

Determining The E-Learning Implementation Gap According to The Standards of The European Association of Distance Teaching Universities: A Case Study in A Number of Public and Private Colleges in Baghdad

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Abstract: The study aims to determine the e-learning implementation gap following the standards of the European Association of Distance Teaching Universities, which are strategic management, curriculum design, academic program design, academic program delivery, staff support and student support by identifying the gap and diagnosing the strengths and weaknesses of the colleges investigated. The problem of the study was the emergence of many problems and challenges facing e-learning in higher education institutions. Therefore, the need to adopt international and approved standards to work on appeared, where e-learning has become an essential part of the educational process and inherent in traditional education even after the demise of the Corona pandemic. The *case study method* was adopted to achieve the objectives of the study and to reach the required scientific facts, as well as the use of the checklist as a tool for collecting data and information. The study cases were a number of public and private colleges investigated in Baghdad, namely (College of Administration and Economics - Baghdad University, College of Administration and Economics - Al-Mustansiriya University, Al-Esraa University College and College of Administration and Economics - Uruk National University). The results showed that the College of Administration and Economics, University of Baghdad ranked first in terms of the percentage of implementation, followed by the College of Administration and Economics, Al-Mustansiriya University, and then the Al-Esraa University College, which amounted to (69%, 64%, 61%) respectively, but this showed the opposite in the College of Administration and Economics, University of Uruk, with a large gap in implementation that amounted to (81%). The study concluded with a number of recommendations. The most prominent of which was the interest in spreading the culture of e-learning in higher education institutions through conferences or workshops that are held face to face or electronically for the purpose of conferencing and to increase awareness and interest in it as it has become an integral part of the educational process and cannot be dispensed with at present and in the future.

Keywords: E-learning, European Association of Distance Teaching Universities, Quality Assessment for E-learning, Academic program.

1. Introduction

The rapid growth and development taking place in the countries of the world has led to an increase in the intensity of competition in all fields, especially the field of education and learning, since higher education institutions are considered among the main pillars in the countries of the world, which caused an increase in interest in them and their outputs, which are relied upon in producing efficient staffs with a high degree of knowledge and skill in all technical, professional and academic disciplines. Digital platforms are currently important because they simplify the teaching and learning process and make it more flexible, as well as they improve and develop knowledge, interactive learning, scientific and personal skills, and facilitate the materials for students and teachers using the Internet, technology and interactive communication, and this is known as "distance teaching." Therefore, we should focus on the field of education and strive to keep the educational organizations working on to the fullest in all circumstances, such as what the world has recently been exposed to of the Corona pandemic, which led to the tendency of universities to use several other alternatives, including e-learning, to continue the process of education, training and development in higher education institutions and to work to implement it by providing a virtual environment that helps the user achieve his goals, which led to the emergence of some difficulties, including the formulation of procedures that guarantee the best outputs compared to sober and accredited international universities. Accordingly, there was a need to use standards for the quality of e-learning, which led to the emergence of many organizations and bodies that have submitted multiple models of e-learning quality standards, including the European Association of Distance Teaching Universities (EADTU). In order to grant recognition by identifying the actual reality of e-learning in higher education institutions according to the standards of the European Association of Distance Teaching Universities (electronic excellence), so there is a need for e-learning in Iraqi higher education institutions and attention should be paid to its quality as it is an essential element for its success under current and future conditions, A study

(Ossiannilsson&Landgren, 2011) conducted at the Swedish university of Lund indicated that there is a conceptual framework for e-learning that depends on a set of critical success factors, which can be used as a basis for e-learning in the future and as an inspiration for the development, implementation, evaluation and comprehension of e-learning. Some different aspects of all levels of administration and services in the field of e-learning in higher education, also, should be included. Another study (Ossiannilsson, 2012), which was conducted in five European universities, showed that benchmarking is a powerful tool to support the improvement of governance and management in higher education, in line with national and international quality agencies. The tool can improve quality in teaching and learning. In addition, it has demonstrated critical success issues for e-learning. The study (Kear& Williams, 2013) provided a guide that included comprehensive materials on open educational resources, as well as it simplified the language so that the guide is more accessible, provided a list of terms, and placed a stronger focus on the role of university libraries, especially digital libraries. Another study (Blicek et al., 2018) was conducted in Flanders, Belgium, which examined the standards of the European Association of Distance Teaching Universities. It concluded that all success factors are important to take into account, as transparency applies to all areas of education. The quality of either flexibility and accessibility throughout the program and customized learning activities related to interaction, customization and productivity are important to the target group. This study also helped practitioners from (adult education) and (higher education) to prioritize indicators in the current models that are most important for adult students. This study is considered Suitable for directing internal quality improvement for online and blended learning. The correlation between success factors and indicators allows assessment of whether the quality of online and blended learning meets students' needs for participation. The correlation between indicators and quality dimensions allows practitioners to prioritize improvements in the organization to achieve the vision of online and blended learning. The study (Abdul Rahman, 2019) presented a proposed vision for qualifying the teacher to work in virtual secondary schools in the light of the teacher accreditation standards in the Arab Republic of Egypt, by taking advantage of the teacher accreditation standards for virtual schools in the United States of America and the United Kingdom. This proposed vision clarified the requirements for qualification the virtual secondary school teacher, which deals with the possibility of establishing a system for a secondary education teacher qualification program in light of virtual education in the Arab Republic of Egypt, and the second about the possibility of implementing the proposed system according to societal conditions.

Therefore, the current study aims to determine the size of the gap in the public and private colleges investigated in Baghdad (College of Administration and Economics - University of Baghdad, College of Administration and Economics - Al-Mustansiriyah University, Al-Esraa University College, College of Administration and Economics - Uruk National University) between the actual reality and the standards of the European Association of Distance Teaching Universities, as well as diagnosing its strengths and weaknesses.

2.Literature review

2.1. E-Learning

In this digital age, e-learning has become more applicable and accessible. It can be considered a natural development of distance learning, where modern technology has been used to develop and adapt the framework of the educational tool to shape education (Bezhovski&Poorani, 2016). E-learning has passed through three generations, starting in the early eighties of the last century, and reaching its current form now. The first generation (1984-1993) (one-way learning). E-learning in that period relied on operating systems such as windows as a major tool for the development of education, where the educational content during this period was on CDs (Montebello, 2018). The second generation (1993-2000) (interactive learning) benefited from the emergence and use of the World Wide Web (Internet) as well as developments in the transmission of electronic content and in the process of interaction and communication between students and teachers and among students themselves since the communication process developed from being an individual to a group in which a number of students participate with the teacher (Miranda, et al., 2014). The third generation appeared (from 2001 onwards) (the e-learning generation/ comprehensive learning method) with the development of web site design on the World Wide Web. Meanwhile, the concepts of electronic commerce and electronic security appeared and the management of the educational process became online, which led to opening the way for this generation to develop and create a virtual environment for learning similar to the traditional environment in terms of providing services for administrative and academic learners (Zhang, 2013). the term E-learning is one of the contemporary and modern terms that have witnessed a wide development and spread in the world due to the use of the Internet in various aspects of life, which helped its spread, which is defined as “The use of electronic technologies to create educational experiences” (Horton, 2011:1). So it is an educational system in which the teacher and learner are separated through physical distance, but because of the means and tools available to them provided by technology, they are considered to be linked together (Somayeh, et al., 2016). Therefore, it includes activities that include computers and interactive networks simultaneously, since it is not required that the computer be the central

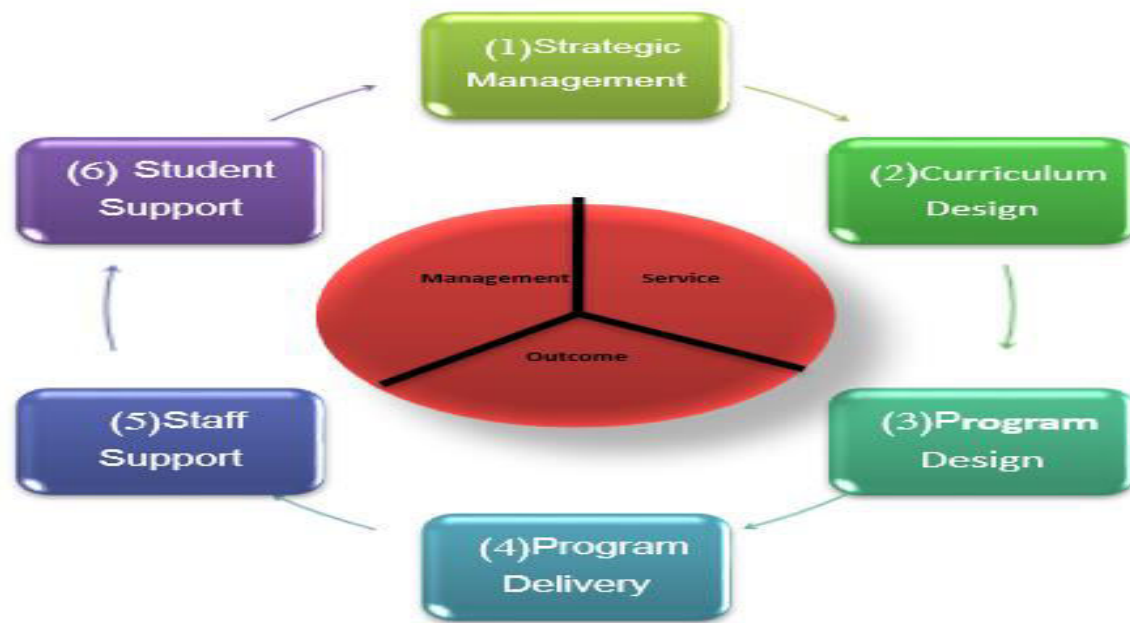
element in the activity or provide educational content. However, the computer and the network participate greatly in the learning activity (**Tsai & Machado, 2002**). So it is a way to improve the quality of higher education by giving increased flexibility in the learning experience for students, and also enhances access to information resources for the largest number of them, and aims to give the learner the right to choose his own way of learning by involving him in the various resources provided by the e-learning platform and facilitating access to resources via the internet at any time or place (**Gowad&Totala, 2017**).

2.2. Standards of the European Association of Distance Teaching Universities

The main activities of the European Association of Distance Teaching Universities are related to enabling universities in their transition to online/blended learning that focuses on students, where education is organized through inclusive structures and methods, and higher education is transferred to students when and where they need it during all stages of life. Of these activities is strengthening quality assurance and accreditation, opening up horizons for education through open educational resources (OERs) and (MOOCs) and continuing education. In the e-excellence project, EADTU leads a European movement on quality assurance in e-learning, and in a more precise sense, building an e-learning performance measurement community of specialized employees. EADTU focuses on gradually improving four priority elements of higher education: accessibility, flexibility, interaction and customization (**Ossiannilsson&Landgren, 2012: 45**). The E-Learning Development Authority launched the Excellence Project (2004) as a part of the e-learning program on behalf of Its members who indicated that the specific e-learning standards do not exist in the current quality assurance systems applied in Europe, so the excellence tool was developed in cooperation with the Association European Universities (EUA), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the European Association for Quality Assurance in Higher Education (ENQA), in order to complement the existing quality assurance systems in higher education. It included the quality standards assessment tool that developed pedagogical, regulatory and technical frameworks, with Paying special attention to accessibility, flexibility and interaction (**Ossiannilsson, 2011**).

These EU-funded projects and managed by the European Federation of Distance Learning Universities have developed a set of standards, a guide and an online self-assessment tool called a quick scan. (**Kear & et al., 2013**). The first project called (Electronic Excellence) was implemented in (2005-2006), in which a set of standards were developed along with comprehensive support resources. Quality as a performance measurement tool in e-learning was launched in 2007. It is a tool based on standards of excellence level independently of specific institutional or national systems with directions for improvement. It Supports e-learning performance improvement processes through self-assessment, on-site assessment and accreditation by integrating the tool into institutional and national policies (**Milošević & et al., 2012: 10**). During the period (2011-2012) the following e-excellence emerged, which was an update to clarify the language terminology and raising awareness of blended learning, social networks in learning, and open educational resources. The project also continued to use and disseminate the methodology. This was achieved primarily through a series of local seminars and high-quality workshops, each focused on the evaluation of e-learning in various higher education institutions. It included 33 standards for e-learning, in three main areas: management, products and support (**Kear & et al., 2013**). This version of the guide builds on previous versions and has been updated to reflect experience gained through engagement with organizations and agencies and recent developments in e-learning practice. Changes and additions to the guide were made by a group of reviewers with expertise in electronic excellence who contributed to knowledge of both practice in a range of institutions and current literature. A series of online discussion meetings allowed the group to exchange views (**Ossiannilsson, 2016**) The main objective of these standards is to provide a set of quality standards and notes for the guidelines on which to judge e-learning programs and their support systems. Therefore, the guide should be considered primarily as a reference tool for evaluating or auditing e-learning programs and the systems that support them. However, the guide must, also, be useful for employees in institutions concerned with designing, developing, teaching, evaluating, and supporting e-learning programs (**Ossiannilsson, 2016**). Therefore, the European Association of Distance Teaching Universities in the European Union has set a number of standards that cover the following areas (strategic management, curriculum design, academic program design, academic program delivery, staff support, and student support), which are shown in Figure (1).

Figure .1: European Association of Distance Teaching Universities Standards and Common Quality Areas



Therefore, these standards can be clarified as follows (**Quality Assessment for E-learning: a Benchmarking Approach, 2016**):

- **Strategic management:** The college should have understandable and integrated policies and strategies with the general strategies for its development. These policies should include all areas, whether technological infrastructure, training and development of staff and students, or with regard to the design and development of e-learning curricula, programs and implementations related to them. It is necessary to provide an integrated information management system that is safe, reliable and compatible with e-learning systems.
- **Curriculum design:** This is an important aspect of e-learning quality. Curriculum design is generally as totaled to be bound by expectations or requirements related to knowledge, skills, and curricular elements based on professional outcomes. A major challenge for institutions in designing curricula is to combine the flexibility in time and space for learners that e-learning provides without compromising skill development or the sense of academic community that has traditionally been associated with campus-based governance. Key challenges and opportunities include: modules, online assessment methods, building online academic communities, integrating knowledge and skills development, and delivering education to meet different learning needs and aspirations. Curriculum design should meet the needs of the target learner for e-learning programmes, which may vary greatly.
- **Academic program Design:** The process of designing the academic program should be carried out in a precise and rational manner. First, the need for the program is determined within the framework of the general curriculum, and then a conceptual framework is designed for it, followed by a detailed development of the program materials. Each semester should include a clear statement of the learning outcomes to be achieved upon successful completion. These outcomes are defined in terms of knowledge, skills, competencies, professional and personal development, and should include clearly documented specifications that define the relationship between learning objectives/outcomes, teaching and learning activities, and assessment methods. The program may include a mix of e-learning and face-to-face learning components and attention should be paid to appropriateness of assessment methods, levels of interaction and adequate feedback.
- **Academic program delivery:** Includes virtual learning environments, self-paced learning environments, and/or other channels such as social media through which students obtain course materials or communicate with fellow learners and staff. These systems represent a significant investment of financial and human resources in obtaining continuous support since the choice of a particular system should influence educational developments for many years, driven by both educational and technical requirements. Educational requirements include providing learning resources, online communication facilities and assessment tools. As for the technical requirements, they include standards of reliability and security. The delivery system should be reviewed and monitored to ensure that it continues to meet these needs. Effective delivery of the program also requires cooperation between the academic and operational departments of the educational institution in a way that serves

the technical infrastructure for the educational requirements of the academic community, whether students or employees.

- **Staff Support:** The goal of staff support services is to enable all college members, administrative and technical staffs to fully contribute to the development of e-learning and service delivery, and therefore the adoption of innovations from the media and from the technical arena at the institutional level will stimulate the need for specific activities to develop capabilities Employees. There is also a need to continuously disseminate good practices. Academics need special support to move from traditional face-to-face education to effective learning using an electronic environment. This support should include both educational and technical aspects without requiring academics to become ICT specialists or Media professionals. Education through e-learning should also be recognized when managing the work of employees and encouraged through career development incentives to use e-learning. It is important to meet the needs of full-time and support staff who can be employed in a number of educational and administrative roles.

- **Student support:** One of the basic elements in providing e-learning, student retention, success and satisfaction are the main objectives of educational institutions. Therefore, they develop policies and strategies for designing and providing student support services. These services provided to e-learning students should cover the educational, technical and administrative aspects that affect On the online learner, good student support services rely on adequate numbers of professional staff and provide them with specific academic knowledge responsible for providing feedback and support, and other supportive roles and services are also available.

3.Methodology

The study adopted the *case study method* to reach the required results, by addressing four study cases shown in Table.(1)

Table .1:Case Studies

College		Location	Year Founded
Public Colleges		Baghdad	
1	College of Administration and Economics - University of Baghdad		1957
2	College of Administration and Economics - Al-Mustansiriya University		1963
private colleges			
3	Isra University College		2013
4	College of Business and Economics - University of Uruk		2017

In order to obtain the data and information necessary for the purpose of completing the study, the checklist was adopted as a basic tool for data collection, as it was designed based on the standards of the European Association of Distance Teaching Universities to help diagnose the gap between the actual reality and those standards, and by adopting the seven-point Likert scale as It is shown in Table (2) according to the weights from the least weight (0) to the highest (6).

Table.2:Heptagonal scale

Scale items	Fully applied Fully documented	Fully appliedPartially documented	Fully applied undocume nted	Partially applied Fully documented	Partially appliedPartially documented	Partially Applied undocumented	Unapplied undocumented
Weights	6	5	4	3	2	1	0

The study, also, relied on the personal interviews conducted by the researchers with employees in educational institutions, and seeing the official documents and records of the selected colleges. For this, the checklist was adopted as a statistical method in finding the percentage to know the extent to which the public and private colleges surveyed in Baghdad apply to the standards of the European Association of Distance Teaching Universities as shown in the equations below:

- Equation (1) / calculating the weighted arithmetic mean = the total of (weights × frequencies) / the total of the frequencies.

- Equation (2) / Calculation of compliance percentage = weighted arithmetic mean / highest weight in the scale.
- Equation (3) / Calculating the size of the gap = 1- Compliance Percentage.

4 .Results and discussion

Table (3) shows the percentage of implementation and the size of the gap for the standards of the European Association of Distance Teaching Universities, College of Administration and Economics of University of Baghdad.

Table .3 :The percentage of the total implementation and the size of the total gap of the standards of the European Association of Distance Teaching Universities for the colleges investigated

European Association of Distance Teaching Universities for the colleges investigated						
	Topics		College of Administration and Economics, University of Baghdad	College of Administration and Economics, Al- Mustansiriya University	Al-Esraa University College	College of Administration and Economics - Uruk National University
1	Strategic management	implementation rate	%56	%52	%57	%14
2	Curriculum Design		%74	%56	%53	%24
3	Course design		%66	%66	%61	%22
4	Presentation of the course		%62	%60	%57	%24
5	Staff Support		%79	%76	%70	%15
6	Student support		%74	%73	%66	%12
Total match percentage			%69	%64	%61	%19
Total gap size			%31	%36	%39	%81

We note from Table (3) that there are differences in the implementation rate for the colleges investigated, as the College of Administration and Economics - University of Baghdad came first with a gap size of (31%) according to the Seven Likert scale, while the College of Administration and Economics / Al-Mustansiriya University came second in terms of the size of a gap of (36%), the Esraa University College got a gap (39%), and finally, the College of Administration and Economics / Uruk University came in with a gap size of (81%), which is the largest gap among the colleges studied due to the weakness that this college faces in all the axes of the association European universities for distance teaching and e-learning, so the colleges that have achieved and exceeded the cut-off threshold (College of Administration and Economics - University of Baghdad, College of Administration and Economics / Al-Mustansiriya University, Al-Esraa University College) should maintain or raise their level further by enhancing strengths and addressing Weaknesses, while (College of Administration and Economics / Uruk University), which did not reach the cut-off threshold, should diagnose weaknesses and work to address them to gradually remove them, as shown in the following table:(3)

- With regard to policies and plans, the Schools of Administration and Economics of the University of Baghdad, Al-Mustansiriya and Al-Esraa University have taken an interest in developing future policies and plans to deal with e-learning issues, as demonstrated by the fact that they have recruited a group of staff whose responsibilities have been identified in pursuing technological changes and educational practices, while we note that there is a weakness in these activities at the School of Administration and Economics of Uruk University, due to the lack of cadre in the College.
- The College of Esraa has the distinction of fully applying and documenting the field of learning analysis by having a strategy to use learning analysis by measuring, collecting, analysing and reporting on student activities. In particular, tracking their use of web pages, while the College of Administration and Economics of the University of Baghdad and College of Administration and Economics of Al-Mustansiriya University in general have a weakness in this item, and the College of Administration and Economics of Uruk do not have any strategy for using learning analyses to improve student support and no policy or code on the use of student data..
- With regard to the stereotype index, the College of Administration and Economics - University of Baghdad has had a clear and consistent policy of programme design by offering a broad curriculum to its students and making optimal use of resources, allowing students to be provided with short and flexible elements or courses

to meet their needs. This has been negatively experienced by Al-Esraa University College and the College of Administration and Economics of Uruk University by not having such policy.

- Assessment processes for students are well documented by the College of Administration and Economics - University of Baghdad, College of Administration and Economics- Al-Mustansiriya University and Al-Esraa University College, where each one is fully aware of their roles, and all participants in the assessment can apply appropriate procedures in the event of any problem that hinders the assessment process and its continuity, unlike the College of Administration and Economics at the University Uruk. Innovative assessment methods are also part of the practices of the College of Administration and Economics - University of Baghdad in evaluating students, and this is what the rest of the colleges surveyed lacked.

- Regarding the educational curriculum, most of the employees of the College of Administration and Economics - University of Baghdad, College of Administration and Economics - Al-Mustansiriya University, and Al-Esraa University College have the necessary knowledge and skills for e-learning, as well as an in-depth understanding of the relationship between educational design and e-learning activities among employees. While the College of Administration and Economics at the University of Uruk lacks that due to the existence of a program to develop the skills of employees, but there are obstacles that hinder its implementation, represented by not developing plans and thus not including it within the university's budget, which negatively affects the performance of employees in the College of Administration and Economics.

- In the College of Administration and Economics at University of Baghdad, College of Administration and Economics at Al-Mustansiriya University and College of Administration and Economics at Uruk University, there is communication between the teacher and the student using a number of synchronous and asynchronous communication methods to provide support and feedback to the students, while Al-Esraa University College suffers from limitation or absence of communication between the teaching and the student using many means of communication. However, Al-Esraa University, the Colleges of Administration and Economics at University of Baghdad and Al-Mustansiriya University has teachers who monitor the progress of students. The mutual interaction between the teacher and the student is an integral part of the educational design, as it fully supports the required interactions, whether individual or collective. However, the College of Administration and Economics, Uruk University, faces weakness and absence of previous activities, unlike the other colleges investigated.

- The e-learning elements and activities in the academic program are fit for purpose by students and external residents at the Colleges of Administration and Economics at the University of Baghdad, Al-Mustansiriya University and Al-Esraa University College, as it is of a high level by students and academics in terms of containing educational content (texts, images, video etc.) and perhaps (self) evaluation, but the College of Administration and Economics - University of Uruk lacks any of that.

- The College of Administration and Economics - University of Baghdad and College of Administration and Economics - Al-Mustansiriya University has a special team for the e-learning program and all of its members are aware of their interdependence. In this regard, Al-Esraa University College is added to them in terms of having them responsible for managing the academic program by their ability to take appropriate decisions at the right time. These colleges also have comprehensive information on the costs of managing the academic program, as the College of Administration and Economics, University of Baghdad and Al-Esraa University College provide a system that provides the necessary tools and information to monitor the making and delivery of academic programs. Yet, the College of Administration and Economics at University of Uruk, is quite the opposite.

- The Colleges of Administration and Economics at University of Baghdad, Al-Mustansiriya University and Al-Esraa University College provide the content of the course in a learner-oriented manner to develop or select e-learning resources to meet the requirements of (learners and teachers). The e-learning system meets the needs of users for easy access and high-quality interaction with educational materials. This is the weakness which The College of Administration and Economics of University of Uruk, has suffered from its. The Colleges of Administration and Economics at University of Baghdad and Al-Mustansiriya University have copyright protection and licensing arrangements, effective management and effective implementation of any restrictions on the use of third-party materials. However, it is limited at Al-Esraa University College to non-existent at the College of Administration and Economics, University of Uruk.

- The students of the Colleges of Administration and Economics of University of Baghdad, Al-Mustansiriya University and Uruk University are adequately familiarized with the academic program and study requirements through clear information available to students and other interested parties about the main aspects of each academic program, and this is what the College of Al-Esraa University lacks. Each of the Colleges of Administration and Economics of University of Baghdad and Uruk University have Institutional models for displaying information electronically or through publications available in the college, in contrast to the College of Administration and Economics of Al-Mustansiriya University and Al-Esraa University College, in which the models were limited or not sufficiently publicized.

- The daily or final assessment methods are suitable for e-learning programs at the Colleges of Administration and Economics of Baghdad University and Al-Mustansiriya University. The system was designed to do this effectively and provide feedback quickly, which has been a weakness in Al-Esraa University College

and the College of Administration and Economics of University of Baghdad. Special procedures for data protection and student privacy are, also, adopted in the Colleges of Administration and Economics, of University of Baghdad, Al-Mustansiriya and Al-Esraa University College, while the Colleges of Administration and Economics at University of Baghdad and Al-Mustansiriya University were distinguished by investing in the development of tools and techniques for online assessment, in contrast to the College of Administration and Economics of Uruk University, which does not have any of these activities.

- There is an instruction for new employees to use software and systems in the College of Administration and Economics of University of Baghdad, Al-Mustansiriya University, and Al-Esraa College through designing training programs related to identification upon appointment, and the introduction of new systems. However, the College of Administration and Economics at the University of Uruk does not care about the issue of technical training provided to employees because Its dean has no authority to address such matters.

- The College of Administration and Economics at University of Baghdad, Al-Mustansiriya University, and Al-Esraa College University provide their employees with an electronic information service. The College of Administration and Economics of University of Baghdad and Al-Esraa University College provide opportunities for teachers to provide and receive feedback on their experience in teaching e-learning programs, but the College of Administration and Economics of Al-Mustansiriya University hardly care about receiving the reactions of the teaching staff. Al-Esraa University College was distinguished from the other researched colleges by having recognized structures for disseminating the best practices in educational technologies. Finally, the Colleges of Administration and Economics of University of Baghdad, Al-Mustansiriya University, and Al-Esraa College have means to display the best practices in teaching and learning via the Internet. However, the College of Administration and Economics at the University of Uruk lacks the educational support aspect completely.

- The presence of support in the infrastructure for teachers in the ability to access online materials and administrative data and communication facilities through the college website or communication with the concerned persons in the Colleges of Administration and Economics at University of Baghdad, Al-Mustansiriya University, and in the Al-Esraa University College is very limited, while it was non-existent in the College of Administration and Economics of University of Uruk.

- The Colleges of Administration and Economics at University of Baghdad and Al-Mustansiriya University provide effective administrative support to all employees involved in the development and delivery of e-learning courses and programs, while the College of Administration and Economics at Uruk University lacks these initiatives, and this is what constituted a weakness for the College of Administration and Economics, Al-Mustansiriya University, and its absence in the College of Administration and Economics Uruk University.

- The Colleges of Administration and Economics of University of Baghdad, Al-Mustansiriya University, and Al-Esraa University College have a clear definition of the functions and scope of student support roles in all its forms. But this was not available at all for students of the College of Administration and Economics at Uruk University in terms of defining jobs and the field of student support and providing information to them.

- The Colleges of Administration and Economics, University of Baghdad, Al-Mustansiriya University, and Al-Esraa University College provide information and guidance on administrative procedures and regulations. Al-Esraa University College excelled in providing students with the ability to carry out many administrative tasks via the Internet, while the College of Administration and Economics at Uruk University lacks administrative support in its various forms .

- Students of the Colleges of Administration and Economics at the University of Baghdad and Al-Mustansiriya enjoy using the e-learning environment at any time, while the students of the College of Esraa suffer from interruptions in the Internet, while the College of Administration and Economics at the University of Uruk does not have an infrastructure to provide Internet service for the purpose of learning.

- Providing technical support services by IT specialists inside or outside the college to manage the college's systems via the Internet is the responsibility of professionals at the Colleges of Administration and Economics of University of Baghdad, Al-Mustansiriya University and Al-Esraa University College, while there are no specialized staff to provide technical support services at the College of Administration and Economics of Uruk University.

- The Colleges of Administration and Economics at University of Baghdad, Al-Mustansiriya University, and Al-Esraa University College provide guidance and information on technical issues that students may face while using e-learning programs. The Colleges of Administration and Economics at University of Baghdad and Al-Esraa University College arrange the working hours of the support service to suit the needs of students. College of Administration and Economics - Al-Mustansiriya University does not adhere to this, and this does not exist in the College of Administration and Economics - Uruk University.

- In the Colleges of Administration and Economics at University of Baghdad, Al-Mustansiriya University, and Al-Esraa University College, students are informed of the required e-learning skills before the start of the academic program, and new students are also provided with targeted support, while the College of Administration and Economics at Uruk University lacks any activities to support the development of e-learning skills for students.

- There is a description of each academic program or course in terms of learning objectives, accreditations, content, requirements, and learning and assessment methods used by the Colleges of Administration and Economics at University of Baghdad and Al-Mustansiriya University. The teachers also provide advice and advice to students about their inquiries about the academic program. The College of Administration and Economics, University of Uruk, lacks this kind of resource support.
- The Colleges of Administration and Economics at University of Baghdad, Al-Mustansiriya University, and Al-Esraa University College have a clear policy regarding the plans required for learning centers and the introduction of resources, and the presence of study centers at the College of Administration and Economics at University of Uruk.

5 .Conclusion

The standards of the European Association of Distance Learning Universities contributed to diagnosing strengths and weaknesses of the colleges surveyed according to the six axes of (strategic management, curriculum design, classroom design, classroom presentation, staff support, student support), in addition to a weakness in the colleges investigated by applying e-learning, whether using local or international standards, and the reason for this is due to the lack of financial allocations and the support of senior management. Although each of (College of Administration and Economics - University of Baghdad, College of Administration and Economics - Al-Mustansiriya University and Al-Esraa University College) provides various electronic educational services, they suffer from limitations in the documentation process that is applied in e-learning (working procedures), while (College of Administration and Economics / Uruk University) suffers from a severe weakness in the documentation process as it does not have working procedures for its e-learning management system. However, the surveyed colleges are interested in e-learning outputs (students) and following them up in the labor market, as well as conducting surveys from time to time to determine the extent of the beneficiaries' satisfaction and conducting field studies to identify employment opportunities available for e-learning outputs. This was obvious in each of (College of Administration and Economics - University of Baghdad, Al-Mustansiriya and Al-Esraa University College), while (College of Administration and Economics / Uruk University) lacked it. The surveyed colleges have employees responsible for formulating special policies and strategies concerned with all aspects of e-learning. Those employees work on integrating the special policies and strategies with the strategies and policies of the educational institution. Also, they develop and improve them periodically and continuously and apply them on the ground. Moreover, the surveyed colleges lack the adoption of the method of assignment (secondment) of employees to exchange experiences and cooperate among them. There are no apparent motives or efforts of the surveyed colleges to adopt Open Educational Resources (OER) and Massive Open Online Courses (MOOCs), which are offered free of charge and freely for use by educators and learners. The colleges investigated do not have an approved methodology for managing and analyzing risks related to third party initiatives and contingency plans to protect the interests of students. In addition to The severe centralization adopted by (College of Administration and Economics - University of Uruk) and the weak financial support that It made it the weakest among the colleges investigated, as it is considered one of the private institutions that seek to reduce operating costs and expenses as much as possible. It was found that there is a weakness in legislation and laws and an absence of support and encouragement from higher administrations that help institutions move from centralization to decentralization in each of the universities' presidency of the colleges investigated. Spreading the e-learning culture is an essential and important process to raise awareness among the employees and students of the colleges in question, in order to facilitate the implementation of local and international standards for e-learning.

Therefore, the study recommends working to spread the culture of e-learning in higher education institutions through conferences or workshops that are held face-to-face or electronically for the purpose of deliberation and to increase awareness and interest in it, since it has become an integral part of the educational process and cannot be dispensed with at present and in the future. The top management in the colleges investigated is responsible for using e-learning and providing the necessary support and financial allocations for the e-learning to continue effectively and achieve goals. This is along with adopting the method of documentation and formulating a procedure manual for each college in the field of e-learning, especially at (College of Administration and Economics, Uruk University), which suffers from a weakness in the documentation process. Furthermore, there is a necessity for training employees in the researched colleges on the implementation of e-learning for the purpose of increasing skills and enhancing their capabilities, as well as providing rewards and incentives, enhancing team spirit and teamwork, especially when conducting final assessments for students, and using software to prevent fraud, collusion or impersonation during the times of assessments for students, as well as providing privacy and security over personal data, interactions, and academic and financial factors. Here, policies and strategies that respond to the latest developments in the practice of teaching and learning from social media and OER and MOOCs should be developed for regular review and for the wide exchange of evaluations at the college and over the Internet.

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