Comparison of Traditional Training on the Open E-Training Platform s and Traditional Training (Case Study: Udemy Platform 2016)

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Abstract
Open e-training Platform s play an important role as one of the tools that help people develop their skills and acquire new knowledge and expertise in various fields, recently the trend has increased towards the virtual training and it became a way to reach more of the trainees who aspire to get better educational quality of the training programs which are held on the Internet without the temporal and spatial limitations and away from the traditional training, as the time and cost stand as a significant obstacle before the ambitions of individuals.

The paper discussed the problems that hinder the trainees of full understanding of the training courses on the open e-training Platform s compared to traditional training, and see how they benefit and their orientation towards it, this study followed the analytical descriptive method through the distribution of a questionnaire to a random sample of the technical community members.

The questionnaire results indicated a preference to use online training instead of traditional training, were the main reasons is the lack of temporal and spatial constraints.

Key Words: Training, Open E-training Educational Platform, Open E-training Training, Traditional Training, Udemy Platform.

I. Introduction

As a result of the evolution of the use of information and communication technology many new forms of training consequently appeared, including training on e-training Platform s, which is one of the open training methods that encroach age obstacles, gender, geography, bringing the training is unlimited to a certain class of trainees, through these e-training Platform s it could be possible to use the time where access at specific hours is not a prerequisite, except in some training courses that require presence at a specific time. In these online courses there are varied sciences and expertise of the various sub-disciplines that are not subject to traditional academic in the selection of majors, any trainees can acquire knowledge in various sciences such as: graphics, investment, university lessons, arts, health, web design, technology, games, programming etc.

II. Training

It is an organized activity aimed to help individuals to perform a specific task, by the intended change in their knowledge, skills and trends. It is those efforts that aim to provide the individual with information, knowledge and expertise that give individual skill in work performance, or enhance and develop individual skills, knowledge and expertise, to increase the efficiency in the performance of the current or preparing the individual to perform works of a higher level in the future.

Continuous training makes the individual in permanent contact knowing what is happening in the world in order to seek keeping pace with scientific developments in various areas affecting him, and help him develop in the same area where the individual works or in other concerning areas.

III. Importance and Objectives Training:

Generally the training based in rehabilitation of the individuals to know how they lead whereby an act, or solve a problem or specific problems, and is therefore meaningful and oriented in its method and programmed in its planning or organizing, because it aims to supply the recipient with certain information to perform a specific job, or supplying guidelines or directives to help the recipient to fulfill its role and improve its performance, in any institution or public utility or private entity the level of training is considered as the true measure of the capabilities and the efficiency of the members in this institution, whereas the business is a real experimenter for
all the theories and methods of optimizing performance and raising the professional level, it is naturally that the first goal training will be: intellectual preparing and individuals sophisticating with a view to raising the efficiency rate and readiness to make the desired change and progress. Generally training aims to promote the individual on all the knowledge and technical, productivity and administrative levels and set the individual appropriately to play its role and perform its functions efficiently, the goals vary as the training program vary. Training is an important source of preparing individuals to develop their skills as it will be reflected positively on their performance and the performance of the institution, the training is the main reason behind the success of every activity.

It is an opportunity for individuals to move from their current level to a better level, the importance of training is due to the many benefits that we get from training; which is became very important in the contemporary administration for current technological advances.

IV. Types of Training:
Types of training vary depending on the classification criterion, it can be illustrated as follows:

i. Training according to the number of trainees, it is divided into:
   - Traditional training (individually or collectively).
   - Distant e-training (self-training).

ii. Training according to the training venue, it is divided into:
   - Training in the workplace.
   - Training outside the workplace.

iii. Training in accordance with the goal, it is divided into:
   - Ordinary goals: help the organization to continue at required rates of efficiency.
   - Goals of solving problems: it reveals specific problems faced by the organization and analyzes and designs training programs in order to solve and deal with it.
   - Innovative goals: aims to achieve unusual innovative results to raise the level of performance in the organization towards areas and horizons have never reached.

iv. Training according to executing time, it is divided into:
   - Training before job: that training comes before joining the job.
   - Training on job (OJT): that training comes during practicing the job.

V. Traditional Training:
The traditional training held in a certain training institutions by trainers in a lecture halls in a specific time and place, using traditional training tools and computer boards etc.

5.1. The traditional training methods:
Teaching methods are way (or manner) by which we display the training material, including:

i. Lectures: it is a training method of verbal symbols used to deliver groups of ideas, scientific information, facts, theories and concepts, by trainer to the trainees.

ii. Discussion-oriented: is a method going through a dialogue on the subject of a specific problem or selected by the trainer, that attendance discusses among them information, views and ideas.

iii. Case Study: A descriptive display of a position or a realistic model for the purpose of educational research or for the benefit of training and learning.

iv. Field visits: This technique gives the trainee the chance to see the attitudes and the facts as they are and it is useful in acquiring the trainees skills in comparing the problems discussed in the training session and beyond.

v. Practical Projects: In this technique asks trainees to do practical project has to do their job, and after its completion the trainee or the leader of the work group should review the contents of the project in front of the trainees and then discuss it.

VI. E-Training:
After the occurrence of the Internet and with the recent advances in computer and communication technology, information and multimedia there were a new patterns of training emerged and became important to be adopted as a means to develop the training process, these developments are crystallized in the overall concept known as e-training, which imposed itself as an innovative global interactive and flexible way.

VII. The electronic training definition:
It is providing training content (an electronic) through the approved multi-media on computers and networks to give the trainees the possibility of active interaction with this content and with the trainer and with his peers, either simultaneously or non-simultaneously, and also the possibility to complete this training in time and same place with a speed appropriate to the circumstances and abilities, as well as the possibility of its administration through the media.
Consideration could be given to e-training as a system, and is defined as an educational training system to provide training or education programs to the trainees or learners at any time and at any place using information and interactive communications technologies like (Internet, local channels, e-mail, CDs, computers, etc.) to provide a interactive training educational learning environment, multiple sources in synchronized method in the classroom or remote non-synchronized, without committing to a specific location, depending on the self-training and interaction between trainer and trainee.

VIII. The Electronic Training Goals:

i. Reconcile the need of incumbents to training and the need of labor to the presence of the labors, and the reduction of dropping out for their period training by deliver training to their places of work.

ii. Fulfill the utmost utilization of the educational and training qualified energies instead of limiting its potential to training of a limited number of trainees, through modern technology for communication and information transfer.

iii. Unifying training on a global scale (globalization of knowledge).

iv. Disseminating training opportunities for all, and developing self-incentives to acquire and improve performance skills.

v. Expand educational and training base and instant escort for the ongoing global developments.

vi. Reliance on interactive technology media to provide immediate and regular feeding to evaluate learning and training programs remotely in order to verify its effectiveness and efficiency through the perspective of the trainer and trainee.

vii. Raising the technical and educational level of the training programs provided to the distant learning beneficiaries, where it is prepared by relevant experts are benefiting from the development of information and communication technologies.

viii. Breaking the geographical, social, physical and other barriers, which barring large numbers of trainees and their chances to receive their education and training opportunities.

ix. Contribute to women's education and training on the skills required by the labor market, while maintaining women’s privacy.

IX. The importance of e-training:

The concept of education is different from the concept of training, but the style and the methods and techniques are the same. And distance training derives its significance from the importance of distance learning, whereas distance learning and distance training is considered the best solution to the challenges of the 21st century, through the use of e-training applications and the Internet, mobile phone, computer and e-mail to deliver the training services to the trainees who need it, wherever they, aiming to change attitudes and develop their skills and improve their performance and improve their ability to solve problems. The importance of distance training emerged as a solution addresses the constraints of traditional training, as direction to meet the accelerating training needs through the utilizing of information and communication systems technologies.

X. Types of online training:

i. Synchronous E-Training: it is e-Training where the trainer will meet with the trainees simultaneously using training tools, for instance the virtual classrooms or (Collaborate system) or instant chat or text chatting.

ii. Asynchronous E-Training: in which there is communication between the trainer and the trainee, and the trainer can put sources with the teaching plan and evaluate the educational network, and then trainee enters the site at any time and follow the instructions to complete the training without there being simultaneously connected with the trainer.

iii. Blended Learning: includes a set of tools that are designed to complement each other, the blended training program could include many training tools, such as the instant virtual collaborative training software, the practiced courses on the Internet, and the of self-training courses, performance support electronic systems, self-training is mixing between synchronous and asynchronous training.

XI. E-training characteristics:

i. Providing digital multimedia content (written or spoken texts, sound effects, graphics written in all patterns, animation, images, video clips).

ii. This content training is to be provided to the trainee through the authenticated media on computer and networks.

iii. This media is tightly integrated with each other to achieve specific educational and training goals.

iv. This training is operated electronically, where available number of services or tasks related to the training process.

v. E-training is less expensive.
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vi. Individuality could be achieved in e-training.

vii. Achieving Interactivity in the training process (trainee interaction with the trainer, with the content, with colleagues, with the educational or training institution, with software and applications).

viii. Easy to access it at any time and anywhere without barriers.

XII. Differences between Traditional Training and Training E-Training:

First perspective: Traditional Training Model
i. Trainer is the primary source for training.
ii. Trainee receives knowledge from the trainer.
iii. The trainee works independently without the group (to some extent).
iv. All trainees are trained and are training the same subject.
v. Trainer obtained initial training and then when necessary.
vi. Outstanding trainee be explored and given the opportunity to complete this training.
vii. Recall information, training and learning without taking into account individual differences.

Distance Training Model(Electronic)
i. The trainer is an advisor and facilitator of the training sources.
ii. Trainee trained through practice and self-searching.
iii. Trainee training in a group and interact with others.
iv. Trainee trained in an independent method, according to the circumstances.
v. Trainer is in ongoing learning or continuous, where restarting the initial training and continue without interruption.
vi. Trainee has the opportunity to receive training and knowledge without spatial or temporal unhindered and for lifetime.

vii. Problem-solving, analyzing, evaluation, creativity, taking into account individual differences.

The second perspective:

Traditional Training Model
i. The information flow is for one-way.
ii. Individual training.
iii. Mandatory attendance for lectures.
iv. Only recipient trainees (Negative training).
v. The place and time already designated in the training room.
vi. Use a few illustration tools and often satisfying only by verbal explanation.

Training model remote (Electronic)
i. Two-way flow of information.
ii. Collaborative training.
iii. Self-training through individual exploration.
iv. Trainees participating in the training process (positive training).
v. Trainee receives the information in the way he/she want and at the right time.
vi. Using all available assistance means and use of different training patterns.

XIII. The difference between e-training and e-learning:

There is no difference between the two types through the e-learning environment, whereas both has the prerequisites that found in any e-learning system as well as the virtual classroom system and the mechanism of registration and admission, while the difference is reflected clearly and obviously in the mechanism of the e-learning application on the students or trainees, whereas e-learning is linked by the name of the educational institution (school and university) there are teachers and students and semester tests and a significant attendance, etc. Teachers asked to follow up their students’ activities during the semester through the learning management system LMS, receiving duties and answering students’ questions and direct interaction between students and teachers through the educational activities such as chat rooms, forums and wiki etc. While e-training is used to train a group of people do not follow educational facility (staff training, rehabilitating human cadres, personnel) the beneficiary of the e-training employees of government agencies and administrative institutions or banks or non-profit organizations and what resulting e-training is the application mechanism of e-training for trainees, here the so-called self-education or self-training and controlling the trainees access to all the contents of the curriculum and training seriously and effectively, whereas there is no teachers or instructors or trainers who follow up the trainees activities or forcing them to solve all the questions and review all activities within the curriculum, in this case comes the role of the allocating a mechanism for study training curriculum to be subject to the administration of sequential educational activities system (Sequence Activities), as well as there must be crossing points (Pass points) between each subject, that trainee can’t move to the topic or the next activity unless ended the previous topic well and setting conditions or options to pass the stage (for instance, passed the 60% or more or less, and so on).
**XIV. How to shift from traditional training to e-training:**

To shift from traditional training to e-training, we should consider the following:

i. **Planning for the training system:**
   The planning process for the training system is the responsibility of many of the beneficiaries of it in the first place, that process and facilitate the presence of specialists in training, and professors of universities and colleges and technical experts. Whereas training planning is no longer to be made in isolation from many parts. Neither in isolation from the orientations of the State and its various development plans, especially that future training systems an open systems which contribute to the local community. And falls within the planning training system assess the need for e-training also, and to identify its public and private goals.

ii. **Implementation of training:**
   It means how to apply policies, strategies and procedures that have been described in the planning stage to achieve the goals set for the training. Forming e-training team is linked to the implementation of the training; this e-training team consists of:
   - some of training departments' managers.
   - trainingsoftware designers.
   - a group of technicians in the areas of information technology, programming, networking, and information security, who integrate the efforts with professionals, academics and educators.

   E-training had been carried out in a virtual environment, allowing some flexibility and freedom to choose the place and time of training. This implementation requires preparing training sites by processing requirements of the training system and its Medias that include: Internet, multimedia, smart classrooms, suitable e-training programs. Also, within the implementation of e-training choosing the head of the training team who should have the ability and competence to manage this system, and has the ability to draw up the public view for the training in the light shed of training message according to its objectives.

   Implementation includes choosing associated e-training programs or preparing it, and the application of learning and training techniques, and use of devices and software related thereto, as well as benefit from the experiences of others in e-training, and the exercise of all enrichment training activities such as attending conferences that are related to e-training. Implementation also includes determine trainees’ needs and assessing it, moreover the technical support such as telecommunications, design and preparation of training programs to meet the desired particular needs of the training.

iii. **E-training Evaluation:**
   Training evaluation process is depend on a number of principles, criteria and indicators by which we make adjustments to the training system development, and draw its future strategies, these principles and standards include:
   - Identifying proximal and distal training objectives and its clarity.
   - Inclusion of assessment process and its continuity.
   - Elements of the training system should be cohesive and consistent.
   - Integration of pre- and post-training efforts and its quality.

**XV. E-training Platforms:**

It is an interactive environment that utilizes Web technology and the Internet to combine the advantages of e-learning, content management systems and the social-media networks, helping the exchange of views and ideas between trainers and trainees, which help to achieve the training output of high quality.

**XVI. Open self-training online (MOOC Massive Open Online Courses):**

Takes place entirely Online on the Internet, it is designed to accommodate an unlimited number of registered and trainees. The most famous Platforms of the MOOCs: Udemy, Udacity, EDX and Coursera.

Different Types of MOOCs

i. MOOC: it is the most popular types of training courses, built around unified training content and one trainer.

ii. cMOOC: communication through training courses, and this type provides training content in the form of research panels of alumni, considered a launching point for several student discussions, so that the content from the students and them.

iii. DOOC: training content of these joint sessions is shared between several training and educational institutions, students of these institutions can communicate with each other via the Internet, often the management of these courses is affiliated to several different institutions.

iv. BOOK. It is the closest to MOOCs training courses but with a limited number of trainees, about 50 trainees per training course.

v. SMOC. It is courses given directly, which means that students come at specific times to attend lessons, which broadcasts are live and direct from the trainer and not recording it.
vi. SPOC: short training courses in terms of trainees’ numbers, but the communication between the trainer and the trainees will be as close as possible to communicate in real traditional training. It could be argued that these courses are the twin side of a form of communication in the traditional training courses.

vii. Corporate MOOCs: courses designed specifically for staff expertise development or complete their education, which is supported and relied exclusively by staff. Udemy Educational Platform fall under the x MOOC.

XVII. Statistical study to determine the trend towards self-e-training- or traditional training on a sample of technical community:

17.1. Case studied
Udemy educational electronic platform is an abbreviation of the two words Academy of You offers a wide experience in the field of online learning with wealthy content of more than fourteen field including development of games, applications, Web sites, and there are other areas such as information technology, network maintenance, information security, supporting a lot of administrative and commercial fields such as business management, human resources, economy, finance and marketing, in addition to many public areas of linguistics, photography, design and academic skills.

In each area come lessons with two categorization (paid and free), depending on the degree of specialization, location supervised and attended by a group of academics, most of lessons come in English but the site supports many languages reach more than 80 languages such as Turkish language, Portuguese language and Spanish language, and others, the best which trainee could finds is free of charge for most of the courses and the low price paid for paid courses compared to traditional courses.

The advantage of Udemy Platform they offerthousands of coursesand educational programsreach more than 35,000, training coursecancombine videos clips, presentations, PDF files, documents, essays, links, photos, and direct sessions. Formulatedin a seriesof chapters and lectures, sessionscan be saved for offline viewing without Internet access, also it can be followed up by Udemy Platform special application for mobile phones, as the number of trainers in which up to more than 19,000, while the number of trainees Faisaltomore than 9,000,000.

17.2. The studymethodology
The study followed the descriptive analytical approach, so as to analyze a sample of group of specialists individuals in various areas of the computer, where it was a random individuals sample of 222 persons including males and females. The electronic questionnaire contained variables of the studied case, namely: basic variables, and variables for comparison between traditional training and e-training, Udemy Platform variables. The sample was analyzed and the results reached by using Google electronic model (Google Template).

XVIII. Analysis of the results

18.1. Key Variables
18.1.1. Gender
Figure (1) shows male participant rate accounted for 58%, while the female rate was 42%, due to the random sample which was chosen for the study.
18.1.2. Age
Figure (2) shows that participant individuals in this study whom their ages are less than 20 years of up percent a get of: 33%, while individuals between the ages of (20-30) of up percentage to: 55.8%, which the largest percentage, and individual aged between (30-40) in the proportion of up to 10.3%, while individuals aged more than (40) in the proportion of up to 0.9%
Comparing the results, we find a discrepancy between the ratios and the biggest category are those at the university level.

18.1.3. Country
Figure (3) shows that the largest number of participants in this study were from Sudan increased by 88.8% and Iraq 3.1%, while the Palestine 2.2%, and the percentage of participants from the States of Jordan and Saudi Arabia are equal 1.3%, and Syria 0.9%, and Lebanon, Algeria, Somalia, Kenya, and Ethiopia rate was 0.4%, while the rest of the Arab countries did not participate. This is because of the random sample that participated in this study.

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Sudan</td>
<td>199</td>
<td>88.8%</td>
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<tr>
<td>Iraq</td>
<td>0</td>
<td>3.1%</td>
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<tr>
<td>Jordan</td>
<td>3</td>
<td>1.3%</td>
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<tr>
<td>Saudi Arabia</td>
<td>3</td>
<td>1.3%</td>
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<tr>
<td>Algeria</td>
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<td>1%</td>
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<tr>
<td>Morocco</td>
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<tr>
<td>Tunisia</td>
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<tr>
<td>Palestine</td>
<td>5</td>
<td>2.2%</td>
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<tr>
<td>Syria</td>
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Shape (3)

Shape (2)
18.1.4. Educational Level
It is evident from Figure (4) that the participants rate in this study of high school students was only 0.4%, while those in the diploma stage students accounted for 10.7%, and Bachelor Students: 71.9% (the highest), while the ratio among post-graduate students was 16.5%.

18.1.5. Specialization
Figure (5) shows the students' rate of participants in this study of specialized in information systems 32.7%, and IT 23.7%, while participants from specialized in computer science accounted for 21%, and software engineering 11.2%, while participants from other disciplines 6.7%, and Networking 4% and who are without university specialization accounted for 0.9%.

18.1.6. Employment Status
Data of Figure (6) describes that the largest category of participation are students as accounted for 60.3%, while the Government employees ratio was 14.3%, and employees of the private sector 10.7%, and others reached 8.5%, while the entrepreneurship category accounted for 5.8%.
18.2. Variables for comparison between the Traditional Training and E-Training

18.2.1. If there is a training course available electronically and traditionally and with the same content, whichever you prefer?

From Figure (7), we find that individuals who prefer electronic training session 71.9%, while the rate of who prefer traditional training session was 28.1%. Therefore we conclude that the trend towards e-courses is increasing.

18.2.2. What is the Reason making you preferring an E-Course on Traditional Training Course?

Figure (10) show that the biggest reason for preferring electronic training course on traditional is the lack of temporal and spatial limitations by rate 56.3%, followed by the second reason, rate 35.3%, which is the apprehension and understanding is larger due to the individuality in training, while the third reason is that the cost is less and the rate stood at 30.4%, and there are other reasons of 12.1%.

Their intention of dependence on e-training as an alternative of traditional training, while 36.6% are finding that the biggest reason for non apprehension is that they do not see the trainer and communicate with him what causing them a kind of inertia, and 13.4% feel that there are psychological barriers hinder them from apprehension, and 8% believe that there are other reasons.
18.2.3. Do you find that the content of the educational courses offered electronically on an E-Education Platform has a high quality and meets your aspirations, desires, and goals?

(Figure 13) shows that 49.1% of students of electronic courses find that content meets their aspirations and desires and goals, and 42% of them meet their desires a certain percentage, while 8.9% do not meet any goals or desires for them.

18.2.4. Have you found that your presence on an E-training course in E-learning Platform participated in acquiring new skills and knowledge for you?

(Figure 14) shows that 59.8% of students find courses have participated in the acquisition of new skills and knowledge, and 30.8% have contributed to a specific rate, while 9.4% of them these courses did not contribute to the acquisition of knowledge and skills.

18.3. Udemy E-training Educational Platform variables

18.3.1. Have you heard about Udemy E-training Educational Platform?

From Figure 15, we find that the rate of the answer (yes) 30.8%, and the proportion of the answer (not) stood at 69.2%, and which conclude that Udemy E-training Educational Platform is little known in Arab society.
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18.3.2. Did you attend any Training Course on Udemy E-training Educational Platform?

From Figure(16), we find that the rate of the answer to (yes) is 18.8%, and the rate of the answer to (not) is a large percentage of 81.3%, therefore we conclude that those who heard of Udemy E-training Educational Platform, more than half of them did not receive any training course on it.

18.3.3. Did you complete the online training courses to an end?

From Figure(18), we find that the rate of the answer to (yes) is 15.2%, and the rate of the answer to (not) stood at 13.8%, and the rate of the answer to (other) amounted to 3.6%.

XIX. Results

Through the results of this study, we can conclude the following:

i. As the rate (55.8%) of the individuals involved are aged between (20-30) years, it shows that young people in the undergraduate and graduate always informed by new variables and the content of the Internet more than other age groups.
ii. They Undergraduate Students category more informed than others on the e-content, because the participants of them was (71.9%), followed by graduate students a class by (16.5%), and can be due to their availability to receive science and develop themselves more than others.

iii. The reasons why the majority of the members of the technical community to move toward e-training is the lack of temporal and spatial limitations by (56.3%). The reason is in order to concern the academic study, work and lack of time for them, as well as the percentage of apprehension and understanding is larger so as to achieve the individuality in training and education by (35.6%), and also the cost of electronic courses less than traditional courses and accessible to all, where the figure was (30.4%).

iv. The majority of technical community members can not find any obstacle between their understanding and apprehend the e-course, rating (48.7%), while some of them find that the lack of communication and seeing trainer is causing them some kind of inertia and reduces apprehension, their accountant was (36.6%), and some of them rating (13.4%) feel there is psychological barrier hindering to complete online trainings success fully and useful and it has not negatively affects the level of their apprehension.

v. E-courses meet the aspirations and desires and goals. Soften online courses accounted for (49%), while that meets certain percentage of some accounted for (42%), and did not meet any goal (8.9%) of them.

vi. E-courses contribute (59.8%) in the acquisition of new skills and knowledge, while contributing by specific for (30.8%) of the individuals, while (9.4%) of the trainees these courses did not contribute to the acquisition of new skills.

vii. Udemy educational Platform unknown to a large group of members of the Arab community who specialize in various computer areas as a rate (69.2%), while the one who heard accounted for (81.3%) of them did not receive training courses through them, and (18.8%) only received training courses through this Platform.

viii. Not all trainees complete selecting an electronic course as an end because several reasons, including that the method did not like them and there is negligence from them accounted for 7.9%, while 3.6% said they felt that the presentation content during the session did not obtain their admiration did not appreciate it, and (2.9%) did not understand the course.

ix. Trainees who attend training courses and electronic to its understanding the content through a rate of more than (70%) it is an indication that the content of the course is good and at a high level.

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