

## The Extent to Which the Goals of 'Designing and Producing Teaching Aids' Course Are Achieved Under the Corona Pandemic

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### Abstract:

The study aimed to identify to find out the extent to which the goals of 'Designing and Producing Teaching Aids' Course are achieved under the Corona pandemic in Jordan. The study population consists of teaching faculties staff in Jordan universities, a random sample was selected totaling 120 staff member. The study used a descriptive methodology. A self-administrated. Questionnaire was designed and distributed to the sample the collected questionnaires were analyzed through using SPSS. The study concluded that Covid -19 impact the extent to which the goals of 'Designing and Producing Teaching Aids' Course are achieved under the Corona pandemic The study recommended that Jordan universities, educational faculties in particular are requested to set educational strategy for mitigating Covid -19 negative impact, and they should train all teaching staff on distance learning

**Keywords:** Teaching Aids, Distance Learning. Education Technology

### 1. INTRODUCTION

COVID-19 pandemic has caused the largest disruption to education systems in history, leading to closure of schools and other education institutions. Interruption of education has had and will continue to have significant effects beyond education. Closure of educational institutions hinders provision of basic educational services and community. Governments, unions and parents around the world face the problem of when and how to deal with the next phase. Closing teaching institutions appears to be a good solution to enforce social distancing within local communities. The closure for a long time have negative impact on students. In particular students who have fewer opportunities to learn at home, and the time they spend outside of school can be an economic burden on their parents, who may face challenges in finding long-term care for their children. (Alsoub.T.et al.2020) The use of virus outbreak and nationwide lockdowns can be considered the best motive for technological

interventions for distance learning. Unfortunately, few systems have reached this point and are ready to go. Some countries or school systems were less prepared for this pandemic. Access to technology may vary in most families, and access to broadband internet or smartphones is linked to income level even in middle-income countries. Therefore, programs that can quickly target those most in need are critical.

Due to Covid 19 teaching institutions resort to use educational technology to override the issues resulted. among educational technology teaching aids are form a part of educational technology. Educational technology is a new, systematic method that takes into account all human and non-human resources in designing, implementing and evaluating the education process in the light of specific goals. Teaching aids is anything that is used in educational process for the purpose of achieving goals. They are all materials that teacher uses to transfer the content of the lesson to a group of students

inside or outside the classroom in order to improve the teaching-learning process. Thus, teaching aids are older than educational technology, they are just a small part of learning technology. These are partially or completely about studying, teaching and learning, and this pause lasted for a few weeks until educational institutions realized the necessity to benefit from communication systems and technology, and thus all universities and the majority of schools in developed countries and to lower degrees in developing countries did not work, even in the developing countries. Now, the pandemic has had strong effects on all sectors without exception.

The international educational standards indicated that the teaching process is not enough of the academic courses, but it must be equipped with tools and practical materials present in it in line with global changes, through which students are encouraged to develop their skills and experiences to raise their scientific and skill levels, use educational media and instill concepts, principles and laws, It will be easier for them to understand when teaching and learning processes benefit from engaging learning media and teaching aids. Teaching aids can be used to help learners take advantage of different educational situations. (Widiyatmoko, A, Nurmasitah, S,2013)

### **Problem Statement**

Undoubtedly, there is a bad need to employ educational technology in educational process, because it is based on the interaction between teacher and student with a large number of diverse educational sources, as it provides an integrated experience and a direct impact for the student, in line with the reality of the as it has been proven that there is a positive trend among students and teachers towards the use of educational technology despite the presence of many obstacles and problems during its use (Abu Rizk 2012) The Coronavirus (COVID-19) pandemic

has already had a significant disruptive impact on education, posing challenges to the provision of education across the world. Because of (COVID-19) governments over the world have closed educational institutions to reduce the spread of COVID-19. Accordingly, educational institutions are deploying innovative emergency remote teaching and virtual learning approaches for students to study at home. Digital technologies are being employed as a positive response to COVID-19 pandemic. Therefore, the problem is summarized in answering the following question:

### **To what extent do Covid19 impact designing and producing teaching aids in Jordan?**

#### **Research Question**

- 1-Do Covid -19 Pandemic has statistical impact on preparing projects using computer applications
- 2- Do Covid -19 Pandemic has statistical impact on skills involved in the development of locally produced multimedia presentations
- 3- To what extent Covid -19 Pandemic has impact on discussion and study of instructional design with regard to educational med
- 4- To what extent Covid -19 Pandemic has statistical impact on including hands-on training in use of the software and technology needed for the preparation of multimedia projects.

#### **Research significance**

The research significance stems from the importance of the topic it handles. As well-known Covid 19 pandemic has affected all educational systems and institutions all over the world. Millions of students as been affected by the pandemic. In addition, the research significant stems also from the efforts that were exerted in all world countries to cope up with the crisis.

## Research Objectives

The study seeks to achieve the following objectives

- 1-To identify the extent in which goals of 'Designing and Producing Teaching Aids' Course are achieved under the Corona pandemic?
- 2- To fadeout if Covid -19 Pandemic has statistical impact on preparing projects using computer applications
- 3- To determine if Covid -19 Pandemic has statistical impact on skills involved in the development of locally produced multimedia presentations
- 4- To specify if Covid -19 Pandemic has impact on discussion and study of instructional design with regard to educational med
- 5- To examine if Covid -19 Pandemic has statistical impact on including hands-on training in use of the software and technology needed for the preparation of multimedia projects.

## Research Hypothesis

### Firs Main Hypothesis

Ho- Covid -19 Pandemic has no statistical impact at ( $\alpha = 0.05$ ) level on achieving Goals of 'Designing and Producing Teaching Aids' Course are achieved under the Corona pandemic

The following sub hypothesis were derived  
H0-1 Covid -19 Pandemic has no statistical impact at ( $\alpha = 0.05$ ) level on preparing projects using computer applications

H0-2Covid -19 Pandemic has no statistical impact at ( $\alpha = 0.05$ ) level on skills involved in the development of locally produced multimedia presentations

H0-3Covid -19 Pandemic has no statistical impact at ( $\alpha = 0.05$ ) level on discussion and study of instructional design with regard to educational med

Ho-4Covid -19 Pandemic has no statistical impact at ( $\alpha = 0.05$ ) level on including hands-on training in use of the software and technology needed for the preparation of multimedia projects.

## 2. LITERATURE REVIEW

### Educational Technology

Educational technology refers to the effective use of technological tools in learning., It involves a set of tools, such as media, machines and networking hardware .Educational technology includes e-learning, instructional technology, information and communication technology in education, learning technology, multimedia learning, technology-enhanced learning computer-based instruction computer managed instruction, computer-based training ,computer assisted instruction or computer-aided instruction internet-based training ,flexible learning, web-based training, online education, virtual education, personal learning environments, networked learning, and virtual learning environments. Educational technology is defined as “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources’ (Richey, 2008, P 3)

Educational technology can be defined as using modern technological tools and media to help communicate, improve and transfer knowledge between parties of educational process, and this term is also used to refer to a wide range of programs and devices related to teaching and learning increasingly used in schools and universities, where the primary goal lies behind resorting to the activation of educational technology to provide a better learning environment to facilitate the access and sharing of information, which enhances the productivity of students

It is worth noting that educational technology facilitates cooperation by creating an interactive learning environment between teacher and students. It allows teacher to create electronic books and interactive texts, in addition to recording attendance and setting homework, not to mention taking quick and final exams, which allows him to

obtain results. It is effective in terms of its teaching method and the way it is explained, so it is no wonder that educational technology is a modern method that destroys the stereotype of traditional means of education, by including common technological devices in the educational process, such as laptops and tablets (Joseph, L., (2021)

The Association for Educational Communications and Technology denoted instructional technology as “the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning (Lowenthal, et al, 2010)”. Shehadeh (2010) pointed out the importance of employing technology in school education, since it contributes to a large extent in designing educational situations and supporting the role of the teacher in performing his work and forming a relationship positive interaction between the teacher and the student and confirm the interaction between them, as it contributes to the planning and measurement processes and educational calendar

Modern educational technology provides a rich educational environment for the learner that allows him to freely think experiment and choose the appropriate activity according to his interests, needs and aspirations, and allows him to try and make mistakes without assigning him any fears of failure. Where educational technology is one of the most important developments of this era as it changed the role of the teacher from a transmitter of knowledge to a supervisor and a guide to the educational situation. (Bisiko 2013)

The most important modern aids used in the field of educational technology are the following: The use of computers in the educational process. Use of the World Wide Web of Information (Internet). Using e-mail to communicate with students. Take advantage of Internet search engines. Share files over the Internet. Holding video and

teleconferencing. The use of numerous satellite channels, specialized in the field of education. Use the e-book. Use of the electronic whiteboard (Boukartam, and Kholod,2012)

Educational technology and e-learning can be conducted either inside the classroom or outside. It is suitable for distance learning and in conjunction with face-to-face teaching, which is called blended learning. Learners and educators can use Educational technology either in home, school or in any other setting Educational technology thus encompasses several domains, such as learning theory, computer-based training.

Arkorful & Abaidoo, (2015) indicated that applying e-learning in education, in universities has various advantages. In addition, it is considered among best techniques or methods of education. They declare that these advantages can be utilized to encourage students for its applications. Regardless of its advantages, when e-learning is implemented in education, it also has some disadvantages. Othman et al. (2018) revealed that e-learning students to succeed, they should be provided by e-learning system that provide them with needed information. They added that system quality and the information quality have a positive effect on the use of the system which in turn has a positive effect on user satisfaction

### **Teaching Aids Concept**

The use of educational aids in education began since the renaissance age. This appears through the role of educator's initiative to use educational aids. Plato believes that teacher's role is based on imposing science on students by means of external pressure, and through discussion and questions. Platonic educational approach indicates that teaching aids have an important educational status, and confirms that their use in educational process achieves the desired educational goals. While Castilian educational instructions were to depend on play in

teaching and to take into account the individual differences between students. Rabelais method of teaching is based on a mixture between reading, observation or direct observation of things, (Mazin, 2020) Teaching aid is defined as “helping tool to educate or teach in order to make the concepts taught are easy for students to understand. The teaching aids used in the teaching-learning processes can be made by the teachers or students by using simple materials that are easily obtainable from the surrounding environment. These teaching aids will help learners understand and achieve the learning competences” (Arif and Sita, 2013) Teaching aids are called by several names, where they are called teaching aids, sometimes explanation aids, and sometimes teaching techniques. All these lessons are used to borrow the means used by the professor in the educational context, in order to convey knowledge facts, ideas and meanings to students. (Uriel, 2012) Noori (2019) defined teaching aids as a set of attitudes, material, and educational device, personnel who are employed within teaching strategy procedures for the purpose of facilitating teaching and learning process which contribute in achieving teaching goals. Teaching aids are defined as “The materials and tools that contribute to clarifying a vague concept with the aim of changing the behavior of the learner”. (Abd al-Baqi, 2011, p11) Teaching aids have been known by different names, either according to their historical development, or according to their role in teaching. Including: the means of explanation, the senses used to perceive them. Aids, visual aids, audio aids, audio-visual aids, and teaching aids (Arif and Sita, 2013).

Amer (2017) investigated the level of Teachers' Ability to use Teaching Aids Skills in District of Shoebblack. They found that the most important teacher's estimates to the level of teacher's ability to use Teaching Aids Skills in District of Shoubak were in the following descending order: the ability to choose the teaching

aids, the reasons of weakness in using teaching aids, the reality of using the teaching aids, the availability of teaching aids. Sharvan (2017) indicated that teaching aids plays a very important role in the classroom teaching. Interesting mechanical demonstration combined teaching is designed in this paper is the two Teaching aid to mechanic's principle as the foundation and cleverly integrated into the fun. Arif, and Sita (2013) investigated how to design simple technology for Science teaching aids that utilized the used materials. They found that there were three products of simple technology tools that can be used for Science teaching aids such as: electrolyte test device, earthquake detector and flood detector. The trial showed that such simple technology tools for teaching Science obtained a positive response from students and teachers.

It can be said that educational aid is every tool that teacher uses to improve learning and teaching process, clarify meanings and ideas, or training on skills, accustom students to good habits, develop attitudes, and instill desirable values, without teacher rely basically on words, symbols and numbers In short, it is all aids that the teacher uses in the educational situation to communicate facts, ideas, or meanings to the students in order to make his lesson more interesting and interesting, and to make the educational news a live, purposeful, and direct experience at the same time .Mehra & Omidian, (2011) showed that (76%) of students have Clear positive attitudes towards e-learning, while 24%) have negative attitudes towards e-learning, and (82%) of students report the benefits of e-learning, and (57%) of students intend to adopt e-learning in their work. Sorokina,) 2012) reported that some students were affected by the absence of the teacher face to face, and there was weakness in the study members because of the different personalities. Al-Ayyad and Al-Omari (2015) indicated that the degree of availability of design criteria was high...

Al-Titi & Hamayel (2016) identified the reality of e-learning in Palestinian universities in the light of knowledge management from the point of view of the faculty members. They indicated that availability of e-learning environment was in the first place with a mean of (3.91), and the field of realizing the concept of e-learning came in the second place with a mean of (3.81), and the field of e-learning outputs came in the last place with a mean of (3.76)

. Al-Jamal (2020) identified the difficulties facing Palestinian university students in Hebron Governorate in the distance learning system in light of the Corona crisis, and showing the impact of: gender, academic year, specialization, and university on the difficulties facing students. They indicated that university students in Hebron Governorate suffer from high difficulties in distance learning (e-learning), (difficulties related to the lecturer, difficulties related to psychological pressure, difficulties related to the curriculum, difficulties related to infrastructure and difficulties related to knowledge in the field of e-learning. Bokolo and Selwyn (2021) study examined existing literature and theories of online learning and change management for the purpose of providing evidence on state of art of emergency remote teaching and virtual learning. The study displayed theories of online learning and challenges of using remote teaching and virtual learning during the COVID-19 pandemic. The study also presents application platforms that are being used for the adoption of remote teaching and virtual learning during and after COVID-19 pandemic

### **Type of Teaching Aids**

There are many different types of teaching aids that can be used in class. They are classified as follows: (Shravan, 2017)

#### **a) Visual Aids**

These aids use sense of vision. It involves actual objects, charts, maps, flash cards, pictures, flannel board, white board, flip charts, models and other aids.

#### **b) Audio aids**

These aids are common teaching tool which include classroom stereo system, individual headsets, and radio... It involves the sense of hearing.

#### **c) Audio Visual:**

These aids have a great impact on teaching. It involves vision sense and hearing. Audio visual aids may be produced, distributed and used as planned components of education program... They usually require television, digital video player, projection, and film strips.

### **Research population and Sampling**

Higher education institution in Jordan consists of around 30 universities. Teaching staff of education faculties in these universities form the research population. A random sample of faculties staff was selected; the sample size is (120) staff member.

### **Data Collection Methods**

Two types of data were collected for the purpose of the study: primary and secondary data. Each of these types is discussed as follows:

#### **1. Secondary data**

Secondary data are usually collected at the beginning of the study from various sources, and statistics are already in place: they are collected from previous work and not from the researcher's own study. (Churchill and Lacobucci, 2010).

The secondary data for this research was collected from books, reference, journals, articles, internet, and theses.

#### **2. Primary data**

The primary data was collected from the actual data extracted from the tools, which were distributed university teaching staff. Although it can be combined using many different methods, sometimes more than one method can be applied to a single search problem

### Research Instrument

A self-administrated questionnaire was designed according to research objectives and hypothesis. The questionnaire is consisted of three parts: (covering letter in which research objectives were explained, subjects were asked to answer all questions accurately, and they were assured that their responses will be considered confidential and to be used for the purpose of the research only. The second part consists of questions related to demographic data such as (gender, age, educational level, position, years in position, and years of experience). The

third part included the statements that measure the research goals. Five points Likert scale. was used to assess questionnaires responses ranging from 1- 5 scores (strongly disagree, disagree neutral, agree and

### Instrument Validity

The research instrument was displayed to (5) professors from various universities in Jordan. Their comments and modifications were taken in consideration, for the approval of research instrument.

### Instrument Reliability

A reliability test was undertaken, to check the reliability of the measuring instrument used in this research. The reliability was calculated by using Cronbach's Alpha. The results indicate that total Cronbach alpha score was 95.8%, this means the data obtained is suitable for measuring variables and are subject to high reliability. (Sekaran & Boogie2010).

Table (1)  
Sample subject distribution according to demographic Information

Variable	Option	Frequency	Percent
Gender	Male	91	75.8
	Female	29	24.2
Age	21-30 Yrs.	15	12.5
	31-40 Yrs.	57	47.5
	41-50 Yrs.	32	26.7
	51-60 Yrs.	16	13.3
Educational Level	Masters	35	29.2
	Doctorate	85	70.8
Years of Experience	5 or Less	4	3.3
	6 – 10	33	27.5
	11 – 15	53	44.2
	16 – 25	30	25.0

Table (1) indicates that sample's majority are males. They form 75.8% of the sample, while females form 24.2% of the sample. Table (1) also indicates that the majority are those whom their age ranged between (31-40) that is 47.5%, 12.5% their age ranged between (21-30) years old, 26.7% of the sample subjects their age ranged between (41-50) years old, 13.3% of the total sample their age ranged between (51-

60) years. The results indicate that the majority of the sample is in the middle age. For educational level, 29.8% hold MSC, and 70.8 % hold Ph.D. degree. Sample's years of experience, is distributed into four categories. 3.3% have 5 years or less, 27.5% have 5-10 years, 44.2% have 11-15 years and finally 25.0% have 16 – 25 years of experience.

Table (2)  
Means and standard deviations for statement that measure prepare Projects Using computer applications

No	Statement	Mean	S.D	Rank	Level
1	Covid 19 encourages Educational institutes to develop new teaching projects	4.07	.871	1	High
2	Covid 19 encourages teachers to demonstrate teaching systems work to their students	3.82	1.100	2	High
5	It encourages teachers to use group projects	3.74	1.000	3	High
4	Covid 18 cause lack of needed funds to use computer applications	3.72	1.109	4	High
3	Covid 19 caused teachers to explain nature of learning systems work	3.68	1.101	5	High
6	Covid 19 creates the need for implementation of new applications	3.13	1.351	6	Medium
7	Covid 19 obliged teachers to prepare written notes regarding implementation of new compute applications a head	3.07	1.479	7	Medium
9	Covid 19 forced teacher to solve devices problems	2.89	1.401	8	Medium
8	Teachers explain the use of out and input devices	2.88	1.300	9	Medium
	Mean	3.44	.965		Medium

Table ( 2 ) indicate that the mean of statements that measure impact of Covid - 19 on preparing projects using computer is( 3.44) with a standard deviation (.965) .This means that the sample's subjects agreement is medium .Table ( 2 )also indicates that sample's subjects responses means of statements that measure this goal ranged between ( 2.88-4.07) with standard deviations(1.300 and.871) respectively

Statement no.(1) “Covid 19 encourages educational institutes to develop new teaching projects” ranked the first while statement no. (8)” Teachers explain the use of out and input devices” ranked the last. The result is attributed to the fact the all education institutions are forced to find on line teaching projects and programs to avoid any loss or gap in achieving course goals.

Table (3)  
Means and standard deviations for statement that measure Skills involved in the development of locally produced multimedia

No	Statement	Mean	S.D	Rank	Level
10	Covid 19 encourages teacher to involve skills to develop locally produced multimedia	3.60	1.452	5	Medium
11	Covid 19 show the need to build digital skills	3.18	1.113	7	Medium
12	Covid 19 enhances using skills of distance learning	3.30	1.254	6	Medium
13	Covid 19 encourages students to involve their skill in using the platform	4.11	1.106	3	High
14	Student are forced to seek for skill to understand electronic systems	4.27	.898	2	High
15	Covid 19 enhance skills involvement due to the availability of various application	3.99	.983	4	High
16	Skill involvement are cause by multiple technology application	4.65	.682	1	High
17	Covid 19 encourages teacher to evaluate criteria associated with producing teaching media	3.13	1.216	8	Medium
	Mean	3.78	.650		Medium

Table (3) indicates that the mean of the statements that measure impact of Covid - 19 on Skills involved in the development of locally produced multimedia is (3.78) with a standard deviation (.650). This means that the sample's subject's agreement is high. Table (3) also indicates that sample's subject's responses means of statements that measure this goal ranged between (3.13-4.65) with standard

deviations 1.216 and. (.682) respectively Statement no. (16) "Skill involvement are cause by multiple technology application" ranked the first while statement no. (17) Covid 19 encourages teacher to evaluate criteria associated with producing teaching media. The result is attributed to the fact the all education institutions are obliged to involve all skill available to face the impact of Covid - 19.

Table (4)

Means and standard deviations for statement that measure discuss and Study of instructional design with regard to education media goal

No	Statement	Mean	S.D	Rank	Level
18	Covid 19 increased the need for preparing teaching subject to prepare the require multi media	4.01	.948	1	High
24	Designing of training program media is needed due to Covid 19	3.84	1.167	2	High
25	Covid 19 obliged teachers to use available technology	3.75	1.183	3	High
19	Students learning needs imposed design of certain instructional multimedia	3.70	1.185	4	High
26	Teacher are encouraged to use available material	3.57	1.308	5	Medium
23	Covid 19 cause the knowledge need of technology principals	3.46	1.296	6	Medium
22	Covid 19 enhances the design of new technology applications	3.38	1.397	7	Medium
20	Covid 19 impose identifying goals instruction media to be used	3.36	1.158	8	Medium
21	Covid 19 impose good selection of the suitable design of instruction media to achieve each goal	3.22	1.373	9	Medium
	Mean	3.59	0.726		Medium

Table ( 4 ) indicate that the mean of the statements that measure impact of Covid - 19 on discuss and Study of instructional design with regard to education media goal is( 3.59) with a standard deviation (.726) .This means that the sample's subjects agreement is medium .Table ( 4 )also indicates that sample's subjects responses means of statements that

measure this goal ranged between ( 3.22-4.01) with standard deviations (1.373 and(.948) respectively Statement no.(18) "Covid 19 increased the need for preparing teaching subject to prepare the require multimedia" ranked the first while statement no. (21)" Covid 19 imposes good selection of the suitable design of instruction media to achieve each goal.

Table (5)

Means and standard deviations for statement that measure Include hands-on training in use of the software and technology needed for the preparation of multimedia projects goal

No	Statement	Mean	S.D	Rank	Level
27	Covid 19 reduces the cooperation in building technology models	3.67	1.272	3	Medium
28	Covid 19 reduce preparing leaflets and publications	3.48	1.237	4	Medium
29	Covid 19 cause low producing of creative works	3.86	1.110	1	High
30	Due to Covid 19 technology tools utilization was low	3.78	1.111	2	High
31	Information recourses was not used properly during Covid 19	3.59	1.247		Medium
32	Creativity promotion was reduced during	2.72	1.605	5	Medium

	Covid 19 period				
	Mean	3.52	.934		Medium

Table (5 ) indicate that the mean of the statements that measure impact of Covid -19 on

**Include hands-on training in use of the software and technology needed for the preparation of multimedia projects goal** is( 3.52) with a standard deviation (.934) .This means that the sample's subjects agreement is medium .Table ( 5 )also indicates that sample's subjects responses means of statements that measure this goal ranged between ( 2.72-3.86) with standard deviations .934 and1.111 respectively Statement no.(29) "Covid 19 cause low producing of creative works" ranked the first while statement no. (32)" Covid 19 imposes good selection of the suitable design of instruction media to achieve each goal. Is ( 3.59) with a standard deviation (.726) .This means that the sample's subjects agreement is medium .Table (5)also indicates that sample's subjects responses means of statements

that measure this goal ranged between ( 3.22-4.01) with standard deviations 1.373 and(.948) respectively Statement no.(18) "Covid 19 increased the need for preparing teaching subject to prepare the require multimedia" ranked the first while statement no. (21)" Covid 19 imposes good selection of the suitable design of instruction media to achieve each goal.

### 3. HYPOTHESES TESTING

#### First Main Hypothesis

Ho- Covid -19 Pandemic has no statistical impact at ( $\alpha = 0.05$ ) level on achieving Goals of 'Designing and Producing Teaching Aids' Course are achieved under the Corona pandemic

Table (6)

Hypothesis	T	Df	Mean Difference	T -Sig
H	9.600	119	0.58099	0.000

With respect to impact of Covid 19 on achieving goals of 'Designing and Producing Teaching Aids' Course are achieved under the Corona pandemic. Table above shows that T calculated values are significance at ( $p < 0.05$ ) level. Therefore, null hypotheses are rejected and accept the alternative ones which means that there is an impact of Covid 19 on achieving goals of 'Designing and

Producing Teaching Aids' Course are achieved under the Corona pandemic

#### First Sub hypothesis

H0-1 Covid -19 Pandemic has no statistical impact at ( $\alpha = 0.05$ ) level on preparing projects using computer applications

Table (9)

Hypothesis	T	Df	Mean Difference	T -Sig
Ho1	5.033	119	0.44352	0.000

As for impact of Covid 19 on preparing projects using computer applications table above shows that T calculated values

is significance at ( $p < 0.05$ ) level. Therefore, null hypotheses are rejected and accept the alternative ones which means

that there is an impact of on preparing projects using computer applications

H0-2Covid -19 Pandemic has no statistical impact at ( $\alpha = 0.05$ ) level on skills involved in the development of

### Second Sub hypothesis

locally produced multimedia presentations

Table (10)

Hypothesis	T	Df	Mean Difference	T –Sig
Ho2	13.136	119	0.77917	0.000

As for impact of Covid 19 on skills involved in the development of locally produced multimedia presentations table above shows that T calculated values is significance at ( $p < 0.05$ ) level. Therefore, null hypotheses are rejected and accept the alternative ones which means that there is an impact of on skills involved in the development of locally produced multimedia presentations

### Third sub hypothesis

H0-3Covid -19 Pandemic has no statistical impact at ( $\alpha = 0.05$ ) level on discussion and study of instructional design with regard to educational media

Table (11)

Hypothesis	T	Df	Mean Difference	T –Sig
H	8.849	119	0.58611	0.000

With respect to impact of Covid 19 on discussion and study of instructional design with regard to educational media. Table above shows that T calculated values are significance at ( $p < 0.05$ ) level... Therefore, null hypotheses are rejected and accept the alternative ones which means that there is an impact of on discussion and study of instructional design with regard to educational media

Ho-4Covid -19 Pandemic has no statistical impact at ( $\alpha = 0.05$ ) level on including hands-on training in use of the software and technology needed for the preparation of multimedia projects.

### Fourth Sub hypothesis

Table (12)

Hypothesis	T	Df	Mean Difference	T –Sig
Ho4	6.041	119	0.51528	0.000

As for impact of Covid 19 on including hands-on training in use of the software

and technology needed for the preparation of multimedia projects. Table above shows that T calculated values are significance at

( $p < 0.05$ ) level... Therefore, null hypotheses are rejected and accept the alternative ones which means that there is an impact on including hands-on training in use of the software and technology needed for the preparation of multimedia projects.

#### 4. CONCLUSIONS AND RECOMMENDATION

The study showed that Covid -19 has an impact on the extent to which the goals of 'Designing and Producing Teaching Aids' Course are achieved under the Corona Pandemic. The study showed that Covid -19 has an impact on all dimensions or goals of 'Designing and Producing Teaching Aids' Course are achieved under the Corona pandemic. The study also investigates the impact of Covid -19 on the four main goals of 'designing and Producing Teaching Aids' Course. The study recommends that Jordan universities, educational faculties in particular are requested to set educational strategy for mitigating Covid 10- negative impact, and they should train all teaching staff on distance learning., and they have to evaluate the teaching strategies from time to time to find the weakens points and cope with the gaps (if any) in this strategy.

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