

when schools close their Doors and use
the education- technologies ?

Quand les écoles ferment leurs portes et utilisent
les technologies de l'éducation ?

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Abstract : The year 2020 has seen a radical change, the world is surprised, by the threat of a serious disease, the COVID 19, which causes the death of all segments of society. The sequences have worsened from health to the economy, affecting all spheres of life and changing the course of human life, where we began to change our dietary, health and social habits ! The world had no weapon to face this problem and found very quickly solutions to adapt to the impact of COVID 19. Between March and July 2020, creating a phenomenon of unprecedented magnitude. By 25 March, 165 countries had closed their schools, affecting nearly 1.5 billion schools ; these numbers will grow to 194 countries and 1.725 billion pupils during the month of April, before falling again from the beginning of May ¹.

Terms of time and work, and in terms of organization of teaching. When the school closed its doors !.but what strategy have to adapt, to ensure the continuation of the teaching program of all categories. Using various means, including audio, visual and electronic, where most countries have adopted open distance education in terms of working time and do not show images of education or organization. The world did not have a weapon

to deal with this problem and find a very flexible solution to adapt to the impacts of COVID-19.

In terms of working time and pedagogical organization. Where distance learning must be integrated. Educational technology – or « Ed-Tech, » the use of hardware, software, digital content, data, and information systems in education – supports and enriches teaching and learning and improves the management and delivery of education. Educational technologies can create new connections between teachers, students, parents and broader communities to create learning networks. Investments in Ed-Tech can make education systems more resilient to future shocks and help reform and reimagine the way education is delivered.⁽¹⁾

- Has technology been successful in addressing this health issue ? .
- What is the impact of ed-tech on education ? .
- Can blended or hybrid learning replace face-to-face with the instructor ?.

Keywords: Ed-tech , Hybrid-learning , schools, education system's .

Le résumé :La technologie éducative - ou "Ed - Tech", utilise des logiciels, contenu numérique, de données et de systèmes d'information dans l'éducation soutient et enrichit l'enseignement et l'apprentissage et améliore la gestion et la prestation de l'éducation. Les technologies éducatives peuvent créer de nouveaux liens entre les enseignants, les élèves, les parents et les communautés plus larges pour créer des réseaux d'apprentissage. Les investissements dans Ed Tech peuvent rendre les systèmes éducatifs plus résistants aux chocs futurs et aider à réformer et à réinventer la façon dont l'éducation est dispensée.

Mots clés :Ed -Tech, apprentissage hybride, écoles, systèmes éducatifs

1-Introduction:

Rebecca Winthrop (2020), justify that the global organization instructional, Scientific and Cultural Organization (UNESCO) is pursuit the impact of the pandemic on education. In the u.s.a, whereas a nation wide clean up has not occurred, fifty states and u.s.a territories have closed their faculties three .Thirumalaisamy .p velan, christian G, meyer (2020) , he current irruption of the novel coronavirus SARS-CoV-2 (coronavirus sickness 2019 ; As of thick of Gregorian calendar month 2020, China bears the massive burden of morbidity and mortality, whereas the incidence in alternative Asian countries, in Europe and North America remains low to date (p.278-280). As the COVID-19 pandemic spreads round the world, and across each state within the U.S faculty systems area unit motility their doors. To date, the education community has for the most part targeted on the various methods to continue schooling, as well as spirited discussions on the role of education technology versus distribution of written paper packets.Nicolaa and al (2020) detailed, "In Europe, a considerable range of youngsters sleep in homes during which they need no appropriate place to try and do preparation (5%) or don't have any access to the net (6,9%). Hall and colleagues (2020) noted that "[m]ore student-centred on-line activities, like applying data in apply tasks, organising

review or victimisation cooperative learning, appear to be less employed by teachers” (p. 439). Harris (2020) posited that the virus is “a prodigious ‘supernova’ interrupting human existence in each conceivable way” (p. alternative researchers have conjointly mentioned the academic effects of the pandemic (e.g., Daniel, 2020 ; Hall et al., 2020 ; James Hargreaves & Fullan, 2020 ; Izumi et al., 2020). Colao and al., 2020, to place it merely, the pandemic “gives United States the chance to re-assess what sort of faculty we wish for the future” (p. Reimers and Schleicher (2020) delineated the pandemic as “the instance adaptative challenge, making opportunities for fast learning and continuous improvement” p7 ; conjointly see Hollweck & Doucet, 2020 ; Jandrić, 2020 ; Kerres, 2020 ; Osmond-Johnson et al., 2020 ; James Hargreaves and Fullan (2020) concurred that the pandemic “has unleashed a wealth of energy in innovative, cooperative and laser-focused problem-solving” (p. 11. [16]

II – Literature review

Even though the adoption of Technology in learning has accrued over the past 20 years, the irruption of the COVID-19 pandemic was saw by the closure of colleges and better education institutions globally. In support of this, Giroux

(2020) argued that COVID-19 pandemic is quite a medical crisis because it continues to visit chaos and confusion within the world education system. As a results of the COVID-19 pandemic, in-person instruction was suspended and replaced with remote teaching technologies with billions of students/pupils taken out of the schoolroom thanks to the closure of colleges. though the move of teaching and learning on-line permits versatile delivery anytime and anyplace, temporary move of teaching associated learning to an alternate delivery mode thanks to the crisis (Emergency Remote Teaching-ERT) is aimed toward fitting} a fast and reliable learning setting in place of the conventional face-to-face teaching (**Hodges et al.**, 2020).

E-learning could be a conception of delivering data or education through the net, satellite, interactive TV, intranet, or extranet among the learners (**Chen, 2011**). The conception of E-learning includes applying fashionable technology, and also the E- tools obtainable, for an efficient two-way communication, therefore on impart data to all or any the relevant stakeholders within the education sector on a world level (**Thanji & Vasantha**, 2016)

Even a year once its unfold of this infection everywhere the planet, The COVID-19 pandemic still remains a heavy challenge for the complete humanity, and sadly, the planet remains in its firm grip. Throughout the planet as we all know it, each side of life has fully been altered with the unfold of this virus. In such times, the prime aim of all the countries is to decrease the fast unfold of COVID-19 within the society (Mirza et al., 2020; Osman, 2020; Rizvi and al., 2020).

Therefore, as a forceful live to curtail mass infection, schools, colleges, universities, and alternative teaching establishments worldwide were closed thanks to the unfold of the deadly COVID-19 (Murphy, 2020). As a result, policy manufacturers adopted to the new traditional as chop-chop as they may, particularly within the international instructional sector. As of this state of affairs in addition, most of the academic establishments worldwide have tailored to the E-learning system, therefore on continue the method of teaching and le **Fassekh,w (2017)** , open distance versatile and on line learning square measure seldom beginning their 'purest' forms. No teaching system is totally open (minimum levels of attainment square measure needed, for instance) and few students ever study in complete isolation .Even totally on-line courses might encourage students to fulfill face-to face for brief periods , with or while not a

coach , and most totally on line courses supplement the web study with print readings like text books,thus there square measure degrees of open –ness, ‘distance’ flexibility , and “ virtuality”⁴.

Sultan Qaboos University is that the solely public university within the rule rate of Asian country. it had been established in 1986 with Associate in Nursing initial range of five hundred students. It presently has over seventeen,500 students (52% females and forty eighth male students), and over 6000 workers distributed among nine faculties, thirteen analysis centers, four deanships and a teaching hospital. The university offers around 157 accolade programs (64 undergraduates, and eighty three postgraduate programmers). additionally, it offers over fifteen, on field courses, most of that square measure offered in a very face-to-face format, and regarding four-hundredth solely square measure offered in a very blended format victimisation the Moodle LMS platform. However, being confined in one field with over twenty four, people, it had been thought of to be a unsound setting for each students and workers throughout the COVID-19 pandemic. Thus, the university took proactive measures in line with the rigorous safety measures taken by the Supreme Committee on COVID-19.⁴. arning (**Weeden** & Cornwell, 2020).

4.1-The scale of covid -19 faculty colssures is historical

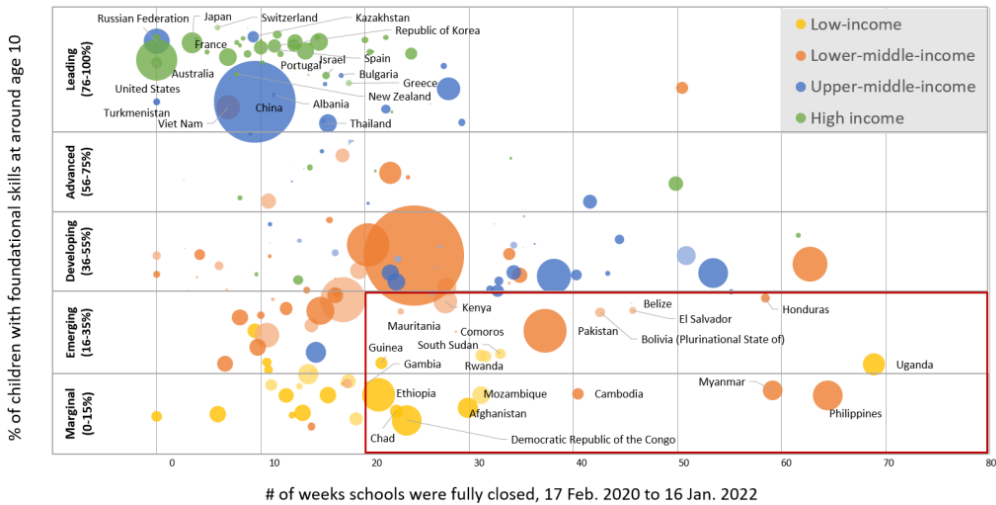
The United Nations Educational, Scientific and Cultural Organization (UNESCO) is monitoring the affect of the pandemic on education. As of March 30, they estimate that 87% percentage of the world's students ☐—that is 1.5 billion learners ☐-have been affected by means of college closures. The bulk of these college students are enrolled in main and secondary schools, however there are additionally thousands and thousands of college students affected at the pre-primary and tertiary training levels. More than a hundred and eighty international locations have shut college doorways nationwide, whilst others have carried out localized college closures. In the U.S., whilst a nationwide shut down has now not occurred, 50 states and U.S. territories have closed their colleges (**rebecca winthrop**,31 march 2020).

Musab Samir(2020) , findings look at the realities of online education in physical education and sports faculties and departments in Palestine in the face of the Covid-19 epidemic from a student's perspective, confirming that there are bottlenecks . Restrictions on the use of online education that do not reach the level required by the European experience in distance learning systems

However, the study of (Nouridine batat , 2022) shows that e-learning and distance learning have made great strides. The experience is very young and the faculty still need to be trained, but this experience has helped many students learn, especially during the pandemic p207, [14] . The influence of the technology on tertiary training in the global for the duration of covid-19 in academia and government According to the current file of the International Association of Universities and UNESCO (2020), normal mastering practices of over 1.5 billion the college students in 185 international locations have been disrupted due to college closures as a end result of COVID-19 considering that April 2020. Also, two-thirds of he is amongst these nations document that they ought to shift from school room educating and mastering to 'distance' instructing and learning. During the COVID-19 outbreak, like Vietnamese HEIs have supplied one-of-a-kind insurance policies for college students such as lowering lessons fees, aiding shopping for laptops, and get right of entry to web broadband. Likewise, Vietnam Post and Telecommunications Group affords free web for over 43,000 schools. At the equal time, lecturers nevertheless created agencies the use of on-line chat tools, such as Zalo and Facebook, to reply the students' questions or to seek advice from about assignments.

4.2 -Invent far off school

The bubble measurement represents the relative populace aged 10-14. (UNICEF calculation chiefly based on statistics from UNESCO).Real facts confirms that university students have incurred massive gaining knowledge of losses for the length of the pandemic, in global areas from all income groups. The cutting-edge World Bank, UNICEF and UNESCO document The State of the Global Education Crisis: A Path to Recovery compiles research on gaining knowledge of loss from 28 countries. The file shows that college closures affected girls, youngsters from deprived



The bubble size represents the relative population aged 10-14.

Source: UNICEF calculation based on data from UNESCO.

Real data confirms that students have incurred substantial learning losses during the pandemic, in countries from all income groups. The recent World Bank, UNICEF and UNESCO report *The State of the Global Education Crisis: A Path to Recovery* compiles studies on learning loss from 28 countries. The report shows that school closures affected girls, children from disadvantaged backgrounds, those living in rural areas, children with disabilities and children from ethnic minorities more than their peers. The youngest learners were often left behind in remote learning initiatives, as were children experiencing dire humanitarian crises prior to the pandemic.³

Make decisions and integrate yourself into creative communities for your own growth, especially as the COVID-19 pandemic has created many social obstacles such as irresponsibility and self-development. The student's fear of social responsibility is an obstacle to the development of educational and educational knowledge. dependence on others. With the study of (Ben Nedjma Nouredine 2019) confirm the idea entitled, *The effectiveness of a proposed kinetic program to raise the level of social responsibility during physical and sports education classes* (a field study on second year middle school pupils), a study published in the *Journal of Sports Creativity*, Volume 10, Issue 02, aimed to know the effect of

a proposed kinetic program to raise the degree of social responsibility, by applying it to a sample of middle school students consisting of 38 male and female students who suffer from the problem of fear of social responsibility .

The staggering effects of school closures reach beyond learning. This generation of children could lose a combined total of \$17 trillion in lifetime earnings in present value – a sharp rise from the 2020 estimate of a \$10 trillion loss. 24 million additional students may drop out of the school system. Children’s mental health is deteriorating, while risks of violence, child marriage and child labor are increasing. 10 million additional girls are at risk of child marriage over the next decade due to school closures ⁴

In Europe, North America, several Asian countries (South Korea, Singapore, Japan, China), distance learning platforms were operational, some of which were created on the basis of ad hoc specifications (e.g. “digital work environments” (ENT). in France), the other "offered" by companies in the forefront of which the GAFAM (Discord, Zoom, WhatsApp, etc.). (Jean-Louis Durpaire,2020)

4.3- what the remote school revealed

(My Classroom at Home”: a link in the chain to ensure pedagogical continuity).

According to the recent report of the International Association of Universities and UNESCO (2020), regular learning practices of over 1.5 billion HE students in 185 countries have been disrupted due to university closures as a result of COVID-19 since April 2020. Also, two-thirds of HEIs among those countries report that they must shift from classroom teaching and learning to 'distance' teaching and learning. Vietnam has suffered similar disruptions in HEIs. After an extended New Year's break, students still could not return to schools due to the health crisis.

The Ministry of Education and Training (MOET) made a stipulation of 'suspending school, not stopping learning' during the first stage of the COVID-19 pandemic. As a result, 110/240 HEIs in Vietnam adapted from traditional face-to-face classes to distance teaching and learning. Of these 110 HEIs, 70% are private HEIs (MOET, 2020). Online training workshops for teachers were immediately provided to teachers to prepare them for conducting online classes. These included such platforms as Teams, and Google Classroom. Aging teachers who were not proficient in modern technological advancements were provided private guidance at home while students were also trained remotely to use these new tools. As a result, the Author has issued an official document

- **Figures and Tables**

Figure 2. the e-learning process in oman .



Source :Mohamed el tahir osman (on line august,2020).

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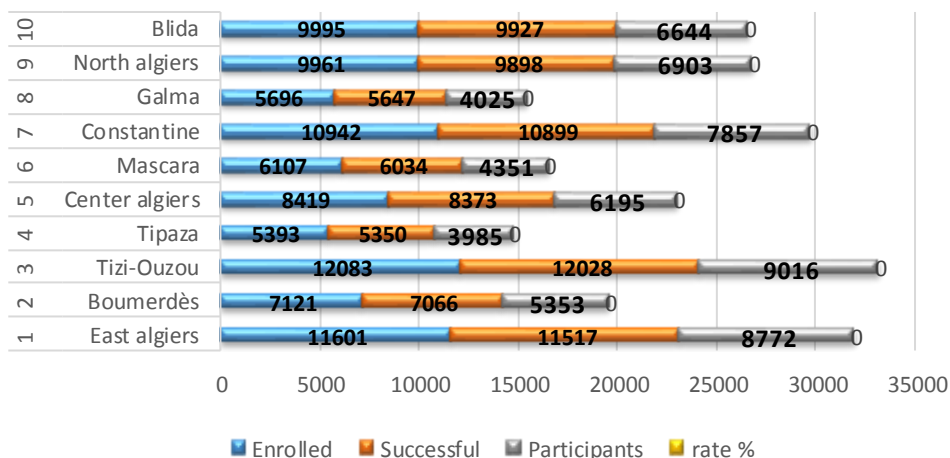
Table N° 1 : Special contexts of home-based distance learning under COVID-19 school closures

	Classroom -based learning	Home-based distance learning
Learning settings	Classroom and its resources (books, equipment, facilities).Can be complemented by mobile access beyond the physical classroom and teaching hours	Teachers need to set up classes at home if the online distance learning model is used.
Content delivery	Dominated by teacher-delivered content, assisted by technology or other media.Dominated by content delivered through technology, assisted by teachers' facilitation	Dominated by content delivered through technology, assisted by teachers' facilitation.
Teacher-student social interaction	Face-to-face, synchronous social interaction supplemented by technology.	Physical face-to-face interaction blocked. Interactions rely on technology.
Learners' self-regulation and external regulation	Teachers regulate behaviours of learners when necessary.	Learners with low self-regulation skills gain autonomy, regulated by parents and remotely monitored by teachers.
Learning organization	Teachers manage and organize teacher-student and student-student collaboration	Group learning is not supported unless an online model is used which provides tools for collaboration.

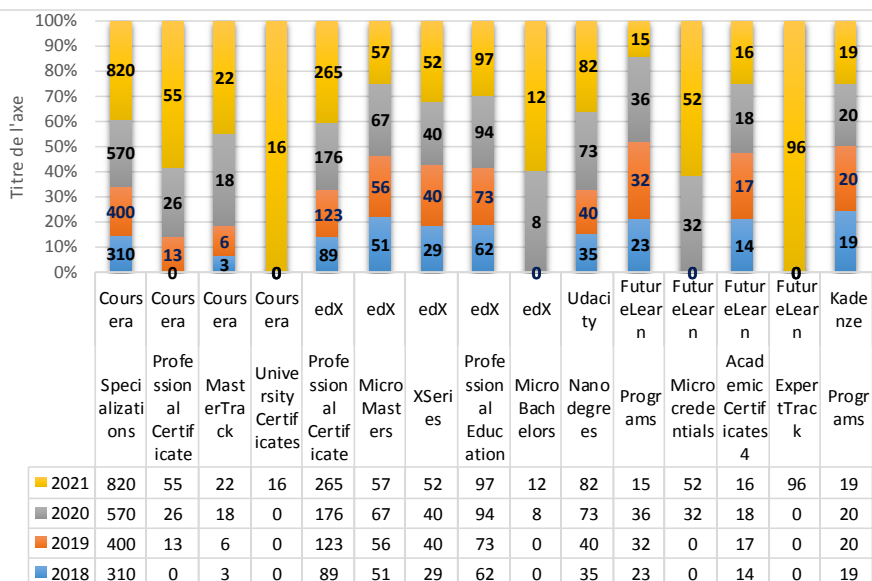
Source : Ensuring effective distance learning during COVID-19 disruption: Guidance for teachers(unesco -2020)

Figure 5-under graduate results from 2021-2022 in pandemic period conducted by the author.

Undergraduate results for the 2021-2022 corona pandemic in Algeria .



SOURCE :Onec (national office of competitions and examinations in algeria)



microcredentials from 2018 to 2021 -conducted by the author

source:unicef statistique

MOSAAB samir med rached and all 2022)E-Learning has achieved many goals. Create a safe online learning environment for students and teachers, increase student efficiency, extend development to communities, and instill a wider mindset about lifelong learning p[- 15].

■ conclusion

This review article sheds light on the concepts of online teaching, its strengths and weaknesses, and how they can be adapted to the world of teaching. The pandemic of COVID-19 has caused the world to take measures and develop teaching strategies to continue living and planning for the future. Online education was already present in many countries, but it was not necessary during the pandemic. State-owned will have to think and use the means for a outlook in digital education, while governments will have to think about and use the means of a future in digital education to integrate global technological evolution. (Copeland We, Mc ginnis,E and all,2020).

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