The Reality of using Information Technology in Distance Learning Experience of the United Arab Emirates in the Shadow of the Covid-19 Pandemic

Maha Mustafa Omer Abdalaziz

Abstract: The study aims to shed light on the challenges and exceptional circumstances left by the emerging corona virus (Covid-19) pandemic, new data that had profound effects in all fields, including the educational process, where the remote education system was used instead of students' regular attendance in schools and universities, The United Arab Emirates was one of the first countries that took the initiative to implement this information technology system in its different dimensions, a different pattern for calls for all inputs and outputs, especially with regard to facing the use of the challenges created by the Corona outbreak in the reality of using information technology to complete educational processes in Emirati schools and universities and work on Re-establishing a role for the concepts of continuing education, distance education and correspondence education, which has shown some success in self-education for school and university students in light of the pandemic for the various educational stages and the need to keep pace with the rapid developments in the use of information technology in remote education from their homes and places. And it is an attempt to integrate and fuse between the reality of using information technology and distance education in order to achieve the desired goals to improve integration between the Ministry and the UAE universities at the national level in benefiting from the infrastructure of information technology that the country began to implement from the year 2017, and therefore for the real integration in achieving the scientific needs of education and learning something. Which aids in fusing aptly into the information and knowledge society.

Keywords: use, distance education, information technology.

I. INTRODUCTION

With the advent of technological advances, distance education has become presenting a variety of new technologies for teachers and learners to enhance knowledge. Which replaces educational technologies in the use of information technology in place of direct interaction between teacher and student, which is the thing that helps distance learners to communicate between the learner with the teacher, the learner with the learner with educational materials has allowed teachers to employ different strategies that can actively participate in the interest of students. Accordingly, this paper focused on the reality of using information technology in distance education and technology-based media, which are very important for distance learners.

Knowledge and use of information technology have had strong implications for many economic sectors such as informatics, telecommunications, finance and transportation sectors; So, the use of information technology had an impact on education. Accordingly, the knowledge economy has created a new landscape for education and new challenges and horizons for the education sector. In the first place that education is a prerequisite for a knowledge-based economy, the production and use of new knowledge requires a greater population and workforce. Secondly, information technology is a very powerful tool for disseminating knowledge and information and thus it is an essential aspect of the education process. In this capacity they perform an educational role that can be complemented in principle or even compete with the traditional practices of the education sector. Thus, this is a challenge for the education sector if it wants to continue expanding with the help of or under pressure from new forms of education. Third: The use of information technology sometimes provokes innovations in business management methods in the education sector. Scientific research in many fields has revolutionized the new capabilities that information technology provides, from digitizing information to new registrations, simulations and data processing capabilities. With all the audio-visual resources, illustrations and animations, the use of information technology in distance education has shifted from "indoctrination" to "interactive" mode with visual and audio effects, making the "rigorous" educational process a more attractive process that helps students access content without stopping. UNESCO notes that the wealth of digital educational resources has made new demands for higher education systems and institutions, which include the development of innovative curricula, study programs, alternative educational paths and higher education methods, which can all be facilitated via the Internet, distance education and short skills-based courses.

The Reality of using Information Technology in Distance Learning Experience of the United Arab Emirates in the Shadow of the Covid-19 Pandemic

The organization has developed a group of programs that help in the use of information technology in distance learning, including the "Black Board" application, which is an application based on designing decisions, tasks, assignments, and tests, and electronically correcting them, and communicating with students through a virtual environment and applications that have been downloaded via phones Smart.

In addition, we find that the Edmodo platform 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 digital applications, in addition to homework, grades and discussions. The "Adrak" application, which is concerned with teaching the Arabic language via the Internet, and the "Google Classroom" application, which facilitates communication between teachers and students, whether inside or outside the school. (1)

II. METHODOLOGY

The hypotheses are considered to be nothing but a temporary explanation that is still far and away from the facts in the study of reality in terms of study and application, then it has become an assumption of error and correctness that can be accepted or refused to amend or correct what can be reformed can be a law that explains the course of phenomena. It is an attempt to identify a set of temporary interpretations that bears right and wrong in the results of the reality of using information technology in distance education and the extent of its relevance to the educational policies prevailing and available within the country and the extent of their influence with international organizations and decisions regarding the possibility of continuing the educational process in light of the Corona pandemic.

III. LITERATURE REVIEW

The Concept And Philosophy Of Distance Learning Technology

In most academic and scientific fields, we find there are common but distinct vocabulary. These precise words make it possible for researchers and practitioners in this field to communicate clearly and concisely with each other and at this time there is a shortage of this precise vocabulary in the field of distance education. By providing accurate definitions of distance education, this is achieved by proposing a single definition of learning first and then dividing the concept of learning into three sub-categories: learning, exploration and chance. Each of these is defined in turn, and distance learning concepts are derived and classified. (2) The increase in the efficiency of distance learning forms and methods is a result of the great development in information technology and modern means of communication, which led to the popularity of their educational uses and the emergence of new, more effective forms and methods. It is a multi-channel learning approach. In principle, it is possible to differentiate between distance education as an alternative to regular education, as joining the distance education curriculum requires completing an educational stage or obtaining a qualification, and distance education as an integral component of regular education in a multi-channel context Education, which shapes distance education methods in formal educational institutions. Accordingly, information technology and its use in distance education and its multiple educational channels have become essential and important elements of an integrated education system in developed societies. It is well known that the foundations of education in developing countries face or suffer from many deficiencies and problems that show that distance education in the context of multi-channel learning can contribute to facing it.

This system generally means transferring education to the learner in his place of residence or work instead of the learner moving to the educational institution itself, and on this basis the learner can confuse learning and work if he wants to, and adapt the curriculum and the speed of progress in the subject according to its conditions.

Distance education technology is defined as an educational system based on the idea of delivering educational materials to the learner through various means or methods of technical communication, whereby the learner is far and separate from the teacher or the educational process and that this type of learning occurs when the natural distance between the learner and the teacher or the current educational process During the learning process. Distance education technology is also defined as a system to provide learning for people or individuals, whether it is a continuation of the education system in the regular classroom or the independent system using multiple and varied methods. Accordingly, the distance education technology philosophy depends on the educational philosophy of the distance learner by providing educational opportunities for all learners willing and able to do so, and working on organizing curricular topics and evaluation methods according to the learners 'capabilities and circumstances. The independence of learners and their freedom to choose the media, systems and methods of presenting them, and to design curricula in a way that responds to the real needs of learners in the various fields of their work. (3)

IV. METHODS OF DISTANCE LEARNING TECHNOLOGY

There are many methods of distance education technology, and each of these methods expresses a certain stage of educational interaction during the development of distance education and due to the increasing development in information technology, which was reflected in the expansion of its uses and the emergence of new and more effective methods of distance education and one of the most important methods of its capabilities. The proven ones in distance learning are: (4)

1. **CORRESPONDENCE METHOD:** The printed material is sent to the learner and then leads the learner to comment on it, ask questions and inquiries, and then return it to the teacher, and e-mail is now the main method in the work of the Internet and this method is one of the traditional methods of distance education, as it separates the teacher The distance from the learner is that to fill the educational gap, this method can give adult individuals the opportunity to learn at university, as well as provide workers with a database at their workplace.

2. MULTIMEDIA METHOD: This method is based on the use of written text by the two studies, through audio and video recordings using floppy or compact disks or telephony, radio or television broadcasts. Printing leads to the basic element of distance learning curricula and the base of all systems or methods

The other through which services are provided and there are various forms of printing such as references, study guides, and textbooks.

3. THE STYLE OF VIDEO CONFERENCES: It is a method similar to the method of learning that occurs in the classroom, however, learners are far from teachers and their colleagues as they are connected to high-capacity electronic communication networks, and everyone can see the teacher and listen to him directly questions and interact with the topic presented by the teacher. But this method needs to be prepared in advance and longer than the traditional class, as is required by the scientific materials and the media, in addition to training the teacher to quickly gain the interest and interest of the learner, while training the teacher and the learner to use technology effectively.

4. THE METHOD OF PRINTED MATERIALS: This method is the basis on which all systems or methods adopted to provide educational curricula and printed materials, such as textbooks, training course plans, exercises, abstracts, tests, and others.

5. THE DEFAULT LEARNING METHOD: In this method, the scientific materials and communication between the teacher and the learner are transmitted through the web and e-mail. Although this educational method is modern, it is in a steady increase to the extent that distance learning is not intended in most cases except for this technique and communication between teacher and learner simultaneously

6. CD-ROM METHOD: It is one of the good and important means of transferring information and is characterized by its ability to store the largest possible amount of information and data and play it back in a high-quality manner, so it has been widely used in the learning distance, but the study materials remain restricted within the limits set by the program designer As the learner cannot correct the middle, which helps self-learning, but producing and preparing it requires more time and more cost.

7. THE INTERACTIVE DISTANCE LEARNING METHOD: This method depends on the overall interaction between the teacher and the remote learner through audio-visual and educational channels that are transmitted via or through satellites. And because distance learning is a flexible educational system that distinguishes it from regular learning systems and seeks to distribute learning in time and space and encourage self-learning, as well as help the individual to choose the marine method, and for this there are many characteristics that distinguish distance learning from other systems or other learning methods. These characteristics are:(5); Providing the process of transferring the teacher and the student to the university or institute, because this type of learning does not require meeting the teacher and the learner face to face. And overcoming the problem of time and place because the use of educational methods and techniques and written texts can happen in the place and time in which the learners reside, and at a time when the learner must devote himself to education and work to achieve integration between the

two classroom systems and the credit hour system in a way that realizes the advantages of the two systems and avoids the greatest Amount of negatives. From the above, one of the types of distance education are:(6)

FIRST: DIRECT ONLINE LEARNING: This environment eliminates the entire concept of the school and provides educational materials directly over the network, so that the student depends entirely on the Internet and technological means to access information and abolishes the direct relationship between the teacher and the teacher. student. However, this environment can negatively affect learning, given the importance of the teacher and the direct interaction between him and the student.

SECOND: BLENDED NETWORK LEARNING: which is considered the most efficient electronic educational environment as it blends e-learning with traditional education in an integrated manner and develops it so that the teacher and the student interact in an enjoyable way because the student is not only a listener, but it is a key part of the lecture, which is the most effective electronic learning environment Where e-learning mixes with traditional education in an integrated way and develops it so that the teacher and the student interact in a fun way.

THIRD: SUPPORTIVE NETWORK LEARNING: In which the network is used by students to obtain various sources of information.

THE USE OF INFORMATION TECHNOLOGY IN DISTANCE LEARNING

The use of information technology in distance education has become an essential part of the infrastructure of Emirati classrooms, schools and universities since 2017. This is from pre-school to higher education; Computers, laptops, smartphones, smart tablets and tablets are powerful and essential mediums through which to obtain information and communicate. In the twenty-first century, as the use of information technology in education has come to play a role in every aspect of education as students, teachers and administrators turn to their computers to access information, create and express themselves, communicate, collaborate and track the achievement of learning outcomes; Through the following:(7)

1. ACCESS TO INFORMATION: Technology plays a central role for both students and educators seeking information; Online reference materials, such as Encyclopedia Britannica Online, provide a wealth of content complemented by multimedia and interactive links. The eBook Collections offer thousands of texts, and the sheer amount of articles and online journals devoted to every topic imaginable makes the search extremely effective and informative. Teachers looking to engage their students have access to thousands of images, graphs, videos, maps, animations, games, and a host of other options to appeal to the diverse learning styles of their individual students. Today's broad access to educational resources encourages students to inquire more and follow information pathways according to their own interests. Thus, information technology plays a major role in developing the independent learner.

161

2. CREATIVITY AND SELF-EXPRESSION: ICTs also play a role in how students express themselves and reflect on their learning. With the help of digital recording functions built into smartphones, tablets, and other electronic devices, students are able to index the world in the way they see it and add their own perspective to already existing collections of knowledge to create an original work. With audio, photo, and video editors and various ways to publish self-created media to the web, students not only gain access to information, but also contribute to its creation. The ability of students to be active members of the learning community, whether on the small scale of the school's social media site or on the larger canvas of the entire global web, gives their work wider significance and affirmation.

3. COMMUNICATION AND COLLABORATION: Information and communication technology provides students and teachers with more opportunities for networking and collaboration. With LMSs like Blackboard and Moodle, many courses have online space to participate in discussion threads, forums, chats, and video conferences. Collaborative functionality in office applications allows students and educators to view reviews and add comments in real time, making the comment posting process more efficient. Technology also goes beyond traditional brick-and-mortar settings by providing working adults and parents who care for children and students who are geographically isolated, and are denied the opportunity to connect and interact with learning communities through online schools and educational networks.

4. STUDENT ACHIEVEMENT AND LEARNING OUTCOMES: ICTs also play a role in how administrators evaluate the achievement of student learning outcomes. Various assessment tools such as standardized tests, student portfolios, rubrics, and surveys yield data that can be analyzed collaboratively by an educational institution to find areas for improvement. When data is entered into databases and statistics, graphs and graphs are created, and officials define patterns and make decisions that involve changes to curriculum and budget allocations. Technology plays a prominent role in assessment and evaluation and helps guide curricula to students' greater achievement.

FROM THE AFOREMENTIONED, HOWEVER, THERE IS A QUESTION THAT ARISES: WHAT ARE THE BENEFITS OF USING INFORMATION TECHNOLOGY IN DISTANCE EDUCATION?

The use of information technology has invaded the educational landscape increasing the learning potential of students and empowering teachers with advanced presentation tools and classroom management systems. As it opened a wide range of electronic devices - laptops, tablets, smart phones, and even smart panels - to promote these tools in a wider participation in the academic community and benefit teachers and students alike. They are as follows: (8)

1. LEARNER STYLES: Information technology addresses individual learning preferences by integrating rich multimedia. With just a few clicks, teachers have instant access to thousands of articles, images, audio and video that enhance their presentations and engage students. For example, we find that a quick web search produces informational articles, professional photos, 3D models, and videos of how the strings are made, along with an interactive map showing where the structures are. The technology supports different approaches to visual, auditory, reading and writing learning through its interactive and kinesthetic nature.

2. CLASSROOM MANAGEMENT AND INTERACTION: Information technology benefits classroom management through its ability to create and organize in a virtual space. Many schools have adopted Learning Management Systems (LMS) that focus on aspects of the courses in such a virtual space. Educators can post documents, e-books, media, and automatically graded quizzes. Assignments can be posted and submitted online and grades can be viewed in one virtual space. Students can access the LMS at any time and don't have to worry about losing a paper or carrying a textbook. LMS also facilitates communication, interaction, and collaboration between students and educators, providing opportunities for sending messages, chatting, creating wikis, creating documents and blogs, and sharing information such as social media.

3. WIDER ACCESS AND PARTICIPATION: Online courses provide non-traditional students the opportunity to return to school and improve their lives according to their schedule and at a lower cost than traditional educational institutions. The Massachusetts Institute of Technology has developed free education services sponsored by the educational force. In an effort to share its resources with the world, OPENCOURSEWARE (Link in Resources) gives the public access to many of the school's courses. Information technology enables anyone with a desire to learn to pursue an education.

4. INFORMATION TECHNOLOGY AND ASSESSMENT: As educational institutions move away from traditional grades and toward assessing specific skills, IT is redefining how to judge whether students have achieved their goals or not. For example, by looking at broader collections of student work grouped into student e-portfolios, institutions can monitor how students have developed over time and whether they have achieved their goals (see Reference 4). Assessment of skills such as writing is enhanced through the use of online programs such as Write to Learn (Link in Resources) that compare semantics among large samples of students' work and provide specific feedback on items such as content, frequency, and irrelevance. Information technology provides a more complete assessment of students' academic aptitude and provides individual-focused feedback.

THE REALITY OF USING INFORMATION TECHNOLOGY IN DISTANCE LEARNING

If we look at virtual universities, we find that they did not replace classrooms as they did not keep the cost of expensive construction and maintenance investments. Its reality was supplemented by digital libraries rather than replacing physical libraries. Codification and standardization of teaching in a way that allows fewer faculty or less qualified academics has not become the norm, nor has a new online education invented to completely replace the faculty. It is clear that there has not only been one single investment in the use of information technology as the costs of maintaining and upgrading.

IT facilities are really important, so in contrast to the idea of marginal costs of replicating and disseminating information. Moreover, we find that the effectiveness of the reality of using information technology in distance education for many universities is a secondary goal compared to the challenge of developing innovative and high-quality electronic educational courses in many higher learning institutions. Moreover, as most universities consider e-learning materials and courses to be complementary to traditional classroom or lecturing activities rather than as an alternative. The dominance of distance and mixed education methods for e-learning makes assessing the reality of the use of information technology in remote delivery which are nothing but the benefits of e-learning investments in and of themselves more difficult to evaluate because they become part of the campus experience. In this context, and after the bursting of the "dot.com" economic bubble that knocked out many e-learning processes from work, identifying sustainable and cost-effective models for the reality of IT investments in distance education for higher education institutions has become crucial. (9)

CHALLENGES OF THE REALITY OF USING INFORMATION TECHNOLOGY IN DISTANCE LEARNING AND DIGITAL ARABIC CONTENT VIA THE INTERNET

Distance education faces many economic, technological and societal challenges, but before we talk about these challenges, we must evaluate the state of Arabic language content on the Internet; It is the development of distance learning in the Arabic language. We must work to provide the educational materials on the Internet in the Arabic language. This opens the issue of Arab digital scientific content on the Internet. If we look at the classifications of Arab websites published on the Internet, we notice that most of these sites are related to economics, trade and information technology, followed by entertainment and sports sites, which in turn are equal to societal sites (religion, beliefs, institutions, individuals and magazines). But what is the role of educational sites? In order to determine the value of this Arabic content, we must research the content of educational sites, which turned out to be relatively few compared to other sites.

It is worth noting that one-third of the language of the official websites is English and that some of the others are official websites of various universities. Therefore, there is a clear difference between Arabic digital content for learning and others, and there is also difficulty in accessing Arabic scientific content on the Internet, as Arab search engines specialized in Arabic content are not compared to foreign search engines from the strength of results and correct access to information, and here some may say to use Foreign engines to access Arab educational content! However, this does not help as most of the results come from Arabic pages that no longer exist. (10)

Therefore, we notice through the Arabic content on the Internet and a weakness in the content in general and educational in particular, and we also note that there is a real problem in the correct and useful access to this content using search engines, and here the challenge lies in adding and providing new educational content on the network where we must work to organize the current content and re Correctly structure it, before and during the addition of new Arabic educational content, to ensure that it can be easily accessed by Arab and other users. But there is a question that arises: Can a person invest his time and money in distance education in the Arab world? There are many who oppose this, and there are some teachers and professors who doubt the value of distance education in the field of education. We have to look at the current state of education and why we need this change, to look at the cycle that is repeated across generations, which is represented in the following stages: school education led by teachers, the university that continues the process and generates generations for society to produce and innovate in its specialization, both. But unfortunately, once he graduated, he turns either into an unemployed person, or into a person who cannot be employed mainly due to his inability to produce and serve society, so we had to shed light on this chain and work to fix the defect in it, which mainly results from the learning process. ; While building creative and productive individuals for society starts from the first educational stage, and in doing so, working on changing and developing learning and keeping pace with the scientific revolution is the direction that we must take in order to develop society to the highest levels. Accordingly, we find that there are obstacles to the development of Arabic educational content in the possibility of using information technology, namely: (11)

FIRST: INFORMATION TECHNOLOGY INFRASTRUCTURE IN THE ARAB WORLD:

There is a direct correlation between the spread and strength of means of communication on the Internet and electronic content in general, and if we look at the Arab countries, we notice the weakness of the spread of rapid communication technologies, their limits, and their inefficiency compared to the means of communication solutions in developed western countries and this plays a negative role in the spread of electronic content and its increase in the language. Arabic and lead to weak spread of many applications that increase the volume of Arabic content dedicated to e-learning.

SECOND: WEAK CULTURAL ACTIVITIES:

Cultural activity in the Arab world is relatively limited, as the average illiteracy rate is equivalent to about 40% in general in the Arab world and exceeds 50% among women and 27% among men, and on the other hand, there is a decrease in the number of readers in Arab countries and this in turn is reflected in The number of books and translation of foreign books, where the average number of scientific books that are translated into Arabic is 330 books per year, which is one-fifth of what is translated into Greek, for example, and in another comparison, the number of books translated into Arabic since the era of the Treasury until our time does not exceed one hundred thousand books This is equivalent to what Spain translates into Spanish in one year. Thus, the lack of what is translated leads to a lack and weakness of what is published electronically, and this in turn reduces the educational digital content at the expense of other Arab content from entertainment and social materials, and this in turn negatively affects e-learning.

THIRD: THE ARABIC LANGUAGE AND ITS TECHNICAL ASPECTS:

Aspects of the Arabic language are divided into two parts, the first section is the language itself and the different terms used in the Arab countries. Colloquial languages are intended here and their negative impact on correct dealing with the Arabic language.

And others, and the increasing use of dialects in Arab forums is widespread on the Internet at the expense of the standard Arabic from mistakes, and this in turn confirms the need to rehabilitate this Arabic content and extract it scientifically and educationally useful. Content. The second section concerns the criteria for using the Arabic language in computers, especially the natural processing of the Arabic language such as machine translation, which increases the ability to electronically translate foreign scientific content and foreign books into Arabic, and at the present time there is no automatic translation system for the Arabic language capable of accessing The results are completely correct and robust and this prompts us to work on creating a robust translation system and recommend research in this area. Arabic language processing tools also include spelling and grammar checking, automatic classification, kinematics, morphological analysis, and textual conversion of book and newspaper outputs. (12)

Among the other aspects related to the natural processing of the Arabic language are the obstacles related to searching, retrieving information in ineffective and fast ways, and obtaining the required and important. The lack of robust information processing and retrieval systems that mimic the Arabic language and build upon them to index sites in search engines, digitize Arabic documents and write grammatically correct writing, which made it difficult to access educational and scientific texts and positive Arabic content, which in turn affects e-learning in the Arabic language. It is worth noting here that the technical problems of the Arabic language do not suffer from Latin and other languages as much as the Arabic language suffers due to the wide morphological structure of the Arabic language. As for the challenges resulting from the economic and academic level: (13)

1) Hard-to-reach technical problems and sudden network outages due to poor internet.
2) The lack of adequate devices for students in schools, as the use of computers is expensive, and modern education requires high-level equipment to suit advanced programs.
3) Lack of experience among people in educational programs and lack of attendance at courses and conferences in international and developed countries.
4) It is difficult for teachers and students to adapt to this type of education because they are accustomed to traditional education and fear of change. By nature, a person does not like to change what they are accustomed to, but resists in various ways, and this is not through adopting a counter-behavior towards the Internet, but rather a negative attitude towards this change. This is due either to adherence to old educational methods, unwillingness to adapt to modern methods and technologies, or a feeling of indifference and indifference towards new changes.

The experience of the United Arab Emirates: The reality of using information technology in distance education in light of the Corona pandemic

Most governments in the world have temporarily closed educational institutions, in an effort to curb the spread of the Covid-19 pandemic; This lockdown affected nearly 60% of the world's students across the country. Other countries have closed schools in some areas there, affecting the education of millions of additional learners. UNESCO works to provide support to countries in order to mitigate the direct impact of school closures, especially the impact on the most vulnerable and disadvantaged groups, and seeks to facilitate the continuity of education for all through distance learning. (14) Accordingly, the exceptional circumstances left by the Coronavirus (Covid-19) imposed new data that had profound effects in all areas, including the educational process, as the distance education system was used instead of students in schools and universities, and the United Arab Emirates was one of the first countries. Which implemented this system after suspending students' attendance in their educational institutions for their health, as more than 1.2 million students from different schools and universities in the country joined the virtual education system. (15   )Many indicators confirmed that the experience of using information technology in distance education that the UAE government implemented in all schools and universities was largely successful, due to several basic factors, the strong digital infrastructure that it possesses, which helped to continue education in its new form, in addition to That the country has important experiences in this field; And because the UAE's experience in using information technology in distance education is not a result today, but it started in practice since the nineties of the last century, when some students were taught in the western regions.(16) Accordingly, the Ministry of Education did a good job when it announced that it would undertake a comprehensive evaluation of the application of the "use of information technology in distance education" system for all educational institutions, both government and private, nationwide, during the months of May and June, based on the recommendations of the Education and Human Resources Council. There is no doubt that this step comes within the framework of educational efforts aimed at monitoring the performance of schools, and ensuring the effective implementation of plans for "the use of information technology in distance education." The evaluation criteria included three main axes, focusing on teaching and learning processes, positive student development, and the role of the school and school leadership in managing the processes of "using information technology in distance education" and its sources, to ensure students have access to useful and appropriate education opportunities, which include the evaluation process. This evaluation will be implemented in coordination with all educational authorities in the country through the use of the available online platforms, and according to this evaluation, schools will be classified according to the effectiveness of their remote education request and the extent to which students benefit, teachers 'readiness and parents' opinions will be taken into consideration during the evaluation. All parties communicate with schools, send standards, conduct awareness meetings and ensure they are ready for evaluation. and that the evaluation of the experience of the system of using information technology in distance education, after applying it to this large scale and working with it for a period of time, will work to improve the quality of the "distance education" system, and the continuous improvement of its system. Standards, tools, and schools' ability to respond quickly and deal with them in the best way is a true, sustainable and significant investment in education, which is a major priority on the UAE's national agenda.

Retrieval Number: 100.1/ijitee.L79451091220
DOI: 10.35940/ijitee.L7945.1091220
Journal Website: www.ijitee.org

164

Published By:
Blue Eyes Intelligence Engineering
and Sciences Publication

This evaluation will contribute, as the leaders of the educational process assert, in determining the location of educational decision-makers and their position of strengths and weaknesses, and thus work on improvement in the future, to ensure the efficiency of this system and the sustainability of learning. The evaluation is characterized by its design according to international educational comparisons and practices that focus on the sustainability of education in times of crisis and future and strategic planning, and the last element is supporting the mental health of students, families and teachers, ensuring safety and a sense of continuity. From the above, the introduction of the system of using information technology in "distance learning" in the United Arab Emirates, was a successful model for the distance learning system, thanks to the government's vision and the network's readiness, which was evident with the beginning of taking preventive measures to preserve public health to spare society risks "Covid-19" After a period of time has passed on the application of the "System of Information Technology Use in Distance Education," there are many details that helped the success of the educational process and reach positive results to achieve the maximum educational benefit for students.

It is worth noting that the education sector in the United Arab Emirates has been prepared for this radical transformation - in 2017, the Ministry of Education in the United Arab Emirates formed a task force tasked with implementing the "transformation to smart education", and even implemented a pilot initiative. The Smart Education Portal, which is an interactive electronic learning platform, is designed to bring together teachers, students, and parents and apply the new pedagogy. Many private schools in Dubai, Abu Dhabi and Sharjah have already adapted iterations of this platform, along with blended education that integrates classroom learning with online teaching. Families can access suite progress reports, classroom schedules, and school communications online, while students can communicate with their teachers and complete and evaluate assignments. Naturally, these schools had a "first mover advantage" when the current crisis necessitated the transition to 100% digital connectivity. However, the switch to online learning wasn't completely frictionless. Access to online learning across many private schools was conditional on payment of semester fees. Some families facing economic stress from the coronavirus crisis have found it difficult to pay. School operators report that shifting to e-learning means increasing operational costs - for digital training granted to teachers and the purchase of licenses for the e-learning platform. The situation led to a confrontation between parents and the schools; Request the education authority, the Knowledge and Human Development Authority (KHDA), to intervene and call for a compromise on both sides. Private school operators have responded by offering fee reductions and flexible payment plans to retain students and ensure business continuity. The episode emphasized how online distance learning can widen the digital divide. For students who do not have access to online resources and devices or those who require learning support, it can be an alienating experience, which contributes to high dropout rates. As schools close, we need to pay special attention to those most vulnerable, not only physically, but also academically and psychologically. Online learning may be designed to avoid a deepening of this gap. When the coronavirus lockdown was announced, UAE telecom provider Du provided support by waiving additional data charges so customers could access school sites and homework. Measures like these helps make education available, even when it is online. (17) Before the outbreak of the coronavirus pandemic, homeschooling was not a preferred option in the UAE. Under insurance, homeschooling was the only option for students to continue learning. Just like in the UAE, schools around the world have used primary platforms, such as those provided by Google and Microsoft, as well as electronic meeting apps like Zoom, to deliver online learning to students in their homes.The current crisis has provided an opportunity for all stakeholders to rethink how education is managed and delivered. Transitioning from traditional learning to a more flexible method commensurate with the current crisis and its aftermath requires redeveloping the education system and its tools, and most importantly, empowering teachers. Schools and teachers should not be seen simply as a means of communicating knowledge but also as being able to control what they teach and how it is taught. Technology can also elevate the role of educators from being mere transmitters of knowledge to actively acting as co-creators of knowledge for their students. (18) From the foregoing, the best practices in the "use of information technology in distance education" that the UAE is implementing to sustain education in light of the Corona epidemic, and which provide future strategic plans and policies that the UAE government puts in place in all sectors, a proactive vision in line with global developments, in an attempt to enhance its capacity Competitiveness among its peers and placing it in the right place it deserves. Consequently, the initiative to "use information technology in distance education" launched by the Ministry of Education reflected the desire and willingness represented in the qualified infrastructure, the legislation that defines its work, in addition to the existence of strategies prepared for what is to come. And match with it to achieve the best results. Where the teachers stressed that the initiative to "use information technology in distance education" is actually applicable for long periods of time if necessary, which reflects the preparations and readiness of the infrastructure of the educational system in the country, noting that the foundations for using information technology in distance education exist in the UAE. But you need mechanisms and controls to protect this type of education, with its outputs approved for admission to universities and international higher education institutions.

Accordingly, the Ministry of Education has allocated an integrated team to facilitate all the needs of the "Use of Information Technology in Distance Education" initiative, which is applied for the second and secondary cycle starting from March 22nd and lasts for two weeks, and to ensure the readiness of systems and technologies in educational institutions, as well as providing a system for schools in the sector. The private sector that applies to its curricula, allows it to implement the initiative by creating its own account that enables it to add all its teachers and students to it. It also created an era for electronic training for all public-school teachers and invited invitations to private schools to nominate teachers from each training school as a training nucleus for the rest of their colleagues.

(19) In addition to providing educational and digital platforms for "Emirates School" students to be employed and used during the implementation of the "Using Information Technology in Distance Education" initiative, all of them fall within the "Integrated Schools Complex" smart learning platforms, which provide tools to support teachers and students, and aims to provide students with skills Digital, enhancing their quality learning. In addition, the smart learning portal provides a variety of educational services accompanying the continuous technological changes, in order to facilitate the educational process and provide all participants in it, whether teachers, students, academic coordinators or system officials with the necessary capabilities, including the Alex educational platform for mathematics in the English language Which are provided by the Ministry of Education specifically for its students to hone and improve their skills. The platform helps students in mathematics and develop their levels by continuously assessing them to standardize mathematics concepts and skills using artificial intelligence. Finally, during a virtual session organized by the Khalifa Award for Education through Visual Communication Technologies, entitled "Distance education. Vision and future trends", she presented in the United Arab Emirates about its trends to what extent they will be of great importance and the reality of using information technology in distance education in In light of the current conditions that the world is going through, especially in the education sector, which are divided into scenarios represented in: The first scenario is the continuation of the "Covid-19" epidemic, where virtual education will be 100% away, and smart education will be the focus of education in the country, in While the second scenario is the transitional phase after the virus was displaced and the country has fully recovered from it, it will be progressive, as direct education will return between 30% and 50%. As for the third scenario, it is the development plan that we seek in the event that life returns to normal, and includes two types of education, the first is direct and natural education (semester), and the second is virtual distance education, but this will be done in proportion and proportion, as the proportion of direct education has reached 70% And virtual education over a distance of 30%, so that we can keep pace with the technological development and the transition to digital education in the country; And that each plan has a specific time frame, and if the spread of the coronavirus continues, the ministry will complete the implementation of distance education for the school year

V. CONCLUSION:

Human society advances in this era very quickly, but one finds himself in a continuous race with the technological advancement of information, and often reaches the challenge, and distance education has become one of the most successful ways to deal with the current Arab conditions of society; This is because traditional education has not succeeded in bridging the civilizational rift between us and the advanced peoples, just as our use of the outputs of modern technology has not contributed to real progress towards its settlement, and this means, in short, that our nation stands before contemporary challenges face to face, without support or support except for what can be resorted to. The methods of the era in resisting its pests, and at the forefront of these methods is the "use of information technology in distance education," which can be likened to the constant renewal of air in the home. This is through the necessity to pay attention to the use of information technology by editing all journalistic and media arts through the Internet, so that advanced media can transmit educational news remotely and renewable to information, interpret, interpret and comment on it. And acting as a guide for good and positive educational behaviors and values to contribute to educational development.

Accordingly, universities and higher education institutions must take into account the importance of expanding the new type of distance education after the end of the epidemic (Covid-19) in light of the compulsory application in some countries at the present time, and the emphasis on the existence of digital digital infrastructure that helps continue education After its new look. Upcoming periods. Especially in this distance education works to reduce the underestimation and tension that can be exposed to learners in education by traditional methods, which can give calm, which helps to focus. But despite this, people must be convinced of the effectiveness of using information technology in distance education, as some believe that using this educational method can be temporary if necessary, which reflects the lack of confidence in education in this way.

Especially in the absence of direct interaction between teacher and student, among the factors that reduce the effectiveness of the educational process. The use of information technology in distance education becomes mandatory methods.

And since the reality of using information technology in distance education today depends more on communication with all its types, it has become an urgent necessity for the necessities of the times, and given what the current technological revolution has changed in many lives of individuals and societies, but the educational field has remained the most affected even the term education Digital has spread widely, expressing the extent of this modern technological breakthrough in educational and institutional activity between its faculty and subtle levels, the new environment created by this education not only changed the behavior and nature of relationship institutions, but also contributed to changing the pattern of their qualifications and attitudes, such as the use of multimedia devices And modern means of communication are more accurate and fast, so the importance of communication and information technology has emerged, especially the phenomenon of remote communication, which calls for the rapid development of information technology means, until it has become what it is today, and is still in continuous development and appropriate as we no longer talk about information technology, but rather For its modern technologies, which were able to achieve the objectives of the communication and information process efficiently and effectively for various institutions, fields and levels Educational.

REFERENCES

1. Nahida Abdul Zaid Al-Dulaimi, Distance Learning: Its Concept, Evolution and Philosophy, Encyclopedia of Learning and Training, 2010

2. Ghadeer Ali Thalab Al-Mahmadi, Evaluating the Reality of Using the E-Learning System in the Distance Education Program at King Abdul-Aziz University from the Students' Point of View, (Journal of the College of Basic Education for Educational and Human Sciences, University of Babylon, Issue 39, June / 2018), p.23

3. Al-Hadi, Muhammad, E-learning via the Internet, Cairo, The Egyptian Lebanese House, 2015, i-1, p 103

4. Kandil Ahmed, Teaching with Modern Technology, Cairo, Alam Al-Kitab, 2016, i, p. 174

5. The Emirates News Agency (WAM - Abu Dhabi) 21 April 2020

6. The Arab Organization for Education, Culture and Science, The Arab Distance Education Strategy Project, 2013

7. Kamal Yousef Iskandar and Muhammad Thebian Al-Ghazzawi, Introduction to Educational Technology, (Kuwait: Al-Falah Library, 2013), p. 11

8. Muhammad Mahmoud Al-Heelah, Educational and Information Technology, (Al-Ain: University Book House, 2011), p. 88

9. Al-Hadi Muhammad, E-learning via the Internet, Cairo, The Egyptian Lebanese House, 2015, i1, p 103

10. Saadeh, Jawdat, The use of computers and the Internet in the fields of education and education, Ramallah, Al-Shorouk, 2013, ed. 1, p. 240

11. Asmaa Al-Akkad, E-Learning and Contemporary Challenges, Birzeit University, Faculty of Information Technology, Department of Computer Systems Engineering, 2013), p. 14/15

12. David, P.A, "Toward a cyber-infrastructure from enhanced scientific collaboration: Providing its 'Soft' foundations may be the hardest threat," Paper presented at the International Conference Advancing Knowledge and the Knowledge-Economy, National Academy of Science, Washington D.C., 10-11 January 2005.

13. https://www.albayan.ae/across-the-uae/education/2020-03-16-1.3804819

14. https://itstillworks.com/12758058/how-to-hide-information-on-your-tumblr-posts

15. www.escwa.un.org/divisions/ictd/workshop/forum_a/docs/Arabic%20Content%20on%20Digital_%20Network.pdf

16. Emirates Al-Youm newspaper, "Al Sa'a News" bulletin, 10 May 2020((Emirates Today newspaper, May 2020)

17. https://www.ecssr.ae/reports_analysis/

18. https://www.scientificamerican.com/arabic/articles/news/distance-learning-versus-covid19/.

19. https://www.albayan.ae/across-the-uae/education/2020-05-09-1.3853463 & (WAM Agency - Abu Dhabi 2020)

20. https://ar.unesco.org/news & https://itstillworks.com

AUTHORS PROFILE

Dr. Maha Mustafa Omar Abdalaziz, Assistant Professor of Public Relations, College of Mass Communication and Public Relations, Fujairah University (UAE)
She obtained a PhD in the field of public relations and advertising in the year 2012, and she has many papers published in the field of public relations, advertising and communication.