

## **Open education from the point of view of Professors and Students (Teachers)**

**(Advantages and Disadvantages)**

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### **Abstract**

In their study, the researchers aimed to clarify the dimensions of open education in terms of its (Advantages and Disadvantages) from the point of view of professors and students (teachers) at the Open Educational College.

To achieve the goal of the research, the researchers built a questionnaire that included (20) questions that included the advantages and disadvantages of open education after they made some modifications depended to what experts mentioned. The researchers used the (Cronbach) test in order to measure the stability of the test form, where the test stability reached (0.93), and the form was presented to a number of experts to verify the validity of the form.

The arithmetic mean of the research sample of (20) professors, and (100) male and female from students were extracted from Al- Adel Study Center. The results of the questionnaire researchers found that open education has many advantages aspects that satisfied the motivations of many creative people.

Keywords: (open learning, educational technologies).

## التعليم المفتوح من وجهة نظر الأساتذة والطلبة المدرسين

(المزايا والعيوب)

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### الملخص

هدف الباحثون في دراستهم إلى توضيح أبعاد التعليم المفتوح من حيث (المزايا و العيوب) من وجهة نظر الأساتذة والطلبة (المعلمين) في كلية التربية المفتوحة. ولتحقيق هدف البحث قام الباحثون ببناء استبانة تضمنت (٢٠) سؤالاً تضمنت إجابيات وسلبيات التعليم المفتوح بعد إجراء بعض التعديلات عليها بناء على ما ذكره الخبراء الاختصاص. واستخدم الباحثون اختبار (كرونباخ) لقياس ثبات استمارة الاختبار، حيث بلغت ثبات الاختبار (٠.٩٣)، وتم عرض الاستمارة على عدد من ذوي الخبر والاختصاص للتحقق من صدق الاستمارة. وتم استخراج الوسط الحسابي لعينة البحث المكونة من (٢٠) أستاذاً و(١٠٠) طالباً وطالبة من مركز العدل للدراسات. واستنتج الباحثون من نتائج الاستبيان أن للتعليم المفتوح العديد من المزايا التي تلبي دوافع الكثير من المبدعين. الكلمات المفتاحية: (التعلم المفتوح، التقنيات التربوية).

### Introduction :

A nation's progress is evaluated by the scope of its people's culture, as science has become one of the most important necessities of life, which is included in all its economic, political, cultural and social aspects because of its significance in the nation's technical, social, and educational development, which demonstrates the effectiveness of its educational strategy.

Based on the fact that education is an absolute right for all individuals, open education came to fulfill the ambition of many individuals who were not fortunate enough to enroll in formal education for a number of reasons, such as social, material, political, or geographic, and it meets their cognitive and development needs, as it is not limited to a specific group and is not determined by a specific educational level.

### **Research problem:**

With the increasing demand of students at public and private universities and their inability to accommodate these numbers, the cost of university education has become a heavy burden on most students and their families, which has led many students to be deprived of achieving their ambitions and pursuing their university education, as well as several social and political obstacles.

Open education came as a solution to these problems and as the latest education system used globally in order to overcome the obstacles facing students and open the way for them to achieve their dreams of continuing their learning and keeping pace with the development occurring around the world.

A summary of the obstacles that stand in front of students to complete their university studies in the traditional manner, according to most studies, can be clarified.



**Fig.(1)**

- **Economic justifications:**

The high tuition costs at public and private universities were an obstacle to many students from low-income families completing their university studies. Open education came with an educational goal, not a profit, and is available to all classes and groups, which removes the economic obstacle for those who wish to develop themselves scientifically and professionally.

- **Social justifications:**

These obstacles are represented by the fact that families in the Middle East still do not mind marrying girls at an early age, which requires them to have family obligations that take up a lot of their time. These obstacles may be represented by the individual's commitment to a job that he cannot combine with his studies, which may cause a deficiency in his professional performance.

Open education is characterized by its flexibility in acquiring knowledge using modern methods and strategies, and this overcomes many obstacles to social commitments.

- **Political justifications:**

Some countries are witnessing political unrest that causes roads to be blocked and barriers to be placed in most cases, which halts educational institutions or they are irregular. This has prompted some students not to continue.

Open education knows no time or place, which made it more effective for similar cases and prompted them to compensate for what they missed in their educational journey.

- **Geographic justifications:**

It is represented by the difficulty of reaching educational institutions due to the distance and travel, especially in rural areas.

The flexibility of open education in reaching these places or near them through opening many study centres played a role in delivering learning to most learners.

- **Social development trends:**

Educational institutions are in constant need to develop their staff and train them on the latest educational technology and methods.

Open education always seeks to keep pace with modern developments and spread the culture of education in the latest ways (Al-Quds Open University, 2015).

**Research Importance:**

One type of university-level education is open education, which allows a possibility to study for anyone regardless of their age or work, as long as this person has the mental and scientific capability to complete university education. Since there are no learning limitations like there are in traditional educational systems, it is known as open education.

(Sparcopen.org, Retrieved, 2018)

Man was created by nature to love continuity, progress, and the transition to the better in all aspects of economic, political, social, and educational life.

By extrapolating the experience of some researchers working as a lecturer in one of the open educational centers, which is considered a model for the application of open education, I found that open education provides many students with the following advantages:-

- Open education is a means of development in society, as it allows individuals to develop their capabilities and reconcile their jobs and studies in a way that serves the community to which they belong functionally.
- The flexibility of open education from an academic, administrative, and financial standpoint makes it available to all ambitious segments.
- Training and acquiring new skills through open education contributes effectively to constantly enriching the educational process and



learning about everything new around the world and what can be harnessed to serve our students.

### **Research objective:**

The research aims to identify the positives and negatives of open education through the Open Educational College from the point of view of professors and students (teachers).

### **Research limitations:**

The research was limited to professors and students of the Justice Study Center of the Open Educational College / Baghdad for the academic year 2019-2020.

### **Search Terms:**

#### **1- Open Education:-**

Open education is one of the types of education at the university level that provides the opportunity to study for any person, regardless of his age or work, as long as this person has the mental and scientific ability to complete university education. It is called open education because it has no restrictions on learning as is the case with traditional education systems.

#### **2- The Open College of Education:-**

It is an educational institution affiliated with the Ministry of Education that accepts primary school teachers in order to develop their abilities and skills over 4 years of study and in several specializations (Al-Jubouri and Al-Jubouri, 2007).

#### **3- Students (Teachers):-**

They are students of the Open Educational College and at the same time they are teachers in the education directorates for the primary stage.

### **Previous studies:**

- 1- (Al-Jubouri and Al-Jubouri study 2007), This study dealt with evaluating the experience of the Open Educational College in Mosul from the point of view of teachers and scholars. The research

community was represented by all scholars and teaching staff in the Open Educational College for the academic year (2004-2005). With a total of (873) students and (49) teachers, the researchers randomly selected the research sample, which consisted of (35) male and female teachers and (718) male and female students from the last three academic levels (second, third, fourth) From the students at the Open Educational College. The researchers prepared the research tool, which is represented by a questionnaire, for both students and teachers Then the researchers extracted their validity and reliability and the researchers began applying the two questionnaires to the research sample for a period of more than a month After collecting data for the purpose of analyzing it, the researchers used statistical methods that suit the objectives of their research, which are: Pearson correlation coefficient - Pseudo test for one sample - Pseudo test for two independent samples. After treating the data statistically, the results of the evaluation from the point of view of the students and teaching staff gave a positive indication of the effectiveness of this experiment and in the interest of the teaching staff.

- 2- (Hashem Jamil Ibrahim 2014) , The study aimed to identify the reasons for the reluctance of students of the Open Educational College to study in the scientific departments and to verify that, a questionnaire was prepared for this, consisting of (20) items after completing the conditions of validity and reliability, and The questionnaire was applied to a sample of (282) students drawn randomly from the research community represented by students in the humanities departments at the Open Educational College in Kirkuk Governorate, The results showed that most of the reasons were great effort, the difficulty of the curricula, the scientific materials being dry and uninteresting, the difficulty of the questions, and the fear of failure in the study.

## **Research procedures:**

### **1- Research community and sample:-**

The research community included professors and students of the (al- Adel Center) of the Open Educational College / Baghdad, with (20) male and female professors and (100) male and female students. Students were randomly selected from various majors and stages.

The researchers built a questionnaire consisting of (20) questions divided into (10) positive questions that fall within the positives of open education and (10) that fall within the negatives of open education on a five-point scale for the purpose of determining the extent of the response of professors and students to open education and what are the positives and negatives that they see from it Their point of view is within the framework of the questions that were put in the questionnaire.

### **2- validity of the tool:-**

According to Jay (2011), validity tools is that the test form questions actually accomplish and measure what they were intended to measure in terms of the clarity of the test questions and their vocabulary and are understandable to students, as well as being valid for statistical analysis. (Gay et.al., 2011)

The researchers presented the questionnaire to a number of experienced teaching methods professors, and in light of it, some paragraphs were modified. The researchers followed face validity to ensure the validity of the test tool.

### **3- Tool stability:-**

The (Alpha Cronbach) method is one of the best methods used to find the stability of the instrument, as it gives a general idea of the internal consistency of the questions and that it will give the same results if the measurement is repeated on the same people and several times, according to the definition of stability (Carmines & Zeller, 1991).



The value of alpha ranges between 0 and 1, where the closer the stability value is to 1, the more stable the test is. The researchers extracted the stability value of the test tool using SPSS version 22, and the value was (0.93), which is desired value for tool acceptance.

### **Statistical methods:-**

The statistical program SPSS version 22 was used to create and calculate the results, and The researchers used the following statistical methods:

- Cronbach's stability coefficient alpha.
- Arithmetic average.

### **Analyze and interpret results:**

#### **First- from the professors' point of view:-**

The researchers applied the questionnaire to the research sample of (al- Adel Center) professors, and the arithmetic mean of the results was calculated in terms of the positive items and the negative items, as shown in Table No. (1):

items	Arithmetic mean
Positive items	% 38.1
Negative items	% 26.3

**Table No. (1)**

#### **The arithmetic mean of the professors' answers**

From Table No. (1), it can be noted that the arithmetic mean of the positive items, which represent (10) items in the questionnaire, was (38.1%), which represents a very good value for the extent to which students benefit from open education from the point of view of professors.

#### **Second- From the point of view of students (teachers):-**

The researchers applied the questionnaire to the research sample of students (teachers) at the (al- Adel Center), and the arithmetic mean of the results was calculated in terms of the positive items and the negative items, as shown in Table No. (2):

items	Arithmetic mean
Positive items	% 38.03
Negative items	% 25.2

**Table No. (2)**

### **The arithmetic mean of the students' (teachers') answers**

From Table No. (2), it can be noted that the arithmetic average of the positive items, which represent (10) items in the questionnaire, was (38.03%), and this represents a very good value for the extent to which students benefit from open education from their point of view.

Thus, the researchers' study agrees with the study of (Al-Jubouri and Al-Jubouri 2007) in terms of the effectiveness of the Open Educational College from the point of view of teachers and students (teachers), despite the presence of some negative issues that can be addressed gradually.

### **Conclusions:**

- 1- The experience of open education at the Open Educational College fulfilled the dream of most students to complete their university studies.
- 2- Open education provides students and professors with the opportunity to research and obtain the latest educational and technological developments around the world.
- 3- Open education, with the training it provides for students (teachers) during their professional work, has a significant impact on the level of their performance in their schools and with their students in the best way.

### **Recommendations and suggestions:**

- 1- Expanding the number of seats permitted for students (teachers) to join the Open Educational College
- 2- Focus on using all new educational and communication technology by professors and students (teachers) to maintain constant contact with the world and what is happening in it.
- 3- Urging teachers to join open education through training courses conducted by the Preparation and Training Department, which constitutes an incentive for them and opens their horizons for a better future.

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