ISSUES AND CHALLENGES IN E-LEARNING AND DISTANCE LEARNING

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Abstract:In this article, we will highlight some of the problems that we hope will be taken into account when applying e-learning in educational systems in the current circumstances of general closures in most countries, so that practitioners take what is necessary as they can to reach our students to safety and achieve educational goals.

Keywords: E-Learning, distance learning, challenges, problems

Introduction

In light of the restrictions of closure due to the global Covid 19 pandemic, and the trend of all educational organizations around the world towards e-learning and distance learning as an alternative solution. We are trying in this article to participate, even as soon as it draws attention to some of the e-learning problems that practitioners and specialists have long whispered and filled with many studies, However, the voice of the great rush of these organizations was louder in the implementation of e-learning systems, regardless of some problems that were covered by a set of solutions.

Challenges in e-learning and distance learning

The successful usage of e-learning system relies onunderstanding the adoption factors as well as the main challenges that face the currente-learning systems. [Almaiah, Al-Khasawneh,Althunibat2020: 5274].

The first problem that comes to mind is that the presence of a smartphone or tablet in the hands of students in schools is it to engage in the learning process or to indulge in entertainment sites and social networks? This problem raises many questions, like: does the student look at these devices as entertainment or for education? And if it is for both of them together, what is the ratio of each? Is the presence of entertainment in these devices considered a distraction for students while learning? What is the extent of control and supervision of the teacher and parents in this ratio? And on the content to which the student is exposed? We all see many clips on YouTube and Facebook for students in the classroom showing some entertainment clips (not educational) through the tablet on the interactive whiteboard while they are at school, and we can imagine the situation when they are in their homes behind their screens.

In an article by Debbie Truong in The Washington Post she mentioned that the largest school district in Virginia, Fairfax County Public Schools, announced last year plans to provide Dell laptops to students starting in third grade. Less wealthy school systems have issued bonds to purchase devices, borrowing millions of dollars for laptops, iPads and Chrome books. But from Northern Virginia to Shawnee, Kan., to

Norman, Okla., parents have demanded schools reduce or eliminate the use of digital devices, provide alternative classwork and allow parents to say they do not want their children glued to glowing screens. Some families have even transferred their children to schools that are not so smitten with technology [2].

The issue of controlling and censoring students 'use of mobile devices leads us to the second problem in this article, which is the topic of managing the classroom environment in e-learning, specifically in direct lectures remotely through various applications. Zoom application is one of the most popular visual communication platforms in the period related to the general closure, which contributed to saving the situation for many educational institutions in addition to the Microsoft Teams application and many applications; however, there is a basic question about these applications, which is: Are these applications produced primarily for education according to specific educational standards, where the teacher or the director of the classroom environment can follow his students? Some students may leak once the camera is gone, the audio is only turned on, and the educational content is displayed in full screen; consequently, they are digitally connected, but not connected educationally.

From the subject of digital communication, the third problem appears to us, which is that our students are accustomed to writing on the keyboard in digital devices, until handwriting has become a strange matter for them, and thus we find that handwriting skills are gradually disappearing among successive generations; Also, students become accustomed to automatic correction, whether linguistic or grammatical, which weakened their ability to write and form sentences correctly. This has both short and long-term effects on students' mother tongue, as well as their lack of complete familiarity with the skills of other languages with which they interact and learn.

Sheldon Horowitz, senior director at the National Center for Learning Disabilities in the USA, said: children who practised handwriting performed better in reading and spelling tasks.When handwriting no longer exists, some information may not be traceable anymore. Information on whether the writer was in a hurry or took time crafting a letter cannot be discovered through print writing or digital texts. For instance, a piece of writing with multiple misspelt words simply means the writer can't spell well. The beauty of handwriting may not survive. It may one day be gone and treated as artifacts in museums [3].

The incomplete familiarity with language skills directs us to the fourth problem, and in fact it is a bigger issue and its impact is more dangerous, which is the superficial learning or Surface learning of students through e-learning, through undocumented websites and social networks. Also an acronym in educational topics that lacks the true philosophy of these topics, which is what is provided by face-to-face education and learning from the books in traditional education.

This prompts us to think about the fifth problem, what are the evaluation systems used in e-learning? Are the evaluation methods used real and objective? Then what are the standards for designing measuring and evaluation tools under these conditions?

The sixth problem is the killing of creativity and innovation among students as a result of this superficial learning and superficial evaluation as well, even with the use of educational assignments, he does not need to think and innovate, as all he needs is found on the Google search engine; Likewise, if students get used to quick and immediate information, although it is an undeniable advantage, but first they need to learn about correct ways of search, so don't make many students obtain false and unreliable information, and we may find some of them impersonating the work of others.

When talking about damages, the health and psychological damage that inflicts students appears as a result of the heavy use of digital devices, which must be used in specific periods, and this is what must be taken into account when determining learning periods, assignment periods, and it must also be done under the supervision of parents.

Also, there are some major problems in the development of e-learning, such as:
- The problem of ensuring the quality of e-learning materials (who can evaluate them and how by what criteria and standards),
- Financial problems associated with the development and implementation of standards for e-learning tools, as well as the cost of preparing e-courses and their subsequent updating,
- Another problem in organizing control in online education is the problem of user identification. There are still no acceptable technological solutions to determine who is on the other end of the line. It is possible that the problem of objective control can be solved by installing a video camera and related software on the student's side [Эльмурзаева, Мурадова 2020:245].

Teachers, not seeing students' faces, their eyes, gestures, facial expressions, feel certain social isolation. The illusion of being included in the educational situation cannot replace the usual traditional reality. It is impossible to pronounce words without feeling response to them; it is very difficult to "lecture" into emptiness. In traditional education, additional information is carried by many non-verbal characteristics: facial expressions, plasticity, intonation, "psychological weight" of the teacher, gestures, changes in the real distance between the teacher and the student. E-learning levels out, erases all the richness of interaction, destroying "living knowledge", leaving dry information content [Федотенко, Полякова2020: 235].

In a study by Rumyantseva, she mentioned some of the Challenge types arising at online learning and the frequency of their occurrence in percentage [Румянцева 2020: 79]:

Difficulty type	Content of difficulties	%
Technical	Problems with email	10,9
	Problems with the platform on which the training is conducted	6,5
	Problems with access and password to the electronic diary	5,07
	Incomprehensible task	31,2
	Large number or volume of tasks	15,2

	Difficult or awkward job format	12,3
	Difficulty contacting with teachers in some subjects	7,9
Organizational	Problems with students' deadlines for assignments	5,8
	Things stayed in school / must be returned to school	3,6
Other		1,6

Challenge types arising at online learning and the frequency of their occurrence

Conclusion:

This was an attempt to shed light on some of the problems facing us, and we must take them into account when relying on e-learning, and then think seriously after the passage of the general lockdown period, to support and enhance e-learning through the application of blended learning and flipped learning as well as through the use of some applications And social networking sites preferred by students, as well as training teachers and preparing cadres so that they are fully prepared in the event of such disasters.

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