YouTube and its role in developing and documenting e-university education – a survey on a sample of students from the Department of Media - studying Al-Israa University College

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Abstract

Educational means have developed over time, as they began with indoctrination and science lessons in small religious gatherings, then schools were built, and paper and pens were used in education, then technology entered the educational process, as computers began to enter homes and schools, then smart devices that were used in the educational process appeared. And it became important to rely on digital knowledge to complete, clarify and document information.

On this basis, our tagged research came: (YouTube and its role in developing and documenting e-university education - a survey on a sample of students from the Department of Media studying Al-Israa University College), which took place in three sections, the first: the methodological framework, which included the research problem and its importance, objectives Research, research community, research methodology and sample and previous studies.

While the second section 'the theoretical framework', it included the presentation of YouTube as a communicative and educational tool and its role in e-learning (Facebook), and an overview of its origin and the development of its breadth and modern applications, with a statement of its most prominent features, including its use as an educational tool.

The third section 'the practical framework': it focused on calculating the frequency of the categories included in the research questionnaire, which were in two main axes, the first: the characteristics of the respondents (demographic elements), and the second axis: YouTube as a communication and educational tool and its role in e-learning and a statement of the most prominent results reached by researchers Through the total answers obtained from the respondents who were subjected to the questionnaire.

This research focused on a statement of the conclusions reached through the results obtained from the answers received on the questionnaire for the research, which was distributed electronically, and put recommendations at the end of the research.

Keywords: Youtube - e-learning.

INTRODUCTION

The great interest in the multiplicity of teaching methods stems from the importance of innovation, and keeping pace with the progress of the times, as many websites have appeared that have contributed to the promotion of the educational process, and the most important of these sites are; YouTube, which specializes in displaying videos and delivering video and audio viewers: It is a free service that allows users to watch, upload, download, share and comment on videos on personal computers or smartphones.

On this basis, our tagged research came: (YouTube and its role in developing and documenting e-university education - a survey on a sample of students from the Department of Media - studying Al-Israa University College), which took place in three sections, the first: the methodological framework, which included the research problem and its importance, objectives Research, research community, research methodology and sample and previous studies.

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The First Topic: The Methodological Framework:

First: The Problem of the Study: the problem of the study can be summarized in the main question: (What is the role of YouTube in developing and documenting e-university education?).

From this main question, a number of sub-questions derive, as follows:

1- What is the percentage of respondents' reliance on YouTube to follow educational videos within the e-learning experience?.

2- What is the method that the student uses to follow educational videos on YouTube, and how many hours does he spend watching?.

3- How do the respondents deal with the obstacles they face while watching educational videos within the e-learning curricula in Iraq?.

4- Did the educational videos simplify scientific vocabulary?.

5- What are the alternatives to educational videos in simplifying academic vocabulary in e-learning?.

6- Was the experience of e-learning in Iraq?, Positive in the conditions of the Corona pandemic and home quarantine; And what followed?.

7- Did the educational videos presented on YouTube add to education in Iraq?.

Second: The Aims of the Study: the aims of the study are summarized in the following points:

1- Knowing the percentage of respondents' dependence on YouTube in following up on educational videos within the method of e-university education.

2- An indication of the method that the student uses to follow educational videos on YouTube, and how many hours he spends watching.

3-   Identifying the most prominent obstacles facing students while watching educational videos within the e-learning curricula in Iraq.

4-   Indicating the extent to which educational videos contribute to simplifying scientific vocabulary.

5-   Identifying alternatives to educational videos in e-learning.

6-   A statement whether the experience of e-learning in Iraq is positive under the conditions of the Corona pandemic and home stone.

7-   A statement of the success rate achieved from the educational videos presented via YouTube in the educational process in Iraq in general and education in particular.

Third: The Significance of the Study: The importance of scientific research lies in the fact that it generates in the researcher a sense of enthusiasm and an urgent desire for knowledge and discovery. It also has a role in the following:

1-   The scientific aspect: The importance of this research lies in the fact that it will contribute to expanding the horizon of media research to include modern technical elements, which have brought about an important and noticeable change in the process of communication and social interaction. Pointing out some of the negative and positive aspects of this phenomenon, which contributes to predicting its future effects and its impact on the level of the educational process in Iraq, and then providing the opportunity for social planners to prepare for these changes.

2-   The importance of research for society: to identify the role of YouTube, and to know the extent to which it meets the needs, desires and interests of students in education, and to develop their abilities to achieve success by following up and interacting with lectures and those in charge of e-learning.

3-   Providing libraries: Researchers believe that the importance of this phenomenon deserves study and research, due to the lack of

such academic studies in libraries, and the novelty of the research topic.

Fourth: The Study community and its sample - the research community is determined by the users of YouTube, which is one of the heterogeneous communities, and because of the difficulty of applying the study to all users of the site due to the large number of them, so a sample of them was selected using the intentional or intentional sampling method, by distributing the questionnaire to the students of the Media Department at the Al-Israa University College Eligibility for obtaining results that contribute to providing the search with results according to what has been specified in the objectives.

Fifth: The Study method - the researchers used the descriptive survey method: which is defined as "a set of research procedures that are integrated to describe the phenomenon or topic based on the collection, classification, processing and analysis of facts and data, and a sufficient and accurate analysis; to extract its significance and reach results or generalizations about the phenomenon or topic under research The survey method can play an explanatory role by explaining the events or phenomena being studied, and it is also used in experimental and quasi-experimental studies, when we ask separate samples of individuals a question formulated empirically, and we ask a similar sample a question formulated in a non-experimental way, and the survey method is used in addition to that. In testing highly complex variables" (1) (Al-Zuwaini, 2018, p. 15).

Sixth: The Domains of the Study:

1-   Time range: The field work took a period of (30) days to reach the results, specifically from (1/4/2022) to (30/4/2022), which is the period during which the questionnaire was designed and presented to experts and distributed to the sample electronically.

2-   The human field: The research was conducted on a sample of students from the Media Department at the College of Al-Israa,

Al-Ahliyya University, and their number was (200).

Seventh: The Tools of the Study: the researcher adopted the following tools

1- Documents: including books, periodicals and the Internet.

2- Questionnaire: (the questionnaire) is one of the tools of the survey method and as a tool for collecting data "usually used to know people's attitudes, feelings, motives and behavior, as it helps us in obtaining statistics that visualize the current reality and guides us in developing future plans."(2) (Mahjoub, 1988, p. 15)., and on this basis; The researchers distributed a questionnaire that included, the first axis: characteristics of the respondents (demographic elements) and the second axis: questions of the audience regarding its use of YouTube in education, and the questionnaire included a set of questions that reflect the objectives of the research and focused on the main aspects of its subject. The researchers relied on the indicators of the theoretical framework In designing the questionnaire to be in line with the problem and objectives of the Study, the questionnaire was presented to arbitrators (3), to indicate its validity, as modifications were made to it according to their observations.

3- (GOOGLE DRIVE): The researchers adopted the electronic sample survey, by surveying a sample of YouTube users from students studying at Al-Israa College. Adopting the results related to the questionnaire tables on the Google search engine.

The second topic (theoretical chapter)

YouTube is an e-learning tool Communication and information technology is the most prominent feature of the contemporary world, as it has become running the world using buttons on the keyboard, to find yourself as close as possible to a world that is accelerating every minute, and knowledge is amazingly enlarged.

The World Wide Web does not summarize the extent of this development in technology, but rather it is one of the tools for its dissemination, and as the world develops, the network develops to meet our needs in transferring our knowledge to others.

Today, the Internet has become a platform for the manufacture of events and knowledge, and not just a container in which we put our information. In light of this, education, which is a gateway that opens human minds for development and construction, must benefit from this technology, and employ it to the extent that makes our children's learning easier, faster, simpler, and even more proficient, and makes them able to contribute to building their personalities, and able to interact ,Participate and saving time and effort for all those involved in the educational process.

Technology has become a necessary tool for students and the teaching staff both; It allows a flexible type of creation of new forms based on inquiry and cooperation, while at the same time improves academic performance.

While we find the teaching staff mastering the arts of technology, and appreciating its content and importance, they are increasing the scope of activities that benefit from its uses. Educational institutions have begun to readjust their investments, expectations, and teaching methods in order to allocate benefit from the extended and expanding resources, They are e-learning technology sources that allow and help improve performance and achieve educational goals: (4) (Farawneh, 2012, p. 2)

First: YouTube is an advanced communication tool in education.

YouTube is one of the most popular free video websites that are easy to use and benefit from in the educational process. One of the basic principles in education is to involve as many senses as possible in it, so that the engagement is between reality and theoretical concepts help the students learn.

YouTube is one of the most important tools of the second generation of the web, as a publishing tool, through which the teacher can

implement illustrated projects, and publish them to students through e-mail or social networks, so that they can view them at any time (5) Al-Atiyat, 2018), p. 8

YouTube is the most popular video hosting site through which users watch and rate videos uploaded by other members on the site, and one of the researchers defines it as: the most popular video sharing site in the world, which enables users to download, watch and share different videos.The teacher can embed videos from YouTube directly through the availability of the Internet in the school lab or the classroom, where he can preview a large number of clips that fit the different lessons through a display screen.The global video site "YouTube" is one of the sites where its users publish their videos, and it provides them with many services that facilitate this. Such as uploading files, editing them directly on the web, writing comments on them, in addition to making the necessary improvements to them (6). (Al-Atiyat, previous source, p. 9).

Second: YouTube and its role in education

YouTube is a powerful and motivating educational tool for students, depending on how it is used; Its use is a means to achieve educational goals, and it can also be considered a means in which students discover knowledge for themselves and can be a useful and effective educational tool, whether in research or educational presentations, due to the endless digital content that is provided in it.

YouTube is really conceivable as a world in itself, where anyone with a high speed internet can get a good education through the video on it.   However, YouTube can be used in education as a main or alternative tool, and even as an aid that can be integrated into the classroom to help clarify some topics that are difficult for learners to understand, and the process of using YouTube in education correctly is a real challenge for those in charge of this matter.

Therefore, one of the best features of the session is the search function. If it is difficult to find the appropriate video for a topic, you can search for the YouTube channel dedicated to that topic.   YouTube also provides related videos feature, which enables the user to explore a selection of videos that are similar in title or content (7). (Shaheen and Ryan, 2012.40-74)

Third: Employing YouTube in education

The advantages of employing YouTube in education in general can be summarized thus, the advantages of YouTube in education (WordPress.com) (8):

1- It encourages creativity, as it is a platform for students to interact and not just watch content.

2 - YouTube allows optimal use of new media to convey information and knowledge.

3- Contributes to promoting the spirit of effective discussion among learners.

4- Creates a free educational community that can participate and evaluate, and works on building content and publishing it to its colleagues.

5- Suitable for teaching learners of their different stages, especially the elderly, as it can be used in lifelong education.

6- It is considered one of the free education resources, and it is considered an important consideration for education budgets. The ease of using YouTube links in presentations such as MS Power Point, and in e-learning platforms such as Moodle.

Another researcher summarizes it briefly the importance of using educational films in education stems from the results of some studies that emphasized their advantages and their role in facilitating the learning process.

The following is a presentation of the most important of these advantages (9) (Abbas, Zain El Abidine, 2016, pp. 52-54):

1- It helps in overcoming some difficulties, especially those related to the learning process, as the language of pictures is a universal language.   The subject is presented in a beautiful artistic style that helps to make the learning material more memorable and long-

lasting, due to the use of more than one sense during the acquisition of information.

2- It combines sound, image and movement, so it involves two senses in receiving knowledge, which leads to an increase in the effectiveness of learning through what each sense does to enhance the learning that takes place through the second sense.

3- It works on reformulating and portraying the events in an exciting way that gives them the character of realism, which makes the recipient get excited and respond to them.

4- It presents a common experience, so it works to bridge the differences in experiences between members of the same group.When a film is shown about a problem, everyone finds a common space for dialogue and discussion to express an opinion.

5- It goes beyond the natural limits such as distance, size, and danger. It also teaches concepts and ideas that are difficult to explain theoretically. It also contributes to recording emergency matters.

6- Saves time and effort in education because teaching using films is more enjoyable, and because it monitors for its production experiences and competencies that are not available in the activity room, such as the growth of plants and their parts.

7- It helps to understand relationships and abstract concepts such as studies of history, languages and skills education, certain skills, so it is a way to teach the performance of movements, and the speed of filming or display can be changed, so the movement appears slow, or can be repeated.

Fifth: The concept of e-learning

There is a difference in addressing the concept of e-learning, depending on the tools used in it. Among the definitions, those who considered the mere use of the computer and its components as electronic education, and some of them considered it education based on different communication networks, and others combined the two opinions.

One of the researchers defined it as: "Education that provides digital content through electronic means that includes computers and their software that includes interactive features through information and computer networks, such as local networks (LAN) in classrooms or schools, and intranets that are spread across a group of schools." Or the educational district or the university, and the Extranet that includes the entire national education system, in addition to the worldwide Internet (Internet), in addition to the possibility of broadcasting via satellite, the use of audio-visual means, interactive television and CDs. etc." (10) (Al-Hadi, Muhammad, 2011, p. 46-47),

Another researcher defined it as: "The kind of interactive education that depends on the use of electronic media to achieve educational goals, and to deliver electronic educational content, explaining to students without regard to spatial and temporal barriers"

The electronic media includes devices such as computers, or through various interconnection networks. While another researcher sees it as: "an umbrella covering all educational activities that take place at any time or any place or both on a computer that generally connected to a network." Another sees it as: "The employment of a flexible learning method using technological innovations or information network equipment via the Internet based on multi-directional communications, and providing educational material concerned with interactions between learners, teachers, experts and software at any time and anywhere" (11). (Farawneh, Akram Abdul Qadir Abdullah, p. 24-25).

In their view of e-learning, educators are divided into two parts (12): (Matar, Muhammad Ismail 2007, pp. 23-29):

 The first point of view: Considering e-learning as a means of presenting curricula and information: This view presents e-learning as a method for presenting curricula via the Internet, or another electronic medium.

The second point of view: Considering e-learning as a method of teaching and learning: the owners of this view believe that e-learning

is a method of teaching using multimedia, and the tools provided by applications specifically designed for education, so that the two sides of the educational process interact through these media to achieve specific educational goals.

As its development is considered an evolution of the (Internet) network, and the increase in the number of its users. In our Arab region (the Middle East), the number of Internet users has reached more than 77 million users, according to the latest statistics for the year 2011 issued by the Word State website (Internet 2012, States World, an increase of 244.2% compared to its users in 2000).

As for the need to understand how to shift the concept of e-learning based on the Internet from the first generation to the second generation of e-learning, and the development of this concept is based on the development of the Internet itself, which transformed from the first generation of the web to the second generation. The first generation of the web is to obtain information, which is read-only, and made up of static HTML pages whose contents cannot be changed by the browser. The second generation of the web: it is interaction, which is read and written, and it consists of dynamic pages that allow adding and modifying content through the browser, as in technical forums, blogs, social networks, and others (13) (Al-Halfawi, Walid, 2011, p. 43).

As for the concept of Web 0.2 or the second generation of the Web (0.2 Web:) it refers to a new generation of web services that relies on interaction interfaces to manage content greater than interaction, sharing and cooperation to be easy to use that allows users to interact in a social framework that maintains human relationships between users (14). (Al-Halafawi, Walid, 2011, pp. 44-45).

With this, it can be said that the term Web 0.2: a set of integrated services and not a specific technical thing, and it works to increase communication and sharing between Internet users, in order to achieve ease of publishing and circulation. The main characteristics of the second generation of the Web (0.2 Web), as the Web 0.1 is considered to provide content

through a formal learning environment that includes educational management systems, and is presented directly to the student,

the Web is a multimedia interactive, ready-to-read 0.2 Personal Learning Environment (PLA), which relies on participation in learning, and delivers content through social networks and communities (15). (Farwana, Akram Abdel Qader Abdullah Farwana, 2011, p. 30-31).

The main characteristics of the web (0,2) can also be summarized into some other educational features of the second generation of the web, which are (16): (Al-Halfawi, Walid, 2011, pp. 44-45).

1- The second generation web tools are suitable for many educational activities. The exchange of experiences in it is cumulative, especially on social networking sites such as Facebook, Tiwtter, Youtube.

2- The low level of skills needed to use the second generation web tools.

3- Focuses on educational innovation, not technology itself.

4- ease of creating and publishing digital content.

The concept of the second generation of e-learning is a concept that is constantly expanding; According to the increasing applications that have spread widely on the Internet, which can be employed in the educational process, the reference to the second generation of e-learning tools in the current study was a very important point. Tools of the second generation of e-learning: one of the studies that included an analysis of global research that dealt with the tools of the second generation of e-learning indicates (17): (Saleh, Mustafa, 2008).

1- Webblogs: It is one of the electronic content management systems on the web, which allows the teacher to publish his articles in an easy way without the need for a programming background. And educational blogs can be relied upon to open channels for discussion among students on a topic that has specific

educational goals, and educational libraries can create a blog to discuss some topics related to the field, Teachers can also create their own professional blogs that contribute to upgrading their knowledge and skills, and every school or university can create its own institutional blog that discusses all opinions and ideas related to the institution.

2- Participatory web editors (Wiki): This editor is used to create electronic content on the web directly and in a participatory manner, or that all members can access, add and modify, as long as the site owner allows this feature to be activated and some sites allocate who has the right to edit so that the tool is not misused.

Many studies and research presented the most prominent obstacles to e-learning, which can be summarized as follows (18): (Al-Hajri, Majed, p. 12-13).

1- Physical obstacles: These obstacles differ from one country to another according to their economic and technological situation. The situation in Gaza is considered weak in terms of e-learning infrastructure, whether in relation to the electricity crisis or the weak communication network.

2- Educational Obstacles: Many countries lack the equipment to train teachers to use this modern technology in education, in addition to the difficulty in convincing them of the importance and advantages of e-learning. Some lecturers and teachers also believe that e-learning increases their burdens that they do not need.

3- Obstacles facing students: The society members' view of e-learning is the most important reason for students' reluctance to use it, as it does not achieve the required interaction, in addition to being difficult and needs an internal stimulus to urge him to learn through it.

Sixth: The justifications for using e-learning - Many educators have addressed the advantages and justifications of e-learning, in reference to the importance of employing it in education, and benefiting from the characteristics and advantages that it offers to students. The most important of these advantages can be summarized as follows:

1- Increasing the possibility of students' communication with each other, and between students and the school: through the ease of communication between these parties in several directions such as discussion boards, e-mail, and dialogue rooms. The researchers believe that these things increase and motivate students to participate and interact with the topics presented.

2- Develop the learner's ability to acquire knowledge, employ it, produce and exchange it, in addition to developing problem-solving and decision-making skills, and it allows the learner the freedom to start learning the subjects he wishes to study, with the freedom to choose the educational activities that suit him.

3- Multiple sources of knowledge as a result of contacting different websites on the Internet, developing knowledge and research skills, in addition to the ease and speed of updating electronic content.

4- Provide the teacher with advanced administrative capabilities.

5- Making the learner the focus of the educational process, making his work available and increasing his ability to evaluate.

6- E-learning provides the elements of flexibility, convenience, money, time, communication and interaction for learners and those in charge of the educational process.

7- Solving some educational problems, such as: teaching an increasing number of students in crowded classes, tackling the problem of the huge increase in human knowledge, as well as tackling the problem of the lack of qualified teachers academically and educationally, compensating students for experiences that they may miss in the classroom, helping with training In various fields, and finally helping the teacher to keep pace with the modern educational outlook, which considers the student the focus of the educational process.

As for the negatives, the researchers believe that e-learning eliminated the following (19): (Hamdi, Abdel Aziz, 2008, p. 19-20)

1- Paper textbooks: Paper textbooks promote blind acceptance of printed information.

2- Dry lectures: instead of considering the teacher the only provider of knowledge; E-learning provides students with the ability to easily benefit from several experts in all journals. They look at learning through deaf memorization and the voracious curriculum. Learners have become free to learn from a comprehensive perspective that links multiple topics together.

Seventh: Forms of E-Learning –

Educators see that e-learning has two basic forms related to the nature of communication between students and the teacher, as each of these two forms refers to (20): (Atmizi, Jamil, 2010, p. 27).

1- Synchronous education: It is a term that describes the educational activity that takes place in real time under the supervision of the teacher, where he and all the students are present at the same time and communicate directly with each other, and this method ensures flexibility in place and not presence in time. Examples Visual, dialogue rooms, and virtual classes.

2- Asynchronous education: Here it is not necessary for the teacher and students to be present at the same time or place. Examples include: using e-mail and discussion forums, and placing educational contents and lectures on the e-learning website.

Eighth: Types of e-learning:

The types of e-learning differ in the main purpose of their use, and the extent of priority given to e-learning in employing them to teach students, where e-learning environments can be divided into (21): (Al-Hadi, Muhammad, 2005, p. 32)

1- Online direct learning: This environment cancels the entire concept of the school and provides the educational material directly through the network, so that the student depends entirely on the Internet and technological means to access information and eliminates the direct relationship between the teacher and the student.

2- Blended network learning (blended learning): It is considered the most efficient electronic educational environment, as it blends e-learning with traditional education in an integrated manner and develops it so that the teacher and student interact in an enjoyable way because the student is not only a listener, but is a major part of the lecture.

3- Network supportive learning: in which the network is used by students to obtain various sources of information.

The third topic: (the practical side): YouTube and its role in developing and documenting e-university education

Analyzing the results of the questionnaire

The first axis: characteristics of the respondents or (demographic) elements

1- Category (Sex): It was shown from Table (1), which shows the category of gender that the category (male) came in the first place with (148) recurrences and a rate of (74%), then came after the category (Female) came in second place with (52) Frequency (36%).

2- Age group: It was clear from Table (2) that the age group (18-27 years) ranked first with (100) recurrences and at a rate of (50%), then came the category (28-37 years), which ranked second with (56 recurrences at a rate of (28%), while the category (38-47 years) ranked third with a recurrence of (34) and at a rate of (17%), and also the category (58 years and over) ranked fourth with (6) recurrences and at a rate of (3%). Finally, it ranked fifth in the category (48-57 years) with the number of repetitions (4) and at a rate of (2%).

3- Social status: It was found to the researcher from Table (3) that the category (single) came in the first place with a rate of (100) recurrences and at a rate of (50%), then came the category (married), which ranked second

with (98) recurrences and at a rate of (49). %), while the category (separate) ranked third at a rate of recurrence (2) and at a rate of (1%), and also the category (widowed) ranked fourth without repetition or percentage remember.

4- The category of the study stage: it was shown to the researchers from Table (4) that the category of the (third) stage came in the first place with (82) recurrences and a rate of (41%), then came the category of the fourth stage, which ranked second with (74) recurrences At a rate of 37%, while the category of the (second) stage got the third rank with a repetition of (40) and at a rate of (20%), and finally came in the fourth rank in the category (first) with a number of repetitions of (4) and at a rate of (2%).

5- Study type category: It is clear from Table (5) that the (evening) category came in the first place with (106) recurrences and at a rate of (53%), then came the (morning) category, which ranked second with (94) recurrences and at a rate of (47%).

The second axis: the level of adoption of respondents on the YouTube website in the follow-up of educational videos within the e-learning method. 1 of the table (6), which shows the follow-up of the Groups of YouTube videos or through the YouTube links in other networks, the class (yes) has been the first rank of the repetition of (200%) and 100% and then came the class (No) that occupied the second place without repetition or a relative ratio.

2- It is clear from Table (7) that the number of hours in which you watch educational videos within the e-learning curricula; The (hour) category came first with (102) recurrences and (51%), then came the (two hours) category, which ranked second with (62) repetitions and (31%), while the (3 hours) category got the third rank

With repetition (18) and at a rate of (9%), also the category (4 hours) came in the fourth place with (10) repetitions and at a rate of (5%), and finally came in the fifth place in the category (5 hours and more) with the number of repetitions (8) and by (4%).

3- Do you discuss with your friends about the topics that you see on YouTube and that are related to e-learning in Iraq?.

It is clear from Table (8) that the (yes) category came in the first place with (156) recurrences and a rate of (78%), and the (no) category came in second place with (44) recurrences and at a rate of (22%).

4- What method do you use to follow educational videos on YouTube?

It appears from Table (9) that the category (Mobile) ranked first with (154) recurrences and at a rate of (77%), then came the category (All of the above), which ranked second with (24) recurrences and at a rate of (12%), while the The (Calculator) category ranked third at a rate of (18) repetitions, at a rate of (9%), and finally came and in the fourth position was the category (Tab) with the number of repetitions of (4) and at a rate of (2%).

5. What are the obstacles that you face while watching educational videos within the e-learning curricula in Iraq?

It was found to the researchers from Table (10) that the category (weak Internet service) came in the first rank with (150) recurrences and at a rate of (75%), then came the category (lack of electric current in some times), which occupied the second rank with (30) recurrences At a rate of (15%),

While the category (unavailability of Internet service) ranked third at a rate of (14) recurrences at a rate of (7%), and the category (others) ranked fourth at (6) recurrence and at a rate of (3%). The categories mentioned by the respondents included two issues: Advertisements on YouTube, being busy with work, and not being able to follow up. Finally, it ranked fifth in the category (not having a device to surf the Internet) without any repetition or a significant percentage.

6- What is the degree of your reliance on YouTube in following up on e-learning materials in Iraq?

The researchers found from Table (11) that the category (secondarily adopted) came in the first

place with (140) recurrences and at a rate of (70%), then came the category (highly adopted), which occupied the second rank with (40) recurrences and at a rate of (20%)), while the category (I do not rely) got the third place with a frequency of (20) and at a rate of (10%).

7- Did the educational videos offer the e-learning curricula information that enhanced your experiences?

It is clear from Table (12) that the (yes) category ranked first with (114) recurrences and at a rate of (57%), then came the category (sometimes), which occupied the second rank with (80) recurrences and at a rate of (40%), while the category (No) on the third rank with a recurrence of (6) and at a rate of (3%).

8- Did the educational videos contribute to simplifying the scientific curricula?

The researchers found from Table (13) that the (yes) category came in the first place with (130) recurrences and a rate of (65%), then came the category (sometimes), which ranked second with (66) recurrences and at a rate of (33%), while the category (No) on the third rank with a frequency of (4) and at a rate of (2%).

9- What are the alternatives to educational videos in simplifying the scientific curricula in e-learning?

The researchers found from Table (14) that the category (the possibility of reviewing it for several times at different times that suits the student) came in the first place with (66) recurrences and at a rate of (33%), then came the category (providing information on e-learning topics), Which ranked second with (42) recurrence and at a rate of (21%), while the category (using illustrations to deliver the material to the student) ranked third with (40) recurrence and (20%) and also came the category (providing educational lectures related to the method of using educational programs) ranked fourth with (32) repetitions and a rate of (16%), and the category (providing experiences for English-speaking teachers to help the student understand the material) came in the fifth place with the number of repetitions (14)

and at a rate of (7%), and finally the category (others) ranked The sixth and last, with (4) repetitions, at a rate of (2%).

10- Do you think that the experience of e-learning in Iraq was positive in the conditions of the Corona pandemic and home quarantine?

Table (15) shows that the (yes) category ranked first with (130) recurrences at a rate of (65%), then came the category (no), which ranked second with (70) recurrences and at a rate of (35%).

11- Do you think that this experiment has achieved adequate success in Iraq?

The researchers found from table (16) that the category (yes) came in the first place with (142) recurrences and a rate of (71%), then came the category (no), which ranked second with (58) recurrences and a rate of (29%).

Conclusions

Through the previous results, the researchers reached a number of conclusions that can be summarized as follows:

1- The number of young students surveyed tends to rely on the videos provided by YouTube more than the elderly students, and the male category is more than the female.

2- Most of the students who were subject to the questionnaire confirmed, through their responses, that the experience of e-learning in Iraq was positive, and that the educational videos had achieved an appropriate success in Iraq, and this is a clear evidence of interaction with this experience and it must be benefited from it in normal circumstances and not only in times of crises.

3- The educational videos have contributed to simplifying the scientific vocabulary, and the students allocate at least an hour of their time daily to follow the videos related to the curriculum vocabulary within the university e-learning.

4- The most prominent advantages of YouTube in e-learning is the possibility of reviewing it

several times at different times that suit the student, but this does not preclude the search for alternatives to get rid of the obstacles that accompany the study, the most important of which is the weakness of the Internet and the electrical network and its continuous interruptions.

Recommendations

1 - The researchers recommend the need not to leave reliance on e-learning in the natural conditions of study and not to be satisfied with using it in times of crisis, especially after the success of the experiment and the acquisition of experience by faculty and students in this field.

2- Work to remove the obstacles facing the students and direct them to the correct search for the videos that are on YouTube, or those that the professor of the subject uploads to the classroom or through his YouTube channel.

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A - Assist. Prof. Dr. Akram Al-Rubaie, Head of the Media Department - Future College of the University.
B - Assist. Prof. Dr. Muhammad Rafi'labed Muhammad Al-Rawi, a teacher at the University of Fallujah / College of Administration and Economics.
C - Assist. Prof. Dr. Suhad Adel Al-Qaisi, a teacher in the Department of Media - Al-Mustansiriya University.Department - College of Arts - Ahl al-Bayt University

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