The Algerian University's Experience in E-learning in the Midst of the COVID-19 Pandemic Crisis

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Abstract:

The sudden interruption of daily life due to the home quarantine in light of the outbreak of the COVID-19 virus has led to the disruption of the social and economic life of citizens, and this has had a negative impact on students in their educational achievement and pedagogical follow-up at the university level. Based on this fact, the Ministry of Higher Education has accelerated to develop e-learning through the platforms of setting up and opening digital repositories for various libraries to follow up on the educational achievement of students. Keeping the pace with the changes during the quarantine period, and assessing the effectiveness of e-university education in light of the shortcomings suffered by the Algerian state in the field of technological development and the low level of student and university professor in the control of modern technology, which revealed the fact that the Algerian University lagged behind in technological and scientific development, concluded that Algeria stood on a bitter reality in the field of e-learning and failed to achieve the objectives of providing the continuity of the student in communicating with the training team and completing his university education remotely.

Keywords: E-university education; COVID-19 virus; technological development; distance education; university

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1. INTRODUCTION

The importance of the stability of the investment law on foreign investment in the Algerian economy

The crisis of Coved-19 pandemic has changed the daily living pattern of individuals in all countries of the world. This pandemic has affected the social life of citizens particularly at the university level, which was considered the most affected structure at the time of the crisis in Algeria. Due to the latter, the Ministry of Higher Education in Algeria has sought to activate university education remotely to complete university courses and follow up on students' continuing university and scientific education, as well as the opening of digital repositories of notes, thesis and scientific studies to complete scientific research for students at various stages; Such as "Moodle" and the online lectures platforms for students, under Education No. 288 of 29/02/2020 regarding the placement of pedagogical props across the line, as well as resolution 633 dated 26 August 2020 specifies the exceptional provisions licensed in the field of regulation, management, pedagogical evaluation and students' transfer under the Covid-19 period entitled 2019-2020.

Nevertheless, this new pattern of teaching, which students have not used before, has caused confusion and objection in students due to many complex problems suffered by the Algerian state, precisely the lack of internet flow and the lack of access to many states and regions which made the Algerian experience in e-university education facing challenges against the plans and strategies developed by the Algerian State to mitigate the negative social and psychological effects of the Corona pandemic on students, especially in light of the confusion caused by the sudden interruption of educational attainment and the uncertainty of the near future to get out of the crisis.

Therefore, through this study, we try to be exposed to the most important laws and regulations adopted by the Ministry to lessen the effects of the global crisis on the level of scientific and pedagogical university education and to evaluate the Algerian experience in e-teaching and learning at the university level, and therefore we study the topic through the following problems:

Problem: To what extent has the legislative system succeeded in adjusting the rules of e-university education in achieving continuity of

students' follow-up to their lessons and attaining university achievement in light of the Covid-19 pandemic?

To study this area, we adopt the descriptive approach to identify concepts and definitions that are consistent with e-learning, and we adopt the analytical approach to study and analyze the various laws that came in this regard to regulate e-university education.

2.The definition of e-learning

Known as: "The integration of a wide range of applications and processes on training and education that includes computer-based education, online education, virtual classrooms and digital collaboration", Sambrook also defines it as: "An activity supported using communication slurry technology is often followed by discussions about this technology, including the use of computers, accessories, electronic media, satellite channels, the internet and electronic libraries, for the purpose of providing education 24 hours a day and for those who want it and where it suits by methods and methods. A variety of educational content with fixed and moving visual elements and audio-visual effects, making education more interesting, fun, more efficient, harder and less time, and is now known as e-learning". (Aqeel, 2014, p. 04)

The ElSaai defines it as: "A creative way to provide an interactive environment focused around learners and well designed to be available to anyone, anywhere and at any time, using the characteristics, sources and technologies of the Internet and digital technologies in conformity. With the right educational design guidelines for an open, flexible and distributed learning environment". (Aymen Youcef, 2008, p. 22)

E-learning is also known as: "The kind of education that relies on the use of electronic media to achieve educational objectives and delivery of educational content to learners without regard to temporal and spatial barriers, these electronic media may consist of modern electronic devices such as computers and receivers from satellites or through computer networks represented by the internet and other media such as satellite sites and electronic libraries". (Ziad Hachem ElSaka & Khalil Ibrahim Elhamdani, 2016, p. 47)

Therefore, e-learning is the provision of information to the learner by the teacher using electronic media and modern

technological devices through platforms dedicated to education for the class of educated students without the generals of the people, facilitates the shorthand effort and time to communicate information to the student.

Based on the definition, e-learning is:

➢ The basic characteristic of e-learning is its reliance on information and communication technology, which is linked to automated information technologies with telecommunications technologies as well as audiovisual in the sense of combining text, sound and image.

➢ E-learning is linked to the economic and cultural level of society and its technological development and progress.

2.2. The Difference between E-learning and Distance Learning

E-learning, as said earlier, is an interactive learning pattern that is learner-based and based on the design of the learning environment in a way that is easy to teach, using multimedia to provide specific materials and programs for students to achieve educational goals both within and outside the institution. (repository.uel.ac.uk/item/8746y, 2020). Whereas distance learning does not require the use of modern communication technology where students can obtain the scientific subject in the form of books or printed materials without recourse to computers or multimedia, even if away from classrooms or lecture halls. (Aqeel, 2014, p. 12)

2.3. E-learning Goals

E-learning is generally based on specific objectives: (Asaidani Salami & Nour Din Dahmar, 2019, p. 17)

➢ Providing a rich and multi-source educational environment that serves the educational process in all its aspects.

➢ Reformulating roles in the way education is conducted in accordance with the latest educational thought.

➢ Creating incentives and encouraging communication between the educational process system, such as communication between the home, the educational environment and the surrounding environment.

➢ Promotion of education and presentation in a standard form, lessons are offered in a model form and excellent educational

practices can be repeated from examples such as typical question banks, model lesson plans, optimal use of sound and image techniques and related multimedia.

➢ Conveying pedagogical experiences through the creation of channels of communication and forums that enable teachers, trainers, supervisors and all those interested in educational affairs to discuss and exchange opinions and experiences through a specific site that brings them all together in a virtual room despite distance often distances.

➢ Preparing a generation of teachers and students capable of dealing with the technology and skills of the times and the tremendous developments taking place in the world, especially the outbreak of the Corona pandemic.

➢ The possibility of compensating for the shortage of academic and training staff in some sectors of education through Virtual classes.

➢ Providing the system of admission in colleges and institutes as well as comprehensive tests in education and in a highly credible way without wasting a lot of the time of students and the students as happens in ways Traditional.

➢ Providing support services in the educational process such as early registration, people's school management, building and distributing school schedules to teachers, testing and evaluation systems, and guiding students through special portals. (Ataher Khamra & Bouamama Khamra, 2019, p. 456)

➢ Helping to spread technology in society and make it an electronically educated society that is keeping pace with what is going on in the far reaches of the earth.

By employing information and communication technology through e-learning achieves the teacher in this technique, instead of directly presenting information as in the traditional lecture, acts as an assistant expert in the work of the teacher, whose tasks become direct search for information, dialogue management, educational panel discussions and feedback analysis as a prelude to deciding on the learning of his students, and this is through the means of e-learning. Through electronic media, the Internet, group sharing programs, e-mail, communication, computer-based instructions, etc. (Asaidani Salami

& Nour Din Dahmar, 2019, p. 05), which gives this type of education high flexibility and special advantage of the quality of students in the context of the correct methodological orientation in e-learning.

3. E-Learning at the University of Algeria in Light of the Outbreak of COVID-19 Pandemic

Universities in various countries of the developed and developing world are mainly the foundations of the development and service of society on practical and sound rules and standards, on the one hand they prepare the qualified human resources of scientists, intellectuals and researchers globally necessary in various sectors of society, and on the other hand develop development plans for the advancement of society, in addition to this means by which knowledge is disseminated through teaching and educational attainment of various sciences and knowledge. (Aymen Youcef, 2008, p. 54)

The university's management methods are evolving according to the developments of society and in light of the outbreak of the Corona pandemic since March 2020, the university went through a number of resolutions and decrees has worked to contain the crisis and protect citizens in general and students in particular from the spread of the disease by entering into a compulsory holiday after the imposition of quarantine and domestic measures to protect students as the most affected group for the number of students within universities, and the transition of education and university achievement to e-learning, which was launched, it should teach remotely as the latest e-learning and cross-line and select through:

➢ Correspondence No. 288/A.H.W./2020 dated 29/02/2020 regarding preventive measures addressed to the heads of regional seminars of universities in contact with the directors of university institutions.

➢ Ministerial Instruction No. 416 dated March 17, 2020 on the development of pedagogical props through the line implemented for the implementation of correspondence addressed to the directors of regional seminars and university institutions.

➢ Ministerial Instruction No. 440 dated March 23, 2020 on the placement of pedagogical props across the line.

➢ Ministerial Instruction No. 437 dated 0 7/04/2020, which is based on putting pedagogical activities on the line.

➢ Resolution 633 of 26 August 2020 sets out the exceptional provisions authorized in the field of organization, pedagogical management, evaluation, and student mobility under the 19-year-old university year 2019-2020.

Therefore, we study the stages of accreditation of e-university education at the Algerian University during the period of home quarantine, and assess the extent of this exceptional university achievement under exceptional circumstances.

3.1. The Adoption of E-learning at the University of Algeria in Light of the Outbreak of the COVID-19 pandemic

E-learning has been in operation at the Algerian University since 2017, when the Minister of Higher Education first invited through the adoption of the master's remote by ministerial decree No. 1022 dated 23/10/2017 signed by The Minister of Sector Taher Hajjar on October 23, 2017. Related to by specifying the functions of the University of Continuous training and the conditions of enrollment with the high training it contains. The new ministerial decision that has been developed in the field of higher training to prepare a degree of bachelor's or master's degree remotely, where it is required for those wishing to join with the higher training of a bachelor's degree or master's degree after obtaining a bachelor's degree in secondary education or a foreign certificate recognized as equivalent, while you can register to prepare the second degree remotely at the University of continuity of candidates with a degree of graduation, a certificate of first degree or a foreign certificate recognized as equivalent (universities, 2020). For which five poles were identified at the initial stage of the University of Algeria 1, Algeria 3, Blida University, Oran University 1 and Constantine University. In view of the importance of e-learning in the framework of the activation of e-government and the necessity of pursuing university achievement under quarantine due to the outbreak of the Corona Covid-19 pandemic, the Ministry of Higher Education and Scientific Research has adopted through multiple stages of integration into the digital field of pedagogical pillars and their provision over line within the activation of e-education at the University of Algiers, which is compatible with the

new changes and preventive measures and precautions against the outbreak of the Corona Cofed-19 pandemic through :

➤ Educational No. 288 dated 29/02/2020 regarding preventive measures that included the event of each university to develop a ground site for the institution for a university to include distance lessons that are easy for students to navigate, and urged the education to follow the lessons and applied work between teachers and students who seemed to respond acceptable at the beginning of the outbreak of the pandemic, especially after the compulsory house quarantine under the executive decree concerning(With measures to prevent the spread of the CORONA virus epidemic (Covid-19).

➤ The 416th Ministerial Education of March 17, 2020 on the development of pedagogical props across the line was implemented for correspondence aimed at the directors of regional seminars and university institutions, which urged the consideration of academic content by compensating for lessons in lectures and business. The directed and applied works of the same through the line or through the pedagogical pillars across the line, which will ensure the continuous between the teacher and the student and make it accessible to all students at the national level, reflecting the tendency of the Algerian Ministry to activate the e-government through the optimal exploitation of aspects The positive digitization and use of information and communication technologies that reinforce the key elements of building a future university e-learning.

➤ Ministerial Instruction No. 440 dated 23 March 2020 on the development of pedagogical props across the line where the pedagogical pillars refer to the sum of lessons, lectures and guided and applied works prepared by university professors for students, and confirmed that the university institution seeks to ensure electronic education of the highest quality as possible by facilitating technical support to provide these lessons across the line, and confirmed the survival of these pillars for the ownership of their authors of professors and the heads of scientific councils to accompany the authors to confirm the protection of the rights of the authors to confirm the protection of the rights of the authors

intellectual property of these pillars, and urged the ministerial education to join efforts to succeed the new educational process and to have quality pedagogical production to achieve benefit for students across the country.

➢ Ministerial Instruction No. 437 dated 07/04/2020 on the status of pedagogical activities on the line, where the Minister of Higher Education and Scientific Research confirmed that the support to be provided to students is to enable them to continue their studies remotely during the quarantine period, which was extended beyond the entry of the spring holiday set for April 5, 2020, and the work of the university professor as a designer of pedagogy and responsible for preparing lessons and responsible for the design of the selection of documents pedagogical addressed to put it across the line and its nature documents Pdf, publications, written lessons, simulation videos or interactive lessons, and in a move to standardize the e-learning of the Algerian University, the Minister urged and recommended the adoption of a unified digital space, platform MOODLE, in the design and service of the pedagogical pillars of cross-line education.

➢ In a final step after the beginning of the partial lifting of the house stone and the return to the university in attendance and the end of the university year, resolution 633 dated 26 August 2020 sets out the exceptional provisions licensed in the field of organization, management, pedagogical and the transfer of students under the period of the COVID -19 entitled university year 2019-2020.

To be separated in ways the evaluation procedures and strengthened the evaluation remotely, where article 6 of it stipulated the possibility of conducting the evaluation of students after taking the opinion of the pedagogical group remotely for horizontal or exploratory materials, as provided for the strengthening as far as possible continuous evaluation remotely except for the basic educational units.

The resolution also provided for the organization of the discussions of the end-of-phase notes in ways the occasion specified by the pedagogical committees.

School materials are also validated in accordance with the content of the education carried out in attendance and remotely.

In article 5, the resolution also stipulated that programmed support classes for first-year Ph.D students could be organized remotely.

Note that this decision is exceptional as its provisions apply under the title of the university year 2019-2020, within the framework of the measures of prevention against the pandemic of COVID-19 and therefore adopted the electronic university education system exceptionally for educational achievement and university evaluation as the safest solution under the home stone.

From the earlier, it appears that the Algerian Ministry of Higher Education and Scientific Research tried to integrate the Algerian University in the digital field through an essential step, which is e-university education, and stressed the completion of students' university education during the quarantine period through the provision of pedagogical pillars, namely lecture dissections, targeted work and applied work. Additionally, it stressed the strict commitment to send reports of completion of lessons online and provided to all students at the national level. It also stressed the intellectual protection of the permanent pedagogical college of university institutions. Through the Scientific Council and the Scientific Committee and the Department Management, in order to protect the right the author is a professor, and the ministry has singled out e-learning through distance education within the framework of quality assurance of higher education by emphasizing the scientific value of the pedagogical pillars available online for students to achieve the basic purpose of continuity of traditional university achievement and completion of university achievement through E-learning.

In order to remedy the psychological effects of quarantine on students, the Ministry also issued instruction No. 1110/ .ع/2020 on 05/10/2020 concerning the psychological accompaniment of the university family, which emphasized the need to take care of the university family psychologically in general and students in particular through activating the role of doctors and university institutions and through the provision of consultations by psychiatrists, as well as specialists in clinical psychology at the university, which work to strengthen students' psychology and the university family for the

success of the pedagogical process in light of the epidemiological situation in the country.

3.2. the effectiveness of e-university education in the educational achievement of the university student

Despite the ministry's emphasis on urging students to interact with lessons and accompanying students through various social media and e-mail, this new university achievement has not received a real response, and does not appear to be very fulfilling what was planned for it; for which, it was found by reaching the same level of university achievement as with traditional education and attendance at the university. Here has encountered many problems and obstacles that prevented the realization of the objectives of the ruler are to complete the university achievement of the remaining six and to think about passing the tests to finish the outstanding academic year that was extended beyond 23/08/2020.

This made the Minister of Higher Education and Global Research through correspondence to the heads of regional seminars of universities stressing that the sector is invited through the university family and all its different vehicles to self-evaluate this new situation through e-learning and the results obtained from each university, and to propose solutions that will allow the completion of the academic year 2020 in the best conditions. The guardianship correspondence number 547 dated 23 April 2020 confirmed on the theme "Thinking in the post-Corona pandemic" on the necessity that the Ministry should provide a detailed report on the current situation of the process of putting pedagogical resources on the digital line, highlighting the number of lessons, branches and specialties, as well as the response of students, especially the awareness of these students of this type of education, which is crucial.

The Ministry considered the rapid digitization of university institutions to be a priority of the sector in order to obtain reliable and accurate information and that it has an economic impact (zero paper) and effectively the liquidity of the exchange of information. Furthermore, in order to think about completing the university work after the Corona pandemic, there were signs of the virtual university, which the Minister of Higher Education and Scientific Research

emphasized as a complement to the traditional university as the necessary option at the moment.

3-2-1.The definition of the virtual university:

The virtual university is the university that gets rid of the barriers of time and space and where education and communication is from the vinegar of different technological technologies, most notably the Internet, and uses the term virtual university to refer to the organization of higher education provided through modern communication technologies, especially computer and internet without the need for students to attend any traditional university that requires them to attend formal classes at the university's website . (Asaidani Salami & Nour Din Dahmar, 2019, p. 14)

Some studies document that the beginning of the emergence of virtual universities was in the last decade of the twentieth century as a result of the development of many techniques such as direct talks, audio-visual conferences, the establishment of virtual hubs, modern communication networks, the Internet, etc., where the emergence of this type of university began in 1999 at New York University at a virtual college one of the university colleges and was a very encouraging experience which led many institutions of higher education to experience the same. (Asaidani Salami & Nour Din Dahmar, 2019, p. 16)

The virtual university is the latest development of the higher education curriculum, which eliminates the presence of students within the university walls for registration, study or examinations, tests and attendance for lectures and applied classes, and this type of university assumes that students, professors and management are assembled within a website and conduct remote tests within e-learning, which is called for the adoption of the Minister of Higher Education, which is one of the results of the accreditation of e-learning at the Algerian University during the Corona pandemic, which opened the serious field of reflection towards the adoption of the legislative organization of the virtual university.

The Ministry of Higher Education emphasized the negative effects of the COVID-19 pandemic by assessing the iron situation in terms of social aspects, where professors in various disciplines studied and highlighted the consequences of the disintegration resulting from the

comprehensive and rapid change in human relations between the middle of the students imposed by the health crisis, and the assessment of this deficit in relations based on the cultural and religious balance of Algerian society.

On the economic level, the Ministry has important role in activating the university's role in economic advancement by relying on the national spirit in the scientific and economic field, especially in completing students and researchers' notes and theses, and presenting various projects and innovations that will contribute to the economic consequences of the health crisis, and to activate the role of laboratories and research centers in the advancement and economic recovery.

The Minister confirmed the investigation self-sufficiency of the Algerian university institution by self-reliance and the activation of continuity in distance education through the unprecedented experience adopted by the Ministry in the development of pedagogical pillars, completion of lessons to finish the university year and serious thinking about activating the role of the virtual university as a complement to the traditional university.

However, despite all the efforts made to bring about e-learning, control is still marred by some imbalances and shortcomings due to the difficulty of responding between students and professors to several factors, especially since e-university education came to stave off imbalances and short-term interruptions from normal education, and six months later the ministry confirmed the failure of this method to apply it at the University of Algiers under instruction No. 306/2020 to the women of educational institutions on 30 September 2020.

3-2-2.The quality of e-university education:

The Union of Arab Universities has issued a practical guide to the quality of distance learning programs which aims to set quality and quality standards in the adoption of distance education programs of a high standard, in an attempt to adopt the best practices that apply in some of the leading countries in the fields of distance education, access to the draft Arab framework for quality assurance standards in Arab higher education institutions that offer distance education programs . (Scientific Guide to The Quality of Distance Learni, 2020, p. 13)

The guide was adopted to develop special tables for the basic components of the quality of distance education:

- ➢ Table of quality indicators of quality adopted in the design and development of study materials for distance education programs.
- ➢ Table of indicators of the appropriate technology structure to provide programs and accreditation.
- ➢ Table of student services and support indicators.
- ➢ Table of quality indicators of faculty members.
- ➢ Table of indicators to evaluate the effectiveness of the educational process.

Through these tables, the Union is trying to assess the challenges faced by Arab countries in the Corona pandemic crisis in the application of distance education, in light of the differences between countries according to their technical and informatics capabilities such as poor teacher qualification, weak technological educational system, internet services, and maintenance crisis, especially the use of modern computer technologies due to physical and human constraints . (Scientific Guide to The Quality of Distance Learni, 2020, p. 14)

3.3. The challenges of e-university education in Algeria between requirements and constraints (e-university education assessment)

Scientific research is an essential pillar of human knowledge in the fields of life and is one of the most secure measures of sophistication and civilization in the world, so the need for scientific research requires all countries to pay more attention to practical research and the development of its mechanisms in light of the increasing needs in the age of informatics and modern technological communications. (Aymen Youcef, 2008, p. 99)

Therefore, the Algerian university's experience in the field of e-learning has shown significant gaps in the Algerian University that has left it behind universities in the international ranking of standards of quality of higher education, especially within the framework of the virtual university and e-university education. Which the latter is considered as the biggest challenge of the Algerian University in developing the pillars of scientific research, especially since it is based on transparency, credibility and global openness in assessing the

global quality of scientific research in various fields and disciplines, and therefore shows that the most important obstacles facing Algerian university in E-learning :

➢ Poor infrastructure, human resources, loaves, devices and advanced pedagogical means and the march to the higher education sector in the light of e-learning, such as the absence of computers and the absence of halls and spaces allocated to them and lack of periodic maintenance, as well as the weakness of the network and the flow internet that is not covered in areas shadow.

➢ The lack of applications and platforms dedicated to virtual education and poor student training in e-learning and experience showed the low level of the university student, and his inability to browse and participate in various virtual universities and websites to complete his education, the failure of the electronic education system at the Algerian University involving the university student who does not make an effort to learn and teach this modern type of new education.

➢ The high prices of modern means and the cost of regular maintenance of technological means and the speed of the development of technology, which makes it difficult to pursue them and convince them.

➢ The lack of a qualified and specialized technical hand, which makes the reliance on the experience of the near-total and requires large financial expenses and high training of human resources on it. (Ataher Khamra & Bouamama Khamra, 2019, p. 467). Which is forced to send students and researchers to training abroad, which has not been achieved his planned results for him and became just trips for rest and space and does not achieve the correct scientific training where the ministry cost huge amounts and was suspended this training is through a ministerial instruction Number 01 dated March 15, 2020 issued by the Ministry of Higher Education and Scientific Research on the need to stop all activities of an

international nature and to cancel the movement of teachers and students abroad to another notice.

➢ Resistance and rejection by some teachers of this modern technology and adherence to the old teaching methods because: the feeling that the use of technology will increase the burdens of the professor and some felt threatened for his leadership role in the educational process, the inability of teachers and veterans of them to use the good use of modern technology, the unwillingness to adapt to modern methods, and the lack of interest in modern variables , which is the biggest obstacle which threatens the ageing of the Algerian University. (Ataher Khamra & Bouamama Khamra, 2019, p. 468)

➢ The lack of information security that threatens to penetrate the university's information systems and smuggling, the sabotage of the electronic pedagogical props and the penetration of the content of the scientific subject and the examinations, which makes it a less secure method compared to traditional education.

➢ These obstacles that made Algerian university education lose the benefits of the positive that promotes the use of e-learning at the Algerian University is the use of audio-visual educational methods that make education more interesting and fun and stay away from monotony and boring in restrictive education, and can teach a large number of students without restrictions of time and space with the possibility of reviewing as much information as possible through websites, e-memory or databases. This makes the sources of knowledge multiple by connecting to different websites or databases and electronic libraries, which in turn makes the student a researcher keeping up with the amazing scientific development and helps him to train knowledge skills and modern technological research. (Aqeel, 2014, p. 11)

4. CONCLUSION:

From above we conclude the radical changes brought about by the Corona pandemic at the scientific, economic, social and cultural levels, calling for strengthening electronic management as an actor to facilitate the daily life of citizens, and to manage their living things that have received a response in developed countries adopting modern technology, while Algeria has suffered a difficult reality in electronic dealing, especially by applying the E-university education pattern at the University of Algeria showed the poor control of the requirements of modern technology, whether from the student, professor or university administration as a whole, and the failure of real-time laws without study and planning in addressing the risks and negative effects of the quarantine and the COVID-19 pandemic, and finding solutions to the problems faced by the application of E-university education.

Lack of training and university achievement in the standards of technology related to media and technological communication as well as automated media, which made them mere measures and have no practical effects that enhance their activation on reality.

Unsatisfactory with e-university education as an exceptional pattern, but must be an authentic system parallel to the traditional university.

The need to focus on enhancing the professors and students' knowledge and training in the field of modern technology through the compulsory joining the electronic platforms of universities.

Through this study, we have reached a number of recommendations:

➢ The promotion of Algerian higher education requires the university's contribution to national development after the development of its administration, the reform of all administrative and pedagogical structures, the democratization of transparency and participation in the running of the Algerian University.

➢ Promoting the establishment of the virtual university through legal texts and the development of legal and technical pillars.

➢ Educate students and teachers about the importance of e-learning by adopting it within a class, or a scale in which teachers and students communicate electronically, and conduct remote examinations to train students in modern techniques of E-learning.

➢ Encourage the university's own virtual projects and develop its legal frameworks as investment projects to engage the university and higher education in national development.

➢ The need to strengthen the digitization of the higher education and scientific research sector and make it a stand-alone electronic university education system and not just a complementary system of traditional education.

➢ The need to speed up the activation of agreements between the Ministry of Higher Education and the Ministry of Post and Telecommunications regarding improving networking and increasing the flow rate the Internet, and regarding the facilities provided by Algeria Telecom for the benefit of the successful baccalaureate to register them online due to the health situation that the country is going through.

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