



# مجلة التربوي

## مجلة علمية محكمة تصدر عن كلية التربية جامعة المرقب

المجلد الثالث والعشرون  
يوليو 2023م

### هيئة التحرير

رئيس هيئة التحرير: د. مصطفى المهدي القط  
مدير التحرير: د. عطية رمضان الكيلاني  
سكرتير المجلة: أ. سالم مصطفى الديب

- المجلة ترحب بما يرد عليها من أبحاث وعلى استعداد لنشرها بعد التحكيم .
  - المجلة تحترم كل الاحترام آراء المحكمين وتعمل بمقتضاها .
  - كافة الآراء والأفكار المنشورة تعبر عن آراء أصحابها ولا تتحمل المجلة تبعاتها .
  - يتحمل الباحث مسؤولية الأمانة العلمية وهو المسؤول عما ينشر له .
  - البحوث المقدمة للنشر لا ترد لأصحابها نشرت أو لم تنشر .
- (حقوق الطبع محفوظة للكلية)



### ضوابط النشر:

- يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :
- أصول البحث العلمي وقواعده .
- ألا تكون المادة العلمية قد سبق نشرها أو كانت جزءا من رسالة علمية .
- يرفق بالبحث تزكية لغوية وفق أنموذج معد .
- تعدل البحوث المقبولة وتصحح وفق ما يراه المحكمون .
- التزام الباحث بالضوابط التي وضعتها المجلة من عدد الصفحات ، ونوع الخط ورقمه ، والفترات الزمنية الممنوحة للتعديل ، وما يستجد من ضوابط تضعها المجلة مستقبلا .

### تنبيهات :

- للمجلة الحق في تعديل البحث أو طلب تعديله أو رفضه .
- يخضع البحث في النشر لأولويات المجلة وسياستها .
- البحوث المنشورة تعبر عن وجهة نظر أصحابها ، ولا تعبر عن وجهة نظر المجلة .

### Information for authors

- 1- Authors of the articles being accepted are required to respect the regulations and the rules of the scientific research.
- 2- The research articles or manuscripts should be original and have not been published previously. Materials that are currently being considered by another journal or is a part of scientific dissertation are requested not to be submitted.
- 3- The research articles should be approved by a linguistic reviewer.
- 4- All research articles in the journal undergo rigorous peer review based on initial editor screening.
- 5- All authors are requested to follow the regulations of publication in the template paper prepared by the editorial board of the journal.

### Attention

- 1- The editor reserves the right to make any necessary changes in the papers, or request the author to do so, or reject the paper submitted.
- 2- The research articles undergo to the policy of the editorial board regarding the priority of publication.
- 3- The published articles represent only the authors' viewpoints.





## **Assessing the Adaptability of Students and Teachers in the Faculty of Arts at Alasmarya Islamic University to the Sudden Transition to Online Teaching and Learning Processes during the COVID-19 Pandemic**

Mohamed Bashir M. Ismail  
English Language Department, Faculty of Arts  
Alasmarya Islamic University

**Abstract:** This study investigates the adaptability of students and the Faculty of Arts at Alasmarya Islamic University in response to the COVID-19 pandemic-induced shift to online teaching and learning. The sudden transition necessitated the use of video chat applications such as Microsoft Teams, Zoom, and Google Meet and other social media for remote lectures and communication. However, challenges such as poor internet connectivity, technological proficiency gaps, and limited resource access emerged. The research aims to assess the readiness of the faculty and understand students' perceptions and concerns regarding online learning. By adopting a quantitative approach and utilizing a questionnaire as the data collection method, the study examines the challenges faced by students and faculty members and provides recommendations for effective online teaching. The literature review explores the impact of the pandemic on students' stress levels, the specific challenges of online learning, and the importance of integrating technology into education. The findings emphasize the need for support from university management, including instructional plans and training on online platforms, to overcome barriers and facilitate a successful transition to online education. The study concludes by highlighting the potential of online technologies and distance learning platforms to navigate future challenges in the field of education.

### **Introduction:**

Technology has become an essential part of our daily lives, merging with all areas, including medicine, justice, and education. The education sector has been greatly impacted by technology, facilitating access to information and communication between students, teachers, and researchers.

However, in Libya, technology integration in education has been slow until 2020, when the COVID-19 pandemic emerged in China and quickly spread globally. In response, schools and universities in Libya were closed in the middle of the academic year to minimize social contact and adhere to the guidelines of the Libyan Center for Disease Control.

The extended period of closure due to the COVID-19 pandemic has made the use of technology essential for the continuation of the learning process. In response, the Ministry of Higher Education in Libya made the decision to adopt technology, including the Internet, as a means to continue educational process. As a result, universities were forced to adapt to the pandemic by transitioning from traditional face-to-face education to online teaching and learning.



This sudden shift to online education has required both university professors and students to adapt to the use of technology in learning, teaching, and communication, replacing the traditional methods of social interaction that were used in the past.

The idea for this research study emerged from this context, The Faculty of Arts at Alasmarya Islamic University was no exception and had to adapt to this new mode of teaching and learning (education).

In this study, we aim to assess the adaptability of both students and the Faculty of Arts at Alasmarya Islamic University to the sudden transition to online learning during the COVID-19 pandemic.

While the use of the internet in education dates back to before the year 2000, today, most universities use what is commonly known as "Learning Management Systems" (Wikipedia:2020). However, in light of the global COVID-19 pandemic, many educational institutions have shifted towards e-learning as a more suitable alternative to ensure the continuation of the educational process.

Consequently, there has been a significant increase in the use of online video chat applications such as Microsoft Teams, Zoom, Google meet, and others. These tools have enabled universities to conduct remote lectures and facilitate communication between professors and students, making e-learning a viable solution during the pandemic.

### **Statement of Problem**

Due to the COVID-19 pandemic, most universities and educational institutions around the world had to shift to online learning pedagogies. Thus, the Faculty of Arts/Alasmarya University has been required to transition to online learning to meet students' needs and ensure the continuity of curriculum and learning (educational) processes, but the sudden transition itself would be a problem (problematic).

The sudden shift to virtual learning could pose challenges and difficulties for universities due to several factors. These include poor internet connectivity, lack of technological proficiency among both teachers and students, and limited access to necessary technology resources.

### **Aims of the Study**

This research aims to shed light on the importance of establishing a modern technology system in the Faculty of Arts/Alasmarya University and make it a pioneer in the field of remote study.

As it is possible to prepare lessons and homework and control the dates of delivery of duties during a specified period and also the teacher can evaluate the students and communicate with them in case of any obstacles, i.e., it is considered the class of the teacher. The teacher could make a recorded lessons and upload them in case of travel, sickness...etc.

### **Significance of the Study**

The development of electronic learning is related to the improvement of information communication technology (Radiskhlebova, Vavrenyuk, Rusakova, & Makarov, 2019). The significance of this research lies in establishing a future foundation that integrates technology with traditional teaching and learning processes. Some existing technologies serve as complementary additions to traditional education,



while others have the potential to entirely substitute them. The aim of this study is to make technology a fundamental and user-friendly tool in education. This is particularly important during periods of serious difficulties, which necessitate the development of alternative solutions to facilitate students' learning and enable continuous communication through these alternative tools.

### **The study objectives**

According to (Hofmann, 2002), online learning has gained increased importance due to the availability and accessibility of Internet technologies. Thus, this study aims to:

- 1- Investigate the adaptability of Faculty of Arts/Alasmarya University toward integrating the traditional classroom learning with online learning and teaching through COVID19 pandemic and later.
- 2- Understand students' perceptions and concerns who are accustomed to traditional face-to-face learning, towards the sudden transition to online learning due to the pandemic as well as the impact of this transition on their learning.

### **Hypothesis**

The researcher hypothesized that:

- 1-The Faculty of Arts/Alasmarya doesn't equip to transition to online learning and teaching.
- 2- Students at the Faculty of Arts at Alasmarya University lack technological knowledge and have not received sufficient training to effectively navigate technology requirements.

### **Research questions**

The researcher has addressed the following research questions:

- 1- Is the Faculty of Arts/Alasmarya University equipped to transition to online learning?
- 2- What are the challenges that students and teaching staff members at English Dept faced while the transition to online learning process?
- 3- What are the recommendations that can help students, teaching staff members, and faculty to facilitate the teaching process via the internet?

### **Methodology**

The study adopted a quantitative approach to understanding how students deal with the situation. Hence, it focuses on the expectations or opinions of students in the transition to online learning during the COVID-19 pandemic. Therefore, a questionnaire is chosen as a method to collect the required data for this study.

### **Settings and Participants**

This study is carried out at the Faculty of Arts/Alasmarya University. About 25 Participants are chosen randomly to participate in this investigation. The participants are from different departments and different ages.



### Literature review

The COVID-19 pandemic has many elements that make it exceptionally stressful for students. Safety concerns prevail due to the potential risk to health and well-being for individual students but also for their family members, friends, and colleagues. Many students have also had to deal with the sense of isolation and loneliness that accompanies adherence to guidelines to engage in physical isolation or social distancing. Stress and anxiety are also elicited by circumstances that have resulted in complete disruptions of daily routines.

Students at Faculty of Arts/Alasmarya University, as their peers around the world have some challenges that are specific to them. They must try to maintain their concentration on learning despite it being difficult through this critical situation.

One of the significant challenges for students is that because they must now engage in online distance learning, the daily routines of student life have now been entirely changed.

Currently, there is a growing body of research focused on the transition to online and digital learning platforms prompted by the COVID-19 pandemic. Some studies emphasize the impact on schools (Reich, et al., 2020), while others explore the utilization of online learning as a complement to traditional modes of education (Barboni, 2019). Therefore, number of educators in developing countries are faced with the necessity to transition to online teaching with minimal or no training. Furthermore, classroom sizes in developing countries are generally larger than in developed countries, and online learning environment make classroom monitoring and communication with all learners challenging.

The COVID-19 pandemic has highlighted the crucial role of technology in education. Virtual learning environments, such as distance learning, e-learning, and online learning, have become increasingly important due to the availability and accessibility of internet technologies, as noted by Hofmann (2002). These learning environments offer learners the opportunity to participate in courses and programs from remote locations, using internet technology as an instructional delivery system.

Distance learning, in particular, has been a popular form of virtual learning, with many universities and educational institutions offering degree programs and individual courses through distance learning platforms (Keegan, 2013; King, Young, Drivere-Richmond, & Schrader, 2001; Mugridge, 1992). E-learning, which refers to the use of electronic technologies to facilitate learning, has also gained traction in recent years (Nichols, 2003; Tavangarian et al., 2004; Triacca et al., 2004). Furthermore, online learning, which refers to the use of the Internet to facilitate learning, has become increasingly popular (Carliner, 2004; Lowenthal et al., 2009; Oblinger & Oblinger, 2005).

Virtual learning environments have transformed traditional beliefs about learning and teaching, as reported by Zapalska & Brozik (2006). These environments offer greater flexibility and convenience as learning can occur at any time and from anywhere, making education and knowledge more accessible to a wider range of individuals. Nevertheless, the shift towards virtual learning also poses challenges, such as technical difficulties, adapting pedagogy, and ensuring adequate student support. To guarantee the effectiveness of virtual learning, it is critical for educators and educational institutions to overcome these challenges by addressing and resolving them.





The educational transition from traditional method (face-to-face) to online learning environments has five aspects as indicated by (Kamble et al. 2021) which are accessibility and convenience, internet connectivity, OLE effectiveness, course content, and interactions between students and teachers. These aspects are considered the dimensions of online education, and any failure in one of these aspects will give a negative impression to the learners

Not all online education has advantages only, but there are also negatives that affect the quality of learning as well as the students themselves. Among these effects that contribute to reducing the quality of education via the Internet is the connection to the Internet, where (Ramírez et al. 2021) indicated that one of the obstacles that hindered the educational process via the Internet is the quality of Internet connection (wifi), which negatively affects the quality of education, as well as the same The study found that online education negatively affects the students themselves, due to the lack of interaction between students and professors, as well as staying at home for a long time, which has a negative impact on the general health of students.

It was also pointed out by (Blizak et al. 2020) in his study on the sudden transition to online education that university students have a negative perception of online learning and are hesitant about this new digital education and prefer the traditional method of teaching over online teaching during the Coronavirus pandemic.

In Libya the situation is particularly difficult due to the insufficient technological and communication substructure. The prevalence of the Internet in Libya has grown over the years, but Internet speed and connectivity remain unreliable at all places with variations occurring depending on the area and region.

## **Methodology**

The method used for gathering and analyzing data is determined by the type of data that needs to be addressed. In this study, the researcher aims to use a questionnaire as a method of data collection from both the students and teachers of the Faculty of Arts at Alasmarya University. The questionnaire will be utilized to achieve the objectives of the study.

### **-Participants**

The participants of the study are 40 students and 20 teachers from different departments of the faculty of arts /Alasmarya University.

### **- Sitting**

The participants in this study will consist of students who are currently enrolled in the Faculty of Arts at Alasmarya University, as well as teachers who are currently instructing at the college. The Faculty of Arts/Alasmarya University is situated in Zliten, a city located in northern Libya. It's important to note that both the teachers and students come from diverse departments within the faculty.

### **-Instrument**

The data collection tool used in this study is questionnaire. The questionnaire is designed according to the purpose of the study.

### **-The questionnaire**

The questions consist of Likert scale with the following criteria:

- 1-Explain
- 2-Yes/No
- 3-Choose Questions
- 4- Write/add any notes



### **-Procedure**

The questionnaire was distributed to a total of 20 teachers and 40 students, all of whom were from the Faculty of Arts at Alasmarya University.

The participants are asked about the adaptability to a sudden transition to online learning during the COVID-19 pandemic at faculty of Arts /Alasmarya University.

### **Data Analysis**

Data analysis involves calculation of frequencies of the participants' responses. frequency of the answers in all questionnaires will provide answers to the main research questions of the study.

Data for this study were collected by using a questionnaire for Faculty of Arts/Alasmarya University teachers and students. They are all teachers and students of different departments in the Faculty of Arts/Alasmarya University. The survey consisted of 16 questions for the teachers and 10 questions for the students that measured on a 5-point Likert scale. The aim was to conduct the survey with 20 teachers and 40 students of the Faculty of Arts/Alasmarya University in Zliten. Participants were given unlimited time to fill in the survey anonymously.

### **Research design**

This research makes use of quantitative research strategy in the sense that there will be numeric data and quantitative data was produced. A quantitative research strategy is particularly applicable for the purpose of this research. The type of the questionnaire used in collecting data was experimental questions.

### **Teacher's Questionnaire.**

The questionnaire was distributed to 20 different teachers in the beginning of September in the academic year 2021. The purpose of the survey was to collect as much information as possible about the difficulties that teachers are facing during a sudden transition to online learning during the COVID-19 pandemic at faculty of Arts /Alasmarya University.

### **Student's Questionnaire.**

The questionnaire was distributed to 40 students in early September 2021. The purpose of the survey was to collect as much information as possible about the difficulties students are facing during a sudden transition to online learning during the COVID-19 pandemic at faculty of Arts /Alasmarya University.

### **Design of the Questionnaire**

The questionnaire consisted of 10 questions for teachers and 7 for students. All the questions were prepared depending on the researcher's own experience and also with the help of the supervisor.

### **Analysis and Evaluation of the questionnaire of the teachers**

*In question 1*, out of the total number of teachers surveyed, twelve (60%) reported having good internet, while eight (40%) indicated otherwise.

Table 1

Question No	Question	Options	No. of teachers	Percentage
1	Do you have good internet	Yes No	12 8	60% 40%





In question 2, when asked if they have skills to use online platforms, eight teachers (40%) responded affirmatively, while twelve teachers (60%) reported not having the necessary skills.

Table 2

Question No.	Question	Options	No. of teachers	Percentage
2	Do you have skills to use online platforms?	Yes	8	40%
		No	12	60%

In question 3, when asked about the apps they use, the teachers' responses were as follows: four teachers (20%) mentioned using Viber, four teachers (20%) mentioned using Zoom, nine teachers (45%) mentioned using Facebook, and three teachers (15%) mentioned using other apps.

Table 3

Question No.	Question	Options	No. of teachers	Percentage
3	What are the apps that you are use?	Viber	4	20%
		Zoom	4	20%
		Facebook	9	45%
		Others	3	15%

In question 4, when asked about the main obstacles they face in online studying, eight teachers (40%) identified Internet availability as a challenge. Another eight teachers (40%) mentioned a lack of proficiency in using technology. Additionally, four teachers (20%) reported other obstacles.

Table 4

Question No.	Question	Options	No. of teachers	Percentage
4	What are the main obstacles you face in online studying?	Internet Availability	8	40%
		Time Availability	0	0%
		Lack of using technology	8	40%
		Others	4	20%



*In question 5*, when asked if they would attend all the lectures online if the college started using online studying, twelve teachers (60% of the respondents) answered "Yes," while eight teachers (40% of the participants) responded with "No."

Table 5

Question No.	Question	Options	No. of teachers	Percentage
5	If the college started to use online studying, would you attend all the lectures online?	Yes	12	60%
		No	8	40%

*In question 6*, when asked if they have taken any training courses on how to teach online, twelve teachers (60%) responded affirmatively, while eight teachers (40%) indicated that they have not taken any such courses.

Table 6

Question No.	Question	Options	No. of teachers	Percentage
6	Have you taken any training courses on how to teach online?	Yes	12	60%
		No	8	40%

*In question 7*, when asked about the effectiveness of online teaching, twelve teachers (60%) described it as slightly effective, six teachers (30%) considered it to be a little bit effective, and four teachers (10%) deemed it not effective.

Table 7

Question No.	Question	Options	No. of teachers	Percentage
7	How effective is online teaching?	Very effective	0	0%
		Slightly effective	12	60%
		A little bit	6	30%
		Not effective	2	10%

*In question 8*, when asked about how their classes would be delivered, fourteen teachers (70%) opted for recorded sessions, while six teachers (30%) preferred live sessions.

Table 8

Question No.	Question	Options	No. of teachers	Percentage
8	How would your classes be delivered?	Recorded sessions	14	70%
		Live sessions	6	30%



In question 9, all twenty teachers (100%) responded "No" when asked if they think online teaching is more effective than traditional teaching. They provided reasons for their response, which can be explained further.

Table 9

Question No	Question	Options	No of teachers	Percentage
9	Do you think that online teaching is more effective than traditional teaching?	Yes No	0 20	0% 100%

In question 10, when asked if they have any reasons that encourage them to take online lectures, four teachers (20%) mentioned reasons such as facilities, electricity, training courses, and internet availability. On the other hand, sixteen teachers (80%) stated that they had no specific reasons to encourage them to take online lectures.

Table 10

Question No	Question	Options	No. of question	Percentage
10	Do have any reasons that encourage you in taking online lectures?	Facilities, Electricity, Training courses and internet availability	2	20%
		No reasons	8	80%

### Analysis and Evaluation of the questionnaire of the students

In question 1, students were asked about the year they are currently in. The responses were as follows: twenty students (50%) reported being in the fourth year, fourteen students (35%) reported being in the second year, two students (5%) reported being in the first year, and four students (10%) reported being in the third year.

Table 1

Question No.	Question	Options	No. of Students	Percentage
1	The year?	Fourth	20	50%
		Third	4	10%
		Second	14	35%
		First	2	5%



*In question 2* students were asked if they have good internet, Forty students (100%) said yes.

Table 2

Question No.	Question	Options	No. of Students	Percentage
2	Do you have good internet?	Yes No	40 0	100% 0%

*In question 3*, when asked if they have skills to use online platforms, twenty-four students (60%) responded positively, indicating that they have the necessary skills. On the other hand, sixteen students (40%) responded negatively, stating that they do not have the required skills.

Table 3

Question No.	Question	Options	No. of Students	Percentage
3	Do you have skills to use online platforms?	Yes No	24 16	60% 40%

*In question 4* students were questioned about the apps that they use and their answering was as following: twenty-four students 60% said WhatsApp and twelve students 30% said Facebook, four student 10% said Others.

Table 4

Question No.	Question	Options	No. of students	Percentage
4	What are the apps that you are use?	WhatsApp Facebook Others	24 12 4	60% 30% 10%

*In question 5* students were asked about the main obstacles that they face in online studying:

Thirty - two students 80% said Time Availability. four students 10% said that Lack of using technology. four students 10% said Lack of using technology.

Table 5

Question No	Question	Options	No. of students	Percentage
5	What are the main obstacles you face in online studying?	Time Availability Internet Availability Lack of using technology	32 4 4	80% 10% 10%



*In question 6* students were asked if the college started to use online studying, would you attend all the lectures online and were answered as following:

Thirty-six students 90 % said yes, four of them 10% said no.

Table 6

Question No	Question	Options	No. of students	Percentage
6	If the college started to use online studying, would you attend all the lectures online?	Yes	36	90%
		No	4	10%

*In question 7* students were asked if they have any additional notes about the transition in taking online lectures and they answered:

forty students 100% said don't have any additional notes.

Table 7

Question No.	Question	Options	No. of students	Percentage
7	Do you have any additional notes about the transition in taking online lectures?	Yes	0	0%
		No	40	100%

**Interpretation of data obtained from the teacher's questionnaire can be summarized in following points:**

1. Internet Connectivity: 60% of teachers reported having good internet, while the remaining teachers faced connectivity issues. This hinders the delivery of clear and uninterrupted online lectures, emphasizing the need for reliable internet connections for all teachers.
2. Skills in Using Online Platforms: Only 40% of teachers indicated having skills to use online platforms, highlighting the importance of providing training courses to equip all teachers with the necessary expertise for effective online teaching.
3. App Usage: Among the apps mentioned, Facebook was the most commonly used by 45% of teachers. However, it may not be the most suitable choice for online teaching. Platforms like Google Classroom, Moodle, Microsoft Teams, and Zoom are designed specifically for educational purposes and should be considered for a better online learning experience.
4. Obstacles Faced: The majority of teachers (80%) encountered obstacles such as internet availability and lack of technology proficiency. Ensuring stable internet connections and providing training on technology usage should be prioritized to overcome these challenges.
5. Attitude towards Online Learning: 60% of teachers expressed their willingness to attend all lectures online if the college adopted online platforms, indicating a positive attitude towards the transition.
6. Training Courses: 60% of teachers had already taken training courses on how to teach online, which suggests a proactive approach in acquiring the necessary skills for online instruction.
7. Perception of Effectiveness: 60% of teachers considered online teaching to be slightly effective. However, with time, proper planning, training, and the availability of



necessary facilities, this percentage is expected to increase, making the transition more effective.

8. Preference for Recorded Lectures: The majority of teachers (70%) preferred delivering recorded lectures instead of live sessions due to logistical and technical issues, such as electricity cuts and unstable internet connections.

9. Perception of Traditional Teaching: All teachers (100%) believed that traditional teaching is more effective than online teaching, highlighting a preference for face-to-face instruction.

10. Encouragement for Transition: 80% of teachers expressed their willingness to transition to online teaching given certain conditions such as access to facilities, training courses, stable internet connection, and electricity. Others may require further support and resources to be convinced of the benefits of online teaching.

### **Interpretation of data obtained from the student's questionnaire can be summarized in following points:**

1 .Academic Year Distribution: Half of the students (50%) who participated in the questionnaire were in their fourth year, indicating a significant representation from this academic level.

2 .Internet Connectivity: All students (100%) reported having a good internet connection, which implies that the majority have access to the necessary online resources for effective learning.

3 .Skills in Using Online Platforms: 60% of students reported having skills to use online platforms, suggesting that additional training courses should be provided to equip all students with the necessary competence for online learning.

4 .App Usage: Among the apps mentioned, WhatsApp was the most commonly used by students (60%). However, other apps specifically designed for educational purposes, such as Google Classroom, Moodle, Microsoft Teams, and Zoom, should be considered for a more comprehensive and effective online learning experience.

5 .Obstacles Faced: The majority of students (80%) identified obstacles related to time availability and a lack of technology proficiency. Scheduling online lectures to accommodate students' availability and providing support for technology usage can help mitigate these challenges.

6 .Willingness to Attend Online Lectures: A significant proportion of students (90%) expressed their willingness to attend all online lectures if the college started using online platforms, indicating a positive attitude towards the transition.

7 .Satisfaction with Online Teaching: All students (100%) stated that they do not have any additional notes, suggesting that they would be satisfied if the college transitioned to online teaching.

### **Conclusion**

The research concluded that the adaptive ability of both students and professors to switch to online education has aspects that we have previously mentioned in previous studies, including Internet connectivity, distance learning effectiveness, communication between students and professors, and the content of academic subjects. It was also concluded that there is a negative aspect, which is the inability of the university to provide the requirements for online education at the time of the Covid 19 pandemic, among these requirements is the provision of the required equipment, the provision of





courses for teachers, and the enactment of regulations and rules to organize this type of education.

Online education has been used for a long time. The COVID 19 pandemic has made it traditional. We conducted a survey to hear from students and teachers of the Faculty of Arts / Alasmarya University about various aspects of online education during the COVID19 pandemic. Students see online education as a viable alternative. However, we believe there are barriers to the sudden transition. However, these obstacles can be overcome with the help of the Faculty of Arts/Alasmarya university management by making instructional plan and give courses on how to use online platforms and new technologies in the case of such pandemic, both students and teachers should be introduced by the online technologies and distance platforms such as Google Classroom, Moodle, Microsoft Team and other school platforms and explore their effects.

So, this may be a solution, but on the other side consider that teachers and students are not equally challenged, so development is still needed when using learning platforms and other newly introduced online learning platforms. Must be put in.

Mention the problems of electricity outages for long hours and the lack of permanent internet access, so most of the teachers had to choose recorded sessions solutions, that is, to record lectures and remain uploaded on the platforms until these services are available.

It was also crucial for the Faculty of Arts/Alasmarya University to emphasize the establishment of online and distance learning platforms in a suitable manner for both students and teachers. This approach aimed to prepare learners and educators for such transitions, providing them with the necessary skills to enhance the learning experience and ensure the continuity of education.

## References

- 1- Learning Management System (2020)  
[https://en.m.wikipedia.org/wiki/Learning\\_management\\_system](https://en.m.wikipedia.org/wiki/Learning_management_system)
- 2- Hofmann, D. W. (2002). Internet-based distance learning in higher education. Tech Directions 62(1), 28–32. <https://www.learntechlib.org/p/95322/>
- 3- Reich, J., Buttner, C. J., Fang, A., Hillaire, G., Hirsch, K., Larke, L. R., Littenberg-Tobias, J., Madoff Moussapour, R., Napier, A., & Thompson, M. (2020, April 2). Remote learning guidance from state education agencies during the Covid-19 pandemic: A first look. EdArXiv. <https://doi.org/10.35542/osf.io/437e2>
- 4- Barboni, L. (2019, December 12). From shifting earth to shifting paradigms: How Webex helped our university overcome an earthquake. CISCO, Upshotstories. <https://upshotstories.com/stories/from-shifting-earth-to-shifting-paradigms-how-webexhelped-our-university-overcome-an-earthquake>
- 5- Chick, R. C., Clifton, G. T., Peace, K. M., Propper, B. W., Hale, D. F., Alseidi, A. A., & Vreeland, T. J. (2020). Using technology to maintain the education of residents during the COVID-19 pandemic. Journal of Surgical Education, 77(4), 729–732. <https://doi.org/10.1016/j.jsurg.2020.03.018>
- 6- Sun, A., & Chen, X. (2016). Online education and its effective practice: A research review. Journal of Information Technology Education, 15, 157–190. <https://doi.org/10.28945/3502>



- 7- Keegan, D. (2013). Foundations of distance education (3rd ed.). Taylor & Francis. <https://doi.org/10.4324/9781315004822>
- 8- King, F. B., Young, M. F., Drivere-Richmond, K., & Schrader, P. G. (2001). Defining distance learning and distance education. AACE Journal, 9(1), 1– 14. <https://www.learntechlib.org/primary/p/17786/>
- 9- Moore, M. G. (1990). Contemporary issues in American distance education. Pergamon.
- 10- Nichols, M. (2003). A theory for e-learning. Journal of Educational Technology & Society, 6(2), 1–10. [https://drive.google.com/file/d/1BbxRM8i-q-SPHGt8x7CBWo\\_fTKqniWyO/view](https://drive.google.com/file/d/1BbxRM8i-q-SPHGt8x7CBWo_fTKqniWyO/view)
- 11- Tavangarian, D., Leypold, M. E., Nölting, K., Röser, M., & Voigt, D. (2004). Is e-learning the solution for individual learning? Electronic Journal of e-Learning, 2(2), 265–272. <http://www.ejel.org/volume2/issue2>
- 12- Triacca, L., Bolchini, D., Botturi, L., & Inversini, A. (2004, June 21–26). Mile: Systematic usability evaluation for e-learning Web applications [Paper presentation]. ED-MEDIA 2004, World Conference on Educational Multimedia, Hypermedia & Telecommunications. Lugano, Switzerland. Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/11709/>
- 13- Carliner, S. (2004). An overview of online learning (2nd ed.). Human Resource Development Press
- 14- Zapalska, A., & Brozik, D. (2006). Learning styles and online education. The International CampusWide Information Systems, 23(5), 325–335. <https://doi.org/10.1108/10650740610714080>
- 15- González Ramírez, M Jimena & Mulqueen, Kerri & Zealand, Ruth & Silverstein, Sara & Reina, Christine & Bushell, Shawna & Ladda, Shawn. (2021). Emergency Online Learning: College Students' Perceptions During the COVID-19 Pandemic. College Student Journal. 55. 29-46.
- 16- Aakash Kamble,, Ritika Gauba,, Supriya Desai and, Devidas Golhar (2021) Learners' Perception of the Transition to Instructor-Led Online Learning Environments: Facilitators and Barriers During the COVID-19 Pandemic. [International Review of Research in Open and Distributed Learning](#) journal ,Volume 22, Number 1, p. 199–215
- 17- Djanette Blizak, Salah Blizak, Ouahiba Bouchenak, and Karima Yahiaoui (2020) Students' Perceptions Regarding the Abrupt Transition to Online Learning During the COVID-19 Pandemic: Case of Faculty of Chemistry and Hydrocarbons at the University of Boumerdes—Algeria. Journal of Chemical Education 97 (9), 2466-2471..DOI: 10.1021/acs.jchemed.0c00668



## الفهرس

الصفحة	اسم الباحث	عنوان البحث	رت
1-10	Manal Mohammed bilkour	An optimal fuzzy zero point method for solving fuzzy transportation problem	1
11-24	Mohamed Bashir M. Ismail	Assessing the Adaptability of Students and Teachers in the Faculty of Arts at Alasmarya Islamic University to the Sudden Transition to Online Teaching and Learning Processes during the COVID- 19 Pandemic	2
25-34	Dawi Muftah Ageel	Environmental study for Cyanobacteria Blooms using Envisat data at the western coastal of Libya	3
35-53	Nuria Mohamed Hider	Possible solutions to ensure data protection in cloud computing to avoid security problems	4
54-60	Gharsa Ali Elmarash Najla Mokhtar	A printed book or an e-book? Student Preferences & Reasons	5
61-75	هدية سليمان هويدي نادية عطية القدار دعاء عبد الباسط باكير	التشهير الإلكتروني عبر مواقع التواصل الاجتماعي من وجهة نظر طلبة كلية طب الأسنان بمدينة زليتن	6
76-89	Hamza A. Juma Saif Allah M. Abgenah Mustafa Almahdi Algaet Munayr Mohammed Amir	Designing an Autonomous Embedded System for Temperature Monitoring and Warning in Medical Warehouses	7
90-101	Salem Msaoud Adrugi Tareg Abdusalam Elawaj Milad Mohamed Alhwat	The effect of using electronic mind maps in learning visual programming through e-learning platforms An experimental study of computer departments students at Elmergib University	8
102-110	Suad Mohamed Ramadan Zainab Ahmed Dali Ahlam Mohammad Aljarray Zenoba Saleh Shubar	Performance analysis of different anode materials of double chamber Microbial Fuel Cell technology using different types of wastewater	9
111-116	Faiza Farag Aljaray Saad Belaid Ghidhan	Evaluation of Hardness for Electroless Ni-P Coatings	10
117-128	Saleh Meftah Albouri Hadya S Hawedi Mansur Ali Jaba	Using Smartphone in Education: How Smartphone has impacted in Education, A Review Paper	11
129-139	Ibrahim O, Sabri	The Concept of Illegal Immigration and Its Causes in North Africa Region	12
140-151	A.S. Deeb I.A.S. Gjam	Solution of a problem of linear plane elasticity in region between a circular boundary with slot by boundary integrals	13



152-173	Musbah Ramadan Elkut	Transforming TESOL Pedagogy: Navigation Emerging Technology and Innovative Process	14
174-192	سالم علي سالم شخطور	آراء أبي محمد القيسي في خزانة الأدب "دراسة وتحليل"	15
193-217	نورية صالح إفريج	اعتراضات النحاة على حجية الشواهد في مسألة إعادة حرف الجر مع حتى العاطفة	16
218-238	نجاه صالح اليسير	الازدواجية اللغوية وأثرها في تعليم اللغة العربية الصفوف الأولى من المرحلة الابتدائية (أنموذجاً)	17
239-256	محمود محمد رحومة الهوش	الرضا الوظيفي وأثره على الاداء المهني لدى معلمي ومعلمات التربية البدنية ببلدية العجيلات	18
257-272	إبراهيم رمضان هدية	السرد الروائي عند إبراهيم الكوني في رواية الدنيا أيام ثلاثة	19
273-279	ابراهيم علي احمدودة ابراهيم علي ارحومة	التحليل الاستراتيجي لشركة الخطوط الجوية الليبية دراسة تطبيقية على الشركة باستخدام النماذج	20
280-294	Ismail F. Shushan Emad Eldin A. Dagdag Salah Eldin M. Elgarmadi	Petrography of Abushyba Formation columnar-jointed sandstones (Triassic-Jurassic) from Jabal Nafusa- Gharian, NW-Libya	21
295-307	Samera Albghil	Multimodal discourse analysis of variations in Islamic dress code in Bo-Kaap, Cape Town	22
308-317	عبداللطيف بشير المكي الديب رجب فرج سالم اقنيير	( استخدام نظم المعلومات الجغرافية والاستشعار عن بعد في تقدير النمو العمراني وأثره على البيئة المحلية بمنطقة سوق الخميس - الخمس / ليبيا)	23
318-331	حنان عبد السلام سليم عائشة حسن حويل	تطوير الخدمات العقارية باستخدام تقنية المعلومات ( تطبيق أندرويد للخدمات العقارية أنموذجاً)	24
332-338	Mahmoud Mohamed Howas	Hepatoprotective Potential of Propolis on Carbontetrachloride-Induced Hepatic Damages in Rats	25
339-352	نورية محمد النائب الشريف	البناء العشوائي في مدينة الخمس (مفهومه - أسبابه - تأثيره على المخطط)	26
353-371	إسماعيل حامد الشعاب معمر فرج الطاهر سالم العامري	اختلاف القراء السبعة في البناء للفاعل وغير الفاعل وأثره في توجيه المعنى "نماذج مختارة"	27
372-376	عبد السلام صالح أبوسديل عطية رمضان الكيلاني	دراسة على مدى انتشار Gnathia sp. في بعض الأسماك البحرية المصطادة من شواطئ الخمس- ليبيا	28
377-392	الصغير محمد المجري	(بيان فعل الخير إذا دخل مكة من حج عن الغير) للملا علي القاري المتوفي سنة 1014هـ دراسة وتحقيق	29
393-421	نجيب منصور ساسي	فضل المواهب في شرح عيون المذاهب لعبد الرؤوف الأنطاكي (1009هـ) (الاستنجا ونواقض الوضوء من كتاب الطهارة) دراسة وتحقيق	30
422-439	حنان ميلاد عطية	برنامج ارشادي معرفي سلوكي في خفض مستوى الوحدة النفسية لأبناء النازحين الليبيين	31
440-457	Hanan A. Algrbaa,	Speaker recognition from speech using Gaussian mixture model (GMM) and (MFCC)	32
458-467	هشام علي مرعي	علاقة المنطق بالعلوم الشرعية عند الغزالي	33



468-476	خالد الهادي الفيتوري زينب أحمد زوليه	الحلول العددية للمعادلات التفاضلية الملزمة باستخدام ب-سبلين التكعيبية	34
478-500	خميس ميلاد الدزيري	تأثير نظم معلومات التسويقية على توزيع السلعة " دراسة تطبيقية على إدارة مصنع إسمنت المرقب "	35
501-517	منصور عمر سالم فرعون	إدارة الوقت في الإدارة المدرسية في ضوء مهامهم الإدارية	36
518-533	فائزة محمد الكوت	أراء العلامة الدماميني النحوية في باب الظروف في كتاب خزانة الأدب ولب لباب لسان العرب	37
534-547	محمد محمد مولود الأنصاري حمزة مسعود محمد مكاري	"فوائد الفرائد في الاستعارة " عبد الجواد بن إبراهيم بن شعيب الأنصاري (1073هـ)	38
548-559	عبدالرحمن بشير الصابري إبراهيم عبد الرحمن الصغير أبوبكر أحمد الصغير	حروف الجر بين التناوب والتضمن دراسة تطبيقية على آيات من القرآن الكريم "دراسة وصفية تحليلية"	39
560-565	Ayda Saad Elagili Abdualah Ibrahim Sultan	An Application of "Kushare Transform" to Partial Differential Equations	40
566-598	أمل إجمد إقميع فاطمة محمد ابوراس	الأداء الوظيفي للمعلم وأثره على العملية التربوية دراسة سوسولوجية على عينة من معلمين ومعلمات مرحلة التعليم الأساسي	41
599-623	خيري عبدالسلام كليب عبدالسلام بشير اشتوي طارق أبوفارس العجيلي محمد عبدالسلام الأسطي فتحية خليل طحيشات	مدى التزام المصارف التجارية بتطبيق مبادئ إدارة الجودة الشاملة (دراسة ميدانية على مصرف الجمهورية فرع المرقب)	42
624-633	Abdulrhman Iqneebir Khaled Muftah Elsherif	Determination of Some Physical and Chemical Parameters of Groundwater in Ashafyeen-Masallata Area	43
634-650	أحمد على معتوق الزائدي	أحكام الأهلية وعوارضها عند الإنسان	44
651-671	عمر مصطفى النعاس السيد مصطفى السنباطي	الثقة بالنفس وعلاقته بالتوجه نحو الحياة لدى طالبات كلية الآداب	45
672-700	فاطمة جمعة الناكوع	معايير جودة آليات التدريب الميداني	46
701-718	إيمان عمر بن سعد بثينة علي أبو حليقة عمر محمد بشينه وليد حسين الفقيه	أثر المخاطر المالية في الأداء المالي للمصارف التجارية الليبية للفترة من (2011-2017)	47
719-730	هدي الهادي عويطي	دور مداخل ادارة المعرفة في تحسين ادارة الموارد البشرية في المؤسسات الحديثة	48
731-739	Khaled Abdusalam B. A Eman Mohammed Alshadhli Tasnim Adel Betro Amera Lutfi Kara Mawada Almashloukh	Antimicrobial Activities of Methanol Extract of Peganum harmala Leaves and Seeds against Urinary Tract Infection Bacteria	49
740-750	فتحية زايد شنيبه نجاة بشير الصابري	الصور البيانية في سورة الواقعة	50





751-757	Afifa Milad Omeman	Phytochemical, Heavy Metals and Antimicrobial Study of the Leaves of Amaranthus viridis	51
758-765	أسماء جمعة القلعي	قواعد المنهج عند ديكرت	52
766-777	فرج مجد صالح الدريع	النفط والاقتصاد الليبي 1963م – 1969م	53
778-789	عمر عبدالسلام الصغير رضا القدافي الأسمر	تقويم دية القتل الخطأ بغير الأصل	54
790-804	أبو عجيبة رمضان عويلي أحمد عبد الجليل إبراهيم	مناقشة المسألة الأربعين من كتاب المسائل المشكلة للفارسي	55
805-823	فتحية أبو عجيبة جبران صالحة عمر الخرارزة	في منطقة سوق الخميس التلوث البيئي الناتج عن محطات الوقود (بحث مقدم للحصول على ترقية عضو هيئة تدريس)	56
824-856	هنية عبدالسلام البالوص	بعض المشكلات الضغط النفسي وعلاقتها بالصحة النفسية	57
857-871	احمد علي عزيز علي مفتاح بن عروس	تطبيقات البرمجة الخطية ونماذج صفوف الانتظار في مراقبة وتحسين الأداء دراسة إحصائية تطبيقية على القطاع الصحي بمدينة الخمس	58
872-879	Mona A. Sauf Fathi Shakurfow Sana Ali Soof Abdel-kareem El-Basheer	Isolation of Staphylococcus Aureus From Different Clinical Samples And Detects on Its Antibiotic Resistance	59
880-885	Wafa Mohamed Alabeid Omar Alamari Alshbaili	Combined Method of Wavelet Regression with Local Linear Quantile Regression in enhancing the performance of stock ending-prices in Financial Time Series	60
886-901	خالد مجد بالنور خالد أحمد قناو	حجم الدولة الليبية وأثره عليها طبيعياً وبشرياً	61
902-918	Amna Ali Almashrgy Hawa Faraj Al-Burrki Khadija Ali AlHebshi	EFL Instructors' and Students' Attitudes towards Using PowerPoint Presentation in EFL Classrooms	62
919-934	سالمة عبد العالی السيليني	اضطرابات الشخصية الحدية وعلاقتها بالجمود المعرفي	63
935-952	Samah Taleb	Common English Pronunciation Difficulties Encountered by Third Year Students at the Faculty of Education- English Department- Elmergib University	64
953-958	Hassan M. Krifa	A Study on Bacterial Contamination of Libyan Currency in Al-Khoms, Libya	65
959-964	Jamal Hassn Frjani	A New Application of Kushare Transform for Solving Systems of Volterra Integral Equations and Systems of Volterra Integro-differential Equations	66
965-978	Ismail Elforjani Shushan Saddik Bashir Kamyra Hitham A. Minas	Study of chemical and biological weathering effects on building stones of the Ancient City of Sabratha, NW-Libya	67
979-991	مجد عبد السلام دخيل	الآثار الاجتماعية والثقافية المصاحبة للتغير الاجتماعي في المجتمعات النامية	68





992-998	Ismael Abd-Elaziz Fatma Kahel	Molecularly imprinted polymer ( poly-pyrrole ) modified glassy carbon electrode on based electrochemical sensor for the Sensitive Detection of Pharmaceutical Drug Naproxen	69
999-1008	خالد رمضان الجربوع علي إبراهيم بن محسن صلاح الدين أبوغالية	علي الجمل وقصيدته (اليوم الأربعاء في رثاء النورس الكبير)	70
1009-1014	نادية مجد الدالي ايمان احمد اخميرة	Comparing Review between Wireless Communication Technologies	71
1015-1024	Khairi Alarbi Zaglom Foad Ashur Elbakay	The importance of Using Classroom Language in Teaching English language as a Foreign Language	72
1025-1042	حمزة بن ربيع لقرون	الأدلة المختلف فيها التي نُسب الاختصاص بها إلى مذهب مُعَيَّن (دراسة تحليلية مقارنة)	73
1043-1052	أسماء السنوسي لحيو	معدل انتشار بعض الأوليات المعوية الطفيلية في مدينة الخمس، ليبيا	74
1053-1067	برنية صالح إجمد صالح	استعمالات (ما) النافية في سورة البقرة	75
1068-1085	اسماعيل عبدالكريم اعطية	عوامل نجاح وفشل نظام المعلومات دراسة تطبيقية على شركة الأشغال العامة بني وليد	76
1086-1098	نجوى الغويلي	"الرعاية الاجتماعية والدعم الاجتماعي والتربية الإيجابية للطفل"	77
1099-1105	Seham Ibrahim abosoria Fatheia Masood Alsharif Abdussalam Ali Mousa Hamzah Ali Zagloun	The Error Correction in second language writing	78
1106-1128	ميسون خيري عقيلة	أساليب المعاملة الوالدية وعلاقتها بالتحصيل الدراسي لدى عينة من طلبة كليات جامعة المرقب بمدينة (الخمس)	79
1129-1135	Majdi Ibrahim Alashhb Mohammed Alsunousi Salem Mustafa Aldeep	Quality of E-Learning Learning Based on Student Perception Al Asmarya University	80
1136-1150	Ekram Gebрил Khalil	The Importance of Corrective Feedback in leaning a Foreign Language	81
1151-1164	سكينة الهادي الحوات فوزي مجد الحوات سلمية رمضان الكوت	شكل العلاقات الاجتماعية في ظل انتشار الأوبئة والأمراض السارية (جائحة كوفيد 19 نموذجاً)	82
1165-1175	Salma Mohammad Abad	A comparative study of the effects of Rhazya stricta plant residue on Raphanus sativus plant at the age of 15 and 30 days	83
1176-1191	مجد عمر مجد الفقيه الشريف	توظيف الاعتزال عند الزمخشري وانتصاره له من خلال تفسيره	84
1192	الفهرس		