



## Uses of smartphones communication applications in teaching media courses in light of the Corona pandemic ' A Field study on media professors at Arab universities

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**Abstract-** The study aims at identifying the uses of the media professors of the smartphones communication applications in teaching media courses in Arab universities in light of the Corona pandemic. It uses the descriptive method through the sample survey method as a tool to collect data. The sample includes 240 individuals of media professors from the Faculties of Media and Communication in Algeria, the Faculty of Journalism and Mass Communication at Zarqa University of Jordan, and the Faculty of Arts, Department of Media at Minya University. The study has found that: there are statistically significant differences in the forms of respondents' interaction with media courses provided through smart phone communication applications in the favor of professor of the Faculty of Journalism and Mass Communication at Zarqa University of Jordan, the T value = (4.92 \*\*), significant at the level of (0.01), and there is as well a statistically significant correlation between media professors' use of smartphones communication applications and the extent of their contribution in publishing media courses, the value of the correlation coefficient reached (0.319 \*\*), significant at the level of (0.01).

**Keywords:** Communication applications, smart phones, media courses, the Corona pandemic.

### I. INTRODUCTION

The spread of smartphones communication applications has created new opportunities to influence and interact with individuals and institutions in various spheres of life, especially in educational fields (Mahmut Sinecen, 2018, 2-6. ). They have had a great role and a clear impact on the university educational environment, as it has enabled faculty members of different colleges and specializations to provide information(Christopher Black, Mark Anestis,2020,24) pictures and videos related to academic courses on various platforms, communicate and interact with students, give lectures distantly, in addition to other matters that these applications provide (Jack L. Nelson, Stuart B. Palonsky, Mary Rose McCarthy, 2020, 247-249).

With the spread of the Corona virus, higher education institutions have tended to move from traditional methods of teaching towards digital ones (Dinesh Kant Kumar, Peterjohn Radcliffe,2019,2-5 ) . These institutions started to employ smart phones communication applications in producing and publishing media courses on their educational platforms like the Faculty of Journalism and Mass Communication at Zarqa University of Jordan and the Faculty of Arts - Media Department at Minia University, in order to meet the needs of students, achieve the goals of the educational process and ensure its continuity in the fullest way, especially with the widespread use of these applications among the professor and students, and thus the educational environment has become based on online interaction, dialogue and participation between faculty members and students the fact that has helped to limit the spread of the Corona virus. The study will look from a recent perspective on: The uses of communication applications of smartphones in teaching media courses in light of the Corona pandemic.

### The Study Problem

Smartphones have become currently one of the most important technical means through which education is provided (Carsten Busc, Tilo Wendler, Martin Steinicke, 2020, 144), as their use is no longer limited today to communication, but rather it includes many applications that help facilitate the learning process and interaction between teachers and learners (Ligia Deca, Adrian Curaj, Remus Pricopie, 2020, 578-588). The significant widespread of Smartphones and their reasonable prices compared to computers (Linda Daniela,2018, 3-5), have enabled large number of people to own them, in addition to the ease of downloading educational materials on them, and the possibility to complete educational duties with

greater speed and flexibility, not to mention also the ability to follow up the audiovisual material and interact with it and taking pictures and forwarding them to the teacher in a matter of seconds (Michael E. Auer, Thrasyvoulos Tsiatsos, 2020, 1039-1041).

All these features have made smartphones not only a useful means for the learning process, but also it has contributed to its development and to overcome the space and time obstacles associated with traditional education (Management Association, Information Resources, 2020,1017-1019), the fact that has created quick and useful links between students and teachers that have made the learning process runs smoothly and effectively (Ali, Mohammed Banu, Wood-Harper, Trevor, 2020, 21-23).

The importance of using smartphones in the learning process has become more apparent in light of the Corona pandemic, where it became difficult and even impossible in the first days of the pandemic for students and their teachers to attend together classrooms for fear of being infected in gathering places (Virginia K. Saba, Kathleen A. McCormick, 2021, 595-599). The real and effective alternative has been online learning and the use of communication technology, mainly smartphones, as an effective means to ensure the continuity of the learning process (Nicola Walshe, Grace Healy, 2021, 35-40).

In view of the accelerating developments in information and communication technology and with regard to the review provided by the study on the smartphones communication applications (Khalid Raza, 2020, 88), in addition to the role they play in the university educational process, and the effects of their use on the professional performance of faculty members in Arab universities, the problem of the study focuses on the reality of using these by the university teachers in the light of Corona pandemic to teach media courses and to convey their messages and to develop distance learning skills in a manner that meets the needs of students and serves the goals of the educational process which was mainly dependent on the traditional method before the outbreak of the Corona phenomenon and thus the need to use these applications in teaching media courses to students has increased remarkably (Manish Kumar Goyal, Anil Kumar Gupta, 2020, 354). Consequently, the problem of study revolves around a main question: **What are the uses of communication applications of smartphones in teaching media courses in light of the covid-19 pandemic?**

#### **The following sub-questions arise from the main question**

1. Are there differences in the media professors' uses of the smartphones communication applications in teaching media courses in terms of gender?
2. What are the differences in the forms of respondents' interaction with media courses through smartphones communication applications?
3. What is the relationship between the media professors' use of communication applications of smartphones and the extent of their contribution to publishing media courses?

#### **Study Hypotheses**

1. There are statistically significant differences in the media professors' uses of communication applications for smartphones in teaching media courses in terms of gender.
2. There are statistical significant differences in the forms of respondents' interaction with media courses provided through smartphones communication applications.
3. There is a statistically significant correlation between the media professors' use of communication applications for smartphones, and the extent of their contribution to the publication of media courses.

#### **Importance of the study**

- The scientific importance of research can be attributed to the need to highlight the important role of smartphones communication applications in teaching educational courses and providing distance learning service for students of media colleges in Arab universities. It is as an important educational method that has contributed to publishing different media courses to students and to developing communication skills and distance learning so as to enable students to keep pace with the latest developments in the university educational environment.
- The study also derives its importance from the fact that media colleges teachers employ today smartphones communication applications in teaching various media courses by producing and publishing these courses to students across educational platforms in an attempt to limit the spread of the Corona virus, to develop communication and distance learning skills, to ensure the continuity of the educational process and to achieve its goals and meet Student needs. These applications constitute an important source of information for the students in terms of the courses they study, and thus they contribute to

creating an educational environment based on online interaction, dialogue and participation between the colleges teachers and their students, and consequently, we reach important results related to the subject of study.

### **Objectives of the study**

The current study seeks to identify the following goal: The uses of smartphones communication applications in teaching media courses in light of the Corona pandemic.

The following sub-objectives arise from the main objective:

1. Identifying the differences in the media professors' uses of the smartphones communication applications in teaching media courses in terms of gender.
2. Stating the relationship between the media professors' uses of the smartphones communication applications, and the extent of their contribution to the publication of media courses.
3. Determine the differences in the forms of respondents' interaction with media courses through communication applications of smartphones.

## II. KNOWLEDGE FRAMEWORK

### **Corona Virus**

It is a large family of viruses that cause disease to animals and humans, known as respiratory infections that range from common colds to more severe diseases such as Middle East Respiratory Syndrome and Severe Acute Respiratory Syndrome "SARS" (World Health Organization, 2020).

Coronavirus is the newly discovered Covid-19 disease in the Chinese city of Wuhan in December 2019. (World Health Organization, 2020).

### **Faculty members and media courses publishing through smartphones communication applications:**

It is a group of people who are specialized and educationally qualified in the fields of education that carry out tasks and duties in favor of the students with the aim of achieving the educational process goals (Mr. Mahmoud, 2017, 83). It is also considered as the most important human resources working on producing media material (Mahmoud Hassan, 2017, 97).

It can be said that these applications have made the communicator more responsible and serious in searching for news and updating them to meet the needs of the audience rather than directing them to another media organization (Anga verena Böttcher, 2014,2-35).

Due to the outbreak and spread of the Coronavirus, educational institutions have tended to use smartphones communication applications to teach educational courses in order to ensure the continuity of educational process, develop distance learning skills, and limit the spread of the Corona virus.

The smart phone is a mobile device that allows the user to download different applications to get news and information on it, it is a small computer that ensures communication between users, sends pictures and provides other communication services (Jaafar Shahid, 2020, 563).

There are various forms of smartphones communication applications used to publish media courses, including:

**Facebook:** A network that allows communication between students and their teachers, and between students themselves to exchange news, information and messages in various forms like texts, pictures or videos (Abdul Hakim Ali, 2020, 183).

**Twitter network:** a site that allows its users to send short text messages, it enables virtual communication and interaction between users (Mona Jaber, 2018, 146), and the number of tweets per day has reached (500) million (Hoot suite, 2018).

**YouTube:** a website that allows its users to view various videos in various fields on the Internet, in addition to the ability to post, share and comment on videos (Hassan Abdel-Sadiq, 2020, 69), it is an important educational platform that publishes educational content to students and allows interaction between teachers and their students (ADAM, A, MOWERS, H, 2018) in various educational activities according to the nature of use (Faten Abdel Rahman, 2018, 4).

**Zoom application:** It is an application used to organize meetings. It helps teachers and lectures to arrange high quality meetings with the possibility to share files with the attendees of the meeting, either by the

teacher or the learner, provided that everyone has his own account and it is accessed via Facebook (Fedaa Mahmoud, 2020).

**WhatsApp:** a multi-platform smartphone application for instant messaging, where users can add basic messages, send videos, photos, and voice messages (Mustafa Bashir, 2016, 61).

It is evident that the media professors at Arab universities use the smartphones communication applications as an educational method for teaching media courses, by providing the following subjects on online platforms:

1. Scientific Research Methodology.
2. Electronic Journalism.
3. Radio and Press Editorial Principles.
4. Interactive Media.
5. Introduction to Public Relations and Communication Technology.
6. Preparing and Implementing Advertising Campaigns.
7. Media Readings in English.
8. TV Drama.

### **Interaction with media courses through smartphones communication applications**

It is the extent to which online media provide its users with interactive digital platforms that allow them to communicate through different forms of interaction, whether by commenting on media content and sharing it with friends through social media sites or by participating in editing the content by adding a video clip in the different expressions available on the site (Hamida Bin Mazouz Muhammad al-Bashir, 2019, 263), the interaction depends as well on the degree of communication between the communicating parties and the extent to which the audience is affected by the content of the media message (Jean-Marie Charon, 2017).

### **Forms of interaction with media courses on social media**

There were many forms of interaction with media courses in the Faculties of Journalism and Mass Communication at Zarqa University of Jordan, Faculty of Arts, Department of Media at Minia University, including:

1. **Interaction with admiration**, which means showing admiration for the content on the site, and it is available between friends, groups, and joining channels (Khaled Mahdi, 2018, 59).
2. **Interaction with Comments:** it is a form of interaction available on the news pages of the social networking site "Facebook", where users can write comments about issues that interest them and then press the button 'inter', this method is characterized by achieving the mechanism of interaction between users (Mahmoud Muhammad, 57-58).
3. **Interaction by Sharing:** It means the users' sharing of the content provided by the news pages on the social networking site "Facebook" and its circulation among users via the user's e-mail or publishing it on a shared group between users or another social networking site (Khaled Mahdi, 2018, 59).

On the basis of the aforementioned, it can be stated that these applications helped the media professor in educational institutions to publish educational contents in various fields via tablet computers, in order to limit the spread of the Corona virus and to achieve the goals of the educational process.

### **Factors affecting the success of the media professors' educational role**

The researchers believe that the success of teaching media courses through social media platforms depends on several factors, namely:

1. The ability to use modern technology applications in teaching academic courses remotely.
2. The ability to record lectures.
3. The ability to photograph and produce educational video clips and broadcast them digitally to meet students' needs

**Type and Method of Study**

This study belongs to the descriptive studies, which mainly depend on the use of the sample survey method. It is the ideal way to obtain quantitative and qualitative data for all paragraphs of the questionnaire sheet. The sample survey method is based on collecting the respondents' data as basic parts to identify the uses of smartphones communication applications in teaching the media courses at Arab universities during Corona pandemic. The qualitative responses of the respondents depend on the interpretation of the digital results obtained, because in this type of studies researchers begin to monitor and extract results through the data that have been reached. We have adopted this approach because we think it responds to the goal of the study which seeks to identify the uses of communication applications in teaching media courses in light of the Corona pandemic, through measuring the respondents' responses in terms of teaching these courses in the university educational environment. Accordingly, we can presume the reality of media professor's uses of smartphones communication applications in teaching media courses in light of the Corona pandemic.

**Study Sample and Population**

A sample consisting of (240) individuals of media professors from Arab universities, whose ages range from (30 to 55) years old. The reasons for choosing the sample can be attributed to the following:

1. The researchers' selection of media teachers in Arab universities as a sample is attributed to the nature of the subject, as they represent an active category in the human society, especially in the university educational environment, while the researchers' choice of Arab universities can be explained by their connection to their educational environment and the places of their studies.
2. There are male and female media teachers of different nationalities in educational institutions who are able to use the smartphones communication applications in teaching, the fact that provides the researchers with a sample that correctly represents the real community of young people, in order to keep pace with modern technological developments to reduce the spread of the Coronavirus. The following is a description of the sample:

*Table (1)*

*Field study sample (n = 240)*

Demographic Characteristics		Frequencies	Percentage
Gender	Males	135	56.25%
	Females	105	43.75 %
Age	25-30	144	60 %
	40-55	136	56.66%
Educational level	Professor	70	29.18%
	Assistant professor	85	35.41%
	Instructor	85	35.41%
Geographical Distribution	The Faculty of Journalism and Mass Media - Zarga University - Jordan	60	25 %
	Various Faculties and Departments of Media and Communication - Algeria	120	50%
	Media Department at the Faculty of Arts - Minia University - Egypt	60	25%
<b>Total</b>		240	100%

**The data of the table above indicates the following:**

A. **With regard to the distribution of the sample according to the gender variable:** males come first at a rate of (56.25%), while females occupy the second place with (43.75%). The researchers attribute the high percentage of males who use smartphones communication applications to the difference in the nature and size of the sample in Arab universities and to the presence of male clear tendency to use these applications at universities that requires kind of courage to take initiatives as they contribute mainly to the teaching of media courses in a manner that meets the needs of students and develops distance learning skills, so as limit the spread of the Corona virus. Males surpass females in terms of using these applications which are an important source to keep pace with the latest developments in the university educational environment.

B. **With regard to the distribution of the sample in terms of the age variable:** The results showed that the age group (25-35) comes first with (60%), followed by the age group of (40 -55) at a rate of (56.66%) and thus the older the age group, the higher the percentage of using communication applications of smartphones to teach media courses at universities.

C. **With regard to the distribution of the sample according to the variable of the academic degree,** the results of the study reveal that the members of the sample with the position of a professor and assistant professor come first at a rate of (35.41%), followed by the position of an instructor at a rate of (29.18%). **It is evident from the previous results that** professors and assistant professors is the more open category in terms of using smartphones communication applications to publish and interact with media courses because of the fact that the academic degree of a professor and an assistant professor is higher than the degree of an instructor.

D. **With regard to the distribution of the sample according to the variable geographical distribution,** media professors at the Faculty of Journalism and Mass Communication at Zarqa University of Jordan and those at the Department of Media at the Faculty of Arts at Minia University in Egypt, enjoy an equal rate of (25%) respectively, whereas media and communication professors in Algeria, enjoy a greater rate of (50%). The researcher attributes his choice of media professors in Arab universities to their connection to the workplace of researchers and the ease of access to the study sample because of their work.

### Study Tool

A questionnaire sheet was applied to a sample of 240 individuals of media professors from Arab universities mainly from the Faculties of Media and Communication in Algeria, the Faculty of Journalism and Mass Media at Zarqa University of Jordan and the Faculty of Arts, Department of Media at Minya University, these professors use smartphones communication applications in teaching, during the period extending from **1 September 2020 to 30<sup>th</sup> October 2020.**

### Study Concepts

- **Smartphones Communication applications:** a set of communication software used in communication between users and in the production and transmission of educational video content.
- **Media courses:** courses for various majors taught at the Faculties of Media.

## IV. RESULTS

The field study sample was represented in the age group (25 - 55) of professors of media in Arab universities, as it included a sample of (240) individuals of media professors from the Faculties of Media and Communication in Algeria and the Faculties of Journalism and Mass Communication at Zarqa University of Jordan, Faculty of Arts, Department of Media at Minia University, in addition to the results of the hypotheses validity test and linking them to the questions and objectives of the study. The following is a presentation of the study results:

*Table (2)*

*The media professor's uses of the smartphones communication applications in teaching media courses (n = 240)*

M	The media professor's uses of the smartphones communication applications	Frequencies	Percentage
1	I use them very widely	88	36.66%
2	I use them widely	64	26.66%
3	I Use them at unspecified times	88	36.66%
<b>Total</b>		240	100%

### The data of the table above shows the following:

The respondents' very widely use of smartphone communication applications in teaching media courses and their use at unspecified times proved to be highly significant with a rate of (36.66%), followed by the percentage of those who use them widely with 26.66%, **it is evident from the previous results** that the use of smart phone communication applications to teach media courses has become a necessity to keep pace with the rapid technological developments to develop distance learning skills and to limit the spread of the Coronavirus.

Table (3)

*Smartphones Communication applications that media professors prefer to use to teach media courses (n = 240)*

M	Forms of smartphones communication applications	Professors of Faculties of Media and Communication in Algeria		Professors of the Faculty of Journalism and Mass Communication - Zarqa University - Jordan		Professors of the Department of Media - Faculty of Arts at Minya University		Total	
		F	%	F	%	F	%	F	F
1	"Facebook"	44	36.66%	15	25%	17	28.33%	76	31.66%
2	"Twitter"	16	13.33%	8	13.33%	4	6.67%	28	11.66%
3	"YouTube"	23	19.16%	15	25%	17	28.33%	55	22.9%
4	"WhatsApp"	11	9.16%	11	18.33%	5	8.34%	27	11.25%
5	"Zoom app"	26	21.66%	11	18.33%	17	28.33%	54	22.5%
<b>Total</b>		120	100%	60	%100	60	100%	240	100%

**The data of the table above indicates the following:**

- 31.66% of the "media professors" confirmed that they prefer to use Facebook in teaching media courses at the first place, followed by YouTube with 22.9%, then Zoom application comes third with a rate of 22.5%, the comes WhatsApp and Twitter with at a very close rates of 11.66% and 11.25%, respectively.
- **With regard to the use of smartphones communication applications at media and communication colleges in Algeria**, 36.66% of the professors confirmed that they prefer to use Facebook in teaching media courses, followed by Zoom application with 21.66%, then comes YouTube at a rate of 19.16%, then "Twitter" with 13.33%, followed by WhatsApp at a rate of 9.16%.
- **With regard to the use of smartphones communication applications at the Faculty of Journalism and Mass Communication at Zarqa University in Jordan**, 25% of the professors confirmed that they prefer to use Facebook and YouTube in teaching their media courses, followed by " WhatsApp ", then comes the Zoom application with (18.33%), followed by Twitter at rate of (13.33%).
- **With regard to the use of smartphones communication applications in the Media Department in the College of Arts at Minya University**, 28.33% of the professors confirmed that they prefer to use Facebook, YouTube, and Zoom App in teaching their media courses., followed by "WhatsApp" (8.34%), and then "Twitter" (6.67%). **It is evident from the previous results** that the use of smart phones communication applications in higher education institutions has become an important tool as it contributes to the teaching of media courses and enables the professors and students to communicate and discuss the learning difficulties in terms of the courses they study, especially in light of the spread of the Corona pandemic.

Table (4)

*The most important media courses that university media professors prefers to publish through smartphones communication applications (n = 240)*

M	The most important media courses	Frequencies	Percentages
1	Electronic Journalism	33	13.75%
2	Radio and Press Editorial Principles	34	15.83%
3	Scientific Research Methodology	36	17.5%
4	Interactive Media	33	15%
5	Introduction to Public Relations and Communication Technology	28	10.83%
6	Preparing and Implementing Advertising Campaigns	23	6.66%
7	Media Readings in English	36	17.5%
8	TV Drama	17	1.66%
<b>Total</b>		240	100%

**The data in the table above shows the following**

Publishing Scientific research methodology courses and Media Readings in English on smartphones communication applications were at the top of the Respondents' preferences with a rate of (17.5%), followed by Radio and Press Editorial Principles course with (15.83%), then come the electronic journalism and interactive media course with (15%) followed by introduction to public relations and communication technology course at a rate of (10.83%), Preparing and Implementing Advertising Campaigns course comes fifth with (6.66%) and then TV Drama course comes last with (1.66%). This result is consistent with the results of the study of Munira Mouhamed (2020, 503), which emphasizes the

importance of using social media applications in providing educational lectures to students and setting up various activities for university education to meet their needs. **It is evident from the previous results** that the university professors' use of smartphones communication applications has become a must to teach media courses, to keep up with the rapid technological developments in teaching media courses, to develop distance learning skills and to limit the spread of the Coronavirus.

Table (5)

*The extent of the media professors' contribution in teaching media courses through smartphones communication applications for (n = 240)*

M	The use of the smartphones communication applications by media professors	Frequencies	Percentages
1	I contribute very widely	85	35.41 %
2	I contribute widely	70	29.16%
3	I contribute at unspecified times	85	35.41%
Total		240	100%

The data of the above table indicates the following:

- The very widely contribution of the respondents and their contribution at unspecified times in teaching media courses through the smartphones communication applications come first with a percentage of (35.41%), followed by their widely contribution at a rate of (25%). **It is evident from the previous results** that the media professors' adoption of these application has become necessary to keep up with the accelerating technological developments in their work in the university educational environment, to contribute to the teaching of various educational courses and to allow communication between professors and their students, especially in light of the spread of the Corona virus.

Table 6

*Forms of interaction with media courses through smartphones communication applications (n = 240)*

M	Forms of interaction	Professors of the Faculties of Media and Communication in Algeria		Professor of the Faculty of Journalism and Mass Communication - Zarqa University - Jordan		Professor of the Department of Media - Faculty of Arts - Minya University		Total	
		F	%	F	%	F	%	F	F
1	Like	36	30%	21	35%	16	26.66%	73	30.41%
2	Comment	58	48.33%	29	48.33%	26	43.33%	113	47.08%
3	Share	26	21.66%	10	16.66%	18	30%	54	22.5%
<b>Total</b>		120	100%	60	100%	60	100%	240	100%

The data of the table above shows the following:

- (47.08%) of the communicators "Media Professors" confirmed that they prefer writing comments in their interaction in terms of media courses, 'likes' come second with (30.41%), and then sharing contents with (22.5%).
- **Interaction through 'likes':** (35%) of the communicators "the professors of the Faculty of Journalism and Mass Communication at Zarqa University of Jordan confirmed that they prefer likes in the framework of their interaction with media courses, compared to (30%) for professors of Faculties of Media and Communication in Algeria, then (26.66%) for professors of the Media Department of the Faculty of Arts at Minya University.
- **Interacting through comments:** (48.33%) of the communicators: "The professor of the Faculties of Media and Communication in Algeria and the Faculty of Journalism and Mass Communication at Zarqa University of Jordan confirmed that they prefer to interact on media courses through commenting, compared to (43.33%) for the professors of the Department of Media at the Faculty of Arts at Minya University, and this result is consistent with the results of Faysal Farhi, Mahmoud Mohamed study (Faysal Farhi, Mahmoud Mohamed, 2020,392), where interacting through comments ranked well among the different forms of interaction at a rate of (40%), the same case for the current study.
- **interacting by sharing:** (30%) of the communicators, Media Department professors at the Faculty of Arts at Minya University, confirmed that they prefer to interact on media courses by sharing, compared to (21.66%) for the professors of the Faculties of Media and Communication at the universities of Algeria, followed by (16.66%) for the professor of the Faculty of Journalism and Mass Communication at Zarqa



University of Jordan. **It is evident from the previous results** that interaction and its tools at the university institutions is important because it helps students to communicate with their professors and to ask questions about the learning difficulties they face in the courses they study, especially in light of the spread of the Corona pandemic.

**Results of the Hypotheses:**

**The first hypothesis:** This hypothesis states that: There are statistically significant differences in the media professors' use of smartphones communication applications in teaching media courses in terms of gender.

*Table (7)*

*The significance of the statistical differences in the media professors' use of smartphones communication applications in teaching media courses in terms of gender (n = 240)*

Criteria	Males		Females		Value (T)	Significance Level	Significance Level
	Arithmetic Average	Total Ranks	Arithmetic Average	Total Ranks			
Media professors' uses of smartphones communication applications	1.95	0.75	1.66	0.70	**3.21	0.05	0.01

\*Significant at level (0.05)

\*\*Significant at level (0.01)

**The data of the table above indicates the following:**

There are statistically significant differences between the media professors' use of smartphones communication applications in teaching media courses according to gender in the favor of males, and **to verify the hypothesis:** The (T) test was used to find differences. The value of T = (3.21 \*\*), and it is significant at the level (0.01).

The researchers attribute this to the fact that the media professors' use of smartphones communication applications has been uneven between males and females, as some kind of superiority exists in favor of males. The tendency of university education institutions to use these applications in teaching can be explained by a set of reasons mainly limiting the spread of the Corona virus and developing learning skills to keep pace with technological developments, and thus we accept the hypothesis that states that: There are statistically significant differences between the media professor's use of the smartphones communication applications in teaching media courses in terms of gender.

**The second hypothesis:** This hypothesis states that: There are statistically significant differences in the forms of respondents' interaction with media courses provided through smartphones communication applications.

*Table (8)*

*The significance of the statistical differences in the forms of respondents' interaction with media courses provided through smartphones communication applications for (n = 240)*

Criteria	Professors of the Faculties of Media and Communication at the Universities of Algeria		Professors of the Faculty of Journalism and Mass Communication - Zarqa University - Jordan		Professor of the Department of Media - Faculty of Arts at Minia University		Value (T)	Significance Level	Significance Level
	Arithmetic Average	Total Ranks	Arithmetic Average	Total Ranks	Arithmetic Average	Total Ranks			
Forms of interaction with media courses	3.04	0.96	2.58	1.02	3.07	0.93	**4.92	0.05	0.01

\*Significant at level (0.01)

\*\*Significant at level (0.05)

**The data of of the table above shows the following:**

- There are statistically significant differences in the forms of respondents' interaction with media courses provided on smartphones communication applications, in the favor of the professor of the Faculty of Journalism and Mass Communication at Zarqa University of Jordan, to **verify the hypothesis:** (T) Test was used to find the differences, the value (T) = (4.92 \*\*), significant at the level (0.01). The researchers attribute the superiority in the interaction scores in favor of the professor of the Faculty of Journalism and Mass Communication at Zarqa University of Jordan, to the presence of highly trained and educated

communicators who are able to use these applications and their interaction tools with high professionalism the fact that has facilitated the process of communication and taking part in the interaction between the teachers and their students on the courses that arouse their interest. In addition to the fact that private universities have enormous material and technological capabilities to maintain their position on the educational arena, in order to attract the largest number of students and educational decision-makers towards them.

- **The third hypothesis:** This hypothesis states that: There is a statistically significant correlation between the media professors' use of smartphones communication applications and the extent of their contribution to the publication of media decisions.

*Table (9)*

*The relationship between the media professor's use of smartphones communication applications and the extent of their contribution in publishing media courses (n = 240)*

Variables	The extent of contributing to the publication of media courses		
	R Value	Significance Level	Significance Level
Media professors' uses of smartphones communication applications	<b>**0.319</b>	<b>0.01</b>	<b>0.05</b>

**\*Significant at level (0.05)**

**\*\*Significant at level (0.01)**

**The data of the above table indicates the following:**

There is a statistically significant correlation between the media professors' use of smartphones communication applications and the extent of contribution in the publication of media courses, **to verify the hypothesis:** The Pearson correlation coefficient was used to measure the intensity and direction of the relationship between the media professors' uses of the communication applications for smartphones and the extent of the contribution in the publication of media courses. The value of the correlation coefficient reached (0.319 \*\*), significant at level (0.01), and this indicates that the more media professors use social networks, the more media courses are published, **and thus we accept the hypothesis which states that:** there is a statistical significant correlational Between the media professors' uses of communication applications for smartphones, and the extent of their contribution to publishing media courses.

**The results of the study in light of testing the hypotheses validity:**

After conducting the field study, we reached a set of results, the most important of which are:

- **Proving the validity of the first hypothesis:** There are statistical significant differences in the forms of respondents' interaction with media courses through smartphones communication applications, in favor of the professors of the Faculty of Journalism and Mass communication at Zarqa University of Jordan. **To verify the hypothesis:** The T test was used to find the differences, T value reached (4.92 \*\*), significant at the level of (0.01).
- **Proving the validity of the second hypothesis:** the existence of a statistically significant correlation between the professors' uses of communication applications for smartphones and the extent of their contribution to publishing media courses. **To verify the hypothesis:** The Pearson correlation coefficient was used to measure the intensity and direction of the relationship between the university professors' uses of smartphones communication applications and the extent of their contribution in publishing media courses. The value of the correlation coefficient reached (0.319 \*\*), significant at the level of (0.01),

**Research proposals:**

- Employing social networks to support educational activities.
- Motives for media colleges students to use social networks.

## V. CONCLUSION

The communication applications of smart phones have had a remarkable impact on teaching educational courses and developing distance learning skills, especially for media professors at Arab universities. They have become important educational tools that allow media professors to produce educational courses contents in various fields and to publish them to students. The employment of these networks has turned to be imperative to support the learning process and to keep abreast of technological developments and to

facilitate the process of communication and interaction in the higher education institutions between the media professors and their students on educational issues that arouse their interest. The study reached a set of recommendations, the most important of which are:

- Highlighting the importance of using smartphones in support of the learning-teaching process, while attention should be also given to the production of educational content, taking into account the guarantee and soundness of the publishing language. Attention should be also paid to the schedule of publishing educational courses, as well as to the communication and interaction processes between professors and students on topics that interest them so as to limit the spread of Corona virus and to reach new and innovative theories and perceptions in terms of the relationship between the university professors and their students.

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