



Cultural e-Learning in Universities: a sociological perspective

PhD Student NEMMICHE Houria¹, Pr. GOURARI Aissa²

¹ LPSHCIA lab, University of Mustapha Stambouli-Mascara-(Algeria),
nemiche.houria@univ-mascara.dz

² LPSHCIA lab, University of Mustapha Stambouli –Mascara-(Algeria),
a.gourari@univ-mascara.dz

Received: 30 /04 / 2023 Accepted: 08 /09 / 2023 Published: 31 /10 / 2023

Abstract:

Information and communication technologies have changed relationships in the university as well as in other sectors. New roles have emerged on the part of the lecturer as well as the intervention of a third party called a tutor or facilitator. Students appreciate more flexibility and satisfaction with e-Learning, and interpersonal relationships have become more sophisticated than before. E-Learning has created a qualitative shift toward a new interactive mode of social relations.

Keywords: e-Learning; Culture; Social relations; University.

*Corresponding Author.

1. INTRODUCTION

The real developments in the field of e-Learning are linked to technological advances and the simplification of use. The intuitive nature of today's web fosters ownership of e-Learning systems, whether it's a digital workplace, a virtual university, a digital campus, or a virtual office. There are many terms; the objective is almost the same: to learn in a way that is more suited to today's life.

The upheavals brought about by the new networks give this type of learning a new chance and University 2.0 gives rise to a strong and sustainable e-Learning. For many lecturers in the office today, the Internet and new technologies remain very mysterious. Trainers feel overwhelmed by technology and are unable to envisage pedagogical uses. The lecturer must not simply acquire knowledge but must learn to acquire it. The two worlds are not so far away and the cure is known. In both positions, you have to learn. Learn to master. So we must first understand these new technologies in order not to be afraid of them (Evans and Gibbons, 2007; Hassanzadeh et al., 2012; Wu et al., 2022).

Of course, e-Learning has shared a new sense of learning that is supposed to be more satisfying for learners, with which social relationships within university boundaries have changed. Therefore, this paper aims to focus on the sociological aspect that has been structurally modified after the introduction of e-Learning into the university environment (Evans and Gibbons, 2007).

2. An e-Learning project in higher education

From the student's point of view, the social network factor offers great learning opportunities. The group of learners mobilizes the individual. While online platforms initially allow students to find their virtual office with all this data, they encourage involvement insofar as everyone is part of a group. He is recognized by this micro-society and almost intuitively becomes responsible for the smooth running of this society (Hassanzadeh et al., 2012).

It is not naive to think that the Web 2.0 revolutions are giving a boost to e-Learning. By not dramatizing the gadget side of 2.0, we can perhaps build on its strengths: readers become actors. An Internet user today is not passive in front of his screen. He's in. It thus becomes an actor of content. The pupil, the learner, by becoming an actor, appropriates knowledge.

Designing an e-Learning space in an institution should be seen as a project in its own right. By taking a project approach, it is easier to understand the need for support for decision-makers, information/training of all project stakeholders, calculation of risks and costs, and short-, medium- and long-term objectives (Evans and Gibbons, 2007; Hassanzadeh et al., 2012; Calisir et al., 2014). This strategy makes it possible to manage change successfully because all stakeholders in the institution are involved and informed. They are then more confident and more involved (Calisir et al., 2014; Arafat et al., 2019).

Throughout the life of a project, support is paramount. At different levels, all actors must be able to find answers to all their questions, whether technical or pedagogical. One of the major

obstacles to the integration of ICT into learning is the human factor. It is, therefore, necessary to define a training program to train technicians, lecturers, students, and decision-makers. Once the actors have been trained, they must be provided with support (tutorials, specialized training,... etc) (Evans and Gibbons, 2007; Calisir et al., 2014).

3. Academic Parties in the Face of e-Learning

3.1. The lecturer's culture

A craftsman and solitary professional, the lecturer considers himself to be solely responsible for his course. Advanced private wikis are made available to him, to produce too many of the complete, clear, and constantly updated courses. The aim is for lecturers to save time on course development so that they can concentrate exclusively on disseminating their knowledge to students, marking final exams and research, which is the biggest beneficiary of this new organization (Calisir et al., 2014).

Disciplinary lecturer networks are being created, increasing interaction between researchers, as well as the development and exchange of ideas. Lecturers hold their lectures in 3D amphitheatres, and technical assistants make these lectures available at fixed times in all possible digital formats: video, audio, slide shows, or an e-book, retrievable via RSS feeds and podcasts by all students (Hassanzadeh et al., 2012; Pour et al., 2017).

3.2. The animator's culture

Formerly, simple technical assistants and tutors have become senior technicians in charge of conducting courses. They have a dual competence: first of all specialized pedagogical competence in distance learning, but also competence in a particular field of knowledge. They do not carry out research but carry out a vigil in their preferred field and take part in congresses, seminars, and all events organized in their field (Hassanzadeh et al., 2012; Calisir et al., 2014).

The task of these facilitators is to stimulate students' learning: they establish with them the objectives of the learning units and provide ideas and proofreaders for the realization of mini-projects or learning assignments. Finally, they are responsible for supporting the students, whether it concerns the understanding of the course, the research lecturers, or the realization of the work (Wu et al., 2022).

3.3. The students' culture

Students are becoming the real players in their training: indeed, they are now involved in the development of their personalized pathway, but they also have greater freedom of initiative in carrying out their practical work. Learners can, and even must, in coordination with their tutors, propose projects, take charge of them and give them a public or professional life if possible. In some disciplines, such as science, students, grouped by teaching unit and locality, have access to laboratory materials at local universities.

Gradually we are seeing the integration of student activity into professional life, with students producing studies, publications, creating, organizing, and sometimes even innovating. They are at the heart of partnerships between universities and businesses. Those who manage to

manage this autonomy come out with a rewarding and promising experience in the labor market (Hassanzadeh et al., 2012; Pour et al., 2017; Mehtaa et al., 2019).

4. A lecturer-trainer and essential quality content

In transforming the exchange of knowledge, the role of the lecturer-trainer appears to be essential. The integration of e-Learning in universities can only succeed by overcoming many subjective obstacles as objectives. For example, it is clear that whatever the equipment, connection speeds, and ergonomics of the learning interfaces, some factors, such as the quality and reliability of the content, remain key values for success. It is important to remember that information and communication technologies do not make learning, but stress that they are disrupting lecturer-taught and taught-taught relationships (Wu et al., 2022). Indeed, modes of communication are a reflection of a way of functioning, and of living. While many agree that thinking about better and better learning can only be a good thing, e-Learning also faces massive fears about the Internet (Chu and Chen, 2016; Pour et al., 2017; Mehtaa et al., 2019).

It is not just a question of handing over teaching materials, as current information and communication technologies are disrupting all the usual training frameworks. It is customary for the lecturer to give a class to a given group at a given time in a given location. E-Learning removes all these limitations. When the student opens his classroom on the Internet, borders change. The control must be set aside because boundaries and borders are blurred. Other issues remain to be resolved to ensure a successful transition to e-Learning (Calisir et al., 2014). Appropriation of the tools appears to be essential in order not to aggravate the digital divide. In addition, facilities will have to ensure equal access (Mehtaa et al., 2019).

In opening his class, the lecturer must also take into account the fact that he or she can be judged by his or her peers, on the one hand. On the other hand, plagiarism issues need to be addressed and appropriate solutions found for current broadcasts, to guarantee that trainers respect copyright and broadcasting rights. Training on this subject could be envisaged for both content managers and recipients (Chu and Chen, 2016).

This openness to the networks, like this asynchronous teaching, allows the learner to consult the contents whenever he wants, can. It is also not necessary to be in a particular geographical location to learn. The role of the lecturer-trainer is very meaningful. He must, by his function, be the guide. A trusted guide for students to locate, identifies resources, and increases curiosity (Hassanzadeh et al., 2012; Chen and Tseng, 2012; Kirkwood and Price, 2013; Al-Samarraie et al., 2018).

The challenge for the lecturer-trainer is to give learners the keys to using the web and its resources. Making the most of e-resources can go hand in hand with making the most of knowledge (Pour et al., 2017). It is not just a question of posting educational content on a network like in a mailbox. It is a real job that entails rights and duties (Chen and Tseng, 2012; Kirkwood and Price, 2013; Al-Samarraie et al., 2018).

5. Futurology of Cultural e-Learning

The methods on which e-Learning was based in the past will be superseded; the traditional methods of e-Learning will be replaced by innovations and e-Learning in the future. The e-Learning teaching will be based on "3D plus" technology; i. e. the reading of the lessons will be done by the 3D vision in the air and not as a video. It will be thanks to a medium that will emit electrons, they will be the subject of a succession of images appearing in the void and will not exceed a precise perimeter and of modifiable size (Hassanzadeh et al., 2012; Pour et al., 2017; Al-Samarraie et al., 2018).

This device will be called the 3D Plus digital display (AN 3d+), we will have the choice either to read the content of the course as we read an article in a newspaper, or, to display it in our study room in 3 dimensions not in writing but in pictures (for example a person explaining the course but seen from all angles) which gives the impression of attending a course, but also improved since we can suspend, watch, and review the course as many times as we want without bothering a lecturer or a trainer (Kirkwood and Price, 2013; Pour et al., 2017; Al-Samarraie et al., 2018).

All students will have this indispensable device to save time, as for lecturers, this object will allow them to carry out their course. The machine will have highly developed functions that will make it possible to film and put the filmed course directly online. This will make it possible to conduct online courses for subjects that require effective intervention by lecturers. Connected to a computer, the 3D+ allows connecting instantly with all similar devices that will be connected to the same server, this will permit students to participate in the course, ask their questions in case of misunderstanding, and the lecturers to answer them directly, which will not change the habits of face-to-face classes (Cox, 2013; Al-Samarraie et al., 2018).

Thus, we will be able to simulate the presence of trainees who will be in the same training as us, switching to "class mode", to have the impression of attending a group course with people around us. They will also be on the same mode and it will have the opportunity to speak to them instantly as in real life, it's the most improved 3D Videophony. Its principle is quite simple; each student will have to have what is called an Electrocams: it is a camera that records videos and that immediately broadcasts them in visible electron on a space predefined by the user and at the desired address (Kirkwood and Price, 2013; Chu and Chen, 2016; Wu et al., 2022).

As an example: **A** wants to see person **B**, both have the Electrocams, so user **A** will send a request to user **B** so that he can access his Electrocams, user **B** accepts, the user **A** then projects the images taken by user **B**'s electrocam and displays them in the location of user **A** (Cox, 2013; Mehtaa et al., 2019; Wu et al., 2022).

Lecturers can use this method during a videoconference to explain a course, or for a lecturer who will follow the evolution of a trainee's work in a nomadic world, a very practical method to break down the barriers of solitude and individualistic community that will be established by e-Learning. It is important to point out that with all these new technologies, which are designed to make people's everyday lives easier, contact with people will be remarkably reduced, and it is these very technologies that will have to solve the problems that have arisen (Chen and Tseng, 2012).

6. Towards a sophisticated interpersonal relationship

Concerned about the significant impact of future technologies on people's social lives, the researchers will opt for a new solution that will promote contact with objects and people by using the natural conductivity of the human body as a mode of data transport. These will be special access badges that will transmit their identifier to sensors placed on the door handles or the floor. These will themselves be linked to a monitoring device (Volery et Lord, 2000; Bates and Poole, 2003; Kirkwood and Price, 2013; Chu and Chen, 2016).

No longer need to look for the access card, the badge carried in the pocket will emit a signal that will travel through the body to the person's arms and hands, or legs and feet, to reach the door handle or the floor. If the individual is recognized, access will be granted (Volery and Lord, 2000; Chen and Tseng, 2012).

To meet the need for impoverished human contact, the technology will include the creation of a mobile phone that, with a transmitter, will send a signal through the human body. So we'll be able to share our coordinates or other information, using these devices, just by shaking hands. This technology, which is used to improve e-Learning, could be used considerably to create people-to-people contact in a virtual community in the same city (Chen and Tseng, 2012; Cox, 2013).

Learning courses while traveling on the metro will be a triviality, it will be the age of the nomads, so no waste of time, the course will be able to be followed anywhere thanks to the new digital companion that will be located between the mobile phone and the computer, the device by which it will be possible to obtain courses in any medium (audio, video, etc.) with the possibility of connecting via the Internet to the local training server, which will allow, even when the person is not at home, to follow the courses instantly, on the bus or the metro (Volery et Lord, 2000 ; Cox, 2013; Chu and Chen, 2016; Wu et al., 2022).

With the new Wi-Fi terminals and the willingness of municipalities to cross the course towards discoveries, wireless Internet access will be widespread everywhere in all cities, even in the most hidden places. It is the intertwining of the virtual, the intangible, and the Internet with the reality of everyday life (Volery and Lord, 2000; Bates and Poole, 2003; Chu and Chen, 2016).

And with the advent of new communicative objects, e-Learning will be open to the world of the youngest, it will be an object in the form of a small animal or a Manga-Hero, to appeal to children, which will teach children their lessons by voice when schools are inaccessible for natural or administrative reasons or when e-Learning becomes an asset of teaching (Cox, 2013; Chu and Chen, 2016).

7. CONCLUSION

E-Learning is now more widely used in companies and vocational training centers than in higher education. In the education sector, training behind and through a computer has long been regarded as incompatible, if not contrary to pedagogy.

But the Internet, which is now an integral part of the lives of younger generations could not be ignored by the educational community, so e-Learning has made its way onto campuses.

Today, e-Learning still has a long way to go before it is fully integrated into educational curricula and seen as a real educational added value. The main interest of e-Learning for universities is to alleviate the difficulties involved in continuing or distance learning.

E-Learning has created a new form of learning that is very different from the image deeply rooted in our previous culture. It is a new flexible model with extensive academic relationships. In the age of e-Learning, the university is becoming a single, unified world in which the learning process is shared across all directions.

Bibliography List:

Al-Samarraie H., Teng B.K., Alzahrani A.I., Alalwan N., (2018). E-Learning continuance satisfaction in higher education: a unified perspective from instructors and students, *Stud. High Educ.* (43).

Arafat S., Aljohani N., Abbasi R., Hussain A., Lytras M. (2019). Connections between e-learning, web science, cognitive computation and social sensing, and their relevance to learning analytics: A preliminary study, *Computers in Human Behavior* (92).

Bates A. W., Poole G. (2003). Effective teaching with technology in higher education: Foundations for success. Indianapolis, IN: Jossey-Bass.

Calisir F., Altin Gumussoy C., Bayraktaroglu A.E., Karaali D., (2014). Predicting the intention to use a web-based learning system: perceived content quality, anxiety, perceived system quality, image, and the technology acceptance model, *Hum. Factors Ergon. Manuf.* (24), pp.515–531.

Chen H.R., Tseng H.F., (2012). Factors that influence acceptance of web-based e-Learning systems for the in-service education of junior high school lecturers in Taiwan, *Eval. Progr. Plann.* (35), pp.398–406.

Chu T.H., Chen Y.Y. (2016). With Good We Become Good: Understanding e-Learning adoption by theory of planned behavior and group influences. *Computers & Education*, pp.92-93.

Cox M.J., (2013). Formal to informal learning with IT: research challenges and issues for e-learning, *J. Comput. Assist. Learn.* (29), pp.85–105.

Evans C., Gibbons N., (2007). The interactivity effect in multimedia learning. *Computers & Education*, 49(4), pp.1147-1160.

Hassanzadeh A., Kanaani F., Elahi S., (2012), A model for measuring e-Learning systems success in universities, *Expert Syst. Appl.* (39), pp.10959–10966.

Kirkwood A., Price L, (2013). Technology-enhanced learning and teaching in higher education: what is 'enhanced' and how do we know? A critical literature review. *Learning, Media and Technology*, 39(1), pp.6-36.

Mehtaa A., Morrisb N.P., Swinnertonb B., Homer M. (2019). The Influence of Values on E-Learning Adoption. *computers & Education* (14).

Pour J.M., Hosseinzadeh M., Bagherzadeh Azar M., Taheri F., (2017). Developing a new framework for evaluating e-Learning systems: integrating BSC and FAHP, *Kybemetes* (46), pp.1303–1324.

Volery T., Lord D. (2000). Critical success factors in online education, *Int. J. Educ. Manag* (14), pp.216-223.

Wu J., Hsieh P.J., Wu S.M. (2022). Developing effective e-Learning environments through e-Learning use mediating technology affordance and constructivist learning aspects for performance impacts: Moderator of learner involvement. *The Internet and Higher Education* (55).