The role of using educational platforms in achieving educational goals for high school students in chemistry from the point of view of teachers and students in light of the Corona pandemic

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Abstract:

This study aimed to determine the role that the use of educational platforms will play in achieving the educational goals of high school students in the subject of chemistry from the point of view of male and female teachers in light of the Corona pandemic from the point of view of teachers and students to achieve this, the researcher sought to answer the following questions:

1- The extent of the role played by the use of educational platforms in achieving the educational goals of high school students in the subject of chemistry from the teachers' point of view

2- The extent of the role played by the use of educational platforms in achieving the educational goals of high school students in the subject of chemistry from the teachers' point of view

To answer the study questions, a sample consisting of (25) teachers and schools and (165) male and female students were selected, requiring the achievement of the study's goal, to prepare a tool, which is a questionnaire for both teachers and students. The questionnaire for teachers consisted of (49) items and for students (45) paragraphs after making sure of The validity and reliability of the tool was applied and the result of the study was represented by several things, including the lack of strong internet, the students 'inability to open files due to the different computer systems and teachers' fear of the possibility of cheating and other matters that negatively affected the achievement of educational goals. The study included a number of statistical tables to clarify procedures The study and its results. The study concluded with a number of recommendations and proposals

Chapter One: The study problem and its importance

the study Problem

The educational modernization on a high degree of specialization in educational and educational institutions is represented in developing curricula and learning methods and trying to invest the creative energy of the learner and employing it in the scientific renaissance to keep pace with scientific and technological progress and since any update in the educational reality should be monitored to identify its achievements and its shortcomings and given what The secondary stage represents of importance for students, their parents and the educational body, considering this stage as a facade for the educational institution, so it is necessary to identify the role that the educational platform will play in these exceptional circumstances for both the teacher and the student, which targets this new experience and stand on the opinions of teachers and students for this experience. Directing an open survey questionnaire that included a number of questions that included (25) teachers and one of the chemistry teachers for high schools and (59) high school students from the distinguished students. After collecting and analyzing data, the answers of the survey sample of male and female teachers were as follows (90%) of male and female teachers find that the role of The educational platform is useless in teaching in terms of time and effort, and the ratio was (100%) of male and female teachers suffer from difficulty communicating with their students using the platforms The percentage (80%) of male and female teachers agree on the low grades of students and (100%) of the female students were facing difficulty studying in terms of time and effort, and (100%) of the female students required training More and more

(80%) of the students answered, their grade would be higher if the teaching was my presence. Based on this, teaching chemistry for the secondary stage using the educational platform faces a waste of time and effort made by both teachers and students alike, and the subjects need to explain their attendance and interaction on the part of the teacher and the student alike, as well as the expectations of most students and their teachers for a decrease in students 'understanding of the subject and to determine this problem. It was formulated with the following question:

What is the extent of the role that the use of educational platforms will play in achieving the educational goals of high school students in the subject of chemistry from the point of view of male and female teachers in light of the Corona pandemic

the importance of studying

It has been directed to update and develop school curricula, in a way that increases its scientific stability and quality on the one hand, and reduces the gap with developed countries on the other hand, as the general framework for developing the teaching of chemistry has been defined and updated using modern technical means as an educational communication method in teaching chemistry to deepen the understanding of the scientific terminology between the sender The future and the future in teaching is the learner and the learner is the main goal of the teaching and learning processes, so the educational means of communication should be effective and realizing the intellectual communication and make it able to interact with the educational learning situations and then assimilate the scientific knowledge and skills, which leads to high intellectual outputs and this accumulative knowledge repertoire. It is what unleashes thought to development, creativity and innovation, and benefits the learner to adapt to scientific and technological developments (Issa, 2006: 17)

And since the teaching of chemistry is one of the most important fields that accommodate these developments and changes resulting from the knowledge and technical progress, so it was necessary for educational and educational institutions to review their educational systems from all sides in a way that helps to face these transformations and changes so that they are taken from science and technology and the innovations they produced. Chemical is one of the main axes around which the teaching of chemistry is built with the aim of helping students acquire a scientific and technical culture that enables them to understand the mutual effects between science, technology and society and helps them to make conscious decisions in daily life and prepare the student to become a citizen able to understand modern technology and gain skill in dealing with it And developing it and harnessing it to serve the community (Al-Maqtari, 2009: 3)

This is why teaching chemical innovations is a necessity among the necessities of new scientific developments, as daily life has become more influential in scientific applications and biotechnology, which requires preparing the learner in scientific and technological preparation and to be aware of what is going on around him and to be able to control, change or adapt to these changes in his life. These developments are raised and presented in a way that gives him the opportunity to discuss, make decisions, and make appropriate judgments. Thus, education systems are competing in developed and developing countries to continuously update and develop curricula and methods of teaching them to keep pace with development and face contemporary changes and future challenges (Attia, 2008: 76)

Teaching using distance learning techniques, the most important of which is the use of the educational platform, is one of the most important acquisitions in the twenty-first century, and teaching materials in this way increases with time, but we find that students may encounter various difficulties related to students 'abilities to comprehend and the great disparity in students' levels and their ability to use technologies. The modern and uneven material capabilities that prevent keeping pace with technical progress, as the devices and tools for this type of education are expensive and thus, in the short and long term, this will affect the disparity in the absorption of the subject despite the fact that these students have the ability to absorb (Halima, 2018: 39)

Accordingly, the importance of the study can be determined as follows:

This study aims to define:

1- The extent of the role that the educational platform will play in achieving educational goals from the point of view of male and female teachers in the shadow of the Corona pandemic

2- The extent of the role that the educational platform will play in achieving educational goals from the students' point of view in the shadow of the Corona pandemic

The limits of the study

Objective boundaries, represented by:

1- Teaching chemistry for the secondary stage using the educational platform

2- The role that the educational platform will play in achieving educational goals from the point of view of male and female teachers in the shadow of the Corona pandemic

3- The role that the educational platform will play in achieving educational goals from the students 'point of view, in the shadow of the Corona pandemic

Human borders are represented by:

1- Chemistry teachers and teachers for secondary schools in the First Rusafa Education Directorate

2- Secondary school students belonging to the schools of the First Rusafa Education Directorate

Time limits: The academic year (2020-2021).

Spatial boundaries: Government day secondary schools affiliated to the General Directorates of Education in Baghdad - Rusafa I and (Baghdad College High School)

Terminology of study

1- The educational platform: it was known by:

- (Al-Anezi, 2017) is the interactive educational environment that employs web technologies that combines the advantages of electronic content management systems on the one hand and social networks (Facebook), which enables all teachers to publish lessons and achieve goals and also set duties to implement educational activities and contact learners about Through multiple technologies

(Al-Anezi, 2017: -200)

- (Mahmoud, 2016) "The latest social media network that was established with the aim of motivating, strengthening and interacting between students and teachers and to facilitate the educational process, and some see it as the new breakthrough in the educational field, while others consider it a natural development of educational technology" (Mahmoud, 2016: 18)

Procedural definition: The latest social media network that was established for the purpose of motivating, strengthening and interacting between students and teachers and to facilitate the educational process and to know its role in achieving educational goals from the point of view of teachers and students, by answering a questionnaire prepared for this purpose by the researcher

- The educational goal: each of (Abd al-Salam, Mustafa, 2013) defined it as

"It is a change in behavior that we seek to achieve among students when they go through various educational experiences."

(Abd al-Salam, Mustafa, 2013: 3)

- (Faraj, 2008) "The change that is intended to occur in the behavior of the learners as a result of the educational process.

(Faraj, 2008: 103)

Procedural definition: It is the change that is intended to occur in the behavior of learners as a result of using the educational platform from the viewpoint of students and teachers

Chapter II

Theoretical framework

First: educational goals

   Practical education is the program that allows students of the Faculties of Educational Sciences to apply the specialized and educational psychological courses they have studied in realistic practical situations by applying the theories and principles that they studied and providing them with the opportunity to develop their teaching skills through the goals set under the supervision of a specialized technician (Al-Gharibi and Haya) , 2013: 1), since the launch of educational work is one of the goals that all educational institutions seek to achieve, either in a total or partial form, either directly or indirectly, and the reason is the importance of education and its role in the progress of nations and peoples in general. (Bahri, 1985: 23), and for the educational process to become an organized and successful scientific work, it must be directed towards achieving goals and objectives that are limited and acceptable and without any doubt that everyone has a goal or scissors that he wants to achieve in this life, and every human behavior has a specific goal. Going to achieve it or an end and what increases the success of the individual in order to reach his goal is the clarity of this goal, and in the field of education, this matter is considered extremely important in the various levels of the educational process, (Al-Azzawi, 2002: 47).

    The remote goals related to the renaissance of man and society need a definition and detail of the goals, their functions, and the duties that follow them according to the characteristics that prevail in society, its culture, problems, capabilities, and requirements that it passes through, and the goals are related to the individual's position in this existence and his positions in this life and to organize this society with its basic principles and goals. (Bahri, 1985: 23).

The importance of educational goals is summarized in the following:

1- Helping the teacher choose the appropriate educational materials and how to evaluate them.

2- In helping those responsible in education to know the extent to which the educational process is successful.

3- To assist the learner in organizing efforts and activities in order to complete the plans set for the education process

(The Resourceful, 2007: 80)

4- In drawing up an educational policy and setting long, medium and short term plans.

5- In citizen building and in order to properly raise it.

6- To coordinate the efforts of the departments of educational institutions in terms of having goals for the curricula, for educational planning, for examinations, and for guidance. (Al-Tamimi, 2009: 32)

General sources Derivation of educational objectives: -

1- The nature of the subject and its data: -

The course material for many curricula is considered a basic source for achieving the educational goals, so the derivation of these goals depends mainly on the analysis of these materials and standing on their nature in order to verify and make sure that the students receive the knowledge that the school material is used to serve the teaching process and not vice versa

(Al-Azzawi, 2002: 51)

2- Society Philosophy: -

It is known that each society has its own customs, traditions, and values that distinguish it from other societies, and it is a philosophical framework that directs society and controls its way of life, such as authoritarian or democratic politically, and capitalism economically or through Islam as a balanced system.

3- Local life and environment: -

In order for educational institutions to succeed in achieving their goals, the educational goals set for them must take into account the environmental conditions in them so that the interaction is positive between the two, (Al-Haila, 2007: 73)

3- The needs of the learners: -

The educational goals are used mainly to satisfy the learners' needs, which teachers work to achieve, which are the needs, abilities, preparations, tendencies, interests, and learning styles, and which represent important sources for educational goals (Al-Hawamdeh, 2008: 79),

5- Scientific and technical development: -

There is no institution that cannot be changed or remains forever unchanged, and educational institutions are made and invented by man, so they grow in the direction of development in order to meet the challenges, and therefore educational goals must keep pace with scientific and technical development (Al-Azzawi, 2002: 51)

6- Analysis of educational tasks: -

After completing the process of analyzing the educational tasks of the topic or completing the analysis of professional skills and also analyzing the educational content, the educational goals are derived because this analysis gives us accurate knowledge of the topic, and sub-procedural steps that include a skill, after which the sequence of its completion is known, and these steps are considered educational goals expected from the learner Achieved at the end of learning. (The Resourceful, 2007: 73)

7- State policy and culture: -

Educational goals often stem from the state's policy, culture, philosophy and standards, and since it is difficult or impossible to design the educational material to achieve all the general educational goals, it is up to the educational institution to develop special goals in order to emanate from the state's philosophy. The Public (The Resourceful, 2007: 73)

Second: the educational platform

History of the emergence of e-learning and the educational platform: In recent years, a huge revolution has appeared in educational computer applications, and the uses of computers and the global information network (the Internet) in the field of learning are still increasing day by day. Distance education is that the increasing demand for university education at a time when the phenomenon of expansion has become in university education among the priorities of developed countries, and therefore it employs and invests digital technology data and invests these data, which is what we can call the digital divide in university education, and from the concepts of e-learning virtual schools E-learning, electronic classes, and the electronic educational platform (Saleh, 2008: 31)

The social network Edmodo is an advanced technological program that serves all segments of society, so educators rely on it because it makes education easy and effective, and students consider it a new way to express themselves, and administrators in educational and government institutions benefit from it, as it enables parents, educators and students to have safe and effective communication and promotes teamwork This improves learning outcomes as it is used in training to advance professional development and increase performance. One of the applied methods in which technology has played a major role in solving its problem is the inverted separation to erase the gap between the theoretical study of science and its practical side to move towards a knowledge economy society.

The importance of the Edmodo electronic educational platforms in teaching and learning is due to the services it provides to the learner and teachers, the most important of which is that it combines social networks to help them exchange views and ideas and enables the teacher to create virtual classes to conduct dialogues in specialized groups as well as it provides a library It contains digital resources for learning and helps to prepare question banks. These programs enjoy easy downloading to smartphones and encourage communication between teachers, students and students from different parts of the world (Al-Anizi, 2017: 199-200)

Electronic educational platforms systems: - The electronic educational platforms represent a variety of second generation web applications, which provide multiple methods of learning through the Internet and through which the study is synchronous or asynchronous (Carcia, 2006: 30)

The electronic educational platforms can constitute an information system that schools, universities and institutions can use in the educational process, whether through the Internet, is complete or through its integration with the traditional method of education and thus can represent the following electronic educational platform: -

Content Management System: This system guarantees the access of educational resources to students

Education Management System: This will facilitate the use of the available elements in the learning process

Computer-aided collaborative learning system: This helps facilitate the use of teaching strategies

Building a virtual community of students, teachers, and professors using knowledge management strategies (Patricia, et al. 2009) 22:

The electronic educational platforms are also an interactive educational environment that employs web technology and integrates the advantages of electronic content management systems with various communication networks and applications and enables professors to publish lectures and objectives, set exercises, trainings and various educational activities and communicate with students through many techniques, as they help to exchange ideas between professors And students and the sharing of educational content, which leads to obtaining high-quality educational outcomes (Al-Sayed, 2017: 18)

Characteristics of e-learning platforms: - The e-learning platform is a system designed to create a virtual learning environment through which training courses can be provided, administered, monitored, and accessed a series of options and facilities. It is an integrated set of interactive services and has many characteristics:

1- Content management: - The tools used by the educational platform allow access to electronic educational content, whether purchased commercially or added by users, and thus teachers, university professors and trainers can create educational materials and courses, store them and re-employ them with access to this content through the Internet

2- Curriculum planning: as the platform provides the tools and storage capacity necessary to evaluate and support lessons or lectures and draw up a plan for the learning process.

3- Communication: - Educational platforms facilitate the communication process, as the various tools integrated into their system provide the communication process via e-mail, discussion forums, bulletin boards and blogs.

4- Administration: - The educational platforms system includes a system for teaching and learning management through which the progress of students, users and trainees is tracked through assessment tests. It is also possible to know a set of information about students such as their attendance dates and timetables and see their electronic portfolio.

(Thomson, 2010: 42)

Benefits of electronic educational platforms: - Educational platforms are considered at the beginning of technologies for the second generation of the web and are witnessing an increasing demand in their employment by faculty members due to the vitality and benefit they add to the education process (Yagci, 2015: 31)

Students can access educational resources at any time and from anywhere. They can also store their electronic works and notes and refer to them when needed. The electronic educational platforms take into account individual differences and learners 'personal needs and allow students to exchange information and discussions with other users through the platform's discussion forums. Teachers can Or teachers create or share educational materials via the Internet and print or use them with the interactive whiteboard. The platform also facilitates the process of evaluating students 'performance through it and enables teachers to monitor the collective or individual work of students. They can also share lectures and courses with other colleagues.

Obstacles to using electronic educational platforms: - Despite the advantages of electronic platforms, there are educators who believe that the platform may lead to: -

1- Exposing students' information to internet piracy and misuse

2- The possibility of disconnection from the Internet, which constitutes an obstacle to communication and continuous interaction between professors and students

3- The lack of confidence of some teachers and educators in e-learning and the quality of its outputs

(Master, 2017: 40)

Chapter III

Research methodology and procedures

This chapter deals with several steps that can be summarized in the following way

1- Research Methodology

The researcher adopted the descriptive approach to achieve the goals of scientific research used in the psychological and educational sciences, which is based on a set of integrated research procedures to describe a phenomenon dependent on data collection, processing, classification and analysis Adequate and accurate analysis to extract the indications to reach generalizations about that phenomenon

(Al-Zwaini 2014: 5)

2- Research Procedures:

A- The research community: It is all the units of the studied phenomenon or its vocabulary, or it is all individuals who carry the characteristics of the phenomenon that are within the reach of study and research (Daoud, 1990: 66)

The current research community includes the following:

1- Day schools in the first and second Rusafa education directorates and Baghdad College

2- The community of male and female teachers, and their number reached (40) male and female teachers

3- The student community, whose number reached (365) male and female students

B- Research sample:

It is a partial group of the research community and is best represented by the community members, so that the results of that sample can be generalized to the entire community (Al-Nabhan, 2011: 92) and the current research sample includes:

The exploratory sample:

1- The male and female teachers sample amounted to (25) male and female teachers, which constituted a percentage of (62.5) of the original community of male and female teachers

2- The student sample: The number of members of the exploratory sample of the female students of the Al-Mutamayazat High School reached (65) female students, who constituted a percentage of (17%) of the original community of students. Table No. (1) which shows the numbers of the exploratory sample for both teachers and students

Table No. (A) preparing the exploratory sample for the teaching staff and students

ratio	Exploratory sample	total	Type
26.5	25	40	The teaching staff
17.8	65	365	Students

The basic (applied) sample:

1- Teaching sample: the researcher adopted the same members of the exploratory sample due to the lack of teaching staff in the study population

2- The student sample: After determining the original community of the students, whose number is (365) male and female students, and after excluding the exploratory sample of which is (65) female students from the distinguished high school students, (300) students remained from the original community, and the researchers selected (100) students randomly, forming a percentage A percentage (27%) of the original community, and Table (2) illustrates that

Table No. (2) illustrates the preparation of the applied sample for the teaching staff and students

ratio	Applied sample	total	Type
26.5	25	40	The teaching staff
27.3	100	365	Students

C- Search tool:

The researcher adopted the questionnaire as a tool to collect final data because of its economics in time and effort. This tool determined the nature and objectives of the research. Using an appropriate tool leads to achieving good results. In order to develop the paragraphs of the questionnaire, the two researchers did the following:

1- Personal interviews

2- Research and studies

3- Literature and books

4- Conducting an exploratory study by directing (an open questionnaire) to a sample of the teaching staff and students

High School

After that, the researcher collected the answers of the teachers and students, and from the open questionnaire, the questionnaire was prepared in its initial form, after arranging the paragraphs, excluding the similar ones, then putting them in a closed questionnaire and developing three alternatives after presenting them to the experts.

The validity of the birth:

For the purpose of verifying the authenticity of the instrument, which is the most important condition that must be present in the measuring tool, which means the quality and ability of the tool to measure what it was set for (Al-Taraihi, 2001: 72) the researcher relied on apparent validity by presenting the paragraphs of the questionnaire to the experts and their number was (6) experts In the field of educational and psychological sciences, and in light of the performance of the experts, the researcher took an agreement (80%) from the arbitrators, and the amendments referred to by the experts were made. Thus, the tool became ready in its final form as it consisted of (49) paragraphs for the teaching staff and (45) paragraphs for students for each of the teaching staff and students.

The stability of the tool

It is stability in assessing the scale for what it measures (Jaber, 1983: 216). There are many ways to find consistency. The researcher adopted the use of re-testing for the original community sample. Pearson correlation coefficient to extract the stability Table (3) shows that

Table No. (3) shows the coefficient of stability of the resolution

Stability coefficient	Sample size	Sample
%81	25	The teaching staff
%82	100	Students

Tool application: -

After verifying the validity and reliability of the tool, the researcher applied it in its final form to the basic sample consisting of (25) chemistry teachers and (100) high school students. The researcher adopted the direct distribution method.

Statistical means:

1- Pearson's correlation coefficient: The researcher used it to calculate the instrument reliability coefficient

X, y = values of the two tests

2- Fisher's coefficient (for the weighted arithmetic mean) to find out the degree of severity for each of the two paragraphs of the research tools and to know their values and the arrangement in relation to the other paragraphs for the purpose of interpreting the results

Results

$$(Fisher , 1955 , 156) \quad \frac{1 X3 T + 2X2T + 3X 1}{TOTAL\ T} = \text{Degree of sharpness}$$

V = Repeat the alternative (Strongly Agree)

T2 = Repeat alternate (agree)

T3 = Repeat the alternative (disagree)

MG = the sum of the occurrences of the three alternatives

The researcher gave each of the alternatives to each of the paragraphs the tool that the respondents chose the following weights

Three degrees for First Alternative (Strongly Agree)

Two grades for the second alternative (agree)

One degree for the third alternative (disagree)

the fourth chapter:-

Presentation and interpretation of research results:

The researcher took up

In this chapter, the results are presented and interpreted as follows:

First: Presentation of results:

Paragraphs before using the results according to statistical criteria: -

Table No. (4) represents the items before using the statistical results of the teaching staff questionnaire

Not Agree strongly	Agree	Agree strongly	item	No. of item
2	0	23	The presence of the weak and intermittent internet does not help to hold the lesson on time for the lesson	-1
1	5	19	We have not received sufficient training to use the platform	-2
4	3	18	Some topics require direct interaction in order for the student to understand them	-3
13	7	5	Scientific experiments can only be absorbed by the student inside the laboratory	-4
1	5	19	Lack of confidence in the solutions that the student sends without the help of others	-5
9	9	7	The student may rely on ready-made solutions for him and he just passes them on without understanding	-6
9	8	8	Students may suffer from the inability to open files due to different computer systems	-7
1	7	17	I don't know how well the student understands the topic without noticing his reactions	-8
1	7	17	It is not possible to ascertain the students 'attention during the lesson	-9
3	3	19	Students' access to the lesson varied due to the disruption of their internet	-10
3	5	17	My students' levels varied in their ability to use the platform, especially	-11

			middle school	
10	1	14	Using educational aids via the platform does not give me an idea of how useful it is	-12
3	10	12	The real student's level is not apparent due to the assistance he receives when answering	-13
3	4	18	The request is the mastery of the one who improves the use of electronic means of communication, not the diligent student	-14
5	7	13	My inability to correct the books prevents me from following up on the improvement of the student's level	-15
4	3	18	I do not give daily exams because I am not confident that these questions will be solved by the student himself	-16
14	3	8	He was forced to overlook some topics that need direct explanation	-17
3	7	15	I cannot trust the grades the students will get	-18
3	7	15	Student attendance cannot be controlled under the pretext of the Internet	-19
3	8	14	I think that keeping the student file sent makes it easier for him to review	-20
3	11	11	Resorting to videos requires a skill that I have not been trained in	-21
5	7	13	Designing the platform in the current way makes communication with students difficult	-22
7	7	11	The student cannot easily communicate with the teacher through the platform	-23
9	4	12	I do not know through the platform the students' enthusiasm for the lesson	-24
8	6	11	Little participation gives vulnerable students an opportunity from excessive neglect	-25
10	6	9	It took me a long time to prepare and prepare for the lesson	-26
4	6	15	Delayed return to the lesson after the internet cut off	-27
7	8	10	Students' ideas are dispersed due to the interruption of the lesson when the internet is cut off	-28
3	9	13	Students need training in order to solve the questions	-29
2	11	12	Only classroom activities can be relied upon, as education is through the platform	-30
2	11	12	It is not possible to reach the level that I aspire to, because teaching is conducted according to a specific mechanism	-31
10	7	8	Calling for a test for students at the beginning of next year as a condition if the Corona pandemic ends	-32
16	5	9	One lesson does not take long to complete	-33
12	4	9	Focus on topics that are suitable for teaching in the platform	-34
3	9	13	The educational platform and all means of distance learning are only useful for blended education and not for permanent education	-35
4	7	14	I take care not to include the lesson in abstract terms that need to be explained in attendance	-36
5	7	13	A scientific subject, such as chemistry, needs the student to do the	-37

			experiment by himself and not on the platform	
12	5	8	There are no alternative solutions at the present time, except through the platform	-38
13	4	8	In my opinion, the platform was not designed for middle school students	-39
5	8	12	The platform takes into account the individual differences of students, as the material is linked in more than one way	-40
13	5	7	Teaching in this way helps you finish the course quickly without delay	-41
6	7	12	The lack of courses that focus on students' mastery of using the platform	-42
5	12	8	The move to teaching on the platform was done without prior preparation	-43
5	11	9	Assigning the platform courses to computer teachers is useless, as they are also not used to teaching in this way	-44
17	6	12	The success of this experiment requires a lot of efforts and cooperation between the chemistry teacher and the parents	-45
9	7	9	I feel that I will not dispense with the platform as an important method in education, even after Corona ends	-46
11	3	11	Be able to share educational materials online, print or use them	-47
7	11	7	I can share lectures and courses with other colleagues	-48
13	6	6	Great effort is required to suit the lesson to the students' level	-49

Table No. (5) shows the paragraphs after using the statistical results of the teaching staff

Degree of sharpness	No. of repeat	items	No. of level	No. of item
2.84	71	The presence of the weak and intermittent internet does not help to hold the lesson on time for the lesson	1	1
2.72	68	We have not received sufficient training to use the platform	2	2
2.64	66	I don't know how well the student understands the topic without noticing his reactions	8	3
2.64	66	It is not possible to ascertain the students 'attention during the lesson	9	4
2.46	66	Students' access to the lesson varied due to the disruption of their internet	10	5
2.6	65	Lack of confidence in the solutions that the student sends without the help of others	5	6
2.6	65	The request is the mastery of the one who improves the use of electronic means of communication, not the diligent student	14	7
2.56	64	Some topics require direct interaction in order for the student to understand them	3	8
2.56	64	My students' levels varied in their ability to use the platform, especially middle school	11	9
2.52	63	Using educational aids via the platform does not give me an idea of how useful it is	12	10
2.48	62	I cannot trust the grades the students will get	18	11
2.44	61	Great effort is required to suit the lesson to the students' level	48	12
2.44	61	The real student's level is not apparent due to the assistance he receives when answering	13	13

2.44	61	Student attendance cannot be controlled under the pretext of the Internet	19	14
2.44	61	I think that keeping the student file sent makes it easier for him to review	20	15
2.4	60	Delayed return to the lesson after the internet cut off	27	16
2.4	60	Students need training in order to solve the questions	29	17
2.4	60	Only classroom activities can be relied upon, as education is through the platform	30	18
2.4	60	Poor communication between the school and parents of vulnerable students	35	19
2.36	59	Be able to share educational materials online, print or use them	47	20
2.36	59	My inability to correct the books prevents me from following up on the improvement of the student's level	15	21
2.36	59	Resorting to videos requires a skill that I have not been trained in	21	22
2.36	59	Designing the platform in the current way makes communication with students difficult	22	23
2.32	58	I take care not to include the lesson in abstract terms that need to be explained in attendance	36	24
2.22	57	There are no alternative solutions at the present time, except through the platform	38	25
2.24	56	Teaching in this way helps you finish the course quickly without delay	41	26
2.2	55	The success of this experiment requires a lot of efforts and cooperation between the chemistry teacher and the parents	45	27
2.16	54	It is not possible to reach the level that I aspire to, because teaching is conducted according to a specific mechanism	31	28
2.12	53	I do not know through the platform the students' enthusiasm for the lesson	24	29
2.12	53	Students' ideas are dispersed due to the interruption of the lesson when the internet is cut off	28	30
2.12	53	Little participation gives vulnerable students an opportunity from excessive neglect	25	31
2	50	Assigning the platform courses to computer teachers is useless, as they are also not used to teaching in this way	44	32
2	50	I feel that I will not dispense with the platform as an important method in education, even after Corona ends	46	33
2	50	I do not give daily exams because I am not confident that these questions will be solved by the student himself	16	34
1.96	49	Focus on topics that are suitable for teaching in the platform	34	35
1.96	49	Students may suffer from the inability to open files due to different computer systems	7	36
1.92	48	The student may rely on ready-made solutions for him and he just passes them on without understanding	6	37
1.88	47	Calling for a test for students at the beginning of next year as a condition if the Corona pandemic ends	32	38
1.88	47	One lesson does not take long to complete	33	39
1.88	47	A scientific subject, such as chemistry, needs the student to do the experiment by himself and not on the platform	37	40
1.84	46	Students need training in order to solve the questions	29	41
1.8	44	In my opinion, the platform was not designed for middle school students	39	42
1.8	44	The platform takes into account the individual differences of students, as the material is linked in more than one way	40	43

1.8	44	He was forced to overlook some topics that need direct explanation	17	44
1.72	43	Great effort is required to suit the lesson to the students' level	49	45
1.69	42	Scientific experiments can only be absorbed by the student inside the laboratory	4	46
1.69	42	The lack of courses that focus on students' mastery of using the platform	42	47
1.69	42	The move to teaching on the platform was done without prior preparation	43	48
1.69	42	It took me a long time to prepare and prepare for the lesson	26	49

Table No. (6) shows the paragraphs before using statistical methods for students

Not Agree strongly	Agree	Agree strongly	item	No. of item
23	41	36	The presence of the weak and intermittent internet does not help to hold the lesson on time for the lesson	-1
26	32	24	We have not received sufficient training to use the platform	-2
23	42	35	I suffer from a fluctuation in my understanding of the topics due to the lack of practicality	-3
4	25	71	Scientific experiments can only be absorbed inside the laboratory	-4
23	49	28	Had to hire Pauli Emery to help me learn the platform	-5
14	24	62	I rely on only ready-made solutions that I transfer without understanding	-6
4	13	83	I suffer from inability to open files due to different computer systems	-7
14	21	65	I suffer from the teacher not knowing my true level	-8
17	19	64	I suffer from lack of attention due to lack of interaction with class	-9
6	20	74	I have difficulty entering the lesson due to the internet interruption	-10
10	2	88	My colleagues have varied levels of ability to use the platform	-11
6	28	66	The use of educational aids on the platform, I find it unclear	-12
12	16	72	I find a lot of help so I don't need to think of a solution	-13
12	31	57	The skilled person in the course is the one who is good at using electronic means of communication, not the diligent person	-14
5	30	65	The teachers send in a lot of files which makes it confusing	-15
5	30	65	The lack of daily exams reduces my motivation to pursue the lesson	-16
3	28	69	He was forced to overlook some topics that I do not understand	-17
5	24	71	Some topics need direct interaction in order to understand them	-18
8	19	73	Attending the lesson depends on the presence of the internet	-19
42	27	57	I think that the retention of the file sent with me makes it easy to review	-20
6	27	67	Some of the submitted videos are not clear	-21
9	30	61	Designing the platform in the current way makes communication with teachers difficult	-22
10	27	63	I do not feel the atmosphere of the lesson being far from my colleagues and my teacher	-23
13	35	52	The teacher does not know through the platform my interest in the lesson	-24
21	22	57	Not seeing our teacher gives an opportunity to weak students from excessive neglect	25

9	23	68	It took me a long time to memorize and prepare the lesson	26
7	35	70	I am late to return to the lesson after the internet is cut off	27
8	25	67	My thoughts are dispersed due to the interruption of the lesson when the internet is disconnected	28
15	34	51	I need training in order for them to solve the questions	29
20	39	41	I can not benefit from the activities except for the classroom, as the education is through the platform	30
23	49	28	It is not possible to reach the level that I aspire to, because teaching is conducted according to a specific mechanism	-31
23	40	37	I might find it difficult to return to school fully after Corona	-32
26	40	34	The platform restricts me to taking the time to review that the material exists	-33
9	27	64	I only focus on topics that I understand that reach me through the platform	-34
6	40	72	The educational platform and all distance learning methods are only useful for blended education and not for regular education	-35
12	34	54	I suffer from abstract terms that need to be explained in my presence	-36
10	28	75	A scientific subject like chemistry needs me to do the experiment by himself, not on the platform	-37
23	42	53	There are no alternative solutions at the present time, except through the platform	-38
10	28	75	In my opinion, the platform was not designed for middle school students	-39
12	34	52	This teaching helps me distance myself to limit the spread of disease	-40
4	19	77	Teaching in this way helps you finish the course quickly, without focusing	-41
26	40	34	The lack of courses that focus on mastering the use of the platform	-42
42	27	31	The move to teaching on the platform was done without prior preparation	-43
41	35	24	Assigning the platform courses to computer teachers is useless, as they are also not used to teaching in this way	-44
10	17	73	Through the platform, I can share with my colleagues lectures, files and assignments	-45

Table No. (7) shows the paragraphs after conducting statistics for the sample of students

Degree of sharpness	No. of repeat	items	No. of level	No. of item
2.79	279	I suffer from inability to open files due to different computer systems	7	1
2.78	278	The presence of the weak and intermittent internet does not help to hold the lesson on time for the lesson	11	2
2.73	273	Teaching in this way helps you finish the course quickly, without focusing	41	3
2.67	267	Scientific experiments can only be absorbed inside the laboratory	4	4
2.66	266	He was forced to overlook some topics that I do not understand	17	5
2.66	266	Some topics need direct interaction in order to understand them	18	6
2.66	266	The educational platform and all distance learning methods are only useful for blended education and not for regular education	35	7
2.65	265	Attending the lesson depends on the presence of the internet	19	8
2.65	265	A scientific subject like chemistry needs me to do the experiment by himself, not on the platform	37	9

2.65	265	In my opinion, the platform was not designed for middle school students	39	10
2.63	263	I am late to return to the lesson after the internet is cut off	27	11
2.63	263	Through the platform, I can share with my colleagues lectures, files and assignments	45	12
2.61	261	Some of the submitted videos are not clear	21	13
2.6	260	The use of educational aids on the platform, I find it unclear	12	14
2.6	260	I find a lot of help so I don't need to think of a solution	13	15
2.6	260	The teachers send in a lot of files which makes it confusing	15	16
2.6	260	The lack of daily exams reduces my motivation to pursue the lesson	16	17
2.59	259	It took me a long time to memorize and prepare the lesson	26	18
2.59	259	My thoughts are dispersed due to the interruption of the lesson when the internet is disconnected	28	19
2.55	255	I only focus on topics that I understand that reach me through the platform	34	20
2.53	253	I do not feel the atmosphere of the lesson being far from my colleagues and my teacher	23	21
2.52	252	Designing the platform in the current way makes communication with teachers difficult	22	22
2.52	252	This teaching helps me distance myself to limit the spread of disease	40	23
2.51	251	I suffer from the teacher not knowing my true level	8	24
2.48	248	I rely on only ready-made solutions that I transfer without understanding	6	25
2.47	247	I suffer from lack of attention due to lack of interaction with class	9	26
2.45	245	The skilled person in the course is the one who is good at using electronic means of communication, not the diligent person	14	27
2.42	242	I suffer from abstract terms that need to be explained in my presence	36	28
2.42	242	My thoughts are dispersed due to the interruption of the lesson when the internet is disconnected	38	29
2.41	241	I think that the retention of the file sent with me makes it easy to review	20	30
2.4	240	I have difficulty entering the lesson due to the internet interruption	10	31
2.36	236	Not seeing our teacher gives an opportunity to weak students from excessive neglect	25	32
2.36	236	I need training in order for them to solve the questions	29	33
2.2	220	The teacher does not know through the platform my interest in the lesson	24	34
2.21	221	I can not benefit from the activities except for the classroom, as the education is through the platform	30	35
2.16	216	I rely on only ready-made solutions that I transfer without understanding	2	36
2.14	214	I might find it difficult to return to school fully after Corona	32	37
2.13	213	My colleagues have varied levels of ability to use the platform	1	38
2.12	212	Use dictionaries to research the meanings of words	3	39
2.8	208	The lack of courses that focus on mastering the use of the platform	42	40
2.8	208	The platform restricts me to taking the time to review that the material exists	33	41
2.5	205	It is not possible to reach the level that I aspire to, because teaching is conducted according to a specific mechanism	31	42
2.5	205	Had to hire Pauli Emery to help me learn the platform	5	43
1.89	189	The move to teaching on the platform was done without prior preparation	43	44

1.83	183	Assigning the platform courses to computer teachers is useless, as they are also not used to teaching in this way	44	45

Second: Interpretation of the results

In interpreting the results, the researcher relied on a mechanism for interpreting the upper limit of results for the teaching staff questionnaire, which represented (6) paragraphs and included a weighted medium (2.84 - 2.56) and the students 'questionnaire, which included a weighted medium (2.79 - 2.65). The results, which represented (6) paragraphs for the teaching staff questionnaire, included a weighted medium (1.88 - 1.69) and the students 'questionnaire, and included a weighted medium (2.13 - 1.83)

 Paragraphs of the teaching staff questionnaire

1- The paragraphs of the upper limit of the questionnaire of the teaching staff

A- The paragraph (the presence of a weak and intermittent internet that does not help to establish the lesson at the specified time for the lesson) got the rank, the researcher attributes that to the difficulty that teachers face in achieving the objectives of the lesson due to the weakness of the Internet

B- The paragraph (We did not receive sufficient training to use the platform) got the second place. The researcher attributes the reason to the neglect of the responsible authorities to pay attention to training teachers on modern technologies and to put them in a situation that they had not previously trained in.

C- The paragraphs (I do not know the extent to which the student understands the topic without noticing his reactions) and (The students 'attention cannot be ascertained during the lesson) and (The variation in student entry to the lesson due to the interruption of their internet) were ranked third in a row and the researcher attributed the reasons to teachers' concerns. And female teachers from students' lack of understanding of the subject

D- The paragraph (lack of confidence in the solutions that the student sends, that it is without assistance from others) ranked fourth, and the researcher attributes the reason to teachers 'fears of cheating.

C- The paragraph (the request to be able is the one who improves the use of electronic means of communication and not the hard-working student) got the fifth place, and the researcher attributes the reason to the lack of knowledge of the teachers and the teachers of their real levels of students.

H- The paragraph (Some topics need direct interaction in order for the student to understand them) ranked sixth, and the researcher attributes the reason to the existence of a gap that cannot be overlooked, which is the absence of direct interaction

2- Minimum clauses: the minimum was interpreted as representing the least important paragraphs for the teaching staff in achieving educational goals

Students questionnaire paragraphs

1- Paragraphs of the upper limit

A- The paragraph (I suffer from the inability to open files due to the different computer systems) ranked first, and the researcher attributes the reason, which is the inclusion of education in the platform without coordination between the companies producing mobiles and computers is unacceptable and the founders of this type of education should not overlook this aspect

B- The paragraph (the presence of a weak and intermittent internet that does not help to hold the lesson at the time specified for the lesson) was ranked first, and the researcher attributes the neglect of this aspect by officials in this exceptional situation.

C- The paragraph (teaching in this way helps to finish the subject quickly without focusing) ranked third, and the researcher attributes that the material intensification program needs a quick review

W- The paragraph (forced to overlook some topics that I do not understand) ranked fourth, and the researchers attribute the reason to the difficulty of other subjects and the students 'sense of the accumulation of the new material during the exams.

C- The paragraph (Some topics need direct interaction in order to understand them) ranked fifth, and the researcher attributes this to the need for direct interaction so that students understand the lesson.

H- The paragraph (the educational platform and all distance learning methods that are only useful for integrated education and not for regular education) ranked sixth, and the researcher attributes this to the students' need for direct communication in order to

2- Minimum paragraphs: The paragraphs that represent the minimum were interpreted as representing the least important periods for students in achieving goals

Third: the conclusions

1- The lack of strong internet causes the effort of teachers and students alike to be wasted in achieving the objectives of the lesson

2- The lack of adequate training courses for teachers and students alike to use the platform led to difficulty in achieving many of the goals.

3- Teachers have fears about the possibility of cheating, and therefore they cannot measure the achievement of educational goals

4- Lack of knowledge of students 'actual levels affects not knowing what has been achieved of the goals

5- The possibility of making the final exam electronically for high school students. The opinion of teachers will not constitute any benefit towards knowing what goals have been achieved

6- It is not possible to measure the results of the daily examinations using the platform, so the teachers do not pay any attention to it

Fourth: Recommendations:

1- To oblige the companies responsible for the Internet networks to strengthen the broadcasts, to impose heavy fines and to follow up directly from the Ministry of Communications

2- Using strict systems to monitor students during the exam remotely

3- Conducting intensive courses for teachers to communicate with the event and training them to create appropriate and clear video clips

4- Emphasis on reconsidering the intensity of the subject, as students struggle to understand due to lack of interaction

5- Urging the students' parents to supervise their children and give them the opportunity to do their homework

6- Teachers should put the student's interest above other considerations and not send a lot of files, but stick to a specific schedule

Fifth: The Proposals

1- To withdraw from this type of teaching when the Corona pandemic ends

2- Preparing studies similar to other academic subjects

3- Exposing the role of the educational platform in achieving the goals of the elementary and other university levels

4- Researchers evaluate the role of educational platforms in achieving educational goals in other directorates of education

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