The Necessity of Online and Distance Learning in Higher Education Institutions Due to the COVID-19 Pandemic

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Abstract

Higher education institutions throughout the world have regards to face-to-face classes globally as concerns about the COVID-19 outbreak and efforts to contain the virus rise. The Covid-19 pandemic has exposed emerging global educational systems. It is obvious that society needs adaptable and strong educational institutions to deal with uncertain futures. Using a meta-analysis approach, this study looked at pertinent literature to understand the importance of continuous learning under these particular circumstances. Universities all across the world are moving more and more toward online learning, or e learning, according to research. In addition to resources and people, research indicates that student motivation, accessibility, readiness, and self-assurance are critical components of ICT integrated learning. This paper makes the case that staff should use gadgets and technology to enhance learning, especially in light of the current unique conditions. Findings also propose online and remote learning as a necessity in times of lock downs and social distancing due to COVID-19 pandemic. It also provides a strong platform for further research.

Keywords: Technology, digital generation, learning platforms, Internet, pedagogy, Covid-19, online teaching

1. Introduction

In response to the COVID-19 pandemic, governments and universities globally are implementing policy measures to ensure that teaching activities can continue while also preventing the spread of the virus. Nevertheless, there is uncertainty and discord regarding the content to be taught, the methods of teaching, the responsibilities of teachers and students, the educational setting, and the impact on educational fairness (Zhang, Wang, Yang, & Wang, 2020). Large-scale national level are rapidly developing and changing to incorporate the utilize of technology to facilitate remote learning, distance education, and online learning as a reaction to the COVID-19 epidemic. Literature points out various drawbacks like the inadequate online teaching infrastructure, inexperienced teachers, information gaps, complex home environment, and more. in spite of , in spite of some constraints, the present circumstances require taking measures to ensure that students' education remains unaffected. In the case of China, they implemented a policy called Suspending Classes without Stopping Learning to ensure that education continued without interruption during the COVID-19 lockdown (Zhang et al., 2020).One of the numerous measures China implemented to ensure minimal impact on student learning during national lockdowns and school closures. Huang, Liu, Tlili, Yang, & Wang, (2020) propose that authorities and educational institutions should boost the development of educational resources, provide teachers and students with standardized home learning tools, offer online teacher training, and support research on online education, particularly focusing on aiding students facing difficulties in online learning. A UNESCO report revealed that by the end of 2019, the Coronavirus (COVID-19) had begun spreading rapidly across the globe, resulting in the deaths of more than 3000 individuals. Afterwards, numerous countries began implementing appropriate measures to control the spread of the virus, such as shutting down schools. On 12th March, forty six countries across five continents declared the closure of schools and universities in order to prevent the spread of COVID-19 (R. H. Huang et al., 2020). Five hundred million children and young people are still at risk of being unable to attend school or university due to national lockdowns as time progresses. International organisations began giving specific focus to the Education Response in Crises and Emergencies document. UNESCO emphasised in the Education 2030 Incheon Declaration and Framework for Action that nations are required to:

•Offer different methods of learning and education for children and teenagers who are not attending formal schooling.

•Establish educational institutions that offer recognized and accredited equivalency and bridging programs by the government to enable adaptable learning in formal and informal environments, even during emergencies (R. H. Huang et al., 2020, p.3).

As a result, in an effort to reduce the spread of COVID-19, the Chinese government has imposed a restriction on most in-person activities, including teaching. The Chinese Ministry of Education has launched a program Phrasing Disrupted Classes, Undisrupted Ning, with the objective of offering adaptable online education to millions of students who are currently learning from home (R. H. Huang et al., 2020). The swift advancement of Information Communication and Technology (ICT) and its growing complexity due to its expanding capacities are the primary driver behind the integration

of technology in education, especially in light of the COVID-19 pandemic. The beginning of the new millennium saw the rise of the Net Generation in higher education institutions, causing faculty to expect a new group of students with unique interests and acteristics. This is because they were born at a period characterized by significant technological progress and global acclaim. A study done by the author conducted by Ali (2018) has demonstrated a strong correlation between students and ICT (Information and Communication Technology). This investigation was motivated by the notable observations and the rigorous quarantine measures used during the current COVID-19 epidemic.

2. Objective Study

The novel coronavirus and the subsequent COVID-19 outbreak have led to an increased number of schools and higher education institutions grappling with how to ensure the continuation of how to maintain continuity of teaching and learning while facing the threat of extended closures. .The study aims to explore how education can persist during these during the COVID-19 pandemic

The research focuses on the following question:

What are some of the advantages and difficulties of incorporating online education integrating online education in higher education into higher education institutions as a response to the COVID-19 crisis?

2.1. Significance of the Study.

The results of this study are highly significant for multiple stakeholders due to a range of factors. There is a lack of contemporary research on how higher education institutions are addressing the challenge of keeping students engaged during the COVID-19 pandemic and the worldwide closure of postsecondary institutions. This study aims to identify crucial domains and contribute to the current body of locals it referring to a specific region or country. Literature on the subject, thereby enabling relevant authorities to improve their educational initiatives. Teachers should recognize need to conduct research on information technology and online learning to enhance their teaching abilities. The findings of this study will assist higher education institutions in enhancing their programs by providing useful insights into the integration of information and communication technology (ICT) in teaching. This will result better preparation for lecturers to tackle the many problems posed by the COVID-19 pandemic. Additionally, the research significantly invaluable by uncovering the disparities in attitudes towards the incorporation of ICT in education among different groups. The results will be very valuable to the staff since they regularly interact with students and can improve their understanding of behavior and address online management issues positively. Similarly, it will provide key information to education authorities about the advantages of incorporating ICT into learning, allowing them to implement it as educational reforms. Specifically, they will need to update their curriculum to incorporate ICT knowledge into their primary and secondary level textbooks. This adaptation would better prepare the students for ICT integrated pedagogy at HE institutions. As a result, applying the suggestions from the study will enable higher education institutions to establish a lively and engaging learning atmosphere for all students during the countrywide lockdown.

3. Methodology

The most appropriate study strategy for uncovering crucial aspects related to online learning, specifically in the context of the COVID-19 pandemic, worldwide lockdown, and social distancing measures, is exploratory in nature. Exploratory research is essential method for formulating questions to collect fundamental facts that may act as a foundation for further investigations. The study of psychology has long recognized the importance of qualitative research. Furthermore, scholars often conduct meta-analyses of qualitative investigations, which are commonly known as meta-syntheses. A meta-synthesis, or qualitative meta-analysis, enables a systematic assessment of qualitative studies in a style that is characterized by a greater emphasis on analysis rather than just summarization. Meta-analysts should diligently assess the methodological rigor of their investigations, with particular attention to important research methods such as the careful selection of primary research studies and the systematic organization of primary findings into distinct categories or themes (Levitt, 2018). Similarly, this strategy uses comprehensive qualitative methods to integrate and examine prior qualitative investigations in order to obtain deeper insights insights through interpretation.

4. Findings and Discussion

The following sections present the findings in conjunction with relevant literature on how technology affects the development of teaching methods and practices in higher education.

4.1World Context

The World Health Organization has reported a total of 1,699,595 confirmed cases of COVID-19 worldwide, with 106,138 confirmed fatalities. The virus has spread to 213 nations as of April 12th, 2020. Amidst the dynamic and ever-changing COVID-19 scenario, several countries are being affected by the effect of the virus. Likewise, many institutions are either closed or on the verge of closing their physical campuses and are shifting to online and remote education. Example, New York University Shanghai and Duke Kunshan University offer examples of successful adaptation and rapid deployment of educational technology products, like the video-conferencing platform Zoom and Moodle. These universities already had familiarity with the technologies and were able to build upon that experience, rather than beginning with untested solutions. Significantly, several educational institutions in Australia have faced challenges in adapting to the sudden shift towards online education. , establishments quickly adapted and integrated online education, benefiting from their existing knowledge of the tools, teaching methods, and challenges associated with online learning. This has led to fewer interruptions for numerous students who are unable to attend classes in person

Institutions without adequate preparation and planning must need to put in place now in order to avoid the excessive demands and tensions that come from adopting things quickly. There is a clear need for post-secondary online learning expertise in this crisis and it should serve as a reminder that institutions need to cultivate this competency to prevent the stress that result from hasty implementation. In this crisis, there is a definite requirement for expertise in online learning at the post-secondary level, emphasizing the need for institutions to develop this skill. The widespread shutdown of universities

in the EU was carried out in order to reduce the transmission of COVID-19, the respiratory illness that has resulted in over globally. Governments globally are seeking solutions to ensure the safety of students, while also exploring options to maintain online course offerings. Literature indicates that education administrators are encouraging employees to collaborate and exchange expertise and digital resources for online teaching in quarantined and locked down regions (Czerniewicz, 2020). The countries that have been impacted the most by the virus are Likewise, Denmark, Greece, Ireland, Hungary, and Poland have also taken the same action by suspending in-person interactions instructing in all higher education institutions

The University of Bologna in Italy has granted an extension for tuition payment deadlines and provided complimentary SIM cards to students lacking internet access. After shutting down all schools, the government in Romania saw numerous universities switch to online classes as a safety measure. As crucial as being physically shut off, universities in Europe are working quickly to establish the necessary technical infrastructure to shift courses, exams, research, and other activities to an online format due to social distancing measures. The University of Warsaw has decided not to hold any lectures or classes in person, only allowing online instruction. Likewise, Belgium has opted to shift lectures to online platforms as much as feasible and has called off big events. Employees must work remotely whenever possible. Universities around the world are actively assuming the responsibility and exerting significant efforts to mitigate the ongoing transmission of the coronavirus. According to Czerniewicz (2020), this modification is unavoidable due to the current COVID-19 scenario, necessitating the prioritization of the safety of both students and instructors.

4.2. Politics of Resistance

Education officials acknowledge that technology is inherently context-dependent, and every alteration will likely encounter a certain degree of opposition and disagreement. The COVID-19 epidemic has seen a significant politicization of what is meant by "excessive? Demonstrations and conflicts around the decision to deploy "online" and "blended learning." The integration of blended learning into contemporary political agendas has resulted in the propagation of inflated claims, asserting the superiority of one mode over another (Czerniewicz, 2020). Unfounded rumors about online and blended learning have been spread by individuals with limited knowledge and skill in information and communication technology (ICT), leading to the spread of misinformation (Zhang et al., 2020). Certain individuals maintain the conviction that in-person communication is better than online and blended learning. It is anticipated that the current period would also provoke political responses that may catch us off guard. The literature also indicates that erroneous information, the notion that online and hybrid modes are inferior to face-to-face mode is a common misunderstanding that permeates the system and causes confusion and doubt. Nevertheless, certain authorities are now involved in deliberations and meticulous assessment of the appropriate actions to be pursued, while others have already commenced the implementation of online education. The World Bank believes that there has been insufficient study conducted to document and analyze the efforts of education systems that are rapidly shifting to online learning on a big scale during school closures (World Bank, 2020b). UNESCO acknowledges that switching to large-scale online learning is extremely challenging for education systems, even under the most ideal conditions, but considers it essential. In

the midst of protests and disputes, universities have begun transition to online platforms in unique ways, influenced by their individual institutional settings. This involves not just creating strategies suitable for certain situations, but also understanding that technological choices will be influenced by existing disparities, partnerships, conversations, and viewpoints within certain organizations (Murgatrotd, 2020). Though it may not be a top priority, it's crucial to consider the message conveyed when discussing the shift from in-person instruction to online options. During the protests, the commonly used term was blended learning. Departments, staff, or faculties must collaborate in order to successfully implement online and remote learning. In order to avoid in-person final exams, it is important to review and substitute assessment tasks with assignments while also taking into account the curriculum and other logistical factors. Embracing and adhering to online and remote learning will reduce opposition and help in smoothly implementing these methods during crises such as the COVID-19 pandemic

4.3. Infrastructure Support

The World Bank acknowledges that some education systems, even those that have achieved significant success, may lack the requisite resources to offer widespread online learning to all students. Decision makers often face challenges in keeping up with technology improvements due to the costs and infrastructure needed for support (World Bank, 2020b). In order for online and blended learning to be successful, it is essential to have sufficient ICT support, including infrastructure, tools, and hardware and software support systems. There is no doubt that the utilization of ICT as an instructional tool in academic courses has grown rapidly. Subsequently, universities and colleges have started integrating resources like Moodle and educational Blogs to augment existing teaching methods and practices (Becker, 2000). Ruzgar (2005) agrees with Becker (2000) on the widespread availability of online resources at universities and colleges, in addition to traditional teaching methods. In their study, Laird and Kuh (2001) found that the majority of students utilize information technology, as shown by their replies to technology-related questions. Consequently, several colleges worldwide consider the transfer to online platforms to be manageable. However, it is important to always consider the preparedness and accessibility of modern gadgets for pupils. A review of pertinent literature reveals an increasing emphasis on integrating multimedia-enhanced material through information and communication technology (ICT) to promote the efficacy of education in recent times (CoSN, 2020; Smith & Judd, 2020; UNESCO, 2020; World Bank, 2020b). Multimedia resources comprise a wide variety of data.

Teachers frequently employ this resource to augment classroom teaching, utilizing it to successfully exemplify and elucidate intricate concepts that are difficult to convey only through written language. If studies have demonstrated benefits, it should be stated more definitively. According to Lee, Hsiao, and Ho (2014), the use of ICT technologies can improve students' understanding of educational content. Virtual simulations have the ability to replicate real-world processes and provide learners with the opportunity to conduct experiments that would otherwise be risky and costly to perform in a school laboratory (Hennessy, Deaney, & Ruthven, 2006). Due to the considerable impact of the COVID-19 epidemic, accelerate technological progressof technological progress and enhance the technical implementation of online educational programs.

4.4. Staff Readiness

A synthesis of research shows that embracing change is crucial for effectively incorporating technology in education, allowing students to develop and utilize essential 21st century skills as outlined by various authors (Ertmer & Otternbreit-Leftwich, 2019; Fullan, 2013; Lilllejord, Børte, & Ruud, 2018). The growing prevalence of Information and Communication Technology (ICT) in the education sector has led to significant discussions and widespread use of technology and broad use of technology to improve the delivery of classes in several higher education institutions worldwide. This growth is driven by technology's role as a catalyst because technology serves as a catalyst, aiding educators in the creation and delivery of education (Sadegül Akbaba, Kalayci, & Avci, 2011). According to Li, Yamaguchi, & Takada (2018), the American Psychological Association advises educators to include information and communication technology (ICT) in the classroom to improve student learning. Vrasidas (2015) raises doubts about the effectiveness of institutions implementing ICT in classrooms, pointing out potential shortcomings such as inadequate time for class preparation and a lack of support for curriculum development. Vrasidas (2015) emphasizes that having the required resources alone does not ensure the smooth implementation of ICT. The existence of other crucial criteria, such as personnel preparation, is vital. According to Yunus (2007), it is crucial for lecturers to get enough training and obtain assistance in both ICT and pedagogy in order to successfully integrate these elements. Staff preparedness and motivation are undeniably essential considerations for the effective implementation of technology in higher education institutions. In a prior study, the author discovered that specific staff at a college are integrating ICT into their teaching, namely in lectures and tutorials. Nevertheless, a significant majority (92%) acknowledge that there is room for improvement in their proficiency and confidence when it comes to utilizing technology (Ali, 2019). The absence of trust may originate from the administration of many technologies and educational platforms. Huang & Liaw (2005) contend that the disposition of staff members and their preparedness to utilize ICT may exert a substantial influence on pupils. This occurs when educators exhibit reluctance towards using information and communication technology integrating ICT into their instructional practices, resulting in pupils depending only on rote memory and conventional teaching approaches. Yuen and Ma (2002) also emphasize the significance of empowering teaching personnel and enhancing their confidence to effectively integrate ICT in their teaching activities. During the COVID-19 pandemic, the World Bank underscores the significance of providing training and assistance to employees who are engaged in remote work. The World Bank (2020b) warns that employees without sufficient connectivity and a connected device at home will be unable to help with online student learning. Subsequently, they underscore the need of offering technical, social, and moral assistance to personnel to effectively carry out online lessons.

4.5. Student Accessibility

Contemporary students are often associated with many terms, such as digital natives (Prensky, 2001), millennials (Howe & Strauss, 2000), the net generation (Tapscott, 1998), and the digital generation (Wahab Ali, 2018). They were born at they were born during a time of rapid technological advancement widespread and worldwide embrace

of technological progress. The author's inquiry unveiled a robust association between pupils and ICT, as reported by Wahab Ali in 2018. Presently, young individuals over the globe are getting introduced to contemporary devices like smartphones and tablets at a very young age (Shava, Chinyamurindi, & Somdyala, 2016). A survey done by Jesse (2015) confirms the preceding statement by demonstrating that an overwhelming majority (99.8%) of students possess mobile phones and utilize them for messaging, accessing social media, and utilizing applications, in addition to making phone calls. Given the rapid integration of technology into school, it appears that children are exceedingly receptive to it and receptive to it.

It is crucial to take into account the specific ،common misconceptions related to the internet generation, such as the incorrect belief that they are skilled in information and communication technology (ICT). The World Bank (2020a) also expresses worries about the potential drawbacks of granting students and instructors unrestricted access to vast online databases without sufficient guidance during the COVID-19 pandemic lockdown. Although they possess advanced technological skills, they may not have the necessary theoretical knowledge for a certain role. O'Sullivan's (2018) study provides support for this assertion by presenting persuasive evidence that many young individuals, sometimes referred to as digital natives, have constraints in their use of technology. A global study done in 2014 revealed a significant significant gap between assumed and actual computer skills in computer skills among young persons (Sommer, 2014). Given the COVID-19 pandemic, the World Bank emphasizes that many students face challenges in accessing online education, particularly those with limited Internet connection and other disadvantages. (World Bank, 2020b).

4.6. Making it Happen

It is undeniable that ICT has become a crucial element of daily life and has revolutionized the educational landscape, making ICT literacy a necessary skill for almost all qualifications. Incorporating technology in education has transformed both student learning and teaching methods by encouraging collaborative activities, as noted by Haddad (2003). Online learning platforms provide extra opportunities for learning where students can engage with each other, work together, and be responsible for their learning, all at their own speed and convenience. Therefore, incorporating ICT into lessons creates an inspiring and supportive learning atmosphere for students, resulting in autonomous learning. As the learning environment evolves from being controlled by the instructor to being controlled by the student, the function of the educator changes to that of a facilitator, with less need for providing support or guidance (Geng, Law, & Niu, 2019). Professors, lecturers, and teaching assistants have a vital role in ensuring the effective implementation of ICT-based learning (Aydin, 2012; Buabeng-Andoh, 2015; Sipilä, 2011). Hence, it is imperative that they acquire the appropriate attitude and perspectives on ICT to effectively integrate technology into their teaching. It is important to consider the thoughts and goals of students, since they have a significant impact on the way they study and their preferences for their learning environment (Buabeng-Andoh & Totimeh, 2012; Fu, 2013; Jung, 2005; Mirzajani, Mahmud, Fauzi Mohd Ayub, & Wong, 2016). The unprecedented circumstances brought about by the COVID-19 pandemic have presented challenges for instructors, students, and administrators as they adapt to online learning, despite encountering some problems in its implementation and organization.

Nevertheless, the World Bank has pointed out several obstacles as educational institutions are rapidly transitioning to online platforms in order to minimize the impact on students during the COVID-19 pandemic and social distancing measures. The concerns brought up by it include:

-Shifting to online learning on a large scale is extremely challenging and intricately difficult for education systems, even under optimal conditions.

-Shifting to digital education on a large scale raises significant equality issues.

-Learners who are greatly motivated, especially those who have prior experience with online learning, are typically the ones who will benefit the most from online learning opportunities.

-The initial use of the internet may result in decreases in student performance, as anticipated by education systems and parents.

-Organizing digital educational content to match current curricula is essential for users and teachers to guarantee that learning opportunities correlate with wider educational goals in the education system.

-Ensuring that content is accessible on a range of devices and optimized for mobile is essential.

-Encouraging the utilization of low bandwidth options, including offline solutions, is crucial for successful learning.

-Online educators require support from staff.

-Universities must engage in discussions with internet providers in order to offer free or discounted access to online learning for students.

-Giving additional assistance and advice on utilizing and accessing remote and online educational resources.

-Content is essential and can play a crucial role.

-Certain academic disciplines are more easily transferred to an online format than others (World Bank, 2020b).

The World Bank also mentions that academic subjects which heavily rely on lectures and can be studied independently are more easily transitioned to online platforms. Topics that have already been digitized and are closely linked to official school curricula are more suitable for online learning in the immediate future compared to topics that have not been digitized. The World Bank also advises everyone to understand that many activities in classrooms cannot be easily transitioned to an online setting. When moving to online learning, instructional methods, material, pace of learning communication models, and evaluation may require adjustments (World Bank, 2020b). Beginning these processes may take a lot of time, but it is essential, not optional, to respond to the COVID-19 pandemic.

4.7. Limitations.

Naturally, there are limitations in studies, and in this instance it was the reliance on a single data collection method. Relying solely on meta-analysis like survey and independent measures were not utilized to confirm the findings in this study, Other methods . Therefore, these findings should be seen as preliminary examination at online learning as a choice in higher education given the significant effects of the COVID-19 pandemic. Therefore, the initial discoveries provide a strong foundation for deliberation and conversation as well as a strong starting point for more detailed investigation into the topic.

5. Recommendations and Conclusions

Considering the severe COVID-19 pandemic, governments globally have implemented strict measures like national lockdowns and social distancing efforts to prevent its transmission. Many universities and higher education institutes have chosen online learning as a way to limit the spread of the Corona Virus due to these restrictions. It is advised that:

-The issues highlighted by the World Bank in this article must be considered when implementing online and remote learning.

-Higher education institutions must possess fundamental ICT infrastructure in order to successfully implement online education.

-Employees require access to applications and learning platforms in addition to ICT tools.

-It is also necessary for staff members to be able to effectively utilize ICT tools in order to provide lessons in that manner.

-It is important to understand and provide appropriate support for the readiness of both staff and students.

Furthermore, the COVID-19 outbreak and the need for social distancing have created significant obstacles for everyone involved in transitioning to online work due to time and resource limitations. It should be clarified that switching to an online learning environment is not only about technical aspects. It presents a challenge in terms of teaching and instruction. Adequate preparation in terms of teaching materials, curriculum, and assessment expertise is crucial for successful online education. Technology functions as the primary means for distributing information, requiring close coordination between instructional, content, and technological teams. The closure of universities and the relocation of students and lecturers away from the traditional classroom setting is a pedagogical shift that requires prompt action from all university personnel and resources (CoSN, 2020). ICT has emerged as a powerful catalyst for reshaping the global educational environment. Nevertheless, the shift from traditional classrooms to online learning requires careful planning and collaboration. This document serves as a first guide for strategizing and facilitating a substantial shift in the way learning is approached. It is important for us to have an optimistic attitude because literature has been shown to significantly increase student happiness and

interest in an ICT-immersed learning environment. The impact of technology on the online activities of young individuals is evidently significant. This digital revolution can align the educational aspirations and interests of pupils who have developed a strong dependency on digital technology. COVID-19 has necessitated the adoption of online learning., since education systems must keep up with the rapid advancement of new technology. This has made online, blended, and remote learning a must at the tertiary level, not only in Fiji but worldwide

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ضرورة التعلم عبر الإنترنت والتعلم عن بعد في مؤسسات التعليم العالي بسبب جائحة كوفيد-19

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المستخلص

تولي مؤسسات التعليم العالي في جميع أنحاء العالم اهتماماً بالفصول الدراسية وجهاً لوجه على مستوى العالم مع تزايد المخاوف بشأن تفشي فيروس كورونا المستجد (كوفيد-19) والجهود المبذولة لاحتواء الفيروس. لقد كشف جائحة كوفيد-19 عن أنظمة تعليمية عالمية ناشئة. من الواضح أن المجتمع يحتاج إلى مؤسسات تعليمية قابلة للتكيف وقوية للتعامل مع مستقبل غير مؤكد. باستخدام نهج التحليل التلوي، نظرت هذه الدراسة في الأدبيات ذات الصلة لفهم أهمية التعلم المستمر في ظل هذه الظروف الخاصة. تتحرك الجامعات في جميع أنحاء العالم بشكل متزايد نحو التعلم عبر الإنترنت، أو التعلم الإلكتروني، وفقًا للبحث. بالإضافة إلى الموارد والأشخاص، يشير البحث إلى أن دافع الطلاب وإمكانية الوصول والاستعداد والثقة بالنفس هي مكونات أساسية للتعلم المتكامل باستخدام تكنولوجيا المعلومات والاتصالات. تدعي هذه الورقة أن الموظفين يجب أن يستخدموا الأدوات والتكنولوجيا لتعزيز التعلم، خاصة في ضوء الظروف الفريدة الحالية. تقترح النتائج أيضًا التعلم عبر الإنترنت والتعلم عن بُعد كضرورة في أوقات الإغلاق والتباعد الاجتماعي بسبب جائحة كوفيد-19. كما يوفر منصة قوية لمزيد من البحث.

الكلمات المفتاحية: التكنولوجيا، الجيل الرقمي، منصات التعلم، الإنترنت، التربية، كوفيد-19، التدريس عبر الإنترنت