

## The Experience of E-Learning at Algerian Universities: Between Reality and Obstacles Field Study at Constantine 3 University

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### Abstract:

E-Learning holds significance in the educational process due to the means it employs; indeed, it serves as a link between teachers and students. This study aims to unveil the reality of distance university education in Algeria among students at Constantine 3. The descriptive research method was adopted to shed light on its details through its definition, methods, techniques, and how it is practiced in Algeria by soliciting the views of a group of students from the Faculty of Information, Communication Sciences. The most notable results revealed that E-Learning, was imposed by the coronavirus pandemic. Thus, to improve E-Learning, it is necessary to revolutionize the educational system and enhancing both internet services and fluidity.

**Keywords:** Education, E-Learning, University, Media, Means of Distance Teaching, Higher Education.

### Introduction:

E-Learning is perceived as one of the most important modern developments affecting digital globalization and one of the most significant operations aimed at facilitating the educational process, achieving desired goals, promoting, and enhancing the educational system. It represents a new digital culture that focuses on electronic processing of knowledge, allowing the learner to control the educational process and thus construct their own world. It also provides an opportunity to offer a diverse and resource-rich scientific environment to all categories, reducing costs and providing qualitative and quantitative information that may exceed traditional teaching, where students learn to become fully autonomous.

E-Learning also plays an important role in times of crises and wars, particularly those affecting countries and societies, including developing countries and low-income countries. Despite advances in networks and multimedia technologies that have contributed to improving both traditional and E-Learning in developed countries, developing countries are still in a situation that does not allow them to benefit from these improvements due to limited technology diffusion and lack of proper management.

In the context of the global health crisis caused by the Corona virus (Covid-19), many universities and schools have adopted E-Learning since 2020. This crisis has affected all countries of the world without exception and has caused significant loss of human lives as well as paralysis in many vital sectors, negatively impacting the daily lives of individuals. The World Health Organization officially declared on January 30, 2020, that the Corona epidemic

constituted a global health emergency, and the virus turned into a pandemic on March 11, 2020, with more than 8 million cases in over 180 countries. Schools and universities were closed nationally and internationally in 190 countries, affecting approximately 73.5% of students. In April 2020, 94% of students, or 1.6 billion children, stopped going to school worldwide, a crisis that extended in time and space until 2022. (According to the World Health Organization, 2024)

In these circumstances, educational institutions found them forced to adopt E-Learning to ensure the continuity of activity using the Internet, smartphones, and computers to communicate between teachers and students in order to limit the spread of the epidemic and the increase in the number of cases but also to ensure the safety of citizens. This is one of the most important decisions taken by all countries, including Algeria. The higher education and scientific research system of Algerian universities has always relied on the presentation of courses in face-to-face and conferences; however, due to the exceptional circumstances imposed by the pandemic, studies were suspended from March 2020 by order of the President of the Republic. E-Learning then became a solution in pursuing studies.

This led Algerian universities, especially Constantine University -03- Salah Boubnider, to adopt a new mode of teaching to ensure the continuity of the academic year on the one hand and to adapt to the constraints of the Corona crisis and the health situation on the other hand. As a result of the health crisis, this mode was adopted permanently, and universities resorted, in the educational context of E-Learning via the Internet, to the use of modern communication technology through electronic platforms as a specific basis conducive to achieving a hybrid education system.

Hence, the following main question arises: What is the reality of distance university education in Algeria for students at Constantine 3 University? And from there, several questions are posed:

- Do students from the Faculty of Information, Communication, and Audiovisual Sciences at Constantine 3 University constantly rely on E-Learning?
- What mechanisms are applied in E-Learning at Constantine 3 University?
- What are the obstacles encountered by students from the Faculty of Information, Communication, and Audiovisual Sciences at Constantine 3 University during the E-Learning process?

### **1. Study Objectives:**

- To understand the reality of E-Learning for students at the Faculty of Information and Communication Sciences at Constantine University -03- Salah Boubnider.
- To determine the extent to which students at the Faculty of Information and Communication Sciences at Constantine University-03 rely on E-Learning.
- To identify the mechanisms applied in the process of E-Learning for students at the Faculty of Information and Communication Sciences at Constantine University 3.
- To examine the main obstacles encountered during the E-Learning process by students at the Faculty of Information and Communication Sciences at Constantine University 3.

### **2. Definition of Study Concepts:**

In any scientific study, it is necessary for the researcher to define concepts that help facilitate understanding and perception of the subject under study. In this methodological

chapter, we define the fundamental concepts that determine the subject of our study, which are:

**E-Learning (Virtual Teaching):**

E-Learning refers to the presentation of educational and pedagogical programs via various electronic media, including disks and internet networks synchronously or asynchronously, relying on self-education. E-Learning is also defined as a method and means of teaching using modern communication mechanisms such as computers, networks, and multimedia with images, sound, graphics, search tools, electronic libraries, as well as internet portals, either remotely or in class. The main objective is to use technology in all its forms to transmit information to the learner in the shortest possible time. It is a system that allows the transfer of scientific content through various means without the student needing to regularly attend classrooms, with the student being responsible for self-instruction. (Bouskra Omar, Abdessalam Salima, 2021)

**Concept of E-Learning:**

Horton defines it as "a process of receiving information using modern technologies such as computer, mobile phones, and personal digital assistants on internet networks, or via wireless connection, for educational, formative, and knowledge management purposes." It is also defined as "an educational system for delivering programs and training anywhere and at any time, using interactive information and communication technologies, such as computers, internet, email, distance conferences, etc., to provide a multi-source interactive environment synchronously." (Houda Saker, Jalal Eddine Bouatit, 2021)

**3. Study Methodology:**

Scientific research requires the researcher to rely on a particular method to achieve the scientific results they wish to generalize and study. This method is seen as an organized set of operations aimed at achieving a specific objective. Hamed Rabie presents it as an approach adopted in the study of the phenomenon and the process followed to achieve the set objective. (Kenza Haj Hamdi, 2012).

Our study, therefore, relied on the descriptive method. Indeed, distance university education in Algeria is part of studies aimed at describing and analyzing how education works; contemporary phenomena and events are analyzed from this method, considered the most effective in revealing apparent realities and their characteristics, thus constituting the backbone of any research design.

**4. Study Group and Sample:**

The researcher identifies the study group based on the nature of the subject; they can measure the studied phenomenon and apply it to this group. Thus, we chose the Faculty of Information and Communication Sciences at Constantine University -03- Salah Boubnider as the group to conduct the study since it is one of the Algerian universities that strengthened E-Learning during the Corona pandemic.

**Study Sample:**

The sample is defined as a subset of the chosen study group appropriately to conduct the study, then using the results and generalizing them to the entire original study group. The

sample represents a portion of the study population in terms of characteristics and qualities and is used when the researcher refrains from studying all units of the group. (Al Saadi Al Ghoul Al Saadi)

Thus, during this study, we relied on a targeted sample; a type of sample that the researcher chooses when they believe it serves the purpose of their research. This researcher selects specific individuals to work with, based on the variables they deem appropriate for their study, going directly to the individuals/elements they choose. (Ouqassi Lounis et al., 2016). The sample for our study consisted of 100 students from the Faculty of Information and Communication Sciences at Constantine University -03- representing all levels, who participated in E-Learning by implementing the methods and techniques defined by Constantine 3 University.

### **5. Data Collection Tools:**

A questionnaire was adopted as a data collection tool, perceived as a set of varied and related questions and inquiries designed to achieve the objective or objectives defined by the researcher in light of the chosen subject and the posed problem. (Mohamed Sarhan Ali Al Mahmoudi, 2005). The questionnaire is most appropriate for conducting this study and was divided into three axes as follows:

**First Axis:** Personal data, consisting of four (04) questions, including an open-ended one.

**Second Axis:** Titled "Adoption of E-Learning by Algerian Students," consisting of eight (8) closed questions.

**Third Axis:** Titled "Mechanisms Applied in the Process of E-Learning and Obstacles Encountered by Students at the Faculty of Information and Communication Sciences at Constantine University-03," consisting of eleven (11) questions, including five (5) open-ended ones.

### **6. The most important platforms used in E-Learning in Algerian universities:**

Algeria's experience in the field of electronic education is relatively recent. The first initiatives to use electronic platforms began in 2007. Algerian universities started adopting this type of education and attracting many educational platforms that enable electronic education, thereby contributing to solving some problems related to the structure of traditional education. Among the educational platforms used in higher education in Algeria, we can mention:

**Moodle:** It is a leading platform and one of the best digital learning environments, hence its global reputation. Moodle is used by a large number of educational and academic institutions worldwide, with around 68 million users and 55,000 sites, including in Algeria. What makes it special is its free availability; it is also called "open source" and therefore accessible to everyone, facilitating the exchange of information among geographically dispersed users through synchronous (chat) and asynchronous (discussion forums) communication tools. Mohamed Lamine Debaghine University Setif 2 is one of the universities that have designed its own Moodle platform to benefit from its services and advantages. <https://cte.univ-setif2.dz/moodle/> (Jamal Kouihel and Abou Bakr Sanateur, 2021)

Its features include:

- A forum to discuss topics related to the educational process in general.
- The ability for teachers to submit assignments without having to send them via email.

- Searching for previously raised topics related to content.
  - Tracking learners from entry into the system until exit.
  - Creating custom tests for learners and automatically correcting them by the system
- (Jawaher Mohammed bin Abdul Aziz and Mohammed bin Sulaiman Al-Mushaiqeh, 2017)

**Zoom:** The Zoom application is a platform that hosts online and live events, meetings, and conferences. It is also useful for lectures. It is a simple, easy-to-use, and cost-effective tool that can accommodate up to 1000 participants simultaneously through broadcasting. Zoom is a video calling platform, allowing meetings and conferences to be held via the internet. The host invites other participants by sending a link to join the call, knowing that the host has total control over it. Zoom is thus the ideal solution for conducting meetings or professional gatherings that may include up to 500 employees or fewer.

Features of the Zoom application include:

- The ability to broadcast live with high resolution, in addition to various subscription packages.
- Sharing computer screen during the meeting with participants.
- The ability to broadcast to multiple devices, such as mobile devices and desktop computers.
- The possibility of broadcasting live or webinar via platforms such as Facebook and YouTube.
- Zoom tool has a dialogue box or chat; a dedicated space for questions and answers.
- Recording or filming webinars and hosting this recorded content on online platforms or other websites later.
- The application is free and available on the Google Play Store and Apple Store, and works on smart devices.
- Allows organizing online meetings and providing electronic rooms for holding work meetings with learners.
- Program registration requires only an email address or an account on social networks such as Facebook. (Z. Mohamed, 2020).

The educational platform Google Classroom, as defined by Loana and Teodoea, is an internet-powered computerized system that allows its users to deliver and manage electronic learning. It is an electronic education system based on the principle of hybrid teaching combining classroom and online teaching. Teachers and trainers can use it to facilitate the classroom teaching process more effectively by utilizing the technologies available in the system.

**Advantages of the application:**

- Ease of setup: Teachers can directly add students or share a specific code for joining the class.
- Time-saving: It is an easy method for quickly preparing and reviewing assignments and tests in one place.
- Improved organization: Students can easily identify all their tasks on the assignments page, and all materials are automatically provided in folders on Google Drive.
- Enhanced communication: Teachers can send feedback directly to students, initiate discussions immediately, and students can share resources among themselves or respond to questions asked. (A. Bakr, 2020).

**7. Analysis and interpretation of field study data:**

### 7-1 Description of the sample:

- According to the field study results regarding the demographic data of the study sample, the proportion of women is estimated at 80%, followed by men at 20%, reflecting the reality of Algerian universities.
- The largest proportion of students is between 24 and 29 years old, representing 56%, which corresponds to the academic levels that experienced distance learning conditions during the Corona pandemic, making them the most suitable to respond to the study's questions. They are followed by the age group of 18 to 23 years old with 43%, and then the age group of 30 years and above at the last place with 1%.
- The rate of electronic teaching platforms usage by students after the Corona pandemic is estimated at 95%, and before the Corona pandemic at 5%. This can be explained by the fact that the Corona pandemic is the main reason why Algerian universities relied on distance learning due to the suspension of face-to-face educational activities for the second semester of the academic year 2019/2020 starting from March 2020. This was part of the preventive measures taken by the Ministry of Higher Education and Scientific Research to limit the spread of the Corona virus. The ministry adopted distance learning as a recognized pedagogical method in the higher education courses of students, through the pedagogical initiative implemented by the Minister of Higher Education and Scientific Research on February 29, 2020, which called on institution directors and university councils to raise awareness and mobilize their teaching colleagues to engage in this pedagogical process starting from March 15, 2020. This practice continued variably depending on the daily evolution of the disease spread. This approach was maintained by Algerian universities after the pandemic while adopting a training and orientation strategy for the human personnel who contributed to endorsing blended learning.

### 7.2 Analysis of data on students' use of distance learning platforms and encountered obstacles:

Table. 01 shows the distribution of a study sample according to the variable of students' usage of distance learning platforms:

Response	Frequency	Rate / Percentage
Always	11	11%
Often	35	35%
Sometimes	49	49%
Rarely	5	5%
Never	0	0%
Total	100	100%

The data in the table can be justified by the diversity of daily uses of the platforms, whether for attending live classes or for following materials posted through comments. This explains the fluctuating use of the platforms, limited solely to Google Classroom and adopted by the Faculty of Information and Communication Sciences and Audiovisuals. This corresponds to the objectives of distance learning, which primarily aim to create learning conditions tailored to the needs of students to maintain the continuity of E-Learning . Despite the encountered

challenges, it has contributed to saving time, effort, and money for both students and learners, instead of traveling long distances, as students can simply press a button to access the conference.

Table. 02: Distribution of the study sample according to the means of communication used by students in the distance learning process

Response	Frequency	Percentage
Mobile phone	98	70.50%
Laptop	35	25.18%
Desktop computer	5	3.60%
Tablet	1	0.72%
Total	139	100%

We observe through this table, which shows the means of communication used by students in the process of distance learning, that the highest rate is represented by the mobile phone, followed by the laptop, while the desktop computer is in the last position. This usage is due to the technological characteristics and common practices of smartphones in the student environment.

Table. 3: Distribution of the study sample according to the educational platforms and sites used in distance learning\*\*

Response	Frequency	Percentage
Google Meet	65	33.16%
Moodle Platform	2	1.02%
Zoom Platform	33	16.84%
Classroom Platform	96	48.98%
Total	196	100%

Through the above table, which shows the educational platforms and sites used in distance learning, we notice that the Classroom platform of the University of Constantine is the platform chosen by the administration of the Faculty of Information and Communication Sciences of the University of Constantine 03 for teaching and communicating remotely with students. This is explained by the ease of its use, allowing teachers to assign assignments to students, thus facilitating their electronic distribution and correction, while also allowing for direct communication between the teacher and the student if there is debate. This platform also stands out for its lesson archiving functionality, where the teacher can archive relevant files and comments, with the ability to access them at any time if desired by either the teacher or the students. In order to harmonize the technological structures used, means, and pedagogical techniques, the Ministry of Higher Education and Scientific Research recommended the adoption and implementation of a unified digital space, namely the "Moodle" platform for the design of materials for online teaching. The university adopted a training strategy for students and teachers, through which the staff was trained to generalize,

like many other national universities, the use of the platform at the University of Constantine 3.

**\*\*Table. 4: Distribution of the study sample according to the variable of contribution of distance learning in sharing ideas and interaction among students\*\***

Response	Frequency	Percentage / Rate
Always	6	6%
Often	29	29%
Sometimes	43	43%
Rarely	18	18%
Never	4	4%
Total	100	100%

We observe through the above table, which shows the contribution of distance learning to idea sharing and student interaction, that the rate of "Sometimes" is estimated to be the highest, followed by "Often" and "Rarely" with lower rates. This can be explained by the fact that students sometimes share and interact with their peers on online educational platforms to acquire knowledge, given that the educational platform used in distance learning (Classroom) is not characterized by its interactivity and direct communicativeness; it relies solely on comment sharing. Therefore, it is necessary to replace it with alternative social networks that stand out for their flexibility and interactivity in receiving and using information.

**Table 5: Distribution of sample elements according to the motivations for using distance learning platforms**

Response	Frequency	Percentage
Facilitating communication with professors	48	23.08%
Attending conferences	71	34.13%
Completing assignments and conducting research	61	29.33%
Facilitating discussion between students and professors	28	13.46%
Total	208	100%

The results of the table show that the primary motivation for students at the Faculty of Information and Communication Sciences at the University of Constantine -03- for using the distance learning platform is accessing conferences, conducting research, and completing assignments, due to what it can offer teachers in addition to providing students with lessons and self-assessment tests, while also facilitating communication with professors. The ease of use of Classroom earns it the title of the most widely used platform in distance learning, as it is characterized by its flexibility, allowing students to study and work simultaneously, learn remotely, and save time, effort, and money.

**Table 6: Distribution of the study sample according to the variable of techniques followed, received by students in distance learning by the university**

Response	Frequency	Percentage
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Response	Frequency	Percentage
Recorded video	39	27.46%
Live streaming	57	40.14%
Audio clips	46	32.39%
Total	142	100%

This explains that distance learning platforms offer direct communication between teachers and students through live conferences. These various techniques (live streaming, audio clips, and recorded video) constitute a new research project aimed at teaching students new skills and making them autonomous in research and analysis, thus making distance learning more flexible. This new experience in developing the skills of students and teachers is considered the future of education.

Table Number 7: Distribution of the sample according to the variable of provision by the university of technical and artistic means in addressing any unforeseen dysfunction during the process of distance learning

Response	Frequency	Percentage
Yes	59	59%
No	41	41%
Total	100	100%

The majority of respondents believe that the university provides technical and artistic means to address any unforeseen dysfunction during the process of distance learning, ensuring the improvement of education quality and providing good training to university students. Distance learning is considered a new training model that helps promote and enhance quality in the higher education sector and scientific research through information and communication technology provided by the university. Hence, we find that the university strives to provide the main means that should be used to digitize the higher education sector.

Table 8: Distribution of the sample justifying the choice between distance and in-person education

Response	Frequency	Percentage
Obtain conferences	67	37.02%
Attend conferences remotely	45	24.86%
Communicate with professors	49	27.07%
Communicate with the administration	20	11.04%
Total	181	100%

We observe from the above table that the use of E-Learning varies depending on whether the user wishes to access conferences or simply study. The second category sees distance learning as the opportunity to attend conferences, thus allowing university students to learn anytime, anywhere, and at their desired pace. However, distance learning deprives the student of the advantage of freely meeting their peers and professors. Indeed, communication with professors is crucial in education to ensure a comprehensive understanding of the subject

being studied. Thus, distance learning enables obtaining information without much effort through research and inquiry, just as it relies on the freedom to communicate with professors.

Table 9: Distribution of the sample according to the obstacles encountered by students during the distance learning process

Response	Frequency	Percentage
Internet problems	88	88%
Absence of computer or phone	03	3%
Indifference of some teachers and students	01	1%
Non-compliance with schedules	03	3%
Insufficient understanding and assimilation of lessons	02	2%
Inappropriate course schedules	03	3%
Total	100	100%

The majority of students at the Faculty of Information, Communication, and Audiovisual Sciences at the University of Constantine -03- are external students because the specialization in information and communication is not available in all provinces. This means that students' accommodation is in university residences, which do not always have internet access, and not all students have computers, which poses an obstacle for them. Regarding non-compliance with course schedules, this is not related to faculty-related issues. Although the main advantage of distance learning is its synchronicity, due to technical obstacles and internet connectivity issues, it is necessary to set appointments, which is a problem encountered by both students and teachers, affecting the understanding and assimilation of courses that may be missed by the student or cannot be obtained via the interactive platforms used. Moreover, there are subjects that are not suitable for distance teaching, such as those related to writing techniques, production, campaign design, and research methodology, etc. Despite the advantages and positive aspects of distance learning, it still faces obstacles in countries that have recently experimented with distance learning, such as Algeria.

Table 10: Distribution of the sample according to students' opinions on distance learning platforms

Response	Frequency	Percentage
Easy	30	30%
Acceptable	62	62%
Difficult	8	8%
Total	100	100%

The results of the table largely demonstrate the advantage of the classroom platform, mainly used in distance learning, as well as its various features. What makes the use of this platform difficult is the lack of familiarity with this type of program, coupled with slow internet connection, frequent interruptions due to underdeveloped communication infrastructure, and

the lack of high-quality devices capable of improving computer and network speeds, negatively impacting the communication process.

Table 11: Distribution of the sample expressing justifications around students' preference for distance learning as a means to support face-to-face teaching

Response	Frequency	Percentage
Reinforcing face-to-face teaching hours with additional hours (reviewing lessons, obtaining lectures, presenting summaries and materials)	16	48.48%
Completing lessons on time without delay	02	6.06%
Keeping up with technological advancements	04	12.12%
Ease of communication with teachers, students, and administration	03	9.09%
Saving time, effort, and money	08	24.24%
Total	33	100%

Through the above table, we observe the preferences of students for distance learning as a means to reinforce face-to-face teaching. It is noteworthy that all learners have the right to participate in the educational process by enjoying the same opportunities. Therefore, it is fair education that does not favor any particular group of people; indeed, every individual can access it. This process also relies on the principles of equality and justice in evaluating the academic level of the student, free from any psychological influence or individual differences. Moreover, e-learning offers flexibility since the learner can work at any time, accommodating a large number of students without any problem. It only requires providing appropriate technological and IT infrastructure to ensure such a mode of teaching.

Table 12: Distribution of the sample according to the type of obstacles encountered by students

Response	Frequency	Percentage
Internet problems	11	36.67%
Difficulty in understanding and assimilating lessons	16	53.33%
Absence of a common schedule between students and teachers	03	10%
Total	30	100%

The reality of distance learning in Algeria is linked to general conditions, the delay in digitization and electronic management, as well as problems with internet flow. Consequently, the challenges encountered in this field were mainly due to the weakness of the Internet network infrastructure, in addition to the insufficient preparation of some education members to use technology in their field, preferring face-to-face teaching and not believing in

the capacities that the Algerian administration could have to manage this field. Another important point to note is the students' inability to own computers or smartphones to participate in the E-Learning process. In reality, these rates reflect the absence of digital culture and pedagogy in Algeria, as well as adequate technological infrastructure capable of more clearly understanding the gaps and challenges in communication, equipment provision, and effective integration of resources.

This makes the adoption of e-learning vital to integrate education and consider it as a solution during political, health, or climate crises. Additionally, Algerian universities viewed distance learning as a transitional phase in the history of higher education; they had to comply with the ministry's instructions. Therefore, the focus was not primarily on content and achieving qualitative objectives, to the extent that some universities did not commit to opening digital accounts for students. Consequently, higher education and its institutions were not fully prepared to adopt this new system due to the surprise effect and lack of preparation during the health crisis, which constituted a major turning point in the teaching method at Algerian universities.

Table. 13: Distribution of the sample from the perspective of students who are in favor of improving E-Learning

Percentage	Frequency	Response
Improve internet service	43	38.05%
Prepare courses to train students and teachers	12	10.62%
Keep up with technological advancements	09	7.96%
Facilitate communication	07	6.19%
Consider appropriate timing	13	11.50%
Adopt platforms offering interactivity	13	11.50%
Try to implement videos and the ability to download them	01	0.88%
Provide a virtual library for each university	04	3.54%
Avoid unnecessary fillers in content	01	0.88%
Implement free internet subscription for students	09	7.96%
Student engagement and seriousness	01	0.88%
Total	113	100%

Regarding the Algerian experience in using distance electronic teaching technology, it is still in its early stages. This may be due to a lack of awareness of the effectiveness of this type of teaching and its contribution to improving the scientific level and qualification of the individual. Nevertheless, the Algerian experience started early and continues. Through the results of the table above, we conclude the importance of E-Learning from the perspective of

the study sample, according to which E-Learning has become an essential means of providing education to learners eager to develop their knowledge and skills flexibly, tailored to their circumstances, without additional burdens. It has become an unavoidable necessity, especially in current circumstances where the return to face-to-face teaching is linked to the duality of teaching. Thus, it is possible to assert a set of recommendations presented by students, which can be summarized as follows:

- Implement E-Learning in a way that respects diversity to ensure access to education for all students.
- Develop plans on how to conduct E-Learning and consider all essential techniques for following virtual teaching.
- Combine teaching methods (television, telephone, synchronous and asynchronous teaching) to achieve greater interaction and improve motivation to learn.
- Engage experts in this field to oversee the flexible transition to E-Learning and activate control and monitoring tools that allow for proper management of the learning process.

**Study Results:** Among the most important results obtained from our study:

1. Student dependence on E-Learning was related to the COVID-19 pandemic as a policy imposed by Algerian universities to adapt to this crisis. Students largely rely on mobile phones for their E-Learning due to its ease of use anytime and anywhere.
2. The Classroom platform is the most used and suitable platform in E-Learning according to the Faculty of Information, Communication, and Audiovisual Sciences of the University of Constantine 3 due to its simplicity and ease of use.
3. The lack of group discussions and direct dialogue, which normally enriches the online teaching process and makes it lively, made students feel isolated. The sole motivation for students to use E-Learning platforms was the possibility of accessing lectures and completing required assignments.
4. The lack of technical means, which are summarized by issues related to the internet, is the biggest obstacle encountered by students in receiving information remotely. This can be summarized in several points according to students, namely: the difficulty in providing electronic mediation devices such as high-quality internet service, a computer, especially in remote regions, given that Algeria is a vast country and some regions do not have internet network coverage, in addition to the financial precarity of some students. All this can lead to misunderstanding or confusion. Added to this is the difficulty of attending certain subjects, especially technical and practical subjects that require direct contact with teachers and supervisors requiring direct and continuous supervision and the difficulty related to transitioning from traditional teaching methods to modern methods. As for teachers, difficulties include: dealing with students not trained in self-learning, ensuring that the student is capable of using the computer and using references properly, distinguishing credible ones from erroneous ones, the complexity of some subjects that are difficult to explain and teach remotely, as well as the lack of enthusiasm for this type of teaching due to lack of awareness and information, and the lack of training programs for teachers.
5. E-Learning as adopted by Algerian universities has not been able to ensure continuity. Its contribution in replacing face-to-face teaching has been weak. The transition from traditional to E-Learning, as E-Learning had obvious shortcomings. Indeed, the latter requires not only

skills and understanding from the teacher and the student but also a strong information infrastructure, including a powerful internet network accessible to a large number of students simultaneously, and its availability in homes because otherwise, E-Learning will not happen or will happen with difficulty, and institutions that do not have access to this solid infrastructure cannot suddenly switch to a E-Learning system.

6. To improve E-Learning, it is necessary to promote the educational system and keep it up to date with modern developments, just as it is necessary to improve internet service and ensure smooth operation. Many educational professionals found themselves suddenly engaged in E-Learning, but without any prior pedagogical training. Using technology in the field of education is very difficult and requires a particular knowledge of its various aspects in order to produce the desired results.

### **Conclusion:**

E-Learning has become one of the most important topics in the field of educational technology; indeed, all countries in the world strive to reform their educational system and develop it in accordance with the requirements of our era. Higher education represents one of these challenges, as it is the main driver of societal elevation. All countries, including developing countries like Algeria, have adopted E-Learning to advance and adapt Algerian universities to the constraints of different crises that could prevent face-to-face teaching, thus revealing the need to switch to E-Learning within the university under normal circumstances. As for the obstacles encountered by Algeria, like other Arab countries, in this transition characterized by the weakness of the infrastructure of the communications sector and the low level of internet connectivity affecting the quality of E-Learning systems, it is necessary to advance the digital skills of teachers and students. It is also essential for the relevant ministries to clearly understand the shortcomings and challenges and to provide means of communication and equipment, integrate digital tools into university teaching programs, and adequately prepare those who use them in order to effectively use technology.

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