

PalArch's Journal of Archaeology
of Egypt / Egyptology

VIRTUAL EDUCATIONAL PLATFORMS FROM THE POINT OF VIEW OF FACULTY MEMBERS AT IMAM ABDUL RAHMAN BIN FAISAL UNIVERSITY (EVALUATION STUDY)

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Dr. Sherin Hassan Mabrouk, Dr.Rania Mohammed Abdul Jawad, Reema Mahmoud AlOqlah, Ms Lamyaa Mohamed Badr Ali, Ms Sayequa Shujaiddin Dandoti, Virtual educational platforms from the point of view of faculty members at Imam Abdul Rahman bin Faisal University (evaluation study)-Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(6), ISSN 1567-214x

Abstract:

The study aimed to identify the reality of using the virtual educational platforms Blackboard at Imam Abdul Rahman bin Faisal University, from the viewpoint of the faculty members. The descriptive approach was used, and a questionnaire was designed to collect data, and after the verification process was conducted, it was distributed to a random sample of (65) members representing the study population in the Deanship of the preparatory year. Imam

Abdul Rahman bin Faisal; The lack of statistical significance between the responses of the sample members from the Imam Abdul Rahman bin Faisal University professors about the reality of using the blackboard virtual educational platforms due to the variables of experience and specialization, in addition to the presence of some difficulties preventing the use of the virtual electronic educational platforms Blackboard at Imam Abdul Rahman bin Faisal University. In light of this, the study recommended encouragement and awareness of Imam Abdul Rahman bin Faisal University, to take advantage of the technology of the virtual electronic educational platforms Blackboard, in order to facilitate and improve the educational learning practice, especially in the field of virtual electronic educational platforms Blackboard.

Keywords: electronic educational platforms, virtual classroom, blackboard, Imam Abdul Rahman bin Faisal University.

Introduction and problem search:

University education faces great challenges to keep pace with the tremendous development in the technological revolution that has extended to all branches of knowledge, and this led to the development of teaching methods used in university education in order to face these successive developments in an effort to provide the university teacher with the necessary information and knowledge that will help him to face the teaching profession a wealth of teaching experience.

The philosophy of distance learning is based on transforming education into learning, thus focusing on learners and the educational process itself and then calling for the reward of educational opportunities, hence the crystallization of the concept of learning as one of the formulas of self-learning that focuses on learners and works to communicate knowledge to them whatever their social and economic circumstances and how long they break away from regular education, each group of learners will be assigned a faculty member as a mentor and mentor to follow the learners and provide them with the services they need related to their studies. (8: 22) (2 : 45)

Technology has become a fundamental necessity for the development of educational and educational systems, and to improve the different aspects of education and learning in the light of systems and the concept of systems means that it is a set of parts and interactive relationships that exist between these parts in order to achieve one or more objectives. (9: 26) (7: 28)

Educational means are one of the basic elements through which education technology is used by using it to address all the senses of the learner in the educational process, as educational means are based on more than one sense of the formation of mental perceptions, perceptions and concepts better for the learner. (14: 18) (18: 42)

The evaluation process is a major requirement for improving and developing the educational process, which includes several aspects, some related to the curriculum, others related to the educational achievement, others related to the management of the educational institution and possibilities, others related to the evaluation of the performance of the teacher and his personal characteristics. This performance. (65:11) (55:14) (19)

Through the work of the researchers in the preparatory year at Imam Abdul Rahman bin Faisal University, and in light of the changes that society is going through from the difficulty of regularizing in traditional teaching I noticed a great and continuous interest witnessed by many educational institutions in The Kingdom of Saudi Arabia to introduce strategies of education at the distance in the educational process where most countries began to resort to learn about Yet to overcome the inability to traditional teaching, which attracted the attention of researchers to find out the current situation of the use of virtual platforms Blackboard in the deanship of the preparatory year at Imam Abdul Rahman Bin Faisal University in teaching different courses for students, in the hope of identifying the problems that hinder their use 3>and to reveal the causes of these problems and try to present solutions that stem from the field of study to reach the results and recommendations emanating from the same environment comes the work supported by force and objectivity in implementation by identifying strengths and strengthening them and identifying weaknesses and trying to find suitable solutions for them, this prompted the researchers to identify the virtual educational platforms from the point of view of faculty members of Imam Abdul Rahman Bin Faisal University (calendar study).

Search goal:

This research aims to identify virtual educational platforms from the point of view of faculty members at Imam Abdul Rahman Bin Faisal University (a calendar study) by identifying the following:

- 1- The importance of using the virtual educational platforms Blackboard at Imam Abdul Rahman Bin Faisal University.
- 2- The extent to which the use of the virtual educational platforms Blackboard at Imam Abdul Rahman Bin Faisal University.
- 3- Difficulties in using the virtual educational platforms Blackboard at Imam Abdul Rahman Bin Faisal University.

Search questions:

- 1- What is the importance of using the virtual educational platforms Blackboard at Imam Abdul Rahman Bin Faisal University?
- 2- To what extent do you use the virtual educational platforms Blackboard at Imam Abdul Rahman Bin Faisal University?
- 3- What are the difficulties in using the virtual educational platforms Blackboard at Imam Abdul Rahman Bin Faisal University?

Search terms:

Virtual educational platforms: *Procedurally:

They are virtual classes based on meeting learners and teachers at different times of work and are similar to traditional classes in terms of the presence of the teacher and the learner, but through the international

information network so that they do not adhere to a time or place and through which virtual classes are created.

Search procedures:

Research methodology:

The researchers used the descriptive approach to the nature of this study.

Search community:

The research community represents faculty members at Imam Abdul Rahman Bin Faisal University for the 2019-2020 academic year.

Sample search:

The sample of the research was selected in a random manner from the faculty members of the preparatory year of Imam Abdul Rahman bin Faisal University, and the total sample of the basic research (65) faculty members, in addition to the number of (10) faculty members as a survey sample to codify the main research tool (questionnaire).

Data collection tools:

The researchers used the following tools and methods to collect data related to the research:

- 1- Scientific references and previous studies on the subject of the study.
- 2- Questionnaire designed by researchers.
- 3- A survey of the opinion of the expert symposiasts.. Annex (1)

Survey design steps:

The researchers designed the questionnaire according to the following:

Preliminary proceedings:

Identify the main themes and phrases of each axis based on the references and related studies that dealt with the technology of teaching and distance learning in different educational stages.

Accordingly, the researchers designed the questionnaire in its initial form by following the following steps:

- A- Identifying (3) axes according to the reference survey and previous studies and the survey of the experts specialized in teaching methods and education technology, and the researchers have accepted a percentage of 90% and more for the opinions of the expert masters in the axes of the questionnaire form and table (1) explains this. Annex (2)

Table (1)

Percentage of the opinions of the expert masters with the axes of the form
The survey in its initial form n=10

Axis	The name of the axis	Percentage
The first	The importance of using blackboard virtual e-learning platforms at Imam Abdul Rahman Bin Faisal University	100%
Second.	Difficulties in using blackboard virtual e-learning platforms at Imam Abdul Rahman Bin Faisal University	100%
Third	The extent to which the use of blackboard virtual e-learning platforms at Imam Abdul Rahman Bin Faisal University	90%

It is clear from the table (1) the percentage of the opinions of the masters experts in the axes of the questionnaire in its initial form, and

the researchers have accepted a percentage of 90% and more for the opinions of the expert masters in the axes of a questionnaire form.

B- The researchers presented the content of the questionnaire in its initial form to a number of (10) experts specialized in teaching methods and education technology in order to determine the appropriateness and accuracy of the wording of each axis, and the appropriate balance of appreciation for the form.

This has resulted in some of the amendments proposed by the experts as follows:

- Delete some phrases to repeat the meaning.
- Rephrase some phrases for non-interpretation for more than one meaning.
- Follow a balance of appreciation (yes- to some extent - no). **Annex(3)**

Thus, the survey in its final form consisted of (3) axes, including the number (53) words and table (2) to illustrate this.

Table (2)
Number of phrases modified by questionnaire

M	Axis	Initial number	Number of phrases			Final issue
			Delete	Modify	Add	
1	The importance of using blackboard virtual e-learning platforms at Imam Abdul Rahman Bin Faisal University	26	2	1	-	24
2	Difficulties in using blackboard virtual e-learning platforms at Imam Abdul Rahman Bin Faisal University	16	-	1	-	16
3	The extent to which the use of blackboard virtual e-learning platforms at Imam Abdul Rahman Bin Faisal University	15	2	2	-	13
Total phrases			4	4	-	53

It is clear from the table (2) the number of phrases modified by the questionnaire, and in the light of the opinions of specialist experts, the researchers made the amendments collected by the experts, where the researchers accepted a minimum percentage of 80% to accept the phrase.

Scientific transactions of the questionnaire used:

First: Honesty Factor:

To verify the authenticity of the survey, the researchers used the authenticity of the content, which depends on the extent to which the survey represents the field it analyzes and evaluates. The form was presented to a group of experts in the field of teaching methods and technology of education to find out their opinions on whether the questionnaire measures the different aspects for which it was developed through its interlocutors and phrases, and according to the majority, some phrases were amended and drafted in the questionnaire, from 1/3/2020 to 15/3/2020, as illustrated by table (3).

Table (3)
Percentages of content authenticity according to the opinions of the expert masters on the axes of the survey
The government's work on the "Women's And Women"

Axis	The name of the axis	Percentage
The first	The importance of using blackboard virtual e-learning platforms at Imam Abdul Rahman Bin Faisal University	85.71%
Second.	Difficulties in using blackboard virtual e-learning platforms at Imam Abdul Rahman Bin Faisal University	85.71%
Third	The extent to which the use of blackboard virtual e-learning platforms at Imam Abdul Rahman Bin Faisal University	100%

It is clear from table 3 that the majority of experts confirmed that the survey measures what was put for it, so that the authenticity of the content of the survey's axes and phrases has been confirmed.

Second: Stability factor:

To calculate the stability factor, the researchers used the method of application and then reapply to a survey sample consisting of (10) faculty members from the research community and outside the basic research sample, the first application was done on 20/3/2020, and reapplied in 5/4/2020 with a time difference of (15) days, and the coefficient of simple correlation between the results of the first and second applications was found and illustrated by the table (4).

Table (4): Stability factor for survey form N = 10

Axis	The name of the axis	Value (t)
The first	The importance of using blackboard virtual e-learning platforms at Imam Abdul Rahman Bin Faisal University	0.633*
Second.	Difficulties in using blackboard virtual e-learning platforms at Imam Abdul Rahman Bin Faisal University	0.609*
Third	The extent to which the use of blackboard virtual e-learning platforms at Imam Abdul Rahman Bin Faisal University	0.714*
Total		0.629*

Table value "T" at 0.05 =

Table (4) shows that there is a statistically function correlation relationship at 0.05 between the first and second applications of all survey axes (in question), indicating that they have a high stability factor.

Application of the questionnaire:

After confirming the validity of the questionnaire to achieve the goal of the research, and put it in its final form, which included a number (3) and includes (53) words, and was distributed to the faculty members in the course of the preparatory year, and totaled (65) faculty members, from 10/4/2020 to 30/4/2020.

Statistical treatments:

Simple correlation coefficient, iterations and percentages, Ka2 test.

View and discuss the results:

Table (5): Repetitions, percentages and the value of Ka2 to respondents to the importance of using the blackboard platforms at Imam Abdul Rahman Bin Faisal University The government's work on the "Women's And Women"

M	Phrases	I'm very much in agreement.		Ok		Neutral		I object.		I strongly object.		Ka2 Value
		As	%	As	%	As	%	As	%	As	%	
1	The learner feels equal in the classroom dialogue	13	20.0	24	36.9	13	20.0	12	18.5	3	4.6	37.226
2	Provides the learner with an atmosphere of privacy	12	18.5	25	38.5	20	30.7	5	7.7	3	4.6	88.104
3	Develop ing self-learning skills for learners	12	18.5	23	35.4	16	24.6	6	9.2	8	12.3	38.546
4	Helps with mastery learning	27	41.5	31	47.7	5	7.7	2	3.1	0	0	71.846
5	Encourages collaborative learning	23	35.4	35	53.8	6	9.3	1	1.5	0	0	52.031
6	Meet the needs of learners	43	52.3	25	38.5	3	4.6	3	4.6	0	0	69.602
7	Reduces faculty blinding	12	18.5	25	38.5	20	30.7	5	7.7	3	4.6	49.788
8	provokes the learner's motivation towards the learners	23	35.4	35	53.8	6	9.3	1	1.5	0	0	65.219
9	Helps with continuous learning	12	18.5	25	38.5	20	30.7	5	7.7	3	4.6	49.728
10	Allows learners a great deal of diversity	21	32.3	32	49.3	7	10.7	5	7.7	0	0	31.077
11	Individual differences between learners are not taken into account	14	21.6	21	32.3	21	32.3	4	6.1	5	7.7	21.077
12	Weakens the interaction between faculty and learners	12	18.5	23	35.4	16	24.6	6	9.2	8	12.3	27.538
13	Don't develop scientific thinking skills.	43	52.3	25	38.5	3	4.6	3	4.6	0	0	14.145
14	Works to achieve the objectives of the educational process	25	38.5	35	53.9	3	4.6	1	1.5	1	1.5	78.154
15	Increases learners' teaching competence	27	41.5	25	38.5	12	15.5	1	1.5	0	0	27.246
16	Leads to the acquisition of basic skills in the learning process	22	33.8	34	52.3	5	7.7	4	6.2	0	0	38.446
17	Reduces the effort of each of the educated faculty	19	29.3	39	60.0	5	7.7	1	1.5	1	1.5	81.846
18	Develop learner's psychological skills such	23	35.4	38	58.5	3	4.6	1	1.5	0	0	57.031

	as visualization and attention focus											
19	Provides visual and audio feedback to the learner	17	26.2	36	55.4	7	10.7	3	4.6	2	3.1	61.692
20	Leads to the knowledge and theoretical information of learners	27	41.5	31	47.7	5	7.7	2	3.1	0	0	45.708
21	Attracts the learner's attention to the small details of the educational situation	23	35.4	35	53.8	6	9.3	1	1.5	0	0	45.215
22	Tell the telly of teaching and learning time	43	52.3	25	38.5	3	4.6	3	4.6	0	0	29.708
23	Achieving individual learning	21	32.3	32	49.3	7	10.7	5	7.7	0	0	21.077
24	Works to achieve the objectives of the educational process	14	21.6	21	32.3	21	32.3	4	6.1	5	7.7	21.077

² scheduling value at a moral level (0.05) = 9.488

It is clear from table 5 that many faculty members have answered strongly and I agree with the terms of the importance of using the virtual educational platforms Blackboard at Imam Abdul Rahman Bin Faisal University, and the ratios ranged from (52.3%, 18.5%) This indicates that blackboard educational platforms are of great importance in teaching as they work to achieve the objectives of the educational process, attract the attention of the learner, work acquiring skills, and lead to the acquisition of knowledge and theoretical information, and this result is consistent with the results of the study of Iada et, et.al.) (2004) (17), Stover & Del (2006), Makasi et) al, et., al. ") (2006) (18), Reza Mustafa (2008) 6), Wiksten D. Wiksten D. L. & Patterson. P" (1998) (20) on the effectiveness and importance of educational technology in upgrading the practical and cognitive aspects.

In this regard, Fatah Abdul Hamid (1995), Jaber Abdul Hamid (1998), Khaled Malik (2000) points out that the learning process is done to the fullest if the teacher is keen to use the various educational media that relate to the provision of the exact exciter that achieves the desired answer that promotes the required behavior, it is considered the most effective and sufficient type of education for the learner to play a positive role in the educational process, which is characterized by this method of strengthening the learner as these programs allow the learner to work according to his own speed in the learning process. (4: 52) (5: 16-17) (12: 23)

As can be seen from the same table, the estimated K2 value is greater than the K2 table at 4°C and below the 0.5 level of the first axis, which is equal to 9.488, indicating that the members of the basic research sample agree on the importance of using the virtual e-learning platforms Blackboard. At Imam Abdul Rahman bin Faisal University, this finding is consistent with the findings of the study of Smiles al-Qahtani (2010), Yasser Al-Gharbi (2009), Abdul Razeq Mukhtar (2008).

This answers the first question of the research, which states:

"How important is it to use the blackboard platforms at Imam Abdul Rahman Bin Faisal University?"

Table (6)

Repetitions, percentages and the value of Ka2 for respondents to the use of the blackboard virtual educational platforms at Imam Abdul Rahman Bin Faisal University
The government's work on the "Women's And Women"

M	Phrases	I'm very much in agreement.		Ok		Neutral		I object.		I strongly object.		Ka2 Value
		As	%	As	%	As	%	As	%	As	%	
1	Only printed materials are used to communicate information	25	38.5	23	35.4	7	10.8	9	13.8	1	1.5	37.846
2	Courses are traditionally offered	16	24.6	22	33.8	9	13.9	13	20.0	5	7.7	13.077
3	There is a university website.	42	64.6	0	0	0	0	22	33.9	1	1.5	38.800
4	Students are taught through blackboard virtual learning platforms	18	27.7	26	40.0	11	16.9	7	10.8	3	4.6	25.692
5	Files are sent and shared directly between learners and faculty	13	20.0	32	40.0	11	16.9	5	7.7	4	6.2	18.769
6	There is no direct interaction between learners and faculty	5	7.6	26	49.2	10	15.4	12	18.5	12	18.5	50.00
7	There are discussion forums where experiences are shared with each other's learners	13	20.0	35	40.0	7	10.8	6	9.2	4	6.2	67.692
8	The possibility of recording audio lectures	15	23.0	38	53.8	4	6.2	6	9.2	2	3.1	36.462
9	Perform duties and receive feedback through blackboard virtual learning platforms	14	21.5	38	58.5	7	10.8	2	3.0	4	6.2	28.462
10	Course tests are performed through blackboard virtual learning platforms	29	44.6	19	29.5	8	12.3	7	10.8	2	3.1	31.077
11	Blackboard virtual learning platforms correct tests and score	21	32.3	25	38.5	9	13.8	8	12.3	2	3.1	35.692
12	used for conversation to ask questions and raise debate about the decision	16	24.6	28	43.1	13	20.0	6	9.2	2	3.1	35.846
13	There is a digital library serving the course	21	32.3	27	41.5	11	17.0	3	4.6	3	4.6	14.145
14	Forums are used to enrich the rapporteur with relevant	14	21.5	31	47.7	9	13.9	8	12.3	3	4.6	78.154

	topics											
15	The contents of the course are viewed through the virtual educational platforms Blackboard	21	32.3	29	44.6	9	13.8	4	6.2	2	3.1	41.358
16	Download the contents of the course through the virtual educational platforms Blackboard	24	36.9	22	33.9	15	23.1	3	4.6	1	1.5	34.615

² scheduling value at a moral level (0.05) = 9.488

It is clear from table (6) that many faculty members answered strongly and I agree with the terms of the use of the virtual educational platforms Blackboard at Imam Abdul Rahman Bin Faisal University, and the ratios ranged from (64.6%, 7.6%) This indicates the extent to which blackboard virtual learning platforms are used in teaching.

In this regard, the stranger Zaher and Iqbal Bahbhani (1999) point out that the education technology is concerned with the general methodology and the range of methods that are employed in the application of general principles, and emphasizes the effort with or without machines, and this effort is used to control the proportion of individuals in order to make a change in the educational situation or to obtain other educational outcomes. (3: 56)

It is also clear from the same table that the calculated K2 value is greater than the scheduled Ka2 at 4°C and below the 0.5 level of significance in all second axis terms, which is equal to 9.488, indicating that the members of the basic research sample agree on the extent to which the virtual educational platforms are used blackboard at Imam Abdul Rahman University. This indicates the extent to which the virtual educational platforms blackboard is used in teaching, and these results are consistent with the study of Mahdi Hassanein (2011), Laila El Sayed (2000), Makasci et al. Makasci, et.al. (2006)(18), which stressed the importance of using and relying on education technology data as the basis for education.

This answers the second question of the research, which states:

"How much is the use of the blackboard platforms at Imam Abdul Rahman Bin Faisal University?"

Table (7)

Repetitions, percentages and the value of Ka2 to the respondents of the sample members about the difficulties faced by the use of the virtual educational platforms Blackboard at Imam Abdul Rahman Bin Faisal University.

The government's work on the "Women's And Women"

M	Phrases	I'm very much in agreement.		Ok		Neutral		I object.		I strongly object.		Ka2 Value
		As	%	As	%	As	%	As	%	As	%	
1	Learners are not aware of the importance of blackboard platforms	16	24.6	33	50.7	7	10.8	7	10.8	2	3.1	46.308

2	There is not enough conviction among faculty members using blackboard virtual learning platforms	12	18.5	24	36.9	19	29.2	4	6.2	6	9.2	22.154
3	Some officials are less aware of the importance of blackboard virtual learning platforms	12	18.5	33	50.8	11	16.9	7	10.8	2	3.1	43.321
4	Learners don't have the ability to use computers.	10	15.4	28	43.1	17	26.1	8	12.3	2	3.1	30.462
5	Lack of adequate knowledge of the computer skills of faculty members	11	16.9	32	49.2	7	10.8	10	10.8	5	7.7	30.462
6	Failure to provide the necessary hardware and software	18	27.7	32	47.7	7	10.8	7		1	1.5	46.308
7	Slow networks	17	26.2	31	52.3	10	15.4	6	9.2	1	1.5	41.692
8	Many technical and technical problems	19	29.2	34	47.7	5	7.7	4	6.4	3	4.6	55.538
9	Lack of high efficiency of internet use by learners	18	27.7	31	47.7	9	13.8	4	6.2	3	4.6	42.000
10	Learners are busy with blackboard entertainment programs	17	26.2	29	44.6	9	13.8	7	10.8	3	4.6	32.651
11	There are shortcomings in conducting training sessions with faculty to use blackboard virtual learning platforms.	15	23.0	38	53.8	4	6.2	6	9.2	2	3.1	28.462
12	Lack of specialized technicians as assistant faculty members to use blackboard virtual learning platforms	14	21.5	38	58.5	7	10.8	2	3.0	4	6.2	31.077
13	Numbers of learners are not suitable for use of blackboard virtual learning platforms	29	44.6	19	29.5	8	12.3	7	10.8	2	3.1	35.692

² scheduling value at a moral level (0.05) = 9.488

It is clear from schedule (7) that many faculty members have answered strongly and I agree with the phrases at the center of the difficulties facing the use of the virtual educational platforms Blackboard at Imam Abdul Rahman Bin Faisal University, and the ratios ranged from (64.6%, 7.6%) This indicates that there are many difficulties in using blackboard learning platforms in teaching.

This finding is consistent with the results of the study of **Lada et al. Lada, Other (2004) (17), Salem al-Kandi(2006) 7(Reda Mustafa (2008) (6))** that there are many obstacles that wander without the use of teaching technology in the teaching of applied and theoretical curricula at all levels of education.

It is also clear from the same table that the value of Ka2 calculated is greater than the scheduled Ka2 at 4 degrees and below the level of 0.5 in all the terms of the third axis, which is equal to 9.488, indicating that the members of the basic research sample agree that there are many difficulties facing the use of the virtual electronic educational platforms Blackboard at Imam Abdul Rahman bin Faisal University, and these results are consistent with the study of **Said Sibt al-Qahtani (2010) (1)**.

This answers the third question of the research, which states:

What are the difficulties facing the use of the virtual educational platforms Blackboard at Imam Abdul Rahman bin Faisal University?

Conclusions:

In light of the research procedures, the limits of the basic sample, and statistical analysis, the researchers reached the following conclusions:

- 1- Agreement by all faculty members on the importance of using the virtual educational platforms Blackboard at Imam Abdul Rahman bin Faisal University to improve the educational process and the quality of education.
- 2- An agreement by all faculty members on the extent of the use of the virtual educational platforms Blackboard at Imam Abdul Rahman bin Faisal University.
- 3- Most of the members of the committee agreed that there are difficulties facing the use of the virtual educational platforms Blackboard at Imam Abdul Rahman bin Faisal University.

Recommendations:

Based on the results of the research, and the conclusions that resulted from them, the researchers recommend the following:

- 1- Paying attention to training faculty members to use Blackboard virtual educational platforms
- 2- The necessity to provide technicians specialized in operating and maintaining the Blackboard virtual educational platforms to facilitate and improve the learning process.
- 3- Encouraging faculty members to take advantage of the virtual educational platforms Blackboard
- 4- Take advantage of the virtual educational platforms Blackboard in publishing courses and exchanging electronic messages between learners and some of them, learners and their teachers.
- 5- Strengthening the positive trend towards employing the virtual classroom technology at Imam Abdul Rahman bin Faisal University.

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