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Iraqi EFL Students Perceptions towards the Integration of E-Learning into the Instructional Design

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ABSTRACT

The objective of this study is to examine the integration of instructional design in an e-learning setting at the University of Baghdad, specifically within the College of Education for Women. Additionally, this paper presents a model constructed based on the survey findings of the research. This model can be utilised by educators and instructional designers to strategize, develop, evaluate, and enhance their university e-Learning settings. The research sample consists of (73 females) from the third stage of the "English Department/Baghdad University/ college of education for woman". To gather knowledge from students about the role of instructional design and e-Learning behavior, the study used a survey questionnaire. The questionnaire explores five elements: "web-based learning combined with face-to-face learning", "instructional design of course content", "interaction", "instructional design of user interface", and "students' involvement". The findings show that students' positive attitudes towards integrating e-learning in instructional design are crucial for developing impactful, interactive, and inclusive learning experiences that address the diverse requirements of learners in different educational contexts, ranging from corporate training programmes to academic e-learning courses.

Keywords: E-learning, Integration, EFL, Design.

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تصورات طلاب اللغة الإنجليزية كلغة أجنبية نحو دمج التعلم الإلكتروني في التصميم التعليمي

م.م. منال جودي محمود

كلية التربية للعلوم الانسانية/جامعة تكريت

المستخلص

الهدف من هذه الدراسة هو فحص مدى تكامل التصميم التعليمي في بيئة التعلم الإلكتروني في جامعة بغداد، وتحديدًا في كلية التربية للبنات. بالإضافة إلى ذلك، تقدم هذه الورقة نموذجًا تم إنشاؤه بناءً على نتائج الخاصة بالبحث. يمكن للمعلمين ومصممي التعليم استخدام هذا النموذج لوضع إستراتيجيات وتطوير وتقييم وتعزيز إعدادات التعلم الإلكتروني في جامعاتهم. تكونت عينة البحث من (73 طالبة) من المرحلة الثالثة "قسم اللغة الانجليزية/ جامعة بغداد/ كلية التربية للبنات". لجمع المعرفة من الطلاب حول دور التصميم التعليمي وسلوك التعلم الإلكتروني، استخدمت الدراسة استبيان المسح. يستكشف الاستبيان خمسة عناصر: "التعلم القائم على الويب جنبًا إلى جنب مع التعلم وجهًا لوجه"، و"التصميم التعليمي لمحتوى الدورة"، و"التفاعل"، و"التصميم التعليمي لواجهة المستخدم"، و"مشاركة الطلاب". تظهر النتائج أن مواقف الطلاب الإيجابية تجاه دمج التعلم الإلكتروني في التصميم التعليمي أمر بالغ الأهمية لتطوير تجارب تعليمية مؤثرة وتفاعلية وشاملة تلي المتطلبات المتنوعة للمتعلمين في سياقات تعليمية مختلفة، بدءًا من برامج التدريب المؤسسية إلى التعلم الإلكتروني الأكاديمي.

الكلمات الدالة: التعليم الإلكتروني، الاندماج، اللغة الإنكليزية لغة اجنبية، التصميم.

1. INTRODUCTION

The integration of online learning into academic courses persists without any decline. The Internet offers distinct and captivating opportunities for computer-mediated connectivity and learning, which are unlike previous methods of technical education (Weller, 2002:34). Online learning environments have arisen in many forms and implementations. In specific scenarios, entire courses are delivered only through online platforms to students residing in remote locations. Additionally, supplementary materials, such as introduction notes including hyperlinks to the program's website, might be sent through postal services. To accommodate students with inadequate and inconsistent Internet access, the whole class webpage is frequently replicated on a CD-ROM. In such

cases, an instructor can utilise a class website as a complement to their in-person teaching. In such circumstances, the instructor can utilise online communication tools to provide further information on the website for students to access, which may not be covered in the classroom. Several instructors utilise the class website to impart certain abilities and knowledge by means of automated online pre-programmed exercises that offer precise feedback on students' replies (Scott & Judd, 2002:47).

Hence, it is evident that virtual education platforms can be utilised in diverse ways, contingent upon the requirements of education and pedagogy. To create effective online learning environments that meet these educational requirements, it is necessary to incorporate appropriate principles of educational design.

According to Greening (1998:2), instructional designers frequently fail to utilise interactive multimedia technologies effectively, or they do so without a solid pedagogical basis. According to the literature, there are distinctions among the sources of information related to learning philosophies, instructional design concepts, research on classroom instruction, and the application of this knowledge to interactive learning technology (Siragusa & Dixon, 2005a:14).

2. THEORITICAL BACKGROUND

2.1 THE CONCEPT OF E-Learning

The Internet has significantly facilitated the interchange and acquisition of knowledge between instructors and students, hence making study and learning possibilities more accessible (Richard and Haya 2009:183). Technology-driven e-learning necessitates the utilisation of the internet and other indispensable resources to generate educational content, instruct learners, and manage organisational courses (Fry, 2001:233). The overarching definition of the word e-learning has been extensively debated. The notions presented in Dublin's (2003) work seem to indicate the scientist's area of expertise and personal interest. E-learning encompasses a range of applications, learning methodologies, and procedures (Rossi, 2009:67).

E-Learning is more than simply having fully online courses available in certain classifications. Oblinger and Hawkins (2005:23) observed that e-learning has evolved from being solely conducted online to including technologies that allow for the delivery of a portion or the entirety of a course, irrespective of the constraints of time and location. E-Learning, as defined by the European Commission (2001:43), refers to the utilisation of developing multimedia technology and the Internet to improve the quality of learning. This is achieved by enabling easy access to facilities and resources, as well as promoting remote exchange and cooperation. Additionally, there are various interpretations of e-learning. E-learning pertains to the necessity of information and communication technology to facilitate the utilization of online tools for educational instruction and acquisition of knowledge. According to Abbad et al (2009:32), E-learning refers to any form of learning that is engaged electronically.

2.1.1 THE USE OF E-LEARNING IN EDUCATION

In the conventional teaching process, the advancement of multimedia and information technology, as well as the use of the Internet as a modern teaching technique,

have allowed fundamental changes (Wang et al. 2007:501). E-learning has been recognized by IT growth, school agendas, and educational institutions as having the prospect of transforming individuals, information, expertise, and success schools, universities, and other higher learning institutions to advance the capacity of online courses in an increasingly growing nation for cyber education. E-learning has become increasingly important in educational institutions. The implementation and proliferation of diverse e-learning technologies in academic establishments have spurred numerous enhancements, particularly with regard to instructional delivery and support infrastructures (Dublin, 2003).

2.2 INSTRUCTIONAL DESIGN ELEMENTS

Siragusa (2000:95) discusses that components of educational design that are deemed essential for online learning have been defined by different authors. The authors proposed doing additional studies to determine the specific aspects of each instructional style that impact learning in the context of increasing technology-based teaching. Instructional designers are actively seeking suitable pedagogical elements and investigating the potential of internet features for effective implementation in online education. The subsequent components of instructional architecture, derived from historical research, are subjects of extensive discussion.

2.2.1 CONTENT

All the conceivable resources that the students will require in alternative ways are included in the content. The underlying principles of web-based teaching systems are of their own non-sequential knowledge content organization and capacity to access conceptually related material. It is also possible that such a mechanism has the opportunity for a more productive presentation of instructional knowledge than conventional linear delivery systems since the interrelationships between information units can be demonstrated within the structure of the web. Focusing on-site surfing would leave less mental time for the individual to process the instructional content. Alternatively, a person can gradually experience a feeling of disorientation by focusing more on instructional material and less on navigation. The more confusion the user experiences, the less knowledge is navigated and analyzed by him/her, and the less learning is carried out (Graff, 2003:407).

The new learning paradigm has been defined as the transfer of information in which students simply acquire information and facts from their teachers. Online teaching architecture must explicitly address two aspects: the extent of significance and non-partisanship of the subject and the student's right to control its ability to access the information. The reason students choose to sit through courses and check the pace and significance is not because the lessons should not be true, but rather due to the biased character of the environment. Students in the class can comprehend the fundamental purpose of the material and the length of the training session, but their impact on the learning process is limited. Due to the fundamental nature of the educational institution, students acknowledge these limitations and adapt to them during critical circumstances" (Moore et al., 2001:64).

2.2.2 INTERACTION

(Chou, 2003:265) "Interactivity was defined by Chou as a fundamental attribute of traditional in-person training." Interactivity plays a crucial role in the design of media

educational environments, such as computer-assisted learning, Internet-based teaching, and web-based learning. The citation (Oliver et al, 1997:72) refers to a source written by Oliver and colleagues in 1997, with the specific information being found on page 72. "Furthermore, it was suggested that the term 'interactivities' should specifically refer to the mode of communication facilitated by the medium, and that it should be imperative to foster dialogue between the student and the teacher in a technology-driven educational environment." Online networks like e-mail, message boards, talk, and desktop conferences provide educators with many ways to engage with their students and teachers to join. All those who deal in online teaching would recognize that online learning is an essential part of an engagement. Interactivity results in learner-centered teaching in which the experience of the pupil is like experiencing an encounter with the teacher with an individual. Increased engagement increases the achievement and behavior of students towards studying (AL-Ahbaby & Al Azzawi, 2024).

Ragan (1999:41) noted that the foundation for a group of learners is connections between teachers and educators and between students. The instructional design should integrate methods and techniques for supporting a learning culture. Important connections between pupils, the teaching tools, and the teacher are part of a successful learning environment, even one incorporating technology. Social experiences enrich the learning environment and the educational style can help them. Electronic communication technologies are extensively utilised for establishing and maintaining the learning environment. Novel approaches should be employed to fulfil the objectives often achieved by residential parameters (such as interactions, socialisation, and counselling). Ultimately, students require chances to establish trust and acquire proficiency in distance learning and the tools they support.

2.2.3 INTERFACE DESIGN

Brown (1997:115) determined that interface design should encompass effortless entry, "a perception of human connection and assistance to the requirements of learners in a comprehensive, self-directed information medium." The effectiveness of hypertext, computer-mediated interaction, and cognitive education methodologies relies on a well-designed interface architecture that allows for easy and quick access to these tasks. Learners must possess a sense of assurance in comprehending their surroundings and have the ability to effortlessly communicate with others when necessary.

Siragusa (2000:99) also mentioned the utilisation of textual components such as typography, dimensions, structure, presentation, screenshots, visuals, and logos. The majority of students have shown a favourable interest in animation. The most notable features of technology-based training materials are their graphic transparency, readability, and material assembly. Initially, the website should offer a range of capabilities to facilitate comprehensive investigation and collaboration. Web-based learning is highly efficient and responsive. Web page creators dedicate a significant amount of time to comprehending how to captivate and maintain the interest of casual internet users.

Graphics, colour, action, and sound have long motivated learners, and websites may use them too. Some companies display annual, monthly, and recurrent awards on their websites to stress their aesthetics, technology, and creativity. These samples allow new

developers to observe what grabs and holds customers' attention. However, adding colour and imagery does not guarantee web page inspiration. Since the Macintosh's inception, excessive practices like using many typefaces and styles have been harmful. The Legion has a good webpage too. You can search globally or visit data repositories to find them (Ritchie and Hoffman, 1996:54).

2.3 INSTRUCTIONAL DESIGN AND E- LEARNING

The construction of virtual learning environments incorporates a vast amount of knowledge pertaining to instructional design models, learner characteristics (such as background, prior knowledge, and motivation), learning context, teaching strategy formulation, and assessment. An instructor must consider the online learning environment and the characteristics of the students, such as their past knowledge and drive to study, when aiming for students to fully understand a specific set of concepts. In order to enhance the achievement of this educational objective, the professor will thereafter devise an educational methodology that will depend on the utilisation of online learning technology. This may encompass the utilisation of computerised models pertaining to the subjects to be acquired, the utilisation of the classroom notice board, automated online interactive games, and hyperlinks to external websites. The lecturer may strive for a constructivist approach to education, where individuals integrate their learning process with their prior knowledge and authentic representations of real-world behaviours, so enhancing their comprehension. To evaluate the overall effectiveness of the education, the lecturer will proceed to conduct a formative evaluation to identify methods for improving the lesson. Additionally, a quantitative evaluation will be conducted as well (Dick et al., 2005:305).

2.3.1 STRUCTURE AND ORGANIZATION

The configuration of the class website, including navigation, information provided, and use of online Learning Management System (LMS) features, such as electronic assignment submission, programmed online tasks, and support facilities, can vary depending on the target students and the pedagogical requirement for online learning. The website's interface should be meticulously structured to allow students to follow a strictly linear learning path, similar to a first-year undergraduate course where fundamental knowledge must be acquired. Appropriate learning resources are evident in appropriate learning stages, where supplementary materials play a crucial role in enhancing comprehension of the information being conveyed. The structure, which incorporates the utilisation of "breadcrumbs" to facilitate navigation, should be inherently obvious. To enhance the framework as necessary, it may be necessary to incorporate variety, such as having a postgraduate student develop a thesis (Greening, 1998:49).

2.4 DEVELOPMENT OF LEARNING STRATEGIES

The selection of instructional design will impact and enable various learning modalities that students can employ. Effective learning strategies that facilitate the integration of new information with existing knowledge can be employed in the development of online learning materials. A lecturer can facilitate collaboration among first-year undergraduate students to locate targeted information on the Internet and

present their discoveries to the entire class using a bulletin board. Students may also have the opportunity to voice their comments on content and assignments through communication channels. When students utilise campus computer machines, they will be prompted to engage in online chat as a means of collaborating and resolving specific issues (Bull, Kimball, & Stansberry, 1998:51).

The academic staff will facilitate the development of their instructional approaches to address a particular issue and motivate students to maintain a reflective learning journal to record their academic accomplishments and obstacles. The professor must devise specific methodologies to investigate the efficacy of student-developed online learning tools. Structured information can encompass the assessment of students as they engage in learning activities within physical computing labs on campus, as well as the documentation of messages posted on the bulletin board. The professor should comprehend the potential implementation of comparable effective learning strategies for future classes through the utilisation of a class website (Smith & Ragan, 2005:276).

3. METHODOLOGY

3.1 POPULATION

Best et al (2006:13-16) "state that population is any group of individuals that has one or more characteristics in common". The population of this study consists of 105 female students in the third year students of the College of Education for woman/English Department / Baghdad University. The sample of this study is (73) students during the academic year 2020-2021.

3.2 INSTRUMENTS

The data collection instrument (questionnaire) consists of five sections. "the web-based with face-to-face learning", "Instructional design (course content)", "Interaction", "Instructional design (user interface)", "Students' involvement". The questionnaire comprised 26 elements which were carried out and delivered to the students. The survey was derived and altered from the work of Jolliffe et al. (2001). The scale responses ranged from "Agree (3)", "Neutral (2)", "Disagree" (1).

3.3 VALIDITY

Validity is the initial aspect to assess while developing an instrument. Validity, as described by Bynom (2001:13), refers to the extent to which a test or instrument accurately measures or can be efficiently utilized for its intended purpose. Various types of credibility exist, including face validity, text validity, construct validity, and others. Material validity refers to the methodology employed to assess the accuracy of an instrument in achieving the objectives of the ongoing research. In order to ensure the substantive validity of the tool, the questionnaire was administered to a panel of experienced educators specializing in teaching English as a second language. (see Appendix A) who authorized it with slight alterations that were addressed.

3.4 RELIABILITY

"Reliability is one of the necessary characteristics of any good instrument. It should refer to the consistency of measurement which makes validity possible and indicates the amount of confidence that can be placed in the results of a test "(Veram and Beard, 1981:860)." The reliability coefficient of the questionnaire was then calculated using Alpha-Cronbach Formula to be (0.81), which is considered appropriate.

4. DATA COLLECTION

4.1 Students perspectives toward the web-based verses face-to-face learning

The participants responded to the questionnaires after interpreting all of what the researcher put in these tables. The following tables were planned to analyze after submitting the final performance of survey questionnaires. For understandability, the questionnaires are arranged in groups. See table (1)

Table (1)
Students' Responses toward of the web-based verses face-to-face learning

No.	Statement	Agree		Neutral		Disagree		Mean	ST.D
		N	%	N	%	N	%		
1.	Web-based learning offers greater convenience compared to attending traditional lectures or tutorials.	49	67.1	6	8.2	18	24.7	2.42	0.86
2.	I mostly engage in communication with lecturers through email and bulletin boards more frequently than usual.	52	71.2	0	0	21	28.8	2.42	0.91
3.	I derived greater enjoyment and experienced heightened motivation to acquire knowledge in contrast to conventional lectures.	55	75.3	15	20.5	3	4.1	2.71	0.53
4.	I acquired a greater amount of knowledge through online education in contrast to traditional classroom lectures.	58	79.5	3	4.1	12	16.4	2.63	0.75
5.	Web-based learning enhances lectures and tutorials well.	59	80.8	9	12.3	5	6.8	2.73	0.57
6.	I would take another online course.	67	91.8	0	0	6	8.2	2.83	0.55
7.	I choose web-based learning over traditional lecture/tutorial as my preferred mode of learning.	49	67.1	13	17.8	11	15.1	2.52	0.74
Total								2.6125	0.34378

The collected responses to the questionnaire statements in group A are summarized in the following points:

- Many students agree with the notion that web-based instruction is more flexible than daily lectures with a percentage of tutorials (67.1%).
- A significant majority of participants, constituting 71.2% of the total, prefer to communicate through email and message boards rather than with lecturers.
- Approximately 75.3% of the participants expressed a preference for E-learning over traditional lectures, citing increased enjoyment and motivation to learn.
- A high percentage of students agree that they like to learn more from web-based learning compared with regular lectures. The percentage of agreement is (79.5%).
- The majority of respondents noted that that web-based learning is an effective supplement to the traditional lectures/tutorials with a percentage is (80.8%).
- Numerous learners prefer to take another web-based learning module with a percentage (91.8%).
- A high percentage of students prefer to use web-based learning on the traditional lecture/tutorial with a percentage is (67.1%).

4.2 Students perspectives toward Instructional Design (course content)

After measurement of the percentages of items in this section as stated in the questionnaire. The statistical values below are found, as it is shown in Table (2).

Table (2)
Students' Responses toward Instructional design (course content)

<i>No.</i>	<i>Statement</i>	<i>Agree</i>		<i>Neutral</i>		<i>Disagree</i>		<i>Mean</i>	<i>ST.D</i>
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>		
1.	The text is highly legible and comprehensible.	47	64.4	6	8.2	20	27.4	2.36	0.88
2.	The resources are rich in information pertaining to the discussed themes.	49	67.1	2	2.7	22	30.1	2.36	0.92
3.	The illustrations enhance the educational value of my learning materials.	55	75.3	14	19.2	4	5.5	2.69	0.56

4.	The audio and video components proved beneficial for my educational resources.	59	80.8	2	2.7	12	16.4	2.64	0.75
5.	I acquired a comprehensive comprehension of the subject matter addressed in the module.	58	79.5	10	13.7	5	6.8	2.72	0.58
6.	The module incorporates numerous instances and visual support.	69	94.5	0	0	4	5.5	2.89	0.45
7.	The content within the module was meticulously structured and readily accessible.	52	71.2	11	15.1	10	13.7	2.57	0.72
8.	The materials are captivating and compelling.	58	79.5	6	8.2	9	12.3	2.67	0.68
Total								2.6182	0.33586

The collected responses on the group B of the questionnaire statements are summed up in the following points:

- Based on the course material, the text is very readable and comprehensible, with a significant share amounting to 64.4%.
- The prevailing consensus among responders is that the resources are abundant in information pertaining to the covered themes. The data indicates that a majority of the learners concur with this item, with a rate of 67.1%.
- Respondents noted that the use of graphics is helpful to the learning materials. The statistical value shows that (75.3%) of respondents agree with this statement.
- Students prefer to use audio and video that is helpful to the learning materials. (80.8%) of respondents agree with this point.
- A significant proportion of students (79.5%) concur that they get a comprehensive comprehension of the subject matter presented in the module.
- The vast majority overwhelmingly concur that the module has a plethora of examples and illustrations, with a rate of 94.5%.
- A significant proportion of participants concur that the content inside the module was effectively structured and readily accessible, with a precise number of 71.2%.
- A significant proportion of students concur that the instructional design model incorporates resources that are both captivating and stimulating. The majority (79.5%) of students concur with this viewpoint.

4.3 Students perspectives toward Interaction

After calculation of the percentages of items in this section as stated in the questionnaire. The mathematical values below are found, as it is shown in Table (3).

Table (3)

Students' Responses on Interaction

<i>No.</i>	<i>Statement</i>	<i>Agree</i>		<i>Neutral</i>		<i>Disagree</i>		<i>Mean</i>	<i>ST.D</i>
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>		
1.	I have more frequent interactions with my instructor in an online course compared to a face-to-face one.	53	72.6	1	1.4	19	26.0	2.46	0.88
2.	The quality of my interaction with the lecturer in an online course surpasses the quality of interaction in a face-to-face setting.	50	68.5	1	1.4	22	30.1	2.38	0.92
3.	I am quite content with the level of engagement I have with the professor on any course or technical issues.	52	71.2	18	24.7	3	4.1	2.67	0.55
Total								2.5068	0.63855

The responses collected on the questionnaire items in group C may be outlined in the following points:

- A significant majority of respondents (72.6%) concur that they have more interactions with the professor in an online course compared to a face-to-face model.
- Most learners interact with lecturers in an online course with higher quality than interaction face-to-face. The percentage is (68.5%).
- A significant majority of respondents expressed their satisfaction with the lecturer's interaction with course-related technical issues, favouring it above the traditional approach. The level of agreement with this point is 71.2%.

4.4 Students perspectives toward Instructional Design (user interface)

After calculating, as stated in the questionnaire, the percentages of this group items. The statistical values set out below are found, as it is shown in Table (2).

Table (4)

Students' Responses toward Instructional design (user interface)

No.	Statement	Agree		Neutral		Disagree		Mean	ST.D
		N	%	N	%	N	%		
1.	The help facility is useful	58	79.5	2	2.7	13	17.8	2.61	0.77
2.	The layout of the screen is attractive	59	80.8	5	6.8	9	12.3	2.68	0.68
3.	There is good integration between text, voice, and graphics	72	98.6	0	0	1	1.4	2.97	0.23
4.	I find web-based learning navigation to be effortless.	70	95.9	2	2.7	1	1.4	2.94	0.28
5.	The web-based learning exhibits a satisfactory level of responsiveness.	67	91.8	3	4.1	3	4.1	2.87	0.43
Total								2.8192	.23372

The responses obtained on the survey questionnaires in group D may be outlined in the following points:

- Most students agree with the phrase that instructional design help a facility in the learning process with a percentage is (79.5%).
- It is found that most of the learners show their favorable sense towards the layout of the screen is attractive. The percentage is (80.8%).
- A high percentage of respondents liked an idea integration between text, voice, and graphics with a percentage is (98.6%).
- The vast majority of respondents (95.9%) had a favourable opinion regarding the ease of navigation in web-based learning during the learning process.
- Respondents observe that the responsiveness of the web-based learning is satisfactory. The statistical data indicates that 91.8% of the respondents are in agreement with this detection.

4.5 Students perspectives toward Students' Involvement

After statistically analyzing results, by using the frequency percentages and mean scores, it is in the order below. Table (5).

**Table (5)
Students' Responses toward Students' involvement**

No.	Statement	Agree		Neutral		Disagree		Mean	ST.D
		N	%	N	%	N	%		

1.	The student has a profound enthusiasm for utilising discussion sections.	69	94.5	1	1.4	3	4.1	2.90	0.41
2.	Engaging in debate and discussion with other instructors enhances my learning experience.	62	84.9	4	5.5	62	84.9	2.75	0.61
3.	The discussion forum is an essential component of the course, rather than an optional addition.	71	97.3	1	1.4	1	1.4	2.95	0.26
Total								2.8721	.27006

The collected responses on the group E items of the questionnaire could be summed up in the following points:

- The majority of learners (94.5%) express their enthusiasm for utilising discussion areas in the learning environment.
- An overwhelming majority of learners, specifically 84.9%, concur that engaging in debates and discussions with other lecturers significantly enhances their learning experience.
- The majority of participants concur that the discussion forum is an essential component of the course, rather than an optional addition. The proportion is 97.3%.

5. DISCUSSION OF THE RESULTS

According to the distinction of face-to-face learning on the internet, most respondents decided that it is more comfortable to study on the web than to attend daily lectures. However, a few respondents acknowledged their satisfaction with the claims. The majority of respondents agreed on questionnaire objects, according to the first section. Small numbers are usually undesirable or neutral to e-learning. The higher average (2.83) meaning of the declaration that takes a web-based learning module. Under instructional design (course content). This section presents the findings of student evaluations regarding teaching design elements, such as "course content," "interaction," "user interface," and "student participation." Average student perceptions of online course content. The mean answers ranged between 2.36 and 2.89. The high average results indicate a large number of respondents on the scale closest to five. The feedback regarding the presence of numerous examples and illustrations in the module received the highest average score of 2.89. Similarly, the results indicate that the statement "I am

extremely satisfied with the level of interaction I have with the lecturer regarding the course or technical issues" received a higher average score of 2.67. Web-based educational platforms are characterised by their non-sequential organisation of information and their capacity to link conceptually-related content. Thus, it is possible to communicate instructional knowledge more efficiently than traditional linear delivery methods by directly illustrating the connected system between unit information within the web structure.

Students' perception of an online educational environment user interfaces. The average response rate is 2.61 to 2.97. The highest average score for responses to two statements: I find it easy to navigate on the Web. The primary finding about student engagement is that the majority of students perceived lecturers/encouragers as actively promoting the use of discussion forums, which serves as a source of incentive for students. Newsletters were employed for two purposes. Firstly, these courses provide students with the chance to critically analyse and debate the course material outside of regular class hours. Secondly, they enable student-to-student engagement in the traditional classroom in a manner that would otherwise be impossible. Certain students advocate for the notion that a computer can enhance the motivation and/or facilitate access to instructional resources for motivated students. When sufficiently motivated, the level of engagement would increase, resulting in improved academic performance. The average scores in this category would fall within the range of 2.75 and 2.95.

6. CONCLUSION

This analysis delivers informative findings and insights. University students are usually well educated and have experience in developing online-learning services. The study revealed that the learners expressed contentment with the strategy's substance, including the well-organized and easily accessible texts. The materials were deemed "readable and comprehensible," supplemented with diagrams and videos that effectively conveyed the teaching content. Furthermore, the approach offered a substantial amount of information on the subject matter. It will be feasible to prove the ability to retrieve and store all multimedia files, including images, audio, and video, in the CD-ROM format. The primary observations revealed that the book, abundant in intricate details and captivating content, was readily comprehensible. The information held significant

relevance for students, exemplifying its importance. Due to the implementation of the current e-learning system, students are provided with a scream list feature that allows them to create messages in a loud and clear manner. Additionally, it can serve promotional objectives and facilitate the display of images. Summaries of anniversaries, occupations, and vacations are also provided.

Although additional experiences are typically helpful, the students were fully happy with the online learning communication. They concluded that learners had more internet connectivity than face-to-face connections with their professors. They noticed that online correspondence with the professor did not achieve a high-quality relationship between the two. They had meetings with instructors who exhibited a lack of communication with the students throughout the conference and consistently failed to respond to inquiries online. This implies that educators and facilitators should possess knowledge and understanding of the requirements and desires of their pupils. Lecturers or facilitators should demonstrate motivation and attentiveness by promptly responding to emails, regularly posting daily questions on the newsletter board, and completing assigned tasks within the designated timeframe. Training monitoring facilities are an essential component of an ELS plan. This service enables professors to monitor the utilisation of subscriber amenities and resources. Typically, pupils are notified about the use of web-based devices as a means of surveillance.

This encourages students to establish a connection with the system. An approach for instructional design specifically tailored for online learning, known as the IDOL model. This approach was specifically intended to cater to the diverse pedagogical and delivery requirements of different students, ranging from the provision of fully online learning to the provision of online learning as an additional support to traditional learning methods. The IDOL paradigm is structured in a manner that closely resembles a conventional instructional design model. An instructional architectural type that utilizes online learning (IDOL). This model was created to meet the educational and practical requirements of diverse students, including the provision of comprehensive online instruction through the use of online learning as an extension of the learning process. The IDOL model is presented in a format that resembles a conventional instructional model.

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Appendix A

Names of Jury Members

No.	Name	Specialty	Position
1.	Prof. Dr. Shaath Kazem Al-Saadi	TEFL	College of Education for the Women /University of Baghdad
2.	Asst. prof. Dr. Sawsan Saud	TEFL	College of Education for the Women /University of Baghdad
3.	Asst. prof. Dr. Shaima Mahdi Saalh	TEFL	College of Education for the Women /University of Baghdad.
4.	Asst. prof. Dr. Diya Muzhar	TEFL	College of Education Ibn Rushd for Humanities / University of Baghdad
5.	Asst. prof. Dr. Bushra Neimah	Linguistic	College of Education Ibn Rushd for Humanities / University of Baghdad
6.	Asst. prof. Dr. Bushra Saadoun	TEFL	College of Education Ibn Rushd for Humanities / University of Baghdad
7.	Asst. prof. Dr. Bidaai Abbas	Linguistic	College of Education Ibn Rushd for Humanities / University of Baghdad
8.	Asst. prof. Dr. Sundus Abdul-Jabbar	TEFL	College of Education Ibn Rushd for Humanities / University of Baghdad
9.	Asst. prof. Basaad Maher Al-Badri	literature	College of Science for Women/ University of Baghdad
10.	Asst. Dr. Asmaa Mahdi Saalh	literature	College of Science for Women/ University of Baghdad