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Abstract

Electronic Learning is considered as the most important topic in the various fields of sociology. In addition to educational field, it has an impact on the whole organization. The emergence of Electronic Learning was due to the development of Information and Communication Technology (ICT). This latter generates new methods with different concepts. The Algerian universities adopted the E-learning. They used different E-learning environments which servers its members from professors, students and employees. The performance of Algerian professors is one of the targeted objectives that the Algerian university try to promote by adopting the E-learning. Therefore, the use of different E-learning environments which are: MOODLE, PROGRES and ASJP platforms. These platforms are suitable for the professors Pedagogical, administrative and research performance. In this context, this research paper sheds light on the various digital educational platforms. As well as their role in promoting and improving the pedagogical, administrative and research performance of Algerian university professors.

Keywords*: Electronic Learning Environment, Professors Performance, MOODLE, PROGRES, ASJP*

ملخص

يعتبر التعلم الإلكتروني من أهم الموضوعات في مجالات علم الاجتماع المختلفة ، وليس التربوي فقط ، لما له من تأثير على المنظمة بأكملها. كان ظهور التعلم الإلكتروني بسبب تطوير تكنولوجيا المعلومات والاتصالات (ICT) ، لتوليد طرق جديدة بمفاهيم مختلفة. اعتمدت الجامعات الجزائرية على التعلم الإلكتروني من خلال وسائط التعلم الإلكتروني المختلفة التي تخدم أعضائها من الأساتذة والطلاب والموظفين. يعتبر الرقي بأداء الأساتذة الجزائريين أحد الأهداف التي تسعى الجامعة الجزائرية لتعزيزها من خلال تبني التعلم الإلكتروني. لذلك ، فإن استخدام وسائط التعلم الإلكتروني المختلفة مثل: منصة PROGRES، MOODLE ومنصة ASJP مناسبة لأداء لأساتذة في المجال البيداغوجي، الإداري والبحث العلمي. في هذا السياق ، تلقي هذه الورقة البحثية الضوء على مختلف منصات التعليم الرقمي ودورها في تعزيز وتحسين أداء الأساتذة الجامعيين الجزائريين.

الكلمات المفتاحية: وسائط التعليم الإلكتروني، أداء الأساتذة، منصة موودل، منصة بروقرس، المنصة الجزائرية للمجلات العلمية.

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1. *Introduction*

E-learning environments are considered as one of the most important factors influencing the development of the Algerian university professor's performance. Traditional education has proven its limitations in the face of the digital revolution. The acceleration introduced by the computer in the transmission of information has become a feature of the times, and for this reason it has become imperative for all organizations to simulate the requirements of the hour in which technology has become the engine of all its operations.

The change witnessed by Western universities towards adopting the language of the "digital" era, and the tremendous development that it has reached in terms of innovations and inventions in various fields is evidence of the quality of its outputs. This made the Algerian university, since the nineties of the last century, seeking to digitize all its sectors and develop digital platforms in order to upgrade its outputs. From here, the subject of our paper was about e-learning environments and their promotion of the university professor's performance, which is the focus of the educational process.

E-learning environments play an important role in developing the performance of the university professor, as we explain in this paper, that the performance of the university professor is reflected in his pedagogical, administrative and scientific research performance. This is compatible with the digital educational platforms at the Algerian University, respectively: The Moodle platform, the PROGRES platform, and the ASJP platform.

2. *Conceptual Framework*

2.*1 The concept of E-learning Environment*

E-learning Environment is an interactive learning environment with electronic content management systems, including MOODLE and PROGRS, as it enables teachers to publish lessons, set assignments, distribute roles, and divide students into interactive groups (Samia, 2021, p. 19) (adapted). Thus, they are sites or programs that are accessed using the Internet, where the teacher can upload curricula and educational standards for students on the network and deal with them by e-mail, sending videos, or lecturing through screens, and other interactive media in order to activate the distance education process. In addition, the professor has the ability to smoothly perform his administrative tasks, such as sending points, files, or everything related to his work affairs. In addition to facilitating the scientific research process, publishing articles and research, and exchanging experiences.

It is also defined as a Software telecommunications environment, which provides technological means to conduct the educational process, its information support and documentation in the Internet to any number of educational institutions, regardless of their professional expertise and level of education (Vardan et al, 2016).

In addition to "e-learning environment," other names used in publications include "online learning environment," "virtual learning environment," "web-based teaching," and "web-based learning environment». The e-learning environment is different from the materials found on web pages.

Resources such as content, technology, instructional support, technological support, infrastructure, and organization are required to construct an e-learning environment (Whitmyer,1999). Therefore, a team of experts is needed to create a high-quality e-learning environment, including a teacher, programmer, multimedia expert, expert in both e-learning technology and pedagogy, the so-called instructional designer, and administrator, though some of these roles can be filled by a single person.

In accordance with the principles of instructional design, one definition of e-learning is: "E-learning is an innovative approach to offering electronically mediated, well planned, student-oriented, interactive e-learning environments, independent of the place and time" (Snježana, 2011).

The definition makes reference to some of the essential elements of the e-learning environment, including the instructional design and user interface designs, which play a crucial part in determining the e-learning environment's overall quality.

The most important educational digital platforms for the Algerian university professor are: MOODLE, PROGRES, and the Algerian Scientific Journals Platform (ASJP).

2.1.1 ***Moodle platform***

It is an open source learning management system designed by moodle.com. It provides an electronic learning environment and can be used at the individual level personally. The system supports 45 languages, including Arabic. The system registered more than (75,000) users since 2009 from (138) countries.

The system provides the above-mentioned tools for creating discussion forums and live discussion rooms, as well as assessment tools that are allocated for electronic exams (Abderraouf, 2015, p. 134).

This e-learning system is based on a distance education base in the form of (server-client) that allows setting up and accessing online resources in an asynchronous manner, with the learner's access to this system at anytime and anywhere.

This platform also allows teachers to use various online methods, such as lessons, exercises, applied lessons, activities, training, etc., and the base provides the learner with a rich, diverse and permanent pedagogical medium that guarantees exchange and cooperation with teachers (Meryem, 2010).

2.1.2 PROGRES platform

In 2017, the Ministry of Higher Education and Scientific Research announced the launch of a project to establish a digital platform called PROGRES, as a compensation for the current platform (SEES). The Algerian university is counting on being a comprehensive information system, providing an integrated database on students and professors.

The opening of this platform is evidence of the efforts being made to modernize the higher education sector, as well as to improve management and performance at the academic and educational levels. This digital platform will now allow universities across the country to set and standardize registration dates for various competitions, as well as to respect the principle of transparency in managing candidate files. This platform allows the management of all university affairs, starting with the registration of students in all majors and tracks, from bachelor to doctorate. Also, it helps managing the affairs and human resources of the university.

Ministerial Memorandum No. 364 of May 16, 2018 indicated that, starting from this date, registration procedures for master's and doctoral degrees will be carried out through this system, in order to study and enter digital data with ease and transparency, and it will also reduce processing times.

2.1.3 Algerian Platform of Scientific Journals (ASJP)

It is an electronic platform for national scientific journals supervised by the Center for Research in Scientific and Technical Media (CERIST). It aims to enable researchers wishing to publish their scientific research and articles while choosing the scientific journal appropriate to their scientific and research interests (Sados, Ben Sebti, 2020, p. 244).

It is a digital platform dedicated to publishing scientific articles. It was established in 2018. Since its inception, it has included hundreds of journals issued by Algerian scientific bodies (universities, high schools, research centers, research laboratories), managed and developed "under the supervision of the Research Center in Scientific and Technical Information (CERIST). It is based in the city of Ben Aknoun in Algiers, and the city of Batna (Sultani, 2022, p. 195).

2.1.4 Performance Concept

Performance constitutes "the job behavior of workers in organizations to achieve their goals, and thus highlights the importance of defining the duties and responsibilities of the job in order for the employee to know his duties and rights, and then to exercise the powers and competencies specific to the job and bear the responsibility resulting from it" (Abd El Mohsen, 1990, p. 65).

Achour (2005) defines it as "the individual's carrying out various activities and tasks that make up his work, and we can distinguish between three partial dimensions on which the individual's performance can be measured.

These dimensions are the amount of effort, the quality of effort, and the pattern of performance."

Thus, performance is the individual's carrying out the tasks that make up his work by making an effort according to a performance pattern to convert inputs into outputs to reduce costs in a conducive work environment.

Because it is connected to the person who oversees the production process and converts raw materials into products that are ready for consumption, performance is the organization's primary organizational and organizational process component. The success of the state's plans for economic and social development determines how important job performance is, not only on the organizational level.

3. E-learning platforms and their role in improving the outputs of Algerian university professors

Any educational setting has three fundamental components: a teacher, a student, and educational content. These components are present at every level of education. The student who receives the educational content and the teacher who creates the educational environment are the two main contributors to the quality of the educational goal's realization, or the student's actual educational success.

The pedagogical, research and administrative outputs are among the most important outputs of the university professor according to the standards of quality management in higher education according to the UNESCO conference held in Paris in 1998. Professors are considered among the inputs of the educational process in higher education, while performance is considered one of the outputs of the university professor that helps to achieve the quality of the outputs (students) of the educational process in higher education (Oum El Khair, 2021, p. 167).

From above, we have tried to link each platform with the corresponding development and improvement of the output of the university professor. The teacher's educational performance has been linked with the Moodle platform, the administrative performance with the PROGRES platform, and the scientific research with the ASJP platform.

3.1 MOODLE platform and its promotion of the pedagogical performance of university professors

The professor's pedagogical performance is manifested in this platform by providing content to the learner electronically through computer-based media and its networks in a way that allows him to actively interact with this in any place and at the time available to him and at a speed commensurate with his study abilities and his own step and according to his needs while providing the possibility of synchronous and asynchronous interaction with the teacher and peers If they are found in the learning situation, as well as the possibility of

receiving feedback on the activities, exercises, and training that he performs (Amer, 2015, 137).

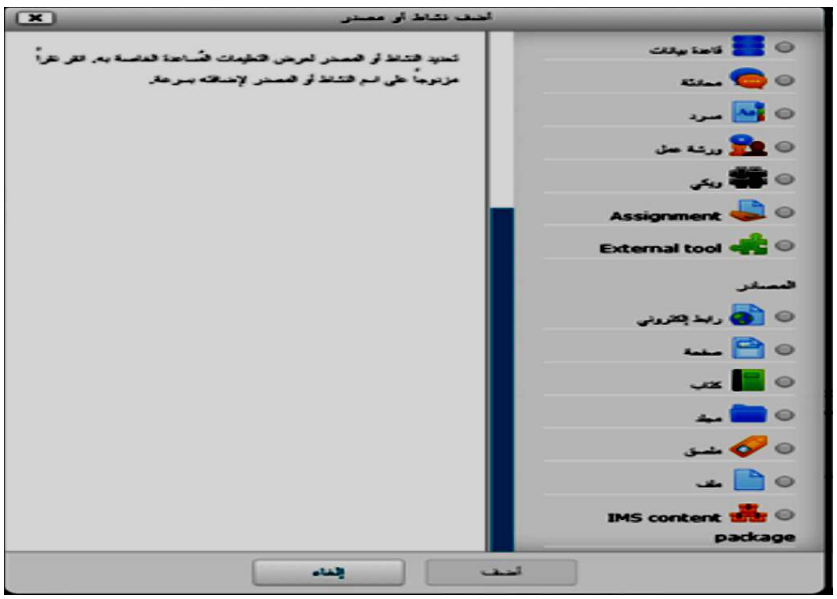
The exceptional design of the MOODLE platform helps the professor to accomplish his tasks, whether in terms of teaching or assessment, efficiently and effectively.

3.1.1 The Educational side

The platform allows him to divide the content into parts that are easy to assimilate within lectures or axes, while defining its objectives to measure students' abilities. It also gives the teacher the ability to choose the appropriate language as well as the display method (paper) or (book), and diversify between text, image and video. The teacher can also include educational activities (surveying opinions, chatting, participatory activities, a database) and these data are included by going to activate the editing operation, then to add an activity or source, and the window appears, through which the type of activity is chosen (Boualia, 2018, p. 65).

They are separated by a label, as shown in the following figure:

Fig.1. A window showing the icon for building a lecture within the Moodle platform



Source: Abdel Nasser, 2021, p 229

The instructional material can be delivered in a variety of multimedia formats, including text, audio, video, web pages, PowerPoint presentations, animation, simulations, and others. A repository of digital educational materials is available for download by teachers, or they can make their own. The ability to multitask is one of the benefits of the digital format use in various instructional contexts, with or without the addition of new content.

Any educational environment's educational process design begins with defining the learning objective and anticipating the knowledge assessment technique that will underpin the educational process and educational content. Throughout the educational process, various teaching and learning strategies are employed to inspire and support students' self-directed learning.

The teacher's role while using e-learning environment is to examining the features, learning outcomes, instructional materials, and the development of educational processes in accordance with the principles of instructional design (the selection of a learning strategy and e-learning technology) and creating many e-learning environments simultaneously for various groups with the same assignments but tailored to their needs (such as advanced and intermediate students); creating multimedia educational content (for various learning styles); and Internet debate moderation, online coaching, and constructing automatic knowledge evaluations (Snježana, 2011).

3.1.2 The evaluative side

One of the key stages in every instructional design model is evaluation of the educational process. Teachers, students, and educational institutions can all benefit from e-learning technology by being able to receive various feedback at any time and from any location, and then more frequently assess their successes in light of that feedback.

It is represented in the various interactive activities that help students achieve active learning, and when clicking on the icon, the "designer" professor is referred to a window in which the test is named, described, graded, the number of attempts, and how the questions are organized "one or more questions on each page," and the feed must also be entered In order to determine the size of the deviation between the realistic performance and the desired performance to correct the treatment by referring the learner to a reference or to sites that will benefit him in acquiring knowledge that will support him in learning the scale, then the professor chooses to save and preview, to show him another window through which he can choose the type of questions (Al-Nasser, 2021, p. 227). And through all these advantages that the platform gives to the professor in order to evaluate the students well in order to find out their strengths and weaknesses and modify them, as well as the individual evaluation feature that gives the professor information about all the students individually.

Exams (evaluations) are the final format for instruction in higher education, and they serve as a basis for advancing students to the next level by providing feedback to them on their progress. Teachers in higher education must not only be knowledgeable in their subject matter, but also have a certain set of pedagogical skills in order to successfully deliver lessons.

In order to help students achieve the desired results, teachers select the educational strategies, technologies, and activities based on the characteristics of

the students, the characteristics of the subject, and the learning outcomes. They also design an environment conducive to learning.

3.2 PROGRES platform and its promotion of the administrative performance of the university professor

Ministerial Memorandum No. 364 of May 16, 2018 indicated that, starting from this date, registration procedures for master's and doctoral degrees will be carried out through this system, in order to study and enter digital data with ease and transparency, and it will also reduce processing times.

The main functions of the PROGRES system are:

- Registering new students, directing and transferring them.
- Registration of students nominated for various competitions and tracks (Bachelor's - Master's - PhD - Professor ...).
- Comprehensive preservation of the student's academic, scientific and social path.
- Managing the deliberations process.
- Drafting programs of time distribution and hourly size for professors.
- Management of professors' affairs (various scientific and pedagogical tracks, administrative and social affairs...).

This helps the professor to improve his administrative performance, especially since the platform gives him the ability to shorten the distance and time in carrying out his administrative tasks, such as scientific promotions such as qualification and professorship, the process of entering points and calculating students' rates, as well as professors concerned with administrative positions such as deans, heads of departments and specialists in charge, the platform gives them the ability to Executing tasks efficiently and effectively through the availability of a database for both students and professors.

The platform helps university administrators to delegate some of their powers to deans of faculties and heads of departments, while supervising them through the standards set for that, which allows for a fair distribution of powers in a competitive framework among working individuals. It also reduces uncertainty by providing data and information to decision makers at all administrative levels in the university. And since the PROGRES platform derives its importance through its support for the functional strategies of the university institution, through its support for administrative functions in the university, human resource management, public means management, financial and accounting management, and other operations.

3.2 The Algerian Platform for Scientific Journals (ASJP) and its promotion for the performance of scientific research for university professors

The Algerian platform for scientific journals is considered the university professor's gateway, as it facilitates the process of scientific publication of research, and allows him to access new national and international scientific

research. The importance of university scientific publishing is evident in these points made by Abderazzaq et al. (2013, as cited in Sados and Ben Sebti, 2020):
- Scientific publishing contributes to the development of methods and methods of work for individuals and institutions through access to human knowledge.
- Scientific publishing helps in revitalizing the research and investigation movement.
- Contributes to knowing the sobriety of scientific research by standing on the number of bibliographic references published in research and other studies.
- Scientific publishing is one of the basics of guaranteeing copyright.
- Scientific publishing is one of the means to achieve material and moral benefits.
- Scientific publishing helps to overcome repetition in research directions.
- Scientific publishing helps to know experienced and novice researchers.

We conclude from what was previously mentioned, that the platform has an effective role in developing the scientific research performance of the university professor by updating his knowledge and gains, accelerating the research process and eliminating the bureaucracy of papers, ensuring his ownership of the research and thus giving the professor an incentive to research and publish and protect him from predatory publishers and combat all forms of scientific theft. There is no doubt that the platform helps the aspiring professor and researcher to rely on it for scientific promotions by publishing his research, which brings him financial and moral benefits.

The platform primarily aims to eliminate publishing obstacles that the Algerian academic researcher (university professor) has always suffered from, such as the anonymity of the fate of the submitted article, the bias in the publishing process by the editorial boards of journals, not to mention the lack of communication between the researcher and the journal's staff... and others. By this, it is considered as one of the problems and difficulties that limit the output of the university professor at the Algerian university.

4. *CONCLUSION*

Organizations struggle for survival and sustainability in the midst of an unstable environment in which they seek to achieve stability, which drives them to change in all their components, whether human, material, or technical. This is the case of the Algerian university, which seeks to change its reality through the revolution pursued towards digitization to improve its student outputs in order to influence the external environment and society. The Algerian University's adoption of the e-learning process gave results, but they are insufficient, due to the absence of its focus on the axis of the educational process, which is the professor. Within the instructive setting, instructor is anticipated to design a learning environment which can encourage the method of learning for the understudies. Present day instructive innovation empowers the creation of exceptionally inventive learning situations versatile to diverse learning styles. Despite the provision of digital educational platforms that help improve the performance of the professor. Hence, the benefits of integrating e-learning technology into the educational process are not always fully realized because of the creation of the virtual learning environment without following the rules of instructional design. Because pedagogy and technology are so complex and necessary for applying the instructional design model, teachers must be the assistants in these areas when developing a virtual learning environment.

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