Using Distance Learning Programs as Instructional Technology in Architectural Engineering. Case study- Teaching Staff of Architectural Engineering Department, Alnahrain University

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Abstract. This study aimed primarily to identify the current reality of using instructional technology, especially distance learning programs, in Architectural Engineering Department, Alnahrain University, where the distance learning system was adopted in the course of all study syllabuses at all levels, after it become difficult to go to the universities. In order to complete the classroom requirements - given that Iraq and all countries of the world are included in the curfew due to the outbreak of COVID-19 virus -, and in order to learn about the reality of this experience, which is using the distance learning programs as instructional technology in architecture, the researcher has designed a questionnaire to identify the reality of this experience. After verifying the validity and stability of this questionnaire, the researcher distributed it to respondents from all levels. The researcher used the descriptive and analytical approach, and then he followed many statistical processing such as (T) test, Pearson correlation coefficient and one- way analysis of variance for analyzing the data. The researcher has found out many results, most notably: -The research showed that the distinctive feature of the level professors' views is negative regarding the use of instructional technology in distance learning programs. Finally, the research concluded a number of recommendations and proposals that help to address the research problem, and shed more light on it.

Key Words: [Distance learning, Architectural Engineering]

1. Introduction
The last span of the twentieth century has witnessed scientific and technological developments that affected the teaching process in general and the educational process in particular, where the rapid development of modern information and communication technology helped to promote their use in the educational process. These developments have challenged curricula, teaching and learning methods, and have created incentive for developing and changing the education policies in most countries. The rapid spread of modern means of communication, such as computers and the Internet, has helped to create new technological phenomena, such as remote communication and remote meeting. These technological
formulas have benefited educators in catching up with scientific and technological development [22]. This modern technology has helped to spread distance learning, due to its superior ability to overcome the obstacle of wide distances, which was considered the primary impediment to distance learning, and thanks to it, the educational material was introduced to learners with enormous speed, while maintaining its high quality [22]. Thus, distance learning has become one of the directions that some prefer to include in education according to the new educational formulas [1]. Researchers and scholars rely heavily on distance learning curricula, as they're expected to play an effective role in achieving the learners' ambition. The philosophy of distance learning is based on blasting out of the boundaries of time and space and being free from the traditional barriers that learners got fed up with, and can't meet their desire [16]. In light of this, it can be said that the use of modern technology in distance learning requires well prepared infrastructure, in order for an effective and beneficial use of the teaching and learning process [23]. Thus, distance learning is one of the most important educational innovations that have gone out of the traditional framework of education and its systems. However, distance learning - as a modern instructional technology formula - is still in urgent need of using instructional technology, which is the primary language that can deal with the twenty-first century's requirements and its new educational learning developments, this is because of its comprehensive scientific control over all the elements of the educational learning process. There is no doubt that identifying the views of the professors that have adopted the introduction of distance learning as an educational format is one of the most important factors that show the extent of the reality of using instructional technology in distance learning programs. The trend towards e-learning has become the most common method of teaching in different universities and educational institutions where distance education depends on e-learning technology in introducing curricula and various educational programs. Due to the great development in e-learning technology and the change in professors' tasks and curricula, it has become important to recognize (either the learners' or professors' perceptions and convictions of this technology or both of them).

1.1 The Research Problem:
In preparation for catching up with the scientific and technological progress, specialists in higher education have directed their interests to many educational innovations that have gone out of the traditional framework of education and its knowledge system. The industrial countries have benefited from information and communication technology, not in terms of being sophisticated electronic media for communication and transportation, but because they are interactive and knowledge-based media that went deep into the educational process, and added to instructional technology new frameworks that have deepened its concept. Therefore, instructional technology has emerged as an advanced methodology in thinking, solving problems and developing levels that benefited both Distance Education and Distance Learning. However, third world countries have failed to take advantage of the instructional technology in educational systems and tend to claim distance learning as an increase in using and spreading electronic means in education because of being charmed of them, and as a formal imitation of teaching and instructional technology in the industrial countries. Thus, the process of introducing distance learning as an educational format without reference to instructional technology in its applications is one of the matters that makes the design and processing of distance learning programs incompatible with ICT, and with existing frameworks of instructional technology.

Hence, the problem of this research can be summarized in the following main question, what are the characteristics of the reality of using instructional technology in distance learning programs, especially in the study syllabuses of the five levels in Architectural Engineering Department, Alnahrain University?

1.2 The Research Question:
Are there differences in the views of teaching Staff - in the Architectural Engineering Department, Alnahrain University, in terms of using instructional technology in current distance learning programs?
1.3 Research hypothesis:
"The views of the professors in the Department of Architectural Engineering - Al-Nahrain University differ about a range of factors that provide an assessment of the established distance learning programs".

1.4 Research objectives:
"To define the general characteristic of the views of the professors in Architectural Engineering - Al-Nahrain University, towards the need to use instructional technology in distance learning programs".

1.5 Research Importance
This research acquires its importance from several aspects. On the research side, the descriptive, practical, and analytical study of the research can provide researchers and theorists with a theoretical basis that helps them use instructional technology in distance learning programs. On the applicable side, this research and its expected results can benefit those in charge of distance learning in identifying the most appropriate ways to use instructional technology in its programs, and clarifying the new role of professor in distance learning programs as an educational designer, guide and instructor seeks to organize the learner's experiences. This research, including the literatures of instructional technology and distance learning, and references and previous studies, can encourage researchers to build on, criticize and sift them.

1.6 Research limitations:
The field of research was limited to professors of academic subjects- teaching staff of Architectural Engineering Department, Alnahrain University, as they adopted the distance learning program in teaching their syllabuses, completing nearly more than half of the first semester of the academic year 2019-2020. The researcher used a questionnaire after verifying its validity and stability, and applied it in the academic year 2019-2020.

2. Instructional Technology
The research adopted the definition provided by (White) for instructional technology, which was approved by the Board of Directors at the American Association for Educational Communication and Technology (AECT) in 1994, which stated that instructional technology is:
(Theory and practice in designing, developing, using, managing, and evaluating processes and resources of learning [24].

3. Distance Learning
(Al- Sedeeq) showed that distance learning is consistent in its content and goals with traditional education, but it is distinguished from it by a permanent class between the teacher and the student with the absence of regular classes, in which the study materials written in a specific way are introduced to the learners' with the necessary directions about the method of study. Distance learning is characterized also by flexibility and freedom, as the learner studies at a time that suits him; nevertheless, the learner receives remote supervision from the specialists appointed by the educational institution with extensive use of educational methods and media [14].

4. Theoretical framework:
4.1 Instructional Technology
As a result of the tremendous development in psychological and educational theories and the emergence of the concept of technology and using it into many areas of life, making use of it in educational practice has become important [17]. has stressed that Instructional technology is a methodology in thinking about solving problem, improving and developing levels, planning and designing the educational process, as well as, increasing its outputs using the regular method [18]. In (1994) the board of directors of the American Association for Educational Communication and Technology approved the definition given by [19] with the assistance of The Definition and Terminology Committee in the association, which states...
that instructional technology is: (theory and practice in designing, developing, using, managing, and evaluating processes and resources of learning). They also clarified that this definition tended to interpret the means as processes and resources, and the systemic method as components of designing, developing, using, managing, and evaluating, which in turn reflects the development of instructional technology from being a movement till being a field and a profession, it also reflects the contributions of this field to theory and practice.

The researcher thinks that the concept of instructional technology crystallized in the twentieth century through two issues: the use of technological means, equipment, devices and materials in education. He also thinks that it’s systematic thinking about solving problem, developing levels, planning and designing the educational process, as well as, upgrading its outputs using different science applications and the method of systems and technological means including equipment, devices and materials towards the individualization of education. In the late 20th century, the second issue Prevailed, and thinking focused on the process, in addition, instructional technology was known as theory and practice in designing, developing, using, managing, and evaluating processes and resources of learning for education. So, instructional technology was considered the language by which we could deal with the 21st century's requirement due to its comprehensive, scientific control on all the elements of the educational process. While we have refused to consider instructional technology as the use of devices and technological equipment that was not originally designed for learning and education, today we accept this communicative and informative technology, which is constantly approaching the concept of instructional technology, when it has moved from the level of introducing to the interactive level. But it is well established that this modern technology will remain under the control of instructional technology as long as it deals with a human beings, no matter how advanced it is or it will be.

4.2 Bases of instructional technology:
According to Kidok, the teaching and learning process consists of two human elements: the teacher and the learner, and four other non-human elements: goals, content, teaching methods and evaluation. He also thinks that instructional technology arranges and organizes these elements in an organized, scientific way, so that an element does not overwhelm the rest of the elements, and so that there is no disruption in the process of teaching and learning. In addition, he indicated that bases of instructional technology involve goals, designing, evaluation, and developing of the educational material, which are the four bases of instructional technology approach [20].

4.3 Subjects of instructional technology:
There are many views on instructional technology, involving those who believe that it includes three components (human, educational machines and educational materials), those who believe that it includes five components (design, development, use, management and evaluation), and those who believe that it consists of eight components (educational devices, educational materials, manpower, educational strategies, theory and application, design, production and evaluation). As for the first opinion, it limits instructional technology to only three components that do not exceed the components of educational means and vice versa. The second opinion adopted by the American Association for Educational Communications and Technology, which considers that the instructional technology system includes five components, is the closest opinion to express the field of instructional technology in a broader and more comprehensive way that is closer to reality, but this trend lacks some other basic components such as human being who is the basis of instructional technology. Without the human element represented by specialists, teachers and administrative authorities, there will be no process of instructional technology. Likewise, this trend did not indicate taking advantage of other theories and principles of science, and in this vision also, the field of production is not a separate component, but rather implied under the development component, as a means to achieve development. Although the five components include two basic parts: theory and practice, they need a method of implementation and strategies for turning theory into practice. As for the last opinion previously adopted(1979) by the American Association for
Educational Communications and Technology, it expresses the components of the instructional technology system in a more comprehensive and profound way than the previous two opinions, as it shows that the instructional technology system is a "field, process and profession", and it is a comprehensive view. This opinion has a great deal of agreement among instructional technology workers [15].

From all of the above, it is clear that instructional technology is a developing field, and thus it attracts theorists and practitioners of its field and of other fields. Therefore, it has become a field full of various views and visions. As a result, the field of instructional technology needs to terms agreed on. The researcher noted that some theorists and scholars of instructional technology have disagreed about the name of the field's components; so the American Association for Educational Communications and Technology has named the components of the field. (Harper) did not differ much from these components and fields, except that he called them the treatment of instructional technology. He agreed with AECT on the field's components. But he added the technological formulas term, which is a new dimension, produced by the instructional technology, and which benefited both self-learning and distance learning. Distance learning is a growing phenomenon that is spreading throughout the developing countries and the developed countries, and it has become almost impossible to talk about education and development in the developing countries without talking about distance learning, where it's used automatically by everyone, as it has become necessary for any development effort.

4.4 Distance Learning:

Baruch believes that distance learning was considered in the past as introducing study materials in a pattern in which learners and teachers have found help in overcoming the problem of communication as a spatial obstacle. As a result of the development of technology and the using the educational design in designing study materials, the term distance has shifted to solve the problem of geographical distance, in addition to the ability to shorten time [2]. In his view, (Bates) thinks that distance learning is the lack of communication between the teacher and the learner during the educational process, and that communication is made through publications or any form of technology [3]. Al-Htayeb's definition of distance learning is based on a foreign source where he considers it a method of education centered on the learner, that may result in a permanent or semi-permanent separation between the teacher and the learner during the educational process, and in which the role of the educational institution is strong in planning, preparing and introducing the educational service, and it relies on multiple modes of introducing that help to establish the principle of dual or multiple communication between the learner and his institution. And promote the concepts of individual learning. He also thinks that using technology in universities does not mean replacing an educational system with another, but rather it means merging the distance learning system with the traditional university experiences. In addition, he believes that the correspondence education program, the teaching system in the remote class and distance learning, provide flexible education based on using various technologies. He sees that distance learning is the system in which the teacher and the learner don't meet face to face, so a suitable means such as communications, radio and television should be used.

Distance learning is an educational learning attitude, in which the available media of communication and outreach play a key and prominent role in overcoming the problem of the geographical distance that separates the teacher and the learner, so as to provide an opportunity for interaction. It is thus represented in introducing science and knowledge to a learner and organizing it away from the educational institution. The learner here cannot devote himself to seeking knowledge, as his colleague in the traditional system. Thus distance learning is an educational system that has a great impact on conducting education in light of the following fundamental parameters:-

1- Preparing the study material and educational programs of an advanced level that meet the needs of the target group while working on improving and developing its level permanently.

2- Working on choosing the appropriate means of communication for the learner and organize its use technically.
3- Permanent evaluation of the learner and notifying him of his benefit and progress to encourage him to keep on
4- Emphasizing that the process of interaction between the learner and the subject, when introduced, has been successfully completed, because negative communication nullifies the effectiveness of this system.
5- Learning to prepare, broadcast, follow up and evaluate programs, is the cornerstone of the distance learning system success despite being distant from the learner physically [4].

Thus, distance learning has the following characteristics:

- Equality of the human self-bus system with the information-physical- bus system in stimulus and responses at the design level
- Equality of the human self-bus system with the information-physical- bus system in stimulus and responses at the process level
- Electronic information generates behavior, and behavior generates electronic information, thereby the electronic medium turned into a formative component of the educational process
- Both of human self-bus system and information-physical- bus system doing mutual educational functions in the context of individualized instruction.
- Providing educational levels that reflect the requirements of a recognized academic or professional certificate, and this is by no means a condition for the distance learning process, but rather objectives that represent external limits to the outcomes of the learning process.
- Distance learning is flexible learning and a feature of the learner's dominance, self-interaction and facilitation of learning (Haider and Hassanein, 1999, pp: 19-21).

5. Using instructional technology in distance learning institutions:

indicated that research in instructional technology tends to study the nature of the relationship between learners and learning resources, and what this source should be to achieve certain objectives, including what is concerned with how to use learning resources in different educational situations and conditions of using it in these situations, including also what is interested in studying how to provide source of learning and the nature of lealearning centers and how to organize and manage them [4].

The first topic is the relationship between instructional technology and distance learning and open education is to devise educational resources that are suitable for the learner to use by himself without a teacher, and enable him to interact with them. So the resource should be designed in a way different from the educational resource in the traditional education, as it should take account of individual differences and suit the learners' conditions, and this could happen by designing programs, curricular, and means help to succeed the processes of self-learning and achieve the objectives of distance learning programs and this can only be done in the light of instructional technology theories and the results of their researches that handle the relationship between the learner and the learning source and the preparation of this source in a form that corresponds to the learning situation in which it is presented. He also points out that the second topic in the relationship between instructional technology and distance learning is the study centers, and he sees that the nature of learning there is about the idea of separating between the teacher and the learner most of the study times, and for this the educational institutions establish a network of study centers where academics, mentors and supervisors meet the learner not at times of work, and review with them questions suggested by the study. These centers are equipped and prepared according to material and human resources with human characteristics and potentials and with certain characteristics and special experience, in addition to technology experts who have a prominent role in planning the establishment of such centers and libraries, with source centers within. These centers can't be established without depending on instructional technology and its specialists, but the work at such centers requires learning sources or the third topic which is the relationship between instructional technology and modern forms of learning. He also handles that the identification of the most appropriate and the most effective methods of
communication to conform to the learners' conditions in the light of the great developments in the fields of communication needs to study these technological innovations, and how to use and use them, explaining that all communication systems such as telephone, e-mail, fax-mail, teletex and distance audio, television and computer conferences. It is no longer designed especially to meet the requirements of the educational process, whether in traditional education or open and distance learning. Therefore, using these technological communication innovations in instructional communication requires specialists in instructional technology. Malik also thinks that establishing instructional technology center is the fourth topic of the relationship between distance learning and instructional technology, pointing out that many universities have established within them an institute of instructional technology such as the Open University in the United Kingdom, so that it occupies a central position among colleges where it is interested in improving the learning process through (1) designing educational material for different curricula,(2) carrying out evaluation processes for various aspects of the educational process, (3) doing researches,(4) providing modern technology, and (5) continuously preparing and developing cadres in order to enable them carrying out their tasks efficiently.

6. The most important applications of instructional technology in distance learning:

6.1 the media

points out that the use of electronic educational media in the distance learning system makes education more effective and easy, where the learner is the centre of the educational process. He also introduced two groups of modern technology media used in distance learning in developed industrial countries. The first group is the electronic media used as sources of information, the most important of which is the electronic book and the electronic library, while the second group is the electronic media used as means of communication, education and learning, it includes video conferencing, virtual class and computer communication network (Internet, satellite software, e-mail, CDs, computer conferences and electronic messages) [7].

6.2 Content

The researcher thinks that the study content and educational material require good preparation in distance learning institutions and that their preparation cannot be done by individual effort for, an educational material characterized by features and characteristics suit the nature of the learner (Nofal / Currere) in distance learning, that is why the so-called TEAM has emerged for preparing the study content. [11]. Believes that the preparation of educational materials or educational content can be divided in theory into three main stages, which are planning, designing, and ends with production.

6.3 Planning

The planning stage is one of the most important issues facing those planning to prepare educational content for the distance learning system [10], and the planning process is carried out by doing the following:

- 1-Determining the characteristics of the target group and its educational needs, and indicated the importance of the learners' study, as it allows the designer to develop the content and curricula in a way that suits their needs [8].
- 2- Determining the general objectives of the course, as [5] indicated that the identification of educational goals represents one of the most important stages in the process of preparing educational materials, showing that the educational objectives determine and clarify the work and remove the ambiguity and difficulty with the possibility of measuring it, so that the learner's experience can be determined and its effectiveness, which helps to take a decision about the education strategy. (Research on what we mean by the types of education strategies to illustrate the idea).
- 3- Estimate the time of study where instructional technology and academic specialists consider it a priority.
4- Providing educational materials through two options, the first of which is selecting a ready-made course by another university. The second option is preparing a new course [8].

5- Determining the criteria of selecting a ready-made educational material. [9], [12], and [13] agreed that there are no approved principles to select the appropriate educational material, and that the selection process is one of the most difficult processes.

6.4 Designing
indicates that designing is the process of determining the learning conditions and it aims to create strategies and products at macro level such as programs and curricula, and at the limited micro level such as lessons and modules [22]. She emphasized that this definition is consistent with the current design definitions that refer to defining educational specifications, but it differs from them in that the focus is directed towards learning conditions rather than components of the educational system, and thus broadens the scope of educational design from the design of learning resources or individual components of systems to the comprehensive design of data And educational systems. In the view of [1], writing the content of distance learning requires prescriptive data in which the required outputs are determined under certain conditions and then searching for the effectiveness that could achieve these outputs or results. This method broadens the base of searching and thinking for the learner, which is the basis for building educational programs. As for descriptive data, it is not recommended to use them in educational programs in distance learning only when necessary. They showed that the descriptive method is the prevailing scientific method in traditional writing, whereby the effectiveness is presented under certain conditions to get the specific result or output.

6.5 Production
The production stage begins by production at the instructional technology center, whether inside the educational institution or outside it. This production is carried out in the light of planning and studying many factors, the most important of which is taking into account the availability of an adequate budget for production and its requirements, because the budget shortage affects the production process and the quality of the educational material negatively. Also, the work of economic effectiveness is one of the most important factors affecting the production of educational materials as the production process is affected, and its method is determined by calculating the cost and return, so the scattered learners and the under population makes it difficult to rely on broadcasting educational programs via satellites because of their high cost and searching for a cheaper alternative such as distributing video recordings to all learners, based on the experience of Australian universities [16].

6.6 Trends:
The literature and psychological research have shown the great importance of psychological trends in the field of social psychology - (Novell / Currere). Simonson believes that the importance of trends stems from the importance of their functions as they act as a mediator between psychological processes on one side, and public behavior on the other side, which thus constitutes directed and controlling determinants of behavior, and also contributes to the regulation of individual interests and information about the world [23].

7. Previous Studies:
1-(White) Study showed that distance learning in its contemporary sense depends mainly on self-learning and ongoing education [24].

2- (Euler) study aimed at determining the educational design variables affecting the success of educational programs. This study finds out that the educational design variables affect the success of educational programs.

3- (Isik) study aimed at knowing the trends of academic supervisors towards the internet. This study recommended the necessity of continuing holding compulsory training courses for academic supervisors in order to enhance their skills in the field of information technology, with emphasizing the inevitability of using e-mail [17].
4- (Karakyun) study aimed to identify the impacts of using computer effectiveness as an educational method in distance learning on the students' achievement level compared to their achievement through the programmed learning method and the traditional method. This study showed that distance learning by using computer is more effective than education through the traditional way or the programmed education. It also showed that students' trends are positive towards using computers and its applications in distance learning [18].

5- (Marsap) study aimed to identify the reality of using internet in distance learning. The study showed that the using educational media in Arab universities is weak because of not using the internet or networks in education or teaching within the distance learning program, and not preparing educational materials to suit the method of distance learning [19].

6- (Mills) study aimed to identify the possibility of using the internet in distance learning and in the academic field. It also stressed the necessity of using the internet as an aid in distance learning, with the recommendation to use the internet as an aid in academic aspects in addition to using it as a aid in administrative aspects[20].

7- (Moore) study aimed to reveal the reality of using instructional and information technology in learning resource centers at schools in the Kingdom of Bahrain. This study showed that the opinions of specialists in learning resource centers were positive towards the reality of using instructional and information technology in the centers. This study showed also some negatives in using instructional and information technology in learning centers, including the lack of financial support to provide instructional and information technology devices in these centers, and the inability to produce information programs, according to the specialists' opinions [21].

8- (Harper) study aimed at evaluating the effectiveness of using the internet in distance learning, its efficiency, and trends of educators towards it by using the model of (Collas, 1996) to evaluate technological innovations in the field of education, through their actual use of the network, and then the sample of the study of (149) examined students of the Bachelor and postgraduate studies and members of the teaching staff. The study showed great effectiveness and strong trends in the use of the internet as a tool for distance learning [15].

9- (Baruch) study aimed to reveal (The role of video conferences as a direct broadcast linking the sender and the receiver in the process of distance learning, ongoing education or open education)))[(Noval * research on communication in the educational process). The viewpoint of teaching staff, from some Saudi universities, who were male with scientific specialization, and with experience years more than five years, is more positive towards the use of video conferences in distance learning [2].

10- (Bates) study was about the importance of understanding communication and culture in instructional technology through distance learning. The results indicated that the development of using technology has an effect as a means helping in the educational process[3].

11- (Berg) study was about learning and training via distance education. (Hill) noted the importance of using modern technology, including computers, the internet and video conferences, which made a person meet his colleague or group of colleagues via internet.

12-(Belanger) study aimed to analyze the processes that students go through, while receiving a distance learning using e-mail, and to know the extent of its impact on the learning process. The researcher used the constructive approach of teaching. The study showed that pupils aged 11-12 years find great difficulty in distance learning using a computer, and at the same time stressed the importance of direct communication between the teacher and pupils at this stage [4].

13-(Berg) study concerned with trends towards e-learning, which has become the most common method of education in different universities and educational institutions, as distance learning depends on e-learning technology in introducing curricula and various educational programs[14].

14- (Bradley) study aimed to show the balance between distance learning and traditional education in community service colleges in Florida and Arizona. The researcher used the experimental method[7]. From previous studies, it is clear that there is an abundance of studies that examined the use of information and communication technology and its use in distance learning programs versus a scarcity in studies that sought to use instructional technology in distance learning programs.
8. Research Methodology:
In this research, the researcher adopted the descriptive analytical approach as the most consistent with the objectives and procedures of the study.

8.1 Study Community:
The target study community is made up of all teaching staff of Architectural Engineering Department, Alnahrain University, where they introduced the distance learning system in its programs for 2019-2020, the number of respondents reached twelve professors.

8.2 Study Tools:
To achieve the objectives of the study, the researcher prepared a closed questionnaire consisting of (27) statement designed, built and developed with reference to the literature on instructional technology and information and communication technology. This questionnaire was designed according to the (Likert five-point scale); therefore, five choices were identified and represented in (very much, a lot, not sure, a little, very little).

8.3 Study tools validity:
To verify the validity of the tools, the researcher presented field questions of the questionnaire for nine arbitrators, all of whom are university professors with a PhD in the field of architecture, and they have researches on the subject of instructional technology and curricula in order to examine the elements of this questionnaire, reviewing it, determining the integrity of the linguistic formulation and clarity of statements in terms of the meaning included in each statement, and judging the appropriateness of the statements to use instructional technology in distance learning programs, the arbitrators agreed that the questionnaire statements are appropriate.

Table 1. shows the statements in the questionnaire with (survey results) to show the views of the teaching staff of the Architectural Engineering Department, Alnahrain University on the mechanism of using distance learning in education for the purpose of completing the requirements of the first semester for 2019-2020 (due to the epidemic curfew in Iraq and the world).

| No | statements                                                                 | very much | a lot | not sure | a little | very little |
|----|---------------------------------------------------------------------------|-----------|-------|----------|----------|-------------|
| (1) | Has the current distance learning system, used in the department, changed the learning relationship from central to decentralize? | 87%       | 7%    | 6%       |          |             |
| (2) | Are the current distance learning programs, used in the department, changing the teacher role from a transferor of knowledge to a designer for interaction? | 91%       | 7%    | 2%       |          |             |
| (3) | Are the current distance learning programs closely related to the learner's need? | 80%       | 12%   | 8%       |          |             |
| (4) | Did the current distance learning programs, used in the department, give a chance for more | 93%       | 6%    | 1%       |          |             |
| Question                                                                 | Percentage Distribution |
|-------------------------------------------------------------------------|-------------------------|
| Are the current distance learning programs, used in the department, more effective tool in targeting the outcomes of education for the syllabuses than the traditional education? | 95% 3% 2%               |
| Did the development of the current distance learning programs, used in the department, make it more available and more useful for more students? | 97% 2% 1%               |
| Do the current distance learning programs, used in the department, need more development to comply with the learners' needs? | 70% 25% 5%              |
| Do the current distance learning programs, used in the department, adopt new methods to achieve the educational target with high quality? | 90% 5% 5%               |
| Do the current distance learning programs, used in the department, take into account the learner's individual previous experience? | 91% 6% 3%               |
| Do the current distance learning programs, used in the department, make the learner's role in the educational process negative? | 98% 2% 0%               |
| Are the current distance learning programs, used in the department, directed to suit every learner's needs? | 94% 2% 4%               |
| Did the current distance learning programs, used in the department, achieve communication based on interaction between the teacher and the student? | 99% 0% 1%               |
| Are the current distance learning programs, used in the department, established according to the university's role in pre-planning of the educational programs? | 65% 26% 9%              |
| Did the current distance learning programs, used in the department, contribute into increasing learners' academic attainment without direct relation with some of them or with the teacher? | 50% 33% 17%             |
| Do the current distance learning programs, used in the department, need an all-inclusive | 20% 77% 3%               |
| Question                                                                 | Percentage |
|-------------------------------------------------------------------------|------------|
| Do the current distance learning programs, used in the department, not need providing the teacher with the educational designing skills? | 9% 83% 8% |
| Did the current distance learning programs, used in the department, give the learners more freedom and independence? | 94% 3% 3% |
| Do the current distance learning programs, used in the department, reduce the teacher's domination? | 88% 8% 4% |
| Did the current distance learning programs, used in the department, increase the interaction between the learners and the educational content? | 72% 21% 7% |
| Do the current distance learning programs, used in the department, depend on using the internet as a rapid and guaranteed mechanism of communication? | 100% 0% 0% |
| Do the current distance learning programs, used in the department, achieve effective communication between the teacher and the learner? | 89% 7% 4% |
| Do the current distance learning programs, used in the department, reduce the isolation between the learner and the teacher through using the internet? | 100% 0% 0% |
| Do the current distance learning programs, used in the department, only in evaluating the students? | 0% 1% 1% 98% |
| Do the current distance learning programs, used in the department, need a flexible administrative system benefits from the modern technology forms? | 95% 2% 3% |
| Do the current distance learning programs, used in the department, need administrative system to organize the curricula and supervise the performance of both, the student and the teacher? | 92% 3% 5% |
| Do the current distance learning programs, used in the department, increase the student's motivation towards education? | 84% 10% 6% |
9. Results:
From the data derived from table (1), we review the most important results:
1- The current distance learning programs in the Architectural Engineering Department, Alnahrain University, have worked to change the teacher role from a knowledge transferor of knowledge to a designer for interaction.
2- Distance learning programs in the Architectural Engineering Department, Alnahrain University are an effective tool in targeting more learning outcomes from syllabuses than traditional education.
3- Distance learning programs in the Architectural Engineering Department, Alnahrain University do not take into account the learner's individual previous experiences, as they are not established on the concept of differential education.
4- Distance learning programs in the Architectural Engineering Department, Alnahrain University did not rely entirely on the university's role in the pre-planning of educational programs as they were suddenly approved according to the conditions of the epidemic curfew.
5- Distance learning programs in the Architectural Engineering Department, Alnahrain University do not require an all-inclusive change but rather seek to develop them to suit the changes of the times.
6- Distance learning programs in the Architectural Engineering Department, Alnahrain University not only rely on the exam to evaluate students, but also on many evaluation criteria, including the student's attendance to electronic workshops and educational platforms, as well as tasks and reports approved by the teaching staff in addition to the sudden daily tests.
7- Distance learning programs in the Architectural Engineering Department, Alnahrain University need to be continuously developed programmatically and technologically.

10. Conclusions:
1- The current distance learning programs in the Architectural Engineering Department, Alnahrain University have given an added role to the teacher to deal with the latest technological developments in the field of education where the teacher has enjoyed added educational potentials and greater ability to design the syllabus and educational curriculum.
2- There is a weakness in using the concept of education based on differences between students and academic groups or classes taking the same quantity and quality of information, knowing that the capabilities of students differ among them.
3- Distance learning programs in the Architectural Engineering Department, Alnahrain University require continuous development in accordance with innovations in the field of E-learning, such as (Mobile education) and (Blended Education).
4- Adopting more than one mechanism to evaluate students in distance learning programs in the Architectural Engineering Department, Alnahrain University, including the student's attendance to electronic workshops and educational platforms, as well as tasks and reports approved by the teacher in addition to the sudden daily tests.

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