

The Role of E-learning in Achieving the Quality of Higher Education

دور التعليم الإلكتروني في تحقيق جودة التعليم العالي

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Abstract:

This study aims to shed light on the e-learning model as one of the aspects of distance education that our countries or universities have entered during the recent period due to the impact of the pandemic and the Corona Na pandemic, and to highlight the positives and the role that this type of education can provide as an alternative model to traditional education.

The study found that e-learning technology in Algerian universities has become an imperative imposed by information and technology changes, as they must develop their institutions in order to achieve the aspirations of the beneficiaries, as this research paper revealed the main difficulties that limit the effectiveness of the system and the means of publishing and interest in e-learning.

Keywords: E-learning, distance education, quality assurance, Algeria.

ملخص: تهدف هذه الدراسة إلى إلقاء الضوء على نموذج التعليم الإلكتروني بوصفه إحدى أوجه التعليم عن بعد الذي دخلته بلادنا أو جامعاتنا خلال الفترة الأخيرة بفعل تأثير جائحة وباء كورونا، وإبراز الإيجابيات والدور الذي يمكن أن يقدمه هذا النوع من التعليم كنموذج بديل عن التعليم التقليدي. توصلت الدراسة إلى أن تكنولوجيا التعليم الإلكتروني في الجامعات الجزائرية أصبح يمثل حتمية فرضتها التغيرات المعلوماتية والتكنولوجية، إذ يجب عليها أن تطور مؤسساتها لكي تحقق طموحات المستفيدين، كما كشفت هذه الورقة البحثية الصعوبات الرئيسية التي تحد من فعالية النظام وسبل النشر والاهتمام بالتعليم الإلكتروني.

كلمات مفتاحية: التعليم الإلكتروني، التعليم عن بعد، التعليم عن بعد، ضمان الجودة، الجزائر.

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1. INTRODUCTION

Higher education is an essential pillar for the progress of any country, based on the fact that the university is a platform for science and civilization, and in view of this essential role played by the university, it was necessary to adopt international quality systems in order to improve the educational process and create the appropriate climate to create opportunities for success in the application of total quality and ensure it, through the development of curricula and periodic reviews of academic programs, and the development of the professional competencies of faculty members, and the use of new teaching methods has an effective role in achieving This process, perhaps the most prominent of which is distance education.¹

Algeria, like other Arab countries, is trying to improve the quality of higher education, so it has introduced several reforms to this sector, the most prominent of which was the transition to the LMD system (Bachelor, Master, Doc), which required it to work on adopting a total quality system in higher education, and the technological developments taking place and the transition to a knowledge economy imposed on it the adoption of the share of distance education in ensuring the quality of distance education. **How does distance education contribute to ensuring the quality of higher education in Algeria?**

Therefore, the importance of research is evident in highlighting the role of distance education in ensuring the quality of higher education in Algeria, especially as it provides it with the opportunity to catch up with technological and information developments and enables it to face the huge increase in the number of students, reduce financial burdens and contribute to raising the quality of higher education. Therefore, the themes of this study were as follows:

¹ Al-Zawawi Khalid Mohammed ,Total Quality in Higher Education and Labor Markets in the Arab World, Nile Group Egypt,(2003),p 3.

The first axis: the problem of ensuring the quality of higher education in Algeria

. The second axis: Cooperation with the European Union to raise the quality of higher education in Algeria.

The third axis: distance education as a mechanism to ensure the quality of higher education in Algeria

2: The problem of ensuring the quality of higher education in Algeria

Higher education is considered a major pillar for the development and progress of peoples, as it is entrusted with preparing intellectual leaders in various fields of education, and therefore its improvement and quality assurance have received great attention from Algeria, like all countries. Before addressing the problem of ensuring the quality of higher education in Algeria, we believe that it is necessary to take a look at the LMD system (Bachelor, Master, Doc), which is a new structure of the higher education system in Algeria centered around three: L: Bachelor, M: Master, D: Doc, LMD, It has been in operation in Algeria since September 2004, where it is characterized by a new structure of education, the reorganization of education, the evaluation and rehabilitation of training offers and the renewed contents of pedagogical programs, it is a new educational system created in France in implementation of the Boulogne program project in 1990,¹ and the latter's goal is to accelerate integration into a wide space that allows free Faculty of researchers, students and professors, which provides for the establishment of a university space before 2010. Identical in the European Union countries, this old proposal, which was characterized by rapid development, was adopted after the Second World War in 1949 by the Council of Europe, and the World Education Organization UNESCO has launched an initiative in 1970 aimed at coordinating higher education systems in various countries of the world, and this organization has urged to raise the number of regional agreements on the recognition of education and education certificates. This system is

¹ Amr Hamdy, ICT in Education in Algeria, SURVEY OF ICT AND EDUCATION IN AFRICA: Algeria Country Report , June,(2007),p 24.

adopted in many European countries, the United States of America, Anglo-Saxon countries and the Maghreb countries, the LMD system was introduced in France in 1998, Algeria in 2004 and Tunisia in 2006.¹

The reform of the new university system introduced by the Ministry of Higher Education and Scientific Research in Algeria aims to make certificates, training requests and specializations more visible, as it aims, on the other hand, to bring about a tight harmony in university tracks, while facilitating the comparison of procedures and training contents at the national and international levels.

This reform, based mainly on the LMD system (Bachelor - Master - Doc) will contribute to building correct paths to ensure the quality of higher education and adjust the major principles of training, which are:

- improving the quality of university training,
- The compatibility of the higher training system with the rest of the training systems in the world
- Proposing various training paths and adapting them to economic and social needs,
- facilitate the mobility and orientation of students,
- Valuing students' self-work,
- Establishing procedures to accompany students in their work,
- Valuation of gains and facilitation of their transfer, Development of training across the various stages of life along with initial training,
- Opening the university and training abroad

It should be noted that quality is a comprehensive applied approach that aims to achieve the needs and expectations of the person benefiting from the service when quantitative methods are used for continuous improvement in operations and services in the organization .

The problem of ensuring the quality of higher education in Algeria has been raised since the introduction of the LMD system in 2004 in order to better accompany the dynamism of the reforms followed and to create a national

¹ Assia ABABOU ,présentation de l'enseignement supérieur en Algérie, Swidish_Maghreb Contact Seminar in Algiers, Algeria 13-14 october(2014),p76.

reference that includes all the activities of Algerian university institutions: governance, infrastructure, pedagogical resources, professors, technical and administrative staff, information system, evaluation of training and education programs, follow-up of graduates, scientific research and technological development, productivity and innovation.

In this context, and in order to benefit from the experiences of other countries, an international conference was organized in Algeria on June 1 and 2, 2008 by the Ministry of Higher Education, with the participation of heads of university institutions and research professors.

- Program Quality Assurance (First Workshop)
- Institutional Quality Assurance (Second Workshop)
- Conditions for developing a quality assurance system in Algeria in the light of international experiences (third workshop).

This conference was also followed by a meeting of officials of the Ministry of Higher Education and Scientific Research, officials of national universities and international experts in quality assurance, with the aim of coming up with the necessary roadmap for the development of a quality assurance system in higher education in Algeria.

2.1 Higher education reforms and stakes in Algeria

The number of university institutions in Algeria did not exceed three after gaining independence in 1964, and the number of students did not exceed a few thousand. After years of efforts and development of the Algerian university network, and the number of students witnessed a significant increase, in contrast to that, the unemployment rate of graduating students increased, which required the need to achieve quality and dynamism in education and diversify it from. On the other hand, in line with international requirements, it is necessary to adopt and implement an effective strategy that takes upon itself the development of university institutions, including programs and teaching methods, and the introduction of new specializations, to respond to the aspirations of citizens to obtain high quality scientific training for better integration into the labor market..

The reform was embodied by adopting the LMD system to replace the classical system, which was characterized by its rigidity, and became incompatible with current developments, as the new system is based on a

deeper philosophy, by giving freedom to the faculty in various universities to open specializations and determine the method of evaluation in each scale, where the study is with six 30 credits and not annually, and thus the student obtains a bachelor's degree by obtaining 180 credits in the first phase (master's degree 120 credits in the second phase, and then a certificate D Phase III.¹

However, after several years from the beginning of the application of this system, it was found that the number of open specializations in each training division had reached an imaginary level, and the contents of the same standards varied to a large extent between the different national universities, which required the introduction of many reforms in this regard, by reducing and limiting the number of open specializations in one training division, and achieving the approach between the different standards taught in the same specialization, as well as trying to unify the programs of the same standards in different universities by identifying Standards of the main units of education, and the development of their programs, with the need to include the scale of computer science, foreign languages, methodology, law. It remains for the teaching staff to determine the rest of the measures

Thus, this system requires continuous improvements, institutional governance, attention to the quality of education and research, adaptation to the requirements of globalization, and recognition of degrees awarded at the international level, and this can only be achieved by adopting international mechanisms to ensure the quality of higher education in Algeria, and the establishment of committees responsible for this.

2.2 Quality Assurance Structures in Algeria :

With the aim of ensuring the quality of higher education, Algeria has formed

· The Commission for the Application of Quality Assurance in Higher Education CIAQES by Decree No. 167 of May 31, 2010, which

¹ Chérif , M., & Azouz , M. (2018). The Impact of Using E-learning as a means to Enhance the Quality of Higher Education in Algeria : A Field Study of Msila University. MÂAREF Journal , 13(1), 175- 211,p 77.

centrally supervises the quality management of the higher education sector in Algeria, and its task is to train quality officials in institutions and to set standards for measuring quality and adopt them as means of measuring performance, Circulating the process of self-evaluation in accordance with the approved standards.

- CNE by decree of January 21, 2010
- Appointment of RAQs in each organization.
- Establishing quality assurance cells in each higher education institution CAQs whose mission is to spread the culture of quality management in the institution, manage self-evaluation and internal audit to ensure the application of quality standards, and prepare for and follow up on external evaluation.¹

3: Cooperation with the European Union to raise the quality of higher education in Algeria

The EU has implemented two educational programmes over many years within the framework of its external relations policies: Tombus and Erasmus Mundus, with the aim of providing a regional platform for policy dialogue on education, higher and vocational education policies, training and youth issues, providing support to partners in their work and reforming higher education systems, and informing partner countries about the increasing future opportunities offered by the new EU programme "Erasmus for All" on education, training, youth and sport (2014-2020).

3.1 Tempus:

Which supports the modernization of higher education and raise the quality of its institutions, creates opportunities for cooperation between actors in this field and promotes understanding. Tombus finances three types of activities:

"Joint projects" based on multilateral partnerships between higher education institutions, "structural actions" that seek to contribute to the reform of educational institutions and national systems in partner countries, and **"accompanying actions"** that include dissemination and information

¹ Amr Hamdy, Ibid,p 78.

activities, including conferences on specific topics.

Launched in 1990 in Central Europe, eight southern Mediterranean countries (Algeria, Egypt, Jordan, Lebanon, Morocco, Palestine, Syria and Tunisia) joined the program in 2002, Israel in 2008 and Libya in 2010 and since then €143 million have been allocated to the region, of which €87 million to the Middle East and €56 million to North Africa.¹

3.2 Erasmus:

Stimulates cooperation between higher education institutions by encouraging partnerships and exchanges between students, researchers and academics. Erasmus Mundus aims to improve the quality of higher education through scholarships and academic cooperation between Europe and the rest of the world, and the program provides financial support to institutions and provides grants to individuals, and funding is available for:

- Joint European Master's and Doctoral degrees (including scholarships)
- Partnerships with non-European higher education institutions and scholarships for students and academics
- Projects to promote European higher education around the world

It was first implemented in January 2004 and in 2006 became a window for external cooperation. Between 2007 and 2011, UNHCR funded study opportunities in Europe for 1,385 students from the MENA region.

4: Distance education as a mechanism to ensure the quality of higher education in Algeria

4.1 The emergence of distance education in Algeria

Before addressing distance education in Algeria, we include an overview of this type of education at the global level and its stages of development, as it is considered among the relatively old educational methods, as universities used to provide distance education programs through traditional mail correspondence, but this method lacked the element of interaction and educational communication, and this method was seen as low-level, and the certificate obtained is not of high value, and it was the

¹ European commission, Joint European Projects Selected Projects involving Algeria Tempus III selection rounds 2002- 2006, (2006),p 23.

first university to adopt distance education through Correspondence is the University of Chicago in 1892 by establishing an independent department of correspondence education, and this type of education began to take a good position gradually at the global level through the use of various technologies that began to appear with the development of technological inventions such as television, radio and video, and this led to the emergence of a new type of university known as open universities that provide televised educational programs, led by British Open Universities, and after the emergence of the Internet, which is the most important technical invention, a qualitative leap occurred In the field of education, from open education to distance education, where the majority of countries have connected their universities to the Internet, in the United States of America the percentage of their universities on the Internet in the field of education 90 %.

As for Algeria's experience in distance education at the university level, its features began to appear starting in 2003, when the state allocated more than 68.282 billion dinars to the Ministry of Higher Education and Scientific Research, of which an amount of 716.152 million dinars was allocated in order to equip all universities and institutions with specialized equipment in the field of distance education, compatible with international academic needs and in line with the same in terms of providing the basic base for its use and compatibility with it, to come after that stage In 2006, within the 2007 Priorities and Planning Report, the Ministry decided two strategic objectives with regard to information and communication technologies: to control the integrated information system for the sector, and to establish a distance education system as a pillar of in-person training, within the framework of an integrated national program for distance education.¹

. This program includes a good number of Algerian universities, where 77 institutions have been selected to be involved in the project, out of 113

¹ Ayu , M. (2020, May). ONLINE LEARNING: LEADING E-LEARNING AT HIGHER EDUCATION. The Journal of English Literacy Education, 7(1), p47-54.

higher education institutions

4.2The Algerian National Program for Distance Education and its role in supporting the quality of higher education:

The National Program for Distance Education has a main goal is to support the quality of higher education by improving quality, not quantity, for long periods the Ministry of Higher Education has been focused on increasing the number of students with higher degrees of bachelor's, master's and doctorate, but in recent years it has begun to pay more attention to quality standards and their application at the level of Algerian universities, and thus attention to education and methods of supporting educational achievement, and this program came to meet one of these requirements, by supporting in-person education intensively, and increasing achievement Scientific for the student.

4.2.1Strategic phases of the national distance education programme:

The distance education program is defined according to a long-term strategy based on three main stages:

- **The stage of establishing a network for video lectures: It is a** short-term stage in which the use of technology is generalized by developing networks and platforms that allow the broadcast of video lectures across all concerned institutions and contain 13 transmitter / receiver sites, while working on digitizing content across all higher education institutions, in order to absorb the large numbers of learners, with a tangible improvement in the level of education and training, and although these networks allow recording and indirect broadcasting of lessons, they are mainly used in the form of Concurrently, the accompanying presence of the accompanying professor and the student is required.

- **E-Learning Stage:**

It is a medium-term stage based on the generalization of the use of modern technologies in the dissemination of online learning or e-learning, in order to achieve quality assurance, and it is based on the (customer-distributor) formula that enables access to online educational resources at any time and anywhere by the learner, and this formula also allows teachers to use various methods online, The ultimate goal of this stage is to develop

real online study pathways, based on the needs of learners.

- **Distance Learning Stage:**

It is a stage that is reached in the long term and it combines the two stages: the first and second, through which distance education is disseminated through the knowledge channel, which targets a wide audience of learners from inside and outside the university environment, and is currently based on a platform network for video lectures and e-learning, distributed to the majority of training institutions, and access to this network is possible through the National Research Network (ARN) The Ministry has now embarked on the wider embodiment of distance education through the project of granting distance master's degrees, which is concerned with five Algerian universities: the University of Algiers 1 and 3, the University of Blida 2, the University of Constantine 1 and the University of Oran 1, within a group of limited disciplines (literature and arts), so that the experiment is generalized at the right time if it succeeds, which is what has already happened at the present time.

4.2.2 Unit responsible for distance education within the framework of the National Programme:

The unit responsible for this program consists of four main sections, which are described as follows:

- **Distance Learning Platform Management Section (Moodle):** By Moodle, we mean the e-learning platform responsible for managing e-learning for teaching content and pedagogical activities, and it is accessed by a secret code, in addition to the content management system (CMS), which adds some educational and communicative functions to create an interactive learning environment between professors, learners and online learning resources..

- **Production Department:** It is responsible for employing multimedia, and aims to provide the two components necessary to design remote broadcast courses, ensure the search and storage of information, digitize various contents (audio, video, text and images), and plan a route on CDs or the Internet.

- **Video Conferencing Section:** responsible for the interactive system that combines audiovisual and ICT technologies, which provides

real-time remote interaction to participate in video conferencing.

- **Training Department:** It is responsible for developing a program of activities carried out by the distance education cell, in addition to training all teachers through online training courses, and training on the use of the Moodle distance learning platform..

3. International cooperative programmes for distance education in Algeria:

Within the framework of a long-term strategy, the state has provided all universities with laboratories, computers and the Internet, whether for faculty members, students or administration, in addition to providing digital libraries, and allowed each university to adopt its own ICT policy to speed up the educational process, and in this context, the government has signed a number of agreements with international organizations and governments, such as UNESCO and the Japanese government, which provided funding for teacher training programs worth 750,000 US dollars. This is in addition to many other programs and projects aimed at spreading distance education in higher education institutions in Algeria, which are cooperative projects, including:

3.13 Ida @Ide Internet project for the development of distance education in Algeria "

This project came within the framework of the Tempus programme, which aims to modernize the higher education sector in partner countries outside the European Union, through financial and technical support.

The partners in the project are the University of Louis Pasteur, the University of Moans Hino, the Agence Universitaire de la Francophonie, seven Algerian institutions of higher education and the Algerian Research Centre for Scientific and Technical Information (CERIST), which financed this program for a period of three years starting in 2005, with a grant and co-financing of 63 million euros.¹

¹ Centre de recherche sur l'information scientifique et technique, CERIST news, bulletin d'information trimestriel, deuxième numéro juin, (2010).

3.2 Project E.O.L.E.S e-Learning for Embedded Systems Electronics and Optics)

It is considered an extension of the "Ida" project to consolidate the gains achieved by the latter, and covers the period from 2012 to 2015 with a budget of one million, two hundred and eighty-four thousand euros, and this project is coordinated by the French University of Limoges, and it involves 3 European universities from Belgium, Portugal and Romania, and 11 Maghreb universities, including 4 Algerian universities..

The idea of this program came within the framework of the experience gained by the University of Limoges from the partnership it established with the Algerian University of Mostaganem in the framework of granting professional master's degrees in science and information and communication technology, to later expand this idea, to partner universities.

3 3 .CertiFormat Project

This project aims to implement and prepare distance training to obtain a certificate of skills in free software, and is concerned with professors and young graduates with a bachelor's degree, master 1, master 2 and engineering in the division of information and communication technology, and the project covers a group of higher education institutions in the Arab Maghreb countries, as for Algeria, the institution concerned with the project is the Information Technology Institute in the capital.

4. CONCLUSION

The higher education sector has grown significantly since the country's resignation for the present time, due to the continuous increase in the number of students with a baccalaureate degree and those wishing to complete postgraduate studies, but this growth in the sector was related to quantity and not quality, which prompted the Ministry of Higher Education and Scientific Research towards intensifying efforts to ensure the quality of higher education and its compatibility with international standards, and it was necessary in order to achieve this goal to carry out radical reforms in this sector aimed at moving from traditional education. The Ministry has also taken several other steps to establish another pillar to support this goal, perhaps the most important of which is an attempt at distance education in Algeria. The study reached several results, which we summarize as follows:

- The state has undertaken profound reforms in the higher education and scientific research sector by adopting a new system, the LMD system. .
- Adopting an integrated national distance education program with long-term goals in order to support the quality of higher education by supporting in-person education.
- The State receives a series of cooperative projects to establish the foundations of distance education in the field of higher education in Algeria, most of these programs were supported by the European Union within the framework of partnership and cooperation.
- The weakness of the financial allocations allocated by the state to this sector, especially if we know that the dissemination of distance education and its dissemination in all higher education institutions requires an infrastructure of equipment, laboratories and fast communication lines, and this requires huge funds.

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