

E-learning environment in Egypt

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Abstract:

Infrastructure and Connectivity: Egypt has been making efforts to improve its digital infrastructure and expand internet connectivity across the country. Initiatives such as the National Broadband Plan aim to increase access to high-speed internet, enabling a greater number of students and educators to participate in e-learning activities. **Online Platforms and Learning Management Systems:** E-learning platforms and learning management systems (LMS) are being implemented in Egypt to facilitate remote learning. These platforms provide a central hub for accessing educational content, interactive lessons, assignments, and assessments. Some popular e-learning platforms in Egypt include Edmodo, Moodle, and Google Classroom.

Virtual Classrooms and Video Conferencing: Virtual classrooms and video conferencing tools are being utilized to replicate the traditional classroom experience in an online setting. Tools like Microsoft Teams, Zoom, and Adobe Connect enable real-time interaction between teachers and students, allowing for live lectures, discussions, and collaborative activities. **Digital Content and Educational Resources:** E-learning in Egypt involves the creation and dissemination of digital content and educational resources. Educational institutions, publishers, and organizations develop and curate online educational materials, including e-books, videos, interactive simulations, and multimedia resources. Open educational resources (OER) are also gaining popularity as freely accessible learning materials.

Government Initiatives and Policies: The Egyptian government has taken steps to promote e-learning and digital education. The Ministry of Education and Technical Education launched the "Egyptian Knowledge Bank," a digital library that provides free access to educational resources, e-books, and online courses for students and teachers across different levels of education. **Blended Learning Approaches:** Blended learning, which combines online and face-to-face instruction, is increasingly being adopted in Egypt. This approach allows students to benefit from both traditional classroom teaching and online learning

experiences. It offers flexibility and personalized learning opportunities, taking into account students' individual needs and learning styles.

Digital Skills and Teacher Training: To effectively implement e-learning, efforts are being made to enhance digital skills among educators and students. Teacher training programs focus on developing pedagogical approaches for online instruction, technical proficiency in using e-learning tools, and the ability to create engaging digital content. Students are also encouraged to develop digital literacy skills to navigate online platforms and utilize digital resources effectively. **Challenges and Considerations:** Despite the growth of e-learning, there are challenges that need to be addressed in Egypt. These include unequal access to digital devices and internet connectivity, especially in rural areas, limited digital literacy skills among some students and teachers, and the need for continuous technical support and maintenance of e-learning infrastructure.

Keywords: Government initiatives-platforms-Edraak-Curriculum Alignment-Instructional Design

Introduction:

The e-learning environment in Egypt has witnessed significant growth and development in recent years, transforming the landscape of education in the country. With advancements in technology and a push for digital transformation, e-learning has emerged as a viable and effective approach to teaching and learning. This introduction provides an overview of the e-learning environment in Egypt, highlighting key aspects and trends. Egypt, a country with a large and diverse population, has recognized the potential of e-learning to overcome challenges related to access, quality, and equity in education. The government, educational institutions, and various stakeholders have been actively working to create an enabling environment for e-learning to thrive.

One crucial aspect of the e-learning environment in Egypt is the infrastructure and connectivity. Efforts have been made to enhance internet connectivity and expand access to high-speed internet across the country. Initiatives such as the National Broadband Plan aim to bridge the digital divide and ensure that students and educators have the necessary infrastructure to engage in e-learning activities. Online platforms and learning management systems (LMS) have gained popularity in Egypt's e-learning ecosystem. These platforms serve as virtual hubs where students and teachers can access educational content, participate in interactive lessons, submit assignments, and engage in discussions. With a variety of platforms available, both commercial and open-source, educators have the flexibility to choose the most suitable tools for their teaching needs.

The integration of virtual classrooms and video conferencing tools has enabled real-time interaction between teachers and students, providing a semblance of the traditional classroom experience in a virtual setting. Through tools like Microsoft Teams, Zoom, and Adobe Connect, teachers can conduct live lectures, facilitate discussions, and foster collaborative learning. Egypt has witnessed the development and dissemination of digital content and educational resources. Educational institutions, publishers, and organizations have embraced e-learning by creating and curating a wide range of digital materials, including e-books, videos, simulations, and multimedia resources. The availability of these resources supports personalized learning experiences and caters to diverse learning styles.

The Egyptian government has played a crucial role in promoting e-learning through various initiatives and policies. The launch of the "Egyptian Knowledge Bank" by the Ministry of Education and Technical Education has provided students and teachers with free access to an extensive digital library, educational resources, and online courses, fostering a culture of digital learning. While the e-learning environment in Egypt has shown tremendous progress, challenges remain. Unequal access to digital devices and reliable internet connectivity, particularly in rural areas, poses barriers to widespread adoption of e-learning. Additionally, the development of digital skills among both teachers and students is essential to ensure effective use of e-learning tools and resources.

Despite these challenges, the e-learning environment in Egypt holds great promise for transforming education. With continued investments in infrastructure, teacher training, and equitable access to resources, e-learning has the potential to enhance educational opportunities, improve learning outcomes, and foster a more inclusive and innovative education system in Egypt.

Challenges facing the e-learning environment in Egypt.

Internet Accessibility: While internet access has improved in Egypt, there are still areas, particularly in rural regions, where reliable and high-speed internet connectivity is limited. Unequal access to the internet creates a digital divide, preventing some students from fully participating in e-learning activities.

Infrastructure and Technology: Inadequate technology infrastructure, including limited availability of devices such as computers or tablets, can hinder the implementation of e-learning. Many students do not have access to the necessary hardware or software required for effective e-learning.

Teacher Training: E-learning requires teachers to have specific skills to deliver online education effectively. However, many teachers in Egypt may not have received sufficient training in utilizing technology and digital tools for teaching purposes. The lack of teacher training can impact the quality and effectiveness of e-learning experiences.

Content Localization: While there are online platforms and resources available for e-learning, there is a need for more localized content in Arabic that aligns with the Egyptian curriculum and educational standards. The availability of relevant and culturally appropriate content can greatly enhance the e-learning experience for Egyptian students.

Student Engagement and Motivation: E-learning relies heavily on students' ability to self-motivate and stay engaged

without direct physical supervision. Some students may struggle with self-discipline, time management, and maintaining focus, which can affect their learning outcomes in an e-learning environment.

Assessment and Evaluation: Designing effective methods for assessing and evaluating student progress in an e-learning environment can be challenging. Traditional evaluation methods may not seamlessly translate into online settings, requiring innovative approaches to ensure accurate and fair assessment of students' learning achievements. **Equity and Inclusivity:** Ensuring equity and inclusivity in e-learning is crucial. Socio-economic disparities, gender inequality, and accessibility issues can impact students' ability to participate fully in online education. Efforts should be made to provide equal opportunities for all students, regardless of their background or circumstances. Addressing these challenges requires a multi-faceted approach involving government support, infrastructure development, teacher training programs, content localization efforts, and initiatives to bridge the digital divide. By addressing these challenges, Egypt can create a more inclusive and effective e-learning environment for its students.

Obstacles facing the e-learning environment in Egypt.

The e-learning environment in Egypt faces various obstacles that hinder its development and widespread adoption. Some of the key obstacles include:

Limited Infrastructure: Despite improvements, there are still challenges regarding the availability and quality of infrastructure to support e-learning. Insufficient internet connectivity, particularly in rural areas, and inadequate access to computers or devices hinder the smooth implementation of e-learning initiatives.

Digital Divide: The digital divide is a significant obstacle to e-learning in Egypt. There is a disparity in access to technology and internet connectivity between urban and rural areas, as well as among different socio-economic groups. Students from disadvantaged backgrounds may lack the necessary devices and internet access to fully participate in e-learning activities.

Teacher Readiness and Training: Many teachers may lack the necessary skills and training to effectively utilize technology and deliver online education. Teacher readiness and professional development programs for e-learning are crucial to ensure educators can adapt to new teaching methodologies and effectively engage students in virtual classrooms. **Content Localization and Quality:** While there are online resources available, there is a need for more

localized educational content that aligns with the Egyptian curriculum and educational standards. The development of high-quality, locally relevant digital content can enhance the effectiveness of e-learning and cater to the specific needs of Egyptian students.

Assessment and Evaluation: Designing appropriate assessment methods for e-learning poses a challenge. Traditional evaluation methods may not seamlessly translate into online settings. Developing reliable and valid assessment methods to accurately evaluate students' learning outcomes in virtual environments is crucial. **Student Engagement and Support:** E-learning requires students to be self-motivated, disciplined, and independent learners. However, some students may struggle with self-directed learning, lack of face-to-face interaction with teachers and peers, and reduced support systems. Ensuring student engagement, motivation, and providing adequate support are critical for successful e-learning experiences.

Regulatory and Policy Frameworks: The e-learning environment in Egypt can be influenced by regulatory and policy frameworks that may not fully support or encourage its growth. Streamlining regulations, ensuring accreditation of online programs, and addressing legal issues related to e-learning can contribute to its wider acceptance and adoption. Addressing these obstacles requires a collaborative effort between the government, educational institutions, teachers, and other stakeholders. Investments in infrastructure, teacher training programs, content development, and policies that promote equity and inclusivity can help overcome these obstacles and foster a more robust e-learning environment in Egypt.

The quality of e-learning in Egypt.

The quality of e-learning in Egypt varies across different institutions, platforms, and courses. While there are areas of strength, there are also areas that require improvement. Here are some factors that influence the quality of e-learning in Egypt: **Content Quality:** The quality of educational content in e-learning plays a crucial role in the effectiveness of online education. Well-designed, up-to-date, and engaging content that aligns with the curriculum and learning objectives enhances the learning experience. However, the availability of high-quality, localized content in Arabic specific to the Egyptian context can be a challenge.

Pedagogical Approach: The pedagogical approach adopted in e-learning influences the quality of instruction. Effective e-learning should go beyond simply delivering content online and include interactive and engaging activities that promote critical thinking, problem-solving, and active student participation. Incorporating learner-centered approaches and fostering collaboration can contribute to a higher quality of e-learning experiences. **Teacher Facilitation:** The role of teachers in e-learning is essential for providing guidance, feedback, and support to students. Well-trained and experienced teachers who effectively facilitate online discussions, provide timely feedback, and create a supportive learning environment contribute to the quality of e-learning. However, teacher training and support in e-learning methods may be lacking in some cases. **Technology Integration:** The seamless integration of technology into the e-learning process is crucial for a quality learning experience. User-friendly learning management systems, reliable video conferencing tools, and interactive learning resources are essential components. Challenges related to limited access to devices and internet connectivity can affect the quality of e-learning for some students.

Assessment and Feedback: Effective assessment methods and timely feedback are important aspects of quality e-learning. Online assessments should align with learning outcomes, be authentic, and provide meaningful feedback to students. Incorporating diverse assessment strategies, including formative and summative assessments, contributes to a comprehensive evaluation of student learning. **Support Services:** Access to support services, such as technical support, counseling, and academic guidance, enhances the quality of e-learning. Adequate student support systems contribute to student success and retention in online education. Availability of such services may vary across different e-learning platforms and institutions.

Accreditation and Quality Assurance: Ensuring the accreditation and quality assurance of e-learning programs is essential for maintaining standards and providing credibility. Establishing effective mechanisms for quality assurance, course evaluation, and accreditation can enhance the overall quality of e-learning in Egypt. While efforts have been made to improve the quality of e-learning in Egypt, there is still room for growth and development. Enhancing teacher training, promoting the creation of localized content, investing in technology infrastructure, and strengthening quality assurance mechanisms can contribute to further improving the quality of e-learning in Egypt.

Government initiatives in e-learning in Egypt.

The Egyptian government has implemented various initiatives to promote and support e-learning in the country. These initiatives aim to enhance access to quality education, improve digital literacy, and foster innovation in the e-learning sector. Here are some notable government initiatives in e-learning in Egypt:

Egypt Digital Education Platform: The Ministry of Communications and Information Technology launched the "Egypt Digital Education Platform" in 2020. The platform provides a centralized digital repository of educational content, including interactive textbooks, video lectures, and learning materials. It offers resources for students, teachers, and parents across different educational levels and subjects.

E-Learning Unit: The Ministry of Education and Technical Education established an E-Learning Unit to oversee the implementation of e-learning in Egyptian schools. The unit is responsible for developing e-learning policies, providing technical support to educational institutions, and coordinating e-learning initiatives nationwide.

Tahrir Academy: Tahrir Academy is an e-learning initiative launched by the Ministry of Youth and Sports. It provides free online courses in various subjects, including science, technology, arts, and languages. Tahrir Academy aims to expand educational opportunities for youth and improve their skills through accessible e-learning resources.

National Strategy for E-Learning: The Egyptian government has developed a National Strategy for E-Learning to guide the development and implementation of e-learning initiatives across different sectors. The strategy focuses on enhancing infrastructure, developing digital content, improving teacher training, and ensuring equitable access to e-learning resources.

Virtual Universities: The government has established virtual universities that offer online degree programs in various disciplines. For example, the Arab Academy for Science, Technology & Maritime Transport (AASTMT) offers online courses and degree programs to students in Egypt and the Arab region, fostering flexible and accessible higher education.

National E-Learning Project: The Ministry of Higher Education and Scientific Research launched the National E-Learning Project to promote e-learning in Egyptian universities. The project aims to develop a unified e-learning platform and infrastructure, facilitate the creation of digital educational content, and enhance the capacity of faculty members in utilizing e-learning technologies.

Digital Egypt Builders Initiative: The Digital Egypt Builders Initiative, launched by the Ministry of Communications and Information Technology, aims to train youth in digital skills and technologies. The initiative provides specialized e-learning programs in areas such as artificial intelligence, data science, cybersecurity, and software development, fostering innovation and entrepreneurship in the digital sector. These government initiatives reflect a commitment to leveraging technology and e-learning to improve access to education, enhance digital skills, and foster innovation in Egypt. Through these efforts, the government aims to create a more inclusive and advanced e-learning ecosystem that supports lifelong learning and prepares citizens for the digital age.

Egypt's platform for digital education in e-learning in Egypt.

Egypt has established several platforms for digital education and e-learning. These platforms provide online courses, educational resources, and digital tools to support students, teachers, and learners of all ages. Here are some prominent platforms for digital education in e-learning in Egypt: **Egypt Digital Education Platform (EDEP):** The Egypt Digital Education Platform is a comprehensive online platform launched by the Ministry of Communications and Information Technology. It offers a wide range of digital educational resources, including interactive textbooks, video lectures, e-books, and educational games. EDEP covers various subjects and educational levels, catering to students, teachers, and parents across Egypt.

Nafham: Nafham is a popular e-learning platform in Egypt that provides educational content aligned with the Egyptian curriculum. It offers video lessons, interactive exercises, and quizzes in various subjects, including mathematics, science, languages, and social studies. Nafham is accessible both through its website and mobile app. **Edraak Egypt:** Edraak Egypt is an Arabic e-learning platform that offers a diverse range of online courses in collaboration with Egyptian educational institutions and experts. It provides courses in fields such as science, technology, humanities, and business. Edraak Egypt aims to enhance access to quality education for learners in Egypt and the Arab region.

Kotobna: Kotobna is an e-learning platform that focuses on Arabic literature and encourages reading among students and book enthusiasts. It offers a collection of digital books, including novels, short stories, poetry, and educational content. Kotobna aims to promote a culture of reading and facilitate access to Arabic literature through its platform. **Egyptian Knowledge Bank**

(EKB): The Egyptian Knowledge Bank is a comprehensive digital library and e-learning platform that provides access to a wide range of academic resources, research databases, e-books, and multimedia materials. It covers various disciplines, including science, technology, engineering, medicine, and social sciences. EKB is accessible to students, researchers, and educators across Egypt.

V-Learning Platform: The V-Learning Platform is an initiative by the Ministry of Education and Technical Education to support online learning in Egyptian schools. It offers a variety of digital resources, including interactive lessons, videos, and quizzes, to supplement classroom learning. The platform aims to enhance the learning experience for students and provide teachers with additional teaching tools. These platforms contribute to the digital education landscape in Egypt by providing accessible and interactive e-learning resources. They play a significant role in expanding educational opportunities, promoting digital literacy, and supporting lifelong learning in the country.

Online platforms in e-learning in Egypt.

Egypt has witnessed the emergence of various online platforms that cater to e-learning needs across different educational levels and subjects. These platforms provide a wide range of courses, resources, and interactive tools to support online learning. Here are some notable online platforms in e-learning in Egypt: Nafham: Nafham is an Egyptian e-learning platform that offers educational videos, lessons, and exercises in Arabic. It covers subjects such as mathematics, science, social studies, languages, and more. Nafham aligns its content with the Egyptian curriculum, making it a valuable resource for students at different grade levels.

Edraak: is an Arabic e-learning platform that partners with Egyptian educational institutions to offer a variety of online courses. It provides courses in disciplines like computer science, entrepreneurship, humanities, health sciences, and many more. Edraak Egypt aims to make quality education accessible to learners in Egypt and the Arab region. Kotobna: is a digital platform that focuses on Arabic literature and encourages reading among students and book enthusiasts. It offers a collection of digital books, including novels, short stories, and poetry, with a particular emphasis on Arabic literature. Kotobna provides a user-friendly reading experience and promotes the love for Arabic literature.

Egyptian Knowledge Bank (EKB): The Egyptian Knowledge Bank is a digital library and e-learning platform that provides access to a vast array of academic resources, research papers, e-books, journals, and multimedia

materials. It covers various disciplines, including science, technology, engineering, medicine, and social sciences. EKB caters to students, researchers, and educators across Egypt. V-Learning Platform: The V-Learning Platform is an initiative by the Ministry of Education and Technical Education in Egypt. It offers online resources and interactive tools to support e-learning in Egyptian schools. The platform includes digital lessons, videos, quizzes, and supplementary materials to enhance the learning experience for students and facilitate teaching for educators.

Virtual Universities: Egypt has virtual universities that provide online degree programs and courses. These universities offer a wide range of disciplines, including business, engineering, humanities, and more. Students can pursue higher education through online platforms and earn accredited degrees from these virtual universities. These online platforms contribute to the e-learning ecosystem in Egypt, providing learners with accessible, flexible, and interactive educational resources. They play a significant role in expanding educational opportunities, supporting lifelong learning, and promoting digital literacy in the country.

E-learning at the university level in e-learning in Egypt:

E-learning at the university level in Egypt has gained significant momentum in recent years. Many universities have incorporated e-learning strategies and technologies to enhance their educational offerings and provide flexible learning opportunities for students. Here are some key aspects of e-learning at the university level in Egypt: Online Degree Programs: Universities in Egypt offer online degree programs across various disciplines, including business, engineering, computer science, humanities, and more. These programs provide students with the flexibility to study remotely while earning a recognized degree. Online degree programs often utilize a combination of video lectures, virtual classrooms, discussion forums, and online assessments.

Learning Management Systems (LMS): Universities employ learning management systems as the central platform for e-learning. These systems facilitate course delivery, content management, student-teacher interactions, and assessments. Commonly used LMS platforms in Egypt include Moodle, Blackboard, and Sakai. Virtual Classrooms and Webinars: Universities leverage virtual classrooms and web conferencing tools to conduct real-time lectures, discussions, and presentations. Platforms such as Zoom, Microsoft Teams, and

Adobe Connect are widely used for hosting online classes and webinars, allowing students and professors to interact and collaborate in a synchronous manner.

Digital Learning Resources: Universities provide access to digital learning resources, including e-books, scholarly articles, research databases, and multimedia materials through digital libraries and online repositories. These resources support research, independent study, and academic exploration. **Online Assessments and Examinations:** E-learning at the university level involves various online assessment methods, such as quizzes, assignments, and online examinations. Universities utilize secure online platforms to administer and proctor exams, ensuring the integrity of the assessment process.

Collaborative Learning and Group Projects: E-learning platforms facilitate collaboration and group work among students through discussion forums, virtual group projects, and online teamwork. Students can engage in collaborative activities, share ideas, and work together on assignments, fostering peer-to-peer learning experiences. **Support Services:** Universities provide support services to assist students in their e-learning journey. This includes technical support, academic advising, online tutoring, and counseling services, ensuring that students have access to the necessary guidance and assistance throughout their online learning experience.

Quality Assurance and Accreditation: Universities adhere to quality assurance and accreditation processes to ensure the credibility and validity of their online degree programs. Accreditation bodies such as the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) monitor and assess the quality of e-learning programs offered by universities in Egypt. E-learning at the university level in Egypt continues to evolve, driven by advancements in technology and the growing demand for flexible and accessible education. Universities are committed to providing high-quality e-learning experiences that meet the academic standards and empower students to pursue their educational goals in a digital environment.

Creating digital content in e-learning in Egypt:

Creating digital content in e-learning is a crucial aspect of providing engaging and effective educational experiences in Egypt. The development of high-quality digital content requires a combination of subject expertise, instructional design skills, multimedia production capabilities, and technical proficiency.

Curriculum Alignment: Digital content should align with the curriculum and learning objectives of the specific educational level or subject. Content creators need to ensure that the digital materials cover the required topics, follow the prescribed syllabus, and meet the learning outcomes. **Instructional Design:** Effective instructional design is essential for creating engaging and interactive digital content. Instructional designers need to employ pedagogically sound strategies, such as incorporating multimedia elements, interactive activities, assessments, and real-life examples to enhance the learning experience.

Localization: Digital content should be relevant to the Egyptian context and the needs of the target learners. Localization involves adapting the content to reflect the local culture, language, and educational standards. This includes using Arabic language materials, incorporating examples from Egyptian culture and society, and addressing specific challenges and opportunities in the Egyptian context. **Multimedia Integration:** Digital content can leverage various multimedia elements, such as videos, animations, infographics, interactive simulations, and audio recordings, to enhance engagement and understanding. Content creators need to have skills in multimedia production or collaborate with multimedia specialists to create visually appealing and interactive materials.

Accessibility and Usability: Ensuring the accessibility and usability of digital content is crucial for accommodating diverse learners. Content creators should follow accessibility guidelines to make the content usable by learners with disabilities, such as providing alternative text for images, closed captions for videos, and compatibility with screen readers.

Quality Assurance: Thorough quality assurance processes are necessary to ensure the accuracy, functionality, and usability of digital content. Content creators should conduct reviews, pilot testing, and user feedback sessions to identify and address any issues or improvements needed in the content. **Collaboration and Feedback:** Collaboration among content creators, subject matter experts, and educators is important for developing effective digital content. Continuous feedback from learners, teachers, and stakeholders can help refine and improve the content over time.

Intellectual Property Rights: Content creators need to respect intellectual property rights and ensure that they have the necessary permissions to use copyrighted materials. They should also consider open educational resources (OER) and Creative Commons licenses to encourage the sharing and reuse of

digital content. To support the creation of digital content, Egypt has also established initiatives such as the Egypt Digital Education Platform (EDEP) and the Egyptian Knowledge Bank (EKB), which provide platforms for content creators to share and distribute their materials. Overall, creating digital content in e-learning in Egypt requires a multidisciplinary approach, combining subject expertise, instructional design, multimedia production, and technological skills to develop engaging and contextually relevant educational materials.

Internet connectivity in e-learning in Egypt.

Internet connectivity is a critical factor in the success and accessibility of e-learning in Egypt. While internet infrastructure and connectivity have improved over the years, there are still challenges that need to be addressed to ensure widespread access to e-learning opportunities. **Infrastructure Development:** The Egyptian government has been investing in expanding and improving internet infrastructure across the country. Efforts have been made to enhance broadband connectivity and increase the availability of high-speed internet access in urban as well as rural areas. Initiatives such as the National Broadband Plan aim to improve internet connectivity and bridge the digital divide.

Urban-Rural Divide: Disparities in internet connectivity exist between urban and rural areas in Egypt. While urban centers generally have better access to high-speed internet, rural areas face challenges in terms of infrastructure development and connectivity. Bridging the urban-rural divide in internet access remains a priority to ensure equitable access to e-learning opportunities. **Internet Affordability:** The affordability of internet services is a significant factor in access to e-learning. The cost of internet subscriptions and data packages can pose a barrier for individuals with limited financial resources, particularly in low-income communities. Efforts to make internet services more affordable can enhance access to e-learning platforms and resources.

Digital Divide: The digital divide refers to the gap between those who have access to digital technologies and those who do not. It includes disparities related to internet connectivity, device availability, and digital literacy. Efforts to bridge the digital divide in Egypt are crucial to ensure that all segments of the population can participate in e-learning activities. **Mobile Internet Access:** Mobile internet access plays a significant role in e-learning in Egypt, given the widespread use of smartphones. Many e-learning platforms and resources are designed to be mobile-friendly, allowing learners to access educational content and participate in online

courses using their mobile devices. The availability and affordability of mobile data plans contribute to the accessibility of e-learning.

Connectivity Stability and Bandwidth: Reliable and stable internet connectivity is essential for a seamless e-learning experience. Adequate bandwidth is required for smooth video streaming, interactive activities, and real-time communication in online classes. Ensuring consistent connectivity and sufficient bandwidth capacity are important considerations for e-learning platforms and institutions. **Public Wi-Fi Initiatives:** The government and private organizations have launched initiatives to provide public Wi-Fi access in public spaces, educational institutions, and community centers. Public Wi-Fi initiatives aim to increase internet accessibility and enable learners to access e-learning resources even if they do not have personal internet connections at home. Efforts are ongoing to address internet connectivity challenges in Egypt and improve access to e-learning opportunities. By focusing on infrastructure development, affordability, bridging the digital divide, and ensuring stability and bandwidth, Egypt aims to create a more inclusive e-learning environment that benefits learners across the country.

Challenges and opportunities in e-learning in Egypt:

Challenges and opportunities coexist in the e-learning landscape in Egypt. While e-learning offers numerous advantages, it also faces certain challenges.

Challenges:

Internet Connectivity: Limited internet connectivity, particularly in rural areas, can hinder access to e-learning resources and platforms. Unequal distribution of reliable and affordable internet access remains a significant challenge. **Infrastructure Development:** Inadequate infrastructure, including insufficient bandwidth and outdated technology, can impact the quality and accessibility of e-learning. Infrastructure development efforts are required to ensure reliable and high-speed internet connectivity across the country. **Digital Divide:** The digital divide, characterized by disparities in access to technology and digital skills, can limit the participation of underserved communities in e-learning. Addressing the digital divide is essential to promote equal access and opportunities for all learners.

Technological Readiness: Limited technological readiness among educators, students, and parents can pose challenges in adopting and effectively

utilizing e-learning platforms and tools. Supporting digital literacy and providing training programs are crucial to overcome this challenge. Quality Assurance: Ensuring the quality and consistency of e-learning content and instructional design can be challenging. Developing high-quality, engaging, and interactive e-learning materials that align with curriculum standards requires ongoing effort and expertise.

Opportunities:

Access to Education: E-learning presents an opportunity to increase access to education, especially for individuals in remote areas or those facing physical limitations. It enables learners to access educational resources and courses from anywhere, promoting lifelong learning opportunities. **Flexibility and Personalization:** E-learning allows for flexible learning schedules and personalized learning experiences. Learners can progress at their own pace, revisit content as needed, and tailor their learning journey to their individual needs and preferences.

Enhanced Engagement: Interactive multimedia elements, gamification, and collaborative tools in e-learning platforms can enhance learner engagement. These features offer interactive and immersive learning experiences that promote active participation and knowledge retention. **Lifelong Learning and Professional Development:** E-learning provides opportunities for individuals to acquire new skills, pursue professional development, and engage in lifelong learning. Online courses and certifications can help individuals upskill or reskill, contributing to personal growth and career advancement.

Cost Savings: E-learning can be more cost-effective compared to traditional classroom-based education. It eliminates the need for physical infrastructure, reduces transportation costs, and provides access to a wide range of free or affordable online resources. **Innovation and Experimentation:** E-learning opens avenues for innovation in teaching and learning methodologies. Educators can explore new pedagogical approaches, leverage emerging technologies, and experiment with different instructional strategies to enhance student engagement and learning outcomes.

Collaboration and Global Connections: E-learning enables collaboration and knowledge-sharing among students and educators globally. It allows for cross-cultural interactions, fostering a sense of global citizenship and expanding learning opportunities beyond geographic boundaries. By addressing the

challenges and leveraging the opportunities, Egypt can continue to advance its e-learning ecosystem, making quality education more accessible, inclusive, and effective for learners across the country.

The future of the e-learning environment in Egypt.

The future of the e-learning environment in Egypt holds great potential for growth and transformation. As technology continues to advance and educational needs evolve, e-learning is expected to play an increasingly prominent role in the educational landscape. **Technological Advancements:** Advancements in technology, such as artificial intelligence, virtual reality, and augmented reality, are likely to have a significant impact on e-learning in Egypt. These technologies can enhance engagement, interactivity, and personalization, providing more immersive and tailored learning experiences for students.

Mobile Learning: Mobile devices are becoming more prevalent and affordable, making mobile learning a prominent trend in the future of e-learning in Egypt. Mobile-friendly platforms and applications will enable learners to access educational content and participate in online courses on their smartphones or tablets, allowing for flexible and on-the-go learning. **Blended Learning Approaches:** Blended learning, which combines online and face-to-face instruction, is expected to gain traction in Egypt's e-learning environment. The integration of digital resources and online platforms with traditional classroom settings can offer a balanced and personalized learning experience that combines the benefits of both modalities.

Data Analytics and Personalized Learning: With the increasing availability of data analytics tools, e-learning platforms in Egypt can leverage learner data to personalize instruction and support individualized learning paths. Adaptive learning systems can analyze learner performance and provide targeted recommendations, fostering personalized learning experiences. **Collaboration and Social Learning:** E-learning platforms in Egypt will continue to emphasize collaboration and social learning. Online discussion forums, virtual group projects, and interactive activities will facilitate peer-to-peer interaction, knowledge sharing, and collaborative problem-solving among learners.

Lifelong Learning and Professional Development: The future of e-learning in Egypt will likely witness a greater emphasis on lifelong learning and professional development. Online courses, micro-credentials, and continuous

learning opportunities will support individuals in acquiring new skills, adapting to changing job market demands, and pursuing professional growth. Partnerships and Collaborations: Collaboration between educational institutions, the government, private organizations, and edtech companies will be crucial for the growth and sustainability of the e-learning environment in Egypt. Partnerships can foster resource sharing, innovation, and the development of high-quality e-learning content and platforms.

Continuous Improvement and Quality Assurance: The future of e-learning in Egypt will require ongoing efforts to ensure quality assurance, pedagogical excellence, and continuous improvement. Regular evaluation, feedback loops, and professional development for educators will contribute to enhancing the overall quality of e-learning experiences. **Accessibility and Inclusion:** Egypt's e-learning environment will strive to improve accessibility and inclusion for all learners. Efforts to bridge the digital divide, address language barriers, and accommodate learners with disabilities will be important to ensure equitable access to e-learning opportunities. As Egypt embraces these trends and navigates the challenges, the future of the e-learning environment holds the potential to provide accessible, flexible, and high-quality education to learners of all ages and backgrounds across the country.

Recent studies on the e-learning environment in Egypt:

As an AI language model, I don't have real-time access to current studies. However, I can provide you with some general insights into the e-learning environment in Egypt based on studies and reports up until my last training data in September 2021. It's important to note that the field of e-learning is constantly evolving, and there may have been new studies published since then. I recommend referring to academic databases, research journals, and reputable sources for the most up-to-date studies on the e-learning environment in Egypt.

Accessibility and Equity: Studies have examined the accessibility and equity of e-learning in Egypt, particularly regarding access to technology, internet connectivity, and barriers faced by underserved communities. These studies explore strategies to bridge the digital divide and ensure equitable access to e-learning opportunities. **Pedagogical Approaches and Learning Outcomes:** Research has explored the effectiveness of different pedagogical approaches in the e-learning environment in Egypt. Studies have investigated the impact of

instructional design, interactive multimedia, and collaborative learning on student engagement, motivation, and learning outcomes.

Teacher Readiness and Professional Development: Studies have examined the readiness of teachers to adapt to e-learning and the impact of professional development programs on their ability to effectively utilize e-learning platforms and tools. These studies explore the training needs, challenges, and best practices for supporting teachers in the e-learning environment. **Student Perceptions and Satisfaction:** Research has focused on understanding student perceptions and satisfaction with e-learning in Egypt. Studies have investigated factors that influence student engagement, preferences for online learning, and the overall student experience in the e-learning environment.

Quality Assurance and Accreditation: Studies have explored quality assurance mechanisms and accreditation processes for e-learning programs in Egypt. These studies examine the evaluation frameworks, standards, and guidelines used to ensure the quality and credibility of e-learning offerings. **Technology Adoption and Infrastructure:** Research has examined the adoption of technology and the state of infrastructure in the e-learning environment in Egypt. These studies investigate the availability and utilization of learning management systems, digital resources, and the challenges related to internet connectivity and infrastructure development. It's important to conduct a comprehensive literature review and consult scholarly sources for recent studies on the e-learning environment in Egypt to stay updated with the latest research findings and insights.

The standard in the e-learning environment in Egypt.

The standard in the e-learning environment in Egypt is primarily guided by the Ministry of Education and other relevant educational bodies. These standards aim to ensure quality, effectiveness, and alignment with educational goals. While specific standards may vary, here are some common aspects that are typically considered: **Curriculum Alignment:** E-learning courses and programs should align with the national curriculum and learning objectives set by the Ministry of Education. The content should cover the required topics, follow the prescribed syllabus, and meet the learning outcomes specified for each educational level or subject.

Pedagogical Approach: E-learning in Egypt emphasizes effective pedagogical approaches that promote active learning, critical thinking, and problem-solving skills. Instructional design should be based on research-backed strategies that engage learners, foster interaction, and facilitate meaningful learning experiences. **Accessibility and Inclusion:** E-learning platforms and materials should be designed to ensure accessibility and inclusivity for all learners, including those with disabilities. This includes providing alternative text for images, closed captions for videos, and compatibility with assistive technologies.

Technology Integration: The standard in the e-learning environment involves the effective integration of technology to support learning. E-learning platforms should provide a user-friendly interface, interactive features, and multimedia resources that enhance engagement and understanding. **Assessment and Feedback:** E-learning standards encompass fair and reliable assessment methods that measure student learning outcomes. Assessments may include quizzes, assignments, projects, and online examinations. Feedback mechanisms should be in place to provide learners with timely and constructive feedback on their performance.

Quality Assurance: Quality assurance processes are essential to maintain the standard in the e-learning environment. Regular evaluations, reviews, and audits of e-learning programs and materials ensure that they meet quality standards and continuously improve. **Teacher Support and Professional Development:** E-learning standards recognize the importance of teacher support and professional development. Teachers should receive training and ongoing support to effectively use e-learning platforms, implement instructional strategies, and facilitate online discussions and collaboration. **Technical Infrastructure:** The standard in the e-learning environment also includes having a reliable technical infrastructure to support online learning. This involves providing sufficient bandwidth, stable internet connectivity, and well-maintained hardware and software resources. These standards aim to promote effective and high-quality e-learning experiences for learners in Egypt. The Ministry of Education, educational institutions, and other relevant stakeholders collaborate to establish and uphold these standards, ensuring that e-learning programs and platforms meet the educational needs of students and align with national educational goals.

Controls in the e-learning environment in Egypt.

In the e-learning environment in Egypt, there are several controls in place to ensure the safety, security, and appropriate use of online platforms and resources. These controls are implemented by educational institutions, the Ministry of Education, and other relevant entities. Here are some common controls in the e-learning environment in Egypt:

User Authentication: E-learning platforms often require user authentication to ensure that only authorized individuals can access the online resources. This typically involves usernames, passwords, or other authentication methods to verify the identity of users. **Content Filtering:** Content filtering mechanisms are implemented to prevent access to inappropriate or unauthorized content. Educational institutions may employ web filtering systems to restrict access to websites and online materials that are deemed inappropriate or unrelated to the educational context. **Privacy Protection:** Controls are in place to protect the privacy of students and ensure compliance with data protection regulations. E-learning platforms should adhere to strict privacy policies, secure storage of user data, and obtain appropriate consent for data collection and usage.

Cybersecurity Measures: To protect against cyber threats, cybersecurity measures are implemented to secure e-learning platforms and infrastructure. These measures include firewalls, encryption, intrusion detection systems, and regular security audits to identify and address vulnerabilities. **Monitoring and Reporting:** E-learning platforms may incorporate monitoring systems to track user activities, ensure compliance with usage policies, and identify any inappropriate or suspicious behavior. Monitoring may include tracking user access, participation, and interactions within the platform.

Digital Citizenship Education: Controls in the e-learning environment also involve educating students about responsible and ethical online behavior. Digital citizenship education aims to promote safe and respectful online interactions, responsible use of technology, and awareness of online risks and privacy concerns. **Teacher and Moderator Oversight:** Educators and moderators play a crucial role in overseeing the e-learning environment. They monitor discussions, provide guidance, and intervene if necessary to ensure appropriate conduct, maintain a respectful learning environment, and address any concerns or violations.

Reporting Mechanisms: Reporting mechanisms are established to allow students, parents, and educators to report any incidents of inappropriate behavior, cyberbullying, or safety concerns. These mechanisms facilitate prompt action to address issues and maintain a safe e-learning environment. It's important to note that the specific controls and their implementation may vary among educational institutions and e-learning platforms in Egypt. These controls aim to create a secure and conducive online learning environment that protects the rights and privacy of learners while promoting responsible and effective e-learning practices.

Quality in the e-learning environment in Egypt:

Ensuring quality in the e-learning environment in Egypt is of paramount importance to provide effective and impactful learning experiences for students. Quality in e-learning encompasses several aspects that contribute to the overall educational experience. Here are some key factors that contribute to quality in the e-learning environment in Egypt: **Content Quality:** High-quality e-learning content is accurate, up-to-date, and aligned with curriculum standards. It should be engaging, interactive, and designed to facilitate meaningful learning experiences. Content should be well-organized, easy to navigate, and utilize multimedia elements effectively.

Instructional Design: Effective instructional design is crucial for quality e-learning experiences. Instructional materials should be structured in a logical and coherent manner, with clear learning objectives and appropriate learning activities. The design should consider different learning styles, engage learners through interactive elements, and promote critical thinking and problem-solving skills. **Pedagogical Approaches:** Quality e-learning in Egypt involves employing pedagogical approaches that foster active learning, learner engagement, and knowledge application. Pedagogical strategies should encourage student participation, collaboration, and self-directed learning. The use of multimedia, simulations, and real-world examples can enhance the learning experience.

Qualified and Trained Educators: The expertise and proficiency of educators in the e-learning environment are vital for quality education. Qualified teachers who are knowledgeable in their subject matter and trained in e-learning methodologies can provide effective instruction, guidance, and support to learners. Ongoing professional development for educators is crucial to keep pace with advancements in technology and pedagogy. **Assessment and Feedback:**

Quality e-learning in Egypt includes robust assessment strategies that accurately measure student learning outcomes. Assessments should be varied, fair, and aligned with the learning objectives. Timely and constructive feedback should be provided to students to help them understand their progress and areas for improvement.

Technological Infrastructure: A reliable technological infrastructure is essential for quality e-learning experiences. E-learning platforms should have a user-friendly interface, provide seamless access to learning materials, and support interactive features. The platform should be stable, secure, and capable of handling a large number of users simultaneously.

Continuous Evaluation and Improvement: Quality in the e-learning environment is a continuous process that involves regular evaluation and improvement. Ongoing assessment of the effectiveness of e-learning programs, learner feedback, and data analysis can help identify areas for enhancement and ensure continuous quality improvement. **Accessibility and Inclusion:** Quality e-learning should be accessible to all learners, including those with disabilities or diverse learning needs. The e-learning environment should provide accommodations, such as alternative formats, closed captions, and assistive technologies, to ensure that learners can fully participate and benefit from the educational resources. The Ministry of Education, educational institutions, and other stakeholders in Egypt have a responsibility to establish and uphold quality standards in the e-learning environment. Collaboration, professional development, and continuous monitoring are crucial to maintaining and improving the quality of e-learning experiences in Egypt.

Successful experiences in the field of e-learning environment in Egypt:

The e-learning environment in Egypt has witnessed several successful experiences that have contributed to the advancement of online education. Here are a few notable examples:

The Egyptian Knowledge Bank (EKB): The Egyptian Knowledge Bank is a comprehensive digital platform that provides free access to a wide range of educational resources, including e-books, journals, videos, and interactive learning materials. It covers various subjects and educational levels, from primary to university education. The EKB has significantly expanded access to educational content and resources for students and educators across Egypt.

Edraak: is an Arabic-language Massive Open Online Course (MOOC) platform that offers a variety of online courses in partnership with leading universities and institutions. It provides high-quality educational content in Arabic, covering diverse subjects and catering to learners of different ages. Edraak has played a crucial role in promoting lifelong learning and professional development in Egypt.

Virtual Classrooms: Many educational institutions in Egypt have successfully implemented virtual classroom platforms, allowing students to attend live online classes and interact with teachers and peers in real-time. These virtual classrooms have provided an alternative learning environment during periods of disruption, ensuring continuity of education and enabling students to engage in interactive learning activities remotely.

Teacher Professional Development Programs: Numerous initiatives and programs have focused on training teachers to effectively utilize e-learning platforms and digital resources. These programs offer workshops, training sessions, and online courses to enhance teachers' digital skills, instructional design capabilities, and pedagogical approaches in the e-learning environment. Such efforts have contributed to improving the quality of online instruction and student engagement.

Online Exam Systems: The implementation of online exam systems has been successful in several universities and educational institutions in Egypt. These systems allow for secure online assessment, providing convenience for students and efficient grading processes for teachers. Online exam systems have proven to be effective in maintaining the integrity of assessments and facilitating remote learning during challenging circumstances.

Virtual Labs and Simulations: Virtual laboratories and simulations have been utilized in science and engineering disciplines, allowing students to conduct experiments and simulations online. These virtual environments provide hands-on learning experiences, promote inquiry-based learning, and enhance understanding of complex concepts.

Collaborative Online Projects: E-learning platforms have facilitated collaborative projects among students from different educational institutions in Egypt. These projects promote teamwork, cross-cultural understanding, and the development of critical thinking and problem-solving skills. Collaborative online projects have encouraged peer learning and created opportunities for students to engage in real-world applications of their knowledge.

These successful experiences in the e-learning environment in Egypt have demonstrated the potential and effectiveness of online education. They have provided increased access to educational resources, facilitated interactive learning experiences, and supported continuous professional development for educators. These initiatives serve as valuable models for further advancements in e-learning in Egypt and inspire future innovations in the field.

Recommendations:

Based on the challenges and opportunities present in the e-learning environment in Egypt, as well as the conclusions drawn, here are some recommendations to further enhance and improve the e-learning landscape:

Infrastructure Development: Continued investment in technology infrastructure, including internet connectivity and access to devices, is essential. Efforts should be made to expand internet coverage to remote areas and improve the reliability and speed of connections. Providing affordable access to devices such as laptops, tablets, or smartphones can also facilitate greater participation in e-learning.

Teacher Training and Support: Comprehensive training programs should be provided to teachers to enhance their digital skills, pedagogical practices, and familiarity with e-learning platforms and tools. Continuous professional development opportunities and support networks should be established to ensure teachers are equipped with the necessary knowledge and skills to deliver effective online instruction.

Content Development and Curation: Emphasis should be placed on the development and curation of high-quality, localized, and culturally relevant e-learning content. Collaborations between educators, content creators, and educational institutions can ensure the availability of diverse, engaging, and up-to-date resources that align with the curriculum and meet the needs of learners in Egypt.

Assessment and Feedback Mechanisms: Implementing effective and varied assessment strategies in the e-learning environment is crucial. Consideration should be given to formative and summative assessment methods that provide timely feedback to students, allowing them to track their progress and make necessary improvements. Online assessment systems should ensure fairness, reliability, and security.

Research and Evaluation: Encouraging research and evaluation studies in the e-learning field can provide valuable insights into effective practices, challenges, and areas for improvement. Collaborative research efforts between educational institutions, researchers, and policymakers

can inform evidence-based decision-making and promote the continuous enhancement of e-learning initiatives.

Collaboration and Partnerships: Strengthening collaboration between educational institutions, government entities, private organizations, and international partners is crucial for sharing resources, expertise, and best practices. Partnerships can facilitate the development of innovative solutions, promote knowledge exchange, and enhance the overall quality and reach of e-learning in Egypt. **Accessibility and Inclusion:** Efforts should be made to ensure that e-learning platforms, content, and resources are accessible to all learners, including those with disabilities or diverse learning needs. This includes providing alternative formats, closed captions, and assistive technologies. Inclusive design principles should be adopted to make e-learning accessible for everyone.

Learner Support Services: Establishing comprehensive learner support services, such as counseling, tutoring, and technical assistance, can enhance the overall learning experience and address the unique needs of students in the e-learning environment. Proactive measures should be taken to identify and support students who may require additional assistance or face socio-economic challenges. By implementing these recommendations, the e-learning environment in Egypt can be further strengthened and transformed into a more inclusive, accessible, and effective platform for education. It requires collaboration, investment, and a commitment to continuous improvement from all stakeholders involved.

Outcomes about the e-learning environment in Egypt

The outcomes of the e-learning environment in Egypt are multifaceted and can have a significant impact on the educational landscape of the country.

Increased Access to Education: E-learning initiatives can expand access to education, particularly in underserved areas where traditional educational infrastructure may be limited. Online platforms and resources can reach a broader range of learners, including those in remote or rural locations, thereby reducing barriers to education and promoting inclusivity. **Enhanced Learning Opportunities:** The e-learning environment provides learners with access to a wide range of educational resources, including interactive multimedia content, virtual labs, and simulations. This can enhance learning experiences by providing opportunities for active engagement, exploration, and personalized learning

pathways. Students can access up-to-date information, collaborate with peers, and develop critical skills necessary for the digital age.

Flexibility and Convenience: E-learning offers flexibility in terms of time and location. Learners can access educational materials and participate in courses at their own pace, allowing them to balance their studies with other responsibilities. This flexibility can be particularly beneficial for adult learners, working professionals, or individuals with diverse learning needs. **Lifelong Learning and Professional Development:** E-learning creates opportunities for lifelong learning and continuous professional development. Professionals can engage in online courses, webinars, and workshops to update their knowledge and acquire new skills. This contributes to professional growth, career advancement, and the overall development of a skilled workforce in Egypt.

Collaboration and Global Connections: The e-learning environment enables collaboration and knowledge exchange among learners, educators, and experts from different regions and backgrounds. Online platforms foster communication, teamwork, and cross-cultural understanding, expanding learners' perspectives and promoting global connections. **Innovation and Educational Research:** The e-learning environment encourages innovation in teaching methodologies, instructional design, and the development of educational technologies. Educators can experiment with new approaches and evaluate their effectiveness through educational research. This promotes continuous improvement and encourages the adoption of evidence-based practices.

Increased Efficiency and Cost-effectiveness: E-learning can potentially reduce costs associated with traditional educational methods, such as physical infrastructure, textbooks, and transportation. By leveraging online platforms and digital resources, educational institutions can achieve cost savings while increasing the efficiency of educational delivery. **Digital Skills Development:** Engaging in e-learning equips learners with essential digital skills, including digital literacy, information literacy, and critical thinking. These skills are increasingly important in the digital era, enabling individuals to navigate technology, evaluate information, and adapt to the changing demands of the workforce.

It's important to note that the outcomes of the e-learning environment in Egypt will depend on various factors, including the implementation strategies, infrastructure development, stakeholder collaboration, and continuous evaluation

and improvement. By leveraging the potential of e-learning, Egypt can strengthen its educational system, foster innovation, and empower learners for success in the knowledge-based economy.

Conclusion:

In conclusion, the e-learning environment in Egypt has witnessed significant progress and holds great potential for transforming the country's educational landscape. While there are challenges to overcome, such as internet connectivity, infrastructure development, and quality assurance, there are notable achievements and promising initiatives that demonstrate the commitment to advancing online education. The Egyptian government's initiatives, such as the Egyptian Knowledge Bank (EKB) and various online platforms, have significantly expanded access to educational resources and professional development opportunities for teachers. Collaborations between educational institutions, government entities, private organizations, and international partners have fostered innovation, knowledge exchange, and the sharing of best practices.

The e-learning environment in Egypt has the power to enhance access to education, provide flexible learning opportunities, promote collaboration, and foster lifelong learning. It has the potential to bridge educational gaps, reach underserved populations, and empower learners with digital skills for the future.

To further strengthen the e-learning environment, it is recommended to invest in technology infrastructure, provide comprehensive teacher training, develop high-quality localized content, and ensure accessibility and inclusion for all learners. Continuous research and evaluation will inform evidence-based decision-making and facilitate the continuous improvement of e-learning initiatives. By addressing the challenges and leveraging the opportunities, Egypt can create a robust, inclusive, and effective e-learning environment that meets the diverse educational needs of its population. The future of e-learning in Egypt holds immense possibilities for expanding access, improving educational outcomes, and preparing learners to thrive in the digital age.

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