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Digital Learning Platforms to confront shadow Education at the Pre-University Education Stage in Egypt in the Light of the Experiences of Some Countries

A dissertation Proposal for a PhD Degree in Education

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Study Problem:

The study problem seeks to answer the following main question:

“How can digital learning platforms be activated to confront shadow education for pre-university education in light of the experiences of some countries and in a manner consistent with the circumstances of Egyptian society?”

The following sub-questions branch out from the main question:

1. What are the theoretical foundations for each of digital learning platforms and shadow education?
2. What is Japan's experience with each of digital learning platforms and shadow education and the influential cultural forces and factors?
3. What is Denmark's experience with each of digital learning platforms and shadow education and the influential cultural forces and factors?
4. What is the reality of digital learning platforms and shadow education in Egypt and the influential cultural forces and factors?
5. What are the similarities and differences between Japan, Denmark and Egypt?
6. What are the proposed scenarios to confront shadow education for pre-university education through digital learning platforms in light of the experiences of Japan and Denmark in a manner consistent with the context of Egyptian society?

Study Methodology:

The study used the comparative method because it is one of the most appropriate and comprehensive methods to study the problem.

Study Limits:

1. Objective Limits: The study is limited to addressing the topic of each of the digital learning platforms in terms of "their origin and development, their objectives, their classifications , the forces of supply and demand for them , the role of the

teacher towards them , initiatives and projects", and shadow education in terms of "its origin and development - its classifications - its negatives and positives - the forces supporting it - the teacher's role towards it", and the relationship between digital learning platforms and shadow education in terms of "shadow education via the Internet - advantages and benefits of shadow education platforms - shadow education platforms and the role of the teacher."

2. Spatial Limits: The study is limited to the actual reality of digital learning platforms and shadow education in Japan, Denmark and Egypt.

Steps to proceed with the study:

The study proceeded according to the following steps:

1. Step one: The general framework of the study, which includes (Introduction - Study Problem - Study Objectives - Study Importance - Study Methodology - Study Limits - Study Terminologies - Previous Studies - Study Steps).
2. Step two: The intellectual framework, which includes:
 - Axis one: Digital learning platforms.
 - Axis two: Shadow education.
 - Axis three: The relationship between digital learning platforms and shadow education.
3. Step three: Presenting Japan's experience with digital learning platforms to confront shadow education and the influencing forces and factors.
4. Step four: Presenting Denmark's experience with digital learning platforms to confront shadow education and the influencing forces and factors.
5. Step five: Presenting the reality of the Arab Republic of Egypt for digital education platforms to confront shadow education using the SWOT environmental analysis method and the influencing forces and factors.
6. Step Six: Conduct a comparative analysis between the comparison countries in light of the influential cultural forces and factors for Japan, Denmark and Egypt.

7. Step Seven: Present the results of the study and develop scenarios for digital learning platforms to confront shadow education in light of the experiences of Japan and Denmark; to benefit from them in the Arab Republic of Egypt.

Study results:

- Digital education and its platforms work to advance the educational process by using different means and communication tools.
- Japan has developed the Japan Smart Strategy for Information Technology, which has transformed mobile phones into smartphones; to achieve four aspects in schools: technical aspects, educational aspects, organizational aspects, and social context.
- Denmark uses digital education platforms in updated, appropriate and multimedia education; in order to achieve equality among students.
- There are challenges facing digital learning in Egypt, represented by the possibility of accessing the Internet; Where there are places with weak internet and there are places with no internet.
- Shadow education is a means of supporting a student who suffers from a disability or deficiency in receiving knowledge.
- Shadow education is a mechanism for the economic survival of low-paid teachers.
- Shadow education in Japan operates under a formal education system; it grows with the growth of formal education and changes with the change of the prevailing formal education.
- In Denmark, the culture of parents does not recognize shadow education; they see that shadow education creates inequality among students.
- Shadow education platforms provide home study with the opportunity to choose a teacher online with less costs compared to face-to-face shadow education.

- Using diverse technological curricula as independent materials or the overlap of technology with academic materials reduces the resort to unregulated private lessons based on specialized curricula only; therefore, these lessons are unable to keep pace with digital educational changes.
- Japan has introduced technology into some shadow education through Juku schools, where these schools provide online lessons.
- In Denmark, there are homework companies that help with homework, whether face-to-face or online.

Proposed scenarios:

By taking advantage of the results of the study, and in light of the strengths that the study of Japan, Denmark and the reality of the Arab Republic of Egypt revealed that allow them to confront the problem and the weaknesses that represent a challenge to implementation, three scenarios were proposed that support digital learning platforms to confront shadow education in the pre-university education stage in Egypt, including:

1. The reference or extension scenario (which describes the current status of the phenomenon).
2. The reform scenario (which works to partially change the current status).
3. The innovative scenario (which works to radically change the current situation).