

Effectiveness of Online Teaching and Learning during the Covid-19 Pandemic - Social Studies Students' Perspective

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Received: 05. 2022 / Accepted: 07. 2022 / Published: 09. 2022 <https://doi.org/10.26436/hjuoz.2022.10.3.866>

ABSTRACT:

This study aimed Identifying the Effectiveness of Online Teaching and Learning during Covid-19 Pandemic - Social Studies Students' Perspective at University of Zakho according to the following variables (Gender, Study stage). The sample included (217) students from Social Studies departments. A questionnaire of 20 items developed by Wickramasinghe (2021) was distributed to the research sample, and the study found statistically significant differences at the level of 0.05 between the means of the sample responses according to the variables under study. That means there is an effect and a benefit for online teaching and learning during the COVID-19 pandemic according to the students' perspective, and there is no effect of this process regarding the interaction between gender and study stage. Based on the results of this study, the researcher pointed several recommendations, the most important of which is the necessity of providing software by the university presidency to suit all business and all academic levels and the need to find a mechanism in distance learning that seeks to develop students' practical skills.

Keywords: Online learning, University of Zakho, Covid-19, Social Studies, and teaching.

1- Introduction

Following the era of scientific advancement and the revolution in information and communication technologies, the exchange of information and experiences has become an essential feature of this era, and education has to face and develop according to these rapid and modern changes and developments (Aceto, Persico and Pescapé, 2019). Among the educational problems, and among these technological innovations is e-learning, which provides interactive content based on interactive multimedia, supports different learning styles, These new channels and instructional aides have all contributed to activating and raising enthusiasm for learning, as well as improving the educational environment (Rasheed, Kamsin and Abdullah, 2020).

Despite the fact that e-learning is one of the most advanced and current means of education, it depends mainly on the use of multimedia in education, and traditional education that mainly depends on the teacher who plays an important role in the classroom interaction between the teacher and the student. As a result, it was necessary to discover a method and a technique that combined these two approaches, namely e-learning and traditional learning (Al-Emran and Teo, 2020).

Online teaching and learning appeared when man tried to think about education and search for different means of teaching to develop the learning process, and as a result of technological development, especially after the emergence and spread of the internet and the availability of synchronous and asynchronous communication options, and with the emergence of new learning theories and about teacher-centered teaching methods to student-centered teaching methods (Martha Cleveland-Innes and Dan Wilton, 2018). Where online teaching and learning is defined as a strategy in which networked learning is controlling activities to reduce the time spent sitting in a face-to-face learning environment (Castro, 2019).

The use of online learning in teaching and learning has several advantages, including that it saves time, effort and cost, raises motivation and breaks the deadlock, and brings the educational process out of stereotype and boredom, takes into account individual differences between students and their special needs, improves and raises the level of academic achievement of

students, as well as ease of delivery and application in different places and environments, and according to their capabilities (Saltan, 2016).

The Covid-19 pandemic cast a shadow on all aspects of human life, confused its social, economic and political aspects, and had the greatest impact on the health and educational system in the whole world, as education shifted from physical to electronic, as a kind of prevention and limit the spread of the epidemic, but soon its problems and obstacles began to appear, especially in countries that are still lagging behind in terms of technology and automation, and the ability to keep pace with this great change and rely on technology in a large and sudden way at the level of education (Aristovnik *et al.*, 2020).

After the Covid-19 pandemic, which confused the educational process in the whole world, education in it shifted from physical to electronic realms, and the problems of the internet and the interaction of students started. The teacher and the student in education programs and others, which led to the almost halting of education and the students moved from one stage to another without receiving all the curricular items and reducing the materials given to the student (Batubara, 2021).

Among those countries, Iraq was classified as a country that suffered from wars, continuous conflicts, dispersal and poor stability at the social, economic and political levels, in light of clear confusion in trying to advance this reality, and with regard to e-learning, we turned, as other countries of the world, towards the application of e-learning and the modernity of the Iraqi experience In the digital technological modernization, which began after 2003, after years of discontinuation of keeping pace with the digital development taking place in various parts of the world (Saral, 2021).

In Iraq, we see education in a very difficult confrontation. With the Covid-19 pandemic, there are other problems in education, from the lack of infrastructure, the large number of students in one class, the three-day system and other problems. We face the weakness of the internet and the lack of experience in communication programs, by the teacher and the student, and between these and that news of the start of the school year and the plans for it range from opposition and agreement. Education has determined its position on the application of online learning (Coutts *et al.*, 2020).

With Iraq lagging behind by many strides in this field, educational institutions have tried to urgently implement electronic strategies and systems devised by countries that have a long history in the field of digitization, in light of a wide technical gap, which has caused e-learning in Iraq with many problems, for many reasons, including the weakness of the Internet throughout Iraq, with the presence of rural areas that do not have any knowledge of how to deal with digital systems, as well as the weakness of educational infrastructure and the lack of schools and their overcrowding with large numbers of students in one class, not to mention the lack of specialists in the field of electronic and computers among the teaching staff, and the technical gap that occurs between the recipient and the teaching staff, and the lack of knowledge of many teachers of modern electronic educational programs, all these obstacles posed challenges to the application of the electronic education systems developed in Iraq after the decision to implement e-learning by the Ministry of Education last year, as there was no other alternative to continuing education, so it occurred Some of the problems, including not completing the prescribed curricula, as students crossed the school stages without adequate knowledge of the curricula prescribed during the semester stage, which led to thinking of using the integrated educational system within the new academic year 2020-2021.

2- The possibility of implementing the integrated educational system in Iraq

With regard to the educational system in schools, we find that the application of such a system at the present time will face many difficulties and challenges due to the economic and social conditions that the country is going through. These challenges are divided into two parts:

2-1 Technical challenges

1. Weak comprehensive coverage of the Internet in all regions and governorates of Iraq and its absence in poor areas, as well as the lack of continuous electricity supply, and in the absence of the most important factors for the success of the integrated educational system, its application will be difficult and will lose its main goal, which is to include all members of society equally in the educational process.
2. The Iraqi market's exploitation of this crisis by raising the cost of tablets and the requirements of the electronic educational system.
3. The unequal devices available to the learners in their homes and their differences in terms of ability speed, and validity of the methodological content followed.
4. The lack of an updated electronic platform to follow the curricula, which leads to student dispersal due to the multiplicity of means and applications used (Abdullah, Toykan and Anwar, 2017)

2-2 Academic and societal challenges:

1. A noticeable rise in the number of Iraqi families below the poverty line due to the Covid-19 pandemic and the weak economic income of the rest of the families with limited income, which hinders their ability to purchase electronic learning tools and means, such as computers and smart devices used in this system.
2. Lack of software and electronic experience, and a shortage of qualified teaching staff to deal with an electronic education system and integrate it with traditional education (AbdulRazak and Ali, 2019).
3. Weak digital and technological culture and how to deal with some students and their families, especially that the bulk of the teaching burden will fall on them and on the student and his self-skill in dealing with e-learning tools and programs.
4. The decision to adopt the online earning system was rejected by some teaching staff, as they were certain of its failure, and the lack of clarity and systematicity of the educational plan, the

success of which depends on the extent of students' commitment to the plan, on the one hand, and the problems of teaching environments, on the other (Ameen *et al.*, 2019).

As for colleges and institutes, the burden of challenges will be less due to the age group and the broader experience in using technology and the electronic system, but the situation will not be without some of the obstacles mentioned previously.

3- Study problem

In the recent period, the countries of the world invaded all the countries of the Covid-19 pandemic, which did not work to destabilize the security and safety in all countries, and the fact that this pandemic is a virus transmitted through contact, and for this reason, it posed a great danger to individuals in all societies, which forced the countries of the world to use the pattern of distancing Dissolving gatherings is one of the sectors most affected by the education sector in educational institutions, which has resorted to the use of distance education. However, there are many problems that face distance education, no matter how high it is, it does not replace face-to-face meetings, and through the researcher's experience in the educational field as a teaching work At the University of Zakho - Iraq, I noticed a confusion in the application of the Online learning during the Covid-19 epidemic and instability in their attitudes towards optimal education, and for this reason many educators advocate the idea of online learning, this study came in order to research And the investigation of the application of Online learning, where the problem of the study lies in answering the following main question:

- What is the effectiveness of online teaching and learning during the Covid-19 pandemic?

4- Objectives of the Study

The main objectives of our study are the following These two objectives are better be written like the following:

1. Identifying the effectiveness of online teaching and learning according to the perspectives of social study students during the Covid-19.
2. Identifying the effectiveness of online teaching and learning according to the study stage variable during the Covid-19.

5- Hypotheses

Hypothesis 1: There are no significant between the means of student responses according to the study stage variable.

Hypothesis 2: There are no significant between the means of student responses according to the variable (gender, study stage, and interaction between gender and study stage).

6- Study limits

The current study is limited to include a ample of students of the Social Studies Department/ College of Basic Education/ University of Zakho, Kurdistan-Iraq, for the academic year 2021-2022.

7- Previous studies

In their study, *E-Learning during COVID-19: perspectives and experiences of the faculty and students*, Li et al (2022) "aimed to corroborate students' and faculty's experiences with e-learning during the current pandemic. A cross-sectional study was conducted from February to June 2020. Seven surveys were distributed electronically to all undergraduate students and the faculty (4 to students and 3 to teachers) at the Southern Medical University (China). Descriptive statistics and t-tests were used to analyze the data. Statistical significance was set at $p < .05$. Overall, the perceived effectiveness of e-learning among students and teachers has not changed significantly over time. Nor have students' preferences shifted significantly for various learning modes after the in-person learning resumed. However, informative directional trends have emerged. Our research illustrates empirically the need to corroborate students' and instructors' experiences over time to inform more holistic improvements of e-learning." (Li *et al.*, 2022)

Almahasees et al., (2021), In their study entitled Faculty's and Students' Claimed that "online learning has become the main method of instruction during the pandemic in Jordan. After 4 months of online education, two online surveys were distributed to investigate faculty's and students' perception of the learning process that took place over that period of time with no face to face education. In this regard, the study aimed to identify both faculty's and students' perceptions of online learning, utilizing two surveys one distributed to 50 faculty members and a sample of 280 students were selected randomly to explore the effectiveness, challenges, and advantages of online education in Jordan. The analysis showed that the common online platforms in Jordan were Zoom, Microsoft Teams offering online interactive classes, and WhatsApp in communication with students outside the class. The study found that both faculty and students agreed that online education is useful during the current pandemic. At the same time, its efficacy is less effective than face-to-face learning and teaching. Faculty and students indicated that online learning challenges lie in adapting to online education, especially for deaf and hard of hearing students, lack of interaction and motivation, technical and Internet issues, data privacy, and security. They also agreed on the advantages of online learning. The benefits were mainly self-learning, low costs, convenience, and flexibility. Even though online learning works as a temporary alternative due to COVID-19, it could not substitute face-to-face learning. The study recommends that blended learning would help in providing a rigorous learning environment. "

Al-Mawee et al., (2021), *Student's perspective on distance learning during COVID-19 pandemic: A case study of Western Michigan University, United States.* "As the distance learning process has become more prevalent in the USA due to the COVID-19 pandemic, it is important to understand students' experiences, perspectives, and preferences. Our study's purpose is to reveal students' perspectives and preferences on distance learning due to the dramatic change that happened in the education process. Western Michigan University is used as the case study to achieve that purpose. Participants completed an online survey that investigated two measures: distance learning and instructional methods with a set of scales associated with each. Students reported negative experiences of distance learning such as lack of social interaction and positive experiences such as time and location flexibility. These findings may help WMU and higher educational institutions to improve distance learning education." (Al-Mawee, Kwayu and Gharaibeh, 2021)

8- Methodology

For the purposes of this study, the researcher used the descriptive-analytical approach for its relevance to the nature of the study. The descriptive-analytical approach is defined as a method of studying scientific phenomena or problems by describing in a scientific way, and then arriving at logical explanations that have evidence and proofs that give researchers the ability to develop specific frameworks for the problem." (Almahasees, Mohsen and Amin, 2021)

9-1 Study population and sample

The population of the research is University of Zakho, College of Basic Education- Department of Social Studies for the period 2021-2022, second, third and fourth Stages students and

participants of online learning courses offered by the university. A sample size of (217) male and female students were selected, and the following is a description of the characteristics of the study sample according to its variables:

Table (1) Distribution of the study sample according to the study variables

Variables	Variable Categories	No.	%
Gender	Male	113	52.1
	Female	104	47.9
	Total	217	100
Stages	2 nd	50	23
	3 rd	48	22.1
	4 th	119	54.8
	Total	217	100

9-2 Study tool

For the purpose of data collection, the researcher used a questionnaire developed by Wickramasinghe (2021) as a tool for the study. The questionnaire was distributed to the research sample, that consisted of two parts; the first includes general information within the demographic study variables, including gender, and the study stage. The second section includes a questionnaire scale, which consisted of (20) items covering the subject of the study and related to the reality of integrated education in university education.

9-2-1 Questionnaire validity

To verify the validity of the questionnaire, the researcher presented it to a court committee of experts and specialists in the field of teaching methods of science, social sciences, educational and psychological sciences to judge the validity of its items. The researcher took an agreement percentage (80%) or more as a criterion for accepting the items or not. All items obtained this percentage as well as some minor modifications were made in the questionnaire items, and thus the researcher verified the logical validity of the questionnaire as it measures the extent of the effectiveness of online teaching and learning during the Covid-19 Pandemic - Social Studies Students' Perspective.

9-2-2 Questionnaire reliability

To verify the reliability of the questionnaire and the stability of its results, the researcher relied on the graphic method to verify the internal consistency of the questionnaire items among them. The Cronbach's alpha equation was applied to the data of the exploratory sample members that amounted to (50) students and the reliability percentage was (0.83), which is an acceptable degree of reliability. Thus, the questionnaire was ready to apply in its final form, (see Appendix 1) consisting of (20) items, and each of its items was followed by (5) alternatives (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree)

9- Results and Discussion

There is no statistical significance between the means responses of the students in general:

The researcher extracted the hypothetical mean, mean and standard deviation of the sample members, then applied the One-Sample t-test, and the results were included in table (2).

Table (2) Results of One-Sample t-test

Sample	Hypothetical mean	Mean	Std. Deviation	t. value		Result
				t-calculated	t-tabulated	
217	60	70.12	8.276	124.808	1.652 (216)(0.05)	There is a difference in favour of the Mean

We find from Table (2) that the t-calculated value is greater than the t-tabulated value at the level (0.05) and the degree of freedom (216). This means that there is a difference between the two means and in favour of the mean; in other words, the sample members have a positive view of education in this period.

Hypothesis 1: There Is no statistical significance between the means of student responses according to the study stage variable.

To verify this hypothesis, the researcher extracted the F-calculated and P-value of the members of the research sample according to the study stage variable, then applied the one way ANOVA t-test and the results were included in table (3).

Table (3) Results of the one way ANOVA t-test according to study stage variable

Source of Variation	Sum of Squares	df	Mean Square	F- calculated	P-value	F- tabulated
Between Groups	655.294	2	327.647	4.959	0.0053	3.038 (2-214)(0.05)
Within Groups	14139.591	214	66.073			
Total	14794.885	216				

Through table (3) it is clear that the calculated F- calculated is estimated at (4.959) greater than F-tabulated, which amounts to (3.038) at a degree of freedom (2-214), and the P-value of the level of morality corresponding to it amounted to (0.0053), meaning that the F-value is statistically significant, there are

differences between the means of student responses according to the study stage variable and in favour of the 2nd stage.

Hypothesis 2: There Is no statistical significance between the means of student responses according to the variable (gender, study stage, and interaction between gender and study stage).

Table (4) Results of the Tests of Between-Subjects Effects according to the variable (gender, study stage, and interaction between gender and study stage)

Source of Variation	Type III Sum of Squares	df	Mean Square	F- calculated	Sig-value	F- tabulated
GNER	287.203	1	287.203	4.483	0.035	3.886 (0.05) (1-211)
STUDY STAGE	692.684	2	346.342	5.407	0.005	
GNER * STUDY STAGE	168.040	2	84.020	1.312	0.272	
Error	13516.566	211	64.060			
Total	1081738.000	217				

It is clear from Table (4) that the F-calculated values at the study variables gender, study stage, and interaction between them amounted to (287.203, 692.684, 168,040), respectively, and the two values of the gender and study stage variables were greater than the F- tabulated value (3.886), the level of significance (0.05) and the degree of freedom (1-211), which means that there is a statistically significant difference between the means responses of students in these two variables, as for the gender variable, it was in favour of the male, as the means was (71.27) compared to the means of females, as It reached (68.87), as for the study stage variable, it was in favour of the 2nd stage, as its means was (73.26) compared to the means of stages 3rd and 4th, which reached (69.65, 68.99). Thus, these two null hypotheses are rejected and the alternative sub-hypothesis is accepted.

As for the F-calculated value with the variable (the interaction between them) it was (1.312) and it was less than the F-tabulated value. This means that there is no statistically significant difference between the means student responses in this variable due to the interaction between gender and study stage, thus accepting this null hypothesis and rejects it's alternative.

10- Conclusion

Distance learning approaches are indispensable in times of crisis, such as the COVID-19 Pandemic, when it comes to assisting the educational process. Their implementation and use can also have additional good consequences, such as

increased student competency in soft skills, such as communication and teamwork abilities.

The uniqueness of digital and generational differences, as well as remote learning, might, nevertheless, be an impediment to the development of students' communication and cooperation abilities. There has been little research on what motivates communication and cooperation in the distant education environment. As a result, our work fills a gap in the literature. First, it presents empirical evidence on key conditional variables influencing student communication and collaboration in emergency distant education due to the COVID-19 pandemic. Second, it demonstrates and tests many aspects of the application of online Learning and its impact on soft skill development in a very specialized distance learning setting.

We were able to partially validate our three assumptions by analyzing the replies of 217 students. According to the study findings, the rising usage of online learning for professional purposes enhances communication and collaboration amongst students during remote education. Online learning activity is very active, which helps with communication with instructors. The efficiency of online learning, as well as the time spent on it, influence student cooperation.

The findings are consistent with earlier research that have found that online learning can be a great teaching tool that promotes student learning while also creating a crucial infrastructure for effective cooperation and communication between students and teachers (Voivonta and Avraamidou, 2018). However, the study also reveals many elements impacting the event under investigation. According to

participation theory, active engagement in remote lectures and high-level appraisal of online technologies has a good impact on communication and cooperation processes.

The study adds to current knowledge of distant learning by using participation theory as a lens. We add the missing aspect to the factors affecting student communication and collaboration in distant education. We demonstrate the significance of students utilizing online learning in the educational process. We also contend that distant education should aid in the development of soft skills required by professionals. Finally, the study may have practical ramifications because it gives grounds for broader usage of distant education for communication and cooperation. Educators can promote Online learning to students and urge them to use it, for example, when working on a group project. Our work is not without restrictions. The first is sample size. Repeating the experiment with more data can yield generalization of outcomes as well as a meta-analytic combination of study results. In addition, an intriguing future study area will be to investigate how additional online learning might be used to increase communication and collaboration in the classroom environment in order to develop scientific evidence. In addition to achieving other educational objectives. Future scholars may wish to investigate the relationship between the use of Online Learning and academic success.

11- Recommendations

In light of the results, the researcher recommends the relevant authorities to make the following recommendations:

1. Providing updated electronic platforms to offer officially established curricula and the possibility of communication between them and the student. These platforms include schedules for displaying curricula, training courses and exams, as well as full explanations of curricula by professors.
2. The state bears the cost of the electronic system's means and tools and provides them to all students.
3. Conducting specialized training courses for teaching staff on the Distances educational system, its tools and how to deal with students and their needs.
4. Developing the long-term educational plan and integrating e-learning into it because of its importance and many advantages that accrue to the individual and society.
5. The necessity of communication between the teaching staff and the students' families to work on solving the problems they face and to complete the education process.
6. Ensuring the rights of all members of society and its age groups by participating in the educational process.

12- Suggestions

The researcher suggests conducting similar research in the Kurdistan Region - Iraq as follows:

- The effectiveness of teaching and learning during the Bologna process from the point of view of the heads of scientific departments at the University of Zakho.
- The results of e-learning on the low levels of university and school students from the teachers' point of view.

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Appendix No.(1)

Survey on Finding the Effectiveness of Online Teaching & Learning during the Covid-19 Pandemic - Social Studies Students' Perspective

A) Gender: Male () Female ()
 B) Study stage: Second () Third () Fourth ()

No.	Assertions	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	You have sufficient equipment and facilities (computer/ laptop/ Internet/ software) to participate for online lectures					
2.	You have sufficient computer knowledge and IT skills to manage your online learning					
3.	Guidelines are provided (ex. how to use relevant online tools) before starting online lectures by your lecturer					
4.	Online tools are easy to use					
5.	Happy about online teaching methods and lecture materials					
6.	Frustration and lack of interest in learning while being locked down					
7.	Online lectures are effective than traditional/live classroom lectures					
8.	Using online learning is fun					
9.	Gained experience of learning in a new online environment					
10.	Flexibility in participating for online lectures					
11.	Lack of direct contact with other students/colleagues/friends					
12.	Inconsistent/poor contact and communication with the lecturers					
13.	Difficult than classroom					
14.	Motivation is high in participating online lectures					
15.	Do you happy about the student-teacher interaction during online teaching & learning					
16.	Do you have facility to ask questions or clear doubts during online lectures					
17.	Lecturer's personal attention and touch are less					
18.	Home environment is suitable for participating online lectures					
19.	Possibility of distractions from other family members during online lectures					
20.	Do you like to participate for online lectures with conventional lectures after COVID-19 pandemic over					

كارىگه ريبيا وانه گوتن و فيرپوونى ب ريبيا ئونلاين ل دەمى پەتاييا كورونايى Covid-19
ب ديتنا قوتابيين خواندين كومه لايه تي

پۆختە:

ئارمانجا ئەفەقە كولينى دياركرنا كارىگه ريبيا وانه گوتن و فيرپوونى ب ريبيا ئونلاين ل دەمى پەتاييا كورونايى Covid-19 ب ديتنا قوتابيين خواندين كومه لايه تي بين كوليذا پەروەردا بنیات/ زانكوزيا زاخو ، ل دويف گوراوين (رهگەز، قوناغا خویندنى). سەمپلا قەكولينى (217) قوتابيين كور و كچ بين پشكا خواندين كومه لايه تي بخۆفەگرت، راپرسنامەك (20) برگه يى كوز لايى Wickramasinghe هاتبوييه پيشنئخستن، لسەر سەمپلا قەكولينى هاتە دابەشكرن. ئە قەكولينه گەهشته وئ ئەنجامى كو جياوازييا مانادارا نامارىي هەيه ل ناستى (0.05) د ناڤه را بەرسڤين سەمپلا قەكولينى دا ل دويف گوراوين (رهگەز، قوناغا خویندنى)، ئە قە زى رامانا وئ چەندى دەت كو وانەگوتن و فيرپوون ب ريبيا ئونلاين ل دەمى پەتاييا كورونايى كارىگه ريبى و مفا هەبوو ل دويف ديتنا تاكه كەسین سەمپلا قەكولينى بۆ هەر ئيك ژ گوراوين رهگەز و قوناغا خویندنى هەرنئك ب شۆهەك جودا، هەر د وى دەميدا فئى پروسيسى هيج كارىگه ريبهك نەبوو د كارليكرنا دناڤه را گوراوى رهگەزى و قوناغا خویندنى د ئەفەقە كولينى دا، پشته ستن ب ئەنجامين ئەفەقە كولينى، قەكوله رى چەند راسپارده كرن و ژ بين هەرە گرنگ: دابينكرنا سوفوتورا ژ لايى سەروكاتيا زانكوزى قە كو دگەل هەمى كار و ناستين ئەكادىمى بگنجيت، و يا فەرە ميكانزمەك د فيركرنا دووير دا بهيته ديتن كو هەول بدەت كارامه بين قوتابى بين پراكتيكي پيشبخت.

پەيقين سەرەكى: فيرپوون ب ريبيا ئونلاين، زانكوزيا زاخو، كوفيد-19، خواندين كومه لايه تي، وانەگوتن.

فاعلية التدريس والتعلم عبر الإنترنت أثناء جائحة كورونا COVID-19
من وجهة نظر طلاب الدراسات الاجتماعية

الملخص:

هدفت هذه الدراسة إلى تحديد فاعلية التدريس والتعلم عبر الإنترنت أثناء جائحة كورونا كوفيد COVID-19 من وجهة نظر طلاب قسم الدراسات الاجتماعية في كلية التربية الاساس بجامعة زاخو وفقاً للمتغيرات التالية (الجنس، المرحلة الدراسية). اشتملت عينة الدراسة على (217) طالب وطالبة من قسم الدراسات الاجتماعية، تم توزيع استبانة مكونة من (20) فقرة قام بتطويرها Wickramasinghe (2021) على عينة البحث، إذ توصلت الدراسة الحالية الى وجود فروق ذات دلالة إحصائية عند مستوى (0.05) بين متوسط استجابات العينة حسب المتغيرات (الجنس، مرحلة الدراسة)، وهذا يعني وجود تأثير وفائدة للتدريس والتعلم عبر الإنترنت أثناء جائحة كورونا COVID-19 حسب وجهة نظر أفراد عينة الدراسة فيما يتعلق بكل من متغيري الجنس والمرحلة الدراسية كل على حدة، في حين لم يكن هنالك تأثير لهذه العملية فيما يتعلق بالتفاعل بين متغيري الجنس والمرحلة الدراسية ضمن الدراسة الحالية. وبناءً على نتائج هذه الدراسة أوصى الباحث بعدة توصيات أهمها ضرورة توفير برمجيات من قبل رئاسة الجامعة تناسب جميع الأعمال والمستويات الأكاديمية وضرورة إيجاد آلية في التعلم عن بعد تسعى إلى تنمية مهارات الطلاب العملية.

الكلمات الدالة: التعلم عبر الإنترنت ، جامعة زاخو ، كوفيد -19، الدراسات الاجتماعية ، التدريس.