

# opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,  
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 35, diciembre 2019 N°

24

Revista de Ciencias Humanas y Sociales  
ISSN 1012-1587/ ISSNc: 2477-9385  
Depósito Legal pp 198402ZU45



Universidad del Zulia  
Facultad Experimental de Ciencias  
Departamento de Ciencias Humanas  
Maracaibo - Venezuela



# The educational platform and the motives of its use on students

**Aliaa Ibrahim Ahmed**

Assistant Professor

Library and Information Science Department

Imam Abdulrahman bin Faisal University

[aiaibrahim@iau.edu.sa](mailto:aiaibrahim@iau.edu.sa)

## Abstract

The study aimed to identify the motives of using the electronic educational platform for students of the library and information department at Imam Abdul Rahman bin Faisal University. As a result, 50.7% of students use the platform daily and 64.8% of the students believe that the platform achieved them the desired benefit. The researcher adopted an analytical descriptive case study using a questionnaire divided into 6 axes. In conclusion, the need to apply the electronic educational platform in many universities and colleges, provide training courses for students on how to keep their duties and assignments in the portfolio.

**Keywords:** Electronic, Educational, Platform, Motives, Library.

## La plataforma educativa y los motivos de su uso en estudiantes

### Resumen

El objetivo del estudio fue identificar los motivos del uso de la plataforma educativa electrónica para los estudiantes de la biblioteca y el departamento de información de la Universidad Imam Abdul Rahman bin Faisal. Como resultado, el 50.7% de los estudiantes usa la plataforma diariamente y el 64.8% de los estudiantes cree que la

plataforma les brindó el beneficio deseado. El investigador adoptó un estudio de caso analítico descriptivo utilizando un cuestionario dividido en 6 ejes. En conclusión, la necesidad de aplicar la plataforma educativa electrónica en muchas universidades y colegios, ofrece cursos de capacitación para los estudiantes sobre cómo mantener sus deberes y tareas en la cartera.

**Palabras clave:** Electrónica, Educativa, Plataforma, Motivos, Biblioteca.

## 1. INTRODUCTION

There is no doubt that the technical progress witnessed by the world in many areas has played a major role in the information revolution, which has made a major shift in the nature of sources of information, both at the level of lectures or knowledge circulating. Where efforts began several years ago to introduce new techniques in education, but unfortunately, they did not succeed. The academic community was not mature enough to adopt methods supporting the educational process. High computer prices and the difficulty of using software have been a major constraint on the use of technology in education. At present, the establishment of academic institutions is still growing and still at the beginning of its development.

This pioneering development of the teacher has provided advanced methods for use in classrooms and computer labs through electronic tests and discussions. The problem of the study stems from the multiplicity of modern technologies in delivering information to the learner, the availability of multiple patterns and forms, and

international experiences show significant differences in attempts made from one country to another and vary from one specialty to another. The e-learning platform is becoming a field of research that deserves the attention of the teaching and research community, so more and more universities have been invested a huge amount of resources to implement their E-learning platform or environment. However, the traditional E-learning system, which is used to delivering and managing contents, can no longer provide the processes required to sustain the interest of a student as he learns. As a result, many e-learning facilities ended up as merely file servers.

The importance of this study comes from being one of the first studies that dealt with electronic educational platforms at Imam Abdul Rahman bin Faisal University and extends to which students use and interact with educational tools. It has also solved a number of problems gradually, particularly those problems related to the lack of appropriate educational programs and their availability regardless of place and time. The e-learning platform provides teachers with tools to manage the content of modules easily and efficiently. It also enables students to access the study materials, announcements about the dates of lectures, and submitting their assignments and duties. Here come the objectives of the study.

## **2. LITERATURE REVIEW**

This article provides a general overview of how the portfolio is used in education and then goes on to discuss the development of a

generic, institution-wide portfolio for students. We further provide a succinct summary and critical analysis of the educational principles underlying the use of portfolio in higher education. This is followed by an overview of the growing number of portfolio initiatives currently underway at the Vrije Universiteit Brussel. As the use of portfolio is a natural complement to competence-oriented educational innovations, the Educational Innovation and Educational Service Centre (OSC) of the Vrije Universiteit Brussel is developing a generic electronic portfolio system. The functional and technical requirements for the implementation of e-portfolio have been established on the basis of the lessons learned from practical experience (Mahmood, Arshad, Ahmed, Akhtar, & Khan, 2018).

The choice of an open-source development environment made it possible to get a prototype up and running relatively rapidly, thanks to the availability of built-in tools such as user management, security management, content management and plug-ins. The open-source of the system offers best guarantees for its future development, flexibility and the possibility of linking it to other projects and databanks. The article concludes with a description of the portfolio system at its present stage of development together with an exploration of the future possibilities of e-portfolio (Shabbir, Abbas, Aman, & Ali, 2019)..

We present and evaluate the design of LightUp, an augmented, learning platform for electronics. LightUp helps children explore engineering and electronics by foregrounding fundamental concepts and backgrounding the extraneous intricacies of circuit construction. LightUp consists of electronic components (e.g. wire, bulb, motor,

microcontroller) mounted on blocks that connect to each other magnetically to form circuits. In addition, LightUp provides an informational lens through a mobile app that recognizes the components in a photographed circuit and augments the image with visualizations of otherwise invisible circuit behavior. Our study findings demonstrate the experiential learning made possibly by augmenting an intuitive circuit-building platform with information that allows children to learn skills that will help them to develop engineering skills and agency (Scott, 1999; Mahmud, Akinwale, Khan, & Alaraifi, 2019).

This paper aims to give an overview of the introduction of new technologies in the educational process of the Technological Educational Institution (TEI) of Athens. Two applications have been developed and implemented in parallel. The first one is a web platform focused on the publication and management of modules material in electronic format. The second one is an electronic examination tool for student evaluation. Features, advantages and results from their usage are presented (Nichols, 2003).

### **3. THE THEORETICAL FRAMEWORK OF STUDY**

The e-education platform is based on the e-class platform, developed by GUNET. E-class was based on the Claroline System which is an open-source software package. E-class was adopted and properly customized to reinforce and support current educational

activities in the academic community of the TEI of Athens. The system provides teachers with certain tools for managing modules content easily and efficiently. E-education is an integrated system for storing, managing and presenting digital educational material. In particular, the elements which compose a digital module and can be created / managed by the teacher are:

- Files which include the study material of the module (text documents, slides, videos, etc.).

- Discussion forums for exchanging opinions and ideas on matters related to the module – Student workgroups focused on special projects – Storage points where the students can upload their projects. Internet links related to the module.

- Announcements concerning the module (Lewis, 2000).

- A calendar which presents in chronological order the module key events (lecture meetings, exam dates, etc.).

- Module description with extensive information about its outline – List of registered students.



Figure 1: E-education platform, main menu.

Advantages of the educational platform:

1. You are able to link the various resources in several varying formats.
2. It is a very efficient way of delivering courses online.
3. Due to its convenience and flexibility, the resources are available from anywhere and at any time.
4. Everyone, whoever part-time or full-time student, can take advantage of web-based learning.
5. Web-based learning promotes active and independent learning.
6. Through discussion boards and chats, you are able to interact with everyone online also.
7. The video instructions can be rewind and watched again and again if you do not understand the topic the first time.

8. It is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits him/her. According to Smedley (2010), the adoption of e-learning provides the institutions as well as their students or learners much flexibility of time and place of delivery or receipt (Bigum, 1997).

9. E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information.

10. It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates students to interact with others, as well as exchange and respect different point of views. E-learning eases communication and also improves the relationships that sustain learning. Wagner et al. (2008) note that e-Learning makes available extra prospects for interactivity between students and teachers during content delivery.

11. E-learning is cost-effective in the sense that there is no need for students or learners to travel. It is also cost-effective in the sense that it offers opportunities for learning for the maximum number of learners with no need for many buildings.

12. E-learning always takes into consideration the individual learners differences. Some learners, for instance, prefer to concentrate on certain parts of the course, while others are prepared to review the entire course (Hameed et al., 2008).

13. E-learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians, etc.

14. The use of e-Learning allows self-pacing. For instance, the asynchronous way permits each student to study at his or her own pace and speed whether slow or quick. It, therefore, increases satisfaction and decreases stress (Klein & Ware, 2003; Nikku, & Rafique, 2019).

Well, there are not many disadvantages of eLearning, the main one being that you get knowledge only on a theoretical basis and when it comes to applying whatever you have learned, it may be a little different. The face-to-face learning experience is missing, which may matter to some students:

1. Most of the online assessments are limited to questions that are only objective in nature.

2. There is also the problem of security needed for online learning programs.

3. The authenticity of a particular student's work is also a problem because the online process may give the chance for anyone to do a project instead of the actual student.

4. The assessments that are computer marked generally have a tendency of being only knowledge-based and not necessarily practicality-based.

5. E-learning as a method of education makes the learners undergo contemplation, remoteness, as well as lack of interaction or correlation. It, therefore, requires very strong motivation

and time management skills in order to reduce such effects (Cerbo et al., 2010).

6. With respect to clarifications, explanations, and interpretations, the e-learning method may be less effective than traditional methods of learning. The learning process is much easier to face-to-face with instructors or teachers.

7. When it comes to the improvement of learner's communication skills, e-learning may have a negative effect. Though learners might have excellent academic knowledge, they may not possess the needed skills to deliver their acquired knowledge to others.

8. Since tests and assessments in e-learning are frequently supervised by proxy, it may be difficult, if not impossible, to control or regulate activities such as cheating.

9. E-learning may also be subject to piracy, plagiarism, cheating, inadequate selection skills, and inappropriate use of copy and paste.

10. E-learning may negatively impact socialization skills and limit the role of instructors as directors of the educational process.

11. Not all disciplines can effectively use e-learning in education. For instance, scientific fields that require hands-on practical experiences may be more difficult to study through e-learning. Researchers have argued that e-learning is more appropriate in social science and humanities than the fields such as medical science and engineering where there is the need to develop practical skills.

12. E-learning may also lead to congestion or heavy use of some websites. This may bring about unanticipated costs both in time and money (Algahtani, 2011).

#### **4. METHODOLOGY**

The researcher followed the descriptive-analytical method in this research, which depends on data collection, tabulation and extraction of the results thereof, to suit the nature of this study. Descriptive style is the most appropriate method, which can study some human subjects to be based on the study of the phenomenon as it is in reality. The researcher used this method to collect information and data by returning to the theoretical framework of this study and the previous studies that were presented in Faculty of Arts at Imam Abdulrahman bin Faisal University for e-learning platforms (Collins et al., 1997).

The study sample is selected from the students of the Library and Information Department of the academic year 1440/2019 in the Faculty of Arts at the University of Imam Abdul Rahman bin Faisal. The sample consists of 83 students. The sample of the study consists of 71 students in the Department of Libraries and Information for the year 1440/2019, where 85.5% of the total number refers to female students. The research and studies that dealt with the subject of research and tried to benefit from what was done by other researchers and to reach points of difference between their research and this research. The most

important axes related to the measurement of the use of female students to the educational e-learning site which is available on the site of Imam Abdul Rahman bin Faisal University.

The study sample was selected (71) of the female students. The study tool of the questionnaire was prepared in order to identify the axes of the above questionnaire, including open questions, closed questions and multiple choice. The questionnaire was presented to a number of experienced arbitrators to take their opinions and observations about the questionnaire. The amendments were made, some statements were reworded, questions added and some statements were deleted. The researcher adopted the method of calculating frequencies and percentage. The researcher used this tool as a questionnaire. The researcher found that the questionnaire is the appropriate tool to achieve the objectives of its study and answer its questions. The tool also gave the sample members their chance to choose the appropriate time to answer their paragraphs. The researcher in the design of the questionnaire relied on a number of sources and experiences that were derived from different sources.

The researcher presented the questionnaire to a group of arbitrators from the specialists in the field of libraries, who had opinions and guidance on the questionnaire and its paragraphs. Some amendments were made, which the arbitrators considered necessary and the questionnaire appeared in its final form, divided into the following axes:

First Axis: The extent to which students use the electronic educational platform available on the website of Imam Abdul Rahman bin Faisal University.

Second Axis: Benefit from using the educational platform.

Third Axis: The impact of using electronic the educational platform to raise the rates of study for students.

Fourth Axis: Uses of the educational platform (Dede, 2000).

Fifth Axis: Difficulties facing students when using the educational platform.

Sixth Axis: Proposals for the development of the educational platform.

## **5. RESULTS**

A question was directed to the study sample on the extent to which students use the educational e-platform, and the answers were as shown in Figure (2):

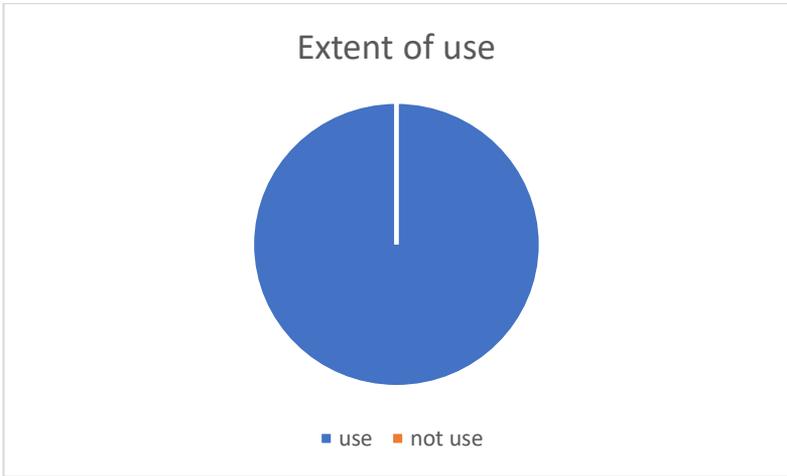


Figure 2: shows the extent to which students use the educational electronic platform

The above figure indicates that 100% of the students use the e-learning platform. This indicates that the educational e-platform is one of the required and mandatory services for the employees of Imam Abdul Rahman bin Faisal University. To determine the length of time which the study sample used for the platform, their responses were presented in the following figure:

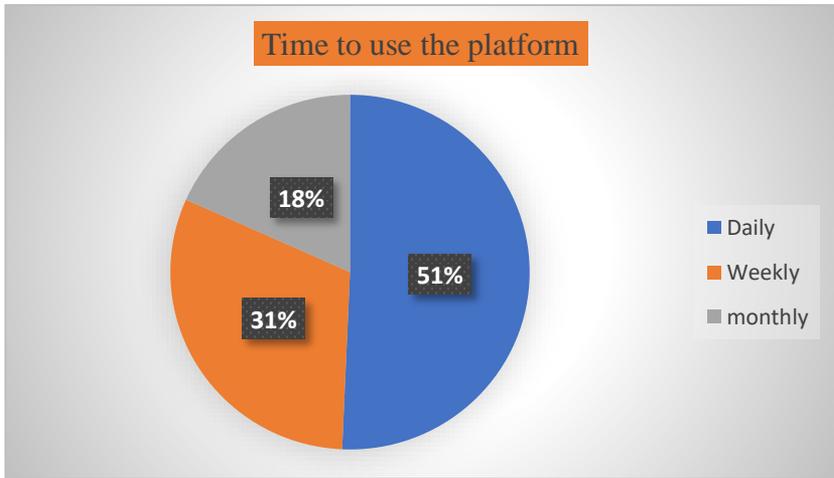


Figure 3: shows the time period for using the platform by students

The results of Figure (2) indicate that 36 of the students use the educational e-platform 50.7% per day, 22 students use the platform 31% weekly, and 13% 18.3% per month. The researcher sees from the reality of her work at the university that there are several practices for students through the educational platform such as forums, short tests, announcements relating to the curriculum, the maintenance of duties, assignments, time plans for the course, courses and other practices. The researcher asked the students about their views on the educational platform and whether they are achieving the desired benefit, the answers were as shown in the following figure.

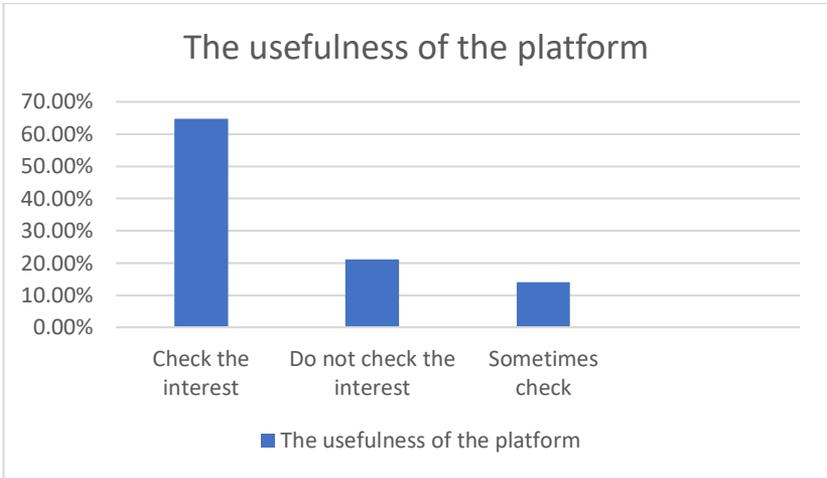


Figure 4: The usefulness of the educational platform

Figure (4) indicates that 64.8% of the 46 students believe that it achieves the desired goal, while 15% of female students (21.1%) believe that they do not achieve the desired goal. Do not achieve the desired benefit. This is due to some of the services provided by the platform are important and useful and some are not especially if not used properly. The researcher asked a question about the study sample on: the benefit of using the educational e-platform and the answers were as shown in figure (5).

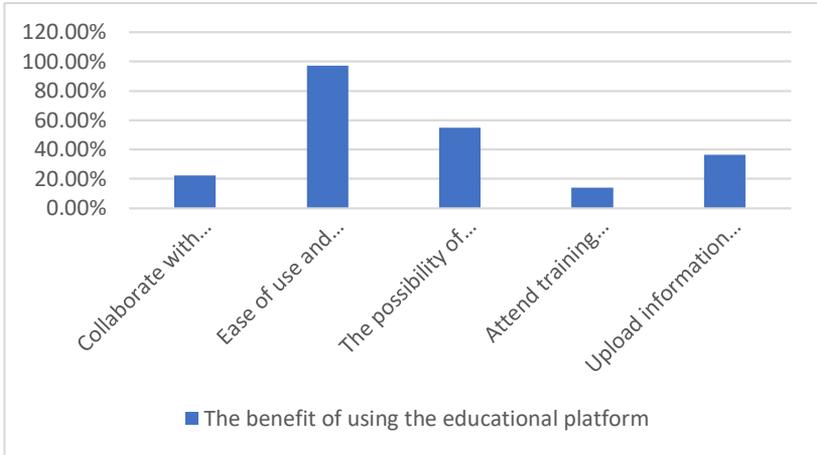


Figure 5: The areas of use of the educational electronic platform from the point of view of the study sample

By extrapolating the figure, it is clear that:

- 69 students reported that the benefit was 97.2% in ease of use and application.

- 39 students reported that the possibility of communicating with the professor outside the university wall through the electronic educational platform is achieved by 54.9%.

- A total of 26 students reported that information and video related to the course were generated by the use of the educational platform by 36.6%.

- 16 students reported that the benefit of the educational electronic platform is to cooperate with colleagues in the classroom by 22.5%.

- 10 students reported that the attendance of training courses through the educational platform of the benefits achieved by 14.1%.

The Impact of Using Electronic Educational Platform: Question: The extent of the efficiency and effectiveness of the educational e-learning platform in the educational achievement, the answers are as shown in Figure (6) as follows:

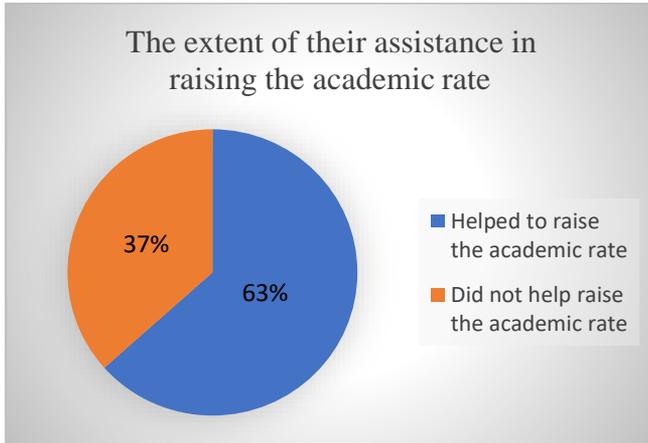


Figure 6: The extent of their assistance in raising their academic level

As shown above, 45 students (63.4%) believe that they have helped raise their level and learning, while 26 students (36.6%) believe they are not good and have not affected their level of education. The purposes of using the educational platform: The researcher asked a question to the sample of the study about: What are the purposes of using the electronic educational platform? The answers were as shown in Figure (7):

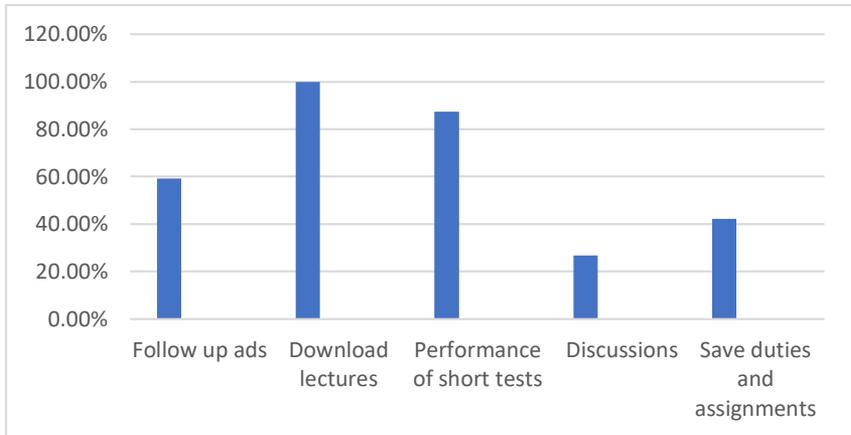


Figure 7: Shows the purposes of using the educational platform

-In the first place was the download of lectures by 100% (71) students.

- In the third place came the performance of short tests by 87.3% (62) students.

followed by the follow-up to the announcements related to the decision by 59.2% (42) students.

- There was the number of assignments was 42.3%

- Finally, a discussion of each lesson ranked fourth by 26.8% (19) students.

## 6. CONCLUSIONS

1 - Use of students study electronic platform educational 100%.

2 - 50.7% of students use the platform daily.

3 - 64.8% of the students believe that the platform achieved them the desired benefit, and the interest rate was 97.2% in ease of use and application.

4 - 63.4% of the educational platform helps them to raise their educational levels.

5 - 100% of students use the platform to download lectures in the first place, and in the second place 87.3% of the students use the platform to perform short tests.

## REFERENCES

ALGAHTANI, A. 2011. **Evaluating the Effectiveness of the E-learning Experience in Some Universities in Saudi Arabia from Male Students' Perceptions.** Durham theses, Durham University. UK.

BIGUM, C. 1997. **Teachers and computers: In control or being controlled?** Australian Journal of Education. Vol. 41, N° 3: 247-261. Australia.

CERBO, G., DODERO, S., & PAPALEO, J. 2010. **Integrating a Web3D Interface into an E-learning Platform.** Proc. ACM Symp. International Conference on Web 3D Technology (Web3D 10), ACM Press. pp. 83-92. UK.

COLLINS, J., HAMMOND, M. & WELLINGTON, J. 1997. **Teaching and Learning with Multimedia.** London: Routledge. UK.

DEDE, C. 2000. **Emerging Technologies and Distributed Learning in Higher Education**. In D. Hanna (Ed.), *Higher Education in an Era of Digital Competition: Choices and Challenges*. pp. 71-92. UK.

HAMEED, S., BADI, A., & CULLEN, A. 2008. **Effective e-learning integration with traditional learning in a blended learning environment**. European and Mediterranean conference on information system. pp. 25-2. UK.

KLEIN, D., & WARE, M. 2003. **E-learning: new opportunities in continuing professional development**. Learned publishing. Vol. 16, N° 1: 34-46. USA.

LEWIS, N. 2000. **The Five Attributes of Innovative E-Learning**. Training and Development. Vol. 54, N° 6: 47-51. USA.

MAHMOOD, A., ARSHAD, M. A., AHMED, A., AKHTAR, S., & KHAN, S. (2018). "Spiritual intelligence research within human resource development: a thematic review". **Management Research Review**. Vol. 41, N° 8: 987-1006. UK.

MAHMUD, M., AKINWALE, Y. O., KHAN, R. A., & ALARAIFI, A. (2019). "Techno Entrepreneurship Adoption: An Intention Based Assessment Study of Start-Ups in the Kingdom of Saudi Arabia". **Journal of Entrepreneurship Education**. Vol. 22 N° 5. USA.

NICHOLS, M. 2003. **A Theory for E-Learning**. Educational Technology and Society. Vol. 6, N° 2: 1-10. Taiwan.

NIKKU, B. R., & RAFIQUE, Z. (2019). Empowering people: Role for political social work in South Asia. *International Social Work*, Vol. 62, N° 2: 877-891. UK.

Shabbir, M. S., Abbas, M., Aman, Q., & Ali, R. (2019). "Estrategias de reducción de la pobreza. Explorando el vínculo entre pobreza y corrupción de países menos desarrollados". **Dilemas**

**Contemporáneos: Educación, Política y Valores**, Vol. 86, N° 2. Mexico.

SCOTT, B., KEN, C., & EDWIN, M. 1999. **The Effects of Internet-Based Instruction on Student Learning**. Journal of Asynchronous Learning Network. Vol. 3, N°2: 98-106. USA.

SMEDLEY, J. 2010. **Modelling the impact of knowledge management using technology**. OR Insight. Vol. 23, pp. 233–250. Germany.

WAGNER, N., HASAEAN, K. & HEAD, M. 2008. **Who is responsible for E-learning in Higher Education? A Stakeholders' Analysis**. Educational Technology & Society. Vol. 11, N° 3: 26-36. UK.



DEL ZULIA

---

# opción

Revista de Ciencias Humanas y Sociales  
Año 35, N° 24, (2019)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.

Maracaibo - Venezuela

[www.luz.edu.ve](http://www.luz.edu.ve)

[www.serbi.luz.edu.ve](http://www.serbi.luz.edu.ve)

[produccioncientifica.luz.edu.ve](http://produccioncientifica.luz.edu.ve)