# A Prospected Scenario for Developing the Teaching of Islamic Education Courses in Colleges of Education in the Light of the Requirements of Distance Education

Prof. Awad Zuraiban Al-Johani[1]

[1] Professor of Curricula and Teaching Methods, College of Education, Taibah University, Saudi Arabia

Correspondence: Prof. Awad Zuraiban Al-Johani, Professor of Curricula and Teaching Methods, College of Education, Taibah University, Saudi Arabia. E-mail: awadzj@hotmail.com

## Abstract

The current study aimed to uncover the views of faculty members on teaching Islamic education courses in colleges of education in light of the requirements of distance education, and to build a proposed conception for the development of teaching these courses. The study sample consisted of (92) members of the faculty of the Faculties of Education in Saudi universities who were chosen by the random cluster method, and to achieve the objectives of the study, the researcher constructed a questionnaire consisting of (66) paragraphs within (4) axes and the validity and stability of the questionnaire was verified. Then the research data were collected and analyzed, and the results showed: that the opinions of faculty members about teaching Islamic education courses in light of the requirements of distance education came first within the focus of the course objectives, then the axis of evaluation and its tools came in the second rank, then the axis of educational activities and teaching methods and finally Course content focus. The results also showed that there are no statistically significant differences between the opinions of faculty members "attributed to the variable of gender and experience in university teaching." And in light of these results, the researcher presented a proposed scenario for the development of teaching Islamic education courses in the light of distance education.

Keywords: Islamic education courses, distance education, suggested concepts

## 1. Introduction

Today, the world has witnessed rapid and successive technical and technological developments and changes that cast their shadows on all levels and aspects of life. These developments and changes affected all economic, cultural and social life systems, including the educational system.

In the light of the momentum of these developments and changes, there have been increasing demands and concerns from all countries of the world. Voices were raised at that time calling for the use of distance education, especially there we live today.

It should be noted here that distance education is a change in the educational environment, methods, programs, and courses, and it depends on philosophical foundations, including the emergence of ideas calling for the liberation of education from traditional restrictions, the principle of equal opportunities and expansion in education (Saadat, 2005).

Countries are keen to develop their citizens in distance education, especially in the current technological era, as technology has become attractive to young people before adults, and this passion had to be invested in service of education (Al-Saleem, 2019).

Accordingly, an undergraduate learner needs more attention in the light of these technical and technological variables, especially when it comes to the study of Islamic education courses. This is why a university professor must have a keen interest, being required to develop the learner's personality in thought and behavior. He has many educational responsibilities, religious duties, and realization of purpose and objectives of Islam, which he should strive to achieve. He is the example to rely on to achieve this purpose.

It should be noted here that it is important for a university professor and teacher to be able to encounter the main tensions that characterize our contemporary world. This depends on his having many capabilities, skills,

potentials, attributes, values and positive attitude towards any modern innovations that he can use in achieving the goals of education in the university stage (Hassan, 2012).

This type of education is based on e-learning, which is one of the teaching methods used to communicate information to the learner and depends on modern computer and world web network technologies and its multiple means (discs - educational software - e-mail - electronic distance education - electronic course- school of the future... etc. (Salem, 2004). Distance education is an educational system that aims to provide educational services on a broad and long-standing basis. It overcomes barriers of time and place. This type of distance learning allows people with multiple obligations to reconcile their obligations with their education (Al-Hamidi, 2020).

In view of the distinction and characteristics of this type of education, which have been emphasized by many people interested in education, the Kingdom of Saudi Arabia has taken upon itself this interest, leading to have the principle that its use is encouraged. As Al-Saleem (2019) affirms that one of the goals of the Kingdom's National Information Technology Plan is to prepare and rely on national cadres in the field of information technology, create an appropriate environment for using technology in education, invest in educational technologies (distance education), and provide education and training for national cadres.

When a crisis or challenge that confronted the educational system is resolved, distance education occupied a prominent place and a quantum leap in facing these fateful crises and challenges through its provided media and software, in which technology occupies the center of control.

Upon the emergence of the new Corona pandemic (Covid-19), distance education became the only solution to overcome this crisis, and this may highlight the role entrusted to it. So, its use has become a necessary and urgent matter necessitated by the need and current circumstances in order to enable learners to continue their education remotely without interruption.

By carefully looking at the efforts being made to confront the challenges of the Corona epidemic and overcome this crisis peacefully, and in order to ensure access to and achieve education for all learners and to prepare the national cadres and the teaching staff in universities to practice their teaching tasks remotely by investing in and using technology in education, the Kingdom has paid great attention out of its keenness to provide educational services to all learners and to overcome the difficulties that may face them, especially when using technology and associated changes, which differ from what they were previously accustomed to during their study of courses in the classrooms.

In spite of the efforts exerted to achieve educational fundamentals for learners, and to provide them with opportunities through the application of distance education, and the add made by such type of education and facilitate the delivery of information and knowledge to learners through information technology, virtual classes... etc., but this is not everything. The teaching of university courses must agree with the imposed reality, especially the teaching of Islamic education courses that need more attention and development, by reconsidering how these courses are taught, the change in effect and the imposed reality represented in the application of distance education must be accompanied by a change in objectives and content - teaching methods and evaluation. That is to say that all components and other elements of the curriculum must be taken into account, which is confirmed by much of the educational literature and the results of studies conducted in this regard, which show that there are obstacles and problems facing the application of distance education while teaching courses.

The results of a study conducted by Rofal et al. (2008), Rofal et al. (2008), aimed at identifying the teaching staff's attitudes towards e-learning from literary and scientific disciplines and identifying the obstacles standing in the face of adopting e-learning to scientific and technical teaching staff at some American university colleges. The study showed that the teaching staff for scientific specialties were more aware of the potential benefits of technological media, and they had a sense that their academic specializations are compatible with the use of e-learning. As for literary disciplines, the teaching staff felt that their academic specializations require deeper levels of analysis and discussion that e-learning does not provide. This may reflect a lack of understanding they have of available means of e-learning, and the educational services these means can provide to them in their field of specialization.

Another study conducted by Ibrahim and Najah Abu Rawi (2020) aims to identify obstacles to distance education at the university from the point of view of teaching staff. The study, in its introduction, indicated that there are obstacles that prevent the optimal implementation of this strategy (the application of distance education), including, inter alia, the cost of development, limited appropriate electronic content, absence of human interaction, unequal opportunities, technological challenge, language barrier... etc., and some educators' lack of acceptance of educational technologies.

Accordingly, it can be said that adopting and taking this type of distance education into account and taking into account the challenges imposed by reality in line with the developments that have become today as a feature of the era is of importance, with the emphasis that compatibility of knowledge and educational experiences provided to learners with distance education, which has become an urgent matter necessitated by need and emergency circumstances. In addition, the learners should have the ability and full readiness to accept the information, knowledge and educational experience they need, and to understand and realize the nature of this knowledge and educational experience.

Looking at the nature of knowledge, information and educational experience that a learner needs, it is necessary to identify the nature of the curriculum and course that provides knowledge to the learner, and its components and elements, and how to implement the curriculum and its course. In this regard, Kawthar Koch (2006) stated that the factors that help a teacher to implement the curriculum successfully are his understanding of the structure, components, elements, and parts of the curriculum, and the relationship of those components with each other, and with the curriculum as a whole. In designing the curriculum as a system, the whole curriculum is considered one unit, i.e. one system. Its components and elements are correlated and interact in a single entity.

In the same context, Sabry (2010) emphasized that, accordingly, we have come to view the curriculum from a comprehensive, integrated perspective and go beyond the boundaries of knowledge and information to all meaningful teaching and learning experiences (cognitive, skill, and emotional) that are planned individually or collectively, and achieve a great deal of interaction between the teacher and the learner, and allows the learner to practice many activities and confirms his participation in the course of educational situations inside or outside educational institutions.

Based on the above, it can be said that if implementing the curriculum as a course with all its components and elements is the goal we seek to achieve, then seeking to develop it in the light of the requirements of distance education to fit the reality on the ground is an end and an essence that cannot be deviated from. Then, it also requires the teaching staff entrusted with teaching Islamic education courses to know and be fully aware of its requirements. From here there emerged the importance of this study, seeking to build a proposed vision for developing the teaching of Islamic education courses in the College of Education in the light of the requirements of distance education.

## 2. Study Problem

There is no doubt that considering the contemporary reality and the tremendous developments that accompany it, and rapid successive changes in information technology and technology, which in turn affected all walks of life, and have become crucial challenges facing all systems, including the educational system, there will be a perception that the role of education and teaching does not depend on delivering lectures and teaching in the classrooms according to usual traditional methods only, but it must go beyond that to the use of everything that is modern, which provides electronic education and information and technological technologies, which can also be used in distance education. Distance education is one of the modern strategies and trends, the issue in much talks today. This type of education was put into use, especially in the universities opened since the early 1960s in developed countries, given the opportunities provided by this type of education for those aspiring to learn with less time, effort and cost. The study (Al-Saleem, 2019) indicates that the beginning of distance education and micro-teaching was in 1963 for master students in the College of Education at Stanford University. Then, its experiments continued it in order to benefit from it in training teachers for their development in a way that achieves the best results with the lowest costs and the least time and effort. Such study confirmed that recommendations of the symposium on the future vision of the Saudi economy to develop higher education and make use of remote education technologies and the adoption of open universities. This requires a tendency to develop and modernize it, which gives greater opportunity to those who wish to learn to improve the levels of teaching and education.

In view of the many advantages offered by distance education that many have talked about, the researcher has generated a sense of the importance of developing the teaching of Islamic education courses in the light of the requirements of this type of learning, especially at the university level, in which the researcher teaches. The Islamic education courses, in this stage, is of outstanding importance and a special character, in which all the curriculum elements and components must be taken into account in terms of objectives, content, methods, activities and evaluation that also require good planning about the design of those elements and facilities and accompanying educational activities and experiences to achieve the goals of the curriculum. The goal and purpose is that the elements and components of these courses cope up with the changes that take place, and ensuing crises that may call for the need to use distance education, especially the corona pandemic (Covid-19).

Accordingly, it can be said that one of the reasons that led to thinking about this topic and forming this feeling is our firm belief that we are in urgent need to develop the teaching of these courses, to raise their level to be up to the mark to achieve their desired goals, and to avoid deficiencies that may accompany this type from distance education when applied while teaching these courses. This confirms to us that it must be reconsidered, and this is why the concerns that demand the development of distance education have increased and potential deficiencies and obstacles that limit the achievement of its goals. Despite the conduct of many studies targeting distance education from various aspects, within the limits of the researcher's knowledge, no study has been conducted on developing the teaching of Islamic education courses in the Colleges of Education at the university level in the light of the requirements of distance education and presenting a proposed vision for their development. Hence, the present study was conducted, aiming to answer the following questions:

- What are the opinions of teaching staff on developing the teaching of Islamic education courses in the Colleges of Education in the light of the requirements of distance education, related to (objectives - content - activities, electronic means, teaching methods and evaluation)?

- Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the opinions of teaching staff about developing the teaching of Islamic education courses in Colleges of Education in the light of the requirements of distance education, due to variables (gender and experience in university teaching)?

- What is the proposed vision for developing the teaching of Islamic education courses in the Colleges of Education in the light of the requirements of distance education?

*2.1 Importance of the Study*

The importance of this study can be summarized as follows:

- Brought the attention of decision-makers at colleges of education in Saudi universities to the importance of developing Islamic education courses in the light of the requirements of distance education, and adopting the idea of development to be in line with the reality on the ground.
- Directing the attention of teaching staff at the Department of Curricula and Teaching Methods in the Colleges of Education in Saudi universities who teach Islamic education courses on the importance of developing their teaching performance, especially when using distance education, which provides them with the appropriate educational environment in terms of going beyond the boundaries of lecturing in classrooms and in the usual traditional methods, especially developing their teaching performance in the light of distance education.
- It helps learners by enlightening them on the importance of using technology that enables them to learn while studying courses in the light of distance education, and overcoming the obstacles they face when studying through this type of education, which is reflected in their own and their academic attainment.
- It helps interested people and researchers by allowing them to conduct other studies related to the current study.

*2.2 Objectives of the Study*

The current study seeks to achieve the following objectives: -

Exploring the views of the teaching staff on developing the teaching of Islamic education courses in the Colleges of Education in the light of the requirements of distance education, and related to (objectives - content - activities, electronic means, teaching methods and evaluation).

Detecting whether there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the opinions of teaching staff on the development of teaching Islamic education courses in College of Education in the light of the requirements of distance education, due to variables (gender and experience in university teaching).

Presenting a prospected scenario for developing the teaching of Islamic education courses in the Colleges of Education in the light of the requirements of distance education.

*2.3 Terminology of the Study*

Prospected Scenario: is procedurally defined in the current study as a set of necessary steps and procedures that are proposed by the researcher to develop the teaching of Islamic education courses in the Colleges of Education in the light of the requirements of distance education.

**Development.** Development is defined as a pattern of change that the individual or social systems undergo as a result of the interaction of a number of forces such as individuals and community organizations. It means a

positive change that passes through multiple stages for a specific skill or evidence. Development is a comprehensive and planned process that aims to improve the process, develop their skills, and influence their behavior patterns in order to efficiently and effectively achieve the goals (Al-Khudairi and Al-Hammad, 2019).

Development at the level of the curriculum and its course is defined as one of the curriculum engineering processes in which strengths are enhanced, and weaknesses are addressed or corrected in every element of the curriculum with regard to design, evaluation, implementation and in every basis of its foundations in the light of specific criteria according to certain stages (Shehata, et al., 2003).

The curriculum development process includes all its elements, including objectives, content, teaching methods, educational and electronic activities, and evaluation methods, and the development process must take place in all its components and elements in an integrated manner (Al-Laqani and Al-Jamal, 2003).

The present study adopted the last definition as its procedural definition.

**Courses:** The term "Program Scholar Course" was mentioned in the glossary of terminology of curriculum and teaching methods: as a group of subjects that learners study in the semester or throughout the year according to a specific plan and the group of courses forms the academic program that is prepared for a specific class of learners to obtain specific scientific degrees (Al-Dreij, et al., 2011).

**Teaching:** Teaching is an organized and purposeful process aimed at increasing and developing the outcome of knowledge and skills and enhancing the positive attitudes and values of the learner. Good teaching is required and effective teaching is called effective learning in which the learner is achieved in a positive and balanced manner in the cognitive, emotional and psychomotor aspects (Al-Amro, 2007).

*2.4 Requirements*

It means a set of skills, values, attitudes, attributes and qualifications necessary to achieve or goals, teaching materials and courses or educational or related institutions (Muhammad, 2017) Al-Baha Research.

Distance learning is defined as education that is characterized by the lack of total direct communication between teaching staff and learners. The educational material is provided through the local or world web (the Internet) through the use of educational and communication technology. (Mahmoud, 2020).

The requirements of distance education are procedurally defined in the current study as a set of practices and experiences that teaching staff members may carry out when teaching Islamic education courses, in which knowledge and full awareness of the objectives, content, activities, electronic means, methods of teaching and evaluation should be taken into account.

*2.5 Determinant of the Study*

The study is determined by the following determinants: -

**Topic Limits:** The study was limited, within its topic limits, to a sample of teaching staff in the Department of Curricula and Methods of Teaching Islamic Education in Saudi universities, as having experience in teaching and developing Islamic education curricula.

**Time Limits:** The study tool was applied to its sample during the first semester of the academic year 1441/1442 AH, being male and female members of the teaching staff teaching Islamic education courses in the colleges of education in Saudi universities.

## 3. Theoretical Framework

Today's world is witnessing a series of changes and developments that have taken place in all areas of life, and technical, technological, knowledge and informational advancement is the most important of these areas. Undoubtedly, development is a feature of the era we live today, and that is why all countries of the world seek to develop all its fields, including education and its academic curricula and courses, which have become today the focus of the educational institutions. In this regard, it may be considered first of all to teach the academic courses at the university level in general and the academic courses for Islamic education in particular, and what they should be in light of these changes and developments taking place. Islamic education is one of the basic pillars of the cultural structure of Muslim nation. Islam is a divine religion that combined the foundations of human life with creed and Sharia, considering belief as one of the works of hearts and Sharia among the apparent actions. Islam is a complete life system that history has witnessed for its goodness and its great impact on the whole nation (Khawaldeh, 2010).

Islamic education aims to build a normal human personality in terms of body, spirit and mind, without one side being overwhelmed by another. It also aims to build a normal human personality in behavior, morals and thought

(Eid and Khasawneh, 2011).

On this basis, its teaching must be dynamic, developing with the development of the era, in response to various influences and factors, especially in the technical field, and the potentials of education and learning that electronic education offers, which has become one of its features today. This is why Nashwan (2014) indicates that future trends of education are global, always tending to develop the teaching of curricula and its academic courses. The educational curriculum, its course and their teaching are developing with the development of the era, due to the presence of many indicators, factors and variables, such as the results of the curriculum evaluation process, and the social, political, and economic variables that the society undergoes, in addition to the features and trends of the era we live. Hence, the development of curricula and their academic courses is necessary so that we can observe the emerging global and local variables.

*3.1 Justifications for Developing the Teaching of Islamic Education Courses in the Colleges of Education*

Currently, there is an increasing need to pay attention to developing, teaching and qualifying curricula and their academic courses in the light of global trends and the roles that they should play. A follower of educational literature will find that attention is increasing day after day for its importance, and voices calling for and stressing the importance of developing educational curricula, especially the university curricula. These voices emphasized the necessity of reconsidering their preparation, organization and structuring to conform to the requirements and variables of the time (Al-Johani, 2019).

It should be noted here that it recently appeared a notion called distance education, which means organized and designed education in the light of the characteristics of the category using such educational curricula through systems and methods by which a learner can be given the opportunity to obtain the largest amount of information in line with his abilities. To keep pace with the global scientific advancement, Saudi Arabia paid attention to e-learning, and, hence, established a project entitled: "The E-Learning Project" that aims to develop a plan to integrate information technology into education as a strategy basis for meeting the challenges and requirements of the time (Al-Ahmadi, 2010).

On the importance of developing a teaching staff member at the undergraduate level, Al-Khudairi and Al-Hammad (2019) indicated that the Kingdom of Saudi Arabia is one of the first countries in the world that pays great attention to developing and fostering the educational output of the university level by raising the university professor's competence in the fields of teaching and scientific research. and building on local and international experience in the areas of development, and the creativity and excellence development initiative among teaching staff, in terms of raising their efficiency and enhancing their scientific and academic skills. The proposed areas for development for this initiative include training programs inside and outside the Kingdom, as well as benefiting from the experience of distinguished universities and international training centers through exchanging visits and holding seminars, conferences and workshops.

From this standpoint, many of those interested in the development process emphasized the necessity of responding to the changes taking place and the multiple factors that necessitate that educational curricula and courses and their teaching keep pace with modern developments, including: -

 - The massive transformations that it imposed on the educational process in general, the roles of education curricula and university education in particular, and what they are supposed to be at a time when knowledge doubles once every eighteen months. This requires new skills from educational curricula to face these challenges, the most prominent of which is computer skills, communication skills, technological and information skills (Al-Tartouri and Al-Qudah, 2006).
 - Situations that require the introduction of quality standards and academic accreditation. It has recently become clear to policy-makers that quality of global education should be clear (Al-Jawhari and Salem, 2012).
 - Adopting the educational scientific curriculum, which is based on setting goals, employing methods and following up the evaluation, in order to reach sought results, that imposed the need for educational curricula with skills to deal with these developments (Muhammad, 2015).

With a closer look at these growing concerns that demand the development of educational curricula, several international conferences have been held, including the Fourth Arab (First International) Scientific Conference on Education and Future Challenges, held April 25-26, 2009 at Suhag University, Egypt, and the Twenty-Second and Twenty-Third International Conference of the Egyptian Society for Curricula and Teaching Methods: "Curricula... Visions and Trends", held at Ain Shams University 13-14 August 2014, as well as the Second International Conference on Education at Al-Baha University from 4-6/7/1440 AH corresponding to 11-13/3/2019AD, "Education: Future Prospects."

Accordingly, the importance of development to keep pace with the new conditions imposed by the time. and keep pace with the trends indicated by those interested in development in response to these factors and trends calling for developing curricula and teaching their course is unquestionable. Therefore, it has become necessary to develop and prepare the teaching of Islamic education courses according to these factors and trends.

In any case, it is necessary for decision-makers and those involved in planning and teaching university curricula and their courses, especially Islamic education courses, to adopt a future vision, provided that this development is based on an educational philosophy that focuses on scientific foundations, based on which these courses are taught according to modern requirements, provided that they keep pace with their objectives, content and methods of teaching and evaluation of these factors and trends. It a technical and technological revolution, and it is imperative to have an educational and teaching system in line with these developments to improve the quality of the educational product. Distance education is one of the tributaries of this technical and technological revolution. It is a fateful challenge. All practitioners of education and teaching must be aware and familiar with all its requirements as long as we need this type of education. From this standpoint, we can learn about the concept, characteristics, requirements and advantages of distance education, and the relationship between teaching and distance education.

*3.2 Distance Education Concept*

There have been many opinions about the concept and origins of distance education, as Zaitoun (2005) stated that there is an opinion confirming that the first historical roots of e-learning go back to a type of education, being: distance education that appeared about a hundred years ago, in the form of education by correspondence. Textbooks were sent to learners in their whereabouts to learn from them without the need to regularly attend educational institutions.

As for the opinions that dealt with the definition of the concept, Ibrahim and Najah Abu Rawi (2020) defined distance education as a teaching style based on self-education supported by modern technology that seeks to master and work on the transfer of educational material and direct and indirect academic interaction between a teacher and his students and between students with each other, overcoming barriers of time and place.

In another opinion by Uyabeh and Saleh (2020), they mentioned that several references used the term "distance education", just as the English terms distance learning and distance education multiplied, and agree that distance education is achieved by restricting multiple printed or electronic communication media, and boundaries of place that separate between a teacher and a learner. UNESCO considers it "an educational process in which all / most of the teaching takes place from a person far in place and time from a learner, with an emphasis that most of the communications between them take place through a specific intermediary."

Based on these previous opinions, it may become clear that distance education is merely a type of interactive teaching patterns for the transmission of educational material, and indirect academic interaction between the educational staff, learners and students with each other. The educational material is provided through the local or global web (the internet) through the use of education and communication technology, bypassing barriers of time and place.

3.2.1 Characteristics of Distance Education

This type of education has many characteristics mentioned by researchers and those interested in education. Therefore, Nicholes (2003) emphasized that distance education is characterized by its use of multiple and varied media of technological tools and methods and electronic media in the communication between teachers and learners, and the internet contributes to their use in education. Landry et al (2006) notes that education through technology is becoming more interactive. That is why it is important for the designer or user of the electronic program to know which electronic media learners prefer to help them with their education. Both Al-Mousa and Al-Mubarak (2005) believe that distance education is distinguished from traditional education in that it is compatible with modern-day technology in education, such as the use of television, internet, and satellites in the process of transmitting information. This confirms that there are characteristics for this type of education.

With regard to these characteristics of distance education, Mahmoud (2020) stated that distance education has several characteristics, the most important of which are: -

-   The spacing between the learner and the teacher in the teaching process in terms of time and/or place, which leads to the liberation of learners from the restrictions of place and time compared to the usual education systems, where the confrontation takes place face to face between the learner and the teacher.

- The existence of a specific educational institution responsible for the distance education and learning process, especially with regard to program planning, preparation of educational materials, administration, evaluation and follow-up.
- The existence of a two-way communication between the educational institution and the learner to help them avail themselves of the program or enter into a dialogue with the teacher and colleague scholars to enable the learner to positively participate in the education program he needs.
- Reliance on the preparation of prior educational materials according to certain standards consistent with the nature of distance education and the production of these educational materials in the form of television and radio programs, video tapes, CDs, educational facts and others, in order to ensure production at a high level of quality and efficiency.

### 3.2.2 Requirements of Distance Education

The literature that deals with the requirements of distance education indicates the importance of adopting it when applying this type of education, as many interested and researchers indicate

Among this is what Al-Toudry (2004) citing Hutton and Wigner in their submission that there are many strategies that should be taken into account for the requirements of distance education, including, for example: clearly defining goals, duties and electronic discussions, and using the means for implementing immediate feedback on all goals, including dialogue rooms and discussions, especially when designing an electronic course, emphasizing the commitment to time and encouraging students to do so, including how to connect to the internet remotely, such as voice, image, phone and e-mail, and accustom students to practice these techniques. Also, among the tasks that the teacher should take into account when designing e-courses is determining the justifications for using e-learning, identifying students' needs, and reconciling teaching scenarios and strategies with distance education environment.

Al-Mousa and Al-Mubarak (2005) stated that most of the research comparing types of education confirms the importance of identifying the requirements of distance education, in terms that the methods and techniques used should be appropriate to the subject of education in addition to the interaction between a learner and a teacher, and between a learner and another, and the feedback from the teacher to the learner at the specified times, taking into account intake and assurance of high quality, which is the basis for planning for distance education.

It should be noted here that there are many requirements for distance education, which are the means and methods that must be taken into consideration and followed to achieve this type of education.

On this basis, it requires the existence of computer skills and specific strategies to ensure its success, which has achieved its goals and objectives, and in reference to the fact that there are many of these requirements for distance education and the conditions for its success emphasized by many theorists and those interested in distance education.

Among them is what Zaitoun (2005) referred to, that the conditions for the success, and achievement of the goals, of distance education depend on many applications as its requirements, and perhaps the most important of which are:

- Providing lessons on the web of all types, including problem-solving lessons and simulation lessons.
- Providing activities / exercises in all school subjects (grammar, reading, chemistry... etc.).
- Publishing and allowing the browsing of electronic books.
- Providing many sources of information and making them easily accessible, including (electronic journals, encyclopedias, educational websites, databases, dictionaries).
- Providing test sites and question banks that can be used in preparing tests and their applications.
- Providing many educational aids that the teacher can use in teaching them. Providing lesson plans (blueprints) in all materials that teachers can use in preparing and implementing lessons.

Sawsan Kiwan (2020) adds some of the requirements for distance education and conditions for its success, including:

- Perseverance: which is the biggest key to success. All successful students are distinguished by their willingness to endure all technical problems and seek help when needed.
- Effective time management skills and effective and appropriate communication, which are essential in e-learning.
- Basic technical skills that include: the ability to create new documents, use of word processing programs, navigate the internet, download software (sotor.com).
-

*3.3 The Relationship between Teaching Courses and Distance Education*

No doubt, the curricula and their academic courses have become today more than ever in preparing the capabilities of learners, and the skills to obtain knowledge in terms of the availability of several means and methods that give learners access to educational opportunities of various types in which the technical and technological revolution has constituted a major factor, and distance education has become a tributary of this technical and technological revolution.

It should be noted here that there is a role for distance education to solve the problematic of school curricula at the time of crises, especially the Corona pandemic, by designing educational platforms through which the teaching of academic courses is carried out. Also, teachers and teaching staff can interact with them. Through those platforms, learners can feel completely inside the classroom, which makes them able to make decisions and solve problems including taking responsibility for their learning (Mahmoud, 2020). Ibrahim and Najah Abu Rawi (2020) indicate that there is a strong ability to integrate distance education technology into the curricula and when teaching it, which leads to an increase in students' motivation to teach while using distance education technology.

Teaching educational courses in general, and teaching educational courses at the university level in particular, in light of distance learning is one of the most important things that can be looked at today to keep pace with the demands of development and new conditions of the time.

From this standpoint, it is undoubtedly that we realize the existence of the relationship between teaching courses and distance education. Preparing learners' abilities, tendencies, attitudes, and obtaining the required knowledge all result in the ability of the curriculum to be taught to make learners acquire higher thinking skills, which requires merging them with its content. The objectives of the curriculum to be taught, teaching methods, activities and evaluation take into account what is referred to as the higher skills of thinking to enable learners to understand, analyze, extract and comprehend information. Such skills include critical, contemplative and creative thinking... etc., as well as sub-skills such as the skill of induction, measurement, inference and conclusion.

On this basis, many of those interested in education and teaching its courses emphasized the importance of integrating thinking skills in the curricula and their academic course, and then they must be taken into account when teaching these courses and their surrounding ideas, concepts, facts, information and research activities and practicing different forms of thinking and training on his skills (Al-Johani, 2019).

Accordingly, it is possible to look first at what the curriculum is and how its courses are taught, and the plans prepared for them and the formulation of the curriculum elements with all its components. This is a necessary matter necessitated by the need to know all these aspects. This is why Mahmoud (2006) points out that the curriculum and its course are important for the learner and the teacher as it helps the learner to transfer the desired educational experience. That is why the one who teaches him must understand his role. The curriculum is very important for both the learner and the teacher. No matter the efficiency and quality of planning and formulation of a curriculum, it will never achieve the desired effect on the learner without a teacher who is aware of its concept, components, methods of implementation and various organizations.

Nashwan (2014) affirms that as a tool for scientific education to achieve its goals, the curriculum plays the largest role in shaping the personality of the learner. So, it is necessary to prepare the curriculum, its course and the method of teaching it in the light of meaningful standards and contents such as thinking of its types. Curriculum is only a means to achieve a higher goal, which are patterns of thinking, dimensions of life and future visions and thinking is a mental process: like remembering, identifying, evaluating, distinguishing, comparing, inference and analyzing. Hence, thinking comes on the list of psychological, mental and cognitive processes, for the greater role it plays in the process of acquiring knowledge and solving problems.

Accordingly, it can be said in light of this importance of thinking with its various types and dimensions and the sub-skills it involves, it becomes clear that distance education, when used, depends mainly on thinking, as it depends on the application and evaluation of knowledge, its technical and technological applications. This requires in curricula and courses in general and undergraduate courses in particular, to introduce and include higher thinking skills in the four elements of curriculum, such as objectives, content, evaluation, various teaching strategies, activities and evaluation methods when applying distance education.

It should be noted here that distance education may use various types of information and technology, including the Web Quest strategy, which the researcher Hijazi referred to (2019), saying that Web Quest is educational activities that allow a learner to partially or fully rely on the previously selected electronic resources available on

the internet, which are mainly designed to ensure learners' use and benefit from information instead of searching and storing it. It also aims to develop their various mental capabilities such as analysis, synthesis and evaluation.

From this point of view, we can say that when a curriculum and its teaching are to be developed, it requires that its components and elements are first considered, and then carrying out the development process, in terms of defining the philosophy of development, formulating and classifying goals, drawing a picture or a map of the curriculum, and assessing the needs for redevelopment.

Saadah and Ibrahim (2004) affirm that the concept of curriculum development is more comprehensive than improvement. It includes all aspects, components and elements of the curriculum, including specific objectives and content in courses and books, in addition to all teaching methods and strategies, electronic and technological education methods, teaching activities and methods and various tools of development. Development always targets to make the thing to be developed the best or best possible in order to achieve the desired goals.

In the same context, Cardt March (Created March 9.2017) may also confirm that. He submits that in the light of this, adopting the new philosophy for curriculum development based on comparative studies of what is done in developed countries with a special focus on future sciences, modern technology and communication means and curriculum development is a continuous process to meet the requirements of the twenty-first century. It is also a process that senses the pulse of community development in all areas of life.

Based on the firm belief in the importance of developing academic curricula, especially undergraduate courses, Islamic education courses in the Colleges of Education in particular, the interest in teaching their courses is one of the most important priorities that must be taken into consideration, and let this be based on a philosophy and a future vision based on scientific foundations that require defining their features and procedures from which the development process emanates in order to achieve the university's goals, being: scientific research, knowledge teaching, community service, and moving it forward to achieve its mission to the fullest. Therefore, it is expected that its curricula and teaching its courses will be in line with the standards of quality and academic accreditation, which has long been called for by those interested in the quality of education.

As indicated by the developers, quality of education is: the degree of excellence, its inherent or distinctive characteristic of something, and it means the convergence of strength and character, and the degree of excellence requires specific and precise standards that tell the thing to be achieved (Website.1987).

(Al-Zawawi, 2003; and Al-Khamisi, 2007) believe that quality of education is global standards for measurement and recognition, the transition from a minimal culture to a culture of perfection and excellence, and the application of a set of educational standards and specifications to raise the level of the educational product.

In view of what can be used in the field of the educational environment in light of the quality standards and academic accreditation that must be taken into account when seeking to obtain a good educational product, the role of distance education here comes in response to the requirements of this quality and academic accreditation, and that its absence from the education environment, especially the cases that necessitate their use and the need for it, is a defect of the system and an indication of its deficiency. A major point to consider when addressing such deficiency is the presence of distance education in the education environment, which has become today a necessity to keep pace with modern developments and to fulfill the requirements of quality standards and academic accreditation, especially if its attendance is a matter of need.

*3.4 Previous Studies*

The researcher reviewed all previous studies related to the current study, but within the limits of the researcher's knowledge there was no study that dealt with the development of teaching Islamic education courses in colleges of education in Saudi universities in the light of distance education, and the previous studies are studies that tackled distance education at different levels and variables. These studies came as follows:

**Agry Uyabeh and Saleh (2020)** conducted a study entitled: "Evaluating the experience of distance education under Covid-19 pandemic from the students' point of view, a case study at the University of Ghardaia, Algeria, and the study aimed to assess the experience of the students' shift to distance education in light of the University's closure due to Covid-19 by using the descriptive analytical approach and employing several statistical tools.

The study started from an attempt to understand the plan drawn up by the Ministry of Higher Education to face emergency conditions. Then, an applied study was conducted on students of the College of Economy, where data were collected from a sample of (100) individuals using an electronic questionnaire. The results showed that there is an adaptation to the crisis and an acceptable readiness for distance education. Students prefer supports that are asynchronous; However, the level of interaction was low, and it varied between levels and

specializations, while access to the university platform (Model) requires more support. The study revealed that there are physical and human obstacles that limit students' interaction with the activities available on various platforms.

A study carried out by Ibrahim and Najah Abu Rawi (2020) aimed to identify the most important challenges that encounter the use of distance education at the university from the point of view of the teaching staff, and to propose solutions and treatments that would meet these challenges. The study used the social survey approach by sample, the comparative approach and the statistical approach. The number of sample individuals reached (250) members of the teaching staff from various Arab universities. The study included a summary of the most important findings that came out of the study and some suggestions that would address these obstacles.

Mahmoud (2020) conducted a study entitled: "The Role of Distance Education in Solving the Problem of the New Corona Epidemic". The researcher addressed the importance of searching for a type of education that can coexist with the data and conditions of this epidemic, whether this line of education is new or existing and already applied. The researcher inferred to the "UNESCO" report, where the report stated that the spread of the virus recorded a number for children and youth who stopped going to school or university until March 12th. Some 61 countries in Africa, Asia, Europe, the Middle East, North and South America announced the closure of schools and universities... etc. Hence, the use of distance education became one of the successful methods in dealing with the problems of the Corona pandemic.

3.4.1 Comment on Previous Studies

Through the review of previous studies, it is evident that there are points of agreement and disagreement between these studies in terms of their objectives and directions. The aim of the study (Uyabeh and Saleh, 2020) was to evaluate the experience of students' transformation to distance education in the light of the university closure due to Covid-19, and the direction of the study was to measure the point of view of the students of a case study at the University of Ghardaia, Algeria: The study reached several results, the most important of which are: Students prefer supports that are characterized by asynchronous interaction. However, the level of interaction was low, and there are physical and human obstacles that limit students' interaction with the activities available on the various platforms prepared for distance education. While the aim and direction of the study (Ibrahim and Najah Abu Rawi, 2020) was to identify the most important challenges that stand in the way of using distance education at the university from the point of view of the teaching staff. The study reached a summary of major findings that emanated from it and some suggestions that would address the obstacles.

As for the study conducted by (Mahmoud, 2020), its aim and direction were towards identifying the role of distance education in solving the problem of the Corona epidemic. In spite of the points of disagreement and agreement of these studies, the purposes of these studies were directed towards distance education, despite the different use of the methodology of each study, and the method of treating variables. As for the current study, its aim and trends were to identify the points of view of the teaching staff in the Colleges of Education about the development of teaching Islamic education courses in colleges of education in the light of the requirements of distance education. So, there was an agreement between this current study and previous studies in terms of the distance education variable only, but the current study is unique from previous studies in terms of developing a prospected scenario for developing the teaching of Islamic education courses in the Colleges of Education In the light of the requirements of distance education, which distinguished it from other studies in terms of dealing with this variable.

## 4. Method and Procedures

### 4.1 Study Methodology

The current study followed the descriptive analytical approach, which is the most appropriate for such a study and its proposed topic. Ibrahim, Wardadi (2008) indicates that the descriptive analytical approach aims to obtain accurate descriptions of the studied phenomena.

### 4.2 Study Population and Sample

The study population consists of members of the teaching staff in the Faculties of Education in the Department of Curricula and Teaching Methods in Saudi universities who teach Islamic education courses for the master's and doctoral levels for the academic year 2020/2021 AD. As for the research sample, it was selected by the random cluster method and consisted of (92) male and female member of the faculty members, and the following table, Table (1) shows the distribution of the sample according to the variables of the study.

Table 1. Distribution of study sample individuals according to their gender and number of years of experience

| Variable | Category | No. | Percent |
|---|---|---|---|
| Sex | Male | 47 | 51.1 |
| | Female | 45 | 48.9 |
| University teaching experience | Less than 5 years | 34 | 37.0 |
| | 5 – 10 years | 29 | 31.5 |
| | More than 10 years | 29 | 31.5 |
| Total | | 92 | 100.0 |

4.2.1 Study Tool Correction Mechanism

The five-point Likert scale was adopted to correct the study tool, by giving each of its paragraphs one score in the following order (strongly agree, agree, neutral, disagree, strongly disagree) and are represented numerically (5, 4, 3, 2, 1) respectively. The following scale has been adopted for the purposes of analyzing the results, as shown in Table (2):

Table 2. Paragraph level and the degree approved for each level

| Paraghraph level | Score |
|---|---|
| Low | 1-2.33 |
| Average | 3,67 – 2,34 |
| high | 5- 3,68 |

The scale was calculated by using the following equation:

$$\frac{\text{Upper limit of scale (5)} \; - \; \text{lower limit of scale (1)}}{\text{Number of levels (3)}}$$

4.2.2 Validate the Study Tool

validate the study tool In order to verify the indications of the validity of the content of the study tool, it was presented in its initial form, consisting of (66) paragraphs within four axes, to a committee consisting of (8) arbitrators, who have experience and specialization in the science of measurement and evaluation, and Islamic education curricula and methods of teaching it. They were asked to express an opinion on the accuracy of its wording and its affiliation with the goal for which it was set, in addition to the integrity and clarity of the linguistic wording in terms of content. The criterion of (70%) was adopted at least as a percentage of agreement between the members of the arbitrators committee to delete, add or amend any paragraph, and based on the opinions and suggestions of the arbitrators committee, some formulations were restored, and some vocabulary replaced, and some paragraphs were deleted and merged for their similarity in content. . The arbitrators unanimously agreed on the occasion of the questionnaire to reveal the opinions of experts and specialists on developing the teaching of Islamic education courses in colleges of education in light of the requirements of distance education, and this is an indication that the questionnaire has an acceptable degree of validity that allows it to be used to achieve the objectives of this study.

4.2.3 Stability of Study Tool

To verify the stability of the tool, the researcher used the test-retest method by applying the tool to an exploratory sample consisting of (35) teaching staff members from the study community and outside his sample. The sample responses to the paragraphs were monitored, and after two weeks it was re-applied to the same sample and results were monitored, and based on that, the stability of the repetition was calculated using the Pearson correlation coefficient. Also, the stability coefficients were calculated using the internal consistency method for each axis of the tool separately using the Cronbach α formula. Table (3) shows the values of the internal consistency coefficient. And the stability of repetition for the tool axes, and these values were considered educationalally acceptable and sufficient for the purposes of the study (Odeh, 2010).

Table 3. Values of the Cronbach's alpha internal consistency coefficient and repetition constancy of the tool axes

| Axis | Repetition stability | Internal consistency |
|---|---|---|
| Distance education requirements related to course objectives | 0.92 | 0.82 |
| Distance education requirements related to course content | 0.90 | 0.84 |
| Distance education requirements related to the activities and means of electronic education and teaching methods for the course | 0.88 | 0.80 |
| Distance education requirements related to evaluation methods and tools | 0.91 | 0.85 |

*4.3 Statistical Processing*

After computerization of the study data, it was statistically processed using Statistical Package for Social Sciences (SPSS) through: computation of arithmetic means, standard deviations, rank, level, t-test, and one-way analysis of variance to answer the study questions.

## 5. Study Results and Discussion

**The first question: What are the opinions of teaching staffteaching staff on developing the teaching of Islamic education courses in the Colleges of Education in the light of the requirements of distance education related to (objectives - content - activities, electronic means and teaching methods - evaluation)?**

To answer this question, the arithmetic means and standard deviations were extracted for the opinions of teaching staffteaching staff on developing the teaching of Islamic education courses in the Colleges of Education in the light of the requirements of distance education for each course axis. The table below illustrates this.

Table 4. Arithmetic means and standard deviations of teaching staffteaching staff's opinions about developing the teaching of Islamic education courses in the Colleges of Education in the light of the requirements of distance education arranged in a descending order

| Rank | # | Axis | Arithmetic mean | Standard deviation | Level |
|---|---|---|---|---|---|
| 1 | 1 | Distance education requirements related to course objectives | 3.90 | 563 | High |
| 2 | 4 | Distance education requirements related to evaluation methods and tools | 3.81 | 747 | High |
| 3 | 3 | Distance education requirements related to the activities and means of electronic education and teaching methods for the course | 3.72 | 732 | High |
| 4 | 2 | Distance education requirements related to course content | 3.57 | 657 | Medium |

Table (4) shows that the arithmetic means ranged between (3.57-3.90). Distance education requirements associated with the objectives of the course came first with the highest arithmetic mean of (3.90). This result can be explained by the fact that university teaching staff are properly aware of specifications and standards for formulating educational objectives, whether electronic or traditional content. The distance education requirements related to the course content came in the last rank, with a mean of (3.57).

Through this result, it appears that there is a discrepancy between the opinions of teaching staffthe teaching staff about the specifications of the content of Islamic education courses in the light of the requirements of distance education compared to other axes. It came last with an average rating, which can be explained by the fact that the teaching staffteaching staff believe that further attention should be paid to the specifications and quality of the electronic content of Islamic education courses in order to produce that electronic content that takes into account the nature of Islamic courses that are characterized by providing a huge amount of knowledge and information based on legal evidence from Qur'anic verses and hadiths of the Prophet, in addition to focusing on developing the spiritual and emotional side of the learner so that he can understand and feel religious knowledge. This requires direct interaction between the learner and a teaching staff member beyond the boundaries of the virtual interaction.

It is also possible to interpret the opinions of teaching staffteaching staff on developing the teaching of Islamic

education courses in the light of the requirements of distance education in the previous ranking, indicating that the sample of teaching staffteaching staff did not prepare academic content according to the specifications of e-learning. Rather, their efforts were limited to teaching the course and evaluating students' work through the blackboard or other electronic means, and thus they are more able to judge the specifications of teaching methods, educational activities and evaluation methods used in distance education, while the preparation of electronic content needs to review and take into account the quality standards of e-learning which Teaching staffteaching staff may not have sufficient familiarity with.

The arithmetic means and standard deviations of the estimates of the study sample individuals were calculated on the paragraphs of each axis separately. They were as follows:

**The first axis: Distance education requirements related to course objectives**

The arithmetic means and standard deviations were calculated for the estimates of the study sample individuals on each paragraph of the axis related to the objectives of the course. The table below illustrates this.

Table 5. Arithmetic means and standard deviations of the opinions of teaching staffteaching staff for the paragraphs related to the objectives of the course in the light of the requirements of distance education arranged in descending order

| Rank | # | Items | Arithmetic mean | Standard deviation | Level |
|---|---|---|---|---|---|
| 1 | 2 | The objectives are clear and specific in the course description. | 4.25 | 657 | High |
| 2 | 3 | The objectives include a description of the learning content a the learner is expected to achieve. | 4.20 | 715 | High |
| 3 | 1 | The course objectives are consistent with the philosophy of higher education in order to achieve its mission. | 4.16 | 598 | High |
| 4 | 7 | The course objectives are comprehensive and varied, including (knowledge, perception, and competence). | 4.01 | 823 | High |
| 5 | 15 | The course objectives focus on achieving effective communication skills between a teacher and a learner. | 3.96 | 725 | High |
| 6 | 5 | Course objectives are learning outcomes that are observable, measurable, and achievable. | 3.95 | 869 | High |
| 7 | 4 | The course objectives focus on the learning outcomes, not the learning process itself. | 3.92 | 815 | High |
| 8 | 14 | The course objectives develop the self-learning skills of learners. | 3.90 | 839 | High |
| 9 | 13 | The course objectives encourage the development of scientific research skill among learners. | 3.85 | 889 | High |
| 10 | 6 | The course objectives show how to move from a minimal culture to a culture of perfection and excellence. | 3.83 | 750 | High |
| 11 | 12 | The course objectives take into account the integration of higher-order thinking skills into the course content. | 3.78 | 724 | High |
| 12 | 16 | The course objectives correspond to the requirements and developments of contemporary society. | 3.76 | 685 | High |
| 13 | 9 | The course objectives focus on applying specialized knowledge to everyday life. | 3.72 | 894 | High |
| 13 | 10 | The course objectives encourage keeping up with all that is new in the field of specialization in terms of modern knowledge and skills. | 3.72 | 869 | High |
| 13 | 11 | Course objectives focus on employing multiple technical and technological media | 3.72 | 830 | High |
| 16 | 8 | The number of course credit hours is sufficient to achieve the educational objectives. | 3.64 | 933 | Medium |
| | | Distance education requirements related to course objectives | 3.90 | 563 | High |

Table (5) shows that the arithmetic means ranged between (3.64-4.25). Paragraph No. (2), which states "clear

and specific objectives within the course description" came first, with an arithmetic mean of (4.25). This can be explained by the fact that the objectives of the course, whatever the type of education used, should be clear, specific, comprehensive and achievable. Paragraph No. (8), which reads "The number of course hours is sufficient to achieve the educational objectives," came last, with an arithmetic mean of (3.64). This result can be explained by the fact that the study sample deals with postgraduate students (Master, PhD) and the nature of the courses in it is more scientifically intensive and more specialized than the courses at the bachelor's level . Thus, they suggest that it requires more hours to achieve the desired results.

It becomes clear through these results that most paragraphs related to the objectives of the course in the light of the requirements of distance education came at a high level. This result can be interpreted through the agreement of the opinions of teaching staffthe teaching staff in Saudi universities that the objectives of the courses in the light of the requirements of distance education should stem from a philosophy with clear boundaries and landmarks so that this philosophy takes into account the nature of Saudi society and the characteristics of learners, and is consistent with the visions of postgraduate studies programs, in addition to the availability of qualified human competencies that are able to provide distance education.

This result can also be explained by the fact that educators believe that the nature of educational goals, regardless of the type of course, shares general characteristics in terms of the specifications that it should have (clarity, accuracy, comprehensiveness and integration), and the skills that they seek to develop (thinking, scientific research, communication, scientific and technological culture), and the aspects that must be taken into account (cognitive development, technological and technical progress, the needs of society and the changes that occur to it).

**The second axis: Distance education requirements related to course content**

The arithmetic means and standard deviations of the estimates of the study sample individuals were calculated on each paragraph of the axis related to the course content. The table below illustrates this.

Table 6. The arithmetic means and standard deviations of teaching staffteaching staff's opinions of the paragraphs related to the course content in the light of the distance education requirements arranged in a descending order

| Rank | # | Items | Arithmetic mean | Standard deviation | Level |
|---|---|---|---|---|---|
| 1 | 1 | The content covers the entire course objectives. | 4.04 | 694 | High |
| 2 | 2 | The course topics contain educational objectives in their behavioral form. | 3.88 | 693 | High |
| 3 | 11 | Course topics develop learners' individual learning skills. | 3.74 | 810 | High |
| 4 | 10 | The course content takes into account the individual differences between the learners. | 3.67 | 853 | Medium |
| 5 | 13 | The course content is related to the learner's environment as well as social and cultural reality. | 3.63 | 780 | Medium |
| 6 | 4 | The course content presents the ideas in an organized structure that stimulates the interests of learners. | 3.61 | 798 | Medium |
| 7 | 18 | The course content takes into account the standards of quality and academic accreditation. | 3.60 | 938 | Medium |
| 8 | 9 | The course content keeps pace with the scientific and technical events and developments. | 3.55 | 856 | Medium |
| 9 | 3 | The course content introduces concepts and applications in meaningful scientific-electronic contexts. | 3.53 | 907 | Medium |
| 9 | 7 | The course content includes topics that stimulate students' thinking and interaction to work together. | 3.53 | 950 | Medium |
| 11 | 16 | The educational materials (videos, pictures and drawings) are free of errors of artistic production. | 3.51 | 734 | Medium |
| 12 | 5 | The content includes the scientific material in a variety of forms such as: (videos, photos, electronic links and websites). | 3.50 | 978 | Medium |
| 13 | 14 | The course content includes modern and scientifically accurate electronic resources. | 3.48 | 1.032 | Medium |
| 14 | 15 | The course content encourages the use of electronic resources at the university library such as: (electronic journals, databases, electronic books, encyclopedias and dictionaries). | 3.46 | 1.063 | Medium |
| 15 | 8 | The course content includes electronic educational assignments appropriate to the age and intellectual level of learners. | 3.42 | 1.008 | Medium |
| 15 | 17 | The educational content is supported by links to other educational sites that allow more in-depth coverage of course topics. | 3.42 | 892 | Medium |
| 17 | 6 | The course includes an electronic package that includes: (course description, students' assignments, educational activities, projects, tests and feedback). | 3.40 | 1.090 | Medium |
| 18 | 12 | The course content develops the technical skills demanded by the labor market. | 3.27 | 909 | Medium |
| | | Distance education requirements related to course content | 3.57 | 657 | Medium |

Table (6) shows that the arithmetic means ranged between (3.27-4.04). Paragraph No. (1) which states that "the content covers the objectives of the entire course" came in the first rank with an arithmetic mean of (4.04). This can be explained through teaching staffthe fact that the teaching staff believe that the topics and concepts of any course content must include the objectives and outputs that the course aims to achieve in a detailed and accurate manner, so that the learner is informed of a comprehensive description of the course before starting to study it. Paragraph No. (12), which reads "The content of the course develops the technical skills demanded by the labor market", ranked last, with a mean of (3.27). This result can be explained by the recent application of distance education for Islamic education courses in Saudi universities for masters and doctoral levels, although everyone

agrees that the outputs of distance education must be aligned with the requirements of the labor market in the Kingdom of Saudi Arabia.

Paragraph No. (2) reads, "Course topics contain educational objectives in their behavioral form", while Paragraph No. (11) states that "course topics develop learners' individual learning skills" at a high level. This result can be explained by the fact that the topics and contents of the course are selected based on the course objectives, as it is mainly concerned with achieving the course objectives. In addition, the electronic content is mainly characterized by the development of the self and individual learning skills of learners.

The rest of the paragraphs related to the course content axis came in the light of the requirements of distance education at an intermediate level. This result can be explained by the fact that the members of the study sample do not disagree that the electronic content should be supported by modern technologies (electronic links, electronic resources, websites, etc.) and that the electronic content takes into account (the learner's environment and intellectual level, scientific and technical modernity as well as accreditation and quality standards). This, in turn, is reflected in the increase in attracting students' attention and developed understanding of the topics at hand. The paragraphs of this axis did not fall within the desired level, due to the fact that the members of the study sample are accustomed to dealing with postgraduate students (MA, PhD) in the classrooms, and that the content is not related to a specific textbook or a specific reference, but rather by referring to many electronic and traditional sources and references. Teaching staffThe teaching staff believe that although students at this stage need indispensable electronic resources, they see that students need direct discussion and interaction with their professors to acquire specific knowledge and skills.

**The third axis: Distance education requirements related to the activities and means of electronic education and teaching methods for the course**

The arithmetic means and standard deviations were calculated for the estimates of the study sample individuals on each paragraph of the axis related to the activities and means of electronic education and teaching methods for the course. The table below illustrates this.

Table 7. Arithmetic means and standard deviations of the views of teaching staffteaching staff for the paragraphs related to the activities and means of electronic education and teaching methods of the course in the light of the requirements of distance education arranged in a descending order

| Rank | # | Items | Arithmetic mean | Standard deviation | Level |
|---|---|---|---|---|---|
| 1 | 10 | Use of electronic assignments that create an opportunity for learners to search for, collect, and criticize information. | 3.92 | 730 | High |
| 2 | 2 | Diversity of teaching methods and strategies such as: (brainstorming, scientific inquiry, collaborative work, etc.) to suit the diversity of students' learning styles. | 3.88 | 810 | High |
| 3 | 1 | Providing a list of modern teaching strategies that fit the virtual classes and achieve the course's mission and goals. | 3.86 | 884 | High |
| 4 | 5 | Using teaching strategies that are appropriate to the type and level of required knowledge and skill. | 3.85 | 825 | High |
| 4 | 11 | Using real learning activities that help the learner to realize and apply what he has learnt. | 3.85 | 864 | High |
| 6 | 12 | Using educational activities that develop the learner's ability to access knowledge for himself and learn on his own. | 3.83 | 979 | High |
| 7 | 16 | Providing educational activities that include meaningful electronic discussions, using dialogue and chatting techniques. | 3.82 | 901 | High |
| 8 | 8 | Educational activities are directed at equipping learners with the skills and experience necessary to achieve learning objectives. | 3.76 | 882 | High |
| 9 | 15 | Providing educational activities that activate the role of electronic forums in deepening the specialized knowledge of learners. | 3.74 | 912 | High |
| 10 | 7 | The course includes practical and life activities. | 3.71 | 955 | High |
| 11 | 3 | Using technological applications and multimedia that are consistent with the nature of the content and objectives of the course. | 3.70 | 861 | High |
| 12 | 13 | The educational activities provide links to remedial and enriching information that is appropriate to the level of the learner's performance and progress in the study. | 3.68 | 838 | High |
| 13 | 9 | Using educational activities that focus on building knowledge in a social participatory manner. | 3.63 | 910 | Medium |
| 14 | 6 | Using teaching strategies and educational activities that develop teaching skills to enable learners to to solve problems and make decisions. | 3.62 | 912 | Medium |
| 15 | 4 | Using teaching strategies that offer an opportunity to establish and shape "educational communities" among distance learners through the use of educational technology. | 3.58 | 861 | Medium |
| 16 | 14 | Designing educational activities that develop learners' ability to investigate and explore scientific knowledge on a specific topic using electronic resources such as (Web Quest). | 3.49 | 932 | Medium |
| 17 | 17 | Using meaningful and organized educational activities through the use of smart phone applications. | 3.43 | 953 | Medium |
| | | Distance education requirements related to the activities and means of electronic education and teaching methods for the course | 3.72 | 732 | High |

Table (7) shows that the arithmetic means ranged between (3.43-3.92), where Paragraph No. (10), which states "the use of electronic assignments that provides the opportunity for learners to search for, collect and criticize information" came in the first rank with an arithmetic mean of (3.92). This result can be explained by the fact that one of the most important priorities of the study sample for the postgraduate stage is to develop students 'scientific research skill through learning how to search for, collect and analyze information. Paragraph

No. (17), which reads "the use of meaningful and organized educational activities through the use of smart phone applications," ranked last, with a mean of (3.43). This result can be explained by the fact that the nature of activities for master and doctoral students requires the use of computers more than smart phones.

Paragraph No. (9), which states "the use of educational activities focusing on building knowledge in a social participatory manner," came with a moderate estimate. This result can be interpreted that despite the necessity of the availability of meaningful group discussions and dialogues, work and tasks in the postgraduate stage require individual work. Paragraph No. (6), which states "the use of teaching strategies and educational activities that develop educational skills to enable learners to solve problems and make decisions" came with a medium estimate. This result can be explained by the fact that problem-solving and decision-making strategies are traditional strategies that fit the traditional content more than electronic, especially in the light of the availability of modern teaching strategies that are consistent with modern technologies and achieve the learner's knowledge. Paragraph No. (4) which states, "Using teaching strategies that offer the opportunity to establish and formulate" educational communities" among distance learners through the use of educational technology, with an average rating. This result can be explained by the fact that the individuals of the study sample deal with postgraduate studies with a small number of students within approximately the same region, unlike distance education where a large number of students distributed at different geographical areas is handled. Paragraph No. (14), which states "Designing educational activities that develop the learners' ability to investigate and explore scientific knowledge on a specific topic using electronic resources such as (Web Quest) "came with an average estimate. This result can be explained by the fact that the study sample individuals believe that learning activities should develop the learner's ability to investigate and explore, but the electronic resources used may differ from one member to another and from one university to another.

The rest of the paragraphs related to the axis of activities, electronic learning methods and teaching methods came in the light of the requirements of distance education with a high rating, and this result can be explained by the study sample individuals seeing that the multiple and varied technologies used in distance education contribute to presenting the scientific material in an interesting, enjoyable and clear manner. It also allows the student to come back and hear the lecture many times, in addition to the availability of quality and efficient electronic scientific sources and references. This gives learners more opportunity to learn, educate and satiate their knowledge. In addition, distance learning activities help to get rid of the phenomenon of procrastination that many students suffer from as they are required to finish assignments and tasks within a specific period of time. This result can also be explained by the fact that the members of the study sample include teaching staffteaching staff with knowledge of and competence in the field of curricula and teaching methods. Hence, they have sufficient knowledge to choose and employ the most appropriate and best teaching methods and learning activities in the electronic environment.

**The fourth axis: Distance education requirements related to evaluation methods and tools**

The arithmetic means and standard deviations of the estimates of the study sample individuals were calculated on each paragraph of the axis related to the evaluation methods and tools. The table below illustrates this.

Table 8. Arithmetic means and standard deviations of teaching staffteaching staff's opinions of the paragraphs related to evaluation methods and tools in the light of the requirements of distance education arranged in a descending order

| Rank | # | Items | Arithmetic mean | Standard deviation | Level |
|------|---|-------|-----------------|--------------------|-------|
| 1 | 12 | Presenting the evaluation results within a specified period of time. | 4.01 | 734 | High |
| 2 | 1 | Assessment methods focus on measuring specific learning deliverables. | 4.00 | 726 | High |
| 3 | 14 | Existence of specific rules that guarantee the privacy of the learner's results. | 3.97 | 670 | High |
| 4 | 10 | Providing the learner with a clear and specific system that includes: (types and methods of evaluation, grading distribution mechanism, detailed and accurate determination of the required). | 3.96 | 824 | High |
| 5 | 13 | Providing a list of model answers about the assessments that the learner is exposed to, which enables him to review them and review his answers. | 3.85 | 937 | High |
| 6 | 4 | The evaluation includes specific tasks such as: (writing an article, an individual project, reviewing a scientific research, summarizing a novel or a story, etc.). | 3.84 | 893 | High |
| 7 | 6 | Providing specific descriptive standards related to methods of evaluating learners' actions and contributions. | 3.80 | 940 | High |
| 8 | 5 | The sequence and variety of assessment tools and their relevance to the learners' work being evaluated. | 3.79 | 908 | High |
| 8 | 11 | Providing feedback after the end of each evaluation in order to guide the learner on how to best move from the point at which he stopped. | 3.79 | 1.011 | High |
| 10 | 8 | Using some techniques such as asynchronous communication to support continuous evaluation of learner performance. | 3.77 | 1.049 | High |
| 11 | 9 | Providing the learner with examples and models for self-evaluation that enable him to check his learning progress. | 3.76 | 930 | High |
| 12 | 2 | Choosing evaluation tools to measure learning objectives that are commensurate with e-content activities and resources. | 3.70 | 946 | High |
| 13 | 15 | Drafting specific laws that achieve academic integrity in electronic tests such as preventing fraud and impersonation. | 3.65 | 882 | Medium |
| 14 | 3 | There are many types of evaluation in the course (diagnostic, constructive, and final). | 3.64 | 1.054 | Medium |
| 15 | 7 | Building evaluation tools based on international and local standards that suit the educational environment, scientific specialization and academic level. | 3.60 | 1.070 | Medium |
| | | Distance education requirements related to evaluation methods and tools | 3.81 | 747 | High |

Table (8) shows that the arithmetic averages ranged between (3.60-4.01), where Paragraph No. (12) which states "presenting evaluation results during a specific period of time" came in first rank with an arithmetic mean of (4.01). The result can be interpreted through immediate and electronic correction of students' work, and thus their results are quickly displayed. Paragraph No. (7), which reads "Building evaluation tools based on international and local standards that suit the educational environment, scientific specialization and academic level" came last, with an arithmetic mean of (3.60). This result can be explained by the fact that teaching staffteaching staff depend on their previous experience and academic work experience in building tests, by focusing on covering the academic content and determining the level of students' academic achievement. In addition, their experience in building electronic tests is limited compared to paper-based tests.

Paragraph No. (15), which states "drafting specific laws that achieve academic integrity in electronic tests such as preventing fraud and impersonation," came with a moderate estimate. This result can be explained by the fact

that Saudi universities still face a problem regarding verifying the identity of the subject, and Paragraph No. (3) which states "there are many types of evaluation in the course (diagnostic, constructive, and final)", with an average estimate. This result can be explained by the different nature of the evaluation tools used by the study sample members in the postgraduate stage, which depends on showing the learner's knowledge of and skill in various tools such as summarizing a book, critiquing a scientific research, PowerPoint presentation of a specific topic, and others more than relying on tests.

The remaining paragraphs related to the axis of evaluation methods and tools came at a high level. This result can be explained by the fact that the teaching staffteaching staff believe that electronic evaluation of students' work is done automatically, accurately and objectively, and that the work and assignments of students are kept after their evaluation in detail on the system, which students can review and identify their level of achievement, strengths and weaknesses. Online evaluation is not limited to performance evaluation only. It goes beyond to provide feedback after the end of each evaluation. The electronic evaluation also achieves comprehensive building of the test by covering all course topics, in addition to the availability of question banks for each course.

**The second question: Are there statistically significant differences at the level of significance (α ≤ 0.05) between the views of teaching staffteaching staff on developing the teaching of Islamic education courses in Colleges of Education in the light of the requirements of distance education due to variables of (gender, experience in university teaching)?**

To answer this question, the arithmetic means and standard deviations were extracted for the opinions of teaching staffteaching staff on developing the teaching of Islamic education courses in the Colleges of Education in the light of the requirements of distance education according to the gender variable. To clarify the statistical differences between the arithmetic means of the estimates of the individuals of the study sample, t-test was used for the gender effect, as shown in the table below.

Table 9. Arithmetic means, standard deviations, and "t-test" for the gender effect on the opinions of teaching staffteaching staff about developing the teaching of Islamic education courses in Colleges of Education in the light of the requirements of distance education

| Axis | Gender | Number | Arithmetic mean | Standard deviation | Value "T" | Freedom scores | Statistical significance |
|---|---|---|---|---|---|---|---|
| Distance education requirements related to course objectives | Male | 47 | 3.91 | 542 | 269 | 90 | 789 |
| | Female | 45 | 3.88 | 590 | | | |
| Distance education requirements related to course content | Male | 47 | 3.49 | 618 | -1.226 | 90 | 224 |
| | Female | 45 | 3.66 | 691 | | | |
| Distance education requirements related to the activities and means of electronic education and teaching methods for the course | Male | 47 | 3.71 | 699 | -.155 | 90 | 877 |
| | Female | 45 | 3.74 | 773 | | | |
| Distance education requirements related to evaluation methods and tools | Male | 47 | 3.86 | 722 | 609 | 90 | 544 |
| | Female | 45 | 3.76 | 778 | | | |

The results of Table (9) show that there are no statistically significant differences (α 0.05) attributed to the effect of the gender variable in all axes.

In order to reveal the effect of the experience variable in university teaching on the opinions of teaching staffteaching staff about developing the teaching of Islamic education courses in the Colleges of Education in the light of the requirements of distance education, arithmetic means and standard deviations of the opinions of teaching staffteaching staff were extracted, as shown in the tables below.

Table 10. Arithmetic means and standard deviations of the opinions of teaching staffteaching staff on developing the teaching of Islamic education courses in the Colleges of Education in the light of the requirements of distance education according to the experience variable

|  | Categories | Number | Arithmetic mean | Standard deviation |
|---|---|---|---|---|
| Distance education requirements | Less than 5 years | 34 | 3.82 | 489 |
| related to course objectives | (5-10) years | 29 | 3.94 | 648 |
|  | More than 10 years | 29 | 3.95 | 563 |
|  | Total | 92 | 3.90 | 563 |
| Distance education requirements | Less than 5 years | 34 | 3.61 | 593 |
| related to course content | (5-10) years | 29 | 3.72 | 679 |
|  | More than 10 years | 29 | 3.38 | 680 |
|  | Total | 92 | 3.57 | 657 |
| Distance education requirements | Less than 5 years | 34 | 3.76 | 608 |
| related to the activities and means | (5-10) years | 29 | 3.79 | 836 |
| of electronic education and teaching | More than 10 years | 29 | 3.61 | 766 |
| methods for the course | Total | 92 | 3.72 | 732 |
| Distance education requirements | Less than 5 years | 34 | 3.92 | 625 |
| related to evaluation methods and tools | (5-10) years | 29 | 3.87 | 824 |
|  | More than 10 years | 29 | 3.62 | 787 |
|  | Total | 92 | 3.81 | 747 |

Table (10) shows an apparent variation in the arithmetic means and standard deviations of the opinions of teaching staffteaching staff about the development of teaching Islamic education courses in the Colleges of Education in the light of the requirements of distance education due to the different categories of experience variable. To show the significance of the statistical differences between the arithmetic means, the one-way analysis of variance was used, as shown in the table below.

Table 11. An analysis of one-way variance of the experience effect on the opinions of teaching staffteaching staff about developing the teaching of Islamic education courses in Colleges of Education in the light of the requirements of distance education

| Axis | Source | Sum of boxes | Freedom scores | Average boxes | F value | Statistical significance |
|---|---|---|---|---|---|---|
| Distance education requirements | Inter-groups | 346 | 2 | 173 | 540 | 585 |
| related to course objectives | Intra-groups | 28.496 | 89 | 320 |  |  |
|  | Total | 28.842 | 91 |  |  |  |
| Distance education requirements | Inter-groups | 1.763 | 2 | 882 | 2.094 | 129 |
| related to course content | Intra-groups | 37.471 | 89 | 421 |  |  |
|  | Total | 39.234 | 91 |  |  |  |
| Distance education requirements related to | Inter-groups | 573 | 2 | 286 | 529 | 591 |
| the activities and means of electronic | Intra-groups | 48.197 | 89 | 542 |  |  |
| education and teaching methods for the course | Total | 48.770 | 91 |  |  |  |
| Distance education requirements | Inter-groups | 1.622 | 2 | 811 | 1.466 | 236 |
| related to evaluation methods and tools | Intra-groups | 49.225 | 89 | 553 |  |  |
|  | Total | 50.846 | 91 |  |  |  |

It is clear from Table (11) that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) due to the effect of the experience variable on university teaching in all axes.

The result of this question can be explained by the fact that there are no differences between the opinions of faculty members attributable to heterosexual gender and university teaching experience through the similarity of the academic environment in which faculty members work, in addition to that everyone believes that distance education is currently the best option for continuing education for all Courses. Also, the faculty members answered the paragraphs of the study tool according to the knowledge that they have acquired during their current distance education practices in light of the health conditions witnessed by the world and require the practice of distance education regardless of their gender or their experience in university teaching in the previous stages.

This result can also be explained by the fact that the members of the study sample are educators with experience and competence, and thus their opinions about the curriculum specifications (objectives, content, teaching methods, evaluation) are reflected from their background knowledge, their scientific specialization, and the nature of the schools of thought from which they graduated, which affects their opinions More than their gender or academic experience.

The results of the third question, which reads: ((What is the proposed vision for developing the teaching of Islamic education courses in the Faculties of Education in light of the requirements of distance education)).

To answer this question: The proposed concept for developing the teaching of Islamic education courses in the Faculties of Education was built in light of the requirements of distance education: according to the following procedures:

**(A) starting points for the proposed visualization**

Based on the results reached on the opinions of the members and members of the faculty of the Faculties of Education in the Curricula and Teaching Methods Department of the Faculties of Education in Saudi universities who teach Islamic education courses, and in light of what has been reached through the presentation of the theoretical framework, previous research and studies, the proposed vision was constructed. The researcher hopes to contribute to the development of the teaching of Islamic education courses in light of the requirements of distance education and upgrading them to keep pace with the imposed reality and that the field of development includes all of the objectives and content of the course, teaching methods, activities, electronic teaching methods and evaluation methods, and that this proposed vision must include procedures on which to base To achieve goals and objectives that it seeks to achieve and address deficiencies.

**(B) foundations of the objectives of the proposed visualization**

The proposed vision prepared by the researcher constitutes the primary goal of developing the teaching of Islamic education courses in the Faculties of Education in Saudi universities, by reviewing the opinions of faculty members on developing the teaching of those courses. And support aspects of strength in it to keep pace with modern developments, and take into account all the elements of the curriculum and its components, and emphasize that the faculty member is familiar with and awareness of them when teaching those courses.

**(C) Vision for the proposed visualization**

The importance of the philosophy of the proposed perception is based on what is confirmed by recent trends that call for the importance of developing the teaching of curricula for the stages of education, including university education, and that these developments keep pace with the changes taking place and keep pace with the imposed reality in accordance with the dictates of the distance education strategy, and emphasize the importance of adopting it and taking all its requirements In light of the requirements of distance education. Based on the above, we can say the importance of the proposed conception of the goals and objectives of the development, which may contribute to this presentation of the proposed vision in developing the teaching of Islamic education courses in line with the requirements of the age and keeping pace with them and upgrading the academic curricula to achieve the desired goals.

**(D) Strategies and methods that contribute to the realization of the proposed scenario**

The philosophy of the proposed perception is a future vision through which it aspires to reach the desired goals and achieve the desired goals. This future vision of the proposed vision that it aspires to is based on assumptions, perspectives and procedures that the decision-makers in the colleges of education in Saudi universities hope for, and the faculty members to take into account, namely: the postulates, perspectives and procedures To develop each of (objectives - content - electronic learning methods - teaching methods and assessment and tools - in the Islamic education courses in the Faculties of Education in light of the requirements of distance education) and they came as follows: First: Objectives: The objectives of the Islamic Education courses in the Faculties of Education should be characterized by the following:

- That the objectives are consistent with the philosophy of higher education in order to achieve its mission.
- That the objectives are clear and specific and the course description.
- That the objectives include a description of the learning content expected to be achieved by the learner.
- That the objectives of the course focus on the educational outcomes and not the learning process itself, taking into account that they are subject to observation, measurement and verification.
- That the course objectives show how to move from a culture of minimalism to a culture of perfection and excellence.

- That the goals include (knowledge, perception, competencies).
- That the number of course hours is sufficient to achieve the educational goals, and in line with the requirements of distance education.
- That the course objectives focus on applying specialized knowledge in daily life, and on employing multiple technical and technological media.
- That the course objectives focus on achieving effective communication skills between the teacher and the learner.
- Take into account the objectives of the course, integrating higher-order thinking skills with course content, and developing scientific research skills and self-education among learners.
- The objectives of the course must be compatible with the requirements and developments of contemporary society.

**Second: Course content: The content of the Islamic Education course in the Faculties of Education should be organized according to the following:**

- That the content covers the objectives of the course, and that its topics contain the educational objectives in a behavioral form.
- The course content should present concepts, ideas, facts and applications in meaningful electronic scientific contexts.
- Take into account when presenting the course content the ideas of an organized constructive picture that attracts the interest and interest of learners.
- That the content of the scientific material be included in a variety of forms (videos - pictures - electronic links - websites).
- That the course includes an electronic bag that includes (course description - students' duties - educational activities - projects - tests - feedback).
- That the course content includes topics that stimulate students' thinking and interaction together, and provide electronic educational duties and assignments that are commensurate with their age and intellectual levels.
- For the course content to keep pace with the scientific and technical events and developments, to take into account the individual differences among the learners, and to develop their individual education skills. The course content should develop the technical skills required by the labor market. The course content should include modern, accurate, and scientific electronic resources.
- That the content is related to the learner's environment and his social and cultural reality.
- That the course content encourages students to use the electronic resources in the university library such as (electronic magazines - databases - electronic books ... etc.).
- That the educational content be supported with links to other sites that allow more in-depth coverage of the course topics, and that the content takes into account the standards of quality and academic accreditation.

**Third: activities and electronic teaching methods, teaching methods**

Choosing the activities, electronic learning methods, teaching and evaluation methods appropriate to the topics to be taught, and that this choice is according to the following:

- To provide a list of modern teaching strategies that suit the virtual classes, and their diversity, taking into account that they are appropriate to the level of knowledge and skill required.
- To use multiple technological applications and means that are consistent with the nature of the content and objectives of the course.
- To use a teaching strategy and educational activities that develop educational skills to enable students to be able to solve problems and make decisions.
- That the course includes practical life activities, and that the activities be directed with the aim of providing learners with the skills and experiences necessary to achieve the goals of education.
- To use educational activities that develop the learner's ability to access knowledge on his own and self-education, by helping him to realize and apply what he has learned.
- That the educational activities provide links to remedial and enrichment information appropriate to the level of the learner's performance and his course in the study.
- To design educational activities that develop the learners' ability to investigate and discover scientific knowledge on a specific topic using electronic resources such as (Web Quest).

- That there be activities that play the role of electronic forums in order to deepen knowledge, and that there are also targeted electronic discussions through the use of dialogue and chatting techniques, as well as the use of smart phones.

**Fourth: Evaluation methods and tools:**

The evaluation methods and tools should be done according to the following procedures:

- That the evaluation methods focus on measuring specific outputs that are commensurate with the activities and resources of electronic content.
- That there are many types of evaluation in the course (diagnostic, constructive - concluding).
- That the calendar includes specific tasks such as: (writing an article, an individual project - reviewing a scientific research - summarizing a novel or a story - etc ...) When using the calendar, it should be taken into account the diversity of its tools, their logical and procedural sequence, and their relevance to the work of the learners that are being evaluated.
- That specific descriptive standards are available related to methods of evaluating learners' actions and contributions.
- To take into account when constructing evaluation tools the adoption of international and local standards that suit the educational environment, scientific specialization and academic level.
- To use some techniques such as non-synchronous communication to support the continuous evaluation of the learner's performance, while providing him with examples and models of self-evaluation that enable him to verify his progress in education.
- That the learner be provided with a clear and specific system that includes: (types and methods of evaluation - the mechanism of grading distribution - determining what is required in a detailed and accurate manner), taking into account the availability of feedback after the end of each evaluation in order to guide the learner on how to move from the point from which he finished, and present it during a period Specific time.
- That a list of model answers is available on the assessments that the learner is exposed to, enabling him to view them and review their answers, taking into account the existence of specific rules that include the privacy of the educational results. To formulate specific laws that achieve academic integrity in electronic tests, such as preventing fraud and impersonation.

**Funding**

**Recommendations**

In light of the results of the study, the researcher recommends the following:

- Conducting a periodic evaluation of the reality of achieving the general goals of distance education in Saudi universities.
- Holding training courses and workshops on how to build electronic content within the standards of quality and academic accreditation.
- The need to take into account the outputs of distance education with the labor market in the Kingdom of Saudi Arabia.
- Benefiting from successful experiences in building electronic tests and standards locally and internationally.
- Cooperation and partnership with well-known Arab and international universities in the field of distance education.
- Conducting more studies on the subject of distance education, such as a comparative study between student achievement in humanitarian colleges during distance education.

**References**

Al-Ahmadi, O. H. (2010). *The Effectiveness of E-Learning in Attainment and Retention among Female Students of Social Sciences at the College of Arts and Humanities in Medina, a research presented to the Higher Education Seminar for Girls: Dimensions and Aspirations*. Held at Taibah University.

Al-Hamidi, A-R. S. (2020). *Scenarios of Distance Education, Characteristics and Objectives of Distance Education.* Public Education, Dar Al-Mandumah.

Al-Johani, A. Z. (2019). *A Proposed Scenario for Developing Sharia Sciences Curricula at the Secondary Stage in the light of the Requirements of Knowledge Economy, a research presented to the College of Education*

*conference.* Future Prospects.

Al-Khudairi, F., & Mai, Al-H. (2019). *Developing the performance of academic leaders in Saudi universities in light of the introduction of distributed leadership*. Research presented to the Second International Conference on Education at Al-Baha University, Education and Future Prospects.

Al-Saleem, G. H. (2019). *The Effectiveness of Micro-Teaching in the Development of Teaching Skills for Teacher Students in Distance Education at Imam Muhammad bin Saud Islamic University*. A research presented to the Second International Conference on Education at Al-Baha University.

Al-Tartwi, M., & Al-Qudah, M. (2006). *The New Teacher, Teacher's Guide to Effective Classroom Management* (1st ed.). Al-Hamid Publishing House.

Eid, Y., & Khaswana, K. (2011). *Teaching Islamic Education, Planning, Implementation and Evaluation* (1st ed.). International Publishing House, Riyadh.

El-Gohary, A., & Salem, M. (2012). *Preparing the teacher in light of the concept of quality as one of the challenges associated with globalization*. Retrieved from www.araldrhonght.org

Hassan, El-S. M. (2012). *A Prospected Scenario of the Personal and Professional Components necessary for a Teacher of Education in the light of the Requirements of Globalization*.

Hegazy, A. G. (2019). T*he Use of Web Quest Strategy in Teaching a Unit of Study in the History of Books and Acquisitions Course and Their Impact on Academic Achievement and Direction towards the Course: An Empirical Study*. Taibah University Journal of Arts and Humanities, Year Seven, Issue 15.

Ibrahim, A-R., & Najah, A. (2020). Obstacles to distance education at the university from the faculty members' point of view. *Journal of Studies in the Humanities and Social Sciences, 3*(27).

Khawaldeh, N. A. (2010). *The Reality of Islamic Education Curricula in Jordan*. Retrieved from www.wastuan/med

Kiwan, S. (2020). *Distance education requirements and success conditions*. Retrieved from https://sotor.com/

Landry B. J. L., Rodger, G., & Hartman, S. (2005). Measuring Student Perceptions of Blackboard Using the Technology Acceptance Mode. *Decision Sciences Journal of Innovative Education, 4*(1), 87-99. https://doi.org/10.1111/j.1540-4609.2006.00103.x

Mahmoud, S. E-D. A. (2006). *Curriculum concepts and integrated development in the knowledge society, educational visions for developing the walls of the Arab human being and its progress in a changing environment* (1st ed.). The World of Books, Cairo.

Muhammad, R. K. (2015). *A proposed educational program for teacher preparation according to the requirements of the knowledge economy*. Retrieved from www.alfatehmag.uodiyala.edu.iq

Nichols, M. (2003). A theory e-learning. *Educational Technology and Society, 6*(2), 1-10.

Odeh, A. (2010). *Measurement and evaluation in the teaching process* (4th floor). Irbid: Dar Al-Amal for Publishing and Distribution.

Professional Standards accreditation teacher preparation institution. (2008). Retrieved from www.nacate.org

Saadat, K. I. (....) *The possibility of using distance education in the programs of the College of Applied Studies and Community Service, King Faisal University in Al-Ahsa*. An exploratory study, Damascus University Journal.

Salem, A. (2004). *E-Learning Technology* (1st ed.). Al-Rushd Library, Riyadh.

Zaitoun, H. H. (2005). *A New Vision of E-Learning - Concept - Issues - Application – Evaluation* (1st ed.). Al Sawlatia House for Education, Riyadh.

**Website:**

http://www.eurod1.org/materials/briefs/2008/Rolfe,Bently,milnesunlingGBA.html

https://shms.aslauthoring/20378crederedmarchg.2017nudalymi