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ASSESSING AND UPGRADING THE REALITY OF E-LEARNING AT TIKRIT UNIVERSITY

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ABSTRACT: At this time e-learning still need more experiments in Iraqi universities, including the Tikrit university, needs to be a major effort and intensive process of development towards scientific progress growing in all the Arab countries and the world, for the purpose in this paper we will try to assessing the level of e-learning at Tikrit university, and know that reality and ways to promote it. The teachers do not ask students delivery duties on CDs, and do not use e-learning facilities. Through a questionnaire was distributed to members of the sample of teachers and students totaling 150. The statistical analysis showed that the percentage of responses is (agree, strongly agree, agree somewhat, don't agree, strongly disagree). In front of computer among the most important requirements necessary to build a system of e-learning at the Tikrit university, must be provide financial allocations, training courses, and the adoption of the computer literacy project.

Key words: E-learning, communication, interactive, multimedia, intranet, and availability.

INTRODUCTION

The progress growing and growing information and communication technology in this day and age and the environment interactive with these techniques help to overcome a lot of problems in the field of teaching by linking universities and educational institutions , and research and development centers informational using these techniques , and providing freedom of access to information and education resources , and this leads to an increase in the productivity of the educational process through the independence of time and place (Ahmed S. (2004) & Ali R. (1993)).

And the transformation of traditional learning environment to the environment depends on the knowledge of electronic networks could become a student and teacher of which store and retrieve data through various means, including the Internet. Depending on the ability of the beneficiary to obtain information and develop and employ them and make them available for others to take advantage of them , and so distasteful regimes teaching and learning of new and influential impact "positive " and those aspiring e-learning systems (Horton W. & Horton K. (2003) & Jacob H. (1997)).

PROBLEM OF THE STUDY

Still e-learning in the stages first a need to further testing and research and study and e-learning in Iraqi universities , including the Tikrit University requires great effort and intensive process of development towards scientific progress growing in all the Arab countries and the world , and for the purpose of assessing the reality of the level of e-learning at the Tikrit university, and the ways we will try to promote it in this research to find out the reality and ways to improve it in line to achieve international quality assurance standards.

THE MOST IMPORTANT FOUNDATION OF LEARNING TECHNIQUES

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At the end of the last decade of the last century and early this century, and after the two world wars (first and second) appeared to use new types of communication media audio and video in education (such as photos, slides, movies, mobile recording devices, optical film, camera and video) , and the emergence of television and computer automation. We include below some of the most important foundations that underpin learning techniques at the present time:

- Contact the educational (the process of interaction between the two parties by the idea or opinion, or skill or a joint letter between them). .i
- Educational technologies (set of educational materials and services to increase efficiency within the classroom). .ii
- Interactive (the existence of the computer, interactive video, multimedia and the Internet). .iii
- Collaborative (rendering software and teaching materials from colleges to individuals one at a time using the internet). .iv
- Asynchronization in space and time (progress subjects regardless of time and place for the teacher and the student and access to information in any time he pleases). .v
- Instructional design (the use of theory, practice in the design of processes, resources development, and management for education) (Frances D. (2007) & Taleb A. & Wolfgang H. (2008) & Brad M. et. al. (2009)). .vi

THE CONCEPT OF E-LEARNING

With the use of modern technologies in teaching different subjects within the classroom and designed in an integrated manner based on the use and employ these techniques to be called education-mail (e-learning) is education , which employs an environment rich interactive applications on multiple computer technology and the World Wide Web (WWW) for information and availability of the teacher and the student in which access to resources at any time and from anywhere via the Internet and intranet, extranet (FAO Report (2011) & Debra P. & Zane L. (2006)). The e-learning contributes to the delivery of information and services, training and educational media provided directly to the homes of students and their places of work and therefore, the universities will benefit from the input of these technical studies to prepare and get results quickly (mSysTech (2009)).

THE OBJECTIVES OF THE E-LEARNING

The e-learning has a set of goals, including create an interactive learning environment provide a strengthen the relationship between the university and the community support the process of interaction between students and teachers through the exchange of experiences. On the other hand, its gives teachers and students technical skills up to date, modeling education and presented in the form of a standard, develop the role of the teacher in the teaching process, expand the circle of communication student through the WWW, create networks to organize and manage the work of academic institutions, and finally it provide education that fits different age groups , taking into account individual differences among them (Debra P. & Zane L. (2006) & mSysTech (2009)).

PROCEDURE

The procedures that have been followed in this study through a questionnaire on the study population academic and students to view a range of questions of (25) question included many themes (such as the axis of the use of e-learning at the university and the focus of interest of the e-learning) and through paragraphs questionnaire has been giving each response a certain degree to be processed accurately on the following pattern : strongly agree (5) grades, agree (4) grades, agree somewhat (3) grades, agree (2) grades, and strongly disagree (1) grades. As we see in Table 1 show the responses to the sample's (150) phrases resolution.

Table 1: The Responses To The Sample's (150) Phrases Resolution.

Seq.	Phrases	Degree Acceptance					Mean	Rank
			Strongly Agree	Agree	Agree Somewhat	Don't Agree		
.1	There are computer labs in college good enough	R	90	20	25	15	4,23	3
		%	60	13,4	16,6	10		
.2	Display devices used	R	89	19	22	20	4,16	5

	in teaching	%	59,4	12,6	14,6	13,4	-		
.3	There are software - ready curriculum	R	35	51	34	18	12	3,52	13
		%	23,4	34	22,6	12	8		
.4	Bags are available in the college 's educational curriculum	R	2	18	72	10	48	2,31	19
		%	1,4	12	48	6,6	32		
.5	There Intranet available to teachers in college	R	74	41	22	13	-	4,16	5
		%	49,4	27,3	14,7	8,6	-		
.6	Teachers are trained in the use of modern methods of e-learning	R	50	49	26	9	16	3,96	10
		%	33,4	32,6	17,4	6	10,6		
.7	Computer available to each student	R	7	11	19	62	51	1,83	23
		%	4,6	7,4	12,6	41,4	34		
.8	The teacher asks students delivery duties on CD-ROM	R	5	15	75	30	25	2,56	17
		%	3,4	10	50	20	16,6		
.9	Their College site on the Web	R	91	34	6	19	-	1,87	22
		%	60,7	22,6	4	12,7	-		
.10	College provides technical support through specialists in computer and Internet	R	59	42	24	25	-	3,5	14
		%	39,3	28	16	16,7	-		
.11	E-learning improves and increases self-education	R	60	59	19	12	-	4,01	7
		%	40	39,3	12,7	8	-		
.12	E-learning improves students' levels and are driven to success	R	62	65	13	10	-	4,11	6
		%	41,3	43,4	8,6	6,7	-		
.13	Are you with education via the Internet	R	60	49	18	23	-	3,96	9
		%	40	32,6	12	15,4	-		
.14	E-learning increases the motivation of the learner to learn	R	72	42	36	-	-	4,24	2
		%	48	28	24	-	-		
.15	I have an idea for e-learning and the formula	R	6	7	22	61	54	1,87	22
		%	4	4,6	14,7	40,7	36		
.16	E-learning helps to communicate with the community	R	42	48	37	10	13	3,68	12
		%	28	32	24,7	6,7	8,6		
.17	E-learning helps students retain information for longer periods	R	74	50	13	13	-	5,22	1
		%	49,4	33,4	8,6	8,6	-		
.18	E-learning increases the burden on the student	R	5	15	34	60	36	2,92	15
		%	3,4	10	22,6	40	24		
.19	The e-learning successful method from the viewpoint of students	R	49	50	34	7	10	3,73	11
		%	32,6	33,4	22,6	4,7	6,7		
.20	Students are	R	6	9	24	61	50	2,06	21

	obligated to follow up on the vocabulary of subject	%	4	6	16	40,6	33,4		
.21	e-learning gives the freedom and flexibility to work in the classroom	R	65	59	22	4	-	4,22	4
		%	43,4	39,3	14,7	2,6	-		
.22	Are you teaching with computers and their applications in all grades	R	61	49	20	20	-	3,99	8
		%	40,7	32,6	13,4	13,4	-		
.23	The presence of electronic lectures and according to " international standards	R	7	18	65	31	29	2,61	16
		%	4,6	12	43,4	20,6	19,4		
.24	There are electronic subscription forums to exchange views and ideas	R	2	15	62	16	55	2,27	20
		%	1,4	10	41,3	10,6	36,7		
.25	There are interviews with the students via the Internet	R	6	19	67	11	47	2,49	18
		%	4	12,7	44,6	7,4	31,3		

RESULTS

To get to know the reality of e-learning at the Tikrit university was calculated frequencies, percentages, and mean of the responses of the sample, as in Table 1. The study points out that there are phrases statistically significant through the arithmetic average grade as paragraph (17) retained the level first through grades approvals first three any exclusion of non-approval of the response of the sample agreed gain of (60%) of them on the existence of laboratories in the college in paragraph (1) did not agree with the gain of (10%) of them considered gain of (32.6 %) of them that way a successful e-learning in paragraph (19) in paragraph (2) gain of strongly agreed (59.4%) of them did not agree strongly with paragraph (4) gain of (32%) of them agreed strongly gain of (40%) of them with paragraph (13), while strongly disagree gain of (34%) of them with paragraph (7), while strongly disagree them gain of (36%) with paragraph (15) , and so on with the rest of the paragraphs in the Table 1. In the foregoing, the reality of e-learning at the Tikrit university needs to be more effort with the teacher and with the student, and the needs of infrastructure, provision of multimedia and technical support, and provide the Internet.

CONCLUSION AND SUGGESTIONS FOR FURTHER WORKS

The provision of infrastructure linking the home university qualify with other universities through a reliable network of contacts, providing staff trained and qualified to solve problems and support at any time require him to do so, training of teachers through (local, international training courses, and workshops), and increase the financial allocations as much as possible to e-learning projects at the university. The upgrading e-learning project needs to provide software packages that will support it and get to know the work of multimedia.

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