuring children, including children with disabilities, have access to clean, sex-segregated latrines and handwashing stations with soap, that girls are provided with menstrual hygiene materials, and personal protective equipment is available in-line with national recommendations (5).

Partners will also provide accelerated education programs and catch-up classes to minimize learning inequalities that have become

further exacerbated due to school closures; support the Ministry of Education in preparing for and facilitating exams with appropriate physical distancing measures in place; ensure children learning at home and later back at school have all required learning materials and school supplies; support teachers through peer networks, stress management training, professional development opportunities and providing financial incentives for volunteer teachers to return to work; undertake school feeding programs to include take-home rations during school closures and on-site school feeding when children are able to attend school; and provide age-appropriate psychosocial support for children to help them process their feelings, reactions and more challenges.

This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction. Modular Distance Learning involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format (6).

2.2 Computer-Based Distance Education:

This age brought a revolution in the concept of distance education. Now people are interested to replace the term ‘distance education’ with the terms ‘digital learning’, ‘e-learning’, ‘lifelong learning’ and ‘online learning’. Hundreds of thousands of students are now getting enrolled and certified using their mobile phones, computer and tablets. Now teachers are conducting deep learning-based interviews and examinations with their learners. This e-learning era is allowing both synchronous and asynchronous opportunities for the learners. Businesses, governments, corporations and organizations are now accepting the certifications and credentials.

2.3 Concepts the Definition of Distance Education:

Authors have applied a wide variety of alternative terms for distance education, including open learning, open teaching, non-traditional education, distance learning, distance teaching, correspondence education, independent study, home study, extension study, external study, external learning, flexible education, flexible learning, life-long education, lifelong learning, contract learning, experiential learning, di-

rected private study, drop-in learning, independent learning, individualized learning, resource-based learning, self-access learning, self-study, supported self-study or continuing education, in the related literature (7).

Correspondence education is “conducted by postal services without face-to-face interaction between teacher and learner. Teaching is done by written or tape-recorded materials through written or taped exercises to the teacher, who corrects them and returns them to the learner with criticisms and advice” (8).

UNESCO (2002) presents a definition of distance education: “Distance education is any educational process in which all or most of the teaching is conducted by someone removed in space and/or time from the learner, with the effect that all or most of the communication between teachers and learners is through an artificial medium, either electronic or print”.

According to Schlosser, distance education is now often defined as “Institution-based, formal education, where the learning group is separated and where interactive telecommunications systems are used to connect learners, resources, and instructors”, redefined distance education as “Teaching and planned learning in which teaching normally occurs in a different place from the learning, requiring communication through technologies, as well as special institutional organization” (9).

There is no one definition of open and distance learning. Rather, there are many approaches to defining the term. Most definitions, however, pay attention to the following characteristics:

- **Separation of teacher and learner** in time or place, or in both time and place; institutional accreditation; that is, learning is accredited or certified by some institution or agency. This type of learning is distinct from learning through your own effort without the official recognition of a learning institution.
- **Use of mixed-media courseware**, including print, radio, and television broadcasts, video and audio cassettes, computer-based learning, and telecommunications. Courseware tends to be pre-tested and validated before use.
- **Two-way communication** allows learners and tutors to interact as distinguished from the passive receipt of broadcast

signals. Communication can be synchronous or asynchronous.

▪ **Possibility of face-to-face meetings for tutorials**, learner–learner interaction, library study, and laboratory or practice sessions; and use of industrialized processes; that is, in large-scale open and distance learning operations, labour is divided and tasks are assigned to various staff who work together in course development teams (10).

2.4 Role of Technology and Assistive Devices:

Technology and assistive devices play a vital role in delivering distance education. The design and delivery method of technologies and devices must look at the usability by the learners. Appropriate and inclusive methods and delivery system can ensure large number of participation and completion of courses, so that, there is overview of technologies and assistive devices that enhances distance education; as technologies used in distance education, information communication technologies, broadcasting technologies, transportation technologies, communication technologies etc. Software's used for distance education, apps, CD-ROM, DVD, cassettes etc (11).

2.5 Requirements of Distance Education:

Learning Delivery Modalities by modalities that schools can adopt may be one or a combination of the following, depending on the COVID-19 restrictions and the particular context of the learners in the school or locality, like face-to-face which refers to a learning delivery modality where the students and the teacher are both physically present in the classroom, and there are opportunities for active engagement, immediate feedback, and social-emotional development of learners. In areas under the Moderate and High-risk severity grading, this is not possible. However, there are learners with disabilities whose conditions require face-to-face instruction. This will be the subject of further discussion within DepEd and parents (12).

3.1 Situation of General Education in Sudan:

Structure of education, and the responsibility of education management in Sudan are shared between the federal, state and locality levels of government. The federal government through its Federal Ministry of Education is responsible for oversight in the sector and for the development and maintenance of standards including curriculum development

and mobilization of resources from internal and external sources. At all levels, non-Government contributes to the provision of education alongside the Government (13).

3.1.1 Pre-school education:

This level covers two years targeting children aged 4-5. The pre-primary programs are provided by Government and private institutions with significant effort also coming from the community. Overall, the standards for delivery of pre-primary education are developed by the Federal Ministry of Education with localities and private organizations executing the delivery process. Basic education: Basic education has a length of eight years targeting children between the ages 5-13; Like Pre-primary, primary education is provided Government and private entities. After 8 years of education, learners who complete and attain basic examination certificate may proceed academic or technical secondary schools (14).

The Ministry of Education has begun the implementation of a new structure of basic education whose first cohort is expected to mature in 2023, under the new structure, basic education will last 9 years. Vocational training, that is a post basic education program that lasts two years and attracts enrolment from learners completing basic education who do not make it to secondary education.

However, the structure of education was adopted to include the intermediate stage 3 classes, and keep the primary stage to 6 classes instead of eight (15).

3.1.2 Secondary education:

This level has a length of three years with two pathways

- (i) academic and technical
- (ii) vocational Education and Training. Students completing both pathways may sit for the Sudan School Certificate. Students who meet the expectations of the examination board become eligible for higher education.

4.1 Field Study and Methodology Procedures:

The study of methodological procedures is considered the backbone of research design, because it is the plan that contains the steps for defining the concepts, and explaining the procedural meanings, a framework.

The study, choosing the method and means of data collection, defining the research community, clarifying the areas of previous studies and comparing them with the current study of the research. Therefore, in the research methodology, we focus on the apparent nature of the subject of distance education, its societal objectives, and the country's economy to support the process of change towards an alternative strategy for traditional education, by conducting a survey in the city of Al-Dueim and Khartoum with (50) samples as a basic method of study within the limits of time, effort and available capabilities. to describe the phenomenon.

Studied and photographed quantitatively by collecting codified information about the problem, categorizing and analyzing.

4.2 Area of the Study:

Al-Dueim is a City on the South of the west bank of the Nile White, environs east National Center for Curriculum and Educational Research. Set of Sudanese universities that inherited rooted traditions from its predecessors of Bakht Al-Ruda Institute of Education which was founded in 1934 by the British educationalist Mr. V. L. Griffiths, as a training college for primary-school teachers, not far from the small town of Al Dueim. University of Bakht Al-Ruda was officially established in July 1997, by presidential decree as one of Sudanese Higher Education Institutions. The University offers courses and programs leading to various degrees in several areas of academic disciplines. The university is now comprising the following faculties: Arts, Science, Education, Basic Education, Economics, Law, Agriculture and Forestry, Faculty of Education Niema (Girls Section), Community Development, Faculty of Medicine and Health Sciences which comprises nursing and other paramedical professions. The university has other academic centers like Distance Education, and Desertification Studies (16).

4.3 Population of the study:

Participants were pre-school, primary and secondary teachers, who selected randomly from Al-Dueim, White Nile state and the remaining from Khartoum, as specialized in the field of general education, and practicing teaching in touch with the current topic.

4.4 Sources of data:

Information collected from previous studies and thesis relevant to the topic of the paper.

4.5 Tools of analysis:

The data of this study analyzed by the statistical Packages of social sciences (SPSS Statistics Version 26) technique.

4.6 Limitations:

Sudanese Electronic School (SES) Experience is only functioning in virtual schools and classes, that it has an experience in Sudan is a private venture called Sudanese Electronic School (www.eschoolsudan.com). It aims to provide online support to students who are already enrolled in traditional schools. The SES has the following features:

- Digital content in the form of notes, worksheets, and PowerPoint files.
- Video lessons designed with Microsoft Silver light technology.
- An instantaneous Self Testing System with Multiple Choice Questions.
- Parents can follow up and monitor their children's performance via the school's website.
- Audio lessons for the English language using the Microsoft Agent software.

Discussion:

Schools will receive grants to remunerate teachers for grading students' assignments; to buy cell phone data for teachers to communicate with students and send grade results; and to procure essential stationery. 100% of the participants, agreed that, learners find suitable opportunity to practice their won hobbies through multimedia (mobiles - computers and social media).

The closure of schools even with mitigation measures will result in slower learning progress, more so for the disadvantaged children. When schools re-open, a rapid assessment of students will identify learning gaps and inform remedial programs to help students catch up to the appropriate grade level rapidly. Thus 40% of the participants likely preferred Radio interaction transmission for distance learning to be adopted, followed by 30% for T.V education programs, and 16% for social media (WhatsApp - Facebook), due to their being existed in states away of Khartoum center.

The distance electronic program aims to protect vulnerable chil-

dren particularly girls, and ensuring schools are safe when students drop off their assignments. 70% due to illiteracy of parents may negatively affect distance education, with support of the government, will launch initiatives to help mitigate to negative effects of school closures on access, and learning particularly for children from disadvantaged socioeconomic backgrounds.

In conjunction, helping strengthen the resilience of the education system by promoting alternative and innovative approaches of engagement to ensure education can continue if new crisis arise. No one can predict the trajectory of this pandemic, but assuming it continues over the next several months, education systems may wish to shift to Interactive Radio Instruction. Radio transmission is an instructional approach that uses one-way radio to reach students and teachers (or in this case, students and their parents) via prerecorded, interactive lessons. 100% total agreement of participant see, Lack of provision of power supply and infrastructure hinder distance education.

At the end of each lesson, guidance on completing assignments will be provided to students, who, with help from their parents, will drop their completed homework in a secure and weatherproof drop box installed in each school.

In parallel, blank quiz sheets related to the lessons will be printed in newspapers. Teachers will grade the assignments and submit the results through SMS or WhatsApp messages. Paper forms of the assignments will be stored in schools and later audited by a third party when schools resume.

The program will support broadcasting lessons on TV and radio to ensure children continue learning during the pandemic. Radio programs will target children in grades 1-8 in all 18 states of Sudan, with TV lessons complementing radio instruction in the capital and urbanized areas, which typically have higher access to TVs.

The lessons will be aired for four to six hours a day from Saturday to Thursday, and text messages and phone-ins will be established to facilitate communication between students and teachers. This set of audio and TV resources will supplement the traditional print materials used in schools and can continue to be used after the COVID-19 crisis, ensuring the sustainability of these initiatives.

Analysis of the Questionnaire:

The descriptive analytical method was used for its suitability for this scientific paper, and the questionnaire was chosen as a primary tool for extracting and disseminating conclusions. It targeted (50) participants who showed willingness to answer the questionnaire consisting of (10 questions), and included basic information, distance education needs, their knowledge, and their practices. Advantages and disadvantages according to the below analytical results by SPSS:

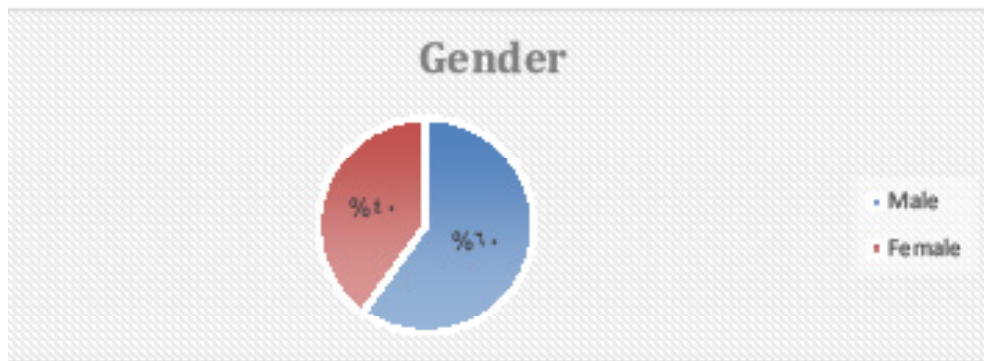


Figure (1): Gender

The figure mentioned that, 60% of the participants were female regardless of gender.

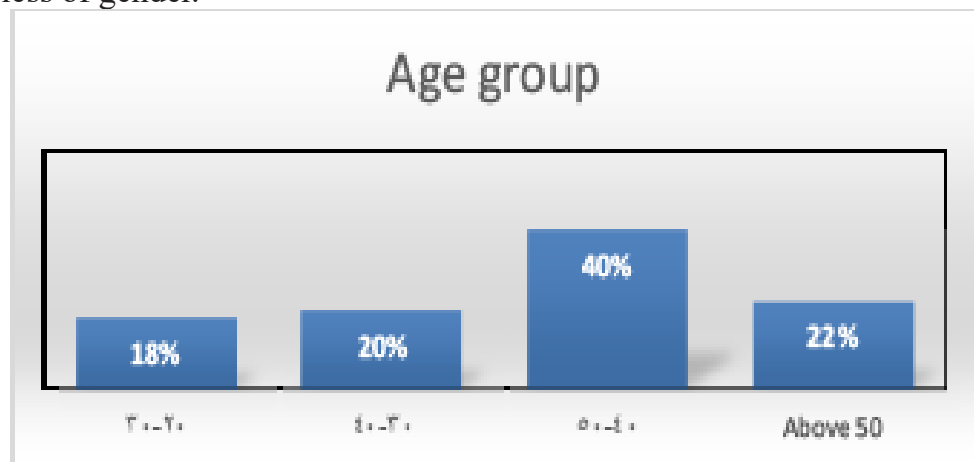


Figure (2): Age

The figure indicated that, 40% for ages between (40-50 years), while only 18% for young ages between (20-30).

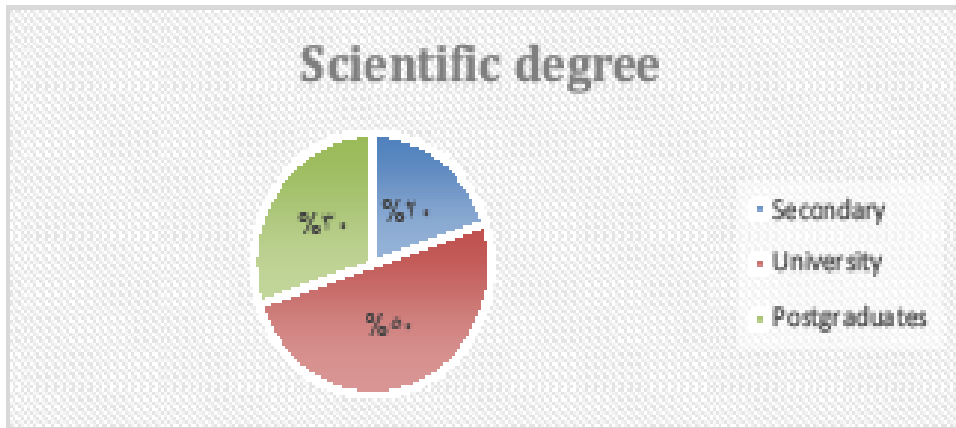


Figure (3): Scientific degree

The figure showed that, 50% of the participants were having university education, only 20% were postgraduates.



Figure (4): Type of training

The figure showed that, 40% equally for participants who had either normal or advance training session in the field of education methodologies, while 20% for those who had specialized training.

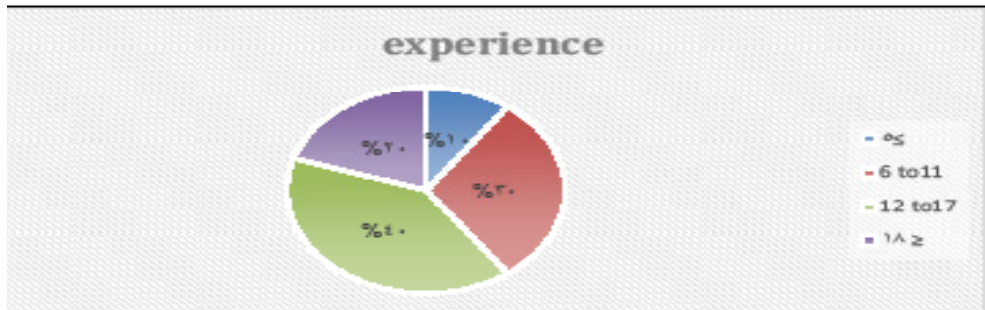


Figure (5): Years of experience

40% of the participants as majority their work experience ranged between (12 to 17 years), only 10% less than five years.

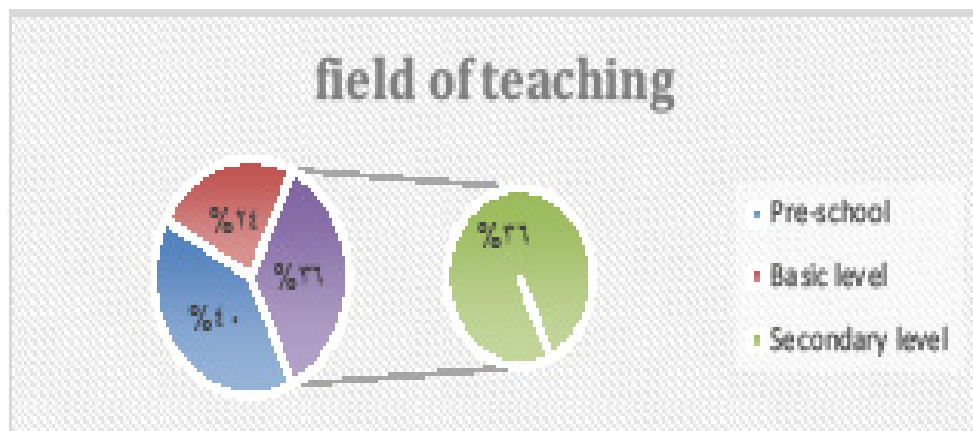


Figure (6): Educational levels of teaching

The figure indicated that, 40% of the participants working in pre-school level (kindergartens), followed by 36% working in secondary and 24% in basic schools.

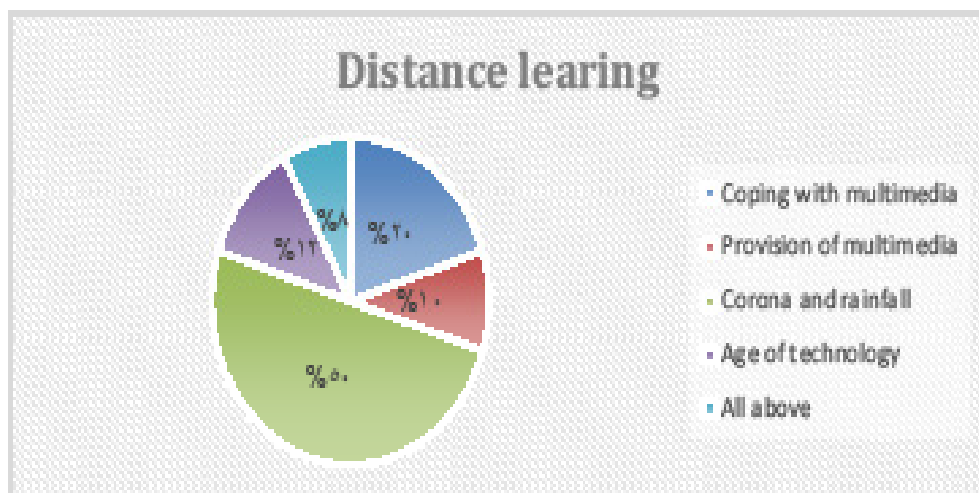


Figure (7): Causes of transferring to distance education:

Figure stated that, 50% of the participants agreed that, distance learning is necessary due to causes of corona and rainfall, while 20% sue to coping and conformity with multimedia, only 8% all requirements of adopting distance learning are applicable.

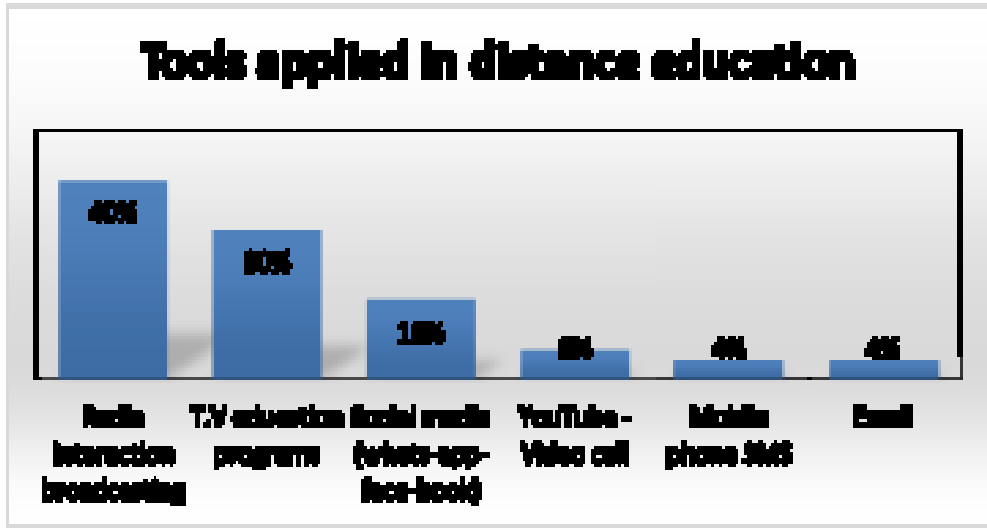


Figure (8): Programs and tools through which distance education likely adopted

The figure indicated that, 40% of the participants likely preferred Radio interaction transmission for distance learning to be adopted, followed by 30% for T.V education programs, and 16% for social media (WhatsApp - Facebook) and only 6% for YOUTUBE and 4% for mobile-phone and E-mail. Respectively.

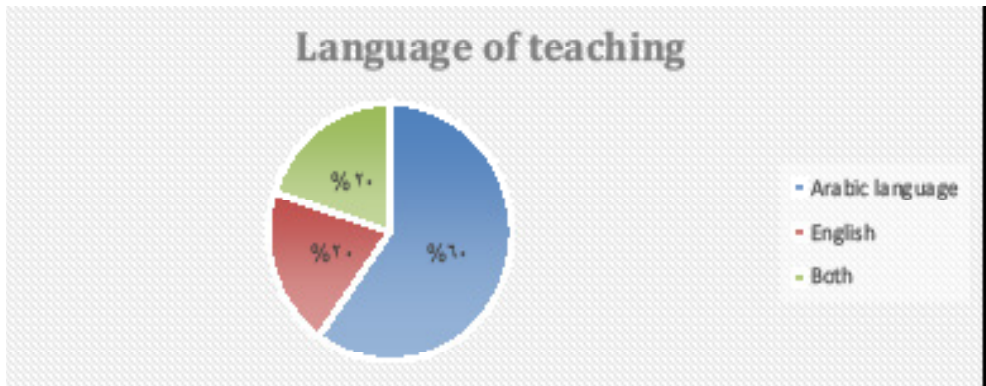


Figure (9): language of teaching

The figure showed that, 60% agreed that, Arabic language is preferred language for teaching students through distance education, while 20% agreed about English and Arabic equally.

Statement	Agree	Disagree	Neutral
Distance learning allow students to express talents and skills of using multimedia	90%	00%	10%
Students find opportunity to practice his own hobbies through multimedia	100%	00%	00%
Parents actively participate in lessons via monitors	40%	60%	00%
Students' likelihood of doing home-work increased	70%	00%	30%
Students show his potential capabilities	80%	00%	20%
Students learn, integrity, honesty and fairness	100%	00%	00%
Active and strong partnership of students without fear	100%	00%	00%
Increase imagination and intellectual abilities of students	100%	00%	00%

Table (10-A): Advantage of Distance Education

Statement	Agree	Disagree	Neutral
Lack of provision of power supply and infrastructure hinder distance education	100%	00%	00%
Inability of students to won multimedia devices	100%	00%	00%
Absence of active participation with teachers	50%	50%	00%
Illiteracy of parents may negatively affect distance education	70%	00%	30%
Absence of non-schooling activities like sports and cultural activities	100%	00%	00%

Statement	Agree	Disagree	Neutral
Low level of knowledge communication	100%	00%	00%
High cost for families and parents	100%	00%	00%
Absence of some educational pillars	100%	00%	00%

Table (10-B): Disadvantage of Distance Education

Conclusion:

Distance learning has flourished in Sudan during the last two decades by advances in Information Technology and Telecommunication, and digital libraries have contributed positively in bridging the information gap for distance learners. This study investigates the library and information services support available to distance learners on general education Sudan.

Structured questionnaire was employed for data collection. The findings reveal that distance learners in Sudan have very little library support available to them. In the light of these findings, a hybrid library support model is proposed based on other existing models of conventional and virtual support to distance learners around the world, arrived at through literature review and tailored to suit the distance learning situation in Sudan.

In today's Sudan current political and economic unrest, distance education has been becoming more complex and multi-faceted as time has gone by with added features and technologies. Educational institutions which have been created before the times of technological availability of today have to restructure themselves in order to benefit from those technological advances. With those technologies, now it is possible to achieve the ideal learning environment for a learner, that is customizable according to the individual learner's needs and preferences. For that end, educational institutions have to reconsider the meaning of their own existence to equip learners with the skills needed today and in the foreseeable future.

Recommendations:

1. In urgent emergency situation like Corona-coved 19, and heavy rainfall in states in which educational institutions were closed, distance learning is applicable.
2. If necessary, equipment, tools and materials are provided, power supply could be solved by using solar energy.
3. Schools can be assembled and teachers may have advance multimedia training.
4. Attention to the electronic management and its application, due to its importance in protecting male and female students from the threat of information crimes, through the platforms and electronic chatting of some websites.
5. Donation and financial grants form organizations like UNSECO and UNICEF and private sectors can facilitate such needs.

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We extend our sincere thanks and gratitude to our children, especially our children in kindergarten and those who responsible for them, and to all students, and teachers in the primary and secondary stages in the distinguished and brilliant schools of Al-Dueim for their efforts, and their participation with us to this paper, and the professors at Bakht Al-Ruda University for their remarks, which will take into account this subject. We hope this paper will help in the progress and development of Distance Education at the General Education level in the Sudan.

The Authors,

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استبيان عن ورقة بحثية بعنوان:

الاتجاهات نحو التعليم عن بعد في السودان

دراسة الحالة: مراحل التعليم العام بمحافظة الدويم

المعلومات الاساسية:

النوع: ذكر () أنثى ()

الفئة العمرية: 20-30 () 30-40 () 40-50 () 50 فما فوق ()

الدرجة العلمية: ثانوي () جامعي () فوق الجامعي ()

الدورات التعليمية التدريبية: دورات إعدادية () دورات متقدمة () أخري حدد ----

الخبرة العملية: 1-5 سنة () 6-11 () 12-17 () 18 فماو فوق

1. أي المراحل التعليمية تقومون بتدريسها حالياً

رياض أطفال () مدرسة أساس () مدرسة ثانوية () اخري حدد -----

2. ما هي دواعي ومبررات التحول الي التعليم عن بعد؟

متطلبات المواكبة مع عصر تقنية المعلومات والانترنت ()

توفر التكنولوجيا التي اتاحت التحول السلس للتعلم عن بعد ()

ظهور جائحة كورونا المستجد كوفيد 19 ()

مراعاة عصر التحول التقني لتفادي تكلفة مطلوبات التعلم التقليدي ()

أخري حدد -----

3. ما هي أبرز التحديات التي واجهتك أثناء عملية الانتقال من التعليم التقليدي للتعليم عن

بعد

صعوبة التعامل مع التكنولوجيا من قبل الطلاب والأهالي ()

ضعف حافزيه الطلاب للتعلم وعدم تقبلهم للنمط التعليمي الجديد ()

صعوبة تعاملكم مع البرامج والتقنيات الحديثة ()

صعوبة اعداد و تصميم مادة تعليمية نشطة وتفاعلية تتناسب مع التعليم عن بعد ()

القدرة على إدارة الطلاب والحفاظ على تركيزهم أثناء التعلم عن بعد ()

ضعف البنية التحتية الخاصة بالإنترنت ()

قلة الإمكانيات التقنية لدى الأهالي والطلاب ()

صعوبة تقييم أداء الطلاب ()

أخرى (برجاء التحديد) -----

4. ما هي البرامج المختلفة التي قمت باستخدامها للانتقال من التعليم التقليدي للتعليم عن

بعد مع بدء أزمة الكورونا؟ (يمكن اختيار أكثر من برنامج)

برنامج زووم ZOOM ()

برنامج مايكروسوفت تيمز TEAMS MICROSOFT ()

جوجل كلاسروم CLASSROOM GOOGLE ()

منصة تعليمية خاصة المؤسسة التي اتبعها ()

واتس أب WHATSAPP ()

الفييس بوك FACEBOOK ()

ماسنجر FACEBOOK MESSENGER ()

البريد الالكتروني MAIL E ()

5. لو عرضت دورة تدريبية للمعلمين في كيفية الانتقال إلى التعليم عن بعد، تفضل ان تكون مستقلة ومفتوحة:

تفاعلية: من خلال وجود مدرب ومساحات للتفاعل مع باقي المتدربين ()

متزامنة: أي من خلال برامج التي تتطلب ان يحضر المتدرب بعض اللقاءات ()

غير متزامنة: من خلال تقديم المادة على منصة تعليمية يطلع عليها المتدرب ()

6. هل لديك الاستعداد للاشتراك في دورات اون لاین مقابل رسوم مالية ؟

نعم () لا ()

7. ما هي اللغة التي تفضلها أثناء العملية التدريبية

اللغة العربية () اللغة الانجليزية () أخرى حدد -----

8. بالنسبة للمدة الزمنية الخاص بدورة تدريبية للمعلمين عبر الانترنت، ما هي المدة الزمنية

التي تراها مناسبة؟

اسبوع مكثف جداً () أسبوعين - دورة مكثفة () شهر () شهران فأكثر ()

9. الرجاء التكرم بوضع علامة (√) على الخيار المفضل لديك:

إيجابيات التعلم عن بعد:

محايد	غير موافق	موافق	العجارة
			يتيح التعلم عن بعد فرص التميز المهاري ويظهر نبوغ التلميذ
			تتاح للتلميذ ممارسة هوايته في حرية تامة في التعامل مع الوسائط الالكترونية
			يشارك الاباء والامهات التلميذ في تنفيذ المهام واختبار نجاحه
			تزداد فعالية إقبال الطالب على اداء الواجبات خاصة الخجولين
			يوضع التلميذ في تحدي لقدراته الكامنة في حل الاختبارات
			يتعلم التلميذ الامانة والنزاهة في أداء الواجبات لكونه بلا رقابة مباشرة
			يظهر التلميذ قدراته الكامنة في ربط المواد التعليمية ببعضها
			يستمتع التلميذ بممارسة هواياته المختلفة دون تقييد
			قوة تفاعل التلميذ مع المعلومات لكونه بعيدا عن رهبة المعلم
			تتاح للتلميذ فرص قدرات التخيل والابداع دون تقييد

10. الرجاء التكرم بوضع علامة (√) علي الخيار المفضل لديك:

سليبات التعلم عن بعد:

محايد	غير موافق	موافق	العبارة
			عدم توفر مصادر الطاقة او الطاقة البديلة أو خدمة الانترنت في المدن والقرى
			عدم استطاعة التلميذ امتلاك جهاز حاسوب محمول او موبايل زكي أو أي وسائل اجتماعية أخرى
			غياب التفاعل المباشر بين المعلم والطالب بقلل جدوى وفعالية التعليم عن بعد
			عدم إلمام الطالب والاسرة والمعلم بكافة مطلوبات وتطبيقات وسائل وتقنية الإنترنت للاستجابة للتعلم عن بعد
			إغفال دور المناشط الصفية عامل مفقود في التعلم عن بعد
			يقل توصيل المعلومة كماً وكيفاً عبر التعليم عن بعد
			يزيد التعليم عن بعد من تكلفة التعلم على أولياء الامور
			صعوبة تقييم المعلم لأداء التلميذ للمهام والواجبات المدرسية
			متابعة التلميذ أثناء أداء الواجب تفقد معناها التعليمي والتربوي
			ضعف فعالية تقييم أداء التلميذ في اختبار المعلومات شفويا وتحريرا
			غياب هئية التعلم بابتعاده عن بيئة المدرسة ومنافسة التلاميذ