A Review Article of Covid 19 and the Quality of Higher Education from Turmoil to Recovery

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Abstract – **The purpose of this review article is to analyze the effect of Covid 19 on the quality of higher education from turmoil to recovery, Although the need for distance learning was evident early in the pandemic, it was more complex to effectively reach students. The universities had to do with the means at hand and their answers varied according to their resources and their ingenuity. The priority has sometimes been given to the continuity of teaching for examination classes, especially those in which the students compose the final examinations.**

All of this directly or indirectly affected the quality of higher education, therefore, this review aims to shed light on the most important points in which the Corona pandemic affects the quality of higher education.

Keywords: Covid 19, Quality of Higher Education, E-learning, Online Teaching Methodology.

I. Introduction

In the last 15 years, the university educational systems have fostered a series of alternatives and proposals for education using the Internet as a means of communication and trying to displace a high percentage of the presence of the teacher in the classroom. Different methodologies mediated by ICT have led to the appearance of a good number of pedagogical and didactic bets around what is now called e-learning. (Bedny et al.,2014).

Towards the year 2000, the rise of the so-called ".com" companies created a bubble that foreshadowed an important change in which universities by the second decade of the 21st century would have implemented their training programs on the Internet and face-to-face education would enter a second flat. An example of this was the "Lisbon Strategy" (Special Session of the Lisbon European Council 23 and 24 March 2000), with which it was planned to make the European economy the most competitive and inclusive in the world (Dondi, 2008), for this reason, education and in particular, e-learning, was part of the priorities of the political agendas of the first three years of this century. These aspects were initially regulated by each institution according to their academic and administrative policies, without an indicator judgment or unified comparison (Bates, 2007), a situation that occurred in the universities that traditionally exercised leadership in a region or country, the others started his processes years later. It can be said that there are two basic tendencies regarding the relationship between the determination of the quality and e-learning (Pons et al, 2015): those who consider it an appendix of the present and those who conceive it as an activity formative. Authors also agree that e-learning should be treated as a totally different education system from other modalities and therefore its quality system should also be seen in the same way (Barberá, 2008).

Faced with these situations, some interest groups began to work in 2003 on standardization and harmonization, first of specifications and then standards in this regard. For example, initiatives such as SCORM (Sharable Content Object Reference Model), AICC (Aviation Industry Computed Based Training Committee), and IMS (IMS Global Learning Consortium) were highlighted. The most popular and widespread was SCORM, which limited itself to only one standard to reuse content, which later consolidated the "learning object banks". (José & Dieg, 2016).

In the middle of the second decade of the 21st century, the reality of e-learning is different from that of 10 years ago, the expectations of growth of 100% became 35% (European Foundation for the Quality of e-learning, Creelman, 2012) and the vision of the use of ICT for training in the different sectors is different, perhaps it could be said that they have learned to integrate both forms and that the directions of developments on the Web have changed in the last five years; but in any case, the problem of quality underlies and is a decisive element when choosing a training path (Gumaet al., 2013).For organizations that are working on quality, the idea has always been to create a single and universal language, the so-called interest groups want to aim for the same objectives in terms of quality of learning, but in the end, each one wants to somehow prevail their own for the part of the market they handle (Cardona & Sánchez).

In the case of Iraq, the situation of the quality of e-learning is not different from many countries. In an investigation on the quality of e-learning carried out by the Ministry of Education (2016), it was possible to conclude for the offer of programs in

e-learning modality, that: i) The emphasis is on technological platforms and the generation of resources only; ii) There is little reflection on pedagogical and communicative aspects; iii) There are limitations in the training of teachers for this modality, and iv) Lack of quality benchmarks (Hussein et al., 2020 ; MOHESR, 2018).

After all these circumstances, the crisis of the Corona pandemic has increased these challenges, and higher education is facing a crisis that it has never known before, and many experts expected that the Corona virus will lead to a qualitative and quantitative shift also in education, which will completely change its future (Othman, 2020).In this regard, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has estimated that more than 1.5 billion students in 165 countries have been forced to drop out of schools and universities due to the novel coronavirus pandemic (UNESCO, 2020).

The future remains unclear to everyone, especially to the millions of students who graduated this year, while a world whose movement has stopped economically due to the pandemic awaits them. These circumstances prompted educational institutions to switch to e-learning, as a suitable alternative, with the need to integrate it into the educational process. Despite the advantages of e-learning, there are many questions and problems that can face educational institutions, and the effectiveness of e-learning to achieve quality in higher education (Shahmoradiet al., 2018).It is necessary to create a model and framework that can be applicable, fit with current and future conditions, and be able to face the challenges that higher education suffers from in light of the Corona pandemic, in terms of pedagogy, communication and administrative in Iraqi higher education institutions, this is what this scientific review of this topic seeks.

II. E-learning

E-learning comes from the English word electronic learning which means electronic learning, it is also known as training, distance education, online training, among others (Chang, 2012).What is relevant about e-learning is training through technologies, where the learner, student, or participant shortens the distances because they have 100% of the content at their disposal (Goyal, 2012).E-learning continues to grow and, with it, more trends and ramifications emerge every day of this discipline-based on distance learning and solidified with the development of communication technologies. Thus, this growing specialization has given rise to two branches that are increasingly differentiated from each other: that of formal learning and that of informal learning.

III. Online Teaching Methodology

It is important to highlight the use of digital platforms such as ZOOM®, Microsoft Teams®, Jitsi®, WebEX®, Google Classroom, etc. since they allow the theoretical sessions, demonstrations, and remote evaluations to be carried out (Azlan et al., 2020).This modality can be synchronous, by which the teacher dictates a class directly to the students, allowing doubts to be resolved in the session, or asynchronous by which the teacher records the class, being available to the students, but indirectly developing the doubts by means of some communication channel. Although the face-to-face session is the ideal situation, the online modality encourages self-learning, on the other hand.(Criado et al. , 2021)

IV. Quality

Quality is a key parameter that determines the social significance of the education sector. The concept of quality includes the economic, social, cognitive, and cultural aspects of education, is perceived as an integral characteristic of the results of educational activities and covers all the main functions and areas of activity: the quality of personnel, educational programs, student training, infrastructure and physical learning environment of higher education institutions (Egorova, 2018).

V. Quality of Higher Education

The quality of higher education is a continuous development management strategy pursued by the educational institution based on a set of principles, in order to graduate its main entrance, which is the student at the highest level of quality in all aspects of mental, psychological, social and moral development, in order for the student to be wanted after graduating in labor market (Bumjaid& Malik, 2019).

The quality system of the project can be observed from three fundamental dimensions:

- Products: understood as academic programs and the services associated with them, in the three substantive functions (teaching, research, and social projection).
- Processes: they comprise all the academic and administrative processes required for the establishment of an academic program or its associated services.
- Potential: they cover possible future lines of development for new academic programs and associated services.

Harvey and Green refer to the quality of higher education as (Egorova, 2018):

1. Special process aimed at a positive.
2. The process of improvement within the educational process.
3. Compliance with goals, which means meeting the requests, requirements, and expectations of consumers.
4. The result of the investment.
5. Transformations, which indicate changes in improvement, providing opportunities for students or developing new knowledge.

V. Senashenko and G. Tkach understand high-quality education as such, which will allow each graduate not only to find the optimal niche of work for themselves, but also to change it painlessly if necessary, independently choosing and implementing the most suitable form of continuous (additional) education.

VI. Material and Method

The design of this study was an exploratory review, based on the extension guide of the preferred reporting items for systematic reviews, For this, a literature search was carried out using the terms ("Impact"), ("e-learning), ("COVID-19") using the Boolean operator. For the analysis of the qualitative synthesis of this study, 5 articles that met the criteria for inclusion were considered. All the articles collected were systematically identified and filtered following the flow chart of the declaration in conjunction with the application of the inclusion and exclusion criteria detailed.

VII. Results

E-learning is one of the best that has been achieved in the era of development, technology, and creativity, thanks to the innovators of advanced educational technology, including educational aids, teaching, and assessment methods, since without these tools the teacher cannot possess the scientific competence or professional experience, and e-learning is a modern revolution in the methods of teaching and learning with its techniques. That use the latest technology, ranging from the use of electronic displays to giving lessons in classes, this type of education has been growing and expanding all over the world, and several factors have prompted educational institutions to adopt it, in order to provide greater opportunities and to reduce the cost of education in line with traditional education.

Information technology resources has a large role in the Covid-19 that many educational institutions invest in building an e-learning system that allows students can learn and access the study materials online (Okaily, 2020).The existence of an e-learning system makes lecturers and students able to communicate more optimally (Juliette &Velandia, 2020). The

process of exchanging ideas, sharing information, and discussing certain materials can also be done through this system. Studies indicate that the impact of COVID-19 on the quality of higher education is as follows in this review:

1. The quality of learning success with the e-learning method has been carried out by several studies, among which success is the communication factor between lecturers and students, as well as feedback from lecturers. In addition, how to motivate students by changing conventional learning methods to e-learning methods (Ervina & Abd, 2015).
2. Student satisfaction with changes in learning methods is also accompanied by student independence in dividing tasks with other friends/group assignments (Hasan&Bao, 2020).Improving student learning achievement on e-learning patterns is there really no difficulty in receiving learning materials and learning materials that require face-to-face, many students complain about, because the conventional process is still important when learning materials are in laboratories such as tax laboratories, customs laboratories, accounting computer laboratories and purchasing needs (Kacetl & Semradova, 2020).
3. The Covid19 pandemic condition forces the creativity of lecturers in teaching such as making videos, creativity in designing assignments for students who need student answers so that they do not just copy-paste / re-copy because of easy access to information via the internet.
4. Creativity and innovation in the pandemic period make lecturers take the path of online learning and familiarize themselves with information technology. However, there are not a few lecturers who do not face this change even though it can be temporary or even at some point in time, online learning methods will be used continuously or as a substitute for conventional methods, because not all materials can be given online (Lilis et al., 2020).
5. The implementation of learning through e-learning has been running quite effectively. Efforts to improve the effectiveness of study e-learning that is planning e-learning by providing supporting facilities such as a network , software and hardware, training modules, the use of e-learning, and more. In the design and manufacture of materials adapted to e-learning, where students can easily gain access to teaching materials so that they can optimally understand the teaching materials provided by the lecturer.
6. Utilization of the internet network to improve learning interactions through two-way communication between lecturers and students and giving assignments or materials to students steps to evaluate the implementation of e-learning are through evaluating the success of e-learning programs with adequate mechanisms and supported by an integrated academic information system.
7. The success of e-learning is related to all related components, namely lecturers, students, and education staff.

8. The importance of the Internet for learning is due to the fact that this virtual Meta world of cyberspace will become the main link of communication, economic transactions, learning, and fun in human societies. If technology poses new challenges, it can also be used to overcome 21st-century barriers. Most of the organizations that have managed to change their position in the industry have done so through technological innovations, and these innovations have a direct impact on the quality of education. (schmukler, 1999).

VIII. Discussion and Conclusion

The main objective of this study is to identify the impact of the COVID-19 pandemic on higher education. Studies report a significant worldwide decrease in teaching and practice, due to the high risk involved in the transmission of the virus to others, in addition to contact by contaminated surfaces, causing the cancellation of face-to-face theoretical classes and activities, making it difficult to deliver the theoretical knowledge that significantly affecting the student's learning curve (Iyer et al., 2020).

As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. It goes without saying that the coronavirus (COVID-19) has turned the world upside down. Without forgetting any country, it has spread rapidly from China to Europe, the US, and the rest of the world. Currently, most of the world is confined. borders are closed, shops are closed and there is less public transport service, people who can are working from home and entertainment is limited, the streets are literally empty and only essential services are working (Favale et al., 2020).With the Covid-19 pandemic, it has become clear that the education system is vulnerable to external dangers (Bozkurt& Sharma, 2020). rightly noted that this digital transformation of education delivery came with many logistical challenges and attitudinal adjustments. Ribeiro (2020):

(1) Pandemic-related anxiety would have negative effects on student's academic performance.

(2) Students' academic performance could be affected by ethnic, economic, and resource differences.

(3) Most teachers were not effectively equipped to deliver high-performance quality instruction at a distance.

Successful e-learning depends on interoperability for quality development through international standards. The lack of interoperability, the lack of development, and the adaptation or adoption of quality standards is recognized as the shortcoming in e-learning; This is why the work suggests that higher education institutions in Iraq should start from three types of standards: technical standards, technology standards for learning and quality standards (Naim&Alahmari, 2020).

Accordingly, the main recommendations and principles of external and internal quality assurance of higher education in the European space are:

1. Responsibility of the organizers of higher education for the quality provided.
2. Consideration and protection of public interests in relation to the quality and standards of higher education.
3. Continuous improvement of the quality of educational programs.
4. The use of transparent external expertise.
5. Encouraging the development of a culture of quality in universities.
6. Demonstration of quality by the university both domestically and internationally.

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