Conference Abstract

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Research Areas: Vocational Training, Distance Learning & Environment Protection
POBox 10605, Diplomatic Area, Manama, Kingdom of Bahrain
Mobile: +973 39647039, Fax:+973 17919054 e-mail: dr.adel@ieee.org
web: ewh.ieee.org/r8/Bahrain

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الإنترنت والتعليم المستمر في البلاد العربية

اتجاهات حديثة لبناء مجتمع المعرفة

إعداد
د/ مختار عبد الخالق عبد الله عطية
أستاذ مشارك بقسم المناهج وطرق التدريس
كلية المعلمين – جامعة الملك سعود

ملخص الدراسة:

تهدف هذه الورقة إلى إلقاء الضوء على دور شبكة الإنترنت في تحقيق التعليم المستمر في البلاد العربية مدى الحياة، ويتناول البحث فيها عرضاً موجزاً لواقع التعليم المستمر في البلاد العربية من حيث مفهومه، وأهم أهدافه، وأهم الصعوبات التي تواجه برامجه في العالم العربي، ثم إلقاء الضوء على الإنترنت وميزاتها التعليمية ودورها في بناء مجتمع المعرفة من خلال بعض التطبيقات الحديثة التي يمكن أن تسهم بفاعلية في تحقيق التعليم المستمر مدى الحياة في البلاد العربية.

Abstract:

This paper aims to shed light on the role of the Internet to the achievement of continuing education in the Arab life, the researcher addresses outlining the reality of continuing education in the Arab countries in terms of concept, the most important objectives, and the most important difficulties which face programs in the Arab world. and shed light on the Internet and its advantages in education and its role in building a knowledge society through some modern applications that can contribute effectively to the achievement of lifelong learning in the Arab countries.
Evidence-Based- Practice Radiologic Technology (EBPRT)

Dr. Rana Abd Almugeeth

King saud University- College of Applied Studies & Community Services- Health Sciences Department(Diagnostic Radiology), rana.eisa@gmail.com, Saudi Arabia

ABSTRACT

BACKGROUND: The radiological imaging technology evolution rhythm is the most rapid among all allied sciences absolutely, and the concern over Imaging has radically changed through the latest computer and imaging technologies applications. The role of radiology technologists and Radiographers was fully transformed concerning to this evolution. So the knowledge and skills development is an urgent need, to obtain and make high quality informed decision considering the quality and technical factors for diagnostic radiological imaging. The layout of Evidence-Based Practice Radiologic Technology (EBPRT) is very limited. I hope so this study will serve as a fascinating golden key to enter the gate of Continuous Professional Development (CPD) in all radiological sciences and imaging technologies, and serving instructors, students' and radiology technologists.

OBJECTIVES:
To conduct a systematic review in order to highlight the efficiency of Evidenced-Based Practice Radiologic Technology (EBPRT) as teaching method that demonstrate a positive effect on the development of students’ critical thinking skills, and to identify how this teaching strategy can best translate to radiologic science educational programs that might help in making high quality informed decision considering the quality and technical factors for diagnostic radiological imaging and improving the radiology courses knowledge and skills learning outcomes and act as a mean for Continuous Professional Development.

SETTING & DESIGN: A prospective, descriptive analytical study was conducted in King Fahad Medical City - Riyadh-KSA.

MATERIAL & METHODS: The study participants were 100 radiology technologists and radiological sciences teachers, who were attended the 3rd Saudi Radiological Technologists conference. The Study Data was collected using a well designed questionnaire composed of five sections related to radiology technologist special information's, their qualification; gender, experience and subspecialties. The Data analysis was performed using SPSS statistical software.

CONCLUSION: Evidenced-Based Practice Radiologic Technology (EBPRT) is an effective teaching method which integrate research, education and healthcare; it should be used in Radiological Sciences education, training (CPD) and daily practice.
Students with Disabilities' Attitudes towards E-learning courses in developing countries

Ahmed Farouk Fayoum university, afs01@fayoum.edu.eg Egypt

Abstract:

E-learning can offer great opportunities to students with disabilities, but still few barriers prevent special needs to participate in educational activities, barriers that relate to the characters play important role to prevent student from educational right, This paper presents an attempt to estimate the current levels of attitudes and practices towards e-learning course, the sample of the main research comprised of (151) of student with disabilities, Out of which (77) belonged to males, and (72) belonged to females, the current study belong to descriptive analytical studies. a study Applied in Fayoum governorate south Cairo, The final results of Friedman technique confirmed that the attitudes of e-learning consists of three components affective, behavior and cognitive components according (A,B,C) MODEL, Affective Component has achieved first rank in terms of the importance of the mean rank at (2.14), the next is cognitive component at (2.11) degrees, the third and final is behavioral or skills component at (1.75) mean rank. The results of the study enable us to accept the null hypothesis: there is no significance difference in the students with disabilities attitudes towards e-learning course Vary according to :( gender, using computer and the type of disabilities).
واقع استعمال التكنولوجيا التعليمية الرقمية في المؤسسات العربية
دراسة للمنظمة العربية للتربية والثقافة والعلوم (الاكسو)
Jamil Itmazi
IT-Department, Palestine Ahliya University College P.O.Box: 1041 Bethlehem West Bank
Palestinian Territory, Occupied

الملخص.
فعالية نظام التعليم هو أحد سمات المجتمعات المتقدمة، والتعليم يبحث دائمًا عن أدوات تعليم جديدة، لتحسين عملية التعلم والتعليم وزيادة فعاليتها، وقد فتحت التكنولوجيا الرقمية الحاسوبية والإنترنتية المجال واسعاً للاستفادة منها في تحسين التعليم والتعليم ومثلة التدريب والتدريب.
فالتأثير السريع في نظم التعليم وأساليبه وتكنولوجياته في العالم ومنه العالم العربي، يفرض على المهتمين مواقف تلك التطورات، ورسم الخطط لدمج التكنولوجيات الحديثة في المنظومة التعليمية والتدريبية. ومن ناحية القول، التأكد على أن المؤسسات التي تتحف في التكيف مع هذا العصر سيكون مصيرها إلى زوال. وقد جاءت هذا الدراسة للتعرف عن واقع استخدام التكنولوجيا الرقمية التعليمية في البلاد العربية للاطلاع على أنواعها وصعوباتها والحلول المتصورة.

وفي هذه الدراسة تم توضيح دور المؤسسات التعليمية في ظل تكنولوجيا المعلومات، كما تم تحديد مشكلة الدراسة وفروضها وأهدافها وأهميتها، والعينة والمجتمع، ومحددات الدراسة ومجالاتها، ومصطلحاتها ومنهجها وأدواتها وإجراءاتها. كما تم عرض بعض الدراسات السابقة ذات العلاقة حيث تم التعليق عليها، ومن ثم تم عرض وتحليل نتائج الدراسة، وأخيرًا انتهى البحث بخلاصة النتائج والتوصيات.
حوافز ومعيقات استخدام التعليم الإلكتروني من وجهة نظر أعضاء الهيئة التدريسية في الجامعة العربية المفتوحة

د. لطفي الخطيب
جامعة اليرموك، كلية التربية، قسم المناهج والتدريب

الملخص

هدفت هذه الدراسة إلى الكشف عن الحوافز والمعيقات المتعلقة باستخدام التعليم الإلكتروني من وجهة نظر أعضاء الهيئة التدريسية في الجامعة العربية المفتوحة فرع الأردن. وقد تكونت عينة الدراسة من (50) عضو هيئة تدريسية ممن يستخدمون التعليم الإلكتروني في تدريسهم، واستخدم الباحث استبانة مكونة من (48) فقرة، قسمت إلى مجالين هما: الأول متعلق بحوافز استخدام التعليم الإلكتروني، والثاني متعلق بالمعيقات التي تعرضا استخدام التعليم الإلكتروني من قبل افراد العينة. وقد أشارت النتائج بأن جميع الفقرات المتعلقة بالعوامل المحفزة قد جاءت جميعها بدرجة عالية، باستثناء الثلاثة الأولى، فقد كانت بدرجة عالية جداً. وقد اعتبار أفراد عينة الدراسة بأن الفقرة التي تنص على "توفير تدريب تقني وورشات عمل" أبرز الحوافز على استعمال التعليم الإلكتروني. أما بالنسبة للمعيقات المتعلقة باستعمال التعليم الإلكتروني، فقد أشارت النتائج بأن المتوسط الحسابي للمعيقات ككل كان بدرجة عالية. وان أبرز هذه المعيقات تتمثل في "عدم توفر الدعم التقني للطلبة داخل صرفوفهم". وبناءً على نتائج الدراسة، اقترح الباحث عدة توصيات من الممكن أن تكون ذات فائدة للباحثين والإداريين التربويين، ومن أهمها: أن تعمل الجامعات الأردنية على توفير تدريب تقني وورشات عمل لأعضاء الهيئة التدريسية والطلبة.

الكلمات المفتاحية: معيقات الاستخدام، حوافز الاستخدام، التعليم الإلكتروني.
DEVELOPING AN M-LEARNING PILOT FOR QUR’AN AND ITS SCIENCES

Ahmed Sameh
Prince Sultan University,
Department of Computer and Information Sciences,
and IT Research Center for the Holy Qur’an and its Sciences (NOOR),
Taibah University, Madinah,
P.O. Box 88366 Riyadh,
Kingdom of Saudi Arabia
Sameh.aucegypt.edu@gmail.com

ABSTRACT
Providing a Conversional, Animated Qur’an Memorizer on modern smart phones will allow young generation technology savvies to be able to immerse themselves inside Qur’an and its sciences. Using technological means to deal with Qur’an and its sciences is at the focus of attention of the Noor Center in Taibah University. In this project we use the technologies of virtual reality, conversional interfaces, animated touch screens, metro-style navigation to build a Qur’an memorizer along with some of the Qur’an related sciences. The goal is to bring these technology attractions to Qur’an and it sciences. In this paper we present a small scale implementation of only Part 30 “جزء عم” of the Conversional, Animated Qur’an Memorizer application. The implementation is ported on major smart phones currently available and tested. We describe the system model and design decisions. Major features of the application are demonstrated and explained. The animated conversional interface is described with its options to change view and customize its drop down menus locations and contents. The flexible indexing of both Qur’an, its narrators, types of recitation, links to Tafseers and glossaries along with the metro-style touch screen navigation and bookmarking are demonstrated. The search capability of both text and audio has been demonstrated. Tracking of what one has memorized from each Surah so far with ability to change text display through the Qur’an viewer (e.g. display movement characters (التشكيل)) are demonstrated. The bi-lingual display of Qur’an Tafseers and glossaries are also demonstrated. Changing setting and getting help are also demonstrated. Audi recording is implemented but audio voice recognition, correction and teach exams have not been implemented completely yet in the current small scale implementation. In fact the usability of the conversional, animated, immersive interface screens allows easy interaction with the application. Also on-line help is extensive and allow easy navigation among various interface screens.

KEYWORDS
Conversional Interface, Virtual Reality, Animation, Metro-Style Navigation
مدى توفر معايير جودة التعلم الإلكتروني في جامعة مؤتة من وجهة نظر أعضاء هيئة التدريس

The Availability of Quality Standards of E-learning at Mutah University from the Point of View of Faculties

د. نواف أحمد سماره - استاذ مساعد
مركز التطوير الأكاديمي وضبط الجودة، جامعة مؤتة
الكرك – الأردن
nawaf.samara@yahoo.com

د. سليمان الصرايرة – أستاذ مشارك
مركز التطوير الأكاديمي، جامعة مؤتة
الكرك – الأردن
alsarayrih@yahoo.com

د. أسماة الصرايرة – أستاذ مساعد
مركز التطوير الأكاديمي وضبط الجودة – جامعة مؤتة
asmasalty@yahoo.com

ملخص
هدفت الدراسة الحالية إلى الكشف عن مدى توفر معايير جودة التعلم الإلكتروني بجامعة مؤتة بالأردن من وجهة نظر أعضاء هيئة التدريس. بلغت عينة الدراسة (120) عضو هيئة تدريس من الكليات العلمية والإنسانية تم اختيارهم عشوائياً بنسبة (26%) من مجتمع الدراسة. تكونت أداة الدراسة من استبانة أعدها الباحثون تألفت من مجموعة فقرات جاءت في ثلاثة محاور: (منشآت الجودة ومنتجات وخدمات التعليم الإلكتروني وعمليات الجودة والممارسات في خدمات ومنتجات التعليم الإلكتروني ومخرجات الجودة خدمات وممارسات التعليم الإلكتروني)، تأكد الباحثون من صدق الاستبانة بعرضها على محكمين متخصصين، وبلغ معامل الثبات الكلي للدراسة (0.81). وبعد التطبيق
الأداة جمعت البيانات وحللت باستخدام الحزمة الإحصائية للدراسات الاجتماعية SPSS.
تطوير تدريس الكيمياء وفق النظم الجاهزة والمطورة الالكترونية

الاستاذ المشارك الدكتور محمود عبد السلام محمد الحافظ
قسم العلوم التربوية والنفسية/ كلية التربية / جامعة الموصل
قسم المناهج وطرق التدريس وتكنولوجيا التعليم بالجامعة الخليجية بمملكة البحرين سابقاً
Emil: aminmah20012001@yahoo.com

ملخص البحث:

يمر واقعنا التعليمي بتغييرات علمية وتقنية هائلة، وقد تطلب ذلك التميز في تطوير المنظومة التعليمية/التعليمية، ورغم ذلك نجد أن قصورا واضحا لدى عدد من تدريس العلوم بعامة والكيمياء بخصوصه وتركيزهم على استخدام التشريحة الاعتيادية في التدريس لسهولتها، ورغم أن الموضوعات العلمية تتميز بخصوصية تختلف بوجه المواد الدراسية وطريقة تدريسها، ومع ذلك، فإن بعض محتواهم التعليمي ليس له علاقة ببعض المواد الدراسية، ولما لأهمية ذلك في تحسين مخرجات العملية التعليمية، فقد وجد الباحث أنه هناك اربعة أزمات هامة لتسوير تدريس موضوعات الكيمياء بالاعتماد على النظم الجاهزة والمطورة الالكترونية.

واستنادا لذلك فقد طبق الباحث نظام مودل (Moodle) في تدريس عدد من موضوعات الكيمياء كخطوة أولى لتطوير تدريس الكيمياء الالكترونية، واستنادا لذلك فإن الباحث الحالي يتضمن عرضاً للمحاور الآتية:

1. أنظمة التعليم الإلكتروني.
2. مزايا التعليم الإلكتروني مقارنة بالتعليم التقليدي.
3. تجارب دولية لتطبيق نظم التعليم الالكتروني.
4. تجربة تطبيق نظام مودل في تدريس الكيمياء.
5. إنعكاسات النظم المطورة الالكترونية لتدريس الكيمياء على جودة العملية التعليمية / التعليمية.
6. التوصيات والمقترحات.

الكلمات المفتاحية: التعليم، تدريس الكيمياء، أنظمة التعليم الالكتروني.
The Quality Standards in the Application of a Virtual Learning Environments (VLEs)

Abstract:
The aim of this study is to determine the Standards of applying a virtual learning environment in higher education institutions, through the analysis of the literatures, and the appropriate previous studies. The researcher has identified a list of Standards that should be available to determine whether the higher education institutions have the ability to provide opportunities for the application of virtual learning. Eight criteria have been identified for this purpose with a set of indicators associated with each Standard to govern it. The eight Standards are the Quality in the aims VLEs, the Physical elements, software and human resources to VLEs, the tools of VLEs, the design of teaching materials for VLSs, the training and qualifying of University lecturer, the Guidance and tutoring for VL students, the social and cultural relations for VLEs and the physical environment for VLEs.

ملخص الدراسة:
استهدف الدراسة الحالية تحديد معايير جودة العملية التعليمية / التعلمية ال الازمة لتطبيق بيئة التعلم الافتراضي، وذلك من خلال تحليل الأدبيات والدراسات السابقة المناسبة لذلك، وقد توصل البحث إلى تحديد قائمة معايير يتم في ضوئها تحديد إمكانية مؤسسات التعليم العالي من توفير فرص تطبيق التعليم الافتراضي بمؤسسات Them, وقد تم تحديد ثمان معايير لهذا الغرض وكل منها مجموعة من المؤشرات التي تحكمها، وتمثل معايير جودة العملية التعليمية / التعلمية بالآتي:

الجودة في أهداف بيئة التعلم الافتراضي، الجودة في تحديد المكونات الفيزيقية لبيئة التعلم الافتراضي، جودة أدوات التعليم الافتراضي، الجودة في تصميم المقررات التعليمية لبيئة التعلم الافتراضي، الجودة في تدريب وتأهيل الاستاذ الجامعي، التوجيه والإرشاد لطلبة التعليم الافتراضي، العلاقات الاجتماعية والثقافية لبيئة التعلم الافتراضي، البيئة الفيزيقية للتعليم الافتراضي.
نموذج مقترح للتصميم الإبداعي لأنشطة التعلم الإلكتروني التفاعلية وأثره في تنمية مهارات توليد المعرفة وعمق التعلم والعمل في فريق لدى طلبة برنامج التعليم والتدريب عن بعد بجامعة الخليج العربي

د/ حمدي أحمد عبدالعزيز
أستاذ التعليم والتدريب الإلكتروني المشارك بجامعة الخليج العربي، وجامعة سمراء
البريد الإلكتروني: hamdyaaa@agu.edu.bh
جوال: 7049 3616 0973
ص. ب: 26671
برنامج التعليم والتدريب عن بعد – جامعة الخليج العربي
السليمانية – المنامة مملكة البحرين

ملخص البحث

استهدف البحث تطوير نموذج للتصميم الإبداعي لأنشطة التعلم الإلكتروني التفاعلية، والتعرف على عثره في تنمية مهارات توليد المعرفة وعمق التعلم ومهارات العمل في فريق، وذلك من خلال تطبيقه على عينة من طلبة برنامج التعليم والتدريب عن بعد بجامعة الخليج العربي.

لتحقيق هذا الهدف، استخدم الباحث منهج البحث التسويري من خلال ثلاث مراحل:

- المرحلة الوصف والتحليل: بنا قائمة بالمعايير التربوية العامة، وقائمة بمعايير التصميم الإبداعي لأنشطة التعلم الإلكتروني، ووصف بيئة التعلم للنموذج المقترح.
- المرحلة التصميم والتسويير المنظومي: هيكلة وبناء النموذج المقترح، وقد اشتمل النموذج المقترح على ست عناصر ديناميكية رئيسية هي: بعد تصنيف المعرفة، بعد إستراتيجيات التعليم، بعد عادات التعلم الإلكتروني، بعد المعايير التربوية، بعد عمليات الإبداع، ثم بعد التنظيم الإداري والبنية المعرفية.
- المرحلة الاستخدام والصلاحية (التقييم): بناء آليات قياس اللازمة للتأكد من صلاحية النموذج، حيث قام الباحث بناء مقياس مهارات توليد المعرفة، وقياس مهارات عمق التعليم، وقياس مهارات العمل في فريق.

تشخيص المعرفة، إعادة التنظيم الإداري للمعرفة، تطبيق المعرفة، صيانة المعرفة، توزيع المعرفة، وتجديد المعرفة، ويتطلب أداء هذه المهارات توازن (30) مهارة فرعية، وتشتمل مقياس مهارات توليد المعرفة على (52) مهارة فرعية، كما اشتمل مقياس العمل في فريق على (52) مهارة فرعية. واستكملًا لمرحلة الاستخدام وقياس الصلاحية، قام الباحث بتطبيق النموذج على عينة من طلبة برنامج التعليم والتدريب عن بعد بلغت (26) طالبًا وطالبة من طلبة الفرقة الأولي المقيدين بدرجتي دبلوم الدراسات العليا والماجستير خلال الفصل الأول من العام الأكاديمي 2012-2013، تم تقسيمها إلى مجموعتين: مجموعة ضابطة (18) طالبًا وطالبة، ومجموعة تجريبية (8) طلبة. وأظهرت نتائج تطبيق وتجريب
A Proposed Model for Designing Creative Interactive e-Learning Activities and its Impact on Developing Knowledge Generation Skills, Depth of Learning Skills, and Team Work Skills among Distance Teaching and Training Program’ Students at the Arabian Gulf University

Abstract

The research objectives were to develop a proposed model for designing creative interactive e-learning activities and measure its impact on developing knowledge generation skills, depth of learning skills, and team work skills among graduate students at the distance teaching and training program, Arabian Gulf University. To achieve these purposes, the developmental research methodology was adopted through three main stages: Analysis and description, Systematic development, and Evaluation. In the analysis and description phase, a list of educational and creative design standards of e-learning activities was developed. In the systematic development phase, the main components of the proposed models were created. The main components (domains) of the proposed model were: Knowledge domains and classifications, Instructional strategies, e-learning tools and media, Educational standards, Creativity processes, and Mental knowledge structure. In the evaluation phase, the researcher developed three main scales: Generating knowledge skills scale, Depth of learning skills scale, and Team work skills scale. The generating knowledge scale consisted of six main skills, they are: Knowledge diagnosing, Cognitive re-organizing, Knowledge application, Knowledge maintenance, Knowledge distribution, and Knowledge renewing. These main skills need thirty sub skills to accomplish. The depth of learning scale consisted of (52) skills. The team work scale consisted of (54) skills. After developing the proposed model and research instruments, the researcher applied the target model on a sample of (26) graduate students at the distance teaching and training program, Arabian Gulf University during the first semester of 2012-2013 academic year. This sample was divided into two groups: the control group (16) students and the experimental group (8) students. The results of research revealed that the proposed model has statistical and practical impact on developing knowledge generating skills, depth of learning skills and team work skills in favor of the experimental group. Based on these results, a set of educational recommendations and suggestions were provided in this respect.

Keywords: Creative design, e-learning, Distance learning, Interactive activities, Writing e-learning materials, Knowledge generation, Depth of learning, Team work skills
نموذج لتطوير التطبيقات العربية في التعليم المحمول عن طريق استحداث محرك عربي للتعليم المحمول

A model for developing Arab applications in mobile education by providing new Arabic Mobile Learning Engine (AMLE)

هناء محمد الطيب۱، محمد عثمان علي حجازي۲، إيمان أبو المعالي عبداللهمن۳

الملخص:
تقدم هذه الورقة إضافة حقيقة لبناء التطبيقات العربية في مجال التعليم المحمول أو المتنقل من خلال تقديم نموذج يعمل كإطار ومنهجية عمل لتطوير التطبيقات العربية في التعليم المحمول (M-Learning) وذلك باستحداث محرك عربي (the open source Mobile Learning Engine) MLE للتعليم المحمول العربي المتكاملة للتعليم المحمول. يقوم هذا النموذج على جانبيه الجانب الأول يمثل الإطار العام لبناء المحرك العربي داخل محرك التعليم المحمول (MLE). أما الجانب الثاني فيمثل بناء المحرك العربي الذي يعمل على جعل وعاء MLE وعاءاً لقبول التطبيقات العربية. وقد أطلقنا على هذا النموذج الكلمة المختصرة AMLE اختصاراً للمحرك العربي للتعليم المحمول.

الكلمات المفتاحية:
التعليم المحمول - النقال (M-Learning), محرك التعليم المحمول MLE, المحرك العربي للتعليم المحمول (M-Learning applications), تطبيقات التعليم المحمول AMLE

۱- هناء محمد الطيب، كلية علوم الحاسوب وتقنية المعلومات، جامعة الازهري، الخرطوم، السودان
۲- د. محمد عثمان علي حجازي، كلية علوم الحاسوب وتقنية المعلومات، جامعة الازهري، الخرطوم، السودان
۳- د. إيمان أبو المعالي عبداللهمن، كلية الهندسة، جامعة الخرطوم، السودان

hana-meltayeb@hotmail.com mhigazi@hotmail.com imaaly@uofk.edu
Moodle and other LMS: A Comparison Study
Zahraa Muhsen, ISRA University, Jordan
zahraazirjawi@gmail.com

Abstract—On-line interactions provide a large knowledge exchange on variety kinds of information exchanged between users. There are many software systems available that provide online learning systems, this type of software expressed by forms, commercial or open source software. This paper is focused on Moodle, it explained the comparative study that done by many recent researches, it also shows the different between Moodle and other learning management systems, in order to discover their strengths and limitations, discusses different points in these systems. Moodle has been adopted by many universities and organizations all of the world because it offers a large accessible set of tools, it got many components were developed without a specific design documentation including its security services. This paper surveys the comparative study between Moodle and other e-learning systems; it aimed to discover the best and most suitable choice of e-learning system. We have fined the optimal e-learning platform required to our e-learning university system, and it is Moodle according to the used by many Universities around the word and from many works that has been done to date that encourages the used and develops this type of LMS.

Keywords- Moodle, Open Source Software, Learning Management System, E-learning, Virtual Learning Environment, Course Management System, Virtual Learning comparison Environment
Risks and Remedies in ISRA University e-Learning System

Khalil Ali barhoum
Head Manager of IUEC
Information Technology Faculty, Isra University
kbarhoum@ipu.edu.jo
Zahraa Fadhil Muhsen, Ayman AlNsour
Computer Science Department
Information Technology Faculty, Isra University
Amman, Jordan

Abstract—Information technology brought radical changes in various aspects of contemporary life and education sector in general and in higher education in particular. Our institute (Isra University) decided to be more responsive to these dramatic changes and effectively employ information technology to improve the quality of teaching and learning through a gradual shift from web-enhanced courses towards blended learning, distance learning, and open learning to achieve better learning outcomes excellence and competition. We uses Moodle system to offer web-enhanced courses with timed on-line quizzes as well as a vehicle for students to submit homework assignments and gain access to different course related resources. This paper investigates the risks encountered at Isra university e-learning system (IUELS) in the offering of web-enhanced courses and how we solved the problems.

Keywords—Moodle, e-Learning, e-risks, e-remedies, e-learning security.
تأثر التدريب عن بعد على تحسين المهارات والدافعية نحو التدريب التشاركي لدى اختصاصيات مصادر التعلم

الملخص

هدف هذا البحث إلى معرفة أثر استخدام التدريب عن بعد على تحسين المهارات المعرفية والمهارات الفنية ودافعية المتدربات تجاه التدريب التشاركي عن بعد في مجال مصادر التعلم. استخدم البحث المنهج التجريبي بتصميمه شبه التجريبي للتحقق من فروض البحث، وتكونت عينة البحث من جميع اختصاصيات مصادر التعلم بالمراحل الإعدادية البالغ عددهن 35 اختصاصية من أصل 185 اختصاصي واختصاصية، وتوزعوا على جميع المراحل الدراسية بالمدارس الحكومية بوزارة التربية بمملكة البحرين بنسبة 18.9% وهي العينة المتاحة للباحثة. وقد تم تقسيمهم من قبل إدارة التعليم الإعدادي وفوق المناطق التعليمية إلى مجموعتين: مجموعة تجريبية تكونت من الاختصاصيات في مدارس المرحلة الإعدادية الأولى والثانية، وبلغ عددها 18 اختصاصية، ومجموعة تجريبية ثانية تكونت من الاختصاصيات في مدارس المرحلة التعليمية الثالثة والرابعة وبلغ عددها 17 اختصاصية. كشفت نتائج البحث عن وجود فروق دالة إحصائياً بين المجموعتين التجريبية الأولى والتجريبية الثانية في متوسط رتب استجابات اختصاصيات مصادر التعلم نحو نحو كل من استجابات الثقة والراّ عن استراتيجية التدريب المتبعة، بالإضافة إلى المجموع الكلي لأبعاد مقياس الدافعية (MSLQ) لجميع المجموعتين، وقامت هذه الفروق لصالح استجابات المجموعة التجريبية الثانية، ووجدت فروق دالة إحصائياً بين متوسط درجة اختصاصيات مصادر التعلم للمجموعتين التجريبية الأولى والثانية في المراحل المعرفية بعد تطبيق البرنامج التدريبي لصالح المجموعة التجريبية الثانية. وأكد البحث على وجود شواهد ذات دلالة عملية على أن المجموعة التجريبية الثانية حققت كسباً يفوق المجموعة التجريبية الأولى في المراحل الفنية.

الكلمات الدالة: التدريب عن بعد، المهارات، الدافعية نحو التدريب التشاركي

د. العجب محمد العجب
جامعة الخليج العربي - مملكة البحرين
elagab@hotmail.com

د. أحمد محمد نوبي
جامعة قناة السويس - مصر
ahmednouby2005@yahoo.com

أ. مي أحمد شمندي
وزارة التربية والتعليم - مملكة البحرين
shamandy77@live.com

أ. محمد العجب
جامعة الخليج العربي - مملكة البحرين
elagab@hotmail.com
The Effect of Distance Training on the Motivation Towards Collaborative Training and Skills of the Educational Resource Specialists in the Intermediate Schools in the Kingdom of Bahrain

May A. Shamandy  
Chief, Educational Resources Ministry Of Education  
Manama - Kingdom of Bahrain  
shamandy77@live.com

Ahmed M. Nouby  
Suze Canal University, Egypt  
Arabian Gulf University  
Manama - Kingdom of Bahrain  
ahmednouby2005@yahoo.com

Elagab M. Ismaeel  
Arabian Gulf University  
Manama - Kingdom of Bahrain  
elagab@hotmail.com

ABSTRACT

This study aimed at investigating the effect of using distance collaborative training on educational resources’ specialists cognitive skills, technical skills and motivation related to a training program in the field of educational resources. To verify the hypotheses of the study, the quasi-experimental design method was utilized on a sample consisted of all of the educational resources’ specialists in the intermediate schools which consisted of 35 specialists out of 185 specialists working in public schools at the Ministry of Education in the Kingdom of Bahrain. This was the available sample to the researcher. They were divided by the department of Intermediate education, according to school districts, into two groups: the first experimental group consisted of specialists in the schools of the first and second districts and consisted of 18 specialists; the second pilot group consisted of specialists in the schools of the third and fourth districts and consisted of 17 specialists. The results of the study made apparent the existence of statistically significant differences between the two groups. The first experimental group and the second experimental group in the average level of responses from professionals indicated high levels of trust and satisfaction in the training strategy. In addition, the total dimensions of the motivation scale (MSLQ) for each of the two groups made the difference for responses to the favor of the second experimental group. This also resulted in findings that there were significant differences in knowledge skills between the two groups after the application of cognitive skills training program for the second experimental group. Finally, the study confirmed that the second experimental group had gained higher levels of technical skill(s) than the first experimental group.

Keywords: Distance Training, Motivation Towards Collaborative Training, Skills, Educational Resource Specialists

واقع استخدام إخصائي مراكز مصادر التعلم للمكتبات و المصادر الرقمية كآداة للتنمية المهنية المستدامة
"A Comparative Study between Egypt and Saudi Arabia"

Abstract:

The present study was geared to investigate the reality of Using Learning resource centers specialist for libraries and digital resources as a tool for
continuing professional development “A Comparative Study between Egypt and Saudi Arabia” limitation of the study consisted of 120 Egyptian and Saudi learning resource centers specialist, Who Charcot-mail in the questionnaire addressed to them, by using the descriptive method approach – the way the causal comparison - Based on the conclusion that the difference between specialists learning resource centers of both century of the application in their estimates of the reality of the use of libraries and electronic resource as a tool for professional development and substantial due to differences in demographic variable, where the result showed substantial convergence in the reality of use between specialists from both country of the application, and the great care of them to develop themselves professionally.

الكلمات المفتاحية:

إحصائي مراكز مصادر التعلم، المصادر الرقمية، المكتبات الرقمية التربوية، التنمية المهنية المستمرة

**Key words:**

Learning Resource Centers Specialist، Digital Resources، Educational Digital Libraries، Continuing Professional Development
Equipping Upper Elementary Students with Web & Mobile Skills to Advocate Programming Literacy
Abstract – The purpose of this study is to measure the ability of fourth, fifth and sixth grade elementary students to learn and apply concepts and skills related to web/mobile programming. A heterogeneous group of students between the ages of nine and eleven was chosen from three different schools in Lebanon. Students were given a crash course over the period of eight weeks where they learned three different programming technologies: HTML, SQL, and JavaScript to produce mobile applications that run on Android devices. Training material was obtained from a newly released book on the market “Mobile Apps Programming Made Easy”. The book is written in Arabic and uses simple, clear and user friendly expressions. Training took place in a computer lab at Global University, a private university in Beirut. At the end of the program, all participants were tested to assess their ability to apply the concepts they learned by producing mobile applications that run on Android devices. Results revealed that Sixth graders were very successful in developing web applications using “dynamic” languages such as JavaScript; Fifth graders were partially successful in comprehending and applying languages that are of “dynamic” nature. Fourth graders were able to comprehend and apply any command that represented a “static” language (like HTML) as well as successfully relate the design to its direct output. Recommendations included introducing programming using HTML, SQL, and a combination of HTML, SQL and JavaScript literacy to Fourth, Fifth and Sixth graders respectively.

Keywords: Arabic Programming Literacy, Upper Elementary
تصميم بيئة تدريب افتراضية مبتكرة وقياس فاعليتها في تنمية مهارات التعليم الإلكتروني والاتجاه نحو التدريب الافتراضي لدى أعضاء هيئة التدريس

مقدم من

د/ السيد عبد المولى السيد أبو خطوة
مستشار تكنولوجيا التعليم المساعد
كلية التربية - الجامعة الخليجية وجامعة الإسكندرية
وعميد كلية التربية - الجامعة الخليجية - مملكة البحرين

أدى التطور الهائل في تكنولوجيا المعلومات والاتصالات إلى توفير مجالاً خصباً للتنمية المهنية المستدامة، التي لا غنى عنها لتطوير العمل المؤسسي، وتطوير مهارات الأفراد وقدراتهم ليكونوا قادرين على المنافسة المحلية والعالمية، وقد استهدف هذا البحث، تصميم بيئة تدريب افتراضية مبتكرة وقياس فاعليتها في تنمية مهارات التعليم الإلكتروني والاتجاه نحو التدريب الافتراضي لدى أعضاء هيئة التدريس، واستخدم الباحث المنهج التجريبي؛ لتحقيق أهداف البحث، وإعداد أدواته، التي تمثلت في كل من: اختبار تحصيل معرفي، واختبار أداء مهارات التعليم الإلكتروني، وقياس الاتجاه نحو التدريب الافتراضي.

وقد تكونت عينة البحث من (18) عضو هيئة تدريس، تم تطبيق أدوات البحث قبل تنفيذ التدريب وبعد الانتهاء منه، وقد أظهرت نتائج البحث وجود فروق ذات دلالة إحصائية عند مستوى < (0,01) بين متوسطات درجات التطبيقين القبلي والباعدي لكل من: اختبار التحصيل المعرفي، واختبار الأداء المهني، ومقياس الاتجاه نحو التدريب الافتراضي، لصالح التطبيق اليدوي كما كان حجم الأثر كبير؛ مما يؤكد فاعلية بيئة التدريب الافتراضية المبتكرة في تنمية المهارات، وقد أوصى البحث ببنية بيئة التدريب الافتراضية في التنمية المهنية المستدامة للمعلمين والعاملين في المؤسسات المختلفة، والتي اعتمد الباحث في تصميمها على برامج مجانية متاحة على شبكة الإنترنت، مما يقلل من تكلفة التدريب.
The tremendous development of information and communication technologies has resulted in the emergence of modern electronic educational resources which scientific studies and research have proven their effectiveness in education and training; such as: Virtual Classroom, Mobile Learning, Digital Library, Video Conferencing, and applications of the Web0.3. Thus, the training faculty members and the development of their skills in using these sources has become an urgent need to increase the effectiveness and efficiency of the educational process.

This study aims at preparing a proposed virtual training environment and measuring its effectiveness in developing some e-learning skills of the faculty members in Gulf University. The researcher used the experimental method to achieve the research aims. The results showed statistically significant differences in performance at the level 0.01 between the pre- and post-test in favor of the post-test a fact which confirms the effectiveness of virtual training environment in the development of e-learning skills of faculty members. In the light of these results, the researcher has set a number of recommendations and proposals.

Keywords: E-training, virtual training environment, Virtual Classroom, E-learning skills, Attitude towards virtual training and academic staff skills.
The effect of brainstorming strategies in teaching science on improve creative thinking for sixth grade students in Isa town primary school

Ahmed Taleb
BTC student, university of Bahrain

Hassan Hamza
BTC, university of Bahrain

Eman Wefky
Assistant prof , BTC, university of Bahrain

Ewefky @uob.edu.bh

Abstract

This study explores the effect of using brainstorming strategies in teaching science on improve creative thinking for sixth grade students in Isa town primary school. More specifically, this paper focuses on students' creative thinking skill. There are a lots of ways directed to development of creative thinking is the most important way of brainstorming being tested in the field of education on the many educational materials and proven effective in the development of the creative capabilities of students, such as Collado study (Collado 1992), Sanfilippo (Sanfilippo 1993), this study comes to know the effect of using the method of brainstorming in the teaching of science on the development of creative thinking for students in the sixth grade primary in kingdom of Bahrain. The population of research is 60 students (two classes). Data were collecting after doing a two test (pre test and post test), quantity data were collected. From this research, some differences have been found in students' the brainstorming strategies have effective of students' creative thinking skills and we found this results from significant differences for experimental group.

Key words: brainstorming strategies, creative thinking, fluency, flexibilities, and originality.
Strategic Change in Knowledge Management and e-Learning: Enhancing Workplace Learning

Ali Owayid,
Alburami University College
E-Mail: admin@buc.edu.om
Professor : Khalid Alrawi
University of Modern Sciences
E- Mail: Kalrawi47@hotmail.com
Dr. Khaled Shaalan
British University in Dubai
E- Mail: Khaled.shaalan@buid.ac.ae

Abstract:

E-learning is an emerging field in the intersection of education learning, and business, referring to education services and information delivered or enhanced through the Internet and related technologies. The paper is an attempt to show how knowledge management (KM) and E-learning (EL) specifically can be of prominent support in the workplace. The challenge is to align the organization as a whole to a constantly changing environment in terms of learning and innovation. The paper posits that KM consists of enablers such as Information systems infrastructure, Employees involvement, Team working, Employee empowerment, Top management leadership and commitment that are critical to the success of a knowledge-based organization.

The model presented in this paper combines e-learning and KM into adaptable framework that provides integrated support end effect on various Medias involved in the education systems. The model is a suggestion to improve teaching and learning process and how KM adds a successful help for educational consumers in selecting and evaluating e-learning media. The design of the model is based on an analysis of KM and e-learning literature and the information search process.

Keywords: Knowledge Management, E-learning, Knowledge Management Enablers, Managers Commitments, Decision Making
تطوير خوارزمية فعالة لبناء نظام تعليمي تقني متكامل

Wajeb Gharibi gharibiw@hotmail.com Saudi Arabia Jazan University  Omar Al-Mushayt
oalmushayt@yahoo.com

الملخص

نقدم في هذا البحث خوارزمية مدعومة ببعض المقترحات والتوصيات لبناء نظام تقني متكامل لتطوير العملية التعليمية في المملكة العربية السعودية. وذلك بدءاً من مرحلة رياض الأطفال وحتى المرحلة الجامعية والدراسات العليا مروراً بمرحلة التعليم الأساسي.

إن هذا النظام يمكنه المادية والبرمجية ومخططاته التي تصف مختلف مراحله يمكن أن يمثل نواة لنظام تعليمي أشمل يعمل على تطوير المتخصصون في فنون التربية والتعليم.

الكلمات المفتاحية: التعليم، تقنية المعلومات، الحاسب الآلي والتعليم

Latifa Ebrahim yassin
Budoor Ahmed Najim
BTC students, university of Bahrain
Eman Wefky
Assistant prof, BTC, university of Bahrain, sohag university, Egypt

1 Abstract

The purpose of this study was to investigate the effect of using integration in teaching science on the students’ attitudes toward learning science in primary school level. The sample of this study was 29 students in 6th grade at Al-Nezha Primary Girls’ School. The data were analyzed according to the following question: What are the effects of using integration in teaching science on the students’ attitude toward learning science in primary school? The data were collected by averages of an attitude scale. The development of the instrument involved three steps: pre-test, teaching using integration and post-test. The data analysis indicates that there were significant differences between the students’ responses in the pre-test and the post-test in the attitude scale in favor of the post-test. A list of references is provided. Samples of lesson plans, students’ work and the instrument (attitude scale) are appended.

Keywords: Integration, Attitude, Attitude Scale.
Effective use of LMS (Learning Management System) in teaching graduate geology course at KFUPM, Saudi Arabia

Mustafa M Hariri

mmhariri@kfupm.edu.sa

Earth Sciences Department

King Fahd University of Petroleum and Minerals, Dhahran, 31261

Abstract:

Utilization of the LMS in teaching is very crucial and reflects on the students learning. The current practices of student-centered learning (where students contribute to the subject and get involved in the learning process) can be applied very effectively through using the LMS. This paper summarizes an experiment of using the LMS (Blackboard CE8) in teaching a graduate course (Advanced Structural Geology) in Earth Sciences Department, at KFUPM. The paper demonstrates the types of tasks and assignments given to students and their involvements and contributions. Additionally, learning measurement through the satisfaction level of students and how the experiment added to their learning are also addressed in the paper.
Abstract—In the recent years, the ever tighter weave of learning technologies (e.g., m-learning) has assumed a crucial role in the education process, particularly in the higher education. On the other hand, the increasing class size, the diverting mobility of students and the evolving use of technology in learning (e.g., using social media), challenged the universities to review the educational courses offered and assess their quality. Fortunately, the increasing availability of computing resources and mobile devices (e.g. laptops, PDAs, Smartphone, even the PCs) at these institutes necessitated the use of what called the pervasive or ubiquitous learning environment—inspired from the ubiquitous computing-, where the students can get access to the offered courses at the right place and at the right time. In this paper, distributed e-courses pervasive architectural models are presented. Moreover, a mechanism to better utilize the used resources (i.e., computing resources and network bandwidth) has been proposed. The models are expected to increase the availability, the scalability and the quality of the offered e-courses at universities and at reasonable computational costs. Furthermore, the e-courses’ materials are automatically updated using an autonomous web crawler. The periodic update is to enrich the repository with the evolving and increasing educational materials from specific educational servers.

Keywords—ubiquitous; pervasive; u-learning; e-course; focused crawler, distributed architecture.
Standards and process applied in development of comprehensive online courses at KFUPM, Saudi Arabia

Mustafa M Hariri and Saeed Al Amoudi

mmhariri@kfupm.edu.sa

Alamoudi@kfupm.edu.sa

Deanship of Academic Development, King Fahd University of Petroleum & Minerals, Dhahran 31261

Abstract:

Development of comprehensive online courses has to consider several aspects to enable them to be a useful and usable resource. The well developed online-course should contain; course information, both course and modules objectives, interactions, animations and self-tests. Moreover, the course subject and contents should be completed and designed according to a well developed and systematic blue-print. Quality-assurance processes should also be practiced in all levels of course development and even should start from the stage of the content preparation. This paper explains the development procedure and steps followed at KFUPM in producing comprehensive online courses in engineering, sciences and humanities subjects. The paper also explains what resources and man-power are needed in the development in-order to produce a well developed online course. Furthermore, what measures and issues need to be applied after the course development and use.
Online Library Adoption in Bangladesh: An Empirical Study

Dr. Alim Al Ayub Ahmed, Md. Nur-E-Alam Siddique and Abdullah Al Masum
ASA University Bangladesh
Bangladesh

ABSTRACT

Online Library (OL) is an educational support innovation that significantly can contribute to the educational system in developing nations such as Bangladesh. However, due to the lack of awareness and fear of technology, Bangladeshi users are far away from taking OL support. Its full potentiality in deepening and extending library support is yet to be realised, as a critical mass of users is yet to be accessed. So, a better knowledge about why some university authority adopts OL and others do not, beside this determining the factors affecting the decision is likely to be of practical and academic value. For this reason, the purpose of this study was to explore the factors influencing the adoption and usage patterns of OL among Bangladeshi Universities. Applying Rogers’ IDT framework, data was collected using a self-completion questionnaire, in which some 5 private universities participated. Findings recommend perceived risk, lack of adequate support and training from eLearning institutions are some of the reasons of non-usage. The implications of these results are that universities could provide more attention on eLearning as OL together with other traditional library, as OL is rarely used exclusively. Installing eBook reader and computers inside library in conjunction with promotion and demonstrations may also increase adoption rate.

Keywords: eLearning, Online Library, Traditional Library, University, Bangladesh
بناء بنك أسئلة إلكتروني تجريبي لطلاب الجامعات

(LMS)

بالاستخدام أنظمة إدارة التعليم الإلكتروني

تطبيق على نظام جسور لدارة التعلم الإلكتروني للأجاميات السعودية

أ.د.اجاب غريبي 1 و د.سعد مامون عبد الرحمن أبوعلوان 2

كلية الحاسب الآلي ونظم المعلومات

جامعة جازان، جازان، المملكة العربية السعودية

Gharibi@jazanu.edu.sa OR gharibiw2002@yahoo.com

smamoun@jazanu.edu.sa OR saadn3@hotmail.com

الملخص

تعتبر أنظمة إدارة التعليم الإلكتروني (LMS) منصة اقتصادية أساسية للتعليم الإلكتروني فهي من مركزة من مكانة في التعلم من قبل الطلاب وأعضاء هيئة التدريس تحتالهما ضخانات لعديد منهم عندما يتعلق الحديث عن التعليم الإلكتروني، ومنها نظام جسور لدارة التعلم الإلكتروني، وتطبيق في معظم الجامعات السعودية، منظمة برية متكاملة مستقلة عن إدارة العملية التعليمية الإلكترونية وذى مما يحتويه من تسجيل، إصدار، توزيع، اتصال، اختبارات، وغيرها من الخدمات والمقدمات للتعلم، والتعليم، والإدارة، ولذلك تم اختياره لتطبيق هذا البحث المقترح.

تحدث في هذا البحث مشكلة بناء بنك أسئلة إلكتروني مفتوح وخاص بنظام جسور لدارة التعليم الإلكتروني، حيث يتم تخزين الأسئلة بعد إجراء اختبار بعض الخصائص الإحصائية للأسئلة مثل معامل السهولة ومعامل الصعوبة ومعامل التحسن وذلك للاستفادة منها في معاليم اختيار نوع الأسئلة التجريبي لطلاب التعليم الجامعي في كلية ومعاهد وجامعات المملكة العربية السعودية.

الكلمات المفتاحية: التعليم الإلكتروني، نظام جسور، الاختبارات، بنك الأسئلة.

E-Learning, Jusur, Questions Banks, E-Exams
The Role of Virtual Experiments in Applying the Principles of Good Practice in Teaching

Dr. Mohamed A. Antar,
antar@kfupm.edu.sa

Associate Professor, Mechanical Engineering Department,
King Fahd University of Petroleum & Minerals, KFUPM

Dhahran, Saudi Arabia

Abstract

Chickering and Gamson have introduced the principles of good practice in teaching. Then, several attempts to apply those principles in the on-line/distant learning domain of education were reported in the literature. Two types of virtual experiments were performed and reported in this article. The first type is prepared by the instructor to overcome the time, space and extend physical experiment limitation. In addition, it serves as a model for students’ teams to carry out the second type. In the second type, students are divided into teams and work in close contact with their peers and the instructor (facilitator). The realization of the seven principles of good practice in teaching and learning is demonstrated for this type. Furthermore, each team member is playing a leader role for a specified period of time and was providing peer evaluation both for his team members and for other teams.
الحوسبة السحابية أكاديمية مقترحة للجامعات والمعاهد العليا بالمملكة العربية السعودية

د. عبد الرحمن أحمد عثمان
1 جامعة الحووف، المملكة العربية السعودية
aa.kattabi@gmail.com

د. سعد مأمون أبو عثمان
2 جامعة جازان، المملكة العربية السعودية
saadn3@hotmail.com OR smamoun@Jazanu.edu.sa

المبحث

ظهر التعليم الإلكتروني (E-learning) والدراسة عن بعد (distance learning) في القرن العشرين، إذ أثرت على أولاً، ثم على التعليم العالي. ومع ذلك، فإن التعليم الإلكتروني وال📈 الالكتروني [(mobile learning)، (virtual student)]، يوفر مجموعة من الطرق الجديدة التي تم استغلالها في التعليم العالي. هذه التكنولوجيا في التعليم العالي، أدت إلى ظهور جيل جديد من أجيال الحوسبة السحابية.

تناولت تلك الدراسة مقترح لتصميم حسابية أكاديمية خاصة للجامعات والمعاهد العليا بالمملكة العربية السعودية تدفع في إنجاز توعية ودعم التعليم الإلكتروني والتعليم عن بعد، وتعزيز الممارسات التعليمية العليا، وتسهيل المتابعة والرسالة الأولية من الدارسين وال لتحفيز على التعلم والتدريب للجامعات الأكاديمية، حيث يكون ما تقوم به جامعة من العمل يمكن أن تستفيد به بقية الجامعات عبر الحوسبة الأكاديمية.

هناك عدة أسباب يمكن أن استنادها في بناء محطة السحابة الورقية، مثل توفر الإنترنت وخصوصية التعلم، إنشاء الحواف المحمولة دون الحاجة إلى التدريس الحضوري، وتشجيع الموارد المتاحة ودعمها لتعزيز التدريس والتعليم فيsignal learns. مصطلحات الإنترنت، حيث يمكن استخدامها للدخول على السحابة، وكذلك الكثير من موارد الجامعات التي يمكن أن تستغل استغلالاً جيداً وذلك تستفيد منها بقية الجامعات وناحاتها عبر السحابة.

كلمات مفتاحية: النحو السحابيةolphonic، التعليم عن بعد، التعليم الإلكتروني، الجامعات السعودية.
أثر استراتيجية في التعلم المدمج في تحسين الدافعية والاتجاه نحو التشارك عبر الويب لدى طلبة كلية التربية بجامعة الأقصى

The Effectiveness of a Strategy in Blended Learning in Enhancing web collaboration motivation and web collaboration attitude among the College of Education Students at Al–Aqsa University

إعداد

د. حسن رحی مهدي
أستاذ تكنولوجيا التعليم والمعلومات المساعد
جامعة الأقصى- غزة

Dr. Hassan R. H. Mahdi
Associate Prof. of Instructional Technology and Information
Al–Aqsa University, Gaza

ملخص:

هدفت الدراسة الحالية إلى استقصاء أثر استراتيجية في التعلم المدمج في تحسين الدافعية والاتجاه نحو التشارك عبر الويب لدى طلبة كلية التربية بجامعة الأقصى. وتمثلت عينة الدراسة من (20) طالبة من كلية التربية تم اختيارهن قصدياً. واستخدمت الدراسة مقاييس الدافعية والاتجاه نحو التشارك، والدافعية للطفلة، ونتائج الدراسة كشفت عن وجود فروق ذات دلالة إحصائية في القياسين القبلي، والبعدي على الدرجة الكلية، وأعداد مقياس الدافعية، والدرجة الكلية، وأعداد معياس التشارك، والدورة الكلية. وأعدد معياس التشارك، والدورة الكلية. وحيانف على نجاح استراتيجية التعلم المدمج المستخدمة في الدراسة في تحسين الدافعية والاتجاه نحو التشارك عبر الويب لدى الطالبات عينة الدراسة.

Abstract

The study aimed at investigating the effectiveness of a strategy in blended learning in enhancing web collaboration motivation and web collaboration attitude among the college of education students at Al–Aqsa University. The sample of the study consisted of (20) female students whom were purposively selected. The study administered two self-developed scales: Web Collaboration attitude scale and Web Collaboration motivation scale. The study results revealed that there were statistically significant differences between the overall scores of the pre and post measurements, the thing which confirmed the effectiveness of the blended learning strategy utilized in this study in improving Web Collaboration motivation and web collaboration attitude toward among the female students.
The future is here: m–learning in higher education

Charalampos Giousmpasoglou
Business School
Bahrain Polytechnic
Isa Town, Kingdom of Bahrain
c.giousmpasoglou@polytechnic.bh

Evangelia Marinakou
Faculty of Business & Finance
Royal University for Women
Riffa, Kingdom of Bahrain
emarinakou@ruw.edu.bh

Abstract — The way we learn has changed dramatically in the new millennium. The introduction of e–learning in higher education in the late 1990s has opened Pandora’s Box, and brought radical changes in the way undergraduate and postgraduate programs are designed and delivered. The rapid developments and popularity of handheld devices such as smartphones and tablet PCs using wireless networks and mobile internet have marked new developments in higher education, introducing the so–called mobile learning (m–learning). This means that university students can have access to their studies related content, anytime, anywhere in a personalised manner; this is what renders m–learning so popular and fashionable among university students globally. Nevertheless, instructors are now challenged as they have to adopt new pedagogies in learning and teaching. This paper discusses the concept of m–learning, as well as the current developments and challenges related to the major stakeholders (educators and students) in higher education.

Keywords—Higher education; M–learning; Teaching/learning strategies
Edutainment – A pioneering innovation at the College of Health Sciences

Manijeh Mistry
Biomedical Sciences Department, ISD,
College of Health Sciences, University of Bahrain,
Manama, kingdom of Bahrain
mmistry@uob.edu.bh

Safia Al Baharna
Biomedical Sciences Department, ISD,
College of Health Sciences, University of Bahrain,
Manama, kingdom of Bahrain

Abstract- Edutainment or Education through Entertainment is one of the latest innovations in teaching-learning methodology. As the focus shifts from studies to entertainment, it is expected to be better accepted by students and to be more effective than traditional class-room instruction. “Fun learning” has always been acceptable for teaching young children, but not many have incorporated it yet, for teaching older children and adults. Although the scope of “Edutainment” is very vast, including video games, videos, movies and powerpoint and excel games, we pioneered the use of “game shows” as a pre-examination review activity before exams. The focus of this paper is to identify the students’ perception of game shows as an effective way to review topics and retain information and compare it with student scores on tests before and after the game show review activity.
قابلية الاستخدام لنظام بلاكبورد المطبق في جامعة الكويت من وجهة نظر عينة من الطلبة

دراسة استطلاعية

د. سهى عبدالرحمن العوضي
قسم الأصول والادارة التربوية
كلية التربية الأساسية
جامعة الكويت

د. سعاد مسلم الشبو
قسم علوم المكتبات والعلومات
كلية العلوم الاجتماعية
الهيئة العامة للتعليم التطبيقي والتدريب
جامعة الكويت

المستخلص

استهدفت هذه الدراسة البحث في أثر استخدام تطبيقات التعلم الإلكتروني في تحسين وتطوير العملية التعليمية وذلك من خلال نظام بلاكبورد Blackboard. يوفر النظام المصادر التعليمية الكترونيا وطرق فعالة وسهلة لعملية التواصل والاتصال مع المعلم والطلبة طرق فعالة وسهلة لعملية التواصل والاتصال مع المعلم والطلبة وصولاً إلى استخدام الطرق التحليلية في التدريس. وشملت الدراسة 30 طالب وطالبة من كلية العلوم الاجتماعية بجامعة الكويت في فصل الدراسي الأول 2012/2013. وقد اتبعت الدراسة منهج الوصفي التحليلي باستخدام اداة الاستبانة (usability) لقياس قابلية الاستخدام لنظام البلاكبورد. وقد تم جمع البيانات باستخدام الأسئلة المتعلقة بنظام البلاكبورد. وقد تم تحليل البيانات باستخدام الأساليب الإحصائية والاستدلالية. وكان من أهم النتائج التي توصلت إليها الدراسة هو رضا أفراد العينة تقبلهم للنظام. كما أبرزت نتائج الدراسة بعض العوائق التي قد تواجه الطلبة نتيجة التعامل مع نظام التعليم الإلكتروني. وفي ضوء هذه النتائج قدمت الباحثتان عدد من التوصيات التي من شأنها تطوير هذا النظام واستخداماته في مؤسسات التعليم العالي.

Abstract

This study investigates the effect of using e-learning applications in improving and developing the educational process through the Blackboard System. The system provides educational resources electronically. It also provides effective and easy ways of communication and interaction with the teacher and students as well as ways of completion of the assessment methods. The study surveyed 30 students who used Blackboard in one of the courses offered by the College of Social Sciences at Kuwait University during the first semester 2012-2013. The researchers adopted a descriptive analytical method in this study. A questionnaire survey was designed and used to collect information on the Blackboard system. The data was analyzed using statistical methods. The results revealed that respondents showed their satisfaction and acceptance of the system. Results of the study also highlighted some of the barriers that students may face as a result of dealing with an e-learning system. In light of these findings, the researchers provided a number of recommendations that would develop this system and its use in higher education institutions.
Implementing Blended Learning through Studio Courses

Muhammad Khan and Sajjad Mahmood

King Fahd University of Petroleum and Minerals, Saudi Arabia

Abstract—The Studio Model is one of the more popular approaches to achieve student centered learning. A studio course integrates theory with demonstration and underscores the importance of collaborative and active learning on the part of students. While the student plays a more active role and participates in a number of face-to-face and computer assisted learning activities, the instructor assumes the role of facilitator of learning rather than a presenter of knowledge. Several studies have been carried out to establish the effectiveness of the studio approach. In this paper, we review a range of studio approaches as a means of achieving student centered learning; and share our initial experience of partially applying Technology Enhanced Active Learning (TEAL) approach to an undergraduate course. We also present few recommendations to design and implement studio courses at universities who plan to adopt studio courses as part of blended learning approaches.
تصميم الأنشطة الإلكترونية وفق الذكاءات المتعددة وأثرها على درجة الرضا نحو التعلم والتحصيل في مقرر تربية الموهوبين لدى طلبة جامعة الخليج العربي

دان. جمال الدين محمد الشامي
جامعتي الخليج العربي وجامعة القاهرة السويس
maryam-alhamad@live.com

ة. أحمد محمد نوبي
جامعة الخليج العربي وجامعة قناة السويس
ahmednouby2005@yahoo.com

ة. جمال الدين محمد الشامي
جامعة الخليج العربي وجامعة دمياط
dr_galshamy@yahoo.com

الملخص:

هدف البحث إلى التعرف على أثر تصميم الأنشطة الإلكترونية المتعددة على نظرية الذكاءات المتعددة على درجة الرضا نحو التعلم والتحصيل في مقرر تربية الموهوبين بجامعة الخليج العربي، وطبق المنهج التجريبية بتصميمه عليه برامج تربية الموهوبين المتعددة في مقرر تربية الموهوبين في ثلاثية من التخصصات (29 طالبًا وطالبة)، ومجموعة ضابطة (22 طالبة وطالب). درس متعلم المجموعة التجريبية برامج تربية المراهنة الإلكترونية، وتم التوافق مع المعلمين من خلال أدوات الاتصال المتاحة في البيئة الافتراضية مثل أداة المناقشات والبريد الإلكتروني، وتم تصميم المحتوى الإلكتروني لتشمل تفاعلين متعدد من أنواع الذكاءات المتعلم، تم التعرف عليه من خلال مقاييس الذكاءات المتعددة لجايرد. وشغب قبلي بداية البرامج، حيث تبين وجود ثلاثة أنواع من الذكاءات المطورة إلكترونيًا، والاجتماعي، والشخصي، وتم تقديم المحتوى علامة مختلفة لدبلومastic. أما بالنسبة للمجموعة الضابطة فقد أدى القراءة بطريقة التعلم وửaها بعدًا، وأدوات البحث هي مقاييس الذكاءات المتعددة لجايرد. استبانة الرضا عن المقرر والاختبارات التحصيل. وقد أثار النتائج إلى وجود فرق ذات دالة إحصائية بين مستوى درجات المجموعة التجريبية والمجموعة الضابطة في الدراسة القريبة لاختيار التحصيل النهائي للمقرر لصالح المجموعة التجريبية. كما أظهرت النتائج أيضًا أن المعلمين قد أبدوا رضاهم عن أسلوب التعلم وعهم الجمال.

الكلمات المفتاحية: الأنشطة الإلكترونية، نظرية الذكاءات المتعددة، التحصيل، ودرجة الرضا عن المقرر.

The Effect of Designing E-Activities within the Multi-Intelligence Theory on Satisfaction and Achievement of Postgraduate Students at the Arabian Gulf University

Miss. Maryam S. Alhamad
Ministry of Education- Kuwait
maryam-alhamad@live.com

Dr. Ahmed M. Nouby
Arabian Gulf University
ahmednouby2005@yahoo.com

Dr. Gamaleldin M. Elshamy
Arabian Gulf University
dr_galshamy@yahoo.com
Abstract

The purpose of this study was to determine the effect of including the multiple-intelligence strategy when designing an e-content on the satisfaction and achievement of postgraduate students at the Arabian Gulf University. An experimental method with a quasi-experimental design was used due to the difficulty of randomly assigning the sample. Participants, males and females, were selected from the students of the Gifted Education Program at the Arabian Gulf University. The sample consisted of two groups: experimental (n=29) and control (n=22).

The experimental group students studied the e-learning program through the Virtual Learning Environment (WebCT) and they were communicated using all the tools available in the virtual learning environment (VLE) such as e-mails and Discussion. The e-content was designed via instructional interactive activities that develop students’ intelligence determined by using Multiple-Intelligences Scale administered before the experiment. It indicated that there are three types of intelligence in the experimental group individuals: self, logical, social. The e-content was presented in three different forms to fit each type of intelligences. The controls studied the same course using face-to-face method. This study used several measures: Gardner’s Multiple-Intelligence Scale, Questionnaire of Major Satisfaction, and Achievement Test. Results indicated that there are statistically significant differences among the mean scores of the experimental and control groups in the total of the final achievement test in favour of the experimental group. Furthermore, students were more satisfied with learning method using e-learning program than face-to-face method.

Keywords: E-Activities, the Multi-Intelligence Theory, Achievement, Motivation, Satisfaction
DESIGN AND IMPLEMENTATION OF AN ONLINE TRAINING MODULE: EXAMPLE OF SOFTWARE ENGINEERING AT THE UNIVERSITY OF MASCARA IN ALGERIA

Fatima Debbat and Azzedine Abbaci

Abstract:

The contributions of ICT in higher education teaching / learning are numerous; however, their added value occurring when there is strong development of innovative, motivating as well as rewarding training projects coupled to their integration in authentic communication situations. Based on this observation, we launched experimental distance learning for higher education students specialized in computer sciences at the University of Mascara, Algeria. On one hand, our primary objective was to address a general loss of motivation marked by the students displayed resignation attitude for the software engineering module and on the other hand, the "non-compliant" approach as appearing as an interesting alternative to the failing conventional approach.
اختلاف استراتيجيات التعلم في بيئة التعلم الافتراضية وأثرها على التحسين الدراسي ورضا الطلاب عن التعلم على طلاب برنامج التعليم والتدريب عن بعد

دراسة تجريبية على مقرر تدريس وتقييم المتعلمين عن بعد بكلية الدراسات العليا – جامعة الخليج العربي

د. العجب محمد العجب

الجامعة السعودية الإلكترونية أستاذ التصميم التعليمي والتعلم عن بعد للمشارك

جامعة الخليج العربي

المستخلص

هدفت الدراسة إلى معرفة أثر اختلاف استراتيجيات التعلم في بيئة التعلم الافتراضية على التحسين الدراسي ورضا الطلاب عن التعلم. ولقد سعت الدراسة إلى التحقق من صحة الفرضين التاليين: (1) بخلاف طلبة مقرر تدريس وتقييم المتعلم عن بعد في درجة الرضا بحسب استراتيجيات التعلم المتظاهرة في بيئة التعلم الافتراضية؛ (2) يختلف طلبة مقرر تدريس وتقييم المتعلمين عن بعد في درجة التحسين بحسب استراتيجيات التعلم المتوضحة في بيئة التعلم الافتراضية.

والتقديم من فروض الدراسة والإجابة على الأسئلة أجبرت الدراسة باستخدام المنهج التجريبي بتصميم شبه تجريبي، ولقد تكوّن عينة الدراسة من 58 طالباً وطالبة درسوا مقرر تدريس وتقييم المتعلمين عن بعد ضمن الخطة الدراسية للسنة الأولى في برنامج التعليم والتدريب عن بعد بكلية الدراسات العليا في جامعة الخليج العربي بمملكة البحرين، وكان أفراد العينة موزعين على ثلاث مجموعات تجريبية، دَرَست المجموعة الأولى المقرر باستخدام إستراتيجية التعلم المدفوع، بينما درست المجموعة الثانية المقرر باستخدام إستراتيجية التعلم التشارك، في حين تم تدريس المجموعة الثالثة باستخدام إستراتيجية التعلم عن بعد. وقد تم قياس رضا الطلاب عن التعلم من خلال الدرجة التي حصل عليها الطالب في استبانة تهدف إلى قياس رضا المتعلم عن المقرر، أما التحسينات التدريسية فتم قياسها من خلال الدرجة التي حصل عليها الطالب في الاختبار التحصيلي ودرجة الواجبات الدراسية الفردية في المقرر. و أسفرت النتائج الدراسة عن وجود فروق دالة بين مجموعتي التعلم المدمج والتعلم التشارك في جميع أبعاد الرضا لصالح مجموعات التعلم التشارك. كما جاءت النتائج إلى وجود فروق دالة بين مجموعتي التعلم عن بعد والتعلم المدمج في بعدي (محتوى المادة العلمية، وأسلوب التدريس) لصالح مجموعة التعلم عن بعد، في حين أن الفرق غير دال بين المجموعتين في بعد (مدرس المقرر). أما الفرق بين مجموعتين
The Difference in Learning Strategies in Virtual Learning Environment and Their Effect on Academic Achievement and Learning Satisfaction for Distance Teaching & Training Program Students: An Experimental Study on Tutoring and Assessing Distance Students Course at the College of Postgraduate Studies, the Arabian Gulf University

Abstract

The aim of this study was to identify the impact of different learning strategies in virtual learning environment (VLE) on students' academic achievement and satisfaction with learning. The study was an attempt to test the following hypotheses: [1] There are differences among the students attending the course of Tutoring and Assessing Distance Students in the degree of learning satisfaction according to the teaching strategy used in the virtual learning environment; and [2] There are differences among the students attending the course of Tutoring and Assessing Distance Students in the degree of academic achievement according to the learning strategy used in the virtual learning environment. To verify the hypotheses and answer the study questions, the experimental research method with a quasi-experimental design was used. Participants were 58 students of both genders studying the Distance Tutoring and Assessing Course during the first year of the Distance Teaching and Training Program at the College of Postgraduate Studies at the Arabian Gulf University, located in the Kingdom of Bahrain. The sample is divided into three experimental groups: the first group is taught by using Blended Learning Strategy, the second group by Collaborative Learning Strategy, and the third group by Distance Learning Strategy. Subjects' satisfaction with learning was assessed by using the scores obtained in a questionnaire aimed at measuring learners' satisfaction with the learning. Learners' academic achievement was measured by using the scores obtained on an achievement test and the individual home assignment scores for the course. Results reveal that there are significant differences in all satisfaction dimensions among both groups using Blended
Learning Strategy and Collaborative Learning Strategy in favor of the latter. Moreover, there are significant differences among both Distance Learning and Blended Learning groups (content & teaching methods) in favor of the former, whereas the difference is not significant among both groups in the dimension of course teacher. The difference among Collaborative and Distance Learning groups is not significant in all dimensions. Findings also show that there are no statistically significance differences among all groups in academic achievement.

**Keywords:** Distance learning, blended learning, collaborative learning, virtual learning environment, achievement, and satisfaction with learning.
An investigation of factors that contribute to student satisfaction from online courses: the example of an online accounting course

Evangelia Marinakou  
Faculty of Business and Finance  
Royal University for Women  
Kingdom of Bahrain  
emarinakou@ruw.edu.bh  

Hala Elias  
Faculty of Business and Finance  
Royal University for Women  
Kingdom of Bahrain  
helias@ruw.edu.bh

Abstract — Although most courses are offered in the traditional synchronous way where the teaching and learning mainly takes place in the classroom, the internet has proven to be an effective tool in learning. The demand of online courses is constantly growing, however there is paucity of research of online delivery success factors, especially of accounting courses. The aim of this paper was to investigate the factors that contribute to student satisfaction from online teaching and learning of an accounting course. This study was conducted at a university in the USA amongst 80 students enrolled in an online accounting course over a period of two semesters. The quantitative data are based on the students’ course evaluation forms of the instructor’s teaching and overall satisfaction with the course. The findings suggest that the students found the asynchronous online teaching and learning interesting and challenging. The factors that mainly contribute to student satisfaction include the instructor’s preparation for the course and her availability to students, the clear grading criteria, the assignment which they found useful and the other resources that were available online. They value the least the development of writing skills. Additionally, this study proposes that there is positive significant correlation between the instructor’s overall performance with the overall student satisfaction from the course. The instructors performance, availability and easy to use technology enhance the learning and teaching from online pedagogies.
A Mobile-Quiz Application in Egypt

Hany F. ElYamany #1 and Ahmed H. Yousef *2

# Computer Science Department, Suez Canal University
Faculty of Computers and Informatics, the Old Campus, Ismailia, Egypt

1 hany_elyamany@ci.suez.edu.eg
* Information & Communication Technology Project
Ministry of Higher Education, Cairo, Egypt

2 ahassan@ictp.edu.eg

Abstract—Mobile devices such as cell phones become the widest instrument handed in the students daily activities including browsing Internet and sending e-mails. Several countries such as Japan and US have already applied it in the education and learning processes due to its outstanding characteristics including portability and accessibility. In this work, a mobile-quiz application is suggested and described to facilitate the assessment process inside the high-density classrooms and to increase the interactivity among the instructors and students. Also, a case study of the proposed application in a particular academic Egyptian institution is presented and discussed. The preliminary outcomes of the conducted experiment demonstrated the possibility of applying mobile devices within the various academic Egyptian environments.

Keywords: Higher Education, Blended learning, E-Quiz, Mobile Devices and E-Learning
Potential hindrances to the utilization of e-learning system in architectural courses

Dr. Bhdad Sidawi
Associate Professor: dept. of Architecture, College of Architecture, University of Dammam, KSA
Email: Bsidawi@ud.edu.sa

Abstract— the core of Architectural education is the design studio where face to face social interaction, negotiations and communications happen between tutors and students. These communications are essential for development of the design concept and initiation of student's creativity. Laboratory and theoretical courses are considered as backup or supportive to the design studio’s education. At the University of Dammam, an ambitious e-learning system plan was initiated and the system was gradually installed during the year 2012. The faculty have been encouraged to use it and integrate it with their traditional teaching methodologies. However, it is reported that the system is of little use by the faculty of college of Architecture. So, a survey was launched in early 2013 and it targeted the faculty at the department of Architecture. This is to find out why the faculty are reluctant to utilize the system and the hindrances to possible utilization. The survey’s results showed that the faculty appreciated the qualities of the e-learning system. However, they felt that the e-learning system is still under development and it has not been tailored to respond to the requirements of architectural education. They said that it can be used, to a certain extent, for theoretical courses but it would not be beneficial for design courses. This paper argues that potential shortages of the system should be dealt with during the implementation of the e-learning system at the college of Architecture; otherwise, the present e-learning system, as it is, will not respond to the architectural education's needs and would have negative impact on architectural education.

Keywords— e-learning system, architectural education, virtual learning environment, virtual design studio
Would i-Book take health education to a new level of learning?

Hesham Marei and Gohar Wajid

College of Dentistry, University of Dammam Dammam 31441 Saudi Arabia

The need for a high quality medical service challenged the medical educationists to come with new learning tools, and strategies that can be adapted by the current generation of learners, and on the same side based on scientific learning theories.

The behavior theory of learning has seen the teacher as the center of the learning process, and student as a passive receiver for knowledge. It has valued the need for an external stimulus to have a reaction. The goal was to transfer knowledge from the teacher to the student. The role of the student was to memorize; while the role of the teacher was to cover content.\(^1,^2\)

This theory was followed by the cognitive theory, which gave more attention to the higher cognitive levels of Bloom's Taxonomy. The cognitive theory recognized the student as an active component in the learning process, and the role of the teacher has been changed to be a facilitator. The main role of the teacher is to teach the student how to learn rather than being a pure information provider. In contrast to behaviorism, the locus of learning in the cognitivist model is on the individual learner rather than on the external environment. This theory highlighted the need for knowledge to be applied, and processed in order to facilitate its storage, and retrieval from the long-term memory.\(^2,^3\)

The constructive theory has emerged as a modification for the cognitive theory. It highlighted the need for experience to modify and add to previous understanding therefore the learners have the chance to reflect on their assumptions. The teacher role in this theory is a facilitator, who provides opportunities to expose inconsistencies between learners’ current understandings and new experiences therefore providing the opportunity to develop new schemes. Therefore, learning is an active process that requires time for reflection on new experiences.\(^2,^4\)
أثر استخدام كتاب إلكتروني متعدد الوسائط تفاعلي على تنمية التحصيل وأداء المهارات الهندسية والاتجاه نحو استخدامه لدى تلاميذ المرحلة الابتدائية

د. زكريا جابر حناوي
مدرس المناهج وتقنية التعليم
كلية التربية – جامعة أسيوط
Dr.zakariahenawy@yahoo.com
002-01285721432

د. ماريان ميلاد منصور
مدرس المناهج وتقنية التعليم
كلية التربية – جامعة أسيوط
Dr.marian1@yahoo.com
002-01285721432

الملخص

هدف البحث الحالي إلى دراسة أثر استخدام كتاب إلكتروني متعدد الوسائط تفاعلي على تنمية التحصيل وأداء المهارات الهندسية والاتجاه نحو استخدامه لدى مجموعة مكونة من (24) تلميذت من الصف الثالث الابتدائي بمدينة أسيوط، وبعد تطبيق الاختبار التحصيلي، واختبار الأداء للمهارات الهندسية، وتباطؤ الملاحظة، وقياس الاتجاه نحو استخدام الكتاب الإلكتروني، كشفت نتائج البحث على وجود أثر ذو دلالات إحصائية للكتاب الإلكتروني في تنمية التحصيل، والمهارات الهندسية الإدائية والاتجاه نحو استخدامه. وأوصى البحث بضرورة تحويل الكتب الورقية إلى كتب الإلكترونية يمكنها عرض المعلومات والمهارات بأكثر من طريقة، معتمدة على الوسائط المتعددة والتفاعلية.

الكلمات المفتاحية: كتاب إلكتروني متعدد الوسائط تفاعلي، المهارات الهندسية الإدائية، الاتجاه نحو الكتاب الإلكتروني.
ACCESSIBILITY AS AN INDICATOR OF JORDANIAN E-GOVERNMENT WEBSITE QUALITY

Dr Amer Nizar AbuAli
Philadelphia University, Jordan, Faculty of Information Technology, drabuali@yahoo.com

Abdelsalam Obedidat
Software Engineering Department, WISE University, Amman Jordan, se.dept@wise.edu.jo

Haifa Yousef Abu-Addose
JSIM, haddose@yahoo.com

ABSTRACT

The aim of this paper is to evaluate Jordan E-Government Website from the accessibility perspective. An automatic testing tool is called Bobby were used to provide in-depth technical direction on HTML issues relating to accessibility. The results from the evaluation process showed that Jordan E-Government Website lacks accessibility and needs further improvements to improve its quality. Therefore, a list of recommendations and guidelines were provided in order to make this website accessible to everyone including people with certain disabilities.

Keywords: Accessibility, E-government, Disability, Bobby
أثر التعلم الإلكتروني القائم على استراتيجية ما وراء المعرفة على التحصيل والوعي بعمليات الحل الإبداعي للمشكلات لدى الطلاب في مقرر C++

هبة وليد محمد الأيوب    أحمد محمد نوبي    أيمن محمد عامر
جامعة الكويت

الملخص
هدف البحث إلى الكشف عن أثر التعلم الإلكتروني القائم على استراتيجية ما وراء المعرفة على التحصيل والوعي بعمليات الحل الإبداعي للمشكلات لدى الطلاب في مقرر C++. وتمثلت متغيرات الدراسة في ثلاثة متغيرات أساسية هي: التعلم الإلكتروني القائم على استراتيجية ما وراء المعرفة، والتحصيل في مقرر C++, والوعي بعمليات الحل الإبداعي للمشكلات. وقد تم تطبيق بطارية الوهابي العام بعمليات الحل الإبداعي للمشكلات، واختبار التحصيل المعرفي والذي تم بناؤه على حل نوعي من المشكلات، شكلت محكمة البناء ومشكلات ضغعية البناء المرتبطة بالجانب الفني لمقرر لغة برمجة C++. وتم إجراء تجربة البحث على عينة عشوائية قوامها (31) طالباً (13 ذكرًا، 18 أنثى) بمختلف الفرق الدراسية من كلية الهندسة والبتروliers جامعة الكويت للعام الدراسي الأول (2011/2012). وأظهرت النتائج وجود فروق ذات دلالة إحصائية في متوسط الرتب بين المجموعتين التجريبية والضابطة في حل المشكلة محكمة البناء، حل المشكلة ضغعية البناء، والدرجة الكلية لاختبار التحصيل المعرفي لصالح المجموعة التجريبية، وعدم وجود فروق ذات دلالة إحصائية بين قيم متوسطات الرتب بين المجموعتين التجريبية والضابطة في الدرجة الكلية لكل من الوعي التقريبي، الوعي الإجرائي، الوعي بعمليات الحل الإبداعي للمشكلات.

الكلمات المفتاحية: التعلم الإلكتروني، استراتيجية ما وراء المعرفة، التحصيل، الوعي بعمليات الحل الإبداعي للمشكلات.
Experimental investigation of Computer Supported Collaborative Learning (CSCL)

Face-to-face vs. Blackboard

Amal Alrayes
Department of Information System
University of Bahrain
Bahrain
aalrayes@uob.edu.bh

Abstract—This paper investigates the effects of group members’ relationships on collaborative learning. Close relationships may have a positive impact on collaboration as members already know each other well enough to feel comfortable in discussion and assign roles according to each others’ strengths and weaknesses. It was therefore hypothesized that a group member’s (1) level of motivation will positively enhance the member’s participation, (2) closeness will lead to more participation and motivation towards groupwork, (3) closeness will lead to richer discussion, and (4) closeness will lead to better group performance. To investigate these hypotheses, 20 undergraduate students collaborated in three groups of 5-8. The results confirmed that higher motivation led to more participation. There was insufficient evidence about the expectations concerning closeness. However, interaction was more important than social relationships.

Keywords—Computer Supported Collaborative Learning (CSCL); Social Learning; Performance; Social relationships
Effect of MasteringChemistry® on Students Learning and Grades at The College of Health Sciences

Rabab A. Wahab  
Integrated Sciences Division,  
College of Health Sciences  
University of Bahrain  
Manama, Kingdom of Bahrain  
rabbas@uob.edu.bh

Safeya Al Baharna  
Integrated Sciences Division,  
College of Health Sciences  
University of Bahrain  
Manama, Kingdom of Bahrain  
salbaharna@uob.edu.bh

Abstract:
The MasteringChemistry® is one of the most useful and widely used online tutorial, homework, and assessment system for the science courses. When using MasteringChemistry®, students remain engaged and learning. They use it more than other available assistive-learning technologies, and value it as much as face to face tutoring. The aim of this work is to investigate the efficacy of MasteringChemistry® in teaching Biochemistry course for nursing at the College of Health Sciences- University of Bahrain. When using MasteringChemistry® we found a significant increase in the percentage of students’ final grades, especially those with A’s. Students also perceived MasteringChemistry® as one of the best factors that had the greatest impact on their success in the course.

Keywords— (online resources, MasteringChemistry®, improve grades, tutorial system)
Architecture of a Nation-wide Educational Information System Infrastructure

A Systematic Review

Dr. Farzana Shafique
Assistant Professor & Director of Female Libraries
University of Dammam, KSA
Email: fshafique@ud.edu.sa

Abstract — this paper is the part of a doctoral research, which aimed at proposing a national information system for educational administrators in Pakistan. However, this paper only aims at identifying what an information system is composed of and does; and discussing different technical, institutional and social aspects of a nation-wide educational information system infrastructure. It is based on systematic review of the available literature, which has been interwoven around this research question;

“Which technical and social aspects should be considered for designing the architecture of a national educational information system infrastructure?”

For the literature search, valid sources of published and unpublished information were consulted (i.e., books, journal articles, reports, conference/workshop proceedings, theses and dissertations). Few classical old studies were also reviewed and cited in the paper. Moreover, some information systems existing in developed and developing countries of world were also reviewed (N= 23). This paper is the first one presenting the complete overview for the architecture of educational information system infrastructure particularly at national level. Such a review may help the designers of educational information system. The review of studies related to architecture of educational information system infrastructure reveals that a nation-wide educational information system should consider the following technical and social aspects related to its infrastructure, i.e., a) know the background; b) users and their needs; c) types of users; d) types of information needs; e) coverage; f) centralized or decentralized; g) services; h) organizational considerations; i) manpower requirement; and j) qualitative considerations.

Keywords—national information system, information infrastructure, education.
Determinants of e-Learning acceptance in higher education environment based on extended technology acceptance model

Nabeel Farouq Al-Mushasha
Management Information Systems Department
Alfaisal University, Prince Sultan College
Abha, Saudi Arabia
nabeel.mushasha@psc.edu.sa

Abstract—The purpose of the research is to identify the determinants of students' acceptance of e-learning and to investigate how these determinants can shape students’ intention to use e-learning. A conceptual framework based on the Technology Acceptance Model (TAM) was modified. Data from a survey of 224 students were used to test the research model. Exploratory factor analysis (EFA) was conducted to examine the reliability and validity of the measurement model, and multiple regression analysis was used to test the research model. The results of this study suggest that perceived usefulness, perceived ease of use, university support, and computer self-efficacy are important determinants of e-learning acceptance in higher education environment.

Keywords—Acceptance; TAM; E-Learning; Computer Self-efficacy
An Extendable Open Source Architecture of e-Learning System

Murtaza Ali Khan  
College of Computer and Information Systems  
Umm Al-Qura University  
Makkah, Saudi Arabia  
makkhan@uqu.edu.sa

Faizan UrRehman  
College of Computer and Information Systems  
Umm Al-Qura University  
Makkah, Saudi Arabia  
fsrehman@uqu.edu.sa

Abstract— In this paper, we present an extendable open source architecture and model of an e-Learning system. The system composed of essential e-Learning core components and optional open source extensions. Open source extensions, developed and maintain by open source community, enhance the functionality of e-Learning system. In the other system components, the server side extension manager validates the portability, e-Learning standardization and security issues before approval of any extension to the community of the e-Learning system. The client side extension manager checks for new extensions/updates and allow/disallow these extensions/updates. The open source development process of system components can improve the security, reliability, quality and evaluation of the system.

Keywords— e-Learning; e-Learning model; e-Learning system architecture; open source; layered architecture; service oriented architecture.
The Virtual Reality Second Life (SL) in Education: A Proposed Design Model for University of Bahrain

Hayat Ali
Tayyeba Gul Tariq
Huma Safdar
Ahmed Ali Ahmed
Mariam Mohammed Yasser Mostafa

Dept of Information Systems, University of Bahrain
Manama, Kingdom of Bahrain

Abstract— Virtual Reality is becoming increasingly an effective platform for a variety of activities, including learning and teaching. Second Life (SL) is becoming the most popular Virtual Reality being used for traditional and distributed Higher Education. The number of Higher Education virtual campuses is increasing dramatically in this world which raises the need to investigate the features that could be offered by this platform to enhance education (teaching and learning). This study explores the educational spaces in four Higher Education virtual campuses. It investigates how these spaces are being used for education in order to build on their experience and propose a design model for University of Bahrain. The contribution of this paper resides on the originality of the idea for the context of the University of Bahrain that can help overcome some of the existing obstacles of the traditional learning and teaching activities in the real life.

Keywords—Virtual Reality, Education, Second Life, avatars


Exploring Intentions To Use Second Life For Education At University Of Bahrain

Hayat Ali
Ahmed Ali Ahmed
Tayyeba Gul Tariq
Huma Safdar

Dept of Information Systems, University of Bahrain
Manama, Kingdom of Bahrain

Abstract — Second Life (SL) is an online virtual world that is capturing popularity in academic institutions as an alternative means for collaborative and distance education. Before using SL in the academic institutions, it is essential to measure the factors associated with the intension to use. This study examines University of Bahrain (UOB) students' intentions to use the virtual world Second Life (SL) for education, and explores factors associated with their intentions. Technology Acceptance Model (TAM) and extended factors is employed for this purpose. The model is tested through a survey administered to UOB’s students. Results suggest that perceived ease of use affects user's intention to adopt SL through perceived usefulness. Computer self-efficacy, computer playfulness, and computer anxiety are also significant antecedents to perceived ease of use of virtual worlds. Implications for educators and designers are presented.

Keywords: Virtual Reality, Second Life, Education, TAM Model, Intension to Use.
Students’ Perspectives in Adopting Mobile learning at University of Bahrain

Mayyadhah F. Al-Ani
Computer Science Department
Information Technology College, University of Bahrain
Bahrain
mfaisal@uob.edu.bh

Sarab M. Hameed  Leka’a Faisal
College of Science
University of Baghdad
Baghdad, Iraq
sarab_majeed@scbaghdad.edu.iq,
lekaafaisal@scbaghdad.edu.iq

Abstract— Mobile devices today are everywhere with reasonable prices. This technology can be utilized to support learning anywhere and at anytime. Mobile learning (m-learning) has been widely adopted in education nowadays. A Survey among 107 students from Information Technology (IT) College at University of Bahrain (UOB) in Kingdom of Bahrain was conducted to find out students’ perceptions about m-learning adoption at UOB. The survey was conducted based on three main factors, perceived ease of use, perceived usefulness, and facilitating conditions which are significantly impact the students’ intention to adopt m-learning. The results obtained from this study showed that there were positive correlation among the three main factors in adopting m-learning.

Keywords—m-learning;e-learning; perceived usefulness; perceived easy of use; facilitating conditions
Experiencing Blackboard As An Educational And Communication Tool At University of Bahrain: A User’s Perspectives

Amira H. Abdulrazzak, Mayyadah F. Al-Ani
College of Information Technology, University of Bahrain
Bahrain
ahaha@uob.edu.bh, mfaisal@uob.edu.bh

Aws Y. Fidaeldin
Engineering and Computer Science Department
University of Qatar, Qatar
altaie@qu.edu.qa

Abstract—This experiment study covers BlackBoard (BB) as an e-learning tool aiming to investigate its’ usefulness and ease of use as reported by student users and the possibility of utilizing BB to support the collaboration environment. It surveyed undergraduate students from Information Technology (IT) college at the University of Bahrain (UOB), using standard questionnaire which is divided under four main elements: demographic information, Usage and interests of BB, Attitude toward using BB, and the E-learning center support. The questions were answered using a 5-point Likert scales (ranging from 1 which means “strongly disagree” to 5 which means “strongly agree”). 81 students answered the questionnaire.

A descriptive analysis is used to analyze data collected by means of using Google application tool (on-line Google form) and SPSS statistical package to calculate frequencies, means, percentages, and standard deviations, correlations, t-test and F-test for variables.

The overall results indicated that the students found BB, as a useful tool for obtaining class materials, submitting homework and assignments, taking quizzes and tests, preparing a project, and a helpful tool in raising the productivity, and easy to use. It is indicated that students’ experience will influence the students’ perceived ease of use and perceived usefulness.

Keywords—e-learning; BlackBoard; perceived usefulness and ease of use; perceived intention toward the tool and usability; e-learning center support.
Introduction of E-Learning Parallel to Classic Teaching In Intermediate Schools In KSA

Teaching Experience

Anwar Alkood 1
Al Forsan Intermediate School
Ajialuna Educational Company
Riyadh – Kingdom of Saudi Arabia

Hisham Gabbani 2
Al Forsan Intermediate School
Ajialuna Educational Company
Riyadh – Kingdom of Saudi Arabia
hishamkamil18@gmail.com

ABSTRACT

BACKGROUND: The concern over technologies utilization in teaching progress through the latest years. In order to refine the understanding level of our students in an intermediate school in Saudi Arabia, we embrace two opportunities; the availability of digital technologies, and the shred of new generations about all its forms.

OBJECTIVES:

- To compensate the learning process for targeted group of weak and absent students.
- To create a new exciting education atmosphere to eliminate any learning challenges.

SETTING & DESIGN: Ajialuna Educational Company – Al Forsan Intermediate School- Riyadh-KSA.

CONCLUSION: The usage of various active learning approaches proof a positive impact on students’ critical thinking skills development and support the educational objectives.

RECOMMENDATIONS: Up on the completion of this idea and its dissemination in the Arab World, will be applied to all subjects and the establishment of an electronic schools parallel to traditional schools to improve and raise the level of learning outcomes.
Effectiveness of the image/video compression and its role in supporting E-learning systems

Walaa M. Abdel-Hafiez
Mathematical and Computer Science Department, Faculty of Science, Sohag University, 82524
Sohag, Egypt
walaa.hussien@science.sohag.edu.eg

Mohamed Heshmat
Mathematical and Computer Science Department, Faculty of Science, Sohag University, 82524
Sohag, Egypt
heshmat@science.sohag.edu.eg
Abstract— In this paper, we address the problem of delivery of image and multimedia services on bandwidth deficient wire and wireless networks for E-learning. Becomes exponential growth in the volume of image and multimedia limits the ability of companies to manage this data, image and multimedia and control effectively, and with continued high storage costs make the companies having problems retrieving image and multimedia. This research aims to address these items discussion and analysis: concepts of image/video compression, the characteristics of image/video compression, the benefits and constraints of the use of image/video compression technique for E-learning lecture videos.

Keywords— E-learning, image compression, video conference, E-learning lecture video.
Security and Collaborative Groupware Tools in Education
Case Study at the University of Bahrain

Resala AlAdraj
PhD candidate
Department of Computer Science, University of Warwick
Coventry, UK
r.aladraj@warwick.ac.uk

Mike Joy
Associate Professor
Department of Computer Science, University of Warwick
Coventry, UK
m.s.joy@warwick.ac.uk
Abstract — This paper presents an evaluation of the security, safety, and privacy of selected Online Collaborative Groupware (OCG) tools such as Skype, Facebook, Wikis and Gmail (SWFG) used to support learning activities, and with a particular focus on the impact of their usage on student trust. A case study was conducted with two groups of students at University of Bahrain to identify and develop an efficient model for using SWFG tools securely within learning. The overall finding of this study is that there are differences between two groups with respect to security, privacy, and trust for SWFG tools.
eLearning 2.0: Learning Management Systems Readiness

Mohamed Ezzudien Edrees
Computer Science Department
Information Technology Collage, University of Bahrain
Bahrain
mezzudien@uob.edu.bh

Abstract—Nowadays, internet becomes more user centered allowing two-way exchange of information. People become creators of knowledge and materials instead of passive readers or consumers. This advancement of web technologies and its applications known as web 2.0. In education, the integration of web 2.0 technologies and tools into educational and institutional practice called eLearning 2.0. Researches stresses on the important of implementing eLearning 2.0 in the learning process. Universities and schools are investing substantial amounts of time and money in implementing learning management systems (LMS). If not designed with eLearning 2.0 support in mind, the LMS can pose difficulty for instructors and students to benefit from these technologies through LMS directly. The aim of this study is to evaluate the readiness of learning management systems to support eLearning 2.0. This research reviewed the literature for the most common web 2.0 tools used in eLearning process. Six tools were identified Wikis, blogs, RSS, podcasts, bookmarking and virtual environments. Then an evaluation model was developed and applied on two respective learning management systems BlackBoard and MOODLE. The results of readiness evaluation shows that MOODLE is more ready for eLearning 2.0 than BlackBoard. Anyhow, the findings of this study provide several important implications for learning management system research and management.

Keywords—eLearning 2.0, Web 2.0, Social Learning, Learning Management System (LMS)
Introducing E-resource Portal and Information Search Skills to Masses: Series of Information Literacy Campaigns at UD

By

Dr. Raed Bukhari
Dr. Farzana Shafique
Dr. Nadeem Siddique
Muhammad Asif Kamal

ABSTRACT

In this information era, the use of e-resources in the academic world has become fashion of the day. Keeping the importance of scholarly e-resources in view, the Deanship of Library Affairs, University of Dammam has subscribed to a wide range of e-resources. The resources cover most of the domains of science & technology, social sciences and humanities. However, it is noticed that these resources are not extensively used by the faculty and students. Keeping this gap in view, the Deanship of Library Affairs decided to launch series of information literacy campaigns entitled “E-resource Campaign- 2013” at different campuses of University of Dammam (UD). The basic areas covered in the campaign were introducing the students and faculty to the E-resource Portal and information search skills. The use of mobile solutions for easy and 24/7 access to e-resources was also taught during the campaign. Besides reporting the observation notes of these campaigns, the interview based feedback of the users about the campaigns is also reported in this paper. The target audiences of these campaigns were the students, faculty and other administrative staff of University of Dammam. The campaigns were hosted at different places in the university. The basic objectives of these campaigns were to:

1. promote the effective use of e-resources among the students and faculty of UD;
2. teach them smart searching techniques;
3. introduce most relevant resources in different subjects/disciplines;
4. train some of the students from different disciplines and colleges as master trainers, who would promote the use of e-resources among their peers during and after the campaign.
Exploratory study on Moodle usage and satisfaction level for the academic faculty of CHS

By Fatima A. Ali, Adel A. Al-Mallah, Mahdi H. Al-Sehlawi, College of Health Science, University of Bahrain, Kingdom of Bahrain

Abstract

Background: New web technologies and its increased influence on the teaching method have had its impact on both students and teachers. Indeed, the use of technology has strongly influenced and altered the teaching environment and techniques whether on international or local level. However, the move from old to new might generate two responses: embracing it with open arms or an environment of resentment and rejection. This might strongly be the case when comparing the old and new schools of teaching.

Recognizing the role of technology in the advancement of learning and teaching, the College of Health Sciences (CHS) introduced a new e-learning system in 2008 to allow active teaching participation utilizing the on-line learning process.

The CHS faculty can be informally divided to those who have been teaching for years, and those who are recently appointed – less than 10 years.

This study explores the usage and satisfaction level of 47 full and part time faculty at CHS using open source e-learning environment (Moodle).

Methodology: A survey was devised – through modifications of some questions from Butler University and Griffith University’s satisfaction surveys, to measure Moodle’s usage and satisfaction levels. The survey measures: technological background and proficiency; activities, tools and services used; overall opinion and satisfaction; and security with Moodle.

T-test was applied to investigate the difference in the using Moodle between the ‘old’ and ‘new’ employees, as well as various statistical methods to analyze the usage and satisfaction level of CHS faculty. The Survey was distributed to all teaching faculty in different divisions through their intranet account. The divisions involved were: Nursing, Dental hygiene, Medical Laboratory, Pharmacy, Public Health, Integrated Sciences and Radiography.

Results and Discussion: Primary analysis indicated that the proficiency and satisfaction levels were low, scoring 44% and 36.97% respectively. Moreover, the usage of moodle ranged between 55 to 85%. And more importantly only 55.3% found that Moodle made a positive difference to their working load.

Conclusions: A moodle satisfaction and usage survey statistical analysis indicates that overall usage was high, the satisfaction level was low. This low satisfaction can be attributed to many factors including the low proficiency level. Thus, further analysis is needed in order to put forward the best action plan for further training.

Index Terms:

Moodle, moodle satisfaction, moodle usage, CHS, UOB, e-learning
Dynamical Properties of a Multiple-photon Interaction with Qubits

Heba Kadry  
CIS Dept. Universiti Teknologi PETRONAS  
31750 Perak, Malaysia  
hkadry1@yahoo.com

Nordin Zakaria  
CIS Dept. Universiti Teknologi PETRONAS  
31750 Perak, Malaysia  
nordinzakaria@petronas.com.my

Lee Yen Cheong  
FAS Dep. Universiti Teknologi PETRONAS  
31750 Perak, Malaysia  
lee_yencheong@petronas.com.my

M. Abdel-Aty  
Math Dep. Bahrain University  
32038 Kingdom of Bahrain  
amisaty@gmail.com
Abstract—We study the dynamical properties of a cavity field containing a mult photon process interacting with a single Qubit (Cooper-pair box). We assumed that the Qubit is prepared initially in its mixed state while the field starts from a coherent field. By solving the time-dependent equations using the evolution operator, it shows that mean numbers of qubits is affected by the detuning. The mean number of qubits is further enhanced by the multiphoton processes in commonly used cavity field. The calculation of the effect of multiphoton process agrees with the experimental result.

Keywords—qubits; quantum computer; cooper-pair box; multi-photon process;
Students Perceptions on Moodle at CHS

Rabab A.Wahab¹, Fatima Abdulla², Sheeba Thomas³, Hassan Al-Basri⁴
¹,²,³,⁴ Integrated Sciences Division, College of Health Sciences, University of Bahrain, P.O. Box 32038, Manama, Bahrain
Correspondence should be addressed to Rabab A.Wahab: (rabbas@uob.edu.bh), (39274900)

Abstract:
Academic technologies, especially online or web-enhanced courses, have a significant role in the creation of high quality learning environments. Moodle is an Open Source e-learning which presents an excellent platform for resources and communication tools.

Moodle has been used at CHS since 2008 and Integrated Sciences Division (ISD) was the pioneer in using moodle for all their courses. On 2011 ISD conducted a survey to see how the students are interacting with moodle for their courses. The aim of this survey was to evaluate the ISD courses on moodle in term of their usefulness as teaching materials, the ease of using moodle by the students and the effectiveness of this platform in learning in order to improve the quality of moodle-based instruction.

Overall, the participant’s evaluation of Moodle was 3.94 (SD = 0.59) indicating agreeableness on the benefits of using it as a platform to access the teaching materials and the ease of use. Indeed, 87.2% of the respondents thought that their teacher encouraged them to use Moodle. On the other hand, less than 50% of the respondents thought that online tests and exams were preferable.

Most of the respondents 93% agreed that Moodle’s system was easy to access and 89% thought that Moodle was easy to use. When asked if they preferred online materials rather than books, 73% agreed; 13.3% were disagreed. In fact 77.5% of the respondents thought that the quality of pictures and animations were high.

Key words: course management system, effectiveness of moodle. Online teaching material.
Data mining methods to assess student behavior in adaptive e-learning processes

Agostino Marengo  
dep. of Economics and Mathematics (DEM)  
University of Bari “Aldo Moro” Bari, Italy  
agostino.marengo@uniba.it

Alessandro Pagano  
dep. of Economics and Mathematics (DEM)  
University of Bari “Aldo Moro” Bari, Italy  
alessandro.pagano@di.uniba.it

Alessio Barbone  
Osel Consulting – Spin Off Company of the  
University of Bari “Aldo Moro” Bari, Italy  
alessio.barbone@osel.it

Abstract— How could data mining help the development of e-learning methodologies? How could an instructional designer take benefit from the use of adaptive learning? How could adaptive learning be implemented in an Open Source platform? In this paper will be described the implementation of adaptivity technology in a specific, Open Source, Learning Management System (LMS). After a preliminary study about the adaptive features already built-in and the capabilities ready to perform a suitable student modeling, the research team extended those capabilities with a specific data model, student model and tutoring engine to perform automatic monitoring and sequencing of Learning Objects for each particular learner. The future implementation of this project is related to testing activities in order to prove the efficiency method in content and course delivery. This paper describes some best practices developed during a Tempus IV Project granted by EU.

Keywords- Data Mining, Predicting, Adaptive, Learning Styles Activity locking, e-learning, learning management system, Open Source, student modeling.
Design and Implementation of E-Laboratory for Information Security Training

Prof. Siddeeq Y. Ameen
College of Electronics Engineering
University of Mosul
Mosul, Iraq
Prof.siddeeq@uomsoul.edu.iq

Ibraim M. Ahmed
College of Science,
University of Mosul
Mosul, Iraq
ibrahim_alhlima@uomsoul.edu.iq

Abstract— Information and networks security have received a great attention in the past two decades and this attention will increase as world moving dramatically towards making governmental and organizational systems computerized. Several events and scandals have been occurred that show that there are security breaches in most the powerful information security systems. These have enforced governments and organization to grant researches on information security and also educate their people in such aspects. Thus the research paper will investigate the ways to educate any organization members with the concepts of information and networks security and taking the advantages of e-learning to make such training efficient and easy to use.

The research paper attempts to develop an E-Laboratory that will achieve the above goals via the training of users with the security concepts to be able to protect their information and networks. The e-lab can also be used to detect the security breaches of the system and even the development of information and network security in future. Several well known techniques for defending the information and networks have been included in the e-lab with a simple user friendly interface.

Keywords— e-learning, security threats, security services, security mechanisms.)
Determinants of e-Learning acceptance in higher education environment based on extended technology acceptance model

Nabeel Farouq Al-Mushasha
Management Information Systems Department
Alfaisal University, Prince Sultan College
Abha, Saudi Arabia
nabeel.mushasha@psc.edu.sa

Abstract—The purpose of the research is to identify the determinants of students' acceptance of e-learning and to investigate how these determinants can shape students' intention to use e-learning. A conceptual framework based on the Technology Acceptance Model (TAM) was modified. Data from a survey of 224 students were used to test the research model. Exploratory factor analysis (EFA) was conducted to examine the reliability and validity of the measurement model, and multiple regression analysis was used to test the research model. The results of this study suggest that perceived usefulness, perceived ease of use, university support, and computer self-efficacy are important determinants of e-learning acceptance in higher education environment.

Keywords—Acceptance; TAM; E-Learning; Computer Self-Efficacy
Abstract— This paper provides insights on how corpus linguistics can improve English as a Foreign Language (EFL) curricula in Arab public schools in three realms: syllabus design, materials development, and classroom activities. It equips teachers with corpus-based ideas to teaching writing, reading, vocabulary, and grammar in a post-method setting using data driven learning approaches. The paper argues for using authentic materials in the EFL classroom created with the help of corpus-based applications. In addition, it also discusses some limitations and implications of using corpus linguistics in the classroom. Although this paper discusses the case of Arab public schools, its implications are also applicable to other English as a Second Language (ESL) and EFL contexts.

Keywords—corpus linguistics; concordancer; data-driven learning; post-method; e-learning
Taxonomy of Image file formats
EVON ABU-TAIEH, ABDULLAH EL-HAJ AND, ALIA ABU-TAYEH, Jordan University.
ASIM EL-SHEIKH, Arab Academy for Banking and Financial Sciences - Jordan

Abstract
Professionals, practitioners, students, and novice users are overwhelmed with the different image file formats. This paper, proposes taxonomy for image file formats after reviewing 82 different image file formats based on the following attributes: raster/vector, compression, number of dimensions represented in the image. Still, these attributes are not mutually exclusive, which leads to more than 20 different classifications shown in the last section of this paper. This research paper is broken into five sections, the first four sections study raster, vector, 3D vector, and stereo formats. The last section shows the findings.

General Terms: Image, file format, raster, vector, 2D, 3D.
Additional Key Words and Phrases: Multimedia, image file formats, Taxonomy, vector.

The Future Teaching and Learning Methods in Higher Education

Samia El-Azab
Professor of Oral Pathology
Faculty of Oral and Dental Medicine
Cairo University, Egypt

Mohamed alazab
Higher Technological Institute
10th of Ramadan City, Egypt
Prof.alazab@gmail.com

Abstract—the aim of this article is to reflect on possible futures of teaching and learning methods in Higher Education (HE) .What has emerged from the visions are implications for the nature of HE and the form and structure of the higher education system.

Keywords: teaching and learning methods; teaching quality.
Developing a Scale to Measure Attitudes of University Students towards E-learning

Nu’man M. Al-Musawi
University of Bahrain, P. O. Box 33132, Bahrain
nalmosawi@hotmail.com

Ahmed A. Al-Bustan
University of Kuwait, P. O. Box 13281, Kuwait
dralbustan@hotmail.com

Sharaf M. Al-Mezel
Ministry of Education, P. O. Box 39046, Bahrain
sharaf-almezela@hotmail.com
Abstract

Despite the growing technology in higher education, several studies (e.g., Link & Marz, 2006) have advocated that universities have been slow to bring e-learning into the main stream and maximize the potential benefits of this kind of learning in the classroom. They found that failing to acknowledge the importance of e-learning was an important issue. Although many students may lack the necessary skills to use e-learning effectively, universities still invest large sums of money in automation and electronic communication facilities.

Cereijo (2006) proposes that students attitude towards e-learning provides a beneficial construct to predict learning outcomes. Despite this fact there is, to the authors' best knowledge, no standardized instrument to measure university students’ attitude towards e-learning.

Consequently, this paper aims to develop a standardized scale to measure students’ attitude towards e-learning. The authors undertook the following steps to develop the measure: Developing preliminary draft of the Scale; Try-out of the Scale; Item analysis; Final draft of the Scale; and defining Reliability and Validity of the Scale.

The Scale was administered to 200 students enrolled in e-learning courses at the Universities of Bahrain and Kuwait. The results of the study demonstrated high levels of validity and reliability of the developed Scale.

Keywords: Scale, Attitude, University Students, Bahrain, Kuwait.
E-Assessment as a Tool to Augment

Face-to-Face Teaching and Learning Environment

Dr. Bassam Al-Hamad⁴, and Prof. Taj Mohieldin⁵

Abstract

Technology plays a prominent role in the life of today’s students and institutions can no longer meet their needs through classroom-based instruction alone. New technologies make a substantial difference in education as such everyone must be equipped with basic knowledge of technology, as well as use it as a medium to reach a specific goal. Technology can support nearly every aspect of teaching learning and assessment in one way or another. Currently, e-assessment is an integral part of higher education, and so should also be an integral part of quality assurance systems. E-assessment is suited to on-line as well as distance learning and flexible learning and can also be used to augment the face-to-face teaching environment rather than to replace it with on-line teaching, and thus result in an improved student-centered teaching and learning environment.

The current research explores how e-assessment can be used within face-to-face teaching and learning environment, especially in large class enrollments, to augment the ordinary methods of assessment and feedback to effectively enables students to develop critical thinking analytical skills, knowledge and competence. The study is part of an ongoing framework to develop innovative computer-based assessment methods. It provides an example of one rich e-assessment tool using Microsoft Excel to integrate the assessment into the learning experience. The e-assessment tool supports the design of the assessment of the course augmented with instantaneous qualitative feedback to the student.

The results of this study show that the quality of teaching and learning can be improved if those involved in designing assessment and feedback explore the potential of technology to increase faculty efficiency and enable more effectual use of instructor’s time and effort to oversee the learning processes and provide students with real-time feedback mechanisms, and further the student learning outcomes by supporting learners to develop a culture of self-monitoring and self-assessment. In this e-assessment tool, the achievement of the course Intended Learning Outcomes reflects the performance of the teaching, learning and assessment activity of the course. The paper offers guidelines for making a shift to designing assessments which attend to learning in ways which involve students interacting with each other, and with material, informational and conceptual resources.

Key words: Outcomes-Based Assessment, E-assessment, feedback, formative and summative assessment automated excel sheet, direct and indirect e-assessment.

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⁴ Director, Quality Assurance and Accreditation Center, University of Bahrain

⁵ Advisor to the President for Academic Quality, University of Bahrain
E-Learning Software Security
Tested for Security Vulnerabilities & Issues

George E. Violettas, Tryfon L. Theodorou
Lecturers in ICT Dpt
Technical Trainers College (TTC)
Riyadh, Saudi Arabia
george.violettas | tryfon.theodorou@ttcollege.edu.sa

George Stephanides
Dpt of Applied Informatics
University of Macedonia
Thessaloniki, Greece
steph@uom.gr

Abstract—This paper is trying to shed some light to the security problems faced by e-learning software which until today has not been systematically tested for vulnerabilities and weaknesses. These result to web programs exposed to attacks fairly easy to implement. If we add this to the fact that e-learning software deals with highly intelligent people such as university students etc. we have to face the fact that this software has been compromised probably continuously. The problem is that in a situation like this, the compromization remains unrevealed, probably for ever, because the beneficiaries have absolutely no need to reveal their findings, but rather exploit the very best of it.

Keywords—e-learning; e-learning security; web security;

A Cloud Computing Technology for Knowledge Center’s (GUS/Egypt)

Samia El-Azab, PhD
Professor of Oral Pathology
Faculty of Oral and Dental Medicine
Cairo University
Cairo, Egypt
drsamiaelazab@yahoo.com

Mohamed Al-Azab, Ph. D
Higher Technological Institute
10th of Ramadan City
Egypt
info@hdf.org.eg

Takeshi Utsumi, Ph.D., P.E.
Founder and V.P. for Technology and Coordination of Global University System
New York, U.S.A.
utsumi@columbia.edu

Abstract— Global University System (GUS) is a worldwide initiative to create advanced telecom infrastructure around the world for global e-learning and e-healthcare/telemedicine. The Misr.Net and Local Community Development Network (LCDNs) (HDF, Private sectors, Universities, ITI, ..etc) will be established in Egypt to foster the development of e-learning and e-healthcare/telemedicine pilot projects using broadband internet technology in order to enhance teaching and learning capabilities. The project will partner with GUS to facilitate connectivity among current e-learning efforts around the world and provide support and guidance to selected pilot projects serving as models for adoption.

Keywords—Global University System, Egypt, cloud computing
Utilizing Interactive Simulation-Based Modules for Enhancing Learning Outcomes in Basic Computing Skills Course

Michelle Jimenez
Sultan Qaboos University

Abstract

While given various choices of methodologies available for designing an effective learning environment for students taking an Information Technology course, interactive simulation-based instructional materials are found to be apparently playing a big impact for increasing student learning outcomes. Undeniably, students taking an IT course can learn best when they are actively engaged in the learning process. This is through providing them an opportunity to participate, play a role and most importantly, learn a subject matter by doing. With the utilization of interactive simulation-based modules, students are encouraged not to ponder on concepts alone but also to practically apply other solution alternatives virtually within the module and then be able to realize the consequences. With the use of these types of instructional technology, learners are able to acquire experience about theoretical concepts and how they are applied in the real world. Simulation brings the students into an active learning environment by being able to experience, try, and learn practically the concepts they need to learn. Moreover, through the combined efforts of subject matter experts and instructional designers to be able to develop these instructional media, they make sure that they design these modules to become goal-oriented and learner-centered which can help the learners to comfortably explore, navigate or obtain more information at their own pacing, choice and need. This is opposed to the traditional classroom setting in which students must follow the pre-defined linear lesson plan. This paper presents the positive outcomes and benefits gained by students in Sultan Qaboos University taking an introductory IT course, whilst using interactive simulation-based modules. It includes discussions of the pedagogical benefits which enable students learn the course more efficiently. Additionally, this paper explains some justifications how simulation-based learning experience brought a huge impact to the students thereby making them successful learners.

Keywords

Simulation, interactive, learner-centered, goal-oriented, active learning environment, adult learning
Empirical Assessment of Ethical Responsibility for Programmatic Effectiveness

Legene Sykes Bahrain Royal University of Bahrain
lsykes@ruw.edu.bh

Abstract

This pilot study provided summative evaluation of our assessment tools and gave us a macro view of teaching, learning and programmatic effectiveness of the BSBA in Business Administration at a public university in the United States. The BSBA is accredited by AACSB and the university is accredited by the Middle States Commission on Higher Education. The findings of this study will facilitate adjustments to the assessment plan so that the institution can make more effective use of resources, enhance its accountability to internal and external constituencies, and to define its competitive edge.

The Impact of Web 3.0 On E-Learning

Mohamed Shawky Abdel-Fatah Shaltout
Assistant Professor of Educational Technology
Arab East Colleges
Riyadh, Saudi Arabia
shaltotm@gmail.com

Aseel I. Bin Salamah
M.A. Student in Educational Technology
Arab East Colleges
Riyadh, Saudi Arabia
aseelsalamah65@gmail.com

Abstract—Though The term Web 3.0 has become a subject of interest and debate since late 2006 to till date and not yet confirmed, there are Views of different pioneers on the evolution of Web 3.0.

This paper introduces the basic concept of Web 3.0 and its main characteristics; semantic web, 3D web, social web, intelligent web. Moreover, the paper will outline the key semantic web technologies that allows to build applications and solutions that were previously impossible. Finally, the paper shall look in depth at Web 3.0 tools for e-learning.

Keywords—Web 3.0; Semantic Web; Educational Technology; Online Learning; 3D Learning Environment; E-learning.
دور التعليم الإلكتروني في تعزيز الميزة التنافسية بالجامعات الأردنية من وجهة نظر أعضاء الهيئة التدريسية

إعداد كل من:

د خليفة مصطفى أبو عاشور / أستاذ مشارك / إدارة تربية / جامعة اليرموك

د جمال فواز العمري / أستاذ مشارك / إدارة تربية / جامعة البلقاء التطبيقية

تهذف الدراسة إلى التعرف على دور التعليم الإلكتروني في تحقيق الميزة التنافسية بالجامعات الأردنية في المجالات التالية: (الأداء والكفاءة المتخصصة، الإبداع والابتكار، الجودة التعليمية) من وجهة نظر أعضاء الهيئة التدريسية، وبيان أثر متغيرات الجنس والشخصية، والخبرة التدريسية في تطبيق التعليم الإلكتروني في الجامعات الأردنية، ومحاولة وضع تصوير لاستراتيجية مقتراحة لتقديم نظام التعليم الإلكتروني وفق معايير ضمان الجودة، حيث تحدد مشكلة الدراسة والسؤال التالي: ما دور التعليم الإلكتروني في تحقيق الميزة التنافسية بالجامعات الأردنية من وجهة نظر أعضاء الهيئة التدريسية؟

ولتحقيق هدف الدراسة استخدم الباحثان نهج الوصفي من خلال استخدام أسلوب المسح والمقابلة حيث تم تطبيقهما على عينة عشوائية عينية ممثلة لمجتمع الدراسة، وقد توصلت الدراسة إلى النتائج التالية:

1. هناك علاقة ذات دلالة إحصائي بين تطبيق التعليم الإلكتروني في تعزيز الميزة التنافسية للجامعات الأردنية في المجالات التالية: الأداء والابتكار، جودة الخدمات المقدمة للمستفيدين.

2. هناك فروق بين دور التعليم الإلكتروني وتعزيز الميزة التنافسية تعزيز للجنس، الخبرة التدريسية، الشخصي، ويرجى الباحثان أن تعمل وزارة التعليم العالي بالسماح للجامعات الأردنية لطرح برامج وفق نظام التعليم الإلكتروني حتى تتواكب مع التطورات العلمية والثروات المعرفية في مختلف العلوم المعرفية.

الكلمات المفتاحية: التعليم الإلكتروني، الميزة التنافسية، هيئة تدريس، الجامعات.
Abstract—In this research paper a number of diverse types of administrative, technical and general challenges and issues related to eLearning were covered in order to examine the current situation of eLearning progress in Saudi universities, investigate the obstacles preventing high rates of eLearning development and discover what kind of learning procedures people of Saudi prefer to accommodate their educational. A pre-tested questionnaire was used for the purpose of data collection. The data were gathered from individuals and educational institutions of Saudi Arabia, from all walks of life and from various employment statuses. This pilot research study suggested that the main reason behind the slow progress of eLearning in Saudi Arabia is the result of problems in the local telecommunications and other infrastructure as noted by the survey participants and far less the outcome of weaknesses of the established procedures and facilities available by the local eLearning institutions.

Keywords—eLearning; universities; eLearning in Saudi Arabia; education in Saudi Arabia; eLearning challenges issues;
ملخص الدراسة

موضوع هذا البحث هو العلاقة بين ثقافة الإبداع والتّعلم الإلكتروني، وقد ظهر مفهوم ثقافة الإبداع بوصفه مُحصلة لتتنوع العلاقات بين الأفراد، ومن ثمّ أن البشر على مدى مسار وجودهم ابتتكروا طرق جديدة ومتجددة للتفكير والعمل فضلاً عن التأثير في أنفسهم وفي البيئة الطبيعية المحيطة بهم. وهكذا أنتجوا الثقافات وخلقوا التاريخ. بل والمنطق العقلاني المفسر لذلك التاريخ.

ومن جهة أخرى فإن ثقافة الإبداع بمفهومها الواسع، تظل ثقافة فرغية، وهي أحدث مكونات الثقافة العامة لأي مجتمع. وليس ثمة شك أن الشعر بالجمال على سبيل المثال لا الحصر، وثيق الصلة بقيمة الجمال على الوجه الذي يحددها به المجتمع.

والمجتمع على كل حال لا يصنع الإبداع لكنه يسهم في اكتشاف المبدعين وخلق المناخ المناسب لتنمية إبداعهم. ويطلق على مثل هذا المجتمع وأمثاله مجتمعات ثقافة المعرفة. وتقيس ذلك ما يعرف بمجتمعات ثقافة الذاكرة التي تحجب الإبداع وتحول بينه وبين أن يظهر أو ينمو. ومهمًا يكن من أمرٍ فإن اهتمام أي مجتمع بالمبدعين ولا سيما المبرزين منهم سوف يتحول المجتمع إلى سوق رائد للفكر والأدب والفن وكافة أشكال الإبداع وصولًا، ومن ثم تضخّي البيئة المجتمعية كلها بيئة ثقافية وفكرية بسبب تبادل الخبرات والتجارب، وشريعة المعارف والفنون. ويدخل تحت دائرة المبدعين رموز الفن والفكر والأدب الذين لو فقدوا الاهتمام بهم لما اكتسب المجتمع صفة مجتمع الثقافة. ولن ينسى لذلك أن يكون إلا إذا توفر للمبدعين العمل بحرية لا يشوبها تقدّم غير هادف أو تعدي مادي أو معنوي، فإذا وجد مثل هذا المناخ أصبح الإبداع بعضاً أصيلاً من ثقافة المجتمع الشاملة.

وكم هو الحال مع كل فن إختفى الريه حول تصنيف مفهوم الإبداع وتعريفه وفقاً لرؤية تورانس أحد علماء النفس البارزين فإن الإبداع هو "عملية الإحساس بالمعنويات والمشتقات، والشعور والعناصر المفقودة في المعلومات مع وضع التخمينات أو صياغة الفروض فيما يتعلق بهذه الفروض، وفي النهاية الوصول إلى النتائج".

رؤيا أخرى تعزى إلى سيريان الذي وصف الإبداع بأنه "قدرة عقلية" وسجّل ذلك في كتاب له عن "العقل المبدع". وعلى المنوال ذاته سار جاليفورد طرح نظرية متكاملة عن "طبيعة الذكاء الإنساني" في كتابه الشهير الذي حمل العنوان ذاته، وفيها يقسم التفكير الإنساني إلى "اجهادي" و"مشبع" أو "تباادي"، وإلى هذا القسم الثاني، أي المشبع.

ينتبه التفكير الإبداعي بأبعاد الثلاثة: الطلاقة، والمرونة، والأصالة.
ويذهب ماكنون إلى أن الإبداع إنما يعبر عن الاستجابات الجديدة النادرة والأصيلة، والأصالة معنيرة بندرة تكرار الفكر أو المنتج. ولننا مثل فيما أنتجه "بيكاسو" من لوحات فنية تقدر قيمتها ملايين الدولارات وما ذلك إلا لندرتها وأصالتها.

كما تتناول البحث أساليب الإبداع من خلال تنمية الإحساس للأشكال، وإعادة الحقائق العلمية، والطلاقة الفكرية، والمرمونة العقلية، والأصالة، والتقديم، وحب الاستطاع، والخيال.

كما أن البحث قدم العديد من مفهوم التعليم الإلكتروني مبدأ الفرق بين التعليم والتعلم من حيث إسهام المعلم والمتعلم في عملية التعليم، موضحاً الفروق بين التعليم الإلكتروني والتعليم التقليدي ودور الأول المتعاظم في مجتمع المعرفة. كذلك طرحت الدراسة خصائص التعليم الإلكتروني ورصدت أهدافه، وفروعها، وعناصرها، والتعليم الإلكتروني بوصفه تعليماً جديداً بسبب تدفق المعرفة غير المنتهية. وقد تطلبت الوصول لهذا المستوى درجات عالية من الإبداع الفكري حتى يتناسب ومعطيات التعليم الإلكتروني.

والتعليم الإلكتروني كما هو معلوم أساليب من أساليب إيصال المعلومة للمتعلم الذي يستخدم فيه آليات الاتصال الحديثة من حواسيب وشبكات ووسائط متعددة وألوان بحث ومكتبات الإلكترونية سواء كان عن بعد أو داخل الفصل الدراسي، أي استخدام التقنية بمختلف أنواعها في إيصال المعلومة بأقصر وقت ممكن وأقل جهد وأكبر فائدة. كما أن البحث عرض بعضًا من التجارب العربية الناجحة في استخدام التعليم الإلكتروني.

وتختم بالسؤال: ألا يحتاج خلق جيل جديد من المبتكرين إلى جهد خارق؟ وإذا كان الإبداع قدر لا يشل إرادتنا في التعلم، وإدارة تبحث عن المجهول من خلال الخيال حتى تستطيع أن نسلك فيقتل الإبداع أم هو يقتاتنا؟ هذا ما نحتاج إليه لتغيير إلى القرن القادم.

**Excellence Culture and its Relationship with E-Learning**

This work focuses on the relationship between excellence and E-Learning. The concept is believed to have resulted from the diverse and sophisticated relations between individuals who live in the same community. It is rather obvious that man through the course of his long history have developed new ways of thinking and new tools to assist him in conducting his daily works. These
eventually impacted the environmental and cultural setting within which he shoulders his material and non-material responsibilities.

Further, the continuous, successive and interactive practices of life created man’s history. Additionally these practices had substantially contributed to the philosophical and logical interpretation of the events that generated that history.

Excellence Culture, in its broadest sense is but a sub-culture, that integrates with other sub-cultures to create the general cultural scene of a particular community. Beauty, for instance, as part and parcel of any sub-culture is strongly as well knitted the broad value of culture as determined and defined by the general societal culture. Admittedly, the society doesn’t create excellence, but it explores excellence makers, and create the necessary climate for nurturing their talents and intellectual achievements communities like these are dubbed communities of knowledge culture communities adversely, there is another family of communities that is dubbed memory culture communities. The latter, however, provide limited room for the development of cultural excellence.

Under all circumstance communal encouragement for culturally and intellectually talented individuals, is bound to enhance the growth and proliferation of arts, and intellectual achievements. In other words the whole society would assure the form of a cultural environment where arts, philosophy and advanced cultural ingredients grow and thrive. Exchange of experiences and the spread of epistemological elements will be easier and effective. All such aspects of culture and knowledge would not have been brought to light, if the society denied support and encouragement to its talented individual specially in the fields of knowledge and culture. Additionally talented ones will not be productive, if there are restrictions as regards free thinking, rights of expression and movement. No bars should be allowed to hamper accession to media, or publishing houses. Bearing all these considerations in mind, a healthy climate for cultural excellence will prevail. Cultural Excellence as a concept raised multifarious views about its definition and classification. One of these views is attributed “TORANIS” a prominent French Psychist who defined excellence as “The identification of difficulties, inconveniences and deficiencies in cultural data, that if not properly dealt with, the realization of excellence would be impossible. Other steps in the accomplishment of the process include proposing relevant assumptions and deducing final outcomes. Another Scholar Spearman in his book titled “Excellent Brains” described excellence as a “Mental Power”. Whereas Gilliford propounded a comprehensive theory on the Nature of human intelligence. According to him human thought comprises two divisions uni-lateral and multi-lateral. The latter division Excellence in its three forms: fluency, flexibility and originality falls within the 2

Along the same line Maknoon believes that excellence is fundamentally concerned with the new and rare and original societal responses. In support to this view, one may refer to the invaluable works of Picasso which attracted respect and appreciation globally due to their rarity and originality.
The paper, however, covered a spectrum of excellence aspects such as: developing ways of response to problems at a certain community, identification and redefinition of academic elements pertaining to excellence; provision of a climate conducive to free thinking; intellectual flexibility; originality, evaluation, curiosity and constructive imagination.

Additionally, the paper presented and genuinely discussed concepts of E-Learning; the disparities between education and learning in traditional and E-Learning as well. Special emphasis is made on E-Learning which is gaining ground day after day and is anticipated to dominate learning and educational arenas in the foreseeable future. What have been realized up to this moment in E-Learning necessitated lots of excellence ingredients. Generally, E-education is one way of sending information to learners. Methods incorporated in this process include: computers; the Net., research helping tools, electronic libraries inside class or outside it, In other words, E-Learning depends on latest state of the art technology to promote educational and learning values. The paper too expounded some of the successful Arabian experiences in E-Learning applications.

Finally, one needs to mull the extraordinarily efforts needed to realize excellence at our educational and learning institutions. Despite all hindrance, we should with the strong will and genuine ambition if we are to realize excellence.