**Abstract**

Information and communications technologies (ICT) increasingly impact and shape all aspects of our life, including the ways we learn and teach. The emergence of ICT-based initiatives in education as a driving force in the Knowledge Society is part of a wider context of change in higher education and society at large (Bhuasiri, Xaymoungkhoun, Zo, Rho and Ciganek, 2012). In alignment with the growing demands for higher education, most of the higher education institutions across the world have adopted ICT as a way to respond the increasing demands and enhance quality of teaching and learning process (Thurab-Nkhosi & Marshall, 2009; Tucker & Gentry, 2009). A large number of virtual institutions and e-universities have been established. In some of these institutions, all of the teaching, learning, communication and administration activities are conducted virtually.

Whether or not it is an accurate portrayal, the old stereotype of higher education is the lecture hall, where students sit passively and take notes from a professor whose experience and knowledge can be shared only in the classroom.

However idealistic our conceptions of education may be, those involved in higher education know how difficult it is to truly achieve student involvement. Even the most inventive instructor has the occasional disaffected student who simply refuses to engage. But outside the classroom, that same student who refuses to engage in classroom discussion may well be deeply involved in social conversations, politics, or other communities. The participatory culture offers exciting new opportunities to pull learners into conversations and turn passive, knowledge-receiving students into active, knowledge-making student.

This research aims to explore the attributes of the new educational models, Through Easy A as a model of higher virtual education.

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