The Attitudes of Iraqi Lecturers towards E-Learning

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Abstract

**Background:** E-Learning activated in Iraq after Covid-19 pandemic lockdown. Iraqi lecturers suffered from the electronic infrastructure of learning.

**Aim:** to note the views of Iraqi lecturers towards e-Learning. Did they approve of E-learning? What are the principal conflicts of E-examinations?

**Methods:** This descriptive, observational, prospective study. It involved 78 haphazardly collected Iraqi lecturers from various colleges and institutes of Al-Anbar. The data gathered by a combination of learners from the higher health institute of Al-Anbar. The research began from 1st February 2021 to 1st March 2021. The survey form about the lecturers’ views towards E-learning by implementing three points agreement Likert scale. Microsoft Excel software used for data analysis. The institute gave the Ethical permission. The dismissed lecturers were those who did not reply.

**Results:** There were seventy-eight lecturers, aged (25-55) years old. Thirty-three females (43 %) and 45 (57 %) males lecturers. Forty-eight (61.5 %) lecturers had two modules. Forty-nine (62.6 %) lecturers had more than 100 students per a lecturer. Sixty-four (82.2 %) lecturers dislike E-learning. Fifty-five (70.7 %) lecturers did not support E-learning nor E-written examinations.

**Keywords:** Attitudes, Iraqi, lecturers, Electronic, learning.

Introduction

During COVID-19 lockdown, there was an emerging type of Learning started in the world. This type of learning is called online learning or E-learning. ¹ E-learning or online learning is a type of learning gained by electronic tools and media. E-learning passes from the teacher by the net, to the students. Students get the learning syllabus online at far distant places. E-learning is a developed learning method in Europe, the USA, and Japan. There are good Infrastructures to send these learning types like online degrees, courses. (Singh V, 2019).

E-learning has many kinds:

1. Synchronous type: in this kind, the lecturer must be present online with the students at the same time.

2. Asynchronous learning: it allows the lecturer to participate with extra students like webinars.

3. Blended learning: it is a mixed kind of traditional and eLearning-like workshop. (Khalid A, 2012)

E-Learning strategies embrace many plans for data transfer. So it aids the students to get the learning aims.

1. E-lectures:

2. E-discussion

3. E-problem-solving

4. E-simulation

Each of these strategies had its own characteristics and indications ⁴.
There were 169 papers on E-learning topics in the Iraqi scientific journals. The oldest paper was published on this topic was in 1986. This indicates that Iraq is the first country in the middle east that E-learning.

Iraqi researchers developed well-designed strategies and programs of E-learning. Iraqi scientists understand who needs E-learning and when to apply. Although, there were simple computer technologies and primitive use of E-learning measures. In 2005 there was a paper about E-learning use in Iraq. Since 2005, many Iraqi studies have deliberated the E-learning views in different aspects. Iraq developed adjusted methods of E-learning. But, E-learning continued in primitive ways. It was not applied until the COVID-19 lockdown. Newton’s platform started in February 2020. The higher institute of Nursing in Al-Anbar started E-learning at the same time. During the COVID-19 pandemic, the academic teachers commenced Google classroom as a platform. Electronic lessons, and examinations completed in the expected time.

E-Learning platforms:

There are many popular e-learning platforms:

The electronic platform gives comfortable entrance to online learning. So, these platforms enable students to interact and motivate their Lecturers. These platforms permit classes and examinations by linking the educational data. The various kinds of electronic platforms are important learning tools. (Ajaj IE, 2020)

1. Google classroom:

Google Classroom is a popular learning platform. It is free and extended in a brief time to many countries, incorporating Iraq.

2. Moodle:

Moodle is another well-known e-learning platform. Many colleges allow Moodle usage. It is as effective as google classroom, because of its comfortable uses. Some universities choose Moodle platform to enable more learning effects.

Importance of study:

1. E-learning is a modern type of learning in Iraq.

2. E-learning had many challenges to the Iraqi lecturers.

3. There are few articles in the Al-Anbar government about this topic.

4. This study allows lecturers to improve this method.

5. This study had good addition to the Iraqi and Al-Anbar libraries.

Statement of the problem:

In 2020, there was a COVID-19 pandemic that causes a universal lockdown. This lockdown obligates Iraqi students to be at home. The Iraqi lecturers started E-learning learning to overcome the COVID-19 lockdown. This important topic made this group of students explore the lecturers’ attitudes toward e-learning. Also, this article shows how the Iraqi lecturers change their strategies in learning.

The purposes of the Cross Sectional study are:

1. to show the attitudes of the Iraqi lecturers towards e-Learning.

2. How did the lecturers believed about e-learning?

3. What are the lecturers struggles of E-learning?

4. How can the Iraqi lecturers develop E-learning in the institute?

Methods

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data gathered by a combination of learners from the higher Health institute of Al-Anbar. The research began from 1st February 2021 to 1st March 2021. The survey form about the lecturers’ views towards E-learning by implementing three points agreement Likert scale.

Microsoft Excel software used for data analysis. The institute gave the Ethical.

**Limitation of the study:**

It is a small sample size & not represents the whole community.

Conflict of interest: none

**Results of the Study**

There were seventy-eight lecturers, aged (25-55) years old. Thirty-three females (43 %) and 45 (57 %) males lecturers. Forty-eight (61.5 %) lecturers had two modules. Forty-nine (62.6 %) lecturers had more than 100 students per a lecturer. Sixty-four (82.2 %) lecturers dislike E-learning. Fifty-five (70.7 %) lecturers did not support E-learning nor E-written examinations.

<table>
<thead>
<tr>
<th>Table 1. shows the numbers and percentages of modules per lecturer. N= 78.</th>
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<tr>
<td><strong>One</strong></td>
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<td>Total</td>
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<th>Table 2. shows the numbers of students per lecturer. N= 78.</th>
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<td><strong>Less than 50</strong></td>
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Table 3. shows the opinions of the lecturers. N= 78

<table>
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<tr>
<th>Question</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>Q1 Did you prefer E-learning to Traditional learning?</td>
<td>7 (8.9%)</td>
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<td>64 (82.2%)</td>
</tr>
<tr>
<td>Q2 Is E-learning harder than traditional learning?</td>
<td>26 (33.4%)</td>
<td>15 (19.1%)</td>
<td>37 (47.5%)</td>
</tr>
<tr>
<td>Q3 Does it better to register the students’ attendance in e-learning than traditional learning?</td>
<td>16 (20%)</td>
<td>18 (22%)</td>
<td>44 (56%)</td>
</tr>
<tr>
<td>Q4 Is the modules demonstration better in E-learning than traditional learning?</td>
<td>13 (16.5%)</td>
<td>17 (21.5%)</td>
<td>48 (62%)</td>
</tr>
<tr>
<td>Q5 Does the modules preparation is better in E-learning?</td>
<td>12 (16%)</td>
<td>13 (16.5%)</td>
<td>53 (67.5%)</td>
</tr>
<tr>
<td>Q6 Does Electronic examinations more difficult in E-learning?</td>
<td>46 (59%)</td>
<td>10 (12.8%)</td>
<td>22 (28.2%)</td>
</tr>
<tr>
<td>Q7 Do score evaluation harder in the electronic exam?</td>
<td>42 (53.8%)</td>
<td>12 (16%)</td>
<td>24 (30.2%)</td>
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Table 4. shows the attitudes of the Lecturer towards E- learning, N= 78

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<td>Q8 Did you support E- learning?</td>
<td>15 (19.1%)</td>
<td>8 (10.2%)</td>
<td>55 (70.7%)</td>
</tr>
<tr>
<td>Q9 Did you encourage E-oral examinations?</td>
<td>20 (25.6%)</td>
<td>11 (14.1%)</td>
<td>47 (60.3%)</td>
</tr>
<tr>
<td>Q10 Did you boost E- written examinations?</td>
<td>18 (23%)</td>
<td>6 (7.6%)</td>
<td>54 (69.4%)</td>
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Discussion

In COVID-19 lockdown, there was an emerging type of Learning started in the world. This new type is called an E-learning type.  

It is gained by electronic tools and media, passed from the lecturer by the net, to the students. All the Iraqi lecturers used E-learning. In this study, a group of Iraqi lecturers expressed their attitudes towards E-learning.

In this study, there were seventy-eight Iraqi lecturers. This study covered a group of a haphazard collection of diverse lecturers from different colleges and various specialties.

This diversity of elections gives the study its originality and unique character.
Thirty-three female’s lecturers (43 %) participated in this study. Female selection is not biased. But, the selection of a group depends on who wants to take part. Some of the females felt shy or did not want to take part.

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Forty-eight (61.5 %) lecturers held two modules. These lecturers express the majority of the lecturers. Twenty-seven (34.8 %) of them were males, while females were 21 (26.7 %). Twenty-seven lecturers (34.8 %) possessed one module. This group received the practice module or had more than 100 students. Fifteen (19.7 %) of them were males, and twelve (15.8 %) were females. However, the male lecturers were more than females. Three (0.3 %) of lecturers who received three modules, were males only. This means that males were more tolerant of the extra work than females.

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Forty-nine lecturers (62.6 %) had more than 100 students per a lecturer. This means more stress and extra effort of learning. This task in E-learning needs satisfactory net and stable electricity for the lecturer and the student. Google classroom; is the main platform could not tolerate more than fifty students. Some lecturers used Moodle platform or divide the students into two groups. In both solutions, there was extra work in lesson explanation and attendance registration.

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Some lecturers dislike E-learning for this matter. The other lecturers find E-learning is the easiest type in electronic written examinations for a class of more than 100 students. Student crowding is one of the reason to state E-Learning during Covid-19 crisis. This result is parallel to the universal studies like 13

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This result might be due to lecturers’ proficiency in electronic skills. Yet, twelve lecturers (16%) prefer modules preparation in E-learning. This finding went with previous studies, like (Timothy M, 2018).

Forty-six lecturers (59%) accepted that Electronic examinations are more difficult in E-learning due to their primitive expertise. This challenge arose from the type of questions, and to prevent fraud. The use of some kinds of questions leads to exam cheats. The nature of questions that reduces cheats was the essay questions and multiple-choice tests.

This result is the same as the mentioned articles, like 19.

Forty-two lecturers (53.8%) think that the score evaluation is harder in the electronic exam due to their trials to stop cheats among the students. Cheats could be the principal barrier against the reliability of the electronic exam. Nevertheless, there were 24 lecturers (30.2%) who did not agree by using tricky multiple-choice questions or adjustments of essay questions. This result went well with the mentioned reports, like 20.

Table 4 and fig. 4 show the attitudes of the Lecturer towards E-learning.

Fifty-five (70.7%) did not support E-learning. This is because of the primitive experiences of this type. The lecturers may change their opinions in the future because of the increased experiences and skills practices. This upshot is parallel to the reported work of literature like (Qianzhou AH, 2021).

Forty-seven lecturers (60.3%) discourage Electronic oral examinations. This is the result of the lecturers’ struggles in E-learning. The lecturers felt that their sufferings affect the student’s level of training and downgrades learning as a whole. However, there were twenty lecturers (25.6%) who encourage E-oral examinations. Those lecturers asked the student to open the camera and answer the oral exam. Some lecturers use educational pictures, tools, or models and asked their students to answer. These exams need a stable net and stable electricity to perform. The lecturers who dislike electronic exams felt unhappy with the security of the electronic exams. Cheats and fraud are the main struggles.

This result is parallel to the documented studies like (Konishi K, 1998).

Fifty-four lecturers (69.4%) did not boost E-written examinations. The lecturers believed that the electronic tools had insufficient security to prevent cheats and fraud. The simple expertise and the lack of time control in the Google Classroom were the principal barriers. This outcome went in parallel with the mentioned reports like (Villarroel V, 2020).

Conclusions

Electronic Learning is a challenging style of learning. It demands progressive development and configuration to prevent cheats and fraud. The infrastructure of electronic learning is the chief obstacle. The Webinars, conferences, and workshops improve the control of E-examinations and enhance E-learning in Iraq.

Recommendations:

1. E-learning necessitates reliable infrastructure to achieve.
2. Webinars, conferences, and workshops improve the control of E-examinations and learning in Iraq.
3. The lecturers’ good experiences drive good E-learning.
4. The lecturers’ skills in electronic tools create excellent E-learning outcomes.

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Conflict of Interest: None to declare.
Ethical Clearance: “All experimental protocols were approved under the Community Health Nursing and carried out in accordance with approved guidelines”.

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