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**The Mechanisms of Practicum in the Faculty of Education -
Majmaah University during the Coronavirus (COVID-19)
pandemic:(Descriptive and analytical study)**

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Abstract

The current study aimed at recognizing the mechanisms and procedures, which Majmaah University is following to continue the practicum. It also analyzed the University' staff members and students' satisfaction towards these procedures to know the effectiveness of using the distance learning in following the practicum during the Corona pandemic. The study used the quantitative method employed with pre-post-test to one group to identify the effect of the independent variable - using distance learning to the students. Pre- Post-application of online questionnaire was sent to the university' staff members and students to identify their satisfaction of the procedures in the faculty of Education – Whether Majmaah University is following the practicum during the Corona pandemic. The participants of the study were 30 staff members and (50) students. Staff members and students' responses was an online questionnaire revealing their feelings towards the mechanisms and procedures of the Majmaah university towards the practicum. Results affirmed the questions of the study and there was a higher improvement in students' scores in post-evaluation. Students also favoured mixing the real training in schools and using distance learning and had positive feelings towards it.

Keywords: The Practicum, Corona pandemic, Faculty of Education.

التربية الميدانية بكلية التربية- جامعة المجمعة خلال جائحة فيروس كورونا:

(دراسة وصفية تحليلية)

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المستخلص :

تهدف الدراسة الحالية الي التعرف على الإجراءات التي اتبعتها جامعة المجمعة لمواصلة التربية الميدانية (التربية العملية) خلال جائحة فيروس كورونا المستجد. وهدفت أيضا الي تحليل وجهة نظر أعضاء هيئة التدريس والطالبات وقياس مدي رضاهم عن الإجراءات المتبعة بجامعة المجمعة خلال أزمة فيروس كورونا. وللتعرف على مدي فاعلية استخدام التعلم عن بعد كطريقة بديلة للتربية الميدانية بالمدارس تم اتباعها خلال الجائحة. استخدمت الدراسة المنهج الكمي القائم على اتباع الاختبار القبلي البعدي لمجموعة واحدة للتعرف على تأثير المتغير المستقل - باستخدام التعلم عن بعد. تم تطبيق الاستبيان الكترونياً على أعضاء هيئة التدريس والطالبات بالجامعة للتعرف على مستوي رضاهم عن الإجراءات المتبعة في كلية التربية - جامعة المجمعة لاستكمال التربية الميدانية أثناء جائحة كورونا. تضمنت عينة البحث (٣٠) من أعضاء هيئة التدريس و (٥٠) طالبة بقسم اللغة الإنجليزية بكلية التربية. أكدت نتائج الدراسة عن ارتفاع مستوي رضا أعضاء هيئة التدريس والطالبات عن الإجراءات التي اتبعتها جامعة المجمعة لاستكمال مقرر التربية الميدانية خلال الفصل الدراسي الثاني ابان جائحة كورونا. كما أكدت الدراسة عن المستوي المرتفع في درجات الطالبات في التربية الميدانية مما أكد على أهمية استخدام التعلم عن بعد وتطبيقه في الأزمات وأكدت نتائج الطالبات في الاستبانة على ضرورة مزج التدريب الواقعي في المدارس واستخدام التعلم عن بعد وكان لاستكمال التربية الميدانية خاصه عند مرور البلاد بأزمة.

الكلمات المفتاحية: التربية الميدانية - كلية التربية - فيروس كورونا

1.Introduction and theoretical background: -

1.1 **COVID-19** is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Coronaviruses (COV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS-COV) and Severe Acute Respiratory Syndrome (SARS-COV). It is the new coronavirus and most cases appeared in China, Wuhan at the end of December 2019 in the form of acute pneumonia. The first case may be traced back to 17 November 2019.[1] "*Oxford English Dictionary*. Retrieved 15 April 2020. As of 1 June 2020, more than 6.2 million cases have been reported across 188 countries and territories, resulting in more than 372,000 deaths. More than 2.66 million people have recovered. [2] *Murthy S, Gomersall CD, Fowler RA (March 2020)* .The common symptoms of COVID-19 include fever, cough, shortness of breath and sometimes developing into pneumonia. It may cause severe complications in persons with immunodeficiency, the elderly and persons with chronic diseases such as cancer, diabetes and lung diseases. Key Actions for COVID-19 Prevention: Personal hygiene, Practicing safe, sneezing and coughing etiquette, avoiding close contact with anyone who has common cold or flu symptoms, and avoid handling animals precariously, whether they are wild or on the farm .[3] *Cascella M, Rajnik M, Cuomo A, Dulebohn SC, Di Napoli R (2020)*.

The core point one can gain from COVID-19 is the strong impact it has on education. The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and faculties. Most governments around the world have temporarily closed educational institutions to contain the spread of COVID-19. As of 24 May 2020, approximately 1.725 billion students have been currently affected due to school closures in response to the pandemic. According to UNICEF monitoring, 153 countries are currently implementing nationwide closures and 24 are implementing local closures, affecting about 98.6 percent of the world's student population. 10 countries' schools are currently open.[4] *Velavan TP, Meyer CG (March 2020)* . In addition, many countries depending on online learning at all stages. School closures has affected not only students but also teachers and families who have faced economic and societal consequences. School closures in response to the pandemic have shed

light on various social and economic issues, including student debt, digital learning, food insecurity and homelessness. To add on to that, it's also affected access to childcare, health care, housing, internet, and disability services.

([https://en.wikipedia.org/wiki/Impact_of_the_COVID-](https://en.wikipedia.org/wiki/Impact_of_the_COVID-19_pandemic_on_education)

19_pandemic_on_education - cite_note-8.) The impact was more severe for underprivileged children and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work. In response to school closures, UNESCO recommended the use of distance learning programs and open educational applications as well as platforms that schools and teachers can use to reach learners remotely and limit the disruption of education. Efforts to stem the spread of COVID-19 through non-pharmaceutical interventions and preventive measures such as social-distancing and self-isolation have prompted the widespread closure of primary, secondary, and tertiary schooling in over 100 countries. [6] *Bourouiba L (March 2020).*

Though the world has dealt with other pandemics in the past, COVID-19 has been spreading fast. Additionally, the virus is quite contagious before any symptoms appear. It is about the spread of the virus stems from a lack of previous experience with it. Since the virus is previously unknown, highly contagious, and passes easily from one person to the next, public health and government officials around the world are working hard to control the spread of the virus while a vaccine is still unavailable. As part of the effort to contain the spread of the coronavirus, public spaces such as schools, universities, and offices are closing down so that people can stay home and prevent further spread. In countries, such as China, where testing and quarantine measures were taken, the spread was able to level out. Measures that are taken to slow the rate of infection include social distancing, limits on event sizes, and home quarantine when necessary [7]. "Q & A on COVID-19". *European Centre for Disease Prevention and Control*". Closing schools and offices ensures that people can limit their interactions with others and slow the spread of the virus while the healthcare system copes with the pandemic. Some countries depend on delays to solve educational problems during this pandemic. Standardized testing and school admissions are being delayed across the country. Some countries have opted to cancel or delay standardized testing, while others are thinking of extending the school

year due to delays and many missed days of school. Classes and semesters are being delayed as staff and teachers acclimate to the new online platforms and try to switch their material to a new teaching style. This includes learning how to use online tools, figuring out how to convert hands-on learning materials or discussion-based classes to the new platforms, and possibly changing the whole learning plan based on the inability to switch it over to an online platform [8] Salehi S, *etl* (March 2020).

Online learning, or distance learning, has become a critical lifeline for education, as institutions seek to minimize the potential for community transmission. Technology can enable teachers and students to access specialized materials well beyond textbooks, in multiple formats and in ways that can bridge time and space.[9] Feng *etl* (May 2020). Due to the COVID-19 pandemic, many schools began conducting classes via a video telephony software such as Zoom. The Organization for Economic Co-operation and Development has created framework to guide an education response to the COVID-19 Pandemic for learning. UNESCO made ten recommendations for engaging in online learning.

1. Examine the readiness and choose the most relevant tools: Decide on using high-technology and low-technology solutions that are based on the reliability of local power supplies, internet connectivity, and digital skills of teachers and students. This could be applied through integrated digital learning platforms, video lessons, MOOCs to broadcasting through radios and TVs.
2. Ensure inclusion of the distance learning programs: Implement measures to ensure that students including those with disabilities or from low-income backgrounds have access to distance learning programs if only a limited number of them have access to digital devices. Consider temporarily decentralizing such devices from computer labs to families and supporting them with internet connectivity.
3. Plan the study schedule of the distance learning programs: Organize discussions with stakeholders to examine the possible duration of school closures and decide whether the distance learning program should focus on teaching new knowledge or enhance students' knowledge of prior lessons. Plan the schedule depending on the affected zones, level of studies, needs of student's needs, and availability of parents. Choose the

appropriate learning methodologies based on the status of school closures and home-based quarantines. Avoid learning methodologies that require face-to-face communication.

4. Provide support to teachers and parents on the use of digital tools: Organize brief training or orientation sessions for teachers and parents as well, if monitoring and facilitation are needed. Help teachers to prepare the basic settings such as solutions to the use of internet data if they are required to provide live streaming of lessons.
5. Blend appropriate approaches and limit the number of applications and platforms: Blend tools or media that are available for most students, both for synchronous communication and lessons, and for asynchronous learning. Avoid overloading students and parents by asking them to download and test too many applications or platforms.
6. Develop distance learning rules and monitor students' learning process: Define the rules with parents and students on distance learning. Design formative questions, tests, or exercises to monitor closely students' learning process. Try to use tools to support submission of students' feedback and avoid overloading parents by requesting them to scan and send students' feedback.
7. Create communities and enhance connection: Create communities of teachers, parents, and school managers to address sense of loneliness or helplessness, facilitate sharing of experience and discussion on coping strategies when facing learning difficulties. [12] *Education in Times of Crisis and Beyond: Maximizing Copyright Flexibilities"*

1.2. The Alternatives that Saudi Arabia conducted to deal with educational field through Corona Virus Pandemic?

The Kingdom of Saudi Arabia, under the leadership of the Custodian of the Two Holy Mosques and His Highness the Crown Prince, may God protect them, has made great efforts in the face of the emerging Novel Coronavirus (COVID-19), starting with proactive decisions and imposing strict precautionary measures since the announcement of the emergency of the Virus in the Chinese province of Wuhan. Sensing the risks and the challenges posed by the virus at a very early stage, the Kingdom's wise leadership issued a Royal decree stipulating the creation of a

specialized committee to follow up on the developments pertaining to the new Coronavirus, consisting of 24 government agencies and headed by His Excellency the Minister of Health. The committee was commissioned by the leadership to take all the required steps and precautions necessary to confront the epidemic and reduce its Outbreak. The leadership provided high level support to the efforts of the government agencies that worked with team spirit, in a framework of cooperation and coordination, resulting in integrated performance and professional work.

The cornerstone of achieving success was the level of harmony and coordination among all the parts of the system and its components in crisis management, which was praised by the World Health Organization and many international specialists and experts. This report serves as a record documenting the most important and prominent decisions and actions taken by government agencies in their battle against the emerging Coronavirus. Universities and faculty campuses are places where students live and study near each other. They are also buzzing cultural hubs where students are brought together from nations around the world. Recently, the foundations of this unique ecosystem have been impacted significantly by the rapid spread of the coronavirus (Covid-19) outbreak, creating uncertainty regarding the implications for higher education. Over the past weeks, education officials have been forced to cancel classes and close the doors to campuses across the world in response to the growing coronavirus outbreak. [16]. The education system in universities in Saudi Arabia organized to consisted of: -

1. Online learning: - Many universities are opting to continue their normal classes on online platforms. This includes the use of online tools, such as group video programs, that allow teachers and students to meet and conduct classes over the internet. Another way that students are continuing their studies is through distance education, which uses online programs that replace instructors with educational materials that students' study on their own. An example of distance learning would be online classes or videos which students use on their own time, as opposed to meeting live with teachers and other students.
2. Free online programs: -Considering the pandemic, and the interruption of normal education, many online educational platforms have been advertising free educational tools for students around the world who

are stuck at home. Companies such as Scholastic and Course are advertising free online courses to encourage students to continue learning at home, and websites such as Unesco and Open culture are creating lists of free online courses and resources for anyone who wishes to learn at home. [17] <https://www.moh.gov.sa/>

3. Home care: - With students being at home from school and their normal schedules disrupted, parents are forced to create a schedule to accommodate their children who would normally be at school. Even with online classes, parents need to help younger children navigate school on the computer, and parents with kindergarten children are unable to work unless other arrangements can be made. There are many Challenges for staff and students during this pandemic. As school and university staff learn how to convert their lessons to online platforms, both students and staff are learning how to deal with remote learning and communication. Though technology has already had a big hand in most school affairs, the new dependence on technology for every aspect of education is forced to occur overnight — leaving many people struggling with technological difficulties, as well as coping with the challenges of studying at home and learning how to construct a productive schedule outside of the school environment. Also, Concentration difficulties, Younger children, as well as students in universities or other special needs, find it difficult to concentrate to full capacity with online educational tools. Young children need the assistance of in-person instruction and may find it difficult to concentrate in a typical frontal class conducted on a computer. Students with special needs, who also rely on in-person instruction, may find it especially difficult to switch to online platforms. These difficulties may require a more unique approach to online learning or may demand the extra assistance of parents as these students navigate a new educational paradigm. New Opportunities in Saudi Arabia are conducted for education in universities like, more online resources.[18] <https://economictimes.indiatimes.com/definition/>
4. Educate students on best practices: - With online learning the way to go, universities should also ensure students and staff are protected while on campus. While Covid-19 is a high risk for those over 60, traditional-aged university students face relatively low risks from the disease. However, in recent weeks, we have seen just how quickly the

novel coronavirus can spread in areas with a high concentration of people – and university campuses are no exception. Administrators should undertake simple measures to prevent the spread of the disease on their campuses. This should include instructing students on the appropriate protocols for hand washing, covering sneezes and coughs with their elbows, and self-isolating if they are experiencing flu or cold-like symptoms. Educators should also be aware of students who have travelled extensively during spring break and remind those who have been abroad in heavily affected places to be mindful when returning to campus.

5. Gather information and apply learning: - Universities and faculties who have yet to implement changes to campuses in response to the novel coronavirus should take cues from others who have already acted. They should analyze the steps already taken by other educators to understand what has worked, what hasn't worked and how to tackle the challenges they may face. With the spread of the disease expected to worsen before it gets better, administrators should take quick action to safeguard their campuses and students in preparation for potential closures.

But it's not all doom and gloom. The higher education sector has withstood turbulent economic times in the past, and it will withstand them again. In a digital age, universities and faculties are better placed today more than ever to provide students with easy access to continue their studies online.

1.3. **Distance learning**, also called **distance education**, **e-learning**, and **online learning**, is a form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Distance learning traditionally has focused on nontraditional students, such as full-time workers, military personnel, and nonresidents or individuals in remote regions who are unable to attend classroom lectures. However, distance learning has become an established part of the educational world, with trends pointing to ongoing growth.

Distance learning – any form of remote education where the student is not physically present for the lesson – is booming thanks to the power of the Internet. With a variety of course types to choose from, there is a rise in flexible and affordable education options. In fact, there are several advantages to learning remotely over even traditional teaching models. Distance learning describes any learning that happens without the students being physically present in the lesson. (However, this could also apply to the teacher in certain situations.) Historically, this described correspondence courses in which students would communicate with their schools or teachers by mail. More recently, distance education has moved online to include a huge range of systems and methods on practically any connected device.

Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (*Bartley & Golek, 2004; Evans & Haase, 2001*). For this literature review, both hybrid or blended learning and purely online learning is considered online learning as much of the literature compares these two formats against the traditional face-to-face. Purely online courses are courses delivered entirely over the Internet, and hybrid or blended learning combines traditional face-to-face classes, learning over the Internet, and learning supported by other technologies (*Bliuc, Goodyear, & Ellis, 2007; Hoic-Bozic, Mornar, & Boticki, 2009; Osguthorpe & Graham, 2003*).

One reason why there is so much discussion around online learning is that there are many purported benefits and uses of online learning. Some of the most important ones are: its effectiveness in ducting students, its use as professional development, its cost-effectiveness to combat the rising cost of postsecondary education, credit equivalency at the postsecondary level, and the possibility of providing a world class education to anyone with a broadband connection (*Bartley & Golek, 2004; De la Varre, Keane, & Irvin, 2011; Gratton-Lavoie & Stanley, 2009; Koller & Ng, 2014; Lorenzetti, 2013*). What has received most of the attention for online learning is the postsecondary education arena. The rising cost of postsecondary education and the importance of a postsecondary degree are well documented in the literature. The lifetime earning gap between high school graduates and faculty graduates is continuing to be widened (*Dynarski & Scott-Clayton, 2013*). At the

same time, the cost of faculty tuition is rising faster than inflation and the student loan debt is rapidly increasing. As of 2014, the total national student loan debt is over one trillion dollars (*Finaid.org, 2014*). Many scholars and educators believe that online learning can be an effective tool in combating the rising cost of postsecondary education by spreading the cost of a class over a much larger number of students compared to the traditional setting, dividing the cost by tens or hundreds of thousands of students as opposed to dozens (*Bowen, 2013; Bartley & Golek, 2004; Jung & Rha, 2000; Koller & Ng, 2014; Tucker, 2007*). Moreover, the marginal cost of a student in an online setting is negligible relative to the traditional setting, necessarily constrained by a few factors such as the size and availability of the physical classroom.

1.4. The Practicum is described as a series of different activities, through the teacher, he introduces the student to all aspects of the educational process in sequence, starting with watching and then moving on to duties, and eventually reaching the student's ability to fully engage in the teacher's work. Practicum is the signature pedagogy for the educational work profession, and as such, is a major and crucial component of the program. Practicum is equal to the academic learning experience students have in the classroom. It defines as the various training opportunities that allow the student and teacher to watch and practice training in realistic and natural situations within the classroom and considering the theoretical knowledge related to teaching is translated into teaching behavior and concrete performance, which will be addressed in the stages of practical education, under the supervision and follow-up of the university professors on practical education. (Brawn. 2005)

Practicum is one of the important educational activities in the faculty of education to prepare and train teachers, as it helps the student teacher to possess the educational skills required by the nature of their professional role in education. They practice training in normal field situations, in which the student translates their theoretical knowledge into concrete practical facts. It is a guided training period for the student teacher in a specific school during which they train to teach their specialty to a student class and under the supervision of a specialized supervisor, where he / she practices teaching skills, and is crowned with mastery skills to master skills that enable them to perform their work effectively .The philosophy of practicum in the faculty of education is

based on introducing the student to the reality of teaching in all its aspects: the organized presentation of the lesson, the method that focuses on understanding and assimilation, the adoption of techniques that facilitate the learning process. There are objectives of the practicum like:

- Prepare the student to engage in school environment in which he/she will join and practice his/her teaching profession in all its dimensions, and his /her interactions with the local environment, as well as to be informed of the variables that govern the course of the educational process.

- Develop positive attitudes among students towards the teaching profession and work to modify any negative trends

- Developing students' professional and personal competencies to enable them to become competent teachers in the future.

- Create a professional sense for the student to become an integrated teacher with the ability to get rid of problems..

- Work on translating the theoretical foundations of the student and applying them to educational positions that will enable them to develop their competencies.

- Providing the student with a variety of evaluation skills, ranging from criticism to self-assessment under normal conditions.

The stages of practicum are divided into four stages, each of these stages is clarified:

*Micro teaching stage: - this stage is conducted in the faculty of education and takes two weeks. The supervisors give students some information about practicum and make microteaching sessions with the students.

* Observation stage: The observation stage, in which the student has the opportunity to see the activities from the main teachers within the boundaries of the school and the classroom, and can identify all the activities and procedures that are done such as: maintaining order, organizing students during their entry and exit, educational activities and training practices to raise teachers' qualifications for lessons and demonstrations, study meetings, educational meetings and so on. This stage is allocated for at least one week since the beginning of the school year.

* The stage of application in the school: - It is intended to give the student teacher tasks for teaching, leading the educational process themselves and in front of their colleagues and supervisor. Here the

student teacher teaches a full class in front of their colleagues and supervisor and in the presence of the class teacher and the principal, and immediately followed by the evaluation of the lesson by the student teacher themselves, their colleagues and supervisor and attendees of teachers for the classes and management. In addition to the student evaluation, which is a very important stage for the teacher who practices a lot of experience, gaining self-confidence, promoting positives and getting rid of some negative attitudes such as hesitation and fears of taking responsibility for class management.

* Evaluation: - The evaluation used in practicum is to judge the ability of the trainee to apply the skills that are acquired during theoretical preparations in the faculty of education by continuously following the development of those skills and increasing the level of his teaching performance. This evaluation through the supervisor from the faculty of education, the class teacher and the manager of the school. Its marks are divided into three parts (60,30,10)

2. Method of the study

2.1 Aims of the Study

The current study aimed at: -

- analyzing University' staff members and students' satisfaction towards mechanisms and procedures of Faculty of Education - Majmaah University toward the practicum during Coronavirus Pandemic.

-Identifying the effect of using distance learning and procedures that following in the practicum on the level of students' achievement during during Coronavirus pandemic in Majmaah university.

2.2 Questions of the study

The current study tries to answer two questions: -

- 1- What are the viewpoints of University' staff members and students' satisfaction towards the mechanisms and procedures of the faculty of Education - Majmaah University which were followed to complete the practicum during Coronavirus pandemic?
- 2- What is the effect of using distance learning and procedures which were followed to complete the practicum on the level of students' achievement during Corona virus pandemic?

2.3 Study Design

The study included the quantitative method employed with post application to one group to identify the effect of the independent variable. Post-application of online questionnaire was used to identify the

satisfaction of the procedures of the faculty of Education - Majmaah University which followed in the practicum during Coronavirus pandemic.

2.4 Participants

This study was carried out in 1440/1441 academic year in the English language Department, female section, in the faculty of Education, Majmaah University. The study was conducted in practicum course; (n= 50 students in Female section, Level 8. Also, the study depends on staff members in the English department and Educational sciences department in the faculty of education, Majmaah university. (n=30 members) to answer the questionnaire.

2.5 Tools and materials of the Study

2.5.1 an online Questionnaire

As an online Questionnaire was applied to identify the viewpoint of the university' staff members and their level of satisfaction with how the faculty of Education - Majmaah University dealt with practicum as an applied course in the second semester of the academic year 1441/1440 during the Corona pandemic. The questionnaire consists of (26) statements requiring staff members to choose from a 5-point Likert scale statement. A panel of TEFL experts was relied on for their opinions on the appropriateness and validity of the questionnaire. The questionnaire is presented in Appendix 1.

Also, the researcher has designed another questionnaire to students and it consists of (20) statements and used a Five-Likert scale to estimate the responses in order to identify the viewpoint of the university' students and their level of satisfaction with how the faculty of Education - Majmaah University deals with practicum as an applied course in the second semester of the academic year 1441/1440 the Corona pandemic. The questionnaire was refereed by a panel of TEFL experts on the appropriateness and validity of the questionnaire, the questionnaire is presented in Appendix 2.

2.5.2. The Experiment: -

After the emergency of the Corona virus in the Kingdom of Saudi Arabia, Majmaah University has taken many procedures in its various facilities to follow-up the educational process. Among these procedures is the activation of using the blackboard platform on the university's website for all faculty staff members and students. It has also provided a

lot of distance training courses continuously on how to teach courses, evaluation systems and preparing tests.

Since practicum course at the faculty of Education is a course that has a special nature and is based on actual practical training in schools and the students have been implicated in schools for a period of 3 weeks before the virus appeared and spread, because it was difficult to complete this course after closing schools and also it is difficult to follow it like other theory courses at the university. So, the university put a set of procedures that must be followed with practical courses at the university, such as practicum course, which will be continued by distance learning with various mechanisms to complete it. Staff members in the faculty of education (supervisor for a practicum) chooses from these alternatives to follow the course. These mechanisms are represented in the virtual classes on the Blackboard platform, discussion sessions with students through the blackboard platform and preparing electronic portfolios. These alternatives and other activities that students must complete were presented because practicum course is a course that governs student performance as a teacher through a practical application of what has been theoretically studied in the faculty of Education.

The researcher divided the female students in the English Language department into groups on the Blackboard platform, and activated the procedures and activities that were mentioned previously so that the course can be completed and students can continue teaching.

First: - They Provided the Blackboard platform with a set of files related to the objectives of teaching the English language and its method of formulating educational goals, as well as samples of preparing lessons and some videos of model teaching, to be an example for students to follow it.

Second: - Virtual Classes: - Where a schedule was set for female students to present the various explanations and each virtual class takes 15 minutes and the student who will be evaluated provides an explanation of her lesson by presenting Power Point presentations and the rest of her classmates will participate with her as pupils in the class, that is, micro-teaching experience .The virtual classes continued for 6 weeks by three sessions per week until the students are evaluated more than once. In addition to the actual evaluation that was done in schools before the schools closed because of Corona virus pandemic.

Third: - Electronic portfolio: - the researcher assigned students to make electronic portfolios and submit it before the end of the semester. This portfolio included the goals of teaching English language,

distributing of the curriculum at the middle and secondary levels, lesson plans that have been explained, the learning aids used in each lesson, the educational methods used in the lessons in addition to filling Self-evaluation questionnaire, and the file concludes with a final report about practicum experience.

Fourth: Discussion sessions: these sessions were held through the Blackboard platform, in which female students were discussed in the pros and cons in explaining each female group and trying to provide constructive criticism to improve the performance in teaching. Also, asking students some questions, these oral questions about some situations that meet the teacher in the classroom, how to confront it and solve it in a proper educational way, an example of these questions are (How do you correctly formulate some procedural objectives when your lesson is about activating listening, speaking, writing or reading skills correctly? How can a question be posed to your classroom students correctly? In the classroom, what will your behavior be with bad student and what are the procedures followed by the teacher towards this student? How to deal with slow-achievement students? How are talented students treated? And other different questions that measure the extent of the student's awareness of the situations within the classroom and how to deal with them. After finishing all these procedures, the researcher sent a report to the Head of educational sciences department. At the end of the experiment, the students were evaluated and graded based on all the procedures followed.

3. Findings and Discussion

Finding of the study were explained in light of the two questions of the study as follows:

- 1- What are the viewpoints of University' staff members and students' satisfaction towards the mechanisms and procedures of the faculty of Education - Majmaah University which were followed to complete the practicum during Coronavirus pandemic?The answer to this question illustrated through the responses of the questionnaires which indicated that there would be a positive satisfaction towards the procedures of faculty of Education - Majmaah University to follow practicum during the Corona pandemic of the two samples (staff members and students). Table (1) illustrates the results of the staff members ' responses about the questionnaire.

Table (1)
the marks and percentages of responses of the staff members to the questionnaire

N	Statements	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
1-	The university administration has developed appropriate plans for practicum as an applied course during the Corona virus pandemic	13 %43.3	9 %27	0 %0	3 %9	0
2-	The university has drawn up regulations for the system of distance and e-learning teaching courses during such crises	14 %42.9	10 %30.3	4 %11.9	2 %5.9	0
3-	3.The university administration supports continuous distance and e-learning in teaching courses in general and practicum in particular	18 %54.3	11 %32.9	1 %2.9	0	0
4	The university has modern technology applications and programs that allow the successful completion of the educational process during Corona pandemic	18 %54.3	9 %27	1 %2.9	2 %5.9	0
5	Specialized council meetings were held at the university, faculty, and department through e-learning to define the mechanisms for managing practicum course during the Corona	17 %51.4	9 %27	1 %2.9	3 %9	0

	<p>panic</p>					
6	<p>The university provides the academic tools and facilities to manage practicum during the Corona pandemic.</p>	<p>10 %33.3</p>	<p>9 %30</p>	<p>11 %36.7</p>	.	.
7	<p>There is a correlation inside the department of Educational Sciences at the Faculty of Education in order to achieve the objectives of developments to follow-up practicum system efficiently during Corona pandemic</p>	<p>11 %36.7</p>	<p>14 %46.7</p>	<p>0 %16.7</p>	.	.
8	<p>the faculty members of the faculty keep up the developments and changes that have occurred in the work system in practicum during Corona pandemic</p>	<p>10 %30</p>	<p>7 %23.3</p>	<p>8 %26.7</p>	.	.
9	<p>Electronic guides have been provided for faculty members and students to use modern programs and applications during the Corona pandemic</p>	<p>14 %46.7</p>	<p>3 %10</p>	<p>6 %20</p>	<p>7 %23.3</p>	.
10	<p>The supervisors of practicum at the Faculty of Education had opportunity to participate in taking the assessment decision of students among the various evaluation alternatives.</p>	<p>14 %46.7</p>	<p>11 %36.7</p>	<p>4 %13.3</p>	<p>1 %3.3</p>	.
11	<p>The faculty members began their supervisory work on</p>	<p>10 %30</p>	<p>6 %20</p>	<p>9 %30</p>	.	.

	practicum in accordance with specific procedures during the pandemic period					
12	Practicum supervisors in the faculty have the authority to manage practicum with e learning during this pandemic	11 %36.7	7 %23.3	11 %36.7	0	.
13	The faculty and students of the university possess the necessary skills to deal with modern technologies organized by the university to follow up on practicum during this period	16 %53.3	8 %26.7	6 %20	.	.
14	The staff members of the Faculty of Education have been trained to use the Blackboard system, virtual classes and electronic achievement files to follow up university courses, including practicum.	10 %33.3	9 %29	5 %16.7	.	.
15	Students were trained to use the Blackboard system, virtual classes and electronic achievement files to follow university courses, including practicum	13 %43.3	10 %33.3	7 %23.3	.	.
16	Virtual classes were held to follow up the practicum according to specific schedules during this pandemic	19 %60	3 %10	8 %26.7	.	.
17	Students were assigned to make	11 36.7%	11 %36.7	8 %26.7	.	.

	electronic completion files as a key factor in assessing students during this period					
18	The methods of evaluation for practicum varied through the online monitoring of students during this period	۱۳ %۴۳.۳	۲ %۶.۷	۶ %۲۰	.	۲ %۶.۷
19	Periodic reports were prepared by practicum supervisors on the implementation of the plan for monitoring and evaluating practicum students	۱۰ %۳۳.۳	۱۲ %۴۰	۷ %۲۳.۳	.	۱ %۳.۳
20	The explanation of students through virtual classes achieved the continuous communication.	۱۱ %۳۶.۷	۱۳ %۴۳.۳	۵ %۱۶.۷	.	۱ %۳.۳
21	Achieving continuous communication with students enrolled in practicum and following up their fairness of the evaluation	۱۳ %۴۳.۳	۱۲ %۴۰	۵ %۱۶.۷	.	.
22	Students explaining the lessons through presentations and videos through the sessions in virtual classes in the Blackboard system.	۱۳ %۴۳.۳	۱۰ %۳۳.۳	۷ %۲۳.۳	.	.
23	Students providing the electronic completion files that accurate all practicum activities (lesson plans - lesson explanation procedures - educational methods used to explain lessons - worksheet papers to	۱۶ %۵۳.۳	۷ %۲۳.۳	۵ %۱۶.۷	۲ %۶.۷	.

	evaluate students)					
24	The virtual classes in the Blackboard system provided by the university to follow up the progress of the educational process, have efficiently followed-up students in practicum accurately.	١٣ %٤٣.٣	٨ %٢٦.٧	٤ %١٣.٣	٤ %١٣.٣	١ %٣.٣
25	Students are satisfied with the level of performance and procedures followed in practicum course	١١ %٣٦.٧	١١ %٣٦.٧	٥ %١٦.٧	٣ %١٠.	.
26	The extent of benefit is better when applying practicum in schools than in e- learning that was followed during the Corona pandemic	٢٠ %٦٦.٧	٥ %١٦.٧	٥ %١٦.٧	.	.

The questionnaire was applied on 30 of staff members in different departments in the faculty of education (English dept., educational sciences dept.) figure (1) illustrated the participants from each department. The results of the previous questionnaire illustrated the viewpoints of the staff members about Majmaah university' procedures to follow practicum course during Corona virus pandemic. It demonstrates the high-level satisfaction to these procedures. The most responses of the staff members about the questionnaire have strongly agree and agree, like they accept all the plans of the university for practicum as an applied course during the Corona virus pandemic. Also, they assured that the university administration supported a continuous distance or e-learning in teaching courses in general and practicum. The staff members supported this and specialized council meetings were held at the university, faculty, and department through distance and e-learning to define the mechanisms for managing practicum course during the Corona pandemic which is found in the questionnaire in statement number 5. One important procedure the university did during the pandemic was providing the academic tools and facilities to manage

practicum. Staff members also strongly agreed that the university has modern technology applications and programs that allows the successful completion of the educational process during Corona pandemic and it gives a chance for students and the supervisors of practicum to have many training courses during this period which is found in statements 14 and 15. Most of the sample shows those who agree with statement number (8) which is that the staff members of the faculty keep up the developments and changes that have occurred in the work system in practicum during Corona pandemic and this means that some staff members have the ability to do what it takes to complete the teaching process. The evaluation techniques to asses students in this course are varied through online monitoring of students during this period and the staff members agreement with it, this is illustrated in the statement number (18) .The educational sciences department in the faculty of education was interested in the system of practicum and there is a correlation inside it to organize the practicum and this showed in statement number (7) the results of the questionnaire assured that staff members and students possess skills to use technology and e-learning. Some statements have not highly standard deviation like number 9 where some of the staff members did not know about the Electronic guides for faculty members and students to use modern programs and applications during the Corona pandemic .The questionnaire assured that some of staff members used many ways to evaluate students' performance in teaching, some of them used virtual classes and some asked students to make electronic portfolios and some of them depended on the discussions with the students on the blackboard system. High percentages of the staff members make daily reports to follow the practicum. Some staff members assured that the procedures that depends on e-learning achieving continuous communication with students through explanation. At the end of the questionnaire, the staff members' opinions were investigated on the extent to which students benefited and were satisfied with the procedures followed in teaching practicum during the pandemic, and the level of satisfaction was 60%. Staff members were asked about the comparison between the traditional system in management the practicum and the system of distance learning and the procedures that were taken by the university during this pandemic and the staff member satisfaction rate was about 30% because it is assumed that it is not possible to dispense with the actual teaching in schools to

ensure the level of students' performance as a perfect teachers .Some of the sample did not agree with procedures of the university like in statement number 18 , we noticed that two members in the faculty strongly disagree with the method of evaluation for the practicum which used during the pandemic .Also, statement number 24 , there are 4 of the staff members who strongly disagree about the importance of using the virtual classes .Only 3 staff members disagree with the statement number (25) about the extent of benefit and that it's better when applying practicum in schools than in e- learning that was followed during the Corona pandemic , hence they assured that their students refused the distance learning .The questionnaire results, the mean and the standard deviation of staff member' responses in table (2) were calculated, The staff members were highly satisfied with the procedures and regulations approved by Majmaah university and followed in teaching during the pandemic.

Table (2)
the mean, standard deviation, and T value of staff members' responses to the questionnaire

The effect size	T value	SD	mean	Sample' number	Group
1.504 Highly effect [indicative level 0.01	11.031	3.27	40.14	30	Staff members

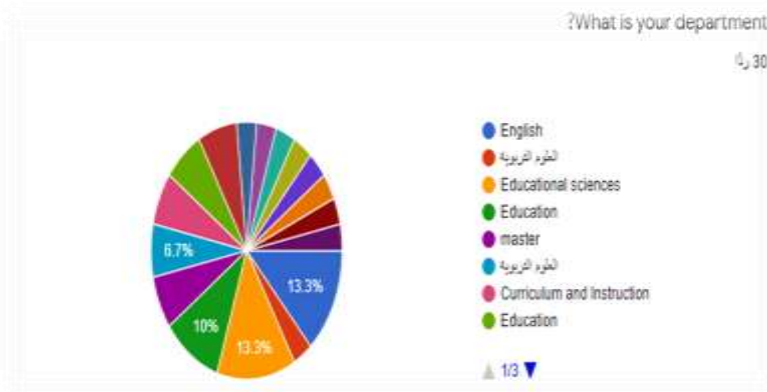


Figure (1) A chart showing participants from different departments in answering the questionnaire

Figure (2)

A illustrated the results of the staff members' questionnaire

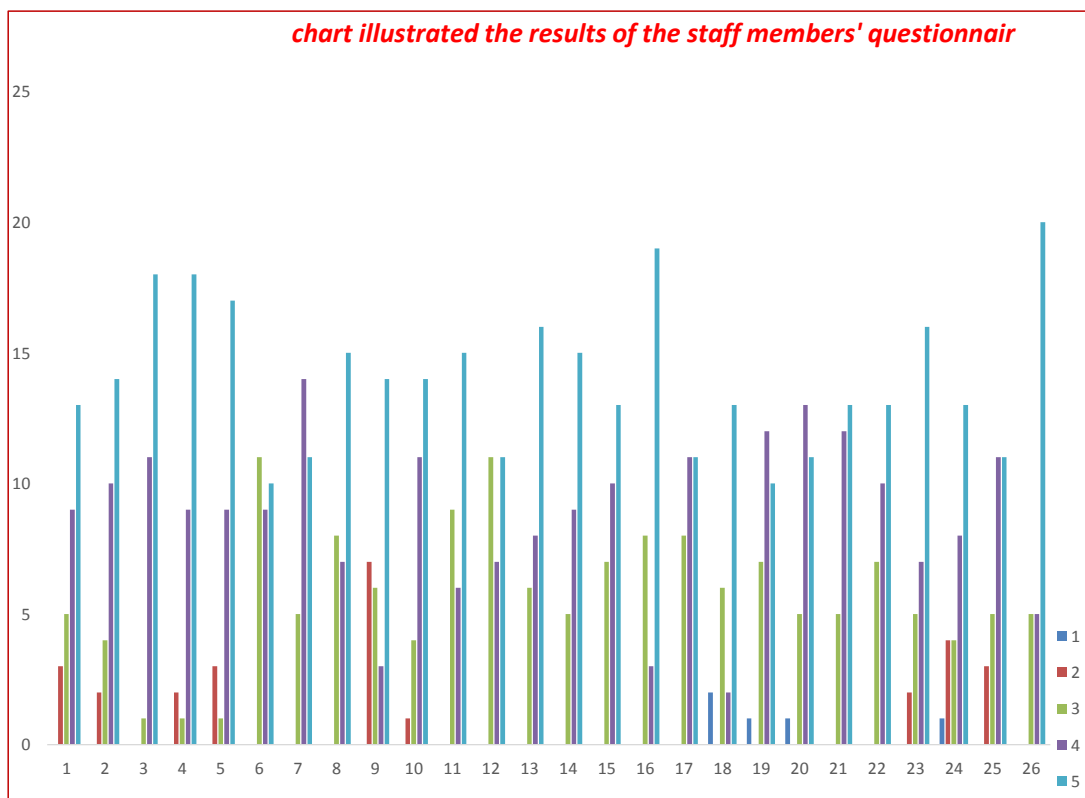


Table (3)
the marks and percentages of responses of the Students to the questionnaire

N	Statements	Strongly agree	Some what agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
1-	The university administration has developed appropriate plans for practicum as an applied course during the Corona virus pandemic	٤٣ %٨٦	٠	٢ %٤	١ %٢	٤ %٨
2-	The university administration actively provides support to ensure continuous e-learning in teaching courses in general and practicum in particular	٣٩ %٧٨	٥ %١٠	٣ %٦	٢ %٤	١ %٢
3-	The university has drawn up a system and regulations for the system of online teaching courses during such crises	٤٠ %٨٠	٣ %٦	٤ %٨	١ %٢	٢ %٤
4-	The university has modern technology applications and programs that allow the successful completion of the educational process during Corona pandemic	٤٥ %٩٠	٣ %٦	٢ %٤	٠	٠
5-	The university provided the academic tools and facilities to manage practicum during the Corona pandemic .	٤٤ %٨٨	٥ %١٠	١ %٢	٠	٠
6-	Electronic guides have been provided for faculty members and students to use modern programs and applications during the Corona pandemic	٣٤ %٦٨	٦ %١٢	٤ %٨	٣ %٦	٣ %٦
7-	The supervisors of	٤٧	٢	١	٠	٠

	practicum at the Faculty of Education had opportunity to explain all new rules of practicum to their students during the Corona Pandemic .	%٩٤	%٤	%٤		
8-	The faculty members began their supervisory work on practicum in accordance with specific procedures during the pandemic period	٤٠ 80%	٥ %١٠	٣ %٦	١ %٢	١ %٢
9-	The students possess the necessary skills to deal with modern technologies organized by the university to follow up on practicum during this period	٤٠ %٨٠	٣ %٦	٤ %٨	٢ %٤	١ %٢
10-	Students were trained to use the Blackboard system, virtual classes and electronic achievement files to follow university courses, including practicum	٤٨ %٩٦	٢ %٤	.	.	.
11-	Virtual classes were held to follow up practicum according to specific schedules during this pandemic	٣٨ %٧٦	١٠ %٢٠	١ %٢	.	١ ٢٥
12-	Students were assigned to make electronic completion files as a key factor in assessing students during this period	35 70%	٧ %١٤	٥ %١٠	١ %٢	٢ %٤
13-	The methods of evaluation for practicum varied through the online monitoring of students during this period	٣٩ %٧٨	٥ %١٠	١ %٢	٣ %٦	٢ %٤
14-	Achieving continuous communication with students explain in practicum and following up their levels of	٤٤ %٨٨	٢ %٤	٢ %٤	١ %٢	١ %٢

	satisfaction with the virtual classes.					
15-	Achieving continuous communication with students enrolled in practicum and following up their fairness of the evaluation	40 %90	1 %2	3 %6	.	1 %2
16-	Students explaining the lessons through presentations and videos through the sessions in virtual classes in the Blackboard system.	48 %96	2 %2	.	.	.
17-	Students providing the electronic completion files that accurate all practicum activities (lesson plans - lesson explanation procedures - educational methods used to explain lessons - worksheet papers to evaluate students)	47 %94	1 %2	2 %4	.	.
18-	The virtual classes in the Blackboard system provided by the university to follow up the progress of the educational process, have efficiently followed-up students in practicum accurately.	40 %90	4 %8	1 %2	.	.
19-	Students are satisfied with the level of performance and procedures followed in practicum course	44 %88	3 %6	3 %6	.	.
20-	The extent of benefit is better when applying practicum in schools than in e- learning that was followed during the Corona pandemic	36 %72	8 %16	5 %10	1 %2	.

Above table (3) illustrates the responses of the students to the questionnaire, it contains 50 students from different departments in the faculty of education but most of them are from English dept. (figure 2). The high percentage in this table are statements number 1,4,5, which assured that students chose strongly agree with the university administration 'plans for

practicum as an applied course during the Corona virus pandemic. In addition, 88 % of students agree that the university has modern technology applications and programs that allow the successful completion of the educational process during Corona pandemic. 44 students from the sample assured that the university provided the academic tools and facilities to manage practicum during the Corona pandemic. The students stated that the faculty members began their supervisory work on practicum in accordance with specific procedures during the pandemic period with 80%. From the questionnaire, the researcher noticed that all students assured that they had training using the blackboard system and this is in statement number (10). Most of the samples strongly agree that they were assigned to make electronic completion of files as a key factor in assessing students during this period. 92% of them agree that they have achieved continuous communication with students explaining the practicum and following up to their levels of satisfaction with the virtual classes. Students interested in using distance learning to explain the lessons are illustrated in statement number 16. 94% of the students agree that they accurately provide the electronic completion files in all practicum activities (lesson plans - lesson explanation procedures - educational methods used to explain lessons - worksheet papers to evaluate students). 88% of the students are satisfied with the level of performance and procedures followed in practicum course. 72% from the students assured that the extent of benefit is better when applying practicum in schools than in e- learning that was followed during the Corona pandemic.

Table (4)
the mean, standard deviation, and T value of Students' responses to the questionnaire

The effect size	T value	SD	mean	Sample' number	Group
1.504 Highly effect [indicative level 0.01	11.031	3.25	35.25	50	Students



Figure (3) A chart showing participants from different departments in answering the questionnaire

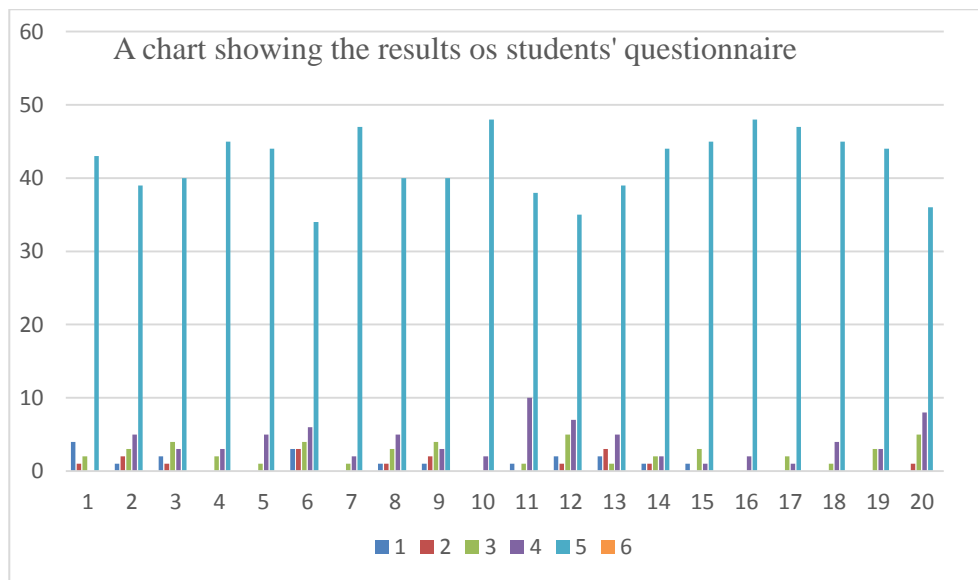
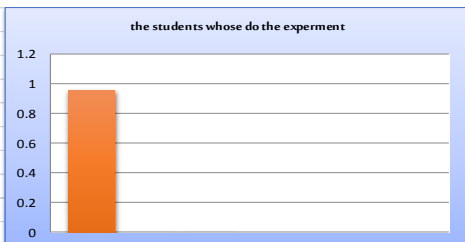


Figure (4) A illustrated the results of the students' questionnaire

The second question in the study was What is the effect of using distance learning and procedures which were followed to complete the practicum on the level of students' achievement during Corona virus pandemic? The finding of this question is illustrated in the results of the students in practicum in the end of the semester. Practicum course at the Faculty of Education - Majmaah University - estimated at a total of 100 marks. The students' grades were high in this semester 1440/1441, where the students' grades in practicum course ranged between 100 to 80 marks, the grades are between excellent and very good. Table (5) demonstrates the results of the students in practicum course. Students' evaluation was based on Teaching Practice Evaluation Sheet that is presented in an appendix (1) and this form was completed from the supervisor based on the explanation of the student in the school before Corona pandemic and relied on the explanation of the student in the virtual classroom sessions on Blackboard. This evaluation sheet contained of six evaluation categories (Lesson Planning, Presentation and Practice of New Material, Evaluation, Classroom Management, Teacher Personality, and Teachers language proficiency). Also, the evaluation relied on electronic achievement portfolios, as the students presented distinct files that contained all the activities and assignments required from them during practicum period.

Table (5)
The results of the students in English department in the practicum in the second semester 1440/1441

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4. Conclusion and Interpretations

The results of the students in practicum course indicated that the main scores of the group of students in the achievement of post-assessment are remarkably high as indicated in Table 3 and this is due to the effectiveness of the procedures used in Majmaah University to follow up practicum course and mixing between two methods consisted of the actual practice in the schools and distance learning or e- learning which is used after the Corona pandemic.

The combination of the two methods increased the continual and positive interaction among the teachers and students, that enabled

students to become competent teachers with sufficient training experience, developed the ability of students on how to formulate the objectives of each lesson and the appropriate teaching methods to achieve each objective , also develop evaluation activities and using learning aids in a correct way , provide students with more access to learning materials and consequently increase their academic achievement.

In the current study, one important benefit of using teaching practicum course via distance learning is “the greater gains in conceptual understanding”. The nature of this course requires much time from the students to do many practices, read and understand many theoretical principle concepts like Objectives, curricula, learning aids, classroom management, methods and techniques of teaching English as a foreign language. At the same time, students need more time to apply these concepts, design lesson plans, hold micro teaching sessions, and complete many different tasks. However, in the current study, e-learning or distance learning used during Corona pandemic was effective in many ways; first it provided the students with the time they need to understand from the lectures that the researcher attached in the Blackboard platform and the space they need to practice. Second it resulted in exponential increase in students’ involvement and activeness in learning as they have complete ownership and responsibility towards their learning. Third it offered a potential benefit of providing students with immediate feedback and discussion about their teaching and assignments which enabled to enhance their performance.

The results of the students' questionnaire reveal that students have a high satisfaction and positive attitude towards the procedures by which the teaching and evaluation of practicum course at Majmaa University were completed during Corona pandemic. The data in Table 4 clarifies that the students favored the mixture of using actual practice in schools and then completed with e- learning and their total attitude was positive towards that. All these results are consistent with studies that have confirmed the possibility of integrating distance learning with realistic training .From a more systematic analysis, Navarro and Shoemaker (2000) found that student learning outcomes for online learners were as good as or better than traditional learners regardless of background characteristics and that the students were greatly satisfied with online learning. Rovai and Jordan (2004) examined the relationship and sense

of community between traditional classroom and the blended format, and they found that students in the blended format had a stronger sense of community than students in the traditional format. The researchers found that after correcting for sample selection bias, test scores for the online format students were four points higher than for the traditional format (Harmon & Lambrinos, 2006).

5. Research Recommendations: -

- The need to pay attention to use technology and pre-service training to enhance practicum training.
- Providing a special electronic guide for practicum training that explains its objectives, the tasks of the student and the supervisor, procedures to be enrolled in the course and the methods of evaluating and presents the guide at the beginning of the school year.
- The necessity of holding various training courses for practicum training supervisors to inform them of the latest programs and developments in the field of education.
- The necessity of making use of educational innovations in practicum training to develop its programs and components.
- The time for practicum training should be extended for a full academic year after the completion of the academic and pedagogical study in the faculty until the trainee student is able to work in the field.
- The evaluation methods used to evaluate the performance of practicum students should be standardized among all field training supervisors in order to raise the degree of objectivity and distance from subjectivity.

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