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ADVANTAGE AND DISADVANTAGE THE USE OF E-LEARNING IN HIGHER EDUCATION: ACADEMIC STAFF PERSPECTIVE

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Abstract

In the studying of some contributions studied by different researchers and institutions on the concept of e-learning, especially its use in teaching and learning in the institutions of higher educational, this study provides a scholarly background for the study. This study begins with definitions of e-learning provided by various scholars, the purpose that e-learning plays in higher educational institutions in the process of teaching and learning, as well as the benefits and drawbacks of electronic learning.

The primary goal of this study is to shed light on the various advantages, disadvantages, and difficulties of e-learning so that students and researchers can better understand this technology. Additionally, this research will demonstrate the value of e-learning tools like Google Classroom and Moodle for information sharing in higher education. By analyzing the findings, this research aims to shed light on some of the disadvantages and benefits of using the systems of e-learning only in emergency situations rather than as a substitute for conventional higher education.

Keywords: E-learning, Google Classroom, Moodle

Introduction

Using a computer to offer educational programs anytime, anywhere is becoming more and more common in higher education today [1].

Main higher education establishments are currently engaged in e-learning in the learning and teaching domains. Because of the rapid acceptance, ideas and practices shift. In order to supplement classroom-based classes, many colleges around the world are now starting to offer courses via the Internet [2].

E-learning, which is defined as education delivered through a computer, a network, and the Internet, is essentially a network that allows for the transfer of information and skills [3]. It uses Internet and information technologies to spread the learning also knowledge, and skills while simultaneously providing lecturers and students with amazing possibilities. Students can access learning resources online to support the requirements of learning through e-learning systems, and lecturers can delegate instruction and connect with students outside of timing of class [4].

Many developments over the past ten years have encouraged and helped teachers embrace technology in the classroom. Many academic institutions have switched to virtual classrooms like Google Classroom to communicate with students. A virtual classroom, also known as an online classroom, is a type of e-learning that enables

participants to interact with one another, watch presentations or videos, view presentations, and interact with resources in work groups[5].

Education establishments were compelled to switch to e-learning in order to slow the spread of the COVID-19 pandemic. When the virus of COVID-19 emerged, the educational approaches has been replaced by online learning because the studying in the campus and in educational institutions will increase the opportunities for the virus of covid- 19 to be spread [6]. Most of the world's foreign universities now use e-learning as a tool in the teaching and learning process[7].

This research aims to describe the advantages of e-learning for students and lecturers in higher education and to identify the obstacles that prevent the institution from implementing e-learning.

Literature Review

In distance education and e-Learning, combining the use of the Internet with possible teaching and learning techniques presents new challenges and opportunities. Delivering instructional content to students is largely accomplished through e-learning [8].

Many studies have been conducted to categorize important elements in e-learning and have highlighted the benefit of e-learning.

The studies that have been done in the past about e-learning in higher education are shown in this part. According to a study by [9], you should perform an online survey to find out how teachers and students feel about taking online classes. They discussed the opinions and worries of faculty members at colleges and universities and students about having to take online courses as a result of COVID19. The results of this study indicate that the following features are crucial for both teachers and the students to be satisfied with the online learning system which would be effective communication between the students and the professors, accessibility to technical supporting, well-structured online course modules, and modifications to allow for teaching of the practical classes.

Mahdizadeh identifies the elements that can help to explain why lecturers in higher education use e-learning environments. 178 instructors from a range of disciplines at Wageningen University in the Netherlands which answered a questionnaire. They discovered that views about computer-assisted learning (predictors), and the perceived added value of e-learning environments and could account for 43% of the total variance in teachers' use of environments of e-learning [10].

Another research, which extended the technology acceptance model (TAM) and modified the variables, looked into the factors that influence students' use of LMS in higher education. 2000 students enrolled in Saudi Arabia's three public colleges received online surveys via email. The results of this research verified that observed effectiveness is determined by five factors, including perceived ease of use, system interactivity, instructional assessment, and content quality [11].

Investigate how the lecturers of Universiti Utara Malaysia (UUM) perceive the choice to use e-learning as a teaching tool in the study for [4] within the same context. 244 teachers at Universiti Utara Malaysia provided the data. The results have demonstrated the significance of relative advantages and scholastic specialization in determining how new online technologies are adopted in education.

While, The study for [12] found that due to the weak internet for the infrastructure and a lack of the electricity, students are unsatisfied with the virtual learning that many institutions of higher education started during the COVID-19 and would not want the online learning to use it after the pandemic. According to the study's findings, Nigerian students in higher education have a underprivileged approval of online learning system and approval the traditional of the classroom in class.

According to the findings of the study [6] in the same context, the teaching and learning staff considers that e-learning is advantageous and that fostering students' skills in technology is one of its most important positive aspects. The main barrier to e-learning, however, is the poor quality the services of Internet in Libya during the period of pandemic, according to the teaching staff.

Additionally, according to the findings of the research [13], 36.8% of students preferred "face-to-face" instruction over only online instruction. For teachers, there was a noticeable improvement in their knowledge of online instruction. Both students and professors want to stay current with online classes in the curriculum going forward. The perspectives of students and lecturers diverged significantly, though, when it came to the ideal quantity of online learning. While the lecturers only stated 38.6%, the students proposed 53.2%.

Similar to this, the analysis of the study for [14] demonstrates that most teachers still experience some issues that are pertinent to the study case despite having a reasonably high level of computer literacy and IT support from the university. The following issues were noted: the students' readiness for online learning, the academic staff's readiness, and the degree of computer literacy in the university.

The Difinition of e-learning

With the advent of e-Learning systems over the past ten years, the function of information technology in education has changed quickly and significantly. With the expansion and popularity of computer networks via the World Wide Web (WWW) and the Internet, e-learning systems have seen a rise in value [8].

E-learning, a term from the modern era, is a method that encourages and enables students to acquire knowledge in their own space outside of the conventional classroom setting [15].

E-learning has become a viable option for on-the-job instruction and lifelong learning over the past few years. E-learning is a technology-based learning method in which instructional resources are electronically transmitted to distant learners over a computer network[16].

E-learning, on the other hand, is described as education that takes place online using digital resources. The use of Internet technology to offer a wide range of learning solutions with the aim of enhancing students' knowledge and performance is more specifically referred to as e-learning[17].

The example of e-learning in higher education

Google classroom

Today, the majority of colleges rely on a range of technologies to facilitate the educational process, such as Google Classroom, a free web and app service that minimizes the use of paper by enabling teachers to easily create, share, and grade digital assignments. One of the finest tools available for enhancing teachers' is Google Classroom. It facilitates time savings, class organization, and enhanced pupil interaction for teachers. The management of the creation and gathering of student tasks in a Google Docs is also handled [5].

While Google Classroom submissions appear to be immune to these problems, manual mode submissions are more likely to have handwriting and deadline difficulties. By using Google Classroom as a tool for submission, the intrinsic issues with manual submissions are removed [15]. Additionally, when an activity is started in the Google Classroom, like posting any announcements or tasks, the students receive notification to their emails and devices installed with the same app. Any subject may be discussed or questioned by a class member [15].

Students can interact with each other and with their teachers in Google Classroom, to be more specific. Additionally, students can arrange their files so they can access them from any location at any time. Additionally, teachers can make a class and provide students with the class code so they can participate. A teacher can design announcements, inquiries, tests, or homework tasks. Additionally, teachers can evaluate their pupils and give them connections to helpful websites[18].

MOODLE

E-learning platforms like MOODLE are also referred to as virtual learning environments or learning management systems [3]. One of the learning tools that significantly aided in making a teacher's work easier is Moodle. Moodle offers the option to grade students in accordance with the teacher's preferences [19].

It is a system that is open source that teachers can use to develop online classes. A piece of software called MOODLE is intended to make it simple for teachers to build challenging online classes. Different activities, such as lessons, quizzes, comments, journals, glossaries, databases, wikis, forums, surveys, chat, and assignments, can be included in each MOODLE course [3]. The learning resources on this moodle site include content that is accompanied by display animations and query examples. In this study, face-to-face instruction and internet learning are combined to use moodle learning media[19].

This system enables the development of online classes for remote learning that contain all required training, support, and control materials (or links to them), as well as step-by-step instructions that follow the discipline curriculum.

One benefit of the MOODLE system is that it allows for the sharing of files in all formats between instructors and students as well as file exchange between individual students. Instantaneous notification of current events to all course members or specific groups is possible with mailing services. The system enables the students to chat, organize their thoughts, and organize the issue. It also enables the teacher to instantly receive student work, check it for errors, and give it back for revision[20].

E-learning has the benefit of being a common way for students in higher education schools to receive their education. The majority of learning process participants state that being able to learn regardless of time, place, or technology they use is beneficial.

E-learning has become more important as an instrument for education, just as technology has done so over time[7]. E-learning is increasingly becoming a necessary component of academic and vocational education. Because e-learning can store these files independently, it can assist students in keeping their work and files organized. New technology also makes it simple for students to submit their homework at a moment that works for them and for teachers to communicate with one another [18].

One of the main advantages of e-learning is flexibility. When and where it is required, education is available. E-learning is available twenty-four hours a day, seven days a week, at work, at home, and while traveling. As long as they have access to a computer and an internet link, students can study anywhere; they can participate in class discussions at any time of day; they can complete their work at home; and they can adapt to various learning styles by using various activities [3].

The new technology can enhance the procedures of teaching and learning while also delivering education to other students at a lower expense by using e-learning[4]. Asynchronous/synchronous or real-time contact, such as chat forums, instant messaging, and video conferencing, are also available through online learning [21].

Additionally, a lot of academics have observed how the electronic learning environment has improved the standard of the educational process. As a result, it rises the effectiveness of knowledge, encourages serious thinking and develops self-educational and information skills, makes the learning process more active and more interesting, and makes it possible for the teachers and the students to work together more regularly [14].

Disadvantage of Online Learning

Despite of the advantages of e-learning, another studies have identified a number of significant problems with it, including trust, authorization, confidentiality, and individual accountability. Similar to this, the Internet security became an increasingly difficult task, largely because the general public has access to the network by free.

Additionally, a high-bandwidth network is a prerequisite for effective content access because video materials are widely used in e-learning systems[16].

Similar to this, the majority of the students who responded to the poll indicated that they would like to be able to choose the level of study and that neither the materials nor the learning process are sufficiently personalized.

The teacher, emotional human interaction, and face-to-face interaction that can be facilitated in a classroom are all things that computer-assisted learning may not be able to substitute.

The major disadvantage of using e-learning is the lack of important personal interactions, both between learners and the teachers and also among themselves [22].

In spite of the majority of students felt that online learning was beneficial during the pandemic of COVID-19 and that they would not desire a "non-semester," that mean many of the students didn't feel adequately prepared for practical classes through online learning alone[13].

METHODOLOGY

Due to the widespread use of online learning in some institutions brought on by the corona virus pandemic, this research was undertaken to determine the benefits and potential drawbacks of e-learning from the viewpoint of the faculty (lecturers). Higher education's use of online learning was assessed using a modified form of the [23] questionnaire. A semi-structured interview was used in this research. The lecturers from the various faculties at Tikrit University made up the sample for this research (college of computer science, veterinary , education and college of agriculture). The information was gathered from the instructor using an online survey and distributed to respondents via email. Age, gender, profession, and faculty questions were included in the questionnaire's first section. The second part of the questionnaires asked about lecturers' perceptions of the benefits of using an e-learning system as well as their thoughts on its drawbacks. Data were gathered from 20 participants by the researcher. Participants ranged in age from 35 to 50 and included both masculine and female individuals.

Finding

The study's findings demonstrated that the subjects found using e-learning to be of great interest. The majority of participants claimed that the COVID-19 pandemic makes online education into a method to protect everyone who takes part in the educational process's health and life. The lecturers provided the opportunity to use online learning through COVID-19 and even in everyday situations, displaying a largely favorable outlook on the use of e-learning. Additionally, some of the participants () noted how listening to your classmates during class discussions and interacting with the instructor can both be improved by using online learning. Additionally, in e-learning, the lecturer and pupil are able to communicate effectively in class. Students can engage with one

another through online chat sessions, and e-learning makes it simple to manage study time and finish assignments on time.

Even so, about 75% of respondents said they didn't like e-learning and noted that some students' lack of technical proficiency made it difficult for them to complete and turn in their homework and exams. Similar to this, some lecturers have limited technical expertise because many of them lack technical knowledge and must develop their technological and communication skills in order to use e-learning applications. In addition, some students had trouble comprehending explanations because they didn't interact with instructors in person. Additionally, almost always poor internet, mobile data, and wi-fi connections are considered obstacles to e-learning. If done incorrectly, this can become a barrier in a delicately regulated learning process and cause some issues when using the application.

Last but not least, the online exam will determine the exam result rather than the traditional exam. In comparison to traditional exams, the pupils scored highly in online learning.

Conclusion

The professors of University were prepared to use educational and scientific research activities for students remotely during the pandemic of COVID-19 by using e-learning tools that managed the educational online activities for students , as well as to hold conferences to be online, also workshops, and the exams.

This paper seeks to educate future investment and the incorporation and use of these technologies in Iraq, and particularly in Tikrit university, by identifying and outlining the benefits associated with the new technology in the educational institution. Encourage the academic staff to acquire new technology and apply it to online learning. Even though the COVID-19 pandemic is helping to protect students and faculty members, online learning is still less successful than traditional learning. According to this research, traditional classes are more effective than online ones, particularly for college students. Based on the findings of this research, we recommend that higher education adopt e-learning in order to meet the challenges posed by COVID-19, as traditional learning is preferable from the viewpoint of academic teachers. Future studies will be done in additional universities in Iraq in addition to Tikrit University**.**

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