THE ABILITY OF THE HISTORY DEPARTMENT TEACHERS TO PREPARE INTERACTIVE DIGITAL CONTENT AND ITS RELATIONSHIP TO TECHNOLOGICAL SUPPORT (SYNCHRONOUS - ASYNCHRONOUS) FROM THE STUDENTS' POINT OF VIEW

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Abstract

The current research study aims at measuring the level of ability of Ability of History Department Teachers to Prepare the Interactive Digital content and its Relation with the Technological Support (Concomitant and Non Concomitant) from the Students' perspective in college of Education for human sciences / Karbala university from the Students' perspective. The researcher followed the descriptive approach. The research community was represented by all students of history department of the daily study about 481 male and female students. The research sample was about 214 male and female students who were chosen by the random classified method. The researcher used the questionnaire to collect data and information, for the Interactive Digital content device was composed of 38 items distributed on three fields, while the technological support device was composed of 22 items distributed on two fields. The data was statistically analyzed to carry out the final results depending on the statistical package for the social sciences (spss).The researcher concluded that the ability level to prepare the Interactive Digital content device for the history department teachers/ Karbala university; In accord with responses of the research sample individuals, it was low score. The study also concluded that there are no differences of statistical sense to the research sample individuals concerning answering the questionnaire's ability of items to prepare the Interactive Digital content device are due to the gender variable (male - female). Concerning the class variable, the results showed presence of differences of statistical sense to the benefit of the first year over other years. Concerning practicing of the technological support, in the Interactive Digital content device, it was middle degree. The research also concluded that there are no differences of statistical sense in the responses of the research sample individuals to the items of technological support due to the gender and class variables, In the light of the results that researcher reached at, he introduced a group of conclusions, recommendations, and suggestion that all were mentioned in the fifth chapter.

Keywords: ability, history department teachers, interactive digital content, technological support.

Introduction

Those who follow the conditions of education in Iraq, especially university ones, notice that the term electronic or digital education was not circulated in the Iraqi educational culture until the emergence of the Corona pandemic, which started from China and extended to include most

countries of the world, which imposed many restrictions, the most difficult of which was the quarantine, which prevented most From one and a half billion learners around the world from going to their educational institutions, and that the Iraqi Ministry of Higher Education, after the spread of this epidemic, issued the ministerial order, specifically on 3/17/2020, to complete the academic year by using technological technology, by authorizing universities to find the appropriate mechanism to deliver lectures to Students using approved electronic platforms through computer centers in Iraqi universities and other methods to ensure that the study material is delivered to students. (Al-Ajili and Mandil, 251: 2021) The problem of the current research appears in the sudden digital transformation, which is a new experience that adds new roles for both university faculty members and students alike, and these roles require two important things: experience and technological skill, both of which constitute a stumbling block in the way of achieving goals. In the absence of digital education, many studies have indicated that there are difficulties facing university faculty members represented in their inability to employ technological innovations as a result of their poor possession of the expertise and skills necessary for the success of digital education, and among those studies are the study of Al-Salhi (2020) and the study of Al-Khafaji (2020) and the study of Farhoud and Al-Mayahi (2021). The Ministry of Higher Education and Research, represented by its ministerial team specialized in e-learning affairs, has sought to hold many courses, workshops and scientific seminars in order to train and develop teaching staff in Iraqi universities and digitally rehabilitate them to face the challenges of the Corona pandemic and its repercussions, until the number of these workshops and courses has reached, as proven on the Ministry's website Higher education and research (8250) workshops until September of the year (2021), and this number of workshops and training courses indicates that faculty members in all specializations have made a great effort to integrate into the e-learning experience, and then improve the educational process, and it is worth Noting that the rehabilitation of the teaching staff initially included how to create electronic classes and how to prepare electronic tests, and then the matter turned to how to prepare digital content, as the Ministry of Higher Education and Scientific Research noticed that there is a problem facing students in not adapting and interacting with the study material through The path of e-learning due to the inability of university faculty members to prepare interactive digital content, so the The Ministry, represented by its ministerial team, intensified courses and workshops for the preparation of interactive digital content. It was not satisfied with this amount of attention, but directed many official books to Iraqi universities, demanding through them the need for teachers to pay attention to electronic lectures and include multimedia and video clips*. Based on the above, the problem of the current research came in line with the changes and developments that took place in the Iraqi university education system after the Corona pandemic, as well as in response to the recommendations of the Ministry of Higher Education and Scientific Research, the recommendations of many scientific workshops and conferences that were held after the Corona pandemic, including (the first international conference on digital education under Corona Pandemic), which was held in the Iraqi University for the period from (15-16/8/2020), all of which stressed the need for digital content to be interactive, and in response to all of the

above, the idea of initiating scientific research came as a scientific attempt to identify the ability of the teaching of the History Department to prepare Digital content and its relationship to technological support from students' point of view.

Importance Research

Through science, man has been able, since ancient times, to preserve his civilization, continue to build it, achieve progress and sophistication, control the environment and harness technology to serve him in various aspects of life. Science is of special importance and value in human life, as it is one of the most important pillars of his renaissance, development and prosperity. (Al-Helou, 2003: 372)

The enormous scientific and technological wealth that the developed world possesses today has enabled it to achieve an unprecedented level of scientific progress, social well-being and civilized advancement. Universities have a leading role in finding, developing, disseminating and employing this knowledge in addressing the problems of contemporary life in those societies. The huge was created and developed by the bright minds, as the universities had a prominent role in embracing and formulating those creative minds and creating the appropriate conditions for their growth and creativity. (Al-Thubaiti, 2000: 212)

Thus, universities today have become the reference on which to build a developed society based on sound scientific foundations, and they are the factory that secures the need of any country with qualified human cadres necessary to advance progress. Therefore, higher education has become a major tool for achieving the requirements of society in all aspects of life. Today, universities are required to serve their societies and work to advance and develop them. They also lead the movement of progress and development in all fields of society. (Ashour, 2004: 159) And since the faculty member is the secret of the success of the educational process, the tasks and roles that he performs have evolved, so his role is no longer limited to memorizing students and managing classrooms successfully. And using all the available conditions and capabilities, to facilitate the teaching and learning process for the learners, and this requires that the university faculty member possess many teaching skills, including the skill of using and employing technology in the educational process in a way that takes the educational process out of routine and monotony to development and renewal through which students can acquire Knowledge in a deeper and accurate manner to be able to coexist with the variables and developments of this era, in which scientific and technological development has become one of its features. (Al-Shafi'i and Al-Fatlawi, 2017: 957) Here it becomes clear to us that the educational process has witnessed a rapid development in light of the rapid development of digital communication technology, especially after the emergence of the digital revolution, which affected all sectors without exception, as it contributed and worked to form advanced digital communication networks, which in turn gave a strong and effective impetus that changed the methods of communication until Technology and digital communication have become requirements of modern life to achieve the desired goals, and thus the world has become a network of interconnected digital information, and since university institutions aim to produce and disseminate knowledge, which requires the use of modern technology to achieve these goals. (Al-Sebaei and Maamari, 2019: 1) Here it should be emphasized that the

world today is living in an era that can be called the era of (digitization), this era that led to a change in all areas of life, including the educational field, whose goals, fields, methods and methods have changed, and new terms and names have appeared. For teaching methods, all of which focus on employing digital technology in the process of teaching and learning, so education must keep pace with this change by replacing the traditional educational environment that relies on paper and pen in addition to its reliance on the teacher and the book as a primary source of learning in an advanced environment that uses modern technology and the adoption of multimedia In education, which is called digital learning, and that the use of digital learning in the educational process is not new today, but dates back to several past years, but in light of the Corona crisis that the world is experiencing today, educational institutions, including universities, have turned towards digital education as an alternative to ensuring the continuity of the educational process. (Mamkg, 2021: 2) Digital education is a rich environment with various resources according to the learners' needs and their different skills, and it contributes to reformulating the roles of the elements of the educational process in line with the developments and developments in modern educational thought and encourages communication and interaction between the elements of the educational process, and increases the interaction between The teacher and the learner and among the learners themselves, and is characterized by the ability to open various areas for dialogue and discussion, such as e-mail, chat rooms and educational platforms, which provide opportunities for exchanging ideas on the topics raised and motivate students to participate and interact at any time without embarrassment or fear. (Hantouli, 2016: 4) With the development and renewal of digital content, it takes multiple forms and forms, and in light of this multiplicity, it is important to pay attention to its design based on theoretical foundations and scientific standards stemming from multiple educational theories, as well as taking into account the characteristics of learners and their learning methods. Therefore, interactive digital content can be To direct students to a variety of electronic scientific sources that encourage them and improve their abilities. (Swedan and Shimi, 2017: 6) The digital content, including its multimedia content, is integrated with each other to form its basic units, and is intertwined with each other in proportion to the scientific material and the characteristics of the learners, as it facilitates and makes their experiences have a lasting impact, and provides them with the educational experiences necessary to achieve Learning objectives and provides multiple methods and makes the educational process easier for the teacher and the learner. Interactive digital content may increase the shift from monotonous methods to the use of multimedia that is characterized by fun and suspense as it encourages motivation and curiosity. (Azmy, 2011:7) (Technological support is an essential component of the educational process, and a right of the learner; it is not permissible to leave it alone looking through the method of trial and error, which is an urgent necessity in digital education, because it does not happen directly face to face, but it happens electronically (simultaneous and non- simultaneous) Hence, the learner becomes alone and needs technological and educational support and guidance, and (Youssef 2021) confirms that supporting educational performance leads to achieving good performance for learners, as it adds experiences for learners that they benefit from in different educational situations, as well

as develops their self-reliance in solving problems. Problems that require investigation and research, and provide them with huge types of information sources (Yusuf, 119:2021) The researcher believes that providing support in the digital education environment is of great importance, not only because it facilitates the learning process for learners, but rather guides them and helps them produce knowledge and perform all learning processes From communication, participation and interaction Thus, the importance of the research can be summarized in the light of the aforementioned with the following points:

1. Statement of the importance of universities in increasing the educational experiences of society in the light of scientific and technological progress and building a knowledge society.
2. Statement of the importance of the College of Education for Human Sciences being one of the important tributaries of education and a beacon for preparing promising generations of teachers who take upon themselves the role assigned to teaching at the secondary level.
3. Demonstrating the importance of the history department and its contribution to providing students with the skills that help them link the past with the present and benefit from past experiences in order to advance progress, present and in the future.
4. Statement of the importance of university faculty members after them being the main pillar in the implementation of the functions and tasks of the university.
5. Demonstrating the importance of the faculty members, especially the teachers of the history department, possessing the skills of the digital age, especially the skill of integrating technology into education.
6. Demonstrating the importance of interactive digital content in transferring knowledge to learners, which is the link between the teacher and the learner.
7. Statement of the importance of technological support as a necessity of digital learning.
8. Demonstrate the importance of technological support in increasing learners' experiences and their interaction with digital content.
9. This research is (according to the researcher's knowledge) the first at the local level, which aims to study the ability of the History Department teachers to prepare interactive digital content and its relationship to technological support (synchronous or asynchronous) from the students' point of view.

Research objectives:

1. Identifying the level of ability of the History Department teachers to prepare digital content from the students' point of view.
2. Identifying the level of technological support (simultaneous - asynchronous) for the teachers of the History Department from the students' point of view.
3. Identifying the correlation between the two research variables (the ability to prepare interactive digital content and technological support).

Research Limits

The current research is determined by measuring the level of the ability of the history department teachers to prepare interactive digital content and its relationship to technological

support from the point of view of students in the history department at the University of Karbala for the academic year (2021-2022).

Fifth: Determination Terms.

First: (Ability), defined by:

Shehata and Al-Najjar (2003) The power that enables the performance of a physical or mental action and the ability to quickly comprehend is the ability to comprehend the different particles and form hypotheses about deficiencies, then test these hypotheses and re-test them, then modify them and re-test them again if necessary, and finally publish the results. (Shehata, and Al-Najjar, 2003: 233)

Al-Shafi'i (2016) "Everything that an individual can perform at the present moment of mental or motor actions as a result of training or without training" (Al-Shafi'i, 2016: 132) Procedural definition: The possibility of teaching the History Department in the College of Education for Human Sciences to carry out their teaching tasks and prepare their digital content Interactive in order to achieve their desired educational goals, which can be identified by answering the paragraphs of the scale prepared for this purpose.

Second: interactive digital content

He was known by:

- Khalifa (2020) that: Electronic scientific sources that have been prepared and formulated, and its production and dissemination in order for the learner to practice research skills and obtain information electronically in creative and collaborative ways in electronic learning environments, to achieve electronic learning by acquiring behavioral changes appropriate to the educational goals. (Khalifa, 2020: 441)
- Badr (2021) that: "The digital version of the educational content that pertains to one of the courses, which depends in its composition on multimedia such as texts, animations, and e-books, and includes a set of knowledge, scientific experiences, and skills to be acquired." (Badr, 2021: 19)

The researcher defines it procedurally: All that the members of the faculty of the History Department do in terms of collecting information and knowledge and preparing them on electronic design programs where they are visual and audio and published through floppy disks and websites to facilitate access by their students to achieve the desired educational goals.

Second: Technology support). They were known by:

Emery (2002) that: - "The way in which the teacher tries to help the learner in different ways in e-learning environments, which helps him in solving the problems he encounters during his learning.   (8: Emery, 2002)

Hindawi and Mahmoud (2016) that: "Temporary assistance and guidance provided to the learner within the electronic learning environment, depending on the various communication programs and the capabilities provided by that environment, so that the learner can successfully achieve the required educational goals." (Al-Hindawi and Mahmoud, 2016: 79)

(simultaneous technology support):

And the researcher defines it procedurally: all that the teachers of the History Department at the University of Karbala, College of Education for Human Sciences, provide directly from

clarifications about e-learning programs and interactive digital content to help learners reach the desired educational goals and increase their digital technological experience.

(Asynchronous Technology Support)

The researcher defines it as procedurally asynchronous technological support: All the teachings of the History Department at the University of Karbala, College of Education for Human Sciences indirectly provide clarifications about e-learning programs and interactive digital content to help learners reach the desired educational goals and increase their technological expertise.

theoretical framework and previous studies

- digital content

The use of technology has enabled the creation of effective learning environments and provided the opportunity for learners to find opportunities to obtain knowledge and learn 'whether they are inside or outside the university campus. The cost of achieving appropriate learning environments for learners, and to ensure that the content must be compatible with the characteristics of learners in order to meet their psychological needs and aspirations. (Abdul Ghafoor, 2012:64)

- The concept of interactive digital content.

(Ahmed and Al-Hafnawi 2013) believe that the interactive digital content is an educational content that consists of the knowledge and experiences to be acquired to achieve the desired goals and is characterized by the intensity of multimedia and may be an essential part of the e-learning environment, which can be prepared through digital programs as well as it can be published by hard disks or On the Internet. (Ahmed and Al-Hafnawi, 2013: 5)

Khalifa (2020) defines it as: "displaying educational content information in readable, visual, and audio sources that support the educational and learning process." (Khalifa, 162:2020)

Ali (2011) also defined it as: "a set of facts, concepts, principles, laws, theories, judgments, and skills that pertain to a specific field of study, which are translated into multiple software via the Internet, that is, embodied in an interactive e-book or interactive video in order to teach them to students later." (Ali, 2011: 94)

- the importance of interactive digital content.

Every generation and every society has been exposed to different technologies more than its predecessor, and our current era is characterized by the rapid development of technological information, which is the main issue that determines the structure of society, regardless of the fact that people have more or less access to this information in the past, which is the dividing factor between the past and the present, which is the lack of Equality in wasted time in accessing vast masses of information. Either the digital age eliminates this inequality, or the slow pace. However, the discovery of the Internet in the nineties brought something different to life, unlike previous generations, which is the use of technology in various fields of life, and the adaptation of technology to education. It is considered a motivating factor for learners and teachers in teaching and learning, and that technological tools attract students' attention, meet their educational needs, and make them more effective for learning, and because interactive

digital content consists of a group of multimedia (text, graphics, sound, animation, interactive educational video), As these multimedia experiences increase the understanding process because they focus on a group of senses and save time and reduce boredom from a fixed lesson. (Ozcan & Yavvz, 2020: 2)

- Characteristics of interactive digital content.

To design successful digital content, it must achieve its goals and achieve its educational effectiveness, and it must have a set of characteristics that, in turn, help in its suitability to the learners' characteristics, which can be limited to the following points:

Saves time and effort in the flyer and download process.

It can be modified after its organization if required for modification.

Ease of searching within it through the search engines available on the content display programs, through which the required information can be accessed.

Simplicity in representing reality and presents the information and the relationships that link them in an easy and simplified way.

To take into account the accuracy and correctness of the published information and that it is free from scientific, grammatical and spelling errors

Students with special needs are taken into account. (Al-Sherman, 2015: 141)

- Stages of preparing interactive digital content.

These steps must be followed in the content preparation process, which we will summarize as follows.

Analysis stage: In this stage, all learners' needs are identified, their age and academic level are determined, all topics and tasks are analyzed, and then teaching systems are determined, problem formulation and general objectives.

The design phase: where the design journey defines learning objectives, sequencing topics of interactive digital content, defining presentation strategies and methods of delivering content to the learner, and determining evaluation methods.

Implementation stage: At this stage, the interactive digital content is published through the Internet or on CDs, and it is tested on a sample of experts or students benefiting in a preliminary or exploratory experiment. Educational and appropriate forms, images, texts and language used.

Evaluation stage: Through it, the success of the interactive digital content is verified through learners' reactions and learning outcomes. (Al-Juhani, 2012: 117)

The second axis / technological support.

This axis includes (what is technological support, the importance of technological support, technological support functions, characteristics of technological support, types of technological support, sources of technological support, patterns of technological support, tools for providing technological support).

First: What is technology support?

- (Zambrano & Nori, 2011) see that technological support is "a process through which the learner is helped to solve a specific problem that he encounters during his learning, as that problem exceeds his scientific capabilities, where the support is provided by the

teacher or another person who is more experienced and more technologically advanced. (Zambrano & Nori 2011:13-20)

- He also sees (Khamis, 2009) that "support is a temporary system provided by the teacher or another person who is more knowledgeable in order to help the learners to perform a task that they cannot accomplish on their own except through assistance." (Thursday, 10: 2009)

Second / the importance of technological support .

- Shapiro (2008) indicated that the technological support that the learner receives from the teacher or through training programs has a significant impact on increasing the achievement of the learners. Many researches on support strategies have found that educational technological support affects increasing the level of achievement. At the educated. (Shapiro, 2008: 124)

The importance of support can be summarized in the following points.

- Developing the technological knowledge of the learner.
- Helping learners to solve the technical problems they face as soon as possible.
- Work to motivate the learner and increase his motivation towards learning. (Abdul Ati, 2020: 252)
- Work to reduce failure in carrying out the tasks required of the learners.
- Helps learners increase the experiences they need in the educational process. (Chibl, 2019: 233)
- Third / characteristics of technological support.

It encourages learners to express their opinions and enables them to find the appropriate way to face their educational problems.It works to reduce students' frustration, and enables them to identify the difficulties they face during their learning and provide support to reduce those difficulties that learners may face.It helps guide students step by step and reduces their confusion during the learning process.Determine the paths of the students and assist them in making the important and required decisions so that they do not deviate from the right path in order to continue in the task.Provides modern and diverse learning resources, and enables students to make decisions in those resources and use them in the learning process.Helps reduce ambiguity within the e-learning environment. (Ghneim, 2018: 165)

- standards of technological support.
- It is presented according to the needs of learners in the electronic learning environment.
- The methods of support should be appropriate to the abilities of the learners.
- To contribute to increasing the knowledge of the learners.
- The support provided to the learners contributes to guiding them towards self-learning.
- Contribute to reducing cognitive stress among learners. (Abdul Wahhab, 2021: 651)

Technological support methods
Synchronous support method: support in this method is provided directly to the learner by the teacher at the same time as learning, in which the learners may be provided while performing

the required tasks with detailed models of how to perform those tasks step by step, and it also includes programming all the skills and experiences that the learners should acquire During the performance of educational tasks, and it is stipulated that this support is concentrated on the educational content, and it is provided by a human being or by means of the program, or any of the technological innovations, which can be programmed and presented steadily, so that it can be designed by the teacher, through his full analysis For educational content and its development, identify the difficult parts of it and put in place the necessary support to facilitate its understanding. (Khalaf, 2013: 129)

This method of support is distinguished by its ability to increase the learners' abilities to cognitive representation of new information, as it provides the learner with the information that should be known, and it is presented to him in a clear, detailed and organized manner in a coherent structure, in a sequential manner, and an integrated framework with the previous cognitive structure that exists in the learner's mind, which facilitates He has to construct the new structure of knowledge and encode it in order to permanently encode it in long-term memory. (2010:551 Lee & Songer)

Asynchronous support method: Technology support is provided in this method at any time without requiring the presence of the learners and the teacher during the provision of technological support, where the learners leave the required assistance at any time, then the teacher responds to the assistance requested by the learners at another time. It is not fixed and is presented when learners encounter difficulties that stop them during their learning. This method is suitable for adults and learners who have previous experience, even simple or irregular, in the subject of their learning. This method of support relies on questions and activities that are not synchronized with learning in order to encourage learners to explore the information themselves. This is done by leaving links or websites that help them find solutions to their questions. These links work on developing analytical skills and extra-cognitive thinking skills. (Ibrahim, 2021: 112)

Here, the researcher would like to point out that he used the two methods (synchronous - asynchronous) to measure the level of technological support that is provided to students from the research sample.

Previous studies

The stage of reviewing previous studies is one of the important and main stages in the stages of educational research, as the researcher avoids topics that have been studied in the past, and it is also considered the basic rule upon which the researcher can rely in setting the steps and procedures of his current study, and that previous studies have an important role in strengthening the subject to be studied. And enriching it from an educational perspective, and after the researcher looked at the educational literature in Iraqi libraries, and the Arabic, local and international databases, he did not find a similar study in its variables with the variables of the current research (the ability of the teaching of the History Department to prepare interactive digital content and its relationship to technological support from the students' point of view), and the researcher contented himself with presenting studies that are somewhat close to the

current research, in terms of its variables. (interactive digital content) and technological support (synchronous - asynchronous). The studies will be presented according to their chronological sequence, and the researcher will find similarities and differences between him and those studies, and then the research will summarize the benefit from those studies **.

First - Presentation of previous studies.

Before presenting the previous studies, the researcher arranged them in chronological order from the oldest to the newest. The previous studies were divided into two axes as follows:

The first axis / studies specialized in interactive digital content.

El-Baz Study (2020).

A proposed vision for the development of digital content for the Discovery Education website to teach science in light of the nature of the second era of science (science 2.0).This study was conducted in the Arab Republic of Egypt, and the study aimed to evaluate the digital content of the Discovery Education website in the light of the nature of the second era of Science 2.0. The educational videos on the site, and the researcher relied on the analytical descriptive approach, and the educational videos of the Discovery Education site were analyzed for the three educational stages. The results of the study indicate that the digital content of the Discovery Education website does not meet the criteria for evaluating the content in light of the nature of science 200 by 75%, and it does not meet 75% in the educational videos, as well as the technical and educational standards. In the light of this study, the digital content of the Discovery Education website was developed. (Al-Baz, 2020: 440-494)

Al-Jadi` study (2021).

(The importance of using appropriate educational digital content for primary school students from the point of view of teachers in the light of some variables in the city of Tabuk).This study was conducted in Bahrain, in the city of Tabuk, and aimed to shed light on educational digital content and how to use it, design and develop it from the point of view of primary school teachers. The researcher used the descriptive method, and his study tool was the questionnaire, as the study was applied to (300) male and female teachers in the primary stage, divided into (150) males and (150) females from primary school teachers in the city of Tabuk. The study recommended enriching digital content and urging primary teachers to use it. At all levels of schooling, training teachers on how to use it and employing it in education, and training students on how to benefit from it. (Al-Jadi', 2021: 221-250)

The second axis / studies specialized in technological support (synchronous and asynchronous) The researcher found only one study concerned with technological support, which he will summarize as follows:

Kakada et al. (2019) study. (The effect of technological, social and academic support and university services on student satisfaction) This study was conducted in India, and its aim was to investigate the impact of technological, social, academic, and university support on student satisfaction. Social, academic support, and university services. The sample of the study consisted of (240) male and female engineering students in private and governmental Indian universities. The results of the study were analyzed and extracted using statistical codes for social sciences (Spss), and the results of the study showed the satisfaction of the sample.

Research from students on support (technological, social, academic, and university services) and it had a positive impact of those services on student satisfaction, and this means that there is a correlation between support services and student satisfaction. In light of that, the researchers presented a set of recommendations, conclusions, and proposals.

(Kakada & et al, 2019: 5)

Secondly, benefit from previous studies:

The researcher did not find a descriptive study close to his research, and that the studies that were conducted with the same variables are all experimental studies. The researcher limited the benefit from these studies to the following points.

Define search terms.

- Choosing and organizing the appropriate theoretical framework.
- Choose the methodology that is commensurate with achieving the goals.
- Choose the references needed by the researcher
- The third chapter (research methodology and procedures)

In this chapter, the researcher presents the procedures that were followed to achieve the objectives of the research, represented in determining the type of approach used in the research, defining the research community and its sample, the tools used in the research, as well as methods for verifying psychometric characteristics, and choosing the statistical methods used in processing the data that were used in interpreting the results. These procedures included the following:

First / (Method of the Research).

Since the current research seeks to know (the ability of the history department teachers to prepare interactive digital content and its relationship to technological support from the students' point of view), the researcher used the descriptive approach in his research as it is the most suitable method for his research, as the descriptive and relational approach is defined as "the investigation focused on the phenomenon with the intention of Diagnosing it, revealing its aspects, and defining the relationship between its elements and other phenomena. It does not stop at describing the phenomenon, but goes beyond that, analyzing, interpreting, and comparing for the purpose of reaching meaningful assessments with the intention of gaining insight into that phenomenon. Likewise, the descriptive approach does not depend on predicting the future, but rather it implements from the present to the present. The past in order to gain insight into the present, and is concerned with describing the phenomenon in an accurate description and expressing it qualitatively and quantitatively. (Al-Azzawi, 2007: 97)

secondly /. (P0pulation of Research).

The research community means all the individuals of the phenomenon who constitute the subject of the research and are related to the research problem, from whom the research sample is derived and its results are circulated to them. (Abbas et al., 2008: 217)

The current research community includes all students of the History Department in the College of Education for Human Sciences at the University of Karbala - the morning study for the academic year (2021-2022), whose number is (481) students distributed over the four academic classes. Table (1) shows that:

Table (1)

It represents the characteristics of the research community distributed according to the variables (type and class).

T	Class	Type		the total
		males	females	
1	the first	44	68	112
2	Second	31	79	110
3	Third	24	61	85
4	the fourth	60	114	174
the total		159	322	481

Third: (Sample of the Research).

The research sample is defined as "a partial group of the study community that is selected in a specific way and the study is conducted on it, and then the results of the study are used and circulated to the entire original study community." The sample represents the community correctly, so the sample should dispense the researcher with studying the entire community (Obeidat et al., 1999:84). (Hewitt & Cramer, 2011: 235)

The current research sample is divided into:

- The exploratory sample (paragraph clarity sample).

The researcher chose the exploratory sample from the original community and outside the basic research sample, and that the aim of using the exploratory sample is to find out the difficulties facing the students, their understanding of the questionnaire, and knowing the clarity of its paragraphs, in addition to knowing the time it takes the students to answer all the paragraphs of the questionnaire, as the researcher chose In a stratified random way (48) students from the Department of History in the College of Education for Human Sciences at the University of Karbala, and this number constitutes (10%) of the total number of individuals in the research community, and Table (2) explains this. Schedule (2)

It represents the characteristics of the survey sample

T	Class	Type		the total
		males	females	
1	the first	4	7	11
2	Second	3	8	11
3	Third	3	6	9
4	the fourth	6	11	17
the total		16	32	48

sample statistical analysis.

The process of selecting a sample for statistical analysis is one of the important stages in experimenting with the initial image of the research tool on a sample from the original community of the research and it has a fundamental role in building the research tools because it enables the researcher to obtain statistical data for the items of the tool and its clarity, lack of

ambiguity, and knowledge of its validity and stability, and this is called validity tool demo. Greenfield & Greener, 2016: 235).

The researcher chose a sample for statistical analysis using the random stratified method with an equal distribution, from the members of the original research community and outside the basic research sample, as the number of the sample was (200) male and female students, and this number constitutes (42%) of the total number of the research community, which It is represented by all students of the History Department, and Table (3) shows this.

Table (3) shows the characteristics of the statistical analysis sample

T	Class	Type		the total
		males	females	
1	the first	18	28	46
2	Second	13	33	46
3	Third	10	25	35
4	the fourth	25	48	73
the total		66	134	200

Basic research sample.

After defining the original research community, represented by all the students of the History Department at the College of Education for Humanities - Morning Study, whose number is (481) male and female students, the researcher chose from them, using the same method (stratified random sample), as his basic research sample. The sample size reached (214) * male and female students, and this The number constitutes (44%) of the total student community in the department, and the size of the basic research sample has been determined based on the tables available in Masdar.

Cohen& et, al, 2018:213)) and table (4) shows this.

Table (4) shows the characteristics of the basic research sample

T	Class	Type		the total	percentage
		males	females		
1	the first	20	30	50	23%
2	Second	14	35	49	23%
3	Third	11	27	38	18%
4	the fourth	27	50	77	36%
the total		72	142	214	100%

Fourth / (Search Scale):

The tools and means of scientific research differ from one research to another, and what is meant by data collection tools are the means that the researcher uses to collect the data he collects in his studies. (Al-Arini, 2016: 36)The research tool can be defined as "the means by which information can be collected that answers research questions and tests its hypotheses, such as questionnaires, tests, measurements, interviews, and observations." (Soliman, 2010: 19)Since the current research aims to know the ability of the teachers of the History Department

at the College of Education for Human Sciences at the University of Karbala to measure digital content and its relationship to technological support, the researcher chose the questionnaire as a tool for his research. A set of questions distributed to the respondents to answer them.(Mirza et al., 2017: 134)defined (Kennet H & Borde, 2011) as a set of questions that are organized through the elements of the subject of the study and are often used in descriptive research, as they are logically arranged according to the field to be investigated. (Kenneth & Bruce, 2011: 258)Since the current research aims to measure the level of the ability of the history department teachers in the College of Education for Human Sciences to prepare interactive digital content and its relationship to technological support from the point of view of their students, the researcher built two questionnaires, the first to measure (preparation of interactive digital content) and the second to measure (technological support). The researcher for these tools is my agency: -

- Questionnaire (preparation of interactive digital content).

The first step in designing and building a questionnaire is to clearly define the concept of the study and a clear and concise description. The questionnaire must include a wide range of information about the problem to be studied in order to enable the respondents to answer it objectively and accurately.(Kenneth & Bruce, 2011: 258)After the researcher was briefed on previous studies, literature and references that dealt with the variable of interactive digital content, the researcher built a questionnaire (preparing interactive digital content) commensurate with the objectives and sample of the current research. In order to build the questionnaire, the researcher followed a set of scientific steps that can be explained as follows:
Defining the concept of interactive digital content:

- The concept of interactive digital content refers to it as: "the digital version of an educational content that relies on multimedia, images, texts, and audio and video programs in its preparation through the Internet, which is a set of knowledge and experiences to be acquired to achieve the desired educational goals." (Badr, 2021: 19)
- The researcher benefited from this definition in building his research tool (preparing interactive digital content).

Drafting paragraphs:

After reviewing the educational literature from scientific research and previous studies related to the interactive digital content variable, the researcher proceeded to build his research tool represented by (the questionnaire), which consisted in its initial form of (38) paragraphs distributed over (3) fields, and table (5) shows that. Table (5) shows the characteristics of the tool, the ability to prepare interactive digital content

T	domain name	The number of paragraphs
1	Production of interactive digital content	13
2	Publish interactive digital content	13
3	Interact with interactive digital content	12

The total sum of the paragraphs of the questionnaire	38

Measurement method:

To measure the research sample's responses to the questionnaire items, the researcher used the five-alternative Likert scale, and the researcher gave a weight (degree) to each of the five alternatives, and Table (6) shows that.

Table (6) Likert scale scores for questionnaire alternatives (interactive digital content preparation)

alternatives	Very highly practiced	highly practiced	Moderately practiced	practiced to a lesser extent	Very little practice
Degree	5	4	3	2	1

 Psychometric Properties

The research tools (questionnaire) are evaluated by extracting their psychometric characteristics (honesty and reliability), as measurement theory means that the tool is free from measurement errors. (Atwan and Matar, 2018: 109)

In order to verify the characteristics of the psychometric tool, the researcher extracted the following:

First / (Validity):Honesty is the extent of accuracy available in the tool in representing the phenomenon to which it belongs. (49) Brought, 2019:

Cohen and others (Cohen & et al 2018) emphasized that the concept of truthfulness refers to the accuracy of the tool in representing the phenomenon to which it belongs, and thus truthfulness is one of the basic conditions that must be met in the tools that are used to collect data and information when conducting research and scientific studies. (2018: 245, Cohen & et al.)

To ensure the validity of the tool, the researcher extracted:

(Referees Validity):This type of validity is also called the validity of the arbitrators, as it is through which the initial image of the tool is presented to a group of experts and specialists for the purpose of expressing an opinion on the extent to which the paragraphs or questions of the tool correspond to what it measures, and the extent of their suitability for the sample members to which they will be applied, as well as the detection of weak vocabulary and concepts Which is not related to the job to be measured, and after the researcher obtains the opinions of experts, he calculates the percentage of agreement or approval of the phrases or vocabulary of the tool. (Majid, 2014: 108) Therefore, the researcher presented his research tool, a questionnaire (preparation of interactive digital content), to a group of experts and arbitrators, numbering (26) experts, appendix (5), to express their opinions and observations on the validity of the paragraphs in measuring what it was set for, and a percentage of (80% of the agreement among experts as a minimum for accepting the paragraph, as Bloom et al. (1983) mention that the percentage (80%) or more indicates apparent truth. (Bloom et al., 1983: 126) Most of the experts agreed on the sufficiency of the paragraphs, while some of them had notes on some of them because of their linguistic formulation or that they were not related to the field contained

in it. Finally, after reviewing the percentage of agreement between the experts, the researcher found that the paragraphs of the tool had obtained an agreement rate of more than (95%), which is a large percentage that confirms the validity of the paragraphs of the tool. The first tool included (preparing interactive digital content) in its final form (38) divided into (3) Fields, the first is the production of interactive digital content, which includes (13) paragraphs, the second field is publishing the interactive digital content, and it includes (13) paragraphs. The third field is the interaction of the student with the interactive digital content, and it includes (12) paragraphs. The tool using square as any.

Internal validity:It is intended that the tool be clear in terms of its paragraphs and its concept for the individuals of the research sample to whom the tool will be applied. (Stangor, 2011:255) and table (7) the correlation coefficient between each domain of the questionnaire and the total score of the resolution, which shows that the correlation coefficients shown are a function at a significant level (0.01), and this indicates that the research tool is characterized by a high degree of f validity of internal consistency, Thus, the domain is considered valid for what was set to measure it. Table (7) shows the correlation coefficient between each domain of the tool and the total score of the tool.

Table (7)It shows the correlation coefficient and the total score of the tool between each domain of the tool (interactive digital content preparation)

The third domain	The second domain	The first field	Total marks	
0.924**	0.699**	0.800****	1	Total marks
0.960**	0.839**	1	0.800**	The first field
0.874**	1	0.838**	0.699**	The second domain
1	0.874**	0.960**	0.924**	The third domain

It is clear from the above table that the total score of the tool ranges between (0.699-0.960) and all of them are statistically significant at the level of significance (0.01). This indicates that all aspects of the tool have a high degree of internal consistency, meaning that the tool measures what it was set to measure.The discriminatory power of the items using the two extreme groups method (Item Discriminatory Power).It means the ability of the indicator in the tool to distinguish between individuals who carry or do not carry the measured trait, and the researcher used the T-test to find out the differences between the arithmetic averages of the scores of the upper and lower groups and for each of the paragraphs of the tool amounting to (38), and based on Therefore, each paragraph showed statistically significant differences between the answers of the members of the two extreme groups (upper and lower) and at the level of significance (0.05), the researcher counted it as a distinct paragraph, and the results showed that all the paragraphs had a high discriminatory power.

Second / (reliability).

The concept of stability refers to the stability of test results when repeated application to the same individuals and under the same circumstances.(Kubiszyn & Borich, 2003: 311)In order to extract the stability coefficient of the scale (the ability to prepare interactive digital content), the researcher applied the scale to a statistical analysis sample of (200) students from the history department who were included in the research. In order to calculate the value of the correlation coefficient, the researcher used two methods:

(Split-half Method).

In this method, the scale is divided into two halves without the knowledge of the respondents, and it is presented to them as one scale, then two degrees are placed for each respondent, one degree on the first half of the scale and the second degree on the second half, then the correlation coefficient is calculated between the scores of the respondents on the two halves of the scale and it is called the midterm stability coefficient. (Abbas et al., 2007: 286)

To achieve this, the researcher referred to the scores of the statistical analysis sample, using the method of the two extreme groups, the upper group (27%) and the lower group (27%). The items with odd numbers were considered the items of the first half, and the items with even numbers were considered the items of the second half, and the correlation coefficient between the two halves was calculated through the correlation coefficient (Pearson) supplement (6), and the value of the stability coefficient of half of the test was (0.93), including That this value is for half of the test, the researcher used Spearman's equation to correct the stability coefficient, and thus the value of stability after correction became (0.96), and this indicates that the tool has a very high degree of stability that allows the researcher to apply it flexibly on the basic research sample.

Internal Consistency Method - Cronbach's Alpha.

This method depends on the extent to which the domains relate to each other within the test, as well as the correlation of each domain with the test as a whole, and the alpha-Cronbach coefficient represents the average correlation coefficients resulting from the division of the test into parts, and thus it represents the correlation coefficient between any two parts of the test parts. (Abdul Rahman, 72-70: 1998)The researcher extracted the reliability coefficient using (alpha - Cronbach) method for each of the areas of the first tool (prepare the interactive digital content) as well as extracted for the tool as a whole, and Table (8) shows that.

Table No. (8)
The stability coefficients were evaluated using the (Alpha-Cornbach) method.

T	the field	The number of paragraphs	The value of stability coefficient alpha Cor Nabach
1	Digital content production	13	0.88
2	Publish and display digital content	13	0.90
3	Student interaction with digital content	12	0.88

The questionnaire as a whole	38	0.96

It is clear from the above table that the reliability coefficient extracted by the (Alpha - Cronbach) method for all aspects of the tool is higher than (0.88) and that the overall stability coefficient of the tool is (0.96). This confirms that the tool has a very high degree of stability that reassures the researcher when applied to the basic research sample.

Second / the measure of synchronous and asynchronous technological support

After the researcher reviewed the literature and reviewed the previous studies that were concerned with the variable (technological support), he proceeded to build a research tool for measuring the level of technological support, in proportion to the sample and objectives of the current research. To build the scale, there are a number of scientific steps to build it, which are explained as follows:

- Define the concept of technology support:

The concept of technological support refers to "temporary assistance and guidance provided to the learner within the electronic learning environment, depending on the various communication programs and the capabilities provided by that environment, so that the learner can successfully achieve the required educational goals." (Hindawi and Mahmoud, 2016: 79)

- Paragraph wording:

After reviewing the educational literature from scientific research and previous studies related to the variable (technological support), the researcher proceeded to build his research tool represented by (questionnaire), which consisted in its initial form of (22) paragraphs distributed over two fields, and table (9) shows that.

Table (9)

Explain the characteristics of the synchronous and asynchronous technology support tool

T	domain name	The number of paragraphs
1	Simultaneous technology support	11
2	Asynchronous technology support	11
The questionnaire as a whole		22

Measurement method:

questionnaire, the researcher used the five-alternative Likert scale, and a score was given for each of the five alternatives, and Table (11) shows that.

Schedule (11)

Likert scale scores for the technology support questionnaire alternatives.

alternatives	Very highly practiced	highly practiced	Moderately practiced	practiced to a lesser extent	Very little practice
Degree	5	4	3	2	1

Psychometric properties.

First - honesty.

In order to ensure the validity of the tool (synchronous and asynchronous technological support). The researcher worked to verify this in three ways:

Virtual honesty (Face validity).

In order to find out the apparent validity of the paragraphs of the technological support scale (synchronous - asynchronous), the researcher presented the tool in its initial form to a group of experts and specialists, who numbered (26) experts, to express their opinions and observations on the validity of the paragraphs in measuring what it was set for, and (80%) of the agreement was approved. Among the experts as a minimum for the acceptance of the paragraph, and most of the experts unanimously agreed on the adequacy of the paragraphs, while some of them had observations on some of them, either because of their linguistic formulation or because they were not related to the field contained in it. Transferring it from one field to another, and by reviewing the percentage of agreement between experts, the researcher found that the paragraphs of the tool had obtained an agreement rate of more than (85%), which is a high percentage that confirms the validity of the tool.) paragraph, and the second field (11) paragraphs, and to show the statistical significance of the percentage of agreement among experts, according to the researcher, the percentage of agreement on the items of the tool using the Kai square (K2).

Internal validity.

To ensure the validity of the internal consistency of the tool, the researcher referred to the results of the responses of the statistical analysis sample to which the tool was applied, where he extracted the internal consistency to calculate the correlation coefficients between the two domains of the tool and the total score of the tool, as the results of the analysis showed that the correlation coefficients between the two domains are statistically significant at the level of significance (05). 0. The level of significance is (0.01), and Table (12) shows this.

Table (12)
Correlation coefficient between each domain of the tool (technological support, synchronous and asynchronous) and the total score of the tool

	Total marks	The first field	The second domain
Total marks	1	0.552	0.890
The first field	0.552	1	1,871
The second domain	0.890	0.871	1

It is clear from Table (12) that the correlation coefficients for the scores of each domain of the tool with the total score of the tool range between (0.552 - 0.890) and all of them are statistically significant at the level of significance (0.01). This indicates that all aspects of the tool have a high degree of internal consistency, meaning that The tool measures what it was put for.

The discriminatory power of the paragraphs using the two extreme groups method.

The researcher used the t-test for two independent samples (T-Test) to detect the distinct paragraphs and to find out the differences between the arithmetic mean of the degrees of the upper and lower groups and for each paragraph of the search tool (synchronous and asynchronous technological support), as the researcher prepared each paragraph that showed statistically significant differences between the members of the two groups The two extremes (upper - lower) and at the level of significance (0.05) were prepared by a distinct paragraph, and the results showed that all paragraphs had a high discriminatory power.

Secondly - (reliability).

The researcher extracted the tool stability coefficient (technological support, synchronous and asynchronous) in two ways:

:(Split-Half Method).

To extract the stability coefficient in this way, the researcher referred to the scores of the statistical analysis sample and using the method of the two extreme groups, the upper group (27%) and the lower group (27%), as the size of the sample included in the analysis was (108) students, as the test items were divided into two halves (Odd and even), and the paragraphs with odd numbers were considered the paragraphs of the first half, and the paragraphs with even numbers were considered the paragraphs of the second half, and the correlation coefficient between the two halves was calculated through the correlation coefficient (Pearson). (Spearman-Brown) to correct the stability, and after the correction, the value of the stability coefficient became (0.90), and this result indicates that the tool has a high degree of stability that allows the researcher to apply it flexibly on the basic research sample.

(internal Consistency) (Alpha - Cronbach).

The researcher used the (alpha-Cronbach) method in order to extract the stability coefficient for each domain of the tool, as well as extract the stability for the tool as a whole, and Table (13) explains that. Table (13)

The stability coefficients were evaluated using the (alpha-Crobbach) method.

T	the field	The number of paragraphs	The stability coefficient alpha-Cornbach value
1	Simultaneous technology support	11	0.81
2	Asynchronous technology support	11	0.80
The questionnaire as a whole		22	0.87

It is clear from (13) that the reliability coefficient extracted by the (alpha-Cronbach) method for all fields of the tool is higher than (0.80) and that the overall stability coefficient of the tool is (0.87), and this indicates that the tool has a high degree of stability that reassures the researcher when applied to the basic research sample.

Fifth / applying the two search tools.

The researcher applied his research tools represented in the questionnaire (preparation of interactive digital content) in its final form and the questionnaire (synchronous and asynchronous technological support) on the sample included in the research, which numbered (214) male and female students from the History Department at the College of Education for Humanities at the University of Karbala for the four stages. The questionnaires were distributed in person, and the researcher explained to the sample the objectives of his research and how to answer its paragraphs through the instructions and notes that he placed at the forefront of the questionnaires in order to prevent influence on their answers, and the researcher was keen to obtain the students' answers to all its paragraphs without leaving any paragraph, Thus, the

paragraphs were answered without any intervention by the researcher, and the distribution and retrieval of the questionnaires continued for a period of two weeks. (3/14/3/6/2022)

Sixth / unloading the search tools.

After completing the collection of questionnaires from the sample, the researcher dumped their data into the statistical program for social sciences (spss) for the purpose of conducting appropriate statistical operations to achieve the research objectives, and since each of the paragraphs of the two search tools includes five graded alternatives, the process of dumping the data was done by giving a degree For each of the five alternatives, the total score for each student was calculated according to the alternatives chosen by him and by collecting the scores for all the paragraphs of the interactive digital content preparation questionnaire amounting to (38) paragraphs, and also collecting the scores for all the paragraphs of the synchronous and asynchronous technology support questionnaire amounting to (22). Thus, the theoretical range of the sample's scores on the interactive digital content preparation questionnaire paragraphs ranged from (190) degrees representing the upper limit of the response and (38) representing the minimum response, as well as the theoretical range of the sample's scores on the technological support questionnaire paragraphs ranged between (110) degrees, representing the upper limit of the response, and (22) degrees, representing the lower limit of the response.

Seventh / statistical means.

In order to process the research data, the researcher used descriptive and analytical statistical methods through the use of the statistical package for social sciences (spss). The descriptive statistical methods were represented in (arithmetic means - standard deviations - percentage weights). Pearson's correlation, and Cronbach's alpha coefficient - (Guttmann) Spearman - Brown equation) to correct the stability coefficient.

The fourth chapter: Presentation and interpretation of the results.

This chapter includes a presentation and analysis of the results in the light of the research objectives, and in order to facilitate the interpretation of the results of the research and determine the ability of the teachers of the History Department to prepare interactive digital content in the College of Education for Human Sciences at the University of Karbala and its relationship to technological support (synchronous - asynchronous) from the students' point of view, the researcher took the steps And the following procedures:

The scores of the weights of the alternatives to answering the study items were converted to standard levels, and Table (14) shows this.

Table (14)

Judging the ability to prepare interactive digital content and technological support for teachers of the History Department from the students' point of view

levels	Weight percent	The degree of judgment
1, 80-1	36-%20%	To a very small extent
1, 81-2, 60	36, 10% -52%	to a small degree
2, 61 - 3, 40	52, 10% - 68%	moderately
3, 41 – 4, 20	68, 10% - 84%	to a great extent

4, 21–5	84, 10% - 100%	To a very large extent

To determine the ability of the History Department teachers to prepare interactive digital content and technological support from the students' point of view, the values of the arithmetic averages, percentage weights, and standard deviations were found for each paragraph of the ability to prepare interactive digital content amounting to (38) paragraphs, as well as the technological support paragraphs amounting to (22) A paragraph, and in the following, the results are presented and interpreted according to the research objectives

Or not / First: the results of the research related to the first objective, which states (recognizing the ability of the History Department teachers to prepare digital content from the students' point of view).

In order to verify this goal, the values of the arithmetic mean, standard deviations and percentage weights were extracted for each paragraph of the tool (interactive digital content preparation), which amounted to (38) paragraphs, and table (15) illustrates this.

Table No. (15)

(Arithmetic means, standard deviations, and percentage weights for paragraphs of interactive digital content preparation)

T	The first field (interactive digital (content production paragraphs	Total scores	SMA	standard deviation	Weight percent	Level estimate practiced to a degree
1	The interactive digital content includes the objectives of the lesson	573	2.70	0.67	53.55%	Medium
2	Digital content is based on modern technology programs	597	2.82	0.95	55.79%	Medium
3	In the digital content, the target ,group of the content is specified – for example, stage students (first .(second – third – fourth	563	2.66	0.90	52.62%	Medium
4	The interactive digital content contains activities that contribute .to enriching the study material	572	2.70	0.99	53.46%	Medium
5	Interactive digital content includes various evaluation methods	570	2.69	0.99	53.27%	Medium
6	Interactive digital content provides students with feedback	570	2.69	0.98	53.27%	Medium

7	The interactive digital content displays explanations, examples and summaries after each lesson	565	2.67	0.94	52.80%	Medium
8	The interactive digital content is free from spelling and grammatical .errors	531	2.50	0.97	49.63%	few
9	includes quizzes.	546	2.58	0.92	51.03%	few
10	The interactive digital content is divided into themes, and each theme is presented in a specific way	579	2.73	0.90	54.11%	Medium
11	The digital content provides examples to help students .understand it	427	2.01	0.87	39.91%	few
12	The interactive digital content contains what stimulates scientific .thinking among students	395	1.86	0.86	36.92%	few
13	The interactive digital content is divided into main titles and subheadings	404	1.91	0.90	37.76%	few
(The second field / displaying interactive digital content digital content publishing						
14	It employs digital programs that help display interactive digital content	605	2.85	0.94	56.54%	Medium
15th	The digital content is presented in a sequence commensurate with the learners' experiences	491	2.32	0.69	45.89%	few
16	Displays digital content in a manner commensurate with students' technological capabilities	500	2.36	0.68	46.73%	few
17	It puts in the digital content some links that help refer to the various .educational resources	591	2.79	0.90	55.23%	Medium
18	Emphasizes during the presentation the principle of simultaneity in the appearance of .stimuli (sound - image - text)	497	2.34	0.66	46.45%	few

19	Attempts to display a small amount of information in a single display	579	2.73	0.86	54.11%	Medium
20	Diversify the use of content presentation strategies during the electronic lecture	559	2.64	0.86	52.24%	Medium
21	The digital content is sent before the start of the lecture to the students after converting it from **(PPT)** format to **(Video) format** via electronic educational platforms **(Google). Classroom**	570	2.69	0.85	53.27%	Medium
22	Records the lecture, which includes the digital content, and publishes it to the students after completing the lesson in the **Google Classroom.**	590	2.78	1.01	55.14%	Medium
23	Displays educational activities in more than one way	587	2.77	0.96	54.86%	Medium
24	Displays interactive digital content in a way that enables it to be viewed on all devices (computer, mobile)	550	2.59	0.86	51.40%	few
25	Displays the electronic lecture in the virtual classroom(Google class room)	592	2.79	0.81	55.33%	Medium
26	He uploads the digital content on his own channel(YouTube).	489	2.31	0.85	45.70%	few
The third area / student interaction with interactive digital content						
27	Digital content allows students to dialogue, discuss and exchange ideas	541	2.55	0.74	50.56%	few
28	Diversify the size and color of the main titles within the interactive digital content	611	2.88	0.87	57.10%	Medium
29	Interactive digital content includes various stimuli such as (written text, sound, image, video, and graphics).	596	2.81	0.81	55.70%	Medium

30	The interactive digital content includes various evaluation - methods (activities - short tests (homework	581	2.74	0.89	54.30%	Medium
31	Interactive digital content focuses on building knowledge, not narrating information	581	2.74	0.86	54.30%	Medium
32	Interactive digital content includes activities that enable students to generate ideas and understand the .content	553	2.61	0.80	51.68%	few
33	Interactive digital content takes into account the synchronization in display between (sound and .(image	508	2.40	0.61	47.48%	few
34	The digital content includes an introduction presented in a way .that attracts students' attention	507	2.39	0.61	47.38%	few
35	It puts main and sub-headings in the digital content	520	2.45	0.60	48.60%	few
36	Interactive digital content includes high-resolution images and graphics	535	2.52	0.74	50.00%	Medium
37	Fonts used in digital content are clear and understandable	525	2.48	0.58	49.07%	few
38	Interactive digital content presents 'information that attracts students attention	520	2.45	0.70	48.60%	few
	overall average	544	2.57	0.83	50.84%	few

It is clear from the above table that the level of the ability of the history department teachers in the College of Education for Human Sciences to prepare interactive digital content was (a little) according to the standard scores set by the researcher in Table (14), as the general arithmetic mean was (2.57), with a standard deviation of (0.83), and with a weight Percentage (50.84%) attributed this result to the fact that the teachers deal with a technological generation that grew up using digital tools and devices and has the ability to deal with most applications smoothly, while a large number of teachers who were not prepared to deal with technological programs that help them in preparing content The interactive digital, especially after the sudden digital transformation that the country witnessed in the past years, and the researcher attributes this

result to the universities' lack of capabilities and the lack of private rooms for broadcasting lectures electronically, in addition to the lack of material and continuous training for faculty members, and this also increases the burdens on them as they are required in scientific research and supervision of Research and studies, setting questions and correcting them, as well as assigning them to administrative fields within the university.

To find out the order of the domains according to the responses of the research sample, the researcher extracted the arithmetic averages, standard deviations, and percentage weights for each domain of the research tool, and Table (16) shows that.

Table (16)

Arithmetic means, standard deviations, and percentile weights for each domain

The fields of the tool (interactive digital content preparation) are arranged in descending order.

T	the field	Total scores	average Arithmetic	standard deviation	Weight percent	Rank	Level rating score
1	View and publish interactive digital content	554	2.61	0.84	51.76%	The first	few
2	Student interaction with interactive digital content	548	2.59	0.74	51.23%	the second	few
3	Production of interactive digital content	530	2.50	0.91	49.55%	Third	few
Average domains as a whole		544	2.57	0.83	50.84%		few

It can be seen from the above table that the general level of the teaching performance of the history department on the preparation of interactive digital content was low, as the general arithmetic mean of the research sample responses to the tool as a whole was (2.57) with a standard deviation of (0.83) and a weight percentage (50.84%). Presentation and dissemination of interactive digital content ranked first with an arithmetic average of (2.61) and a standard deviation of (0.84) and a percentage weight of (51.76%). In light of the exceptional and sudden circumstances that the country went through, represented by the health and political aspects, the field (student interaction with interactive digital content) ranked second with an arithmetic mean of (2.59), a standard deviation of (0.74), and a percentage weight of (51.23), and the last place went to the field (Preparing interactive digital content) and obtained an arithmetic mean of (2.50), a standard deviation of (0.91), and a percentage weight of (49.55%). And design, and this is what the faculty members in the History Department lack, and it also requires financial support, and this leads to weakness in the teaching of the History Department in preparing interactive digital content.

Third, the answer to the fourth objective, which states (identifying the level of technological support (synchronous - asynchronous) for the teaching staff of the History Department from the students' point of view.(

To verify this goal, the values of the arithmetic means, standard deviations, and percentage weights were extracted for each of the 22 paragraphs of the tool, and Table (17) shows that.

Table (17)

Arithmetic means, standard deviations, and percentage weights for each paragraph of the tool (synchronous and asynchronous technology support)

T	The first field (simultaneous (technological support paragraphs	Total scores	SMA	standard deviation	Weight percent	Level estimate
1	Students are trained to enter the **(Classroom)** educational platform during the electronic lecture	557	2.60	0.98	52.06%	few
2	Responds to the inquiries of students who are having trouble .entering the educational platform	691	3.23	1.06	64.58%	Medium
3	He answers students' inquiries about the problems they face while entering the electronic lecture	644	3.01	1.14	60.19%	Medium
4	Helps students in the event of a problem when joining the electronic meeting**(Google Meet)**	655	3.06	1.16	61.21%	Medium
5	Provides students with the most important computer applications for e-learning such as**Microsoft-DOS-Pdf Redder)(**	635	2.97	1.07	59.35%	Medium
6	Students are trained on how to share the educational content screen during the lecture	629	2.94	1.24	58.79%	Medium
7	The test link is sent via social media in the event that some students are unable to access the electronic .classes	670	3.13	1.28	62.62%	Medium
8	A trial copy of the test is sent to the students to ensure that there are no .technical problems	630	2.94	1.17	58.88%	Medium

9	He guides the students on the most important websites and virtual libraries during the lecture	628	2.93	1.14	58.69%	Medium
10	Explains to students the most important requirements of digital education, such as activating the university's beauty, using the Internet, and joining the educational platform	645	3.01	1.24	60.28%	Medium
11	Helps students when they are unable to sync the university's favor with Google applications	608	2.84	1.15	56.82%	Medium
The second field (synchronous and asynchronous technology support)						
12	Sends students messages related to the start and end times of the lecture	629	2.94	1.30	58.79%	Medium
13	Sends students video clips explaining the mechanism of transferring files in multiple ways **(Word-pdf-JPEG)**	607	2.84	1.12	56.73%	Medium
14	Helps students by sending solutions to the technological problems they face	644	3.01	1.16	60.19%	Medium
15th	Record the lecture and publish it to the students in the participation area in the electronic class	644	3.01	1.31	60.19%	Medium
16	Sends students video clips that help them activate the university's favor	611	2.86	1.30	57.10%	Medium
17	It sends students video clips that help them send homework and complete the tasks assigned to them .within the electronic classes	690	3.22	1.23	64.49%	Medium
18	Sends students video clips that help .them deal with digital content	554	2.59	0.93	51.78%	few
19	Sends students diagrams, pictures and drawings that help solve their technical problems	569	2.66	0.94	53.18%	Medium

20	He sends instructions for electronic tests a day or more before the start of the test	659	3.08	1.19	61.59%	Medium
21	He works on creating groups groups)) with students on social networking sites	545	2.57	0.94	50.93%	few
22	It provides students with electronic resources that help them complete their tasks in e-learning	560	2.62	0.99	52.34%	few
overall average		623	2.91	1.14	58.22%	Medium

It is clear from the above table that the level of technological support (simultaneous - simultaneous) when teaching the History Department in the College of Education for Human Sciences was (average) according to the standard levels set by the researcher to estimate the level and shown in Table (14), as the general arithmetic average of the sample responses On the paragraphs of the tool as a whole (2.91), with a standard deviation of (1.14), and a percentage weight of (58.22%). This result indicates that the teachers of the History Department provide support and technological assistance to their students, although the level of this support is average, but it indicates the ability of the teachers to provide it to the students. Interpretation of this result through the following reasons.

Technology support, whether synchronous or asynchronous, can be described as a skill that is linked to other digital skills such as digital communication, and this requires more training from faculty members in order to acquire or develop that skill.

Many teachers are preoccupied with e-learning platforms, such as creating electronic classes, preparing digital content, and preparing electronic tests because they believe that they are basic requirements for the success of the e-learning experience. In fact, these requirements require more time and effort from faculty members, which may be a reason for The reasons that reduce the percentage of providing support and support to students.

Most of the students, after their mastery of technological skills, in light of education through electronic platforms and classes, and their exposure to many programs and websites that helped in obtaining the information and scientific sources that they need in their university studies, and that they now have another source of technological support to obtain knowledge, This is what kept them away, according to the researcher's belief, by asking teachers for the technological resources and information that they need.

To find out the arrangement of the questionnaire domains according to the sample responses, the researcher extracted the arithmetic averages, standard deviations, and percentage weights for each domain of the tool, and Table (18) shows that.

Table (18)

Arithmetic means, standard deviations, and percentile weights for each domain

The search tool fields of technology support (synchronous - asynchronous) are arranged in descending order.

T	the field	Total scores	SMA	standard deviation	Weight percent	Rank	degree of presence
1	Concurrent support	636	2.97	1.15	59.41%	The first	Medium
2	Asynchronous support	610	2.85	1.13	57.03%	the second	Medium
Average domains as a whole		632	2.91	1.14	58.22%	Medium	

It is clear from the above table that the field of synchronous technology support ranked first with an arithmetic mean of (2.97), a standard deviation of (1.15) and a percentage weight of (59.41%). And a percentage weight (57.03). The researcher attributes the reason for obtaining the simultaneous technological support field in the first place to the following reasons:

Technological support is a type of direct support that is provided at the time of need, and it does not require more time and effort from the teaching staff, as well as requires only a few skills needed for support, unlike asynchronous support, which requires more time and effort, as well as having a lot of Support skills.

The students' need for technological support increases when the education is simultaneous, especially during the start of electronic lectures or during the performance of electronic tests.

Seventh: the research results related to the seventh goal, which states (to identify the correlation between the variable of preparing interactive digital content and synchronous and asynchronous technological support).

In order to find the correlation between the level of interactive digital content preparation and the level of technological support when teaching the history department, the researcher used the Pearson correlation coefficient, and Table (19) shows that.

Table (19)

The correlation between the interactive digital content preparation variable and the technology support variable

variants	Sample volume	The calculated correlation coefficient value	The value of the tabular correlation coefficient at the level of significance .(0.05)	The value of the tabular correlation coefficient at the level of significance (0.01)	degrees of freedom	significance level
Preparing digital content	**214**	0.45**	**0.138**	**0.156**	**212**	Statistically function

technology support						

It is clear from the above table that the value of the calculated correlation coefficient (r) was (0.45), and this value indicates the existence of a positive correlation between the two variables. 42.7), which is greater than the tabular t-value (96.1), at the level of significance (.050), the level of significance (1.00), and the degree of freedom (212), which means that the relationship is statistically correlative and significant, and this means that the greater the ability of the teachers of the History Department to prepare digital content, the more The provision of technological support to students has increased with it. The higher the ability of the History Department teachers to prepare interactive digital content, the higher the rate of technological support, and this result can be interpreted on the basis that the digital content represents the study material and that most of the students' needs that need support are related to the material and how it is produced and presented. Or disseminated to students.

Conclusions

1. The spread of the Corona pandemic in all countries of the world, including Iraq, has created an appropriate opportunity for educational institutions, especially universities, to digitally transform by replacing the traditional educational environment with an advanced environment that uses modern technology in education.
2. The university is one of the important sources that provide the community with qualified human resources and to serve and develop it in the future.
3. Teaching staff members are among the most valuable resources that universities possess, and they are their means of achieving excellence and advancement.
4. Nowadays, the strength of nations is measured by the extent of their possession of knowledge, their organization and distribution, more than their possession of other subjects and materials.
5. Today, digital technology has become the basis for any scientific progress.
6. Digital content is the beating heart of any digital education process.
7. The digital transformation in Iraq after the Corona pandemic is one of the most important opportunities for professional development for faculty members.

Recommendations

In light of the findings of the current research, the researcher recommends the following:

1. The need to intensify training programs by the Ministry of Higher Education.
2. Developing a program for preparing history teachers in the faculties of education in light of the skills of the twenty-first century.
3. The need to include training programs for faculty members in the history department on applications, programs and tools that are used in preparing interactive digital content.
4. The need to update educational materials and include a study material in the teacher preparation program under the name (digital education).

5. The need to allocate rewards and incentives by the Ministry of Higher Education and Scientific Research and the university administration for teachers who seek to employ technology in the scientific field.

Proposals

1. Conducting a study to find out the ability of the History Department teachers to employ Google cloud services in preparing digital content from the students' point of view.
2. Conducting a study to find out the role of technological support in developing digital skills among history students.
3. Conducting a study to find out the ability of the history department teachers in preparing digital content and its relationship to the enjoyment of learning from the students' point of view.
4. Conducting a study to find out the correlation between the ability to prepare digital content and its relationship to the achievement of history department students.
5. Conducting a study to evaluate the teaching performance of the history department in the colleges of education in the light of the concept of digital competence.
6. Conducting a study to find out the difficulties facing university faculty members in preparing interactive digital content.

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