

Distance Education for Interior Design Students between Current Constraints and Future Visions

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Abstract:

Distance learning is one of the solutions that a lot of local and international universities started to use. At the shade of Corona virus COVID19, this trend has become very clear. Distance learning has been used instead of closing universities that led to creating non-stability as it was a sudden test that many universities were not ready for passing it appropriately.

Distance learning is like any new initiative action facing some obstacles and challenges as it is a new experience applied for the first time on interior design and furniture students in Damietta University; here comes the problem of the research: what are the obstacles facing interior design and furniture students in distance learning and its affectivity? Moreover, what are the criteria achieving the quality of distance learning?

Starting from this the research aims at recognizing strength and weakness starting from this point, from students' point of views and measuring the affectivity of distance learning in Theoretical and practical courses for students of furniture and interior design. In order to achieve these goals we used the Descriptive analytical method and the questionnaires have been used. The importance of the study lies in improving the educational process for students to achieve the aimed goals. Also some future trends were suggested to support and enhance the success of distance learning. The problem is not the presence of challenges but succeeding in passing them and finding solutions for them in a gradual way combining between the distance learning advantages and the traditional education system to overcome different obstacles to be ready for emerging crisis.

Key words:

Distance Education, Interior Design, Education Obstacles, Corona pandemic, Quality of Education.

Introduction:

Distance learning is not a new idea as it has appeared at the end of nineteenth century, it started in Britain and then moved to USA, Canada, Australia and then to other countries. The term of distance learning appeared with the start of Education by correspondence⁽¹⁾ Then, it developed to be distance learning and it had many forms at the beginning of seventy's, this time university students could have learnt outside the campus through radio and television, record tapes and lessons by correspondences⁽²⁾. Distance learning passed through five generations; correspondence education generation, audio and visual media generation, television and radio

transmission and telephone conferences, flexible learning based on using mass media, and at last the electronic learning generation based on using internet network through virtual classes and digital aids ⁽³⁾.

At the shade of enormous progress and the quick development in various fields such as technology, at the current circumstances that 2020 witnesses and with the spread of Covid-19 and suspending study in universities, the educational institutions are required to find educational solutions to face that challenge in order to make the educational process easier and constant. Therefore, Egyptian Institutions of higher education had to find alternatives and the most important of them is distance learning and through applying this system on students of Interior Design and Furniture Department – Damietta University, some obstacles and challenges appeared so it is necessary to have a look on them to make use of distance learning effectively.

Research problem:

Research problem is summarized in the following question:

What is the affectivity of applying distance learning on students of Interior Design and Furniture Department – The Faculty of Applied Arts – Damietta University? And what are the most important criteria to achieve the quality of distance learning?

Research aims:

There are some aims for that study and they are:

1. Defining the distance learning.
2. Measuring the affectivity of distance learning concept on both theoretical and practical courses for of Interior design and furniture department – Damietta University.
3. Giving a suggestion and a future vision to evaluate distance learning for of Interior design and furniture department – Damietta University.

Research importance:

The importance of this study is that it is a feedback for evaluating and improving distance learning to achieve the aimed goals. It also provides the authorities with study results to avoid distance learning obstacles in the future. It also helps in identifying challenges and diagnosing the obstacles that block applying the distance learning effectively.

Research limits:

- **Time limits:** it has been conducted at 2020 – during Covid19 epidemic and applied at the second semester for the year 2019/2020.
- **Place limits:** interior design and furniture department – faculty of applied arts – Damietta University.
- **Human limits:** students of the Interior Design and Furniture Department –Faculty of Applied Arts – Damietta University.

Research hypothesis:

The research supposes: Distance learning can replace traditional learning with distance learning in teaching theoretical and practical courses for students of interior design and furniture department – Damietta University.

Research methodology:

The analytical descriptive method was used to achieve study's aims and to answer research's questions to get some suggestions and recommendations in order to enhance the process of distance learning.

Research's theoretical frame:**Concept of distance learning:**

There are various terms describing distance learning such as ⁽⁴⁾:

(Distance Learning- Remote Learning – Distance Education – Distributed Learning) .

Distance learning is defined as: that educational system that uses available communication means to overcome the problem of distance that separates between the learner and the teacher. It gives the opportunity of mutual interaction with some conditions for the success of that process ⁽⁵⁾:

1. The course should fulfill the learners' needs.
2. Using convenient communication means.
3. Continuous evaluation.

Distance learning is defined as that type of learning in which the teacher is away from the learner either in place or in time or both of them in order to connect between them and transfer the educational material ⁽⁶⁾.

Researchers define distance learning as an educational pattern in which electronic communication means and internet play the main role in transferring educational material and achieving interaction between the teacher and the learner anywhere and at any time for achieving the continuity of educational process.

The difference between traditional learning and distance learning:

| In comparison | Traditional learning | Distance learning |
|------------------------------------|--|---|
| Requirements | A traditional classroom – educational hall – containing all material resources. | Virtual classroom – communication means and technologies – strong internet network. |
| Attendance | Actual attendance to cope with lessons there is no made up for absence. | Actual attendance is not required and absence can be made up for. |
| Interaction among all parts | In specific time inside the classroom. | Does not achieve high quality in all times but occurs during connection time or at any other time through messages ⁽⁷⁾ . |
| Cost (as for the student) | Student needs to go to university so it costs money for transportation and this amount will be more if the student does not live in the same city. | The student needs financial costs to provide computer and raise internet speed. |

| | | |
|--|--|---|
| Effort (exerted by the teacher) | Makes an effort by attending and giving the lecture. | Requires double effort to arrange an effective material for distance learning. Lecturers should be trained concerning the use of the required software and applications. |
| Used educational method | Depends on books and sometimes uses technological means. | Uses technological means as they depend on the electronic shows, multimedia and web pages. |

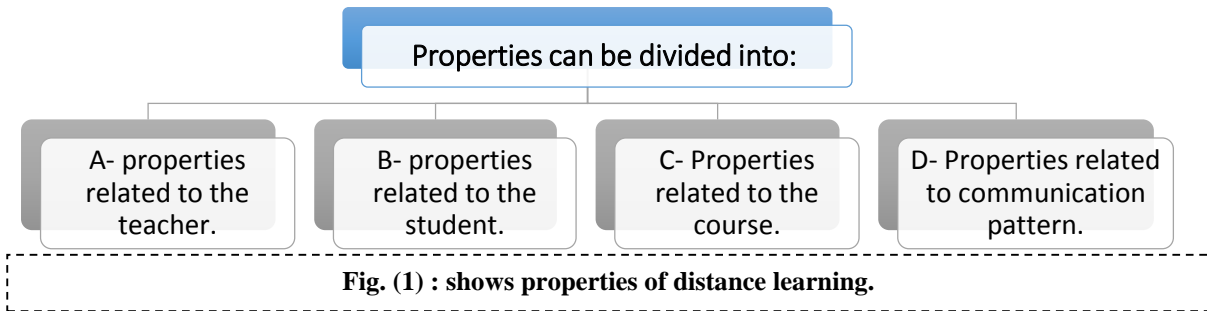
Table (1): shows the difference between traditional learning and distance learning

Components of distance learning:

It has many components that control its quality and they affect each other⁽⁸⁾:

- Administrative requirements.
- Teacher and learner.
- Interactive communication means.
- Educational means.

Properties of distance learning:



A- Properties related to the teacher:

- Distance learning needs more effort from the teacher as all the used means and technologies should be under his supervision so he has to work harder for self-development to cope up with technological progress and development⁽⁹⁾.
- He has a part in improving skills and abilities through providing a suitable environment for distance learning.
- The teacher has to care for learners' conditions and has to give variable educational environment so that each student finds a suitable means⁽¹⁰⁾.
- The teacher has to develop communication skills and the mutual cooperation between student and teacher and among students.
- Contact between the teacher and the student happens either directly in a definite time or indirectly and not related to specific time⁽¹¹⁾.

B- Properties related to the student:

- The student is a main axe in distance learning process as there are always efforts to provide convenient environments and variable means and courses in order to improve student's abilities and to encourage the idea of self-learning.
- Student can learn at anytime what he wants and in his preferred place and with the suitable speed and amount for him ⁽¹²⁾.

C- Properties related to the course:

- The variety of the ways used to prepare a convenient course.
- Providing information transfer means to transfer the content to the students.
- Novelty due to depending on modern technology means and modern mass communication means ⁽¹³⁾.
- Distance learning provides a digital multi-media content (texts, audio effects – drawings, etc.) ⁽¹⁴⁾.
- Reaching a bigger number of students and in different places.
- It is easy to modify and develop comparing to traditional learning that depends on printed books.

D- Properties related to communication pattern:

- A distance between the learner and the teacher.
- The interaction quality is based on the availability of modern technology, communication means and technical support provided by the institution

Reasons for distance learning:

There are some reasons that led the countries to use the distance learning:

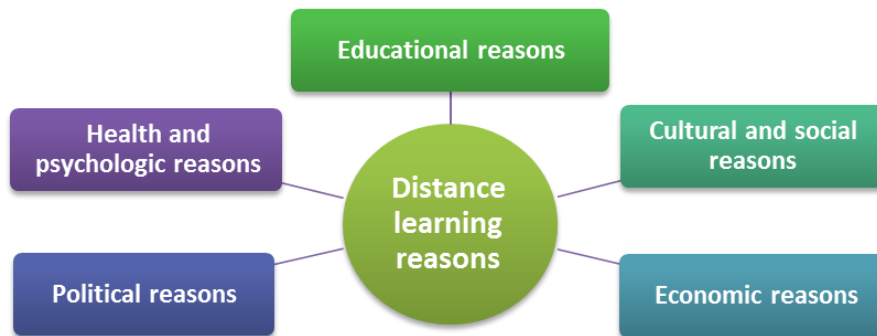


Fig. (2) : shows reasons for distance learning.

1. Educational reasons:

There is no competency between the traditional methods and teaching methods and also teachers are not enough .

2. Cultural and social reasons:

The increasing demand for education recently and the educational institutions cannot absorb that huge number anymore ⁽¹⁵⁾.

3. Economic reasons:

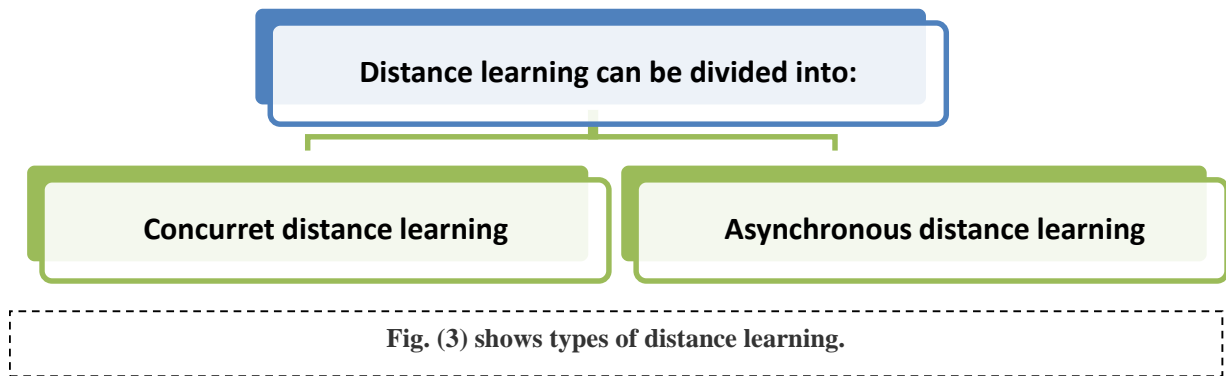
Providing distance learning for big groups of the society due to its low cost compared to traditional learning. Expanding distance learning does not require new buildings and new bigger classes so its cost is lower to the university but in its beginning its cost is higher for the student as each student needs his own computer and internet network.

4. Political reasons:

It is useful in case of political disruption and the lack of stability that lead to closing schools and universities. Hence distance learning helps to continue education process.

5. Health and psychological reasons:

Distance learning programs take into consideration the individual differences among students and help to rebuild trust especially the sick and the handicapped ⁽¹⁶⁾ in addition to that it has been applied in many countries during March 2020 to eliminate the spread of COVID-19.

Types of distance learning:**Comparison between concurrent distance learning and asynchronous distance learning**⁽¹⁷⁾:

| In comparison | Concurrent distance learning | Asynchronous distance learning |
|-------------------|---|--|
| Meaning | Direct distance learning | Indirect distance learning |
| Concept | Authorized learning technologies depending on internet to deliver and exchange lectures and researches topics between teacher and learner at the teaching actual time through: <ul style="list-style-type: none"> • Real-Time Chat. • Virtual Classroom. • Video Conferencing. • Interactive White Board. | The learner gets lectures and lessons according to a preplanned schedule in which the learner chooses the times and places suitable for him using some of electronic learning means: <ul style="list-style-type: none"> • E-mail. • World Wide Web. • Mailing List. • Discussion Groups. • File Exchange. |
| Advantages | Getting an immediate feedback during the interaction between the teacher and the learner. | Choosing the time suitable for the learner. |

Table (2): comparison between concurrent and asynchronous distance learning.

Advantages of distance learning:

There are a lot of advantages that help the institution to use distance learning and modify it according to its needs:

- 1. Low cost :** does not cost a lot of money on long term compared to the traditional learning because it happens with the presence of computers.
- 2. Beyond barriers :** it is not restricted to specific time or place.
- 3. Suitability and equality :** especially for students who have physical illness or psychological problems, also providing opportunities for people who are not accepted in traditional learning such as handicapped and old people. It acquires equality among students regardless their economic or social levels ⁽¹⁸⁾.
- 4. Interaction and easy communication:** communication happens in many ways such as discussions, e-mails- chat rooms...etc. and usually they are among students and between the teacher and the learners. It makes it easier to contact with the teacher after official working hours as they can send questions to the teacher anytime through different means.
- 5. Variety in teaching methods:** used methods vary according to students either they are audio or read or film.
- 6. Not being restricted to time:** learning resources are available along the day and at any time. This advantage is useful for those who want to learn in specific at the times that are suitable for them to learn in the suitable time for them. ⁽¹⁹⁾
- 7. Achieves independence:** individual activities are a way for the student to achieve himself and a good chance for self-learning that enhances their self-confidence and reaching the highest grade of success.
- 8. It is easy to get a scientific material:** the content is recorded on the internet and the used means.
- 9. Developing learners' skills in using computer and internet:** through learning new softwares and technologies.
- 10. It treats some problems:** such as congestion and crowded transportation, pollution, less buildings ⁽²⁰⁾ numbers, in addition to health problems and limiting epidemics.

General criteria for the quality of distance learning:

There are some criteria that should be followed and they are basic requirements for achieving system's goals such as ⁽²¹⁾:

- 1- Educational institutions are the source of academic settings whereas courses are put, revised and approved in advance.
- 2- Arranging universities and educational institutions to fulfill distance learning requirements.
- 3- Preparing and designing courses in competence with the means used in distance learning.
- 4- Helping the student to understand course's requirements with clarifying them at the beginning such as computer skills, and facing this learning type's difficulties.
- 5- Supporting personal interaction with students either concurrent or asynchronous by using the necessary tools between both the teacher and the learner or among the learners.
- 6- The size of virtual class must be defined the same as in the traditional learning to achieve the best interaction.

7- Covering the educational materials to be equal to the courses that are taught in traditional classes.

8- Continuous evaluation to follow up the stage advance of courses in all levels.

The experience of distance learning in interior design and furniture department – Faculty of Applied Arts – Damietta University.

Distance learning system started at 15 March 2020 , as the courses were given to students by teachers and allectures have been given and uploaded using virtual classrooms or different means or by using faculty's website.

A brief about courses in Interior Design and Furniture Department – The Faculty of Applied Arts – Damietta University.

The student studies the following courses across 4 years:

Specialized courses and divided into ⁽²²⁾:

- **Main specialized courses:** represent 56 % of courses and they are the backbone of the department such as : designing apartments in the first year, designig commercial places in the second year, designing administrative places in the third year and graduation project in the fourth year...etc
- **Supplementary specialized courses:** represent 11% of courses and they are the supplementary for the department courses such as: environmental control system – (light) in first year, environmental control systems – (ventilation) in second year – environmental control systems – audio in third year and marketing in fourth year.
- **General supplementary courses:** represent 16.5% of courses and they are supplementary for the general course according to each department.
- **General courses:** represent 16.5% of the courses and they cover university and faculty's requirements.

Measuring the affectivity of using distance learning in specialized and supplementary specialized courses for students in Interior Design and Furniture Department -The Faculty of Applied Arts – Damietta University:

Society and sample: the questionnaire was prepared using Google Forms and electronically distributed to department's students. They are 120 students and the response percentage is 68% and here are study's statistical results:

❖ The results of the constructive validity of the questionnaire's axes.

In order to check questionnaire's constructive validity, the correlation coefficient was calculated for each axe total marks and the questionnaire's total marks the results as below:

| Questionnaire's axes | Correlation coefficient | Significance level | Statistical significance |
|-------------------------------------|-------------------------|--------------------|--------------------------|
| Infrastructure axes | .047 | 0.01 | Significant |
| Human code axes | .079 | 0.01 | Significant |
| Student axes | .059 | 0.01 | Significant |
| Distance learning organization axes | .059 | 0.01 | Significant |
| Distance learning pattern axes | .086 | 0.01 | Significant |

Table (3) shows that the correlation coefficient was calculated for each axe total marks, the questionnaire's total marks as it ranged as (0.47 – 0.86) and all of them are statistically significant that shows validity and harmony of the questionnaire.

❖ Statistical results for the first axe regarding infrastructure:

Table 4: repetitions and percentages of samples responses regarding infrastructure axe.

| Items | Response | | | | | |
|---|----------------|--------|----------------|--------|----------------|--------|
| | Yes | | Almost | | No | |
| | Repetitio n | % | Repetitio n | % | Repetitio n | % |
| 1. I suffer from internet disconnection during the lecture | 23 | 28.40% | 56 | 69.14% | 2 | 2.47% |
| 2. Increasing the internet speed requires high cost beyond my ability. | 34 | 41.98% | 36 | 44.44% | 11 | 13.58% |
| 3. There is one application or website to upload all courses with their contents including lectures, activities, audio and visual contents. | 42 | 51.85% | - | - | 39 | 48.15% |
| 4. Receiving the educational materials happened without obstacles as they are easily downloaded. | 38 | 46.91% | - | - | 43 | 53.09% |

Table (4) shows the repetitions and percentages of samples responses regarding infrastructure axe as about 69.14% of the researched stated that internet is not regular during the lecture and 28.40% of them stated the disconnection of internet during the lecture and most of them (% 44.44 + 41.98) agreed that increasing the internet speed requires high cost beyond their ability while more than the half agreed that there are obstacles during receiving the materials electronically.

The graph shows the samples responses regarding infrastructure axe according to each item's percentage.

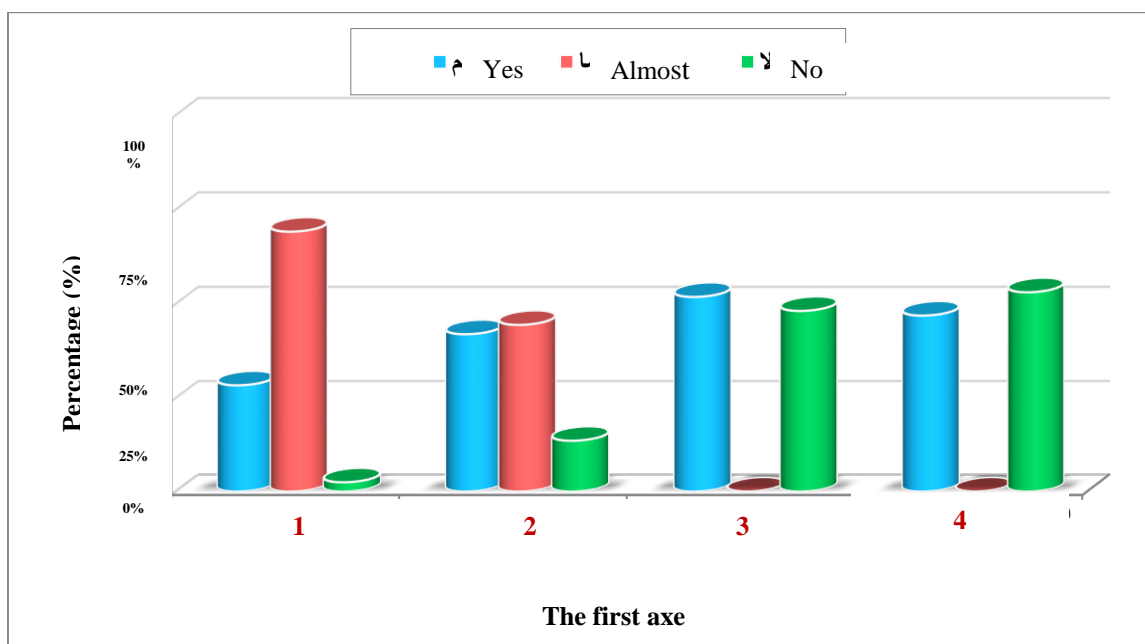


Fig. (4): shows the samples responses regarding infrastructure axe according to each item’s percentage

❖ **Statistical results for the second axe regarding human code:**

Table (5): repetitions and percentages of samples responses regarding human axe code

| Items | Response | | | | | |
|--|----------------|--------|----------------|--------|----------------|--------|
| | Yes | | Almost | | No | |
| | Repetiti on | % | Repetitio n | % | Repetiti on | % |
| 5. A workshop has been provided to teach distance learning methods , softwares and communication means’ skills | 21 | 25.93% | - | - | 60 | 74.07% |
| 6. A Teacher seeks to contain you and reduce stress from distance learning | 26 | 32.10% | 49 | 60.49% | 6 | 7.41% |
| 7. Teachers were ready to face and contain the crisis | 24 | 29.63% | 47 | 58.02% | 10 | 12.35% |
| 8. Course’s teacher provides me with references and electronic sources that support the course and makes better use. | 24 | 29.63% | 40 | 49.38% | 17 | 20.99% |
| 9. Practical assignments have been modified by the teacher in a way that is convenient to the available materials | 23 | 28.40% | 47 | 58.02% | 11 | 13.58% |

Table (5) shows repetitions and percentages of samples responses regarding human code axe, as 74.07 % of them stated that they did not get workshops to teach them distance learning methods, softwares and websites.

The next graph shows samples responses regarding human code items according to each one’s percentage

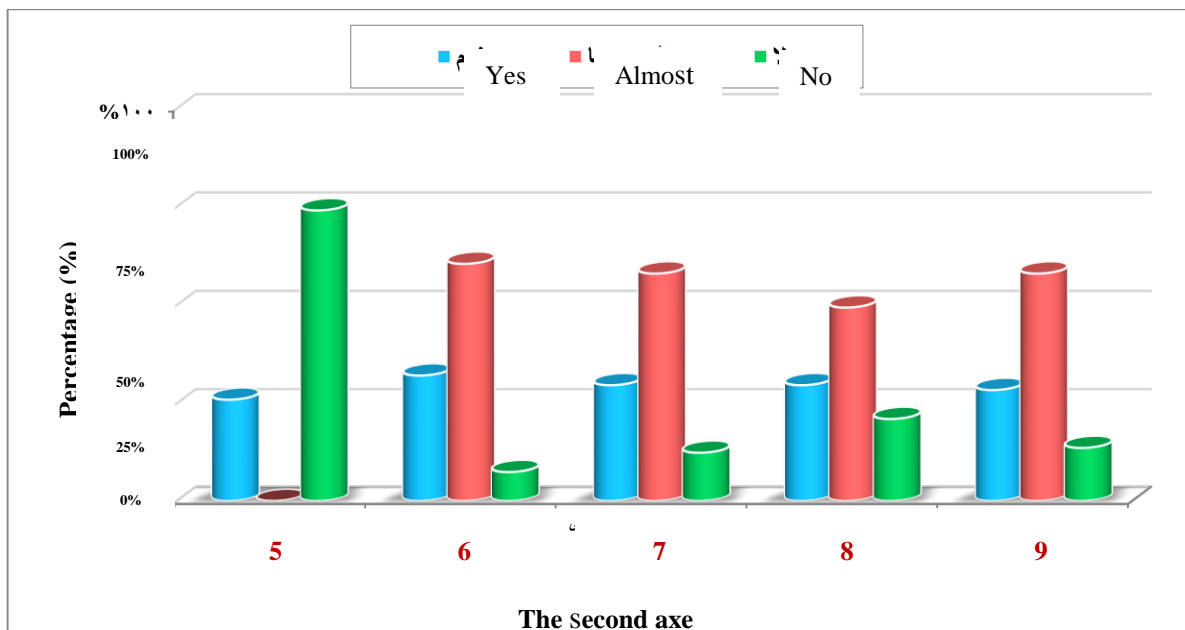


Fig. (5) Shows samples responses regarding human code axe according to their percentage.

❖ Statistical results for third axe regarding the student

Table (6) : repetition and percentages of samples responses regarding student axe

| Item | Response | | | | | |
|---|--------------|--------|------------|--------|------------|--------|
| | Yes | | Almost | | No | |
| | Repetition | % | Repetition | % | Repetition | % |
| 10. Felt distracted and worry because of moving through groups and different applications. | 57 | 70.37% | 21 | 25.93% | 3 | 3.70% |
| 11. Distance learning helps for the interaction between the teacher and the student during the lecture. | 13 | 16.05% | 39 | 48.15% | 29 | 35.80% |
| 12. Do you feel a slow response during correspondence with the teacher? | 16 | 19.75% | 40 | 49.38% | 25 | 30.86% |
| 13. Is there a continuous evaluation process includes all course's parts? | 39 | 48.15% | - | - | 42 | 51.85% |
| 14. Through the experience of distance learning which application is more affective (You can choose more than one): | | | | | | |
| • Zoom Cloud meetings. | 53(65.43%) | | | | | |
| • Google Classroom. | 85(71.60 %) | | | | | |
| • WHATSAPP. | 46 (56.79%) | | | | | |
| • Facebook. | 11 (13.58%) | | | | | |
| • University's official website. | 5 (6.17%) | | | | | |

Table (6) shows repetitions and percentages of samples responses regarding student axe whereas 70.37% of the researched stated they felt worried and distracted of about through groups and different applications. More than the half agreed that distance learning does not support interaction during the lecture and they feel slow response from the teacher during the lecture and also there is no continuous evaluation covering the whole course. They also agreed that Google Classroom is the best method used in distance learning with %71.60 then Zoom Cloud Meetings %65.43 then WHATSAPP application with percentage %56.79. The following graph shows the constraints regarding the student with percentages.

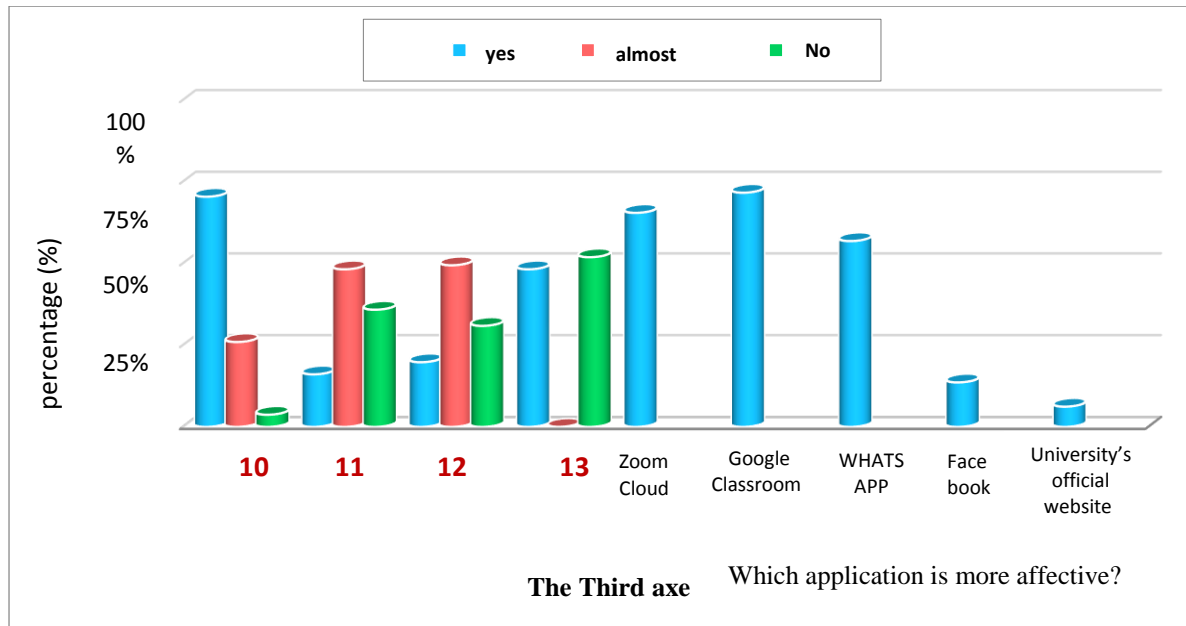


Fig. (6): shows samples responses regarding student axe items according to their percentages.

❖ Statistical results for the fourth axe regarding distance learning:

Table (7): repetitions and percentages of samples responses regarding distance learning axe.

| Item | Response | | | | | |
|--|------------|--------|------------|---|------------|--------|
| | Yes | | Almost | | No | |
| | Repetition | % | Repetition | % | Repetition | % |
| 15. There is a definite schedule for lectures and for contact with the course lecturer. | 31 | 38.27% | - | - | 50 | 61.73% |
| 16. There is no coordination in lectures times | 49 | 60.49% | - | - | 32 | 39.51% |
| 17. Do you think that dividing the students into smaller groups saves time and makes better use? | 62 | 76.54% | - | - | 19 | 23.46% |

Table (7) shows repetitions and percentages of samples responses regarding organizing distance learning axe, as 76.54% of them stated that dividing students into smaller groups is better and

saves time, and 61.73% stated that there is no announced definite schedule for lectures and contact with the lecturer, 60.49% agreed that there is no coordination in lectures times.

The following graph shows the constraints regarding organizing distance learning according to percentages

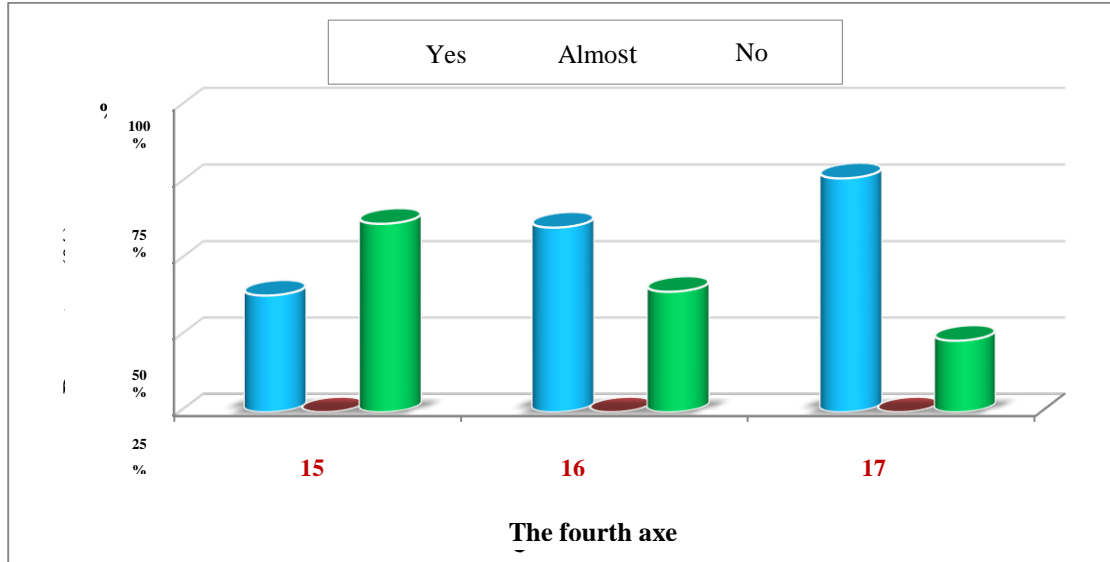


Fig. (7) Shows samples responses regarding organizing axe according to percentages.

❖ Statistical results for fifth axe regarding distance learning pattern

Table (8): repetitions and percentages of samples responses regarding distance learning pattern axe.

| Items | Response | | | | | |
|---|------------|--------|------------|--------|------------|--------|
| | Yes | | Almost | | No | |
| | Repetition | % | Repetition | % | Repetition | % |
| 18. It achieves more attraction during educational process. | 12 | 41.81% | 24 | 29.63% | 45 | 55.56% |
| 19. There is a difficulty in contact and sharing among colleagues in group assignments. | 37 | 45.68% | 34 | 41.98% | 10 | 12.35% |
| 20. Using distance learning gives fair and equal chances for all students. | 14 | 17.28% | 27 | 33.33% | 40 | 49.38% |
| 21. Distance practical lesson needs more time than practical lesson in the university. | 44 | 54.32% | 21 | 25.93% | 16 | 19.75% |
| 22. There is a care for individual differences among students in distance learning | 10 | 12.35% | 37 | 45.68% | 34 | 41.98% |
| 23. The quality of designs in distance learning is the same as designs in the traditional learning. | 29 | 35.80% | | 0.00% | 52 | 64.20% |
| 24. Doing and understanding practical assignments and | | | | | | |

| | |
|--|--------------------------------|
| understanding modifications is better in: • Distance practical lesson. A • Practical lesson in university. B | 16 (19.75%) 65(80 .25%) |
| 25. Which one requires more effort for delivering ideas: • Distance learning C • Traditional learning D | 64(790.1%) 17 (20 .99)% |
| 26. Which is better in distance learning: • Practical course E • Theoretical course F | 6 (7.41) % 75 (92 .59) % |

Table (8) shows repetitions and percentages of samples responses regarding distance learning pattern axe as 55.56% of them stated that the resulting designs in distance learning are not equal to the traditional learning and 55.56% stated that distance learning is not more attractive than traditional learning. 54.32% of them agreed that distance practical lesson needs more time than the one in the university and about half of them stated that distance learning does not give fair and equal educational opportunities for all students and there is a difficulty in contact among colleagues in group assignments and it does not care for the individual differences. Also 80.25% of them agreed that understanding assignments is better in the university and 79.01% agreed that distance learning requires more effort for presenting their ideas. About 92.59% of them stated that theoretical course is better in distance learning.

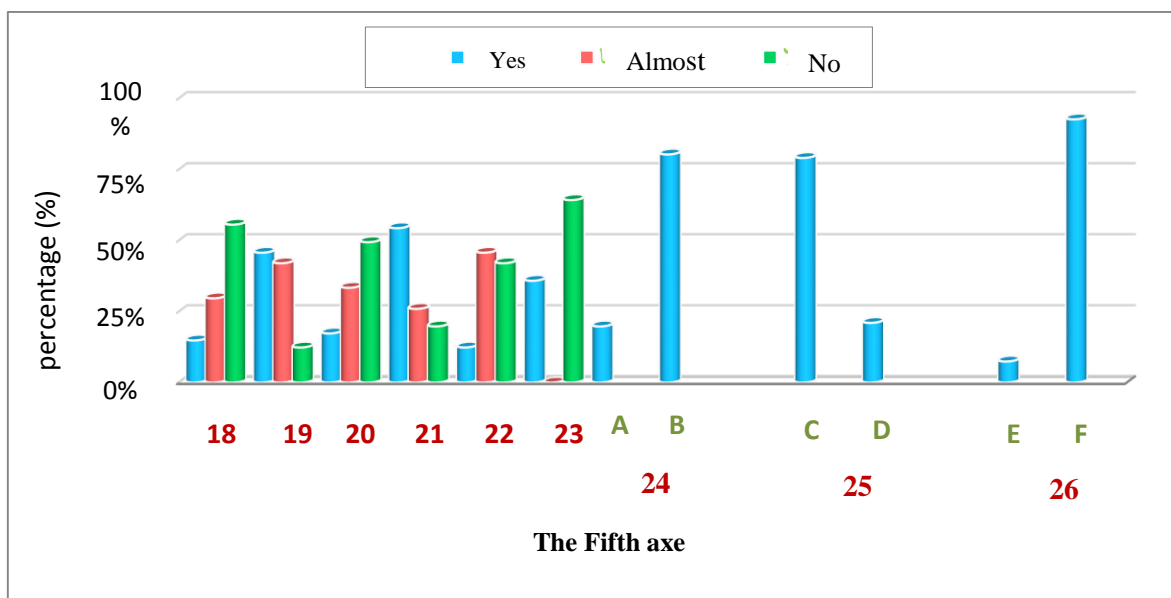


Fig. (8) Shows samples responses regarding distance learning pattern items according to their percentages.

Discussing results and conclusions:

The researchers summed up the following constraints (Study's results):

| Constraint | Description/Analysis |
|--|---|
| Infrastructure constraints | <ul style="list-style-type: none"> • Internet's speed is not regular during the lecture. • Increasing the internet speed required a high cost. • There is a problem during receiving and downloading educational materials. |
| Human code constraints | <ul style="list-style-type: none"> • The lack of workshops explaining learning methods and communication means and websites • Some lecturers are not ready to face the crisis especially at the beginning due to the lack of necessary skills in distance learning process. |
| Student constraints | <ul style="list-style-type: none"> • There are a lot of groups and applications that led the student to feel distracted and worried. • Interaction between teacher and student is difficult during the lecture. • The slow response to students' questions and then the feedback loses its affectivity between the lecturer and the student. • There is no continuous evaluation covering the entire course. |
| Distance learning organization constraints | <ul style="list-style-type: none"> • There is no announced defined schedule for lectures and for contact with the teacher. • There is no coordination between lectures times. |
| Distance learning pattern constraints | <ul style="list-style-type: none"> • The level of designs in distance learning is lower than that in traditional learning in university. • Lacking attraction and motivation methods during distance learning. • The time assigned to practical lesson is not suitable for distance learning. • Difficulty in communication and sharing among students in group assignments. • Not consideration individual differences among students in distance learning. • There is a difficulty in flowing assignments and understanding modifications regarding practical lesson compared to theoretical lessons. |

Suggestion and future vision to evaluate distance learning experience in interior design and furniture department, Faculty of Applied Arts – Damietta University.

Using faculty's official regulation and by using courses' descriptions, we could make approximate calculation for the cognitive skills in each lecture and put the following suggestion as it represents lectures arrangement and the suggested learning pattern:

Distance learning, we give the symbol (D) and in the university we give the symbol (U).

We could calculate the lectures percentage to the lectures given in the university to explain reasons of distance learning percentages.

With regarding:

- Individual differences among students as some need more time to understand the course and get the necessary skills.
- Students in first stages need more time to acquire a lot of skills.

| Lecture No. | <u>Course</u> | | |
|-------------------|--|--|--|
| | Courses were divided through the following description and they are connected to skills and knowledge acquired during the course. | | |
| | First: Theoretical | Second: practical theoretical | Third practical |
| | Example for each course either main specialized or supplementary specialized to show merging plan related to courses inside the department | | |
| | Marketing and product's researches Fourth year | Color theory First year | Designing commercial institutions Second year |
| 1 | (D) | (D) | (D) |
| 2 | (D) | (D) | (U) |
| 3 | (D) | (U) | (U) |
| 4 | (D) | (D) | (D) |
| 5 | (D) | (U) | (U) |
| 6 | (D) | (D) | (D) |
| 7 | (D) | (D) | (U) |
| 8 | (D) | (D) | (U) |
| 9 | (D) | (D) | (D) |
| 10 | (D) | (U) | (D) |
| 11 | (D) | (D) | According to student's need (D) / (U) |
| 12 | (D) | According to student's need (D) / (U) | |
| 13 | (D) | (D) / (U) | (D) |
| 14 | Discussions | Discussions | Discussions |
| Distance lectures | Almost 100% | 60 : 70% | 40 : 50% |



General criteria of education quality is followed and it was previously mentioned:

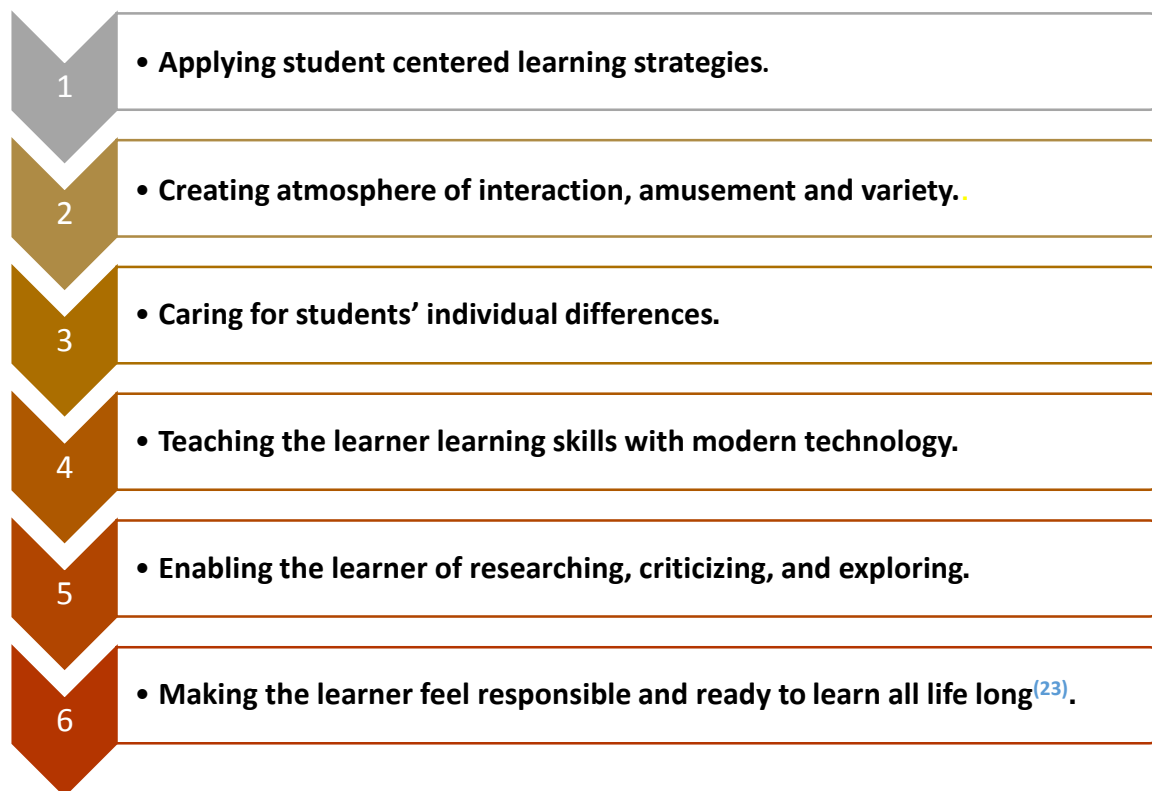
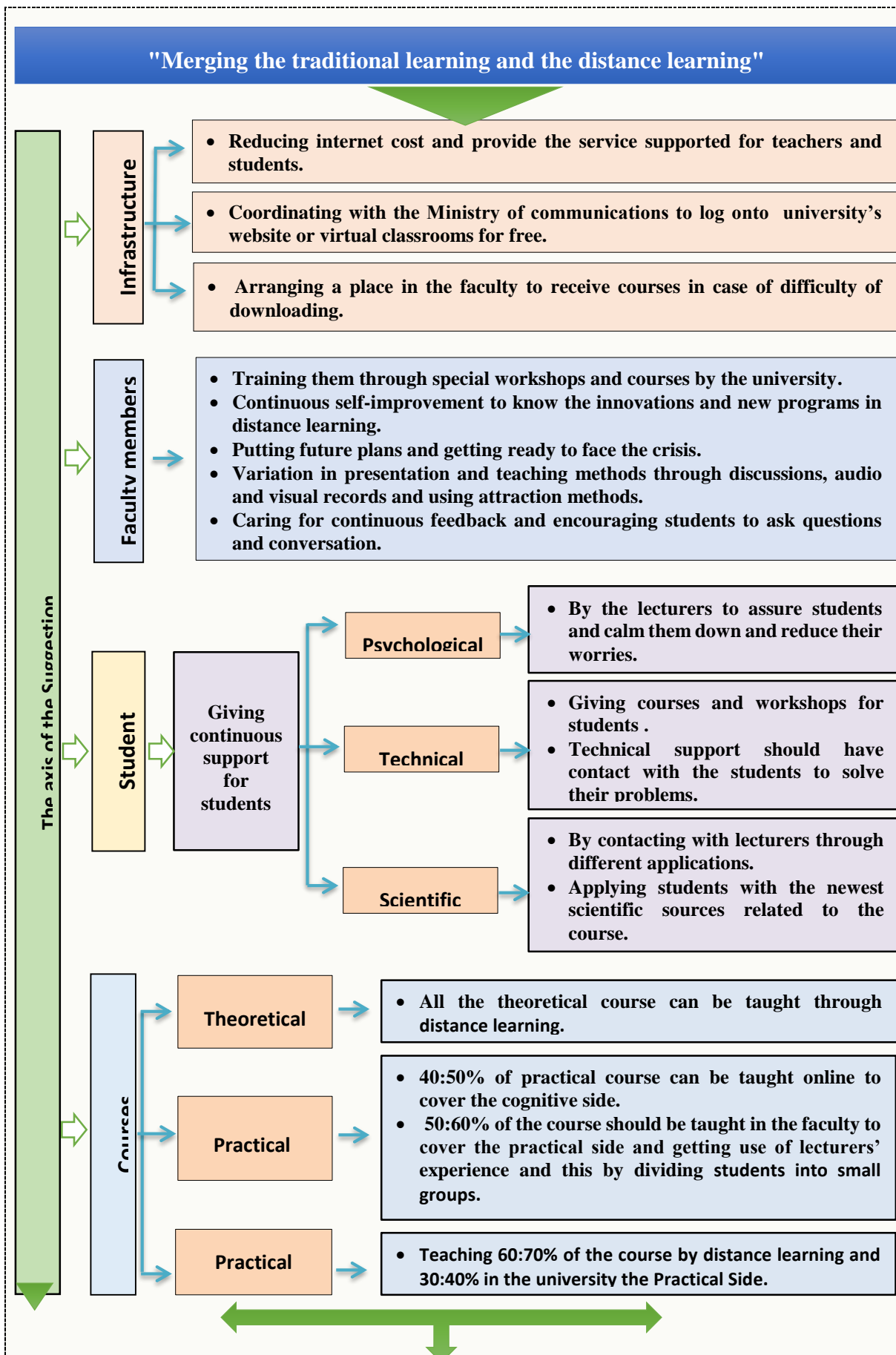
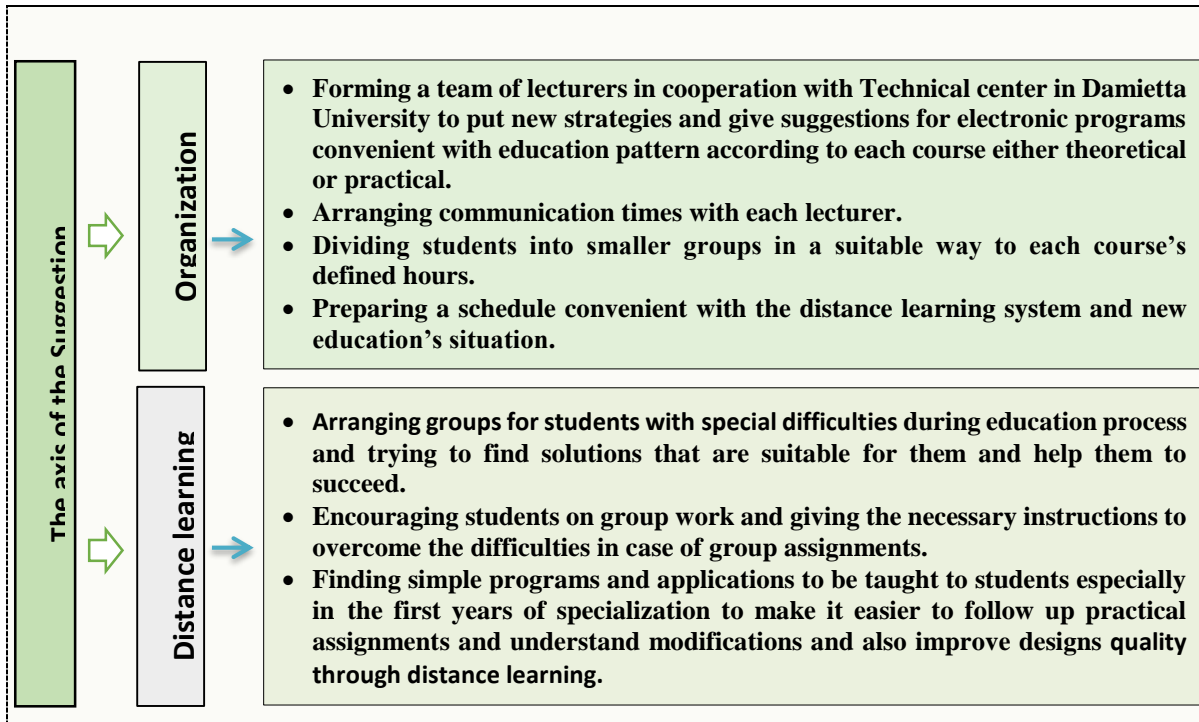


Fig. (9) shows General criteria of education quality .





Conclusion:

Distance learning is an effective way for getting knowledge, providing learning opportunities and coping up with current changes. But through the study experience, we found some obstacles that block the affectivity of distance learning and reduce its quality. The Distance learning cannot replace the traditional learning especially for some design courses in Interior Design and Furniture Department that need an acquired hand skill. Applying distance learning needs gradual steps to cope with the current situation and to achieve a comprehensive preparation for all parts.

Results:

From the study we found:

1. The success of distance learning in theoretical courses is higher than in practical courses as in practical courses we cannot depend only on distance learning.
2. There are some constraints in some courses that are taught to students in interior design and furniture department – Faculty of applied arts – Damietta university at the shade of COVID-19 epidemic:
 - Infrastructure constraints.
 - Human code constraints
 - Student constraints.
 - Distance learning organization constraints.
 - Distance learning pattern constraints.

Recommendations:

We can suggest the below to guarantee the quality of distance learning and increase its affectivity:

1. There should be a coordination with the Ministry of Communication to provide convenient infrastructure to overcome communication difficulty and overcome of communication its cost and reduce it for students.
2. There should be a gradual plan for merging both systems in teaching some courses to overcome different obstacles to get ready for emerging crisis.
3. Lecturers and teachers must get training and also students must get training for educational process's innovations and overcome all difficulties to reach the highest goal that is continuing educational process effectively even the distance learning.
4. There should be a suitable schedule for the distance learning and also modify the list and number of hours in distance learning system as number of hours is different from traditional system.
5. There should be various audio and visual means related to the material and also they should use attractive activities so the students will react and give continuous feedback.

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