Information Sources and their Role in E-learning from Iraqi College Students' Viewpoint

Dr. Abdulrahman Mahmoud Mohammed
College of Arts, University of Tikrit, Iraq.
E-mail: abd_alrahman6447@tu.edu.iq; https://orcid.org/0000-0002-2119-9771

Huda Abbas Kanbar Al-Saadi
Professor, College of Education Ibn Rushd for Human Sciences, University of Baghdad, Iraq.
E-mail: huda.abbas@ircoedu.uobaghdad.edu.iq; https://orcid.org/0000-0002-6118-1613

Suaad Hadi Hassan Al-Taai
Professor, College of Education Ibn Rushd for Human Sciences, University of Baghdad, Iraq.
E-mail: suaad.hadi@ircoedu.uobaghdad.edu.iq; https://orcid.org/0000-0002-8981-4339

Abstract

The study aims at identifying the sources of information and explaining their role in e-learning from the viewpoint of the Iraqi college students. The researchers relied on the descriptive method of the survey method to collect data and know the point of view of undergraduate students from the Department of Information in the College of Arts / Tikrit University and the Department of Quranic Studies at the College of Arts / University of Baghdad. The questionnaire was used as an instrument of the study, the research sample is (120) students; each section has (60) male and female students. The study concluded that there are many types and forms of information sources that students receive through electronic educational platforms from text conversations through the electronic classroom and through social networking programs, as well as lectures in various forms, books, research and various studies and methodological studies and links to sites of scientific and electronic libraries. Colleges have to work to hold training courses and educational workshops for students and professors on electronic learning platforms, programs and how to send and receive information and its sources, especially training on the platform approved by the university or college.

Keywords

Information Sources, E - Learning, Distance Education.

General Framework of the Research

Importance

E-learning is one of the methods and means that support the educational process, and it depends on the use of information and communication technologies in education. It represents an interactive educational system that depends on the provision of an integrated digital electronic environment that works on displaying courses through information networks, conducting lectures, and providing information sources that learners use in learning and preparing scientific research and studies. Information sources are made available in different forms and types and applied in many ways through electronic platforms and programs that allow modification according to the best method that suits the learner, read and audio (books, audio recordings, studies and research, presentations... etc.). The learner can benefit from the resources available on the internet from various fields of knowledge by providing him with links to access and obtain them as quickly as possible and without the trouble of searching for them.

Since the beginning of the year 2020, and in the light of the spread of the new Corona virus (Covid-19) and as a result of the quarantine to prevent infection with the virus, which called for the use of electronic education for our students instead of traditional education and the student's reliance in education on information and its sources that they receive through electronic programs and platforms. On this basis, the researchers chose this topic because of its importance to identify the sources of information that the student receives and prefers to receive scientific knowledge.

Aims

The research aims at the following:

1. Identifying the nature and types of electronic information sources.
2. Identifying about the devices that students use in e-learning.
3. Identifying about the electronic platform that students prefer in e-learning.
4. Identifying the sources of information students receive through e-learning.
5. Identifying the types and forms of electronic information sources that clarify the material sufficiently to achieve the goal of education.
6. Identifying the sources of information that support and support e-learning, such as books and electronic library sites.
7. Identifying the forms of information sources that stimulate discussions and creative thinking.

The Theoretical Framework

Definitions of Electronic Information Sources

The meaning of a source is mentioned in the dictionary of meanings: (noun) and its plural form is (sources), and the source is a book such as a dictionary or an encyclopedia, which can be referred to for documented information such as sources for scientific research, criminal law, research... etc. The sources are types that are the primary sources: which include basic information and data obtained from analyzes and statistics on the subject. Secondary sources: everything that includes comments and explanations on the topic. (Omar, 2008). Third-degree sources: are those that do not contain information and are evidence that helps in linking to the information of primary and secondary sources.

Information sources are defined as all the ways, means, or channels through which information or data can be transferred to members of society.

Electronic information sources are defined as those acts that are recorded, organized, stored, and retrieved digitally using the computer and its accessories, and it may be available on appropriate storage media or available via the Internet. (Kandilji, Elyan, and al-Samarrai, 2009). It is defined as the resources that cannot be accessed or used except through a computer. (Abbas, 2014). It is also known as: the resources available through an electronic medium, so that they are read and used, and these resources are stored on archive media, or published via the Internet on websites and others. (The Kingdom of Saudi Arabia, 2016). Another definition: they are sources of information presented in digital form (visual, audio) and require devices to be made available, downloaded and reproduced, and can be accessed when the connection is secured from anywhere without any barriers. (Electronic information sources, 2020).

The researchers define electronic information sources as: they are those receptacles, tools, or devices that convey digital information that can be retrieved by relying on Computers, Technologies, Networks, digital Tablets and Smart phones.

Types and Forms of Electronic Information Sources

After reviewing the literature, several divisions of the types and forms of information sources have been found. Sulaiman bin Salah Al-Aqla (2002) divides them into three types according to: the objective coverage, the party responsible and the producer of it, and the type of information. Hamdy (2007) divides it into four sections according to: the type of containers, use or application, the physical form or the medium on which it is

loaded, and the methods of availability and access. Kandilji (2012) divides it into five types according to: the medium used, objective coverage, access points and methods of accessing information, processing points, and databases. Badawi (2011), divides it according to the method of its publication into:

- Primary electronic sources: They are published electronically only, and are available on any medium such as: electronic advertisements.
- Parallel electronic sources: They are sources that exist in two forms (electronic and paper).
- Returned electronic sources: It includes electronic re-publication of traditional sources and their conversion to electronic resources.
- Prior publication of electronic resources: electronic sources are published before they are published in a traditional form.

The researchers divide the electronic information sources according to the following:

1. Thematic coverage: It includes general electronic information sources and specialized electronic information sources.
2. Information storage and transmission vessels: It includes the resources stored in the computer memory (disks hard), sources stored in external storage and transportation tools, disks floppy, and information sources for mobile applications, devices, and smart tablets.
3. Digital content: It includes text, audio, and multimedia sources.
4. Type of information: It includes sources of bibliographic information, descriptive and statistical sources, and non-bibliographic sources of information that contain textual information.
5. The producer and marketer of it: It includes the sources of researchers, institutions and research centers that are made available and marketed through blogs, warehouses, websites... etc.
6. Type of availability and methods of accessing information: It includes sources of availability are accessed through databases, local, national and global information networks, and cloud computing, and sources that are accessed through various storage tools and devices. Access to it may be direct or indirect, and it is restricted or unrestricted. Resources are available free of charge or paid for.

Among the forms of electronic information sources: electronic databases, electronic books, electronic periodicals, dissertations, letters and electronic studies, electronic references, institutions' directories, indexes and abstracts. Blogging... etc.

E-learning Platforms and Programs

The electronic platform is an educational environment in which there is a lot of interaction and is interested in employing Internet technologies with managing the content in communication networks and contributing to the sharing of content and the exchange of information and ideas, and e-learning platforms are a type of electronic learning management systems that provide users with the ability Access to virtual classrooms via information networks (AN Arabic website, 2020). They are two types of classes: Synchronous, which directly represents the meeting of the teacher and students at the same time and place over the Internet, synchronized with programs that have many services such as the classroom, live broadcast with video and audio, participation in programs, the whiteboard and others. Asynchronous) which is indirectly representing the meeting between the teacher and students at different times and interaction with educational content through the internet without being restricted to a specific time or place such as (recorded lessons, online tests, messaging system and digital content exchange) (Virtual Reality Site, 2020).

There are many electronic educational programs and platforms that provide us with classes and meetings with students and professors, and the programs and platforms that are used in university e-learning in Iraq will be introduced which are: Google Classroom, Edmodo, Moodle, Zoom, Fcc, as well as social media programs. What's App Viber, Telegram.

- ### Google Classroom Platform

It is a free service from Google's services that aims to help teachers and students communicate and connect with them through the teacher setting up an electronic classroom, inviting students to join and participate in it, distributing homework to them, and awarding marks by using the educational technologies available on the platform, which are (Google Classroom Site):

a) Stream: Creating and scheduling announcements, teachers and students participate in discussions and respond to them, and send files, videos, and links, with the ability to participate through the Hangouts Meet link.

b) Classwork: assigning assignments to the class by creating study assignments and using topics to divide these assignments into units and arrange them in the way students want them to see and create (assignment, assignment for testing, asking questions, presenting materials, and reusing them. Participation).

c) People: includes inviting teachers and students to participate in the class through e-mail, or sending students the class code for participation (Class Code).

d) W- Grades: Creating a record of grades and placing grades estimated according to the category (duties, class activities, monthly exams and others that may be the attendance of students) and determining the percentage of the grade for each category from one hundred, and calculating the grades and upload grade files directly for each student separately or for students as a whole.

Among the advantages of the platform: its services are free, the ease of subscribing to it, preparing electronic classes and using them, and teachers and students participating in the study tasks, and it will only take minutes, and all school material supplies (texts, files, pictures and videos) are automatically attached in folders saved on Google Drive, and does not require any software modification or otherwise, it is ready to work directly on its own site. It is available in several languages, including fully Arabic, and the platform has a smart phone application to facilitate access to students and teachers. The platform is compatible with hundreds of education apps (Study tracks, code HS, Squigl, writable, Pearson Education... etc) saving teachers and students time and also facilitating information sharing between Classroom and their favourite apps.

- **Edmodo Platform**

It is a free social platform that provides teachers and students with a safe environment for communication and collaboration, and the exchange of educational content and its digital applications as well as performing homework, grades and discussions. The platform combines the advantages of the Facebook program and the Learning Management System Blackboard, following up on learners, and monitoring the efficiency of the educational process in the institution, and by using the educational technologies available on the platform, which are (Edmodo platform site):

a) Home: The main interface of the platform displays the classrooms. By moving to other activities through the class icon, the student can participate in the classroom and join it.

b) Classes: the teacher can create a class, invite students to participate in it, and send a class code via e-mail to participate. It is possible to archive and modify the class, and create a Quiz for them.

c) Discover: Browse a variety of applications, some free, others not (popular videos, useful resource groups for you and your class, games that challenge your students, application specifications: mindfulness for classrooms, student-focused news) can

be saved and shared. In which.

d) Library: The library participates in raising the intellectual products of the teacher or any other resources, and it can be organized into folders to be exchanged with different students.

e) Messages: represent conversation and sending messages to students and the student's guardian or other teachers, and it is possible to send files and pictures, including (Like, Comment, Share) as in social media programs (Facebook).

f) Notices: They require adding your interests, finding educational content, discussions on topics, and communicating with teachers who match your interests.

This platform has the advantage of being a safe and closed environment between students and teachers. The teacher has complete control and management, and students join the classes by inviting them only from their teachers. It is also easy to use, because the interface is similar to Facebook, so it is easy and familiar to students. It only takes seconds to set up a new virtual classroom. No private information is requested during registration, nor does it require students to have an e-mail in advance. Quick and instant access to homework, notifications, and homework view. It includes the interaction of students and their contact with each other and their communication to solve problems, and ease of contact with the teacher with the students' parents, and inform them of the level of their children. It is available via devices, smartphones, or personal computers. The platform also enables the use of the concept of the Flipped Classroom in education, as it provides an integrated environment that responds to all students 'academic needs, teaching conditions and tools, which helps to raise students' abilities and level of awareness, develop their performance and inform them of developments in their field of study and raise their readiness to learn better.

- **Moodle Platform**

The platform is designed to provide teachers, administrators and learners with a single, safe and integrated system to create customized learning environments that are financially supported by a network of more than 80 companies around the world and the number of their users is more than 90 million users at the academic and institutional level, and enables the teacher to create specialized forums for dialogue and discussion With students and other teachers about academic courses, continuously evaluating students and monitoring grades for them, it provides the possibility of correspondence with students, other teachers and parents, and among the capabilities provided by the system (Moodle platform site):

a) Home: The main interface of the platform displays the academic departments, and through it the movement to the classroom and the transfer to other activities through the department, semester and course code. The student can participate in the semester, and learn about the courses and activities required of him.

b) Users: Choose the role of the user according to the roles or ranks (director, teacher, student, guest) and include alerts, and the name of the character and his role must be specified. The user has options that include showing the user's model, a personal profile about the user, degrees, messages, preferences, and logout.

c) Academic courses: Courses are added by the course creator, administered and categorized according to the scientific section, and files for each course are uploaded by the director. The student can enter the department and academic courses after subscribing to the platform, entering the department code and the course and participating in the forums.

d) Grades: Determining the presentation of grades according to the activities of the students, and it includes more than 14 activities, and the student gets marks when he completes the activities required of him, and the types of activities: tests, forums, assignments and others

e) Others: including the calendar, alerts and announcements, blogs, surveys, tests, and questions bank.

The platform is characterized by: ease of use and it supports one of the standards used in global learning management systems (SCORM) and is used in more than 120 languages, including Arabic, and the platform helps you to track the academic or company calendar, deadlines for training courses, group meetings, and other personal events. Users can easily localize their site, and it can be used without the need to connect to the net, the high level of protection, and security concerns are addressed by specifying roles and can be modified and added to the system. It is possible to allocate a record for learners, and maintain their files for the flexibility of the system by a large percentage. Easily import and export IMS-LTI and SCORM courses to Moodle. Freely integrate apps and external content or create your own plug-in for custom integrations. Incorporated activities such as workshops and surveys encourage learners to view and evaluate their own and other course members' work as a group. Fully compatible with Mozilla Open Badges, motivate learners and reward engagement and achievement with custom badges.

Programs of E-learning

The teaching of universities, especially Iraqi universities, adopts electronic programs and other platforms other than those previously mentioned in e-learning, communication and

electronic lectures for students and sending them academic courses. From the platforms: Zoom Meeting platform; this program is used for communication and holding meetings, conferences and collective workshops with voice and image, and each of the participants can participate. The program communicates together and the number reaches more than 100 participants without affecting the quality of services provided by the program and is free of charge, and the FCC platform (Free Conference Call): This program is also used to communicate and hold meetings, conferences and group workshops, and the number of subscribers reaches more than 1000 subscribers with quality Highly free HD audio conferencing, and this software is compatible with Android, Windows, Mac, Blackberry, IOS and other applications.

As for the social media programs that are used in electronic learning through the preparation of the globes, we mention the following: What's App, Viber and Telegram program, which teachers use to send lectures (word texts, pdf images, audio recordings, PowerPoints) and sources for students, as well as sending them records to inform them of their appointments. Lectures and invited to enter the educational platform.

Students' Devices in E-learning

There are many types of devices that students and teachers use in e-learning, and these devices include: computers, smart phones of various sizes and types, and smart tablets (iPads and tablets), which most of these devices are subject to updating and revision periodically in what they contain in terms of programs and data. The information is presented in various forms: line drawings - verbal verbal and spoken language - animation, as well as still images, and others.

 The smart switch of various kinds (Samsung Galaxy, iPhone, Apple, Nokia Nokia, Sony, Huawei, and LG) is the most popular device for students to use in e-learning, receiving lectures and obtaining various information sources. This is due to its availability, cheapness, ease of carrying and use, as well as the possibility of downloading many electronic applications on it, speeds of communication, various processors and multifunction. Some of the students use computers in e-learning due to its large size and high storage capacity, as well as downloading a lot of books and files to it and the existence of electronic applications that are not available on smart phones. And the other part of the students use the tablets of Samsung and Apple (iPad, and tablets) because it is available to them, easy to carry and similar to the size of a regular book, as well as being a medium between smart phones and computers and the high storage capacity.

Types and Forms of Information Sources
- **E-Learning**

Most of the educational electronic platforms provide the following features (Virtual Reality Site, 2020):

1. Directing conversations (audio only or video).
2. Written conversations across the classroom.
3. Using the electronic whiteboard.
4. Sending lectures and various resources and exchanging them directly between the teacher and his students.
5. The use of presentation programs (PowerPoint) and the presentation of educational films.
6. Directing and answering written questions.
7. Allowing any student to enter or take him out of the classroom.
8. To allow or not to speak.
9. Allowing data to be printed or stored.
10. Recording the lecture.

As for the types and forms of information resources of e-learning that are provided by the electronic educational platforms and programs that the teacher and the student receive are:

1. Text conversations: take place through the electronic classroom or social media programs, which are between students and professors, and which revolve around the academic courses.
2. Lectures in different formats: Word, Pdf, PowerPoint Presentations, Audio, or Video. It is sent to students and deals with courses.
3. Various information sources: books or research and various studies (source and methodological) for the academic courses and they use them in writing scientific research and download and upload to them through social media programs or electronic classroom or send them via e-mail.

Previous Studies
- **Muhammad, Maha Ahmed Ibrahim (2010). Electronic Information Sources: A study of the trends of academics at the Imam Muhammad Bin Sa'ud Islamic University in Riyadh towards their benefit from these sources**

The importance of this study stems from highlighting the testimony of academics at Imam Muhammad bin Sa'ud University from academic information sources as they are the actual category of these sources due to the multiplicity of their research needs related to

the preparation of scientific studies and university theses. The objectives of the study stem from the university libraries 'keenness to take advantage of modern technologies to meet the needs of the researchers. And members of the faculty by harnessing modern technical developments in organizing the flow of information, and working to provide sources of electronic information of various kinds. The researcher adopted the descriptive approach and the survey method and adopted the questionnaire as a tool for data collection. The study reached several results and recommendations, including: The electronic information sources that are relied upon by members are various. The faculty and their assistants at Imam Muhammad Bin Sa'ud Islamic University rely primarily on direct information databases, followed by relying on searching Internet sites, then the available CD-ROM network in their access to electronic information sources. And they work on preparing directories of specialized information sites on the Internet and introducing the study community to these sites.

- **Qader, Ashraf Abdel (2018). The Use of Information and Communication Technology to Improve Teaching and Learning**

The research dealt with introducing the concept of information and communication technology and stating the stages of its development and origin and monitoring the effect of educational theories on the vision and method of learning by discussing the evolution of the concept of e-learning in light of objectivity and structuralism and clarifying the opinions of the different forms of structural theory, and the research highlighted an explanation of the advantages, disadvantages and obstacles to using technology Information and communication in the educational process and the advantages of integrating it in terms of improving the teaching and learning process, improving the quality and accessibility of education, improving the learning environment, increasing the learning motivation, enhancing academic performance, and demonstrating the negative effects of using technology and the obstacles to integrating information and communication technology in education.

- **N. Sivathaasan and T. Velnampy Dean (2013). Use of Electronic Information Resources and Academic Performance of University Teachers: A Case Study**

The research deals with the use of electronic information sources and the academic performance of university teachers: a case study. The electronic information sources (electronic resources) play an important role in the teaching and learning process at the university level and provide superior assistance to its users. The main objective of this study is to determine the effect of using electronic resources on the academic performance of university teachers. Since this study was limited to university professors, who work at

the University of Jaffna, Sri Lanka, the stratified random sampling technique was adopted to select a sample from each of the five different colleges in proportion to the actual size of the group in the total population. The study used the correlation and regression model to test the operational hypotheses and results that revealed that the use of electronic resources has a strong positive correlation with academic performance and the multiple regression analysis showed that the use of electronic resources has an effect on academic performance at a rate of 38.8%, which is statistically significant at levels (p <0.01)). This study fully benefits researchers by exploring the effect of using electronic resources on academic performance.

The current research is distinctive from the previous three studies in that it dealt with identifying the sources of electronic information and indicating their types that students of Baghdad University and Tikrit University students receive through the electronic education, as well as introducing electronic devices and platforms through which distance education is carried out and which were not covered by any of the previous studies.

Methodology

The researchers relied on the descriptive method, the survey method, to collect data and know the sources of information and their role in E-learning.

Instruments of the Study

1. The questionnaire: electronic questionnaire was approved and sent to students via the electronic classes during the time period Sunday 4/5 and Sunday 12/4-2020 Appendix (1).
2. Sources and references: are adopted to write the theoretical framework for the research.

The questionnaire questions were developed based on the researchers' experience in the field of specialization and access to the literature on the topic. The questionnaire was presented to a group of experts to demonstrate its validity in Appendix (2). The research sample of students who answered the questionnaire was (60) students from the University of Baghdad and (60) students from Tikrit University, as mentioned in the research sample.

This topic analyzes the answers to the questionnaire questions, Appendix (1), which were distributed through electronic classes to students of Baghdad University and Tikrit University students.

The questionnaire was prepared for four domains, they are:
- General Data.
- Electronic Platforms.
- Information Resources and E-learning
- the obstacles

Population and Sample of the Study

The research population represents the students of the College of Education (Ibn Rushd), University of Baghdad, and the students of the College of Media, University of Tikrit. The research sample was represented by students of the third and fourth stages, since the researchers teach these stages, and that facilitate the process of reaching for them electronically, and where the answer to the questionnaire is (60) requests from the University of Baghdad and (70) male and female students from Tikrit University, and the sample number was rounded to (60) male and female students for each; and thus the total sample would be (120) male and female students.

Results

General Data
1- Gender

Table 1 The gender of the students

N	Gender	University of Baghdad	University of Tikrit	Percentage
1	Male	41	52	77%
2	Female	19	8	23%
Total		60	60	100%

It is clear from table (1) that the percentage of males is higher than the percentage of females in both sections, where their percentage is (77%), while the percentage of females is (23%). The number of males more than females, and this matter may be due to the nature of the specialty.

2- Stage

Table 2 The academic stage of the students

N	Stage	University of Baghdad	University of Tikrit	Percentage
1	Third	22	24	38%
2	Fourth	38	36	62%
Total		60	60	100%

It is clear from table (2) that the number of students from the third stage of both sections amounted to (38%) of the total sample size, and that the number of students in the fourth

stage, and for both departments, reached (62%) of the total sample size, and here we see the superiority of students of the fourth stage over the students of the third stage in terms of numbers, according to the researchers' opinion, this is due to the seriousness and interest of the fourth stage students, as they are about to end their academic term, and one of its requirements is to submit a graduate research, and from here came the seriousness and interest.

Electronic Platforms

- **The Type of Devices that Students Use in e-learning**

Table 3 The type of devices that students use in e-learning

N	Type of devices	The Number	Percentage
1	Personal Computer	33	27%
2	Mobile	70	59%
3	Other devices please mention them	17	14%
Total		120	100%

It is clear from table (3) that 33% of the sample answered that they use a personal computer, while 70% of the sample use a mobile device, while 17% of the sample indicated that they use other devices such as the iPad. Here, we notice the greater percentage of mobile device usage, and this is self-evident due to its wide spread in society, as well as its ease of use.

- **Type of Platform and Program E-learning**

Table 4 The platform type and program e-learning, which prefer for her students.

N	Type of platform	The Number	Percentage
1	Google Classroom	22	18%
2	Edmodo	3	3%
3	Moodle	0	0%
4	Zoom meeting	16	13%
5	Social Media Programs (Telegram, Viber, WhatsApp, Instagram and others)	79	66%
Total		120	100%

It is clear from Table (4) that (18%) of the research sample students prefer to use the (Google Classroom) platform, and that (3%) prefer to use the Edmodo platform, while the Moodle platform got a percentage (0%) because it is not used Before the two sections, while 16% of them preferred to use the (Zoom) platform, while the largest percentage of

the sample, which amounted to 66%, preferred to use social media programs for education such as (Telegram, Viber, WhatsApp, Instagram, etc.) And this is also the other is an obvious matter due to the frequent spread and use by society as well.

- **The Student's Ability to Use the Online Platform**

Table 5 The level of the extent of the student to use the online platform.

N	Student's ability level	The Number	Percentage
1	Medium	61	51%
2	Good	42	35%
3	Very Good	17	14%
Total		120	100%

It is clear the table (5) that the percentage of (51%) of respondents know how to use the three platforms is (medium) Which (Google Classroom, Edmodo, Moodle) and it was ranked first, while the proportion (42%) of the sample using these platforms are (good), came in second place, while the proportion (14%) of the sample using these platforms are (Very good). It is noted here that the rate of use of moderately high, and was ranked first, and this is due, according to the opinion of the researchers to the novelty of dealing with these platforms and the lack of experience in using it, which is why higher education institutions develop programs that raise the employment level to face such a compelling circumstances.

- **Adequate Training for Students to Use Using the Online Platforms**

Table 6 The type of training for students on using the online platform

N	Training type	The Number	Percentage
1	Through Self- Education.	44	37%
2	Through the Study Programs at the University.	0	0%
3	Through the Internet.	70	58%
4	By Training in other Ways please mention it.	6	5%
Total		120	100%

It is evident from table (6) that 37% of the sample were able to use the platforms on their own through experience, practice and self-knowledge of electronic aspects, while 0% was for the course of study programs at the university, while the percentage (70%) of the sample indicated Until you teach them to use it, refer to the Internet, especially (YouTube), And the proportion (6%) of the sample may practice the usage through privacy courses. This paragraph also emphasizes the founders of T. is higher education and scientific research to develop future plans within the training programs of the e-commerce platforms that achieve the goals of the study remotely.

Information Resources and E-learning

- ### Sources of Information that the Student Receives through E-learning

Table 7 The sources of information that the student prefers to receive through E-learning

N	Information Sources	The Number	Percentage
1	Text conversation via the Electronic classroom.	21	18%
2	Text conversation via Social Media Programs	74	63%
3	Lectures in Word format.	80	67%
4	Lectures in image format (PDF).	15	13%
5	Lectures in presentation format (PowerPoint).	88	73%
6	Lectures in the format of video Presentations.	36	30%
7	Lectures in audio only Format.	30	25%
8	Information sources (Books or Various research and Studies).	24	20%
9	Other, please mention it.	60	50%

It is evident from table (7) that (18%) of the sample members prefer to chat through the electronic classroom, 62 % of them believe that the sources of information should be provided through the conversation through social media, and a percentage (67 %) prefer the sources of information in the form of the word, and the proportion of (13%) believe that the sources of the information format images, and the proportion (73 %) of them believe to be information sources, lectures in the format of video Presentations and the proportion (30 %) of them believe to be the lectures and their sources through videos, and the proportion (20%) want to provide them with issued by the books and the studies on the subject, and the proportion (60%) of respondents believe that to be the lectures and their sources by merging several frameworks for example, provide the lecture format Word or PowerPoint, they are accompanied by an audio and picture explanation with examples and direct inquiries, or an explanation of the experiences in an immediate or subsequent practical way through the videos accompanying the lecture, as well as providing them with resources that include the vocabulary of the academic subject and for writing reports and research.

- **The Teacher's Interest   in Providing Information in   a Variety   of Forms in   the Classroom**

Table 8 The teacher's interesting providing information in various forms for students

N	The Teacher's interest in providing information in various forms	The Number	Percentage
1	Yea	116	97%
2	No	0	0%
3	Sometimes	4	3%
Total		120	120

It is illustrated by the table (8) that the percentage of (97%) of respondents believe in teaching that provides sources of information in various forms, including the use of illustrations and other means of lectures, while the proportion (4%) of them believe that in some cases, be other forms more useful in the escorted information provided, while the percentage option both (0 %), which means that all the members of the sample intend that there are forms of several of the accompanying information provided by the sources of teaching.

- **Electronic Explanatory Aids for the Forms of Information Sources**

Table 9 The forms of information provided by the teacher to the students

N	The presence of the means of illustrative electronic forms of information sources	The Number	Percentage
1	Yea	118	98%
2	No	0	0%
3	Sometimes	2	2%
Total		120	120

It is evident from table (9) that the percentage of (98%) of the sample respondents believe that the sources of information should be provided through explanatory means, while a percentage of (2%) of them believe that the sources of information should be provided by means of illustrations, while the option of (No), none of the sample members answered him, and here we note that most of the sample respondents prefer that there be means of clarification for the sources of information presented, whether in word form, presentations, or through explanation in lectures.

- **Forms of Electronic Information Sources Achieve the Aim of the Study**

Table 10 The level of electronic information forms that achieve the aim of the study

N	Level forms of Electronic information there is verification e d P study	The Number	Percentage
1	Medium	72	60%
2	Good	41	34%
3	Very Good	7	6%
Total		120	120

It is illustrated by the table (10) that the rate (72%) of the members of the research believe that electronic information sources achieve the objectives of the study are average, while the proportion (41%) of them believe that the information electronic sources achieve the objectives of the study are well, while a percentage (8%) of them think that the electronic information sources achieve the objectives of the study very well.

The researchers note, through the answers of most of the respondents, that electronic information sources achieve the objectives of the study in an average manner, and this indicates that students prefer information sources in their usual traditional form, such as books, lectures, and paper.

- **The Instructor Provides Diverse and Sufficient Information Resources to Stimulate Discussions and Creative Thinking**

Table 11 The forms of information provided by the teacher to the students

N	Paragraph	Never		Sometimes		Always	
		Number	%	Number	%	Number	%
1	Provide a variety of supportive and supportive information sources, such as books and electronic library sites.	95	79%	25	21%	0	0%
2	The presence of forms of information sources sufficient to stimulate discussion and creative thinking.	77	64%	19	15%	34	28%

It is illustrated by Table (11) on the first item that the percentage of (79%) of the respondents answered that there is no existence of sources of a variety of information that

are supportive to the curriculum, and that the proportion (21%) of them have indicate that sometimes by the presence of these sources.

And either the second paragraph which is the excitement we note that the percentage of (77%) of respondents confirmed that the information provided by sources in electronic do not allow to raise the discussion and creative thinking, while the proportion (15%) of them have indicated (Sometimes), while the ratio of (28%) of them indicated to a spatial stirring debate and creative thinking.

- **Making Use of Electronic Information, Most of the Paper Information, and Interacting with It**

Table 12 The students 'benefit from electronic information sources, the most paper-based sources of information, and to interact with them

N	Paragraph	Never		Sometimes		Always	
		Number	%	Number	%	Number	%
1	Students should benefit from electronic information more than paper-based information.	81	67%	26	22%	13	11%
2	Students interact with electronic information more than paper information.	74	62%	11	9%	35	29%

It is clear from table (12), the first item, that (67%) of the respondents confirmed that electronic information sources are not more useful than paper-based sources of information, while 22% of them reported that they are sometimes useful, while the percentage (11%) of them confirm its lasting usefulness. And either the second item of the same table where they answered, and the percentage of (74%) of the sample think that there is no interaction through electronic sources of information, while the proportion (9%) answered that sometimes there is no reaction, while the percentage of confirmed (29%) of them create greater interaction than sources of paper information.

Obstacles

- **Availability of the Necessary Equipment to Follow up on Published Electronic Information and Internet Service**

Table 13 The existence of the equipment necessary to obtain follow-up on the electronic information published and the Internet service to follow it up

N	Paragraph	Never		Sometimes		Always	
		Number	%	Number	%	Number	%
1	The student has the necessary equipment to obtain the electronic information published.	1	1%	1	1%	9 8	98%
2	The student has sufficient internet service to keep track of the electronic information published.	13	11%	15	13%	92	76%

It is illustrated by table (13) in the first item that the ratio of (1%) of the respondents do not have their devices to get published electronic information (lectures), while the proportion (1%) of them available have sometimes, while the ratio of (98%) have sufficient equipment to follow the lectures.

As for the second item about the online service where the proportion (11%) of the respondents did not have to have served as the Internet, while the indicated percentage (13%) of whom the service is available have sometimes, while the proportion of confirmed (92%) of the respondents said Internet services are available to them permanently.

- **Existence of Fear among Students Due to Privacy**

Table 14 shows the presence of fear among students because of the privacy

N	Presence of Fear	The Number	Percentage
1	Yea	5	4%
2	No	113	94%
3	Sometimes	2	2%
Total		120	120

It is evident from Table (13) that (4%) of the respondents have a fear due to privacy, while a percentage (94%) of the respondents did not have any fear because of privacy and they are the majority, while (2%) of them have a fear Sometime.

Conclusions

1. There are many types and forms of information sources that students receive through the electronic educational platforms, as follows:
   - Text conversations via the electronic classroom and via social media programs.
   - Lectures in various formats (written files, audio recordings, photos, presentations, face-to-face interview, audio and video, and video presentations).
   - Books, research papers, and various academic and methodological studies.
   - Links to scientific websites and electronic libraries

2. The highest percentage of students and professors will be working smart phone device in e-learning of computer and tablet devices smart other because of the availability they have and the price cheap and easy to carry and at work as well as the possibility to download a lot of electronic Internet applications and the speed of communication and different processors

3. The highest percentage of students and professors prefer to use social media programs as a platform for learning (Telegram, Viber, WhatsApp, Instagram and others) because they know it and use its technologies more than educational platforms (Google Classroom, Zoom meeting, Edmodo, Moodle), and for their lack of experience of these platforms as well as they did not receive adequate training by the college and university.

4. The concerns with the proportion of students prefer to provide them with the sources of electronic information that represent lectures format Word and presentations (PowerPoint) and accompanying explanations audio, and provide them with books and research studies that represent the school for them courses Moreover, providing them with books and scientific studies to help them in writing research required of them and reports.

5. Most of the teachers are interested in presenting electronic information and providing its sources in different forms for students, with the presence of means of clarification for it. A large percentage of the teachers do not seek to provide various sources of information that support and support the academic curricula and sufficient resources to stimulate discussions and creative thinking.

6. More students tend to the communicate within sources of paper information and interact with them without electronic sources due to the feeling of touching the content of the material sources and browsed his reflections stronger and deeper reading and understanding among students, while electronic sources require adherence to iPods and application data to download sources and browse.

7. Within the center of obstacles, it is that all students must have the apparatus

necessary to follow up on what is published from the electronic information and allow Internet service number only a few of them.

Recommendations

1. Universities and colleges are working to hold training courses and educational workshops for students and professors about electronic learning platforms and programs held by specialized professors who present the capabilities and technologies of each platform, and teach them how to send and receive information and its sources, especially training on the platform that the university or college adopts.

2. The teachers' work to provide students with various sources of information, familiarize them with the scientific links that contain scientific sources that benefit them in their studies, and work to encourage students to use the Internet and subscribe to electronic and virtual scientific sites and libraries to obtain the resources that deal with academic courses, assistance and support for them.

3. That the student be keen in electronic education and training on the educational platform has been approved by the college and the university to which they are affiliated, and the commitment to attend lectures and interact through electronic classes, download resources and textbooks, and benefit from them in learning as well as acquire the resources that help him write the required scientific research and reports.

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