

المحاضرات الإلكترونية في علوم الاعلام والاتصال...قراءة في المفهوم وأساليب التخطيط.  
E-lecturing in Media and communication Sciences, a review of the concept and  
planning methods

houria boulaouidet 1,\*      dounia bensahla 2

1 University of jijel (Algeria), boulaouidet.houria@univ-jijel.dz

2 University Badji Mokhtar Annaba (Algeria) , dounia.bensahla@univ-  
annaba.org

Received: 18/07/2024

Accepted: 22/10/2024

Published: 18/12/2024

**Abstract:**

The advent of online lectures corresponded with the rise and evolution of communication and information technology, particularly with the introduction of the Internet, which provided the process with competitive advantages based on the network's capabilities.

With the outbreak of COVID-19 and its consequences for public life and human gathering, and after encountering challenges in face-to-face communication and traditional teaching methods, e-learning arose strongly in university settings- the adoption of online lectures as an alternative technique at first, followed by a hybrid subsequently.

As a result of these recent innovations, online lectures have gained popularity. This intervention investigates the nature of electronic lecturing and how to plan for it using theoretical foundations and personal experience in this sector, as we have been providing online lectures for four years..

**Keywords:** E-lecture, E-learning, planning.

**- Abstract in French:**

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\* houria boulaouidet boulaouidet.houria@univ-jijel.dz

L'émergence des cours électroniques a coïncidé avec l'émergence et la croissance des technologies de la communication et de l'information, en particulier après l'émergence d'Internet, qui a conféré au processus des avantages compétitifs et des caractéristiques basées sur les capacités du réseau, ainsi qu'avec l'émergence de la pandémie de Corona. et ses répercussions qui ont affecté la vie publique et les rassemblements humains, et après le blocage des moyens de communication conflictuels et des méthodes éducatives classiques, est apparu ce qu'on appelle l'e-learning avec une force particulière dans la communauté universitaire, où la méthode de cours électronique a été adoptée comme une méthode alternative au début et plus tard comme méthode hybride.

En raison du remplacement des cours magistraux réels, l'intérêt pour les cours électroniques a augmenté. Cette étude examine la nature du cours électronique en sciences des médias et de la communication et comment le planifier sur la base de l'héritage théorique et de l'expérience personnelle dans le domaine, étant donné que nous avons présenté et présentent des conférences électroniques il y a quatre ans.

**Mots clés :** Conférence électronique, l'enseignement électronique, Planification .

**- Abstract in Arabic:**

تزامن ظهور المحاضرات الإلكترونية مع ظهور وتنامي تكنولوجيا الاتصال والمعلومات، وخاصة بعد ظهور شبكة الانترنت التي أعطت للعملية ميزات وخصائص تنافسية انطلاقاً من القدرات التي تمتلكها الشبكة، ومع ظهور جائحة كورونا وتداعياتها التي مست الحياة العامة والتجمعات البشرية وبعد انسداد سبل التواصل المواجهي وطرق التعليم الكلاسيكي ظهر ما يسعى بالتعليم الإلكتروني بقوة خاصة في الوسط الجامعي، الذي اعتمدت فيه أسلوب المحاضرات الإلكترونية كأسلوب بديل في البداية وهجين فيما بعد.

ونظراً لحلول هذه الأخيرة مكان المحاضرات الواقعية ازداد الاهتمام بالمحاضرات الإلكترونية، وتبحث هذه الدراسة في ماهية المحاضرة الإلكترونية في علوم الاعلام والاتصال وكيفية التخطيط لها انطلاقاً من التراث النظري والتجربة الشخصية في المجال، كوننا قدمنا ونقدم المحاضرات الإلكترونية منذ أربع سنوات.

**- Keywords:** المحاضرة الإلكترونية، التعليم الإلكتروني، التخطيط

**- Introduction:**

Acknowledged by the majority of international universities, the rise of online learning as a substitute for conventional classroom instruction has matched the coronavirus pandemic's outbreak. This change seeks to preserve school continuity and quality throughout this time while also protecting lives. There are now several terminology and ideas that have emerged, including quarantine and social separation.

It has been common practice to replace in-person lectures with online lectures, which enable instructors to impart the university curriculum to students at any time and from any location. They differed from conventional lectures, yet they worked as a viable remedy to deal with the problem of ending in-person instruction. We will explore the varieties of e-lectures and planning concerns that cover a range of topics throughout this session:

- E-learning and online lectures, the concept and mechanisms of transformation.
- Digital communication technology.
- Digital communication, theoretical and cognitive notions.

## **1- - Firstly, E-learning and Digital education, the concept and mechanisms of transformation:**

### **1.1- E-learning, concept of.**

E-learning is a method of aiding the educational process by converting it from a mode of instruction to one of creativity and engagement, thereby improving abilities. It comprises all electronic forms of education and learning that make use of cutting-edge technologies in education, publishing, and entertainment via computers, storage media, and networks. Rapid improvements in technology have resulted in the formation of new learning processes. One of the aspects that has helped to establish the concept of individual or self-learning is that the learner continues to learn based on their capacity, ability, learning speed, and previous experience and skills. E-learning is regarded as one of the most advanced forms of distance learning, namely computer-based education. E-learning largely uses computers and networks to convey knowledge and skills. Its applications include online learning, computer-based learning, virtual classrooms, and digital collaboration. Lesson information is distributed via the Internet, audiotapes, videos, and CDs (Education, 2004).

E-learning, often known as electronic learning in English, is a self – directed educational process that takes place on mobile phones or computers using an internet connection or CDs. This technique allows students to learn at any time and from any location. E-learning presents texts, videos, audio snippets, animations, and virtual worlds, resulting in an extremely rich learning environment that may outperform traditional classroom settings (Sawalha, 2023).

E-learning is also: "the use of information and communication technologies in the field of education "as defined by the European Commission in 2001, e-learning is : "using new technologies for multimedia and improve training quality and facilitate access to resources and services, as well as remote exchanges and collaboration " (youmatter, 2009).

As a result, e-learning relies primarily on the use of technology in the educational process, which is typically conducted remotely as well as through online training. E-learning and training are today used in a variety of industries and take many forms, including instructional programmes for schools, distinguished university campuses for universities, and applications designed for collaborative training in corporate fields, among others.

### **1-2- What distinguishes e-learning from digital learning ?**

As previously mentioned, e-learning is defined as teaching and learning that occurs in an electronic environment and relies on the use of electronic technology in various forms to enable and deliver material such as activities, skills, and assessments. It seeks to achieve educational goals through synchronous and asynchronous communication across parts of the educational process, whether official or informal.

Some individuals use the term digital learning as a synonym for e-learning, and it can be characterised based on the technology employed. Learning using computers, websites, and digital television is considered digital electronic learning, whereas learning by radio, analogue television, and audio recordings is classified as electronic learning. Thus, the primary distinction between the two words is the technology employed in education and learning.

Education technology, often known as digital learning, refers to the sort of education that takes place in a digital environment and make use of various forms of digital technology to

facilitate learning and content delivery. This comprises activities, skills, tests, and meeting educational goals while preserving synchronous and asynchronous communication amongst educational process aspects, whether formally or informally (Khattwah, 2010).

### **1-3- The origins of e-learning and the need for change in the present era :**

The transition from traditional education to distance learning, often know as e-learning in Britain, began with the formation of the first open university in 1969. Today, it concentrates on self-directed learning, having established the first specialised ministry for lifelong learning. Looking east to Japan, education will stand out not just because it played a crucial role in the country's modernization at the end of the nineteenth century, but also because of its ongoing efforts to develop an information society as part of its ambitious strategy. This paradigm strikes a compromise between the needs of globalisation and its distinct culture, emphasising that technological progress alone is insufficient. In response to the rising social demand for education through radio and television broadcasting and video conferencing, Air University was established in 1975. Additionally, they enacted a Lifelong Learning Law in 1990 (Abbasi, 2021, p70).

Today, e-learning is widely used due to the growth of various digital devices and applications, as well as the spread of the coronavirus pandemic, which has made the latter necessary. The significance of digital transformation in education is also acknowledged since :

- Technology enhances traditional educational methods.
- It boosts student and teacher productivity and keeps pupils up-to-date with technology.
- It improves students' skills and prepares them for a rapidly changing employment market.
- Ensures information reaches a vast number of students.
- The current generation prefers digital learning due to their familiarity with internet-based material. As a result, they do not perceive the value of memorizing information because it is easily accessible to them. They also prefer movies and images to written materials, self-learning over traditional teaching techniques, and multitasking abilities (Masaq 2022).
- Increased return on investment in higher education, as digital education promotes innovation and entrepreneurship development and offers a globally competitive learning

environment. Innovation and entrepreneurship play critical roles in providing work possibilities, creating new jobs, and advancing life sciences.

- The virtual classroom is available 24 hours a day, seven days a week, allowing students to learn and study whenever they want. Thus, synchronizing digital learning helps to maximize time usage.
- Improving student engagement ; research shows a strong link between employing digital tools and programs and increased student involvement. Digital education helps students comply with teachers' requests for participation, behaviour, and learning support among learners.
- Reducing inequality ; digital education strives to provide greater options for higher education to many students who suffer from poverty and lack of mobility.
- Fostering creative thinking in pupils to enhance their abilities.
- Increasing awareness and strengthening self-management abilities in students through discussion and idea sharing.
- Creating chances for students from various cultural backgrounds to participate and work together (Rajab, 2022, pp.71-72).

## **2- Secondly, E-lecture :**

The digital transformation of universities represents a watershed moment in the majority of associated operations. In addition to providing access to the world of digitization in scientific and administrative activities, the digital process has had an impact on educational processes, including digital books, new learning and teaching methods, digital content such as video lectures and virtual conferences, electronic curricula, and educational information available via digital media.

### **2.1- The concept of e-lecture :**

The lecture or presentation approach is regraded as one of the oldest and most widely utilized instructional methods. The lecture has been described as one of the different teaching methods used to teach scientific and humanities subjects, and nearly no teaching method, no matter how small or large, is free of lecturing or direct presentation on occasion. It has and continues to play an important role in scientific education and science teaching,

serving as a standard teaching approach in universities, colleges, and schools. The lecture method is founded on the notion of direct delivery (presentation) and theoretical explanation of scientific and humanistic subjects by the instructor. The teacher teaches or imparts scientific facts and knowledge in various formats to students from textbooks or academic sources, explaining concepts, principles and laws. During the lecture, the teacher will occasionally use a chalkboard and chalk to clarify what students think to be strange, while the individual learner (student) listens or takes notes on what the teacher says and explains. The lecture is also known as an oral communication process between one person and another group of people, in which the lecturer assumes responsibility for communication from one side, as well as an educational method in which knowledge is transferred and students are assisted in organizing it in a way that allows them to understand the relationships between its parts. Another team sees lectures as presenting a group of individuals with explanations about a specific topic, idea, or problem or supplying students with knowledge, facts, and idea (Hddad, 2010, p.111).

Currently, a new style of lecture called E-Lectures is being used to communicate facts, information, and theoretical concepts. It is regarded as a one-way instructional method for delivering knowledge to students online. This content can be given in a variety of formats, including audio, video, and written text (Shahin, 2023).

E- lecture is also defined as "delivering or presenting a lesson or study topic by the teacher which learners listen to through an electronic tool or medium" (Al-Sharif,2021).

A member of the faculty employs this method to deliver lectures via distant learning programs and platforms, or e-learning via a Learning Management system and a virtual classroom tool. The lecture might be synchronous, in which the teacher and students meet at the same time, or asynchronous, in which the lecture is recorded and made available to students later during their study time.

Direct electronic lectures are more interactive, as the teacher delivers academic material directly to students via video and may also use screens and whiteboards, during which they can ask questions to present learners, conduct surveys, or allow a student to ask a question or inquiry (Shahin, 2023).

There are several requirements that a teacher must adhere to and consider while defining distance education and online lectures, the most essential of which are (Hanna, 2020).

- The teacher and the learner should be separated by a distance, such as between various classrooms in the same school or across thousands of miles.
- Teaching should be done using computer technology, audio, video, or print.
- Communication and interaction should take place by getting student feedback via communication channels.

This can occur during the lecture or be postponed.

- The teacher may also use other social media channels, such as Facebook and YouTube

### **2-2- what distinguishes digital video lectures from online:**

Lectures in digital video are one of the most important technological advancements to have become extensively employed, with Polkan stating that the study of theoretical and practical video lessons and lectures has grown dramatically. Their applications range from teaching children aged 12 to university level. According to research findings, video is the most important method of delivering most lectures, which has been blended into face-to-face lectures or those that rely exclusively on video (Kamel, 2020).

A video lesson or lecture is video in which an educational subject is taught. These video lessons can be shared online and used as online lectures. The formats of the videos may differ. Therefore, electronic lectures are larger than video lectures and can be considered as one form of electronic lectures.

### **2-3- The characteristics of e-lectures :**

Electronic lectures offer several benefits, including the ability for students to access and download content at their convenience.

- It motivates students to look for further information about the lecture topic.
- The electronic lecture is continually available to the teacher, allowing them to refer to it and benefit from it as many times as necessary. It can be replayed or parts of it played repeatedly.
- Online seminars are typically shorter than traditional classroom lectures.



- Despite their brief duration, online lectures give extensive knowledge as a foundation for further reading, research and learning.
- Electronic lectures can be delivered to an unlimited number of students (Sharif, 2021).

#### **2-4: Advantages of the e-lecture strategy :**

The e-lecture strategy is the nerve of learning in distance education systems and electronic learning programs, and it is distinguished by the following characteristics (Shhin, 2023).

**Convenience :** Learners can download the course content and watch it whenever they want, with the option to replay the lecture multiple times to examine the information and topics covered.

**Security :** Teachers or faculty members can determine which students are permitted to attend, and this information is properly secured using a Learning Management System. Learners receive an email including a link to the lecture, which is often accessed using user credentials validated by the Learning Management System or the system that delivers the e-lecture.

**Flexibility :** Depending on the resources available, an electronic lecture can be delivered in multiple formats and ways. For example, with minimal resources, a powerpoint presentation can be used to record audio and create a video, which can then be saved on the institution's network and shared with students via a link that allows them to access the content at any time. To guarantee complete engagement throughout the presentation, the virtual classroom tools' extensive feature set can also be utilized.

**Interaction :** With the use of virtual classroom tools, teachers can actively engage students through surveys, questions, and chat responses. They can also give the floor to students who raise their hands.

Additionally, there are other advantages like (Hanna, 2020) :

- Students' increased interest in and integration into the learning process, as well as their attention span.
- Provides access to a variety of free scientific knowledge sources.
- Gives students access to multimedia resources that help them visualise and comprehend real-world situations, which expands their options for analysis and deduction.

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Expands the amount of learning resources available in addition to the required or supplemental textbooks, improving teaching and learning techniques and raising student effectiveness.

- Data provides access to a variety of sources and current information.

- The lectures prepared and delivered by the professor using the "Powpoint" programme are more precise in objectivity and event transmission, resulting in better focus and attention from the students. As a result, their interactions and knowledge of the event or subject are more realistic.

- Providing the option to repeat educational circumstances and learning material helps students, particularly those with poor academic achievement, increase their levels and overcome educational obstacles to learning.

### **2-5: Aspects of the shortcomings of E-lectures :**

Despite the prevalence of using e-lectures, they are criticised for the following reasons :

- The communication channel between the teacher and learner is one-way, with the teacher being the speaker and the learner being the listener.

- The instructor does most of the work in lecture delivery, so the attention is on the teacher's activity rather than the learner's.

- Preparing and giving a lecture necessitates unique skills, which some lecturers may have while others do not. Teachers must be taught to prepare and deliver electronic lectures.

- Insufficient for teaching students varied abilities.

### **3- Thirdly , planning for the e-lecturing :**

The use of online lecturing as a teaching approach requires the completion of certain crucial procedures. These include generating lecture content with adequate and good planning, utilising a conversational manner, varying electronic presentations, and designing the online course with a suitable, straightforward approach (Shahin, 2023).

For this reason, careful planning is necessary for both in-person and virtual lectures to be successful. Days before the online lecture is presented or published, preparations should be made. The phases of organising the online lecture are as follows :

#### **3.1- Set the objective :**

At the start of each lecture, it is critical to outline the overall goal of the scientific that we will communicate to students. The goal should be expressed in a clear and understandable sentence related to the educational content, taking into account the time allotted for the subject or scientific topic intended for explanation and simplification for students. Each lecture's purpose must be related to previous and subsequent lectures, as well as other learning skills. The goal should not only be to present the prescribed content, but also to provide additional information and skills such as public speaking, information utilisation, discussion topic presentation methods, scientific research information, information relevant to daily life, and so on.

### **3-2- Determine the main ideas to be covered throughout the e-lecture :**

At this point, the material's primary axes determined, and the key elements are chosen. Planning at this stage comprises aspects that must be completed within the specified time frame. It also entails finding links that allow users to quickly move from one instructional portion to the next, as well as a non-linear format that allows readers to access the lecture via a web page. This stage also includes determining the sort of information required to prepare electronic material, which typically consists of multiple levels :

- At the surface level, conciseness, selection, and condensation are evaluated.
- In-depth level, including background information and opinions.
- The update level is responsible for acquiring information on themes to stay up with developments.
- It's crucial to choose terminology for the lecture that it pertinent, accurate, meaningful, and appropriate for the subject matter of the study.

### **3-3 : Determine the appropriate teaching strategy for the e-lecture :**

And by this, it is meant to refer to the process of choosing instructional strategies that are appropriate for clarifying the knowledge and acquisitions intended to be reached in a distance learning format, taking into account the lack of in-person interaction, particularly in the case of an asynchronous online lecture .

### **3-4: Determine the proper assessment techniques :**

At this point, it is important to consider identifying appropriate assessment methods for the learning process, through which the teacher ensures the effectiveness of the online lecture (Haddad, 2010).

### **3-5 : Determine the programme for preparing and giving the lecture :**

And this is a critical phase in the planning process since it determines whether the lecture presentation programme will be in word, pdf, or powerpoint format. Of course, each programme has unique qualities and features. Powerpoint is the greatest programme since it allows you to offer graphical graphics that assist students in summarising and reinforcing their learning. It also makes the lecture more dynamic, allowing for movement and flexibility when conveying material. Furthermore, Adobe PDF allows for the retention and detailed presentation of information, whereas Microsoft Word allows for the easy handling and editing of information (Al-Haidar.2020).

### **3-6 : Determine the illustrative and teaching aids to be used in the e-lecture :**

And they are diverse, consisting of images with various extensions such as PNG , JPG, GIF, and SWF, each with their own set of uses and limitations. For example, PNG images are frameless, JPG images contain frames and are often static, GIF images are animated, and SWF images are flash. Each is employed depending on the situation and the material provided for explanation and simplification.

Different movies are also used, either to explain and simplify a certain element or to do analysis. In our sector of media and communication, we display video clips that analyse their content or explain how a presenter sits in front of the camera, handles a microphone, or uses various types of microphones. Sometimes we display the programme generics or other video content. Sometimes lectures are delivered by video, which is another case that can be covered later.

### **3-7 : Determine the method of presenting the lecture :**

In this step, the method for reading the electronic lecture is determined. Due to the difficulty of explicitly explaining the course, it is vital to present and read the lecture in engaging ways to attract pupils. diverse apps offer various methods for presenting the lecture, such as utilising a pen tool in word 2016 and above, which allows for highlighting and

underlining, as well as diverse effects like banners, which make a group of photos in frames. The same goes for PDF format. PowerPoint files offer a variety of presentation styles through their options. There are electronic tools that allow you to write on the screen of a computer or ipad (Al-Haydar, 2020).

### **3-8 : Selection of the décor :**

If the online course is recored in video format, you will need to decide on suitable background images and décor, decide if the presenter will be in person or not, and decide whether the presentation will be given live by reading from pre-arranged prompts.

### **3-9 : Selecting the lecture's final output method :**

The editing style and presentation are chosen here, based on which sound integration is preformed, foreign voices are removed, sections of the lecture are added or delected, appropriate sound effects are identified, as well as music and the quality of displayed letters.

### **3-10 : Set the timetable for work :**

At this step, a schedule is established to organise work time from the first goal setting to the final output planning. A lecture timetable is also developed, with time set aside for the first presentation, idea simplification, presentation of demonstrative materials, and conclusion, among other things (Haw,2024).

## **CONCLUSION**

Through this intervention, we attempted to define the concept of e-lecture and its various aspects, viewing it as a new method of teaching and delivering information in the current era by presenting conceptual views on e-learning and digital education, as well as e-lectures with their concepts, advantages, and new additions. Finally, provide a theoretical and practical review of how to prepare for these types of presentations. In fine, because students are not present in rooms, e-lectures necessitate abilities beyond those required in traditional lectures; hence, the professor's duty of delivering or presenting material becomes significantly more difficult. The professor has evolved from simply presenting material to also discussing it. They are now presenters and deliverers, at the same time. On the other hand, e-lectures have significant benefits, despite certain downsides. Our intervention advises that teachers receive training in this subject, particularly in how to properly use technology to achieve educational goals and other specified objectives.

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