



# The Effectiveness of Using Educational Platforms in Teaching Social Studies Subjects from Teachers' Perspectives in Light of Distance Learning

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## **Abstract:**

*This study aimed to identify the effectiveness of the educational platforms used to teach social studies subjects in the context of distance learning from the perspective of the teachers in Al-Qaser Directorate of education. The researcher used the descriptive method to fit in with the objectives of this study. The study sample consisted of 60 male and female teachers, who were selected randomly. The researcher used a questionnaire prepared specifically for the purpose of this study, which was implemented in the academic year (2020/2021). The results showed that the effectiveness of the educational platforms used in teaching social studies subjects was at an average level, with a total arithmetic average (3.02) and a standard deviation (0.21). The study also resulted in the absence of statistically significant differences between the views of the sample due to gender, academic qualification, and experience. The study recommended that work be done to develop educational platforms and technological tools commensurate with the teaching of social subjects.*

## **Keywords:**

*effectiveness; educational platforms; social studies; distance learning*

## **I. Introduction**

At the end of the 20th century, the knowledge revolution transferred human society to the doors of the knowledge society, in which knowledge developed into a product between modern technology and advanced human expertise. No one can deny the importance of this technology and its role in developing the capabilities of the human element, especially as it has come to occupy a distinguished place in our modern reality. What has increased its importance, perhaps, is the overlap of its functions with society's institutions, foremost among them educational institutions, in which the term "education technology" emerged, and which attracted the attention of many researchers and educators from the beginning of the last century (Bani Amer & Al-Khataybeh, 2021; Amina, 2020). Al-Dahesh (2007) indicates that access to the modern technology portal is based on objectives to be achieved, including providing a rich and multi-source learning environment that achieves the goals of the educational process in all its aspects; model education to include the educational system, and the administrative system; and reformulate the roles of both teacher and learner so that the learner becomes the researcher and the investigator, the instructor being the instructor and the instructor.

Education technology has been defined in several definitions, the most prominent of which may be the Association for Educational Communications and Technology's (2007) definition of educational technology as "The study and ethical practice of facilitating education and improving performance through the creation, use, and management of appropriate processes and technological resources. From the previous definition, it is clear that it focuses on processes that control educational interventions and interactions by specialists, with the

aim of learning and professional and ethical management". Reiser pointed out the strengths of the definition of educational technology, focusing on formal processes, the use of technological resources, and human performance technology. It also focuses on the analysis of education, performance problems, design, development, use, evaluation, and management of educational and non-educational processes and resources, to improve education in different institutions. Thus, the new concept of educational technology is linked to the field of teaching and technology design, which helped to clarify and differentiate the concept of education technology from educational means (Bani Amer, 2021; Al-Mallah, 2015).

E-learning is an application of education technology and is a modern teaching method and a strengthened and complementary teaching method that allows students to attend and interact with lectures and seminars held in other countries through the Internet and interactive television techniques (Zaki, 2006). This concept of e-learning emerged in the mid-1990s as a result of the widespread of ICTs and their use to serve the educational process. E-learning has many names, including "Computer Education, Internet Education, Media Education and Knowledge" (Al-Musa and Al-Mubarak, 2005) as "a way of teaching using modern communication mechanisms from a computer, its networks, and multimedia, such as voice, image, graphics, search mechanisms, electronic libraries, and Internet portals, whether remote or in the classroom, is to use the technology of all kinds to deliver information to the learner in the shortest time, least effort and most benefit". E-education has elements that enable it to achieve the goals of the education process. These elements are as mentioned by Fathallah (2009) as follows:

1. Learner, teacher, and online content.
2. Electronic libraries and classes.
3. E-books and journals.
4. E-mail & Conferencing.

E-learning also increases students' communication with their peers, and with students and their educational institutions through easy communication between these parties: E-learning allows for the transfer of pedagogical expertise, through the creation of communication channels and forums, by enabling teachers and learners to discuss and exchange views and experiences through a known website. E-curricula are available at any time to all persons who wish to learn according to their circumstances. E-learning also allows for the evaluation of students in multiple ways. E-learning provides immediate assessment tools for the teacher and various ways to build with the rapid and systematic disaggregation of information, and reduces administrative burdens for the teacher, allowing the teacher to reduce time in the receipt of duties, recording of tests, validating scores, and following up on tests (Salameh & Al-Dayel, 2008), and for various forms, including (View, 2020):

1. Video conferencing: is a common way for teachers to interact directly with students.
2. Synchronous learning: Simultaneous learning occurs when all students learn together at the same time, but the teacher is elsewhere, often characterized by video or teleconferences that connect teachers and learners digitally.
3. Asynchronous learning: It's a less connected format but it's also less restrictive. Instead of online classes, students are given educational tasks on deadlines. You lift them up, and then they self-study to complete tasks in time for them.
4. Open-schedule online courses: It adds another dimension of flexibility, a kind of asynchronous course setup, except for the absence of any course deadlines, which is an ideal reality for learners with other jobs and tasks, such as the professional category.

5. Fixed-time online courses (Fixed-time online courses): It's a kind of simultaneous course that requires online users to visit a particular virtual site at a specific time and place, and that allows students from anywhere in the world to connect and interact.
6. Computer-based distance education: It's a time-bound synced lesson on computers, and it's usually a computer lab, and this is the most common in existing institutions that already have access to the necessary devices.
7. Hybrid learning: It's a very specific form of integrated learning, where students learn the same lesson in real-time (Simultaneous Distance Learning) but some students actually exist while others learn remotely.

Distance education is an application of educational technology that relies on modern technology such as computers and mobile phones. There are means of distance education that provide direct communication between the teacher and the learner at the same time, such as telephone communications and social media. Distance education is available to individuals everywhere, regardless of time. This is used by specialized distance learning websites, such as videos, recordings, and presentations recorded by teachers, and then seen by the student in their free time, or programs shown on television that broadcast educational materials via the Internet, such as social media, Facebook and e-mail (Amira, Tarshun and Alyan, 2019). The system of distance education through the Internet is based on the concept of a general approach that includes a set of educational curricula, in a system called the open-access model, whereby the system allows the curriculum to be set up in electronic form, so that the learner can access it, choose and differentiate between them (Bani Amer & AlKhataybeh, 2022). This type of education today is based on the principle of direct satellite communication to the communication, reception, and Internet devices, through which the distance education programs have flourished recently in a clear way. One of the modern technological methods in the teaching process is the integrated learning strategy, which is a process of integrating traditional and electronic education. This requires the teacher to be fully aware of the ways of using modern technological means, such as computers and the Internet, in the educational process (Abdullah, 2014).

The Hashemite Kingdom of Jordan has been keeping abreast of modern technological developments in the field of education, especially after the spread of the coronavirus, which has threatened the lives of millions of people in many countries around the world. Jordan has therefore considered an alternative for students out of fear of the studies that have been interrupted throughout the country. The Ministry of Education in Jordan has prepared an electronic learning platform, which is used for the distance education of students and students. All students are able to obtain daily lessons that are disseminated through this electronic platform. All students in Jordan can register for your course and receive lessons electronically at this time. Students enter this platform and it aims to provide educational lessons for students free of charge, through registration at the educational platform (Ministry of Education, 2020).

Distance learning is defined as the process of imparting knowledge to the learner at his or her place of residence or employment rather than the learner's movement into the educational establishment. It is based on imparting knowledge, skills, and teaching materials to the learner through different media and techniques, where the learner is far or away from the teacher or the learner to the educational process. Technology is used to fill the gap between the two parties by simulating face-to-face communication. The advantage of distance learning is that it provides content, in an interactive and fun way where you can easily complete learning, because most classrooms are asynchronous, and can live anywhere, studying from another place where you can access your computer and connect to the Internet, the student

can gain additional knowledge, by transferring the computer and Internet skills he is acquiring with his life, the student can learn solo self-learning, which reduces stress and shame and increases satisfaction, and reduces the effort to reach the classroom or sit on uncomfortable desks. Instead, the student can use his comfortable furniture in his home and office and enjoy more freedom (Distance Learning College, 2015). The characteristics of distance learning can be summarized in the following points (Amira, Tarshon, and Alian, 2019):

1. Provide a fast and reliable delivery mechanism for educational media to individuals involved in learning, using multimedia based on print, audio, video, and other advanced technological media.
2. Students have access to information and databases on the World Wide Web, speak to their colleagues live, and participate in dialog or discussion groups.
3. There is a divergence between the learner and the teacher in the teaching process in terms of time and place, or both, leading to the liberation of learners from the constraints of place and time compared with traditional education systems.
4. The existence of an educational institution responsible for distance learning and education, which supervises program planning, preparation of teaching materials, evaluations, and follow-up.
5. Bi-directional communication between the educational institution and the learner to help them utilize the programs or enter into a dialog with the teacher and other colleagues.

Distance education has several objectives, including; Solving the problem of shortage of qualified staff in the educational process, encouraging students to study by challenging spatial and temporal barriers, and trying to narrow the gap between learners by providing large and diverse educational sources for students at all levels, in addition to evaluating students according to modern technology. E-learning is one of the most popular methods of distance learning and is widely used throughout the world. E-learning is the best available option for distance learning, because of the Internet, which makes it easy to create digital educational content that can be stored, easily accessed, and interacted with dynamically (Gunawardhana, 2020). We do not forget that in an e-learning environment, students must have the academic, skill and ability to use ICT technologies and to understand well the skills of social interaction and collaborative learning. In order to actively support and encourage these qualities and skills, e-learning designers, programmers and educators must therefore focus on designing interactive discovery and interactive environments that require learners to use communication, collaboration and self-learning skills (2007, Dabbag).

The success of any e-learning effort depends primarily on the ability and competence of teachers to perform the duties assigned to them in providing this type of learning. This means that the implementation of e-learning requires the ability to implement it accurately and to provide the appropriate educational environment for it. The researcher believes, through his field of work and his knowledge, that there are challenges facing teachers in the context of distance learning. This is what the King Salman Relief Center (2020) emphasized, which the researcher summarizes in the following points:

1. Lack of actual teacher preparation for this sudden transition. A large proportion of teachers did not have the necessary means to support distance learning, and some did not have sufficient expertise in the technical aspect to allow for the best management and implementation of distance learning or in the appropriate educational content industry.
2. Unwillingness and intolerance of learners and parents to learn remotely.
3. Disruptions caused by disparities already existing in educational systems that primarily affect learners and parents alike, who come from families with little or no means.
4. Scarcity of digital resources and educational applications for learners with special needs and learning difficulties.

5. The technical challenges teachers face in terms of infrastructure, poor communications networks, and a lack of ownership of the technology that enables all segments of society to access information.
6. Simultaneous pressure on Internet networks from a very large number of teachers as well as learners.

At the educational level, most educational institutions in various countries of the world use some electronic systems, with the aim of creating an interactive learning environment for the educational system. These electronic systems are also known in much literature as the virtual learning environment (VLE) and are also called e-learning platforms. E-learning platforms are an integrated set of interactive online services that are not limited to a time or place. They provide teachers, learners, parents, and other participants in the educational field with the information, tools, and resources necessary to support and promote the educational process. Through electronic educational platforms, teachers can design and build courses, and then students can enter the course designed to participate in various learning activities in this virtual environment so that the student is in a positive, active, and accessible learning center, and the teacher is the mentor, and the teacher is not the mentor (Al-Mulla, 2021). Digital platforms are defined as digital learning platforms that showcase business, e-learning, e-learning, and activities, and through which learning is accomplished using a set of communication and communication tools that allow learners to access their own courses, programs, and information (Mei, 2012).

Digital educational platforms are learning resources that contribute to an interactive learning environment, employ web technologies, combine features of digital content management systems with social networks, enable teachers to disseminate lessons and objectives, place duties and distribute roles, divide students into work groups, help exchange ideas and opinions between teachers and students, share content and implement educational activities, communicate with teachers through multiple techniques, as well as electronic tests and provide students and parents with the opportunity to see the result, thus helping to achieve high-quality educational outputs (Al-Sayyed, 2015).

## **II. Review of Literatures**

After reviewing the previous educational literature, the researcher obtained some studies that are close to this study, presented from the latest to the oldest as follows:

Al-Mulla (2012) conducted a study aimed at evaluating the digital platforms used for distance education in international schools in Kuwait from the point of view of teachers and mentors of technical education. The researcher used the descriptive method to fit the study's objectives. The study sample consisted of (45) male and female teachers and (11) female instructors and instructors at international schools in Kuwait. The study tool was based on a questionnaire designed by the researcher. The results of the study showed that the digital platforms used for distance education in international schools in Kuwait from the point of view of the teachers and instructors of technical education are of good quality. The study results also indicated that there are no statistically significant differences attributable to the variable (gender, educational qualification and experience).

In Ahmad's 2020 study, which aimed to determine the availability of certain standards in the Syrian educational platform for early education, a list of the most important standards to be met in electronic educational platforms was prepared. The study used the descriptive curriculum based on the content analysis method. It found that the Syrian educational

platform for early education achieved 72.97 per cent of the standards set and concluded with some proposals for developing the work of the platform.

Al-Shuhail (2019) conducted a study aimed at identifying the level of awareness of female mathematicians using social media to teach mathematics and the degree to which they have the skills to use it. The researcher used the descriptive method. The study sample consisted of (85) female mathematical teachers in Saudi Arabia. The study used the resolution as a data collection tool. The results showed that the level of awareness of female mathematicians at the general educational levels using social networks to teach mathematics was high from the female teachers' point of view, and that there were no statistically significant differences in the responses of the study sample according to the difference in the educational qualification variable and years of experience around the areas of study and degree.

The aim of the Al-Jahni Study (2019) was to evaluate the Edmodo electronic platform in the light of user-friendliness criteria. The descriptive curriculum was used to fit the nature of the study. The study sample consisted of 46 female students in the Faculty of Education at Tiba University. The results showed that the study criteria had achieved high averages ranging from (4.17) for the efficiency criterion to (3.57) for the error criterion, indicating the efficiency of the Edmodo platform in education.

In Sarhan's study (2015), which aimed to propose knowledge management to build a real environment for e-learning? The study aims to provide a more dynamic, knowledge-based e-learning environment as a core element, where research tracks the process of knowledge formation through the theories associated with e-learning, and through the management of knowledge prevalent in business organizations. The study proposes a set of elements that must be available in any e-learning environment that provides the desired and desired education and depends on the Internet as a knowledge system for use by learners; The e-learning environment must be participatory, open and unrestricted, supporting self-learning and helping to share experiences. This requires shared learning spaces based on a dynamic knowledge base from which the knowledge obtained can be retained, either explicitly or implicitly, with practice as a key element.

The study of Christopher & John & Dawn & Keith & Penny (2014) also sought to explore the vision and attitudes of students and faculty towards support for electronic materials (curriculum), with attention to the usefulness of supporting the electronic curriculum during the years of study for students at Aston University. Its questionnaire was used for students, and an interview with the faculty at the university. Response rates (%100) for students and %89.5) were for the faculty. The study results showed that students supported the use of the electronic curriculum, while the faculty did not endorse the use of the curriculum, due to lack of confidence and capacity to use it, and indicated that they wished to be trained in the use of information technology.

In the same context, the García & Jorge study, 2006, aimed at developing a model for evaluating educational platforms in the light of the Skorm specifications in Spain. The two researchers followed the descriptive approach. The study sample consisted of Blackboard and Moodle. The study tool consisted of a monitoring list to determine whether the standards developed were available on the two platforms. The results of the study showed that content standards were generally available in the two platforms and those standards in the areas of communications and management was only slightly supported.

In reviewing the previous studies, it is clear that the current study is distinguished by a new topic that was not addressed in the previous studies, given the novelty of the learning pattern currently adopted due to the coronavirus pandemic. The study aimed at revealing the effectiveness of the educational platforms used in teaching social studies materials from the perspective of the teachers in the Minors' Brigade, through the use of the Christian descriptive curriculum as a curriculum for the study and as a tool for collecting data from the study sample. Based on the foregoing and through the overview of previous studies, the present study is similar to a number of previous studies in an attempt to assess the electronic learning environment in general and the effectiveness of educational platforms in particular, such as Sarhan's study (2015), the Christopher & John & Dawn & Keith & Penny study (2014), the Jahni study (2019) in terms of ease of use on the Edmodo electronic platform, and the García & Jorge study (2006) in terms of content criteria.

This study differed from García & Jorge's study (2006) in terms of standards in the areas of communications and management, which indicated that they were slightly supported, by Ahmed's study (2020) and Al Mulla's study (2021), which indicated that the effectiveness of educational platforms was high.

Previous studies also agreed with the current study that there are no statistically significant differences in the degree of women with disabilities, due to the gender variable, scientific qualification, and experiences, such as in Al-Shehail's study (2019) and Al-Mulla's study (2021).

In the light of previous studies, the researcher benefited from such efforts in several areas, including; the identification of some Arab and foreign sources that dealt with the subject of the study, the formulation of the study methodology, the identification of the main and sub-variables of the study and the extent to which the relationship between them could be established, the contribution to building some of the pillars of the theoretical literature for the study. Previous studies were also used to discuss the results of the current study and compare the results of previous studies with the results of the current study, in terms of the degree of agreement and difference, and make use of previous studies to develop the study tool.

### **III. Research Methods**

The descriptive approach was used in the current study to fit the study's objectives, which concern the effectiveness of the educational platforms used to teach social studies materials in the context of distance learning from the perspective of the teachers in Al-Qaser Directorate of education.

#### **2.1. The Study Population**

The study population consists of all teachers of the subject of social studies and its branches in the public schools of Al-Qaser Directorate of Education in the school year (2020/2021).

#### **2.2. The Study Sample**

The study sample was selected in a random manner from teachers of social subjects in Al-Qaser Directorate of education. The study sample consisted of 60 male and female teachers.

### 2.3. The Study Instrument

A study instrument was designed to collect data and respond to the study's questions. The survey was designed to determine the effectiveness of educational platforms used to teach social materials in the context of distance learning from the perspective of teachers in the Brigade of Minors. The questionnaire consisted of 31 paragraphs, including the following dimensions: Technical and material features include (12) paragraphs, digital content suitability including (10) paragraphs, and interaction and communication tools including (9) paragraphs, which are answered by a five-point step: (strongly agree, agree, Neutral, I do not agree, I do not strongly agree) The corresponding degrees for these alternatives are (1,2,3,4,5) respectively, and the scores on the tool ranged from (31) to (155).

### 2.4. The Study Validity

The questionnaire was presented to a group of arbitrators with experience and competence, with a view to ascertaining its sincerity and the extent to which it met the objectives of the present study. They were asked to express their opinion and observations in the paragraphs of the study instrument as they considered appropriate. Their proposals and observations were taken into account and the required modifications were made.

### 2.5. Reliability of Study Instrument

The reliability was examined using the Cronbach alpha coefficient which reached (0.93), therefore the tool has a high degree of reliability. This value is considered good and acceptable for the purposes of this study.

### 2.6. The Study Procedure

The following procedures shall be followed by the researcher to achieve the objectives of the study:

1. Go back to the previous educational literature and use the previous studies to prepare the study instrument.
2. Preparation of a survey by the researcher to determine the effectiveness of educational platforms used to teach social studies subjects in the context of distance learning from the perspective of the teachers in Al-Qaser Directorate of education, and submitting it to a group of arbitrators with experience and competence in this field.
3. The questionnaire was applied to a survey group to ensure its accuracy and consistency and to verify the validity of its paragraphs in achieving the study's objectives.
4. The questionnaire was applied to the study sample of male and female social studies teachers and social workers in Al-Qaser Directorate of education.
5. Data collection for the sample study that responded to the questionnaire.
6. Discharge, monitor results, and conduct appropriate statistical analyzes using SPSS, to arrive at and discuss the results of the study.
7. Present findings and discuss the results and make suggestions based on the results achieved.
8. The effectiveness of the educational platforms used to teach social studies materials in the context of distance learning from the perspective of the teachers in Al-Qaser Directorate of education was determined using the following formula:
  - (Top value of the alternative - minimum value of the alternative) divided by the number of levels = range per level
  - (5-1) divided by 3=1.33 range, so the levels are:
    - \* (1-2.33) low
    - \* (2.34-3.67) medium
    - \* (3.68-5) high

## 2.7. Statistical Analyses

To answer the study questions, statistical analyses were used using the Social Sciences Statistical Package (SPSS) as follows:

1. To answer the first question, mean, standard deviations, and ranks were used.
2. To answer the second question, a triple variation analysis was used in relation to the gender variable, scientific qualification, and experience.

## IV. Results and Discussion

**4.1 The results of the first question:** What is the effectiveness of the educational platforms used to teach social studies subjects in the context of distance learning from the perspective of the teachers in Al-Qaser Directorate of education?

To answer this question, the means, standard deviations, ranks, and the degree of effectiveness of educational platforms used in teaching social subjects under distance learning were calculated from the perspective of the teachers in Al-Qaser Directorate of education; table (1) shows this.

**Table 1.** The means, standard deviations, and ranks to the degree of effectiveness of educational platforms used to teach social subjects under distance learning from the perspective of the teachers in Al-Qaser Directorate of education are in descending order.

Level	Rank	Standard Deviation	Mean	Item	No.
High	1	0.87	4.22	Social media is easy to explain on educational platforms and is covered effectively	15
High	2	0.95	4.07	Multimedia integration between reading, audio, and visual	25
High	3	0.94	4.03	There is a seamless transition from traditional to distance education in social education	13
High	4	0.81	4.02	Multimedia features quality, clarity of sound, and accuracy	27
High	5	0.94	4.00	The digital platform allows you to navigate freely within	11
High	6	0.98	3.82	Multimedia shapes on the digital platform vary	23
High	7	0.97	3.75	Including digital content on rich resources and diverse educational tools	22
High	8	1.03	3.70	Link digital content to the content of the textbook on students	19
medium	9	1.04	3.62	The digital platform provides effective teacher-learner communication	31
medium	10	1.04	3.40	Make multimedia presentation simple on the digital platform	24
medium	11	1.14	3.25	General and behavioral goals for digital lesson content are set for the platform	20

medium	12	1.09	3.23	The distance learning techniques are effective and cover all aspects of the curriculum	16
medium	13	0.82	3.20	The digital platform offers flexibility in time and space for the learning process	8
medium	14	1.23	3.13	The distance education system is used as an effective alternative to the traditional education system in the teaching of social services	14
medium	15	0.88	3.10	The design of the distance education program makes it easier to display the material in an interesting and attractive way	18
medium	16	0.96	2.97	The file size on the digital platform and when to upload it	30
medium	17	1.05	2.92	Multimedia contributes to content rendering and increases knowledge architecture	28
medium	18	0.88	2.90	Integrating multimedia elements with digital learning output	26
medium	19	1.29	2.85	Control the sequence in which content is displayed on the digital platform	12
medium	20	1.19	2.82	Distance education provides direct communication between members of the educational system	17
medium	21	0.81	2.58	Easy to register on the digital platform without the help of others	6
medium	22	0.89	2.53	Adequately prepare the teacher for remote learning	3
medium	23	0.92	2.35	Provides tips for helping handle platform content at the outset and leads to lesson locations	7
low	24	0.77	2.32	The ability to upload or interact with lessons that make learning more efficient and effective	9
low	25	0.77	2.30	Provide Internet and computer equipment for students	1
low	26	1.03	2.23	Availability of information and technological skills for distance education	4
low	27	1.06	2.17	The platform contains a variety of digital activities that deepen understanding and enable students to develop their skills	29

low	28	0.84	2.15	Large student numbers make it difficult for teachers to use distance learning	2
low	29	0.89	2.05	1. Adequately prepare the teacher for remote learning.	5
low	30	0.66	1.93	2. Availability of information and technological skills for distance education.	10
low	30	0.53	1.92	3. Provides dedicated hardware for the distance learning program.	21
<b>Medium</b>		<b>0.21</b>	<b>3.02</b>	<b>Total</b>	

Table 1 shows that the means of the effectiveness of the educational platforms used to teach social studies subjects under distance learning from the perspective of the teachers was in the intermediate grade, with an arithmetic average of 3.02 and a standard deviation of 0.21. The items of this questionnaire were in the high, medium, and low levels, with the first rank being item 15, which states that "social activities are easy to explain through educational platforms and are effectively covered", with an arithmetic average of 4.22 and a high score, while item 21, which states that "digital content is provided through active learning strategies", is at a computational average of 1.92 and a low level.

This result is attributable to the novelty of this type of education in the schools of the Ministry of Education, the inability of the Ministry of Education to provide material means, and the difficulty of developing educational platforms in the required manner, due to the repercussions of the coronavirus crisis, where the application of distance learning was suddenly imposed as an inescapable solution without the receipt of adequate training courses, the effective evaluation of educational platforms and the taking of feedback, information and basic guidance to undertake this unique experience, which is the sudden transition from factual education to distance learning using educational platforms, the lack of sufficient time to correct them and the introduction of feedback to improve the weaknesses facing the teaching of social materials under distance learning. The researcher also attributes this result to the difficulty in implementing this type of education, which has led the teacher to be unable to deal with urgent problems that may hinder learning using educational platforms. This requires a great effort and a sufficient period of time for the concerned parties to be able to convert to the educational model using educational platforms in the required manner. Electronic education also requires concerted governmental and private efforts in improving educational platforms and working to allow teachers to add and enrich content and the diversity in the use of appropriate teaching strategies and methods.

This study is consistent with several previous studies, such as Sarhan's study (2015), Christopher & John & Dawn & Keith & Penny's study (2014), and El Jahni's study (2019) in terms of ease of use to the Edmodo electronic platform, and García & Jorge study (2006) in terms of content criteria. This study differed from García & Jorge's study (2006) in terms of communications and management standards, which indicated that they were only a few supported studies (20012, 2001) Platform effectiveness, are high.

**3.2. The results of the second question:** Does the effectiveness of the educational platforms used to teach social materials in the context of distance learning vary from the perspective of the teachers in Al-Qaser Directorate of education according to the variables of gender, and educational qualification, and experience?

This question was answered through the use of a three-way analysis of variance, to reveal the existence of differences in the level of effectiveness of educational platforms used in teaching social subjects from the point of view of teachers, according to the variables of gender, educational qualification, and experience, and table (2) illustrates this.

**Table 2.** The results of the triple analysis of variance test to detect differences in the level of effectiveness of educational platforms used in teaching social subjects from the point of view of teachers, according to the variables of gender, educational qualification, and experience

Significance	Value (F)	Mean Squares	Degrees of Freedom	Sum of Squares	Contrast Source
0.960	.003	.000	1	.000	Sex
0.679	.173	.008	1	.008	Qualification
0.357	.862	.038	1	.038	Experience
0.064	3.588	.157	1	.157	Gender*Educational Qualification
0.960	.003	.000	1	.000	gender*experience
0.895	.018	.001	1	.001	Academic Qualification * Experience
0.576	.317	.014	1	.014	Gender * Academic Qualification * Experience
		.044	52	2.271	The error
			<b>59</b>	<b>2.553</b>	<b>Total</b>

Table 2 indicates that there are no statistically significant differences between groups in the arithmetic averages of the effectiveness of the educational platforms used to teach social studies subjects under distance learning from the perspective of the teachers, depending on the variables of gender, and educational qualification, and experience.

## V. Conclusion

These results may be attributable to the fact that the educational platforms are the subject matter set by the Ministry of Education in non-interactive videos and do not allow teachers to control the inclusion of content, modify it, or facilitate its explanation by teachers while dealing with the teaching of social materials, regardless of gender, educational qualification or experience. The Ministry of Education has obliged teachers and students to follow the educational platform without involving teachers in the development of content, teaching method, or any other technical options that are useful in enriching the educational process. The social sciences are by nature theoretical material, have special characteristics in teaching, and may face some difficulties in presenting content through educational platforms. This result indicates that the variables (gender, educational qualification, and experience) are not influencing the events of statistical differences in the response to the effectiveness of educational materials measured in the effectiveness of educational forums.

Previous studies agreed with the current study that there are no statistically significant differences in the effectiveness of educational platforms in teaching, attributable to the gender variable, scientific qualification, and experiences, such as in Al-Shehail's study (2019) and Al-Mulla's study (2021).

## Recommendations

This study made the following recommendations based on its findings:

1. Work on developing educational platforms and technological tools, developing educational software, and increasing technical and logistical support to overcome obstacles to the success of distance learning.
2. Training courses for teachers to improve technological competencies, which ensure better learning under current conditions.
3. Attention to the improvement of technical and technological infrastructure and equipment in order to create conditions for effective learning for students.

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