



Pattern of Digital Education for University Levels in Light of Emergency Conditions and the Quality of Education

Prof. Dr. Faris Rasheed Al-Bayati

<mailto:president@ucs-uae.ae>

**President University of Creative Sciences - Smart Blended Learning
General Secretary of the International Association of Scientific Researcher**

Introduction:

Most of the regulations of the general framework of digital education policies in the world agree on the content of providing a varied digital educational content for learners of different capacities, backgrounds and learning paths in order to provide them with the opportunity to have safe and just access to educational resources and open-source education technology and its multi-solution practical tools, in order to facilitate the process of providing education with various solutions and solutions. Cognitive and continuous learning according to important strategies, including:

1. Improving the quality of education
2. Stimulating human and institutional capacities towards science, technology and innovation
3. Encouraging creativity, communication and exchange of educational experiences between school communities
4. Building an intelligent knowledge society.
5. Achieving a competitive educational system based on a knowledge economy

So, this study came to present a model for digital education that is consistent with these policies in light of global changes.

The study Problem:

The basis for building this study on the basis of the problem of realistic weakness in the participation of creative thinking and innovative applications in building a methodology for blended learning through which the three elements overlap:

- Contemporary technological development
- Emergency, disaster, epidemic, and exceptional cases
- Quality in education

And if it was a prospective study at a time, then it is now under emergency circumstances a realistic and refined study that addresses the problems of the present, taking advantage of the experience of solid foundations of education and passing beyond emergency conditions, taking all the standards of quality and mastery in obtaining educational outputs worthy of the reputation and stature of the state.

The various studies and advanced research presented in the field of education and the calls they contained in terms of employing developments in the field of technology calls for serious consideration to adopt an educational pattern that keeps pace with these developments, and if yesterday allows us to think for some time or to retreat from what we think today in light of these Circumstances and the results that follow them, there must be ideas that support the present and link the recent past with the future, in order to avoid falling into frightening educational and educational gaps for the current generation, This educational style should be built on the basis of permanent communication and not crossing an emergency phase, and at the same time it is building for the future in anticipation of all cases, where we go out to a contemporary logical reality instead of temporary and temporary prosthetic measures that may leave behind them with gaps and negative effects.

The role of education in light of these circumstances and beyond has grown with the growing size of circumstances and developments, and there is no shortcoming in the scientific view to examine the problem, diagnose it and develop appropriate solutions to it. Rather, there is a problem in presenting logic to possibilities that may endure or disappear, and the role also increases based on the importance of the vital role that Education plays in human development, and is a reflection of the aspirations and trends of the modern era, which is one of the most prominent features of scientific progress and technological development. From this, this study answered the following main question: What is the pattern of digital education for university levels in light of emergency conditions and the quality of education?

Objectives of the study:

The study aims to answer the following main question:

What are the proposals for a contemporary technological education method for the university level in light of emergency conditions and the quality of education?

In order to reach the answer to the main question, the following questions must be verified:

1. What are the foundations and standards of contemporary technological education?
2. What type of education is appropriate in light of emergencies, disasters, epidemics and exceptional situations?
3. What are the CAA's Quality Standards in Education? What is its impact on the proposed teaching style?
4. Does the proposed method of education allow continuing education under normal circumstances beyond emergency conditions?

Thematic boundaries: The digital education pattern for university levels in light of emergency conditions and the quality of education.

Temporal boundaries: The academic year 2020-2021

Spatial boundaries: There is no spatial limit to the study and it can be a method of smart education wherever it is applied.

Research methodology: The study adopted the qualitative, explanatory approach. This type of research is considered to be complementary to the exploration research style. Because he is interested in reaching specific scientific results using logical and rational patterns used by the researcher, through his interest in analyzing the information and data in his hands, and it highlights the best way to address the research problem (Abdel Momen, 2008).

Key words: digital education, epidemiological and emergency conditions, quality of education

Procedures Study:

Through the critical and analytical study of the study problem and access to the necessary sources and references, the study questions and their objectives were answered as follows:

1. What are the foundations and standards of contemporary technological education?

To begin with, we must get acquainted with a set of theories and concepts, including technological education, which is intended to be electronic education of all kinds, which is an educational system based on the use of computer devices and Internet networks to deliver educational content to learners through communication between them and the teacher in an interactive way that enables them to learn, and it is planned, prepared, implemented and evaluated electronically by The way of using software and electronic resources represented by the model of international information network (Internet) applications for educational programs in light of the requirements of the information technology era and the health conditions of achieving the principle of social distancing and not gathering for any reason that was a prevention of the outbreak of the Coronavirus, COVID-19.

So that, e-learning is classified into four types, according to the following gradation: (Al-Arabi, 2008):

- **Knowledge databases:** It is considered the most important for e-learning, as it is found on the software sites, and displays indexed explanations and directives for inquiries, along with step-by-step instructions for performing certain tasks. User can choose a keyword or phrase to search in the database.
- **Online support:** Online support is a form of e-learning, and it functions similar to knowledge databases. It comes in the form of forums, chat rooms, bulletin boards, e-mail or real-time messaging support. It has the advantage of being more effective than knowledge databases because it provides more opportunities for specific questions and answers and immediate answers.
- **Concurrent education and training:** Simultaneous training is the highest level in the e-learning ladder, in which communication takes place in a quick time with a real teacher who is online, which facilitates the education and training process. All participants enter the network at an agreed specific time and communicate in a live broadcast, and this system is also called real-time distance education, and the learner can raise his virtual hand and watch the virtual blackboard. The lesson usually lasts for a specified period of time, from one session to several weeks, months, or even years. Students

are trained in the classroom via the Internet in several forms, such as an audio or video conference, or a telephone via the Internet, or even a two-way live broadcast.

- Asynchronous education and training: This type does not require that all individuals be present on the network at the same time, but each of them can choose the time that suits him. This type is also called distributed education and it is the most common as it applies to both online and non-network education. Courses offered via the web, electronic discussion boards, e-mail, or via CD-ROM or videotapes.

2. What type of education is appropriate in light of emergencies, disasters, epidemics and exceptional situations?

Perhaps planning to face the general and emergency conditions is a matter that must occupy the minds of governments and thus thinkers who present studies to their officials in order to take appropriate decisions at the right time, and since the reality of the situation is imposed on governments, including the UAE government, to take urgent decisions to save educational situations in a record time, the choice was positioned. On the (distance education), but this does not excuse that the challenges facing the educational process in the information society is the ability to explore new methods of education, devise solutions based on knowledge of modern technological means used in education, and be able to design an appropriate environment for interactive education, and creativity in Using such methods, investing in them, and subjecting them to the needs of the learners, especially after the situation becomes clear and the need becomes clear, it has become more demanding because of the previous fixation of an educational method characterized by the following:

a. Education serves under conditions of emergency, disaster, epidemic, and exceptional situations.

B. Communication with the previous educational stage.

C. It is built for the next stage of education in normal, emergency, or unverified and uncertain circumstances.

D. This type of smart education accepts the rapid transition to traditional and e-learning without much trouble.

E. Addressing all aspects of educational gaps and gaps.

F. It achieves a high percentage of educational quality with flexible methods.

G. Accept my ideas from students and not feel the gap.

H. Satisfaction of the traditional and contemporary educational staff.

I. The participation of students with lower rates than the currently applied distance education.

SO, the researcher sees that any educational model or educational strategies that achieve our goals in advantages and outputs is a candidate to work with in an accurate manner, and therefore the choice fell on the Blended Learning system that we learned to develop into the Smart Blended Learning System.

We will now recognize this educational method, which is the development of blended learning in a way that controls the control of movement between the various units of study.

The Smart Blended Learning System (SBL):

If we know that one of the most important reasons for the emergence of blended education is the crises that education has undergone in its various stages, and in light of the computer revolution whose use is developing day by day until computer education has taken various forms in addition to its ability to improve the general level of academic achievement and provide an educational environment Suitable, not dependent on space or time. Blended education has come to combine e-learning and its effective tools with traditional education in a way that combines their advantages and avoids the defects in them, and when the human thought reaches the stage of sorting between the negatives and advantages of a specific system and combines several systems in one phase, taking advantage of all the advantages and excluding all the negatives, that is an advanced thought It accepts coexistence with all circumstances, especially when it selects the advantages that can be harvested in the application with care and wisdom, including:

1. Increase the effectiveness of education:
2. Diversity of means of knowledge:
3. Achieving active learning for learners:
4. Achieving interaction during education:
5. Educational flexibility:
6. Mastering practical skills:
7. Providing practice and training in the learning environment:
8. It achieves satisfaction with education:
9. Credibility of the assessment:

That is, if the education is blended, what if the blended learning is smart? What are the development differences that we get compared to the usual blended learning?

For the short answer, as required by this report, we have to know that blended education requires a traditional attendance rate through the class at 30% and 70% attendance through virtual electronic classes, and this is a global standard agreed upon in most universities that apply such education, and this requires analysis in order to understand what What are the ratios, what is the smart alternative to ratios, the justifications for each ratio, and how to achieve it. Then we turn to the development of the testing method, which is also

part of the development process and in line with the quality standards in education and subjugates the imposition of cheating or reduces it to the weakest case.

**Suggested smart ratios for reading programs and their applications according to:
SBLs**

The researcher has studied the proposed percentages according to different programs and reached the following steps:

The first axis:

Flexible smart proportions

It is not wise for all study programs, academic levels, and any other classifications to be equal in fixed rates in traditional classroom attendance and electronic attendance, based on the philosophy of each program's need for traditional classroom attendance, including laboratories or experiments, or access to devices and equipment in addition to achieving high rates of interaction. Attendance ratios in an application mechanism coincided with quality standards in education have been linked with the learning flexibility contained in this educational method to achieve educational goals. Form No. (1) below shows the suggested percentages that each course should be studied, and these are subject to study by specialized committees according to the unit of study:

Form No. 1 suggested attendance rates for programs

College of Management and Information Technology

The University of Creative Sciences in Teaching Style for the second semester 2020-2021 academic programs

عدد تداعاق قوالامجلا The total number	Education Traditional ملاادعاعاق Education Traditional ملاادعاعاق	Education Online ملاادعاعاق	Traditional attendance ملاادعاعاق %	Line On rate attendance ملاادعاعاق %	Name Co ملاادعاعاق ملاادعاعاق	No Course ملاادعاعاق	Level Course ملاادعاعاق	Academic Section ملاادعاعاق
20	4	16	20	80	Communication Skills Principles (English)	15111	Bachelor Chapter 1	Business Management
20	4	16	20	80	Technology and society	15112		
20	2	18	10	90	democracy and human rights	15113		
20	7	13	30	70	Computer Skills	15114		
20	4	16	20	80	Principles Statistics	15115		
20	4	16	20	80	The foundations of scientific research	15116		
120	25	95	20	80	Average / total			
20	6	14	40	60	Principles computer applications	15121	Bachelor Chapter 2	
20	2	18	10	90	Principles of administration	15122		
20	2	18	10	90	Project management	15123		
20	2	18	20	80	Principles of Management Information Systems	15124		
6	4	18	20	80	Principles of Business Information Systems	15125		
6	7	13	30	70	Internet principles	15126		
	25	99	22	78	Average / total			

We conclude from Form No. 1 above that:

1. The disparity in ratios increases by the degree to which the unit needs the applied aspect, and decreases the more theoretical.

2. All units are subject to theoretical or practical classroom attendance hours of not less than twice in each unit.

3. The number of class hours can be collected in one attendance.

4. The class hours shown in the form are subject to technical and organizational conditions, standards and indicators in order to invest them in the best possible way, including:

- Reconnecting the student with his school and sitting in class, even for hours, as the requirement of each unit of study.

- Generating a sense of direct interactivity through encounters.

- The delivery of applied material in a large measure to the student.

- The implications of classroom education on the subject teacher and checking the level of the student.

- Attendance hours can be invested into making quick quizzes or cardboard hour summaries.

- Identify students' self-attitudes towards commitment to attendance, repayment of obligations, and obtaining pamphlets or books, etc.

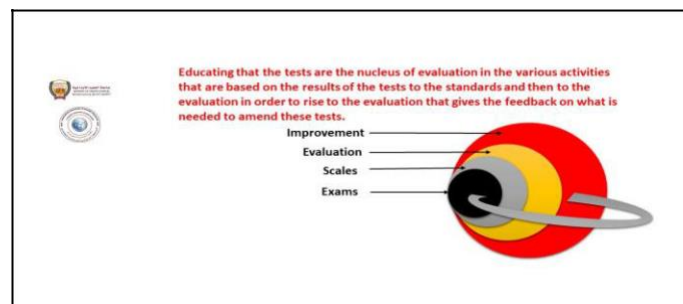
- Not to dispense with sports and music units for schools, even if at low rates.

- An opportunity for schools to deliver direct instructions to students.

The second axis:

The exams:

If it was possible to reach to convince the learner's thinking that the tests include the pleasure of knowledge and the development of educational skills, and that it is not the last result but rather a set of outcomes that help the learner to pass the school stage while he is at the level of understanding and perception.



From that, we see that the use of different characteristics for each test has its positive repercussions on the learner as a result of the disparity in the desire and qualifications of each learner in addition to the variation in learning as a result of subjective differences.

Also, educating that tests are the core of evaluation in the various activities that depend on the output of the tests to the standards and then to the evaluation in order to rise to the evaluation that gives the feedback on what is needed to amend those tests. Figure No. 1 illustrates this controversial relationship.

In order to achieve the goal of the tests accompanying the smart system, we must identify ways to accept good tests, including:

First - controlling the validity of questions:

That the test prepared to measure a specific condition should not go beyond measuring another condition, that is, express its content honestly, fully disciplined and tight, so the test prepared to measure achievement in a particular subject must not contain among its questions questions related to measuring intelligence, so the test turns into a measure of intelligence, or Any other area that the test is not intended to measure.

Second - Stability:

The fixed test is the one that gives the same results to the same group if it is applied again in the same circumstances, provided that no learning or training occurs between the test periods, meaning that the student's position or arrangement in his group does not change if the test is applied to him again.

These are some indicators that can indicate the validity of the questions. Simplified experiments can be conducted on that test during the semester.

After we got acquainted with scientific mechanisms that help in testing the validity of the tests, we suggest a number of semester and final tests, and the educational institution has the freedom to choose part of these tests in order to delve into its study, modeling it, and training teachers as well as students on how to use it, although these tests carry with them quality standards In the tests, which are the main problem that officials thought about the applications of these tests, including:

Characteristics & Virtues of Essay Test

- It develops the student's intellectual ability to express, organize his ideas, and his understanding of topics.

Less expensive in time and require time in preparation.

- The chances of cheating are less than the probabilities of objective tests.
- The number of essay questions is often small compared to the number of substantive questions.

Suggestions for improving the effectiveness of the Essay Test.

1. The answer must be clear and not accept more than one explanation. The answer touches upon a single topic that is understood directly from the question.

2. Designing the questions comprehensively to achieve fairness in distributing the questions to the intended parts
3. Questions are listed from easy to difficult.
4. Not putting the Turk questions because the Turkish question weakens the sensitivity of the test as a measure of individual differences in achievement.
5. Determining the ideal answer, and dividing the grades with appropriate weights according to the relative importance of the question.
6. Distributing the correction and checking grades by more than one corrector if the capabilities are available.

Oral exams:

There is consensus among many educators on the importance of using this type of test because of its many advantages, the most important of which are:

- 1- Constant contact with his mentor
- 2- Discussion, dialogue, speed of thinking and understanding, linking information and drawing conclusions from it.
- 3- Preschool and first grades
- 4- It pays the individual to study on a daily and continuous basis.
- 5- Correct and amend conceptual scientific errors when they occur and treat them in a timely manner.
- 6- Diagnosing some learning difficulties.
- 7- Distinguish between learners who are close to the level.
- 8- Provide immediate feedback to the teacher during

Second - Objective Tests

It is called objectivity because it is possible for several correctors to reach the same degrees, and thus the main aspect of objectivity is agreement in judgments. These types of questions are being generalized in our schools today as a means of assessing student achievement. It has proven successful in achieving this mission, and that is why many countries are interested in circulating it to measure student achievement in various school abilities

Characteristics of the Objective Test:

1. Not affected by self-judgment.
2. It enjoys a high degree of honesty and stability in some of its types.
3. The multiplicity of questions in it provides an opportunity to cover most parts of the prescribed subject.

4. It needs much effort or time to correct it.
5. Not burdensome for the student in terms of writing the answer.
6. Used in classes with large numbers.

True - False items questions

It is a group of sentences or phrases, some of which contain correct information from what the student studied in a subject and others contain false information, and then the laboratory student is asked to judge those statements whether they are true or false. Questions of right and wrong are of the type of statements that the learner responds to with one of The following means: (true / false) (yes / no) (true / incorrect), (fact / opinion) (agree / disagree) or the like.

Advantages of true and false questions:

A- Objective in evaluating it, and it does not take any effort to correct it.

B - relatively comprehensive, and covers large portions of the academic content that has been taught.

A - Easy to formulate and formulate, compared to other objective tests.

D - It consumes a large amount of paper.

E - suitable for measuring historical facts and principles in general.

Learning outcomes measured by the questions of right and wrong:

1. Measuring knowledge of facts, simple concepts and terminology meanings.
2. Measuring the learner's ability to discover common concepts that are not consistent with scientific facts.
3. Measuring the learner's ability to distinguish truth from opinion.
4. Measuring the ability of the learner to think critically.
5. Measuring the ability to know cause and effect relationships. To measure this goal, we put two correct issues in one statement, and the learner judges if the relationship between them is true or false.

Questions that require short answers (Completion questions)

Completion questions mean that it is a phrase written by the teacher, one or more words have been deleted from it, and the place of each deleted word has been put in a line or several points, and the learner is asked to put his own deleted words that make the meaning of the phrase complete and clear.

Advantages of Completion Questions:

- 1- Ease of preparation and correction.

2- Relatively comprehensive for the scientific subject in which to be tested.

3- The area of guesswork is relatively weak.

Multiple - Choice items

The question in this type consists of a major problem called the origin and a list of possible answers. The alternatives are called and the problem is formulated in the form of a phrase or question. As for the alternatives, it includes several possible answers that vary in number depending on the type of problem.

Learning outcomes measured by these questions:

a. Measurement of remembrance: such as remembering terms, concepts, methods, theories, and other outcomes of the first level of educational objectives from the cognitive domain.

b. Measuring understanding and comprehension: so that it measures the ability to interpret cause-and-effect relationships and the ability to compare, and the most important thing is that the question contains a new element that did not pass the direct experience of the learner so that the question is a good measure of understanding.

c. Measuring application of information: facts and theories. The position must be completely new to the learner.

d. Measuring the ability to analyze: It is the ability to infer the position or the ability to analyze the elements of a situation that is new to the learner.

e. Evaluation ability: It is the ability to make judgments about a specific action or idea by comparing it to another work or using a set of standards to issue.

Corresponding Test

It is the presence of a number of paragraphs or problems in the form of paragraphs on the right side of the page, the answer to which is on the left side, but they are placed in a different order. The learner is required to connect the problem or its solution with lines or numbers, and when preparing it, the following must be taken into account:

1- That the test be used only once.

2- Each question tests one type of information.

3- The test or answer list should be more than the list of items and names to be answered.

4- The elements and tests are arranged alphabetically or according to their numerical value or chronological occurrence.

5- That the matching question be on one page.

The role of pairing questions is limited to measuring educational outcomes based on the field of knowledge and remembering, and which focus on determining the relationship between two things. And their use, authors and their works, classification of plants and animals,

scientific inventions and their inventors, states and Mamelukes and their founders, and scientific theories and their makers, as they generally focus on a great deal of general culture.

Smart questions

The smart question is what makes the subconscious mind searching to give us a correct answer.

Is it Focused, Specific and Not Broad or General?

Better to be specific and not general or broad. The main reason behind this is that the greater the scope of the research, the greater the effort associated with its achievement (likely).

- Is it possible to answer it (Answerable)?
 - It does not need to be detailed, but it is important that the question be answered in light of the references, experiences and resources (money, time) that the student has and in light of the available research methods and tools that the student intends to use.
- Is it innovating or does it come with something new (Original)?
 - It is important that the question has not been answered! The teacher is interested in having innovation and a clear impact (Original contribution to knowledge).

Unidimensional Measurement Model

The paragraph response theory (IRT) assumes that the performance of subjects can be predicted, or their performance can be explained in a psychological or educational test, in light of a characteristic of this performance called the trait, and this feature is difficult to directly notice; Therefore, it must be estimated or inferred from the subject's performance, which can be observed on a set of scale or test items.

Various models for the modern theory of measurement have been developed known as Latent Trait Models, LTM, which aim in their entirety to determine the relationships between an individual's test performance and the characteristic that underlies and explains that performance. Some models of paragraph response theory are based on basic assumptions: the unidimensionality assumption, the local independence assumption, the item characteristic curve (ICC) assumption, the speededness assumption and the one-parameter model One Parameter Model, or the so-called Rasch model, is one of the most widely used models of paragraph response theory. One of the features that gave this model special importance is that when the data matches this model, the parameters of the paragraphs that are represented in the degree of difficulty can be estimated independently from the sample used, and the capabilities of individuals can be estimated independently of the degree of difficulty of the paragraphs (Hambleton, Swaminathan) & Rogers, 1991).

Model No. 3 below represents the suggested test kit outline for suitable options for the smart blended learning system

Sample No. 3 An outline of the proposed examination portfolio for the appropriate options for the smart blended learning system

st		
ons	Test	
tions	s t e r	
examsFinal		
		Unidimensional Measurement Model نموذج قياس أحادي البعد
		SMT 2020 Smart Multiple Test الختبار الذكي المتعدد
		Attendance Test الختبار الحضورى
		Oral test
		Oral examination الختبار الشفوى
		E.T.C eTest Class الختبارات للصفوف الافتراضية

As for the answer to the third goal, which is:

3. What are the CAA's Quality Standards in Education? What is its impact on the proposed teaching style? At the forefront of the CAA accreditation standards are the following:

“The 2019 Standards (Sixth Edition) respond to the provision of higher education in the United Arab Emirates ... To meet the demand for specialized education, and to follow international trends in higher education, UAE institutions are forming more links with external institutions of good standing to benefit from international experience. And offering shared degrees Strategies include increasing the use of e-learning as part of study programs, and the flexibility for students to study in different situations and schedules to suit their work or family obligations These trends pose challenges to ensuring and maintaining quality.

The 2019 Standards address this issue through the enhanced standards within the existing sections of the Standards, and by detailing the formulas in the Additional Terms and their appendices. A new addition to the 2019 standards is the introduction of a 'risk-based approach' to institutional licensing and program accreditation that identifies levels of risk.

Standards for Institutional Licensure and Program Accreditation- Commission for Academic Accreditation (MOE).

Through these ideas, we can drop the focus on the task of e-learning in providing the quality elements mentioned in the Commission’s study, which as described is based on (a risk-based approach) in addition to what was positive in justifying the use of e-learning and what the report described as providing flexibility.

Through this, the researcher sees the development of the e-learning matter, which we have identified in an advanced, developed and modified type, which is the Smart Blended Learning System. (SBLS), as these steps have greatly reduced the gap between the requirements of traditional education and smart education.

From what these standards require in terms of important aspects related to buildings, constructions, equipment, spaces, health insurance, and the requirements that traditional educational institutions need. There were important paragraphs shared by traditional and smart institutions, and they are more powerful and influential in smart education, which is what was mentioned in paragraph (7.4) of the report that Contains all accreditation items for educational institutions according to high-precision quality standards.

These paragraphs depend on the technical infrastructure, namely:

- Current appropriate licensed equipment and software with sufficient capacity to support administrative, operational, student services and educational program activities, including an Electronic Learning Management System (LMS).

For institutions with multiple campuses in separate locations, and video communication facilities across all campuses to facilitate remote interaction and meetings.

Sufficient Wi-Fi access for all students, faculty and staff

Classrooms and workshops / laboratories equipped with current technology, equipment, software, and educational media appropriate for the type and level of programs they support

- A reliable and secure network infrastructure that is accessible to all from professional staff, faculty, and students.
- The off-site electronic database backup system is able to securely store student and institutional records, which is developing the backup function regularly regularly.
- Appropriate security measures that protect the integrity and confidentiality of educational systems, administrative systems and networks.
- Published policies and procedures governing the use of technological resources
- An implementation policy to maintain and upgrade hardware and software to maintain consistency with technology.
- A policy and implementation plan for the maintenance and modernization of equipment and other resources in specialized teaching areas such as workshops, studios and laboratories.

As for the rest of the criteria, the researcher believes that they should cover the following axes:

a. Electronic library and electronic book

B. Units of continuous digital education and development for educators and learners

Where other studies can be conducted whose task is to separate the standards of smart education from the standards of traditional education because of its importance in continuous education applications, and that the impact of the standards on their current status does not apply as is the proposed method nor other types of e-learning except for some of what is stated in them and this may confuse Institutions that implement the smart system separately, as well as the monitoring and review committees, from the confusion of standards,

As for the answer to the fourth goal, which is its content:

4. Does the proposed method of education allow continuing education under normal circumstances beyond emergency conditions?

By referring to the philosophy of the proposed SBLS system, we find that it carries within it many combinations between the two styles of traditional and smart education. Here it must be noted that traditional education in itself is no longer traditional, just as the meaning of the word may depart from the old type of education, but it has become much more involved. One of the technical methods in education and educational technology has become specialties for postgraduate studies and they have written a lot of specialized research on it.

So the topic does not need much thought as much as it needs a wise and appropriate decision in terms of flexibility of applications, setting appropriate plans and legitimizing them legally and joining regulations, instructions, directives and follow-ups in order to make these steps

successful and they are not new to the world in the education sector. It includes a system that can extend to post-crisis stages of whatever type, and application rates can be controlled only to give the learner, institutions and society a connection and an extension without gaps, and this is the very near future now towards technical variables that help people, societies and governments build contemporary knowledge economies.

The Economics of Smart Learning:

The national recovery of any country will be rooted in the further development of the distinguished education system, schools and colleges are major contributors to economic growth and national competitiveness, by providing successive generations with the skills and capabilities necessary for an active economy and an inclusive society within educational systems, and teachers play a major role in developing the potential of learners. That our educational system continues to respond and support economic life.

Recommendations and proposals:

Recommendations:

1. Focusing on spreading the contemporary learning culture of smart education, as it helps to accept the new reality.
2. Adoption of the smart blended learning system as one of the educational systems in the country by the Ministry of Education.
3. Preparing specific and unique quality standards for e-learning in general, including smart blended learning.
4. Enact laws and regulations that allow licensing of smart education institutions.
5. Working on linking electronic libraries with an electronic system, systematized according to international classifications, and available to educational institutions.
6. Monitor and follow up the implementation of plans by a specialized body for all institutions that apply the system.
7. The golden opportunity, this crisis is a quick opportunity to keep pace with the world, but it is the best opportunity available now. We are currently facing new and difficult challenges associated with the need to consolidate the smart economy, as it will require our educational system to continue to adapt to changing circumstances, as is the case.

Proposals:

1. The establishment of the Joint Arab Consultative Group for Information and Communication Technology in Education.
2. Establish effective investment companies in information and communication technology in education.
3. Establish productive participation centers in the knowledge-based social and economic environment.

4. Conducting studies and innovations on software for advanced, contemporary, up-to-date and smart electronic classes.

Sources:

- Report on "Effective Investment in Information and Communication Technology in Schools"2008
- Luqamish, Mustafa; Al-Balais, Muhammad, Khalil Al-Maaytah. (2000). Measurement and Evaluation in Special Education, Dar Al-Fikr for Printing, Publishing and Distribution, Edition 1, p. 22.
- Allam, Saladin. (2000). Educational and psychological assessment and evaluation, its basics, applications, and future directions, Cairo, Arab Thought House, pp. 681-680.
- Abdul-Mumin, Ali Muammar (2008). Research in Social Sciences, Arab Group for Training and Publishing, First Edition: Egypt, Cairo.
- Standards for Institutional Licensure and Program Accreditation Commission for Academic Accreditation MOE. 2019