PERCEPTIONS OF THE JORDANIAN FACULTY MEMBERS TOWARDS THE ROLE OF THE MILLENNIAL GENERATION IN FORMULATING THE DISTANCE LEARNING STRATEGY THROUGH THE TECHNOLOGICAL INTELLIGENCE IN LIGHT OF THE COVID 19 PANDEMIC

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ABSTRACT

This study aimed to Perceptions of the Jordanian Faculty Members towards the Role of the Millennial Generation in Formulating the Distance Learning Strategy through the Technological Intelligence in Light of the Covid 19 Pandemic, and to achieve the goal of the study, the descriptive and analytical approach was followed, where the questionnaire was used as a tool to collect the necessary data from the study convenience sample that reached (110) respondents from faculty members who were chosen from various Jordanian universities, and the results of the study showed the correlation coefficient values indicated that there was a significant relation among the model variables so there is a significant relation between the independent (The Role of the Millennial Generation) and the mediator variables (Technological Intelligence). While this indicates that there is a significant effect of the independent variable (The Role of the Millennial Generation) on the dependent (The Distance Learning Strategy) without a mediation effect, and as found the results that (the intelligence Technology) partially mediated the relation between (Y Generation) and (the Learning Strategies).

The study recommended the importance of developing from the universities with a goal to the rapid transformation from the traditional educational environment to the digital educational one. This can be achieved by activating the teaching tools and methods in line with their vision to provide education anywhere, anytime and from any smart device and to focus on achieving a number of key objectives through it. where to achieveAmong the most prominent of these objectives are activating participatory education and self-learning, providing high-quality education, developing exploration skills, bridging communication distances between the faculty members and the students, giving importance to the element of strategic analysis that sheds light on the teacher, the student, and the educational institution now and in the future.

Moreover this can be done by considering the available infrastructure, capacities and the educational instruments in the pre-learning stage, monitoring the application and developing the curricula and the content digitally during the learning and adjusting the procedures and the rules properly and evaluating the distance learning process in post-learning stage. Moreover, the educational institution has to improve its educational environment continuously which includes a

multi-communication environment, adopting collaborative work and stimulating student's senses through the audio-visual effects and the positive interaction and expand the study sample to ensure generalization of its results.

Keywords: Millennial, Distance Learning, Y Generation, COVID, Pandemic

INTRODUCTION

Changes and circumstances affecting the global scene today are pushing for transferring the distance learning from its limited scope to a wider and more comprehensive one, which made this topic to become the focal point of researchers' studies. Accordingly, educational institutions seek to have modern learning systems that depend on advanced technology, which drives them to focus their efforts to keep pace with the developments and to maintain their continuity and survival within the environment where they operate. Thus, the orientation of educational institutions represented in universities, institutes and colleges towards formulating and implementing special strategies for distance learning has become an urgent issue that shall be addressed and to enhance its understanding. Through these strategies, educational institutions shall seek to improve their educational services provided to students, develop them over time in a way that is innovative and unique, and reformulate them proactively in order to face any changes or environmental conditions that may weaken them in the future.

The global crisis represented in the Corona pandemic (Covid-19) affected negatively all sectors in general and the educational sector in particular. As a result, many restrictions were imposed on the learning and teaching process of the millennial students, who were born from 1980-2000, due to their technological characteristics and skills such as the ability to communicate and the sufficient flexibility to respond and interact. They also enjoy other characteristics such as their core values and mastery of the digital language, which are special elements that help in engaging them in the modern learning process.

On the other hand, as a result of the prevailing factors and circumstances educational institutions such as universities, institutes etc.., have resorted to technological intelligence in order to enhance the process of distance learning and introduce it to young people who are considered as the new learners. Moreover, educational institutions are working to develop this process and to involve the millennial in it by using modern applications and software that implement augmented reality, new methods and technologies, application of digital classes and electronic tests and provide access to the digital content of curricula and information from electronic sources. Accordingly, this study sought to clarify the role of the millennial in formulating the distance learning strategy by mediating the technological intelligence as an attempt to come up with appropriate results and recommendations that serve those in charge of universities and educational institutions in the distance learning process. This is considered as a complete strategy that must be formulated and reviewed periodically, in addition to the used technology for this purpose to achieve the best results for the millennial and to contribute to providing society with highly qualified human competencies.

THE SIGNIFICANCE AND OBJECTIVES OF THE STUDY

The significance of the study is highlighted by the significance of its variables, namely the dimensions of the millennial variable and the dimensions of the distance learning strategy variable.

These two dimensions have been linked in order to determine the role and importance of the millennial generation and its impact in formulating and shaping the distance learning strategy in Jordanian universities. This is conducted by mediating technological intelligence in light of the circumstances of the Corona pandemic and the changes it imposed on the environment of higher education in Jordan and on the population of the study which is represented by faculty members in Jordanian universities. The study adopted the new dimensions of the millennial represented in communication, flexibility, core values and the digital language. The researchers believe that these dimensions will lead to more comprehensive results that contribute to enhancing the capabilities, skills and understanding of the millennial in schools who are now in need of teaching methods and learning patterns commensurate with their skills and capabilities.

The main objective of this study is to explain the concept of formulating a distance learning strategy in universities and to define its main dimensions represented in the vision, objectives, strategic analysis, strategic plan, environment, and the need for adopting the technological intelligence in conducting it. Furthermore, the main objective is to define the role of the millennial in formulating the distance learning strategy in Jordanian universities along with the existence of the technological intelligence as a mediating variable. From a practical point of view, this study comes as a guideline that can be followed by universities to raise their capabilities in order to face challenges and crises and to create the appropriate environment for providing e-learning through modern educational methods and patterns.

THE PROBLEM OF THE STUDY

The problem of the study emerged from the emergency circumstances that prevailed, due to the Corona pandemic, in the countries of the world in general and in Jordan in particular. This made the educational systems face a major challenge related to the continuity of providing educational services to students, and in the one hand, to enable students (the millennial) to attend lectures and accept the idea of the reality of social distancing and home quarantine. On the other hand, there are obstacles facing the academic staff in universities related to the lack of computer skills related to concerning methods (the distance learning).

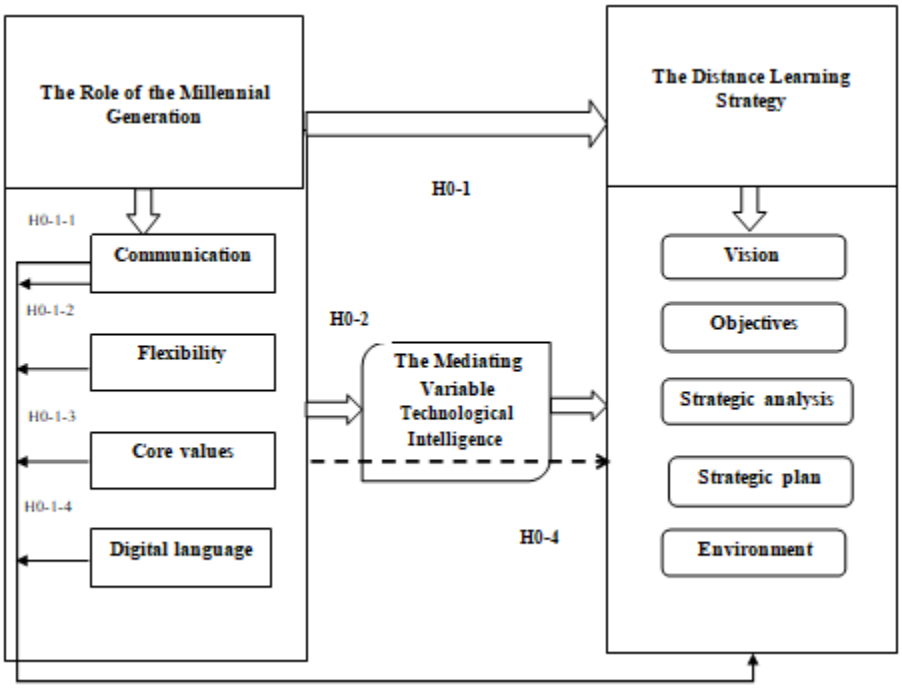
Another aspect of the problem emerged, which is the millennial students who are enrolled in universities and who have distinctive characteristics in dealing with the electronic and digital environment and its applications. This, in turn, places universities in front of the challenge of keeping pace with technological development in learning and equipping their physical and electronic infrastructure. Thus, the problem of the study can be formulated in the following main question and its sub-questions:

"What is the impact of the millennial generation on formulating the distance learning strategy with the existence of the technological intelligence as a mediating variable?"

The sub-questions are:

- What is the impact of the millennial generation with its dimensions represented in (communication, flexibility, core values and digital language) on formulating the distance learning strategy?
- What is the impact of the millennial generation with its dimensions represented in (communication, flexibility, core values and digital language) on technological intelligence?

- How do the faculty members in Jordanian universities perceive the relative significance of the following variables (the millennial generation, distance learning strategy, technological intelligence)?



Source: Prepared by the researchers according to the following sources below

FIGURE 1
THE RESEARCH PARADIGM

The Independent Variable (The Millennial Generation)

Völker (2018); Scott, et al., (2020); Bernardes, et al., (2019); Chaudhuri (2020); Philip et al., (2017); Pettit, et al., (2017); Capnary, et al., (2018); Meng, et al., (2017); Hill, et al., (2018); García, et al., (2019); Stewart, et al., (2017); Romsa, et al., (2017); Gibson & Sodeman (2014); Poole (2017); Kim (2018); Rabbani (2017); Rachmatillah, et al., (2019).

The Dependent Variable (The Distance Learning Strategy)

Schaffert (2010); Jerome, et al., (2014); McCoy, et al., (2016); Stone (2017); Rachmatillah et al., (2019); Tombul (2019); Altiner (2019); Ye, et al., (2019); Karjo (2020); Zygouris-Coe (2019); Cheng, et al., (2019); Van wyk (2019); Hodges, et al., (2020).

The Mediating Variable (The Technological Intelligence)

Lewis, et al., (2014); Waithaka, et al., (2016); Prescott (2014); Zhang, et al., (2013); Halili (2019); Sarker, et al., (2019); Botha & Herselman (2015); Bosman & Schulze (2018).

THE HYPOTHESES OF THE STUDY

To achieve the objectives of the study, the researcher (s) developed a group of hypotheses as follows:

The First Main Hypothesis

Ho1: There is no impact of statistical significance at the significant level of (P≤0.05) for the role of the millennial generation with its sub-dimensions represented in (communication, flexibility, core values, digital language) in formulating the distance learning strategy with its sub-dimensions represented in (vision, goals, strategic analysis, strategic plan, environment in Jordanian universities".

The Following Sub-Hypotheses Emerge from this Hypothesis

Ho1-1: "There is no impact of statistical significance at the significance level of (P≤0.05) for communications in formulating the distance learning strategy in Jordanian universities."

Ho1-2: "There is no impact of statistical significance at the significance level of (P≤0.05) for flexibility in formulating the distance learning strategy in Jordanian universities."

Ho1-3: "There is no impact of statistical significance at the significance level (P≤0.05) for the core values in formulating the distance learning strategy in Jordanian universities."

Ho1-4: "There is no impact of statistical significance at the significance level of (P≤0.05) for the digital language in formulating the distance learning strategy in Jordanian universities."

The Second Main Hypothesis

Ho2: "There is no impact of statistical significance at the significance level of (P≤0.05) for the role of the millennial generation with its sub-dimensions as represented in (communication, flexibility, core values, digital language) on the technological intelligence in Jordanian universities."

The Third Main Hypothesis

Ho3: "There is no impact of statistical significance at the significance level of (P≤0.05) for the technological intelligence on the distance learning strategy in Jordanian universities."

The Fourth Main Hypothesis

Ho4: "There is no impact of statistical significance at the significance level of (P≤0.05) for the role of the millennial generation with its sub-dimensions as represented by (communication, flexibility, core values, digital language) on the distance learning strategy, with the existence of the technological intelligence as a mediating variable in Jordanian universities."

THE PREVIOUS STUDIES

The study of Goradia (2019) indicated that distance learning *via* Internet is steadily increasing in addition to being a flexible option for learning, as the study showed that the use of this type of learning is one of the appropriate methods and techniques that suit the millennial generation. The study, which relied on the descriptive method, also emphasized that the distance learning provides innovative ideas for designing training courses, implementing curricula in a flexible way

and enhancing students' research skills in addition to providing realistic experience that effectively enhances the teaching process.

Meanwhile, the study of Zygouris-Ceo (2019) confirmed the increased demand for distance learning in American colleges and universities, as this method increases students' learning independently and cooperatively, and develops the skills of the learning process represented by teachers and learners. The results of this study indicated that distance learning offers many benefits associated with cooperative learning in addition to its role in increasing the development and evaluation of teacher preparation programs and methods of providing education to students.

As for the study of (Black et al., 2019) its results confirmed the existence of a future role for university education *via* the internet, which falls within the real context of the external forces and factors that affect higher education and bridge the gap between the practical perspective and education. The study assumed that distance learning *via* the internet is an opportunity that contributes to helping citizens in the less economically developed countries in forming the necessary skills to compete in employment with developed countries. The study also revealed that there are many potential challenges to this experience, such as the living conditions of students, the infrastructure of educational systems and universities, and that the optimization of these opportunities contributes to the success of the educational process significantly.

The study of (Bernardes et al., 2019), which aimed to clarify the attitudes of the millennial generation towards methods of training and learning *via* the internet and the traditional methods and their role in offering training benefit and satisfaction, indicated that the millennial generation is the largest generation in the American workforce, and it is the most familiar generation with computers, as many organizations are investing in online training and learning methods. The results of the study showed that the online learning and training improves greatly the skills of its participants, increases the satisfaction of its recipients in an atypical way, increases the expectations of the millennial generation, participates in shaping the millennial students' attitudes and paves their way to the future.

The study of Chaudhuri (2020) which aimed to explain the stimulation of self-motivation among millennial students, considered them as a new generation and a new approach, indicated the existence of a radical change in learning methods imposed by the contemporary environment on the current generation of millennial students. It also recognizes the existence of an increasing effect of intrinsic motivations such as motivators in the positive learning experience, as traditional teaching methods have negative effects such as exposing students to burnouts. Therefore, introducing many innovative technologies in education, such as distance learning, enhances the levels of intrinsic motivation of these students, increases the fulfillment of their expectations and alleviates the pressure associated with traditional education, whether in the healthcare field or other ones, especially in preparing a special learning strategy for the millennial students.

In the same context, the study of Marshall & Wolanskyj (2020) which dealt with the Corona pandemic Covid-19, highlighted the challenges and opportunities it provided for teachers and learners of the modern generations Z, who is the next generation after the millennial. This study showed that international universities have converted completely or partially their scientific curricula into electronic ones due to the effects of the Corona pandemic, which in turn led to the sustainability of higher education and the development of learning methods and their impressive success.

As for the study of (Richardson et al., 2020), it indicated that there are increasing numbers of university students studying online through distance learning. This increase comes as a result of the spread of technology, the increase in diversification, globalization and the use of advanced and new learning instruments, as the online learning programs focused mainly on applying the educational technology to provide academic content along with enhancing its presentation *via* the internet. The study concluded that the important elements for the success of distance learning programs represented in providing students with appropriate supportive services and meeting their needs in distance learning. In addition, technology has facilitated this new era of global higher education, which made its use necessary to provide university support to students online, thus increases their chances of success.

In light of what countries are experiencing as a result of the Corona pandemic crisis, many studies have tried to present different models for dealing with this pandemic. The study of Nathanial & Van der Heyden (2020) indicated that crisis management should be carried out by experienced people and focus should be concentrated on facts rather than intuition to make results more general, in addition to learning from the past or the present. The crisis management should include five specific stages, namely involvement and participation, discovery, interpretation and explanation, implementation and finally evaluation to come up with causes of the crisis and to develop the necessary solutions before, during and after its occurrence.

The (Wang et al., 2020) study, which dealt with managing the risks of the Corona pandemic in Chinese universities, showed that this pandemic has affected greatly the economic and social development in China, which are considered the backbone of the Chinese society. Chinese universities made major contributions to emergency risk management as a crisis during 2019-2020, as universities provided educational resources for graduates and medical rescue on University campuses preserved their students' mental health and controlled transports, in addition to supporting the innovation of new online learning models and methods. Thus, Chinese universities played a positive role in preventing and controlling the spread of the epidemic. The results also revealed many obstacles in managing the crisis at the level of university education, the most prominent of which are the occurrence of infections among teachers and students, the unsatisfactory application of information technology in solving the crisis and poor response to some risk factors. Accordingly, the study recommended proposing some generalizable solutions, such as strengthening medical security issues, containing emergency incidents, technical support, improving positive communication and teaching based on hierarchical information.

Meanwhile, the study of (Hodges et al., 2020) which dealt with the difference between distance teaching in emergency situations and online learning, indicated a group of results, the most prominent of which are the difference between the well-planned online learning experiences and the online courses offered in response to the Corona crisis or pandemic. Therefore, colleges and universities that aimed to maintain the continuity of learning during the Covid-19 pandemic should understand these differences when evaluating this distance teaching in light of emergency situations due to the risk of Covid-19, as colleges and universities face decisions about how to continue teaching and learning while preserving the safety of faculty members, staffs and students from a public health emergency, as it must act quickly. Accordingly, the study indicated that many educational institutions chose to cancel all face-to-face classes, including laboratories and other learning experiments, and assigned the academic staff to transfer their courses online to help in preventing the spread of the virus that causes Covid-19.

The study of Daniel (2020), which dealt with the Corona pandemic and its effects on education, showed that this pandemic is a major challenge for the educational systems in the world. The results of this study provided special points of view and guidance for teachers and educational institutions about how to address this crisis, what preparations should be made in the short time available, and how to deal with students' needs according to the level and field of study. The results also showed that reassuring students and parents is one of the vital elements of the institutional response to this crisis, which comes in order to increase the ability to practice distance teaching. The study indicated that schools, colleges and universities should benefit from asynchronous learning or online learning and that teaching should include a variety of tasks when establishing electronic curricula in addition to designing evaluation for students first and teachers. Moreover, educational institutions should develop flexible methods to repair the damage caused to students' learning tracks once the pandemic ends and provide a list of resources that must be available in the future.

THE THEORETICAL FRAMEWORK

The Millennial Generation

The entry of the new millennium led to the emergence of a distinctive generation known as the millennial generation (Y), which represents those who were born between 1980-2000 AD. The millennial generation constitutes more than (50%) of the population and the workforce in the world and it is considered one of the most desirable generations in organizations due to their various characteristics. The most prominent of these characteristics are the ability to deal with information technology, mastery of the digital language, high flexibility, ability to work together as a team, commitment to business ethics and rapid adaptation to dynamic events (Sujansky & Ferri-Reed, 2009). Therefore, it is necessary to pay attention to this generation that will constitute the work forces in the future by acquainting it with skills and knowledge and increasing its experience in various fields (Myers & Sadaghiani, 2010). Hence, it is imperative for institutions operating in the educational sector to concentrate on this generation, improve its learning processes through available modern technology and develop special educational methods that are compatible with its characteristics (Al-Qaryouti, 2019). This generation also enjoys acceptance of others and their differences on the basis of race, color, religion or language. This is due to the digital technology that they practiced previously in the years prior to entering the institutions of higher educational (Kicheva, 2017).

The millennial are defined according to the (Oxford, 2005) dictionary as all those who were born at a specific period and live collectively during a specific period of time. The millennial are also considered as a group of individuals who were born during the years 1980-2000 and who are called the newly born generation or the Internet generation. This generation constitutes a large group compared to previous generations on the basis of its good education, technological interest and increased self-confidence. The millennial generation is the next generation of the first generation, born in 1964-1980 AD (Helyer & Lee, 2012).

The number of this generation is approximately 70-90 million people, as this number constitutes a very influential group in all fields and it is the most distinguished generation throughout history in terms of accepting differences in cultures, beliefs and colors, etc. It is also considered as a different generation with an open mind that accepts differences in race, gender,

religion and other orientations (Jerome, et al., 2014). A group of Generations can also be described as a group of individuals who share some life stages and experiences during the same historical time frame (Kowske et al., 2010). The millennial generation has also grown up in the era of social media and cyberspace and has a great advantage over previous generations in terms of being technologically intelligent (Deal et al., 2010).

The millennial generation has many characteristics that distinguish it from previous generations, the most prominent of which are the following:

- It has independence and ability to deal with technology and flexibility (Hoole & Bonnema, 2015).
- It is the generation that was able to access mobile phones, tablets and computers from a young age (Tolbize, 2008).
- It has skills in using the internet, which allowed it to visit practically everything that exists in the world (Tolbize, 2008).
- It is considered a strategic resource for organizations due to its loyalty, sincerity, pragmatism at work, optimism and great self-confidence (Tubey et al., 2015).

THE DIMENSIONS OF THE MILLENNIAL GENERATION

In this study, the dimensions of the millennial generation can be represented in communication, flexibility, core values and digital language which we will address as follows:

First: The Dimension of Communication

Information and Communication Technology (ICT) has become one of the most common means of empowering young people in various fields, as young people constitute more than two-thirds of the population of developing countries, and statistics show that nearly 85% of the world's youth live in these countries (Ejeka et al., 2018; Maak, 2020). These young people need to be empowered and seriously prepared for the future, thanks to the information & communication technology that enables them to carry out their various work. Communications contribute to increasing economic growth, creating educational and employment opportunities that reduce rampant unemployment, generating income, employment, and productivity as the pace of its development increases. It is also imperative that countries and educational institutions know whether communication systems help or hinder young people in achieving their goals (Ejeka et al., 2018).

Scott, et al., (2020) believe that the young millennials are familiar with how to deal with modern communication systems and they have the passion and the love of exploration for self-development, so that they can use these systems effectively. Through these systems, it is possible to gain knowledge and experience and keep pace with the technological and scientific progress. This is reflected in creating an educational environment that contributes to education through its various instruments which are used by all age groups (Aini, 2020). However, Maak (2020) believes that there is still a gap between the expectations of providers of educational service and the performance of teams and the level of youth capabilities to work or learn in virtual environments. As young millennials have digital communication skills, that arose with digital communication systems in the early stages of their lives, especially in the globalized environment, and they developed them through their presence in higher education institutions.

Second: The Dimension of Flexibility

The dimension of flexibility is one of the most prominent requirements that must be found in universities when introducing the distance learning to the millennial generation, as this generation requires increasingly flexible work schedules to achieve a better balance between work or education and life (Capnary et al., 2018). Flexibility is also one of the traits that attract the talented millennial, and it is an incentive that encourages them to conduct their work effectively (Poole, 2017). This is so because the millennials are looking for flexible work or educational opportunities (Dos Reis et al., 2017). The millennials often see flexibility as an advantage, as the future of their work turns towards alternative timetables that allow them to focus on their priorities, which is a healthy lifestyle that gives them more time for family and friends (Kim, 2018).

In the same context, a global generational study prepared by the (Price water house Coopers (PwC's) Company) found that the millennials have a new approach to productivity and flexibility in the workplace or through their incubating environment, because this generation does not believe that productivity should be "measured by the number of working hours in the office" but by "the outputs of the accomplished work". Similarly, results of a study conducted by the Bentley University indicated that 77 % of millennial generation believes a flexible schedule will make them more productive (Price water house Coopers, 2013; Stewart et al., 2017).

People of this generation often want to conduct their work from home so that they have flexible working hours to balance their different lifestyles (Madara et al., 2018). The Price water house Coopers study indicates that 15% of males and 21% of females will forgo some of their wages and slow down the pace of promotion in their careers in exchange for fewer working hours (Price water house Coopers, 2013).

The flexibility of millennial generation means that their works take different and atypical forms, as flexibility in their lives can offer many options that they are looking for, the most notably are working or distance learning, concentrating on flexible schedules of a flexible times range, and providing alternative schedules to carry out other duties and promoting independence (Dizaho et al., 2017). Flexibility can be considered as a kind of difference in doing things that make the millennial generation never feels bored (Capnary et al., 2018). Plantenga & Possenriede (2011) believe that flexibility includes three general categories: flexibility in schedule (scheduling), flexibility in the web (distance learning), and flexibility in time (part-time).

Hence, most millennial students or learners expect more flexibility in e-learning, which contributes to increasing their educational speed and proficiency (Evans et al., 2016; Romsa et al., 2017). Educational institutions such as universities and colleges have begun to provide many flexible factors to give students more control over their time, which contributes to enhancing the sequence in receiving information and reviewing e-learning content (Roberts et al., 2012).

Accordingly, the millennial generation who masters information technology often prefers flexible learning through the trial-and-error method common in such a type of education (Gibson & Sodeman, 2014), or through the applied/practical practice in virtual classrooms through an e-learning system which is made available to them by their educational institutions (Pettit et al., 2017). The e-learning system includes many flexible tools represented in electronic lectures and presenting typical homework assignments that can be accessed by reviewing the digital contents of lectures and scientific curricula smoothly and easily or through multimedia such as educational films, audio-visual materials and others (Scheuerell & Jaeger, 2015).

From this standpoint, flexibility provides millennial students with many advantages that are compatible with them during the e-learning process the most notably is the evaluation of educational methods and their preferences as learners (Pettit et al., 2017). In addition, flexibility is essential for those in charge of updating the educational curricula as well as making any updates or changes that contribute to enhancing students' learning opportunities (Soetikno et al., 2019). Thus, reformulating and developing the distance learning strategy provides students with more flexibility in educational options, contributes to enhancing their commitment to e-learning and focuses on performing their homework within effective timetables that allow them to meet their personal or family needs. It also promotes open communication with faculty members easily, through which a balance is achieved between public life and learning (Hill et al., 2018).

The element of flexibility as a component of the millennial generation's traits is based on enhancing students' efforts to complete simple tasks with more freedom and creativity, especially in solving problems or carrying out positive tasks and experiments in the virtual e-learning environment with less effort and within comfortable timetables. This requires educational institutions to focus on flexibility and integrate it into a comprehensive educational system (Stewart et al., 2017).

Third: The Dimension of Core Values

Each generation witnesses distinct events that contribute to developing its unique values that distinguish it from the previous generations. As learners enter classrooms, millennials participate in bringing new perspectives on teaching and learning and they have their way of communicating with faculty members and their colleagues (Subia et al., 2019). This occurs as the result of the continuous changes in the nature of higher education, whose effects include placing more burdens on the academic staff, diminishing budgets in addition to limited resources (Kim, 2015; & Swanson, 2008).

Values are defined as a combination of principles, standards, and beliefs that individuals have acquired and that came as a result of their interaction with the accumulated and acquired attitudes and experiences, as these values are embodied through behavioral, verbal, scientific or practical interests, directly or indirectly (Podsak et al., 2016). The values of the millennial generation have been viewed from many aspects, the most prominent of which is the self-participation of individuals in organized groups such as online classrooms in universities (Urick, 2012).

In addition to the above values, the millennial generation has the ability to accept diversity in race, gender and religion (Meijs et al., 2019). They also have their own identities, which can be defined as a group of perceptions about their surroundings when expressing their opinions (Munro, 2019). This is so because each generation has distinct values and attitudes that are reflected through its interaction with others within its incubating environment (Smola & Sutton, 2002). Hence, the millennial learners who are related to the fact that they exchange common key experiences at important development points that lead to their unique traits (Kowske, Rasch & Wiley, 2010).

The millennial generation embodies an identity that is based on age and its strong formative influences and values including parenting educational methods that allow them to participate in family decisions, increase their self-care and self-esteem, and encourage cooperation and team-oriented behavior (Gerhardt, 2016) the entire above are among the core values acquired by this

generation. Therefore, colleges and educational institutions have realized the formative influences on the millennial learners and proposed converting their traditional curricula into electronic ones and preparing accurate teaching methods leading to an educational environment enjoying potential strength in this regard (Miller-Ott, 2016; Wilson & Gerer, 2008).

As a result, educational institutions began to transform their teaching methods electronically, in order to ensure compatibility between the provided education and this generation. Therefore, faculty members are being tasked with creating easy learning environments, so that the millennial learners feel very comfortable when they contribute to the learning process and express their views on it. Moreover, the millennial learners expect more frequent and better communication with their supervisors compared to previous generations (Gerhardt, 2016; Hill, 2002; Jokisaari & Nurmi, 2009 & Martin, 2005). In other words, the millennial learners place high values on social acclimatization, or the opportunity to interact and communicate with teachers, as the value of compatibility is higher for them than previous generations and affects greatly their satisfaction, motivation and commitment to the distance learning environment (Gerhardt, 2016; Kim, 2017).

Several studies have discovered positive effects of immediate response in the context of faculty members' relations with their students (Liao & Wei, 2020). In the same context, the millennial learners believe that the immediate response includes some concepts that were not prevalent in previous generations. Among the most prominent values related to their concepts are social belonging or the desire to have a voice and receive comments and interaction, which are key components of the millennial learners' perspective and the two-way communication, which includes interaction in making decisions (Harrison et al., 2020). It can also be noted that the millennial generation is distinguished by several characteristics that are considered among its core values, the most prominent of which are self-management, communication skills, implementation of duties, research and analysis and commitment and respect for plans and policies (Jang & Maghelal, 2016).

Based on the previous values, it is imperative that educational institutions motivate their faculty members and urge them to keep pace with modern learning methods that commensurate with the millennial learners, their values and characteristics in order to better understand their tendencies and characteristics (Poole, 2019). Moreover, educational institutions are required to direct faculty members to design more attractive teaching methods that focus on facilitating the distance learning process for the millennial learners and enhance their perceptions in a way that aligns effectively with their characteristics (Subia et al., 2019).

Fourth: The Dimension of Digital Language

The digital language is one of the most prominent traits of the new millennial generation, as this concept has gained the attention of researchers over the past decade. This concept has been addressed in many educational and administrative contexts due to the wide spread of the digital language, being helped by the technological revolution, which in turn made individuals as digital persons who use technology and its manifestations in all aspects of life (Koutropoulos, 2011). Accordingly, the concept of digital language is widely used by the millennial students (Oblinger, 2005) as the digital language has the most prominent traits attributed to this generation, and it describes their ability to access and use technology and the internet (Altiner, 2019). It can also be

noted that the newly emerging mechanisms of knowledge acquisition have transformed completely the relations of the new generation with the world and previous generations (Combi, 2015).

With the emergence of the new millennial generation's traits, educational institutions and others have reconsidered young digital citizens who wish to see change in their educational institutions that teach them, meet their educational needs digitally and prepare special learning patterns for them (Valatv, 2010; Nesbitt, 2007). The digital language also depends on the speed in designing the content provided to the millennial generation by educational institutions which have become a large part of their daily lives, as the voices calling for a change in education and the transition from the traditional language to the digital one are increasing from day to day. This makes it imperative for educational institutions to provide learning opportunities and suitable environments for this digital generation (Koutropoulos, 2011).

THE DISTANCE LEARNING STRATEGY

The distance learning strategy is viewed from a technological perspective, as an interconnected group of firm and serious steps that are set with the aim of creating the appropriate climate and environment to take advantage of its potential in education (Villarruel et al., 2019). The possibility of saving, retrieving and displaying information and access mechanisms and tools are among its most prominent components (Leite et al., 2020). Elements of the distance learning strategy in higher education institutions are also represented in giving importance to information technology and determining the extent of benefiting from its various roles along with providing specialized staffs in using and harnessing it for the purpose of education (Bozkurt, 2019). Furthermore, educational institutions should define the roles of those in charge of information technology and make it within their vision in order to achieve awareness of its importance and to demonstrate awareness of its use and its role in the learning process (Chen et al., 2019).

Therefore, it is imperative that the distance learning strategy includes developing educational curricula and harnessing creativity and innovation in designing e- educational programs, and providing students with appropriate, modern and non-traditional methods of presentation (Simonson et al., 2019). From this point, many characteristics of the distance learning strategy have emerged and guaranteed its success and efficiency, as it is imperative for educational and university institutions to provide modern electronic methods in order to develop their curricula and to be compatible with new and innovative concepts in the information age (Leite et al., 2020). It is also imperative that these institutions keep pace with the global changes in order to meet the developmental needs of the learning process elements and to consolidate the values of scientific innovation in the mechanisms of communicating with learners (Williams, 2019).

Moreover, it is imperative that the distance learning strategy focus on faculty members and their skills in terms of using technology in education, promoting, developing and reviewing curricula in planned way and drawing information from modern sources that keep pace with the changes taking place at the level of distance learning in the world (Donovan et al., 2019). In the same context, it is imperative that the content of the distance learning strategy should seek to improve methods of designing curricula and to add modern topics related to information technology (Villarruel et al., 2019). Meanwhile, the essential role of the educational institution is to set teaching programs in a positive and a proper way that suits the values and visions of the country where it

operates. This requires the educational institution to be effective and comprehensive, which will contribute to the success of this strategy as required (Van Wyk, 2019).

To ensure the success of the distance learning strategy, institutions of higher education need to realize that participation in this type of education requires a large investment and a strategic plan when starting it at the levels of universities and programs. Examples of factors that contribute to the success of the distance learning strategy include: allowing sufficient time to determine the educational materials to be offered electronically; providing appropriate educational sources for students; purchasing and maintaining the technological infrastructure and setting indicators for the educational success to become a sustainable and continuous process (Schaffert, 2010). This strategy must also include many aspects related to organizational change, change management, innovations of open educational resources, educational content design, professional development when implementing innovations in higher education in institutions and universities (Jung et al., 2017).

Hence, the distance learning strategy depends on many special axes, goals, objectives and visions when providing students with e-learning. It is also necessary to allow the surrounding environment to be analyzed strategically and to focus on joint cooperation between all its parties (Da Silva, 2019). The researchers have referred to several special dimensions of this strategy, which are represented in the vision, objectives, strategic analysis, strategic plan and the e-learning environment.

THE SUB DIMENSIONS OF THE DISTANCE LEARNING STRATEGY

The following sub dimensions of the distance learning strategy are represented in the vision, objectives, strategic analysis, strategic plan and the learning environment in higher education institutions:

First: The vision

The vision is defined as that strategic summary which describes what the organization desires in the future and a group of long-term objectives that must be achieved within a specific time frame of 5-10 years or longer (Anshar, 2017). The vision is also a perception of the future of organizations, as it identifies orientations that contribute to the proper planning and the implementation of the strategies pursued at all levels (Almong-Bareket, 2012).

The higher education sector is responsible for preparing the challenges and aspirations of the twenty-first century in order to achieve the objectives of sustainable development. This can be done by providing sound education that includes skills and knowledge within its future vision (Munoz, 2013; Volungeviciene et al., 2020). The higher education should be able to shift from the traditional method to the modern electronic method and to make its vision realistic towards the mechanism and the methods of teaching. This can be achieved by ensuring adaptation to the changes of surrounding environment and reform in order to increase the relevance and quality of the educational process inputs and enhance them for providing the labor market with the necessary skills and knowledge (Makoe, 2016).

In the same context, the vision of the distance learning strategy is a success compass for the online learning experience, which will shape the future education practices (Shearer et al., 2020). This vision can be implemented through different teaching methods that include three levels of interaction represented by (student - student, teacher - student, educational materials - student) with

an emphasis on observing these interactions to form a general perception about the vision of the educational institution (Dron, 2011). Accordingly, setting the appropriate vision contributes to meeting the educational needs that the distance learning strategy aims to achieve, through the following (Bickle & Rucker, 2018; Mejia, 2020; Shearer et al., 2020):

First: Personalized learning: It is on-time learning, enhancing online guidance, students' cognitive efforts, students' monitoring, independence and participation.

Second: Cooperative learning: This is carried out through in-depth online discussions, social interaction, building an educational community, joint building of knowledge and developing cooperation and communication skills.

Third: Deep Learning: This makes tasks more authentic and realistic, develops students' critical and creative thinking and promotes active and purposeful knowledge to build skills.

From here it is imperative that the vision of educational institutions such as universities, institutes and colleges should include the theoretical and practical basis of the educational technology and improve its content continuously. This can be done by developing the educational aids and methods wisely. It is also necessary to take into account the contemporary educational environment in light of the smart educational environment, as the successful vision of these institutions should be formulated to accept improving the quality of information sources and enhancing the skills of all parties to the educational process (Zhi & Wang, 2019). The role of the vision is to solve the problems of fluctuations and urgent effects in educational systems, in order to provide smooth and flexible learning through modern educational tools and to design cloud learning platforms, that may achieve a combination of self-learning and e-learning and bridge the gap in traditional teaching methods (Mei et al., 2019).

Second: The Objectives

The digital transformation in institutions of higher education aims to expand the narrow meaning of the traditional education and to transfer it to the distance learning. It is imperative that these institutions identify the needs of the stakeholders first and provide electronic services for education in line with the requirements of the beneficiary students in a fully digital environment. It is necessary to achieve the objective of distance learning in digitizing the basic services provided to academics and students, enhancing their capabilities, and making them to adapt to the changing circumstances (Seres et al., 2018). The digital transformation in higher education may differ according to its different components such as, communication networks, smart phones, the internet of things, big data, new cloud computing services and their accessories and other smart instruments that rely on fast and high-capacity communications and applications of artificial intelligence and social networks. This process aims to match and synchronize with these components to make distance learning a successful strategy for various educational institutions to follow (Dexeus, 2019).

The digital transformation in distance learning has several main objectives, the most prominent of which is the redevelopment of the operational processes of higher education. According to (Sandkuhl & Lehmann, 2017; Sani-Bozkurt, 2019), these objectives can be achieved through the following three approaches along with other methods that can be resorted to:

1- The digital transformations with the practical priority: The main goal of this transformation is to redefine services through a new and advanced digital process within the educational institution that seeks to create

value for users and to digitize supportive services together. On the one hand, this is highlighted in matters such as student's admission and registration, exams system, the quality assurance system, course plans, e-curricula and recruitment of the academic staff in educational institutions. On the other hand, the digital transformation in education is considered a prerequisite for progress by all and the changes in the ways students learn and use technology are also taken into account (Margaryan et al., 2011).

2- The digital transformations which have priority for service: This approach is closely related to the educational mission of universities. It aims to establish new educational programs along with digitizing the programs offered in the old method, whereby all types of distance learning structures in universities, especially the intensive open online courses, are enriched by new methods (Davidson, 2010).

3- The digital transformations which have priority for service and operational: This approach aims to create a systematic compilation of the aforementioned approaches, whereby the operational processes and learning methods are developed simultaneously. This system, which is the leading application in today's universities on a large scale, is used in all three approaches, where students' adaptation to digital methods and developments is an important issue (Hakan, 2020).

Third: The Strategic Analysis

The strategic analysis is a special instrument that aims to judge the extent of the successful implementation of the distance learning strategy in educational institutions (Jung et al., 2017). These institutions, with increasing numbers, have begun to implement a new type of e-learning that depends on open educational resources in their environment, as many educational institutions are seriously considering applying this type of education in the near future. This is done for the purpose of sharing knowledge, re-using the knowledge available to students, reducing the costs of its establishment and building good relations with students (Seaman, 2015). Distance learning contributes to increasing the perceived value of students who receive education, reducing costs for educational institutions and increasing their efficiency in utilizing the available resources.

The strategic analysis stage is an important stage in institutions of higher education, and it is similar to the need's assessment in many aspects (Jung et al., 2017). The analysis process should be aligned with other components of the strategy such as goals, vision and objectives, as this stage includes the following steps according to (Kaplan, 2005; Kotter & Cohen, 2012):

1- Establishing a special working group for distance learning.
2- Defining the comprehensive problems that can be addressed by the approved educational resources.
3- Defining the objectives and vision of the distance learning project.
4- Determining the objectives of the educational content of the distance learning process.
5- Analyzing the resources needed to conduct distance learning.
6- Analyzing the needed and used technological infrastructure.
7- Aligning the distance learning project with the institutional mission in line with its values.
8- Establishing a practical and adjustable schedule for implementing the distance learning project.
9- Establishing special educational platforms and approving educational materials and their digital content.
10- Building strong relations with external partners as third parties to support the implementation of the distance learning project.

Fourth: The Strategic Plan

A plan is a group of policies, planned procedures and specific measures aimed at achieving specific objectives in educational institutions (Rumble, 2019). It can also be viewed as a regular

process that involves taking a group of decisions and actions to achieve the pre-set goals within a specific period of time by relying on all available material, human and financial resources and using them ideally (Cachero et al., 2019).

It is imperative that the plan of distance learning emerge from a reality represented in applied scientific curricula, existing education and special content in a modern way. Moreover, education traditional methods should be developed to be suitable for use *via* information technology (Meijs et al., 2019). The distance learning strategic plan includes specific stages of planning represented in the pre- planning stage for the distance learning, the planning stage during the distance learning and the post- planning stage for distance learning, which is considered an evaluation instrument for this type of education (Neroni et al., 2019).

The first stage of the distance learning planning process which comes before the implementation includes several sub-stages. The most prominent of which are the following: identifying and selecting information sources or content of digital curriculum; carrying out accurate analysis of educational needs; making decisions regarding scientific material; determining the time frame for this stage; distributing time in a way consistent with this timeframe which is considered as an independent project and focusing on the arrangement of the spatial space that influences the ways of communicating with students (Çakiroğlu et al., 2019).

As for the second stage, which is the planning process during the distance learning, it focuses on a group of specific elements, the most prominent of which is the information display mechanism by using technology and special educational instruments (Salmon & Asgari, 2019). This is to ensure that it reaches the learners in a timely manner, regardless of their locations (Nolte, 2019). Furthermore, the distance learning plan, during its implementation, should include special methods to review the learners' understanding and verify their interaction with the practical and scientific elements (Philip & Zakkariya, 2020). This is done by providing feedback and creating flexibility to amend, change and improve the educational materials content provided to students (Rafika et al., 2020).

The last stage, which is the post- planning stage for the distance learning, includes several components, the most important of which are reviewing the plan priority, determining its costs and feasibility and the most prominent problems facing the learners, to deal with them later (Davis et al., 2019). Among the aforementioned components are determining the efficiency and success of the used educational tools and determining the rates of student access to educational material and the extent of their adherence to it (Andrews, 2019).

Fifth: The Educational Environment

The environment is one of the critical elements for the success of the distance learning in educational institutions. This environment should include many elements that make it suitable for providing this type of education. It should include flexible educational resources which have the ability to broadcast audio-visual communication in addition to having the ability to share educational content (Wentzel & De-Hart, 2020). Therefore, the distance learning environment should contribute logically to the students'-self-study, and this can be achieved by watching the video broadcast on their own, especially if they are studying part-time and tend to study only after the official working hours (Xu & Xu, 2019).

From this point, the higher education institutions began to realize the role of modern technology in the distance learning environment, as they focus on adopting a multi-level smart infrastructure supported by various applications such as the internet of things or cloud computing and providing the necessary communication between their parties *via* the internet (Al-Janabi, 2020). The distance teaching environment also seeks to establish two educational models, namely, the individual learning model and the group learning model. As the group communication model is based on simultaneous communication, wherein the communication between teachers and students should take place in real time. Meanwhile, the individual learning model relies on asynchronous communication, which creates an educational environment for students and allows them to access their study at a time that suits those (Wen et al., 2019). Thus, learning patterns in this environment are mainly connected with the mechanism of transferring and delivering educational resources and defining the characteristics of distance learning, which may depend heavily on self-study, as most students' time is separated from their teachers and colleagues (Lin et al., 2016).

The distance learning environment requires some things that students and teachers alike should have, namely efficiency, ability to share information, ease of teaching, asynchronous teaching and learning in time and place, infrastructure, availability of students' talents, creating the proper interaction and the ability to use modern technologies (Li et al., 2017; Lin et al., 2016). The distance learning environment and its virtual classes also allow students to receive education and cooperate with others within it and apply many exercises that were shown. It also improves the teachers' ability to capture verbal and non-verbal interactions, whether the lectures were live or recorded (Snow & Coker, 2020).

THE TECHNOLOGICAL INTELLIGENCE

The technological intelligence is considered as a group of methods and techniques concerned with capturing information *via* technology, delivering and conveying it to decision-makers as part of the process by which organizations develop their awareness and knowledge about the threats and the available technological opportunities (Waithaka et al., 2016). The current circumstances have led to an urgent need for organizations of all kinds and nature of work to evaluate their performance and the basic objectives for providing correct and reliable data and information (Prescott, 2014). Therefore, it is possible to define the technological intelligence as the special process of solving problems that include collecting, analyzing and interpreting information, thinking about future developments and their patterns, risks and opportunities by exercising human judgment about them (McDowell, 2009). It can also be defined as a map used as a future-oriented strategic planning tool (Winebrake, 2004), which provides a structured approach to help in defining the relations between technology and services found in educational institutions and others (Phaal et al., 2004). According to (Zhang et al., 2013), technological intelligence depends on the following:

- It is used in research, development and planning processes, which contribute to creating policies that include educational, economic, scientific, technological and innovative aspects.
- It contributes to increasing cooperation and potential coordination between industries and sectors in targeted technological fields.
- It is a specific technological path for the purpose of achieving specific objectives.

Furthermore, technological intelligence is distinguished by being the most important success factor for organizations which are moving towards adopting information technology in their business and ensuring a solid and sustainable technological basis that guarantees them excellence within the requirements of the rapidly changing markets, as it is recommended to focus early on high-potential and proactive technology (Schuh & Grawatsch, 2004). Therefore, organizations are focusing on using technological intelligence for the purpose of detecting early the surrounding changes through technology. The technological intelligence is considered important and a factor in the success of every technology-oriented company (Du Toit, 2003).

Therefore, technological integration in distance learning is an inevitable part in the ever-changing world. Taking advantage of technological intelligence is an essential part of the learning status. The digital technology increases very commonly and significantly in classrooms lately. Educational institutions have become dependent on the use of technology in lectures, educational programs and practical laboratories, where the integration of technological intelligence in the teaching and learning process can be an effective way to develop learners and teachers to obtain better educational and scientific results. Hence, distance learning strategies can greatly enhance and improve students' outcomes (Sarker et al., 2019).

The role of technological intelligence in distance learning is demonstrated through its crucial role in this process and is considered essential in benefiting from the best education for all by 2030 (Lewis et al., 2014). The technological intelligence provides an opportunity to bridge the gap in the traditional method of education and transform it into a modern comprehensive digital learning approach that enhances human rights in access to education (Chigona et al., 2014). Moreover, digital technology in education provides a multi-lateral model that supports and enables providing education and sets the main indicators to benefit from it. These indicators are represented in the students' commitment, curricula and infrastructure, developing the skills of academic staff, activating effective participation and enhancing skills, which contributes to reaching results and measuring their impact (Botha & Herselman, 2015; Bosman & Schulze, 2018).

Moreover, the technological intelligence has enhanced the digital distance learning environment by removing barriers of learning time and place, as learners can access digital resources *via* computers, portable smart devices, reading devices, educational video programs, virtual exams and many analytical programs. This enables learners and teachers to benefit from the educational aids in almost all stages of learning and stimulates the motivation for learning (10). The distance learning through the technological intelligence applications can also provide many advantages, the most prominent of which are enhancing learning capabilities, creativity, cooperation, independence and personalization. The digital learning environment also improves interaction, which focuses on learning and the creative and contemplative thinking.

RESEARCH METHODOLOGY

The study adopted the descriptive analytical approach in order to achieve the desired results. This approach which relies on collecting data, testing the study's hypotheses and answering its questions, developed a special questionnaire to be distributed in some Jordanian private universities.

POPULATION AND SAMPLE OF THE STUDY

The study's population consists of faculty members in the faculties of management and technology in Jordanian universities. From this population, the researchers selected a convenience sample comprising 110 faculty members who were chosen from various Jordanian universities.

THE RELIABILITY TESTS

To test the reliability of study tool, Cronbach's Alpha was used and the results revealed a Cronbach's alpha coefficient was (0.820) for all items, and values of (α) range from 0.728 to 0.793, which proves that the questionnaire is reliable. The values of (α) of the study's variables are presented in Table (1) below:

Table 1
THE RELIABILITY TESTS OF MODEL VARIABLES

Variable	Reliability Coefficient (α)
YGEN	0.774
LEARNST	0.793
INTTECH	0.728
All Paragraphs	0.82

Source: Developed by the researchers

THE STATISTICAL PROCESSES

The data in this study were subjected to statistical processes by using the (PLS) program in order to test its hypotheses and come up with its results.

THE DESCRIPTIVE ANALYSIS

The mean, Standard Deviation (SD), minimum, maximum and correlations among variables are presented in table (2) below:

Table 2
DESCRIPTIVE STATISTICS AND CORRELATION COEFFICIENT

	Mean	SD	Min	Max	Correlation		
					Y.GEN.	LEARN. ST.	INT. TECH.
Y GEN.	4.16	0.715	1.25	5	1		
LEARN. ST.	3.725	0.627	1.991	4.489	0.834**	1	
INT. TECH.	3.683	0.662	1.219	4.236	0.821**	0.923**	1
** Correlation is significant at the 0.01 level (2-tailed).							

The descriptive measures indicated that (Y Generation) came with the highest mean (4.160), while (the Learning Strategies) came with the mean (3.725). Moreover, the lowest mean was for (the intelligence Technology), namely (3.683). The correlation coefficient values indicated that there was a significant relation among the model variables.

THE CONFIRMATORY FACTOR ANALYSIS

The results of Confirmatory Factor Analysis (CFA) are presented in table (3) below:

Table 3
CFA RESULTS

Measure	CMIN/DF	CFI	GFI	NFI	RMSEA
Threshold value	<5	>0.90	>0.90	>0.90	<0.10
result	4.19	0.97	0.95	0.96	0.07

Table 3 above showed that CFA measures represent a good fit as CFI=0.96, GFI=0.94, NFI=0.96, and RMSEA=0.07 are all acceptable range.

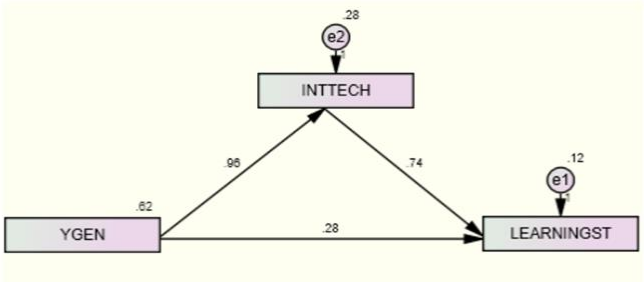


FIGURE 2
THE RESULTS ARE ESTIMATED THROUGH AMOS.

THE RESULTS & DISCUSSIONS

Table 4
REGRESSION ANALYSIS RESULTS

	Estimate (β)	S.E.	C.R.	p-value
Y GEN. → INT. TECH.	0.965	0.064	15.021	0
INTTECH → LEARNINGST	0.744	0.062	12.026	0
Y GEN. → LEARNING ST.	0.28	0.073	3.848	0

The regression results indicated that the effect of (Y Generation) on (the intelligence Technology) was significant (β=0.965, p=0.000), so there is a significant relation between the

independent and the mediator variables. Also, the effect of (the intelligence Technology) on (the Learning Strategies) was significant (β=0.744, p=0.000). This means that there is a relation between the mediator and the dependent variable. Moreover, the effect of (Y Generation) on (the Learning Strategies) was significant (β=0.280, p=0.000). This indicates that there is a significant effect of the independent variable on the dependent without a mediation effect.

Table 5
THE DIRECT, INDIRECT AND THE TOTAL EFFECT MODEL OF MEDIATION ANALYSIS

	Direct Effect		**Indirect Effect**		**Total Effect**	
	Y GEN.	INT. TECH.	Y GEN.	INT. TECH.	Y GEN.	INT. TECH.
INTTECH	0.965	0	0	0	0.965	0
	-0.01				-0.01	
LEARNING ST.	0.28	0.744	0.718	0	0.998	0.744
	-0.01	-0.01	-0.01		-0.01	-0.01

The results of table (5) above indicated that (the intelligence Technology) partially mediated the relation between (Y Generation) and (the Learning Strategies). The mediation effect is significant as the indirect effect (β=0.718, p=0.010) of (Y Generation) on (the Learning Strategies) is due to the mediator. Therefore, the total effect of (Y Generation) on (the Learning Strategies) is (β=0.998, p=0.010).

Therefore, universities have had the opportunity to transform these threats into an existing opportunity that can be exploited through the rapid transformation from the traditional educational environment to the digital educational one. This can be achieved by activating the teaching tools and methods in line with their vision to provide education anywhere, anytime and from any smart device and to focus on achieving a number of key objectives through it. Among the most prominent of these objectives are activating participatory education and self-learning, providing high-quality education, developing exploration skills, bridging communication distances between the faculty members and the students, giving importance to the element of strategic analysis that sheds light on the teacher, the student, and the educational institution now and in the future. Educational institutions should come up with the results of this analysis that contribute to creating a modern teacher, interactive and positive student and an educational institution that is completely dependent on technology. They should contribute to reformulate their strategies and plans drawn for the educational process and its three stages namely, the pre-learning, during learning and post-learning stages. This can be done by considering the available infrastructure, capacities and the educational instruments in the pre-learning stage, monitoring the application and developing the curricula and the content digitally during the learning and adjusting the procedures and the rules properly and evaluating the distance learning process in post-learning stage. Moreover, the educational institution has to improve its educational environment continuously which includes a multi-communication environment, adopting collaborative work and stimulating student's senses through the audio-visual effects and the positive interaction.

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