

TRADITIONAL EDUCATION IN UNIVERSITIES IS FINISHED**Prof. Abdulaziz Abdullah Alorainni**Professor, Department of Educational Administration
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Abstract: This study aims to investigate university education from its beginning and then follow its development through the past years until the appearance of virtual university learning, which has developed through modern electronic and digital technologies using computers, smart devices, and the Internet as a communication tool for contemporary teaching. From here, university education takes off to its new horizons, which will lead education during the coming period to a new world, transforming physical, in-person universities into virtual universities that utilize the vast space to spread education throughout the world with integrity, credibility, and distinction. Thus, traditional education in universities will depart from the scientific arena.

Keywords: History of Education – Traditional Education – University Education – Virtual Education – Digital Education.

Introduction

Modern technology has become a deliberate tool for leading the world in various fields, including relatively late education and university education from its earliest beginnings, and it depends on students attending campuses and their teachers' direct consent. This route has been appropriate over past times. However, there is an increase in the number of students wishing for university education with a few proper teaching staff. In addition to societal problems, such as an increase in the population and city migration, people's searching for alternatives to learning methods is the solution to emerging issues.

The continuation of traditional education for many years has been normal. What is abnormal is that over 28 years of Internet launch and tremendous technical development, we still rely on conventional education means (Wrekat, 2017).

The coronavirus pandemic that swept the world early in 2020 was perhaps the spark that obliged people to use distance education. Rather than being purely negative, this pandemic has positive aspects, including the development of teaching and e-evaluation tools and strategies by technologists and e-learning investment companies.

Many countries have rushed to virtual learning since its existence, including Switzerland, which resorted to virtual education early. Patrick Epichere, director of the World Federal Technical Institute in Lausanne, Switzerland, says: "I was studying in the classroom between twenty and thirty students, and now I am teaching fifty thousand students through my virtual class. It is the education tsunami" (Bradley, 2013)

There is certainly something looming on the horizon of education: a set of challenges facing university education not only in the Arab States, the United States, or the United Kingdom. Moreover, as we have seen, transformations are brought about by technology and globalization in several sectors, such as the media and communication. Alternatively, banking and financial services over the past two decades can now do the same with a university education. And despite the rigidity of the classical buildings of major universities that make them look grey, they are now facing storms of change (Barber, 2013)

Study Problem

This study was the product of discussions in one of the traditional Postgraduate classes of the Ph.D. after discussing the famous book (*Avalanche is Coming*, Barber, 2013), which addressed big things that will change human societies led by modern technology, smart devices, and the Internet. The book's authors discussed an upcoming revolution in all societal areas led by technology. It is very close and more like an iceberg that has held together throughout the winter and then came to the sun's heat to make it a scattered aerosol.

The problem with this study is that it intends to transform universities from their traditional systems into sophisticated technical-led systems in all their functions. For example, scientific journals and research have been transformed into digital journals that are not print. Community service has also been transformed into virtual electronic services in most forms so that the courses and consultations offered by universities have become virtual and received by society through applications and softwares.

Teaching was not so far away as many classrooms were transformed into virtual or semi-virtual in nature and delivery.

Several studies in the field of university education have addressed the future of traditional education, which is threatened by e-education. The threat appears to affect the educational system, buildings, teaching methods, and all the pillars of educational process according to the curriculum's broad concept. Other studies have also addressed this shift and how to solve its problems, such as attendance, discussion, evaluation, and others.

These include Nikoceviq, 2023, a study aimed at ascertaining the experiences of pre-service trainee professors with online teaching. The qualitative research curriculum was used, and the number of referendum participants was 18 professors studying in the various programs of the Faculty of Education of the University of Prishtina. Five topics were discussed in the interview: Quality of teaching activities, positive aspects of online teaching, limitations and factors affecting online teaching, and proposals to improve future online teaching and learning. The study's findings demonstrated the importance of teachers' pre-service interest and motivation, as well as professional readiness for online teaching. The findings revealed the inability to link theory to practice during online instruction for pre-service trainees due to a lack of interaction in the teaching process. The study is expected to guide teachers' future pre-service expectations toward improving distance education.

In another study, Ciftci (Ciftci, 2023) revealed the strengths and limitations of WhatsApp as a support service in distance education, conducted through the learning management system during the

COVID-19 pandemic, and made suggestions about improving its use as such. When many universities had to return to remote teaching in emergencies, and students' lack of experience in distance education prevented them from using support services provided by learning management systems. The study's most important findings were that the application supported and enhanced distance learning by allowing immediate communication, but the lack of a supervisor caused various constraints in such communication. The research concluded that integrating natural language processing techniques into clearly stated learning management systems and rules by teachers improves the use of communication applications to support distance education.

Coleman's study (Kolemen, 2023), entitled *The Effects of Distance Education on Equality and Inequality of Opportunity in Education*, was conducted as a case study. The research sample consisted of 21 faculty members and 26 students. A semi-structured interview model was used as a data collection tool. Content analysis was carried out on the data obtained. The results include direct quotations from participants and conceptual analysis results. The results better illustrated the problems in the education system about the equal opportunities offered by distance education to the learner, and the most important results of the study were that the experience of this type of education reduces the costs of education and also develops different communication systems and excludes time and space constraints. However, it is considerably negative that distance education causes unequal opportunities in some areas of education.

The research reviewed the experience of distance education in Morocco during the COVID-19 pandemic. The research included, among other things, the legal framework for distance education in Morocco: what is distance education, the definition of distance education, the distinction of distance education from similar terms, the bases for the adoption of distance education in Morocco, constitutional principles (continuity of public facility), ECOSOC recommendations, orientation towards smart cities, legalization of distance education in Morocco. The second point discussed distance education in comparative experiences, including distance education in the United States of America, France, and Malaysia. Finally, the COVID-19 pandemic has confirmed that distance education is no longer a luxury but a requirement for emergency response, especially with the world-threatening epidemics that may impose further distancing and isolation on countries. Therefore, the Kingdom of Morocco is obliged to develop the experience of distance education and expand its beneficiary base.

The study (Al-Akul, 2021) revealed the advantages and challenges of distance education during the coronavirus. Distance education was an e-learning system based on the physical separation of teachers and learners and the delivery of the subject to learners through communication techniques. Different mobile phone applications were activated as useful tools to familiarize students with different learning methods. He presented several advantages of distance education, including the absence of a need for actual presence in the classroom at a specified time and the teacher's access to images and educational means for learners. He presented several challenges facing teachers and learners in the distance education process, including technical problems of weak Internet interruption and cyberbullying.

In a study (Omar, 2013) entitled: The Role of e-governance in university education. The aim was to identify the success of the e-governance role in the parallel education program for students at Taiba University in its contribution to administrative work and educational activities. The study sample consisted of 282. The researcher used the analytical descriptive curriculum. One of the most important findings is that e-governance contributes to the development of administrative work and educational activities at a high level. The study also made several proposals, the most important of which is support for adopting e-practices in university learning. This study reports on the importance of moving towards electronic governance of education. This study aims to demonstrate the importance of moving towards the direct use of educational technology.

These studies and others have been strengthened in favor of distance education. However, there is disagreement about the appropriate mechanisms and the pros and cons known or which may arise from mainstreaming this type of education. One indication of what we are willing to do is the famous saying of Gurqaf: Therefore, the structure of traditional classrooms using face-to-face education with students since the beginning of the 19th century will end irreversibly. (Georgiev, 2004)

Thus, this study addresses the state of future education of universities, the fading of traditional universities, and the solutions of virtual universities that can offer quality education that is no less good than traditional education. Universities are the most likely to solve the problem of cadre shortages. Also, environmental problems include transportation, time, and, most importantly, saving money. Thus, we expect that traditional education in universities will soon disappear.

Objectives of the study

This study aims to analyze the types of university education used in the past the education currently used and to look ahead to the future of university education under modern technology and the Internet and to learn about the tendency of international universities to abandon their traditional systems and orient towards technology to disseminate quality education to students without the hassle of attending university.

The importance of the study

The importance of this study is in its research on recent trends lies in the development of the education delivery system from traditional education that uses class and professor and a limited number of students to expand to spaceflight to seek new mechanisms in the dissemination of education based on technology, the Internet and distance education so that students can study effortlessly to attend universities, providing many positive aspects such as connections, attitudes, saving times and saving money.

Study Terms

Traditional education

Traditional education is a structured and planned process performed by the professor, aiming to transfer different information and skills to students and develop their attitudes and ideas within the classroom. This method is dependent on the professor to give and rely on the student for reception (Abayat, 2017)

E-Learning

It is a method of teaching using modern communication mechanisms, such as a computer, its networks, and its multiple means of sound and image, graphics, searches, and electronic libraries, as well as Internet portals, whether remote or in the classroom, intended to use the technology of all kinds to deliver information to the learner in the shortest time, least effort and greatest benefit (Al-Moussa, 2003)

Distance Learning

It is a planned learning process that is carried out by leveraging various communication methods associated with electronic systems, capable of overcoming time and space constraints (Kolemen, 2023)

Study curriculum

This study follows the qualitative approach of observation to obtain non-digital data. This type of research refers to meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of objects, not to their statistics or measurement, to produce research opinions, findings, recommendations, and proposals for judging the phenomena studied (Berg, 2012)

Procedures for applying the study:

The following topics deal with the subject matter of the study:

I. History and beginnings of university education

University education is the last stage of study in which the student studies a branch of study in a more specialized manner. It comes immediately after secondary education, and the student must achieve a secondary school rate that qualifies him for university studies. Alternatively, he is interested in studying to enroll in the undergraduate specialization. After graduating from university education, the student receives a certificate that qualifies him for certain work within his educational qualifications Or helps him continue to study advanced graduate studies at the university education of ancient kinds, which has received considerable attention from the various people of the world Zaytouna universities in Tunisia and villagers in Fez Al Azhar in Cairo is one of the oldest universities in the world, which has been interested in offering various types of specializations in which many undergraduates have attended (Khader, 2016)

In Saudi Arabia, university education began after the State's income increased through oil exports after the Second World War, as well as the increase in the number of secondary school graduates; serious thought began to open a university college, which in 1949 with the establishment of the Shari'a College in Mecca, the regular nucleus of university education in its modern concept. (Al Salman, 1419H)

II: Traditional education

Traditional education is a structured and planned process performed by the professor to transfer different information and skills to students; in addition to developing their attitudes and thoughts within the classroom, this method depends on the teacher to give and reliance on the student for reception, by orally presenting the subject without stopping to discuss Until he finished speaking, which has prevailed in university education for many years.

Traditional education depends on focusing on the style of indoctrination, neglecting activities that demonstrate skills and talents, and taking care of the student's mental side by memorizing concepts and knowledge, neglecting other aspects, and neglecting the use of educational techniques. A group of specialists do the course and curriculum without reference to the student or professor, neglecting individual differences between students, neglecting to develop tendencies and trends, focusing on the subject matter, and relying on exam results that require preservation in determining the pass mark, He obliterated the spirit of innovation, the abundance of study materials, and the volume of the material, which linked the issue of failure to the non-preservation of lessons, This has led to the injustice of the student, as well as the professor's neglect of the survey aspect and the search for additional information, It is committed to the subject of the curriculum, which has reduced the value of the teacher ' There is a sense of boredom from the professor and students, as well as the professor being a registration device, and the student is always listened to (Abayat, 2017)

So, after a long service in the traditional education of society, it is time for him to step up to leave room for the new generation of educational systems that use the style of the age, such as computer technology and smart devices, to lead education during the time it receives until God wants a new system of education and life to lead society again.

111. Distance education

The history of education spans more than 200 years, with a year's start (1729) by Jalb Phelps Caleb Philips, who offered weekly classes via the newspaper. In 1922, the University of Pennsylvania presented some of its courses on radio. In 1968, Stanford University introduced students' engineering courses on television. In 1982, the computer entered the educational field, whereas in 1992, the widest dissemination of the computer due to the advent of the Internet in 1999, so-called "closed learning systems." In 2002, open learning systems emerged that serve all learners (Al-Kadhri, 2023)

Distance learning is an e-learning system based on the physical separation of teachers and learners and the delivery of the subject to learners through communication techniques. As the age of knowledge has begun, it can be said that a new era in the history of university education has begun. In 2000, more than 70 million people studied in the Internet's education and training sectors. In 2001, colleges, universities, and companies in 130 countries offered more than 50,000 distance education courses, including e-learning. The market for distance education, which offers online

degrees, grows by 40% annually. Even the most prestigious universities have started offering virtual academic programs. Harvard University, for example, generated about \$150 million in revenue from its distance education program, which serves about 60,000 part-time students. IDF estimates that approximately 2 million students have studied online university courses in the United States. On the other hand, the European Union has established an electronic plan entitled "Universities of the 21st Century", a coalition of European universities to transfer university education to students in Asia, Africa, and Latin America for which \$ 13.3 billion has been allocated (Al-Saleh, 2009).

The American University of Phoenix is one of the world's most participating universities in distance education, with approximately 400 thousand students studying until 2016 and students from almost all countries (Phoenix, 2017).

Distance education spread dramatically after the coronavirus pandemic ravaged the world around 2020. This has led to much creativity and innovation in activating distance education during the coronavirus crisis. presenting several advantages of distance education, including the absence of a need for actual presence in the classroom at a specified time and the teacher's access to images and educational means for learners. It was an opportunity to address several challenges facing teachers and learners in the distance education process, including technical problems faced by both parties, namely the weakness and interruption of the Internet and the phenomenon of cyberbullying, which is any undesirable negative or hostile method using technology in its various forms and leads to harm to others (Al-Akwil, 2021)

Despite the attention to distance education, it has not been convincing to many university education experts as a fully trusted education in its outputs, particularly with the emergence of job applicants' standard tests. The outputs of this type of education are completely unconvinced because the communication between the professor and his students is interrupted no matter how the e-communication is. Also, the assessment methods were not convincing because they adopted the e- assessment remotely, questioning the credibility of the assessment.

IV: E-learning

Given the sheer amount of information and the incredible development of information technology, e-learning programs are now becoming very important to keep pace with the evolving knowledge in all fields of science and humanity at rapid rates. While traditional education programs have not been able to keep pace, the use or integration of e-learning systems in most higher education institutions has become an urgent necessity for education systems to make a qualitative shift in the goals they pursue: To focus on providing learners with a range of skills required by the life of the information age, managing and developing oneself using modern technology, rather than focusing solely on the learner's acquisition of information based on the traditional education system (Abdulmenim, 2014)

In Britain, e-learning originated in the middle of the last Hijri century as a pillar of the British Open University's widely acclaimed technologies, cultivating and growing more robustly in the United States of America as an accompaniment to the information and communication revolution. Dobbs Phillips says that an e-learner is a real learner but learns in an electronic environment. This fact is confirmed by Richard Lewis when he questions the exact meaning of a hypothetical word and finds that it means something that is not real, but is education using electronic techniques not real? We must look at the results and not at the lack of this type of learning, and the results of this education no doubt suggest that there is a real education that may keep pace with the usual education (Al-Mehsin, 2021).

Interest in this type of education has increased in the last five years. The American Association of Deans of Admission and Registration organized the first international e-learning conference in Denver, Colorado, in 1997 and followed a summit of those responsible for this education. The Summit and the Conference were attended by university directors and deans of admission to the most important e-education institutions in America and many other countries. The Summit's recommendations included:

1. E-learning and all its means will be necessary and common to acquire learners' skills for the future.
2. E-learning has opened new prospects for learners that were not previously available, a promising solution to the needs of future students.
3. The benefits of e-learning must be applied without losing sight of the usual educational reality.

Models of international reports on Disappearing of traditional education at universities

First Model: Avalanche Coming

The report "Avalanche Coming) Higher Education and the Next Revolution", published by the Public Policy Research Institute of Britain in March 2013, was written by three of the most prominent international experts in education, namely: Michael Barber, Katelyn Donnelly and Saad Rizvi (Saad Rizvi) highlights the enormous challenges and profound developments in university education in the next few years in terms of its objectives, structures and methods of accessibility in industrialized and developing societies alike, owing to the unprecedented and increasing pressures imposed by modern technologies and globalization This report serves as an early warning to all those interested in university education and that the greatest risk lies in complacency and fear of applying this model, which will slow the pace of this change even though its nature is steep, At the end of their report, they stated that if things went well, the traditional models of university education that successfully pervaded the world in the second half of the twentieth century would be defeated (Barber, 2013.)

The report identified five different models of future university education, consisting of the following:

Model I: The Elite University, the traditional old university that provides largely theoretical education.

Model II: The University of the Masses relies on purely electronic approaches, or approaches that blend electronic and traditional methods and provide services to many students simultaneously. This model will allow students to build and organize their learning according to their needs and situations over a flexible period. It will also allow them to develop the skills required by the work, taking advantage of the experience and guidance in traditional business and academic fields.

Model III: The specialized university [Al-Mahrab University], which seeks to provide exclusive and personal education and works in specific areas of knowledge for certain categories of students.

Model IV: The local university model, which focuses on a distinct vocational training system that meets the needs of local economics, can benefit from the experience of the Higher Institutes of Science, Applied Arts and Crafts that prevailed in the second half of the twentieth century before becoming universities in the 1990s.

Model V: The latter was called the "lifelong learning mechanism" because it involves electronically engaging in a range of educational units in various academic institutions, local or global, to obtain a university degree without formally attending any university at any time.

The report emphasized that the challenges and changes addressed in the report relate mainly to traditional universities in Western countries but that they chart a near-inevitable path that will have to be taken into account by universities in developing countries, as well as in Arab States sooner or later, for several reasons, most importantly:

- Close and increased cooperation between these universities and traditional Western universities in many areas, such as curricula, expertise, and technical uses, and the resulting convergence and appropriateness of orientations and practices.

- The increasing pressures imposed by international evaluation systems and the quality standards they adopt in the rankings of universities globally, and the resulting prominence of superior universities and the attraction of academic competencies and students wishing to obtain certificates open to them in the largest and most important international companies.

-The analyses and perceptions of a "coming avalanche" constitute an intensive material that all parties involved in higher education in our Arab countries can consider and investigate, enabling them to identify the positive aspects of this (avalanche) that can be utilized in the light of the functions of our universities and mitigate the impact of its negative consequences that are difficult to resist and respond to (Badri, 2013)

Model II: UNESCO wonders if the age of learning in classrooms is over

This report addressed the UNESCO question: is the age of learning in classrooms over? The report noted that some experts felt that the pattern of quarterly learning had no future in the digital age because of the opportunities offered by e-learning, mobile learning, and other digital technologies. The report also explained that in the 1960s and 1970s, there was a debate on school abolition, which appears in Paul Goodman and Ivan Illic's works. This report is based on several themes, the first theme illustrates the rebellion against formal education institutions. Thus, recognition of the importance and relevance of learning outside formal education institutions has grown in the world today. As the second theme shows the idea of courses that are open to the public. As access to knowledge increases and spreads, classroom-based learning is challenged by the emergence of learning systems beyond teaching halls, schools, universities, and other educational institutions. The third theme states the experience of the "perforated wall," attributed to Dr. Sugata Mitra, chief scientist at NIIT. He had been thinking of the perforated wall experiment since 1982. He had the idea of unsupervised learning with the idea of a computer. The fourth theme also introduces mobile learning. As learning became informal and personal everywhere. Portable technologies are particularly important for teachers, owing to their lower cost relative to desktop computers. The fifth theme talks about Pakistan's mobile literacy experience (Afifi, 2016).

Model 3: Report on dispensing with traditional education at Saudi universities

Bakkah Education and Training, 2024, has reported on distance education in Saudi universities. It states that distance education is an online education system or other modern means of communication in which students interact with educational content and materials using available online platforms and technology. Distance education also gives students access to teaching materials and lectures at any time that suits them.

In 2020, with the outbreak of the COVID-19 pandemic, the Saudi government took prompt measures to promote distance education and enable students and teachers to continue the online learning process. Distance education has been expanded and continuously developed.

The government has been interested to provide several factors to get success to distance education experience. Using these factors and principles, a successful distance learning experience can be achieved in Saudi Arabia that meets students' needs and aspirations and effectively achieves educational goals. Among the factors that could contribute to this experiment's success are:

1 .Infrastructure: Strong technological infrastructure has been developed in Saudi Arabia to support distance education. High-speed Internet connectivity, digital infrastructure and e-learning platforms have been provided to enable students and teachers to easily access educational materials.

2 .Educational Platform Development: Various e-learning platforms have been developed in Saudi Arabia, including my school platform and distance learning platform in education. These platforms provide diverse educational content and interactive tools for students and teachers.

3 .Technical support: Technical support was provided to students and teachers in the field of distance education. Technical support and guidance services are provided to users to deal with any technical problems or difficulties they may encounter while using educational platforms.

4. Training and professional development: Training and professional development programmes have been provided to teachers to enhance their ability in delivering distance education. Workshops and training courses are provided for teachers to learn online teaching strategies and use modern educational technologies.

5 .Challenges: There are some challenges in implementing distance education in Saudi Arabia, including providing universal access to Internet connectivity and technology, ensuring the quality of education and the interaction of learners, and achieving personal communication and interaction between teachers and students, as well as the evaluation method.

Final results of the study

The theoretical frameworks and previous studies reviewed confirm that what the studies addressed and what the experts stated in university education almost agree that the traditional university education should disappear; While we agree on a rapid change in the means of university learning, we disagree on the best and most successful issues. While the scientific and technical battle is still grinding, we must anticipate the events and look ahead to help the technologists prepare us for our future vision of education.

Accordingly, the study's findings focus on a number of future views that may be the best option to lead and guide university education for the future, including:

1. Discontinue certification as it has become an area of forgery and manipulation at this time as technology has evolved and replacing it this with skills and recruitment based on skill rather than certification. The former US President Donald Trump signed an executive order instructing federal government branches to focus on skills rather than university degrees in the selection of federal employees (Echo al-Watan, 2020). This confirms the spread of this idea and its adoption by some major corporates. For example, (IBM) has recruited 15% of

its workforce from non-traditional backgrounds based on skill rather than educational level (Ibm.com, 2023)

2. Keeping Going to universities full time limited to students whose specializations and studies need to meet their teachers in any case and apply in laboratories, laboratories, workshops, companies, schools and the like.
3. Convert disciplines that are divided into practical and theoretical model into Blended learning, the type of education that combines physical attendance and distance education.
4. Convert theoretical disciplines in university education into distance education, including methods of evaluation and examination. There may be several methods, systems and applications to be used in student assessment. In this case, the number of students in the class will increase to large numbers and the field of admission will be opened to all the advanced numbers, whether by tuition fees or free of charge, and admission will be opened across countries. It is this type of education; theoretical university education, that should disappear.

Recommendations and proposals

Recommendations

- Moving gradually to adopt competence and skill instead of certificates for several jobs and careers that can be determined by individual's skills and competencies.
- Keeping physical attendance to universities limited to practical disciplines that require attendance and practices in classrooms, laboratories, etc.
- Heading to blended learning if there are disciplines that require attendance sometimes, including the final assessment.
- Discontinuing traditional education once and for all and replace it with distance education in the case of theoretical disciplines that do not require a teacher to meet or attend the classroom.
- Participating with the world's universities in a single distance education system, and establishing of a distance education association affiliated to UNESCO that sponsors and creates this system

Proposals

Based on the findings and recommendations of the research, the researcher proposes further studies on university education, particularly developments accompanying the electronic revolution in the world. One of the most important types of education that deserves study and research is distance learning that needs further development and follow-up.

Study summary

This study examined the history and types of university education over time until the discovery of the Internet to be called e-education or distance education; This type of education has emerged to help university students avoid problems that make distance education an urgent necessity. Distance education solutions can alleviate these new problems.

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