

## **The reality of applying virtual classes and electronic tests from the viewpoint of faculty members and students of Taif University.**

**Prof. Eman Kamel Ghanem Ali**

**Professor at Helwan university. art of education**

[dremanghanem@yahoo.com](mailto:dremanghanem@yahoo.com)

### **Research Summary**

This research aims to highlight the concept of virtual classes **and electronic tests and types, how to manage them, highlight their advantages and disadvantages, and the steps to be followed for the success of education using virtual classes.** It also aims to identify the reality of applying virtual classes and electronic tests at the Faculty of Design and Applied Arts at Taif University

(Khamis, 327,2003) defined virtual reality technology as an advanced learning and information technology, providing a computer-generated stereoscopic learning environment that is alternative to and simulated reality, enabling the learner to immerse and interact with it, and control it by external means connecting his senses to the computer. Accordingly, e-mail and web-based education and interactive communication using high-intensity video programs are called Virtual Instruction, so virtual education can be considered a form of distance learning, in which the Internet is relied upon as a key intermediary in the processes of teaching and learning in a way that enables the learner to acquire knowledge and skills in a subjective way, reached through the use of web browsing software. E-learning

The online system also helps universities and educational institutions to have an electronic exam that gives full results and flexibility in designing and building the exam, which allows the creation of equal exam forms to be distributed to students randomly. The electronic examination system is built in intranet on three main parts that interact with each other in the process of preparing the exam for students in the chosen section and course, and then the examination screen is closed on time, correcting the exam and giving the result. The electronic exam system can be generalized to other courses, which are time-bound and supervised, conducted using the computer of each examiner with a unified operating system. These examinations have advantages over paper examinations.

E-exams are also in the electronic assessments box, where students display their achievements using a computer. From this broad perspective, electronic exams use technology in a distinctive way. Automated save is a common feature of electronic exams, falling from 10 seconds to 2 minutes. Some programmers offering such examinations have been issued. The current research will address these virtual classes and electronic tests and how they were applied to stimulate virtual education, and to measure their success in distance education programs effectively, it should first study reality because it is the first step to evaluate them as well as to identify some of the advantages and disadvantages of this education, hence the attention of the researcher through this study, to learn about the reality of the use of virtual classes and electronic tests from the point of view of faculty and students of Taif University, and the importance of their use and the difficulties that hinder their implementation in the educational process during their application.

**Search problem**

The search problem is focused on answering the following question:

What is the reality of applying virtual classes and electronic tests from the point of view of faculty members and students of Taif University?

**Search goal**

Discuss the results of opinion polls of faculty members and faculty students about the reality of their experience with virtual classes and electronic tests

**The importance of research**

1-To shed light on the importance of virtual classes for students, as well as the obstacles and difficulties of using virtual classes and electronic tests from their point of view.

2- Learn about the reality of applying virtual classes and electronic tests at the Faculty of Design and Applied Arts at Taif University.

**Research hypothesis**

The research assumes that the view of faculty and students of Taif University towards the reality of virtual classes and electronic tests tends to be desirable for this educational method.

**Search limits**

1-Study the reality of virtual classes and electronic tests applied at the Faculty of Design and Applied Arts at Taif University.

2- Application of research questionnaires to faculty members and students in the same faculty during the second semester of 2019: 2020.

**Search procedures**

**1-Research methodology:** Research is based on the descriptive analytical approach as being compatible with the objectives of the research.

**2-Research Sample:** The trial was applied to select a random sample of faculty members, students of the Faculty of Design and Applied Arts. Taif University, where the resolution was designed on the internet and left random on the site according to the desire and readiness of the sample to answer it, and therefore no conditions were put in place to control the choice of the number allowed to answer, other than to be who participated in virtual classes and electronic tests.

**3- View, analyze and discuss results**

The research questionnaire was answered through a random sample of faculty members and students in the different departments of the Faculty of Design and Applied Arts, Taif University, and the results were drawn from the research sample as follows:

**First: Analysis of the opinions of faculty members and faculty students in the reality of applying virtual classes:**

1- Connectivity problems sometimes cause a lot of time to be disabled and wasted. While viewing photos, audio, and PowerPoint presentations.

2- Download programs to explain during virtual classes to some extent because of the problem of poor internet connectivity.

3- and interaction between faculty members and female students during virtual classes is done very well

- 4- Virtual classes have promoted education for female students to a very good level, making them more effective than traditional classes.
- 5- The teachers were able to communicate the theoretical and practical content of the courses to the student through the virtual classes, which made the students able to meet the demands of the content of the courses.
- 6- The students benefited from the possibility of presenting their work and commenting and modifying and criticizing it in front of everyone, which contributes to not repeating mistakes and wasting time in returning the same criticism on another work....
- 7- Discussion and interaction between faculty members and female students during virtual classes is done very well
- 8- Virtual classes have made progress in the level of education for female students to some extent, making traditional classes indispensable alongside virtual education.

### **Second: Analysis of the opinions of faculty members in the reality of applying electronic tests:**

- 1- There is no problem with the electronic test mode, either during the entry and holding of the e-test for the student, nor in downloading the results of the electronic test. He also found it easy to determine the time of the electronic test
- 2- Electronic tests are significantly more effective than traditional tests, as the electronic test has enhanced the measurement of the course's outputs for the student in a short time as the result appears immediately after the test has been completed.
- 3- Requires adding some controls to perform the practical test. Like camera surveillance for students to be under the control of a lecturer.
- 4- Improving the quality of blackboard performance due to the many failures of electronic tests
- 5- It is useless in practical tests, especially since most of the courses are practical.
- 6- The approval of the electronic test as a new and effective method came in a large proportion, and the application of electronic testing became a necessity in the light of the need for renewal.
- 7- questions have no difficulty, and students have been more applauded for substantive questions than others.
- 8- Electronic tests are significantly more effective than traditional tests. They also prefer electronic tests as a new and effective method. However, female students do not prefer to apply practical electronic tests.

### **Analyzing the opinions of faculty members and college students on the reality of applying virtual classes:**

1. Connection problems sometimes cause disruption and waste a lot of time. While viewing images, sound and PowerPoint presentations.
2. Download programs for explanations during the virtual classes, to some extent due to the problem of poor internet connection.
3. The discussion and interaction between faculty members and students during the virtual classes is very well done
4. The virtual classroom has enhanced the education of the female students to progress in their studies to a very good level, which made it more effective than the traditional classes.

5. The material professors were able to deliver the theoretical and practical content of the courses to the student through virtual classes, which made the students able to collect what is required of them for the content of the courses.
6. It was found that the virtual classes can be of equal importance in relation to the regular classes, they can be complementary to each other, so the virtual classes can be combined with the normal methods.
7. The students benefited from the possibility of presenting their work, commenting, modification, and criticism on it in front of everyone, which contributes to not repeating mistakes and wasting time in returning the same criticism to another work ....
8. There is no problem for the students in following up the explanation, conversation and discussion with the faculty member during the virtual classes.
9. Explanation of programs, display of pictures, sound, and PowerPoint presentations are followed very well during the virtual classes.
10. The discussion and interaction between the faculty members and students during the virtual classes is very well done

### **Analyzing the opinions of faculty members and college students on the reality of applying electronic tests:**

1. There is no problem with setting up the electronic test, nor during the entry and holding of the electronic test for the student, nor in uploading the results of the electronic test. He also found the ease of determining the time of the electronic test
2. There is no problem in taking into account the individual differences between students in the electronic test, and the measurement of course outcomes for the student has also been enhanced
3. It needs adding some controls to perform the practical test. Such as the activation of communication with the surveillance camera for students under the control of the lecturer
4. Modifying the quality of the performance of the blackboard due to many faults. Electronic tests are useless in practical tests as most of the courses are practical.
5. The approval of the electronic test as a new and effective method came in a large percentage, so the application of the electronic test became a necessity in light of the need for renewal.
6. There are no problems during entering and holding the electronic test for the student, nor in uploading the results of the electronic test.
7. The online test questions do not have any difficulty, and the objective questions were found more desirable than others.
8. The electronic exams contained a large part of the course content.
9. Electronic tests are much more effective than traditional tests. They also prefer electronic testing as a new and effective method. However, female students do not prefer applying electronic practical tests.

### **Search recommendations:**

Research is recommended in the light of the following:

1. Benefit from the practical experiences of Arab universities in applying virtual classes and electronic tests.
2. Generalization of the use of web technologies in distance learning in the dissemination of courses. And Strengthen the positive trend of virtual classes and electronic tests.

3. Encourage and educate faculty members and students of Taif University to take advantage of the advantages of virtual classes and electronic tests to facilitate and improve the educational process.
4. The need to apply virtual classes and electronic tests, especially in theoretical curricula, besides the theoretical part of the practical methods.
5. Provide those responsible for developing educational plans and programs the importance of applying virtual classrooms and electronic tests within the steps of applying courses.
6. some controls to perform the practical test. Such as activating surveillance communication for female students under the control of a faculty member.

## References

- 1- kalifah, Hind Bent Suleiman (2002): "Modern trends and developments in e-learning service a comparative study of the four models of distance learning", working paper, Future School Symposium, from King Saud University website, website 6/5/2020. Available at (<http://www.Ksu.edu.sa/seminarschool/index2.htm>):
- 2- Al-Jarf, Rima Saad (2001): Electronic Rapporteur, "13th Scientific Conference. The education curriculum is a contemporary cognitive and technological revolution." Volume one. Egyptian Society for Curriculum and Teaching Methods. Cairo. Ain Shams University, website 6/5/2020 available at <http://ugura.opac.mandumah.com>
- 3- Omar. (2002)": E-Study Solution in the mixture. Cairo Knowledge, No. 91.
- 4- Al-Abadi, Mohsen (2002): "Traditional education and education what is the difference", Cairo Knowledge No. 91
- 5- Al-Atiwa, Saleh. (2006): E-learning and open university," a paper prepared at the Education Technology Assets Course, Riyadh, Graduate School, Department of Teaching Methods and Technology, King Saud University.
- 6- Omar Mohammed (2009): "Distance learning and traditional education in the balance", Khartoum
- 7- Awad, Amani (1436): "Design and production of electronic tests" working paper, from The University of The Assembled, website entry date 6/5/2020. Available at <https://sites.google.com/site/binhajjad03/>
- 8- Al-Mubarak, Ahmed Abdul Aziz (1424H): "Following teaching using virtual classrooms online on the education and communication technologies of King Saud University." Master's thesis, unpublished. Department of Teaching Methods and Technology, Faculty of Education, King Saud University: Riyadh
- 9- Al-Musa, Abdullah; Al-Mubarak, Ahmed. (2005): "E-learning, foundations and applications."
- 10- Al-Mahdi, Magdi Salah Taha (2008): "Virtual education philosophy- its ingredients - opportunities for its application", editions of Mansoura University, New University House.
- 11- Bakhti, Ibrahim (B.T.): "Virtual education and its techniques." Research submitted to the University Center, the date of entry of the site 6/5/2020 is available on the link (<http://www.sh-mohammed.com/dros/show.ph>)
- 12- Mohamed Attia (2003): "Processes of Education Technology". Cairo. House of Wisdom.

- 13- Rizk, Fatima Mustafa (2009): "The impact of virtual classes on the beliefs of self-competence and teaching performance of science teachers before service." Journal of Reading and Knowledge, Issue 90,212-257.
- 14- Ahmed, and Saraya, Adel (2003): "The Education Technology System". Riyadh. Al-Rasha Library.
- 15- Ali Mohammed (2004): "Distance Education" Khartoum, Solo Press.
- 16- Abdel Moneim, Ibrahim (2003): E-education in developing countries hopes and challenges, regional symposium paper on ict employment in education, ITU, Cairo, Information and Decision Support Center., website access date 6/5/2020 available at [http://ituarabic.org/e\\_education](http://ituarabic.org/e_education).)
- 17- Wadih, Sali Sobhi, (2004), standards for designing and producing electronic testing programs in online education. Master's thesis, Faculty of Education, Helwan University.
- 18- Bates,A.W.(2005):Technology, Open Learning and Distance Education:Routledge.
- 19- Dirr,p.(2011):The development of new Organizational arrangements in Virtual Learning ,in Farrell(ed).The Changing Faces of Virtual Education , Vancouver, BC: Commonwealth of learning.
- 20- Lim, Jon & Karol, Johnathan (2004) : “Student Achievement,Satisfactional Delivery Models. TRE- Systems, Miami, USA.