E-education in Law Schools under the COVID-19 Pandemic In Sultanate of Oman and Jordanian Universities

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Abstract

By the use of current communication technologies, educational institutions are able to transmit classroom lectures and pedagogical guidelines to students at a distance. Students in Oman and Jordan have ceased attending colleges and schools as a precautionary step to achieve social separation in view of the present conditions surrounding the spread of the Coronavirus, which has swept the whole world. According to defence orders issued by the Jordanian cabinet, law majors are taught in Jordanian public and private universities, 20 universities in which studies have shifted from face education to e-learning during the second semester of the 2019-2020 academic year.

The theories of pandemics have existed in Islamic jurisprudence since ancient times, and Maliki jurists have devoted specialized books to it to discuss this issue. However, the Coronavirus pandemic is not the first or the last till the end of the world.

The usage of e-learning, a modern method of education, is quickly expanding across a range of contexts. The electronic delivery of integrated programmes is now commonplace in universities and colleges, and even at some research universities and institutes. Because of the COVID-19 pandemic, numerous quarantine measures have been implemented, and regular schooling has been put on hold. This has shifted the emphasis heavily towards online education. The study's objectives are to provide an assessment of students' perceptions of their e-learning experiences in law programmes at universities in Jordan and Oman, as well as pros and cons of e-learning from students' perspectives and suggestions for improving e-learning at universities and academic institutions.

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1. Introduction

The whole scene has changed for students during the current school season due to the Coronavirus, and the preventive measures that followed to prevent it from being inspected so that computers in homes replace the school desks, whether for school or university students in many cases, in an unusual challenge to confront the effects of the virus.

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Nobody can deny that the jurisprudential topics have been affected by the Corona pandemic just as the legal articles in law, especially regarding the practical application aspect such as the material wills and inheritance, marriage and divorce, in addition to the articles on the principles of jurisprudence and contemporary jurisprudential issues.

A new coronavirus has caused havoc for millions of individuals all across the world. Governments have taken unprecedented steps, such as temporarily closing schools, in an effort to limit the pandemic. Millions of students, including over 20,000 first-year law students at colleges in Oman and Jordan, have abruptly switched to studying online. The phrase "remote education in crisis" could be the most apt way to characterise what has happened here. This policy brief looks at how the developing coronavirus pandemic can affect law students in institutions in Oman and Jordan.

Due to these factors, there is now widespread debate on whether or not e-learning should be included into traditional classrooms. And this is especially true after the information technology revolution, which has permeated every aspect of human life and become an integral part of society as a whole, had a direct impact on the educational process through the automation of industry, the development of "Artificial Intelligence" and "Internet of Things" technology, and other factors (1).

The type of education that appeared to us as a "single choice" forced us by the pandemic that our country and the countries of the whole world are going through to accept and approve it to ensure the continuity of one of the most important sectors, "education" ... so that we are facing a new experience ... through which we try to follow a

new approach in the mechanisms of teaching, communication, evaluation and interaction Students and computerizing the curricula, examinations and other educational processes .. at the two levels: the general; And the high !!

We now stand in front of both types of e-learning: (direct and indirect) of requirements, such as the infrastructure of the availability of devices, communication network, educational programs, electronic platforms, computerization of curricula ... and the readiness and competence of the educational process parties, including educational administrators, faculty members in universities, teachers in schools and students, and their ability to Dealing with these mechanisms, platforms and programs with the agency that achieves learning outcomes and guarantees the most desired benefit to the student first and the continuation of the educational process second. And clarity in the new educational policies, procedural plans and unified mechanisms followed in dealing with the situation as a single unit... And the societal culture that is receptive to this type of education. A believer in his role, importance and ability to succeed and achieve aspirations

2. Discussion

In light of the Corona pandemic, education has moved towards a new path, as homes have turned into educational classes. The information that students obtain has been coloured like electronic and direct indoctrination. As a result, we face a new concept of education and a recent social and political phenomenon in law schools.

That this type of new education is not effective despite its quality and despite the technological development that we are witnessing, as many countries of the world have resorted to remote education for students in light of the Corona crisis. Still, this method was considered largely "ineffective", as the school class turned into A virtual classroom without controls that organize the educational process and achieves its goals. Moreover, professors are also exposed to ridicule, bullying, and ridicule from "electronic ghosts", not to mention the infrastructure problems related to Internet quality, human resources problems, and the technological culture of students and teachers alike (2).

The technology of direct interactive education, which we aspire to use and apply effectively in education programs, requires carefully thought-out effort, vision, and strategies. Therefore, it is imperative to develop the skills of teachers, administrators, and technicians, develop curricula and curricula, use interactive systems and programs, and use the Internet in universities mainly and permanently as it is one of the

necessary means required in the implementation and application of new educational technologies.

I want to refer to two basic types of the educational process; the first relies on indoctrination, which is considered another aspect of parental authority and is without the participation of students and away from dialogue and discussion. The second is called "Active Methods in Education". It depends on dialogue, participation, and extra-curricular activities, which lead to creativity and innovation, and where the university is a means of renewing the values the student acquires.

However, amid the Corona pandemic, educational methods have overlapped to become doctrinal, in which students live in a virtual world based on mental distraction.

Although this development in the educational field has proven its applicability in our time, we cannot place hopes on its success in Jordan due to the lack of training, the low level of cognitive technological adaptation, the absence of a high-quality Internet, and the lack of technical education. Nevertheless, the success of the smart electronic university is possible provided that the basic requirements are met (training in the use of technology in the field of knowledge, providing high-quality Internet, and providing advanced technological tools to assist teachers).

Several defence orders related to higher education were issued to students of universities and university institutions under the provisions of Defense Law No. (13) of 1992 and dealt with the following:

1. The Higher Education Law establishes the legal framework under which universities, community colleges, and intermediate colleges may conduct their operations in the Kingdom. Distance learning and other non-traditional forms of instruction are approved for use during the 2019-2020 school year per all relevant laws governing higher education institutions.

2. For the balance of the 2019/2020 school year, credit hours earned through participation in online courses will be counted in place of traditional in-person lectures and seminars.

3. from the date of the cabinet decision and the president's notification Ministers to suspend ministries, official departments, institutions, and public bodies to begin their work until further notice, the provisions stipulated in the instructions applied in higher education institutions relating to attendance, including absence and deprivation, or those relating to warning and dismissing the student

due to his low GPA in the second semester of the academic year 2019/2020 are suspended.

4. Councils of deans in universities may amend the mechanism for calculating marks and their percentages for the second semester of the academic year 2019/2020 and submitting them to the Higher Education Council for approval according to the following: A-Recalculating the grades of academic subjects for each major separately according to its nature and the requirements of study in it.

5. Adopting the principle of "successful failure" in the disciplines whose nature allows for this, provided that it is chosen and approved by the student.

6. to implement the provisions of this defence order and until the return of study, as usual, the student's interest shall prevail. The texts of the instructions in force in institutions of higher public education shall be interpreted in his favour.

Use of the Internet as a teaching tool predates the year 2000 and has yet to mature into its current form. These days, "learning management systems" are standard fare in higher education. As a result of the global "Corona crisis," several schools have begun offering online courses as a way to keep the learning process going in spite of the disruption. And things like "Zoom," "Google," "Meeting," "website," and others for online video chat have exploded in popularity.

Notwithstanding the benefits of online education (3), many still wonder if and when it will completely replace more conventional teaching strategies. Can you tell me about the difficulties of online education?

1- The first type of material is instructional. The term "Instructional Design" has become popular among educators as a means of creating lesson plans that are both effective and efficient. As a rule, this layout is predicated on research into students' learning requirements, the determination of goals and suitable ways of reaching those goals, and the use of instruments for gauging the depth of learning and providing constructive criticism. E-learning follows the same educational design paradigms as traditional classroom instruction, such as ADDIE, ASSURE, and others.

But what exactly is the difficulty here? When implementing an e-learning strategy, it's vital to consider the following factors:

Learning tools: Both traditional and electronic educational design face a fundamental challenge in the form of the selection of educational aids, but the latter faces a greater challenge due to the pressing need to use interactive learning, which captures the interest of students by

making them feel like they are actively involved in the learning process rather than passive observers, and thus increases motivation and yields better outcomes. As a result, the instructor must exert significant effort in order to choose the most suitable interactive techniques for each objective. Keeping students' attention across several locations and device types is a challenge, but it is feasible.

It's the same with evaluations, especially the final evaluation. Despite a remarkable shift towards alternative assessment methods, written examinations remain the most common method, especially for midterm and final exams in law schools. Electronic assessment appears challenging due to the difficulty of monitoring the process to avoid fraud by using the same devices.

Planning for a just and effective educational process includes taking into account the variety of learning styles in use today. Fleming and Mills' model (VARK) categorises people into four distinct learning types: auditory, visual, kinesthetic, and read/write.

The onus here is on the educator to employ a variety of strategies in order to meet students' requirements. It could make sense for him to spend the entire instructional session focusing on his portion of the conversation, but this would be dull for the visual and the activist. Here, the educator is tasked with making a "combination" of instructional resources that cater to a variety of learning styles by selecting the most suitable programmes and apps..

One of the main challenges facing generations born between 1944 and 1964, collectively known as the "Baby Boomers Gen," is their teachers' lack of preparedness to make use of contemporary technological tools in the classroom. In no way does this reflect poorly on them, but rather it is the result of the finding. Too late for many technological gadgets and programmes (4).

They are not from this generation, but rather "generation X" and "generation millennials," who grew up in a condition of denial and ignorance, never planning to utilise technology responsibly (4).

As a result, colleges in Jordan have begun offering programmes in the field of e-learning and its varied methods as a response of the Corona crisis. Notwithstanding the challenges, e-learning is the best method of communication.E-learning, of course, is an alternative to face education without a suitable healthy environment. Moreover, in light of the circumstances in which we live and the decision to close universities due to the Coronavirus, it is the best way to communicate between the teacher and the student regardless of the difficulties they face.

E-learning programs need teachers with experience in the field of computers that the use of technology is very important at present and the only resort in light of the current difficult circumstances that our country, and the world in general, are going through (5).

The subjects of the law specialization require double effort through electronic classes to be able to communicate information in a way that enables students to understand it, from a long time to explain, prepare for and present lectures, as it depends on understanding, analysis and proper legal application and differs from face education in which there is visual contact and direct interaction. Moreover, the students can know their reactions to the material. In contrast, with the electronic one, there is a difficulty in that, and the teacher remains in a state of concern about whether the student understood or not, and this is due to the teacher's method of how to make the lecture characterized by the response, interaction and follow-up of the students.

Having access to modern technological infrastructure is crucial to making e-learning more than just a pipe dream. This problem can be complicated on several levels, including the accessibility of necessary technology, the reliability of the Internet, the download speeds available, and the availability of appropriate Internet service plans. Even if a student (or instructor) has access to a computer, he may not be able to connect to the Internet. Even if it is possible to access it, it may be too sluggish for video presentations or have too small of a data allowance to support huge files.

Distance education, in light of the Corona outbreak that affected a large number of students, is definitely good and healthy, in which we preserve our health away from mixing and psychological pressure caused by this pandemic, in addition to that it opened the way for us to discuss and delve into more study subjects, despite the presence of difficult materials. Of course, they are understood electronically, but something remains better than nothing (5).

In the Sultanate of Oman, the beginning of the pandemic caused by the Corona Virus (Covid 19) occurred at the beginning of the year 2020 AD. At that time, the university made the decision to use the Moodle online learning platform as the primary system for university education throughout the pandemic.

In order to improve the skills and raise the capabilities of faculty members and students to use the e-learning system and design e-learning courses, the Education Technologies Center has been providing them with various workshops on a regular and continuous basis over the past years. During the pandemic, all training programs for using the e-learning system were converted to distance training programmes. The training courses and guides for using the system

tools have also been redesigned and arranged in order to be accessed and used with ease. These guides have been developed in Arabic and English for all characteristics and activities and uploaded to the e-learning system to be available to all faculty members and students with video explanations on the channel. Center on YouTube. (9-11).

3. The covid-19 pandemic affected the teaching of jurisprudence subjects in the College of Law.

The spread of Coronavirus has affected the educational aspect, especially in universities, as it has become difficult to teach materials related to Islamic jurisprudence. The measures that have been imposed, such as social distancing and remote work, have negatively affected the educational process in Sharia and law colleges, as it is Due to the remote transfer of the work of the courts, the student is no longer able to attend the pleadings and trials related to jurisprudential matters, which made it difficult to understand the content of the jurisprudential subject.

4. The subject of wills and Personal status issues

When it comes to the subject of wills and inheritance requires practical applications through which the student applies what he has learned from the rules and foundations of inheritance to the distribution of estates and a visit to the courts to review the related issues and how to properly distribute the legacies through practical application to the facts of the cases.

As for personal status issues (marriage and divorce), it is an applied material that needs frequent visits to the courts to understand the mechanism of its work and the steps taken in family reform before resorting to divorce as a last resort to the end of the family relationship.

4.1. Challenges facing students considering the spread of Coronavirus around the world.

Students in various universities face many challenges in practising practical work for what was studied in the lectures, one of the most prominent of these challenges is the lack of motivation or desire to learn by students who do not feel any communication through distance learning and lack of familiarity with much of the methods and means of using technology.

Among the other challenges is engaging in legal issues and attending trials related to jurisprudential issues and personal statuses of divorce,

marriage, and inheritance. Please refrain from participating in such cases in the courts constitutes a great difficulty in understanding the jurisprudential content of these issues.

5. Pros and cons of e-learning

One of the positive aspects of the e-learning experience is that it allowed students to resume studies after it was suspended due to the pandemic in a healthy environment that guarantees the safety of all participants in the educational process who were involved in this experience and were allowed to develop their skills in using technical devices. In addition, E-learning provides opportunities for self-learning, which is one of the most effective modern learning methods (Abu Issa H., Juwaihan M, 2021).

E-learning needs to deliver information like the face. Still, it is good as a temporary solution until students return to school, that the suffering lies in the lack of seriousness of some faculty members in giving lessons on time and often apologizing for the lecture after the student waited for a long time since the early morning hours Without the presence of the lecturer.

The use of e-learning platforms by law school students as a means of distance learning is a tributary to face-to-face meetings and not a substitute for them, as these meetings are devoted to enabling students to learn only earlier, and face-to-face meetings will resume after the closing period and return to universities, if possible (6).

Concerning the negative aspects of e-learning during the pandemic, she drew attention to several technical challenges that students and teachers faced and the physical obstacles that prevented the use of the Internet and access to communication devices for quite a few students in some countries, in addition to the negative social, psychological and cognitive effects that were reflected. On students due to the absence of interaction with their teachers (Younes, A.S., Alsharqawi, A.H, 2021).

The absence of interaction between colleagues, the lack of motivation, and the poor quality of the Internet connection are the biggest challenges in the online learning system. In addition, the new Coronavirus has affected students' mental health, leading to an increased sense of anxiety.

6. Conclusion

Without a doubt, the catastrophe that befell the educational industry because of the Coronavirus pandemic propelled e-learning to the

forefront, making it an indispensable choice (except in the absence of infrastructure). Several difficulties will arise for educators as a result of this abrupt change, but these may be mitigated with careful preparation (2).

The need to pay attention to studying and evaluating e-learning outcomes in the Arab field, especially since the limited capabilities of some countries prevented the learning process from proceeding smoothly after the need for direct learning became fundamentally necessary. Action plans and strategies must be developed to implement an educational experience that raises the students' level of knowledge.

In parallel with public education. The greater suffering was higher education. Which was exemplified by what I witnessed from the practices of some colleagues in the universities of sending materials through communication sites (WhatsApp and Facebook) and being satisfied with this under the name of "e-learning" and their weak ability to use some electronic platforms Or programs such as Zoom or Microsoft, and the exploitation of these programs - despite their high capabilities and options - in a modest way and being satisfied as a way to pass the material only; As a result of the lack of readiness and training ... and what we have noticed about the poor quality of some electronic platforms and their technical and technical problems and their inability to cope with a large number of students and the amount of material that is loaded, what constituted a burden and a hindrance to the student more than his service and support. And the great disparity that we saw in the technical level, infrastructure and readiness. Among universities.

And the neglect of the technical issue and the coverage of communication networks and internet packages for many students and faculty members of all locations without any plans or mechanisms to deal with it before imposing this experiment.

All these aspects that our universities and many others have witnessed. And what appeared on the higher education table of proposals to cancel the second semester or extend it at the expense of the summer semester or a successful / failed option for universities after indicating that confidence has yet to be achieved. "The difference of reasons and what we have witnessed in terms of distinction needs to have deviated from individual initiatives from a distinguished university or a faculty member accompanying or specializing in a university. And we need to appreciate the current situation and lead it more efficiently and objectively and study this experience far and wide about theorizing and finding the one who is at fault. And considering it the beginning of a good and new experience that will advance the higher education level and its responsibilities in the future... It also

needs to look at it as a "nation's view finally". He appreciates our efforts, but he always needs the best from us!!

Many are left wondering if the recent upsurge in interest in online education will level out after Corona, or perhaps reverse. Some people here believe, or even hope, that things will go back to the way they were before e-learning became widespread, while others believe that the change to more widespread use of e-learning is inevitable.

There is no doubt that all these challenges constituted an obstacle and a challenge, as for the teaching of legal subjects, which tried, as others, to keep pace with the development taking place by increasing the number of educational and explanatory videos that assist in the correct understanding of the material and trying to integrate students into class participation using their critical thinking skills by asking questions and answering them.

7. Recommendations

Some of the key recommendations for Jordanian universities studying the Law and Regulatory Bodies Program:

Adopting e-learning in Jordan as a supporter and supporter of face learning, building and providing electronic learning and communication platforms specialized in the needs of higher education institutions, providing training to students and lecturers on e-learning tools, and supporting e-learning with regulations, laws and monitoring through the Ministry and departments of universities and colleges

Universities need: To learn from the experience of distance education in emergencies and recognise that it is unique in terms of its circumstances. Supporting the faculty in redesigning and developing the quality of online courses. Monitor access to and participate in online learning opportunities. Providing comprehensive support to students.

Regulators need to: Adopt high-quality education programs within online learning programs. Inclusion of comprehensive student support as part of the quality assurance standards. Directing higher education institutions to create a balance in how to rely on e-learning and taking into account the nature of the course, creating mechanisms to assist students in obtaining personal computers that enable them to pursue e-learning, train and evaluate students in practical issues visually, and raise the level of Internet service in Palestine in terms of speed. And the quality and coverage while reducing costs for individuals, and the exchange of experiences related to e-learning between institutions of higher education and building on local expertise, and others.

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