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Research Article

The Challenges of Distance Learning in Teaching the Faculty of Art Courses at Yarmouk University

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Abstract

This study aimed to identify the challenges of distance learning in teaching the Faculty of Arts courses at Yarmouk University. The study instrument was applied after verifying its validity and reliability. It consists of (30) paragraphs that are divided into five fields,on a random sample consisting of (188) male and female students. The results of the study showed that the level of distance learning challenges as a whole in teaching the Faculty of Arts courses at Yarmouk University was (medium), and that the third field (technological challenges) came in the first place with a (high) level and the remaining fields came at an average level, which are in order.(challenges related to communication and networking, challenges related to students, challenges related to the scientific subject, challenges related to faculty members).The results also showed that there were no statistically significant differences at the statistical significance level ($\alpha = 0.05$) between the means of the study sample estimates on the study instrument as a whole and each of its fields related to distance learning challenges in teaching the Faculty of Arts courses at Yarmouk University is attributed to the gender variable.

Keywords: the challenges of distance learning, Faculty of Arts, courses, Yarmouk university.

1. Introduction

Technological developments and the accompanying developments in various fields are also reflected in educational institutions, including universities that seek to improve their programs, affiliates and educational environment in order to ensure that students acquire competitive skills and achieve quality in their outputs (Al Atoum, 2020a).Recently, we observed the interest of art education specialists in implementing many experimental studies and applying modern teaching strategies for developing subjects' teaching and better achieving its objectives (Al Atoum&Alsaggar, 2020).In light of the knowledge development, its sustainability, and its reflections on various aspects of life, namely, economic, social and cultural - and providing students with a set of sustainable values, skills and experiences to make them able to develop their societies (Al Atoum, 2020 b)). This endeavor is considered natural, but the emergence of the Covid-19 pandemic and its repercussions on all aspects of life was also reflected in the educational process, which created an urgent need to find alternatives for face-to-face teaching, which turned to distance learning in all educational institutions worldwide in order to ensure the continuity of the teaching process.

The beginning was difficult and required dealing with this exceptional circumstance that imposed social distancing by relying on distance learning, which in turn requires many equipment, most notably technological equipment as an important mediator in the educational communication process between students and their teachers.Despite the achievements of the Faculty of Fine Arts at Yarmouk University in developing its programs during the past ten years and adopting a set of strategic plans, the sudden emergence of Covid-19 pandemic confused the departments. The advent of the pandemic revealed many obstacles represented in the readiness of faculty members, students, technological infrastructure, scientific content and others, which affected the entire educational process, and there was no choice but to harness the maximum energies for its success by various means.Therefore, after a period of experience in this field, it was necessary to identify the most important challenges to distance learning in teaching the Faculty of Arts courses from the students' point of view in order to identify them. It is hoped that the findings of the current study will help in evaluating the current reality of teaching fine arts courses to work on revising the mechanism for providing these courses and working to strengthen what has been accomplished and find appropriate solutions to those challenges that the findings of the study revealed. This can be achieved by asking the following queries:

- What are the challenges of distance learning in teaching the courses of the Faculty of Arts at Yarmouk University?

- - Are there statistically significant differences at the statistical significance level ($\alpha = 0.05$) between the means of the estimates of the study sample on the paragraphs of the study tool related to distance learning challenges in teaching the Faculty of Arts courses at Yarmouk University as a whole and each of its fields attributed to the gender variable? "

2. Literature Review

2.1 Theoretical Framework and Previous Studies

The development and progress in the educational technology field is important because of its positive impact on the entire educational process by using technological innovations and employing them in the educational process. Accordingly, many teaching strategies that depend on technology in student education have emerged in order to keep pace with the market requirements and provide them with educational and technological quality skills. These requirements are reflected in the objectives, content, strategies and evaluation processes.along with measuring the impact, to identify the extent to which those skills differ from one student to another depending on his/her personal capabilities, to enable him/her to be able to meet the requirements of the labor market with high efficiency.

The use of distance learning is one of the most successful methods that have been used to deal with Covid-19 pandemic, and the resulting problems related to the educational system, in which the traditional educational environment has been replaced and transformed into a virtual environment based on technology (Ramadan, 2020).Through distance learning, educational goals can be achieved through the availability of content and educational activities at the specified time and time through the available technological means (Basilaia and Kvavadze, 2020).Regardless the advantages of distance learning and the services it provides, it faces great challenges, especially in developing countries (Alrantisi, 2020), and it is expected that distance learning will

prevail in the future and be an alternative to traditional education, as the integration of technology into the educational process has become a dire need and global trend. (Yulia, 2020). Several studies have examined the advantages of distance learning and benefiting from technological progress in designing, implementing, and evaluating the educational material, and its role in meeting the needs of students and developing their abilities for self-learning, as confirmed by Al-Taweer (2020) study.

However, the use of digital technology leads to creativity and innovation in teaching, and Bashir study (Bashir, 2019) indicate that the effectiveness of distance learning depends on the extent of student satisfaction and continuous learning environments. As for the study (Mousa, Tallozi, 2020), it stressed the need to update and reformulate curricula to suit the nature of distance learning, methods of communication, and digital transformation of the teaching process.

On the other hand, we find that many studies have confirmed the emergence of many challenges facing the application of distance learning, especially those that were applied in the time of the Covid-19 pandemic. Including (Saqr, 2020) study, which showed that administrative and academic challenges were the most obstacles facing faculty members in distance learning, and the Al-Lemon study (2020), which indicated that the challenges of applying distance learning during Covid-19 pandemic because students were not convinced of the importance of using e-learning,and the lack of educational software, and the results of the study (Issa, Saleh, 2019) showed that there are some obstacles in using educational technology by faculty members in teaching; it was represented in the lack of necessary equipment and infrastructure, and the weakness of training courses on how to employ modern educational technology in teaching.Moreover, the study of (Mabruk, Almasrite, 2020), it confirmed that the most important challenges facing the application of e-learning are the lack of legislation, laws and regulations necessary for the use of electronic technologies, and the weak infrastructure necessary for that. Abdelouafi (2020) study confirmed that the lack of experience in the distance learning process and the lack of available capabilities are the most prominent obstacles. Therefore, it is necessary to support and train some professors to enhance their capabilities to provide interactive e-learning that serves students and meets their needs, in addition to working on adapting exams and methods of evaluating students electronically. The study (Abu Shakhim, Awad, Khalilh, Aleamd, Shadid, 2020) also indicated that the effectiveness of distance learning in light of the spread of the Covid-19 was moderate, and there are a set of obstacles related to faculty members, students, and the continuity of distance learning.

Sahu (2020) underscored the importance of preserving the health of students and professors, and faculty members should pay attention to developing their technological skills better to enrich the students' experiences to become more rich and effective, and on the other hand, Draissi and Yong (2020) confirmedthe difficulties faced by students and professors can be overcome by investing in scientific research, and new teaching methods have increased students' independence, but there are difficulties represented in the difficulty of accessing paid databases.

2.2 Using E-Learning in the Faculty of Arts

E-learning in the Faculty of Arts has gone through, since the advent of the pandemic until now, many fluctuations and instability due to the nature of the pandemic and its intensification

from time to time, as students have been absent for difficult periods during the semesters in the faculty, which is subject to the university system and thus to the Ministry of Higher Education, which derives its instructions through the Ministry of Health and Epidemiological Committees.

Thus, the experience in the Faculty of Arts at Yarmouk University during the pandemic since March 16, 2020, particularly in the middle of the second semester of the academic year 2019/2020 and the summer of the same year, and the first semester of the academic year 2020/2021 AD,relied on the epidemiological situation of the virus, as all theoretical courses were taught remotely, but the teaching of practical subjects was sometimes face-to-face, sometimes integrated, and sometimes remotely, depending on epidemiological reports.

Therefore, this study relies on the students' experience concerning their experience of the part related to distance learning, whether synchronous, asynchronous, or combined, as some courses were taught at the beginning of the pandemic through various social media,and then on the Zoom software and through the MODEL, as the courses were dealt with according to different interpretations of the faculty members depending on their technological skills and their ability to keep pace with the current situation and the ability to communicate and build courses and scientific content and using means, methods, activities, and the ability to communicate with students. The students had many difficulties represented in the weakness and slowness of the network, as well as the lack of experience in the process of entering lectures, solving assignments, tests, etc., in addition to the weak absorption of the university's website of the huge amount of information related to the materials that were uploaded on the modelor the number of users; thus, after a sufficient period of time has passed since the students' experience in the Faculty of Arts for distance learning, in this study, the current situation will be evaluated by identifying the most prominent obstacles they face in distance learning.

3. Methods and Procedures

3.1 Methodology

This study used the descriptive analytical approach, describing the obstacles to distance learning in teaching the Faculty of Arts courses at Yarmouk University.

3.2 Instrumentation

To achieve the objectives of the study and to answer its questions; The researcher used a questionnaire to measure the obstacles of distance learning in teaching the Faculty of Arts courses at Yarmouk University, which was prepared after reviewing the theoretical literature and previous studies related to distance education, and the trends towards it such as(Malkawi, 2020; Mohammed, 2020; Abu Shakhim, Awad, Khalilh, Aleamd, Shadid, 2020).

3.2.2 Validity of the Instrument

To verify the validity of the instrument, it was presented in its initial form, consisting of (32) paragraphs, to a group of arbitrators in which the instrument was modified according to their observations and suggestions included modifying, reformulating, adding, and deleting some paragraphs.The instrument, in its final version, consists of (30) paragraphs, distributed into five areas (obstacles related to faculty members, obstacles related to students, technological obstacles,

obstacles related to the scientific subject, and obstacles related to communication) for each field of six paragraphs.

3.2.3 Reliability of the Instrument

To verify the stability of the instrument; it was applied on a pilot study that consists of (61) male and female students from the study community and from outside its sample, where the coefficient of internal consistency of the instrument as a whole using Cronbach's alpha equation was (0.94), while its values for the tool's fields ranged between (0.78) and (0.89).

3.2.4 Construct Validity of the Instrument

The construct validity of the study instrument regarding distance education challenges in teaching the Faculty of Arts courses at Yarmouk University was verified by calculating the corrected item-total correlation coefficient for its paragraphs.All values of the corrected correlation coefficient were greater than (0.20) and are acceptable for the purposes of the current study.

3.3 Sample and Population of the Study

The study population consisted of all the Faculty of Arts students at Yarmouk University in the first semester of the academic year 2020/2021, who accounted for (702) male and female students. with a percentage of (35.6%), and (121) female students, with a proportion of (64.4%).

3.4 Statistical Standard for the Study Instrument (Readiness for Teaching Blended Learning):

To determine the level of distance learning challenges in teaching the Faculty of Arts courses at Yarmouk University and for each of its areas I used the following statistical criterion: 1.00 – less than 1.80 expresses a very low level,and from 1.80 – less than 2.60 a low level, from 2.60 – less than 3.40 an average level, from 3.40 – less than 4.20 a high level, and from 4.20 – 5.00 a very high level.

3.5 Study Variables

The independent variable is gender including males and females, while the dependent variables is the level of distance learning challenges in teaching the Faculty of Arts courses at Yarmouk University as a whole: represented by the means of the estimates of the study sample members on the distance education challenges in teaching the Faculty of Arts courses at Yarmouk University.The areas of distance learning challenges in teaching the courses of the Faculty of Arts at Yarmouk University: represented by the means of the estimates of the study sample on the paragraphs of each of the instrument areas (obstacles related to faculty members, obstacles related to students, technological obstacles, obstacles related to the scientific subject, and obstacles related to communication and networking).

3.6 Statistical Treatments

To answer the first question, means and standard deviations were used; to find out the level of distance learning challenges in teaching the Faculty of Arts courses at Yarmouk University. To answer the second question; means, standard deviations, and t-test were used according to the

gender variable.To find out the statistical significance of the apparent difference between the two means of the estimates of the study sample on the items of the study tool as a whole related to distance learning challenges in teaching the Faculty of Arts courses at Yarmouk University.One Way MANOVA was also applied to find out the statistical significance of the apparent differences between the means of the estimates of the study sample members on each of the areas of distance learning challenges in teaching the Faculty of Arts courses at Yarmouk University.

4. Findings

4.1 Presenting the Findings

The findings of the first question: "What are the challenges of distance learning in teaching the Faculty of Arts courses at Yarmouk University?"

To answer this question; the means and standard deviations of the estimates of the study sample were calculated on one of the paragraphs of each field of the study tool related to distance learning challenges in teaching the Faculty of Arts courses at Yarmouk University, as shown in Table (1):

Table (1): means and standard deviations of the estimates of the study sample on the paragraphs of each field of the study instrument concerning distance education challenges in teaching the Faculty of Arts courses at Yarmouk University, arranged in descending order according to the means

Paragraph No.	Paragraph	Means	Standard Deviation	Rank	Level
2	Weak skills of faculty members in implementing effective electronic scientific content.	4.51	0.50	1	Very high
3	Weak experience of faculty members in distance learning strategies.	3.45	0.78	2	Very high
6	The absence of the role of faculty members in preparing enrichment and remedial programs for students.	2.50	0.56	3	Low
1	Failing faculty members to present a clear electronic course plan for the course.	2.25	0.63	4	Low
4	Lack of use by faculty members of presentations, interactive explanations, pictures, videos, etc.	1.90	0.71	5	Low
5	Evaluation methods lack diversity and comprehensiveness.	1.90	0.71	6	Low
	The first field: Obstacles related to faculty members.	2.75	0.25	5	Medium
12	Difficulty in acquiring practical technical skills in distance learning.	4.72	0.45	1	Very high
11	The large number of duties and tasks required compared to what has been	4.59	0.49	2	Very high

	learned.				
7	Lack of home conditions that support distance learning.	3.29	0.73	3	Medium
8	Lack of electronic devices available at home.	2.80	0.73	4	Medium
9	Weak motivation for distance learning.	2.12	0.69	5	Low
10	Difficulty completing the tasks and duties required for distance learning courses.	1.92	0.56	6	Low
	Second field: obstacles related to students	3.24	0.25	3	Medium
13	Educational platforms in their current form neglect the development of educational competencies.	4.67	0.47	1	Very high
15	Poor internet service in general.	4.39	0.69	2	Very high
16	Slow internet during lectures.	3.34	0.69	3	Medium
18	The actual time given to the lecture is negatively affected by technical problems.	3.27	0.73	4	Medium
17	Audio and video are cut off during lectures.	3.23	0.72	5	Medium
14	Weak university technological infrastructure.	2.24	0.66	6	Low
	Third field: technological obstacles.	**3.52**	**0.26**	**1**	High
20	The scientific content is limited to providing theoretical information.	4.51	0.64	1	Very high
23	Lack of scientific activities supporting the scientific material.	4.34	0.69	2	Very high
19	Lack of references and electronic resources related to the course content.	2.86	0.70	3	Medium
22	Difficulty understanding scientific content clearly.	2.70	0.72	4	Medium
21	Increasing the volume of scientific content of the academic subjects.	2.49	0.58	5	Medium
24	Difficulty studying electronic content.	2.01	0.70	6	Medium
	Fourth field: obstacles related to scientific material	3.15	0.29	4	**Medium**
25	Difficulty in communicating in distance learning.	4.55	0.61	1	Very high
27	Distance learning lacks human and social relations.	4.45	0.65	2	Very high
26	Distance learning restricts interaction and direct contact during the lecture with the	3.88	0.76	3	High

	faculty member.				
30	The reliance of faculty members to give lectures asynchronously.	2.62	0.51	4	Medium
29	The faculty member's failure to follow up on the website to respond to students' inquiries.	2.24	0.70	5	Low
28	Neglecting students to follow instructions related to lectures, tasks, activities, and others.	2.09	0.68	6	Low
	Fifth field: obstacles related to communication and networking.	3.30	0.29	2	Medium
	Obstacles paragraphs as a whole	3.19	0.12		Medium

*Low level (1), maxim level (1)

It is clear from Table (1) that the level of distance learning challenges in teaching the Faculty of Arts courses at Yarmouk University as a whole is (average) with means of (3.19) and a standard deviation of (0.12). Where the third field (technological obstacles) came in the first place with means of (3.52) at a (high) level.It was followed in the second place by the fifth domain (obstacles related to communication and networking) with means (3.30) at the (medium) level, and the second domain (obstacles related to students) came in the third place with means (3.24) at the (medium) level.The fourth domain (obstacles related to the scientific subject) came in the fourth and penultimate rank with means of (3.15) at the level of (medium), while the first domain (obstacles related to faculty members) came in the fifth and last rank with means of (2.75) at the (medium) level.

It is also indicated from Table (1) that the means of the paragraphs of the first field (obstacles related to faculty members) ranged between (1.90) for paragraph No. (5) with a level (low), and between (4.51) for paragraph No. (2) with a level (very high). And that the arithmetic averages of the paragraphs of the second field (obstacles related to students) ranged between (1.92) for paragraph No. (14) at a (low) level, and between (4.72) for paragraph No. (12) at a (very high) level and that the means of the paragraphs of the third field (technological obstacles) ranged between (2.24) for paragraph No. (14) at a (low) level and between (4.67) for paragraph No. (13) with a (very high) level. And that the means of the paragraphs of the fourth field (obstacles related to the scientific material) ranged between (2.01) for paragraph No. (24) with a (low) level, and between (4.51) for paragraph No. (20) with a (very high) level, and that the means of the paragraphs of the fifth field (obstacles related to communication) ranged between (2.09) for paragraph No. (28) with a (low) level, and between (4.55) for paragraph No. (25) with a (very high) level.

The findings of the second question "are there any statistically significant differences at the statistical significance level (α = 0.05) between the means of the estimates of the study sample on the study instrument items related to distance education challenges in teaching the Faculty of Arts courses at Yarmouk University as a whole and in each field? Which of its fields are attributed to the gender variable?

To answer this question; the means and standard deviation of the estimates of the study sample were calculated on the items of the study instrument as a whole related to distance education obstacles in teaching the courses of the Faculty of Arts at Yarmouk University; a two independent sample t-test was applied to them, according to the gender variable, as shown in Table (2):

Table (2): findings of the T-test for two independent groups to reveal the statistical significance of the difference between the two means of the estimates of the study sample on the items of the study instrument as a whole concerning distance education challenges in teaching the Faculty of Arts courses at Yarmouk University according to the gender variable

Gender	Means	Standard Deviation	T Value	Degrees of Freedom	Statistical Significance
Male	3.20	0.12	0.274	186	0.784
Female	3.19	0.13			

As indicated in Table (2) the value of the statistical significance of the gender variable was (0.784), which is greater than the level of statistical significance ($\alpha = 0.05$); which indicates that there is no statistically significant difference at the statistical significance level ($\alpha = 0.05$) between the two means estimates of the study sample members on the items of the study tool as a whole related to distance education obstacles in teaching the courses of the Faculty of Arts at Yarmouk University due to the gender variable.

The means and standard deviations of the study sample members' estimates on each area of the study instruments related to distance education obstacles in teaching the Faculty of Arts courses at Yarmouk University (obstacles related to faculty members, obstacles related to students, technological obstacles, obstacles related to the scientific subject, and obstacles related to related to communication and networking) according to the variable (gender), as shown in Table (3).

Table (3): means and standard deviations of the estimates of the study sample on each field of the study instrument related to distance education challenges in teaching the Faculty of Arts courses at Yarmouk University, according to the (gender and specialization) variables.

Gender	Obstacles related to teaching staff		Obstacles related to students		Technological obstacles		Obstacles related to scientific material		Obstacles related to communication and networking	
	Means	Standard deviations	Means	Standard deviations	Means	Standard deviations	Means	Standard deviations	Means	Standard deviations
Male	2.76	0.26	3.23	0.25	3.52	0.27	3.17	0.30	3.31	0.25
Female	2.75	0.24	3.25	0.25	3.52	0.26	3.14	0.29	3.30	0.31

It is noted from Table (3) that there are apparent differences between the means of the estimates of the study sample members on each field of the study tool related to distance education obstacles in teaching the Faculty of Arts courses at Yarmouk University, according to the gender variable, and to determine the statistical significance of these apparent differences, One way MANOVA is applied, as shown in Table (4).

Table (4): One-way multiple variance analysis of the means of the estimates of the study sample on each field of the study instrument related to distance education challenges in teaching the Faculty of Arts courses at Yarmouk University, according to the gender variable

Source of Variance	**Field**	**Sums of square**	**Degree of freedom**	**Mean square**	**F value**	**Statistical significance**
Gender Hotelling's Trace=0.005 Statistical significance=0.962	Obstacles related to faculty teaching.	0.002	1	0.002	0.033	0.857
	Obstacles related to students.	0.014	1	0.014	0.218	0.641
	Technological obstacles.	0.001	1	0.001	0.015	0.904
	Obstacles related to scientific material.	0.053	1	0.053	0.609	0.436
	Obstacles related to communication and networking.	0.002	1	0.002	0.024	0.876
Error	Obstacles related to faculty teaching.	11.747	186	0.063		
	Obstacles related to students.	11.552	186	0.062		
	Technological obstacles.	13.066	186	0.070		
	Obstacles related to scientific material.	16.154	186	0.087		
	Obstacles related to	15.309	186	0.082		

	communication and networking.					
Adjusted total	Obstacles related to faculty teaching.	11.749	187			
	Obstacles related to students.	11.565	187			
	Technological obstacles.	13.067	187			
	Obstacles related to scientific material.	16.207	187			
	Obstacles related to communication and networking.	15.311	187			

It is indicated from Table (4) that the statistical significance of the (Hotelling's Trace) test according to the gender variable was (0.005), which is greater than the statistical significance (α = 0.05) level; which indicates that there is no statistically significant difference at the statistical significance level (α = 0.05) between the two means estimates of the study sample on the field(obstacles related to faculty members, obstacles related to students, technological obstacles, obstacles related to the scientific subject, and obstacles related to communication) attributed to the gender variable.

5. Discussion

By presenting the findings of the study, it was found that the level of distance education obstacles in teaching the Faculty of Arts courses at Yarmouk University as a whole was medium, and this result is consistent with the result of the study (Abu Shakhim, Awad, Khalilh, Aleamd, Shadid, 2020). In the current study, the field of Technological obstacles ranked first with a high level.This might be attributed to the weakness of the Internet service in general due to the huge number of users on the Internet, which negatively affects the quality of the lectures, along with the fact that the educational platforms in their current form might not help students to acquire educational skills and competencies related to the labor market due to the presence of technical problems that are negatively reflected on the quality of the educational process. Such finding is consistent with (Al-Lemon, 2020; Mabruk and Almasrite, 2020; Slimi, 2020). Second, the obstacles concerning communication and networking at an average level, as the process of communication and networking in distance education is weak due to the lack of human and social relations between students and faculty members and between students themselves. Moreover, the factor of follow-up by faculty members to students' inquiries, and some students

were late in following up on all instructions, duties, and tasks and implementing them on time, which is consistent with the finding of the study (Sahu, 2020; Abdelouafi, 2020).

Third, the field of obstacles related to students at an average level, and the most important obstacles facing students in distance learning are the difficulty of acquiring practical technical skills when they need direct guidance from a faculty member and follow-up technical work step by step.Also, some practical courses require large equipment and special ceremonies that are difficult to implement at home, and there are difficulties represented in the large number of duties and tasks required of students compared to what has been learned in which the faculty members in distance learning depend on students' stress with tasks and duties that take a long time to complete, which weakens their motivation to learn, and this finding is consistent with the finding of Al-Lemon (2020) study.

Fourth, the field of obstacles related to the scientific subject at an average level, and these obstacles are represented from the students' point of view in the faculty member's dependence on providing courses on the theoretical part, and a lack of scientific activities, which weakens the learning of skills and their applications,which, in turn, is negatively reflected on the level of output, and some students face a lack of references and available electronic resources concerning the content of the study courses, in addition to access to databases, which is in line with Draissi and Yong, (2020) study.

Fifth and final level came in the field of obstacles related to faculty members at an average level, which was represented in a weakness in the skills of faculty members in implementing effective electronic scientific contentin which some faculty members rely on giving lectures, they might be more suitable for face-to-face teaching, without taking into account the needs of distance learning, which weakens the effectiveness of the content provided.Also, the poor experience of some faculty members in using distance learning strategies negatively affects the teaching process in general, and this result is consistent with (Issa and Saleh, 2019; Abdelouafi, 2020).

As for the second study question, which states: "Are there any statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the arithmetic averages of the estimates of the study sample members on the study tool items related to distance education obstacles in teaching the Faculty of Arts courses at Yarmouk University as a whole? and each of its fields is attributed to the gender variable?

It was found that there was no statistically significant difference at the statistical significance level ($\alpha = 0.05$) between the two means estimates of the study sample on the five fields of study due to the gender variable.

The researcher attributes this result to the similarity of the students' conditions and their social environment, which is inconsistent with Saqr (2020), which indicated that there is a statistically significant effect of gender variables.

5. Conclusion

Based on the foregoing, we find that there are difficulties facing distance education at the Faculty of Fine Arts at Yarmouk University, the most prominent of which are technological obstacles, where the e-learning system needs to be developed in terms of its tools, capabilities, and effectiveness.

On the other hand, the process of communication and networking between faculty members still faces challenges, whether during or after lectures. Therefore, it is the responsibility of faculty members to develop the process of communication with students, not only by relying on the model and e-mail,but also by relying on other means in which the response is faster, such as: working in forums, remote office hours, and other measures that ensure the effectiveness of the communication process. It also falls on the faculty members to develop their technological skills, especially those related to the process of planning, implementing, and evaluating scientific content in a way that ensures highly effective distance education and leads to outputs capable of keeping pace with the labor market and its future requirements.

Finally, through experience, education after Covid-19 pandemic will not be the same as before because it changed the negative view of distance learning for all those responsible for it, starting with faculty members, administrations, students, parents, and so forth, which turned from distrust into a reality represented in carrying out education, teaching, holding applications, lectures, and conferences remotely, which helped those in charge of the educational process to take the necessary measures to develop the distance learning system, which included databases, capacity of university servers and others. In addition to developing the skills of students and teachers, scientific content, activities, teaching strategies, and others, which improved distance learning process to become more quality than if it was applied in other circumstances.

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