

The Effectiveness of Digital Interactive Electronic Activities in Distance Learning (Online) in Light of the Spread of the Virus (Covid 19) in the Faculty of Basic Education in Kuwait

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Abstract

The study aimed to reveal the Effectiveness of digital interactive electronic activities in distance learning (online) in light of the spread of the virus (Covid 19) in the Faculty of Basic Education in Kuwait. The study adopted the descriptive survey method. The sample consisted of 393 students, randomly selected from the Faculty of Basic Education of the General Authority for Applied Education and Training. The researcher prepared a questionnaire that measures the Effectiveness of digital interactive electronic activities in distance learning (online), formed from (34) paragraphs. The results showed the Effectiveness of digital interactive electronic activities in distance learning (online) in light of the spread of the virus (Covid 19) in Kuwait. They came on average, with the average computational of the tool as a whole(3.33), and paragraphs came at the medium and high level with calculation averages ranging from (2.46-4.37), The results showed no statistically significant differences ($= 0.05$) attributable to the effect of sex. α

Keywords: Covid-19 virus, The Effectiveness of digital interactive electronic activities, Distance learning (online), Kuwait

1. Introduction

In 2020, the world witnessed a different situation that many countries, such as Kuwait, did not prepare for; all countries decided to suspend schooling in schools and universities to keep citizens safe due to the rapid spread of the “Covid 19” pandemic, which disrupted life and paralyzed all movements. Countries moved to continue the educational process remotely through electronic educational platforms. After some educational institutions viewed e-learning as auditor education, and that it is only a luxury, it is now an urgent necessity, not another choice.

The Corona epidemic has swept through most of the world, forcing all educational institutions to shift from face-to-face education, which provides physical convergence, an opportunity for transmission to e-learning or distance education, with 1.5 billion children and young people in 188 countries around the world having to stay at home after the closure of schools and higher education institutions (Affouneh, Salha, & Khalif, 2020).

Under the conditions that have shaken stable community systems, notably formal education systems around the globe, contemporary educational designs have had to resort to remote e-learning in times of the pandemic. As a possible alternative after the suspension of schooling and the closure of schools and universities, this educational strategy has made Al-Bayt an educational medium- a candidate education as an alternative to classrooms. The gap between the original parties (University and school) and the option (house). For this partnership to compensate students for being deprived of their school environment, this has requirements that must be met and met (Thursday, 2020).

It is well known that distance learning ODL or electronic learning's. is a long-talked-about type of learning and controversy about the need to integrate it into the educational process before the Corona pandemic. Still, it has become an alternative and an urgent necessity for continued education in conditions that impose physical spacing (Abu Shakhedem, Awad, Khalila, Mayor, & Shadi, 2020). E-learning is the result of technological developments, primarily after the educational process was directly influenced by industry automation, artificial intelligence and the Internet of Things technology, and the I.T. revolution that broke into the classroom and became an integral part of it.

During this phase, it became necessary to use different electronic teaching methods and methods, and digital interactive electronic activities in distance learning were a critical requirement; the use of photography and images in education is a modern digital educational technique, which is one of the proposed teaching methods, represents educational images of educational materials proposed for use by teachers and learners, uses optical and audio devices of all kinds, and must be an integral part of the proposed teaching method in terms of nature, types, and objectives. Its use and role in the teaching and learning process, the integration of technology in electronic educational activities give it interaction between the student and the content of those activities, efficiency in responding to individual differences between students, the ability to provide instant feedback, as well as diversity in methods of presentation and learning (Saqria & Salmi, 2020; Azahari, Ismail, & Susanto, 2019).

Technology can be a powerful tool for understanding learning. It can help emphasize and develop relationships between teachers and students, reinvent curricula in learning and collaboration, reduce gaps between equity and accessibility, and adapt learning experiences to meet the needs of all learners. Within contemporary education, schools, community colleges, adult education centers, and universities must be incubators for exploration and invention. Teachers must be cooperative in learning, seeking new knowledge, and constantly acquiring new skills alongside their students. Education leaders must develop a vision to create educational experiences that provide all learners with the right tools and support to thrive. However, to fully realize the benefits of technology in the education system and provide authentic learning experiences, teachers need to use technology effectively in their practices (NETP, 2017).

Education technology and digital technologies have contributed to the development of teaching and learning processes at various levels of education. Teaching methods and learning techniques play an essential role in education, teaching, and educational. The need to keep up with society and prepare students for their functions is only two reasons for using technology in education. Teachers and researchers point to the potential of technology to increase learners' motivation and participation, meet different learning patterns and improve learning outcomes (Eady & Lockyer, 2013).

Digital teaching is one of the methods that has dramatically affected people who have succeeded in changing the world, resulting in the importance of photography and its representation in the contemporary world, coupled with the rapid development of technology, whose basics of life have seemed to be in their forms, particularly the educational process. Students using different teaching tools are meant to get used to connecting and building meaning from their experiences, and this work requires thinking (Rodrigues, 2017).

Chivers (2019) believes that the introduction of photography in universities is of great importance and develops skills that students may benefit from as skills: thinking, remembering, creativity, meditation, collaboration, communication, etc., as well as promoting the social responsibility of the teacher among their students, by exploring specific topics that generate a way of representing, and the way new thinking and knowledge are disseminated based on perspectives and ideas.

Universities should have benefited from the services provided by educational platforms and applied them to all academic content in general, made the most of their characteristics, and encouraged educational activities in electronic environments to achieve the desired educational goals, communicate, interact and develop self-learning skills (HIT, 2020).

Technology-based learning solutions allow individuals to define their educational path, achieve competencies and think through innovative new platforms, such as photo programs, discussion boards, blogs, interactive exercises, simulations, and multimedia programs, all of which encourage learners to manage their learning process (Falconry & Salmi, 2020; Day, Harris, Hadfield, Tolley, Woods, & Rosenberg, 2016).

Accordingly, the General Authority for Applied Education and Training is one of the Kuwaiti

universities that experienced distance e-learning in the context of the Corona crisis (COVID-19) Still, the process of e-learning and the use of digital interactive electronic activities in distance learning (online) has not been evaluated to measure its Effectiveness. This study was to measure the Effectiveness of digital interactive electronic activities in distance learning (online) in light of the spread of the virus (COVID-19) in Kuwait.

1.1 Study Problem

Distance e-learning plays an essential role in the success of the educational process, in light of the tremendous technological development and with the proliferation of modern means of communication from a computer, the Internet, and multiple media, such as audio, image, and video, which have allowed a large number to receive education with ease and ease, and with the least time and effort. But given the current conditions of the spread of THE CORON Avirus, educational institutions have suddenly found themselves forced to switch to distance learning to ensure the continuity of the teaching and learning process and use the Internet, smartphones, and computers to communicate remotely with students. The General Authority for Applied Education and Training is one of the universities that suddenly found itself forced to switch to e-learning, employing communications that were not previously followed. Its faculty communicated with students in different ways. The use of various interactive and digital electronic teaching methods as well, and some problems have emerged in the application of e-learning, including the poor use of some e-learning software because the University did not follow e-learning or distance learning in advance, in addition to twice as many problems in the application of e-learning, including the poor use of some e-learning software b. After all, the University did not follow e-learning or distance learning in advance, in addition to twice as many problems in the application of e-learning. E-learning infrastructure requires the adoption of specific software and the provision of internet networks, intelligent telephones, and computers for each student. Therefore, there was an urgent need to know the Effectiveness of digital interactive electronic activities in distance learning (online) and the extent to which they achieve the goals of education, their ability to meet the needs of students, and to create an interactive environment that avoids face-to-face learning, by answering the main question: “How effective are digital interactive electronic activities in distance learning (online) in light of the spread of the virus (Covid 19) in Kuwait? “.

The chair’s question stems from the following sub-questions:

- Are there statistically significant differences at the level of (≤ 0.05) in the Effectiveness of α digital interactive electronic activities in distance learning (online) in light of the spread of the virus Covid-19) in Kuwait attributable to the sex variable (male, female)?

1.2 Study Objectives

This study aims to reveal the Effectiveness of digital interactive electronic activities in distance learning (online) in light of the spread of the virus COVID-19 in Kuwait.

1.3 The Importance of the Study

The importance of this study can be summarized as follows:

Theoretical importance: The theoretical literature contained in this study can add new knowledge to researchers. The Arab Library may provide a new theoretical framework on e-learning and digital interactive electronic activities in distance learning (online) in the light of emergencies, and previous studies translated into this study may benefit those interested in distance learning and the results of its application globally.

Practical importance: The results of this study benefit the General Authority for Applied Education, Training and Higher Education Institutions in improving the performance of the e-learning system remotely and its teaching methods, the development of human resources, material capabilities, and trends in the selection of followed education patterns and the development of plans to go to e-learning as an alternative to face-to-face learning, and can use the study tool to measure the Effectiveness of digital interactive electronic activities in distance learning (online) in universities, and the research derives its importance. Being contemporary of a natural phenomenon of the spread of the CORONAVirus, the results of this study can be used in similar phenomena such as wars and crises.

1.4 Procedural Terms of the Study

– **Interactive digital electronic activities:** A set of events performed by learners inside or outside the classroom to achieve the desired educational goals based on an interaction between students and provide opportunities to practice the concepts they have learned in self-image and give them the opportunity to think and meditate using multiple media such as text, image, videos, intelligent devices and digital interactive devices such as a camera.

– **Covid-19:** An infectious disease caused by the last virus detected from the Coronavirus strain.

The researcher defined the Covid-19 epidemic as “an infectious pandemic of the coronavirus strain spreading around the world, which severely affected the State of Kuwait, which led to the complete disruption of the state and preventive measures and measures to reduce its spread.”

– **Effectiveness:** Work to achieve the highest and best results at the lowest costs. (Kilani, 2005, p. 37).

The researcher defines it procedurally as achieving educational outcomes during the interaction between university students with faculty using interactive educational software, electronic networks, and intelligent and digital devices compared to the time it takes to learn face-to-face.

1.5 Study Limits

1) Objective limits: The study limited the detection of the Effectiveness of digital interactive electronic activities in distance learning (online) in light of the spread of the virus (Covid 19).

2) **Human boundaries:** The study was limited to students at the Faculty of Basic Education at the General Authority for Applied Education and Training in Kuwait.

3) **Time limits:** During the second semester of 2020/2021.

2. Theoretical Framework

2.1 Online E-Learning

A short time ago, he thought that the Internet was only a place to chat, read newspapers, shop, and see forums, then began to use the Internet and educational institutions, and share knowledge through means of communication. There are websites for schools and universities on the Internet, and the perception of the Internet, smartphones and computers has changed. It has become seen as an essential educational tool, the number of schools and universities connected to the Internet is increasing day by day. Google search results revealed more than 400 online universities and colleges, that more than 35,000 teachers and 250,000 students used e-learning before the Corona pandemic, that there were university portals, and that there were more than 1,700 online courses in the United States alone (Koumi, 2006).

The increase in the number of teachers and students using computers, the Internet, smartphones, and digital tools in the learning process is due to the characteristics and positive effects of e-education, and e-education is fun and exciting and achieves the desired educational results effectively, and improves students' acquisition of concepts (Saqria & Salmi, 2020).

E-learning is an online education using modern electronic technologies to access everything related to educational materials outside the boundaries of the traditional educational class (Koumi, 2006).

Basilica and Kvavadze (2020) believes that e-learning is an organized process aimed at achieving educational outcomes using technological means that provide sound, image, films, and interaction between the learner, content, and educational activities at the right time and time.

According to Abu Shakhedem et al. (2020), e-learning is a process of replacing distance learning using electronic media by interacting face-to-face in the classroom to achieve planned educational outcomes.

One of the most common terms used to express and describe it is distance education, computerized e-education, and in the form of interactive meetings over the Internet, in which students can interact with teachers and receive tasks and duties from them at the same time (e-Learning NC, 2018).

There are many benefits and advantages offered by e-learning, which make it superior to traditional teaching methods, and the prevailing pattern of education will be in the future. The current generation is characterized by its attachment to smartphones and the use of different applications, so integrating technology into the educational process has become a global trend, and interaction with educational activities through mobile devices has become a

catalyst for learning rather than just formal study (Yulia, 2020).

See both (Basilaiia & Kvavadze, 2020; Yulia, 2020), that distance e-learning can be effective if teachers organize educational content: teachers may adopt an educational design to prepare an academic subject that effectively achieves goals, study students' academic needs, identify appropriate purposes and means to achieve them, and choose measurement tools and feedback. The choice of proper educational standards: in e-learning, the choice of educational standards is determined by selecting the proper educational software for communication and the practical and widespread means of communication between students. Identification of measurement tools: Because e-learning suffers from poor reliability of evaluation, difficulty in adjusting the implementation of tests, and the control process is not possible to avoid fraud, teachers have resorted to the formative calendar during interaction with students or the use of the real calendar. Learning is unique in meeting different learning needs and patterns: taking into account the diversity of learning ways among students, taking into account their computer competencies, their circumstances in terms of school times and the different quality of their networks and devices. Professional growth: constantly improving the teacher's electronic efficiency and readiness to use modern technology in the education process.

2.2 The Effectiveness of Digital Interactive Electronic Activities in Distance Learning (Online)

Before March 2020, no faculty member had in mind that e-learning would be the only gateway to reaching and interacting with students to achieve educational goals.

The new Covid 19 virus is part of a new strain of the previously undiscovered coronavirus family, a viral disease that affects the human respiratory system at all ages. The most affected and vulnerable persons are the elderly and chronically ill. They may spread among people by mixing with infected people, volatile spray during coughing, sneezing and touching the tools of the infected or infected person himself. Its most prominent symptoms include: Fever, high temperature, cough, shortness of breath, general stress, vomiting, diarrhea, runny nose, as well as sore throat, the Red Crescent (2020) has shown preventive measures and protection methods that help reduce the risk of contracting this virus.

Many educational systems try to help teachers find successful ways to integrate technology into their curriculum, teach all subjects, and increase their productivity, including the production of multimedia tools such as video editing tools, Digital Cameras, CDdrives, scanner scanners. And other different technology tools. To achieve the goal of integration or integration, teachers must be prepared to do so by choosing and using appropriate technology to increase their professional productivity and planning and implementing lessons to include their use and students' use of technology tools in the course teaching and learning processes (Richardson & Ryan, 2007).

Mujahid (2020) points out that the reality of distance e-learning in educational institutions at the time of the Corona pandemic crisis tells us the need to develop the infrastructure and technology of educational institutions and the importance of developing, rehabilitating, and developing the professional and technological capabilities of teachers, and educating parents

about the importance of providing alternative education at home and methods of supporting their children. Many Arab and foreign studies have confirmed that e-learning helps improve the educational level of students and achieve the desired learning outcomes by building an academic environment. Interactive using online learning tools across platforms, virtual classes, and digital interactive activities, which encourage self-learning, help to share experiences and ideas among learners and keen to develop creative and future thinking among students, studies recommended attention to the technological preparation of the teacher and enable him to possess advanced technical skills and deal with them and the ability to employ computers in the fields of learning education, and benefit from the experiences of developed countries in the field of interactive curriculum programming, preparation of activities and introduction to suit educational systems.

Abu Majli and Shoaib (2020) point to critical trends in Covid-19's impact on accessibility and quality of education under quarantine and its impact on teachers, pupils, and parents. Policy makers must consider it, professors, and parents to better respond to future emergencies, mainly to ensure access to quality education, with a particular focus on marginalized groups.

Under the pandemic (COVID-19) and preventive measures and measures, states are seeking to use the developed remote-learning system, which is an upgraded electronic learning and education system, combining distance education with traditional e-learning. The electronic teaching mechanism is developed remotely by providing technical support and assistance to students, such as: conducting the teaching process in the electronically generated education system without requiring students to attend the university building or school for the purposes of lecture's. The study is thoroughly carried out in advanced e-learning through access to electronic learning management systems (LMS), such as Blackboard Learning Management Electronic System, Moodle, as well as e-communication management applications, such as Zoom and Microsoft Teams And other systems, which the University must provide or educational institution, by contracting with the companies that design and supervise these sites and this method needs great material potential, and the content of courses is provided through them, and interactive digital electronic activities contribute to learning quickly. Final tests are held at test centers determined by the University or school at the end of each semester or through electronic examination systems that allow remote surveillance through digital cameras, with specific criteria and conditions (Judges, 2020).

The need for distance learning tools has become urgent. To facilitate the transition to the distance learning experience, resources, training activities, and educational evidence have been developed to help schools, teachers, students, and their families benefit from the distance learning experience (Microsoft, 2020).

Heat (2020) noted that encouraging educational activities in electronic environments to achieve the desired academic goals, communication, interaction, and development of self-learning skills is a crucial pillar of distance learning, as electronic activities are effective methods.

Electronic activities are defined as those carried out in an e-learning system, such as:

participating in a teacher-led chat room (synchronized activity), participating in an educational forum, solving quitting, and uploading a file for subsequent reading (Palma & Piteira, 2008, p. 5).

Electronic activities any work that the student does to learn such as practice and application or respond to the excitements that the educational designer puts within the content, such as questions that the learner interacts with and which measure the higher levels of thinking, such as application and analysis (Austin & Mescia, 2009).

Through the use of education platforms, the teacher activates electronic activities in all educational and digital ways, making the visual design of information a more critical topic to facilitate and organize the exchange of complex data and information. Many studies indicate the Effectiveness of the sense of sight in the process of providing and transmitting information and understanding visual messages. Technical development has helped to provide new educational activities for content that correspond to and allow this learning. Visual information in different forms such as still and moving images, graphics, video footage, and other visual presentations help to understand and understand quickly and can be easily disseminated across platforms, especially photos (Abdul, 2020; Yildirim, 2016).

The judges (2020) confirmed that the electronic education systems developed include: M.S. Teams under the epidemic (COVID-19) allow students many educational services, most notably electronic activities and access to the scientific material of the course specifically designed for such a type of learning in addition to slides, files, and electronic materials. The possibility of downloading and hearing pre-recorded video lectures, to this end within specific characteristics and criteria set by the University, through the course's website in the e-learning management system, and sending duties using various tools such as digital photography, sending images, videos, and others through digital interactive activities.

This system allows students to communicate with the teacher through the University's website or dedicated to education through virtual and interactive designs and forums available on the learning management system. As well as the possibility of dialogue, discussion asking direct questions, and receiving a straightforward answer through interactive virtual systems e-learning (Online), the system of learning and education is fully electronic, which is an electronic system in all its merits and stages, and this system is new to many Arab countries (Abdul, 2020).

M.S. Teams' use in managing e-learning remotely, maintaining student participation remotely, facilitating distance learning, and providing a secure online classroom, the educational platform used in Kuwait, has been distinguished.

Microsoft Teams has many advantages, such as flexibility, with lessons available in the form of photo lessons and electronic exercises that the student solves and re-watches at any time, and allows interaction and communication with the teacher. The app has the primary Source of learning (books for course materials) in pdf format, in addition to more supporting videos, providing a range of answer forms for parents and providing technical support for the implementation of distance learning for both schools and parents in the event of any obstacles

or challenges in this system (Abdul, 2020).

Phillips, 2018, said assignments in Microsoft Teams for education; homework has many benefits for students, including learning how to work independently, staying organized, and taking responsibility for their role in the educational process. Another educational tool in the productivity application arsenal, teams is a collaboration tool for separating teachers with the ability to get discussion series, share documents, notebooks for classes, mobile smart devices, video assignments or video footage via digital cameras, and the teacher, through teams' application tools, displays grants for his classroom, showing a schedule of all tasks assigned to the group.

The availability of network-connected devices, multimedia, and learning systems allows easy access to educational sites, presentations, and media for almost any imaginable procedural task. Easy access to this type of resource raises questions about how learners, teachers, and educational institutions adapt to a world of information and knowledge on demand (Lodge, Kennedy, & Lockyer, 2020).

Digital learning sources support information processing by helping students develop mental representation through a combination of media elements. Digital learning sources include content and educational activities, combining multimedia elements including text, images, video, and audio to provide information. Research on multimedia learning has shown more positive results for students learning from resources that effectively combine words and pictures, rather than those that include terms alone. Students' interest and interaction with these resources help them process information in their working memory (Mayer, 2008).

Bouchama (2013) noted that one of the various practical means of education is visual aids, which are associated with visual sense, and audiovisual aids, which are associated with hearing and vision, including images, slides and still films, drawings, maps, animated and silent films related to audio recordings, etc. Visual aids are aimed at communicating information to the learner. The visual experience that the learner gets from seeing a movie or image, through which he gets concepts that take root in his mind (mental picture) and remain in memory.

To keep pace with the scientific and technological progress in the world, it was necessary to switch to the use of digital technology in photography and cameras of intelligent and mobile devices, which are used as a camera to take pictures and make videos with ease, and microfilm photography can be used to digital photography, which is of great importance, and there are devices for digital photography from cameras, film photographers can be converted through special devices on the readings of Integrated, computer systems are introduced into the process of viewing images within specific programs, equipped with printers and disc copiers, and digital imaging technologies are high-speed and accurate in taking pictures. Technological creative photography has been used to design digital lessons, which includes professors at the University creating a range of digital classes or in their paper form, based on specific contents (Itmazi & Ferchichi, 2012).

Rose noted that educational photography and the resulting images, videos, etc. include visual

educational means in students' electronic activities, which are educational materials that are used only for visual viewing and the formation of some images in memory, which affect memory, understanding, and interpreting teaching content, and also help students to think self-reflection. In terms of education, a range of tools can be used to engage participants in visual research, such as drawing, live cameras, video cameras, and family photos. Rose said the role of photography has grown and is essential in education, and has been essentially crucial for transmitting the necessary and meaningful information to students to understand better and understand easier and help to remember and think.

Azahari, Ismail, and Susanto (2019) believes that with the latest technological advances, images can be easily captured and recorded by the latest digital cameras or smart gadgets such as smartphones or mobile phones. Only from what we see with our eyes, but it involves what we see in the mind, which consists of creating thinking and analysis.

Armani (2010) stressed the importance of using photography in the learning process, where technology (mobile phone) can be used in field education; most mobile and smart devices have digital cameras to take high-quality photos and video, store them in the machine, send them through multimedia messaging service, Bluetooth, Web, Internet or otherwise as a solution to online duties or participate in an electronic activity to discuss or analyze with colleagues.

The curriculum relates specifically to mixed media imaging techniques, technical ideas for trick-shooting, fun, and unique synthetic strategies. Photography education can provide a platform for visual intelligence competencies for students, visual thinkers, and specialized visual practitioners and contribute to visual literacy.

The teacher's role is to guide learners to deep understanding and research and design interactive and digital electronic activities that are one of the ways images support brains works and conceptualize concepts. The research field focuses on the photographs required by electronic activities: they are easy to capture controllable objects, thanks to digital convergence, which it allows the dissemination of a photo taken using a smartphone, and photography contributes to students' many skills, including the conclusion, analysis, imagination, cognitive stimulation, and creativity (Triacca, 2017; Zeki, 2010).

Activities are the cornerstone of e-learning that helps students understand the facts of the lesson and its information in a more profound way and provides the opportunity to practice the concepts they have learned in self-image, provide them with a chance to think and meditate and help to learn actively. Electronic activities play an essential role in achieving learning outcomes, it determines the results of the student's integration with educational content and knowledge building (Saqria & Salmi, 2020).

The best organizations are those that can innovate according to the foundations prevailing in the environment in which they operate; they are one of the criteria for measuring the performance of both enterprises and individuals. Technological innovation is an essential and critical factor to ensure long-term success and is a form of creativity that is a critical pillar in building the competitive advantages of enterprises (Bouslami, 2013).

Electronic activities, in general, are considered all the actions and practices carried out by students, or anything that students are expected to do to obtain information, knowledge, and learn skills during the learning process, as well as confirm learning, self-activity, and positive participation among students, learn skills during the learning process and improve interaction. The learner through his interaction or active learning online or doing all the required work from it helps the learner to overcome the problems of time, and place, you face in the process of regular attendance (Palma & Piteira, 2008).

Abdul Mutallab (2019) said that teachers can today use technology to develop student's creative abilities and encourage them to use different digital media through their own digital devices, in producing their educational projects and spreading them through social media sites, where students compete in the production of projects of diverse ideas, practically applicable, and according to Nicole Flynn, the application of the concept of BYOD "bring your device to class" will enable students to use technology to enhance their learning opportunities inside and outside classrooms.

Yakovleva (Yakovleva & Yakovleva, 2014) stressed the need to use interactive teaching methods in contemporary higher education and that the primary strategy of modern education should focus on the independent activity of the student, the practical and technological training of professional competence, and his training to acquire learning and technical skills, such as: learning through photography, this form of teaching helps to stimulate the creative abilities of students.

Interactive digital electronic activities are the requirements and data of the 21st century and their developments by teaching them how to learn for life. The use of digital tools across online learning platforms gives a new visual form to the collection and presentation of information, transmits data in an attractive layout to the learner, and contributes to the development of graphic culture skills for students, especially students of education technology, because of the sufficient graphic skills their courses need (Abdul Ghani, 2020). As a result of the repercussions of quarantine due to the virus and its spread and the interruption of the normal educational process, a strategic option was directed to distance teaching (online) and the employment of e-learning across platforms.

Accordingly, adherence to the instructions of the Ministry of Health in Kuwait has prevented all forms of physical convergence between citizens, in markets, mosques, clubs, universities, schools, and higher education with the hope seeks to graduate competent and technical students, able to contribute to the creation of a bright future for their country, by enriching them with scientific and practical expertise and knowledge, in addition to seeking to develop technical and technological education academically, technically, administratively, and develop their ties and relations with similar educational institutions at the local level, Regional and international, Kuwaiti universities have a distinguished and diverse elite of faculty members committed to educating and producing innovative scientific and technical research and studies. Universities have adhered to physical spacing instructions, suspended face-to-face education, and adopted online e-learning in the continuity of the school year in 2020 and 2021.

2.2 Previous Studies

Previous studies on the subject of the survey were viewed in research and were arranged from the oldest to the most recent as follows:

Abdul Azim's study (2010) aimed at identifying the educational digital image formation skills needed for students of education technology and the criteria for the internet-based program in developing those skills cognitively and performance alloy 25 Student. In obtaining the results of his study, the researcher relied on the application of three tools, namely, a questionnaire to survey students' opinions on educational digital image formation skills, a note card for digital image formation skills, and a cognitive test to measure students' achievement in those skills. The results showed statistically significant differences in favor of the experimental group in cognitive attainment and the digital image formation skills note card attributed to the online program.

Fouda Study (2012) aimed to design a proposed integrated strategy based on interactive electronic activities and measure its Effectiveness in developing marketing and motivational concepts towards self-learning among commercial high school students in commercial high schools' three-year system, General Division. Electronic activities, direct and indirect learning strategies for ideas, the proposed design consisted of five dimensions: interaction stages, interaction patterns, interaction tools, educational activities, direct and indirect learning methods, and to measure the effectiveness of the proposed strategy designed to teach concepts associated with the mix Marketing with the marketing decision for the first commercial secondary grade, which amounted to (80) concepts containing (24) images for the subject of the product, (24) concepts for the issue of distribution, and (16) ideas for the issue of pricing, (16) concepts for the issue of Promotion; the research sample consisted of 61 students, divided into 30 students as a pilot group, (31) students as an officer group. The current research results have shown the effectiveness of the integrated strategy based on interactive electronic activities in the development of marketing concepts, as well as its Effectiveness in improving the motivation for self-learning among students of the pilot group compared to the control group. There was also a positive correlation between the development of marketing concepts among experimental group students and their drive to self-learn as a result of learning according to the proposed strategy. Based on this finding, the research made recommendations that help activate the use of the proposed method based on interactive electronic activities to recruit the teaching of commercial sciences.

Farwana's study (2012) aimed at identifying the effectiveness of using video websites in acquiring digital image design skills among students at the Faculty of Education at the Islamic University of Gaza. Using video websites to acquire digital image design skills, the researcher developed a list of digital image design skills using Photoshop and developed (7) crafts. The results showed that there was no statistical indication between the average grades of female students of the control group and the experimental group in the remote cognitive test of digital image design skills and that there was a statistical indication among the average grades of female students of the control group and the experimental group in the remote application of digital image design skills for the students of the experimental group. There is

a statistical indication between the average grades of female students of the control group and the pilot group in the remote application of educational poster design skills for the benefit of the students of the pilot group. The results showed that the level of mastery of the students of the experimental group and officer in digital image design skills reached 80% after the experiment, and the level of knowledge of the students of the experimental group and officer in the skills of designing educational posters reached 80% after the investigation.

Sadiq's study (Sadiq, 2013) aimed to investigate how to improve the educational learning process using images in the curriculum with three objectives: improving students' level of perception, easy context interpretation by faculty members, and a smooth understanding of learners on different samples. The sample was made up of 100 responders who had sufficient experience in university learning. The results for acquired knowledge, practices, attitudes, and opinions about the use of photography in the learning environment showed a statistically significant difference in all measurements towards different hypotheses.

Al-Kandari's study (2013) aimed to investigate the impact of the use of electronic activities in e-learning on the achievement of Kuwait University students in the course of environmental education at the Faculty of Education and their motivation towards this type of learning. The researcher used the semi-experimental curriculum to conduct this study on three study divisions. Applied to the experimental group (n = 102), the e-learning strategy with electronic activities through the Black bur environment, and the control group (N = 50) applied e-learning through the BlackBurD environment but without using activities. The results did not support the impact of e-learning activities on motivation among students in the pilot group.

The Suksai Study (Suksai, 2016) aimed to discover the Effectiveness of e-learning lessons and compare the efficiency of the lesson with the principles of the digital photography course in photography technology, using the modules - Dynamic Guided Learning Environment (Moodle) program and learner satisfaction. Student satisfaction questionnaire. The study results showed that the average degree of content and educational design was high, and the average production and supply score was at a high level. The efficiency of e-learning lessons was above the 80/80 standard. The results showed that student's scores on the subsequent test were higher than those with statistical significance in the initial test.

A study conducted by Draissi (2020) aimed to find out the plan to respond to an outbreak (COVID-19) and the implementation of distance education in Moroccan universities); in this study, researchers examined various documents consisting of news articles for daily newspapers, reports, and notifications from the university website. Challenges universities to continue to overcome the difficulties faced by both students and professors, invest in scientific research, and their ongoing efforts to discover a vaccine. The new teaching methods were based on increased student autonomy. The additional duties assigned to teachers were to maintain the momentum of their work from home and provide free access to a few paid e-learning platforms or databases.

Al-Zahrani Study (2020) aimed to identify the trends of faculty members at um al-Qura University towards employing the electronic education tool "Blackboard Platform" in the educational process, and the sample of the study (90) was made up of faculty members of um

al-Qura University. The results of the survey indicated positive trends among faculty members at um al-Qura University towards the employment of e-learning tools “plaque platform” in the educational process, and the sample of the study showed their desire to use the tools of e-learning platform “Blackboard” as a strategic option and not just an alternative in the educational process, as the results of the study indicated that there are no differences in trends towards the use of e-learning tools “blackboard platform” tools in the educational process among faculty members in variables (type- specialization - degree).

In a 2020 study conducted by Basilaia, Kvavadze, which aimed to study the experience of moving from schooling to online learning during the CORONA virus epidemic in Georgia, statistics based on the first week of teaching at a private school and its experience in moving from face-to-face education to e-learning during the Corona pandemic, where it discussed the results of online education and used the Edu Page and Gustie platforms. In the educational process, based on statistics for the first week of the online teaching process, the researchers concluded that the transition between traditional and online education has been successful and can benefit from the system and skills acquired by teachers, students, and school management in the post-epidemic period in different situations such as people with special needs who need extra hours, or by increasing the Effectiveness of group teaching or increasing student autonomy and obtaining new skills.

Hodges, Moore, Lockee, Trust, and Bondh (2020) conducted a study aimed at detecting the difference between emergency distance teaching and online education, where researchers designed a model of evaluation requirements and a range of questions through which to assess remote teaching in emergencies and measure the success of online distance learning experiences, and concluded that online learning experiences differed from emergency learning in terms of planning quality and courses. Provided online in response to a crisis or disaster, colleges and universities working to maintain education during the COVID-19 pandemic must.

Favale, Soro, Trevisan, Drago, and Mellia (2020) studied the impact of the closure application on-campus traffic and e-learning during the COVID-19 pandemic and how the epidemic changed traffic on campus Politecnico di Torino, collaborated on the use of remote learning platforms, adopted distance teaching as well as searched for unwanted changes in traffic (harmful). The Internet is dealing with sudden needs, and remote work platforms, e-learning, and online collaboration are viable solutions for the policy of social spacing during the COVID-19 pandemic and the ease of controlling campus traffic when adopting e-learning.

Al Zahrani Study (2020) aimed to identify the trends of faculty members at um al-Qura University towards the use of electronic education tools “Blackboard Platform” in the educational process. The sample of the study (90) members of the faculty of um al-Qura University indicated positive trends among faculty members of um al-Qura University towards the employment of e-learning tools “plaque platform” tools in the educational process and the sample of the study showed their desire to use the tools of e-learning platform “Blackboard” as a strategic option It is not just an alternative in the educational process, as

the results of the study indicated that there are no differences in trends towards the use of e-learning tools “blackboard platform” tools in the educational process among faculty members in variables (type- specialization - degree).

Abdul Ghani (2020), the current study aimed to reveal the impact of different levels of intensity of hints infographics across social web networks in developing visual culture skills among students of education technology at the Faculty of Education in Ismailia University of the Suez Canal. Infographics have three levels (simple, medium, and dense), and the follow-up variable came to include visual culture skills. The study found that there was a difference in the intensity levels of hints Infographic across social webs in the development of graphic culture skills among students of education technology, where the D teams found statistically in favor of the average grades of students of the third experimental group, which uses the level of intensity of hints of dense Infographic through the social, educational Web (Edmodo).

The Study of Abu Shakhedem and others (2020) aimed to reveal the Effectiveness of e-learning in light of the spread of CORONAVirus from the point of view of teachers at The University of Khudouri, and to achieve the objectives of the study was based on the analytical descriptive curriculum. The sample of the study consisted of (50) faculty member at The University of Khudouri who taught during the spread of The Corona Virus through the e-learning system. The necessary data were collected using a questionnaire with a stability coefficient (0.804) and applied to the study sample. The results of the study revealed that the study sample’s assessment of the Effectiveness of e-learning in light of the spread of CORONAVirus from their point of view was moderate. Their evaluation of the continuity of e-learning, the area of the obstructions of the use of e-learning, the location of interaction of faculty members with e-learning, and the area of exchange of students in the use of e-learning on average, and the researchers recommended that e-learning courses be held for both teachers and students and help to eliminate all obstacles that prevent the use of the electronic education system, The need to combine face-to-face education with e-education in higher education institutions in the future.

The Al-Saqriya and Salmi Study (2020) aimed at determining the impact of the use of electronic activities on the achievement of 11th graders in Islamic education and on promoting self-learning for these students. The study used a semi-experimental design with a sample of 60 students studying in grade 11. The model was also divided into two experimental groups (30) and an officer (30). To achieve the study’s objectives, a 20-question collection test was prepared. The test was submitted to a jury to judge his authenticity. As for the reliability factor, it was (0.71) as measured by Alpha Cronbach. The study used a “self-learning skills scale” to measure learner independence, consisting of (32) elements covering three areas. A number of judges confirmed the average score of the scale. The stability factors (0.88). The results indicated that the pilot group outperformed the control group in the attainment test and the independent learning scale—courses and workshops for teachers and supervisors on employing these electronic activities in their education.

3. Method and Procedures

3.1 Curriculum

The study adopted a descriptive survey method concerned with presenting the measured phenomenon as it is, as this approach is appropriate for the objectives and purposes of the current research and its variables.

3.2 The Study Community and Its Sample

The entire study community (17,455) is a student of the Faculty of Basic Education in the General Authority for Applied Education and Training in the second semester 2020/2021, and the number of male students (5,324) and female students (12,131) female students.

The researcher selected the research sample of (393) students randomly from bachelor's students in the second academic year 2020/2021 and included (152) students and (241) students in the Faculty of Basic Education in the General Authority for Applied Education and Training.

Table 1. Repetitions and percentages by sex variable

| | Categories | Iteration | Ratio |
|------------|-------------------|------------------|--------------|
| Sex | male | 152 | 38.9 |
| | female | 241 | 61.1 |
| | Total | 393 | 100.0 |

3.3 Study Tool

The researcher prepared a questionnaire to measure the Effectiveness of digital interactive electronic activities in distance learning (online) in light of the spread of the virus (Covid 19) in Kuwait. After looking at previous research and studies, the researcher did not find relevant Arab and foreign investigations and was consulted on theoretical literature and related studies, which was made up of 34 paragraphs. Honesty and consistency were measured for the tool's application.

3.3.1 Believe the Building

To extract the indications of the sincerity of the scale, the correlation coefficients of the scale paragraphs with the overall score were removed in a reconnaissance sample from outside the study sample, which was made up of (30) students, as the correlation coefficient here represents a sign of honesty for each paragraph in the form of a correlation factor between each section and the overall grade. The paragraphs' association with the tool as a whole ranged from (0.37-0.84), and the following table shows this.

Table 2. Paragraph-grade correlations

| Paragraph No. | Link coefficient With the tool | Paragraph No. | Link coefficient With the tool | Paragraph No. | Link coefficient With the tool |
|---------------|--------------------------------|---------------|--------------------------------|---------------|--------------------------------|
| 1 | .68** | 12 | .40* | 23 | .82** |
| 2 | .69** | 13 | .68** | 24 | .56** |
| 3 | .78** | 14 | .83** | 25 | .75** |
| 4 | .73** | 15 | .77** | 26 | .75** |
| 5 | .78** | 16 | .74** | 27 | .78** |
| 6 | .71** | 17 | .54** | 28 | .39* |
| 7 | .59** | 18 | .62** | 29 | .66** |
| 8 | .60** | 19 | .79** | 30 | .51** |
| 9 | .56** | 20 | .74** | 31 | .80** |
| 10 | .74** | 21 | .70** | 32 | .37* |
| 11 | .84** | 22 | .52** | | |

*Statistical function at the indication level (0.05).

**Statistical function at indication level (0.01).

It should be noted that all link transactions were of acceptable and statistically relevant grades, and none of these paragraphs were therefore deleted.

3.3.2 Gadget Stability

To ensure the stability of the study tool, the test-retest method was verified by applying the scale, and reapplied after two weeks to a group of (30) students outside the study sample. The Pearson correlation coefficient was calculated between their estimates at 0.91 times.

3.4 Study Implementation Procedures

To achieve the objectives of the study, the following steps and procedures were followed:

- Prepare the study tool and present it to the arbitrators to take advantage of their observations and take them.
- The researcher distributed the questionnaire to a random sample of students of the Faculty of Basic Education in the General Authority for Applied Education and Training. Then after extracting honesty and stability, the questionnaire was distributed to the sample.
- The researcher unloaded the questionnaires and conducted a statistical analysis using appropriate statistical treatments to present, discuss and make recommendations.

3.5 Statistical Treatment

In the light of the study questions, the researcher used appropriate statistical treatments by analyzing them on specs, the researcher used calculation averages and standard deviations, the internal consistency factor Cronbach Alpha and the stability of replay and repetitions, in addition to analyzing the quadruple variability to show the variables of the study, and the use

of the Chevy method for remote comparisons of the effect of variables.

4. Presentation and Discussion of Results

First: Present the results of the first question, which states, “how practical are digital interactive electronic activities in distance learning (online) in light of the spread of the virus (Covid 19) in Kuwait?”.

To answer this question, calculation averages and standard deviations of the Effectiveness of digital interactive electronic activities in distance learning (online) have been extracted in light of the spread of the Covid 19 virus in Kuwait, and the table below shows this.

Table 3. Calculation averages and standard deviations of the Effectiveness of digital interactive electronic activities in distance learning (online) in light of the spread of the virus (COVID 19) in Kuwait ranked downwards by calculation averages

| Rank figure | Paragraphs | Arithmetic average | Standard deviation | Level |
|-------------|---|--------------------|--------------------|-------|
| 1 | 4 Activities in the virtual learning environment of WebCT are displayed and interacted with by learners through tools such as e-mail and discussion tools. | 4.37 | 1.286 | High |
| 2 | 18 Digital duties from photos, video footage, etc., are quickly sent into online activities on the platform. | 4.18 | .783 | High |
| 3 | 25 Interactive digital electronic activities contribute to developing students' media and visual culture skills. | 4.07 | .660 | High |
| 4 | 28 Footage of students being asked for a course as activities for group discussion can be filmed. | 3.89 | .564 | High |
| 5 | 13 Interactive digital online activities encourage interactive learning among students by sending and sharing their contributions. | 3.85 | .815 | High |
| 6 | 22 Teachers and students can engage others in digital activities through effectively synchronized tools. | 3.85 | .979 | High |
| 7 | 33 The teacher assigns students a range of digital learning situations and tasks and writes a report in the home environment as an activity displayed in the e-learning environment. | 3.83 | .793 | High |
| 8 | 11 The teacher quickly answers students' digital electronic activities in the virtual learning environment. | 3.75 | .486 | High |
| 9 | 20 Learners' digital electronic activities develop creativity and beauty when taking photos with practice and sharing them across the platform. | 3.73 | 1.140 | High |

| Rank figure | Paragraphs | Arithmetic average | Standard deviation | Level |
|-------------|------------|--------------------|--------------------|--------|
| 10 | 1 | 3.61 | 1.081 | Medium |
| 11 | 10 | 3.55 | .785 | Medium |
| 12 | 24 | 3.40 | 1.048 | Medium |
| 13 | 34 | 3.39 | 1.023 | Medium |
| 14 | 9 | 3.33 | 1.137 | Medium |
| 15 | 27 | 3.29 | .834 | Medium |
| 16 | 21 | 3.28 | .831 | Medium |
| 17 | 3 | 3.26 | .682 | Medium |
| 18 | 16 | 3.25 | .794 | Medium |
| 18 | 30 | 3.25 | .948 | Medium |
| 20 | 17 | 3.22 | .766 | Medium |
| 20 | 19 | 3.22 | .912 | Medium |
| 22 | 8 | 3.19 | .890 | Medium |

| Rank figure | Paragraphs | Arithmetic average | Standard deviation | Level |
|---------------------|------------|--------------------|--------------------|---------------|
| 23 | 15 | 3.18 | .567 | Medium |
| 24 | 29 | 3.13 | .763 | Medium |
| 25 | 26 | 3.02 | 1.038 | Medium |
| 26 | 5 | 2.95 | .781 | Medium |
| 27 | 14 | 2.93 | .874 | Medium |
| 28 | 2 | 2.87 | .868 | Medium |
| 28 | 23 | 2.87 | 1.008 | Medium |
| 30 | 32 | 2.84 | .835 | Medium |
| 31 | 6 | 2.83 | .883 | Medium |
| 32 | 31 | 2.78 | .913 | Medium |
| 33 | 12 | 2.51 | .902 | Medium |
| 34 | 7 | 2.46 | .845 | Medium |
| Total degree | | 3.33 | .496 | Medium |

Table 3 shows that the calculation averages ranged from 2.46 to 4.37, with paragraph 4

providing for “exposure of activities in the virtual learning environment represented by WebCT and interacted with by learners through tools such as e-mail and discussion tools. “In the first place and with an average account of (4.37), high, followed in second place by paragraph (18) and its text” constitutes the sending of digital duties of images or video footage and others within electronic activities in the platform with ease. “With an average account of 4.18), high, paragraph (25) came in third place, and its text “Digital interactive electronic activities contribute to the development of students’ media and visual culture skills. “With an average account of 4.07, and to a high degree, poverty no. 7 reads, “Meet different learning patterns and improve learning outcomes.” In the last place and with an average account of 2.46. The average calculation of the instrument as a whole (3.33) and an average score.

The results showed the Effectiveness of digital interactive electronic activities in distance learning (online) in light of the spread of the virus (Covid 19) in Kuwait. They came on average, with the average computational of the tool as a whole (3.33), and paragraphs came in the middle and high level with calculation averages ranging from (2.46-4.37). The paragraphs were in sequence (4, 18, 25, 28, 13, 22, 33, 11, 20) to a high degree, and the rest came in at an average rate. This result is because digital interactive electronic activities are more flexible and motivate students to learn more than others, a stimulating learning environment characterized by vitality and enthusiasm because of its videos, color images, and various forms, and this gives students confidence, participation, and interaction because of its pleasure in learning the scientific material provided. It seems that digital interactive electronic activities have created a competitive atmosphere and provide direct promotion that has enhanced the enthusiasm of students and their positive interaction. In addition to promoting cooperation and partnership between students and the professor through communication and distance learning, the researcher also attributes the result to the diversity of activities presented in its ease, difficulty, formulation, goals and cognitive levels in the virtual learning environment, in various ways and means of teaching means different to the different learning patterns of students, and the presence of constructive and varied feedback For each activity contributed to clarifying the mistakes of the students and reducing them significantly, and the way of designing activities and their procedural steps in presenting the article has an impact in attracting students to perform activities efficiently, and increase their motivation to learn, and the result is that digital activities and their various tools and methods in which excitement and excitement and suit their abilities and make them work effectively without the platform being a convenient way to provide and manage education and train distance learners, because of the positives of e-learning management systems that make them supportive of the educational environment in which they are implemented. The new distance teaching methods based on interactive and digital electronic activities were based on increased student autonomy. The additional duties assigned to teachers were to maintain the momentum of their work from home and guide their students despite the challenges of the pandemic (Dress & Yong, 2020; Basilaia & Kvavadze, 2020; Favale, Soro, Trevisan, Drago, & Mellia, 2020; Zahrani, 2020; Abdul Ghani, 2020; Abu Shakhedem et al., 2020; Saqriya & Salmi, 2020; Hodges, Moore, Lockee, Trust, & Bondi, 2020).

Second: View the results of the second question

It states: “Are there statistically significant differences at the level (≤ 0.05) in the Effectiveness of digital interactive electronic activities in distance learning (online) in light of the spread of the virus α (Covid 19) in Kuwait attributable to the sex changer (male, female)?”.

To answer this question, mathematical averages and standard deviations of the Effectiveness of digital interactive electronic activities in distance learning (online) have been extracted in light of the spread of the covid 19 virus in Kuwait by sex variable (male, female), and to show the statistical differences between the calculation averages the “T” test was used, and the grandfather below explained this.

Table 4. Arithmetic averages, standard deviations, and the “T” test for the effect of sex on the overall score

| | Number | Arithmetic average | Standard deviation | value “T” | Degrees of freedom | Statistical significance |
|--------|--------|--------------------|--------------------|-----------|--------------------|--------------------------|
| male | 152 | 3.89 | .551 | .504 | 393 | .615 |
| female | 241 | 3.86 | .568 | | | |

Table (4) shows that there are no statistically significant differences ($= 0.05$) attributable to the effect of sex. α This result is because digital interactive electronic activities in distance learning (online) have effectiveness and impact on students of both types because of their exciting and stimulating elements. Students of both types are equally interested, and activities are equally effective and may become within the sustainable development of education because of its need in such circumstances. This finding was agreed with the study (Zahrani, 2020).

5. Recommendations

- 1) We are investing positive guidance for students and faculty members towards distance learning, developing plans and programs to take advantage of these guidelines, working interactive and digital electronic activities for distance learning, and giving e-learning training courses to both students and faculty to raise technology, expertise, and skills.
- 2) It is providing an appropriate educational structure for the application of e-education at the University and removing all human, material, and technical obstacles that prevent its spread in the educational system at various stages and fields.
- 3) Conduct more studies and research to determine the Effectiveness of interactive and digital electronic activities in learning in the presence of harsh conditions and hold conferences and seminars to develop and promote e-learning.
- 4) The university needs to introduce materials that earn the student the skills, methods, and

techniques of e-learning to facilitate interaction and benefit students with the educational materials displayed electronically.

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