# Distance Learning vs. The Traditional Classroom
## التعلم عن بعد مقابل الفصول الدراسية التقليدية

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**Abstract**

This article discusses the main milestones in the development and formation of the distance education system. The subject of this study is the process of developing distance education that reflects all the components inherent in the educational process (goals, content, methods, organizational forms, and teaching aids) and is implemented by specific means of Internet technologies or other means that provide interaction. The challenges and advantages are mentioned in this paper. Some criticism is leveled at educational technology. I also mentioned some recommendations. This paper also includes conducting a questionnaire among professors of the Department of English at the University of Ghardaïa, which is an experience from the field that voluntarily follows a qualitative analysis, which will allow us to identify some elements of our problem and achieve tangible results.
**Keywords**: Distance education, Traditional Classroom, Internet, Technology, Challenges, Survey.

**الملخص:**

تناقش هذه المقالة المعالم الرئيسية في تطوير وتشكيل نظام التعليم عن بعد، من أول ذكر لـ "التعلم بالمراسلة" في بداية القرن الثامن عشر إلى التعليم الحديث عبر الإنترنت المنفذ عبر الإنترنت. موضوع هذه الدراسة هو عملية تطوير التعليم عن بعد. يعتبر العمل بمثابة إنشاء دورات منفصلة ومؤسسات التعليم العالي بأكملها التي تطبق مبدأ التعلم عن بعد للطلاب في أنشطتهم. تتناول الورقة التجارب الأجنبية والمحلية في تنفيذ التعليم عن بعد. التعلم عن بعد هو تفاعل المعلم والطلاب مع بعضهم البعض عن بعد ، مما يعكس جميع المكونات المتأصلة في العملية التعليمية (الأهداف والمحتوى والأساليب والأشكال التنظيمية والوسائل التعليمية) ويتم تنفيذه بوسائل محددة من تقنيات الإنترنت أو وسائل أخرى التي توفر التفاعل. التحديات والمزايا مذكورة في هذه الورقة. يتم توجيه بعض الانتقادات إلى تكنولوجيا التعليم. خاتمة وبعض التوصيات.
**الكلمات المفتاحية:** التعليم عن بعد ، الفصول الدراسية التقليدية ، الإنترنت ، التكنولوجيا ، التحديات.

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# 1. INTRODUCTION

To educate everyone by conventional means, thus meeting the multiple training demands of society, is practically unfeasible today. In the educational systems of developed countries, the levels. The lower ones -basic and secondary education- are sufficiently taken care of, but from the decade of the 1960s on the traditional university, adult education institutions, companies dedicated to professional updating, etc., they fail to establish an infrastructure and organization that can respond with agility and efficiency to the explosive demand of the new clientele of this industrial society.

The internet has transformed the big world into a small village without borders, and a window that provides the individual with the latest research developments. The Internet can be an effective platform for delivering virtual courses because of its universal appeal. The use of the Internet in many spheres of life and activity has created the prerequisites for the emergence and development of distance learning. The relatively low number of students studying in traditional educational institutions and the impossibility of accepting everyone who is willing and able to acquire knowledge in this form. A large volume of classroom activities and the associated need for travel and presence in an educational institution, sometimes located at a considerable distance from the place of residence; a rigid schedule of classes that does not allow to combine training with other student activities. Now, such a term as "distance learning" has become synonymous with the concepts of "e-learning" or "online learning". Thus, cooperative learning is a technique in which a teacher and a student, ~~being~~ separated in space and time, use Internet resources for all types of educational activities.

In contrast to these limitations, learning through the Internet allows you to organize the learning process on the principles of: Openness (reception of all those who are willing and able to learn); Flexibility: (wide variation by the trainee himself of the time of classes, individual curriculum, choice of educational institution and teacher, etc.; Distance: (opportunities for learning at the place of residence or work with the systematic remoteness of the student from the teacher).

Although some authors mark the difference between the terms collaborative learning and cooperative learning, in this paper both terms are used

interchangeably. Collaborative or cooperative learning refers to the learning that results from working in formal or informal groups. The participants in a learning situation that is collaborative can be part of a formal or predetermined group, such as classmates in a class; or they may be members of groups that are not formal, such as groups of colleagues, members of an information distribution list, or researchers. These informal groups, they are also often referred to as communities of learning" or "communities of practice"(Wenger, 1999).

In the past few years, cooperative learning has become a modern educational core. According to UNESCO, over ninety percent of universities in the United States offer at least one online course, and many organizations and schools, offer education that is entirely online. The learner is able to cancel distances, shorten time, and exchange information that allows him to quickly reach places of science and knowledge, such as and libraries. These advantages have made tertiary distance education the fastest growing educational sector in the world. Asia currently has 3.5 million distance learning students at the tertiary level, including 1.4 million in China (UNESCO, 2020).

Distant education model is the formation of a system for the required delivery of an educational subject or item (Moore & Kearsley, 2004). These days, we can study from anywhere in the world, but distance education didn't begin with the internet." In 1728, a man by the name of Caleb Phillips put an ad in the Boston Gazette offering weekly mailed lessons on shorthand – one of the earliest attempts at distance education" ( David Thompson, 2018). Distance education, also called distance learning, online education, or e-learning, refers to a teaching modality that "allows a person to learn relatively independently, with minimal time and travel constraints, and with the remote support of resource persons.

According to (Kentnor & dialogue, 2015), "uses computers and the Internet as the delivery mechanism, with at least 80% of the course content delivered online" (p. 22).

The current era is the era of communications technology and its applications in all fields, whether civil or military, such as: armament, connectors, satellites, medicine, education, and other fields, and thus this are reflected in all production and service sectors.

## 2. Challenges of distance education

Technological development and the accelerated production of knowledge in this century constitute arguments that support virtuality as a revolution in education, since, since the end of the 20th century, some specialists envisioned that sooner rather than later a digital transformation would take place. It is important for teacher educators to know the interaction and perceptions of prospective teachers towards technology and the terminology related to the technology. When teacher candidates have sufficient instruction during their education, they have positive opinions about instruction using technology and they believe that it is effective (Morrison & Jeffs, 2005).

It is true that distance education can evidence a history full of diverse and solid pedagogical experiences, but the current pandemic exerted a catalytic effect for the migration from the traditional face-to-face modality to an innovative virtual modality.

In the past two decades, the world has witnessed successive and rapid technological developments and technological and informational explosions.

In terms of improving public utilities. Therefore, countries have to make a lot of effort to keep pace with these developments, which is reflected positively. In the 21st century, interactive interaction with a student through information communication networks is promising, from which the vast environment of Internet users is heavily allocated. In 2003, the ADL2 initiative group began developing the SCORM1 distance interactive learning standard, which involves the widespread use of Internet technologies. The introduction of standards contributes both to deepening the requirements for the composition of distance learning and the requirements for software.

## 3. Advantages

The world we live in is constantly changing. It is a dynamic, unstable, competitive, and demanding environment in which citizens need to constantly expand, update, and improve their knowledge in order to interact effectively with the reality around them, to understand and communicate better, and to discover new opportunities and take advantage of them.

Distance education that includes judicious use of new information and communication technologies as they are increasingly available in most poor countries, promises to provide an important part of the solution to the continent's

growing demand for expanding access and improving the quality of tertiary education. Although each country should design its own approach to establishing tertiary distance education programs and institutions, considerable global experience is available to inform policymakers and assist in planning in each area. This experience suggests that the following general guidelines can help poor nations build the capacity needed to establish an effective tertiary distance education system.

Among the benefits of a virtual teaching-learning process, we can mention: "wide access to Internet browsing, diversity of forms of organization of teaching (videoconferences, forums, consultations, seminars, among others), independence, autonomy, and protagonism of the students, as well as the diversity of offers and innovation that materializes in high efficiency of educational processes." https://revistas.um.es/red/article/view/257681

- The cost of distance learning is slightly lower than traditional education, since there may be no rent for renting premises for classes; the costs of organizing the classes themselves are reduced.
- There is an opportunity for each teacher to simultaneously consider factors that directly or indirectly affect the final cost of education and reduce training time (collection and travel time)
- Distance learning can be of an individual nature, and therefore provide an opportunity to more effectively customize the learning process, enabling the student to choose a convenient time and pace of learning for himself.
- Improve the quality of education through the use of modern tools, voluminous electronic libraries, etc.
- Create a unified educational environment (especially relevant for corporate training); this format of training is extremely convenient for people with disabilities.
- A person can simultaneously study in more than one educational organization and / or in more than one direction in a short time.
- There is an opportunity to continuously improve the level of one's own qualifications; the active use of images, text, sound, and video

in educational material significantly improves the quality of assimilation of new information.

## 4. CRITICISM
### *Problems of distance education*

The article reveals the issue of the loss of dialogical communication in modern society through the prism of school communication. The phenomenon of "the end of communication" is due to the monological, transferable nature of education, which manifests itself in educational standards, programs, and educational literature, as well as in the educational process, in distance learning.

In the modern education system, we can observe phenomena that indicate that the phenomenon of live, direct conversation is fading into the background. This is especially evident in those forms of education where the process of mastering knowledge is reduced to a simple "transfer" of information from teacher to student. The student - the recipient of information, and therefore the object - must "know and be able" to apply the model of the knowledge and skills that are transferred to him from the outside.

The transfer character of education in such cases is inherently monologue. Monologue denies, first of all, the independent, creative nature of students' knowledge of the world around them. First, it is much easier to communicate knowledge in a ready-made form than to develop the thinking of students.

However, no knowledge, even fundamental knowledge, can be simply "transferred" to students; it is possible to transfer (or teach) only some information; the acquisition of knowledge, its depth, and breadth are inseparable from the assimilation of the methods of obtaining them. As I. Kant said: "We can know only those things that we have done ourselves." (Wood, 1984).Secondly, it is impossible to teach to think independently if the educational process is reduced to the communication of pre-prepared and selected information in the form of

rules, schemes, classifications, theorems, and regularities. Thirdly, "ready-made", pre-selected information does not affect the efforts and personal qualities of the student to form his own system of knowledge, does not contribute to the development of the student's personality. Without students understanding the mechanism of their activity, it is impossible to obtain personally significant educational results, to overcome their alienation from education.

A rather sudden and forced transition to a new format of education in the fourth quarter of the 2019-2020 academic years revealed a number of additional difficulties. Among them are the following:

Distance learning is hampered by such factors as the difficulty of self-discipline and control at home and unreliable communication.

- The relative high cost of programs and subscriptions to specialized sites for teachers and students, as well as the lack or high cost of hiring highly qualified IT- Information technology- (specialists for software development.

- Insufficient level of provision of computers and other equipment for families with school-age children.

- Insufficient level of verification of information on sites aimed at creating platforms for the educational process.

- Lack of assignments on certain sites for some class parallels

- The emergence of additional difficulties for older teachers in mastering modern computer technologies.

- Reducing the objectivity of assessing students' knowledge. The assessment of knowledge was carried out remotely, and often the teacher might not be able to determine the degree of independence in

the student's performance of a particular task.

- Decreased student motivation. Children, who showed relatively high results in the conditions of full-time education, in the changed conditions, could drastically lower their academic performance.

- The Corona pandemic has revealed disparities in the educational systems in many countries, which has increased the psychological stress factor on parents and learners alike, education is no longer available, fair and equal for all, not to mention the educational difficulty.

## 5. PREVIOUS STUDIES

Many studies from around the world provide a consistent answer to this question: instructional support is not a significant factor in student success, attitudes, or retention(Willis, 1994) In fact, how media are used has proven to be more important than the nature of the medium itself. In addition, the use of multiple media seems more effective than a monomial approach, with the interactivity between students and tutors strongly stimulating learning. With the choice of technology having no impact on learning, the factors of technological cost and maintenance become determining considerations. As a result, experts and specialists in this field will be hired to oversee the flexible transition to distance education.

- Use new information and communication technologies to improve management efficiency and increase educational quality rather than expanding access; attach particular importance to the transformation of libraries into virtual libraries as part of this process.

It is important for teacher educators to know the interaction and perception of prospective teachers towards technology and the terminology related to the technology. When teacher candidates have sufficient instruction during their education, they have positive opinions about instruction using technology and believe that it is effective (Morrison & Jeffs, 2005)

The use of technology has recently become more common than ever before. The use of technological devices also increased the frequency of the use of words related to technology in our daily lives and in education.

We chose this method of analysis because we have to do with a field: it is a question of observing and identifying the phenomena relating to teaching / learning in a new practice, the flipped classroom.

## 5.1. Saienko & Lavrysh Study

Saienko & Lavrysh (2020) studied learning by means of modern technologies to develop self-learning at the Technical University of Ukraine, which aimed to identify the strengths and weaknesses of self-directed learning supported by modern technologies via the Internet. To achieve this, the two researchers used a SWOT analysis. To collect data and analyze them in terms of strengths and weaknesses, and in the qualitative part of the study, the responses of the participants were analyzed through a content analysis. The study was conducted on a sample of (102) students and teachers, and the results of the study concluded that modern online technologies are powerful tools for developing learners' self-learning skills.

## 5.2. Firat & Bozkurt study

The Firat & Bozkurt (2020) study, which aimed to examine readiness for online learning. The study included 6,507 learners from the huge Giga University in Turkey. Through the use of a measure of readiness for online learning, correlational analysis was used to interpret the research results. The results revealed that the demographics of open education students can be used as an indicator of readiness for online learning, and that there is a need for adaptive online learning systems. Moreover, the research revealed a relationship between readiness for online learning and the technological devices preferred by learners for distance learning.

## 5.3. Basilaia & Kvavadze Study

There is a study by Basilaia & Kvavadze (2020), which stated that during the discovery of the first case of coronavirus infection in Georgia, a transition was made from traditional education to distance education. Therefore, this study aimed to study the ability of the country and its population to continue the learning process via the Internet, through the use of the various available platforms such as (Zoom, Slack and Google Meet, EduPage). The study was applied to a sample of 950 students, and the study was based on the statistics of the first week of the learning process. The study confirmed that the transition to online education was successful, and that the experience gained from the application of distance education in this pandemic can be used in the post-Corona crisis future.

## 5.4. Koo  Study

In a Koo (2008) study that aimed to examine the factors affecting teachers' willingness to teach online in Malaysia, the results indicated that while teachers value online learning, they did not show a strong willingness due to time constraints and insufficient access to the infrastructure. technological infrastructure. Hung (2016) also conducted a study on primary and middle school teachers' readiness for online learning using four factors: communication self-efficacy, institutional support, self-directed learning, and self-efficacy of learning transfer. The study indicated that teachers with a master's degree, when compared to teachers with a bachelor's degree, give more weight to the areas of self-efficacy for communication and self-efficacy for learning.

## 5.5. Valtonen, Kukkonen, Dillon, & Väisänen  study

In a study by Valtonen, Kukkonen, Dillon, & Väisänen (2009) that investigated readiness for online learning of secondary school students in rural areas of Finland, the study yielded interesting results, as high school students had positive, negative, and neutral beliefs regarding education via the Internet. Students who have a negative belief that online learning is a static and isolated space allow students to access only educational resources.

In general, the prior studies indicate that the preparation and development of strategies for the practice of distance education is vital and important. It also indicates that there are some studies that dealt with distance education in light of the Corona crisis, and others dealt with self-learning as a strategy through which learners can continue their learning effectively, whether in times of crisis or in normal circumstances. The scientific approach that was followed in conducting previous studies varied, as there is a descriptive approach, a semi-experimental approach, and a qualitative approach.

## 6. UNIVERSITY TEACHERS' SURVEY

Our first survey is carried out among teachers of the department of English at the University of Ghardaia, it is an experience from the field that voluntarily follows a qualitative analysis, which will allow us to specify some elements of our problematic and to produce concrete results.

Our choice of the corpus was therefore based on the testimonies university teachers collected from a conversation during a meeting of teachers of the 2$^{nd}$ year license of English by the person in charge of the year at the end of the 1st semester to report on them, their interventions when they answered the question targeting our reflection, at the beginning of the meeting, which was "What do you think of the practice put in place and that you followed throughout the first semester?

Question asked by the responsible teacher, their answers were taken in notes that we reported in what follows.

## 7. UNIVERSITY STUDENTS SURVEY

In order to know what is the impact of the flipped classroom on university education, taking as an example the University of Ghardaia, and to know the opinions of students concerning this new practice, we have found the use of the life narrative for more efficient data collection. It provides more freedom to respondents to answer the questionnaire without being not to be guided by questions, and they wouldn't find the objective sought through the questionnaire. As for the opinions of the students, we have collected them since a written production, based on an activity targeting discourse narrative, as long as we ensured the module of techniques of written and oral expression to two groups of students composed of 20 students each, and the instructions were as

follows: "You follow this year a new way of teaching because of the pandemic that has turned the world upside down: what do you think and does it have an impact on your half-year results, since the 1st semester is already closed? »

## 8. INVESTIGATION RESULTS

We collected testimonials from teachers of different modules in the English department of English (module of phonetics, grammar module, techniques module for written and oral expression, and psychology module) in order to enrich the corpus because these are different areas that target the teaching of English as a foreign language to future teachers.

The main question of our investigation was to learn about the teacher's experience with the new way of working required by sanitary measures against the pandemic. For everyone involved, this practice was useful insofar as the theoretical course is already launched online, this saved time and dedicated the session to face-to-face only for practice, each teacher told his own experience regarding his module in the following ways:

### 8.1. The phonetics module

"My experience this year is exceptional, usually it is difficult to start the module with 1st year students, they start from the beginning worried when they receive handouts filled with definitions and new signs (the international phonetic alphabet); on the other hand, this year it is not the case because the students discover the course one week before the face-to-face; they will therefore have time to read and discover its content, they can even do their own research before coming to attend the course, which becomes rather a T.D where everyone is called to participate in the activities and to apply what is already said in the content of the distance learning course...and everyone is happy".

### 8.2. The grammar module

"To teach grammar, it is very important to know the rules first; so during this new practice, I will first launch the course, which is a set of grammatical rules followed by examples, and I will leave the activities and applications for the session on face-to-face, indeed, it is very effective for the teaching of my module".

### 8.3. The written and oral expression techniques module

"This module was composed of two parts, the first was "the techniques of written expression" where we found that very useful, even necessary, new practice, it had saved time since the courses were sent online and preceding the face-to-face sessions which were becoming workshops reserved for the practice of techniques (their definitions and their procedures appeared on the courses sent) on concrete texts also sent as activities at the end of each lesson, so students could perform a little research on the authors of those texts beforehand, on the other hand, the face-to-face session would be practice, of application, where students could ask their questions and the course could be re-explained when necessary; as to the second part was "oral expression techniques" the supports were sound documents and that practice served a lot when we could send the links to teaching materials followed by questions (exercises) when it came to listening comprehension, the session of the face-to-face would therefore be reserved for correction, students would have time to develop their listening skills, they became familiar with the media sent, they would detect more clues related to understanding the content and get inspired to express themselves freely; and when it came to production oral, it became more useful because the instructions were sent in advance and students would prepare for the session on face-to-face where they intervened and there we noticed that the difficulties related to the oral have decreased because the student had all the time to prepare, train and work harder before going to class, so fewer difficulties related to pronunciation, to reading, to the choice of vocabulary were noticed".

### 8.4. The psychology module:

"that practice has helped us a lot to help (teachers and students) since it was a question of preparation for the face-to-face session reserved for tutorials where the students presented their presentations because they already had the theory in the classroom, and that was how our module worked even before the pandemic except that online courses were ~~in~~ face-to-face but in double sessions, so that practice has saved a lot of time and we didn't feel the reduction in the hourly volume of the sessions because our objectives had been achieved following the same program. As for the testimonies of the students, collected for

their productions relating to the theme, we noticed that they found that new practice to be effective in advancing the following arguments:

- 10 students said that having the course in advance provided autonomy, as soon as they received online courses, they provided efforts for reading, understanding them, and they participated in the process of teaching/learning with this pleasure of discovery.
- 20 students confirmed that the results obtained after a semester of study following this new practice were better than the results of previous years according to the traditional class.
- All students thought that by reversing the class, they were given more time for personal research, to enrich their courses, and to freely participate in face-to-face sessions.
- All students found that that practice provided more time to understand and assimilate the lessons; it was the best practice to prepare in advance because the axes and the contents of the courses were already sent, for as long as everyone had a smartphone and the networks Internet was accessible for all.
- All students affirmed that that new rhythm made learning fun as long as everyone had a smartphone where they could consult their courses and be in constant contact with their teachers.
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## 9. COMMENTARY ON SURVEY RESULTS

The results obtained during those two surveys confirm the usefulness and effectiveness of the flipped classroom in terms of teaching at universities. Our surveys have shown that all negative aspects of the traditional classroom become positive by reversing the class: the student who was passive in the class traditional becomes active by reversing the class because he has more time and therefore becomes less frustrated; if we focus on knowledge in the traditional classroom (the lecture), the flipped classroom focuses on the student while promoting his responsibility and autonomy; if the traditional class neglects the psychological side of the students with its classic aspect, the flipped classroom promotes student motivation with the diversity of media as well as teaching resources, in collaborating and participating in the learning process: "we admit that motivation plays a big role and that it determines the initiation, vigor, and

orientation of behavior or cognitive activities and fixes the value conferred on the various environmental elements.

Reduced class sessions due to the pandemic were recovered with online sessions, which made it possible to finish the programs on time without reducing their contents. So we can say that the flipped classroom is a pedagogical technique that rearranges the poles of the didactic triangle to put the student at the top.

We draw a conclusion from the seeming split in the way distance education has been visualized and defined by its theorists. Peters (1988) stated, there has in fact been a deep structural change in values that allows the modern self to be distinguished from the post-modern self. It might be better to refer to a shift of values, which took place in the following dimensions: from rationality to irrationality, from unemotional action to emotional expression, from institutional roles and standards to individual roles and standards, from duties to society to orientation towards personal gratification.

## 9. CONCLUSION

Since the corona virus disease 2019 (COVID-19) broke down the global doors, originated in Wuhan City of China, it  began to spread rapidly around the world, sending billions of people into lockdown, the World Health Organization (WHO) announced the corona virus epidemic a pandemic. Concerns about potential increases in physical and mental health conditions have led 90% of countries surveyed. The drastic impact of COVID-19 pandemic was visible in all aspects of our lives including education. As a result, a growing number of universities across the world either postponed or canceled all campus events such as workshops, conferences, sports, and other activities. Universities took intensive measures to prevent and protect all students and staff members from the highly infectious disease.  Some studies state that prolonged school closures and home confinement might have the negative effects on children's physical and mental health (Brazendale, K et al., 2017). The "psychological impact of quarantine is wide-ranging, substantial and can be long-lasting" (Brooks S. et al., 2020). The United Nations proposed reconstructing education and accelerated changes in teaching and learning throughout the globe (UN, 2020).Different studies have shown that although there are some examples of having a plan of

using the distance/online learning during the pandemic, they are mostly concentrated on small cases and not a global crisis as it is happening in COVID-19 pandemic of 2020. Especially the countries that are having the limited technologies have problems in schools are not ready for the complete implementation of the countrywide online education (Sintema J, 2020). Nevertheless, The digital learning and e-classes have been more prevalent in the education system. Though not a hundred per cent maintaining the same learning standards but it has been proven that it is going to be challenging for both teachers and students. Distance learning has become increasingly important as a new approach to education around the world. Most higher education institutions offer online programs because of the flexibility of these programs, and the opportunities they provide to learners, trainers, and institutions (Miller, 2014). Some academics believe that distance education will be one of the prevailing educational methods in the future because of its multiple benefits for learners.

The generation born between 1980 and 2000 has been profoundly influenced by its immersion in the world of networked, digital technology and, because of this; we need to make radical changes to our educational systems. These "digital natives", it is argued, are fundamentally different than young people of previous generations and, more specifically, have different approaches to learning and different ways of using and making sense of information, all due to their exposure to digital technology. (Howe & Strauss, 2000) .But it is worth mentioning that Distance education requires capabilities and skills in information technology, in addition to smart devices and applications that help deliver learning in an effective manner. Also, the responsibility of the lecturers is not easy; It needs great efforts in order to successfully involve students in the classroom and achieve the desired educational goals, and this requires a well-qualified lecturer who can deal with this new method, and the presence of learners who have sufficient motivation and skills that help them learn correctly and effectively, so they develop self-learning methods (Bataineh et al., 2021). Self-learning is one of the modern methods of education, and its idea is that the learner takes the initiative in order to plan and obtain knowledge by himself, and it can be distinguished from other forms of learning because it is intended and requires conscious effort on the part of the learner (Boekaerts & Cascallar, 2006).

Self-learning plays an important role in different educational environments, including formal and non-formal education. Online educational environments have greatly increased self-learning opportunities for all learners with an Internet connection (Bonk and Lee 2017). Online learning is exciting, but it is also a challenge for learners, because control over learning is transferred from teachers to learners. Therefore, learners need self-learning skills that enable them to benefit from the educational resources available on the Internet.

In order to support students' distance learning, opportunities for active learning must be promoted, which aims to effectively activate the role of learners in the educational process, to be self-reliant in obtaining information, to take the initiative in understanding their learning needs, to set learning goals, to identify learning resources, and to choose strategies appropriate learning, implementing them, and assessing the learning outcomes (Knowles, 1975). Learners through self-directed distance education are more able to take responsibility and manage time, and they are more committed to distance learning activities (Chou, 2012).

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