

Perceptions of Special Educators about Online Learning

Wedad Albahussain

*Special Education Department, College of Education, Faculty of Education,
King Saud University, Saudi Arabia
E-mail: walbahusain@ksu.edu.sa*

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ABSTRACT This study aims to identify the challenges of implementing online learning during the COVID-19 pandemic from the perspectives of faculty members of pre-service teachers affiliated with the special education program at King Saud University (KSU). Four challenges have been investigated: those related to students, faculty members, technology, and administration. The study adopted the descriptive approach and used a survey as a data collection tool. The sample consisted of 55 faculty members working at the pre-service teachers' programs affiliated with the special education department at KSU. Findings revealed challenges that hinder implementing online learning, as follows: challenges related to students was first, followed by those related to technology, faculty members and administration. The study concludes that such challenges should be sorted out to help achieve the objectives of online learning.